Addendum A – Letter of Consent

Topic: Open & Distance Learning (ODL) and Access to Higher Education in Southern Africa: The Experiences of Botswana

Dear Participant

I would like to invite you to participate in a research project aimed at finding out how the development of ODL can impact on access to higher education. It has been established that through its flexibility, ODL has the potential to increase enrolments substantially and address dynamic training requirements and diverse student needs, much more adequately and cost-effectively than the face-to-face model of delivery. However, it appears that in dual mode higher education institutions in Southern Africa, Botswana included, the opposite seems to be true, where students enrolled through the ODL model seem to be just a small fraction of the student body. It seems that in these institutions ODL is failing to deliver, or it is not receiving the requisite attention and support for it to deliver as expected. As such, Southern Africa continues to have one of the lowest participation rates in higher education (Donat, 2001; SADC Social Development Department, 2006; Daniel, 2007) in the world, despite enlisting ODL to help open up access.

I will collect data myself through individual interviews. I would also like to request you to grant me your permission to make an audio recording of the interview in which I shall be discussing this challenge with you and requesting your opinion on what could be done to address this state of affairs. The audio recording will assist in accurate transcription of the data and also as ready reference during the data analysis and interpretation phase. Your participation in this research is voluntary and you will be able to opt to discontinue with it should you find it necessary to do so at any point of the research study project. To ensure confidentiality, you will not be asked to give any information that will reveal your identity or allow it to be established. Your role in the research process will involve responding to interview questions. I may also request to make follow-up questions after the interview, if during the process of data analysis and interpretation it becomes necessary to make such a follow up.

The results of this study will contribute towards my PhD qualification in the first instance. Since the research is on an issue that considers improving access to higher education and training, an issue that hinges on a strategy that can improve the human resource development drive for Botswana and the region as a whole, its findings are also expected to be of interest to policy makers and higher education providers in Botswana and the region.

If you are willing to participate in this study and *also granting me permission to use an audio recording device during the interview*, please sign this letter as a declaration of your informed consent to participate in this project willingly and that you understand that you may withdraw from it at any time.

Thank you.

Participant's signature…… Date……..

Researcher's signature…… Date…….

Yours Sincerely

Bogadi Nage Sibande (**PhD Candidate)** Cell: +267 71689469 e-mail: sibandebn@hotmail.com

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

TERTIARY EDUCATION COUNCIL

Private Bag BR 108
Gaborone, Botswana
TEL: (267) 3900679. FAX: (267) 3901481

Ref. TEC/PPR 6/2/9 I

31st July 2008

Bogadi Nage-Sibande
Botswana College of Distance & Open Learning
Private Bag BO 187
GABORONE

Dear Mrs Nage-Sibande

RE: Request for Permission to Conduct Research

We acknowledge receipt of your letter of March 2008 requesting for permission to conduct research with the Tertiary Education Council (TEC). Please accept our apologies for the delay in responding to your request.

The TEC is pleased to grant you permission to conduct research and would appreciate to receive a copy of the final report of your research.

Yours sincerely

Patrick Molutsi
Executive Secretary, TEC

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

University of Botswana
Office of Research and Development

Private Bag UB 00708
Gaborone
Botswana

Telephone: (267) - 3552900/2902
Fax: (267) - 3957573
Telex: 2429BD
E-mail: Director jongmang@mopipi.ub.bw

REF: UBR/RES 3/7

03rd March, 2008

Mrs Bogadi Nage-Sibande
Botswana College of Distance and Open Learning
P/Bag BO 187
Gaborone

SUBJECT: **RESEARCH PERMIT FOR PhD PROJECT - Mrs B. Nage-Sibande**

Your request to the Office of Research and Development (ORD), for conducting interviews at the University of Botswana towards the fulfilment of PhD Studies is hereby granted.

The University of Botswana in compliance with the Botswana Anthropological Research Act of 1967, and its Policy on Ethics and Ethical Conduct in Research ref. no RD 04/05H expects that you will uphold and apply high ethical standards whilst working with human subjects. Upon completion of your PhD Thesis you shall deposit a copy to the University of Botswana; Office of Research and Development, the University of Botswana Library Services and the Botswana National Archives for dissemination purposes.

We wish you every success during your field work.

Thank you,

Prof Isaac Mazonde.
Director, Office of Research & Development

Cc: DVC-AA
Deans, Directors and HoD's
Dr T Nhundu, Director, CCE
Dr. J.J. Malete, ORD Deputy Director

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

TELEPHONE: 3655400
TELEX: 2944 THUTO BD
FAX: 351624/3655408
REFERENCE: E11/17 XXXXII (27)

REPUBLIC OF BOTSWANA

MINISTRY OF EDUCATION
PRIVATE BAG 005
GABORONE
BOTSWANA

10th March 2008

To: Bogadi Nage- Sibande
Botswana College of Distance & Open Learning
Private Bag BO 187
Gaborone

RE: PERMISSION TO CONDUCT RESEARCH ON "*HOW THE DEVELOPMENT OF DISTANCE EDUCATION IMPACTS ON ACCESS TO TERTIARY EDUCATION IN SOUTHERN AFRICA*"

We acknowledge receipt of your application to conduct research on "How the Development of Distance Education Impacts on Access to Tertiary Education in Southern Africa"

Therefore this serves to grant you a permit to conduct your study with the main aim of studying the educational environment in Botswana to determine, examine and explore among others the role of distance education in opening access to tertiary level education and training in Botswana. The permit is valid for a period of one year effective from 10th March 2008 to 10th March 2009.

Furthermore, you are requested to submit a copy of your final report of the study to the Division of Planning, Statistics and Research, Ministry of Education, Botswana.

Thank you.

Yours Faithfully

B. Monyaku
For /Permanent Secretary

Interview Transcripts - T1

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: So, may be we should start our interview.

Participant: *Ee mma.*

Researcher: I would like really to thank you for your voluntary participation in this research.

Participant: *Ee mma*.

Researcher: *Ee, rra*. As I have indicated before, I'm a student of the University of Pretoria, undertaking a study about how the development or otherwise, of the open and distance learning mode can impact on access to tertiary education. *Ee, rra*. This research is going to culminate, as I explained before also, into a thesis, which I'm going to present to my university for assessment eh, for a PhD qualification.

Participant: Ok.

Researcher: But in addition to that, I expect the knowledge that we will generate out of this to be of interest to a wider audience. *Eh*, since it is touching on access to tertiary education, which happens to be one of the issues of concern to Botswana, the southern African region and beyond. *Ee rra*, this is why I appreciate very much that you've agreed to participate in the process of generating this knowledge.

Participant: Ok.

Researcher: *Ee, rra*. I am aware that one of the principal roles of your institution is to provide guidance with regard to the future direction of tertiary education in Botswana, and this has meant taking a leadership role in research informed policy development, as well as the transformation and restructuring of the Botswana tertiary education system.

Participant: *Hmh* with a nod.

Researcher: Your institution is also concerned with ensuring quality in the development of tertiary education system that is sensitive to the needs of the economy in terms of human resource development, as well as the needs of the individuals and also considering global competitiveness.

Participant: *Ee mma.*

Researcher: *Ee, rra*. Now, in your experience, in a research oriented institution which is concerned with access to tertiary education among other things, what is your opinion of the rate of participation of Batswana of different ages in tertiary level education and training?

Participant: In general tertiary education?

Researcher: Yes.

Participant: Well, is, is, eh, my opinion is that it is very low.

Researcher: Ok.

Participant: By comparison, not only to quite a large number of our neighbours. But also compared to countries around the world that are undergoing development as Botswana.

Researcher: Ok.

Participant: We are falling far behind. So really a lot has to be done to increase the rate of tertiary level participation …

Researcher: *Mhm*.

Participant: **…** in our country.

Researcher: Alright. Would you say the existing tertiary institutions in the country are coping with the demand for tertiary education and training?

Participant: Oh, they're certainly not coping.

Researcher: Ok.

Participant: There is a major constraint in terms of availability of opportunities within the country…

Researcher: Ok.

Participant: … for tertiary. As you know, in fact, as a result of that constraint, government has been spending an enormous amount of money sending students for under-graduate programmes to study outside the country.

Researcher: Ok. *Ee rra. Eh*, research indicates that sub-Saharan Africa continues to record very low, actually, the lowest participation rate in the world, *eh* in the level, *eh*, tertiary level education. Would you say that this is true for Botswana at this present moment?

Participant: This is true for Botswana. *Eh*, and it is so largely because of the costs.

Researcher: Ok.

Participant: *It's a very expensive level of education*.

Researcher: Mhm.

Participant: *And therefore it is not surprising that many countries don't have the necessary infrastructure*.

Researcher: Ok.

Participant: *Or where some have infrastructure, they don't have the operating budgets …*

Researcher: *Mhm*?

Participant: *… to run those infrastructure and pay the necessary salaries …*

Researcher: Ok.

Participant: And you end up with eh, *a high degree of decadence …*

Researcher: *Mhm*?

Participant: … *of the infrastructure because of poor maintenance*. And all that has also really been the effect of the exodus of the best teachers and lecturers of the tertiary sector.

Researcher: Ok. Would, *eh*, what percentage of the eligible population, particularly within the 18 to 24 age group would you say manages to access tertiary education within Botswana?

Participant: Well, … in Botswana now, is slightly better, the last two years, because of the major decision that was taken both by this institution that I represent, the Tertiary Education Council. But mainly by government … to sponsor students to private tertiary institutions.

Researcher: Ok.

Participant: And that has increased it from somewhere around *eh*, seven, nine percent to the present close to fourteen percent.

Researcher: Oh, ok.

Participant: Last year it was eleven point four. There've been major new enrolments. Take for instance Limkonkwin alone has doubled its intake from about five point four last year. It is now eleven point two or so.

Researcher: Ok.

Participant: So that has actually helped to push the participation rate to as I say close … and if you include *eh*, public, not tertiary, but post O'level population, you are at fourteen.

Researcher: *Mhm*

Participant: But if you are strictly tertiary, we must be at twelve point five.

Researcher: Ok?

Participant: *Ee,* as of this year.

Researcher: Ok?

Participant: This is my rough estimation.

Researcher: *Yah*.

Participant: Last year it was eleven point four.

Researcher: It was eleven point four. Ok. *Ee rra.* So, so apart from *eh*, government *eh*, opening up the sponsorship would you say there are any other factors that could have contributed to the increase?

Participant: Yes, the... First of all the availability of more private tertiary institutions which are … slightly more recognised through the registration of TEC. Even private students have found reason to go there, when in fact they would have been...

Researcher: *Yah*.

Participant: But government has also increased its own public tertiary institutions. There's more of them.

Researcher: *Yah*.

Participant: For example, Francistown College, Technical College, which was opened by the President this morning.

Researcher: *Ee rra*.

Participant: And, *eh,* a number of other institutions. There've been quite significant expansions at the University of Botswana. And all these are, together with some of the improvements at colleges like the renovation of the Francistown College of Education, have and of course we have the up coming Odi Technical College, which hasn't opened yet.

Researcher: *Mhm*

Participant: But these are new opportunities that did not exist before. And they are also impacting directly the increase …

Researcher: The increase.

Participant: … to participation.

Researcher: Ok. Now with regard to participation of the different age groups in tertiary level education, how does Botswana compare with other countries in southern Africa, especially South Africa, Mauritius and Namibia, which are usually our comparators?

Participant: *Yah,* well, I haven't done a careful comparative eh, review of the situation in the region.

Researcher: Ok.

Participant: But looking at the history of education and the comparative infrastructure.

Researcher: *Mhm*

Participant: I would think that Botswana is doing similarly low

Researcher: Ok

Participant: when it comes to particularly the adult population.

Researcher: *Mhm*

Participant: But it's highly likely, proportionately speaking, to find more South Africans, possibly more Mauritians and so on …

Researcher: Ok

Participant: … participating at slightly higher levels than Botswana. But I must say I don't have figures with me to that effect.

Researcher: Ok. *Ee rra.* Recently research indicates that actually there is a trend in many developing countries where more and more employees and other adults want to access tertiary education. Is this true with Botswana as well?

Participant: We are at *eh*, very early beginnings of that

Researcher: Ok

Participant: *Eh*, and it is evident in fact if you … look at some of the part-time programmes at the University of Botswana …

Researcher: *Mhm?*

Participant: In the evenings, for example … you …, especially in the area of business studies, but also at graduate level. There are growing numbers. The numbers are showing a positive direction in some codes. But certainly we still have a long to go, compared to, for example Zimbabwe.

Researcher: Ok?

Participant: Where the Open University of Zimbabwe is very busy for example.

Researcher: *Yah.*

Participant: But not only that, but even the public universities, public and private universities have a lot of evening programmes …

Researcher: Ok.

Participant: To show that there is a lot of … a higher participation of the adult working population …

Researcher: Ok.

Participant: … in tertiary.

Researcher: Ee rra. The trend of the adults … the adults becoming much, much more interested in going back to learning, what do you think influences that?

Participant: Well, several factors. *Eh,* the level of your last qualification … is very important. In other words, if I only did Standard seven, the chances that I would want to continue tend to be lower than someone who did JC and wants to continue with O'Levels.

Researcher: *Mhm?*

Participant: And that one who has O'Levels and wants to go for another qualification, tend to be higher.

Researcher: Ok.

Participant: So, I think there is a tendency to … to … the closer you are to tertiary, the higher the value you have for the tertiary …

Researcher: Ok.

Participant: … and the feeling that you can actually proceed.

Researcher: Ok.

Participant: However, I should also add that another important factor that we should never underestimate is just the … the general learning environment or the culture of learning that pertains or obtains in society.

Researcher: Ok.

Participant: Now, our society is not yet eh, a learning society.

Researcher: Ok?

Participant: *Eh,* there is really a lot of … very many people with very low levels of literacy and education. And also a rapidly changing society like ours is not … is not stable.

Researcher: *Mhm.*

Participant: The other factor obviously is eh …, the resources at the disposal of the individual potential learner.

Researcher: *Mhm.*

Participant: And of course the fourth factor is the potential, I mean, the culture of training that both the government and the employer may be promoting.

Researcher: *Mhm.*

Participant: So you could look at the fact … the four factors in terms of … the level of the lowest … the last qualification your adult … learner has.

Researcher: *Mhm, mhm.*

Participant: Two, as I said, the general environment encouraging learning and further education … the promotional environment … is not yet there.

Researcher: *Yah,*

Participant: And then I said the resources that is disposable to a learner

Researcher: *Yes, Mhm.*

Participant: And then the general policies related to number two, but whether employers are actually keen to educate … train their people further.

Researcher: Ok, ok.

Participant: And whether in fact there is a strong linkage … during that fourth one … whether there exists a very strong linkage between training and rewards after school.

Researcher: *Ahah!*

Participant: Well, that could be a very important incentive.

Researcher: *Yah.* Ok. If the challenge of the … the interest in the employees for instance and the other adults, *eh* becomes such that now there is an influx of demand into tertiary education, what … what challenges do you think that could bring about, particularly for the providers of tertiary education?

Participant: Well, obviously, *it adds the burden of places and availability of resources, physical and human.*

Researcher: Ok

Participant: Because *you then would need either more lecturers and more schools, or the skills of looking at the whole thing more efficiently by using other modes of educational delivery to relief the face-to-face system. Or even sharing of facilities for that purpose*

Researcher: Ok.

Participant: So I look at this as … well the challenge would be great coz more people would be looking for the extent for you to innovate and make maximum utilisation of the physical resources, human and physical.

Researcher: *Ee, rra*. The Revised National Policy on Education, which …whose implementation commenced in 1994, identified the need to develop tertiary level distance education as one of the strategies through which opportunities to access tertiary level education and training can be expanded. How do you assess the level of development of tertiary level distance education since, eh, 1994?

Participant: Well, at least *eh*, there's been a good start.

Researcher: Ok.

Participant: by establishing BOCODOL as a parastatal responsible for open and distance. Except that it was narrowed down *eh* ... to out of school youth

Researcher: *Mhm?*

Participant: And not so much tertiary.

Researcher: *Mhm?*

Participant: I was just saying to your Director the other day that in fact, BOCODOL should be moving rapidly towards providing tertiary open and distance learning.

Researcher: Ok.

Participant: Because, the out of school youth was just a transitional programme.

Researcher: *Yah.*

Participant: *Eh,* the more you increase schools and opportunities at secondary and vocational…

Researcher: *Yah.*

Participant: then you're literally solving up all those out of school youth that you are servicing. So that client was a transitional client. Whereas, you can't say the same about the working population because they will con … the more they grow and they qualify even with the diploma and certificates and first degree…, first degrees, the more they will demand the higher level qualifications.

Researcher: *Mhm.*

Participant: So the potential there is great. But I must say the infrastructure is still at a rudimentary level.

Researcher: Ok.

Participant: The University of Botswana as you know …

Researcher: *Mhm.*

Participant: because of the pressures on it, of being the only state university in the country for decades.

Researcher: *Mhm.*

Participant: *Has been focusing more on face-to-face and merely trained to develop material for the distance learning mode*.

Researcher: Ok. *Ee, rra* … I understand that currently there are about thirty institutions registered with your institution, that provide tertiary level programmes in Botswana. How many of these offer *eh*, open and distance learning programmes?

Participant: As far as I know, it's only BOCODOL that …

Researcher: Oh

Participant: we have registered. BOCODOL being Botswana College of Open and Distance Learning. It's only that *eh*, college that has been registered with the Tertiary Education Council as an open and distance learning tertiary institution.

Researcher: Ok

Participant: I know for a f… for one that *the University of Botswana has a small window, which is terribly under-developed.* But *eh* ... I'm hoping

that both BOCODOL and possibly BUIST, the new university will also look into that there is a window …

Researcher: Ok

Participant: of opportunity.

Researcher: Ok. So … so … *eh* ... the other institutions are full-time? They don't have any … any ODL programmes on the side?

Participant: Not … not completely. But I should say though that *eh* … *a growing number of individuals are actually using* …

Researcher: *Mhm?*

Participant: *eh over-seas or out of the country privately ... distance learning.*

Researcher: Ok

Participant: If you look at UK Open … I mean ... Open University … there are a few people who are doing programmes with them, directly. If you look at the likes of City and Guilds, you look at the University of South Africa…

Researcher: *Yah*

Participant: there are quite a s … a sig … it's not a large number. But *there are quite a number of families ... individuals and families who are doing programmes with those. The ... as you might know ...* one of our private tertiary institutions is actually … operating on the basis of the University of South Africa. I'm talking about *Ba Isago* …

Researcher: *Ba Isago*

Participant: *Yah* ... You can't call it *eh* ... in fact I was writing a letter just yesterday …

Researcher: *Mhm?*

Participant: saying basically that … *Ba Isago* is artificially turning *eh* … a part-time open and distance learning programme into a face-to-face programme.

Researcher: *Aah?*

Participant: And that is beginning to cause a lot of problems.

Researcher: Ok

Participant: Because when students fail a module…

Researcher: *Mhm?*

Participant: he has to wait for six months to get that module re-sat

Researcher: When … when the other group comes …

Participant: Exactly …when the other group comes.

Researcher: Ok, ok

Participant: So that is the … the difficulty that they are facing.

Researcher: Ok.

Participant: Yes

Researcher: Now across the various tertiary institutions in Botswana, what percentage of the current tertiary level student body … would you estimate as a contribution of open and distance learning … in … in increasing access to tertiary education?

Participant: To be honest eh…I don't know. But I would say *it's negligible* … I would say *neg... I would be surprised if it is two percent* …

Researcher: Ok

Participant: *Eh* … which means that we haven't really exploited that window …

Researcher: Ok

Participant: which as you know is *eh* .. is the most efficient, *eh* .. the most flexible and of course throughout the world increasingly, particularly the working population are opting for that mode. So it's a very insignificant, negligible number, as a percentage ….

Researcher: Ok. If ... I … I … may be I will be asking a question that I will raise later anyway with the University of Botswana, but I would like your opinion on … what … what you think could have contributed to the … ODL within the University of Botswana not really picking up …

Participant: *Mhm*

Researcher: *Ee, rra* if it is a …a … from your … the planning point of view … or from the

Participant: Yes …

Researcher: the policy. Any … anything that you think could have contributed.

Participant: *Yah* ... as I said … *there are several factors. One ... one was eh ... the type of eh ... clientele that was actually putting pressure on the University for its services. It was predominantly the school leaver*.

Researcher: Ok …

Participant: *And ... the nature of that clientele is that they look for face-to-face more than anything*

Researcher: *Yah*

Participant: That's the first thing.

Researcher: Ok

Participant: The second thing is that … *the open and distance learning mode* ... is … is a special … it requires different skills from face-to-face, in terms of *eh* … the teachers and the material.

Researcher: Ok

Participant: And therefore the University … *universities around the world tend not to have those skills. It takes eh ... special skills and effort to develop that mode.*

Researcher: Ok.

Participant: *Eh*, the third thing is that … I think … having been involved in the administration of the University of Botswana at a faculty level …

Researcher: Ok

Participant: As a Dean…

Researcher: Ok

Participant: I also know that *we were always subjected to enormous amount of ... pressure from the requests ... from ... requests on ... from government ...*

Researcher: Ok

Participant: *Asking us to mount this programme and that programme*

Researcher: *Mhm*

Participant: And *that tended to take a lot of people's time from focusing on developing some of these innovative methods of programme delivery.*

Researcher: Ok

Participant: So we were *always either upgrading a group of professionals like Teachers … to do this or … Police eh … well, certificate in law for example … or Prison Officers with eh … certificate in criminology and penology eh … Social Workers here … there.*

Researcher: Ok, *Yah*

Participant: So, there were always demands coming from government …

Researcher: *Yah, mhm*

Participant: to assist with face-to-face upgrading programmes

Researcher: Ok. May be, may be *mhm*

Participant: And I think that took an enormous kind of time

Researcher: *Mhm …* may be because it was the only university at the time.

Participant: Exactly. The point I made earlier

Researcher: *Yah ok*

Participant: *Yah …*

Researcher: And *eh … eh …* providers of distance education claim that *eh …* distance education has the capacity to increase opportunities better than the face-to-face. I would like your opinion on that … *eh …* even though the … the … in Botswana really …

Participant: *Mhm …*

Researcher: What … what has been happening … at the University of Botswana … particularly, there has been … like you have described, a lot of other things interfering with the development of distance education

Participant: *Mhm* …

Researcher: per say … But would you say that this claim really does have a base … Does it hold any water.

Participant: *Mhm* …

Researcher: That distance education can do better than face-to-face?

Participant: *Mhm* …Well, better in the sense of being cheaper and being flexible.

Researcher: Ok

Participant: I think … experience from other parts of the world, especially in the Commonwealth, which I'm more familiar with …

Researcher: *Mhm*

Participant: does indeed show

Researcher: Alright

Participant: and eh … I quoted two universities earlier … the UK Open University and the University of South Africa.

Researcher: Ok

Participant: These are typical examples of universities which have grown through *eh* … length and breath of the world basically. I was surprised the other day to find that UNISA has campuses or … or sites in Canada, in United States, in Brazil, in India, and so on and so forth.

Researcher: Ok …ok … *Mhm* … they've grown *hei*!

Participant: That was amazing. Let alone some in southern Africa.

Researcher: Yes

Participant: I was in Ethiopia early this year …

Researcher: Ok

Participant: where I was *eh* … actually meeting an Ethiopian who is the … the Director of the UNISA centre …

Researcher: *Ahaa*!

Participant: in Addis Ababa

Researcher: Wow!

Participant: So it's all over!

Researcher: Yes, it is. It is! *Yah*!

Participant: So that says something about …

Researcher: ODL

Participant: this … this argument.

Researcher: *Yah,* Yes

Participant: However, there are *eh* ... ODL requires *eh* … a mature learner.

Researcher: *Mhm*... it does

Participant: It requires in the first place, maturity of the learner. And *it also requires a very special environment* …

Researcher: Ok?

Participant: which I call the culture of learning … or the environment of learning.

Researcher: Ok

Participant: Now, societies which are still predominantly *eh* … communal in culture, which are spending a lot of time communicating through eh … word of mouth,

Researcher: Yah

Participant: Which are still socially strong …

Researcher: *Yah*

Participant: coherent so to say. They're not, in my opinion very suitable for learning

Researcher: For learning … ok

Participant: Because, if you are … a student … and you have to find a quiet place to learn and go away. The more you do that, the more you get isolated and the more people will think that you are not being … sensitive …

Researcher: *Yah* …

Participant: to the social values of community.

Researcher: Yes …

Participant: Could be *eh* …

Researcher: you want to isolate yourself … *yah* …

Participant: Enormous … these functions of weddings and funerals … of parties … of church …

Researcher: *Mhm* ... *Mhm* ...ok

Participant: These are things that are consuming people's time.

Researcher: *Yes*

Participant: It's not necessarily the same in other parts of the world

Researcher: *Yah*

Participant: I saw it in … everywhere in Sweden, where I have been for a few years

Researcher: Ok

Participant: Every evening…

Researcher: *Mhm*

Participant: the trains were full …

Researcher: Ok?

Participant: with people … They've even *cou ... eh* … established universities *eh* ... I remember in Sweden, which simply means an adult university. They call it Folk Universidad

Researcher: Ok?

Participant: Now, trains are full every afternoon, with students going there.

Researcher: After work?

Participant: *Yah*, after work

Researcher: Ok

Participant: At about four or five … well … you ... around ten, nine … they're full again with people going back

Researcher: *Yah* ... ok …

Participant: *Yah* … It is like that every day.

Researcher: *Wow* …

Participant: So that's the kind of culture that we still don't have here …

Researcher: *Yah* … we still have a long way to go

Participant: *Mhm*

Researcher: *Ehm* ... Now … now … I … I was also going towards comparing distance education with face-to-face … looking at the … the … the … a dual mode institution.

Participant: Yes

Researcher: Well, The Examples that you were giving were … like UNISA and the others … they are the dedicated institutions of distance education

Participant: *Mhm*

Researcher: Now in the case where it is a dual mode institution … *eh* … reports show that *eh* … the student body *eh* … is much more biased towards the full-time

Participant: *Mhm*

Researcher: And the … the, the … those that are taking programmes through distance education seem to be fewer, contrary to the idea of distance education can actually enrol more … So I want to know what could be contributing to that within dual mode institutions

Participant: That's right

Researcher: *Ee, rra*

Participant: Several factors … and that's … that point speaks to the point I made earlier about how *Ba Isago* is trying to turn … what is otherwise … *eh* … *eh* … *eh* … an open and distance learning …

Researcher: *Mhm … mhm …*

Participant: programme into face-to-face.

Researcher: *Yah … yah …* ok

Participant: And of course they're not running short of clients

Researcher: Ok

Participant: Because we also have … *still have a very strong believe that eh … education and learning is an interactive … direct face-to-face interactive process.*

Researcher: *Yah, yah*

Participant: So *we still have a low value for interaction with the book and with the material on your own*

Researcher: *Mhm*

Participant: And of course *that culture comes ... also predominantly from our high school system,*

Researcher: *Yah*

Participant: *where there is a lot of teaching. And that problem in fact you will also find in the universities ... where the face-to-face mode is such that it leads to teaching, not lecturing*

Researcher: *Ee, rra*

Participant: *Ee.* But to be honest … although universities around the world are s … are trying hard to have a dual mode

Researcher: *Mhm?*

Participant: The truth of the matter is that wherever you go you will always … always find an under-development of the … open and distance

Researcher: Ok

Participant: And that is why, in fact, you then need the dedicated

Researcher: Ok

Participant: type

Researcher: Ok

Participant: Yes, because trying to carry them together … my experience and limited knowledge of the literature is that there are not very many successful dual mode institutions around the world.

Researcher: *Ee, rra.* Ok. Some … some reason it, *eh* ... or those who prefer the … the dual mode, think it is actually cost effective because the two modes are utilising the same resources.

Participant: Absolutely, but that is the ideal … more than the reality

Researcher: Yes

Participant: In fact the … if you have *eh* … not only. *If you have a teacher who can teach ... is teaching face-to-face ... if he can turn that material into open and distance learning ...*

Researcher: *Mhm?*

Participant: That teacher may not teach large classes

Researcher: *Mhm?*

Participant: But he … *you actually can begin to reduce staff/student ratios, which is where the efficiency comes*

Researcher: Ok

Participant: *Then classes can be large provided of course you have tutorial assistants to help with marking and other things like that*

Researcher: Ok, ok

Participant: But *eh* … and indeed, yes … if you have to mount for example *eh* support tutorials once in a while, say on weekend and you can use the facilities

Researcher: Ok

Participant: So yes … theoretically you can safe a lot by having dual mode

Researcher: Ok

Participant: But whether …

Researcher: But in practice it has not yet…

Participant: Not as far as I know

Researcher: Yah, No

Participant: Established universities like for example the University of Cape Town, Wits, Oxford, Cambridge, Harvard …

Researcher: *Mhm?*

Participant: I don't see them seeing open and distance learning mode as a huge real, real …

Researcher: *Mhm?*

Participant: May be Harvard

Researcher: Ok

Participant: To some extend, but not many

Researcher: Ok. The recently *eh* ... approved tertiary education policy emphasises the need for an institution that is dedicated to the development of and delivery of tertiary level distance education. I would like to know what actually influenced that recommendation.

Participant: Well, one was the already existing broader policy framework in the form of the Revised National Education Policy

Researcher: Ok

Participant: The second one was *eh …the recognition that if we are going to expand …*

Researcher: *Mhm*

Participant: in a very significant way …

Researcher: *Mhm*

Participant: *tertiary education participation rate*,

Researcher: *Mhm*

Participant: *then the face-to-face would take us a long time. And it was going to be limited.*

Researcher: Ok

Participant: So *we were actually making the same assumptions that are being made around the world that the open and distance learning mode is cheaper and can accommodate a lot more … more efficiently*

Researcher: Ok

Participant: Yes

Researcher: *Ee, rra*. Now compared to face-to-face mode of delivery, what is the planned status of distance education according to this new approved tertiary education policy? Is it going to be a complementary *eh* … system or are they going to be equal with the face-to-face system? How are they going to be treated when they go together?

Participant: *Yah* … that is an important point. Coz *eh* … when we study in our mind, we have to say on this question

Researcher: *Mhm*

Participant: But, the truth of the matter is that our thinking has been predominantly on face-to-face

Researcher: Ok

Participant: This is evident from *our registration regulations, accreditation regulations*

Researcher: Ok

Participant: *You find them wanting when it comes to open and distance learning*. Our expectations however, is that … We want to see open and distance learning as complementary. As I said earlier, for obvious reasons of its cost and flexibility

Researcher: Ok

Participant: And therefore we will expect that as it grows *eh* ... more and more people … will find that they can pursue their tertiary qualifications at the same time as they are working

Researcher: Ok

Participant: Which is not easy and … for obvious with regard to face-to-face

Researcher: Ok. So, according to this planned expansion, where we are hoping to reach like seventeen percent by 2016 and a further twenty percent by 2026, what is the rate of *eh* ... what is the planned percentage contribution of distance education to this growth?

Participant: We haven't worked it out.

Researcher: Ok

Participant: But the fact that we are … conceptually what we are saying is that … if we are going to have four, five universities in this country, at least one must be a dedicated component distance learning.

Researcher: Ok

Participant: So if that percentage which constitutes about twenty percent can also be reflected in the student *eh* … community

Researcher: Yes

Participant: That would be quite close to our expectation.

Researcher: *Aha*?

Participant: Yes

Researcher: Now, in terms of resources, roughly what percentage of the education budget goes into tertiary education?

Participant: We did a rough estimate. I must say that I'm personally not too sure about it

Researcher: Ok

Participant: But it did show, when we calculated that close to eighteen percent. It's almost nineteen … nineteen point six percent …

Researcher: Ok

Participant: of the Ministry of Education's budget goes to tertiary education

Researcher: *Aha* ... and … and … and of this that which goes to tertiary education, about … about what percentage is planned to go into the development of distance and open learning at tertiary level?

Participant: *Eh* … I'm glad you say planned

Researcher: Yes …

Participant: Because I don't think there is anything going there, because at this point in time BOCODOL is not regarded as tertiary.

Researcher: *Mhm*

Participant: So there is zero right now …

Researcher: Ok

Participant: if one were to talk specifically about tertiary

Researcher: Ok

Participant: However, *eh* … the funding model that we are developing right now uses what we call full time equivalence.

Researcher: Ok

Participant: And it uses two indicators of costs, to calculate on how much budget *eh* … each institution will have

Researcher: *Mhm?*

Participant: It uses *eh* … the full-time equivalence times *eh* … what is the other input, to … to calculate the unit cost.

Researcher: Ok

Participant: And it is that unit cost that will determine *eh* … how much

Researcher: An institution is allocated?

Participant: Yes, yes. So if for example, you have five hundred at BOCODOL you'll translate those five hundred students who may be contact into full-time equivalent.

Researcher: *Mhm?*

Participant: And normally, it's not difficult.

Researcher: *Mhm*

Participant: In other words, you'll regard those as part-time.

Researcher: *Mhm*

Participant: And then you'll calculate. Part-times are normally half of the full-times.

Researcher: Ok

Participant: So you might find that you have something like two hundred, two hundred and fifty

Researcher: Ok

Participant: If it was five hundred.

Researcher: Ok

Participant: Then you calculate the budget on the basis of that

Researcher: Ok

Participant: Yes

Researcher: Alright, No, no … plans at least are there

Participant: *Mhm*

Researcher: And distance education will be accommodated.

Participant: Exactly

Researcher: *Ee, rra*

Participant: Exactly. But eh … distance and part-time we … we obviously don't mean one and the same thing?

Researcher: No!

Participant: *Yah* … Because *eh* … part-time … there is a lot of part-time also growing

Researcher: *Ee, rra*

Participant: Parallel to this

Researcher: Ok

Participant: Yes, but part of the distance is also being turned into part-time.

Researcher: *Yah*. Because with ODL then you explore a few things that can open up the access

Participant: Yes

Researcher: That is why part of it becomes *eh* … sort of semi part-time

Participant: Yes

Researcher: *Ee, rra*. What kind of support do you think tertiary level distance education needs in this country in order for it to deliver quality education?

Participant: *Eh* … first of all it needs *eh* … expertise … (*recorder runs out of power)*

Researcher: (*Changes batteries of the recorder and re-caps on the previous question)* … you were still responding to "what kind of support do you think tertiary distance education requires?"

Participant: *Yah*

Researcher: *Ee, rra*

Participant: Well, the first thing you need to have trained providers and experts.

Researcher: *Ee, rra*

Participant: The second thing *eh* … I think you need infrastructure, in terms of communication.

Researcher: *Ee, rra*

Participant: I'm thinking here of not just *eh* … telecommunications but also postal systems.

Researcher: Ok

Participant: Efficient postal systems. And then, even though we say it's cheap, you still need eh … I see when I'm passing through Pretoria that UNISA has become a huge …

Interview Transcripts – T2

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: I think we can start. I'm not sure *gore* this thing *e batla* volume *e e kana kang*. I … I think we can … we can continue.

Participant: *Mm*

Researcher: Good morning. Thank you for your voluntary participation in this research. I have indicated before, I am a student of the University of Pretoria, undertaking a study about how the development or otherwise of the open and distance learning mode can impact on access to tertiary education.

Participant: *Mhm*

Researcher: *Eh* … this research is going to culminate in a thesis that I will present to my university for assessment for a PhD qualification.

Participant: *Mhm*

Researcher: In addition to that *eh* …I am expecting the knowledge that will be generated through this research to be of interest to a wider audience …

Participant: *Mhm?*

Researcher: since it is touching on access to tertiary education, which happens to be one of the issues of concern for Botswana, the Southern African region and … and beyond. That is actually one of the reasons why I appreciate very much that you have agreed to participate in the process of generating this knowledge.

Participant: *Mhm?*

Researcher: Now, I'm aware that one of the principal roles of your institution is to provide guidance with regard to the future direction of tertiary education in Botswana … and this has meant taking a leadership role in research informed policy development …

Participant: *Mhm*

Researcher: as well as the transformation and restructuring of the Botswana tertiary education system.

Participant: *Mhm.*

Researcher: *Mhm* … Your institution is also concerned with ensuring quality in the development of tertiary education system that is sensitive to the needs of the economy, like in terms of human resource development, as well as the needs of the individual and also considering global competitiveness.

Participant: *Mhm?*

Researcher: *Ee.* Now, in your experience, in a research oriented institution like this one, which is concerned with access to tertiary education among other things, what is your opinion *eh* … of the rate of participation of Batswana of different ages in tertiary level education and training?

Participant: *Uhm* … Batswana by nature are not a read… we do not have a reading culture. Right from the onset we find that … a number of factors affect post secondary education

Researcher: *Mhm?*

Participant: One of them being access

Researcher: Ok

Participant: The number of places that are available for tertiary education are limited

Researcher: Ok

Participant: Another one has to do with participation rate …

Researcher: *Mhm?*

Participant: by sex.

Researcher: Ok?

Participant: You find that there are more women who are interested in bettering their live through education … passed a certain age limit.

Researcher: Ok?

Participant: Men tend to stagger behind as the ladies proceed.

Researcher: Ok

Participant: I've talked about access … I've talked about *a kere* availability of places …

Researcher: *Mhm?*

Participant: There is also *uhm* … the effect of *uhm* …sponsorship

Researcher: Ok

Participant: What is available for people to explore *uhm* ... in order for themselves to advance their education … If you look at the manner in which sponsorship for post secondary education is arranged, it is only tight to the government.

Researcher: *Mhm?*

Participant: There are no … there are no sponsor *uhm* … gov … *uhm* … scholarships that are … that can be arranged through banks or any other organisations

Researcher: Ok

Participant: which … in itself … limits the chances or access into further education

Researcher: Ok

Participant: *Ee, mma*

Researcher: Alright. So … so you are … you are … your concern is … is mainly on the … first of all on the fact that tertiary institutions in the country are not able to cope with the demand?

Participant: Yes, that's true

Researcher: That is what comes through as you're are discussing.

Participant: *Mhm*

Researcher: And also the fact that *eh* … may be some of the contributing factors to the low participation could be related to finances, or resources.

Participant: That's true

Researcher: *Ahaa* … and then that issue of the culture of reading that is lacking in Batswana

Participant: *Mhm*

Researcher: And also the fact that as … as … at a certain stage of education, men tend to lag behind women.

Participant: *Mhm*

Researcher: I would like you to expand on that particular one because *eh* … it …it … experience has shown that somehow, when we relate education to work, you'll find that in work … positions of … *eh* … important positions … tend to be occupied by more men than women and one would have thought it is related to the level of education of the two … the two people. So …, so … if you could comment on …

Participant: Expand on that one?

Researcher: Yes, on that one. At what level do men start lagging behind *eh* … and so on

Participant: Men do lag behind passed secondary education

Researcher: Ok

Participant: However …

Researcher: *Mhm*

Participant: The few who do pass through seem to … to be given better opportunities as opposed to women … We still believe that a male leader

Researcher: *Mhm?*

Participant: will be a better leader for an organisation. If you look at the number of CEOs in Botswana *uhm* … across the board, looking at the organisations, parastatal bodies that we have … we find that we actually have … you could name very few women AON, Bank of Botswana ... A few ladies here and there.

Researcher: Ok

Participant: The bulk of them … as for in government, the bulk of them are taken up by men

Researcher: Ok

Participant: However, that does not mean that ladies … still … I think ladies use education to empower themselves for a number of reasons.

Researcher: Ok?

Participant: One of the reasons being that … we … most households in Botswana …

Researcher: *Mhm?*

Participant: are single parent households

Researcher: Ok

Participant: And therefore you find that the lady feels that in order for her

Researcher: Ok?

Participant: May be to progress in life or to get that promotion, it's only through learning and education that she would be able to go that far.

Researcher: Alright

Participant: *Mhm*

Researcher: Thank you. *Eh* … research indicates that *eh* … sub-Saharan Africa continues to record the lowest participation rate in the world, in tertiary level education and training. Would you say that this is true for Botswana at this present moment?

Participant: I would say it is true …

Researcher: *Mhm*

Participant: Looking at the fact that if we are to compare the education rate at tertiary level in Southern Africa

Researcher: *Mhm?*

Participant: Comparing Botswana to countries like Mauritius, South Africa, Namibia …

Researcher: *Mhm?*

Participant: You find that Botswana has a lower participation rate

Researcher: Ok

Participant: in the sense that the number of students who actually penetrate into tertiary institutions

Researcher: *Mhm*

Participant: Are fewer in number

Researcher: Ok

Participant: as opposed to the other countries

Researcher: Ok

Participant: I am very mindful of the fact that the population in Botswana is very small

Researcher: Ok

Participant: But that doesn't mean that we don't compare well across …

Researcher: With other countries

Participant: With other countries. *Ee, mma*

Researcher: Ok. So I want to follow that up with finding out if you have *eh* … figures for instance … what percentage of the eligible population, particularly among the eighteen to twenty four age group would you say manages to access tertiary education within Botswana … within Botswana. I know that there are those that are sent outside …

Participant: *Ee, mma*. I'll just use a rough figure. I'll say twelve percent.

Researcher: Ok

Participant: *Ee, mma*

Researcher: *Ee.* It's about twelve percent of the eligible population?

Participant: *Ee, mma*

Researcher: Ok …

Participant: *Ee, mma*

Researcher: I know you have already given me information earlier on … but I would like to us to zero into why you think this is the case. Why do you think we remain low in participation in tertiary level *eh* … education?

Participant: Why we continue to remain lower?

Researcher: Yes

Participant: It is … how do I say … it … I want to look at it as something which has a rippling effect

Researcher: Ok?

Participant: In the general education system of Botswana

Researcher: Ok?

Participant: That you find that even at levels where education is free … let's say at primary school …

Researcher: *Mhm*

Participant: at secondary school … You find that it is about may be the participation rate is eighty percent

Researcher: *Mhm*

Participant: That in itself obviously spills over into the other level and it will spill over into the higher …

Researcher: Ok

Participant: the higher level

Researcher: Ok … ok … even where *eh* … access was not a problem?

Participant: *Ee, mma* … even where access was not a problem. *A kere* now at tertiary there are other factors …

Researcher: At tertiary there are bottlenecks…
Participant: *Ee, mma* … there are bottlenecks

Researcher: but lower down there … it … *Yes* … *Ee* … Ok

Participant: Looking at the fact that at Standard seven you only have to write Standard seven and you don't have to pass it

Researcher: *Mhm* ... *Mhm* ... *Mhm*

Participant: *Ehee* … that is may be the trump card. Up to JC also …

Researcher: *Mhm*

Participant: You just … it's plain sailing …

Researcher: *Mhm*

Participant: And you find that even right up to … you can go up to … you could be twenty … twenty, going on to twenty one to get into form four. So age is not a limit.

Researcher: It's not a limit … ok

Participant: *Ee, mma* …

Researcher: Now with regard to participation of the different age groups in tertiary level education and training, how does Botswana compare with … you have already indicated *eh* ... Mauritius, South Africa, Namibia …

Participant: *Mhm*

Researcher: Do you have *eh* … figures … that could indicate where we are comparing with them? I know you have indicated that they are slightly higher than we are

Participant: *Ee, mma* …

Researcher: And you are estimating us at about twelve percent

Participant: percent … *Ee, mma* …

Researcher: or eleven point four as I've seen in some of the reports.

Participant: We are … *Ee, mma* … we're actually … if we were to put these countries into three levels. I don't have an actual …

Researcher: *Aha ... aha …*

Participant: figure. The lower,

Researcher: Oh … ok ...

Participant: the middle

Researcher: Ok ...

Participant: and the high …

Researcher: Oh … ok ...

Participant: *Eheh* ... We would be on … in the middle but on the lower end of the middle.

Researcher: *Aha ...*

Participant: *Eheh* ... if we were to compare with them

Researcher: *Aha* ... comparing with the three that we … which are our comparators?

Participant: With our comparators

Researcher: Ok. Recently research indicates a trend in many developing countries where more employees and *eh* … other adults … want to access tertiary level education and training. Is this true for Botswana? … Not just looking at people who are coming from secondary schools, but now looking at the larger population, particularly the employees and

Participant: *Ee, mma*

Researcher: the adult population?

Participant: I think that suddenly people have been … have discovered that … *ehm* … the culture of … I've been to school … I'm a graduate …

Researcher: *Mhm*

Participant: Is slowly being overtaken by the life-long learning and the re-tooling of the skills … along the way

Researcher: *Mhm*

Participant: And *people are tending to realise that unless you keep on improving on certain skills,*

Researcher: *Mhm*

Participant: *you cannot guarantee yourself ... either a job …*

Researcher: *Mhm*

Participant: *or a future livelihood*. I have to express that currently most people in Botswana rely in being employed …

Researcher: Ok

Participant: as opposed to being self-employed

Researcher: self-employed ok?

Participant: or creating employment for themselves

Researcher: *Ahaa*

Participant: So this is where … the cash phrase is … that they realise …

Researcher: Ok …

Participant: that unless you do that then it means that you might become redundant in the future

Researcher: Ok

Participant: *Ee, mma*

Researcher: Ok. Now what challenges does this kind of demand pose for the existing tertiary institutions in Botswana?

Participant: Further education passed … into adulthood

Researcher: *Mhm*

Participant: has always posed a challenge to Batswana who wanted to pursue *eh* … further studies

Researcher: *Mhm*

Participant: passed let's say Diploma, passed the degree may be going into the senior degree … in the sense that even then if you … one was to get government sponsorship (may be could look at what levels of education could ODL address)

Researcher: *Mhm*

Participant: If one was studying abroad, one would never be able to take their family along (what clientele for ODL)

Researcher: *Mhm*

Participant: which meant that it affected the quality of life at home

Researcher: Ok

Participant: And also the fact that once you went on government spon … *eh* … scholars … sponsorship, during the second year of study you went on half salary

Researcher: Aha?

Participant: It also affected the quality of life at home

Researcher: Ok

Participant: So this is … this has always been a challenge in itself

Researcher: Ok

Participant: *Ee*

Researcher: Ok … and to the institutions that are providing tertiary education, now that there is increased demand …

Participant: *Mhm*

Researcher: because of this realisation that people will feel they need more education, what challenges does that increased demand pose for the … the providers themselves … for the tertiary education providers?

Participant: It poses quite a number … there is the issue of quality …

Researcher: *Mhm*

Participant: which comes into it …

Researcher: *Mhm*

Participant: You find that prior to the existence of Tertiary Education Council …

Researcher: *Mhm*

Participant: institutions that offered tertiary education …

Researcher: *Mhm?*

Participant: were not actually offering tertiary education. They were offering skills building programmes or courses … courses. They were short-term courses

Researcher: Ok

Participant: that were meant to improve people who were on the job and

Researcher: Ok

Participant: just wanted an extra qualification

Researcher: Ok

Participant: Which means that then the quality itself … secondly you find that with franchise programmes

Researcher: *Mhm?*

Participant: the institution does not control the quality per say.

Researcher: *Mhm*

Participant: in the sense that if an institution starts slightly later, then there are … than the specified time by the franchisor, it means that the examination time is still at … you know … it's still at the set date. It doesn't change

Researcher: It's fixed?

Participant: It's fixed. Then it means that it affects the quality of the student

Researcher: *Mhm*

Participant: Because it means then that the student has not covered all the material

Researcher: *Mhm*

Participant: The readiness of the student has not been taken into consideration

Researcher: Ok

Participant: *Ee, mma* …

Researcher: *Mhm*

Participant: Such factors …

Researcher: Eh …

Participant: And also sustainability of institutions

Researcher: Ok?

Participant: The capital outlay in as far as finances are concerned with regard to tertiary education, it is slightly … it needs slightly more …

Researcher: Ok

Participant: more funds to develop facilities

Researcher: Ok

Participant: to remain sustainable on the market

Researcher: Ok

Participant: I think we are all aware that education is a different type of a business

Researcher: Ok

Participant: It's not a quick fix business

Researcher: *Mhm, Mhm, Mhm*

Participant: It's a business which builds itself over years

Researcher: Ok

Participant: But we find that the entrepreneurs themselves who invest in education … regard it as a normal … normal business

Researcher: Business … ok?

Participant: *Ee, mma*

Researcher: Ok

Participant: *Ee,*

Researcher: *Ee,* so … so … you indicated a challenge of resources

Participant: *Mhm*

Researcher: A challenge of resources for … for the institution

Participant: …tution … *Ee* …

Researcher: which … which … how do you relate that challenge of resources with the demand for more education?

Participant: *Ee, mma.* This is where you find that may be the ratio

Researcher: *Mhm?*

Participant: of students as opposed … compared to the teachers

Researcher: *Mhm*

Participant: increases

Researcher: Ok

Participant: *Ee* … irrespective of the disciplines that the students are pursuing

Researcher: Ok

Participant: For example, if I was to sight. The Tertiary Education Council has norms and standards that guide that Science inclined programmes should have a ratio of one is to twenty or one is to twenty five students

Researcher: Ok

Participant: But we usually find that they go beyond that

Researcher: Beyond ok?

Participant: Because they are now looking at getting more students

Researcher: Ok

Participant: *Ee*.

Researcher: These are the … these are the private institutions that you are talking about?

Participant: These are the private institutions

Researcher: Aha?

Participant: With regard to the …

Researcher: The public institutions?

Participant: public institutions

Researcher: *Aha*?

Participant: You find that some … they were never meant … even if you are to take institutions of health sciences

Researcher: *Mhm*

Participant: initially, they were never meant to take large numbers.

Researcher: *Mhm*

Participant: But the quality is now affected because more students are being …

Researcher: Now they are taking more

Participant: The local University of Botswana …

Researcher: *Mhm*

Participant: the same.

Researcher: Ok

Participant: And all … all across the *eh* …

Researcher: Ok

Participant: Colleges of education

Researcher: Ok

Participant: Also experience the same, where they now have to take in more students

Researcher: Ok

Participant: *Ee* …

Researcher: So the resources will be too stretched?

Participant: *Ee*

Researcher: And that would compromise quality

Participant: Compromises quality

Researcher: Ok

Participant: *Mhm*

Researcher: Now, in your opinion, how can the tertiary education system address this emerging challenge …

Participant: There are a number …

Researcher: where resources and demand are sort of at loggerheads and compromising quality? What do you think should be done?

Participant: The Tertiary Education Council has a number and … is putting in a number … has put in a number of measures that address quality

Researcher: *Ok*

Participant: If we are to look at the registration process itself … it is a quality assurance

Researcher: *Mhm*

Participant: mechanism

Researcher: Ok?

Participant: in the sense that … we look at the factors that influence the quality of institutions

Researcher: *Mhm*

Participant: We look at the programmes, we look at the number of students visa viz the facilities that exist

Researcher: *Mhm*

Participant: And we also look at the growth rate of the institution

Researcher: Ok

Participant: That's one measure.

Researcher: Ok

Participant: Another one is the programmes themselves

Researcher: *Mhm*

Participant: We accredit the programmes

Researcher: *Mhm*

Participant: to make sure that they are actually programmes that are meant to be at the level at which they are pitched …

Researcher: *Ya* …

Participant: For example if it is a Diploma …

Researcher: *Mhm*

Participant: Does it satisfy the Diploma

Researcher: *Mhm*

Participant: content wise *uhm* … delivery wise

Researcher: Ok

Participant: etcetera

Researcher: Alright

Participant: And we also look at the type of business that the institution is running visa viz the finances that are available

Researcher: Ok

Participant: We actually have set a limit

Researcher: *Mhm*

Participant: that if it is a university, this is how much

Researcher: *Mhm*

Participant: capital investment …

Researcher: *Mhm*

Participant: that has to be put forth. If it is a College of Education, there is also a figure

Researcher: *Mhm*

Participant: And any other levels

Researcher: Ok

Participant: So the norms and standards

Researcher: *Mhm*

Participant: denote the sort of quality

Researcher: *Mhm*

Participant: according to the institution

Researcher: Ok

Participant: And we also specify the type of human resource,

Researcher: *Mhm*

Participant: which needs to man these institutions

Researcher: Ok

Participant: For example, if an institution is offering Diploma programmes

Researcher: *Mhm?*

Participant: it … we need it to have certain PhD holders

Researcher: Ok

Participant: And then next … senior degree holders

Researcher: Ok

Participant: And then at the lowest end

Researcher: Ok

Participant: degree holders

Researcher: *Mhm*

Participant: *Ee*. We specify *gore* this is how the number … we stagger the … the … lecturers

Researcher: Ok

Participant: *Ee*.

Researcher: *Ee, mma*. Now *eh* … the Revised National Policy on Education who … who … which started being implemented in 1994, identified the need to develop tertiary level distance education

Participant: *Mhm*

Researcher: as one of the strategies through which opportunities to access more tertiary level education and training can be expanded

Participant: *Mhm*

Researcher: How do you assess the level of development of tertiary level distance education in Botswana since 1994?

Participant: *Uhm* … with e … e-le … I don't know if e-learning is part of distance education …

Researcher: Yes

Participant: With the coming in of e-learning

Researcher: Ok

Participant: the access has grown a bit

Researcher: Ok

Participant: But with regard to face brick institutions

Researcher: *Aha?*

Participant: the limitation is still there

Researcher: Ok?

Participant: in the sense that there are not many institutions

Researcher: *Mhm*

Participant: that offer that distance mode

Researcher: Ok

Participant: And then may be the other one … is just the fact of the manner in which people are not able to *combine formal teaching with the distance mode, where structures that are meant* …

Researcher: *Mhm*

Participant: *for formal can in the evening be accessed by those who are doing distance educ ... learning*

Researcher: Ok, ok.

Participant: *Ee* …

Researcher: So … so … the development of distance education in the country, at tertiary level you would say it's …

Participant: It's picking but it's not there yet.

Researcher: But it's not there yet.

Participant: *Ee, mma*

Researcher: Ok, ok

Participant: *Mhm*

Researcher: Alright. *Ehm* … I was going to follow this up by asking what percentage of the currently registered tertiary institutions in Botswana … tertiary institutions are registering with your institution?

Participant: That's right.

Researcher: *Yah*, so what percentage of the currently registered tertiary institutions in Botswana offer open and distance learning programmes?

Participant: One

Researcher: May be there are some of them that do offer open and distance learning

Participant: No just …just one in thirty. We've registered thirty institutions to date

Researcher: *Aha*!

Participant: but only one offers the distance mode

Researcher: *Ooh*!

Participant: *Mhm*

Researcher: Ok. The development is really low there.

Participant: It's very low

Researcher: It is low ... So there're … apart from that one there are none which offer probably both full-time and distance?

Participant: *Ooh*! I might just slightly be …

Researcher: Ok?

Participant: be, … be wrong there …

Researcher: Ok? No, it's ok.

Participant: I'm thinking that … I … I … I am … let's try and think through this one.

Researcher: Yes

Participant: I want to believe that the University of Botswana

Researcher: *Aha*?

Participant: has some distance learning

Researcher: *Ya* it does

Participant: Botswana Accountancy College

Researcher: *Mhm*

Participant: has some distance learning

Researcher: Ok

Participant: Those are the only other two that I can readily think of

Researcher: Ok

Participant: *Ee, mma.* Actually, then that makes three that might have distance

Researcher: Ok

Participant: But of the one that is distinctly distance only, there's only one of thirty

Researcher: Ok. Ok. There's only one.

Participant: *Ee, mma*

Researcher: *Eh* … institutions like *Ba Isago* … they're not registered with you yet?

Participant: *Ba Isago* is registered with us … though *Ba Isago* is …

Researcher: I think it does have distance …

Participant: It does have the distance mode … as a private

Researcher: So apart from BOCODOL … this is the one that you say …

Participant: The one that is full

Researcher: that is full, is full-time distance

Participant: So of the private we have *Ba Isago* and then …

Researcher: We have *Ba Isago* and of the public we have *eh* … the University

Participant: of Botswana and the Accountancy College

Researcher: Ok, ok. *Ya*, it is actually still at its early stages

Participant: At its early stages yes

Researcher: *Mhm*

Participant: *Ya* I think … I tend to think that it's more of a mindset type of a thing.

Researcher: I was just about to say what do you think contributes to this state of affairs?

Participant: It's more of a mindset sort of a thing because most people up to now myself included …

Researcher: *Aha?*

Participant: believe that for you

Researcher: *Eh?*

Participant: to go to school, you have to leave everything you are doing and enter an institution …

Researcher: And enter that university … and earn half salary in the second year …

Participant: You see …

Researcher: *Yah* … Thank you … *Ee, mma*

Participant: *Ee*

Researcher: *Uhm* … so I was going to … I don't know what … whether you keep figures of the student numbers … I know you have percentages as to we are enrolling this percentage of … eligible population … but I wonder whether in that figure that you have of working out that percentage, do you have the figures that are entering into tertiary education through distance?

Participant: I don't readily have them …

Researcher: Ok

Participant: but I should think the Department of Policy should

Researcher: Ok

Participant: I really don't … have you spoken to Mr Neil already?

Researcher: No, not yet … I haven't spoken to him

Participant: *Ee, mma* ... he should be able to give you the figures … That's what he is in charge of

Researcher: Oh, ok

Participant: Because … we have just been visiting the registered private tertiary institutions

Researcher: Ok

Participant: And NIIT is now at eleven thousand

Researcher: *Uhm*

Participant: going on to twelve thousand

Researcher: *Uhm*

Participant: So I think may be we need to recollect the data that we have …

Researcher: Ok

Participant: with regard to the number of students in our registered institutions

Researcher: Alright

Participant: *Mhm*

Researcher: Ok … Right. Now … since … I was referring to the 1994 Revised National Policy on Education

Participant: Education … *Ee* ...

Researcher: Yes … *ee*, since it identified distance education as one of the strategies to increase opportunities for participation into tertiary …

Participant: *Ee, mma*

Researcher: Why in your opinion has Botswana continued to record low participation rates, despite the fact that they have … *ke raya* Botswana has identified distance as a strategy that can rescue us out of that *eh* … situation. What do you … why do you think we have remained low?

Participant: There are a number of factors.

Researcher: *Mhm?*

Participant: One of them is … we need *eh* … *people who are charged with the distance*

Researcher: *Mhm?*

Participant: *type of learning* …

Researcher: *Mhm*

Participant: *need to go out to the people*

Researcher: Ok?

Participant: *to change their mindset with regard to what distance learning actually means*

Researcher: Ok!

Participant: *I think it is ... most people do not understand*

Researcher: Ok

Participant: *distance learning*

Researcher: Ok

Participant: And *that it is … it serves the same purpose as*

Researcher: *Mhm, Mhm*

Participant: *face-to-face learning*

Researcher: Ok

Participant: And that it can benefit … it releases the same qualifications, the same results …

Researcher: *Mhm*

Participant: It is only the difference in the mode

Researcher: Ok

Participant: Ehee

Researcher: So in that particular one, is the issue of advocacy

Participant: Advocacy *mma*

Researcher: for distance education?

Participant: for distance education

Researcher: Ok

Participant: And in doing that … through that advocacy also

Researcher: *Mhm?*

Participant: the advocacy should also *uhm* … deal with … changing the mindsets of people who believe that when they reach a certain age they can not go to school

Researcher: *Mhm*

Participant: I'm putting it in inverted commas any more …

Researcher: *Yah*?

Participant: The people must know that there is now life-long learning

Researcher: Yes

Participant: Which they're not aware of

Researcher: Yes … that you don't have to go to school …

Participant: You don't have to … school can come to you.

Researcher: Ok …

Participant: *Ee mma*

Researcher: Ok … ok. Now … *eh* … proponents of open and distance learning

Participant: *Le gone*

Researcher: *Ee, mma*

Participant: *eh* ... one other thing *mma*

Researcher: Ok … ok

Participant: the advocacy … I'm assuming that … should also look at the fees

Researcher: *Mhm?*

Participant: *Is it cheaper ... is the distance could ... the distance mode may be a cheaper option*

Researcher: *Mhm?*

Participant: As to … as opposed to the face-to-face learning? Is it … I'm just posing a question that during that advocacy, this is the sort of thing which they have to unpack

Researcher: Ok

Participant: to the public

Researcher: *Mhm*

Participant: *Ee, mma*

Researcher: So you mean is it cheaper for the participants … for the people enrolling

Participant: *Ehe … mma*

Researcher: or is it cheaper for … say if it is a public institution … is it cheaper for government to finance *eh* … distance education visa viz to finance *eh* … face-to-face

Participant: *Ee, mma* … all options have to be looked at

Researcher: *Mhm*

Participant: The single individual who wants to pursue further studies

Researcher: Ok

Participant: sponsoring himself or herself …

Researcher: Ok, ok

Participant: *Government itself also*

Researcher: *Mhm*

Participant: *might not be aware that they could actually have a cheaper option of educating the young*

Researcher: *Mhm*

Participant: *citizens*

Researcher: *Mhm*

Participant: *Ee, mma*

Researcher: Alright. And … and you believe it is the … the provider of distance education who should

Participant: Should be charged with …

Researcher: charged with the responsibility of educating both the government and the general public about *eh* … whether or not the distance education would be cheaper to undertake, visa viz full-time?

Participant: Ee, mma … to … ke gore to educate all stakeholders

Researcher: *Mhm*

Participant: Government in this instance would be a stakeholder as a sponsor

Researcher: *Aha*

Participant: The public would be stakeholders in the sense that they are the participants

Researcher: *Mhm*

Participant: who benefit from the mode …

Researcher: Ok

Participant: *Ee, mma*

Researcher: Now … *eh* … I'm trying to follow up *eh* … the issue that distance education according to your opinion is not yet developed in Botswana. It's still at a very infant stage. You mentioned a few institutions that are … that have taken it on board

Participant: Yah

Researcher: *Ee* … and those are the institutions that have both … most of them are the institutions that have both full-time and distance education *eh* … the way you put it

Participant: *Mhm*

Researcher: Do you have an idea as to within their student body, which of the students are larger in number … *ah* … is it the full-time contingent … the cohort within the full-time programmes or is it the cohort in the distance education? Those which have both distance education and … and *eh* … full-time?

Participant: It goes without saying that it will be the full-time ones

Researcher: Which are larger?

Participant: *Ee,* which are larger

Researcher: Ok

Participant: The reason being that full-time ones get government sponsorship

Researcher: *Mhm?*

Participant: And the others you find that they are mostly self-sponsored students. Because even if I work for government and I sponsor myself into Ba Isago for example,

Researcher: *Mhm?*

Participant: I need to attain a certain level of education for me to be re-imbursed

Researcher: *Mhm*

Participant: It's not money first … its qualifications first

Researcher: *Mhm*

Participant: And then re-imbursement later

Researcher: *Mhm* … while the full-time is the other way round?

Participant: Is the other way round

Researcher: Ok

Participant: *Ee, mma*

Researcher: Can you comment on that? Why is that the case … you think? I'm posing this question because … because I know that Tertiary Education Council is actually looking into issues like that. What is your thought around this area?

Participant: I also want to … the Tertiary Education Council to share responsibility with the institutions that offer that type of learning …

Researcher: *Mhm*

Participant: They're the … the Tertiary Education Council also has been a little bit slow

Researcher: Ok

Participant: in including … in picking up that part … that type of learning in promoting that type of learning. *Ee, mma*

Researcher: Ok

Participant: Although we are aware that foreign institutions are actually exploiting our home ground here

Researcher: *Mhm?*

Participant: where you have a lot of institutions making an enquiry … I want to find out … I'm doing the distance mode with this institution which is in the UK. Is it an accredited institution blur … blur … blur

Researcher: *Mhm*

Participant: that sort of information

Researcher: Ok

Participant: which means that the Tertiary Education Council should pick that one up and be more robust …

Researcher: Ok

Participant: about

Researcher: Ok

Participant: Ee

Researcher: So there are actually *eh* … some people out there who are doing distance education but with institutions from outside Botswana?

Participant: *Mhm*

Researcher: Ok. *Eh* … I wanted us to zero in into a claim that is being made by the providers of distance education that distance learning can … is capable of opening up access. I think … I think this *eh* … claim, seeing the Revised National Policy on Education having recommended that distance education should be used as a strategy to open up *eh* … access, I want to believe that may be they bought into that claim

Participant: *Mhm*

Researcher: But I want to know, now having been researching and looking at what is going on in the area of access to tertiary education … because there seems to be a bottleneck. The fact that eh … only a certain … a low percentage goes through into tertiary education … I

want to know whether you think the picture in Botswana actually corroborates this claim … that distance education can actually open up access?

Participant: Distance education can …

Researcher: Ok

Participant: And as I'm speaking

Researcher: *Aha*?

Participant: it's very much capable

Researcher: Ok

Participant: provided the strategy that is being applied, looks at a number of factors.

Researcher: Ok

Participant: For example, age …

Researcher: *Aha*?

Participant: And a qualification

Researcher: *Mhm*?

Participant: Anybody who's got a tertiary education qualification… let's say a Diploma …

Researcher: *Mhm?*

Participant: they have no business … it must be … that person will be an adult.

Researcher: *Mhm*

Participant: The person is no … has no business to go to … for face-to-face learning

Researcher: *Mhm*

Participant: That is the part of the population which distance education should target

Researcher: *Mhm*

Participant: *Ehe,* so that access can increase for the younger load of students who come straight from Cambridge into tertiary institutions

Researcher: Ok … ok

Participant: And then anybody else should explore this area … this other area

Researcher: Ok … of distance education?

Participant: of distance education

Researcher: Ok

Participant: And I want to believe that the cost would also be conducive

Researcher: *Mhm*

Participant: *Ee, mma.* Of distance education visa viz formal

Researcher: Ok

Participant: *Ee* … g*a kere* the cost should go lower

Researcher: Ok?

Participant: because there is no brick and mortar

Researcher: Oho?

Participant: *Ee*

Researcher: Ok

Participant: May be the capital outlay initially for you to have a computer … just to set yourself up initially, might be large

Researcher: *Mhm?*

Participant: But I think from there onwards it should be cheaper

Researcher: it should be cost effective

Participant: *Ee, mma*

Researcher: Alright. Now … *yah* there … there are … some researchers …

Participant: *Mhm*

Researcher: who … also claim that *eh* … *eh* … distance education can perform more cost effectively in a dual mode institution, since the resources can be shared by both the face-to-face and the distance education *eh* mode. *Eh* ... what is your comment on this line of thought?

Participant: I've already alluded to it earlier on …

Researcher: Yes ...

Participant: but we actually are not exploring or exploiting our brick and mortar buildings

Researcher: *Mhm*

Participant: Which is why find that … actually they're a waste

Researcher: *Mhm*

Participant: If we were to look even at secondary schools

Researcher: *Mhm*

Participant: Passed the hour of six

Researcher: *Mhm*

Participant: Nothing takes place in our institutions

Researcher: *Mhm?*

Participant: There is no evening school

Researcher: *Mhm*

Participant: *Ee* … and even at univ … even these ones that are participating … University of Botswana, Botswana Accountancy College

Researcher: Accountancy College …

Participant: You find that it is a small portion

Researcher: *Mhm?*

Participant: of the facilities that are being used

Researcher: *Mhm?*

Participant: The rest of the facilities lie fallow

Researcher: Ok

Participant: But the good thing about education is that unlike churches

Researcher: *Mhm?*

Participant: It cannot affect the environment or the quality of life of the people negatively

Researcher: *Mhm*

Participant: where it is located.

Researcher: *Mhm*

Participant: There isn't a lot of noise from tertiary … tertiary students

Researcher: *Mhm, Mhm*

Participant: unlike churches where you see people will be singing, so the noise will be disturbing people into the night

Researcher: *Mhm*

Participant: This is one area that needs to be explored more.

Researcher: *Mhm* …

Participant: *Ee, mma*

Researcher: *Mhm* … So you do agree that *eh* … setting up a … *ke raya* … agreeing with these people who are saying it is more cost effective to have distance education within a … a face-to-face *eh* … institution

Participant: *Ee, mma*

Researcher: so that it becomes a dual mode …

Participant: mode … because I … they were paying rent … it means that it is shared …

Researcher: Ok, ok … the resources

Participant: The responsibility is shared

Researcher: Ok, the resources are really shared

Participant: *Ee, mma*

Researcher: Now, the recently approved tertiary education policy emphasises the need for an institution that is dedicated to the development and delivery of tertiary level distance education. What influenced that recommendation?

Participant: For one … it was the Revised National Policy on Education

Researcher: *Mhm?*

Participant: Remember that *uhm* … the policy developed from stakeholder participation

Researcher: *Mhm*

Participant: which means that as we were going more and more consulting into the deeper areas, you'd find that people in areas … in remote areas like Gantsi, Maun … they pointed a finger

Researcher: *Mhm*

Participant: that you all want our children to leave their villages

Researcher: *Mhm*

Participant: to go to Gaborone

Researcher: Ok

Participant: Can't we keep our youth here

Researcher: Ok

Participant: And assist them to grow

Researcher: *Mhm*

Participant: with us

Researcher: Ok

Participant: And yet they be able to have the same quality of life

Researcher: *Mhm*

Participant: That those are in the urban areas are able to get

Researcher: Ok

Participant: *Ee, mma*

Researcher: So you are saying it is a recommendation that is actually answering a political eh sort of concern? Or … not political

Participant: Not political

Researcher: Ok

Participant: So … national or societal … because

Researcher: *Ehee* …

Participant: *Ee* …

Researcher: A social need like?

Participant: A social need … *ee, mma* ...

Researcher: Ok

Participant: *Ee* …

Researcher: And eh … if you were to compare this *eh* … because that is now the way forward … the recommendation has been taken by government

Participant: *Mhm*

Researcher: to establish such an institution, which will be dedicated to concentrate on distance education

Participant: *Mhm*

Researcher: Probably the advocacy that you were referring to earlier could be addressed through such a dedicated institution and the other things. But I want to … us to compare this in terms of cost effectiveness that we were talking about in the dual mode institution where now they have both distance education and the face-to-face … how does Botswana go forward here if we are saying – it would be cost effective to be in the dual mode setting …

Participant: *Mhm*

Researcher: And we are also saying – no but education must go out and one institution has to be dedicated to see to it that there is that education that goes out to the people … how do we reconcile this …

Participant: I want … I want to believe that dual mode … we don't mean tertiary to tertiary … We can establish a satellite campus

Researcher: Alright

Participant: in a secondary school

Researcher: Yes!

Participant: elsewhere … where during the day

Researcher: *Mhm?*

Participant: one mode of teaching takes place

Researcher: Yes

Participant: for secondary school students … formal

Researcher: Ok, ok

Participant: And then in the evening, a tertiary level institution comes and uses the same …

Researcher: same premises?

Participant: *Ee, mma*

Researcher: *Ee*

Participant: *Ee*

Researcher: I do understand that which means … according to the recommendation for a dedicated institution, what I'm understanding with this last comment that you are making, is that … that dedicated tertiary institution would make use of the facilities of the other institutions – not necessarily tertiary institutions, but all the educational institutions

Participant: all … *ee, mma*

Researcher: but the distance education … according to this recommendation … needs to be coordinated from a central point

Participant: *Aha*!

Researcher: *Ehee*

Participant: The strategy of the distance learning mode will be located

Researcher: *Mhm?*

Participant: at that …

Researcher: that institution

Participant: that institution

Researcher: Ok

Participant: And then the satellites would be coordinated from there

Researcher: *Mm?*

Participant: Ee

Researcher: Ok. What is your experience of shared use of resources in education in Botswana?

Participant: In as long as there is a centre manager

Researcher: Ok?

Participant: It is very possible

Researcher: Ok

Participant: You need a centre manager. *Eh* … the … you need a centre manager … which looks … takes care of the distance mode in the evening

Researcher: *Mhm*

Participant: to make sure that the premises are in a certain order in they are left in a certain order

Researcher: Ok

Participant: And they are well cared for, for example they have to be locked carefully

Researcher: *Mhm*

Participant: all of them in the evening to make sure that there are no breaking inns. And also to take care of all other eventualities that would affect the quality of teaching and learning.

Researcher: Ok

Participant: *Ee, mma*. But even for you to be given premises where you come from somewhere, and in the evening you just flow into this building

Researcher: *Mhm*

Participant: And after that you just go out …

Researcher: *Mhm?*

Participant: There is no accountability

Researcher: *Mhm?*

Participant: There is no attachment …

Researcher: Ok

Participant: And most probably there will be no learning …

Researcher: Ok

Participant: You know, learning is a very … it's a strange thing …

Researcher: *Mhm*

Participant: You value what you suffer for

Researcher: *Yah*

Participant: What you get for free because you can go in anytime … you find that people might even abuse the building

Researcher: Ok

Participant: *Ee*

Researcher: *Yah* … Now do you … do you personally believe that distance education can effectively deliver tertiary level education and training?

Participant: It has already been proven

Researcher: *Mhm?*

Participant: that it can

Researcher: Ok

Participant: *Uhm* … I've already given the … the … for example I'm doing ICDL

Researcher: Ok?

Participant: through distance mode

Researcher: Ok

Participant: The quality of delivery and of the way information has been packaged

Researcher: Ok?

Participant: Really … it equals any other mode

Researcher: Ok?

Participant: So I think it's more of … what sort of … is the content satisfactory?

Researcher: *Mhm?*

Participant: Is the manner in which it's delivered satisfactory

Researcher: *Mhm, Mhm*

Participant: And how is the assessment and everything

Researcher: Ok, ok?

Participant: It is not the fact that it is distance or …

Researcher: Ok, ok

Participant: *Ee* …

Researcher: Ok. Now, compared to face-to-face mode of delivery for tertiary education in Botswana

Participant: *Mm*

Researcher: what is the planned status of distance education according to the newly approved tertiary education policy? … In some countries you'll find that *eh* … distance education is used to complement *eh* … face-to-face education

Participant: *Mhm*

Researcher: in other countries you'll find that distance education and *eh* … face-to-face have the same status … *Eh* … it's planned that some people will go through this … this *eh* … route of distance education, others will go through the route of *eh* … face-to-face. So I want to know the plan in Botswana *eh* … to advance through this newly approved tertiary education policy … if there is an … *eh* … a real plan in place

Participant: I want to believe that it will explore a number of things where you'd have distance as a mode in itself

Researcher: *Mhm*

Participant: And then you'd have another layer where distance is a complementary …

Researcher: Ok

Participant: mode of others

Researcher: Ok

Participant: And you'd also have distance as a complementary mode for access

Researcher: *Mhm*

Participant: that is, for those people who have not … who cannot go to formal schools … who missed formal school and are therefore … they're being … *ke gore* created that path …

Researcher: they're getting a second chance …

Participant: a second chance in life

Researcher: Ok

Participant: I think one … the idea is not to confine it to one …

Researcher: Ok

Participant: mode

Researcher: *Ee*, ok, ok. Now according to the planned expansion, Botswana should be able to increase the participation rate in tertiary education from the current eleven point four to about seventeen percent by 2016 … if I remember those right … and further, to twenty or thirty percent by 2026.

Participant: *Ee, mma*

Researcher: What is the planned percentage contribution of distance education in this expansion process?

Participant: … *Hae*, no … that one I can't answer … It has never crossed my mind *gore* did we quantify that one …

Researcher: Yes …

Participant: *Ee* …

Researcher: *Ee* …

Participant: Because, like I said …

Researcher: Aha?

Participant: It's like the distance mode caught us napping

Researcher: Ah … ok

Participant: So, I am not able to quantify

Researcher: Ok, ok … that's fine

Participant: the rate of participation or the rate of growth

Researcher: *Yah*

Participant: at that time

Researcher: Ok

Participant: *Ee, mma*

Researcher: Well, that's fine. Now what kind of support do you think tertiary level distance education needs in this country, in order for it to deliver quality education and training effectively?

Participant: *Uhm* … Quite a number of things. I … I want to believe that … *uhm* … *a kere* first of all I've said that the part … the level of participation is very low?

Researcher: *Mhm*

Participant: *Gore* resource … we are going to need more resources

Researcher: *Mhm*

Participant: to promote the distance mode

Researcher: Ok? So it needs more resources?

Participant: We need more resources

Researcher: *Mhm*

Participant: And what else are we going … I … am not sure whether … *a kere* resources should mean finance … would mean human resource … whatever

Researcher: *Mhm, Mhm*

Participant: I want leave it at that

Researcher: And the quality of that resource if you are talking human learn … and their training and all that …

Participant: All that, I want to leave it at that

Researcher: You want to leave it at that for now

Participant: *Ee, mma*

Researcher: *Ee, mma. Eh* … do you think that distance education has received *eh* … some support … so far?

Participant: People are beginning to become aware of distance education. I want to put the … *eh* distance education at the level at which vocational education is

Researcher: Ok

Participant: But now … it's … it's a reality which has been brought to the fore

Researcher: Ok

Participant: that distance education is also there to stay … it's now a mainstay and it's being recognised

Researcher: Ok

Participant: *Ee, mma*

Researcher: Ok … alright. *Eh* ... *eh* … Do you think tertiary institutions providing distance education in Botswana should … what do you think they should do themselves to improve the … the contribution of distance education in expanding eh … access to tertiary level education?

