



**BU IRC**

**BOTHO UNIVERSITY**  
INTERNATIONAL RESEARCH  
CONFERENCE 2013  
IN COLLABORATION WITH  
BRITISH COUNCIL.



**BOTHO**  
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EXCELLENCE | LEADERSHIP | INNOVATION



# Conference Proceedings

**Theme:** Global Employability and Internationalisation

**Date:** 25th & 26th November 2013

Gaborone, Botswana



## **BUIRC 2013 STEERING COMMITTEE**

From left to right: Dr. Morgen Chawawa - Research Manager, Botho University |

Ms. Refilwe Ithuteng - Finance & Resources Officer, British Council, Botswana | Ms. Boitumelo Kgangetsile - Projects Manager, British Council, Botswana |

Mr. Ravi Srinivasan - Pro-Vice-Chancellor, Administration & Stakeholder Relations, Botho University | Ms. Nobantu Kalake - Country Director, British Council, Botswana |

Ms. Avanthi Gotru - Examinations Officer, British Council, Botswana | Mr. GD Ramaraju - Dean, Office of Research and Quality Management, Botho University |

Mr. Arun P. Gandhi - Marketing Manager, Botho University | Mr. Tebogo E. Matebesi - Assistant Marketing Manager, Botho University



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## ABSTRACTS

### BOTHO UNIVERSITY INTERNATIONAL RESEARCH CONFERENCE 2013

**Theme:** Global Employability and Internationalisation  
**Venue:** Botho Education Park, Botho University, Gaborone, Botswana  
**Date:** 25th & 26th November 2013

## VICE-CHANCELLOR WELCOME NOTE

### **MRS. SHEELA RAJA RAM**

VICE-CHANCELLOR,  
BOTHO UNIVERSITY, BOTSWANA



A warm welcome to all of you to Botho University and a special welcome for our international visitors to Botswana. I am pleased to welcome you to the Botho University International Research Conference BUIRC-2013. This is the second international conference hosted by Botho University. BUIRC-2013 is hosted in collaboration with the British Council and we are indeed grateful to them for their generous support. We

are also grateful to all our sponsors for supporting our endeavours. We are delighted with the overwhelming response to BUIRC-2013 with over 300 participants from 10 countries.

The BUIRC-2013 theme of Global Employability and Internationalisation has a great deal of relevance both in the global and national context. On the national front a lively discussion on this theme is timely as Botswana aspires to become a regional education hub. The global context is changing rapidly as emerging economies stake their claim on the international stage and there is a distinctive shift in where the jobs are actually being created. Africa is awakening as a continent as many of our nations join the list of emerging African economies.

The connected nature of global enterprises calls for increased cross-

border graduate mobility and this phenomena needs to be exploited by ensuring that university graduates have the requisite employability skills to deliver in an international arena. This gives rise to many questions:

- What are global employability skills?
- Does internationalisation of university faculty, student body and curriculum support the development of global employability skills among graduates?
- What role do policy makers and employers play?

Hopefully this conference will help us understand some of these issues and also create a community of scholars who could take this discussion forward towards implementation. We will also have the opportunity to hear some learner voices to build a better appreciation of student needs.

Please do get actively involved in the proceedings, as your contributions are important to find urgent solutions to the multi-faceted issue of global employability and internationalisation. I thank all our local and international presenters, panellists, moderators and members of the organising committees for making BUIRC-2013 a reality.

Best wishes

Mrs. Sheela Raja Ram  
Vice-Chancellor, Botho University, Botswana



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## About Botho University



Botho University was established in 1997 as a computing training institute that has rapidly evolved to become a high quality and multidisciplinary university, having been awarded the university status in 2013. Botho University is the first local private university in Botswana. The University currently has four faculties namely, Faculty of Accounting and Finance, Faculty of Computing, Faculty of Business and the Faculty of Education and Continuing Studies that offer a wide range of undergraduate degrees in Accounting, Business Management, Health Information Management, Computing, Network Security and Computer Forensics, Mobile Computing, professional accounting qualifications such as AAT, ACCA, CIMA, and the Botswana Institute of Chartered Accountants (BICA) qualification, programmes in Higher Education and over 200 short-term programmes that are suitable for career development. The University's strategic plan is to expand the existing range of programmes and offer degrees in Hospitality, Jewellery Design and Engineering that are relevant to the needs of Botswana and the region.

Botho University has a number of international partnerships with well-known international institutions such as NIIT, the UK Open University, Teesside University, Ohio University and Manipal University. These partnerships enrich our curriculum and provide staff development and research opportunities. We have three campuses in Botswana in Gaborone, Francistown and in Maun and have started attracting students from the region.

The Botho Graduate Profile articulates our mission to produce globally employable graduates by continuously expanding co-curricular and extracurricular programmes to support the positive personality development of our students both inside and outside the classroom. Students are encouraged to have a career focus and also to engage in various sporting, community, cultural and creative activities. The University has developed a strong industry network that provides

feedback and input for programme development, internships and graduate placement. The Projects Office that operates as a not for profit consultancy gets involved in technical projects for various clients including NGOs and public private partnerships so that students get real life work experiences. All Botho University degrees include a formal internship module for developing employability skills and an entrepreneurship module to nurture entrepreneurial talent.

We have a diverse, multidisciplinary and well-qualified staff complement that is steadily growing. The University provides structured staff development opportunities for research and further education. Driven by our resolve to continuously improve the learning environment the University has implemented blended learning so that students have more access to study material, more opportunities to engage better with their learning, interact with tutors and with peers and to be able to study in a flexible manner. Botho University has invested in good computing resources and excellent infrastructure thus making our campuses conducive for learning. The Botho University International Research Conference (BUIRC) attracts a number of international and local speakers and has been successfully organized since 2012 to discuss and debate current issues in higher education.

Botho University is driven by the values of excellence, leadership, and innovation, and aims to become a centre of excellence in higher education and a driver for positive social change. Our focus on quality has resulted in our becoming BOS ISO 9001:2008 certified for all our processes. The University intends to lead the way in tertiary education by innovatively transforming students to become competitive and relevant in the global market.

**“ Excellence, Leadership, Innovation ”**





## About British Council

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### **The British Council is the United Kingdom's International Organisation for educational opportunities and cultural relations.**

The purpose of the British Council is to create international opportunities for and trust between the people of the UK and other countries worldwide. We call this cultural relations.

### **We build opportunities and trust through the following cultural relations activities:**

- Sharing the UK's expertise, experience and content
- Strengthening the UK's international collaboration and partnerships
- Increasing understanding between people of different cultures
- Supporting development of people and societies

### **We work with:**

- Leaders of their societies and communities
- Influencers by virtue of their profession, their role in their community, their access to policy makers or their influence in the media or social media
- Aspirants who have the potential to become the next generation of leaders and influencers

The British Council opened its Botswana Office or Directorate in 1972 and the work of the Directorate has over the years been responsive to Botswana's development plans including the country's Vision 2016.

For specific programmes refer to <http://www.britishcouncil.org/africa-bw-contact-us.htm>

**" We value people, mutuality, integrity, creativity and professionalism in all we do "**



***CONFERENCE THEME:***

***GLOBAL EMPLOYABILITY AND INTERNATIONALISATION***



***KEYNOTE SPEAKERS***

## KEY NOTE SPEAKER

### **DR. PATRICK MOLUTSI**

EXECUTIVE SECRETARY OF TERTIARY EDUCATION COUNCIL  
(T.E.C.) – BOTSWANA



Dr. Patrick Molutsi has been the Executive Secretary of the Tertiary Education Council since October 2003 – to date. In this position Dr. Molutsi has travelled and participated in global Higher Education Conferences around the world. He has visited Higher Education Councils in England, Ireland, Scotland, South Africa, New Zealand, India, Mauritius and Namibia. He supervised two

major projects on development of a Tertiary Education Policy and a Human Resource Development Strategy (HRDS) for Botswana.

Before joining the Tertiary Education Council, he was working for the International Institute for Democracy and Electoral Assistance (IDEA) in Stockholm, Sweden from 1999 to 2003. He started as Head of Applied Research where he led a university based research project linking universities in Bangladesh, Kenya, Malawi, Peru, Australia and UK. In 2001 he was promoted to the position of Director of Field Programmes. In 2002 after the restructuring of IDEA, Dr. Molutsi was appointed Director of two major programmes related to democracy assessment and assistance. This position involved supervision of field programmes in Indonesia, Georgia (Republic), Burkina Faso, Nigeria, Peru and Costa Rica.

Between 1980 and 1999, Dr. Molutsi taught as lecturer and senior lecturer at the University of Botswana, Department of Sociology. In 1996 – 1999 he was elected Dean of the Faculty of Social Sciences which involved

supervising two international projects funded by UNFPA on Population and Development and Centre of Excellence in Public Administration and Management sponsored by GTZ for the Southern African Development Community (SADC).

Dr. Molutsi received his first degree at University of Botswana in Sociology and History and a concurrent Diploma in Education, a Post-Graduate Diploma in Population Studies (Ghana), M.Phil (Oxford), D.Phil (Oxford) both in Sociology of Development and a Diploma in Public International Law (Wolverhampton/Holborn College).

Dr. Patrick Molutsi has done research and written on a wide range of topics including democracy, education, election, rural development, human development (UNDP), poverty and governance. He has done consultancies for different government ministries/departments, the UNDP, WHO, UNICEF, Sida, NORAD, MS Denmark, LO Norway, etc. as well as local and international NGOs on various issues.

## KEY NOTE SPEAKER

### **MR. LUCKY TEBALEBO MOAHI**

COORDINATOR, BOTSWANA EDUCATION HUB,  
MINISTRY OF EDUCATION AND SKILLS DEVELOPMENT, BOTSWANA



Mr. Lucky T Moahi is the Coordinator of the Botswana Education Hub in the Ministry of Education and Skills Development. His responsibilities also include supervising the work of the Botswana National Commission for UNESCO through its Secretariat.

The Botswana Education Hub (BEH) was established as one of the national initiatives under the Botswana Excellence Strategy for Economic Diversification and Sustainable Growth. BEH thus aims at making high quality education, training and research key parts of the country's economic diversification and social development. This is to be achieved through strengthening the capacity of existing institutions and attracting new providers, international and local, to establish and attract international students and scholars.

Prior to re-joining the Ministry of Education and Skills Development in June 2012, he served in the Ministry of Labour and Home Affairs, initially as Deputy Permanent Secretary and later as Permanent Secretary of the same Ministry.

Lucky Moahi came to the Ministry of Labour and Home Affairs from the then Ministry of Communications, Science and Technology where he was the founding Deputy Permanent Secretary when the Ministry was first established in 2002. His responsibilities included functions relating to

research, science and technology and the public media.

Lucky Moahi trained as a Chemistry teacher and started his public service career in teaching, subsequently joining the Ministry of Education as a Science Education Officer, progressing to the level of Director of Curriculum Development and Evaluation.

Lucky graduated from the University of Botswana and Swaziland in 1977 with a Bachelor of Science and Concurrent Certificate in Education. He also holds a Diploma in Advanced Educational Studies from University of Newcastle upon Tyne, UK (1983), a Master of Education in Educational Management and Policy from University of Birmingham, UK (1995) and a Master of Business Administration from De Montfort University, UK (2004).

Past memberships of statutory Boards of Directors include Botswana Telecommunications Corporation, Botswana Training Authority, Botswana National Productivity Centre, Construction Industry Trust Fund, National Human Resources Development Advisory Council, and currently serves on the Council of Botswana International University of Science and Technology.



***PANEL DISCUSSION SPEAKER PROFILES***

## PANEL DISCUSSION SPEAKER PROFILE

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### **PROF. PETER MBATI**

VICE CHANCELLOR & PRINCIPAL,  
UNIVERSITY OF VENDA, SOUTH AFRICA



Prof. Peter Mbatl was appointed as Vice Chancellor and Principal of the University of Venda in 2008, with his contract renewed for a second term from February 2013. He has served in various leadership roles in institutions of higher learning and in science councils. He worked as Group Executive of the Livestock Business

Division at the Agricultural Research Council, Pretoria; Campus Principal of the QwaQwa Campus of the University of the Free State, Executive Director Academic at the QwaQwa Campus, and Acting Director of the Biomedical Sciences Research Centre of the Kenya Medical Research Institute in Nairobi, Kenya.

He obtained his PhD in 1994 from Kenyatta University in molecular parasitology and soon thereafter pursued a certificate in advanced studies in protozoan diseases from the Research Centre for Protozoan Molecular Immunology, Obihiro University of Agriculture and Veterinary Medicine, Japan. With 63 peer reviewed accredited publications to his credit and, a C-rated researcher by the National Research Foundation (NRF), he was responsible for setting up the Parasitology Research Programme at the QwaQwa campus of the University of the Free State where a number of students graduated in honours, masters and doctoral degrees, several of whom now occupy important academic and research positions in South Africa.

With the support of the UNIVEN Council, Mbatl has led a dedicated team of senior and executive managers in implementing important transformative projects critical for the academic core project at the University of Venda. He has been recognised for his leadership with a Gold Medal Award in 2012 from the University of Venda Black Management Forum (BMF) Student Chapter; and the Limpopo Black Management Forum due to honour him in June 2013.

## ***PANEL DISCUSSION SPEAKER PROFILE***

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### ***DR. BATHSHEBA MBONGWE***

DIRECTOR DEPARTMENT OF NATIONAL INTERNSHIP PROGRAMME,  
MINISTRY OF LABOUR AND HOME AFFAIRS, BOTSWANA



Dr. Bathsheba Mbongwe has worked for both government and the private sector as a trainer, consultant, lecturer, administrator and practitioner psychologist. Dr. Bathsheba Mbongwe currently works for government of Botswana heading the Department of National Internship Programme. Her research interests are on issues of power and partnerships in institutions, HIV/AIDS among

adolescents, human capital progression for graduates and the use of psychometric assessments at school and work. Dr. Mbongwe has presented her scholarly work in both national and international conferences and even published her work in journal articles. Bathsheba Mbongwe is a graduate of University of Pretoria where she obtained her PhD and University at Albany in USA where she received her Master of Science in Educational Psychology and Methodology.

