

Indigenous Ways of Knowing and Sustainable Development in Higher Education

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ABSTRACT The state of the environment seems to be under enormous pressure worldwide. Numerous and complex environmental problems and risks seem to be dominating the development programmes of nations, 'fighting' for space/inclusion and attention' from already scarce and dwindling resources in order to stay afloat of complete extinction. Through conceptualization of the discourse, Western ways of knowing have thus far provided local and global nations with both useful and not so useful ways of knowing phenomena and understanding society's reality. However, in the process of achieving this educational goal, other ways of knowing, especially indigenous knowledges have been marginalized. Broad based knowledge construction approaches allow for different ways of knowing to provide alternative solutions to problems and the diverse challenges societies contend with. It is for that reason that the researchers argue that curricula in higher education and other institutions of higher learning, cannot afford to continue to exclude or 'peripherize' other ways of knowing. The researchers further propose that in order that education programmes of development and sustainability education succeed in addressing the complex, uncertain and contradictory reality of present societies, education curricula should be underpinned by social critical thinking and capability approaches that not only foster understand in plurality, but also promote world citizenry.