INAUGURAL INTERNATIONAL CONFERENCE

4-5 July 2018

https://www.guc.ac.bw/event/international-guc-conference
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Botswana at a Glance

Type: Republic, Parliamentary Democracy
Date of Independence: September 30, 1966

Head of State: His Excellency Mokgweetsi Eric Keabetswe Masisi
(5th President since 1 April 2018)

Political and Economic Stability
Since independence in 1966, Botswana has been a nation-state of good governance, with free and fair elections involving a number of political parties held every five years. Next election will be in October 2019. Botswana’s good environment for business has been recognized by international credit rating agencies. Both Moody’s and Standards & Poor have awarded Botswana a sovereign credit rating in the A category. Transparency International continues to recognize Botswana for having the least corrupt system in Africa (www.gov.bw & www.botswana-tourism.gov.bw for more information).

Other Key Facts:
Capital City: Gaborone
Currency: Pula notes & thebe coins
National Slogan: Pula (meaning rain)
Population: 2.021 million (2013 est)
Main Exports: Diamonds, copper, nickel, soda ash, beef and textiles.
GNP: P32.0 billion (2002 est)
Land Size: 582,000 sq. km
Electricity: 230 Volt A/C 50 Hz
Gaborone in Brief

Gaborone is the capital and largest city of Botswana and has a population of 231,626 based on the 2011 census. Its agglomeration is home to 421,907 inhabitants at the 2011 census. The city is served by the Sir Seretse Khama International Airport. It is headquarters to numerous companies and the Botswana Stock Exchange. Gaborone is also home to the Southern African Development Community (SADC), a regional economic community established in 1980. Many languages are spoken there, Setswana (Tswana) being the main tongue. English, iKalanga, and Kgalagadi are also spoken.
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Welcome Address
Hon’ Minister of Tertiary Education, Research, Science and Technology, Mr Fidelis Mmilili Macdonald Molao, Distinguished Delegates, Ladies and Gentlemen,

It gives me great pleasure to extend to you all a very warm welcome on behalf of the Gaborone University College of Law and Professional Studies (GUC). GUC started from humble beginnings in 2006 as a privately owned tertiary education institution in Botswana. We offer a wide range of BQA-accredited and internationally recognized programmes to suit the career goals of our graduates, and also to support the human capital development initiatives of the Government of Botswana. We deliver our programmes by full-time, part-time and distance learning delivery modes; this means that students can choose the mode suitable to their contexts and convenience. Working people may enroll in our part-time and distance education programmes without leaving their places of work.

This conference is indeed most timely as it provides ample opportunity to discuss problems of mutual interest with delegates from member countries of the region and share ideas on the most effective way to move education forward as we are experiencing the impacts of rapid globalization. It is gratifying to note that the theme of the conference covers issues that are at the heart of academics the world over but the issues do not have a voice. No matter how much we can do by ourselves as individual institutions, whether it be research or development, it is never enough. In a spirit of true cooperation, we must join in an action-oriented effort to further the internationalisation of universities and to create a comparable quality culture, common standards and qualification frameworks that would benefit the entire region.

We are very grateful to all the delegates who have travelled from far and beyond to be here today. Thank you for your participation and support. I wish you delightful and stimulating academic interactions and lasting academic partnerships.

On behalf of GUC, allow me to express my deep gratitude and welcome to our Guests of Honour, Honourable Assistant Minister of Tertiary Education, Research, Science and Technology, Mr Fidelis Mmilili Macdonald Molaoand, Honourable Minister of Health and Wellness, and Dr Alfred Madigele (in advance & in absentia; he will be with us tomorrow for the closing ceremony), and all other dignitaries; also to the University of Limpopo for gracing the event; to all distinguished scholars and academics; to the organizing committee of this event; and to the dedicated staff of GUC for facilitating the conference preparations; a task of this magnitude requires commitment, passion and diligence.

Thank you all and welcome to this auspicious occasion.
Guest of Honour: Honourable Assistant Minister of Tertiary Education, Research, Science and Technology, Mr Fidelis Mmilili Macdonald Molao

Opening Address

It is my singular honour and privilege to grace the occasion with the Opening Address.

The importance of addressing issues at tertiary level in developing countries cannot be overemphasized. Botswana is one such country whose awareness for the development of relevant and employable human resources at higher education level is only beginning to receive the much-deserved serious attention.

Ipso facto, I wish to heartily congratulate your institution for organizing this Conference premised on the theme of ‘internationalisation’ of university culture and ethos. I am informed that the audience is culturally diverse, hence representative, which makes the event one of its unique kind in Botswana.

It is of critical significance for scholars, governments, planners, and universities themselves to have a shared understanding of what universities are and the role they play globally, but more significantly in developing environments. A university is distinguished by certain features and characteristics that differentiate it from the high school. In developing countries, we have woken up to the utilitarian value of the university, that is, as both a civilizing community agent and a
career creation instrument. Gone are the days when obtaining a diploma or a degree was for the sake fashionable display.

It is, therefore, my hope that the diverse papers we shall be entertained with during these two days will deliberate on several urgent themes, namely, what the origins of a university are; how the university came as an imported commodity to our environments; what universal standards can be identified among universities; and what sort of curricula are the most desirable. To achieve insights into this, the themes you have lined up, will cause you to engage in the most profitable dialogue as you dwell on:

- The quality and qualification frameworks of a given country relative to tertiary institutions.
- The extent to which conventional universities and open and distance learning ones, complement each other.
- The extent to which it has become possible to offer vocational and academic curricula in the same institution.
- The need for partnerships and networking among the university fraternity across the world.

The dialogue over the foregoing will, without contradiction, enrich you with the variety of ideas, practices, recommendations, and experiences, which you will carry back home to further augment and qualitatively enrich current practices.

Embracing the theme of internationalization has the potential of making the University of Botswana, the Zimbabwe Open University, the University of Zambia, the University of London, to name but a few, share a common culture. There should be universal cross-cutting principles observable in every university that answer the questions: What do you expect to see in university practice? What are the international characteristics of a university?

In short, internationalizing a university culture takes a conscious effort by all concerned, the stakeholders, to spend money and arrange a forum of this nature and share insights.

The University of Limpopo has offered us a wonderful opportunity, namely, creating exclusivity to host the conference papers in a special journal edition: *African Perspectives of Research in Teaching and Learning*.

This will further internationalise the university culture of Southern Africa.

I, therefore, take this opportunity to welcome you all to this conference. To those from outside our borders, most welcome to Botswana. As you are inspired to plan a future for your university, remember the following words from Goethe:

*Whatever you can do, or dream you can do, begin it. Boldness has genius, power and magic in it.*

Enjoy our hospitality in Botswana, in addition to the conference proceedings.
I, therefore, declare this Conference open.

**Pula!!**
Guest of Honour: Honourable Minister of Health and Wellness, Dr Alfred Madigele

Closing Address

I feel highly honoured to be accorded the opportunity to close this Conference.

You have had two most academically and professionally profitable and fulfilling days in which you deliberated on internationalizing university culture.

When I heard about the main theme, I said to myself, “What a privilege for Botswana to gather scholars to this significant symposium!” Without the creativity and vision of the Gaborone University College of Law and Professional Studies (GUC), this event would not have occurred. I congratulate you!

Botswana, like other developing countries where the university struggles to fulfill its mandate, urgently needed this conference. I congratulate all those attendees from Botswana who have seen it fit and purposeful to attend this event. I congratulate you!

To our guests from across the borders, you have sacrificed your time and finances to honour Botswana with your intellectual property. In our universities, funding is increasingly becoming difficult to access. Take back my message of thankfulness to your vice chancellors and university principals. I congratulate you for the selflessness!

Following sub-thematisation of the Conference, our Regulatory Authority, the Botswana Qualifications Authority (BQA) will have drawn tremendous benefits from papers presented on quality of qualifications and qualification frameworks in other countries.
I also presume that the several papers on diversification of curricula, especially the offering of vocational and academic programmes side-by-side, have caused us to reflect on our practices back home. In particular, the excellent papers on the complementarity of distance education and conventional education should have sensitized you to the need for a paradigm shift. The insight is that distance education is not education for failures. However, it must be handled with the philosophical approach that underpins it.

One of the critical features of any university is networking and partnering with like-minded institutions. This conference epitomizes such a practice as different universities in our region have met to partner and network.

I want to believe, ladies and gentlemen, your perceptions will never be the same after this occasion. You are now equipped with new thoughts and practicalities that can only drive good university practices towards internationalization of our efforts.

