

Assessing the Use of Philosophies in Curriculum Design; Curriculum review; Curriculum Development; Curriculum Innovation in Botswana

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ABSTRACT:- Background is that Human Resource Development Council Review (2024) highlights a skills mismatch in Botswana's labor market. The review points out that graduates often possess more theoretical knowledge than practical skills, underscoring the need to profile skills and competency gaps (https://www.researchgate.net/profile/sue-askew/publication/27469567-potfolios_for_learning_assessment_and_professional_development_in_highereducation). Rationale for 'assessing Philosophies that Botswana society apply in Curriculum Design; Curriculum review-Curriculum Development is that philosophies enhance Curriculum Innovation. This study evaluates the use of Philosophies of Education, Models of Curriculum review - Curriculum Development in Botswana to enhance Curriculum Design and Curriculum Innovation. It investigates whether the Philosophies of Education are used in Curriculum Design; Curriculum review; Curriculum Development in Botswana to enhance Curriculum Innovation. Qualitative research approach specifically applied research is used in this study to assess the Use of Philosophies in Curriculum Design; Curriculum review; Curriculum Development; Curriculum Innovation in Botswana, to solve existing challenges where 'graduates had acquired more theory than practical skills'. Muhammad Hassan (March 26, 2024) informs us that applied research refers to a systematic approach applying scientific principles to real-world contexts aimed at problem-solving; innovation; decision-making-evidence-based insights to inform policies and strategies; focusing resources on achieving measurable outcomes in real-world scenarios (<https://researchmethods.net>appli>). Purposive sampling used to select respondents who could best provide answers to the research objectives. Qualitative analysis used to synchronize and analyze data from the following various sources using triangulation under each research objective or theme: Personal in-depth ethnographic participant observation and experiences of the researcher. Documentary data from: Course ECU 621 Evaluation of Curriculum Plans; Course PED 672 Philosophy of Education, Curriculum review / Curriculum Development; Serowe College of Education. Foundations of Education Department, (2023), Course Philosophy of Education and Curriculum Theory and Practice. Group Assignment- Date Given 16th August 2023); Serowe College of Education. Foundations of Education Department, (2024), Course FOE 111 Theories of Child Development and Human Learning Group 2 MS24 Assignment; Serowe College of Education. Diploma in Early Childhood Care and Education Department, (2022), Diploma in Early Childhood Care and Education. Course FEI 111 Instructional Design. Group Assignment; Modise, (2025) Assessing the Use of Human Resource and Performance Management Development Portfolios in the Bureaucratic Organization in Botswana; Modise, (2025) Assessing the use of Principles and Processes of Outcome Based Curriculum-Performance Based Assessments Portfolios in Botswana; Modise, (2025) Assessing the use of indigenous philosophy and curriculum in the management of passion killings in Botswana; Botswana Media Newspapers; relevant theories and philosophies. Findings: The USE of Philosophies in Curriculum Design; Curriculum review; Curriculum Development; Curriculum Innovation is lived in Botswana. Sifting the practice of Curriculum Design; Curriculum review-Curriculum Development; Curriculum innovation through Philosophies (Curriculum Evaluation) is lived in Botswana. One philosophy is missing curriculum / null curriculum. Philosophies in this study **produced solutions** to challenges facing Botswana society. 'Philosophies Evaluated Curriculum' close 'skill mismatch in Botswana labor market & competency gaps'. Botswana society has identified their problems; source of their problems; solutions to their problems through the use of philosophies this study. Recommendations: Assessing Curriculum Design; Curriculum review-Curriculum Development; Curriculum innovation in Botswana by sifting the practice through all philosophies in this study (Curriculum

Evaluation) should continue to be lived in Botswana. Significance of the study: Results obtained in this work will help ensure that relevant Philosophies enhance Curriculum Design; Curriculum review; Curriculum Development; Curriculum Innovation in Botswana.

Keywords:- Assessment, Philosophy; Curriculum Design-Review-Development-Innovation

I. INTRODUCTION:

This section introduces the research topic; significance of the study; background on Philosophies that Botswana society apply in Curriculum Design; Curriculum review-Curriculum Development; Curriculum innovation in Botswana; rationale for using relevant Philosophies for Curriculum Design; Curriculum review-Curriculum Development is that they help enhance Curriculum innovation in Botswana. Philosophy (ideas, beliefs, opinions/ thoughts, wisdom, theories, principles and ideologies of individuals and or collective society have always guided and should guide or influence educational practices such as curriculum from the classical era of Plato and Aristotle to the present day). Philosophy is the belief on how a phenomena should unfold or how things should be done. Curriculum Design - the art of arranging or conceptualizing major components of the curriculum such that each subject in a school has its own logical order where objectives, content, teaching and learning take a specific pattern cherished by the curriculum developer and society. Dimensions in relation to curriculum design are as follows: (a) Sequence- refers to the order in which learning content is presented or arranged; the sequence of content from simple to abstract; known to unknown etc. (b) Balance- refers to an appropriate weight and attention given to each component in the curriculum; for example, amount of content allocated to each topic; the extent to which we vary teaching methods allocated to each topic; amount of time frame allocated to each topic; the extent to which interest of society and societal needs are given attention in that topic.

