

Scholarly Recognition Strategy

Omanyeh-Yehowada Learning Institute

The Recognition Landscape for African Indigenous Learning Methodologies

The scholarly environment for African indigenous pedagogy is undergoing a genuine paradigm shift. Historically, African knowledge systems faced what researchers call "epistemological extraversion" — a condition where African scholars were compelled to validate their methodologies through Western academic frameworks before they could gain recognition. That era is changing, but navigating the transition requires deliberate strategy.

The decolonization of higher education is now a well-funded, widely-published global discourse. UNESCO, JSTOR, and major international journal networks are actively seeking African-led research that articulates indigenous pedagogical frameworks on their own terms. Omanyeh-Yehowada is positioned at exactly the right moment to claim space in that discourse — provided the approach is intentional.

Phase 1: Establish the Academic Foundation (0–12 months)

Document and Theorize the Methodology

Before any recognition is possible, the Omanyeh-Yehowada methodology must be articulated in a form that both honors its indigenous character and communicates meaningfully within scholarly discourse. This does not mean Westernizing it — it means building a rigorous academic vocabulary around what already exists.

The core tasks are:

- Produce a foundational white paper (15–30 pages) describing the methodology's philosophical basis, pedagogical sequence, learning outcomes, and epistemological roots
- Map the methodology against existing frameworks — Ubuntu pedagogy, Afrocentricity (Asante), African communalism, culturally responsive pedagogy (Gloria Ladson-Billings) — to situate it within recognizable scholarly conversation without subordinating it to those frameworks
- Document learning outcomes with measurable data: learner performance, retention, community impact, behavioral changes, graduate trajectories

This documentation becomes the source material for all future publication, accreditation applications, and partnership proposals.

Identify and Engage a Research Partner

The fastest path to peer-reviewed publication is through a partnership with a credentialed Ghanaian or West African academic institution. Prospective partners include:

- **University of Ghana (Legon)** – hosts the *Legon Journal of the Humanities*, recently added to JSTOR's African Journals Initiative; its Department of Linguistics has active researchers studying Ghanaian indigenous language education
- **University of Cape Coast** – strong education faculty with active research on culturally responsive pedagogy in Ghanaian schools
- **University for Development Studies (Tamale)** – publishes the *Journal of Educational Review* and is oriented toward community-linked and northern Ghanaian knowledge systems
- **KNUST (Kwame Nkrumah University of Science and Technology)** – interdisciplinary research capacity across education, culture, and development

A memorandum of understanding (MoU) with one of these institutions enables co-authored research, access to academic databases, IRB/ethics clearance for research studies, and faculty who can validate and peer-review the methodology.

Phase 2: Enter the Publishing Ecosystem (Months 6–24)

Target Journals — Tiered Strategy

Tier 1: African-focused open access journals (first publications)

These journals actively seek African-led pedagogy research, carry low or no article processing charges, and are indexed in Google Scholar, AJOL, or JSTOR. Begin here to build a citation record.

Journal	Publisher	Focus	APC
<i>Journal of Educational Review</i>	University for Development Studies, Ghana	Education research in Africa	Low/free
<i>Ghana Journal of Linguistics</i>	University of Ghana	Language, culture, pedagogy	Free (JSTOR)
<i>Pan-African Journal of Education and Social Sciences (PAJES)</i>	Adventist University of Africa	Pan-African education	Open access
<i>African Journal of Education and Practice (AJEP)</i>	IPRJB	African education broadly	~USD 150
<i>East African Journal of Education Studies</i>	EANSO	Education in African contexts	Open access
<i>Journal of Mother-Tongue Biblical Hermeneutics and Theology (MOTBIT)</i>	Noyam Journals (Ghana)	Indigenous epistemology, theology, pedagogy	Open access

Tier 2: International journals with indigenous/decolonial focus

Once a citation record exists, pursue these higher-visibility venues:

- *AlterNative: An International Journal of Indigenous Peoples* (Sage) — peer-reviewed, international scope
- *Journal of Qualitative Studies in Education* (Taylor & Francis) — has published Ghanaian indigenous language education research (2025)
- *Compare: A Journal of Comparative and International Education* (Taylor & Francis)
- *International Journal of Educational Development* (Elsevier) — major development education forum

Tier 3: High-impact decolonization-focused venues (18–36 months)

- *Harvard Educational Review*
- *Review of Educational Research* (AERA)
- *Curriculum Inquiry* (Taylor & Francis)

What to Publish First

The most credible initial publication is an empirical study of learner outcomes at Omanyehowada paired with a theoretical argument for the methodology. A strong first paper structure:

1. **Framing:** Position the Omanyehowada methodology within the decolonization of education discourse, using Ghana's colonial educational inheritance as context

2. **Theoretical basis:** Articulate the epistemological roots — what theory of knowing underlies the approach?
3. **Methodology:** Describe the learning system's components
4. **Evidence:** Learner outcome data, community testimony, qualitative accounts
5. **Contribution:** What does this add to, challenge, or reframe in existing educational theory?

A well-executed case study paper of this kind can be the foundation of a publication series spanning 3–5 articles, each going deeper on a different dimension of the methodology.

Phase 3: Institutional Accreditation and Recognition (Months 12–36)

Ghana Tertiary Education Commission (GTEC)

The **Ghana Tertiary Education Commission** (formed by the merger of NAB and NCTE under Act 1023, 2020) is the national accreditation body for tertiary education. GTEC accreditation is the domestic foundation upon which all international recognition builds.

Key requirements for GTEC accreditation of a new programme:

- Articulation of program objectives and market need
- Qualified academic staff with appointment letters
- Physical facilities meeting standards
- A structured curriculum with defined learning outcomes

Even if Omanyehowada is not currently seeking full tertiary accreditation, establishing formal program registration with GTEC for at least one defined course or certificate lays the groundwork for all subsequent recognition. Contact GTEC directly at evaluation@gtec.edu.gh for current pathways applicable to non-traditional or indigenous-focused institutions.

African Quality Assurance Network (AfriQAN) and HAQAA

HAQAA (Harmonization of African Higher Education Quality Assurance and Accreditation) is the continental framework coordinated by the African Union, CAMEC, and supported by UNESCO. It focuses on mutual recognition of qualifications across African nations and is directly relevant for any institute seeking recognition beyond Ghana's borders.

HAQAA3 (the current phase) explicitly includes mechanisms for non-standard and indigenous knowledge institutions as part of its inclusive quality assurance agenda. Engagement with HAQAA through the **GTEC** and the **African Union Commission** can position Omanyehowada within the continental framework.

Phase 4: International Body Affiliation (Months 18–48)

UNESCO Association Pathways

UNESCO offers several pathways for non-university learning institutions to gain international standing:

UNESCO Associated Schools Network (ASPnet) — membership is open to schools and learning institutions that demonstrate commitment to UNESCO's educational values, including indigenous knowledge and intercultural understanding. ASPnet membership confers international recognition without requiring full university-level accreditation. Application is made through the UNESCO National Commission in Ghana.

UNESCO-UNITWIN Chair Partnership — while UNESCO Chairs are formally hosted at universities, community-based institutes can partner with a Chair-hosting institution (e.g., the UNESCO Chair in Culture and Arts in Education at Kabarak University, or prospective Ghanaian hosts) to co-develop research. This creates an indirect but meaningful UNESCO affiliation.

UNESCO Category 2 Centre — for more advanced recognition, UNESCO Category 2 Centres operate under UNESCO's auspices while remaining independent. This is a longer-term aspiration (5–10 years) but relevant to articulate in the institute's strategic plan.

African Union (CAMES) Recognition

CAMES (Conseil Africain et Malgache pour l'Enseignement Supérieur) facilitates mutual recognition of qualifications across 19 African countries and is the body through which the AU harmonizes higher education standards. Engaging CAMES creates a pathway for Omanyeh-Yehowada graduates to have their credentials recognized across Francophone and Anglophone Africa. Ghana currently has observer status in CAMES negotiations; GTEC is the relevant national interlocutor.

