Culture Indigenous Knowledge And Development In Africa

Society is continually moving towards global interaction, and nations often contain citizens of numerous cultures and backgrounds. Bi-culturalism incorporates a higher degree of social inclusion in an effort to bring about social justice and change, and it may prove to be an alternative to the existing dogma of mainstream Europe-based hegemonic bodies of knowledge. The Handbook of Research on Indigenous Knowledge and Bi-Culturalism in a Global Context is a collection of innovative studies on the nature of indigenous bodies' knowledge that incorporates the sacred or spiritual influence across various countries following World War II, while exploring the difficulties faced as society immerses itself in bi-culturalism. While highlighting topics including bi-cultural teaching, Africology, and education empowerment, this book is ideally designed for academicians, urban planners, sociologists, anthropologists, researchers, and professionals seeking current research on validating the growth of indigenous thinking and ideas.

Contributed papers presented at the Conference.

Nature is Culture Indigenous Knowledge and Socio-cultural Aspects of Trees and Forests in Non-European Cultures Intermediate Technology

This book is an intellectual journey into epistemology, pedagogy, physics, architecture, medicine and metallurgy. The focus is on various dimensions of African Indigenous Knowledge (AIK) with an emphasis on the sciences, an area that has been neglected in AIK discourse. The authors provide diverse views and perspectives on African indigenous scientific and technological knowledge that can benefit a wide spectrum of academics, scholars, students, development agents, and policy makers, in both governmental and non-governmental organizations, and enable critical and alternative analyses and possibilities for understanding science and technology in an African historical and contemporary context.

This open access book presents a strong philosophical, theoretical and practical argument for the mainstreaming of indigenous knowledge in curricula development, and in teaching and learning across the African continent. Since the dawn of political independence in Africa, there has been an ongoing search for the kind of education that will create a class of principled and innovative citizens who are sensitive to and committed to the needs of the continent. When indigenous or environment-generated knowledge forms the basis of learning in classrooms, learners are able to immediately connect their education with their lived reality. The result is much introspection, creativity and innovation across fields, sectors and disciplines, leading to societal transformation. Drawing on several theoretical assertions, examples from a wide range of disciplines, and experiences gathered from different continents at different points in history, the book establishes that for education to trigger the necessary transformation in Africa, it should be constructed on a strong foundation of learners' indigenous knowledge. The book presents a distinct and uncharted pathway for Africa to advance sustainably through home-grown and grassroots based ideas, leading to advances in science and technology, growth of indigenous African business and the transformation of Africans into conscious and active participants in the continent's progress. Indigenous Knowledge and Education in Africa is of interest to educators, entrepreneurs, policymakers, researchers and individuals engaged in finding sustainable and strategic solutions to regional and global advancement. Chika Ezereanya-Esiobu is a researcher, teacher, non-fiction and fiction writer, and a well-known intellectual who holds a Ph. D. in African Development and Policy Studies from Howard University in Washington D.C. Chika has published numerous academic articles in peer-reviewed journals, book chapters and short essays, and has also produced documentary films. Chika has conducted research on indigenous knowledge and homegrown approaches to sub-Saharan Africa's growth for such organizations as the United Nations University World Institute for Development Economics Research (UNU-WIDER), United Nations Research Institute for Social Development (UNRISD), the Swedish International Development Agency (Sida), International Development Research Center (IDRC) Canada and the African Economic Research Consortium.

This volume contains a selection of papers written for two conferences: "Changing values and attitudes of agricultural research and extension towards indigenous agricultural knowledge systems" in Amsterdam, 1988 and "Indigenous knowledge systems: implications for agriculture and international knowledge systems" in Washington, 1988.

The book is a collection of papers about indigenous, aboriginal, ethnic and fugitive groups from different countries, regions and areas. The book's chapters are written by scholars from different disciplines who exemplify these groups' way of life, problems, etc. from educational aspects, governmental aspects, aspects of human rights, economic states, legal states etc. The chapters describe their difficulties, but also their will to preserve their culture and language, and make their life better.

This volume provides an accessible overview of cultural tourism in southern Africa. It examines the utilisation of culture in southern African tourism and the related impacts, possibilities and challenges from deep and wide-ranging perspectives. The chapters use case studies to showcase some of the cultural tourism which occurs in the region, and contest concepts such as authenticity, commodification, the tourist gaze and ‘Otherness’, heritage, sustainability and sustainable livelihoods. The authors scrutinise both positive and negative impacts of cultural tourism throughout the book and explore issues including the definition of community, ethical considerations, empowerment, gender, participation, inequality. The book will be a useful resource for students and researchers of tourism, geography, anthropology and cultural studies.

