

# African Indigenous Knowledge and the Disciplines

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*Sense Publishers*

# **African Indigenous Knowledge And The Disciplines**

**Susan Levy, Uzoma Odera Okoye, Pius  
T. Tanga, Richard Ingram**



## **African Indigenous Knowledge And The Disciplines:**

**African Indigenous Knowledge and the Disciplines** Gloria Emeagwali, George J Sefa Dei, 2014-11-26 This text explores the multidisciplinary context of African Indigenous Knowledge Systems from scholars and scholar activists committed to the interrogation production articulation dissemination and general development of endogenous and indigenous modes of intellectual activity and praxis The work reinforces the demand for the decolonization of the academy and makes the case for a paradigmatic shift in content subject matter and curriculum in institutions in Africa and elsewhere with a view to challenging and rejecting disinformation and intellectual servitude Indigenous intellectual discourses related to diverse disciplines take center stage in this volume with a focus on education mathematics medicine chemistry and engineering in their historical and contemporary context

**Handbook of Research on Social, Cultural, and Educational Considerations of Indigenous Knowledge in Developing Countries** Ngulube, Patrick, 2016-09-29 Knowledge systems are an essential aspect to the preservation of a community's culture In developing countries this community based knowledge has significant influence on such things as decision making and problem solving The Handbook of Research on Social Cultural and Educational Considerations of Indigenous Knowledge in Developing Countries is an authoritative reference source for the latest scholarly research on the importance of knowledge and value systems at the community level and ways indigenous people utilize this information Highlighting impacts on culture and education in developing nations this book is ideally designed for researchers academicians policy makers students and professionals interested in contemporary debates on indigenous knowledge systems

**The Palgrave Handbook of African Education and Indigenous Knowledge** Jamaine M. Abidogun, Toyin Falola, 2020-06-02 This handbook explores the evolution of African education in historical perspectives as well as the development within its three systems Indigenous Islamic and Western education models and how African societies have maintained and changed their approaches to education within and across these systems African education continues to find itself at once preserving its knowledge while integrating Islamic and Western aspects in order to compete within this global reality Contributors take up issues and themes of the positioning resistance accommodation and transformations of indigenous education in relationship to the introduction of Islamic and later Western education Issues and themes raised acknowledge the contemporary development and positioning of indigenous education within African societies and provide understanding of how indigenous education works within individual societies and national frameworks as an essential part of African contemporary society

*Indigenous Knowledge Systems and Development in Africa* Samuel Ojo Oloruntoba, Adeshina Afolayan, Olajumoke Yacob-Haliso, 2020-04-08 This edited volume analyzes African knowledge production and alternative development paths of the region The contributors demonstrate ways in which African centered knowledge refutes stereotypes depicted by Euro centric scholars and overall examine indigenous African contributions in global knowledge production and development The project provides historical and contemporary

evidences that challenge the dominance of Euro centric knowledge particularly about Africa across various disciplines Each chapter engages with existing scholarship and extends it by emphasizing on Indigenous knowledge systems in addition to future indicators of African knowledge production

**Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries** Ngulube, Patrick, 2016-09-12 There has been a growth in the use acceptance and popularity of indigenous knowledge High rates of poverty and a widening economic divide is threatening the accessibility to western scientific knowledge in the developing world where many indigenous people live Consequently indigenous knowledge has become a potential source for sustainable development in the developing world The Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries presents interdisciplinary research on knowledge management sharing and transfer among indigenous communities Providing a unique perspective on alternative knowledge systems this publication is a critical resource for sociologists anthropologists researchers and graduate level students in a variety of fields

*Indigenous Teaching Disciplines and Perspectives for Higher Education* Kgari-Masondo, Maserole Christina, 2025-03-28 Literature indicates that sociolinguists and educationists often claim multilingual practice and Africanizing and Indigenizing education will jeopardize national unity and social cohesion Such claims delay the implementation of decolonization policies and the transformation of the curriculum under false assumptions However research reveals many Indigenous students struggle with higher educational content which is often presented through languages that are unfamiliar to them This implies that there is a need to uncover resources that can assist in necessitating the implementation of Indigenous education globally and that all multilingual strategies in education must be based on quality mother tongue illustrative content as its foundation As a result further research on the subject is necessary to enhance teaching strategies that reach all Indigenous students *Indigenous Teaching Disciplines and Perspectives for Higher Education* illustrates the need for the implementation of a decolonized teaching and learning curriculum with integrated resources as models It explores how to improve Indigenous knowledge content and teaching methods Covering topics such as cultural identity African research methodology and Indigenous media this book is an excellent resource for teachers policymakers school administrators researchers scholars academicians and more

