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TOPIC:

**“Decolonizing African
Education to Empower
the Next Generation”**

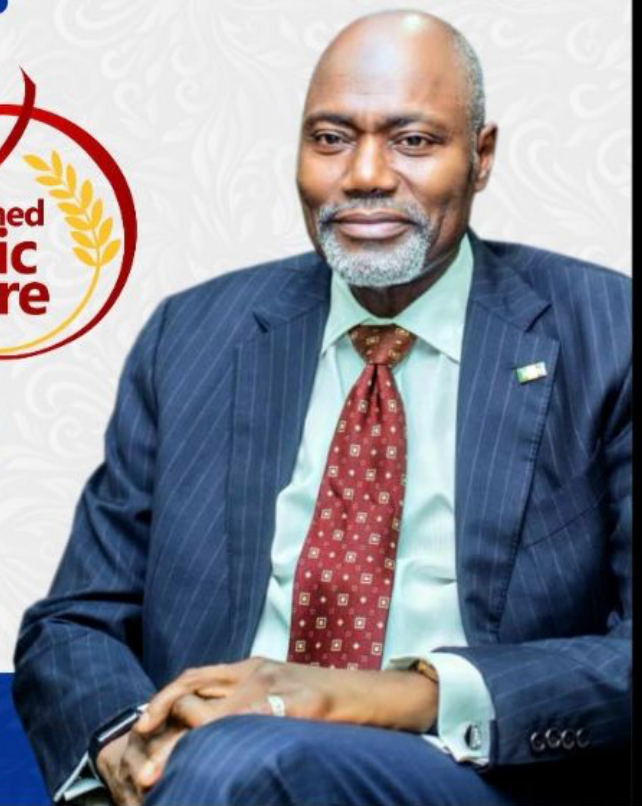
Distinguished Guest Speaker:

Yusuf Olaolu Ali, SAN FCI Arb

Legal Icon, Educator and Philanthropist

Date: Wed. 6th Dec. 2023 | **Time:** 11am

Venue: University Auditorium



DECOLONIZING AFRICAN EDUCATION TO EMPOWER THE NEXT GENERATION: BEING A PAPER PRESENTED BY PROF. YUSUF ALI SAN, FCIARB. AT THE 1ST DISTINGUISHED PUBLIC LECTURE, HELD AT THE UNIVERSITY AUDITORIUM, THOMAS ADEWUMI UNIVERSITY OKO KWARA STATE

PREAMBLE

This paper seeks to briefly define what decolonisation means and delves into the multifaceted aspects of decolonizing African education, with the aim to empower the next generation to own its future and produce indigenous educational products. It highlights the objectives of the research, which includes exploring historical challenges in the current African education system, the role of language, reclaiming indigenous knowledge, building inclusive curricula, and empowering teachers with the necessary skills and knowledge to build an indigenous society that works for all. This work also examines theoretical frameworks for decolonization, identifying challenges in the process, discussing strategies for decolonization, and empowering various stakeholders such as teachers, students, and researchers. Additionally, because of the importance of stakeholders to the decolonisation process, there is emphasizes on the importance of creating inclusive and safe educational spaces, promoting student agency and voice, addressing gender disparities, and advocating for policy changes. The work concludes with a call to action for decolonizing African education and offers recommendations for future actions.

1.0 Introduction

Decolonization is thus a catch-all term for concise attempts to redirect education away from colonial features to effect transformation and redress

historical imbalances.¹ It is the process of removing colonial elements known as decolonization.² It is the advanced stage of African self-knowledge and self-determination. When people decolonize education, they bring marginalised cultures and identities to the fore. Decolonization also acknowledges that Europe is a province and that all knowledge matter, not just Western knowledge.³ There is the need to establish the overarching context necessary for a comprehensive understanding of the state of African education, highlighting the utmost significance of decolonization within the educational sphere.⁴ By providing an outline of the purpose of this work and setting the stage for the subsequent chapters, it paves the way for an in-depth understanding of the subject matter. Through a retrospective examination of the historical aspects inherent in African education, an illuminating and profoundly insightful investigation into the enduring influence of colonization on the continent comes to light. This journey into the past sheds invaluable light on the indelible impact of colonial education in Africa, enabling a more nuanced comprehension of its consequences. Moreover, this work meticulously examines the various decolonization strategies formulated for African education, notably postcolonial theory, Afrocentric education, and the crucial contributions of indigenous knowledge systems.⁵ By elucidating these

¹Ajani O. A. 'Decolonisation of education in African contexts' (2019), 16(2), (Decolonisation of education in African contexts (researchgate.net)), accessed 19/11/23.

²Msila V. 'Digitalization and Decolonizing Education: A Qualitative Study of University of South Africa (UNISA) Leadership' (2021) 11(11), *International Journal of Information and Education Technology* [1564-IJJET-1903.pdf](#). accessed 19/11/23.

³ Ibid.

⁴Adebisi, F. I. 'Decolonising Education in Africa: Implementing the Right to Education by Re-Appropriating Culture and Indigeneity' (2016) 67(4) *Northern Ireland Legal Quarterly*, 433;
Ajani O. A. 'Decolonisation of education in African contexts' (2019), (Decolonisation of education in African contexts (researchgate.net)). accessed 19/11/23.

⁵Odora-Hoppers CA. 'Indigenous knowledge and integration of knowledge system. Towards a philosophy of articulation' (2002). *South Africa. New Africa Books*.

strategies, this intellectual inquest seeks to empower readers with an extensive knowledge base, ensuring they have the resources to engage in meaningful discussions and take constructive action. To present a comprehensive analysis, this piece also delves into the potential challenges and obstacles faced in the path towards decolonizing the African education system. Among these hurdles are resistance from traditional educational institutions, financial deficiencies, and the pervasive biases inherent in Eurocentric curricula. By acknowledging these barriers, it sets the stage for a proactive examination of possible solutions. Consequently, this opening segment not only identifies the existing challenges but also offers strategies for decolonizing African education. To this end, it encapsulates crucial themes such as curriculum reform,⁶ the promotion of native languages, and the implementation of culturally relevant pedagogical methods. By engaging with these progressive ideas, it endeavours to contribute to the ongoing discourse surrounding educational decolonization. Finally, there is a dare need to discuss and emphasize the paramount importance of empowering African teachers and their continued professional development. There is equally the need to acknowledge and emphasise the importance and value of indigenous knowledge and embrace the integration of technology within the educational sector, to provide a comprehensive and well-rounded approach to facilitating educational growth and empowerment throughout Africa.⁷

⁶ Higgs P. 'The African Renaissance and the Decolonisation of the Curriculum' in Msila and Gumbo (n 60) 8; Kamwendo G. H. 'Unpacking Africanisation of Higher Education Curricula: Towards a Framework' in Msila and Gumbo (n 60) 18; Viljoen C. T. and Van der Walt J. L. 'Being and Becoming: Negotiations on Educational Identity in (South) Africa' (2003) 23(1) South African Journal of Education 14.

