

Capitalising on Classroom Pluralism: Culturally Responsive Pedagogy and Learner Competency Outcomes in Africa.

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ABSTRACT

The purpose of this article is to explore the importance of making the most out of classroom pluralism through culturally responsive pedagogy to drive learner competency outcomes in Africa. At the center of this submission is the recognition that linguistic and cultural diversity within African classrooms require pedagogical methods that allow and leverage students' cultural assets. Evidence shows that culturally responsive pedagogy nurtures equitable learning environments by promoting culturally relevant interactions and differentiated assessments that reflect students' linguistic and cultural backgrounds. Moreover, integrating cultural practices and community based knowledge enriches scientific learning, which fosters learners' cultural capital and improving their interactions. The delivery of culturally responsive approaches address the linguistic plurality prevalent in African contexts, where teaching methods are tailored to linguistic diversity, supporting student wellbeing and academic success. The notion of culturally sustaining pedagogy broadens this framework by emphasizing the significance of supporting linguistic and cultural pluralism to sustain students' identities while fostering academic achievement. Evidence suggests that adopting a pluralistic perspective in teacher education and classroom practices encourages the development of inclusive environments that prepare students for global learners while respecting local cultural realities. The article confirmed the different studies highlighting that, capitalizing on class room pluralism through culturally responsive and sustaining pedagogies is critical for improving learner outcomes and fostering education across Africa. In order to compound its impact, educational institutions should prioritise professional development programs that enhance teachers' cultural competence and provide continuous support for implementing culturally responsive pedagogy.

Keywords: Pedagogy, culturally responsive pedagogy, classroom pluralism, learner competencies, competency-based education.

INTRODUCTION

Contemporary Africa is characterised with heterogeneous educational systems, with increasing recognition and incorporation of cultural pluralism into educational policies and practices as a means of promoting inclusive and equitable learning. Takyi-Mensah (2025) reported that culturally responsive pedagogy emerged as a key pedagogical approach that aims to capitalize on the socioeconomic, cultural and linguistic contexts of learners so as to create positive learning outcomes. In general, creates a learning context that promotes inclusion, improves educational outcomes and social cohesion. Furthermore, (Malgoubri, (2025) and, Apiku & Asiimwe , (2023) noted that the continent's linguistic diversity, cultural diversity and traditions are also important factors to consider since they can be utilized to effectively engage learners and enhance their competence if properly exploited.

The classroom pluralism in Africa is increasing, getting the desired recognition which underscores the significance of culturally responsive pedagogy as a pathway to enhancing learner competency outcomes in wider educational environment (Apiku & Asiimwe , 2023). At the center of this method is the amalgamation of learners' cultural, linguistic and societal backgrounds into teaching activities, nurturing a sense of belonging and criticality within the learning settings (Beigi, 2020). Beigi, (2020) notes that the pedagogical strategies are of relevance particularly in multicultural and rural contexts in South Africa where multiple cultural identities

require curriculum relevance and inclusion. This is a crucial, but perhaps dependent, factor on the willingness of the communities to accept and live with people from a vastly different culture.

Research evidence shows that culturally responsive pedagogies leverage the language and culture of the learner, thus affirming diversity and fostering intercultural competence (Arvanitis, 2018; Malgoubri, 2025), which is critical in enhancing learning outcomes among the learners. The method has also been highlighted for its ability to make a difference beyond academic achievement, as it fosters multicultural competencies that are essential for coping in today's pluralistic societies (Arvanitis, 2018; Geneva Gay, 2021). This implies that the role of cultural pluralism moves beyond the academic benefits, highlighting its importance for holistic socio-cultural development of learners through exposure to peers of with diverse backgrounds and experiences. Howard, (2021) confirms that the focus on cultural and linguistic competencies aligns with the wider democratic project of schooling, whose purpose is providing equitable access to knowledge while respecting pluralism. This focus therefore contributes to the topic of equity such as, how knowledge is given to those in need in a fair and just way in the larger cultural context.

