SACHES

**Southern African Comparative and
History of Education Society**

Tuesday, 29 to Thursday, 31 October 2019

Theme
**"Comparative Education and Research to enhance
quality, relevance and equity in Education"**

Venue
Roof of Africa Hotel and Conference Centre, Windhoek, Namibia

CONFERENCE PROGRAMME
AND
BOOK OF ABSTRACTS

Tuesday, 29 October 2019

10:00	Registrations	*Registration Area*
Venue	*Venue 73*	

10:00 – 10:10	Opening and Welcoming	Dr Dennis Banda

10:10 – 11:00	**KEYNOTE ADDRESS**	Session Chairperson: Dennis Banda

Prof Amos Thapisa
New Era College of Arts, Science and Technology, Gaborone, Botswana
Strategic Diversity, Equity and Inclusion in African Higher Education Institutions

Venue	*Venue 73*	*Venue 74*
Session chairpersons	**SESSION 1A** **Vitallis Chikoko**	**SESSION 1B** **Moses Changala**
11:00 – 11:20	Máiréad Dunne and **Barbara Crossouard** What kinds of citizen? The construction of national identities in Sub-Saharan Africa	**David Sani Mwanza**, Sitwe Benson Mkandawire & Martha Banda Exclusion within Inclusive Education: Evidence from ESL Classrooms in Zambia
11:20 – 11:40	Annelize Cronje, Henry Blignaut, **Mamolahluwa Mokoena** and **Ann-May Marais** Ready-Set-Blend: Rethinking an induction programme for new academics	**Sitwe Benson Mkandawire**, Dr JM Mwansa, Dr DS Mwanza and Dr PC Manchishi An Analysis of Teachers and Pupils Language Practices in Multilingual Classrooms in Selected Primary Schools of Chibombo District
11:40 – 12:00	**Sydney Mupeta** and Gistered Muleya Repositioning of Universities as Civic Innovators in a Neo-liberalized Education System	**Pearl Larey** A theoretical perspective on education in rural environments

12:00 – 13:00	*Lunch*	

Session chairpersons	**SESSION 2A** **Andrew Mwakawele**	**SESSION 2B** **Robinson Mambwe**
13:00 – 13:20	Blessing Didia, **Jason Osai** and Sam Kalagbor African Development: A Note from Educational Viewpoint	Susan Mutau and **Georgina Sitali-Mubanga** Naming Practices of SiLozi Contemporary and Indigenous Personal Names: A Morpho-Semantic Analysis
13:20 – 13:40	**Ane Bergersen, Monica Towe Vattedal Helgesen and Monica Skaten** Education emphasizing sustainability: Perspectives from Teacher Education	**Gabriel Simungala** Rejecting the Narratives of Marginalization, Extinction and Endangerment: The Vitality of Indigenous Languages in a Multilingual Zambia
13:40 – 14:00	**Helen Hanna** Recognition of diverse identities and the pervasiveness of 'race' in the education of migrant learners in South African primary schools	**Fidelis Mumba** and Dennis Banda AIM: To generate best practices for use when teaching Action Research in Language classes

14:00 – 14:20	*Comfort Break*	

Session chairpersons	**SESSION 3A** **Benard Nyatuka**	**SESSION 3B** **Ann-May Marais**
14:20 – 14:40	**David Sani Mwanza** and Sitwe Benson Mkandawire A Critical Multimodal Reflection on the Education Implications of Coloniality as manifested through selected WhatsApp Posts	Mthethwa Lindiwe Fostering social inclusion in higher education in order to eliminate rurality
14:40 – 15:00	**Alex Simpande and Lee Caleb Mahlangu** A survey of reading habits among university students and the role of the internet	Masangu Kantu and **Moses Changala** An investigation into strategies employed by teachers to motivate pupils to learn in selected public secondary schools in Lusaka urban district

15:20 – 15:40	*Tea Break*	
17:30	**CONFERENCE DINNER – JOE'S BEERHOUSE**	

Wednesday, 30 October 2019

Venue	Venue 73	
09:00 – 09:40	**KEYNOTE ADDRESS** Session Chairperson: Charl Wolhuter **Dr Stephen Taylor** Department of Basic Education, South African Government **How can learning inequalities be reduced? Lessons learnt from experimental research in South Africa**	

Venue	Venue 73	Venue 74
Session chairpersons	**SESSION 4A** Mamolahluwa Mokoena	**SESSION 4B** Ane Bergersen
09:40 – 10:00	**Christopher Haambokoma and Kabunga Nachiyunde** Biology Student Teachers' Perceptions of Issues Affecting Pupils' Learning Achievement in Biology at Senior Secondary School Level and implications for Biology Teacher Education	**Moses Changala** and Emmanuel Ndlovu Sport, leisure and recreation preferences among older persons in Lusaka urban district: Implications for adult education programmes
10:00 – 10:20	**Vitallis Chikoko** Towards Sustainable School Leadership in Africa: Empirical Evidence from 12 African Countries	**Eunifridah Simuyaba, Ruth Kapembwa** and Tommie Njobvu School Based Restorative Practices as Alternative to Punitive Practices in Influencing Positive Behaviour in Deviant Pupils in Zambia
10:20 – 10:40	**Nicholas Zezekwa** and Nkopodi Nkopodi Physics teachers' views and practices on the assessment of Advanced Level physics students' practical work skills	**Steve Azaiki and Gertrude Shotte** Global Education Debates: A Place for the Global South
10:40 – 11:00	**Sydney Mupeta** and Gabriel Simungala The Liberalization of the Higher Education Landscape: Implications and Perspectives for the Global Education Agenda in Zambia	MJ Taole Teachers' professional development and its impact on their preparation for multi-grade teaching

11:00 – 11:20	*Tea Break*	
Session chairpersons	**SESSION 5A** Begani Mashinja	**SESSION 5B** Fidelis Mumba
11:20 – 11:40	**Georgina Sitali-Mubanga** The Effects of SiLozi Morphophonology on English Loanword	**Jason Osai**, RosaLyn Dressman and Sam Kalagbor Perspectives on Brain Drain: Lessons for Africa
11:40 – 12:00	Zikani Kaia and **Diana Mkandawire** Rurality in Higher Education: opportunities and challenges in accessing Higher Education among rural secondary School graduates in Zambia; the case of Mkushi and Kapiri - Mposhi District of Central Province	**Sitali Constance**, Chakulimba Oswell and Ng'andu Kasonde Sustainability of school feeding programme in Western Zambia
12:00 – 12:20	**Sylvia Mwanza-Kabaghe**, Ebby Mubanga, Beatrice Matafwali, Esau Mbewe, Sophie Kasonde Ngandu and Adriana Bus Preschool and Executive Functions as Predictors of Literacy Skills in First Grade	**Andrew Mwakawele** and M Simuchimba Examination of key moral values and attitudes in senior secondary school religious education and their relevance to the legal professions in Zambia

12:20 – 13:20	*Lunch*	
Session chairpersons	**SESSION 6A** Steve Azaiki	**SESSION 6B** Kefilwe JP Batsalelwang
13:20 – 13:40	**Robinson Mambwe**, Austin Cheyeka and Peter Chishimba Are Classroom Instruction Practices in Primary Colleges of Education in Zambia Learner-centred? Lessons from Social studies lecturers' ratings	**Ane Bergersen**, Fidelis Mumba, Nchomba Milimo, Chriscencia Kamoto, Friday Matakala and Samwangala Kaumba How do student teachers describe an ideal teacher, their role models and which proverbs inspired them to become a student teacher?
13:40 – 14:00	Noah K Sichula and **Moses Changala** Persistence in youth and adult literacy classes: How the nature of youth and adult literacy learning programmes can shape the tendency	**Limbali Muyendekwa** The Importance of Artifacts used during Nkolola Traditional Ceremony among the Tonga people of Magoye District. From An African Oral Literature perspective
14:00 – 14:20	**Karen Suzette Collett and Juliana Maria Smith** Quality, relevance and equity within a neo-liberal context: Curriculum challenges and possibilities influencing teacher well-being in selected primary schools in the Western Cape	**Benard Nyatuka** Family-community-higher education institution partnership: an imperative in enhancing participation of rural students
14:20 – 14:40	**Sedio Mpipo Zipporah** and Mmankoko Ramorola Contextualizing e-tutor support strategies at an Open Distance and e-Learning institution	Jacquiline Katongo and **Georgina Sitali-Mubanga** A Socio-Pragmatic Analysis of Linguistic Terms used in Bargaining Strategies by the Bemba Speaking People of Kasama Urban Markets

14:40 – 15:00	Tea Break
Venue	*Venue 74*
15:30	**SACHES ANNUAL GENERAL MEETING**

Thursday, 31 October 2019

Venue	*Venue 73*	*Venue 74*
Session chairpersons	**SESSION 7A** Christopher Haambokoma	**SESSION 7B** Ncholas Zezekwa
09:00 – 09:20	Buumba Banda and **Dennis Banda** An Evaluation of the Implementation of Kansanshi Educational Quality Improvement Programme (KanEQuIP) On Literacy Levels of Primary School Pupils in Solwezi District	**Kefilwe JP Batsalelwang**, Grace T Seetso and Philip Bulawa Investigating gender imbalance regarding the position of head of department-infant in primary schools of Botswana
09:20 – 09:40	**Fumbani Mphande** and K Kalimaposo Teachers' and pupils' views on school based alcohol abuse preventive strategies in selected schools of Lusaka, Zambia	Magasu Oliver Civic education in Zambia: pedagogical challenges versus social reality
09:40 – 10:00	**Begani Mashinja** and David Sani Mwanza Exclusivity of SiLozi as Language of Initial Literacy Instruction in Pre-Primary Classrooms of Multilingual Zambezi Region: Challenges and Way Forward	**Rachel Dickson and Gertrude Shotte** Girls' Education and Entrepreneurship: Bonding for Social, Economic and National Development
10:00 – 10:20	Michelo Manford The poetic nuggets of Kuyabila in Bweengwa, a rendition of Shimatambo the legend	**Barbara Crossouard**, Béla Teekin, Tessy Madu & Máiréad Dunne Gender, education and rurality: the livelihoods and imagined futures of youth in Southern Nigeria
10:20 – 10:40	Tea Break	
Session chairpersons	**SESSION 8A** Jason Osai	**SESSION 8B** Nicholas Zezekwa
10:40 – 11:00	**Sibusiso Ntshangase** Critical reflection as a research method in the supervision of the student teachers within an OeDL context	**Limbali Muyendekwa** Tracing The Origins And Development Status Of Lozi Language: From African Oral Literature And Socio- Linguistics
11:00 – 11:20	**Sandra Land** Out of Africa Always Something New: The new and improved "Community Education and Training College System"	VT Molaodi and E Useh A baseline assessment of emergency and disaster preparedness for Junior Secondary Schools of Gaborone
11:20 – 11:40	**Charl Wolhuter** Comparative and International Education Research to enhance quality, relevance and equity in Education in Sub-Saharan Africa	Priscilla Msimuko Ngwira Assessing the Impact of School Health and Nutrition Policy in Schools in Zambia: A Comparative Study of Kafue Day Secondary School and Chadiza Basic School
11:40 – 12:00	**Sitwe Benson Mkandawire**, Joseph Mwansa & David Mwanza A Survey of Selected Southern African Language in Education Policies: An Alternative Explanation for the Low Literacy Levels in the Region	Henry Blignaut, Annelize Cronjé, **Mamolahluwa Mokoena** and **Ann-May Marais** In with the new, out with the old: infusing academic staff induction with gamification principles
12:00 – 13:00	Lunch	
Session chairpersons	**SESSION 9A** Monica Towe Vattedal Helgesen	
13:00 – 13:20	**Fidelis Mumba**, Siv Yndestad Borgen and Dennis Banda AIM: To find out how mentoring can be improved at David Livingstone College of Education	
13:20 – 13:40	Augustine Lumwanga Contextualisation of the learning of French in the Zambian situation: a case of Luanshya Boys Secondary School, Zambia	
13:40 – 14:00	Eric Nyankanga Maangi Exploring the potential of open distance learning in teacher education in Kenya: towards achieving Kenya's vision 2030	
14:00 – 14:20	Mukuka James and **Georgina Sitali-Mubanga** A Morpho-Syntactic Analysis of Common Errors in English Sentence Transformations among Grade 10 to 12 Learners in Selected Schools in Kitwe, Zambia	
14:30 – 15:00	Tea Break	
	CONFERENCE CLOSURE	

BOOK OF ABSTRACTS

KEYNOTE ADDRESS

Tuesday, 29 October 2019

Amos Thapisa
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Strategic Diversity, Equity and Inclusion in African Higher Education Institutions

African Higher Education Institutions (HEIs) should strategically plan for diversity, equity and inclusion, as part of their curriculum and modus operandi. It should be noted that if our institutions do not do this, diversity, equity and inclusion will remain elusive because such would not have been considered priority. Of late some African higher education institutions have pronounced appreciation of issues appertaining to diversity, equity and inclusion. Others have declared commitment to understanding others' opinions, beliefs and cultures and by so doing they say that they respect and tolerate relationships with others. With regard to providing access and equal opportunity, they endorse the aim of widening participation in higher education, and they value the benefits of diversity among staff and student communities.

