



Indigenous Knowledge Systems in Ghanaian Educational Practice: A Multilayered Perspective

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Abstract

Indigenous Knowledge Systems (IKS) in Ghanaian education have been recognised for their potential to enrich curricula and enhance student learning outcomes. No empirical research was conducted; instead, a review of existing literature was employed to analyse current practices and theoretical frameworks. While TEK offers valuable educational resources, there are challenges related to curriculum development and teacher training that require further investigation. Developing culturally responsive curricula and providing professional development opportunities for teachers in incorporating IKS into their practice should be prioritised.

Keywords: *Ghana, Indigenous Knowledge Systems, Multicultural Education, Cultural Pedagogy, Community-Based Learning, Ethnography, Critical Race Theory*

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