



# Indigenous Knowledge Systems as Foundational Frameworks in Djiboutian Education Practice

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## Abstract

Indigenous Knowledge Systems (IKS) in Djibouti's education practice have been recognised for their potential to enhance educational outcomes and cultural preservation. The study employs a multidisciplinary approach, integrating insights from anthropology, educational theory, and cultural studies. A qualitative methodological framework is utilised to analyse existing literature and interviews with educators in Djibouti. The integration of IKS into educational practices can lead to more culturally relevant and effective teaching strategies, fostering a deeper understanding of local contexts among students and educators alike. Educators and policymakers should prioritise the incorporation of IKS in curriculum development and professional training programmes to enhance cultural competence and relevance.

**Keywords:** *Sub-Saharan, ethnomethodology, cultural relativism, critical pedagogy, transformative learning, epistemology, heritage education*

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