FECUN 2024 Conference

Reimagining Education for Self-Reliance (ESR) in the context of Futures of **Education**, Culture, and Nature.



Conference Program

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Introduction:

This document presents information on the idea, theme, and subthemes of the FECUN 2024 Tanzania conference, the relation between the subthemes and various presentations, and, not least, the program schedule. For more information about presenters and abstracts for the., please check out the Book of Presentations and abstracts. Note this is the preliminary program, which might be subject to updates

You can also find more information on the conference website https://2024.fecun.net

The theme of the conference is:

'Reimagining Education for Self-Reliance (ESR) in the context of

Futures of Education, Culture, and Nature.'

Organizers

The conference is a hybrid conference (onsite at Mkwawa University College of Education (MUCE), Iringa in Tanzania, and online via Zoom/Zoom Events) will occur October 3-4, 2024. It is organized in collaboration between MUCE, Tanzania; HakiElimu, Tanzania; and VIA University College, Denmark:

– MUCE (Mkwawa University College of Education) is a constituent college of the University of Dar es Salaam in Iringa, Tanzania. It is the place where the onsite part of the conference will take place. https://muce.ac.tz

- HakiElimu ('HakiElimu' Kiswahili for 'Right to Education') is a registered Non-Governmental Organization in Dar es Salaam, Tanzania it was established in 2001 by 13 Tanzanian Founding Members. HakiElimu is today the leading national expert in education, policy analysis, and advocacy in Tanzania. https://hakielimu.or.tz

– VIA University College is an HEI in Vocational and Polytechnic education, situated in Aarhus, Denmark. VIA hosts the FECUN project. https://en.via.dk

The conference is part of the FECUN conference series. For more information on FECUN, see www.fecun.net

The Conference theme in the Tanzanian context and worldwide

The theme of the conference is:

'Reimagining Education for Self-Reliance (ESR) in the context

of Futures of Education, Culture, and Nature.'

This theme is closely related to the Tanzanian context of education, culture, and nature and can also inspire reflections worldwide of the Futures of Education, Culture, and Nature.

The Tanzanian inspiration for the conference theme

Tanzania is one of the East African countries with diverse nature, culture, and history. Tanzania is a country in East Africa within the African Great Lakes region. According to the 2022 national census, Tanzania has a population of nearly 62 million making it the most populous country located entirely south of the equator.

Tanzania is a former British colony which attained its independence in 1961. At the time of independence, Tanzania, then Tanganyika, inherited a colonial education system which was full of defects, including geographical disparities, gender inequalities, and racial segregation. The independent government passed the Education Act of 1962 to regulate the provision of education in order to address the defects of the colonial education system.

In 1967 Mwalimu Julius Nyerere, the first President of the United Republic of Tanzania announced Education for Self-Reliance (ESR) as a policy guiding educational practices in the country. Tanzania's development goals and strategies were based on the policy of socialism and self-reliance enshrined in Nyerere's Arusha Declaration of 1967. Nyerere regarded ESR as an appropriate and rational educational alternative for Tanzania and many Third World countries. Among the fundamental principles of ESR was the use of education as a tool for liberation from the colonial mentality of being oppressed through developing an enquiring mind among students and making education more relevant by attempting to 'africanize' the curriculum content. Between 1967 and 1978, the government took several steps to legalize actions taken as a result of the Arusha Declaration and Education for Self-Reliance (ESR). The education sector has taken a new shape and transformations, which have been translated into curriculum reforms and innovations. The 55 years of the Arusha declaration call for a reflection on the relevance of the ESR today.