However, my view is this, such statements do not seem to transcend and "cut" deep enough. They appear to be glossing over the issues and paying lip service to an otherwise very serious problem. It is difficult to determine how these proclamations have been translated into action. What is needed are strategic goals, objectives and initiatives which the institutions have committed themselves to realising in the Key Result Area of diversity, equity and inclusion. Appreciation with no action remains a dream with no commitment to have it realised.

Higher education institutions in Africa should be most concerned about, making sure that some, if not all, the ideals surrounding diversity, equity and inclusion find their way into their academic culture, Inclusive of appointments of staff, curricula design and content, classrooms teaching and practice, student hostels, and sports and helping to build and sustain inclusive yet diverse societies.

SESSION 1A

Professor Máiréad Dunne[1] and Dr Barbara Crossouard[2]
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What kinds of citizen? The construction of national identities in Sub-Saharan Africa

The Sustainable Development Goals have made citizenship education a key focus of Goal 4, in particular stressing the importance of global citizenship for sustainable development. However national education curricula are typically concerned with the production of a national ideal. More widely, the beginning of this millennium has seen forceful assertions of national citizenship that are often infused by religious and ethno-nationalisms. There exists in other words a considerable gulf between the idealisation of global citizenship within international policy agendas on the one hand, and how citizenship is typically represented in education curricula and much popular discourse on the other. Moreover, citizenship ideals are arguably additionally complex in contexts of postcoloniality, given that both religion and ethnicity were often central to the struggles for independence of colonised peoples.

This presentation explores the additionally complex meanings of nation in postcolonial contexts and considers the implications of this for educational curricula. We draw on recent research with Muslim youth in two distinctive contexts of Sub Saharan Africa (Northern Nigeria and Senegal). The main data set consisted of focus groups discussions with male and female youth in higher education. Our analysis of their narratives of identity challenges modern understandings of the nation as secular and further resists the proposition that the concept of the nation is no longer relevant in a globalised world. Instead, our analysis highlights the enduring significance of nation and its explicit entanglement with religion within youth imaginaries in both contexts.

Our analysis further illuminates the continuing significance of historical fractures within national imaginaries in contexts of postcoloniality. In Nigeria in particular, the regional and ethnic differences implicated in the formation of the postcolonial nation resounded through youth identity narratives. In both contexts, the construction of youth's national identities reflected deep anti-colonial ambivalences, notably with respect to gender. Overall, the agonistic affective relations through which youth imaginaries are constructed in postcolonial contexts remain deeply influenced by the histories and politics of colonialism. We return in our concluding reflections to the implications of our data for the ways citizenship education might address education for all beyond 2015.

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Ready-Set-Blend: Rethinking an induction programme for new academics.

South African higher education institutions are following the global adoption of a blended approach to teaching and learning. Blended learning is viewed as a transformative teaching-learning approach, as it provides students with the optimum experience by mixing the best of face-to-face and online learning. Although academics realise the benefits of blended learning, they find it challenging and time-consuming to implement blended strategies. Professional development is a critical component of the adoption of new teaching-learning approaches. The Institutional Course for Newly appointed Lecturers (ICNL) offered at a South African University was designed in a blended mode, implemented and evaluated. This presentation reports on a study that investigated the experiences of academics on the blended approach used during the induction course. A qualitative design based research methodology was employed and data was collected, using participant feedback and document analysis. The data gathered from each of the four ICNL offerings was used to inform the design of the next course. Findings indicated that lecturers realised that blended learning could cater for student diversity, different learning styles, engagement and innovation. Furthermore, it emerged that the course has to cater for diversity in technology proficiency and readiness of participants. Participants also require ongoing support in technology usage and discipline specific blended learning workshops. This paper contends that the modelling of a blended approach to professional development can be an effective way to motivate academics to apply blended learning in their teaching-learning experiences.

Keywords: Blended learning, professional development, induction course, integration of technology

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Repositioning of Public Universities as Civic Innovators in a Neo-liberalized Education System

Neo-liberalization has tremendously transformed the provision of education the extent of which reaches the higher education landscape as evidenced from the manifestation of the commercialization of education as a commodity. Public Universities around the world have been forced to innovate or risk perishing. Consequently, universities are now engaging in various innovative modalities to rearrange and reposition themselves as 'civic innovators' seeking recognition and survival in a competitive global environment. The civic innovations initiated and implemented in Public universities are rooted in enhancing and reshaping the governance systems in order to improve efficiency and effectiveness in the delivery of educational services. Therefore, this research paper explores and interrogates the intricacies regarding the implementation of civic innovations in the governance of public universities with the focus on the University of Zambia.

Keywords: Civic innovations, Civic Innovator, Neo-liberalization, Implementation, Governance

SESSION 1B

Dr David Sani Mwanza, Mr Sitwe Benson Mkandawire and Ms Martha F Banda
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Exclusion within Inclusive Education: Evidence from ESL Classrooms in Zambia

Inclusive education is the type of education that places all the pupils regardless of their physical, mental or linguistic disabilities to learn together. For instance, the deaf learners put in the same class with the learners who are not deaf. The study aimed at analyzing language practices in selected inclusive education classrooms that have learners with hearing impairments and those without hearing impairment in selected secondary schools of central province. The method used was mixed methods, mainly qualitative, complemented by quantitative data. Data was collected through face to face interviews, document analysis, focus group discussions and classroom lesson observations. 16 teachers of English Language and 180 pupils who were purposively sampled participated in the study and the findings were analyzed thematically and statistically. The study established that there were various Language Practices that teachers and learners used when teaching/ learning English in inclusive classes comprising of hearing impaired and non-hearing impaired learners. However, there were a number of inconsistencies and contradictions observed in what was going on in the classroom and within the school premises which in the final analyses, made the implementation of inclusive teaching/learning exclusive. The study concludes that truly, language is a tool for both inclusion and exclusion/symbolic violence.

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An Analysis of Teachers and Pupils Language Practices in Multilingual Classrooms in Selected Primary Schools of Chibombo District

Zambia has seven regional official Zambian languages (viz: Bemba, Kaonde. Lozi, Lunda, Luvale, Nyanja and Tonga) which are currently used in education as media of instruction in the first four grades of primary education. These languages were assigned to different regions based on the dialectal relationships of languages spoken in those regions. This was the case in the colonial period and soon after independence. Rural parts of Lusaka city were declared Tonga speaking areas because the varieties of languages spoken there such as Lenje and Soli were considered dialects of Tonga. However, in recent times, the peri-urban areas of Lusaka have been settled by people from other regions who works in the city and commutes daily. These have introduced the linguae Franca of Lusaka urban, which is Nyanja into these regions. The situation now is that the majority of the children use Nyanja as the language of play but are still required to learn Tonga as the language of instruction in school. This study sought to establish how teachers were coping with this situation where the familiar language of the children was different from the language of instruction. The study employed a mixed method approach in that both quantitative data and qualitative ones were gathered through interviews, observation, recording, testing and focus group discussion. The study involved learners, teachers and school managers from three peri-urban schools and one city school. The learners from a city school, who spoke Nyanja and learned in the same language, were compared to learners in the peri-urban schools in terms of rates of class participation, reading acquisition and performance. The sample size was 128 respondents that participated in the study. The findings revealed that some teachers in multilingual classes were code switching from one language to another in the process of teaching initial literacy. Children who learnt how to read in one Bantu language (Nyanja) were also able to read another Bantu language (Tonga) and vice versa. Some teachers who were supposed to teach in Tonga did not know the language and hence taught Tonga syllables and words using Nyanja as medium of instruction. It is recommended that the government should carry out a survey to establish appropriate languages for initial literacy instruction especially in cities and peri-urban.

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A theoretical perspective on education in rural environments

Rurality is a significant category in the broader range of issues of difference that feed into the challenges of inclusion and decolonisation. This paper aims to highlight current debates regarding rurality and rural education, specifically in non-Anglo-American contexts. Scholars working in the field of rurality have argued that the larger society does not value rurality. Prejudices against rural people are robust, stereotyping is socially endorsed and rural citizens inhabit internalized messages of inferiority from the dominant culture. In addition to these ideas, rural schools often suffer from the perception that the primary goal of education is to get students out of their home environments to seek opportunities elsewhere. Therefore, the study take a critical theoretical stance and argue that people living on the margins, such as rural environments, have to reimagine their worlds through thinking differently what they experience in these places. Theories of rurality must seek to work against the agreement on the negative categories already available to us, as those categories are as much used to disempower people.

A literature review was undertaken to unearth discourses about what rurality is and specifically how rural education can help students to be able to live well in their home communities.

The paper advocates that we move away from ideas that rurality is damaging and rather perceive rural places and rural schools with a place consciousness. The point of place-conscious education is the development of students who know how to be active citizens and who know how to act locally. In this way, we attend to the particular aspects of rural places, predominantly the schools that we serve. Thus, understanding rurality could provide means to explore matters of social justice in rural education.

Keywords: Decolonisation, dominant culture, place consciousness, rural environments, rurality, rural schools

SESSION 2A

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Sam B. Kalagbor
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African Development: A Note from Educational Viewpoint

Education has occupied a pivotal place in the history of human development and the evolution of modern society. Within this context, education has been viewed from different perspectives that inevitably emphasize its key place in human affairs. For Joseph Addison (1672-1719) "what a sculpture is to a block of marble, education is to the human soul; the philosopher, the saint, the hero, the wise and the good, or the great very often lie hid and concealed in a plebian, which a proper education might have disinterred and brought to light." In same vein G.K. Chesterton perceives education as "the soul of a society as it passes from one generation to another." Lending his voice Albert Einstein said that "education is not to learn facts; rather, it is to make you learn to think." This paper lays emphasis on proprietorial support for educational institutions in Africa with special reference to tertiary education; it therefore takes a statistical approach to the study with emphasis on funding and infrastructural development. Resultantly, the annual budgets of various countries over a timeframe are presented to ascertain their conformity with the UN stipulated percentage allocation for education. The paper also presents statistics of Africans in educational institutions outside the continent and states that education constitutes a major source of financial hemorrhage as more and more parents send their children for education in Europe and America, even for primary and secondary education. The paper concludes that a major factor for African underdevelopment is poor performance of the educational system and therefore calls on the leadership of African countries to sufficient attention to the education system.

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Assistant Professor Monica Tove Vattedal Helgesen
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Dr. and Associate Professor Monica Skaten
Western Norway University of Applied Science

Education emphasizing sustainability: Perspectives from Teacher Education.

According to the United Nations' Sustainable Development Goals, and particularly goal number 4, 'Quality Education', the Western Norway University of Applied Sciences has now developed a new course for the third year teacher students, in which the students have the opportunity to stay a three-month period in Zambia. The course "Education and sustainability" includes an intensive three weeks period of lectures and seminars presenting theory, covering topics such as civilization, sustainability, intercultural communication and worldviews as Ubuntu. Then three months teaching practice and project work in Zambia take place, in close cooperation with David Livingstone College of Education (DALICE), which we have cooperated with since 2002.

Our research question is: *"Which aspect of intercultural competence do students expect to achieve before, during and after their 3 months stay in an African context?*

The empirical data consists of an interview guide, in which issues such as previous knowledge, expectations and learning outcome are addressed, a reflection note individually after a month in Zambia, considering the stay, challenges, and experiences so far, and several focus interviews in Zambia when we as researchers are there, based on the students' previous answers. When arriving in Norway, the students will again answer the initial questionnaire. The data will be analyzed and interpreted in light of relevant theory.

One of the objectives of the course is transformative learning (Mezirov, 2003, Bergersen, 2017) learning from both theory and practice, the aim is "reframing in perspective" and increase their intercultural competences. The students should critically value their own values and perceptions in encountering other cultures leading to a personal and social change.
Teacher students in Zambia and Norway will cooperate and interact as part of this program, creating benefits for both parties. This will hopefully strengthen UN's sustainability goals, and goal 4C concerning international cooperation for teacher training in developing countries. When students with different perspectives and backgrounds share ideas and reflect together we expect an increased awareness on sustainability issues and goals, emphasizing the importance for future educators to act holistically in teaching about local and global sustainability challenges.

