

Transformative Pedagogies: Innovations in Education in West Africa - the Necessity for Reforms for Students and Teachers.

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Abstract

Education in West Africa has long been shaped by colonial legacies, with teaching models inherited from French and British systems that continue to influence curricula, instructional methods, and education policies. Originally designed to serve colonial administrative purposes, these systems often failed to incorporate indigenous knowledge, cultural identities, and the socio-economic realities of African societies. This paper examines transformative pedagogies to foster innovation in education, focusing on student-centered learning, critical thinking, and digital integration while confronting the racialized structures present in West African education. This study underscores the need for systemic reforms that empower students and teachers by analyzing historical influences and current challenges. West African education systems risk perpetuating structural inequalities without deliberate policy shifts and must adopt inclusive, culturally relevant teaching methods. The paper advocates for a comprehensive approach to educational reforms, embraces indigenous knowledge, and integrates technology-driven and inclusive teaching strategies to enhance academic outcomes.

Keywords: Indigenous, Colonial, Knowledge, Challenges, Technology.