



# Indigenous Knowledge Systems in Liberian Education Practice: A Qualitative Exploration

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## Abstract

Indigenous Knowledge Systems (IKS) in Liberia's education sector have yet to be systematically explored, despite their potential for enhancing educational practices and outcomes. A qualitative exploration was conducted through semi-structured interviews with educators, parents, and community leaders in three selected regions of Liberia. The study aimed at capturing diverse perspectives on IKS within educational contexts. The analysis revealed that while indigenous knowledge systems are seen as valuable by many stakeholders, their integration into formal education is constrained by limited resources and inadequate training for teachers. Indigenous knowledge systems can enrich Liberian education if supported with appropriate policy frameworks and teacher training programmes. Educational policymakers should prioritise the development of curricula that incorporate indigenous knowledge systems. Additionally, professional development opportunities should be provided to ensure educators are equipped to integrate these practices effectively.

**Keywords:** *African education, Indigenous knowledge systems, Ethnography, Cultural competence, Community-based approaches, Heritage learning, Critical pedagogy*

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