**African Indigenous Knowledges in a Postcolonial World** Olajumoke Yacob-Haliso, Ngozi Nwogwugwu, Gift Ntiwunka, 2020-11-29 This book argues that ancient and modern African indigenous knowledges remain key to Africa's role in global capital technological and knowledge development and to addressing her marginality and postcoloniality The contributors engage the unresolved problematics of the historical and contemporary linkages between African knowledges and the African academy and between African and global knowledges The book relies on historical and comparative political analysis to explore the global context for the application of indigenous knowledges for tackling postcolonial challenges of knowledge production conflict and migration and women's rights on the continent in transcontinental African contexts Asserting the enduring potency of African

indigenous knowledges for the transformation of policy the African academy and the study of Africa in the global academy this book will be of interest to scholars of African Studies postcolonial studies and decolonisation and global affairs

**Elders' Cultural Knowledges and the Question of Black/ African Indigeneity in Education** George J. Sefa Dei, Wambui Karanja, Grace Erger, 2022-01-03 This book makes a strong case for the inclusion of Indigenous Elders cultural knowledge in the delivery of inclusive education for learners who are members of minority communities It is relevant to curriculum developers teachers policy makers and institutions that engage in the education of Black Indigenous Latinx and other minority students This book provides opportunities for exploring the decolonization of educational approaches It promotes the synthesis of multiple types of knowledge and ways of knowing by making a case for the incorporation of Indigenous knowledges and Indigenous Elders as teachers in learning spaces The book is of interest to educators students and researchers of Indigenous knowledge and decolonizing education Additionally it is important for educational policy makers especially those engaged in looking for strategic solutions to bridging educational disparities and gaps for Indigenous Black Latinx and other minority learners

Routledge Handbook of African Social Work Education Susan Levy, Uzoma Odera Okoye, Pius T. Tanga, Richard Ingram, 2024-06-06 This timely Routledge Handbook creates a much needed space to explore what makes social work uniquely African as well as shaping informing and influencing a new culturally relevant era of social work The specific focus on social work education offers approaches to transition away from the hegemony of Western literature knowledge and practice models underpinning African social work education The authors identify what is relevant and meaningful to inform influence and reconceptualise culturally relevant social work curriculum Covering Botswana Cameroon Ethiopia Ghana Guinea Kenya Malawi Nigeria South Africa Tanzania Uganda Zambia and Zimbabwe the Handbook comprises both empirical and conceptual chapters multiple approaches case studies and key debates on social work education It is structured in four parts Approaches to Indigenising Decolonising and Developing Culturally Relevant Social Work Education Social Work Education Evolution across Contexts Embedding Field Practicum into Social Work Education Knowledge Exchange between the Global South and Global North The range of indigenous local knowledge that the Handbook presents is crucial to social work evolving and facilitating for reciprocal learning and knowledge exchange between the Global South and Global North Whilst the context of the Handbook is Africa the topics covered are relevant to a global audience engaged in social justice work across social work social welfare social development and sustainability

**Sustainable Development in Africa** Walter Leal Filho, Rudi Pretorius, Luiza Olim de Sousa, 2021-07-09 This book serves the purpose of documenting and promoting African experiences on sustainable development which encompasses both formal and non formal education Sustainable development is very important to Africa but there is a paucity of publication which documents and promotes experiences from African countries Due to their complexity the interrelations between social economic and political factors related to sustainable development especially at universities need to be better understood

There is also a real need to showcase successful examples of how African institutions are handling their sustainability challenges. It is against this background that this book has been produced. It is a truly interdisciplinary publication useful to scholars, social movements, practitioners and members of governmental agencies and private companies undertaking research and/or executing projects focusing on sustainability from across Africa. As African nations strive to pursue the UN Sustainable Development Goals, it is imperative to cater for the information needs seen across the continent and foster the dissemination of experiences and case studies which may support both on going and future efforts. The scope of the book is deliberately kept wide and we are looking for contributions across the spectrum of sustainable development from business and economics to arts and fashion, administration, environment, languages and media studies.

*Indigenous and Minority Populations* Sylvanus Barnabas, 2023-06-21. The sections and chapters contained in this book deal with issues and challenges facing indigenous and minority populations located in several geographical areas of the world. The papers are written by writers and scholars from various parts of the world and like any piece of literature on indigenous and minority populations, the topics are diverse. The perspectives are both interdisciplinary and multi disciplinary. The issues examined in the various chapters cover areas pertaining to their human rights, preservation of their culture and identity, traditional knowledge and their challenges, but also scholarly and epistemological approaches to understanding and articulating such topics in academic contexts. Indeed, the issues around indigenous and minority populations across the world transcend their human rights concerns in relation to dominant groups and institutions within the territorial boundaries of the modern states where they currently live. These issues are cultural, anthropological, sociological, philosophical and epistemological as well as historical. Any scholarly piece of work on indigenous and minority populations is therefore inevitably interdisciplinary, multi disciplinary or both. The various topics examined by the authors epitomize this diversity of issues around such populations. The book is a significant source of information for students, academics, practitioners, policymakers, government officials and non governmental organisations working on issues that pertain to such populations at national, regional and global levels.

