FIFTH MWECAU INTERNATIONAL CONFERENCE 2024

MWENGE CATHOLIC UNIVERSITY

Norwegian Directorate for Higher Education and Skills

BOOK OF ABSTRACTS

GENDER EQUALITY FOR THE SUSTAINABLE FUTURE

7 - 8 NOVEMBER 2024, MOSHI - KILIMANJARO TANZANIA

Edited by

Sospeter Bathoha , Gileard Minja, Bahiya Abdi, Nyanjige, Mayala and Didas Kimaro

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Conference Theme: Teacher Education in Enhancing Active Citizenship and Gender Equality for the Sustainable Future

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Sponsor and Partner Institutions for the 5ᵗʰ MWECAU International Conference 2024

The 5ᵗʰ MWECAU International Conference 2024 is supported by the Inland Norway University of Applied Sciences (INN) (Norway) partnering with several institutions including Marangu Teachers College (Tanzania), Turku University of Applied Sciences (Finland), Mary Immaculate College pegged on 'Briathar Dé Mo Lóchrann' (Ireland), Erasmushogeschool Brussel (Belgium) and Pädagogische Hochschule Steiermark (Austria).

Message from the Organizing Committee

The 5th MWECAU International Conference on Teacher Education in Enhancing Active Citizenship and Gender Equality for the Sustainable Future is hosted by Mwenge Catholic University (MWECAU) in collaboration with, inter alia, the Inland Norway University of Applied Sciences, Marangu Teachers College and Darajani Secondary School. The Conference provides opportunities for academicians, educators, researchers, and practitioners from different disciplines across the world to discuss, learn and share knowledge about teacher education, gender equality and active citizenship for a sustainable future. The conference is inspired by the gender equality perspective that ensures active citizenship of men and women at all social and economic levels in a society.

The conference will be held for two days, 7th and 8th of November 2024 in Moshi, Kilimanjaro, Tanzania. During the timeframe, seven (7) sessions constituting national and international presentations will be conducted. We are sincerely grateful to the Keynote Speakers, presenters, students and chairpersons who significantly contributed to the organisation of this conference and hope it will meet your expectations. In addition, we are grateful to the presenters and participants for their thought-provoking contributions and extend our very best wishes for their future endeavours. Lastly, we appreciate all participants who travelled from different parts of Tanzania and beyond in order to attend the 5th MWECAU International Conference 2024.

Karibuni Sana! Herzlich Willkommen! Hjertelig velkommen!

Prof. Dr. Didas N. Kimaro
Conference Chairperson
On behalf of the Organizing Committee

Conference Administration & Secretariat
1. Athanas Sing'ambi (athanas@mwecau.ac.tz, athanas.sing@gmail.com)
2. Paulina Nkya (paulinankya@gmail.com)
3. Sevika Stensby (sevika.stensby@inn.no)
4. Signe Lise Dahl (signe.dahl@inn.no)
5. Sefu Mohamed (sefumohamed@gmail.com)

Conference Chairs (MWECAU, Tanzania)
1. Prof. Dr. Didas Kimaro, (didas.kimaro@mwecau.ac.tz, didasnahumu@gmail.com)
2. Dr. Bahiya Abdi (bahiya.abdi@mwecau.ac.tz, bahiya.abdi@yahoo.com)
3. Dr. Nyanjige Mayala (nyanjige.mayala@mwecau.ac.tz, nyanjigem@yahoo.co.uk)
4. Dr. Gileard Minja (gileard.minja@mwecau.ac.tz, gileardminja@gmail.com)

Conference Chairs (INN Norway)
5. Prof. Prisca Massao (prisca.massao@inn.no)
6. Prof. Wendy Lathrop Meyer (wendy.meyer@inn.no/)

Conference Chairs MTC -Tanzania
7. Dr. Colonel Chambulila, Marangu Teachers College, Tanzania (cchambulila@yahoo.com)
8. Sefu Mohamed Twaha, Marangu Teachers College, Tanzania (sefumohamed@gmail.com)
9. Paulina Nkya, Marangu Teachers College, Tanzania (paulinankya@gmail.com)

Scientific Committee
1. Prof. Prisca Massao, Inland Norway University of Applied Sciences, Norway (prisca.massao@inn.no)
2. Prof. Dr. Philbert Vumilia, Mwenge Catholic University, Tanzania (phasv19@gmail.com, philbert.vumilia@mwecau.ac.tz)
3. Prof. Dr. Henry Laswai, Mwenge Catholic University, Tanzania (hs2lasawi@yahoo.com, henry.laswai@mwecau.ac.tz)
4. Rev. Dr. Peter Siamoo, Mwenge Catholic University, Tanzania (peter.siamoo@mwecau.ac.tz, revpsiamoo@yahoo.com/)
5. Dr. Bahiya Abdi, Mwenge Catholic University, Tanzania (bahiya.abdi@mwecau.ac.tz, bahiya.abdi@yahoo.com/)
6. Prof. Wendy Lathrop, Inland Norway University of Applied Sciences, Norway (wendy.meyer@inn.no)
7. Dr. Francis Bagambilana, Mwenge Catholic University, Tanzania (francis.bagambilana@mwecau.ac.tz, rweyem1@yahoo.com)
8. Dr. Nyanjige Mayala, Mwenge Catholic University, Tanzania (nyanjige.mayala@mwecau.ac.tz, nyanjigem@yahoo.co.uk)
9. Dr. Gileard Minja, Mwenge Catholic University, Tanzania (gileard.minja@mwecau.ac.tz, gileardminja@gmail.com)
10. Rev. Dr. Eugene Lyamtane, Mwenge Catholic University, Tanzania, (elyamtane@yahoo.com eugene.lyamtane@mwecau.ac.tz)
11. Rev. Dr. Peter Siamoo, Mwenge Catholic University, Tanzania, (revpsiamoo@yahoo.com, peter.siamoo@mwecau.ac.tz)
12. Rev. Dr. Victorini Salema, Mwenge Catholic University, Tanzania, (victorini_salema@yahoo.com, victorini.salema@mwecau.ac.tz)
13. Dr. Emaanuel Kileo, Mwenge Catholic University, Tanzania (emmanuel.kileo@mwecau.ac.tz, emmanueljkileo@gmail.com)

14. Dr. Fortunatus Mbua, Mwenge Catholic University, Tanzania (fortune.kipendi@gmail.com)
15. Dr Adam Chidyau, Mwenge Catholic University, Tanzania (adam.chidyau@mwecau.ac.tz, achidyau@gmail.com)
16. Dr. Theresia Mkenda, Mwenge Catholic University, Tanzania (theresia.mkenda@mwecau.ac.tz, theresiamkenda76@gmail.com)

Preface

To our esteemed conference participants, on behalf of Mwenge Catholic University (MWECAU) Management and the entire MWECAU family, we take the pleasure to welcome you to the 5th MWECAU International Conference. The Conference aims at bringing together academicians, educators, researchers, and practitioners from different disciplines across the world to discuss, learn and share knowledge about teacher education, gender equality and active citizenship for a sustainable future. Research findings that will be shared in this conference are one of the ways by which we can avail scientific information to stakeholders who are responsible for promoting gender equality and active citizenship. The main theme of this conference is teacher education in enhancing active citizenship and gender equality for a sustainable future. A gender equality perspective is a central aspect in ensuring active citizenship where both men and women participate actively in their social and economic well-being at all levels of society. Gender differences are noticeable among people in different parts of the world in the areas of higher education, labour force, access to productive resources, politics and social status. Hence, suggesting appropriate strategies to address issues related to gender differences and active citizenship through education is important. Therefore, the 5th MWECAU international conference intends to create a platform for addressing challenges related to gender equality and active citizenship for building sustainable and inclusive societies. Organizing a conference such as this is expensive and needs more resources and support from all partners. In this, let me take this opportunity to extend my sincere gratitude to all who played a significant role in supporting, planning and making this conference happen. Special thanks to the Norwegian Directorate for Higher Education and Skills, Innland Norway University of Applied Sciences, Marangu Teachers Collage, Darajani Secondary School, Organizing Committee, Keynote Speakers, all presenters, conference sponsors, supporting international organizations, service providers, media and conference participants. Your support made this conference a successful event. Dear Participants, once again a very warm welcome to this conference. I believe that this conference will be a memorable event for you where you will have explored important information and enhanced your network. We know that there are many conferences to choose from these days and budgets are always tight, so it is very satisfying to have you at this conference. I am wishing you successful participation in the 5th MWECAU International Conference.

