The 2nd International Conference on Education: Reimagining Education for Self-Reliance (ESR) in the Context of Futures of Education, Culture and Nature

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Iringa, United Republic of Tanzania

Book of presenters and abstracts

Edited by

Prof. Jesper Garsdal, VIA University College

Vincent Jalang'o (PhD), Mkwawa University College of Education

Mkwawa University College of Education – a Constituent College of the University of Dar es Salaam

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This document presents information on presenters and abstracts for the FECUN 2024 Tanzania conference. For more information about the idea, theme, and subthemes of the conference, the programme schedule, and the relation between the subtheme and the various presentations, please check out the conference programme.

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The authors are responsible for the contents of their abstracts and warrant that their abstract is original, has not been previously published, and has not been simultaneously submitted elsewhere. The views expressed in the abstracts in this publication are those of the individual authors and are not necessarily shared by the editor or the reviewers.

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CONTACTS

Dean, Faculty of Education
Mkwawa University College of Education
P. O. Box 2513,
Iringa, Tanzania

Email: foedconference@muce.ac.tz

Telephone +255 (0) 26 270 0632
Fax +255 (0) 26 270 2751

Content

Special Presenters (keynotes, invited, signature) 10

Presenters organized by presentation-id..... 16

Julius Nyerere of Tanzania (1922-1999): His Thoughts and Ideals regarding an 'Education for Self-Reliance 29

Climate Crises: from education to agents of change..... 31

Pluralizing ecologies of knowledge for the Anthropocene: pastoralist perspectives from Africa..... 32

A time for time in educational commons; vulnerable persons re-establishing hope and courage through aesthetic processes and bodily sensory in education..... 34

Five key Hotspots for doing ESD at a Danish University for Applied Science 35

World Friends: World-centred early education in a self-reliance and well-being perspective 37

Systemic Grand Corruption and the bane of quality education provision in Tanzania: A ten years' experience from 2005-2015 38

Best Practices in Instructional Supervision for Vocational Short Courses Training: Evidence from Research 39

Learning Styles, Methods for Education Advancement Experiences 40

Hurdles in Attaining Competency Based Education in Sub-Saharan Africa Secondary Schools: A Synthesis of Conceptual, Pedagogical and Contextual constraints 41

Rural women's livelihood aspirations: A capabilities inquiry into out-of-school literacies..... 42

Basic Education Curriculum in a Chain of Socialism and Self-reliance Policy in Tanzania: Lessons from Theory and Practice..... 44

Are They Truly Invisible? Reimagining Prevalence Estimates of the Gifted and Talented in Tanzania's Basic Education Data 45

Theoretical and Practical Appraisal on Achieving Inclusive Education for High-Ability Learners in Tanzania: Positioning Education for Self-Reliance in Context 46

Secondary School Teachers' Gender Responsiveness in Classroom: Analysis of Interaction Dynamics in Tanzania 47

Imagining Education for Reparative Futures: Visions – dialogue – planning; Collaborative workshop – generating ideas for education of tomorrow and establishing of network 48

Gender Differences in Externalizing Behaviour Problems among Pre-Primary School Children: A Cross-Sectional Investigation of Children from Three Tanzanian Districts 50

Toward an Alternative Pedagogical Framework to Learner-Centered Pedagogy; Historically Nurtured and Currently Valued Pedagogies in Tanzania 51

Corporal punishments in Secondary Schools in Tanzania: Exploring Motives, Forms and Outcomes 52

Exploring Promoters of Socio-cultural Related Forms of Gender-Based Violence among Primary School children in Iringa, Tanzania 53

Does English as Language of Instruction foster Education for Self-Reliance in Tanzania Vocational and training Colleges? 54

Education for Self-Reliance and Gender Equity in STEM in Universities 55

Exploring Language Use Contexts Promoting Child Abuse: A case of Primary School Children in Iringa, Tanzania 57

An Assessment of Fire Emergency Response Practices and Challenges in Boarding Secondary Schools in Tanzania 58

Status of Entrepreneurship Education in Undergraduate Teacher Preparation Programmes; University Management Officials' and Academics Perspectives 60

The impact of ICT in teaching and learning Algebra topics in Tanzania's secondary schools 62

Re-imagining multilingual education; When a multilingual learning material travels from South African Schools to teacher education in Denmark 63

Students with Disabilities' Experience of Artificial Intelligence Tools in Universities in Tanzania 64

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 65

Shared Learning from reinventing and scaling Freirean praxis - Case studies of Collective Action 66

European-Southeast Asian HEI collaboration. Environmental initiatives to protect nature, marine life, and local fishery - and the tasks of HEI education - *Subtitle: Potential intercultural, student learning outcomes from an ESR-ESD, European-Southeast Asian HEI collaboration.*..... 67

Why we need systems perspectives on complex problems such as lifting the bottom of subsistence economies out of poverty; meet PACT! 68

Pre-service Physics Teachers' Conceptual Understanding of Kinematics Graphs in Selected Teachers' Training Colleges in Tanzania..... 69

Examining Supervision Practices During Teaching Practice in Preparation of Prospective Teachers in Tanzania 70

Unpacking learner-centred pedagogy: Conceptualisation and operationalisation. 71

Empowerment through education among pastoralists' women in Tanzania: Dreams or Reality..... 72

Underlying Causes of Declining Motivation Towards Engagement in Academic Reading Among Students in Tanzanian Higher Learning Institutions..... 73

Empowering Preschool Teachers for Dual-Centred Didactics: A Collaborative Action Research..... 74

On the role of symbolization and symbolization processes concerning ESD in the Anthropocene and for the notion of 'self' in educational enterprises..... 76

Uncover Education for Self-Reliance in the Context Competency-based Curriculum 77

Foreword

Organising an international conference on education is a key activity of the Faculty of Education at Mkwawa University College of Education (MUCE). This book contains the abstracts of the **2nd International Conference on Education** with the theme **"Reimagining Education for Self-Reliance (ESR) in the Context of Futures of Education, Culture, and Nature."** The conference is scheduled on **3rd–4th October 2024** at MUCE, Iringa Municipality, Tanzania. It provides a hybrid platform for disseminating research-based knowledge that is directly applicable to policy formulation and societal problem-solving.

The primary aim of this conference is to foster the exchange of evidence-based research on contemporary educational issues, encourage innovative educational practices, and raise public awareness about the latest innovations in education. Furthermore, it seeks to promote the link between educational research and practice, particularly in the context of sustainable development. The conference provides a unique opportunity for practitioners and academics to share knowledge, strengthen global academic networks, and remain at the forefront of developments in the field of education.

The abstracts presented are organised under several multidisciplinary sub-themes, including **Reimagining Education for Self-Reliance and Curriculum Reforms**, **Education of the Marginalized**, **Gender and Education**, **Multicultural and Intercultural Education**, the integration of the **"Head, Heart, and Hands" (3H Model)** in various educational forms, as well as **STEM and STEAM Education**. These topics address critical global and local challenges in education, while also exploring the role of education in fostering sustainability, eco-literacy, and global citizenship.

We extend our gratitude to all participants, keynote speakers, presenters and chairpersons whose contributions are vital to this book of abstracts and success of the conference. The insights shared are expected to produce valuable, problem-oriented knowledge that will help address the pressing educational challenges of our time.

Daniel Sidney Fussy, PhD
Dean, Faculty of Education
On behalf of the Organising Committee

Presenters

Special Presenters (keynotes, invited, signature)



Professor Abel Ishumi, University of Dar Es Salaam, School of Education (Soed). Keynote

Julius Nyerere of Tanzania (1922-1999): His Thoughts and Ideals regarding an 'Education for Self-Reliance

Professor Abel Ishumi was born in 1943 in Kagera Region. After primary and secondary education, he attended university studies for a Bachelor of Arts (with Education) degree at the University of East Africa (1970); a Master of Education at Harvard University (1972) and a Doctor of Philosophy at the University of Dar es Salaam (1975). He has served at the University of Dar es Salaam since 1971 as Tutorial Assistant, through all academic ranks to Full Professor. He has been Professor of Education since 1985, teaching courses in sociology and in philosophy of education as well as conducting research in these areas and beyond—especially on issues relating to community education, culture and development.

His Professorial Inaugural Lecture (Series No. 37), delivered in 1985, was on the theme 'Teach All Things to All Men? Revisiting a Philosophical Dictum of Far-reaching Sociological Implications and

	Pedagogical Imperatives for Today'. This was a public lecture revolving around the philosophical groundings of universal primary education (UPE) as was pioneered by the Czech philosopher, theologian and pedagogue John Amos Comenius, and his relevancy for Tanzania and the world. Along with this, Professor Ishumi has published widely, including some 30 books, 8 monographs and 60 journal articles and book chapters—alone or with others. As for management responsibilities, he has in the past served in various University positions, such as Head of the Department of Education (1982-88), Chief Coordinator of the University Teaching and Learning Improvement Programme [UTLIP] (1991-97) and Director of Postgraduate Studies (1994-97). He has also served as external examiner/external reviewer for many universities in Africa (e.g. Nairobi, Zambia, Kenyatta, Namibia, Makerere and Botswana), in Europe (e.g. London International College, University of Oslo and Christian Michelsen Institute Bergen), and in Asia (e.g. Aga Khan University Karachi and Kyoto University in Japan). He is a member of several professional associations and organizations.



Marianne E. Krasny, Professor and Director of the Civic Ecology Lab in the Department of Natural Resources at Cornell University. Keynote

Climate Crises: from education to agents of change

Dr. Krasny's work connects environmental education and social-ecological systems theory in urban and other settings in the US and internationally.

She has a long history of conducting science and environmental education outreach in partnership with community-based organizations. Dr. Krasny works to enhance environmental learning through engagement in civic ecology practices, including community gardening, community forestry, watershed and habitat restoration, and other forms of urban stewardship. As Principal Investigator for the US Environmental Protection Agency's National Environmental Education Training Program, Dr. Krasny seeks to foster innovation in environmental education and stewardship through creating multiple platforms that link diverse practitioners and researchers.