Let me envisage a renewed culture of constant and vibrant collaboration among yourselves involving co-authoring of articles, books, and book chapters.

To GUC you have demonstrated innovation even during times when funding is scarce. You have sacrificed those limited resources to bring academics together.

May I wish you God’s speed as you travel back to your respective destinations. You know what our nations need in order to go into the future. You may no longer wait for the future in order to take the right action. As we say, “Dig the well before you are thirsty”.

With these few words, I declare this august Conference closed.

Pula!!
Keynote Speaker Profiles

Prof. S. Tichapondwa Modesto

Prof. Modesto (D Litt et Phil, MA-ESL, BEd-Hons, BA-Hons, DBMgt, DipEd, Cert. Law) (Dean, School of Business and Management Studies at Botswana Open University). He is Professor of Applied Linguistics in Distance Education. Has broad experience in high school, colleges of education, and universities in Zimbabwe, South Africa, and Botswana. Served as Pioneer of the Zimbabwe Open University, the Midlands State University, the International School of Bophuthatswana (S.A.), and served on the inaugural Council as the Bishops’ representative at the Catholic University-Zimbabwe. Professor Modesto has published books in the field of literature in English, linguistics, distance education, and research. He has written journal articles on a wide range of themes, and has developed tertiary education curricula, accompanied with numerous study modules for the same. He upholds the career as Instructional Designer & Trainer of academic writers (tertiary programmes). Well recognised for deep research orientation, publications, conference presentations, and distance education pedagogy. Distinguished Promoter and Language Editor of Master’s and PhD Dissertations—nationally and internationally. Has broad community service with organisations in Botswana.

Prof. Efiritha Chauraya

Prof. Chauraya is a holder of a Diploma in Education, Bachelor of Education, and Masters in Education degrees – all with the University Of Zimbabwe. She also holds a Doctorate in Comparative and International Education with the University of South Africa. Currently she is the Executive Dean of the Faculty of Education at Midlands University, Zimbabwe. She has published 26 research articles in referred journals, and has written two books: Utility of the Tripartite Student Teacher Mentoring Scheme in Zimbabwe: Hopes, Gaps and challenges expressed and Gender in Higher Education. She has also written three book chapters: ‘How civil conflict and gender-based violence affect women’s education in Africa in Security, Education and Development in Contemporary Africa’ and ‘Understanding Gender’ and ‘Redressing Gender Imbalances’ both in Introduction to Gender Studies: A Student Guide. She has also authored the monograph: Know your rights: Sexual Crimes.
Prof. Everisto Nsenduluka

Prof. Nsenduluka holds PhD in Management, Victoria University, Australia; Master of Arts (M.A), in Industrial-Organizational Psychology, Ohio State University, U.S.A Bachelor of Arts (B.A.) Majoring in Psychology, University of Zambia. His areas of special interest within Management are: Organizational change & Leadership development; Work team innovation; Employee voluntary turnover. Currently, he is the Deputy Vice Chancellor (Academic) and Professor of Management, CHRESO University, Lusaka, Zambia. He has successfully supervised 64 Master of Business dissertations and 52 PhD theses. He has to his credit over 50 publications and industry consultancies. Prof. Nsenduluka is a serving member of the National Task Force on the Country Capacity Profiling Exercise, Zambia.
Presenters’ Profiles

Dr Lilian Chaminuka
Dr Chaminuka is a Senior Lecturer in the Zimbabwe Open University’s Counselling Department. She is a qualified English teacher who has been in Open and Distance Learning for 13 years. She holds a PhD in Counselling. Her research interests include gender, HIV and AIDS and disability issues.

Dr Alphonce T. Shiri
Dr Shiri is a Senior Lecturer in the Faculty of Commerce and Law at Zimbabwe Open University. Dr Shiri earned his PhD in Management from The University of KwaZulu-Natal (South Africa). His research interests include leadership development, Asset Management, Business Information Systems and Administrative Management.

Dr Kadem Lakshmanudu
Dr Lakshmanudu works at ABM University College as a Manager–Institutional and Programmes Accreditation. He is a qualified Assessor by (AAT) London, and BQA, and Moderator by Quality Skills & Frameworks Consultancy (PTY) LTD. Dr Kadem has presented many papers in both National and International Conferences. He has more than 30 years of teaching and administrative experience in higher education. He holds Bachelor’s Degree in Education, Master’s Degree, Master of Philosophy and PhD in Commerce.
Mr Alamparambil Kunchu

Mr Kunchu works at Botswana Open University as Head of Department, Accounting & Finance. He has more than 30 years of academic & administrative experience in conventional and distance education. He holds a B.Ed, and B.Com, MCom, MPhil (Commerce) and Postgraduate Certificate in Research and Evaluation for distance education practitioners.

Mr P.N. Sivaraj Babu

Mr Babu is a doctoral student at North West University, Mafikeng, S.A, residing in Botswana for the past 17 years. He has been in the field of education for more than 30 years both in India and Botswana. Currently works at Imperial school of Business and Science, Gaborone as Academic and Quality Assurance Manager.
Mrs Janet Prisca Mahlatini

Mrs Mahlatini is a Student Advisor in the Zimbabwe Open University, Midlands Regional Campus. She is a holder of a Master’s Degree in Counselling (Zimbabwe Open University), and a Masters degree in Student Affairs (Midlands State University). Her research interests include Crisis Counselling, Marriage and family Counselling and Career guidance and Counselling, and Student Development.

Dr Patrick D. Molutsi

Dr Molutsi studied Sociology and Education at the University of Botswana, Post-grad. Diploma in Population Studies, University of Ghana, Sociology of Development, Oxford University and Post. Grad. Diploma in Public International Law of Holborn College of the University of Wolverhampton, UK. He has extensive work experience having worked as lecturer, senior lecturer and dean at the University Botswana, Director of Research and Director of Field Programmes at the International Institute for Electoral Assistance (IDEA), Stockholm, Sweden, CEO of the Tertiary Education Council (TEC) and CEO, and Human Resource Development Council (HRDC), both of the Government of Botswana. He is a board member of GUC and also the director responsible for overseeing the research and development portfolio of GUC. In addition, he is a member of the private education and training consultant in the Joint Minds Consultancy (JMC) firm specializing in research, education and training; and knowledge management.

Mr Mogotsa Moses Kewagamang

Among others, Mr Mogotsa Moses Kewagamang is a holder of a Bachelor of Education (Design & Technology) and Master of Design & Technology Education qualifications. He served in different capacities in the vocational education and training field including being Director of Vocational Education and Training between 2003 and 2007. Mr Kewagamang also served as Deputy Project Coordinator for the establishment of the Botswana International University of Science and Technology from April 2007 to August 2009 and Acting Education Hub Coordinator at the Ministry of Education and Skills Development from February 2011 to December 2012 prior to being appointed Deputy Permanent Secretary at the Ministry of Education and Skills Development (December 2012 to July 2014) and Deputy Permanent Secretary (Corporate Services) in the Ministry of Transport and Communications (July 2014 to
March 2015). Over the years, Mr Kewagamang participated in a number of local, regional and international education and training fora and wrote and presented policy and position papers internationally and initiated some key education and training initiatives and programmes over the years. He served in a number of boards of different parastatals.

Mrs Justina Z. Mtezo

Mrs Mtezo has been in the field of education for the past thirty-eight years, rising from a high school teacher, teachers’ college lecturer, university lecturer, Regional Campus Director to Director Alumni Relations at the Zimbabwe Open University. Her area of interest in research is Educational Management (teaching, learning and administration) and Higher Education.

Dr Fortunate Madondo

Dr Madondo is a lecturer at the Midlands State University (Zimbabwe) in the Faculty of Education and Department of Educational Foundations. Her research interest and passion lies in the Early Childhood Development. She completed her PhD with the University of Johannesburg in 2017.

Ms Lioba T. Gunduza

Ms Gunduza is the Director, Seminars and Workshops in the Institute of Strategic Research and Analysis at the National Defence University. She is currently a PhD Candidate at the University of Kwazulu Natal (South Africa). She has interest in gender issues and my thesis is on ethics, gender and masculinity in United Nations Peacekeeping Operations.
Ms Aastha Ahuja

Ms Ahuja holds a Master’s degree of philosophy in Anthropology. Currently she is pursuing a Doctoral Degree with NWU, Mafikeng. She has 20 years of experience in the education industry, being highly organized and service oriented with expertise in teaching, curriculum development, supervision and programme development. She is the Vice Principal in Imperial School of Business and Science, Botswana.