Curriculum Development: process of deciding what to teach and learn / step by step systematic process used to determine training needs; training objectives; identify and organize content; select teaching methods; develop support curriculum resources; and develop assessment procedures (Curriculum Development Model). Wentling, (1997:16) defines curriculum development as a “step by step systematic process used to determine training needs; training objectives; identify and organize content; select teaching methods; develop support materials such as training of teachers, physical resources; and develop assessment procedures”(Curriculum Development Model). Wentling (1997) describes curriculum implementation as a process of putting the planned program or developed curriculum into practice and that means the actual teaching of the curriculum. In what seems to be in agreement with Wentling, the researcher describes curriculum implementation as instructional design and instructional design entails developing scheme of work; developing lesson plan; developing lesson notes; delivering the lesson in class / lesson presentation; making a record of work. Curriculum Implementation (putting the developed curriculum into practice / actual teaching of the curriculum / Instructional Design - preparing a lesson plan and then teaching the lesson in class).

Curriculum Evaluation /Curriculum Review - Criticality examining all the elements of the curriculum for the purpose of making it effective or abandoning it if it is irrelevant to the society's needs / judging the worth of a program against the prevailing needs of society to decide whether they continue with the program/ syllabus / curriculum or they improve the existing one). Curriculum Innovation - improving the curriculum after having been informed by the outcomes of curriculum evaluation. Curriculum Change - may lead to curriculum innovation. It is important for the school curriculum to advance the good / positive changes in society by accommodating the following social changes / causes of curriculum change: Population growth: The more children enroll at school is the more curriculum has to change to address their ranging abilities and interests. As society grows, so does its needs which become numerous and complex hence the school curriculum should change accordingly. Rising standards of living: Demands, expectations and aspirations in society can lead to curriculum change e.g. vision 2036 it is an aspiration of society. Knowledge explosion: New ideas or knowledge coming into society or produced by society lead to curriculum change e.g. technological changes may cause moral decay or problems. So curriculum must include positive changes e.g. moral education, population control measures. Growing needs of society: The curriculum should expand to provide a wide range of occupational skills to address social, political and economic needs. Changing values of society: When values of society changes, then curriculum should change to be in line with the values of that society. Curriculum resources: Material curriculum resources such as core textbooks; empirical researches; media newspapers; various documents; electronic information & human curriculum resources provide formal curriculum and hidden curriculum / hidden messages that may lead to curriculum change.

Background is that Press Agency - BOPA (Daily News Friday March 22, 2024 No 055 page 4) “Human Resource Development Council (HRDC). HRDC Reviews Show Skills Mismatch” reports: “Annual skills reviews conducted by the Human Resource Development Council (HRDC) indicate the existence of a skills mismatch to the needs of the labour market in this country (Botswana) says the Minister of Education and Skills

Development, Dr. Douglas Letsholathebe...He added that the graduates had acquired more theory than practical skills...the main objective of the audit was to profile skills and competency gaps” (p. 4). Rationale for using relevant Philosophies for Curriculum Design; Curriculum review-Curriculum Development is that they help enhance Curriculum innovation in Botswana. Aim of this study is to examine the role of philosophies in Curriculum Design; Curriculum review-Curriculum Development; Curriculum innovation in Botswana. Purpose of the study is to assess the extent to which relevant philosophies influence Curriculum Design; Curriculum review-Curriculum Development; Curriculum innovation in Botswana.

Significance of the Study: Ensure that relevant Philosophies enhance Curriculum Design; Curriculum review; Curriculum Development; Curriculum Innovation in Botswana.

Problem Description:

Statement of the Issue / Problem: There is a concern that Human Resource in Botswana is executing more theory (state-list-explain-discuss) than practical skills (analyze-apply-synthesize-create-evaluate-solve-innovate-produce).

Motivation for the Study: Press Agency - BOPA (Daily News Friday March 22, 2024 No 055 page 4) “Human Resource Development Council (HRDC) Reviews Show Skills Mismatch” reports: “Annual skills reviews conducted by the Human Resource Development Council (HRDC) indicate the existence of a skills mismatch to the needs of the labour market in this country (Botswana) says the Minister of Education and Skills Development, Dr. Douglas Letsholathebe...He added that the graduates had acquired more theory than practical skills...the main objective of the audit was to profile skills and competency gaps” (p. 4).

Research Objective:

Find out relevant philosophies for Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation.

Find out whether relevant philosophies for Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation are applied in Botswana.

Determine the necessity of retaining or discarding the philosophies used in Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation in Botswana.

II. MATERIALS AND METHODS USED IN THE RESEARCH:

This section details materials and methods used in the research to ensure reproducibility. Data from various sources is presented here.