## PANEL DISCUSSION SPEAKER PROFILE

### **MR. RORY DALY**

PLACEMENT, INTERNSHIP & PROJECTS OFFICER MANAGEMENT SCHOOL  
OFFICE, THE MANAGEMENT SCHOOL LANCASTER UNIVERSITY  
BAILRIGG, LANCASTER-UK



Rory is a graduate of Lancaster University having completed a BA in Politics and Philosophy and an MA in Applied Research and Consultancy. He has worked at the University in student facing roles since 2005, focusing on academic and soft skills development, coaching, and recruitment. With a particular interest in diversity issues, and community-based learning, Rory is a member of

the AGCAS Diversity Task Group.

them in undertaking a placement.

- Providing a point of contact while the students are on placement, visiting students on placement, and providing feedback to employers following a placement.

#### **Professional Role: Rory's role involves:**

- Representing LUMS to prospective employers and seeking appropriate new placement opportunities both nationally and internationally through liaising with employers.
- Delivering careers related modules to prepare student for placement and help them to reflect on their experiences.
- Advising and guiding students (in groups or as individuals, online and in person) about the application process including, CVs, application forms, assessment centres, interviews and selection tests.
- Monitoring the suitability of existing placement opportunities and ensuring that employers are aware of their responsibilities to the student and of the student's and the University's responsibilities to them.
- Promoting placement opportunities and benefits to students and advising students on their applications and on the requirements of



## **PANEL DISCUSSION SPEAKER PROFILE**

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### **MRS. PRIYA IYER**

PRO-VICE CHANCELLOR & DIRECTOR (EMPLOYABILITY & DEVELOPMENT),  
BOTHO UNIVERSITY, BOTSWANA



Priya Iyer is a Chartered Accountant from India who has over 20 years of experience at senior management levels. She is the first woman to become President of the Botswana Institute of Accountants. During her career so far she has worked in all areas of a business including Finance, HR and Advisory. She has established good networks in various professional institutions

across the globe such as the International Federation of Accountants (IFAC) and the World Bank. She also had a short term assignment with the World Bank to develop the rules and regulations for the Accountants Act and the Financial Report Act. She has played a major role in the implementation of the national accounting qualification in Botswana. Her portfolio at Botho University covers employability of graduates.



***PLENARY PRESENTERS BIO-SKETCHES & ABSTRACTS***

# GOVERNMENT FUNDING, INFRASTRUCTURAL DEVELOPMENT AND EFFECTIVE TEACHING AS DETERMINANTS OF GLOBAL EMPLOYABILITY: THE NIGERIA SITUATION

## PROF. SAMSON A AYANLAJA

VICE-CHANCELLOR,  
CRAWFORD UNIVERSITY IGBESA, NIGERIA



Prof. Samson A. Ayanlaja was born on the 12th May, 1950 at Ago-Iwoye Town in Western Nigeria. He obtained BSc (Second Class Upper) and MBA degrees of the University of Ibadan, Nigeria in 1975 and 1994 respectively, and PhD of the University of Reading, England in 1981 in Soil Science (Agriculture). He obtained 3 professional certificates from Israel in Irrigation (1988) Crop-

Weather Modeling (2005), and Management of Higher Education Institutions (2012). Prof. Ayanlaja joined Olabisi Onabanjo University in 1984 as Lecturer 1 and was promoted Professor in 2001. He was the Head of Department, Dean of Faculty, Deputy Provost of Post-Graduate School and Provost/ Head of Agriculture Campus of the University at different times and has been Vice-Chancellor of Crawford University Igbesa, Nigeria since October, 2010.

**Abstract:** Employability refers to a person's capability for gaining and maintaining employment, which is contingent on the cognitive and soft skills the person possesses. The paper argues that the level of government investment on education, which translates to achieving complete curriculum content delivery, by qualified, well motivated staff in a congenial environment with appropriate learning facilities, resulting to graduates acquiring high capabilities, making them immediately effective on the job.

In Nigeria, the education sector is bedeviled by very poor government funding, leading to incessant strikes, and ultimately to half-baked graduates

which, in some cases, are only barely employable. The paper asserts that with more funding, if properly managed, will translate to more infrastructural development and hiring of effective teachers and enhancement of modern day teaching aids and methods aimed at developing both cognitive (numeracy and literacy) and non-cognitive soft skills (communication, adaptability, productivity and innovation) of the students.

Over the years, a lack of access to energy by factories contributes to contracting job availability and yet, according to National Bureau of Statistics, each year 1.8 million youths enter the labour market and "how to create job for them is giving the Minister of Finance sleepless nights (Punch 9th July, 2013 pg3)". The paper concludes by giving 4 recommendations including:

1. Need for government to step up and be passionate about funding higher education
2. Need to constantly update the curriculum to make same relevant to solving present emerging national economic issues
3. Need to incorporate soft skills and entrepreneurial training into the curriculum and
4. Need to improve infrastructural development especially electricity, so as to encourage creation of jobs for the ever increasing job seekers

## HOLISTIC INITIATIVES FOR ENHANCING GRADUATE EMPLOYABILITY – THE ZIMBABWEAN EXPERIENCE

### DR. EVELYN CHIYEVO GARWE

DEPUTY CHIEF EXECUTIVE OFFICER, ZIMBABWE COUNCIL FOR HIGHER EDUCATION HARARE, ZIMBABWE



Dr. Evelyn C. Garwe is the Deputy Chief Executive Officer for the Zimbabwe Council for Higher Education (ZIMCHE). She is a holder of four degrees all obtained with distinction. She has 22 years of experience in the quality assurance and strategic management of academic and developmental programmes in Agriculture, Health, Natural Resources and the environment.

She has held university administrative positions of Executive Dean for the School of Agricultural Sciences and Technology at Chinhoyi University of Technology and Coordinator for the Faculty of Agriculture at the Women's University in Africa.

Evelyn is a recipient of several academic awards. She is the Chairperson of the Agricultural Research Council (ARC) of Zimbabwe, Secretary of the Research and Intellectual Expo Organising Committee, member of the Great Zimbabwe University Council and the Local Contact Point for Southern Africa for the European Union CPNAFRICA Project. She is also an external examiner, a supervisor for postgraduate students and a reviewer of research journals.

**Abstract:** This study evaluated initiatives that enhance graduate employability and to build successful future careers for undergraduate students. The author explored initiatives from higher education institutions, Government, professional bodies, industry and commerce and employment

bodies in Zimbabwe. The methodology involved documentary analysis, questionnaires and interviews with stakeholders including higher education administrators, heads of institutions, heads of departments, academics, employers, parents, students and alumni. The results showed that the country utilised various ways to stimulate graduate future economic engagement. Crafting and continuously changing curricula to suit economic and societal needs had the greatest impact. Exposing students to work related learning ranked second as a factor that had the greatest impact on nurturing future entrepreneurs as well as building successful careers in academia and industry. Government efforts to promote internationalisation through scholarship programmes was also lauded along with virtual and physical exposure to lecturing staff from other relevant national, regional and international institutions. The impact made by the SARUA-IOM-ZIMCHE 2010 Diaspora Lecturers Temporary Return Project was acknowledged as a testimony of the importance of regional cooperation. The study recommended the critical need for education institutions in the region to cooperate in embracing intellectual mobility as a strategic goal for building national and regional prosperity.

# ***“META-TEACHING”: HOW TO PREPARE TUTORS TO PREPARE STUDENTS FOR GLOBAL EMPLOYABILITY***

## ***DR. MARK LEJK***

HIGHER EDUCATION CONSULTANT, UK



Dr. Mark Lejk was the first Dean of Computing at Botho University, Botswana, and now works from the UK as a consultant in Higher Education. He has over 20 years of experience at the University of Sunderland, UK, where he was Reader in Informatics Education. He is a Fellow of the Higher Education Academy, UK, a Member of the British Computer Society and a Chartered

Engineer. He has published 2 textbooks in his subject area, Systems Analysis & Design, and has written several journal papers on learning, teaching and assessment. He is also a keen hiker and in May 2013, he branched out into new territory and published a book of walks in his home county of Northumberland, UK. He was the co-founder of the innovative Postgraduate Certificate in Higher Education at Botho University, the first cohort of which graduated in 2012, and he continues to teach on this course.

**Abstract:** Surveys of employers in multi-national businesses highlight the need for graduates to be prepared for an international environment. The most important skills cited are the ability to work collaboratively with people from a range of backgrounds and countries, along with excellent communication. Possessing drive and resilience came next, followed by an ability to embrace different perspectives.

These attributes are clearly difficult to teach. Many tutors in Higher Education have themselves never experienced collaborative work in their

own undergraduate and postgraduate studies. Also, many countries still do not require tutors in Higher Education to have any educational training. It is therefore important to prepare the tutors to be in a position to prepare the students to foster these skills.

This paper describes the approach adopted in the design and delivery of the Postgraduate Certificate in Higher Education which has been running successfully at Botho University for a number of years. It argues that the best approach to such a course is to involve the tutors in the same manner that the tutors will be expected to involve the students. The paper describes the history behind the course and the theoretical background to its design with particular emphasis on the four levels of thinking about teaching proposed by John Biggs.

The paper will conclude with a review of the results of the course including some unexpected outcomes and will also discuss plans for the future expansion of the course to higher levels.

## HIGHER EDUCATION AND EMPLOYMENT CREATION THROUGH COMMUNITY ENGAGEMENT WITHIN THE AFRICAN SPACE

### PROF. IDOWU BIAO

DEPARTMENT OF ADULT EDUCATION,  
UNIVERSITY OF BOTSWANA, GABORONE, BOTSWANA



Prof. Idowu Biao is currently serving as Professor of Lifelong Learning at the Department of Adult Education, University of Botswana, Southern Africa. He trained as a teacher, adult educationist and journalist in both Nigeria and the United Kingdom, after an initial training in French-speaking Benin.

He has been working within the university system for about a quarter of a century and has been Professor for about a decade and a half of that period. He has served as Head of Department and Ag. Dean in my universities across Africa, Deputy Director and Ag. Director, Institute of Extra-Mural Studies, National University of Lesotho, and Chair, College Portal of the University of Calabar, Nigeria.

He currently has more than 80 academic publications and 55 monographs and technical reports to his credit. The records of his post-doctoral work experience show that he has been involved since the 1990s, in the conception, development and implementation of non-formal education curricula and learning resources and programmes for the Girl-Child, the Quranic school learners and out-of-school boys in West Africa with the support of organizations such as UNICEF, USAID, UNDP, UNESCO, DVV/IIZ, British Council and later DFID.

Since 2006, he has led or participated in more than 7 funded national and

international non-formal education research projects. He recently developed a new theory of social development (the Human Development Index Literacy theory) ( see Biao (2011) International Critical Thought 1, 4: 385-396). This theory plays down on the role of capital formation but emphasises the functions of literacy education and indigenous knowledges in the process of social development implementation. Most recent publications include Biao, I. Esaete, J. & Oonyu, J, (2013). The role of learning cities in the rejuvenation of Africa International Review of Education 59(4),469-488. Prof. Biao speaks and writes in both English and French languages.

**Abstract:** This paper posits that the only visible job creation role that modern African higher education ever played was that of training Africans to fill the administrative and technical posts left open by the departure of colonial officers at independence. These posts were fully filled up during the first twenty-five years of independence in most African countries. Beyond this quarter of a century however, the products of modern African higher education institutions have begun to experience difficulties in finding placement within both the government and private sector labour markets. Although not more than 7% of those qualified to access higher education do get the benefit of higher education in Africa, yet, almost 60% of higher education graduates cannot get employed (Tilak, 2009; Gallup, 2012). While incongruity between higher education curricula and the requirements of the African labour market has been cited as the root cause of high graduate unemployment in Africa (Babalola, 2007), not much has been done to correct the situation.

This paper therefore argues that African higher education may succeed in improving on the current rate of graduate employability only where community engagement is adopted as an instrument for the creation of alternative employment routes within the African space.

# EDUCATION, LABOUR MARKET AND THE “USEM” MODEL OF EMPLOYABILITY

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## **DR. GABRIEL FAIMAU**

LECTURER, DEPARTMENT OF SOCIOLOGY,  
UNIVERSITY OF BOTSWANA, BOTSWANA



Dr. Gabriel Faimau is currently a Sociology Lecturer in the Department of Sociology at the University of Botswana. He is also an Extraordinary Senior Lecturer in the School of Human Sciences at the Mafikeng Campus of North West University in South Africa. Dr Faimau received his PhD in Sociology from the School of Sociology, Politics and International Studies (SPAIS), University of

Bristol, United Kingdom. He received his Master of Science (MSc) in Social Science Research Methods with distinction from the same university. He was one of the recipients of the very competitive Overseas Research Scholarship (ORS) awarded by the University of Bristol in 2008. His book, *Socio-Cultural Construction of Recognition*, was published recently (September 2013) by Cambridge Scholars Publishing in the United Kingdom. He has also published numerous research articles in various academic journals such as *Journalism Studies*, *Journal of Intercultural Studies*, *SVDVerbum*, *Perspektif Journal of Religion and Culture* and *Journal of NTT Development Studies*. His op-eds have been published in news outlets such as *Mmegi Botswana*, *The Jakarta Post*, *Common Ground News Service*, *Tabengan Daily* and *Kupang Pos*. He is an Advisory Board member of the Institute of Resource Governance and Social Change (IRGSC) in Indonesia. Apart from his academic interest, Dr. Faimau has been actively involved in various community development projects in Botswana since 2000. He is the founder of the *Lesang Bana Care Centre* in Metsimotlhabe, Botswana.

**Abstract:** The 2008 Tertiary Education Policy in Botswana points out that “Botswana’s tertiary education system has a key responsibility for meeting the needs of an increasingly market-driven, diversified, globalised knowledge-based economy and this is where the pressures of growth and change are already being experienced”. At the heart of this powerful statement is the question of employability among college graduates. There have been a number of tracer studies conducted in Botswana. In 2008, researchers from the University of Botswana surveyed the opinions of graduates from the Faculty of Social Sciences at University of Botswana on their job experiences since after graduation. This study found that “over 70% of the graduates found themselves in jobs that matched their level of education”. Another study conducted by the Department of Vocational Education and Training (DVET) between April and August 2007 concluded that nearly 50% of the graduate respondents are still unemployed or economically inactive, due to a mismatch between supply and demand. In 2010, Botswana Training Authority (BOTA) conducted a study on the employment outcomes of the vocational training graduates. This study found that the employment rate among respondents was 50.45% and the proportion of graduates respondents unemployed and looking for a job was relatively high, standing at 49.55%. While these studies surely contributed to the understanding of graduates and employment, clearly they focus more on employability in the sense of “obtaining a job”. What is lacking is a specific focus on the capability of graduates in tackling graduate jobs. This paper argues that for a conducive employability environment, four interrelated components, namely, understanding, skills, efficacy beliefs and meta-cognition (USEM), should be incorporated to our educational or academic programs and graduate employability vision.



# HARNESSING QUALITY EDUCATION AND OPPORTUNITIES FOR GRADUATE EMPLOYABILITY

## **PROF. JETHRO W. BROOKS, JUNIOR**

VICE PRESIDENT- ACADEMIC AFFAIRS,  
STELLA MARRIS POLYTECHNIC, LIBERIA



Prof. Jethro W. Brooks, Jr. was born on January 26, 1963; He holds a Master of Business Administration (MBA) majoring in Marketing Management and several certificates in the areas of General Management, Supervisory Management, Public Personnel Management, Micro financing and Psychotherapeutic Counseling. Married with four (4) children, Prof.

Brooks served as Country Supervisor in Liberia for the Educational Testing Services of Trenton New Jersey, United States of America; Assistant Dean and Dean of the Arthur Barclay Business College and is now the Vice President for Academic Affairs at the Stella Maris Polytechnic and lecturer at Stella Maris Polytechnic and the University of Liberia in the field of management. He conducted two national review of curriculum for the National Commission on Higher Education of Liberia; has written three research works (unpublished), travelled to several countries to attend educational workshops, conferences and seminars including the Republics of Ghana, Nigeria, Kenya, the United States of America, India and Gabon to present academic papers. He wrote an article titled "How to Motivate Employees and Maintain an Effective Work Force" published by the Business Liberia Magazine - 2010. Professor Brooks is a producer for an educational radio in Liberia for a program known as "Managing Work and You".

**Abstract:** The paradigm is shifting in all sectors of man's learning for technological advancement and improvement for survival including the educational industry. Peoples from all walks of life are trying to restructure and redefine the role of education in the development of their respective communities. Therefore, taking a careful look at the review of our various educational systems and setting a new agenda, is in my opinion, the right thing in the right direction.

I believe that our efforts should be geared toward reducing un-employability in all of its forms. We should not only be most concerned with "why not our individual graduates"; but with why products from the entire system are finding it difficult, if not impossible, in some instances, to get a job?

The major question is, can tertiary institutions provide adequate and appropriate manpower needed for the labor market? My answer is yes. To do this, given my experience, several things must be taken into consideration. We must be concerned and address burning issues so:

1. That highest decision making bodies of educational institution ensure that a proper match of combination for staff are recruited to meet the mission and vision set out; a hostile internal and/or external environment can be counterproductive;
2. That tertiary institutions will begin to align their programs with those of their government's developmental priorities;

3. That tertiary institutions will begin to partner with the private sector to enhance and ensure progress and sustainable development;
4. That tertiary institutions will conduct periodic research on the market to be knowledgeable of the human resource needs;
5. That tertiary institutions forge the appropriate collaboration framework with mutual respect and benefits among learning institutions which should include 'benchmarking'.
6. That links between tertiary institutions and their feeders (secondary institutions) should be established and provide opportunities for the strengthening of professional development capacities and enforcing academic standards.
7. That employer, who breaches the routine hiring processes, be held responsible for the poor and or disappointing performance of that employee(s) and not we the human resource provider. Makeshift hiring processes using (tribalism, religious affiliation, political affiliation, nepotism, etc) unknowingly affects the image of tertiary institutions and we must speak out as this process is reflecting negatively on us.

In conclusion, and as part of this presentation, there will be a brief analysis on the educational system in Liberia – our past, our current challenges and the way forward for the future; including a bird eye view into the institution that I serve as the Vice President for Academic Affairs.

# ADVANCING A PSYCHOLOGY OF GLOBAL EMPLOYABILITY: DEVELOPING PSYCHOLOGICAL CAPITAL AS A PSYCHOLOGICAL STRENGTH IN EMPLOYABILITY ENHANCEMENT

## MR. FOMBA EMMANUEL MBEBEB

LECTURER,  
UNIVERSITY OF DSCHANG, CAMEROON



Mr. Fomba Emmanuel Mbebeb studied psychology in the University of Yaounde, Cameroon, and the University of Lagos, Nigeria. He specialised in industrial/organisational psychology and is currently a lecturer in the University of Dschang, Cameroon. He has interest in research and consultancy with particular focus on human capital development and work force preparation

strategies. He militates with some development organisations, applies psychology to behavioural problems, while striving for an inclusive science generated on the survival strategies as creative pathways to emerging global challenges. His current research foci include higher education and entrepreneurial mindsets, youth bulge and labor market distress, ecological entrepreneurship, youth and green economy, vocational competence, non-financial capital (psychological capital), student-entrepreneurship and global employability. He has presented research works in local and international conferences, and published in Scientific Journals and book chapters.

**Abstract:** Within the context of internationalisation the paper examines the relationship between behavior states as a measure of employability enhancement with implications on global employability drive. Although psychological capital has largely been ignored in employability development, the present study positions the enhancement of psychological capital as a predictor of employability disposition and a measure of global employability.

A sample of young graduates (males=51.8%) of a globally oriented programme participated in the investigation and a self-report inventory with significant reliability coefficient used to collect data. Results revealed significant positive correlation among the core components of psychological capital and employability disposition. Analysis further unveiled that graduate's positive states of self-efficacy, optimism, and resiliency, with the exception of hope, significantly predicted employability disposition. Analysis of gender showed significant differences for self-efficacy, optimism, attitude and disposition, while hope and resiliency showed insignificant results. The impact of the development of psychological capital on employability disposition was evident in the study suggesting its strategic relevance in global employability drive. The study concluded with the analysis of practical implications and directions for future research.

# AN ASSESSMENT OF THE IMPACT OF DE-INDUSTRIALISATION ON LIVELIHOOD OPTIONS IN BULAWAYO, ZIMBABWE

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## DR. PETER NKALA

DIRECTOR, INSTITUTE OF DEVELOPMENT STUDIES,  
NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY, ZIMBABWE



Dr. Peter Nkala is the Director of the Institute of Development Studies – NUST. He holds a PhD in Economic and Social Sciences from the University of Natural Resources and Life Sciences (BOKU) in Vienna, Austria and an MSc and BSc degrees in Economics from the University of Zimbabwe. He has more than 10 years experience in Research and Consultancy in Zimbabwe and abroad,

including NUST and Catholic University of Mozambique (UCM). He has worked with research institutions such as the International Crop Research Institute for the Semi-Arid Tropics (ICRISAT) the Southern African Trade Research Network (SATRN), the United Nations Conference on Trade and Development (UNCTAD), and the International Centre for Tropical Agriculture (CIAT) among others. He has also done consultancy work for a number of local and International Non-Governmental Organisations in Zimbabwe and Mozambique. Peter has published in a number of international journals, refereed and peer-reviewed journals and currently has a number of papers under peer-review. He has served as a Board member of the National Furniture Industries (NFI) and currently sits on the Contact Family Counselling Centre and the IDS Advisory Boards. His research interests include poverty alleviation, smallholder agriculture and livelihoods, economic development and trade.

**Abstract:** Bulawayo, which is Zimbabwe's second largest city and industrial hub since the Rhodesian days has gradually been affected by de-

industrialisation, with more than 100 companies having shut down in the last few years. Estimates have put job losses at more than 20, 000 – 25, 000 affecting more than 200 000 livelihoods. According to the CZI report capacity utilisation in the manufacturing sector declined from 44.2 percent in 2012 to 39.6 percent in 2013. Causes for de-industrialisation have been attributed to low capacity utilisation, loss of skilled labour, a shrinking market coupled with low purchasing power of the Bulawayo population, liquidity or working capital constraints coupled with high interest rates, power outages, obsolete equipment and political factors including the government's indigenisation policies among others. Local companies are facing stiff competition from comparatively cheap foreign imports, particularly Chinese. Energy supply is erratic with an average monthly production of 1061 MW and 250MW imported from outside against a national demand of 2 200 megawatts. Economic analysts argue that the country needs about US\$2 billion to resuscitate the ailing industrial sector as well as solve the liquidity crunch. This paper discusses the optional benefits of reviving firms that have shutdown rather than pursuing strategies that would result in a completely new wave of industrialisation including emergence of new firms alongside the resuscitation of collapsed ones. The research seeks to investigate the impact of causal factors of de-industrialisation and the impact of de-industrialisation on livelihoods affected and how these impacts can be reduced from viewpoint of various stakeholders. The paper will start with a brief overview of the historical background of Bulawayo as an industrial hub, followed by a discussion on the factors for the decline, the number of firm closures and suggestions for the future industrialisation

strategies. The study will largely be descriptive combining archival data with primary data collected from stakeholders such as the Confederation of Zimbabwe Industries (CZI), Zimbabwe National Chamber of Commerce as well as managers or directors of various companies and from a sample of those that have lost employment during this process.

## **EDUCATION AND ECONOMIC DEVELOPMENT SUCCESSES FOR FIRST NATIONS IN CANADA: AN INDIGENOUS PERSPECTIVE**

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### **PROF. RODNEY NELSON**

FACULTY OF SOCIAL SCIENCE,  
CARLETON UNIVERSITY, CANADA



Rodney Nelson is a Professor at Carleton University with the Faculty of Social Science and the current CEO and Principal of Governance for the Global Governance Group. Rodney also works with the Aboriginal Financial Officers Association teaching ethics, performance measurement and reporting to Aboriginal leaders. Considering

himself a corporate anthropologist, he has over 20 years experience working with both the public and private sectors including an appointment as the ethics officer for the Public Services of Canada. His work includes; board governance, Aboriginal governance, strategic planning, ethics, economic development, community/corporate partnership development and traditional Indigenous knowledge.

Rodney has published several papers on economic development, governance and education including; "Incorporating Traditional Knowledge into Board Governance", "Anthropologist as Mediator", "Exploring Indigenous Struggles in Education Delivery", "From Vision to Venture: The Story of Five Successful Aboriginal Businesses" and "The Value of Aboriginal Cultural Industries to Aboriginal Peoples and Canada."

Rodney is Anishinabe/Sioux from Nipissing First Nation and resides in Ottawa, Canada with his wife, son and daughter.

**Abstract:** Canada has a long history of colonisation that has marginalised the Indigenous populations living there. First Nations, Métis and Inuit have all undergone aggressive civilisation policies resulting in the Indian Act which controls all aspects of their lives. With the ongoing debate around self government there is a movement towards economic development to create an economy that will sustain the communities. One of the most important components of this movement is education. However, we have to be careful that education is not simply another assimilation tool but rather a means to helping communities. This presentation will discuss the current issues surrounding economic development and education within Indigenous communities within the Canadian context. It will give examples of community successes and the challenges they faced building capacity within their nations.



***SKILLS FOR EMPLOYABILITY WORKSHOP***

## SKILLS FOR EMPLOYABILITY WORKSHOP

### REMO CHIPATISO

HEAD OF EDUCATION AND SOCIETY,  
BRITISH COUNCIL, SOUTH AFRICA



Remo Chipatiso is currently the Head of Education and Society at British Council South Africa and has worked in South Africa and Zimbabwe. He has 9 years' experience based on a diverse background, in skills development, entrepreneurship, innovation, enterprise, primary and high school education, further education and training colleges, higher education, scholarship schemes,

community development, arts and development, sports for development, marketing communications, health and social campaigns among many. He possesses skills and experience in research and development, programme and project management, contract management, fundraising and income generation, partnership development, marketing and communication and monitoring and evaluation. His passion is skills development.

Remo is a holder of a Diploma in Marketing Management with IMM Graduate School of Marketing, Master of Arts in Applied Drama with the University of Witwatersrand Johannesburg, a Bachelor of Arts Honours degree in Theatre Arts with the University of Zimbabwe, various short courses certificates and in his final stages of achieving a Bachelor of Business Administration in Marketing Management. His desire is to study for a Master in Business Administration (MBA) to further his knowledge and skills in business and entrepreneurship development in the non-governmental sector.

### Workshop Outline

1. Introduction: 10 mins
2. Background of skills in SA: 20 mins
3. Skills for Employability Global Framework: 15 mins
4. South Africa as a Case Study: International Skills Partnerships: 60 mins
5. Exercises and Discussions: 1 hour 15 mins



***PARALLEL SESSIONS (PRESENTERS BIO SKETCHES & ABSTRACTS)***

## THE ROLE OF MOOCS IN TRANSNATIONAL HIGHER EDUCATION.

### DR. ELDONNA L. MAY

WAYNE STATE UNIVERSITY,  
DETROIT, MICHIGAN, USA



Eldonna L. May, certified online professor, is a faculty member of the music department at Wayne State University, and Florida State College-Jacksonville Humanities Department where she lectures in music history and humanities. Dr. May has authored 15 articles for *The New Grove Dictionary of Music*, 2 ed., and *New Grove Online*. Her book is entitled, *Brazeal Dennard: Songs*

*Worth Singing*. A biography is scheduled for publication by Scarecrow Press in early 2013. An active international scholar, she has presented and published papers at both national and international conferences in musicology, including the International Conference on Music in Russia and the Soviet Union (U. Durham, UK), Second Biennial Euro-Mediterranean Music Conference (U. Cyprus, Nicosia), Musicological Society of Australia and 2nd International Conference on Music and Emotion (U. Western Australia, Perth), Hawaii University International Conference (Honolulu), AMS National Conference, the International Conference on Cognitive Musicology (U. Jyvaskyla, Finland), Hawaii International Conference on Arts & Humanities, Athena Festival, SVA Conference on the Arts & the Education of Artists. Dr. May also provides consultant services to the Michigan Humanities Council, the Detroit Symphony Orchestra Hall Education Department and the Detroit Institute of Arts, along with serving as a visiting lecturer for the Michigan Humanities Council's Speaker's Bureau. She serves as a contributor to the *New Grove Dictionary of American Music*, a reviewer for McGraw-Hill, Inc. and Cengage Learning (f/k/a Prentice-Hall),

Inc., as well as the scholarly journals *Notes*, *Interdisciplinary Humanities*, *Journal of Historical Research in Music Education*, and the *IJWM Journal*. She is the lead archivist affiliated with the Brazeal W. Dennard Memorial Archive at Wayne State University. Her campus service activities include: Chair, President's Council on the Status of Women; Chair, Fulbright Scholar Campus Review Committee, and Faculty Reviewer, Student Fulbright Scholarship Applications; Faculty Mentor, Summer Faculty Institute-Online Learning; WSU Faculty Mentor for new students; and Chapter Advisor, Delta Theta Chapter, Delta Omicron International Music Fraternity. Dr. May is listed in *Who's Who in Music* and the *International Who's Who of Women in Music*, is a member of the American Musicology Society, Delta Omicron International Music Fraternity, and the American Federation of Musicians. A well-known performer, educator and speaker in the Metropolitan Detroit area, she earned a Bachelor of Music in performance (oboe) and a Master of Music in musicology from Wayne State University, a Ph.D. in musicology from Michigan State University, and is a graduate of Florida State's Online Professor Certification program. She studied oboe and English horn with Arno Mariotti (University of Michigan), Donald Baker (Detroit Symphony Orchestra), Robert Sorton (Ohio State University) and John Mack (Cleveland Institute of Music). She is an active performer, clinician and studio teacher in the metropolitan Detroit area, and has regularly appeared with the Michigan Opera Theatre, Birmingham-Bloomfield, Dearborn, Warren, Plymouth and Traverse Symphony Orchestras as well as with the Frederick DeHaven Chorale, Brazeal Dennard Chorale, and the Metropolitan Detroit Chorale festival orchestras. As a freelance musician she has appeared with

international entertainers Henri Mancini, Yanni, Donna Summer, Michael Feinstein, The Moody Blues, Alvin Wadles, and gospel singers Sandy Patty, Marvin Winans, and Karen Clark Sheard.

**Abstract:** Many universities have been quick to embrace the concept of Massive Open Online Courses (“MOOCs”) in one way or another, but the business model and the return on investment for colleges is still evolving. Moodys states that the “spread of MOOCs is a “credit positive” for universities that offer them, but a “credit negative” for lesser-known institutions. Value-added benefits to colleges and universities that offer MOOCs include increased global brand recognition, new revenue streams, improved instructional methods, and the ability to attract “star” faculty and venture capital. In Fall 2012 Colorado State University-Global Campus became the first U.S. college to grant credit to students who successfully passed a MOOC in computer science for \$89USD (the cost to proctor the final exam), as opposed to \$1,050USD (the cost to take the three credit-hour traditional course). Yet, nearly a year later no students have taken advantage of the opportunity. Despite the fanfare associated with the inception of MOOCs, there is a decided lack of activity on the networks between MOOCs and credit-bearing programs, causing institutions to question the whereabouts of the freelance learners. The three largest MOOC platforms in the U.S. are edX, Coursera, and Udacity. Data from the providers suggest that many registrants already have college degrees, resulting in the apathy toward actually completing a MOOC for credit. While MOOCs were outlawed in Minnesota (Slate 10/18/12), lawmakers in California and Florida have

embraced the concept, and have drafted legislation focusing on compelling state universities to grant credit to students who pass certain MOOCs. These laws are “works in progress,” subject to revision, and currently remain in committee. Despite technological advancements, establishing a place at the table for MOOCs in higher education is a slow process. Credit granting is at the discretion of the degree-granting institutions and they control the parameters. The American Council of Education (“ACE”) has favorably evaluated eight MOOCs – four from Coursera and four from Udacity – for transfer credit to university degree programs. Platforms in other countries have made it clear that they are staking a claim in this growing realm of higher education. Schoo, Japan’s entry into the market, has raised \$1.5 Million USD in venture capital and will offer more than 130 courses with a target audience of office workers in their 20s and early 30s. It hopes to have more than one million students by the end of 2013. In the U.S. edX has formed a partnership with Japan’s Kyoto University to offer MOOCs on a large-scale basis. Other international providers include Open2Study (Australia), Veduca (Brazil), FutureLearn (Britain), and iversity (Germany). Clearly, the trend for massive open transnational online courses is escalating. This BUIRC panel investigates these issues, identifies areas of shared interest, and seeks to foster dialogue and partnership strategies for the strengthening of Botswana’s tertiary institutions in this area of transnational higher education.

## AN INCORPORATION OF SELF-ASSESSMENT INTO THE FINAL MODULE MARK IN ENHANCING DEEPER LEARNING AND EMPLOYABILITY

### MR. SUMBURANI SIGAUKE

LECTURER, FACULTY OF ACCOUNTING AND FINANCE,  
BOTHO UNIVERSITY, BOTSWANA

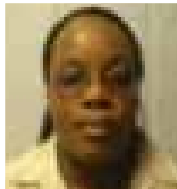


Mr. Sumburani Sigauke is an Accounting Lecturer in the Accounting Department at Botho University. He holds an MBA and has a Bachelor of Business Studies Honours Degree from the University of Zimbabwe. He has 10 years of experience teaching at different levels from high school to university level. He also worked in the Accounts Department at Muriel Mine. He made a paper

presentation in Beijing China in July 2012 at the University of International Business and Economics (UIBE) conference and at BCIRC 2012. His research interests are into small business, entrepreneurship, customer care and relationship marketing. He is a CIMA student.

### MRS. TERESSA CHIKOHORA

LECTURER, FACULTY OF COMPUTING,  
BOTHO UNIVERSITY, BOTSWANA



Mrs. Teressa Chikohora is a Computing Lecturer at Botho University with more than 7 years experience in teaching and training. She is a holder of a Bachelor of Science Honours Degree in Information Systems from the Midlands State University in Zimbabwe. Her research interests

include assessment in education, security in cloud computing, networking and e-commerce.

**Abstract:** The assessment techniques used in higher education often contribute to the graduate's employability. Self-assessment and its contribution towards the final mark could be one way of encouraging deeper learning. The observation is that students are already informally evaluating their own performance. Taking it a step further, there is need to consider change of culture and emphasis from simple self-assessment to its incorporation to the final mark. The research aims at advancing student capability to develop their interpersonal and judgemental skills which employers expect from every graduate. This study will further enhance fairness in the way assessments are viewed by students especially for exams marked locally. Despite the initial resistance likely to come from students who might prefer traditional assessment done by lecturers, and even institutions viewing it as a demanding process, if properly done, the results could be impressive. The culture of evaluation will improve the quality of output and productivity because the graduate will be aware of the performance standards and key success factors. So they will map their work along the high quality defined. The challenge with today's graduate is that they lack good judgement and decision making skills which eventually affect their employability. They cannot make simple sacrifices, an attribute that today's employer requires. Self-assessment can go a long way as a tool for checking and balancing the individual's desired performance. This research shall be conducted within the Botho University, Francistown

campus context, with the distribution of questionnaires to both students and fellow lecturers. This would be started with one module across a level of students, then reviewed and be cascaded to other modules at different levels.

# INTERNATIONALISATION OF THE CURRICULUM IN PRIVATE HIGHER EDUCATION INSTITUTIONS IN BOTSWANA AS A TOOL FOR INCREASING GLOBAL GRADUATE EMPLOYABILITY: A CASE OF BOTHO UNIVERSITY

## MR. NORMAN RUDHUMBU

SENIOR LECTURER, FACULTY OF BUSINESS,  
BOTHO UNIVERSITY, BOTSWANA



Mr. Norman Rudhumbu is Senior Lecturer at Botho University, Botswana. He holds an MPhil in Curriculum Development (NMMU, SA), MSc in Strategic Management (Derby Univ, UK), MBA in Finance (NWU, SA), M.ED Educational Administration (ZOU, Zim), B.ED Mathematics (UZ, Zim), Dip ED (UZ, Zim), C.E (UZ, Zim), and Dip Computers (Infosol, Zim). He is an author

of Mathematics textbooks, a number of which have been prescribed for use in Botswana schools. His main research interests are strategic management, strategy development and implementation, curriculum development, managing curriculum implementation, teaching strategies, internationalisation of curriculum, and sports management. He has 21 years of tertiary education experience.

**Abstract:** Research shows that internationalisation of curriculum should be considered a critical decision in private higher education institutions in light of increased numbers of international students in these institutions, a situation which has made the learning environment more multicultural than ever before. This exploratory study investigated how internationalisation of curriculum is understood and operationalised at Botho University. Questionnaire and document analysis were used as data collection tools. Results of the study indicated that the level of understanding of what constitutes internationalisation of curriculum at Botho University is very low. Also this study showed that the most common strategy for operationalising

internationalisation of curriculum at Botho University is through the content. Process issues of internationalisation of the curriculum are not adequately attended to with regards to classroom practice and procedures. A number of recommendations were suggested to improve the internationalisation of the curriculum at Botho University. This paper will address the following areas: barriers, enablers and drivers of internationalisation of the higher education curriculum as well as perceived negative impact of internationalisation of the curriculum in higher education.

# THE SOCIAL NETWORKING SERVICES: AN EMPIRICAL STUDY ON THE EFFECTS OF THIRD PARTY APPLICATIONS TO USER SECURITY AND PRIVACY, A SOCIO-TECHNICAL PERSPECTIVE ON PRIVACY AND SECURITY

## MR. BRIGHTON BANDA

LECTURER, FACULTY OF EDUCATION AND CONTINUING STUDIES,  
BOTHO UNIVERSITY, BOTSWANA



Mr. Brighton Banda is currently working as an IT lecturer as well as Technical Team Leader in the Department of Distance and Blended Learning at Botho University. He brings with him a wealth of almost 10 years of experience in the IT industry. He has worked for Compsys , Zambuko Trust, and DIGICOM before joining the tertiary education industry. He had a short stint

of six months as IT lecturer at ABM University College before moving on to the Gaborone Institute of Professional Studies as IT lecturer and eventually promoted to Head of Faculty of Information Technology. He possesses multi-disciplinary set of IT skills in systems development, networking, databases, programming, multimedia, computer forensics and security. Brighton Banda is a holder of a Bsc (Hons) Business Information Technology – University of Greenwich (UK). He is currently pursuing double masters qualifications in Msc Information Technology Management (University of Sunderland) and Msc Information Technology (Amity University) tenable 2014. He also did HND in Computer studies at Kwekwe Polytechnic in Zimbabwe. He is a NCC (UK) certified computer forensics expert, Certified Network Administrator (Botho University), Educational Technology and E-Learning (current: Botho University) and ICDL. He is also a holder of Level III Advanced Diploma in Teaching , Training and Assessment (City and Guilds).

**Abstract:** Social Networking Services (SNS) have experienced a phenomenal growth in recent years creating a global digital communications

platform. Much of research in this domain has focused mainly on the benefits of user to user interactions within this digital social cloud. Subsequent to this pervasive and phenomenal growth, a number of third party applications that support, extend and interface with the social networks have also grown. Sub-Saharan Africa in general, and Botswana in particular produces a number of graduates in this techno-versatile environment who will seek employment globally. This paper is a proposal for a research that will explore user security in social networks and their auxiliary third party applications from a tripartite proof of concept standpoint. At the first level, the research will aim at coming up with a research model that sheds insights into the usage of social networks and their auxiliary third party applications by social network users and how these impact on their privacy and security. Secondly, this research will explore how gender and age group correlate in the usage of social networks and their third party applications. Thirdly, the research aims to highlight how social network user behavior can affect global employability. Using cluster sampling and a cross sectional survey design, two hundred and thirty questionnaires will be distributed to undergraduate students and alumni of five private tertiary institutions in Gaborone, Botswana. The analysis of data will be done through SPSS v 18. Results will suggest a strong correlation between the usage of social networks and third party applications to user risk behavior that compromises security and privacy which subsequently affect their employability. Demographic correlations are expected to suggest that male candidates use social networks and their third party applications more than females and tend to be less concerned about privacy and security measure

usage. The sixteen to thirty five age group is expected to exhibit the highest usage of third party applications and social network risk behavior. The research results are expected to suggest a growing trend of employers using social networks to profile current and potential employees. An in-depth analysis of the correlation between social network user behavior and employability metrics should show that there is a significant link between social network user behavior and global employability which is worth of public discourse and further research. The implications of these findings will be far reaching and wide and may foster further study on appropriate social netiquette in order to improve employability for the unemployed graduates and subsequent job retention for the employed.



# URBAN YOUTH UNEMPLOYMENT IN TANZANIA: NATURE, CHALLENGES AND CONSEQUENCES

## MR. SIMON PETER NGALOMBA

LECTURER, SCHOOL OF EDUCATION,  
UNIVERSITY OF DAR ES SALAAM, TANZANIA



Mr. Simon Peter Ngalomba is a Lecturer and teaches Economics of Education, Human Resources Development in Educational Organisations and School Governance courses at Department of Educational Foundations, Management and Life Long Learning (EFMLL), School of Education, University of Dar es Salaam, Tanzania since March, 2008. Prior to his

employment at the University, he taught at Singachini Teachers College, Kilimanjaro region and held various administrative posts as Head, Teacher Education Department and Assistant Dean of Students. He holds a Master of Educational Management and Administration from University of Dar es Salaam, and is a member of African Network for the Internationalization of Education (ANIE). His research interests include higher education quality assurance, entrepreneurship education, financing higher education and the internationalisation of education.

