INNOVATION FOR INCLUSION

2-3 OCTOBER 2024

Book of Abstracts

University of Seychelles, Anse Royale

Seychelles Institute of Teacher Education, Mont Fleuri

Program *Innovation for Inclusion.* 2-3 October, Seychelles		
Day 1 – Inclusivity, Language and Technology Location: University of Seychelles; Anse Royale campus.		
8:00-8:30	***Registration***	
8:30-9:00 **Conference Opening**	***Conference Opening.*** **(UniSey Auditorium)** Justin Valentin – Minister of Education, Seychelles, Joelle Perreau – Vice-Chancellor, University of Seychelles. Education and Socio-Economic Research Institute – The Organizing committee.	
9:00-10:00 **Keynote 1.**	***From "one-to-one computing" to de-digitalization? Technology use in compulsory school in Sweden.*** **(UniSey Auditorium)** Professor Anders Björkvall – Örebro University, Sweden.	
10:00 -10:30 – Coffee break (Outside main lecture theatre)		
10:30-12:30 **Parallel Sessions**	**Theme: AI/ICT and Inclusivity** - Manchester Theatre	**Theme: Language and Inclusivity** - A1/3.
10:30-11:00	**1.** ***Continuous Assessment Learning Activity Implementation for Quality Basic Education: Challenges Faced by Learners and Mitigation Strategies in Chikomba District, Zimbabwe*** Hemant Birandranath Chittoo. Muroiwa Marshal Kudakwashe. – University of Technology, Mauritius.	**2.** ***How translanguaging in transitional multilingual mathematics classrooms in South Africa can inform mother-tongue based multilingual education.*** Anthony A Essien. – Wits School of Education, Johannesburg, S.A.
11:00-11:30	**3.** ***Technology-Enabled Learning and OERs for Enhancing Inclusive Pedagogical Strategies at Université des Mascareignes in Mauritius – A First-Hand Experience*** Roodheer Beeharry *- Université des Mascareignes, Mauritius.*	**4.** ***Evaluating private school parents' language ideologies with reference to local inclusion in the Seychelles community*** Mats Deutschmann – Örebro University, Sweden; UniSey (ESERI)
11:30-12:00	**5.** ***Language Evaluation of an AI Tutor to Support Secondary Science Students in Seychelles Creole.*** Christine Pejakovic – University of Seychelles, Jean-Marc Athanase – Ministry of Education, Seychelles. Laurie Butgereit – Nelson Mandela University, S.A.	**6.** ***Language-in-education policy and implementation in Tanzania*** Eliakimu Sane *– University of Dodoma, Tanzania.*
12:00-12:30	**7.** ***Exploring the Integration and Impact of Artificial Intelligence in Higher Education: A Comprehensive Student Perspective from Mauritian Universities.*** Bushra Khoyratty – Université des Mascareignes, Mauritius	**8.** ***Adolescents' lived experience of comprehensive sexuality education in South Africa*** Ronél Koch University of Western Cape, S.A
12:30-13:30 – Lunch (UniSey Cafeteria)		
13:30-14:30 **Keynote 2**	***Towards Epistemic Justice - Multi-Lingual Approaches to Learning in Sub-Saharan Africa.*** **(Manchester Theatre)** Professor Angeline Mbogo Barrett – Bristol University, England.	
14:30-15:00 **Parallel Sessions**	**9.** ***Expanding inclusion through the development of intercultural competences in faith-based educational institutions. (Manchester Theatre)*** Pascal Nadal – Service Diocésain de l'Education Catholique de Maurice, University of Seychelles. Aruna Ankiah-Gangadeen – Mauritius Institute of Education	**10.** ***Measuring Inclusivity and Sustainability in Higher Education Institutions of Small Island Developing States: A Review of University Sustainability Assessment Tools*** ***(Room A1/3)*** Vijaya Ramasamy-Coolen, Toshima Makoondlall-Chadee & Reshma Sunkur. – University of Technology, Mauritius.
15:00-15:30 – Coffee break (Outside main lecture theatre)		
15:30-16:30 **Parallel Sessions**	**Theme: Policy perspectives** - Manchester Theatre	**Theme: Inclusive Learning Materials and Assessment** - A1/3.
15:30-16:00	**11.** ***Exploring Higher Education Internationalisation in Oman: Academic Staff Perspectives*** Saud Saif Badar Albusaidi – University of Technology and Applied Sciences, Oman. Aaisha Hamed Albusaidi – A'Sharqiyah University, Oman.	**12.** ***Representation of Inclusion in Learners' Workbooks for Grade 1 to Grade 3 of the Kenya's Competence Based Curriculum*** Samuel Kochomay – Mount Kenya University
16:00-16:30	**13.** ***Development Goal 4 and Education for Sustainable Development: Perspectives of Small Island Developing States post-pandemic*** Toshima Makoondlall-Chadee, Vijaya Ramasamy-Coolen, Reshma Sunkur – University of Technology, Mauritius.	**14.** ***Implementing Reflective Portfolios in Clinical Clerkship: Boosting Medical Student Learning and Development.*** Sumera Keenoo – University of Mauritius
From 7 p.m. – Conference dinner (UniSey Campus Cafeteria)		

Day 2 – Policy and Close-to-Practice Location: Seychelles Institute of Teacher Education (SITE)		
8:30-9:00 **Conference Opening** Main Theatre	***- Opening note*** Ministry of Education, SITE, ESERI, and UniSey	
9:00 -10:00 – Registration, coffee and pre-mingle (Cafeteria SITE)		
10:00-11.00 **Keynote 3.** Main Theatre	***Inclusion Education in Africa – Challenges and Solutions*** **Professor Sulochini Pather,** Faculty of Education, University of Western Cape.	
Parallel Sessions 11:00 – 12:00	Main Theatre	Room A14
11:00 -11:30	**15.** ***Innovation for Inclusion: Embracing School Autonomy through The Buildership® Model in Seychelles.*** Amina Afif – Ministry of Education, Seychelles.	**16.** ***Family Engagement in Reading for Pleasure with Young Children in the Seychellois Home. What does it look like?*** Mahrookh Pardiwalla & Odile Decomarmond – Seychelles Association of Retired Education Professionals
11:30-12:00	**17.** ***Understanding teacher's perception on the implementation of inclusive education in secondary schools in Seychelles.*** **.** Jenny Kilindo – Ministry of Education, Seychelles.	**18.** ***The Impact of Multi-Sensory Teaching of Science on Low-ability Learners*** Maria May Adrienne – Ministry of Education, Seychelles. Raymond Anyanwu – University of Seychelles
12:00-13:15 – Lunch (SITE cafeteria and MoE canteen)		
13:15-14:15 **Keynote 4**	***Towards Language Inclusive Education in the Seychelles*** Justin Zelime- University of Seychelles	
Sessions 14:15-15:45	**Main Theatre**	
14:15-14:45	**19.** ***Transformative Pedagogies in STEM Education in Zanzibar: A Reflection*** Maryam Ismail & Maryam Amour Mwinyi – State University of Zanzibar. Eliakimu Sane – University of Dodoma, Tanzania	
14:45-15:15	**20.** ***Teachers' Perception of School Climate and its Impact on Teaching and Learning: A Case Study of a Public Secondary School in the Seychelles.*** Andre Servina – Ministry of Education, Seychelles.	
15:15-15:45	**21.** ***Inclusivity in Tourism Education: The Seychelles Tourism Academy (STA) Case Study.*** Mosianne Dugasse & Brigitte Joubert – Seychelles Tourism Academy	
Coffee Break 15:45 – 16:15		
16.15 -16:45	***Conference Summary and Closure – Mats Deutschmann***	

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Keynotes

Keynote 1
From "one-to-one computing" to de-digitalization? Technology use in compulsory school in Sweden.

Professor Anders Björkvall,
Örebro University, Sweden.
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The digitalization of schools in Sweden is extensive, with approximately one laptop or tablet per learner in compulsory school (year 1-9). These laptops and tablets offer great opportunities for exploring, learning and making meaning. However, discourses of *de-digitalization,* more often based on cognitive than social approaches to learning, are to some extent taking over: pen and paper and printed books are to be given priority over digital tools. These developments in one of the more technology positive countries in the world are now gaining international attention. For instance, an article in The Guardian from 2023 – "Switching off: Sweden says back-to-basics schooling works on paper" – describes how de-digitalization discourses are now affecting educational policies in Sweden (https://www.theguardian.com/world/2023/sep/11/sweden-says-back-to-basics-schooling-works-on-paper).

I will reflect on this process based on my experience as a researcher active at the intersection of the fields of (new) literacy studies, multimodality and education. I will discuss the uses of digital tools at different levels of Swedish compulsory school in the light of three research projects. Two of the projects took place in a highly pro-digitalization era. They are focused on the potential of "one-to-one" laptops (that is, one laptop per learner) for meaning making and learning across contexts such as the classroom, the corridor outside of the classroom and the private homes of learners. Among other things, I will show how a potential digital divide became evident, based on learners' previous experience of technology use.

