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A Consultancy Report on the Analysis of the Provision and Impact of Five Non-Formal Basic Education Programs in Botswana [Part 2 of 2 (page 78 to 162)]

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“social activities”, while hunter gathering and “employed” to herd cattle were separately captured as “economic activities”. The rationale behind this was that due to the socio-political structure of remote area communities, herding cattle is mainly done as part of ones’ social obligation to one’s parents, or to the cattle owner. In a few contexts, as reflected in the second category of “being employed as herder”, some kind of payment, in money or in kind would have exchanged hands. In terms of the economic activities engaged in before school, 27.4% were hunter-gatherers, domestic work-also reflecting a type of pseudo-employment in money or kind, accounted for 32.9%.

4.2.5 Long-term Aspirations

The most significant intentions were "going for further studies" (37.0%), and "going for further training" (38.4%), which indicates that this group has very high ambitions/aspirations. In reference to the parents’ perceptions regarding the types of skills they would like their children to be taught, the aspirations of children seem to echo the same sentiment with regard to the need for vocational skills of various kinds in the community.

4.2.6 Suggestions for Improvement

Although this item intended to capture suggestions for improvement of the formal setting, the need to “learn skills” and the need to be “employable” are top priorities at 39.4% and 31.0% respectively, by way of improving the content to make it responsive to the needs of the community. Once again there is a clear indication here as it tallies well with the need for vocational skills training, as stipulated above. This indicates that people are aware of and see the need for alternative forms of education in place of or by way of supplementing formal education

4.2.7 What accounted for Children Dropping Out of school?

The question regarding why children dropped out of school was actually posed to the general community, which serves to explain a large percentage (22.9%) of those who do not know why those who dropped out did (see table below).

Table 10 : Reasons for dropping out of school

Reasons	Frequency	Percentage
Don't see the value of education	24	34.3
I don't know	16	22.9
Want to stay home	12	17.1
Parents don't know value of education	9	12.9
Have other responsibilities	8	11.4
Fear being away from parents	1	1.4
Total	70	100.0

Some 34.3% of respondents consider the reason for dropping out as the fact that such children do not see the value of education, against 12.9% of parents who do not see the value of education.

A similar trend is observable with regard to 22.2% in a separate sample of children who never attended school, who do not see the value of education, against 20.8% of the same

respondents who stated that parents did not see the value of education themselves. In that sample, a high 23.6% wanted "to stay home". The latter probably belong with the group that fails to see the value of education, which would bring the total percentage of this response to about 45.8%. The following were identified as the major reasons why children drop out of school, in focus group discussions conducted in the community:

- i. Pregnancy
- ii. Lack of parental encouragement
- iii. Truancy
- iv. Liquor drinking

Vision has acknowledged that the drop-out rates among children of remote area dwellers are generally high, and that this is mainly due to problems such as cultural insensitivity, which is manifested through teacher hostility, as well as poor supply of equipment and infrastructure and long traveling distances (Vision 2016, 19).

4.2.8 Why Never Attended? (Left-outs)

The socio-economic context given above generally gives a good idea, and can be used as a basis for understanding the problem of non-attendance of school, although there are a few other factors that were highlighted. The Vision 2016 recognizes the challenge posed by the fact that many youth who ought to be are not in school are not (Vision 2016, 18). To this end, the research identified a number of issues, which militate against school attendance (see tables below).

Table 11: Reasons for non-attendance of school

Reasons	Frequency	Percentage
Want to stay home	17	23.6
Children don't see the value of education	16	22.2
Parents don't know value of education	15	20.8
Have other responsibilities	10	13.9
I don't know	10	13.9
Fear being away from parents	3	4.2
Other	1	1.4
Total	72	100.0

A significant number of respondents (22.2%) argued that children did not know the value of education, and a significant 20.8% attributed this to the parents' ignorance of the value of education. This observation was echoed in the intensive interviews carried out in the community, which indicated that children who did not go to school or dropped out "lacked parental encouragement or guidance". A high rate of 23.6% was registered for those who wanted "to stay home", followed by "have some responsibilities", mainly of a household related nature, which accounted for 13.9% of respondents. In addition, the reason given as "wanting to stay home" may overlap with "having responsibilities", which generally shows that household related duties still comprise a significant portion of women's duties. Altogether, these duties necessarily keep women and girls in the home and away from school.

4.2.9 How to help those who never attended

This question was asked in order to determine the general opinion about children who

had never attended school. The responses would greatly inform future policy directed at facilitating or encouraging the school "left-outs" to enroll in education programs. Responses in some way reflected, and were congruent with the general opinion expressed previously (in verbal interviews). In this regard, 63.3% of the young men stated that those who never attended should be "given incentives in the form of money and clothes", while "should be forced" and "should be encouraged" accounted for 10% each. With regard to women, the highest recorded response of 36.4% believed that "encouraging parents" was the most important thing to do to facilitate the education of "left-outs", whilst "should be given incentives" accounted for 24.2%.

4.2.10 General Problems Of School Attendance

This section was concerned with determining problems relating to school attendance. A significant percentage (27.8%), stated the lack of Council support, while lack of community support accounted for 23.6% of respondents. During the in depth interviews and focus group discussions, the community also expressed disappointment with the poor instruction given by teachers, which they partly gauged by the number of children who were able to progress to higher levels, and these tend to be low.

4.2.11 Summary

Community schools operate under enormous strain and shortage of human, physical and material resources. Moreover, the existence of these schools attests to the high level of awareness of the importance of education, and the commitment that the communities have with regard to ensuring provision of education to their children. However, even with this kind of scenario, a variety of socio-economic issues impact negatively on access, participation and performance of children from these children.

There is clearly a need to extend systematic support in the form of books and equipment, as well as "hard ware" in the form of classrooms, and assistance with payment of feeding and sports fees and provision of uniform, as is done in some "recognized" settlements. This should go hand in hand with improvement of the school environment so that it is less threatening to students of remote area dwellers, in particular the hostel administration. Moreover, teaching and learning materials ought to be reviewed so that they take account of the peculiar context and lifestyle of these children.

4.3 Non-formal Night Schools

The data collection covered both current and past participants, as each group had peculiar contributions to make in order to highlight both the problems and impact of night school. The current students in particular were able to provide information on the current context as well as problems, while the past participants could not be completely relied on for the same as some of them completed in the 1970's and yet some things have changed since then. The past participants were of course able to provide information on the range of options available, problems and their career paths and experiences. A total of 135 participants took part in the study. Of these 46 (34.1%) are men, while 89 (65.9%) are women.

4.3.1 *Background Details of Respondents*

The majority of the respondents are unemployed at 69.4%, but a significant 30.6% are employed. Some 62.9% hold a JC while a significant (33.9%) percentage hold a COSC and 3.2% fall in the "other" category. Most of the respondents (86.5%) are below the age of 30. This testifies to the popularity of this program amongst younger people and compares very well with the distance learning mode, which has 70.4% of respondents below the age of 30. Clearly this implies firstly, that most youth who either drop out of the formal education system, or perform poorly in it are likely to be attracted to one or the other of these programs. Their role as alternative but complementary avenues to formal schooling therefore, cannot be over-emphasized. The research of course did not set out to and therefore cannot compare their popularity to other similar avenues, and therefore does not claim that they are the most popular amongst youth. However, the research has been able to establish that these are viable alternatives that do complement formal schooling and has further sought to establish the overall extent and nature of the

impact of the two programs on the lives of their clientele.

4.3.2 Sex and Marital Status of Respondents

The current student sample is much more representative of the real situation, as the questionnaire was administered to whole classes. In contrast, the past student sample could not be relied on for an accurate representation of the sex and marital status of the respondents, since the response rate was too low for this purpose. The majority of respondents are women at 67.3% and out of the total number of respondents 89.6% are single, and only 10.4% are married. These findings are significant in the sense that firstly, this program is more patronized by women, like the distance learning mode of delivery. Secondly, it is much more likely the single women that would be enrolled in the program than the married women, mainly due to increased obligations of married life, which often includes children and two extended families-one's own and the husband's. It is worthy to note that women tend to be in the majority in non-formal programs generally because their dropout rates are higher, because of pregnancy and poor attainment rates, especially at the secondary school level. For example, out of a total of 3,672 secondary school drop outs in 1997, 2,516 were girls (Education statistics, 1997). Out of the total number of girls who dropped out of secondary school, 1,644 students (65.3%) dropped out of the basic education level up to Form 2. This shows that there is a greater need to cater for dropouts at this level, which means among other things that there should be an expansion of out of school programs that target junior secondary school leavers.

4.3.3 Why do you Attend Night School?

This question was intended to find out the range of reasons for enrollment in the Night

School, which could be used to determine the participants' greatest needs, and aspirations regarding whether they aspired for higher education or employment. The majority of respondents (67.9%) attends night school because they failed JC and thus would like to acquire O Levels. The respondents consider a higher education level to be crucial as it opens up opportunities for higher education. A small (2.2%) percentage of respondents attend night school following expulsion from formal schooling, although the research did not capture the reasons why they were expelled. The reasons for attending night school vary distinctly according to employment status, which tallies well with their priorities and needs. A significant percentage of employed respondents (37.5%) attend night school because they want to have a promotion, while a substantial proportion enroll in order to improve their results, and 20% enrolled because they want to get a better job mobility, either in or outside their current employment (see table below).

Table 12: Reasons for attending night school

Reasons	Employed Persons	Unemployed Persons
Do well in school	30.0 (12)	64.8 (59)
Have a certificate	10.0 (4)	24.2 (22)
Previously deprived	2.5 (1)	0.0 (0)
Hoping for a promotion	37.5 (15)	1.1 (1)
Better job	20.0 (8)	4.4 (4)
Other	0.0 (0)	5.5 (5)

Total	100.0 (40)	100.0 (91)
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As the table indicates, the majority of unemployed respondents (64.8%) enrolled in night school because they want to do well in school, while 24.2% want to have a certificate. Since the research did not probe further, the latter reason could be related to the previous one in that the need for a certificate could reflect the link between acquiring a certificate and securing a place for further education. However, need for a certificate could simply tied to the likelihood of employment.

4.3.4 *How Has the Qualification Improved the Quality of you Life?*

When asked about the night school has improved the quality of their lives, 41.5% of the respondents indicated that it has enabled them to “perform tasks that they were not skilled in before”. The past student sample also registered a significant response rate (39.1%) with regard to the fact that they are now able to perform tasks they could not before, which implies some link between ones attainment of higher education and one’s ability to perform tasks better. Some 39% of current students feel that the qualifications that they hope to obtain through attendance of the night school will enable them to get better paying jobs. Some 12.5% believe that they will earn more money, whilst only 4.2% feel that it will not improve the quality of their lives. These perceptions are good indicators of the aspirations of night school students and in turn, reflect the close association that people perceive between higher education and employment and a better paying job. Thus, higher academic education is certainly highly desired by those who attend night schools.