Participant: They must reach out to distance education. Reach out in the sense that, they should promote it. They should want to bring this mode to their institutions.

Researcher: Ok

Participant: There is no reason why nursing cannot be done through the distance mode

Researcher: *Aha*?

Participant: And then may be during attachments …

Researcher: *Mhm?*

Participant: then that is the formal contact.

Researcher: Ok

Participant: But otherwise the delivery of the content be done in a distance mode

Researcher: in a distance mode

Participant: *Ee, ke gore* there is a … there's actually … I cannot remember any discipline which would dispute the fact that the distance mode cannot …

Researcher: work with …

Participant: work with it … *ee*.

Researcher: *Aha*. Ok . But those … those institutions that have already embraced distance education, what do you think they should do to improve … earlier on we said when we look at the numbers that are in the various institutions that have both distance and face-to-face, we see larger numbers on the face-to-face side and fewer numbers in the distance. I know we alluded to the sponsorship

Participant: *Mhm*

Researcher: Eh … but there might be more factors that are … are influencing that kind of picture. What do you think the providers of distance education themselves, like the … the … the dual mode should do to improve the distance education's side?

Participant: They should remove all the barriers

Researcher: *Mhm*

Participant: One of the barriers is recognition

Researcher: *Mhm?*

Participant: of the distance mode … promotion of the distance mode … advocacy of the distance mode.

Researcher: *Mhm*

Participant: Two. They should *uh* … create more opportunities for the distance mode. For example, I can access distance mode during the weekends only

Researcher: *Mhm*

Participant: Because that is how my lifestyle is structured

Researcher: *Mhm?*

Participant: Or three times a week or once a week … They should not just be fixed on to … somebody has to be at school everyday.

Researcher: *Mhm*

Participant: Ee … *a kere o itse gore* that is how they compliment the distance mode that …

Researcher: *Mhm, Mhm*

Participant: And between these set times, can they make it a little bit more flexible?

Researcher: more flexible

Participant: *Ee, mma*

Researcher: *Mhm*

Participant: *Ke gore* they should think around the barriers

Researcher: *Mhm*

Participant: And also … they can also remove the distance mode from the … from it being located at the institution

Researcher: *Mhm?*

Participant: But rather take it to where their students are. *A kere* safety of students? I study in my own home at my own pace

Researcher: Ok

Participant: within the safety of my own home.

Researcher: Ok

Participant: *Ee*

Researcher: In this manner … how do you propose they would do that?

Participant: How they would do that?

Researcher: Take *ee* … distance education to where the students are?

Participant: where the students are?

Researcher: *Mhm*?

Participant: First of all they should establish the link. There are many ways of doing that

Researcher: *Mhm*

Participant: One of them is to increase satellite campuses. The other one is that when it is at home

Researcher: *Mhm*

Participant: Then where the satellite is … the satellite campus is. Then you have the coordinator. Actually going to see the set up where the student is

Researcher: *Mhm*

Participant: This is my computer … this is what it has everything

Researcher: *Mhm*

Participant: It's going to take the … an extra mile

Researcher: *Mhm*

Participant: And we all know that when you're still promoting something

Researcher: *Mhm*

Participant: You need to go the extra mile

Researcher: *Mhm*

Participant: where they go and they inspect the facilities, just like what the franchisers are doing. Ga kere they come they inspect that no this institution is fit

Researcher: Is fit *yah*

Participant: *Ee*

Researcher: Ok

Participant: *Ee, mma*

Researcher: So they must go and inspect the student's facilities and what is a…

Participant: Facilities and

Researcher: what is available for the

Participant: available. After they have recommended to the student gore this is what … this is how you set yourself up

Researcher: Ok

Participant: *Ee, mma*

Researcher: *Yah*, no. There's another question that you have actually already touched on, which was to do with the sponsorship.

Participant: *Mhm*

Researcher: *Ee,* I was saying that currently sponsorship for tertiary level study does not cover individuals studying through *eh* … the open and distance learning mode, and I was … I just wanted your comment on that. But … but I know you have already said something. You could still say something.

Participant: I actually have an extra comment.

Researcher: *Mhm?*

Participant: The Ministry of Education is trying to revise their sponsorship

Researcher: Ok … policy?

Participant: policy.

Researcher: Ok

Participant: And I want to assume that during the revision

Researcher: *Mhm*

Participant: they will look at a number of options

Researcher: Alright

Participant: One of them being, which I'm aware of that they would like *eh* … students or participants to … to be a little bit more independent

Researcher: Ok

Participant: where they would open up to the bank … assist them through the bank, that they can get sponsorship

Researcher: Ok

Participant: And they would also during that time then be able to consider the different modes

Researcher: Ok

Participant: *Ee*. I'm assuming that they should be able to say, so much percent should be towards the distance mode

Researcher: Ok

Participant: *Ee, mma*

Researcher: Alright, I think we have eh … exhausted the … for now …

Participant: Ok

Researcher: the … the concerns that I wanted to … us to share

Participant: *Mhm*

Researcher: And I might when I'm sitting down and putting this thing together and interpreting what we have been talking about, I might want to make a follow up here and there, and I … it would be nice if I would be in a position to come back to you and clarify a few things or even find more information about …

Participant: *Ee, mma*

Researcher: about certain aspects of the research.

Participant: I don't have a problem with that. But I think the only thing that could have may be assisted … is for … when you need figures

Researcher: Yes, yes

Participant: You need to say to somebody – I might just

Researcher: To indicate, yes, yes

Participant: I might just

Researcher: Yes, yes

Participant: need you to give me …

Researcher: *Yah* ...

Participant: Approximate figures for …

Researcher: *Uh, uh!*

Participant: with regard to this and that and that

Researcher: *Yah* … That is true

Participant: *Ee* … That is the only thing which I thought …

Researcher: *Yah*

Participant: Where the snag was

Researcher: *Ee, yes*

Participant: Where you're not able to give reliable data

Researcher: *E ... yah, yah, yah*

Participant: *Ee, mma*
Researcher: No, that is true. Thank you very much.

Participant: *Ee, mma*

Researcher: *Yah*, thank you so much

Participant: *Ee, mma*

Researcher: *Ee, mma*

Participant: Let's hope gore it worked …

Researcher: It ….

Interview Transcripts – T3

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: *Yah* … Ok good morning …

Participant: Silent nod

Researcher: And thank you for your voluntary participation in this research

Participant: Silent nod

Researcher: As … as I have indicated before … I am a student of the University of Pretoria … *eh* ... *eh* … undertaking a study about how the development or otherwise of … of the open and distance education mode can impact on access to tertiary education

Participant: Silent nod

Researcher: And *eh* … may be I need to mention that this research is going to culminate in a thesis *eh* … which … out of which I will be assessed for qualification into PhD

Participant: Silent nod

Researcher: But in addition to that *eh* … I'm expecting the knowledge that *eh* … will be generated through this research to be of interest to a wider audience … *eh* … since it is touching on access to tertiary education, which happens to be one of the issues of concern to Botswana … the southern African region and … and beyond.

Participant: Silent nod

Researcher: So may be the information that I'm gathering here is going to … to be of more … *eh* … help … eh … to … to … to a wider *eh* … audience … that is actually why I appreciate very much that you have agreed to participate in … in the process of generating this knowledge.

Participant: Silent nod

Researcher: I'm aware that *eh* … one of the principal roles of your institution is to provide guidance with regard to the future direction of tertiary education in Botswana … and this has meant taking a leadership role

in research informed policy development. *Eh* … and … and … as well as the transformation and restructuring of Botswana's tertiary education system. Your institution is also concerned with ensuring quality in the development of tertiary education system that is sensitive to the needs of the economy in terms of human resource development as well as the need of the individual and also considering global competitiveness

Participant: Silent nod

Researcher: Now … in your experience in a research oriented institution which is concerned with access to tertiary education among other things … what is your opinion of the rate of participation of Batswana of different ages in tertiary level education and training?

Participant: The only measure that we've taken is *eh* … the eighteen to twenty-four age group …

Researcher: Ok

Participant: We tracked data back to the mid nineteen nineties. At that point *uh* … the gross enrolment ratio was at about three percent, just over a decade ago. This was data not being collected in Botswana

Researcher: Ok

Participant: It was data being collected and reported by agencies outside the country.

Researcher: Ok

Participant: So there was really no systematic data collection or management at … at Tertiary Education ... taking place until very, very recently

Researcher: Ok

Participant: To get back to your question

Researcher: *Mm*

Participant: The level of participation *eh* … up to last year now has doubled to just over seven percent

Researcher: Ok?

Participant: And that's when I started work here in 2006, when we did a census … we started collecting data

Researcher: Ok

Participant: and the level of participation was up to seven percent. Then in 2007/8, there was a dramatic increase that took place and it was increased to eleven percent

Researcher: *Mhm?*

Participant: In one year

Researcher: *Mhm?*

Participant: And that was a direct consequence of *uh* … us *eh* ... registering five private institutions

Researcher: *Mhm*

Participant: And that led to a considerable outflow of students *ehm* ... at tertiary level … to study outside the country

Researcher: *Mhm… Mhm?*

Participant: I'm sure that we maintained quite a large number of students

Researcher: Ok

Participant: So that's reflective of participation

Researcher: Ok

Participant: We have no data … we've done no census of *eh* … mature age

Researcher: Oh … ok

Participant: Although we do have some data *ehm* ... about the number of graduates in the workforce and so on so forth. I'll have to share that with you … outside of this discussion

Researcher: Yes … yes … yes thank you. Thank you.

Participant: Ok?

Researcher: *Yah* … Would … yes … you were continuing

Participant: Now we've done this increase to eleven percent … now let me just put that into context

Researcher: Alright?

Participant: It is very, very low. We've done a number of studies of Botswana versus peer comparator countries

Researcher: *Aha?*

Participant: Our peer comparator countries in Africa are South Africa and Mauritius *uhm* …

Researcher: And Namibia?

Participant: And Namibia. We are ahead in terms of Namibia in terms of our tertiary education system and participation

Researcher: Ok?

Participant: We got some considerable way behind South Africa

Researcher: *Mhm?*

Participant: *Uh* ... and got some major gap between us and Mauritius. And if you look globally at other middle income countries, which Botswana is, we are way … way down

Researcher: *Mhm?*

Participant: Notwithstanding that, the level of *eh* … financing of education and tertiary education in this country it's just … we're a global leader in terms of the amount of money we're spending … of the proportion of GDP

Researcher: Ok. On tertiary education?

Participant: On education as a whole

Researcher: Oh on education as a whole

Participant: I think we spend about 8% of GDP on education

Researcher: Ok

Participant: Which puts us … must be number one in the world. We haven't yet got a firm figure of what proportion of that is spent on tertiary education

Researcher: Ok

Participant: But I think it's about 20% of that 8% … that is incredibly high. Yet we're not getting anywhere in terms of access.

Researcher: were not getting … ok … ok

Participant: Still very, very low

Researcher: Ok. What would say contributes to that?

Participant: I think the major issue has been that Botswana's focus since independence is to build up basic … start education from the base … focusing on primary, focusing next on secondary and there are major achievements there I mean … we're almost at universal access in terms of primary

Researcher: *Yah … Mm*

Participant: We're heading towards that way in terms of secondary. We will be there by the end of NDP 10.

Researcher: *Mm*

Participant: To try and sum it. But there's been very little focus on tertiary level education

Researcher: *Mm*

Participant: Over the period of independence

Researcher: Ok?

Participant: It's been … an exhilaration like … it hasn't received very much policy or strategic attention … until TEC came into being three years ago

Researcher: Ok

Participant: Now we've started to focus on it and … *eh* …

Researcher: it's taking shape

Participant: That's the major reason

Researcher: *Yah ... eh* … you … *uh* … you mentioned earlier on that the … the registration of new institutions

Participant: *Ee ...*

Researcher: improved during the past year or so

Participant: *Yah*

Researcher: But … but … *eh* … would you say that the … those existing tertiary institutions in the country are coping with the demand for tertiary education as they are

Participant: No, not at all. I mean … *uhm* … In two respects *we still have a large number of outbound students being sent outside the country* by … by … *eh* … by Student Placement

Researcher: Ok?

Participant: *Our participation rate is still very, very low*

Researcher: *Mhm?*

Participant: It's … even that 11% is low

Researcher: *Mm ... yah*

Participant: *Uh ...* we're planning to almost double that over the next plan period to 20%

Researcher: *Mhm?*

Participant: Still it'll be low, the other middle income countries … I can't remember if they are around 30 or 40%

Researcher: *Yah ... yah*

Participant: And then they're not coping … the particular challenges that we're facing is in relation to quality and relevance

Researcher: Oh … ok

Participant: Even if we … if we made some progress in terms of access, quality and relevance is *eh* … very, very poor

Researcher: Ok. Still has to be brought to standard

Participant: Has to be addressed *yah*

Researcher: Ok you have already touched on the … on my next question which was going to be … *eh* … which was going to touch on … *eh* … the fact that sub Sahara Africa continues to record very low participation rates in the world

Participant: *Mm*

Researcher: at tertiary level education. And … and I was going to … to … to say do you think this is true for Botswana. But I think you have already said

Participant: *Yah*

Researcher: Botswana is actually enrolling very low figures in tertiary education

Participant: Compared to the rest of Africa we're doing well. But the rest of Africa shouldn't necessarily be our bench mark

Researcher: *Yah*

Participant: We're a middle income country

Researcher: Ok

Participant: So …

Researcher: Alright. Now … *eh* … with regard to participation of the different age groups … I know you have indicated that your institution has been concentrating on the 18

Participant: *Yah*

Researcher: to 24 year olds

Participant: *Mm*

Researcher: but … but … *eh* … just an indication of the different age groups *eh* ... *eh* … getting into tertiary education. How does Botswana

compare with *eh* ... South Africa, Mauritius and Namibia … including the other age groups … not just the 18 to 24

Participant: As I say there's been … just as …. There's been a lack of attention … policy attention to strategic education … to tertiary education

Researcher: Ok

Participant: *ehm* ... *ehm* to tertiary education … sorry

Researcher: Ok

Participant: There's been … total lack of attention paid to data and data management and data analysis

Researcher: Ok

Participant: So I think in short all I can say is … we don't know

Researcher: Ok

Participant: I got a very nice analogy

Researcher: Ok?

Participant: If you don't mind this

Researcher: *Mhm?*

Participant: In the 40 years of Botswana's independence we know more about what's the underground than we do in terms of what's on top of the ground…

Researcher: Ok

Participant: So we know more about mineral resources than we know about our people

Researcher: *Ah*… ok. I see

Participant: that describes the situation we are in… It's simply says…

Researcher: *yah ... yah*

Participant: *ehm*...

Researcher: There are trends recently that indicate that *eh*… I mean in all the developing and developed countries … that more and more employees and adults want to access tertiary education

Participant: *Mhm*

Researcher: And I believe that is also true for Botswana … is it?

Participant: *Mhm ... Mhm*

Researcher: *Ee* ... now what do you think influences this trend of adults wanting to … to … to access tertiary education?

Participant: Well I guess it's a social demand … is driven by employment opportunities. I mean particularly in Botswana

Researcher: *Mhm*

Participant: *Uhm*... the way I have assessed it … we have an interesting situation where there's been a major shift in employment patterns from agriculture to urban type jobs…

Researcher: Ok

Participant: the country has prospered and boomed

Researcher: *Mhm?*

Participant: So I think it's inevitable that Batswana have wanted to…uhm….enjoy the boom that is taking place

Researcher: *Mhm*

Participant: *not by occupying low level jobs ... but by seeking high level, high skilled jobs*

Researcher: *Mhm*

Participant: So I think that is the major driver

Researcher: Ok

Participant: certainly in this country

Researcher: Ok

Participant: I can't seem to explain that adequately …

Researcher: *Yah* ... no

Participant: well on practical terms I mean

Researcher: Ok. And … and … and what challenges does this kind of demand pose for the existing tertiary institutions in Botswana?

Participant: The major … major challenge we're facing at the moment is around *ehm* … transition from tertiary education into employment

Researcher: *Mhm*

Participant: And there has not been any real joined up strategic thinking about the nexus between employment and tertiary education

Researcher: *Mhm*

Participant: Between supply and demand

Researcher: and demand

Participant: don't quite well work around that which we might talk about

Researcher: Ok. *Ee* … but before we get into that …

Participant: *Mhm*

Researcher: I would like to … for us to see the transition from … from lower levels of education to tertiary

Participant: Ok

Researcher: Because … because now we're saying that *eh* … the institutions that are here are still dealing with the 18 to 24 year olds …

Participant: Oh yes they are

Researcher: And they are not really coping much with that. Now there is this influx of demand from the adults now people who are in employment … people who

Participant: I don't think … there is nothing that will alter that

Researcher: *Yah*

Participant: Because we haven't been doing too much about it

Researcher: Ok … ok

Participant: And totally

Researcher: An untapped sort of *eh* …

Participant: Absolutely, totally untapped

Researcher: Ok

Participant: Market if you like

Researcher: Ok

Participant: Neglected entirely

Researcher: Alright.

Participant: *Mm*

Researcher: So … so in your opinion … how can the tertiary education system address that emerging challenge?

Participant: The way it is addressing that challenge

Researcher: *Mhm?*

Participant: is through the tertiary education policy

Researcher: *Mhm*

Participant: *Ehm* … we did recognise … and there is a specific recommendation in there that there should be established … *eh* … a … either university or a college or institute … call it what you will … we still have to get our heads around that definition

Researcher: Ok?

Participant: of open and distance learning at tertiary level

Researcher: *Mhm*

Participant: And that will either be a new institution that is developed

Researcher: *Mhm?*

Participant: There's two options on the table

Researcher: *Yah*

Participant: A completely new institution devoted to open and distance learning would be developed like an open university for Botswana. Or BOCODOL would be transformed

Researcher: Ok

Participant: This is the two options under the …

Researcher: Ok. The two options *yah*

Participant: Have to be explored *uhm* …

Researcher: Ok. Right … and … and … *eh* … I'm thinking that *eh* ... it's not a new idea that distance education can be referred to as a strategy that can address that particular …

Participant: Oh, not at all

Researcher: The Revised National …

Participant: *Yah*, the Revised National Policy actually

Researcher: *Yah*

Participant: Designated UB Centre

Researcher: *Aha?*

Participant: for Continuing Education that it would be the national centre but … well they call it distance education

Researcher: *Yah*

Participant: because of the expression of the distance learning

Researcher: Ok

Participant: But it did designate it as the national centre

Researcher: *Yah*

Participant: But for a whole host of reasons … *ehm* … that never materialised.

Researcher: *Mhm*

Participant: That was in '94 Revised National Policy.

Researcher: *Mhm?*

Participant: *Eh ... UB CCE seemed unresponsive in terms of the challenge. It certainly didn't meet that challenge*

Researcher: *Mhm*

Participant: *Ehm* ... that's why we came round to reviewing … to developing the Tertiary Education Policy, we just decided well … they've had their chance … there needs to be a new approach … new institution

Researcher: Ok

Participant: Or BOCODOL transformed

Researcher: Ok, ok. *Eh* ... so … so … so it's a follow up from the … the Revised National *eh* ... Education … to strategise … to may be give another institution the opportunity

Participant: It was a review of that original recommendation. We consulted with stakeholders and they said CCE is … really not

Researcher: it's not getting there

Participant: but set something else … that *eh* …

Researcher: Ok. *Eh* ... some … some research *eh* … have thought that *eh* ... some researchers actually … think that … if you locate distance education within an already existing say tertiary education …

Participant: *Mm*

Researcher: like … like UB

Participant: *Mm*

Researcher: they have an opinion that … that would be the best way to locate distance education because you already have resources in that institution

Participant: *Mm*

Researcher: And the two modes can actually share those resources and they can work *eh* … hand in hand. Apart from the experiences of CCE or the experiences of the country through the performance of CCE, what would be your comment on that?

Participant: We did actually consider that

Researcher: *Mm?*

Participant: because we have the two options all the time … a self standing institution …

Researcher: *Aha?*

Participant: dedicated to run with distance learning

Researcher: *Mm?*

Participant: or whether to embed distance learning within existing institutions

Researcher: *Mhm?*

Participant: However it was

Researcher: *Mhm?*

Participant: that … that would not work

Researcher: Ok

Participant: that would not work. Because certainly our experience was that when you do that, open and distance learning in a sense, it becomes Cinderella.

Researcher: *Mhm … Mhm …*

Participant: You're with me on that expression?

Researcher: Yes, yes, ye, yes

Participant: *Yah*? The bridesmaid

Researcher: *Mhm? ... Mhm?*

Participant: And it really doesn't work well and we thought ... this challenge is so important that it needed a self-standing institution

Researcher: Ok … ok , with sole attention

Participant: *Mm*

Researcher: Ok. O … did you have *eh* ... *eh* … impressions of any … what could affect … what could lead to this *eh* … stage of being *eh* … like a Cinderella position within a … a … a dual mode institution?

Participant: I think it's really …

Researcher: what really contributes to that kind of thing?

Participant: I think it's really due to our experiences in consultation with UB

Researcher: Ok?

Participant: We were talking with students there, we were talking with staff

Researcher: *Mhm?*

Participant: And actually talking to the then Director of CCE

Researcher: Ok?

Participant: *Ehm* … it certainly hadn't worked there

Researcher: *Yah*

Participant: *Ehm* ...

Researcher: Was it being bottled up by the fact it is together with … with another *eh* ... mode … within the same institution

Participant: *Yah* absolutely

Researcher: Ok

Participant: *Eh* … I'm trying to get my head around this … this

Researcher: Oh, ok?

Participant: complacence … Well I think *the major ... failure within UB*

Researcher: *Mhm?*

Participant: *was clearly a lack of leadership of CCE*

Researcher: Oh, ok

Participant: they needed to address that

Researcher: Ok

Participant: So well … to answer that question … obviously …

Researcher: *Ee* ... no … no

Participant: I need to get some …

Researcher: Of course sometimes … sometimes … eh …

Participant: *Mm?*

Researcher: If I can use the … the experience of … but this one was not at tertiary level …

Participant: *Mm?*

Researcher: the experience of Botswana government. In the Ministry of Education we used to have

Participant: Ok

Researcher: a distance education programme within the Department of Non-formal Education

Participant: Ok? *Mm?*

Researcher: And there … it's almost … it was almost the same thing where distance education was sort of stifled … it wasn't really …

Participant: Yes

Researcher: *eh* ... able to address the … the issues *eh* ... the way it could and therefore … that is how BOCODOL got born actually

Participant: Ok?

Researcher: it was the recommendation of … of the Education Commission

Participant: *Mm?*

Researcher: That time

Participant: *Mm?*

Researcher: they said … take distance education out of …

Participant: *Mm … Mm*

Researcher: because these are two big programmes

Participant: Sure

Researcher: within one department and obviously one is bound to suffer when the other one is being attended to.

Participant: well certainly that was the research … that's exactly the same

Researcher: That was what was really the situation…

Participant: that was exactly the same … well

Researcher: *yah* ok

Participant: Ok

Researcher: Now … I … I … I'm also going to … to tap your experience and opinions in terms of *eh* … the claim of distance education that it can actually … do better than face-to-face in terms of expanding access

Participant: *Mm … Mm*

Researcher: to tertiary education. What … what is your take on that?

Participant: Oh, I did some elegant work on that in about 2007 …

Researcher: Oh?

Participant: 2001 in fact.

Researcher: Ok?

Participant: when *eh* … I was doing a sort of job in UB

Researcher: Ok

Participant: Oh, this is off the top of my head now. I'm trying to recollect

Researcher: Ok?

Participant: basically what I wrote said … and I said yes it's of equal value … de … de … de and of equality. And I did some research around this.

Researcher: *Mhm?*

Participant: I'll have to share that document with you

Researcher: Ok, ok

Participant: which I have

Researcher: *Yah*

Participant: coz I recall that … that I wrote in their "UB Beyond 10 000"

Researcher: Ok?

Participant: It's on their website.

Researcher: *Yah*

Participant: or I hope it's still there

Researcher: *Yah* … I think it is

Participant: *Yah* …

Researcher: I think it is

Participant: I wrote that so …

Researcher: Ok

Participant: there's a whole section in there about their distance learning

Researcher: Alright

Participant: so I think you can check that

Researcher: Ok. *Ehm* ... Now that we have actually touched on … on UB a lot

Participant: *Mm*

Researcher: I'm … I'm tempted to ask you of the … their recent … recent in the sense that it has been within this current *eh* … plan period

Participant: *Mm*

Researcher: They have instituted a policy …

Participant: Ok

Researcher: which is the distance education mainstreaming policy

Participant: *Mm* ... *Mm*

Researcher: And *eh* ... I want to know how you have seen it assisting distance education within the University to go beyond how it was before that policy.

Participant: *Mm*

Researcher: Whether it did actually help distance education pick up within the University

Participant: I'm not aware that it has at all. *Eh* …

Researcher: *Yah*

Participant: Absolutely not

Researcher: Ok. Now …

Participant: There's nothing obvious that I'm aware of …

Researcher: *Yah* that's fine. If we can go back to the … to the … to the … the new policy for tertiary education

Participant: Ok

Researcher: *Eh* … it emphasises this dedicated institution … institution for distance education

Participant: *Ee*

Researcher: Do you believe that eh … I mean compared to the face-to-face mode, what is the planned status of distance education according to this … this newly approved policy

Participant: I don't think we're really in a position to *eh* … give any detail around that institution

Researcher: Ok

Participant: This is just *eh* … a high level policy recommendation

Researcher: Ok

Participant: That's its status up to now

Researcher: Alright

Participant: However what we know is … we into the implementation phase

Researcher: *Mhm?*

Participant: of that policy

Researcher: *Mhm?*

Participant: One of the things we're doing … we've set up a high level task team that will oversee the implementation of the policy. We're setting up small sub-task forces around various aspects of the policy

Researcher: Ok

Participant: we overseeing this one

Researcher: Alright

Participant: So really at the moment all we have is … basically is … it's a high level … extremely high level policy recommendation

Researcher: Ok, ok

Participant: But we need to develop

Researcher: *Mhm?*

Participant: open and distance learning

Researcher: *Mhm?*

Participant: The actual definition of … would need a further study.

Researcher: Ok

Participant: There'll be a formulation study around

Researcher: Ok

Participant: that recommendation

Researcher: *Aha?* So you haven't yet thought of whether it's a system that is going to be parallel with the face-to-face when some students will go

Participant: Absolutely

Researcher: one route and the other ones would go through the other route

Participant: That all … is for the formulation study and is an NDP 10 project

Researcher: *Aha*

Participant: will lead to the establishment of this

Researcher: Ok

Participant: institution so it's … it's

Researcher: Ok

Participant: really pre-mature

Researcher: Oh, ok

Participant: at this stage

Researcher: I see. Cos otherwise I was going to follow it by saying … what contribution are you envisaging distance education towards tertiary education, what percentage contribution?

Participant: *Mm*

Researcher: But … but then as you say … it will unfold

Participant: It will … it will unfold

Researcher: *Ee* … ok. Right. *Ehm* … that also impacts on my next question which was … which was … now I was going into percentages

Participant: *Mm*

Researcher: and saying … But I think I can still ask this one …

Participant: Ok

Researcher: Cos *eh* … just to find out whether eh … you have figures regarding *eh* … the percentage … I know that … we are at a point where the transition rate to tertiary is at about 11.4%

Participant: *Yah*

Researcher: And *eh* … as we indicated earlier, we're planning to … to … to take up to like 20% by … by … is it 2029?

Participant: I think it's set at … It's 17% by …

Researcher: 17% by 2016?

Participant: *Yah*

Researcher: Ok

Participant: And then I think it's …

Researcher: About 20% by 2026?

Participant: It's up to 20% by 2026

Researcher: Ok

Participant: That is 18 to 24 age group. We've really done no work …

Researcher: *Uh* … about the other

Participant: About the rest

Researcher: Ok

Participant: So therefore open and distance learning is yet … it's a big unknown and that will clearly come out the formulation study. Cos we've got the policy recommendation

Researcher: *Yah … yah*

Participant: The formulation and needs assessment around the open and distance learning. So this is …

Researcher: Ok

Participant: NDP 10 stuff

Researcher: Alright. But the current … the current … *eh* … student body between the various institutions

Participant: *Mm*

Researcher: That have enrolled *eh* …

Participant: Ok?

Researcher: What is the … if you have any … any information on this one … what is the … the … the contribution of distance education to the current student body, at tertiary level?

Participant: Percentages are our … I'm gonna …

Researcher: Ok, ok

Participant: Minimal to zero

Researcher: Oh, ok. It's making very little impact

Participant: *Yah* absolutely

Researcher: *Yah*. Are there some institutions apart from BOCODOL and eh … the University of Botswana … are there any other institutions

Participant: Not that I'm aware of

Researcher: that are registered … Oh, ok.

Participant: Not that I'm aware of …no, no, no … not at all

Researcher: *Eh* … ok. So … so it's between the University of Botswana and BOCODOL, which has just started

Participant: *Yah*

Researcher: delivering *eh* ... tertiary level

Participant: their contributions are minute.

Researcher: *Yah* they are … they are

Participant: *Mm*

Researcher: Ok. So … so most of the distance education … people who access distance education at the moment are those that take it from across the boarders?

Participant: Yes, it is provided by the offshore providers

Researcher: *Yah.* Ok

Participant: *Mm ... Mm*

Researcher: Now in … in … in terms of resources … roughly … I was going to ask … I know you mentioned it earlier

Participant: Ok

Researcher: *Eh* … to … to … to ask what percentage of the education budget goes into tertiary … you indicated something earlier.

Participant: We haven't got *eh* … this belongs to our Directorate of Financing and I cannot say that …

Researcher: Oh ok

Participant: But when we did the national human resource development strategy study

Researcher: Ok?

Participant: that was launched in this Directorate

Researcher: Ok?

Participant: The figure we came up with was in between eighteen and twenty percent

Researcher: Oh, ok

Participant: of the education budget

Researcher: *Aha*

Participant: And that includes the outbound students … well, that's … that's the entire budget

Researcher: Ok

Participant: That is very, very high

Researcher: *Mm*

Participant: Very, very high

Researcher: Ok

Participant: Mauritius is round … at about 13%

Researcher: *Mhm?*

Participant: and they do double what we do

Researcher: *Mhm?*

Participant: in terms of access anyway

Researcher: What contributes to that?

Participant: Waste. … and

Researcher: lack of management of resources?

Participant: Poor and lack of it … I mean …

Researcher: Oh

Participant: *the main source of wastage within our system is that we have a lot of tiny micro institutions*

Researcher: Ok

Participant: so there is no efficiency there at all

Researcher: Ok

Participant: We may have one tertiary institution that has sixty students

Researcher: Ok …

Participant: and that's a horribly expensive

Researcher: Wow … *Yah*

Participant: Plus *we've got a large number of outbound students, which is very expensive*

Researcher: *Yah*

Participant: And then the education budget itself is huge, it's 8% of GDP. Which puts us almost number one in the world … percentage of GDP that goes into education

Researcher: And yet our output

Participant: Our output, our rankings and quality rankings … and all rankings … are very low. So *we just wasting a lot of money ... it's frightening*

Researcher: *Yah* … a lot of work still needs to be done

Participant: *Hei*

Researcher: Now, reports from various dual mode tertiary institutions in southern Africa at least, give an impression that fewer students enrol through the distance education mode. We have … we have touched on that

Participant: Ok

Researcher: in terms of the University of Botswana for instance. But what could be leading to … contributing to the state of affairs … where … where the institution has decoded that … we are going to use two modes …

Participant: *Ee ... ee ...*

Researcher: yet … and distance education is purported to take more, because it's flexible and so on … But figures show that

Participant: *Mm*

Researcher: the distance education actually takes very, very little compared to the face-to-face … what could be contributing to that?

Participant: Oh, I imagine the major contribution in Botswana … I may be wrong … but the sponsorship and the absence of it from that mode

Researcher: Ok

Participant: at tertiary level. I don't think Student Placement have really as yet … have been able to sponsoring on the distance learning

Researcher: *Yah* ... no, they're not … they're not sponsoring distance …

Participant: *Mm* ... there we are

Researcher: Ok. I was going to say … what is the Tertiary … what is the thinking within the Tertiary Education … *eh* … Council with regard to that? The fact that *eh* … people are being encouraged … We are aiming towards an educated and eh …

Participant: An informed nation

Researcher: informed nation which is innovative and so on … and we think *eh* … the area of tertiary education is actually where

Participant: *Yah*

Researcher: you would actually get that kind of nation from. And yet

Participant: Yes

Researcher: with the … with the face-to-face institutions … they cannot handle the demand

Participant: Yes

Researcher: And therefore we need to fall back on distance education

Participant: *Yep* … of course

Researcher: And yet we are not sponsoring that *eh* … that mode

Participant: *Mm* ... *Mm*

Interview Transcripts – T4

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: *Gore ke a* record.

Participant: No, no problem.

Researcher: So, good morning …

Participant: *Mm*

Researcher: and thank you for your voluntary participation in this research.

Participant: *Mm*

Researcher: As I have indicated before, I am a student of the University of Pretoria, undertaking a study about how the development or otherwise of the open and distance learning mode can impact on access to tertiary education. *Eh* … I … I have also indicated that this study is going to culminate in a thesis that I will present to my university for assessment for a PhD qualification.

Participant: *Mhm*

Researcher: In addition to that I … I'm expecting the knowledge that will be generated through this research to be of interest to a wider audience since it is touching on access to tertiary education, which happens to … to be one of the issues of concern to Botswana, the southern African region and beyond.

Participant: *Mhm*

Researcher: I therefore appreciate very much that you are able to participate in the process of generating such knowledge

Participant: *Mhm*

Researcher: Now, research indicates that sub-Saharan Africa continues to record the lowest participation rates in the world, in tertiary level education and training, with an average of about 5% by the 2007 figures.
Would you say that this is true for Botswana at this present moment?

Participant: Can you repeat the Question?

Researcher: I … *eh* …

Participant: *Ee* …

Researcher: I'm saying that *eh* … sub-Saharan Africa

Participant: *Mhm*

Researcher: is said to continue to record the lowest participation rate in tertiary level education in the world

Participant: *Mhm?*

Researcher: is … is this true for Botswana as well?

Participant: It might be

Researcher: Ok?

Participant: I'm not sure because I don't have the … the figures

Researcher: Alright

Participant: But I believe it might be true

Researcher: *Aha* … ok

Participant: *Mhm*

Researcher: *Eh* … How does Botswana compare with … with other countries like South Africa, Mauritius and Namibia in … in … as far as access to tertiary education is concerned?

Participant: *Tota* I haven't … I don't have any idea at all

Researcher: Ok, ok, ok

Participant: *gore* how those ones are … are doing

Researcher: *Aha*?

Participant: in terms of *eh* … you know … increasing access to … to tertiary education

Researcher: tertiary education … ok. Alright

Participant: *Mhm*

Researcher: It has been established that in Botswana

Participant: *Mhm*

Researcher: actually about 11.4% of the eighteen to twenty-four year olds

Participant: *Mhm*

Researcher: are able to access … the eligible population of that age group is able to access tertiary education in Botswana, especially now that we have several other institutions including private

Participant: *Mhm*

Researcher: which are offering tertiary education …

Participant: *Mhm*

Researcher: Now there is … there has been an increase to 11.4%

Participant: *Mhm*

Researcher: which is still very low by compari … comparing to other regions

Participant: *Ee*, it is … *Mhm*. In fact it's very, very low

Researcher: Ok

Participant: I remember … I can't remember *gore ke* Education Statistics of which year

Researcher: Ok

Participant: But one of the recent ones … *ga kere* you know about the Education Statistics?

Researcher: *Yes, yah*

Participant: If you can refer to that one

Researcher: Ok

Participant: *Ke raya gore* I once did a … I don't know whether it was … I was … I was doing an assignment

Researcher: Ok

Participant: and … and I … I referred to that one

Researcher: Ok

Participant: and I realized that indeed *eh* … very, very few *eh* … school leavers

Researcher: *Aha*?

Participant: progress to higher levels

Researcher: Ok

Participant: *Ke raya gore* to tertiary levels

Researcher: Ok

Participant: *Ee*

Researcher: *Mhm*

Participant: *Mm*

Researcher: I was going to follow that up by asking if you know *eh* … I've just … we have just indicated *gore* there is a very small number

Participant: *Mm*

Researcher: that manages to go into

Participant: *Mm*

Researcher: tertiary education

Participant: *Mm, mm*

Researcher: and that small number is indicated to be like 11.4% of those who actually qualify to go into tertiary education. Now I was going to ask whether you know *eh* … what share of this population … of this 11%

Participant: *Mm*

Researcher: manages to go through tertiary *eh* … through the University of Botswana? Do you know what … what share the University of Botswana is contributing to this …

Participant: *Mm*

Researcher: Ok

Participant: Not at all

Researcher: That's … that's fine

Participant: But I think you should refer to …

Researcher: to this Education Statistics, *yah*

Participant: to the Education Statistics…

Researcher: *Yah, yah*

Participant: *Ee,* sometimes you find that *eh* … they are not you know … up to date

Researcher: Alright?

Participant: But if you got in touch with *bone ba* Education … *gatwe ke eng* … Research

Researcher: Ok, the … at the Ministry of Education and Skills Department?

Participant: Ministry of Education, that unit – Planning *eh* …

Researcher: *Yah*

Participant: Research and Statistics

Researcher: Yes … ok. Now recently …

Participant: *Mhm*

Researcher: recently…*eh* research also indicates a trend in many developing countries…

Participant: *ee ke gore*...sorry … sorry … I was…

Researcher: Ok, ok

Participant: I was going to say that

Researcher: you were talking about the…

Participant: *ee*...

Researcher: Alright?

Participant: the …the … the … those *eh* ... *nnetane* … *ke raa gore* the statistics

Researcher: Alright?

Participant: is … it's very, very helpful

Researcher: Ok?

Participant: because it actually shows *eh* trends and it would be interesting to see

Researcher: *Mhm*

Participant: how these new institutions have actually impacted on…

Researcher: Ok?

Participant: the trend

Researcher: on increasing the … the … the population that goes into …

Participant: *Mhm?*

Researcher: Ok, yes I will refer to that thank you

Participant: *Mm*

Researcher: Now I was just about saying that *eh* ... research has indicated also that apart from the school leavers

Participant: *Mm*

Researcher: *eh* … there is also a trend in many developing countries where more and more adults

Participant: *Mm*

Researcher: including people who are working

Participant: *Mm*

Researcher: want to access tertiary level education. Now I would like to know whether you have … you might have noticed that this is the case also in Botswana or …

Participant: *Yah* ... it is

Researcher: that is not?

Participant: It is the case… *Yah* it is. It's actually happening. I mean especially *ka gore* in government offices, I mean where … where I was before I came here

Researcher: Ok?

Participant: *Ke gore* ... around 4 o'clock, you see many people rushing to either the University here or to some study centre somewhere

Researcher: Ok, ok

Participant: They all want to actually enrol

Researcher: Ok

Participant: *Mm*

Researcher: So they were doing like evening … classes

Participant: evening classes …

Researcher: Ok?

Participant: or maybe they are…enrolled with *eh* ... BOCODOL

Researcher: Ok

Participant: or some other institutions and they are going to work in their study groups

Researcher: Ok

Participant: *Mm*…

Researcher: Ok. What do you think influences this trend?

Participant: *Hmm…*

Researcher: Why are adults all of a sudden so interested in going into education…further education?

Participant: *Ah* well … I think it is the realization that education is … is the key to life

Researcher: Ok?

Participant: I should think and *eh*… even the job requirements

Researcher: *Mhm*

Participant: they have actually been raised …

Researcher: Ok?

Participant: *Mm*

Researcher: Ok

Participant: *Mm*

Researcher: Now would you say that the existing tertiary institutions in the country are coping with the demand for tertiary education?

Participant: They … they … they … they're not

Researcher: Ok

Participant: *Ee* … they're not. Hence … *ke raya gore* … the need for … perhaps developing ODL

Researcher: *Ehm?*

Participant: *Yah* … I think.

Researcher: Ok

Participant: Because there're more and more *eh* ... people who want to study by distance. Say for instance they cannot be released *eh* … by their employers

Researcher: Ok

Participant: to go on … you know … part-time … full-time studies

Researcher: Ok

Participant: *Mm*

Researcher: *Ee*, I notice that the University of Botswana is more or less already … *eh* … addressing that

Participant: *Mm*

Researcher: that concern that you … you're raising

Participant: *Mm*

Researcher: Because I notice that they have both face-to-face and *eh* … distance learning modes of delivery

Participant: *Mm*

Researcher: Now, when did the University introduce the open and distance learning mode?

Participant: *Mhm?* I'm … I'm … I'm not too sure because I'm relatively new here

Researcher: Ok

Participant: But someone was saying … I'm not sure … whether they were saying *1991 or early nineties*

Researcher: *Mm* … Ok

Participant: *Ee*, somewhere there

Researcher: Ok

Participant: *Mm*

Researcher: Alright. You do have a … an idea why they introduced open and distance learning

Participant: Well, they introduced this because they wanted to increase enrolment

Researcher: Ok … to increase enrolment

Participant: mainly

Researcher: Ok

Participant: Also may be to address *eh* … like Vision 2016

Researcher: Ok?

Participant: The pillar … *ya* ... *eh* … an informed … an educated informed nation by 2016

Researcher: Alright

Participant: *Yah*

Researcher: So Botswana wants to … to have a … an educated and informed …

Participant: nation

Researcher: nation by 2016?

Participant: *Mm*

Researcher: So it means *eh* ... *eh* … education institutions are trying to contribute towards realization of that *eh* …

Participant: *Mm*

Researcher: that vision. What is the planned status, if you know …

Participant: *Mm*

Researcher: of each of the two modes within … within the University of Botswana? That is the face-to-face and the ODL? Is one a major mode, the other a support mode or are they equal … are they of equal status … what … what do you think

Participant: *Well, according to the mainstreaming policy*

Researcher: *Aha*?

Participant: *they are supposed to be eh treated you know... equally*

Researcher: Ok

Participant: *But the reality is that eh ... may be because of the mindset*

Researcher: *Mhm*?

Participant: *Eh … people still regard the other section ... that is the face-to-face*

Researcher: *Mhm*?

Participant: *as being more important than this one.* And even those *eh* … who get involved one way or the other in *eh* … ODL *eh* … programme delivery … I mean from the other section

Researcher: *Mhm*?

Participant: they still think that they are doing … you know … may be the Centre here … Centre for Continuing Education … a favour

Researcher: Ok

Participant: *Ee,* they don't see it as their … you know … *eh* … responsibility

Researcher: Ok?

Participant: *Ee.* Though I mean … it's clearly stated in the *eh* … UB *eh* … strategic *eh* … plan

Researcher: Ok

Participant: that … you know … ODL … UB will promote you know ODL … so as to *eh* ... reach its … *eh* … other obligation of increasing the access

Researcher: Ok

Participant: And contributing towards *eh* … the realisation of vision 2016

Researcher: Vision 2016

Participant: *Ee*

Researcher: Ok. *Eh* … I want to make a follow up of … of what you've just said that the … the two modes are supposed to have equal status

Participant: *Mm*

Researcher: And refer to the plan … the UB Strategic Plan to 2016 … I think it is called that

Participant: *Mhm*?

Researcher: It's called UB … the University of Botswana Strategic Plan to 2016 and Beyond

Participant: *Mm*

Researcher: I don't know … but it appears in that strategic plan … that a small percentage of the student body is planned to access university programmes through ODL at various levels. I was … I was seeing *eh* … 3% being allocated

Participant: *Mhm*?

Researcher: 3% per annum

Participant: *Mhm*?

Researcher: being allocated *eh* … from the beginning of the strategic plan until at the end of the strategic plan by 2015. The enrolment through ODL will be three thousand and fifty

Participant: *Mhm*?

Researcher: How … what do you comment on that?

Participant: Well, *eh* … I know I said … *ke raya gore* … the status. Looking at the status of

Researcher: Yes, yes, yes … they're treated alike

Participant: They're supposed to be at par

Researcher: Yes

Participant: Because the product of … *eh* … someone that's studying by ODL … gatwe keng?

Researcher: *Uhm ... Uhm?*

Participant: The … the … the certificates

Researcher: Ok

Participant: The one studying by ODL and the full-time student

Researcher: Ok?

Participant: is not going to be any different …

Researcher: Aright, ok

Participant: But the thing is

Researcher: *Mhm*?

Participant: This is a … *ehm* … an innovation … let me put it that way

Researcher: Alright … ok

Participant: It's *eh* ... a deviation sort of … from the … from the norm

Researcher: Ok?

Participant: I mean … UB when it was established

Researcher: Ok

Participant: it was established for full-time learners

Researcher: Ok, ok

Participant: Not for part-timers

Researcher: Ok

Participant: And as I've said already

Researcher: *Mhm*?

Participant: I mean … there is need really for the mindset

Researcher: *Mhm* … *Mhm*?

Participant: generally to be changed

Researcher: *Mhm* … *Mhm*?

Participant: So there is no way that if say for instance the enrolment figure let's say of fifteen thousand

Researcher: Ok?

Participant: Then we can at a go say … you know ok we will have seven point five

Researcher: Ok, ok, ok

Participant: full-timers and seven point five you know … part-timers

Researcher: Aha

Participant: There has to be a gradual move towards

Researcher: gradual move towards … ok, ok

Participant: *Ee*

Researcher: Oh, ok. That is good. So … so that is … that you would say is what actually influenced the alloga … the allocation of the target enrolment

Participant: *Mm.*

Researcher: Ok

Participant: I … I think so … *mm*

Researcher: Ok

Participant: *Mm*

Researcher: Now, I would like to … to … to … to know how many programmes at various levels does the University currently have … between … between faculties. The University …

Participant: you mean …

Researcher: has how many programmes?

Participant: You mean

Researcher: Like how many BA …

Participant: full-time …

Researcher: All … all programmes

Participant: All programmes

Researcher: *Ee* if you have …

Participant: I don't …

Researcher: if you have a … an idea

Participant: May be to just refer to the documents

Researcher: Ok, ok

Participant: *Ee*, the available documents

Researcher: Alright

Participant: But … but of these … or may be you will ask it.

Researcher: Ok?

Participant: I was going to say

Researcher: *Mhm*?

Participant: *Ehm* … the programmes that we have here

Researcher: *Mhm*?

Participant: Have *eh* … Adult Education

Researcher: At *eh* … at *eh* …

Participant: At Diploma level

Researcher: Ok?

Participant: We have *eh* ... *eh* … NGO … Diploma in NGO

Researcher: *Mhm*?

Participant: And we have *eh* … what is the other one … I don't remember … and then we have *eh* … Diploma in Primary Education

Researcher: *Mhm*?

Participant: which is *eh* … actually … it's a collaboration between the Centre here and the Ministry of Education

Researcher: *Mhm*

Participant: And not the Centre and the Department of Primary Education

Researcher: Oh, ok. Ok?

Participant: So this one is a … slightly a different

Researcher: It's a partnership between the University and the Ministry?

Participant: And the Ministry

Researcher: Ok

Participant: And I would … I would really want to say that it's between the University through the Centre

Researcher: *Mhm*?

Participant: And the Ministry

Researcher: *Mhm*?

Participant: And the Department of Primary Education is not involved

Researcher: Ok

Participant: *Yah*

Researcher: Ok. How come?

Participant: Internal matters

Researcher: Ok?

Participant: *Mm*. But I … from what I hear, it's like they were not keen.

Researcher: Ok

Participant: *Ee*, to get involved in this

Researcher: Ok, in distance education?

Participant: in distance education

Researcher: Oh, ok

Participant: *Yah*

Researcher: *Ee*. May be I should go back a little bit.

Participant: And then … ok may be

Researcher: *Mhm*?

Participant: there are other programmes …

Researcher: Oh, ok, ok, ok by the way

Participant: *Mm*.

Researcher: *Mm*

Participant: Just

Researcher: How many? How many programmes is the Distance Education Department

Participant: I don't know …

Researcher: handling

Participant: Ga kere I said … the … the Department

Researcher: You referred to three … You have Adult Education, Primary and NGO Education

Participant: *Ee*

Researcher: *Mm*?

Participant: But there … there's another one which I … *hae ... ke yone mang ne*? CYP

Researcher: Ok, yes.

Participant: *Mm*

Researcher: CYP

Participant: *Mm*

Researcher: All these are at Diploma level?

Participant: Those are at the … at Diploma level

Researcher: Ok

Participant: And then there is a Bachelor … BBA … Bachelor of Business Admin, which actually has four programmes

Researcher: Ok

Participant: And then … the ones that are coming. There is *eh* … in Library and Information Studies

Researcher: These are the ones that are coming?

Participant: *Yah* … the ones that are coming …

Researcher: Ok

Participant: BA in Library and Information Studies (*serious interruption-people coming in and out of the office)*

Researcher: The CYP

Participant: *Ee*, the CYP

Researcher: Ok. I counted six so far

Participant: You counted six?

Researcher: Yes … three diplomas and eh … Actually four diplomas and one Bachelor degree … eh the BBA

Participant: *Mm*?

Researcher: The ones that are already on.

Participant: *Mm*

Researcher: *Ee*, but the second eh … eh … eh … programme in the BA level is the one of Library

Participant: Library *yah*

Researcher: *Ee*

Participant: Is there another one?

Researcher: Do you have anything below diploma?

Participant: No. *A kere* the University no longer offers

Researcher: Oh, by the way certificate?

Participant: certificates

Researcher: Ok

Participant: *Mm*

Researcher: So you don't have anything in the ODL which is above *eh* … first degree?

Participant: No.

Researcher: Ok

Participant: There're plans of course to introdu … to start the … the MEd

Researcher: Ok

Participant: Master of Education

Researcher: Ok

Participant: by distance

Researcher: Alright

Participant: which has been on the cards for a very long time

Researcher: Oh?

Participant: *Yah*

Researcher: Is there a problem?

Participant: Yes, there is a problem. I mean the sort of problem … the … what I mentioned earlier on …

Researcher: *Mhm*?

Participant: about eh … reluctance

Researcher: Ok

Participant: of Academic departments

Researcher: Ok

Participant: to offer their programmes by distance

Researcher: How is the arrangement of offering programmes by distance? I mean … how does CCE … *eh* … the Centre for Continuing Education work with other faculties eh … to … to … to deliver distance education?

Participant: *Eh*, before we get to that … may be we can

Researcher: *Ee*?

Participant: talk about *eh* … just conceptualising the …

Researcher: *Mhm*?

Participant: a programme

Researcher: Ok?

Participant: *gore* that can be the Academic Department

Researcher: *Mhm*?

Participant: to initiate

Researcher: Ok?

Participant: *Eh* ... or that can come from the Centre here

Researcher: Ok

Participant: *Ehe* … But then you find that *eh* … they may that side, initiating a programme

Researcher: *Mm?*

Participant: Like *eh* … the BA LIS

Researcher: Ok

Participant: which was supposed to be *eh* … started this academic year

Researcher: *Mhm*?

Participant: But it has not started because there were no modules and … you know … in ODL *a kere* the teacher is a module. So you cannot start a programme if you don't have … you don't have modules

Researcher: Ok

Participant: *Ee*, they would have initiated it like … I have the … a concept paper here … the proposal

Researcher: Oh, ok?

Participant: Here I have it, I will give you a copy

Researcher: Ok

Participant: They have initiated it. Actually they conducted eh … a study and eh … eh … a needs assessment …

Researcher: Ok

Participant: you know *outside the UB*

Researcher: Ok

Participant: And then they realised that or the finding of the study … the main finding was that you know people needed

Researcher: There is need

Participant: the BA …

Researcher: *Mhm?*

Participant: or the programme to be offered at a degree level

Researcher: Ok

Participant: So then they came to the Department and said … this is what we would like to see

Researcher: Ok

Participant: So then the … university through its structures you know *eh* … approved the … the programme

Researcher: Ok, ok

Participant: *Ee*. Then they had to develop the modules … ke gore then from there … because what CCE does mainly is

Researcher: *Mhm?*

Participant: Administration

Researcher: Ok

Participant: or administering the programme

Researcher: Ok

Participant: And they are the content experts. As content experts they are supposed to develop the modules

Researcher: There … there …

Participant: with the guidance and supervision of … of the Centre

Researcher: of the Centre … *Mhm?* Ok. So there … there … when it comes to the development of materials

Participant: *Mm?*

Researcher: The … what is the role of the Centre and what is the role of the requesting department? What does the Centre … what role does the Centre play in the development of materials?

Participant: I … I've said

Researcher: *Mhm?*

Participant: They are the content experts

Researcher: Yes

Participant: They have the content … the content which they deliver to you know full-time students

Researcher: *Uhm?*

Participant: Right?

Researcher: Yes?

Participant: But then … when it comes to ODL

Researcher: *Uhm?*

Participant: *Eh* … the Centre here

Researcher: *Mhm?*

Participant: would be the ones … then that would guide them on the mode of you know delivery initially

Researcher: Ok?

Participant: So *they would train them on how to prepare*

Researcher: Ok

Participant: materials for

Researcher: Ok

Participant: distance learners

Researcher: Ok

Participant: Then after the training, they write again under the guidance of the … of the CCE

Researcher: *Mhm*

Participant: The experts for …

Researcher: Ok, ok

Participant: who would then say … ok this presented this way

Researcher: *Mhm?*

Participant: *Eh* … you know the di … *eh* … a distance learner would be able to access or would not be able to access

Researcher: Ok

Participant: And then like … you know they have … a … *eh* … you know guidelines on how to write *eh* … a module … you know. They have the house-style … those people have to adhere to

Researcher: *Mhm?*

Participant: to … to the house-style

Researcher: Yes

Participant: And then after that *eh* … a content editor

Researcher: *Mhm?*

Participant: is appointed … at the Department, by the Centre

Researcher: *Mhm?*

Participant: *Ehe* ... to check on the content

Researcher: Ok?

Participant: And of course using the … the guidelines

Researcher: *Mhm?*

Participant: for writing modules or

Researcher: *Mhm?*

Participant: materials for distance learners

Researcher: *Mm*

Participant: And then … it's after that … that the … the module is then presented this side

Researcher: *Mhm?*

Participant: And then you know the … Programme Coordinator will look at it or other Programme Coordinators will also look at it

Researcher: *Mhm?*

Participant: And then it will be passed on to the Graphic Designer

Researcher: Ok

Participant: for any illustrations

Researcher: *Yah* … for processing the … the … the manu … the materials towards printing

Participant: Yes

Researcher: Ok. Now I … I would like to appreciate the … you have mentioned the delay

Participant: *Mm*

Researcher: from the participating Department

Participant: *Mm*

Researcher: which is providing content

Participant: *Mm*

Researcher: that I … I understand. But apart from … or … or may be that which will contribute towards the delay. According to your assessment … what are the constraints … both for CCE and for the Departments … for trying to … to develop or trying to deliver programmes through ODL. What could be the constraints?

Participant: One … as I said already, eh … this thing called the mindset

Researcher: Ok

Participant: I mean … really, my view as a new person here

Researcher: Ok?

Participant: *Ehm* … is that … *ke gore* from my interaction with the people that I work with in the BA LIS programme, it's like … one … they are not aware of their role … clearly *gore* what exactly is their role in this whole thing

Researcher: *Mhm?*

Participant: And that is why they view LIS as you know … CCE programmes

Researcher: Ok

Participant: They are not their programmes … they don't own them from that side

Researcher: Ok

Participant: So I'm actually

Researcher: But they're supposed to own them?

Participant: They're supposed to own them

Researcher: *Mhm?*

Participant: It's their programme offered by distance

Researcher: *Mhm*

Participant: It's just the mode that's different

Researcher: *Mhm*

Participant: Because a kere re … they also become tutors

Researcher: Ok

Participant: *Ee,* once the programme is *eh* … is introduced

Researcher: *Mhm?*

Participant: And then we advertise for tutors etc. they're the ones who are going to apply

Researcher: *Mhm?*

Participant: They're the ones who can

Researcher: who can teach that programme

Participant: who can teach that particular I mean, course … that particular you know … programme

Researcher: *Mhm*

Participant: And then I think … I'm not sure

Researcher: *Yah*?

Participant: Because I'm actually doing a small study on this … to find out what the problem is

Researcher: Ok?

Participant: *Mm.* it's like … there is no driver

Researcher: Ok?

Participant: You see, you come up with a … a … a … an innovation. *You come up with a new programme, a new approach ... someone has to drive it*

Researcher: *Mhm?*

Participant: *So I will say that I don't see any strategic leadership here*

Researcher: In terms of?

Participant: One *eh* … ODL implementation

Researcher: But there is … there is the Department of Distance Education within the Centre for Continuing Education

Participant: Yes, yes I'm coming to that

Researcher: Oh, ok

Participant: Gore *on paper I see that*

Researcher: *Aah* ... ok

Participant: *these things are beautifully laid down*

Researcher: Ooh?

Participant: and *someone has to drive them*

Researcher: Ok

Participant: *But I didn't see that coming*

Researcher: Ok

Participant: I don't

Researcher: In practice it is not

Participant: exactly

Researcher: the way it is written

Participant: Yes. And you know … you'd come up with a … a broad *eh* … policy … such as

Researcher: Ok

Participant: a policy is just a broad statement of intent

Researcher: Ok

Participant: I mean like the mainstreaming policy

Researcher: *Mhm ... Mhm?*

Participant: I … I don't see any *eh*… implementable whatever … or implementation

Researcher: plan … *Mm?*

Participant: Action

Researcher: *Mm, mm*

Participant: You know to say

Researcher: *Mm*

Participant: this is our plan, we intend to do this … to do this … to do this. We'll go and address these ones, we'll go and talk with this one … we will do this after that and that

Researcher: Ok

Participant: That is not there

Researcher: Ok *Eh* … that is the … some … those are some of … some of the

Participant: I think so

Researcher: the constraints that you … you are sort of

Participant: *Ee*, and then the other thing is that *eh … the academic departments will say that … when they write modules … ODL modules*

Researcher: *Aha?*

Participant: That is not *eh* … recognised in their performance through their PMS

Researcher: Ooh?

Participant: *As long as its not there … and yet they're the ones who are expected to be writing these modules*

Researcher: *Mhm?*

Participant: *then they are going to give priority to that which is going to lead to eh … their promotions … their whatever it is*

Researcher: *Mhm … Mhm?*

Participant: *Ee*

Researcher: Ok

Participant: *Mm*

Researcher: So … so … so then in practice it makes ODL … when people are implementing it … it makes it second

Participant: Yes

Researcher: *Eh* … priority. People will focus on something else

Participant: *Mm*

Researcher: Ok. *Yah*, no … that can add

Participant: *Mm*

Researcher: to its constraints. What about the people who come to work within ODL? Eh … you mentioned earlier … the mainstreaming policy

Participant: *Mm*

Researcher: which … to my understanding when I look at the policy … it's as if the University is planning to have ODL implemented throughout the University

Participant: *Mm*

Researcher: *Ee* … Now what I'm trying to find out is how people are prepared in terms of skills … *ke gore eh* ...

Participant: *Mm*

Researcher: ODL practitioners believe that ODL is a specialised field

Participant: *Mm*

Researcher: And now … I … I … I want to … I want to find out whether the University buys into that … is it … do they treat it as a specialised area and therefore train people such that when they implement *eh* … this area

Participant: *Mm*

Researcher: they know what they are doing … what is your observation in that

Participant: Can I ask question

Researcher: area? Yes, please

Participant: When you say train people … which people exactly?

Researcher: First of all people who are going to work in the Department of OD … Distance Learning

Participant: *Mhm?*

Researcher: And then secondly, now that it is being taken to University-wide

Participant: Campus-wide

Researcher: I … is there any orientation … campus-wide orientation to people to appreciate, because when we're talking it appears to me like the mindset is still … and they're still thinking *eh* … ODL is … is second priority and so on. So … so I'm just wondering whether there has been exposure in terms of training … first of all to those who are supposed to be the ones who are to be consulted. Which is the people who are working in the Department of Distance Education and at CCE

Participant: *Mm*

Researcher: And then University wide.

Participant: No … I understand you well. The thing … well … *when it comes to training staff of the Distance Education Department*

Researcher: Ok?

Participant: *Eh* … I believe there is a training programme

Researcher: Ok

Participant: *because eh … a number of people have just returned from*

Researcher: Ok

Participant: further studies where they were studying up to PhD level

Researcher: Ok

Participant: So we have a number of like … you know … instructional designers

Researcher: Ok

Participant: *in the Department*

Researcher: Ok

Participant: *Eh* … when it comes to *eh* … training of other people in the University

Researcher: *Mhm?*

Participant: That one I'm not too sure. But I believe coz my small experience … my experience eh … it's only mainly with the people that I work with. They have not been trained. The only training that they have is that of developing materials

Researcher: *Mhm.* Ok

Participant: And the background you know to that … why they are participating in that I doubt if they have ever been given *eh* … such a … a background

Researcher: Ok, ok … ooh?

Participant: Because even in one Department … the … the Head of Department is one of the writers

Researcher: Ok

Participant: But he is not writing

Researcher: *Mhm?*

Participant: So his Department is not writing

Researcher: *Mhm*

Participant: Isn't it that he should be leading by example?

Researcher: *Yah*

Participant: They're not writing and he's also not writing

Researcher: Ok

Participant: When they complain, he also complains in the same way

Researcher: Ok

Participant: *Ehe*?

Researcher: Ok. *Yah.* Now *eh* … some of the things we've already touched that were … I was going to … I'd … let me just go back to where I was going to … to … to touch

Participant: *Mm*

Researcher: which is *eh* … to say that *eh* … since 1994

Participant: *Mhm?*

Researcher: developments in education in Botswana are guided by the Revised National policy on Education

Participant: *Mm*

Researcher: as well as Vision 2016 like you have already mentioned

Participant: *Mm*

Researcher: Now, Botswana also like SADC countries has identified distance learning as one of the strategies to improve access

Participant: *Mm*

Researcher: Now I want you to comment on how you … you … you see the development of tertiary level open and distance learning in Botswana since 1994… How has this been … since 1994

Participant: *Mm*

Researcher: when this policy was put in place and the … *eh* ... specifically identified ODL as one of those strategies that have to be implemented

Participant: *Mm*

Researcher: Can you comment on that

Participant: *Hee* … that's a … that's a tough one

Researcher: *Mm*

Participant: I really … I really don't know how to … I really wouldn't know how to approach it

Researcher: Ok?

Participant: *Koore nna* … I … I have my own views

Researcher: Yes

Participant: *Ee*, which may be slightly …

Researcher: And it's your views that I'm after this morning

Participant: *Mm* ... *Koore tota* ... the way … the way I see it

Researcher: Yes?

Participant: I … I would *eh* … expect the Ministry of Education

Researcher: Ok?

Participant: You know to … to be involved … actively involved … especially where … *koore* in institutions … though they may be said to be parastatal

Researcher: Ok?

Participant: Institutions that they fund

Researcher: Ok

Participant: Such as the UB

Researcher: Ok

Participant: I … it's like nobody ever checks on whether … like the case of ODL for instance

Researcher: *Mhm?*

Participant: Whether UB is actually implementing … you know … the Revised National Policy on Education

Researcher: Ok

Participant: in that you know … regard

Researcher: in that respect … ok

Participant: *Ee* So I'm … I'm not too sure. Like for instance, I think *eh* … more attention is being given to … to BOCODOL

Researcher: *Mhm*?

Participant: I should think so … to say … BOCODOL …you know you were supposed to this … are you still on track or something like that. I think so. My view … I'm … I don't know much about BOCODOL as well

Researcher: Ok

Participant: But I think those ones are more in touch with the Ministry than you know … the University … *ke raa gore* the University

Researcher: Ok?

Participant: *Ee*. Like for instance, if there is such a recommendation and *eh* … money is being put into *eh* … this institution, why is it that, you know, very little has been done. And people here have the liberty to sort of you know … to say … '*yah* we can do it we can not do it' … Like *eh* … the MEd programme that I talked about …

Researcher: Ok that you talked about earlier

Participant: earlier on

Researcher: Yes?

Participant: You know … MEd is already being offered by distance

Researcher: Ok?

Participant: By the new … *eh* … by the Department of Educational Foundations

Researcher: Ok

Participant: But you sit in a meeting with those people, it's like you know 'no, *nna* we can't do this … we can't do this.' And yet they keep complaining about *eh* … you know … students not *eh* ... completing on time … etcetera, etcetera. And then there is another programme. Isn't it that *eh* … *eh* … starting from last year we had people *eh* … graduating from the Diploma …

Researcher: Diploma … in Primary Education?

Participant: in Primary Education

Researcher: *Mhm?*

Participant: And there's been talk … I understand for many years … of starting the BEd Primary

Researcher: *Mhm?*

Participant: Up to date it is not being started

Researcher: Ok?

Participant: The concept paper is there. And *eh* … actually … it was two lecturers from the Department of *eh* ... Primary Education, who did *eh* … a needs assessment … and they realised that there was need for that particular *eh* ... programme …

Researcher: Ok

Participant: but up to this day

Researcher: *Mm*

Participant: we're still to say … *yah* we should be implementing this programme. And then we have to go to them … it's like we're begging them

Researcher: *Mm ... mm*

Participant: Why?

Researcher: *Mm*

Participant: *Ee*

Researcher: What do you think should be done? The Uni … What do you think the University should do in order to move distance education … *eh* ... as a programme that has equal status with the face-to-face

Participant: The … the … the … we call them the Northern Gate … you know that … I mean … *the Administration that side*

Researcher: Yes?

Participant: I mean they should actually

Researcher: Central Administration?

Participant: Yes

Researcher: Oh, ok

Participant: *they should ensure*

Researcher: *Mhm?*

Participant: that you know that, that is done

Researcher: *Mhm?*

Participant: *they should actually drive this thing. Eh* … like I was talking to someone in the corridor before we came here

Researcher: Ok

Participant: Look at this handbook

Researcher: Ok

Participant: It's a student handbook

Researcher: Ok

Participant: *Ehm* … which was *eh* … you know … reproduced *eh* … recently

Researcher: Ok

Participant: This is just for full-time students

Researcher: *Mhm?*

Participant: And then when it came out, now we asked … 'what is happening, where are our students? … we can't see our ….' And then it was like 'oh! We are very sorry

Researcher: *Ao*?

Participant: And it happens all the time …

Researcher: Ok, ok

Participant: All the time … *yah* … and

Researcher: What happens is that …

Participant: Then, and then

Researcher: ODL is forgotten?

Participant: It's forgotten

Researcher: Ok

Participant: It's … you know … it is a by the way

Researcher: Ok

Participant: But you look at our … you know … our mission statement, our vision statement … you look at our Strategic Plan as an institution, all these things are there

Researcher: Ok

Participant: And then if you see these documents, you will say … 'these people are actually implementing RNPE. They are actually working towards Vision 2016'

Researcher: Vision 2016 … *Mhm?*

Participant: When in fact they are not

Researcher: Ok

Participant: And then the other thing is … *the Centre that is eh ... charged with eh ... ODL ... you know ... provision*

Researcher: Yes?

Participant: *How much are they doing? Is there ... you know ... the people at the top*

Researcher: Ok?

Participant: *They should be providing leadership*

Researcher: *Yah*

Participant: You know

Researcher: Ok

Participant: *They should be talking to their counterparts in those Departments … you know …*

Researcher: *Mhm?*

Participant: *Now it's like that is not happening*

Researcher: Ok

Participant: You don't get to a meeting … I mean … get to a meeting. Nobody ever says … 'you know … yes we had a meeting with these people … It's like you know … just like … *eh* … Distance Education … you know … talking to *eh* … you know … those Departments *hm*?

Researcher: This one is … (*battery signal plus cell phone ringing*)

Participant: Hello … *Ee* … (*phone interruption*)

Researcher: Ooh? Ok

Participant: ***{****O itse gore* I'm in a meeting right now. *Ke mo* interview actually … *ke tlaa tla ke go lletsa* (*phone interruption*)*}* … so much

Researcher: *Mm*

Participant: in a

Researcher: So … so … so you're looking at monitoring as something that is sort of lacking? Or leadership you said?

Participant: Leadership …

Researcher: Ok?

Participant: *Leadership would say … would come up with eh … an action plan*

Researcher: Alright?

Participant: *And actually eh … monitoring of that plan would also be in place*

Researcher: Ok

Participant: But I see …

Researcher: What about … what about the staff members of …

Participant: *Mm?*

Researcher: the Centre itself … the staff members and their own leadership … I mean within the Centre itself. For … for you to move distance education such that the University … whoever at whatever level, realises that … this is a mode that can actually work. What does the Centre do? I'm picking from the fact that the Centre does send *eh* … staff members here for training even up to PhD. I suppose you are referring to people being trained *eh* … relevant training to advance distance education

Participant: *Mm*

Researcher: Yes. So you have those people … who do a lot of research, who can convince the University community of the importance of ODL

Participant: *Mm*

Researcher: They're already in place according to what you have said

Participant: *Mm*

Researcher: So … so from within the Centre, what do you think can be done to advance distance education?

Participant: *Kana* the … this … this why … this is why I was saying … I was saying …

Researcher: *Aha*?

Participant: it's us …

Researcher: Ok?

Participant: who should … (*knocking interruption*) *eh* … who should be …

Researcher: *Mhm?*

Participant: We have the academic departments … isn't it

Researcher: Ye, yes

Participant: We have *eh* … the Centre here

Researcher: *Ee*

Participant: And it is us really, coz we … we have that *eh* … a mandate … ga kere?

Researcher: *Ee mma*

Participant: We have that responsibility of ensuring that … that objective that is ODL

Researcher: *Mhm … Mm*

Participant: is achieved

Researcher: Yes

Participant: one way or the other

Researcher: Yes, yes

Participant: So it is us really who should be driving this whole process

Researcher: Ok

Participant: But at the same time *eh* … I see leadership in terms of the Centre *eh* … you know lacking … and I'm saying … within the Centre there has to be some kind of leader

Researcher: Ok?

Participant: someone who'll say … 'let's strategise

Researcher: Ok,

Participant: how are we doing?

Researcher: *Yah, yah, yah*

Participant: I … *eh* …*eh* tackle this

Researcher: Ok

Participant: issue?

Researcher: Ok

Participant: And *eh* … I see us may be … I'm not sure … *ee* … behaving more like eh … you know … cry babies

Researcher: Ok, ok

Participant: *Mm*

Researcher: Now from your experience working at UB

Participant: *Mm?*

Researcher: What is your comment concerning having face-to-face and ODL mode within the same institution … within the same University?

Participant: Well, my comment …

Researcher: Yes

Participant: on that one is that … *kana* we are competing for the same resources

Researcher: Ok?

Participant: *eh* … especially the human resource and *eh* … you know …

Researcher: Ok

Participant: it's difficult to get

Researcher: Ok

Participant: *eh* … resources like classrooms. People this side are always complaining about classrooms when *eh* … they have to have … you know … *eh* …contact *eh* …sessions. They're for ever complaining about those. Whether it's because of lack of planning from this side or what I don't know

Researcher: *Mhm?*

Participant: Because really I have not come that far in my …

Researcher: *Yah, yah, yah*

Participant: my programme

Researcher: Ok

Participant: And *ehm* … the other thing … is what … *hei* …

Researcher: *Yah,* anyway, you were talking about *eh* … the resources

Participant: *Yes … competing for the same resources*

Researcher: the two modes having to compete for the resources

Participant: And *eh* … this thing of *ehm* … *ah* … I don't know … may be … what people are used to … you know, the norm … or the tradition

Researcher: Ok?

Participant: *Ya gore eh* … this is a face-to-face institution

Researcher: institution … ok?

Participant: *Ee,* may be that

Researcher: *Mhm*

Participant: That perhaps is what is killing

Researcher: Ok

Participant: you know *eh* … ODL

Researcher: Alright?

Participant: And I believe … *nna* personally, I believe that *eh* … for ODL to achieve *eh* … to succeed in any … and upgrade it

Researcher: *Mhm*?

Participant: You need *eh* … an institution that is *eh* … dedicated

Researcher: Ok

Participant: purely

Researcher: Ok

Participant: Not what … what we're doing here

Researcher: Not, not dual mode?

Participant: Not dual mode

Researcher: Yes?

Participant: *It's not working*

Researcher: Ok

Participant: *Ee* … or may be it's because of those problems that I alluded to

Researcher: *Yah, yah*

Participant: earlier on

Researcher: *Yah*

Participant: *Yah*

Researcher: *Uh* … ok

Participant: May be … but I believe we need to … to do something about it

Researcher: Ok. No I think it's … it's ok. This thing is also playing tricks …

Interview Transcripts – T5

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: Good morning and thank you for volunt … your voluntary participation in this research.

Participant: *Nod*

Researcher: As I have indicated before, I'm a student of the University of Pretoria …

Participant: *Nod*

Researcher: undertaking a study about how the development or otherwise of the open and distance learning mode can impact on access to tertiary education. I am … looking primarily at the development of ODL within dual mode institutions. *Eh* ... and using the University of Botswana as a case. I start with the questions of a general nature … then I move specifically to the experiences of the growth of ODL within the University of Botswana as a dual mode institution.

Participant: *Nod*

Researcher: Research indicates that sub-Sahara Africa continues to record the lowest participation rates in the world in tertiary level education and training … with an average rate of about five percent of the eligible population by 2007 figures … Would you say that participation at tertiary level in Botswana is also low?

Participant: I would say yes it is

Researcher: *Mhm?*

Participant: Yes it is low … given particularly … the output of *eh* ... pre-tertiary education. *When we compare the figures of uh ... pre-tertiary education output ... which is secondary education ... to what then gets to the tertiary education ... it is only about twenty-nine percent of the outputs ... eh ...* leaving seventy-one percent of the students to fan for themselves in other areas. You would expect that *eh* … quite a cumulative effect of those students would be lying somewhere and doing nothing. *Eh* … questions are therefore do these students go to … *eh ... eh ...* vocational training or technical training? If they do …

seventy-one percent is still a large number. So what happens to the rest of the people …

Researcher: *Mhm*

Participant: who do not proceed into those areas?

Researcher: *Mm*

Participant: So I … I concur. It's correct that

Researcher: *Mhm?*

Participant: It's quite a lot of people who are out there without entry

Researcher: Ok. In … in your opinion … how does Botswana compare with countries like South Africa, Mauritius and Namibia in terms of participation in tertiary education?

Participant: Very low

Researcher: *Mhm?*

Participant: Very low … I think if you look at the … the figures … in *eh* … in a study by Tertiary Education Council

Researcher: *Mhm?*

Participant: And if you go to Knowledge Assessment Methodology … as well it will show that … Botswana is lagging behind

Researcher: *Mhm?*

Participant: significantly

Researcher: *Mhm?*

Participant: in *eh* … participation on tertiary education

Researcher: *Mhm?*

Participant: There's no doubt that we are lagging behind and there is need to actually do something about it

Researcher: Ok … It has been established that in Botswana about eleven point four percent of the eighteen to twenty-four year old eligible

population does have access to tertiary education, especially now with the proliferation of private tertiary institutions in the country. What is the share of this population that manages to access tertiary education would you estimate to be the University of Botswana's contribution?

Participant: I can't say I have the figures in my head right now

Researcher: *Mhm?*

Participant: But *if the population ... according to me ... the population of students in Bo ... in UB are about fifteen thousand.*

Researcher: *Mhm?*

Participant: And … *and ... eh ... out of those ... there're about eh ... three hundred or so students who are doing ... who are studying by distance*

Researcher: *Mhm?*

Participant: And probably another eight to nine hundred or a thousand … or more, who are doing part-time studies in various departments

Researcher: *Mhm?*

Participant: The … the … these are students who probably fall within the category of the twenty-nine percent that I said would access

Researcher: *Mhm?*

Participant: *the question is really on what happens to the seventy-one percent*

Researcher: *Mm*

Participant: Secondly … we should also note that this access through other private tertiary institutions

Researcher: *Mhm?*

Participant: is also based on their ability to actually pay the fees for these … and it still boils down to the government finance institutions

Researcher: *Mhm?*

Participant: And if we can only account for twenty-nine percent … we still have the questions … who accesses … are these people paid for by the government …

Researcher: *Mhm?*

Participant: So with that in mind we cannot … not be able to really agree with the fact that … we cannot pin down a significant number for people who are … actually access tertiary education

Researcher: *Mm*?

Participant: To me it's like … this twenty-nine percent that we are able to account for

Researcher: *Mm*?

Participant: Are the ones that we are able to get the data from

Researcher: *Mm*?

Participant: The whole country

Researcher: *Mhm?*

Participant: So the question is … what about the seventy-one percent … what happened to them and where did they end up?

