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Sommario/riassunto	Curriculum design and implementation can determine whether educational provision is an emancipating or suppressing process. Therefore, any curriculum may be situated not as neutral or apolitical but at the centre of educational power. For example in an age of globalisation and neoliberalism, it may be viewed as a product of market driven changes, where approaches to, for example Skills for Life involve a functional Literacy approach. This is defined by its social purposes, in which there is an alignment between individual skills, the performance of society, the global economy and economic prod