Indigenous Knowledge Systems in Kenyan Education Practice: An Ethnographic Exploration

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Abstract

Indigenous Knowledge Systems (IKS) in Kenya's educational context reflect a blend of traditional cultural practices and modern pedagogical approaches. This study aims to explore how these systems are integrated into contemporary education practice, providing insights for enhancing STEM education. This study employed participant observation and semi-structured interviews as key methods. Data collection was conducted across three primary schools, covering a diverse range of cultural backgrounds in Kenya. A notable finding is that approximately 70% of teachers incorporate local folklore into lesson plans to enhance student engagement. This suggests a positive impact on educational outcomes when IKS are seamlessly integrated with formal education frameworks. The integration of IKS significantly enriches the curriculum, fostering deeper learning and greater student participation in STEM subjects. Future research should explore scalable strategies for broader implementation across Kenya's educational landscape. Educators and policymakers should prioritise professional development opportunities that emphasise the incorporation of local cultural elements into classroom activities. Additionally, there is a need to establish regional hubs where educators can share best practices related to IKS integration in STEM education.

ABSTRACT-ONLY PUBLICATION

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

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