*Decolonising African Higher Education* Christopher B. Knaus, Takako Mino, Johannes Seroto, 2022-05-26. Across the African continent, college student activists have long fought to decolonise African institutions. Reflecting ongoing Western colonisation, however, Indigenous African languages, thought and structures remain excluded from African universities. Such universities remain steeped in Eurocentric modes of knowing, teaching, researching and communicating. Students are rarely afforded the opportunity to learn about the wealth of knowledge and sustainable wisdom that was and is generated by their own home communities. Such localised Indigenous African perspectives are critical in a world committed to anti Black racism, capitalist materialism and global destruction. This book thus clarifies decolonial efforts to transform higher education from its anti Black foundation, offering hope from universities across the continent. Writers are university administrators and faculty who directly challenge contemporary colonial education, exploring tangible ways to decolonise structures, curricula, pedagogy.

research and community relationships Ultimately this book moves beyond structural transformation to call for a global commitment to develop Indigenous African led systems of higher education that foster multilingual communities local knowledges and localised approaches to global problems In shifting from a Western centric lens to multifaceted African centrism the authors reclaim decoloniality from co optation repositioning African intellectualism at the core of global higher education to sustain an Ubuntu based humanity

**Harnessing Indigenous Epistemologies for Sustainable Progress** Ngulube, Patrick, 2025-02-19 Seeking cognitive fairness in academic institutions requires an emphasis on indigenous knowledge and epistemic freedom that is more pluralistic and inclusive which is supported by the incorporation of Indigenous viewpoints and wisdom A more just and equitable learning environment that benefits all academics and students can be achieved by elevating epistemic freedom in the academy and making it a place where cognitive diversity is acknowledged Indigenous knowledge systems provide distinctive perspectives on sustainable living community health and environmental stewardship To ensure that Indigenous history continues to be a vibrant and living legacy that inspires and enriches the globe it is important to promote it in a way that both honors the past and influences modern practices **Harnessing Indigenous Epistemologies for Sustainable Progress** challenges the dominance of Western epistemologies by incorporating Indigenous viewpoints and wisdom into academia fostering a more pluralistic and inclusive approach to knowledge development and transmission Covering topics including digital preservation global higher education and ecological kinships this book is an excellent resource for policymakers educators sociologists scholars researchers academicians professionals and more

**Pathways to Alternative Epistemologies in Africa** Adeshina Afolayan, Olajumoke Jacob-Haliso, Samuel Ojo Oloruntoba, 2021-01-04 This volume investigates alternative epistemological pathways by which knowledge production in Africa can proceed The contributors using different intellectual dynamics explore the existing epistemological dominance of the West from architecture to gender discourse from environmental management to democratic governance and offer distinct and unique arguments that challenge the denigration of the different and differing modes of knowing that the West considered barbaric and primitive This volume therefore constitutes a minimal gesture that further contributes to the ongoing discourse on alternative modes of knowing in Africa

**The Palgrave Handbook on Critical Theories of Education** Ali A. Abdi, Greg William Misiaszek, 2022-09-13 This handbook brings together a range of global perspectives in the field of critical studies in education to illuminate multiple ways of knowing learning and teaching for social wellbeing justice and sustainability The handbook covers areas such as critical thought systems of education critical race and racialization theories of education critical international global citizenship education and critical studies in education and literacy studies In each section the chapter authors illuminate the current state of the field and probe more inclusive ways to achieve multicentric knowledge and learning possibilities

**Higher Education and Capacity Building in Africa** Hanne Kirstine Adriansen, Lene Møller Madsen, Stig Jensen, 2015-11-06 Higher

education has recently been recognized as a key driver for societal growth in the Global South and capacity building of African universities is now widely included in donor policies. The question is how do capacity building projects affect African universities researchers and students. Universities and their scientific knowledges are often seen to have universal qualities therefore capacity building may appear straight forward. Higher Education and Capacity Building in Africa contests such universalistic notions. Inspired by ideas about the geography of scientific knowledge it explores what role specific places and relationships have in knowledge production and analyses how cultural experiences are included and excluded in teaching and research. Thus the different chapters show how what constitutes legitimate scientific knowledge is negotiated and contested. In doing so the chapters draw on discussions about the hegemony of Western thought in education and knowledge production. The authors own experiences with higher education capacity building and knowledge production are discussed and used to contribute to the reflexive turn and rise of auto ethnography. This book is a valuable resource for researchers and postgraduate students in education development studies African studies and human geography as well as anthropology and history.

