

SACHES

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

Sunday, 5 to Tuesday, 7 August 2018

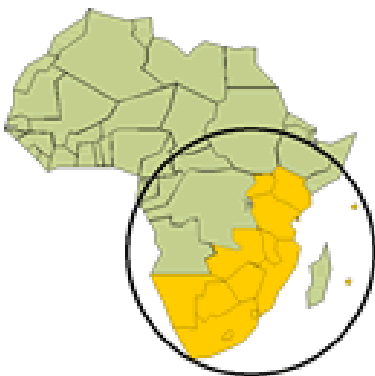
Theme

*“Africa and the current Global Education agenda:
new challenges, old habits”*

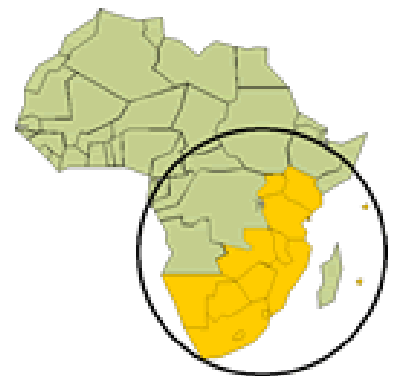
Venue

Protea Hotel, Kruger National Park, Mpumalanga, South Africa

CONFERENCE PROGRAMME



*SACHES Annual
conference 2018*



Sunday, 5 August 2018

11:00	Registrations	<i>Registration Area</i>
Venue	<i>HUBYA</i>	
16:00 – 16:30	Opening and Welcoming	DENNIS BANDA
16:30 – 18:00	KEYNOTE ADDRESS	Session Chairperson: Dennis Banda Prof Harold Herman Founding President of SACHES, 1991 Emeritus Professor of Comparative, International, Development Education at UWC Comparative Education in Southern Africa since the establishment of SACHES in 1991
18:30	<i>Dinner: LAPA RESTAURANT (Weather permitting)</i>	

Monday, 6 August 2018

Venue	<i>HUBYA</i>	
08:30 – 10:00	KEYNOTE ADDRESS	Session Chairperson: Charl Wolhuter Dr Abbas Madandar Arani Lorenstan Univesity, Iran Global Education: Image and Voice of Africa at Iran's School Textbooks
Venue	<i>HUBYA</i>	<i>BANDLA 2</i>
Session chairpersons	SESSION 1A Moses Changala	SESSION 1B Pauline Phiri
10:00 – 10:30	Fumane Khanare and Lihle Ndlovu Negotiating discourses through collage: Black teachers' visual constructions of inclusive township schools	Bester Moonoo and Gertrude Jere Women's Participation in the Planning and Implementation of Functional Literacy Programmes: a case of Selected Skills Training Centres of Lusaka District of Zambia
10:30 – 11:00	PS Madonsela, ZA Ndlovu and D Brijlall Teaching and learning of trigonometry as emancipatory in schools in the global south	Emma Tshelane and Molaodi Tshelane Cultural and religious influences on adolescent sexual behaviour and the use of a participatory visual methodology
11:00 – 11:30	Moses Changala Management of teaching staff for quality education delivery in selected secondary schools in Nyimba district, Zambia	Pauline Phiri The electoral process and the Visually impaired in Zambia: Absolute or Discriminatory?
12:00 – 13:00	<i>Lunch</i>	
Venue	<i>HUBYA</i>	<i>BANDLA 2</i>
Session chairpersons	SESSION 2A Salma Ismail	SESSION 2B Claudia Koehler
13:00 – 13:30	Chembe Iwell Knowledge, perceptions and attitudes of parents towards introduction of Sex Education in Zambian Schools	Steve Azaiki Global Education Debates: Should Africa Have a Voice?
13:30 – 14:00	RN Kalale The Importance of Sports Education in Colleges: A Case Study of Malcolm Moffat College of Education in Serenje District in Central Province of Zambia	Mudenda Muzyamba and Moses Changala Challenges faced by school management in the procurement of teaching and learning materials and their perceived effect on pupils' academic performance in selected secondary schools in Chipata district, Zambia
14:00 – 14:30	Charl Wolhuter and Alex Wiseman Africa and the Global Education Agenda: Significance of Global Comparative and International Education	Nisbert Machila, Maureen Sompá, Gistered Muleya & Victor Pitsoe An investigation into the teaching of Social Science subjects in secondary schools through the lens of deductive and inductive methods
14:30 – 15:00	Salma Ismail A balancing act- can curriculum and pedagogy be responsive to multiple student motivations?	Claudia Koehler Contributions to the Global Education agenda through international exchange among African youth