Dr Helen Hanna
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Recognition of diverse identities and the pervasiveness of 'race' in the education of migrant learners in South African primary schools

This presentation will consider findings gathered from several qualitative projects between 2016-2019. The body of work aims to explore how inclusion of new migrant children in education is understood and enacted by primary school learners and their educators in Western Cape, South Africa.

In South Africa, there are estimated to be 2.5 million residents who were not born in the country and the state regularly has to grapple with the reality of xenophobic attacks against migrants and ongoing social tensions. In its continued efforts to hold on to the idea of the "rainbow nation" of equality, respect for diversity and the addressing of educational inequities, the state has emphasised national unity, and schools are targeted as sites where shared identity should be instilled. At the same time, schools are also compelled to develop an inclusive approach to all children, in line with the international drive towards inclusive education for all.

While children are often at the forefront of working out what it means to be a new arrival in a different country – adapting to new rules, making new friends, and possibly learning a new language – little research is focused on their own perspectives as migrants, learners and children.

Therefore, recognising the gap in knowledge in terms of migrant children's experiences, particularly in the South African context, and given the growing understanding of 'inclusion' as a policy aim, this presentation will draw on primary school migrant learners' responses within research that used a variety of creative methods. It will highlight the pervasiveness of 'race' in the South African context and particularly the negative views of the rest of Africa, which may lead to differential treatment of migrant learners from different countries. It will end on a positive note, however, in sharing some emerging guidelines for inclusion.

SESSION 2B

Susan Mutau and Georgina Sitali-Mubanga
Kwame Nkrumah University

Naming Practices of SiLozi Contemporary and Indigenous Personal Names: A Morpho-Semantic Analysis

This paper examines name changing practices and the causes of name preference shift from indigenous traditional naming system to a contemporary naming system in Silozi as well as how this shift affects the traditional naming system of the Lozi speaking people of Zambia. The linguistic act of naming is one of the universal cultural practices in the world that has been treasured in African communities. First and foremost, SiLozi like other African societies, personal names are not just an arbitrary identity tag or label to its people but they reflect cultural tags of the people with sociocultural function and meaning. The aim of this paper is to explain the shift of why name givers of children or parents are giving contemporary names to their children.

This study is guided by the Afrocentricity theory which is the study of centrality of African interests and prospective in modern society. The data was collected from native speakers of SiLozi of Lusaka Urban and those of Mongu Urban. Written literature on SiLozi names was also used in sourcing data. The study has shown that most parents are moving from giving their children SiLozi indigenous traditional names to contemporary SiLozi names. The pilot study additionally revealed that Christianity or other religions have mainly caused the shift in the naming system from the indigenous naming system to a contemporary naming system. Also, the European culture, use of English as a first language and circumstances or situations surrounding the names that are given to children have eroded the indigene naming system to contemporary naming systems in SiLozi communities. The study brought out clearly that names were no longer attached to specific families or places further revealing that the cultural practices will eventually die out. These results suggest that to preserve culture from one generation to another, name givers ought to give children names that are circumstantial and family inclined as per the SiLozi tradition and not names which do not have family roots or trace.

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Rejecting the Narratives of Marginalization, Extinction and Endangerment: The Vitality of Indigenous Languages in a Multilingual Zambia

Drawing on an ethnographic account of the multilingual and multicultural landscapes of Zambia with specific reference to the material spaces of Zambia's Flagship University, the University of Zambia, this paper takes a radical departure from the narratives of marginalization, extinction and endangerment. In its broader conceptualization, the paper speaks to the constant vitality of indigenous languages by engaging and interrogating the convergence of English and Indigenous languages in the dispersed multilingual localities of Zambia. As a point of departure, the paper generates and challenges thoughts on the status and vitality of indigenous languages amidst globalization. The paper concludes that in fact, rather than marginalization, endangerment and extinction, productivity, circulation and consumption should rise to prominence as emblems of the new sociolinguistic order. While not rejecting the widespread effects of globalization, the paper argues that that even though English permeates the fabrics of society, cultural and linguistic diversity still exists as there is always a filter of cultural/linguistic influence from global environs.

Keywords: Marginalization, Endangerment, Cultural Diversity, Globalization, Indigenous Languages

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AIM: To generate best practices for use when teaching Action Research in Language classes.

A good teacher is supposed to be analytical and creative. In this way the student teachers can effectively promote quality learning in their classes. The Revised Blooms Taxonomy clearly show that creating, evaluating and analytical skills are linked with Higher Order thinking skills. It is in line with this that David Livingstone College of Education has introduced Action Research in language classes. This gives chance to our students to acquire these skills as they teach pupils during their Teaching Experience.

Previously we allowed students to research on any language skills. However, it was noted that most students would just goggle and paraphrase the report without necessary doing the research. Currently in Action Research students are given one focus to look at. For example, this year students were told to focus on the teaching of grammar. They were given a template to use during their teaching experience .The table had a column for topic taught in grammar , challenges noted and innovations brought by the student teacher in order to improve quality delivery. The process was cyclical aimed at making student teachers reflective during their Teaching Experience. This table was the main record for their data collection. This is the information use in their reports.

The Literature review is expected to be focused on that particular language skill. This helps students to link theories learnt at college to their practical work in the field.

Through interviews and observations the paper highlights some of the best practices that both students and Lecturers should observe.

SESSION 3A

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A Critical Multimodal Reflection on the Education Implications of Coloniality as manifested through selected WhatsApp Posts

This is a qualitative study which seeks to critically analyse WhatsApp users' language ideologies by exploring how they demean their own identities through labelling of selected semiotics which they transmit through the WhatsApp space. Through the use of labelled pictures from the WhatsApp space, the study interrogates the motivation for the selection and juxtaposition of pictures and the assigning of labels. Although the actual identities of the language producers are not known, it is easy to identify them as Zambians or Africans in a broad sense. The findings show that people (knowingly and unknowingly) communicate their deep rooted ideologies about self and others. In the case of language, the study makes an observation that the perception and people's ideologies about self and African languages is strongly ingrained in Coloniality and the colonization of the mind, ironically by Africans. Drawing on the identified coloniality, the papers shows how the mind and self-perception of Africans explain the current state of education language policy, education language practice, teachers and pupils attitudes and the colonization of the curriculum. The study proposes that instead of focusing on language development, the first step might be to develop/civilise the minds of many Africans whose perceptions and role in promoting languages is counterproductive at present.

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A survey of reading habits among university students and the role of the internet

Reading is a cardinal skill for success in education. Since there is a direct relationship between leisure reading and academic reading, it is necessary that universities are able to determine or predict student success through an understanding of reading habits. This study examined the most prevalent reading habits among higher education students in Zambia by focusing on academic reading and leisure reading and their implications for academic performance, the internet and pedagogy. A sample of 79 undergraduate students was selected randomly based on their year of study. A self-reporting survey of participants' responses was administered and formed the primary source of data. Preliminary results indicate that **(a)** leisure reading of paper sources during term time shows that 33 % of students spend less than 3.5 hours, 11.4% spend 3.5 to 7 hours, 3.8% spend 8 to 14 hours and none beyond 14 hours, while leisure reading of internet sources shows 28% spend less than 3.5 hours, 15.18 % spend 3.5 to 7 hours, 5.06% spend 8 to 14 hours and none beyond 14 hours. **(b)** for study reading during normal term time, 6.32% spend less than 3.5 hours, 19% spend 3.5 hours to 7 hours, 5.06% spend 8 to 14 hours, 10.12% spend 15-21 hours and none beyond 21 hours. In leisure reading **(a),** paper sources and internet sources have the same scores. However, there are differences in the time spent reading each source. **[b]** there is a combination of both internet and paper sources for study reading. It was concluded that the internet as a source for both leisure and study reading is an important tool for predicting a learner's academic success. Consequently, the study recommends that a reasonable investment in ICT based instruction should be encouraged to promote leisure reading.

SESSION 3B

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Fostering social inclusion in higher education in order to eliminate rurality

Universities have a mandate to deliberately shape themselves to address the creation of intellectual, social and physical structures. Social inclusion has turned to focus more on inclusive education for disability students and underestimated other spaces for social inclusion in South African higher education institutions, hence this paper argues that this emerging theory can become the strong pillar to eradicate rurality. This was done by pursuing what other scholars have suggested as urgent during this fourth industrial revolution era. Social inclusion thus covered across all fields to take back the power to redefine the purpose for which students are educated. This involved redefining the concepts of "learned", "progress", "success" and "relevance". What are these concepts' purposes, functions and the roles they potentially have to play - not just in cities and urban contexts, but in the previously disadvantaged universities especially located at the rural areas? Data was collected from 620 faculty of education students' perspectives using questionnaires and interviews. Findings indicated that strengthening social inclusion will enable the elimination of rurality in this previously disadvantaged university. It was noted as imperative also to have the curricula that reflects rural based lived experiences. This will sharpen students to prepare them about what to expect in the field.

Key words: social inclusion, rurality, educated, fourth industrial revolution

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An investigation into strategies employed by teachers to motivate pupils to learn in selected public secondary schools in Lusaka urban district

The study sought to investigate strategies employed by teachers to motivate pupils to learn in selected public secondary schools in Lusaka urban district. The objectives of the study were to identify strategies employed by teachers to motivate pupils, establish perceived effects of lack of motivation on pupils, determine challenges faced by teachers in motivating pupils, and propose strategies aimed at enhancing motivation of pupils. The study employed a descriptive research design. The sample was 40 respondents comprising 4 head teachers, 4 deputy head teachers, 12 heads of department and 20 teachers. Data was collected using interviews guides and questionnaires. The data was analysed by content analysis and use of descriptive statistics. The study revealed that strategies employed by teachers to motivate pupils included rewarding high performance, using interactive teaching methods, inculcating a sense of achievement in pupils, interacting with individual pupils at a personal level and engaging parents in the learning of their children. Other strategies included giving pupils individual projects, providing free extra lessons and inviting motivation speakers. The study also revealed that perceived effects of lack of pupil motivation included loss of interest in learning, examination malpractices, indiscipline and absenteeism. It further indicated that challenges faced by teachers in motivating pupils included inadequate teaching and learning materials, pupils' overuse of social media, unfavourable teacher-pupil ratio, frequent changes in school curricular and substance abuse among pupils. Suggestions made by respondents on strategies aimed at enhancing pupil motivation included holding regular school assemblies to enable administrators and teachers talk to pupils on various issues and use of awards for exceptional and improved pupil performance. The study recommended that: there should be provision of adequate teaching and learning materials in all subjects; there should be interaction between schools and parents in order to monitor pupils' progress; and guidance and counselling services should be strengthened in all schools.
Key words: Investigation, strategies, teachers, motivate, public secondary schools

KEYNOTE ADDRESS

Wednesday, 30 October 2019

Stephen Taylor
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How can learning inequalities be reduced? Lessons learnt from experimental research in South Africa

Most researchers would agree that the levels of educational inequality in South Africa and in the region are unacceptable and *should* be reduced quickly. However, there is less agreement on *how* these inequalities *can* be reduced or about how *quickly* they *can* be reduced.

In this paper I will consider what we can learn from experimental studies measuring the causal impact of specific policies or programs on educational outcomes in South Africa. Identifying the causal effect of a policy or resource – school libraries for instance – on educational outcomes is of primary relevance for policy-making, but is often a technically challenging task. Experimental methods have limitations and are only one methodology amongst many needed to address issues of education quality and equity, but they do have an important role to play.

The review of existing experimental studies is instructive about how to improve performance in the low performing part of the school system. The most consistent experimental evidence on how to improve learning in schools serving poor communities points to implementing a structured learning program in the early grades aligned to the curriculum, with additional materials integrated into the program, and with regular on-site support to teachers.

However, the review is also sobering with regard to how quickly one can expect to reduce educational inequalities. Programs and policies often do not noticeably improve learning or reduce inequality; and there is no robust experimental evidence of any interventions reducing inequality particularly quickly.

Frustration with how slowly things change in education should, however, not prompt reckless implementation of untested interventions. The extreme levels of inequality in South African education may well justify more radical reforms than have previously been considered, but even then proper evaluation is required to avoid doing harm to the very schools and children who are meant to benefit from those self-same reforms.

A final observation arising out of the review is that there is an urgent need to widen the base of researchers and institutions with capacity to undertake experimental and other quantitative research methodologies applied to education.

