



# The Origin, Development and Legacy of the Student Teachers' School Experience Programme at Kwame Nkrumah University, 1967 – 2023

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**Abstract:** This article aimed to explore the origin, development and legacy of Students' School Experience Programme at Kwame Nkrumah University (KNU). The focus was on providing a historical account of the development of the programme at the institution, describing the experiences and performance of student teachers in off-campus schools and getting the views of stakeholders on trainee teachers' performance. Against this backdrop, the article further examines the practices and policies undergirding the implementation of School Experience and assesses the legacy of KNU in managing the programme. The study samples were drawn among the trainee teachers on School Experience attachments in 2023, School Managers at schools where students went to practice, lecturers at KNU and former employees of the University who were attached to the School Experience Office, through purposive sampling based on their involvement in the programme. Qualitative methods involving interview techniques, observation and researcher-administered questionnaire were utilised in data collection. Data were analysed inductively to get the themes in line with the objectives of the study. Findings of the study were that KNU had run a successful School Experience programme since 1967; producing graduates with excellent teaching competencies who were also commended for their exemplary moral conduct, which earned the institution a good legacy. However, it was revealed that at the time of the study, the programme had suffered inadequate fiscal support which negatively affected the monitoring of student teachers in schools. Appropriate recommendations were given.

**Keywords:** Kwame Nkrumah University, School Experience, Student Teachers, Trainee Teachers, Legacy

## 1. INTRODUCTION

This study explores Kwame Nkrumah University (hereinafter referred to as KNU)'s legacy of managing the implementation of the Student-trainees' School Experience programme. Special focus of the study was on tracing the origin of the programme at the institution and its historical development trajectory from inception to date.

During the colonial time, there were very few institutions that trained teachers in the entire Southern Africa Development Communities (SADC) region. A few that existed were run by missionaries. In those days, a high school or college diploma was not considered to be of necessity. If a person could read, write and was of good moral character, he/she could be made a teacher. Later, when the missionaries began to establish many boarding schools, more children began to attend normal schools. These institutions offered a number of courses that prepared the candidates for teaching. Eventually, a selected few of these institutions became *Primary Teachers Colleges* (Kakanda, 2014: 188). By the late 1960s, many SADC countries had colleges and universities where students got trained to become teachers in Primary and Secondary school. In Zambia, Kabwe Teachers College (now called Kwame Nkrumah University), was one of the institutions privileged to pioneer the task of training teachers. Opened in 1967, Kabwe Teachers College undertook a robust teacher training programme. In order to enable the trainees teachers to demonstrate practical teaching competencies before assuming responsibilities in schools, the curriculum content was designed in such a manner that it incorporated the Teaching Practice component, which the institution has boasted to be one of the progenitors (with the University of Zambia) and have since successfully run, despite having gone through several transformational stages that have seen it to its current status of a full-fledged university.

The current study is therefore important in its undertaking to evaluate the performance of the Teaching Practice (School Experience) at KNU over time, in order to pick lessons that will inform the current practices and policies in the implementation of the programme.

### **1.1. The Problem Statement**

There seems to be a diminished appreciation of the importance of student teachers' School Experience programme at KNU which appears to have a telling effect on its management of late. The effects which range from the compromise in the support of the programme implementation, to questioning its legitimacy on the Teacher Training Curriculum is a development that has not gone well among some concerned observers who are alive to a long rich legacy the institution has earned over time in the implementation of the programme, and the indispensable importance of the programme to the teaching profession as a career. This has prompted the current study.

### **1.2. Aim of the Study**

The general aim of the study was to explore KNU's legacy in implementing the Student Teachers' School Experience programme.

Specific objectives were:

- a. To trace the legacy of KNU in the management of the student teachers' School Experience programme through providing its historic account
- b. To describe the performance of the KNU-run School Experience programme
- c. To demonstrate the importance of the students' School Experience in the teacher training programme.
- d. To highlight gaps in the current implementation of School Experience programmes in order to come up with suggestions to inform the current practice and policy formulation.

