



# Decolonizing Arts and Humanities in African Contexts: A Chad Perspective

Gakpo Mounda<sup>1</sup>, Aichan Nguimari<sup>2,3</sup>, Tsamatte Djariné<sup>4</sup>, Njamngou Mokoko<sup>3,5</sup>

<sup>1</sup> Department of Interdisciplinary Studies, King Faisal University of Chad

<sup>2</sup> King Faisal University of Chad

<sup>3</sup> University of N'Djamena

<sup>4</sup> Department of Interdisciplinary Studies, University of N'Djamena

<sup>5</sup> Department of Research, University of N'Djamena

**Published:** 04 October 2012 | **Received:** 07 May 2012 | **Accepted:** 12 August 2012

**Correspondence:** [gmounta@hotmail.com](mailto:gmounta@hotmail.com)

**DOI:** [10.5281/zenodo.18972611](https://doi.org/10.5281/zenodo.18972611)

## Author notes

*Gakpo Mounda is affiliated with Department of Interdisciplinary Studies, King Faisal University of Chad and focuses on Arts & Humanities research in Africa.*

*Aichan Nguimari is affiliated with King Faisal University of Chad and focuses on Arts & Humanities research in Africa.*

*Tsamatte Djariné is affiliated with Department of Interdisciplinary Studies, University of N'Djamena and focuses on Arts & Humanities research in Africa.*

*Njamngou Mokoko is affiliated with University of N'Djamena and focuses on Arts & Humanities research in Africa.*

## Abstract

Decolonization in African contexts is an ongoing process that seeks to dismantle historical and contemporary forms of domination and oppression. The study will employ a qualitative approach to analyse existing literature and engage with key stakeholders in Chad's academic and cultural institutions. A preliminary analysis reveals that traditional curricula often lack representation of Chadian voices and experiences, leading to an underrepresentation of local knowledge and perspectives in arts education. The decolonization process requires a comprehensive overhaul of curriculum design, faculty training, and student engagement strategies to better reflect Chad's diverse cultural heritage. Recommendations include the integration of Chadian narratives into core curricula, fostering partnerships between local communities and academic institutions, and promoting critical pedagogy in arts education.

**Keywords:** *Decolonization, Pan-Africanism, Africana Studies, Postcolonial Theory, Critical Race Theory, Heritage Studies, Ethnography*

## ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

**Email:** [info@parj.africa](mailto:info@parj.africa)

Request your copy of the full paper today!

## SUBMIT YOUR RESEARCH

**Are you a researcher in Africa? We welcome your submissions!**

Join our community of African scholars and share your groundbreaking work.

**Submit at:** [app.parj.africa](http://app.parj.africa)



Scan to visit [app.parj.africa](http://app.parj.africa)

**Open Access Scholarship from PARJ**

Empowering African Research | Advancing Global Knowledge