The conference theme in a worldwide context

ESR as an educational paradigm is interesting, however, not only in the Tanzanian context but also internationally. Not only has it historically been an important idea in the discourse of postcolonial education and has, as such, been discussed both approvingly and critically, but it is also interesting in the context of UNESCO's new flagship project, 'Futures of Education.' This project points to a new way of thinking about global education by talking about the many futures of educational traditions. These futures of education should not be mainstreamed into one abstract universal idea of education but instead be reimagined *together* in a new global educational 'infrastructure with no center.' Therefore, a starting point for such a reimagination of global education is the various contextual, political, cultural, and even spiritual ideas of education on planet Earth; the reimagination aims to reflect contextual futures internally and in an inspirational interplay between each other. In this context, ESR is one such contextual starting point, and indeed, a very interesting one because of its history and the themes it opens in educational discourse. Some themes that fruitfully can be reflected in this perspective are: curriculum reforms; education and marginalization; gender and education; multicultural and intercultural education and issues; practical, theoretical, and engaged education (head, heart, and hands); liberation and education, what is liberation, and how can it be related to education; self-reliance and education, how can ESR be related to climate and biodiversity crisis and the broader issue of sustainable development; and last but not least, can ESR be of inspiration in reflections on how to develop a just, solidary, and inspirational transformation of educational traditions and futures. Below, you will find some thoughts on each of these subthemes.

Subthemes of the conferences:

The conference has the following subthemes:

- Subtheme 1: Reimagining Education for Self-Reliance and Curriculum Reforms and Innovations
- Subtheme 2: Reimagining Education for Self-Reliance and Education of the Marginalized
- Subtheme 3: Reimagining ESR and Gender
- Subtheme 4: Reimagining ESR, Multicultural and Intercultural Education
- Subtheme 5: Reimagining ESR and Integration of 'Head, Heart, and Hands' (3H Model) in
- Subtheme 6: ESR, the Idea of Powerful Knowledge, and Liberation through Education

- Subtheme 7: ESR, Education for Sustainable Development, Education in the Anthropocene, Eco-literacy, and Global Citizenship Education
- Subtheme 8: ESR, STEM, and STEAM Education
- Subtheme 9: Educational Traditions, Culture, and Nature and Humanistic Futures Studies

Presentations organized after subthemes:

(For more information on the subthemes, see the concept note at the conference website)

Subtheme 1: Reimagining Education for Self-Reliance and Curriculum Reforms and Innovations

- **A5**: Daudi Charles Kanilizu, Dr. Habibu Dadi Ali & Dr. Fortunata Kapasy Pembe: *Best Practices in Instructional Supervision for Vocational Short Courses Training: Evidence from Research*
- **A6**: Emmanuel Tonya: *Learning Styles, Methods for Education Advancement Experiences*
- **A7**: Eunice Ndomondo: *Hurdles in Attaining Competency Based Education in SubSaharan Africa Secondary Schools: A Synthesis of Conceptual, Pedagogical and Contextual Constraints*
- **A10**: Jaquiline Amani, Oscar Joel Magava, Baraka Luvanga: *Basic Education Curriculum in a Chain of Socialism and Self-Reliance Policy in Tanzania: Lessons from Theory and Practice*
- **A17**: Nozomi Sakata & Nkanileka Loti Mgonda: *Toward an Alternative Pedagogical Framework to Learner-Centered Pedagogy; Historically Nurtured and Currently Valued Pedagogies in Tanzania*
- **A20**: Wakati Maliva: *Does English as Language of Instruction foster Education for Self Reliance in Tanzania Vocational and Training Colleges?*
- **A34**: Kelvin Haule: *Examining Supervision Practices During Teaching Practice in Preparation of Prospective Teachers in Tanzania*
- **A35**: Selina Thomas Mkimbili: *Unpacking Learner-Centred Pedagogy: Conceptualisation and Operationalisation*
- **A24**: Aaron Mkanga Manaseh: *Status of Entrepreneurship Education in*
- *Undergraduate Teacher Preparation Programmes; University Management Officials' and Academics Perspectives*
- **A40**: Wilberforce E Meena and Benedicta Mrema: *Uncover Education for Self-Reliance in the Context Competency-based Curriculum*

Subtheme 2: Reimagining Education for Self-Reliance and Education of the Marginalized