Researcher: *Mhm?*

Participant: Cumulatively it has been cause to for more than … five years

Researcher: Ok. And … and this seventy-one … you're talking about the … the eligible population … people who qualified

Participant: Eligible … qualified

Researcher: And … and they want to go into tertiary education …

Participant: Well … the question of whether they want

Researcher: *Mhm?*

Participant: Is … is debatable

Researcher: Ok

Participant: But the issue is if they are there … do they have that opportunity

Researcher: *Mhm ... mhm?*

Participant: If they were granted that opportunity … what … would they have taken on board?

Researcher: *Mhm ... Mhm ... Yah*

Participant: Well … one wonders … if they don't want … then we should be in a position to say … out of the seventy-one percent that is left … fifteen were accommodated here fifteen percent there twenty percent there … and then these ones who don't

Researcher: Who don't want to take advantage …

Participant: But I don't think we got those who don't want

Researcher: No … no … *yah*. Ok. Recently research indicates a trend in many developing countries where more and more adults including employees want to access tertiary level education. Is this true for Botswana as well?

Participant: Definitely yes

Researcher: *Mm*

Participant: It is true for Botswana and as a programme coordinator in UB for distance education programmes

Researcher: *Mhm?*

Participant: I've seen a lot of faces coming here … of people who want to enrol

Researcher: *Mhm?*

Participant: but because of financial commitments and obligations

Researcher: *Mhm?*

Participant: They're not able to proceed with their studies

Researcher: Ok

Participant: And *because they don't have that kind of support … to finance them … into this eh … distance education*

Researcher: *Mhm?*

Participant: They've failed. But by and large even *if you were to approach the Registry and find the numbers of people who apply to enter and do their degree programmes by distance. You … you'll will find that they are significantly large.*

Researcher: *Mhm*

Participant: But they declined for them to proceed because perhaps due to other social commitments they're unable to proceed

Researcher: Ok

Participant: Mainly finances

Researcher: *Mhm.* What do you think should be done to increase opportunities for more enrolments at this level … for Botswana as a country?

Participant: There … one thing that I think needs to be explored

Researcher: *Mhm?*

Participant: As *support on these distance education programmes in the form of subsidies. Perhaps not to individuals, perhaps to rates … fees per se … eh … While I realise that it may be costly but I think if access is encouraged by way of eh … making the eh … the tuition fees affordable*

Researcher: *Mhm?*

Participant: *Something that tallies to the income bracket that … that person is likely to be in*

Researcher: *Mhm?*

Participant: would be one step in the right direction

Researcher: Ok

Participant: And secondly we … one would like to see some of these policies not only affecting government institutions … but even private sector

Researcher: *Mm*

Participant: In terms of participating to ensure that their own employees are afforded an opportunity either in the form of giving them time offs, which have got nothing to do with their annual leave … in the form of reimbursement when they succeed on courses that they're doing … recognition of their learning by way of salary adjustments over time. That would cumulatively encourage the … students to … the people to actually now pick distance or part-time learning as an alternative

Researcher: Ok. Currently … currently as … as you have *eh* … sort of touched on … currently government sponsorship for tertiary level study does not cover individual students who are studying through the open and distance learning mode … What would be your comment on this policy … particularly … *eh* … referring to the stigma that usually is … is … is attached to distance education?

Participant: First … *first of all I think there ... there is ... there is eh ... responsibility to de-stigmatise distance learning*

Researcher: *Mm*

Participant: *or part-time learning*

Researcher: *Mm*

Participant: by making it not an alternative …

Researcher: *Mm*

Participant: mode of learning

Researcher: *Mhm?*

Participant: But make it a way of learning

Researcher: *Mhm?*

Participant: Because if … once you say alternative … you're saying … having failed to achieve this side of the full-time learning process … now … you can take this other route. It … it's making it a secondary

Researcher: *Mhm?*

Participant: So by making it something that is honourably equal or is at the same level with the full-time level

Researcher: *Mhm?*

Participant: *Government or sponsors and institutions should be ... should actually start being proactive ... For example ... we need to move away from the fact of saying students will only apply for distance learning only if they did not get a place in the full-time.*

Researcher: *Mhm?*

Participant: *They should actually apply and decide, as well as choose*

Researcher: *Mhm?*

Participant: *to take distance learning or part-time learning as a form of learning*

Researcher: *Mhm?*

Participant: Not as an alternative

Researcher: *Mhm?*

Participant: *The second thing is it should be resourced … distance learning should be resourced.*

Researcher: *Mhm?*

Participant: And should be well designed to actually *eh* ... stick to certain time-frames

Researcher: *Mhm?*

Participant: So that output is actually *eh* … *eh* … projected

Researcher: *Mhm?*

Participant: into the future to say that we expect engineers to qualify out of this mode in the year so and so

Researcher: *Mhm?*

Participant: And people should … should be allow to commit

Researcher: *Mhm?*

Participant: to that kind of process

Researcher: *Mhm?*

Participant: Yes I am aware that *eh* … there are quite a number of difficulties that such students will encounter … but then … all those difficulties have to be factored in

Researcher: *Mhm?*

Participant: *Apart from sponsorship, we should not only stick to old ways of doing teaching itself*

Researcher: *Mhm?*

Participant: *I think it's high time that we incorporate modern learning aspects ... particularly that ... those that are enhanced by technology*

Researcher: *Mhm?*

Participant: For both the … *eh* … what you call it *eh* … *computer mediated*?

Researcher: *Mm*

Participant: *video conferencing* …

Researcher: *Mhm?*

Participant: tele-conferencing … *eh* … *internet and all these other things that go with it*

Researcher: *Mhm?*

Participant: *We need to start investing in that direction*

Researcher: *Mm*

Participant: I know attempts have been made … to actually do it … But I think a commitment by institutions themselves

Researcher: *Mhm?*

Participant: Should actually be seen and be evident

Researcher: *Mm*

Participant: And *not only to … to enhance full-time learning in those areas ... Because ... what we see in UB is that things like Web-CT ... Blackboard and stuff like that ... they're being used to actually enhance learning within the institution. So people who are already advantaged are even further*

Researcher: *Mhm*

Participant: *advantaged*

Researcher: *Mhm?*

Participant: *And yet when it comes to distance learners there's ... there's very little assistance*

Researcher: *Mhm?*

Participant: *that has been extended*

Researcher: *Mhm?*

Participant: It's there but it's very limited

Researcher: How would you comment on that kind of resourcing visa viz the … the claim that distance education is comparatively less expensive than the face-to-face

Participant: I think one has to be very careful when we talk on costing and expenses

Researcher: *Mm*

Participant: And things like that

Researcher: *Mm*

Participant: Distance education … I think *the initial capital investment into distance education is very high*

Researcher: *Mhm?*

Participant: But it's spread over two things … over time

Researcher: *Mhm?*

Participant: As well as the number of students who actually then register

Researcher: *Mhm*

Participant: *If you have fewer students enrolling*

Researcher: *Mm?*

Participant: *Then you have a problem*

Researcher: *Mm?*

Participant: because your investments in terms of your initial capital investments on it … will not actually be justified

Researcher: *Mhm*

Participant: *But if you have a larger pool of students to address*

Researcher: *Mm?*

Participant: *Then you definitely are going to enjoy the benefits of eh … of the investment*

Researcher: *Mhm?*

Participant: The spread … which actually emanates from the participation part of it

Researcher: *Mhm?*

Participant: Access …

Researcher: *Mhm?*

Participant: *If more people are able to access and you are able to spread these costs for quite a period … a longer period …*

Researcher: *Mm?*

Participant: *Then the investment is worth it*

Researcher: *Mhm?*

Participant: However, one has to be careful on what … what kind of investment they are going into. *Eh* … I know that computers are quite expensive

Researcher: *Mm*

Participant: But they also change

Researcher: regularly

Participant: Very regularly

Researcher: *Mm?*

Participant: So you'd actually be replacing software after software

Researcher: *Mm?*

Participant: *eh* … would be very expensive

Researcher: *Mhm*

Participant: But there are other alternatives. There are soft wares that are open … that you don't have to … which are free

Researcher: *Yah* … open source

Participant: Open source

Researcher: *Mm*

Participant: Which you can capitalise on … Therefore you can't say technology would be expensive because there are these available *eh* … resources

Researcher: *Mhm?*

Participant: That you can utilise

Researcher: *Mm*

Participant: So once capital investment … in … in other words the main gargets …

Researcher: Ok

Participant: hardware is put in place and the system to control and monitor them is in place …

Researcher: *Mhm*

Participant: then you … surely you're going to … to … to

Researcher: to be able to run

Participant: benefit from it

Researcher: Ok … *eh* … I'm still interested in the … *eh* … economies of scale … When … when I consider the population of Botswana. *Eh* ... what … what … how would you see at tertiary level … Botswana actually reaching economies of scale if they were to invest in that kind of *eh* … technology-based distance education?

Participant: I think … I think at this point we have to realise that it's just not about investing on the assets themselves

Researcher: *Mm*

Participant: tangible assets in terms of buildings … structures

Researcher: *Mhm ... Mhm?*

Participant: computers

Researcher: *Mhm ... Mhm?*

Participant: It's also investing in the know how … the skills development aspect of it

Researcher: *Mhm?*

Participant: The … the man … the human … human element that

Researcher: *Mhm?*

Participant: is behind the desk

Researcher: *Mhm ... Mhm?*

Participant: If we … we're able … as a nation to come up with the best modules within the region

Researcher: *Mhm?*

Participant: To come up with the best kind of programmes that are user friendly … that can reach and compete everybody else

Researcher: *Mhm?*

Participant: within the region

Researcher: *Mhm?*

Participant: I can see Botswana … one … because it has the resources currently

Researcher: *Mhm … Mhm?*

Participant: tapping into other nations like … places like Zambia

Researcher: *Mhm?*

Participant: Tanzania … *oh* … those with bigger populations

Researcher: *Mm*

Participant: If we have the skills, then we have the know how

Researcher: *Mhm?*

Participant: And we are almost at the cutting edge all the time. There is no reason why we should not lead the region

Researcher: *Mhm?*

Participant: in that area

Researcher: *Mhm*

Participant: Well, we should admit of course that places like UNISA are already in the game

Researcher: *Mhm?*

Participant: But then they're in the game with the rigidity

Researcher: *Mhm?*

Participant: of the past

Researcher: *Mhm?*

Participant: We are coming in at a point where we can actually borrow from their experiences and in fact to build something … a new product completely

Researcher: Ok … ok

Participant: by incorporating the new ideas

Researcher: Ok

Participant: into the system

Researcher: Mhm?

Participant: For me … we will be able to break even. Namibia is still new as a nation

Researcher: *Mhm?*

Participant: And I believe we could also lead in that aspect

Researcher: Ok. Since 1994 developments in education in Botswana are guided primarily by the Revised National Policy on Education … *eh* … which, was envisaging the University of Botswana as a lead agency in the development of distance education. We also have Vision 2016 … the objectives of and … and aspirations of which are also guiding … *eh* … developments in education. Botswana like other SADC countries has also identified ODL as one of the strategies to improve access to tertiary education, particularly through that *eh* … *eh* … 1994 Revised National Policy … How would you comment on the development of tertiary level ODL in Botswana since 1994?

Participant: There's been quite a lot of shifts

Researcher: *Mm?*

Participant: from that … that … that *eh* … position. First … the 1994 … Policy

Researcher: *Mhm?*

Participant: only afforded Botswana as an economy … or as a country the opportunity to develop other … other things there after. We

currently have things like Tertiary Education Council, which was started in 1999

Researcher: *Mhm?*

Participant: … which has now got a tertiary education policy

Researcher: *Mhm?*

Participant: The white paper now that is operational … guiding certain aspects of tertiary education

Researcher: Ok

Participant: Although Vision 2016 … is a national document

Researcher: *Mhm?*

Participant: It serves as *eh* … packs of milestones

Researcher: *Mhm?*

Participant: that people want to achieve towards that vision … which is 2016 … and I think part of what Tertiary Education has put on the ground

Researcher: *Mhm?*

Participant: is building towards some of its …

Researcher: towards

Participant: revision as a national document. We have already in the pipe line things like the funding policy, that is about to come on board

Researcher: *Mhm?*

Participant: But then you see, everything else is guided towards a particular objective. We have the human resource development document

Researcher: *Mhm?*

Participant: that … eventually when it comes on board … it will direct

Researcher: *Mhm?*

Participant: I think there is also qualifications framework

Researcher: *Yah*

Participant: that is also being built into it

Researcher: *Mhm?*

Participant: You can see that these … all these documents … if you look at 1994 … there were already in the minds … that people were going to be building something in the future

Researcher: *Mhm?*

Participant: Now all these documents build towards trying to get the whole education sector in line … so that we … we … we … we get somewhere. So there has been really a shift from the Revised National Policy into other policies …

Researcher: Ok

Participant: that the nation and … nation and individual institutions are building on

Researcher: *Mhm*

Participant: Not only that … We have seen the up coming second university. We have seen the opening up of the education sector in terms of private sector

Researcher: tertiary level?

Participant: tertiary level coming on board. The more players coming on board

Researcher: Ok

Participant: That to me means … University of Botswana has been the leader … yes … but now there are other players on board

Researcher: *Mhm*

Participant: Even the Colleges … are no more just colleges … but they are

Researcher: *Mhm*

Participant: They are entities on their own right … pursuing cert … particular agenda and having to conform

Researcher: *Mhm?*

Participant: to the tertiary education *eh* ... standards

Researcher: Ok … ok

Participant: So to me … yes we have that document … it has done its part and it has built other documents now that are driving the current

Researcher: education system?

Participant: Yes

Researcher: But … but … *eh* … where would you place the development of distance education during those … that period … at tertiary level?

Participant: *You know ... while we must acknowledge that on paper ... it has been there*

Researcher: Ok?

Participant: *The practice has rather been eh ... slightly slow*

Researcher: Ok

Participant: *And perhaps even on paper ... the significance of distance education is somewhat ... has only ... come in as a background thing. It does echo here and there. For example ... in UB we talk of access and participation*

Researcher: *Mhm*

Participant: *and we do talk of distance education*

Researcher: *Mhm*

Participant: *But when you really look at the kind of support that we get from the system*

Researcher: *Mhm?*

Participant: *you begin to see that there's a lot of gaps*

Researcher: A lot of gaps

Participant: *There's quite a lot that needs to be done to accommodate the fact that there is distance education*

Researcher: Ok

Participant: For example … I don't think the … we come in for example … *when we talk of tutors or lecturers*

Researcher: *Mhm?*

Participant: *distance education is not part of their job description. They come in and do it as part-time like anybody else*

Researcher: *Mhm?*

Participant: *and yet they're serving the same entity. To me that doesn't indicate mainstreaming … or actually putting distance education as one of the engines of the institution*

Researcher: Ok

Participant: *If you look at the population of distance learners here in the facts and figures of the University … they make a fraction*

Researcher: *Yah*

Participant: of the population. *I'm talking here about three hundred and something on a … in a population of about fifteen thousand* … what is … it's just a drop in the ocean

Researcher: *Yah … yah*

Participant: So to me … it doesn't … it doesn't fly

Researcher: *Mhm*

Participant: *The resources … the commitment of resources is not really eh … indicative of the level of commitment*

Researcher: *Mhm … mhm?*

Participant: *towards eh … the … the distance learning*. To me that doesn't indicate mainstreaming … or *actually putting distance education as one of the engines of the institution*

Researcher: *Mhm?* But according … according to plan …

Participant: According to plan! What plan?

Researcher: What is the planned status … is it stated … what … *eh* … how distance education and face-to-face are going to relate? Is it stated even on paper at least

Participant: It … it … it … it is.

Researcher: Oh it is?

Participant: *I think* the Strategic Plan

Researcher: *Aha?*

Participant: of 2009 and beyond

Researcher: Ok?

Participant: *acknowledged something to do with distance education ... as ... as a very ... a player in increasing access*

Researcher: Ok

Participant: *to education.*

Researcher: Ok

Participant: *But* the nitty gritties of *actually embracing it and*

Researcher: making it

Participant: and making it part of the

Researcher: And implement

Participant: *implementing it*

Researcher: *Aha*

Participant: is yet to be … to … to mature

Researcher: Ok

Participant: Yes

Researcher: *Mhm* Ok. So … so … I was going to find out how the planned status is reflected in the resource allocation for each of the two modes. I know you've touched on it

Participant: Right … *yah*

Researcher: *Ee*

Participant: But definitely *Uhm* … I'm not … personally I'm not comfortable with the resource allocation process. Let me say perhaps the resource allocation in UB as a whole

Researcher: *Uhm?*

Participant: Is not something that we should be doing at … in the twenty first century

Researcher: *Uh* ... Ok?

Participant: We are just way behind. We're still using the incremental budget system. And we … we sort of gradually have moved into something called zero-based … which hasn't really grounded itself

Researcher: *Mhm?*

Participant: Zero-based budgeting

Researcher: *Mhm?*

Participant: And … and … and … at the end of the day really the resource allocation mechanism is not guided by … by the … how can I say? … data base

Researcher: Ok?

Participant: of really what we want. There's need for it … for resource allocation to be done scientifically

Researcher: Ok

Participant: so that it can bear fruits. There are differences … *eh* … *eh* … there are quite a lot of positions by different authorities here …

Researcher: *Mhm?*

Participant: And they don't necessarily come together

Researcher: Ok

Participant: to actually support ... *eh* ... one particular thing

Researcher: Ok

Participant: And I think it all emanates from the fact that we are still using incremental budgeting

Researcher: Ok

Participant: system. Which simply says … historically what did you have?

Researcher: *Mhm*

Participant: in this particular activity?

Researcher: then you get a …

Participant: It depends on the budge. …

Researcher: *Mhm*

Participant: line items. And then you get a percentage of that. More over … or over and above that … you still have ceilings … where the … the … the stakeholder who is funding the institute says … you can't cross this ceiling. That's where you stand

Researcher: *Mhm*

Participant: So to me that's not scientific … and I don't think it is supportive of the twenty-first century budgeting system

Researcher: Ok. *Eh* ... it appears *eh* ... ODL does not expand as much as the face-to-face mode within dual institutions in southern Africa. What … what is your comment on this observation … regarding *eh* ... Botswana?

Participant: Yes it is true. But *perhaps some of it is ... it's eh ... it's an issue of not planning. May be the ... the powers that be*

Researcher: *Mhm?*

Participant: *don't have a clear picture as to exactly how they should handle this animal called ODL*

Researcher: *Aha*

Participant: *Should it be part of the dual aspects of the business of the day*

Researcher: *Mhm?*

Participant: *Or should it be s … should it stand alone*

Researcher: *Uh?*

Participant: *and move out of the University itself?*

Researcher: Ok?

Participant: That in itself is a major question where you want to really say … what would be the implications of doing that?

Researcher: Ok

Participant: Secondly … it could be the facts of saying … *how many people on the ground right now ... understand and know what this ODL our ... animal is about?* … to the extend that if you say … now start your own little wing independent of us. They will actually be able to do so

Researcher: *Mhm?*

Participant: Well … there is also another aspect of saying … you know … the person who is funding full-time programmes … is the same person who is expected to fund the ODL … *eh* ... Would the separation of the two result in fragmentation of resources … and perhaps making it more expensive to offer ODL

Researcher: *Yah?*

Participant: If that is the case is there a possibility of making this … acts together

Researcher: *Mhm?*

Participant: How then do we amplify that aspect of ODL?

Researcher: *Yah ... Yah ... Mhm?*

Participant: I think those questions are pertinent and UB has taken a position at least of late … by conducting a needs assessment on ODL

Researcher: Ok

Participant: To establish what's happening out there

Researcher: *Mhm*

Participant: Who wants it? How many people are interested … to what extend … what can we do … what can we not do …

Researcher: *Mhm*

Participant: To me … *that kind of study has been a ... a ... an eye opener perhaps for the Management*

Researcher: Ok

Participant: *and the leadership of the University that now they're in a position to know exactly what is happening out there and what do they want to do with it*

Researcher: With ODL?

Participant: *with ODL.* So to me … *eh … eh …* it's a … *it's an indication that there is now some element of understanding what is ... of trying to understand what ODL is*

Researcher: Ok

Participant: *for those who head …*

Researcher: Ok. That's encouraging. *Mm* ... Now … some researchers as you have indicated would believe that *eh …* distance education can perform much more cost effectively in a dual mode institution because of this idea of sharing of resources between the two modes

Participant: *Mhm?*

Researcher: *Ee,* but … but like I say it … it … it sort of in practice *eh …* in many *eh ... eh* dual mode institutions at least in southern Africa … it does look like when you have both the dual mode … both the face-to-face and ODL … ODL's figures of students … they seem to be so insignificant compared to the face-to-face students. *Ke gore* you have the two programmes together in one institution. But one performs so well and the other one is … is so low

Participant: Yes … that's true and it happens at UB. Perhaps one thing that we should also acknowledge is the fact that these different modes are funded differently

Researcher: Ok. They're funded differently … within the same institution?

Participant: within the same institution

Researcher: Ok?

Participant: The students would actually come for full-time

Researcher: *Mhm*

Participant: They will receive a full scholarship

Researcher: *Ahaa*

Participant: And the same students who actually want to do it by distance would be told "no you need to find your own …"

Researcher: *Ahaa …*

Participant: *Ee …* So at the end of the day the full-time … the fully dedicated student will actually be having this time frame to say that … you have to finish within this given period. Whereas a distance learner will be given a time frame … but also you have to consider all other things that may be folding before the process of learning

Researcher: *Mhm … Mhm?*

Participant: Things like moving, changing cities, changing … marital status and stuff like that, will have to be factored in. Not only that. The institutions themselves are rigid

Researcher: Ok?

Participant: In approach

Researcher: Ok?

Participant: They have the understanding that they have to teach and the student has to go through this process and that's it. It ends somewhere

Researcher: *Mhm?*

Participant: But with the flexibility aspects of distance learning, there is an introduction of risk element which perhaps the institutions will start procrastinating about

Researcher: *Mhm?*

Participant: To say … do we really want to take that risk? We can't control this particular individual because they took … they're studying at their own time … and what ever what ever … and we can't force them to come to the exam because if they haven't read you can't … This flexible aspect of it … flexibility aspect of it tends to impinge on time

Researcher: *Ahaa*

Participant: And will introduce an element of risk as far as the institution is concerned. The regulations themselves are rigid in the dual mode

Researcher: Ok

Participant: *Most of the time it would be more like the ODL is an attachment and has to follow the regulations of what is already on board*

Researcher: *Mhm?*

Participant: For example, we have certain credits that have to be done.

Researcher: *Mhm?*

Participant: And *a student has to carry such an amount of credits*

Researcher: *Mhm?*

Participant: and they will have to do re-takes … And one of the strange things is for example, you have here in our programme … internships

Researcher: *Mhm?*

Participant: Internships *which one would have believed are designed to give a full-time student who has never had an opportunity to work, to actually experience the working environment*

Researcher: *Mhm?*

Participant: But *is also done by a distance learner who is already working … has been working for the past … working for the past eight … ten years.*

But then it's our structure that they do an internship. Now one questions ... why should a person who's already exposed to a working environment ... be forced to take that particular course?

Researcher: Ok. Is it … is it not *eh* … a course that is not necessarily in the working environment, but may be a course in a different environment … therefore they're going to be experiencing work in the environment where the course … eh … the course content is … is … is directed?

Participant: True …

Researcher: *Mhm?*

Participant: If that is the objective, why don't we allow that flexibility to say … if you're not in a business environment then you're …

Researcher: *Ahaa* ... then you need to go into a business environment … to experience that

Participant: Right

Researcher: *Ee*

Participant: *Because here is a blanket statement ... whether you are in the business environment or not in a business ... you have to. That is the aspect ... what I'm saying ... is that element of rigidity. Which, when you are in distance education you may want to consider flexibility*

Researcher: *Yah*

Participant: *on how to handle some of these things*

Researcher: *Yah*

Participant: For example, registration … has to be done in a particular period

Researcher: *Mhm*

Participant: And if you don't do it at that particular period, you might as well wait

Researcher: *Mhm*

Participant: A semester course is offered in a particular semester.

Researcher: *Mhm?*

Participant: If you miss it in that semester you'll never … you'll have to wait until that semester comes again

Researcher: *Mhm*

Participant: For me … *for a distance learner it's torture*

Researcher: *Mm*

Participant: *Because it means they'll have to sit back at home and wait for a semester to come when they actually have the time*

Researcher: *Mm*

Participant: So to me … *that's how the whole thing begins to ... to disintegrate*

Researcher: *Mm*

Participant: *Because there is this aspect of rigidity in certain areas of course. It's important to have that …*

Researcher: *Yah* … That … that brings the question of preparedness of people who are working in the distance education mode. How would you comment on their preparedness … because it … it … it *eh* ... ODL practitioners believe that ODL is a specialised field. Would you say people who are handling it have … have been taken through and they actually are conversant with what … what is supposed to be. Either the people working in it or the system that is facilitating distance education, even if it is not the Department that is handling it

Participant: *I think the critical area is to actually get the system*

Researcher: *Aha?*

Participant: *to be very clear at ... you know ... clear about how things should be done in ODL*

Researcher: Ok

Participant: And then … *I don't think we have enough distance education practitioners.* We have a few

Researcher: Ok?

Participant: Very few for that matter

Researcher: Ok?

Participant: *who really know what is happening*

Researcher: *Mhm?*

Participant: *Eh …* most of the people would come if a system is in place … with a few people that we have

Researcher: *Mhm?*

Participant: Most of them would come on board and they would actually get proper training

Researcher: *Mhm?*

Participant: on the job proper training and I think that is easier to … to … to do

Researcher: *Mhm?*

Participant: *Ah … However, I think the management aspect*

Researcher: *Mhm?*

Participant: *in terms of Managers of ODL*

Researcher: *Mhm?*

Participant: *we really need eh … well people who are trained in that level … specialised people in that area because they have to provide guidance of this particular mode*

Researcher: *Mm*

Participant: to those who do not have …

Researcher: *Mm*

Participant: For example, we have lecturers at UB who are in the faculty of Business

Researcher: *Mhm?*

Participant: who developed modules …

Researcher: *Mhm?*

Participant: And now I can say they can … they're champions. They can actually do it

Researcher: *Mhm?*

Participant: so well

Researcher: *Mhm?*

Participant: But they had to … they had interest … in themselves … to want to know how to go about doing the whole thing

Researcher: Ok

Participant: And they have been trained

Researcher: *Mhm?*

Participant: Over different workshops

Researcher: *Mhm?*

Participant: for the past four or five years

Researcher: Ok

Participant: And now we can proudly say we have somebody who really knows what … *eh* ... how to develop a distance education module

Researcher: Ok

Participant: But believe me … when we started off with these people … we had more resistance than acceptance

Researcher: *Mm*

Participant: But now we have converted them

Researcher: *Mhm?*

Participant: They are the ones who are now taking it back to the faculty

Researcher: to the others … *mm*...

Participant: And actually saying … this thing works, it only needs your acknowledged … to be part of it

Researcher: *Mhm*

Participant: *Eh* ... to me that is to say *if you have a system of how to bring others on board ... you definitely can make it*

Researcher: *Yah ...*

Participant: But *you need managers who are specialised ... who know what to tell these other people who don't know*

Researcher: *Mhm?*

Participant: *And how to guide these other people who do not know. Nothing is as smooth. You generally are going to get resistance. That is the way*

Researcher: *Mm*

Participant: But *eh* … I believe we have *eh* … a handful of specialists now …

Researcher: Ok

Participant: both in the co … in the nation as a whole

Researcher: Ok?

Participant: I think BOCODOL is one of those areas where there … there … there is wealth

Researcher: Ok?

Participant: embedded in there

Researcher: *Mhm?*

Participant: And that wealth just needs to be tapped

Researcher: Ok

Participant: I think UB has pockets of different

Researcher: *Mhm?*

Participant: *Eh* … specialised areas of people who are willing to do so

Researcher: *Mm*

Participant: *But what we need is managers who'll provide guidance*

Researcher: *Mhm*

Participant: *on exactly what should be done*

Researcher: Ok

Participant: *and of course a concrete system*

Researcher: *Mm*

Participant: That … *that makes sure that you know ... things run*

Researcher: *Mm*

Participant: *in a mechanical form*

Researcher: Ok

Participant: *and everybody else falls into* … into

Researcher: into place

Participant: *Yah*

Researcher: Ok. If we may go back to the … the participation rate in … in… through ODL at the University of Botswana **...** I notice that some … some reports are indicating that during the current strategic plan … *eh* … ODL contributed a maximum of three percent of the University's student body. I would like to know whether this is according to plan and … and if so what was influencing such a small percentage to be planned *eh* … to go through ODL?

Participant: I … I'm not sure about the plan part of it but

Researcher: Yes?

Participant: What I can talk about is mainly about the programme … the programme on Business degree programmes

Researcher: Ok?

Participant: When originally we took this challenge, *the estimate was that we were expecting to register a hundred students for each programme* … for each programme yes

Researcher: *Mhm?*

Participant: And there were four programmes

Researcher: Ok

Participant: So we were expecting to register four hundred students

Researcher: four hundred students

Participant: every year

Researcher: per year … *aha*?

Participant: So which meant that by the time we came to the fifth year when were now having the last batch getting ready for … for … to graduate

Researcher: *Mhm?*

Participant: We would have had four hundred times five

Researcher: *Mhm*

Participant: Which I think … which target we have missed by a very big margin.

Researcher: *Mhm*

Participant: and it was missed by a very big margin because I don't think we got the applicants

Researcher: Ok

Participant: There came quite a small number of applicants

Researcher: Ok

Participant: that qualified to be …the problem

Researcher: Ok

Participant: *There were different attributes to that. It could have been poor advertisement. May be we did not campaign enough for candidates to come on board*. And *eh … I don't think we have since made any major effort really to go out there and reach out to people to actually tell them that yes there is this programme and this is how it works*. Of course it started off as a pilot project. And it has reached its maturity on this fifth year. One would expect that re-strategising is perhaps on the cards

Researcher: *Mhm?*

Participant: to actually now look at it and say … why did we not meet our target number

Researcher: *Mhm … Mhm?*

Participant: *Ah* … Although I do have fears … *that if we then go out there and campaign, we are likely to get good responses. But are we ready for those numbers? I think not. Not yet. We need to have resources channelled to actually meet those numbers should they come up aboard.* The second part could have been that even after registering the few students that we had, the finances begin to creep… began to creep in.

Researcher: *Mhm?*

Participant: *We do not have a … eh … payment method that would … would meet students halfway at least to say … you can start paying instalment*

Researcher: *Mhm?*

Participant: *to your programme …*

Researcher: *Mhm?*

Participant: And *eh* … you know … things like that. We don't meet students halfway in terms of the payment system … we don't have a payment system

Researcher: the … the rigidity that you were referring to

Participant: This is some of the rigidity …

Researcher: *Mm*

Participant: You either pay for all the credits you have or you don't have the money

Researcher: *Mhm*

Participant: And for students, particularly during the Christmas January … seed season, which is December/January … there is a lot of dropouts … because the very students have to pay school fees for their own children elsewhere -

Researcher: *Mhm?*

Participant: And to actually come up with four, five thousand Pula for the credits required

Researcher: *Mm?*

Participant: in a semester, it's a problem. Well, other people have argued that … no … students can actually pay for what they can afford. *But if you pay for what you can afford, the duration of getting your degree is even longer*

Researcher: *Mhm?*

Participant: *I mean for somebody who is very motivated … to actually stay eight years doing a degree, opportunities are missing*

Researcher: *Yah*

Participant: *They are missing their opportunities. That's double the time*

Researcher: *Mm*

Participant: *So to me … there's quite a number of things that have affected the target numbers*

Researcher: *Mm*

Participant: *Ah* … in a programme like the programme that we did, which is more like a project

Researcher: *Mhm?*

Participant: I think you'll talk to the programme coordinator on that one. *Ah* … Primary Education …

Researcher: Ok

Participant: You find that it was easier to reach those targets. They may have not graduated in large numbers and in time

Researcher: *Yah*

Participant: In times that they were expected to graduate. But the fact is … because the government was sponsoring

Researcher: *Mhm?*

Participant: students were …

Researcher: they came …

Participant: Otherwise a lot of students … even trimmed out, for that programme

Researcher: *Mhm?*

Participant: Just because … the government is paying, so they're willing to actually take the challenge. Therefore it shows you that the two extremes that … well government supports … people … more than enough people are willing to actually go on to programmes

Researcher: *Mhm*

Participant: But where there is no financial assistance

Researcher: *Mhm?*

Participant: There's a bit of a problem

Researcher: *Yah*

Participant: If you compare the two programmes,

Researcher: *Yah*

Participant: You can see the difference

Researcher: *Mhm*

Participant: In fact that is… you will find that there is a lot of pressure in this other one

Researcher: *Mm*

Participant: than when you look at this other side

Researcher: Ok

Participant: But then, this is a project. it's not an everyday's thing …

Researcher: *Yah* … programme

Participant: *Yah*

Researcher: Ok. Now … *eh* … I … I'm also looking at the … the future plans … of the University … the University of Botswana's Strategic Plan to 2016 and Beyond. It appears that a very small percentage of the student body is planned to access *eh* … programmes through ODL. The … *eh* … the Strategic Plan actually says three percent per annum. And I'm wondering what influences this allocation of … of enrolment

Participant: I … I really don't know … since I … I haven't participated in actually … any of the plans … that … go around

Researcher: Ok … ok.

Participant: but one … one would … *eh* … would say … *perhaps this figure may change ... because perhaps at the time when these were drawn*

Researcher: Ok?

Participant: *eh … UB was not quite clear as to what it wanted ... how it wanted to go about the business*

Researcher: Ok

Participant: Hence the reason for doing an O … an assessment of ODL

Researcher: Ok

Participant: *eh* … country wide

Researcher: That was done after the plan?

Participant: This is very recent.

Researcher: *Ah* … ok.

Participant: the report was actually completed this year

Researcher: *Ah* … ok

Participant: So for me it's like … they have now the data

Researcher: Ok

Participant: to influence their decision

Researcher: Alright

Participant: It would also help to look at the NDP 10 expectations

Researcher: *Mhm?*

Participant: of what UB intends to do

Researcher: *Mhm?*

Participant: Perhaps there might be a change in the trend of thinking

Researcher: Ok

Participant: which was then … Perhaps now they're in a better position to decide

Researcher: *Mhm?*

Participant: *Mm* ... mind you … if … the … the … the report suggests anything bigger than what UB can afford, may be UB may turn around and decide look … this is too big for us to undertake at the …

Researcher: *Yah ... yah ... yah*

Participant: So to me … this particular report … is a turning point

Researcher: Ok

Participant: Because now UB will be deciding based …

Researcher: It is going to influence decisions now … Ok …

Participant: decisions. That is why they actually undertook the study

Researcher: Ok

Participant: because they wanted to be informed

Researcher: Ok

Participant: more of the ODL situation

Researcher: Ok. Ok, no it means the Strategic Plan … since it was a strategic plan that looks like it was aligned to NDP 10 … one would have thought … that … that was the position of the University for … for the future

Participant: for the future. Yes and no. Because see if they don't have this information

Researcher: *Yah ... yah ... yah*

Participant: They might have used other variables

Researcher: other *yah*

Participant: to make that decision. And now with the information the properties change

Researcher: the stakes change

Participant: they are changed

Researcher: *Yah* ... it might change. Ok, oh thank you very much for that. I was very worried about this

Participant: No I think …

Researcher: *Ee* … and … and … and I … I looked at the … at the University programmes. If I counted them correctly … there are a hundred and thirty-two programmes … across levels and faculties. And out of these, I was seeing less than ten programmes available through ODL mode *eh* … and I was wondering … what is influencing the decision to have fewer programmes on a mode that is purported to have the potential to help the University expand access. I know that it is one of the University's priorities to expand access.

Participant: *Mhm*

Researcher: So what … what … why do we have just a few programmes *eh* … which *eh* ... learners can access through ODL

Participant: I think some of these things were mainly because of knowing the existence of … I mean knowledge in terms of the mainstream knowing what is happening in distance education programmes and … and trying to sell this distance education thing …

Researcher: *Mhm?*

Participant: to the mainstream

Researcher: Ok

Participant: I think through the mainstream documents, some light has sort of shown in some areas

Researcher: *Mhm?*

Participant: And we beginning to see bits and pieces coming in to play now

Researcher: *Mhm?*

Participant: *Eh* … people requesting that … we want this programme to be offered by distance

Researcher: Ok?

Participant: I think now … of late we've just had project management … a Masters in Project Management

Researcher: *Mhm ... Mhm ... Mhm*

Participant: You know … they approached CCE

Researcher: Ok

Participant: *For me it's about ... perhaps sometimes it's about ... like I say ... CCE going out there and selling itself within the campus to say ... we're here …*

Researcher: *Mhm?*

Participant: we want to this and this is how we do it

Researcher: Ok

Participant: But perhaps sometimes it's just people saying … how the hell are you going to offer science through distance learning? Obviously that's also a demonstration of *people not knowing* …

Researcher: *Yah*

Participant: *how the mode is done*

Researcher: *Mhm … Mhm*

Participant: I mean how do you do experiments if you are ah … out in the bush?

Researcher: *Mhm … Mhm*

Participant: The understanding here is mostly people believe that when it says distance it means you will never meet anybody

Researcher: *Mhm*

Participant: Until you write the exam

Researcher: *Mhm … Mhm*

Participant: And yet when you start teaching people that … this is how this is possibly carried out …

Researcher: *Mhm?*

Participant: you begin to see people say … oh then … then sure it could be done

Researcher: *Yah*

Participant: For example … the Faculty of Business plunged into these programmes

Researcher: *Mhm?*

Participant: And at *eh* … originally there was … you know … people were quite suspect of the way programmes are … do you think you … But now we beginning to see more and more people say … this can be done …

Researcher: *Mhm?*

Participant: It has been done before

Researcher: *Mhm?*

Participant: We've had great grades now

Researcher: *Mhm?*

Participant: We should be able to do it

Researcher: it's working

Participant: And I think more and more faculties within the University's are going to be pushing more and more programmes to be offered … particularly if the University takes a position to say … a programme with less than … or with so many students should actually also or … be offered by distance … You know … it takes the University to take that position

Researcher: *Mhm?*

Participant: To say certain programmes can be offered by distance … and we'll have only a limited number coming for full-time

Researcher: *Mm*

Participant: *Once you have that ... you'll see the ... distance education beginning to ... to pick up. Because it will effectively say ... anybody interested in this ... can do it by distance*

Researcher: *Mm ... Mm* Ok … *Eh ...* some critics of ODL believe that it is not effective … an effective mode to deliver quality university education … particularly with regard to post graduate study. What's your opinion concerning this line of thought

Participant: I … I think such people have a limited knowledge of what eh … distance education is all about

Researcher: *Mhm?*

Participant: Many of the people who are currently involved in distance education

Researcher: *Mhm?*

Participant: Are also students of distance education themselves

Researcher: *Mhm?*

Participant: There are very few people now who are in distance education who haven't had a taste of what distance education is about.

Researcher: *Mhm?*

Participant: I for example … I'm a PhD student

Researcher: *Mhm*

Participant: And I'm almost about to complete my … my …

Researcher: your programme?

Participant: my programme

Researcher: *Mhm?*

Participant: I didn't meet distance education just at PhD. I did my O'levels … O'levels via

Researcher: *Mhm?*

Participant: *eh* ... distance *eh* ... education

Researcher: *Mhm?*

Participant: with the London *eh* … University

Researcher: Ok

Participant: For me … you're limited if … you believe that … well unless of course you're saying … *yah* ... that's why you're not a quality product. May be I will accept that … and say well may be then if cheap *eh* … but perhaps I wouldn't be sitting in a university … teaching

Researcher: *Mm*

Participant: If at all I am not good quality

Researcher: *Mm*

Participant: So for me really it's … it's somebody who is ignorant

Researcher: *Mhm?*

Participant: of what university has achieved … I mean the distance education has achieved

Researcher: *Mhm?*

Participant: Look at mega universities … how many graduates have gra … *eh* … gone through UNISA … and where are they now?

Researcher: *Mhm?*

Participant: How much did they achieve …

Researcher: *Mhm?*

Participant: In an international community

Researcher: *Ee, rra.*

Participant: And look at how many people have achieved what they have achieved … look at from Open University

Researcher: *Mhm*

Participant: Today … most of the books that we read in many areas of education and other areas of sciences … come from people who have actually gone through education in … open universities

Researcher: *Mhm*

Participant: So to me if somebody who says that is limited in their own … *eh*

Researcher: Ok? But would you think that such concerns and doubts as to the effectiveness of ODL might disadvantage its robust development in any way in any dual mode institution

Participant: It would. Because … what you are doing is that you are stigmatising that kind of education. You're simply saying … *eh* … you … for people who are also limited … you are saying to them … don't go to that kind of education system because it won't pay off … the pay off is in the long run

Researcher: *Mm*

Participant: And I … I believe it really doesn't serve the interest of the people who want to advance themselves in education per se

Researcher: *Mhm?*

Participant: particularly in economies where they find themselves with certain social commitments that they need to undertake and as well try to be educated

Researcher: *Ehe?*

Participant: Well again … if you look now the trends in developed … *eh* … developed economies … many … *people are beginning to opt to do their second degrees ... Masters and ... and ... and post graduate degrees when they're working.*

Researcher: *Mm*

Participant: *They just go as far as first degree and they're back into the work environment and then they pursue those interests …*

Researcher: *Mm*

Participant: because of the advantages that come with distance learning

Researcher: *Yah*

Participant: or part-time learning

Researcher: *Mm*

Participant: You get both the experience and the exposure to be in *eh* … in the environment that you want to pursue as well as the technological aspects and *eh* … academic aspects of the same area

Researcher: *Mm*

Participant: So to me it offers you dual opportunities

Researcher: *Mm*

Participant: If somebody cannot see that … then … I think I would …

Researcher: I'm tempted to wonder … *eh* … what really made the distance education of the University of Botswana remain … because it looks like it's really lagging behind … What could have been … all these

years … the … the … the … what can we put our finger on in terms of what delays it

Participant: *I think it still boils down to perceptions*

Researcher: *Yah*

Participant: *I think it boils down to perceptions of the leadership itself.*

Researcher: *Yah*

Participant: *If the leadership is not quite committed and is not quite convinced*

Researcher: convinced … *Mhm?*

Participant: *that this thing works*

Researcher: *Mhm?*

Participant: *how do they demonstrate it?*

Researcher: *Mm*

Participant: *They will demonstrate it by the amount of resources they commit to that particular angle*

Researcher: *Mhm?*

Participant: *And the kind of response and the time it takes for them to respond to that issue*

Researcher: *Mhm?*

Participant: *is indicative of how … the level of commitment they have. So really I think … bottom line right now is the perceptions of the leadership*

Researcher: *Yah*

Participant: *It may not be because they don't want it … but because they didn't have adequate information*

Researcher: *Mhm?*

Participant: *to know exactly what is it that they're dealing with*

Researcher: *Yah*

Participant: *But the fact of the matter is their perception is what really controlled*

Researcher: Ok

Participant: Oh … for me … from where I stand

Researcher: *Yah ... yah ...*

Participant: I see it as perceptions

Researcher: *Yah*

Participant: *Hence ... by actually commissioning a study ... it confirms to me that they really did not know*

Researcher: *Yah*

Participant: *what they were dealing with …*

Researcher: Ok

Participant: *And now they are seeking to understand*

Researcher: *Yah,* which is a good …

Participant: which is a good thing …

Researcher: in the right direction … *Ee*

Participant: So that now I will know that whatever they're deciding,

Researcher: *Mhm*

Participant: they're deciding with full information of what this thing is about

Researcher: Yes, yes, yes. Ok

Participant: To me it's been just perception.

Researcher: Ok

Participant: *Yah*

Researcher: Ok. Now I … I would like us to move into the area of the mainstreaming strategy … that we've mentioned here and there.

What is its purpose? The … the … the distance education mainstreaming strategy of the University

Participant: I think it is mainly to ensure that distance education becomes part of the … the … what you call … full-time programming system. You remember I made mention that the University has to take a position and say … people registering for this course will … will achieve this target by adding this other number

Researcher: *Yah*

Participant: though distance education

Researcher: *Yah, yah*

Participant: Because if you look at the mainstreaming document it says … take distance education as a way of learning … don't

Researcher: *Yah*

Participant: take it as an alternative

Researcher: *Yah*

Participant: I think the mainstreaming document is somehow trying to enforce this idea of saying … let the faculties design their programming system such that distance education is part of their way of offering other courses

Researcher: Ok

Participant: Because it now opens gateways of how this should be done

Researcher: *Mhm?*

Participant: How you can then take a full-time programme and make it *eh* … *eh* … a distance one

Researcher: *Mhm?*

Participant: What it requires et cetera … and who should be where

Researcher: *Mhm?*

Participant: To the point where now … the system has deliberately apportioned certain amounts to people who are going to be coordinators within the full-time system

Researcher: *Yah*

Participant: That … this particular person is a link person regarding distance education

Researcher: Ok … in each …

Participant: for the faculties

Researcher: Ok

Participant: And if that happens … it's one step

Researcher: *Mhm?*

Participant: It's also part of the mainstreaming process

Researcher: *Mhm?*

Participant: Then what we're going to have is that even at the drawing board … when we say we want ten thousand students registered in this particular programme

Researcher: so many will be

Participant: So many will be brought … face-to-face

Researcher: and others …

Participant: And others will be by distance

Researcher: *Yah … yah*

Participant: You're now literally mainstreaming that

Researcher: *Yah*

Participant: Saying … we know we have a mainstreaming … we have a distance education duty … that is …

Researcher: *Yah … yah …* which is not happening now?

Participant: Which hasn't been happening … except now

Researcher: *Mhm?*

Participant: for the faculty of Business

Researcher: of Business ok

Participant: It's now happening because we have now a distance education coordinator

Researcher: Ok

Participant: Resident in the faculty … ensuring that things are happening within the faculty. *Eh* … duties are distributed within the faculty

Researcher: *Mhm*

Participant: which are all distance education aspects …

Researcher: Ok

Participant: Setting of exams is done there

Researcher: *Mhm?*

Participant: Setting of tests is done there

Researcher: *Mhm?*

Participant: All these quality assurance measures are now part of the faculty of Business

Researcher: Ok. How was that achieved in that faculty and not in the other faculties?

Participant: Like I say … I think the faculty of Business plunged into … into this programmes

Researcher: *Mhm?*

Participant: *Eh* … plunged in the sense that it never actually considered all the other failures that may be bestowed before this programme

Researcher: *Mhm?*

Participant: They plunged, they came up and say … you have this … we're going to take it, we are going to use your user materials to push this agenda forward

Researcher: *Mhm?*

Participant: And in the process of the five years it was a learning curve for both the faculty and CCE. And they have been formatting and reformatting everything to sort of make sure that it aligns

Researcher: Ok

Participant: Of course … the rigidity aspect was still there which needed …

Researcher: still there *yah … yah*

Participant: to be cleaned out. But then what is impressive is that the faulty of Business has taken those challenges on board

Researcher: *Mhm?*

Participant: And has learnt through its

Researcher: *Mhm?*

Participant: faults and failures

Researcher: *Ok*

Participant: And I think … these would be a sort of *eh* … a prototype kind of a thing

Researcher: *Yah … yah*

Participant: That when other faculties now go on board, they would have learned from these processes

Researcher: they will have learned something … yes … *yah*. So how is the University … *ke gore* what are the strategies that the University has put in place to ensure the implementation of this policy?

Participant: *Uhm* … A lot being in part of the planning

Researcher: *Mhm?*

Participant: Committee

Researcher: Ok?

Participant: is not that … What I know from the few items that I have read, is that *eh* … not only have they conducted this recent *eh* … study, but they have also opened this channel of the mainstream … allowing the mainstream programmes to be offered at a …

Researcher: *Mhm?*

Participant: And I think as a learning process it has enforced certain *uh* … basic know hows

Researcher: *Mhm*

Participant: that both the UB … I mean CCE and *eh* ... Faculty of Business have enjoyed

Researcher: *Mhm?*

Participant: The creation of other … what can I say … posts in both CCE and Faculty of Business is yet another way that indicates that there is a will to actually get something going

Researcher: *Mm*

Participant: And of course if you do commit a certain figure

Researcher: *Mhm?*

Participant: to say … employ this person and employ another there

Researcher: *Mhm?*

Participant: in order to try and help this animal up

Researcher: *Mm*

Participant: you are effectively trying to support

Researcher: facilitate *yah* …

Participant: The University has committed moneys towards development of modules and training of writers and editors

Researcher: *Mhm?*

Participant: To this particular pilot project

Researcher: *Mhm*

Participant: where materials are now on board

Researcher: *Mm* ... ok

Participant: And *eh* … I want to believe that if … like we are on the fifth year … if we do a review

Researcher: *Mhm?*

Participant: polish up things

Researcher: *Mhm?*

Participant: we would be in a position to … to inform the system

Researcher: Ok

Participant: The UB has also committed funds towards trying to establish the WebCT

Researcher: Ok

Participant: learning process

Researcher: *Mhm?*

Participant: piloted it through the same programme

Researcher: *Mhm?*

Participant: We now know the nature and eh … problems that are likely to face …

Researcher: *Mhm?*

Participant: And the best way to approach it because the University has committed some money towards trying this out

Researcher: *Mhm?*

Participant: We have tried it out, we know students like that kind of learning

Researcher: *Mm*

Participant: They would prefer it more than the modules

Researcher: more than …

Participant: But we also realised that we have … we mixed up to actually be in a position to put instructional design, instructional material on board onto the WebCT

Researcher: *Mhm?*

Participant: We also know that UB has financed certain high level professionals here in CCE to go study design and technology, media studies and instructional design

Researcher: *Mm*

Participant: which … who are now sitting here as an asset

Researcher: *Mm*

Participant: waiting to be now *eh* … fished together to actually systematically streamlined into this process

Researcher: *Mm*

Participant: Which to me is like … it's investment into different pockets of different areas of ODL

Researcher: *Mhm?*

Participant: that will culminate into a proper thing once UB now decides on clear … clearly what it wants to do

Researcher: what is the way forward

Participant: I don't think it's … it's been all a failure no …

Researcher: No

Participant: There is a lot of success stories

Researcher: *Mhm?*

Participant: that are sitting here

Researcher: Ok

Participant: waiting now to be … for the final decision

Researcher: *Mhm*

Participant: Because like I say I still believe that the leadership in UB still has to decide on the core

Researcher: *Mhm?*

Participant: What to do … we do with these assets that we have

Researcher: *Yah*

Participant: We have instructional designers, we have media personnel, we have equipment, video conferences …

Researcher: *Yah … yah*

Participant: We've got all these things

Researcher: *Yah*

Participant: We have tried this project

Researcher: *Mm*

Participant: We know it …

Researcher: it works

Participant: it works. But how do we get now off the ground?

Researcher: *Mm*

Participant: So perhaps

Researcher: *Yah*

Participant: that's … that's *eh* … without taking anything from Management … the decision process that they have to now take

Researcher: Ok

Participant: that would inform us where to go

Researcher: *Yah*. If we … well the mainstreaming policy … I … I would like to … which is the organ of the University which is driving it … its implementation?

Participant: It's really supposed to be CCE

Researcher: *Mhm?*

Participant: I would like to believe that it is willing to take certain programmes

Researcher: Ok

Participant: I know that right now we have a very interesting *eh* … programme that is likely to attract huge numbers of people

Researcher: Ok

Participant: Bachelor of Library Studies

Researcher: Aha … ok, yes

Participant: That programme has the potential to … probably have the … one of the largest numbers of students

Researcher: *Mhm?*

Participant: Yes. So to me … you have that confidence … The Project Management programme as well from Science

Researcher: *Mhm?*

Participant: It's one of the Science departments … I'm not so sure which one

Researcher: *Ee … rra*

Participant: But that one also is also likely to attract a lot of professionals

Researcher: a lot of professionals … ok

Participant: to … to … to it

Researcher: *Mhm?*

Participant: Now there is of course now an issue of working relations between people who are offering Masters programme, post graduate *eh* … programme … we need to *ah* … liaise with the … the

Researcher: with the School of Graduate Studies

Participant: the School of Graduate Studies

Researcher: Ok

Participant: So to me … I'm not sure whether the relationship has now been established in a systematic way of doing things and its already working

Researcher: Ok

Participant: But I think those two are worth mentioning.

Researcher: *Mhm?*

Participant: I still feel one of the programmes which we call Diploma in Youth and Development

Researcher: *Mhm?*

Participant: has the potential …

Researcher: *Mhm?*

Participant: I'm not really sure whether it has been explored to its full limit

Researcher: *Mm?*

Participant: particularly regionally

Researcher: *Mhm?*

Participant: *Eh* ... when I was doing that programme some years ago, I still received requests from people outside the country

Researcher: *Mhm?*

Participant: And I'm sitting and wondering why we wouldn't want to explore it outside

Researcher: *yah* that market *mm* ...

Participant: Market it a bit more and attract more students towards it

Researcher: Ok

Participant: But like I say … most of these things would really bear fruit if we were to go online

Researcher: *Mhm?*

Participant: via other media

Researcher: *Mhm?*

Participant: other than just the face-to-face residential

Researcher: *Yah … Mm*

Participant: And that requires instructional design and media studies put together and proper

Researcher: *Mhm?*

Participant: *eh* … instructional modes put into place

Researcher: Ok? Now I would like to know as … programmes

Participant: There is a very huge potential for ODL at UB

Researcher: *Mhm?*

Participant: But it only awaits a deliberate and sported decision

Researcher: Ok

Participant: by the leadership of the UB

Researcher: Ok

Participant: Like I said, the initial investment would be very significant

Researcher: *Yah*

Participant: But it has to be very deliberate that we want to

Researcher: *Mm… Mm*

Participant: And you just go out of your way and say … we have decided … this is what we do

Researcher: *Mm*

Participant: But it would have to move from three percent … that has to move definitely. You can't say you put this big investment

Researcher: And then address only three percent of the student body?

Participant: *Ah, ah* …We need to significantly be prepared to say we will be looking at twenty to twenty five, thirty to thirty five

Researcher: *Mm*

Participant: A significant figure

Researcher: *Yah*

Participant: of the students

Researcher: *Yah*

Participant: should actually be there for that investment to pay off

Researcher: Ok. How … how would you personally like to see the future of ODL at the University of Botswana? Probably you have already covered it in your last statement

Participant: *Yah* I think … I think … if the University of Botswana decides to take on board that challenge of ODL

Researcher: *Mm*

Participant: then surely it has to invest on it, support it

Researcher: *Mm*

Participant: Decide that it wants to … because that's … that was one thing

Researcher: *Mm*

Participant: Once you have decided you want to, then you should know that it goes with a certain commit … a certain level of commitment

Researcher: commitment

Participant: both in money and stuff like that

Researcher: *Mm*

Participant: If not … then may … may be it's worth releasing it … this ODL to some other

Researcher: *Mhm*

Participant: organ or specialised area

Researcher: Ok

Participant: to actually deal with the … the tertiary education by distance

Researcher: the tertiary education ODL

Participant: But of course there would be need to collaborate. Well, like I say, it would also mean the disadvantage of fragmentation of resources and stuff like that

Researcher: *Mm … mm*

Participant: That's another disadvantage that would come with the decision to actually release ODL to some other area

Researcher: *Mm … mm*

Participant: But if we should do *eh* … decide to take it on then … of course collaboration would still continue

Researcher: *Mm*

Participant: But a certain level of commitment in terms managing how to go about it …

Researcher: *Mm … Mm*. Ok. Thank you very much

Participant: Thank you. I hope I have been …

Researcher: It's been a longish *eh* …

Participant: I hope I have answered the questions …

Researcher: Yes you have answered me. But where … as … when I'm going through the recording and doing my analysis, I might need to refer back to you and I hope you will have time to …

Participant: *Yah*. You are more than welcome

Researcher: Thank you

Participant: This is all I know in the … going to come back at some stage and …

Researcher: Yes … yes

Participant: And get more stuff

Researcher: Yes, thank you so much

Interview Transcript – T6

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: By thanking you … for your voluntary participation in this research.

Participant: *Mhm*

Researcher: *Eh* … as I have indicated before, I'm a student of the University of Pretoria, undertaking a study about how the development or otherwise of the open and distance learning mode can impact on access to tertiary education

Participant: Nod

Researcher: eh … and the … the research is going to culminate into a thesis. Eh … that I will present to my University for assessment for a PhD qualification.

Participant: *Mm*

Researcher: But in addition to that, I'm expecting the knowledge that will be generated through this research to be of interest to a wider audience. *Eh* … since it is touching on access to tertiary education, which happens to be one of the issues of concern to Botswana, Southern Africa *eh* … and … and beyond the region. I therefore appreciate very much that you are able to participate in the process of generating such knowledge

Participant: Ok

Researcher: Thank you very much. Now, research indicates that *eh* … sub-Sahara Africa continues to record the lowest participation rates in the world *eh* … at tertiary level, with an average rate of about 5% by … by 2007 figures. Would you say that the participation at tertiary level in Botswana is also low?

Participant: *Ee* definitely it is low. Because it … it's not *uh* … *uh* … something different from some of the at least sub-Sahara African countries

Researcher: Ok, ok

Participant: *Yah … yah*

Researcher: It … it has been established that in Botswana the participation rate is at 11.4%, of the 18 to 24 year olds … *eh* … the eligible population in that age group. They … they … they do access tertiary education, especially now

with the proliferation of private tertiary institutions in the country. What is the share of this population that manages to access tertiary education would you estimate to be the University of Botswana's contribution?

Participant: *Eh* … well, you see like UB, Botswana has got an edge over other countries definitely

Researcher: Ok

Participant: because of its economy

Researcher: *Mhm?*

Participant: and *eh* … the concentration and the project for education in Botswana

Researcher: *Mhm?*

Participant: That is one.

Researcher: *Mhm?*

Participant: So that way I think the percentage should really go up. *Eh* …to … because you are talking about 11%

Researcher: Ok … for … yes

Participant: or something like that

Researcher: Yes

Participant: And it might really go up very soon. Not because of the institutions … because of the commitment that the government

Researcher: Ok

Participant: has got through its projectory processes

Researcher: *Ah* … ok. Ok. Now recently research indicates a trend in many developing countries where more adults *eh* … including employees … want to access tertiary level education. Is this true for Botswana as well?

Participant: This is true because *eh* … originally when *eh* … even when I came to this country twenty years ago … *ah* … the levels are very low because the participation of the adults

Researcher: *Mhm?*

Participant: It has increased because opportunities are there and most of them … they've been employed with their low level qualifications before

Researcher: *Mhm?*

Participant: *Eh* … and then they continued because they … their livelihood had to continue there

Researcher: *Mhm* ... *Mhm?*

Participant: But when the opportunities are open now they all came now and it has increased … and it will still increase

Researcher: Ok

Participant: participation of the adults

Researcher: Ok. So you think *eh* … the demands at … at … at work are also contributing towards *eh* … this *eh* … influencing this trend?

Participant: Exactly, because the knowledge that they need to have … today to their employers and employers … as an employer

Researcher: *Mhm*

Participant: he expects *eh* ... his employees should get more qualifi … *eh* … I mean *eh* … higher qualifications and some more knowledge … actually demand from that side is also increasing

Researcher: Ok

Participant: *Yah*

Researcher: So … so the demand is increasing from the 18 year olds … those who are coming from the secondary schools as well as the adults

Participant: Adults *yah, yah*

Researcher: Ok. Now I … *eh* … a total of about thirty tertiary institutions have been registered with the Tertiary Education Council. Would … would you say that these *eh* ... tertiary institutions are coping with the demand for tertiary education in the country?

Participant: Well …

Researcher: looking at the adults and … and the *eh* … the children

Participant: *Yah* … I think without naming … I have experience with some institutions already in Botswana

Researcher: Ok?

Participant: I … I don't think … *eh* … that is going in the positive direction

Researcher: Ok?

Participant: I should still say there is a proliferation of institutions

Researcher: *Mhm?*

Participant: mushrooming

Researcher: *Mhm?*

Participant: Let me say mushrooming … may be a negative word

Researcher: Ok?

Participant: but still I want to use that … they're mushrooming

Researcher: Ok

Participant: because with this population of this country

Researcher: *Mhm?*

Participant: We don't need those many institutions

Researcher: Oh … Ok?

Participant: While there was only one higher learning institution, which is catering for tertiary education in Botswana … that is UB

Researcher: *Mhm?*

Participant: we are also thinking of a new university somewhere … I mean coming in three years time

Researcher: *Mhm… Mhm?*

Participant: But still *ah* … looking for other thirty institutions which are registered … really … I don't have a very good idea about at what level they're going to attend *ah* … the needs of the people

Researcher: Ok?

Participant: At what level? What programmes …

Researcher: *Mhm?*

Participant: because it's not very clear definitely

Researcher: Ok

Participant: But to me *ah* … it's not going in the positive direction … I don't think we need *eh* … that many number of institutions

Researcher: Oh, I see

Participant: At this *eh* … population and public demand that we have

Researcher: I … I can …

Participant: Unless each one is duplicating the other's *ah* … problems

Researcher: Ok. So what you're saying is that the … the … the few institutions that we have been having

Participant: *Uhm?*

Researcher: were they coping with the number that needs tertiary education?

Participant: *Ah* … well … with an addition of may be a few more … not thirty … I'm saying that

Researcher: thirty is …

Participant: may be a few of them should be added

Researcher: *Uhm?*

Participant: And see how we can monitor … how the quality assurance has been you know brought into that you know

Researcher: Ok

Participant: Otherwise you know … quality … quality will get affected

Researcher: Ok

Participant: *Eh* … in future if we don't … if we are not very *uh* … keen on that one

Researcher: *Yah*

Participant: That's why a few more … may be five, six institutions would be added

Researcher: Ok

Participant: to this and see how they link up to this *eh* … University's …

Researcher: Ok

Participant: and continue you know at this University

Researcher: Ok

Participant: And that can be fine

Researcher: This is the thirty that according to the report has *uh* … resulted in an 11.4% *eh* … access to tertiary education. Eh … if … if you feel that thirty is too much … I … I …I agree with you on the issue of quality and it has to be looked into very seriously. But … but I'm still … I'm still on the access bit. *Eh* … whether you do feel that thirty that we have at the moment are adequate … You … what you're indicating is that they are more than adequate to handle the number

Participant: Yes

Researcher: that is requesting for tertiary level

Participant: tertiary level

Researcher: education

Participant: Because why I'm saying that … that's a very good point

Researcher: *Mm*

Participant: Access is there, quality assurance is there

Researcher: *Mhm?*

Participant: If you may … if you try to go for a more access

Researcher: *Mhm?*

Participant: definitely there is somewhere you're going to be *uh* … having a problem with quality assurance

Researcher: Ok?

Participant: because … your entry levels will also be *uh* … you're not taking the cream … you're taking somebody who has got a minimum qualification into your programmes

Researcher: Ok

Participant: because you're talking about access

Researcher: Ok

Participant: *Uh* … so in that process actually … entry requirements will be brought down to make more access and the quality is likely to be affected by

Researcher: Ok

Participant: That's why I said … thirty … you can think of a few institutions

Researcher: *Mhm* ... and then make sure that there is quality

Participant: quality

Researcher: in those few institutions

Participant: *Mm*

Researcher: Ok. Now *eh* … how … how … why … because now there are so many institutions … I'm of the opinion that the Tertiary Education Council, as one of their … their priority areas, they are looking into quality of these institutions. They have registered them and I believe they were checking them through *eh* … their standards. That is how they qualified to be registered as providers of tertiary education. I want to believe that is what is happening in that area. Quality is of concern seriously. But I would like to *eh* … to find out from you … now that we have so many institutions and we still have such a large number of people looking for tertiary *eh* … education … what do you think are some of the things that could be preventing them to access tertiary education while there are so many institutions already? What do you think could be contributing to that?

Participant: *Uhm* … You see … if we go by the principle, normally *eh* … in most countries *uh* … *eh* … invariably in these areas, we equate the graduates with employment absorption

Researcher: *Aha*?

Participant: But now … we have to think of education is for knowledge and is not for employment

Researcher: *Mhm*?

Participant: So that is why excess comes up

Researcher: *Yah*

Participant: If we go by that unfortunately the … the … the mentality or the attitude of the people or those who are going for access … are now are going for just education. Perhaps most of them look for promotion at their job, what they're doing

Researcher: *Mhm ... Mhm?*

Participant: Or … the school leavers would like to come and get this qualification to get a job

Researcher: *Mhm?*

Participant: Not as part for us is really … I'm not saying it's forgotten but it is subsequent … it's a secondary for them

Researcher: The ... which one?

Participant: The knowledge … knowledge

Researcher: *Ah*, ok …ok

Participant: Because well … we know knowledge is part of the qualification

Researcher: *Yah*

Participant: But still … *eh* … suppose … *eh* … one must *eh* … look into the aspect of self-employment. Don't bother about civil service …

Researcher: *Yah*

Participant: Don't bother about getting employed somewhere

Researcher: *Ehe*?

Participant: Get yourself employed by yourself

Researcher: *Mhm*

Participant: So if that *eh* ... *uh* … principle can bring *eh* … if we can bring that principle into the process *eh* … access that the way you're saying will be alright

Researcher: Ok

Participant: Otherwise really we have a problem actually

Researcher: Because people are looking for employment

Participant: Looking for jobs … employment absorption it is very low because … *uh* in this country Botswana as well I know … all different … *eh* … all the sectors are not fully developed. For example we have mining

Researcher: *Mhm?*

Participant: *Uh* … we have tourism

Researcher: *Mhm?*

Participant: *Uh* … we have wealth … we have our own wealth that is in the cattle … we export beef and all that

Researcher: *Mhm?*

Participant: But the industrial sector and the agricultural sector has not expanded

Researcher: *Mhm?*

Participant: To absorb some of the graduates that are coming upon. So then everybody looks for the civil service

Researcher: *Mhm*

Participant: So that is the problem

Researcher: Ok

Participant: *Yah*

Researcher: Thank you. Now the … the University of Botswana … if I … I'm coming to the University of Botswana now … *eh* … offers its programmes through both face-to-face and open and distance learning modes of delivery. When did the University introduce the open and distance learning mode by the way?

Participant: Well I think *eh* … if *ehm* … if my … *eh* … memory goes back *ehm* … in *eh* … late eighties

Researcher: Ok

Participant: *Uh* … because I came here in 89

Researcher: Ok

Participant: By then I found *eh* … Certificate *eh* … Diploma … Certificate in Adult Education by distance

Researcher: By distance, ok

Participant: In a very *eh* … you know I think *eh* … a very primitive way

Researcher: Oh … ok

Participant: didn't develop all this technology and others

Researcher: Oh

Participant: But from there it started

Researcher: Ok

Participant: *Yah*

Researcher: Around … around late eighties

Participant: late eighties *yah*

Researcher: Ok

Participant: And *eh* … well, the consumers were there even before 1970 … consumers

Researcher: *Aha? Aha*

Participant: Because we were not started here because 1971 Zimbabwe

Researcher: Ok?

Participant: *uh* … started a … *uh* … to upgrade the qualifications of primary teachers in Botswana

Researcher: *Mhm?*

Participant: They all part of it in 1971

Researcher: *Yah*

Participant: And that is as a consumer

Researcher: *Mm*

Participant: But as a … you know the …

Researcher: As a provider

Participant: As a provider … it started in 1980s

Researcher: *Yah, yah*. Ok. What … what was the reason for introducing open and distance learning at UB?

Participant: *Eh* … UB actually *ehm* … if I may take it right from the … even before DPE Diploma in Primary Education programme

Researcher: Yes? *Mhm?*

Participant: There're many people who could not get into the formal system … conventional system

Researcher: Ok?

Participant: *Uh* … qualifications … they've got good qualifications but *the University has got eh … an enrolment quota*

Researcher: *Mhm?*

Participant: *Eh … as dictated by NDP plans*

Researcher: *Mhm?*

Participant: National plans

Researcher: *Mhm?*

Participant: *So they cannot go beyond that number*

Researcher: *Aah*?

Participant: So that is why to make more access again and coming to your point … accessibility … and I also really taking care of those people who really are serious to come to *eh* … to the University and are not able to get the *uh* … space

Researcher: *Mhm?*

Participant: *Uh* … so that is why we started this … that way

Researcher: *Mhm?*

Participant: And then after that … *the demands from the different sectors of the economy including the Ministry of Education*

Researcher: *Mhm?*

Participant: has increased because the … *the physical facilities and other infrastructure uh … has not been developed to take care of increasing numbers. So distance education doesn't need eh … physical structures. You can hire places in the centres … and you don't need permanent structures of the university in different places*

Researcher: *Mhm*

Participant: So that is why they've gone to this *eh* …

Researcher: the mode

Participant: distance mode *yah*

Researcher: Ok. So what would you say is the planned status of each of the two modes that UB is using … the face-to-face and the ODL? Is one a major mode, the other a support mode or are they of equal status?

Participant: Well *eh* … I think *eh* … *quality wise they're equal* … ok let me come to that.

Researcher: Ok, ok, ok

Participant: Quality wise they're equal because we cannot *eh* … really touch on the quality issue of anything whether that is distance or face-to-face it is the same. But when it comes to the supporting I think oh … *uhm* … the two are supporting each other for example

Researcher: *Aha*

Participant: Because when they are not able to cope with the numbers in the full-time

Researcher: *Aha*?

Participant: Like BA … like we have the Business degree programmes … they opened up here in the distance education

Researcher: *Mhm?*

Participant: We have got students you know studying in that mode also while the face-to-face is also going on in the faculty

Researcher: *Mhm?*

Participant: So they're supporting each other

Researcher: *Mhm?* Ok. So the two are supporting each other

Participant: *Yah*

Researcher: Ok. Good. *Ehm* … So … so …so in terms of … in terms of quality they're the same

Participant: They're the same

Researcher: *Mhm?*

Participant: They should be the same …and they should be … they're a the same … they're the same … ok

Researcher: *Mhm?* Ok. They are the same?

Participant: *Yah, yah*

Researcher: And in terms of *eh* … support … support for each other to … to … to help each other access

Participant: *Mm*

Researcher: *eh* … how do you mean they are supporting each other?

Participant: *Yah* … I mean quality again

Researcher: Yes?

Participant: *The full-time eh … programmes … that is the face-to-face programmes have got permanent facilities for example, permanent structures. And the staff are on … some of them are on permanent basis some on contract basis somewhere*

Researcher: *Mhm?*

Participant: *When it comes to the distance education, it is all part-time hourly basis we* pay them there … *eh* … the staff

Researcher: Ok, ok

Participant: *So the full-time are face-to-face support base* by assuring the quality

Researcher: Ok?

Participant: because *they're the moderators*, they're the *people who oversee the programmes* from the other side

Researcher: Ok

Participant: *Eh* … so *everything they support, even they're supplying us the … the resource persons*

Researcher: Ok

Participant: *Eh … to move on into this eh … distance education programmes …*

Researcher: *Mhm?*

Participant: So *without them, it is very difficult to sustain*

Researcher: *Yah, yah*

Participant: because *eh* … they're the *eh* … people who started supporting in the beginning and now in the line we are not billing them

Researcher: Ok

Participant: *Mm*

Researcher: So … so … so face-to-face provides

Participant: provides … *yah*

Researcher: provides ODL with resources

Participant: resources

Researcher: *Ee.* Human and otherwise

Participant: And academic guidance

Researcher: Ok, ok

Participant: *Yah, yah, yah*

Researcher: And then ODL help supports face-to-face in what manner?

Participant: *Uh ... uh ...* like you see *eh* … our materials for example. Some of our materials are high standard, high quality

Researcher: *Mhm?*

Participant: And *uh* … distance *eh* … face-to-face students *eh* … do use these materials right now

Researcher: Ok?

Participant: And they like these materials. And also *eh* … like you see *eh* … numbers … for example you see they are not able to cope with these numbers. By taking more numbers in the distance education … we are also supporting their mission

Researcher: *Mm*

Participant: of producing x number of people at the end of the year

Researcher: Ok. Thank you. If we take it to the … to the Management of the institution, because what you've been describing I see a partnership between the providing … CCE together with the departments and faculties

Participant: And faculties

Researcher: Now if we take it to the level of the Management of the institution, the Central Management of the institution, how would you say these two modes

are treated … the status of the two modes … the planned status. How would you comment on it?

Participant: Well, you see it starts from the government commitment. There is *eh* … high commitment from the … very good … I mean high commitment from the government side

Researcher: *Mhm?*

Participant: *When it comes to UB Management* though

Researcher: *Mhm?*

Participant: *since eh … most people in the Management area … they come from the conventional system*

Researcher: Yes?

Participant: they're likely to move towards … I mean attention … *their attention is towards the face-to-face*

Researcher: Ok

Participant: And *when it comes to distance education* because we're still … I should say *uh … in the case of providing facilities*

Researcher: *Mhm?*

Participant: we're still developing … I … I won't use the word crawling, but I can say we are still in the beginning stage

Researcher: Ok

Participant: Like some of the things *eh … providing technology, delivery, e-learning and things like* that now

Researcher: Ok

Participant: So that is why the *Management's attitude … the Management's perception towards this eh … distance education*

Researcher: *Mhm?*

Participant: *is not that high*

Researcher: Ok

Participant: *And we need to provide sensitisation workshops*

Researcher: *Mhm?*

Participant: *for most of the Management groups* … because some may say well *uh* … you are in here … I can say no but you know I know what is this thing. But *to get into the details, we need to ... to sensitise them*

Researcher: Ok

Participant: *about our delivery system and the problems that we face*

Researcher: Ok

Participant: *Ee*

Researcher: Fine. Now, I'm … I'm looking at the Revised National Policy on Education, which … which was … which started being implemented in 1994. *Eh* … and say that … in that *eh* ... Revised National Policy on Education … *eh* … together with the Vision 2016, there are implications *eh* … in fact not implications, decisions to increase participation at tertiary level. *Eh* … because we are looking at the … like we mentioned earlier, the manpower for the country and we are also looking at the … the country being an informed, educated, informed, prosperous and so on ... *eh* innovative nation. We're looking at tertiary education as one of the ways to move the country towards that vision. SADC also … SADC countries identified open and distance learning as one of the strategies to improve access towards … towards … towards *eh* … this level of education. How would you comment on the development of tertiary level open and distance learning in Botswana since 1994?

Participant: Well, like I said development *oh* ... *eh* … has been very … *eh* … I think there has been a development definitely

Researcher: *Yah*

Participant: but *uh* … it is not as expected

Researcher: Ok

Participant: I should say that

Researcher: Ok

Participant: Because *eh* ... *uh* … well, originally it was the UB, now BOCODOL has started … has its own programmes

Researcher: *Mhm?*

Participant: *Uh* … I don't know about other institutions, what extend they're going to take the distance mode

Researcher: distance mode *yah*

Participant: But they're registered with the TEC there's no problem

Researcher: Ok

Participant: But I don't know to what extend the TEC is going to tell them

Researcher: Ok?

Participant: Or perhaps they will also take the distance mode

Researcher: Ok

Participant: or some programmes

Researcher: Ok

Participant: which will be supported by UB and BOCODOL together

Researcher: Ok, ok

Participant: or later. I don't know but really development has been *eh* ... *eh* not as expected

Researcher: Ok

Participant: *Uh* … but there … there … there is development

Researcher: Yes

Participant: that you see going on

Researcher: Ok, ok, there is development

Participant: *Yah, yah*

Researcher: *Eh* … so … so … so if we look at the … the years before 2007, which is where our 11.4 was recorded

Participant: *Ee*

Researcher: with the more institutions coming into play. But before that *eh* … mainly it was the University of Botswana as you've said, *eh* … with a few other institutions here and there. The … the … the … the participation rate was estimated at around 5 to 7%. What … what … what portion of that *eh* … figure would you think could have been attributed to ODL?

Participant: *Eh* … about five to seven percent you say?

Researcher: About 5 to 7% of … of … of the enrolment *eh* … of the eligible population

Participant: *Yah*, if we keep within the … *eh* … enrolments within the University of Botswana

Researcher: *Yah*?

Participant: one fifth

Researcher: *Mhm?*

Participant: of it is coming from ODL and *eh* … part-time … let me put it together

Researcher: *Mhm*

Participant: part-time is also there of course. One fifth of the student population. Always been like *eh* … if you take the statistics of the last *eh* … *oh* …I think seven, eight years

Researcher: *Yah*

Participant: one fifth … it means *eh* … one point two percent?

Researcher: *Mhm?*

Participant: of it … out of five point something

Researcher: *Yah*?

