



Seeding Local Cultures and the integral Sustainability

Education Symposium 2023

1-3 November 2023, HARARE ZIMBABWE

Call for papers for an organised SCOPE-Zimbabwe Symposium

Theme: ‘None but Ourselves’: Stories of transitions to sustainability education. Multi-perspectives on and Entrenching Seeding Local Cultures and the integral Sustainability Education Practice in Zimbabwe

Conference Theme

As we observe the rapidly changing social and technological landscapes across our nation and the globe, adapting education to the new demands of today’s learners and teachers becomes more challenging. Our theme ‘None but Ourselves’: Transitions to sustainability education stories.” Is based on what we perceive to be some of the most important threads for our local community in a global space; our interaction with nature and the non-human environment, including climate change and sustainability; technology and its use for education; and the persistent acknowledgement and work to correct environmental injustices and marginalization of young people in navigating their own uncertainties in an evolving world. Highlighting research around education that addresses integral paths of change as we continue to adapt and evolve through the impacts of a global pandemic. Moreso, continued development in sectors such as technology while supporting and creating safer, more equitable spaces for previously and currently marginalised groups.

We believe that the theme of “None but Ourselves’: Transitions to sustainability education stories” will bring together the stories from practices and ideas that will shape the future of education in the face of fluid social and environmental change and the persistent progress of information technology. Seeding local cultures conference is hosted by SCOPE Zimbabwe in collaboration with universities;



University of Zimbabwe, Great Zimbabwe University, Ezekial Guti University, Reformed Church University, teacher learning institutions and cross learnings from Rhodes University. Our mission is to support learner and community research and foster networks between students, community and colleagues across the field of education from Zimbabwe and beyond. We welcome paper abstracts from all perspectives, and contexts, offering a wide range of disciplinary and interdisciplinary perspectives on education. early learners at all levels; ECD, Primary and secondary, graduate students and educational practitioners Equally, we welcome presentations on both in-progress and completed research. Our theme is **“None but Ourselves’: Stories of transitions to sustainability education”**

Context of the Symposium

There is growing understanding that the multiple economic, social ecological and even cultural challenges of the 21st century cannot be resolved by mere material and theoretical learning of the western factory model of education. In line with the Zimbabwean Education curriculum of 2017; (the competence-based curriculum and Education 5.0), this points to the need to widen the nature and range of pathways to more sustainable futures, moreover a transdisciplinary, integral transformative emphasises the need to move beyond the prevalent Western-originated modernist approaches. It draws attention to the relationship between Education for sustainable development (ESD) and educational quality. Educator/Teacher - learner engagement, community and intergenerational learning. Specifically, target 4.7 of SDG 4 which requires all governments to: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development. Furthermore, address SDG 13 (climate action), and 15 (life on land). Moreso, encourage children to be actors in solving their own community issues, and share their stories of hope amidst an evolving world through local actions that connect them to nature.

Scope-Zimbabwe started on *a Seeding Local Cultures Project* in 2021. Moulding the project and actuating it on the ground involved many players and stakeholders. The primary goal of the seeding local cultures project is that of a quest to hedge against the erosion of indigenous knowledge that have proved to be sustainable over the years. This knowledge and the practice thereto are under threat and getting inexistent. This call acknowledges the narrow scope of just drawing lessons from the project itself hence the need to broaden the understanding by interrogating the deep contextual, philosophical, theoretical matters surrounding local culture and ecological sustainability. It cross-examines the issues under consideration on the meanings, success factors for considerations, challenges and options for ensuring that ultimately local culture is preserved and kept intact. Conventional wisdom seems to corroborate with recent calls for measures to guard against the global environmental challenges that now include climate change and extreme weather events ravaging and worsening the position of local communities.



Structure of the Symposium

At the symposium, thematic papers, case studies of the schools involved in the seeding local cultures project and posters generated by the learners involved are set for the events and proceedings defining the programme.

The symposium proceedings are organised in the general order:

- Introductory overview, ~ the concept of seeding local cultures
- Theoretical and philosophical aspects,
- **The practice:**
 - a. Empirical and case presentations of the seeding local cultures project by selected schools in Zimbabwe,
 - b. A poster session and narratives by learners (higher education and schools lessons from involvement) with designated discussants for each of the presented posters and stories.
- **Education policy futures** Policy dialogues and implications for sustainability.
 - a. Keynote speakers,
 - b. a high-level policy panel, (what is the response from Government MOPSE, Higher learning Institutions. In what ways do we need to rethink, reorganise current learning in Zimbabwe?)
- Concluding and way forward statements

The Call

In keeping with, especially, theoretical and overtones about seeding local cultures, abstracts are being invited from contributors of various disciplines towards providing a nuanced dialogue to the matter at hand,

The Seeding Local Cultures Project, encourages a participatory approach where teachers, communities and learners collaboratively discover, explore, innovate and create sustainable landscapes for their schools. Children's learning must be related to their own real-life situations and experiences. A participatory approach will help the learners gain useful skills and knowledge through practical, action and inquiry-based learning. **Learners can produce posters, artefacts and stories presentation.** These should show trends before, during and after project implementation and transformation. They should also be presented choosing from these 5 strands

1. Sustainable education approaches – Action key competencies for sustainability teacher education?

Sub strands

1. Indigenous knowledge Systems,
2. Local community governance and ways of knowing.
3. pedagogies and andragogies; (Ways of teaching and learning).
4. Green schools. Whole school/ Landscape approaches



Strand 2: Sustainable solutions Lessons from the ground: sustainability in practice;
Sub strands

1. Efficient use of local resources (water, soil, land resources and waste management)
2. Sustainable food production and agroecological practices,
3. Preserving biodiversity,
4. Clean energy and green building
5. Land, water, seeds, agrobiodiversity and young people ecological rights
6. Empowering and mobilising young people for action.
7. Climate sensitive action.

Strand 3: Sustainable entrepreneurship,
Sub strands

1. circular economy
2. Business and markets in agroecology
3. Sustainable Entrepreneurship
4. Femalepreneurship
5. Entrepreneurial Thinking in Education
6. Solutions in Agriculture and Farming
7. Local Tourism

Strand 4: Local Community Action and Research.
Sub strands

1. Intergenerational learning
2. Community -school linkages
3. Bridging nature experiences between school and home.
4. Cultural aspects of sustainability and resilience
5. Local Economic principles and systems that promote justice, democratic control and
6. sustainable resource use, and local economies
7. Social organisation at community scale
8. ecological and social ecological resilience

Strand 5: policy and local action
Sub strands

1. Transitioning Education to sustainability and resiliency

Papers Submission Contributions are welcome from theoretical, empirical or applied perspectives. The conference will present both fully developed papers as well as work in progress. Full papers should not extend 7000 words. The abstract submitted must be 200 words in lengths and must answer the following: aim of the paper, its background and context, theoretical or conceptual underpinnings, methodology, results or key themes, conclusion and policy options and/recommendations. The abstract will be used for our conference booklet. Full paper authors will receive a developmental review from experts selected by the symposium program committee. The reviewers are selected scientists with great