The third project is being concluded in 2025, in the era of de-digitalization. It addresses the potential of finding bridges between digital and analogue practices in schools instead of simply removing the digital tools from the schools. More specifically, the project analyzes the potentials of digital pencils for connecting analogue (pen and paper) meaning making to digital meaning making in compulsory school (grade 4 and 8). One consequence of digitalization in Sweden is that handwriting – with some exceptions – is neither being thoroughly taught nor practiced. The project analyzes how writing and shaping by hand – still to be considered fundamental skills and competences in society today and with a history that goes back thousands of years – can be performed in digitalized Swedish classrooms.

Thus, the projects address the potential of digital tools in schools in relation to discourses of digitalization as well as de-digitalization. I will argue that the dichotomy between digital and analogue tools is mostly a false dichotomy. Finally, many countries in Africa, including the Seychelles, may be at different stages of the process of digitalization of schools, and perhaps even at the stage of de-digitalization. Thus, my presentation will hopefully open up for a broader discussion of digitalization as inclusion and exclusion (for instance, through various types of digital divides) in Africa and beyond.

***Anders Björkvall** is professor of Swedish at Örebro University, Sweden. He has broad research interests, including multimodality, social semiotics, organizational discourse, genre analysis and literacy studies. At present, Anders is particularly interested in questions of digitalization and de-digitalization of meaning-making and learning in schools, but also in questions of inclusion as pedagogic design in higher education.*

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Keynote 2

Endogenous Innovation for Epistemic Inclusion: The local roots of multilingual innovation for meaning-full inclusion.

Professor Angeline M. Barrett
University of Bristol, U.K.
(Angeline.Barrett@bristol.ac.uk)

Inclusion is a constant act of innovation by educators, who are attentive to learners and their learning. *Meaning*ful inclusion is epistemically inclusive. It engages learners in processes of meaning-making by recognizing and building on their knowledge and ways of knowing. This includes recognizing the languages learners use outside of school as tools for meaning making within school. Epistemic inclusion is contingent on endogenous innovation. Endogenous innovation has local roots. It is led by practitioners, who engage with theory and practices elsewhere but adapt it to create indigenized praxis. Across Africa, educators have engaged in endogenous innovation to make education inclusive for multilingual learners. However, with few exceptions, education policy and national curricula have been slow to follow. To illustrate teachers' and teacher educators' capacity for innovation, I will draw on findings from a British Council-funded project conducted in Tanzania and Ethiopia, *Evaluating Language Supportive Approaches to Transition at Scale*. The findings show how curricula that overlook children's multilingualism systematically fail learners disadvantaged by poverty or rurality. We observed science classrooms, where most students do not utter a single sentence or compose a sentence in writing. However, we also observed lessons in which teachers and students made sense of school science in ways uniquely available to them because of their multilingualism. I conclude that it is possible to unleash the power of multilingual education for inclusion. But it does require constant acts of innovation by educators and requires policy makers to be attentive to what teachers do.

Angeline M. Barrett *is a Professor in Education at the University of Bristol, UK. Her main research interests are teacher professionalism, curriculum and pedagogy for secondary education that contributes to sustainability and social justice. She has led a series of research projects on language supportive pedagogy in East Africa.*

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Keynote 3

Challenging notions of Inclusion in the African context, for sustainable Inclusive Education policy and practice

Professor Sulochini Pather
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In line with the EFA and Salamanca agendas, inclusive education as a movement worldwide has gained momentum in supporting the education for children with disabilities and special educational needs alongside their peers. The progress towards Inclusive Education globally, including in Africa, has been slow (UNESCO, 2020). Why is this so and what can be done about it? This paper looks at these questions, specifically in relation to the African continent, drawing from research and professional experience in African countries and compares these with experiences elsewhere. It focuses on the colonization and neo-colonisation of concepts and models of inclusive education developed across the developed world that have traversed borders from the North into Africa, through development aid, consultancy and the conveyance of knowledge through studying abroad. It looks at what the outcomes have been within different economic, social and political contexts and the sustainability of such thinking and models for both policy and practice in local communities. It also looks at inclusion and exclusion and the intersectonality between special needs, poverty, gender, ethnicity and the concept of able-bodism which is rooted in cultural norms. How this directly affects the priorities and possibilities for education reform and policies in Inclusive Education, will be addressed. The paper provides a deep understanding of why the process of implementing inclusive education is so complex in the African continent and an understanding of what is needed to develop a more sustainable model across the continent and within specific countries.

***Sulochini Pather**, Head of Department of Educational Psychology, University of Western Cape, South Africa.
Her expertise lies in disability studies, inclusive education and the inclusion and exclusion of marginalised groups of learners, including children with disabilities and special needs, from minority ethnic groups and migrant communities. She served as an academic at universities in the UK, Australia, South Africa, Oman and Kazakhstan and has worked on projects in Asia, Middle East and Africa, including Seychelles.*

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Keynote 4

Towards Language Inclusive Education in the Seychelles

Dean Justin Zelime (Ph.D.)
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The status of Kreol Seselwa has been experiencing a roller coaster ride from low status to high status, and a return to relative low status since independence. Arguably, this has been a result of language policies formulated by interests other than a pedagogic focus on the language's potential role in learning. In my presentation I will give an overview of language-in-education research that I have undertaken in the Seychelles in the past decade that shows how ideologies and policies have counteracted the role of Kreol Seselwa in education leading to inequities in our system.

This paper will also present an alternative focus based on the potential benefits of elevating the role of Kreol Seselwa in improving learning outcomes. In doing so, I will present evidence from various studies and ongoing projects, including the *Understanding 'Understanding'* project (financed by the Swedish Research Council), which seeks to gain a better and systematic understanding of the guiding principles behind language-in-education policies, and how steering documents and curricula in the Seychelles deal with the realities and challenges involved in learning and teaching through a second language. Based on such evidence I will also propose a model for how the role of Kreol Seselwa in education could be improved and extended to include all compulsory education in order to increase learning equity and to improve learning.

Justin Zelime *is Dean of Faculty of Arts and Social Development at the University of Seychelles. With over 25 years of experience in the education field, his main research interests include language policy, language didactics, and language support pedagogy. He has a special interest in the language politics of post-colonial countries, particularly in Sub-Saharan Africa. He is currently involved in two projects funded by the Swedish Research Council that explore language policies and the potential of multilingual education pedagogy in Sub-Saharan Africa.*

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Presentations
Day 1

**(University of Seychelles,
Anse Royale Campus.)**

1. Continuous assessment learning activity implementation for quality basic education: Challenges faced by learners and mitigation strategies in Chikomba district, Zimbabwe.

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Marshal Kudakwashe Muroiwa (Ph.D.)
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The quest for competency-based curriculum led government of Zimbabwe to adopt Continuous Assessment Learning Activity (CALA) policy in 2015. However, due to challenges, it was implemented in 2021 onwards for certification of grade 7, forms 4 and 6 examination classes. This curriculum partly shares same views with Innovation for Inclusion theme specifically as one of multi-modal solutions for education. This study seeks to explore challenges faced by secondary school learners during implementation of CALA and to establish mitigation strategies in Chikomba District, Zimbabwe. The study was underpinned by Behaviourism and Cognitive theories. The research methodology utilised was qualitative and, more specifically, purposive and random. Purposive sampling was explored to select private, church run and government public schools. Representatives of schools were drawn from town, resettlement and marginalised areas of three constituencies namely West, Central and East. Random sampling was used to select 40 secondary school learners from WhatsApp groups of selected schools. On average, each group consisted of 150 participants and response rate was 90%. Questionnaires through emails and online interviews through WhatsApp audios constituted main data collection tools. Data was analysed using thematic method. Major constraints revealed complicated tasks, too much activities, time constraints, shortage of resources, bribery and corruption and lack of skills and knowledge to administer CALA. Additionally, national shocks, poor network, exposed to abuse during field work, lack of ICT tools and digital infrastructure, costly to administer, favouritism, nepotism, CALA missing marks, biased marks and high teacher pupil ratio. The study concluded by establishing strategies to curb identified challenges. These include standardisation of tasks inform of content and quantity, resources mobilisation and robust legislation with stiffer penalties on corruption and bribery. Furthermore, placement of digital infrastructure, establishment of boosters, research-based training, online learning, employment of more teachers, training of paid CALA examiners and centralised CALA marking.