Rev. Prof. Dr. Philbert Vumilia
Vice Chancellor
Mwenge Catholic University

01.0 Session 01

01.1 Brief Description for Session 01

The gender equality perspective is a central aspect in ensuring active citizenship where both men and women participate actively in their social and economic well-being at all levels of society. Gender differences are noticeable among people in different parts of the world in terms of higher education, the labour force, access to productive resources, politics, and social status. Teacher education is an important arena to learn and teach issues related to gender equality and equity thus contributing to the social and economic well-being of any society. Through teacher education, we ensure that all learners acquire the knowledge and skills needed to promote sustainable lifestyles, human rights, gender equality and cultural diversity for a sustainable future. With this conference, we bring together a broad audience, consisting of educators, researchers, practitioners and academics from various disciplines and sectors from Tanzania and beyond in order to share knowledge and experiences on how Teacher Education can enhance active citizenship and gender equality for the sustainable future. The discussions are expected to provide a platform to generate valuable information on how teacher education is enhancing active citizenship and gender equality for a sustainable future.

01.2 Keynote Paper Session 01

The Role of Teacher Education in Promoting Gender Equality

Prisca Massao

University of Inland Norway

Abstract

The United Nations' Sustainable Development Goal (SDG) number four focuses on Quality Education while SDG number five focuses on Gender equality. Although separate, the two goals are mutually dependent and are cornerstones for the achievements of the other sustainable goals. Ensuring inclusive and equitable quality education that promotes lifelong learning opportunities for all is key to guaranteeing all citizens education that enables them to fully utilise their potential in developing their communities and nations. Teacher education is a crucial institution in ensuring inclusive and gender-equitable education, given that teachers play a crucial role in socializing the next generation with the desired societal values, knowledge, and skills. This makes teachers important allies in promoting gender equality both in the classroom and beyond. The questions remain: how do our teacher education programs equip teachers with the necessary knowledge and confidence to promote and teach about gender equality at different levels of education? This has been the main question for our project Active Citizenship and Gender Equality in Teacher Education (CIGETE) to contribute to increasing awareness of the role of teachers and teacher education in promoting gender equality in and through education.

01.3 Abstracts for Session 01

01.3.1 Education, Health and Gender – Menstruation as Barrier for Girls' Education? A Case from Tanzania

Vibeke Vågenes

Western Norway University of Applied Sciences

Corresponding Email:Vibeke.Vagenes@hvl.no

There is a growing awareness that monthly periods may complicate participation and achievement in schools for girls and that menstrual health management should receive more awareness. On a global scale, as well as in Tanzania, school enrolment rates of girls and boys are becoming more similar. However, in contrast to many other countries, Tanzanian girls on average score lower than boys on secondary school exams, and girls' drop-out rates increase according to years of schooling. Recent research, together with growing global awareness and social movements, address the probability that menstruation can be a barrier to female participation and success in education. The concept of Intersectionality, including factors such as taboos, poverty, lack of adequate infrastructure, lack of necessary products, and relevant knowledge, can illuminate how girls may be prevented from fulfilling their potential in education and work life. From the perspective of Intersectionality, capability theory, and empowerment, this paper discusses whether "period poverty" may help to explain gender inequality in Tanzanian education and professional participation and whether menstrual health management needs to be addressed more openly.

*Keywords***:** Menstrual health, poverty, Gender inequality, Intersectionality

01.3.2 Menstruation and Girls' Education– A Study on Gender Disparities in Secondary and Tertiary Education in Tanzania

Cecilie Grevstad

Inland Norway University of Applied Sciences

Faculty of Education

Department of Social Sciences, Religion and Ethics

Corresponding Email:cecilie.grevstad@inn.no

Menstruation is an essential aspect of women's lives but is rarely considered to be affecting girls' schooling. This study is inspired by the fact that menstrual health management (MHM) is crucial for ensuring gender equality in education and thereby promoting a sustainable future. It is especially relevant in low- and middle-income countries where poverty, inadequate sanitary infrastructure and menstrual knowledge can hinder female educational participation and attainment. Focusing on Tanzania, this study explores gender disparities in education, with emphasis on the intersection between girls' health and well-being and education. Previous research by the author provided insights into how the educational experience of girls in Northern Tanzania was influenced by transitioning into puberty with insufficient sanitary products, knowledge and support and affected by norms and taboos concerning how to address menstruation. There is a critical knowledge gap around

menstruation and female education that needs to be addressed to promote gender equality in education. This project explores whether menstruation should be addressed more openly in order to promote effective MHM and address the lack of awareness described above by including (1) a policy level, (2) teachers' awareness of gender and MHM in education, and (3) by highlighting the importance of listening to girls' lived experiences.

01.3.3 Promoting Gender Equality through Teacher Education: Insights from Ilonga and Muhonda Teachers Colleges in Tanzania

Imelda Gervas[1], Deogratias Kisweka[2]

[1]Sokoine University of Agriculture
Department of Educational Foundations and Management
P. O. Box 3038, Chuo Kikuu, Morogoro, Tanzania
Corresponding Email: siwekili@yahoo.com, +255657936396

[2]Mwenge Catholic University
Department of Social Sciences and Humanities
P. O. Box 1226, Moshi/Kilimanjaro, Tanzania
Fr_deo@yahoo.com, +255713328700

This study explored the intricate relationship between teacher education and the promotion of gender equality, focusing specifically on insights gained from the experiences of Ilonga and Muhonda Teachers Colleges in Tanzania. The study was guided by three specific objectives namely: i) To assess the effectiveness of initiatives to integrate gender equality within the teacher education curriculum, ii) To explore the challenges and barriers faced by teacher educators in promoting gender equality within the institutional framework, and iii) To examine the perceptions and experiences of pre-service teachers regarding gender equality pedagogy and its integration into teaching practices. The study employed a comprehensive investigative approach, using both quantitative and qualitative research methods such as detailed interviews, extensive surveys, and careful observations. These methods were aimed at uncovering the multifaceted aspects, obstacles, and achievements involved in integrating gender equality principles into teacher training programs. The data collected were analyzed to provide meaningful insights. Thematic analysis was employed to analyze the qualitative data collected through interviews, focus group discussions, and document analysis and the quantitative data collected through Questionnaires were analyzed using descriptive and inferential statistics. The analysis was conducted using Statistical Package for Social Sciences (SPSS) generating frequencies and percentages Based on the research objectives and analysis done, several findings emerged: Most student teachers understand gender equality through integration into the curriculum and, thus are expected to promote gender equality as ambassadors in their future workplaces, communities, and the country as a whole. The majority of teacher educators expressed strong support for gender equality initiatives within teacher education programs, citing the importance of challenging gender stereotypes and promoting inclusive pedagogy. Challenges in integrating gender equality content were identified, including limited support and resources, inadequate training, time constraints, and a lack of appropriate teaching materials.

01.3.4 Challenges and Strategies for Promoting Gender Equality in Higher Education Classes: Evidence from Mwenge Catholic University, Tanzania

Janet Malasusa[1], Dominick Kihiyo[2], Nyanjige M. Mayala[3]

[1, 2, 3] Department of Economics and Business Studies (DEBS)
Mwenge Catholic University (MWECAU), P. O. BOX 1226, Moshi- Tanzania
Corresponding Email: Janet.malasusa@mwecau.ac.tz

Examining how teachers implement gender sensitivity at the university level in general is advantageous. On these premises, this study focuses on educational practice to determine its alignment with the worldwide and domestic efforts to achieve gender equality and to explore the influence of gender norms in the learning process. In addition, a university that provides teacher educational courses must create a plan to educate prospective teachers on how to take responsibility for their training in all areas of teaching, including methods that are sensitive to gender. The study identified the challenges and approaches for advancing gender parity in higher education. Data was collected from 187 students at Mwenge Catholic University using a validated questionnaire and 7 key informant interviews for academic staff were conducted. The study found that the promotion of gender equality faces problems such as bullying, discrimination, lack of respect for one's gender, and a lack of information about gender issues. Thus, gender disparity is present in higher education. Despite the implementation of many teaching approaches, such as cooperative learning, storytelling, lecture and small group discussion, debate, and film displays, gender imbalance is still evident in students' knowledge and behaviour. The university needs to establish a comprehensive system-wide Gender and Development (GAD) framework to institutionalize gender equality and integrate it into the university's three core functions. Gender-related laws, seminars or presentations can be organized for students through the University Gender Desk.

Keywords: Gender equality, teachers' challenges and strategies, promoting gender equality, higher education.