Participant: one point something is covered by the ODL

Researcher: What do you think contributes to that? I mean, the University has … has decided

Participant: *Yah* … the commitment is there … like because way back in *oh* … 19 hundred and *eh* … nineties, when *eh* … we first met in *eh* …

Researcher: Ok?

Participant: Oasis Motel. We got three countries met together

Researcher: Ok?

Participant: Lesotho, *eh* … Swaziland

Researcher: *Mhm?*

Participant: Botswana representatives, I was part of the … *eh* …

Researcher: Ok

Participant: meeting

Researcher: Ok

Participant: We had … we envisaged a … an open university for this country those days

Researcher: Ok

Participant: So we were talking about okay may be twenty, twenty four years

Researcher: *Mhm?*

Participant: we may get the open university

Researcher: Ok

Participant: not a conventional one

Researcher: Ok

Participant: it can also be there

Researcher: *Mhm?*

Participant: so that these numbers can still increase

Researcher: Ok

Participant: *Ah* … access will be provided you know for the people. So that is why I … I would say that uh … it is because of the commitment of the people … uh … those were … and the government commitment

Researcher: *Mhm?*

Participant: of the distance education. Because they don't want to withdraw people from the work. So it is main important

Researcher: Yes, yes

Participant: *Because a small economy, you cannot manage the economy without people. While equipping the people in their jobs, you better provide it in distance education. And they get qualifications, skills and the economy will grow*

Researcher: Ok. *Yah* … I … I … I just wanted to … to … because it is important that the University has … has found it necessary to have the ODL. They're committed to it and *eh* … when they're making plans they know … 'we are going to enrol or at least we want to enrol so many students during this year … during this NDP, say for instance … NDP 9

Participant: *Mm*

Researcher: which is just about to finish. And then … 'we would like to take such a percentage of … of that student body through ODL'. And it … it appears in the documents of the University that even from the planning stage, the students that are going to be taken through ODL are fewer, much, much fewer.

Participant: *Mm*

Researcher: It's a very small percentage. It corroborates with this one point two that you are talking about. This fifth,

Participant: *Mm*

Researcher: one fifth that you're talking about

Participant: Ok

Researcher: I want to understand why … if … if the University sees ODL and face-to-face having equal status, why would they want to have just a small tiny fraction of … of ODL while outside there the demand is high … there are people who are employed and employers do not want … may not afford to release their people to go to study and so on. Why would the University

want to allocate ODL such a small fraction? What do you think contributes to that?

Participant: Well, I think *uh* … apart from the commitment *eh* … University plans, for example you talk about the NDP 9 and may be

Researcher: *Ee*

Participant: the coming plan?

Researcher: even the ten, yes

Participant: *Eh* … to me … *eh* … ever since I joined this University

Researcher: *Mhm?*

Participant: even my part-time programme enrolments was never in the NDP plans because the former *uh* … Admission Secretary used to tell me … 'you're outside the plan … you can take any number.' She used to say that. 'Because you're outside the plan, you are…

Researcher: That was your former what?

Participant: Former Sec … Admissions Secretary

Researcher: *Aha?*

Participant: *Aha* I don't know …

Researcher: Ok. So it used to be outside the plan

Participant: *Yah*, outside the plan … because whenever I submit my numbers, you know they say that. Well, *eh* … may be it is now in the plans, I don't know … I'm talking about *yah* … business plans

Researcher: It is … now it is. I've seen it in …

Participant: It is in the plan? *Yah* … ok

Researcher: in the coming plan … in the NDP 10.

Participant: Ok *Mm*

Researcher: There is a conscious plan saying

Participant: *Mm* Whenever I brought … submitted

Researcher: *Yah*

Participant: my projected intake for my Diploma in Accounting and Business Studies for example

Researcher: Alright?

Participant: *Uh*, she used to tell me 'no, no, no' because the plan talks about the full-time programmes

Researcher: *Aha*?

Participant: *Uh* … since it is not talking about you … you can increase. Because one year we have … when we have started all the seven centres in the country

Researcher: Ok

Participant: It was not budgeted in that plan, but money is budgeted here

Researcher: *Mhm?*

Participant: The University is aware of how many are taken. But the plans were not including …

Researcher: Were not including them. Ooh!

Participant: Yes please. So I was free. It was a free hand I should say

Researcher: But then you had to … Yes?

Participant: And then if they have the plans now

Researcher: *Mm?*

Participant: *I think we need to really go to that* one and also the mindset

Researcher: Ok

Participant: *and the sensitisation about the distance educ … the value of distance education*

Researcher: Alright

Participant: *how it helps the country*

Researcher: *Aha*?

Participant: Should also … we have to conduct the … *eh* Tony Dodds *eh* … I think *eh* … Commission was there

Researcher: Ok?

Participant: Here. I was *uh* … even telling … advising them. *Uh* … in this country of course we may say that we have plans. We are not able to get to that plan figures. Why? From the consumer side I saw, they have problems of this mode

Researcher: *Mhm?*

Participant: They are not able to come up with figures, even if you have … even if you compare it with face-to-face … you can't. Originally and from the beginning we are used to the face-to-face

Researcher: Ok

Participant: *Suddenly they wanted to try a teacher from the face-to-face*

Researcher: face-to-face

Participant: *And then say go in this mode*

Researcher: *Mhm?*

Participant: *It is difficult for some people*

Researcher: Ok

Participant: But *eh* … you have to go in and face the world … but *they need a lot of sensitisation about stuffs ... across the country*

Researcher: Ok

Participant: But not in one place …

Researcher: Ok

Participant: You may say ten, fifteen district, district headquarters

Researcher: Ok

Participant: Or may be towns or

Researcher: Ok

Participant: right there … conduct the sensitisation programmes … tell them what is the value

Researcher: Potential learners?

Participant: Potential learners

Researcher: Ok

Participant: Then it will improve

Researcher: Oh, ok

Participant: That is very important actually

Researcher: Ok

Participant: We might spend some money … it doesn't matter

Researcher: Ok

Participant: Those *eh* … sensitisation programmes *uh* … will enlighten

Researcher: *Mhm?*

Participant: *Uh* … not only the *uh* … the *uh* … potential *uh* … you know the consumers or learners

Researcher: *Mhm?*

Participant: But the plans … our plans

Researcher: Yes, yes. So this sensitisation has to go across

Participant: Across yes

Researcher: Starting from within

Participant: within and then out *yah*

Researcher: Ok, ok. So you would attribute these small figures to a lack of understanding

Participant: understanding that's all

Researcher: of the mode

Participant: *Yah, yah, yah*

Researcher: Ok

Participant: As a part … one of the reasons

Researcher: *Yah*

Participant: But the other … I want …

Researcher: *Yah* one of *yah*

Participant: *to talk about for example uh … uh … government sponsorship to the students*

Researcher: Aha?

Participant: *which is not there*

Researcher: Ahaa

Participant: Full-time … they're sponsored

Researcher: They're sponsored

Participant: because the money is important

Researcher: Yes, yes

Participant: to talk about them

Researcher: Yes

Participant: And the part-time students and the distance education

Researcher: *Ee*?

Participant: they're not sponsored by government

Researcher: *Yah*

Participant: So if the government would consider

Researcher: *Mhm?*

Participant: I think your numbers would go up very soon

Researcher: Ahaa! Ok, ok. Thank you very much

Participant: *Yah*

Researcher: And now … I might … some of the questions might … might touch on what you've already *eh* …

Participant: *Yah, yah* of course

Researcher: touched on. How does the … the … the observation *eh* … that ODL … because there are … the … the … the … the ODL proponents are … are … observe that *eh* … distance education in a dual mode institution … they … they … they believe … some of them believe that it's better placed within the dual mode … in the sense that resources are shared between the two modes. *Eh* … your experience at UB … would … *eh* … how does it relate to that observation?

Participant: *Yah* … before I come to my experience in UB

Researcher: Yes

Participant: I want actually my experience elsewhere

Researcher: elsewhere, yes. Thank, thank you

Participant: Because I come from an Open University. My background is Open University

Researcher: *Uhm*

Participant: experience. I started my career at the Open University

Researcher: Alright

Participant: *Uh* … which is a single mode

Researcher: Alright

Participant: it was doing very well

Researcher: *Yah*

Participant: And also if I read the experience of other institutions because it's right from 1969

Researcher: Ok

Participant: when the UK Open University had been established

Researcher: *Mhm?*

Participant: until now

Researcher: *Mhm?*

Participant: In India we have over twenty open universities

Researcher: Ok?

Participant: *Uh* … and elsewhere in the world. There are many institutions right?

Researcher: *Yah, yah*

Participant: Single mode

Researcher: *Mhm?*

Participant: it could be … it's a good one … let me say that

Researcher: Ok

Participant: And then you've got more advantages of a single mode. You don't have … *uh* ... *eh* … the whole mindset, everybody is … the whole process is on single mode in this institution

Researcher: Ok

Participant: You are not talking about any other mode

Researcher: Ok

Participant: Your focus is not diverted

Researcher: Ahaa! Ok

Participant: Uh … because, diversion I mean is not in the negative sense

Researcher: *Yah*

Participant: Diversion is also … it is required sometimes so

Researcher: *Yah*

Participant: while your aim is too much on distance education

Researcher: *Mhm?*

Participant: what about our face-to-face performance … the same this one

Researcher: *Uhm, uhm?*

Participant: Diversion is influenced by other components

Researcher: Ok, ok

Participant: So in that also *uh* … single mode *uh* … is better but *uh* … *eh* … in this experience … my experience in *uh* ... here

Researcher: *Mhm?*

Participant: *Uh* … is that *eh* … we are still small as a Distance Education Department here

Researcher: Ok

Participant: And that's the only department we have

Researcher: *Mhm?*

Participant: And other faculties are assisting to the extent possible

Researcher: *Mhm?*

Participant: But because they work … they are responsible there

Researcher: Ok

Participant: you cannot share the time of the person

Researcher: *Mhm?*

Participant: *eh* ... for our own activities here

Researcher: Ok

Participant: That is very, very … some problem

Researcher: *Mhm?*

Participant: *And also in remuneration*

Researcher: Ok?

Participant: *Sometimes may be your remuneration is not as they are expected*

Researcher: Ok?

Participant: *So these are some of the things that oh … you know uh … may not be very good about the dual mode system*

Researcher: *Mhm*

Participant: Otherwise, I think *oh* … we need the … the … the … I think the … a day, may be today, tomorrow … may be after ten years. *Uh* … it's good to have a single mode of an institution

Researcher: Ok

Participant: That's *uh* … a dual mode as it is have got pro *uh* … *uh* … problems

Researcher: Alright

Participant: *Uh* … *uh* … we … for face-to-face we have problems, distance education we've got problems

Researcher: *Mhm?*

Participant: To put them together, to find the solution is not easy

Researcher: Is not easy

Participant: Is not easy

Researcher: Ok, ok. So you'd … you'd

Participant: I prefer

Researcher: you'd say that *eh* … in your experience

Participant: *Uh*

Researcher: you don't agree with these … these people who think *eh* … dual mode is the better one

Participant: No, I don't agree

Researcher: *Ee,* if they're comparing. *Yah* ... But they do … they do indicate that it's cost effective to do it dual

Participant: *Yah* ... because, you may be talking about the project when you are talking about the cost effectiveness

Researcher: Yes, yes … that's the only thing, yes

Participant: That's the only way. But … *when the numbers are uh ... increasing*

Researcher: *Aha?*

Participant: *And may be thousands and thousands, definitely it's very cost effective. You can even subsi eh ... cross subsidise the face-to-face*

Researcher: *Aha*?

Participant: But that is only the extent of cost effectiveness we are talking about.

Researcher: Alright

Participant: But if we're talking about you know attending to the problems

Researcher: *Mhm?*

Participant: And when there is a problem

Researcher: *Mhm?*

Participant: *Uh* … you see most likely like I said *eh* … to start with, it should be within the dual mode

Researcher: Ok?

Participant: But *eh* … time has to come when you have to go out of this and have a … a single mode. That's what I think

Researcher: Ok, ok

Participant: Because problems are not the same

Researcher: *Yah*

Participant: Delivery is not the same

Researcher: *Yah, yah*

Participant: And even understanding capacity *uh* … is also not the same

Researcher: Alright

Participant: *Yah*

Researcher: Thank you. *Eh* … in the area of *eh* … capacity, that you have just touched, *eh* … the … the … the … the distance education providers, believe that *eh* … distance education is a specialised area, as you have indicated as well. Now, *eh* … what … what sort of training … if … if you also agree that it's a specialised area. Do you agree it's a specialised area?

Participant: *Uh* … it is a specialised area

Researcher: *Ee*

Participant: *Uh* … in the sense that *eh* … *uh* ... it's a new mode actually

Researcher: *Mhm?*

Participant: That's the … like I said already *eh* … there is no teacher, for example.

Researcher: Ok

Participant: *Eh* … we're withdrawing *eh* ... teachers from the mainstream

Researcher: *Mhm?*

Participant: And then now you're trying to … through the technology, through the print material, through the audio systems of … you want to in *eh* ...instil the skills to the people

Researcher: *Mhm?*

Participant: So that's why it's a new mode *eh* … definitely they not have further *uh* technicalities

Researcher: *Mhm?*

Participant: in this mode. That's why it's a specialised area

Researcher: Ok. What … what relevant training would you say is necessary to equip people in this area?

Participant: I think *oh* … what … although we depend on the … *eh* … full-time faculty here for writing modules

Researcher: *Mhm?*

Participant: *uh* … we still need lot of training for them … because they're used to the face-to-face system. When they are looking at the students, they can read the mind of the student

Researcher: *Mhm?*

Participant: And convert their lecture

Researcher: *Mm*

Participant: or change the attitude towards that

Researcher: *Mhm, Mhm?*

Participant: But you're now talking about students are looking your face through the book

Researcher: *Yah*

Participant: what you have written there

Researcher: *Yah*

Participant: So that should be a self instructional material

Researcher: *Yah*

Participant: Self instructional material

Researcher: *Yah, yah*

Participant: should be like *uh* … without a teacher

Researcher: *Mhm?*

Participant: So that is why *uhm* … one needs to actually *eh* … be trained *eh* … how to write the materials

Researcher: Ok

Participant: *uh* … for this centre, although we've got a pool of people now …

Researcher: *Mhm*

Participant: well, we're not I think having a big problem in that one

Researcher: *Mhm?*

Participant: But as we develop new courses

Researcher: *Mhm?*

Participant: *Uh* ... technical courses, *uh* … and the like

Researcher: *Mhm?*

Participant: Some universities are offering medicine through distance education

Researcher: Ok

Participant: So you can imagine how they're doing it. So there, I think you need training for across, *uh* … faculties because it's not like it's very short training like we are doing. That one isn't much help. There must be a continuous training

Researcher: Ok

Participant: for the people for the training

Researcher: *Mhm?*

Participant: And also train people in the technology

Researcher: Ok

Participant: of delivery

Researcher: *Mhm?*

Participant: *Uh* … you talk about video conferencing

Researcher: *Mhm?*

Participant: *uh* ... e-learning

Researcher: Ok

Participant: Web-CT

Researcher: Ok

Participant: All of these we need to train people, so that access is increased

Researcher: Alright

Participant: Because we are talking about access

Researcher: *Yah, yah, yah*

Participant: Accessibility … but at the moment *eh* … given our University … I don't know about the BOCODOL, but within the UB

Researcher: *Mhm?*

Participant: *Uh* … the video conferencing we're not using as expected

Researcher: Ok, ok

Participant: Because *eh* … the system, because we're still in the beginning stage. Your ISDN lines may not be very good, your picture is freezing in the … in the monitor there, but your students see in the video conferencing … ultimately the time is wasted.

Researcher: *Yah*

Participant: So you cannot get back the time. Definitely it's not even five minutes, we're talking about one hour or so

Researcher: So that actually …

Participant: So then technology *eh* … I think we need to train people

Researcher: to train

Participant: right from the *eh* … writing materials and also the editing of course, editing

Researcher: *Mhm?*

Participant: And also the technology … deliberately yes

Researcher: *Yah*. Now, I would like to know how the University prepares and equips its employees, especially those who are working in the Distance Education Department. How … how does the University prepare them and equip them … like you have been just explaining, how does the University ensure that the people are equipped with skills and knowledge of ODL?

Participant: *Yah* … *uh* … since *eh* …see, when we started the system I don't think we have taken all the people *uh* … those who are trained in distance education

Researcher: Ok

Participant: the staff component I'm talking about

Researcher: *Mhm?*

Participant: We've taken some who have had some exposure

Researcher: Ok?

Participant: And we have taken some who did not have any exposure. That is why some of the staff in distance education they were asked to do the Masters

Researcher: Ok?

Participant: in the distance education area

Researcher: Ok

Participant: so that when they go to PhD it would be easy

Researcher: Ok

Participant: so that is why there were no for *eh* ... *eh* … rich training for these people when they came to this place

Researcher: Ok

Participant: So in that way, I think the … the … the University departments

Researcher: *Mhm?*

Participant: *uh* … if they want to … we're also training them. But within the … *eh* … Distance Education Department or within the Centre for Continuing Education, if we want to train them

Researcher: *Mhm?*

Participant: This is on the job *eh* … training.

Researcher: Ok?

Participant: because they are very few … you have

Researcher: Ok, ok

Participant: to conduct workshops

Researcher: *Mhm?*

Participant: or even if … it doesn't matter even if we want to send people into the developed … to developed countries where the training is offered. Or you can invite resource persons here

Researcher: *Mhm?*

Participant: for taking training

Researcher: Ok

Participant: So training should be on continuous basis even for the people who are employed already

Researcher: Ok

Participant: Because ever changing knowledge, ever changing skills

Researcher: *Mhm?*

Participant: And ever changing modes of delivery

Researcher: Ok

Participant: *uh* … are lacking now if you don't train

Researcher: Ok, ok. Are you saying that is happening? I mean …

Participant: No, no, no, no

Researcher: is there continuous training for the people who are working in ODL?

Participant: Well, that is again you see the dual mode system. *Uh* … we fall under the same training vote.

Researcher: *Uh* …

Participant: I mean same training funds whatever they call them

Researcher: *Uh* … ok, ok

Participant: So to what extent to the dual mode system support the training of the distance education

Researcher: *Mm*

Participant: *Uh* ... it's difficult, you see

Researcher: Ok

Participant: If you have got your own funds for the training

Researcher: *Mhm?*

Participant: because … looking at the distance education mode, in my name

Researcher: ok

Participant: if you prepare your budgets for training

Researcher: *Mhm?*

Participant: then that will be fine. Otherwise, *uh* … there is training going on

Researcher: Ok

Participant: *Uh* … but not on a very continuous basis

Researcher: Ok

Participant: It is an on and off base training

Researcher: Alright. I … I would like to go back to the issue of the … the … the number of students being enrolled through ODL at the University, and … and refer to the Strategic Plan to 2016 and Beyond. It appears a small

percentage of the student body is planned to access the University programmes through *eh* … ODL. Actually it specifies that there's going to be a 3% per annum *eh* … until you reach three thousand and fifty enrolment target by 2015 *eh* … through ODL. But here it is the ODL that has been separated from part-time

Participant: Oh *yah*

Researcher: So it is not a composite figure with the …

Participant: Oh, composite *yah*

Researcher: with the part-time … part-time is separate. Now, I want to … I want you to comment on this. What do you think influences this allocation of the target enrolment and … and programmes? I … when I was looking at that Strategic Plan, I could see that the … the programmes that were being targeted for ODL went only up to diploma level. So … so I want you to comment on that. The target number, together with the levels of the programmes

Participant: *Uhm* …

Researcher: *Mm*

Participant: I think *uh* … there is some link missing *eh* … between the … the thrust of the NDP 10 towards ODL

Researcher: *Aha?*

Participant: And the numbers

Researcher: *Ahaa*

Participant: Because the thrust of NDP 8 is really on the top of … about the ODL

Researcher: *Ahaa*

Participant: Because we were briefed by the DVC two days ago

Researcher: *Uh*?

Participant: Then the future is … like this NDP 10 and he sees as a very important role for the ODL

Researcher: *Ahaa*

Participant: When you look at the figures there … I think the link is somewhere missing

Researcher: something is missing?

Participant: But *oh* …

Researcher: Ok

Participant: Even as I'm speaking today we are already at that figure now

Researcher: Oh, you are?

Participant: three thousand *yah* …

Researcher: with ODL

Participant: with the DPE … *yah* ... *yah*

Researcher: Yes … *yah*

Participant: if we are to take the calendar for education

Researcher: *Yah*

Participant: we are there already

Researcher: *Mhm?*

Participant: And that figure if you talking about 2015

Researcher: *Ee!*

Participant: we will be definitely ten thousand

Researcher: Ok. So … so … so the … the … the figure … the one that you are talking about

Participant: *Mhm?*

Researcher: is inclusive of part-time? Or is not?

Participant: Which one? The … the … *yah* ... including part-time

Researcher: Oh, you're including part-time …

Participant: part-time

Researcher: Yes

Participant: This figure

Researcher: It was … it was excluding part-time

Participant: *Yah, yah* … Excluding part-time. We're already there

Researcher: Oh, oh

Participant: three thousand

Researcher: *Mhm?*

Participant: We have three thousand distance education learners in our programmes now

Researcher: You do?

Participant: *Yah, yah* we got … talk about DPE

Researcher: Ok?

Participant: Alone is two thousand plus

Researcher: Alright

Participant: And DPE … that degree programmes, they're about four hundred something

Researcher: *Ahaa*

Participant: *eh* … closer to that. And the little other small programmes, three, four programmes … put together … we may be definitely around two six, two seven

Researcher: Is it?

Participant: So, if you're talking about three thousand by two thousand and …

Researcher: *Yah*, you know when I was reading … also I was reading a report *eh* … that was written in 2007

Participant: *Mm, Mm?*

Researcher: by a Committee that was set up to evaluate the targets of NDP 9 …

Participant: *Mm Yah*

Researcher: and give projections for NDP 10

Participant: *Uh*

Researcher: the figures there … I was wondering

Participant: figures … I think there is some linkage missing, I don't know where it is missing

Researcher: *Ee,* ok

Participant: But there is a thrust *uh* … bearing important role of ODL in NDP 10

Researcher: Alright

Participant: So … *uh* …

Researcher: Oh, that is … that is encouraging. How many programmes at various levels does the University currently have, between the faculties?

Participant: On the distance education?

Researcher: No

Participant: *Mhm?*

Researcher: Just all the … the programmes of the University, if you … you can remember that. If … if … faculties are how many by the way … six or five?

Participant: Six *eh* … faculties

Researcher: *Mhm?*

Participant: *Mm* ... and *eh* … programmes, like you see, *uh* … within the same faculty you've got different programmes

Researcher: Yes

Participant: *Uh* … like Business studies programmes

Researcher: *Mm*?

Participant: The Business Faculty, they've got four … five programmes

Researcher: *Yah, yah*

Participant: *Uh* … like that, may be … we can say about *eh* ... *uh* …

Researcher: Around fifty or so … I … I … when I …

Participant: *Yah* … I think so … I mean I … like I say … may be let's say about forty programmes

Researcher: *Ehee*, ok, ok. About forty

Participant: Because when they specialise

Researcher: *Mm?*

Participant: they treat a subject as a programme

Researcher: Yes, yes

Participant: When it's a double major

Researcher: *Aha?*

Participant: each of the

Researcher: Yes, yes

Participant: if you go into the minute details, then you would

Researcher: Then they would be many. Ok, ok. So … so how many … how many of these programmes *eh* … are also available through the ODL mode?

Participant: There's, I should say only five programmes

Researcher: About five

Participant: It's business programmes we got

Researcher: *Mhm?*

Participant: Let me say five, Adult Education six, four … four plus one five, and *eh* … diploma they don't have *eh* … I, let's say six programmes

Researcher: About six programmes. Ok. You see that there're very few …

Participant: *Mm* … very few

Researcher: programmes on the distance

Participant: *Mm*

Researcher: on the ODL *eh* … menu

Participant: regarding *eh* … distance education there is

Researcher: *Mhm?*

Participant: Diploma in Adult Education, NGO Management definitely they don't have it

Researcher: *Mhm?*

Participant: It's a certificate programme

Researcher: Ok, ok

Participant: *Uh* … so DYD

Researcher: *Mhm?*

Participant: Youth and Development is also, is not a …

Researcher: *Yah, yah, yah*

Participant: The other four business programmes, they have it and we have them

Researcher: Ok

Participant: Four, five and six I think they are

Researcher: Ok. Why would you … would you say *eh* … there are so few programmes on … on the … on the ODL mode? While the ODL actually can … can ... can attract more people

Participant: *Yah* … I think since last two years we are also talking about *eh* … reduced enrolments … even the full-time programmes, there is a problem

Researcher: *Ahaa*, reduced?

Participant: *Yah* reduced *eh* … enrolments. They say last year is that we are not coping. Now this year they say there are others … proliferation of institutions. They

came in … the numbers have reduced even in my part-time programme, distance, every … all, across the University … numbers are reduced, enrolments

Researcher: The enrolments are reduced. Is it … is it according to plan? The University is no longer …

Participant: No, not the plan … the students

Researcher: The students are not coming?

Participant: Not coming, not coming

Researcher: Ok, the students are not coming

Participant: So in the light of that may be *eh*… from one quarter or the other there's a feeling that well in some areas, we have already reached the saturation, we don't need the people. You see that one? That is why my question back … goes back to the knowledge purpose, not for employment. You see, government is not sponsoring again you see?

Researcher: *Mm*

Participant: When the government is not sponsoring is not sponsoring here there's still these vacancies. And Limkonkwin government is sponsoring … they go there. Instead of coming to distance education they go there

Researcher: *Yah* ... ok, ok

Participant: So distance education it become you see, there are no students because *uh* … sponsorships are not there

Researcher: Ok

Participant: But *eh* … at the same time I think we need to really go in a *uh* … move in a faster way *eh* … to get to some more programmes on the full-time

Researcher: *Mhm? Mhm?*

Participant: run by the distance mode

Researcher: *Yah*

Participant: You see coming now

Researcher: *Yah*

Participant: It is time now I think our Distance Education Department have also got *eh* … have plans. May be you must have heard from *eh* … Mrs Kamau

Researcher: *Mhm?*

Participant: There're a few programmes coming up

Researcher: Ok?

Participant: But there're in the beginning stages of materials

Researcher: *Yah, yah*

Participant: workshops and all that, you know

Researcher: *Yah, yah*

Participant: even it takes time

Researcher: Ok

Participant: But otherwise *oh* … well *uh* … if you want to really … and not replicating

Researcher: *Mm*

Participant: but really bring some programmes from the full-time programmes … important ones

Researcher: *Mhm?*

Participant: Even from elsewhere

Researcher: *Mhm?*

Participant: new programmes. *Uh* … I think we have to move fast

Researcher: Ok

Participant: *Yah*

Researcher: Ok, ok. I would have thought that the … the more programmes there are in the ODL, the larger the choice for the students

Participant: And also access is there … we're actually in access also

Researcher: Yes, yes. Ok, thank you. Now, as … as somebody who has been working in the dual mode tertiary institution, are there any challenges you experience, may be as a result of being in a dual mode, I mean operating within a dual mode as *eh* … ODL …

Participant: In fact *eh* … my experience is only in the single mode, when I came here

Researcher: *Mhm?*

Participant: I'm not within the distance education area here

Researcher: *Mm?*

Participant: You see that one?

Researcher: Ok

Participant: But I am only hear about their problems as I participate

Researcher: Ok. Alright

Participant: Because in meetings, you know because we are a Centre

Researcher: Ok

Participant: *Uh* … Distance Education Department and Extra Mural, they are different

Researcher: Ok

Participant: But we meet them on and off to provide solutions to the problems

Researcher: Ok

Participant: *Yah, yah*

Researcher: But … but I would like you to comment … *eh* … of course referring to your previous background of working in the single mode. *Eh* … now what's your comment concerning having face-to-face and ODL within the same university?

Participant: *Uh … well eh … it is the question of I think eh … uh … eh … perception*

Researcher: Ok?

Participant: *Uh … of the management*

Researcher: *Mhm?*

Participant: *And then uhm … the experience like I said we always have problems because of the sponsorships here*

Researcher: *Yah*

Participant: because the other sponsorships in the

Researcher: Yah

Participant: faculties and the students, from the students' side. It seems they are not being, *eh* … it seems we have just started

Researcher: *Mm*

Participant: *Uh* … they are also thinking it better to go to face-to-face where you have a teacher

Researcher: *Yah*

Participant: You can ask. But these days, we meet twice or thrice in a semester

Researcher: *Mhm?*

Participant: *Eh* … which is not enough. But if you want to convert into … meet every week it become now face-to-face

Researcher: Ok

Participant: You should not go to that one

Researcher: *Yah*

Participant: So keeping this in mind, *uh* … budgets … and the … I think perception of the *uh* … Management and the student problems

Researcher: *Mhm?*

Participant: In the distance education, including financial problems

Researcher: Ok

Participant: Should be taken up I think

Researcher: Alright. Would you say that there are any limitations to the growth of ODL in UB?

Participant: *Uh* ... well, I don't think … because it is the plan NDP 10 it is saying the role of ODL is really at the top of the

Researcher: *Aha*

Participant: agenda

Researcher: Ok

Participant: *Uh* ... and then the Management … *eh* … Management is committed. But that's because it is driven by the government

Researcher: Ok

Participant: And *eh* … providers definitely *uh* ... if we get the sponsorships and also sensitise all the people including the learners and also planners also. *Uh* … there wouldn't be any problem

Researcher: Alright, alright. *Eh* … I'm … I'm getting back to 1994.

Participant: Alright

Researcher: Since 1994 which is the commencement of the implementation of the Revised National Policy on Education, what estimated percentage of the University's budget would you *eh* … say goes into the development of ODL?

Participant: *Hm* … that is a … I don't know … very small percentage you see because of … we have added only *uh* … the Business degree programmes to distance education

Researcher: *Mhm?*

Participant: Because by ninety *yah* of course the DPE has come

Researcher: Ok

Participant: The DPE for example is supported by the Ministry

Researcher: *Mhm?*

Participant: Budget is straight from there

Researcher: Ok

Participant: But we continue to budget, I don't know because a very small *uh* … budget because it is still the budget you know like that. May be *eh* … I say

Researcher: Ok, ok

Participant: would go to ten or something. *Yah*

Researcher: Ok. So …so what kind of … of support do you think tertiary level distance education needs in Botswana?

Participant: Oh, in Botswana?

Researcher: *Ee*, not necessarily just in UB. *Yah*

Participant: *Uh* … I think like *uh* … support should come from every quarter like I say from the learners … they should also support the system. And the planners

Researcher: *Mhm?*

Participant: *Uhm* … also we should see how we can increase the access through ODL for example

Researcher: *Mhm? Mhm?*

Participant: There like I said number one support from government to students the sponsorships

Researcher: *Yah*, sponsorship

Participant: sponsorships are very important

Researcher: Ok, yes

Participant: And then the next one

Researcher: *Mhm?*

Participant: the Commonwealth of Learning should also take into account

Researcher: *Mhm?*

Participant: the needs of the distance education *uh* … scenario in Botswana for training

Researcher: Ok?

Participant: At least COL should come forward actually to assist, because there I'm told that the funds is not the limit for the COL. That is forty-seven *uh* … countries are assembled to form the COL, the Commonwealth of Learning of Malaysia. They should also participate. Because government may contribute but there're other sectors government has to look after

Researcher: *Mhm?*

Participant: So they should … training is important actually

Researcher: And

Participant: training has to be done. And then, *uh* … *eh* … the courses that are helping for the … *eh* … *uh* … you know, livelihood *uh* ... should be started. Not the … these usual ordinary … for example if we talk about a general nature of courses

Researcher: Ok?

Participant: which may not lead actually including only to the civil sector

Researcher: *Yah, yah*

Participant: But we need *uh* … the … the vocational and also *uh* … *uh* … the … the life skills …

Researcher: Ok

Participant: *uh* …

Researcher: So that is the … the … the programmes of the institutions

Participant: institutions *yah*

Researcher: They must at their curriculum

Participant: Curriculum

Researcher: Ok

Participant: See how we can improve those … I mean bring those programmes into …

Researcher: Ok

Participant: Then I think *uh* … people will come forward. Because our … ultimately out there the market is different

Researcher: Ok

Participant: And also we need to now and then, I mean *eh* … on a continuous basis … we need to do the market survey

Researcher: Ok

Participant: to look at the market, what is … what is the market out there

Researcher: *Mhm?*

Participant: What programmes they need … what is the employer, something like that

Researcher: they need. *Yah, yah* … Ok … So from … from the government, from the planners

Participant: planners

Researcher: you would … you would recommend that there should be training for ODL

Participant: *Yah, yah*

Researcher: there has to be funding for ODL

Participant: funding

Researcher: yes, both for the institutions and for the *eh* … individual learners

Participant: individual learners

Researcher: in terms of sponsorship

Participant: sponsorship

Researcher: But you're also

Participant: But the market survey is also important

Researcher: Now you're … with the market survey and the focusing of the curriculum, you're looking at the providers themselves

Participant: Providers yes

Researcher: And say they must also do something to … to … to support themselves

Participant: *Yah* … themselves

Researcher: Ok. Do you think as far as being supported by somebody else, do you think the tertiary level distance education providers in Botswana have received such *eh* … support?

Participant: *Uh* ... in *eh* ... I don't think they have received enough support

Researcher: Ok, ok, ok

Participant: that is from government. Because like you see, even if you take the government sponsorships, they are not supported. And they have been suffering

Researcher: *Yah*

Participant: That's why enrolments are very low

Researcher: *Yah*

Participant: But I think that is the area *uh* ... *uh* … that we have to improve

Researcher: *Mhm?*

Participant: And thereby *uh* … automatically you find the *eh* ... *eh* ... *eh* access

Researcher: Ok?

Participant: for tertiary education

Researcher: *Mhm?*

Participant: And *oh* … you see, *eh* … towards like if you talk about another ten years *oh* … definitely they may have personal compromise even more. I would envisage definitely *eh* … a Open University

Researcher: *Mhm?*

Participant: where are we in this country? *Uh* … we need an Open University. Whether they put institutions together to make a University

Researcher: *Mhm?*

Participant: or whether they … as long … we talk about a single mode

Researcher: *Yah?*

Participant: And then you talk about an autonomous status

Researcher: Ok

Participant: even in curriculum and programmes

Researcher: Ok. *Yah ... oh ... eh* … now I … I … I'm interested in the … the … the policy that was introduced by the University of Botswana called the Distance Education Mainstreaming Policy. I … I … I just want to understand that policy

Participant: *Uh*

Researcher: What is it, what is it about?

Participant: *Well, the Mainstreaming Policy is ... eh ... I think the centre uh ... the central theme of that document actually is ... each faculty should recognise the distance education values*

Researcher: Ok?

Participant: *Uh … that are there uh ... that are needed for this country*

Researcher: *Ahaa?*

Participant: *through the Distance Education Department first of all appreciate*

Researcher: Alright, ok

Participant: *the faculty should appreciate*

Researcher: Ok

Participant: *And each faculty should have one Coordinator in their faculty*

Researcher: Ok

Participant: *who'll be thinking only about distance education programmes*

Researcher: *Mm*?

Participant: *But is to be stationed in the faculty a budgeted position*

Researcher: Ok

Participant: *And that person should try to think … which are those faculty programmes should go in distance mode? That's not happening, except in the Faculty of Business. We don't have any other Coordinator in faculties*

Researcher: Ok

Participant: *That's the mainstreaming, because mainstreaming means, I think simply, uh … it should be mainstreamed into the faculties. It means the thinking has to be there always. It means there is one Coordinator. He may be a Mathematician for the whole Science Faculty. But he should have idea of whether we can take Physics, Chemistry, Mathematics, Environmental Science*

Researcher: Ok

Participant: You know Archaeology

Researcher: Alright

Participant: *Biology, anything through the distance mode*

Researcher: Ok

Participant: And that has to happen

Researcher: Ok

Participant: Then they increase, you see access. It will come out

Researcher: It will come out

Participant: *So you know, except for uh … Business Faculty*

Researcher: Ok

Participant: *who was appointed only this year sometime*

Researcher: *Uh*?

Participant: *We haven't got those programmes for a long time.*

Researcher: Oh, ok

Participant: Uh … this year they appointed

Researcher: *Mhm?*

Participant: *Uh* … apart from full-time faculty, I mean Coordinator, we have I think *eh* … informal relations

Researcher: *Mhm?*

Participant: of the departments like the Adult Education. The HoD is concerned about this

Researcher: Ok

Participant: regardless the Diploma in Adult Education. But

Researcher: *Mhm?*

Participant: To get or introduce new programmes, we need the Mainstreaming Policy, *uh* … should be in the forefront

Researcher: Ok

Participant: *Yah*

Researcher: Now … now these … these *eh* … Coordinators, that were envisaged for each faculty, *eh* … would they be trained in ODL or

Participant: *Yah, yah, yah.* They should be

Researcher: Ok

Participant: They should be trained. In fact the … the originally, *eh* … well like I say if at all you don't find any trained person and you want to really appoint a citizen of this country

Researcher: *Yah?*

Participant: You re-train, there's no problem

Researcher: *Yah, yah, yah*

Participant: Retrain and put him there

Researcher: *Yah*

Participant: Have … and then, that person is in constant touch with the HoD or some Coordinators here and there

Researcher: *Mhm?*

Participant: They work together

Researcher: *Mhm?*

Participant: to bring in … transferring programmes from the full-time or face-to-face to the distance mode

Researcher: Ok

Participant: *Yah*

Researcher: So … so … so this person was also *eh* … envisaged as somebody who would be a liaison between the faculty

Participant: *Yah, yah* and the CCE

Researcher: and the Department of ODL? Ok, ok. Ok. That is … Now I understand the … the … I thought … I thought … I was wondering whether now distance education was going to be offered in each of the faculties

Participant: Well we talk about the Mainstreaming Policy

Researcher: *Mm?*

Participant: But in actual implementation

Researcher: Yes?

Participant: *Uh* … if it has to happen

Researcher: *Yah?*

Participant: we need a plan

Researcher: *Yah*

Participant: or we may have to discuss again some changes

Researcher: *Yah*

Participant: when it comes to issues to talk about

Researcher: *Yah, yah*

Participant: And see how to put it appropriately

Researcher: Ok

Participant: And then develop from there

Researcher: Yes

Participant: *Mm*

Researcher: I was going to follow up my question of … of the Policy actually with the question whether or not following the Policy, there is an Implementation Plan for that Policy

Participant: Implementation … I think

Researcher: Like … yes

Participant: there is a phased implementation I would *eh* …

Researcher: Ok, ok

Participant: *Uh* … even then

Researcher: *Mhm?*

Participant: eh … the first thing that has to happen is about training and the appointment of the Coordinators of the faculties

Researcher: Yes

Participant: There, then the programmes come *a kere* the person from here

Researcher: *Mhm?*

Participant: between the Department of Distance education and that person *uh* … will be *uh* … meeting … *uh* now and then. Eh … quite to see what programmes we can take in

Researcher: Alright

Participant: Thereby the mainstreaming will come into effect

Researcher: Alright

Participant: Otherwise *uh* … there is a phased way for implementation

Researcher: Right

Participant: I think there's no bottleneck on the side of the Management

Researcher: Alright, alright, if there is implementation

Participant: There is no bottleneck part of it. It is from implementation

Researcher: Ok

Participant: How to implement *eh* … well … we have tried the faculty. Now let's go to Science, Engineering

Researcher: *Mhm?*

Participant: And others

Researcher: Ok, ok. Its supposed to happen starting from where? Is it the CCE who has to see to it that

Participant: *Yah, yah* CCE is supposed to *eh* … if it is Mainstreaming Policy its all about distance education. We'll have to take it to remind people

Researcher: *Yah*

Participant: or to push the people

Researcher: Ok

Participant: and see how we can get this implemented

Researcher: Ok

Participant: And if they have problems

Researcher: *Mhm?*

Participant: *Uh* … we can sort out that

Researcher: Ok

Participant: CCE has to push it

Researcher: Ok. So it's a policy that is driven by the

Participant: by the CCE

Researcher: Alright. Ok

Participant: *Mm.* And then at the faculty, it's the Dean who has to drive it

Researcher: Yes

Participant: But first we have to initiate action on this and *eh* … *uh* … inform them … these are the modalities we have put in place

Researcher: *Mhm? Mhm?*

Participant: Then it means that *eh* … the Dean also picks it up from there or will drive it …

Researcher: Alright. And you are saying CCE has tried that … they have put a modality in place. They approached the different faculties and the faculties are not implementing?

Participant: *Uh ... yah. Uh* … in the sense that I think to … I don't say that was forgotten along the line somewhere

Researcher: Ok

Participant: I'm saying that the policy is there, but we still … I should say still is the CCE

Researcher: *Mhm?*

Participant: which has to really *uh* … push it ahead. Although it was *oh* …

Researcher: Oh, ok. Just to make a follow up

Participant: The Policy is not with everybody in the faculties

Researcher: *Yah?*

Participant: Although it was approves by the Senate, Council

Researcher: Ok, Yes

Participant: It doesn't mean that they know everything

Researcher: Alright

Participant: So with our side, I will take it further

Researcher: Alright

Participant: then keep reminding *uh* … about the … the implementation

Researcher: Ok, ok. Oh, you have answered my next question which was going to be what has been the impact of this policy on access to University programmes. But you can still take it up. What has been the …the …the … the impact of this policy … because it was … it has … it came as a … a … an answer to your priority number one

Participant: *Mm*

Researcher: which is about access

Participant: access

Researcher: Yes. So this policy was being put in place to address the issue of access. Now I want to know how the policy has impacted on access

Participant: *Yah*. Because, I don't remember to have seen any *eh* … objection to that for example from any side of that

Researcher: Alright

Participant: CCE was to take it further

Researcher: Alright

Participant: And meet Dean and the departments and their own mandates through that *eh* … policy

Researcher: Ok

Participant: And then *eh* … get back to the point actually

Researcher: *Mhm?*

Participant: You may say that are we not doing that. Well may be we are slow in doing that

Researcher: Alright

Participant: We have not *eh* … as fast as expected

Researcher: Alright

Participant: That is why … well it is also about the resources. Like I said you see, *uh* … everything that you have to cost money is required

Researcher: Ok

Participant: *Uh* … in the budget process when you are asking about a small portion of the budget about distance education, some of the invoices are there of course

Researcher: *Mhm?*

Participant: So it is a … initially it's the CCE

Researcher: *Mhm?*

Participant: who has to really push that one

Researcher: Ok

Participant: And then budget has to cooperate with that one

Researcher: Ok

Participant: *Yah* … you just have to conduct a number of workshops

Researcher: Alright

Participant: A number of training programmes for the people

Researcher: *Mhm?*

Participant: Everything is cost

Researcher: Yes, yes, yes

Participant: So that is why *uh* … we're at this pace but with the Faculty of Business, I think it's going very well

Researcher: Ok

Participant: Although *eh* … initially you know *uh* … teething problems were there

Researcher: Ok

Participant: Even the Coordinator there I think there were problems

Researcher: Ok. *Mm.*

Participant: But we have to take it further

Researcher: *Yah*. Ok. No, *uh* … thank you very much.

Participant: You welcome

Researcher: I appreciate. If you allow me I will come back

Participant: Most definitely

Researcher: If I may ask about the staff development at … at CCE. Whether you're sending people off to study or you are making them enrol through ODL

Participant: Well it's both

Researcher: It's both

Participant: It's both actually

Researcher: Ok

Participant: But there are more in the *eh* … conventional

Researcher: Oh?

Participant: And not in the distance education

Researcher: not in the distance education

Participant: But the training is going alright. I think *eh* … there is *uh* … its going as expected

Researcher: Alright

Participant: uh … training of the people. Only this year

Researcher: *Mhm?*

Participant: we were told by the HR Director that funds are closed up and can't deliver training

Researcher: *Uh*

Participant: So this year *uh* … except last year. Doing training last year. This year, *uh* … no, nobody went

Researcher: Ok went for … oh ok

Participant: Went *yah*, *yah*. Otherwise nobody is going as expected

Researcher: Oh

Participant: Even in the Distance Education Department

Researcher: Oh

Participant: but this year is a problem

Researcher: Ok, No, there has been a problem in Botswana

Interview Transcript – T7

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: Ok. *Yah*. Good morning.

Participant: Morning

Researcher: Thank you for your voluntary participation in this research.

Participant: Ok.

Researcher: As I have indicated before, I am a student of the University of Pretoria

Participant: *Mhm*

Researcher: undertaking a study about how the development or otherwise

Participant: *Mhm*

Researcher: of the open and distance learning mode can impact on access to tertiary education.

Participant: Ok

Researcher: This research is going to culminate in a thesis

Participant: *Mhm*

Researcher: that I will present to my university for assessment for a PhD qualification. But in addition to that I am expecting the knowledge that will be generated through this research to be of interest to a wider audience, since it is touching on access to tertiary education which happens to be one of the issues of concern to Botswana, the southern African region and beyond. I therefore appreciate very much

Participant: *Ee, mma*

Researcher: that you are able to participate in the process of generating such knowledge.

Participant: Ok, welcome.

Researcher: *Eh* … research indicates that sub-Saharan Africa continues to record the lowest participation rate in the world,

Participant: *Mhm*

Researcher: in tertiary level education and training

Participant: *Yah*

Researcher: with an average of about 5% by the 2007 figures. Would you say that the participation rate at tertiary level in Botswana is as low, is also low?

Participant: Well, I think it is. *Eh*, I think it … it is quite low because I think you know … we can determine that by looking at the statistics which I have perhaps in the past looked at.

Researcher: Ok?

Participant: I've looked at the, *eh*... is it the progression rate

Researcher: Ok?

Participant: from primary

Researcher: Ok

Participant: Grade 7

Researcher: *Mhm?*

Participant: to Junior secondary and from junior secondary to senior secondary and from senior secondary to tertiary.

Researcher: Ok.

Participant: *Yah***,** I was may be more interested

Researcher: *Mhm?*

Participant: with the university, even though I looked at tertiary because the statistics that they have is not only the university, but you have colleges of education

Researcher: Ok.

Participant: and technical colleges and you can see that trend.

Researcher: *Mhm*

Participant: But you know, *eh*… the largest group is may be that enters *eh* ... primary and that exit it.

Researcher: *Mhm?*

Participant: And then it … it … it goes down from you know … junior to senior … and by the time you know … they transit to tertiary education it's a very, very small percentage compared to the lower levels.

Researcher: to the lower level.

Participant: Yes

Researcher: Ok. *Ee* ... How does Botswana compare with South Africa, Mauritius and Namibia in this regard?

Participant: I don't know, because sometimes, *ehm* … it depends on the populations of those countries.

Researcher: Ok

Participant: For instance if I look at South Africa, I know they have a lot of, you know … tertiary institutions.

Researcher: Ok

Participant: but you know … equally so, they have a very large population.

Researcher: *Mm, mhm*

Participant: You know … I don't know how many millions

Researcher: Ok

Participant: *Yah* ... you know … of people there. And therefore sometimes that kind of deceives. But I would expect them that may be they still compare … comparable to us.

Researcher: Ok.

Participant: *Yah*, you know … in the sense that we're a small population and well yes, we've had may be one university and a few *eh* … other tertiary institutions. But I don't think they are doing much, much better. I don't know.

Researcher: Yes, yes

Participant: They might be, but it might be a slight …

Researcher: *Yah*

Participant: you know … difference.

Researcher: *Yah*. Actually, actually research indicates that they are slightly better than Botswana.

Participant: *Mhm*

Researcher: South Africa is the highest in southern Africa, followed by Mauritius

Participant: What is their statistics?

Researcher: and then South *eh* … Namibia. Their statistics is like they have, *eh*, a 15%

Participant: Ok?

Researcher: transition rate to tertiary

Participant: Ok, to tertiary?

Researcher: Yes.

Participant: *Mhm?*

Researcher: So … so, yes, they have large numbers. But if you look in terms of percentages,

Participant: Ok

Researcher: you see that yes, they are still also still low

Participant: compared to the other …

Researcher: compared to the other regions outside southern *eh* … Africa.

Participant: *Mhm*

Researcher: It has been established that in Botswana about 11.4% of the 18 to 24 year old eligible population does have access to tertiary education

Participant: *Mhm?*

Researcher: especially now with the proliferation of private tertiary institutions in the country.

Participant: *Mhm*

Researcher: What is the share of this population that manages to access tertiary education would you estimate to be the University of Botswana's contribution?

Participant: 11 percent. Well, I think it's a fair contribution. You know … it, because I'm looking at the … perhaps … the enrolment figures for UB.

Researcher: *Mhm, mhm*

Participant: But perhaps may be one needs to look at the…, well, I think it's just an overall number.

Researcher: Ok … ok

Participant: Well, I think it's a fair contribution because compared to all the tertiary institutions … it's the one with the largest enrolment numbers. *Yah* ... At around … is it ten to fifteen thousand.

Researcher: *Yah* fifteen …

Participant: So … so I think its quite sizable compared to the other institutions

Researcher: Ok.

Participant: *Yah*

Researcher: Recently research indicates a trend in many developing countries where more adults including employee's

Participant: *Mhm*

Researcher: want to access tertiary level education and training. Is this true for Botswana as well?

Participant: It is true. I remember when I was doing my own you know… *eh* … research for, for, for … my doctoral program. I even asked… because I was interviewing people from the Ministry of Education

Researcher: Ok

Participant: and it looked like just so many people wanted to access tertiary education

Researcher: *Ahaa*?

Participant: and I asked them why…why… is it

Researcher: *Mhm* ... *mhm*?

Participant: *um* … what are the indicators you know creating this hunger for...for Higher education? I don't quite remember what answer I got but it is true

Researcher: Ok…

Participant: *Yah* it is true … at all levels and different sectors

Researcher: Alright

Participant: *Yah*

Researcher: Yes**,** actually my next question was to…to find out

Participant: *Mhm*

Researcher: why you think *eh* ... what is the *inf* … what is the influencing

Participant: I… I… think

Researcher: what are the factors influencing this trend?

Participant: global trends probably but even in Botswana you know *um*…with vision 2016

Researcher: Ok?

Participant: I think it's a vision that has been may be communicated widely in the country.

Researcher: Ok?

Participant: You know because communities are aware you know … of vision 2016 and one of its pillars, an educated and *eh* …

Researcher: informed...

Participant. Informed nation

Researcher: Ok

Participant: and even understand you know … the, the President, former President Masire who was President then.

Researcher: *Mhm ... mhm?*

Participant: I think when this thing was started, was saying that you know *eh*…a graduate for every *sch* ... family something like that.

Researcher: *Mhm?*

Participant: and I … that is an aspect of it. But also people appreciate the fact that the more education you have, the better … you know … I think the more you are likely to get a better paying job,

Researcher: Ok

Participant: And therefore may be higher education equals you know *eh*…a better living standard

Researcher: Ok.

Participant: *Ee, mma*

Researcher: *Eh*…it's been established that about … a total of about 30 tertiary institutions have been registered with the Tertiary Education Council

Participant: *Mhm?*

Researcher: Would you say that *eh* ... these tertiary institutions are coping with the demand for tertiary education and training in the country looking at the school graduates together with the adult population that we have just *eh* ... talked about?

Participant: Well, I think they may be 30 in number…

Researcher: *Mhm?*

Participant: but in terms of quality

Researcher: *Mhm?*

Participant: even the facilities and all the things that one really needs to provide quality education … I do not think they are at a level where one can say … *yah* 30 and therefore quality higher education …

Researcher: Ok

Participant: But I don't think they're coping even with that you know …

Researcher: Ok

Participant: There are still many people … many *eh* ... people who want to access you know … tertiary education.

Researcher: Ok

Participant: But at least it is better than may be in the past, where you know we didn't have that number…

Researcher: Ok

Participant: And … well you know … I think maybe we must stop…

Researcher: Yes just to establish that they are not coping with the

Participant: Not necessarily

Researcher: With the demand,

Participant: *Yah ... yah*

Researcher: Yes, the issue of quality is very, very important and *eh* ... I think the Tertiary Education Council is looking into that issue

Participant: *Mhm*

Researcher: Hence they have to be registered … they have to be screened and so on.

Participant: *Mhm*

Researcher: What do you think should be done to increase opportunities for more enrolments at this level?

Participant: Well, as a … as a distance education practitioner I…I have faith in" ODL"

Researcher: Ok?

Participant: *Yah* … and I believe "ODL" can go a long way in helping or increasing *eh*… access and even democratizing it as we know

Researcher: *Mhm?*

Participant: *Ah* … therefore I think that that's one area that the… the country needs to or even institutions *eh* ... to…to…to take a serious look at and just see how they can offer distance education, even though distance education …

Researcher: *Mhm?*

Participant: It … it's a mode that also as you know … we shall need a lot of resources especially you know … *uhm* at the developmental stages. But it is one … you know … way to… that they can increase you know … access. *Yah* ... *Mhm*…

Researcher: Ok. The University of Botswana offers its programmes through both face to face and open and distance learning modes…

Participant: *Mhm*…

Researcher: *Eh* ... when did the university introduce the open and distance learning mode, by the way?

Participant: *Mhm*…the history of you know … *eh* ... and I think may be you can also get that from my dissertation,

Researcher: Ok?

Participant The history of … you know distance education at the University of Botswana … we date it to, *uhm*… maybe the 70's…

Researcher: Ok…

Participant *Eh* … and maybe when you look at the history then we couldn't say strictly that it was distance education

Researcher: Ok

Participant: But I refer it… I refer to it as distance education because those were the beginnings

Researcher Ok…

Participant *Yah*… but in terms of you know … accredited

Researcher *Mhm*

Participant *Eh* … programmes

Researcher *Mhm*

Participant I think it dates to… I don't quite … I'll check the date for you …

Researcher: Ok

Participant with the introduction of a programme

Researcher: Ok

Participant: in the Department of *ehm*… *ehm*… Theology and Religious Studies …

Researcher: Ok

Participant: a diploma that was offered through distance education. But it has since stopped

Researcher: *Mhm?*

Participant: And it was followed by a certificate in Adult Education which was started from 1984…

Researcher: Oh, ok … ok

Participant *Yah*

Researcher And the Centre for Continuing Education … when was it established?

Participant 1991…

Researcher: 1991

Participant: It was established in 1991, as a successor. You know … what happened was … there was an Institute of Adult Education

Researcher: Ok

Participant: And then with the Institute of Adult Education the University realized that … that institute carries two *eh* … functions …

Researcher: Ok

Participant: major functions

Researcher: Ok

Participant: And they decided to separate those functions. One was the academic training in distance … I mean open … in Adult Education

Researcher: Oh ok

Participant: And then the other was continuing education

Researcher: *Uhm, uhm*

Participant: So then we have the Department of Adult Education and the Centre for Continuing Education

Researcher: Continuing Education

Participant: which was to take *eh* … the responsibility for continuing education and public education

Researcher: Ok

Participant: *Yah*

Researcher: And distance education became part of

Participant: became part of the ... *yah* … because even the documents that established you know … the centre said that the centre will offer different programmes and it will have a distance education unit

Researcher: Ok

Participant: *Yah* … that will … may be convert some of the existing UB programmes into the distance education mode

Researcher: Ok

Participant: *Mhm*

Researcher: What … what … what would you say could be some of the reasons of introducing open and distance learning at UB?

Participant: It was you know … ably articulated … I think it is also may be the former President … I could … I'll look for that quote for you …

Researcher: *Mhm?*

Participant: *Eh* … they realized that they could not cope

Researcher: *Mhm?*

Participant: with the … with the demand

Researcher: Ok

Participant: *Yah* … for … for … for higher education

Researcher: Ok

Participant: And they realized that you know … *eh* … they couldn't do it with just this … the … the face-to-face mode

Researcher: Ok

Participant: *Yah … because they wouldn't have enough you know ... eh ... space for people and therefore they felt that may be introduction of the distance education mode would assist*

Researcher: would assist

Participant: *Yah* …

Researcher: Yes. Thank you. So … so what is the planned status of each of the two modes at UB … the ODL and the face-to-face?

Participant: You know … *eh* … I think that *eh* … I've recognized it personally

Researcher: Ok?

Participant: As the … perhaps partly the responsibility of the Centre for continuing Education and Distance Education Department. Because what I have realized is that *ehm* … and that also you could get may be from … because I had a question similar to that when I was interviewing people … you know on the mode … and what I … I've learnt is that you know … *people didn't quite understand or know how ... what to expect. Even today*

Researcher: *Mhm?*

Participant: You know … *ehm … you have the different functions of the University and as you know distance education eh ... processes are carried out in different functions*

Researcher: *Yah*

Participant: especially in a dual mode institution.

Researcher: *Mhm?*

Participant: When you take admissions … we have the Admissions of the University. And it's responsible for all admissions.

Researcher: Ok

Participant: You have the Finance section. It's responsible for all finances

Researcher: *Mhm?*

Participant: But we do have a unit … the Distance Education Department that is responsible for … for coordinating you know … the … the administrative part.

Researcher: *Mhm*

Participant: But you know … these functions need to work *eh* … together in a sense. So that you know … they can serve the students well. But you realize that you know … there are some disconnects …

Researcher: *Oh yah*

Participant: in the sense that *people who man these other units ... they know there is a distance education ... but they are not sensitized*

Researcher: Ok

Participant: *to the needs of the learners*. If I may give you an example … when it comes to the … the … the calendar

Researcher: *Mhm?*

Participant: of … the academic calendar

Researcher: Yes?

Participant: You know you have the academic calendar … you know the *eh* … applications close … *eh* … you know … admission, registration

Researcher: *Mhm?*

Participant: And then the commencement of class

Researcher: *Mhm?*

Participant: But with us you know you'll have say the orientation for the students

Researcher: *Mhm*

Participant: When do we have that?

Researcher: *Mhm*

Participant: We … we … some … mostly have it just before you know … the … the main *stu* … oh the conventional start

Researcher: Ok

Participant: *Yah.* But then *some times facilities are not ... are not you know quite accessible. And one thing that we grapple with is for instance ...you know when we have the face-to-face sessions during the ... semester*

Researcher: *Mhm*

Participant: *We can't access some of the ... even though sometimes we may book ... someone might find a class and they think it's vacant. And yet we may have ... you know ... may be ... booked it for our students. Yah*

Researcher: Ok. So … so … so … In terms of its status

Participant: *Mhm*

Researcher: Would you say one of the two modes …

Participant: *Mhm?*

Researcher: the face-to-face and the ODL

Participant: *Mhm*

Researcher: Would you say that one of them is major …

Participant: *Mhm*

Researcher: the other is a support mode … or … or … *uh* … *uh* … I just want to establish … when the University was setting it up

Participant: *Mhm*

Researcher: What was the thinking in terms of how it is going to be comparable with the face-to-face?

Participant: Well, in their minds and in the documents

Researcher: Ok

Participant: *they see it as an alternative mode*

Researcher: Ok

Participant: And … and they expect the students … even as it is the case … they earn the same you know … *eh* … qualifications

Researcher: Ok

Participant: But then my contention …

Researcher: *Yah?*

Participant: Probably it… my approach is a systems approach

Researcher: *Mhm?*

Participant: And that is … was may be the … the … the core of my argument in

Researcher: *Yah*

Participant: In my own paper

Researcher: *Yah*

Participant: To say that you know *when you introduce a major uhm … change*

Researcher: *Mhm?*

Participant: *Eh* … I don't know …

Researcher: Innovation or something?

Participant: Innovation of *something like distance education. You need … they needed to look at the whole system*

Researcher: *Mhm?*

Participant: *and say here is this new thing. How is it going to fit in … in the existing system as a sub-system and how is it going to interact with other systems …*

Researcher: Oh, ok

Participant: And also *one thing that was a major, major lack that I discovered myself was that mhm … the University was not prepared for that*

Researcher: For distance education?

Participant: All the other functions

Researcher: *Mhm?*

Participant: *And they didn't even know what animal it was*

Researcher: *Mhm*

Participant: Because I remember *in 1994 we were trying to just sensitise co … the different faculties. We would go to a faculty meeting and you'll say whatever you … but there were no policies …*

Researcher: Ok

Participant: *Frameworks …*

Researcher: Ok

Participant: That was the major lack … *there was no framework that could assist even the other departments to ... to interact and know even the mandate for this new baby*

Researcher: Ok

Participant: *Yah*

Researcher: So that there was lack of thinking through

Participant: *Yah* ... the planning

Researcher: *Yah* ... the planning

Participant: The planning. You know …

Researcher: *Yah ... yah ...*

Participant: you just think … *they just knew that you know ... there is distance education but they didn't plan for it very well*

Researcher: Alright

Participant: *Yah ...*

Researcher: *Yah ...*

Participant: *and therefore it ... it ... it didn't quite fit. It is still struggling to fit in, within the University*. That's why *eh* … lately I think … since last year, a policy on mainstreaming distance education came … was … was … enacted by the University

Researcher: Ok

Participant: *Yah ...*

Researcher: I'll come back to that *eh* … mainstreaming policy

Participant: *Mhm*

Researcher: It's very interesting to me

Participant: *Mhm*

Researcher: And *eh* … I have *eh* ... a few questions around it

Participant: *Mhm*

Researcher: But at the moment, I realise there is also part-time study at the University of Botswana

Participant: *Mhm*

Researcher: Is it a separate mode from the open and distance learning mode or …

Participant: It is separate in the sense that you know … it … it… The only difference between the part-time evening classes *eh* … from the … you know … *eh* conventional … is that they come in the evenings.

Researcher: Ok

Participant: But it is fully face-to-face

Researcher: *Ehee?* Ok

Participant: *Yah* ... and at the moment they don't even I think that use other … you know … technology or other media

Researcher: It's just face-to-face?

Participant: It's just face-to-face

Researcher: Oh, ok

Participant: *Yah*

Researcher: Is it also coordinated from the Centre for Continuing Education?

Participant: Yes, because the centre has two Departments

Researcher: Ok

Participant: Department of Distance Education and the Department of Extra Mural and Public Education

Researcher: *Ahaa*

Participant: That is the Department that coordinates that

Researcher: coordinates the evening face-to-face evening classes?

Participant: *Mhm*

Researcher: Ok. What percentage of the current eligible adult population of above twenty-four years

Participant: *Mhm*

Researcher: Is the University planning to enrol during the next plan period?

Participant: I wouldn't know …

Researcher: Ok

Participant: *Yah*

Researcher: Ok

Participant: *Mhm*. And I don't know

Researcher: *Mhm?*

Participant: if they're approaching it that way. But anyway … by saying of this population

Researcher: *Eh?*

Participant: You know … this is the … the … the target that we have set for ourselves

Researcher: Ok. How … how otherwise you think they are approaching it?

Participant: Well, I think just by programmes and you know …

Researcher: *Uh!* Ok

Participant: because you have your distance education programmes and then the part-time programmes. But there's a new trend…

Researcher: Ok

Participant: Because, with the distance education as you know there are working people … mostly, especially the business

Researcher: *Yah*

Participant: And in fact … the others as well

Researcher: *Mhm?*

Participant: But there is also a trend … especially the part-time evening. We used to have working people, but now we do have you know … *eh* … non employed students who are coming directly from you know … high school

Researcher: Secondary school?

Participant: *Yah*

Researcher: Ok, ok. Well, proponents of ODL

Participant: *Mhm*

Researcher: Claim that through its flexibility … industrialised nature and potential for massification

Participant: *Mhm*

Researcher: Usually … it results in cost effectiveness. And they believe that ODL can open up access to quality tertiary education … much more than the face-to-face can ever hope to do

Participant: *Mhm*

Researcher: Now … as somebody working in a university that offers both face-to-face and ODL …

Participant: *Mhm*

Researcher: What would be your comment regarding this claim?

Participant: Well, the claim … I think over the years we've come to realise that we can't … well … yes distance education has the advantage of you know … or … or …of economies of scale.

Researcher: *Mhm?*

Participant: But I think one has to approach it cautiously because that has … you know … given people the … the … the thinking that *eh* … because it can be cheaper

Researcher: *Mhm?*

Participant: And therefore it would be cheap to start it. It is not cheap

Researcher: Alright

Participant: It is very expensive. But even now … especially now where we want to go … ICT

Researcher: *Mhm*

Participant: I mean, with ICT I don't think there'll be much difference

Researcher: *Yah*

Participant: *Yah* ... you know the … the … there … it has a lot of investment that is …

Researcher: Ok

Participant: With the print base … then that one the economies of scale were easier to realise

Researcher: Ok

Participant: But with the technology now

Researcher: *Mhm*

Participant: Not as much

Researcher: Ok

Participant: *Yah* … not as much

Researcher: Ok

Participant: *Yah*

Researcher: So you think *eh* … both ODL and *eh* ... face-to-face … in terms of opening access

Participant: *Mhm?*

Researcher: They would be the same … now these days?

Participant: Well … there … there'll still be differences. But in terms of cost

Researcher: *Yah*

Participant: I mean like … especially when you go … you know … technology … may be not quite … you know … *eh* … distance education will still … especially … may be when we say online then we can reach more people

Researcher: *Mhm*

Participant: It will still have the advantage over … over that. But even with the online … my contention is that

Researcher: *Mhm?*

Participant: When you … especially online where you have moderators or teachers or online teachers or e-moderators

Researcher: *Mhm … mhm?*

Participant: You'll … an e-moderator cannot carry a large class

Researcher: *Ahaa …*

Participant: *Yah* … For that private tutoring …

Researcher: private tutoring

Participant: *Yah* … It is very, very, very small actually

Researcher: *Mhm*

Participant: Very small … smaller than a normal face-to-face class

Researcher: Ok

Participant: *Yah*

Researcher: Ok. *Yah* … I was going to follow that up with *eh* … the … the … the … You know when … when you read around you can see that distance education within a … a dual mode institution

Participant: *Mhm*

Researcher: Doesn't seem to perform … in terms of opening up access

Participant: *Mhm*

Researcher: Doesn't seem to perform as well as you would have expected it

Participant: *Mhm, mhm*

Researcher: When … when I look at the various universities that I have checked, including the University of Botswana

Participant: *Mhm*

Researcher: It looks like more students are enrolled on the face-to-face than they are on the ODL mode

Participant: *Mhm, mhm*

Researcher: *Ee*... that is … those are some of the reasons why I'm actually trying to find out

Participant: *Mhm*

Researcher: What could be causing this imbalance between the two … If you are saying according to costs … they're more or less the same

Participant: *Mhm*

Researcher: And the … and there … But … but … because distance education can reach out through its flexibility

Participant: *Mhm, mhm*

Researcher: And *eh* … reach more people

Participant: *Mhm*

Researcher: How come when it is within a dual mode institution it appears as though it reaches less compared to the … to the face-to-face. What would be your …

Participant: My contention is … my contention is that you know the structures. And like I'm saying … you know *an institution like this one*

Researcher: *Mhm?*

Participant: *was set up for the conventional mode*

Researcher: *Yah*

Participant: and *this one was introduced midway*

Researcher: Ok

Participant: *during its life-time*

Researcher: Ok

Participant: And therefore, *when it was introduce, the … the existing structures were really not even sensitised … not even modified …*

Researcher: Ok

Participant: *to accommodate you know … this other mode*

Researcher: Oh?

Participant: *And because of that they continue to be you know … restrictive*

Researcher: Oh

Participant: *Yah*

Researcher: Ok. The structures?

Participant: The structures

Researcher: Ok

Participant: *Mhm*

Researcher: Now since 1994

Participant: *Mhm*

Researcher: Developments in education in Botswana are guided primarily by the Revised National Policy on Education

Participant: *Mhm*

Researcher: As well as the … Vision 2016 that we referred to earlier

Participant: *Mhm*

Researcher: *Yah* … particularly the … building an educated informed and prosperous nation

Participant: *Mhm*

Researcher: Now, Botswana like other SADC countries identified open and distance learning as one of the strategies to improve access to tertiary education. How would you comment on the development of tertiary level open and distance learning in Botswana … since 1994?

Participant: Nothing really … I mean … I mean … nothing. Just very, very tiny. May be … you know … BOCODOL perhaps at the level where it is … perhaps you know little by little … it might be edging in. But there's very little that has been done.

Researcher: Ok

Participant: And I don't know, I'm … because … I'm … I'm looking at UB. *The other with things like this ... everything ... these are vehicles*

Researcher: *Mhm*

Participant: *And any and every vehicle needs a driver. If you don't have a driver for a vehicle, then it will not move. And I think that is may be even one of the problems in addition to the structures ... the drivers*

Researcher: Ok

Participant: You know … distance ed … *ODL doesn't seem to have you know ... drivers with clout.*

Researcher: Ok

Participant: And then that is my contention also in my paper

Researcher: Yes … yes

Participant: To say that … it needs a driver with clout.

Researcher: Ok

Participant: *Yah*

Researcher: So … so the … at the moment … this driver

Participant: *Mhm*

Researcher: You are looking at the driver, or the drivers

Participant: *Mhm*

Researcher: within Botswana … not necessarily at the University of Botswana. But generally … the system …

Participant: I'm looking at the University of Botswana

Researcher: Oh, you are looking at the University. Ok … ok

Participant: I'm looking at the University specifically now

Researcher: Alright … ok

Participant: *Mhm*

Researcher: So what do you think should be done? I mean a programme has been identified and … what do you think the University should do … in this area?

Participant: *O a bona* ... even the level of the Director for CCE

Researcher: Ok?

Participant: Eh … *that's why ... you know ... I think ... actually the University had pinned their hope on whoever is to be Director of CCE*

Researcher: *Mhm?*

Participant: Because in the past one of the qualifications

Researcher: *Mhm?*

Participant: You know … of the individual for … for … for this position was supposed to be someone also experienced in ODL

Researcher: Ok

Participant: *Yah* … But I don't know whether I should say … not only the individuals failed the system, but the system also failed those individuals … because … I mean … it doesn't matter how you know … *uhm* … good an individual might be. If you put them in a system that is not set up … especially the processes are not set up for … for enabling

Researcher: *Mhm?*

Participant: You know … productivity in that line

Researcher: *Mhm?*

Participant: then they can't do much

Researcher: Ok

Participant: *Yah*

Researcher: *Yah*

Participant: *Mhm*

Researcher: From the University's future plans … I was looking at the University of Botswana's Strategic Plan

Participant: *Mhm*

Researcher: To 2016 and Beyond

Participant: *Mhm*

Researcher: It appears a small percentage of the student body is planned to access the programmes through ODL at various levels. Uh … I got an impression that *eh* … the University is targeting an enrolment --- a total enrolment of three thousand and fifty by 2015 … *eh* … having made three percent per annum enrolment *eh* … through the plan period. What do you think influences this allocation of target enrolment and programme levels?

Participant: I think … it … is … *eh* … because I was … there was an enrolment you know … task force

Researcher: Ok

Participant: You know … enrolment and something, something

Researcher: *Ee,* I saw the report of that task force

Participant: *Yeah*

Researcher: Ok

Participant: And … I was saying … this is a very small number. But now as … as somebody may be who's been in this Department from inception

Researcher: Ok?

Participant: I think there are probably … I don't think they haven't really put their finger. I don't know how they might have wanted to do that … put their finger on what the matter is.

Researcher: Ok

Participant: Why distance education is slow in … why it is not growing.

Researcher: Ok

Participant: *But I think may be their thinking might be that they're disappointed by what is going on … and if it is growing at this rate, they're not anticipating a still faster rate*

Researcher: Ok

Participant: But … *but I think may be what Management fails to realise is that … the structures … and … you know I just wish they could see … look at some of the reports that we have … like even my dissertation … because it was specifically on the distance education at UB*

Researcher: Ok

Participant: *And then … the structures … unless they do something about them … then they can forget …*

Researcher: *Mhm?*

Participant: You know … but *nna* I still feel something can be done and I feel the number is just too small. *It looks like you know we are not proactive … we are not uhm … I mean our vision for distance education is very low*

Researcher: Ok

Participant: *Yah* … of these decisions

Researcher: *Eh* … if I may ask … at the … at the higher level of planning

Participant: *Mhm?*

Researcher: At the institutional planning

Participant: Ok?

Researcher: *Eh* … may be the strategic thinking level

Participant: *Mhm*

Researcher: How do you comment on how they have embraced distance education … I just want to establish whether *eh* … because you are saying they are not planning … they are not … they don't have faith … and I'm like …

Participant: *Mhm*

Researcher: It sounds like there is a "they" and there is a "CCE" … so …

Participant: *Yah ... yah ... because I don't think you know ... especially when you look at ... the figures ... This time around I don't think we were ... really ... the Centre was involved ... in coming up with those numbers*

Researcher: *Ah* ... Ok

Participant: *Yah … I think the numbers only came ... you know ... elsewhere*

Researcher: Ok

Participant: *Yah … we did not interrogated that, even at Departmental level and I don't understand why*

Researcher: Ok

Participant: because all along … I know that even …. That's how we work in Botswana when it comes to the National Development Plan.

Researcher: *Yah*

Participant: They are from top … I mean bottom up …

Researcher: From bottom up … *Mhm* ...

Participant: But this time no …

Researcher: Oh …

Participant: These numbers I don't even know. I understand there was a meeting … I think it was day before yesterday, but I was at home … because I couldn't … where the Vice Chancellor Academic was presenting something on the … on *yone* … *eh* ...

Researcher: On the plan?

Participant: *Yah* ... on the plan. *Yah* ...

Researcher: Ok

Participant: *Mhm*. It can. *Yah* ...

Researcher: Ok. How … how many programmes at various levels does the University currently … have between its faculties? If you can remember that

Participant: *Mhm* ... no … I don't know the numbers

Researcher: Ok

Participant: *Yah* … you meant from … may be certificate to doctoral?

Researcher: Yes …

Participant: *Mhm* ... I wouldn't know

Researcher: You don't know …

Participant: *Yah* ...

Researcher: Because I was going to say …. out of these how many are also available through ODL

Participant: *Ooh*, very tiny …

Researcher: But … but you would know how many are …. are

Participant: The faculty that is … we can say is doing fairly well in terms of its programmes is the faculty of Business. But may be because of the nature of programmes …

Researcher: *Mhm?*

Participant: You know they have four degree programmes … you know … Marketing, Finance, *ehm* ... Management and Finance Management, Marketing and Accounting

Researcher: Ok

Participant: *Yah* ... all the four are offered through distance education

Researcher: *Ahaa*... Ok*?*

Participant: But the enrolments are still, you know … low

Researcher: Low?

Participant: *Yah* ... *Eh* ... *eh* ... May be followed by Education

Researcher: *Mhm?*

Participant: You know … that has … like … what? But even that one … I think you know … too low

Researcher: *Yah* ... I … I …when I was looking at the report … the UB report

Participant: *Mhm?*

Researcher: I … I got the impression that *eh* ... between the faculties, there were quite many

Participant: *Mhm?*

Researcher: Programmes

Participant: *Yah* ...

Researcher: I think … like fifty something

Participant: *Yah* ...There are

Researcher: If …if … if I was right.

Participant: *Mhm?*

Researcher: And there were very few that students can access through …

Participant: distance education

Researcher: ODL …

Participant: Oh … correctly speaking…

Researcher: and I was wondering why … what influenced the decision to have fewer programmes on the distance education mode

Participant: But may be it's even the way *eh* ... it is … how *eh* …the decision

Researcher: *Mhm?*

Participant: of offering a programme through distance education

Researcher: *Mhm?*

Participant: It is mainly

Researcher: *Mhm?*

Participant: a decision of the Department

Researcher: Ok?

Participant: There are instances where we get requests, say from our side

Researcher: *Mhm?*

Participant: Like with the Certificate in Adult Education

Researcher: *Mhm?*

Participant: It was the request of the Ministry of Education to assist with the National Literacy Programme …

Researcher: *Ahaa?* Ok

Participant: They wanted to …to …to

Researcher: Upgrade? Ok …

Participant: To train their Literacy Educators

Researcher: Ok.

Participant: and that is how it came about.

Researcher: Alright …

Participant: And may be to follow up to that … it was the Diploma in … *gatwe ke eng* in Adult Education also may be …

Researcher: Oh … Ok

Participant: *Yah* ... as an offshoot or something like that

Researcher: *Aha* ... Ok?

Participant: *Yah* … so … but then more and more like for instance the Department of *ehm* … Library and Information Studies …

Researcher: *Mhm?*

Participant: Are in the process of developing a … a BA LIS … BA in Library and Information Studies. It was their decision and we are working very closely with them. And in … I think we'll may be enrol *eh* … the first you know … *eh* … students in 2009

Researcher: Ok

Participant: Because several modules have been developed and a lot of them are being you know … developed right now.

