

## **Education and the Revitalisation of Indigenous Knowledge Systems in Africa: A Paradigm Shift in Curriculum Content**

By

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### **Abstract**

*This article examines the importance of revitalizing Indigenous Knowledge Systems (IKSs) by infusing them into the content of the education curricular of countries in Africa. Considering the Eurocentric nature of most education systems in Africa, there is need for a paradigm shift in curriculum content in which IKSs are also recognized as legitimate knowledge forms. Postmodernism which celebrates and acknowledges diversity is used as a framework through which this discussion finds its rationale. An argument for the relevance of IKSs in Africa today is called for, bearing in mind the numerous challenges the continent is facing. The discussion links IKSs with culture, deliberates IKSs in relation to both colonial and post colonial states. A case is put forward for the revitalization of IKSs through education curriculum content bearing in mind their significance today. Instances where IKSs have been used in Africa in the aspects of health, nutrition and agriculture have been highlighted. Through schooling, education has been singled out as the vehicle for translating IKSs into reality. It has been acknowledged that infusing IKSs into the content of education is an important way of making IKSs competitive knowledge forms which must exist alongside western forms of knowledge and technology.*

**Keywords:** *indigenous knowledge, curriculum, culture, colonialism, schooling*