01.3.5 Extensiveness of Higher Education Development Programme on Ensuring Equity and Inclusiveness in the Provision of Higher Education

Fortunatus M. Mbua

Department of Educational, Physiology, and Curriculum Studies
Mwenge Catholic University
P. O. BOX 1226, Moshi -Tanzania
Corresponding Email: fortunatus.mbua@mwecau.ac.tz

The quality of university education is a global concern that makes education practitioners quest for equal basis and fairness in its provision. The study investigated the extent to which the Higher Education Development Programme has ensured equity and inclusiveness in the provision of higher education. The study on a designated programme was guided by the CIP_1P_2I evaluation model. The study employed a convergent design under the mixed methods approach. The target population was 18,001 in the Northern Zone of Tanzania from which the sample of 697 respondents (encompassing final year undergraduate students, lecturers, other employees in Universities, alumni/alumnae and DVC Academic) was selected through

probability and non-probability sampling techniques. Data collection instruments included questionnaires, in-depth interview guides and document analysis guides. Face validity and content validity of quantitative data collection instruments were carried out by a team of research and programme evaluation experts while the validity of qualitative data collection instruments was ensured by emphasizing the need to be rigorous, extensive time spent in the field, detailed description, and building rapport between the researcher and the participants. Reliability for closed-ended Likert-type items was estimated by using Cronbach Alpha for internal consistency of the items whereby the alpha coefficient was .79. Dependability of qualitative data collection instruments was ensured through triangulation, member checking and peer review. Quantitative data was analyzed descriptively by using means, percentages and frequencies whereas qualitative data was analyzed through thematic analysis and corroborated with quantitative data. The study found that universities have taken initiatives to ensure equality and inclusiveness in Higher Education Institutions (HEIs) in terms of gender responsiveness. However, people with special needs have fewer chances of accessing higher education. Thus, equity and inclusiveness in HEIs are practised at moderate levels in the study area. By way of conclusion, equity and inclusiveness in HEIs are partially adhered to by most universities in the Northern Zone. Therefore, this study recommends universities should implement rigorous institutional policies and legal regimes in order to effectively address gender-related issues for students with special needs.

Keywords: Equity, inclusiveness, extensiveness, Higher Education, programme

01.3.6 Tanzania University Students' Gender and Citizenship Potentials: Does it Matter for Educators?

Bahiya Abdi[1], Gileard Minja[2], Nyanjige Mayala[3]

[1]Department of Educational Psychology and Curriculum Studies
[2]Department of Agriculture Earth and Environmental Sciences
[3]Department of Economics and Business Studies

[1, 2, 3] Mwenge Catholic University (MWECAU), P. O. BOX 1226, Moshi – Tanzania
Corresponding Email: bahiya.abdi@mwecau.ac.tz

The Tanzanian government has prioritized the enhancement of women's participation in the higher learning education system. Historically, there has been a notable discrepancy between genders in the realm of higher education. While primary education is generally accessible without major barriers, there is a clear decrease in the number of girls continuing their education at the secondary school level, and this decline becomes even more pronounced in higher learning education institutions. This study investigated various attributes associated with exemplary citizenship in a sample of 264 students enrolled at Mwenge Catholic University. The study examined if these attributes vary between male and female students. The research investigated many qualities, such as civic participation through service-learning engagement, social and personal beliefs, personal attributes, leadership abilities, and demographic characteristics. The findings revealed distinct gender disparities in various factors linked to attributes of citizenship. The findings align with studies on the relationship between gender and pro-social behaviours. Gaining insights into gender disparities in

citizenship attributes will enable educators to concentrate on pertinent domains of concern to the youth at the University, hence fostering targeted engagement in civic activities.

Keywords: Gender, Citizens' potentials, University students, Educators, Service-Learning

01.3.7 Potentials of ICT in Enhancing Inclusive Education in Higher Learning Education in Tanzania

Julius Tweve

Corresponding Email : julius.tweve@gmail.com or julius.tweve@tudarco.ac.tz

Tel +255 762773103/255 657 699977

ICT offers a great potential to support lifelong learning for all groups of students including ones with special needs. The application of ICT enhances independence, integration, and equal opportunities for such people, hence facilitating their inclusion in society as valued, respected and contributing members. An inclusive classroom or school is an important component of an inclusive society. ICT enable the realization of inclusive education (IE). ICT has a major role to play in enabling educational authorities, teachers, students and parents to move towards a more inclusive educational system.

Several higher learning institutions (HLIs) face many challenges pertaining to inadequate awareness as well as readiness to embrace ICT. Therefore, this paper explores how Dar es Salaam Tumaini University (DarTU) adopted ICT to enhance inclusive education among disabled students. Based on Assistive Technology, the study was guided by three (3) objectives: 1) Identify opportunities for using ICT at DarTU to promote inclusive education, 2) Determine benefits of ICT in enhancing inclusive education, 3) Identify possible challenges DarTU faces when using ICT in inclusive education, and 4) Propose the way forward on how HLIs may use ICT to promote inclusive education. In this regard, the study emphasizes the need for HLIs to ensure that students with special needs effectively utilize user-friendly ICT.

Keywords: HLIs, ICT, Inclusive Education, students with special needs

01.3.8 The Role of Innovation and Entrepreneurship Courses at Dar es Salaam Tumaini University in Facilitating Businesses that Promote Gender Equality and Gender Equity

Lois-Singa Metili
Dar es Salaam Tumaini University (DarTU)

Corresponding Email: metililois@gmail.com

Dar es Salaam Tumaini University (DarTU), formerly known as Tumaini University, Dar es Salaam College (TUDARCo), recognizes the purpose of higher education to create informed and responsible citizens and prepare students for personally rewarding and socially helpful jobs (TUDARCo Strategic Plan 2020/21-2024/25). Additionally, it acknowledges the significance of innovation and entrepreneurship in the growth of developing nations like

Tanzania. Entrepreneurship and innovation enhance economic expansion. As a result, DarTU, through the School of Business Studies (SoBS), Department of Marketing and Entrepreneurship has been teaching two (2) courses, namely, MGMT 225 (Innovation, Entrepreneurship and Enterprise Development) and MGMT 311 (Harnessing Entrepreneurship and an Innovators Mindset) to all students. Among other things, designated courses enable students to develop marketable business proposals that promote Gender Equality and Gender Equity. Using a descriptive research design, this paper presents the top five (5) businesses out of 205 business models that adequately focus on gender equality and gender equity. The best businesses were rated according to the Canadian Youth Innovation Fund criteria for gender inclusion in a business model canvas. The paper reveals that the best five businesses addressed three (3) main aspects of the entrepreneurial ecosystem for female entrepreneurs: 1) Human Capital, 2) Access to Finance, and 3) Market Linkage. This study recommends that higher learning institutions should adopt methods of teaching that address gender-related issues in the course of teaching student's courses on innovation and entrepreneurship.

Keywords: Innovation, entrepreneurship, gender equality, gender equity, higher learning institutions

01.3.9 Interactions between Gender, Learning Strategies and Students' Performance in the English Subject Learned as a Foreign Language

Doris Hergard Lyimo[1], Sospeter Bathoha Ntiruhava[2]

[1, 2] Department of Social Sciences and Humanities
Mwenge Catholic University
P. O. BOX 1226, Moshi- Tanzania
Corresponding Email: doris.lyimo@mwecau.ac.tz

This study examined interactions between English as a Foreign Language (EFL) learning, gender and learning strategies. Specifically, the study assessed the performance of girls and boys in English examinations of Form Two National Assessment (FTNA). The study deployed a quantitative approach when collecting quantitative data from 500 learners in five government secondary schools through a survey questionnaire (the Oxford's Strategy Inventory of Language Learning (SILL) (1990)) and a qualitative approach when collecting qualitative data through a documentary review in 65 government secondary schools. The findings revealed a relatively higher mean score for girls in English examinations under FTNA. However, the difference between the performance of girls and boys in designated examinations was not statistically significant. In addition, the findings revealed that girls more frequently utilized social and memorization learning strategies than boys. Grounded on findings, this study recommends that government secondary schools in Tanzania should implement English language pedagogy that addresses students' gender differences when learning English as a foreign language.

*Keywords***:** Gender differences, English as a Foreign Language, Learning strategies, Form Two National Assessment

01.3.10 Language Integration in Teacher Education: Fostering Gender Equality for a Sustainable Future

Okoa Dani Simile[1], Devet Goodness Sinyangwe[2]

[1, 2] Department of Literature and Languages, University of Dar es Salaam - Dar es Salaam University College of Education, Department of Languages and Literature

Corresponding Email: osimile@gmail.com / okoa.simile@udsm.ac.tz; devetgoodness@yahoo.co.uk

Gender equality is fundamental for achieving sustainable development and education serves as a crucial pathway for its advancement. In this regard, language plays a significant role in reinforcing or challenging gender stereotypes. The integration of language into teacher education programs emerges as a promising strategy to address gender biases in educational settings. Despite ongoing efforts, educational disparities persist, and the impact of language on perpetuating or challenging gender stereotypes in educational contexts remains underexplored. This study aims to examine the effectiveness of integrating language in teacher education in promoting gender equality and sustainable development. By drawing upon the feminist theory and the social constructionist theory, the qualitative research design involved teacher educators, pre-service, and in-service teachers, purposively sampled for their involvement in language integration. The findings highlight the crucial role of language integration in teacher education programs in challenging stereotypes, promoting equitable practices, enhancing critical thinking, contributing to global development goals, empowering marginalized groups, and catalyzing long-term societal change.

