

Pedagogy of the Earth: Decolonizing African Education Through Indigenous Technoscience and Ecofeminism in the Anthropocene

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Abstract

This paper argues that the intersecting crises of the Anthropocene demand a fundamental reconceptualisation of African educational philosophy – one that moves beyond the inclusion of Indigenous knowledge as cultural ornamentation toward a genuine epistemological decolonisation rooted in ecofeminist ethics and Indigenous technoscience. Drawing upon critical new materialist pedagogies, decolonial theory, and African ecofeminist thought, I propose a “Pedagogy of the Earth” that reimagines education as a site of response-ability toward more-than-human worlds. Such a pedagogy rejects the nature-culture dualism inherited from colonial modernity, instead recognising that to educate is to participate in the lively relationalities of becoming that constitute planetary life. The paper examines how Indigenous Knowledge Systems in African contexts comprise sophisticated technoscientific practices (from fermentation technologies to sustainable agriculture) that have been systematically marginalised by colonial education. By reading these practices through an ecofeminist lens attentive to the entanglement of gender, race, and environmental justice, I argue that decolonising African education is inseparable from the broader project of cultivating modes of thought and practice capable of responding to anthropogenic ecological breakdown. The paper concludes by proposing pedagogical principles for a decolonised, ecofeminist technoscience education in African contexts.

Keywords: pedagogy, decoloniality, ecofeminism, African indigenous knowledge, education, technoscience