Professor Krasny's research investigates how environmental education programs situated in civic ecology practices foster resilience in social-ecological systems. In particular, she and members of the Civic

	Ecology Lab investigate attributes of resilient social-ecological systems, including social learning, social capital, sense of place, participatory monitoring, and provision of ecosystem services through citizen-driven stewardship initiatives. Dr. Krasny actively mentors undergraduate and graduate students interested in connecting outreach and research, particularly in cities. She holds bachelor's degrees in Human Development and Botany, and MS and PhD degrees in Forest Ecology.



Sara de Wit Sara de Wit, Assistant Professor, Leiden University, Netherlands. Special Invited Presenter.
Pluralizing ecologies of knowledge for the Anthropocene: pastoralist perspectives from Africa

Trained in cultural anthropology and African Studies, Sara has long-term fieldwork experience in southeast Madagascar, the Bamenda Grassfields in Cameroon and Maasailand in northern Tanzania. By carrying out multi-sited ethnographic research, she has explored how globally circulating development ideas and technologies – such as climate change and weather forecasts - 'travel' to different African contexts, and what happens when different worlds of knowledge and expertise meet. She studied these broad themes at the intersection of environmental anthropology, history and Science and Technology Studies (STS).

For her PhD research (University of Cologne), she has carried out fieldwork among the semi-nomadic Maasai in northern Tanzania to explore how they make sense of climate change and this new discourse. In 2017, Sara joined the Institute of Science, Innovation and Society (InSIS, University of Oxford) as a postdoctoral research fellow. She has been part of the Forecasts for Anticipatory Humanitarian Action (FATHUM) project, in which she explored how climate scientists and humanitarians construct and negotiate ideas of success of humanitarian anticipation ahead of disasters (Mozambique, Uganda and South Africa). Her work has been used

	by the Red Cross Society and The United Nations Office for the Coordination of Humanitarian Affairs (UN OCHA). Furthermore, Sara has carried out a history of the Water, Sanitation and Hygiene sector (WASH), for the London School of Hygiene and Tropical Medicine, which has informed the Lancet Commission on WASH. In 2023, together with two other newly appointed Assistant Professors, Miriam Waltz and Sheila Varadan, Sara has launched the LUNHA Hub (Leiden University Network for Health in Africa). LUNHA wants to create a broader space for social sciences and humanities in discussions about global health in Africa. By collaborating with various partners, including civil society, policymakers, and academia in Africa, LUNHA seeks to lead critical discussions and change the direction of global health research beyond biomedical epistemologies, towards more inclusive approaches that include planetary health and issues of justice and rights.

Presenters organized by presentation-id

A01	Astrid Kidde Larsen Nørgaard & Charlotte Vange Løvstad	Denmark	Astrid is head of the research Program for Social Innovation and an associated professor at Education for Social Educators, VIA University College. Charlotte is an associated professor, project leader at EVU, and, researcher in Program Social Innovation, VIA University College, Denmark
A02	Birgitte Woge Nielsen and Hanne Møjbæk Duedahl Nørgaard	Denmark	Birgitte Woge Nielsen is associate professor at VIA University of Applied Sciences at the physiotherapist education. Hanne Duedahl Nørgaard is associate professor at VIA University of Applied Sciences at the nursing education.
A03	Annette, Erika, Niels	Denmark	Anette Boye Koch, Senior Associate professor, PhD, VIA University College Erika Zimmer Brandt, Associate professor, VIA University College
A04	Chakupewa J. Mpambije, Hawa M. Mpate	Tanzania	Chakupewa J. Mpambije: Department of History, Political Sciences and Development Studies, Mkwawa University College of Education, University of Dar es Salaam. Hawa M. Mpate: Lecturer, Department of Psychology and Curriculum studies, Mkwawa University College of Education, University of Dar es Salaam
A05	Daudi Charles	Tanzania	Daudi: Student at The University of Dodoma

	Kanilizu, Dr. Habibu Dadi Ali and Dr. Fortunata Kapasy Pembe		
A06	Emmanuel Tonya	Tanzania	Lecturer. Mbeya University of Science and Technology, College of Humanities and Business Studies, Department of Business Management
A07	Ndomondo, Eunice	Tanzania	EDUCATIONAL PSYCHOLOGY AND CURRICULUM STUDIES, Mkwawa University College of Education
A08	John Zimba	UK	EDU - Postgraduate Researcher. University Of East Anglia,
A09	Hawa Mpate	Tanzania	Hawa Mpate, Lecturer, Department of Educational Psychology and Curriculum studies, Mkwawa University College of Education
A10	Jaquiline Amani, Oscar Joel Magava,Baraka Luvanga	Tanzania	Jaqueline: Educational Psychology and Curriculum Studies, Mkwawa University College of Education; Oscar Joel Magava,Baraka Luvanga
A11	Joseph Reginard Milinga	Tanzania	Milinga completed his first degree, a Bachelor of Education in Arts, from the University of Dar es Salaam (UDSM) in 2009. The same year, he joined the Mkwawa University College of Education teaching staff as a Tutorial Assistant. Subsequently, he progressed to a Master of Arts in Applied Social Psychology degree

			programme in 2011 and completed it in 2013 at UDSM. Milinga is a Lecturer and Coordinator of the Special Needs Education Unit at MUCE, teaching courses in educational psychology, inclusive education, educational research, and educational assessment and evaluation. Milinga is particularly interested in studying human exceptionality, including disability and educational inclusion, gifted and talented education, and how these relate to and inform teacher education and professional development.
A12	Joseph Reginard Milinga	Tanzania	For speaker info, see A11
A13	Margit Eva Jensen, lecturer Ph.D. and Laura Lundager Jensen, lecturer.	Denmark	Margit Eva Jensen, lecturer and Ph.D. University College Copenhagen., Laura Lundager Jensen, lecturer, University College Copenhagen.
A14	Mariana Manyus Mhe wa,	Tanzania	Mariana Manyus Mhewa, Educational Psychology and Curriculum Studies Department, Mkwawa University College of Education
A15	Marianne A. Leth & Michael J. Voigt	Denmark	Marianne A. Leth and Michael J. Vogt are senior lecturers at the Teacher Education of Aarhus and associate professors at VIA

			University College. They have a long experience in teaching interdisciplinary courses between history and science with a focus on sustainability: Local explorations – global awareness. Furthermore, they both have many years of experience and engagement in working with NGOs in Denmark and the Global South.
A16	Nabwera Rashid	Tanzania	Nabwera Rashid (PhD) is a Lecturer in the department of Educational Psychology and Curriculum Studies at Mkwawa University College of Education She has a PhD in Pre-primary school children Mental Health from University of Dar es Salaam. Nabwera also holds Master of Aplied Social Psychology (MAASP) and B.Ed. (Psychology) from University of Dar es Salaam. Her research interests include: Early Childhood and Adolescents; Mental Health and Wellbeing; Parenting psychology; Quantitative and Statistics in education research; Educational Psychology; Family/relationship Guidance and Counselling; Child Violence and Protection research; and linking positive relationships between children/students, teachers and parents. Her motivation is to raise wellbeing children and

			adolescents of today for a good society of tomorrow.
A17	Sakata, Nozomi and Mgonda, Nkanileka Loti	Japan/Tanzania	Nozomi Sakata, Associate Professor, The Institute for International Development and Cooperation (IDEC), Hiroshima University Nkanileka Loti Mgonda, Ph.D., School of Education, University of Dar es Salaam
A18	Orestes Silverius Kapinga and John Fungulupembe Kalolo	Tanzania	Mkwawa University College of Education
A19	Philpo John & Pendo Mwashota	Tanzania	John Philpo, Lecturer, Department of Languages and Literature; Mkwawa University College of Education, Iringa Tanzania Mwashota Pendo, Lecturer, Department of Languages and Literature; Mkwawa University College of Education, Iringa Tanzania
A20	Wakati Maliva	Tanzania	Mkwawa University College of Education, Iringa Tanzania
A21	Leoncia Henerico Kibani	Tanzania	Dr. Leoncia Henerico Kibani, Mbeya University of Science and Technology, College of Science and Technical Education, Department of Technical Education, ORCID: 0009-0001-0360-258X
A22	Philpo John & Pendo Mwashota	Tanzania	John Philpo, Lecturer, Department of Languages and Literature; Mkwawa University

			College of Education, Iringa Tanzania Mwashota Pendo, Lecturer, Department of Languages and Literature; Mkwawa University College of Education, Iringa Tanzania
A23	Zedekian Malyatangasi Nyagawa	Tanzania	Zedekian Malyatangasi Nyagawa (PhD), is a lecturer in the Department of Educational Foundations and Management in the Faculty of Education at Mkwawa University College of Education (MUCE). He holds a Bachelor of Education in Arts (B.Ed.Arts) and Master in Educational Management and Administration (MEMA) and Doctor of Philosophy (PhD) in Education from the University of Dar es Salaam. His areas of research interests include disaster management in education, fire safety management, safety of instructional environment in educational planning and practices, educational policies, and educational planning. In this conference, he will present findings of a research titled "Fire Emergency Response Practices and Challenges in Boarding Secondary Schools in Tanzania".
A24	Aaron Mkanga Manaseh	Tanzania	Aaron Mkanga Manaseh, Mkwawa University College of Education

A25	Willy Kasuga, Hassan Iddy, Chacha S. Chacha, Doris Mosha, Upendo Jeremia, Emmanuel Mngóngó	Tanzania	Willy Kasuga's (PhD) My research interests focus on science education, learner-centered teaching approaches, curriculum studies, educational statistics and educational measurement and evaluation. Currently, I am employed as a lecturer in Curriculum Studies at Mkwawa University College of Education (MUCE), Faculty of Education in the Department of Educational Psychology and Curriculum Studies. My PhD studies focused on the influence of problem-based learning in developing science process skills and learning achievement in Biology for Secondary Schools in Tanzania. Chacha Stephen Chacha (PhD) is a Senior Lecturer of Mathematics, Department of Mathematics, Physics, and Informatics, Mkwawa University College of Education. Chacha specializes in mathematics education and numerical methods, with a keen interest in integrating artificial intelligence into mathematics teaching and epidemiological modeling. He is committed to advancing educational practices and fostering innovation in the field.