This unique transdisciplinary publication is the result of collaboration between UNESCO's Local and Indigenous Knowledge Systems (LINKS) programme, the United Nations University's Traditional Knowledge Initiative, the IPCC, and other organisations. Chapters, written by indigenous peoples, scientists and development experts, provide insight into how diverse societies observe and adapt to changing environments. A broad range of case studies illustrate how these societies, building upon traditional knowledge handed down through generations, are already developing their own solutions for dealing with a rapidly changing climate and how this might be useful on a global scale. Of interest to policy-makers, social and natural scientists, and indigenous peoples and experts, this book provides an indispensable reference for those interested in climate science, policy and adaptation.

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. As countries around the world make continuous strides in developing their economies, it has become increasingly important to evaluate the different ways culture impacts the growth of a region. Global Perspectives on Development Administration and Cultural Change investigates the impact of economic growth on different demographics throughout the world. Identifying theoretical concepts and notable topics in the areas of economic development, organizational culture, and cultural shifts, this book is an essential reference source for policymakers, development planners, international institutions, public policy analysts, administrators, researchers, and NGOs.

This book discusses the vital importance of including indigenous knowledges in the sustainable development agenda. In the wake of colonialism and imperialism, dialogue between indigenous knowledges and Western epistemology has broken down time and again. However, in recent decades the broader indigenous struggle for rights and recognition has led to a better understanding of indigenous knowledges, and in 2015 the Sustainable Development Goals (SDGs) outlined the importance of indigenous engagement in contributing to the implementation of the agenda. Drawing on experiences and field work from Africa, Asia, Latin America and Europe, Indigenous
Knowledge and the Sustainable Development Agenda brings together authors who explore social, educational, institutional and ecological sustainability in relation to indigenous knowledges. In doing so, this book provides a comprehensive understanding of the concept of “sustainability”, at both national and international levels, from a range of diverse perspectives. As the decolonizing debate gathers pace within mainstream academic discourse, this book offers an important contribution to scholars across development studies, environmental studies, education, and political ecology.

While there is talk of the Fourth Industrial Revolution, old and new challenges bedevil the world – climate change, nutrition, and health poverty being at the top of the list. In seeking solutions to these and other problems which afflict the modern era, it is worthwhile to look into our collective past, to the traditions and knowledges of our ancestors. Such knowledge continues to exist in many parts of the world, though now marginalized by homogenous, Eurocentric ontology and epistemology. This book presents a compilation of reviews, case studies, and primary research attempting to locate the utility of traditional and Indigenous Knowledges in an increasingly complex world. It assembles chapter authors from across the world to tackle topics ranging from traditional knowledge-based innovations and commercialization, traditional medicine systems as practiced around the world, ethnoveterinary practices, and food innovation to traditional governance and leadership systems, among others. This book is an important resource for policymakers; scholars and researchers of cultural studies, leadership, governance, ethnobotany, anthropology, plant genetic resources and technology innovation; and readers interested in the history of knowledge and culture, as well as cultural activists and political scientists. Features: Unique combination of social science and anthropological aspects with natural science perspectives Includes summaries aimed at policymakers to immediately see what would be relevant to their work Combines case studies illuminating important lessons learned with reviews and primary data Multidisciplinary in the scope of the topics tackled and assemblage of contributors Global footprint with contributions from Africa, Europe, North America, Asia, and the West Indies David R. Katerere, Department of Pharmaceutical Sciences, Tshwane University of Technology, South Africa Wendy Applequist, William L. Brown Center, Missouri Botanical Garden, St Louis, Missouri Oluwaseyi M. Aboyade, Department of Pharmaceutical Sciences, Tshwane University of Technology, South Africa and Nutrich SA, The Innovation Hub, Pretoria, South Africa Chamunorwa Togo, The Innovation Hub, Pretoria, South Africa

A timely and up-to-date volume that presents a genuine contribution to the debates over indigenous knowledge. This book explores the role of the social and natural sciences in supporting the development of indigenous knowledge systems. It looks at how indigenous knowledge systems can impact on the transformation of knowledge generating institutions such as scientific and higher education institutions on the one hand, and the policy domain on the other.

