



Curating Relevant Curriculum for 21st Century Kenyan Learners: An African Perspective

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Published: 16 September 2007 | **Received:** 25 July 2007 | **Accepted:** 29 August 2007

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DOI: [10.5281/zenodo.18854738](https://doi.org/10.5281/zenodo.18854738)

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Abstract

The rapid technological advancements of the 21st century have necessitated a reevaluation of educational curricula to ensure they are relevant and aligned with contemporary learning needs. The approach involves synthesizing existing literature on educational theory, pedagogy, and technological integration with contemporary learning theories relevant to the Kenyan context. The development of a relevant curriculum requires careful consideration of both theoretical frameworks and practical implementation strategies that are sensitive to cultural, socio-economic, and educational disparities in Kenya. Recommendations include the establishment of interdisciplinary teams comprising educators, technologists, and policy-makers to design curricula that integrate technology effectively and ethically. Additionally, continuous professional development for teachers is crucial to ensure they can adeptly utilise digital tools in their classrooms.

Keywords: *Kenyan, Curriculum Development, Pedagogy, Technology Integration, Constructivism, Anthropology of Education, Indigenous Knowledge Systems*

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