Researcher: Ok

Participant: *Mhm* … *ee* ... and also BEd Primary … well … they have an interest. We're … recently our Department appointed one of us to coordinate that programme

Researcher: *Mhm*

Participant: *Yah* … and to offer it in distance education

Researcher: Ok

Participant: *Mhm*

Researcher: As somebody working in ODL within a dual mode tertiary institution

Participant: *Mhm?*

Researcher: Would you say there are challenges that are related to … I know you have already …

Participant: *Mhm* ... alluded to that *mhm* ...

Researcher: Touched on that. But you … could you specifically say what are the challenges … that you have seen … in … in … in the dual mode. For … for … challenges for ODL

Participant: Well … the first one is the structural one

Researcher: Ok

Participant: I've … I've already indicated

Researcher: *Yah* ...

Participant: where may be for instance you know … you look at the … at the … at the … at the calendar … the opening and the closing … Because also we use an … an … an … *eh* … what you call it? They call it *ITS*. Its an ICT programme for … for …

Researcher: Ok

Participant: *for handling ... you know ... eh ... student information, student data, students ... you know records*

Researcher: *Mhm?*

Participant: And you know … It has … it works on cycles

Researcher: Ok

Participant: *closing and opening of cycles*

Researcher: *Mhm*

Participant: Say for instance if it is registration period, you register

Researcher: Ok

Participant: And there comes a time when *they close registration period* …

Researcher: *Mhm?*

Participant: *But sometimes with our students ... you know it could ... it has ... we need to register beyond the …*

Researcher: Beyond … the closing …

Participant: The *closing date*

Researcher: *Mhm?*

Participant: And it's difficult because of the way the programme is structured …

Researcher: Ok

Participant: To … to open just for us … because when they open for us they open for everybody

Researcher: *Hm?*

Participant: And for … *for security reasons sometimes is not as easy*

Researcher: *Mhm*

Participant: And then there are other few instances like that … you know …

Researcher: *Mhm*

Participant: *And even may be ... like even the different functions to recognise and realise that you know ... you know ... we have two types of stu ... two types of students. Those who're studying you know ... conventional mode and distance education. They always forget it*

Researcher: Ok

Participant: And I think … that's where I think may be the Department has to be proactive

Researcher: *Mhm*

Participant: *Ee* ... because I believe we can re-orient the … the … the different colleagues

Researcher: *Mhm?*

Participant: The different functions …

Researcher: *Yah ... yah ...*

Participant: Not colleagues … but functions

Researcher: *Mhm*

Participant: To know that there is this other mode

Researcher: Ok

Participant: *Yah ...* and the needs are different

Researcher: Ok

Participant: in some instances … in most instances actually

Researcher: Ok

Participant: *Yah ...*

Researcher: Some ODL practitioners actually all … believe that ODL is a specialised field

Participant: *Mhm*

Researcher: Do you agree with this observation? Is it a specialised field … or anybody can just come and do …

Participant: Well … you know … I … I don't know what to say on that one. I … I think it's both.

Researcher: Ok

Participant: *Yah* … It's both in that yes it's a field in that it has its own … should I call them tenets

Researcher: *Mhm?*

Participant: You know … to say in ODL this is how ODL is practised

Researcher: *Mhm?*

Participant: And this is how ODL is conceptualised … uh … but …

Researcher: *Mhm?*

Participant: Bottom line …

Researcher: *Mhm?*

Participant: It's education

Researcher: It is education?

Participant: *Yah* … because when you can go with that

Researcher: *Mhm?*

Participant: And forget that it is education you may lose out. That's why sometimes people have complained you know … of us … you know about its definition

Researcher: *Mhm*

Participant: We say we have defined it *eh* … based on the vehicle … like the tool … the technology

Researcher: *Mhm?*

Participant: *Eh* ... or may be even the *mhm* … its … context like people are separated from … from their teachers

Researcher: *Mhm?*

Participant: But education is education

Researcher: *Mhm?*

Participant: And that's why you know … others have even tend to refer to it as educating … education at a distance

Researcher: *Mhm?*

Participant: Beginning with education so that

Researcher: *Mhm?*

Participant: One realises *gore* education is education. And as far as I'm concerned like … if I give you an example just to … to may be … you know … but touch my point. To say *eh* … when you talk about say isolation

Researcher: *Mhm?*

Participant: We think that isolation is an element of distance education alone. It's not.

Researcher: *Mm?*

Participant: There is distance in every context of education

Researcher: Ok?

Participant: Even in class

Researcher: *Mhm?*

Participant: where the students and the lecturer are co-present. There is some level or degree of distance

Researcher: *Mhm ... Mhm?*

Participant: *Yah* ... so …

Researcher: *Yah* … ok. But … *eh* … what relevant training would you say is necessary to equip people working in tertiary level ODL?

Participant: *Uhm* … The training is necessary … may be training at conceptualising … you know … or … this form of education

Researcher: *Mhm?*

Participant: so that people would understand … because if … if people are not trained … some of the things you might take for granted

Researcher: *Mhm?*

Participant: Some of the things you might be technical about them

Researcher: *Mhm?*

Participant: You know … like the needs of the students … I … *I think one needs to ... to really be trained and understand you know ... those needs for one to appreciate them*

Researcher: Ok

Participant: *and therefore be responsive*

Researcher: Ok

Participant: *in their level of .... Eh ... level of operation*

Researcher: Ok

Participant: *Ee ...*

Researcher: *Ee ...*

Participant: *Yah ...*

Researcher: Alright **...** now … now … now how does the University of Botswana prepare and equip its employees before they start working in this *eh* … field?

Participant: Not … not … not before

Researcher: Ok

Participant: necessarily …

Researcher: Ok

Participant: You know … At the level of lecturer … where one enters as a lecturer … there is an expectation that one would have an experience in ODL

Researcher: Ok

Participant: But sometimes it may not be an experience in ODL per se … like I know … it might be say for instance … when you recruit someone for learner support

Researcher: *Mhm?*

Participant: It might emphasise on counselling

Researcher: *Mhm … mhm*

Participant: You know *eh* … and may be … you know … So … so … and other thing that we really … and that one I think the honours is upon us as the Department … is to develop you know … induction courses

Researcher: Ok

Participant: That would assist … because for instance recently, in terms of weeks *eh* … have appointed someone who will be learner support based in Francistown … But she … she does have you know …. counselling but she doesn't have distance education.

Researcher: *Mhm?*

Participant: How do you actually induct that person with all the experience that is still relevant

Researcher: *Mhm?*

Participant: Just to say with … now with this

Researcher: this environment

Participant: *Yah* ... within this environment you know … there are other you know … critical points or whatever that you have to know …

Researcher: *Yah* ... *Yah* ...

Participant: And appreciate

Researcher: Ok

Participant: *Mhm*

Researcher: The University does do that once somebody is within the system. It equips them with those skills … those *eh* …

Participant: No … not directly really. I'm saying … it's something that we're discussing

Researcher: *Ah* … ok

Participant: But … but the induction like you know … giving that as an example

Researcher: *Mhm?*

Participant: We have someone who's … who's working with that person

Researcher: *Mhm*

Participant: And *eh* … I don't think the induction is structured

Researcher: Oh?

Participant: *Yah*

Researcher: Ok. *Uh* … I … I would like to know what are your views in terms of the growth of ODL at UB since 1994 … Would you say there … it has any limitations?

Participant: *Yah* it does. You know the growth is very tiny really … considering … Jesus … 1994 … How many years is actually that … to now?

Researcher: It's … it's fourteen years?

Participant: Fourteen years …

Researcher: Something like that

Participant: *Yah* … the growth has been terribly slow

Researcher: *Yah*

Participant: *Mhm*

Researcher: Ok. *Eh* ... *eh* … I'm getting into asking if you are aware of the percentage of the University's budget that is … that goes into the development of ODL

Participant: Well … not … not the percentage …

Researcher: Ok

Participant: *Yah* ... *yone mme* it … it … it is even accessible. I don't know if I have the current budget. Can I … get it?

Researcher: Yes … yes … you could do that …

Participant: I don't know …

Researcher: *Mhm?*

Participant: Because *yone* because of its nature you … do have *eh* … let me see … overall … how much?

Researcher: *Mhm?*

Participant: Do they have a total? Have they … Hei, I don't know. But may be we want to look at this …

Researcher: *Yah ... yah*

Participant: And just calculate the total … *Yah ... yah*

Researcher: *Mhm?*

Participant: *Yah* ... Let me just give an example

Researcher: Yes … yes

Participant: Like the … *mme ke bone. Wai* … this just the … *Ijo* ... Oh no … these are just equipment

Researcher: *Ah* ok

Participant: Yes

Researcher: But you would

Participant: Ok

Researcher: estimate it as *eh* … as *eh* … an equal figure with *eh* … that goes into face-to-face? I mean equal in terms of looking at the number of students probably … I don't know how the resources are allocated between the two modes

Participant: We are … *uh* … *eh* … well with our side … we … we estimate according to the … what do we call them - mutants or … you know … and the others are set in standard. Like for instance you know people's earnings, salaries

Researcher: *Yah ... yah ... yah*

Participant: But … but then you can like for instance the audio visual you can … you know … include several things like fees for continuing education … we've asked for a number of … you know *eh ... eh ... mm* ... ICT *ehm* … equipment

Researcher: Ok

Participant: *Yah* … and then … there … sometimes they cut them and they don't give us and sometimes they do

Researcher: Ok

Participant: *Yah*

Researcher: But … but … but … *eh* … CCE would … would be considered at this … at par with

Participant: with others

Researcher: with other departments …

Participant: *Yah* ...

Researcher: You all submit and …

Participant: *Yah* ...

Researcher: everybody receives the same kind of …

Participant: *Yah* ... and I don't think in that regard we can say we are sidelined and or anything …

Researcher: Ok … or disadvantaged in any way

Participant: No … no

Researcher: Ok. What kind of support do you think tertiary level distance education needs in Botswana … in order for it to deliver quality education and training?

Participant: *Ke* resources

Researcher: *Mhm?*

Participant: *Yah ... You need resources. And ... and ... and from Management right to any level*

Researcher: *Mhm?*

Participant: You need … financial resources … you need human resources

Researcher: *Mhm?*

Participant: *Ehm ... Because it's very important that you have ... you know ... eh ... people who are trained in the relevant areas of distance*

Researcher: *Mhm*

Participant: *education. And who know what they're doing when they're ... you know ... doing distance education*.

Researcher: Ok

Participant: *Yah ... so that is important ... the resources. So you know ... that's why I'm hesitant to over-emphasise the cheapness of the mode*

Researcher: *Yah ... yah ... yah*

Participant: *because that has worked against*

Researcher: Against the m …

Participant: *quality ... of providing quality …*

Researcher: *Mhm?*

Participant: *education because you know ... I mean the ... the ... the powers that be ... They just think it's cheap and therefore they don't expect to invest much*

Researcher: *Uh ...*

Participant: *Yah ... in distance education*

Researcher: Ok … ok. What do you think tertiary level institutions providing distance education in Botswana should do to improve the contribution of distance education in expanding tertiary education?

Participant: Mo … mo … mo UB I think they need to take a hard look …

Researcher: *Mhm?*

Participant: *at the structures*

Researcher: At UB *yah?*

Participant: *Yah ... and align them in such a way that they'll take into consideration ... distance education*

Researcher: *Mhm?*

Participant: You know … and … and … and may be come to a point where they actually consider themselves to be … or itself as an institution … to be dual mode

Researcher: Ok

Participant: And *when you say dual ... you mean equal ... You know ... So ... so ... Because in their mind they think that distance education ... but really they don't eh ... give it the attention that it needs …*

Researcher: *Mhm?*

Participant: Because it's not like well *yah* … it's distance education … it will be business as usual. *Once you bring in distance education ... it's not business as usual. They look at the structures ... they look at the orientation of the ... you know ... even of the structures ... they re-orient ...*

Researcher: *Mhm?*

Participant: *everything*

Researcher: *Mhm?*

Participant: *So that they ... they ... the meet the needs of ODL …*

Researcher: Ok?

Participant: provision. *Yah ...*

Researcher: Some … some critics of ODL believe that it is not an effective mode to deliver quality university level education effectively, particularly with regard to post graduate study. What … what is your opinion concerning this line of thought?

Participant: That one is a farce. You know why?

Researcher: *Mhm?*

Participant: Because … *kana* … that's why I'm saying even defining education … I mean distance education you have to say education …

Researcher: *Mm?*

Participant: Education at a distance … because … especially at post graduate level.

Researcher: *Mhm?*

Participant: At post graduate level, we are not talking about individuals who sit before a lecturer

Researcher: *Mhm?*

Participant: And if there are not individuals … even those who are doing it full time

Researcher: *Mhm?*

Participant: Are not necessarily sitting you know … in front of a lecturer … I mean so many hours a day

Researcher: *Mhm … Mhm?*

Participant: Then … what difference is that individual who's registered full-time to the one who is registered part-time?

Researcher: *Mhm?*

Participant: Very little

Researcher: *Mm*

Participant: Like *nna* even my contention … even for … for … for say may be under-graduate programme

Researcher: *Mhm?*

Participant: If I'm in under-graduate programme … yes I'll sit in front of a class. But let me tell you something … most … the bulk of the knowledge and the information that I get … is not from the notes … it's from my reading

Researcher: *Yah*

Participant: Alone …

Researcher: *Yah … Mhm*

Participant: And therefore the difference is minimal

Researcher: Ok

Participant: *Yah*

Researcher: Ok. *Eh* ... I was going to follow up … that up with your own assessment

Participant: *Mhm*

Researcher: of the level of development of ODL at the University of Botswana since 1994. Whether you think may be such concerns and doubts as to the effectiveness of ODL might … might disadvantage the robust development of ODL … at the University

Participant: *Eh* … well … not to the degree that it has not developed

Researcher: *Aha?*

Participant: Those concerns are there

Researcher: Ok?

Participant: But … but … I think you know … because of other factors that I've tried to articulate

Researcher: *Mm*

Participant: That's why it's where it is now.

Researcher: Ok

Participant: You know there are those who may not think much …but there are those who think something could be done

Researcher: Ok

Participant: *Yah*

Researcher: *Mhm* ... The … the … the … the other issue that I want us to touch on is the issue of sponsorship

Participant: *Mhm*

Researcher: *Ee* ... Currently Government sponsorship for tertiary level study does not cover individual students studying through ODL

Participant: No it doesn't

Researcher: *Ee* ... What's your comment on that?

Participant: Well … *uhm* ...

Researcher: Relating it to the development of ODL or

Participant: *Yah* … it affects it very much … because with us here … *many of our students are self-sponsored.*

Researcher: *Mhm?*

Participant: There are those who are sponsored by their employers … But when you take the programme *ya ... ya* Business for instance … most … many of them are self-sponsored

Researcher: Ok?

Participant: And … and as such … you know some time … *sometimes they're forced to skip a semester*

Researcher: Ok?

Participant: *because they couldn't raise enough* you know …

Researcher: *Mhm?*

Participant: Money …

Researcher: *Mm*

Participant: *tuition money*

Researcher: Ok

Participant: And *we have tried to ... to ... to argue it with our ... our Finance ... We haven't succeeded much*

Researcher: Ok

Participant: Because *if they could may be ... learn or may be ... eh ... bench mark with some of the institutions* … even institutions … say for instance *where* I'm familiar with … University … I mean universities in the US

Researcher: Ok?

Participant: *Kana* universities in the US … you know … from under-graduate up … *people are* ... many of them are *self-sponsored.* They work and study

Researcher: Ok

Participant: at the same time.

Researcher: Ok

Participant: So what happens is … they have … you know … *eh … mm ... ehm ... They have worked out eh ... mm ... shall I say schemes is a word for it ... But may be schedules how the students can pay*

Researcher: Ok

Participant: *You know ... over a period of time. But here they've said students can pay in two instalments*

Researcher: *Mhm?*

Participant: But *ba raa gore* (they mean that) … *may be at the beginning of the semester and somewhere midway. But we're saying ... what if we can allow students to pay monthly*

Researcher: *Mhm?*

Participant: *Ee ... But they haven't come to that ... and I think it's the question of the rigidity of the structures ... financial structures*

Researcher: *Ee ... yah*

Participant: They are not looking at … may be a dedicated ODL institution would do. *They are not looking at the students*

Researcher: *Mhm?*

Participant: *They're looking the*

Researcher: their structure

Participant: *their structure ... to say it would be cumbersome ... it would be what ... you know if they pay monthly, so we have to restructure ... we have to what ... I think that's goes on in their minds ... Because we've engaged them a little bit on that*

Researcher: Ok

Participant: And I know the … the … government doesn't … I remember there was a time when *ehm* … Rre Kgoroba … was the Minister

Researcher: *Yah*

Participant: Actually he was officiating here at the … *eh* … inauguration of some … some … some … some of their programmes here.

Researcher: *Mhm*

Participant: And he was even thinking of finding another way of defraying the … the … the costs … not directly.

Researcher: *Mhm?*

Participant: Like for instance may be *ehm* … providing for the development say of materials or whatever

Researcher: *Mhm*

Participant: But it didn't go anywhere … it didn't take off *yah* …

Researcher: Now … earlier … much earlier on

Participant: *Mm*

Researcher: You referred to an interesting policy

Participant: *Mm*

Researcher: The distance education mainstreaming policy

Participant: *Mm*

Researcher: I would like to understand about it … what is it about? I know that *eh* … the University has priorities

Participant: *Mm*

Researcher: And one of the priorities is to increase opportunities for access to tertiary education

Participant: *Mm*

Researcher: And the mainstreaming policy is targeted at *eh* …

Participant: *Mm*

Researcher: operationalising that

Participant: *Mm*

Researcher: Now I would like to understand how is supposed to do that

Participant: *I don't know which came first*

Researcher: Oh … Ok

Participant: *The policy or the … ehm … these … eh … what are they called? The … the … strategic goals*

Researcher: Oh … ok

Participant: *Ehm … my memory is … I don't know … well … whichever came first. But the need for that eh … policy*

Researcher: *Mhm?*

Participant: *It's a framework … you know I remember I said … one of my … you know phrases … the phrase that I used in my dissertation … I said … the introduction of distance education or ODL at University … was kind like you know you're putting the horse before the cart*

Researcher: *Aah?*

Participant: *Because you came with this thing … you wanted to implement it … and there was no framework*

Researcher: Ok

Participant: *And how do you implement something like that without a framework? That's why … that's why may be it groped in the dark for a very, very long time.*

Researcher: *Mhm … Mhm?*

Participant: *The take off was very, very difficult*

Researcher: *Mhm*

Participant: *Because there was no framework*

Researcher: *Mhm*

Participant: *For instance … you know … if a program … a department was it to offer a programme … how exactly do you go about it?*

Researcher: *Mhm?*

Participant: *Nothing to guide*

Researcher: Ok

Participant: *And … and now … now … I take it to be some kind of a hind or later …*

Researcher: Ok?

Participant: *Yah … afterthought thing …*

Researcher: Alright

Participant: *where it provides a framework at where now we … we … we have an idea of how things could be done and how we could relate with academic or teaching departments*

Researcher: Ok

Participant: *Yah …* but *… but … yone … e … e … I don't know … one … like I'm saying … who is the driver? The drivers … it's like vehicles without drivers*

Researcher: So … so … so this policy is supposed to assist the Centre for continuing Education? Or … the University at large … to do what?

Participant: *I suppose to … to … to … eh … as far as I'm concerned … it's supposed to ehm … facilitate the provision of programmes through ODL*

Researcher: Ok

Participant: *Yah …* you know … *Because it guides …* you know

Researcher: *Mhm … mhm*

Participant: *You offer a programme in ... through distance education ... What are the structures that can be brought in to assist and facilitate*

Researcher: Ok

Participant: *Yah* ... that's why you have for instance … the … the … *ehm* … programmes development committee and then you have the course development committee and how it would relate to other … *uh* … teaching departments … *eh* … who would be offering a programme

Researcher: Ok

Participant: And now you have something that if you are working with a department you expect them to … to … to abide by

Researcher: *Mhm?*

Participant: *Yah* ... would be guided by

Researcher: So … so … so for the introduction of programmes into ODL

Participant: *Mhm*

Researcher: Is it the CCE who take the initiative to … to say we want to introduce this … and approach the … the academic department or is it the other way round?

Participant: *It could be done either way*

Researcher: Either way … ok

Participant: *It depends ... But then in the end ... it is a programme for that department*

Researcher: *Mhm?*

Participant: *Yah ... well may be it can come about where perhaps the Department ... Department of Distance Education has carried out a needs assessment*

Researcher: Ok

Participant: *But there has to be buy in*

Researcher: Ok

Participant: *Because if there is no buy in it can't just …*

Researcher: It can't work

Participant: *Because we struggled with one programme … a Masters in … MEd*

Researcher: Ok?

Participant: *It has really not taken off … many years*

Researcher: *Mhm?*

Participant: *May be because the buy in from the Department of Foundational… gatwe ke eng … Foundation …*

Researcher: *Mhm?*

Participant: *Educational Foundation has not been … be yah*

Researcher: Ok

Participant: *Mm*

Researcher: *So since the introduction of this policy …*

Participant: *Mhm?*

Researcher: How have you seen *eh* … distance education *eh* … progressing?

Participant: *Ah … ga ke itse*

Researcher: How did the University manage to increase the opportunity for access?

Participant: *Kana policy e … e … exists eh … at two levels*

Researcher: Yes

Participant: *You have policy on paper and policy in action*

Researcher: Yes

Participant: But *this one has largely been policy on paper*

Researcher: on paper … ok …

Participant: *And may be because at the level may be … of eh … CCE Management*

Researcher: Ok

Participant: *has not really been driven … at all*

Researcher: Oh …ok … ok … ok

Participant: Yah … at all. And … and … you know … if that's the case then … we have a problem

Researcher: Alright … I

Participant: *Mm*

Researcher: I … I … I was going to say how have the other faculties and departments embraced this policy

Participant: *Ah* not much …

Researcher: *Mm*… It's a policy that needs to be driven from CCE?

Participant: *Ah … I think … well … we're the ones who are the custodian of this*

Researcher: *Yah*

Participant: *So I think it's us … but … but may be we could also be assisted at the University Management level.*

Researcher: Ok

Participant: But … *but then I don't think … we … we … we can solicit if they're not forthcoming … ah … they're not initiating that move … we can solicit for their assistance*

Researcher: for their assistance …

Participant: *Yah* …

Researcher: Ok

Participant: *because I remember there was a time where we were talking with the Director here of … of … of running a … like kind of a seminar*

Researcher: *Mm*

Participant: *for the Management level of at the Dean …*

Researcher: Ok?

Participant: *you know Assistant Dean and heads of Departments level … But we never did*

Researcher: Ok … ok

Participant: *Yah*

Researcher: So … so you would … you would say that it has not yet been implemented

Participant: *M-m … Ei … I don't know*

Researcher: Ok

Participant: *Well … we're trying to implement it … may be*

Researcher: Alright

Participant: *Mm*

Researcher: *Ee …* You know I'm … I'm asking this because I'm touching base with other *eh* …

Participant: Departments?

Researcher: Departments apart …

Participant: Ok

Researcher: from the Centre for Continuing Education … and I just wanted from here …

Participant: *Yah … Mm*

Researcher: since I thought it comes from here

Participant: *it comes from here*

Researcher: I needed to have a feel

Participant: *or should be driven here*

Researcher: *Yah* … I needed to have a feel of how it is being taken by the other departments

Participant: *Mm … It would be interesting to know what they say about it … and even whether some are even aware of its existence … Yah*

Researcher: *Yah* well. *Yah* ... no … thank you very much for your … It has been a very informative *eh* … discussion

Participant: I hope so …

Researcher: Yes, it has definitely

Participant: *Mm*

Researcher: And I hope you will allow me … if when I go into the interpretation of this data … if I need to make a follow up

Participant: *Mm*

Researcher: Allow me to come back

Participant: *Yah* ... you're more than welcome

Researcher: Thank you so much

Participant: you're more than welcome

Researcher: Thanks

Participant: *Mm*

Interview Transcripts – T8

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: Oh, good afternoon

Participant: Madam

Researcher: Thank you for your voluntary participation in this research. As I have indicated before, I am a student of the University of Pretoria, undertaking a study about how the development or otherwise of the open and distance learning mode can impact on access to tertiary education

Participant: Nod

Researcher: This research is going to culminate in a thesis that I will present to my University for assessment for a PhD qualification.

Participant: Nod

Researcher: In addition to that, I am expecting the knowledge that will be generated through this research to be of interest to a wider audience, since it is touching on access to tertiary education, which happens to be one of the issues of concern to Botswana, the Southern African Region and beyond. I therefore appreciate very much that you are able to participate in the process of generating such *eh* … knowledge

Participant: Ok, thank you

Researcher: Thank you. Research indicates that sub Saharan Africa continues to record the lowest participation rates in the world, in tertiary level education and training, with an average *eh* … rate of about 5% by 2007 figures. Would you say that the participation at tertiary level in Botswana is also low?

Participant: I … I am challenged by this question because it requires figures and I … for me to answer it adequately, I'd need figures that *eh* … I don't have … that I don't have at my fingertips right now

Researcher: Ok, ok

Participant: *Yah*

Researcher: But generally *eh* … your estimation is that … do you think Botswana is enrolling as many students as there is demand at tertiary level

Participant: *Uh* … I would say yes and no, because when you look at *eh* … the institutions of higher learning

Researcher: *Mm?*

Participant: the University of Botswana being one of them

Researcher: Ok?

Participant: it's already being challenged by other competing institutions

Researcher: Ok?

Participant: Meaning, for may be the last five years it has not been coping with the … the demand for tertiary education

Researcher: Ok

Participant: And hence the … the … the … the competition because those who are in business … *uh* ... *uh* … may be for gain

Researcher: *Uh*

Participant: are … are also finding students, which then says there is a market for tertiary education that the University of Botswana has not been able to … to meet.

Researcher: Ok

Participant: But for the … the figures in terms of the percentages what I was … for key … one would want to check may be figures of the Ministry of Education

Researcher: Ok

Participant: for throughputs

Researcher: Ok

Participant: of form fives

Researcher: Alright

Participant: to various institutions

Researcher: *Mhm.* Ok. As somebody who is working in the … in the area of tertiary education have you *eh* … an idea of whether Botswana compares or of how Botswana compares with South Africa, Mauritius and Namibia as far as access to tertiary education is concerned? Without … without specific figures, whether … what is your …your … your … your idea of … of the comparability?

Participant: I would say in terms of *eh* … institutions … see … you know … Botswana and Namibia are small populations

Researcher: *Mhm?*

Participant: I think to my mind Bots *mm* … Namibia has one national university

Researcher: *Mhm?*

Participant: Until recently Botswana has had one national university

Researcher: *Mhm?*

Participant: *Uh* … with the private ones that are coming in … in the last three or so years

Researcher: *Mhm?*

Participant: So *ehm* … may be comparatively for Botswana and *eh* … Namibia

Researcher: *Mhm?*

Participant: Yes, enrolment could be at par. But for South Africa it's difficult because it is a larger country

Researcher: *Mhm … Mhm?*

Participant: I think about four million

Researcher: *Mhm?*

Participant: there around

Researcher: Ok

Participant: And they have very many institutions

Researcher: *Mhm?*

Participant: *Yah*

Researcher: Ok

Participant: Taking students for

Researcher: Ok

Participant: *Yah* … in their institutions

Researcher: Yes, when I was … I was reading around it … it … it appeared as though of the four countries, South Africa, Mauritius, Namibia and Botswana

Participant: *Mm*

Researcher: It appeared as though Botswana was still enrolling the lowest

Participant: the lowest

Researcher: *Ee* … compared to these other … those … those specific countries. South Africa was the highest followed by Mauritius and then Namibia … Botswana was number 4. That … that was the … the information of 2007 though

Participant: 2007?

Researcher: *Yah* … It has been established that in Botswana

Participant: *Mm* I think then

Researcher: *Mhm?*

Participant: I think then the … the … the … *eh* … that establishes the need

Researcher: *Mhm?*

Participant: for the second university

Researcher: *Mhm*

Participant: if what you're saying is *eh* … true

Researcher: *Mhm … Mhm?*

Participant: And you must also consider that very many Batswana

Researcher: *Mhm?*

Participant: also go outside

Researcher: go outside the country

Participant: you don't always have those figures

Researcher: *Yah ... yah*

Participant: So figures internally may

Researcher: *Yah*

Participant: may give a suggestion that … may not be quite

Researcher: *Yah*

Participant: realistic

Researcher: Yes. When you look at the fact that *eh* … when … when … when … particularly if you are looking at the age group of 18 to 24

Participant: *Mm*

Researcher: those are coming out of the secondary school mainly. If you see that *eh* … Ministry of Education would be *eh* … *eh* … sending a lot of students outside the country. That could have an indication that there is not enough

Participant: *Mm*

Researcher: *eh* … within the country, hence some of the students have to be sent out of the country because of that. Even though other students might be sent out because probably the programmes that they need to follow may not necessarily be available in the country. But I think the majority of the people might be leaving out because of access

Participant: going out mainly

Researcher: problems

Participant: *Yah* ... access and also … you have answered, because for example, the Medical School is just *eh* …

Researcher: Yes, yes

Participant: getting *eh* its feet

Researcher: *Yah*

Participant: *Eh* … Engineering School and Architecture is also

Researcher: *Mhm ... Mhm?*

Participant: *Uh* … just developing

Researcher: Yes

Participant: And *eh* ... *uh* … since the country needed to train people in those areas

Researcher: *Mhm?*

Participant: *eh* … to … to … to feed back to the economy

Researcher: *Mhm*

Participant: then *eh* ... *uh* … may be programmes may have *eh* … necessitated

Researcher: Yes, yes

Participant: the country to send people out

Researcher: Yes

Participant: for specific programmes

Researcher: Yes

Participant: *Eh* … because those that the University of Botswana is taking care of *uh* … when you look at *eh* … placement … again I don't have the figures

Researcher: *Mhm?*

Participant: but the placement is lower

Researcher: *Mhm*

Participant: than … than for the programmes where *eh* ... we don't have *eh* ... *eh* … program … *uh* … academic programmes at the University of Botswana

Researcher: Ok

Participant: *Ee* … And specifically that's why I think the … the … the second university is *eh* … Science and Technology

Researcher: *Yah*

Participant: So that it can bring back

Researcher: *Mhm*

Participant: *Uh* … more *eh* … students … and also the … the … the … the foreign exchange that we have been taking to educate our students outside

Researcher: Alright. It has been established that in Botswana about 11.4% of the 18 to 24 year old eligible population does have access to tertiary education, especially now with the proliferation of private tertiary institutions in the country. What is the share of this population that manages to access tertiary education would you estimate to be the University of Botswana's contribution?

Participant: Again I don't have the actual figures, but may be less than half of this *eh* … 11% I would say

Researcher: *Ahaa?*

Participant: *Ee*

Researcher: Ok

Participant: Because *eh* … when you look at the last three years

Researcher: *Mhm?*

Participant: *Eh* … and this figures need to be checked

Researcher: *Mhm?*

Participant: *Eh* … the enrolment at the University of Botswana has actually been dropping

Researcher: *Mhm?*

Participant: But nobody seems to know

Researcher: *Mhm?*

Participant: why

Researcher: *Mhm*

Participant: And *eh* … those students do not just get lost

Researcher: *Mhm*

Participant: They join other institutions

Researcher: other institutions

Participant: Yes.

Researcher: Ok

Participant: But you need to verify, particularly between 2006 and 20 … now

Researcher: Ok

Participant: There was talk of *eh* … *eh* … a drop of *eh* … about *eh* … a thousand

Researcher: *Mhm*

Participant: I can't remember which academic year

Researcher: *Mhm*

Participant: *Eh* … *uh* … within the … the … the University target

Researcher: Ok

Participant: *Yah*

Researcher: So … so you think that probably the University is … is accountable for half of the population that accesses tertiary education

Participant: May be half or … may be fifty percent

Researcher: *Yah, yah*, about 50%. Ok. Recently research indicates a trend in many developing countries where more and more adults including employees, want to access tertiary level education and training. Is this true for Botswana as well?

Participant: *Yah* this is very true because … just sitting in this office

Researcher: *Mhm?*

Participant: we receive quite many calls

Researcher: Ok

Participant: from the public asking

Researcher: Ok?

Participant: do you run this course in public education through distance education

Researcher: *Mhm*

Participant: Do you run this other course?

Researcher: *Mhm?*

Participant: And that's an indication of people who would want to improve their qualifications

Researcher: Ok

Participant: without leaving their …

Researcher: without leaving their employment

Participant: *Yah*

Researcher: Ok. What do you think influences this trend? What makes adults suddenly want tertiary education?

Participant: *Uh* … not just for the sake of qualifications

Researcher: *Mhm?*

Participant: May be promotion

Researcher: *Mhm?*

Participant: may be the … the … the job area

Researcher: *Mhm?*

Participant: And also the changing … changing technology

Researcher: *Mhm?*

Participant: For example, *uh* … there is a course in *eh* … computers running down stairs

Researcher: *Mhm?*

Participant: It's … *uh* … in one of the Computer Labs at CCE

Researcher: *Mhm?*

Participant: And you find that *eh* … many of the people coming

Researcher: *Mhm?*

Participant: it's not the young people

Researcher: *Mhm?*

Participant: It's *eh* … people who are middle age

Researcher: *Mhm?*

Participant: some older

Researcher: *Mhm?*

Participant: acquiring computer skills

Researcher: *Mhm?*

Participant: late in life

Researcher: *Mm*

Participant: My understanding … my own assessment is that *eh* …

Researcher: *Mm?*

Participant: they need these skills

Researcher: *Mhm?*

Participant: in their job … *eh* … *eh* … areas

Researcher: *Mhm*

Participant: *Eh* … before they retire

Researcher: *Mm*

Participant: Perhaps after they retire, they may need these skills

Researcher: these skills

Participant: *eh* … for solving problems

Researcher: Ok

Participant: *Yah*

Researcher: *Eh* … a total of about thirty tertiary institutions have been registered with the Tertiary Education Council, would you say that *eh* … these tertiary institutions are coping with the demand for tertiary education and training in the country?

Participant: *Uh* … that … I think that would have to be checked against the Form Five throughputs

Researcher: *Mhm?*

Participant: *Yah* But the fact that they're not falling under *uh* … I would say they're surviving

Researcher: *Mhm?*

Participant: As for coping … coping is relative. Because it also depends on the

Researcher: Ok?

Participant: nature of quality of education they are giving

Researcher: Ok

Participant: Because if they are in it mainly *eh* … for money

Researcher: Ok?

Participant: then the more numbers they have the better

Researcher: *Mhm?*

Participant: Yes

Researcher: Ok

Participant: *Yah*

Researcher: So they might be absorbing a lot of students but not necessarily giving them quality education

Participant: Yes, yes. But that would *eh* …

Researcher: But … but if you look at just the numbers. The numbers that are coming from secondary schools *eh* … together with the number of adults who are indicating that they want tertiary education. If … if you just look at the numbers, would you say that the thirty institutions in Botswana would be able to handle the demand, in terms of just absorbing the numbers?

Participant: I would say it depends on the class size … sizes and things because

Researcher: *Mhm?*

Participant: when you look at some of these institutions … some are very, very small

Researcher: Ok

Participant: I think … take for example Baisago

Researcher: *Mm?*

Participant: I don't have the … the … the statistics

Researcher: *Mhm?*

Participant: but it had started as *eh* … student support services

Researcher: Alright

Participant: offering *eh* … courses from … for other institutions like UNISA

Researcher: *Yah, yah*

Participant: So I … *uh* … one needs to find out *eh* … what is the number they're taking care of

Researcher: *Mhm … Mhm?*

Participant: Against the … the … the general number

Researcher: the general number of demand

Participant: of the demand that they are satisfying

Researcher: Alright

Participant: There is … I think … and the fact that they are TEC registered

Researcher: *Mm*

Participant: also is an indication that there is demand for tertiary education

Researcher: *Mm, mm* ok

Participant: *Yah*

Researcher: Alright

Participant: *Yah*

Researcher: *Eh* … what do you think should be done to increase opportunities for more enrolments at this level in Botswana?

Participant: *Uh* … may be we could *eh* … campaign

Researcher: *Mhm?*

Participant: We also need to put together *eh* … institutions that offer tertiary education that would lead somebody

Researcher: *Mhm?*

Participant: to be a goal

Researcher: *Mhm?*

Participant: If the goal is employment

Researcher: *Mhm?*

Participant: because we do not want to train people *eh* … to just go and sit at home. So relevance of whatever

Researcher: *Mhm … Mhm?*

Participant: the … the … the … the tertiary institutions are offering is very, very critical

Researcher: *Mhm?*

Participant: *Yah*

Researcher: Ok

Participant: *Yah*

Researcher: The University of Botswana offers its programmes through both face-to-face and open and distance learning modes of delivery. When did the University introduce the open and distance learning mode?

Participant: *Eh* … the literature available indicates around 1982

Researcher: Ok?

Participant: And this is in *eh* … conjunction mainly with the Non Formal Education

Researcher: *Mhm*

Participant: And *eh* … it was to answer the … the … the call for training of Literacy Teachers

Researcher: *Mhm*

Participant: so that they can work as *eh* … frontline workers

Researcher: Ok

Participant: combating illiteracy

Researcher: *Mhm?*

Participant: within the … the nation

Researcher: *Mhm*

Participant: *Ee, uh* … when you look at literature, they talk of earlier courses in Religious Studies

Researcher: *Mhm?*

Participant: at the … the … the literature again there is scanty

Researcher: *Yah*

Participant: But *eh* … around 1982 that's when we had the Certificate in Adult Education

Researcher: Ok

Participant: And *eh* … the main *eh* … benefactor, sorry, beneficiary was *eh* … the Ministry of Education

Researcher: Ok

Participant: Department of Non Formal Education

Researcher: Ok

Participant: *Ee*

Researcher: When did the Centre for Continuing Education *eh* … when was it set up?

Participant: *Uh* … the Centre for Continuing Education …

Researcher: Really within it I'm interested in the Distance Education …

Participant: *Ee, the Centre for Continuing Education is an off-shoot of the Institute of Adult Studies*

Researcher: Ok?

Participant: *uh … which I think was inherited from the old eh ... eh …uh …* Leso

Researcher: *University of Botswana, Lesotho and Swaziland*?

Participant: Yes

Researcher: Ok?

Participant: *Ee,* so *eh* … the … when the … depending on the increase … *the increase in student numbers for adult education programmes*

Researcher: *Mhm?*

Participant: *Uh ... uh* … when you look at the documents they say that *eh* … *the Institute could not cope*

Researcher: *Mhm?*

Participant: *And because the adult education, many of them were being taught through eh … face-to-face*

Researcher: *Mhm?*

Participant: *there was need to put together CCE so that it could eh … start eh … eh … offering eh … or it could just be tailor made specifically to offer distance education*

Researcher: *Mhm*

Participant: And the extra new classes, particularly the … the DABS programme which you know …

Researcher: Ok, the Diploma in …

Participant: the CAPS and DABS

Researcher: Ok

Participant: And *eh* … discussions are taken between 1990 and 1994

Researcher: Ok

Participant: because the first … the … what they call founding Director … I think you found him here … Professor Akimpelo *eh* … came in, in 1994

Researcher: Ok

Participant: to now officially *eh* … start the … the … the CCE

Researcher: Ok

Participant: Otherwise it was still running

Researcher: Ok

Participant: Yes

Researcher: So … so … so what was the reason for introducing open and distance learning at UB you think?

Participant: *Uh* … mainly access

Researcher: *Mhm?*

Participant: to reach people … the … the … *the motto for the Centre for Continuing Education* is *eh* ... *eh* … how am I forgetting … it should be here

Researcher: *Mhm?*

Participant: 'Giving Information to the people …'

Researcher: Oh ok

Participant: I'll get it here …

Researcher: *Yah*, ok

Participant: And *eh* … the … the … the …purpose was to provide *eh* … education to those who cannot come to the University, either

Researcher: *Ahaa* … take the education to the people

Participant: Yes, yes … *yah* … taking … thank you ... *taking education to the people*

Researcher: *Uh*!

Participant: So it's *eh* … evening classes *eh* … would not because it caters for only those within the environment of Gaborone

Researcher: *Mhm*

Participant: but *eh … when you introduce distance education uh ... you could eh ... reach eh ... everybody*

Researcher: Ok

Participant: *uh … through printed materials or even audio*

Researcher: Ok

Participant: And *that was mainly the thrust of ... for introducing distance education*

Researcher: Ok

Participant: at the University of Botswana

Researcher: *Mhm?*

Participant: *Mm*

Researcher: Now I want to know the status of each of the two modes. What would you say is the status … is one of the modes … I mean ODL and face-to-face, is one of the modes a major mode, the other a support mode or are they of equal status, according to your assessment?

Participant: *When you look at the University's development plans and Strategic Plans*

Researcher: *Mhm?*

Participant: *there is state that eh … the two should be at par, should be parity of … of eh … esteem*

Researcher: Ok?

Participant: *But eh … this eh … is not always so, because many of the distance education programmes that are here, have actually developed off other eh … face-to-face programmes*

Researcher: *Mhm?*

Participant: And *eh … they're supposed to be developed and tutored by staff*

Researcher: *Mhm?*

Participant: *from other eh … face-to-face eh … eh … eh … programmes*

Researcher: *Mhm?*

Participant: *and that creates a constraint*

Researcher: Ok?

Participant: *Uh* … particularly in … when it comes to say writing of the materials

Researcher: *Mhm?*

Participant: *Uh … tutoring because the people that you bring in … bring into distance education programmes on a part-time basis*

Researcher: *Mhm?*

Participant: *must first of all satisfy the requirements of their parent pre-service programme*

Researcher: *Mhm?*

Participant: *before they can concentrate fully and well*

Researcher: *Mhm?*

Participant: in *eh … in eh distance education programmes*

Researcher: *Mhm?*

Participant: *Ee. So although the … the … the … the feeling is that at all should be at par in terms of offering, you find that eh … distance education programmes get compromised because of the dual mode nature*

Researcher: Ok

Participant: of … *of the institution*

Researcher: Ok

Participant: *Yah*

Researcher: So … so … so … the people who are … who are helping to facilitate

Participant: Yes

Researcher: have more allegiance towards the face-to-face

Participant: Yes

Researcher: rather than to the ODL?

Participant: *Ee,* because that's where they are employed. That's … that's their job on a daily basis, that's of the letter of contract which they have signed

Researcher: Aha

Participant: And here they're coming, although they have signed a letter of a contract

Researcher: *Mhm*

Participant: for distance education

Researcher: Ok?

Participant: And *eh* … we give them letters of appointment, they're part-time

Researcher: Ok

Participant: *Sometimes missing classes for them is not such a big deal*

Researcher: *Mhm?*

Participant: *Uh* … they will just give an excuse *eh* … something happed I couldn't come

Researcher: *Yah*

Participant: On the other side, *eh* … they're trying to put *eh* … they have to fulfil their obligations

Researcher: Yes. But … but … but as you're explaining, this is not a planned status. According to the plan

Participant: *Mm*

Researcher: the two modes are supposed to be equal

Participant: Yes, they … they … they *… for them … for equity to*

Researcher: *Mhm?*

Participant: come

Researcher: *Mhm?*

Participant: *one should not have been*

Researcher: *Mhm?*

Participant: or *if you are starting a distance education programme,*

Researcher: *Mm*

Participant: *one should not be an off-shoot of the other*

Researcher: *Aah*

Participant: *One should develop even if it is in a dual mode institution*

Researcher: *Mm*

Participant: *with the purpose that this is what we shall be doing and this is how we shall be doing it and with who and these are the resources, clearly identified*

Researcher: *Mhm*

Participant: And *eh* … this I think *eh* … the constraints *eh* ... *eh* … that *eh* … personally I have *eh* … seen

Researcher: *Mhm* ... *Mhm?*

Participant: within this dual mode institution

Researcher: *Mhm?*

Participant: can be related to BOCODOL, when the distance education unit was part of *eh* … the Department of Non Formal Education

Researcher: Non Formal … Ok

Participant: When you look at the documentation that led to *eh* … the development of BOCODOL as a College

Researcher: *Mhm?*

Participant: with its own autonomous *eh* … decision making processes

Researcher: *Mhm?*

Participant: *Eh* … some of the constraints are similar to the constraints. But it must be made very, very clear. People in this dual mode institution are not refusing to offer their services

Researcher: *Mhm?*

Participant: but *juggling the ... the ... these services* between the …

Researcher: school time. *Mm*

Participant: there are *eh … the distance becomes a constraint even for them*
Researcher: *Mhm.* Ok

Participant: *Yah*

Researcher: Ok

Participant: *Mm*

Researcher: Well, *eh* … I want to follow up where you were indicating that *eh* … at planning stage the two modes were to be planned such that each one is allocated resources

Participant: *Mm*

Researcher: according to how it is being planned to perform

Participant: *Mm*

Researcher: rather than one coming off as if it's an offshoot of the other

Participant: Yes

Researcher: Yes. So I would like you to get into that area and explain how the resources are … are … are … are allocated to both. According to your … not necessarily with specific figures, but according to the way you are seeing it developing … distance education within the dual mode institution … particularly the University of Botswana. How would you say the resources are allocated to it? Does it have to depend wholly on the face-to-face mode to assist it to … to … to progress? Or does it have its own resources and if it does have its own resources, how are they allocated comparatively with the face-to-face?

Participant: *Ehm* … like … *eh* … in terms of resource allocation there is no discrimination

Researcher: Ok

Participant: Because you are told … develop your own budget.

Researcher: Alright?

Participant: *Uh* … indicate the programmes that you're going to offer.

Researcher: *Mhm?*

Participant: Put together a budget

Researcher: *Mhm?*

Participant: Defend it

Researcher: *Mhm?*

Participant: The … the … the said University structures

Researcher: Ok?

Participant: And you get your own allocation

Researcher: Ok

Participant: *Eh* … constraints come when you now start utilising these resources

Researcher: Ok

Participant: One of the key resources is *eh* … staff.

Researcher: Yes

Participant: *Uh* … because in distance education, say for example, for coordination, say a programme like Adult Education

Researcher: *Mhm?*

Participant: you get one Coordinator to coordinate the entire programme

Researcher: *Mhm?*

Participant: That Coordinator could be coordinating ten or fifteen *eh* … writers and tutors. Say from the Department of Adult Education. But note these … these writers are teaching in another department

Researcher: *Mhm?*

Participant: And they must come in because of what they call parity of standards

Researcher: *Mhm?*

Participant: because many of the programmes we run actually are examined

Researcher: *Mhm?*

Participant: and the students should meet the same *eh* … standards as the pre-service students

Researcher: *Mhm?*

Participant: So it is … the … the main constraint here is *eh* ... *eh* … the utilisation of resources

Researcher: *Mhm?*

Participant: because … but in terms of budget, once you have developed your own rates

Researcher: *Mhm?*

Participant: rates for writing, rates for content editing

Researcher: *Mhm?*

Participant: rates for copy editing, rates for tutorials

Researcher: *Mhm?*

Participant: *Uh* … and *eh* … you defend your budget

Researcher: *Mhm?*

Participant: you get the budget

Researcher: Ok

Participant: But *eh* … the … the … the utilisation *eh* … of particularly the human resource

Researcher: *Mhm?*

Participant: that is the … the … the subject expert *eh* … expert *eh* … that's where we have *eh* …

Researcher: Ok. That's where the problem comes

Participant: The problem *ee* … the problem comes

Researcher: Ok

Participant: *Ee*, and sometimes *you cannot rely on people* …

Researcher: *Mhm?*

Participant: *solely on people from outside the institution*

Researcher: *Mhm?*

Participant: because the quality assurance of a distance education programme

Researcher: *Mhm?*

Participant: is actually *uh* ... *uh* ... *uh* … ensured by the parent Department whose academic programme you're externally

Researcher: Ok, ok

Participant: providing

Researcher: Alright

Participant: *Yah*

Researcher: Ok

Participant: *Mm*

Researcher: I appreciate the … the constraints really

Participant: *Yah*

Researcher: *Mm*

Participant: *Mm*

Researcher: Now, I realise that there is also part-time study at the University of Botswana

Participant: *Yah*

Researcher: Is it separate … a separate mode from the open and distance learning mode?

Participant: You know this *eh* … part-timeness. When you look at open and distance learning. It's also part-time because the students come and they're doing other things

Researcher: *Mhm?*

Participant: But the nomenclature, the way they're used for example

Researcher: *Mhm?*

Participant: There seems to be difference

Researcher: *Mhm?*

Participant: *Uh* … say for example at the Centre for Continuing Education

Researcher: *Mhm?*

Participant: *Eh* … we have *eh* … short courses

Researcher: *Mhm?*

Participant: that the people come for a week

Researcher: *Mhm?*

Participant: or three days

Researcher: *Mhm?*

Participant: These are called part-time short courses that they take

Researcher: Ok, ok

Participant: *Eh* … when you take *eh* … say *eh* ... *eh* … DABS *eh* … Diploma in Accounting and Business Studies

Researcher: *Mhm?*

Participant: They come in the evenings

Researcher: *Mhm?*

Participant: We have *eh* … they learn through the eight centres

Researcher: Ok

Participant: as you have been told by Dr Gangappa

Researcher: Ok

Participant: And *eh* … that is also called part-time

Researcher: *Mhm?*

Participant: So I think it's a question of nomenclature

Researcher: *Mhm?*

Participant: And that I think now gives the difference between open and distance learning

Researcher: *Mhm?*

Participant: because for open and distance learning the … the … the learners come on a *eh* … scheduled face-to-face

Researcher: *Mhm?*

Participant: they interface with the tutors

Researcher: *Mm*

Participant: Say during study … during weekends

Researcher: *Mm*

Participant: And during the specified weeks during the semester

Researcher: Ok

Participant: while others, say for example the part-time students

Researcher: *Mhm?*

Participant: taking the … like the Diploma in Accounting and Business Studies

Researcher: *Mhm?*

Participant: learn every evening

Researcher: Ok

Participant: of the semester

Researcher: Ok … of the semester

Participant: Yes

Researcher: Do they have any … apart from coming in the evening, do they … are they expected to do any work at home? The … the part-time … students

Participant: eh … actually they will be expected to read

Researcher: *Mm*

Participant: they will be expected to do their homework

Researcher: *Mhm?*

Participant: And they will be expected to write their tests, after they have revised their … at home

Researcher: So it's actually the frequency of the face-to-face that is … that is infused into that programme, that makes it *eh* … part-time

Participant: Yes. Actually it's a face-to-face full-time programme I would define it otherwise

Researcher: *Aah*! Ok, ok

Participant: Except it happens between

Researcher: outside working hours

Participant: *Ee*, between five say and eight for example

Researcher: Aah! Ok

Participant: Otherwise

Researcher: it's full-time

Participant: It's full-time because it's taught on a full-time basis

Researcher: Ok

Participant: But referred to as part-time because the students are coming after

Researcher: Ok

Participant: *uh* … four thirty

Researcher: So … so these programmes … *eh* … the part-time programmes, are also coordinated … *ke raya* … the …the … the part-time delivery mode, is also coordinated from the Centre for Continuing Education?

Participant: Yes

Researcher: Ok

Participant: We have got *eh* … Coordinators for various programmes

Researcher: Ok

Participant: for example the Diploma in Accounting has its own Programme Coordinator

Researcher: Ok

Participant: the short courses

Researcher: *Mhm?*

Participant: have their own Programme Coordinator

Researcher: *Mhm?*

Participant: the … the … the … we have a Public Education Unit

Researcher: *Mhm?*

Participant: And *eh* … which actually should extend education *eh* … public education to the … to the nation

Researcher: Ok

Participant: And *eh* … *we have Coordinators for various activities*

Researcher: Ok

Participant: within CCE

Researcher: Ok

Participant: And *eh* … one *eh* … *One clarification I would like to make is that*

Researcher: Ok?

Participant: *the lecturers within the Centre for Continuing Education*

Researcher: *Mhm?*

Participant: *are recruited using the same eh … vigorous mechanism*

Researcher: *Mhm?*

Participant: *academic mechanism*

Researcher: *Mhm?*

Participant: *just like any other lecturer*

Researcher: *Mhm?*

Participant: *uh … within the ... the teaching departments*

Researcher: Yes

Participant: except they're working in the *uh ... uh ... uh*

Researcher: *Mhm?*

Participant: Centre for Continuing Education

Researcher: Ok

Participant: Otherwise for all other practical purposes we're using the …

Researcher: They're just the same quality. Ok

Participant: *Ee*

Researcher: So … so … so the … the … the … I'm still interested in trying to differentiate between part-time and distance education. So I want to find out *eh* … I know the part-time evening studies is coordinated within the Centre for Continuing Education. I know whether its place within the Centre, is it within the Distance Education Department or in a different Department within the Centre?

Participant: The Centre has been *eh* … restructured

Researcher: *Mhm?*

Participant: *eh* …following a consultancy

Researcher: Ok

Participant: in 2000 carried out by Simon Fraser

Researcher: *Uh* … ok

Participant: from Canada

Researcher: *Mhm?*

Participant: And the *eh* … one of the recommendations was *eh* … to pool certain activities together

Researcher: Ok

Participant: So effective 2007, we have the Department of Distance Education

Researcher: *Mhm?*

Participant: whose main concentration is distance education programmes

Researcher: *Mhm?*

Participant: And *eh* … currently we teach through printed materials as you know

Researcher: *Mm*

Participant: *uh* … audio

Researcher: *Mhm?*

Participant: We're *eh* … introducing the video

Researcher: *Mhm?*

Participant: And *eh* … in areas where we do not have *eh* … study materials, we're interjecting the … the video conferencing

Researcher: *Mhm?*

Participant: We have a facility … we have a studio

Researcher: *Mhm?*

Participant: *uh* ... *uh* … downstairs

Researcher: Ok

Participant: of this building. And *eh* … we're able to teach *eh* … on a face-to-face basis

Researcher: *Mm?*

Participant: *Eh* … students from here and we beam the same lecture

Researcher: *Mhm?*

Participant: to students sitting at *eh* ... *eh* … Francistown

Researcher: Ok

Participant: the Centre for Continuing Education Francistown

Researcher: Ok

Participant: And *eh* … and *eh* … this place … Maun

Researcher: *Mhm?*

Participant: Oppenheimer

Researcher: *Mhm?*

Participant: Now the other programmes are taught on a face-to-face basis within the Department of Extra Mural

Researcher: Aah

Participant: and *eh* … Public Education

Researcher: Ok

Participant: Yes

Researcher: Ok. So it's a different Department

Participant: Yes

Researcher: from the Distance Education … ok

Participant: *Ee*, and on top of that … of those departments we have a Director who oversees the activities of the Centre

Researcher: Ok

Participant: And the lecturers in each Department

Researcher: Ok. Thank you very much

Participant: *Yah*

Researcher: for that clarification

Participant: *Yah*

Researcher: Now … now I'm interested in knowing if … if there is any plan, as to what percentage of the current eligible adult population of the people above twenty four years is the University planning to enrol during the next plan period?

Participant: The University talks about growth

Researcher: Yes

Participant: in terms of the numbers *eh* …

Researcher: Are they targeting … are they consciously targeting the adult population that we were talking about earlier? We said *eh* … there are … there is a certain percentage that … that *eh* … is being enrolled which is within the age group of 18 to 24, which means they're students from school. Is the … is the University consciously also making arrangements for this other demand that is growing of adults that are in work, that are in different spheres of life, who want tertiary education?

Participant: Yes

Researcher: Ok?

Participant: *Eh* … when you look for example in *eh* … Distance Education, *eh* … we have just put together

Researcher: *Mhm?*

Participant: the University is very, very conscious of that

Researcher: Ok

Participant: particular area

Researcher: Ok

Participant: which is … has not been *eh* … very well developed

Researcher: *Mhm?*

Participant: And *eh* … *uh* … effective 2007

Researcher: *Mhm?*

Participant: the University commissioned a study

Researcher: Ok?

Participant: on *eh* … ODL needs assessment

Researcher: *Mhm?*

Participant: which was carried out nation-wide

Researcher: Ok?

Participant: and the purpose of this *eh* … study was to look into *eh* … which areas *eh* … would *eh* … would *eh* … would *eh* … benefit

Researcher: *Mhm?*

Participant: *uh* … the adult population mainly

Researcher: *Mhm* ... *Mhm?*

Participant: And one of the … recurrent themes is the *eh* ... *eh* … teacher education

Researcher: Ok

Participant: *eh* … for example we have been producing … the nation has been producing teachers

Researcher: *Mhm?*

Participant: at a Diploma level

Researcher: *Mhm?*

Participant: from its own six Colleges of Education

Researcher: Ok

Participant: And now we have *eh* ... *eh* even ODL

Researcher: *Mhm?*

Participant: coming in and producing an additional number

Researcher: *Mhm?*

Participant: *uh* … obviously the demand of the …

Researcher: Ok?

Participant: And *eh* … this is the areas that *eh* …

Researcher: *Mhm?*

Participant: the University I think is *eh* … *eh* …

Researcher: targeting

Participant: is targeting

Researcher: *Mhm*

Participant: The other area which needs *eh* … investigation because of practicals is nursing education

Researcher: *Mhm?*

Participant: *Uh* … how would distance education for example come and take care of *eh* …

Researcher: *Mhm … Mhm?*

Participant: nursing

Researcher: *Mhm?*

Participant: because that is one area

Researcher: *Mhm?*

Participant: that *eh* … with in-consultation and collaboration with *eh*… say the hospitals

Researcher: *Mhm?*

Participant: some of the adults who cannot be removed from the hospitals

Researcher: *Mhm?*

Participant: can … can get tertiary education *eh* … through distance education

Researcher: Ok

Participant: And this has actually been proved by a … a pilot which was carried out in Serowe

Researcher: *Mhm?*

Participant: *Uh … uh …* by Institute of Health Sciences

Researcher: Ok

Participant: *Yah*

Researcher: So with this … with this information that the University has now

Participant: I think you're aware of that particular

Researcher: I am

Participant: experiment

Researcher: Yes, I am

Participant: *Yah*

Researcher: Now I'm saying … with this information that has come through and the University is aware that there are adults out there who need tertiary education, and they … they have just completed a plan, *eh* … The Strategic Plan Towards 2016 … is there a conscious allocation of *eh* … or … or … or a conscious target *eh* … for …for the adults to go through tertiary education through the University of Botswana

Participant: Yes, *eh* … I … I don't have the statistics like you say

Researcher: Ok, ok

Participant: but *eh* … with a study like that one

Researcher: *Mhm?*

Participant: *eh* … one of the … *eh* … I think that plan there has something the … the … the figures that can …

Researcher: Oh, ok

Participant: *Ee*

Researcher: But they do … they do have a conscious plan

Participant: Yes, there's a conscious

Researcher: to accommodate the adults?

Participant: There is a conscious plan to accommodate the adult population

Researcher: Alright

Participant: through distance education

Researcher: Ok

Participant: There only … although there are no statistics it is taken care of within the … the Strategic … Strategic … *uh* … priorities and actions

Researcher: *Yah*

Participant: to 2009 and beyond

Researcher: Yes, yes

Participant: There they have made a statement that *eh* …

Researcher: *Mhm?*

Participant: *eh* … we need to grow

Researcher: *Mhm?*

Participant: particularly to reach the adult population

Researcher: Ok

Participant: *Uh* … in particular the work force

Researcher: Ok?

Participant: *Uh* … *uh* ... and … and provide certificate, diploma,

Researcher: *Mhm?*

Participant: degree level

Researcher: *Mhm?*

Participant: and professional qualifications

Researcher: Ok

Participant: not just through *eh* … the print … through the IC *eh* …

Researcher: ICT?

Participant: the ICT

Researcher: Ok

Participant: And this I think comes in very well with *eh* … Maitlamo

Researcher: Ok, yes. Maitlamo

Participant: *Yah*, that National Policy on ICT

Researcher: on ICT, yes. Ok

Participant: It … it actually cascades … cascades very well

Researcher: *Ah*, ok, ok

Participant: into that one

Researcher: Now, proponents of ODL claim that through its flexibility, its industrial nature and potential for massification, usually resulting in cost-effectiveness ODL can open up access to quality tertiary education, much more than eh … face-to-face can ever hope to do. As somebody working in a University that offers both face-to-face and ODL, what would be your comment regarding this claim?

Participant: I would rubber stamp it. I would say yes. *Uh* … *eh* … the … the … distance education has a lot of potential

Researcher: Ok?

Participant: when you have the numbers *uh* … to support it

Researcher: *Mhm?*

Participant: because initially the capital required to … not even jus to put classes

Researcher: *Mhm?*

Participant: because we don't rely on classes

Researcher: *Mhm?*

Participant: The capital required to develop materials

Researcher: *Mhm?*

Participant: *uh* … for the first six years of the life of any distance education programme

Researcher: *Mm?*

Participant: is very, very high

Researcher: *Mhm*

Participant: Now, you only start realising *uh* … benefits

Researcher: *Mhm?*

Participant: or … or breaking even

Researcher: *Mhm?*

Participant: say for example the *eh* … say the ninth year

Researcher: *Mhm?*

Participant: because you don't keep developing the same course materials

Researcher: *Mhm?*

Participant: for all cohorts

Researcher: *Mhm?*

Participant: But if the numbers are low

Researcher: *Mhm?*

Participant: *uh* … distance education can be terribly expensive

Researcher: Ok

Participant: for … for anybody who wants

Researcher: *Mhm?*

Participant: to venture into it

Researcher: Ok

Participant: *Yah*

Researcher: So … so actually …

Participant: This claim is true

Researcher: It is true?

Participant: *Ee*

Researcher: Now, I want you to re-visit your experience in ODL in a dual mode institution that is the University of Botswana where you … you've been working *eh* … and … and … and *eh* … comment on how come then, if distance education is able to do that, how come the enrolment in ODL eh … within the University of Botswana seems to be so low compared to the face-to-face. What could be contributing to … towards that?

Participant: A number of factors may be that …

Researcher: Ok?

Participant: may be we have not been very aggressive on marketing

Researcher: Ok?

Participant: *Ee*, so I think we need to wake up as … as a Centre

Researcher: Ok

Participant: As a Department

Researcher: *Mhm?*

Participant: And *eh* … go out there and aggressively

Researcher: Ok

Participant: sell ourselves *uh* … what we have

Researcher: Ok

Participant: *Uh* … the other area is *eh* … *eh* … developing materials that *eh* … are attractive

Researcher: Ok

Participant: *Uh* … we find that *eh* … sometimes we develop very good study materials

Researcher: *Mhm?*

Participant: but do not *eh* … print them commercially because sometimes the numbers are very, very low and we do not want to go to a printer and print *eh* … beautiful, beautiful

Researcher: *Mm* ... *Mm*

Participant: materials just for ten fifteen students

Researcher: *Mm*... *Mm*

Participant: it's very, very expensive.

Researcher: expensive *mhm*?

Participant: It doesn't make economic sense

Researcher: *Mhm?*

Participant: *Yah* … so … *eh* … so … so … so marketing *eh* … *eh* ... *eh* … This competition. We need to be there, and we need to prioritise

Researcher: *Mm*

Participant: *Uh* … *uh* … because the new University has a potential where, which area *uh* … can we go and not get wrong

Researcher: Ok

Participant: for example, this *eh* … needs assessment survey

Researcher: Ok

Participant: *Uh* … once we have it just arrived at it … we have just concluded it. And we are supposed to sit down now and start prioritising

Researcher: *Mhm?*

Participant: which area would we go

Researcher: *Mhm?*

Participant: and not make a mistake

Researcher: *Mhm?*

Participant: And *eh* … *uh* … plans are underway to start now discussing it with Senior Management so that

Researcher: *Mhm?*

Participant: we can … we can re-look at *eh* … where we have gone wrong

Researcher: *Mhm?*

Participant: because of the *eh* … the low numbers that we are registering

Researcher: *Mhm?*

Participant: and then focus ourselves on *eh* … *eh* … areas where *uh* ... *uh* there … there would be more takers so that we can start realising economies of scale

Researcher: Ok

Participant: *Yah*

Researcher: When I was looking at *eh* … one of the documents of the University of Botswana, I … I picked *eh* … programmes that … that between the six faculties of the University

Participant: Eight

Researcher: It appeared … eight faculties? Ok.

Participant: *Yah*

Researcher: It appeared there are hundred and thirty-two programmes, if I am not mistaken

Participant: *Mhm?*

Researcher: And *eh* … I'm … I just want to know how many programmes, out of these hundred and thirty-two, how many are also accessible through distance and … open and distance learning?

Participant: I do not know what you mean by programme, but *eh* … actually what we're doing

Researcher: Ok

Participant: Within Business Studies

Researcher: *Mhm?*

Participant: we're offering *eh* … Accounting (1)

Researcher: Yes?

Participant: the Finance, Management (2)

Researcher: *Mhm?*

Participant: and *eh* … Marketing (3)

Researcher: Ok

Participant: *Uh* … but when the students start, they … they are … the … the first two years they do the same courses

Researcher: Ok?

Participant: *Uh* … because … then they specialise from year number three

Researcher: Ok

Participant: Then *eh* … because it's *eh* … the our programmes, although they in *eh* … the in-service programme is four years

Researcher: *Mhm?*

Participant: because of the part-time nature of the … of ours, we say it should be a minimum of five years

Researcher: *Uhm?*

Participant: So that to give students a chance

Researcher: *Mhm?*

Participant: to … to … to interact with their course materials

Researcher: *Mhm?*

Participant: We also have a Diploma in Adult Education (1)

Researcher: *Mm?*

Participant: *uh* … which we have been offering *eh* … it … it was an off-shoot from the Certificate in Adult Education. And it has been offered since 2002

Researcher: *Mhm?*

Participant: We have a Diploma in Youth in Development Work (2)

Researcher: *Mhm?*

Participant: which has been in offer since 2000

Researcher: *Mhm?*

Participant: And *eh* … we have another programme, the Diploma in NGO Management, *uh* … which has been *eh* … in operation *eh* … since *eh* … 2006 (3rd diploma)

Researcher: *Mhm?*

Participant: *Yah*, so that is what we're doing … those are the programmes that we're taking care of

Researcher: *Mhm?*

Participant: *Eh* … earlier …

Researcher: How many by the way? Those … those that you are taking care of … the programmes?

Participant: I have to count them

Researcher: Ok

Participant: NGO, Diploma in Adult Education, Diploma in Youth in Development Work, and *eh* … the four degree programmes. So this is *eh* … about seven or so

Researcher: Ok, about seven

Participant: *Yah*

Researcher: *Mhm?*

Participant: *Mm*

Researcher: Alright

Participant: *Yah*, there are … *yah*

Researcher: *Ee*

Participant: Would you like me to tick them for you?

Researcher: No, they're … they're ok. There are about seven *eh* … programmes

Participant: *Yah*

Researcher: that are

Participant: Yes

Researcher: are accessible

Participant: Yes, yes

Researcher: through both face-to-face and ODL

Participant: *Ee*. Right now we're planning to offer a Masters in Project Management (1st Masters programme at materials development stage)

Researcher: Ok

Participant: in consultation with the Faculty of engineering and Technology

Researcher: Ok?

Participant: We're already with the development of course materials

Researcher: Ok, ok

Participant: And also the Diplo *eh* … BEd Primary (1st degree programme at planning stage)

Researcher: *Mhm … Mhm*

Participant: *Uh* … we have started consultations with the … the … the Department of Primary Education

Researcher: *Mhm?*

Participant: within the Faculty of Education

Researcher: *Mhm?*

Participant: And *eh* … hopefully soon … I don't want to state a date

Researcher: *Mhm … Mhm?*

Participant: *Uh* … because of constraints of writing course materials

Researcher: *Mhm?*

Participant: we're developing a BA in Library and Information Studies (1st degree programme at materials development stage)

Researcher: Ok

Participant: And *eh* … God willing those … some of those might see the light of day

Researcher: *Yah, yah*

Participant: by August 2009

Researcher: Ok

Participant: At least one or two

Researcher: Ok

Participant: Between …

Researcher: So … so … so … that still gives me about ten programmes

Participant: Yes

Researcher: in the … in the ODL mode

Participant: *Yah*

Researcher: Why … why would … would you say the University up to now, can only talk about … about ten programmes that can be offered through ODL, when we … we are agreed that ODL can actually *eh* … open up access more than the face-to-face?

Participant: *I think as a distance educator*

Researcher: *Mhm?*

Participant: *you know how difficult it is to convince the rest of the faculty*

Researcher: *Mhm*

Participant: *Particularly when you are coming in eh … to offer in a different mode that eh … the product will be the same*

Researcher: Ok

Participant: Eh … so there could be I don't know, scepticism

Researcher: Ok

Participant: *about the … the … the quality of distance education products*

Researcher: *Mhm?*

Participant: *But having now done the degrees, the Business Degrees programmes*

Researcher: *Mhm?*

Participant: *Uh … they're now eh … eh … I think we have managed to convince the people and eh … particularly the Diploma in Primary Education*

Researcher: Ok

Participant: We … we … the … the … *the CCE is beginning to convince people that eh … we can produce … with proper planning and resource allocation*

Researcher: Ok

Participant: *Eh … the University can produce the same as eh … the same calibre of students as the face-to-face*

Researcher: *Mhm*

Participant: *The student body, particularly because of unemployment, are the so … there're also questions that come in … 'can I change from full-time to distance?'*

Researcher: Ok?

Participant: *Those who find eh … eh … jobs or those who have family commitments that eh … they may want to change and eh … eh … psychologically, the attitudes are changing where*

Researcher: *Mhm?*

Participant: *Now, the … the … the … the acceptance be better than it may have been say five or six years ago*

Researcher: *Mhm?*

Participant: *Yah*

Researcher: Ok

Participant: *Mm. And uh … but eh … when you talk with faculty it's not that they fear that distance education is of eh … a lower quality*

Researcher: Ok?

Participant: *I think it's lack of understanding*

Researcher: *Mhm?*

Participant: uh … what is this animal?

Researcher: *Mhm?*

Participant: *They … they don't understand*

Researcher: *Mhm*

Participant: *But once they … they're exposed to it*

Researcher: *Mm*

Participant: *they embrace it very, very well*

Researcher: Ok

Participant: *Mm*

Researcher: *Eh* … some … some researchers believe that distance education can perform much more cost-effectively in a dual mode *eh* … institution, since the resources can be shared. What is your comment on this line of thought? I know you have touched on it earlier.

Participant: *Mm*

Researcher: Does it perform better in a dual mode institution …

Participant: These are …

Researcher: rather I mean … is it more cost-effective?

Participant: These are my personal

Researcher: Yes, your personal, *yah*

Participant: views

Researcher: *Yah, yah*

Participant: *Eh … distance education in a dual mode institution*

Researcher: *Mhm?*

Participant: *gets constrained. The resources are there and eh … when you did literature in distance education you find that they say no duplication is … is … is not there*

Researcher: *Mhm?*

Participant: because *you're using the same lecturers*

Researcher: *Mhm … Mhm?*

Participant: Yes, you're using the same lecturers *in terms of subject expertise*

Researcher: *Mm?*

Participant: *Are they available? And that has been one of my questions*

Researcher: *Mhm?*

Participant: *Uh* … I told you earlier that *sometimes you'd be programming*

Researcher: *Mhm?*

Participant: and *eh … the lecturers say they're coming. Come three or four days*

Researcher: they're not coming

Participant: *they're not available, they're not refusing but something else has cropped up*

Researcher: *Mm, mm, mm*

Participant: So *uh … in terms of also of eh … decision making, where is it placed?*

Researcher: *Mhm?*

Participant: And the … *the University of Botswana as eh … may be you know has eh … developed … since developed eh … the Mainstreaming Policy*

Researcher: Yes

Participant: *Uh … which seems to be making things better*

Researcher: *Mhm?*

Participant: *in that eh … the Departments that we're collaborating with are beginning to take eh … this as part of their responsibility. Because as long as distance education is taken as eh … 'that thing I do after hours'*

Researcher: *Mhm?*

Participant: *it's very, very frustrating*

Researcher: *Mhm?*

Participant: *But where it is taken as eh … 'part of my duties'*

Researcher: *Mhm?*

Participant: *then it will succeed*

Researcher: Ok

Participant: *Changing that mindset takes time*

Researcher: Ok

Participant: *particularly in a University like this one where sometimes teachers ... lecturers are overworked because of student numbers, in the pre-service*

Researcher: *Mm*

Participant: the ... *the conventional programmes*

Researcher: Ok

Participant: *Yah*

Researcher: Now … now, I would like you to expand a little bit on that *eh* … Distance Education Mainstreaming Policy. First of all, how is it supposed to be implemented?

Participant: *The ... the Distance Education Mainstreaming Policy was put together to ... to enhance the ... the provision of distance education programmes in collaboration with the faculties and the academic departments*

Researcher: *Mhm?*

Participant: *whose eh ... syllabuses for academic work*

Researcher: *Mhm?*

Participant: *uh … the CCE is externalising*

Researcher: *Mhm?*

Participant: because, the … the … *you find that when it comes to course writing, you have to put the Department to get the course writers*

Researcher: *Mhm?*

Participant: *When it comes to Content Editors you want to go there and get*

Researcher: *Mhm?*

Participant: *eh … the reviewers*

Researcher: *Mm*

Participant: *When it comes to tutors you must go there* to get the tutors

Researcher: *Mhm?*

Participant: *So it's like eh … eh … a collaborative effort*

Researcher: Ok

Participant: *so that eh … the … the parity of standards between the two eh … programmes*

Researcher: *Mhm?*

Participant: *is not eh … eh … compromised*

Researcher: *Mhm?*

Participant: *It was put down to kind of eh … eh … indicate how are the relationships going to be between CCE and the collaborating Department*

Researcher: *Mhm?*

Participant: *Ee, to really inform operations so that eh … if for example we're like we're doing … uh … coordinating the Faculty of Business*

Researcher: *Mm*

Participant: *Come eh … registration of students, eh … registration of students after we have advertised*

Researcher: *Mhm?*

Participant: *uh … we will get the courses that are given time from them. Because, eh … the Centre for Continuing Education supports the … the other Departments, it's not an academic Department*

Researcher: *Mhm?*

Participant: *So you must get the … the … the forms indicating the courses for each semester*

Researcher: *Mhm*

Participant: *So when do these courses forms for example come*

Researcher: *Mhm?*

Participant: *You don't want students to arrive and then the forms are not here*

Researcher: *Mhm*

Participant: *This Mainstreaming Policy informs eh … eh … the decision making process between the … the … the two partners because, once you … you partner with a uh … Department or Faculty, eh … eh … you regulate the operations*

Researcher: Ok

Participant: *So that is the purpose of the … of the … the Mainstreaming Policy. Really, what is the role of the Faculty or Department*

Researcher: Ok

Participant: *in terms of the provision of distance education*

Researcher: Ok

Participant: *But the sole purpose*

Researcher: *Mhm?*

Participant: *of the Mainstreaming Policy*

Researcher: *Mhm?*

Participant: *was actually to mainstream distance education as part of the activities and the decision making processes*

Researcher: Ok

Participant: *of the conventional eh … Departments and Faculties*

Researcher: Ok

Participant: *Yah*

Researcher: So … so that *eh* … in each *eh* … Faculty, in each Department they would have distance education programmes?

Participant: *Yes. And eh … we're now working very, very well with the … the Faculty of Business*

Researcher: *Mhm?*

Participant: *where we have even appointed a full-time Coordinator*

Researcher: *Mhm?*

Participant: *based there. So to liaise now with us*

Researcher: *Mhm?*

Participant: *so that eh … instead of us going to the Dean*

Researcher: *Mhm?*

Participant: *or to the Deputy Dean or to the Heads of Departments to find out what is happening with the lecturers when we needed them at this time*

Researcher: *Mhm?*

Participant: *He is there to take care of the distance education operations*

Researcher: Ok

Participant: *Uh … if for example we need a course outline before the students arrive, uh … he knows, in our planning meetings he knows what to put together*

Researcher: *Mhm?*

Participant: *before the students arrive*

Researcher: *Mhm?*

Participant: *Ee, if it is timetable that we uh … put together for the face-to-face session uh … we will send to the system yes*

Researcher: *Mhm?*

Participant: *but he has to make sure that the lecturers that will be tutoring say at six thirty uh … know and are informed and they will be available*

Researcher: Ok

Participant: *If you're not available he should tell us in good time so that we can quickly look for a replacement*

Researcher: alternative arrangement

Participant: Yes

Researcher: So … so … so this arrangement between CCE and the Faculty of Business, is it just an arrangement between the two or is it … is it something that is put in place as a plan for … for all the faculties to … to follow?

