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Book of Abstract

Vitalizing partnerships - Moving forward to a sustainable future

Sub-themes:

1. Climate and climate impacts on humans
2. Higher education: Shaping the SDG curriculum
3. Health: Addressing complexity in health
4. Innovation and entrepreneurship
5. Epistemic challenges, intellectual labour and South-North partnerships
6. Moving forward: Music and arts

ABSTRACTThe United Nations (UN) 2030 Agenda proposes that Education for Sustainable Development (ESD) should play a vital role for the transformation of the world's economy as expressed in the goals and sub-goals. Higher education should play a pivotal role in mainstreaming ESD. The UN Incheon Declaration 2015 significantly highlighted the pivotal role of education that plays in the universal journey towards addressing sustainable development goals across the globe and serving our nations. In September 2015 the UN formally adopted the 17 sustainable development goals (SDGs) as an outcome of a major global consultative process. Agenda 2030 goal 4 advocates for promoting the opportunity to progress towards implementing quality education for sustainable development that fosters the knowledge, skills, values, perspectives and actions that lead towards more sustainable futures. This article draws on structure and agency approaches to examine the mainstreaming of Agenda 2030 Global goals to offer deeper insights into the role that individuals and institutional structures of higher education in Zimbabwe play in implementing UN sustainable development goal 4 on quality in higher education. The qualitative study conducted in four universities in Zimbabwe provides a detailed description of the ways in which structures and agency in higher education systems enable or constrain ESD mainstreaming. In this article i argue that a critical realist perspective can contribute towards our understanding transforming higher education in Zimbabwe towards ensuring the flourishing of a sustainable future generation. **Key words:** Education for Sustainable Development, higher education, quality education, teaching and learning, sustainable development goals.

GEORGE SHAVA

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Abstract Title

Implementing UN 2030 Agenda on Education for Sustainable Development, elaborating the role of Structure and Agency in Zimbabwean context of higher education

Categories

2 Education

Quality higher education and education for sustainable development is an indispensable part of the development equation. Higher education is key to a better life and the foundation for every strong society. To eradicate poverty, boost shared prosperity and achieve sustainability and development nations should adopt radical changes to ensure the achievement of Sustainable Development Goal (SDG4) on quality in higher education. Quality education and sustainable development seek to ensure that all people gain knowledge, skills and values they need to live in dignity and to fulfil their potential and contribute to their societies as responsible citizens. Goal 4 on quality in education seeks for transforming our world, and ensure inclusive and equitable quality education for all. The authors draw on structure, culture and agency theoretical viewpoint to understand challenges of achieving quality and sustainable development in higher education, specifically focusing on three countries in the Southern African region. The aim of the study is to explore the complexity of raising higher education quality in the region and suggesting the need for multiple players to come together. In our study we argue that in the 21 st century to attain Sustainable Development Goal 4, the Southern African region must emphasise a pragmatic higher educational philosophy, powered by technology and the current needs of the 21 st century learners. There is need to transform higher education systems the 2030 Global Agenda for sustainable development. Key words: Education for Sustainable Development, Higher Education, Quality Education, 21 st century Southern African Region

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Abstract Title

Achieving Sustainable Development Goal (SDG)4 on Quality in Education, Challenges and Opportunities, experiences from Southern African (SADC) Universities.

Categories

2 Education

Parents play a crucial role in providing the environment within which children flourish as being healthy and well. Within the phase of Early Childhood Development (ECD), children are much more dependent on parents to enhance their development, health and wellbeing than in other phase of development. Parents, and the approaches or strategies they use, are therefore key in providing contexts in which children in the early years will flourish to ultimately improve SDG 3 (health). South African Parents, face particular challenges which potentially hinder their parenting roles within the phase of ECD but this is not very well documented. This study aimed to explore the perspectives of parents regarding how they ensure the health and wellbeing of their young children in ECD. A qualitative study, using face-to-face interviews, was implemented with 77 participants in low socio-economic rural contexts in South Africa. The results show that parents require more knowledge on understanding their role as parents, parents could identify basic emotions but not mental health signs of their children, could nurture physically but not nurture emotionally, of concern was parental substance abuse and the emotional unavailability of parents. Implications of the findings are discussed. Recommendations are provided to assist in the enhancement of parenting and the parent-child relationship in the early years.

Nicolette Roman

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Abstract Title

Families and Parents as social contexts and determinants in ensuring health and wellbeing of Children in ECD: Driving the SDG of health

Categories

3 Health

Cure rate for childhood cancers in most privileged countries is estimated 80%, achieved by individually modernized treatment methods. Neutropenic fever (NF) and overwhelming septicemia (OS) are unfortunately immediate untoward effects occurring during the neutropenic period. Representing a clinical emergency, care providers must act with no delay in order potentially save life. This study goal is to optimize NF treatment by organized co-operation between a Norwegian and two South African pediatric oncology centers. Based on the pathogens identification in blood cultures drawn from NF patients during the latest 3 years, pathogens causing septicemia will be estimated. The occurrence of positive blood culture identification, comparison of their sensitivity v/s resistance to antibiotics will be analysed between countries and pediatric oncology centers. Data stratification will include type of cancer, chemotherapy used and combined with other methods, thus patients will allocated into 3 different risk groups: standard, intermediate and high. Protocol guidelines will be agreed for appropriate selection of antimicrobial therapy in NF prior to versus after receiving the results of blood cultures. Reduced use of broad-spectrum antibiotics in the standard and intermediate risk groups are presumably to be achieved by individually tailored treatment, while mortality rate caused by overwhelming septicemia in the high risk group will hopefully be reduced. Appropriate treatment adjustment strategy will turn more effective without need to change the antibiotic therapy occurring during NF episodes. Such a limitation of antibiotics in use is very important in order to diminish global development of bacterial resistance.

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Abstract Title

A Co-operative South African /Norwegian Children Oncology Infection Control Project.

Categories

3 Health

Time series of accurate Sea Surface Temperatures (SSTs) are needed to resolve subtle signals. SST data are often provided as gridded products, typically at resolutions of order 0.05° from satellite observations. This study was designed to examine whether the same upwelling patterns were discernible at varying distances from the coastline and if this was apparent from satellite and *in situ* SST datasets, collected at different resolutions. The study made use of wind data to determine the upwelling index (UI) for each of the sites. The UI value was used to identify upwelling signals. Analyses of temperature time series data from four sites along the west coast of South Africa were conducted. *Keywords:* Seawater temperature, climate change, coastal regions, code: R, variability, upwelling

Amieroh Abrahams

University of the Western Cape, Cape Town, South Africa

Abstract Title

Upwelling signals: a comparison of sea surface temperature products in the Benguela

Categories

1 Climate & Climate impacts

The World Bank Report (2018) indicates that the worsening impact of climate change in three densely populated regions of the world could see over 140 million people move within their countries borders by 2050. The (2018) global Report confirms that weather changes and disasters are fueling displacements across the globe. The above scenario has not spared Zambia and Southern province in particular where severe drought for two consecutive farming seasons has caused trauma due to hunger. Drawing from the above scenario, this study aims at highlighting the looming migration of the farming community of southern province of Zambia to provinces that are not drought prone. Data was collected through qualitative fieldwork, taking the form of semi-structured and open-ended interviews and focus group discussions involving six villages of Gwembe, Choma and Kalomo districts, two from each district. The study revealed that there is high possibility of people migrating to places such as Mkushi in central province and Mpongwe on the copperbelt if drought persists. The study also revealed that people migrate when environmental stress threatens their livelihoods and leave them unable to produce food for their families or worse still when wild fruits are not available for their survival. Migration could increase tensions and conflict in those places where migrants go to settle because of pressure on scarce resources. This study, therefore, recommends that government should transform its development planning to factor in the entire cycle of climate migration before, during and after migration. Keywords: Migration, Climate Change, hotspots, drought, environment

Jive Lubbunqu

Kwame Nkrumah University, Kabwe, Zambia

Abstract Title

Climate Change and Migration in Zambia: A Case of Southern Province

Categories

1 Climate & Climate impacts

Education has always been referred to as “a social and economic equalizer “perhaps because it can accelerate progress in people’s lives. The realization of the significant role education plays in our communities, nations, continents, and in the entire world, the 2030 Agenda for Sustainable Development highlights education as a stand-alone goal (SDG 4). Kwame Nkrumah University, as one of the major players in the business of education, therefore, stands a high chance of embracing and nurturing the 2030 Agenda for Sustainable Development by domesticating Education for Sustainable Development (ESD). In its transition period into a fully-fledged University, Kwame Nkrumah University can take advantage by embracing the 2030 Agenda in its transformation process. Currently, there are number of challenges such as the curriculum that is devoid of climate change issues, heavy reliance on paper in its operations and lack of sensitization among students and academic staff alike. There is, however, enough room and a great opportunity for the institution to incorporate climate change activities to transform the lives of students and the community it operates from. The institution has already started identifying activities that are in tandem with the SDGs such as establishing a research centre, introduction of keep Kwame Nkrumah University clean and green campaign,, to mention but a few. This paper therefore delves into an exploration of the opportunities that exist for Kwame Nkrumah University for the implementation of the SDGs through ESD to achieve quality education. Keywords- Education, Sustainable Development Goals, Challenges, opportunities, Climate Change, curriculum

Jive Lubbunqu

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Abstract Title

IMPLEMENTING SUSTAINABLE DEVELOPMENT GOALS (SDGs) THROUGH EDUCATION FOR SUSTAINABLE DEVELOPMENT AT KWAME NKUMAH UNIVERSITY: CHALLENGES AND OPPORTUNITIES

Categories

2 Education

This paper set out to examine the waste management system adopted by selected industries in Kabwe town in Zambia. A sustainable waste management system is based on the waste management hierarchy which prioritizes waste prevention and minimization, reuse and recycle followed by waste-to-energy and landfill. This study focused on the above priorities which include waste prevention and minimization, waste reuse, recycling and waste-to-energy. Being a qualitative research, data was collected via face-to-face semi-structured interviews with 5 industry managers while questionnaires were administered to 20 industry employees from 5 industries selected. Data was analysed thematically. The findings of this study revealed that there is very little that is being done by industries to promote sustainable waste management. The study also shows that there is lack of monitoring by the organisations charged with the responsibility of environmental protection. The study recommends that the industry owners need to be educated on the need to adopt an integrated approach to a sustainable waste management system. Environmental agencies need to be visiting the industries to ensure that industry owners adhere to environmental protection guidelines. Keywords: waste management, reuse, recycling, waste prevention, sustainable, waste-to-energy

[Jive Lubbunqu](#)

Kwame Nkrumah University, Kabwe, Zambia.

Abstract Title

SUSTAINABLE WASTE MANAGEMENT IN KABWE TOWN IN ZAMBIA: A CASE OF SELECTED INDUSTRIES

Categories

1 Climate & Climate impacts

Introduction: Nutrition is an important component for early childhood growth and development as well as a pre-condition for sustainable development of a given society. Childhood malnutrition remains a developmental issue in South Africa. Several policies have been adopted by South Africa to address this challenge. In order to deduce if these policies have led to any improvements in children's nutritional dimension of health, this paper aimed at quantifying the prevalence and trends of stunting, wasting and underweight amongst South African children under five years of age. **Methods:** A cross-sectional analysis was done using the South African National Income Dynamics Panel Study data for 2008, 2012 and 2017. Children with height/length-for-age zscore (HAZ), weight-for-height/length zscore (WHZ) and weight-for-age-z-score (WAZ) <-2 standard deviation (SD) below the WHO Child Growth Standards median were categorised as stunted, wasted and underweight respectively. **Results:** In South Africa, of all the children under 5 years of age that were sampled 25.7% were stunted in 2008, while 9.1% were underweight and 4.8% were suffering from wasting. In 2012, 27.7% were stunted, 9% were underweight and 5.5% suffered from wasting. In 2017, 20.8% were stunted, 5.7% were underweight and 3.4% suffered from wasting. **Discussion:** Based on the results, there was an overall decrease in stunting, wasting and underweight. However, the rate of stunting which negatively impacts on a child's cognitive development and later future productivity is still high. Therefore, policies geared towards reducing stunting significantly is encouraged in order to achieve sustained social and economic development.

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Abstract Title

Combating childhood undernutrition: is South Africa making progress?

Categories

3 Health

Every country in the world is striving to achieve peace, yet the world continues to be embroiled in unthinkable wars. Our social conditioning is what guides the way we think, whether we choose to oppress, empower or destroy. This is what categorizes us to behave in ways that are socially constructed and often enough has become tolerated. A typical example is often how the "third gender" individuals continue to be frowned upon and made spectacles. Even though the promotion of greater gender equity lies in the idea of acknowledging the "abnormal," as the "normal." But what is normal? Is this the human way of containing influence and control. This explains why boys must never wear the colour pink and girls must never play with toy cards, but instead baby dolls in strollers, because it's a given. This section of the study will focus on the notion of peace within the human psyche of all genders, in the South African trajectory. The study explores mindfulness and how it contributes to shaping conscious shifts ensuring a gendered state or rather gender neutral state in a post-conflict society. The aim of this article, calls for a strong and sustained case in ensuring a transcended gender-neutral society, that will contribute to diminish a low-level consciousness that continues in a democratic dispensation 25 years into a changed more aware society. Secondly, the study suggests, greater transcendence can impact on eradicating a phenomenon linked to deep psycho-social embedded inequality as the result of apartheid South Africa.

Juliet Solomons

University of Johannesburg, Johannesburg, South Africa

Abstract Title

Gender mindfulness in the 20's: Will the practicalities of SDG 5 ensure transcendence for South Africa

Categories

2 Education

This research intends to investigate the engagements between community activists and urban authorities in the provision of sustainable sanitation services in the informal settlements of Khayelitsha Cape Town. Though social movement's protests have received substantial attention from the social movement scholars, some focusing on the activists work on housing and sanitation in Cape Town's informal settlements, limited research has been done on how activists engage urban authorities in the provision of sustainable sanitation in the informal settlements. The research seeks to understand the extent to which these engagements can create a sustainable provision of sanitation services in the informal settlements. This study uses qualitative research approach. Purposive and snowball sampling will be used. Finally, the thematic analysis will be used to analyse the data. The participants in this study are community leaders, community activists and urban authorities. The themes and findings that will arise out of this study will be available for participants to verify their initial responses. The study is being conducted in three informal settlements namely RR section, BM section, Green Point.

Alex Mukiga

University of the Western Cape, Cape Town, South Africa

Abstract Title

Community Activism and the Urban Poor in the Western Cape: Towards Sustainable Sanitation in Cape Town's Informal Settlements.

Categories

3 Health

The purpose of this study is to assess the effectiveness of the two career-pathways education curricula framework of 2013 on the development of life skills among pupils, in selected schools of southern province of Zambia. The study will involve a review of literature from both Zambia and other countries that have vocationalised their education systems. Zambia has undertaken a number of educational reforms since independence aimed at improving the quality of education. The Ministry of Education in 2013 revised the curriculum said to have been too academic and introduced a two-career pathways education curriculum framework comprising of the academic and the Vocational pathways in secondary schools (ZECF, 2013:36-41). The rationale was to make the curriculum more effective and responsive to societal needs by equipping school leavers at all levels, with relevant skills and knowledge necessary for self-reliance thereby reducing unemployment problems among school leavers in the country (ZECF, 2013). The main objective of this study is to assess the effectiveness of this two-career pathways educational curriculum of 2013 on the development of life skills among the pupils. The significance of this study is that its findings may add to the body of knowledge the achievements/failures of the 2013 curriculum among the learners to the Ministry of education. The research will be guided by the constructivism (epistemology) branch of philosophy. The study will also employ the qualitative approach and Phenomenology research design (Ponce, 2014; Creswell, 2013; Marshal and Rossman, 2010).Key words: Two-career pathways, academic, curriculum, Phenomenology[Susan Luchembe, University of Lusaka, Zambia]

SUSAN LUCHEMBE

UNIVERSITY OF LUSAKA, LUSAKA, Zambia

Abstract Title

THE EFFECTIVENESS OF THE TWO CAREER-PATHWAYS EDUCATION CURRICULA FRAME WORK OF 2013 ON THE DEVELOPMENT OF LIFE SKILLS AMONG PUPILS FOR SELF EMPLOYMENT OPPORTUNITIES, IN SELECTED SCHOOLS OF SOUTHERN PROVINCE OF ZAMBIA.

Categories

2 Education

The issue of school dropouts is considered as a major threat to the attainment of SDG4. Although school dropout has received much attention, only limited research has been devoted to gifted or high-ability dropouts. Yet this group presents a major loss of potential to self and society as a high percentage of gifted dropouts have the ability to graduate from high school and make a significant contribution to society. The issue of gifted drop-out could therefore be referred to as a transformational development wastage in as much as it is a human rights issue as many countries fail to provide these gifted children with the educational opportunities commensurate with their potential. We cannot change this situation, especially in the public schools, unless we start by training both pre-service and in-service teachers on how to meet the needs of gifted students. In this paper I build my argument on a UNESCO maxim that an education system is only as good as the quality of its teachers because the teacher is viewed as being at the core of quality. I further argue that talented youth can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society only when higher education institutions develop a deliberate and well-structured program for pre-service teachers that focus educational services on these talents. This is currently absent in many institutions of higher learning because teachers are not equipped with the requisite knowledge on how to deal with this kind of diversity

Michael Mhlolo

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Abstract Title

TOWARDS A TEACHER-TRAINING MODEL TO CURB GIFTED LEARNERS AT RISK OF DROPPING OUT OF SCHOOLING IN SOUTH AFRICA

Categories

2 Education

Internationalisation is increasingly recognised as an important part of higher education, allowing for student interaction across a variety of international contexts. However, there is also a desire that these experiences are sustainable for institutions. This paper describes the outcome of a collaboration between two Physiotherapy Departments in Cape Town (SA) and Oslo (Norway). The project was piloted in 2017 and 2018 with funding from the UTFORSK Programme DIKU. The pilot consisted of a digital assignment that was completed by second year physiotherapy students from the University of the Western Cape (UWC) and Oslo Metropolitan University (Oslo). In addition, the DIKU-project included the design of an online learning environment and bilateral student and staff exchange between Cape Town and Oslo. Ethical clearance was received from both universities. The empirical data in this paper includes student's assignments, focus group discussions, field notes from seminars with students, and field notes completed as part of the two projects leaders' experiences. The preliminary findings indicate that the design of our project provides evidence of a range of possibilities around offering sustainable internationalisation experiences to all students in higher and professional education. Furthermore, students became aware of both the possibilities and limitations of the influence of societies and environments on learning, health and rehabilitation. We suggest that international cooperation projects like this one not only help students learn about other health systems but also makes them aware of the taken-for-granted knowledge and assumptions they have with respect to their own social, educational and health contexts.

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Abstract Title

Sustainable Internationalisation in Higher Health Care Education: The Case of a Norwegian- South African collaboration in Physiotherapy Education

Categories

2 Education, 3 Health

In 2013 I attended a Zumba fitness class at a local gym and enjoyed every second of it, so much so that I myself became a dance instructor. However, there was one problem; despite my outstanding fitness capabilities, I did not present the stereotypical attributes of a “healthy” woman. Contemporary pop cultures strongly shape the perception that women should look a certain way in order to be considered as fit and healthy as this would mean she ascribes to ideal femininities. As shown in media, a stereotypical healthy woman is beautiful tall, slim, toned with sleek long hair and fair skin. Moreover, In concurrence with the mass media, the health and fitness industry promotes idealistic versions of “feminine” healthy bodies that women should aspire to. More often than not, these communications are accepted within any society because the mass media is a powerful source of information. The proposed thesis will explore the construction of femininities in terms of health and embodiment discourses by analyzing the visual images and textual phrases that are represented in *Women’s Health* magazine. My study aims to analyze images, narratives and messages that are found in selected South African *Women’s Health* magazines that are viewed as accepted symbols of idyllic healthy women. In exploring representations of healthy femininities through media discourses, my study will consider ways in which racial, gendered, ageist and classed norms are connected to notions of feminine “health”, “beauty” and “fitness” by closely examining the dichotomizing of body perfection and imperfection.

Shirmeez Samaai

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Abstract Title

Body Positive Healthy Women: Constructions of Healthy Femininities in South African Women’s Health Magazine 2009-2019

Categories

3 Health

This study is on gender inequality. Gender inequality is both a social problem and a policy imperative (Malale and Sentsho, 2014). Among others, gender inequalities cause illiteracy which hinders participation and empowerment, particularly for women and men in livelihood programmes. In Zambia, the major sources of livelihood for most illiterate women are the forestry, agriculture and wildlife. As a result, the natural resource bases are under threat from factors such as over-harvesting, wildlife and inappropriate methods of farming. Absolute poverty due to high illiteracy is the root cause of these livelihood strategies. The organization reducing poverty through environmental management is the Wildlife Conservation Society through its business model, the Community Market Conservation Programme (COMACO). Through COMACO programme, poverty has been reduced by 68% household food security. However, it is imperative that success is measured through other social dimensions such as high literacy levels and gender equity in access, participation and improvement of economic wellbeing. Therefore, this case study intends to establish the effects of gender inequalities and illiteracy on the women's participation in the COMACO Project in Lundazi in Eastern Province. The study will follow a case study research design to collect data from 50 Unstructured Interviews, 6 Focus Group Discussions on the programmes registered members. The study may endeavor to establish how Gender Inequalities affect women's participation in the COMACO Project. This may improve the participation of women in most community livelihood programmes in support of their male folks. KEY WORDS: Gender inequalities, Illiteracy, Livelihood security; Participation

CHISHA CHUNGU MUWAMBA, DENNIS BANDA
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Abstract Title

GENDER INEQUALITIES AND ILLITERACY ON WOMEN'S PARTICIPATION IN THE COMMUNITY MARKET CONSERVATION PROJECT: A CASE OF LUNDAZI DISTRICTS [*Chisha Chungu Muwamba; PhD Candidate; University of Zambia; Email: chishachungu@yahoo.com*] [*Dr. Dennis Banda; University of Zambia; Email: dennisnk@yahoo.com*]

Categories

2 Education

The United Nations introduced the 17 Sustainable Development Goals in 2015 which are also known as agenda 2030. This is the focus of all nations for a 15 year period between 2016 and 2030. UN recognised the role of business in the achievement of these goals and the hospitality industry as a global player is expected to work towards the achievement of these goals. The hospitality industry being a global player in the world economy is expected to make a contribution to the SDGs. This study therefore sought to identify the benefits that can be gained from working towards the achievement of the SDGs. Data was collected through a structured questionnaire from 125 conveniently sampled respondents from hospitality establishments in Zimbabwe. SPSS version 25 was used to analyse the data. The benefits noted include improving organizational reputation, reducing energy costs, reducing water bills, fighting climate change and promoting gender equality among other benefits

Key words: SDGs, sustainability, hospitality, agenda 2030

[Ngoni Courage Shereni](#)

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Abstract Title

Benefits of adopting Sustainable Development Goals (SDGs) in the hospitality industry in Zimbabwe

Categories

1 Climate & Climate impacts

The impacts of the climate crisis, such as extreme weather, droughts, and floods affect the entire planet and life in it. These problems are forms of deprivation of the freedom to survive. The climate crisis constitutes what Amartya Sen called ‘forms of unfreedoms,’ and adaptation action becomes an attempt to gain liberation from climate-induced deprivations. This paper provides a framework for re/imagining and re/thinking adaptation to the climate crisis as restoration of the freedom to survive. Drawing from Sen, freedom, and adaptation are taken to mean ‘the ability to survive rather than succumb to premature mortality.’ While Sen has been used in the domains of economics, his ideas of justice, agency, freedom, capability, and democracy are germane and cogent for re/imagining democratic adaptive capabilities for the people who are threatened by the climate crisis. Democratic adaptive capability is extended here to mean the ability of individuals and groups to live lives they want and value through their agency, participation and empowerment. Sen saw freedom as enhancing ‘the ability of people to help themselves.’ Contrary to the current top-down prescriptive and non-empowering adaptation frameworks which are glossed in the rhetoric of participation, this paper locates adaptation to the climate crisis within a framework that puts people at the centre of their adaptation. There is a move away from the dominant top-down discourses of adaptation prescribed by multilateral institutions, international non-governmental organisations and national governments that are based on ‘targeting’ and ‘efficiency’.

Henri-Count Evans

University of KwaZulu-Natal, Durban, South Africa

Abstract Title

Adaptation as Liberation: An Amartya Sen Framework for Re/thinking Climate Change Adaptation

Categories

1 Climate & Climate impacts

The teachers at the South African schools are experienced mostly workplace adversities such as burnout, fatigue, exhaustion and stress, violence, lack of infrastructures, lack of resources, poor working relationships, inflexible curriculum etc. These could affect their wellbeing and effectiveness at workplace. As a result, the study had a significance in the teacher's lives and community due teachers worked under conditions that are unfavourable to perform their jobs effectively. Despite these conditions, they still managed to do their jobs and the community is uplifted. However, this study aimed to explore factors that enable teachers to cope with workplace adversities at a rural school district in the Free State Province. It adopted a qualitative case study as research design. Semi-structured interviews had employed as tools for data collection. Four participants (n=4; females, aged 25-35 years) were selected through purposive and convenience samplings. All participants selected from a South African rural school in Free State province, South Africa. They were Sesotho speakers and were at least 3 years of teaching experiences. The thematic findings revealed that they developed abilities cope with and adjust to social and cultural environment. These included awareness of inadequate asserts, awareness of teachers' strengths, teacher resilience, self-efficacy, problem-solving skills, managing self-emotions and self-confidence. This study concluded that these psychosocial factors contributed and stabilized effectively the black Sesotho teachers' wellbeing at a rural school.

Mukuna Kananga Robert

University of the Free State, Phuthaditjhaba, South Africa

Abstract Title

Exploring enabler factors influence black Sesotho teacher wellbeing at rural school settings

Categories

2 Education

The Centre for Early Sapiens Behaviour (SapienCE), a 10-year Centre of Excellence at the University of Bergen (UiB), collaborates closely with the University of the Witwatersrand, South Africa. The focus of our research is the origins of early Homo sapiens behaviour in southern Africa between 120 - 50 ka. Our key questions remain pertinent: when did humans first become behaviourally modern; what cognitive skills did these people have; how adaptable were they to climate and environmental change? Our interdisciplinary team includes scientists in archaeology, chronology, micromorphology, climate reconstruction and modelling, and the cognitive and social sciences. The present session welcomes presentation from current research that highlight the advantages of collaborative programmes between Nordic and southern African countries.

Jenny Maccali

Centre for Early Sapiens Behaviour (SapienCE) - UiB, Bergen, Norway

Abstract Title

Investigating the earliest behaviours of Homo sapiens in the southern Cape, South Africa, 120 000-50 000 years ago: North - South Collaboration

Categories

1 Climate & Climate impacts

South Africa is one of the member states that embraced the 2030 agenda's Sustainable Development Goals (SDGs) formulated in 2015. It also plays an important role in promoting the adoption of the SDGs by other countries as well. As a fairly new democratic state, it is also involved in the transformation of different sectors of society including education as a response to dealing with apartheid legacy. To assess the progress made so far in this regard, this paper focuses on the extent to which higher education curriculum transformation has contributed to the realisation of the SDGs in South Africa. The paper argues that despite the prominent role that the country plays in promoting the SDGs, there is a slow pace in using the higher education curriculum transformative agenda to promote the SDGs. This is due to inter alia demands to decolonise the curriculum, policy formulation and implementation, other competing needs and lack of sufficient resources. The current phase of curriculum transformation present opportunities to align programmes with the SDGs.

Layane Mabasa

University of Limpopo, Polokwane, South Africa

Abstract Title

Higher Education Curriculum Transformation in South Africa and the Sustainable Development Goals (SDGs): Challenges and Opportunities

Categories

2 Education

The main argument of this paper is that unless a class analysis complements decolonial narratives, race, ethnicity, gender and geography cannot account for the persistence of colonial relations of inequality and the privileging of western epistemologies long after the colonial era. Colonialism was never about economic power alone but also cultural control. Language is just one important aspect of culture, hence decolonising education cannot only be about teaching in home/local/African languages. It also cannot be limited to swapping Western texts for African-authored texts. It has been noted with encouragement that while South African authors are getting more diverse in terms of race and gender, however, their texts still reflect mainstream western epistemologies accompanied by local case studies to make the texts 'relevant' for local students. This, Ruggunan argues is far from a decolonial project (2016). Changing the curriculum could be inadequate to address structural issues inherent in a system based on structural and systematic inequalities. Decoloniality is characterised by openness to pedagogies and epistemologies that promote multiplicity of both teaching and learning. It begs that the educator and the one being educated redefine their roles and rethink about what each can offer in the process of teaching and learning. This paper is based on research that has been conducted in one of the South African universities using qualitative research methodologies.

Nomkhosi Xulu-Gama

University of Cape Town, Cape Town, South Africa

Abstract Title

Decolonising Higher Education: The South African Context

Categories

2 Education

Research shows that a significant proportion of teachers must cope with daunting challenges at the start of their career, which can manifest as symptoms of burnout, mental health issues and which ultimately leads to teachers leaving the profession. A number of psychosocial determinants have been associated with adaptive problems and low retention rates in beginning teachers. A focus on the emotional experiences of pre-service teachers can enrich our understanding of the complexities of teacher learning and the process of becoming teachers. The significance of this study relates specifically to supporting teacher wellbeing by gaining understanding of what contributes to their experience of vulnerability and their sense of worthiness. Through the methodology of Photo-voice, which emerges from Community-based participatory research, student teachers explored these concepts within the context of a Higher Education Institution. The project required student teachers to take photos of that which represents what they perceive as vulnerability and what they perceive as their sense of worthiness. Students explored their personal space, school space and campus space with this project. When addressing the issue of vulnerability, it is necessary to focus on the personal development of the teacher. Within the context of this study, the theory of transpersonal education was utilized to understand this facet of the teacher. Transpersonal education is an approach to education that explores three interacting domains of intellectual, emotional and physical and how they combine to facilitate personal transformation, which relates to personal change and development of the individual beyond their self-centered existence towards a more satisfying or valuable condition.

[Sarina de Jager](#)

University of Pretoria, Pretoria, South Africa

Abstract Title

Exploring pre-service teachers experiences of vulnerability and their sense of worthiness

Categories

2 Education, 3 Health

After 25 years of democracy, it would seem the dream of open doors for learning for all, is fading away. This is regrettable and contrary to the Sustainable Development Goals (SDGs), which seeks to the lives of people through education. This is true for the higher education sector as it is with other sectors as well. Specifically the dream is about opening access for all and the promotion of equity and equality within the system. Differentiation of the system and articulation (systematic and specific) have been identified as routes to open access to all people, but to date there seems to nothing to show that project is taking root and bearing fruit. This paper reflects on the possibilities available and challenges encountered by prospective students in accessing programmes they want to register for and academic staff in implementing policies around this issue. A case study of University of Limpopo. Key words: differentiation, articulation, higher education, possibilities and challenges

Mahlapahlapana Themane

University of Limpopo, Polokwane, South Africa

Abstract Title

Articulation in Higher Education System in South Africa: In pursuit of the Sustainable Development Goals

Categories

2 Education

One sector of the Malawian society that faces exclusion from Sustainable Development Goals is persons with albinism. This is because ritual attacks on them have led to withdrawal from schools, businesses and work places in fear of their lives. Since 2014, 25 persons with albinism have been murdered and many more have disappeared, maimed or abducted in Malawi. It can be argued that withdrawing from public life such as schools or businesses runs contrary to Goal 10. But the media have a crucial role in promoting SDGs by creating awareness of specific targets, reporting progress and challenges. With regard to Goal 10, the media through appropriate reporting can help promote social, political and economic inclusion of all regardless of among other factors, disability. An analysis of newspaper stories published in Malawi between 2016 and 2018 indicates negative portrayal of persons with albinism, widespread use of offensive terminology and lack of framing of stories to fight stigma and discrimination. It is suggested that the media should adopt human rights journalism that centres on victims of abuses, sensitise staff on correct terminologies and do more to actively engage with vulnerable groups. That can help in reducing inequality and discrimination in the overall quest to achieve SDGs.

Joe Mlenga

University of Malawi, Blantyre, Malawi

Abstract Title

THE MEDIA'S ROLE IN REDUCING INEQUALITY AND DISCRIMINATION: LESSONS FROM MALAWIAN NEWSPAPERS

Categories

6 Music & Arts

This paper gives an overview of how countries in the Sub Saharan Africa failed to achieve the six Education For All (EFA) goals and possibly the EFA goals beyond 2015 and the Strategic Development Goals (SDGs). The paper looks at the EFA goals and now the SDGs and theorises possible reasons why they have and may not be met in their current form and focus. The paper further, theorizes how AIKS can act as a panacea to the ills which posed challenges to achieving the previous six EFA goals and which may affect the achievement of the EFA goals beyond 2015 and the SDGs. The paper holds that quality, relevance and credibility of the education offered at all levels of the education systems of many developing nations in Sub-Saharan Africa have contributed to the failure in achieving the EFA goals. It is contended in this paper that EFA beyond 2015 and the SDGs must take a bold decision to take on board AIKS and mainstream them into the formal schooling educational curricula at all levels. The majority of the people in Sub Saharan Africa are not in formal employment but make their living using AIKS entrepreneurship skills which are not in the education systems at all levels. Observe what people do along the roads, in markets, streets and in villages to earn a living and ask yourself how much of what you see is in the education curricula at all levels. Conventional and indigenous forms of knowledge must be hybridized.

Dennis Banda¹, Anne Marit Vesteraa Danbolt²

¹The university of Zambia, Lusaka, Zambia. ²Inn land University, Hammat, Norway

Abstract Title

AFRICAN INDIGENOUS KNOWLEDGE SYSTEMS (AIKS): THE PANACEA FOR ACHIEVING EDUCATION FOR ALL (EFA) GOALS BEYOND 2015 AND THE SDG? A CASE OF THE AIKS FROM THE SOUTHERN AFRICA

Categories

2 Education

Skills development in public sector organizations is of great importance to its effective and efficient functioning. In preparation for the transition to democracy in South Africa in 1994, extensive attention was paid to developing a regulatory framework that prioritized the development of human capacity to implement and drive transformation across key sectors. However, twenty-five years into democracy and skills development is still a problem, and more especially in the health sector. The sector has adopted principles of the New Public Management (NPM), with a view to improving its efficiencies and effectiveness. Inter alia, services provided by tertiary hospitals have been redesigned to enable a more focused and specialist approach to dealing with health issues. Public-private partnerships have been entered into to widen access to core medical expertise and enable access to more sophisticated technologies. In addition, services historically provided by state hospitals such as catering, cleaning of linen and security, are now contracted out to private companies. Notwithstanding these initiatives, the sector continues to be pervaded by numerous challenges that affect the quality of health care provided to patients. The problem of skills shortages is amongst the challenges that contribute to poor health care by state hospitals. High rates of staff turnover or the emigration of medical professionals contributes to a skills shortage in the country. A study conducted by the Health and Welfare SETA in 2013 found that although some employees are keen to perform their jobs well, poor infrastructure, inadequate financial support, and the lack of aligned and on-going training contribute to staff feeling discouraged in their workplace. While approaches such as the NPM can contribute to improved public sector functioning, its implementation in emerging democracies, is complicated by certain variables. These include strategic leadership, financial resources, adequate infrastructure and competent human capacity. The aim of the paper is to explore and understand the reasons for the lack of investment in skills development by the Department of Health through an investigation of two district hospitals in one of the poorer provinces in South Africa (Limpopo Province). The key guiding questions include: What are the challenges that contribute to the implementation and management of skills development programmes in the health care sector? What are the strategies/measures that can enhance the management of skills development in the health care sector? What are the possible actionable solutions that can address the poor management of skills development? The methodological approach is essentially qualitative and will include the administration of a survey questionnaire and an interview schedule to health care professionals. It is anticipated that inadequate financial support and strategic leadership necessary to drive the implementation of skills development are contributory factors to the problem of skills shortages in the health care sector.

