



GLOTAN RESEARCH SERVICES

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Glotan Research Services Presents Its Annual International Conference on New Directions in Post-COVID 19 Higher Education Teaching & Learning in Africa, scheduled to hold at the University of Witwatersrand, Johannesburg, South Africa; May 3rd -5th, 2023

Programme

Day One - May 3rd, 2023	
10:00am – 10:10am	Welcome Address by Glotan Research Services
10:10am – 10:45am	Keynote Speaker Prof. Christopher Isike University of Pretoria South Africa
	<i>Preliminary Section I</i> <i>Session Chair: Prof Aaron TSHIDZUMBA</i>
10:45am – 11:00am	Shifting Higher Education Learning: Post Covid-19 Perspectives in South Africa ; Mike Megrove Reddy; University of Zululand & Nisha Ramlutchman ,Durban University of Technology
11:00am –11:15am	Development Projects and Youth Empowerment: A Case Study of International Organization for Migration in Barra, Essau and Mayamba; Fatima Favour-Tamar Tanimu, PhD
11:15am –11:430am	Non/relevancy of Relativism and African philosophy in contemporary South African society; Phemelo Olifile Marumo, North West University, South Africa
11:30am –11:45am	Redesigning Assessments during the Time of Post the Corona Virus Pandemic and the Age of Intelligent Technology; Prof, Pfano Mashau, University of KwazuluNatal, South Africa
11:45am –12:00am	Experiences of Fourth Year Social Work student in conducting Field Practicum during the COVID-19 Pandemic: The Case of Social Work students at the University of the Witwatersrand; Ms. Nombulelo Sigwetshe & Dr. Daniel Tuelo Masilo; Department of Social Work, School of Human & Community Development, University of the Witwatersrand, Braamfontein, South Africa
12:00am – 12:15pm	Emerging Trends during the Covid-19 Pandemic: Digital Transformation and Social Inclusion Kwanele Mkhwanazi ; University of KwaZulu-Natal, South Africa, Andrisha Beharry-Ramraj; University of KwaZulu-Natal, South Africa
12:15pm – 12:30pm	Coping Mechanisms of Foundation and First Year ICT Students at Tshwane University of Technology to Mitigate Covid-19 Challenges in Academic Studies ; Dr Kaizer Raseane Makole; Tshwane University of Technology
12:30pm –12:45pm	Break

	<i>Preliminary Section II</i> <i>Session Chair: Andrisha Beharry-Ramraj</i>
12: 45pm- 1:00pm	Education Institutions and Government's Response to Teaching and Learning Processes During And Post-COVID-19 Pandemic In Uganda; Omona Andrew David- PhD; Uganda Christian University
1:00pm – 1: 15pm	Human Resources and Quality Assurance in Digitalized Teaching and Learning Higher Institutions; Adewole, Abiodun. A; Department of Social Work, University of Ibadan.
1:15pm – 1:30pm	UNHU/Ubuntu Values In University Education During Covid Period: The Case Of A State University In Zimbabwe.; Viriri Maradze; Great Zimbabwe University
1:30pm -1:45pm	Budgetary Allocation and Access to Education in South Africa; Opeyemi N. Oladunjoye & Ndivhoniswani A. Tshidzumba; School of Communication, North-West University, Mafikeng, South Africa
1:45pm -2:00pm	Socio Economic Impact of Covid-19 on Individual Households in Africa: The Gambia Experience ; Ishaya Umaru Tanimu, PhD & Babou Secka, MBA
2:00pm -2:15pm	The Use of Technology and Its Implication during Social Work Field Practice; Dr. Patricia S. Manganyi; University of Venda & Dr Lobelo Mogorosi; University of Venda.
2:15pm -2:30pm	Post COVID-19 Digital Thrust To Zimbabwean Higher Education And The Dearth Of Ubuntu/Unhuism; Tapiwanashe Mutonhori, Great Zimbabwe University, Republic of Zimbabwe.
2:30pm – 2:45pm	Exploring The Effect Of Covid-19 On Education In South Africa Within A Social Change Theory; David Matsepe; University of Johannesburg & Mugwena Maluleke; Department of Research; South African Democratic Teachers' Union
2:45pm -3:00pm	Reflections on digital teaching approaches in African Universities: A case of South Africa ; Ngwako Solomon Modiba; University of Limpopo
	Day Two – May 4, 2023
	<i>Preliminary Section I</i> <i>Session Chair: Prof Ngwako Solomon Modiba</i>
10:00am – 10:15am	Covid-19 Pandemic and Institutional Management at the Higher Learning Institution in Gauteng Province ; Ms Sihle Dlamini ; Tshwane University of Technology & Dr Kaizer Makole ,Tshwane University of Technology .
10:15am -10:30am	The Role Of Women In Digital Curriculum Transformation: Classical Sociological Theory And African Philosophy Foundations; Phemelo Olifile Marumo & Thabang Richard Motswaledi; North West University, South Africa
10:30am -10:45am	Supporting Learning and Teaching through MENTUT Programme during the Covid-19 Era; Fhatuwani Ravhuhali; Hlayisani F Mboweni-Pataka; Yolanda T Tshililo & Khuliso Muthivhi; Academic Development Unit, Centre for Higher Education Teaching and Learning; University of Venda.
10:45am-11:00am	The Impact of COVID 19 to School Leadership in South Africa: Embracing 'Presence' for responsive solutions to improve teaching and learning; Dr. Mlamuli Delani K Mthembu (PhD)
11:00am-11:15am	Equity, Diversity and Access in a Digitalized Teaching in Higher Education ; Dr Ranson Sifiso Gwala & Prof. Pfano Mashau, University of Kwazulu Natal, South Africa

11:15am -11:30am	Re-Thinking the Models of Teaching in South Africa's Higher Education in Post-Pandemic Era; Clement Nchabeleng; Human Science Research Centre (HSRC); South Africa
11:30am -11:45am	Gender and promotions in higher education: A case study of a semi metropolitan University in Limpopo, South Africa; ABGIRL MULEYA; Institute of Gender and Youth Studies, University of Venda, Thohoyandou, South Africa & TSOALEDI DANIEL THOBEJANE; Faculty of Humanities, Human and Social Sciences and Education. Department of Youth in Development; University of Venda
11:45am- 12:00pm	Re-Thinking the Models of Teaching and Learning in South Africa: Implications for an African Pedagogical Advancement; David Matsepe; University of Johannesburg & Mugwena Maluleke; Department of Research, South African Democratic Teachers' Union
12:00pm – 12:15pm	Clerical Crimes and Hate Speech in South Africa: An Exploration of Gender-Based Violence and Xenophobic Statements on Social Media; Quatro Mgogo Faculty of Humanities, School of Communication, North West University, Mafikeng Campus, South Africa & Limukani Mathe; Faculty of Humanities, School of Communication Indigenous Language Media in Africa (ILMA), Mafikeng Campus, South Africa .
12:15pm – 12:30pm	BREAK
	<i>Preliminary Section II</i> <i>Session Chair: Monicca Thulisile Bhuda</i>
12: 30pm – 12:45pm	Post Covid-19 Online Communication and Productivity in the Private Sector in Nigeria; Okoirhon Onosolease David; Dizengoff (W.A) Nigeria Limited & Fashipe Tomi Oluwatobi, Betking Nigeria
12:45pm – 1:00pm	Challenges Faced by Social Work Fieldwork Coordinators during Covid -19 in Rural-Based Universities in South Africa; Nngodiseni Jimmy Budeli; SACSSP &ASASWEI; University of Venda
1:00pm -1:15pm	Navigating the Change Management Process in TVET Colleges for E-Learning Adoption- an exploratory study; Dr Sihle Hlatjwako; Graduate School of Business and Leadership; University of KwaZulu-Natal; Westville Campus; Durban, South Africa & Tendai Makwara; Boston City Campus & Dr. Bhasela Yalezo; Graduate School of Business and Leadership; University of KwaZulu-Natal ; Westville Campus; Durban, South Africa
1:15pm – 1:30pm	Prospects and Challenges for the sustainability of online embedded learning approaches in African universities beyond Covid-19. Joram Ndlovu, University of KwaZulu-Natal, School of Social Sciences, Howard College, Durban, South Africa
1:30pm – 1:45pm	An Analysis of Challenges Faced By Academics during the Transition from Face-To-Face Learning to Online Learning: A Case of COVID-19 in Kwazulu-Natal ; S Mgoduka; School of Development Studies; University of Mpumalanga & H C Zwane ; Department of Business Management; University of Zululand, South Africa
1:45pm -2:00pm	The Covid-19 Pandemic Is A Clarion Call For A Systems-Thinking Based Approach; PM BUTHELEZI, PhD; School of Public Leadership Affiliate; Stellenbosch University, South Africa