Key words: *Continuous Assessment Learning Activity; quality, basic education; challenges; strategies.*

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2. How translanguaging in transitional multilingual mathematics classrooms in South Africa can inform mother-tongue based multilingual education

Anthony A Essien (Ph.D.)
University of the Witwatersrand, Johannesburg, South Africa.
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The most common model for including indigenous languages in formal education in most African countries is the transitional model where the indigenous language is used for a certain number of years for formal education before transitioning to a 'world' language. In South Africa, up to 2024, this transition takes place in Grade 4. This transition raises the question as to whether learners have gained access to both communicative and academic proficiency in the home language and English and can therefore be taught mathematics in English from Grade 4 onwards as stipulated by the Language in Education Policy. Drawing on data from a research and development project that combines teacher professional development and classroom observations of language transition classrooms, and using a new merger framework that attempts to bring together both the translanguaging framework and the language responsive mathematics teaching (LRMT) framework, this paper will present findings on how translanguaging practices in transitional multilingual classrooms can inform mother-tongue based bi/multilingual education. In doing so, the paper seeks to inform policy and practice on how teachers can draw on and exploit the epistemic potential of the multiplicity of languages in classrooms for a more inclusive education as South Africa moves towards building a strong mother-tongue based bi/multilingual education.

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3. Technology-Enabled Learning and OERs for Enhancing Inclusive Pedagogical Strategies at Université des Mascareignes in Mauritius – A First-Hand Experience

Roodheer Beeharry (Ph.D.)
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The Sustainable Development Goal 4 (SDG4) highlights the need for ensuring inclusive, equitable and quality education for all and is acknowledged to be a key impetus for the attainment of other SDGs. However, the issue of academic achievement gap still persists in many countries, including Mauritius. The latter situation highlights the need for pedagogical transformations which account for all learner's entitlement to education that respects diversity, enables participation, removes barriers and considers a variety of learning needs and preferences. Technology-Enabled Learning (TEL) is being increasingly adopted worldwide for achieving the afore-mentioned objectives. Likewise, the growing volume of Open Educational Resources (OERs) which include open access journals, digital media, open source software and open licenses can be highly relevant for addressing exclusion in education. This study investigates the first-hand experience of a shift from the traditional lecture-based teaching to Technology-Enabled Learning (TEL) coupled with use of OERs in higher education at the Université des Mascareignes in Mauritius. It employed a qualitative research method by using semi-structured interviews involving 6 faculty staff and 28 students to explore the experience of both students and academic staff in the curriculum innovation process. The literature review provides a basis for describing the scope of TEL and OERs in higher education in view of facilitating meaningful learning experiences. The key findings reveal that the use of Technology including OERs in education doesn't automatically imply better educational outcomes whereby proper pedagogical and instructional designs remain crucial requirements for effective inclusive education.

Keywords; Curriculum innovation, TEL, OERs, pedagogical design, instructional design, inclusive education.

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4. Evaluating private school parents' language ideologies with reference to local inclusion in the Seychelles community

Mats Deutschmann
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In much of the research on language policy and language ideologies to date, there has been a general tendency to associate parents who send their children to private English Medium of Instruction (EMI) schools with negative attitudes towards local languages and their role in education. This has also been the general anecdotal discourse in the Seychelles. This study puts such assumptions to the test and investigates attitudes and language ideologies of EMI school parents empirically. Based on the questionnaire responses of 176 participants, parents whose children attend various private schools in the Seychelles, a more complex picture emerges. Results suggest that a majority of parents believe that Kreol Seselwa should be given a more prominent role in private educational contexts than it has to date. For example, 55% believe that it should be used as support language in education and 43% of parents believe that it should be introduced as a separate subject. Furthermore, a clear majority acknowledge that Kreol Seselwa is the most important language in everyday oral communication in the Seychelles. A large proportion of parents also recognize its importance in written communication. The results have implications for language policy decisions in the private school sector in the Seychelles and elsewhere, decisions which in turn may set precedents for more general language-in-education policy reforms nationally and internationally.

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5. Language Evaluation of an AI Tutor to Support Secondary Science Students in Seychelles Creole.

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Laurie Butgereit (Ph.D.)
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In the Seychelles' public schooling system, the first two years of instruction is carried out in Seychellois Creole. This is followed by an abrupt change to English across all subjects, except Mathematics, which is taught from primary 1. This paper investigates the use of artificial intelligence in assisting secondary students with their Science education; students who may not have yet attained full proficiency in English. It describes the first of a multi-step project – the evaluation of the language abilities of a tutoring bot when communicating in Seychellois Creole about science at secondary school level. A growing number of studies point to the advantages of harnessing AI as subject tutor due to its ability to personalise learning, while transcending language barriers. Previous research (Butgereit, Pejakovic & Athanase, 2024, forthcoming) point to the potential benefits of using a Seychelles Creole AI tutor for secondary school students in Seychelles, based on an exploratory study evaluating a Seychelles Creole mathematics chatbot pitched at primary students. This current study draws upon the fields of education, linguistics and artificial intelligence, with a focus on language evaluation. Due to adaptable content gained through continual feedback and scaffolding, Krashen's Input Hypothesis (1985) was selected to inform this research. A pilot study was undertaken as follows: tutoring bot language evaluation by two of the authors, a small group of secondary science teachers and students, followed by a focus group interview.

Keywords or phrases: Seychellois Creole, Kreol Seselwa, chatGPT, GPT-4, Tutoring, Science.

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6. Language-in-education policy and implementation in Tanzania

Eliakimu Sane (Ph.D.)
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In Tanzania, as in many post-colonial countries, English has been adopted as the language of instruction in post-primary education. Kiswahili and local languages are discouraged based on the assumption that proficiency in English is essential for academic and professional advancement. However, research conducted in the country reveals a divergence between these assumptions and actual classroom practices. Many teachers in Tanzania are using strategies like translanguaging, realia, intralingual translation, and leveraging students' home languages to better support those with a Kiswahili background. This shift challenges the current policy in education, thereby calling for a reassessment of the role of language in promoting inclusiveness and epistemic justice. Multilingualism has been shown to enhance student interactions, comprehension, and retention and facilitate language acquisition. However, most of these methods depend heavily on teachers' intuition and familiarity with language-supportive pedagogies (LSP).

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7. Exploring the Integration and Impact of Artificial Intelligence in Higher Education: A Comprehensive Student Perspective from Mauritian Universities

Bushra Khoyratty,
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The objective of this study was to explore how Mauritian students perceive the integration of Artificial Intelligence (AI) in higher education. AI has the potential to enhance various aspects of higher education, including teaching, learning, admissions, placements, and administrative processes. This study also aims to promote AI in Mauritian higher education, considering potential challenges and anticipated benefits. While AI is increasingly adopted in educational settings globally, Mauritius must devise strategic methods to integrate these technologies into its tertiary education systems. This research addresses this gap by thoroughly evaluating the present and potential future applications of AI in Mauritian higher education institutions.

The methodology of this study combines qualitative and quantitative approaches, drawing on academic literature, case studies, and primary data gathered from surveys and interviews with key participants such as students. The findings underscore the impact of AI in enhancing personalized learning experiences and advancing research methodologies.

The analysis reveals a varied spectrum of student reactions, from enthusiastic endorsement to wary scepticism. Students appreciate the personalized learning and improved academic support that AI technologies offer, noting an increase in engagement and academic achievements. However, there are concerns about data security, the digital divide, and the possibility of diminished human interaction in learning environments.
The study also identifies significant obstacles to AI integration, including insufficient infrastructure, a scarcity of technical expertise, and ethical concerns related to data privacy and algorithmic fairness. Despite these hurdles, the paper concludes that AI has the potential to significantly enhance educational outcomes and operational efficiency within Mauritius's higher education framework.

Keyword: Artificial intelligence, Higher Education, student perception

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8. Adolescents' lived experience of comprehensive sexuality education in South Africa

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In response to worrisome sexual health related statistics that remain unchanged after comprehensive sexuality education (CSE) has been part of the curriculum in South African (SA) schools since 2000, the aim was to include those at whom CSE is directed to determine from their perspective what is needed to bring change. In this qualitative, phenomenological study, 10 participants were purposively selected from all 5 school quintiles to be representative of the school going population in SA. Semi-structured interviews were conducted and data were analysed with ATLAS.ti. Based on the lived experience of participants the results indicate that approaches of CSE deliverers as well as delivery disqualify sexuality education in SA schools from being comprehensive. Deliverers often teach from a top-down, one-sided approach where learners are excluded. Delivery focus mainly on prevention, encompassed with tactics that instill fear, that disregards normality and reinforces discriminative gender roles. Participants plead for SE that is inclusive, acknowledges their realties and allows for truthful, in-depth discussions that is responsive to their needs. Stakeholders must learn from adolescents by responding to this and other valuable research, which seems to go unnoticed considering that similar topics and problems are published repetitively, with no significant changes reported. To bring change, the scripted lesson plan initiative from the Department of Basic Education needs to be successfully implemented by trained sexuality experts.

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9. Expanding inclusion through the development of intercultural competences in faith-based schools.

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Inclusion stands at the core of the Catholic school mission. This is in line with the principles of Catholic Social Teaching and with relevant doctrines enshrined in the Church's magisterium on human dignity, the common good; and the preferential option for the poor, the weak and the marginalised.