Participant: *Mm*, that's a very good question. *Eh* … in this particular programme, we approached each other. The Faculty of Business and CCE because of the demand of Business courses

Researcher: *Mhm?*

Participant: *Eh … and when you look at the Mainstreaming Policy it says the … the … the … either CCE*

Researcher: *Mhm?*

Participant: *can approach a faculty*

Researcher: *Mhm?*

Participant: *That's the purpose of this Mainstreaming Policy, to tell the entire University that other than conventional programmes they're running have to continue distance education programmes and hence the Mainstreaming Policy. So we can approach, CCE can go to a faculty like we have been to the Faculty of Education and told them 'look, we can run programmes in this and that area'*

Researcher: *Mhm?*

Participant: Ok

Researcher: *Mhm?*

Interview Transcripts – T9

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: *Eh* … it's still good morning, isn't it?

Participant: *Ee, mma*

Researcher: And thank you for your voluntary participation in this research.

Participant: *Ee, mma.*

Researcher: *Eh* … as I have indicated before, I am a student of the University of Pretoria, undertaking a study about how the development or otherwise of distance education *eh* … can impact on access to tertiary education

Participant: Ok

Researcher: *Ee.* I'm looking at *eh* ... *eh* … primarily development of ODL within dual mode institutions like the University of Botswana

Participant: *Ahaa*?

Researcher: *Ee, rra*. So I'll start with some general *eh* … questions and then come to specifics about the University of Botswana

Participant: *Mhm?*

Researcher: As a dual mode institution

Participant: *Mhm*

Researcher: *Ee, rra*. And I … the questions that I would like to ask *eh* … *eh* … you *eh* … concerning access

Participant: *Mm*?

Researcher: is to find out from you what is the percentage of the student body of the University is accessing the programmes through ODL

Participant: *Mhm? Uhm … Roughly we have eh … eh … just below five hundred*

Researcher: *Ahaa*?

Participant: *eh … students*

Researcher: Ok

Participant: *Eh … registered for Diplomas and eh … eh … Degree programmes*

Researcher: Ok

Participant: in ODL. And *eh* …

Researcher: How many … in those programmes?

Participant: *Uhm … four Bachelors degree programmes*

Researcher: Ok?

Participant: And *eh* … NGO, DYD and Adult … *and three diplomas*

Researcher: three diplomas. So about seven programmes?

Participant: *About seven programmes*

Researcher: So the five hundred number is about … is between the seven programmes?

Participant: *Yah*

Researcher: Oh, ok?

Participant: The majority of which are for the degree programmes

Researcher: Oh, ok?

Participant: *Mm*

Researcher: Ok. So on average how many students would you say you have per programme?

Participant: *Uhm …* you know, *the diploma programme … the one that would have eh … more students would eh … like Adult Education would be having something like eh … may be thirty students or so*

Researcher: *Aah*?

Participant: *And then the others have quite lesser than that*

Researcher: *Aah?*

Participant: *So eh … most of these people are for the degree*

Researcher: *Mhm?*

Participant: *programmes*

Researcher: *Mhm?*

Participant: And those who are for the diploma programmes, I don't think they're more than fifty

Researcher: *Mhm?*

Participant: *Mm*

Researcher: Ok? They're quite few

Participant: They're quite few

Researcher: *Mhm?*

Participant: *Mm*

Researcher: What … what sort of *eh* … mode of … of delivery do … do you give them? *Ke raya gore* … are they mainly on print … are they mainly … are they on on-line … what kind of distance education

Participant: Mainly it's print

Researcher: Ok

Participant: *Yah*, mainly it's print

Researcher: Ok

Participant: There and there, they used to have WebCT

Researcher: *Aha*?

Participant: used but it's not *eh* … and it was mainly used by the degree students

Researcher: Ok

Participant: But it doesn't appear to be *eh* … widely used

Researcher: Ok

Participant: now

Researcher: Ok

Participant: *Ee*, but in the passed two or three years back

Researcher: Ok

Participant: they used to

Researcher: It was popular

Participant: *Yah*, there used to be

Researcher: What could have affected its popularity?

Participant: *Uhm* … I'm really not sure, but I think what *eh* … *eh* …when … when CCE link cut, which is the one that is *eh* … managing *eh* ... the WebCT

Researcher: *Mhm?*

Participant: system … it was like a project type of activity

Researcher: Ok?

Participant: And it ran for a few years

Researcher: Ok? So it has not been rolled out?

Participant: It has not been rolled out and I think it's just a question of *eh* … may be people not taking the initiative to

Researcher: *Mhm?*

Participant: to make sure that they continue using it

Researcher: *Mhm?* The students?

Participant: *Eh* ... *eh* staff side

Researcher: *Ehee*, staff?

Participant: *Yah*

Researcher: Ok. The WebCT was being used to do what … to …

Participant: send the materials to students

Researcher: *Ehee?*

Participant: *Yah*

Researcher: Ok. Now preference is to print the materials or what?

Participant: *Yah, yah, yah.* Mainly print

Researcher: Ok?

Participant: I don't know whether there were any hiccups experienced with technology

Researcher: Oh ok

Participant: But it seems to be …

Researcher: seems to have affected …

Participant: Yes

Researcher: the programme. Ok

Participant: But if … if you look into the … Generally, when you look into the enrolment of the University, the University is roughly fourteen thousand *eh* … students

Researcher: *Yah*

Participant: And if five hundred of them are distance education

Researcher: *Mm … Mm*

Participant: So it's still a very, very low

Researcher: very, very low

Participant: percentage

Researcher: *Yah* Ok. And … and distance education has been running for how long?

Participant: *Uhm* … I think more than five years

Researcher: Ok

Participant: *Yah, more than five years.* It started mainly with the Diploma in Adult Education

Researcher: *Mhm*

Participant: *Eh* … I think … may be eight years or so

Researcher: *Yah, yah.* I think it's more

Participant: *Yah, yah*

Researcher: *Ee,* because some people were saying it started with the Certificate in Adult Education. Remember when they were training

Participant: *Yah, yah*

Researcher: the Literacy Assistants of the Department of Non Formal Education

Participant: *Mm, mm*

Researcher: *Ee,* so it's been a while

Participant: *Yah,* it was a while

Researcher: It was quite sometime ago, if I remember well

Participant: *Mm*

Researcher: *Ee.*

Participant: *Mhm*

Researcher: So … so I would like to know whether there are any … in the administration of … of … of students' records at the University of Botswana … because I see … I see *eh* … you're talking about the figure of five hundred

Participant: *Mm*

Researcher: And *eh* … in the Facts and … and … and Figures, is it called Facts and Figures? That document *eh* … indicates something like three hundred students in … in … in ODL programmes. I'm wondering how … how the figures are captured, how is the data *eh* … captured. Is it … is it your office which is feeding the … the … the office that … that releases figures or how do you relate and which is that office?

Participant: Well, the … the figures for students across the University are kept in a Student Information System

Researcher: Ok

Participant: the ITS

Researcher: Ok

Participant: *Eh* … which I think you are using in BOCODOL

Researcher: Yes, we are

Participant: *Ehm* … so the same database *eh* … is used … and it can be accessed by any member of staff who has asked for privileges

Researcher: Oh, ok

Participant: to use it

Researcher: Ok

Participant: Heads of Departments can do that, but they are not yet doing that. I think it's just due to lack of familiarity with the system

Researcher: *Mhm ... Mhm?*

Participant: But this figure of three hundred

Researcher: *Mhm?*

Participant: And something

Researcher: *Mhm?*

Participant: It … it … it … it may be true

Researcher: *Mhm?*

Participant: in that, they would normally register and start to dropout *eh* …

Researcher: Ok, those would be the active

Participant: *Yah*

Researcher: *Aah* Ok, ok. How … how … how is the… That is an interesting angle actually. How is the … the rate of … of dropout, in these programmes? You have like five hundred students who register probably, and during the course of the … the duration of the course … how, what is the dropout rate?

Participant: I would roughly put it at *eh* … may be 20%

Researcher: *Ahaa* ... that high?

Participant: 25%

Researcher: *Ahaa* ... that high?

Participant: because there're a lot of challenges

Researcher: *Mhm?*

Participant: *Yah*, some of them would drop out due to financial *eh* … constraints

Researcher: Ok?

Participant: or for some reason

Researcher: Ok

Participant: may be they just feel they cannot cope

Researcher: they cannot cope

Participant: *Yah*

Researcher: Ok? How is the support to the students who are on distance learning? How does the University support them?

Participant: Well, the … the … the support is mainly through *eh* … *eh* … residential sessions and *eh* ...

Researcher: Ok?

Participant: *eh* … the tutorials that they have

Researcher: *Mhm?*

Participant: That comes in addition to their study materials. But *eh*… *eh*… I think a lot more

Researcher: *Mhm?*

Participant: needs to be done in the area of technology

Researcher: Oh, ok

Participant: *There really there is very little that is eh … taking place to support eh …*

Researcher: Ok

Participant: *the students*

Researcher: Ok. You mean in the form of … like what is … what do you think should be done?

Participant: Like *eh* … optimising the use of *eh* … video conferencing

Researcher: Ok

Participant: optimising the use of *eh* … the *eh* … Learning Management System WebCT which the University has eh …

Researcher: already … Yes

Participant: ventured into. *Yah*

Researcher: Ok. *Eh* … what … what do you consider to be challenges in your area of operation?

Participant: Well, quite *eh* … a number of challenges. *When you're in a dual mode institution*

Researcher: Yes*?*

Participant: *Eh … may be the decision makers*

Researcher: *Mhm?*

Participant: *are not quite eh … sensitive*

Researcher: *Mm?*

Participant: *to the needs of eh … distance education eh … learners*

Researcher: Ok

Participant: and they don't seem to appreciate *eh … eh* … the needs of distance education learners

Researcher: Ok

Participant: But *that is also equally compounded by the lack of marketing skills by the ODL practitioners themselves*

Researcher: themselves. Ok

Participant: Yah. So

Researcher: *Mhm?*

Participant: it's a question of how to project your perceptions

Researcher: *Mhm?*

Participant: to the rest of the institution

Researcher: *Mhm?*

Participant: So generally it's like *eh* … our people just expect the system to know what we are doing just from a few meetings that we sometimes have

Researcher: *Mhm?*

Participant: And I personally think that is not enough to

Researcher: *Mhm?*

Participant: to project the ODL *eh* …

Researcher: Ok

Participant: *eh* … course

Researcher: Ok

Participant: *Mm*

Researcher: You would … you would think that *eh* … if we … if we look at the … the Central Government of the University

Participant: *Mm?*

Researcher: would you … would you say that they are well versed with what is happening in terms of distance education

Participant: No, they're not

Researcher: They're not? How would you think that … that … what are the implications of that to planning for distance education and resourcing it?

Participant: *Yah* definitely it leads to under-resourcing

Researcher: *Mm*

Participant: *And you find that eh … mostly the … the type of eh … planning that comes eh … through*

Researcher: *Mhm?*

Participant: from Management

Researcher: *Mhm?*

Participant: *would normally come as an after thought or something*

Researcher: *Mhm?*

Participant: or when there is a reminder … 'oh you didn't include CCE there'

Researcher: Ok?

Participant: You know, even last time they were doing research about the first year experience

Researcher: *Mhm?*

Participant: *eh* … the Institutional Planning Department doing that research

Researcher: *Mhm?*

Participant: to find out what the students feel about the University, what are the impressions they have

Researcher: *Mhm … Mhm?*

Participant: But they just did that study for full-time students

Researcher: full-time students

Participant: They didn't include the ODL

Researcher: Ok,

Participant: *eh* … students

Researcher: And what was their reason for that?

Participant: *They said that … the Institutional Planning Department said that it was mainly looking at eh … what the core of the University or the major part of the University is focusing on, which is full-time eh … studies*

Researcher: Ooh? So in this … in this *eh* … this face-to-face and ODL, the University's *eh* … the University, looks at *eh* … face-to-face as "the core"

Participant: *Yah, yah*

Researcher: And the distance education is supposed to be doing what?

Participant: *I don't think they placed a central eh … role on … on*

Researcher: Ok?

Participant: distance education, because actually they feel that's their … the … the … the face-to-face is where their bread is buttered.

Researcher: *Mhm*

Participant: So it's like you know, *the distance education part is just some appendage to*

Researcher: *Mhm?*

Participant: *the other mode*

Researcher: Ok.

Participant: *Yah*

Researcher: Would you … *Mhm*?

Participant: I did ask the Director for Institutional Planning

Researcher: *Aha … Aha?*

Participant: if he is conscious of the fact that we need to diversify our markets

Researcher: *Mhm?*

Participant: *eh* … particularly when the student enrolment was falling

Researcher: *Mhm?*

Participant: *Eh …* quite significantly

Researcher: *Mhm … Mhm?*

Participant: And *eh* … He said it is *eh … eh* … a good idea that we need to look at the … the non-traditional market. But, there was not yet anything quite tangible

Researcher: *Mm*

Participant: to put that in place. Because I even made him aware that the mandate that was placed on the CCE by the Revised National Policy

Researcher: Ye, yes

Participant: on Education

Researcher: Yes

Participant: that it would *eh* … have to increase access to tertiary education

Researcher: Yes, yes

Participant: But we have moved very, very little

Researcher: Ok

Participant: in that *eh* …

Researcher: direction

Participant: regard

Researcher: Ok. So … so … so when planning is being done, it is … at the back of the mind of the planners it is that distance education is just an appendage. The main concentration has to be on the … on the face-to-face

Participant: *Yah*

Researcher: Well, I think … I think that *eh* … observation is actually corroborated by the Strategic Plan, the … the future Strategic Plan that I have seen on your

Participant: *Yah*

Researcher: your website. It was indicating that *eh* … distance education is going to contribute 3% of the student body

Participant: *Mm*

Researcher: in the next *eh* … plan period

Participant: *Mm*

Researcher: And the report that I have also read of … of the University indicates that currently that is the percentage that *eh* … distance education is contributing

Participant: *Mm*

Researcher: So the … the assumption is that there is no growth which is being planned in that … in that area

Participant: *Mm*

Researcher: So the … the … the … the Department that is responsible for planning, Institutional Planning Department

Participant: *Mm*

Researcher: When it does the planning, how … how do other Departments, like your Department, how do they get involved *eh* … in contributing towards the plan?

Participant: Well, what would happen is that there would be some policy drafts that are made

Researcher: Ok

Participant: And then they're circulated among the various faculties, including CCE

Researcher: Ok

Participant: But you'd find from those *eh* … documents that there is already some mindset

Researcher: *Mhm?*

Participant: that is guiding the … those policies

Researcher: Ok?

Participant: And *eh* … when the Deputy Vice Chancellor for Academic Affairs *eh* … presented the … the NDP 10

Researcher: Ok?

Participant: to the Board. Actually he had written a figure.

Researcher: Ok?

Participant: I asked him *eh* … now when you look at that figure … do you think that … that number increases access to tertiary education?

Researcher: *Mm?*

Participant: Or it's … it's actually even shrinking *eh* …

Researcher: *Mhm … Mhm?*

Participant: *eh* … then he said that … well … well we will look into this … we'll look into this figure. But there is nothing that has decisively been made about CCE and *eh* …the ODL *eh* … aspect. Because their response is that since there has been a consultancy carried out by

Researcher: Ok?

Participant: *Eh* … by Professor Dodds

Researcher: *Mhm?*

Participant: on the national *eh* … needs assessment

Researcher: Ok

Participant: for ODL

Researcher: *Mhm?*

Participant: insides may be *eh* … taken from that to see if there is in deed *eh* ... *eh* … a major call for …

Researcher: for ODL?

Participant: distance education

Researcher: *Ahaa?*

Participant: But, at the present moment *eh* ... we have not yet looked into that report

Researcher: *Mhm?*

Participant: So we don't know if *eh* … in view of that report there might be an increase during NDP 10, in what the University expects as the output of *eh* …

Researcher: Ok

Participant: ODL

Researcher: Yes. I'm … I'm looking at the timing of … of NDP 10

Participant: *Yah*

Researcher: that by April 2009, it will be the first year of NDP 10 in … on implementation

Participant: *Mm*

Researcher: And therefore one wonders *eh* ... if there is still to be an input into … into NDP 10 by the University concerning ODL. When … when is that going to be?

Participant: Well, my only hope, because obviously NDP 10 is just around the corner

Researcher: Yes

Participant: My only hope is that *eh* ... *eh* ... If there is to be any expansion

Researcher: *Mhm?*

Participant: *Eh* ... on ODL

Researcher: *Mhm?*

Participant: definitely that would be through mid-term reviews

Researcher: Ok?

Participant: of the NDP *eh* ...

Researcher: ten

Participant: ten

Researcher: Ok?

Participant: *Ee*. Because as it is, it is very, very late

Researcher: it's late, yes

Participant: to make any major impact on that plan

Researcher: Ok. *Eh* ... the … the … the challenges that you referred to earlier, *eh* ... on … on dealing with ODL. There was … there was an indication that when … when plans are being made, or when certain documents that are addressing *eh* ... students are being developed, the ODL student is not like in the mind of … of the people who are developing them. I want to know how CCE is leading, in ensuring that *eh* ... the ODL student is not left out. Or the interests or the needs of the ODL students are not left out?

Participant: To me that is *the major downfall of CCE*

Researcher: Ok?

Participant: because it is not taking the lead that one would expect

Researcher: Ok?

Participant: to ensure that *eh* ... *eh* ... this is taken aboard …ODL is taken aboard across campus. There is … like I have said, may be our lack of marketing skills

Researcher: Ok

Participant: It … it … you know, we look at ourselves as recipients of what is coming and then, we just react to *eh* ... what is coming

Researcher: Ok

Participant: *I'm not seeing any proposals that CCE is actually pushing across campus*

Researcher: Ok

Participant: for … for … for … *that will actually compel the institution to recognise it as a major player*

Researcher: Ok?

Participant: *in the delivery of tertiary education*

Researcher: *Yah* Ok, and … and … and that, well generally in … in … in Southern Africa the enrolment at tertiary level is, is estimated at around 5% of the eligible population that is … that was reported during the 2007 figures by various *eh* ... researchers

Participant: *Mm*

Researcher: *Eh* ... in your opinion, how does Botswana compare with other countries in this regard? Do we enrol low figures at tertiary level? *Ke gore* I just want to establish whether there is really a need for distance education

Participant: *I think we are enrolling eh ... very low figures* myself

Researcher: *Mm… mm*

Participant: *because that is actually evidenced by the presence, heavy presence of UNISA here*

Researcher: *Ahaa?*

Participant: *Yah*

Researcher: Ok

Participant: It's … it's … it's … and *there have been a lot of other institutions which offer eh ... through distance education. Eh* ... and *eh* … like Demondford University

Researcher: *Mhm?*

Participant: You know … *a number of institutions are marketing themselves. But you'll find that within the country here, we ... we're really lagging behind in terms of enrolment*

Researcher: Ok

Participant: *Mm*

Researcher: And … and what about in terms of developing ODL … at tertiary level?

Participant: I don't think we're doing enough to develop it. And in fact *eh* ... if you look at a dual mode institution like *eh* ... UB

Researcher: *Mhm?*

Participant: you'd find that actually, I can read from the mind of Management that

Researcher: *Mhm?*

Participant: they wouldn't actually mind if *eh* ... ODL were to be decoupled … from the University and go somewhere else

Researcher: Somewhere else? Ok?

Participant: You know I can … I could just *eh* ... from the statements that were made by the DVC

Researcher: *Mhm?*

Participant: *Ee* ... when he was referring to that report

Researcher: report … ok?

Participant: Saying …well, that report is going to tell us whether CCE has got a place or, or, or any major place here or not

Researcher: Ok?

Participant: But I'm … he said he is placing it on CCE to actually *eh* ... *eh* … interrogate that report

Researcher: *Mhm?*

Participant: And come up with some position

Researcher: *Mhm? Ooh*. What they think they …

Participant: But otherwise CCE's future is just hanging in the balance

Researcher: *Mhm?*

Participant: *Yah*

Researcher: Ok. It … so by extension the distance education mode is hanging in the balance

Participant: *Yah*, it's hanging

Researcher: at the University of Botswana at the moment?

Participant: *Mm*

Researcher: I see. But, but if it were to be taken out of the University of Botswana and somewhere else, would it need to be made into a … a dedicated mode institution or something like that?

Participant: Nobody has come up with any clear vision on that

Researcher: *Ahaa?* Ok, ok

Participant: Though that would be desirable but

Researcher: Ok

Participant: so far nobody has come up with *eh* … such a vision. I think that is what creates a gap between ourselves and BOCODOL

Researcher: Ok?

Participant: Because BOCODOL goes lower and lower

Researcher: *Mhm?*

Participant: and it has now started to *eh* … get higher level

Researcher: Ok?

Participant: *eh* … qualifications on board

Researcher: Yes

Participant: And *eh* … from our side, the University side we, we've already been *eh* … *eh* ... *eh* … offering tertiary level education. But there isn't much that we are

Researcher: *Mhm?*

Participant: doing to exploit the *eh* … the market

Researcher: *Mhm?* But the market is there you think … for distance education

Participant: I … I think so, I think so

Researcher: *Mhm.* Would you think that probably the market being there for distance education and the population of Botswana being so small, probably as you say, there're other institutions from outside the country that are offering ODL *eh* … in the Botswana market, that are tapping the Botswana market. Do you think it would be *eh* … viable for Botswana to have a dedicated ODL institution as compared to accessing ODL through institutions from outside? What do you…

Participant: Yah, I … I think

Researcher: think would be a better way forward?

Participant: I think it would be viable. One, because Botswana itself

Researcher: *Mhm?*

Participant: it's such a geographically *eh* … dispersed *eh* … it is *eh* … dispersed in terms of population. It's quite scattered

Researcher: *Mhm?*

Participant: And you need professionals to go into those scattered places and service the people there

Researcher: *Mm*

Participant: And while they are there they don't have any … (*interruption – need for battery change for recorder)*

Researcher: Now … we can continue. Sorry about that

Participant: *Ee, ke ne ke re* … because of the geographical dispersion

Researcher: *Mhm?*

Participant: *Eh* … you find that professionals have to go to *eh* ... rural areas to go and serve there. And once they're there

Researcher: *Mhm?*

Participant: in terms of education they're stuck

Researcher: *Mhm?*

Participant: *Eh* … if you can imagine the *eh* … number of teachers who are produced by these Colleges of Education

Researcher: Yes?

Participant: And the University cannot enrol them for degree programmes

Researcher: *Mm*

Participant: or can't enrol all of them

Researcher: *Mhm?*

Participant: So it means most of them just get stuck there

Researcher: *Mhm ... Mhm?*

Participant: Unless they can be sent outside

Researcher: *Mm*

Participant: And it would also cause … cause manpower shortage

Researcher: *Mm*

Participant: So to me there are a lot of opportunities for expansion

Researcher: *Mhm?*

Participant: which are not *eh* … being exploited

Researcher: explored ok

Participant: In fact the … even the professionals themselves are raising the issue. I remember when I was in Selibe Phikwe

Researcher: *Mhm?*

Participant: I met one Headmaster there

Researcher: *Mhm?*

Participant: who was telling me *eh* … what the University was doing about *eh* … the teachers who are at Diploma level and they seem to be *eh* … stagnating there

Researcher: *Mhm?*

Participant: And there was very little *eh* … room for progression

Researcher: *Mhm?*

Participant: And *eh* … My only response was that there is going to be a national *eh* … needs assessment survey

Researcher: *Mhm?*

Participant: *Eh* … so I don't know the results of that survey

Researcher: results of the survey

Participant: since it has been carried out

Researcher: *Mm*

Participant: But hopefully it would address *eh* … such issues

Researcher: Ok. *Eh* … so the … the … the University … it's worrying to … to … to learn that the University might … might be thinking of *eh* … putting aside *eh* … because I think … I think a lot of resources have gone into training people at the University of Botswana, at CCE to actually see distance education on its, on its feet. So … but anyway, it would … it would depend on *eh* … what the University plans to do with those resources, now if it is to abandon distance education

Participant: *Mm … mm*

Researcher: And… and again mainly as the Revised National Policy on Education had pointed out, the nation looks up to the University to … to …to bring *eh* … initiatives *eh* … like … like addressing issues of *eh* … demand … high demands for education

Participant: *Mm*

Researcher: and so on. So it would really be *eh* … Not unless anyway, something *eh* … emerges out of the recommendation that the University would make to … may be to the Ministry of Education. But I'm thinking that since NDP 9 is starting, something should be on NDP 9 so that

Participant: NDP 10

Researcher: rather NDP 10, so that while we are still considering the report

Participant: *Mm*

Researcher: what is it that we are doing *eh* … about distance education or are we feeling strongly that it is really not worth doing as the University of Botswana, as the lead institute in the delivery of …

Participant: *I think the fact of the Management there is not very clear*

Researcher: *Yah*

Participant: *They are not very sure … what they would like to do*

Researcher: Ok

Participant: with *eh* … ODL

Researcher: Ok

Participant: So I think that's why the … it's anchoring now on this report that they say should be looked into

Researcher: Ok

Participant: And like I say the only way

Researcher: *Mhm?*

Participant: to get this into NDP 10 would be through some little strategic shift

Researcher: *Yah, yah, yah*

Participant: during the mid term reviews

Researcher: *Aha?*

Participant: *Mm*

Researcher: *Mm,* that's true. Now, there is … there is a … a Distance Education Mainstreaming Policy of the University of Botswana which was *eh* … I think *eh* … incepted during 2005

Participant: *Mm*

Researcher: *Ee,* I would like to know *gore* what is the purpose of this … the Mainstreaming Policy?

Participant: *Well, I … the purpose of the Mainstreaming Policy … it was to ensure that eh … ODL eh … eh … takes its roots*

Researcher: *Mhm?*

Participant: *across campus*

Researcher: *Mhm?*

Participant: *across all the faculties*

Researcher: Ok?

Participant: *So each faculty would actually be looking at offering some form of ODL*

Researcher: *Mm*

Participant: *eh* … in its eh … programme planning

Researcher: *Mhm?*

Participant: And *eh* …

Researcher: The intention being to achieve what?

Participant: *The intention being*

Researcher: *Mhm?*

Participant: *to try to deal with eh … expansion*

Researcher: Aha? The issue of access

Participant: *The issue of access*

Researcher: *Mhm*

Participant: Yah in fact in terms of that policy each faculty was supposed to have somebody dedicated to …

Researcher: to?

Participant: *distance education*

Researcher: *Ahaa*?

Participant: *And eh … so far it's only one faculty that happens to have appointed a person to who*

Researcher: *Mhm?*

Participant: *deals with distance education. And I think it's … it was mainly something incidental actually*

Researcher: *Mhm?*

Participant: *Not necessarily out of*

Researcher: a plan

Participant: *a plan*

Researcher: *Mhm?*

Participant: *Because the … some administrative eh … problems regarding the management of the … the … the programmes, degree programmes*

Researcher: *Mhm?*

Participant: *And also there was eh … it was questionable as to whether there was eh … quality assurance for ODL programmes*

Researcher: *Mhm*

Participant: *Then the Faculty of Business got under pressure to*

Researcher: *Mhm?*

Participant: *actually employ a person*

Researcher: *Mhm*

Participant: to … to … *to look into this ... this thing*

Researcher: *Mhm* Ok

Participant: *So the ... mainly the Mainstreaming Policy was ... was mainly done for that purpose as well*

Researcher: *Mm*

Participant: *Eh issues of quality assurance*

Researcher: *Mhm?*

Participant: *and access*

Researcher: and access

Participant: *Because, CCE since it's not an accrediting eh ... Centre*

Researcher: *Mhm*

Participant: *it has to rely on the support of the faculties*

Researcher: on the faculties. Ok, ok. Now, now the … the Mainstreaming Policy, when I look at the Mainstreaming Policy and that purpose that it is meant to expand access and also to … to look into issues of quality. If you look at that and … and look at the plan that says we're only going to enrol 3% of the student body through ODL. I … it becomes difficult for me to reconcile the two policies. *Uhm ... eh* … that of the Strategic Plan and targeting 3% and the … the … the Mainstreaming Policy which is preaching expansion

Participant: *Mm*

Researcher: When … when currently we are offering only … we are enrolling only 3% of the student body through ODL … currently

Participant: *Mm*

Researcher: And in the future we're planning to enrol only 3%, we are not planning an expansion there

Participant: *Mm, mm*

Researcher: And yet there is policy that says … there is Mainstreaming Policy, all the faculties must embrace distance education

Participant: *Mm*

Researcher: They must expand. I … I don't understand, so I would like you as one of the people in Administration of ODL to … to comment on that

Participant: Yah I … I think this is eh … mainly because

Researcher: *Mhm?*

Participant: *there hasn't been eh … serious thought placed on planning for distance education*

Researcher: Ok?

Participant: *at the University. So that is why there eh … are this kind of contradictions*

Researcher: Ok

Participant: *There hasn't been any real focus on*

Researcher: *Mhm?*

Participant: *looking into the issue of distance education*

Researcher: Ok

Participant: *So whatever efforts have been made have been piece meal eh … isolated efforts*

Researcher: Ok

Participant: *and that is what eh … is creating this … this problem*

Researcher: Ok. May be also emanating from your comment earlier on that *eh* … CCE is not sort of giving the lead that

Participant: *Yah*

Researcher: it is supposed to give in terms of ODL

Participant: *Definitely*

Researcher: *Ee*

Participant: definitely

Researcher: And what do you think contributes to that?

Participant: Well, *what I think contributes to that is that eh … we don't seem to know eh … how to man our institutions*

Researcher: Ok

Participant: I … *I think what we do is that we just look for individuals*

Researcher: *Mhm?*

Participant: *who have got higher qualifications and then we place them into offices to say yah can you run this office*

Researcher: *Mhm?*

Participant: *But in terms of assessing people to see if they are visionary in terms of character*

Researcher: *Mhm?*

Participant: Eh … first of all it is not even part of our recruitment system. Our recruitment system is in such a way that it looks at paper qualifications. And eh … may be all of us here don't even deserve to be here in the first place. We're not the right material for the CCE

Researcher: *Mhm?*

Participant: *Because uh … to me as far as I'm concerned there is no professional recruitment system that has been put in place*

Researcher: Ok

Participant: *And eh … it's like personal intuition*

Researcher: *Mhm?*

Participant: *is the major eh … driving force*

Researcher: Ok

Participant: *of how we operate*

Researcher: Ok

Participant: *So unless you can through luck eh … bump onto a person who will happen to be visionary who'll happen to be eh … all-rounded and have marketing initiatives*

Researcher: *Mhm?*

Participant: *Eh … chances are that we are just going to be operating haphazardly*

Researcher: *Mhm … Mhm?*

Participant: *Yah*

Researcher: *Mhm?* And *eh* … it … ODL is believed to be a specialised field

Participant: *Mm*

Researcher: So I would like to know … for you to comment on the preparedness of people, I know you have mentioned it in passing, the preparedness of the people, right from the … may be head of the institution down to … everybody … How are they prepared to handle distance education?

Participant: *To me there are not eh … there is no systematic manner in which people are being prepared*

Researcher: Ok

Participant: *Yah and eh … actually let me say this. We don't have eh … eh … a knowledge management system in the institution*

Researcher: Ok*?*

Participant: *And as you know, in academic settings generally*

Researcher: *Mm?*

Participant: *it is managed through eh … people who are rotating. And eh … there is no guarantee that eh … the levels of delivery of one individual*

Researcher: *Mhm?*

Participant: *can be carried over eh … during the transition as people change eh … offices. So since we don't have any such system eh … we're bound to be weary*

Researcher: Ok?

Participant: *uh … because there is very little that is done to prepare people to lead*

Researcher: *Mhm?*

Participant: *Eh … even, even the people who are managing the programmes here*

Researcher: *Mhm*

Participant: *generally they go to study*

Researcher: Ok

Participant: *Eh …* a core area, if it's Economics, it's Economics

Researcher: *Mhm?*

Participant: *and somebody does a PhD*

Researcher: *Mhm?*

Participant: *He comes and coordinates a programme*

Researcher: *Mhm?*

Participant: *But in terms of eh … eh … ODL specialisation*

Researcher: *Mhm*

Participant: *and in terms of eh … recruitment and in terms of assessment*

Researcher: *Mhm*

Participant: *developing assessment and training systems*

Researcher: *Mhm?*

Participant: *Eh … there is nothing that I see myself professionally*

Researcher: Ok?

Participant: *that is being done in this area*

Researcher: Ok

Participant: *Eh … there might be some piece meal eh … activity there and there to develop the staff, but I don't see eh … much*

Researcher: Ok

Participant: *The only initiative that I've seen so far has been carried out by Mma Kamau*

Researcher: *Mhm?*

Participant: *to have people enrolled into this UNISA Certificate*

Researcher: Yes, yes

Participant: *for Distance Education*

Researcher: *Mhm?*

Participant: *Practitioners. And that is all*

Researcher: *Mhm?*

Participant: so far that's … that's …

Researcher: that exposes people to ODL practice?

Participant: *Yah*

Researcher: Ok. *Uhm* … would you … would you *eh* … say then that *eh* … if the distance education practitioners themselves, at the University of Botswana, do not have grounding in distance education, it might affect the perception on distance education for the rest of the University even for Management, and it might actually even contribute towards the perception of … you know, the status of distance education within the University of Botswana

Participant: Definitely

Researcher: *Mm?*

Participant: Definitely, I think so. *There is definitely a very low level preparedness of*

Researcher: *Mm*

Participant: *even from the practitioners*

Researcher: *Mm*

Participant: *And eh … this is also compounded by the poor service that … I think that is country-wide*

Researcher: Oh, ok?

Participant: *in all sectors. If I give you an example*

Researcher: *Mhm?*

Participant: *you know, the people here*

Researcher: *Mhm?*

Participant: *they tend to build silos and wherever you have a comfort zone you're there and that's it*

Researcher: *Mhm?*

Participant: *Eh … it's very interesting. Eh … somebody may come to my office to ask me*

Researcher: *Mhm?*

Participant: *how many students have enrolled for a*

Researcher: *Mm?*

Participant: *particular programme*

Researcher: *Mhm?*

Participant: *And that person has got a computer sitting in his own office and the person couldn't … could actually learn how to access the database and … instead of looking around for people to tell him and waste time*

Researcher: *Mhm*

Participant: *Just to click on a computer it tells him that information*

Researcher: *Mhm?*

Participant: *But because people believe … ok, a Student Information System is managed by Faculty Administrator*

Researcher: *Mm?*

Participant: *So I don't have to do anything that will deal with the student information system*

Researcher: *Yah, yah*

Participant: *You see, even if it's to your benefit, you know, people just don't see it eh … that way*

Researcher: *Mhm … Mhm?*

Participant: *Yah*

Researcher: Ok

Participant: *So I mean once we have such attitudes and they're are quite grounded*

Researcher: *Mhm?*

Participant: *Eh … you know, its, its, its difficult*

Researcher: difficult. Ok

Participant: *Mm*

Researcher: *Yah.* No, I think, I think *eh* … Let me … let me go back and *eh* … look at this information that I have … I have collected. I'm definitely sure I'm going to need to come back

Participant: *Mhm?*

Researcher: *Eh,* to you to make a follow up on a few things

Participant: *Mm*

Researcher: *Ee,* when I start making sense of what I have collected

Participant: *Mm*

Researcher: *Ee, rra* so thank you very much. I'm actually looking at your time

Participant: *Ee*

Researcher: that which you mentioned, I think we're getting on it very, very much

Participant: *Ee, mma*

Researcher: So thank you very much

Participant: Thank you very much. I think your research is going to help us also

Researcher: I hope so

Participant: I think it's very, very good

Researcher: Thank you

Interview Transcripts – T10

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: *Ee mma*, good afternoon

Participant: Good afternoon

Researcher: and thank you for your voluntary participation in this research. As I have indicated before, I am a student of the University of Pretoria, undertaking a study about how the development or otherwise of the open and distance learning mode can impact on access to tertiary education

Participant: Nod

Researcher: This research is going to count towards my assessment for a PhD qualification

Participant: Nod

Researcher: But in addition to that, I'm expecting the knowledge that will be generated through it to be of interest to a wider audience, since it is touching on access to tertiary education, which happens to be one of the issues of concern to Botswana, the rest of SADC and *eh* … beyond.

Participant: Nod

Researcher: I therefore appreciate very much that you are able to participate in the process of generating such knowledge

Participant: Thank you very much for the invitation to participate. I hope I will be able to provide useful information

Researcher: Yes, thank you very much. I think it will be very useful. Research indicates that sub-Sahara Africa continues to record the lowest participation rates in the world in tertiary level education and training, with an average rate of about 5% by 2007 figures. Would you say that the participation at tertiary level in Botswana is also low?

Participant: *Eh* … I'm inclined to believe that *eh* … the participation rate is low, except that I am not quite sure of *eh* … how many *eh* … students are registered in South Africa

Researcher: Ok?

Participant: But looking at *eh* … the numbers that are registering here

Researcher: *Mhm?*

Participant: in local institutions, especially here at *eh* … the University of Botswana

Researcher: *Mhm?*

Participant: though I'd, I'm not *eh* … conversant as such with other programmes that are running at the

Researcher: *Mhm?*

Participant: Centre for Continuing Education, being classes of Business and other things

Researcher: *Mhm … Mhm?*

Participant: I'm at least *eh* … aware of *eh* … the Diploma in Primary Education

Researcher: Ok

Participant: which *eh* … so far when I enquired about the numbers of teachers that are … the total number of teachers that are *eh* … upgrading. It's about 5 000

Researcher: Ok

Participant: So to me that is *eh … a low number when you consider the fact that eh … when you ask other institutions how many … their enrolment in distance education programmes*

Researcher: *Mhm?*

Participant: *you find that the number*

Researcher: *Mm*

Participant: *is quite high*

Researcher: *Mm*

Participant: And the 5 000 that we are talking about, you know, we're looking at *eh* … as you know, small outputs *eh* …

Researcher: *Mhm?*

Participant: per year

Researcher: *Mhm?*

Participant: Like *eh* … this year for instance … excuse me … like *eh* … this year we just graduated *eh* ...

Researcher: *Mhm?*

Participant: the Diploma in Primary Education by distance

Researcher: *Mhm?*

Participant: We graduated only four hundred and fifty one

Researcher: *Ahaa?*

Participant: students. And to me, considering *eh* … the size of the country and the need that people often express

Researcher: Ok?

Participant: I feel this is *eh* … a low number

Researcher: Ok. This graduation was … was after how many years of going through the programme?

Participant: *Eh* … this programme … it's supposed to be *eh* … according to the regulations it's a programme that at least the students should finish at least in six years

Researcher: Ok

Participant: because they're doing it while they're working.

Researcher: Ok

Participant: But then these students *eh* … we didn't graduate the number … the Diploma in Primary Education, the first graduates I think were in 2006

Researcher: Ok

Participant: And still, the numbers were low even though I don't have

Researcher: Ok

Participant: the file here.

Researcher: Ok, ok

Participant: We can look at it later but the numbers were still *eh* … low and *eh* … these students had *eh* … joined the programme starting 1999/2000

Researcher: Ok, ok

Participant: But we only … well of course some of it was not due to their own doing

Researcher: *Mhm?*

Participant: It was due to some logistics

Researcher: Ok

Participant: which were not working quite well

Researcher: Ok

Participant: So the students ended up graduating late, when some could have completed earlier

Researcher: Ok

Participant: So they've really taken a long time. But there're those who are able to finish their work in four years or so

Researcher: Ok

Participant: But then … the numbers are very low

Researcher: they're very low

Participant: as you can see the total that we have

Researcher: Ok. Thank you. *Eh* … I know you touched on … on *eh* … comparing Botswana with the other neighbouring countries. Do … do you have any comparing … comparable figures as to how we are doing *eh* … compared to say South Africa, Mauritius and Namibia in terms of enrolling *eh* … people at tertiary level, not necessarily through distance education

Participant: *Mm* ... I would say *eh* ... *eh* … well, our enrolment … it has been, somehow I would say average

Researcher: Ok

Participant: Because a course *eh* … I mean if you take both the distance and the conventional programme, I would say average, but not good enough

Researcher: Ok

Participant: Because when you listen to the figures of the students that are completing from the secondary schools

Researcher: Ok?

Participant: we are still on the low side, and if you look at the presentations … the figures that were given by the Tertiary Council of Education

Researcher: *Yah*

Participant: when they were developing the Policy

Researcher: *Mm, mm*

Participant: when they looked at the graduates who come from the secondary schools

Researcher: *Mhm?*

Participant: and look at enrolment at UB, because enrolment at UB ranges between twelve and fifteen thousand

Researcher: *Yah*

Participant: And the outputs are far, far … far more than that

Researcher: Ok

Participant: *Yah,* and *eh* ... I think if you look at *eh* … the, the NDP 10 they do outline

Researcher: Ok, the numbers

Participant: the numbers (*a scuffle of papers checking NDP 10 numbers)*

Researcher: Ok

Participant: Numbers are … if you look at *eh* … the numbers that were given by the Tertiary Education Council … were here …

Researcher: It's ok. No problem

Participant: it was somewhere … which shows

Researcher: how many secondary graduates?

Participant: how many secondary graduates … and *eh* …

Researcher: Ok?

Participant: what they are looking at

Researcher: Yes

Participant: *you know to be into these programmes. And when you look at eh ... the intakes in other countries then you see the numbers that are admitted*

Researcher: *Ee, ee*

Participant: *I mean people talk about forty four thousand per given institution*

Researcher: *Yah*

Participant: I mean UNISA talked about something nearer to

Researcher: two hundred thousand

Participant: two hundred thousand

Researcher: Yes

Participant: *and we are still at fifteen thousand*

Researcher: at fifteen thousand

Participant: Yes our population may not be that much

Researcher: *Mm*

Participant: but really fifteen thousand as we say looking at the numbers that are given out here

Researcher: *Mm*

Participant: is still a very low figure

Researcher: Ok. *Ee*... Actually the Tertiary Education Council estimates *eh* … *eh* … the … the … the 18 to 24 year olds that are able to get into tertiary education in all the institutions in Botswana to be around 11.4% *Ee*, so …so I do agree that it is really very low

Participant: It's very low

Researcher: if that 11.4% is shared by all the institutions, including the private *eh* …institutions

Participant: *Ee, mma.* And again if you look at the number of students who have been *eh* ... roaming the streets you know, until such time that we have just had these other institutions come in

Researcher: *Mm*

Participant: Limkonkwin

Researcher: *Mm*

Participant: And GIBBS

Researcher: Yes

Participant: And also the fact that Government has tried now to support students by giving them loans. Now these other institutions have opened up like boBaisago, they've increased the numbers. But still we have a lot

Researcher: *Yah* it is still …

Participant: that are still out there

Researcher: *Yah*

Participant: that would require … that require to enter tertiary education

Researcher: Yes. Now, what would you estimate to be the University of Botswana's contribution to this 11.4% of the eligible population?

Participant: *Mm! Hm* ... what would I say really?

Researcher: Just … just looking at the University compare … comparing it with these other institutions that have cropped up and the ones that have already been there, *eh* … just a rough estimation …

Participant: A rough estimation. May be if we take *eh* … that fifteen thousand to

Researcher: *Mm*

Participant: to a hundred thousand, you know

Researcher: Ok?

Participant: it's … it's I mean fifteen over … fifteen over hundred … you know, that one becomes a drop in the ocean

Researcher: in the ocean

Participant: *Yah*

Researcher: *Ee*

Participant: And that would make it about what? About 7% well 7 is even high

Researcher: Ok?

Participant: or even less

Researcher: Ok. Other, other colleagues were thinking that *eh* … the University is contributing the largest number towards that 11.4

Participant: towards the 11.4.

Researcher: *Yah*

Participant: Well, if you look at Botswana alone

Researcher: *Mm*

Participant: well I mean, if we compare it with outside institutions you know

Researcher: *Ee*, no

Participant: If you compare it with internal …

Researcher: just internally … yes

Participant: then it will, may be … be the one that is contributing about *eh* …

Researcher: *Mm*

Participant: 9% while

Researcher: Ok?

Participant: others are contributing 2%

Researcher: *Yah* Ok

Participant: *Yah*

Researcher: *Yah* Now, recently research indicates a trend in many developing countries where more and more adults including employees, want to access tertiary level education. I'd like to know whether this is true for Botswana as well

Participant: Yes

Researcher: *Mhm?*

Participant: A lot of Batswana now really want to be educated

Researcher: *Mhm?*

Participant: And they do talk. You find people talking about the fact that one … you know, it is very difficult nowadays to leave your family and leave your job and say you are going to be at school

Researcher: *Mhm?*

Participant: because the economic situation has changed

Researcher: *Mhm?*

Participant: And you find that it is very expensive to buy food, to take children to school with everything now changing

Researcher: *Mhm?*

Participant: So people are really interested now in something that they can study from home

Researcher: *Mhm?*

Participant: Yes you find that a lot of people including Mme Mma Sibande are … if they can't access the University of Botswana, they will go to UNISA … they will go to University of Pretoria …

Researcher: *Yah, yah, yah*

Participant: So that my assessment is that a lot of people want that. And that is shown also by the numbers of people. You know, I work here at UB

Researcher: *Mhm?*

Participant: and I also take some classes at CCE

Researcher: *Mhm … Mhm?*

Participant: after hours

Researcher: after hours. *Yah?*

Participant: I'm trying to do my PhD also

Researcher: *Yah* Ok?

Participant: And I, you know, look, when I look at the numbers of people that come to classes in the evening

Researcher: Ok, *Mhm*?

Participant: *Some of them would like to come but it's only that they are far away*.

Researcher: *Mhm?*

Participant: But in the classes that I have attended, we have people who are determined to come from places like Tonota to come … I had a

classmate last year who was coming from *eh* … Tonota to attend classes

Researcher: *Hm*!

Participant: In the evening she would travel by bus to come here

Researcher: *Ao*?

Participant: *after class. And then go back in the evening ... the night train after taking the class ... to be in class the next morning.* And then there was another one who was coming from Letlhakeng

Researcher: Hm!

Participant: Also she was driving from … she's still in school right now, I'm not sure if she has transferred.

Researcher: Ok

Participant: Then she was … she was from Letlhakeng. And she was driving from there to the class every evening

Researcher: *Mm*

Participant: I have another one from Bokaa. This one is still on.

Researcher: *Mm*

Participant: She's driving from Bokaa every day. I have two classmates who are driving from Molepolole every day

Researcher: *Wao*!

Participant: And they're coming for five o'clock classes

Researcher: for five o'clock which end

Participant: at eight o'clock

Researcher: *Hm!*

Participant: and they travel back ever time after class

Researcher: *Ooh*!

Participant: And they have got a number of classes they attend

Researcher: Hm!

Participant: It just shows that people are

Researcher: there is need out there

Participant: *Yah the need is there, out there*

Researcher: *Mm*

Participant: *and I think more people would enter if opportunities were there,*

Researcher: *Wao!*

Participant: *especially if, you know, eh … the programme was not to be only provided in Gaborone*

Researcher: *Yah, yah*

Participant: *If it was to be provided in other areas, have satellites*

Researcher: *Mhm?*

Participant: You know *that can serve the students*

Researcher: *Mhm?*

Participant: *Reach them through video or teleconferencing*

Researcher: *Mhm … Mhm … Mhm?*

Participant: *I think the numbers would sour high*

Researcher: Yes

Participant: Yes

Researcher: Yes, ok. What do you think should be done to increase opportunities for more enrolment, at University level?

Participant: *Eh …* to me, *I think first of all we should be willing to … to note or to accept the fact that distance education is another important way of offering programmes, not just by the way*

Researcher: *Mhm?*

Participant: *But that it is one important way. Just as conventional is important, distance is another important way of offering. Then with that we should open access*

Researcher: *Mhm?*

Participant: You know, *not to limit.* But also *the University*

Researcher: *Mhm?*

Participant: *can open access if it has increased the resources*. There will be a lot of implications. Numbers could be increased here at the University

Researcher: *Mhm … Mhm … Mhm?*

Participant: but there will be resource implications but …

Researcher: Ok

Participant: that is one way that you know, then the … *the numbers can be increased by opening access, increasing the enrolment target*

Researcher: *Mm*

Participant: *and then increasing the resources*

Researcher: increasing the resources. *Mhm*

Participant: So *if that is done, then I think the University would be able to take more students and be more organised* because, in a number of programmes that are offered right now

Researcher: *Mhm … Mhm?*

Participant: You know, people are teaching … they're part-time. We have faculty from conventional programmes

Researcher: *Mhm … Mhm?*

Participant: teaching

Researcher: Ok?

Participant: part-time learners

Researcher: *Mhm?*

Participant: whereas really, if it's well established I think the *modalities could be worked out to ensure that there is more commitment to the programme ... and have what we call ... we have just been discussing this. I'm talking about a dual mode of operation*

Researcher: *Mhm ... Mhm?*

Participant: *whereby both distance and conventional ... they run together*

Researcher: *Mhm*

Participant: *and they're given that equal importance*

Researcher: *Ahaa*

Participant: And *if they're given that equal importance it means even in terms of human resources*

Researcher: Ok?

Participant: Faculty

Researcher: *Mhm?*

Participant: has to have the same you know, rigour that the conventional programme has in terms of providing the necessary faculty

Researcher: Ok

Participant: *Ee, mma*

Researcher: You've … you've covered *eh* … but I'll go through it again …

Participant: *Ee, mma*

Researcher: The part where I was going to actually acknowledge that the University of Botswana has identified ODL as an important

Participant: *Ee, mma*

Researcher: *Eh* ... delivery mode

Participant: *Ee, mma.* And it's taking it now as one of the priority areas

Researcher: I'm glad to hear that … I'm glad to hear that

Participant: *Ee, mma*

Researcher: *Mhm? Ee* ... What … what I wanted to follow up it's … it's … it's this issue of its status compared with the face-to-face. Now that the University is taking it up *eh* … *eh* … during NDP 10, how … how have they planned its status compared to the face-to-face

Participant: *Eh* ... I would say … well, I'm not too sure how … what the plans are

Researcher: Ok

Participant: but from the information that I … we have been given

Researcher: Alright?

Participant: At least we're just working on our Strategic Plans

Researcher: *Mhm?*

Participant: What I know is that *eh* … ideas are being sort on how

Researcher: Ok?

Participant: to make sure that once this programme you know picks up

Researcher: *Mhm?*

Participant: to gain the same momentum as the conventional one

Researcher: *Ahaa*

Participant: what are some of those things that would need to be done

Researcher: Ok

Participant: because there was *eh* … *eh* … a consultant who has been looking … you must have received the document

Researcher: Yes, I've heard about it

Participant: where the consultant has been studying the ODL programme and came up with some options which can be followed

Researcher: *Mm*

Participant: to strengthen the programme. So what we are currently doing even here …

Researcher: *Mm?*

Participant: is to study those options

Researcher: *Yah*

Participant: and *eh* … give you know, views to say you know, how can this …

Researcher: how can we move?

Participant: programme be moved forward

Researcher: Ok

Participant: and be moved forward in a manner that there will be more access to the programme

Researcher: Ok. *Eh* … proponents of … of ODL are claiming that *eh* … through its flexibility, industrialised nature and the potential for massification, which usually results in cost-effectiveness, ODL can open up access to quality education. But there are also critics *eh* … who think that ODL cannot *eh* … offer quality *eh* … education at tertiary level, particularly at post graduate level. I would like your opinion on these two, *eh* … schools of thought

Participant: Well, I'm of the impression that *eh* … *eh* ... ODL can be a quality programme

Researcher: *Mm*

Participant: Because first of all, *when you structure the programme, you have to structure the programme with quality in mind*

Researcher: *Mhm?*

Participant: *You don't just have to say because this is a … an open and distance learning programme*

Researcher: Ok?

Participant: well *it can go anyhow*

Researcher: *Mhm?*

Participant: If you really want your institution … *if you know excellence is the motto of your institution*

Researcher: *Yah*

Participant: *then you want everything that is offered in your institution*

Researcher: *Mhm?*

Participant: *to be quality*

Researcher: Ok

Participant: *including the ODL programme. And I strongly believe that if the programme is structured well and quality measures are put in place*

Researcher: *Mm*

Participant: *the open and distance education graduate will be the same as the conventional graduate*

Researcher: *Mm*

Participant: *because after all we are saying this is the same programme*

Researcher: *Mhm?*

Participant: The programme should not … once the programme is *eh* … developed

Researcher: *Mhm?*

Participant: it should not be a lower programme compared to

Researcher: *Mhm … Mhm?*

Participant: the conventional programme

Researcher: *Mhm … Mm*

Participant: each should be … if you're using the dual mode concept, this programme is the same

Researcher: *Mhm?*

Participant: except that this one is offered on a daily basis *eh* … through

Researcher: face-to-face

Participant: face-to-face presentation, but this one

Researcher: *Mhm?*

Participant: the student is doing it out there … But to make sure that *the teaching strategies*

Researcher: *Mhm?*

Participant: *are innovative and they allow this distance learner to acquire the same knowledge. Because at the end of the day, they're going to receive the same certificate*

Researcher: *Mhm … Mhm?*

Participant: *An ODL person does not receive a lower certificate*

Researcher: *Mhm … Mhm?*

Participant: from the conventional person

Researcher: *Mhm*

Participant: So *because of that then, the quality has to be the same*

Researcher: Ok

Participant: the quality of programmes

Researcher: *Mhm*. In your observation since you've been working for the University of Botswana for quite sometime and there have been these two modes of delivery … face-to-face and ODL, how would you comment on … on the … the level of … of support for both modes by the University, particularly the Central Governing body of the University?

Participant: Well, I would say, well, the Central Governing body I think it has done what it needs to do because they have established a Centre

Researcher: *Ahaa*

Participant: for Continuing Education

Researcher: Ok?

Participant: It has a Director like any other Centre

Researcher: *Mhm?*

Participant: And it has got a lot of staff members there who do the programme development

Researcher: *Mhm ... Mhm?*

Participant: developing of the modules, managing of *eh* … the exams to ensure that they're distributed accordingly

Researcher: *Mhm?*

Participant: Instructional *eh* … Designers are there

Researcher: *Mhm ... Mhm?*

Participant: and *eh* … to deliver what is needed

Researcher: *Mhm?*

Participant: But I think where the programme has experienced some suffering it's in terms of the teaching

Researcher: *Mhm?*

Participant: or the delivery of the programme

Researcher: Ok?

Participant: Because as I said earlier, people who are teaching there are part-time … I mean, they're faculty

Researcher: Ok?

Participant: from the conventional programme

Researcher: *Mhm?*

Participant: So they teach there

Researcher: *Mhm?*

Participant: over you know, weekends and I'm not too sure what happens during … as the students are attached out there

Researcher: *Mhm?*

Participant: Because they're attached out there, but *I don't know who is looking after them*

Researcher: *Mhm?*

Participant: And you know, *what kind of communication goes*

Researcher: *Mhm?*

Participant: *on how many times*

Researcher: *Mhm?*

Participant: *are they visited*

Researcher: *Mhm … Mhm?*

Participant: *and who does what out there*

Researcher: *Mm*

Participant: But as far as the structures here

Researcher: *Mhm?*

Participant: you know, are concerned

Researcher: *Mhm?*

Participant: there is enough for what is offered now. But as I said earlier *if it were to grow*

Researcher: *Mhm?*

Participant: *or open access*

Researcher: *Mhm?*

Participant: *the CCE as it is now will have to be you know, restructured*

Researcher: restructured

Participant: *Yah, there will be need for reorganising*

Researcher: *Mhm … Mhm?*

Participant: *structuring, to ensure that*

Researcher: *Mhm?*

Participant: *the Centre for Continuing Education can cater for*

Researcher: Ok

Participant: *for more students*

Researcher: *Mhm*

Participant: But the … you know, the people who are not entirely committed to teaching distance education, I think that is a problem

Researcher: *Mhm*

Participant: The other thing that I have noticed is that *eh* … you know the faculty who teach at the distance education programme, should also have the teaching strategies, should have been trained

Researcher: *Mhm*

Participant: *in working with adult learners and*

Researcher: *Mhm … Mhm*

Participant: *these strategies that they can use … the approaches*

Researcher: *Mhm?*

Participant: And I'm not too sure

Researcher: *Mhm?*

Participant: whether those faculty are just taken you know

Researcher: *Ahaa* … preparedness to do …

Participant: *Do they know what to do? Yes, they have got the content*

Researcher: *Mhm?*

Participant: *but having content*

Researcher: *Mhm?*

Participant: *doesn't mean that you're able to deliver it to everybody*

Researcher: *Yah*

Participant: because delivery methods for a baby, a small baby

Researcher: *Mhm?*

Participant: for the *eh* … an adolescent in school at secondary, the adult

Researcher: *Aha…aha*

Participant: learners. Those delivery methods are different

Researcher: are different

Participant: So to me really, people need to be trained accordingly. If I borrow from Health

Researcher: *Mhm?*

Participant: *Eh* … we had an upgrade programme for the Enrolled Nurses

Researcher: Ok?

Participant: to become Registered Nurses

Researcher: *Mhm?*

Participant: And what happened was that some faculty members were taken to be trained

Researcher: *Mhm?*

Participant: to … in distance education

Researcher: *Mhm?*

Participant: *Eh* … you know *eh* … what … delivery modes

Researcher: *Mhm?*

Participant: So they came and now operated with a background that *eh* …

Researcher: Ok

Participant: *Eh* … the necessary background to deliver such a programme

Researcher: Ok. *So with the other programmes that the CCE are offering, they are not taking faculty through that … to initiate them*

Participant: This is where I am not sure what is happening

Researcher: Ok?

Participant: but I was just putting it as a way of saying …

Researcher: *Yah*

Participant: *to strengthen the programme ensure that … and ensure that it gets the necessary attention*

Researcher: *Yah*

Participant: *people need to have some training*

Researcher: Yes

Participant: on those methods …

Researcher: Yes, yes. No, that's true. Now, *eh* … we … we, when I was looking at some of the documents of the University of Botswana I could see that … the … the … some of the reports that during the current Strategic Plan, *eh* … during the period of … of this current Strategic Plan which ends in March next year, ODL was contributing, according to that report … was contributing only 3% of the student population. *Eh* … and *eh* … and then I looked at the … the plan for the future

Participant: NDP 10

Researcher: NDP 10 and the Strategic Plan is sort of indicate that there's not going to be growth as far as ODL is concerned. There is *eh* … *eh* … a 3% *eh* … growth, not growth … a 3% … an annual 3% contribution through distance education towards the student body. So I'm just wondering … how come, if the University is saying we are emphasising on distance education in the next plan period, and *eh* … *eh* … we want more access towards the

University programmes. Now, how do you reconcile that with the plan that says we are going to stay at 3%? I … I just wanted your comment on that

Participant: Well, that's *eh* … that's not an easy one to answer because

Researcher: *Yah*

Participant: I … I think may be

Researcher: *Mhm?*

Participant: *the problem could be that UB all along because it has functioned more in delivering conventional programmes*

Researcher: *Aha … Aha?*

Participant: *they are still inclined to want to increase on*

Researcher: Ok

Participant: *on the conventional side*

Researcher: *Mhm?*

Participant: whereas, as we have just said, *the idea really would have been … you know, to increase both sides actually*

Researcher: *Mhm?*

Participant: *because as we said, the students who are out … waiting out there*

Researcher: *Mm*

Participant: *are many*

Researcher: *Mhm?*

Participant: *So the ideal thing for me would have been to raise both sides*

Researcher: *Mhm … Mhm?*

Participant: But *eh* … as you say

Researcher: *Mm*

Participant: something … it doesn't sound

Researcher: *Yah,* it doesn't sound *yah*

Participant: If it has to stay …

Researcher: not unless … interpreting it especially …

Participant: *Yah* may be we're not clear… *yah* … the interpretation or the understanding … we don't understand

Researcher: Yes, yes

Participant: 3% of what

Researcher: *Ee*

Participant: *Yah*

Researcher: Of the student body … it was saying that it's going to be 3% per annum, until the enrolment *eh* … is reached of three thousand and fifty by 2015

Participant: I guess may be they, there're … they want to stagger it … hopefully they're staggering it because they're looking at the resources

Researcher: *Mhm … Mhm*

Participant: that we have currently … you know

Researcher: *Mm*

Participant: monitory, budgetary and human resources

Researcher: *Mhm?*

Participant: And hopefully, may be with *eh* … the next *eh* … plan period they would have *eh* … they would increase now having developed from the recommendations that we're getting from these

Researcher: *Yah, yah*

Participant: May be then it would facilitate

Researcher: *Mhm … Mhm?*

Participant: more development to take place

Researcher: *Yah, Yah, Yah*

Participant: then the intakes could increase

Researcher: Increase ok

Participant: Coz that is the only thing that I can see that well, to come from 3% and say tomorrow I'm taking *eh* … 10% you need

Researcher: *Yah, yah* that change

Participant: resources to go … for resources to go with that

Researcher: *Yah*

Participant: and again considering the fact that the satellites may still be under-developed

Researcher: Ok

Participant: *Because then, if you have to increase the numbers, it means even out there*

Researcher: *Mhm?*

Participant: *the satellites to ... have to be well developed and*

Researcher: *Yah, yah*

Participant: *have to be well resourced*

Researcher: Ok *Yah,* that's a … the spirit. I notice that there are about *eh* … seven programmes out of about hundred and thirty two *eh* … across levels and across faculties. *Eh* … *eh* … these seven are the … the only ones that are in both *eh* … conventional

Participant: conventional

Researcher: and ODL and I wonder what influenced the decision to have just a few programmes in *eh* … that can be accessed through ODL

Participant: The other thing that … the thing that might have influenced that could have been demands from the Government. Because if you look at DPE

Researcher: *Mhm?*

Participant: That I'm familiar with

Researcher: *Mhm?*

Participant: *(Apologises for an interruption – somebody has come to request the participant to sign some papers that couldn't wait)*

Researcher: *Ee, mma.* It's ok

Participant: *(comes back to continue the interview)*

Researcher: We were … we were looking at the programmes

Participant: *Ee, mma*

Researcher: *Ee, mma*

Participant: *Ee,* Ok, the seven programmes

Researcher: the seven programmes

Participant: and not more …

Researcher: Yes

Participant: So I was just saying that if you look at the DPE, the Diploma in Primary Education, by distance

Researcher: *Mhm?*

Participant: it … it was started mainly to upgrade the … the Primary Teachers who had started teaching

Researcher: *Mhm?*

Participant: when some of them had completed *eh* … only Form 3 and had been operating *eh* … just post Form 3 without any other development

Researcher: *Mhm?*

Participant: To raise people to a Diploma level

Researcher: *Mhm*

Participant: So *eh* … in other programmes too, it might have been the demand

Researcher: *Mhm?*

Participant: from *eh* … those *eh* … specific fields

Researcher: *Mhm … Mhm?*

Participant: like *eh* … Business

Researcher: *Mhm?*

Participant: could have *eh … eh* … wanted people who have a Diploma and asked for … Because what I've seen is that Government keeps asking for certain programmes

Researcher: *Mhm*

Participant: at certain periods in the year.

Researcher: *Mhm?*

Participant: Like during the holidays in winter for instance, which is a longer period,

Researcher: *Mhm?*

Participant: they do ask for certain programmes

Researcher: Ok, ok

Participant: for certain people to be upgraded. So may be as I say I'm not sure if those programmes were really the … they had targeted may be as a Centre and also the demand was from the Government

Researcher: Ok

Participant: But then, now that the world sees ODL

Researcher: *Mhm?*

Participant: as an important mode

Researcher: *Mhm … Mhm?*

Participant: people also out there

Researcher: *Mhm?*

Participant: are you know, asking for it, because as I say the benefits that they look at out-weigh you know, *eh* … taking the conventional way of … *eh* …

Researcher: *Yah*

Participant: because people want to continue to learn as adults learners

Researcher: Yes

Participant: So now people are asking … the University aren't you offering such and such a programme, aren't you offering such and such a programme? And even at work, they will be asking, you know, their Ministries to say *eh* … you know … are there any programmes on this … I don't want to go for a conventional programme, I want to go for a distance programme where I can study from home

Researcher: *Mhm*

Participant: *Yah*

Researcher: Ok. I … I … I just want your opinion on this one *eh* … as somebody who has been working in a dual mode institution, having both face-to-face and *eh* … distance education. Whether you think may be ODL might be having any challenges as a result of being within an … a dual mode institution

Participant: *Yah, the challenges that they have eh … as I said, you know, to … to rely on someone that you know that you don't have total control*

Researcher: Ok?

Participant: *because to me CCE does not have total control on this … the faculty that they are using*

Researcher: Ok

Participant: *to teach in the programme*

Researcher: *Mhm?*

Participant: I mean, *they do eh … give them the … the course plans and give them the information to well, to come to classes, they give them the time-tables*

Researcher: *Mhm?*

Participant: *But at the end of the day really, that person has their full commitment somewhere else*

Researcher: *Mhm … Mhm … Mhm … Mhm?*

Participant: *and to that other programme its partial commitment*

Researcher: *Yah, yah*

Participant: And that to me is … is a challenge

Researcher: a constraint *Yah ... Yah*

Participant: You know *it's a challenge both in teaching*

Researcher: *Mhm?*

Participant: and because then *eh … they're preparing twice*

Researcher: *Mhm*

Participant: they're preparing for *the conventional, they're preparing for the distance*

Researcher: Workload

Participant: You may find that you know … when you look at *that workload* … they do know that they're … *The other thing that is a challenge is that, in the programme … in the programmes that they are employed for which are the conventional*

Researcher: *Mhm?*

Participant: *they have the PMS to satisfy*

Researcher: *Ahaa*?

Participant: *And all those requirements are listed out that they have to meet. And most of the time, you know may be 90% of their time or more goes to this which they're committed to*

Researcher: *Yah … Yah*

Participant: I've seen for instance, in the Colleges

Researcher: *Mm?*

Participant: because the Diploma, I'll keep referring to in

Researcher: Yes

Participant: Primary Education because that's the one that we're working with

Researcher: *Mhm*

Participant: the people who are assisting the students there in the Colleges

Researcher: *Mhm … Mhm?*

Participant: are the faculty who are teaching

Researcher: *Mhm?*

Participant: in the conventional programme

Researcher: *Mhm?*

Participant: And they often say *kana nna* you know, there I'm just part-time, I'm assisting. Assisting someone who is not there

Researcher: *Mm … Mm*

Participant: You know, they say I'm assisting

Researcher: *Mm*

Participant: but my commitment is this side

Researcher: my core business *Yah*

Participant: And every time you see, *when we have the results you know presented, you'll find that … you ask yourself that you know this side there're gaps here and there and there. This is not in, this is missing. You wonder for instance, if the student has not completed their project*

Researcher: *Mm … Mm?*

Participant: they take a long time to complete their teaching portfolios

Researcher: *Mhm?*

Participant: And they take a long time to complete their projects

Researcher: *Mm*

Participant: *Because a kere you know the conventional students, they do teaching practice*

Researcher: *Yah*

Participant: *which is fully supervised*

Researcher: *Yah, yah,* the entire …

Participant: *and is presented in time so that they're ready*

Researcher: *Mm*

Participant: *to complete at this period. Then you get to the distance, you know. You ask yourself … how many times are they followed for this project?*

Researcher: *Mm … mm*

Participant: *How many times are they followed for this teaching assignment or teaching portfolio*

Researcher: *Mm*

Participant: *So you find that, people think because its distance you know, these students can go on and on and on*. But that's why I say …

Researcher: *Mm*

Participant: you want to see yourself finishing within a certain period … you know, specified period or even less

Researcher: *Mm*

Participant: Because it says the programme can completed in four to six years

Researcher: *Yah*

Participant: So some who are really hard working can complete in four years

Researcher: in four years. *Yah*

Participant: *But then they can only achieve that if there is good supervision and assistance that you know, when they need someone to talk to, that someone is there. So the challenge is that you know, much more commitment goes to that side*

Researcher: *Mm*

Participant: and not much this side

Researcher: *Mm*

Participant: You look at assessment, there are more gaps this side and hardly any gaps on the on the …

Researcher: *Mm, Mm*

Participant: conventional side

Researcher: *Mm, Mm, Mm*

Participant: If you look at the follow ups you know, you wonder, how many times these people follow up, follow up. They do come for residential

Researcher: *Yah … Yah*

Participant: But I think even out there it would be nice to have someone that they can talk to

Researcher: *Yah, Yah*

Participant: *Another major challenge is that the library resources*

Researcher: *Yah*

Participant: You know … *they come to the University. Here there are resources. They will go to places like Francistown. But when they're out there*

Researcher: *Mm?*

Participant: *they are complaining that they can't finish their projects on time because they don't have books. You know reference materials*

Researcher: Yes

Participant: *are a problem … They can't reach the internet when they are out there*.

Researcher: *Yah … Yah*

Participant: So, all these are serious challenges

Researcher: Yes, they are. They are

Participant: *Yah … and to get some of them the assistance that they need, you may find that a student has to be travelling from Kgalagadi, may be she is working* there as a teacher. She has to travel from Kgalagadi to get to some base either in Serowe

Researcher: *Mm*

Participant: Francistown or where ever

Researcher: *Mhm*

Participant: *Whereas if there were resources out there, there were some satellites where at least one could reach the internet*

Researcher: *Mm*

Participant: And could, you know, *have books transported somehow to the* …

Researcher: *Yah*

Participant: to those *satellites*

Researcher: *Yah*

Participant: Some of the books that students need

Researcher: *Mm*

Participant: then may be life would be much better

Researcher: much better *yah.* It would

Participant: *Ee. So it's the challenges of the library, challenges of supervision, challenges of commitment of the faculty members*

Researcher: *Mm*

Participant: to the programme. They might be … they're trying to do their best … but best within constraints, because again here they teach over the weekends most of the time, what I've seen, apart from residentials

Researcher: *Mm*

Participant: You know that are block. Some students come over the weekend and coming over the weekend its not easy for every student.

Researcher: *Yah*

Participant: Because here especially in Botswana then that's the time when people are going to weddings, funerals and culturally

Researcher: *Mm*

Participant: these things are important. If you don't attend, people are looking at you that

Researcher: *Yah*

Participant: tomorrow if you have a wedding

Researcher: *Mm*

Participant: or a funeral.

Researcher: *Mhm … Mhm?*

Participant: So even if there is a class over the weekend, you might find yourself constraint

Researcher: *Mm*

Participant: not to attend your class

Researcher: *Mm, Yah*

Participant: because of social commitments

Researcher: Yes

Participant: *Yah*

Researcher: Earlier on we … we touched on preparedness of people at UB for … for the ODL mode. How, how would the Centre for Academic Development assist the University to prepare and equip employees to be effective in this area

Participant: Well, the way I see it is that the Centre for Academic Development *eh* … has offices that *eh* … do specific assignments in preparing … One we have the Educational Technology Department

Researcher: Ok?

Participant: And *eh … the Educational eh ... eh ... Technology Department has specialist people there who have people specialised in different areas*

Researcher: *Mhm?*

Participant: You know, e-learning

Researcher: Ok

Participant: You know, *Instructional Designers, Media Developers*

Researcher: *Mhm?*

Participant: and other things. I know CCE also has … *But if these resources are pooled together and these people work together*

Researcher: *Mhm?*

Participant: *and service the programme together, I think it will be better*

Researcher: *Yah*

Participant: So *eh* … CAD can assist with Edu Tech. CAD can also assist … there's *eh* … the Teaching Learning Unit.

Researcher: *Mhm?*

Participant: in the Centre for Academic Development and *the Teaching Learning Unit can assist in many ways as far as the teaching strategies*

Researcher: *Mhm?*

Participant: *are concerned because*

Researcher: *Mhm*

Participant: it is … *Teaching Learning Unit is concerned with academic development*

Researcher: *Mm*

Participant: *development of programmes, development of assessment strategies, you know, many, many uhm ... things that are directed towards making sure that the programme, you know, has what makes a programme.*

Researcher: *Mhm?*

Participant: *So they can, in the same way that they're developing the faculty members for the conventional programme, if they were to also embrace those strategies that are specifically for the ODL mode that would be very helpful*

Researcher: *Ee*

Participant: to … to … to

Researcher: to enhance the work of the …

Participant: *to enhance that programme …*

Researcher: *Yah*

Participant: And then we have *eh …* the Academic *eh … eh …* the APRU … Academic *eh …* Programme Review Unit

Researcher: *Mhm*

Participant: who are *concerned with eh …* policy development

Researcher: *Mhm*

Participant: *with quality*

Researcher: *Mhm?*

Participant: *eh … assurance and eh … policies*. So those people, you know, *they look at actually, how the programmes are operating, the need for programme reviewers. You know, the programmes have to be reviewed at certain periods. The curricula should be of a certain standard. The workloads should be you know, of a certain standard. So they look at all the standards. The quality manual contains all those necessary standards*

Researcher: Ok

Participant: and *it is the responsibility of APRU that the University understands and maintains those standards that affect eh … the … the programme, that affect the workloads, that affect … To ensure that the programme is a quality programme. So if they were also to look at the programmes that are offered through distance*

Researcher: through the distance mode

Participant: Not just

Researcher: *Mm?*

Participant: through the conventional, because *currently I know that they deal*

Researcher: *Mhm?*

Participant: *with conventional programmes*.

Researcher: *Mhm*

Participant: *So the same Unit that … could also look at the programmes that are offered by distance*

Researcher: Yes

Participant: *Look at the actual programme itself, the programme structure*

Researcher: *Mhm?*

Participant: Look at the workload of the faculty members, look at the qualifications of the faculty members and you know … everything about that programme. Just side by side with the conventional, to ensure that quality is maintained

Researcher: *Yah*

Participant: the quality of the programme

Researcher: *Mm*

Participant: And then we also have *eh* … the … the … *eh* … Communication and Study Skills Unit

Researcher: *Yah*

Participant: You know, we had a meeting recently where they were saying, people can also be pooled from them to teach certain aspects that are related to

Researcher: *Yah*

Participant: Communication and Study Skills

Researcher: Ok

Participant: Because those students … they also take Communication and Study Skills. *(Signals interruption from her cell phone – important call that lasted for 54 seconds only).*

Researcher: *Ee, mma*

Participant: (*back and ready to continue with interview*)

Researcher: *Ee, mma* I … I … I'm interested in the Distance Education Mainstreaming Policy

Participant: *Ee, mma*

Researcher: *Ee, mma.* I want to know what is the purpose of that policy

Participant: *I don't know about that policy. You know*

Researcher: *Ee*

Participant: we were in a meeting two days ago

Researcher: Ok?

Participant: Someone *eh* … our Acting Director here

Researcher: *Mm?*

Participant: talked about that policy

Researcher: Ok

Participant: and they were still going to give us copies to read

Researcher: *Aah*!

Participant: We don't know much about it

Researcher: *Aah* … you don't know much about it

Participant: *Ee, mma*

Researcher: It's been in place since 2005

Participant: *Ee I think they just overlooked giving it to other units*. Edu Tech has it

Researcher: *Aah*?

Participant: but the other CAD units

Researcher: *Uhm?*

Participant: we did not get to

Researcher: *Uhm?*

Participant: look at that copy

Researcher: *Yah*, so it means we can't discuss that area because otherwise I'm very interested in knowing the impact of that on access

Participant: The impact *yah*. But what I heard, *yah*, what I heard in the last meeting was that

Researcher: *Uhm?*

Participant: in their plan to try and you know, work with CCE now to become, if we go this dual mode we're trying to have *eh* … the staff in the CCE and Edu Tech, if they come and work together. They're also trying to look at that

Researcher: *Uhm?*

Participant: *eh* … Mainstreaming Policy

Researcher: *Uhm?*

Participant: to see

Researcher: *Yah*

Participant: how it can be taken up here

Researcher: Yes. No thank you so much Mme Mma Ncube

Participant: *Ee mma*

Researcher: *Eh* … But … but if when I go back and *eh* … put together this information I need some more information

Participant: *Ee, mma.* Especially in case of the figures because I didn't know how much and what to expect

Researcher: *Ee, mma … ee mma*

Participant: So, we do have documents that *eh* … where we have some figures … and even the teachers. *Kana* the teachers … they rush with young ones

Researcher: *Yah*

Participant: And as we say, adult learners learn differently

Researcher: *Yah … yah* and take their time and …

Participant: they take their time. But these young ones you know they're just rushing … and people who join them … we're not saying people should not join them

Researcher: *Mm*

Participant: But it's hectic

Researcher: *Yah*

Participant: It's hectic. But when you develop *eh* … you know, learning materials for adult learners … this is why there is a course … a programme called Adult Education

Researcher: *Yah*

Participant: There are principles that one has to

Researcher: *Yah … Yah*

Participant: apply when you're dealing with adults …

Researcher: *Ee,* no that is true. I wonder, I wonder if in your opinion dual mode or dedicated institution … I know the Tertiary Education Council is contemplating *eh* … dedicated and I wonder … with our number in Botswana … we have just above a million people here, *eh* ... do you think a dedicated institution for distance education at tertiary level would be viable *eh* …

Participant: Well, I think it would be viable if we were to also operate like UNISA is operating by having *eh* … a larger slot for Batswana

Researcher: *Mhm?*

Participant: But having a quota

Researcher: Ok

Participant: for other countries.