Keywords: Gender Equality, Language Integration, Teacher Education, Sustainable Development

01.3.11 Community Perceptions on Education for Children with Special Needs in Secondary Schools: Demystifying Community Reluctance in Kilimanjaro Region

Sr. Marcelina Ngowi[1], Fortunatus M. Mbua[2]

[1]Department of Social Sciences and Humanities
[2]Department of Educational, Physiology, and Curriculum Studies
Mwenge Catholic University
P. O. BOX 1226, Moshi -Tanzania
Corresponding Email: marcelina.ngowi@mwecau.ac.tz

The realization of inclusive education for all children is explicitly covered in targets under the United Nations' Sustainable Development Goal 4 on quality education but has not been actualized in several less-economically developed countries. The study was conducted to demystify reasons/perceptions explaining difficulties in actualizing designated goals pertaining to students with special needs. The study adopted a mixed methods approach and employed a convergent research design. The sample for the study constituted 33 parents, 48 children with special needs, 16 teachers and 4 Heads of school who were sampled through purposive sampling, stratified sampling and census sampling techniques. Quantitative data were collected through questionnaires and qualitative data were collected through an interview guide and observation checklist. Content validity and face validity of instruments

were ensured through rigorous review by researchers and education experts in the field of special needs. Pilot-testing of data collection instruments was conducted in one special needs school. The reliability of Likert-type items was ensured through Cronbach alpha whereby the coefficient (α) was .84. Trustworthiness of qualitative data collection instruments was ensured through member-checking. Quantitative data was analyzed through descriptive statistics whereby percentages and mean scores were generated through Statistical Package for Social Sciences (SPSS) version 26. Thematic analysis was conducted for qualitative data. The study embraced ethical issues such as informed consent, confidentiality, anonymity and plagiarism for assurance of the authenticity of research findings. The study found that the community had negative perceptions of disability and special needs education, which hampered the implementation of special needs education in the Kilimanjaro Region. The study concluded that parents were not adequately involved in the processes of accessing education for students with special needs in the Kilimanjaro Region. The study recommends strong advocacy in order to sensitize the community on the need to enhance education for children with special needs.

*Keywords***:** Children with special needs, parents, community, perceptions, education

01.3.12 Sharing Stories, Changing Society Through Community Arts Practice

Wendy L. Meyer, Associate Professor in Drama

Inland Norway University of Applied Sciences

Corresponding Email: wendy.meyer@inn.no

Inland Norway University of Applied Sciences (INN) and Marangu Teacher's College (MTC) in Tanzania have since 2005 had educational partnership activity based among others on Arts and Cultural Education. The main focus of this paper will be on how to address social and cultural problems through 'Community Arts' and Applied Theatre practice. Community Art is about telling and sharing stories from past and present and being able to convey through artistic media, cultural history and issues that are of interest to the community involved in the artistic action. In giving a voice to those whose views otherwise are marginalized, Community Art through applied theatre processes can empower and promote in seeking solutions to existing societal problems (Cohen-Cruz, 2002). The project activities, through a span of 17 years, have included 15 participating BA students in Community Arts, 15 teacher training students, 10 secondary school teachers and 15 cohort's theatre arts students from Darajani secondary school in Tanzania. The participants' social awareness and artistic achievement enabled them to pinpoint many issues of concern in the local community that have helped affected groups to articulate common positions around issues that distress them. Among these are citizenship, and gender-specific problems regarding the woman's status in the community. This paper is based on my published research work in connection with Community Arts practice (Meyer, 2010, 2015, 2019, 2020, 2022).

Keywords: Community arts, applied theatre practice, artistic media

01.3.13 Understanding teachers' tablets use in facilitating students' learning in government secondary schools in Karatu district

Paskali Baha[1], Mustapha Almasi[2], Jimmy Ezekiel Kihwele[2]
[1]Orboshan Secondary School, Karatu District Council, Tanzania
[2]Department of Education and Teaching, Mzumbe University, Morogoro Tanzania
[2]Department of Education and Teaching, Mzumbe University, Morogoro Tanzania
Corresponding Email: paskalibaha5@gmail.com

The use of tablets in education has seen global momentum, including in Tanzania, where 89,805 tablets were distributed to teachers in government secondary. Thus, the study intended to understand teachers' tablets in facilitating students' learning. The study was guided by three objectives namely; to identify teaching and learning activities for which these tablets are used, teachers' efforts to learn how to use tablets, and the challenges faced in their effective use. The mixed-method approach was employed to collect both quantitative and qualitative data through concurrent mixed design. Simple random and purposive sampling techniques were used to collect data from 191 teachers of government secondary schools in Karatu District. Data were collected through questionnaires, interviews, and observations. IBM SPSS Statistics was used to analyze quantitative data descriptively to develop frequencies, percentages and bar graphs while qualitative data was analyzed using thematic analysis. The analysis revealed that 136 teachers (71.2%) use tablets mostly for teaching, 43 (22.5%) use tablets for information and only 12 teachers (6.3%) use these gadgets for entertainment purposes. Searching and downloading teaching materials (47.1%) and delivering lessons (17.8%) were reported as specific teaching activities for which tablets are mostly used. However, 33.5% of respondents said that self-initiative learning and fellow teachers' assistance were the main efforts used by teachers to learn how to use tablets. Lack of internet connectivity (31.1%), insufficient training (22.2%) and high costs of internet bundles were the main challenges facing the effective use of tablets in teaching and learning activities.

Keywords: Tablet, teachers' tablet use, students' learning, government secondary schools

01.3.14 The Influence of Socio-Economic Factors on Primary School Enrollment Among the Hadzabe Children, Tanzania

Sarah E. Mmari[1], Catherine Muteti[2], Timothy Mandila[3]

[2, 3] Department of Educational Psychology and Curriculum Studies (DEPC), Mwenge Catholic University, Tanzania.
Corresponding Email: saraemmanuel89@gmail.com

The Hadzabe, ethnic group, face unique socio-economic challenges that impact their educational opportunities. While research has been conducted on the socio-economic factors influencing education enrolment in marginalized communities worldwide, there remains a noteworthy gap in the knowledge regarding the Hadzabe children of Tanzania. The study examined the impact of socio-economic factors on enrolment among the Hadzabe children in primary schools, in Tanzania. The study utilized Social Darwinism theory to design inclusive educational systems removing barriers for economically disadvantaged children. Convergent design (mixed approach) guided the study. The study targeted a total population of 775, from

which a sample size of 209 respondents was drawn using critical case, census, stratified and simple random sampling techniques. Focus group discussions and key informant interviews were for qualitative data collection while survey questionnaires were for quantitative data. Triangulation was used to ensure content and face validity whereas reliability was ensured using Cronbach alpha. The quantitative data were analyzed using descriptive statistics and regression analysis. Qualitative data were analyzed through thematic analysis. Findings established that parental level of education; income and occupation significantly influence pupils' enrolment. The study recommends that ward education officers should enhance adult literacy programs to uplift parental education levels, facilitating skill-building in income-generating activities within the community to improve economic stability to create sustainable livelihood options. These interventions would empower families economically and socially, ultimately fostering a conducive environment for increased enrolment for children.

Keywords: Social-economic, Enrolment, Children, Primary schools, Hadzabe.

01.3.15 The Role of Public Secondary Schools in Promoting Gender Equality in Education

Joyce Mchilo,

Marangu Teachers' College, Kilimanjaro, Tanzania
Corresponding E-mail: jmchilo2013@gmail.com

This study investigated the role of public secondary schools in promoting gender equality in education within the Kilimanjaro region of Tanzania. Gender equality remains a critical agenda in education and broader societal contexts, yet significant disparities persist, particularly affecting girls. Despite governmental efforts to integrate more girls into the education system as a means to address these inequalities, challenges remain. This study, therefore, explored several key areas: (a) the practices that foster gender equality among public secondary school students, (b) the actors responsible for promoting gender equality in these institutions, (c) the challenges faced by schools in implementing gender equality policies, and (d) potential strategies to enhance gender equality in education. The study will was guided by the structural functionalism theory proposed by Mill (1869). Convergent design (mixed methods approach) guided the study. The study's target population was 895, from which a sample size of 209 respondents was drawn using simple random and purposive sampling techniques. Data were collected through a combination of questionnaires and interviews with students, teachers, and school administrators across ten public secondary schools. The findings revealed several key practices that support gender equality, including mentorship programmes, gender-sensitive teaching materials, and active engagement of female role models. However, significant challenges were identified, such as entrenched cultural norms, inadequate training for teachers on gender issues, and limited resources to implement gender-focused initiatives effectively. Moreover, the research highlighted the crucial roles played by school leadership and local community stakeholders in promoting gender equality. Strategies suggested for enhancing gender equality in education included increased training for teachers, greater community awareness campaigns, and the

establishment of partnerships with local organisations focused on gender issues. These findings underscore the importance of comprehensive policy implementation and community involvement in advancing gender equality in education.