## **2. THEORETICAL FRAMEWORK AND BRIEF REVIEW OF RELATED LITERATURE**

Theoretically, the study is premised on the call by Kakanda (2014) to place priority on the need for adequate preparation of trainee teachers for a successful teaching career. Among what he terms the "four major components in Pre-Service Teacher Education, is the *Supervised Practice in Teaching*. Kakanda contends that supervised practice in teaching is the most important aspect of pre-service education in the experience of a student teacher (p.190). He argues that the "Teaching Practice" or "Student teaching" as it is sometimes called, gradually inducts prospective teachers into the full responsibility of the teaching-learning activities under the skillful guidance of a supervising lecturer. All teacher-education institutions in the Southern Africa Development Communities (SADC) region, he adds, provide facilities for students to experience actual teaching in the campus laboratory schools, in teaching centres or in other off-campus schools. He says many colleges provide opportunities for students as early as their second year to visit schools, observe and analyse teaching methods and observe learners. Kakanda, however, observes that the real imperative question among educators is: How much time should teacher-trainees devote to courses in liberal education, specialised subject field and professional education?

To be able to produce teachers with the qualifications needed in the developing countries that are adaptive, innovative and self-directed career teachers, special effort must be devoted to making the training programme both practical and adaptable to various situations. The objective of such teacher-training programmes should be to produce people who know how to promote learning among pupils. The teacher programme should not be intended to produce stereotyped teachers. Instead, a prospective teacher must be expected to bring together all the various components that make up professional competence and from these, develop a style best suited to the trainee. Just like different individuals learn in different ways, so do different qualities go into making a good teacher. Therefore, in planning a teacher training programme, these differences must be encouraged in the expression of competences and provision made to allow the trainee to integrate them into his or her own teaching style. There is a danger of a programme producing trainees who emerge as carbon copies of each other. While it is true that every trainee must be able to perform given teacher tasks, there are different ways of achieving this (*ibid*: 191-192).

The author further emphasises the importance of each trainee teacher deciding which competences are most appropriate before proceeding to develop them to full mastery. He calls this process *personalisation of teacher competences* in which the pre-service teachers gain the required instructional competences and finally integrate them into their own style. Trainee teachers who do not progress well, he suggests, should be rerouted through different channels of the programme (such as seminar, counseling, individual instruction, *et cetera*),

Additionally, the author suggests that before being allowed to teach in a real classroom, the trainee teacher must show ability to bring about the desired learning by pupils. It is important, he says, that teachers training programme should enable trainees to demonstrate the appropriate teacher competencies before assuming responsibility in the schools. First, they have to be tested under laboratory or simulated conditions, and then under supervised teaching conditions in a classroom. Demonstration of competence under laboratory or simplified conditions enables us to assume that the student can do the same under real classroom conditions (*ibid: 193*).

The ideal situation is that before assuming full responsibility for guiding the learning of the pupils, the student teacher must show that he or she possesses a full range of teaching competencies, including non-instructional ones. But we must know that in practice, many teachers do not know how to handle non instructional areas of teaching. The effects of this on teachers can only be seen by the negative achievements of some of their products (*ibid*).

Insuring adherence to standards and norms is equally importance in managing the student teachers' teaching practice. According to Lieberman (1988:67), the teaching profession seeks to create structures and processes by which standards of professional practice and norms of professional conduct are defined, transmitted and enforced. Professional bodies, such as professional standards boards and accrediting agencies, are the primary vehicles for articulating and enforcing standards. In Zambian educational system, these roles fall under the mandates of the Teaching Council of Zambia and the Higher Education Authority respectively.

As with regard to the monitoring and evaluation of students' School Experience, a role which in this case KNU assumes, Lieberman (1988) contends that:

*Training and socialisation processes, such as preparation programmes, supervised internships, and continuing education requirements, should be the primary vehicles for transmitting standards (p.68).*

These, he says, require a certain convergence of knowledge, view, and purpose among those who set and enforce standards, those who train practitioners and those who practice.

In evaluating prospective teachers' readiness to practice, scholars have therefore, called for instruments that allow for demonstration of teachers' knowledge, judgment or skill in the kind of complex situations that characterise real teaching. Performance assessments used should adopt behavioural indicators that presume more need for teacher reflection, flexibility and judgment (Darling-Hammond, 1986; Shulman, 1987; MacMillan & Pendlebury, 1985).