SESSION 4A

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Biology Student Teachers' Perceptions of Issues Affecting Pupils' Learning Achievement in Biology at Senior Secondary School Level and implications for Biology Teacher Education

This paper reports a study undertaken to find out perceptions of biology student teachers on issues affecting pupils' learning achievement in biology at senior secondary school arising from their experiences during the period they were attached to schools. Five science subjects are offered at senior secondary school level in Zambia. Out of these subjects, biology is offered in nearly all secondary schools with senior classes. Furthermore, at each school, more pupils (both boys and girls) take biology than any other science subject. The teaching of biology is done by teachers trained at different institutions. At the end of grade 12, pupils are assessed to determine their learning achievement by means of a final examination. Although biology is perceived to be one of the easiest science subjects, the performance of the majority of pupils who sit for the final examination in biology has been generally poor suggesting low learning achievement in this subject. For example, during the period 2005 to 2012, thirty-six point four percent (36.4%) of the candidates barely passed while 37% failed (ECZ, 2013). In 2015, thirty five point nine percent (35.9%) of the candidates barely passed while 31.7% failed (ECZ, 2016).

One of the institutions which train teachers of biology is the University of Zambia. The training is done through the Bachelor of Science with education degree programme of four years duration. As part of training, student are attached to various secondary schools at the end of their third year to experience school life as student teachers. During this period they are expected to observe lessons, teach as well as talk to pupils and others teachers on issues related to teaching and learning of biology. At the end of the 2016/17 academic year, 66 biology students of the University of Zambia were attached to various secondary schools in Zambia for school experience. During this period, they were also given a task to investigate issues which in their view contributed to low learning achievement of pupils in biology and prepare a written report.

The reports submitted were analysed using content analysis approach to identify issues student teachers perceived to have contributed to low learning achievement in biology and various themes were generated.

The major findings that emerged as contributing to low learning achievement in biology were: class size; teachers (absenteeism, nature of training); pupils (missing lessons, negative attitude, poor background); inappropriate teaching strategies; medium of instruction; scope of the syllabus; teaching and learning resources; social media and nature of certain topics.

The implication of these findings for biology teacher education in Zambia is that biology teacher educators should prepare students adequately to enable them overcome obstacles to effective learning of biology at senior secondary school level.

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Towards Sustainable School Leadership in Africa: Empirical Evidence from 12 African Countries

In its 15-year vision statement (2015-2030), The United Nations has foregrounded sustainable development as its target. I argue that for us in the field of Education, sustainable school leadership will be a major instrument towards contributing to the goal of sustainable development. In this paper, I seek to present a critical analysis on lessons emerging from a 2019 edited book: *Africa Handbook for School Leadership* of which I am editor, regarding trends in school leadership on the African continent. In a recent journal article, Hallinger (May, 2018) entitles this work, 'Surfacing a hidden literature: A systematic review of research on educational leadership and management in Africa'. This provocative title suggests to me that we, African scholars, are perhaps not telling our 'stories' 'loud' enough. In the Handbook, each chapter, written by an author from the country in question, dwells on a selected cutting-edge school leadership issue therein. I ask: What sustainability lessons can other parts of Africa learn from each of these chapters? What implications can us African scholars in general and scholars of Educational Leadership and Management in particular, draw from such home-grown evidence? I seek to conclude that in this era of the call for Sustainable Development, Africa needs sustainable school leadership.

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Physics teachers' views and practices on the assessment of Advanced Level physics students' practical work skills

Practical work plays an important role in the teaching and learning of physics. In this study, a total of six physics teachers from three purposively sampled high schools in Harare province were interviewed to find their practices and views on the assessment of Advanced Level students' practical work skills. This article reports on a study which sought to find out whether the methods and practices employed by physics teachers in Zimbabwe - as required by the Zimbabwe School Examination Council (Zimsec) 'A' Level Physics Syllabus (9188) on the assessment of practical work skills assist the students in developing other crucial practical skills like manipulation, observational, planning and designing apart from presentation and analysis skills. Both the narrative approach (Creswell, 2007) and conservation analyses (Gray, 2011) were used to present and analyse data from interviews with the physics teachers.

The views of physics teachers who participated in the study were that, the current method of practical work assessment used by Zimsec is not efficient in encouraging students to develop a variety of practical work skills as students concentrated on mastering presentation and analysis skills in order to pass practical work examinations at the expense of other crucial practical work skills like manipulation, observational, planning and designing. The study recommends that an alternative model of practical work assessment that integrates both direct assessment of practical work skills (DAPS) and indirect assessment of practical work skills (IAPS) should be used to ensure valid and reliable assessment of practical work skills of 'A' level physics students.

Keywords: Advanced Level, Assessment, Direct Assessment of Practical Work Skills, Examination Boards, Indirect Assessment of Practical Work Skills, Physics Curriculum, Physics Practical Work, Practical Work Skills.

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The Liberalization of the Zambian Higher Education Landscape: Some Critical Reflections

In this paper, an attempt to show the role and place of liberalization and the growing need for higher education is shown with insights and perspectives for the global education agenda. Drawing on specific examples from the Zambian higher education landscapes, the paper offers some critical reflections on the present and the future of higher education a neoliberarised economy. Thus, the paper historicizes that while the higher education landscape was dominated by public institutions and was a preserve of a few, private institutions have begun to contest the status quo and in certain specialized fields, are managing to dislodge and permanently change the narratives. Further still, bearing in mind the complexity of survival on one hand, and thriving on the other in the provision of educational services in response to the needs of Zambia for its developmental agenda, we discursively interrogate the commercialization of education in this liberalized economy. We conclude with lessons for the wider higher education landscape in Africa.

Keywords: Liberalization, global, education, commercialization, entrepreneurship

SESSION 4B

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Sport, leisure and recreation preferences among older persons in Lusaka urban district: Implications for adult education programmes

The world's population is ageing. Virtually every country in the world is experiencing growth in the number and proportion of older persons in the population. This unstoppable phenomenon has implications for nearly all sectors of society, including labour and financial markets, the demand for goods and services, such as housing, medical services, transportation, care, social protection, family structures as well as sport, leisure and recreation. The study sought to explore sport, leisure and recreation preferences among older persons (60 years and above) in Lusaka district. The study was guided by activity and continuity theories of ageing. A descriptive research design which was predominantly qualitative was adopted. The study population comprised all the aged in Lusaka urban district while the sample consisted of 15 purposively selected aged persons. Data was collected using an interview guide. The data was analysed by content analysis and results presented in descriptions and narrations. Verbatims which were considered relevant to the findings were also included for illustration. The study revealed that older persons in Lusaka preferred jogging, walking, playing traditional games such as *nsolo* and *chiyato*, gardening, drinking beer, reading the bible, newspapers and books, dancing and watching football. The study also revealed that older persons had other sport, leisure and recreation activities in mind which they wished to participate in. However, these were not readily available to them. They included swimming, badminton, table tennis, golf, game viewing and age-friendly gymnastic activities. Implications for adult education programmes are that policy makers, adult education professionals and other stakeholders should strive to improve the quality of older people's lives by promoting wellness through appropriate and age-friendly sport, leisure and recreation activities. The study recommended that relevant sport, leisure and recreation facilities should be provided to older persons in contexts where they could easily access them. It also recommended that sensitisation and awareness campaigns, through adult education programmes, should be undertaken on the importance and benefits of sport, leisure and recreation activities for older persons.

Key words: Sport, leisure, recreation, preferences, older persons, implications, adult education programmes

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School Based Restorative Practices as Alternative to Punitive Practices in Influencing Positive Behaviour in Deviant Pupils in Zambia

This paper seeks to establish whether or not school based restorative practices as alternative to punitive practices influence the behaviour of deviant pupils in selected secondary schools in Kabwe District? The paper identifies the various school based restorative practices used in secondary schools and determines whether these restorative practices serves as alternatives to punitive practices in influencing positive behaviour in deviant pupils.

In order to achieve this, the paper adopted a qualitative case study where unstructured interviews and focus group discussions were conducted among head teachers, teachers and pupils. Thirty-six respondents took part in the study comprising of two school administrators, ten teachers and twenty-four pupils. Arising from the analysis of data, the study revealed that the main restorative practices used in schools include manual work, detention, dialogue with parents, counseling, and suspension. The study further revealed that the restorative practices were not helping in influencing positive behaviour in pupils but rather making them more stubborn and repeating offensive behaviors. This is contrary to the general perspective that restorative practices in schools create a positive school culture and climate that helps pupils to reintegrate into the learning environment. It is therefore imperative for education leaders to invest in sensitizations of pupils and training of teachers in restorative practices in order for them to understand and appreciate the logic behind adopting these approaches for ease of implementation and achievement of the desired result.

Key words: Restorative Practices; Alternatives; Punitive Practices; Behaviour; Deviant Pupils.

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Global Education Debates: A Place for the Global South

There is no lack of conflicting opinions in the arena of global education discourses. In this respect, education can be viewed as a 'prized possession' that every nation is fighting for. But the purpose here should not be about winning a fight, but about engaging collaboratively to benefit all human beings who find themselves on the carousel of life, regardless of nationality or geographical location. This paper utilises a desk research methodological approach to analyse selected paper contributions that are made to the global education debates. The main themes examined relate to the purpose of education and the suitability of particular education practices. The paper takes the position that education is all-encompassing and that it should be progressive, not only because of the rapid advancement in technology and the inescapable reach of the 'tentacles' of globalisation, but also because humans are thinking beings who are capable of responding to changing situations. It argues that the global south should have a voice in global debates, not for the sake of simply adding to existing dialogues, but for adding value to them by using educational experiences from its culturally rich and diverse sources. The discussion is underpinned by three theories that are associated with globalisation – world polity theory, world culture theory, world system theory. The paper concludes that it is edifying for the global south to glocalise its education activities, while simultaneously making meaningful contributions to the global debates.

Keywords: global north, global south, glocalisation, globalisation, world culture theory, world polity theory

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Teachers' professional development and its impact on their preparation for multi-grade teaching

The debates on teachers' professional development are gaining momentum across the globe. This is due to the changing demands placed on teachers and the learner diversity that exists in classrooms. Teachers are expected to ensure that learners are given opportunities to learn, whatever their individual needs. The question that needs to be answered is: What is knowledge worth for teachers' professional development? Teaching is a complex career – especially in a multi-grade classroom where teachers are expected to teach more than one grade in the same classroom. This chapter reports on the small-scale research that was conducted in one province of South Africa, with the aim of exploring multi-grade teachers' professional development experiences. A multiple-case-study research design, based on an interpretive research paradigm rooted in a qualitative approach, was used to conduct the study. The situated learning theory was used as a lens to draw on multi-grade teachers' experiences of professional development. This qualitative study used purposive sampling to select participants. Four teachers and two teaching principals from four multi-grade schools participated. Data generated through semi-structured interviews was analysed qualitatively using themes. The study revealed that there are conceptual factors affecting professional development, such as school location, unavailability of relieving or substitute teachers and time constraints. In addition, inappropriate training and lack of support from school principals were identified as the main barriers to professional development for multi-grade teachers. The chapter suggests that custom-designed training be provided to multi-grade teachers and consultation be done for professional development to be effective.

Keywords: Professional development, multi-grade, support, contextual factors, training

SESSION 5A

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The Effects of SiLozi Morphophonology on English Loanword

This study, sought to create phonological rules which can predict sound changes on the English loanwords used in SiLozi and to construct activities that could enhance the morphophonological adaptation of English loanwords into SiLozi. SiLozi is a medium of instruction of the western province of Zambia and of the Zambezi region of Namibia. In Zambia, SiLozi is used as a medium of instruction in all subjects taught in grades one to four other than the English language.

Like other African languages, SiLozi has borrowed chiefly from the English language and these borrowed words are core to the learning and teaching of all the subjects. For that reason, there is need of a systemised way of saying and writing these loanwords. There is no uniformity in the way they are borrowed in either speaking or writing in classroom situations. The main aim of the study was to identify the morphophonological effects of SiLozi on English loanwords adapted into SiLozi and suggest through specific learners' exercises how the borrowing could be done in order to establish some phonological generalisations. The main study had four objectives but in this paper, we have looked at the last two objectives below;
1. To establish phonological rules which can predict the sound changes in English loanwords.
2. To create learners' activities to enhance the morphophonological adaptation of English loanwords into SiLozi.
3.

From the analysis of the data collected from questionnaires, lesson observations, textbooks and from unstructured interviews in Creative and Technology Studies, Mathematics, Science, Social Studies and in SiLozi subjects of grades one to three, some phonological rules emerged victorious as the ones that could address a systematised borrowing:
a) Feature changing rules
b) Metathesis
c) Intrusion and
d) Deletion

The data concerning the use of borrowed words from English were collected with the aid of voice recorders, questionnaires, from learners' textbooks for grades one to three and from unstructured interviews from both learners and teachers. Loanwords that were used by the learners and teachers were transcribed together with the ones from textbooks, questionnaires and from unstructured interviews.