This in turn shows the extent of to which education raises people's hopes about a better life, and improved self-worth. To this end, 29.7% of respondents particularly that the quality of their life would improve as a result of acquisition of higher educational qualifications through attendance of the night school.

4.3.5 *Advantages of Attending Night School*

The reason for posing this question to both groups was to try to capture any differences, which may have accrued from the changed operational or other conditions of this program if any, in the last several years since the past students "completed". There were no significant differences in the disaggregated sample in the perception of men and women regarding advantages of attending night school. Generally, the advantages and disadvantages of attending night schools is mainly determined by one's individual circumstances since the students are a not a homogenous group, and comprise the employed and unemployed for instance. The current night school student population response to this item tallies well with that of past student response, at 49.6% and 66.3%, respectively for appreciation of the fact that they "can study and work" at the same time. To this effect, one student pointed out that:

In night schools there is less time taken. If you are breast-feeding you can have a chance to take care of your baby...

Other advantages include appreciation of the flexibility in subject combination offered by night schools, which captured a response rate of 21.8%, and 16% see no advantage at all, while some 12.6% state that the night school offers them a second chance to acquire a qualification. An added advantage of night school attendance amongst some unemployed students for example, is that:

I can have much time during the day to read in libraries to collect information as compared to day schooling

Thus, the flexibility of night time attendance does offer some advantages, in the sense that students get time to research, although the extent to which is true would be determined by ones' individual circumstances. For example, the employed students would not necessarily have this sort of time.

4.3.6 *Skills Acquired from the Program*

This is another area where there is a clear convergence between the responses of the current participants and the past participants. For both groups, the subjects of bookkeeping, home economics and agriculture are cited as skills learnt from the program that can be useful in self-employment. Some 9.5% cited "home economics", while 11.2% was registered for book-keeping, and agriculture registered a significant response of 25.9%. A further 26.7% stated that "everything learnt in the program is essential". Since the program is essentially an academic one, it is however, important to note that the subjects of home economics and agriculture have a practical bent, as many of the concepts taught in them can be directly linked to everyday problems. This indeed reflects and would correctly tally well with the need for "vocational orientation" of the curriculum that was recommended in the last education commission (NCE, 1993, p.xi).

There are no significant gender disparities with regard to views of men and women regarding the recognition of the usefulness of home economics with men registering 26.7% for home economics, whilst women registered 34.9% for the same subject. There are however significant differences with regard to agriculture, in which men registered 26.7%, while women registered 15.9% for the subject. The reason for posing this

question to both groups was to try to capture any differences, which may have accrued from the changed operational or other conditions of this program if any, in the last several years since the past students “completed”. There were no significant differences in the disaggregated sample in the perception of men and women regarding advantages of attending night school. The importance of these subjects in the realization of the envisaged aims of the education system cannot be over-emphasized, especially that the learners themselves also recognize their practical usefulness and actual application. What is worrisome is the fact that due to tight schedules and night time contact, students of night schools, in the same way as those of the distance learning program, do not have a chance to do any practical work and have to rely on written texts. This obviously negatively impacts on the teaching of the subject.

The general problems emanating from the operational conditions of night schools and similar set-ups were noted by the RNPE. In particular, the Revised National Policy on Education recommended that:

Support (be) given to private night schools offering “O” levels through improved procedures and regulations, and regular inspection (RNPE, Rec. 85, p37)

Support should be given to private night schools through improved registration procedures and regulations, and regular inspection (own emphasis) (Rec. 85, RNPE, p.37).

Thus, night schools and similar establishments should be properly seen and acknowledged as partners in the quest for better access and improved equity in educational provision.

4.3.6 The General Problems of Night Schools

Although a minority of respondents does not have any problems, a significant 34.6% cite lack of school fees, whilst 28.2% point out that night schools lack of equipment and facilities. Some 19.1% are dissatisfied with either the performance or high absenteeism of teachers, which they feel is due to teachers being tired from their full time jobs. Some 9% further report that teachers make them do most of the work on their own, as well as lack of remedial instruction (1.8%).

4.3.7 How Can these Problems be Solved?

A few students (4.3%) do not have suggestions for how problems can be solved. However, a significant 27.4% of respondents want the teachers to be more serious about their work, whilst 22.2% would like to be given more guidance in their work, and a further 20.5% feel that the government should give loans to those who want to pursue education in non-formal ways. A smaller percentage of respondents (11%) state that their employers should allow them some time off to prepare for examinations. In view of the importance of non-formal education and its potential in enhancing worker productivity, greater awareness needs to be created amongst employers about the need for financial and moral support to workers who enroll in these programs.

4.3.8 Past Students of Night Schools: Career Paths and Experiences

The past student sample comprised 98 respondents altogether. They were traced with a view to determining their career paths and life experiences, and to assess the overall impact that the program has had in their lives, in terms of a range of issues encompassing effect on self-worth, improvement of socio-economic welfare through either self-

employment or formal employment.

4.3.8.1 Background of Participants

The ages of respondents ranged between 18 and 43, most of whom (59.3%) are currently employed, which of course testifies to the flexibility of the program, and convenience of attending school after working hours. This tallies well with the context of distance learning students, for whom an after hours school is a viable alternative, which suits their lifestyle as people who have to "work as they learn". The convenience of "working as one learns" was recognized by 80.8% of respondents.

The highest level of education attained by respondents is a Junior Certificate, which was attained or attempted by a total of 48.1% of respondents, while 22.2% had attempted and failed or were going to re-sit the COSC/GCE to improve their results. This again testifies to the flexibility of the program, and its viability as an alternative means of attaining a higher level of education. This observation should however, not mask the fact that the majority of those who pursue their (academic) studies in the non-formal mode perform a lot lower than those who are in the formal schooling context. Many factors are responsible for this situation, amongst which are the operational conditions of these programs, as well as the additional (familial, financial and other) responsibilities that the participants have to shoulder.

4.3.8.2 Time Lapse between Formal Schooling and Registration in a and Non-formal Night School

This item aimed to give an idea of the time lapse between when one dropped out of the formal education system and registration in a night school. Those who registered after

seven years accounted for 12.5%, between seven and 13 years after registration accounted for 29.5% of the sample, which indicates that the time lapse is a bit long. This may have a negative effect on one's mental preparedness to continue with formal school, although this has not been determined. It could also be significant with respect to the fact that the longer one delays, the more likely they are to be caught up in a vicious cycle of poverty, which could be complicated by childbearing and familial responsibilities. This underscores the crucial need adequate provision of out of school opportunities, which would be affordable and readily available.

4.3.8.3 Experiences of Night School Participants: Past Context

This item sought to determine the differences if any with regard to how learners in this program tended to view themselves vis a vis students in the formal education system, and generally, the nature of their experience in the non-formal school context. The majority (48.0%) of the respondents stated that they were "more serious while attending the night school", compared to attending the formal school. In essence, and from qualitative interviews held with participants it seems that they apply themselves more because they "want to make the best of the second chance they were given". They are also much more aware of the costs involved, which are either borne by themselves individually, or by their relatives.

4.3.8.4 Re-Entry Factor

This item sought to determine the extent of re-integration into the formal education system. This is important in order to find out the extent to which one of the major objectives for enrollment in programs such as these is being fulfilled, that is pursuit of higher education. Some 31% of the participants were able to go back to formal schooling,

against a majority of 69% who did not. This clearly shows that in spite of the fact that many of these participants would like to attain higher education they clearly are unable to go back to formal schooling, which is the most common method of doing this in the current context. The data showed some 58.1% of a combined sample of those who indicated related factors such as “do well in school” and “education leads to knowledge”. These all allude to the need for higher education. This calls for avenues of higher educational pursuit to be widened, in order to ensure that one can pursue higher education outside the formal school context.

4.3.8.5 Employers' Attitude Towards Night School-educated Employees

The item sought to establish whether there were any special privileges or stigma attached to schooling in a non-formal way. This would have to be taken into account in realigning programs and materials for the non-formal education program. It was also important to establish whether there were any special privileges or stigma attached to schooling in a non-formal way. This would have to be taken into account in realigning programs and materials for the non-formal education program. This also intended to solicit suggestions about how government might facilitate the improvement of the non-formal education provision. In view of this, a significant number of respondents (69%) feel that non-formal night schools are appreciated by employers, whilst 21.4% report that employers shun the qualification (see table below).

Table 13: Employers' attitudes towards learners

Attitude	Frequency	Percentage
Recognize the qualification	42	79.2
Shun the qualification	4	7.5
Other problems	7	13.2
Total	64	100.0

Although the majority clearly believe that the qualification is acknowledged, only 19.2% feel that it is a source of upwards mobility. Hence, the observation one can make is that while the majority of respondents recognize the fact that their efforts are appreciated, there is a certain measure of uncertainty as to whether they are adequately acknowledged for these. The focus group discussions and in-depth interviews were more revealing in this regard, in order to reconcile these two responses. As already mentioned, it would seem that employers do not generally discriminate purely on the basis of a qualification secured through non-formal ways. Rather it may be that past participants of night schools are treated differently in some cases, with respect to such issues as poor English proficiency. A statement from one Human resources Manager is revealing in this regard that:

Often when we do annual appraisals colleagues say that their English is bad, but we find that they are very committed...

One cannot rule out the fact that there may be employers who do in fact discriminate against people in this way. This would be determined in a context where there is a greater preponderance of workers who are unable to express themselves well in English, or similar issues amongst workers with a non-formal background. However, the research did not reveal that this discrimination exists. Instead, this is how one organization views the issue:

The fact that their grammar is not good does not disadvantage them in any way. This has to be understood, because the night school operates on very stringent timetables, and lessons tend to concentrate very little on theory. Also, because the learners do not get the benefit of things like debates, and there is no inter-school interaction, hence they have no way of practicing spoken English. Thus, we do not penalize them, rather we concentrate on their job capability.....

Clearly some employers do not take hold a negative view of the English deficiency of some non-formal educated workers.

The participants also expressed concern that government should monitor non-formal education for quality. To this end, a significant number of respondents (47.6%) would like the government to be "more supportive". This is deemed to be necessary in order to ensure better quality of night school education. The issue of lack of quality was further reiterated during focus group discussions, which revealed that there are serious shortages with regard to equipment and facilities. There was in addition, concern about lack of adequate and relevant texts for use in the various subjects, because this is

determined by one's financial circumstances, which in some cases makes it impossible to acquire all the necessary texts. In particular, one instructor lamented that:

Some students cannot afford work-books, but these are crucial to their learning, because they emulate closely the nature and content of examination questions

This lack of crucial learning material obviously puts the night school students at a great disadvantage, which is likely to affect their performance and overall attainment. The participants also expressed concern with the (lack of) qualification(s) of some of the teachers who teach in night schools. One respondent analyzed in a nutshell that:

It is time-consuming-the teachers are unqualified and feel reluctant (sic) to teach. The school fees are usually high. Individual students have to buy their own stationery. There are no practical subjects. The failure rate is usually very high compared to formal schools.