Researcher: Ok, ok

Participant: Because then … those would pay for the programme and it would help to …

Researcher: *Mhm … Mhm*

Participant: Ok even the local ones would do that

Researcher: *Ee, ee*

Participant: But when you combine the financial resources

Researcher: *Mhm … Mhm?*

Participant: from external you know *eh* … candidates and ours

Researcher: *Mhm?*

Participant: then those will help to maintain the programme

Researcher: Ok

Participant: Because if you look at other countries, and when we go abroad ourselves

Researcher: *Mm*

Participant: to study programmes, look at how much people are charging us

Researcher: *Yah*

Participant: So our programmes as well should be able to have this quota and have these people, you know, pay higher than what we pay and when we combine the resources, then the programme can sustain itself

Researcher: Ok

Participant: Of course, may be the Government will still have to have a hand in there. But I know that the Government is challenging everybody

Researcher: *Yah*

Participant: to take part in developing, you know their … the employee

Researcher: *Mm … Mm*

Participant: So that private organisations and everybody you know, has to chip in there somewhere

Researcher: Ok

Participant: So I still feel it is something that can be sustained

Researcher: that can be sustained, ok

Participant: If we open up to other countries

Researcher: Ok

Participant: I mean countries are opening … even Namibia which is eh … some of their programmes just came up yesterday

Researcher: *Yah*

Participant: But they have opened up to Batswana and lots of you know

Researcher: *Mm … Mm*

Participant: Students who could not get … I've talked to a number of parents whose children could not a placement here. They're in Namibia

Researcher: *Yah*

Participant: Yes, so we need to do the same thing

Researcher: *Mm*

Participant: to open up to other countries

Researcher: *Yah*

Participant: *Ee*

Researcher: Thank you very much. Like I was saying, I would have to … I might have to make a follow up and I hope you'll find *eh* … time to …

Participant: *Ee, mma*

Researcher: If I need to check again

Participant: *Ee, mma*

Researcher: to … to … to … Thank you very much. *Ee, mma*

Interview Transcripts – T11

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: Yes, thank you very much. I think we will have … we will have done it by then. Now, yes, let me continue by thanking you for your voluntary participation in this research. Let me bring it forward.

Participant: Ok, you're welcome

Researcher: As I indicated, *eh* … I am a student of the University of Pretoria, and ... *eh* … undertaking a study about how the development or otherwise of open and distance learning *eh* … can impact on access to tertiary education

Participant: Ok

Researcher: I … I will start with questions of a general nature and then move specifically to the experiences *eh* … of the growth of ODL at the University of Botswana, *eh* … as a dual mode institution

Participant: Ok

Researcher: Research indicates that sub-Sahara Africa continues to record the lowest participation rate in the world in tertiary level education and training, with an average rate of about 5% of the eligible populations *eh* … by 2007 figures. Would you say that participation at tertiary level in Botswana is as low

Participant: Well, I think the Tertiary Education Council has discussed this

Researcher: *Mhm?*

Participant: in their preparatory document for the Tertiary Education Policy and the data is also included in the Policy itself. I think they estimate … seven … I can't remember the exact figure … it's either a seven or eleven percent

Researcher: I think it's eleven *Yah*

Participant: at the moment

Researcher: Yes

Participant: And the Policy seeks to increase quite rapidly to 17%

Researcher: *Ee, rra*

Participant: in 2016

Researcher: Ok

Participant: *Mm*

Researcher: Actually they are … they are yes estimating 11.4, but updating it to 24 in

Participant: *Yah.* I think they started … yes twenty four. Actually they started with a lower figure

Researcher: *Yah, yah*

Participant: And agreed on eleven

Researcher: Yes

Participant: Of course I … But the query is whether that includes the number of students who are studying outside the boarders

Researcher: *Yah,* Ok

Participant: There's a definition issue

Researcher: Ok?

Participant: that has to be taken into account.

Researcher: *Uhm?* Ok?

Participant: *Uhm* … I think its standard definitions of the proportion of the cohort. It's done in terms within the country

Researcher: within the country

Participant: And I think … because Botswana is a bit different from many places. We have so many people, so many students outside the country – possibly indicative of shortage of places for tertiary level study locally

Researcher: outside the country, yes

Participant: we might also have to take that into account

Researcher: Yes

Participant: So that would make comparisons with other countries a bit complicated

Researcher: *Yah.* Actually that is where I was … I was going to move to say how do we compare with *eh* ... South Africa, Mauritius and Namibia because it looks like those are our comparators

Participant: *Yah* I think there is a table

Researcher: Ok

Participant: in the background document to the Policy

Researcher: Ok

Participant: which makes those comparisons

Researcher: Ok

Participant: South Africa and Mauritius are in there but I don't think Namibia

Researcher: Ok

Participant: is.

Researcher: Ok

Participant: And I would think in the continental picture

Researcher: *Mhm?*

Participant: as usual, these are the leading

Researcher: Yes

Participant: countries

Researcher: *Mm.* And *eh* … of the 11.4% that has been established *eh* … of the 18 to 24 year old eligible population that does have access to tertiary education, what is the share of this population *eh* … that manages to

access the tertiary education would you estimate to be the University of Botswana's contribution?

Participant: I think we're about 50%

Researcher: *Ahaa?*

Participant: of the total

Researcher: Ok?

Participant: That's what TEC has … said

Researcher: *Ah*, ok

Participant: Yes

Researcher: Recently research indicates a trend in many developing countries where more and more adults, including the working population want to access tertiary level *eh* … education and training. Is this true with Botswana as well?

Participant: *Ehm* ... yes, in some ways I think where we see it is in … in the professional areas, where people *eh* … continue to seek to upgrade their qualifications. So we have quite a lot of students who come for degrees on the top of diploma

Researcher: *Mhm?*

Participant: qualifications. They would be older than the 18 to 24 cohort

Researcher: *Mhm?*

Participant: And then there's increasing numbers who want to do Masters level degrees on top of their Bachelors

Researcher: *Mhm* degrees?

Participant: *Mm*. Half of those who are on the Masters degrees are part-time

Researcher: Ok?

Participant: students

Researcher: Ok

Participant: And even full-time ones as I see … a significant proportion

Researcher: Ok

Participant: of adults have been enrolled

Researcher: Ok

Participant: *Mm*. So I think it's a trend as educational qualifications you know get bloated up, or so to speak, within the population

Researcher: *Mhm?*

Participant: And within the demands of jobs then adults do think they're getting left behind

Researcher: *Yah*

Participant: And they want to undertake further studies

Researcher: Ok. A total of about thirty tertiary institutions have been registered *eh* … with the Tertiary Education Council. Would you say that *eh* ... these institutions are coping with the … the numbers of both youth and adults who want opportunities for enrolment into tertiary education?

Participant: *Ehm* ... that's a bit difficult

Researcher: *Mm*

Participant: to say … *Eh* … but I think if you ... *if you took the 18 to 24*

Researcher: *Mhm?*

Participant: group

Researcher: *Mhm?*

Participant: *and you looked at the number that comes from schools have a reasonable pass level, certainly the proportion eligible to come into UB*

Researcher: *Mhm?*

Participant: *Eh* ... you know *we've set these cut-off points which are our arbitrary way of trying to manage*

Researcher: *Mhm?*

Participant: numbers

Researcher: numbers … Ok

Participant: applying

Researcher: *Mhm?*

Participant: *Eh* ... it doesn't work very well now because they're able to choose with other institutions

Researcher: *Mhm?*

Participant: *Eh* ... but I think *generally the conclusion would be that there is more social demand*

Researcher: *Mhm?*

Participant: *for places than is currently being met*

Researcher: Ok

Participant: *by the institutions*

Researcher: *Mhm?* And what do you think could be done to increase opportunities … for more enrolment at this level?

Participant: *Ehm* … well, I think the Tertiary Education Policy commits along three lines really. One, the expansion of public tertiary institutions in face-to-face mode

Researcher: *Mhm?*

Participant: The expansion of private tertiary institutions, again primarily in face-to-face mode and the possibility of increasing tertiary opportunities through *ehm* ... open and distance learning

Researcher: Ok. *Eh* ... *eh* since 1994, developments in education in Botswana are guided primarily by the Revised National Policy on Education, as well as the Vision 2016 objectives and aspirations. And Botswana like other SADC countries has also identified open and distance learning, as you have just mentioned, as one of the strategies to

improve access to tertiary education. How would you comment on the development of tertiary level ODL in Botswana since 1994?

Participant: I think the initial focus from the Revised National Policy on Education

Researcher: And

Participant: was expanding ODL from secondary

Researcher: Ok

Participant: level

Researcher: Ok

Participant: And, as you're aware

Researcher: *Mm?*

Participant: the major initiative and successful initiative at that was the creation of BOCODOL

Researcher: *Mhm?*

Participant: And the RNPE basically then saw the creation of opportunities at secondary level expansion

Researcher: *Mhm?*

Participant: at that stage as the most important thing to do through ODL

Researcher: Ok

Participant: And it did say in Chapter 8

Researcher: *Mhm?*

Participant: *that UB Centre for Continuing Education should become a national resource. Ehm … I don't think that was ever achieved … I don't think for recognition … that recognition by the national system or by the University itself was made. And consequently there was never the investment of resources eh … that would be required to make it possible*

Researcher: Ok? So … so what kind of support do you think tertiary level distance education needs from now on in this country in order for it to increase enrolments, as well as deliver quality education and training effectively?

Participant: *Ehm* ... I think there's no … at the moment there's no clear direction

Researcher: *Mhm?*

Participant: But I think … as you know, the University commissioned its own study

Researcher: Ok

Participant: to try and advise the University where to go. But regarding the bigger picture, TEC is about to commission a study I believe on what the best way forward is for the country

Researcher: Ok

Participant: I think the options are that UB might play an expanded role and/or BOCODOL may play an expanded role at the tertiary level

Researcher: *Mm*

Participant: and a certain kind of Open University would be created

Researcher: *Mm*

Participant: I mean … that matches the options in the policy

Researcher: *Yah*

Participant: *Ehm* ... so I think it's still a very open question as to how limited public funds should be invested

Researcher: Ok

Participant: and that … *the problem would always be that in the smallness of the population*

Researcher: *Mhm?*

Participant: *the economies of scale that would make ODL really viable*

Researcher: *Mhm?*

Participant: *are always going to be very difficult*

Researcher: *Mhm?*

Participant: *to achieve*

Researcher: Ok

Participant: And that's really difficult

Researcher: Ok. Currently Government sponsorship for tertiary level study does not … does not cover individual students who are studying through open and distance learning

Participant: *Mm*

Researcher: *Eh* ... what … how do you think this … this affects the … the development or the expansion of distance education at tertiary level?

Participant: *Ehm* ... it's hard to say, I mean, obviously the majority of students who do tertiary level ODL are working people who

Researcher: *Mm*

Participant: have … can afford something. *Ehm* … but it's hard to say how many are deterred because they don't have

Researcher: *Mm*

Participant: the money to pay

Researcher: *Yah*

Participant: I think that may be potential changes in Government like … I think the President in the State of the Nation Address said something about part-time study didn't he?

Researcher: *Yah,* he did mention something

Participant: *Eh* ... and student … the approach to part-time study could … could be *eh* …work and pass … but then that's always been the case in Government

Researcher: *Yah* that you pass and …

Participant: that if you do pass you get paid

Researcher: Yes, yes

Participant: So, I'm not sure. *Ehm* ... But I would have thought the TEC, if it really promotes expansion in this area, would need to have a package in enabling learning to take place … To ensure that

Researcher: *Yah*

Participant: it's not only the institutional capability which puts

Researcher: *Yah*

Participant: the enabling things for students

Researcher: *Yah.* And also *eh* … I wonder whether it would … it would have any implications *eh* … in terms of the … the … the mindset of … of … of the people. If the employees who are being sent for courses … their tuition is paid upfront

Participant: *Mm*

Researcher: And those that take courses through ODL have to pay for themselves and pass before they can be reimbursed. Whether that could have some impact of … of

Participant: Yes, I don't know. Because even face-to-face part-time, I mean, people doing our Diploma in Accountancy and Business Studies

Researcher: *Mhm, Mhm?*

Participant: I think they have had to pay individually

Researcher: Ok

Participant: and then they get paid back later

Researcher: *Mhm?*

Participant: after successful completion and approval

Researcher: Ok. *Yah.* Well, proponents of … of ODL claim that through it flexibility, industrialised nature and potential for massification *eh* … usually resulting in cost effectiveness … I know you have expressed your doubts

Participant: *Mm*

Researcher: about the … the cost effectiveness in the … in the massification area of ODL. It says ODL … they say ODL can open access to quality tertiary education much more than face-to-face can ever hope to do. *Eh* ... what would be your comment regarding this … this claim?

Participant: *Well, I think yah ... potentially, ODL does open access and can provide quality education*. There're good examples of like … that like … like the UK Open University

Researcher: *Mhm?*

Participant: On the other hand I think there are examples again of very poor quality ODL

Researcher: *Mhm?*

Participant: And so …

Researcher: *Yah*

Participant: But it … *it does boil down to costs and efficiency and those kinds of things. And at least three on-line ODL if I may put it like that ... or known on-line ODL …*

Researcher: *Yah*

Participant: *Ehm* ... if you don't get those … reasonably large numbers

Researcher: *Mm*

Participant: *Eh ... the development costs are so expensive that it's very difficult to really get the common instruments which can really drive ODL*

Researcher: *Yah*

Participant: That needs to be … say in Botswana there're certain areas where the numbers that we might be reaching for may be they can work … like Primary School Teachers

Researcher: *Mm*

Participant: *Ehm* ... but in a number of other areas … it's difficult to see what subject areas you would really need

Researcher: *Mhm?*

Participant: *Yah* … I think it's a fairly narrow range

Researcher: *Mm … Mm … Mhm … Mhm?*

Participant: May be Business, general Business subjects

Researcher: *Yah*

Participant: You know, there may be a narrow range of things there are enough to touch the numbers

Researcher: Ok

Participant: But otherwise it's difficult

Researcher: *Yah*

Participant: But … specially to get a full menu of say degree programmes … I think it would be very hard

Researcher: *Mhm?* Ok. You know there was a question somewhere where I was going to be asking about the programmes of the University

Participant: *Mm?*

Researcher: But before I get there if I may establish why the University introduced ODL

Participant: *Ehm … the very first programme was the Certificate in Adult Education in 1983*

Researcher: *Mhm?*

Participant: *Ehm* the … the then Institute of Adult Education had a Director who came from *eh* … Athabasca University and was a proponent of ODL

Researcher: Ok

Participant: and thought that this was a way forward

Researcher: Ok

Participant: for UB to slot in that particular programme

Researcher: Ok

Participant: And that you know, in the end a number of … *ehm* ... that was supported. But I think there was only ever a hundred and fifty-three potential

Researcher: *Mhm?*

Participant: students from the Literacy Assistants

Researcher: Literacy Assistants

Participant: You know

Researcher: Yes

Participant: So, from there I think it … it went … it was ok. *I mean it was ... specially funded through the Germans ... I don't think ultimately ... I think it couldn't have made economic sense*

Researcher: Ok

Participant: *with that micro level of numbers.* But there remained a continuing idea that we have really certain areas that which *eh* … ODL could meet the need

Researcher: *Mhm?*

Participant: *Ehm ... I don't think ... even at that stage ... I'm not sure that the University as an institution*

Researcher: *Mhm?*

Participant: *ehm ... really adopted the overall strategy of distance as a significant direction it should be going*

Researcher: Ok

Participant: So it was a particular section of the University which just came up with the numbers of the continuing education

Researcher: *Mhm?*

Participant: which was kind of dealing issues. And this was an area we should go in

Researcher: *Mhm?*

Participant: and set a few things up for Diploma in Adult Education and so on

Researcher: *Mhm?*

Participant: *But never really generated significant momentum …*

Researcher: *Mhm?* Ok. But … but *eh* ... of recent years how is the University … how has the University now *eh* … sort of bought into the idea, as … as Central University?

Participant: *Well, I think there was something called the Distance Education Mainstreaming Policy*

Researcher: mainstreaming policy. Yes

Participant: *which was adopted in 2005*

Researcher: *Mm*

Participant: *Ehm ... so there was may be some recognition. But I think that CCE didn't see the Policy significantly change the practice*

Researcher: *Mhm?*

Participant: *Uhm* ... so I think this is … it's been … (*violent sneezing from participant)* … this is part of the reason really why we commissioned this … consultancy to really advise us seriously as to what the options are for the way forward

Researcher: Ok

Participant: But we haven't yet concluded our discussions

Researcher: *Yah, yah, yah*

Participant: about … It's come up with four options

Researcher: Ok?

Participant: From getting out ODL altogether

Researcher: *Mhm?*

Participant: through to forming some kind of consortium with others

Researcher: *Mhm?*

Participant: *Ehm* ... to which I'm not really … quite clearly it wasn't fully discussed

Researcher: *Mhm?*

Participant: which is whether there is *eh* ... a niche so to speak in *ehm* … providing programmes on-line

Researcher: *Mhm?*

Participant: perhaps particularly at graduate level

Researcher: *Mhm?*

Participant: Because I think the costs for producing on-line courses are less compared to full scale print base programmes

Researcher: Well … *Mhm?*

Participant: I don't know if I'm right

Researcher: I'm not sure

Participant: I think we can do a certain amount

Researcher: *Yah*

Participant: of on-line *eh* ... which … (*participant blowing nose*) … particularly at graduate level

Researcher: *Yah*

Participant: And back up by *ehm* … lecturer/student interaction

Researcher: *Mm… Mm*

Participant: which will be less dependent on, you know, producing all the study guides

Researcher: producing all the materials, yes

Participant: all that material

Researcher: *Mm*

Participant: which is really the expensive

Researcher: It is very expensive. *Yah*

Participant: part. *Yah*. You know, if you upload things, put on lecturer … you know

Researcher: And you can get feedback there immediately

Participant: *Yah* feedback … interactive you know … lecturer can set interactive tasks and so on

Researcher: *Mm*

Participant: So

Researcher: *Yah*

Participant: *I mean, we use on-line learning on campus and it's blended. So ... and I think it could be extended fairly easily, particularly to graduate students*

Researcher: Ok

Participant: in an effective way, it would not be particularly expensive

Researcher: *Mm*

Participant: In fact that … I … am working on it now … I envisage

Researcher: Ok

Participant: Any possibility of actually

Researcher: the problem is we're …

Participant: *Yah* they're blowing the distinction between

Researcher: *Yah*

Participant: on campus and off-campus students

Researcher: Ok

Participant: And with on-line learning, we're moving in that direction

Researcher: *Mm* ... *Yah* Well, I was going to ask *eh* … originally

Participant: *Yah*

Researcher: what is the status of each of these two modes? *Eh* ... the face-to-face mode and the distance … the ODL mode

Participant: *Yah*

Researcher: at the University

Participant: *Well, obviously we're primarily a face-to-face*

Researcher: *Yah*

Participant: *institution*

Researcher: *Yah*

Participant: *We're using on-line to enrich in the first instance the experience of our face-to-face students*

Researcher: face-to-face students. Ok

Participant: *Ehm* ... our distance learning numbers are … oh … I don't have them at my finger tips … but they're around twelve … the

Researcher: It's about three percent of the … of the total university …

Participant: of course

Researcher: according to some of the records

Participant: *I'm not sure it's as high as that*

Researcher: They have said three percent. There is a report that says three percent of the student body

Participant: Ok

Researcher: it's … it's … distance

Participant: it's … is that distance …

Researcher: distance … not including … not including part-time

Participant: … that high… ok

Researcher: no, not including part-time. There is … there is a report that I referred to … I think I might have that one

Participant: Ok

Researcher: I think I could check …

Participant: Ok, *yah* … I was going to say *it's about five hundred*

Researcher: *Yah*

Participant: *So you can make a calculation … five hundred out of sixteen thousand …*

Researcher: *Yah*, actually it was a little bit here and there … three percent they say …

Participant: Ok

Researcher: *Mm*

Participant: So it's a small percent?

Researcher: A very small percent indeed

Participant: *Ehm …* it may be slightly miscalculated

Researcher: Ok

Participant: because the Diploma in Primary Education

Researcher: *Mhm?... Mhm?*

Participant: As you know …

Researcher: *Mm …*

Participant: *Ehm …*

Researcher: I thought you were enrolling six hundred students per year?

Participant: *Yah*

Researcher: *Mm*

Participant: So I'm not sure …

Researcher: *Mhm?*

Participant: I think it's not defined as UB's programme

Researcher: Oh, ok?

Participant: for some reason

Researcher: Oh?

Participant: we manage it … that's …

Researcher: Oh?

Participant: I think at some point it being slightly defined outside …

Researcher: differently

Participant: *Mm*

Researcher: Why? … *Yah* ... it would really derail the … the figures if …

Participant: It would change the them … I don't think they include it

Researcher: *Yah* … it would change it … ok? So … so … But … but when I was looking at the … the next plan period … *eh* … the next programme

Participant: *Yah* ... the Strategic Plan

Researcher: *Yah* … for 2016 and Beyond …

Participant: *Yah* …

Researcher: I was …

Participant: talks about expansion

Researcher: It does. But it's still putting ODL at 3% per annum

Participant: Ok … it … it

Researcher: such that

Participant: *Yah*

Researcher: by twenty fifteen, *eh* … students will be at thirty … *eh* … three thousand and fifty through ODL

Participant: Ok

Researcher: *Yah* So I was wondering what is influencing that

Participant: I think … I mean the … the Strategic Plan is about … quite significantly improved in numbers of students

Researcher: *Mm*

Participant: for the institution, in response to tertiary education policies expectations of larger numbers

Researcher: Ok

Participant: So I think … while we produce detailed figures for increases in under graduate to graduate face-to-face students, we probably just rolled forward that kind of 3% figure and said well we'll continue in that direction

Researcher: *Mhm?*

Participant: But to be honest, I think pending decision

Researcher: decision, yes

Participant: on the Dodds report

Researcher: *Yah… yah*

Participant: I would say that is still

Researcher: *Mhm?*

Participant: open to discussion

Researcher: Ok, ok

Participant: You know I think … and … and the TEC … I think … you know … If the TEC would say well, we want a new open university or we want to convert BOCODOL in … you know … UB might actually move out of …

Researcher: *Mhm?* And then *eh* …

Participant: And agree may be to just …

Researcher: *Mm*

Participant: as I say keep some specific

Researcher: *Mm*

Participant: on-line

Researcher: *Mhm?*

Participant: access, particularly with the Masters level

Researcher: *Mhm?*

Participant: So I think it's still all up in the air with ODL …

Researcher: *Mhm?*

Participant: particularly with the TEC's own configurations

Researcher: Ok. *Ehm* ... I … I want us to go back to the Distance Education Mainstreaming Policy

Participant: *Mm*

Researcher: *Mm.* Just to find out what … what was its purpose? What was it supposed to achieve?

Participant: I think it was trying to … I think it was driven by CCE

Researcher: *Mhm?*

Participant: to overcome weaknesses that they felt and the marginalisation that distance education

Researcher: *Mhm?*

Participant: Just trying to get the institution to commit itself towards expansion of distance education and to a commitment through the ordinary … faculty structure …

Researcher: faculties

Participant: at the University … to involve them

Researcher: *Mm*

Participant: In the end we only really have the … the degrees

Researcher: *Mm*

Participant: which are the BBS … the

Researcher: Business Studies

Participant: The Business Studies. It's only the Faculty of Business

Researcher: *Mhm?*

Participant: that is really engaged in distance

Researcher: Ok

Participant: And it does for example … you know … the results, examining, moderation … all those kinds of things

Researcher: *Mhm?*

Participant: are managed by their faculty.

Researcher: Ok?

Participant: So it does take responsibility

Researcher: Ok

Participant: for those degrees

Researcher: Alright

Participant: They're not CCE degrees

Researcher: *Yah ... yah ... yah*

Participant: They're Faculty of Business degrees

Researcher: *Mhm* … offered through …

Participant: And we did create a position for a Distance

Researcher: *Mm*

Participant: Education Coordinator in the Faculty of Business to … you know, be the key … link person with CCE

Researcher: *Mhm?*

Participant: And they had great difficulty in filling it. I'm not sure if they have even filled it

Researcher: *Yah*, I think they … it has been

Participant: They have? Ok?

Researcher: I got an impression that it was when I was talking with CCE

Participant: I'm not sure what that person does or how … whether that is a part to start the mainstreaming agenda

Researcher: *Yah*

Participant: But no other faculty has really got any significant programme

Researcher: Ok?

Participant: So the policy has really not made impact in that …

Researcher: Who was supposed to be driving this policy … you know … the implementation of the policy?

Participant: (*a chuckle from the participant*). I … to be honest … I'm not sure who was assigned that policy

Researcher: Oh … Ok?

Participant: I mean, a certain amount would … in general terms, because it's in the Academic Division … the

Researcher: *Mhm?*

Participant: would have been my office … but clearly I can't have direct responsibility for policy implementation. So I guess CCE was sort of owner

Researcher: *Mhm?* Ok

Participant: *Mm.* Have you seen the policy?

Researcher: I have seen it

Participant: Ok. I'm sure it says someone … I can't remember off hand, but usually …

Researcher: *Yah* … it does say Director CCE

Participant: *Yah*

Researcher: Yes, it does say that

Participant: That in a sense … that may be answers the question of the mainstreaming … coz it remained with the

Researcher: with CCE?

Participant: section of the University

Researcher: *Yah, yah*

Participant: which made it, regardless of

Researcher: *Yah*

Participant: how much activity

Researcher: Yes

Participant: *Mm*

Researcher: And I wonder how the … the Faculty of Business was able to buy into it and … and what was stopping the other faculties from

Participant: I … I … I … I think it is out of the loop that those BBA's were started. But I think it … it's … may be CCE who was the drivers … that they saw that Business Studies was the likelier

Researcher: would … *Yah*

Participant: would find something that …

Researcher: *Yah*

Participant: may be they can be convinced

Researcher: Ok?

Participant: *Yah*. Because I know Nursing actually had their books improved for distance education

Researcher: Oh?

Participant: Really, modality … I think that they never actually implemented it

Researcher: Ok

Participant: But at a certain point, they thought that … that was the direction to go with

Researcher: Ok

Participant: And I think they got that version approved

Researcher: Ok

Participant: But they never got it off

Researcher: Oh … Ok

Participant: *Mm*

Researcher: *Yah* … I … I … I think I'm coming to the end because *eh* … I was really going to concentrate much on the … *eh* … the Mainstreaming Policy … to say how has it impacted on access to University programmes. I … I looked at the number of programmes that are offered at the University and I think it's about more than a hundred programmes across faculties at various levels. Something like one thirty-two and I could see that about ten … actually less ten programmes

Participant: Less than ten

Researcher: seven programmes that are being offered through both …

Participant: I think it's eight this year

Researcher: *Yah*

Participant: And it's only that Diplomas …

Researcher: Yes

Participant: we think from the University overall, we're phasing out

Researcher: Oh?

Participant: In actual fact

Researcher: *Yah*

Participant: the only … the only … I mean as an institution, we've said we're going to move out of the Diploma as a

Researcher: Diplomas

Participant: provision

Researcher: *Aha?*

Participant: *Ehm* ... the exception has been with the open and distance learning

Researcher: *Mhm?*

Participant: and part-time

Researcher: *Mhm?*

Participant: programmes. As far as full-time programmes … we really … we keeping reminding … and we reckon that it is so important

Researcher: *Yah*

Participant: in itself, or no one else can do it

Researcher: *Mhm?*

Participant: *Eh* ... but we've began to pace our few students who still remain

Researcher: *Yah*

Participant: in the Diploma in Law

Researcher: *Mhm?*

Participant: Social Work, Adult Education etc

Researcher: *Mm*

Participant: But otherwise the ODL has a Diploma in Adult Education, NGO Management and

Researcher: Primary Education

Participant: Primary and Youth Work

Researcher: *Mm?*

Participant: Well. *Eh* ... so I guess their own value is vulnerable

Researcher: *Mm*

Participant: If we're still slowly phase out

Researcher: *Yah* ... diplomas

Participant: *Yah*

Researcher: *Yah* … So … so … so my impression

Participant: I know they've looked very low … very small, haven't they?

Researcher: They do

Participant: You see, that's where my viability

Researcher: *Yah ... yah*

Participant: issue comes in

Researcher: Comes in … Yes … *Mm*

Participant: In some ways they have been quite interesting flexibilities. Like some … I know subjects … a few Diploma in Adult Education students who didn't complete the full-time programme

Researcher: *Mhm?*

Participant: went back into the workforce

Researcher: *Mhm?*

Participant: and finished their Diplomas through

Researcher: while they were working and … ok

Participant: through picking the few outstanding courses through distance learning

Researcher: Ok

Participant: you know. And I love that kind of potential but …

Researcher: Yes

Participant: You know … you can't offer it …

Researcher: it's unsustainable

Participant: you can't offer on a scale that

Researcher: *Yah*

Participant: that makes sense

Researcher: Ok

Participant: It could be … you know, it would be great as we have quite a lot of re-take people who are doing just a few courses. If they could leave UB full-time and do it … pick up those

Researcher: *Mm*

Participant: courses through distance learning

Researcher: May be this on-line idea

Participant: *Yah* ... I think

Researcher: it would actually advance that

Participant: That to me is the most

Researcher: *Mm*

Participant: That's the one I think we really have to look at

Researcher: *Mm*

Participant: You know staff are offering

Researcher: *Mm*

Participant: the blended learning versions with many of their courses

Researcher: *Mhm?*

Participant: And … you know, if you're doing that same in … especially with subjects in a re-take situation, they can then access them wherever they were

Researcher: Ok

Participant: You know …

Researcher: *Eh* ... what about … what about staff working in distance education at the University of Botswana. *Eh* ... their preparedness … how would you say they're prepared

Participant: Well that … part of the … the Mainstreaming Policy was to try and make it a … a normal activity and one which staff could get paid for

Researcher: *Mhm?*

Participant: over and above their normal *eh* … salaries

Researcher: *Mhm?*

Participant: And that has been done

Researcher: Ok

Participant: And I think a number of them do, do it. Some like it and they're interested

Researcher: *Mhm?*

Participant: And I think CCE at different times has done workshops and training and so forth

Researcher: Ok

Participant: *Ehm* … the staff have very heavy face-to-face workloads. So I'm sure it's only a few ... few … I don't know how possible for example in Business, which has been the Department to be managed … released through … have release time to

Researcher: *Mhm?*

Participant: manage workloads in a way to enable some staff to give time, or whether it just seen as more work to the total or an additional thing to get paid for it

Researcher: Ok

Participant: only doing it on spare-time so to speak

Researcher: Ok

Participant: I mean fundamentally if it were really to be imbedded in institution … then … we probably wouldn't actually pay people extra to do it. You would manage workloads so that it could be a normal part

Researcher: *Mhm ... Mhm?*

Participant: of the people's workload

Researcher: of the normal

Participant: *Yah*

Researcher: *Yah*

Participant: But I mean as you know, whether dual mode institutions are really the way to go

Researcher: *Yah*

Participant: it's still a …

Researcher: is another question

Participant: question mark

Researcher: And some people think dual mode is the way to go. Well, on paper they're saying that it's the way to go *eh* … looking at the resources … that the … both the modes can share

Participant: *Yah*

Researcher: the resources and therefore it would be cost-effective in that manner. But in practice, at least in Southern Africa, it doesn't look like *eh* … through ODL in a dual-mode institution *eh* …

Participant: In South Africa has moved away almost completely as it were

Researcher: from dual mode … well the University of Pretoria is still having some distance education programmes within there but

Participant: Do they … I mean … they haven't had relatively large numbers and they were also finding it rather very difficult to be sustainable

Researcher: Ok. Well, their numbers compared to the face-to-face are generally the same as here at UB. I mean, percentage wise

Participant: *Yah* percentage wise

Researcher: They do have a large number of like, more than three hundred thousand I think … well I'm not remembering exactly what is the figure

Participant: *Yah*

Researcher: they have, but it's a large number. But when you compare it with the face-to-face number

Participant: *Mm*

Researcher: You can see that its an insignificant number

Participant: Yes

Researcher: *Mm*

Participant: *Yah*

Researcher: The same applies to the University of Namibia. They too have a distance education programme, which is not quite *eh* … as … you know … doing as good as

Participant: *Yah* … the Dotts …

Researcher: *Yah*

Participant: And I don't know how that NOLnet is working

Researcher: Well NOLnet being a … an inter-institutional association it's working like an association. Because they share the resources that they have

Participant: Ok. I mean that's part of the Dodds report

Researcher: Yes

Participant: Because clearly … I mean, UB would never be able to have a decent network of learning support

Researcher: *Yah* ...

Participant: centres

Researcher: Ok?

Participant: I mean, that is too expensive to do so

Researcher: *Yah*

Participant: It would have to …

Researcher: to rely on existing … *yah* ... *yah*

Participant: You know with … with yourselves

Researcher: *Yah*

Participant: *Ehm* ... and then … what your future is as far as the tertiary level … coz supporting the secondary group is a different thing

Researcher: *Yah* … it is … *Mm*

Participant: from supporting the tertiary

Researcher: from tertiary …*Yah*

Participant: And one … would you erase the effectiveness of what you're doing with the secondary group by turning more towards the tertiary group

Researcher: Well, it's actually both

Participant: Yes

Researcher: It's actually both. Yes, yes. But when it comes to staff development … developing the staff of the University how much does the University utilise ODL. I mean, registering *eh* …

Participant: Our staff?

Researcher: Yes, employees of the University with other institutions

Participant: *Mm*

Researcher: international or anything

Participant: *Eh* ... we have a very small handful of our own Academic staff who are doing sort of distance. But like Botshelo

Researcher: Ok?

Participant: I'm not sure … he's sort of distance, sort of part-time, you know

Researcher: *Yah*

Participant: There are a number of people around campus

Researcher: *Mhm?*

Participant: who are pursuing …

Researcher: Ok*?*

Participant: I think both Masters and PhD studies in some non-full time mode … let me put it

Researcher: *Yah ... yah ... yah*

Participant: like that

Researcher: *Mm*

Participant: *Eh* ... but it's a fraction, and it's really their choice because they're sponsored

Researcher: Ok? Ok

Participant: Our expectation would be that … you know, it's easier and better … quicker in the end

Researcher: *Mhm?*

Participant: if somebody's family and social circumstance allow him to go away for three years

Researcher: *Mhm?* Concentrate at it … *yah*

Participant: and do it … I mean, as you've experienced, doing part-time is

Researcher: *Yah* … it ca be very …

Participant: very … very difficult

Researcher: *Yah*

Participant: *Ehm* … but becomes very spread out

Researcher: Ok?

Participant: *Ehm* … you know, I mean, you're doing it in the end, for your own personal development

Researcher: *Yah*

Participant: But here, that's a requirement

Researcher: *Yah, yah*

Participant: And so *ehm* … if people wish to do it by that mode, I … I think they've been granted that possibility in the past, but it's certainly not an option for UB

Researcher: Oh UB then it's not planning that

Participant: No. It's not

Researcher: Ok

Participant: I'm not sure in the non-academic areas. I mean, I mean if you're a Human Resources

Researcher: *Mhm?*

Participant: What we do … if I don't … from what I see … I don't see a lot of encouragement for people to do ODL process of training

Researcher: Ok. *Mm* Ok, I think I have *eh* …

Participant: Ok?

Researcher: Yes, thank you very much

Participant: Good!

Researcher: Thank you very much. But … but if when I sit down and listen I may

Participant: Sure, you may email me and let me offer …

Researcher: Yes, yes thank you very much

Participant: You're welcome

Researcher: Yes

Participant: *Yah*

Interview Transcripts – T12

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: *Yah*, good afternoon

Participant: (*Nod and clearing of voice*)

Researcher: And thank you for your voluntary participation in this research. I have … As I have indicated before, I'm a student of the University of Pretoria, undertaking a study about how the development or otherwise of the open and distance learning mode can impact on access to tertiary education

Participant: *Mm*

Researcher: This research is going to culminate in an assessment for a PhD qualification.

Participant: Ok

Researcher: But in addition to that, I'm expecting the knowledge that will be generated through it to be of interest to a wider audience, *eh* … since it is touching on access to tertiary education, which happens to be one of the issues of concern for Botswana, the rest of the Southern African Region and beyond. I therefore appreciate very much that you are able to participate in the process of generating such knowledge

Participant: You are welcome

Researcher: Thank you. Research indicates that sub-Sahara Africa continues to record very low participation rates, *eh* … the lowest actually, in the world, in tertiary level education and training, and there is an about *eh* … 5% average by 2007 figures. Would you say that the participation at tertiary level in Botswana is also low?

Participant: For ODL

Researcher: In O … no, in tertiary level

Participant: in tertiary?

Researcher: education generally through any means. Is the participation rate low in Botswana?

Participant: It is low, though observed to be increasing

Researcher: *Mhm?*

Participant: because there are now more than just the one University that has always been

Researcher: *Mhm?*

Participant: available in the country, and offering competitive

Researcher: *Mhm?*

Participant: programmes

Researcher: Ok

Participant: And there are also other tertiary *eh* … level offering institutions

Researcher: *Mhm?*

Participant: which *eh* … though not being universities, do offer degree programmes, like NIIT …

Researcher: Ok?

Participant: And *eh* … do offer more … *eh* … they also offer some that are even more attractive to those who are rejected by the University by virtue of the cut-off points of the University

Researcher: Ok

Participant: *Mm*

Researcher: *Ee.* How in your opinion does Botswana compare with South Africa, Mauritius and Namibia in this regard … in terms of *eh* … enrolment at tertiary level?

Participant: I don't know because I don't have the statistics to work with

Researcher: *Ee.* Ok. It has been established that in Botswana about 14 *eh* … 11.4% of the 18 to 24 year old *eh* … eligible population does have access to tertiary education. As you have indicated, particularly with

the proliferation of private tertiary institutions in the country. What … what is the share of this population that manages to access tertiary education would you estimate to be the University of Botswana's contribution?

Participant: *Mm* … the … the University takes quite a large … a large proportion

Researcher: Ok

Participant: Because of the … the numbers that the University had targeted to … to … to take

Researcher: *Mhm?*

Participant: that had availed …

Researcher: Ok

Participant: Yet we realise that recently the University is even shorting for … falling short

Researcher: *Mhm?*

Participant: of the projected numbers

Researcher: Ok

Participant: The … the numbers that the University had intended to enrol have gone down

Researcher: *Mhm?*

Participant: And partly we want to believe that because of other opportunities that the students have

Researcher: Ok

Participant: And even opportunities in the region. There is also the issue of sponsorship

Researcher: *Mhm?*

Participant: Initially Government sponsorship was only available to students who were coming to the University

Researcher: *Mhm?*

Participant: And then with time to those who were going to Government, some of the Government institutions

Researcher: *Mhm?*

Participant: But then, recently the Uni … Government sponsorship is also available to the private universities within the country.

Researcher: *Mhm*

Participant: So it … it … where initially there was kind of compulsion, by way of getting sponsorship, to come to the University of Botswana, now the students have got the liberty

Researcher: *Mhm?*

Participant: to go else where, if they so wish

Researcher: *Mm.* Ok. And recently research indicates a trend in many developing countries, where more and more adults including employees want to access tertiary level education and training. Is this true for Botswana as well?

Participant: It is true

Researcher: *Mhm?*

Participant: There … the … you know, just from looking

Researcher: *Mhm?*

Participant: at what happens around the University

Researcher: *Mhm?*

Participant: The working people

Researcher: Ok?

Participant: Those who are working

Researcher: *Mhm?*

Participant: We observe the numbers that are around campus

Researcher: *Mhm?*

Participant: accessing the … the evening studies

Researcher: *Mhm*

Participant: that we do realise that they do want to acquire higher …

Researcher: *Mhm?*

Participant: post secondary qualifications

Researcher: Ok. *Mhm.* Now, O … I … *eh* … there is a total of about thirty tertiary institutions that are said to have been registered with Tertiary Education Council. Would you say that these tertiary institutions are … are coping with the demand for tertiary education … including *eh* … demands from the youth and the adults that are now sort of *eh* … increasing?

Participant: *Uh* … I would not really know whether they're coping

Researcher: *Mhm?*

Participant: or not

Researcher: *Mhm ... Mhm?*

Participant: But you know the one thing that is the issue to also bring on board here is

Researcher: *Mhm?*

Participant: the sponsorship

Researcher: *Ahaa*

Participant: More youth may be wanting to go

Researcher: *Mhm*

Participant: for tertiary education

Researcher: Ok?

Participant: but would not have the … the finance to pay for themselves

Researcher: Ok

Participant: Even some of the working people

Researcher: *Mhm?*

Participant: Their salaries *eh* … are not sufficient enough to even pay for tertiary

Researcher: *Mhm?*

Participant: education you know. We can not really … I cannot really say whether they are coping

Researcher: *Mhm?*

Participant: because the issue of finance also affects accessibility

Researcher: *Mhm*

Participant: *Yah*

Researcher: Since 1994 developments in education in Botswana are guided primarily by the Revised National Policy on Education and also the Vision 2016 objectives and aspirations, particularly this one of building an educated, informed and prosperous nation. It also says the nation has to be productive and *eh* … innovative

Participant: *Mm*

Researcher: by 2016. And … and within the SADC region *eh* … countries have identified open and distance learning as one of the strategies to improve access to tertiary education

Participant: *Mm*

Researcher: Would … would … how would you comment on the development of tertiary level open and distance learning in Botswana since 1994?

Participant: *Mm* ... *eh* ... the … the … I think it's slow. I would say it's slow

Researcher: *Mhm?*

Participant: The … the efforts that we see are mainly around the University

Researcher: *Mhm?*

Participant: where we have the O … the Centre for Continuing Education

Researcher: *Mhm?*

Participant: But which by comparison has got eh … very limited access and numbers that they are dealing with compared to the wider *eh* … full-time University enrolments

Researcher: *Mhm?*

Participant: And then we do have efforts … I think Baisago also were coordinating open and distance learning

Researcher: *Mm*

Participant: but I don't know their enrolment figures

Researcher: *Yah*

Participant: And then we do see programmes that are being offered by BOCODOL

Researcher: *Mhm?*

Participant: for which I have been a writer for some of the programmes

Researcher: Ok

Participant: Although I have not been a teacher there

Researcher: Ok

Participant: But those are some of the opportunities that I am familiar with

Researcher: Ok

Participant: And *eh* … I do know that *eh* ... *eh* ... a number of working people do access tertiary education through these avenues

Researcher: *Mhm?*

Participant: *Eh* ... where they can afford to pay for themselves

Researcher: *Mm*

Participant: *Mm*

Researcher: Ok. *Eh* ... some researchers believe that distance education can perform much more cost effectively in a dual mode institution, *eh* … since the resources can be shared between face-to-face and *eh* … distance education. How … how do you comment on this line of thought?

Participant: I do embrace that line of thought

Researcher: *Mhm?*

Participant: Because, *obviously where the University is looking at increasing access*

Researcher: *Mhm?*

Participant: *it means it would like to increase access given the very resources that are available*

Researcher: Yes

Participant: *But my observation*

Researcher: *Mhm?*

Participant: *here at UB*

Researcher: *Mm*

Participant: *is like the Centre for Continuing Education seems to be operating as an individual entity*, where the students go there

Researcher: I see

Participant: to the Centre, *rather than for it to have been part of the mainstream University* where we would know that within certain … within faculties, we do have focus people

Researcher: *Mhm?*

Participant: who are looking

Researcher: *Mhm?*

Participant: at enhancing the distance mode of the programmes. *So the separate development eh ... scenario that exists*

Researcher: *Mhm*

Participant: *does take away from the open and distance learning eh … the opportunity*

Researcher: *Mhm?*

Participant: *to maximise on, or to even increase on numbers*

Researcher: *Mhm?*

Participant: because *if … you can imagine if they were to use these facilities*

Researcher: *Mhm?*

Participant: *only over the weekends*

Researcher: *Mhm?*

Participant: *they would definitely have lots of space*

Researcher: Ok

Participant: where they can work … But again *the one other thing that enhances open and distance learning opportunities is the availability of ICTs*

Researcher: *Mhm?*

Participant: *because you are looking at cutting down on the number of face-to-face*

Researcher: *Mhm?*

Participant: *eh* … presence of … with people

Researcher: *Mm?*

Participant: So much that *the students could also be coming to the University to may be use laboratories that are available to them. And then using facilities like the library. But you find the UB library closes over the weekend*

Researcher: *Mhm?*

Participant: *And that is the time when most of the open and distance learning learners could have access to the facility*

Researcher: Ok

Participant: *Mm*

Researcher: So … *ehm* … you would say that the … the distance education *eh* … programme within the University of Botswana has some constraints, or … or it is not utilising the resources that are available to it?

Participant: Looking from a distance

Researcher: *Yah*

Participant: because I'm not directly

Researcher: *Yah*

Participant: involved, but I'm aware of something … certain things that are going on

Researcher: Ok*?*

Participant: Like I'm aware that the *eh* … Business Faculty

Researcher: *Mhm ... Mhm?*

Participant: for instance

Researcher: Yes

Participant: *Um* ... have … are more ahead

Researcher: Ok

Participant: of many

Researcher: *Mhm?*

Participant: in terms of offering distance because they always had the … the Certificate and Diploma programmes

Researcher: *Mhm ... Mhm?*

Participant: which are now being coordinated by the CCE

Researcher: Ok

Participant: with them

Researcher: *Mhm?*

Participant: involved

Researcher: *Mhm?*

Participant: *Mm*

Researcher: Ok. *Yah* … from … from the … the … the University's plans, for instance the … University of Botswana's Strategic Plan to 2016 and Beyond, it … it appears a small percentage of the student body is planned to access the University's programmes through ODL at various levels. *Eh* ... *eh* … I have seen that *eh* … the … the plan says distance education will contribute 3% per annum, of the student body, which … which is going to at the end of the five year period … the student body that is contributed by ODL is going to be three thousand and fifty

Participant: *Mhm?*

Researcher: *Ee*, whereas the overall student body will be in the region of twenty thousand or so.

Participant: *Mhm?*

Researcher: Now, what do you think influences this allocation of target enrolments and programme levels? I also *eh* … noticed that most of the programmes go up to Diploma level

Participant: *Mm*

Researcher: in this area, in the distance education area

Participant: *Mm*

Researcher: What do you think influences these decisions?

Participant: I … I think *the University still sees itself as a full-time enrolment institution and therefore, open and distance learning is only an appendage*

Researcher: *Mhm?*

Participant: *of what*

Researcher: *Mhm?*

Participant: *is going on in the University*

Researcher: Ok?

Participant: Although you find … well, I don't know how the … the part-time learning, whether it's rated as open and distance as well

Researcher: It … it … the University actually separates those figures

Participant: *Mm?* So …

Researcher: *Ee* ... So it's a separate figure for part-time

Participant: *Mm?*

Researcher: and another one for distance

Participant: *Mm*

Researcher: learning. *Mm*

Participant: So *eh* … part-time would be the other … the PhDs and the Masters if we're correct

Researcher: *Mm ... Mm*

Participant: *Yah* … so … but then *uh* … if … if somebody is doing *eh* … a degree programme

Researcher: *Mhm?*

Participant: through open and distance and the other is through part-time

Researcher: *Mhm?*

Participant: to me it's not very clear where we draw the line

Researcher: *Mhm?*

Participant: *eh* ... since they're both not in the full enrolment mode

Researcher: *Mhm?*

Participant: And therefore what is it that would make this one part-time and this one

Researcher: well, I … I wouldn't under … and from the University's point of view

Participant: *Mm*

Researcher: what's *eh* … how they differentiate between the two modes

Participant: *Mm*

Researcher: But … but their plans are actually very clear. They are showing that so many students will access the programmes through

Participant: *Mhm?*

Researcher: face-to-face, so many through part-time and so many through distance

Participant: Ok

Researcher: And *eh* … in the area of distance, it looks like they have one or two degree programmes, first degree programmes but there're no graduate studies within the distance mode

Participant: within that

Researcher: *Ee*, but I'm not quite sure how they differentiate between the part-time and distance

Participant: *Mm.* But then I would really say that the reason … I can only

Researcher: *Mm?*

Participant: figure out from there is that, since the University started off really offering full-time

Researcher: *Mhm?*

Participant: *eh* ... learning mode

Researcher: *Mhm?*

Participant: mostly they … *they perceive things in the full-time enrolment mode*

Researcher: *Mhm?*

Participant: *Eh* … even with the … *eh* … *even with the Distance Education Mainstreaming Policy*

Researcher: *Mhm?*

Participant: *existing at the*

Researcher: *Mhm?*

Participant: University. *They still are looking at resident programmes at the University* … even looking at the construction that's going on at

Researcher: *Mm ... Mm*

Participant: the University

Researcher: Ok? I'm just wondering … because it is the University *eh* … the Management of the University or the Central Governing body which must have said … we need distance education

Participant: *Mm*

Researcher: And *eh* … when one looks at it and looks … jus … just by looking at the figures that are being *eh* … attached to … to be serviced through distance education

Participant: *Mm*

Researcher: And the number of programmes. I was looking at the programmes of the University. If I was right, they counted to hundred and thirty two, across the faculties

Participant: *Mm*

Researcher: And only about ten

Participant: *Mm*

Researcher: Specifically seven are on ODL

Participant: *Mm*

Researcher: three are being planned

Participant: *Mm*

Researcher: to be also included in ODL. That means a total of ten

Participant: *Mm*

Researcher: And … and one wonders … there are so few students that are being planned to go through ODL

Participant: *Mm*

Researcher: And also so few programmes that are … are planned to be on the ODL mode

Participant: *Mm*

Researcher: even with the Mainstreaming Policy

Participant: *Mm*

Researcher: which has been in place since 2005

Participant: *Mm… Mm*

Researcher: Now, if the University has found distance education to be important and to be able to increase

Participant: access

Researcher: access, which is one of the priorities

Participant: *Mm*

Researcher: of the University

Participant: *Mm*

Researcher: How come it doesn't look like what is in some of the policies, like the Mainstreaming Policy which says the University will embrace distance education and will put resources into distance education to make sure that there is increased access

Participant: *Mm*

Researcher: the other *eh* … plans … the … like the Strategic Plan will only say 3% of the … of the student body will access *eh* … University programmes through distance education. What do you think could be causing this mismatch of … of plans?

Participant: I … *I would simply think that it's a lack of strategic leadership from the distance education cadre*

Researcher: Oh, ok

Participant: *because I believe they are the ones to convince this University, which direction to go.*

Researcher: *Mhm*

Participant: And then for … for … for … *up to now, I don't think the University ... accountability to the University and to the public at large*

Researcher: *Mhm?*

Participant: in terms of the existence of the establishment has been taken much into consideration because even with the way it is right now, one should expect that they should be able to offer more, even with the current set up

Researcher: *Mhm?*

Participant: to offer more programmes and to even cater for more students

Researcher: Ok

Participant: than what is currently happening. So I believe … I … the targets … they were determined by distance education I suppose

Researcher: *Mhm?*

Participant: And probably they are … they lack in ambition

Researcher: Ok? Yes *eh* … I … I … I would like also, if … if you have any idea of what the University *eh* … what the status of distance education and face-to-face at the University is. I mean, according to the perceived plan … has the University planned one mode to be major and the other one to be, may be a supporting mode or are they of equal status?

Participant: The open and the face-to-face

Researcher: The ODL and face-to-face yes

Participant: *The face-to-face takes priority for the University.*

Researcher: *Mhm?*

Participant: *Ee*

Researcher: Ok

Participant: *The open is an avenue for expanding access.*

Researcher: *Mhm?*

Participant: *But eh … the way that things are happening, it has not proved to be*

Researcher: *Mm*

Participant: *a major undertaking that the University*

Researcher: Ok

Participant: *is really working on*

Researcher: *Mhm?*

Participant: *Mm*

Researcher: Ok. Alright … *Eh* … as somebody working in a dual mode tertiary institution would you say there are any challenges for ODL at university level in a dual mode institution?

Participant: The culture

Researcher: Ok?

Participant: is the major challenge

Researcher: *Mhm?*

Participant: because there's … the University was established as a … as a full-time

Researcher: *Mhm?*

Participant: learning mode

Researcher: *Mhm?*

Participant: And therefore there has to be a reorientation

Researcher: *Mhm*

Participant: for that other … for … for … for *uh* … the ODL mode to … to take place

Researcher: Ok

Participant: in terms of how even staff should perceive the … the other one … the ODL

Researcher: *Mhm?*

Participant: and being prepared to support it. Because you're … my view is … you're not looking at two institutions running parallel

Researcher: *Mm ... Mm*

Participant: you're looking at one institution providing diversity in service

Researcher: *Mhm ... Mhm?* Yes

Participant: *Mm*

Researcher: Ok. Some … some ODL practitioners believe that ODL is a specialised field. Do you agree with this observation?

Participant: I do. That's why I say a cultural

Researcher: *Mhm?*

Participant: reorientation, which is packaged along with the skills required

Researcher: Ok

Participant: *Mm*

Researcher: *Eh* ... would you say that people working directly in the ODL area have been prepared adequately to work in … in … in those. *Ke raya gore*, if it is a specialised field, then it means, the University would be preparing people who are going into the ODL and I just want to appreciate your opinion regarding preparedness of people at UB *eh* … for the ODL mode

Participant: The … the one thing that the ODL mode would demand on learners is independent learning

Researcher: *Mhm?*

Participant: And this is one big challenge for University practitioners

Researcher: *Mhm*

Participant: They don't believe

Researcher: *Mhm*

Participant: learners have the potential for independent

Researcher: *Mm*

Participant: learning

Researcher: *Mhm?*

Participant: And therefore even when they … they articulate learning material

Researcher: *Mhm?*

Participant: they do it in a way where they perceive these are learners who are very dependent on the teacher

Researcher: *Mhm?*

Participant: even *eh* ... *eh* for full-time learners, which

Researcher: *Mhm?*

Participant: which sometimes it's not exciting for even the full-time learners. So the one thing … the one thing that's *eh* … people need to be ODL practitioners is to understand the processes that facilitate for independence in learning

Researcher: *Mhm?*

Participant: that achievement in learning still has to occur

Researcher: *Mhm?*

Participant: without the presence of a teacher

Researcher: *Yah*

Participant: on a day-to-day basis

Researcher: Yes. Ok. Now, how would the Centre for Academic Development assist the University to prepare and equip its employees to be effective in this specialised area? Is there anything that the Centre would do?

Participant: *They should develop their teacher training curriculum*

Researcher: Ok

Participant: for … for that

Researcher: *Mhm?*

Participant: *An open and distance learning teacher education pro … curriculum*

Researcher: *Mhm?*

Participant: And *eh … and demand that anybody who is to do that teaching should have gone through that*

Researcher: *Mhm?*

Participant: *it could be implemented at a phased … as a phased in …*

Researcher: *Mhm?*

Participant: *while we know that people … the teaching has to go on and people don't have*

Researcher: Ok

Participant: *But each should be there*

Researcher: *Mhm?*

Participant: *We should not assume that because people are teaching they will be able to teach there, which is currently the case*

Researcher: *Mhm*

Participant: *And some of our teachers here are not even teachers*

Researcher: *Mm … Mm … Mm*

Participant: *to make it even worse. So if you put them in even more specialised learning area*

Researcher: *Mhm?*

Participant: it is even a double demand on them

Researcher: Ok. *Uhm ... eh* … I … I want you to comment on the *uh* … the development of ODL at the University of Botswana. *Eh* … do … do you think ODL being together with the face-to-face within the same University could be having any constraints, because of being with the face-to-face?

Participant: *Mm ... well, the constraint that I ... I ... I ... I see is the one I mentioned earlier on*

Researcher: *Mhm?*

Participant: *where these are operating as two separate entities now*

Researcher: *Ehee, Mm*

Participant: *where ... more ... less of them being integrated*

Researcher: *Mhm?*

Participant: *platforms of learning*

Researcher: *Mm*

Participant: *And eh ... because like I was ... I ... I did indicate earlier, this Mainstreaming Policy should be in everybody's lips right now*

Researcher: Yes

Participant: *But because we ... we have ... I mean ... I believe anybody who sees it ... sees it as a CCE thing*

Researcher: *Yah ... Yah ... Yah*

Participant: *And those ... even those who have noticed it they may not even have read it*

Researcher: *Yah*

Participant: because this is for CCE

Researcher: *Yah. It's distance education therefore it's …*

Participant: *Ee*

Researcher: *for CCE*

Participant: *Mm*

Researcher: Ok. Now, what about the budget? Do you think *eh* … there could be any *eh* … budget constraints? How is the allocation of the budget between the two modes? If you know *eh* … you have any idea.

Participant: I don't know how

Researcher: Ok

Participant: they get their budget really

Researcher: Oh, ok

Participant: *Mm*

Researcher: *uhm* … Some critics of ODL believe that it is not an effective mode of delivery. *Eh* … they … they … they feel that it cannot deliver quality university education effectively, *eh* … particularly post graduate study. What is your opinion concerning that?

Participant: I … *I believe that if the necessary measures are put in place*

Researcher: *Mhm?*

Participant: *it is just as effective*

Researcher: *Mhm?*

Participant: *And like … like I was saying if we do know that the teachers are trained in ODL*

Researcher: *Mhm?*

Participant: *if we know we have the back up facilities*

Researcher: *Mhm?*

Participant: *for the students to access*

Researcher: *Mhm?*

Participant: learning even without a teacher being in front of them

Researcher: *Mm?*

Participant: *Then eh …the … the only limitation that we may experience in our …* in our African settings

Researcher: *Mm?*

Participant: is having resources

Researcher: *Mm?*

Participant: beyond the learning institution

Researcher: *Mhm?*

Participant: *where computers will not be available for study … many of the learners.*

Researcher: *Mhm?*

Participant: But we know there is more and more access

Researcher: *Mm?*

Participant: to computers. We know that there are more and more investigations as to even using cell phones to facilitate for learning, where the more … the more m-learning strategies

Researcher: *Yah*

Participant: And *eh* … we … we in Botswana have always had the radio which many people access the curriculum and did their non formal

Researcher: *Mm*

Participant: what we called non formal education

Researcher: Ok

Participant: and in it element of distance learning

Researcher: *Mhm?*

Participant: (*interruption – door opening)* Sorry, I'm in a meeting.

Researcher: *Ee, mma.* Like I indicated, there're still some, some, some people who doubt

Participant: *Mm*

Researcher: *Eh* … distance education

Participant: *Mm*

Researcher: and feel that it may not be effective

Participant: *Mm*

Researcher: at … at university level

Participant: *Mm*

Researcher: In your own assessment of the level of development of ODL at the University of Botswana would you think that such concerns and doubts as to the effectiveness of distance education could have disadvantaged its robust development in any way

Participant: *It may*

Researcher: *Mm*

Participant: *especially here. Because even us who are staff here*

Researcher: *Mhm?*

Participant: *we're discouraged from going for … distance learning. Like if … if I'm to go to school, I have to go full-time*

Researcher: What you … what contributes to that?

Participant: *I think it's eh … the culture*

Researcher: the culture

Participant: *of learning that people acquired*

Researcher: *Mhm?*

Participant: *and determined was going to be the way to go about things*

Researcher: Ok

Participant: *Mm*

Researcher: Now, in … in the … in the area of academic staff teaching skills and competencies, how has your Centre, that is the Centre for Academic Development *eh* … assisted staff working in the distance teaching and learning mode?

Participant: *From my knowledge not … not much*

Researcher: Ok

Participant: *Only recently we did have a workshop with them on where we were … we were talking about the Learning and Teaching Policy of the University*

Researcher: *Mm*

Participant: *But you find that they … or even came as an afterthought*

Researcher: *Mhm?*

Participant: *when we had all … covered … done the schedule for all the departments*

Researcher: Ok

Participant: *We were like … by the way*

Researcher: by the way

Participant: *we have CCE … and in a way we're sort of beginning to think of them. But because … even them, we think they should also try and make themselves part of this setting*

Researcher: *Yah*

Participant: *So that we know that they … because sometimes you may find, we may be thinking they don't need your services*

Researcher: *Mhm … Mhm?*

Participant: *But eh … since Mma Kamau made follow up after the workshop we had with them*

Researcher: Ok

Participant: *we believe* there is *eh* …

Researcher: *Yah*

Participant: *there's now ground*

Researcher: Ok

Participant: *for us to start working together*

Researcher: *Mhm*

Participant: even …

Researcher: Ok?

Participant: *even for training some of their teachers*

Researcher: Yes. I think that would go a long way

Participant: *Mm*

Researcher: Because one … one keeps on thinking that *eh* … may be distance education needs a lot of support

Participant: *Mm*

Researcher: But … but not necessarily knowing what kind of support

Participant: support

Researcher: in this particular

Participant: *Mm*

Researcher: environment

Participant: *Mm*

Researcher: *Ee.* Now, we touched on the Distance Education Mainstreaming Strategy

Participant: *Mm*

Researcher: *Ee,* May I … can I know what … what is its purpose? Why … why was it introduced?

Participant: At UB?

Researcher: *Mhm?*

Participant: Eh … what I … Well, one, because the University … they're looking at expanding access

Researcher: *Mhm?*

Participant: And it's not that the University is not aware that open and distance learning does have the place when we looking at opening access

Researcher: *Mm*

Participant: And eh … they are looking at facilitating for more

Researcher: *Mhm?*

Participant: learners to participate in this UB

Researcher: *Mhm?*

Participant: *And making … making programmes that are offered at UB available even to those who are unable to come on board full-time*

Researcher: Yes

Participant: *Mm. So in a way the University recognises that access … opening access will … can be enhanced*

Researcher: *Mhm?*

Participant: *by open and distance learning programmes*

Researcher: Yes

Participant: *Mm*

Researcher: So … so the Mainstreaming Strategy was supposed to do what along those lines?

Participant: *To … to provide access to UB pro … degree … because like right now we only have Diploma programmes*

Researcher: *Mm*

Participant: *But we never … we … and then the few degrees that we have*

Researcher: *Mhm… Mhm… Mhm?*

Participant: *identified*

Researcher: *Mhm?*

Participant: *But then we don't have … the University wide programmes are only confined to*

Researcher: *Mhm?*

Participant: *those who come on board full-time on face-to-face*

Researcher: So mainstreaming, where was it supposed to be coordinated? The Mainstreaming Policy

Participant: Coordinated?

Researcher: *Ee, ke raya gore* when it is being implemented, who is the Agency within the University of Botswana?

Participant: CCE

Researcher: Yes, it's at CCE? Ooh? And how are the other faculties and departments supposed to come in as far as its implementation is concerned?

Participant: *You know, the … my … eh… policy implementation is CCE*

Researcher: *Mhm?*

Participant: *Ok, assisted by …*

Researcher: *Mm?*

Participant: *It's CCE only, and then Academic Departments and faculties are to assist*

Researcher: *Mm?*

Participant: *So the … they should have come up with an implementation strategy*

Researcher: *Aha?*

Participant: *in the CCE*

Researcher: *Mhm?*

Participant: to say … we … we … I mean *eh* … we plan what we would like to see so many faculties

Researcher: *Mhm?*

Participant: *I mean there are six faculties*

Researcher: *Mm, mm*

Participant: *May be we would like to see six faculties*

Researcher: *Mm?*

Participant: *each of eh … with one degree programme on distance learning to during this time*

Researcher: *Mm?*

Participant: You know

Researcher: *Yah*

Participant: *that kind of thing*

Researcher: *Yah, yah*

Participant: *I don't know, may be it's available*

Researcher: *Ee*

Participant: *but I'm not sure … aware of it's … an implementation strategy*

Researcher: *Ee,* no. When I was talking to CCE, some of the CCE members of staff

Participant: *Mm*

Researcher: it was not coming through that

Participant: *Mm*

Researcher: there was a strategy

Participant: *Mm*

Researcher: *Eh* ... How does the policy otherwise impact on the mandate of the Centre for Academic Development?

Participant: *It's eh ... demanding the Centre to be present*

Researcher: *Mhm?*

Participant: *and be felt within all the faculties of the University*

Researcher: *Mhm?*

Participant: *And to drive all the faculties towards creating*

Researcher: *Mhm?*

Participant: *those eh ... distance learning programmes*

Researcher: Ok

Participant: Like I was saying

Researcher: *Mhm?*

Participant: *May be the Centre is sup ... at this point should be looking at the structure where they are saying, among ... within the Centre appoint ... have a person*

Researcher: *Mhm?*

Participant: *specifically, a faculty representative*

Researcher: *Yah, yah*

Participant: *who will drive*

Researcher: *Mhm*

Participant: *the mainstreaming at faculty*

Researcher: Oh, Ok. *Yah* So … so can I assume that *eh* … *eh* … there has been some work in the area of implementing this policy?

Participant: *Mm*

Researcher: within the Centre for Academic Development?

Participant: *I would say so*

Researcher: *Mhm?*

Participant: *because I'm aware that they have been working with Humanities for instance, to develop distance learning modules*

Researcher: Ok

Participant: *for the courses that are offered in the ... like Library and Information Science have already started to generate ... to develop materials so that they can offer ... and I know ... and, and ... like the courses in Business ...*

Researcher: Yes

Participant: *Mm*

Researcher: Ok. What … what has been the impact of this policy on access at the University of Botswana, if … if you know … across the faculties?

Participant: *I ... I really don't have any idea*

Researcher: Ok. Because I'm … I was looking at it like you were explaining earlier, that it was going to increase access so

Participant: *Mm*

Researcher: wondering whether is has actually done something like that

Participant: *I haven't really looked at*

Researcher: Ok

Participant: *how it has been effected*

Researcher: Ok

Participant: *Mm*

Researcher: *Yah* No, thank you very much

Participant: *Mm*

Researcher: for this afternoon

Participant: You are welcome

Researcher: It was a very informative discussion. But if you can agree

Participant: *Mm?*

Researcher: When I'm looking at later and I feel there is need to make a follow up, would you agree to … for me to come back

Participant: *Ee, mma*

Researcher: Thank you so much

Participant: Thank you

Interview Transcripts - Interview No. 13

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher:

Participant: And one hopes other institutions when they come on board will surely *eh* … improve the situation

Researcher: Ok?

Participant: *Uh* ... hopefully by … I mean in the next five, twenty years … ten years, twenty years, we should be somewhere *uh* … in the 30% … 40% range, which is still very low

Researcher: Yes. Ok. How, how in your opinion does Botswana compare with South Africa, Mauritius and Namibia in this regard?

Participant: Well, I haven't really gotten deep into research in that area

Researcher: Ok?

Participant: But *eh* … my general *uh* … reading around the *uh* … the higher education development in the region

Researcher: *Mhm?*

Participant: *Uhm* … makes me to believe that Mauritius is probably on the lead

Researcher: *Mhm?*

Participant: I may be wrong

Researcher: *Yah*

Participant: *Uh,* but I'm not sure *uh* … as to whether South Africa can beat us on that. But of course, one has to acknowledge the fact that South Africa has just emerged from a system which was may be deliberately not forging ahead with the development of that approach of *uh* … education in an equitable sense. But the twelve years may be since *uh* … the new era … and of course the number of institutions they have, one would expect that *uh* … they should be somewhere *uh*… may be much better than us.

Researcher: *Mm*

Participant: But of course, one has to also look into other areas like the population size

Researcher: *Mhm?*

Participant: and … and all that.

Researcher: Ok

Participant: *Mm*

Researcher: *Ee, rra.* It has been established that in Botswana about 11.4% of the 18 to 24 year old *eh* … eligible population that does have access to tertiary education, especially now with the proliferation of private tertiary institutions in the country.

Participant: Ok?

Researcher: What is the share of this population that manages to access tertiary education *eh* … would you estimate to be the University of Botswana's contribution?

Participant: Well, I'd say the University of Botswana must be contributing quite … quite … quite substantially to that *eh* … to that figure

Researcher: Ok

Participant: *Uh* ... currently, we're around *eh* ... fifteen thousand plus, the targeted figure *uhm* … of twenty or so towards the end of the coming plan period. But of course *uh* … institutions like *eh* … Limkonkwin and others are coming on … are coming on quite strongly in that *uh* … in that area. And they are providing a service which otherwise had *eh* … not been available

Researcher: *Mhm?* Ok?

Participant: But I still strongly believe UB in terms of what numbers in the programmes

Researcher: *Mhm?*

Participant: We're contributing quite substantially

Researcher: quite substantially to the 11.4%

Participant: 11.4%, depending on how you stagger them, how you

Researcher: *Yah*

Participant: segregate them into Diploma programmes, degree programmes, the Masters programmes and all that.

Researcher: Ok

Participant: But in terms of the degree programmes

Researcher: *Mhm?*

Participant: and the post graduate programmes

Researcher: Ok?

Participant: I don't think there is any other

Researcher: any other the University of … Ok.

Participant: except UB, yes

Researcher: Alright. Recently research indicates a trend in many developing countries where more and more adults including employees want to access tertiary level education. Is this true for Botswana as well?

Participant: It is, it is true

Researcher: *Mhm?*

Participant: As you were coming in I was just reading

Researcher: Ok

Participant: a consultant's report

Researcher: *Mhm?*

Participant: on ODL

Researcher: Alright?

Participant: May be you'll have access to that report

Researcher: Ok, ok. That would be nice

Participant: It's still a UB kind of document

Researcher: Ok

Participant: where the consultants just … were strictly looking at what the University can do to improve ODL

Researcher: *Ahaa*! … interesting!

Participant: *Uh* ... they've just completed it, the DVC *uh* … Academic Affairs send it to me yesterday

Researcher: Ok

Participant: I just finished reading the … the summary

Researcher: Ok

Participant: The Executive Summary

Researcher: Ok

Participant: But it's clear

Researcher: *Mhm?*

Participant: Even in their Executive Summary, the part I've already read now

Researcher: *Mhm?*

Participant: they're saying that's the route. Of the five hundred and sixty four people they've interviewed

Researcher: *Mhm?*

Participant: a lot of them are keen to pursue *uhm* … their tertiary education through ODL. And of these, the majority if not all of the working population

Researcher: *Mhm?*

Participant: want definitely, to pursue *uh* ... their tertiary education through ODL

Researcher: *Mhm*

Participant: Whereas, the youngish ones

Researcher: *Mhm?*

Participant: are concerned about how am I going to pay my fees, how am I going to do this and that …

Researcher: Ok?

Participant: They're not so keen. But they see it also because they've been in the streets for so long. They see that as an option

Researcher: Ok

Participant: Although …

Researcher: The younger generation as well?

Participant: *Yah* the younger generation as well

Researcher: Ok

Participant: but although they're raising the question of I'm not working … I'm not employed …

Researcher: Yes, how will I raise the fees

Participant: How am I going to pay the tuition … the tuition fees?

Researcher: Ok, ok. And … and what would you think influences this trend … of more adults wanting *eh* … to access tertiary level education?

Participant: Well, again it's a … it's a developmental issue

Researcher: Ok

Participant: *There are young adults, probably who of mainly, may be had not had an opportunity to go into tertiary education because of lack of the facilities. Because of the lack of institutions*

Researcher: Ok

Participant: *they were forced into … into work. Therefore they see the provision of ODL as an opportunity*

Researcher: Ok

Participant: *which gives them another leeway, another chance*

Researcher: Ok*?*

Participant: *to pursue their, uh ... their studies.* And of course now as working people, may be with just Cambridge or may be some few certificates or diplomas here and there, they want to see themselves developing further and even helping *uh* … them to progress

Researcher: *Mhm?*

Participant: in their respective *eh*

Researcher: *Mhm?*

Participant: *uh ... uhm* jobs

Researcher: Ok

Participant: *Mm*

Researcher: *Mhm.* A total of about thirty tertiary institutions have been registered with the Tertiary Education Council. *Eh* … would you say that these tertiary institutions are … are coping with the … the demand for tertiary education in the country?

Participant: Well, one … one has to firstly acknowledge the fact that the TEC has just come into the

Researcher: *Yah, yah*

Participant: picture

Researcher: Yes

Participant: *Eh ...* therefore the issue … issues of quality and other things

Researcher: *Mhm?*

Participant: management of these institutions

Researcher: *Mhm?*

Participant: are still really …

Researcher: Ok?

Participant: *Uh* … they require a lot of attention at the

Researcher: *Mhm*

Participant: moment

Researcher: *Mm … Mhm?*

Participant: That's one aspect

Researcher: Ok?

Participant: Coping. No, I would say no

Researcher: *Mhm?*

Participant: for the simple reason that if they were coping, we wouldn't be sending so many students outside

Researcher: *Mhm?*

Participant: May be coping has to be further explained

Researcher: Ok

Participant: And I've already said

Researcher: *Mhm?*

Participant: currently really, if we talk of degree offering institutions

Researcher: *Mhm?*

Participant: You are talking UB

Researcher: Ok

Participant: *Eh* …take Limkonkwin for instance. They claim they offer Associated Degree

Researcher: Ok?

Participant: a new concept which needs to be further interrogated, hence I'm talking, *eh* … I refer to Management and really understanding the concepts of *eh* … some of the new institutions

Researcher: *Yah, ya, yah*

Participant: they're bringing into the education

Researcher: *Mhm?*

Participant: sector

Researcher: Yes, yes

Participant: Therefore, as much as the institutions grow, I want to believe that there's need to be cautious, there's need to further look into their programmes and see as to whether

Researcher: *Mhm?*

Participant: really … these Associated Degrees

Researcher: *Mhm?*

Participant: what are they?

Researcher: Yes

Participant: Are they … is this a degree?

Researcher: *Mhm?*

Participant: Or something between a degree and a diploma?

Researcher: or a diploma ok?

Participant: whatever

Researcher: *Mhm?*

Participant: that's the duty TEC has to attend to

Researcher: *Yah, yah*

Participant: As for others, Baisago, fine yes. They're moving, they're growing is impressive. But still they're still confined within the Diploma

Researcher: *Mhm … Mhm?*

Participant: bracket of their programmes

Researcher: *Yah … yah*

Participant: So until BUIST comes into … into … into the picture

Researcher: *Mhm?*

Participant: UB will still be

Researcher: the main … *yah*

Participant: the only

Researcher: *Yah*

Participant: institution offering degree programmes

Researcher: Yes

Participant: Young people who have passed their … their … their Cambridge really, they're looking to do *eh* … looking forward to doing a degree

Researcher: *Mm*

Participant: And they … some of … most of them do qualify to do degrees

Researcher: *Yah*

Participant: It's only there're no …

Researcher: there're no places?

Participant: places to go

Researcher: Ok, ok. What do you think should be done to increase opportunities for more enrolments at this level?

Participant: As a nation really probably we have had not … we have not made *eh* … I don't want to sound like I'm criticising

Researcher: It's ok

Participant: those who have

Researcher: Yes

Participant: who are in charge of planning

Researcher: *Mhm?*

Participant: Probably our projections and planning(s) … were not coherent

Researcher: Ok

Participant: The growth in the secondary schools

Researcher: *Mhm?*

Participant: Remember the eighties when the Junior Secondary schools came into being

Researcher: *Mhm?*

Participant: the senior secondary schools

Researcher: Ok

Participant: They were not matched by the … the growth in the tertiary

Researcher: Ok

Participant: level

Researcher: Ok

Participant: Hence now this mismatch

Researcher: Yes, yes, yes

Participant: where the output for secondary school is so huge

Researcher: *Mhm?*

Participant: we can only absorb 11% after 42 years of independence. We should have done something along those lines. That's one thing. Two … Fine yes, one really appreciates *uhm* … sending students out so that you're … *mm* ... you really don't have a work force which has only been trained in one institution or local institutions

Researcher: *Yah, yah*

Participant: But the other side of the same coin is how much are we spending on that

Researcher: *Mhm?*

Participant: Had we … may be part of it invested in developing our own

Researcher: *Mhm?*

Participant: How many universities would we be having today?

Researcher: *Mhm?*

Participant: Not sending students to university for employment

Researcher: *Mm*

Participant: Right now it could be when we're talking diversification of the economy, knowing that at least we have the people who are trained.

Researcher: *Mhm?*

Participant: We can go into self whatever kind of issues

Researcher: *Mhm*

Participant: But it looks like for a very long time we were saying … no, we train as per what Government wants

Researcher: Ok

Participant: So that in itself

Researcher: *Mm?*

Participant: was somehow, something I would term short sightedness

Researcher: *Yah… Yah*

Participant: And that is why may be we're struggling now to diversify the economy

Researcher: Yes

Participant: Because we were training for the needs of the various Ministries, which was good

Researcher: *Yah*

Participant: which was good

Researcher: *Yah*

Participant: and it worked wonders

Researcher: *Yah*

Participant: but we should have very fast reviewed

Researcher: the … the future …

Participant: Yes

Researcher: how … how … projected into the future

Participant: *Mm*

Researcher: Ok. Since … since 1994, developments in education in Botswana are guided primarily by the Revised National Policy on Education and Vision 2016 objectives and aspirations. *Eh* … Botswana like other SADC countries identified open and distance learning as one of the strategies to improve access to tertiary education. How would you comment on the development of tertiary level open and distance learning in the country since 1994?