Keywords: Gender Equality, Public Secondary Schools, Education Policies, Structural Functionalism

01.3.16 Applicability of shared decision-making and guidance and counselling strategies by teachers in enhancing retention of the children under complementary basic education in the selected districts of Mara region, Tanzania

Annamary Peter [1], Catherine Muteti [2,] Eugene Lyamtane [3]

[1]PhD Student, Department of Educational Psychology and Curriculum Studies (DEPC), Mwenge Catholic University, Tanzania
[2,3] Department of Educational Psychology and Curriculum Studies (DEPC), Mwenge Catholic University, Tanzania

This study investigated shared decision-making and guidance and counselling strategies employed by teachers to enhance the retention of children under the Complementary Basic Education for Tanzania (COBET) program in selected districts of the Mara region. The study used a convergent mixed-methods design with a target population of 99 COBET centres, 99 primary school head teachers, 143 teachers, and 898 COBET children. The sample comprised 30 COBET centres, 14 head teachers, 54 teachers, and 90 COBET children, selected through probability and no probability sampling techniques. Data were collected using questionnaires, interviews, and focus group discussions, and the instruments were validated by three experts in educational planning and administration; the reliability was 0.802. The study found that the facilitative strategies employed by teachers had a significant impact on the retention of COBET children. The study found that teachers employed guidance and counselling strategies to understand and support COBET children, but lacked career exploration interventions. Teachers utilized shared decision-making strategies in collaboration with children, but that had limited parental involvement. There was no significant difference in the use of guidance and counselling strategies between professional and Para-professional teachers. While teachers employed facilitative strategies, the study concluded that more attention and improvement are needed in program delivery to effectively enhance the retention of COBET children. The study recommends that the local government through DEO should organize and finance training for teachers on the strategy at least once a year for the purpose of inculcating knowledge and skills necessary to the teachers on facilitative strategies to improve COBET program outcomes.

Keywords: Guidance and counselling, Shared decision-making, Retention, Professional Teachers and Para-professional Teachers

01.3.17 Levels of Awareness among the Public Secondary School Community Members on Implementation of Re-entry Circular No. 2/2021 in Mwanza Region, Tanzania

Angelina A. Shoo[1], Catherine Muteti[2], Timothy Mandila[3]

1PhD Candidate Mwenge Catholic University
[2, 3] Department of Educational Psychology and Curriculum Studies (DEPC), Mwenge Catholic University, Tanzania
Corresponding Email: angelinaarchibald90@gmail.com

The re-entry circular No. 2 of 2021 was introduced by the government to give opportunities to students who dropped out of school for different reasons to go back to school and accomplish their education. This study examined the level of awareness among school community members on the implementation of re-entry circular No. 2/2021 guided by Edward III policy implementation theory of 1980. A mixed research approach under convergent design was employed. A sample size of the study included 496 respondents where 7 district educational officers, 25 heads of schools, 25 guidance and counselling teachers, 57 re-entry students, 286 students, and 96 secondary school teachers were obtained through purposive and stratified simple random techniques respectively. Data was collected through an interview guide and questionnaires. Quantitative data were analysed using descriptive and inferential statistics while qualitative data were analysed thematically. The findings indicate that there is low awareness of the re-entry circular among school community members. Hypothesis testing shows a significant relationship between a low level of awareness among school community members and the implementation of re-entry circulars in public secondary schools. The study concludes that the low success of circular implementation is associated with a low level of awareness among school community members on re-entry circulars. The study recommends that key implementers of the circular in schools should ensure all school community members are aware of the circular to improve its implementation.

Keywords: Level of Awareness, Re-entry Circular, School Community

01.3.18 Changing Girls' Attitudes towards Using Digital Tools in Remote Classrooms

Mark Lyimo

In many Tanzanian classrooms, teachers step into classes equipped with detailed lesson plans, written notes, and texts ready to carry out their teaching. Despite all the preparations, the class may not go well when technology is less utilized. Learner motivation and good strategies by the teachers play a greater role in achieving effective inclusion among the learners in low-resource, remote area classes. This proposal presents the use of handwritten pen pal letter exchanges between Tanzanian secondary school students and partner classes in Scotland, England, Ghana, Senegal, and India helped to increase opportunities for learning for the girl child as well as to change the young girls' attitudes towards using the digital tools in remote classrooms. Students became motivated to study hard despite the language barriers of English and cultural encounters and started to participate in the classes by sharing their experiences with the speakers and learners of English outside their country. Teachers used the letters to conduct discussions with parents about advocating girls' rights and equal access to

all in education where the rooms for collaboration in integrating digital tools in learning at home were opened. Teachers had learners compare the letters from English speakers with their letters to see the differences. Students liked having their letters used in the classroom, getting a sense of ownership with their culturally appropriate material and negative attitudes were leveraged. The session will conclude by sharing with the participants some key issues to consider in making this approach (Project Learning) work effectively and discussing how it might work in their context.

Keywords: Pen Pal Letter Exchange, Learner Motivation, Cultural Exchange, Digital Tools Integration

01.3.19 Harnessing technology in teaching in Early Years Education; Empowering Teachers for Success

Zamda Hussein [1], Nasra Suleiman[2], Fortidas Bakuza [3]

[1]Bandari Secondary School Teacher, Mtwara
[2]Secondary School Teacher, Mivumoni Secondary School, Dar es Salaam
[3]Assistant Professor, Aga Khan University, Institute for Education Development East Africa
Corresponding Email: zamdah225@gmail.com

In this era of new development in all spheres of life, technology has become part and parcel of the progress made. Education has not been left untouched and in fact, the integration of technology in education has now become the new alternative for improving access, increasing interest and engagement in teaching and learning. This transformation should begin with equipping teachers with the necessary knowledge and skills. The success in the integration of technology in teaching and learning is dependent on teachers who are ready to embrace new developments in technology in their teaching classrooms. However, there is still hesitance among education stakeholders in introducing technology in Early Years Education especially those prior to primary education or even the grades one and two of primary education. It is also a fact that most public primary schools have no infrastructure such as electricity, or internet connectivity and teachers have limited technological skills. The fear of integrating technology in teaching especially in Early Years Education can be overcome with evidence from field experiences that have proved to work. At Aga Khan University Institute for Education Development East Africa, graduate students conducted an intervention study at one of the public primary schools in Lindi region, southern Tanzania. For two years consecutively the graduate students who are studying Early Childhood Literacy, have taken technology in real early years classrooms in Lindi Southern Tanzania. In these field visits, the attempts were to introduce technology in teaching and learning in the early years of public primary schools. The intervention involved equipping teachers with the necessary skills and knowledge to integrate technology seamlessly into their teaching strategies. Teachers were familiarized with available resources and cultivated a positive attitude towards utilizing technology in early education. From the reflections from the field with teachers, it is evident that the interventions were encouraging indicating a notable shift in teachers' perspectives and practices. It was found that teaching using technology to early year's learners is possible, engaging, and entertaining. Teachers exhibited a newfound for incorporating technology into their lessons, recognizing the potential for enhanced engagement and enriched learning experiences for early year's learners. In the beginning, teachers were afraid, and they had the

mindset that it was impossible to teach using technology because of the lack of resources and the large number of learners in the class. Then, lessons were implemented in real classrooms where teachers (graduate students) in collaboration with regular classroom teachers implemented the lessons using laptops, tablets, and projectors. It is important to note that despite the limited development of the technological infrastructure; there are possibilities to leapfrog the opportunities provided by the technology. On-going Teacher professional development training on technology and basic support in using the available technologies such as mobile phones, tablets, and laptops are inevitable and should be encouraged. This presentation underscores the feasibility and benefits of integrating technology in early years education when teachers are provided with requisite professional training and support. It highlights the importance of empowering teachers to bridge the gap between traditional teaching methods and the evolving needs of today's technologically advanced educational landscape.

Keywords: Early Years Education, Technology, Teachers' Professional Development.

01.3.20 The Advent of Artificial Intelligence Learning Tools and its Implications on the Assessment and Evaluation Practices in Higher Learning Institutions

Theresia B. Mkenda
Corresponding Email: theresiamkenda76@gmail.com

Mwenge Catholic University –Kilimanjaro, Tanzania

Assessment and evaluation in higher learning institutions has been a very important aspect of teaching and learning processes just as it is in lower levels. Traditionally, the role of teachers and course instructors in assessment and evaluation was to design, administer and grade the quality of students' tasks to assess their level of understanding, identify their learning needs and adjust their instructional practices to suit the needs of each learner. Recently, the world has experienced a rapid advancement in science and technology, including the use of Artificial Intelligence (AI) learning and research tools like ChatGPT, OpenAI, Quill Bot, Scihub, Rabbit, Scite and Scispace. Unlike in the lower levels of education, students in higher education are free to use their mobile phones and other electronic devices to find information related to academic matters. While most academicians are very comfortable with the use of AI tools when searching for learning materials, there are several concerns about academic dishonesty that are associated with the use of such tools in higher education. Generally, the study aimed at assessing the awareness level of university students and lecturers in using AI learning tools and examining their preparedness in coping with the paradigm shift in assessment and evaluation strategies. An online survey was administered to students and lecturers in ten (10) different universities in Tanzania and obtain their views on the use of AI learning tools. Likert scales were used to categorize the awareness level and then hypothesis testing was conducted to assess whether there was a significant difference in the awareness level of different groups. We also conducted Focus Group Discussions with students and teaching staff members to gather their views and perceptions on the use of AI tools in academia. Both descriptive and inferential analysis was conducted to explore the relationships between study variables. Data analysis was aided by STATA and NviVo software. The study found no significant difference between levels of awareness of the use of AI learning tools across gender, year of study and institutions. However, there was a statistically significant difference in awareness levels between students and their course

instructors and also across programs in which students are enrolled. The study recommends well-tailored and immediate training for both students and lecturers in higher learning institutions that will equip them with the necessary knowledge and skills for using AI learning tools efficiently and ethically.