The criticality of teachers' professional development immensely contributes in nurturing culturally responsive learning environment. According to Arvanitis (2018), teacher's professional learning to advance pluralism and intercultural comprehension has been demonstrated to be effective in constructing significant learning experiences. Thus, helping teachers with school management initiatives and periodic capacity building or refresher training is valuable in the implementation of culturally responsive practices that are contextually critical (Shanitha Jugmohan, 2025). Cultural pluralism in higher education has its focus extended to promote academic success, cultural competence and intellectual pluralism, stressing the need for pedagogies that are adaptable to Africa's varied student populations (Simphiwe et al., 2025). Thus, a focus on classroom pluralism in the context of culturally responsive pedagogy can contribute to the development of learner skills and to fostering social cohesion and democratic values within African educational spaces or landscapes (Bulelwa Makena & Dineo Mamaile, 2025 ; Matiso, 2024 ;Herrera, 2022; (Geneva Gay, 2021).

Rationale

African-centeredness of the rationale for culturally responsive pedagogy comes from the fact that traditional pedagogical approaches that are based on a monolithic view of learners' needs are often inadequate in a multilingual and multicultural classroom setting. There is evidence that teaching with cultural and linguistic competencies can contribute to equity and learning outcomes (Ntumi et al., 2026). This means that the cultural and linguistic needs in multicultural learning environment are catered for fairly and justly. Pedagogies that integrate arts for learning, decolonized approaches, are associated with experiences of learning that are more pluralistic and relevant, which benefit learners' cultural identities and academic learning (Malgoubri, (2025). Furthermore, it was also reported that a deliberate capitalization on classroom diversity enhances beyond individual learner competencies but also sustain cultural pluralism and multilingualism as crucial elements of African education systems (Takyi-Mensah 2025). Thus, it is necessary to research how culturally responsive pedagogy can be implemented in wider settings in Africa as this is crucial in the development of inclusivity, relevance and equity in learning that prepares learners to be successful in a culturally complex world (Matiso, 2024).

MATERIALS AND METHODS

The methodology of this study was literature review, which included identifying, analysing, synthesising and interpreting the existing scholarly evidence on culturally responsive pedagogy and what skills learners are expected to acquire in Africa. A literature review was used to synthesize results from a variety of studies, gain insight into the similarities and differences in the studies, assess current knowledge and provide an overview of the gaps in the research (Snyder, 2019; Booth et al., 2022).

A thorough literature review was performed in major academic databases such as Scopus, Web of Science, ERIC, JSTOR, Google Scholar and Education Source (EBSCOhost). Besides, documents of international organisations including UNESCO were consulted for the policy and contextual evidence to support the education system in Africa.

The literature search used a combination of the following search terms: culturally responsive pedagogy, culturally relevant teaching, culturally sustaining pedagogy, multicultural education, classroom diversity, learner competency, student learning outcomes, Africa and inclusive education. Boolean operators (AND, OR) were used to expand or restrict the search, to aid retrieval of relevant studies.

The focus of the review was on publications between 2000 and 2025, though some seminal theoretical pieces were included that were published prior to the 2000 timeframe when they had essential foundational contributions to culturally responsive pedagogy. The inclusion criteria were peer-reviewed journal articles, scholarly books, book chapters, conference papers, policy reports and other documents related to either culturally responsive pedagogy, multicultural or inclusive education, classroom diversity, or learner competency outcomes in an African context, or in studies that clearly had relevance to African education. Studies were excluded if they were not in English, were not rigorous enough in their methodology, or if they were duplicate records, opinion pieces lacking empirical or theoretical support, or if they were unrelated to the objectives of the review.

After the database search, the retrieved records were subjected to screening based on the title and abstract and then included in the study based on the fulfillment of the study objectives. Article content was then analysed in detail of those that were included in the full-text review. Backward/forward citation tracking of some essential publications was used to identify additional relevant publications and to assure thorough literature coverage.

Thematic synthesis method was used for the synthesis of evidence. Selected studies were read over and again, and coded for the following concepts that emerged repeatedly: classroom pluralism, culturally responsive pedagogy, learner competencies, teaching practice, curriculum responsiveness, inclusive learning environment, and educational outcomes. These similar codes were aggregated into larger themes which served as a foundation for analysis and discussion. The synthesis highlighted ways in which studies are similar and different, and explored the conditions, contexts, and factors affecting the implementation and effectiveness of culturally responsive teaching in the context of education in Africa.