Find out relevant philosophies for Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation. Find Philosophies for Curriculum Design; Curriculum review-Curriculum Development; Curriculum innovation applied in Botswana.

Personal in-depth ethnographic participant observation and experiences of the researcher:

The researcher was born on 02-02-1970 and grew up in the Republic of Botswana. The researcher got immersed in in-depth ethnographic participant observation and experiences as follows:

Education

- **Doctor of Education (Curriculum & Evaluation)**, Atlantic International University, USA, Took the “AIU Pledge or oath” on 3rd May 2024 at 1400 hours Johannesburg Time.

Publications

○ **Research Journal article – Doctoral Thesis:** Modise, M. (2025). Assessing the Use of Indigenous Philosophy and Curriculum in Managing Passion Killings in Botswana. *Advances in Social Sciences Research Journal*. – Vol. 12, No. 04 43-59 Publication Date: April 25, 2025 DOI: 10.14738 / ASSRJ.1204.18552. URL: <http://dx.doi.org/10.14738/assrj.1204.18552>

○ **Research Journal article:** Modise, M. (2025). Assessing the Use of Performance Based Assessments and Portfolios-Principles and Processes of Outcome Based Curriculum in Botswana. *Advances in Social Sciences Research Journal*, 12(05), 80–103. <https://doi.org/10.14738/assrj.1205.18789> DOI: <https://journals.scholarpublishing.org/index.php/ASSRJ/article/view/18789https://doi.org/10.14738/assrj.1205.18789>

○ **Research Journal article:** Modise, M. (2025). Assessing the Use of Human Resource and Performance Management Development Portfolios in the Bureaucratic organization in Botswana. *Applied Sciences Research Periodicals* (manuscript ID is **ASRP-988**) (ISSN: 3033-330X). DOI: 10.63002/asrp.303.988 June 2025, Vol. 3, No. 03 pp. 169-187. <https://hsublishing.org/ASRP/article/view/988>.

- **Master of Education (Curriculum & Instruction)**, University of Botswana, 2004
- **Bachelor of Education (Adult Education)**, University of Botswana, 2002
- **Diploma in Secondary Education (Science; Physical Education)**, University of Botswana in collaboration with Tonota College of Education, 1995

- **Law Modules:** LLBR 111 Introduction to Law, LLBR 113 Historical Foundations of Law, LLBR 114 Law of Persons, Potchefstroom University, 2002 (Student No: 12081310 TLS).
- **Human Rights Training for Police Trainers Certificate**, United Nations Office in Cooperation with SARPCCO, 1999
- **Training on Assessment Design and Test Analysis Certificate**, Department of Teacher Training and Technical Education-Botswana, 2024.

Work Experience

- **Lecturer, Foundations of Education Department**, Tonota College of Education, Molepolole College of Education, Serowe College of Education, 2012-Present
 - Member of the Curriculum Development Team that developed the Diploma in Primary Education Programme.
- **Teacher, Physical Education Subject**, Mowana Secondary School; Makhubu Secondary School, Matshekge Secondary School, 2004-2012
- **Academic Instructor**, Botswana Police College, 1997-2003
 - Taught Criminal Law, Criminal Procedure and Evidence Law, Human Rights for Policing Law, Statute Law. Supervised and assessed trainees during practical attachments.
- **General Duties Branch Police officer**, Botswana Police Service, 1990-1997

Workshops attended

- Diploma in Primary Education Programme Development workshop held at Serowe College of Education from 26th February to 1st March 2024.
- Assessment Design Workshop. Diploma in Secondary Education & Diploma in Primary Education. 24th June -02nd August 2024. Serowe College of Education.

Participation

- Consultative meeting on Quality Assurance Standard 3- Criteria and Guidelines for Accreditation of Doctoral Learning Programme hosted by the Botswana Qualification Authority on 26th March 2024.
- Attended: Directors Board (Teacher Training and Technical Education) on 15th August 2024. Outcome Based Education Regulations. Academic Regulations for University of Botswana affiliated Colleges of Education Diploma Programme.

The rationale for 'assessing Philosophies that Botswana society apply in Curriculum Design; Curriculum review-Curriculum Development' is that philosophies enhance Curriculum Innovation.

Find out relevant philosophies for Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation. Find Philosophies for Curriculum Design; Curriculum review-Curriculum Development; Curriculum innovation applied in Botswana.