⁷ Vuyisile Msila, 'Africanisation of Education and the Search for Relevance and Context' in Msila and Gumbo (n 60) 65; Jonathan Mswazie and Tapiwa Mudyahoto, 'Africanizing the Curriculum: An Adaptive Framework for Reforming African Education Systems' (2013) 4(1) Journal of Emerging Trends in Educational Research and Policy Studies 173; Shizha (n 5) 75.

1.1 Background of African education

The context of African education is essential to comprehend the immediate need for its decolonization, which will address the systemic challenges it faces today. The tout of African education is plainly marked by the influence of erstwhile colonial powers, leaving a heritage that advances Eurocentric biases and marginalizes the long-standing indigenous knowledge systems that form an integral part of Africa's cultural tapestry.⁸ Exploring deep into this complex topic, and the exploration of historical facets that have shaped the current state of African education, is merited. This journey involves a thorough investigation of the pre-colonial education systems of the continent, and a critical appraisal of colonization's repercussions. Central to the decolonization effort is a comprehensive strategy for curriculum reform that will shift the focus from Eurocentric perspectives to elevating Africa's knowledge systems, history and culture.⁹ Further, the empowerment of African teachers and students is a pivotal part of this transformation, which not only gives them essential resources and tools, but also recognizes and validates their experiences and contributions.

2. HISTORICAL CONTEXT OF AFRICAN EDUCATION

Essential to the process of decolonization is the comprehension of the historical context of education in Africa. This requires a scrupulous examination of the residues of colonial invasions and the necessity for

⁸Genger, P., 'Re-empowering African Indigenous Peacemaking Approaches: Identifying the Enabling Possibilities from Decolonization and Indigenization Discourses' (2020)[Re-empowering African Indigenous Peacemaking Approaches: Identifying the Enabling Possibilities from Decolonization and Indigenization Discourses](#) | SpringerLink. accessed 19/11/23.

⁹ Kamwendo G. H. 'Unpacking Africanisation of Higher Education Curricula: Towards a Framework' in Msila and Gumbo (60) 18.

education reform to equip and empower the succeeding generation of African students.

Colonisation had a significant and lasting effect on African education, influencing many African countries' educational institutions in ways that still exist today. The consequences were wide-ranging and included adjustments to the curricula, linguistic regulations, access to education, and the general architecture of educational establishments in the Counties of Africa. Some of the many ways that colonisation affected African education will be highlighted and discussed anon.

Nigerian education was greatly impacted by British colonial domination. Rather than meeting the requirements of the native population, the British formal education system was designed to serve the interests of the colonial government.¹⁰ The curriculum reflected the customs and ideals of the colonisers and was frequently Eurocentric. Native languages were marginalised because English became the language of instruction. During the colonial era, producing clerks, interpreters, and low-level administrative staff to support the colonial administration was the main objective of education. The goal of the educational system was to further the interests of the colonial authority rather than to empower the indigenous populace.¹¹

Michael Crowder gave a historical overview of the colonial past of Nigeria. In his words, the introduction of education into Nigeria was to prepare and nurture local elites to help with the administration of the colony called Nigeria and they built schools and other educational facilities throughout the colonial era to achieve this, and other colonial aims and objectives.¹²

¹⁰ Falola T, *A History of Nigeria*, (Greenwood Press, 1999).

¹¹ Crowder M, *The Story of Nigeria*, (Faber & Faber, London, 1966).

¹² Ibid.

Crowder drew our attention to the reality that the education system during the British colonial era was created to serve the interests of the colonial overlords, not the native populace. The main goal of education was to create people who could assist in the operation of the apparatus of colonial government, and the curriculum was frequently Eurocentric.¹³ This strategy indeed led to the discrepancies we currently have within our educational instructional system.

2.1 Importance of decolonization of African education

The drive to decolonise African education encompasses the disruption of Eurocentric biases and ideologies as well as eradicate the leftovers of the so many unproductive foreign concoctions within the African education systems.¹⁴ Decolonization strategies in education involve not only devising ways to empower educators through robust professional development initiatives and acknowledging the intrinsic value of indigenous knowledge but also actualizing physical transformations in learning spaces to celebrate African culture, languages, and history.¹⁵ Beyond this, creating a space for African students to express their agency and voice, thereby allowing them to play an active role in shaping their educational journey, and addressing gender disparities in education are critical.¹⁶ Furthermore, decolonizing African education necessitates policy advocacy that prioritizes the decolonization and the support of African-led initiatives and partnerships to implement context-specific solutions that cater to the unique requirements of each African

¹³ Ibid.

¹⁴ Etieyibo E. Why Decolonization of the Knowledge Curriculum in Africa? (2021). 67(4) [Project MUSE - Why Decolonization of the Knowledge Curriculum in Africa? \(jhu.edu\)](#) accessed 19/11/23.

¹⁵ Uduku O. Learning Spaces in Africa: Critical Histories to 21st Century Challenges and Change, (2016), [Learning Spaces in Africa | Critical Histories to 21st Century Challen \(taylorfrancis.com\)](#). accessed 19/11/23.

¹⁶ Ibid.

country. By advocating decolonization, African education will be better equipped to foster future generations, marked by inclusivity and equality, armed with the necessary skills, knowledge, and confidence to mould their future, which will also be the future of the continent.

The importance of decolonization in fostering cultural pride and long-term development stems from its ability to foster a deep sense of self-empowerment and indigenous identity reclaiming.¹⁷ Decolonization provides a necessary framework for acknowledging and correcting historical injustices and colonial legacies, allowing marginalised cultures and communities to reconnect with their heritage and reclaim a sense of belonging and pride.¹⁸ Decolonization paves the way for the revitalization of suppressed or devalued cultural practises, languages, art forms, and traditional knowledge by dismantling the oppressive structures imposed by colonial powers.¹⁹ This process not only allows individuals to embrace their cultural heritage, but it also strengthens collective memories and social cohesion within communities.

Furthermore, decolonization creates opportunities for long-term sustainable development by strengthening local capacities and autonomy to govern and manage resources in ways that are consistent with cultural values and environmental sustainability. Decolonization provides opportunities to reshape economic systems, education, healthcare, and governance structures by valuing and incorporating indigenous perspectives, resulting in more inclusive and equitable societies.

¹⁷Ibid, (No. 1)

¹⁸ Ibid.

¹⁹ Ibid.

Finally, the significance of decolonization can be found in its transformative power to restore dignity, preserve cultural diversity, and lay the groundwork for a future based on justice, equality, and respect for all.²⁰

2.2 Pre-colonial educational systems in Africa.

The variety and richness of pre-colonial education in Africa were significantly influenced by the continent's robust linguistic and cultural diversity. Pedagogical methods based on oral customs and communal enlightenment ensured inherited knowledge, life skills, ethical precepts, and communal responsibilities. The medium, predominantly indigenous languages fostered the retention and relaying of cultural identity. These pre-colonial systems nurtured learners, cultivating creative thinking, innovation, and self-assurance. Infusing these elements into today's education will aid in the deconstruction of colonial influence and empower the emerging African generation.