Mr Itayi Samanyanga

Mr Samanyanga is a lecturer in the Counselling Department, Faculty of Applied Social Sciences, Zimbabwe Open University. He holds MSc in Counselling, and BSc Counselling, both degrees obtained from the Zimbabwe Open University. He has published papers in Career Guidance, Disability/Offender Rehabilitation, as well as Health Reproductive Education. Currently, studying a PhD in Psychology with the University of Fort Hare, South Africa.

Ms Sakala Josephine

Ms Josephine is a Student Advisor/Counsellor at the Zimbabwe Open University. She holds a Master’s Degree in Student Affairs (Midlands State University) and Master’s Degree in Counselling (Zimbabwe Open University). She has published papers with research interests in Women in Education, and Career guidance and counselling. She is also a member of the Institute of People Management in Zimbabwe.
Dr Godson Gatsha

Dr Gatsha holds a PhD - Education Policy Studies. He is Director, Centre for Research and Innovation at the Botswana Open University. He is an expert in Open and Distance Learning. He has facilitated ODL capacity building and Quality Assurance in several universities in Africa, Asia and the Caribbean.

Mr Kanjanda Offard

Mr Offard is Counselling Lecturer in the Faulty of Applied Social Sciences of the Zimbabwe Open University. He holds a Master’s degree in Counselling; and Bachelor of Science in Counselling both from the Zimbabwe Open University. He also holds a Certificate in Education (University of Zimbabwe), and Certificate in Community Health Counselling (Regional AIDS Network - Kenya).
Kwaedza Ennety Kaseke

Ms Kaseke is a Senior Lecturer at the Zimbabwe Open University’s Development Studies Department. She holds a Master’s degree in Development Cooperation, B.Sc Honours Degree in Politics and Administration, and Certificate in Gender Auditing. She is also a PHD student. Her research interests include Gender, Political Sciences Development and Disability issues.

Dr P.Y. Thomas

Dr Thomas holds four Master’s degrees in different disciplines and a Doctorate from different reputed Universities around the world. He is a Senior Instructional Designer at the University of Botswana. He has extensive experience in training tertiary education instructors in the design, development and delivery of quality online and blended learning instructional materials. He is also highly skilled & experienced in all forms Instructional delivery: face-to-face, part-time, full time, open & distance education, outcome-based education (OBE), problem-based (PBL), online education, and blended learning as a facilitator as well as a learner. He has a strong research background, and has published several research articles and presented research papers at regional and international conferences.

Dr Chiparange Getrude

Dr Chiparange is a Dean of Students/ Lecturer at Zimbabwe Open University in the Faculty of Education. She is holder of Doctor of Philosophy in Early Childhood Development (Zimbabwe Open University); Master’s in Educational Psychology (University of Zimbabwe); Bachelor Degree in (Primary) Education (Great Zimbabwe University); and Certificate in Education (UZ).
Dr Caxton Shonhiwa

Dr Shonhiwa taught at various schools, both in urban and rural areas; he was Head of School for more than fifteen years. Later he joined the Zimbabwe Open University as a lecturer and a Regional Programme Coordinator. He was later promoted to the position of Manager, in charge of the Strategic Planning and Budgeting portfolio, a position he currently holds. Dr Shonhiwa is a practicing academic and lectures on a part-time basis at two universities in Strategic Management and Leadership courses. His special interest is in Quality Management, through benchmarking.

Mr Etta Roland Daru

Mr Etta Daru is a Doctoral Research Fellow, and founder of Innovation for Global Change Initiative (Ifgc) (a youth-led organization). He has over five years of experience working directly with communities focusing on psychology, education, community development & volunteering for local community. He is a freelance assistant lecturer of Psychology and related fields. He has been the Regional Coordinator for family farm schools in the South West Region of Cameroon. He is a member at the International Society for the Study of Behavioural development, and campus representative and mentor at Association for Psychological Science.

Dr Tinaye Mmusi

Mrs Stegi Shine

Mrs Shine is a Lecturer in Faculty of Business Management and Accounting at Botho University. She holds M.Com, B.Com, PGDCA and is currently pursuing MEd. She has published papers related to service delivery of BTC Mobile Network and Impact of Botswana Government Funding in Poverty Education Projects. As Co-author she has presented several papers at international conferences.

Mr Samson Diniwe Gumbo

Mr Gumbo is a lecturer in the Department of Educational Foundations, Management and Curriculum Studies at Midlands State University in Zimbabwe. He has wide experience in both primary and secondary school. He has served as school head, Education Officer in the Planning and evaluation, Curriculum and Evaluation, and Examinations Sections of the Ministry. Have a lot of practical experience in education in Primary, Secondary and Tertiary Education. She has also worked in industry and as board member for the Scientific Industrial Research and Development Centre (SIRDC). Holder of BA, Certificate in Education, Diploma Certificate in Education, Diploma in Teacher Education and Master’s degree in Curriculum.

Mr Mathe Maligana

Mr Maligana (MEd, MA, BSc, BEd, Diploma in Special Education and a Certificate in Education) is a teacher by profession and is currently working at Botho University as Senior Lecturer in the Department of Education. He has extensive experience in teaching and research. His recent activities include teaching education modules through in-class and online mode. He has published in peer-reviewed journals in Education and Environmental Science.
Prof. Leonorah T. Nyaruwata

Prof. Nyaruwata is currently an Associate Professor, in the Higher Degrees Directorate at Zimbabwe Open University (ZOU). Her core business is training of research methods, supervision and examination of Doctor of Philosophy candidates. She holds a Doctor of Philosophy in Education Management from University of Pretoria, South Africa.

Mr Petros Gomwe

I am a business-oriented strategist striving for excellence. I have vast experience in university teaching alongside consulting in Zimbabwe and Botswana. I contribute immensely to the research industry through working with University of Zimbabwe and NGOs. I qualified with Honours Marketing degree (UZ), currently pursuing Masters in Entrepreneurship.

Dr Gajendra Naidu Jatty

Dr Gajendra Naidu is currently working in the faculty of Business at Gaborone University College of Law & Professional Studies. He is having more than 29 years of Teaching and Research experience in India and Botswana. He successfully guided five PhD Students and published more than 50 research articles in national and international journals. Refer: https://livedna.net/?dna=91.16494
Mr Achim Chitvsanzwoh Satheka

Mr Satheka is Life Scientist (Genetic Engineering – DNA Recombinant Technology). He has published papers with high impact factor journals. He has been in research for over 10 years and supervised more than 50 graduate and undergraduate research projects. For further information visit: https://www.researchgate.net/profile/Achim_Satheka

Dr Simmi Chhabra

Dr Chhabra, holds PhD in Child Development and her main areas of research interest are in Inclusive Education, Disability and Early Childhood Education and Development. She has presented papers at national and international conferences, published papers in various journals on inclusive education for learners with special educational needs. She has 28 years of experience teaching at different levels from high school to tertiary level.

Dr Magwa Simuforosa

Dr Simuforosa is a Senior Lecturer in Educational Psychology at Great Zimbabwe University. She worked as a school teacher before joining Higher Education. She worked as a lecturer at Zimbabwe Open University and Great Zimbabwe University respectively. She has published extensively in the area of Education with two books, and several refereed articles to her credit.

Mr Tommie Hamaluba

Mr Hamaluba holds MBA, BBA, Dip.Ed, Cert. Acc, and CDEP and has 25 years of working experience comprising 5 years with Botswana Open University and other years as high school teacher of Business Subjects. He is currently working in the Centre for Open Schooling as Course Developer, Subject Specialist (Business Subjects).
Abstracts
Keynote Addresses

Internationalising University Culture in Developing Educational Environments
Professor S. Tichapondwa Modesto (D Litt et Phil)
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Internationalising University Culture in Developing Educational Environments is a concept paper, whose primary objective is to develop a shared understanding of internationalizing a university in developing environments. This is against a background of the perceived problem of internationalization manifesting itself in the lack of clearer understanding among academics about what universities in our region do to further the cause of internationalization. The Paper is foregrounded in the definition of a university as the final stage of formal learning that occurs after completion of secondary education. The concept of internationalization is a neologism referring to indicators of quality standards that have evolved with practice over centuries. Its origins are traceable to the Middle Ages. The concept is further extended by showing its rationale as both an ethical and academic imperative in a world where the demand for university education is on the ascendancy. This is also true for developing countries, characterized as contexts where universities are either new, with a short history and tradition, or where a university is established but happens to be in an economically underdeveloped environment. The Paper, gives guidance on ways to plan internationalization for a given university, thereby bringing a sound university culture. The two prongs of internationalization are internationalization at home (IaH) and external internationalization. Planning for the two can be accomplished in a step-by-step fashion, cognizant that a university ought to account for lifelong learning, life-wide learning, and life-deep learning. Careful planning and implementation of benchmarks has the potential to elevate a given university to a higher ranking, a phenomenon illustrated by referencing some of the top universities in the world.

Key words: internationalizing, university culture, developing educational environment, university ranking, quality indicators

University Networking and Partnering with Industry
Prof. Everisto Nsenduluka
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According to the Merrian-Webster Dictionary, networking involves “the exchange of information or services among individuals, groups, or institutions…” For our purposes, we are interested in institutional networking, specifically, in university-university networking and university-industry partnering. University-university networking involves creating professional relations between academics, and also students between and among comparable institutions of higher learning. The modalities of such networking may take many forms but typically involves doing joint research projects and exchanges of teaching staff and students. The main reason for the creation of these networks is to enhance knowledge development in fields of mutual interest. Becoming part of a professional group and networking is essentially the precursor to
professional and even personal development. For students, university-university networking gives them the further benefit of receiving wide and the best career advice. University-Industry partnering results in a dynamic network committed to driving innovation and entrepreneurship through university-industry networking. This networking is dedicated to sharing knowledge, discovering solutions and building relationships. It leads to the generation of new knowledge in various research projects. When academics and industry personnel work on joint projects, such as finding a solution to a current practical industry problem, that cooperation strengthens the university-Industry interface. This paper explores how we can foster both types of networking in the African context.

**Quality and Qualification Frameworks**

Prof. Efiritha Chauraya (PhD)

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This paper has been prepared as a key note address for the conference: ‘Internationalizing University Culture in Developing Education Environments’ organised by Gaborone University College of Law and Professional Studies, 4-5 July 2018. The conference makes an important milestone in the enhancement of university practices and processes to an internationally respected standard. Four conference sub themes: (i) Quality and Qualification frameworks, (ii) Complementarity of conventional and distance education, (iii) Diversifying university curricula – the vocational and academic dichotomy and (iv) University networking and partnering with industry’ unpack the conference ethos. This keynote speech is on the first sub theme—Quality and Qualification frameworks. I find the occasion of academic delight and it is my humble pleasure to be able to present this keynote speech. The focus of the speech is on exploring and harnessing the integration of these two concepts: quality and qualification frameworks in the development and enhancement of a quality culture within universities. I have organised my address around four (4) items: (i) A brief excursion through qualification frameworks, (ii) An overview of quality assurance, (iii) Quality assurance and qualification frameworks – two natural partners, and (iv) Where to from here? –Bringing home the lessons.
Across the world, every year, higher education colleges and universities are churning out millions of graduates into the labour market with the hope for employment. However, these young people are not finding jobs and have limited skills and opportunities to do anything else to earn a living and develop a hope for a better future. Whilst these huge numbers of graduates are largely a result of higher education “massification” of the 1990s and post-2000s enrolments (UNESCO, 2008), the main reasons for their unemployment centre around their poor preparation/training, lack or acquisition of inappropriate skills and the general global economic slow growth among others. The issue of slow economic growth is important because when economies were growing fast and diversifying, as in the 1960s and 1970s, many college and university graduates still found jobs even if the types of skills were the same as that of today’s graduate. The responsibility of developing appropriate skills was then that of the employers who would re-tool or re-train their new employees to suit their employment/job requirements. The authors explore the challenges of vocationalisation or lack of curricula in Botswana tertiary education policies and programmes of study. They argue that as a country, Botswana has lost great opportunities presented in the early years of independence to diversified school curricula. Instead, the country went for “elitist” curricula, and prescribed non-vocationalised higher education college and university curricula. By emphasizing “elitist” curricula, Botswana has created for itself a dilemma where vocational-technical education has become lowly rated and perceived as “the education of poor school performers” or education of the last resort. The government and higher education institutions are grappling with challenges of reversing the elitist education tradition at a great cost. In the concept paper, the authors discuss: a) opportunities presented by the late colonial/protectorate tribal vocational education curricula; b) the opportunities and experiences presented by independent establishment of “brigades” in the 1960s and 1970s; and c) the most recent efforts to stream/create multiple pathways high school curricula and their implications on tertiary education curricula diversification. They conclude by recommending some policies and strategies that would make the higher education graduate more skilled, competent and knowledgeable to make maximum use of a modern and rather difficult economic and labour markets.
Outcome-based Education: Opportunities and Challenges
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This is a concept paper on outcome-based education (OBE), which has deep roots in the educational philosophy called progressivism, as propounded by John Dewey. It is grounded in the idea that academic success is best measured by what students have actually learned, as well as what they can perform on completion of the teaching-learning process. It is the opposite of the ambitious intentions of teachers in the traditional teaching model. Primary aim of the paper is to give a brief history of the OBE model, explain its strengths and weaknesses, discuss conflicting views that evoke negative reactions from scholars, and suggest ways to address plausible implementation challenges in the Botswana context. Data were collected from secondary sources that included literature review and discussions with experts in this field. The study established that OBE has the potential to address the mismatch between school curricula and the job market if it can be successfully implemented. This is mainly because what ultimately matters is not what is taught, but what is learned to successfully meet the contemporary industry and economic needs in the global village.

Engendering university curricula: Barriers and Challenges
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Despite the fact that women constitute the majority of the population the world over, they have continued to be undermined in their quest to access education. This points to the rationale for gender responsive pedagogy in the higher education system in Zimbabwe. However, there continue to be barriers and challenges that impinge on the learning and teaching of women in tertiary institutions in the country, hence university curricula should be responsive to the gendered needs of society. Using the qualitative methodology, data collection for the study was done through in-depth interviews with key informants, particularly those from the educational policy department. A purposively selected sample of fifteen participants was utilized. The findings of the study indicated that though inroads have been made towards engendering university curricula, numerous barriers and challenges continue to hamper its implementation. Such barriers were found to include poverty, inadequate availability of resources and socio-cultural values such as patriarchy. The study, therefore, recommended that there is need for inclusivity in the formulation and implementation of gender responsive university curricula in Zimbabwe.

Key words: curricula, gender responsive, barriers, women
The Paper examines the effect of internationalization on the university culture. Many academics acknowledge that internationalizing university culture has an impact on change and quality of service but the extent to that remains an open debate. Increasingly, universities across the globe are taking the initiative to internationalize university culture in order to produce graduates who can adapt in a changing environment and retain quality. Few studies have focused on internationalizing university culture with sustainable development in Cameroon. Internationalizing University Culture is a dynamic concept and cannot easily be measured because it covers a wide scope of activities. The objectives of the present research are to address: perceptions, challenges of internationalizing university culture, and addressing change and quality of its services. The subject under discussion exerts influence on adaptation in a changing environment, and the perception and impact are varied. Although cultural diversity breeds strength, the question is: Have cultural differences become an instrument for destruction or strength? The subject among universities in Cameroon influences development of the economy, adaptation and productivity in a changing environment, as they strive to improve quality of University education. It is speculated that internationalizing university culture conveys values and beliefs that may be unique in different countries. As such managers and students of higher institutions in Buea sub division will interpret the topic and adjust to changes differently. The study comprises a web-based survey, analysis of literature, and interview with academic directors and other heads of higher education institutions; review of challenges and benefits of internationalizing university culture; and examining ways of adapting to change and quality in higher education. In light of the data that have been collected, there is a correlation between addressing change and improving standards. Further, the findings show that internationalizing university culture evidently has an impact on change and quality of education, this thus, go a long way in influencing development of research, student’s mobility, teacher mobility, and competitiveness of the university.