Another reported that:

There is no much time for learning at night school.

In line with this view, another respondent suggested:

The time for attendance of (sic) evening classes must be extended, even teachers, there must be qualified teachers.

In this regard, there was even acknowledgment by some teachers, past and present that

some of their colleagues absented themselves too frequently. As one put it:

The school management did not address this problem, or chose to turn a blind eye as the teachers who absented themselves in this way were not penalized, and yet the students suffered greatly as a result.

The sentiments expressed by both teachers and students, which reflected some detachment on the part of the school management, came up quite a number of times. It would seem that some code of conduct, which encompasses attendance regulations, would need to be put in place so as to address issues of this nature, which reflect negatively on teachers' professionalism. Of course, clearly the enforcement of these would be a big problem, especially that the night schools teachers are actually employed part-time and have day jobs elsewhere. It would seem that the management of some of these schools is detached on some of these issues. Some of the teachers may simply be taking advantage of this.

The problem of use of untrained teachers also identified. In this regard, one respondent stated that:

Some teachers are not fully trained in night school.

It would seem that there are instances, especially with regard to subjects like accounting and commerce, which due to the fact that they are not traditionally teaching subjects in the Botswana education system, there are not many people who possess a teaching qualification in them. Hence, untrained teachers are used in the night schools to teach

these. This is also the case with the distance learning program.

A recurrent problem that was reported is that of transport, which is not readily available in some instances, and which costs a lot. Below is a selection of some of the comments on this issue:

It is not good when you stay far and you do not have money for transport.

Indeed due to lack of money for transport, many have to walk to school/study centers, which is both tiring and a risk to their safety and security. It is also financially burdensome. In this context one respondent stated:

It consum (sic) a lot of money due to transport.

Overall however, in the midst of all the problems that generally plague night school participants, one respondent actually saw a silver lining in the way the program runs, by observing that:

We have more time to study the subject that is difficult for you...

It would seem that this remark should be understood in light of the fact that in a night school, one has the flexibility to take up/write the subject at ones own time-when one feels ready to do so, rather than that it accords one adequate lesson time, per se. This is especially true when taken in conjunction with another comment that:

There is no (sic) much time for learning at night school

As another respondent reported:

Night school is good because I had to study and work during the day. I can also have chance to care for my family whereas in formal school, there is no chance for working and taking care of family.

Indeed this is one of the fundamental issues that make night schools, similarly to distance learning, such viable programs for some. In recognition of the flexibility another respondent reiterated that:

We are able to further our studies without interrupting our daily jobs.

4.3.8.6 Effect on Self-Worth and Quality of Life

Some 35.5% of respondents report that the qualification has enabled them to perform their tasks better, while 19.4% report that it has enabled them to compete better for jobs, and 16.1% state that it has actually enabled them to get a better job. The latter two observations may actually be alluding to the same issue of ability to compete for and secure better jobs. The responses attest to the job-related benefits that are derived by the past participants of night schools overall (see table below).

Table 14: Improvement of quality of life

Attitude	Frequency	Percentage
Able to perform certain tasks	33	35.5
Better suited to compete for jobs	18	19.4
Get a better job	15	16.1
Increased earnings	7	7.5
Other	14	15.1
No improvement	6	6.4
Total	93	100.0

Past students remember their attendance of a night school nostalgically, and fondly reminisce about the fact that they were offered a second chance at improving their education in particular, and their lives generally. The interview with them revealed the fact that they were highly motivated and committed (See Case profile below). One respondent stated:

In our time there were many problems , for example we had no lighting facilities, we often had to use Coleman lamps or even candles. There was a shortage of teachers, but we did not give up. I personally used to tell myself that I should persevere because that was the only way, having obtained a low grade at Standard Seven

Another stated that, of her attendance at one of the oldest night schools in the country:

Triple C (Capital Continuation classes) has really given many of us a second chance to improve our lives. Actually, yesterday I was thinking about the founders, people such as Mr. Sebotho Modisi, and the principal during my time, Mr. Molewa. I realized that if it was not for schools like CCC, I am not sure where some of us would be.....

Clearly, in spite of the various problems regarding management of night school, there is a lot of worth that participants derive out of them. To this end, many of the teachers and past students have intimated that they appreciate so much the value of such schools that they are prepared to volunteer to teach without pay (again see attached case profile). Others would like the school to organize a get together for past participants in order to highlight the importance of attending it. In this regard, one respondent wondered:

I do not know why the management does not organize a get-together of past students. There are so many of us in all walks of life.....

Many of the respondents have been able to re-enter the education system, albeit in smaller numbers than those who have not (26.2% against 73.8%). Nonetheless, those some of those who re-entered the formal school system are found in many walks of life, as indicated above, some even going on to attain postgraduate qualifications. This has enabled them to secure good employment, as well as to uplift their lives, as well as those of their families. The significance of this type of out of school program cannot be

overemphasized, and greater measures need to be undertaken to increase opportunities such as these, in order to give more youth a second chance in school, and indeed in life.

4.3.8.7 How has the Qualification Affected your Life as a Family Member?

A significant number of the respondents (40%) for example, state that their qualification has enabled them to be contributing members of the family, while 13.3% specifically cite “giving parents money”, against 16.7%% who feel that their families are proud of them (see table below).

Table 15: Quality of life as family member

Attitude	Frequency	Percentage
Being a contributing family member	36	40.0
Makes them proud of me	15	16.7
Give parents money	12	13.3
Increased responsibilities	6	6.7
Listened to when I speak	1	1.1
Other	15	16.6
Nothing to do with my family	5	5.6
Total	90	100.0

The gender differences in these two categories are marginal. Some 34.4% of the men cite “ability to contribute to family”, whilst 15.6% of men report that their families are proud

of them, This is against the 37.9% of women who cite "ability to contribute to family" and 15.2% who indicate that their families are proud of them. It should however, be remembered that women already form the majority of respondents.

FROM A HOUSE MAID TO A UNIVERSITY LECTURER

Amongst the most successful alumni of Capital Continuation Classes (CCC) is 46 year-old DR Maiteko Magolo, who holds a Bachelor of Arts and a Post Graduate Diploma in Education (University of Botswana), MA and Ph.D. (England). Maiteko passed Standard 7 Examinations (through Grade B) in 1968, but could not proceed to secondary education due to financial constraints. It was not until 1972 that she got a salaried job, as a maid. Whilst still pursuing her career, Maiteko came into contact with an American family, who sowed the seed of education in her: they found her a place at CCC, and sponsored her throughout her secondary education. It was through this contact that Maiteko eventually ascended from a housemaid to a university lecturer.

Having obtained a Second Class pass from CCC, Maiteko proceeded to pursue 'O' levels and subsequent higher qualifications. According to Maiteko, CCC was a gateway to these higher qualifications and her current post as a lecturer-holding the highest degree in the academic world:

Before meeting the Americans, my wildest dream was to become a typist.

This being the case, I asked my employers to grant me an opportunity to do typing, but in vain. It is CCC, which granted me unseen possibilities, fresh opportunities and new beginnings. Without CCC I could still be a maid. On the basis of this conviction, it is my desire to conscientize many Batswana of the value of CCC amongst the unfortunate.

However, Maiteko is quite aware of the challenges facing CCC pupils, hence her contemplating returning to CCC to counsel pupils with financial, social and academic problems. The period spent at CCC, according to her was most challenging due to financial, social and academic factors, amongst others.

i) Financial

Owing to the fact that many students were parents, paying for both themselves and their children was a struggle. This resulted in some CCC students dropping out.

ii) Social

As can be imagined, in order to perform diligently at evening school, one has to deny herself/himself many social activities. Furthermore, some friends and relatives perceive one as a misfit or failure. For instance, according to Maiteko, whereas other people wondered what she was doing when her age mates were attending school, others were convinced that she was wasting both her money and time.

iii) Academic

Not only did some tutors use CCC as a transit to future prospects, but also the actual CCC management did not emphasize employing educators. Consequently, the teaching

staff at CCC was below expectations, hence, students had to work extremely hard to pass tests and final examinations:

At times, in order to compensate for the inadequate quality of instruction, we were forced to seek help elsewhere. I was lucky as my American acquaintances

contacted one lecturer at UB who found me English and Geography tutors. I used to share with my classmates all information I had acquired, either during weekends or whenever a teacher was absent. In fact, I can reminisce one particular case when I spent about three hours with my fellow class mates, enthusiastically 'taking them through' the text 'Old Mali and the Boy' after illustriously being taught by one female lecturer in the English Department. Furthermore, being a maid and attending school at CCC was a very taxing combination of responsibilities. In most cases, I had to concurrently revise for my tests and do housework. I most vividly remember on one occasion during my third year, reading 'Ditlhopha tsa Maina' in the bathroom, whilst doing the laundry. In general, it was the survival of the fittest.

4.3.9 Summary

These are summarized together as they have many features in common. The participants of the night schools and distance learning programs clearly view them as viable and popular alternatives to formal schooling in the pursuit of higher education. However, it would appear generally that one generally faces many hurdles in pursuit of education in a non-formal context. Consequently, those who actually make it have benefited from a number of interventions, financial and moral, that have enabled them to stay longer in school and hence, to achieve educational higher attainment.

Both programs are generally patronized by larger numbers of women than men are. This makes them very crucial alternatives for girls and women as they face greater hurdles than men in formal schooling, due to a variety of familial, cultural and socio-economic issues peculiarly affecting them. Pregnancy and child-bearing, child-rearing

and care-giving, which are more predominantly women's responsibilities are all impediments to women's schooling. To a large extent these problems persist even in these alternative modes of learning. However, the flexibility offered by the "after hours" operation of these programs mediates these problems to some extent. It is important to note that this observation would also refer to those who are unemployed, who have to attend to child-minding and house-hold duties during the day because the other members of the family would be available in the evening to "take over."

These two programs are beset with a variety of "operational" problems that to some extent negatively affect their impact on the lives of the participants. These range from the unavailability of facilities and equipment for the teaching of specialized subjects, especially science and technology-oriented subjects, which are consequently either not offered or are not properly taught. This is a serious setback to attainment of equity in educational participation, and dis-empowers this group of learners by automatically barring them from taking up these key subjects, thereby discriminating against them on the basis of their mode of learning. There is also unavailability of workbooks, which some students cannot afford, but which are crucial to their learning, because they emulate closely the nature and content of examination questions.

Steps should also be taken to provide private night (and day) schools with a few copies of basic (and supplementary) texts for classroom use by these students. At the moment only those who are able to afford these have access to them, and the majority clearly does not. This is obviously another context for inequitable access to resources between formal and non-formal education programs, which impacts negatively on the benefits of education to non-formal learners.

It would seem that most do not get reintegrated into the formal education system, although participation clearly increases their options for doing so. Although re-entry is not the *raison-d-etre* of non-formal programs, it is nevertheless an important aspect of it. Hence, the low re-entry rates registered in this study do not augur well for the potential of this program to raise girls' higher attainment levels. It also indicates that if re-entry is to be meaningfully facilitated, participants should be targeted when they are still younger, before they get caught up in a cycle of poverty, which would be further complicated by child-bearing/child-rearing responsibilities, and or marital and cultural obligations, especially for women. Thus, the longer they spend before educational options become available, the less likely they are to be reintegrated.

4.4 Income Generating Projects

Income generating projects are organized and operated for learners enrolled in the National Literacy program. At its inception, the national literacy program was primarily concerned with “imparting literacy skills to people who cannot read, write and do simple calculations” (DNFE, annual report, 1997). Since that time however, the department of Non-formal Education has come to the realization that the needs of the adult learner go beyond these rudimentaries, with regard to overall improvement of their standard of living. To this end, the Revised National Policy on Education recommended that:

With respect to post literacy stage for adults, the department of Non-formal education should give greater priority to post literacy activities particularly in relation to the development of a literate environment and support to productive activities, in traditional agriculture and in the informal sector (Recommedation 82 a).

Income generating projects are organized and operated for learners enrolled in the National Literacy program. These projects are meant to provide an opportunity for literacy skills to be put into practice, as well as afford learners the opportunity of generating income as part of their learning environment, to improve the quality of their lives. The first attempt to include income-generating skills in the program was stated in the sixth National Development Plan (1985) which also sought a link between the NLP and the Primary Schools. The young literacy graduates were to join primary schools. A program on basic literacy and skill training for income-generating activities for older graduates was also incorporated in an effort to increase educational and employment opportunities for the graduates and also to reduce inequalities in access to education

and work (Ministry of Finance and Development Planning, 1985). The re-defined objectives of the National Literacy Program were spelt out in the Sixth National Development Plan (1985-91) as follows;

-To help the learning needs of communities in the rural and remote areas for adult who never had a chance to go to school... and for children who are living in villages without schools.

-The Department will expand its non -formal activities beyond reading, writing and numeracy. The needs of rural communities in terms of skills required for income generating activities will form the basis for expansion (National Development Plan Six, 1985-1991).

The above objectives demonstrated the Government's commitment to impart productive skills to the formally illiterate members of society. It also shows an expanded perception of literacy on the part of Government. The redefined objectives put emphasis on the projected potential of the literates to increase productivity as a direct result of the learning process.

The range of projects in which learners have been involved include chicken farming, sewing and knitting, bakery, brick molding, food processing, gardening, to mention a few. Projects that were sampled in this study were in Dikwididi, Marapong, Modipane, Nokaneng. According to Legwaila (1992) Income generating projects were introduced in order to provide learners with a variety in what they did. It was realized they got bored with just reading and writing. By 1992 there were 44 projects in different regions and districts across the country that were either planned, at an advanced planning stage or operating.

4.4.1 Characteristics of Participants of Income Generating Projects

The questionnaire was administered to a total of 53 participants from the 4 localities, 52 of which provided information on their age as shown in Table 2. At 80.8%, participation in the projects that were surveyed favored women. The finding is consistent with the overall participation trend in literacy projects. The National Literacy Survey report indicates that of those who are eligible to attend literacy classes, more women than men attend (64.6 % women compared to 34.4 men). (National Literacy Survey Report, 1998; Majelantle, 1999).

Table 16: Characteristics of Respondents

Location of Project	Number of Respondents	%Female respondents	Min Age	Max Age	Mean Age
Marapong	13	92.3	43.0	71.0	57.7
Maun	23	82.6	21.0	68.0	40.3
Dikwididi	10	70.0	18.0	67.0	36.5
Modipane	6	66.7	20.0	58.0	40.3
Total	52	80.8	18.0	71.0	43.9

The overall mean age of the respondents was 43.9 (42.1 for females and 51.2 for males). The youngest and oldest respondents, both men, were 18 and 71 years old, respectively.

4.4.2 Type of Project

Chicken farming projects seem to be more popular as a business venture in general, and

particularly with the NLP participants. There were 3 chicken farming projects, which produced chicken and other chicken products, hence the most popular project was chicken farming (47.2%). Other projects included basket weaving (18.9%), sewing (15.1%) and food processing (13.2%). There were brick molding and gardening projects in which much fewer participants were involved (3.8% and 1.9%, respectively). There were male/female differences in the types of programs that participants were involved in. For example, men were involved in traditionally male roles such as gardening and farming while females were involved in such activities as sewing, knitting food processing.

Chicken farming, in which 80% (8 of 10) of the men were involved, was a favorite for the male participants in comparison to female participants. Of the remaining two men one was involved in gardening, while the other was involved in brick molding. Women respondents were involved in a wider variety of projects. 40.5% of them were involved in chicken farming, while 23.8% were involved in basket weaving. Sewing and food processing attracted 19.0% and 14.3%, respectively. Only 1 man reported to have had a gardening project.

On the surface, it seems that the pattern of involvement in projects reflected the usual breakdown of men and women by occupation. It is postulated that the reasons for this breakdown are the usual ones, that is, women getting involved in projects that can be operated from their homes such as basket weaving and sewing so that they can still fulfill other responsibilities in the home. These are caring for children and preparing meals for their families. However, a finding that is discussed later in the study seems to suggest that other factors, such as availability of transport, may have influenced the

choice of project.

4.4.3 Choice of Project and Reasons for Involvement

Respondents were asked how the project idea was conceived, why they opted for a particular project, and if they received any assistance in setting up the projects. The majority of the participants (54.7%) reported that members of the different programs and their Literacy Group Leaders and Literacy Assistants conceived the project idea, while about 20% reported that the idea of setting up the project came from Employees of the Department of Non Formal Education (DNFE). Another 20% reported that they got the project idea from their parents who had themselves, been project participants. A smaller percentage of basket weavers (7%) got their project idea through dealings with Botswana Craft. It was clear, however, that choice of IGPs projects was generally not a community initiative, with only 1 respondent reporting that her community influenced the idea.

The most popular reason for project choice (30.8%) was the demand for the product to be sold in a given community. This was followed by the participants perceived preparedness for the project in terms of the requisite skills (17.3%). An equal number of participants (17.3%) had interest in what they were doing, and this reason applied mainly to food processing. A number of participants had the perception that the project had a potential to offer sustainable income (15.4%). However, about 11.5% of the participants noted that they were involved in their project because it was the only one that was available.

More than 70% of the respondents reported that their leaders (Literacy Assistants and/or Literacy Group Leaders) or NGOs were instrumental in helping them set up the projects (43.8% and 27.1%, respectively). None of the participants reported to have received any assistance from community volunteers, and a negligible minority (only 1 individual) reported that they were assisted by the VDC. It appears that DNFE staff, who are ex-officio members of the VDC, need to work closely with the VDC in setting up income generating projects in order for the projects to gain sustainability and community acceptability.

There is an indication that ownership of IGPs rests with the individual members in spite of being influenced by DNFE personnel with regard to the decision to start the project. As a result Literacy Group Leaders and the group members worked together to make sure that the project took off. Reasons reported for choice of projects included product demand and the perception of project sustainability (46.2%). These seem to suggest that projects were primarily meant to be an investment and a profitable venture for individual members. A clear picture that emerged was that as they are currently operated, IGPs could benefit the individual members and their communities only if what is produced in the project satisfies a felt needs at individual and community levels. Otherwise, it seems that IGPs are operated by a few individuals to the exclusion of other community members which needs to be rectified to give projects a broader community appeal and acceptance.

The role that NGOs play in assisting with the IGPs must be properly acknowledged and encouraged. NGOs assisted the participants in these programs by providing training, technical assistance, and offering project advice and guidance. For example, six (6)

participating groups were assisted to secure funding from the American Ambassador's fund. This fund was intended to encourage self-reliance within local communities and to demonstrate the Ambassador's interest in the future of Botswana. In some cases organizations such as Botswana Craft were credited for having introduced participants to commercial basket weaving and conducting it on a sustainable basis with over harvesting the palm plant. While it may be perceived to be a disappointment that NGOs did not provide direct financial assistance in the projects, it should be noted that the manner in which assistance was given, such as skills training, has more utility in that it should, under normal circumstances, outlive the duration of any one project. Over the past few years the projects were funded primarily by self-help American Ambassador's fund, Financial Assistance Policy (FAP) and assistance from SIDA Sweden. During the same period Literacy Assistants attended Business Management Courses, aimed at equipping them with basic skills to assist learners who intended to engage in income generating projects (Legwaila, 1997).

The Dikwididi Project for example is reported to have received assistance from an American Non Governmental Organization called IDEAA (Initiative for Development and Equity in African Agriculture). The organization, which works in conjunction with the Ministry of Agriculture however, does not give money but provides project ideas and technical assistance. Some project members went on a trip to the Northern Province in South Africa to learn from similar projects, how to diversify their activities. They noted that the group they visited had interesting group dynamics in the running of their project. For example, the activities of the group were governed by a set of rules of codes of conduct, by which members had to abide. They also kept a register and ensured that members were paid according to their participation in the project people engaged in

similar projects have been trained in business and marketing skills by the African Development Foundation (ADF). However, these skills need to be reinforced and strengthened as projects grow and develop over time. In particular, training should be offered in record keeping and management in order to improve the economic efficiency of these projects.

4.4.4 Accessibility of Income Generating Projects

In order to assess issues of accessibility, respondents were asked about qualifications for membership of the project. 38.1% of the respondents reported that that literacy group membership was mandatory in their project. Other requirements for joining projects include selecting people who have skills that are relevant for the particular project (28.6%), contribution fees (14.3%), and investing money in the project (11.9%). Only 7.1% indicated that their projects were open to all that are interested to join. It may be necessary to have certain requirements such as for new members to pay a certain amount for membership or be asked to make their contributions in kind, such as working longer hours, during special holidays when other members could be off duty. The move would promote sustainability, and instill a sense of ownership and commitment to the projects. This is because some projects that have been running for a long time and current members have invested time and other non-quantifiable resources in them therefore needs to be compensated. It is reasonable to expect that new participants may be asked to contribute in some way, especially in those projects, which are making a profit. However, requirements such as paying contribution fees and investing money in the project (cited by about 26% of the participants) may be one of the reasons for low participation in the IGPs. Alternative ways of soliciting contributions should be investigated.

While it is understandable that IGPs serve a certain clientele, opening IGPs participation to non-attendees of literacy groups may actually encourage other eligible non-literate individuals to attend literacy programs. It was not clear how rigidly the literacy group membership was applied. For instance, there could be serious problems of sustainability and continuity if members who completed the literacy phase might decide to discontinue their participation in the IGP. There seems to be a need to design alternative programs for these individuals. For instance, skill training programs and other assistance should not be arranged only for successful completers but all members regardless of their level in the program. For instance, start-up money for new projects could be sought through programs such as Financial Assistance Policy (FAP).

4.4.5 Experience and Participation in IGPs

More than half the respondents (about 51 %) had been involved in the projects for more than 3 years, while 22.6% had less than a year's experience in the project, and a similar proportion (53.8%) reported that the project was being run on a day-to-day basis by group members themselves. Full participation of literacy group members in running their projects is naturally a desired outcome of IGPs. However, it was even more welcomed in the case of these IGPs because of the higher proportion of female participants who could have opted for token participation and left their spouses to run the project. Having women participate in IGPs alongside their literacy training may be a viable option for comprehensive skills training that could benefit them in other areas of life.

4.4.6 Main source of livelihood

Some 20% reported that IGPs are their main source of livelihood. The rest of the participants consider other activities, such as cattle farming, subsistence farming, as their main source of livelihood, and the project is only a secondary source of income for them. Reports from most of the respondents indicated that 50% or more of the project earnings are reinvested in the projects, essentially to cover the operating costs of the project. This finding seems to explain why IGPs are not the main source of livelihood for more than 80% of the respondents. A significant number of participants reported that IGPs have assisted them in that they are now more willing to learn business skills. With more than 50% of the project earnings being reported to be reinvested into the project, there is need to conduct skills training in market analysis, pricing and marketing of products in order to facilitate growth that is needed to turn the projects into viable businesses.

4.4.7 Impact on Participants' Lives

The expectation is that literacy activities will assist or prepare participants for reentering into formal schooling, and obtain qualifications that are comparable to those gained through formal schooling to enhance self-worth and quality of life. Income generating projects are brought in to promote functional literacy, as a means of skills training, and to enable participants to engage in profitable ventures as part of their learning experience. Indications are that only 1 in 4 participants (23.7%) have attained financial stability that they attribute to their involvement in IGPs. However, IGPs have affected the lives of participants in other ways. 48% of the participants reported that they have gained 'more respect'. For example, 77.8% of the male respondents report that participation in the IGP has earned them more respect of their communities, compared

to 41.7% of the female respondents. One female basket weaver reported that,

The project helped me since I am now able to provide for my family and my personal needs from the income I get from my salary

Other instances of a positive impact were reported. As one 64 year old man indicated:

I feel that I belong some where I do not get left behind when it comes to village development....I am contacted by village elders whenever they wish to start something in the village.

Yet another 71-year-old man noted that:

I learnt a lot of useful skills for instance, I have my own back yard garden and take part in village development committees...

Some of the respondents saw participation as an opportunity to enable them to take part in the community and have a positive self-concept. As one elderly woman puts it:

...I take part in the committees in the village. This makes me feel appreciated

A high proportion of respondents (41.5%) felt that they gained "self-worth" from this experience in that their self-concept has improved, they feel more independent, and more assertive. An additional 22% report that they have gained the skills in interpersonal relations, that is, relating with other people well and taking criticism well. Multiple benefits, those that have been mentioned above and additional ones are reported by 24.5% of the respondents. There is however, a small minority of cases

(3.8%) where respondents felt that they had not gained anything from the projects. The latter group cited such problems as low pay as reasons why they are not able to support their families through income from the projects.

4.4.8 Problems Encountered

Problems that are encountered in IGPs include lack of marketing skills for the goods that are produced, lack of support from the communities, and lack of transport. The problem that occurs most frequently with participants of IGPs is lack of transport. The other problem has been lack of effective interpersonal and group dynamics resulting in the breaking down of projects because of ineffective conflict resolution strategies.

4.4.9 Cycle of Non-Literacy (and Possibly Poverty)

A significant proportion of participants (about 20%) reported that their parent, in particular the mother who was previously engaged in the project, encouraged them to join one or another IGP. A disproportionately higher number of females (90%) fell in this group. The mean age of these individuals is about 30 years (ranging between 18 and 37 years). These participants were involved in basket weaving and chicken farming, and were encouraged to join IGPs because they had requisite skills for the projects gained from training by the Department of Non Formal Education and other extension staff.

Encouraging a younger person to engage in a profitable work should be viewed as a responsible action on the part of the parent. However, if one considers the fact that participants are involved in IGPs because they are non-literate in the first place, it is disturbing that about 1 in 5 participants have not been able to break the cycle of non-literacy that characterized their families in the previous generation.

It may be necessary to learn more about education levels of parents of participants, and to tackle the problem of non-literacy with an appreciation of the family educational background. Participants who have non-literate parents could then be isolated, and a more comprehensive literacy training approach that takes particular interest in their children could be designed. There is a possibility of reducing non-literacy by an additional 5% in the next generation if this strategy works as desired. The fact that women would be the target group for this treatment increases the chances for its success because women are the primary caretakers in Botswana society. Also, the women are at an age where most of them will have children who are ready for literacy training, and of school going age.

4.4.10 Success of the Program

Despite all the hardships and problems that have been mentioned, IGPs are deemed to be a success by 89.6% of the participants all males participants and about 86.5% of the female participants. The most popular indicator of success seems to be the skills that participants acquire from their involvement in the projects. Other indicators of success were such as paying production costs, and workers' wages.

*Paradox of Non-Literacy and Success: A Case Study of the
Dikwididi/Ramatlhaku Poultry Farm*

The project started in 1990, consequent to the Literacy Group Assistant's visit to Mahalapye in 1985, where she got the idea of the project. The project received financial assistance from the Financial Assistant Policy (17,000-00), and the AIEO-Ministry of Agriculture (P15,000-00).

This particular project has had a high level of absconding, especially from male members, and at the moment has only one male employee, who is not even part of management team. Management is presently led by women. It started with 35 members at its inception, but membership is now down to 12, all of whom are notably members of the same family, although this was not the original intention. The LGA assistant who originally brought the idea back from Mahalapye is also a family member. The project members as a positive thing cite the small membership as it eases management.

The respondents felt that the program ought to integrate teaching of project management and marketing skills and public relations. Curiously though, the respondents indicated that they received training in general poultry farming, which includes business management as well as chicken feeding, record keeping and book keeping. The citation of management skill as a requirement may mean that the training previously given was inadequate.

Lack of markets was another area of concern. In this regard it was noted that the project experiences serious competition with big and better established companies such as Notwane East, Pride Chickens and Jimmy farms, which have created a type of monopoly. They particularly pointed out that they are automatically kept out of sections of the market, because they lack the "halaal" stamp on their chickens. The project also experiences problems of lack of hatcheries, and those that exist generally provide poor quality broiler chickens. This seriously affects their ability to supply efficiently. Poultry officers and veterinary officers stay far away, and this prevents prompt service provision to the project, such as attending to .

Since the project was started in 1990, it has generally managed to sustain itself, to the point where it has built additional structures funded by the African Development Fund in 1995, to the tune of P58,000-00, and recently bought a new vehicle and has added a piggery. This is one of the relatively more successful projects, if it is contrasted for example with the Marapong Food Processing Plant, which has since become defunct.

4.4.11 Summary

This section provided an over view of income generating projects in Botswana highlighting that participants in such projects are primarily women. They depended on the literacy personnel for the conception and setting up of projects, with funding from self-help and contributions from NGOs such as the American Ambassador's fund and others sources.

In an attempt to operationalize some of the skills that learners are exposed to in their regular learning activities, Income Generating Projects are an important part of the National Literacy Program. The majority of participants deemed them a success. For some of the program participants, IGPs are the only source of livelihood that they and their families depend on. The combination of the NLP and IGPs is also the only chance that others have to gain the necessary skills in interpreneurship. IGPs have also been a disappointment to some participants who are reportedly getting very little from the investment that they are making with IGPs. To those, the projects have not made any positive impact in their lives. There was also a noticeable need for group dynamics and record keeping in most of the projects. The participants reported very limited community leadership involvement in the projects but indicated that the community appreciated their contribution to development. As one man puts it "the community accepts and appreciates our contributions to village development through our chicken farm" This indicates the potential of income generating projects for both individual and community development in Botswana.

4.5 Distance learning: Current and Past students

The fifth objective of Non-formal education programs as stipulated in NDP 8 refers to provision of continuing education, which is regarded as:

The provision of opportunities to young adults who have successfully completed Junior Certificate to continue their education through part time studies.....(p339-340).

The enrollment of distance education students in the various centers across the country is generally low. The sample for this program was drawn from centers in Gaborone, Tutume, Kang, Maun, and Francistown. A total of 75 current distance education students took part in the study. Of these, 17 were male while 58 were female. In addition to the current students, a total of 40 past distance education students were traced. Of the past distance education students, 5 were men and 35 were women. This gender disparity is representative of the clientele of the distance learning programs, which is generally dominated by women. This mainly reflects the fact firstly that women generally drop out in larger numbers than men. Secondly, women are more likely to appreciate and benefit better from the flexibility of the distance learning program, because it enables women to combine education with work and/or a myriad of household-related chores.

4.5.1 *Operational Conditions*

The distance learning program operates on the basis of minimal contact between the tutor and the learners. The tutorials convene on the average four days in a week for two hours per session. The learners are provided with self-instructional work books, which

contain self-assessment questions, to provide spontaneous feedback to the learner on the subject matter. The work sheets are filled in at the end of a each work book, and these provide summative evaluation of material covered in a particular work book. The work sheets are relayed to headquarters, from where they are sent out to tutors, for marking. The process of marking and returning the scripts tends to be a long one, which many students have cited among others, as a serious drawback to their learning.

It would appear that guidelines about the tutorial system may not be followed in the same way in the various centers, in the sense that some tutors do some teaching, whilst others respond strictly to the issues posed by the students. The tutors' duties are generally prescribed in a tutor's guide, which is currently under review as part of the restructuring of the BOCODOL unit (see BOCODOL newsletter, 2000). The tutors' understanding is that they should not do any teaching during tutorials, but only respond to questions coming from the students, which makes the sessions generally non-interactive. This is because of the fact that students' questions are reportedly few and far between.

