EDITORIAL COMMENT

Universities contain some of the best brains the world over. They are a wonderful local, national and international asset. Therefore, Universities must take a leadership role in the pursuit of an innovative and highly skilled economy. They are also bridges between businesses and the knowledge that can make a difference to their success.

It is essential that we now reposition universities as the institutions to influence the direction and quality of our research and ensure that they become the elite institutions that they were intended to be. We should be striving towards a research community, which is defined by increased global connectedness and networks with international research peers.

At the same time our tertiary system the world over should be dominated by collaboration and the sharing of knowledge between tertiary education organisations and other research providers, and the communities that they serve.

The tertiary sector must take responsibility for engaging effectively with these communities to disseminate new ideas, products and services that will be relevant.

The pages of this issue consist of empirically derived qualitative and statistically analyzed studies, cases, scenarios, problems, and commentaries on a wide range of issues that bear on teaching and learning.

Jack Chipfiko and Cosmas Maphosa sought to examine teachers, learners and parents' understanding of the roles of School-Based Assessment in the teaching and learning process. The study found out that there is a convergence on most of the roles of SBA in the teaching and learning process. Further, SBA provides feedback in the teaching and learning process, which is a key element for effective learning. SBA fosters better student understanding of their strengths and weaknesses. An understanding of one's strengths and weaknesses promote positive student performance. Both teachers and learners suggested that SBA complements public exams as the tasks focus on content covered providing students more opportunities for revision. Respondents agreed that SBA assisted teachers in deciding content to focus. Further research is recommended to establish reasons for teacher negative attitude towards SBA implementation in schools.

Lilian Chaminuka and Justina Mtezo: Research concluded that Open University students as compared to students who attend lectures on a daily basis are at a disadvantaged and companies are sceptical about employing them as they lack the necessary skills required within the workplace. To mitigate this, internships have been encouraged, to equip the students for the various activities that take place within the workplace. Internships allow for creativity and students are motivated and stand a better chance of being employed as their counterparts do. This therefore calls for universities to develop and maintain relationships with companies to ensure that their students are catered for in as far as internships are concerned as recommended by the researchers.

Petros Gomwe investigated the Significance of University-Industry Collaboration in developing Knowledge-Based Economies. A positive relationship between the University and Industry is recommended if ever the SADC region is to experience development. The researcher focused on how these two entities will benefit from each other. In his discussion, he noted that it is futile for universities to keep knowledge to themselves without sharing it to the

industry where they have the potential of developing the SADC region using the knowledge. The researchers suggested that now there is insignificant collaborations taking place, and until there is reciprocal efforts in creating collaborations the SADC region is still a long way from realising knowledge-based economies, meaning we will not realise development as early as would have anticipated as a region. Gomwe recommends that the government should come up with policies that facilitate University-industry collaborations while on the other hand universities should desist from over-dependency on government funding.

Isabel Makwara Mupfumira, Gamuchirai Tsitsi Ndamba and Emily Motsi in a case study carried out in Zimbabwe focused on the Relevance of the Clothing Curriculum to Industry. The researchers raised a concern that higher education institutions could be providing students with skills and competences, which might not be relevant for employment industry. The researchers sought to investigate whether a poly technical college in Zimbabwe was giving the students relevant skills and competencies for the industry. It was concluded that there should be consultation that takes place between colleges and industry to ensure that the curriculum offered to the students equips them with the relevant skills and competencies. The research found out that the students were being offered basic skills and competencies, which however, were not relevant in the industry as graduates ended up not getting employment in the clothing design and construction industry, and sought for better opportunities elsewhere.

Tichapondwa Modesto touched on Carbon Footprint and Opportunity Costs of a Distance Education and a Conventional University in the Botswana context. He sought to raise awareness on the two costs of education to which we do not pay attention. The discussion showed that face-to-face learners use more resources for their education, and miss the opportunity to work whilst distance learners miss the opportunity for government funding. Therefore, the researchers argued that there was need for governments to work on providing sustainable education taking into consideration the environmental impact and opportunity cost. Recommendation for further study was to investigate how the quality of distance learning differs from that of face-to-face after establishing the opportunity cost and carbon footprint.

The study conducted by Muchabaiwa Jakachira and Kanda interrogates the continuities and discontinuities of Zimbabwe's updated curriculum focusing on the exclusion of Family, Religion and Moral Education (FRME) in the infant school. The study reveals that FRME as one of the learning areas is only introduced at grade three. Paradoxically, the philosophy underpinning the updated curriculum emphasises morality and yet it denies a space for FRME in the infant school curriculum. The deliberate omission of FRME as a learning area in the infant school curriculum does not only pose challenges in terms of children's moral development, but also becomes a disjuncture in terms of a spiral and developmental curriculum.

According to Shakeel Mohammad and Cassam Vinayagum Chinapah, the research suggested that there are two schools of thought addressing the issue of private tuition Vs the school system. There was a justification of private tuition where the respondents argued that private tuition has a significant effect on academic success. On the other hand, the second school of thought is that private tuition is shadowing the school system and is decaying the Mauritian society.

Buah Emmanuel and Akuffofrank Asah focused on the role of community participation in Ghana towards quality education. The research indicates that the success of education is a collaborative effort of both the school and the community. Findings however, showed that communities are not participating in the success of Ghana education as they have become despondent because of politicians who politicise every activity that is related to education. The

government has misled the community by claiming that they will fund schools in all the development as well as provide resources needed for a conducive atmosphere of teaching and learning. However, their claims are never fulfilled resulting in the schools being in a dilapidated condition and compromising the quality of education. The researchers therefore recommended that the government should empower the communities and allow them to participate in the Education of their societies as there a given a chance to come up with constructive education policies.

In this fourth Industrial Revolution, technology has been greatly advocated for as a way of enabling technology enhanced learning. The research by Ruby Hanson and Emmanuel Kutorglo sought to evaluate whether a digital learning system could provide learners with enhanced interaction modes to improve their pedagogical skills. The findings showed that pedagogical skills for professional development where enhanced and the digital learning system increased interaction between teacher and trainees as well as trainee-to-trainee interactions. However, some internet connection challenges were also identified which the researchers feel they can easily be resolved with the improvement in power supply.

I look forward to hearing from colleagues about them as well as about any other matters of editorial policy. I also, of course, look forward to receiving your manuscripts.

Prof N Wadesango

Chief Editor