Keywords: Change, Internationalizing University Culture, Quality

Benchmarking as a Collaborative Tool for the Provision of Quality Education in Universities
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The aim of the study was to establish a common model with common criteria for measuring and certifying quality in higher education. The problem investigated was that each institution set its own quality standards, yet it was not clear how international such standards were. Institutions of higher learning have tried a variety of methods of assessing and measuring quality, but these seem to have gaps in that they do not have a collaborative base. The researcher used the
qualitative approach, which was mainly interpretivist to investigate the problem. He engaged deans of faculties in universities around Harare by conducting in-depth interviews to access their thoughts, experiences and perceptions about quality in a university situation and the model of quality that universities could employ to share quality standards. The population of the study was derived from the four universities in Harare. The researcher adopted purposive sampling for the selection of the deans; and data generation reached a point of saturation with the seventh interviewee. The interviewer audio-recorded the interviews, and later transcribed them. The generated data were analysed through coding, and then were categorised into themes in respect of each research question. The major finding was that benchmarking gave the best measurement of quality since the measure emerged from a comparison of best practices of participating universities, and not on an individual institutional matrix. The other findings were that benchmarking was a systematic process that was best practised by bringing cooperating institutions together based on a clear understanding of the institution’s processes, policies and strategies. The deans felt that universities did not practice benchmarking because they lacked clarity about the concept of benchmarking and how it enhanced performance. The objective of the study was to establish understanding and evaluate the baseline of an institution in relation to best practice, the world standard. The study concluded that benchmarking was critical in arriving at the measurement of quality in universities. The researcher recommended that other researchers target their studies at establishing standards or benchmarks within a university. 

**Key words**: benchmarking, standard, measure benchmarking criteria

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**Embracing Online Tuition at University Level in Developing Countries: Are the fears justified?**

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The concept paper examines the concept of online tuition as a contemporary and international delivery mode in distance education at university level in the context of Southern Africa. The purpose of the study was to establish whether the fears on quality assurance by higher and tertiary education authorities were justified or not. The conclusion reached was that this mode of tuition at university level is generally not fully understood, and many universities were not fully resourced to offer optimum services. It was also noted that because of lack of knowledge accessing university education electronically was open to deception and fraud, which are a serious threat to the credibility of university qualifications thus obtained. As for the way forward, it is recommended that more research is needed to make the southern African region fully understand this concept before great damage is experienced in the university education standards.
The expectations of BQA with respect to Quality assurance and Qualifications framework from Education Training Providers in Botswana

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The purpose of this paper is to create some understanding of Quality and Qualification Framework. It also shares insights about the expectations of the regulatory bodies in Botswana, namely, the Botswana Qualification Authority (BQA) and Human Resource Development Council (HRDC) as they relate with public and private education training providers (ETPs) in the country. This paper also sheds light on quality standards to be met by the ETP’s in the country. The concept paper draws from literature on policies and related documents covering criteria and guidelines for Registration and Accreditation, as well as related matters. The primary objective of the paper was to promote some understanding of Quality Assurance Processes and the National Qualification Framework Regulations. The study made use of secondary sources, supported with interviews of BQA Officers and representatives from Education Training Providers in Botswana. Ultimately, when a university fulfills BQA expectations that ensures internationalization.

Key words: Botswana Qualification Authority (BQA), Human Resource Development Council (HRDC), Education Training Providers (ERP), Quality Assurance Standard (QAS), National Credit Qualification Framework (NCQF)

Complementarity of Conventional and Distance Education

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The proposed paper aims at reviewing and comparing the conventional form of learning to distance learning and how the two modes complement each other. The paper gives a summary of articles that were reviewed, and followed by indication of the gaps identified. This is followed by explanation of methodology used. It also presents the strengths and limitations as well as rendering the writer’s summary of the main points and implications thereof. Some of the objectives of the concept paper were to explore: how conventional learning differs from learning through distance learning mode; the benefits of conventional and distance learning; and the extent to which the two modes complement each other. Literature review was conducted to understand the concept of conventional and distance mode of learning, and to promote better understanding of the need for both forms of learning. The paper mainly reviewed related literature in explicating the concepts in question. It did not have any participants as happens in a research paper. The study revealed that the conventional mode is being replaced by distance...
learning though there is need for the two modes to complement each other rather than one replacing the other. The paper concluded that there was need for improved technology to ensure efficient delivery through distance education to achieve best results.

**Keywords:** Formal education, informal education, conventional mode, distance mode, complementarity.

A Comparative Study of Student Performance in an Agriculture Programme by Online Versus Conventional Mode of Delivery

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Online study is a form of distance learning. Today, universities have interest in comparing the performance of university students in either mode. The present study sought to answer questions: Research seems to suggest that online students achieve better grades than their on-campus counterparts. One indicator of the sustainability of online mode of delivery has been the drop in enrolment in conventional classes, with students preferring online tuition. Some of the findings of the study were that online learning attracts more students, and that people who are employed full-time can improve their qualifications without leaving employment. To measure performance, a comparison of learning experiences for students from on-campus and online delivery was made. This was based on the course Agriculture education communication study skills taught by the same facilitator. Some of the conclusions arrived at were that in the online discussion forum students are more stimulated and determined than those of on-campus teaching. The online students were less intimidated, more confident, more interacting and had discussion forums that were more relevant.

Orienting Students into Open and Distance Learning System: The Case for a Zimbabwe Open University Regional Campus

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New entrants into Open and Distance Learning (ODL) need to understand what they are entering into in order to take control of their learning activities. The new learners need to be oriented through adequate and relevant support system from the beginning of their studies as that prepares them for the foreseeable challenges as well as how they can resolve those challenges. Orientation is therefore a critical aspect in the ODL system as it informs new students about the various services offered by the institution and how these services can be accessed. The focus of the study was to establish the views of new learners in the ODL system regarding the orientation activities in the Zimbabwe Open University. The study adopted a qualitative approach, which afforded the researchers the chance to relive the experiences of students during the orientation activities. The study collected data from 10 participants from the Zimbabwe Open University, in
Matabeleland South Regional Campus. Convenience sampling was used to select learners for interviews. The findings imply that orientation programmes in Open and Distance Learning system stimulate new learners to commit themselves to their studies, although orientation activities are held in a short period of time. New learners appeared to be inadequately acquainted with the demands and realities of Open and Distance Learning as orientation was done in just a few hours. The new entrants into ODL system felt that they could not grasp university policies, procedures and regulations within few hours. The findings suggest that orientation programmes should be comprehensive and continue at intervals throughout the first year in order for new learners to be well informed about university operations and services.

**Key words:** Orientation, Open and Distance Learning, Learners, Regional Campus

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**Student and Tutor Contact in Open and Distance Learning:**

**The Case for a Regional Centre of an Open University**

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In Open and Distance Learning (ODL), the student is geographically separated from the tutor and campus. Tutoring plays a critical role in ODL, as a student support service meant to enhance student integration into the educational system. Student satisfaction and academic growth rely on how the modes of delivery are applied in the interaction with students until examination time. Despite ODL being characterized by individualized learning, whereby the student and tutor are separated, there is tutor-student contact which is presumed to be effective for proper guidance of the students to succeed in their studies. To explore the impact of student-tutor relationship in ODL, the study employed the quantitative approach. The study used convenience sampling to gather data from 50 out of 330 students, who included first year to fourth year students from the Zimbabwe Open University Matabeleland South Regional Campus. Questionnaires were used to elicit data. Students’ perceptions were that tutors foster and support student learning by guiding them on the course expectations, explaining the course outline, leading to student growth and development. Also, the findings revealed that the tutor’s commitment affected the student learning attitude. It was recommended that, tutors should thoroughly research and be well knowledgeable on the courses they are tutoring so that they offer efficient and appropriate guidance to the students. The findings also suggested that tutors should create a conducive environment that motivates student learning and participation in class, thus improving tutorial attendance by students.

**Key words:** Open and Distance Learning, Student and Tutor contact, Tutorials
Afrocentric Counseling for Quality Youth: A Vehicle to Promote Future Africa
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The Afrocentric counseling is Africa’s indigenous model of nurturing a child from childhood to adulthood. Its uniqueness and richness were that it embraced the beliefs and behaviours of the African community. Through this model and practice, social harmony, respect for moral values and regard for humanity were manifested in all age groups. Such social qualities enabled development of the youth with high esteem towards ethically driven life. Today the much-cherished virtues are no more. The overarching question then is; ‘What has diluted the quality of this aspect of the African culture?’ This state of affairs motivated the researchers to carry out a study on how Afrocentric counseling can be resuscitated and used at university level as a way of internationalizing university culture. This would restore, promote and sustain quality life in the graduate, thus creating a better Africa. The qualitative approach was used, with a sample of 30 purposively selected participants drawn from 213 immigrants and 816 Zimbabweans. Semi-structured interview was the main instrument for data collection. Ethical and legal issues were considered. The study revealed that lack of Afrocentric counseling, laxity of morals, adoption of alien cultures and relative deprivation were the leading factors to loss of rational behaviour among the youth in Africa. The study recommended that the education curricula in African universities should incorporate Afrocentric counseling.

