

Index

A

Adultification, 55
African
 Elders (*see* Elders' cultural knowledges in schools)
African-centered approach to Land education, 177
African Commission on Human Rights and Peoples' Rights (ACHPR), 101
African education, 197
African Elders' cultural knowledges, 103
African Indigenous epistemologies, 179
African Indigenous knowledges, 133
"Afro-futurisms", 212
Anti-Blackness, 205
Anti-Black racism, 184
Anti-colonial discourses, 199
Anti-colonial education, 156
Anti-racism, 166

B

Best practice in incorporating Elders, schools
 Aboriginal Head Start programs, Canada, 178
 Brazil, 178
 Canada, 176
 Canadian context, 176
 civil rights, 176
 colonial education, African youth, 176
 CUNY, African-centered approach to Land education, 177, 178

Dechinta Bush university, 177
decolonization of education through the
 Indigenization, 178
 educational programs, 178
"Education for Self-Reliance" program, 176
Ghost River Rediscovery program in Alberta, 178
Indigenous people, 175
Indigenous resistance to colonial education, 175, 176, 178
land-based education, 177
multicentricity, 178
practical activities, 178
rebellion, 175
University of Alaska Fairbanks, 177
validation, 178
Western education, 176
Binaries, 37

C

Canada
 colonial education, 214, 215
 education reform, 199, 215
 historical origins of colonial education, 209
Canada's educational system, 43
Canada's Truth and Justice Reconciliation Reports, 41
Canadian context, 42
Challenges of incorporating elders in schools
 colonial inferiorization, 196
 colonialism, 189

- Challenges of incorporating elders in schools (*cont.*)
- community perspectives
 - anti-blackness, 205
 - benefits, 201
 - Black, Indigenous, Latinx, 204–205
 - colonial languages vs. Indigenous languages, 203
 - community members, 201
 - decolonization, 204
 - educational reforms, 201
 - Eurocentric knowledges, 201
 - Eurocentric thinking, 205
 - formal education, 203
 - history of Eurocentric teaching practices, 205
 - Indigenous epistemologies, 203
 - Indigenous knowledges, 204
 - Indigenous languages, 203
 - individual responsibility, 202
 - lack of education, 204
 - language barriers, 203
 - nuclear family system, 202
 - psychological colonization, 202
 - recognition of Indigenous knowledges, 205
 - teachers, 202
 - “Western cultural overkill”, 202
 - wisdom, 204
 - complicity, 192
 - cultural imperialism, 190, 196
 - culturally relevant learning, 189
 - curriculum, 191
 - decolonizing praxis, 189
 - educational racist practices, 194
 - education/educational policy implications, 199–201
 - English language, 196
 - epistemic equity, 190
 - Eurocentric knowledges, 190, 193
 - Eurocentric privileges, 190
 - globalization, 191, 193
 - Indigenous/Black/Latinx, 192
 - Indigenous knowledges, 191
 - Indigenous Land claims prevalence, 195
 - Indigenous languages
 - challenges, 197, 198
 - opportunities, 197, 198
 - reclamation, 196
 - Indigenous learning, 193
 - Indigenous pedagogies, 197
 - Indigenous resistance to colonial education, 189
 - integration, 195
 - integration policies, 194
 - knowledge hierarchies and erasures, 191
 - knowledge integration, 196
 - knowledge synthesis, 195
 - land, 194
 - land-based epistemologies, 191
 - land-based indigenous knowledges, 194
 - land-based learning sites, 195
 - legitimate knowledge forms, 190
 - multicentric learning, 191
 - multiplicity of worldviews, 191
 - neo-colonial liberal policies, 189
 - physical bodies, 195
 - place-based knowledges, 191
 - power and privilege, 194
 - recognition, 196
 - resistance of dominant bodies, 190
 - self-reflexive, 196
 - social and political environment, 189
 - systemic and institutional racism, 193
 - trauma and psychological violence, 192
 - “Western cultural overkill”, 192
 - Western education, 190
 - Western schooling, 190
 - Western science, 195
 - Child’s experience, 39
 - Christian and Eurocentric notions of “Truth and Reason”, 38
 - Cognitive imperialism, 157, 214
 - Colonial curriculums, 39
 - Colonial dominance, 46
 - Colonial education, 44, 137, 197, 214–216
 - failure, 39
 - impacts, 41
 - Colonial education in Canada
 - academic abilities, 54
 - academic programs, 53
 - alienation, 58, 63, 65, 70
 - Asian students, 57
 - behavior, 54
 - Black and Indigenous students, 54
 - black students, 57
 - black women, 55
 - border crossing, 61, 69
 - Canada’s national mythology, 57
 - community, 58
 - culture, 70, 71
 - curriculums and pedagogical approaches, 52
 - discursive maneuver, 55
 - dissonance, 58
 - educational and vocational achievements, 57
 - educational policies and practices, 52

