FECUN, Bhutan conference - Reimagining *Interdependence*

Call for Paper for FECUN conference 14-15 April 2023

Welcome to the Call for papers for the FECUN Bhutan conference. The conference is a conference in the FECUN conference series. The conference is a free online conference that takes place April 14-15, 2023.



Call for Papers, FECUN-Bhutan conference

A conference in the FECUN-conference series

This free conference takes place online, April 14-15, 2023.

Conference theme: *Reimagining Interdependence*

Conference website

We live in an age and epoch, which involves tectonic shifts regarding how humans approach the world and the environment. This is illustrated by the increased focus on the idea of sustainable development and the three pillars of sustainable development culminating in the Agenda 2030 agenda, which introduced the 17 Sustainable Development Goals (SDGs). Furthermore, notions of Anthropocene and Critical Zones of Life have led to increased cross-disciplinary collaboration and conversation between on the one hand natural sciences, geology, and earth sciences, and on the other hand various forms of

humanities and social sciences, which have developed into the so-called environmental humanities, thereby opening up broader cultural, anthropological, historical, and philosophical perspectives. While the latter also have led to an increased interest in various forms of indigenous worldviews, and more broadly, worldviews and philosophies of nature around the world, that offer a (more) 'living' relation to natural environments, it is not clear how these developments actually might influence the futures of education, culture, and nature on planet Earth. One particular problem is how the various form of interdependency embedded both in the Agenda 2030 agenda, as well as in the Anthropocene is related to the actually embodied 'head, heart, and hands' lifeworld and work of humans (and non-humans) in education, culture, and nature? How might we not only rethink but also reimagine these categories in light of various forms of interdependence?

Conference theme and main subthemes

The conference, besides the theme of the conference *Reimagining Interdependence*, has the following three subthemes:

- *Subtheme 1: Reimagining interdependence in and in-between worldviews, cosmologies in the Anthropocene*
- *Subtheme 2: Planetary interdependence and sustainable development, 6Ps (People, Planet, Prosperity, Partnership, Peace, and Purpose), the SDGs, and ESD (Education for Sustainable Development)*
- *Subtheme 3: Reimagining interdependence and integration of 'Head, Heart, and Hands' in various forms and types of education and edification*

The theme and the three main subthemes of the Bhutan conference are in line with one of the main ideas of the FECUN conference series, inspired by views of education, culture, and nature where the conference takes place, in this case, Bhutan. You can read more on the Bhutanese inspiration for developing the theme, the ideas behind the conference, and the three subthemes of the conference in the concept note, which you can find at www.fecun.net.

Perspectives on the theme and main subthemes

We are interested in submissions from various perspectives attempting to throw light over the theme and the three subthemes of the conference. Such perspectives could for example take their departure in case studies, and/or theoretical studies across disciplines relating to:

- *Various forms of education and learning* o Various levels of education (early childhood education, primary, secondary, and tertiary education
    - Various types of education: academic education; polytechnic and vocational education (spanning from pedagogics in early childhood education, and teacher education, nursing, social counseling, administration, design, engineering, etc.); TVET-education in traditional crafts, medicine, and art); other forms of education (in Bhutan, for example, monastic education)
    - Institutional organization of education– types of educational institutions, international and contextualized standards for qualification and evaluation
    - Contextual learning and civil society; informal and formal education, lifelong learning and education

- *Epochal Challenges and education* o Tradition, modernity, post-modernity, meta-modernity; and the futures of education, culture, and nature: the integration and/or disintegration of nature and technology, increased social acceleration, and/or resonance with the world
    - Education for sustainable development (ESD) and SDGS: ESD across disciplinary limitations ('silos') or collaboration between various forms of powerful disciplinary knowledge. ESD in TVET-education. ESD1, ESD2 - and ESD3? Inner and outer perspectives of ESD – from 5Ps to 6Ps (people, planet, prosperity, partnership, peace – and (inner) purpose? ESD perspectives on Sustainable Development and Peace
    - Education in relation to views on culture, nature, and non-human-agency in the Anthropocene, new modes of perception, expression, and understanding?
- *Education, culture, nature – and various forms of values; 'edification'* o Values in education, culture, and nature; inner and outer dimensions of sustainable development and the Anthropocene. Recent and not-so-recent (indigenous and other) worldviews, cosmologies, and views on what it means to become human. 'Existential metaphors' in education and edification (for example 'head, heart, and hand' and 'body speech and mind)
    - Values and inter-subjectivity: the relationship between education, edification, and creating values for others. Who decides which kind of values to create for 'the other' in the age of sustainable development and the epoch of the Anthropocene? Different forms of values and inter-subjectivity, depending on forms of activity (for example difference between design, production, and teaching)? Value creation between humans, value creation between humans and non-humans
- *A sustainable global infrastructure of education, culture, and nature?*
    - The future global infrastructure of education, culture, and nature across world-views, with a special emphasis on education (inspired by UNESCO's report Reimagining our Futures together – towards a new social contract of education

Practical info for presenters:

Submitting an abstract for the conference

Preparation

The abstract should follow the guidelines for submitting an abstract and should be submitted in the FECUN template for submissions. You find both the guidelines and the template, at the conference website http://2023.fecun.net/

Submission of abstract

1) To make a submission you have to log in to the submission system.

2) If you have not already done so before, then before you start your submission, you have to register as a user of the system. This is only necessary the first time you use the system. You register as a user at the user registration page, which you find here: https://tidsskrift.dk/FECUN/user/register

3) When you registered as a user, go to the submission wizard page, which you will find here: https://tidsskrift.dk/FECUN/submission/wizard

Review process and timeline:

Timeline for the Call for papers for the conference:

- February 20, 2023: Deadline for abstracts for presentations.
- February 26, 2023: Notifications of editorial decisions on abstracts.
- April 14-15, 2023: FECUN Bhutan Conference

Information on publication in FECUN journal conference issue for the conference:

- After the conference, all presenters will be offered the possibility of submitting a paper for review.
- The review's outcome is accepted, not accepted, or conditionally accepted. After the review, authors of conditionally accepted submissions will have a month to make relevant adjustments
- If accepted, the paper will be published in the reviewed conference issue in the FECUN journal, expected publication in December 2023/January 2024.