Abstract Title

THE PROBLEM OF EMPLOYEE TRAINING AND SKILLS DEVELOPMENT IN PUBLIC SECTOR HEALTH: A COMPARATIVE ANALYSIS OF TWO DISTRICT HOSPITALS IN THE LIMPOPO PROVINCE

Categories

3 Health

Adequate climate change responses in agriculture, rural livelihoods, natural resource management and the food system are of critical importance for future food and nutrition security. Investment in plant, animal and food science, as well as innovative approaches based on indigenous knowledge will be needed to manage changes induced by greater variability in temperature, water availability and the risk of extreme climatic events. It implies improved governance of the food system characterized today by a lack of coordination, segmented policies and contradictory visions of the different stakeholders. Strengthening the science-policy-society interface will be key. This requires cooperation between different spheres of government (regional, national and local), multiples stakeholders in the food system, and the participation of the research community in the natural and social sciences. However, climate change is manifested in geographic space, in places with specific assets and constraints. These possess a unique set of physical, human, financial, institutional and cultural resources that make up their asset endowment and their capability to innovate. The place-based or territorial approach offers a systemic method to map local ecological and socio-economic dynamics and to identify structural causes of food insecurity and poverty. It helps to assess climate change response capacities, to improve the use of resources and reduce the risk of policy failure. This paper reviews 25 research projects and interventions undertaken by the DST-NRF Centre of Excellence in Food Security since 2014 that have engaged with the science-policy-society interface and the adoption of a territorial approach to food security.

Julian May, Bruno Losch, Ndiko Ludidi
University of the Western Cape, Bellville, South Africa

Abstract Title

Climate change responses and the science-policy-society interface in the food sector: A territorial approach

Categories

1 Climate & Climate impacts

Universities are key role players in driving the interdisciplinary nature of the sustainable development goals. There is a reciprocal benefit for universities and implementation of the sustainable development goals and one of these is the creation of degrees collaboratively where universities can generate, translate and share knowledge created by all stakeholders. The main aim of developing collaborative degrees allows for the opportunity to develop the T-shaped graduates that is needed for the 21st century. The development of T-shaped graduates through a joint degree allows for discipline specific knowledge and skills to be entrenched in students and also provides an opportunity for interdisciplinary learning and multidisciplinary approaches. Understanding the benefits and challenges for universities to design degrees collaboratively will allow us to discuss the opportunities and identify strategies to overcome the challenges. The case of the University of the Western Cape will be presented as a learning opportunity where partners from the North assisted in developing two degrees at the university. Some of the successors in terms of sharing of best practice and sharing of current knowledge on the topics will be shared but also the challenges of understanding the education systems in the North versus the South and how to ensure that the curriculum is context specific but also globally relevant.

Jose Frantz, Anthea Rhoda
University of the Western Cape, Bellville, South Africa

Abstract Title

Developing degrees collaboratively: lessons learnt from the South and the way forward

Categories

2 Education

The growing recognition of civic education and the African Indigenous Knowledge Systems(AIKS) as tools for social change and transformation is well articulated by many scholars (author, 2008; author ,2015 ; Dahrendorf 2012). The inherent ability of civic education and AIKS to conceive, nurture and sustain a holistic learner on one hand, and its extraordinary pedagogical approaches, methods and techniques well suited for the importation of adequate knowledge, skills and disposition required for social change and transformation are well accentuated in literature. This statement resonates very well with the focus of the study in that the inclusion of Civic Education and components of AIKS in the school system brings an understanding of global and local issues among all stakeholders. The inclusion of courses covering cultural ceremonies and AIKS norms in higher learning institutions are in agreement with the common saying of hybridizing local knowledge with the formal school curriculum for sustainability. Arising from the aforesaid, this paper engages with the Civic Education phenomenon and AIKS as it seeks and endeavors to comparatively interrogate and unravel the content and pedagogical approaches of the Zambian Civic Education Curriculum and the cultural ceremony courses especially as it relates and extends to the global trends. Further, the paper draws lessons from the global pedagogics of civic education that could be localized in Zambian Civic Education Curriculum for more improved and effective teaching of the subject. The hybridization of AIKS with the school curricula would in turn enhance entrepreneurship and apprenticeship to solve the unemployment syndrome

Gistered Muleya, Dennis Banda
The University of Zambia), Lusaka, Zambia

Abstract Title

The pedagogics of Civic Education and African indigenous Knowledge Systems (AIKS) in enhancing the achievement of EFA goals beyond 2015 and the SDGs in Zambia.

Categories

2 Education, 4 Innovation & Entrepreneurship

Health impacts related to climate change are potentially an increasing problem in Cameroon, especially during hot seasons when there are no means for protective and adaptive actions. Objective: To describe environmental conditions in schools and to evaluate the impact of heat on schoolchildren's health during school days in the Cameroon cities of Yaounde´ and Douala. Methods: Schoolchildren (N=285) aged 12=16 years from public secondary schools completed a questionnaire about their background, general symptoms, and hot feelings in a cross-sectional study. In Yaounde´, 50 schoolchildren were individually interviewed during school days about hourly symptoms (fatigue, headache, and feeling very hot) and performance. Lascar dataloggers were used to measure indoor classroom temperatures and humidity. Results: There was a significant correlation between daily indoor temperature and the percentages of schoolchildren who felt very hot, had fatigue, and headaches in Yaounde´. A high proportion of schoolchildren felt very hot (48%), had fatigue (76%), and headaches (38%) in Yaounde´. Prevalences (%) were higher among girls than boys for headaches (58 vs 39), feeling 'very hot overall' (37 vs 21), and 'very hot in head' (21 vs 18). Up to 62% were absentminded and 45% had slow writing speed. High indoor temperatures of 32.58C in Yaounde´ and 36.68C in Douala were observed in school. Conclusions: Headache, fatigue, and feeling very hot associated with high indoor air temperature were observed among schoolchildren in the present study. Longitudinal data in schools are needed to confirm these results. School environmental conditions should be improved in order to enhance learning.

leonie Dapi Nzefa

Public Health, Yaounde, Cameroon. Linnaeus University, Växjö, Sweden

Abstract Title

Heat impact on schoolchildren in Cameroon, Africa: potential health threat from climate change. Global Health Action, ISSN 1654-9716, E-ISSN 1654-9880, Vol. 3, s. Article nr 5610

Categories

1 Climate & Climate impacts, 3 Health, 2 Education

This paper seeks to revisit the role of the arts in articulating and achieving the Sustainable Development Goals (SDGs). It takes as a standpoint the view that the role of the arts cannot be overemphasized. The arts have found several means of representation through their various forms including painting, sculpture, literature, architecture, music, dance, theater, photography and films. In particular, the paper makes a case for the teaching and learning of literature as key in articulating the SDG's to pupils and students at different levels of their education. Guided by literary theory, this paper posits that, through literature, learners are sensitized about SDG's and equipped to contribute to the achievement of the same. The paper draws, from selected Zimbabwean literature in English, examples of SDG's that are well articulated. The paper is however, fully cognizant of literature written in different languages that equally express the SDG's. The paper recommends that policy makers and educators re-visit the role of the arts, especially literature, in articulating and contributing to the SDG's. It also recommends the increased production of and easier accessibility to such works of arts as well as an increased reading culture to ensure communities full sensitization of the SDGs. Although the focus of most governments today is on strengthening the sciences for innovation and industrialization, the role of the arts should not be over shadowed. Keywords: Sustainable Development Goals, literature, representation, sensitization, literary theory.

Salachi Naidoo

Great Zimbabwe University, Masvingo, Zimbabwe

Abstract Title

Speaking and writing development: Re-looking the role of literature as advocacy for articulating the SDG's

Categories

2 Education

The global environmental change juxtaposed with frequency and intensity of climate induced disasters like droughts, floods and precipitation variability having implications on socio-economic development have triggered academic and public policy interests to understand climate change variability, adaptive strategies and adaptive capacities. The impact of climate change affects everyone, but not everyone is equally vulnerable and not everyone has the same capacity to adapt to the impact. This study interrogates the drivers of women's vulnerability to climate, adopted strategies and adaptive capacity in selected agrarian settings of Matabeleland in Zimbabwe. This qualitative study is underpinned by the climate change adaptation framework and the gender and power theory. It emanates from the study that women have limited access to and control of productive resources, services, and employment opportunities, while experiencing excessive workloads and limited decision making power. It stems out that the capacity to adopt to climate change is shaped by the distribution of resources, access to and the use of information and services, the ability to innovate in response to evolving challenges and opportunities and control over assets. We recommend the need for government to promote gender responsive land and climate change policies. There is need for a deliberate move to increase women's ownership and control of productive resources especially land and forestry products. Increasing women's awareness and access to information about climate change and adaptation is prudent. This empowerment can contribute significantly to household resilience to climate impact. Key words: Women, Climate change, Vulnerability, Adaptive Capacity, Agrarian

Douglas Nyathi

Lupane State university, Bulawayo, Zimbabwe

Abstract Title

Women's vulnerability and adaptive capacity to climate change in agrarian settings of Zimbabwe.

Categories

1 Climate & Climate impacts

This review critically engages with the academic debate on de-agrarianisation which has gained common ground in political economy perspectives of agrarian change in Sub-Saharan Africa. De-agrarianisation represents long-term processes of occupational adjustment, income-earning reorientation and the spatial relocation of rural dwellers away from strictly agricultural modes of livelihood. Given that Sub-Saharan Africa is steadily becoming less rural in character, there is need to explore the critical factors that drive deagrarianisation and its implications on rural socio-economic development. It emanates from literature engagement that the deagrarianisation process is a historical process dating back from the colonial era and is driven by urban and industrial development, the globalization process, neoliberal policies, climate change variability, growth of off-farm livelihoods options and access to education. This phenomenon has far reaching widespread social, economic and ecological effects in rural areas. We challenge the taken-for granted assumptions of the farm household efficiency paradigm that has dominated rural development thinking in the South and recommend the need for measures that can help boost non-farm activities availability including increasing the access of rural households to assets such as financial capital and non-price factor such as education and infrastructure. The development of the non-farm activities should complement the effort to re-agrarianise since activities in the former depend directly or indirectly on the later. **Key words: Deagrarianisation, agriculture, households, livelihoods, diversification**

Douglas Nyathi

Lupane State university, Bulawayo, Zimbabwe

Abstract Title

'Hanging in', 'stepping up' or 'stepping out': Deagrarianisation and livelihoods diversification in Sub-Saharan Africa.

Categories

1 Climate & Climate impacts

Capacity and competence building for health personnel in Traumatology and Emergency Medicine. A tripartite partnership between Norway, SA and Malawi. An exchange programme that focuses on education and training of local staff at each institution. SDG 3, 4 and 17. Background: Trauma is an increasing major public health concern. Health personnel from Norway learn to work in a resource constrained context and become exposed to conditions that is rare in Norway. They get hands-on volume training in cases such as gunshot wounds, stabs and motor vehicle accidents. Health personnel from Malawi and SA working in Norway learn a multi-disciplinary approach to traumatology care. Results: In 12 months a visiting Norwegian doctor treated 87 patients with gunshot wounds, 106 with stab wounds and 55 multi trauma patients. Norwegian nurses working in SA reported a tremendous increase in clinical competence. SA nurses and Malawian health personnel working in Norway reported improved understanding of how the SATS (SA Triage Scale) is implemented in the Norwegian health system and a better understanding of the significance of planning, infection prevention, time management and research in clinical practice. Conclusions: The participants reported personal and professional growth and higher levels of confidence. Their exposure to highly organised systems and professionals has greatly impacted the participants' professional conduct. The partnership encourages inclusive and equitable quality education and promote lifelong learning opportunities and the North-South-South partners have good dialogue and a shared vision for SDG 3 in promoting all-being and health lives for all at all ages.

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Abstract Title

A Tripartite collaboration in Traumatology and Emergency Medicine

Categories

2 Education, 3 Health

It is not only leaders in the private sector who are under obligation to adjust to and comply with the fourth industrial revolution. Those in education including educators and schools need to consider how to relearn new skills in preparation for the technological changes arising from the 4th industrial revolution. In Botswana the government came up with Education and Training Sector Strategic Plan (ETSSP 2015-2020) aimed identifying areas of priority to focus resources on areas that would contribute most in the improvement of quality of teaching and learning at the different levels in the education system. One of the areas of priority is the development and use of Information Communication Technologies (ICT) in schools to transform teaching and learning. This is consistent with ETSSP ideals, as the success of sustainable development hinges on among other things, the effective and reliable utilisation of ICT. This study therefore, seeks to explore the in-service teachers' experiences in the use and implementation of ICT at the University of Botswana. The study is qualitative and uses a case study design. An instrumental case study design will be used because it typically examines an issue in an effort to provide insight or to redraw a generalization. Purposive sampling through the snowball technique will be used to select the participants. Interviews and a questionnaire will be used to collect data. Data will be analysed using the constant comparative technique. Data will be presented descriptively using themes. Conclusions, recommendations and implications for the study will be drawn.

Mavis Mhlauli, Philip Bulawa
University of Botswana, Gaborone, Botswana

Abstract Title

Realizing the Fourth Industrial Revolution: In-Service Teachers Experiences at the University of Botswana

Categories

2 Education

University West Sweden (UW) is taking education and research on work-integrated learning (WIL) to a new exciting international level. Starting in 2020 UW, will launch an international master programme in Work Integrated Political Studies together with University of the Western Cape (UWC). Furthermore, UW will also start a new international PhD-education programme where PhD-candidates from Central University of Technology (CUT) will pursue a doctoral degree in WIL. The vision and the mission is to establish an international post-graduate and PhD-programme where students from Sweden and South Africa can study together to grasp new knowledge and skills, to enhance sustainable education and research in theory and practice. In this paper we present some of the educational, organizational, legal, and practical challenges and opportunities connected to UW's aim to enhance WIL as a new and unique field of studies on the international arena. Primarily the focus is set on how to structure course-work, supervision and strengthened inter-institutional collaboration.

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Abstract Title

Work Integrated Political Studies: International Education and Research Collaboration between Sweden and South Africa

Categories

2 Education

In our presentation we will present an ongoing joint interdisciplinary research project between Linnaeus University, Malmö University and University of Western Cape. The Swedish School subject Health and Physical Education (HPE) as well as the Life Orientation (LO) curriculum in South Africa has the potential to make a unique contribution to the physical, cognitive, emotional and social development of young people. In our project we investigate how one Sport school in South Africa and one Sport school in Sweden address issues of health, education, social justice and sport. The empirical material consists of statistical data concerning the background of the students, interviews with the school principals, teachers and coaches, observation of teaching practices and document analysis. We will discuss the complexity of the health system as the school subjects are part of, health education and social justice pedagogies as part of a healthy and sustainable school environment, as well as the selection system that identify and to some extent recruit the students to the sport schools. We argue that the socio-political context has to be considered along with the issues of health as part of each country social justice agenda. What may be seen as health promotion may not be understood equally from another country's perspective.

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Abstract Title

Youth sport schools as part of a social justice agenda?

Categories

3 Health

The competence of the teacher has huge implications for the quality and outcome of education. Providing improved teacher education is a step in enhancing this quality. High competence in the fields of languages and literacy is an important qualification for any teacher, and especially for teachers working in linguistically complex settings. In Zambia, one designated zonal language is to be used as medium of instruction during the first four years of primary school, with English as the MOI thereafter. However, the lack of reading materials in the zonal languages is a big challenge. In a collaborative project between the University of Zambia and Inland Norway University of Applied Sciences, pre-service teachers have been engaged in producing storybooks as part of their curriculum. The purpose of this study is to explore how working with locally produced storybooks in different indigenous languages may develop pre-service teachers' linguistic awareness, and thus strengthen their linguistic and pedagogical competence when it comes to the teaching of literacy in multilingual contexts. In the presentation, we will focus on two research questions: What are the pre-service teachers' perceptions of different kinds of multilingual storybooks? In what ways can working with multilingual storybooks enhance their linguistic awareness? The data for this research is collected by focus-group interviews and written reflection notes among two groups of pre-service teachers in Zambia. By opening up for pre-service teachers' voices, the aim of the study is to provide more research-based knowledge to teacher education in multilingual settings.

Anne Marit V. Danbolt¹, Dennis Banda²

¹Inland Norway University of Applied Sciences, Hamar, Norway. ²University of Zambia, Lusaka, Zambia

Abstract Title

Enhancing linguistic and pedagogical competence in pre-service teacher education through locally produced storybooks

Categories

2 Education

This paper is based on a study that was looking at whether African Indigenous Knowledge Systems (AIKS) can enhance the achievement of Education for All with particular reference to the Chewa people of Zambia. This study argued that formal education in its current form may not be the right vehicle to deliver EFA goals beyond 2015 and the SDGs. The respondents in this study were drawn from two communities; the Chewa traditional chiefs and elders as perceived custodians of the Chewa AIKS and educationists, as implementers of education programs and policy and curriculum designers. The study proposed alternative forms of knowledge that could be hybridized with the formal schooling to address challenges in education. Chewa AIKS may be re-appropriated to theorize curriculum and pedagogy reforms. The use of local and indigenous knowledge systems among the people in the Northern Europe such as the Sami people of Norway, Sweden and Finland form a background reference. The following key issues were identified: hybridization of components and practices that could complement another to enhance the achievement of these goals; that the formal schooling education should not be considered to be superior to informal and non-formal education systems, but that all are critical components in this quest. This paper argues that hybridizing IKS with the formal schooling system would only become significant if an economic value was added to the IKS. The practical skills embedded in IKS could foster career building, entrepreneurship and apprenticeship if linked to the money economy of employment and wealth creation.

DEennis Banda¹, Anne M Danbolt²

¹The University of Zambia, Lusaka, Zambia. ²Inland Norway University of Applied Sciences, Hamar, Norway

Abstract Title

The hybridization of the Indigenous knowledge systems with the formal education systems for sustainable development and the way of enhancing the achievement of EFA goals beyond 2015 and the Strategic Development Goals (SDGs)

Categories

2 Education

There is a need for better reading skills among students in Tanzania, in order to ensure that more children can pass their final exams and enter the workforce or access higher education. Such an improvement would result in a better life for both individuals but and their families, and for society as a whole. Due to overcrowded classrooms, a low student-teacher ratio and a lack of books, a teacher-centered approach is the primary teaching method used in Tanzania primary schools. Teachers normally present subjects in front of the class and write texts on the blackboard, which pupils must then copy into their exercise books. The main purpose of this study is to investigate whether new methodologies can contribute to better reading education in Tanzanian primary schools. Although vision is one of the most important factors in schooling and reading is the most visually demanding skills taught in school, language stimulation is also necessary in order to acquire good reading skills. This study investigates and compares the effects of visual activities versus storytelling activities on the development of reading skills in the classroom. Mixed methods were used whereby a quantitative method was dominant. A quasi-experimental design was used to collect data from three parallel standard 2 classes in a primary school in Tanzania. The classes have nearly sixty pupils each. All participants were pre-tested and post-tested for vision functions and reading skills to determine their abilities and results both before and after training.