This was not a systematic review or a meta-analysis but the process of the review was structured and took into account explicit inclusion/exclusion criteria and thematic synthesis methods, which increased transparency, credibility and reproducibility of the review process. This synthesis yields a holistic understanding of existing knowledge and evidence-based recommendations for enhancing culturally responsive pedagogy for enhancing learner competency outcomes in various classrooms in Africa.

LITERATURE REVIEW

Culturally Responsive Pedagogy in diverse African

The literature reviewed highlights the significance of culturally responsive pedagogy (CRP) in nurturing learner competency outcomes within African educational settings. There are numerous studies that emphasize the importance of CRP in fostering linguistic and cultural diversity, which is essential to improving educational equity and engagement with learners. The concept of empowerment is stressed in Burkina Faso by the use of arts based and decolonized pedagogical practices, combining African art and culture in language learning to tackle issues of academic performance and cultural relevance (Malgoubri, 2025). To note, in Burkina Faso is one of the Francophone countries where the official language of communication is French, hence it becomes critical to embrace culturally responsive pedagogy. Study reveals culturally responsive teacher-child interactions and differentiated assessments play a key role in harnessing students' cultural and linguistic strengths to promote equity in early childhood settings in Ghana (Ntumi et al., 2026). Although this presents context at lower class level, responsiveness and interaction as well as assessments cuts across including at post primary levels of education (Apiku & Asiimwe, 2023). Likewise in South Africa, cultural, linguistic and technological learning capabilities must be developed in educators to optimize culturally responsive pedagogy and thus improve the learning environments in multicultural English second language class rooms (Matiso, 2024). These evidences suggest that pedagogical strategies whose implementation

processes are contextualized are critical for addressing the varied needs of learners across wider African settings.

Culturally responsive pedagogy and learner competency development

The higher education perspectives continue to emphasize the importance of culturally responsive pedagogy for the achievement of academic success, cultural competence, and intellectual pluralism. Findings from South Africa showed a shift towards assessing quantitative outcomes related to diversity and pluralism in more diverse university settings (Simpfhiwe et al., 2025). These approaches thus tend to be purposed to prepare learners for engagement broadly in culturally diverse society by validating and integrating learners' cultural backgrounds into the curriculum dynamics. Similarly, research on the micro level practices of teachers who harness students' socio-cultural resources and capabilities from Ghana and across the African front raises the issue again. Teachers' views underscore the importance of contextualizing content in students' cultural contexts to make it relevant and interactive (Takyi-Mensah, (2025).

Furthermore, planning professional learning which fosters plurilingualism and intercultural competence shows how these professional learning events can make use of students' linguistic and cultural resources (Takyi-Mensah, 2025). This point underscores the role of modeling in shaping learners' cultural competence for quality engagement in any learning environment. In addition, theoretical and practical models reviewed emphasize consideration of learners' lived experiences in teaching, and the practice of being inclusive and culturally responsive. For instance, culturally responsive teaching aims to cultivate competencies that enable learners to circumnavigate and contribute to pluralistic societies, highlighting the criticality of modeling inclusive pedagogies that recognize students' cultural identities (Geneva Gay, 2021; Taylor & Sobel, 2011).

Institutional support for culturally responsive pedagogy

The school management, which is an institutional support mechanism, contributes substantially in encouraging culturally responsive school or learning environments. Review evidence from South Africa discusses how school leadership can aid the implementation of culturally responsive practices by fostering cultural competence among teachers and integrating responsive methodologies into school policies (Shanitha Jugmohan, 2025). Furthermore, curriculum relevance is an integral aspect of culturally responsive pedagogy, and evidence has shown that culturally relevant curricula have a positive impact on engagement and learning outcomes, especially in rural and diverse contexts (Bulelwa Makena & Dineo Mamaile, 2025).

