



Universities in Eswatini: A Framework for Knowledge Production and Dissemination

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Abstract

Theoretical frameworks are essential for understanding complex systems such as universities in Eswatini, a small country in southern Africa. These frameworks help articulate and analyse knowledge production and dissemination processes within educational institutions. No empirical data are used; instead, this article employs a qualitative analysis approach based on existing literature and theoretical models to construct the framework. The theoretical framework underscores the need for strategic partnerships between universities and local communities to foster a more inclusive and impactful academic environment. Universities should prioritise cross-institutional collaborations, particularly in funding research projects that address local needs. Additionally, integrating traditional knowledge into curricula is recommended as a way to improve relevance and student engagement.

Keywords: *Africanization, Decoloniality, Postcolonialism, Critical Theory, Indigenous Knowledge Systems, Epistemology, Global South*

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