Assessing Curriculum Design; Curriculum review-Curriculum Development; Curriculum innovation in Botswana by sifting the practice through Philosophies (Curriculum Evaluation):

Philosophy is the belief on how a phenomena should unfold or how things should be done. Philosophies propounded by various scholars influence Curriculum Design; Curriculum review-Curriculum Development; Curriculum innovation in Botswana as follows: Modise (2022), 'Course ECU 621 Evaluation of Curriculum Plans'; Modise, (2022), 'Course PED 672 Philosophy of Education, Curriculum review / Curriculum Development' made an observation that the following philosophies are applied in Botswana:

Standards for Evaluating Curriculum at Macro-Level (Philosophy): Curriculum review on syllabuses; Learning Unit Specifications (LUS) and course outlines:

When evaluating the curriculum at the macro level, we focus on the broader aspects of the educational program, such as:

Objectives: Ensuring that the curriculum objectives align with national educational goals and societal needs. **Content:** Reviewing the syllabus and course outlines to ensure they cover the necessary knowledge. **Skills and Competencies:** Assessing whether outlines to ensure they cover necessary knowledge and skills. **Cultural Relevance:** Ensuring that the curriculum reflects the values, culture, and philosophies of the society. **Alignment with standards:** Checking if the curriculum meets national and international educational standards. **Integration with other social institutions:** Evaluating how the curriculum interacts with and is influenced by other social institutions like family, religion, and politics.

Application of Standards for Evaluating Curriculum at Macro-Level (Philosophy): Serowe College of Education. Foundations of Education Department, (2023), Course Philosophy of Education and Curriculum Theory and Practice. Group Assignment- Date Given 16th August 2023)

Assignment 1: Performance Based Portfolio & write-up. Curriculum Review / Curriculum Evaluation *leads to* Curriculum Development *leads to* Curriculum Change, *may lead to* Curriculum innovation. Using standards for curriculum evaluation, evaluate / review the syllabus or curriculum in your subject area of specialization & then do Curriculum Development / develop a curriculum for your subject.

Assignment 2: Performance Based Portfolio & write-up. Using your subject area as an example, develop curriculum using *one* of the following Curriculum Development Models: Objective model / Rational model / Linear model – Ralph Tyler (1949). Objective model / Rational model / Linear model –Hilda Taba (1962). Cyclical model / Process Model- Wheeler (1969). Botswana curriculum Development Model / Botswana Blue Print Model / Botswana Eclectic Model. Outcome Based Curriculum Development Model.

Assignment 3: Performance Based Portfolio & write-up. Debate: Give the strengths and weaknesses of the following Curriculum Development Models to justify why you used the model when developing a curriculum for your subject: Objective model / Rational model / Linear model – Ralph Tyler (1949) *versus* Objective model / Rational model / Linear model –Hilda Taba (1962) *versus* Cyclical model / Process Model- Wheeler (1969) *versus* Botswana Curriculum Development Model / Botswana Blue Print Model / Botswana Eclectic Model *versus* Outcome Based Curriculum Development Model.

for Evaluating Outcome Based Curriculum (Philosophy):

Principle: Characteristics of Outcomes: According to Fielding (2006, p. 5), any outcome must have the following characteristics:

- **Demonstration:** The outcome must be demonstrated or shown.
- **Evaluation:** The outcome must be evaluated according to a set of criteria and standards.
- **Support:** The outcome must be supported by a wide range of learning.
- **Procedural Steps:** The outcome must show that a set of procedural steps has been covered.
- **Performance Criteria:** The outcome must meet clearly stated performance and assessment criteria.
- **Observability:** The outcome must be observable as the end product of a learning process.

Principle: Types of Outcomes in Outcomes-Based Curriculum: Fielding (2006, p. 4) informs us that an Outcomes-Based Curriculum must have two types of outcomes:

1. **Critical Cross-Field Outcomes:** Theoretical Orientation:-Focus on theoretical understanding. Practical Orientation:-Emphasize practical application.

2. **Learning Area Outcomes:** Broad Subject Areas:-Any broad subject can be deemed a learning area. Theoretical and Practical Outcomes: - Learning areas cover both theoretical and practical outcomes, which may come in the form of specific messages, specific area outcomes, and Performance Criteria (PC).

Principle: Learning Experiences or Enabling Outcomes: Fielding (2006, p. 4) also informs us that an Outcomes-Based Curriculum must have the following learning experiences, also referred to as enabling outcomes: Range of Enabling Outcomes:-A range of enabling outcomes that need to be synthesized to produce a perfect end product (culminating outcome). Process Mastery: - The learner must go through a set of processes or steps and master each step before proceeding to the next.

Principle: Learning Experiences or Enabling Outcomes: Fielding (2006, p. 4) emphasizes that any Outcomes-Based Curriculum must include learning experiences, also known as enabling outcomes. These are small steps or skills that, when mastered and synthesized, help produce a culminating outcome.

Checklist of Learning Outcomes with Practical Experiences: Checklist of various small steps or skills (enabling outcomes) to help students achieve Performance Criteria (PC) and achieve the culminating outcome by mastering each enabling outcome and Performance Criterion:

1. **Learning Area (LA):** Define the broad subject area.
2. **Specification Learning Unit:** Identify the specific unit or module.
3. **Learning Outcome (LO):** State the desired outcome.
4. **Performance Criteria (PC):** Break down the outcome into specific criteria.
5. **Enabling Outcomes:** List the small tasks or steps needed to achieve each PC.
6. **Learning Notes:** Outline what learners will learn.
7. **Range:** Define the breadth and depth of learning.