Whilst there is undeniably always scope for Catholic schools to adopt more inclusionary policies and practices, the Catholic school project strives to approach inclusion from a variety of perspectives. This is done besides the most obvious angle of financial and material support. For instance, schools can be inclusive through their staff recruitment and student admission policies, their pedagogical approach and via the curriculum that they implement, to name but these.

Against a backdrop of diverse inclusion-conducive initiatives, this paper discusses the introduction of a pioneering programme of Intercultural Education and Dialogue in the Catholic schools of Mauritius as an example of innovation for inclusion. As main findings, we argue that the innovative dimension is threefold. Firstly, in a context where interculturality is merely depicted in the local national curriculum framework as a transversal skill that is meant to underpin the learning of all subjects, Catholic education in Mauritius has elaborated a formal learning programme whereby Intercultural Education/Dialogue is explicitly taught as a subject in its own right. Secondly, instead of importing an existing programme from elsewhere, a homegrown 'Intercultural Education/Dialogue' programme has been developed to suit the ethnic, religious and cultural realities of a small island developing state like Mauritius. Finally, the programme includes an element of intercultural competency assessment even for lower primary learners.

Keywords: interculturality, Catholic education, curricular innovation, assessment, SIDS

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10. Measuring Inclusivity and Sustainability in Higher Education Institutions of Small Island Developing States: A Review of University Sustainability Assessment Tools

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Universities occupy a unique position within society as being largely responsible for the creation and dissemination of knowledge and as the drivers of global, national and local innovation, economic development, and societal wellbeing. As such, universities have a critical role in the achievement of the SDGs and can also greatly benefit from engaging with them. University sustainability assessment tools encourage higher education institutions to gear towards sustainability. A wide array of such tools are available worldwide founded on sustainability audits, indicators, self-assessments, benchmarking criteria and integrative assessments. Traditionally, sustainability assessment is a data intensive process requiring qualified researchers to undertake. Small Island Developing States face numerous challenges to assess and track sustainable development including the lack of data hence making the use of many sustainability assessment tools unsuitable. The aim of this study was to evaluate key tools across the academic literature for their implementation in SIDS. A systematic review was undertaken for the period 2000-2021 using the PRISMA model. Through 12,958 studies, only 27 were deemed suitable for the present research and the strengths and weaknesses of 11 key tools were assessed. The research demonstrates that while some SIDS have used globally recognized university sustainable assessment tools the vast majority are still lagging behind.

Keywords: university sustainability assessment tools, sustainable campus, sustainability, SIDS

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11. Exploring Academic Staff Perspectives on the Internationalisation of Higher Education in Oman: A Mixed Methods Study

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This study adopted a mixed methods approach to explore the perspectives of academic staff on the internationalisation of English Language Centres (ELCs) in a university in Oman. As research on internationalisation in ELCs is limited, this study aims to understand the opportunities and challenges of internationalisation activities and practices from the perspectives of ELC staff. In this study, first, qualitative data was obtained through semi-structured interviews with staff (n=10) from the ELCs. Then, staff attitudes were explored via a survey (n=148). The findings reveal that staff exhibited positive attitudes towards internationalisation activities related to students, staff, and the curriculum. Participants shared some potential benefits regarding the presence of international students and staff, as well as curriculum internationalisation. However, due to the lack of an internationalisation policy and the small number of international students, participants were not informed of the challenges relating to the recruitment and presence of international students. Tensions surrounding the limited awareness of internationalisation suggest a gap between the staff perceptions and the actual challenges of internationalisation. Moreover, the participants mainly perceived internationalisation as a one-way benefit, focusing on how it can benefit local staff and students rather than advocating mutual benefits. Furthermore, the findings illuminate how this university desires to join the global knowledge economy by involving staff in professional development programmes and adopting international academic standards such as IELTS. Still, it faces cultural challenges that create tensions when implementing these internationalisation activities. The findings have several practical and policy implications for this university, such as establishing an internationalisation policy that provides guidelines and strategies to involve all staff and students in activities that will inform them, enhance their awareness and understanding of other cultures, and promote international understanding and mutual benefits.

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12. Representation of Inclusion in Learners' Workbooks for Grade 1 to Grade 3 of the Kenya's Competence Based Curriculum

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Inclusion is a central principle anchored in Kenya's legal and governance instruments. Anchored in the Kenya's 2010 constitution, Kenya's Vision 2030 and the Sustainable Development Goals, the national goals of education numbers five to seven are designed to help learners develop responsive values towards equity, inclusion, cultural diversity and global citizenship. Textbooks and workbooks are some of the available and accessible inclusion values-transmitting devices for learners. Using portrayals of social identities, social roles, occupational roles, physical abilities and setting as proxies for inclusion, this study examined representation of inclusion in the images in learners' workbooks for grades one to three of the Kenya's competence based curriculum. It was a content analysis of 779 images from 7 workbooks for grades one to three. The unit of analysis was an "image unit" with human character(s) and complementary textual references. A 31 item coding instrument was used to capture data on social identities (gender, ethnic identities, racial, religious groups, age groups, social classes), social roles of depicted adults, setting (rural and urban), persons living with disabilities and people in occupations. The findings reveal that the learners' workbooks had inclusion-conscientizing images in portrayals of the diversities in the Kenyan society, however, these portrayals were not proportionate to Kenya's actual population. While Kenya's constitution is loud on inclusion, the learners' workbooks presented unequitable range of diversities which may lead to learner's inaccurate perception of Kenya's diversities and the consequent inclusion response competencies.

Key words: representations, portrayals, competence-based curriculum, diversity, equity, inclusion, learners' workbook

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13. *An Evaluation of Sustainable Development Goal 4 and Education for Sustainable Development: Perspectives of small island developing states post-pandemic*

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In 2019, the COVID-19 pandemic took the world by surprise leading to unprecedented challenges. The World Health Organization (WHO) declared on March 12 2020 that education was one of the most affected social areas of the pandemic. The pandemic exposed many inequities and inadequacies in educational systems from access to Information Communication and Technology (ICT) for remote learning, and supportive environments for learning, to the lack of resources and needs thus delaying the implementation of Sustainable Development Goal (SDG) 4 and Education for Sustainable Development globally. The aim of this study was thus to assess the effects of the pandemic on education, particularly on SDG4 and ESD, in selected states. Specifically a comparative analysis was undertaken on the impacts of the pandemic on education, SDG4 and ESD in the selected case studies, Mauritius, Singapore, Barbados and Samoa. The PRISMA guidelines were used to identify resources about COVID-19 and education with an overall identification of 100,458 records to a final of 89 studies for the analysis. The impacts during and post-pandemic on the seven main targets of SDG4 were analysed as well as on the seven principles for ESD. The analysis revealed that while governments across states immediately responded to the crisis by switching to online and blended learning modes, the disparity between the vulnerable and wealthiest deepened even to the extent of increased dropouts in the Caribbean and Pacific regions. Though the pandemic did not have direct significant impacts on SDG4 regarding ESD, it was noted that Mauritius and Singapore were among the very few that had an operational system mainstreaming ESD into education. This research work shed light on how the small island states were affected and how despite the challenges caused there were nevertheless opportunities for the education sector to change, and build back better more robustly and more sustainably.

Keywords: education for sustainable development, SDG 4 and Small Island Developing States

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14. *Implementing Reflective Portfolios in Clinical Clerkship: Boosting Medical Student Learning and Development*

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Background
Clinicians' demanding schedules in hospital settings often limit the attention given to medical students, impacting their ability to develop essential clinical decision-making skills. High student-patient ratios and insufficient clinical supervisors complicate student engagement in clinical environments.
Aims and Objectives
A reflective portfolio, a unique learning tool, was introduced to medical students, empowering them to address the challenges of their clinical clerkships. This portfolio, designed for continuous monitoring and identification of learning gaps, enhances clinical skills and fosters self-directed learning and professional development through active reflection and feedback.
Methodology
A comprehensive reflective portfolio, including a mini clinical evaluation exercise (mini-CEX), direct observation of procedural skills, and reflective writing sections, was developed and validated. Collaborative workshops involving stakeholders, management faculty, and students underscored the importance of reflection. The portfolio was then implemented among undergraduate medical students during their clinical clerkships. A survey evaluated the portfolio's educational impact and role in deep information processing.
Results
A survey of 52 fifth-year medical students found the portfolio beneficial in identifying personal strengths and weaknesses, thus enhancing professional development. However, it did not significantly improve self-esteem or critical thinking. The portfolio was considered time-consuming, and obtaining supervisor feedback was challenging. While 53.8% of respondents used the Gibbs reflective model, feedback preferences varied, indicating a need for more frequent and efficient feedback mechanisms. Notably, 27.5% of students, demonstrating their proactive approach, suggested developing a mobile application to improve usability.
Conclusion
Reflective portfolios in clinical clerkships enhance medical students' self-directed learning and professional development. Despite notable benefits, improvements are needed in feedback mechanisms and portfolio usability. Future efforts should focus on digitalisation, standardising reflective practices, and enhancing feedback mechanisms to ensure the portfolio remains integral to medical education and prepares students for healthcare complexities.