Colonisation had a significant and lasting effect on African education, influencing many African countries' educational institutions in ways that still exist today. The consequences were wide-ranging and included adjustments to the curricula, linguistic regulations, access to education, and the general architecture of educational establishments in the Counties of Africa. Some of the many ways that colonisation affected African education will be highlighted and discussed anon.

2.3 Introduction of Western Educational Models.

Nigerian education was greatly impacted by British colonial domination. Rather than meeting the requirements of the native population, the British

²⁰ Ibid.

formal education system was designed to serve the interests of the colonial government.²¹ The curriculum reflected the customs and ideals of the colonisers and was frequently Eurocentric. Native languages were marginalised because English became the language of instruction. During the colonial era, producing clerks, interpreters, and low-level administrative staff to support the colonial administration was the main objective of education. The goal of the educational system was to further the interests of the colonial authority rather than to empower the indigenous populace.²²

According to Michael Crowder in his words, the introduction of education into Nigeria was to prepare and nurture local elites to help with the administration of the colony called Nigeria and they built schools and other educational facilities throughout the colonial era to achieve this and other colonial aims and objectives.²³

Crowder might draw attention to the reality that the education system during the British colonial era was created to serve the interests of the colonial overlords, not the native populace. The main goal of education was to create people who could assist in the operation of the colonial government, and the curriculum was frequently Eurocentric. This strategy might have led to a discrepancy in the instruction given.

2.4 Impact of colonization on African education

Colonization considerably undermined African education, displacing indigenous systems with Eurocentric models that perpetuated colonial doctrines. This residual influence fuels the marginalization of African

²¹ Falola T, *A History of Nigeria*, (Greenwood Press, 1999).

²² Crowder M, *The Story of Nigeria*, (Faber & Faber, London, 1966).

²³ Ibid.

languages and cultures, promulgation of prejudiced historical narratives, and sustenance of societal inequities. Decolonization efforts are pivotal to revitalize African knowledge systems, identities, and to fortify the ensuing generation. This involves disentangling the curriculum from Eurocentric perspectives,²⁴ promoting culturally relevant teaching techniques,²⁵ and installing local languages in education.²⁶ It also calls for valuing indigenous knowledge,²⁷ developing inclusive physical learning environments, and fostering critical thinking. Strategies for decolonization should also include African-centered research methodologies, collaborative partnerships with African academics, and ethical research practices on African education. Structural transformation in African education, geared towards accommodating diverse societies' aspirations and demands, can be achieved through learner empowerment, mitigating gender inequalities, boosting access to quality education, advocating for policy changes, enhancing African-led educational initiatives, and safeguarding accountability while monitoring progress.

2.5 Legacy of colonial education in Africa

The aftermath of the colonial education era in Africa extends deep-rooted Eurocentric curriculum biases that marginalize African perspectives, creating an obstacle to efforts of decolonization. Colonial influence has persisted in traditional educational institutions resistant to change, paucity of resources, and lack of investment in deconstruction initiatives. Overcoming these

²⁴ Poudel P.P., Jackson L. and Choi T.-H. 'Decolonisation of curriculum: the case of language education policy in Nepal'. (2022) 20 (1), *London Review of Education*, <https://doi.org/10.14324/LRE.20.1.13>. Or [Decolonisation of curriculum: the case of language education policy in Nepal](#). accessed 19/11/23.

²⁵ Ibid.

²⁶ Ibid.

²⁷Phyak, P. 'Subverting the erasure: Decolonial efforts, indigenous language education and language policy in Nepal'. (2021) 20 (5), *Journal of Language, Identity & Education*, 325–39.

obstacles require curriculum reformation, embracing of African perspectives, and the promotion of culturally relevant pedagogy. Empowerment of African teachers with the tools for professional development, acknowledgement of indigenous knowledge, and technological integration can greatly contribute to the decolonization initiative.²⁸ The creation of inclusive, secure learning spaces, encouragement of dialogue and critical thinking, and redesigning physical environments also stand as necessary steps. Encouraging African-centered research methodologies, fostering intellectual partnerships, implementing ethical considerations in research, and empowerment of African learners by cultivating agency, addressing gender biases, and improving access to quality education all contribute to efforts aimed at decolonizing education in Africa. Advocacy for policy changes, fortification of African-led initiatives, and maintaining accountability and supervision constitute key aspects in the effort to decolonize the African educational landscape.

3.0 AFROCENTRIC EDUCATION AS A TOOL FOR DECOLONIZATION.

The goal of Afrocentric education, which is based on the pursuit of decolonizing goals, is to empower African students by making their histories, cultural identities, and personal experiences the unquestionable focal points of the curriculum.²⁹ Afrocentric education promotes a more equitable and culturally relevant method of teaching and learning by resisting Eurocentric biases.³⁰ Afrocentric education, which consider the complexity of African

²⁸Benjamin, J. 'Decolonizing nationalism: Reading Nkrumah and Nyerere's pan-African epistemology'. (2011) 3(1), *Journal of Emerging Knowledge on Emerging Markets*, 228–269. <https://digitalcommons.kennesaw.edu/jekem/vol3/iss1/14>, accessed 19/11/23.

²⁹Faison M. Z. and McArthur S. A. 'Building Black worlds: revisioning cultural justice for Black teacher education students at PWIs' (2020) [Building Black worlds: revisioning cultural justice for Black teacher education students at PWIs: International Journal of Qualitative Studies in Education: Vol 33, No 7 \(tandfonline.com\)](https://www.tandfonline.com). accessed 19/11/23.

³⁰Horsford, S. D., Cabral, L., Touloukian, C., Parks, S., Smith, P. A., McGhee, C., Qadir, F., Lester, D., & Jacobs, J. (2021). Black education in the wake of COVID-19 and systemic racism: Toward a theory of change and action. (2021), *Black Education Research Collective. Teachers College, Columbia*

education, aims to integrate African viewpoints and knowledge systems into the very centre of the teaching-learning process. This approach seeks to liberate African education from the bonds of colonisation and provide the upcoming generations of African leaders and students with the essential instruments for change.³¹ This wise approach also takes on a host of other difficulties that come with the struggle to decolonize African education. These obstacles include the entrenched hostility found in conventional educational establishments, the unending lack of funds and resources, and the unavoidable encounter with the curriculum's firmly embedded Eurocentric perspective.³² In order to achieve the ultimate goal of decolonization, the path calls for careful and thorough reviews of current curricula,³³ active support of local languages, and unwavering endorsement of culturally relevant pedagogical approaches as essential components vital to the establishment of an inclusive and powerful academic environment.³⁴ This wise approach also addresses a variety of true decolonization and as such, a comprehensive reform of African education can be sparked by placing high priority on teacher empowerment,³⁵ reorganising physical learning environments to accommodate a range of cultural viewpoints, supporting the application of moral research practises, and pushing for legislative changes that address systemic injustices.³⁶ In addition to fostering and supporting student autonomy, these revolutionary

University. [Research | Black Education Research Center | Teachers College, Columbia University](#). accessed 19/11/23.

³¹Walsh G. M. 'Challenging the Hero Narrative: Moving towards Reparational Citizenship Education,' (2020), <https://www.mdpi.com/2075-4698/10/2/34/pdf>. accessed 19/11/23.

