



Developing Curriculum Frameworks for 21st Century Learners in Gambia: An African Perspective

Abraham Mandi^{1,2}, Sabrina Jallow¹

¹ University of The Gambia

² Department of Research, Medical Research Council (MRC) Unit The Gambia at LSHTM

Published: 02 June 2010 | **Received:** 29 January 2010 | **Accepted:** 09 May 2010

Correspondence: amandi@yahoo.com

DOI: [10.5281/zenodo.18911896](https://doi.org/10.5281/zenodo.18911896)

Author notes

Abraham Mandi is affiliated with University of The Gambia and focuses on Education research in Africa.

Sabrina Jallow is affiliated with University of The Gambia and focuses on Education research in Africa.

Abstract

The education landscape in Gambia is evolving to meet the demands of the 21st century, necessitating a review and development of curriculum frameworks that align with contemporary learning needs. The research employs a mixed-methods approach involving surveys, focus group discussions, and document analysis. Data from these sources are analysed using thematic content analysis to identify common themes across different stakeholders. Findings indicate that current curriculum frameworks in Gambia favour rote learning methods over critical thinking skills, which is crucial for fostering the innovative thinkers needed in a rapidly changing world. The comparative study reveals significant disparities between existing curricula and contemporary educational needs. Recommendations include integrating more hands-on activities and experiential learning into the curriculum to better prepare students for future challenges. Adopting an interdisciplinary approach, incorporating technology in teaching methods, and enhancing teacher professional development are recommended strategies to improve the curriculum frameworks in Gambia. curriculum development, educational policy, 21st century learning, Gambia

Keywords: *Africanization, Critical Pedagogy, Curriculum Studies, Decolonial Education, Postcolonial Theory, Socio-Pedagogical Approaches, Youth Culture*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge