

STRENGTHENING THE GOVERNANCE AND COORDINATION OF LIFELONG LEARNING

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ABSTRACT

This concept paper seeks to find answers to two questions, namely:

- a. What is the current status of governance and coordination of lifelong learning in general, and in Botswana in particular?
- b. How can governance and coordination of lifelong learning be systematically promoted?

The motivation to conduct the investigation was prompted by the apparent lack of clear understanding among different countries, and the lack of clear procedures on lifelong learning, a kind of ambivalence of conceptualisation. This has led to the researched discussion on strengthening the governance and coordination of Lifelong Learning/heutagogy in the education. The Article aims to explain the concept and share strategies of strengthening lifelong initiatives globally, but with specific reference to Botswana and other progressive countries. It discusses the concept in a practical manner, given that heutagogy is often ambivalent, and interpreted inadequately in different quarters. The Paper, thus, seeks to bring about convergence of understanding among scholars and practitioners. It gives definitions of allied terms such as *formal* and *non-formal learning* before sharing experiences from selected cases – Norway, Australia, Scotland, East Asia, and China, then Botswana. For the simple reason that in education terms, there is the tendency to talk more than to act, the Article gives motivation for countries to review practice by specifying no less than 13 areas of concern that should be focused on. It is, thus, argued that, conscious practice in those areas, would lead a given country towards the learning society. Discussion is further expanded to explicate the notion of employability, citizenship, assistive ICT, which are also closely linked with lifelong learning. The Paper underscores the all-important aspect of policy that can be used for purposes of governance. It then concludes with the way forward on how to address the perceived ambivalence, turbulence, and crisis of expectation about the potential benefits of lifelong learning.

Keywords: Lifelong Learning, informal learning, formal learning, non-formal learning, heutagogy, ambivalence, governance.