A26	Line Møller Daugaard and Robyn Tyler	Denmark/South Africa	Line Møller Daugaard is a senior associate professor in VIA University College, Denmark. Her research focuses on multilingualism in education – from nursery and daycare to teacher education – and explores language practices and language ideologies across educational contexts. She was involved in the HDIF-funded Mwanzo Mzuri project in Tanzania (http://hdif-tz.org/temporary-title-1431/). Robyn Tyler is a senior researcher in the Centre of Multilingualism and Diversities Research at University of the Western Cape, South African. Robyn supervises graduate students and is a member of the bua-lit language and literacy collective (http://www.bua-lit.org.za/). Robyn leads the NRF-funded Bilingual Learning Materials Project (2024-2026) working on trialling bilingual learning materials in two Cape Town primary schools.
A27	Sweetbert Mugizi Anselimus	Tanzania	Sweetbert Mugizi Anselimus is a Social Psychologist, mental health and disability advocate working to address psychosocial concerns and promote a more inclusive future for all everyone. He is an academic at Mkwawa University College of Education

			and a researcher in fields of educational psychology, mental health, inclusive education and educational emerging technologies. Sweetbert also works as a youth advisor with Being Initiative (at Grand Challenges Canada), and an Executive Director for the Psychosocial Welfare Organization (based in Tanzania), utilising his research expertise to directly serve young and vulnerable population across the globe.
A28	Michael Penzold and Constantin Sonkwé	Germany/Cameroun	Michael Penzold, LMU München, teaches pedagogy of German literature and language and German as a second language, research in teaching literature, Holocaust Education Constantin Sonkwé, University of Yaoundé, teaches German literature and language for future German teachers in Kamerun, research in German literature and colonial studies
A29	Bill Walker	Australia	Bill Walker is an Honorary Fellow at Deakin University and occasional tutor in transformational aid and development at Ridley College. While at World Vision Australia from 1987 until 2019, he was active in the Jubilee 2000 campaign to free nations from unpayable debts and in research on participatory

			governance. In 2004 he advocated for and initiated experimentation with Freirean participatory action research praxis. Years of collaborative experimentation with impoverished communities who embraced this praxis produced Citizen Voice and Action (CV&A) in 2009. CV&A has since spread to thousands of communities in at least fifty countries across the Global South. Bill completed his PhD by publication on CV&A praxis in 2018.
A30	Dorte Ruge, Zdeněk Janík, Zdeněk Janík, Aung Win & Sai Sai Htun	Denmark/Czech Republic	Ruge, Dorte, PhD., Associate Professor, UCL University College Odense, Denmark, https://orcid.org/0000-0003-3461-6578 Zdeněk Janík, PhD., Assistant Professor, Masaryk University, Czech Republic. Aung Win & Sai Sai Htun are students at Masaryk University, Czech Republic
A31	Lene Andersen	Denmark	Lene Andersen is a member of the Club of Rome, and the founder and director of the think tank Nordic Bildung, and the Global Bildung, for more info: https://en.wikipedia.org/wiki/Lene_Rachel_Andersen
A32	Marianne and Michael (se A15)	Denmark	Marianne A. Leth and Michael J. Vogt are senior lecturers at the Teacher Education of Aarhus and associate professors at VIA

			University College. They have a long experience in teaching interdisciplinary courses between history and scie
A33 (B10)	Beni Mbwile & Celestin Ntiv uguruzwa	Tanzania & Rwanda	Beni Twiseghe Mbwile is an Assistant Lecturer in Physics Education at Mkwawa University College of Education, Department of Educational Psychology and Curriculum Studies. He pursued both bachelor and master degrees at the university of Dar Es Salaam in Tanzania. Recently, Mbwile defended PhD in Physics Education at the African Center of Excellence for Innovative Teaching and Leaning Mathematics and Science (ACEITLMS) which is based at the University of Rwanda. Mbwile's research interest areas include: STEM Education, Physics Education, Concept inventory in STEM subjects, Curriculum Teaching, and Teacher Training and Professional development.
A34 (B08)	Kelvin Haule	Tanzania	Educational Foundations and Management, Mkwawa University College of Education
A35 (B13)	Selina Thomas Mkimbili	Tanzania	Educational Psychology and Curriculum Studies
A36 (B15)	Adella Raymond Mtey	Tanzania	Adella Raymond Mtey (PhD), Lecturer, Mkwawa University College of Education

A37	John Kalolo, Jacqueline Amani, Selina Mkimbili, Philpo John,	Tanzania	Mkwawa University College of Education
A38	Daniel Sidney Fussy and Jaquiline Amani	Tanzania	Department of Educational Foundations and Management, Mkwawa University College of Education (A Constituent College of the University of Dar es Salaam), P. O Box 2315, Iringa, Tanzania, Email: daniel.fussy@udsm.ac.tz ORCID:0000-0002-7031-5409 Department of Educational Psychology and Curriculum Studies, Mkwawa University College of Education (A Constituent College of the University of Dar es Salaam), P. O Box 2315, Iringa, Tanzania, Email: jaquiline.moshi@udsm.ac.tz ORCID: 0000-0001-7025-6771
A39	Jesper Garsdal	Denmark	Jesper Garsdal is a Senior Associate Professor at VIA University College, specializing in Sustainable Development, Education, and Social Innovation. He is also academic coordinator of FECUN (Futures of Education, Culture, and Nature, and in the steering committee of the Nordic Network EBAN - Education and Bildung in the Anthropocene

A40	Wilberforce E Meena and Benedicta Mrema	Tanzania	Dr. Wilberforce E. Meena, Research Consultant, Tanzania Institute of Adult Education Benedicta Mrema, Program Officer-Media Engagement and Advocacy Department, HakiElimu

Julius Nyerere of Tanzania (1922-1999): His Thoughts and Ideals regarding an 'Education for Self-Reliance

SP1-Abel G. Ishumi

Abstract

Not any form of education, and indeed, not all forms of education can entirely or exclusively satisfy the requirement of self-reliance and self-sufficiency in an individual; but because 'self-reliance' is natural a requisite for the potential and fullness of human beings, all forms of education ought to be orientated to serve this end. It must be conscientiously constructed to be able to serve this function and such a programme or curriculum must be well thought-out, carefully delivered to the learners and carefully supervised. Julius Kambarage Nyerere, in his time as a school teacher and later as a leader of a nation, dedicated himself to thinking on how this task of 'educating for self-reliance' could—and must—best be articulated in his country in Tanzania and in his educational institutions, particularly primary and secondary schools.

The paper is tentatively titled: "Julius Nyerere of Tanzania (1922-1999): His Thoughts and Ideals regarding an 'Education for Self-Reliance'. It is intended to serve as a contribution to Sub-theme 1 concerning "Reimagining Education for Self-Reliance and Curriculum Reforms and Innovations." The paper will constitute two major parts, namely:

(i) The major tenets of Nyerere's philosophy. The paper will outline and briefly contextualise the major tenets and principles of Nyerere's philosophy. This is because, literally, more than half of the adult population in Tanzania today, in the age cohort of around 35, hardly know what Nyerere's philosophy was all about and most of these hardly have ever encountered enunciations of this what was a policy-shaping philosophy in their past school days or out on open forums in the last twenty-five years or so. The Conference

at MUCE in October would, indeed, be a welcome opportunity for many to encounter the thought of that great educational thinker—thoughts that were built around twenty-one principles; and

(ii) The pedagogical and structural limitations in the implementation of Nyerere's philosophy. It will make cursory reference to a few pedagogical and practical limitations of in the implementation of the philosophy, at least some of which Mwalimu Nyerere himself became aware of in his lifetime, which he wished could be rectified not only by authorities in Tanzania but also by the world of professionals elsewhere in the world.

The paper will thus demonstrate that Nyerere's ideas are highly relevant to the concept of 'Futures of Education, Culture, and Nature' and that, with a rectification of the implementation bottlenecks identified, alongside incorporation of the 21st century perceptions and skills, ESR does add to that integral part of a desired quality of education and a realisation of the transformative potential of education as a route to collective and self-sustaining futures for all.

Climate Crises: from education to agents of change

SP2-Marianne E. Krasny

Abstract

According to UNESCO, climate change education empowers people "with the knowledge, skills, values and attitudes needed to act as agents of change." Yet to "act as agents of change" in addressing the impacts of or limiting climate change, additional factors, such as how behaviors spread in social networks, efficacy, choice architecture, and the policy context must be taken into account. Whereas photos of climate change education often feature youth engaged in protests, it is unclear how often such educational programs train youth in climate activism and what opportunities for protest or advocating for policy change exist across different countries and contexts.

This keynote will explore the types of knowledge and other individual factors that impact environmental behaviors and our ability to become agents of change. I will also discuss social and governance influences on behaviors and activism. Finally, I will challenge all of us to engage in reflection and discussion of the role of education given the climate-related crises facing the Global South and Global North.

Keywords: climate change education, advocacy, activism

Pluralizing ecologies of knowledge for the Anthropocene: pastoralist perspectives from Africa

SP3-Sara de Wit, Sara Petrollino,
Mirjam de Bruijn, Han van Dijk

Abstract

The Anthropocene brings attention to the damaging ways in which (some) humans are terraforming the planet with unprecedented pace, moving more sediment than all natural processes combined. Yet while pastoralist lands and livelihoods are increasingly under threat, the role of pastoralists has been largely undertheorized within the Anthropocene framework. Historically, through tropes of modernity understandings of pastoralist livelihood systems in Africa (and elsewhere) have been prey to misjudgments, negative stereotypes by national governments, but also continue to be largely mischaracterized by foreign policy makers and experts in fields like development, climate change and biodiversity conservation. Anthropologists and their scholarly kin are well placed to be critical translators across these multiple and complex global and local entanglements. However, in face of the increasing global framing of socio-ecological crises as "techno-complexes" – largely driven by natural science epistemologies – we are often confronted with epistemological subjugation and hierarchies ourselves. Anthropocene discourses bring forth new policies and technologies of calculation and prediction, underpinned by ideologies of control. Yet, as Ian Scoones (2022) has pointed out, in face of climate change the world is moving more towards non-equilibrium conditions which means that pastoralists hold crucial knowledge for how to live with unpredictable socio-ecological change.

