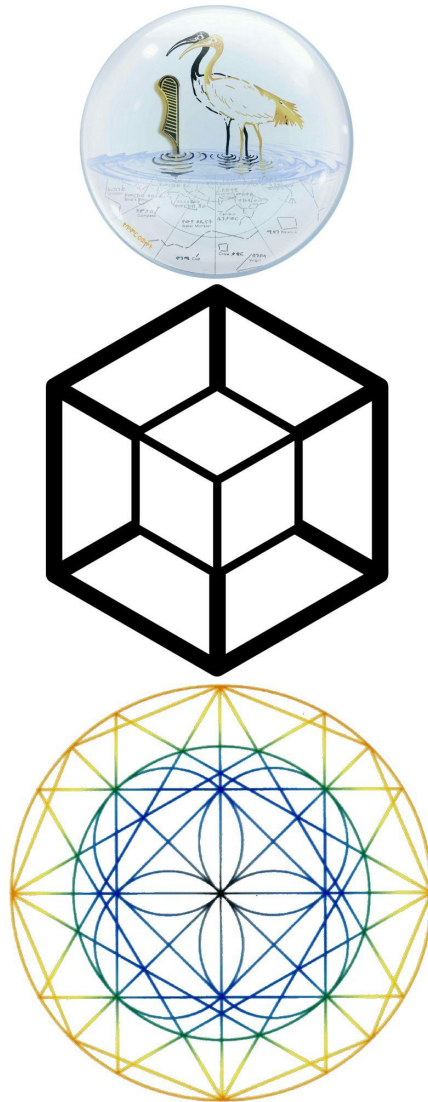የጥምር ፡ ዕውቀት

Unifiedknowledge:

The Inner Tutor returns to Africa

Authors:

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Abstract

This paper builds on **The Unifiedknowledge Approach to Education - A Summary Overview** guide by Astehmari Batekun. It gives further introduction to ways the Unifiedknowledge Pedagogical Framework brings together Africa's best principles, practices, protocols and processes for addressing the real educational needs of present and future generations of African people and other people, worldwide, more generally interested in creative approaches to STEM education.

Two important challenges the paper highlights are 1) the previously missed importance to Africa/Africans of not having a well defined pedagogical framework that comes from an African place of being and 2) re-awakening the inner tutor of the African mind through a focus on STEM education.

Here the **Unifiedknowledge framework is presented in three section**s 1) culture, 2) objectives and 3) principles, processes and protocols. Then after exploring the essential practical meaning of culture the paper highlights four **Implementation Values** and three **Implemented Models** to give colour and body to the framework. The paper discusses the key distinguishing features of the pedagogy in relation to the broader issues it addresses from current unsatisfactory "training", inherent to holocaust legacy systems of education. Introduced is the value in **Cooperatives of Family and Community Directed Learning focused on STEM**.

The paper goes on and introduces the March 2023 launch of a prototype institution for learning; **AlkebulanMeta**, a **Web3 Augmented Learners' Cooperative**. Specific headline points from the mission and vision of AlkebulanMeta are outlined; the primary focus of this model cooperative is on advancing Knowledge, Insight, Competencies, Abilities and Skills (**KICAS**) around six key factors of soil science and soil cultivation. The paper introduces these factors as **The Web6 Functions** (1) soil types (sand, clay & silt), 2) minerals, 3) microbes, 4) light, 5) water, 6) temperature) and connects them to the related global launch of **The Alkebulan Soil Covenant**.

It is highlighted that though the pedagogical framework is well established the development of Web3 Augmented Learners' Cooperatives are at the cutting edge of blockchain utility, thus the AlkebulanMeta launch is at a beta stage and several stages are anticipated to complete the development of the future planned fully web3 infrastructure (**EcoSysMAAT Light Layer**) that will offer decentralised access to world class STEM from an African place of Being. The paper invites collaborations and partnerships at the infrastructure development level as well as at the level of individuals becoming "citizens" of the **Alkebulan Network-State**, the virtual home of AlkebuanMeta.

Finally the paper opens up a call for **Expressions Of Interest** in "bring[ing] about learning of Web6 Functions' KICAS by using the Unifiedknowledge pedagogical framework to embed Web6 Function points (insights) into all qualifying Sese Dankira [Earth related dances and cultural arts panAfrica]". A practical project basis, open to all, for realising how advanced STEM can be learnt through African cultural arts.

The paper sets up a clear vision of how Africa's Inner Tutor will return.