**Abstract:** Youths constitute a large proportion of Tanzania population, on which most of them tend to migrate to cities with the hope to get employment, unfortunately remain unemployed. Ad-hoc efforts have been made to alleviate the problem of unemployment in Tanzania. However, these ad-hoc strategies and efforts are criticised as they are only pronounced during political campaigns and once the general election is over, promises only remain in political manifestos. This research is set to critically examine the nature and causes of urban youth unemployment, its magnitude and

consequences, government and non-government actors efforts to address unemployment among the urban youth with the view of success, failures and lessons learnt from such efforts.

The research also aimed to suggest other viable strategies to help reduce the unemployment problem. The research divided into various distinct sections. A situational overview carried out to provide an in-depth understanding of the research problem. Data collected and analysed to help in the formulation of research problem. During the actual research, case study used, the study population segmented into strata to represent the various sub-group in the population. Stratified sampling used for the study. Data collected through questionnaires, focus group discussion and interviews.

From the research findings, it is vivid that the problem of unemployment and especially among urban youth is growing to ludicrous proportions hence “a ticking time bomb” if no concerted and timely efforts are taken to rectify situation. The existing strategies have not been effective enough to combat youth unemployment. The policy inadequacies are infuriated by the general lack of skills and job passiveness among the youths and general decline in the national economic growth.

The research suggests ways through the existing strategies and specifically the National Youth Development Policy and National Strategy for Growth and Reduction of Poverty commonly “MKUKUTA”, can be enhanced and be effectively implemented to create adequate job opportunities for the youth.

There is need for concerted and deliberate efforts to encourage investment activities as this will stimulate the economy and the spill-over effects would result in jobs creation. The education systems should be based on skills acquisitions and not merely pass exams. The changes should be made at all levels of education.

# THE INTERNATIONALISATION OF HIGHER EDUCATION AND THE ACTUALISATION OF SELF RELIANCE IN BOTSWANA'S EDUCATION PHILOSOPHY.

## DR. JANE ILOANYA

SENIOR LECTURER, FACULTY OF EDUCATION AND CONTINUING STUDIES,  
BOTHO UNIVERSITY, BOTSWANA



Dr. Jane Iloanya is a Senior Lecturer in the Department of Higher Education at Botho University, Botswana. She has taught at colleges of education and universities both in Nigeria and Botswana. In 2009, she won the Botswana UNICEF research award, which enabled her to conduct extensive research on Botswana's Philosophy of Education. Dr. Iloanya's research interests are

in the areas of development and implementation of education policies in Africa; Higher Education; Internationalisation of Higher Education; and Social Justice in Education.

**Abstract:** Botswana's first national policy on education was unveiled in 1977 eleven years after the country became independent from the British. The education policy of 1977, which was commonly known as Education for Kagisano was based on the National principles of Botswana which are: Democracy; Development; Self-reliance; Unity and Botho. These national principles are imbedded in the nation's education philosophy and reflect in all aspects of the nation's education system. This paper sets out to examine the extent to which the Batswana have been able to actualise the national principle of self- reliance, as a result of the current wave of internationalisation of higher education in Botswana and goes on to argue that the wave of internationalisation of higher education in Botswana in the past decades has positively contributed to the actualisation of the principle of self-reliance in its education philosophy. This is evidenced by

the international dimensions of the curriculum of the various institutions of higher learning which are heavy on practical and vocational courses that equip the students with skills and knowledge to rely on them and be self employed in the absence of paid employment.

# THE PIVOTAL ROLE OF EDUCATIONAL INSTITUTIONS, INDUSTRY AND GOVERNMENTS IN EDUCATION FOR SUSTAINABLE DEVELOPMENT, CHALLENGES AND BENEFITS.

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## **MR. SIMON CHIRAMBIRA**

LECTURER, FACULTY OF COMPUTING,  
BOTHO UNIVERSITY, BOTSWANA



Simon Chirambira holds an MSc degree in Computer Science from the University of Botswana and a BSc Honours Information Systems degree from Midlands State University, Zimbabwe. At present he is a lecturer in Computer Science at Botho University, Botswana. His main research interests are in Educational Technologies, Software and Database Technologies, Business

Intelligence and Sustainable Development.

**Abstract:** Education is an indispensable tool that supports the betterment and advancement of humanity. It emancipates, empowers and equips graduates with knowledge for work, and motivates them to do more, become more and contribute more positively to society. Tertiary education to a large extent breeds a high calibre of entrepreneurs whose determination for success is undeterred by social, economic and environmental welfare. Hence, there is need to integrate sustainability skills and awareness towards tertiary education to produce socially just, economically active and environmentally caring graduates who can take responsibility for their actions. This paper seeks to explore the different ways in which educational institutions, industry and governments may foster sustainability skills to graduates to make them responsible custodians of the economy, the environment, and social justice for the betterment of the present society and future generations, the paper also explores the challenges involved and the benefits.

# THE ROLE OF BLACKBOARD IN ENHANCING EMPLOYABILITY SKILLS

## **MS. RANDINE TJIRIANGE**

3RD YEAR STUDENT, FACULTY OF COMPUTING,  
BOTHO UNIVERSITY, BOTSWANA



Ms. Randine is a third year student at Botho University pursuing a BSc (Hons) Degree in Computing. She has a passionate desire to pursue research in Computing and related fields. Her desire is to study further and participate in commercial and professional projects in which she will find opportunities to express her research areas of interest, focusing primarily on the

Impact of Information and Communication Technology and Digital Divide in Botswana and the Southern Africa Development Community.

## **MS. TINNY TEBOGO BALETLWA**

LECTURER, FACULTY OF COMPUTING,  
BOTHO UNIVERSITY, BOTSWANA



Tinny Tebogo Baletlwa is a graduate of the Open University (OU), UK in collaboration with Botho University. She received her Computing degree in 2012 and has been teaching at Botho University since January, 2013. Her areas of specialisation are Querying and Managing Database. She is a lecturer for first year students enrolled in the Computing Programme and has special interest

in conducting research in the field. Once carried out, Tinny would like to identify opportunities to present her research work internationally. She is currently enrolled in the Master of Computing degree programme with the Open University (UK). In expressing her commitment to research as a young lecturer and researcher, she has attended a number of workshops offered by Botho University to build her capacity to conduct research professionally. Tinny carries the conviction that without research, one cannot be an academic of international repute.

**Abstract:** Advanced Technology helps teachers achieve the dream of providing individualised education for every student. Because of this, traditional methods of teaching are proving to be a burden in the IT-enabled education hub. Hence web-based learning applications are the most adopted medium of sharing knowledge in the internet. The main aim is to allow the students to be actively involved in their studies, make decisions pertaining to their school work and evaluate their performance. This is made deliberately with the intention to foster vital employability skills needed by the employers who eventually hire the students after they graduate. Employability skills include among others, decision-making and problem solving skills, learning skills, self-management, self-motivation, critical thinking skills and communication and interpersonal skills. These skills are important as well in the classroom-based learning environment. However, with the heavily IT- facilitated learning these skills are nurtured differently. This paper discusses and analyses the importance of the virtual learning environment called Blackboard which is currently adopted by Botho

University as one of the key delivery tools to produce graduates who are readily employable. The pros and cons of both the classroom-based learning and web-based learning are going to be discussed. The paper will further discuss the features of blackboard and the opportunities that it presents to foster the various professional skills related to global employability directly or indirectly.

# TERTIARY EDUCATION CURRICULA INTERNATIONALISATION IN SOUTHERN AFRICA: ITS IMPACT ON GLOBAL EMPLOYMENT OPPORTUNITIES

## Mr. MILTON GWAKWA

HEAD OF THE DEPARTMENT, FACULTY OF COMMERCE,  
REFORMED CHURCH UNIVERSITY, ZIMBABWE



Mr. Milton Gwakwa is currently the Head of Faculty of Commerce at the Reformed Church University in Masvingo –Zimbabwe since 10 July 2012. He is an accomplished and experienced academia and administrator and is currently a fourth-year Doctoral student (PhD in Business Administration) with the National University of Science and Technology (NUST) in Zimbabwe.

He studied for a Master Degree in Business Administration (MBA) with National University of Science and Technology (NUST) and holds a Bachelor of Technology Honours Degree in Business Management obtained from the University of Zimbabwe. He has several Management and Business Administration certificates that complement the above. Mr. Gwakwa has worked as a Trainer, Management Consultant, Tax Assessor, Administrator and Lecturer during his career spanning back from 1994 to date. Mr. Gwakwa has worked in Zimbabwe, Botswana and Lesotho between 1993 and 2013. He has served as a Script writer and Chief Examiner at Botswana College of Distance and Open Learning (BOCODOL) and was a Principal Lecturer at Limkokwing University of Creative Technology in Gaborone and taught on part time basis at several Universities and Colleges both abroad and locally. He is happily married with three children.

**Abstract:** Education systems in Africa appear to be universal from the peripheral. While many African states share common backgrounds in various disciplines of life, they are faced with deep variations resulting in

many questions than answers. The purpose of this study is to interrogate the current tertiary education curriculum in Africa and provide an indigenous curricula model that has a significant bias towards producing graduands who have an international flavour. With the speed at which all aspects of life are being globalised, it is important that, the education sector in the continent takes the lead. The study will review current literature, documents to obtain key data required to make informed conclusions. The recommendation of the study will focus on the need to create an “international curricula based model that have an African flavour”.

## RESEARCH INTO CRYPTOGRAPHY AND THE ACADEMIC CURRICULUM AND TRAINING NEEDS OF GRADUATES FOR GLOBAL EMPLOYABILITY

### MRS. ROSELYN KAONDERA-SHAVA

LECTURER, FACULTY OF COMPUTING,  
BOTHO UNIVERSITY, BOTSWANA



Mrs. Roselyn Kaondera-Shava is an IT lecturer at Botho University Maun campus. She is a PhD Student in Applied Mathematics (University of Botswana). Roselyn holds an MSc in Information Security and Cryptography, BSc Mathematics and Statistics and a Postgraduate Diploma in Technical and Vocational Education. Her research interests are information security, cryptography

and mathematical modeling. She has done presentations in Malawi, Mozambique, Botswana and Tanzania at the Southern African Mathematical Sciences Association Conference (SAMSA).

study we will investigate the latest state-of-the-art ideas, developments and research findings in information security, with the intention of improving ones core transferable skills in security management. This study is focusing on cryptography, its content, structure, and the needs of its key stakeholders, who could be banks, governments, educational establishments, non-governmental organisations and many others. The results of this research will hopefully help Botho University produce graduates who can specialise in this field and be globally employable.

**Abstract:** The growth of businesses into multi-national corporations demands production of massive information on their corporate activities, some of which must be protected from their competitors. As the proliferation of computers has also increased access to information for all people, there is a growing concern over security of information by corporates and this has also brought about intense discussions and the need to train graduates who specialise in information security. Information security is a priority for companies to avoid unfair competition and sometimes litigation from potential competitors. Botho University must design a curriculum which produces these graduates who must be employable internationally, hence the need to carry out this study. New and innovative techniques have been developed through the very latest research of cryptography, so one can become the next generation of cutting edge IT security professionals. In this



# HIGHER EDUCATION IN POST STATE COLLAPSE SOMALIA: EXPERIENCES AND TRENDS

## DR. ABDALLA ALI DUH

RESEARCHER, DEPARTMENT OF POLITICAL AND ECONOMIC STUDIES,  
UNIVERSITY OF HELSINKI, FINLAND



Abdalla Ali Duh is a researcher at the Department of Political and Economic Studies, University of Helsinki, Finland. He graduated from the Faculty of Social Sciences, University of Helsinki, where he studied Development Studies, Sociology and earned both Bachelor and Master of Social Sciences (B.Sc. M.Sc.). After a ten-year career as a professional secondary school

teacher in Finland, he moved to the University of Helsinki, where he was offered an academic position as a university lecturer at the Department of World Culture. He has written numerous peer-reviewed articles on transnational Islamic NGOs in development, religion-development nexus, globalisation and world order, development cooperation, NGO Development interventions in Somalia and Kenya. He recently collaborated on a book on governance of transnational Islam: the Case of Finland, Ireland and Canada, investigating Muslim immigration into western societies, the challenges Islam poses for these societies, and the policies that have been used to meet these challenges. In addition to teaching and research, he is working as a curriculum development expert for International Organization for Migration (IOM) and Puntland State University (PSU), Garowe, Somalia. Currently, he is finalising his doctoral dissertation at Helsinki University on transnational Islamic NGOs development interventions in Kenya and Somalia. Implementing Double-Loop Learning Strategies to Create Sustainable Online Learning Environments, Foster Critical Thinking, and Develop Entrepreneurial Initiatives.

**Abstract:** The civil war in Somalia altered most aspects of normal life including higher educational infrastructure. Before the civil war in 1991, Somalia had only one national university offering postsecondary education with fourteen faculties including education, agriculture, geology, medicine, technology and commerce. However, since the collapse of central government in 1991, new higher educational institutions and various actors have emerged. Currently, there are fifty higher education institutions with approximately fifty thousand students. These universities were established by private individuals and offer degrees mainly in the areas of Social Sciences and Arts. Based on my personal experiences and work with some of these institutions, the presentation will analyse the current situation of Somalia's higher education sector focusing on their experiences, challenges and the need for a regulatory body and unified higher education policy.