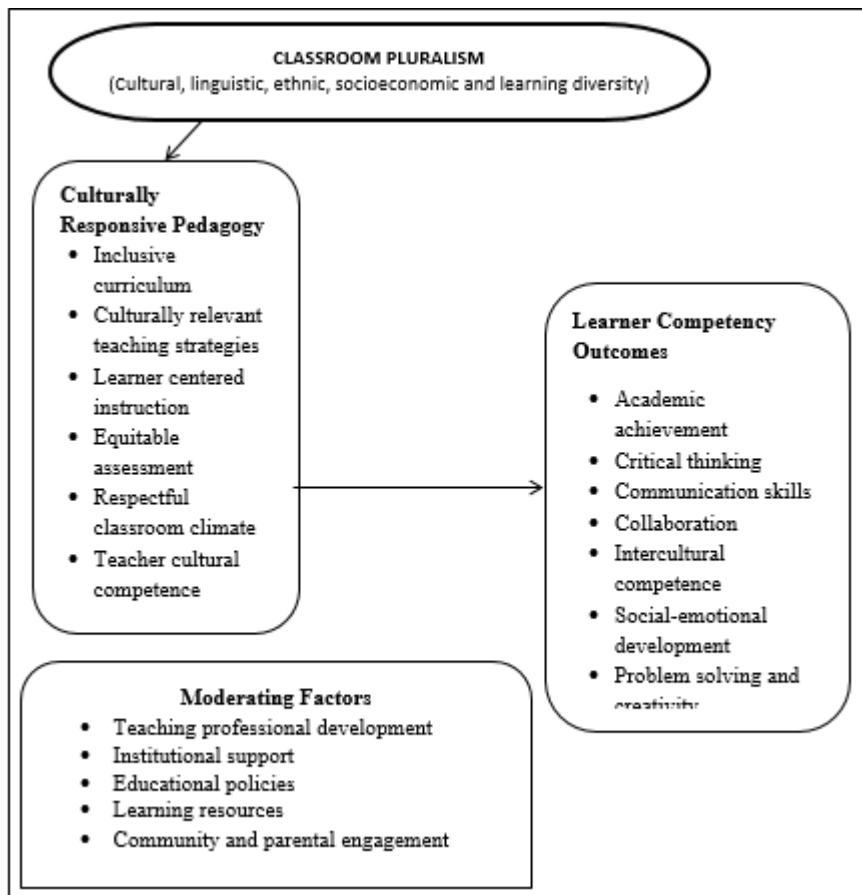
Conceptual framework

The literature reviewed reveals the opportunities and challenges for teaching and learning in the African context of a pluralistic classroom. Learners have various differences in language, culture, ethnicity, socioeconomic background, previous experiences and learning styles and need to be treated in ways that respect and value those differences. The study employs the concept of culturally responsive pedagogy (as described by Gay, 2021), culturally relevant pedagogy (Ladson-Billings, 1995), and sociocultural learning theory (Vygotsky, 1978), to present a conceptual model of how classroom pluralism, culturally responsive pedagogy, and learner competency outcomes relate to each other.

The framework sees classroom pluralism as the independent variable which impacts the teaching context. Culturally responsive pedagogy serves as the process that, culturally responsive teachers go through to make use of learner diversity in developing meaningful learning experiences through inclusive curriculum design, culturally relevant forms of teaching, learner-centred pedagogy, fairness in the assessment process and culturally affirming classroom interactions. It is expected that the implementation of these practices will have a positive impact on the competency outcomes of the learners; namely academic achievement, critical thinking, communication skills, collaboration, intercultural competence, creativity and social-emotional development. The framework also acknowledges institutional conditions that impact the effectiveness of culturally responsive pedagogy, including institutional supports, teacher professional development, curriculum policy, and resources.

The framework is informed by culturally responsive teaching theory (Geneva Gay, 2018), culturally relevant pedagogy (Ladson-Billings, 1995), and sociocultural learning theory (Vygotsky LS, 1978) which collectively emphasize that learner diversity becomes an educational asset when instructional practices deliberately recognize, value and incorporate students' cultural identities and experiences to enhance competency development.

Conceptual framework illustrating the relationship between classroom pluralism, culturally responsive pedagogy, and learner competencies



The reviewed studies highlight the crucial role of culturally responsive pedagogy in enhancing learner competency outcomes across African educational contexts. Studies indicate that culturally relevant practices can help to create a supportive and inclusive learning environment, where students feel valued and connected to their cultural heritage and traditions (Bulelwa Makena & Dineo Mamaile, 2025; Caingcoy, 2023). This means respecting other people is essential for fostering harmony among the learners, thus the role of education that contributes in creating meaningful competencies. The emphasis of culturally relevant education is on the development of skills that allow for the navigation and success of an individual in a multicultural world, particularly in African societies, where diversity is a recurring theme (Aronson B & Laughter, 2016).

