

EDITORIAL

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Education is one of the most potent tools for fostering social change and achieving sustainable development. It is for this reason that *Mosenodi* Journal continues to publish cutting edge articles on education-related research. This volume contains five articles covering a wide range of topics on education.

Mukombe and Gaotlhobogwe sought to provide a coherent integrative 21st century skills framework for infusion of these skills in the school curriculum in an attempt to create a portrait of the learner depictive of their embodiment. This review article posits that 21st century presented challenges and opportunities that demand certain skill set, termed 21st century skills, noting that technology and globalization have transformed how people perform tasks, relate to each other and their environment. The discussion note that while a lot has been done to define the 21st century skills and expound their relevance, little has been done to guide classroom practitioners on how to infuse these skills in curriculum and instruction. The paper recommends a pedagogical practice wherein the learners complete project-based, cross-disciplinary tasks that encourage innovation and cross cultural collaboration.

Ntereke, Conteh, Ramoroka and Tlhobogang explore lecturers' experiences and perceptions of their competencies to effectively integrate digital technology in learning and teaching during the pandemic. The study employed qualitative research design and collected data from five (5) University of Botswana lecturers using individual in-depth interviews. The findings reveal that although lecturers acknowledged the benefits of using digital technologies for teaching and learning to be important, they lack the digital competencies and skills required for effective integration. The study concludes that it is therefore critical that the University of Botswana fosters a supportive environment and provides lecturers with the necessary technological and pedagogical skills to effectively integrate digital technology in teaching.

Mathenjwa and Dlamini explore the nature of the relationship between components of agriculture teacher efficacy and collective teacher efficacy in the context of Eswatini senior secondary school. The study was descriptive-correlational using a census (N= 163) of senior secondary agriculture teachers with 5 years or less teaching experience. Correlation analysis reveals a positive and low to moderate relationships between agriculture teacher efficacy components (classroom management, instructional strategies, student engagement and practical work management) and collective teacher efficacy. The conclusion is that agriculture teacher efficacy and collective teacher efficacy share sources of efficacy information, hence moderately correlated. The study recommends that teacher training institutions and schools should closely collaborate to build both teacher and collective teacher efficacy.

Mokibelo examines the nature of relationships between parents and teachers in primary schools in selected Remote Area Dweller settlements of Botswana. This study adopted a qualitative approach and it used an open ended questionnaire, classroom observation, and interviews and field notes to investigate how the language-in-education policy was implemented in linguistically and ethnically diverse situations. The findings indicate that most parents do not cooperate with teachers in regard to their children's

education, and possible contributory factors were language barrier, ignorance, different cultural practices, illiteracy and poverty. The conclusion is that parents and teachers working relationships need to be redressed in order to simultaneously achieve both learners' academic growth and educational goals.

Using secondary data, **Sechele** investigates factors that contribute to youth unemployment in Botswana and how unemployed youth are positioned as agents amidst these. Some of the highlights of this research are that poor performance at secondary school, a disconnect between education and labour market, precarious employment, weak networking skills, gender stereotypes, and lack of youth engagement in policy making contribute to youth unemployment. The research suggests, among others, putting in place strategies to create an environment for decent work, motivate students to learn, initiate educational and work programmes to change gender attitudes, and strengthen platforms for youth engagement. Thus, this study on youth unemployment has implications for educational quality at all levels of the education system.

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