



Indigenous Knowledge Integration in Northern Mozambique Schools: Performance Implications

Sofia Nhaka^{1,2}, Johanna Matuca^{3,4}, Nehemia Mabote⁵

¹ Lúrio University

² Catholic University of Mozambique

³ Department of Advanced Studies, Catholic University of Mozambique

⁴ Department of Research, Lúrio University

⁵ Eduardo Mondlane University (UEM), Maputo

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Correspondence: snhaka@yahoo.com

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Author notes

Sofia Nhaka is affiliated with Lúrio University and focuses on Law research in Africa.

Johanna Matuca is affiliated with Department of Advanced Studies, Catholic University of Mozambique and focuses on Law research in Africa.

Nehemia Mabote is affiliated with Eduardo Mondlane University (UEM), Maputo and focuses on Law research in Africa.

Abstract

In Northern Mozambique, traditional schools have been integrating Indigenous Knowledge (IK) into their curriculum to enhance students' understanding of local customs and practices. A mixed-methods approach was employed, including pre- and post-integration assessments with a sample size of 150 students from 10 schools across Northern Mozambique. Pre- and post-assessment results showed an average improvement of 20% in language proficiency scores among students who received IK-based lessons compared to those without. The integration of Indigenous Knowledge into traditional school curricula appears to have a positive impact on student performance, particularly in language skills. Policy makers should support further research and encourage the systematic integration of IK across broader educational sectors in Northern Mozambique.

Keywords: *Sub-Saharan, African, Ghanaian, Kraal, Qualitative, Indigenization, Ethnography*

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