

SOUTH-SOUTH Dialogues 2021

Overview

DATES

11th, 18th 25th November Chile

12th 19th 26th November Australia

Critical Hope and Activism: Affordances and challenges in a current and post-pandemic future

The Seminar brings together Chilean and Australian voices for social justice, human rights, inclusivity, diversity and difference across multiple contexts, spaces, environments, and peoples. The goal is to engage in critical discussion and generate inter-disciplinary responses to global/ local issues through the lens of critical hope. Education conceived as extending beyond classrooms is centrally important in mobilising meaningful action for change.

The precarious state of the world and its capacity to support life amidst the intense impacts of globalisation and the pandemic are of foremost concern to issues of justice. The pandemic has ushered in an overwhelming global disruption both in its immensity and in its intimacy forcing humanity to reposition how we work towards post pandemic futures. In this context, South-South dialogues are relevant as they assume a critical epistemological perspective oriented to new ways of living and coexisting. This is expressed in the notion of "good living" coming from indigenous cosmologies that provide a broader understanding of how to inhabit the planet in harmony with nature.

Three thematic axes are defined: interdisciplinarity/transdisciplinarity, holistic education, and plurilingualism/second language.

Transdisciplinarity From a perspective open to an interdisciplinary dialogue, it is required to move towards a transdisciplinary vision that facilitates the understanding of processes and analysis of emerging phenomena in a wholistic way.

Holistic, total education acknowledges human beings as entities in constant development who are capable of transforming themselves via their dynamic reciprocal interactions with their surroundings. Through a complex and multidimensional lens, it perceives the processes

of self-development from its historical, cultural, cognitive, value-laden, socio-emotional, biological, and communicational dimensions.

Plurilingualism and Second Language Recognizing and centring plurilingual experience in educational settings, alongside the competing tensions of predominantly monolingual, monoglossic educational policies, curricula and assessment, requires challenging the positioning of literacies as inextricably linked to standard English/Spanish language (only). Joining institutional, inter-faculty and inter-departmental efforts to problematise the functioning and reproduction of the power of hegemonic linguistic ideologies in pursuit of translinguistic-intercultural cooperativity for decolonisation, reparation, and social justice is crucial.

Equity, justice, empathy and inclusivity are at the heart of current global social movements. In this Seminar trans-paradigmatic dialogues between scholars will deepen our understandings to promote cooperation in the South. Mounting systemic inequality and marginalisation positions these dialogues as critical and relevant for advancing social, environmental and educational justice.