Key words: culture, cherished, humanity, Afrocentric counselling, resuscitate, laxity of morals, relative deprivation,

Towards an attractive university education: An assessment of perceptions of quality in University education in Zimbabwe.
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The growth of higher education has increased competition among universities globally and has drawn many universities in the world to continually assess their service quality in order to enhance student satisfaction and retention. This paper examined the determinants of service quality in universities in Zimbabwe with a view to understanding why the affluent choose to send their children to universities outside the country. This is despite the current effort to promote Zimbabwean brands through the Buy Zimbabwe Campaign. The study was further aimed at determining ways of making the Zimbabwean university education more attractive and competitive. The qualitative research methodology was adopted to solicit the perceptions of service quality in universities. Purposive sampling was utilised to select participants for the study while in-depth interviews were employed in data collection. The findings of the study indicated the existence of numerous dimensions to service quality in Zimbabwe such as infrastructure, programmes on offer, academic expertise, extracurricular activities, parents’ level of education, prior result, university prestige and prominence of alumni, and the universities’ assessment techniques. Findings also revealed that these factors have a substantial effect on service quality perceptions in university learning. The study recommended that there is need for
feedback on quality assessments as well as the adoption of integrity in recruitment of lecturers and admission of students.

**Keywords:** service quality, assessment, satisfaction, feedback, perception.

**Dual Mode University in Southern Africa Development Community (SADC) countries: successes, challenges and solutions**
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While an increasing number of higher education conventional institutions is transforming into dual mode, the reasons for transforming, successes achieved and challenges faced have not been well documented. The factors influencing transformation of conventional universities to dual mode have also not been well documented. It is of significance to interrogate why single mode open and distance learning (ODL) universities are not transforming to dual mode, that is, incorporating the conventional mode yet there seems to be increasing enrolment numbers. There is paucity of information on experiences about transformation to dual mode in universities. The study examined how dual mode enhances internationalisation of university culture in the global village. The aim of this paper was to interrogate and document the SADC dual mode higher education institutions’ successes and challenges in order to improve the academic performance of the students. The study used qualitative approach, interpretive paradigm, and case study design. Data were generated through interviews and document analysis. They were analysed through constant comparison analysis technique. The population of the study comprised distance education directors and lecturers. One of the key findings was that dual mode university increases access, enrollment and revenue, and this led to the conclusion that conventional and DE learning environments are complementary and advance internationalisation of higher education. The main recommendation was that DE providers become autonomous in order to run the units effectively and efficiently to produce quality products.

**Key Words:** dual mode, higher education, distance education, conventional university

**Using internship as a tool for professional development in Universities: A case of the Zimbabwe Open University.**
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Skills transference through internship has been a major model used by higher education institutions to facilitate students’ practical application of knowledge and principles to real life situations. Internship has, therefore, been a central feature of the learning process in many professional training fields such as medicine, nursing, law, to name some. The primary goal of internship is to develop practical expertise of the trainee. Currently, some employers are
skeptical about employing Open Distance Learning (ODL) graduates assuming that they lack hands-on experience. ODL graduates are, therefore, sometimes disadvantaged during upgrading and promotion in some organizations. This study sought to establish how internship can be applied as a tool for professional development for Open Distance Learning students. Adopting a qualitative methodology, the study employed a case study research design. An interview schedule was used to gather information from a purposively selected sample of fifteen students from the Faculty of Applied Social Sciences in six selected Regional Campuses of the Zimbabwe Open University. The study focused on students in the Master of Science in Counselling and Master of Science in Special Education degree programmes, who had completed or were still under internship with various organizations. Data were analysed using themes that emerged from the findings. It emerged that internship critically facilitates students to cope with varied assignments, learn to be creative and get highly motivated, thus help improving use of counselling techniques. It also helped students gain knowledge on support systems for different cases for people with disabilities. One of the recommendations was that the university should strengthen internship programmes through enhanced supervisory visits to the internship sites and increase the number of internship hours.

**Key words:** Internship; professional development; Open and Distance Learning

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**Leveraging empowerment for those students with disabilities:**
Towards creating an inclusive university education framework
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Globally, people with disabilities are estimated to number more than one billion, accounting for about 15 per cent of the world population. Nevertheless, though they encompass a substantial assemblage with a potential to contribute to development, they have most often been excluded from the development agenda as well as from empowerment through university education. This is made visible by the prevalence of existing barriers. Using a human rights-based approach, this study was aimed at advocating for inclusive education using universities as a tool for leveraging empowerment for those living with disabilities. Data for the study were collected through in-depth interviews based on the qualitative approach. A relevant sample of sixteen respondents from two universities was selected through purposive sampling, while analysis of data was premised on thematic analysis. Study findings indicated that barriers underlying university education frameworks and the general socio-economic environment have continued to negatively impact on those living with disabilities. The study recommended that inclusive education and development frameworks should be adopted to create opportunities, share the benefits of development and participate in decision-making. To realise inclusive university education, diversity should be noted as an essential facet of social, economic and human development.

**Key words:** empowerment, disabilities, inclusive education, impairments, barriers dynamics
Challenges Encountered by International Students in Higher Education System: A Case Study
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International students constitute an increasingly relevant and important source of diversity in higher institutions. However, many of these students face challenges as they pursue higher education outside their home countries. This study set to explore the adjustment issues, which impact on international students. Maslow’s hierarchy of needs guided this study. The qualitative case study design was utilised to gain a deeper understanding of the issues of adaptation faced by international students. The population comprised international students and university lecturers in institutions of higher learning in the Masvingo and Midlands provinces. To select the participants purposive sampling was used. A total of 20 international students and 10 lecturers made the sample. The international students were engaged in focus group discussions, and lecturers completed written questionnaires. Tesch’s open-coding method of data analysis to identify themes and categories was used for data analysis. The findings revealed that international students in higher education experience communication problems with lecturers, peers and the local community. It was established that language difficulties in the form of accent, pace of speaking, and pronunciation hinder the students’ academic achievement. International students were also said to encounter financial crises as they pay more for tuition. Differences in culture were also found to be affecting the students’ adjustment. Based on the findings, the study recommends that universities should support language proficiency short courses for international students. Universities should also create opportunities for the international students to showcase their cultural activities so that attributes that reduce feelings of strangeness may be created.

Key words: Internalisation, adjustment, higher education, competence, diverse, hindrances

A Comparative Study of Carbon Footprint and Opportunity Costs of a Distance Education and a Conventional University
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The six-week study investigated two costs of education that are often overlooked, namely, the amount of greenhouse gases produced to support the learner’s activities (carbon footprint); and what students forgo in order to pursue their studies (opportunity cost). The objective was to measure these two variables of a student in an ODL setting vis-à-vis that of a similar one doing a similar degree (Entrepreneurship) in a conventional university. Two basic questions were: (i) How does the carbon footprint of an ODL programme compare to that of a similar face-to-face programme? (ii) How do the opportunity costs of an ODL programme compare to those of a similar face-to-face programme? It was presumed that, inter alia, the investigation would contribute to the growing body of knowledge on the environmental impact and opportunity costs of conventional higher education, and of the ODL mode in the context of a developing nation. The participants comprised two purposively sampled classes of entrepreneurship students, one
registered with a distance learning university, and the other registered with a conventional one. Both groups were in their final year at separate institutions in Gaborone. A questionnaire was used for data elicitation. Comparisons (ANOVA) were employed to determine whether there are statistically significant differences between the overall carbon footprints and opportunity costs of the two groups. Some of the findings were that the carbon footprint of a face-to-face programme is higher than that of the distance education one. Secondly, the distance learner missed out on the opportunity for government sponsorship (opportunity cost). Conclusions arising from the findings were that statistically, there was a significant difference in the manifestation of variables measured between the two groups (opportunity cost and carbon footprint). One of the recommendations made was that there was need for sustained education of providers of university education on environmental impact and opportunity cost. Regarding further research, it was recommended that future scholars should consider carrying out research with specific focus on how the quality of distance learning contrasts with that of face-to-face learning, given that opportunity cost and carbon footprint will have been objectively established.