2:00pm – 2:15pm	COVID-19, The New Normal, And The Educational System In Africa: A Focus On Botswana ; Ms Neo SEDISA; Department of Political Studies & International Relations, North West University, Mafikeng, South Africa
2: 15pm – 2:30pm	The Effect of Urban Rural Digital Divide and Gap on Student Equality and Participation in Higher Education; Dr J R Moletsane, School of Languages, Faculty of Humanities, North West University, Mahikeng, South Africa.
2:30pm -2:45pm	Undergraduate Students’ Experiences with E-Learning Platforms during the COVID-19 Pandemic at a Rural Based University in South Africa; Andani Sadiki, University of Venda; Rendani Tshifhumulo, University of Venda; Vanessa Mpatlanyane, University of Cape Town; K. E. Amaechi, University of South Africa
2:45pm – 3: 00pm	The Impact of COVID 19 of School Leadership in South Africa: Embracing ‘Presence’ for responsive solutions to improve teaching and learning; Dr Mlamuli Delani K Mthembu & Prof. BZ Chummun, University of Kwazulu Natal, South Africa
3:00pm – 3:15pm	A multidisciplinary approach to understanding the teaching and learning process from the perspective of Barnlund’s Transactional Model of Communication and African Communication systems; Quatro Mgogo; Faculty of Humanities, School of Communication, North West University, Mafikeng Campus, Mmabatho, 2735, South Africa .
3:15pm – 3:30pm	New Directions in Post-Covid 19 Higher Education Teaching and Learning in Africa; Mr Vincent Motau, University of Limpopo, Limpopo, South Africa.
Day Three; May 5, 2023	
<i>Preliminary Section I</i>	
<i>Session Chair: Prof P Mashau</i>	
9:00am – 9:15am	The Integration Of Technology Into The Teaching And Learning And Students’ Performance And Experience; Dr. Evans Mandova; Great Zimbabwe University, Zimbabwe
9:15am -9:30am	The Economic Measures Established To Rebuild The South African Cultural Heritage Tourism After the COVID-19 Impact; Monicca Thulisile Bhuda; School of Social Sciences; University of Mpumalanga, South Africa & Boipelo Kgwadi; School of Economics Management; North West University, South Africa.
9:30am -9:45am	Comparative Analysis of the Quality of Teaching under Physical Face-To-Face and On-Line Platforms amid COVID-19 Pandemic in Africa; Samuel Chukwudi AGUNYAI; Department of Political Studies and International Relations; South Africa.
9: 00am – 10:00am	Post Covid-19 Online Learning and the Future of Education in Africa: Nigeria & South Africa in Comparative Perspective ; Nicholas Idris ERAMEH, PhD & Prof. Victor OJAKOROTU; Department of Political Studies & International Relations; North West University, South Africa & Jelil Olawale SALAU; Lagos State University of Education, Lagos, Nigeria.
10:00am – 10:15am	Equality vs Equity: African Women and the Covid-19 Experience; Adetayo Oludare Alade; Department of Philosophy, Obafemi Awolowo University, Ile-Ife & Phemelo Olifile Marumo, North West University.
10:15am – 10:30am	Racism and Social Conflict Post-1994 in South Africa: A Conflict Resolution

	Perspective; Ntsikelelo Benjamin Breakfast, Department of History and Political Studies, Faculty of Humanities, Nelson Mandela University, South Africa	
	South Africa's Foreign Policy Posture in Africa, 1994-2021: A Neo-Gramscian Perspective; Ntsikelelo Breakfast; Nelson Mandela University & Zintle Koza; University of Johannesburg, South Africa .	
	South Africa's Involvement On The African Continent, 1994-2020: A Hegemonic Project Or Myth?; Ntsikelelo Breakfast; Nelson Mandela University ; Zintle Koza; University of Johannesburg, South Africa & Pamela Johnson; Department of History and Political Studies, Nelson Mandela University	
	The Indigenous Knowledge Systems through the eye of 'iintsomi' Zoliswa Jacqueline Made, Nelson Mandela University Prof Ntsikelelo Breakfast, Acting Head of History and Political Studies Nelson Mandela University	
	Assessing pedagogies in training next generation in emerging digital competencies: A NWU perspective <i>Dr Mooki Lobelo</i> , <i>School of Communication, North-West University, Mafikeng, South Africa.</i>	
	BRIDGING THE GAP: HARNESSING DIASPORA PHILANTHROPY TO DEVELOP RURAL INFRASTRUCTURE IN ZIMBABWE Lewis Edwin Chigova and Costa Hofisi, North-West University	
10:30am – 5:00pm	CLOSING REMARKS EXCURSION & SITE SEEING	

Welcome Message

Esteemed Participants

It is with great pleasure that I welcome you all to the 2023 edition of the international conference titled "New Directions in Post-COVID-19 Higher Education Teaching and Learning in Africa". I am honored to have the opportunity to welcome you all here today for the conference. We have an amazing local organizing team that has been working hard to pull this together, and we hope you are looking forward to it as much as we are. At no time in Africa's living memory had the pandemic affected all sectors of the African economy, including the educational sector. The COVID-19 pandemic and its calamitous consequences threaten us with a massive wave of dysfunction in higher education teaching and learning in Africa. Some of these dysfunctions, which include the disruption of the academic sessions, cancellation of physical teaching, restrictions on the movement of learners to continue with their academic careers, and the untimely deaths of some of the learners amid COVID-19, have had a significant negative impact on Africa's higher education. In addition to this, there are cases of depression among learners, low comprehension capacity, unwanted pregnancy among learners due to the lockdown, and, in extreme cases, reduced morale for academic work. And this is not to mention the crests of addiction, substance abuse, involvement in violence or protest, and aggression among idle learners who are locked at home due to COVID-19.

Many educational institutions across Africa are ill-prepared for this challenge as they lack the capacity, the funding, the training, the cultural sensitivity, and the resilience against the pandemic. The goal of this conference is to bridge the gap left open by COVID-19 by seeking to understand new directions for Africa's higher education teaching and learning. Our participation in this conference allows us, who are practitioners or stakeholders in higher education, to regroup, exchange ideas, and be exposed to cutting-edge research on how to move Africa's educational system forward in post-COVID-19. We feel that we are not alone in the struggle to improve Africa's educational facilities, and this gives us the strength to persevere.

Distinguished Guests and participants, it is imperative to note that this conference is not only relevant but also critical because understanding new directions for higher education teaching and learning in Africa will aid in the design of a comprehensive educational policy and action to enhance the quality of teaching and learning in post-COVID-19 Africa. One other purpose of this conference is to advance knowledge on how Africa's higher education system of teaching and learning can thrive with the use of technology. Online teaching during COVID-19 and post-COVID-19 became very popular and seems to be one of the new directions for most of the African higher institutions of learning. This new direction and others need to be investigated to ascertain their usability, sustainability, and impacts on Africa's educational system. Your participation in this conference is committed to rescuing Africa's educational system from the negative grip of COVID-19. As we have

all gathered here today, we should discuss new directions needed to transform Africa's educational system post-COVID-19 into a sustainable and highly improved educational system.

I'd like to thank each of you for attending this conference and bringing your expertise to our gathering. You, as key stakeholders in the educational sector, have the vision, the knowledge, the requisite research skills, and the work experience to help conduct problem-solving research that can help reposition Africa's educational system. You are truly our greatest asset today and tomorrow, and we could not accomplish what we do without your support and participation. Throughout the period of this conference, I ask you to stay engaged, keep us proactive, and help us shape a formidable direction for Africa's educational system.

Given this, it is hoped that this conference will provide the needed platform where all of you can share your work experiences and best practices for the new directions for education in Africa. Nevertheless, there are rational questions that need to be addressed, hopefully at this conference.

I once again welcome you all to the conference and wish you very successful deliberations and a happy stay. Enjoy the beauty and serenity of the conference environment while thinking about how to improve the quality of teaching and learning in Africa.

My personal respect and thanks go out to all of you.

Shifting Higher Education Learning: Post Covid-19 Perspectives in South Africa

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Abstract

Covid-19 has altered the landscape of higher education globally. When the pandemic hit in March 2020, many universities had to quickly adapt to emergency remote teaching in order to keep up with planned academic activities. There have been several studies that have focused on students' and lecturers' experiences of online learning during the pandemic. The research lens has now shifted to how higher education institutions operate in a post Covid-19 society, where students and faculty alike have somewhat altered teaching and learning expectations. This paper highlights some of these student expectations by drawing on the reflections of academics from two higher South African tertiary institutions. The paper is supported by relevant secondary data and addresses issues such as flexible learning environments, online assessments, increased understanding and support for student mental and emotional well-being and a call for the increased digitisation of university systems and processes. The discussion and conclusion offer significant insights to better understand the shifting South African higher education landscape post Covid-19.

Keywords: post Covid-19, shifting higher education, student expectations

Education Institutions and Government's response to teaching and learning processes during and post-COVID-19 pandemic in Uganda

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Abstract

The Covid-19 (Coronavirus), caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), that was first reported as a cluster of disease in China's Wuhan Province in late December 2019, spread across the world, except Antarctica, in a matter of months. While the first spread of the virus has made, for the first time in many years the world to face a common dreaded enemy, the effect it has caused to teaching and learning has been great. The lockdown instituted by one country after another- where free movement was disallowed crippled educational institutions across the world. While educational institution in other parts of the world, after a year or so resumed normally, the situation in Uganda was different, during the lockdown times because most institutions of learning remained closed. Although some institutions of learning went very first to adapt modern technology, though at first refused by the government, but eventually accepted by the same to used, not many teachers and learners were prepared for such technologies. This paper, using desk research approach plus minimal key informant interview and questionnaire, will review relevant literature, policy documents and reports, so to systematically reconstruct, document, and analyse how institutions and the government of Uganda responded to teaching and learning during and after the Covid-19 pandemic.