In this paper, we draw on and compare lived experiences among the Fulani, Hamar and Maasai people and ask how pastoralist ways of knowing and being in the world – which are intricately connected – can help us to dismantle this disciplinary divide and

contribute to a more critical theorization of the Anthropocene. In our first move, we demonstrate how pastoralist epistemologies need to be considered as embedded within relational ontologies that are continuously brought into being by weaving meaningful relations between animals, people and landscapes. Secondly, we argue that plural ecologies of knowledge (Haines & de Wit 2024) are needed in the sciences to contribute to more equitable forms of expertise for the Anthropocene.

Keywords: pastoralism, Africa, relational ontologies, non-equilibrium thinking, interdisciplinarity

A time for time in educational commons; vulnerable persons re-establishing hope and courage through aesthetic processes and bodily sensory in education

A1-Astrid Kidde Larsen Nørgaard, Charlotte Vange Løvstad

Abstract

With a strong social pedagogical foundation based on equality and participation in everyday practice participants at Kofoeds School Aarhus succeed in building bridges between (young and elder) vulnerable persons and societal support systems, employment or education; a stay at the school enables a main part of the students to establish a belief that there are other and more sensemaking prospects than their present.

In this roundtable, we introduce you to social innovative research where the student's and teachers' experiences and perspectives on their everyday life in the school are the object. In our socially innovative research, participants must not be considered as the object of the research, but as equal co-producing partners with researchers in knowledge production - as cognition and bodily sensory experiences. We present methods and findings from an arts-based research project where students, teachers, and, researchers co-create both research findings and an artistic presentation of the main characteristic of what makes pedagogically and existentially sense in the everyday life in Kofoeds School Aarhus.

Keywords: Marginalized, aesthetics, education, time, participation

Five key Hotspots for doing ESD at a Danish University for Applied Science

A2-Birgitte Woge Nielsen & Hanne Duedahl Nørgaard

Abstract

We are currently conducting an ESD competence course for teachers in the Health Education at VIA University College in Denmark. The competence course is part of an EU project called TEACH4SD, involving four countries, with each country focusing on a specific domain – Denmark being 'health'. Based on this experience, along with our experience with similar courses since 2018, we have collected five key hotspots that we consider important for 'teaching the teachers' in ESD. These five hotspots are: Bildung, being emotionally moved, Ownership, and the Transfer of New Competencies into Education.

The context of the course is the global need for sustainable values and competencies to address both lobal and national challenges. Denmark is a very wealthy and safe country, but this wealth has led to significant overconsumption. This overconsumption is highlighted in the 'Earth Country Overshoot Days 2024'. According to this overview, if everyone in the world lived lige the average person in Denmark, the Overshoot Day would fall on March 16. Therefore, in in Denmark, we need to drastically change our lifestyle by reducing consumption, while also using the opportunity to reflect on what constitutes a healthy life. For example, the average Dane produces 17 tons of CO2 per year, with 37% from the energy sector, 29% from the transport sector, 22% from the agriculture food production, forestry, and fishing, and 6% from the public activities such as hospitals. Additionally, it´s important to note that more than 50% of Denmark's CO2 emissions occur abroad.

The focus of the competence course is to promote individual existential awareness of the necessity to change our way of living and foster better coexistence with nature, and thereby reducing our negative impact on the planet. However, this societal change also involves the individual's interaction with society, relationships with other people, and social structures. Therefore, we also include activities in the competence course with NGOs and individuals working on sustainable development outside the university. The goal is to promote the teachers' self-reliance, so they gain knowledge and confidence in their own abilities and resources to carry out ESD, and, in turn, promote the necessary values and competencies among the students they teach.

The main content of the workshop at the FECUN conference will be based on the five hotspots, which will be elaborated on in the following text.

"Bildung" (refers to the process of self-cultivation and education that shapes an individual's character, moral values, and intellectual abilities)

The framework for the different competence courses is sustainable values and competencies, and right now we are using the EU-GreenComp with four areas. This framework helps to convince teachers that this is not just add-on teaching, but a comprehensive pedagogical and didactic approach that should be integrated into all subjects.

This is not about add-on teaching; ESD (Education for Sustainable Development) is far more comprehensive, focusing on generic values and competencies. EU-GreenComp is a model that highlights the importance of ESD (Bianchi, Pisiotis & Cabrera Giraldez 2022).

World Friends: World-centred early education in a self-reliance and well-being perspective

A3-Anette Boye Koch, Erika Zimmer Brandt, Niels Nørrind Hansen

Abstract

World-centred education is a way to induce existential wellbeing in children by directing their attention to the world. The project aims to investigate what happens when Early Childhood Education and Care (ECEC) opens to the world through children's stories about their everyday life. This includes impact on global wellbeing and self-reliance. An explorative field study was performed by three Danish researchers and local children in Denmark, Tanzania, and Arctic Norway. Empirical data in form of photographs and field narratives were generated by following children on ethnographic field work in their ECEC institutions for two days. A children's book was sketched in picture and text together with the children. The books were brought back to the children for validation. Followingly, child professionals read all 3 books to children to explore how it might impact children's understanding of themselves, their well-being and self-reliance to "visit each other's everyday lives". The presentation shares selected excerpts from the books, discusses some methodological potentials and challenges we experienced and considers some preliminary findings in relation to intercultural education.

Keywords: World-centred education, early years, self-reliance, children's perspectives, global wellbeing

Systemic Grand Corruption and the bane of quality education provision in Tanzania: A ten years' experience from 2005-2015

A4- Chakupewa J. Mpambije, Hawa M. Mpate

Abstract

Provision of education in Tanzania owes the historical antecedents since precolonial era when it was informally provided. This followed the colonial education which emphasised to realise colonial needs and interest and later the post-independence era which witnessed diverse policy change to suit the international and local needs. The post-independence education witnessed intense of financial investment so as to create needed human capital of the time. While considerable achievements have been evidenced through increased enrolment and infrastructure, hot debate still lingering on the quality of education that is provided if it matching the elapsed decades since independence. In this paper which draw from extensive literature focusing on primary and secondary education posit that unsatisfactory level of education in Tanzania is partly exacerbated by the existence of grand corruption since the advent of structural adjustment programme. From 2005 to 2015, Tanzania witnessed a series of grand corruption scandals which peaked to over TZS 1 trillion. If this amount could have been invested in education, the sector could have blossomed. Instead, some of the primary and education programmes like Primary Education Development Programme (PEDP) I&II and Secondary Education Development Programme (SEDP) did not yield much of the expected outcome. Thus, despite increased enrolment, still experienced dilapidated infrastructures, shortage of teachers coupled with high level of demotivation in teaching. This was translated into mass student failure with little mastery of expected proficiency as per each level. It is the appeal from this paper that restoration of national ethos is highly required. This will result into effective investment in social sector like education thus translating into production of highly competitive human capital needed within and outside the country.

***Key words**:* Grand Corruption, Quality Education, Tanzania

Best Practices in Instructional Supervision for Vocational Short Courses Training: Evidence from Research

A5-Daudi Charles Kanilizu, Habibu Dadi Ali, Fortunata Kapasy Pembe

Abstract

The quality and effectiveness of vocational short course (SCs) provided largely depend on the instructional supervision practices employed on the same. Despite the crucial role of instructional supervision executed at the Vocational Training Centres (VTC) in enhancing employable skills for graduates, there is a lack of comprehensive understanding on what constitutes best practices in this context. This research seeks to address the gap by identifying and analyzing the best practices in instructional supervision for vocational SCs.

A qualitative research methodology with a phenomenological design was employed involving interviews, observations, and focus group discussion to 33 purposively and convenient sampled participants. The participants were obtained from Kihonda RVTC, Dakawa VTC, and Mikumi VTC. Thematic analysis of the data revealed five major themes; 1) high documents-based supervision less execution of walking about supervision 2) absence scheme of training and lesson plan in SCs supervision, 3) high collaborative supervision between teachers and supervisors, 4) poor involvement of teachers in decision making and 5) delay in fund reimbursement from VETA Head Quarter. These findings emphasize the need for immediate action from VETA HQ to prioritize the effective supervision of SCs. It is imperative to address the significant challenge of ensuring the prompt availability of training materials for SCs. Taking inspiration from private institutions that have set an example in this regard, this step is crucial for enhancing the supervision of these courses.

Keywords: Management, Vocational Training Center, Vocational Short courses and supervision.

Learning Styles, Methods for Education Advancement Experiences

A6-Emmanuel Tonya

Abstract

This paper presents the educational journey and experiences of Emmanuel Tonya, highlighting the different learning styles and methods that contributed to his academic advancement. Through a qualitative case study approach, the paper explores the various phases of Emmanuel's learning, from primary education to earning a PhD through distance learning. The study emphasizes the significance of individualized learning styles, including the Visual, Aural, Read/Write, and Kinesthetic (VARK) model, and the impact of distance education on lifelong learning. The challenges faced in distance education, such as feedback delays and stakeholder perceptions, are discussed alongside the strategies employed to overcome these hurdles. This paper aims to inspire and inform educators and learners about the potential and practicality of distance education and individualized learning styles.

Keywords: Learning styles, Distance education, VARK model, Lifelong learning, Individualized learning, educational advancement, Open and distance learning (ODL)

Hurdles in Attaining Competency Based Education in Sub-Saharan Africa Secondary Schools: A Synthesis of Conceptual, Pedagogical and Contextual constraints

A7-Eunice Ndomondo

Abstract

The competency-based education is implemented world-wide focusing on improving instructional, and assessment practices, and promote competencies essential for successfully learning, living and working in the competitive world. African countries have adopted competency-based education in their secondary schools; however, they have not managed to effectively implement it. In this regard, this paper is informed by Bernstein pedagogical device theory to presents synthesized qualitative data illuminating the conceptual, pedagogical and contextual constraints in implementing competency-based education in secondary schools of some sample's countries in Africa. Meta ethnographic approach was applied whereby articles published between January 2014 and June 2024 retrieved from SCOPUS, ERIC and other database were analyzed and presented thematically. The findings revealed that there are many factors somewhat common among African countries which impede implementations of competence-based education. It was found that teachers are lacking fundamental and comprehensive understanding of competency-based education due to inadequate training, hence their ability effective use competency based of pedagogies is impaired. Hence the curriculum goal of producing citizen who are highly knowledgably, skilled and with predisposition to succeed in the contemporary world is not attained. More so, African countries are still challenged by poor classroom contexts such as large class sizes, overloaded curriculum, inadequate and traditional instructional resources, and lack of continuous teacher training. Unless African countries governments decide to take deliberate measure to improve the situation, competency-based education will remain a rhetoric and not a reality.