John Urio

Western Norway University of Applied Sciences (HVL), Bergen, Norway

Abstract Title

Developing Better Reading Skills Based on New Education Methods in Primary Schools in Tanzania

Categories

4 Innovation & Entrepreneurship

Teaching strategies have been known to have significant influence on students' academic achievement since they play a vital role in effective teaching and learning of new content. This necessitates a change in focus by encouraging students to participate in the process of teaching and learning by interacting with others and doing work jointly. The need for teaching and learning methods that encourage mutual knowledge constructions is also evident in Accounting Education. The aim of this paper is to explore the pre-service teachers' experiences of active learning through group work in Accounting Education at a university in South Africa. A qualitative case study within the interpretive paradigm was adopted for the study. A purposive sample of 40 pre-service Accounting teachers was selected to participate in the study. Data was generated through semi-structured-face to face and focus group interviews which were regarded as the main tools to probe pre-service teachers' experiences of active learning through group work. The data set obtained from semi-structure interviews was analysed using thematic analysis. Findings revealed that group work created a supportive social environment that allowed opportunities for active learning. What emerged from the findings is that shared variety of ideas required in solving Accounting financial problems and the exchange of information brought a social element to students' learning. Group support offered less assertive students an opportunity to freely articulate their diverse thoughts therefore sharing responsibility and accountability in learning. This promoted student learning and accomplishment in Accounting.

Jabulisile Ngwenya

University of KwaZulu-Natal, Durban, South Africa

Abstract Title

Pre-service Accounting Education teachers' experiences of active learning through group work at a university in South Africa.

Categories

2 Education

Two cities, Swakopmund and Malmö, in Namibia and Sweden have developed a strong mutual partnership on sustainable development. The collaboration started within The Municipal Partnership Programme at the Swedish International Centre for Local Democracy (ICLD), working with poverty reduction through local democracy development funded by SIDA. The municipal partnership aims to increase civil influence by strengthening local and regional political governance organization within certain core areas, e.g. equity/inclusion, transparency, possibility to demand accountability and/or citizen participation. During 2012-2014 the two cities collaborated on two projects; Education for Sustainable Development (ESD) and Eco Tourism. The aim of this study is to deepen the understanding of processes and learning outcomes of SDG 17 in a mutual municipal partnership in the ESD-project focusing experiences on challenges and solutions. Eight project team member i.e. municipal officials, teachers, museum- and marine pedagogues, as well as three senior municipal officials in the Project Steering Committee were interviewed using semi-structured questions in the second year of the ESD-project. A phenomenographic approach was applied to analyse the transcriptions of nearly six hours recorded interview material. The findings show the experience of various challenges the respondents faced, how the challenges were solved and the benefits of the learning outcomes. This were discussed also in longer terms to shed light on what South and North can learn from one another by being in a mutual partnership, focusing how work processes contribute to develop democratic governance locally in the municipalities.

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Abstract Title

Challenges and Learning Outcomes in a Mutual Municipal Partnership on Education for Sustainable Development from Southern African/North European Perspectives

Categories

5 Epistemic Challenges

This paper is based on qualitative research employing retrospective and phenomenological research approaches that describe financial literacy of communities and how they engage in entrepreneurial practices. It further provides insight into the neglected perspective. The study targeted two communities surrounding the University (Kanyama and Garden House compounds) involving 20 participants sampled conveniently. Through this approach individuals' feelings, views and practices were brought out freely without manipulation from the researcher. Kellogg Foundation (2001) contends that this is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings". Findings of the study were thematically analysed. Findings indicate that despite ancient and modern viewpoints about financial literacy, there exists a neglected perspective which affects entrepreneurial engagements of an individual and community. Individual and collective financial literacy traits were observed to promote and hinder their involvement in financial engagements and transactions. The majority of women and men entrepreneurs in markets and home-made business centres revealed that they do not pay particular attention to how much they plough back into their businesses, do not analyse their business trends provided they are able to buy food and cater for their families' immediate needs (children's school fees, renovate their houses, help a needy relative, buy medicine). Like Confucius (1997:83) noted "to people above average, one can impart higher things; to people below average, one cannot impart higher things." Recommendations and future prospects plausibly encourage communities to engage into financial literacy activities that promote entrepreneurship.

Daniel Mpolomoka
Zambian Open University, Lusaka, Zambia

Abstract Title

Financial literacy and entrepreneurial practices in communities: The neglected perspective

Categories

4 Innovation & Entrepreneurship

Vision disturbances cause problems for schoolchildren all over the world to learn reading and writing. Such issues represent a challenge for achieving the SDGs and Education for All since 617 million children and young people lack essential reading, writing, and computing skills even though many go to school for several years. Some identified challenges are missing experts and competence to identify problems, misdiagnosing vision problems, or the lack of attention to children with special needs. Ordinary teachers are often ill-equipped to detect widespread vision problems that can interfere with children's ability to read. This paper analyses the possibility of educational and technical innovation for strengthening future education towards better inclusion through increasing teachers' competence. The educational component is illustrated via mapping the main stakeholders and examining the different stakeholders' roles, barriers, and enablers for competence development. Technological innovation is considered by discussing the usability and usefulness of a software product helping teachers and special educators with objective measurements. In this paper, we combine insights from the technical and social science data, to understand the social context for introducing educational and technological innovation in Tanzania and Norway. We discuss the necessary knowledge, desired competencies, and possible information flow between the various levels of stakeholders in the hierarchy of education, to enable changes.

Carsten Helgesen, Vibeke Vågenes, Ilona Heldal, Kari Ludvigsen, Arne Jacob Melting
HVL, Bergen, Norway

Abstract Title

Supporting sustainable education for increased vision competencies in Tanzania and Norway

Categories

2 Education

Simulation, serious games, and virtual reality (SSG) applications are promising support for achieving practical proficiency, but it is difficult to know how to introduce them to a new environment. This paper aims to contribute to a better understanding of introducing new SSGs to a non-computer related educational environment - the Biomedical Laboratory Science (BLS) education. By following the choice, construction, and evaluation of a gamified app for practicing phlebotomy, StikkApp, not only the usefulness of the application but also the general needs and possibilities for supporting SSG applications, are discussed. The paper presents the evaluation of StikkApp through an experimental study examining the usage of it on mobiles, as a Web app and addressing challenges for a corresponding virtual reality app by BLS students and their teachers. This evaluation focused on questions about usage scenarios, technologies, and how the design of the app can be aligned to learning goals necessary for education. By discussing these needs and possibilities for apps and technology support for using SSG apps for BLS students, the paper contributes to a better understanding of handling digital support and understanding competencies for this towards a sustainable education. We present this effort as a first step in promoting EduGameLab, an interdisciplinary group choosing and procuring, using, designing or further developing novel solutions for BLS education.

Ilona Heldal, Thord Hettervik Frøland, Gry Sjøholt, [Elisabeth Elisabeth Ersvær](#)
HVL, Bergen, Norway

Abstract Title

EduGameLab: Games on Mobiles, via Web or by Virtual Reality Technologies Supporting Learning for Biomedical Laboratory Science Education

Categories

2 Education

Skills development in public sector organizations is of great importance to its effective and efficient functioning. In preparation for the transition to democracy in South Africa in 1994, extensive attention was paid to developing a regulatory framework that prioritized the development of human capacity to implement and drive transformation across key sectors. However, 26years into democracy and skills development is still a problem, and more especially in the health sector. The sector has adopted principles of the New Public Management, with a view to improving its efficiencies and effectiveness. Inter alia, services provided by tertiary hospitals have been redesigned to enable a more focused and specialist approach to dealing with health issues. The aim of the paper is to explore and understand the reasons for the lack of investment in skills development by the Department of Health through an investigation of district hospitals in one of the poorer provinces in South Africa. The guiding questions include: What are the possible challenges contributing to employee training and skills development? What strategies used to retain and attract top talents or highly skilled professionals? How can the study area enhance the management of employee training and skills development? The methodological approach is essentially qualitative and will include the administration of a survey questionnaire and an interview schedule to health care professionals. It is anticipated that inadequate financial support and strategic leadership necessary to drive the implementation of skills development are contributory factors to the problem of skills shortages in the health care sector

Mulalo Nefale, Michelle Esau
University of the Western Cape, Cape Town, South Africa

Abstract Title

THE PROBLEM OF EMPLOYEE TRAINING AND SKILLS DEVELOPMENT IN PUBLIC HEALTH SECTOR: A COMPARATIVE ANALYSIS OF TWO DISTRICT HOSPITALS IN THE LIMPOPO PROVINCE

Categories

3 Health

SASUF has built strong connections between researchers across 37 universities in South Africa and Sweden. With 70 collaborative projects, each with at least two different Swedish and two different South African university researchers, SASUF has moved beyond the boundaries for what was previously thought of as possible in bringing to light problems, concerns, challenges, and novel approaches to tackling the Sustainable Development Goals. From this, others can learn best practices and lessons learned in managing a collaboration of this size and distance to promote mutual goals and push our planet further to address concerns with climate, healthcare, education, urbanisation, technology, and societal changes. Topics of interest includes inclusivity in decision making, trans-continental administrative support, promoting research collaborations within and outside of Sweden and South Africa, incorporating surrounding society and government in projects focused on higher education and research, and recognising and celebrating cultural differences and boundaries respectfully. This poster or oral presentation is ideal for those who seek novel ways to build networks intra- and internationally, learn best practices and lessons learned, and connect the Sustainable Development Goals to research practices within university environments.

Gustaf Cars, Ulrica Ouline, [Jake Reardon](#)
Uppsala University, Uppsala, Sweden

Abstract Title

South Africa – Sweden University Forum (SASUF): Lessons Learned from a three-year collaboration

Categories

2 Education, 4 Innovation & Entrepreneurship

Climate change has shown footprints on society across the globe through meteorological extremities such as frequent droughts, floods, heat waves and cyclones among others. Recently, in southern Africa, it manifested through Category-4 Cyclone Idai that devastated and displaced an estimated 1.85 million individuals across Mozambique and approximately 270 000 in Zimbabwe. The displaced individuals have lost hope for a bright future and their long-term goals have been derailed since they lost all their investments to the cyclone. This study examines the adaptation mechanisms that can strengthen recovery, resilience and maintain hope for long term goals achievement in the event of a similar disaster taking place. Two adaptation approaches were assessed through a mixed methods research design i.e. fortification of the communities against harsh meteorological events and building migratory capacity in the event of the disaster. Premised on semi structured interviews, questionnaire surveys and story-telling approach, the study shows that adaptation through fortification can be enhanced through community-based information and monitoring systems, resource capacitation and education. However, its effectiveness is dependent on the magnitude of the meteorological event. The study also shows that building migratory capacity of communities prone to climate change disasters is the best adaptive strategy and is possible through a multi-stakeholder capacity building approach. The study concludes that both fortification to stay and preparedness to migrate are effective long-term adaptation strategies if well managed. We recommend integration of environmental migration into national frameworks for adaptation and broader development plans.

Lazarus Chapungu

Great Zimbabwe University, Masvingo, Zimbabwe

Abstract Title

Climate change adaptation options in vulnerable areas: The case of Chimanimani district cyclone Idai victims.

Categories

1 Climate & Climate impacts

The end of apartheid in South Africa witnessed, amongst other developments, increased student intake and marked curriculum change. However, about 25 years later, contentions over access to quality education boiled over and resulted in student protest across the country. The call for decolonised education is of particular relevance to the history curriculum as students lamented the continued stranglehold of colonial epistemologies which compromised quality education. This context motivated this study which explored the nature of the history curriculum in one South African higher education institution. We analysed the course outlines for the history content modules at the institution, after which we engaged with purposively sampled history students through focus group discussions. The preliminary findings show that while the students largely claim that they learn more European history than African history, the course outlines show a balance between the two. Further analysis of the data shows that this tension can be explained by the historiographies and pedagogies that inform the teaching of history in general in the institution. We conclude that the predominance of African history content in an African higher education does not necessarily entail a decolonised history curriculum.

Marshall Maposa, Leevina Iyer
University of KwaZulu-Natal, Durban, South Africa

Abstract Title

Contentions on the history curriculum in a post-apartheid South African higher education institution: a case study

Categories

2 Education

RE-THINKING KNOWLEDGE REGIMES AND EPISTEMIC FREEDOM: AN AFRICAN PERSPECTIVE

Paul T. Nleya (PhD) University of Botswana Department of Educational Technology (Tel #: + (267) 3552213 (w) (Mobile: + (267)

71816234*E-mail: nleyapt@mopipi.ub.bw **ABSTRACT** This conceptual paper renders Africa as a legitimate epistemic site that has long suffered lack of epistemic freedom. The lack of epistemic freedom in Africa is portrayed by the asymmetrical trajectories regarding the indexing of output of academic research in major international databases. African scholars continue to seek affirmation and validation of their knowledge in Europe and North America. This affirmation and validation takes the form of publications featuring in the so-called international, high-impact and peer-reviewed journals mostly located in the so-called North. Furthermore, issues of the lack of output of academic research from sub-Saharan Africa, inaccessibility of theses and dissertations completed on the African continent, flight of high-level human capital (*brain drain*), *outbound mobility rates*, and *university rankings* are explored to exemplify the magnitude and resistance of colonial practices to present day. The paper ends by suggesting models of transforming such asymmetrical global power structures as possible solutions to the realities that confirm the existence of epistemic hegemony. The essence is to proclaim the epistemological decolonization of Africa and accepting her as a legitimate epistemic site of knowledge, then re-centering her through a *process of provincializing Europe and deprovincialising Africa* to address problems of *coloniality of knowledge* within Western episteme. **Key Words:** Epistemic freedom, asymmetrical trajectories, *coloniality of knowledge*, epistemic hegemony, *provincializing*, *deprovincialising* and epistemological decolonization.

Paul NLEYA

University of Botswana, Gaborone, Botswana

Abstract Title

RE-THINKING KNOWLEDGE REGIMES AND EPISTEMIC FREEDOM: AN AFRICAN PERSPECTIVE

Categories

5 Epistemic Challenges

Children are more vulnerable than adults to environmental risks, both physical and psychosocial. Also, children have little control over their environment. Unlike adults, they may be both unaware of risks and unable to make choices to protect their health. Children living in especially vulnerable areas might be even more at risk due to socioeconomic factors, immigration, and high crime rates. Therefore, the aim of this study was to describe the perceptions that schoolchildren from a socially vulnerable area have of safe environments. In this participatory study, 52 nine-year-old schoolchildren from a socially vulnerable area participated. The data collection consisted of an environmental walk with photovoicing, followed by rating of the photos, and a focus-group discussion elaborating on the photos and ratings. Six focus groups, with 6-8 children in each group, were conducted and analyzed using an inductive content analysis. The results show that, according to the children, places that they think are bright and beautiful, where they can do fun things with others and do not risk being exposed to danger, create safety. To increase safety, the children suggested cleaning up, making the environment beautiful with grass and flowers, and painting it in nice colors. Furthermore, they suggested that building features that increase the opportunities to play and engage in activities together with others, would improve safety and enhance protection and surveillance. All children have the right to protection and safety. Therefore, it is important to create safe environments for all children by listening to children's own voices.

Karin Enskär, Gabriella Isma, Margareta Rämngård

Department of Care Science, Faculty of Health and Society, Malmö University, Sweden, Malmö, Sweden

Abstract Title

Safe environments - Seen from the eyes of 9-year-old children from a socially vulnerable area in Sweden

Categories

3 Health

MIM is a Norwegian founded project aiming to promote education responsive to diversity through participatory research; by developing and evaluating strengthening pedagogies building upon individuals' strengths and assets identified by examining past positive experiences; encouragements of hope and optimism and developments of emotional satisfaction (hence moving away from cultural-deficit orientations and instead promote achievement for all). MIM addresses how languages and cultures may challenge or support the mathematics learning of two student groups in Norway, namely indigenous and migrated students, groups who have documented extra challenges in mathematics. Linguistic and cultural challenges are not new. Indigenous communities have experienced them as results of colonisation, as have children from non-dominant communities in other contexts. The challenges in such contexts are local, but reflect global trends. The main research objective is to develop scientific knowledge about how mathematics education may contribute to equity and social justice - and vice versa.

Through juxtaposing indigenous and migration contexts, we will further understand students' experiences and hence pedagogical possibilities, within Norway, and connecting with research from Canada and the USA. Furthermore, we would like to broaden the scope by including Southern African partners in our research, preferably in the context of the focus of this session, namely re-thinking knowledge regimes and epistemic traditions. Hence, the overall aim of our contribution in the session will be to discuss how we could make our research project relevant and attractive for fellow researchers and partners in Southern Africa, with their specific contexts taken into account.

[Annica Andersson](#)

Univeristy of South-Eastern Norway, Horten, Norway

Abstract Title

MIM: Mathematics education responsive to diversity: Possibilities for South-North collaborations?

Categories

5 Epistemic Challenges

Set against a twenty-year long background of collaborative projects between Denmark and South Africa in the area of dance and education, this paper discusses a recent collaboration between the two countries through the frame of intercultural education. The project named Red Apples Green Apples (RAGA) involved a joint group of facilitators from arts institutions in South Africa and Denmark primarily using the artistic modes of visual arts and dance to explore the important topic of climate change and the natural environment, first with primary school children in South Africa and then in Denmark. In both countries the children and facilitators were from diverse cultural backgrounds creating potentially rich opportunities for intercultural education alongside collaborative learning. The RAGA project in its pedagogical and structural design successfully enabled meaningful interaction and cultural understanding among the learners and facilitators. Drawing on the RAGA project, it will be argued that educational partnerships between the Nordic and Southern Africa region can enrich and energize learners across the global North and South through unlocking both students' and teachers' diverse cultural identities and abilities and fostering shared experiences that promote knowledge and appreciation of self and others. Moreover, it will be suggested that a learning climate of trust sustained by principles of equitable collaboration, reflexivity, creativity, and care is paramount to establishing such stimulating and enriching partnerships and intercultural learning space. *Keywords: intercultural education, collaborative research, cross-cultural exchange, dance and visual arts learning, critical pedagogy*

Karen Vedel¹, Lisa Wilson², Gerard Samuel², Charlotte Svendler Nielsen¹

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Abstract Title

At the Core of Red Apples Green Apples: An arts partnership between South Africa and Denmark

Categories

2 Education, 6 Music & Arts

Malawi has been classified as one of the countries with the highest cost in mobile phone tariffs across the SADC region. Therefore access to inline education has been slow. With a few samples from Government and private scholars in secondary and tertiary institution were studied to derive the major driving factor supporting its use among scholars and educators.

Zalerapi Chirwa

Malawi University of Science and Technology(MUST), Thyolo, Malawi. Kamuzu Academy, Kasungu, Malawi

Abstract Title

E-learning in third world Education (The case of High school and Tertiary Education in Malawi)

Categories

2 Education

ABSTRACTLANDIE DIAMOND SOUTH AFRICA landie001@live.co.zaThis study reports on the role of Parent Governors in School Financial Management in six high schools situated in Metro South Education District in the Western Cape. The study also explored parental participation in financial processes at school level and its relation to their knowledge, skills, expertise and responsibilities as required by the South African Schools Act. Qualitative data was gathered using interviews with principals, educators and parents, questionnaires were issued to parents with specific and open ended questions and observation. Data analysis was compared within Quintiles and across Quintiles. Major themes that emerged were Financial Documents and processes, Training and Skills, Attitude and the Role of the Principal. Findings revealed that parents lack capacity to manage the funds. Parent governing body members are influenced by a number of factors; Literacy levels, competency, context, work demands, willingness to assist and time. Parents are heavily reliant on educators and the principal in performing the required role. The study concludes that, the parents have a positive attitude towards financial management however they are not skilled and there is no initiative taken by schools to empower the parents. Secondly there is no significant difference in parental involvement in financial management between a section 21 and a Section 20 School within and between Quintiles. [KEY WORDS: Literacy, Financial , Management, competency, performing]

Landeka Diamond

University of KZN, Durban, South Africa

Abstract Title

The role of parent members of school governing bodies in school financial management

Categories

2 Education

In the midst of hastily shifting economic and social conditions, higher education institutions are being increasingly challenged to respond more directly to economic and social needs. The growing demand is for them to emerge from what many see to be a persistent inward-looking absorption with the detached pursuit of knowledge for its own sake and to address more directly the widening array of social problems facing humanity. University of the Western Cape understand that the notion of partnership with the communities is crucial, where successful, partnerships grounded on mutual relations offer reciprocal benefits. With the desire of safeguarding social development through innovation, University of the Western Cape collaborated with the community of Mankosi a tiny cluster of villages in Ward 26 of the Nyandeni Municipality of the Eastern Cape with around 3500 people, low access to services, low income (avg. R388/month) and low levels of education (13% of people with completed matric) and where 15% of the population reported they sacrificed on basic food to use mobile phone services in 2012, before the launch of the Zenzeleni project. The Zenzeleni project was initiated through a PhD study and subsequent post-doc research at UWC. Today it comprises a partnership between the University, the Community and Zenzeleni Not-For-Profit. The project has brought affordable access to broadband internet to a community that is largely poverty stricken. In rural Mankosi, the network covers 30km² and is made up of several WiFi access points scattered around 'safe' homes in the community.

Lwando Mdleleni

University of the Western Cape, Cape Town, South Africa

Abstract Title

Role of Universities for Inclusive Development and Social Innovation: A South African reality.

Categories

4 Innovation & Entrepreneurship

Western Norway University of Applied Sciences has developed a new course “Education and Sustainability” for third-year teacher students, in which the students stay three months in Tanzania/ Zambia. In this course, our approach has been an education about, in, for and as sustainable development. Sustainable development is understood as social, economic and environmental dimensions but also alternatively as interlinked moral dilemmas. Introduction lessons about historical, geographical, educational and political knowledge of Tanzania and Zambia were given before their three months stay in Tanzania/Zambia for teaching practice and project work. We emphasize on intercultural communication and understanding to strengthen teacher students ability to learn sustainability development as and in an African context and for students to achieve transformative learning for sustainability. The course is designed to investigate dimensions about, in, for and as sustainability, and for student teachers to develop an awareness of competencies for sustainable futures. In this vein, the goal is to provide transformative learning for our students through theory and practice in Africa and to enable them to “reframe their perspective” for sustainable development as individuals, teachers and global citizens. Our question is: *“How do teacher students understand education for sustainability after their three months stay in Tanzania/Zambia and how do they describe their transformed learning?”* The empirical data consist of answers from qualitative questionnaires, one from the first day and the other of the last day of the course. Students reflect and describe their outcome of the course, their understanding of sustainable development and their transformative learning.

Ane Bergersen¹, Vibeke Vågenes²

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Abstract Title

Education and Sustainability with 3 Months in Africa – experiences from a new subject in Teacher Education at Western Norway University of Applied Sciences.

Categories

2 Education

SA has enjoyed continued ICT investment post 1994. As communication technology evolved, investment took the form of policy reforms through ICASA, liberalization of communication markets, funding smart centres and government centres with specialized focus in e-skilling the nation like The National Electronic Media Institute of South Africa (NEMISA), and The South African Centre for Digital Language Resources (SADiLaR). While this type of diverse investment has gone a long way towards advancing digital readiness, a key lacuna is the innovative convergence between creative practice in the new media industries and technology advancements in the Internet of Things (IoT). Ideally in these creative industries (advertising), a dynamically innovative fusion of evolving technologies and creative advertising has potential to meet some of the complex demands of the Fourth Industrial Revolution (4IR), enabling micro-enterprises the possibility of competitiveness at a global level. The paper explores disruption as a theoretical point of departure, however, it was found that literature is scant when it comes to digital disruption and creative industries, especially in the South African context. A brief description of the previous industrial revolutions serves as a contextual background highlighting the need for greater focus on digital disruption currently. The paper highlights the need for plasticity and creative negotiation in the advertising industry in South Africa especially as disruption may well become the '*new normal*'. Many international examples are offered, in some detail, as a means of clarifying benchmarks for the South African context. The article concludes with some key recommendations.

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¹NEMISA, Johannesburg, South Africa. ²Vaal University of Technology, Johannesburg, South Africa.

³University of KwaZulu Natal, Durban, South Africa

Abstract Title

Creative Transformation: The Impact of Digital and Technological Disruption within the Creative Industry

Categories

6 Music & Arts

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

Priscilla Msimuko Ngwira

Kafue Day Secondary School, Kafue, Zambia. Chalimbana University, Chongwe, Zambia

Abstract Title

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

Categories

2 Education

As the UN 2030 Agenda brings about a new global strategy, there is need for a transformation of educational curricula answering to the social and environmental demands expressed in the SDGs. In the development of the new SDGs curricula, higher education is a key contributor. A crucial element in the contribution from higher education is the production of a qualified workforce for the realization of SDGs through curricula deliverance. However, countries make different use of this opportunity, as perceptions of the importance of teacher qualification varies. In a sub-Saharan African context, Zambia and Tanzania are two relatively similar countries that have taken two different approaches towards the utilization of higher education concerning this specific matter, and holds different perceptions of the role that teacher qualification can play in the realization of SDGs. While Zambia offers teacher-training opportunities within Civic Education in colleges of education and in universities all the way up to PhD level, there is no teacher training within Civic Education offered at any level of Tanzanian higher education. In this paper, we look comparatively at higher education and its role in enabling a qualified deliverance of SDGs curricula in education in Tanzania and Zambia. After accounting for the overall objectives, content and methodological approaches as implied in relevant policy documents, syllabi and curricula, we discuss teacher qualification as a factor for curriculum implementation in the realization of the SDG's, and reflect upon the different approaches concerning higher education opportunities for Civic Education teachers in Tanzania and Zambia respectively.

Anders Daniel Faksvåg Haugen¹, [Gistered Muleya](#)²

¹Western Norway University of Applied Sciences, Bergen, Norway. ²University of Zambia, Lusaka, Zambia

Abstract Title

Re-Engineering of Civic Education in the era of Sustainable Development Goals (SDGs): Higher Education Perspectives

Categories

2 Education

Background: As pointed out by several authorities and researchers, the lack of equity in the health care system and inequity between patient groups is a problem in many parts of the world. Unequal care is expensive and leads to unjustified suffering as well as differences in care, treatment and differences in health outcomes. Inequalities in health care do not usually depend on conscious behaviors of healthcare professionals. Therefore, healthcare professionals need knowledge about how values and norms can affect their interaction and communication with patients and their next of kin. The nurse education program at University West is currently developing a high technical pre-clinical learning center (KLC) where the students learn about norms and power structures through simulations and other activities such as educational drama. Hereby we hope that the project can have a positive impact regarding at least the following three SDG:s: *SDG 3, Good Health and Wellbeing, SDG 5, Gender Equality, and goal number 10, Reduced Inequalities*. **Aim:** The project aims to achieve an educational change and enhance the possibilities to provide a sustainable health and equal care by educating nursing students towards a higher awareness about social norms and power structures. **Method:** The project will explore and describe both the teachers and the students experiences of participating in the learning activities at KLC.

Susanna Höglund Arveklev, [Elisabeth Dahlborg](#), Ellinor Tengelin, Ivan Castillo
Department of Health Sciences, University West, Trollhättan, Sweden

Abstract Title

NORMCRITICAL PEDAGOGY AT A CLINICAL LEARNING CENTER - A NEW WAY TO LEARN ABOUT CARING

Categories

2 Education, 3 Health

As part of a Work-Integrated Learning (WIL) module offered by the University of the Western Cape's Political Studies Department and facilitated through the Development Action Group (DAG), the latter half of 2019 saw said department's postgraduate students partaking in various community engagement projects within the city of Cape Town, South Africa. Positioned in the context of the ever-changing ideas around work and the workplace, what can the experiences of two budding academics engaging in work-integrated learning tell us about the merits and challenges of field work? Is there something to be said about WIL's ability to construct and mould students of a possibly higher calibre who can better adapt to both academia and vocational work? More importantly, how feasible is this approach for South Africa in its socio-historical complexities? Thus, the following is a reflective report on the inputs, processes and outcomes of a concluded WIL project at #Reclaim The City: Cissie Gool House.

Kelly Cyster, Boitumelo Papane
University of the Western Cape, Cape Town, South Africa

Abstract Title

Work-Integrated Learning: *A reflection on a community placement project at Reclaim the City's Cissie Gool House, South Africa.*

Categories

5 Epistemic Challenges, 2 Education

This project is a joint collaboration between two South African and two Swedish universities, aiming to promote a more equitable, affordable, and contextually-appropriate approach to higher education. Open education for social justice is an emerging research field that clearly addresses the following Sustainable Development Goals: SDG4 (Quality Education), SDG 10 (Reduced Inequalities) and SDG 17 (Partnerships). The project employs Nancy Fraser's (2005) social justice framework to determine in what ways the adoption of open textbooks promote cultural equity, economic equality and political inclusions in higher education. The project enables a deeper understanding of the differences and similarities of the South African and Swedish higher education contexts and addresses decolonisation of the curriculum in South Africa and *normkritik* ("norm-critical perspectives") in Sweden. Despite the significant differences between the two geographical contexts, both face common political and demographic realities: rapidly increasing societal inequality as well as significant challenges to higher education systems in terms of how to transform pedagogical approaches. The project will 1) utilise its open research approach to contribute towards the growth of a global community of practice and support theoretical field building in open education and social justice research, and 2) undertake collaborative development of an Open Education for Social Justice conceptual framework, which will enable a better understanding of the cultural, economic and political arrangements that currently would need to be in place to enable participatory parity in Swedish and South African higher education systems.

Fredrik Olsson¹, Anne Algers¹, Gustav Öberg¹, William Jobe², Susanna Höglund Arvekle², Cheryl Hodgkinson-Williams³, Glenda Cox³, Bianca Masuku³, Michelle Willmers³, Vivienne Bozalek⁴

¹University of Gothenburg, Gothenburg, Sweden. ²University West, Trollhättan, Sweden. ³University of Cape Town, Cape Town, South Africa. ⁴University of the Western Cape, Cape Town, South Africa

Abstract Title

Open Education for Social Justice (OE4S)

Categories

2 Education

This paper will seek to argue that the status of African epistemology within academic philosophy has been unjustifiably reduced, since African epistemic traditions are understood within a framework that has implicitly and explicitly privileged and favoured dominant and classical epistemic traditions, at its expense. I contend that the grounds for the normative privileging of any philosophically verified, known or substantiated epistemic tradition over another on the basis of their superficial differences, is unfounded, and may be rooted in historically imbalanced power relations. By situating this paper within the debates on African philosophy and epistemology, I argue that philosophers have read the status of African epistemology and epistemic traditions often uncharitably. This is due to philosophers' dependence on conventional conceptual, theoretic and epistemic frameworks, often predicated on unquestioned normative assumptions relating to the 'African condition', the notion of African philosophy's debased philosophic status and by the demands of what literature should be admitted to the canon of philosophy 'proper'. What has followed from these analyses is a set of inevitably reductive and dismissive conclusions regarding the various traditions of African epistemology. I thus offer, as a response, a criteria that identifies the primary philosophical issues of the problematic readings of African epistemology. Consequently, this paper maintains that African epistemology should be recognised as an epistemic tradition without a debased status and calls for commensurability between the Formal-Informal, North-South epistemic dichotomies predicated on consistent, descriptive readings of its content; rather than failure to meet implicit normative criteria of dominant epistemic traditions.

Harry Kapatika

University of the Western Cape, Cape Town, South Africa

Abstract Title

Broadening the Epistemic Horizon: A Critical Analysis of Four Uncharitable Criteria in Assessing African Epistemology

Categories

5 Epistemic Challenges

Ethnographic museums have been dedicated to provide knowledge of worlds outside the national or European horizon. Most ethnographic museums in Europe date back to colonialism. This is also the case with the Royal Museum for Central Africa in Brussel, which was funded by Leopold II, the brutal owner of the Congo Free State. As with other ethnographic museums, the purpose of the museum was to display knowledge about *Belgian Africa*. In later years, the museum was known as the last colonial museum in Europe. It reopened in December 2018 in what was to be a much more decolonial framing. This paper will investigate the discussions of whether the new version of the museum was successful in its choice of strategies to decolonize knowledge of “Africa”. Critical voices not least from the African diaspora in Europe and from African scholars have pointed out that the museum is still inscribed in a perspective where “Africa” is mainly viewed and constructed from a white, European position. This leads to the even grander question that European science cannot easily be separated from its colonial heritage and reframed as a universal and objective gaze. The epistemological hegemony that secures Western science stays unquestioned. Based on the discussions of the Africa museum, the paper will look at ways of moving from knowledge of the other to the others’ knowledge and try to answer the question of how to rethink knowledges in an intercultural framework which decolonizes hegemonies and open up for a transversal or pluriversal (mignolo) dialogue.

Jan Ifversen

Aarhus University, Aarhus, Denmark

Abstract Title

The ethnographic museum in Europe: the last bastion of colonial heritage or a possibility of epistemic interculturality

Categories

5 Epistemic Challenges

We would like to present our partnership project ITENSA - Internationalizing Teacher education in Norway and South Africa 2020-2024. This DIKU project's main goal is to increase internationalization and student mobility in Norwegian teacher education programs for primary and lower secondary schools, by establishing and developing a partnership between UIT- The Arctic University of Norway - and Nelson Mandela University, as well as between the universities and schools in the two countries; the aim is to strengthen and improve the quality in our international teacher practice. There are three interdisciplinary topics for interest: Democracy and citizenship, Sustainable development, and Public health and well-being. The joint study of these topics will be explored by students, teachers and researchers in collaborating practices. The following work packages within the project would be presented: Cultural Encounters in Teacher Education: focus is the cultural encounters between teacher educators/academics, and how we work together to unveil different perspectives and angles on the concept of democracy, sustainable development and public health and well-being. We use different methods, among them visual techniques and drama strategies in our approach. Shadowing Principals: How do school principals implement new reforms and ideas in schools? How can principals from different cultural environment learn from each other? Language and democracy: Although the Norwegian society, social structures and public structures, are very different from those in RSA, we face some of the same questions and issues regarding hegemony and critical literacy, but have we been able to address these sufficiently in higher education?

Tove Leming, Annfrid Steele
University of Tromsø, Tromsø, Norway

Abstract Title

ITENSA - Internationalizing Teacher education in Norway and South Africa 2020-2023

Categories

2 Education

The International Science Programme (ISP) at Uppsala University aims to strengthen scientific research capacity and postgraduate education in the basic sciences chemistry, mathematics and physics, primarily in low-income countries. ISP's partners develop their own research agendas based on the local needs. Many focus on research connecting to the SDGs, for example: SDG 2 - Zero Hunger, through research contributing to increased food safety and security. SDG 3 - Good Health and Well-Being, through research and development of medicines and medical devices, and research exploring the spread of diseases. SDG 4 - Quality Education, through graduation of well-educated teachers. SDG 5 - Gender Equality, through activities particularly aimed to increase the participation of women where the female gender is underrepresented. SDG 6 - Clean Water and Sanitation, through research on water contamination and remediation, and hydrological modelling. SDG 7 - Affordable and Clean Energy, through research on materials for solar energy. SDG 9 - Industry, Innovation and Infrastructure, through development of technology and innovation fit for local conditions. SDG 11 - Sustainable Cities and Communities, through research on seismology. SDG 14 - Life below Water, and SDG 15 - Life on Land, through research on environmental chemistry and ecotoxicology. In conclusion, through capacity building efforts and support to research of relevance to development challenges, ISP and its partners contribute to several of the UN Sustainable Development Goals, including SDG 17 - Partnership for the Goals.

Peter Sundin

International Science Programme (ISP), Uppsala University, Uppsala, Sweden

Abstract Title

Connecting the basic sciences research agendas to the SDGs - examples from ISP partners

Categories

2 Education

Rapidly urbanizing Africa faces numerous challenges in terms of sustainability and livelihood. However, many of the most technological problems have already existing solutions yet their deployment is what usually matters. For example, public sector may deal with a certain urban problem sector by sector, whereas private sector, for its part, often deals with these problems by single companies operating in isolation and without coordination. This proposed paper presents an approach and concrete activities that try to overcome those challenges caused by operating in siloes and in often difficult institutional environments. This calls for creating a task force consisting of actors representing both global north and south and varied sectors of society, including but not limited to academic and entrepreneurial sectors. It is neither sufficient to bring in only technological expertise, but social sciences have their crucial role to play in order to succeed. Empirically, the paper focuses on experiences from Namibia and South Africa.