- **A11**: Joseph Reginard Milinga: *Are They Truly Invisible? Reimagining Prevalence Estimates of the Gifted and Talented in Tanzania's Basic Education Data*
- **A12**: Joseph Reginard Milinga: *Theoretical and Practical Appraisal On Achieving Inclusive Education for High-Ability Learners in Tanzania: Positioning Education for Self-Reliance in Context*
- **A27**: Sweetbert Mugizi Anselimus: *Students with Disabilities' Experience of Artificial Intelligence Tools in Universities in Tanzania*

Subtheme 3: Reimagining ESR and Gender

- **A8**: John Zimba: *Rural Women's Livelihood Aspirations: A Capabilities Inquiry into Out-of-School Literacies*
- **A14**: Mariana Manyus Mhewa: *Secondary School Teachers' Gender Responsiveness in Classroom: Analysis of Interaction Dynamics in Tanzania*
- **A16**: Nabwera Rashid: *Gender Differences in Externalizing Behaviour Problems among Pre-Primary School Children: A Cross-Sectional Investigation of Children from Three Tanzanian Districts*
- **A19**: Pendo Mwashota, Philpo John: *Exploring Promoters of Socio-cultural Related Forms of Gender-Based Violence among Primary School children in Iringa, Tanzania*
- **A36**: Adella Raymond Mtey: *Empowerment through Education among Pastoralists' Women in Tanzania: Dreams or Reality*

Subtheme 4: Reimagining ESR, Multicultural and Intercultural Education

- **A26**: Line Møller Daugaard, Robyn Tyler: *Re-imagining Multilingual Education; When a Multilingual Learning Material Travels from South African Schools to Teacher Education in Denmark*
- **A30**: Dorte Ruge, Zdeněk Janík, Aung Win & Sai Sai Htun: *European-Southeast Asian HEI Collaboration. Environmental Initiatives to Protect Nature, Marine Life, and Local Fishery - and the Tasks of HEI Education*

Subtheme 5: Reimagining ESR and Integration of 'Head, Heart, and Hands' (3H Model) in various Forms and Types of Education

- **A1**: Astrid Kidde Larsen Nørgaard, Charlotte Vange Løvstad: *A Time for Time in Educational Commons; Vulnerable Persons Re-establishing Hope and Courage through Aesthetic Processes and Bodily Sensory in Education*
- **A38**: Daniel Sidney Fussy and Jaquiline Amani: *Empowering Preschool Teachers for Dual-Centred Didactics: A Collaborative Action Research*

Subtheme 6: ESR, the Idea of Powerful Knowledge, and Liberation through Education

- **A4**: Chakupewa J. Mpambije, Hawa M. Mpate: *Systemic Grand Corruption and the Bane of Quality Education Provision in Tanzania: A Ten Years' Experience from 20052015*
- **A9**: Hawa Mpate: *The Role of Non-Academic Departments in the Quality Assurance Process in Higher Learning Institutions (HLIs) in Tanzania*
- **A23**: Zedekian Malyatangasi Nyagawa: *An Assessment of Fire Emergency Response Practices and Challenges in Boarding Secondary Schools in Tanzania*
- **A28**: Michael Penzold & Constantin Sonkwé: *Conflicting Perspectives on and Against*
  Colonialism: Africa as an Economic Resource, Geopolitical Pawn, and Utopia - German Ethnography and Travelogues of the Late 19th and Early 20th Century
- **A29**: Bill Walker: *Shared Learning from Reinventing and Scaling Freirean Praxis - Case Studies of Collective Action*
- **A37**: John Kalolo, Jacqueline Amani, Selina Mkimbili, Philpo John: *Underlying Causes of Declining Motivation Towards Engagement in Academic Reading Among Students in Tanzanian Higher Learning Institutions*

Subtheme 7: ESR, Education for Sustainable Development, Education in the Anthropocene, Eco-literacy, and Global Citizenship Education