Keywords: Curriculum reforms, competency-based education, implementation constrains, secondary schools, sub-Saharan Africa

Rural women's livelihood aspirations: A capabilities inquiry into out-of-school literacies

A8-John Zimba

Abstract

The Adult literacy and education policies in Zambia depict a deficit approach that seeks to empower participants with functional skills for increased productivity and quality of life (Ministry of Finance and National Planning, 2017, 2022). With women's literacy levels at 65 per cent above the age of 15 (Ibid, 2022), there is a commitment to eradicate school illiteracy by 2030. However, not all these literacy interventions connect with the aspirations of rural women who are considered illiterate. The context of livelihood aspirations here is framed in what (Sen, 1999) describes as functioning (outcomes) that people have reasons to value. In Zambia, rural livelihoods mean navigating complex literacy events that are deeply immersed in a text-saturated world (Baynham & Prinsloo, 2009), and this can have implications for women's aspirations.

Conversely, understanding literacy and capabilities in the context of the current theoretical and conceptual frameworks dominating policies eclipses new knowledges of women's literacies and learning experiences outside of school. Hence my conceptualization of literacy as a social practice (Street, 1984, 1993), and I adopt Martha Nussbaum's Capabilities Approach (Nussbaum, 2000) to analyse what women do with literacies. For my methodological framework, I use ethnography to explore women's literacies and learning experiences in one village as my case study.

Keywords: Aspirations, Literacy practices, capabilities and decolonizing

The Role of Non-Academic Departments in the Quality Assurance Process in Higher Learning Institutions (HLIs) in Tanzania

A9-Hawa Mpate

Abstract

Higher education institutions are striving to meet standards set by internationally recognized accreditation agencies. This has led to increased calls for accountability from educational providers and the implementation of quality assurance processes to measure outputs. In Tanzania, similar efforts are underway to ensure the quality of education in higher learning institutions aligns with both national and international standards. This study aims to explore the extent to which higher learning institutions involve non-academic departments in the quality assurance process. The study was conducted at Mkwawa University College of Education (MUCE), a constituent college of the University of Dar es Salaam in Iringa, Tanzania involving seven heads of non-academic departments. A qualitative approach was employed, with in-depth interviews conducted with eight participants. The findings revealed that non-academic departments and units are not sufficiently participating in the quality assurance process at the college. Several reasons were identified for this lack of involvement, including negative perceptions among some non-academic staff towards quality assurance, lack of direct links between academic and non-academic departments and lack of expertise in quality assurance practices. The study recommended raising awareness among all non-academic staff about the importance and necessity of participating fully in the quality assurance process to effectively attain quality education in HLIs.

Keywords: Quality, Quality assurance, Accountability, Higher Learning, Non-academic department

Basic Education Curriculum in a Chain of Socialism and Self-reliance Policy in Tanzania: Lessons from Theory and Practice

A10-Jaquiline Amani, Oscar Joel Magava, Baraka Luvanga

Abstract

Education is viewed as a credible weapon for survival in all walks of life and central to individual and nation's economic transformation. Since independence in 1961, the thrust of Tanzania on education has been focused on building a state of equally-educated and self-reliant people. This thrust gained momentum in 1967 when the country adopted the Arusha Declaration of African Socialism and Self-Reliance philosophy as announced and pioneered by Mwalimu Julius Nyerere, the first President of the United Republic of Tanzania. This philosophy which became policy aimed to make education as an integral part of society and instrument of liberation providing an individual with skills and knowledge to control and govern the nature. One of the key emphases of Education for Self-reliance (ESR) was to develop the curriculum which meets the needs of majority predominantly rural society, and contribute toward improving life in the rural areas. Employing secondary research, this paper serves to analyse the embedded concept of self-reliance in basic education curriculum since independence, the practical experiences over time (1960s-2023) and its implications for the future education in the country. The reflection centers on pre-primary, primary and secondary education across all the three major periods of which the history of education in the country has passed through, namely before, during and after colonialism. The implications for future research and practice will be highlighted based on the key findings

Keywords: Curriculum Reforms, Basic Education, Education for Self-reliance, Theory and Practice

Are They Truly Invisible? Reimagining Prevalence Estimates of the Gifted and Talented in Tanzania's Basic Education Data

A11-Joseph Reginard Milinga

Abstract

The need to develop the unique abilities of gifted and talented learners is acknowledged as essential for societal transformations. A country's commitment to this need can be partly reflected in its educational data, which are the basis for deciding on several issues surrounding the education of the students. This study analyses Tanzania's basic education data to address the persistent silence of educational considerations for gifted and talented learners in Tanzania. It uses a documentary review method to provide prevalence estimates of gifted and talented learners in Tanzania based on the education data spanning 2016/2017 to 2021/2022. The Differentiating Model of Giftedness and Talent (DMGT) informs the analysis. The findings show that the education data do not consider gifted and talented learners when such learners are not mentioned. The evidence is inconsistent with the existing literature that gifted and talented individuals are part of every society and social background. However, when subjected to the DMGT propositions, the data revealed a significant number of gifted and talented learners who might be present in Tanzania's education but go unrecognized, hence failing to address their learning needs. The findings have several implications, including an urgent need and bold decision to include gifted and talented learners in the basic education data to promote a wide range of unique abilities and needs of the students in Tanzania.

Keywords: Gifted and talented learners; education data; Differentiating Model of Giftedness and Talent; Tanzania

Theoretical and Practical Appraisal on Achieving Inclusive Education for High-Ability Learners in Tanzania: Positioning Education for Self-Reliance in Context

A12-Joseph Reginard Milinga

Abstract

This article presents an evaluative account of the theoretical basis for the need to systematically provide gifted education in Tanzania by giving practical implications for achieving this desire within the context of Education for Self-Reliance (ESR). Thus, a select number of theories or models are analyzed to determine their relevance in informing gifted education in the Tanzanian context and to show how far the country has been able to address the educational needs of gifted and talented students consistent with the ESR principles and practices. The article highlights unaddressed gaps in achieving a high-functioning gifted education system, as discussed within the context of ESR and inclusive education implementation. The findings from the review are further discussed within the broader context of the emerging evidence-based practices worth adapting in Tanzania and similar educational contexts to enhance gifted education provisions. Therefore, the article contributes to and furthers educational debates in gifted education by drawing theoretical and practical experiences from a low-income country, presenting a unique perspective for understanding gifted education practices.

Keywords: Gifted and talented learners; theoretical explanations for gifted education; Tanzania

Secondary School Teachers' Gender Responsiveness in Classroom: Analysis of Interaction Dynamics in Tanzania

A14-Mariana Manyus Mhewa

Abstract

This study examined teachers' gender responsiveness in classroom interaction dynamics as a strategy to enhance equitable student participation in learning process. A case study design under qualitative research approach was adopted. A purposive stratified sampling technique was used to select 27 secondary school teachers. Classroom observation and interviews were used to collect data. Data were analysed through thematic content analysis technique. Findings revealed that secondary school teachers' level of gender sensitivity in interaction patterns varied from one teacher to the other based on different factors including knowledge level and personal background. It was further found that some teachers because of cultural influence intentionally favoured one sex. The study recommends integration of gender responsive content in pre-service teacher education together with continuous gender-responsive seminars for teachers and students.

Keywords: Gender sensitivity; Classroom interaction; Student participation; Learning process and Sex

Imagining Education for Reparative Futures: Visions – dialogue – planning; Collaborative workshop – generating ideas for education of tomorrow and establishing of network

A15-Marianne A. Leth, Michael J. Vogt

Abstract

NB! This is a description of the workshop, which will take place outside of the hybrid conference program. However, idea, intentions and structure of the workshop will be presented in a paper at the conference.

This workshop builds on the participants' knowledge of and experiences with education and training from their educational institution or locality, regardless of national, cultural, local and/or professional background.

In joint dialogue, we will discuss and exchange ideas, generate visions and possibly make concrete proposals for education and development of competencies for 'reparational futures´ based on and in respect of local anchoring of environmental, cultural, political, religious, and economic experiences. This workshop builds on the participants' knowledge of and experiences with education and training from their educational institution or locality, regardless of national, cultural, local and/or professional background.

We suggest the following themes for the dialogue:

1. Nature/land-based experiences: Education in relations to the local environment. How to integrate local perspectives on reciprocity and sustainability with the natural, cultural and social environment?
2. Culture and local communities and place-based living: education and reconciliation, resilience and self-reliance. Recognition of indigenous as well as immigrated values and traditions, shared meaning and knowledge making, spiritual

relationships etc. Recognition of the oral history, traditional stories and other forms of expressions.
3. Reparative futures – learning with the past: learning with and from the past – including the past which has been hidden away, not written.
4. The curriculums: How do they appear? How should they be? How can they be?

Course/structure of workshop:

1. Introduction by workshop holders: objectives, themes, the workshop form etc.
2. The critique phase: discussion of themes 1, 2 & 3 in plenum. Writing down the points on posters for each theme.
3. The utopian phase: In theme groups, the participants chose a theme in focus. Writing down the points on posters.
4. The realization phase: Theme 4, Curriculums will be integrated here: How could our utopian ideas be formulated into concrete curriculums?
5. Presentation and summary in plenum – aim to establishing of a network forum among the participants.

Keywords: Dialogue; Reparative futures; Place-based experiences in education; Visions; Networking.