Mika Kautonen

Tampere University, Tampere, Finland

Abstract Title

Tackling African urban challenges for sustainability transition through integrated entrepreneurial and academic actions

Categories

1 Climate & Climate impacts, 4 Innovation & Entrepreneurship

International mobility of scholars and scientists is known to be a key feature of the global science system. Literature reports that mobility benefits include larger international networks, better performance, enhanced publication and citation rates, and better access to funding. Other scholars have critiqued the inherent inequality of academic mobility for institutions, especially those from Africa, as well as for women. With the view to rethink global partnerships in terms of academic hierarchies, perceptions of academic mobility was sought from South African academic leaders. Semi-structured interviews were conducted with early, mid, and established career scholars from a historically disadvantaged university in South Africa. Responses indicate the benefits of movement across (local) institutions, including broadened perspectives, learning, and career growth; whilst loss of equipment and funding, and delayed career progression were mentioned as dangers. Noteworthy is participants' interpretation of academic mobility as employment at different South African institutions. These benefits and dangers urge the need to broaden and emancipate strategies for academic mobility to develop academic leaders. These may include intra-institutional mobility, South-North collaborative approaches to staff and leadership development, and vitalising partnerships to develop global academic leaders. Such initiatives may be key to achieving SDG Goal 4.

Marieta Du Plessis

University of the Western Cape, Bellville, South Africa

Abstract Title

Mobility and academic leadership development: Partnering for global citizenship

Categories

5 Epistemic Challenges

Universities across the globe have the opportunity and responsibility to advance the achievement of the Sustainable Development Goals (SDG). In South Africa, communities are still restricted with problems such as high unemployment, poor and inadequate education, lack of infrastructure, poor health care, increasing inequality, amongst others. These challenges offer the precise platform for academic scholars to address old problems in new ways through teaching and research. Interest in social innovation and leadership is rising in South Africa as organizations and government recognize the need to pursue new and creative methods to achieve grand goals (including the SDGs) with regard to social change. The achievement of SDG goals often require interdisciplinary, if not trans-disciplinary collaboration. It is in this light that the University of the Western Cape, South Africa, has conceptualised a South-North collaborative Masters programme including elements of community engagement, leadership, social innovation and data analytics. The aim of the degree is to develop generations of new leaders and skilled professionals who will drive socio-economic development; innovation to address national, regional and international challenges and provide evidence for informed advocacy to influence public policy through research; and encourage community advancement by working with a rich variety of stakeholders including governments, private sector and civil society contributing towards local, national and global impact. Through collaborative partnering with other Universities and students in the programme, leapfrog progress in SDG achievement becomes possible.

Marieta Du Plessis, Carel Jansen van Vuuren
University of the Western Cape, Bellville, South Africa

Abstract Title

Social innovation leadership curriculum: A case study of collaborative partnering

Categories

2 Education

This paper discusses how we have developed our programs in Peace and Development studies at graduate and undergraduate level, and in Africa Studies, to incorporate Agenda 2030 - and prepare the students for future work in various sectors. The paper will also give examples of how LNU has worked with Agenda 2030. Sustainable, inclusive and peaceful development is a core element of Peace and Development studies. To incorporate Agenda 2030 has not been that difficult, but still challenging as the 17 Sustainable Development Goals cover such a broad area of themes. Various pedagogical aspects have been developed. We have developed the curriculum to incorporate core text on both the Agenda 2030 and the critical debate on the viability of Agenda 2030. Different exercises and assignments have been developed where students train on reflecting over how to implement various SDGs, develop strategies - as well as critically assess limitations in various policies and programs. All with the aim to prepare the students for future work in various sectors with the implementation of one or several of the SDGs. The department has partnerships with the University of Dar es Salaam, among others, where one of the dimensions in the program is to facilitate the implementation of Agenda 2030 through student and teacher exchange and research collaboration. The paper will discuss challenges and lessons learned with the different pedagogical tools that have been used, and reflect over ways forward.

Jonas Ewald

Peace and Development Studies, Linneaus University, Växjö, Sweden

Abstract Title

Agendas 2030 and teaching in Peace and Development Studies - lesson learnt

Categories

2 Education

There is a plethora of literature on projects, which are deemed North-South in orientation. Critical insights emerging from the literature abound on struggles and tensions such as ‘asymmetrical relationships’ and attempts at striving for ‘equitable collaboration’ (Halvorsen & Nossun 2016) given the binary of advantaged and disadvantaged partners in a relationship and the challenges of maintaining productive north-south partnerships. Recently the Embassy of Finland in Pretoria drew attention to the need to build long-term relationships with partners who share their values and interest in developing education, in and for the South African context (Avento & Louw 2020). This paper provides an account of a year-long commitment by two SANORD partners (from South Africa and Finland) in sculpting key foundations for a viable social inclusion project that would incorporate the niche areas of education partners. We express our journey for its fruitful insights into how we chose to disentangle existing epistemological[1], ontological[2] and theoretical positionings in our ongoing engagement as partners and chart a common foundation for the critical engagement of the scholars in developing a project on immigrant learners with special needs.[1] We asked each other the following epistemological questions: ‘what are important phenomena for current educational research in Finland and South Africa given our research trajectories?’ ‘How do we know what constitute the characteristics of these phenomena?’[2] We asked each other the following ontological question: ‘what concepts or strands are valuable and relevant in both contexts towards understanding these phenomena

Sadhana Manik¹, Minna Mäki-Honko², Kaisa Kurki²

¹University of KwaZulu-Natal, Durban, South Africa. ²Tampere University, Tampere, Finland

Abstract Title

The Sculpting of Epistemological, Ontological and Theoretical foundations for a North- South Education Project

Categories

5 Epistemic Challenges

This paper describes the building of a transnational research lab in engaged anthropology after years of collaborative work between researchers in Mali, Burkina Faso, and Sweden. The *Laboratoire d'Anthropologie Comparaive, Engagée et Transnationale* (LACET, www.lacet.org) is the result of long-term research relations combined with the comradeship trying to grasp societal challenges in Burkina Faso and Mali. Institutionally, the LACET emerged out of joint research carried out as part of bilateral agreements linking the Forum for Africa Studies (Uppsala), the Institut des Sciences des Sociétés (Ouagadougou), and the Institut des Sciences Humaines (Bamako) together. The research lab is also the outcome of carrying out of specific commissioned research focusing on security from below, democratic transformation, women leadership, etc. This joint research lab aims to foster dynamic research environments engaging with pertinent societal challenges. So far, the transnational research lab functions “on a shoestring” in the sense that academic commitment and professional engagement are put to the fore, rather than funding and institutional commitment. Throughout the paper, I discuss how the building of the LACET articulates with discussions about partnership, and epistemic challenges, including decolonizing theory, method, and epistemology, as well as research practice. I argue that the transnational and engaged dimensions operate to decolonize anthropological knowledge production in new and interesting ways, such as bridging the boundaries between outsiders and insiders, foreign and national researchers, and favoring a multitude of different voices and perspectives in description and analysis.

Sten Hagberg

Uppsala University, Uppsala, Sweden

Abstract Title

Partnership on a shoestring: Building a transnational research lab to strengthen anthropological engagements

Categories

5 Epistemic Challenges

The 17 Sustainable Development Goals (SDGs) are a universal call to action for a better development process. The goals are interconnected - often the key to success set on one goal depends on the success of the other goals.

However, the world being divided into national states units with different political and educational priorities. These priorities shape and are shaped with the national curricula including higher education curricula that are rather multidisciplinary than interdisciplinary. To add on, the North -South International co-operation in education despite of the good intentions behind is not a problem free terrain. Power relations continue to be asymmetric where donor agencies contributing financially still dictate the direction of the projects depending on their national policies locally and internationally. Using critical discourse analysis (Fairclough, 2013) and Paulo Freire's Critical pedagogy approach (2009), we will discuss the possibilities and challenges of implementing sustainable development goals in higher learning education. We will specifically focus on an international co-operation between a university in Norway, one lower secondary education and two teacher training institutions in Tanzania, where one is a public teacher training institution while the other is a private university. References Freire, P. (2009). *Pedagogy of the Oppressed*. New York, NY: The Continuum International Publishing Group Inc. ISBN 978-0-8264-1276-8. Fairclough, N. (2013b). Critical discourse and critical policy studies. *Critical Policy Studies*, 7(2), 177-197. doi: 10.1080/19460171.2013.798239

Prisca Bruno Massao, Wendy Lathrop Meyer
Inland Norway University of Applied Sciences, Hamar, Norway

Abstract Title

Internationalization and interdisciplinary approach to sustainable development goals (SDGs): Possibilities and challenges

Categories

2 Education

In this presentation, I wish to explore and discuss encounters (meetings, clashes, tensions) during student and staff mobility exchanges between Swedish and African actors within higher education. In particular, I will explore actual encounters in exchange with South African universities in the field of educational sciences. Two main aspects will be taken into consideration: teaching cultures (hierarchy, curriculum, assessments, teaching tools and traditions) and biases concerning external appearance and creed (exoticism and othering). Given that today's relations within higher education between South Africa and Sweden are still partly rooted in the political support given by the Swedish government to the anti-Apartheid movement, the historical background to the relations between the countries will be explored, from mid 20th century until nowadays, by drawing on Tor Sellström's important books. Even Maj Palmberg's research, some of it dealing more with educational sciences, will be referred to. In order to include more general issues related to post-colonial and ethical matters, some recent disputes concerning the use of certain terms, considered by African students or students issued from the African diaspora as offending during lectures and even leading to sanctions for Swedish teachers, will also be discussed. Michel Leiris works such as *L'Afrique fantôme* can, although they may seem obsolete, be relevant in this part. Paths for future and sustainability will finally be explored, such as some ongoing collaboration through for instance *The South Africa - Sweden University Forum (SASUF)*, or cooperations offered within the *Linnaeus Palme* program.

Véronique Simon

Uppsala university, Uppsala, Sweden

Abstract Title

Bodies and Cultural Encounters in Higher Education: when South Africa and Sweden Met, and Meet

Categories

2 Education

Paulo Freire's 1968 classic *Pedagogy of the Oppressed* presented a persuasive thesis which highlighted the contextual nature of the teaching and learning environment and the broader purpose of education in society. Fifty years later, this text is still relevant to our analysis of the role of education in society especially for developing nations. Thirty years after independence, Namibia is still grappling with the triple helix of inequality, poverty and unemployment. Other development challenges including public health and environmental crises and a generally depressed global economic outlook have rendered the very idea of sustainable development an oxymoron. The global sustainable development goals as a collective call to action by countries follow up on the aspirations of the MDGs. Namibia aligned her national vision for development (Vision 2030), the Harambee Prosperity Plan and the National Development Plan 5 with the SDGs. To this end, a strong leadership commitment exists to integrate sustainability to the development agenda. The higher education landscape has also adapted institutional plans and curriculum frameworks towards the SDGs. Using the example of the Namibia University of Science and Technology, the paper will explore how higher education can play a role in inculcating sustainable development. Namibia's research and development (R&D) landscape is still at an embryonic stage. However, three decades post-independence, significant strides have been taken to ensure that higher education is relevant to development priorities. It also speaks to the needs of a very youthful population born after independence and are by and large unimpressed by liberation narratives. The technology savvy generation are often impatient with the demands of community-based 'appropriate technology' driven agendas of the current teaching and learning models. Their preference for more urban, suave *4iR* technology infused education mean that more has to be done to endear them to rural and resources challenged environments. The paper will argue that educators have to strike a balance between innovative education systems which can harness the curiosity and different learning styles of the youth in higher education and the development needs of communities lacking basic services such as clean water, sanitation, secure food resources and overall well-being. The paper will explore ways in which Namibia's rich natural landscapes and cultural diversity can be used to develop multiple and novel teaching, learning and engagement pathways which can not only expand the capacity for critical thinking for young graduates but ensure that higher education institutions can become truly transformative community engagement spaces through technology. The paper will draw on examples already set in partnerships between the Government of the Republic of Namibia (GRN), development partners and higher education institutions to deliver sustainable and inclusive development support for communities who had been previously excluded from access to basic services such as education and health. At the heart of the discussion will be to explore how discourses of access to land have emerged as a core priority ensuring justice for the previously marginalised.

Prof Alinah K. Segobye, Dr. Tichaona Mazrarire
Namibia University of Science and Technology, Windhoek, Namibia

Abstract Title

Title: Pedagogy of the not so impressed? Education for sustainable development post 2020: A view from Namibia

Categories

2 Education

This study was looking at factors affecting access to and utilisation of reproductive health services (RHS) among adolescents in Lusaka District with particular reference to adolescents in Kamanga Compound. The main objectives of this study were to: assess gender variations in adolescents' knowledge and utilisation of RHS; find out factors affecting access to and utilisation of RHS; and identify measures to improve access to and utilisation of RHS among adolescents. The study followed a mixed research design of both qualitative and quantitative methodologies. Data collection was done by using questionnaires, interviews and focus group discussions.

Key findings of the study were: gender gaps in knowledge and utilisation of RHS among the adolescents in Kamanga Compound with more girls than boys being aware of specific types of RHS including family planning methods; more (23.9%) male than female (21.7%) had utilised family planning methods; more (26.4%) female than male, (25.3%) adolescents had received RHS; The study recommended the following: use of brochures and youth magazines to increase awareness of available services for adolescents; sensitisation of health providers, parents/ guardians about RHS for adolescents; Use mobile service provision within the Community by the Ministry of Health to address the problem of distance faced by adolescents; a similar study to be carried out on a larger scale so that the results could be generalised to the rest of the country.

Barbara Nkonde-Bwalya

University of Zambia, Lusaka, Zambia

Abstract Title

ACCESS TO AND UTILISATION OF REPRODUCTIVE HEALTH SERVICES AMONG ADOLESCENTS IN LUSAKA DISTRICT: CASE STUDY OF KAMANGA COMPOUND

Categories

3 Health, 2 Education

The main purpose of this paper is to highlight Kwame Nkrumah University's student Empowerment programme (SEP) whose core business is to empower students with skills to improve their lives and the lives of others while on campus and after they have left the university. The program was initiated by three lecturers to address a shrinking space for employment in the teaching fraternity in the country. SEP comes in to supplement the skills acquired from their training to help the students survive in an event that jobs are not immediately available after graduation. The empowerment aspect seems to be the missing link that the SEP has come to address especially at Kwame Nkrumah University through a number of activities that would keep them busy as they wait to be employed. To address the gap identified, four clubs outside the normal academic calendar were introduced namely, Art Club, Student Research and Entrepreneurship Club, Drama Club, and French Club. In these clubs, students are exposed to hands-on activities such as music and dance, interpretation, Research mentorship activities, and many other skills development activities. The clubs, through various activities, are critical in shaping the students to be change agents by gaining the skills to impact their own lives and lives of other individuals, organisations, and communities once they are out of the university. Various career programmes are conducted through in-house workshops and the programme so far seems to gain ground. **Keywords:** agents of change, career activities, youth empowerment, students, clubs, entrepreneurial skills.

Jive Lubbungu

Kwame Nkrumah University, Kabwe, Zambia

Abstract Title

INCUBATING AN ENTREPRENEURIAL MIND THROUGH STUDENT SKILLS EMPOWERMENT PROGRAMME AT KWAME NKUMAH UNIVERSITY IN ZAMBIA

Categories

4 Innovation & Entrepreneurship

The study explored the dynamics of the rhetoric of the language of science on climate change publications. The research was inspired by the study of rhetoric. As such the study looked at the progression of persuasive methodical arguments and facts, as a result providing a clear understanding of how scientific publications influence government policy on climate change. Against this background, this study used the qualitative methodology of desktop research. The researcher analysed existing climate change sources or publications. The study found that different rhetorical moves and strategies were used by the authors of the analysed documents to try and influence policymakers and the public. The study revealed the frequent use of scare tactics by the authors to try and persuade the public regarding climate change. Moreover, the study exposed the presence of language forms that seemed to rely on perpetual persuasive techniques in order to persuade the current and future generations. The analysed publications made known how writers use visual images in a dramatic fashion to appeal to their peers, followers, and mostly the general public. The study developed a new language filter model of science interpretations because the existing models seem to be effective only in dealing with large information; they, however, lack the epistemological and ontological interconnections between science and public interest.

Gerson Sindano

University of Namibia, Windhoek, Namibia

Abstract Title

The confluence of rhetoric and science: a rhetorical enquiry of climate change publications in Namibia

Categories

1 Climate & Climate impacts

The COVID-19 health pandemic has emerged as one of the most complex challenges to global public health in the 21st Century; multi-level adaptation and mitigation strategies across diverse sectors are under intense current scrutiny within the field of Health Promotion. The socio-economic impact of COVID-19 on global food systems has brought food security and nutrition into particular focus; with little research yet produced on the impact of COVID-19 on community-level food security. As such, this study adopts a Community Resilience framework to explore the dynamic socio-ecological phenomena of COVID-19 related food insecurity in Limpopo Province, South Africa. Key objectives were to: (1) Explore current stressors of COVID-19 related food insecurity; (2) Explore the existence of community-level protective factors that maintain food security within Limpopo Province. Interviews were conducted with rural community members in Greater Tzaneen Municipality, Limpopo and relevant members of Civil Society Organisations (CSO). This study found that despite Limpopo historically being one of the most food-secure provinces in South Africa; the introduction of COVID-19 has undermined traditional food systems and exacerbated existing vulnerabilities leading to food insecurity. Traditional coping strategies have also been limited by the physical and social COVID-19 restrictions. However, indigenous knowledge, community-action and CSO intervention have acted as important protective factors in maintaining food security. Enabling and empowering local communities is essential in their continued resilience.

Mathias Venning

University of Bergen, Bergen, Norway

Abstract Title

Adaptive Nutrition Strategy in Limpopo Province, South Africa: Exploring community-level resilience to COVID-19 related food insecurity.

