SCHOOL COMMUNITIES CREATING ABUNDANCE
by Mugove Walter Nyika – Rescope Programme, Eastern and Southern Africa
Rescope Programme

- Building the capacity of local organizations that are working to strengthen the resilience of school communities
- Started as SCOPE in Zim in 1997, Rescope in 2007
- Connecting partners around schools
- Partner organizations include NGO’s CBO’s, FBO’s and govt agencies
- Focus on ecological sustainability integrating issues of food sovereignty, climate change & educational delivery
Why schools

- Undervalued resource in community development
- Centres for community activity
- They are a melting pot where the future meets the present
- The future farmers and leaders are in school today
- Learners are a daily link between school and community
- Every farmer is in a school catchment area
Hopes/goals

- Food forests on school grounds, around homes
- Whole school design, multi-stakeholder participatory approach
- Resilient local environments
- Improved access to clean water, medicines, timber, shade, windbreaks, firewood
- Schools demonstrating innovations in sustainable land use/agro-ecology to the local farmers
- Increased diversity and cross curricular linkages
- Cool micro-climates
- TALULAR
Its all about mindsets

Its about the world view of the people, their dreams and aspirations their values
The conventional view

- Maximization of profit principle, greed
- Consumerism, money, tech above all
- Colonial impact: Money and technology above all
- Linear thinking & separation of elements
- Plunder of nature, Mining mentality
- Industrial model of development treating the land as is it was a machine
- Simplification of landscapes and diets
- Quick fix solutions
Environmental impact

- Large scale environmental degradation
- Deforestation
- Soil erosion
- Siltation
- Climatic changes
- Global warming
- Flooding
- Droughts
- Land pollution; Litter
- Water pollution
- Air pollution
- Poisons in the environment
- Loss of biodiversity
- Loss of soil life, productivity
- Deaths and extinctions
- Dusty bare grounds
THE ALTERNATIVE VIEW

- Mother nature: nurture it and let it nurture us
- Small is beautiful, strength is through linkages
- Nurture diversity and celebrate diversity
- Integrate, coexist with other life forms, think win win, work for synergies, complimentarity, interdependency
- Success and progress are relative and not one directional
- Embracing circular thought patterns that connect and are inclusive, holistic.
- Long term ecological sustainability the guiding principle
Implementation process

- Sensitization of the leadership
- Training of teachers in Permaculture design
- Planning and design workshop at the school
- Mobilizing local resources
- Multiple stakeholder participation in implementing the new designs
- Participatory monitoring, learning and evaluation
Integrated Land Use Design (ILUD)

- Tool for planning & implementing a schools PC project
- a step by step process
- Carried out by stakeholders

- Informed by Permaculture, holistic theory and Participation
  1. Situational analysis
  2. Holistic goal formation
  3. Integrated design
  4. Plan of action for implementation and monitoring
  Annual cycle
Some Challenges

- Negative attitudes
- Initial protection of planted areas from livestock
- School holidays
- Inadequate knowledge of local/indigenous plants
- Movement/transfers of trained teachers in the initial period
- Fads: everyone wants to grow and eat what everyone else is growing and eating. Limits creative use of resources
Some lessons learnt

- Inclusive planning & implementation, MoE.
- Genuine and wide participation
- Plan for the whole school but when implementing start small and scale up gradually and significantly
- Personal and professional relevance
- Practical orientation
- Low input approach
- Use of local resources
- Living example is the best teacher
Rescope in 3 years time...

- Partnerships with at least 10 organizations working with schools in each of Malawi, Zambia, Kenya, Uganda and Zimbabwe and at least 2 in Tanzania and Mozambique.
- At least ten good models of whole school land design in each country demonstrating food and nutrition security, climate change mitigation, sustainable land use and creative TALULAR.
- The Ministry of Education becoming an active central partner in this work.
- Each country running its own national schools sustainable land-use programme.
THANK YOU

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Connecting school communities with nature and culture for abundance