Key words

#Unifiedknowledge #pedagogy #STEAM #STEM+TheArts #STEM #AlkebulanMeta #Network-State #Maat #KICAS

Content

education for true global power

EcoSysMAAT

Introduction

Whether a Continental African or person of African heritage in the Diaspora, we have found ourselves to have been mis-educated. We are still being mis-educated. The "Education" on offer to many Africans in its current form is for the large part culturally rooted in European ways of being, therefore it teaches us how to be more Eurocentric, and enables us to be equipped to solve problems and to promote the worldview of Europeans and others, rather than engaging life advancement from an African place of being.

The Unifiedknowledge pedagogy (approach to learning, education and teaching), in the context of holding the highest principles of best practice in our ancient, traditional and contemporary cultures panAfrica, is learner and family centred.

Our approach, formally named የጥምር ፡ ዕውቀት, **yeht'mr urwuk'eht** ("of-unified knowledge"), also aligns well to the ethos and value of project based learning and with these values and our full framework it has now been well demonstrated that the Unifiedknowledge pedagogy, being STEAM learning (**STEM + the Arts**) has a great capacity to bring out knowledge and insight from all people.

> *To "educe" insight, bring out insight, is the true meaning of education*.

Given the clear global importance of **STEM** (**s**cience, **t**echnology, **e**ngineering and **m**aths) we know this strategic educational framework to be a great gift to humanity in an age of great need. At the heart of our STEM educement are the arts, African cultural arts. Possibly the most brilliant dimension of engaging in education through a Unifiedknowledge process is the realisation of very advanced STEM insight and knowledge realised and made digestible by our indigenous arts culture.

In the particular case of Africa's peoples, it addresses today's most acute points of educational requirement, relevant to the true needs of the African Hueman; both the challenges and opportunities to be harnessed in the context of 21st Century "globalization".

It is critical to realise that often when thinking, yearning for, educational solutions people rarely go to the pedagogical root. This is the fundamental nature for the great unrealised barrier to progress we have collectively faced. Having a pedagogical approach that really comes from an African place of being is essential to our birthright; the successful future of Africans, Africa's interests and the world (in atonement and life harmonisation).

The Unifiedknowleddge pedagogical framework can be grouped into three sections, these sit as three good questions:

1. What is the **culture** of the approach?
2. What are the **objectives** of the approach?
3. What are the **principles, processes and protocols** of the approach?

At this stage let us summarise the framework with keywords.

The **cultural** basis is:

1. panAfrica
2. Kemetic (Nile Valley Classical Civilisation)

The six **objectives** are the development of:

1. Peace
2. The Mind's Core; consciousness, will, communications, creativity
3. Principled Living (Maat, classical African ethics)
4. Productive Capacity
5. Healthful Space
6. Humanity Overstood (what is the nature of being human?)

The ten **principles, processes and protocols** used to achieve the **objectives** in the context of the **culture**:

1. Hashima (respectful codes of conduct, gratitude)
2. Maat (universal order / human social order and ethics)
3. Maat (truth, proof, most advance realisations of maths/science, visualisation)
4. Tehwagi Asab (classical warrior philosophy and contemplation)
5. Gzat (the study of One's province (space, environment; mental and physical)
6. Harmony with Nature
7. Mind-Breath-Body Harmonies
8. Unifiedknowledge Language
9. Curriculum, Graduation and Accreditation
10. The Story (storytelling)

Let it be noted that we value the parent as the primary educator. All educators (parents, professionals and otherwise) trained in this framework can bring about, in a systematic way, consistently advance education at whatever level they are operating. The gift of this framework is for the individual, family, community, nation, the earth as a whole and goes beyond.

Shared this way, the Unifiedknowleddge pedagogical framework is at its most concise overview. We appreciate that some words used will be new to some people, yet we are confident that as the pedagogy is fully presented every point will be valued by you and most probably identifiable to you in your family, community or national culture. We expect also that most readers have not seen a framework like this before, it is our objective in sharing that we open up opportunities for your further exploration, experiential insight and project based opportunities so that you and your communities of interest can know its fully demonstrated potential.

LEARN MORE:

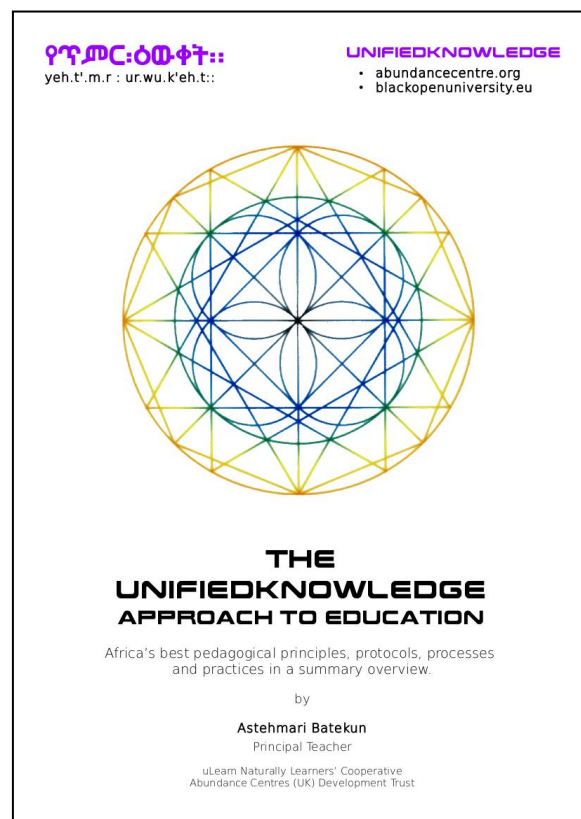የጥምር ፡ ዕውቀት ። **The Unifiedknowledge Approach to Education** (PDF Overview)
https://blackopenuniversity.org/guides/pedagogy

Hashima (respectful codes of conduct, gratitude)
https://blackopenuniversity.org/villagevalues/hashima/hashima_is.html

Tehwagi Asab (classical warrior philosophy and contemplation)
https://blackopenuniversity.org/villagevalues/warrioridea/The_Warrior_Idea_exploring_the_keywords.html

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THE
UNIFIEDKNOWLEDGE
APPROACH TO EDUCATION

Africa's best pedagogical principles, protocols, processes
and practices in a summary overview.

by

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Main Body

Importance of African culture in the education process of African minds.

Unifiedknowledge defines culture as "patterns of growth and ways of being''.

The culture is a matrix like the soil; as the seed emerges from the soils so the person emerges from the cultural matrix they exist in. If we grasp hold of this analogy, then it becomes clear that a person who is forced to grow in the wrong soil or sub optimal soil (inappropriate culture), will emerge very differently from the one who grows in the correct soil (natural culture). Regarding human beings this process translates as "miseducation", which describes why and how education that is rooted in a non and anti African culture systematically alienates the African person from their true and natural African identity, thus diminishing their value for all things self (African).

Historically this arrangement has only served to benefit peoples whose actions show consistent intent to subjugate African people and undermine the evolution of natural healthy African culture. Unifiedknowledge, on the other hand, nurtures the mind (African and otherwise) such that what is natural and authentic develops as part of the process of education.

This is because with the proper pedagogy (systems of educing insight) education is not experienced as a separation from practices commonly witnessed and performed within the day to day life of the person. In relation to STEM learning in particular, science concepts and creative principles will find easy reference within the experiences and lived context of the learner, making them accessible to direct interrogation and not being so abstract as to be practically useless for bringing "our" insight from the self of the African person.

Unifiedknowledge utilises the cultural arts to teach world class STEM principles from pre-birth beyond entry to adulthood in ways that becomes knowledge that is owned by the true self of the learner, rather than merely superficially memorized by "learners". This is because it is integrated into activities and interests (regular social growth functions) that arise and are expressed naturally within the African person and the natural cultural matrix best suited to the most excellent expression of their best nature, their supreme being.

Implementation values

There are now several implementation models for establishing educational services built upon the Unifiedknowledge pedagogical framework, within these models there are many values and principles. Here we highlight just 4 of them to give sense to the quality and nature of the values and models they give structure to:

1. Culturally African
2. iTutor - Restoring One's Communal Intuition; Inner Tutor
3. Cooperatives of Family and Community Directed Learning
4. Realisation of world class STEM principles from an African place of being

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1. Culturally African

   Culturally we define Unifiedknowledge as panAfrican in its recognition and expression of the underlying cultural unity that exists between cultures and ways of being of peoples of African descent across Africa and globally. The classical cultural reference is Kemetic (Kmt) in recognition of the pervasive, descending influence of the ancient Nile Valley civilizations on the continent as a whole, with legacies observed to the present times, as evidenced in scholarly works such as: The Cultural Unity of Black Africa by Nana Cheikh Anta Diop

   We give a detailed definition of our meaning of panAfrica here:
   https://blackopenuniversity.org/villagevalues/panafrica/panAfrica_-_African_Unity_an d_panAfricanism.html

   Simply put, the Unifiedknowledge approach to education sets up patterns of learning growth and nurtures ways of being that are integrally "best practice" African.

2. Restoring One's Communal Intuition; Inner Tutor (iTutor)

   Unifiedknowledge restores value to the principle of the "inner tutor" and to cooperative learning, where all learners are teachers, thus all teachers are learners, generally teachers being advanced learners.