Example: Physical Education Subject

- **Culminating Outcome (CO):** Apply skills in Physical Education.
- **Learning Area (LA):** Physical Education
- **Specification Learning Unit:** Discus
- **Learning Outcome (LO):** Throw Discus
- **Performance Criteria (PC):**
 - Grip phase
 - Stance phase
 - Preliminary swing
 - Release phase
 - Recovery phase

Each Performance Criterion (PC) can have its own set of enabling outcomes. For instance, the Grip phase might include small tasks or steps that, when combined, produce the Grip phase.

Principle: Performance Indicators in Outcomes-Based Curriculum: Fielding (2006, p. 4) also notes that an Outcomes-Based Curriculum must have a set of performance indicators. These indicators show exactly what one should be able to do when preparing and presenting specific messages or area outcomes. By the end of the lesson, students should be able to execute these performance indicators, ensuring they have fulfilled the specific area outcome or Performance Criteria (PC).

Standards for Evaluating Curriculum at Micro-Level (Philosophy): Instructional Design, including scheme of work, lesson plan delivery, and lesson plan evaluation:

At the micro level, we evaluate the specifics of lesson delivery and instructional design, including:
 Lesson plans: Reviewing the structure and content of lesson plans to ensure they align with curriculum objectives. Teaching methods: Assessing the effectiveness of teaching methods used in the classroom. Student engagement: evaluating how well students are engaged and participating in the lessons. Assessment methods: Reviewing the types of assessments used and their alignment with learning objectives. Classroom activities: Ensuring that activities are appropriate for the students' age and development level. Feedback and reflection: Checking how feedback is provided to students and how it is used to improve learning outcomes. Validity: Ensuring that curriculum achieves its intended goals. Problem detection: Identifying challenges and problems affecting the curriculum to find solutions. Strength identification: Discovering the strengths of the curriculum. Informing Curriculum developers: Providing valuable information to curriculum developers for future improvements. Teacher insight: Offering teachers deeper insights into curriculum issues, adding value to their work. Objective achievement: determine if the curriculum objectives have been met. Content mastery: Assessing whether students have mastered the content. Activity alignment: Ensuring class activities align with syllabus topics, objectives, and content. Age appropriateness: Checking if activities are suitable for the learners' age. Method alignment: Ensuring teaching methods align with objectives and content. Time allocation: Evaluating if the time allocated to each topic is appropriate. Assessment Procedures: Ensuring assessment methods align with curriculum topics and content. Societal needs: Determining if the curriculum meets the needs, goals, and aspirations of the society.

Application of Standards for Evaluating Curriculum at Micro-Level (Philosophy): Serowe College of Education. Foundations of Education Department, (2024), Course FOE 111 Theories of Child Development and Human Learning Group 2 MS24 Assignment- Critically Evaluate Theories of Learning. Provide: Background of the theory; principles that underpins the theory; domain of the theory; implications for both teaching and learning in Botswana; shortcomings of the theory. Theories: Classical conditioning, connectionism, operant, cognitive, discovery, meaningful, information process, psychosocial, moral development, motivation, attribution theory, achievement theory, theories of play.

Application of Standards for Evaluating Curriculum at Micro-Level (Philosophy): Serowe College of Education. Diploma in Early Childhood Care and Education Department, (2022), Diploma in early Childhood Care and Education. Course FEI 111 Instructional Design. Group Assignment: Do Curriculum implementation / Instructional Design /teaching and learning (develop scheme of work; lesson plan; lesson notes; do lesson delivery-apply learning strategies or techniques to facilitate learning in a mixed ability class; give learners some work to demonstrate knowledge and execute skills; evaluate a lesson; write evaluation of the lesson delivered; complete record of work in the Scheme of work booklet.

Education with Production Philosophy: Emphasizes practical, productive skills.

Education with Self-Reliance Philosophy: Encourages learners to analyze situations and make decisions independently.

Education for Kagisano Philosophy: Based on principles of democracy, development, unity, self-reliance, and botho (humanity).

Metaphysics Philosophy: Metaphysics philosophy is the theory of nature of existence/ what is reality-seeks to explain human behavior and the natural phenomena. Metaphysics makes the teacher to ask- on what basis they are teaching what they are teaching; on what basis they are reviewing curriculum and evaluating the lesson taught the way they do it; on what basis they are selecting that particular content, teaching methods and class activities; on what basis a teacher is doing what she/ he is doing?

Epistemology Philosophy: Question in epistemology philosophy: "what knowledge is of most worth?" Epistemology philosophy propounds three trusted sources of knowledge as: knowledge by revelation - this is knowledge from supernatural powers and accepted by faith; rational knowledge - type of knowledge gained by reasoning, inferences and associations with what we already know; empirical or scientific research knowledge - knowledge gained through the use of senses, observations, experimentations. Epistemology philosophy: would suggest applying knowledge considered most worth to be availed to students.