**Keywords:** Carbon footprint, opportunity cost, open and distance learning, conventional setting


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The study investigated the nature and structure of university/industry collaboration for economic growth and development. A sample of 4 universities was purposively selected out of a population of 15 State and private universities. The researcher used descriptive survey design. The instruments used were document analysis and in-depth interviews. The significance of the study is that we live in a knowledge-based economy in which sustainable development of Organizations and Institutions no longer depend on the amount of wealth they generate but on their capacity to innovate and network. The findings were that while some form of engagement existed, between universities, industry and rural communities there are still some cultural barriers that hinder full operation of scholarship engagement by academics. This creates a gap between universities, which are supposed to be the creators of knowledge through research and innovation, and practitioners in industry who make things happen. The conclusion of the study was that while some form of partnership exists, university industry collaboration has to be intensified, anchored on university to industry networking. From literature and experience, the researcher has realized that for Africa to be fully developed, universities have to step up the culture of scholarship of engagement. The paper therefore discusses a number of models that universities can use for scholarship of engagement based on the Theory of Collaboration Systems.

**Keywords**  Networking/ university industry, collaboration, scholarship of engagement
Complementarity of Conventional and Distance Education in India and Botswana: Implications
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The speed and scope of change in information technology has created special challenges as well as new opportunities for us all. As a society, we must understand and come to terms with the social, political and economic effects of the information age. As managers and public policy practitioners, we must recognize the need for improving our skills and knowledge in this area. Fortunately, some of the same information technologies that pose these challenges are also improving the way in which educational programming can be delivered. The study attempted to answer the question: To what extent does the distance learning mode contribute to human resource development in comparison to the conventional university mode? The concept paper offers a contrastive analysis of key characteristics of the two modes of education. The level of access to university education shows that there were more students under the DE than the conventional study mode. This study serves a variety of functions: a) it may serve future researchers in this field of academic comparative studies of DE vs. F2F; b) with respect to quality of DE programmes, it provides concrete findings evidence based on a robust compilation of research studies across various subjects, and all levels of higher education as to the quality of DE Programmes.

Keywords: Distance Education (DE); Conventional Education (CE); Open Distance Learning (ODL)

Low Cost Implementation of Continuous Improvement in Higher Education Institutions: Experiences from the Commonwealth
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The objective of this paper is to share experiences on the implementation of a low cost Quality Assurance Model for Higher Education. It is premised on the problem that the implementation of Quality Assurance in higher education in the light of the need for linkages between education, industry, labour and learners is very expensive. Within Higher and Tertiary Education, quality is a highly contested issue as it means different things to different people yet everyone knows what quality means when they see it. The discourse on quality education has been on for decades yet it remains a recurrent issue among academic and interested stakeholders. The Paper highlighted initiatives by The National Qualifications Regulators to promote minimum standards for Tertiary and Higher Education Institutions. There are technological trends obtaining in the educational spaces, which seem to complicate the quality agenda. These are shared in the Paper. The discourse on the quest for quality and credibility of higher education remains contentious. The Paper responds to the question: How can the quality and credibility of higher education be enhanced through the adoption and implementation of the Commonwealth of Learning Review
and Improvement Model (COL-RIM)? One of the conclusions arrived at is that the credibility of higher education provided by any institution rests on the quality framework in use. It has been noted that the implementation of quality in higher education institutions in developing Commonwealth countries remains a challenge on account of implementation cost and inadequate resources. One of the recommendations is that the COL-RIM can provide an affordable low cost implementation of continuous improvement for ensuring high quality and credible Higher Education in developing countries.

Assessing the ICT Skills of Business Subjects Learners in Open Schooling at Botswana Open University
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The paper focused on assessing ICT skills of business subjects learners in Botswana Open University’s (BOU) Open Schooling. Although the School does not offer university level qualifications, it enhances quality degree and diploma graduates of the BOU. The problem under investigation was the non-availability of e-learning in open schooling. On the basis of the problem, the purpose of the paper was to assess what ICT skills the business subjects learners possessed. The objectives included assessment of ICT skills possessed. The research questions, which guided the study included: (i) What ICT skills are possessed by learners in Open Schooling? (ii) How do learners enrolled in business subjects in open schooling perceive the value of using ICT skills for teaching and learning? Review of related literature showed that open schooling learners have general ICT skills but lacked occupational ICT skills. To investigate the problem, the methodology followed was based on the population of 600 learners from which a sample of 250 was drawn. For data collection, two methods were used; survey questionnaire and secondary data. One of the findings was that most of the business subjects learners had basic but not learning specific ICT skills. Conclusions drawn, included one that despite the well-developed ICT infrastructure in Botswana, many school equivalency learners at BOU seem to have been left behind in utilization of ITCs for teaching and learning. Recommendations included building on and improving the students’ ICT skills and taking advantage of the massive ICT infrastructure in the country. A university that consciously develops the ICT skills of its learners enhances quality products and internationalization.

Keywords: open schooling, business skills, occupational ICT skills, school equivalency learners

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Globally, inclusion of Children with Special Needs (CWSN) in Early Childhood Education (ECE) settings has been one of the major topics in education. It is widely documented that Early Childhood Educators’ (ECE/Ds) attitudes and their training are crucial for successful implementation of inclusion of children with special needs in ECE settings. The purpose of this
study was (a) to find the attitudes of ECE/Ds and (b) to assess their training needs with respect to inclusion of children with special needs. The study was framed within a positivist paradigm and descriptive survey design was used. Quantitative approach was employed. Purposive sampling was utilized to select ECE/Ds from two regions of Botswana. One hundred twenty eight ECE/Ds participated from inclusive ECE settings. The Scale of Teachers’ Attitudes Toward Inclusive Classroom (STATIC) and Self assessment of Training needs scale was administered to the participants. The data were analyzed on the basis of descriptive statistics, Correlational analysis and inferential statistics. The findings revealed that ECE/Ds had a somewhat positive attitude towards inclusion but were not sure about its advantages and disadvantages to the children with special needs. The participants also suggested the requirement of additional training with regard to development of Individualized Educational Plan (IEP); adaptation of curriculum, materials and learning environment; and communication with parents and families. The findings revealed that ECE/Ds require professional development through various modes to acquire the necessary knowledge and skills for inclusion of CWSN. The study recommended active participation of all stakeholders such as ECE/Ds, administrators and parents as important to facilitate inclusion in ECE settings of Botswana.

Key Words: Inclusion, Early Childhood Educators, Children with Special Needs

A study of quality and qualification framework in Botswana
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The description of qualifications of an education and training system with their entwines are accommodated in the qualifications frameworks. Qualifications frameworks at national level illustrate what apprentices should understand, know and be able to do upon completion of a particular qualification. Typical national qualifications frameworks describe progression pathways; how a trainee progresses from one level of the qualification to the next. This study focused on the quality of qualification framework progression in Botswana with reference to the process of developing and accrediting national qualifications. The problem under investigation was harmonization of the requirements for ETPs in order to shape the quality of the qualification framework in Botswana through measuring of learning achievements and comparing them to each other. The objective was to scrutinize the extent of the quality control being undertaken by the Botswana Qualification Authority (BQA) in defending the qualification framework. The following research questions guided the study: (i) How the BQA has progressed in maintaining the national qualification framework? (ii) What steps has the BQA undertaken to coordinate the education, training and skills development quality assurance system? (iii) What strategies do BQA follow to ensure that ETPs are providing quality education? The study used quantitative research method where secondary data were mainly used and analysed using SPSS version 20.0. The findings showed that BQA is progressing positively within a short period of its establishment. The study also shows the BQA’s quality in safeguarding the qualification framework are significantly remarkable (α<.05) as compared to other SADC countries.
Recommendations are that there is a need for in-depth further comparative studies on qualification framework for Botswana and other African countries in order to evaluate the real and extent of progression by BQA.

**Keywords:** Qualification, Framework, BQA, National Qualification Framework, progression

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**The Significance of University-Industry Collaboration in developing Knowledge-Based Economies: The SADC perspectives**

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This paper assesses the influence of university-industry collaborative efforts in developing knowledge-based economies. Due to the great persistence and demands on Sustainable Development Goals (SDGs), the SADC region is challenged to move from being just a resource-based region to creating knowledge-based economies. Lack of knowledge is a major stumbling block. Based on this problem, the purpose of this study was to identify and evaluate possible university-industry collaborations that can benefit the region. Main questions of this study were: (i) What measures do SADC universities take to forge UICs? (ii) How effective are the strategies used to pursue UICs? (iii) How effective are the current university-industry synergy initiatives. And (iv) What support structures are in place to promote UICs in SADC region? The primary objective was to assess the contribution of university-industry in bringing about knowledge-based economies. Review of related literature indicated that SADC universities and industry are parallel segments of the economy. The literature acknowledges that the universities do commendable job in educating nations, notwithstanding that progress and the necessity to transform knowledge are long overdue. A critical document review process was adopted as a means of collecting the required data. A purposive sample of 16 universities amongst 66 in the region was included, and a detailed analysis of their strategic plans was done. Key findings revealed that, so far there is insignificant evidence of university-industry collaborations. It was concluded that SADC is yet to utilize university-industry collaborations in developing knowledge-based economies. Therefore, it was recommended that the region must embark on robust integration of the university and industry fraternities to realize its full potential.