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Rurality in Higher Education: opportunities and challenges in accessing Higher Education among rural secondary School graduates in Zambia; the case of Mkushi and Kapiri Mposhi District of Central Province.

Higher Education is a critical force in any country`s economic and social development. Zambia is no exception to this. The government has thus through most of its education policy documents demonstrated the cardinal role higher education plays and placed a high premium on the sector. The demonstration is evident as stipulated in the education policy document of 1996 – Educating our Future in which the government acknowledges its responsibility to foster the entire provision of higher education to all individuals so as to uphold society's intellectual, scientific, cultural and artistic endeavours. This view is reflected in the 7th National Development Plan and the Education sector strategic plan both of which espouse the notion of providing quality, equitable and inclusive higher education and skill development to all Zambians without leaving any one behind. While government's desire to provide higher education to all citizens in the country is clearly expressed, it is unclear whether all individuals and all areas of the country, particularly those from rural areas are receiving an equitable share of the service. Non availability of higher learning institutions is critical as secondary school graduates are denied access to quality knowledge and skills training which has an adverse effect on the economic and social development of the country. The study seeks to establish the extent to which the Zambian government provides higher education in rural areas as outlined in its 7th National Development Plan.The study was guided by three objectives; to determine the level of government's commitment in providing higher education in rural areas for secondary school graduates, to examine the challenges rural secondary school graduates face in accessing higher education in learning institutions and to establish the type of support system, available for rural secondary school graduates. The study mainly used the qualitative research method for collecting data. Random and purposive sampling was used for interviewing the youth of the two districts.

Key words: Rurality, access, quality, equitable,inclusive

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Preschool and Executive Functions as Predictors of Literacy Skills in First Grade

The study sought to establish the extent to which preschool prepares children for learning to read first grade when social economic status (SES) and intelligence are controlled. In addition, the study examined whether preschool is beneficial for the development of executive functions (EF) like working memory and inhibitory skills as well as whether preschool stimulates reading, writing and numeracy through executive functions. The study further assessed whether preschool may interfere with learning to read in first grade if children do not speak Nyanja at home and depend on school for learning to read as well as learning the language of instruction (Nyanja).

The study utilised a quasi-experimental design as children with and without preschool were assessed within the school setting. Eighteen schools took part in the study. The target sample per school was twelve (12) pupils, giving a total of 216. Out of these, 45 per cent were boys and 55 per cent girls (98 without preschool and 118 with preschool). Children were tested individually at the start of Grade one (Phase I). Follow-up testing (Phase II) commenced approximately seven months after the initial testing was completed. Hundred and ninety seven (197) of the children in the original sample were tested in Phase II. The tests were administered in Nyanja (the language of instruction in first grade) in Lusaka.

To assess early literacy skills, the Basic Skills Assessment Tool (BASAT) was used. In addition to word recognition and text comprehension, the BASAT includes tests to assess basic skills like letter knowledge, phonemic awareness and short-term memory. Executive function skills were assessed using the pencil taping test, the Stroop-like test and the BRIEF. A variety of methods were used to analyse the data including, correlations, *t*-test, factorial anova and multi-level regression.

Results revealed that pupils who went to preschool did not outperform pupils who did not go to preschool in first grade. On the contrary, they performed worse than those that never went to preschool. Children with preschool had a head start in alphabetic skills compared to children without preschool in the first grade but on all other literacy and numeracy tests, there were no effects in favour of children who went to preschool. In terms of executive functions, the study revealed that executive functions do predict literacy skills. Specifically, working memory and inhibitory control predict literacy over and above other executive functions. However, preschool did not promote executive functions. But, it was established that executive functions are better predictors of numeracy than literacy.

Key Words: Preschool, Executive functions, literacy

SESSION 5B

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Perspectives on Brain Drain: Lessons for Africa

A major objective of globalization is virtual obliteration of national boundaries through the reduction of trade barriers and conditionalities for effective mobility of labor, materials and finance. Focusing on labor mobility, the paper studied the phenomenon of mass exodus of professionals from Africa to Europe and America in what is referred to as brain drain. Subjecting the phenomenon to critical analysis, the paper posits that while African nations and the countries of the *Conceptual West* exist in the same *calendar time*, they live in different *historical time* thereby creating and consistently intensifying the *pull factors* from the *Conceptual West* and the *push factors* from Africa. The paper furthers that brain drain and brain gain are two sides of the same coin and calls for that coin to be flipped to turn brain drain into brain gain. Citing the averment that African economies earn more than $50bn annually through remittances from the African Diaspora, the paper calls on African countries to borrow a leaf from Lebanon with seventy-five percent of its population spread across the world resulting from which sixty percent of its foreign exchange earnings accrues from remittances by its citizens in the Diaspora. Towards this objective, the paper urges African nations to systematically, conscientiously and consistently build the capacities and competences of their citizens, stir patriotic passion in them and systemically encourage those who desire and have legitimate opportunities to relocate to other climes. The paper concludes that it is only then that Africa will flip the coin of brain drain into brain gain and savor the socioeconomic lessons from Lebanon.

Key Words:
Brain gain, Conceptual West, calendar time, historical time, push factors, pull factors, self-development

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SUSTAINABILITY OF SCHOOL FEEDING PROGRAMME IN WESTERN ZAMBIA

School Feeding Programme (SFP) is the provision of food to primary day-school children. It is an intervention designed to support the education of children living in poverty and food insecure areas. It is viewed as a potential safety net and social support measure that help keep children in school and make them learn. Therefore, knowledge and means to sustain the programme was critical. The study was designed to establish the sustainability of school feeding programme in Zambia with specific focus on Western Zambia. To achieve the purpose of the study, specific objectives were addressed; to identify the major donors of the Programme, find out the benefits of School Feeding Programme, establish the sustainability of school feeding programme and identify mechanisms put in place by stakeholders to sustain the programme.

A descriptive survey design was used. The study employed both qualitative and quantitative research methods. The instruments that were used in data collection included questionnaires, interviews and focus group discussion guides. This research was conducted in nine of the sixteen districts of Western Zambia. The sample consisted of four hundred fifteen respondents drawn from the targeted population. Simple sampling and purposive sampling procedures were used to select the respondents.

The findings of the study revealed that SFP in most schools was not sustainable because it relied mostly on external support and also showed that the challenges faced the implementation of SFP were diverse. Few Schools that revealed SF was sustainable attributed the sustainability to the school projects they were engaged in. It was also disclosed that Home Grown School Feeding (HGSF) was identified as the best option for effective and sustainable SFP. The study recommends the need for the government to revamp the production unit in all the schools; for correct assessment of local and national capacity, and the need for complimentary investment in local agricultural production to ensure smooth programme operation and sustainability.

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EXAMINATION OF KEY MORAL VALUES AND ATTITUDES IN SENIOR SECONDARY SCHOOL RELIGIOUS EDUCATION AND THEIR RELEVANCE TO THE LEGAL PROFESSIONS IN ZAMBIA

This study examined key moral values and attitudes promoted by senior secondary school Religious Education and established how relevant or suitable they are to the required moral values and attitudes in the legal profession in Zambia. The objectives of the study were; to identify key moral values and attitudes promoted by senior secondary school Religious Education syllabuses in Zambia; to establish similarities in the promotion of moral values and attitudes between senior secondary school Religious Education syllabuses and the legal profession curriculum at the University of Zambia, and finally to explain the relevance or suitability of key moral values and attitudes promoted in senior secondary school Religious Education to the required moral values and attitudes in the legal profession in Zambia.

The study was qualitative in nature with a descriptive design which identified the moral values and attitudes of integrity, responsibility, empathy religious faith and respect for others in RE syllabuses and related them to similar moral values and attitudes promoted in UNZA School of Law curriculum. The identified moral values and attitudes were further compared with the required moral values and attitudes in the actual work of lawyers. Data was collected through document analysis, interviews and observations. Document analysis, Interviews, focus group discussions and observations were used. Data analysis was done qualitatively by extracting data from field notes and putting it in manuscript form. The researcher read and reread the text and then highlighted key quotations, insights and interpretations. A coding system was developed based on the data samples and the coded materials were placed under themes according to the objectives for easy discussion of the data.

The study revealed the promotion of key moral values and attitudes including integrity, responsibility, empathy, religious faith and respect for others. These showed similarities that led to the final conclusion that Religious Education as a school subject is relevant to the legal and professions in Zambia. Therefore, the study recommended that at senior secondary school level, pupils should be encouraged to learn Religious Education because it is an important school subject which can equip them with integrity, responsibility, empathy, religious faith and respect for other people's religious beliefs.

SESSION 6A

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**Are Classroom Instruction Practices in Primary Colleges of Education in Zambia Learner-centred?
Lessons from Social studies lecturers' ratings.**

The purpose of this study was to examine how related classroom instructional practices were to preparing student teachers for learner-centred instructional culture in primary colleges of education. Specifically, the study examined social studies lecturers' ratings of various instruction activities regarding their importance, their frequency of use in class, and engagement with student teachers in such instruction activities. It was a quantitative study and adopted a descriptive survey design. 25 social studies lecturers from six primary colleges of education, randomly sampled, participated in the survey. Of these lecturers, 9 were from two grant-aided colleges, 12 from three public colleges and 4 from one private college. A questionnaire instrument was used to collect data. Using SPSS version 23, descriptive statistics were generated and used as basis for analysis. The study revealed that social studies lecturers' ratings of classroom instruction practices did not inspire a culture of learner-centred instruction practice in student teachers. It was therefore unlikely that student teachers would be effective agents on the realisation of education curriculum goal on learner-centred education in Zambia once they graduated. The study concluded that lack of instruction practice related to learner-centred instruction in teacher preparation was therefore a contributing factor to the reported failure of learner-centred education in Zambian classroom. It recommends a review of classroom instruction practice in teacher education with more focus on learner-centred related instruction activities accompanied by a strong monitoring framework on its implementation.

Key words: Instruction Practice, leaner-centred Instruction activities, Teacher preparation, social studies lecturers, classroom.

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Persistence in youth and adult literacy classes: How the nature of youth and adult literacy learning programmes can shape the tendency

Many factors have been attributed to what is considered as poor performance of youth and adult literacy learning programmes in Zambia. However, the apparent withdrawal of learners from literacy learning programmes has remained an ignored and yet critical dimension. Currently emphasis is on innovations for quality teaching of reading and writing to youth and adult learners. This is against the backdrop of standardising the youth and adult literacy curriculum for both non-formal and basic literacy education in 2013. To date, it is unclear whether or not this curriculum is being implemented by literacy providers. The seeming lack of coordination among literacy learning providers and the failure to produce quality literacy outcomes have been cited as reasons for standardisation. It is also clear that research on teaching and learning on youth and adult literacy in Zambia has lagged behind. The concentration has been on literacy for early childhood education. This study argues that without investing in youth and adult literacy programmes, the literacies acquired in the early years of learning are unlikely to be sustained. In the absence of empirical research, there is also a danger of introducing teaching practices and technologies that may not produce the intended literacy results. This study, therefore, seeks to explore the nature of literacy programmes that encourage youth and adult learners to persist. A combination of ethnographic case studies and questionnaires will be used to collect and gather data from youth and adult literacy learning programmes from selected provinces of Zambia. The research questions will include: Why is it that some youths and adults do not enrol in youth and adult literacy classes? How usable is the learnt literacy to individuals and each learning group? What do youth and adults want to learn? The theoretical orientation of the study will be multiple literacies.

Keywords: Adult literacy, ethnography, persistence, multiple literacies, withdrawal

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Quality, relevance and equity within a neo-liberal context: Curriculum challenges and possibilities influencing teacher well-being in selected primary schools in the Western Cape.

The global educational context is currently dominated by neo-liberalism, which manifests itself in policy discourses and managerialist agendas, fiscal constraints, thus perpetuating divides between the rich and the poor. Growing mass economic migration and political conflict has changed the demographics of schools and communities in Europe and Asia. These trends are also evident in African and South African.

Based on the findings of a South African empirical study, this paper explores the relationship between teacher well-being and the challenges of the implementation of Curriculum and Assessment Policy Statement (2009), in selected public primary schools in the Western Cape. The paper also explores the opportunities identified by teachers in addressing these challenges. Two conceptual frameworks for teacher well-being, namely, occupational well-being (Collett, 2014) and pedagogical well-being (Soini, Pyhältö and Pietarianen, 2010), are drawn on as theoretical lenses to illuminate these findings.

Findings show that where teachers strengthened collegial communities of practice, informed by a problem solving approach, they were able to leverage resources to boost their sense of agency and well-being. Furthermore, these findings illuminate how resource constrained school environments coupled with increased levels of learner and teacher performativity, negatively influenced teacher well-being. Findings also show that the nature of the CAPS documents, irrespective of curriculum policy reforms, remains technicist and places unrealistic demands on teachers. The pacing of the curriculum, in association with it prescriptive nature in low resourced multilingual contexts, impacts negatively on teacher well-being.