### **3. METHODOLOGY**

Methodologically, the study used descriptive techniques of the qualitative strategy. It was conducted in 21 schools sampled from five provinces of Zambia namely Central, Luapula, Muchinga, Northern and Southern. The purposive Sampling method was used to select 21 student teachers, 10 School Managers of the schools where students went to practice, 8 lecturers at KNU and 2 former employees of KNU who were at one time in charge of the School Experience programme at the institution. The study followed the literature review method to provide pieces of evidence from the available secondary sources of information that were accessed in the literature related to the study. It also utilised the self-administered questionnaire and an in-depth one-to-one interview method to collect the required primary data. The former was used on student teachers who were on School Experience attachments in various schools in the sampled provinces, while the latter was used to gather information from informants who were deemed key stakeholders in the School Experience Programme, such as the School Managers, and the former employees of KNU. The research used thematic analysis to interpret data from the aforementioned sources. Here non-numerical methods were used; the recording and

analysis of information gathered were preceded by designing a special "path of analysis" (or simply a description) where data coding was involved. The coding followed an "inductive approach" which involved the classification of information at the end of data collection. No complicated calculations were required in this approach, but the making of inferences was involved and this was purely logical and entirely the researchers' task (Bogdan and Biklen 1982). Names of participants and other units of analyses were referred to codes of their schools and, therefore, withheld anonymously.

#### **4. PRESENTATION OF THE FINDINGS AND DISCUSSIONS**

##### **4.1. Historical Background to the Implementation of Teaching Practice at KNU**

Way back in 1967, the institution then called Kabwe Teachers' Training College was established in recognition of the need to train teachers in Zambia after independence.

This time around Zambia had a lot of teachers mainly from India, Asia, Ghana, *etcetera*. The first Republican President Dr Kenneth Kaunda recognised the need for Zambia to have her own teachers. Following this recognition, the first concentration was to build more primary schools. Nkrumah Teachers' Training College was then established together with Highride Secondary School (which is adjacent to KNU), which served as the demonstration school for the college student teachers who would crossover for teaching practice. The Teaching Practice programme was deemed essential component of the teacher training curriculum that meant to ensure that student trainees were at speed with the pedagogy. This kind of training was not peculiar to Kabwe Teachers' Training College, but the institution had replicated what transpired at the University of Zambia (UNZA).

A specific office was designated at KNU for Teaching Practice coordination, with a coordinating officer. Because of the importance attached to it, KNU dedicated a full term to teaching practice in terms of duration, implying that students on Teaching Practice would leave the college to go to various off-campus schools in the country on attachment. The University of Zambia, which at the time was the only highest institution of learning looked up to in terms of training teachers in the country, had only dedicated the duration of **six months** for School based Experience. Eventually, there was a growing realisation that the more the student teachers spent on teaching Practice, the sharper the skills they were expected to acquire. Kwame Nkrumah University became the first institution to actualise this realisation and requirement in school practice duration.

With the passage of time, around the year 2000 to be precise, there arose another realisation that the Teaching Practice done at the college's demonstration school (Highride Secondary School) was not sufficient. An idea was then put forward that the Teaching Practice be further restructured; to change its terminology to **School Experience**. This was upon realising (after observing what transpired in the UK education system) that the current terminology "**teaching practice**" was too restricting. This was because, by implication, the terminology (Teaching Practice) and the practicals students did within the college suggested exposure of student teachers only to handling pupils within the confines of classroom environment. The change to School Experience was, therefore, necessitated by the need to expose student teachers to a wider, real school environment that would expose them to holistic learning, observation and practice many other extracurricular activities that go with the teaching career, by fully participating in the functionality of the school set up. This saw the birth of today's famous School Experience, which was initially divided into two; the *internal* one which was done within the confines of the college at Highride demonstration Secondary School, and the *external* one that required trainee teachers to go out of college (off-campus) on attachments to various schools countrywide. In other words, the whole idea behind the change in concept and terminology from *Teaching Practice* to *School Experience* was to come up with an all-embracing title that would cater for everything that take place in the school environment student teachers needed practical experience from. So began the legend and concept of School-base Experience outside the college.

Amid these developments, there was another parallel development that saw the transformation of the institution in 1971, to extend its mandate to offering Secondary School Teachers Diploma programme. This came along with a change in the name of the institution from **Kabwe Teachers Training College** to **Nkrumah Teacher Training College**, in recognition and honour of the founding President of Ghana. The introduction of the Teachers' Diploma programme was in response to an emergent dire need for Secondary teachers in the nation at the time. At the peak of such growth and development, the



School Experience programme at the institution had won a recognition of the then Teacher Education Department (TED) of the Ministry of Education, which later became Department of Teacher Education and Specialised Services (TESS). TESS began funding the School Experience programme at the college. This meant that the Ministry of Education's Annual Budget had a specific allocation of funds for School Experience that would be disbursed to colleges of education through TESS. All the college was required to do was simply to apply for this fund every first term of the college academic calendar.