Key Words: Covid-19, Institutions, Government of Uganda, Learning, Teaching

COPING MECHANISMS OF FOUNDATION AND FIRST YEAR ICT STUDENTS AT TSHWANE UNIVERSITY OF TECHNOLOGY TO MITIGATE COVID-19 CHALLENGES IN ACADEMIC STUDIES

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Abstract

Covid-19 pandemic in South Africa laid bare social class divide between poor and affluent students at South African universities by creating a phenomenon termed 'uberfication of university education' which demanded use of online learning tools and strategies as an impetus for academic success. While transition to new technological learning strategies aligns with the requirements of academia in the fourth industrial revolution period, it poses challenges for students from poor backgrounds who lacks electronical devices, knowledge exposure and infrastructure to cope with online learning approaches and resources. The research study was

conducted to analyze learning challenges and coping mechanisms of foundation and first year ICT students at the Tshwane University of Technology, Soshanguve campus during Covid-19 pandemic. The objectives of the study were to analyze factors that influence online learning approaches and processes, identify students' challenges and coping mechanisms, and explore strategies that the Tshwane University of Technology can employ to support foundation and first year ICT students to succeed in their academic studies during Covid-19 period. The study adopted a mixed methods approach of qualitative interviews and quantitative surveys to gather data using random and convenience sampling from foundation and first year ICT students at the Soshanguve campus of the Tshwane University of Technology. A major finding is that there is cognitive dissonance between foundation and first year students who favour contact learning contrary to university management's view of adopting online teaching and learning to be a new academic learning pathway. The study is significant as it adopted a bottom-up approach of gathering knowledge from affected students about required support to cope during Covid-19 pandemic rather than universities imposing solutions which might not align with their everyday lived experiences.

Key word: academic success, cognitive dissonance, Covid-19, online teaching and learning, uberfication.

Emerging Trends during the Covid-19 Pandemic: Digital Transformation and Social Inclusion

Kwanele Mkhwanazi and Andrisha Beharry-Ramraj

University of KwaZulu-Natal, South Africa

Abstract

The global economic shock caused by the Coronavirus (Covid-19) pandemic is proving to be both more rapid and more severe than the previous global financial crisis. While the current crisis encourages deglobalization, Covid-19 is a test of digital globalization and economic digital transformation. The main objective of this chapter was to highlight the challenges that the pandemic is posing to digital transformation and social inclusion in business world and teaching environment. Sustainability entails meeting citizens' current needs without jeopardizing future generations' ability to meet their own needs. In post-Covid-19, for businesses and teaching and learning centers to be sustainable, they must adapt to the changing economy incorporating digital transformation and social inclusion in their operations. The purpose of this research was to look at how businesses and educational centers around the world are dealing with changes in environment caused by the pandemic by tracing transformation of business models through the use of digital technologies as well as the social inclusion of these digital transformations. To achieve the objective, a desktop research study was conducted. Multiple case studies with qualitative analysis were used to examine the data. The analysis revealed that businesses and education facilities adjusted differently towards implementing their digital transformation strategy, which can be summarised into three ways. First, businesses and education facilities with advanced levels of digital maturity responded to challenges by rapidly adopting digitalised firms; second, businesses and education facilities with low levels of digital maturity chose to digitise only the sales function and third, businesses and education facilities had very limited digital literacy but higher social capital.

Keywords: Digital transformation| Covid-19| Business world| Innovation| Teaching and Learning

COVID-19 PANDEMIC AND INSTITUTIONAL MANAGEMENT AT THE HIGHER LEARNING INSTITUTION IN GAUTENG PROVINCE

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Abstract

Covid-19 pandemic has affected institutional management at higher learning institutions in South Africa, including Gauteng province. Institutional managers were challenged to think strategically to maintain sound functionality. In the South Africa institutional context, restrictive measures of level 5 lockdown forced higher learning institutions to adopt online learning without proper preparation that impacted on quality of institutional management, undertaking research, and learning and teaching. Uberfication of university in learning and teaching affected social interactions which is a hallmark of academic freedom through knowledge sharing and debates for intellectual stimulation. Unintended consequences of Covid-19 pandemic called for new institutional management approaches at higher learning institutions in the Gauteng province to maintain stability of effective administration and management for students' academic success. A qualitative study using case study design is undertaken to analyse how departmental managers performed their administrative duties to safeguard teaching and learning during Covid-19 pandemic in a higher learning institution in the Gauteng Province. A Thematic analysis is employed to analyse findings and recommend solutions for effective institutional management in higher learning to prepare for crises similar to Covid-19 pandemic. The study contributes to institutional management approaches during social crises.

Key words: Academic Success, Departmental managers, Effective management, Institutional sustainability, Teaching and learning.

Human Resources and Quality Assurance in Digitalized Teaching and Learning Higher Institutions

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Abstract

The integration and digitalization of teaching methods are progressively adopted by higher educational institutions of learning particularly after the COVID-19 pandemic experience in Africa. However, no matter how advanced technology gets, there are some things it will never be able to do except operated by humans. Human resources constitute the most valuable asset of any organization. This is because motivated employees create and deliver value out of other organizational resources (technology (soft and hard ware), financial and physical). TQM is the most important management tool for Higher Education Institutions to achieve efficiency for providing better services and continuous improvements. However, to achieved this, there is need to motivate employees who drives the system through participation, recognition and reward of their effort. It is on this basis that the study examined employee participation, recognition and reward as determinant of total quality management in higher

distance learning institutions. Descriptive survey research design was adopted for the study as it allow the measurement of the relationship between the independents (participation, recognition and reward) and dependent variable (Total Quality Management) while the study population comprises the employees of higher distance education institutions. A simple random sampling technique was used to select respondents while a self-constructed questionnaire with four distinctive sections was used to gather relevant data. Pearson Product Moment Correlation was used to measure the relationship between the variables of the study. Findings revealed significant relationship between the independent variables and TQM. The study concluded that employees must be involved in the management of the organization and should be train in emerging digital competencies so that they can be fluent in employing technology responsibly.

Keywords: Human resources, quality assurance, digitalized teaching and learning, higher institutions

Development Projects and Youth Empowerment: A Case Study of International Organization for Migration in Barra, Essau and Mayamba.

Abstract

The study aimed to assess the impact of International Organisation for Migration projects on youth empowerment in Barra, Essau and Mayamba. Furthermore, the study looks at the impact the organization have on the communities. The lives and living conditions of many people in the area especially the youths and the community at large are not good enough. The objectives of the study are as follow; to assess the impact of entrepreneurship in the empowerment of youths in the study area; to evaluate the impact of awareness on youth empowerment in the study area; to determine the impact of capacity building on youth empowerment in the study area. There is a need to do further study on other organisations impact in the region. The study adopted a descriptive design that was useful for the collection of data and techniques used in the analysis. Self-administered survey questionnaires were made and presented to the respondents through the youth associations which all were returned. Clustered sampling method was used for the study. Data were interpreted using excel and graphs extracted from the survey questions guided by the research questions. The study revealed that less than 1% of the total youth population has been empowered in the studied area however; this is only one organization contributing its quota to youth empowerment and community development in the studied area. Again, results have shown that the projects have impact on their lives and can contribute massively to their communities. The findings would assist government, project developers and other stakeholders in their approach in improving community development and youth empowerment in the region. The government through the youth ministry and National Youth Council should build strong youth networks and provision of legislation for youth that would be perceived as a guide and partners for community development programs and projects hence, there is a need to create more opportunities for youth at all stages to contribute to community development and nation building

Keywords: Development, Empowerment, Migration, Projects, Youths

SOCIO-ECONOMIC IMPACT OF COVID-19 ON INDIVIDUAL HOUSEHOLDS IN AFRICA: THE GAMBIA EXPERIENCE

Fatima Favour-Tamar Tanimu, PhD
Ishaya Umaru Tanimu, PhD
Babou Secka, MBA

Abstract

People and households are still under the trauma caused by Covid-19 which has devastated the socio-economic structure of households in The Gambia. The disruption of societal and individual activities through the restriction of movement of people and the effect of social distance measures on employment, Gender Based Violence, education, and health service negatively impacted homes. The study utilised a quantitative method and employed a cross sectional study design. A convenient and a snowball sampling technique were employed by this study. A non-restricted sample of working-class residents of the Greater Banjul Area was followed with an online questionnaire. There's a total of 114 respondents' respondent for this survey. Based on the objectives of the study, thematic areas were developed to understand the linkages between Covid 19 and satisfaction of life, household income and finance, societal issues, health, education, food, gender-based violence, drinking alcohol and use of tobacco. Overall, the study revealed a positive correlation on the impact COVID-19 and household income, health, education, food availability and consumption and gender-based violence. Even though the impact of Covid 19 was not immense in terms of human cost (mortality) in the Gambia compared to other countries, the study discloses that the consequences of the virus on societal issues and the economy of the country were profound. The social impacts of the pandemic have affected many families. These impacts are enormous on society and may last for a long time before society will recover and get back on its feet.

Key words: Household, Family, Socio-Economic, Impact, Covid

Non/relevancy of Relativism and African philosophy in contemporary South African society

Phemelo Olifile Marumo

Abstract

Recent research has indicated that South Africa is facing a morality decline which has been a reality for some years. The cultural sense of Africa societies has also been questioned in the 20th century while many others are rejecting its existence and its relevance. Whilst society is currently neglecting cultural foundations and questioning morality as a phenomenon amongst communities, relativism is the view that morality and knowledge are culturally driven as a worldview. Similarly, African philosophy principles such as ubuntu, batho-pele, communalism, etc. which are the core foundation of African worldviews have been firmly undermined and neglected by society. In light of these above-mentioned experiences, the paper sought to examine the relevance of relativism and Africa philosophy within the context of contemporary South African society. In doing that the paper shall then employ a qualitative method of research in which accredited books, journals and governmental reports will be used to reach the objective of the study. Preliminary findings of the study have suggested that if relativism is cast aside and African philosophy principles have no relevance in society, society will perish. Hence, the paper concludes that contemporary South Africa society is unconnected to the foundations of relativism and Africa philosophy and that is not to be.