³²Ibid. (No. 22). 'Decolonization, nationalism and local identity: Rethinking cosmopolitanism in educational practice in Hong Kong'.

³³Ibid. (Nos 6, 14&24).

³⁴ Ibid.

³⁵Welch, T. and Gultig, J. 'Teacher education: Looking in the mirror to plan the future. Johannesburg' (2002), *South African Institute for Distance Education*.

³⁶Ibid, (No. 29).

initiatives will successfully address pervasive gender disparities and guarantee that every child has access to top-notch education.

3.1 Indigenous knowledge systems in education

Indigenous knowledge systems enjoy a fundamental role in the decolonizing movement in African education, underscoring the empowerment of future generations. These systems encompass traditional wisdom, cultural practices, and values, all faithfully preserved across generations. Infusing indigenous knowledge into the educational architecture empowers African students to forge enduring bonds with their cultural heritage, engendering a strong sense of identity and self-worth. Indigenous knowledge systems offer divergent perspectives and learning paths, celebrating diversity and inclusivity within pedagogical settings. This shift broadens the educational experience, introducing a diverse array of ways to comprehend and interpret the world. Concurrently, recognizing and integrating indigenous knowledge allows African education to confront and dismantle Eurocentric prejudices, fostering a more impartial and egalitarian learning approach. Thus, the inclusion of indigenous knowledge systems in the decolonization of African education emerges as a critical stride towards nurturing the upcoming generation and establishing a more inclusive, culturally responsive education system.

4. CHALLENGES IN DECOLONIZING AFRICAN EDUCATION.

The journey toward decolonizing African education encounters several impediments. Initial resistance to change from firmly rooted educational institutions is a critical hurdle, with reluctance to overhaul long-standing curriculums and teaching techniques that reinforce Eurocentric and colonial

ideologies.³⁷ Simultaneously, the scarcity of resources and budget for decolonization endeavours makes implementing innovative educational strategies and incorporating African viewpoints challenging.³⁸ Amid this, Eurocentric curriculum biases persist, overshadowing the rich cultural heritage and intelligence systems of African societies. Thus, tackling these distortions and advocating a more encompassing curriculum becomes vital for decolonization. Encountering these challenges underscores the pressing requirement for initiating change, allocating adequate resources, and contesting prevalent Eurocentric biases to usher a more empowering and inclusive educational setup for the forthcoming generation.³⁹

4.1 Resistance to change from traditional educational institutions.

Existing educational institutions' unwillingness to adapt is a fundamental hurdle to decolonizing African education.⁴⁰ These institutions have centuries-old conventions and traditions that are difficult to modify. This reaction is typically motivated by a fear of ceding control, power, and established teaching methods. They frequently regard decolonization as a danger to their approved curricula, pedagogical methodologies, and cultural norms, obstructing the decolonization process and preventing future generations from becoming empowered.⁴¹ To address this issue, a delicate balance must be struck between identifying the need for change to create more inclusive and

³⁷Manthalu C. H. and Yusef Waghid Y. 'Decoloniality as a Viable Response to Educational Transformation in Africa' (2019), [Education for Decoloniality and Decolonisation in Africa | SpringerLink](#), accessed 19/11/23.

³⁸ Ibid.

³⁹ Ibid.

⁴⁰Almaiah, M.A., Al-Khasawneh, A. & Althunibat, A. Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic. *Educ Inf Technol* 25, 5261–5280 (2020). <https://doi.org/10.1007/s10639-020-10219-y>, accessed 19/11/23.

⁴¹ Ibid.

engaging learning environments for African students while honouring the practises and cultures embedded in contemporary educational institutions.⁴²

Expanding on this effort, the process of decolonizing African education needs a thorough and painstaking examination of existing educational paradigms, considering their historical importance and future ramifications. It necessitates a thorough analysis of these institutions' entrenched traditions and norms, admitting their deep-rooted character and seeking opportunities for their change. Innovative techniques can thus be realised, allowing for a seamless combination of tradition and transformation.

Furthermore, the decolonization of African education necessitates a deeper recognition of the continent's unique cultural past. This entails accepting the complex tapestry of African languages, rituals, and knowledge systems that have moulded communities for centuries. Educational institutions can develop a sense of pride and connection among students by introducing indigenous ideas into the curriculum, resulting in a more inclusive and comprehensive learning experience.

In addition, empowering future generations necessitates a significant transformation in the thinking of those responsible for establishing educational policies and practises.⁴³ It necessitates the dismantling of barriers and the challenging of conventional power structures to create spaces where voices from all backgrounds are heard and valued. Accepting diversity and

⁴² Ibid.

⁴³Bhola HS, "Ngugi Wa Thiong'o. 'Decolonising the Mind: The Politics of Language in African Literature'. (London: James Currey; 1986), 114 [Ngugi wa Thiong'o. Decolonising the Mind: The Politics of Language in African Literature. London: James Currey; Nairobi: Heinemann Kenya; Portsmouth, N. H.: Heinemann; Harare: Zimbabwe Publishing House, 1986. 114 pp. \\$10.00. Paper. | African Studies Review | Cambridge Core](#).accessed 19/11/23.

guaranteeing representation in decision-making processes will allow for an inclusive environment.

It is critical to recognise the complexities and obstacles that lay ahead in the effort to decolonize African education. Those who are invested in the status quo will unavoidably oppose and push back on the path to transformation. However, with determination, teamwork, and a willingness to change, these obstacles can be overcome, paving the way for a more emancipated and powerful educational landscape in Africa.

Overall, the process of decolonizing African education entails striking a careful balance between preserving the deeply embedded traditions and cultures in educational structures and embracing transformation to create more inclusive and exciting environments for African students.

4.2 Lack of resources and funding for decolonization efforts

Inadequate resources and financial means are a major impediment to liberating African education from colonial influences.⁴⁴ Budget constraints in many African countries make it difficult to set aside significant resources for education, let alone decolonization initiatives. Due to limited financial resources, designing and implementing comprehensive programmes aimed at dismantling inherited colonial structures while promoting local knowledge frameworks becomes more difficult.⁴⁵ Furthermore, insufficient funding impedes educators' training and professional development, despite their important roles in revising curriculum and teaching methods.⁴⁶ It is becoming

⁴⁴Plessis, P. Du. 'Decolonisation of Education In South Africa: Challenges To Decolonise The University Curriculum'[Decolonisation of education in South Africa : challenges to decolonise the university curriculum \(journals.co.za\)](#). accessed 19/11/23.

⁴⁵ Ibid.

