

EDITORIAL

Welcome to Volume 19 Numbers 1 & 2 2016 of *Mosenodi: Journal of Botswana Educational Research Association*. The first five papers in this volume examine the intersections between education, demographics, economic structure, globalization, public policies and youth (un)employment in Botswana. Youth unemployment is a critical social issue requiring the collaborative engagement of educational researchers and social scientists in the task of illuminating the confluence of the complex individual and structural factors producing and reproducing the problem, its changing patterns and consequences, the intended and unintended consequences of extant interventions designed to address it and the role of education (broadly defined) in building the capacity and disposition of the youthful segment of the population for gainful and fulfilling employment. The dwindling job fortunes of youths in Botswana threaten both individual and social wellbeing in terms of attenuation of opportunities, productivity, income, equity, contribution, growth, distribution, mobility, competitiveness and security. It is therefore important from the ethical, political, social, economic and academic perspectives to understand and address it.

In the first paper, Bakwena and Sebudubudu focus on the Internship Programme for Youth Employment in Botswana, re-examining the thinking behind the programme and the implications of labour market functioning (demand-driven job opportunities, earnings, protections, labour regulations, and talent supply chain partnerships between the public and private sectors) for improving the career trajectories and well-being of interns. Maunganidze, Faimau & Tapera's paper addresses the issue of graduate employability, that is, the possession of recurrently marketable skills, knowledge and personal attributes needed for access and success in the workplace. It explores the patterns and variations in the perceptions and experiences of graduates regarding their employability strengths and vulnerabilities. The authors stress the need for university-workplace engagement towards the design of interrelated school- and work-based learning experiences that can help graduates translate their education into value-adding capabilities, and efficiently transit from student to employee.

Sechele employs documentary analysis, focus groups and interviews to appreciate the dynamics (forms, motivations, entries, pathways, continuation and discontinuation) of self-employment among young people in Botswana. His paper provides useful evidence on the facilitators and barriers to self-employment amongst the youths and proffers suggestions on appropriate policy response. Nthomang and Diraditsile re-examines the possibilities and challenges of the various social programmes that have been deployed to improve youth employment in Botswana. They argue that policymakers should be concerned about the efficiencies and outcomes of these programmes, and that research, monitoring and evaluation are veritable means by which policymakers can obtain robust evidence that these programmes do, in fact, work. The authors recommend research capacity building at the ministerial level to generate data on the causal and correlation relationships between policy tools and programmatic outcomes in order to improve youth-related policy and programme development. Boikhutso and Molosiwa's paper is a systematic review of key social policy reforms and youth-centred schemes enacted in Botswana since independence to enhance educational supply and boost labour market entry and sustainable welfare for the youth. They shine the spotlight on the mismatch between the extant educational programmes and labour market demand. Their paper draws relevant policy implications for aligning educational practice, skills

formation, curriculum development, knowledge construction, qualification frameworks and social policies with labour market information to improve employment outcomes for young people.

Effective delivery of mathematics and science education in a digital era requires teachers who are adequately prepared to engage creatively with the digital generation using varied and interactive sources of information. Consequently, Zimudzi, Garegae, Suping and Liu examine preservice teachers' perspectives on the affordances of digital technologies for teaching mathematics and sciences in secondary schools. Participants identified cognitive, physical and learner-centred approach affordances with respect to pedagogical uses of digital technologies. This study underscores the importance of preparing science and mathematics teachers with pedagogical content knowledge related to infusion of digital technologies into their teaching disciplines. Ramakele and Koloï-Keaikitse provide valuable insight into how the relationships between perception, understanding and attitudes of college of education academic staff regarding the Performance Management System (PMS) predict their level of satisfaction with its use as an appraisal tool. The paper provides a new lens for understanding the lived experiences PMS users and the tensions in the micro practices of PMS implementation in specific institutional space and place.

Many thanks to the contributors and reviewers, as well as the Mosenodi readership, for their continued support. The editorial team hopes you enjoy this issue, and looks forwards to receiving your contributions to the next edition. Submissions are welcome at any time and can be forwarded by email to (BERA@mopipi.ub.bw).

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