Keywords: Relativism, African philosophy, morality, culture, worldview, communities

Reflections on digital teaching approaches in African Universities: A case of South Africa

Ngwako Solomon Modiba
University of Limpopo

Abstract: This paper analyses the readiness of African Universities to use virtual teaching and learning platforms in order to achieve their throughput in students' course completion on record time. The paper is both conceptual and empirical in nature. Interviewing technique and documents review were employed to generate data pertaining to promoting teaching and learning that go beyond the on-campus routine of physical delivery of lectures to students. Research findings revealed that firstly, African universities were found to be under-resourced for virtual classrooms. Secondly, the bulk of the African Universities were not ready for the imposed virtual classrooms. Thirdly, the curricula rolled out at African Universities is not designed to suit the "new normal" of digital teaching and learning. Fourthly, there is a great mismatch of the curriculum roll out and the available facilities at African Universities. Lastly, there are technical limitations for students who are at a different digital literacy levels. The researcher recommends for the gradual approach of shifting from the contact kind of teaching and learning at Universities to a digital one where virtual classrooms are the "new normal" for every African University, irrespective of its geographical location.

Keywords: Digital Learning, Digital Teaching, Facilities, New Normal, Under-Resourced, Virtual Classrooms.

UNHU/UBUNTU VALUES IN UNIVERSITY EDUCATION DURING COVID PERIOD: THE CASE OF A STATE UNIVERSITY IN ZIMBABWE.

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Abstract

This study investigates Ubuntu virtues, which were apparently violated during the COVID -19 period at a state university in Zimbabwe. Specific Unhu values and virtues were often compromised or even not observed at university during the COVID-19 period. Unhu philosophy calls for equality through sharing in society and the education sector is no exception when it comes to sharing but with the coming of the COVID-19 pandemic, Unhu virtues were compromised, thereby violating the principles of social justice which are the hallmark of Ubuntu philosophy in teacher education in universities. The study is informed by the Afrocentric theory and its methodological approach involves interviews with students and lecturers. On the basis of these interviews conducted with students and lecturers, the author argues that the COVID-19 period exposed those students who came from poor families as they could not raise the money to buy the necessary gadgets to enable them to learn using the Online platform. Findings of the study show that equality and moral uprightness, which are at the core of Ubuntu philosophy, were compromised during the COVID-19 period at Great the university under study. The paper also discovered that COVID-19 affected the education sector in various ways as it brought in a lot of changes in the learning process. The study, thus, underscores that Ubuntu, which is central to African culture, was put to test by the coming of the COVID-19 virus and its major virtues were greatly compromised or to some extent ignored.

Key Words: unhu/ubuntu, COVID-19, social justice, teacher education, Africa.

The role of women in digital curriculum transformation: classical sociological theory and African philosophy foundations

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Thabang Richard Motswaledi

Abstract

Patriarchy has for generations disregarded women's status of being leaders, pioneers, and pillars of society. This notion has shaped the core idea of African philosophy to an extent that females were seen as non-existent. This can be inferred from how the “fathers” of sociology Comte, Weber, Marx, and Durkheim had highlighted the important ideas in sociology such as capitalism, rationalization, positivism, and suicide however and sadly, all these important aspects have somehow ignored the role of women in societies. It was late in history that women tended to be recognised as piece meals. From that premise, the paper sought to critically investigate the space of women in digital curriculum transformation in alignment with African philosophy from a sociological theory and paradigms underpinnings. The paper adopts the qualitative method of research through document review that utilized search engines, relevant journals, and books to conclude that women have a role to play in the transformation of the digital curriculum in sociology and African philosophy. The findings thereof will address the imbalances that have prevailed for some time on the inclusion of females in the digital curriculum. The paper shall then conclude that African philosophy and sociological understanding should be at the centre of digital curriculum transformation to allow the inclusion of women.

Keywords: Patriarchy, African philosophy, women/female, sociology, digital curriculum women

Redesigning assessments during the time of post the corona virus pandemic and the age of intelligent technology

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The 2019 corona virus pandemic has fastened the adoption of technology in higher education institution. The assessments had to be reconfigured to suite the new order, technology became more prominent. This desktop study examines the challenges and opportunities presented by the COVID-19 pandemic and the rise of intelligent technology in the redesign of assessments. The study explores the impact of the pandemic on traditional assessment methods, such as exams and tests, and the shift towards alternative forms of assessment, including online and adaptive assessments. It also explores how intelligent technology, such as artificial intelligence and machine learning, can be leveraged to enhance assessment design and administration. The study will provide recommendations for educators and assessment designers on how to adapt to these changing circumstances and create effective, innovative assessments that meet the needs of students and educational institutions in a post-pandemic world.

Key words: Age, COVID-19, Intelligent, Pandemic, Technology

Post Covid-19 Online Communication and Productivity in the Private Sector in Nigeria

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Abstract

The sudden spread, an alarming number of deaths, and the compelling need for online interaction occasioned by the COVID-19 pandemic attracted several scholarly works. However, several studies in this regard have focused more on the experiences of the educational sector, with little attention paid to the production sector. Specifically, the modes of survival, continuous interaction and production among private firms have yet to be addressed in the COVID-19 discourse, despite their importance to a nation. This concern remains consistently compelling, even though its details still need clarification. Relying on secondary and primary sources, including questionnaires and unstructured interviews with key stakeholders in the private sector, this study aims to critically examine the various survival mechanisms adopted in sustaining communication and productivity in selected private sectors in Nigeria. Also, it further explores the extent to which these strategies have been sustained in the post Covid-19 era. Doing this will provide critical insights into how online communication and productivity were executed during the lockdown periods and provide more knowledge on how such initiatives have been sustained in the post-COVID-19 era. Pilot studies regarding the experiences of these private sectors have shown that the advent of COVID-19 and consequent lockdown exposed the substantial financial burden militating against growth. Hence, the lockdown allowed structural adjustment, which helped reduce costs by encouraging remote working with a high productivity rate. These private sectors will likely maintain online communication and remote working as this has no negative consequences for productivity and actualizing set goals.

Key words: Communication, COVID-19, Online, Productivity, Private sector

Comparative Analysis of the quality of teaching under physical face-to-face and on-line platforms amid COVID-19 pandemic in Africa

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Abstract

Covid-19 pandemic brought into the global system, several changes ranging from environmental, behavioral, societal, educational changes, among others. These changes have significant effects on humans and society at large and one of such changes was the introduction of e-learning or teaching, where learners can receive teaching on-line through the internet system in some educational institutions across Africa. Indeed, some educational institutions resorted to e-teaching amid Covid-19 period, especially those with the internet capacity to service the e-teaching platforms. While extant studies have extensively examined the utility of the online teaching platforms, evidence is sparse on the quality of teaching emanating from these platforms, unlike that of the physical face-to-face teaching platforms. Drawing from structural-functionalism and qualitative research design that rely on desktop reviews, the paper compares the quality of teaching under face-to-face and on-line teaching platforms during the Covid-19 period. Results indicate that poor capacity of internet system in most rural Africa, where indigent learners reside, limit the quality of online teaching than that of physical platforms.

Keywords: COVID-19, on-line platforms, pandemic, quality, teaching

COVID-19, THE NEW NORMAL, AND THE EDUCATIONAL SYSTEM IN AFRICA

Abstract

One of the innovations of the sudden outbreak of the COVID-19 pandemic is the new way of life called the new normal, that tends to push people and organizations into behaving in certain ways and manners that have gradually become habitual. Educational institutions such as universities, colleges, polytechnics, and others, have rendered teaching services through online platforms amid COVID-19. The article argues that although, COVID-19 appears to be deadly to human society, it has also re-awakens the initiative capacity of stakeholders in the educational sector. COVID-19 pandemic is strongly connected to the introduction of e-learning and online teaching in most African educational institutions. While this feat, amid the COVID-19 pandemic has attracted academic attention, especially in the direction of ensuring continual teaching and lecture across African educational institutions, not much has been done to examine how the e-learning or teaching has improved the educational system in Africa. The article examines how COVID-19, and the new normal impact on the educational system in Africa, using the qualitative method. Findings show an improved educational system which was made possible due to the massive adoption and implementation of e-learning process in many African states. Results also indicate accessibility to the internet facility and orientation of students on how to use the e-learning or teaching platforms by some African universities. The article concludes that African educational system is stronger internet-wise due to the new normal syndrome introduced by COVID-19.

Keywords: **COVID-19, Educational, New Normal, Pandemic System**

Post Covid-19 Online Learning and the Future of Education in Africa: Nigeria & South Africa in Comparative Perspective

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Abstract

The increased nature of COVID-19 cases across the globe forced many nations, especially in Africa, to adopt several measures to mitigate its spread. One of the most significant measures adopted was reducing public gatherings, which shut down schools across all levels. Several schools were therefore forced to resort to online teaching and learning to ensure pupils were supervised, unlike their western counterparts who could boast of sophisticated online learning and teaching facilities; such could not be said of many developing countries, especially in Africa. The continent's experience with online teaching and learning was fraught with challenges, leading to criticisms and counter-criticisms among scholars and education experts. Nonetheless, the experience among African countries varied, and this appears not to have been substantially interrogated. This context provides the basis for questioning the trends and dynamics that characterize online teaching and learning in Africa by comparing the experiences between Nigeria and South Africa. Also, to critically examine how they have fared with online learning and education in the post-Covid era. Given the nature of this research, this study adopts a qualitative method and combines secondary and primary data

sources. Though pilot studies suggest that South Africa rated highly compared to Nigeria regarding responses to online teaching and learning in the COVID-19 and post-COVID-19 eras, there is a need to dig deep into the factors that accounted for these results.