Research shows that effective school management plays a critical role in supporting teachers to implement culturally responsive strategies. As noted, specific recommendations for school leadership to support building cultural competence for educators can include curricular changes and professional learning that is focused (Jugmohan, 2025). It suggests that the role of the supportive measures implemented in the educational institutions is crucial in integrating culturally responsive pedagogy in the daily lessons and ultimately, the outcomes of the students.

At the higher education level, the literature internationally shows that culturally responsive pedagogy impacts on academic achievement and cultural competence, and that there are specific guidelines for implementing it (Simphiwe et al., 2025). Although challenges in signifying culturally responsive practices are recognized, the significance of adapting teaching to cater for the diverse students' needs is still a persistent problem (Takyi-Mensah, 2025). Culturally responsive teaching is more than just about improving academic outcomes; it is also about fostering a sense of social cohesion and engagement among learners (Geneva Gay, 2021). Moreover, there is evidence that a differentiated instruction based on the cultural and linguistic backgrounds of learners is effective in closing the achievement gaps and improving learning outcomes of diverse learners (Simphiwe et al., 2025). This approach thus aligns with the broader goal of making education more relevant and accessible, particularly in rural and marginalized African environments. Finally, programs to promote teachers' implementation of culturally responsive practices show that targeted in-service capacity development or training can make a positive difference to teachers' cultural competency, which in turn can affect their learners' success in the field of education (Bottiani et al., 2018). The importance of ongoing professional development and institutional support to maintaining culturally responsive teaching is highlighted (Apiku C & Asiimwe S, 2023).

Practical Implementation Barriers to Culturally Responsive Pedagogy

Despite substantial empirical evidence demonstrating the effectiveness of culturally responsive pedagogy (CRP), its implementation across African education systems remains inconsistent due to multiple structural, institutional, and pedagogical challenges. While many countries have adopted competency-based and inclusive education reforms, translating policy into classroom practice remains a significant challenge (African Union Commission, 2025; (UNESCO, 2023).

The lack of teacher preparation is one of the most common challenges reported. The pre-service and in-service professional development opportunities that many teachers receive are inadequate, and they lack support in culturally and linguistically diverse classrooms and in culturally responsive instructional approaches and pedagogies (Geneva Gay, 2021; Hammond, 2015; (Matiso, 2024; Takyi-Mensah, 2025). This means that many teachers still use the teacher-centred approach to teaching and learning that is still common in colonial education, despite the curriculum reform that advocates learner-centred and competency-based learning (UNESCO, 2020). Research in Ghana, South Africa and Uganda suggest that while teachers are aware of the importance of culturally responsive teaching, they are not confident or knowledgeable about its implementation into the classroom, nor do they receive institutional support to do so (Apiku, 2023; Matiso, 2024; Takyi-Mensah, 2025).

Resources are also a limiting factor in implementation, especially in less resourced and rural schools. A lack of culturally relevant instructional materials, multilingual textbooks, digital learning technologies, libraries, internet access, and locally developed teaching resources are some of the challenges many African schools face (UNESCO, 2023; African Union Commission, 2025). It makes teachers' ability to contextualize instruction limited due to these shortages. Furthermore, low funding for instruction, overcrowding in classrooms and insufficient infrastructure, affect the opportunity for the child to have a chance to participate in and learn through a learner-centred, culturally responsive approach to teaching (World Bank, 2023).

Another constant implementation challenge continues to be language policy. In most parts of Sub Saharan Africa, instruction is still provided mainly in colonial languages (English, French and Portuguese) while many of the learners come into school with a better proficiency in their native languages. This mismatch can lead to a decrease in learner participation, understanding, interaction in the classroom, and academic self-esteem, and disproportionately impact learners from rural and other marginalized communities (Benson, 2016). While multilingual and bilingual education policies have shown positive learning outcomes and the involvement of learners, these policies are not well implemented due to lack of teacher preparation, instructional materials in local languages, policy support and others (Ouane A & Glanz C, 2011).

