



A Framework for Relevance in 21st Century African Curricula: A Seychelles Perspective

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Abstract

The Seychelles educational system faces challenges in aligning curricula with contemporary global trends and local needs for a holistic education. An interpretive approach grounded in educational theory and policy analysis was employed to conceptualize the framework. The theoretical model proposes that integrating these themes into curricula will enhance learner engagement and prepare them better for the future workforce. Educators and policymakers should prioritise curriculum development based on this framework to ensure alignment with national educational goals.

Keywords: *Africanization, Critical Pedagogy, Deweyan Principles, Global Citizenship Education, Indigenous Knowledge Systems, Participatory Action Research, Sustainability Education*

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