⁴⁶Onakoya, R. J. 'Decolonization of Africa Education for Alternate Education System and Diversified Perspectives'[3.pdf \(academiainformationtechnology.org\)](#). accessed 19/11/23.

increasingly difficult to provide Africa's future generations with an education that reflects their unique histories, cultures, and aspirations in the absence of adequate resources and financial provisions.⁴⁷

4.3 Addressing Eurocentric curriculum biases.

Confronting and overcoming Eurocentric curriculum biases is a critical component of decolonizing the African educational system. Such educational paradigm biases not only distort but also diminish the realm of African history, culture, and accomplishments.⁴⁸ To address these biases, the curriculum must be completely revised and diversified to include a more comprehensive representation of African worldviews and contributions.⁴⁹ This is possible by incorporating African literature, indigenous knowledge systems, and various narratives into the curriculum. With a broader perspective, African students can have a more accurate and empowering learning experience that reflects their distinct identities, histories, and realities. Furthermore, correcting Eurocentric biases in the curriculum is important for developing critical thinking skills and creating a more inclusive and equitable learning environment for all students,⁵⁰ to incorporate African perspectives and narratives, resulting in more equal representation of history.

5. CURRICULUM REFORM AND INCLUSION OF AFRICAN

⁴⁷ Ibid.

⁴⁸Inusah H. 'Epistemic Decolonisation in African Higher Education: Beyond Current Curricular and Pedagogical Reformation' [Contemporary Development Ethics from an African Perspective \(researchgate.net\)](#).accessed 19/11/23.

⁴⁹ Ibid.

⁵⁰ Ibid.

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It is also very important to embrace curriculum reform that emphasises the inclusion of African perspectives as this is critical in decolonizing African education.⁵¹ The education sector can ensure that African students are exposed to diverse narratives and points of view that correspond to their cultural and personal experiences through this reform. This typically entails incorporating African literature, history, and ideologies into the curriculum, as well as indigenous knowledge frameworks. Addressing the biases and Eurocentric viewpoints that frequently pervade educational resources and curriculum is also critical. The inclusion of African perspectives in education can empower future generations to value their heritage, challenge dominant narratives, and define their own destiny.

5.1 Empowering local languages in education.

Language plays a very important role in the decolonisation process. It involves empowering indigenous languages in the education sector, recognising and valuing them as critical for both cultural legacy preservation and inclusiveness.⁵² Empowering local languages in education is a very vital strategy for the decolonization of African education. By acknowledging and including indigenous languages within the curriculum, it has the capacity to enhance cultural identity and pride among African students.⁵³ This strategy will lead to a more inclusive and equitable education sector, catering for students with limited proficiency in foreign languages. It also promotes the intergenerational transmission of wisdom and aids in preserving cultural

⁵¹Ibid (No. 2).

⁵²Rudwick S. and Makoni S. 'Southernizing and decolonizing the Sociology of Language: African scholarship matters', [Southernizing and decolonizing the Sociology of Language: African scholarship matters \(degruyter.com\)](https://degruyter.com). accessed 19/11/2024.

⁵³Ibid.

heritage.⁵⁴ Successful implementation of this approach requires investment in language resources, teacher training, and curriculum enhancement. By fostering local languages, African education can serve as an instrument to empower the future generation, enabling them to shape their own destiny.

5.2 Promoting culturally relevant pedagogy.

Promoting culturally appropriate methodology is an important strategy for decolonizing African education and empowering the next generation.⁵⁵ Teachers can make learning more relevant and meaningful for African students by incorporating cultural perspectives, values, and traditions into the curriculum. This approach addresses long-standing Eurocentric biases in African education systems. Furthermore, culturally relevant pedagogy fosters a sense of identity and pride in students by reflecting their communities and themselves in teaching methods and learning materials. It also encourages critical thinking and problem-solving skills by allowing students to work on real-world problems related to their own scenarios. Education becomes a tool for African liberation and empowerment when culturally relevant pedagogy is promoted.

Adopting a culturally relevant teaching approach also provides students with a more contextual learning experience, connecting classroom teachings with their personal experiences and existence. Focusing on these strategies help to

⁵⁴Ibid.

⁵⁵Khupe C. and Keane M. 'Towards an African education research methodology: decolonising new knowledge'[Towards an African education research methodology: decolonising new knowledge \(scielo.org.za\)](https://doi.org/10.1186/s12914-017-0141-4); Chinn, P. W. U. 'Decolonizing methodologies and indigenous knowledge: The role of culture, place and personal experience in professional development' (2007) 44(9), *Journal of Research in Science Teaching*, 1247-1268.

create a decolonized education sector capable of empowering African students, resulting in an equitable and empowering learning ecosystem.⁵⁶

6. EMPOWERING AFRICAN TEACHERS AND MORE RECRUITMENTS/WELFARE.

Offering opportunities for professional development that bolster knowledge and skills in decolonization, enable teachers to instigate meaningful changes in both the classroom and curriculum.⁵⁷ Recognizing the inherent knowledge and expertise of African teachers allows for an incorporation of indigenous perspectives in education practices. By championing teachers in the adoption of technology within their education delivery, they become equipped with essential tools and resources necessary for fostering digital literacy and innovating teaching methods.⁵⁸ Empowered African teachers emerge as catalysts for change, steering the succeeding generations towards a decolonized education that appreciates African histories, cultures, and viewpoints. These teachers play pivotal role in dismantling prevailing Eurocentric prejudices, thus contributing to a more inclusive and culturally sensitive education infrastructure in Africa⁵⁹. A strengthened contingent of teachers will be better primed to arm their students with the indispensable skills, knowledge, and critical thinking acumen to weave through the intricacies of today's world, while fostering a future that extols African identity and empowerment.

⁵⁶Ibid.

⁵⁷Wallet, P. and Kimenyi, E. 'Improving quality and relevance of education through mobile learning in Rwanda: A promise to deliver.' (2019), Paris, UNESCO. (Case study by the UNESCO-Fazheng project on best practices in mobile learning.)
<https://www.gcedclearinghouse.org/sites/default/files/resources/190242eng.pdf>

⁵⁸Ibid (No. 2).

⁵⁹Ibid.

Also, there is the urgent need to recruit more quality teachers to man our educational institutions to aid in the decolonisation process.⁶⁰ A newly released projections reveal that more and smarter investment in teachers and teaching is needed to enable Africa's children and youth to access quality education. According to new calculations, to reach the set education goals by 2030, sub-Saharan Africa will need to recruit a 15 million teachers.⁶¹

Teachers' welfare and good standard of living should also be considered and adequately taken care of by employers (both government and the private employers). Particularly in sub-Saharan African nations, poor working conditions are a major factor in the scarcity of teachers, as many teachers leave the field when conditions worsen.⁶²

6.1 Professional development for teachers.

Professional development for educators is a critical component in helping this rising African generation. Teachers can effectively adopt decolonizing tactics in their classrooms if they are given the necessary training and resources.⁶³ Professional development focuses on enlightening educators on topics such as postcolonial theories, Afrocentric education, and indigenous knowledge frameworks, establishing a status quo in which Eurocentric preconceptions

⁶⁰Laakso, L., Hallberg Adu, K. 'The unofficial curriculum is where the real teaching takes place': faculty experiences of decolonising the curriculum in Africa'. *High Educ* (2023). <https://doi.org/10.1007/s10734-023-01000-4>. Accessed 19/11/2023.