Keywords: Artificial Intelligence (AI) learning tools, Assessment and Evaluation Practices, Higher Education, Preparedness.

01.3.21 Beyond Spirituality: Challenging Religion's Role in Active Citizenship for Sustainability

Nassoro Kitunda

Assistant Lecturer, University of Dar es Salaam
Corresponding Email: nassorokitunda@gmail.com

This paper explores the critical role of religion in fostering active citizenship as a pathway to a sustainable future, drawing on the theoretical frameworks of Paulo Freire and Karl Marx. Freire's concept of conscietization emphasizes the transformative potential of education to awaken critical consciousness, positioning religion as a space for dialogue and reflection on social justice. Meanwhile, Marx's critique of ideology highlights the dual capacity of religion to both obscure and reveal social realities, depending on its position with emancipatory practices. By combining these perspectives, the paper argues that religion, grounded in critical pedagogy and a praxis-oriented approach, can empower communities to challenge oppressive structures and engage actively in sustainable development efforts. Thus, religion serves not merely as a spiritual framework but as a dynamic force for cultivating political education, promoting social justice not legal justice, and driving collective action toward environmental and social sustainability. This analysis underscores the potential of religious institutions and communities to contribute meaningfully to global efforts for a just and sustainable future.

Keywords: Active Citizenship, Conscientization, Critical Pedagogy, Sustainable Development

01.3.22 Patterns of male and female students who were admitted and graduated in universities within Tanzania from 2013/2014 to 2023/2024

Francis R. Bagambilana,
[1] Department of Social Sciences and Humanities, Faculty of Humanities and Business Studies, Mwenge
Catholic University, P. O. Box 1226, Moshi, Tanzania
Corresponding Email: francis.bagambilana@mwecau.ac.tz

Several initiatives have been undertaken by various stakeholders of university education in the United Republic of Tanzania in order to contribute to the achievement of the United Nations' Sustainable Development Goal 5 on gender equality and attendant targets by 2030. Sustainable Development Goal 5 builds on progress made in implementing the United

Nations' Millennium Development Goal 3 on gender equality by 2015. Pegged on the quantitative approach, a paradigm of positivism/post-positivism (with tenets of objectivism) as well as non-experimental design, this paper examined gender-disaggregated quantitative data (extracted from reports that were issued by Tanzania Commission for Universities) on students who were admitted and ones who graduated in universities within Tanzania from 2013/2014 to 2023/2024 in seventeen fields: Agriculture, Architecture and planning, Arts and Humanities, Business, Education, Engineering, Environmental Science or Studies and Forestry, Information and Communication Technology, Journalism, Media Studies and Communication, Law, Library, Archives and Museum Studies, Life Sciences, Medicine, Veterinary and Health Sciences, Mining and Earth Sciences, Physical Sciences and Mathematics, Social Sciences and Tourism and Hospitality studies. Based on the findings, the study makes policy-related recommendations geared to the achievement of Sustainable Development Goal 5 in universities within Tanzania.

Keywords: Gender Equality, Higher Education, fields of university programmes, Quantitative Analysis

01.3.23 The Extensiveness of School Committees strategies on the mobilization of physical resources to enhance the enrollment of pupils with special needs in inclusive public primary schools in Mbinga Town Council, Tanzania.

Osmunda Ndunguru[1], Catherine Muteti[2], Evans Ogoti Okendo[3]

[1]Master Student, Department of Educational Planning and Administration (MED), Mwenge Catholic University, Tanzania.
[2]Department of Educational Psychology and Curriculum Studies (DEPC), Mwenge Catholic University, Tanzania.
[3]Department of Educational Psychology and Curriculum Studies (DEPC), Mwenge Catholic University, Tanzania.

The study explored the extent to which school committees' strategy for the mobilization of physical resources enhances the enrolment of pupils with special needs in inclusive public primary schools in Mbinga town council. The study employed a convergent design under a mixed-methods research approach and it was guided by Social Theory of Disability. The target population consisted of 42 primary schools, 42 head teachers, 2313 pupils, 156 members of the school committee, 553 teachers and 19 Ward Education Officers (WEO). The sample size of the study was 12 public primary schools, 231 pupils, 64 teachers, 12 head teachers, 48 members of the school committee and 2 Ward Education Officers (WEO) making a total number of 370 respondents. The sampling techniques used were simple random, purposive sampling and stratified random sampling. Quantitative data were collected through questionnaires, while qualitative data were collected through interview guides and focus group discussion guides. Content and face validity were ensured by research experts in the field of Education Planning and Administration. A pilot test was conducted in three public primary schools to test the reliability of the research instruments. The reliability of questionnaires for Likert-type items was estimated using Cronbach's Alpha Coefficient where 0.891 for teachers and 0.861 for members of the school committee were obtained while

reliability for qualitative data was established through peer debriefing and triangulation. Quantitative data were analyzed using descriptive statistics through SPSS software version 22. Qualitative data were analyzed thematically through familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up. The study adhered to research ethical principles which included, getting research clearance, informed consent, confidentiality and anonymity, proper citations, and acknowledgement of documents used in this work. The study found that various stakeholders were involved in improving the enrolment of pupils with special needs in inclusive public primary schools through the mobilization of physical resources by school committees to a large extent. The study concludes that School Committees play an important role in mobilizing physical resources to enhance the enrolment of pupils with special needs in inclusive public primary schools. The study recommends that School Committees to continue prioritize the mobilization of physical resources to further support the enrolment of pupils with special needs.

Keywords: Mobilization Strategy, Physical Resources, Inclusive public primary schools, Enrollment of pupils with special needs.

02.0 Session 02

02.1 Brief Description Session 02

Active Citizenship Education (ACE) plays a crucial role in fostering a sustainable future by embedding values of environmental stewardship, social responsibility, and global awareness in higher education curricula. Integrating ACE with internationalized education initiatives enables students to acquire a broader understanding of sustainability issues, equipping them with the knowledge and skills needed to become proactive agents of change. Moreover, student government organizations have proven effective in cultivating a sense of civic responsibility, as they encourage students to engage in governance, policy development, and community action. Additionally, religious education and communities often emphasize moral duties toward others and the environment, reinforcing the ethical underpinnings of active citizenship in addressing sustainability challenges. Through such multifaceted approaches, higher education can empower students to contribute meaningfully to a sustainable future.

02.2 Keynote Paper Session 02

Teacher Education in Enhancing Active Citizenship and Gender Equality for the Sustainable Future

Philbert Vumilia
Mwenge Catholic University, Tanzania

Abstract

Active citizenship education is becoming more and more popular worldwide as a means of fostering a sustainable future. It is a pedagogical approach to give learners a practical experience of democratic action and community involvement. Education has enormous problems due to the significant changes in political systems, environmental, economic, social, and cultural aspects Long-term strategic partnerships have become an important agenda item for the internationalization of higher education institutions (HEIs) to address global challenges. This can be achieved by the integration of active citizenship and

internationalization of education in higher education curricula both in the global north and global south. However, there is inadequate attention to the internationalization of higher education in developing countries leading to challenges including knowledge exchange, talent mobilization and integrating global content into curricula. Education for Sustainable Development (ESD) can empower learners with knowledge, skills, values, and attitudes to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society. To promote social responsibility and sustainable development, higher education must incorporate in their curriculum international education and active citizenship. In addition, adopting service-learning which connects academic knowledge with practical application and strengthens community relationships is imperative. Furthermore, religious education can enhance students' spiritual, moral, social and cultural development, and encourage positive attitudes of respect towards other people. Scholars and practitioners can facilitate a more holistic understanding of active citizenship education and how it can be incorporated into higher education for a sustainable future

Keywords: Active citizenship, internalization of education, sustainable future

Session 02.3 Abstracts: Active Citizenship and Sustainable Future

02.3.01 Education in Nation-Building: Post-Socialist Perspectives from Tanzania

Anders Daniel Faksvåg Haugen

Western Norway University of Applied Sciences

Corresponding Email: adfh@hvl.no

In Tanzania, education and nation-building have since independence been closely linked. This study explores the role of education in nation-building in post-socialist Tanzania. By revisiting the dominating political discourses of development, *Maendeleo* and *Mageuzi*, I argue that the nation's education continuously has been serving objectives of nation-building as well as national development since independence until today. Further, based on interview data from directors of key education authorities related to curriculum development, -approval, and -implementation, citizenship education in nation-building is widely recognized at the government level as a pivotal contributor towards the consolidation and re-invention of the country's national identity of *Utanzania*. Citizenship education thus serves a preservative role in the country's current nation-building, maintaining national values rooted in its socialist past.