## THE CASE OF COACHING FOR GLOBAL EMPLOYABILITY: PROPOSING WORKABLE MODELS OF STRATEGY AND COACHING

### MR. V.S. NANDURI

DIRECTOR, PSYCOM COACHING SERVICES & RESEARCH (BOTSWANA),  
GABORONE, BOTSWANA



He is a graduate in mechanical engineering from The Institution of Engineers (India) and Master of Science in Engineering Management from La Salle University, USA. He has been resident in Botswana for over 20 years, owns and manages businesses with participation of family members. Prior to his arrival in Botswana, he worked in Kenya and India as senior executive in several manufacturing companies.

He is currently working for MPhil in Management Coaching at the University of Stellenbosch Business School, South Africa. He is also registered for PhD in Management Science at a University in India. His field of research interest for PhD is to study influence of spiritual awareness on business leadership and management. He has written research papers related to this topic and presented at international conferences.

Basing on his spiritual experiences, he wrote and published a book titled- "Sri Sathya Sai Baba – The Light of my Life"- narrating his spiritual experiences of the Avatar Sri Sathya Sai baba, the Avatar's mission, and how the Avatar guided and enlightened him.

**Abstract:** The momentum of international mobility of engineering, science and healthcare professionals picked up through 1960s and 70s, and further accentuated by the meteoric rise of Information Technology and use of Internet from 1980s onwards. This is further augmented by

multinational companies emerging and spreading activities to various parts of the world needing diverse workforce across cultures. Universities and academic institutions worldwide had to respond to updating curricula and methods of instruction too to produce competent graduates suitable for employment globally in various disciplines that are in demand.

As a result, international manpower recruitment and the concept of global employment competencies emerged as important towards this goal. International ranking of universities and business schools has also emerged to help international employers to assess employability of graduates from diverse universities and B-Schools worldwide. Competition and benchmarking among universities and B-Schools has driven improvements in their processes to produce highly competent graduates acceptable anywhere in the world.

That apart, there is an entirely reverse phenomenon of global employability taking place internationally, that of outsourcing jobs and job clusters to countries where manpower is cheaper for the same skills (McQuade and Maguire, 2005). Besides people migrating for jobs, the jobs are also seen migrating in some sectors, as this has been made possible through the modern state of information and communication technology.

A question therefore arises; are academic competencies and achievements of graduates alone necessary and sufficient conditions for global employability of candidates and internationalisation? Or, are there any

other factors that affect global employability?

This paper examines available data from research and surveys conducted in this regard, and find that there are several other factors besides academic achievements that influence global employability, looking from different perspectives such as, universities and B-Schools, recruiters, governments, employers and employees. A personal development plan of every candidate together with life skills besides training for academic and job skills to meet various challenges in the international employment scene seems essential as is observed in this study. Besides formal training , such as pre-departure and post departure programmes, research shows that transitional and developmental coaching can offer support for expatriates who have to adjust to a new culture and country. These people often have very specific requirements and they need support, both emotional and employment related, when issues arise.

## ***STRENGTHENING THE HIGHER EDUCATION SECTOR IN MAURITIUS IN AN ERA OF GLOBALISATION***

### ***MRS. SHAMIM AJAHEB***

INSTRUCTIONAL DESIGNER, CENTRE PROFESSIONAL DEVELOPMENT & LIFELONG LEARNING, UNIVERSITY OF MAURITIUS, MAURITIUS



Mrs. Shamim Ajaheb currently works as an Instructional Designer at the Centre Professional Development & Lifelong Learning at the University of Mauritius (UoM). As a pedagogical expert, Mrs. Ajaheb oversees the design and editing of self-instructional materials for modules offered by distance education mode. She also works

in collaboration with VCILT (Virtual Centre for Innovative Learning Technologies) at the University of Mauritius to design materials for online courses.

She works as a part-time tutor at the University of Mauritius on degree level programmes and also lectures 'MA Education' programme at the Middlesex University, Mauritius Branch Campus. She has been, since 2005 to date, a Board Member of the Tertiary Education Commission (TEC) in Mauritius and a member of the TEC sub-committee on Staff Matters, Regulatory Matter and Audit.

Mrs. Shamim Ajaheb attended several workshops and conferences in Mauritius and abroad. Her research interest covers globalisation and the new trends in Higher Education/Open and Distance Learning; the Management of Change in Education; Innovative Learning Technologies; Intercultural Communication; the impact of technology based/online learning on adult learners, and developing new research designs in distance/open/online teaching and learning.

**Abstract:** The higher education sector in Mauritius is undergoing significant change, with a growing pressure to meet greater expectations with regards to increasing students access to higher education, major technological innovations in design and delivery of courses, research and sustainability, workforce needs, and economic development of the country. Today, Mauritius aims at becoming a knowledge hub in the region. This research paper is based mainly on secondary data, and looks at the recent trends in higher education in Mauritius and the country's capacity to meet up the challenges linked with internationalisation that the African continent is facing in the 21st Century. It discusses the major features of globalisation and its impact on higher education. The knowledge market today is becoming highly competitive whereby traditional universities are giving way to more flexible, work-based approach towards acquisition of knowledge. The study finally highlights the new roles of government and other key partners in higher education as change agents, and examines how they contribute to strengthen the higher education sector in order to promote economic development. TEIs in Mauritius are therefore called upon to collaborate across organisational, national and international boundaries that capitalise on the pool of resources both in Mauritius and in the African region.

# ***THE IMPORTANCE OF STUDENTS' SELF – ASSESSMENT AND PEER – ASSESSMENT: CASE STUDY ON AAT STUDENTS AT BOTHO UNIVERSITY***

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## ***MR. ROBERT P. MACHERA***

LECTURER, FACULTY OF ACCOUNTING AND FINANCE,  
BOTHO UNIVERSITY, BOTSWANA



Robert Machera holds an MBA, CIS, FIAC, FSAAA, MZIM, and is a member for BOTA SSTF 055 – HRM. He has occupied senior executive posts in Zimbabwe in the private sector including Doves Holdings where he was a Training Officer, Innscor Africa, a company listed on the Zimbabwean Stock Exchange as a Group Financial Manager. He was a senior lecturer at Damelin, Botswana in

Accounting and Management Courses and is currently employed by Botho University as a Team Leader - Business & Accounting and a chief examiner for several examining bodies in Southern Africa.

**Abstract:** Sadler & Good (2006:1) argued that self – assessment and peer - assessment are becoming popular and valuable to students and teachers as they augment student learning and save teachers' time. There are benefits that accrue to this intervention if it is properly administered and some of the benefits include; reduction of the teacher's workload and motivating the students to learn. McDonald (2007:27) agreed that if the teacher's time is saved by self - assessment and peer - assessment, the teacher may focus on other extra teaching activities, such as planning, moderation and research work. The aim of this paper is to investigate whether higher education should implement self – assessment and peer - assessment as part of teaching approaches. The results of this study will demonstrate the benefits for proper administration of self - assessment and peer - assessment to the teachers, students, institutions and potential

employers. The results will also improve the administration of self–assessment and peer–assessment. Ultimately self–assessment and peer–assessment should provide effective and promote prompt feedback, which invariably will impact positively to the quality of the teaching delivery.

# AN ITERATIVE RECAP – EVALUATION CONVOLUTION - A MODERN TEACHING METHODOLOGY IN SUPPORTING COMPUTER SCIENCE GRADUATE EMPLOYABILITY

## **MRS. MUKAI TURUGARE**

LECTURER, FACULTY OF COMPUTING,  
BOTHO UNIVERSITY, BOTSWANA



Mrs. Mukai Turugare is a lecturer at Botho University, Francistown in Botswana. She is a Computer Science lecturer who is currently pursuing an MSc. in Information Technology. Mukai holds a Post Graduate Certificate in Higher Education (PGCHE) and a degree in Business Management and Information Technology from

Catholic University in Zimbabwe.

## **MR. RANGANAI TURUGARE**

LECTURER, FACULTY OF COMPUTING,  
BOTHO UNIVERSITY, BOTSWANA



Ranganai Turugare is a Computer Science Lecturer with extensive experience in teaching. He is a holder of an MSc. Computer Science (Software Engineering) degree and a BSc in Computer Science and Mathematics. He was a member of the UNITE project. As a Research Associate of the UNITE Project, he has participated in the publications on Novice Interaction Design

behaviours which exposed him to international research and publication.

**Abstract:** Higher learning institutions have transformed their teaching and learning strategies as a process of enhancing their education delivery quality through integrated institutional strategic goals. This transformation calls for consideration and redesigning of the present teaching approaches. It is also under this transformation where the fusion of new advanced integration techniques ultimately gives the institution the best academic results and most importantly knowledge retention that will eventually affect graduates' global employability. In support to the demand in the redesigning of teaching approaches, the aim of the study is to design an Iterative Recap – Evaluation Coevolution (IR-EC) approach to teaching basing on student centred- learning environment. The study also focuses on the impact of the IR-EC on students' employability traits measured based on skills, knowledge and ability. The study employed an experimental design to test the application of the methods. Apparently in this study it was established that the IR-EC approach increased student retention of subject matter and their general satisfaction with the teaching approach applied.

# **STUDY OF PERCEPTIONS AMONG BOTSWANA ACCOUNTING UNIVERSITY STUDENTS AND THEIR ABILITY TO CREATE EMPLOYMENT IN THE NEW GLOBAL ECONOMIC ENVIRONMENT**

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## **MR. CLEVER GUMBO**

LECTURER, FACULTY OF ACCOUNTING AND FINANCE,  
BOTHO UNIVERSITY, BOTSWANA



Mr. Gumbo is a lecturer at Botho University, holder of Bachelor of Business Studies (Hons) (University of Zimbabwe); Masters in Business Administration (MBA) (University of Zimbabwe); MBA Dissertation: The Impact of Strategic Management practices on Small and Medium Enterprises growth; Mr. Gumbo has more than 20 years in Training/Lecturing. He has taught at

a number of tertiary institutions including The Zimbabwe Public Service Commission; Chinhoyi Technical Teachers College; Chinhoyi University of Technology and Zimbabwe Open University.

Of significance only 52 (26%) of the respondents are interested to start businesses, while 148 (74%) of the respondents do not have interest to start businesses.

**Abstract:** This paper examines the extent of interest in employment creation through business formations among university accounting students in Botswana. This survey was based on a sample of 200 students drawn using a multistage approach from a population of 936 Accounting students. Data was collected through a questionnaire and focus group discussions (FGD) from selected Association of Accounting Technicians (AAT), Association of Certified Chartered Accountants (ACCA), Chartered Institute of Management Accountants (CIMA) and Botswana Institute of Chartered Institute (BICA) students. Although there have been several researches in entrepreneurial interest among university students, this study is one of the comprehensive ones focusing on employment creation perceptions by Botswana university accounting students. The study is based on the premise that business ventures formation guarantee employment creation.

## GLOBALIZATION OF HIGHER EDUCATION IN ZAMBIA: LOCAL VERSUS INTERNATIONAL NEEDS

### MRS. VELENASI MWALE MUNSANJE

LECTURER,  
EVELYN HONE COLLEGE, LUSAKA, ZAMBIA



Velenasi Mwale Munsanje is a lecturer at Evelyn Hone College, Lusaka, Zambia. She graduated from the University of Zambia in 2011 with a Master of Library and Information Science and a Bachelor of Library and Information Science. She has been a Senior Lecturer since 1997 and Head of Section at Evelyn Hone College since 2003. She lectures in various courses in Library and Information Science.

Mrs. Munsanje has conducted research and published various articles in the areas of Higher Education, Library Science and Knowledge Management.

**Abstract:** The knowledge and expertise that people possess in any nation is critical for sustainable development. One of the ways a country can ensure that they have a skilled workforce is by ensuring that its educational system is well-managed and developed. Zambia has experienced several positive changes at all levels of education; primary, secondary and tertiary levels. Higher education is key to any nation's development. This is because the future of any nation depends on the development of its human capacity, that is, the ability of people to develop and apply any new ideas that they acquire. Achieving tertiary or higher education is still the key to status. Higher learning institutions, therefore, play a very important role in equipping students with knowledge and skills that would position them to be productive in society. Globalisation and internalisation are now central issues worldwide, affecting all areas of higher education. In as much as there seems to be so much support for people to acquire

knowledge that enables them to fit in their local communities, globalisation and internalisation of higher education, is important because citizens must, after being trained, be able to be useful citizens across nations. There must be a balance struck when imparting skills in people between skills that support specific local needs and those that can apply across countries and continents. There are certain indigenous needs that local people will have that are totally foreign to others especially in developed countries. This however must not take away the need for equipping people with the knowledge that will enable them to be useful anywhere in the world. In Zambia, about 48% of the people have attained primary education, about 37% have attained secondary education and only about 14% have attained tertiary education. This education structure is characterised by a broad base representing primary education and a sharp apex representing higher education. This picture shows that the country has very few people accessing higher education. It becomes very paramount therefore for the country to ensure that the people who access higher education have all the necessary skills to develop the country. This must entail that programmes being developed by the relevant authorities take into account the local as well as the international content. Zambia has seen a rise in the number of higher learning institutions since the 1990's when the privatisation of several sectors of the economy was introduced. Higher education benefited as evident by the number of private universities and colleges which outweigh the public ones. With this rise, and the challenges faced in ensuring quality training in higher learning institutions, the government of Zambia passed the Higher Education Act in 2013 to guide the nation



in the management of higher learning institutions in the country. The Act which is yet to be implemented is a good guide in ensuring that people receive quality higher learning education. This is because higher learning institutions, public or private, are the engines of a knowledge economy and an incubator for skilled labour. They are crucial to industrial research and development strategies in any nation. They shape, or have immense potential to shape, the future of Zambia by training its people in crosscutting skills. Higher education therefore has great value to any country. To thrive as a nation, there should be good investment in education. This paper highlights and explains the importance of globalisation and internalization of higher education in Zambia. The paper will also explain the current scenario in the country relating to practices in the higher learning institutions that aim at achieving globalisation and internalisation. It also suggests ways that would help the country to strike a balance between equipping its citizens with skills that will not only make them competitive on the local market but also on the international market. The paper will further discuss the efforts being made by the Ministry of Education, Science, Technology and Early Childhood as well as the Technical, Vocational and Entrepreneurship Training Authority in ensuring that programmes being developed in the country meet the needs of both the local industry and at the same time the international market.