**Key Words:** Knowledge-based economy, SADC, SDGs, University-industry collaboration.
DAY 1: 4 July 2018

Director of Ceremonies: Dr P. Molutsi

8:00 – 8:15  Housekeeping
8:15 – 8:25  Opening Prayer
National Anthem
8:25 – 8:35  Welcome Remarks: Managing Director (GUC)
Dr P. J. Antoney
8:35 – 8:50  Entertainments
8:50 – 9:05  Opening Address: Guest of Honour
Honourable Assistant Minister of Tertiary Education, Research, Science and Technology, Mr Fidelis Mmilili Macdonald Molao
9:05 – 9:10  Vote of Thanks – Prof. B. Moswela
9:10 – 9:30  Internationalising University culture in developing educational environments
Prof. S. Tichapondwa Modesto, Dean School of Business and Management Studies, Botswana Open University
9:30 – 9:50  Quality and Qualification Frameworks
Prof. Efiritha Chauroya
9:50 – 10:10  University networking and partnering with industry
Prof. E. Nsenduluka – Chreso University (Zambia)
10:10 – 10:30  Question & Answer Session

10:30 – 11:00  REFRESHMENTS
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<tr>
<td><strong>Chair</strong></td>
<td><strong>Dr G. Gatsha</strong></td>
<td><strong>Mr T. Hamaluba</strong></td>
<td><strong>Mr U. Chiparo</strong></td>
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<tr>
<td><strong>Theme</strong></td>
<td><strong>1. Quality and qualifications frameworks</strong></td>
<td><strong>2. Complementarity of conventional and distance education</strong></td>
<td><strong>3. Diversifying university curricula - The vocational and academic dichotomy</strong></td>
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<td><strong>11:00 – 11:20</strong></td>
<td><strong>1. University Education—the Pillar of Human Development in Family Governance</strong> <em>(Ms Nosta Shoko)</em></td>
<td><strong>1. Student and tutor contact in open and distance learning</strong> <em>(Ms J. Sakala &amp; Mr I. Samanyanga)</em></td>
<td><strong>1. Outcome-based Education: Opportunities &amp; Challenges</strong> <em>(Dr P. Y. Thomas)</em></td>
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<td><strong>11:20 – 11:40</strong></td>
<td><strong>2. Towards an attractive university education: An assessment of perceptions of quality in University education in Zimbabwe.</strong> <em>(Mrs Justina Mtezo)</em></td>
<td><strong>2. Cheating in Examination and its predictors among undergraduate students at Botswana University of Agriculture and Natural Resources (BUAN)</strong> <em>(Messrs G. P. Nthoiwa, B. Mmakeng &amp; M. Mokgolele)</em></td>
<td><strong>2. Embracing online tuition at university level: Are the fears justified?</strong> <em>(Mr Bernard Sitete)</em></td>
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<td><strong>11:40 – 12:00</strong></td>
<td><strong>3. Benchmarking as a co-operative approach to quality education in universities</strong> <em>(Dr C. Shonhiwa)</em></td>
<td><strong>3. Dual mode university in SADC countries: Successes, challenges, and solutions</strong> <em>(Prof. L. Nyaruwata)</em></td>
<td><strong>3. Engendering university curricula: Barriers and Challenges</strong> <em>(Dr L. Chaminuka &amp; Mrs Leoba Gunduza)</em></td>
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| 12:00 – 12:20| 4. Leveraging empowerment for those living with disabilities: Towards creating an inclusive university education framework  
(Ms K. E. Kaseke) |
|              | 4. Complementarity of Conventional and Distance Education in India and Botswana: Implications  
(Dr L. Kadem & Mr A. Kunchu) |
|              | 4. Exploring Management Strategies to Increase ODL Students Participation in co-curricular Activities  
(Dr Alphonse T Shiri & Mrs J. P. Mahlatini) |
|              | 4. Challenges encountered by International students in higher education  
(Dr S. Magwa) |
(Dr Madondo) |
|              | 5. Assessing the ICT Skills of Business Subjects Learners in Open Schooling at the Botswana Open University.  
(Mr Hamaluba) |
|              | 5. The Influence of University-Industry Collaboration in Developing Knowledge-Based Economies: The SADC perspectives.  
(Mr Petros Gomwe) |

**12:40 – 14:00** Lunch Break

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<th>Time</th>
<th>Session</th>
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| 14:00 – 14:20| 6. The expectations of BQA with respect to Quality assurance and Qualifications framework from Education Training Providers in Botswana  
(Dr L. Kadem & Mr A. Kunchu) |
|              | 6. A Comparative Study of Carbon Footprint and Opportunity Costs of a Distance Education and a Conventional University  
(Prof. S. Modesto) |
|              | 6. Perceptions and views on Vocational and Academic Curricula in African Universities: A Case Study of Botho University Programmes  
(Mr M. Mathe & Ms Stegi Shine) |
(Prof. N. Maake) |
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<td>14:20 – 14:40</td>
<td>7. Dimensions and challenges of self-financing in Open and Distance learning (ODL)</td>
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<td>(Mrs Justina Mtezo &amp; Dr L. Chaminuka)</td>
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<td>14:40 – 15:00</td>
<td>7. A Comparative Study of Student Performance in an Agriculture Programme by Online Versus Conventional Mode of Delivery</td>
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<td>(Mr D. Mabalane)</td>
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<td>14:20 – 14:40</td>
<td>7. Africentric Counselling for Quality Youth: A Vehicle to Promote Future Africa</td>
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<td>(Dr G. V. Chiparange &amp; Mr O. Kanjanda)</td>
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<td>15:00 – 15:20</td>
<td>8. A Comparative Study of Student Performance in an Agriculture Programme by Online Versus Conventional Mode of Delivery</td>
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<td>(Mr D. Mabalane)</td>
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<td>(Dr Simmi Chhabra)</td>
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<td>15:00 – 15:20</td>
<td>8. Promoting Industry-University Partnerships in Information Technology</td>
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<td>(Dr L. Kadem &amp; Mr A. Kunchu)</td>
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<td>(Dr P. D. Molutsi &amp; Mr M. Kewagamang)</td>
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**17:30 – 19:30 Welcome Get Together**

**DAY 2: 5 July 2018**

8:00 – 9:30 Plenary: 1. Announcements  
2. Recapitulation  
3. Question time on previous presentations
### Final Presentations

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<tr>
<td>9:30 – 9:50</td>
<td>Prof. B. Moswela</td>
<td>Dr L. Kadem</td>
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<td>(Ms Aastha Ahuja &amp; Mr Sivaraj Babu)</td>
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<td>9:50 – 10:10</td>
<td>Rebaone Mkandla (Partnership)</td>
<td>Dr Jane Iloanya &amp; Dr Ifeoma Eze (QA)</td>
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<td>2. A critical analysis of technology transfer in university-industry collaboration for a global knowledge economy</td>
<td>2. Engagement of students: A means of promoting Quality Assurance in Higher Education</td>
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<td>10:10 – 10:30</td>
<td>(Dr G. Gatsha) (QA)</td>
<td>(Ms Aastha Ahuja &amp; Mr Sivaraj Babu)</td>
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<td>3. Low Cost Implementation of Continuous Improvement in Higher Education Institutions: Experiences from the Commonwealth</td>
<td>3. Complementarity of Conventional and Distance Education</td>
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<td>10:30 – 10:50</td>
<td>Dr Naidu Jatty &amp; Mr Achim Satheka)</td>
<td>(Zemwana Sarefo &amp; Dr I. Eze)</td>
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<tr>
<td>10:50 – 13:00</td>
<td>Refreshments</td>
<td>Closing Ceremony</td>
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### 10:50 – 13:00 Closing Ceremony

- **Word about the Journal- University of Limpopo:** Prof. S. Modesto
- **Arrival of Guest of Honour:** Honourable Minister of Health and Wellness Dr Alfred Madigele
- **Welcome Remarks:** Dr P. Y. Thomas
- **Address & Closing Remarks:** Guest of Honour
- **Vote of Thanks:** Mr O. A. Oluwayomi
- **Closing Prayer**
- **13:00 LUNCH**
- **13:45 TOURS**
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