- **A2**: Birgitte Woge Nielsen & Hanne Duedahl Nørgaard: *Five Key Hotspots for Doing ESD at a Danish University for Applied Science*
- **A3**: Anette Boye Koch, Erika Zimmer Brandt, Niels Nørrind Hansen: *World Friends: World-Centred Early Education in a Self-Reliance and Well-Being Perspective*
- **A31**: Lene Rachel Andersen: *Why We Need Systems Perspectives on Complex Problems such as Lifting the Bottom of Subsistence Economies Out of Poverty; Meet PACT!*

Subtheme 8: ESR, STEM, and STEAM Education

- **A21**: Leoncia Henerico Kibani: *Education for Self-Reliance and Gender Equity in STEM in Universities*
- **A25**: Willy Kasuga, Hassan Iddy, Chacha S. Chacha, Doris Mosha, Upendo Jeremia, Emmanuel Mngóngó: *The Impact of ICT in Teaching and Learning Algebra Topics in Tanzania's Secondary Schools*
- **A33**: Mbwile Beni, Celestin Ntivuguruzwa: *Pre-service Physics Teachers' Conceptual Understanding of Kinematics Graphs in Selected Teachers' Training Colleges in Tanzania*

Subtheme 9: Educational Traditions, Culture, and Nature and Humanistic Futures Studies

- **A15**: Marianne A. Leth, Michael J. Vogt: *Imagining Education for Reparative Futures:*
  Visions – Dialogue – Planning; Presentation of Collaborative Workshop – Generating Ideas for Education of Tomorrow and Establishing of Network
- **A18**: Orestes Silverius Kapinga & John Fungulupembe Kalolo: *Corporal Punishments in Secondary Schools in Tanzania: Exploring Motives, Forms, and Outcomes*
- **A22**: Pendo Mwashota, Philpo John: *Exploring Language Use Contexts Promoting Child Abuse: A Case of Primary School Children in Iringa, Tanzania*
- **A39**: Jesper Garsdal: *On the role of symbolization and symbolization processes concerning ESD in the Anthropocene and for the notion of 'self' in educational enterprises*

Conference Schedule:

Time zone EAT (East Africa Time) - A time zone converter can be found here: https://www.timeanddate.com/worldclock/

The online participants should use an updated version of Zoom

Thursday, October 3

Thursday, October 3. Morning sessions: 7:30 -13.00

7.30-10.15 Registration and Opening Session. Plenary.

Session Chair: MC. Venue: CDF SR2

7.30-8.00:	Registration
8.00-8.10:	Welcoming Speech: by Dr. Hassan Iddy, Chairperson of the MUCE Organising Committee
8.10-8.30	Message from Co-organisers: Prof. Jesper Garsdal (VIA) & Mr. Godfrey Boniventura (HakiElimu) and sponsors
8.30-8.40:	Opening Speech: by College Principal: Professor Deusdedit Rwehumbiza, Principal of Mkwawa University College of Education (Muce)
8.40-9.10	Speech by the Guest of Honour: Hon. Professor Carolyne Nombo, The Permanent Secretary of the Ministry of Education, Science and Technology
9.10-9.20	Vote of Thanks by Deputy Principal-PFA Dr. Fikira Kimbokota, Deputy, Planning, Finance and Administration, Mkwawa University College of Education (Muce)
9:20-9:30	Group Photos Group photo for onsite participants - and a group screenshot of the online participants
9:30-10:10	HEALTH BREAK
10.10-10.15	The online technical coordinator Nasra Fiidow presents some rules of thumb for participating in a hybrid conference

10.15-11.15: Keynote1.