Keywords: Covid-19, Education, Pandemic, On-line, learning

The Use of Technology and Its Implication During Social Work Field Practice

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Abstract

The social work curriculum is based on both theory and practice, the provision of sound theory is critical as is fieldwork experience. It is critically important for students to acquire. Fieldwork, which is also known as field instruction, field placement, field education or practicum is an integral component of social work education outside classroom environment, for students to practice principles, values and ethics and to learn the scientific basis for practice. The Covid-19 has brought unprecedented situation in social work education, which had an impact in teaching and learning as well as field practice. Technology advances have greatly expanded opportunities for teaching institutions to deliver education and explore other methods. The use of technology is also important in gaining knowledge and skills. Social workers are challenged to embrace the use of information and communication technology-supported interventions and services to address emerging issues, challenges and risks in society. Therefore, student social workers should recognize that the use of digital technology and social media may pose threats to the practice of many ethical standards including but not limited to privacy and confidentiality, conflicts of interest, competence, and documentation and must obtain the necessary knowledge and skills to guard against unethical practice when using technology. Thus, this paper argues that irrespective of the technology advancement and adopting it as a mode of practice or supported interventions in social work, the effective and ethical use technology in social work practice should be appropriate and applicable in relation to the professional principles and code of conduct to avoid harm and violate client's privacy. Technology should be used to ensure effective services, whilst limiting the risk of harm to clients, especially during times of emergencies.

Key words: Social work, Covid-19, Field practice, Technology

Experiences of Fourth Year Social Work student in conducting Field Practicum during the COVID-19 Pandemic: The Case of Social Work students at the University of the Witwatersrand

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Abstract

Fieldwork within social work is a professional training component that equips graduates to apply theoretical aspects learnt in the classroom to real-life conditions. Field education and practicum play a crucial role in preparing social work graduates for their professional practice. In this study, the experiences of fourth year social work students who conducted their field practicum while doing their second academic year in 2020 during the COVID-19 pandemic were explored. A qualitative research approach and exploratory research design were adopted. Purposive sampling was used to sample eight fourth year social work students

at the University of the Witwatersrand, while data was gathered using semi-structured interviews and analyzed through thematic data analysis. The study findings revealed various limitations in students' ability to conduct their practicums, which included their application of social work skills, the limited ability to learn and fully engage in agency activities thereby hindering the further development of their social work knowledge as well as the lack of support from the social work department. From the data gathered, it is concluded that students had an overall positive experience at their placement agencies regardless of their inability to carry out the entirety of their practicums due to the COVID-19 pandemic, which they revealed as a major obstacle. Recommendations are directed at the social work department and center around improving the communication between the department, placement agencies, and students.

Key words: COVID-19 Pandemic, Field practicum/instruction, Social Work, Social Work Students.

Budgetary Allocation and Access to Education in South Africa

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Abstract

Education sectors are globally being confronted with the problem of limited financial resources with which to pursue their objectives and the design of school funding policies plays a key role in ensuring that budgetary allocations are directed to where they can be adequately utilized. Also, Equal access to education is critical for ensuring that everyone could participate equally in society and fulfil their potential. Since 1994, South Africa has embarked on important task of transforming her educational system through an increase in access to education in the form of increased enrolments in schools and in terms of meaningful access to quality education. The South African 1996 Constitution made it compulsory that education be extended from Grades 1 to 9, or from ages 6 to 15. The post-apartheid education policy was informed by its commitment to the fundamental right of all citizens to education, equity, redress, and the improvement of quality. Hence, education has consistently enjoyed the largest share of the state budget. Budgetary allocation to education increased from R31.1 billion in 1995 to R59.6 billion in 2002 and rose to R197 billion between 2016 and 2017. Prior to the Covid-19 pandemic, global education spending grew steadily by 2.6 percent per year between 2009 and 2019 especially among the low- and middle-income countries. But the Covid-19 pandemic has impacted public finances dramatically, and the prospects for maintaining these increases have deteriorated. Studies have established that adequate budgetary allocation can spur access to education and evidence have shown that on the average R4930 was being spent on every South African learner. However, empirical studies

on whether government expenditure on education in South Africa led to an increase in access to education in South Africa is very scanty, hence, this study. The objective of this study is to expand the frontiers of knowledge by providing information on the impact of budgetary allocation on access to education in South Africa over the period 1994 to 2022 using the econometric techniques of generalized method of moment.

Keywords: Budgetary Allocation; Access to Education; Generalized Method of Moment; South Africa

**Post COVID-19 digital thrust to Zimbabwean Higher Education and the dearth of
*Ubuntu/Unhuism***

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Abstract

The advent of the COVID-19 pandemic coincided with a paradigm shift in the mode of teaching and learning for Zimbabwean State University centres. The pandemic did not directly propel the shift towards digitalization of teaching and learning per se, but made the call for the use of information and communication technologies (ICTs) more imperative. In its 2018-2023 Strategic Plan, the Ministry of Higher Education, Science, Innovation and Technology spearheaded the need to ensure that all State University institutes were ICT capacitated and compliant. However, the pandemic caught the nation unprepared for a smooth transition to go digital. Using one State University as a case study, this study notes that the hurried and haphazard implementation of online teaching and learning did not translate to effective building up of the coveted human capital resource that could propel the Education 5.0 model which was heritage-based. In the post COVID-19 era, Education 5.0 has become the new song at the institution, with the modular system dictating that there be blended learning (integrating face-to-face teaching with online teaching). Using an exploratory case study survey, the study deployed questionnaires, interviews and focus group discussions to elicit views from lecturers and students alike. The study noted that access to education was compromised by resource challenges, compromising social justice and Ubuntu in Higher Education. Forcing students and lecturers to go virtual when they had no resources (laptops or tablets), in an environment of perennial power cuts and intermittent internet connectivity blunted the quest to achieve Education 5.0. Accordingly, the study proposes the need for respect of the lecturers and students' plight before forcing them to adopt a system that is compromised by resource challenges.

Key words: social justice; Ubuntu; digital learning; internet plagiarism

Supporting learning and teaching through MENTUT programme during the Covid-19 era

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Abstract

Tutoring and mentoring has been central to supporting students in higher education spaces. Though their roles are understood to be critical in enhancing student success and wellbeing, little is documented on how they execute their roles and the kind of challenges they face

especially during the unprecedented times such as the Covid-19 pandemic. Our qualitative paper, draws data from the MENTUTs (mentors and tutors) experiences during Covid-19 era in one of the universities in South Africa. The sample of this paper was purposively drawn from the students who were part of the MENTUT programme. Open-ended questionnaires were completed, and data were thematically analyzed. This paper found that MENTUTs encountered a lot of challenges while executing their roles of supporting other students through tutorials during the covid-19 pandemic. Some of the challenges encountered by MENTUTs include amongst others, late payments of their stipends. It is on this basis that this paper suggests that MENTUTs need to be adequately supported as they execute the roles as mentors and tutors. The paper has implications for mentoring and tutoring programmes in higher education institutions

Keywords: *mentoring and tutoring, higher education institutions, Covid-19, learning and teaching*

EXPLORING THE EFFECT OF COVID-19 ON EDUCATION IN SOUTH AFRICA WITHIN A SOCIAL CHANGE THEORY

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Abstract

COVID-19 pandemic has resulted to total closure of schools in about 192 countries across the world with 91.4% of the total number of enrolled learners in these countries temporarily forced out of school. It was reported that over 1.6 billion learners across the world were compelled to stay out of schools due to the implementation of social distancing in order to contain the spread of disease. This study explores the effects of Covid-19 on the access of teaching and learning materials faced by teachers and learners in the public schools in South Africa. Using the qualitative research methodology, data were collected through interviews with grade 9 to 12 teachers from the secondary schools in the rural settlement of the Western Cape province. The grounded (thematic) method was used to analyse the data. The study was guided by a theory of social change to soliciting the lived experiences of the said teachers. The findings revealed that the Covid-19 pandemic has exposed the continuous high level of inequality between a marginalised child and a rich child with respect to access to teaching and learning materials. The study recommends that continuous teacher development training should be offered to teachers on pedagogical knowledge as well as teaching and learning materials in light with technologically changing teaching and learning environments.

Keywords: *Covid-19 pandemic, social change theory, teacher, learner, teaching and learning materials*

New Directions in Post-Covid 19 Higher Education Teaching, and Learning in Africa

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Abstract

This paper examines the impact of COVID 19 in the Basic Education schooling. The recent study by Kremer and colleagues (2022) has highlighted the importance of holistic methodologies that can systematically improve teaching and learning outcomes during pandemic. The pandemic directs leaders in education to pay attention on the human dimension of leadership. This brings our full humanity to work as an element of ‘presencing,’ to generate innovative solutions to challenges caused by disruptions. According to (Vermeer, 2022) the risk of “siege mentality,” is that survival instincts gets generated, and leaders become short-termist in their decisions and that disturb long-term prospects. To avoid such panic, school leaders should develop a new mind-set and skills-set to facilitate innovative thoughts through strategic conversations. Pillay, (2022) describes this as humanized leadership which is the ability to lead by integrating the awareness that leaders individually and collectively are regarded as matured human beings. Their valued mental states are embedded in a social context. Pillay explores 4Ps of humanizing as personalise, purpose, passion, and psychological safety. These will be aligned to Scharmer’s three (3) types of complexity: dynamic, generative, and social including 4Ps of change: reacting, redesigning, reframing, and regenerating. COVID-19 caused enormous disruption to the schooling system on an unprecedented scale. Emerging evidence will be presented to indicate that these disruptions impacted learners due to shortened curricula, introduction of technology, affected contact time, and significant learning losses over the two years of the pandemic. The following objectives guided this paper: 1) To provide insight to the disruptive nature of Covid 19 into teaching and learning; 2) To explore key pillars and drivers for alternative responses to pandemics; 3) To make recommendations to mitigate the challenges experienced during Covid 19, and 4) To identify enablers that promote innovation and creativity on curriculum delivery.