   The principle of the inner tutor values One's ability to align their "person-ness" (basic character) with the inherent possibilities of expressing supreme being (meaning, the best of One's nature). Within Unifiedknowledge there is recognition of One's inner tutor [iTutor] as Higher Self, an inner resource of core value that allows One to know in a vast array of ways. One can express advanced knowledge that comes through wholesome interests and excellent attitudes to learning for oneself, about oneself (the All), through _everything_. The essential truth of One's inner tutor is a tangible

expression of One's relationship to Maat; conscientiousness, consciousness, ethical integrity, harmony with nature, reciprocity, justice etc; the best in One's nature.

Unifiedknowledge advances this recognition that One can and must properly know, rather than simply accept (believe) as reality only what is authorised by another. The iTutor grows and develops the person. The person, in the community of iTutors, develops their own learning tendencies and is comfortable with moving in a vast spectrum of apparent "knowing" to apparent "not knowing" to real (wise) knowing from a place of deeper insight and experience. The ability to teach (share, educe) insight is not determined by age, but rather by a willingness and consciousness of One's innate ability to learn, given the appropriate nurturing, communications support and/or balance of the challenge environment.

This wisdom ideally, has always begun in the home (contextualised in "the village"), from the womb, in a very in-person way. Currently requirements for advancing this wisdom with network effects are access to a smartphone, access to the internet and a connection to One's supreme ways of being- this last connection being the most important. Needless to say, learning is life-long, self-evolving and dynamic. Therefore, within the pedagogical structures are recognitions for the value of the iTutor to the person and to "learning communities / communities of determined learners / learnerships".

3. Cooperatives of Family and Community Directed Learning

Often when regular people and sometimes even professional educators make reference to education, often what is being spoken about in practice is the system of training that was first established in a rapidly industrialised UK (19th century industrial revolution).

The necessity for a system of mass education, controlled by government policy, came about in response to the urgent need for the mass of mostly poor and uneducated populations to be trained up to do the work of the factories owned by the social elites. This model of training to "qualify" for employment has not changed and is what is mostly confused as constituting education, but is rather more accurately viewed as "training", meaning that its function is to primarily benefit/ serve the imperatives of industrialists/ big business/ globalisation rather than the (Life Purpose of) Person and the (needs of) Community to which the person belongs. That system is similar to farming and therefore neglects the importance of humans' distinctions relative to all other animals.

Unifiedknowledge recognises that education that benefits, serves and empowers the person, the family and the community begins from pre-birth, is life-long and transcends ancestralization (the remembrance of those who have come before and past on). Great resilience is developed when the family and community are empowered as the primary custodians of the educational context of its young Minds. Unifiedknowledge is structured in practice to reflect this core value by giving great

pedagogical tools and educational strategies to individuals, families, communities and organisations (regional and national).

With a sound pedagogy in place it is then possible to work with well networked powerful cooperative structures; **learners' cooperatives**, contextualised in network-states.

4. Realisation of world class STEM principles from an African place of being

Unifiedknowledge offers a means of extracting STEM insights from any activity of daily living a person does and from any context in which a person lives; giving insights that are relevant to the person's current situation and needs, but also transferable to any new STEM learning context.

In other words, there is no separation between One's knowledge and appreciLove of STEM and knowledge and AppreciLove of cultural practices and cultural heritage. Removing this false separation will reduce the amount of people who would say "I hate maths", with low AppreciLove of maths true nature as the study and application of patterns in everything. Ultimately, One comes to AppreciLove that within all cultures there can be found unique, culturally specific expressions of STEM, which serve the needs of the culture, and thus the members grown from within.

Therefore, a person, for example, who begins life in a very rural setting, who has specific functions and roles to perform/perfect within that context, can learn and identify advanced (world class) STEM insights that are relevant to that place and time. Later on however, the person may find that their Purpose is taking them into a different context, necessitating the development of different skill-sets and insights, which will involve a building upon earlier knowledge through applying learned principles to new, perhaps even foreign, contexts; transferable KICAS.

Three Unifiedknowledge Implementations

There have been several implementation models of the Unifiedknowledge pedagogy. Here we highlight three of them:

1. Member Trust Learners' Cooperatives
2. Level Being 9 Mastery - uLearn Naturally GCSE Learning
3. abunDANCE in Schools - Workshops and Programmes

Member Trust Learners' Cooperatives

The model implementation of Member Trust Learners' Cooperatives has typically been with groups of parents who have elected to do "home education", meaning that they are taking on the full responsibility for directing the learning of their children. Often such groups form more informally however under **our Member Trust federation agreement** they can form a legally and managerially sound association focused on ensuring high quality education and learning for members (both children and parents).

