



# LIFELONG LEARNING : PANEL DISCUSSION

PRESENTATION AT LEARNING AND DEVELOPMENT  
CONFERENCE: 26 OCTOBER 2017, AVANI HOTEL, GABORONE

BY

PATRICK D. MOLUTSI, PhD

Country Managing Partner, JOINT MINDS CONSULT (JMC)

# OVERVIEW

1. LIFELONG LEARNING IS KEY TO THE SUCCESS OF A KNOWLEDGE ECONOMY. OFTEN PEOPLE REALISE THEIR TALENT DEVELOPMENT AND REALISE THEIR FULL PONTIAL OVERTIME THRUOUGH LIFELONG LEARNING (LLL).
2. RAPID CHANGE IN TECHNOLOGY AND PRODUCTION SYSTEMS REQUIRE CONTINUOUS SKILLING AND R-SKILLING OF THE LABOUR FORCE.
3. PARTNERSHIPS BETWEEN INDUSTRY- EDUCATION INSTITUTIONAL USUALLY PROVIDE OPPORTUNITY FOR CREATIVITY, INNOVATION AND TALENT DEVELOPMENT.

# OVERVIEW

4. ETPs –INDUSTRY PARTNERSHIP IN BOTSWANA ARE WEAK AND AD HOC. THUS THE IMPACT OF THESE ON PRODUCTIVITY, CREATIVITY AND INNOVATION ARE DIFFICULT TO MEASURE.
5. INTERNATIONAL BEST PRACTICE SHOWS THAT EFFECTIVE PARTNERSHIPS BETWEEN INDUSTRY-ETPS ENHANCES CREATIVITY, PRODUCTIVITY AND INNOVATION.
6. STRATEGIES FOR A NEW AND EFFECTIVE INDUSTRY- EDUCATION AND TRAINING PARTNERSHIPS ARE NEEDED IN BOTSWANA.

## THE STATE OF LIFELONG LEARNING POLICY AND STRATEGY IN BOTSWANA

- AT PRESENT BOTSWANA HAS NO LIFELONG LEARNING POLICY AND/OR STRATEGY.
- WHAT THE COUNTRY HAS IS AN ADULT EDUCATION PROGRAMME WHICH IS FOCUSED ON LITERACY LEVEL ADULT EDUCATION ACTIVITIES.
- EVEN THIS ADULT EDUCATION PROGRAMME IS PROVIDED ON A LIMITED SCALE WITH HIGH LEVELS OF DROP OUTS (Statistics Botswana 2014).

## LIFELONG LEARNING POLICY (CONTINUED)

- IT WAS ONLY IN JUNE 2017 THAT THE DEPARTMENT OF BASIC EDUCATION HELD A CONFERENCE TO CONSIDER DEVELOPMENT OF LIFELONG LEARNING POLICY FOR BOTSWANA AS RECOMMENDED BY ETSSP.
- A LIFELONG LEARNING POLICY IS IMPORTANT AS IT CREATES A SEAMLESS CONTINUITY BETWEEN LEARNING AND EDUCATION IN THE FORM OF “FROM THE CRADLE TO THE GRAVE” PRINCIPLE.
- THE ABSENCE OF LLL POLICY CREATES A GAP BETWEEN FORMAL EDUCATION QUALIFICATIONS AND POST-SCHOOL LEARNING.

## IMPORTANCE OF LLL TO INDUSTRY AND TALENT DEVELOPMENT

- IN THE ABSENCE OF LLL POLICY BOTH INDUSTRY AND INDIVIDUALS ARE NOT ENCOURAGED TO CONTINUE LEARN. THIS LIMIT LEARNING AND GROWTH OF WORKERS AND THE ADULT POPULATION IN GENERAL.
- LLL HAS SEVERAL INDIVIDUAL AND SOCIETAL POSITIVE IMPACT E.G SOCIAL AND ECONOMIC INCLUSION, ENHANCED PARTICIPATION, INCREASED PRODUCTIVITY AND RESULTS IN A STRONG INDIVIDUAL SELF-ESTEEM.
- MANY COUNTRIES AROUND THE WORLD HAVE ELABORATE LLL POLICIES AND TARGETS TO ACHIEVE EG EU'S LISBON STRATEGY.