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Presentations
Day 2

**(Seychelles Institute of Teacher Education,
Mont Fleuri, Victoria.)**

15. *Embracing School Autonomy through the Buildership Model in the Seychelles.*

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The "School Autonomy" initiative launched in Seychelles in August 2022 aims to empower school leaders and management teams by granting them greater autonomy, thereby enhancing their capacity to improve school quality. This paper explores the inclusive and holistic nature of the initiative, focusing on The Buildership® Model, developed by Dr. Robyn R. Jackson and adapted for Seychelles schools and education system. The approach integrates comprehensive training for school leaders, support for School Councils, and adaptive training for the Seychelles Ministry of Education (MoE).

While The Buildership® Model in the USA typically targets school principals and assistant principals (referred to as headteachers and deputy-headteachers in Seychelles), this initiative goes further by incorporating additional frameworks such as the school quality framework, the data use framework, and the school improvement framework. These frameworks help schools contextualize and ground their vision for improving school quality, effectively use data, and work collaboratively as data teams to strive for continuous improvement.

Moreover, the initiative involves the MoE, including the inspection body, teacher training institute, curriculum, and assessment divisions, as well as School Councils. These stakeholders are engaged to ensure their own vision, mission, and core values align with the broader educational goals of Seychelles. This collaborative effort creates a truly inclusive and holistic approach, ensuring that everyone concerned with a school is involved in its transformative journey.

By granting different degrees of school autonomy in financial management, personnel management, and pedagogical practices, and involving stakeholders in governance and accountability, the initiative aligns with SDG4's goals of inclusive and equitable quality education. In this presentation, we will demonstrate with school examples how school autonomy, when implemented with a focus on inclusion and holistic development, can significantly enhance educational outcomes in Seychelles.

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16. *Family Engagement in Reading for Pleasure with Young Children in the Seychellois Home. What does it look like?*

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A large body of evidence tells us that children who are read to and learn to enjoy books from a very early age have a greater chance of succeeding at school and in later life compared to those who are not read to. Research also tells us that reading for pleasure has the power to help mitigate socio-economic inequalities. It is in this context that the Seychelles Association of Retired Education Professionals (SAREP) initiated a community-based literacy support programme for parents entitled 'Sesel Lir Avek Mwan' (SLAM) and commissioned a baseline study to examine how far the culture of reading for pleasure was embedded in Seychellois homes.

Presenters from SAREP will share the findings of this intermediate home literacy baseline report by Prof. Mats Deutschmann, Research Consultant from the Education and Socio-Economic Research Institute (ESERI), University of Seychelles. The home literacy survey was designed by ESERI staff in close consultation with SAREP members and administered to parents who attended SLAM sensitisation sessions in districts from May 2023 to April 2024. Some questions that guided the research were: What are the reading practices and habits in the home? How much time is spent reading to children? What languages are used to read with and interact with children? What age- appropriate literacy resources are found in the home? Who accompanies young children on their reading journeys? Are families conscious of parental and community roles in nurturing confident readers?

The data will be of interest to all partners and practitioners who work with families and in early childhood settings and all institutions that promote reading. The preliminary data alerts us to issues of gender inequality in reading participation, inequalities in access to and availability of diverse and culturally relevant books, and disparities in the knowledge and skills needed to promote reading for pleasure and emergent literacy at home in the earliest stages of children's development.

Inclusivity is at the heart of the work we do as a voluntary association. Our experiences of interacting with parents/families at community level and the data from the survey show us that all 'inclusion work" must start by a deeper understanding of individual needs and situations, family settings, cultures and evolving lifestyles.

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17. *Understanding teachers' perceptions of inclusive education in Secondary Schools in Seychelles.*

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This research explores the perception of secondary school teachers in Seychelles about catering for all students in inclusive classrooms. The study aimed to identify changes that are needed for better implementation of inclusivity in schools. A comprehensive literature review explores the opportunities and challenges teachers face when enacting inclusive education around the world as well as leadership initiatives and policies adopted by countries which are successfully implementing inclusive education. Qualitative data was collected to find out the types of SEND students in secondary schools, how teachers are enacting inclusive education in their classes, the role of SENCos and the leadership initiatives that teachers would like to see for better implementation of inclusive education. A survey of teachers, from five secondary schools on Mahe who are directly involved with SEND students, was carried out, to see how they are coping with instructing an inclusive class. Additionally, ten classroom observations were conducted to see good practices and challenges first-hand. Interviews with five Special Needs Coordinators were conducted to understand their roles in this dynamic environment. The analysis shows that even though teachers are able to cater for their students, there are certain factors that are hindering teachers to confidently implement inclusive education. These factors include lack of training, a curriculum that does not allow flexibility to plan for and assess students with special needs, lack of support from parents and specialists and lack of appropriate resources. Additionally, SENCos require support from education leaders in the form of adequate training, and appropriate resources to strategically lead implementation of inclusivity in their schools. It can be concluded that education leaders need to review the training process of teachers and SENCos, provide support through professional development, adequate resources and involvement of parents and specialist in programmes design for the successful implementation of inclusive education in schools.

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18. *The Implementation and Evaluation of Multi-Sensory Teaching of Science on Lower-Ability Secondary Learners in Seychelles*

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One of the drawbacks of the traditional approach of science instruction is its inefficacy to cater to the needs of low-ability learners. Underpinning this study is the assumption that teaching interventions that cater to the various senses during science instruction may help learners learn science better. Thus, this study evaluates the impact of the multi-sensory strategy of teaching science on low-ability learners with a focus on attitude towards science, understanding of science concepts and principles, and application of science concepts and principles. The study was conducted in one of the secondary schools on Mahe, Seychelles. A pre-experimental treatment-only design with the mixed methods incorporating survey, observation and analysis of documents was applied. A sample of three low-ability classes, each representing a treatment group was purposively selected. The teaching intervention incorporating visual, audio, tactile, and kinaesthetic learning activities grounded on theories of active learning was implemented in each treatment group by their science teacher over a period of eleven weeks. Ethical considerations, including approval, anonymity, confidentiality and originality were observed. Collected data were analysed using content/thematic techniques. Results showed that the learners developed positive behaviour toward science learning, were able to respond correctly to most of the questions assessing their understanding of basic science concept and principles, and also demonstrated the ability to apply the science concepts and principles they have learned to complete assigned projects. Based on these findings, it is concluded that the multi-sensory teaching approach of teaching effectively encouraged science learning among low-ability learners; but, it will require high level of commitment from teachers and unflinching support from school administration, particularly the provision of teaching and learning resources, and regular monitoring of teaching and learning to sustain the strategy. The findings cannot be generalised since the study was conducted at one school, thus warranting further investigation with a larger sample to corroborate the results.

Keywords: Evaluate, impact, multi-sensory teaching, science, low-ability learners, attitude towards science, understanding of science concepts and principles, application of science concepts and principles.

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19. *Transformative Pedagogies in STEM Education in Zanzibar: A Reflection*

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This study reflects on the experiences of lower secondary school teachers in Zanzibar who participated in the STEM4SUCCESS Zanzibar (S4SZ) Project initiated in 2019. The project's primary aim was to improve the quality and innovation in teaching and learning STEM subjects by enhancing pedagogical skills. The S4SZ project trained 75 STEM educators from 15 schools across Unguja and Pemba, focusing on eight innovative pedagogical approaches: ASEI-PDSI (Activity, Student, Experiment, Improvisation - Plan, Do, See, Improve), 5Es-7E (Elicit, Engage, Explore, Explain, Elaborate, Extend, and Evaluate), PEOE (Predict, Explain, Observe, Explain), Circus Experiments, Context-Based Learning, Problem-Based Learning (PBL), Project-Based Learning Methods (PBMs), and Language Supportive Pedagogy (LSP). Additionally, the integration of technology in teaching, such as Kio Kits, drones, and various digital tools, was emphasized to enhance STEM education. Data collected in 2024 via a survey followed by an online roundtable discussion revealed that the STEM pedagogical training positively impacted participating teachers, with methods for managing large classrooms, technology integration, and LSP standing out. Success stories from these teachers highlight how these methods have transformed classroom environments, fostering more inclusive and supportive learning atmospheres. Teachers noted that students became more confident and enthusiastic about learning STEM subjects, attributing these changes to the effective use of LSP techniques. Furthermore, teachers recommended continuous professional development and additional resources to sustain and expand these positive outcomes. This reflection underscores the transformative impact of LSP and other innovative pedagogies on STEM education in Zanzibar, advocating for ongoing support, professional development, and the integration of technology to further improve educational outcomes. The study also highlights the importance of mentoring and coaching, the creation of communities of practice among STEM teachers, and the need for sustained stakeholder engagement to ensure the longevity and scalability of these educational improvements.