Member Trusts are provided **in-depth inductions into the Unifiedknowledge pedagogy** which enable a higher level of functionality due to clarity of reference points; cultural values, objectives, principles, processes and protocols. Additionally Member Trusts are given **venture planning support** so that they can professionally develop their association as a social enterprise or tactically pursue grants and other charitable funding.

Level Being 9 Mastery - uLearn Naturally GCSE Learning

uLearn Naturally (Unifiedknowledge) practice treats mathematics as a central and foundationally cross-curricular subject, it is "the study and application of patterns". With in this implementation we recognise three classically African fundamental ideas of maths, they are Number (ቁጥር), Measure (ልክ) and Ratio (ክፍል). First we'll secure basic consciousness and competence with these as part of our primary process of simplification. Studying contemporary methods of teaching mathematics we further work with 21 additional "Big Ideas" of mathematical thought and practice.

Under the British standard system of education "Level Being 9" means being the very best, it is the official GCSE standard of excellence. Without the right support children of African (Black) heritage are disproportionately not classed, by the standard systems, as Ones capable of the very best. That being the case these children are disproportionately entered for basic "foundation" level mathematical studies, a level in which they can not attain the Level 9 standard.

Level Being 9 Mastery, as an alternative / supplementary learning programme, challenges that systemic practice, here we are teaching ALL our students as Ones capable of being Level 9. and we are supporting parents in being the best "primary educators". Our classes blend maths, science and project based learning with creative cultural arts & other heritage disciplines.

Abundance Centres UK Development Trust has developed this two year uLearn Naturally (Unifiedknowledge) learning programme of focused full time education to attain beyond Level 9 GCSE mathematical consciousness and competence. Including preparation and entry into nationally accredited GCSE examinations in Maths. The tuition and learning is creative, integrated and unified; **STEAM** (STEM + the Arts). Children aged from 8 years + can be enrolled.

abunDANCE in Schools - Workshops and Programmes

[link] This testimonial from a local school highlights the effectiveness of our teaching method, the Unifiedknowledge pedagogy.

As an example of this implementation it can be heard via the testimonial that In that workshop we introduced the school to binary which is number base 2, we teach this to expand knowledge of the nature of number and give a proper comprehension of base 10 (the common system of counting). In our classes we turn binary into music and language in fun and engaging ways, ways that resonate as coming from an African place of being.

abunDANCE workshops - potential themes
MORE INFO: www.ulearnnaturally.org/thinkout/workshops

● Making Patterns - Fun-da-Mental Points (lines, and angles too)
Relating dance movements to fundamental maths ideas gives a stronger internal foundation for young people to build mathematical insight, creativity and enjoyment.

● Introducing the Art of Mathematics - Part 1
Mathematics viewed from cultures panAfrica - its simple and omnipresent. Learning the Mathematician's Charter - Keywords explored; observe, record, enjoy, estimate, calculate, forecast, visualise.

● Reasoning and the Art of Mathematics - Part 2
Principled visualisation, the greatest purpose of maths. Helping young people value mathematical reasoning, language and empowerment.

● Number, Measure and Ratio - the old school classics
These three mathematical ideas have a special depth that when explored can be found to bind many other aspects of maths, the sciences, the arts, nature and general lifeskills studies. There is a great and liberating value when gaining consciousness and competence in them. We explore these ancient classics from refreshingly diverse cultural view points.

● I Count Too - Binary Drumming
Counting with one hand, counting with two things. Looking at music and number in a deeper way we explore an ancient basis of drum language. Alternate ways of counting combined with rhythmic harmony development make a great way to enhance the value and utility of number.

● Special Powers in the Hands of Children
5 important reasonings on power that every child should know, supported by interactive explorations into the meaning of peace development and the realisation of wisdom. Core mathematical ideas as they relate to harmony, energy, work, power and wisdom. Becoming an advance learner.

● Transformations of Winchi
Maths taught through dance - the African Crowned Crane bird in rotation, reflection, enlargement and translation.

Transformational studies: In this our most popular abunDANCE in Schools workshop we dance like birds (Winchi, the African Crowned Crane), exploring closely how our dance movements and gestures express the mathematical ideas of transformation and other interrelated principles/themes. We work through and practice physical and mental exercises that build determination and mind-breath-body harmonisation. Then, as a grand finale, we bring it all together for the great show, the part of our dance programme we call The Ngoma; bringing principles and free creative expression together naturally in abunDANCE.

● ꝋ𝕳𝕿 Gzat: The Province of One
Introducing foundational maths principles of space through cultural metaphor. Drawing (visual art) and warrior dance movements combined enhances this multi-sensory learning.