Another significant challenge to culturally responsive teaching is the large class sizes. In many public schools in Sub Saharan Africa teachers often have to overcrowd their classrooms and squeeze in more than sixty learners which makes it difficult to differentiate the curriculum, give feedback to the students, facilitate the

collaborative learning or assess students in a culturally responsive way, (World Bank, 2023; UNESCO, 2023). These classroom contexts limit the potential of teachers and learners to connect and engage in meaningful interactions, as well as to honour individual learners' cultural identities, experiences and learning needs, key tenets of culturally responsive pedagogy (Geneva Gay, 2021).

The other problem is institutional resistance, which is also caused by the education systems focusing on exams. High-stakes national exams remain focused on the recall of facts, the content of the curriculum, the summative assessment process, and incentivise teachers to focus more on how students can prepare for them rather than on learner-centred inquiry, critical thinking, collaboration and culturally contextualised learning experiences (UNESCO, 2020). Such an assessment culture can detract from the willingness of teachers to be innovative with culturally responsive teaching strategies when competency-based curricula promote culturally-inclusive and participatory education (Hammond, 2015).

Leadership, institutional culture also affects implementation. If school leaders are not knowledgeable about the concept of culturally responsive pedagogy, they may offer minimal support for teacher innovation, professional development and curriculum modifications (Jugmohan, 2025; Arthur Z, 2024). Conversely, evidence from South Africa show that these factors; the leadership's ability to support culturally responsive instructional practices, collaborative school cultures, and continuous professional learning for teachers are significantly correlated with increased teachers' use of culturally responsive instructional practices (Kempen ME & Steyn GM, 2015; Kempen & Steyn, 2016). Consequently, the role of commitment in the institutions between educational policy and classroom practice is a crucial mediator.

Last but not least, there remain unmet implementation gaps which are hampering culturally responsive education in Africa. While some countries have implemented competency-based curricula through a focus on learner-centred approaches, inclusion and contextualisation, the implementation process is often outpaced by teacher preparation, development of learning materials and resources, quality assurance systems and monitoring systems (African Union Commission, 2025; UNESCO, 2023). For this reason, many schools are facing challenges in implementing policy intention into a reality in the classroom. There is a need to invest in the development of culturally relevant learning resources, the provision of multilingual instructional materials, training of teachers, policy implementation mechanisms, and supportive educational context and leadership to ensure the maximization of outcomes in terms of learners' competency in Africa's culturally diverse education system (Geneva Gay, 2021; Hammond, 2015); (UNESCO, 2023).

DISCUSSIONS

The literature reviewed showed a wide consensus that culturally responsive pedagogy has a positive effect on learner competency outcomes in African education system. Yet, the review also demonstrates that culturally responsive pedagogy is context dependent, in the sense that it is shaped by a variety of educational policies, linguistic diversity, colonial history and legacies, institutional capacity, and teacher preparedness. The variations in context indicate that there is no single template of culturally responsive pedagogy for Africa, but rather that adaptation to contextually local socio-cultural realities is needed to be successful.

One interesting observation is the variation in the focus of culturally responsive pedagogy by country. The first approach to culturally responsive teaching in Burkina Faso is decolonisation of education, which involves the incorporation of local languages, indigenous knowledge and African cultural heritage in the classroom. This is in contrast to Ghana where the focus of the research is more classroom interaction, differentiated teaching and assessment practices that take into account the differences in learners' backgrounds (Ntumi et al., 2026; Takyi-Mensah, 2025). Studies in South Africa, in contrast, take a more holistic perspective on systems, including culturally responsive pedagogy and multilingual education, digital competence, institutional transformation, and social cohesion in highly diverse learning environments ((Matiso, 2024); (Simphiwe et al., 2025). These differences highlight that the key concepts of culturally responsive pedagogy are all the same but that how they are practiced is different, depending on the country's priorities for education and the experiences that have taken place.