02.3.02 The Role of Indigenous Education in Developing Active Citizenship. Experiences From Chaga Tribe in Moshi Rural District Kilimanjaro Tanzania

Sefu Mohamed Twaha

Marangu Teachers' College, P .O. BOX 266,
Marangu, Kilimanjaro, TEL: +255272756366.

Corresponding email: sefumohamed@gmail.com

Indigenous education is a form of learning skills, attitudes and knowledge from different community members to children outside of the formal schooling system. This is a system where children learn values that prepare them among other things to be active citizens since what they learn enables them to interact with their society. This study examined the roles of Indigenous education in developing active citizenship. The study firstly intended to describe methods to provide Indigenous education and secondly to explore contents used in the Indigenous education given to children. Additionally, the study examined the role of indigenous education in developing active citizenship among youth. The study adopted a qualitative approach to generating and analyzing data obtained from ten respondents selected purposively. Data were collected through interviews and documentation. The study found that Indigenous knowledge is shared through different methods such as initiation, involvement in social activities such as funeral and wedding ceremonies, direct teaching and involvement in economic activities. Productive activities, social matters, life skills, societal cultural values and environmental education were some of the contents shared in Indigenous education. The Indigenous education provided enabled youth to be active citizens in various ways such as the development of hard-working ability, responsible in handling matters, obedience, development of leadership and democratic values and respect for human rights.

Keywords: Indigenous education, Active citizenship, Social learning, Cultural values

02.3.03 Understanding the Role of International Volunteer Tourism in Promoting Active Citizenship and Achieving Sustainable Development Goals in Tanzania

Gileard Minja[1]
Faculty of Science, Mwenge Catholic University, Box 1226, Moshi Tanzania
Corresponding Email: gileard.minja@mwecau.ac.tz

Volunteer tourism has been one of the fastest-growing sectors of the global tourism industry in recent decades, contributing to community development and knowledge transfer. It is predominantly driven by participants from the Global North engaged with issues crucial to the Global South, such as health, education, poverty alleviation and conservation while on vacation. The paper examines the intersection of international volunteer tourism, active citizenship and their role in advancing Sustainable Development Goals (SDGs) in Tanzania. The Global South, including Tanzania, faces complex challenges where international volunteer tourism plays a pivotal role. Volunteers bring diverse skills and perspectives, contributing to local development initiatives in health by supporting medical services and public health education. In education, volunteers aid in teaching programs and infrastructure improvements, enhancing access and quality. Besides, in poverty alleviation efforts volunteers supports micro-enterprises and community development projects, while in conservation efforts they support biodiversity conservation and sustainable resource

management which are important for climate action. The study adopted a cross-sectional design and mixed methods approach. Twelve (12) local and international organizations in Moshi and Arusha regions were involved in obtaining data through interviews, questionnaire surveys and document analysis. Findings revealed that volunteer tourism contributes to advancing SDGs and active citizenship in the Global South. However, there are dynamics including short duration of volunteering, cultural differences, limited infrastructure and language barriers. Addressing the dynamics of volunteer tourism is crucial for achieving sustainable development goals in the Global South.

Keywords: international volunteer tourism, active citizenship, Sustainable Development Goals , Global South

02.3.04 Global Citizenship Education as a Contributor to Transformative Education: A Zambian Perspective on Teachers' Experiences

Anders Daniel Faksvåg Haugen -adfh@hvl.no
Western Norway University of Applied Sciences
Prof. Gistered Muleya- muleya71@yahoo.com
University of Zambia

Today, our contemporary global challenges need coordinated, collective solutions given their scale and nature. As a response, global citizenship education (GCED) has in recent years developed into one of the dominating discourses within citizenship education. However, GCED and its emphasis on student transformation has potential and relevance for more than disciplinary subjects within social science. In our study, we explore Zambian teachers' perception of GCED as an approach to teaching and learning. Through a mixed-method approach, combining survey data and qualitative interviews, we inquire how the methodological approaches of GCED can enhance students' learning across all subjects as experienced by Zambian primary and secondary school teachers. Preliminary findings indicate that teachers from the selected sample were not aware of GCED potential to be applied across subject curricula in schools. The teachers mainly perceived GCED from a disciplinary point of view rather than from a pedagogical perspective, a position that potentially can spoil opportunities to acquire key competencies vital for the transformative education that GCED has to offer.

02.3.05 A Melting Pot for Creativity Through Bodily Enactment and Interaction with Large Objects (Practical Workshop)

Theme: A framework for drama pedagogical didactics based on movement and interaction.

Wendy L. Meyer, Associate Professor in Drama
Inland Norway University of Applied Sciences
Corresponding Email: wendy.meyer@inn.no

The understanding of Rudolf Laban's movement analysis and Veronica Sherborne's

'Developmental Movement' derived from Laban's concept, has helped to form a framework for drama pedagogical didactics based on knowledge of dramatic play, theatre and pedagogy in establishing a platform for drama activity with toddlers and pre-school children. Rudolf Laban's movement idea; Basic Movement, or Movement Shaping considers the process, the interaction and the experience in the moment as being more important than the result. Veronica Sherborne, Laban's student, transferred these thoughts to bodily work also with children, actors and special needs education. Her movement system places less emphasis on the development of skills and more room to explore one's own movement possibilities. D.W. Winnicott explains in Playing and Reality (1971), about the child's play with objects. He puts emphasis on transitional objects, and the importance the interplay between caregiver, child and object has for the child's development from birth. This workshop will focus on improvisation among the participants there playing with large objects will be included in the interplay. This means that objects such as cardboard boxes, hula-hoops, umbrellas, large plastic sheets, fabrics, tubes, poles etc. can be used with different symbolic meanings among the participants. To act /react in the "moment" is a prerequisite for all interpretive communication, in other words, to be present "here and now. The physical interplay in communication will be highlighted in creating a melting pot for creativity through bodily enactment and interaction with large objects.

Keywords: play, bodily enactment, spontaneity

02.3.06 Empowering Tomorrow: The Role of Universities' and Schools' Clubs in Advancing Gender Equality

Emmanuel E. Shemaghembe[1], Caroline J. Mhina[2]
shemaghembe8019@gmail.com
[1]Mwenge Catholic University, Department of Social Sciences and Humanities, Sociology and Social Work, Social Work and Human Rights Program.
[2]Mwenge Catholic University, Department of Social Sciences and Humanities, Sociology and Social Work, Social Work and Human Rights Program.

Gender equality has been a focus in many disciplines of which social sciences have been interested mostly. In recent decades, gender equality has emerged as a critical global issue, challenging societal norms, values, traditions and institutional practices across various domains. Different stakeholders ranging from global, regional and country levels have been struggling to advocate for gender equality. Being one of the elements of social structures and agents of socialization, Universities and Schools are considered to be the hubs of intellectual discourse and social activism, and play a vital role in advancing an inclusive environment. One of the significant avenues through which universities and schools promote gender equality is by supporting student-led initiatives, particularly through university and school clubs. Objectives: Generally, this study aims to explore and understand the role of university and school clubs in advancing gender equality. Specifically, it seeks to; examine how these clubs contribute to raising awareness, explore how these clubs foster inclusive practices within university and school communities and investigate how they advocate for policy changes. Methodology: For the purpose of this study, a qualitative approach will be adopted for the reason that it will enable the researcher to grasp the real situation - the quality, meaning, context, and image of the reality

of what people actually do. The methods of data collection will include; In Depth Interviews (IDIs) with Gender Desk Focal person, Dean of Students and Club Leaders. Similarly, Focus Group Discussions (FGDs) will be conducted with both club members and students. All methods are expected to gather information on club activities, strategies, challenges, and impacts related to gender equality promotion. Thematic analysis will be used to identify recurring themes and patterns within the data.

Key Words: Gender, Gender Equality, Students' Clubs, advocacy, empowerment, inclusivity, initiatives.

