

## **EDITORIAL**

BERA is pleased to publish Volume 17(1) of *Mosenodi*. This issue was slated for 2009, but has been delayed due to some structural problems. We regret the delay, and thank the contributors for their patience. Going forward, the journal will be published regularly, twice a year – May and November. On behalf of BERA, I wish to thank the previous editorial teams for the vigor, rigor and honor with which the journal has been edited and promoted. The new editorial team aspires to continue enhancing the scope and status of the journal in keeping with the broad mandate of BERA. The Editorial Advisory Board has been expanded to include distinguished education specialists from around the world. Regularity, visibility, readability, credibility, systematic peer review, speedier turn-around, and increased submission rate from national and international contributors will remain at the heart of the journal's editorial mission. *An index of the journal from 1993 onwards has been included in this issue for the benefit of subscribers.*

*The three papers in this edition address three interesting and inter-related themes: school retention, gender relations, and pedagogical innovation. The work of Owen Pansiri uses the lenses of ethnocentrism and social reproduction to examine the fault lines in the Botswana's Revised Education Policy in relation to retention of rural ethnic minority children in basic education. He sets his analysis within local and global socio-political contexts, highlighting the ideological basis for the marginalization of rural ethnic minority children in Botswana schools and exploring the concepts of ethnocentrism and social reproduction in terms of discourse and practice. He discusses the implications of equity gap for student and societal outcomes, and stresses the need for policy reform and targeted interventions.*

Drawing on gender theories and her fieldwork in three Botswana senior secondary schools, Taboka Ndikimbela provides an informed look at how hegemonic masculinities and young people's understanding of gender and ethnic relations ignite and fuel horrific violence in high schools locally and globally. The author counters claims that de-politicization of school violence, and suspension/expulsion of the perpetrators can end pre-meditated attacks and reprisal in secondary schools. She suggests proactive approaches that include equitable school management, action research and psycho-social interventions. The editorial team is deeply saddened to announce that Taboka recently passed on. Rest in peace, Taboka, and thanks for enlarging our understanding of the complexity of violence-as-enacted by male students in Botswana senior secondary schools.

Faith Brown's paper examines contemporary thinking about the role of higher institutions in helping students develop generic skills that transcend subject specialism. She takes account of recent policy developments around teaching and learning at the University of Botswana (UB), and employs preliminary survey data to illustrate what first year students at UB think of generic skills. The paper is a critique of pedagogical rigidity in higher education and a call for innovative learning, teaching and assessment strategies.

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@ub.bw).

Professor J. Shehu  
Executive Editor