- English language, 65, 66
- environment, 53
- equality, 52
- Eurocentric curriculum, 62, 63
- Eurocentric education, 58
- Eurocentricity, 51
- Eurocentric pedagogy and praxis, 64
- Eurocentrism, 51
- formal institutionalized education, 52
- forms of knowledge, 52
- frameworks, 57
- government policy frameworks, 52
- hidden curriculum, 53, 56
- high-school, 58
- Indigeneity, 56
- Indigenous economic activities, 51
- integration, 52
- language, 52
- legacy, 58, 59
- logics of adultification, 55
- non-academic streams, 57
- police, 54
- protection, 54
- push-out, 57, 58, 70
- racialized children, 54
- racialized students, 59
- racism, 70, 71
- residential schools, 52, 56
- rules and regulation, 53
- safe learning environment, 54
- school and schooling
 - binary system, 61
 - children and grandchildren, 61
 - class-room style learning, 62
 - cultural genocide, 59
 - educational/vocational training, 60
 - Eurocentric ideology, 59
 - formal education, 59
 - hegemony and colonial practices, 61
 - institutionalized instrument, 62
 - integration, 61
 - learning, 59, 62
 - outcomes, 59
 - physical buildings and structures, 61
 - physical school environment, 62
 - residential schools, 60
 - scholars, 62
 - spiritual practices, 60
 - teaching, 62
 - violence, 60
- school curriculums/textbooks, 56
- social expectations and responsibilities, 55
- spatial geography, 67–70
 - standardized testing, 53
 - streaming systems, 53
 - United States, 56
 - Western education, 57–59
- Colonial education policies, 41
- Colonial Eurocentric education, 37
- Colonialism, 38, 45, 133, 145, 167, 190
- Coloniality, 38
- Coloniality of knowledge, 45
- Colonial logic, 169
- Colonial schooling, 127
- Colonization, 165, 171, 190
- Colonizing ideologies, 189
- Community-based education, 146
- Community perspectives, Elders role
 - African Elder, 180
 - African Indigenous epistemologies, 179
 - African Indigenous knowledges, 134
 - African schools, 179
 - amicably, 181
 - anti-Black racism, 184
 - Black/Indigenous/Latinx, 180–182, 185
 - Canadian schools, 179
 - colonialism, 133
 - cultural differences, 132
 - cultural identity, 132
 - cultural knowledges, 136, 183
 - cultural/spiritual role, 136
 - educational outcomes, 131
 - educational practices, 182
 - elderly, 132
 - encyclopaedias, 135
 - Encyclopaedia Britannica*, 134
 - Eurocentric knowledges, 180
 - experience, 136, 179
 - Indigenous communal learning, 184
 - Indigenous communities, 133
 - Indigenous cultures, 137
 - Indigenous epistemology, 133, 137
 - Indigenous knowledge, 183
 - transmission, 133–135
 - with students, 185
 - Indigenous learning, 183
 - Indigenous pedagogy, 184
 - knowledge and wisdom, 135
 - modern cultures, 180
 - modern-day encyclopaedias, 134
 - moral lectures, 179, 180
 - multicentricity, 180
 - political role, 136
 - “preserving the culture”, 136
 - radical Indigenism, 185
 - reference points, 133, 135

Community perspectives, Elders role (*cont.*)

- role models, 136
- schools teach students, 179
- socialization, 135
- students, 182
- teaching students, 181
- teach students moral value, 180
- Western learning methods, 180
- wisdom and experience, 135