Key words:
STEM education , pedagogical skills, technology , LSP , Zanzibar

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20. *Teachers' Perception of School Climate and its Impact on Teaching and Learning: A Case Study of a Public Secondary School in the Seychelles.*

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Schools have the responsibility to facilitate learning for students irrespective of their backgrounds, but their success depends on the prevailing school climate. School X has not performed well for the past decade, particularly in promoting students' academic achievement and social growth, thus has fallen short of the Ministry of Education's Medium Term Strategic target. This study investigated the how teachers at School X perceive their school environment and the impact of their perceptions on teaching and learning. Specifically, the study seeks to establish the nature/characteristics of the prevailing climate of the school; the factors and conditions driving the current climate of the school; and, the impact of the prevailing school climate on teaching and learning. A single case study design incorporating the mixed methods was applied. Data were collected with questionnaires, interviews, document analysis, and observation. All teaching staff at the school were eligible to participate in the study with a view to elicit their perceptions regarding the prevailing climate of the school and its impact. Collected data were analysed using the descriptive and thematic/content analysis techniques. Results revealed that teachers at School X are of the view that the physical and social environments of their school does not promote academic excellence and social growth on the part of the learners. Inadequate infrastructure, perennial staff shortage, teacher absenteeism, student misconduct, students' low achievement motivation chracterise the school and impact on teaching and learning negatively. The teachers believe that some of these factors are beyond the school's mandate; however, some could be tackled at school level through the implementation of relevant education policies and programs. Although this study makes a significant contribution to understanding about the impact of school climate on learning and teaching, the findings cannot be generalizable owing to the sample size. Based on these findings, some recommendations for the relevant stakeholders and future research are provided.
Keywords: Teacher, perception, school climate, impact, public school, case study.

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21. Inclusivity in Tourism Education: The Seychelles Tourism Academy (STA) Case Study.

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Pedagogy plays a vital role in shaping the learning experience at the Seychelles Tourism Academy (STA), influencing how modules are delivered to a diverse range of students. The application of effective pedagogical approaches is essential to ensure that the variety of tourism specializations offered at STA are accessible to all learners, regardless of their cognitive or physical abilities. By customizing teaching strategies for different learning styles, STA maximizes student engagement and success. Some pedagogical methods, such as experiential and student-centered learning, prove more effective due to their alignment with practical tourism training. Recommendations for enhancing less effective methods will be discussed, along with a comparison of STA's professional pedagogical approach to other similar institutions.

Foreign language instruction is another critical component of STA's curriculum. The selection of languages, including French, English, and others, is designed to meet industry demands and the needs of international tourism. This presentation explores why certain languages are prioritized and evaluates the benefits of inclusive language learning for students in tourism, preparing them for global interaction.

English serves as the primary medium of instruction at STA, chosen for its international relevance. However, the use of other languages occurs in specific contexts, enriching the learning process by fostering multilingual capabilities.

Inclusivity is central to STA's mission, with a focus on accommodating learners with physical and educational challenges. Case studies of special needs students highlight both the successes and challenges in adapting to their unique requirements. The presentation will also outline specific strategies for improvement, ensuring that the academy continues to support diverse learners effectively in the future.

This analysis demonstrates STA's commitment to inclusive and adaptive pedagogy, particularly in preparing future tourism professionals for the global market.

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Presenter Bios in alphabetical order (first name)

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Amina Afif (amina@aminaafif.com)
Amina Afif is an experienced education policy adviser and transformational life coach with a diverse background in education and statistical analysis. Holding a Master's degree in Education from the Open University in the UK and a Master's degree in Statistics from the University of Southampton, she has dedicated over 15 years to improving educational systems in Luxembourg. Her career includes key roles such as Head of the Agency for the Development of School Quality at the Ministry of Education in Luxembourg, Coordinator of international educational projects, and Luxembourg representative for 10 years on OECD's PISA Governing Board. Since 2022, she has been advising the Ministry of Education in Seychelles, supporting school headteachers in increasing school autonomy. Amina combines her expertise in education with her skills as a deep transformational life coach to offer innovative solutions for inclusive education, aligning with SDG4. Her current focus is on creating curriculum and training group facilitators to foster personal growth and effective learning environments.

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Anders Björkvall is chaired professor of Swedish. His research interests include multimodality, social semiotics, organizational discourse, genre analysis, linguistic and semiotic landscapes studies, literacy studies, and the ethnography of artifacts and texts. At present, Anders is particularly interested in digitalization, meaning-making, and learning in schools, but also in questions of inclusion as pedagogic design in higher education. The former interests are reflected in the project "Connecting digital and analog literacy: The potential of the digital pencil for text creation in school (DigiPen)" (2022-2024); the latter in his role as project leader of the new research project "Inclusive participation in higher education: A multimodal genre perspective from Sweden and South Africa (IpSSA)", funded by the Swedish Research Council (2024–2027). He is the project leader of the doctoral school "Multimodality and Intermediality: Humanist Research in a Digital World (MIDWorld)", also funded by the Swedish Research Council (2023–2026). Anders is editor of the journal Multimodality & Society (Sage).

Andre Joyce Servina (andreservina@outlook.com)
Andre Servina joined Praslin Secondary School in 2001 after completing his first degree in France. He is currently holding the post of Deputy Head Teacher for Student Support at the very same school. Prior to that, he held other posts of responsibility. He completed his initial teacher training in primary education in 1993 and thereafter taught Languages and Social Studies before undertaking further studies in French in the secondary level. He later obtained his BA and MA French from l'Université de Franche Comté and l'Université de la Réunion in 2001 and 2007 respectively. In view of the demands of the changing education landscape in Seychelles, he was enrolled on a leadership course and graduated with an MA in Educational Leadership from the University of Mauritius early this year. He feels that every learner can thrive and develop their full potential if only the school caters to their individual learning needs.

Angeline M. Barrett (Angeline.Barrett@bristol.ac.uk)
Angeline M. Barrett is a Professor in Education at the University of Bristol, UK. Her main research interests are teacher professionalism, curriculum and pedagogy for secondary education that contributes to sustainability and social justice. She has led a series of research projects on language supportive pedagogy in East Africa.

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Anthony A Essien is an Associate Professor in mathematics Education and the Interim South African Numeracy Chair at the Wits School of Education, Johannesburg. He was the Deputy Head of School for Research at the Wits School of Education from June 2020 to September 2022. He is series editor of Studies on Mathematics Education and Society, and an Editorial Board member of Educational Studies in Mathematics (ESM). Anthony was an associate editor of Pythagoras for 11 years.

Aruna Ankiah-Gangadeen (PhD.)
Aruna Ankiah-Gangadeen is the Deputy Director of the Mauritius Institute of Education. She previously served as the Head of Curriculum Development, Implementation and Evaluation and has been actively involved in curriculum endeavours, namely writing the National Curriculum Framework and the English Teaching and Learning Syllabus, coordinating numerous panels for the writing of textbooks, and evaluating

the curriculum. Research undertaken and publications/paper presentations include the teaching of English in a multilingual context, language in education policy, indigenizing language pedagogy, the introduction of Kreol Morisien in the school and higher education curricula, parental choice in selection of subjects, curricular innovations, and curriculum transitions, among others.

Brigitte Joubert (Brigitte.Joubert@sta.edu.sc)
Brigitte Joubert has been an Educator at the Seychelles Tourism Academy (STA) for the past 15 years. She has experience teaching Marketing, Customer Care, Business Skills Development and Tourism. She holds a first degree in Tourism & Geography, a Post Graduate Certificate in Education and a Masters in Sustainable Tourism Planning. She also has a leadership role at the Academy as the Deputy Director of the institution. Training, while also learning from the future generation of the Tourism and Hospitality Industry is something she remains passionate about.

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*Bushra Khoyratty is **Senior Lecturer** at the Department of Software Engineering, Faculty of Information and Communication Technology, Université des Mascareignes,Pamplemousses, Mauritius. She has a special liking for delivering programming modules like object oriented Programming in Java,php,C++ and python. She also delivers module like Software Quality Assurance and Probability and statistics. She has a keen interest in the study of how to make students learn programming faster and to choose the right pedagogical approach . She holds a Master in Project Management from the University of Mauritius.*

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Christine Pejakovic is the Director of the Education and Socio-Economic Research Institute (ESERI) at the University of Seychelles, where she also lectures in English and conducts research in education and linguistics. She holds degrees from the London School of Economics and the University of Southern Queensland, and is currently pursuing a PhD in Linguistics at the University of New England, Australia. Her research interests include plurilingual education, the role of technology, including AI, in education, sociolinguistics, contact and Creole linguistics.

Eliakimu Sane (eliamacha2015@gmail.com)
Eliakimu Sane (Ph.D.) is a lecturer at the University of Dodoma. Sane's focus is on the field of language education, integrating language-supportive teaching methods into the language of instruction as well as teaching English as a second language. He has also studied communication in Maasai community. Sane is working on three projects: Understanding – Supporting understanding in the classroom through the understanding of curricula structures, funded by the Swedish Research Council; Evaluating language supportive approaches to transition at scale, funded by the British Council; and Networking for Additive Multilingual Education in Sub-Saharan Africa.