⁶¹UNESCO 2021, Closing the gap Ensuring there are enough qualified and supported teachers Credit: Rawpixel.com/Shutterstock.com in sub-Saharan Africa' [Closing the gap - Ensuring there are enough qualified and supported teachers TTF advocacy brief July 2021 v2.pdf \(teachertaskforce.org\)](#) Accessed 19/11/2023; UNESCO Institute for Statistics. 2009. Projecting the Global Demand for Teachers: Meeting the Goal of Universal Primary Education by 2015. Paris, UNESCO. (Technical Paper, No. 3), UNESCO Institute for Statistics. 2019. The World Needs Almost 69 Million New Teachers to Reach the 2030 Education Goals. Paris, UNESCO. (Fact Sheet, No. 39).

⁶²UNESCO 2021, Closing the gap Ensuring there are enough qualified and supported teachers.

⁶³Balyk N., Barna O., Shmyger G., Oleksiuk V. 'Model of professional retraining of teachers based on the development of STEM competencies' P. 440-450 [Model of professional retraining of teachers based on the development of STEM competencies \(tntpu.edu.ua\)](#) Accessed 19/11/2023.

are challenged and African perspectives are brought into the curriculum. Furthermore, it is critical to assist teachers in incorporating technology into their teaching practises, paving the way for a vibrant and imaginative educational atmosphere.⁶⁴ We can usher in an educational revolution that prepares kids for a decolonized future by empowering African educators in decolonization.

6.2 Recognition and valorization of indigenous knowledge

Embracing and valorizing indigenous knowledge is a vital component of the decolonization of African education.⁶⁵ When we understand and respect indigenous societies' knowledge systems and practises, education becomes more inclusive and validating for the next generation. This acknowledgement entails including and emphasising indigenous knowledge within the curriculum, emphasising its role and relevance in shaping African history and culture.⁶⁶ Creating spaces for indigenous voices to be heard protects and promotes the respect of varied African knowledge systems. By elevating indigenous wisdom, African education can break free from the chains of Eurocentric biases that have historically marginalised and trivialised native intellect.⁶⁷ As a result, African education can advocate for a more complete and culturally appropriate approach that inspires pupils to appreciate their ancestry while also educating them within the parameter of a domestically grown curriculum.⁶⁸

6.3 Supporting teachers in integrating technology in education.

⁶⁴Ibid, (No. 60).

⁶⁵Ibid (No. 2).

⁶⁶ Ibid.

⁶⁷ Ibid.

⁶⁸ Ibid.

Supporting teachers in incorporating technology into the classroom is a critical component of decolonizing African education. By providing educators with the required technological skills, they can use technology's potential to augment students' learning journeys. This includes providing opportunities for teachers to receive professional development to comprehend the subtleties of the most recent educational technologies, as well as ensuring that technology tools are accessible within schools. It is also critical to encourage teachers to integrate technology into their lesson plans and instructional approaches, resulting in engaging and high engagement learning environments. It is equally important to empower educators to provide a more inclusive and equitable educational experience for Africa's next generation of learners by providing them with the tools they need for effective digital integration.

7. DECOLONIZING EDUCATIONAL SPACES.

Decolonizing Educational environments investigates the transformation of physical educational environments to provide a more inclusive and safer environment for marginalised groups.⁶⁹ This design shift promotes open conversations and critical thinking in the classroom, fostering an environment in which students can oppose and interrogate colonial assumptions.⁷⁰ The goal is to value many ideas and voices, encouraging students to challenge present power systems. Furthermore, it emphasises the significance of developing venues that properly depict and celebrate African cultures and histories, breaking the mould of Eurocentric norms. Decolonizing educational spaces is a first step towards empowering the next generation and progressing towards a fairer and inclusive African education system.

⁶⁹Ibid (No. 56).

⁷⁰Dirksen A. 'Decolonizing digital spaces' Remarks Delivered at the Principal's Symposium: Imagining our Digital Future,(2018), [Decolonizing Digital Spaces by Alexander Dirksen :: SSRN](#). Accessed 19/11/2023.

7.1 Creating inclusive and safe spaces for marginalized groups.

Establishing safe, inclusive spaces for marginalized groups plays a critical role in the decolonization journey of African education. Through ensuring such spaces are supportive and warm, marginalized groups can break down barriers and fully participate in the educational system. Discrimination, inequality, and exclusion faced by these groups must be addressed. Strategies such as inclusive curriculum implementation, diversity, and representation promotion, and fostering a sense of belonging can contribute to creating these inclusive, safe spaces. It's critical to equip these groups with necessary resources and support to blossom both academically and personally. As a result, African education can aim towards equity, empowering the next generation to reach its full potential.

7.2 Fostering dialogue and critical thinking in classrooms.

Cultivating dialogue and critical thinking in the classroom is essential for decolonizing African education and empowering the next generation.⁷¹ Creating accessible, courteous discourse spaces, helps students to engage in the exchange of varied perspectives and promotes critical thinking. This method challenges traditional teaching approaches, which frequently emphasise rote memorization and discourage inquiry. Dialogue allows students to have a thorough grasp of the historical, social, and cultural circumstances that shape their education. Critical thinking education transforms students into active participants, equipping them to confront and deconstruct colonial assumptions and narratives. Furthermore, facilitating communication helps pupils gain understanding and empathy, supporting

⁷¹ Ibid (No. 61).

solidarity and collective action towards the decolonization of African education.

8. ASSESSMENTS AND EVALUATION

African evaluation and evaluators must be decolonized. This entails liberating evaluation and evaluation specialists from preconceived beliefs. Traditional evaluation methodologies must be rethought to decolonize African education and empower the future generations.⁷² This entails shifting away from standardised exams, which frequently emphasise rote memory and information regurgitation, and instead embracing a variety of methods that stimulate critical thinking and holistic evaluation of student development. Students' capacity to apply knowledge, think creatively, and solve problems should be evaluated. When creating evaluations, it is also critical to consider cultural context and different learning styles. Students will be able to demonstrate their knowledge and skills in a more relevant and authentic way if alternate types of assessment, such as project-based assignments and portfolios, are promoted.

Promoting holistic evaluation of student development, in addition to reconsidering assessment methodologies, is critical for decolonizing African education. This entails looking beyond a restricted focus on academic accomplishment and considering pupils' overall growth and well-being. Holistic evaluation considers a variety of elements, such as social and emotional abilities, creativity, and cultural competency. Education can better prepare students for success in a complex and diverse society by examining students' total growth and development rather than just academic

⁷²FrehiwotM. '[Made in Africa Evaluation: Decolonializing Evaluation in Africa](#)' article 3 [Decolonizing evaluation in Africa.pdf \(afdb.org\)](#). Accessed 19/11/2023.

accomplishments. This strategy also contributes to challenging and deconstructing colonial education institutions' restrictive notions of intelligence and achievement. Finally, African education can genuinely empower the future generation by reinventing evaluations and adopting holistic evaluation.