● Valuing the Quest for Truth
Ancient views of maths saw a unity of mathematical "truths" with personal and social character development, ethics and justice. Exploring the educative culture of the world's oldest recorded mathematical geniuses and natural philosophers.

in Schools

in Community

Science Week

Projects

Resources

Harnessing our collective KICAS

The past underdevelopment of Africa will be transformed with the emergence of new ways to harness collective knowledge and share it for the common good. These include artificial and augmented intelligence (AI); big data analysis and machine learning for the augmentation (enhancement) of general collective KICAS; Knowledge, Insight, Competencies, Abilities and Skills. At the forefront of these new ways is the emergent web3 movement whose values are:

- Decentralized
- Trustless
- Permissionless
- Interoperable
- Self Custodianship of Cryptoasset
- Sovereign IDs

Today the basic mission of EcoSysMAAT is to address current global regional imbalances in access to this STEM knowledge and research; to build a strong core global equity in general STEM consciousness and competence, through Unifiedknowledge approaches to education; and to create equality of access to world-class STEM learning, with the power to stimulate "home-grown" STEM solutions to local challenges and problems. We seek this through 1) strategic global partnerships with the leading developers of blockchain (web3 & crypto) technologies and 2) community-led and family-led learning groups and initiatives organised as local cooperatives. Our plan is for this to function globally.

EcoSysMAAT is a bold and a revolutionising approach to education, designed to remove educational imbalances. It is a nurturing environment for "everyday people" and a means to shape the future of cutting edge internet (web3) enabled innovations. With your help we are developing cryptoassets (utility tokens) that will help resource this innovative educational service and ecosystem.   With our strategic partners and tactical web3 protocol alignments EcoSysMAAT will enable communities to harness new opportunities and new (web3) paradigms for culturally interrelated sovereign learnerships.

Creating Web3 Augmented Learners' Cooperatives

Harmonious (cooperative) principles are the fabric of traditional African cultures. As with most of the whole world, Africa has existed in recent times with centralised systems of industry and education. However that era, which is now passing away, has never properly fitted with the spirit of the people. That explains many of the enduring strains in sovereign development panAfrica. EcoSysMAAT comes forward with a long and clear view of the past and therefore a brilliant view of the future.

Using the best of classical and contemporary African culture along with clarity of our key pedagogy objectives for development, we have established the integration of our pedagogy (Unifiedknowledge) for education enhanced by blockchain (DLT/Web3) technologies. It revolves around cooperative models of learning and harnesses web3 values and cryptoasset management (tokenomics) in the best possible ways.

Though revolutionary EcoSysMAAT's mission is not best characterised as disruption, we are in-fact bringing re-alignment, harmony and justice panAfrica. It's amazing what equity and equality in STEM learning will bring to the world. Under the umbrella of EcoSysMAAT's ecosystem ANYONE can form a Web3 Augmented Learners' Cooperative, we will bring to them the best resources web3 tech can bring to support their operational success. This includes quality assurance standards for the implementation of the Unifiedknowledge pedagogical framework and project related organisations (DAOs). These are quality assurance standards that come from an African place of being, both individuals and collectives will be supported.

AlkebulanMeta: the prototype web3 augmented learners' cooperative

As of March 2023 we have developed and launched the first phase of intelligence, apps and web3 tools that help establish, maintain and develop web3 augmented learners' cooperatives and the environments that they exist in. These apps, web3 tools and intelligence are the EcoSysMAAT Light Layer (beta).

AlkebulanMeta; the Alkebulan Metaverse is a web3 (cryptoasset) augmented learners' cooperative, It represents a "prototype institution" for accessing educational resources and organisational infrastructure for learning STEM (beginning with STEM soil environmental related subject matter) in ways that affirm value and give support for the cultural integrities of the learner. Amongst its many functions, this platform is established ultimately to provide a point of educational access to the countless numbers of Africans and people of African heritage for whom a world class education in STEM is currently not on offer, unavailable, does not exist or is simply out of reach.

From this prototype other smaller and larger cooperatives can be created by our members (citizens) from within the EcoSysMAAT ecosystem. The **Alkebulan Network-State** is the broader envisioned environment that the Metaverse exists in. The Alkebulan Network-State is a first of its kind being developed by EcoSysMAAT GAIU and is foreseen to be the primary network-state built on the EcoSysMAAT Light Layer, however other network-states may be developed in the future.

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Our first development objective is to:

1. build up the citizenship of the Network-State,
2. engage the citizens in AlkebulanMeta Learners' Cooperative focus of soil science KICAS development, and
3. to start beta testing our systems for the formation of other web3 augmented learners' cooperatives with complimentary objectives to AlkebulanMeta.

