

Local knowledge and Socio-Educational Development: Contextualized Curricular Innovation in Venezuela

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ABSTRACT

The Venezuelan school curriculum, marked by tensions between prescribed and lived experience, faces the challenge of harmonizing the demands of the system with the wealth of knowledge emerging from communities. Amid this tension, local knowledge—that of the farmer, the midwife, the fisherman, the storyteller grandmother—is often relegated to the margins of the classroom. This article aims to interpret, from a hermeneutic documentary approach, the relationships between local knowledge, socio-educational development, and contextualized curricular innovation in Venezuela. This research was framed within the interpretive paradigm and employed a critical review of academic sources published between 2007 and 2024, including works by authors such as Walsh, Sousa Santos, Freire, Mejía, Lanz Rodríguez, and Mosonyi. These sources underwent a four-phase content analysis process. The findings reveal that the curricular incorporation of local knowledge is not merely a technical matter; it implies an epistemic transformation that recognizes territory as a legitimate source of knowledge. Furthermore, it was identified that socio-educational training requires teachers capable of interpreting their context and translating it pedagogically. The study concludes that a contextualized curricular innovation in Venezuela demands a decolonial pedagogy that engages with culture, memory, and community practices, without succumbing to folklorism or the reproduction of imported curricula.

Keywords: local knowledge, socio-educational training, curricular innovation, critical interculturality, pedagogical contextualization.

Biographical sketch: Teacher at the Pedro Camejo Educational Complex with 24 years of service...I studied at the Simón Rodríguez University for a Bachelor's degree in Comprehensive Education with a concentration in Language. I am a Specialist in Education for Community Management from UPEL, and I am currently pursuing a Doctorate in Educational Sciences at UNELLEZ.