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**THE INFLUENCE OF AFRICAN INDIGENOUS KNOWLEDGE ON  
BLACK AFRICAN IMMIGRANT STUDENT IDENTITIES: EDUCATION  
AND THE ROLE OF STUDENTS, ACADEMIA AND GOVERNMENT IN  
MULTICULTURAL EDUCATION**

**Abstract:**

This study examines the influence of African indigenous knowledge on the identities and education of Black African Immigrant students in Canada and presents strategies on how students, the post-secondary academy and government can advance multicultural education. Black African immigrant students' identities are formed and shaped by their indigenous experiences; this influences their socio-cultural development in Canada. Recognizing and promoting diversity and inclusion through its Federal Multiculturalism Act (1988), Canada preserves and enhances the multicultural heritage of all Canadians. This exploratory research seeks to understand the exclusion of African indigenous knowledge in the education of Black African immigrant students in post-secondary, and specifically investigates how effective multicultural approaches to teaching and learning can create more promising educational experiences for Black African students in Canada. The study provides insights into how Black African Immigrant students can reclaim their identities and explore opportunities for ongoing personal and social development within a multicultural society. Using an Indigenous Research Methodology frame, this qualitative research study applies critical theories that are grounded in indigenous knowledge systems. Suggested strategies and approaches will serve as an educational resource for all immigrant students in Canada who are on diverse pathways to bring about change in their communities, challenge the academy and educators in general to develop and implement effective multicultural education, and draw government and policy-makers' attention to significant and unacknowledged gaps in purposeful educational advancement of Canada's multiculturalism goals. Black African Immigrant students' confidence and perceptions of their African identities can and do play a critical role in the ways and manner in which they approach Canadian education. Collective efforts amongst students, educational institutions, and governments within a multicultural society will lead to more promising educational experiences for Black African Immigrant students in Canada.

**Keywords:**

African Indigenous Knowledge, Black African Immigrant students, Multicultural education, Indigenous Research Methodologies, Canada's multiculturalism