

5<sup>th</sup> UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education  
– where do we stand?

# Towards a 21st Century Inclusive and Contextualized Curriculum for Innovative Human Capital

## Plenary Session 1

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**TOPIC: THE IMPACT OF GLOBALISATION ON EDUCATION POLICY REFORMS IN BOTSWANA  
(1976 -2017)**

**TOWARDS A 21<sup>ST</sup> CENTURY INCLUSIVE AND CONTEXTUALIZED  
CURRICULUM FOR INNOVATIVE HUMAN CAPITAL DEVELOPMENT**

**29<sup>TH</sup> NOVEMBER 2021**

**MINISTRY OF BASIC EDUCATION**  
**EDUCATION AND TRAINING SECTOR STRATEGIC PLAN (ETSSP)**  
**“THE STRATEGY FOR THE TRANSFORMATION OF THE EDUCATION SECTOR”**  
**PRESENTED BY: SHADRECK MAJWABE- DEPUTY DIRECTOR CURRICULUM**  
**DEVELOPMENT AND EVALUATION**



## KEY WORDS THAT DESCRIBE MY UNDERSTANDING OF TRANSFORMATIVE EDUCATION

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- ☐ Globally competitiveness
- ☐ Accessibility, Inclusivity, quality and equity
- ☐ Contextualization of education
- ☐ Outcome –based/ skill based education
- ☐ Education with and for production
- ☐ Producing a knowledge worker
- ☐ Multiple pathway in education
- ☐ Life-long learning
- ☐ Socioeconomic and political relevance
- ☐ Innovative education through research

- The indispensable socio-economic role of education in societies has triggered the world to continually subject their education systems to reforms in order to be globally competitive.
- Botswana has had its share of educational reforms under the influence of Globalization. However, the impact of these policies has become contentious.
- Historically Botswana`s education policy intent and approach reflects a global-local nexus in which education reforms are directly or indirectly influenced and informed by the dominant global education reform agenda.
- The overall goal of Education is to provide equal access to education for all learners irrespective of their social background. This is in pursuit of the government`s commitment in achieving Education for All (EFA) goals, of which Botswana is a declarant.

# NATIONAL CURRICULUM PHILOSOPHY AS AN EMBODIMENT OF EDUCATION TRANSFORMATION

National Curriculum Philosophy of Education (NCPE) is derived from a country's socioeconomic and political ideology to drive the society's inspiration.

National curriculum – all that the Government/Nation wants its people to learn under an education system set-up.

NCPE encapsulates the culture, vision, principles, ideas, practices, policies and goals of education as envisaged by the society.

NCPE is an embodiment of the future human capital development of a society.

NCPE makes the society to think globally but act locally (contextualization)

# Transformation is making a practice or process more effective and efficient for optimum utilization

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- Transformation goes with innovation and it is only impactful when it has a human face and having a socioeconomic nexus to the recipients of the society it is aimed to benefit.
- Transformation and innovation must be contextualized, indigenised and domesticated to appeal to the soul and social fiber of the society
- What need to be transformed are the tenants of our ways of life and not to transplant policies from the developed to the developing world.
- there is a conspicuous difference between innovation and importing policies.

# WHY TRANSFORMATION AND INNOVATION IN EDUCATION?

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- Our curriculum represented the market demands of globalization and not our social fiber
- Our decisions were not informed by research outputs but by globalization dictates
- There was more teaching than learning.
- We talked of achieved access to education but our learners accessed the school environment than they were accessing learning
- Innovation can never take place where the curriculum is exam oriented than skill focused.
- The country needed to produce a globally competitive worker leveraging on outcome –based curriculum



- Educational institutions with their sub-economic roles, are considered crucial instruments of government policy because they serve as the main investments of accumulated intellect towards a knowledge society.
- Educational institutions restructured so as to refocus on providing education which could effectively contribute to economic growth in line with neoliberal capitalism and the intertwined genre of globalization.
- At the center of globalized education transformation are the contextualization of transplanted policies from the developed to the developing countries under to achieve not the best practice but the best fit curriculum.
- Botswana has come up with a comprehensive national education curriculum and assessment framework aimed at transforming the country from a resource –based to a knowledge society.
- Financial institutions such as the World Bank and EU, are sponsors and advisors of the reforms.

## RECOMMENDATIONS FROM BOTSWANA'S TRANSFORMATION PERSPECTIVE

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- ❑ Developing countries should think globally but act locally in transforming their education system
- ❑ Developing countries should use their experts and context to inform innovation for sustainability and intellectual memory
- ❑ Education should be mostly located outside the boundaries of the classroom
- ❑ Educational transformation and innovation should be research –based
- ❑ There is need to promote lifelong learning

# Conclusion

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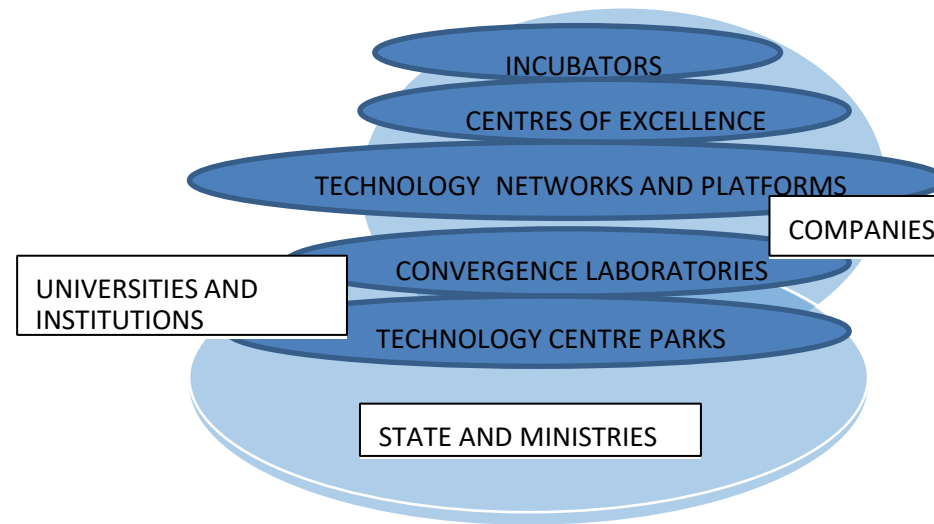
Since the beginning of times education and human capital development has never been a product of chances but a continuous contextualized endeavor informed by intrinsic innovation.

As developing countries we have a choice to either invest in constructive education or in prisons to host criminals produced by lack of education.

# TRIPLE HILUX ILLUSTRATION: ALTERNATIVE SOURCES OF FUNDING EDUCATION TRANSFORMATION:

The entire society and economy must fund education so that education may intern fund them

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# THANK YOU

