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Department of Teacher Education
Faculty of Education
University of Zimbabwe
P O Box MP 167
Mt Pleasant
Harare
Zimbabwe

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ABOUT THE CONTRIBUTOR

Walter Nyika is part of Curriculum Development Unit, Ministry of Education, Sport and Culture when it is part of Schools and College Permaculture (SCOIE) Programme.

SECTION II: POINT OF VIEW**THE SCHOOLS AND COLLEGES PERMACULTURE (SCOPE) PROGRAMME
IN ZIMBABWE****MUGOVE WALTER NYIKA****CURRICULUM DEVELOPMENT UNIT
MINISTRY OF EDUCATION, SPORT & CULTURE****INTRODUCTION**

One of the main environmental problems in Zimbabwe is that of land degradation. It is often argued that current agricultural practices worsen this problem by causing damage to the land and water resources. In response to this problem, sustainable agriculture has commonly been seen as the way forward. Our current farming practices have tended to focus on short term gains at the expense of long term production capacity.

As part of a network of initiatives towards sustainable agriculture, the Zimbabwe Institute of Permaculture (ZIP) in association with the Ministry of Education, Sport and Culture formed a programme to promote sustainable agriculture schools. The project is called the Schools and Colleges Permaculture (SCOPE) Programme and it was launched in 1994 as a pilot project working with 18 schools (9 primary and 9 secondary) located all over the country.

AIMS AND OBJECTIVES

The Scope programme aims to assist schools and colleges to manage their land in participatory and sustainable manner. It also aims at promoting the integration of sustainable agriculture principles into relevant syllabi for primary and secondary schools. It is hoped that the participation of parents in the programme's work with schools will help to spread the new ideas in the communities surrounding the schools. The programme has thus the dual goal of improving land and use practices and incorporating these practices into the curriculum.

About half a dozen objectives have been derived from these two aims. First and foremost, the programme is tasked to develop a process for use by schools and colleges in the

design and management of their land. The institutions will then be assisted to develop and implement their land use plans.

The third objective is to incorporate the principles of integrated land-use design into development primary and secondary school syllabi. At primary school level the relevant subject is Environmental Science while at the secondary school level the relevant subjects are Agriculture, Science and Geography. As a follow up to this objective the programme is also working to produce curriculum materials for use by the schools and colleges.

Another objective of the Scope Programme is to establish with government agencies and with other non government working in the same field. Some of the government ministries that we work with are Higher Education and Technology and Lands and Agriculture. These two ministries are responsible for the Teacher Training Colleges and Colleges of Agriculture respectively. Finally the programme raises funds from local and international sources in order to ensure the continued sustainability of the programme.

PRINCIPLES

The process that we are developing for educational institutions to use in the design and management of the land is called Integrated Land-Use Design (ILUD). The ILUD tool is a five step process that begins with the representatives of the school community observing and assessing their existing situation so that they develop a common understanding of their starting point. They then describe a three part vision for their school which is made up of the values they would like to promote, the forms of production for achieving those values and future landscape that will be necessary to sustain the production.

There are two basic principles underlying the ILUD process. These are involvement and integration. Involvement refers to the participation of pupils, students, teachers and parents in the design and management of the school grounds. This participation is important for these groups of people to own the process and have greater commitment towards its implementation.

The principle of integration involves the establishment of links or connections between the many elements that make up the school's resource base. For example the orchard and the vegetable garden can be integrated onto one piece of land so that fruit trees provide water to the fruit trees. Integration can be achieved in many other ways which lead to the information of symbolic relationships between the elements in a given area.

These two principles are based on several of the international principles of Environmental Education (EE). According to the Tblisi International Conference on Environmental Education, EE should be interdisciplinary so that it can be holistic and balanced in its perspective and it should consider the environment in its totality (UNESCO-UNEP 1978). This suggests that EE should look at all elements and aspects of the environment leading to the need for integration. The United Nations Council on Environment and Development (UNCED) reiterates similar principles by stating that EE must integrate knowledge, skills, values, attitudes and actions leading to sustainability.

The principle is based on the UNCED declaration that Education is the right of all (International Council for Adult Education 1992). Therefore ll stakeholders should participate in Environmental Education activities. The Tblisi principle also state that learners should have a role in planning their learning experiences and in making decision and accepting their consequences.

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