This book presents theoretical and methodical discussions on local knowledge and indigenous knowledge. It examines educational attainment of ethnic minorities, race and politics in educational systems, and the problem of losing indigenous knowledge. It comprises a broad range of case studies about specifics of local knowledge from several regions of the world, reflecting the interdependence of norms, tradition, ethnic and cultural identities, and knowledge. The contributors explore gaps between knowledge and agency, address questions of the social distribution of knowledge, consider its relation to communal activities, and inquire into the relation and intersection of knowledge assemblages at local, national, and global scales. The book highlights the relevance of local and indigenous knowledge and discusses implications for educational and developmental politics. It provides ideas and a cross-disciplinary scientific background for scholars, students, and professionals including NGO activists, and policy-makers.

Traditional knowledge (TK), the longstanding traditions and practices of certain communities, has contributed immensely to shaping development and human well-being. Its influence spans a variety of sectors, including agriculture, health, education, and governance. However, TK is increasingly underrepresented or underutilized. And, while the applicability of TK to human and environmental welfare is well recognized, collated information on how TK contributes to different sectors is not easily accessible. This book focuses on the relevance of TK to key environment-and development-related sectors. It discusses the current debates within each of these sectors and presents suggestions as to how TK can be effectively integrated with conventional science and policy. A valuable resource to researchers, academics, and policymakers, Traditional Knowledge in Policy and Practice provides a comprehensive overview of TK and its links and contributions to social, economic, environmental, ethical, and political issues. This collection, which comprises chapters by experts from a wide range of backgrounds, including traditional knowledge-holding communities, should leave policymakers in no doubt that protecting TK is not only vital for indigenous peoples but for the common future of all of humanity.—Graham Dutfield, professor of international governance, School of Law, University of Leeds

Through a multi-sited qualitative study of three Kenyan secondary schools in rural Taita Hills and urban Nairobi, the volume explores the ways the dichotomy between “Western” and “indigenous” knowledge operates in Kenyan education. In particular, it examines views on natural sciences expressed by the students, teachers, the state’s curricula documents, and schools’ exam-oriented pedagogical approaches. O’Hern and Nozaki question state and local education policies and practices as they relate to natural science subjects such as agriculture, biology, and geography and their dismissal of indigenous knowledge about environment, nature, and sustainable development. They suggest the need to develop critical postcolonial curriculum policies and practices of science education to overcome knowledge-oriented binaries, emphasize sustainable development, and address the problems of inequality, the center and periphery divide, and social, cultural, and environmental injustices in Kenya and, by implication, elsewhere. “In an era of environmental crisis and devastation, education that supports sustainability and survival of our planet is needed. Within a broader sociopolitical context of post-colonialism and globalization, this volume points out possibilities and challenges to achieve such an education. The authors propose a critical, postcolonial approach that acknowledges the contextual and situational production of all knowledge, and that de-dichotomizes indigenous from “Western” scientific knowledge.” Eric (Rico) Gutstein, Professor, Curriculum and Instruction, University of Illinois at Chicago (USA)