4.5.2 Nature of the distance learning clientele

Current Students

The age of the respondents ranged from 17 to 56 years. However, 79% of these are below the age of 30 years reflecting the distance learning programs are patronized by relatively young people, who can still benefit from further education and training. They also still have a long time to spend in productive employment and/or may still be seeking employment of some sort. Some 17.3% of the respondents have a PSLE qualification, 54.7% of the respondents have a Junior Certificate qualification, while

26.7% hold a GCE qualification. These qualifications justify the need for further education and training since they are not deemed adequate for well paying jobs. Due to the rising “certification inflation”, such educational qualification are no longer sufficient for entry into meaningful employment.

In terms of the marital status of the respondents, 89.6% are single while 9% are married and 1.4% are divorced, widowed or separated. The program is seemingly less popular with married people, mainly because as in the case of night schools, married people, especially married women operate under a restrictive environment, due to a wide range of familial obligations that impede both access and participation (see table below showing participation by marital status).

Table 17: Marital Status

Marital Status	Frequency	Percentage
Single	60	89.5
Married	6	9.0
	1	1.5
Total	67	100.0

The situation depicted in the table compares well with findings in other contexts, such as in Peru where many married women are extremely constrained by familial obligations. However, significant numbers of them still participate “despite resistance from spouses, because once they begin they do not want to stop” (Hernandez in

Bourque and Conway (eds.), 1993, 210).

While some of the current respondents left formal education about four decades ago (1.3%), the majority of the respondents (30.6%) left school within the past five years. Of all the respondents, 13.3% left formal education in 1998 reflecting a significant number of participants who enrolled within a year after leaving formal school. This points to the role played by distance education as one of the available options to deal with the school leaver problem Botswana is facing. The reasons for leaving formal education are diverse.

The major reason for leaving formal education seems to be failing Junior Certificate (44.6%). Some 25.3% of the respondents left formal education for other reasons, including ill-health, early marriage, lack of interest in schooling and lack of parental encouragement, while 18.9% could not source sufficient financial resources to sustain them in school and 5.4% of the respondents left because of pregnancy.

It appears that both employed and non-employed current participants patronize distance education (see table below).

Table 18: Breakdown of participants by employment and gender.

Employment status	All (%)	Female (%)	Male (%)
Formal employment	58	50	82.4
Unemployed	42	50	17.6
Total	100	100	100

Some 53.3% of all the respondents are in formal employment. There are significant gender disparities in the employment status of the participants, in the sense that 82.4% of the male respondents were employed and 50% of the female respondents were not employed. Conversely, 38.7% of all the respondents are not in formal employment. There are clear gender disparities, in that 50% of the female respondents are not employed while only 17.6% of the male respondents are not. This situation may reflect the variety of needs that this kind of non-formal education satisfies, for employed and unemployed participants. In both instances, the underlying factor seems to be the need to better one's life. This is reflected in the distribution of factors that motivated the respondents who are already employed to enroll with distance learning. Some 22.4% of the respondents wanted to have a better certificate, whilst 18.4% felt that while they missed the opportunity earlier, they still could do well in school. Moreover, 14.3% felt that they could get better jobs, whilst 30.6% hoped to secure promotions once they have acquired better qualifications through distance education.

The aspirations of the distance education students who are unemployed seem to vary along gender lines as well. For instance, 50% of the male respondents enrolled in

distance education programs because they wanted to do well in school while only 21.2% of the female respondents enrolled for the same reason. This reflects the competitive nature of male learners. Also, it is only the female respondents (45.5%) who enrolled because they wanted to have an educational certificate. This does not seem to appeal to male respondents. Rather, the male respondents seem to have enrolled because they believed that education would enable them to get jobs (33.3%) while 12.1% of the female respondents enrolled for the same reasons. Some 21.1% of the female respondents enrolled for other reasons, including the need to acquire competence in spoken and written English language, while 16.7% of their male counterparts enrolled for the same reasons.

The significant role played by distance education in enabling students to acquire higher qualifications was gauged by asking the respondents to state the highest qualification they intend to achieve through distance education. While only 6.8% intend to go as far as JC through distance education, the majority intend to obtain either the Cambridge Overseas School Certificate (34.2%) or the General Certificate of Education (35.6%). About one fifth (23.3%) of the respondents aspire for other qualifications including professional qualifications like diplomas and degrees. This further shows the important role played by distance education programs in alleviating the school leaver problem especially at JC level and also as an alternative to formal education in the acquisition of qualifications, for instance, JC and higher.

4.5.3 Advantages of Attaining Education through the Distance Learning Programs

Studying through distance education is perceived by the students to have some advantages. The main advantages seem to be that the students can study without

necessarily having to forego the income earned from a full time job (75.7%). Another commonly cited advantage is that the distance learning programs are flexible in as far as the combination of courses is concerned (10.8%). As such, students can tailor their subject combination to suit their specific needs. To those who are not employed, learning by distance mode also allows them a lot of time to do school work. One respondent reported that:

Myself I like to study in non-formal (sic) because it helps everybody whether you are old it is not count (sic)..

This shows that in spite of the problems inherent in education by distance mode, clearly there are advantages as well, due to its flexibility of enrollment, which enables older people to enroll who would otherwise be denied entry into formal education.

4.5.4 Benefits minority groups especially women benefit derive from distance education

Respondents were asked to indicate the skills they learnt from the programs that could enable them to be employed or to be self-employed, in order to determine the extent to which they benefit from the distance learning programs. There were notable gender differences in the extent to which male and female respondents expect to benefit from the programs (See table below).

Table 19: Quality of life as a community member

Effect	Frequency	Percentage
Take part in committees	9	37.5
Have contested for public office	3	12.5
Gained more community respect	2	8.3
Other	4	16.7
No effect	6	25.0
Total	24	100.0

The table above shows that more men (29.4%) than women (16.4%) feel that book-keeping as a subject will enable them secure employment. This disparity may reflect that male and female respondents need book keeping for different purposes. While men need it to get a job, women need it in order to infuse it into their own income generating activities, especially that many women do engage in small-scale enterprises.

An almost equal percentage of male and female respondents feel that everything that is in the program is essential to get them employed. Moreover, some 17.6% of the men and 27.3% of the women reported other things in the program than those that were listed that would enable them to be employed. These include among other things, competence in accounts, mathematics, as well as written and spoken English.

In terms of the usefulness of the program for self-employment, more men (37.5%) than women (17.5%) feel that everything in the distance education program is essential for self-employment. Women seem to be more specific about what they need from distance education programs in order to be self-employed. In this regard, 12.3% of women stated other skills offered by the program that would enable them to be self-employed include the ability to communicate effectively in English. Agriculture is perceived by an almost equal percentage of men and women (18.8% and 14% respectively) as one of the skills that could enable them to be self-employed. There is need to consider a program that will entail a greater amount of what women perceive to be necessary for self-employment since they are in the majority in the program as well as among the unemployed in the program. This would greatly empower women as independent income earners, which would also improve their quality of life and self-worth.

4.5.5 Effect of distance learning programs on the quality of life of the respondents

Current Students

At the family level, the current participants believe that their qualifications would enhance their quality of their lives in that they would be able to give money to their parents (20.5%), their families would be proud of them (19.2%). They would also be contributing members of the family (32.9%) in terms of supporting their siblings with food and clothing, contributing towards the up-keep of members of the extended family and contributing towards meeting costs of funerals. The cost of funerals has of course become a major expenditure item throughout the nation, in light of the high morbidity rate due mainly to HIV/AIDS. The part played by this mode of education delivery is especially crucial when viewed in the light of the actual benefits that participants derive, which enhance the lives of the participants themselves as well as those of their families,

and uplift them both socially and economically.

Past Students

At the individual level, 13% of the past students report that their qualification has had no effect on their lives, while 26.1% believe that it has made them perform job tasks better. Some 17.4% were able to apply for better jobs, while the same number actually got better paying jobs. What the respondents report here should not only be confined to the short-term qualifications acquired through distance learning, but rather it should be viewed within a broader perspective, as the qualifications that some of them currently hold are much higher. All these clearly indicate that distance learning, and similar programs provide invaluable means of enhancing both the employment status and to some extent, the productivity levels of the workforce.

4.5.6 Has the Qualification Improved the Quality of your Life as a Family Member?

In this regard, 12.5% of the past participants feel that there has been no effect. While 16.7% report that they are able to “give their parents money”, and an equal percentage state that their families are proud of them (see table below).

Table 20: Quality of life as a family member

Effect	Frequency	Percentage
Now a contributing family member	9	37.5
Give parents money	4	16.7
Family proud of me	4	16.7
Listened to when I speak	3	12.5
Other benefits	1	4.2
No benefits	3	12.5
Total	24	100.0

The table shows that a significant percentage (37.5%) report that they are contributing members of their families as a result of acquiring their qualification, whilst 12.5% feel that they are "listed to" when they talk, which implies better recognition and acknowledgment from family members. This indicates that participation in the program contributes significantly towards enhancement of the self-worth and dignity of individuals.

4.5.7 *Quality of Life as a Community Member*

A significant number of respondents report that there has been no effect on their participation in community participation as a result of obtaining their qualification. However, 37.5% of respondents reported that they participate in committees, whilst 12.5% believe that the qualification enabled them to contest for public office, although

such participation may also be attributable to other factors (Table here showing effect on community participation).

It is noteworthy that respondents feel that their participation has been facilitated by their qualification, as it proves even more the personal and social benefits that accrue from non-formal education programs. This is especially true with regard to the fact that political participation in particular, has been waning over the years. Clearly, education can inform people better and empower them to seek greater participation.

4.5.8 Employers' Attitudes towards Distance Education Qualifications

In this section, what are reported are perceptions of distance education past students. The distance education qualifications seem to be quite acceptable to the employers. Some 46.2% of the respondents seem to suggest that their employers recognize the qualifications attained through distance education. During in depth interviews, it was further found that some of the respondents feel that whether or not the qualification is recognized depends on the context. In this regard, during in-depth interviews it was found that the perception is that for instance, when two people are interviewed for a job, the employers would employ a person with non-formal education qualification only when there is no one with the same qualification from a formal school. However, only 3.8% feel that qualifications attained through the distance learning mode are not appreciated (see table below).

Table 21: Attitude of employers

Attitude	Frequency	Percentage
Fine and appreciated	12	46.2
Necessary for productivity	6	23.1
Source of upward mobility	5	19.2
Other	2	7.7
Not appreciated	1	3.8
Total	26	100.0

In spite of these perceptions, employers who were interviewed, similarly to employers the night school past students, do not seem to perceive them any differently from everybody else. On the question of whether there is any discrimination between formal and non-formal acquired qualifications, employers maintain that this is not so. As one put it:

There is a serious stigma attached to schooling in non-formal ways, but only from the perspective of the participants themselves. But it is a wrong perception, as we do not pay attention to that whatsoever. After all we do encourage our workers to enroll in night classes, and give them time off as well as reimburse them all or a proportion of their fees, depending on whether they pass or fail. We also find that they are the best workers, the best workers.....”