Keywords: School leadership, Humanised Leadership, Societal innovation, Sustainability, Transition, Transformation, and ‘Presencing.’

Equality, diversity, and access in a digitalized teaching in higher education

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Abstract

There has been a slow uptake of distance education over a period of time. However, this has gradually changed to online education as many institutions adopted digitalisation. The advent of COVID-19 in 2019 brought about forced digitalization of education with a number of challenges that came to the fore. The challenges of connectivity, network access, load shedding, network infrastructure and the ability of students to better in physical classes rather than online classes. The challenges of first year students who are not only struggling with online education but acclimatizing from a disadvantaged basic education system to a more challenging higher education. Whilst university platforms have sought to ensure that they

provide teaching and learning environment but it has not been the same. Access, equality and equity in education were still a challenge under face-to-face platforms but online education has worsened the challenges even more. The very integrity in examination and credibility of qualifications attained through such a system can be brought into question if issues of examination monitoring and invigilation are not adequately addressed. The forms of testing are also limited as the multiple-choice testing is often preferred within the medium. The study seeks to understand challenges that have been brought about the systemic ease of use and access as experienced by students. Infused in access is a question of how does this advance equality as students are not at the same level of technological understanding or advancement. The limitations and safety of using digital education in ensuring credulity of the examination system and ability to examine in many modes not just multiple choice. The attendance of students to these platforms is also a cause for concern as logging is not an indicator of attendance. The study shall use a desktop survey of literature and data.

Key Words: equality, diversity, access, digital education, higher education,

Re-Thinking the Models of Teaching in South Africa's Higher Education in Post-Pandemic Era.

Clement Nchabeleng

Abstract

During the Covid-19 pandemic we have seen how crucial it was for institutions of higher learning to adapt to the online teaching and learning as it was no longer possible to converge in class due to social distancing safety protocols. If there is anything Covid-19 pandemic has taught us, it is the need to constantly evolve both as individuals and institutions. This paper unpacks the impact of Covid-19 on institutions of higher learning and subsequently, the continued challenges that exists post-pandemic era. There is a wide societal confusion and isolation to whether continue with the digitalized teaching and learning or return to the traditional methods. This paper will therefore critically explore the models of teaching & leaning in Africa's higher education during and post-pandemic era with the specific aim of addressing the challenges that exists and therefore provide recommendations that will promote digitalized learning and teaching approaches. Participants observation is predominantly used as a focal point to understanding the existing challenges in post Covid-19 pandemics. A qualitative approach was adopted for the collection of data process. Both participant observation and face-to-face interviews helped with retrieving in-depth perspectives of students and lecturers. The study found that the ever-changing digital systems used to deliver teaching and learning, lack of training for teachers and students, and manipulation of the system by students, are the greatest challenges.

Key words: Covid-19 pandemic, digital system, learning and teaching

Gender and promotions in higher education: A case study of a semi metropolitan University in Limpopo, South Africa.

By

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Abstract

This study focuses on the gendered promotion criteria in institutions of higher learning around the world, and South Africa in particular. It is widely accepted and agreed upon that a solid record of research publications is becoming a requirement for academic promotions in institutions of higher learning. In this article we explore the issue of gender inequalities regarding the promotion criteria and the academic positions of female academics. The South African Constitution addresses gender equality and employment equity. However, female academics are barely visible in senior positions, thus prompting us to question whether this democratic constitution is being adhered to. A qualitative analysis was used to measure the gendered-ness of the promotion criteria at a particular institution of higher learning in the Northern part of South Africa called Limpopo. Findings from the study reveal that most of the female academics were aware of the requirement of the promotion criteria and that it was applied the same for both males and females. Female academics were few in senior positions due to the fact that the promotion criteria were very stringent and that institutions of higher learning fail to recognize that men and women have dissimilar needs, interests, and responsibilities. Further –more there were academics who were frustrated with not progressing and opted to settle in their current positions because they disliked being tasked with handling complicated responsibilities that would disturb them from taking care of their household chores.

Key words: Inequalities, Academic promotions, women academics, university Leadership

Re-thinking the models of teaching and learning in South Africa: Implications for an African Pedagogical Advancement

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Abstract

By 29th June 2020, 10% of schools nationally has closed because of COVID-19 cases. By 11th August 2020, 41% had closed. Not only have more schools closed because of COVID cases, but the number of days schools have closed has increased. Learner attendance was low nationally. In 29% of schools, more than 35% of children were absent, and a further 15% of schools, between 21 and 25% of children were absent 12% of schools nationally have more than 11% of teachers absent because of comorbidities. Using Blended Learning Theory (BLT), the study sought to explore technology-based pedagogy to ensure that learners have access to learning support materials while staying at homes. This includes access to data and

devices depending on their family's economic backgrounds, to mention but a few. The study argues that unequal social contexts lead to unequal academic outcomes in that those with stable economic circumstances benefit while those with marginalized economic circumstances are left behind. The study uses national school readiness survey with sample size of 7162 schools conducted on 11th August 2020 by joint education teacher unions in South Africa including SADTU, NAPTOSA, SAOU, NATU, and PEU.

Keywords: Covid-19 pandemic, blended learning theory, technology-based pedagogy, teaching and learning

**Effects of motherhood on teenage mothers' academic performance at Musina Location,
Musina Local Municipality in Vhembe District**

By

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Abstract

In both developing and developed countries, teenage motherhood has become a serious concern. Many teenagers become mothers at their tender ages resulting in high drop-out rates due to low grades and overwhelming responsibilities. Being a teen-mother has led many of the teenagers to lose focus, due to various factors that are discussed in this study. Hence, the focus is on investigating the experiences of student mothers on academic performance at Musina location. The study adopted qualitative research approach to gather in-depth information from the participants. In addition, an explorative research design was used to gather data. Non-probability purposive sampling was used to choose a sample of participants for this study. Semi-structure interviews, focus group interviews and non-participants observation were used for Data collection methods. Data was analysed thematically. The study also revealed that student mothers in the research were not adequately prepared to assume the responsibilities of motherhood.

Keywords: Teenage, Teen Mothers, Experiences, Pregnancy, Teen Motherhood

Navigating the Change Management Process in TVET Colleges for E-Learning Adoption- an exploratory study

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Abstract

The COVID-19 pandemic has forced higher education institutions in South Africa, particularly TVET colleges, to adopt e-learning technologies for educational delivery. However, the success of such initiatives largely depends on the willingness of users to change their behaviour and thinking towards adopting digital requirements. This research aims to identify the challenges faced by TVET colleges in managing change towards e-learning and to determine the best approach for change management in an e-learning environment. This research adopts a grounded theory approach and uses semi-structured interviews to collect data from teachers, students, and administrators in TVET colleges. Data analysis is done through thematic analysis and selective coding techniques. The findings indicate that resistance to change is a significant challenge for TVET colleges in adopting e-learning technologies. The reasons for resistance are rooted in cultural beliefs, behavioural change, and a preference for traditional approaches to learning. The research further finds that training and development are critical for improving digital literacy and gradually changing user attitudes towards e-learning. The research concludes that TVET colleges should adopt a change management approach

that prioritises training and development for digital literacy. This will help to mitigate user resistance and ensure the successful adoption of e-learning technologies for educational delivery. The findings of this research can guide TVET colleges and other higher education institutions in South Africa towards effective change management for e-learning adoption.

Keywords: E-learning, Change Management, User resistance, E-learning Technologies

Prospects and Challenges for the sustainability of online embedded learning approaches in African universities beyond Covid-19.

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Abstract

Covid-19 has changed the higher education landscape, influencing several changes in the teaching environment. Higher educational institutions have been pushed towards implementing

virtual learning to meet the changing needs of students and reach out to a broader audience. The shrinking budget to support educational endeavours demands greater integration among institutions. However, technological advancement has posed more significant challenges to staff and academics working in higher education institutions. As a result, higher education institutions have started continuously developed their staff to become efficient and skilful in driving their institutions into the future. The sustainability of online learning is dependent on higher education institutions' ability to develop their people and provide opportunities for learning to occur. Over the years, the roles and responsibilities of academics have become more

dynamic, diverse and complex. The context of knowledge production and its measurement has

influenced the performance of higher education institutions. The evolving disciplines and subdiscipline have differentiated knowledge gradually by providing a framework for today's knowledge acquisition structure. Academics are expected to become curriculum designers to meet the market demands of their programmes. Academics are expected to be technology experts and administrators, as well as researchers, teachers, and supervisors. Such changes require continuous development for academics in various areas. Even though higher education

has responded slowly to external changes, the challenges are unsustainable. Higher education institutions face several external challenges ranging from internet use, declining government support and the increasing number of new students' demands. As a result, academics have devoted the acquisition of knowledge and expertise through peer review and flat organisational

structure to bind academics to their area of scholarship. The paper concludes that going beyond

Covid-19, the labour market has set out conditions and positions outside academia and career pathways that define how learning should occur in an academic or professional context.