***Hemant Chittoo** (hchittoo@utm.ac.mu)*
Hemant Chittoo (Professor) has more than 30 years' experience in different Tertiary Education Institutions in Mauritius and has been a visiting Faculty for Universities in UK, India and Australia. Specialized in Management, Public Policy and Management areas, he is currently a Professor, Researcher, Consultant in the field of Public Policy, National level Strategic Planning Management, Business Development, Training Management and Human Resource Management. He has led the School of Business, Management and Finance for 6 years and has been the Ag. Director General of the University of Technology, Mauritius for nearly 2 years, among other major functions he has held. He has published more than 100 papers and conducted consultancy services for the World Bank, the UNICEF, CIDA, CAFRAD, European Development Fund British American Tobacco, and several ministries and private companies in Mauritius.

Jean-Marc Athanase (jm.athanase@eduhq.edu.sc)
Jean-Marc Athanase holds a Bachelor's Degree in Secondary Education (Science) with a specialization in Mathematics. He is currently the Principal Planning Officer in the Research and Planning Section of the Ministry of Education, where he assists the Director General in the development, implementation, monitoring and evaluation of the Strategic Plan of the Ministry. With previous experience as a Mathematics teacher at Praslin Secondary School and as a Senior Monitoring and Evaluation Officer in the Department of Youth and Sports, Jean-Marc brings a background in education and policy development. His role also involves guiding staff in research and policy tools, analyzing education sector issues and preparing reports for decision-making.

Jean-Marc ensures that programmes and services meet the required standards for performance monitoring, evaluation and reporting.

Jenny Kilindo (jennykilindo@gmail.com)
Jenny Kilindo is an educator and school leader with a passion for inclusive education. She began her career as a geography teacher and over the past eight years, has served as a head teacher in two different schools. She is currently the Head teacher at Plaisance Secondary School. Her leadership has been characterised by a deep commitment to fostering environments where both students and teachers can thrive. Jenny holds a Bachelor's degree in Secondary Education with a focus on History and Geography, and later earned a Master's degree in Education Leadership. Her passion for inclusion, led her to conduct a study on teachers' perceptions of inclusive education in Seychelles. Through this research, she sought to understand how educators view inclusivity in the classroom and how, as a leader, she could best empower them to meet the diverse needs of their students.

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Justin Zelime (Ph.D.) has over 25 years of experience in the education field. His career in education started in 1998 as a teacher of English as a second language at secondary level. In 2005 he moved to the National Institute of Education (NIE), the main teacher training institution in the Seychelles at that time, to work as a teacher trainer in the subject English as a Second language. During his tenure at NIE, he taught different modules ranging from reading, writing, learning theories, academic writing, study skills and educational research. His duties also included the development of different pedagogical courses and programs as well as the supervision of Bachelor and Master's degree projects. In 2009 Dr Zelime began working with the University of Seychelles (hereafter UniSey) as a lecturer in the subjects of English language and literature. He taught different modules on the BA English program in collaboration with the University of London. Courses included titles such as Introduction to Language, Language and media, Approaches to Text, Victorian Literature etc. He also had the role of Head of Department of English from 2010 to 2014. In 2022 he was appointed as the Dean of Faculty of Arts and Social Development, a position that he still holds. Dr Zelime holds a BA in Modern English Studies from the University of Wales, Cardiff. He also holds a Postgraduate Certificate in Education (PGCE) and a Master's Degree in English Language Teaching from the University of Warwick, United Kingdom. In March 2022 He completed his PhD studies in Language Teaching and Learning and Language in Education Policy with Umeå University, Sweden. Dr Zelime's main research interests fall within several overlapping fields, namely language policy, language didactics, applied linguistics, sociolinguistics, language support pedagogy, language-in-education, educational science and sociolinguistics. He is also very interested in the language politics in post-colonial contexts, particularly sub-Saharan Africa. He is currently involved in two projects funded by the Swedish Research Council that explore language policies and the potential of multilingual education pedagogy in Sub-Saharan Africa.

Laurie Butgereit (laurie.butgereit@gmail.com)
Laurie Butgereit (Ph.D.) is Research Associate at the Nelson Mandela University, Port Elizabeth, South Africa. She is a computer engineer with a driven interest in how AI and ICT innovations can be applied to improve lives for real people in the SSA region. She is the driving force behind the "Dr Math" project, which links school pupils to university tutors who help them with their mathematics homework. Butgereit is currently involved in the development of AI Chat-bot tutors in various local African languages. These are designed to guide learners in finding answers to problems rather than just giving answers and have been tested to support learners in war torn areas such as Sudan. Pilot work is also currently ongoing in developing an AI-Chat tutor in Kreol Seselwa, the primary language of the Seychelles.

Mahrookh Pardiwalla (mpardiwalla@seychelles.net)
Mahrookh Pardiwalla is a retired educationalist currently pursuing her passion for reading and spreading the joy of reading through the activities of the ***Seychelles Association of Retired Education Professionals (SAREP).*** *Mahrookh Pardiwalla has over 28 years of experience in education having started her career as an English teacher, teacher trainer, Head of the School of Education and Community Studies and later Director of the National School Improvement Programme. She has also worked as an independent consultant, trainer and researcher for local and international organisations in areas of interest such as Gender in Education, Teacher Education, School Improvement and School Governance. She holds a BA (Hons) in English Literature and a Masters Degree in School Administration.*

Maria May Adrienne (mariemay20101@hotmail.com)
Maria May Adrienne is currently a Deputy Student Support at Anse Boileau Secondary school with the Ministry of Education since 2020. She has been in the teaching profession for 32 years and she is fondly

known as Ms May by everyone, including students and staff. She qualified with a Diploma Ⅱ as a Social Economics teacher for the secondary in 1995 with the Ministry of Education (Seychelles Polytechnic), with expertise in Hospitality, Food, Textile and Fashion, and Child Care and Development. She joined the management team at Anse Boileau Secondary School in 2007 as the Head of Technical and Vocational Educational Training and, later promoted as Deputy for upper secondary in 2015. In her career journey she has served as a supervisor for the national and international examinations within her school and other schools. She currently holds an MA in Educational Leadership from the University of Mauritius awarded in December 2023. Her hobbies are swimming and dancing. Her passion for children has earned her the Duke of Edinburgh Award and Young Citizens facilitator, all as a testimony of her commitment in grooming young people to become responsible citizens. Her research area includes instructional leadership, mentoring and coaching, behaviour management, and citizenship education.

Maryam Amour Mwinyi (maryam.mwinyi@suza.ac.tz)
Maryam Amour Mwinyi, a lecturer at the School of Education at the State University of Zanzibar (SUZA) and a PhD candidate at the University of Dodoma. Her research focuses her research on education, pedagogies, educational assessment, and 21st-century skills..

Maryam Jaffar Ismail (maryam.mwinyi@suza.ac.tz)
Maryam Jaffar Ismail (Ph.D.) is a senior lecturer at the School of Education (SoE) of the State University of Zanzibar (SUZA) with over 30 years of experience in education. Her research broadly spans on the language-in-education policies, language of teaching and learning (LoLT), language of assessment, Teaching English/Kiswahili to speakers of other languages (TESOL/TEKSOL), Teaching English to Young Learners (TEYL), Second Language Teacher Education (SLTE), innovative pedagogies like language supportive pedagogy, technology-enhanced learning, and foundational literacy skills in local or foreign languages. Maryam participates in several collaborative research projects, including Networking for Additive Multilingual Education in Sub-Saharan Africa and Understanding Understanding, Supporting Understanding in the Classroom through the Understanding of Curricula Structures, both funded by the Swedish Research Council (SRC). She is also involved in the Norway and Zanzibar (NoZA) Intercultural Mobility Project, funded by the Norwegian Partnership Programme for International Teacher Education (NOTED).

Mats Deutschmann (mats.deutschmann@oru.se; mats.deutschmann@unisey.ac.sc)
Mats Deutschmann is Professor in English at Örebro University, Sweden and also works as a research consultant at the Education and Socio-Economic Research Institute, University of Seychelles. His main fields of interest lie in sociolinguistics and language-in-education policies in post-colonial contexts with special focus on English medium of instruction (EMI). He is currently leading two projects financed by the Swedish Research Council aimed at improving the learning situation for students in multilingual learning contexts in Sub-Saharan Africa.

Mosianne Dugasse (Mosianne.Dugasse@sta.edu.sc)
Mosianne Dugasse has 19 years in the teaching profession, and has been a French lecturer at the Seychelles Tourism Academy for the past 9 years. Apart from being a French lecturer, teaching other technical modules at the Tourism Academy is also a passion. She holds an advanced diploma in secondary education and a BA in linguistics, and she sees her greatest accomplishment as helping others find their path by exploring their untapped talents. Major interests include languages, people and culture.