Gender Differences in Externalizing Behaviour Problems among Pre-Primary School Children: A Cross-Sectional Investigation of Children from Three Tanzanian Districts

A16-Nabwera Rashid

Abstract

This cross-sectional study examines gender differences in externalizing behavior problems among pre-primary school children in three districts of Tanzania. A total of 403 pre-primary school children aged 5-7 years from 12 pre-primary schools participated, with demographic data collected alongside SDQ assessments. Results of an independent t-test reveal that boys exhibit significantly higher levels of externalizing behavior problems compared to girls (M=74.01, SD=28.24) and girls (M=67.25, SD=31.84, t(401) =2.257, p=0.025). Additionally, Results of hierarchical regression indicated that externalizing Behaviour outcomes (β = −.27) variables were significantly correlated with socio-economic status (ps<.05), with children from lower SES backgrounds showing elevated levels of externalizing behaviors. These findings emphasize the importance of gender-sensitive interventions and efforts to address socio-economic disparities in promoting positive socio-emotional development in early childhood. The study contributes valuable insights for ESR policy-makers, educators, and practitioners working towards enhancing the well-being of children in Tanzania's early education system.

Keywords: Gender differences, socio-economic status, externalizing behavior problems, pre-primary school children,

Toward an Alternative Pedagogical Framework to Learner-Centered Pedagogy; Historically Nurtured and Currently Valued Pedagogies in Tanzania

A17- Nozomi Sakata & Nkanileka Loti Mgonda

Abstract

Amid the global surge of learner-centered pedagogy (LCP) as a "universal panacea," this paper proposes an alternative pedagogical framework in Tanzania encompassing (1) historically nurtured pedagogies, (2) currently valued pedagogies, and (3) globally promoted LCP. Using the comparative case study (CCS) approach and the capability approach (CA), this research explores educational development in Tanzania through a historical lens, the interaction of LCP discourse at different policy levels, and pedagogies conceived as being of value examined through semi-structured interviews and focus group discussions with diverse educational stakeholders. The findings indicated that some principles of LCP were espoused in all three aspects, while other LCP concepts were supported by one or two of them. The article argues that seeking the valued pedagogical elements over time and across different policy levels will offer an alternative means to pursue locally appropriate pedagogies in a given setting. The integrated use of CCS and the CA could prove useful to practice a participatory and democratic process to policymaking while historically contextualizing the valued pedagogies and capabilities.

Corporal punishments in Secondary Schools in Tanzania: Exploring Motives, Forms and Outcomes

A18-Orestes Silverius Kapinga & John Fungulupembe Kalolo

Abstract

Student punishment is an increasingly important dimension of a teacher's professional life and, especially in the case of corporal punishment (CP). The study investigated motives of using CP, forms of CP and outcomes of CP in secondary schools in Tanzania. The study was conducted in five secondary schools in Iringa Municipality, Iringa District Council and Mafinga Town Council. Fourteen Focus Group Discussions were held with teachers and students. Findings revealed that motives for using corporal punishment were varied among teachers. Majority of the teachers used corporal punishment for correcting misbehaviours. Other teachers used CP as a tool for enhancing students' academic achievement. Moreover, some teachers believe corporal punishment is necessary to maintain discipline in the class. Regarding forms of CP used, it was reported that punishments tend to vary depending on the offence. Participants mentioned different forms of punishment including psychological punishment, manual work, strokes, being yelled by fellow students, cleaning the environment/classrooms and being given extra classroom work. On the outcomes of CP, participants mentioned the outcomes ranging from psychological, health, academic, hatred between students and teachers, and school dropouts and/or truancy. There is lack of evidence that CP promotes learning in schools. Governments are urged to make equitable policies for management of CP in schools. Authors recommend the use of alternative punishments by teachers.

Key words: corporal punishment; motives; psychological punishment; Tanzania

Exploring Promoters of Socio-cultural Related Forms of Gender-Based Violence among Primary School children in Iringa, Tanzania

A19-Pendo Mwashota and Philpo John

Abstract

This study explores promoters of sociocultural related forms of gender-based violence (GBV) among school children in Iringa, Tanzania. It employed qualitative methods using case study design. Data were collected from five public primary schools and one orphanage centre using interviews, focused group discussions (FGDs), documentary reviews, and orphanage visits. Ten classroom teachers, five matrons or patrons, five disciplinary masters or mistresses, and five head teachers, two social development officers, two ward executive officers, five public transport drivers, two guardians from one Orphage centre, and one hundred standard III and IV pupils were involved in FGDs to have total of 136 participants. Data were analyzed thematically. Findings indicate extended families, poverty, superstition, myths, beliefs, irresponsible school administration, poor parental care, bad use of social media, imitation of foreign or modern lifestyles, mental illness, stress, and moral degradation as most strong promoters of GBV against school children. It concludes that socio-cultural related GBV can be mitigated. However, members of the local communities should actively participate in reporting GBV incidents as soon as they occur. The government should strengthen policies to educate for curbing GBV perpetrators. In this way, stern measures should be taken against agents of GBV.

Keywords: Gender-based violence; school children; socio-cultural related GBV, GBV promoters

Does English as Language of Instruction foster Education for Self-Reliance in Tanzania Vocational and training Colleges?

A20-Wakati Maliva

Abstract

Vocational and training colleges are meant to create a workforce for the society. They also serve to aid the society acquire equipment for carrying out their economic activities conveniently as they train youth to supply such equipment. Vocational and training colleges in Tanzania use English as a language of instruction in implementing the curriculum. This paper uses the language imperialism theory to assess whether conducting vocational and training programmes using a foreign language fosters Education for Self-Reliance in Tanzania. Review of existing documents is used to gather data and arrive at a conclusion. Reviewed documents revealed that students spend more time learning the foreign language than learning the trade they need to develop themselves and the society. The paper concludes that English does not foster skills acquisition by students. The anticipated benefits of vocational education are also distorted as students struggle with the language instead of the trade. It is recommended that the national language, Kiswahili, which is mastered by all Tanzanians replaces English as a language of instruction in vocational and training colleges to attain the expected objectives of vocational education.

Keywords: Vocational training, Education for Self-Reliance, foreign language, Tanzania

Education for Self-Reliance and Gender Equity in STEM in Universities

A21-Leoncia Henerico Kibani

Abstract

This research explores the intersection of education for self-reliance and gender equity in STEM (Science, Technology, Engineering, and Mathematics) fields within university settings. Recognizing the critical role that STEM education plays in driving innovative and economic growth, this study aims to address the persistent gender disparities that hinder the full participation of women in these fields. The concept of education for self-reliance, which emphasizes practical skills, critical thinking, and problem-solving abilities, provides a framework for enhancing STEM education and empowering all students, regardless of gender. The study was guided by three research questions namely: How does the current university curricula support self-reliance among students in STEM fields? What are the gender-specific challenges and barriers faced by women in STEM fields in universities? How can educational strategies be adapted to promote gender equity and self-reliance simultaneously in universities? The study employed a mixed method approach combining quantitative surveys, qualitative interviews with students, department teaching staffs, and administrative non-teaching staffs but also through documentary review. The case study design was adapted where Mbeya University of Science and Technology was used as a case. Study findings indicate that while many universities have made strides in promoting STEM education and gender equity, significant gaps remain in addressing gender-specific needs in STEM fields and fostering an environment conducive to self-reliance. Female students often report a lack of role models, specific supportive learning environment, mentorship opportunities, comparable recognitions, and supportive networks which can impact their confidence and persistence in STEM disciplines. But male students reported on

being neglected on guidance and counselling compared to female students. The study also highlights successful interventions, such as targeted guidance and counselling, and mentorship programs, inclusive curriculum design, workability of gender units and active learning pedagogies. The study realized the growing of self-dependency culture among STEM students in employing innovative technologies to self-employ though they still lack support. These strategies have shown promise in reducing gender disparities and enhance self-reliance for STEM development. Basing on these insights, the research proposes actionable recommendations including developing gender-sensitive champions among students, establish mentorship and support networks, creation of STEM clubs and fostering a culture that values diversity and self-reliance in universities. The study concludes that both educational practices and institutional policies are needed in building a culture of self-reliance gender wise to improve equality in STEM fields. This study contributes to a more equitable and effective STEM education system that prepare students to thrive in their future careers through self-reliance mindset.

Keywords: Self-reliance, STEM fields, Gender, Educational practices, Institutional practices

Exploring Language Use Contexts Promoting Child Abuse: A case of Primary School Children in Iringa, Tanzania

A22-Pendo Mwashota and Philpo John

Abstract

Child abuse is a physical, sexual, emotional and/or psychological maltreatment or neglect of a child, especially by a parent, a caregiver or a teacher. We argue that the use of language can reduce or contribute to the incidents of child abuse among school children. The use of language can heal or destroy the children's social welfare. The study used qualitative approach and ethnographic design in which researchers had adequate time in the target communities to learn how language use contributed to the problem. Five public primary schools and one orphanage centre in Iringa District were used. During data collection, participant observations, interviews with ten teachers, five matrons or patrons, five disciplinary masters or mistresses, and five head teachers were conducted. Focused group discussions were conducted with 100 standard III and IV pupils, documentary review of the related policies, and orphanage visits were employed. Data were analyzed thematically. The findings revealed that language/words caused child abuse against primary school children in various socio-linguistic contexts like process of home parenting with caregivers and relatives; on the road with public transporters; in school and during classroom instructions. In these contexts, there appeared bad language use that had power to affect the children's emotions, to damage confidence and self-esteem, to drive decision making while reinforcing the associated beliefs with words used. The study concludes that parents, teachers and surrounding communities do not care about the detrimental effects that language has when used inappropriately to children. It recommends that government should empower its social welfare institutions to deliberately educate the community about the effects that language has to the children when it is inappropriately used by adults in homes, schools and the community at large.