# WHY BOTSWANA NEEDS LIFELONG LEARNING POLICY?

- BOTSWANA LIKE OTHER COUNTRIES IS EXPERIENCING RAPID SOCIAL, DEMOGRAPHIC , ECONOMIC AND TECHNOLOGICAL CHANGES WHICH MAKE CONTINUED SKILLING AND RE-SKILLING OF THE LABOUR FORCE MANDATORY.
- HISTORICALLY A LARGE SECTION OF THE COUNTRY'S LABOUR FORCE IS UNSKILLED OR ONLY SEMI-SKILLED (Statistics Botswana 2014b).
- THE LEVEL OF ICT SKILLS ESPECIALLY AMONG ADULT WORKERS IS VERY LOW RESULTING IN LOW PRODUCTIVITY AMONG THIS CATEGORY OF WORKERS.
- THE LACK OF ICT SKILLS AND POSITIVE ATTITUDES TOWARDS LIFELONG LEARNING HAVE CREATED LOW PRODUCTIVITY OF THE LABOUR FORCE.
- INDUSTRY -HUMAN RESOURCE POLICIES FOR LEARNING AND GROWTH STRATEGIES ARE WEAK AND NOT FOCUSED.

# PANELIST QUESTIONS ON INDUSTRY- EDUCATION INSTITUTIONAL PARTNERSHIPS IN BOTSWANA

- WHAT ARE EDUCATION AND TRAINING REGULATORS DOING TO PROMOTE EFFECTIVE PARTNERSHIPS BETWEEN INDUSTRY AND ETPS?
  - ARE THESE PARTNERSHIPS WORKING AND IF SO HOW CAN WE TELL?
  - WHAT FORM OR FORMS HAS INUSTRY-ETPs PARTNERHSIPS TAKEN?
  - WHAT STRATEGIES EXIST TO PROMOTE LLL IN THE WORKPLACE?
  - ARE THESE STRATEGIES EFFECTIVE?
  - WHAT TALENT HAVE THEY DISCOVERED AND SUPPORTED?
- WHAT FUNDING SUPPORT SYSTEM EXISTS TO ASSIST INDUSTRY – ETPS?



## INTERNATIONAL BEST PRACTICE

- **THE CASE OF THE GERMAN COOPERATIVE/MATCHING UNIVERSITY MODEL**
- **THE CASE OF ITALIAN ASTER RESEARCH AND INNOVATION PARTNERSHIP MODEL.**
- **THE CASE OF THE CANADIAN STRATEGY FOR PARTNERSHIP AND INNOVATION MODEL.**
- **THE CASE OF THE FINNISH START-UPS AND INCUBATOR MODEL.**

# INTERNATIONAL BEST PRACTICE ON EFFECTIVE LEARNING MODEL

GRADUATES OF OUR CURRENT EDUCATION SYSTEM ARE FOUND DEFICIENT IN SEVERAL 21ST CENTURY SKILLS. I.E

- THEY LACK EFFECTIVE COMMUNICATION SKILLS.
- THEY LACK SOCIAL SKILLS.
- THEY LACK TEAM AND COLLABORATIVE SKILLS.
- THEY ARE NOT CONFIDENT AND ON WHAT THEY KNOW.
- THE EDUCATION SYSTEM EMPHASISES FACTUAL KNOWLEDGE BUT NOT SKILLS AND ATTITUDES.

# A NEW INDUSTRY- ETP STRATEGY FOR TALENT DEVELOPMENT/COOPERATIVE LEARNING MODEL

NEW LEARNING MODELS EMPHASIZE:

GROUP/TEAM LEARNING WHERE THE FOLLOWING SKILLS ARE DEVELOPED IN ALL LEARNERS:

- A. POSITIVE INTERDEPENDENCE
- B. INDIVIDUAL ACCOUNTABILITY
- C. FACE-TO-FACE INTERACTION
- D. APPROPRIATE USE OF COLLABORATIVE SKILLS ARE DEVELOPED; AND
- E. SELF/PEER ASSESSMENT/GROUP PROCESSING

THIS APPROACH IS TYPICAL OF THE WORK SITUATIONS WHERE TEAM WORK IS CRITICAL. THIS WAY TALENT IS EASILY TRACEABLE.

## CONCLUSION

- LIFELONG LEARNING IS A CRITICAL FRAMEWORK FOR INDUSTRY-EDUCATIONAL PARTNERSHIPS.
- PARTNERSHIPS PRODUCE HIGH RESULTS THAN INDIVIDUAL WORK.
- INDUSTRY-ETP COLLABORATIVE WORK REDUCES GRADUATE UNEMPLOYMENT.
- TALENT DEVELOPMENT IS EASIER TO IDENTIFY AND DEVELOP IN TEAM WORK THAN INDIVIDUALISED APPROACHES.