The potential of indigenous knowledge is being recognized for international development. This book argues that local people do know their environment, and that this knowledge has to be taken into account in planning and implementing accessible and effective development. 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 book explores the growing tension between indigenous education, the teaching and learning of native knowledge, cultural heritage and traditions and the dynamics of globalization from the Asian perspective. It brings together a distinguished and multidisciplinary group of Asian scholars and practitioners from Nepal, Korea, India, Japan, Thailand, Indonesia, the Philippines, Hong Kong, Taiwan, mainland China, and the United States. After showcasing six in-depth case studies of local cultural traditions from East, South and Southeast Asia, the book examines a variety of pedagogical strategies in the teaching and learning of indigenous knowledge and culture in the region, reflecting both international trends and the distinctive local and regional characteristics resulting from the tremendous diversity within Asian societies. This collection makes a unique contribution towards the amplification of indigenous knowledge and learning by adopting an inter/trans-disciplinary approach to the subject that considers a variety of spaces of engagement around knowledge in Asia and Africa.
This book captures ground-breaking attempts to utilise culture in territorial development and regeneration processes in the context of South Africa and our 'new normal' brought by COVID-19, the fourth industrial revolution, and climate change the world over. The importance of culture in rural-urban revitalisation has been underestimated in South Africa and the African continent at large. Despite some cultural initiatives that are still at developmental stages in big cities, such as Johannesburg, eThekwini and Cape Town, there is concern about the absence of sustainable policies and plans to support culture, creativity, and indigenous knowledge at national and municipal levels. Showcasing alternative strategies for making culture central to development, this book discusses opportunities to shift culture and indigenous knowledge from the peripheries and place them at the epicentre of sustainable development and the mainstream of cultural planning, which can then be applied in the contexts of Africa and the Global South. Governmental institutions, research councils, civil society organisations, private sector, and higher education institutions come together in a joint effort to explain the nexus between culture, economic development, rural-urban linkages, grassroots and technological innovations. Culture and Rural-Urban Revitalization in South Africa is an ideal read for those interested in rural and urban planning, cultural policy, indigenous knowledge and smart rural village model. The book's focus is the hegemonic role of so-called modernist, Western epistemology that spread in the wake of colonialism and the capitalist economic system, and its exclusion and othering of other epistemologies. Through a series of case studies the book discusses how the domination of Western epistemology has had a major impact on the epistemological foundation of the education systems across the globe. The book queries the sustainability of hegemonic epistemology both in the classrooms in the global South as well as in the face of the imminent ecological challenges of our common earth, and discusses whether indigenous knowledge systems would better serve the pupils in the global South and help promote sustainable development. This guidebook zeroes in on what indigenous knowledge can contribute to a sustainable development strategy that accounts for the potential of the local environment and the experience and wisdom of the indigenous population. Through an extensive review of field examples as well as current theory and practice, it provides a succinct yet comprehensive review of indigenous knowledge research and assessment. Working with Indigenous Knowledge will contribute to the improved design, delivery, monitoring, and evaluation of any program of research and will appeal to both the seasoned development professional as well as the novice or student just beginning a research career. First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company. This book re-conceptualizes the field of international and comparative education by utilizing indigenous knowledge as a central component for altering the dominant, eurocentric social science research paradigm. Examples from indigenous sources of knowledge are juxtaposed to the dominant discourses on education and modern development in subaltern societies in order to provide scholars with alternative ways of viewing education and development and to shape how subaltern peoples are understood and represented in academic research. Bibliography. Index. If development is to continue to involve outside mediated interventions, in the belief that foreigners have knowledge and resources that can assist in relieving the degrading poverty endured by millions, the policymakers, scientists and bureaucrats need better to appreciate indigenous knowledge both before and while intervening locally. This volume provides an overview of key themes in Indigenous Environmental Knowledge (IEK) and anchors them with brief but well-grounded empirical case studies of relevance for each of these themes, drawn from bioculturally diverse areas around the world. It provides an incisive, cutting-edge overview of the conceptual and philosophical issues, while providing constructive examples of how IEK studies have been implemented to beneficial effect in ecological restoration, stewardship, and governance schemes. Collectively, the chapters in the Routledge Handbook of Indigenous Environmental Knowledge cover Indigenous Knowledge not only in a wide range of cultures and livelihood contexts, but also in a wide range of environments, including drylands, savannah grassland, tropical forests, mountain landscapes, temperate and boreal forests, Pacific and Indian Ocean islands, and coastal environments. The chapters discuss the complexities and nuances of Indigenous cosmologies and ethnometaphysics and the treatment and incorporation of IEK in local, national, and international environmental policies. Taken together, the chapters in this volume make a strong case for the potential of Indigenous Knowledge in addressing today’s local and global environmental challenges, especially when approached from a perspective of appreciative inquiry, using cross-cultural methods and ethical, collaborative approaches which limit bias and inappropriate extraction of IEK. The book is a guide for graduate and advanced undergraduate teaching, and a key reference for academics in development studies, environmental studies, geography, anthropology, and beyond, as well as anyone with an interest in Indigenous Environmental Knowledge. This book shows how participatory government can lead to the unjust and illegitimate exercise of power. It addresses the gulf between the almost universally fashionable rhetoric of participation, promising empowerment and appropriate development. Looking at what actually happens when consultants and activists promote and practice participatory development, this book offers a sharp challenge to the advocates of participatory development. Some contributors look at particular examples of failed participatory practice; others present more conceptually-oriented analyses. Together they provide a new, rigorous, and provocative understanding of participatory development. This book covers computer aided analysis of qualitative data and the use of cross-cultural research staff, and is grounded in anthropological and development research and contemporary reflective practice. Whatever your interest in indigenous knowledge you will find this book a fascinating and insightful handbook. This book addresses major sociological issues in sub-Saharan African education today. Its fourteen contributors present a thoroughly African world-view within a sociology of education theoretical framework, allowing the reader to see where that theory is relevant to the African context and where it is not. Several of the chapters bring a much-needed cultural nuance and critical theoretical perspective to the issues at hand. The sixteen chapters thus aim to be of interest internationally, to those who work in such fields as social and political foundations of comparative and international education, and development studies, including university professors, teacher educators, researchers, school teachers, tertiary education students, consultants and policy makers. African social development is often explained from outsider perspectives that are mainly European and Euro-American, leaving African indigenous discourses and ways of knowing and doing absent from discussions and debates on knowledge and development. This book is intended to present Africanist indigenous voices in current debates on economic, educational, political and social development in Africa. The authors and contributors to the volume present bold and timely ideas and scholarship for defining Africa through its challenges, possible policy formations, planning and implementation at the local, regional, and national levels. The book also reveals insightful examinations of the hype, the myths and the realities of many topics of concern with respect to dominant development discourses, and challenges the misconceptions and misrepresentations of indigenous perspectives on knowledge productions and overall social well-being or lack thereof. The volume brings together researchers who are concerned with comparative education, international development, and African development, research and practice in particular. Policy makers, institutional planners, education specialists, governmental and non-
governmental managers and the wider public should all benefit from the contents and analyses of this book. Indigenous Knowledge provides all educators, especially indigenous educators, with theoretical tools for critical reflection and interrogation of their own and others' preconceptions. The book challenges our conception of knowledge as a tool in anti-discrimination and anti-repression discourse with profound educational consequences.