The second development objective of EcoSysMAAT GAIU is to enable other entities (persons, cooperatives, other organisations, companies etc.) to be permissionless developers of the EcoSysMAAT Light Layer, working to core strategic and tactical objectives, with excellent mechanisms of consensus.

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The Mission and Vision of AlkebulanMeta

The Mission of the Alkebulan Metaverse is to provide a portal to resources that develop special Knowledge, Insight, Competencies, Abilities and Skills (KICAS) in soil science and soil custodianship. A focal resource being The Alkebulan Soil Covenant.
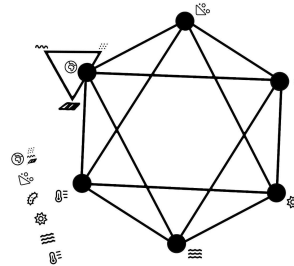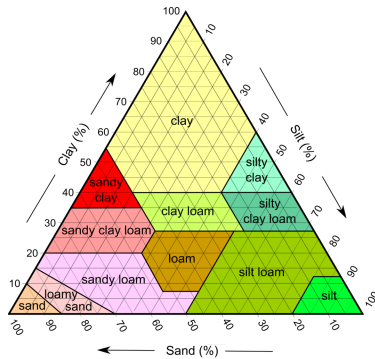
Citizens will socially network with other citizens and in the process learn about "**The Web6 Functions" in Soil Science**:

1. soil types; *sand, clay & silt*
2. minerals
3. microbes

4. light
5. water
6. temperature

Learning will be facilitated by our **Black Open University eLearning** team (https://bou.alkebulanmeta.network) and via well stewarded social networking, enhanced by tokenomics (cryptoasset incentives and rewards for enhancing the learning environment and outcomes of the cooperative).

As our citizens' KICAS grows, our mission is to empower, aligned with The Alkebulan Soil Covenant, beneficial and productive influence in all regions of the world towards the maintenance and, where needed, re-establishment of healthy soil, proven healthy by the living vibrancy and integrity of its expressed Web6 Functions known in holistic wholesome ways, quality assured by our citizens' consensus.

Further it is with in the objective scope of AlkebulanMeta to:

1. map out The Web6 Function data of Earth today and going forward prepare for big data analysis.
2. promote Sese Dankira (soil / earth / land related dances / cultural arts) as Continuous Lifelong Learning; cataloguing and preserving, by due respect, traditional dances of traditional cultures that help keep people harmonised to the soil / earth / land.
3. bring about learning of Web6 Functions' KICAS by using the Unifiedknowledge pedagogical framework to embed Web6 Function points (insights) into all qualifying Sese Dankira.

Concluding Remarks

African scholars, most notably, Nana Carter G. Woodson, have identified the unsuitability of holocaust legacy educational institutions and pedagogies, which neither serve the needs of Africans individually or collectively - not in the past, not in the present, not in the future.

The Unifiedknowledge approach is the outcome of 50+ years of gathering together the best of African principles, practices, protocols and processes into a unified pedagogical framework that nurtures learning from an African place of Being. Regarding African educational development globally, frameworks such as this are both tactically and strategically essential today.

Of note, is that for us real education can not separate STEM from the practises of the Arts and cultural artforms of the learner's community, but rather must engage and celebrate that which comes naturally to bring learners to points of developed insights that give enhanced sense of self value through the cultural practices and activities of daily life. Our pedagogy thus serves to bring a renewed sense of value for classical African cultural wisdom, which would otherwise, in an often anti-African (anti-Black) eurocentric "mainstream world", cause these ways to typically be denigrated, devalued and ultimately abandoned by African self (self-abandonment).