# THE STAKEHOLDER APPROACH TO CURRICULUM DEVELOPMENT AND ITS ROLE IN PRODUCING GLOBALLY EMPLOYABLE GRADUATES FOR THE FINANCIAL SECTOR IN BOTSWANA

## MR. GEORGE MUKWAPUNA

LECTURER, FACULTY OF BUSINESS,  
BOTHO UNIVERSITY, BOTSWANA



Mr. George Mukwapuna is a PhD Student of the National University of Science and Technology. He also has a Masters Degree in Business Administration and an Honours Degree in Business Studies. He has a varied working experience having worked in the civil service, the financial sector, manufacturing sector as well as the tertiary educational sector. George has also acquired practical entrepreneurship experience as director of several companies. Currently he is a Senior Lecturer at Botho University.

**Abstract:** Efforts to design a curriculum that ensures that Botswana Educational Institutions (BEIs) produce globally employable graduates demand extensive needs assessment studies and intensive consultative processes with potential employers in commerce and industry, government and non-governmental organisations, who logically are expected to absorb the graduates at the end of their training. The value and utility of involving these stakeholders is indisputable because its place in the life and experiences of students in a university is critical. The graduate as a potential employee aspires to acquire relevant skills and professional qualities that the potential employer is looking for during their training. It is the focus of this paper to investigate the current practices in curriculum design and development and also consider the latest developments in the same field with the intention of adding value to the current practices and possibly recommending remedial measures where deficiencies may

have been identified. The study involved carrying out interviews and focus group discussions with a wide range of stakeholders so that the results could replicate in other tertiary institutions not only in Botswana but also in the region. In this paper the researcher looked at clustering with FIs as a strategy for improving student employability on the global market. Clustering involves creating symbiotic linkages in various related sectors of the economy through the development of Special Partnership Agreements (SPAs) with the tertiary education providers aimed at ensuring that tertiary institutions produce potential employees with relevant skills so that they can be recruited successfully by these employers because the programmes offered would have been, to a large extent, tailor-made for them. The study focused on methods and advantages of stakeholder consultation and clustering as a strategy for improving student employability on the global market. This was done through making literature reviews and conducting personal interviews with both potential employers and tertiary institutions in Maun. Maun is situated in the Ngamiland District in the North West of Botswana. It was assumed that research findings coming out of this study would apply to similar areas both inside and outside.

# THE IMPACT OF ENTREPRENEURSHIP TRAINING AT BOTHO UNIVERSITY, BOTSWANA

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## DR. STANLEY THUKU WAITHAKA

LECTURER, FACULTY OF ACCOUNTING AND FINANCE,  
BOTHO UNIVERSITY, BOTSWANA



Dr. Stanley Thuku Waithaka is an educationist with 29 years lecturing and training consultancy in various institutions in Kenya, UK and Botswana. He has a Bachelor of Education Degree Bed (Hons) in Economics and Business Studies from Nairobi University (Kenya) and a Post Graduate Diploma in Accountancy from University of Stirling U.K. He is a Certified Public Secretary (CPS) Kenya and

has an MBA (Business Management) and PhD (Business Studies) from the International University New World Mission Dunamis. He has been lecturing and training for the last twenty nine years in various institutions in Kenya and Botswana and is a Botswana Training Authority (BOTA) accredited trainer. Dr. Waithaka has written a book in Economics (Economics for everyone). He authored the current Introduction to Investment Manual used by Botswana Institute of Bankers Industrial Attachment in U.K. He worked with an exhibition organising company in U.K (Trade Exhibitions Scotland).

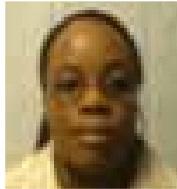
**Abstract:** The purpose of the study is to establish to what extent Botho University prepares its ex- graduates to be successful entrepreneurs locally and internationally in line with its vision and mission. Botho University aspires to be a centre of excellence in higher education. The graduate produced must be highly employable with specialist knowledge and good work ethics. The graduate should have the ability to become a knowledgeable and responsible employee that will work towards the betterment of the nation. The education provided should encourage entrepreneurship so that

the graduates may contribute to the economic growth of Botswana and any other country. The study is based on the approved white paper on tertiary Education Policy (2008) that aims at transforming Botswana into knowledge society. The study will be a combination of qualitative and quantitative paradigm. Questionnaires will be used to collect data from the training staff, a face-face interview guide with Botho ex-students and checklists will be used to assess training programmes at Botho. Random sampling methods will be used to sample respondents from the study population. Quantitative data will be analysed using Microsoft Excel software and qualitative data will be analysed by describing, classifying and connecting data to give an account. The findings of the study may lead to the establishment of a small business unit and to streamline Botho operations towards entrepreneurship.

## **“LEARNING IS HINDERED BY MANY BARRIERS.” AN INSIGHT INTO THESE BARRIERS THAT IMPACT ON THE GRADUATE’S EMPLOYABILITY**

### **MRS. TERESSA CHIKOHORA**

LECTURER, FACULTY OF COMPUTING ,  
BOTHO UNIVERSITY, BOTSWANA



Mrs. Teresa Chikohora is a Computing Lecturer at Botho University with more than 7 years experience in teaching and training. She is a holder of a Bachelor of Science Honours Degree in Information Systems from the Midlands State University in Zimbabwe. Her research interests include assessment in education, security in cloud computing, networking and e-commerce.



**MS. OLEBOGENG GAONATHEBE**  
YEAR 4 STUDENT, FACULTY OF COMPUTING,  
BOTHO UNIVERSITY, BOTSWANA

### **MRS. ARUNDHATHI THANGEDA**

LECTURER, FACULTY OF EDUCATION AND CONTINUING STUDIES,  
BOTHO UNIVERSITY, BOTSWANA

Mrs. Arundhathi Thangeda is a Communication and Study Skills lecturer at Botho University. She holds a Masters Degree in Arts (M.A.-English) from Kakatiya University in India and a Masters Degree in Science (M.Sc.-Zoology) from Osmania University in India. Arundhathi’s research areas of interest include education.



**Abstract:** Learning and teaching are the basic aspects of life on which individual success or failure is hinged. Effective learning can be accomplished in a conducive environment with suitable conditions. The ideal learning environment for effective learning is usually inhibited by counter-productive factors often termed as barriers to learning. These barriers are a stumbling block in the learning and teaching processes with dire consequences on the individual student and teacher effort, parental and government financial and resource investment into the education system, and the overall loss to the economy due to half-baked graduates affected by these barriers. The objective of this study was to identify the barriers and challenges that negatively affect learning at tertiary institutions which leads to low rate of employable graduates. This thorough study will also identify and suggest solutions to the identified barriers in an effort to improve the students’ performance and ultimately their employability. Apart from the changes in curriculum , tertiary institutions and other relevant stakeholders may work together to put up support services and

structures to groom the students outside the classroom. This way, students may overcome the barriers , perform better and increase their chances of getting employed. The study identified the barriers, their causes, effect on learning , possible solutions and the support structures available at the various Botho University campuses.

## INTERCONNECTING HIGHER EDUCATION AND EMPLOYABILITY IN THE SMALL ISLAND ECONOMY OF MAURITIUS

### MS. DEEPA GOKULSING

LECTURER IN SOCIOLOGY,  
UNIVERSITY OF MAURITIUS, MAURITIUS



Ms. Deepa Gokulsing is currently working as Lecturer in Sociology at the University of Mauritius. Her research interests are: family, gender and development, higher education and labour market, social development, migration and globalisation. Ms. Deepa teaches various modules ranging from family issues, gender, research methods and migration. She is also a

resource person in workshops related to social issues and has attended a number of training/workshops both at local and international levels. She presented papers in international conferences in the field of corporate social responsibility (CSR), citizen participation for sustainable development, the globalisation of higher education and feminisation of migrant workers. Some of the papers presented in international conferences have been published in the international academic journals.

**Abstract:** Higher education is critical to build the human capital that in turn builds the very institutions that are regarded as an indispensable factor of development. It is recognised that tertiary education is a major driver of economic competitiveness. The main vision of the government of Mauritius is to transform the island into a knowledge hub and have a minimum of one graduate per family. However, Mauritius, being a small and open economy is also vulnerable to external shocks and has started to re-engineer its economy and diversify its new growth poles. Since the country is moving towards the knowledge-based economy, the need for having a critical mass

of professionals to support the existing as well as the emerging economic sectors is of critical importance. The country produces between 3,000 to 4,000 graduates annually. Therefore, the key challenge is not only about the employability of the graduates but the type of employment they gain and whether they have productive and well-paid jobs.

# ATTRACTING, ADMITTING AND TEACHING INTERNATIONAL STUDENTS: THE CASE OF UNIVERSITY OF DAR ES SALAAM, TANZANIA

## MR. SIMON PETER NGALOMBA

LECTURER, SCHOOL OF EDUCATION,  
UNIVERSITY OF DAR ES SALAAM, TANZANIA



Mr. Simon Peter Ngalomba is a lecturer and teaches Economics of Education, Human Resources Development in Educational Organisations and School Governance courses at Department of Educational Foundations, Management and Life Long Learning (EFMLL), School of Education, University of Dar es Salaam, Tanzania since March, 2008. Prior to his

employment at the University, he taught at Singachini Teachers College, Kilimanjaro region and held various administrative posts as Head, Teacher Education Department and Assistant Dean of Students. He holds a Master of Educational Management and Administration from University of Dar es Salaam, and is a member of African Network for the Internationalisation of Education (ANIE). His research interests include higher education quality assurance, entrepreneurship education, financing higher education and the internationalisation of education.

**Abstract:** Since its inception in 1961, the University of Dar es Salaam (UDSM) has attracted international students (IS) mainly from Southern and Eastern Africa. Some of these UDSM alumni later became Presidents, Vice Presidents, Prime Ministers and senior officials of Eastern, Central in their respective countries, while others became CEOs of international, continental and regional bodies. UDSM was attractive to international students in the 1970s through 1990s partly because Tanzania was host to the OAU Liberation Committee, an organ which played such an instrumental

role in the liberation struggle and the emancipation of the continent. Of late, number of international students at UDSM dropped drastically, therefore this study sought to find out reasons which have led to this decline of international students at this 50+ years old Tanzanian university.

The study employed case study research design with participants drawn from Deputy Vice Chancellor (Academic), officials from UDSM international relations office, academic and non-academic staff as well as international students. It also employed stratified sampling whereby participants were picked by simple random sampling from different university academic departments. Self-administered questionnaires and personal interviews were used for data collection. Data from books, journals, periodicals, university annual reports and the internet was also used. Data analysis was done using descriptive analysis (percentages, frequencies and averages) and chi-statistic followed by data presentation on bar graphs and tables.

Study findings indicate that, despite UDSM's international reputation it has failed to attract increasing number of international students as it had in the 1970s to 1990s partly due to its slow pace at adopting new technologies for marketing its programme. It has also failed to retain IS by not providing conducive learning environment such as well-stocked and modern library, such as those provided by universities in the neighbouring countries of Kenya and Uganda. These universities combine both print and online marketing strategies and have invested heavily in "post-modern" teaching-learning facilities such as library, ICT infrastructures as well as

establish overseas campuses across their geo-political boundaries to attract not only students from within the country but also from neighbouring countries especially those whose education systems are affected by civil wars/conflicts.



# ENHANCING EMPLOYABILITY THROUGH ASSESSMENT AND CLASSROOM DELIVERY AT HIGHER EDUCATION INSTITUTIONS IN BOTSWANA

## **MR. SUMBURANI SIGAUKE**

LECTURER, FACULTY OF ACCOUNTING AND FINANCE,  
BOTHU UNIVERSITY, BOTSWANA



Mr. Sumburani Sigauke is the Accounting Lecturer in the Accounting Department at Botho University. He is a holder of an MBA. He has a Bachelor of Business Studies Honours Degree from the University of Zimbabwe. He has 10 years of experience teaching at different levels from high school to university level. He also worked in the Accounts Department at Muriel Mine. He made

a paper presentation in Beijing China in July 2012 at the University of International Business and Economics (UIBE) conference and at BCIRC 2012. His research interests are into small business, entrepreneurship, customer care and relationship marketing. He is currently a CIMA student.

## **MRS. SHYNET CHIVASA**

LECTURER, FACULTY OF BUSINESS,  
BOTHU UNIVERSITY, BOTSWANA



Mrs. Shynet Chivasa is the Business lecturer in the faculty of Business at Botho University. She is a holder of a Masters and a Bachelor of Science Degree in Economics with the University of Zimbabwe. She also has a Post Graduate Single subject diploma in Project Management (ICM-UK) and a Post Graduate Certificate in Higher

Education (Botho University). She is currently pursuing CIMA. She has vast experience in lecturing at higher education institutions both private and public tertiary institutions in Botswana and Zimbabwe. In Zimbabwe, she has taught at Midlands State University, University of Zimbabwe and Zimbabwe Open University. In Botswana, she has lectured at University of Botswana, Jwaneng Technical College and currently at Botho University. She has done a lot of research work which ranges from policy papers to technical papers. She has presented a paper at the 1st BCIRC (Botho College Interdisciplinary Research Conference) in October 2012, Botho Education Park, Gaborone, and 1st IDM (Institute of Development Management) Research Conference, October 8-9, 2013, Phakalane, Gaborone, Botswana. Her research interests are education, economics and business. Her outstanding lecturing skills are partly influenced by her private sector industry exposure when she was with the Confederation of Zimbabwe Industries (CZI) as a Trade Economist.