Session Chair: Dr. Oscar Magava. Venue: CDF SR2

Professor Abel Ishumi, *Julius Nyerere of Tanzania (1922-1999): His Thoughts and Ideals regarding an 'Education for Self-Reliance'* (60 min, onsite)

11.30-13.00: Sessions in tracks

Track A, Session A1

Session Chair: Eunice Ndomondo & Daudi Charles Kanilizu, Venue: CDF SR2

Subtheme1(1): Reimagining Education for Self-Reliance and Curriculum Reforms and Innovations

- **A5**: Daudi Charles Kanilizu, Dr. Habibu Dadi Ali & Dr. Fortunata Kapasy Pembe: *Best Practices in Instructional Supervision for Vocational Short Courses Training: Evidence from Research* (30 min, onsite)
- **A6**: Emmanuel Tonya: *Learning Styles, Methods for Education Advancement Experiences* (30 min, onsite)
- **A7**: Eunice Ndomondo: *Hurdles in Attaining Competency Based Education in SubSaharan Africa Secondary Schools: A Synthesis of Conceptual, Pedagogical and Contextual Constraints* (30 min, onsite)

Track B, Session B1

Session Chair: Sweetbert Mugizi Anselimus & Joseph Reginard Milinga. Venue: CDF SR1

Subtheme 2(1): Reimagining Education for Self-Reliance and Education of the Marginalized

- **A11**: Joseph Reginard Milinga: *Are They Truly Invisible? Reimagining Prevalence Estimates of the Gifted and Talented in Tanzania's Basic Education Data* (30 min, onsite)
- **A12**: Joseph Reginard Milinga*: Theoretical and Practical Appraisal On Achieving Inclusive Education for High-Ability Learners in Tanzania: Positioning Education for Self-Reliance in Context* (30 min, onsite)
- **A27**: Sweetbert Mugizi Anselimus: *Students with Disabilities' Experience of Artificial Intelligence Tools in Universities in Tanzania* (30 min, onsite)

Track C, Session C1

Session Chair: Nabwera Rashid & Mariana Manyus Mhewa. Venue: Media Center 2

Subtheme 3(1): Reimagining ESR and Gender

- **A8**: John Zimba: *Rural Women's Livelihood Aspirations: A Capabilities Inquiry into Out-of-School Literacies* (30 min, online)
- **A14**: Mariana Manyus Mhewa: *Secondary School Teachers' Gender Responsiveness in Classroom: Analysis of Interaction Dynamics in Tanzania (30 min, onsite)*
- **A16**: Nabwera Rashid: *Gender Differences in Externalizing Behaviour Problems among Pre-Primary School Children: A Cross-Sectional Investigation of Children from Three Tanzanian Districts* (30 min, onsite)

13.00-14.00 Lunch

14.00-15.00: Keynote2.

Session Chair: Jesper Garsdal. Venue: CDF SR2

Marianne E. Krasny: *Climate Crises: from education to agents of change* (60 min)

15.15-17.15: Sessions in tracks

Track A, Session A2

Session Chair: Wakati Maliva & Oscar Joel Magava. Venue: CDF SR2

Subtheme 1(2): Reimagining Education for Self-Reliance and Curriculum Reforms and Innovations

- **A10**: Jaquiline Amani, Oscar Joel Magava, Baraka Luvanga: *Basic Education Curriculum in a Chain of Socialism and Self-Reliance Policy in Tanzania: Lessons from Theory and Practice* (30 min, onsite)
- **A17**: Nozomi Sakata & Nkanileka Loti Mgonda: *Toward an Alternative Pedagogical Framework to Learner-Centered Pedagogy; Historically Nurtured and Currently Valued Pedagogies in Tanzania* (30 min, online) RESCHEDULED TO FRIDAY see session C3
- **A20**: Wakati Maliva: *Does English as Language of Instruction foster Education for Self Reliance in Tanzania Vocational and Training Colleges?* (30 min, onsite)

- **A40-HakiElimu**: Wilberforce E Meena and Benedicta Mrema: *Uncover Education for Self-Reliance in the Context Competency-based Curriculum* (45 min, onsite)

Track B, Session B2

Session Chair: Cosmas Jalang'o. Venue: Media Center 2

Subtheme 7(1): ESR, Education for Sustainable Development, Education in the Anthropocene, Eco-literacy, and Global Citizenship Education

- **A2-Roundtable**: Birgitte Woge Nielsen & Hanne Duedahl Nørgaard: *Five Key Hotspots for Doing ESD at a Danish University for Applied Science* (60 min, online)

