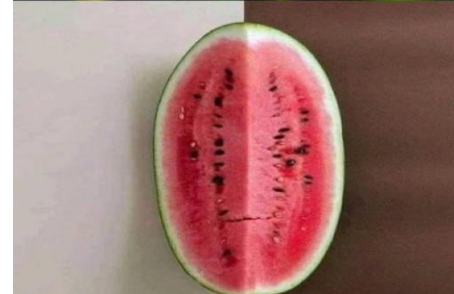




Seeding Local Cultures



Regenerating local food systems through school, community and higher education partnership



John Bhurekeni
environmental
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Seeding Local Cultures



Indigenous knowledges and practices in the context of the seeding local cultures project, along with their relevance to the Zimbabwe schools curriculum



How is our Seeding local cultures research informing indigenous knowledges-activated learning in Zimbabwe curriculum settings of ESD?

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Defining indigenous knowledges and practices



Indigenous knowledges & practices are context-specific (oral or written) knowledges developed by communities for survival. They manifest themselves in different dimensions such as zoology, botany and craft skills, and are transmitted from generation to generation via intergenerational learning processes



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The nexus between the seeding local cultures and the schools curriculum



- They are informed by the failings of colonial modernity characterized by notions of tension and change and these paradoxically continue to shape and influence the postcolonial curriculum.
- Converge on the need to contribute towards the implementation of the 2030 Agenda for Sustainable Development, in particular, Sustainable Development goal (SDG) Target 4.7 and goal 15.

Contribution of indigenous knowledges and practices in promoting heritage-activated learning processes



Indigenous knowledges & practices as **reflexive products** have the potential to trigger participants to rethink their practical situations for themselves as they resonate with the participants' life-world and have the potential to stimulate their further personal reflection and actions.

According to Clough and Tarr (2022) reflexive products are research instruments that are sufficiently imbued with the experience of the enactments with the effect that the participants' selves and actions are recognised (known again), reviewed (put in a new perspective) and rearticulated (conjoined with new ways of understanding networks of possibility).

Indigenous knowledges and practices potentially expands a moral imperative of love and respect that can include the '**wider than human**' within a shared duty to activate transformations for the common good.

Indigenous knowledges & practices; how they have shaped and influenced the project and the schools curriculum



- They inform us on how to build synergies between modern day science and heritage-activated learning processes.
- Strengthen the schools curriculum as teachers and learners can now merge multiple sources and types of knowledge.
- Indigenous knowledges & practices as a problem-solving mechanism for indigenous people help nurture problem-solving skills as sustainability competences
- They are the basis for school-level decision-making in curriculum innovation and development



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Outstanding Question

*How is our Seeding local cultures research informing **indigenous knowledges-activated** learning in Zimbabwe curriculum settings of ESD?*