02.3.07 Managing Learning in Higher Education: Narratives on Mothers with Babies

*Mweru Mwingi [1], Alice Mwang'ombe [2], David Odhiambo [3].
*1. Mweru.mwingi@aku.edu: Aga Khan University-Institute for Educational Development, Tanzania, East Africa. Phone: +255789867314.
2. alicemwangombe@gmail.com: Aga Khan University-Institute for Educational Development, Tanzania, East Africa. Phone: +254710858250
3. davidochieng1987@gmail.com: Aga Khan University-Institute for Educational Development, Tanzania, East Africa. Phone: +254729478697

Globally, as envisioned by UNESCO, education is the foundation of every society, making it crucial for everyone, regardless of gender, to access quality education. However, many cultures expect women to prioritize family needs over their own, particularly in education. With the rise in female access to higher education in East Africa, it is important to recognize that many female students enrolled in higher education are of reproductive age and have care giving responsibilities. Despite the increasing number of expectant and parenting students in higher education, research on their experiences remains limited. This qualitative study explored the experiences and decision-making processes of 14 student mothers with babies, purposefully selected from private and public tertiary institutions in East Africa. The study aimed to identify the socio-educational challenges faced by these students. Through a review of relevant literature and an empirical study involving interviews and observations, the findings presented as lived narratives revealed insufficient support from family, faculty and administration, as well as limited resources. However, there was also an indication of response to the dual demands of parenting and academic responsibilities through context-driven coping strategies and resilience. The study provides valuable insights for consideration in institutional improvements of policies on diversity and inclusion.

Keywords: higher education, mothers with babies, narrative research.

02.3.08 The role of inclusive teacher education in promoting gender equality for sustainable development

Mweru Mwingi and Rose Ndiwa Iminza Aga Khan University - Institute for Educational Development, East Africa
Corresponding Emails: Mweru.mwingi@aku.edu Rose.Iminza@aku.edu

Empowering Teachers for gender-responsive Teaching School enrolment statistics in East Africa show a significant rise over the last thirty years, from 52% in the 1990s to 99% in

2020. However, beyond access to education, the quality of the learning environment, student participation and engagement in learning, and equitable academic outcomes for students of all genders suggest that gender equity in education has not kept pace with the impressive rise in enrolment; thus, the importance of gender equality in education cannot be overstated as the global community strives towards the attainment of Sustainable Development Goals. Indeed, many educators do not have the requisite skills to promote gender-responsive teaching, much less the knowledge, skills, and values that sustain equitable teaching and learning practices in the classroom. A gender perspective and analysis of teaching can empower teachers and sustain practices that address gender bias and discrimination in the classroom. Therefore, the primary focus of the workshop is to engage in transformative learning processes to foster critical thinking and problem-solving to equip educators with the knowledge and skills that promote equity and inclusion in a learning environment. Workshop participants will engage in interactive sessions and collaborative activities through which they will learn to identify and address gender biases, implement inclusive curricula, and support the diverse needs of all students. The expected outcomes include strategies to recognise and mitigate gender biases and foster a culture of inclusivity, exposure to strategies for inclusive teaching, and action plans for promoting gender equality. The workshop is open to 30 educators (primary and secondary school teachers, head teachers, tutors, lecturers, and educational officers). By participating in this workshop, educators will gain practical tools and insights to enhance their teaching practices and contribute to a more equitable and inclusive educational environment, ultimately supporting the broader goals of gender equality articulated in SDGs 4 and 5.

Keywords: gender-responsive pedagogy, educators, workshop

Technical needs: Large room for group work, LCD projector and pointer, flip chart, manilla sheets, marker pens, sticky notes, Blutac, masking tape, printing/photocopy services.

Maximum number of participants: Primary and secondary school teachers and head teachers, tutors, lecturers, educational officers, and leaders

02.3.09 Promotion of quality teacher education in preparing Students with Visual Impairment for Working as secondary school Teachers in Tanzania

Celestine Karuhawe1, St. Augustine University of Tanzania (Mwanza Centre)
E-mail: celestinekaruhawe@gmail.com
Tel: +255 784665369
Eliwaja Jacob2, a PhD student with visual impairment, at the University of Dar es Salaam
Corresponding E-mail: eliwajajacob@gmail.com
Tel: +255 784967096

Introduction

This study was conducted to search for the teaching methods and styles which should be taught to student-teachers with visual impairment in preparing them for working as efficient teachers in Tanzania secondary schools. It was expected that students after graduation, could clearly apply the methods and styles taught and thus appear as secondary school teachers with a special talent for working in their profession. It is analysed in Kisanga (2017) and Lugome (2018) that the term teachers with visual impairment refer to teachers who are either totally blinded or have low vision but both use Braille as important writing used in preparing lesson

notes plus all other necessary teaching documents. In the experience of Tanzania, for some decades now since the introduction of schools for students with visual impairment in the 1950s and 1960s, Braille was regarded as the only writing used in educating both students with total blindness and those with low vision. It is only these days that the country is now in the process of introducing large prints as distinguished writings for students with low vision from Braille which continuously exists as basic writings for totally blind students. As a result, the employed teachers with visual impairment in Tanzania secondary schools, have been applying Braille as the only writings assisting them in reading various teaching documents.

The study has used secondary schools in presenting the planned knowledge. Their selection was accelerated by the fact that they have been the leading institutions in employing many teachers with visual impairment to work on their profession in Tanzania. Moreover, secondary schools are the leading institutions in teaching the youth most of whom are still under adolescent age. The situation makes them have a record of possessing more challenging students in the country when teaching them. Subsequently, the obtained study knowledge could be of help not only to pre-determined secondary school teachers with visual impairment but also to those who could retrieve it for teaching other educational institutions. From the views of Karuhawe (2011) and Parvin (2018), the term secondary schools was used to refer to educational institutions providing education to students after completing primary education and before joining middle-ranked educational institutions or university education.

The research applied a qualitative approach to find out the relevant teaching methods and styles which had to be taught in Tanzania teacher's training institutions. They were for preparing/improving the teaching efficiency of teachers with visual impairment expected to secure employment in Tanzania secondary schools. The applied approach was accompanied by focus group discussions and semi-structured interviews as methods of collecting data. The qualitative approach plus these methods enabled the researcher to get enough information which was clearly analysed and understood by the audience. This information was collected from a sample of 30 respondents who included 6 lecturers from Mwanza SAUT and UDSM, 4 tutors from Mpwapwa and Morogoro TCs, 10 student-teachers with visual impairment from UDSM and DUCE, 4 secondary school teachers with visual impairment plus 4 general secondary school teachers, both from Mpwapwa and Benjamin Mkapa sec. Schools. Added to these were 2 officials from the Ministry of Education, Science and Technology (MoEST) from Dodoma.

Presentation of this study at Mwenge Catholic University can clearly be done in the form of a practical workshop for approximately six hours. It will be divided into four headings two of which will be held by Dr. Celestine Karuhawe whereas two others will be presented by Ms. Eliwaja Jacob.

Headings to be presented by Dr. Karuhawe:

1. The general teaching methods provided to both non-disabled Students and Those with Visual Impairment to Prepare them for working as Teachers in Tanzania secondary schools;
2. The strategies of making the general teaching methods provided to both non-disabled Students and Those with Visual Impairment suitable for being applied by teachers with visual impairment;

Headings to be presented by Ms. Jacob:
3. The varying teaching styles applied by teachers with visual impairment in teaching inclusive secondary schools;

4. Short-term Courses that teachers with visual impairment should provide to prepare new general teachers intending to teach Students with Visual Impairment in inclusive classrooms.

The stated headings with their accompanying explanations, introduce us to an understanding that firstly, there should be the time-to-time discoveries of relevant teaching methods aimed at improving the teaching efficacy of teachers with visual impairment. Secondly, through the knowledge found in the questions raised, teachers with visual impairment, are expected to have the capabilities of performing their responsibilities accurately.

POSTERS
Anders Daniel Faksvåg Haugen
Corresponding E-mail: adfh@hvl.no
Institution: Western Norway University of Applied Sciences

02.03.10 Gender equality, sustainability, and primary education – Tanzania and Norway

Gender equality is a political target in both Tanzania and Norway. The poster is made by students who are taking a course called Education and Sustainability at the Western Norway University of Applied Sciences (HVL). The students are in the 3rd year of teacher education, and they have just finished 5 weeks of teaching practice in Tanzanian schools. The poster focuses on gender and sustainability as seen through a comparative perspective. The poster addresses the following questions:
A) How are gender differences and equality visible in Tanzanian and Norwegian primary education?
B) How is education essential in reaching SDGs 4 and 5?

02.03.11 Active Citizenship Education for a Sustainable Future – Tanzania and Norway

Active citizenship for a sustainable future is a political target in both Tanzania and Norway. The poster is made by students who are taking a course called Education and Sustainability at the Western Norway University of Applied Sciences (HVL). The students are in the 3rd year of teacher education, and they have just finished 5 weeks of teaching practice in Tanzanian schools. The poster focuses on gender and sustainability as seen through a comparative perspective. The poster addresses the following questions:
   A. How is active citizenship for a sustainable future promoted in Tanzanian and Norwegian primary education?
   B. How is education contributing to reaching SDG 12 and 13 in the two countries?