We argue for strengthened policies and processes at school, district and systems level, to promote teacher support, in order to enhance teacher well-being and the quality of teaching and learning. Furthermore, we recommend that greater consideration be given to addressing the constraints of the CAPS curriculum in diverse contexts and the structural inequalities in the resourcing of education to promote teacher well-being.

Key Words: Curriculum and Assessment Policy Statement (CAPS), Neo-liberalism, Public Primary schools, South Africa, Teacher well-being, occupational well-being.

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Contextualizing e-tutor support strategies at an Open Distance and e-Learning institution

Student support initiatives in online environments is g approaching a proportional growth. The open and distance university in South Africa has maximized its strategies by incorporating the services of e-tutors to support diverse students. Despite these services, and as the custodians of student support in higher learning, the institution finds it difficult to prove whether the services influence teaching and learning. This remains a gap which the present paper seeks to address. We argue in this paper that the integration of technology enhance effective student support in open distance and e-learning environment. This article explores the perceptions of e-tutors regarding the strategies used to support the diverse students in open distance and e-learning environment. An exploratory mixed methods design was used, and online survey and semi-structured interviews were employed to collect data for the study. Only postgraduate certificate of education (PGCE) and bachelor of education (B.Ed) Computer Integrated Education, Mathematics, Science and Technology Education e-tutors (n=24) were purposively selected. It is reported that attempts should be made to reduce barriers thwarting students from successfully completing their studies. The results confirmed earlier studies that student support services provide a range of activity that impact on teaching and reinforce the student sense of confidence, self-esteem and progress. Furthermore, students participating in online learning outperform those not involved in these online platforms. Finally, the findings revealed traces of low student support strategies for the online. Several implication for using e-tutors services as a driver for an alternative student support strategy at institutions of open distance and e-learning emerged.

Keywords: e-tutor; student support services; support strategies; online courses; open distance and e-learning

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How do student teachers describe an ideal teacher, their role models and which proverbs inspired them to become a student teacher?

More than 10 years cooperation between Western Norway University of Applied Sciences (WNUAS), David Livingstone College of Education (DALICE) and University of Zambia, School of Education (UNZA) has built a platform for joint understanding and interest to do new research together.

The research team started off its work in March 2018 by asking *2nd years* student teachers at DALICE, Zambia to describe an ideal teacher and mention important proverbs and how cultural background played an important role on their choices to become a student teacher. Eighty two (82) student teachers answered the six questions' questionnaires, and after analyzing the collected data, we prepared questions for focus group interviews. Six (6) researchers were involved in focus group interviews in November 2018, with each focus group consisting of four (4) to six (6) student teachers and each interview lasted for about an hour. Data transcription collected from the focus group interviews has been done individually by the researchers and data analyzes will take place in February 2019, when all researchers meet in Livingstone, Zambia.

At the SACHES conference, we will present our key findings from questionnaires and interviews. The main focus is: *How do student teachers describe an ideal teacher, their role models and which proverbs inspired them to become a student teacher?* Important questions in our research are:

- *Who is a good /an effective teacher and are there differences in gender and cultural backgrounds?*
- *Mention proverbs that have influenced you to become a student teacher.*
- *Describe how socio –economic and cultural background has influenced and challenged you to as a student teacher*
- *As a student teacher: Who is your role model, and why is he or she model?*

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The Importance of Artifacts used during Nkolola Traditional Ceremony among the Tonga people of Magoye District. From An African Oral Literature perspective.

Even if it is claimed that human beings are identified by their culture and cultural practices, it is unclear to whether some tribal groups in Zambia still appreciate their culture and cultural practices following the invasion of Christianity and Western education. Therefore, it is in this line of thought that, this article drawn on a study which was carried out focusing on the relevance of artifacts that are used during Nkolola Traditional Ceremony of Tonga People of Magoye District of Southern Province. The study explored into various artifacts used among the Tonga speaking people of southern province and their general significance to the initiates and the community as a whole. It sought to address the questions: To what extent do Tonga speaking people appreciate and use the artifacts during initiation ceremony? What role do artifacts play in marriage? The study only utilised qualitative methods of data collection. The data that was collected was analysed thematically after verbatim transcription. The findings were that artifacts transmit a very important message to the initiates. More importantly, the knowledge inculcated to the initiates as a consequence of these artifacts lead to better lives and improves their understanding of the world.

The study also reveals that artifacts define and shape human life. The study also reveals that artifacts are cardinal elements in the production and reproduction of social relations and cultural persons.The study also reveals that artifacts like beads are so educative as they teach women to maintain hygiene, entertaining their husbands which could lead to sexual satisfaction, and beautifying them as they are worn as jewellery. Lastly but not the least the study reveals that artifacts are conveyers of morals messages to the initiates as they are taught to read signs from these artifacts. The study concludes that artifacts are very much appreciated among the Tonga people of Magoye District in Southern Province, though following the notion of globalisation which has been accompany with religion and new innovations in technology their usage is slowly diminishing among the current generation.

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FAMILY-COMMUNITY-HIGHER EDUCATION INSTITUTION PARTNERSHIP: AN IMPERATIVE IN ENHANCING PARTICIPATION OF RURAL STUDENTS

Sound collaboration between the family, community and institutions of learning has a strong influence on both academic pursuits as well as behavior among students. Although policy makers across the various sectors of the economy are increasingly paying attention to the rural population, little focus has been directed towards experiences and or participation of students from the rural communities in the higher institutions of learning. Research shows that rural economies, for instance, help shape students' career aspirations and labour options in the institutions of higher learning. Some students may find it difficult to make a decision on whether to go back to their hometowns instead of pursuing their dreams elsewhere in the community once they graduate from the higher institutions of learning. Most of the studies to do with rural students tend to be tilted towards their educational and career choices. And, while partnerships involving families, the community and basic education institutions have been fairly documented, there is little research that has been extended to the higher education level. Furthermore, among the studies that focus on the latter, only few of them interrogate the partnership among the family, community and the higher education institutions with respect to the experiences and participation of the rural students at this level. Against this background, this paper discusses the benefits, barriers as well as opportunities of partnerships among the families, communities and the higher institutions of learning with a view to enhancing participation of students at this level of learning.

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A Socio-Pragmatic Significance of IciBemba Expressions used as Bargaining Strategies by the Ababemba marketers of Kasama Urban Markets of the Northern Part of Zambia.

Bargaining is a discussion between people so that agreement is reached on the cost of goods or services. The strategies used in bargaining involve the appropriate use of linguistic items by people interacting in order that their communicative purposes are achieved. The use of some linguistic forms is determined by factors like social, occasion, context, purpose and audience. Bargaining requires interlocutors knowing the rules governing their conversations in relation to cultural norms for their interpersonal relationships to be regulated. Language application constitutes an integral part of human society. This study therefore sought to investigate the Socio-Pragmatic Significance of the bargaining strategies used by the AbaBemba marketers in Selected Kasama urban markets. However, a pilot study was done using kachulu market, kamushanga market and a place called New market in Kabwe which is also an IciBemba speaking town and IciBemba is used in these three markets. An account was partly done on ways in which the AbaBemba use linguistic expressions as strategies of bargaining and the significance of using them in conversations.

Data collection was done through the use of individual and focused group interviews and questionnaires. Forty typical AbaBemba speakers of different ages, occupations and education backgrounds were engaged in this study. The analysis of data was done through the Speech Act and Conversation Analysis theories. This was done in order that modes in which linguistic expressions are used as bargaining strategies and their significance are deduced in their interactions. These marketers stated ways in which they use IciBemba expressions to convince their customers to buy commodities from them and not from other traders who sell the same goods as theirs in the market places. They further outlined the categories of ICiBemba terms that they use in market set ups and highlighted the reasons that prompt them to use such terms. The terms they were using to entice customers did not mean the same outside the market places.

SESSION 7A

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An Evaluation of the Implementation of Kansanshi Educational Quality Improvement Programme (KanEQuIP) On Literacy Levels of Primary School Pupils in Solwezi District

The purpose of the study was to evaluate the implementation of Kansanshi Educational Quality Improvement Programme (KanEQuIP)'s interventions mainly on the improvement of the literacy levels among primary school pupils in Solwezi District. Specific objectives of the study were to; compare the learner performance in literacy before and after KanEQuIP's interventions, establish the interventions put in place by KanEQuIP to improve literacy levels among learners in selected primary schools in Solwezi District, to assess the implementation of the interventions put in place by KanEQuIP to improve literacy levels among learners in selected primary schools in Solwezi District and to establish the views teachers have on the implementation of KanEQuIP's intervention in the teaching of literacy. In order to achieve the study objectives, a sample of 18 was purposively drawn from four (4) primary schools in which 4 were head teachers, 12 teachers, 1 District Education board secretary (DEBS) and 1 programme coordinator from Kansanshi Education Foundation. Data was collected through interviews (DEBS officer and KanEQuIP coordinator), focus group discussions (Teachers), document analysis (KanEQuIP monthly reports) and non-participant observation (KanEQuIP activities in schools). Data was anlysed through thematic approach which revealed emerging themes from the study. The findings of the study revealed that literacy levels increased after the educational interventions were instituted in 2013 from 26% to 44%, in 2015 at 45%, in 2016 at 46% and in 2017 at 47.5% respectively. The study also found that the educational interventions to improve literacy skills were supply of both teaching and learning materials, facilitating of Continuous Professional Development, provision of school based administrative instructions, supporting of early childhood education, supporting of extra-curricular activities and community mobilization for education and literacy support. The study find out that the views of the teachers on the implementation of the educational interventions as improved; reading and writing skills, academic performance in other school subjects, school attendance and classroom infrastructure. Other views established in the study were; lack of finances to construct universal literacy centers, inadequacy of appropriate reading material, and lack of qualified teachers in literacy, low participation by parents in school activities and over enrolment. The study recommended re-training of teachers in literacy, pumping financial resource in the teaching of literacy and promotion of literacy sensitization campaigns.

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TEACHERS' AND PUPILS' VIEWS ON SCHOOL BASED ALCOHOL ABUSE PREVENTIVE STRATEGIES IN SELECTED SCHOOLS OF LUSAKA, ZAMBIA

This qualitative study explores the teachers and pupils views on school based alcohol abuse preventive strategies in selected schools in Lusaka district of Zambia. The study objectives were: to establish factors influencing pupils to abuse alcohol, to ascertain the sensitisation in schools, to explore the teachers and pupils views on school based alcohol abuse preventative strategies in selected schools. The study involved a total of 30 participants and used descriptive research design to collect data. Purposive sampling procedure -homogenous was used to select teachers, pupils, head teachers, parents and mental officers. Focus Group Discussion was used among pupils as a 'friendship group'. Interview guides were used to collect data from the teachers, pupils, head teachers, mental health officers. Thematic analysis was used to analyse data, major themes were drawn from interviews with participants for easy descriptions. The study explored the teachers and pupils views on school based alcohol abuse preventive strategies in schools had a positive impact on the learners or pupils' education. From the findings, it is evident that pupils abused alcohol in school premises. The findings revealed that peer pressure, stress, ignorance, curiosity, lack of sensitisation on the dangers of alcohol abuse were the main factors influencing the pupils to abuse alcohol in schools. The findings showed that sensitisation and awareness were rarely conducted to prevent pupils from abusing alcohol. The study concludes also that the new knowledge generated in this study has been made possible with the use of qualitative research. Thus, the findings of this study provide strong support for the importance of calibrating the methodological approach with the underlying aims of the study. It was recommended that school based strategies should be more interactive, plays, games, life skills training should be revamped to positively contribute to behaviour change. Teachers, head teachers and parents should be involved in the prevention of alcohol abuse and should undergo a short training in alcohol prevention.

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Exclusivity of SiLozi as Language of Initial Literacy Instruction in Pre-Primary Classrooms of Multilingual Zambezi Region: Challenges and Way Forward

The Namibia Language Policy stipulates that in the junior primary (Pre-Primary, Grades 1-3), the language of instruction is the mother tongue or the predominant local language. However, Zambezi Region of Namibia is multilingual yet SiLozi is the sole language of initial literacy based on the assumption that it is the predominant language. A number of studies argue that a monolingual language practice creates challenges for both the teacher and learners in heterogeneous classrooms. In view of the preceding, the purpose of the study was to establish the challenges the pre-primary teachers were confronted with due to SiLozi as a sole language of initial literacy in selected pre-primary classrooms in a predominantly SiFwe speaking environment of Sibbinda Circuit of the Zambezi Region. The sample consisted of 6 pre-primary classrooms, 6 pre-primary teachers, 6 principals and 169 pre-primary scholars. The findings of the study bring out the numerous challenges which teachers and children face in providing/receiving instruction exclusively in Silozi. One of the challenges includes lack of familiarity with the official medium of instruction which itself, has a number of pedagogical implications. As a way to bridge the language gap, the study recommends translanguaging as a pedagogical practice whose implementation and practice would engender multilingualism, counteract symbolic violence and ensure epistemic access. Finally, teachers require skills of resemiotisation, semiotic remediation and multilingual pedagogical practices to cope with the challenges they face in their multilingual classrooms.