#### **4.2. Participation and Experiences of Student Teachers in School Activities**

Apart from being involved in direct teaching in class, most trainee teachers were privileged to be involved in other activities and assignments taking place in schools, such as in sports and athletics, academic-related clubs and professional associations such as Junior Engineers Technicians Scientists (JETS), *et cetera*. They were also assigned management duties, such as class teacher, teacher in charge of Production Unit, *et cetera*.

#### **4.3. Reception of Student Teachers in Schools**

Among many other concerns the study sought to find out was how trainee teachers were received in respective schools they went for attachments. The table below summaries the findings:

**Table1.** Reception of Student Teachers in Schools

Responses	Scores	
	Frq	%
Well received	19	100
Reception not good	0	00
Total	19	100

**Source:** Field data

As shown in the table above, all respondents said they were well received in the schools they had gone to practice. They described the environments as enjoyable, with courteous and cheerful long-serving members of staff who took good care of them during the period of their attachments. One respondent remarked:

*Members of staff at this school are willing to help; they have engaged me in all activities, including core curricular assignments. I have adopted some of them as my role models, who have helped me come up with my individual style of teaching (Interview with student teacher x, February 27, 2023).*

#### **4.4. Bad Experiences Student Teachers Faced in their Practicing Schools**

The study, however, revealed that not everything went perfectly well with trainee teachers, as Twenty-six per cent (26%) of the respondents reported bad experiences during their attachments. Some of the unpleasant experiences cited include poor coordination between long-serving teachers and student teachers, poor supervision from superiors (heads of departments), subjecting student teachers to knocking-off late, notoriety of pupils towards trainee teachers, *et cetera*. One female respondent narrated:

*One day, a long-serving teacher criticised me in the presence of pupils, a demeaning experience I did not like. I also recall another incident when I was excluded from participating in a national event, during Women's Day (Interview with a female student teacher in Mansa, February 27, 2023).*

Some student teachers also reported bad experiences from their pupils, such as the case of Neembe (*pseudonym*) at one school in Mazabuka. She narrated:

*My worst experience is when a pupil disobeyed me; but later he was counseled. On another day, while in class, I was belittled owing to my small stature (Interview with Neembe, Mazabuka, February 25, 2023).*

#### 4.5. The Extent to which KNU had Prepared Trainee Teachers for School Experience

Respondents were asked to describe the extent to which the University had prepared them for the School Experience exercise, and the findings were as tabulated below:

**Table2.** *Preparedness of Trainee Teachers for Schools Experience*

Responses	Scores	
	Frq	%
Well/very well	19	100
Not well/ inadequately	0	00
Total	19	100

**Source:** *Field data*

As shown in the table above, all respondents said they were well prepared by the University for the School Experience assignment. One respondent recounted in a manner that depicted most of the responses, when he said:

*Lecturers at KNU did great work in teaching me through methodology course, and I feel I was adequately drilled hence I have not faced any problems in teaching. I received right guidance; right techniques and effective pedagogy, which have enabled me to deliver effectively with confidence (Interview with a male trainee teacher, Mansa, March 3, 2023).*

A female trainee teacher from Chembe district remarked:

*KNU did a lot in preparing me; I can now confidently say I am a teacher, able to deliver a lesson effectively. Both the methodology course we did and the subsequent peer teaching exercise I went through turned out to be very beneficial to me (Interview with a female trainee teacher, Chembe, March 2, 2023).*

#### 4.6. The Extent to which Student Teachers were Trained at KNU

The study was also concerned with finding out whether what student teachers were taught in the methodology course, in terms of the lesson planning (content presentation), preparation of records and schemes of work, were in line with what was obtaining in the schools they went to practice. The table below shows the summary of the response.

**Table3.** *Extent to which Student Teachers were Trained*

Responses	Scores	
	Frq	%
Yes	16	84
No	3	16
Total	19	100

**Source:** *Field data*

As can be seen in the table above, eight-four per cent (84%) of trainee teachers said what they were taught at the University were in conformity with what was obtaining in the schools. Sixteen per cent (16%) of the respondents, however, said there were slight differences in lesson plan designs, between what they were taught at KNU and what was obtaining in schools. A student teacher of science from one school in Kabwe said:

*...there were slight differences in lesson plan designs, but the teaching methodology was the same. The school, however, adopted the design of the lesson plan from KNU because it was perceived to be better. (Interview with a trainee teacher, Kabwe, March 10, 2023).*

Another respondent from Broadway Secondary School had this to say:

*...Yes, the learner-centred teaching methods which I learnt at KNU are encouraged even here at this school. The general information and lay out of the lesson progression on the lesson plan are similar with those I was taught. The only slight difference is on the format of the lesson plan (Interview with a trainee teacher, Broadway-Kabwe, March 10, 2023).*

#### **4.7. The General Conduct of Trainee Teacher in Schools**

Among the positive findings of the study were the overwhelming commendations on the general conduct while on duty, which Trainee Teachers from KNU received from school authorities where they went to practice. A Head teacher at one school in Mpika made reference to the dress code, on which he said the KNU student teachers had outperformed their counterparts from other Universities present at the school. He remarked:

*I am not happy with the manner other trainee teachers have conducted themselves with regard to dressing while on duty. It is really something that leaves much to be desired. Among the males, for instance, there are some who are in the habit of putting on tight jeans, while among the female counterparts; there are some who are fond of wearing tight short skirts. This is against what is recommended in our teaching fraternity, with regard to the dress code of teachers. We are, however, happy with trainee teachers from KNU and Mukuba University who have proved exemplary with exceptional conduct in this regard (Interview with a Head teacher, Mpika, March 5, 2023).*

School managers in sampled schools from different provinces touched on several other aspects of trainee teachers' conducts, which they said they had experienced, but on which KNU student teachers performed comparatively well. They included the tendency to go in class without teaching Aids, Use of local languages in teaching instead of the official (English) language and the problem of punctuality, where some trainee teachers were in the habit of reporting late for work. On all these issues of misconduct, school managers observed that the KNU trainee teachers conducted themselves in the manner that pleased them, compared with student teachers from other Universities.

##### *4.7.1. Suggestions from Schools*

As part of the research, the study collected a number of submissions from schools in form of suggestions, aimed at improving on areas where school managers observed gaps begging for attention, in the implantation of the School Experience programme. Suggestions included the following:

- To consider the idea of making the School Experience more practical by exposing trainee teachers not only to schools, but also to other institutions specialising in practical skills, for instance, a situation where those majoring in mathematics could have a second attachment and observation at other institutions specialising in statistical data, and not necessarily a school.
- To rehearse with other Universities and teacher training Colleges, in planning the School Experience in such a way that institutions do not do the programme at the same time, to avoid overloading schools with too many student teachers requesting for school attachments only at one particular time of the years.
- Universities and teacher training colleges to consider observing student teachers twice, where the initial attachment could be done within the local community where a university is resident (in order to cut on costs), and the final one anywhere else off-campus. Observing student teachers twice, they thought, would afford them an opportunity to improve on areas where strings of error were noted in the first round of observations, thereby enhancing their teaching competences.

#### **5. SUCCESSES OF THE SCHOOL EXPERIENCE PROGRAMME AT KNU**

The success story in the management of the School Experience programme at KNU begins with the accomplishment of the drilling of student teachers that takes place in preparing them for school attachments. The fact that student teachers are able to exhibit the expected teaching competences to the satisfaction of the School Experience monitors and school managers is testimony enough to demonstrate a successful and effective implementation of the School Experience programmes at KNU. It all begins with the teaching methodology course in which students take at third year in Term one. The course is designed with appropriate content to equip learners with necessary theories and practicals to enable them teach. Before they leave for attachments in schools, trainee teachers are subjected to supervised peer teaching practice to demonstrate what they have been taught and to pre-test their competences in handling the bigger real classroom situation.

## **6. THE LEGACY OF STUDENTS' SCHOOL EXPERIENCE PROGRAMME AT KNU**

The unbroken record of consistency in implementing successful student teachers attachment programmes in schools is one legacy that can be cited to have continued at KNU in the historical development of the Student teachers' School practice in Zambia. As already alluded to in the background, the University of Zambia (UNZA) which was among the earliest institutions that pioneered the programme together with KNU (then called Kabwe Teachers Training College), started with sending trainee teachers for duration of six month to practice in schools. Later on, other institutions (including UNZA) emulated the full-term duration championed by KNU. Commenting on another aspect of the legacy, a former Coordinator of the School Experience programmes at KNU said:

*The excellent manner in which the KNU trainee teachers keep conducting themselves in schools have set standards and methodological aspects which are contained in the institution's monitoring and evaluation strategy. These, among other aspects, have served as benchmarks which other institutions in Zambia have emulated, and patterned with (Interview with a former Coordinator of Teaching Practice, KNU, March 25, 2023).*

The above remarks are consistent with the current study's observations from schools managers.

