Charles Chikunda

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I am currently working at UNESCO regional Office for Southern Africa, mainly coordinating Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) programmes. I have vast experience in teacher education. I also have worked in development work, supporting capacity development in communities, civil society organisations and governance structures in natural resources management.

Having born and raised in a context of historically disenfranchised societies mainly through colonialism and apartheid, I quickly got traction with CHAT research tools as they assist a lot in nurturing community-oriented learning and transformative agency. I was privileged to work on community empowerment projects that took reasonable time for meaningful Expansive Learning. The Expansive Learning (EL) framework therefore became one of my favorite research tools.

In that I dedicated time and energy in activity system analysis relying on 2nd and 3rd generations of CHAT. I worked with the 2nd generation a lot, in 'novel' ways in activity system analysis. Firstly, I took up the triangle as non-static and mobile tool that provides both theoretical lens but also mediation and communities (co-researchers) went on to use it as their tool for planning and facilitation for further transformative learning. In this regard, the 2nd generation triangle became a critical double stimulation tool which we used as a guiding learning framework but also as a scaffolding tool for unpacking the object (problem space).

In all my formative intervention research I made sure I spent lots of time on Learning Actions 1 and 2 (questioning and analysis) of the EL and I also relied on systems thinking pedagogical devices, such as concept maps, causal loop diagrams and so forth to support co-researchers to encounter (confront) current problems and construct a shared understanding of them (co-defining matters of concern); as well as in-depth analysis of causes and historicity of the problems. This was fundamental for collaborative designing of ideal ways of doing work.

 I also used insights of boundary learning process in curriculum transformation especially in teacher education in Zimbabwe and South Africa. Based on the dialectical lenses of CHAT, I designed boundary learning epistemic actions using carefully planned double stimulation processes to foster two types of

boundary learning: individual and institutional. Individual focused on questioning and confronting tensions in current individual curriculum practice. Institutional refers to collaborative relationships between hierarchical levels of teacher education systems.

In all my CHAT work, I would say I paid special attention to empirical evidence of transformation/transgressing current practices in any expansive learning process. Heuristics such as Change Laboratories and expressions of agency are always very helpful.

Selected papers

Heila Lotz-Sisitka, Reuben Thifhulufhelwi, **Charles Chikunda**, Maletje Mponwana, Sharon Pollard (2021) Mobilizing emancipatory agency for managing the commons: A co-engaged ethico-political depth enquiry in the formation of joint property association**.**

Chikunda, C., Chikunda, P., & de Castro, R, F. (2017). Boundary Learning in a Gender Responsive Curriculum Transformation in Zimbabwe: An Activity Theory Approach. Roteiro, Joaçaba, 42 (3): 497-522. http://dx.doi.org/10.18593/r.v42i3.14215

Lotz-Sisitka, H.B., Mukute, M., **Chikunda, C.**, Pesanayi, T., & Baloi, A. (2017). Transgressing the norm: Transformative agency in community-based learning for sustainability in southern African contexts. *International Review of Education*, 63 (6): 897–914. doi.org/10.1007/s11159-017-9689-3