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THE POETIC NUGGETS OF KUYABILA IN BWEENGWA, A RENDITION OF SHIMATAMBO THE LEGEND

This paper is aimed at providing some poetic nuggets of *kuyabila* in Bweengwa, a rendition of Shimatambo the legend. The focus is on the definition, the characteristics, the poetic composition, classification, structure and style of delivery and the social functions of *ziyabilo* from Bweengwa. By using poetic nuggets of a central word *kuyabila* which implies of singing with a moderate loud voice, this paper shows that *ziyabilo* from Bweengwa especially those of Shimatambo have strength of possessive language that mirrors the cultural lived experiences of people under the study. Through this study, it has been revealed that the poems from Bweengwa are composed by individuals that have undergone transhumance. A good example is Shimatambo whose life from the age of 10 until 25 years was mostly found *kumatanga* herding cattle. The word kumatanga is marked by prefix *ku* which means where and *matanga* means the herds of cattle are found. This means that *kumatanga* is the place where herdsmen camp to herd their cattle. Through being *kumatanga*, an urchin whose interest is vested in acquiring the knowledge of family lineage, clan and the lineage of his cattle tend to evolve into a poet of *kuyabila*. The poems produced through *kuyabila* are characterised by oral delivery, elasticity and spontaneity, dramatisation among many other factors. Since Bweengwa's economic activity is cattle keeping, most of the poems praise cattle and their owners. Some poems mourn the death of the loved ones. This paper has discovered that the happiness and difficulties one encounters in cattle keeping among them transhumance give rise to *kuyabila*. The poems are performed when there is death of a loved one, sympathetic situations, or historical function. The aesthetic value of *ziyabilo* from Bweengwa especially those of Shimatambo appear to provide the much needed guidance and standard of *kuyabila* found in Southern Province.

Operational Terms: *kuyabila* refers to oral social construct that expresses human feelings (emotions), truth and beauty, fantasy, imagination through singing expressed in metrical form and elevated thought of feeling in an intelligible manner. *Ziyabilo* (pl) refers to more than one *kuyabila* poems. *Ciyabilo* (sing) refers to a single poem produced from *kuyabila*. *Kulibanda* is self-praise associated with praise names that reveal personal achievements. *Kumatanga* refers to the place where herdsmen camp to herd their cattle. *Kukwezya* is a traditional dance that involves raising the hand slightly above the head and in front in a posture of a warrior while advancing as the high pitched drum sounds. *Kuwila* is the practice of moving cattle seasonally from Kafue flats to homeland in winter and summer. *Namalwa* refers to a hand friction drum with its inside tied with a sizeable stick for frequent pulling using a mild wet cloth to produce required sound

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INVESTIGATING GENDER IMBALANCE REGARDING THE POSITION OF HEAD OF DEPARTMENT-INFANT IN PRIMARY SCHOOLS OF BOTSWANA

There are over seven hundred government primary schools in Botswana. In these schools, one of the managerial posts is Head of Department (HOD)-Infant, for which the incumbents are responsible for supervising lower classes, of young children between five and eight years. Despite the fact that these promotional positions are advertised for all qualifying teachers in the country, both female and male, the position is dominated by females. This is despite the definition by International Labour Office (2000) that gender equity means fairness of treatment for women and men including treatment of opportunities. It is in this regard that this research seeks to find out (i) why the position of HOD-Infant is dominated by females, (i) men's views about gender imbalance in the HOD-Infant position and (i) views of Ministry of Basic Education regarding gender equity in promoting teachers to position of HOD-Infant. A qualitative approach will be used to collect. The respondents will comprise HODs-Infant, five School Heads and two Ministry officials at the University of Botswana. Data will be collected through documents analysis, and participants' responses to semi-structured questionnaire, interviews and focus group discussions. A thematic approach will be used to analyse data.

Keywords: Head of department Infant, Early childhood Education, gender equality, gender balance, Botswana.

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CIVIC EDUCATION IN ZAMBIA: PEDAGOGICAL CHALLENGES VERSUS SOCIAL REALITY

Research has shown that there has been a viral explosion of Civic Education programs in schools in the newly emerging democracies of Eastern Europe, Africa and Latin America. This expansion in Civic Education is viewed as being a social necessity to some of the challenges society is facing. Operating from the belief that democracies are most likely to function effectively when the populace endorse the values and norms inherent in democratic regimes, in Zambia, Civic Education was introduced in secondary schools in 2002. However, with the various anti-social activities such as electoral violence and political intolerance, there seems to be unclear evidence suggesting the extent to which Civic Education was producing well informed, committed, active, critically reflective and democratic citizens. This state of affairs suggested that there was a problem in the way Civic Education was taught in secondary schools in Zambia. The aim of this study was to investigate the current pedagogical challenges in the teaching of Civic Education in secondary schools in Zambia. The study used a descriptive case study design and data was collected using interviews, FGDs, observations and document analysis. Heterogeneous and homogeneous purposive sampling procedures were used to target 90 participants. Data collected was analysed using themes that emerged from the literature review and objectives of the study. The main findings of the study were that teachers in secondary schools still used teacher-centred approaches in the teaching of Civic Education despite policy direction in the Zambia Education Curriculum of 2013. Lack of administration support, teaching for examination purposes only, over-enrolments and limited time on the timetable were also other challenges which were highlighted. Based on the findings, the study recommended to secondary school management, particularly, the social sciences department to find mechanisms of observing learner cantered approaches in the teaching of Civic Education rather than just sing lesson plans. The Ministry of General Education to take a deliberate move to provide workshops/short courses to Civic Education teachers on various learner cantered approaches. Furthermore, CDC and Examination Council of Zambia (ECZ) to collaborate and re-design the Civic Education Syllabus and give it a practical project. There is need in future to assess the training of Civic Education teachers with regards to training for reflective practice approach.

Key words: Civic Education, Pedagogy, Implementation, Curriculum, Challenges, Teacher cantered, Learner cantered

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Girls' Education and Entrepreneurship: Bonding for Social, Economic and National Development

Entrepreneurial activities have been practiced since the birth of civilisation. However, it was during the 1990s that particular researchers began to conduct empirical investigations on the link between entrepreneurship and economic development. Initially, the research focus was on entrepreneurial and economic activities in business organisation, but this later spread to find out how individual countries were performing and how entrepreneurship contributed to national development. Research work has also been carried out on how entrepreneurship can play a vital role in social development. These studies have found that social and economic contributions are equally important for national development. This paper takes this very position. It utilises information provided by the Konyefa Foundation, which was founded to promote girls' education, as the data base for the discussion, to explore the relationship between girls' education and entrepreneurship in Bayelsa State, Nigeria. It contends that both elements need to work hand in hand if social as well as economic development is to be realised in Bayelsa State. The underlying principle is that social and economic progress in one state can eventually contribute to the overall nation-building programme. The paper concludes that with the growing importance of entrepreneurial activities in personal and a country's overall development, the way forward for Bayelsa State is to pay more attention to educating girls with the view of allowing them to have a full share in Bayelsa's overall advancement.

Keywords: girls' education, entrepreneurship, Nigeria 2020, national development, innovation and creativity

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Gender, education and rurality: the livelihoods and imagined futures of youth in Southern Nigeria

Although youth are central to the development of all nations of Sub-saharan Africa, little research has been done into how youth in rural contexts imagine their futures. This paper draws on recent qualitative research funded by the International Federation for Agricultural Development which explored the livelihoods and imagined futures of rural youth in four contexts of South East and South West Nigeria. In this research, both education and gender were central concerns. In each context, youths' everyday experiences and imagined futures were explored through a combination of sex-segregated focus group discussions (4) and individual interviews with male and female youth focusing on their livelihoods and life histories (20). These interviews were supplemented by a further six interviews which used photo-elicitation methods to explore youths' imagined futures in a more visual way. Six adults with different positions in the community were also interviewed in each context. All interviews were conducted by local research teams with experience in these rural contexts as well as relevant language expertise. With participants' consent, each interview was recorded, translated and transcribed verbatim.

Our analysis of the data shows that education was generally important to rural youth, although some had concerns for education quality, and many were forced to leave for financial reasons or in the case of female youth, because of marriage expectations. Almost all youth had combined schooling with work of different kinds, including farm work and other forms of highly gendered artisan work, although this seemed normal to most and indeed was important in youths' struggles to continue in education. We further demonstrate how youth imaginaries often included higher education, this being a passport to a much-coveted salaried (profession) position. This was the case for both male and female youth, although again there were gender differences in the fields of study and work to which they aspired. Farming also figured in youths' imagined futures, but in a more mechanised and profitable form than they were currently engaged in. We conclude with reflections on the implications of our research for the Sustainable Development Goals, particularly with respect to issues of education quality, relevance and equity.

SESSION 8A

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Critical reflection as a research method in the supervision of the student teachers within an OeDL context

This paper presents a self-study of the author's experience with supervising student teachers in an OeDL context. It draws from a reflective journal that was kept by the author over five session during a visit to the student teachers at school where they were undergoing training. The aims of the study were to demonstrate how critical reflection through the usage of a reflective journal can contribute towards a supervisor's study of the supervision process. A qualitative thematic analysis of the contents of the reflective journal was undertaken. The findings, firstly, suggest that a reflexive journal can have concrete effects on the supervisors understanding of the dynamics of a supervision process. Secondly, the findings highlighted various approaches that can be incorporated into the supervision process in order to make it more efficient. In conclusion, a novel approach to the supervision is proposed.

Keywords: Reflective journal, supervision, student teachers, critical reflection

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Out of Africa always something new: South Africa's new improved "Community Education and Training College System"

Resonating clearly with the SACHES conference theme of enhancing quality, relevance and equity in education, and particularly with the sub-theme of "Lifelong learning as a cornerstone for learning for survival", this paper focusses on planned changes to South Africa's adult education system, and the implications for adult educators.

According to figures from the Department of Higher Education and Training, only about 258 199 learners were in registered centres across the country in 2017, and this figure represents an overall drop of more than 25 000 since 2015, and a retreat from the target of 1 million learners by the year 2030. With this alarming drop in mind, the presentation seeks reasons for high and low attendance at learning centres, suggesting patterns associated with the popularity and longevity of particular centres. It continues by comparing learning currently offered in a sample of centres of adult learning across South Africa with learning needs in each area as expressed by community members, and links these with what is promised in the new "*Community Education and Training College System: National Plan for the Implementation of the White Paper for Post school Education and Training System*" released by the Department of Higher Education and Training in 2019. The paper explores new possibilities for community education that could be realised by this entirely new kind of institution if it is developed according to the plan. It looks at how the new Community Education and Training Colleges and their Community Learning Centres could support schools and collaborate with other educational institutions within their reach, and shows how mutual support and cooperation could strengthen different institutions and lead to improvements in the life chances of ordinary South Africans.

The paper is based on data collected for a DHET survey by DUT's Adult and Community Education Unit.

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Comparative and International Education Research to enhance quality, relevance and equity in Education in Sub-Saharan Africa

Over the past 65 years, Sub-Saharan Africa has been the terrain of the biggest education expansion drive in human history (Wolhuter & Van Niekerk, 2009). On top of this expansion, Africa has been the site of imaginative experiments and innovations in education (Samoff & Carrol, 2013, p. 403). These all seem to offer attractive and fertile ground for Comparative and International Education scholarship to flourish. This chapter surveys the historical development and current presence of various facets of the scholarly field of Comparative and International Education in Sub-Saharan Africa. The ultimate aim is determine if and how the field can contribute to the supply of quality, relevant and equal education to all in the region.To commence with, an overview of this context is first given. Subsequently the history of formal education and then of higher education in the region are sketched. The evolution and current state of Comparative and International Education within this context is then surveyed, concluding with a reflection on its potential.