Axiology Philosophy: Valuable knowledge: include topics and activities relevant and valuable to students' needs and interests. Motivating knowledge: Ensure content is engaging and contextually relevant, motivating

students to learn. Rationale for the course: Ensure courses are meaningful and address real-world needs and interests.

Existentialism philosophy: holds that knowledge is subjective and that is to say each person has the latitude to choose the knowledge they want to use in a specific circumstance. Existentialism philosophers would encourage teachers to cultivate choice in their students, the ability to make personal (Ornstein, and Hunkins 2004).

Conscientization Philosophy / Critical Pedagogy (Paul Freire): Society must come together to identify their problems; source of their problems; solutions to their problems; implementation strategies to solve their problems.

Provide everyone at the organization with what they need: Element of effective communication propounded by (Eisenhauer 2022), applied in Botswana seems to find support in Frederick Taylor (1909) Principles of Scientific Management Theory as follows: standardize work conditions and provide relevant tools/appliances-Taylor said that workers should be given all the necessary tools so that they execute their tasks without failure.

Always showing deserved gratitude: Element of effective communication propounded by (Eisenhauer 2022), applied in Botswana seems to find support in Taylor (1909) Principles of Scientific Management Theory as follows: attach high pay reward to excellent performance of tasks-Taylor recognizes the influence of rewards to performance. A salary should equate the amount of effort a worker exerts in his/her work. Workers who successfully complete their tasks should be rewarded financially.

Practical training to comprise 70 percent. Students must spend more time learning by doing. Prepare youth for practical, in-demand careers. The need for stronger collaboration between training institutions and industry (Philosophy): Theo Mailakgotla cited in 'Botswana Guardian (Friday 13 June 2025) Did Maele need to visit four countries to transform TVET? Minister visited Dubai, Romania, UK, and Ghana to benchmark on vocational training' informs us as follows: Minister of Higher Education, Prince Maele, told the press conference...takeaways from recent benchmarking visits to Dubai, Romania, the United Kingdom, and Ghana. Botswana's approach of 70 percent theory and 30 percent practical training is the reverse of what is practiced in leading Technical and Vocational Education and Training (TVET) countries where practical training comprises 70 percent. Students must spend more time learning by doing...prepare our youth for practical, in-demand careers.....the need for stronger collaboration between training institutions and industry.'

Modise, (2025) 'Assessing the Use of Performance Based Assessments and Portfolios-Principles and Processes of Outcome Based Curriculum in Botswana. Advances in Social Sciences Research Journal, 12(05). 80-103' presents the following philosophies:

Functionalism Theory (Functionalism vs. Dysfunction) Functionalism theory holds that society keeps that which helps a society to function and discard that which acts as a dysfunction to the progress of that society. Pragmatism Philosophy: The researcher asserts a pragmatic approach to solve re-curing questions in Outcome Based Curriculum by asserting the following: • Principle of Outcome Based curriculum: Teacher-Centered Methods-Performance Based Portfolio: The teacher demonstrates a skill, and students practice until they are competent. This method aligns with Behavioral Learning Theory (Pavlov's Classical Conditioning) and Social Learning Theory-learning by observation (Bandura). Learner Centered Methods-Performance-Based Portfolio: The teacher arranges the environment for students to develop, synthesize, formulate, analyze, critique, distinguish, and innovate. Methods include research, experimentation, individual study, discovery learning, debate, and case study. • Principle of Outcome Based curriculum: Hybridize [Portfolios:-execute enabling outcomes-performance criteria outcomes-learning outcomes-culminating outcomes (apply-analyze-synthesize-create-evaluate-solve) in real life and hypothetical situations] + [End of Semester written and or practical examinations where learners apply-analyze-synthesize-create-evaluate-solve in real life and hypothetical situations under a specific allocated time enhance learners' ability to execute skills efficiently and effectively in given specific times. • Principle of Outcome Based curriculum: (i) Stop a misconception that OBE eliminates grades. Wikipedia. 'Outcome based Education.' [http://en.wikipedia.org/wiki/Outcome based education](http://en.wikipedia.org/wiki/Outcome_based_education). The outcomes concept does not promote a specific method; it is about ensuring students master necessary skills (the outcomes) decided by the community.

Modise, (2025) 'Assessing the Use of Human Resource and Performance Management Development Portfolios in the Bureaucratic organization in Botswana. Applied Sciences Research Periodicals (manuscript ID is **ASRP-988**) (ISSN: 3033-330X). DOI: 10.63002/asrp.303.988 June 2025, Vol. 3, No. 03 pp. 169-187' presents the following philosophies:

Robust application of a hybrid of (i) Principles of Human Resource' Skill Performance; Performance Management Development Portfolios; Principles and Processes of Outcome Based Curriculum in Botswana captured in this study whereby the outcomes concept does not promote a specific method; it is about ensuring students and supervisees master necessary skills (the outcomes) decided by the community + (ii) Elements of effective communication propounded by Eisenhauer, (2022) + (iii) Taylor (1909) Principles of Scientific Management Theory +(iv) Use of AI Technology resource to enhance Human Resource' Skill Performance to

enhance production (produce) in line with Botswana Education with Production Philosophy (synthesize / create; evaluate; interpret; solve; produce).