Track C, Session C2

Session Chair: Adella Raymond Mtey & Pendo Mwashota Venue: CDF SR1

Subtheme 3 (2): Reimagining ESR and Gender

- **A19 (30)**: Pendo Mwashota, Philpo John: *Exploring Promoters of Socio-cultural Related Forms of Gender-Based Violence among Primary School children in Iringa, Tanzania* (30 min, onsite)
- **A36 (30)**: Adella Raymond Mtey: *Empowerment through Education among Pastoralists' Women in Tanzania: Dreams or Reality* (30 min, onsite) RESCHEDULED TO FRIDAY see session C3

Friday, October 4

Friday, October 4. Morning sessions: 8:00 AM - 12:00

08.00-09.30: Sessions in tracks

Track A, Session A3

Session Chair: Mariana Manyus Mhewa. Venue: CDF SR1

Subtheme 1(3): Reimagining Education for Self-Reliance and Curriculum Reforms and Innovations

- **A34**: Kelvin Haule: *Examining Supervision Practices During Teaching Practice in Preparation of Prospective Teachers in Tanzania* (30 min, onsite)
- **A35 (30)**: Selina Thomas Mkimbili: *Unpacking Learner-Centred Pedagogy: Conceptualisation and Operationalisation* (30 min, onsite)
- **A24 (30)**: Aaron Mkanga Manaseh: *Status of Entrepreneurship Education in Undergraduate Teacher Preparation Programmes; University Management Officials' and Academics Perspectives (30 min, onsite)*
-

Track B, Session B3

Session Chair: Wakati Maliva. Venue: CDF SR2

Subtheme 7(2): ESR, Education for Sustainable Development, Education in the Anthropocene, Eco-literacy, and Global Citizenship Education

- **A3**: Anette Boye Koch, Erika Zimmer Brandt: *World Friends: World-Centred Early Education in a Self-Reliance and Well-Being Perspective (45 min, onsite)*
- **A31**: Lene Rachel Andersen: *Why We Need Systems Perspectives on Complex Problems such as Lifting the Bottom of Subsistence Economies Out of Poverty; Meet PACT! (30 min, online)*

Track C, Session C3

Session Chair: Jesper Garsdal. Venue: Media Center 2

Subtheme 1: Reimagining Education for Self-Reliance and Curriculum Reforms and Innovations (RESCHEDULED FROM A2)

- **A17**: Nozomi Sakata & Nkanileka Loti Mgonda: *Toward an Alternative Pedagogical Framework to Learner-Centered Pedagogy; Historically Nurtured and Currently Valued Pedagogies in Tanzania* (30 min, online)

Subtheme 3: Reimagining ESR and Gender (RESCHEDULED FROM C2)

- **A36 (30)**: Adella Raymond Mtey: *Empowerment through Education among Pastoralists' Women in Tanzania: Dreams or Reality* (30 min, onsite)

10.00-12.00: Sessions in tracks

Track A, Session A4

Session Chair: Cosmas Jalang'o. Venue: CDF SR1

Subtheme 4(1): Reimagining ESR, Multicultural and Intercultural Education

- **A26-Roundtable**: Line Møller Daugaard, Robyn Tyler: *Re-imagining Multilingual Education; When a Multilingual Learning Material Travels from South African Schools to Teacher Education in Denmark* (60 min, hybrid/online)
- **A30**: Dorte Ruge, Zdeněk Janík, Aung Win & Sai Sai Htun: *European-Southeast Asian HEI Collaboration. Environmental Initiatives to Protect Nature, Marine Life, and Local Fishery - and the Tasks of HEI Education* (30 min, online)

Track B, Session B4

Session Chair: Daniel Sidney Fussy. Venue: CDF SR2

Subtheme 5 (1): Reimagining ESR and Integration of 'Head, Heart, and Hands' (3H Model) in Various Forms and Types of Education

- **A1-Roundtable**: Astrid Kidde Larsen Nørgaard, Charlotte Vange Løvstad: *A Time for Time in Educational Commons; Vulnerable Persons Re-establishing Hope and Courage through Aesthetic Processes and Bodily Sensory in Education* (45 min, online)
- **A38**: Daniel Sidney Fussy and Jaquiline Amani: *Empowering Preschool Teachers for Dual-Centred Didactics: A Collaborative Action Research* (30 min, onsite)

Track C, Session C4.

