

EDITORIAL COMMENT

Knowledge has been passed on from generation to generation throughout the centuries to help people navigate life's challenges and triumphs. It is done not only with purpose, but with an undeniable beauty and flair. That is why there exists an old African proverb that equates the death of an old person to the burning of a library - the wisdom acquired from the forefathers, and his or her own lived experiences go with the person. ZANGO, however, continues to preserve human wisdom and experiences by documenting scholarly writings from different scholars and academic disciplines. The six papers and one book review in this issue of ZANGO (*Zambia Journal of Contemporary Issues*) are written by 14 authors based at different universities in India, Zambia and Zimbabwe. The scientific and unique styles with which these scholarly papers are written, indeed brings out the undeniable beauty and flair of human experiences and wisdom that are worth sharing with the knowledge thirst minds. The first article is an analysis of Zimbabwe's cultural policies of 2007 and 2006. In this paper, the trio, Matiza, Mtombeni and Mhute argued that while these policies are vital for a multicultural country such as Zimbabwe, findings reveal that the policies still have a number of deficiencies such as lack of inclusiveness of other cultural groupings. The next article by Austin Cheyeka is an exciting one in that it makes an invitation to scholars who are fascinated by the declaration of Zambia as a Christian nation to a new conversation and alternatives of how the declaration can be actualised. The scholar arrived at this view having noted through an intrinsic case study on the matter that the declaration of Zambia as a Christian nation is purely symbolic.

In the third paper, scholars from two universities in Zimbabwe explored the nature of visual art gallery narratives in relation to the teacher education curricular in Zimbabwe. This article brings to the academic discussion a unique view of visual art galleries in the light of teacher education.

Farming has been supporting the survival of the human race for hundreds of years now to the extent that it has propelled and accelerated the advancement of human civilisation. However, in the fourth article, Nyumbu and Banja explain, using data from a case study, how tobacco farming in Nkeyema District of Zambia has been an impediment to school attendance in primary schools.

Most learners in schools today are said to be digital citizens and are living in a world of superfast and instant communication and access to information due to rapid technological evolutions. In the fifth paper, Mulima and Simuchimba analysed the perceptions of teachers and learners on the use of Information Communication Technology (ICT) in Religious Education. This novel study pushes the boundaries of academia into the unexpected and virgin grounds and discourses where the teaching and learning of Religious Education interface with ICT. From India, Rai and Gwayi provided the sixth article in which they evaluated the impact of solid waste management along the Najafgarh Drain. In their mixed method study the, duo provided a robust analysis of the relationship between a solid waste disposal site and the water, sanitation

and hygiene (WASH) status as associated with the outbreaks of WASH-related diseases. The final paper is a book review by Kalimaposo. The scholar reviewed Carmody's book, '*The Emergence of Teacher Education in Zambia*'. One can indeed tell from the variety of scholarly articles in this issue that it is an academic feast with a wide range of contemporary issues, which are quite suited to the ZANGO reader.

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