**Abstract:** The research investigates how classroom delivery can enhance employability of tertiary institutions graduates. A number of industry captains were interviewed on the employability of tertiary education graduates and the majority raised concern on the 'missing skills' which make it difficult to rate tertiary education graduates as employable. These missing skills includes among others, communication skills, interpersonal skills, business and customer awareness, problem solving abilities, innovativeness, practical knowledge transfer and positive attitude. The curriculum development process of most tertiary institutions was found to be in line with the industry expectations. The content and depth of the

curriculum are at par with the industry. Having designed a curriculum with employability in mind, the question is what is then lacking to enhance the development of skills for employability. The research findings concluded that a well crafted curriculum, suitable learning environment and suitable assessments, if not supported by an effective teaching or class delivery method would not achieve the goals of employability and thus the need to ensure that, tutors though professional in their areas, they are trained and equipped with the skills to teach employability. What was also found interesting are the challenges faced by tutors when using teaching methods that would facilitate the development of employability skills. These challenges are; the pressure to develop subject related skills, course content depth and breadth coverage as expected sometimes by the accrediting bodies and the rewarding system which focuses on the percentage of students who pass the subject related content. This forces the tutor to concentrate more on subject related skills than the employability skills.

# IMPLEMENTING DOUBLE-LOOP LEARNING STRATEGIES TO CREATE SUSTAINABLE ONLINE LEARNING ENVIRONMENTS, FOSTER CRITICAL THINKING, AND DEVELOP ENTREPRENEURIAL INITIATIVES

## DR. ELDONNA L. MAY

WAYNE STATE UNIVERSITY,  
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Dr. Eldonna L. May, certified online professor, is a faculty member of the music department at Wayne State University, and Florida State College-Jacksonville Humanities Department where she lectures in music history and humanities. Dr. May has authored 15 articles for *The New Grove Dictionary of Music*, 2 ed., and *New Grove Online*. Her book is entitled, *Brazeal Dennard: Songs*

*Worth Singing*. A biography is scheduled for publication by Scarecrow Press in early 2013. An active international scholar, she has presented and published papers at both national and international conferences in musicology, including the International Conference on Music in Russia and the Soviet Union (U. Durham, UK), Second Biennial Euro-Mediterranean Music Conference (U. Cyprus, Nicosia), Musicological Society of Australia and 2nd International Conference on Music and Emotion (U. Western Australia, Perth), Hawaii University International Conference (Honolulu), AMS National Conference, the International Conference on Cognitive Musicology (U. Jyväskylä, Finland), Hawaii International Conference on Arts & Humanities, Athena Festival, SVA Conference on the Arts & the Education of Artists. Dr. May also provides consultant services to the Michigan Humanities Council, the Detroit Symphony Orchestra Hall Education Department and the Detroit Institute of Arts, along with serving as a visiting lecturer for the Michigan Humanities Council's Speaker's Bureau. She serves as a contributor to the *New Grove Dictionary of American Music*, a reviewer for McGraw-Hill, Inc. and Cengage Learning (f/k/a Prentice-Hall),

Inc., as well as the scholarly journals *Notes*, *Interdisciplinary Humanities*, *Journal of Historical Research in Music Education*, and the *IAWM Journal*. She is the lead archivist affiliated with the Brazeal W. Dennard Memorial Archive at Wayne State University. Her campus service activities include: Chair, President's Council on the Status of Women; Chair, Fulbright Scholar Campus Review Committee, and Faculty Reviewer, Student Fulbright Scholarship Applications; Faculty Mentor, Summer Faculty Institute-Online Learning; WSU Faculty Mentor for new students; and Chapter Advisor, Delta Theta Chapter, Delta Omicron International Music Fraternity. Dr. May is listed in *Who's Who in Music* and the *International Who's Who of Women in Music*, is a member of the American Musicology Society, Delta Omicron International Music Fraternity, and the American Federation of Musicians. A well-known performer, educator and speaker in the Metropolitan Detroit area, she earned a Bachelor of Music in performance (oboe) and a Master of Music in musicology from Wayne State University, a Ph.D. in musicology from Michigan State University, and is a graduate of Florida State's Online Professor Certification program. She studied oboe and English horn with Arno Mariotti (University of Michigan), Donald Baker (Detroit Symphony Orchestra), Robert Sorton (Ohio State University) and John Mack (Cleveland Institute of Music). She is an active performer, clinician and studio teacher in the metropolitan Detroit area, and has regularly appeared with the Michigan Opera Theatre, Birmingham-Bloomfield, Dearborn, Warren, Plymouth and Traverse Symphony Orchestras as well as with the Frederick DeHaven Chorale, Brazeal Dennard Chorale, and the Metropolitan Detroit Chorale festival orchestras. As a freelance musician she has appeared with

international entertainers Henri Mancini, Yanni, Donna Summer, Michael Feinstein, The Moody Blues, Alvin Wadles, and gospel singers Sandy Patty, Marvin Winans, and Karen Clark Sheard.

entrepreneurial, critical thinkers and action-oriented individuals who will bring added value to not only their academic careers, but also to their employers and community.

**Abstract:** How often do we take the time to reflect and subject ourselves to self-assessment in our daily learning activities? When was the last time you heard the term “introspection” used in the same sentence as “assessment” and “rubric”? When was the last time you wondered about why students did poorly on an assignment? When was the last time you changed your course syllabus? Paraphrasing Sarah Palin, “How’s that working for you?” In the 1970s Chris Argyris, a business theorist at Harvard Business School, began to research what occurs to organisations and people when they encounter obstacles. He called the most common response “single loop learning” – an insular mental process in which we consider possible external or technical reasons for obstacles. “I didn’t study diligently enough to pass the exam.” “The power grid was offline, so I had no Internet connection.” Less prevalent, but significantly more effective is the cognitive approach that Argyris called, “double-loop learning” which occurs when learners question every aspect of their approach, including methodology, biases and assumptions to a problem, challenging their beliefs and mustering the courage to act on the information, leading to new ways of thinking and problem-solving strategies. This discussion focuses on incorporating effective double-loop learning strategies into the online learning environment to inspire, encourage, and channel the energies and activities of students into positive areas; encouraging them to be creative,



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## BOTSWANA EDUCATION HUB (GOLD SPONSOR)



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**BOTSWANA**  
EDUCATION HUB

Botswana Education Hub (BEH) is a strategic office set up by the Botswana Government, whose mandate is to contribute to economic diversification drive of Botswana and sustainable growth through the provision of a competent national human resource skills base. The Education Hub links all education providers, both government and private. Our mission is to position Botswana as a regional centre of excellence in education and training. BEH has the following programmes to drive its mandate:

- Study in Botswana Programme
- Invest in Botswana Education Programme through the promotion of strategic partnerships
- Top Achievers Scholarship Programme (Excellence Awards)
- Adopt-a-School Programme (Institutional Capacity Building)

### 1. The Study in Botswana Programme

Botswana Education Hub in partnership with both private and public tertiary education institutions, in accordance with the "SADC Protocol on Education and Training", markets Botswana education and training in the region. The main objective of the programme is to make Botswana a preferred educational destination in certain niche areas. This has seen an increase

in the number of international learners in the local tertiary institutions at the inception of the programme in 2010 from about 300 to 1219 in 2012/13. The BEH has, since 2010, led missions including local tertiary institutions to Lesotho, Malawi, Namibia, South Africa, Swaziland, Zambia, Zimbabwe and lately Kenya and Tanzania in an endeavour to promote Botswana tertiary education within the Southern African region.

At the same time while marketing Botswana Education, tertiary institutions are guided through a 'Public/Private Sector' committee, where the Ministry of Education and Skills Development public and private education providers meet to discuss, among others, needs of the economy to help institutions focus their training programmes to address skills gap areas.

### 2. Invest in Botswana Education programme

The BEH facilitates partnerships between local tertiary institutions and some world-renowned universities to share accreditation and faculty. This will also ensure improvement in the quality of education. As a result MOESD and some local tertiary education institutions have signed memoranda of understanding with a variety of partners from countries such as Australia, USA, UK and South Africa. Through this programme, partners form alliances, provide scholarships and invest in the Botswana tertiary education sector to realise our vision of being an Education Hub, a preferred destination for learners, faculty and researchers. This initiative is also extended to basic education (primary and secondary education levels).

### **3. Top Achievers Scholarship Programme**

In an endeavour to improve academic excellence at basic education level, the MOESD introduced the Top Achievers Scholarship Programme in 2009. The programme rewards students who attain 6 A\* grades in the BGCSE/IGCSE or equivalent examinations by sending them to some top institutions of learning around the world to study courses relevant to the economic diversification strategy of Botswana. Since its inception the numbers of learners who qualify have steadily increased from 19 in 2010, 30 in 2011 and to 42 in 2012 and 2013 respectively. In 2012 the ministry expanded the scholarship by introducing category B for learners who attain 4 to 5 A\* to study A-Level in the local schools. Category B had 48 beneficiaries in 2012 and 67 in 2013.

### **4. Adopt-a-School Programme**

This initiative is meant to facilitate long term private sector and community participation in the delivery of quality education and training. It fosters a better understanding of the school system, improves schools performance culture and creates a sense of personal involvement between companies/organisations and schools.



Computer Science degree was reapproved when Constantine College achieved Polytechnic status in 1970. The degree continued to evolve and was part of the portfolio offered when the Polytechnic achieved University status in 1992, something which continues to this day. In the Subject Assessment in 1994, Teesside was judged to be 'Excellent' – one of only ten Computing Schools judged at that level in the UK.

Computer Science remains at the centre of the School but the School has significantly developed since those early days to be one of the largest Computing Schools in the UK. In addition to Computer Science, the School of Computing now encompasses the areas of Animation and Visual Effects; Games Art and Design; Computing, which includes Games Programming and Information & Communication Technology (ICT); Digital Media and the Web. These subject areas are offered at postgraduate, undergraduate degree and foundation degree level within the School.

The School of Computing's vision is to achieve national and international recognition as one of the UK's foremost higher educational institutions for

Teesside University has a long history of Computer Science with its first degree developed in 1966, one of the first in the UK, as part of the then Constantine College. Gaining in popularity Teesside's

the study of creative digital technologies and computer science subjects. We seek to enhance our learning environment providing a vibrant learning community for high achieving students and to underpin our state of the art academic portfolio by growing our high quality internationally excellent research. We work with and provide development opportunities for staff, students and graduates to enhance and develop their contribution to learning and teaching, expanding our engagement with regional business and producing highly employable graduates for which we are proud.

The School continues to attract home and international students for its FT, PT, PG programmes, while at the same time ensuring that the quality of our applicants remains high. Currently the average tariff point entry to undergraduate programmes within the School is 330. We work hard to maintain and enhance the current progression, completion and student attainment rates, delivering the high numbers of students who attain their target qualification and producing high quality employable graduates who obtain graduate employment. We also provide a range of enhancement opportunities for students to influence their employment opportunities and opportunities for postgraduate education.

The School continues to develop our academic portfolio so that our programmes are at the cutting edge and attractive to home and overseas students alike and continue to be fit for purpose through regular reflection, review and monitoring. We annually increase our engagement with the Skillset sector skills council and appropriate professional bodies to expand



the number of accredited programmes, which are attractive to industry and are valued more than these offered by our competitors.

We are committed to continue to develop, promote and support externally facing events such as Animex, ExpoTees and Girls and Gadgets as platforms to promote and showcase what the School staff and students are able to achieve. We use all these opportunities for student recruitment and graduate employment and the enhancement of business opportunities.

We have in recent years expanded the number of overseas franchised and UK College partnerships (in collaboration with the Centre for International Development and Educational Partnerships) in order to grow the number of students studying at partner centres both within the UK and internationally. We are delighted to work with Botho University as one of those partners and congratulate them on their recent elevation to University status. There are currently around 500 undergraduate and postgraduate students on Teesside University programmes at Botho University and we are proud of the link.

Working in collaboration with staff and students we learn from the results of all internal and external student surveys to inform our strategic and operational planning to further enhance the student experience and our vibrant learning community, through our learning, teaching and research. The School continues to provide industry level high quality computing laboratories and equipment to ensure that students have access to the latest technology in order to provide them with the best possible employment advantage. The provision of high quality Studio Space for students on the School's creative

portfolio is seen as a key requirement in order to keep pace with competitor institutions and continue to attract high quality students.

At the last Research Assessment Exercise in the UK, research was highly rated at Teesside in Computing. We were the fourth ranked Modern University, with 55% of the research rated as world leading or internationally excellent, and another 30% rated as internationally recognised. In recent years, the School has received a number of prestigious awards at first-tier conferences in Artificial Intelligence, including Best Paper Prize at AAMAS 2013 and Influential Paper Award at ICAPS 2013. The School also has a long established tradition of demonstrating research prototypes at international conferences with more than 10 systems presented, and has received the Best Demo Award at AAMAS 2010, Best Application Award at ICAPS 2013 and the second prize at the EuroITV 2011 Grand Challenge.

We continue to refine the School enterprise strategy to further enhance the "enterprise culture" within the school, to further develop our relationship with local organisations and Digital City Business and to increase Enterprise income through consultancies and grant acquisitions.



## British High Commission Gaborone

The High Commission deals with a wide range of political, commercial and economic issues of interest to the UK and Botswana. The UK and Botswana have a long history of friendly and fruitful relations which pre-date Botswana's Independence. This strong bond of friendship is underpinned by a common commitment to democracy, good governance, rule of law and respect for human rights. Bilateral relations between Botswana and the UK have been enhanced through a number of cooperation agreements in various fields such as trade, health, education, cultural exchanges, defence and security.

### **The High Commission's work in Botswana involves:**

Supporting British nationals living in or visiting Botswana  
Increasing business with Botswana: The British High Commission is working to overcome barriers to economic development with Botswana. Strong economic ties exist between our two countries. British business has been prominent in Botswana for many years.

Increasing security in Botswana and worldwide: Working with the Botswana government and the Southern African Development Community (SADC) on security in the region, Africa and globally.

For details visit our website [www.gov.uk/world/botswana](http://www.gov.uk/world/botswana)



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