Global interest in indigenous studies has been rapidly growing as researchers realize the importance of understanding the impact indigenous communities can have on the economy, development, education, and more. As the use, acceptance, and popularity of indigenous knowledge increases, it is crucial to explore how this community-based knowledge provides deeper insights, understanding, and influence on such things as decision making and problem solving. Indigenous Studies: Breakthroughs in Research and Practice examines the politics, culture, language, history, socio-economic development, methodologies, and contemporary experiences of indigenous peoples from around the world, as well as how contemporary issues impact these indigenous communities on a local, national, and global scale. Highlighting a range of topics such as local narratives, intergenerational cultural transfer, and ethnicity and identity, this publication is an ideal reference source for sociologists, policymakers, anthropologists, instructors, researchers, academicians, and graduate-level students in a variety of fields.

The so-called virgin forests of the world owe much to their symbiotic relationship with the indigenous peoples who live in and on the margins of them. This startling message will have far-reaching implications for all concerned with conservation.

Master’s Thesis from the year 2016 in the subject Literature - Africa, language: English, abstract: This study reveals that Fagunwa, in his five novels, consciously addresses the issue of sustainable development through the use of indigenous knowledge. Fagunwa, for instance, emphasizes the utilisation of the Yoruba indigenous knowledge, such as its medicine and health care, the indigenous corpus of folktales and fables, the indigenous technology among others, for sustainable development. His inclusion of the moonlight tales in his novels is a weapon for sustainable development by inculcating the right virtues in the children and ensuring the subsistence of their indigenous culture. This will help the children to become good future leaders and members of the community. He encourages subsistence farming in order to reduce hunger, unemployment and to inculcate hard work in the children. This will lead to sustainable development of self-reliance in every family. Fagunwa also espouses relationship with neighbouring and far away towns in order to acquire more knowledge for sustainable development. He supports voyage to gain knowledge on administration, management and peaceful existence. Akara Ogun, Olowo-aiye, Ireke and Aditu all embark on expeditions to sustain their communities. These, among others, are Fagunwa's ways of projecting sustainable development through the Yoruba indigenous knowledge. Hence, this study concludes that Fagunwa's novels, through its reflection of the Yoruba indigenous knowledge, project sustainable development. This means the Yoruba indigenous knowledge if well employed will aid sustainable development. Therefore, the focus of this study on the reflection of indigenous knowledge and sustainable development in Fagunwa novels, is believed, will instigate scholars to study more on the concept of indigenous knowledge, its significance and relevance to sustainable development.

The continent of Africa is richly endowed with diverse cultures, a body of indigenous knowledge and technologies. These bodies of knowledge and technologies that are indeed embodied in the diverse African cultures are as old as humankind. From time immemorial, they have been used to solve socio-economic, political, health, and environmental problems, and to respond to the development needs of Africans. Yet with the advent of colonialism and Western scientism, these African cultures, knowledge, and technologies have been despised and relegated to the periphery, to the detriment of the self-reliant development of Africans. It is out of this observation and realisation that this book was born. The book is an exploration of the practical problems resulting from Africa's encounter with Euro-colonialism, a reflection of the nexus between indigenous knowledge, culture, and development, and indeed a call for the revival and reinstitution of indigenous knowledge, not as a challenge to Western science, but a complementary form of knowledge necessary to steer and promote sustainable development in Africa and beyond. This is a valuable book for policy makers, institutional planners, practitioners and students of social anthropology, education, political and social ecology, and development, African and heritage studies.