8.1 Rethinking assessment methods.

Given the current educational context, rethinking evaluation methodologies in African education is critical for decolonization and empowerment.⁷³ Traditional assessment practises prioritise Eurocentric knowledge, while ignoring the crucial indigenous and African viewpoints.⁷⁴ To successfully address this issue, there must be a considerable change towards more inclusive and holistic evaluation methodologies. It means moving away from sole reliance on standardised examinations and embracing alternative modes of evaluation that promote critical thinking, creativity, and cultural responsiveness.⁷⁵ By imagining a reformed evaluation system, African education may really reflect and honour its learners' enriching array of experiences and diverse knowledge systems, enabling them to thrive and make important contributions to their local communities and beyond.⁷⁶ This radical path will surely impact Africa's educational landscape, enabling for the fostering of long-term growth and development. African education may surpass its existing limitations by conducting a serious and deliberate

⁷³Yunshan Zhao Y., Li T.&Liu W. 'The Benefits and Drawbacks of Standardized Curriculum in Education'(2023), *Research and Advances in Education*, [5-1755+RAE+2023.10.pdf](#). Accessed 19/11/2023.

⁷⁴ Ibid.

⁷⁵Motsoeneng T. J., Moreeng B. B. 'Accounting Teachers' Understanding and Use of Assessment for Learning to Enhance Curriculum Implementation' (2023) 8(3), *Journal of Studies in Social Sciences and Humanities*, [Accounting-Teachers-Understanding-and-Use-of-Assessment-for-Learning-to-Enhance-Curriculum-Implementation.pdf \(researchgate.net\)](#) Accessed 19/11/2023.

⁷⁶ Ibid.

evaluation, becoming a beacon of equitable and empowering education that uplifts and honours all learners across the continent.

9. REDESIGNING PHYSICAL LEARNING ENVIRONMENTS.

Integral to the decolonization of African education is the redesign of physical educational spaces.⁷⁷ Through changing the actual spaces in which learning occurs, an environment that empowers and encourages the coming generations can be created. This necessitates moving beyond the Eurocentric models previously governing educational spaces, shifting towards those that are more culturally relevant. Moreover, part of redesigning physical learning spaces involves creating spaces accessible to all students, irrespective of their background or identity. Infrastructure, resources, and safety also need to be addressed. By reimagining and transforming the tangible aspects of education, African educators might contribute to the broader decolonization of the educational system, paving the way for an equitable and empowering future.

10. DECOLONIZING EDUCATIONAL RESEARCH

Research plays a very critical role in education and so there is the need to emphasize the significance of decolonizing educational research within the African narrative.⁷⁸ Our exploration encompasses the urge to foster African-centric research methodologies and the vitalness of establishing research alliances with African scholars.⁷⁹ Authors of African descent should be encouraged and supported with the right tools and resources to conduct research into different African endeavours and publish books to encourage

⁷⁷Ibid (No. 2).

⁷⁸Ibid.

⁷⁹Ibid.

further research that takes into account local variables and indexes. This will give prominence to African voices and perspectives and thus have the potential to contest prevailing biases and stories that uphold the remnants of colonialism. Through the initiation of educational research of this nature, the power to restore African's own tales, validate Africans' experiences, and engender knowledge that bears relevance and empowers succeeding generations will return to African continent.

10.1 Promoting African-centered research methodologies.

The development of African-centric research approaches is critical in decolonizing African education and empowering future generations. By giving African perspectives and knowledge structures precedence in research, we can challenge Eurocentric biases and contribute to a more inclusive and full understanding of education on the African continent. African-focused research approaches also provide opportunities for collaboration and alliances with African scholars, ensuring that the study done respects and values cultural sensitivity. Furthermore, it is critical to consider the ethical problems that may be associated with study on African literature, underscoring the need to protect participants' rights and dignity. Through these efforts, we set the framework for more empowered and relevant educational policies and practises that promote advancement and success.

Also very critical is the need to provide the needed funding for this research to be achieved.⁸⁰

10.2 Collaborative research partnerships with African scholars

⁸⁰Ibid.

The role of collective research collaborations with African academics is pivotal in proceeding with the decolonization of African education. These collaborations offer a more inclusive and comprehensive grasp of the educational needs and complexities confronting present-day African scenarios. By fostering a collaborative environment, researchers from both African and non-African origins can jointly bring their unique outlooks, skills, and experiences to approach the multifaceted nature of decolonization. Further, these research alliances assist in dismantling colonial power structures that have historically marginalized the works of African academics in knowledge production. Through these partnerships, African scholars regain authority and shape the research agendas ensuring they are deeply rooted in their local context and preferences. Besides, these cooperative efforts encourage dialogue, mutual education, and the enhancement of capabilities, which will be integral to radical sustainable and culturally attuned educational reforms in Africa.

10.3 Ethical considerations in research on African education.

Considerations of ethics in conducting research on African education are pivotal in upholding the honesty, respect, and fairness of the study.⁸¹ It's imperative for researchers to acknowledge the potential power dynamics and historical disparities within the realm of African education. Respect for the communities and individuals involved should be vehemently demonstrated by researchers, promoting informed consensus and a spirit of cooperation. Prioritization should be given to building reciprocal and equitable partnerships, both recognizing and valuing native understanding and viewpoints. Moreover, ethical considerations demand maintaining the privacy

⁸¹Ibid (No. 73).

and confidentiality of participants, along with ensuring that the findings of research are shared in a way that respects the cultural norms of participants.⁸² By thoroughly addressing the dimensions associated with ethics, educational research in Africa can further nourish the decolonization process and subsequently empower future generations.

11. EMPOWERING AFRICAN STUDENTS.

Decolonizing African education requires the cultivation of student agency and voice, addressing gender disparities in education, and enhancing access to quality education for all. Through creating an environment in which student voices are amplified and their agency is encouraged, we not only develop proud learners that shape their own educational journey, but also nurture critical thinkers and future leaders. Additionally, removing gender-imposed barriers in education closes gaps in inequality, ensuring every student is given fair opportunities to succeed. This, together with an increase in accessibility to quality education for all, fosters a sense of community empowerment that transcends the classroom, impacting society.

11.1 Cultivating student agency and voice in education.

Enhancing student agency and voice forms the foundation of decolonizing pedagogy in Africa. Giving students a seat at the decision-making table facilitates active participation in influencing their education and allows for the cultivation of empowered learners. Such an environment values and hears every individual student, promotes personal learning ownership, fosters autonomy and control, stimulating critical thinking and innovation. This approach not only fuels a sense of self-confidence but also cultivates a

⁸²Ibid.

democratic educational system, fostering the growth of the next generation of African leaders.

11.2 Enhancing access to quality education for all.

The key focus of enhancing access to quality education for everyone in Africa is to provide equitable education opportunities.⁸³ Overcoming existing socio economic, gender, and geographical hurdles is essential in enabling high-quality learning experiences for all. Strategies such as infrastructural development, inclusive policy implementation, and support provision for marginalized groups are paramount in this quest. Simultaneously, culturally relevant, and inclusive curricula that embody African realities and perspectives need to be promoted. This comprehensive approach to education access shines a light on persisting challenges, providing a roadmap towards an inclusive, equitable educational system that serves and empowers the next generation.