Odile De Comarmond (odile77@hotmail.com)
Odile de Comarmond (Ph.D.) has been a staff of the Ministry of Education for forty-five years. Her career path has led her to occupy positions in various sections of the Ministry of Education ranging from primary and secondary teacher to curriculum developer, teacher trainer and Principal Secretary.
She obtained her Teacher's Certificate from the Seychelles Teacher Training College in 1982. She acquired her first degree qualification in Moscow in 1991. This was a Master of Arts in History. In 2004 she followed her Master of Education course with Edith Cowan University in Western Australia and in 2014 she graduated with Doctorate in Education with the University of Canterbury, New Zealand.

Pascal Nadal (headtps@sedec.mu)
Pascal Nadal holds a PhD in English Literature from the University of Mauritius. He is currently the Deputy Director of the Mauritius Diocesan Service of Catholic Education. Prior to this, he was a Senior Lecturer in English at the Mauritius Institute of Education, which he joined after an initial teaching career as secondary Educator of English. His association with the University of Seychelles has been constant since 2012. Until 2014, he was a full-time Senior Lecturer/Course Developer there, and on his return to Mauritius, he

maintained ties with the university. Currently, he collaborates with the Department of Education, Language and Media as Associate Lecturer, Advisory Committee Member, and as Facilitator of the International Work-Based Experience of UniSey's B.Ed. students. Pascal's research interests revolve mostly around languages, curriculum studies and educational policies.

Raymond Anyawu (Raymond.Anyanwu@unisey.ac.sc)
Raymond Anyawu (Ph.D.) is a career educator with a long history, dating back to 1994 when he started as a secondary school teacher of geography after graduating from the University of Nigeria, Nsukka, with a Bachelor in Science Education. He proceeded to the University of Port Harcourt and earned a masters in education in 1998 specialising in psychopedagogy, and joined the workforce of the Nigeria National Teachers Institute (NTI), Owerri Study Centre, in 2000, where he taught education studies and social studies. Raymond left to the Kingdom of Lesotho in 2001 where he worked as a lecturer at the Lesotho College of Education, and later the National Institute of Education (NIE), Seychelles, where he remained until 2008, and later as a lecturer at the Seychelles Institute of Teacher Education (formerly NIE) from 2017 to 2020. Raymond joined the University of Seychelles as a senior lecturer in the Department of Education, Languages, and Media in 2021 where he teaches on the undergraduate and postgraduate programmes till date. He holds a DEd in Psychology of Education from the University of South Africa earned in 2008 and a PhD in Curriculum Studies specialising in Geography Education earned from Stellenbosch University, South Africa. Raymond has supervised over a dozen postgraduate dissertations and many undergraduate research projects with action research focus. He has served as external examiner of postgraduate dissertations in environmental/geography education at some universities and is currently an editorial board member of the East African Journal of Education Studies. With publications in international journals, his research area includes human learning and cognition; curriculum, instruction and assessment; teacher education and professional development; geography methodology, and climate change education.

Ronél Koch (rkoch@uwc.ac.za)
Ronél Koch (Ph.D.) is a trained school counsellor. She has been employed as a lecturer in the Department of Educational Psychology at the University of the Western Cape (South Africa) since 2013. Her role involves instructing aspiring teachers at the undergraduate level, primarily focusing on teaching methodology and educational psychology. Her research foci include: adolescent female sexuality, sexuality education, sexual decision-making, and Life Orientation. She obtained her PhD in Psychology of Education from the University of the Free State in 2022.

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Roodheer Beeharry is Senior lecturer/ Researcher in the Civil& Environmental Engineering Department, Faculty of Engineering and Sustainable Development, Université des Mascareignes. Research interests include capacity building for Road safety improvement for all category of road-users towards achieving the Sustainable Development Goals 3.6, 9.1, 9a and 11.2 worldwide as an urgent development priority which directly affects other crucial sustainable development Goals; identification of contributory factors, formulation of countermeasures, monitoring methods and techniques, etc.

Samuel Kochomay (skochomay@mku.ac.ke)
Samuel Kochomay (Ph.D.) is a graduate of Daystar University, Samuel Kochomay has 19 years of University teaching experience. He has held fulltime teaching positions at Daystar University and Mount Kenya University (current station) as well as adjunct positions at St. Paul's University and Multimedia University in Kenya. He has presented in 11 International Conferences, published three chapters and nine articles. He also served at Tegla Loroupe Peace Foundation(TLPF), a sports for peace and development nonprofit organization, and at AIC/RCA Joint Projects, a community development non-profit organization.

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Saud Saif Badar Albusaidi (Ph.D) is an English language lecturer at the University of Technology and Applied Sciences in Oman. He has been a lecturer in higher education since 2013. Saud holds a Doctorate in Education (Ed.D.) from the University of Bristol, UK, and a Master's degree in Teaching English to Speakers of Other Languages (TESOL) from the University of Huddersfield, UK. Saud has published several articles and book chapters on topics related to higher education. His research interests include the internationalization of higher education, curriculum development, and internationalization at home.

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Sulochini Pather has been involved in the field of Special and Inclusive Education over the past 29 years as an academic, consultant, researcher and a teacher. She is currently Professor of Education and Head of Department of Educational Psychology at the University of Western Cape in South Africa, having served as Professor, Principal Lecturer and Senior Lecturer in Special and Inclusive Education at several universities in the UK – Leeds Trinity University, University of Roehampton, Warwick University, Canterbury Christ Church University and University of East London. She was also an Assistant Professor at Sultan Qaboos University in Oman and a Lecturer at the University of Kwazulu-Natal, South Africa and Griffith University, Australia. She is originally from South Africa, but has lived and worked in the UK for over 20 years. She was also involved in government as the Director of Inclusive Education in South Africa. Dr Pather has participated in several Inclusive Education projects in countries in Africa, Asia and the Middle East, namely Ethiopia, Botswana, Swaziland, Seychelles, South Africa, The Gambia, Grenada, Cambodia, India, Mongolia, Kazakhstan, Uzbekistan, Oman and Palestine. Her primary roles were to train local teachers as an external consultant and to conduct an expert review of education for children with disabilities and special needs both from a policy and practice perspective, to identify gaps and to offer recommendations. She worked closely with Ministries of Education, local universities and colleges and other stakeholders. She has also been involved in a range of national and international research projects in Special and Inclusive Education and has supervised postgraduate research in these areas. She has written widely on Inclusive Education issues and has presented over 20 papers at international conferences. She is an Associate Editor for the International Journal of Inclusive Education and the Journal of Disability Studies and serves on the editorial boards of the Asia Journal of Inclusive Education and Disability and Society.

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Sumera Keenoo is Senior Lecturers at the Department of Medicine, University of Mauritius. She is an ENT Specialist, Medical and Health Professionals' Education expert, and Clinical Embryologist with extensive academic and research involvement. She holds a Master's in Otorhinolaryngology from Tongji Medical College and a Master's in Clinical Embryology from Monash University. Currently, she is pursuing PhD and MPhil/PhD research on cultural variables in medical professionalism and AI in ENT diagnosis. Dr. Keenoo is a full-time lecturer at the University of Mauritius, where she actively mentors students and contributes to curriculum development. Her research interests include using AI in ENT, medical professionalism, and decision support systems, and she has published several works in these areas. She is also a member of prestigious organisations like the Medical Council of Mauritius and the Royal College of Surgeons of England.

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Toshima Makoondlall-Chadee is Senior Lecturer at the Department of Environment, Science and Social Sustainability School of Sustainable Development and Tourism (SSDT), University of Technology, Mauritius. Her research fields include Public Relations, Climate Change and Sustainable Tourism, and her current PhD focusses on assessing and implementing the Ecological Footprint Analysis of the Mauritian Tourism sector to lead to better planning policies and practices. In a professional consultancy capacity, she has been involved research project funded both by local institutions such as the MRIC and the HEC as well as the UTM either as principal investigator and investigator in several projects. Over the years she has supported the national project of the Ministry of Gender Equality and Child Development and Family Welfare, been involved in the committee for Education and Communication for Sustainable Lifestyles (ECSL) in collaboration with the Mauritius Education Institute (MIE) under the aegis of the Ministry of Education and Human Resources in 2009, and she has been a committee member in various national projects.

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Vijaya Ramasamy Coolen (Ph.D.) is a senior lecturer at the University of Technology, Mauritius, in the School of Sustainable Development and Tourism. She joined the University in 2012 as a lecturer in the field of environmental management. She holds a first-class Bachelor's degree in Electronic and Communication Engineering from the University of Mauritius awarded in 2005 and a PhD degree in environmental modelling from the University of Technology, Mauritius awarded in 2020. Her main research interests are environmental modelling and assessment, climate change, circular economy and waste management, and sustainability. Vijaya has worked on several funded research and consultancy projects. Principal Investigator and Investigator of research projects on sustainability assessment in higher educations and education for sustainable development and has acted as technical reviewer on several research projects. She has research publications in peer-reviewed journals and international conferences and has assumed administrative and managerial roles as Head of Department, organising committee member of national and international workshops and conferences