

Call for Book Chapters

Decolonising Knowledge and Learning Systems in the Global South

BACKGROUND

There are growing debates on the decolonisation of knowledge and learning systems in academia, research and policy appraisal, and an increasing call for the recognition and integration of alternative forms of knowledge originating from diverse ontologies and epistemologies. Yet, 'decolonisation' has many facets and ideas given its growing literature. On one hand, it is argued that decolonisation initiatives should go beyond usual critique of epistemology and methodologies, and on the other hand develop alternative visions for transforming the current system toward inclusion, creating social justice, dismantling fossil capitalism, and colonial legacies. Currently, there are global efforts to promote research and practices on decolonisation. These developments within the scientific community have provided entry points to ask questions about how knowledge is produced and used and how learning occurs in the global South. To this end, the African Centre for Technology Studies (ACTS), in collaboration with University of Innsbruck (UIBK), and University of Natural Resources and Life Sciences (BOKU) have launched a book project to provide a platform for learning opportunities through critical pedagogies, scholarly activism, and transdisciplinary training. Part of the process is a monthly seminar series from June to December 2022, designed as knowledge sharing platforms where academics, researchers, practitioners and policy makers engage in open discourses on decolonisation of knowledge and learning systems relevant to the Global South and beyond globally.

ABOUT THE BOOK

This book will explore knowledge and learning systems and the current efforts to decolonize these systems in the Global South and beyond. The book calls for a re-focus on how knowledge production occurs arguing for resistance of eurocentrism that pervades academics, theory and the development of concepts, deconstruction of what is considered as 'true knowledge'; a diversification of knowledge particularly by focusing on the producers of this knowledge prioritising Global South knowledges and content to feed global learnings; embracing of different methodologies for knowledge production to inform policy decisions and wider political debates to enable learning, enhance practice and nurture more emancipative outcomes in the Global South. With current struggles to decolonise education, the book re-examines and reorients the language of knowledge production and consumption, curricula design and delivery and lastly explores new and alternative approaches emerging to support learning in a 'context-sensitive' way.

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Publisher

Routledge

Submission Guidelines

We would like to hereby invite extended abstracts which should give a clear outline of the proposed book chapter providing a brief introduction, research question(s), theoretical background, methods, findings, discussions, and conclusions at least highlighting the key arguments for the contribution.

In particular, we encourage submissions about best practices and pitfalls in decolonisation initiatives. Please submit abstracts online following [this link](#).

Contact

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Individual chapters will centre on the core objectives of topics listed with the broader aim of contributing to decolonising efforts in knowledge and learning systems in the Global South.

BOOK SECTIONS AND THEMES

Chapter submissions are invited from various themes, categorised into three sections of the book.

Section 1: Introduction

Theme 1: A state-of-the-art review on knowledge and learning systems in the Global South

Theme 2: Key aspects covering decoloniality of knowledge and learning systems

Theme 3: Emerging areas in decolonising knowledge and learning systems in the Global South

Section 2: Decolonizing Knowledge Systems

Knowledge production and use requires a need-based approach to meet demands and prioritize knowledge that is relevant and context-sensitive. Knowledge and learning systems will benefit globally from alternative perspectives originating from the Global South with the ability to advance science and research in general. We propose five themes to unpack debates and discussion on decolonizing knowledge systems.

Theme 4: Knowledge production, hegemony in publication practices and non-differentiated funding systems

Theme 5: Dichotomy of knowledge system contexts: privilege, elitisms, inequalities and power

Theme 6: Alternative epistemologies originating from the Global South

Theme 7: Alternative methodologies originating from the Global South

Theme 8: Institutionalization of alternative theories and methods

Section 3: Decolonizing Education and Learning Systems

(Higher) Educational institutions in the Global South are often shaped by role models from the Global North. This manifests itself in borrowed curricula, teaching content, teaching materials, teaching languages and teachers trained abroad. e.g. researchers, practitioners, and policy makers have often used foreign languages that limit dialogue and information sharing and are critical in knowledge delivery. This is an area that is often overlooked but very crucial to develop and deliver knowledge. Two themes are proposed;

Theme 9: Contextualizing curricula, learning materials and languages for learning

Theme 10: Pedagogies, teaching practices and their alternatives and emerging (digital) techniques in higher learning systems from the Global South

Important Dates

Abstract submission: Nov. 18, 2022

Abstract decisions notice: Nov. 25, 2022

Full book chapter submission : Jan. 31, 2023

Decision on review report: Feb. 28, 2023

Revised full chapter submission: March 30, 2023

Final decision notification: Apr. 15, 2023

Publishing and dissemination: July, 2023

Submission Link

