

EDITORIAL

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That education is the bedrock development in any society cannot be overstated. It is for this reason that *Mosenodi* Journal is dedicated to publishing cutting edge articles on education-related research. This volume contains eight articles covering a wide range of topics on education and one article on youth unemployment with implication for educational research.

Pheko, Dioka and Batsalelwang investigate whether mentoring can be used as a strategy to assist female teachers to ascend to leadership positions because there are more female teachers than male teachers, yet there are more male head teachers. The findings reveal that informal mentoring is prevalent amongst school managers and that mentoring could be a good strategy that can assist female teachers to ascend to leadership positions. The study concludes that the employer needs to develop a mentoring programme that has to be first piloted, while all school management teams should be persuaded to be proactive and encourage mentoring relationships among their staff members. **Mangope, Kuyini, Musaruwa, Major, Bramwell and Ramoroka** present an overview of the evolution of special education policy and its associated practices in Botswana. They focus on learners with intellectual disabilities as part of the Inclusive Education constituency in Botswana. They further explore the challenges posed by continual paradigm shifts and practices as evidenced in the existing literature and from the findings of an exploratory study in Botswana. The authors make several recommendations on the practice of Inclusive Education, including the need for clear legislation, a thoughtful and well researched transition involving entire school communities.

Motshegwe assesses the extent to which the University of Botswana (UB) instructors use available Information and Communication Technologies (ICTs) to enhance the quality of instructional activities and increase accessibility of education, and further find out if these have any impact on their teaching. The findings of this study indicate that the majority of instructors at UB use ICTs available at the institution, albeit there are prevailing technological challenges. Instructors appreciate the role technology plays in teaching and learning processes in terms of making these processes more interactive, enabling instructors to easily manage large classes, work from any place; and reducing pressure caused by limited time for face-to-face. It is recommended that UB should collaborate with other Higher Education Institutions to share best practices, experiences, and challenges in order to overcome some of the problems they face when trying to implement technology transformations. **Msimanga and Moeti** discuss challenges hindering effective clinical supervision of counseling students at the University of Botswana (UB). Recommendations for the betterment of providing effective clinical supervision in UB are presented, including the need to create a credentialing and a licensing body to establish in order to promote and maintain standards for counselor education programs in Botswana. Investigating the relation between processing information and fitness level of active (fit) and sedentary (unfit) children drawn from rural and urban areas in Botswana, **Mokgothu** found out that that the rural fit group exhibited faster SMT than the urban fit and unfit groups. For CRT, both fit groups were faster than the unfit group. The results show that the relationship that exists between physical fitness and cognitive function amongst the elderly can tentatively be extended to the pediatric population. Physical fitness could be a factor in the speed at which we process information, including decision making, even in children. Orapeleng evaluates the Performance Management System (PMS) program in Francistown junior secondary schools in relation to students' performance. The results show that the students who are expected to

be the end beneficiaries of the initiative do not benefit much due to shortage of facilities as well as learning materials in ways that dent the credibility of use of PMS in schools. The author recommends that the students as the ultimate beneficiaries of PMS, need to be introduced to the program. Based on the analysis of setting and character in two plays entitled *Bus Stop Journals*, which were written and performed for a trans-Atlantic project in community-based theatre, **Seda** investigates the use of performed ethnography to subvert certain essentialist identities, which are often mutually held by African and American citizens. The author argues that the Border Crossings project harnesses the element of ‘thick description’ found in performed ethnography to parallel setting and character in such a way as to exorcise the ghosts of mutual distortion, stereotyping and essentializing that often takes place between African and American citizens. In the face of these mutually held (mis)conceptions and distorted identities, the author demonstrates the power of performed ethnography to reach large audiences and encourage public reflexive insights. **Orapeleng** contend that the inclusion of the teaching profession in the Public Service Act No. 30 of 2008, contributed to the 2011 public service industrial action that impacted negatively on the teaching and learning programs in the education system of Botswana. It is revealed that the effects of the strike are still being felt in the education system today with teachers’ morale and commitment have significantly lowered due to issues relating to pay and working conditions. It recommends the School Research Evaluation Vanguard Availability Monitoring and Performance (R.E.V.A.M.P.) Model to improve education at secondary schools and in the Ministry of Education and Skills Development (MoESD).

Orapeleng further evaluates the Performance Management System (PMS) program in Francistown Junior Secondary Schools in relation to students’ performance. The results show that the students who are expected to be the end beneficiaries of the initiative did not benefit much due to shortage of facilities as well as learning materials. The results also show that there is a weak relationship between teachers’ performance and the implementation of PMS. The study recommends that the students as the ultimate beneficiaries of PMS, need to be introduced to the program.

Rising youth unemployment is a major challenge in Botswana. In recognition of the challenge of rising youth unemployment, **Lesetedi** seeks to ascertain whether the rising unemployment is due to poor formulation and implementation of policies or a failure of research which feed into the formulation, implementation and monitoring of the policies. The author concludes by emphasizing the importance of research informing on policy formulation, implementation and monitoring, highlighting the need to promote a strong relationship between policy makers and researchers in addressing issues of youth unemployment

It is hoped that the collection of articles in this volume will be of immense interest to the readership.