Preprint

This is the submitted version of a paper presented at SANORD Conference 2017, Elephant Hills, Victoria Falls, Zimbabwe, 28 November - 1 December 2017.

Citation for the original published paper:

Postcolonial perspective, indigenous knowledge and critical theories for transforming universities and societies in Southern/Africa.
In:

N.B. When citing this work, cite the original published paper.

Permanent link to this version:
http://urn.kb.se/resolve?urn=urn:nbn:se:kau:diva-65456
SUBTHEME Number: 5
SUB THEME TITLE: The role of research in improving livelihood and addressing inequalities / access to opportunities

TITLE: Postcolonial perspective, indigenous knowledge and critical theories for transforming universities and societies in Southern/Africa.

Getahun Yacob Abraham
University of Karlstad
Universitetsgatan 2
651 88 Karlstad
Sweden
getahun.yacob-abraham@kau.se

Gerd Wikan
Hedmark University of Applied Sciences,
Post Box, 400,
2418 Elverum
NORWAY
gerd.wikan@inn.no
Abstract

This conference paper will address some problems facing Southern/African universities. Instead of detailed discussion of general problems facing universities in Southern/Africa, it will focus on universities relation to their funding partners such as the state and external donors, as well as their role as higher education institution in terms of teaching, research and the outreach/community services program. We believe postcolonial investigation into higher education helps universities to look into their past and its impact on their present. Through researching indigenous knowledge systems, they can find out about locally developed knowledge that they can integrate into their educational curricula. Concepts from critical theories could be used to analyse universities relations to their funders, their teaching-learning process, their research and their outreach to their communities. Specifically, through using critical pedagogic approach, they can prepare their students to critically view the reality of their societies, to find out their needs and to participate in the process of their transformation. On the base of these perspectives, hopefully universities could address the problems of inequalities caused by class, gender, ethnicity and race.

**KEYWORDS:** Postcolonial perspective, indigenous knowledge, critical theories, transformation, universities, societies, Southern/Africa.