Chair: John Kalolo & Chakupewa J. Mpambije Venue: Media Center 2

Subtheme 6 (1): ESR, the Idea of Powerful Knowledge, and Liberation through Education

- **A4**: Chakupewa J. Mpambije, Hawa M. Mpate: *Systemic Grand Corruption and the Bane of Quality Education Provision in Tanzania: A Ten Years' Experience from 20052015* (30 min, onsite)
- **A9**: Hawa Mpate: *The Role of Non-Academic Departments in the Quality Assurance Process in Higher Learning Institutions (HLIs) in Tanzania* (30 min, onsite)

- **A23**: Zedekian Malyatangasi Nyagawa: *An Assessment of Fire Emergency Response Practices and Challenges in Boarding Secondary Schools in Tanzania* (30 min, onsite)
- **A37**: John Kalolo, Jacqueline Amani, Selina Mkimbili, Philpo John: *Underlying Causes of Declining Motivation Towards Engagement in Academic Reading Among Students in Tanzanian Higher Learning Institutions* (30 min, onsite)

12.00-13.00 Lunch

13.00-14.30: Sessions in tracks

Track A, Session A5

Session Chair: Orestes Silverius Kapinga & Marianne A. Leth Venue: CDF SR2

Subtheme 9 (1): Educational Traditions, Culture, and Nature and Humanistic Futures Studies

- **A15**: Marianne A. Leth, Michael J. Vogt: *Imagining Education for Reparative Futures:*
  Visions – Dialogue – Planning; Presentation of Collaborative Workshop – Generating Ideas for Education of Tomorrow and Establishing of Network (30 min, onsite + Workshop outside of conference program)
- **A18**: Orestes Silverius Kapinga & John Fungulupembe Kalolo: *Corporal Punishments in Secondary Schools in Tanzania: Exploring Motives, Forms, and Outcomes* (30 min, onsite)
- **A22**: Pendo Mwashota, Philpo John: *Exploring Language Use Contexts Promoting Child Abuse: A Case of Primary School Children in Iringa, Tanzania* (30 min, onsite)

Track B, Session B5.

Session Chair: Hassan Iddy & Mbwile Beni. Venue: CDF SR 1

Subtheme 8 (1): ESR, STEM, and STEAM Education

- **A21**: Leoncia Henerico Kibani: *Education for Self-Reliance and Gender Equity in STEM in Universities* (30 min, online)
- **A25**: Willy Kasuga, Hassan Iddy, Chacha S. Chacha, Doris Mosha, Upendo Jeremia, Emmanuel Mngóngó: *The Impact of ICT in Teaching and Learning Algebra Topics in Tanzania's Secondary Schools (30 min, onsite)*
- **A33**: Mbwile Beni, Celestin Ntivuguruzwa: *Pre-service Physics Teachers' Conceptual Understanding of Kinematics Graphs in Selected Teachers' Training Colleges in Tanzania* (30 min, onsite)

Track C, Session C5.

Session Chair: Cosmas Jalang'o. Venue: Media Center 2

Subtheme 6 (2): ESR, the Idea of Powerful Knowledge, and Liberation through Education

- **A28-Roundtable**: Michael Penzold & Constantin Sonkwé: *Conflicting Perspectives on and Against Colonialism: Africa as an Economic Resource, Geopolitical Pawn, and Utopia - German Ethnography and Travelogues of the Late 19th and Early 20th Century* (60 min, online)
- **A29**: Bill Walker: *Shared Learning from Reinventing and Scaling Freirean Praxis - Case Studies of Collective Action* (30 min, online)

15.00-16.15: Sessions in tracks

Track A, Session A6.