Keywords: Technology, higher education, Covid-19, knowledge production, sustainability

An analysis of challenges faced by academics during the transition from face-to-face learning to online learning: A case of COVID-19 in KwaZulu-Natal

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Abstract

The Covid-19 pandemic resulted in destructive socio-economic challenges across the world. Many countries implemented restrictive measures to promote social distancing as an attempt to manage the Covid-19 contagion. In the higher education sector this resulted in a major shift from contact learning (traditional classroom-based) to multiple forms of online learning. Thus, this study attempts to elicit a critical analysis of the challenges experienced by academics as a result of COVID-19. A comprehensive literature search was conducted on 6 databases for relevant studies published from the year 2019 to 2022. Moreover, additional relevant studies were retrieved from the reference list of studies identified from the initial search. The search terms employed by the researchers were Covid-19, remote learning, e-learning, online learning, higher education, information technology and asynchronous learning systems. To select the most relevant articles for the final review, the researchers employed an inclusion and exclusion criteria. Studies that addressed higher education online learning and the challenges encountered by higher education due to Covid-19 were eligible for inclusion. Though there are multiple studies published on the Covid-19 pandemic, research on the challenges encountered by academics during the transition from traditional classroom-based learning to online learning due to Covid-19 is sparse. Moreover, research on the strategies that can be utilized by academics to engage students in online learning to ensure they are equipped with the necessary graduate attributes is also sparse.

Key words: COVID-19, online teaching, contact or face-to-face education, higher education, technology

THE COVID-19 PANDEMIC IS A CLARION CALL FOR A SYSTEMS-THINKING BASED APPROACH

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Abstract

This qualitative research-based study evaluates the level of preparedness of newly qualified higher learning entrants to higher learning centers. The outbreak of the Covid-19 pandemic has brought about an unexpected innovation to higher education. The post effects are a clarion call to the global community to jointly collaborate, integrate and interconnect learning to cope with any unexpected pandemic in the future. The pandemic is continuously making an abecedarius of a systems-thinking based approach. Whilst, learning is increasingly relying on digital technology, the overall education approach is missing an approach that integrates pre and post higher learning elements to a sustainable education system which is ready for any future pandemic. The study is based on responses of ten university students who entered the university for the first time during the COVID-19 pandemic. The students were randomly selected to answer 5 open-ended questions using a qualitative research method. The results have shown that moving from a normal school learning environment to a higher education environment was traumatic and created unnecessary confusion. Also, the support given at the time was inadequate as students had to climatize themselves with university life. The results further point out that there must be an integration between high school and university education. The integration requires adequate support for everyone involved in the education system. Importantly, the study recommends that investing in digital technology is an indispensable necessity that does not only make students to be globally competitive but makes them to be ahead of any eventuality. In conclusion, the study makes a compelling case that there is not any other best approach to systems thinking as enabler for sustainable outcomes.

Key words: Africa, COVID-19, Pandemic, Clarion call, Systems

The Impact of COVID 19 of School Leadership in South Africa:

Embracing ‘Presence’ for responsive solutions to improve teaching and learning.

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Abstract

This paper examines the impact of COVID 19 in the Basic Education schooling. The recent study by Kremer and colleagues (2022) has highlighted the importance of holistic methodologies that can systematically improve teaching and learning outcomes during pandemic. The pandemic directs leaders in education to pay attention on the human dimension of leadership. This brings our full humanity to work as an element of ‘presencing,’ to generate innovative solutions to challenges caused by disruptions. According to (Vermeer, 2022) the risk of “siege mentality,” is that survival instincts get generated, and leaders become short-termism in their decisions and that disturb long-term prospects. To avoid such panic, school leaders should develop a new mind-set and skills-set to facilitate innovative thoughts through strategic conversations. Pillay, (2022) describes this as humanized leadership which is the ability to lead by integrating the awareness that leaders individually and collectively are regarded as matured human beings. Their valued mental states are embedded in a social context. This paper explores Pillay’s four humanizing Ps and align them to Scharmer’s opinion on three (3) types of complexity and four (4) elements of change. COVID-19 caused enormous disruption to the schooling system on an unprecedented scale. Emerging evidence

indicates that these disruptions impacted learners on shortened curricula, introduction of technology, affected contact time, and significant learning losses over the two years of the pandemic (Hoadley, 2020; Ardington, Wills and Kotze, 2021; Van der Berg et al., 2022). The following objectives guided the basis of this paper: 1) To provide insight to the disruptive nature of Covid 19 into teaching and learning; 2) To explore key pillars and drivers for alternative means of responding to pandemics; 3) To make recommendations to mitigate the challenges experienced during Covid 19, and 4) To identify enablers that promote innovation and creativity on curriculum delivery.

Keywords: School leadership, Humanised Leadership, Societal innovation, Sustainability, Transition, Transformation, and ‘Presencing.’

Equality, diversity, and participation in a digitalized teaching and learning platforms in higher education: The effect of urban rural digital divide and gap on student equality and participation in higher education.

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Abstract

The advent of Covid 19 in 2020 has necessitated a change in the way of presenting lectures in institutions of higher learning worldwide and in South Africa, specifically. In order to combat the spread of the virus, governments across the world enacted rules which led to lockdowns. This led to the stoppage of face-to-face teaching and learning in schools and institutions of higher learning. For teaching and learning to continue in such a situation, institutions resorted to online teaching. Due to the fact that university student population is diversified in terms of literacies that students have, the introduction of online teaching came as a challenge for students, especially as a result of the rural urban digital divide and gap. Research shows that some university students who come from schools located in rural areas at times depend on face-to-face lectures to access information. This is due to the reason that these students at times it is their first time to use a computer or a device for learning. It is for this reason that universities should not utilise a one size fits all approach when introducing online teaching in order to bring the students from rural areas in par with those from urban areas who have had access to the use of information technology devices.

Keywords: Diversity, Digitalize, Equality, Higher Education, Teaching

Equality vs Equity: African Women and the Covid-19 Experience.

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Abstract

Within the African continent, many of the reports on the response of the government of various countries to the Covid-19 pandemic have highlighted a neglect of gendered considerations in the articulation and execution of these responses. The implication of this is that women, who have been living in conditions of inequality before the pandemic, have become more vulnerable to the effects of the pandemic. This has also affected the place of women in higher education who have found it more difficult to match up to digitalized

teaching and learning approaches due to cultural roles assigned to them in many African societies. While attempts are being made to address the marginalization of women in society, the major focus of many of these attempts have been to provide equal opportunities for everyone (men and women alike) without paying adequate attention to the diversities that distinguish both gender. Thus, while there has been a drive towards equality, there has been a significant lack of equity in the approaches and responses to the covid-19 pandemic. The aim of this study is to identify certain cultural essentials in the distinction between men and women, and to draw the implication of these essentials for a more equitable approach to the effects of the Covid-19 pandemic on higher education.

Keywords: Equality, Equity, Cultural Essentialism, Higher Education, Covid-19

A multidisciplinary approach to understanding the teaching and learning process from the perspective of Barnlund's Transactional Model of Communication and African Communication systems.

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Abstract

Over the years, the pedagogical process has been rarely seen as a multidisciplinary praxis. Current literature shows that many researchers and teaching and learning instructors have always viewed the pedagogical process from the perspective of education discipline. Moreso, while teaching and learning is reciprocal in nature, it has been largely contextualized within the boundaries of a teacher-to-student (one-way) transfer process of contextualised knowledge. Thus, this exacerbates the lack of interdisciplinarity in teaching and learning, both in practice and research. Therefore, this paper synthesises two disciplines; education, and communication, to provide philosophical tools for articulating pedagogy as a communication process. In doing so, this paper utilises the Barnlund's Transactional Model of Communication and African Communication Systems to understand the teaching and learning process from the perspective of communication science. A qualitative grounded theory based on an inductive approach is utilised in understanding Barnlund's Transactional Model of Communication (TMC) elements of communication in relation to the teaching and learning process. On the other hand, African Communication Systems are used to understand the communication of educational knowledge to an African student. The outcome of this paper is the development of a Pedagogical Communication Process framework (PCPF) for an intercultural African university classroom.

Keywords: Multidisciplinary approach, Teaching and Learning, Transactional Model of Communication, African Communication Systems, Higher Education.

Has Covid-19 really moved education to 4IR where learning will be digital, with a few occasions of face-to-face engagements?

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Abstract

The outbreak of Covid-19 pandemic had an impact on institutions of higher learning in Africa. As a result, the government introduced the new system of learning that led the institutions of higher learning shifting away from physical or face-to-face teaching and learning to online. This made some of the universities comprehend that online learning is doable in Africa. The aim of this study is to examine whether Covid-19 really moved education to 4IR where learning will be digital, with a few occasions of face-to-face engagements? However, there are some of the universities that have adapted quickly to the digital system with few occasions of face-to-face engagements because these days there are some of the institutions which are still conducting their academic activities through digital, and some are conducting through face-to-face. This paper followed a qualitative methodology and guided by ethnography research design. The data was collected from 25 participants who were selected purposively. The collected data was transcribed using Microsoft Word and analyzed using thematic content analysis. A key finding of this paper is that, despite the government's introduction of the online teaching and learning strategy in higher education institutions, it has brought about some inconveniences and flexibilities for both university students and staff members because it has its own drawbacks, especially for underprivileged students and those who live in rural areas with no internet access. Since face-to-face interactions are more effective than digital systems, several universities have returned to face-to face system but there are also some academic institutions which are still conducting their teaching and learning online. This paper recommends that a hybrid approach of teaching and learning be adopted as the digital system should also not be abandoned post covid-19 because it makes it easier to conduct teaching and learning in the institutions of higher learning.