They all concurred that after all, a JC or Cambridge certificate is just that, and does not even stipulate whether one obtained it through formal or non-formal ways. The research determined that some organizations such as Kgalagadi Soap Industries even have a policy of awarding salary increments and promotion of staff on acquisition of a higher qualification.

4.5.9 Problems Encountered by Distance Education Students

Learning by distance mode seems to be thronged with problems, however, 5.5% of the respondents do not have any problems studying by distance mode. Apart from these, other distance education students report a lot of problems. Some 18.2% of the students find studying by distance inconvenient, due to tiredness and other responsibilities that they have. Other reasons that were cited include the fact that full time jobs place a lot of stress on the learners. When they go on trips, they do not have the time and an enabling environment to do school work. For those students who are not employed, it would make a difference to attend tutorials during the day when they are still alert, but teachers and facilities can only be available after hours. Some 21.9% of current students report that the teachers also have full-time jobs, and are often tired by the time they have to teach distance education students, and 14.3% would like the teachers to apply themselves more seriously. Naturally, teachers who also have full-time jobs may not have adequate preparation time and that may further impede their teaching effectiveness, although one should bear in mind that most of the time teachers are not teaching anyway. As indicated in the discussion on the operational conditions, teachers may not even solicit questions from students, but only respond to students' questions.

Most of the participants are used to the teacher-centered teaching approaches observed in many

classrooms in Botswana (Prophet, 1990 Fuller and Snyder, 1991, Ramorogo and Ogunniyi, 1994, Tabulawa, 1995). For this reason, they are uncomfortable with the fact distance learning due to the fact that they have to do a lot of work on their own, as reported by 23.3% of current students (see the table below).

Table 22: Problems encountered by learners

Problems	Frequency	Percentage
Do most of the work on your own	17	23.3
Teachers often too tired	16	21.9
Lack of equipment and facilities	14	19.2
Studying is inconvenient	6	8.2
Studying too costly (cannot afford)	3	4.1
Other problems	13	17.8
No problem encountered	4	5.5
Total	64	100.0

The situation depicted above attests to the inadequate guidance and assistance in the program, which came up during in depth interviews. In doing most of the work on their own, students feel that they miss out on the necessary and immediate feedback they need in order to proceed confidently. They also miss out on the necessary scaffolding that teachers would normally provide. Hence, the need for a more effective tutorial system cannot be over-emphasized. In the future there will be a need to explore the use

of television and more effective use of radio to offer educational support to distance learning students, which will benefit other groups, such as the non-formal night students. Another problem that was cited by 19.2% of respondents is lack of equipment and facilities. As one informant stated in frustration:

We lack textbooks and experience (sic) equipment like in science subject..... and some people are (sic) not learn properly because they were tired after work....

Considering the age range of the learners, a reasonable number of them would benefit from a learning environment that provides ample opportunities to provide both the hands-on and minds-on experiences in the learning process. This is more likely to happen if there were purpose built facilities for this kind of education. Some 17.8% of the learners cite other problems such as worksheets arriving late, tutors taking too long to give them feedback on their submitted work and the long distances between them and the tutors. In this regard, one informant reported that:

Distance learning is a demanding type of education. We do most things on our own. Also, one has to work and learn at the same time. It is time consuming...most of us feel tired after work....

Another respondent reported in frustration that:

my problem is that I spend most of my time at the remote area therefore not up to date with my studies...

In a similar vein, another informant said:

I understand it's okay is only that some of us we working at remotest areas where you cannot find anyone to help you at

all.

In order to ameliorate some of these problems, BOCODOL should explore the possibility of working with NGOs to try to find ways of extending tutorial/weekend lessons and other support to students who are based in remote and similar areas. It is precisely these people who need this type of out of school opportunity the most. The distance learning students are normally placed in contexts that do not have night schools either, hence they have the greatest need for an appropriate form of distance learning that takes their particular context into consideration. As it is, BOCODOL has centers mainly in much more easily accessible areas, whose dwellers have a few more options for advancement than the remote area (and similar) dwellers. If this particular problem is not addressed, then even the proposed decentralization of BOCODOL activities will not have a significant bearing on this lot of students.

Teacher absenteeism was another frequently cited problem amongst distance learning students, similarly to night schools. In this vein, one respondent reported that:

Some teachers absent themselves from classes for a week or even for a month without informing and consulting us.....

Yet another stated:

Most of the teachers do not provide guidance (to us). Slow and old learners were left behind in the dark.....most of the slow learners were assisted by counterparts.....

It would seem that the current way in which tutorials are run needs to be reviewed, so

as to enable the tutors to engage the students, and help them to identify their problems.

As one tutor stated:

Often our hands are tied, because we are supposed to sit and wait for the students to ask questions, and often they do not. The thing is, if they do not know that they do not know, so they need to be guided to identify their problems....

4.5.10 Suggestions on how these Problems can be Solved

A variety of things could be done to ease some of the problems the distance learning students are experiencing. Some learners (10%) feel that they should be given some time off during the examination time in order to prepare for examinations, whilst 12.9% feel that they should be allowed to knock off earlier on the days on which they attend tutorials so that they can start off early. Regarding the effectiveness of the teachers, 14.3% of the respondents feel that the teachers should take the work seriously and apply themselves to work. Also, 30% of the respondents feel that the teachers should be more involved in giving the learners guidance in their schoolwork. It appears that the students take the role of the teacher very seriously and feel that the teachers do not play their role well. Though the students are supposed to be mature, it should be understood that they are coming from a culture of schooling where the role of the teacher is central. It seems to them, that it is a bit of an anomaly that they have to do a lot of work on their own. Looked at in another way, there seems to be enough justification for some of the frustration experienced by learners as there is a recurring call for workbooks to be marked and returned on time. An informant lamented that:

I had a very serious problems (sic) between me and the office, they failed to send study books in time. Although I am staying in the remotest area, there was a communication break down I used to receive letters with expired dates (sic).

I could have done better I had long (sic) illness. So I have stopped on the way to proceed (sic).

The delays have also been reported with regard to marking of question papers as reported by one:

I received the question papers very late and had to send them to Gaborone for marking which result (sic) in them being sent very late after being marked if that would be improved by speeding up the sending of paper just it's done in formal education

Another said:

There is too much delay of scripts (sic) by the teachers. It took long for the marked scripts to be given back (about a month or two), but others handed theirs in 1997 and are still waiting.

Yet another complained:

Some of the teachers came to classes at night tired because of their daytime work. Teachers should apply themselves more seriously to their work because we value it.

This may actually point to a problem that may be generally common to the operation of the study centers, due to the use of people who already hold daytime jobs. The situation seems to call for a review of this policy, which while it may be cost-effective since the teachers would be paid on an hourly basis, does not however seem to be achieving desired results. Teachers may be too overworked to either teach effectively or be able to return scripts on time as the respondents indicated.

Some 25.7% of the respondents feel that other things could be done to resolve these problems. Some students work in shifts in libraries this often coincides with tutorial

time. They feel that some flexibility should be built into the program to allow those who are interested but cannot attend after working hours to be able to attend during working hours in addition to the weekends. Some learners in this category also feel that perhaps, the tutorials should be coupled with some real teaching sessions to make up for their deficits that made them not perform too well in the J.C. and COSC examinations in the first place. Others still, feel that there should be tutors within easy reach for all students.

One suggested:

Try to take distance education to the remotest areas

The point raised in the foregoing reflects the serious predicament of the remote area distance learning students, who are far from designated centers and lack the necessary contact with their colleagues and tutors. In order to address this problem, BOCODOL should try to work with and enlist the services of NGOs to try to find ways of extending tutorial/weekend lessons and other support to students who are based in remote and similar areas. It is precisely these people who need this kind of out of school opportunity the most. Kuru Development Trust through the Kuru Training Center is doing this for example. They are currently assisting school leavers who are enrolled in the distance learning program run by BOCODOL (Le Roux, 1999, 18).

4.5.11 Summary

These are summarized together as they have many features in common. The participants of the night schools and distance learning programs clearly view them as

viable and popular alternatives to formal schooling in the pursuit of higher education. However, it would appear generally that one generally faces many hurdles in pursuit of education in a non-formal context. Consequently, those who actually make it have benefited from a number of interventions, financial and moral, that have enabled them to stay longer in school and hence, to achieve educational higher attainment.

Both programs are generally patronized by larger numbers of women than men are. This makes them very crucial alternatives for girls and women as they face greater hurdles than men in formal schooling, due to a variety of familial, cultural and socio-economic issues peculiarly affecting them. Pregnancy and child-bearing and rearing, as well as care-giving, which is more predominantly a women's role are all impediments to women's schooling. To a large extent these problems persist even in these alternative modes of learning. However, the flexibility offered by the "after hours" operation of these programs mediates these problems to some extent. It is important to note that this observation would also refer to those who are unemployed, who have to attend to child-minding and house-hold duties during the day because the other members of the family would be available in the evening to "take over."

These two programs are beset with a variety of "operational" problems that to some extent negatively affect their impact on the lives of the participants. These range from the unavailability of facilities and equipment for the teaching of specialized subjects, especially science and technology-oriented subjects, which are consequently either not offered or are not properly taught. This is a serious setback to attainment of equity in educational participation, and dis-empowers this group of learners by automatically barring them from taking up these key subjects, thereby discriminating against them on

the basis of their mode of learning. There is also unavailability of workbooks, which some students cannot afford, but which are crucial to their learning, because they emulate closely the nature and content of examination questions.

Steps should also be taken to provide private night (and day) schools with a few copies of basic (and supplementary) texts for classroom use by these students. At the moment only those who are able to afford these have access to them, and the majority clearly does not. This is obviously another context for inequitable access to resources between formal and non-formal education programs, which impacts negatively on the benefits of education to non-formal learners.

It would seem that most do not get reintegrated into the formal education system, although participation clearly increases their options for doing so. Although re-entry is not the *raison-d-etre* of non-formal programs, it is nevertheless an important aspect of it. Hence, the low re-entry rates registered in this study do not augur well for the potential of this program to raise girls' higher attainment levels. It also indicates that if re-entry is to be meaningfully facilitated, participants should be targeted when they are still younger, before they get caught up in a cycle of poverty, which would be further complicated by childbearing and child-rearing responsibilities, as well as marital and cultural obligations, especially for women. Thus, the longer they spend before educational options become available, the less likely they are to be reintegrated.