As an aside, it is hypothesised that manifestations of authentically African STEM / STEM solutions, beneficial to the advancement of an African Reality, that address the specific challenges of African peoples, becomes possible when STEM learning informs/ affirms and gives sense, meaning and insight to natural African cultural practices, the African place of being.
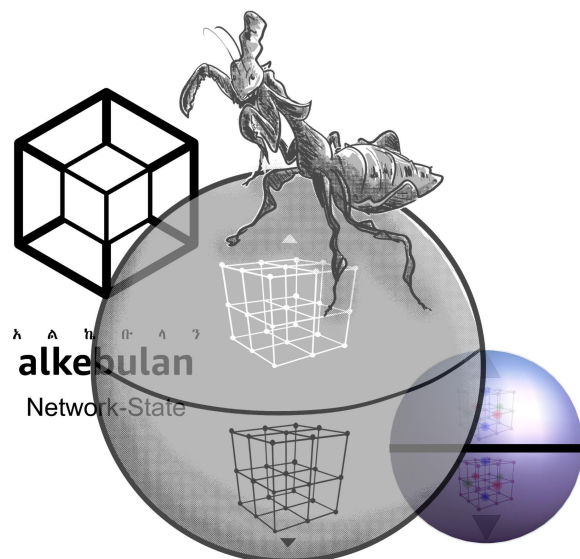
Unifiedknowledge draws together the points of knowledge that reveal unity panAfrican and is practically referenced to classical Africa. Learners benefit from introductions to the philosophy of the "Warrior Idea" (Tehwagi Asab) and the "Gzat" (province, space conceptions that are in harmony panAfrica), which has much utility to encourage the development of character equal to the challenges of movement from a 21st century globalized world dominated by non African, anti-African worldviews to a Reality that reflects a central role and value for the African worldview - in particular the necessity to re-establish a widespread value and practice of Maat (high ethics). Ultimately, Africans must benefit from world class education to once again assume their rightful place as stewards and guardians of Earth.

The term Hashima is a derived term from the swahili word Heshima meaning respect, within our pedagogy it is a very deep kind of respect, a level that respects the essential "Higher" self of each person in the family and community. Further on the importance of Maat is the value of bridging for Africans again the connection of maths (mathematics, maa, maat) and ethics (truth, proof and justice), Europe broke and lost this key connection as a result of their internal culture wars during their "renaissance" in the 15th and 16th centuries. Their systemic societal loss of ethics seeded the African Holocaust; the Maafa.

The principle of Gzat is also profound as it, from an African place of being, resets a scientific way to rethink what space is and with that enhances the exploration of such principles as Harmony with Nature and Mind-Breath-Body Harmonies. In itself the Unifiedknowledge Language principle is a very revolutionary reformation of language fundamentals from an African place of being; it brings forward the idea that the future of language panAfrica will see a "lingua fraca" or as we could more rightly say "yeht'mr urwuk'eht k'wank'wa" (Unifiedknowledge Language) that enables speaking writing and hand signing in organically African language modes, panAfrica; across borders and cultures! Of great value is the way that the Unifiedknowledge Language form enables clear word and phrase communication through African drumming or even more simple hand clapping forms (music). Language is a fundamental part of culture, our pedagogical form enables exponentially greater dimensions to the way Africans can communicate.

In summary the way our pedagogical framework advances the African tradition of storytelling is also of greatest importance. Traditionally storytelling has been the African way of bringing multi-layered, multi-dimensioned educational exchanges across generations, families and nations. The Unifiedknowledge pedagogy future proofs the practice of storytelling for African education with wonderful stories that nurture respect and value for science, technology, engineering and maths, from an African place of being. Here is one of our great **Unifiedknowledge Stories**.

Open for Expressions of Interest

ONE: To become a citizen and access AlkebulanMeta register here:
https://port.alkebulanmeta.network/registry/
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TWO: There are several key development objectives related to AlkebulanMeta, we welcome interest and support with these, see page 13 and 14 and review these points carefully.

In particular we are open to Expressions of Interest regarding projects that help "bring about learning of Web6 Functions' KICAS by using the Unifiedknowledge pedagogical framework to embed Web6 Function points (insights) into all qualifying Sese Dankira [Earth related dances and cultural arts panAfrica]". Do you know practitioners who perform Earth related dances and cultural arts panAfrica? Are you interested in cross-curricular learning, wondering how the Unifiedknowledge pedagogy will work with this practical project basis?
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THREE: Maybe you are interested in forming a Web3 Augmented Learners' Cooperative focused on another theme or other STEM related point. We would like to hear from you and learn more about your project idea. Perhaps you are involved in a school or educational organisation and would like our team to deliver workshop programmes; **abunDANCE in Schools**.

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FOUR: Generally we are open to all interests and questions related to realising how advanced STEM can be learnt through African cultural arts.

Contact us today:
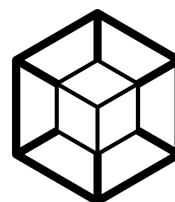
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Network-State

About the Authors:

Astehmari Batekun has always been a creator and visionary thinker. His principal cultural arts studies were with KaZimba Ngoma Academy. His background is education, media and intelligence management. He is the Founder of several entities integrating UnifiedKnowledge approach with cooperative learnership models.

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Nkem Anagor is a natural artist. She studied as a physiotherapist and specialised in rehabilitation of infants and young children with brain damage and other types of developmental delays. She is currently acting in a support role in bringing forward the objectives of Alkebulan Network State.

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