ISESCO (Islamic World Educational, Scientific and Cultural Organization)

If the methodology has spiritual or faith dimensions rooted in Islamic epistemology, ISESCO has specific programs recognizing indigenous and Islamic-rooted pedagogy across Africa. This is a niche but potentially powerful pathway if applicable.

Phase 5: The Research-to-Policy Pipeline (Ongoing)

The most durable form of scholarly recognition is not publication alone — it is when research produces policy influence. This happens through:

Conference Presence: Present at CIES (Comparative and International Education Society), AERA (American Educational Research Association), and the CODESRIA General Assembly. These conferences have tracks specifically for African-led decolonial pedagogy research and attract the editors and reviewers of the journals that matter.

CODESRIA Affiliation: The **Council for the Development of Social Science Research in Africa (CODESRIA)** based in Dakar is the most important pan-African research network for social sciences and education. Membership provides access to publications, grants, networks, and visibility within African academic institutions. CODESRIA funds Small Grants for research documentation — directly applicable to documenting the Omanyeh-Yehowada methodology.

Ghana Education Service (GES) Engagement: If the methodology can be demonstrated to improve learning outcomes in Ghana's priority areas (literacy, numeracy, civic engagement), presenting this evidence to GES creates a pathway toward recognition in national education policy — which then becomes a scholarly citation in its own right.

Commissioned Research: Seek a commissioned research agreement with a development organization (USAID Ghana, GIZ, British Council, or the Mastercard Foundation) to conduct an independent evaluation of the methodology. Third-party evaluation by an internationally recognized agency converts practice into evidence in a form that is immediately credible to academic peer reviewers and accreditors.

Recommended Sequence of Actions

Timeline	Action	Outcome
Months 1–3	Draft foundational white paper on the methodology	Internal document and basis for all external engagement
Months 2–6	Initiate MoU conversation with University of Ghana or UCC	Research partnership; access to journals and IRB
Months 4–12	Conduct and document a learner outcome study	Primary data for first publication
Months 6–12	Submit first paper to AJOL-indexed journal	Initial peer-reviewed citation
Months 6–18	Begin GTEC program registration process	Domestic institutional standing
Months 12–24	Apply for CODESRIA Small Grant	Funded research; CODESRIA network affiliation
Months 12–24	Contact UNESCO National Commission re: ASPnet	UNESCO affiliation
Months 18–36	Present at CIES or CODESRIA General Assembly	International scholarly visibility
Months 24–48	Submit to Tier 2 international journals	International peer-reviewed standing

Timeline	Action	Outcome
Months 36–60	Explore UNESCO Category 2 Centre designation	Long-term international institutional recognition

Key Contacts and Resources

- **GTEC:** gtec.edu.gh | evaluation@gtec.edu.gh
- **CODESRIA:** codesria.org (Dakar, Senegal) — Small Grants Programme opens annually
- **African Journals Online (AJOL):** ajol.info — directory of 485+ African open access journals
- **UNESCO National Commission Ghana:** Contact via Ghana Ministry of Education for ASPnet and UNITWIN pathways
- **HAQAA3:** haqaa3.eu — quality assurance harmonization framework for African HEIs
- **JSTOR African Journals Initiative:** About.jstor.org — new program adding African journals to JSTOR (partner with a Ghanaian university journal)

A Note on Strategy

The most important frame for this entire effort is **authorial sovereignty**. The existing literature shows that African indigenous knowledge research has repeatedly fallen into a trap: methodologies get recognized only to the extent they conform to Western epistemological standards. The research coming out of Omanyeh-Yehowada should not seek recognition by proving its methodology meets Western standards — it should build a body of evidence that expands what scholarly standards include.

This is a harder path intellectually, but it is the one that produces lasting recognition rather than conditional acceptance.