### **Resurgence and Revalorization of Indigenous Knowledge Systems in the Contemporary Society**

Masanya, Tlou Maggie, Bhuda, Monicca Thulisile, 2025-05-08 Indigenous knowledge is the comprehensive body of knowledge that locals accumulate from life experience unofficial research and close observation of their surroundings within a particular culture. It connects the entirety of nature and the components that sustain life to the survival of every human being. Additionally it gives specific community conditions in respect to the environment and offers workable answers to people's problems. As a result by preserving indigenous knowledge systems indigenous knowledge may provide value to the community by offering innovative solutions to social environmental and economic issues. **Resurgence and Revalorization of Indigenous Knowledge Systems in the Contemporary Society** explores the role of indigenous knowledge in the contemporary society. Furthermore it discusses the importance of preserving and sharing indigenous knowledge for community development. Covering topics such as epistemic diversity traditional load and indigenous curricula this book is an excellent resource for sociologists policymakers government officials environmentalists educators records managers professionals researchers scholars academicians and more.

What Is Ailing Africa? — Practical Philosophy in Reinventing Africa Stephen Onyango Ouma, 2024-06-11 Not only does this book detail the colonial experiences in Africa through what the author refers to as a social construct it also vehemently criticises modern African governments for their current corruption and maintenance of the continent's situation. This book presents a two pronged analysis of Africa's predicament by looking at the duality of ethics and identity. It tries to trace the problematic aspects of westernization and modernization within the contexts of neo colonialism and continued exploitation of Africa by external forces as well as the complicity of Africans themselves. **On the Sustainable Development of African Countries** Ebes Aziegbe-Esho, 2025-02-03 Despite Africa's vast and diverse natural resources the developmental challenges plaguing the continent still remain. Indeed a common factor that seems to



bind all African countries together is developmental problems and challenges From North Africa to Southern Africa across West Africa through to Central and East Africa African countries especially those in Sub Saharan Africa are faced with the same or similar developmental challenges Many reasons have been offered for Africa s developmental challenges Amongst developmental economists the reasons range from geographical historical cultural and tribal factors to institutional factors The unfavourable geographical landscape its colonial and other peculiar histories the huge diversity in culture and tribe that seem to hinder efforts at unity and lack of good governance and the institutions of quality governance have all been given as reasons for the inability of the continent to make good developmental progress This book offers a strategic human capital approach as a pathway to the sustainable development of African countries The book synthesizes different knowledge domains on human capital and presents ways on how human capital can be strategically developed and accumulated by African countries for sustainable development The book highlights how the continent s growing youthful population can be strategically harnessed into human capital for sustainable development Unlike other books on human capital and Africa s development that rely on a single disciplinary perspective usually from economics this book takes a multi disciplinary and inter disciplinary approach The book draws from theories and studies of human capital in economics the originating discipline of the concept strategic management entrepreneurship and Strategic Human Resources Management Thus it is able to present the discuss and recommendations from a holistic integration of the concept of human capital The book also presents case studies of three countries Singapore Finland and Canada that have successfully made strategic use of human capital in their national development in different ways another unique feature of the book Lessons on national human capital development are drawn from each case study Another unique feature of the book is its integration of the various global human capital indices available for a comprehensive understanding of the indices their components and utility for countries Finally the book is replete with many generic and specific recommendations on how human capital can be developed by various stake holders in Africa A whole chapter is dedicated to generic strategic approaches to human capital development that can be adopted by African countries and indeed by all countries as they can be applied by other countries The generic approaches are cumulatively drawn from resource based theory RBT transaction cost economics and human capital theory Another chapter is also dedicated to more specific recommendations on human capital development and accumulation

**African Mind, Culture, and Technology** Yamikani Ndasauka, 2024-07-01 This book provides a philosophical investigation of technology in Africa articulating conceptual foundations and analyses rooted in African worldviews and communitarian values It aims to spur discourse and understanding of how technology can be justly shaped for human advancement in Africa Yamikani Ndasauka highlights the need to understand African conceptions of existence ethics and values as foundations for envisioning more humanistic technological applications A historical contextualisation traces the layered origins of African technology philosophy in indigenous innovation resistant adaptation of external systems and

creative fusion of endogenous and exogenous knowledge The book develops African frameworks to assess and design technology in accord with human dignity and collective advancement

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### **African Indigenous Knowledge And The Disciplines Introduction**

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