5.0 RECOMMENDATIONS

5.1 Workplace Literacy

1. Improve the general working conditions and salary structure of literacy group leaders as per recommendation made previously in the (Choudhury, 1995) Study) in order to motivate them.
2. The allowance of literacy group leaders for example, should be calculated on per hour pro rata basis.
3. Specific measures need to be undertaken in order to attract women into programs, as they are currently grossly under-represented.
4. There seems to be a possibility here for introduction of modularization of the literacy program to enable the participants, to continue with their studies whilst out of their stations.
5. Integration of income generating ideas/skills into the program, not as a separate program as at the moment, but as a part and parcel of the workplace literacy program.
6. Learners aspire to learn English and to be taught in English, as they feel that English is needed everywhere and they are particularly disadvantaged from communicating and carrying out their duties well, due to lack of English proficiency. At present all proceedings are carried out in Setswana, and English is only introduced at the post literacy stage, after Prima 5. The introduction of English to participants in this program may also stem the tide of the stigma attached to the program.
7. There is need to work on removing the serious stigma that is attached to the literacy program as a whole. One way to do this may be to continue to engage organizations in a dialogue about provision of tailor-made workplace literacy programs, which will be more in line with what the participants actually do. This

will also ensure direct relevance and application of what is learnt to the job context. The Debswana literacy program is attempting to do just this.

8. To find ways of testing and appropriately certifying the semiskilled workers/artisans, who have amassed much technical knowledge about particular trades, and some literacy, which makes them more productive, but who do not possess the requisite certificates. This is despite the fact that their job responsibilities encompass areas that they are otherwise untrained for, but they perform well in, and often have more practical knowledge than their seniors, who are new in the field but possess requisite academic qualifications.
9. The program ought to find ways of issuing certificates, or to stipulate the equivalency of the completed prima, with regard to the formal educational system, as these would carry more weight with the employers. This would also greatly raise the self-esteem of participants. It might also draw more people into the program as there is presently a stigma attached to this program, where it has been reported that many are shy to be associated with it. Also, continued and greater encouragement to companies to offer work-related literacy classes, especially programs that are tailored to the needs of the workplace, such as Debswana is doing. Strong partnerships should be forged, and the DNFE can exploit and expand its existing out-reach channels to actively engage private and Non-governmental organizations in order to spearhead this initiative.
10. There is a need to couple women's participation in literacy classes with leadership training (applies to all programs). One of the objectives of the programs is about whether participants are active participants in the community. One would assume that this means "membership of key committees, and similar activities", yet the study has not found this to be the case at all, hence the recommendation.
11. Establish better outreach strategies to encourage more companies to offer workplace literacy that is also aligned with the requirements of the company.
12. Establish the exact magnitude of poor eye sight as a deterrent to enrollment in literacy classes, and as an impediment to learning, and find ways of assisting those who are affected.
13. Encourage organizations to assist their workers to secure optical attention, by

possibly assisting them through purchase of glasses, and have the money deducted from their salary or some arrangement of that nature. This assistance would enable people to enroll, and to participate meaningfully who otherwise may not be in a position to do so.

14. Improve awareness and out reach to ensure that a greater number of organizations/ work places are aware of the existence of the work place literacy program, in order to ensure that many more know about it. To this end, there may be a need to compile a more comprehensive list of potential clients/workplaces that could be approached.
15. Review relevant sections the adult literacy materials, with a view to adding more math.
16. Consider the possibility of starting English lessons at prima 3 or four, so as to empower the learners, and to enable them to have the basic English proficiency, which they would be required to have if they were to transfer to formal classes. This is especially so because English will be taught from the third term of standard 1.
17. In view of the advantages that accrue from operation of an internally-oriented literacy program, organization/work places should be encouraged to initiate literacy programs that will be more in line with their internal needs, whilst still imparting the basic literacy and numeracy skills.

5.2 Income Generating Projects

1. Literacy group Leaders seem to spear head the inception of business ideas and their setting up therefore where possible, assistance should be given in skills training, especially of Literacy Group Leaders, and to ensure that the benefits cascades to the participants.
2. In view of the fact that income generating projects are either closing down or reported to be working while they are not, there is an urgent need for the Department of Non Formal Education personnel should work closely with other extension staff members to provide project participants with technical expertise

they would need to operate their projects on a more sustainable basis.

3. The program should organise training in interpersonal, group skills and participatory techniques for project participants in order to enable them to handle interpersonal and group conflicts experienced in the implementation of projects more amicably.
4. Advanced business management skills training should be provided to Literacy Assistants, so that they would be in a good position to advise, and guide Literacy Group Leaders and project participants in market analysis, accounting and other techniques needed to advance the performance of the projects. This would enable the projects to help participants to use the accrued income to improve their quality of life. In particular, training should be offered in record keeping and management in order to improve the economic efficiency of these projects.
5. Given that most of the income seems to be coming from NGOs it is being suggested that train Literacy Group Leaders be trained in effective negotiation and project memorandum writing skills so as to enable them to secure funding for these projects' long term sustainability.
6. The LGL and project members should be encouraged to work more closely with VDC and other structures of village leadership to enhance acceptability and involvement of all these structures, to ensure that they reflect much more closely the needs of the community.
7. While in practice projects are started after completing the primas, it is recommended that IGP be established as soon as a project idea is conceived. This would help learners to apply aspects of what they learn in their classes immediately in the project which would motivate them to want to learn certain essential skills they need to operate their projects which in turn might reduce the problem of drop outs from the literacy program. Participants therefore can be members of the IGP even before completing the literacy course.
8. Where possible, assistance should be given in skills training, especially of literacy group leaders, and to ensure that the benefits cascades to the participants.
9. Training should be given in leadership skills for both men and women

10. Business management skills training to be given to literacy assistants as well, so that they will be in a good position to advise, and guide people in market analysis to enhance product viability and marketability.
11. There is need to train literacy group leaders in negotiation skills so as to enable them to secure funding for these projects' long term sustainability.
12. To take measures to target women and increase their participation in horticultural and other male-dominated projects.
13. The use of media, including TV, through staging of skits and other forms of drama should be explored to show-case successful projects and to increase participation

5.3 Distance Learning

1. Marking and returning of scripts needs to be more efficient. Presumably this will be catered for in the soon to be implemented development, whereby the study centers will be very much independent with regard to key operations such as registration, marking and returning scripts, etc.
2. Employ full time tutors to ensure timely return of scripts and effective attendance to students' problems, etc.
3. Explore possibility of using computerised student identity cards that can be used for registration, and to facilitate switching/transferring from one center to another, as well as to keep track of students all the way up to the point when they write examinations. This would help greatly in ascertaining if, and the numbers of those who actually end up writing examinations. That way, the system can also keep track of those who quit and later rejoin. At the moment there seems to be no way of determining these important trends in any reliable way.
4. Encourage and shared use of Resources between local schools and study centers. The exact mechanism for doing this will be worked out amongst various parties.

5. BOCODOL should try to work with and enlist the services of NGOs to try to find ways of extending tutorial/weekend lessons and other support to students who are based in remote and similar areas. It is precisely these people who need this kind of out of school opportunity the most. Kuru Development Trust is doing this for example.
6. To urgently review the way “tutorials” are currently being conducted, so as to make them more interactive and meaningful and beneficial to students learning.
7. To review teaching-learning materials immediately, with a view to make them more student-friendly, in terms of addressing their specific context as adult learners.
8. Learning materials should be reviewed with a view to making them more student centered, and to reflect teaching of higher order cognitive skills, as is espoused in the Revised National Commission on Education. At the moment some of the material tends to encourage rote learning, and assessment is more concerned with lower order skills. This requires careful selection of a writing team that is well vested in both pedagogical strategies and relevant content. Materials should start with a stipulation of objectives that reflect both lower and higher order skills. This would guide the students accordingly as they go through the text. At the moment, some of the learning materials do not seem to have a clearly thought-out objectives, and this leads to rote memorization. There is however, an attempt to contextualize some examples to the Botswana situation, which is commendable as it makes learning meaningful and purposeful.
9. Materials should also be reviewed for factual accuracy, which is problematic in some subjects at the moment. Revision of materials should also reflect a more skills-oriented curriculum, as envisaged in the RNPE.

5.4 Non-formal Night Schools

1. Offer tax rebates to private schools, to encourage them to lower school fees.
2. Assist with provision of learning materials to students, by supplying a few

copies of prescribed and key support texts to night schools, in order to improve the learning environment.

3. Consider offering loans to students pursuing their studies privately.
4. Encourage non-formal night schools to forge linkages with the Junior Achievement Botswana (JAB), and find the mechanism of extending the services of JAB to the learners, as the BOCODOL has begun to do (BOCODOL Newsletter, No.1, 2000). This will give them the necessary practical business exposure and essential preparation for the business world.
5. Encourage/Arrange motivational talks, talk shows and TV shows featuring past participants of night schools, in order to create awareness, inspire and motivate current and potential participants.
6. Encourage get-togethers of past participants of schools such as CCC, which would help to de-stigmatize attendance of night schools.
7. Encourage and/or facilitate shared use of resources between government formal schools and the local non-formal night schools.
8. Encourage employers to create enabling environment for employers to enroll in these-loans, time-off for studying for, and for exams.
9. Embark on an awareness campaign targeted to encourage workers to enroll either in distance education or night schools, via TV Botswana, for e.g., showing possibility and potential benefits of further education, issuing information, etc.
10. There is need for a code of conduct, which encompasses attendance regulations, to ensure a reasonable level of commitment to duty by night school teachers, which stipulates the penalties to be imposed if these are breached.

5.5 Community Schools in Remote Area Settlements

1. Explore possibility of using itinerant and multi-grade teachers for communities

that have few or no educational opportunities, such as remote area communities.

2. Where community schools exist, the district should assist them in a systematic way, regardless of the status of the settlement.
3. The RADO should be more sensitive to, and work much more closely with the communities from which many of the children who are housed in hostels come.
4. The RADO ought to engage these communities better in order to find out the best possible ways of providing their children with education generally, and to find an acceptable solution to the problems that plague hostel administration in particular.
5. Teachers who are sent to teach in these communities should receive cultural sensitivity training through workshops, in order to create awareness about the special socio-cultural, political and economic context of children of remote areas in particular.
6. Educational materials that depict the peculiar conditions and life styles of some remote area communities should be produced

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7.0 APPENDICES

UB Policy on Correspondence Programs

Questionnaires for 5 programs

Sample study center time table-Kang

BOCODOL Tutors' Guidelines

Organizations Interviewed

Kgalagadi Soap Industries

Water Utilities Corporation

Department of Water Affairs

University of Botswana

Metsef Trading

Spar Supermarket

Debswana