Keywords: Child abuse; school children, language use, school and home, children rights

An Assessment of Fire Emergency Response Practices and Challenges in Boarding Secondary Schools in Tanzania

A23-Zedekian Malyatangasi Nyagawa

Abstract

This study assessed the practices and challenges associated with fire emergency in boarding secondary schools in Tanzania. The study was guided by the following research questions: 1. How do boarding secondary school members respond during fire emergency? 2. What challenges do fire response team face in responding to fire emergency in secondary schools? The study was guided by the eclectic approach which drew insights on various models and literature in an attempt to understand and describe comprehensively practices and challenges associated with fire emergency response in secondary schools. Philosophically, the study was guided by constructivism ontological and epistemological assumptions to generate information about practices and challenges associated with fire emergency response in secondary schools. The study adopted a qualitative approach and employed descriptive multiple case study design to generate in-depth information from participants in four purposively selected secondary schools. Purposive sampling procedures were employed to select a total of 95 research participants. Face-to-face interviews, Focused Group Discussions, observations and documentary reviews methods were adopted to generate in-depth information for the study. Qualitative data were analyzed thematically through the NVivo software Version 11 and presented narratively and through photographs. However, the numerical data were presented in tabular form. The findings indicated that: First, fire response in boarding secondary schools involved several practices such as sharing information about an emergency, participating in rescue activities, provision of first aid services to victims, and rushing victims to hospitals. Second fire emergency response activities

faced several challenges such as shortage of firefighting and rescue equipment, inaccessible school buildings to due lack of fire-truck paths, delayed arrivals of fire-trucks due to poor roads and long distance from fire and rescue force stations to schools, and limited knowledge, awareness and skills among school members about fire rescue processes. The study recommends that the government and secondary school management should strengthen fire emergency response through preparing adequate fire response equipment and facilities, integrating fire-truck routes in the construction of school buildings especially dormitories, improving road infrastructures from fire and rescue force stations to schools, and provide adequate fire safety training to staff and students to enhance awareness and reduce impacts.

Keywords: Fire emergency, response, practices, challenges

Status of Entrepreneurship Education in Undergraduate Teacher Preparation Programmes; University Management Officials' and Academics Perspectives

A24-Aaron Mkanga Manaseh

Abstract

Entrepreneurship education (EE) is emerging as an essential lever for promoting teachers' is less research on how EE offered to undergraduate teacher trainees addresses their needs for innovative pedagogy and creativity. By analyzing EE course objectives, content, and emphasis, this study examines how EE offered to teacher trainees in undergraduate teacher preparation programmes addresses student teachers' needs for innovative pedagogy and creativity in the teaching and learning process. The study uses the case of two universities in Tanzania to generate relevant data through interviews and documentary analysis. Findings reveal that EE objectives and content were less tailor-made to address student-teachers' need for innovative pedagogy and creativity in teaching.

Regarding the emphasis on EE in undergraduate teacher training programmes, findings show that EE was generally downplayed in the studied universities. This is because EE was offered mainly as a course module and an elective course. Where it was designated as compulsory, it was limited to teacher trainees registered in the Bachelor of Education in Science and Bachelor of Education in Arts, Bachelor of Education in Commerce, Bachelor of Education in Administration and Management, and Bachelor of Education in Policy Planning and Management only. As such, a lion's share of student teachers in other undergraduate teacher training programmes was positioned as outsiders to EE. These findings widen an understanding of the current status of EE offered in undergraduate teacher training programmes in the context of the low-income country of Tanzania. The study recommends that policymakers and

curriculum designers in the studied universities should re-orient the course objectives and content of EE offered to undergraduate teacher preparation programmes. This re-orientation could be necessary for enhancing student teachers' innovative pedagogy and creativity in teaching. The studied universities should also promote the emphasis on EE by offering EE as compulsory courses to all undergraduate student-teachers.

***Keywords**:* Entrepreneurship education · Teacher preparation programmes · Universities ·

The impact of ICT in teaching and learning Algebra topics in Tanzania's secondary schools

A25-Willy Kasuga, Hassan Iddy, Chacha S. Chacha, Doris Mosha, Upendo Jeremia, and Emmanuel Mngóngó

Abstract

This study aimed to investigate the impact of ICT on students' performance in algebra topics in public secondary schools in Tanzania. The research utilized a quasi-experimental design with a pre-test post-test approach. Two schools were selected in each of two regions for the study. The target population consisted of eight mathematics teachers and 360 students totaling 368 participants. Data collection involved questionnaires, tests for students, and classroom observations. Descriptive and inferential statistics using SPSS version 26 were employed to address the research questions, with the Chi-Square analysis test applied to test the hypothesis at a significance level of 0.05. The results indicated that students taught with ICT tools outperformed those taught without ICT tools in all algebra topics selected. Recommendations were made to improve student performance in algebra topics, such as providing adequate ICT tools to all public upper secondary schools and offering additional training for mathematics teachers on integrating ICT tools in mathematics instruction.

Keywords: ICT; Mathematics; Algebra; Tanzania

Re-imagining multilingual education; When a multilingual learning material travels from South African Schools to teacher education in Denmark

A26-Line Møller Daugaard and Robyn Tyler

Abstract

This online roundtable springs from ongoing research collaboration on multilingual learning materials across the global South and North. At the heart of the collaborative research is the multilingual learning material *iSayensi Yethu*, targeted at science teaching in Grade 4 in South African schools and including innovative combinations of English and isiXhosa. As part of the research collaboration, *iSayensi Yethu* was introduced to student teachers in a teacher education programme in Denmark. The teaching experiment in teacher education in Denmark offered potential towards decolonizing multilingualism and positioning multilingual knowledge developed in the South as authoritative in Northern contexts, and across the two cases, the multilingual learning material *iSayensi Yethu* worked as a catalyst for re-imagining multilingualism in language and content teaching. The roundtable reports on the travel of a multilingual learning material from South African schools to teacher education in Denmark and contains reports on both cases as well as an overarching discussion across the two cases pointing to possibilities for re-imagining multilingual education.

Keywords: Multilingual learning material materials; South African primary schools; teacher education in Denmark; decolonizing multilingualism

Students with Disabilities' Experience of Artificial Intelligence Tools in Universities in Tanzania

A27-Sweetbert Mugizi Anselimus

Abstract

The surge in technological innovations and advancements including artificial intelligence (AI) has impacted the education sector and its diverse aspects worldwide. Students in universities continuously explore and utilise AI tools, generative AI in particular to aid their education. However, students with disabilities (SWDs) face barriers that limit their accessibility and use of the tools, restraining them from practicing full autonomy while at school, that would be substantially beneficial to their self-reliance in the future. This qualitative study sought to understand experiences of students with disabilities of AI tools, employing interviews and focus groups with participants from public and private universities in Tanzania. It was found that SWDs experience several challenges regarding the accessibility and usage of AI which include limited awareness of tools, insufficient customisation options, scepticism on privacy issues and financial limitation. The study recommends for the universities to establish inclusive environment where SWDs can fully access and utilise AI tools and further studies on strategies to mitigate challenges faced by SWDs.

Keywords: Students with disabilities; Artificial intelligence; Generative AI; Universities

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

A28-Michael Penzold and Constantin Sonkwé

Abstract

The highly problematic phase of colonialism in the German Empire was accompanied by a lively production of texts from the very beginning. The production of literature with a colonial connection continued even after the end of German colonialism, with the debate about this part of Germany's past continuing to have an impact to this day. Particularly noteworthy in this context is the recent return of the so-called Benin bronzes, which were exhibited in Berlin for a long time. The working group is pursuing two goals in this context. The first is to shed light on both the African and the German perspective on the colonialism of the German Empire. On the other hand, based on a particularly remarkable and influential author, the ethnologist Leo Frobenius (1873-1938), the aim is to discuss the extent to which a utopian moment is inscribed in the German-language Africa discourse of the time, which leads to an appreciation of the history of Africa and its cultural achievements. To this end, the first volume of "Und Afrika sprach" (1912) in particular should be examined more closely.

Keywords: Colonialism, Ethnography, History of Africa, Atlantis

Shared Learning from reinventing and scaling Freirean praxis - Case studies of Collective Action

A29-Bill Walker

Abstract

The legacy of Paulo Freire's thinking and beliefs on culture and collective action remains influential, especially throughout sub-Saharan Africa. Yet while localized studies of reinvented Freirean praxis exist, surprisingly few outside Brazil demonstrate his culturally-animated collective action praxis can be scaled up and sustained far beyond the local level. Through case studies of sustained scaling of collective action, I challenge traditional, hegemonic Western theories and their assumptions about collective action. I identify key principles and collective learning processes which sustain scaling of reinvented Freirean collective action from small groups to mass movements and reflect on my own altered positionality.

***Keywords**:* Scaling collective action; Paulo Freire; Amartya Sen; case studies; strengths-based; conscientization

European-Southeast Asian HEI collaboration. Environmental initiatives to protect nature, marine life, and local fishery - and the tasks of HEI education - *Subtitle: Potential intercultural, student learning outcomes from an ESR-ESD, European-Southeast Asian HEI collaboration*

A30-Dorte Ruge, Zdeněk Janík, Aung Win and Sai Sai Htun

Abstract

The aim of this abstract is to share reflections on the potential, intercultural HE student learning outcomes from an online ESD-ESD, European-Southeast collaboration. Zdeněk Janík and Dorte Ruge are collaborating on this topic in the SustainComp Erasmus Project, where we have become aware of the educational potential, but also the related challenges to teach action competence in a meaningful way at European HEIs. A major challenge is related to the transnational and global features of environmental problems; in this case related to plastic pollution of the sea and marine sectors in Southeast Asia. The research question for this paper is: How can HEI students' online, collaboration (COIL) around the 'Trash Hero' and similar initiatives contribute to sustainable competences, interculturality and concrete local actions to reduce the impact of plastic pollution both in Southeast Asia and in Europe? The authors Dorte Ruge, Zdeněk Janík and HEI students reflect on this question in a cross-professional, cross-country, Western-Asian and interdisciplinary perspective. The main focus is directed to the educational sector as a universal setting – especially the teacher education, where several subjects, such as English, Intercultural Competences, Natural Science, Health Promotion, Visual Arts – are relevant to include in a COIL collaboration. The challenges related to this form of ESR will include perspectives on in-equality, democracy, security and solidarity.

Keywords: Inequality; democracy; Education for Self-reliance; Education for Sustainable Development; HEI

Why we need systems perspectives on complex problems such as lifting the bottom of subsistence economies out of poverty; meet PACT!