Pragmatism Philosophy: This study asserts a pragmatic approach to close ‘skill mismatch in Botswana labor market & competency gaps’ by asserting the following:

Principle of Human Resource’ Skill Performance - Performance Management Development Portfolios:

Supervisor-Centered Methods-Performance-Based Portfolio: The supervisor demonstrates a skill, and supervisee practices until they are competent. This method aligns with Behavioral Learning Theory (Pavlov’s Classical Conditioning) and Social Learning Theory—learning by observation (Bandura).
 Supervisee-Centered Methods-Performance-Based Portfolio: The supervisor arranges the environment for supervisees to evaluate, develop, synthesize-create, innovate, produce. Methods include research, experimentation, individual study, discovery learning, case study.

Principle of Human Resource Performance Management Development Portfolios & Outcome Based Curriculum Performance Based Assessment Portfolios: Progress report for each Performance Portfolio must indicate the following:

Name and Surname	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Pass / Fail Final Result (with Grade & %) OR (No Grade & No %)	Complete / Yet to Complete Final Result (with Grade & %) OR (No Grade & No %)
	Competent	Competent	Awaiting ‘.....’ Evidence	Reacting to Feedback	% of completion rate	Missing Evidence	Pass / Fail	Complete / Yet to Complete

Null Curriculum / missing curriculum:

Modise, (2025) ‘Assessing the Use of Indigenous Philosophy and Curriculum in Managing Passion Killings in Botswana. Advances in Social Sciences Research Journal. – Vol. 12, No. 04 43-59 Publication Date: April 25, 2025 DOI: 10.14738 / ASSRJ. 1204.18552’ presents the following philosophy:

Using The Blameworthiness Principle in Criminal Law; Cognitive Appraisal Theory of Emotions; Self-Regulatory Theory to render bankrupt the following defenses during hearing of cases of passion killings in Botswana- jealousy, anger, hatred, self-induced intoxication, temporary insanity; spar of a moment; passion killer lost self-control, emotional outburst, heat of passion are not valid provocation:

The heat of passion defense acknowledges that intense emotions can impact cognitive functioning. Research shows that extreme anger or fear can impair decision-making and impulse control, but the scientific basis remains complex and multifaceted. Jealousy, anger, temporary insanity; spar of a moment; passion killer lost self-control, emotional outburst, heat of passion are not valid provocation because they are based on wrongful beliefs or actions known as The Blameworthiness Principle in Criminal Law (i) passion killers kill their partners not because they love them but because they hate them (ii) passion killer is failing to manage or control his /her thoughts based on wrongful beliefs or actions whereby the reason for extreme anger is due to a blameworthy belief or wrong attribution by the defendant and consequently drift into an impaired mental state.
 Cognitive Appraisal Theory of Emotions: Mind over Emotion: - According to Cognitive Appraisal Theory of Emotions, emotions such as love, jealousy, anger, hate, and fear originate in the mind before manifesting in actions. Therefore, these emotions can be managed or controlled.
 Self-Regulatory Theory: Duty to Manage Thoughts: - Individuals have a duty to manage their thoughts and not dwell on those thoughts that lead to impaired mental states and violent actions. Jealousy, for instance, does not inherently impair self-control unless one fails to manage their thoughts. (iii) We tend to think we not only own ourselves, but we own the other selves that we from time to time come into some union with so much that when that union fails, some of us seek to enforce this union by force violently because the self that remains trapped hostage of the egocentric predicament is unable to appreciate its own limitations and realize that when a relationship is not working it is not an indictment on that self or any other self for that matter...that we can love and walk away.
 Botswana Indigenous Human Rights Law for Passion Killings:-Kolantsho Neo (2025) reports: ‘Botswana Prison Services explains everything as several Batswana express impatience on deathrow inmates who have been waiting to be executed. They want the president to speed up deaths to send a message that brutality on others will not be tolerated.... Batswana are calling on president (of Botswana) to expedite execution, saying it is only through hanging offenders that potential offenders will realize the consequences of butchering people’.

Determine the necessity of retaining or discarding the philosophies used in Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation in Botswana:

There is necessity of retaining the philosophies used in Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation in Botswana.

