



# Indigenous Knowledge Systems Integration into Botswana's Public Health Education Curricula: Adoption Rates and Learning Metrics

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## Abstract

Indigenous Knowledge Systems (IKS) in Botswana encompass traditional medical practices that have been used for generations to treat illnesses and promote health. A mixed-methods approach combining surveys, focus groups, and classroom observations was employed to gather data from educators and students in Botswana's public schools. The survey results indicated that IKS integration is adopted by approximately 45% of the educational institutions surveyed, with a notable preference for traditional herbal medicine education. While there is initial adoption of IKS in curricula, further policy support and teacher training are needed to enhance its effectiveness and cultural relevance. The government should provide financial incentives and professional development opportunities for teachers interested in incorporating IKS into their lessons.

**Keywords:** *African geography, Indigenous Knowledge Systems, Public Health Education, Methodology, Cultural relevance, Curriculum integration, Learning outcomes*

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