12. DECOLONIZING EDUCATION POLICIES

Decolonizing Educational Policies, deconstructs the intricate process necessary for uprooting colonial imprints within education in Africa. In this respect, there is an urgent need to champion policy transformations that centre African insights and knowledge systems. It underscores the necessity for initiatives in African education led by Africans themselves which celebrate local languages, culturally stems from the locality, and fosters reformations in the curriculum. Decolonizing education policies, through the eradication of Eurocentric prejudiced perceptions and the empowerment of local

⁸³Ibid.

communities, can potentially uplift the impending generations of African learners, birthing a far more inclusive and equitable educational framework.

12.1 Advocacy for policy changes in education.

Championing for significant transformations in educational policies is a fundamental aspect of the African education decolonization process. This part delves into the urging need to advocate for policy transformations that prioritize the decolonization of the African education system. Through contesting existing policies and promoting for structural transformations, key stakeholders may challenge Eurocentric curriculum biases and ascertain the inclusion of African perspectives. Greater emphasis should be placed on propelling policies that empower local dialects, endorse culturally significant teaching approaches, and nurture the acknowledgment and appreciation of indigenous wisdom. Advocacy efforts should also be aimed at countering the resistance met from conventional educational establishments and ensuring sufficient resources and capitals are allocated for decolonizing enterprises. The punch line of this section is to highlight how critical the advocacy of policies is in establishing an inclusive and equitable educational system in Africa, which greatly augments the impending generation's empowerment.

12.2 Strengthening African-led educational initiatives.

Enhancing African-directed educational initiatives holds weight in the movement of African educational decolonization. By accentuating an educational syllabus reform, inclusive of African perspectives, respective educational bodies confirm that students receive a diverse and inclusive range of knowledge. Additionally, reinforcing local dialects within the educational space and fostering a pedagogy with a cultural resonance can amplify a student's connection to their cultural heritage and practices. An integral part

of solidifying African-lead educational initiatives includes teachers' professional development in terms of decolonization, acknowledging and appreciating indigenous wisdom. In arming teachers with technological integration into education, African-oriented initiatives can ensure pupils are equipped with the requisite digital wisdom for the future. Ultimately, by boosting African-lead educational initiatives, a more decolonized and empowering educational arena can be established for the future generations.

12.3 Ensuring accountability and monitoring progress.

Guaranteeing accountability and observing the process is an integral facet in the endeavour to decolonize education in Africa. By constructing avenues to keep track and evaluate the efficacy of the decolonization manoeuvres, it is possible to pinpoint areas for enhancement and gauge the influence of diverse strategies. This sense of responsibility can be realized through periodic assessments, data compilation, and neutral evaluations. Moreover, tracking progress permits the identification of potential trials or obstacles that may emerge through the decolonization trajectory. By immediate dealing of these issues, policymakers and educators can ensure that the objectives of the African educational decolonization are being achieved and progress is being actualized towards empowering the forthcoming generation.

13. CONCLUSION

In conclusion, decolonizing African education is crucial for empowering the next generation. Through this process, we can address the historical legacy of colonialism and promote an education system that is inclusive, culturally relevant, and empowering for African students. However, there are several challenges that need to be overcome, including resistance from traditional educational institutions, lack of resources, and biases in the curriculum. To

successfully decolonize African education, strategies such as curriculum reform, the inclusion of African perspectives, and the promotion of culturally relevant pedagogy need to be implemented. Additionally, it is important to empower African teachers through professional development and recognition of indigenous knowledge, and to create inclusive and safe educational spaces. Collaboration with African scholars in research and the adoption of African-centered research methodologies are also crucial. Ultimately, decolonizing education policies and ensuring accountability and monitoring of progress are necessary for long-term change. By taking these actions, we can create an education system that is truly empowering and transformative for African students.

Some of the numerous challenges facing the decolonization efforts as discussed above are resistance from traditional educational institutions, lack of resources and funding, and biases in the curriculum. This intellectual piece also contains strategies to address these challenges, including curriculum reform, inclusion of African perspectives, promotion of local languages, and culturally relevant pedagogy. Emphasizes was also placed on the importance of empowering African teachers through professional development, recognition of indigenous knowledge, and support in integrating technology. Additionally, it explores the need to decolonize educational spaces by redesigning physical environments, creating inclusive and safe spaces, and fostering dialogue and critical thinking. The lecture also touches upon the significance of decolonizing educational research through promotion of African-centered methodologies, collaborative partnerships with African scholars, and ethical considerations. Lastly, it mentions the empowerment of African students by cultivating agency and voice, addressing gender disparities, and enhancing access to quality education for all.

14. RECOMMENDATIONS.

- i. Implementing curricular revisions that reflect African viewpoints, empowering indigenous languages in education, and fostering culturally relevant pedagogy are among the recommendations for future measures in decolonizing African education.
- ii. Decolonization professional development for teachers is critical, as is recognising and valuing indigenous knowledge. Furthermore, assisting teachers in incorporating technology into school is critical for modernising the learning process.
- iii. Decolonizing educational spaces requires redesigning physical learning environments, establishing inclusive and secure spaces for marginalised groups, and fostering conversation and critical thinking in classrooms.
- iv. Promoting African-centered research methodology, forming collaborative research relationships with African scholars, and addressing ethical concerns in African education research are all critical steps towards decolonizing educational research.
- v. Promoting student agency and voice, eliminating gender inequities, and expanding access to high-quality education for everyone are all priorities.
- vi. Also of importance is the decolonisation of Africa's educational assessments and evaluation.
- vii. It is also very important to stress the need to financially support to research and policies geared towards decolonisation and the empowerment of both teachers and students who are critical stakeholders in the education sector.

15. Call to action for decolonizing African education.

The call to action for decolonizing African education is a crucial step towards empowering the next generation.

- a) It requires addressing the resistance from traditional educational institutions, which are often hesitant to embrace change.
- b) There is a pressing need for adequate resources and funding to support decolonization efforts.
- c) Another important aspect is the need to address the biases inherent in Eurocentric curriculum, ensuring that African perspectives are included in educational materials. Strategies such as curriculum reform, empowering local languages, and promoting culturally relevant pedagogy can help in the decolonization process.
- d) It is essential to empower African teachers through professional development and recognition of indigenous knowledge.
- e) Redesigning physical learning environments, creating inclusive spaces, and fostering dialogue and critical thinking in classrooms are crucial for decolonizing educational spaces.
- f) Ethical considerations should also be prioritized in educational research on African education.
- g) Empowering African students involves cultivating their agency and voice, addressing gender disparities, and enhancing access to quality education for all.
- h) Lastly, decolonizing education policies requires advocacy for policy changes, strengthening African-led educational initiatives, and ensuring accountability and monitoring progress. By taking these actions,

African education can be transformed in a way that empowers the next generation.

Importantly there is the need to decolonize our brains thoughts, way actions, outlook and work ethic. Once we achieve these, decolonizing our education will be an easy task.

What is left is to thank the Proprietor, the Pro-Chancellor the Vice Chancellor and the University community for the initiative of this lecture and the topic.

Finally I thank you all for your attention and endurance.