Key words: COVID-19, Digital, Learning, 4IR, Face-to-face teaching

Clerical Crimes and Hate Speech in South Africa: An Exploration of Gender-Based Violence and Xenophobic Statements on social media

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Abstract

While popular foreign clergymen in South Africa attracted an enormous number of followers, clerical crimes such as rape and other gender-based violence related crimes were pervasive on the internet and in courts of law. Social media, on the other hand, experienced xenophobic undertones against foreign-led religious churches. This article analyses how social media was weaponised through xenophobia and hate speech against immigrant religious leaders as perpetrators of gender-based violence. We employ a qualitative content analysis to analyse user-generated content on Facebook particularly comments attached to eNCA (we can add another social media news outlet) news posts on gender-based violence committed by foreign religious leaders. We use critical discourse analysis as social media theory to analyse the user-generated content (UGC) to explore the contextual meaning of hate speech and xenophobia linked to gender-based violence in South Africa. The findings of the study show that social media can be toxic in an environment infested by xenophobia. Social media protrudes the xenophobic sentiments that crime is high by foreigners in South Africa.

Keywords: Social Media, Clergymen, Xenophobia, Gender-Based Violence, Foreigners, Critical Discourse Analysis.

South Africa's Foreign Policy Posture in Africa, 1994-2021: A Neo-Gramscian Perspective²

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Abstract

This article analysed South Africa's foreign policy position in Africa since 1994. Despite its assumed leadership of and investment in the African Union (AU) and the Southern African Development Community (SADC), South Africa has not developed its own hegemonic project and is consequently unable to exert significant influence over the ideas of the two institutions. Rooted in Antonio Gramsci's absolute historicism, which locates decisions and actions at the level of the state within specific contexts, Robert Cox's Method of Historical Structures (MHS) offers a framework that enables an approach informed by critical theory methodological tradition to analyse the underlying factors of this situation. The article aimed at utilising the three elements of the MHS, namely material capabilities, ideas and institutions; and applying them to the context of international relations in relation to South Africa's foreign policy choices that are informed by the global context of the post-USSR global arena it entered in 1990. This study argued that South Africa's position of material capabilities and resources was thus limited within the parameters of a neoliberal world order, and the predominance of institutions that facilitated the penetration of neoliberalism, regionally and globally. The global hegemonic order relies on surrogates for its functioning and South Africa's subsequent domestic adherence to the hegemonic neoliberal order has been transferred to SADC and, to a limited extent, to the AU through the policies and institutional

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projects that South Africa has been championing since 1994.

Keywords: *Foreign policy, International relations, Material capabilities, Neo-Gramscian perspective, South Africa*

Racism and Social Conflict Post-1994 in South Africa: A Conflict Resolution Perspective³

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Abstract

This article examines the national consequences of racism on social cohesion in the new South Africa (SA). The article aims to lay bare the impact of racism on social relations. In this regard, racism has a potential of creating a scope for social tensions. Methodologically, the researcher has utilised a qualitative literature assessment to examine the issue in question. This article employs the analytical conflict resolution school known as a human needs model as a theoretical framework. Racism and classism are serious threats to the democratic project of post-1994. This social conflict is escalated by different understandings across the racial divide on how the question of the land reform should be managed in SA. There is limited scholarly work on the nexus between race, social cohesion and conflict resolution/management in SA at a conceptual level. This implies that there is a knowledge gap on the symbiotic relationship between these concepts in post-apartheid SA. It is noteworthy that race is a central way of examining the social order in the SA body-politic. Against this background, this article is an attempt to contribute to the on-going debate surrounding the effects of racism on social relations in SA.

Keywords: *Race, Racism, Class, Conflict and Social Cohesion*

³ This paper has been published already in the: *Journal of Nation-building & Policy Studies (JoNPS) Special Issue, July 2020 pp 127-143*

SOUTH AFRICA'S INVOLVEMENT ON THE AFRICAN CONTINENT, 1994-2020: A HEGEMONIC PROJECT OR MYTH?⁴

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Abstract

This article explores South Africa's post-apartheid relations with its immediate region and the rest of Africa; covering the period of 1994 to 2019. South Africa maintains the largest diplomatic presence in Africa by any African country. This article unpacks South Africa's choices in seeking to exercise hegemony on the African continent, the limitations to its efforts and the implications thereof. The study aims to provide a better understanding of South Africa's struggle to achieve hegemony in Africa. From a Gramscian perspective, hegemony is employed as a theoretical lens to examine attempts to exert its dominance in Africa. The central research question is: Have South Africa's

⁴ This paper is published already in the: *Journal of African Foreign Affairs (JoAFA)*, Volume 8, Number 1, April 2021 pp 53-75

actions in Africa since 1994 illustrated that it is a hegemonic force? The study utilised critical theory as the methodological approach. As an approach, critical theory, amongst others, raises questions on the social construction of knowledge and power relations between states and classes. Critical theory enabled this article to critically investigate the actions of the dominant neoliberal aligned ANC faction prior, during and after the 1994 transition, as reflected in the decisions of its administrations between 1994 and 2019. We argue that South Africa's adherence to the current neoliberal world order has informed its approach to Africa as opposed to imposing a hegemony agenda.

Keywords: Foreign policy, neo-liberalism, hegemony, critical theory

Assessing pedagogies in training next generation in emerging digital competencies: A NWU perspective

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ABSTRACT

The emergence of digital technology has posed a challenge in South Africa, as it was evident during the Covid 19 pandemic and continues to impede the shift towards effective teaching pedagogies post the pandemic. There are emerging discussions towards the transitions towards improving learning and teaching models using technology. Thus, the NWU should develop training pedagogies should be implemented to train the next generation in emerging digital technologies. The change is imperative in implementing effective change management in the education sector, primarily concerning North West University. Emerging technologies relate to virtual implementation, augmented reality implementation, mobile learning devices, physical computing tools and technologies allowing for collaborative learning. The change management theory and model propose a well-structured communications system, as technologies are ever-changing and ever-evolving, affecting the whole T&L system. Its implementation will allow NWU to prepare for change resistance and provide guidelines for successfully implementing pedagogies towards training. The article's objective relates to assessing new pedagogies in teaching and learning ICTs and implementing change management models towards training in emerging digital technologies. The outcomes are measured to show the intended results, the evidence of the potential of the teaching and learning system that achieves its expected learning outcomes and their achievement. The outcomes process provides clear guidelines for the effectiveness of change management models that support the implementation of ICT pedagogies for training and emerging digital competencies.

Keywords: Emerging technologies, augmented reality, change management, collaboration

BRIDGING THE GAP: HARNESSING DIASPORA PHILANTHROPY TO DEVELOP RURAL INFRASTRUCTURE IN ZIMBABWE

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Abstract

Studies on the contribution of diaspora philanthropy to rural development are burgeoning. There is a continuous need for research investigating the migration-remittance-development nexus makes diaspora philanthropy a vital area for academic inquiries, given the increasing numbers of Zimbabweans emigrating to other countries. Through a qualitative research approach, the study explores the main drivers, enablers, and opportunities central to diaspora philanthropy in bridging the resource gap in rural development. Document analysis and literature review are applied as data collection tools. Drawing on Ubuntu and Stewardship Theory, the paper highlights the potential for diaspora philanthropy to bridge the gap in rural infrastructure development in Zimbabwe. The study also calls for enabling frameworks for diaspora philanthropic activities in Zimbabwe to maximise its potential impact on rural communities. By exploring the contributions of diaspora philanthropy to rural infrastructure development, this paper provides a foundation for future research in this area. It is recommended that the reviewed diaspora policy must provide clear enabling frameworks for diaspora philanthropic activities.

Keywords: diaspora philanthropy, remittances, rural development, migration, ubuntu, stewardship

Distinguished participants,

I would like to thank you all, especially the guest speakers for your brilliant thought-provoking presentations, the panel chairmen and rapporteurs for effectively coordinating their panel sessions and keeping to time. However, most importantly, I would like to thank all the participants. Without your input, ideas and discussion, these three days conference would not have been this successful. When we commence the conference, I tried to outline the goals of the conference, which includes: what I felt we were trying to do here:

- Exchange ideas and opinions on the new directions in post-COVID-19 educational teaching and learning in Africa
- Find out what other scholars, academics or researchers are doing about research and teaching
- Create contacts between people

I am very happy that in the last three days we have exceeded even our most optimistic expectations in all respects, during the sessions and outside, socially, in the restaurant, in the bar and even occasionally within the campus. I hope that the contacts that have been made here will continue in the future as I am convinced that they are very useful. The past three days have confirmed the unique nature and purpose of this international conference. We bring to the fore different opinions and perspectives on the core theme of the conference. There are too many of you to appreciate and thank individually for your contributions, but I want to acknowledge the leadership exercised by our conference organizing committee team who have made this year's conference possible and successful. As the conference ends, I believe we all have the same conviction that Africa stands a chance of following new directions to improve educational teaching and learning in post-COVID-19 in Africa. Therefore, it is firmly believed that the closing of this conference is not an end, but a unique starting point.

Colleagues, please allow me, to express again our sincere gratitude for the support we received from the management of the University of Witwatersrand, Johannesburg, South Africa for giving us this opportunity to host this international conference. For the Guest Speaker, presenters and participants, I do hope that this conference has left a memorable impression in your memories of the last three days. I wish a pleasant and safe journey home to all and hope we meet again soon.

Thank you.