15:00 – 15:30	<i>Tea Break</i>	
Venue	<i>HUBYA</i>	<i>BANDLA 2</i>
Session chairpersons	SESSION 3A Vitah Hanchoko	SESSION 3B Godfred Amevor
15:30 – 16:00	Dennis Banda and Ignitio Bwalya African Indigenous Knowledge Systems (AIKS) The Magic Potion and Panacea for the Provision Of Quality Education for all (EFA) Goals Beyond 2015 : A Case of the AIKS of Chewa People of Zambia	Frances Naluwemba Female Leadership and Organization Change in Public and Private Universities in Uganda: A Case of Female Deans
16:00 – 16:30	Ferdinand Chipindi Negotiating Academic Personhood in an Era of Liberalization: A case of University of Zambia Faculty Members	Desiree Larey, Adré le Roux and Lynette Jacobs Critical Race Theory (CRT) and Latina/Latino Critical Race Theory (LatCrit): How change leadership approaches incorporate and build on strategies of resistance towards social justice
16:30 – 17:00	Webster Hamweete Meeting the challenges of entrepreneurship training in Zambia: the case of technical education, vocational entrepreneurship training institutions in Zambia	Chungu Kingsley Investigating the use of the locally made calculator/table in hands to multiply numbers from 6 to 9
17:00 – 17:30	Vitah Hanchoko An Analysis of the Results of Teaching and Learning at Senior Secondary Level in Kabwe District	Godfred Amevor and Anass Bayaga The role of spatial-visualization in problem-solving in vector calculus
Venue	<i>HUBYA</i>	
18:00	SACHES ANNUAL GENERAL MEETING	

Tuesday, 7 August 2018

Venue	<i>HUBYA</i>	<i>BANDLA 2</i>
Session chairpersons	SESSION 4A John Lilemba	SESSION 4B Neetha Ravjee
09:00 – 09:30	Kalisto Kalimaposo, Dorcus Ngosa and Rose Nachela Education in Correctional Centres: Voices of inmates in selected prisons of Zambia	Harold Herman Affirmative Action (AA) policies in South Africa. Should the policy be maintained, revised or ended? An international perspective
09:30 – 10:00	Beauty Lweendo To investigate the use of Information and Communication Technologies (ICTs) in Research at Malcolm Moffat College of Education frica	Dennis Banda and Nawa Mwale The use of everyday people's experiences and field practices to act as the rivers on which cross-culture research must flow to promote research in the South
10:00 – 10:30	Simangele Mkhwanazi Shared school leadership and the development of teacher professional learning in three South African schools	Eunifridah Simuyaba Education of the underprivileged children in Zambia: new voices and new policy strategies in the current global education agenda
10:30 – 11:00	Trudy Namoomba and Kabunga Nachiyunde Potentials and Challenges in the Teaching of Multiplication and Division to Grade three and four learners in selected schools in the Western Province of Zambia	Zanele Ndlovu Enhancing foundation phase pre-service mathematics teachers' (FPMT) use of manipulatives in number operations using ace teaching style
11:00 – 11:30	Neo Maseko Reflections of tutor support sessions as teaching and learning spaces for transformative and responsive graduateness	
Venue	<i>HUBYA</i>	
11:30 – 12:30	Prof Azeem Badroodien SARE: Editor-in-Chief From presentation to publication	
	CONFERENCE CLOSING DURING LUNCH	
13:00	<i>Lunch Break</i>	



BOOK OF ABSTRACTS

The abstracts are sorted in the order they appear in the conference programme.