Cultural differences, 128, 132

Cultural imperialism, 190, 196

Cultural knowledges, 79, 80, 83, 103, 104, 127

Cultural teachings, 127

Cultural violence, 198, 215

Culture

- definition, 131

D

Decolonial difference, 122

Decolonization, 199, 201, 204, 210, 212, 213

- African Indigeneity, 82
- anti-colonial, 79–83
- colonialism, 79, 80
- communities of learners, 83
- communities of schooling, 83
- community and personal identity, 80
- cultural criticism, 81
- decolonial, 79, 80, 83
- demands, 84
- dispossessing, 86
- education, 80
- educational practice, 83
- education contexts, 80, 86, 87
- Elders, 80, 83, 103, 105
- epistemic plurality, 84
- Eurocentric knowledges and worldview, 82
- frameworks, 79
- implications, 85
- indigeneity
 - Africa and African, 89
 - African Indigeneity, 91
 - African worldview, 97–99
 - Black/African student, 91
 - characteristics, 101
 - definition, 87
 - demand, 102
 - diasporic and transnational contexts, 93–97
 - diverse people and languages, 99
 - ethnicity, 102
 - human civilization, 102
 - identity, 103

implications, 99

Indigenous African cultural

knowledges, 103, 104

Indigenous African pedagogy, 105

Indigenous governance, 102

Indigenous identity, 87

Indigenous peoples, 89

individual level and community level, 87

institutions, 90

Land, 90, 103

linguistic and cultural diversity, 100

modernization, 90

multiple levels, 88

natural resources, 90

non-dominant sectors, 89

physical and cultural survival, 100

political agency, 87

post-colonial theories, 102

self-define and self-conceptualize, 88

self-determination, 101

self-indigeneity, 91–93

traditional lifestyles, 101

knowledge, 81, 85

Land, 86

linearity, 85

modernity/coloniality, 82

multiple knowledge systems, 86

non-dominant, 81

non-imperialistic learning, 85

pedagogy, 86

physical and ideological domination, 79

political practices, 84

power and social transformation, 85

racialized, 80, 82, 85

radical Indigenism, 85

schooling and education, 83

self-determination, 81, 85

social relations, 80

socio-political contexts, 87

socio-political level, 86

spirituality and spiritual ontologies, 81–83

Western academy, 82

Western science, 79, 80

Decolonized learning, 213

Decolonizing education

colonizing bodies, 210

complicities, 213

educational achievement gap, 210

institutions, 210

policy makers, 210

De-culturalization, 41

E

Education, 37, 139, 141–143, 145, 200
 African context, 40
 definition, 40
 indigenous families and communities, 40
 reform, 199

Educational policies and practices, 41

Educational policy reform, 200

Educational programs, 178

Educational reform, 215

Educational theory, 37

“Education for Self-Reliance” program, 176

Education practices, 39

Education system, 41, 44

Elders’ cultural knowledges in schools, 45
 African epistemology, 128
 Black and minority education, 215
 Canada, 138
 colonial education, 137
 community (*see* Community perspectives, Elders role)
 counter-visions of education, 216
 cultural differences, 128
 custodians of knowledge, 129, 130
 Declaration on Race and Racial Prejudice, 137
 decolonization, 212
 decolonizing colonial education, 214
 disrupting colonial narratives, 214
 domestic governments, 138
 education, 139, 141–143, 216
 educational reforms, Canada, 138, 139, 215
 Elders’ knowledge *vs.* culture, 216
 Eurocentric education, 139, 146
 Eurocentric knowledges, 137, 140
 incorporation and integration, 146, 147
 Indian Act, 138
 Indigenous African knowledge, 128
 Indigenous cultures, 129
 Indigenous curriculums, 140, 144
 Indigenous epistemology, 144
 Indigenous knowledges, 129–131, 139, 140
 Indigenous pedagogy, 141, 144
 Indigenous people, 141
 Indigenous resurgence and revitalization, 139
 integration of local Indigenous knowledges, 139
 land as pedagogy, indigenous education, 144–146
 languages, 137

learning, 141–143
 pedagogical approaches, 141
 responsibilities, 128, 129
 school curriculum, 143
 schooling, 142, 143, 216
 strategies, education reform, 137
 UNDRIP, 137, 138
 United Nations, 138

Embodied cultural knowledges, 140

Encyclopedia Britannica, 134

English, 42

Epistemic equity, 190

Epistemological equity, 214

Epistemological imperialism, 212

Epistemological pluralism, 45

Epistemological racism, 156

Erasure, 56, 70

Eurocentric colonial education, 41

Eurocentric curriculum, 42

Eurocentric education, 139, 146, 214

Eurocentric educational frameworks, 211

Eurocentric ideology, 38, 198

Eurocentric knowledges, 44, 140, 142, 147, 153, 190, 193, 211

Eurocentric privileges, 190

Eurocentric schooling, 42

Eurocentric theories of education, 37, 38

Eurocentrism, 37, 209

European colonial knowledge, 38

European colonial system, 163

European ethno-superiority, 41

European exceptionalism, 42

European modernity/coloniality, 45

European settler colonialism, 37

Experiential co-learning, 40

F

Formal curriculum, 43
 Formal education, 40

G

Geo-political relation, 45
 Georgetown Law Centre, 55
 Globalization, 157, 191, 193
 Global knowledge production, 86