Assessing Curriculum Design; Curriculum review-Curriculum Development; Curriculum innovation in Botswana by sifting the practice through all philosophies in this study (Curriculum Evaluation) should continue

to be lived in Botswana. Education with Production Philosophy-Philosophies in this study **produced solutions** challenging Botswana society. Pragmatism Philosophy: Philosophies Evaluated Curriculum close 'skill mismatch in Botswana labor market & competency gaps'. Conscientization Philosophy / Critical Pedagogy: Botswana society has come together to identify their problems; source of their problems; solutions to their problems through the use of philosophies as evidenced in this study. The philosophies in this study have been validated by this study and therefore should be applied in line with the aspirations of Botswana. Functionalism Theory (Functionalism vs. Dysfunction) Functionalism theory holds that society keeps that which helps a society to function and discard that which acts as a dysfunction to the progress of that society.

III. THEORETICAL BACKGROUND:

Education with Production Philosophy (produce; synthesize / create; evaluate; interpret; solve): The researcher asserts that Philosophies of Education should be applied to **produce solutions** challenging society. Functionalism Theory (Functionalism vs. Dysfunction) Functionalism theory holds that society keeps that which helps a society to function and discard that which acts as a dysfunction to the progress of that society.

IV. LITERATURE REVIEW:

This section reviews existing research related to the topic, identifying gaps that the thesis aims to fill. The following existing research and literature did not: Find out relevant philosophies for Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation. Find out whether relevant philosophies for Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation are applied in Botswana. Determine the necessity of retaining or discarding the philosophies used in Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation in Botswana.

- Press Agency - BOPA (Daily News Friday March 22, 2024 No 055 page 4) "Human Resource Development Council (HRDC). HRDC Reviews Show Skills Mismatch" reports: "Annual skills reviews conducted by the Human Resource Development Council (HRDC) indicate the existence of a skills mismatch to the needs of the labour market in this country (Botswana) says the Minister of Education and Skills Development, Dr Douglas Letsholathebe... He added that the graduates had acquired more theory than practical skills... the main objective of the audit was to profile skills and competency gaps" (p. 4). Human Resource Development Council Review (2024) highlights a skills mismatch in Botswana's labor market.

V. RESULTS & DISCUSSION:

This section interprets the results (*short careful interpretation followed by theory, philosophy, literature that support the interpretation and then*) discussing their implications, limitations, and how they fit into the broader field including in the context of research questions and objectives.

Find out relevant philosophies for Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation.

Find out whether relevant philosophies for Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation are applied in Botswana.

Determine the necessity of retaining or discarding the philosophies used in Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation in Botswana.

Principal Argument / Thesis / Findings:

The study hypothesized that: relevant philosophies for Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation are applied in Botswana to close 'skill mismatch in Botswana labor market & competency gaps' and should be retained.

Validation of Principal Argument: The necessity of retaining the different philosophies used in Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation applied in Botswana (The necessity for assessing Curriculum Design; Curriculum review-Curriculum Development in Botswana by sifting the practice through all philosophies in this study - Curriculum Evaluation) rests here: Philosophies in this study **produced solutions** to challenges facing Botswana society; evaluated curriculum close 'skill mismatch in Botswana labor market & competency gaps'; Botswana society identified their problems; source of their problems; identified solutions to their problems through the use of philosophies this study.

The preceding finds support in: Education with Production Philosophy-produced solutions challenging Botswana society. Pragmatism Philosophy- 'Philosophies Evaluated Curriculum' close 'skill mismatch in Botswana labor market & competency gaps'. Conscientization Philosophy / Critical Pedagogy- Botswana society has come together to identify their problems; source of their problems; solutions to their problems through the use of philosophies, validating the credibility of philosophies in this study. Functionalism Theory (Functionalism vs. Dysfunction) Functionalism theory holds that society keeps that which helps a society to function and discard that which acts as a dysfunction to the progress of that society.

VI. CONCLUSION:

This section summarizes the key research findings and their significance and suggests future research directions, potential directions for future use.

Find out relevant philosophies for Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation.

Find out whether relevant philosophies for Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation are applied in Botswana.

Relevant philosophies used in Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation are applied in Botswana.

Determine the necessity of retaining or discarding the philosophies used in Curriculum Design; Curriculum Review; Curriculum Development; Curriculum Innovation in Botswana.

The necessity for assessing Curriculum Design; Curriculum review-Curriculum Development in Botswana by sifting the practice through all philosophies in this study - Curriculum Evaluation) rests here: Philosophies in this study **produced solutions** to challenges facing Botswana society; evaluated curriculum close ‘skill mismatch in Botswana labor market & competency gaps’; Botswana society identified their problems; source of their problems; solutions to their problems through the use of philosophies this study.

POLICY RECOMMENDATIONS:

Evidence-Based Practice & Evidence-Based Policy:

- Local scholars, Curriculum Specialists, Botswana Human Resource Development Council (HRDC)experts, industry, and policymakers to work together to robustly apply conclusions from Curriculum Evaluation in this study.

- Policy makers to preserve relevant philosophies for Assessing Curriculum Design; Curriculum review-Curriculum Development to enhance Curriculum Innovation.

Potential direction for future research:

Theoretical Research:Conduct research based on theories derived from the current study.

Replication Studies: Replicate the current research using different methods and procedures to validate the findings.

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