

Chapter 5


Decolonizing Curricula Through Storytelling Intergenerational Transmission of Knowledge

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ABSTRACT

The concept of decolonizing curricula has emerged as a critical and transformative approach to reshaping education systems globally. Rooted in the recognition of historical injustices, the colonial legacy that has shaped much of the world's intel-

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lectual traditions, social structures, and power dynamics, decolonizing curricula seeks to challenge the dominance of Eurocentric perspectives and prioritize marginalized voices, knowledge systems, and cultural experiences. Education has long been a tool for the perpetuation of colonial ideologies, where the perspectives and knowledge of colonized peoples were not only omitted but often erased, misrepresented, or belittled in Favor of Western frameworks. As a result, many educational systems, particularly in postcolonial societies, continue to reflect colonial values that perpetuate inequality, hinder critical thinking, and limit the intellectual growth of students from diverse cultural backgrounds. Decolonizing the curriculum involves reimagining what knowledge is considered valuable, and who gets to contribute to the educational canon.

THE IMPORTANCE OF DECOLONIZING CURRICULA

The concept of decolonizing curricula has emerged as a critical and transformative approach to reshaping education systems globally. Rooted in the recognition of historical injustices, the colonial legacy that has shaped much of the world's intellectual traditions, social structures, and power dynamics, decolonizing curricula seeks to challenge the dominance of Eurocentric perspectives and prioritize marginalized voices, knowledge systems, and cultural experiences. Education has long been a tool for the perpetuation of colonial ideologies, where the perspectives and knowledge of colonized peoples were not only omitted but often erased, misrepresented, or belittled in Favor of Western frameworks. As a result, many educational systems, particularly in postcolonial societies, continue to reflect colonial values that perpetuate inequality, hinder critical thinking, and limit the intellectual growth of students from diverse cultural backgrounds. Decolonizing the curriculum involves reimagining what knowledge is considered valuable, who gets to contribute to the educational canon, and how learning can be made more inclusive, diverse, and relevant to a broader spectrum of humanity. At its core, decolonization of curricula is not merely about adding diverse voices to textbooks or introducing multicultural themes into course content. It is a more profound and systemic process that questions the very foundations of what and how we teach, where it comes from, and whose interests it serves. It calls for a fundamental shift in pedagogy, where the dominant, hegemonic paradigms are disrupted, and alternative knowledge systems — such as indigenous, African, Asian, and Latin American epistemologies — are recognized, respected, and integrated. The process of decolonization acknowledges the plurality of human experiences and worldviews, and in doing so, creates space for students to critically engage with the material in ways that are culturally meaningful and

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