Sunday, 5 August 2018

KEYNOTE ADDRESS:

Harold Herman

Founding President of SACHES, 1991

Emeritus Professor of Comparative, International, Development Education at UWC

Comparative Education in Southern Africa since the establishment of SACHES in 1991

Monday, 6 August 2018

KEYNOTE ADDRESS:

Abbas Madandar Arani

Lorenstan Univesity, Iran

Global Education: Image and Voice of Africa at Iran's School Textbooks

The purpose of this paper is to provide a brief answer to the question: "Does Africa (with emphasis on the experience of Post-apartheid South Africa) have any voice within global education, forms of knowledge and policy discourses for the Middle East (with emphasis on Iran)." This answer is related to one of 10 targets of "Sustainable Development Goal 4" that is "Education for Sustainable Development and Global Citizenship." The paper included an analysis of 8 social studies textbooks to determine the extent to which the above goal and its dimensions are emphasized in Iranian school textbooks. The present article has the following sections: First, an introduction; Second, short glance on the social and political environment of Iran during the past four decades (1979-2018); Third, the image of Africa in the Iranian school textbooks. The paper ends with a conclusion.

Keywords: Global Education, School textbook, Sustainable Development, Iran, South Africa

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Negotiating discourses through collage: Black teachers' visual constructions of inclusive township schools

South African basic education has faced much structural transformation since the dismantling of apartheid, and yet remains an exclusionary space. Despite a stated commitment to inclusive education in school policy nationally, lay discourses of inclusive practices are highly contested. In these debates, black learners with various learning disabilities are often represented in stigmatising ways; which affect their self-esteem and academic performance. This paper explores black teachers' constructions of inclusive schools at the township of KwaZulu-Natal, South Africa. The data analysed are drawn from a collage project – a visual methodological tool wherein participants could provide their stories visually. We also draw from teachers' interpretations of their collages as a form of alternative analysis that assist in interpreting the collages. The findings suggest teachers construct inclusive school discourses in interesting ways. They considered their work to be about mitigating exclusionary practices in ways that enhance collectivism and harmony. Furthermore, rather than viewing inclusive education as different, innovate, way of working, they consider inclusive education to simply be a re-naming of what they have been doing anyway - Ubuntu - for as long as they can remember. So for black teachers, inclusive education is not a 'new' approach but seem to be a return to recognising and appreciating the role of community within education policy and practice. On the basis of the foregoing, we argue that platforms need to be created wherein the academic space and ways in which information and knowledge are presented become open to multiple forms of representation.

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Teaching and learning of trigonometry as emancipatory in schools in the global south

Keywords: teaching, learning, trigonometry, APOS theory

There can be little argument against the view that a major desire of many African nations today is to be technologically developed. Such a desire makes sense since the wealth and strength of any nation is no longer dependent only on the abundance of natural resources but more on the technological advancement of that nation (Ogbonnaya, 2011). Education and mathematics competencies and skill have become the most central elements that impact on the development of any nation, particularly in science and technology. In South Africa in particular, there tends to be an acute shortage of skilled manpower in the field of science, engineering and technology (Maree, 2010). The fundamental importance of mathematics to humans could be explained in terms of the interrelationship between mathematics and development of humans to advance the cause of humans. In this paper we report on a qualitative study which explored the mental constructions made by grade 12 learners when solving triangles in trigonometry. The study was carried out at a school in KwaZulu-Natal (n=30) in South Africa. The data, which was collected from written responses of students to structured activity sheet consisting of questions on three dimensional problems. The data were analysed using APOS theory. Findings emanating from the data analysis informed a modification of the initial genetic decomposition which raised some didactical implications for basic education, specifically for the learning and teaching of trigonometry. Our experience is that grade twelve learners have severe challenges when working with three dimensional problems. In South Africa, the situation is very critical; there is so much evidence of students' poor performance in mathematics (Makgato, 2006). A recent survey of topics in mathematics that learners find difficult to learn shows that most learners find a number of topics in mathematics difficult to learn particularly trigonometric rules (Atagana, Mogari, Kriek, Ochonogor, Ogbonnaya, & Makwakwa, 2009). This study is therefore absolutely relevant in attempting to address these shortcomings.
