

EDITORIAL COMMENT

We once again welcome you to an intellectually rich parked thirty seventh (37th) volume of ZANGO – Zambia Journal of Contemporary Issues. As one Ghanaian saying reminds us that ‘A single bracelet does not jingle’ this edition of ZANGO contains exciting scholarly articles based on well researched topics drawn from studies done in Kenya, Malawi, Nigeria and Zambia. The articles in the current volume have produced a well-mixed academic jingle that provides a soothing scholarly sound to thirsty minds of readers.

Tafadi, Dunmoye and Nasidi in the first article for instance, identify and interrogate the conceptual issues surrounding the philosophy of democratic control of the military in new democracies from a liberal-pluralist perspective. Based on their well-researched topic from a political science and history point of view, the trio concluded that the trajectory of the democratic control of the military in Africa, Asia, and Latin America depends on inconsistencies in Western influences on the domestic political environments of states.

In the second article, Manchishi and Banja conducted a detailed and systematic desk research on the perennial challenge of improving initial teacher education in Zambia. Firstly, the duo proposed an expansion of the teacher education coursework to include action research, African knowledge systems and intercultural education. Secondly, they propose a versatile practicum for initial teacher education by attaching student teachers to schools right from their first year of study as a way of helping them to combine theory and practice. Producing quality teachers is key to having quality education in a nation as it has been demonstrated by countries around the globe that have achieved quality in their education system. Henry Adams cleverly puts it that ‘Teachers affect eternity, they can never tell where their influence stops’.

Teachers touch the future that they teach including the future (today) of scholars such as Mumbengegwi, Mapara and Kabote who have in the third article of this edition provided a conceptual study in which they sought to advance the festival theory development, by offering insights on festival coloniality deterrents and potential opportunities that may accrue from the decolonisation of the African festivalscape. The three scholars concluded that the lagging behind of the African sphere in festival development may be attributed to a misunderstanding of the ‘African festival’ construct, which is a symptomatic residue of colonial hangover observed through systems that still personify former colonisers.

The jingle sound of the bracelets made by articles from the four African countries in this edition of the ZANGO arm is made more interesting by Mwenzwa as he, in the fourth article analysed the nexus between conflict, livelihood and vulnerability, and the place of social work in the nomadic children of Kenya. In this powerfully crafted study, Mwenzwa concluded that conflict and nomadic pastoralism combine to expose nomadic children to numerous adversities thus recommending

social work intervention so as to moderate nomadic children's vulnerability and augmenting their welfare.

Climate change is one of the most serious global concerns of the 21st Century and has long-term implications for all countries' sustainable development. It has greatly affected global policies about the environment and to a greater extent, the social and economic global landscape. However, competencies on how to sustainably live with the environment and climate change are not well acquired and utilised in most parts of the world, especially in developing countries. In the final article Wadson, Mulenga and Milupi examined learners' knowledge, attitudes and practices towards learning Climate Change Education (CCE) content in senior secondary schools in Malawi. In this mixed method study, findings revealed that learners' competencies on the subject of climate change were very rudimentary since the curriculum content that they learnt did not have sufficient coverage of the subject matter in question. The trio recommend an urgent curriculum review in Malawi so as to include aspects on Climate Change Education in the schools' subject matter.

Given the academic depth and richness that is in the articles of this edition, we strongly believe that you will greatly benefit from reading them. I would like to thank and appreciate the ZANGO editorial team for the hard work of ensuring the publication of this volume of the journal. Thank you also to all the authors for tirelessly working on the reviewer's recommendations and patiently waiting for the articles to be published. A profound word of gratitude goes to our generous and professionally tuned reviewers who put in their best and provided scholarly critique and guidance to the authors.

Prof. Innocent Mutale Mulenga (PhD)

Chief Editor