


# Chapter 14

## Integrating Indigenous Media for Educational Progress: Merging Traditional Knowledge With Modern Curricula

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### **ABSTRACT**

*This chapter examines the potential of indigenous media as a tool for incorporating Indigenous Knowledge Systems (IKS) into contemporary education. By embedding traditional practices, oral histories, and cultural narratives into modern curricula, we can create learning environments that are inclusive, contextually relevant, and culturally sustaining. The discussion highlights successful examples of integrating indigenous media in classrooms, addressing barriers such as digital inequality and cultural misrepresentation. The chapter emphasizes the role of collaboration with indigenous communities to co-create educational materials that honour and preserve their heritage while fostering cross-cultural understanding. It concludes with strategies for policymakers, educators, and curriculum designers to adopt culturally responsive approaches, advancing equity and innovation in education.*

### **INTRODUCTION**

Indigenous knowledge systems across various cultures are dynamic bodies of knowledge that provide innovative and practical solutions to everyday challenges and are deeply ingrained in the cultural heritage of the diverse Indigenous peoples who inhabit specific geographical settings across different countries all around the world. In spite of their immense value, these knowledge systems are, unfortunately, facing a gradual decline in their vitality due to limited opportunities for dissemination and being systematically ignored or relegated to a peripheral status in daily life. This is especially evident as Eurocentric knowledge systems dominate educational curricula, policymaking, and associated institutional and legal frameworks in many countries. In response to this pressing issue, regions such as Africa, Asia, and the Pacific have now begun to take substantial actions to recognize and integrate these valuable knowledge systems into the formal education system. The increasing awareness of the crucial role that Indigenous

DOI: 10.4018/979-8-3693-9296-6.ch014

knowledge plays in shaping sustainable development and fostering cultural diversity has led to a global call for its mainstream inclusion. It is widely acknowledged that creating a truly inclusive and equitable global information society, where Indigenous communities have the means to effectively maintain, develop, and pass on the knowledge, languages, and cultures of their people, is an urgent necessity of our time. In order to achieve this vision, the utilization of technology has proven to be a vital tool in safeguarding, upholding, and advancing the intellectual and cultural richness of Indigenous Peoples (Bihari, 2023; Nicholas, 2022; Grant & Söderbergh, 2020; Luwum Street, 2023; Dada, 2024). By using the power of technology, it becomes possible to protect their rights, promote a fair and accurate portrayal of their heritage, and overcome various challenges (Bor & Koech, 2023; Labadi et al. 2021). However, it is evident that accomplishing these goals presents a formidable task that requires extensive collaboration and commitment from all stakeholders involved.

Only through a deep understanding of the complexities and nuances surrounding Indigenous knowledge systems can we truly appreciate their value and take effective action to ensure their preservation and revitalization (Adlam et al., 2022; da Silva et al., 2024). By embracing a holistic approach that combines traditional wisdom with innovative solutions, we can pave the way for a future where Indigenous knowledge thrives alongside other knowledge systems, contributing to a more sustainable and inclusive world for generations to come.

This chapter introduces the groundbreaking and transformative concept of indigenous media, presenting a comprehensive exploration of its diverse potential and significances regarding the vital promotion of culturally sensitive teaching and effective implementation of the curriculum. The potent knowledge ingrained within indigenous cultures stands recognized as a paramount survivor, and perhaps even an influential catalyst, for educational reform and progress. Yet, the valuable and profound wisdom embedded within indigenous societies is perilously at risk of vanishing from existence, as their languages, which serve as vessels for this knowledge, face the threat of extinction.

In order to address this alarming concern, we propose a forward-thinking solution: the establishment of collaborative partnerships between schools and independent radio, television, and print media platforms, enabling the invaluable expertise of indigenous communities to be widely shared and celebrated. By introducing radio as an indispensable element within the classroom, educational institutions can furnish students with unparalleled learning opportunities, supplementing their academic journey with an abundant array of suitable resources. Within the following pages, we explore the multifaceted advantages that such an engagement can bring forth, while also acknowledging and dissecting the considerable obstacles and challenges encountered along the way.

It is noteworthy that indigenous media, with its far-reaching scope, encompasses communities dispersed across all corners of the globe while, simultaneously, empowering the marginalized populations dwelling within urban areas, endowing them with a formidable tool to express their authentic voices in their ongoing quest for recognition and representation (Mangum, 2021; Neag et al., 2022; Weststrate et al., 2024). Unlike mainstream media, which often prioritize commercial interests, indigenous media channels tirelessly endeavor to provide an accurate reflection of the concerns, triumphs, and failures experienced by the diverse communities they passionately advocate for. Consequently, it is undeniable that the portrayals offered by indigenous media platforms exhibit a level of nuance and depth that far surpasses what is typically presented by their mainstream counterparts.

The primordial significance of indigenous voices is magnified by the fact that these voices are predominantly conveyed through languages that international oligopolies rarely seek to broadcast or amplify (Pinfield, 2024; Gagnon, 2024). Thus, by affording a platform for ordinary citizens, indigenous

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