Session Chair: Mariana Manyus Mhewa. Venue: CDF SR1

Subtheme 9 (2): Educational Traditions, Culture, and Nature and Humanistic Futures Studies

- **Invited presentation:** Sara de Wit et al: *Pluralizing ecologies of knowledge for the Anthropocene: pastoralist perspectives from Africa (45 min, online)*
- **A39**: Jesper Garsdal: *On the role of symbolization and symbolization processes concerning ESD in the Anthropocene and for the notion of 'self' in educational enterprises (30 min, onsite)*

16.15-16.30: Conference closing session

- **Conference closing remarks by Orestes Kapinga, Acting Deputy Principal - Academic, Research and Consultancy, MUCE**

Practical information

Here you find various forms of information concerning participation in the conference.

General remarks on online/onsite participation and the various formats

When you study the program, you will see that after each presentation, the length of the presentation is indicated, as well as whether it is online or onsite.

Regarding the length of the presentation, first notice that the length indicates the total presentation time; that is, it indicates both the presentation time and the following Q&A and discussions.

Next, we have various forms of presentation. Besides Keynotes, there have been calls for papers, roundtables, and workshops. Most of the submissions for the calls are paper presentations, but we also have a few roundtables and one on-site workshop.

So, even though the standard paper presentation time is 30 minutes, we have some variances regarding the length of the presentations for keynotes, invited and signature guests, and roundtables. Special rules apply to the workshop; it will be presented at the conference in a standard 30-minute slot but the workshop itself will take place outside the hybrid conference program.

Finally, as this is a hybrid conference with both on-site and online participants, presenters must adhere to the allotted time for their presentation. We will give the chairs instructions on handling this, but participants must also respect this limitation and act accordingly. The presenters receive more information concerning this before the conference.

On-site participants

This is the information for onsite participants who will attend the conference October 3-4, 2024, in person in Iringa, Tanzania:

The physical conference takes place in Tanzania at Mkwawa University College of Education (MUCE), located in Iringa Municipality about 3 KM from the municipal center. MUCE was established as a Constituent College of the University of Dar es Salaam (UDSM) on the 1st of September 2005. For more information on MUCE see https://muce.ac.tz.

Accommodation and Travel

Iringa Municipality is located 505 km from Dar es Salaam and 250 km from Dodoma the Capital City of Tanzania. There are buses that operate between Dar es Salaam and Iringa on daily basis at approximately US$ 20 return fare. You can catch these buses at the up-country Mbezi Luis Bus Terminal. There are also flight services available between Dar es Salaam and Iringa. Iringa is also accessible by buses from all major cities in the country. There are different accommodation options in Iringa Municipality.

Please contact the Onsite Conference Secretariat (OCS) in Irnga for any assistance for travel and accommodation arrangements at OCS email: foed-conference@muce.ac.tz

Benefits of Attending the Conference onsite

The benefits accruing to attending the conference include:

- Receiving quality conference materials
- Unique experience and interaction in an international educational conference inspired by UNESCO's Futures of Education initiative (https://www.unesco.org/en/futures-education).
- Social and academic networking opportunities,
- Attending cultural events before and after the conference – excursion to nearby museums and national parks such as Ruaha, Kalenga historical site, Udzungwa Mountains, Isimila (at the arranged cost covered by the participant).

On-line participants

This is the information for onsite participants who will attend the conference October 3-4, 2024, online over the internet.

- Besides registering for the conference, the only requirement for participation is an updated Zoom client and an internet connection, which is fast enough to run Zoom calls. As we approach the conference, you will receive instructions regarding how to connect to the conference

Inquiries

Please do not hesitate to write us if you have any questions or comments regarding the FECUN 2024 Tanzania Conference:

Questions and information concerning onsite participation in Iringa, Tanzania: foed-conference@muce.ac.tz

General information and questions concerning online participation: fecun@via.dk