Categories

3 Health

Geochemical analyses of the South African shellfish species *Turbo sarmaticus*, commonly found in southern coast Middle and Later Stone Age assemblages, are essential for long-term paleoclimate reconstructions. A critical concern is the potential effects of alteration of the original $\delta^{18}\text{O}$ values of the *Turbo sarmaticus* operculum. Archeological shell remains usually represent food waste. In addition to post-depositional diagenesis, they can also be exposed to the effects of pre-depositional treatments, such as cooking. Thermal behavior and conversion temperatures can vary between different shellfish species, making it necessary to establish a species-specific reference base. In this study, temperature-related mineralogical and isotopic alterations in live-collected specimens of *Turbo sarmaticus* are evaluated experimentally through different cooking methods and temperatures. We performed laboratory-based heating experiments in a controlled environment in addition to realistic simulations of prehistoric shellfish cooking practices with wood-fueled fires. Since heat can also be generated during the sampling process, we tested the effects of the drilling speed on operculum mineralogy and $\delta^{18}\text{O}$ values during the sampling. Our results demonstrate the relationship between $\delta^{18}\text{O}$ values and aragonite-calcite mineral transition in different experimental settings, and whether this relationship can be used to estimate which archaeological *Turbo sarmaticus* opercula can be reliably used for paleoclimatic reconstructions.

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¹Centre for Early Sapiens Behaviour (SapienCE), University of Bergen, Bergen, Norway. ²Bjerknes Centre for Climate Research, Bergen, Norway. ³NORCE Norwegian Research Centre, Bergen, Norway

Abstract Title

Effects of prehistoric fire events on the mineralogical and stable oxygen isotope composition of *Turbo sarmaticus* opercula

Categories

1 Climate & Climate impacts

Geographic literacy, or geo-literacy, has been coined as a term to fight the opposite: geographical illiteracy. Briefly, geo-literacy concerns how we, as humans, are provided with tools and concepts to understand the human and physical environment we live in. The National Geographical Society proposed to frame geo-literacy through the three I's: Interactions, interconnections and implications. *Interactions* include the different systems we are part of; how the world works. We are all parts of social, political and economic systems (for example as members of a state, a constituency or a family) as well as natural systems (for example water systems, biotopes and even the carbon cycle). By *interconnections*, we seek to understand and reason how one place is linked to another. Places are inevitably connected at different scales, from global to local, and the geographical and historical links between places matter. *Implications* relate to making decisions and policies based on understanding the interactions and interconnections. As such, geo-literacy becomes a prerequisite to understand the complexity of the world and fundamental for making informed decisions for a sustainable future, in line with achieving the SDG's. The question then becomes: How do we actually improve geographical literacy in school, and in higher education? And what kind of tools can we utilize to provide students with geographical literacy? The paper will use concrete examples from South African and Norwegian geography education.

Erlend Eidsvik

Western Norway University of Applied Sciences, Bergen, Norway

Abstract Title

Geo-literacy as a tool for sustainability education

Categories

2 Education, 1 Climate & Climate impacts

This project aims to reconstruct the hydroclimatic conditions that were associated with human cognitive and technological development in South African's southern Cape coast between 100-50 ka years ago. Regional climatic shifts and their drivers during this time interval are still being debated. However, to date, very few continuous, high-resolution terrestrial records exist that reveal the climate history of this area during the time.

To resolve this issue, we focus on one of two new marine sediment cores that were retrieved offshore the southern Cape coast of South Africa (MD20-3592). This core gives the opportunity to add to the spatial coverage of the hydroclimate reconstructions from neighboring marine cores. In addition, the climatic record spans from the present to as far back as ~250 ka, hence allowing it to be compared to other regional climate archives that cover only portions of this timespan and thus fill the temporal data gaps. The sediments near the study sites are mostly from local terrestrial sources and from eastern South Africa brought via the Agulhas Current. Major rivers near the coring sites are the closest sources of terrestrial inputs, and the sediments they carry can record periods of increased rainfall in their catchment. Here will be presented elemental compositions data from core MD20-3520 from X-ray fluorescence (XRF) scanning, its analysis, and the associated interpretations about rainfall changes. Moreover, the age models for the cores based on stable oxygen isotope stratigraphy and tuning to well dated near and far field climatic archives will be discussed.

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Abstract Title

X-ray fluorescence core scanning of marine core site MD-3592 off Africa's southern Cape - evidence of terrestrial climate variability over the last two glacial cycles

Categories

1 Climate & Climate impacts

IntroductionSDG3, good health and wellbeing, is closely intertwined with SDG1, no poverty, and SDG2, no hunger. In the case of Tuberculosis (TB), an infectious disease of poverty and major health concern in South Africa, this is especially true. The disease predominantly affects those from lower socioeconomic strata but also puts patients and their families at risk of becoming poorer. Social protection programmes can support TB patients and their households when TB is diagnosed. This study aimed to get a better understanding of the role of social protection and other forms of support in relation to the burden of TB on patients and their households in South Africa. **Methods**This qualitative study focused on the lived experiences of TB patients and healthcare workers. We interviewed 16 patients and six healthcare workers. **Results**Our qualitative study found that TB patients' situation was inextricably linked with their households' situation. While patients needed adequate nutritious food, many could not afford it. Most patients received support from family, but their illness placed considerable strain on already stretched households. Social protection is available to TB patients in South Africa in the form of a Disability Grant. However, few participants accessed this grant during their illness and many reported challenges and high costs of trying to access it. **Conclusion**While TB patients and their households need support, few access state provided social protection. Alternatives to the disability grant, improvements in the assessment procedures, as well as considering entire households' situation when deciding grant eligibility are recommended.

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Abstract Title

FOOD INSECURITY AND ACCESS TO SOCIAL PROTECTION FOR TB PATIENTS AND THEIR HOUSEHOLDS IN CAPE TOWN, SOUTH AFRICA

Categories

3 Health

In a joint South African and Swedish research study, policy frameworks for children in care were analysed in regard to children's rights and accessibility to participate in decisions on care. The research group has during phase one in the study developed a series of questions to analyse the most relevant legislations in regard to children in care. Thus, for the Swedish part of the analysis four legislations were selected; the Social Services Act, the Children and Parents Code, the Care of Young Persons Act and the UN Convention on the Rights of the Child (since 2020 a part of the Swedish legislation). An analysis model was applied to these legislations, posing the following seven questions on children's participation. What participation is, different understandings of children's participation. Further, participation Concerning what? that is, in what decisions? Why participation, which includes the reasons and values underlying children's participation. How, when, and where participation should be exercised. Also, Who should participate, with the added underlying question of who should promote participation. These questions were applied to the different legislations in order to scrutinize the access for children to become active agents in their own care. This form of inclusion could also become a model for an empower-driven participative influence in the decisions of fundamental importance to the society's future well-being. Results from the analysis will be presented at the conference.

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Abstract Title

Analysis of policy frameworks for 'children in care' in Sweden: creating enabling environments for child participation that contribute to social change

Categories

3 Health

Sustainable Journalism has been developed and advocated by Peter Berglez, Ulrika Olausson and Mart Ots to respond to present and future global sustainability challenges as well as future sustainability of journalism. The relevance and contribution of Sustainable Journalism as a concept and practice is twofold. First, the concept refers to a journalism that integrates the three sustainability dimensions and does not isolate environmental issues from social and economic conditions. Second, Sustainable Journalism also addresses two intertwined challenges of our time: the sustainability crisis of society and the sustainability crisis of journalism itself. Having been developed in the north and still in its epistemological infancy, we found a need to explore its various dimensions and applications further in the south. Consequently, we critically explored how sustainable journalism should be defined and practised in sub-Saharan Africa. Stakeholder discussions were held with journalists, news editors and representatives of media development organisations in Nigeria, Ghana, Liberia, and Kenya to ascertain what they made of Sustainable Journalism and its application in SSA. With the trend of political actors dominating media ownership, resulting in limited editorial independence and polarized media; and insufficient financial sustainability connected to poor quality reporting, among others, we propose that sustainable Journalism should be context driven. Consequently, all media environments should be encouraged to tailor their own way of practicing Sustainable Journalism based on their unique social, environmental and economic circumstances. We also suggest the establishment of a Sustainable Journalism Partnership in sub-Saharan Africa to enhance the development and implementation of the concept.

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Abstract Title

TOWARDS SUSTAINABLE JOURNALISM IN SUB-SAHARAN AFRICA

Categories

5 Epistemic Challenges

Quality of education is one of the UN's sustainable development goals (SDG), and it has an essential role when societies are developed and other SDG goals are achieved. As digitalization is an essential tool for changing the processes, it is beneficial to apply digitalization in education development as well. However, to be successful, organizational support is needed, i.e. an ecosystem of companies involved in producing educational technology (edTech) products and services. In developing economies this kind of edTech ecosystems do not exist, or they are underdeveloped. Because of this, a holistic approach to education digital transformation is impossible to achieve. Instead, digitalization in education is easily considered as buying computers and teaching or learning software while real digitalization is not done at all. To improve the situation, a Southern Africa Innovation Support Programme (SAIS 2) funded project for building an edTech ecosystem was launched in March 2021. The goal of the project is to build tools and practices to support companies to join edTech ecosystem. In the project, the roles of government, research institutions and companies are defined according to the Triple Helix model. In addition, it is described how different parties can support the building of the ecosystem. Practical company perspective on how to find companies and how the co-operation should be orchestrated and what kind of tools are usable for that is also discussed. Here we present the backgrounds of the project, as well as the first observations and experiences of practical actions taken so far.

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Abstract Title

Building an ecosystem to support digital transformation in education

Categories

4 Innovation & Entrepreneurship

The Government of Finland published its new Africa strategy in March 2021. The strategy states that Finnish actors can benefit from African know-how, e.g in scientific and research cooperation and health safety. The strategy emphasizes the importance of relations beyond the central government, such as the diaspora, the business sector, research institutes, civil society and the youth. The strategy takes into account the recent policies of the European Union and its Strategy with Africa as well as the objectives of the Agenda 2030 and the Agenda 2063 of the African Union. In addition, the European Commission commissioner for international partnerships Jutta Urpilainen from Finland is in the forefront of EU-Africa relations. The Finnish Ministry of Education and Culture gives a particular emphasis to Africa, by nominating four Finnish universities to lead large-scale thematic networks to facilitate joint research, education and innovation collaboration with sustainable impact between Finnish universities and universities of applied science and African partners. Four networks will be presented in the session: FAPI Finland-Africa Platform for Innovation (SDG 9) Southern African and Finnish Higher Education Institutions' Network for Health and Well-Being SAFINET (SDG 3) Global Innovation Network for Teaching and Learning GINTL Africa (SDG 4) EDUCase Platform (SDG 4 & 17) Please join the session to learn how your institution can be involved in the collaboration towards a more Africa-centric partnership. We look forward to a vibrant discussion on how to support co-creation and co-ownership in research and education, promote innovative thinking, create tangible results and tackle grassroot-level challenges.

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Abstract Title

A new era in Finland-Africa collaboration: novel strategies and networks for broader reciprocal engagement with impact

Categories

5 Epistemic Challenges

The UN Sustainable Development Goals (SDGs) identify development targets to ensure a future of collective sustainable prosperity. The futures perspective encapsulated in the SDGs however, is often implicit. The aim of our presentation is to discuss futures literacy as a necessary and core capability for attaining the SDGs and achieving desired global futures. According to pioneering foresight work at UNESCO, futures literacy enhances how futures can be used to understand the present, to anticipate as well as shape change. It is also important for tracking shifts and challenges, towards appropriate responses. Learning futures with futures literacy elevates futures consciousness, which is important for realising the SDGs. We claim that shaping the SDG curricula in higher education requires inclusion of futures literacy as a critical component. Higher education institutions must nurture anticipatory intelligence, preparedness, resilience, innovation and creative thinking. Our key question is how to ensure contextual relevance in learning about futures in SDG curricula in higher education. There are several elements to consider, from key concepts and theoretical frameworks to using and applying futures methodologies and foresight tools, and engaging with futures studies and research. Futures learning also involves systems thinking, inter-, multi-, and transdisciplinarity, and sense-making from a range of data sources and perspectives. The presentation shares insights from a participatory session convened at an international Futures Conference 2021, exploring how different cultural underpinnings may shape how futures are approached. We aim to highlight how futures literacy assists in interpreting emerging issues, making sense of complexities and enhancing futures preparedness.

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Abstract Title

Introducing Futures Literacy to Higher Education Curricula for Sustainable Futures

Categories

2 Education

Ethiopia is experiencing an increasing frequency and intensity of slow-onset and acute disasters caused by climate change, with significant health impacts. Understanding and addressing these impacts involves trade-offs which are both central to effective priority setting in health and overarching efforts to meet the Sustainable Development Goals. Despite low historical greenhouse gas emissions, Ethiopia has been at the forefront of climate action since launching the Climate Resilient Green Economy (CRGE) in 2011, a low-carbon development strategy. To learn from the Ethiopian approach, this work examines to what extent health has been integrated into the CRGE. We undertook a scoping review following Arksey and O'Malley's five-stage framework. The review examined regional and national government policy documents, non-governmental reports, published literature and relevant websites. We identified 25 government policy documents, 5 published articles and 7 non-governmental reports, of which 15 government policy documents, 1 published article and 6 reports were included in the review. Findings were mapped against the analytic framework used in the 2019 report of the Lancet Countdown on health and climate change, a leading multi-disciplinary international research initiative tracking the impact of climate change on health. We found that the early years of the CRGE prioritised developing the financial basis of the green economy, while the health impacts of climate change have only been tentatively considered to date and remain detached from broader health strategies. Further analysis of climate adaptation measures, 'health co-benefits' and reducing specific vulnerabilities of the health sector could help improve health and build climate resilience.

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Abstract Title

Climate change and health in Ethiopia: to what extent have the health dimensions of climate change been integrated into the Climate Resilient Green Economy?

Categories

1 Climate & Climate impacts

We are currently witnessing a massive growth of innovations built on digital geospatial data through affordable mobile technologies and tools. These solutions are making an impact leap by solving environmental and social challenges of the planet. The number of the experts needed is growing, but also the required skills, capabilities and attitudes are changing. University graduates need to be competent with the novel technologies, but equally they need to master the interface between technologies' potential and societies' emerging needs, working in a multi-stakeholder environment to create innovative and impact-based solutions. In this presentation, we share our cooperation experiences with several universities, the World Bank and various innovation actors in Tanzania, where we operate side-by-side two innovation-oriented skills development programs Resilience Academy and GeoICT4e. Resilience Academy is a World Bank -led university partnership and service delivery program aiming to improve digital skills, competences and employment of the African youth for more effective disaster risk management. GeoICT4e is an institutional skills and competence development program between eight universities aiming to enhance students' innovation capacities and employment prospects in the digitalizing work markets. The central vehicle for education transformation in GeoICT4e is the students' multicompetence learning (MCL) process, which happens via co-creative challenge campaigns organized in close cooperation with the innovation ecosystem actors and problem owners. This methodology enables the HEIs to catalyze a change, which we identify as 'socially innovative geospatial and ICT education transformation'.

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Abstract Title

Social innovations in Geospatial and ICT education at Tanzanian Universities for improved employability and climate resilience

Categories

4 Innovation & Entrepreneurship

This study is part of the Literacy in Multilingual Settings project (LEMS) a collaboration between the University of Zambia, Kitwe College of Education and Inland University of Applied Sciences in Norway. It investigates the research question: In what ways do Zambian pre-service degree teachers' (PSDT) training and experiences with storytelling inform their understanding of stories in multilingual primary literacy education? The data was collected at Kitwe College of Education. It comprises an exploratory questionnaire (N 26) and in-depth interviews with a selection of respondents. Preliminary findings suggest that many PSDTs regard English as the target language for literacy, and the local or zonal language (usually icibemba) as a means to this end. This instrumental perception of literacy in local languages is evident in the PSDTs' descriptions of how they envisage using storybooks in the classroom, seeing a role for them in existing literacy teaching paradigms such as 'five key skills to literacy' and 'sound of the day'. Most of the PSDTs reported positive experiences of being told stories by grandparents, parents, older siblings, aunties and, not least, their teachers. Since the PSDTs experienced that their own teachers told and read stories for entertainment and moral education, either in the local language or in English, we wish to investigate further how pre-service teacher education can expand on these experiences to promote multilingual practices where stories are used not only for entertainment and moral education, but also for literacy development.

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Abstract Title

The role of stories in primary literacy education in Zambia

Categories

2 Education

Background Shortage of skilled health professionals is a global concern. Partnerships in global health and development governance have been firmly established as a tool to achieve effective outcomes. The Norwegian Agency for exchange Corporation (NOREC) collaborative exchange of health professionals between Haukeland Hospital (HUH) Department of International Collaboration and Malawi's Kamuzu Central Hospital (KCH) is one of many partnerships that currently exist between Norway and Malawi. **Research objectives** The study aimed at exploring the impact of social and cultural experiences of healthcare professionals in the NOREC exchange partnership between Malawi and Norway investigating how these experiences affected the exchange outcomes and shaped participants cultural competences. The Bergen Model for Collaborative Functioning, the Cultural Competence Model and Crawford's model on Power in collaborations were used as the basis to frame the research objectives. **Methods** A qualitative case study was used while a total of 12 semi-structured interviews and policy documents were explored. **Findings** The partnership HUH and KCH overall had clear goals, set structure; managing to meet the intended goals in facilitating the improvement of emergency department in Malawi, and exposing Norwegian health professionals to a different health system and disease panorama. The experienced tensions and antagonism around communication, leadership, and interactions with patients were drawn from differences in the partnership environment and more specific socio-cultural interpretations and differences in the culture of work. **Conclusion** Social and cultural experiences of participants impacts partnership effectiveness though they were not the primary goal of the collaboration between Malawi and Norway.

Archlove Takunda Tanyanyiwa
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Abstract Title

Role of Social Cultural factors in Health Partnerships: Exploring the social cultural experiences in care giving of health professionals on an exchange program. The case of Malawi and Norway's NOREC Health collaborative Exchange in Trauma and Emergency Care.