Keywords: Africa; Comparative and international education; education; Sub-Saharan education; teacher education; twenty-first century

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A Survey of Selected Southern African Language in Education Policies: An Alternative Explanation for the Low Literacy Levels in the Region

Southern African countries are generally multilingual and multicultural communities as they are characterised by the presence of several indigenous African languages. In these communities, there are several researches and publications that have been made by both local and international scholars. The focus has been on various issues including language standardisation, multilingualism, language in education policy, language planning, language teaching, onomastics and translation. The purpose of this study was to establish common findings brought out in selected research studies on indigenous African Languages used as medium of literacy instruction in early grades in selected Southern African countries. All studies and publications made between 2000 and 2019 were the target. These studies were used to answer research questions focussing on the following issues: the common research problems regarding medium of instruction for early grades in schools, key findings of these researches, challenges faced and lessons drawn from the studies regarding the language of literacy instruction in early grades. Based on the findings and recommendations noted, this study made resolutions on whether or not indigenous African languages are a cancer or gold mine for initial literacy instruction in Southern Africa.

SESSION 8B

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Tracing The Origins And Development Status Of Lozi Language: From African Oral Literature And Socio- Linguistics.

The study traces the origins of Lozi language of Western Province and other areas where the language is spoken. The origins of the language is oblique or obscure. In this paper, a number of scholars have diffrent interpretations on the origins of Lozi language. Some allude to the fact that the Lozi language is a dialect of Southern Sotho, the language of the conquerers under Sebitwane.

The Lozi people claim that they were the first in the plains and have always been there and that they have the result of a union between Nyambe and the female ancestress Mbuyu. Others trace the Lozi origin back to the Mwata Yamvo dynasty of the old Lunda Kingdom in the Katanga area of the Congo.Today, the Lozi themselves say that there is practically no Lozi who is pure Luyi and they also point their ancestry to Nkoya, Kwangwa, Subiya, Totela, Mbunda, Kololo and many other languages not mentioned.

This is an indication on how Lozi people fail to trace their origin and development but their origin and development as seen above is as a result of intermarriages, dominance over small languages which they later assimilate hence failing to trace their own source. Many have come with their assertions on the origin and development of the Lozi originally called the A-Luyi or Luyana people.Lozi is spoken in many parts of Zambia and even beyond boders and it enjoys its status as the economic language of Western Province and one of the seven official languages on radio and medium of instruction in schools. It has also developed othographically. These are some of the developments shown in the origin of Lozi language.

The origin of the language is traced even in Angola, Zimbabwe as observed by Jacottet and Coillard that there is link between Shona and Siluyana but disputed by Fortune who says that there is no link between Siluyana and Shona. Jacottet points to Angola and not Congo but also disputed by Lozi people who deny any ethnological connections and say they understand Mbunda and various Angolan languages because of geographical proximity only.

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A BASELINE ASSESSMENT OF EMERGENCY AND DISASTER PREPAREDNESS FOR JUNIOR SECONDARY SCHOOLS OF GABORONE

A mixed method study was conducted in seven junior secondary schools of Gaborone to assess the state of Emergency and Disaster preparedness. This was motivated by the fact that commonly little is known about how and to what extent schools are prepared for emergencies and disasters since there is a scarcity of studies that examine comprehensive school safety in Botswana. Quantitative data was collected using self-administered questionnaires from 268 participants recruited through simple random and purposive sampling. Through random sampling, 228 learners and 40 teachers purposively sampled were involved in gathering quantitative data. In addition, 2 focus group discussions of eight participants in each group, interviews from six school principals purposively selected, observation and photography were used to gather qualitative data. Presentation of data was in form of tables, charts, graphs, frequencies, and percentages. Quantitative data was analysed using Statistical Package for Social Sciences (SPSS) computer software (version 22.0) and Stata version 12. Qualitative data was analysed using Nvivo (Version 9). The findings revealed that schools in Gaborone junior secondary schools are not compliant with International requirements to safety, the findings indicated that classrooms and staffroom have no emergency exits and no escaping ways in classrooms in case of fire or disaster.

Keywords: Emergency, preparedness, Assessment, Safety Policies, Disaster management junior secondary schools.

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Assessing the Impact of School Health and Nutrition Policy in Schools in Zambia: A Comparative Study of Kafue Day Secondary School and Chadiza Basic School.

Poor health and nutrition have adverse effects on school performance of the children in that it leads to early dropouts, low enrolment and absenteeism. To address this problem, the Government of the Republic of Zambia through the Ministry of Education introduced School Health and Nutrition. It was introduced in schools because schools are viewed as an ideal place from which to teach health education, basic health intervention, HIV/AIDS prevention and upkeep for the orphans and the vulnerable children. In this paper, the Researcher assessed the impact of School health and nutrition Policy on student's enrolment, attendance, performance and health. Secondly, the researcher identified the challenges schools are facing in implementing School health and nutrition and assessed the roles of Government and Stakeholders in the enactment of school Health and nutrition in Zambia. To achieve this, the Researcher did a comparative study of Kafue Day Secondary School and Chadiza Basic School. Chadiza Basic School is among the schools were School Health and Nutrition was piloted in Eastern Province of Zambia while Kafue Day Secondary School, School Health and Nutrition was implemented after a successful pilot program in Eastern Province. Thereafter, the Government of the Republic of Zambia through the Ministry of Education declared it as a national policy. Data was collected from Kafue Day Secondary School and Chadiza Basic School and it revealed that, there is a positive relationship between Nutrition and achievement or performance of school going children. Children with access to better nutrition tend to have higher cognitive strength making them perform higher in tests scores than those that lacked access to better nutrition.

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In with the new, out with the old: infusing academic staff induction with gamification principles.

The conventional way of teaching in higher education has been taken over by the notion of making learning more student-centred. Historically academic institutions were following the traditionalist approach to teaching. Institutions of higher learning globally and in South Africa, are making a move to prepare their lecturers to be geared for the 21st century that strives for innovative teaching and learning designs. In support of this strategy, the induction course for newly appointed academic staff at this institution infused gamification principles. Therefore, this presentation focuses on a professional development programme that is participant focused and adopts a personalised learning approach. Gamification is a method of delivering learning using game elements in a non-gaming context. The game elements included different levels, currency, badges and a leaderboard. The aim of the study was to establish how lecturers experience the gamified induction course. This case study adopted an action research approach over four interventions. Data was collected using document analysis, questionnaires and reflective reports involving thirty-nine academic staff members from five faculties. Findings revealed that participants were motivated, eager to complete the course and had fun. In addition, it sparked a desire to change teaching approaches, where gamification elements can be infused and innovative teaching strategies to bridge the gap from the old to the new. On the other hand, not all participants were motivated to complete the course.

Keywords: Gamification, staff induction, professional development, innovative teaching strategies, game design elements

SESSION 9A

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AIM: To find out how mentoring can be improved at David Livingstone College of Education.

The purpose of this paper is to find out to what extent mentoring students is effective without holding mentoring training workshops and come up with innovations in order to enhance quality mentoring of student teachers.

Previously, David Livingstone College of Education was training primary school teachers and mentors used to be identified by schools and later were invited for mentor training by the college. During the workshop, the college staff shared their expectations while school Head Teachers and Mentors also raised their concerns. At that time students were paid allowances for their upkeep. It was for this reason that students from our college were confined to seven districts within Southern Province namely : Sesheke, Kazungula, Livingstone , Zimba , Kalomo, Choma, Namwala and Itezhi Tezhi. While Charles Lwanga had Monze, Mazabuka, Siavonga and Gwembe districts. It should also be mentioned that at the end of the students's teaching experience the wrap up workshop used to be organized to review the teaching experience. Education administrators from from our practicing districts used to be part of the Wrap up workshop.

Later when the college was upgraded it became difficult to restrict students where they should do the practical placement as the Ministry of General Education had stopped providing allowances for upkeep. This implied that organizing mentor training workshop became practically impossible as mentors would be drawn from all over the country.

The current situation is that Lecturers prepare themselves to do monitoring by holding coordination meetings in order to have shared vision and narrow the gap when it comes to using monitoring instrument. After the monitoring exercise lecturers meet to review their monitoring. Subject Lecturers also review the monitoring with their students during tutorial sessions.

As stated earlier, this project labours to interview the key stakeholders and come up with proposals to ensure that quality mentoring is done so as to produce quality teachers.

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Contextualisation of the Learning of French in the Zambian Situation: A Case of Luanshya Boys Secondary School, Zambia

The Republic of Zambia is an English speaking nation and English is the official language. However, at the Addis Ababa Agreement on the Teaching of Foreign Languages a decision was taken for English to be taught in Francophone countries and French to be taught in Anglophone countries. French as a Foreign Language was introduced in a few institutions of learning in Zambia and is now offered as an optional subject in some secondary schools in the country.

This paper looks at how Luanshya Boys Secondary School applied or used this initiative of the Zambia Association of Teachers of French on the contextualisation of teaching/learning French which was made easy to suit the learning of Zambian children and for them to appreciate French as a Foreign Language.

Initially, the traditional method of learning French with French names of people, food, places and so on became very difficult for the Zambian learner to understand and appreciate French as a subject. A good number of learners opted out of learning French. Observing the trend, the Zambia Association of Teachers of French posed the question – "Which educational change can be implemented in order to help our French learners understand and appreciate this subject?" The answer was to contextu
alise or localise the teaching/learnig of French with local names of people, food, places and the like.
French is now offered at the primary school level in some private schools. French is also offered at tertiary institutions such as the University of Zambia, Lusaka, Zambia Open University, Lusaka, Kwame Nkrumah University, Kabwe, Mulungushi University, Kapiri, Mposhi, David Livingstone College of Education, Livingstone and the Military Training School, Kabwe. (273 words)

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EXPLORING THE POTENTIAL OF OPEN DISTANCE LEARNING IN TEACHER EDUCATION IN KENYA: TOWARDS ACHIEVING KENYA'S VISION 2030.

In the Kenya's vision 2030, education is recognized as a social pillar, it is expected that Kenya will become a middle income country with high quality of life to its people. Education is an important ingredient to a country's development. The quality of an education system is highly dependent on the quality of its teachers. A country cannot develop beyond the quality of its teachers. The main aim of this paper is to explore the potential of open and distance learning to the development of teacher education in Kenya. The paper traces the historical development of teacher education in Kenya from the second half of the nineteenth century when western education was introduced to Kenya by the Christian missionaries. The history method of research has been used in the study. Data were also collected by means of literature review. Teacher education in Kenya is concerned with the training of early childhood teachers, primary teacher education, diploma teacher education, secondary teacher education and technical teacher education. Most of these teacher education programmes and other post-qualification trainings are done through the traditional face to face model. Most of these teacher education programmes are not efficient and cost-effective. Kenya needs a comprehensive search to finding a cost-effective, conducive, efficient and comprehensive way of training teachers. It is our view that such a search should include the use of open and distance learning as a viable solution to the training of teachers. Open distance learning should be seen as a complementary to the traditional mode of training teachers in Kenya. This paper holds that for teachers to effectively contribute to Kenya's vision 2030,the teachers should be given the most appropriate tools during training and during practice-including the content knowledge, skills and attitudes so as to make them work as professionals who will bring the desired change. The outcome of this study shows the potential of open distance learning in enhancing the delivery knowledge, skills and attitudes that will enable teachers professionals who will bring the desired change. Finally, this research highlights the need of open and distance learning to the development of teacher education in Kenya.

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A Morpho-Syntactic Analysis of Common Errors in English Sentence Transformations among Grade 10 to 12 Learners in Selected Schools in Kitwe, Zambia

As a block is cardinal in construction, so is sentence construction in language more especially in written form. This is so because sentences are the building blocks of composition writing and other language areas. However, it has been observed that learners of English as a Second Language (ESL) face challenges in sentence constructions among others, sentence transformations. This failure is reflected in their grade 12 final examinations in English language. The objective of this study therefore pursued to identify the common errors made by learners in ESL in this area so that their teachers are in the know. This pilot study was conducted at Kitwe Boys' Secondary School in Kitwe District which is on the Copperbelt Province of Zambia. The sample population constituted thirty learners, that is, ten in each grade of Grades 10 to 12 respectively. The learners were purposively selected as they were assumed to have learnt the structures according to their level of education. The study wanted to find out level at which the learners are taught specific English language structures and how these lessons are chronologically and logically taught to help the learners construct correct sentence transformations at grade 12 level. Data were collected from lesson observations, focus group interviews, open ended interviews and selected past examination papers from the Examination Council of Zambia on transformations.

The findings indicated that the common errors learners made were mainly syntactic and morphological (inflectional and derivational) in nature, namely subject-verb agreement, tense, punctuation, and inversion. The findings may help teachers to readjust their focus and methodologies in structure teaching of sentence construction and transformation. They will further help other stakeholders such as curriculum developers and authors. The study may further be of use to learners to an insight of the types of errors made in order to help them see how syntactic and morphological constructions value to the teaching and learning of English as a second Language (ESL).