



Indigenous Knowledge Systems in Tanzanian Education Practices: An Ethnographic Exploration

Kamasi Mwakwere¹, Wasili Mbiusi^{2,3}, Mikita Nkatha^{4,5}

¹ Mkwawa University College of Education

² Department of Advanced Studies, National Institute for Medical Research (NIMR)

³ Department of Interdisciplinary Studies, Ardhi University, Dar es Salaam

⁴ National Institute for Medical Research (NIMR)

⁵ Department of Interdisciplinary Studies, Mkwawa University College of Education

Published: 18 May 2011 | **Received:** 15 February 2011 | **Accepted:** 28 March 2011

Correspondence: kmwakwere@hotmail.com

DOI: [10.5281/zenodo.18935575](https://doi.org/10.5281/zenodo.18935575)

Author notes

Kamasi Mwakwere is affiliated with Mkwawa University College of Education and focuses on Education research in Africa.

Wasili Mbiusi is affiliated with Department of Advanced Studies, National Institute for Medical Research (NIMR) and focuses on Education research in Africa.

Mikita Nkatha is affiliated with National Institute for Medical Research (NIMR) and focuses on Education research in Africa.

Abstract

Indigenous Knowledge Systems (IKS) in Tanzania are increasingly recognised for their potential to enhance educational practices and outcomes. These systems, grounded in local cultures and traditions, offer unique perspectives on learning and teaching. This study employed participant observation, semi-structured interviews with educators and community members, and document analysis. Data collection took place across multiple regions of Tanzania over a period of one year. Findings indicate that there is significant variation in the integration of IKS across different educational settings, with some schools incorporating traditional practices into their curriculum while others remain largely conventional. The analysis reveals both challenges and opportunities for integrating Indigenous Knowledge Systems in Tanzanian education. Key themes include cultural relevance, teacher training needs, and community engagement strategies. Recommendations include developing culturally responsive curricula, enhancing teacher professional development programmes to incorporate IKS, and fostering collaborative partnerships between schools and local communities.

Keywords: *African geography, Indigenous Knowledge Systems, Ethnography, Pedagogical innovation, Cultural relativism, Community-based education, Critical pedagogy*

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