Categories

5 Epistemic Challenges, 3 Health

Covid-19 pandemic affected teaching and learning activities and stimulated training institutions, teachers, and learners to migrate from face-to-face to online learning. Though the common thread is that if teaching and learning is to be effective, there is a need for various teaching and learning styles. Simultaneously, the Multiple Intelligence theory proposes that children learn materials differently. The study used an interpretive paradigm and gathered qualitative data through an online questionnaire on Google form. The study revealed that the shift from face-to-face to online had impacted the way teachers and learners interact. Converting learning material to an online model was not enough; therefore, there was a need to adjust focus and pay attention to the diversity of learners' abilities. The study re-affirms the two dominant bits of intelligence; verbal-linguistics and mathematical intelligence. Therefore, to simply accept the premise that when teacher and learner interact means learning took place does not only fail to recognise the circumstances around the learning environment but also overlook the difference between learners. The paper concludes that teachers should be prepared and encouraged to use an appropriate criterion that recognises the diversity in the learning process. It recommends multiple intelligence theory in teacher training as a tool for assured equity and quality of education. More importantly, the education curriculum design and implementation should include learning activities that promote equity and quality through multiple intelligence theory.*Key words: multiple intelligence, online-teaching, online-learning, equity, quality, education*

Noel Kufaine

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Abstract Title

Application of Multiple Intelligence Theory on Teaching Online classes. Quest for Equitable and Quality Education Post-COVID-19 Pandemic

Categories

2 Education

The interest towards Africa is rising again in Finland. The national government launched in 2021 a specific strategy to develop Finland's cooperation with Africa and several universities have paid more attention to Africa in their internationalization strategies. It is not only about strategies but also about their implementation. One example of this are networks funded and supported by the Finnish Ministry of Education and Culture's to increase Finnish stakeholders' engagements with Africa. One example of these networks is FAPI, the Finland-Africa Platform for Innovation (SDG 9), launched in 2021. It has 27 Finnish partners (9 universities and 18 universities of applied sciences) and it is led by the University of Turku (UTU). The key focus of FAPI is to promote the achievement of SDG 9, and in particular responsible innovations. The key planned actions dealt with innovations and innovative approaches in research, teaching and social co-creation with local stakeholders. The main goal is to make a long-lasting impact with African stakeholders consisted of universities, enterprises, local communities and the public sector - the quadruple helix around innovations. In the presentation is discussed conceptually and in practice what are and could be socially, economically and environmentally desirable responsible innovations in the contexts of networked cooperation and co-creation between Finnish and African stakeholders as evidenced by the case of FAPI. The processual perspective on responsible innovations and the network dynamics open a possibility to encourage and steer the development for a more shared understanding what responsible innovations could be in practice.

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Abstract Title

Toward responsible innovations in Africa: Finland-Africa Platform for Innovation (SDG 9)

Categories

4 Innovation & Entrepreneurship, 5 Epistemic Challenges

In our presentation we discuss the concept of sustainable education from a South African and Norwegian point of view. We examine and compare curricula from both South Africa and Norway, and discuss our findings. However, we share a common definition of sustainable education, i.e., actions, e.g. supervision, training and teaching, which are guided by a double purpose interrelated to person and world (Klafki, 2001; Kemmis & Edwards-Groves, 2018). On the one hand, there is pedagogy for what is good for each person, and on the other hand, there is pedagogy for what is good for humankind (Kemmis, 2012). It is about living well in a world worth living in (ibid.). This definition opens up for multiple challenges that we wish to discuss from a South African and Norwegian point of view. On the personal side of the double purpose it is about establishing an ego, becoming a self. This is part of livelihood as egoism helps with the survival of the individual. However, egoism is not just a matter of survival, but also key to what makes human existence human, that is, that we exist as selves, have an awareness of this, and are able to actively engage with our being-self. The other side of the coin is when the interest in the self threatens the existence of other selves and, on a grander scale, threatens the ecological conditions under which human beings can exist in the first place (Saeverot, 2021).

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Abstract Title

Sustainable Education for the Good of Humankind

Categories

2 Education

Kofi Annan, former Secretary General of the United Nations said that “Our biggest challenge in this new century is to take an idea that seems abstract - sustainable development - and turn it into a reality for all the world’s people.”In 2020 the Namibia University of Science and Technology introduced a new core institutional course called “Sustainability and Development” as a compulsory course as part of all Bachelor programmes across six faculties. The motivation for this course was to create awareness on pertinent aspects of the United Nations Sustainable Development Goals (SDG) as well as to reinforce students’ analytical, synthesis and problem-solving skills on national and international contemporary issues like the economy, ethics, social-, political issues and technology.Scott (2002) indicates that educators have 4 kinds of responsibilities towards learners. (1) Understand why they need to be aware of SDGs; (2) Use appropriate pedagogy for active engagement with issues; (3) Help learners gain plural perspectives; (4) Encourage learners to continue thinking about such issues beyond the formal education (Scott, 2002).The course “Sustainability and Development” was completed by one cohort of students (3 000 students), and the researcher aims to determine whether the educators in this course were able to achieve the 4 kinds of responsibilities that Scott (2002) mention, in relation to the SDGs. The researcher will make use of qualitative research and analysis where surveys and focus group sessions will inform the findings.

Michelle Maree

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Abstract Title

SDGs embedded in the University Curriculum: A Case Study from the Namibia University of Science and Technology.

Categories

2 Education

Working in the Informal Labour Market (ILM) can be a vulnerable time for pregnant women and new mothers, however, some can do well despite the working conditions. The majority of ILM workers are not provided with social protections (e.g. paid maternity leave). These characteristics of the ILM put pregnant women at a greater risk to suffer from antenatal and postnatal depression. However, despite these challenging conditions, some new mothers can maintain positive health outcomes. This study aimed to explore and understand how informally-working women comprehend their situations, how they portray their problems, which resources they utilize, and what they perceive as meaningful. The latter aspects provide important information on the strength of their sense of coherence and if it links to better coping ability. This study adopted a qualitative approach, exploring the subjective experiences of informally-working women and how it impacted their mental well-being. Pre and post interviews for nine participants were analyzed. The findings indicated that informally-working women understood that their work was vital to secure before giving birth, as they were frequently the primary breadwinners for the family. Participants expressed experiencing numerous challenges before and after childbirth which they managed by relying on support networks at their workplaces and from their immediate families. The desire to deliver a healthy newborn was a strong motivational experienced by participants. Overall, this study concludes that some participants revealed a stronger sense of coherence, which positively contributed to health and mental well-being.

Nadine Dankwart

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Abstract Title

Exploring the sense of coherence of women who are active in the informal labour market

Categories

3 Health

Like many other countries in Sub-Saharan Africa, Zambia is a multilingual country. English is the official language, and the Education Act of 2013 states one of the seven regional language to be used as medium of instruction during the first four years of primary school. Many learners, however, speak one of the about 70 Bantu languages or dialects, and not always the regional language. This linguistic and educational context requires linguistic awareness and acuity in the teacher. The research question guiding our research is: How do pre-service teachers reflect on the challenges of translations from English into local languages?The data for this study is collected at Kitwe College of Education as part of the NORPART project Literacy Education in Multilingual Settings with the University of Zambia and Inland Norway University as partners. 33 students translated a short text in English to their local language and 26 students filled in a questionnaire where they commented on the translations.Preliminary findings suggest that the pre-service teachers focus on vocabulary and semantic varieties in the local languages but have a limited repertoire when discussing other linguistic traits and differences between the local languages and English. They pay much attention to differences in pronunciation that stem from regional varieties without being very specific on the relation to orthography. The translation task seemed to stimulate the students' reflections on local languages and offers a potential for addressing linguistic awareness in teacher education in multilingual settings.

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Abstract Title

Zambian pre-service teachers reflecting on translations and language differences

Categories

2 Education

The attainment of the Sustainable Development Goals (SDGs) by 2030 is a global imperative. The year 2019 marked the 25th anniversary of the groundbreaking International Conference on Population and Development (ICPD), which took place in Cairo in 1994. At the Cairo conference, 179 governments adopted a Programme of Action (PoA), recognizing that reproductive health, women's empowerment, and gender equality are the pathway to sustainable development. In order to achieve the goal of gender equality, there is growing realization that respecting everyone's rights to sexual and reproductive health is of paramount importance. This foregrounds the importance of Comprehensive Sexuality Education (CSE) towards the attainment of universal sexual and reproductive health. Thus, this presentation focuses on the need for sexuality education to drive the agenda for sustainable communities and the achievement of the SDGs. Using experiences from Norway and Southern Africa, it highlights the current challenges towards sexuality education in schools and how these can be overcome. It also brings forth the need for changed laws supporting the rights of women and girls to sexual and reproductive health. Finally, it discusses how communities that embrace CSE can be enabled to reach a state of equitable treatment of all.

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Abstract Title

Comprehensive Sexuality Education as a tool towards Gender Equality and sustainable futures

Categories

3 Health

The Coronavirus pandemic has turned the world upside down. Countries around the world including South Africa went into strict lockdown to contain the spread of the virus and prepare health care systems. However, historical issues related to public health care infrastructure and capacity has exacerbated the challenges facing the South African government with respect to dealing with the Coronavirus pandemic. Prior to the pandemic, access to public health care services was already hugely problematic. The authors relied on the New Public Management paradigm to contextualize the changes initiated in the public health sector towards the improvement of service delivery to patients. The lack of investment in skills development in this regard, potentially jeopardizes the inherent benefit of adopting some of the principles of the paradigm. The paper adopts a mixed method approach that includes the administration of semi-structured interviews with management, focus group discussions with nurses and a survey questionnaire with public health care professionals that included medical doctors. The Focus Groups were organized into manageable groups of not more than 12 participants. Research findings reveal that employees in Limpopo health service in South Africa are not receiving training or skill development programs, as required by the training policy. It seems that the reason for the lack of investment is the lack of resources such as finance. Furthermore, the findings suggest that a lack of staff prevents health professionals from attending training and skills development initiatives, since in their absence there would not be sufficient staff to deal with patients.

Mulalo Nefale, michelle Esau
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Abstract Title

THE IMPACT OF COVID-19 ON TRAINING AND SKILLS DEVELOPMENT IN THE SOUTH AFRICAN PUBLIC HEALTH CARE SECTOR

Categories

3 Health

Based on the book "Indigenous knowledges and the sustainable development agenda." edited by Anders Breilid and Roy Krøve (Routledge 2020)I, and the book Sharing Knowledge Transforming Societies. The Norhed program 2013 -2020, edited by Tor Halvorsen, Kristin Skare Orgeret and Roy Krøvel, we invite a discussion: What does it mean to decolonize epistemology in the times of the SDGs. Is it right as argued by Breilid and Krøvel in the forward to their book that there is a need to expand the discussion of the SDGs beyond the Western paradigm - for example to grasp the role of indigenous knowledge for sustainable development.

Anders Breidlid¹, Roy Krøvel², Kristin Skare Orgeret², Tor Halvorsen³

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Abstract Title

Decolonizing epistemologi - The SDGs a threat to indigenous knowledge?

Categories

5 Epistemic Challenges

In a time of global climate change how we perceive our water resources is of critical importance. One major issue to our understanding of Africa's rivers is how they have been mapped. Conventional mapping and contemporary wall art approaches show rivers as if they are perennial features when, in fact, substantial areas of the African continent have only intermittent flow in rivers and streams. This paper critiques conventional and contemporary styles and then presents alternative ways to make maps both beautiful works of art and relevant pieces of scientific information. New, hard copy maps, of Africa's rivers will be shown in the presentation complemented with overlays, using the Juxtapose software, in websites. The intention is then to stimulate discussion on how best to use these new resources in our curricula.

Roderick Fox

Rhodes University, Grahamstown, South Africa

Abstract Title

Mapping Africa's Rivers: From Illusion to Art

Categories

1 Climate & Climate impacts, 2 Education

The threat of climate change to rural livelihoods is widely acknowledged. In the former homelands of South Africa, degradation has already compromised the ability of the land to provide food and water, which aggravates further the risks associated with climate change. This degradation is the long-term result of a complex mix of environmental, social, economic and political forces. To build resilience to climate change requires that both the land and the social system are restored together. This presentation explores the activities and outcomes of two projects situated in the former Transkei Homeland of the Eastern Cape of South Africa. Both were initiated as land restoration projects but have become much broader in their approach, embracing the need to link restoration to improved livelihood options and to build the social capacity of landscape residents to adopt sustainable practices if they are to protect their future in a world of changing climate. Here we present some of the practices being adopted through the voices of village residents who are actively engaged in one of the two projects, and reflect on the long-term viability for climate change resilience.

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Abstract Title

Building resilience to climate change through restoration of the social ecological system

Categories

1 Climate & Climate impacts

This paper reports on a project involving teacher trainees in Higher Education using literary texts to develop awareness of environmental issues in the English language classroom through dialogue in literature circles. As a response to the UN's agenda 2030 and the OECD's *The Future of Education and Skills Education 2030* (OECD, 2018a), curricula in higher education and schools across the world are up for revision to meet the current global environmental and climatic challenges. The aim of the project was to develop and implement a new methodology for conducting ecocritical dialogues, particularly in literature studies in the new, Norwegian five-year teacher training master programme. In the UN's Sustainable Development Goal (SDG) 4.7, which states that by 2030 all nations must "ensure that all learners acquire the knowledge and skills needed to promote sustainable development" (United Nations). Developing new teaching practices are thus highly significant to the implementation of SDG 4.7, may be approached in a range of different ways. The research question is: How can reading and engaging in ecocritical dialogues discussing children and young adult literary texts foster eco-citizens? Texts used were David Almond's *The Savage*, and Marsden and Tan's *The Rabbits*. Findings show that the adapted roles increase awareness of environmental issues. The project is part of an ongoing research project "Nature in children's literature and culture."

Hege Emma Rimmereide

Western Norway University of Applied Sciences, Bergen, Norway

Abstract Title

Developing eco-citizens through ecocritical dialogues

Categories

2 Education

The Covid-19 pandemic has impacted the most poor and vulnerable across the globe. In the North, individuals in the service industry, needing to maintain daily contacts in order to make a living are most at risk. In the South, informal workers have the same challenge - conflict between the need to earn a living and protecting themselves from infection. This presentation brings together two studies from the North and South: on platform workers (Uber and food delivery companies) with uncertain labour protection from Finland; and people living in poverty, mainly relying on informal work in South Africa. Both populations have uncertain access to social protection, and therefore the limited ability to distance even when symptomatic with Covid-19. The presentation draws from qualitative research conducted among these populations in both settings, highlighting similarities and contrasts between both settings.

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Abstract Title

Covid and social protection in the North and South: Examples concerning key populations

Categories

3 Health

In Africa, accelerating urbanization supports the economic development, but low quality of infrastructure and urban planning hinder the positive socio-economic impacts of the process. Negative externalities of agglomerating population exceed its benefits (African Development Bank 2016). Africa's need to create urban economic agglomerations to support three times the current population in 2050 represents a systemic problem (UN-HABITAT 2015) as rapid urban growth will take place in a largely unplanned manner (African Development Bank 2016). Urbanization generates a considerable opportunity for several industries to grow in Africa, including construction and civil engineering, architecture and town planning, manufacturing of products related to housing and urban infrastructure, and so forth. However, many countries fail to grab this opportunity because of many reasons. Often materials, labor and competences are imported and consequently have a limited impact on industrial capabilities and local wellbeing. This paper focuses on a sustainable transformation of urbanization. We have finished a 2,5-year research project that aimed at fostering a systemic transformation of African urban development and housing through a piloting and implementation of a developed holistic concept. In addition, new similar projects are about to be launched.

Mika Kautonen

Tampere University, Tampere, Finland

Abstract Title

Building international innovation ecosystem for sustainable settlements in Southern Africa.

Categories

3 Health

Behavioural science research in a developing world context involves unique methodological and logistical challenges and requires cognisance of local sensitivities. This paper discusses the ethical, logistical, and methodological problems encountered during the conduct of a study with survivors of human rights violations in South Africa. Research practices such as subject recruitment, negotiating language and literacy, and other methodological concerns are considered in the context of post-apartheid South Africa. The legacy of the Truth and Reconciliation Commission is also addressed in terms of the manner in which it affects the conduct of research. Finally, the manner in which research into highly politicised traumatic events is affected by the South African social and historical context is examined and recommendations are offered for behavioural science research in developing countries.

Ashraf Kagee

Stellenbosch University, Stellenbosch, South Africa

Abstract Title

Conducting research with former political detainees

Categories

3 Health

Most research on persons subjected to physical torture for political reasons has framed this experience as traumatic, with the sequelae approximating the diagnostic criteria of posttraumatic stress disorder (PTSD). However, responses to checklists, questionnaires, and structured interview schedules may reflect the effect of demand characteristics more than the actual concerns of respondents. In this paper I will report on a qualitative study of the chief concerns of former political detainees in South Africa. Rather than reflecting only a trauma discourse, participants' narratives included concerns such as somatic problems, economic marginalization, non-clinical emotional distress, and dissatisfaction with the present political dispensation in South Africa. Respondents also expressed concerns that reflected symptoms of traumatization, but these were less salient in comparison with the other themes that emerged. These data suggest that a model of trauma and the diagnostic category of PTSD may be less appropriate than suggested by most of the literature in accounting for the concerns of many South African former political detainees. The paper critiques the hegemony of the psychiatric model of traumatization in conceptualizing the needs of former detainees, and suggests an alternate perspective that is broader and more inclusive than a psychiatric paradigm.

Ashraf Kagee

Stellenbosch University, Stellenbosch, South Africa

Abstract Title

Conducting research with former political detainees

Categories

3 Health

In 2018, the Norwegian national strategic unit UHR-Economics and administration (UHR-ØA) in Universities Norway (UHR) decided upon a new recommendation for bachelor's program for economics and administration in Norway. This was the first decision in a long timeline where the academic pillars were expanded from the traditional subjects: Business economics, Administration, Economics, and Methodology with math's and statistics. A new professional pillar was introduced: Ethics, Social Responsibility and Sustainability (ESS). All 15 institutions educating candidates within the field of business administration in Norway were requested to introduce a compulsory course of 7.5 ECTS dedicated to these subjects. The first report and proposal from the national professional committee for ESS was submitted in 2012-2013. The proposal for more teaching in ethics and sustainability was rejected, but the temporary committee of ESS had a permanent status. In 2018, a similar initiative was adopted unanimously by the national strategic unit meeting in UHR-ØA. Our paper present findings on surveys from 2012, 2017 and 2020. They indicate how Norwegian institutions teaching business administration changed their subject portfolios and courses to contribute to responsible education "bottom up". The article has three research questions: 1. Based on Geel's model on conditions for transition from niche to standard - What factors can explain the paradigm shift for ESS in the ØkAdm subjects in Norway? 2. How can the new paradigm affect the profession of business administration? 3. Which SDG have priority for the institutions of Business Administration in Norway 2020?

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Abstract Title

SDG wave in Business studies in Norway -Tracing a paradigm shift 2012-2021

Categories

2 Education, 4 Innovation & Entrepreneurship, 1 Climate & Climate impacts, 5 Epistemic Challenges