## **7. THE CHALLENGES FACED IN THE IMPLEMENTATION OF THE PROGRAMME**

Execution of the Student teachers' School Experience programme at KNU has not been without challenges. One of the challenges worth citing, and which began manifesting shortly after the inception of the programmes at KNU, has been the issue of funding. As noted above under the historical background, the programme had enjoyed the government's support in terms of funding at its inception, where the grant specifically for teaching practice could be released through the Ministry of Education to teachers training colleges during their first term of academic calendar. The money was paid directly to student teachers going for teaching practice.

With the passage of time, however, the demand for teacher training in Zambia began to grow, which translated into an increase in college enrolments. This resulted in the government failing to cope with the pressure in terms of funding the Teaching Practice programme, hence the introduction of the cost sharing measure that required colleges to levy student teachers some amount of money as part of tuition fee that went towards Teaching Practice. With time, the government took another step further to withdraw its financial support completely, leaving the entire burden of funding the programme on students. This marked the genesis of the current principle behind levying students a School Experience Fee.

To date, what appears to be a systematic historical funding problem seems to be degenerating to a level where, due to the inadequate money collected from students in form of Teaching Experience levy, the management of the programme faces the challenge of compromising the standards set in the implementation of School Experience programme. The current study's findings on the lecturers' involvement in the recently held Monitoring of School Experience and the experiences of student teachers in schools has revealed the following funding-related challenges:

### **7.1. Inadequate Time and Concentration Dedicated to Monitoring of Student Teachers in Schools**

The time allocated for monitoring of student teachers in schools is not adequate for the sort of work. For instance, sending lecturers to observe a total of 24 lessons in four days is practically inappropriate for a number of reasons. To begin with, there is need to consider the travelling time, where for instance, given those schools which are as far as 1000 kilometers from KNU, one would spend much of the first day travelling without getting to do the actual work of monitoring. The same applies to the day of returning from schools, which will be dedicated to travelling back. This implies only two days remaining, which is by far not enough to observe 24 lessons. One lecturer remarked:

*The matter is compounded by the fact that schools are never found in one location, implying the need to consider the travelling time from one school to the next, as well the time spent in the protocol of paying courtesy calls to school administrations once one arrives at schools. Because of the time factor analysed in this way, the management of School Experience has for a long time recommended for the observation of only four lessons on average, by one lecturer per day, which seems not to be considered nowadays (Interview with a lecturer, KNU, March 25, 2023).*



Another challenge cited by lecturers with regard to the implementation of School Experience programme was the problem of transport during the monitoring of students in schools. Since the institutional vehicles are not enough to take all lecturers around the country for the exercise, lecturers end up using their personal vehicles, in an arrangement where there is no compensation made in terms of the maintenance and *wear and tear* of vehicles, apart from the fuel money given. Referring to this challenge, one respondent said “the expense I incurred on my vehicle during student teachers’ monitoring makes me feel like I am subsidising the cost of implementing the School Experience programme”

Indeed, the findings of the study with regard to the monitoring aspect of the School Experience programmes gives an impression that if left unchecked, the obtaining situation has a potential of causing a compromise in quality adherence measures, thereby leading to the institution offloading teachers with poor teaching competences onto the labour market.

## **8. CONCLUSION**

Exploring the origin, development and legacy of the student trainees’ School Experience programme at KNU is the focus of this study. The study has revealed that KNU has come a long way in running the School Experience programme, with an unbroken rich historical record that dates back to 1967. Since then, the institution has sustained a record of excellence in implementing the programme, producing graduates with admirable teaching competencies for the local labour market in particular, and the entire SADCC region in general. This has earned KNU an admirable legacy which many other upcoming teacher training institutions have since emulated. However, the historical development in the management of the School Experience programme at KNU has not been without challenges. The main challenges discovered by the study are based on the monitoring aspect of the programme by the University which, at the time of the study, appeared to lack adequate fiscal support. Considering the importance of the programme in the process of training teachers, the study considered the observed challenges as requiring urgent attention in order to maintain the legacy earned by the institution in the implementation of the student teachers’ School Experience.

## **9. RECOMMENDATIONS**

In the light of the current study’s findings, the authors recommend the following:

- KNU management to coming up with sources of funds enough to run an effective cost-reflective budget for students’ School Experience programme
- The School Experience Coordinators in the University to design an internal School Experience monitoring strategy that is not repressive to those participating in the exercise.

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