The review also indicates that learner competency outcomes related to culturally responsive pedagogy are much broader than just academic outcomes. The competencies such as critical thinking, communication, collaboration, intercultural understanding, learner confidence, cultural identity and problem solving are common points across the reviewed studies. The findings are congruent with (Geneva Gay, 2021), (Ladson-Billings, 1995) and (Vygotsky LS, 1978) theories that meaningful learning takes place when learning is based on prior experiences and culture. This convergence in theory and empirical evidence further demonstrates that culturally responsive pedagogy is more than just an approach to enhance examination performance; it also has a role in developing the competency of students in a holistic manner.

Despite the country-wide good news, the review reveals a number of important gaps in the evidence base in Africa. First, although a large number of studies exist in South Africa and Ghana, there is comparatively little empirical evidence from East, Central, North and a number of Francophone African countries. Thus, the learning that is currently available might not show the diversity of educational systems in the continent. Second, studies that do use quantitative data are often based on classroom observation or teacher perception, as well as longitudinal studies and/or experimental design that would measure the long-term effects of culturally responsive pedagogy on learner competencies. Third, little research is known on the implementation of culturally responsive pedagogy in secondary schools, technical and vocational institutions and in higher education institutions other than in a few well researched contexts.

A critical point to note about readiness is related to institutions. Teachers are always acknowledged as key players in the implementation of culturally responsive pedagogy but the literature suggests that teacher commitment is not enough. This involves culturally responsive teaching, ongoing staff development, inclusive assessment, and education policies that encourage and embrace linguistic and cultural diversity, in addition to supportive leadership and culturally relevant curricula. The institutional context of each country seems to be more conducive to the incorporation of culturally responsive practices into the educational system, while the rigid curricula and resource limitations in many contexts still restrict the implementation of culturally responsive practices.

The overall comparative evidence indicates that culturally responsive pedagogy is a viable intervention to enhance learning outcomes in terms of competency in Africa. However, it requires the context-dependent implementation with well-understood institutional structures for success. Comparative studies across countries and more quantitative evidence should be used on what culturally responsive practices are most effective in various educational contexts across Africa. This evidence could inform the development of policies and contribute to the expansion of culturally responsive pedagogical practices that can help prepare learners in a more complex and diverse society.

Evidence in literature showed that while culturally responsive pedagogy (CRP) has tremendous potential to enhance learner competency outcomes, it is limited in implementation in African education systems due to the interrelated nature of the institutions, structures and pedagogy. Despite the current competency-based curriculum reforms, teacher preparedness becomes the most important obstacle, as many teachers are not sufficiently trained in pre-service and in-service training to understand and implement culturally responsive practices (Geneva Gay, 2021); (Hammond, 2015); (UNESCO, 2020). This means that if the curriculum is to be changed for any effect to be seen, then the investment for teacher development must be sustained.

The reviewed studies also show that limited resources, large class sizes, insufficient teaching materials, and the continued use of colonial languages as the main medium of instruction negatively impact teachers' capacity to effectively meet the needs of learner diversity (World Bank, 2023); (UNESCO, 2023). Further, an education system that is focused on the exam, together with a narrow range of institutional support, can deter the use of a learner-centred and culturally responsive approach to teaching.

In summary, it is concluded that successful implementation of culturally responsive pedagogy depends on coordinated efforts that will enable teachers to build their capacity, support them within the institution, equip them with culturally relevant learning resources, and ensure that educational policies are implemented at the

classroom level. These barriers must be addressed to facilitate culturally responsive pedagogy to improve learner competency outcomes in the increasingly diverse classroom in Africa.

CONCLUSION

The literature collectively affirms that culturally responsive pedagogy is essential for fostering learner competency outcomes in Africa. To maximize its impact, educational institutions should prioritize professional development programs that enhance teachers' cultural competence and provide ongoing support for implementing CRP strategies. Curriculum reforms that reflect students' cultural contexts are recommended to increase relevance and engagement. Additionally, school management must create conducive environments that value diversity and promote inclusive practices.

Future research should focus on developing context-specific guidelines for CRP in African settings and evaluating the long-term effects of culturally responsive approaches on learner success. Policymakers and educational leaders are encouraged to embed CRP principles into national education policies, ensuring that culturally responsive practices become a standard component of teaching and learning across all levels of education in Africa.

Declaration

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