A31-Lene Rachel Andersen

Abstract

Millions of people around the globe live in rural areas where traditional mistrust for formal systems and physical and economic infrastructures make it almost impossible for them to join the money-based economy. Markets are hard to access, and surplus produce that could be sold is in small amounts and tends to spoil fast in the hot climate. Small scale sale is thus unprofitable, and the reward for any effort to create value is not commensurate. As a result, people cannot work themselves out of poverty in rural areas and are stuck in a cycle of poverty. PACT (Payments Accomplishments Cooperatives Trade) is a proposed economic model and infrastructure that will make it possible for individual farmers / households to onboard the local economy in a way where people receive direct payment from their first encounter with PACT. There is a PACT Umbrella and Local PACTs, designed so that over the course of seven years, each Local PACT transforms from an externally funded project to a cooperative that is entirely run and owned by the locals.
The gradual transition allows for the participants to learn how to run it before they fully own it and take over; the "human infrastructure" needs time to evolve and mature with the PACT. With this presentation we will introduce PACT and why we think a systemic approach to economic development needs to include education.

Pre-service Physics Teachers' Conceptual Understanding of Kinematics Graphs in Selected Teachers' Training Colleges in Tanzania

A33-Mbwile Beni and Celestin Ntivuguruzwa

Abstract

Tanzanian students in secondary schools have been performing very poor for the topic of motion in a straight line. The topic has concepts which can be presented as kinematics formulas and be displayed as kinematics graphs. Many students face challenges of plotting kinematics even after learning related concepts. Their poor performance is attributed to both teachers' and students' low conceptual understanding of the topic concepts. This paper discusses pre-service physics teachers' conceptual understanding of kinematics graphs in selected teachers' training colleges in Tanzania. The study employed a mixed research approach with a sequential explanatory design. 225 pre-service physics teachers from 2 teachers' training colleges were involved in the study. Data were collected using developed and validated concept inventory for interpreting kinematics graphs and interviews. Data analysis was carried out using Statistical Package for Social Science version 22, Excel Sheet, and thematic analysis technique. Findings revealed five challenges pre-service teachers face when dealing with kinematics graphs. The challenges include difficulties in interpreting the slope of the line graph which does not start from the origin, presenting the stationary object on the graph, and difficulties in calculating total distance when forward and backward directions are involved. Other challenges include difficulties in interpreting the area under acceleration time graphs, and difficulties in converting from one graph to another. The study concludes that, the identified challenges require teachers to find proper learner-centred teaching strategies that can address those challenges and raise the performance of students in the topic. Based on these findings and the conclusion made, the study recommends that physics educators in Tanzania should be aware of these challenges and address them when teaching kinematics graphs to students

Keywords: Graphs, Kinematics, Pre-service Teachers, Training colleges

Examining Supervision Practices During Teaching Practice in Preparation of Prospective Teachers in Tanzania

A34-Kelvin Haule

Abstract

Proper preparation of competent teachers is an important task that any nation seeks to accomplish. Although there are several aspects that need to be considered during the preparation of teachers, studies have indicated that a well-structured Teaching Practice is one amongst the important aspect in the aforesaid task. However, for a Teaching Practice to yield the desired results, a proper supervisor and the best supervision practices are the important wheels. This qualitative-based research was conducted in Tanzanian Teacher's College to examine the actual supervision process during the Teaching Practice in response to the proper preparation of teachers. Data were collected through focus group discussions, observation, document review, and in-depth individual interviews with teacher educators, mentor teachers, and student teachers. The findings indicate that supervisors relay much on their prior experience, performing the task in a very short time as well as providing insufficient feedback to student teachers. This study recommends that there is a need to have a comprehensive training to the supervisors and to remind them of the value that the Teaching Practice has in the preparation of teachers.

Keywords: Teaching Practice; Teaching Practice Supervisor; Prospective Teacher; Supervision

Unpacking learner-centred pedagogy: Conceptualisation and operationalisation.

A35-Selina Thomas Mkimbili

Abstract

In order for researchers and educators to come up with valid results regarding the concept under research, a common understanding of the concepts involved is paramount. Many studies in the Tanzanian context focus on learner-centred pedagogy, but little has been done regarding the conceptualization of the concept. This study focuses on the conceptualization of learner-centred pedagogy in the global and Tanzanian contexts. The conceptualization of learner-centred pedagogy in 12 popular studies in the global context is scrutinised. Elements identified in the global literature are then used to analyse the conceptualization of learner-centred pedagogy in the Tanzanian context. The study observes significant similarity, with a slight variation, between the conceptualization of learner-centred pedagogy from the global and Tanzanian perspectives, suggesting that most studies in the Tanzanian context use a global conceptualization of learner-centred pedagogy. Recommendations for contextualization of the concept and avenues for further research are offered in this paper.

Keywords: Learner-centred, pedagogy, Tanzanian context, global context, Teaching

Empowerment through education among pastoralists' women in Tanzania: Dreams or Reality

A36-Adella Raymond Mtey

Abstract

The paper explores women empowerment through education among pastoral groups in Tanzania. It answers the questions on the current status of education among pastoralists' girls and women; the extent to which education influence women and girl's empowerment and exploring the factors that influence women/girls' education and empowerment among pastoralists. Capability approach guides the theoretical discussion of the findings. Review of relevant literature and documents is the main method for exploration. Findings show that only few girls and women are provided with education among pastoralists. It also observed that although women consider education to be relevant in increasing their socio-economic and decision-making abilities; it has not fully empowered pastoralists' women and girls. The study recommends for collaborative efforts involving the government, NGOs, the local community and community leaders in designing and providing strategies that will provide access to context specific education and develop relevant initiatives that will empower women and girls hence accelerate the achievement of the SDGs.

Keywords: 1; women 2; pastoralists 3; education 4; capabilities 5; empowerment.

Underlying Causes of Declining Motivation Towards Engagement in Academic Reading Among Students in Tanzanian Higher Learning Institutions

A37-John Kalolo, Jacqueline Amani, Selina Mkimbili and Philpo John

Abstract

Reading is a vital component of academic success, providing students with the means to absorb knowledge and grasp the nuances of their courses. Despite its importance, academic reading engagement has declined among students at higher learning institutions in Tanzania. The decline presents a critical threat to achieving academic excellence, meeting the labour market demands, and increasing unemployment rates. This paper qualitatively explores the barriers deterring students from reading and seeks to examine their roots and ramifications. It aims to illuminate practical strategies to reinvigorate students' reading motivation. It involved 57 participants, including undergraduate students, course instructors, and heads of department. The findings revealed institutional, personal, and pedagogical barriers affecting engagement in wider reading among students. The implication of this research extends beyond academic achievement, offering scope for cultivating life-long learning competencies that are essential in the dynamic and information-rich landscape of the 21st century.

Keywords: Reading, reading behaviour, Higher learning institutions, reading motivation, reading engagement

Empowering Preschool Teachers for Dual-Centred Didactics: A Collaborative Action Research

A38-Daniel Sidney Fussy and Jaquiline Amani

Abstract

Preschool education has traditionally been based on either a teacher-centred didactic approach (TCA) or a purely child-centred approach (CCA). TCA is often used to describe a model of education in which the teacher assumes a more active role, while the student is regarded as relatively passive. In contrast, CCA is based on the idea of an active learner. The teacher in CCA is not considered as the primary source of knowledge, but rather as a facilitator or coach whose role is to support learners who are seen as the primary architects of their own learning. While each approach has its merits, it is often the case that they individually fail to achieve a balance between curriculum objectives and foster children's curiosity and exploration. Recent research indicates that dual-centred didactics (a balance between TCA and CCA) has emerged as a promising approach to preschool education, with the potential to provide the most optimal outcomes for children's learning. Dual-centred didactics can help achieve a balance between planned learning objectives and emergent learning opportunities arising from children's interests, which may result in increased teacher self-efficacy and student engagement. This paper presents the findings of a study that explored the intellectual, behavioural and attitudinal changes in adopting dual-centred didactics among 40 Tanzanian preschool teachers who participated in the Mwanzo Mzuri teacher professional development programme. Data were collected through semi-structured interviews and classroom observations. The findings demonstrate the transformative impact on teachers, which is characterised by a deeper understanding of the educational value of play, recognition of children's agency and collaborative learning, improved classroom management techniques and the systematic use of observation and documentation techniques to create supportive learning

environments in preschools. These changes are fundamental in promoting holistic early childhood education and development in Tanzania and beyond.

Keywords: Early childhood education, teacher professional development, dual-centred didactics, preschool teachers, collaborative action research

On the role of symbolization and symbolization processes concerning ESD in the Anthropocene and for the notion of 'self' in educational enterprises

A39-Jesper Garsdal

Abstract

This presentation is only a sketch of an idea of Education for Sustainable Development (ESD)in the time of what might be called various Contextualized forms of the Anthropocene, what one might call ESD-CA. The intention is that this notion can supplement ESD1 and ESD2, the two dimensions of ESD introduced by Scott and Vare in 2007. It will discuss different forms of contextualization regarding power, culture, and knowledge and point to the role symbolization plays in contextualization, focusing primarily on various modes of 'life-forms' and 'forms of knowledge.' This has multiple implications for how we conceive ESD, hence ESD-CA, and further for how we conceive 'the self,' especially in educational enterprises, including how we can conceive a self to be 'self-reliant.'

Keywords: ESD, Anthropocene, ESD-CA, contextualization, symbolization, life-forms, forms-of-knowledge-and-meaning, self-hood, ESR

Uncover Education for Self-Reliance in the Context Competency-based Curriculum

A40- Dr. Wilberforce E Meena and Benedicta Mrema

Abstract

Competency-based curriculum is used in Tanzania education since 2005. The intention is to enable learners to master the knowledge, skills and attitude needed for the world of employment and general life. However, the implementation of competency-based curriculum is rarely associated with education for Self-reliance (ESR) which is implemented in Tanzania since 1967. In addition, since 1980 ESR is not widely discussed despite the fact that it is mentioned in the Education and Training Policy of 1995, 2014 and school curricula. ESR is considered a great attempt to reconstruct traditional learning and develop locally appropriate education. The achievement of ESR was noted in some aspects and short-lived for example the link between schools learning and community but not much in actual classroom practice. This article addresses features of competency-based curriculum which characterized goals and aims of ESR: Relevance, competency-based assessment, competency teaching and learning. We argue for supporting key practitioners to understanding how competency-based curriculum is in line with ESR. To advance this argument, we argue for policy makers and curriculum developers to support ESR in the context of competency-based curriculum

Keywords: Education for Self-reliance, Competency-based Curriculum