H

Hidden curriculum, 42, 53, 54, 56, 62, 63, 70, 71, 167
 Hijacking decolonizing theories, 190

I

- Incorporation of Elders' cultural knowledges, schools
 - anti-colonial education, 156
 - anti-colonial Indigenous knowledges, 157
 - benefits, 155, 158
 - Black/Indigenous/Latinx students, 211
 - challenge, 212
 - colonialism, 158
 - colonial schooling environments, 155
 - counter-hegemonic knowledge, 154
 - cultural knowledge, 153
 - curriculum, 153
 - decolonization, 210
 - education, 154
 - education and schooling, 153
 - Eurocentric education, 158
 - Eurocentric knowledges, 153
 - Indigenous curriculums, 155
 - Indigenous education, 154, 155
 - Indigenous epistemology, 155
 - knowledge synthesis, 156, 211
 - learning, 154
 - legitimate knowledges, 215
 - multi-logicality, 158
 - next generation, 212
 - opportunities, 157, 158
 - resistance to colonial education, 210
 - school curriculums, 156
 - schooling experience, 153
 - social change, 154
 - social difference, 156
 - teachings, 154
 - UNESCO, 157
 - Western Eurocentric knowledge, 153
 - Western Eurocentric worldview, 155
- Incorporation of Elders into the school system,
 - community perspectives, 159
 - Africa, 166
 - African Elders, 171
 - anti-racism, 166
 - benefits, 170, 171
 - Black and Indigenous students, 161
 - Black bodies, 159
 - Black/Indigenous/Latinx student, 160–162, 164–171
 - bodies, 166
 - Canada, 167
 - colonialism, 167
 - colonial logic, 169
 - colonization, 165
 - cultural teachings, 159
 - decolonial futures, 171
 - educational achievement gap, 161, 163, 164, 168, 170
 - Eurocentric knowledges, 159, 171
 - Eurocentric systems, European
 - colonization, 163
 - European colonial system, 163
 - global anti-Blackness, 169
 - goals, 164
 - hidden curriculum, 167
 - hyper-visibility, 168
 - Indigenous educational practices, 163
 - Indigenous pedagogies, 170
 - informal teaching, 163
 - multiculturalism, 166
 - next generation, 171
 - physical presence, 162
 - racial capitalism, 162
 - racialized bodies, 168
 - racialized students, 159
 - racist education system, 166
 - radical Indigenism, 162
 - role models, 170
 - Western curriculums, 165
 - Western education vs. Indigenous
 - education, 159, 160, 164
 - Western epistemology, 162
- Indian Act, 138
- Indigene, 81, 83, 91, 101
- Indigenism, 121
- Indigenization of education, 121, 122, 176
- Indigenous, 51–56, 58, 59, 61–66, 69–71
- Indigenous African education, 143
- Indigenous African knowledges, 45, 128
- Indigenous and Black learners
 - decurtation, 39
- Indigenous children, 39, 41
- Indigenous communities, 44, 127, 128
- Indigenous cultural knowledges in schools
 - educational achievement gap, 210
 - educational futurity, 210
 - educational gap, 209
 - Eurocentric educational frameworks, 211
 - identity and indigeneity, 210
 - knowledge binaries, 210
 - teachers in Eurocentric education, 209
- Indigenous cultures, 143
- Indigenous curriculums, 140, 144, 155
- Indigenous education, 142, 143, 154, 155, 210
- Indigenous Elders, 44, 129
- Indigenous eldership, 127, 128
- Indigenous epistemology, 133, 142, 144, 155, 203, 213
 - African context, 115
 - characteristics, 114
 - community, 113, 115
 - culture, 119, 120
 - decolonial praxis, 121, 122

- definition, 115
 - diversity, 115
 - eco-system, 116
 - food and medicine, 113
 - healing, 118, 119
 - ideas and knowledge, 113
 - identity, 119, 120
 - inter-connection, 115
 - inter-generational knowledge, 116
 - knowledge, 116
 - knowledge pluralism, 122
 - knowledge production, 114
 - Land, 114
 - language, 119, 120
 - life-force, 113, 118, 120
 - natural environment, 114
 - pedagogy, 40, 116–118
 - people, 114
 - peoples' cognitive legacy, 116
 - reciprocal relationship, 114
 - spirit, 113, 114
 - spiritual and physical development, 115
 - spirituality, 118, 119
 - Indigenous futurisms, 212
 - Indigenous identities, 41
 - Indigenous knowledges, 129–131, 139, 140, 144, 147, 191, 192, 194, 196, 204, 213
 - colonial Eurocentric education, 37
 - colonial intervention, 43
 - and concepts, 38
 - cultural, 43
 - education, 44
 - Elders' cultural knowledges, 45
 - exclusion and domination, 38
 - formal institutionalized education, 41
 - and languages, 39
 - and populations, 43
 - recognition, 44
 - systems, 38
 - utilization, 41
 - Western education, 46
 - Indigenous knowledges in schools
 - decolonized futures, 212
 - implications, 212
 - new decolonial futurities, 213
 - opportunity, education and policy reform, 212
 - Indigenous Land rights, 145
 - Indigenous languages, 197, 198, 209
 - Indigenous learning, 142
 - Indigenous pedagogy, 141, 144
 - Indigenous peoples, 39, 41
 - Indigenous perspectives, 45
 - Indigenous resurgence and revitalization, 139, 176, 178
 - Indigenous sovereignty, 145
 - Indigenous worldviews, 122
 - “Informed Indigenous epistemology”
 - culture, 131
 - Integration of Elders' cultural knowledges, 157
 - Integration of Indigenous cultural knowledges, 156
 - Integration policies, 194
 - International Labour Organization (ILO), 87, 89
- K**
- Knowledge custodians and storytellers, 128
 - Knowledge integration, 190, 191, 193, 196, 211
 - Knowledge synthesis, 156, 195, 211
- L**
- Land, 56, 57, 59, 144, 146, 194, 213
 - spirituality, 119
 - See also* Indigenous epistemology
 - Land-based education, 145, 146, 177, 198
 - Land-based epistemologies, 191
 - Land-based Indigenous knowledges, 194
 - Land-based learning sites, 195
 - Land vs. Indigenous knowledges, 145
 - Learning, 141–143, 154
 - Liberal state-based policies, 200
- M**
- Meritocracy, 162, 167
 - Multicentric learning, 191
 - Multiculturalism, 52, 57, 166
 - Multi-logicity, 158
- N**
- Neo-colonial contexts, 46
 - Neo-liberal globalization policies, 212
 - Neo-liberal internationalization, 191
- O**
- Ontario's Equity and Inclusive Education Strategy, 199

P

Place-based knowledges, 191
 Psychological colonization, 202

R

Race, 166
 Racial capitalism, 162
 Racialized, 52–54, 56, 57, 59, 63, 67, 70, 71
 Racialized students, 42
 Racism, 193, 194, 205
 Radical Indigenism, 122, 162, 185
 Rebellion, 175
 Residential schools, 51, 52, 56, 59, 60, 66, 69
 Resistance, 64
 Rural Systemic Initiative, 177

S

Schooling and education, 139, 140, 142, 143, 216
 Self-indigeneity, 91–93
 Social action, 84
 Spirituality and spiritual ontologies, 82, 83
 Structural self-positioning, 38
 Sub-alternization and inferiorization, 38

T

Theorizations of education, 37
 Traditional knowledge, 130
 Traditional values, 40

“Trialectic Space”, 128

Truth and Reconciliation Commission of
 Canada (TRC), 59
 Truth and Reconciliation Commission Report
 (TRC), 41

U

United Nations Declaration on the Rights of
 Indigenous Peoples (UNDRIP),
 137, 138
 United Nations Educational, Scientific and
 Cultural Organization
 (UNESCO), 157
 Unmapping, 67, 68
 UN Working Group on Indigenous
 Populations, 89

W

“Western cultural overkill”, 192, 202
 Western education, 43, 142, 160, 164,
 176, 190
 Western epistemology, 45, 162
 Western Eurocentric education, 147
 Western Eurocentric knowledge, 153
 Western European bodies, 38
 Western knowledges, 44, 45
 Western schooling, 142, 190
 Western superiority, 44
 White supremacy, 194