Participant: It has been very slow in fact

Researcher: Ok?

Participant: very, very slow

Researcher: *Mhm?*

Participant: *One really would expect institutions like UB for instance to be having a full fledged*

Researcher: *Mhm?*

Participant: *ODL programme …*

Researcher: *Mhm?*

Participant: *well oiled, running smoothly, without a lot of hitches.* One would expect BOCODOL for instance, to be now be venturing already into offering degrees

Researcher: *Mm*

Participant: *especially that we have seen that over the years we are not able to satisfy the needs*

Researcher: *Mhm?*

Participant: *Eh … Of course putting up uh … uh … physical structures takes so long*

Researcher: Ok

Participant: *But really we should have put a lot of emphasis and a bit of money*

Researcher: *Mhm?*

Participant: *in developing that sector*

Researcher: *Mhm?*

Participant: that has been neglected …

Researcher: Ok

Participant: that's my view

Researcher: *Yah*

Participant: *I believe that has been seriously and stressfully neglected*

Researcher: Ok. What … what do you think could have contributed to that *eh* … neglect, or the slow development in that area?

Participant: *Well, I think may … partly may be it's because of perceptions may be*

Researcher: Ok

Participant: *of may be those who were in the … in the forefront of planning things. You see there is always this perception that if you do it eh … through ODL, you've not done it right*

Researcher: *Mhm*

Participant: *Eh* … people seem to think you did not really get the kind of things

Researcher: *Mhm?*

Participant: *Eh … eh* … which *eh* … conventional students *ehm* … *eh* … do

Researcher: *Mhm?*

Participant: Which is a wrong perception

Researcher: Ok

Participant: for me

Researcher: *Mhm?*

Participant: It's a wrong perception. It could be partly because of that

Researcher: Ok?

Participant: *Eh* ... may be secondly, the nature of our country

Researcher: *Mhm?*

Participant: where we have concentration of the population in the eastern belt

Researcher: Ok?

Participant: And of course other infrastructures, which are very, very critical in terms of running smooth ODL programmes

Researcher: *Mhm*

Participant: not having been so developed in other sectors in other parts of the country

Researcher: Ok

Participant: really makes it a very, very tough kind of difficult

Researcher: *Mhm?*

Participant: *uh* … situation

Researcher: Ok. *Eh* … that was *eh* … with regard to the country as a whole

Participant: *Mm*

Researcher: How does that observation compare with the development of ODL within the University of Botswana, during the same period?

Participant: When I say I … I've been in the University since 1991

Researcher: Ok?

Participant: And since 2000, I've been in the Centre of Academic Development

Researcher: *Mhm?*

Participant: *uh* ... in the unit of Educational Technology. I don't think our colleagues in the Centre for Continuing Education which was set up for that purpose: to be *uh* … the outreach arm of the University, really did a lot in that *eh* … that respect. The consultancy report I'm reading also alludes to that

Researcher: *Mhm ... Mhm?*

Participant: *that CCE has not really discharged the kind of mandate it was eh ... uhm ... put in place to ... to discharge*

Researcher: *Mhm?*

Participant: So, that is why currently, if you talk strictly ODL

Researcher: *Mhm?*

Participant: I don't think there are more than five hundred students

Researcher: *Mhm?*

Participant: who are doing their degrees through ODL. That's one. Two …

Researcher: *Mhm?*

Participant: Programme wise

Researcher: *Mhm?*

Participant: The only faculty at the moment which is … which has ODL programmes is the Faculty of Business

Researcher: *Yah*

Participant: *no other faculty*

Researcher: *Mhm*

Participant: *which also shows the slowness in the development of that sector within the University*

Researcher: Ok

Participant: Of course, *uh* ... I'm here not counting *eh* ... the dual conduct … the dual mode of *uh* … delivery *ya* part-time

Researcher: Ok

Participant: It's a different …

Researcher: *Yah, yah*

Participant: part-time studies and ODL

Researcher: *Mm*

Participant: So ODL really, has lagged behind

Researcher: *Mhm… Wao*! It has … it has lagged behind … *eh* … it looks like. I was looking at some of the reports *eh* … yes they separate ODL from part-time and once it is separated, really there is a very, very insignificant

Participant: it's insignificant

Researcher: figure

Participant: insignificant

Researcher: Ok. What do you think could have been the source of the problem for … for either the University's Central Governing body or the CCE body, not really developing this *eh* … during the currency of *eh* ... the Revised National Policy on Education?

Participant: *Well, I think there could be a few reasons for ... for that. One of the reasons could be that UB has been the sole institution*

Researcher: Ok?

Participant: *So for them really, the expansion of the conventional programmes*

Researcher: Ok?

Participant: *was satisfactory. They saw that as a major dist… eh ... contribution they're making*

Researcher: Ok

Participant: in the… *eh* … *uh* ... the Revised Educational … Policy …

Researcher: Ok

Participant: *Therefore, they did not look beyond eh ... the input they were making through the ehm ... conventional programme*

Researcher: *Mhm*

Participant: until very late

Researcher: Ok?

Participant: until very late when *uh* … if you look at a document called "… Shaping Our Future"

Researcher: *Yah*

Participant: *Uh* ... where now it was talking about expansion

Researcher: *Mm*

Participant: expansion, expansion and access

Researcher: *Mm*

Participant: and all that

Researcher: *Mm*

Participant: *But even then really, there was very ... may be little guidance in terms of what exactly should CCE be doing*

Researcher: *Mhm?*

Participant: as a mandated Centre for that

Researcher: Ok?

Participant: *Eh* ... as much as UB has put that as one of their major priority area, to expand tertiary education. That was not achieved

Researcher: Ok

Participant: *Secondly, it could have been largely because of the leadership within that Centre at that point*

Researcher: Ok

Participant: One does not really want to …

Researcher: *Ee,* no

Participant: go into that one without really having some facts

Researcher: *Mm*

Participant: *Mm*

Researcher: Ok. Some researchers believe that distance education can perform much more cost effectively in a dual mode institution like it is *eh* … at the University of Botswana is a dual mode, having both face-to-face and *eh* … and distance education. They … they say that … that is *eh* … should be the case because the resources can be shared by both modes addressing the different clientele. What is your comment on this line of thought?

Participant: My view is exactly that

Researcher: *Mhm?*

Participant: I always said to CCE and Faculty of Business that I don't see why we should have separate examinations for *uh* ... the distance students who are doing Bachelor of Business Administration from the conventional students

Researcher: *Mhm?*

Participant: If they're at the same level

Researcher: *Mhm?*

Participant: why have two separate examinations?

Researcher: *Mhm?*

Participant: So we already have an exam, we already have a point. We know they cannot progress at the same speed

Researcher: *Mm*

Participant: That's … that's … that's acknowledged

Researcher: *Mhm?*

Participant: The distance mode has that

Researcher: *Yah*

Participant: longish kind of

Researcher: *Yah, yah*

Participant: a period

Researcher: *Yah*

Participant: as compared to the conventional period

Researcher: *Mhm?*

Participant: But we have not had sort of a convergence of ideas on that

Researcher: *Mhm?*

Participant: *Eh* … they seem to be saying … no the two had to *uh* … exist separately

Researcher: *Mhm*

Participant: and even … fine the delivery mode will be separate, I mean would be different

Researcher: *Mm*

Participant: But my contention is all the materials which are used by the conventionals

Researcher: *Mhm?*

Participant: should be the same as those which are used by the distance students, especially that *eh* … that we are offering … from my unit, we are offering the platform

Researcher: *Mhm?*

Participant: in WebCT and Blackboard

Researcher: *Mhm?*

Participant: Saying … here is an online platform, put on the … put the materials in there

Researcher: *Mhm?*

Participant: The arguments from our colleagues in CCE has always been … not all our students will have access to computers

Researcher: *Mhm*

Participant: which I find to be very flawed

Researcher: *Mhm?*

Participant: because if you look at the few students who are doing the degree programmes through ODL

Researcher: *Mhm?*

Participant: where are they based?

Researcher: *Mhm?*

Participant: They're based in Gabs, they're based in Francistown. They are based in what you could call our major centres

Researcher: Yes

Participant: So the issue of access to computers and internet really should not be

Researcher: it should not be a problem?

Participant: Fine there could be someone in Kokotshaa wanting to do this programme

Researcher: *Mm?*

Participant: That's a different issue

Researcher: *Yah*

Participant: for those we need to give … *eh* …*ehm* ... device other modes of delivery

Researcher: *Yah* ... *yah* What … what kind of support do you think tertiary level distance education needs in this country in order for it to deliver quality *eh* ... *eh* ... education?

Participant: I think firstly there has to be a strong and deliberate effort to train staff

Researcher: *Mhm*

Participant: to understand their role

Researcher: Ok

Participant: in the management and delivery of distance education

Researcher: Ok

Participant: To manage someone who is not here

Researcher: *Mhm?*

Participant: who is not always with you, is different from managing a class of forty you meet may be twice a week

Researcher: Ok

Participant: I think that facilitation role is still lacking

Researcher: Ok

Participant: I'm not sure about BOCODOL, in UB I think that's one of the problems

Researcher: Ok

Participant: that the people charged with that responsibility in … may be some of them are not even trained in the area *ya* facilitating ODL programmes

Researcher: ODL programmes

Participant: So staff development

Researcher: Ok. So, so do you think *eh* … distance education has received such support so far? Is it receiving it within the University of Botswana?

Participant: Yes, to a very limited extent

Researcher: Ok

Participant: I still believe the support is still weak. It needs to be improved. We still hear of students receiving their materials late, students receiving … not receiving their assignments and all that. You see there is …

Researcher: *Yah*

Participant: the machine is not well oiled

Researcher: *Mhm.* What do you think the tertiary institutions themselves … that are providing distance education in Botswana should do to improve the contribution of distance education to expanding tertiary access?

Participant: There're several options

Researcher: *Mhm?*

Participant: They can go it alone, each of them go it alone … and in the process you segment the few resources we have

Researcher: *Mhm?*

Participant: or they could … they could collaborate

Researcher: *Mhm?*

Participant: and share the resources

Researcher: *Mhm?*

Participant: Especially that for now, until may be TEC kicks in

Researcher: *Mhm?*

Participant: we're basically sponsored from the same Ministry. One Ministry of Education … Ministry of Education and Skills Development

Researcher: *Mhm*

Participant: So option one you say … ok, everyone build your own empire

Researcher: *Mm*

Participant: and not share

Researcher: *Hm?*

Participant: Which for me really for a developing nation it's not

Researcher: not a good option

Participant: something we should be encouraging

Researcher: *Mm*

Participant: Option two is … hey guys, we have a duty here to do. And what do you have BOCODOL … I have resources … what do you have UB … where? I have this and this and there … Let's join hands

Researcher: pool the resources

Participant: Pool resources together. BOCODOL continue offering diploma programmes

Researcher: *Mhm?*

Participant: UB, offer degree programmes

Researcher: *Mm*

Participant: but use the same resources

Researcher: *Mhm* Ok

Participant: Share the resources

Researcher: *Mhm. Yah* Currently Government is … is sponsoring *eh* … tertiary level study. But … but this sponsorship does not cover individual students who are studying through the open and distance learning mode. What's your comment on this Policy?

Participant: My view is that if … if Government really wants to expand access in … to tertiary education, they should seriously consider sponsoring *uh* … ODL students

Researcher: *Mhm?*

Participant: They should seriously consider sponsoring … especially what I said earlier on

Researcher: *Mhm?*

Participant: Most of the younger generation, as much as they appreciate and are aware of the existence of the ODL programmes

Researcher: *Mhm*

Participant: either through UB or BOCODOL, one of their stumbling blocks is … where do I get the money to pay the tuition

Researcher: *Mhm?*

Participant: I'm not employed. Fine yes, there's cost sharing issues. But really, I think it's high time Government should look into the possibilities

Researcher: *Yah*

Participant: and viable … *eh* … put in place a viable programme, to sponsor ODL students

Researcher: Ok. Now, the University of Botswana, as we have already mentioned, offers its programmes through both face-to-face and … and open and distance learning. What … what do you think could have been the reasons for introducing ODL at UB?

Participant: Quite obviously there's demand there

Researcher: *Mm*

Participant: which we cannot continue to close our eyes on

Researcher: Ok?

Participant: The demand is out … is there. And secondly, as the only institution which is offering degree programmes now

Researcher: *Mhm?*

Participant: we are the … the obvious home

Researcher: Ok?

Participant: *eh* ... for such … for such programmes

Researcher: *Mhm?*

Participant: Therefore, I think it was in order for UB to consider developing *uh* … ODL programmes, at the level of degree

Researcher: Ok. What … what would you comment on the status of each of these two modes at the University of Botswana, the face-to-face and ODL? Would you say that one is a major mode, the other a support mode or are they of equal status?

Participant: *Well, currently if we talk in numbers, the major mode is face-to-face, the conventional students*

Researcher: Ok

Participant: *and really, ehm … the ODL mode is still at a very low level, infancy level*

Researcher: *Mhm?*

Participant: *that eh … one really even feels it's not even worth talking about*. Talking I mean, if you look at the student … student population in UB of about fifteen thousand, and you're talking about less than five hundred students doing ODL really

Researcher: *Mhm?*

Participant: it's just a drop in the ocean

Researcher: Ok. Is this per plan? I mean, are the students … are the delivery modes planned such that the ODL will take very few students and the face-to-face will take the larger percentage of the student body? Is it according to plan, or is it something …

Participant: Well, yes, I think it's well *eh … ehm* … One could answer that in two ways

Researcher: *Mm?*

Participant: The first … my first response would be … that was largely influenced by tradition

Researcher: *Mhm*

Participant: The University was set up to be a conventional university

Researcher: Ok

Participant: Therefore ODL ideas came late in the day

Researcher: Ok

Participant: finding the other sector already well developed

Researcher: *Yah*

Participant: Eh … even if when, I mean when they came very late in the day, I don't … *uh* … their development really took

Researcher: Ok

Participant: quite a long time and probably there wasn't sufficient guidance as to what was exactly that the University wants to do

Researcher: Ok

Participant: And I don't think the University sat … ever sat down to say … we want so much percentage of our students to be in this and so much percentage to be there

Researcher: Ok

Participant: They felt the need to expand the access

Researcher: Ok?

Participant: and really, not much was done in terms of concerted effort

Researcher: Ok

Participant: to ensure that … that sector grows

Researcher: Ok

Participant: to the level where it will have may be ten percent, fifteen percent of the entire student population

Researcher: *Yah.* According to the University's future plan … the "University of Botswana Strategic Plan to 2016 and Beyond", it appears a small percentage of the student body is planned to access *eh* … the University's programmes through ODL. *Eh* … I … I found out that by the end of the plan period, by 2015, the plan is that the distance education should have enrolled three thousand and fifty students, while the … the *eh* … the student body will be much, much larger

Participant: Around sixteen

Researcher: Around sixteen to twenty

Participant: twenty thousand

Researcher: thousand … yes. I … I … what do you think influences this allocation of target enrolment and programme levels … I … I also picked that on the ODL it's … it's not going into post graduate *eh* … degrees particularly

Participant: Yes, *Mm*

Researcher: Yes

Participant: *Well, I think, again it's largely framed by tradition*

Researcher: Ok?

Participant: *and what already exists in terms of infrastructure within the existing campus*

Researcher: Ok?

Participant: *Secondly, it's largely influenced by … may be experience*

Researcher: *Mhm?*

Participant: *that really, what was put eh … down for … for … for CCE to achieve*

Researcher: *Mhm?*

Participant: *eh … was not really achieved. I think the thinking now in*

Researcher: Ok

Participant: *Management is that we should put a lot of emphasis on uhm … re-thinking the whole idea*

Researcher: Ok

Participant: *within this plan period*

Researcher: Ok

Participant: And put in place appropriate structures in terms of development of staff and all that

Researcher: *Mhm*

Participant: before we can massively

Researcher: *Aha?*

Participant: invite the students

Researcher: Ok (

Participant: into the programmes

Researcher: Ok. Now, how many programmes at various levels does the University currently have, between the faculties?

Participant: Like I said really, the only faculty at the moment which has an ODL programme is …

Researcher: the Faculty of Business

Participant: Business which runs *eh* … Bachelor of Business Admin, Bachelor of Business Finance, Bachelor of Business Accounting and Bachelor of Business Management, something like that.

Researcher: something like that. Ok

Participant: *Yah.* Even all their … their … their conventional programmes are also offered

Researcher: on ODL?

Participant: on ODL

Researcher: Ok?

Participant: Yes

Researcher: How come the other faculties are not *eh* … *eh* ... providing their programmes through ODL as well?

Participant: That is a … *eh* … an interesting question. *Eh* … quite honestly I don't know

Researcher: Ok

Participant: *Eh* ... but one could see again historical links

Researcher: *Mhm?*

Participant: And why Business ventured into … into ODL

Researcher: *Mhm?*

Participant: Remember some of these students who are doing *eh* … the current Bachelors programmes in Business, are students who had finished their part-time programmes of Certificate in Accounting and

Researcher: Ok?

Participant: *eh* … a Diploma in Accounting Studies

Researcher: Yes. CAPS and DABS?

Participant: CAPS and DABS

Researcher: Ok

Participant: So some of them are those

Researcher: Ok

Participant: who now want to continue but still keep their jobs

Researcher: Ok

Participant: So is the … there's that link between part-time programme

Researcher: *Mhm?*

Participant: and *ehm* ... *eh* … the degree programme

Researcher: Ok

Participant: *Eh* ... no other faculty *eh* … except to a very limited extend, the Faculty of Education

Researcher: *Mhm?*

Participant: at a degree level. They were offering a flexi mode

Researcher: *Mhm?*

Participant: degree for secondary school Administrators

Researcher: *Mhm?*

Participant: for Principals

Researcher: Ok

Participant: and Deputies

Researcher: Ok

Participant: on a flexi mode, kind of block release

Researcher: *Mhm?*

Participant: they go back

Researcher: *Yah*

Participant: kind of thing

Researcher: *Mhm?*

Participant: Other than that I'm not aware of any other faculty

Researcher: not any other faculty

Participant: which has ventured into ODL

Researcher: Ok. One would have thought that *eh* … with the … the intention to increase access, more programmes would be … would be targeted for … for ODL delivery as well. So that the … the population out there could have *eh* … choice

Participant: *Mm*

Researcher: of programmes. *Eh* … and it appears

Participant: It appears … no, that has not been

Researcher: *Ee*

Participant: And it appears that is why University Management engaged the current consultancy

Researcher: The consultancy? Ok

Participant: To say look at … come and look at our current *eh* … Centre and see why it has not progressed the way we had wanted it to

Researcher: Ok

Participant: progress

Researcher: Ok. *Yah* ... So something is actually being done

Participant: It must be done … we're … I'm expected to give the DVC my feedback by the twenty first of November

Researcher: Ok. *Ehm* ... As somebody working in a dual mode *eh* … tertiary institution … the University of Botswana, would you say there are challenges that … that you think may be for ODL as a result of it being in a dual mode institution

Participant: *Yes, there are. Uh ... at times people forget uh ... the peculiar requirements*

Researcher: *Mhm?*

Participant: *for ... for distance learners*

Researcher: *Mhm?*

Participant: *and just concentrate on the conventional students*

Researcher: *Mhm*

Participant: There … there … *there is that tendency at times*

Researcher: Ok, ok

Participant: *They ... they are not fully catered for*

Researcher: Ok?

Participant: *and that is why may be even the support structure is still very weak*

Researcher: Ok

Participant: *because we're still predominantly eh ... a face-to-face*

Researcher: Ok

Participant: *institution*

Researcher: Ok. How would you suggest the Distance Education Department should deal with *eh* … such a challenge?

Participant: Not wanting to give a political answer

Researcher: Ok?

Participant: *I would say … I think the whole Centre needs to be uhm … re-aligned, re-arranged*

Researcher: Ok?

Participant: *really, to give it eh … some focus of some kind.* I've said to my Principal

Researcher: *Mhm?*

Participant: at one point that … *it's surprising that the University sends colleagues for further studies to do instructional design*

Researcher: *Mhm?*

Participant: *and these colleagues are based in … they're based in the Faculty … I mean, in the Centre for Continuing Education*

Researcher: *Mhm?*

Participant: *When they come back, they don't do instructional design*

Researcher: *Mhm?*

Participant: but *they're just Coordinators.*

Researcher: *Mhm?*

Participant: *So it really needs to be re-looked at and people given eh … or their mandate be clearly explained*

Researcher: *Mhm?*

Participant: *that is what exactly they're expected to do*

Researcher: *Mhm*

Participant: *With the number of Instructional Designers in CCE, at PhD level*

Researcher: *Mhm?*

Participant: *their ODL programme should be … number one*

Researcher: *Mhm… Mhm … Mhm*

Participant: *Hm?*

Researcher: *Mhm*

Participant: But that is not so

Researcher: Ok. I was … I was going to be going into that area of preparedness. To say that … what is your opinion regarding the preparedness of people at the UB … in the UB ODL mode

Participant: *Mm*

Researcher: because I … some … some ODL practitioners believe that ODL is a specialised field. So … so … how are the people in that *eh* … area, prepared to undertake ODL?

Participant: Sorry about …

Researcher: It's ok

Participant: *Yah ... ehm ...* can you …?

Researcher: do the question again?

Participant: *Mm*

Researcher: Yes, I'm saying that some ODL practitioners believe that ODL is a specialised field. First of all, do you agree with this observation?

Participant: *Well yes, like I've said really, there's a tendency to forget the peculiar needs of ODL students*

Researcher: *Mhm?*

Participant: *There are some elements of uh ... peculiarity*

Researcher: *Mhm?*

Participant: *that eh ... and eh ... specialised kind of*

Researcher: *Mhm?*

Participant: in terms of … you're dealing with someone you … you have never met

Researcher: *Mhm?*

Participant: and all that

Researcher: *Mhm?*

Participant: And issues which you normally pick in a face-to-face traditional class, you may not easily pick in *eh* … in an ODL programme

Researcher: Ok

Participant: things like that

Researcher: Ok

Participant: But that having been said really, I don't see such peculiarities should really make it a stand alone

Researcher: *Aha?*

Participant: programme

Researcher: *Mhm?*

Participant: I see convergence of programmes

Researcher: *Mhm?*

Participant: I see in other institutions the same, like I say, the same materials used for conventional students

Researcher: *Mm?*

Participant: is used for ODL students

Researcher: *Mhm?*

Participant: They're not re-inventing the wheel

Researcher: *Mhm?*

Participant: Irrespective of some differences

Researcher: Ok?

Participant: But they saw the need, especially one, when now you use issues, I mean, platforms like

Researcher: *Yah*

Participant: e-learning

Researcher: *Mhm … Mhm?*

Participant: What would be the difference of the materials *eh* … put on the e-learning platform …

Researcher: *Mhm?*

Participant: accessed by students in Block 474, what will be the difference between that and the students in Kanye?

Researcher: *Yah*

Participant: Nothing. *Mm*

Researcher: *Yah.* No, that's true. Ok. So … so you would say that *eh* … *eh* … these people that are working in ODL are prepared? *Ke raya gore* they have been prepared to work in that mode?

Participant: *The current staff in CCE … most of them are trained*

Researcher: Ok

Participant: *Well trained in that area*

Researcher: Alright

Participant: *They should be leading us*

Researcher: Ok. I … I would like to link their training with what the Centre for Academic Development is doing, in terms of *eh* … ensuring that staff of UB are trained enough to … to … to discharge their duties well. How … how does the Centre for Academic Development come in when it comes to the training and focusing of the training of the staff that are dealing with ODL?

Participant: *Well we, in particular the Department of Educational Technology Unit*

Researcher: *Mhm?*

Participant: *takes responsibility for ensuring that we train staff*

Researcher: Ok

Participant: *in the new technologies, including CCE staff*

Researcher: Ok

Participant: *We normally, will invite all of them*

Researcher: *Mhm?*

Participant: *both ehm … both uh … the conventional lecturers and eh … our colleagues in CCE*

Researcher: Ok

Participant: *But one must say, for a very long time they have been resistant*

Researcher: Ok

Participant: *It's only recently that we managed to work together where we're developing uh … a Masters programme to be purely distance programme*

Researcher: *Mhm?*

Participant: *for the Faculty of Business*

Researcher: *Mhm?*

Participant: *That's Masters in uh … Project Management*

Researcher: Ok?

Participant: *That's the only graduate programme*

Researcher: Yes, which is going to be … yes

Participant: *which will be 100% ODL*

Researcher: *Aha*? Ok

Participant: *Uh … we pulled in together made eh … a project team*

Researcher: *Mhm?*

Participant: *Eh* … I saw that working

Researcher: *Mhm?*

Participant: *We invited them for training here, they were attending. The project is ongoing as we speak*

Researcher: Ok

Participant: *So, if they could be willing*

Researcher: *Mhm?*

Participant: *to part in the training offered by the CAD, especially through Educational Technology*

Researcher: *Mhm?*

Participant: *they would benefit a lot*

Researcher: Yes

Participant: *and we would see the convergence*

Researcher: *Mm … Mm*

Participant: *and unfortunately for a very long time, that has not happened*

Researcher: Ok, ok. And I … as I was thinking of … of … of your role in the entire University for ensuring that the Academic staff are, are trained, I was wondering if you have any influence when a faculty, a centre like Centre for Continuing Education, *eh* … sends its people to training, whether you have any influence on … on … on … saying … on commenting on whether that training is going to be aligned with what they're going to be doing. I mean commenting from your earlier *eh* ... comment that they go for training … say for instructional design, but when they come back they do something else.

Participant: Yes

Researcher: Does the Centre for Academic Development have any

Participant: No

Researcher: contribution towards that?

Participant: *We don't have an input*

Researcher: Ok

Participant: *Yah …* in that

Researcher: *Mhm?*

Participant: *Uh … training is controlled through the Training*

Researcher: Ok

Participant: *Office under Human Resources*

Researcher: *Mhm?*

Participant: *It was only this year that eh … the Deputy Vice Chancellor Academic Affairs felt no … it should be uh … coordinated eh … under his office and he should know*

Researcher: Ok?

Participant: *what people are going to do and try to align*

Researcher: *Mhm?*

Participant: *their training with not the CAD Strategic plan, but with the University*

Researcher: *Mhm?* Wide

Participant: University *wide Strategic Plan*

Researcher: Ok

Participant: *So before then really, uh … Heads of Departments would determine who to send, what to do*

Researcher: *Mhm?*

Participant: *And just work through with eh … the Training Office and people eh … just went for training*

Researcher: We … we touched on this one that I'm going into earlier a little bit but I would like us to re-visit it.

Participant: *Mm*

Researcher: Some … some critics of ODL believe that it is not an effective mode to deliver quality university education *eh* … effectively, *eh* … particularly with

regard to post graduate study. What … what is your opinion concerning this … thought?

Participant: Well I … *uh* … I'll surely differ with them really

Researcher: Ok?

Participant: If we're not looking at what most people usually referred to as spoon feeding

Researcher: *Mhm?*

Participant: We really have to be looking at developing independent learners

Researcher: *Mhm*

Participant: critical thinkers

Researcher: Ok?

Participant: And that depends on the way we structure and develop our programmes

Researcher: Ok

Participant: which do not really want the students to always be sitting there jotting some notes and reproducing the same notes

Researcher: *Yah*

Participant: So I see ODL as one *uh* … avenue

Researcher: *Mhm*

Participant: which could really *uh* … help this country to develop self directed people

Researcher: Ok

Participant: who are independent learners, who are able to do things on their own

Researcher: *Mm*

Participant: without being overly dependent

Researcher: Ok

Participant: on their lecturers, on their teachers for this and that

Researcher: *Mhm?*

Participant: Just may be need guidance

Researcher: *Mhm?*

Participant: and direction and have assistance here and there

Researcher: Ok. So … so … so in your … your … your assessment of the level of development of ODL at the University of Botswana, would you think that such concerns, that is, if there are any such concerns and doubts, within the University, that it could have hindered the effective development … the robust development of ODL?

Participant: *Well, I wouldn't say the University only*

Researcher: *Mhm?*

Participant: *It's something that we need to approach a little bit holistically*

Researcher: *Mhm?*

Participant: *Uh … especially that you see, the University receives students from secondary schools*

Researcher: *Mhm?*

Participant: *where they've been used to a particular way of delivery*

Researcher: *Yah, yah, yah*

Participant: *And for them to change*

Researcher: *Mhm?*

Participant: *it's not an easy task*

Researcher: Ok

Participant: It would be even more difficult for someone who has been used to notes dictated to them, saying now, you know … *eh* … learn on your own

Researcher: *Yah*

Participant: That would be much, much

Researcher: very, very

Participant: very difficult

Researcher: challenging

Participant: So it's something we need to try to find a holistic approach

Researcher: *Mhm*

Participant: That is why even our students at the University

Researcher: *Mm?*

Participant: still come here with that mentality

Researcher: Ok

Participant: You have to give us the notes … you have to give us …

Researcher: *Mhm ... Mhm?*

Participant: And they … they reproduce them

Researcher: *Mhm*… Now, in the … in the … in your plans during NDP 9, there was this eh … eh … policy called the Distance Education Mainstreaming Policy

Participant: *Mm*

Researcher: What … what is it all about?

Participant: *Well, it was meant to revamp ODL*

Researcher: Ok?

Participant: It was …

Researcher: Ok

Participant: *But I don't think it never achieved*

Researcher: Oh

Participant: *what it uh ... what was set out there*

Researcher: Ok

Participant: Hence of course the numbers really indicate that

Researcher: it didn't go far…

Participant: it wasn't *eh* … there wasn't much growth

Researcher: Ok

Participant: in that sector

Researcher: I was going to follow this question by saying how is the University implementing it across the faculties and departments

Participant: Well, that is why … that is why I'm saying

Researcher: What was the plan

Participant: Exactly

Researcher: *Mm*

Participant: That is why probably the University *uh* ... found it fit to call in another consultant to say hei … look at this thing, where did we go wrong

Researcher: Ok

Participant: *Because definitely, we went wrong somewhere*

Researcher: Ok

Participant: *We didn't achieve ... that which we had set ourselves to achieve*

Researcher: Ok

Participant: We didn't

Researcher: *Mhm*

Participant: *And really, outside the Faculty of Business, there's no other faculty*

Researcher: *Mm*

Participant: *which has an ODL programme*

Researcher: Ok

Participant: No

Researcher: Ok. So… so needless to ask my next question, which was to say … what has been the impact of this policy on access to the University programmes

Participant: *Very minimal*

Researcher: *Mm*

Participant: Very, very minimal

Researcher: Very, very minimal. Yes

Participant: *Because if you dissect part-time from the student … clientele*

Researcher: *Mm*

Participant: *of eh … CCE*

Researcher: *Mm*

Participant: *they're left with nothing*

Researcher: *Yah*

Participant: they're left with nothing

Researcher: Yes, in the … in the four hundred

Participant: *Mm… it's insignificant*, it's insignificant

Researcher: It's very insignificant indeed. Ok. *Yah* … No. We … I have benefited a lot from this … this discussion and we have come to the end of it for now. I … I'm hoping that *eh* … when I go back and reflect on what we have been discussing

Participant: *Mhm*

Researcher: if I need any more clarification or more information, you would be willing to … for me to come back and …

Participant: Oh … any time, any time

Researcher: Thank you very much. Thank you. *Ee, rra.* Oh, thanks

Interview Transcripts – T14

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: Good morning, we are now recording

Participant: *Ee, mma*

Researcher: *Ee, mma.* I'd like to start by thanking you for participating in this interview. I'm the … a student of the University of Pretoria as I've indicated. Apparently I have to record all this

Participant: *Ee, mma*

Researcher: *Ee, mma* and I'm … I'm doing a research where I'm trying to find out how the development of open and distance learning impacts on access to tertiary education in Southern Africa. But I have picked Botswana as *eh* … like a case study. *Eh* … to find out what are the experiences of Botswana in terms of the development of ODL and how it impacts on the access to tertiary education

Participant: *Ee, mma*

Researcher: Now, research indicates that sub-Saharan Africa continues to record the lowest participation rates in the world in tertiary level education and training, with an average rate of about 5% by 2007 figures. Would you say that this is true for Botswana in this present moment?

Participant: *Uh* ... not quite true because I think *rona e tshwanetse e bo e setse e le bo* 10% (for us it must be already around 10%)

Researcher: Yes

Participant: access

Researcher: *Yah*, our access is around 11.4% actually.

Participant: *Ee, mma*

Researcher: *Ee* But *eh* … would you say that *eh* … this is a comparable figure, I'm … I'm saying that … how do we compare with our … the countries that are our comparators, like South Africa, Mauritius and Namibia? Do you have an idea of how … how they are performing in terms of that?

Participant: *Ee, mma … Ee, mma* They're not different from us

Researcher: Ok

Participant: Except *gore ba bangwe o fitlhela ba le gone ko tlase koo, ba bangwe ba re feta go se kaenyana* (that usually some will be at the bottom, while others are a little above us)

Researcher: *Mhm?*

Participant: But our immediate *uh* … neighbours like *bo-South Africa jaana* (like South Africa)

Researcher: *Mm?*

Participant: *Le bo-Zambia le bo-Zimbabwe* (Zambia and Zimbabwe)

Researcher: *Mhm?*

Participant: they're not *uh* … very different

Researcher: Ok

Participant: from us

Researcher: from us

Participant: Zimbabwe *ba ka bo ba le* (could have been) very different, but I think economy has …

Researcher: Ok?

Participant: *eh*… the current situation in Zimbabwe

Researcher: Ok?

Participant: *e kare e nnile le* (seems to have had an) impact on the education sector

Researcher: Ok

Participant: But actually in the region they have the best

Researcher: Ok

Participant: So *tota ya bone* access to tertiary *e ne e le ko godimo* (So in actual fact, their access rate to tertiary was relatively higher). But *bo-South Africa* ... (places like South Africa …)

Researcher: we're … we're …

Participant: We're more or less the same

Researcher: at par?

Participant: *Ee*

Researcher: Ok. Now, your Department undertakes research, where it collects and analyses data about the Botswana education sector, in order to generate information that will be used for decision making in terms of the specialised educational planning that the department provides. *Eh* ... it also is expected to take national macro-economic planning into consideration in the process of educational planning. I … I suppose *eh* … this means *eh* … you relate the training activity, especially at tertiary level, with human resource development?

Participant: *Ee, mma*

Researcher: *Aha* ...

Participant: We do

Researcher: Ok. Now, may be I should …

Participant: Because *uh* …

Researcher: *Mhm?*

Participant: *go ntse go le a bit dicy ka gore re ne re sena* (it has been a bit tricky because we did not have) any strategy in place

Researcher: Ok

Participant: We didn't even have a framework

Researcher: Ok

Participant: for qualification

Researcher: Ok

Participant: that's why we have now *eh* …initiated the process of the Human Resource Strategy

Researcher: Ok

Participant: *le NCQF e e leng gore ke* (together with the NCQF, which is the) National Qualification Framework. The National Qualification Framework *eo, re setse re simolotse tiro e ntsi mo go yone* (We have already started a lot of work on that National Qualification Framework). The HRD Strategy *sone se tlaa bo se …* I think *se bubmitilwe today to Cabinet* (As for the HRD Strategy, it must have been submitted today to Cabinet)

Researcher: *Aah*? Ok, has been submitted to Cabinet?

Participant: *Eh … ha e le gore, ha e le gore … ke raya gore date e ne ele gompieno* (if … if … I mean, today was supposed to be its submission date)

Researcher: It was supposed to be today?

Participant: It was supposed to be today

Researcher: Ok

Participant: *Ee. Go raya gore once se sena go approviwa, ke gone jaanong re tlaabong re simolola go* (Yes, which means that once it has been approved, then we will start) to work towards establishing a Council

Researcher: Ok. Who … who's submitting this strategy by the way?

Participant: *Uh* … it is submitted … today it was … Ministry of Finance. This is a joint venture between

Researcher: Ok?

Participant: Education and Finance

Researcher: and Finance Ministry ok

Participant: *ka gore Ministry was Finance o participata into … in the manpower planning* (because the Ministry of Finance participates in manpower planning)

Researcher: Ok

Participant: But the NCQF

Researcher: *Mhm?*

Participant: the National Qualification Framework

Researcher: *Mhm?*

Participant: *re na le Unit gone ha* (we have a Unit here)

Researcher: Ok

Participant: *e e leng gore e okametswe ke Rre Molwale* (which is headed by Mr Molwale).

Researcher: Ah, ok

Participant: We're trying to establish a full fledged Unit *e e leng gore e tlaa lebelela this particular framework re leka go eh … go e finalisa* (which will work on this framework towards its finalisation)

Researcher: Ok

Participant: Because ultimately

Researcher: *Mhm?*

Participant: we want to align

Researcher: *Mhm?*

Participant: our levels *tsa* (of) education

Researcher: *Mhm?*

Participant: to certain qualification *gore go nne motlhofo* (so that it would be easy)

Researcher: Ok, ok

Participant: *gore ngwana ha a tswa mo leveleng e, kana a dirile go ema ha, go be go na le se re ka reng o na le dicompitency tsa gore. Unlike gompieno re tlaabo re re ngwana o feditse seven, when you go to details gore mme o raya a ka dira eng tsela e tlaabo e tsena mo sekgweng.* (to determine the competency level of a child who has graduated from a given level. Unlike currently where there is no way of determining what competencies a Standard 7 graduate possesses).

Researcher: Alright

Participant: With the framework I think everything will be fine

Researcher: Will be in place, ok. *Eh* ... if I may ask *gore* you try and be on the English more … *ba a go di cheka* (these are part of the assessment, they are going to be checked)

Participant: *Oh, ee mma*

Researcher: *Ee, mma* … *Eh* … yes, *eh* … the … now I was just about to say, based on your experience and the research that your Department is involved … involved in, what is your opinion of the rate of participation of Batswana of different ages in tertiary level education and training?

Participant: *Uh* ... the participation is quite good

Researcher: Ok

Participant: although for some areas

Researcher: *Mhm?*

Participant: of education

Researcher: *Mhm?*

Participant: we do have may be women being more

Researcher: Ok?

Participant: than men

Researcher: Ok?

Participant: but generally I think the participation is almost at par

Researcher: At par, ok … of … of … of different age groups?

Participant: *Ee, mma*

Researcher: You are looking at the youth and also the … the adults who are in employment, in self employment …

Participant: Yes

Researcher: and so on. They are …

Participant: because what we look at is for instance, the point at which we expect people to be at tertiary

Researcher: *Mhm?*

Participant: Then when you analyse you can see that the participation is … it's quite at par

Researcher: Ok

Participant: even for those who are coming from work now

Researcher: Ok

Participant: going into the tertiary education system to improve or to develop their competencies

Researcher: Ok

Participant: It … it … it's almost at par

Researcher: Ok

Participant: I think the only challenge is to increase

Researcher: Ok?

Participant: the participation

Researcher: The participation rate?

Participant: *Ee*

Researcher: Ok, that is the part that I'm actually trying to zero in. *Eh* … that when … let's say we … if we look the … the 18 to 24 age … age group that are … most of these are the ones that are coming from secondary schools. *Eh* … the estimation that Botswana has now is that *eh* … 11.4% of that age group is managing to go into tertiary education. Now I would like, and through the Tertiary Education *eh* … Council, there are indications that *eh* … Botswana *eh* … wants to reach a target of like 20% of those who are … of this age group going into tertiary around 2016 and probably 30% around 2026

Participant: Ok

Researcher: Now, I would … this indicates that *eh* … the 11.4% according to this *eh* … the … the … the plan as it is, is not extremely satisfactory …

Participant: No, it's not

Researcher: Botswana is not happy about it

Participant: Yes

Researcher: Yes, now what I would like to … to know is whether the existing tertiary institutions in the country, in your opinion, are coping with the demand that is there at the moment for tertiary education

Participant: *Mm* … they're not quite coping

Researcher: Ok?

Participant: That's why we have *uh* … through the Tertiary Education Council

Researcher: *Mhm?*

Participant: encouraged the other private institutions to come in

Researcher: *Mhm*

Participant: We're also opening the door to ODL

Researcher: Ok

Participant: So that we can have *uh* ... more people accessing

Researcher: Ok?

Participant: tertiary education

Researcher: Ok

Participant: For instance, the reason why I'm saying they are not quite coping is because if they were quite coping

Researcher: *Mhm?*

Participant: we would have drastically reduced may be the number that is going outside

Researcher: Ok

Participant: But we still have our students going to

Researcher: to other countries

Participant: tertiary education outside the country, even for courses that would have been offered locally

Researcher: Ok

Participant: But because of places

Researcher: Ok

Participant: you find that it's *uh* … it's a problem. But I think Government is moving towards there because this … last year

Researcher: *Mhm?*

Participant: we started offering scholarships for students attending private institutions

Researcher: Ok

Participant: as opposed to bo UB and *uhm* …

Researcher: Ok and …and … and the other institutions

Participant: Yes

Researcher: Now … now I … I have … I … I would like to know whether you are aware as the Ministry of, out of this 11.4%, which go into tertiary, what percentage would you estimate as a population that goes into tertiary through ODL. Do … do you have any idea?

Participant: I don't have the correct figure. But I think *uh* … ODL currently is not necessarily big when it comes to tertiary education

Researcher: Ok

Participant: We're still big like when you look at institutions like BOCODOL

Researcher: *Mhm?*

Participant: we're still big *mm* ... for secondary education.

Researcher: secondary level education

Participant: Yes. So I should think that may be the proportion is not so substantial

Researcher: Ok. I … I know that the University of Botswana also has a distance education wing within the University, that has been there for quite some time. Do … do you have any idea of what contribution they're making towards access to tertiary education

Participant: *Uh* ... I think even if you take UB for instance *uh* ... on average I think annually it will take up to *bo* … I think around *uh* … fifteen thousand or so

Researcher: Ok

Participant: But I don't think *eh* ... more than five thousand of those are for distance education

Researcher: are for distance, ok

Participant: That's why I'm saying, that's why it was necessary for the Ministry

Researcher: *Mhm?*

Participant: to go the route of establishing

Researcher: *Mhm?*

Participant: BOCODOL

Researcher: Ok

Participant: Because we really want to be more aggressive

Researcher: Ok, ok

Participant: Because the University has been doing that for sometime

Researcher: *Mhm?*

Participant: but I think the contribution was not really …

Researcher: was very … ok

Participant: was low

Researcher: Ok. Alright, thank you. *Eh* … some … some of my questions would sort of *eh* ... for emphasis sake, would sort of go back to what we … we have … we have touched on. Like *eh* ... I know that in *eh* … in 1994, the Revised National Policy on Education, now also the Tertiary Education Policy that has just been approved *eh* …have … have, as you have indicated, indicated that open and distance learning is one of the strategies that can be employed to expand access to tertiary level education. But what I need to know is the planned status. Now that the Ministry and the, rather education … the education sector driven by the Ministry of Education, is considering distance education to be an option, *eh* … that can be *eh* … that can expand access to tertiary education, what is the status that the Ministry is attaching to distance education in Botswana, tertiary level distance education? *Ke gore* (that is) compared to face-to-face, how are you … are you … are you in your plans saying … so many students are going to go through the face-to-face and so many will go through open and distance learning, in the plans?

Participant: *Uh* ... I think if I recall well in the NDP 10 Strategy

Researcher: *Mhm?*

Participant: we are trying to have the Strategy such that we place a greater emphasis when it comes to open and distance learning, more especially targeting the tertiary level

Researcher: Ok

Participant: And I think we should be increasing the threshold that BOCODOL has

Researcher: *Mhm?*

Participant: for, like BOCODOL I think annually they aim to have four thousand and five thousand

Researcher: Yes

Participant: students

Researcher: *Mhm?*

Participant: which means for NDP 10, I think the figures should be going higher

Researcher: *Mhm?*

Participant: because we are also trying to bring in the aspect of e-learning

Researcher: *Aha*?

Participant: Which means we should be expanding

Researcher: expanding

Participant: doors for everybody, because the strategy that we are adopting is promoting … is to promote long life learning

Researcher: Ok

Participant: continuous learning for individuals

Researcher: Yes, yes, yes

Participant: Because we do believe as a Ministry that learning is not something that you finish with

Researcher: *Mhm … Mhm?*

Participant: but you learn as you go. That's why we're trying to adopt even e-learning strategies and *eh* … other strategies

Researcher: Ok

Participant: so I believe that relatively to the past

Researcher: *Mhm?*

Participant: more emphasis be put when it comes to ODL

Researcher: *Mhm*

Participant: Because that's where we're also advancing the idea of delivering our curriculum

Researcher: *Mhm*

Participant: through ICT

Researcher: Ok

Participant: so that we can have a combination

Researcher: *Mhm*

Participant: so that at least in the future

Researcher: *Mhm?*

Participant: you don't necessarily have to be in the classroom to attain your certificate

Researcher: *Mhm?*

Participant: more especially when we are done with the NCQF

Researcher: *Mhm*

Participant: You should be able to do it the way it is convenient to you, because we want to diversify our curriculum such that it is relevant

Researcher: Ok

Participant: And the relevance aspect will be touching on … on certain issues

Researcher: *Mm*

Participant: like whether this subject is relevant to your area

Researcher: *Mhm?*

Participant: or to your whatever

Researcher: Ok

Participant: or may be you're a person who is more into Agriculture

Researcher: *Yah*

Participant: may be you don't … your kids don't have time to be spending time in classrooms.

Researcher: *Mhm?*

Participant: so the decertification will come there and that's where ODL will play a role

Researcher: Ok, ok. I'm glad to hear of that elaborate plan, because in the past it looked like it wasn't really there. Now, *eh* … we have already indicated that the … the existing tertiary institutions are not quite coping with the demand. And … and we were addressing the demand only from secondary school, which are inputing into the tertiary institutions. Recently research indicates a trend in many developing countries where more and more adults, including

employees want to access tertiary level education and training. I … I want to find out whether this is true for Botswana as well

Participant: *Yah* it is

Researcher: it is

Participant: It is true

Researcher: What do you think influences this trend?

Participant: I think it's the change in economics

Researcher: Ok

Participant: in many countries

Researcher: *Aha*?

Participant: For instance, in Botswana we were heavily dependent on minerals

Researcher: *Mhm?*

Participant: But it is becoming very evident

Researcher: *Mhm?*

Participant: that the diamonds are not here to stay. So immediately the scope of economics changes

Researcher: *Mhm?*

Participant: then you want also to change, so that you become more marketable

Researcher: *Mhm* ... Ok

Participant: Because industries change

Researcher: *Mm*

Participant: with the economy

Researcher: Ok. Now … now … now since the … the existing face-to-face *eh* … tertiary institutions are … are not coping as we have established, *eh* … the … the emphasis for availing this *eh* … *eh* … educational demand *ke gore*

(meaning) satisfying the demand would be … how are you as a Ministry planning it?

Participant: *Uh* ... as a Ministry we have some strategies.

Researcher: *Mhm?*

Participant: For instance, when it comes to vocational education

Researcher: Ok?

Participant: we're upgrading some of our colleges

Researcher: *Mm?*

Participant: to offer degree level courses

Researcher: Ok?

Participant: and other higher courses

Researcher: Ok

Participant: We're also building

Researcher: Ok?

Participant: some high level colleges like the Odi CAAT

Researcher: Ok

Participant: the … the Odi College of Applied Arts and whatever

Researcher: *Mhm ... Mhm?*

Participant: And we have the Francistown Technical College

Researcher: *Mhm ... Mhm?*

Participant: which just opened its door

Researcher: Yes

Participant: So you can see we are moving towards having vocational education

Researcher: *Mhm?*

Participant: not only offering Diplomas and Certificates

Researcher: *Mhm … Mhm?*

Participant: but also moving towards offering tertiary education

Researcher: tertiary level education. Yes, I can see that *eh* … those plans are actually addressing *eh* … people who will be going into the institutions. Now, I'm wondering about the ones that are in employment. Is the Ministry planning to … to, how is the Ministry planning to address those who need to continue learning, like you were talking about the lifelong learning *eh* … venture. Those who want to continue learning and yet they are in employment. If we give an example for instance, the Ministry of Education used to … used to, and I think it is continuing to do that, send some of the employees off for further studies, *eh* … in large numbers in the different departments. What is the status now, *eh* … of that arrangement? Are you still continuing to send people off for training or are you exploring … now that you're thinking distance education, are you exploring …

Participant: We are exploring both

Researcher: *Mhm*

Participant: Because for now for instance, we cannot say we are stopping sending employees for courses

Researcher: *Mhm?*

Participant: because our ODL is still

Researcher: *Mhm*

Participant: developing

Researcher: is still developing, ok

Participant: So what is happening right now, Ministry of Education as part of Government

Researcher: *Mhm?*

Participant: has *uh* … also adopted the strategy of now training, unlike in the … long time ago. When you finished *uh* … your tertiary education and join the Government, you were sure that after few years you'd be going for your Masters or whatever

Researcher: *Mhm?*

Participant: or if you had a Diploma you were sure that you'd go for Degree

Researcher: Ok

Participant: Now the … the Government has changed strategy

Researcher: *Mhm?*

Participant: What happens now is, depending on the job that you're doing, we develop officers in terms of training

Researcher: Ok

Participant: to close the … the performance gaps

Researcher: *Mhm?*

Participant: Which means, even if you're not sent for long-term training

Researcher: *Mhm?*

Participant: but you're continuously sent for short-term training

Researcher: Ok

Participant: So that you can acquire the necessary skills

Researcher: skills, ok

Participant: to deliver

Researcher: Ok

Participant: So you'll find that most of the employees will very often go for short courses

Researcher: *Mm*

Participant: so that they can be able to cope with the changing demands of their work

Researcher: Ok

Participant: Un … unlike in the past when we used to go for long-term training

Researcher: *Mm*

Participant: But it depends also on the area

Researcher: *Mhm?*

Participant: Like *uh* … when it comes to our teachers

Researcher: *Mhm?*

Participant: for instance, when we look at the quality of education

Researcher: *Mhm?*

Participant: in our Primary schools and Secondary schools, sometimes we discover that may be because of the changes in the curriculum and the syllabuses

Researcher: *Mhm?*

Participant: teachers need some upgrading

Researcher: Ok

Participant: Which means now it will no longer be short courses like we offered by in-service whatever

Researcher: *Mhm … Mhm?*

Participant: in Education Centres.

Researcher: *Yah*

Participant: But there will be need for us to take them in batches to tertiary institutions, to upgrade them from Certificate to Diploma or from Diploma to Degree

Researcher: *Mhm?*

Participant: so that they can deliver the curriculum effectively

Researcher: *Mhm?*

Participant: So we still continue to do that

Researcher: to do that

Participant: *Mm*

Researcher: So … so … so I didn't quite get you *eh* … what is the contribution of ODL in that process?

Participant: *Uh* ... ODL contributes in some areas, like when you take *uh* … *uh* … fields like ICT

Researcher: *Mhm?*

Participant: and *eh* … related. Mostly ODL plays a big role

Researcher: Ok?

Participant: because we currently have *uh* … those courses which you can do through … through the in … internet

Researcher: *Mhm?*

Participant: You take a course as you work and you get accredited, so that you can move from one level to another. So that's where right now the Ministry is big on. Because for our IT personnel, that's how we develop most of them

Researcher: Ok

Participant: more especially for these *uh* … skills where they need to be

Researcher: hands on?

Participant: hands on

Researcher: Ok. *Eh* …*eh* ... *eh* ... I will dwell on this question … it's … it's very important *eh* … because *uhm* … you as a Planning *eh* … Unit, *eh* … you must be having some plan and saying, now that we have recognised that ODL can actually help the Ministry advance as far as training is concerned, may be we need so many people that need training in the next plan period

Participant: *Mm*

Researcher: and *eh* … in these various areas that you must have *eh* … identified. *Eh* … what I want to establish is whether consciously you're saying, we will send this percentage of this *eh* … contingency or contingent, to face-to-face courses. They will go

Participant: *Mm*

Researcher: and be away for ex number of years to study. We will go … will take ex percentage and enrol them in the … similar … in a similar course, probably they need the same skills or the same upgrading, like you were mentioning teachers. May be you have a plan to say, the Ministry has now to … to take this percentage to go to the University to do this course. But so many, this … this other percentage can do the same course through ODL. I just want to establish whether you actually have such plans in place, where somebody can … can actually see *gore* (that) ODL is being … is being utilised

Participant: *Ee, mma*

Researcher: *Mm*

Participant: *Yah* ... I think *uh* … to some extent yes

Researcher: *Mhm?*

Participant: Although we're just starting because most of the strategies that we have

Researcher: Ok

Participant: actually we will start implementing during NDP 10

Researcher: during NDP 10, yes

Participant: We will actually establish … work towards establishing an e-learning centre

Researcher: Alright

Participant: that's when we will be living … taking a deliberate effort

Researcher: *Mm ... Mm*

Participant: to say, this area

Researcher: *Mhm?*

Participant: so many people will be going through

Researcher: *Mhm?*

Participant: e-learning and this much will … because for some areas

Researcher: *Mhm?*

Participant: we would need to cautiously send a certain number

Researcher: *Mhm?*

Participant: to face-to-face

Researcher: Yes

Participant: for now

Researcher: Yes

Participant: So that at least we can improve some service. Like for teachers for instance, because it's urgent

Researcher: *Mhm?*

Participant: because when you look at our results

Researcher: *Mhm?*

Participant: they clearly show that *uh* … something needs to be done because the … the … the pass rates are going down

Researcher: Ok

Participant: And one of the inputs that would contribute to the improvement of the result, would be the status of the teachers qualifications

Researcher: Yes

Participant: So, that one we have taken a deliberate move as a … as a Ministry

Researcher: *Mhm?*

Participant: to say, we will be training teachers the face-to-face in the tertiary institutions … this much per year or whatever, until we have completed

Researcher: *Mm*

Participant: all those who were having PTC or

Researcher: *Yah*

Participant: those other certificates below Diploma

Researcher: Alright

Participant: But when it comes to the other general staff

Researcher: *Mm?*

Participant: depending on the needs assessment, because we do conduct uh … a needs assessment for the skills

Researcher: *Mhm?*

Participant: required for different jobs. Like I said, the IT

Researcher: *Mhm?*

Participant: we have deliberate plans to say, as a … as IT personnel, generally these are the skills that you'll require

Researcher: *Yah*

Participant: So, those, you can get through ODL

Researcher: *Yah*

Participant: But those which are urgently needed

Researcher: *Mhm*

Participant: we organise face-to-face

Researcher: *Mm*

Participant: to take them outside, inside,

Researcher: *Mhm … Mhm?*

Participant: but to tertiary institutions so that we can upgrade them

Researcher: Yes

Participant: But we are enrolling them continuously in ODL courses

Researcher: in the ODL courses

Participant: so that they can have the proficiency that is required

Researcher: Ok

Participant: *Ee*

Researcher: *Uh* ... now … now, across the various tertiary institutions in Botswana *eh* … I know they … the various institutions will have a certain number of students. What percentage of that current student body, the Botswana current student body of *eh* … tertiary institutions … how do you estimate to be the contribution of distance education, in increasing access? When have … I don't know how many students you have across the institutions, what percentage of that body is doing it through ODL?

Participant: For tertiary?

Researcher: *Mm*

Participant: *Eh* ... *eh* … for tertiary I … I'm not very sure but I can estimate between five and ten percent

Researcher: *Aha?* Ok

Participant: With the … because, for instance, like I was saying, it's still on the developing side

Researcher: *Mhm?*

Participant: So basically they have not really contributed to the level that the Ministry would want

Researcher: Ok

Participant: We are still developing the area

Researcher: Ok

Participant: But I believe the access is increasing

Researcher: Ok. Alright …*Uh* ... there is … there is the issue of support for distance education at tertiary level. I would like to know what the Ministry thinks is necessary support that institutions need, of ODL, in order for them to increase access

Participant: *Uh* ... I think basically right now the Ministry would … would … the opinion would be that if we can have the relevant infrastructure

Researcher: Ok?

Participant: like in terms of ICT

Researcher: Ok

Participant: then that should be … that should contribute big

Researcher: Ok?

Participant: when it comes to ODL

Researcher: *Mhm?*

Participant: because then people will be able to access materials

Researcher: *Mhm?*

Participant: any how, anywhere they can

Researcher: Ok

Participant: And I think that's why the General Government has approved the policy to assist officers who want to buy computers

Researcher: Ok

Participant: Because I think it's in an effort

Researcher: *Mhm?*

Participant: to say if you have a computer, you can be able to access internet

Researcher: *Mhm*

Participant: and then when you access internet you can be able to enrol in some distance courses blur … blur

Researcher: Ok

Participant: And also the … at tertiary level

Researcher: *Mhm?*

Participant: we are trying to attract … what do you call them … satellite institutions?

Researcher: Yes, yes, yes

Participant: where you have people studying here but accredited by other universities

Researcher: by other universities

Participant: *Mm*

Researcher: Ok

Participant: And *uh* … that's why we're also developing an Education Hub

Researcher: Ok

Participant: and we … through the new organisation … the BUIST, the second university

Researcher: Ok, yes, yes

Participant: for Science and Technology …

Researcher: for Science … yes

Participant: in that organisation

Researcher: *Mhm?*

Participant: we have the Coordinator of the Education Hub

Researcher: Ok

Participant: and I think it's in an effort

Researcher: *Mhm?*

Participant: to make sure that *uh* … Botswana stands out in terms of attracting the best

Researcher: Ok

Participant: in education facilities

Researcher: *Mhm?*

Participant: even in the area of ODL

Researcher: Ok?

Participant: because when we have this satellite whatever

Researcher: *Mhm?*

Participant: to some extent the bulk of the education is done like

Researcher: Yes, yes

Participant: distance

Researcher: Yes

Participant: The time that you come face-to-face

Researcher: *Mhm?*

Participant: is little. And we're already having some of those institutions around town, I mean, in the country, like bo-Baisago

Researcher: *Mhm*

Participant: and others

Researcher: *Mhm ... Mhm*

Participant: because the … they're stated to … franchise from

Researcher: are working like satellites

Participant: more especially from South African universities and overseas

Researcher: Ok

Participant: universities

Researcher: Ok

Participant: So I think it … it's an area that we want to develop as a Ministry during NDP 10

Researcher: *Mhm*

Participant: And I think the Tertiary Education Council, together with the Coordinator of the Education Hub

Researcher: *Mhm?*

Participant: I think those are the areas that they would want to develop

Researcher: Ok. *Eh* … what kind of challenges do you think *eh* … existing tertiary institutions in Botswana, particularly the ODL ones are facing … the … the ODL tertiary institutions. I … I know they're very few.

Participant: *Mm*

Researcher: I know Bai … you mentioned Baisago

Participant: Baisago *Mm*

Researcher: I've heard about one or two others. BOCODOL is one of them. What sort of challenges do you think as an ODL institutions, they might be facing?

Participant: I recall in the past that they had their *uh* … like *eh* … students who wanted to enrol there

Researcher: *Mhm?*

Participant: had problems of scholarships

Researcher: *Aha?*

Participant: But now starting last year I think *eh* … we have moved to the direction of for those who qualify according to the points of threshold

Researcher: *Mhm … Mhm*

Participant: we do sponsor

Researcher: *Aah*?

Participant: we have open … like I know we have *uh* … I think *ba* Baisago we are sponsoring them and some few others

Researcher: Ok

Participant: which means, that barrier, we're getting over it

Researcher: Ok, ok

Participant: But apart from that I think the other challenge that I see relating to ODL might be qualified personnel

Researcher: Ok?

Participant: Because you see that because the institutions, tertiary education is still expanding

Researcher: *Mm*

Participant: May be we don't have enough qualified personnel to be taking up jobs

Researcher: *Mhm?*

Participant: for those *uh* … kind of institutions

Researcher: Ok

Participant: *Mm*

Researcher: Ok

Participant: Because already like, the population base is small

Researcher: Ok

Participant: And *uh* … we have a substantial proportion of students who are sent abroad who don't come back. And *uhm* … I think more especially in the areas of Science and *uh* … related subjects we're still having a problem

Researcher: Ok

Participant: because the problem persists even at secondary level. That's why we still have foreigners

Researcher: Ok

Participant: Even in our Colleges of Education, we still have a substantial number of *uh* … foreigners who are teaching. Which gives me an impression that when it comes to the teaching or lecturing or personnel

Researcher: *Mhm?*

Participant: to deliver the actual education, it might be a problem. Or to facilitate at least, it might be a problem

Researcher: in that ODL environment

Participant: Yes

Researcher: *Mhm*

Participant: But *uh* … as it develops, I think things should be able to turn around

Researcher: Ok

Participant: So that at least we'll be having enough personnel, instead of having the satellite institutions relying more on people from outside. They should be able to rely more on people, in-house

Researcher: in-house ok

Participant: and that should attract more students

Researcher: Ok. *Eh* … now I … I … I … I'm … I'm going to be touching on the … the claim of distance education practitioners or providers of distance education. They have this thing *eh* … that the distance learning mode is capable of opening access *eh* … to tertiary much more effectively and substantially than the face-to-face mode. I want to know whether you can make a comment on that. *Eh* … you know, what they're saying is *eh* … ODL is slightly cheaper, *eh* … ODL is more flexible and therefore I can take my courses while I'm working and when I'm doing that, I'm giving my employer the service that they have employed me for. But I'm also studying and through that studying I'm improving on my work and so on. They … they are saying that. And they think it is more cost-effective to do ODL than face-to-face and they also think it … it is better when … when you are faced with low resources more adults who want tertiary education *eh* … more urgent issues to attend to and yet want development, staff development to continue

Participant: *Mm?*

Researcher: You would rather prefer ODL. I just want to know the feel of the Ministry's *eh* … thinking

Participant: *Mm*

Researcher: around issues like that

Participant: *Uh* ... my opinion would be it's true, but it … it … it becomes more effective

Researcher: *Mm?*

Participant: when the area is fully developed

Researcher: *Ahaa*

Participant: *Mm* ... when it is still developing

Researcher: *Mhm?*

Participant: it is a bit dicy

Researcher: Ok

Participant: But if you have strategies in place and the ODL area develops

Researcher: *Mhm*

Participant: then it becomes cheaper. Because then you don't have to worry about *uh* … for instance, cheaper even in the social context, because you don't have to worry about leaving your children and going away for three years

Researcher: *Mhm*

Participant: It is also cheaper money wise

Researcher: *Mhm*

Participant: because you're not going to pay a lot of money for

Researcher: accommodation expenses …

Participant: accommodation expenses and other expenses as when you join an institution and you are face-to-face. It's lesser money even for teaching

Researcher: *Mhm?*

Participant: because you don't have face-to-face

Researcher: *Mhm?*

Participant: But you have other people sitting processing all these and materials, delivering of materials also become cheaper. Because *uh* … like if you take e-learning

Researcher: *Mhm?*

Participant: the materials will be soft copies, so you save paper

Researcher: *Mhm?*

Participant: you save the time, you save the electricity part. I mean, holistically, when you look at it when it is fully developed

Researcher: *Mhm?*

Participant: it's cheaper and convenient

Researcher: Ok

Participant: to everybody

Researcher: Ok, ok

Participant: Because you don't have to worry about *uh* … the age limit

Researcher: *Mhm*

Participant: You can enter anyhow.

Researcher: *Mhm?*

Participant: But when it comes to face-to-face, sometimes it's the age restriction, it's this, this. And also the flexi, the flexi time. You can actually do it when it is convenient for you

Researcher: *Mhm?*

Participant: You can stop and continue later, or you can continue until you finish. So *uh* … I believe I support that holistically when you look at is, more especially when you have fully developed the sector

Researcher: Ok

Participant: It can be cheap and it can save Government lots of money, but at the same time increasing access

Researcher: Ok

Participant: More especially when you look at the … the education for the youth and adults

Researcher: Ok

Participant: Because those would be the people who are working, or who missed education somehow, or other levels or want to continue

Researcher: Ok

Participant: And when you look at promoting long life learning

Researcher: *Mhm?*

Participant: You would think it's the best thing that you can do to yourself

Researcher: Ok. So … so … so what are the strategies that are being put in place to develop it to the level where it would be cost-effective like that?

Participant: For the Ministry that's why we have *uh* … projects like *uh* … developing the e-learning

Researcher: *Mhm?*

Participant: That's why we have strategies like *uh* … developing the ICT infrastructure

Researcher: *Mhm?*

Participant: in our institutions

Researcher: *Mhm?*

Participant: And *uh* … that's why we also set up institutions like BOCODOL who will actually look at the coordination and other aspects

Researcher: Ok

Participant: And that's why also we're having the Qualification Framework

Researcher: *Mhm?*

Participant: in place. So that at least at the end now when we say, we are ready, the sector will be functioning without *uh* … I mean with less

Researcher: Ok

Participant: hiccups

Researcher: Ok

Participant: because then when you do your distance learning up to a certain level, you can actually equate through the NCQF

Researcher: Ok

Participant: to say, now I have these competencies

Researcher: Ok

Participant: So that you don't have to worry about *uh* … certain levels

Researcher: Ok

Participant: For each level you'll also at least translate what you can do and what you cannot do

Researcher: Ok

Participant: Which means even the … the … the labour market we will be able to respond to through ODL

Researcher: Ok

Participant: not necessarily face-to-face

Researcher: Ok

Participant: *Ee*

Researcher: Now, beside cost-effectiveness, do you think distance education would perform better in a dual mode tertiary institution, in terms of increasing access? Some … some … some researchers also say, if it is happening within a … like … like it is happening in the University of Botswana for instance. They have both face-to-face and tertiary. *Ehm* ... some researchers think that is the best arrangement for ODL to perform better

Participant: *Mm*

Researcher: because *eh* … both modes are using the same resources, they're are using the same teachers, they're using the same labs and so on

Participant: *Mm*

Researcher: They think that is the best route

Participant: *Mm*

Researcher: Other *eh* … researchers think, no but if the institution is focused on distance education and concentrates on it

Participant: *Mm?*

Researcher: And it the … the … the distance education would get more developed

Participant: *Mm*

Researcher: than if it was within a dual mode. Now, I want to know the thinking

Participant: *Mhm?*

Researcher: around this area of … of … of Botswana

Participant: *Mm*

Researcher: through the Ministry of Education

Participant: My thinking I think will be that we can have a mixture

Researcher: Ok

Participant: Because the danger of having institutions just focusing on *uh* … one area

Researcher: *Aha?*

Participant: without having other models

Researcher: *Aha?*

Participant: doing dual

Researcher: Ok?

Participant: is that you'll find that sometimes *uh* … it's more cost-effective if you … if you … if you share resources

Researcher: Ok

Participant: And because the dynamics of economy shows that if you share resources you get better value for your money, I would believe that we can, depending on the areas

Researcher: *Mhm?*

Participant: for some areas we can set up ODL institutions which really focuses on just ODL.

Researchers: *Mhm?*

Participant: But for other tertiary institutions, we … we … we can develop both *uh* … both sides

Researcher: *Mhm?*

Participant: so that they … they actually complement

Researcher: *Mhm?*

Participant: each other

Researcher: *Mhm?*

Participant: Like if you take the set up of the University of Botswana, I think it's an ideal one

Researcher: *Mhm?*

Participant: Because *uh* … when you … they share resources. They share even these *uh* … lecturers and facilities

Researcher: *Mhm?*

Participant: And as such, you don't have to duplicate the effort

Researcher: *Mhm*

Participant: Unlike if you have the University of Botswana offering face-to-face, and then you have another university offering … then sharing of resources might be to some extent not really feasible in some areas and also the facilities

Researcher: *Mhm*

Participant: And I believe if … when you go through ODL

Researcher: *Mhm?*

Participant: it doesn't necessarily mean you don't need *uh* … some assistance from the face-to-face

Researcher: Ok

Participant: which means, when they're combined

Researcher: *Mhm?*

Participant: its easier to arrange *uh* …

Researcher: to benefit from …

Participant: to benefit

Researcher: *Yah*

Participant: from the other wing

Researcher: Ok

Participant: *Ee.*

Researcher: Somehow … somehow in practice, yes, yes the … the … the theory … the theory is like how we are describing. When we conceptualise we think it would work better really, if the two modes are in one institution. But in terms of access, *eh* … if we look at access as increasing the enrolments … In terms of that, somehow in Southern Africa so far, those institutions who have combined the two modes under one roof, it appears as though the face-to-face is performing better

Participant: better *Mm*

Researcher: than distance education.

Participant: *Mm*

Researcher: Now, I would like to, for you to … to … to comment on that and … what could be affecting this because really it … it makes sense to think that once they're in one institution, the institution is committed to both

Participant: *Mm?*

Researcher: And *eh* … they would help each other

Participant: *Mm?*

Researcher: *Ee,* like I say, in theory

Participant: *Mm*

Researcher: it's really understandable when one explains it.

Participant: *Mm?*

Researcher: But when you look at the figures and when you look at the … what is happening on the ground

Participant: *Mm?*

Researcher: you see a different picture. The ODL is not taking a lot of students

Participant: *Mm*

Researcher: They're taking just a few students

Participant: *Mm*

Researcher: And yet the face-to-face is struggling with

Participant: with large numbers

Researcher: this large demand, yes

Participant: *Mm*

Researcher: What could be contributing to this?

Participant: I think *uh* ... partly is the mindset

Researcher: Ok?

Participant: *Eh* … because I believe that in developed countries

Researcher: *Mhm?*

Participant: it works quite well … the dual mode

Researcher: Ok

Participant: But also it depends on the location

Researcher: *Ahaa?*

Participant: of the institution

Researcher: *Ahaa?*

Participant: Because the reason why earlier on I was saying in Botswana my feeling… my opinion is that we can have a mixture

Researcher: Ok

Participant: Because in other areas where really, depending on the type of *uh* …economics that they have

Researcher: *Mhm?*

Participant: you would rather have *uh* … a fully developed ODL

Researcher: *Mhm*

Participant: because the … the flexi would be more important for those people

Researcher: *Mhm?*

Participant: and *eh* ... *uh* … I mean, may be the face-to-face because normally it takes place during the day, they're busy somewhere else

Researcher: *Mm*

Participant: So you'll find that in … if … if you come to … an area such that may be they're heavily involved in Agriculture

Researcher: *Mhm?*

Participant: an ODL institution fully developed would serve the purpose.

Researcher: *Mhm?*

Participant: But if you come to an area where you have *uh* … other economic side

Researcher: *Mhm?*

Participant: you might run a risk of *uh* … an ODL full fledged institution because then people would want to, would prefer face-to-face because its mindset

Researcher: *Mhm*

Participant: for me to believe that I'm educated, more especially in an African set up

Researcher: *Mhm ... Mhm ... Mhm?*

Participant: I need to see the teacher

Researcher: *Mhm*

Participant: *Mm.* That's why even when it comes to facilities just in communication like teleconferencing or …

Researcher: *Mm*

Participant: sometimes you're not very comfortable, because you would want to see the person you're talking to

Researcher: you're talking to

Participant: and even *uh* … So I think partly is the mindset and *uh* … the other contributor *eh* … contributing factors would be the dynamics of the economics in that area. Because it depends on what is happening, how people in that area, I mean, work or what they do most of their time

Researcher: *Mhm?*

Participant: Then if we're such that may be we're in the mining town

Researcher: *Mhm?*

Participant: and most of the … may be during the day we're somewhere else, we might prefer evening classes. And may be instead of offering face-to-face, then you can do a full fledged *uh* … inst … ODL institution

Researcher: *Mhm?*

Participant: where when I come because I operate may be on shifts or something I can do my school work

Researcher: my school work

Participant: *Yah*

Researcher: Ok

Participant: because face-to-face sometimes is rigid. Even when we say evening, we would want it evening certain periods

Researcher: Yes

Participant: unlike ODL

Researcher: *Ahaa*

Participant: So my feeling is that when it comes to Southern Africa, it might be more to do with mindset and the location of the institutions. *Mm*

Researcher: Ok. So … so …so Botswana, now I'm looking at this newly approved Tertiary Education Policy

Participant: *Mm*

Researcher: which emphasises the need for an institution that is dedicated

Participant: *Mhm?*

Researcher: like you've been mentioning BOCODOL

Participant: Yes

Researcher: dedicated to the development and delivery of tertiary level distance education.

Participant: *Mhm?*

Researcher: You're saying what could have influenced that … that position for Botswana

Participant: for Botswana?

Researcher: *Mhm?*

Participant: *Uh* … the need to develop *uh* … in terms of education, the youth and adults

Researcher: Ok

Participant: *Mm.* Because, for instance, I think we do have a substantial number of our youth

Researcher: Ok

Participant: *Mm* who do not access tertiary education

Researcher: Ok

Participant: and it has been happening for quite a number of years. By now, if you have institutions and you want them to go, some of them now are adults

Researcher: *Mm*

Participant: some of them now are working

Researcher: Ok

Participant: some of them now are like this. So because we have a lot of backlog

Researcher: *Mhm?*

Participant: then I think *uh* … it's only fair to have a strategy to say how do we care … how do we cater for these youth and adults

Researcher: Ok

Participant: who are not in school, how do we …

Researcher: hundreds who are

Participant: addressing the bottleneck. And I think in future, its just to say, if we fully develop this sector

Researcher: *Mhm?*

Participant: then we will reduce the costs of tertiary education. Because tertiary education is quite expensive

Researcher: Ok. It's interesting *eh* ... to see that *eh* ... you are actually thinking ahead, especially in that area where you said the twenty to thirty percent that you're aiming at in the future, I mean, in the coming strategy … the National Development Plan, the Ministry is thinking of how ODL is going to contribute towards …

Participant: *Yah*

Researcher: towards that access

Participant: *Mm*

Researcher: *Yah*, now, I want to know in terms of resources. Roughly what percentage of the education budget goes into tertiary education?

Participant: *Mm* ... right now I think we're … because I think the lowest portion of the budget goes to Primary Schools

Researcher: Ok

Participant: But I think the second must be going to tertiary education

Researcher: Ok. The second … it's … it's about what percentage … second lowest?

Participant: *Yah*

Researcher: Ok.

Participant: *Mm*

Researcher: Now, now of that percentage that is earmarked for tertiary

Participant: *Mm*

Researcher: do you have an idea of what percentage *eh* … is planned to go into the development and delivery of distance education at tertiary level

Participant: No, no, no. I don't have an idea. But what I know now, the … the … most of the budget for tertiary education

Researcher: *Mhm?*

Participant: is taken up by infrastructure

Researcher: *Aha?*

Participant: and then scholarships

Researcher: *Ooh*

Participant: especially for those students who are going outside

Researcher: out. Ok

Participant: That's why Government now is *uh* … trying to have more institutions

Researcher: *Mhm?*

Participant: like *eh* … to build

Researcher: Ok

Participant: more of these institutions and develop the ODL

Researcher: Ok

Participant: So that it can reduce

Researcher: in terms of infrastructure for ODL?

Participant: in terms of infrastructure

Researcher: Ok, ok

Participant: Even for tertiary institutions, like I was saying we are upgrading most of our technical colleges to be able to offer degree courses. So that you can absorb … at least the majority should be absorbed locally.

Researcher: Ok

Participant: *Mm* That would go a long way in *uh* … reducing the costs. Because if you look at *uh* … educating children outside

Researcher: *Mm?*

Participant: it's not only costly because of the finance part

Researcher: *Mhm?*

Participant: But also the social part

Researcher: Ok

Participant: *Mm*

Researcher: *Yah. Ehm* ... you were talking about Government sponsorship earlier. *Eh* … I've been … I've been of the impression that Government doesn't sponsor students who are taking their courses through ODL, did … did you say this has changed?

Participant: I'm very sure that students who are going to Baisago and *eh* … which other one … I thought

Researcher: *Mhm?*

Participant: the … those institutions have the ODL portion

Researcher: *Mm*

Participant: I'm not sure whether everybody in that institution

Researcher: is ODL … They do have some ODL portions, yes but …

Participant: I know we sponsor but anyway, I'm not sure that they're sponsoring everybody.

Researcher: Ok

Participant: But I know there are students who are given scholarships who are attending those institutions

Researcher: those institutions. Yes, I thought … I thought there was a policy

Participant: *Mm*

Researcher: that was not allowing *eh* … sponsorship for

Participant: for ODL

Researcher: distance education programmes. But … but may be if … if that has been lifted, if that policy has been changed

Participant: *Mm?*

Researcher: to accommodate *eh* … distance education *eh* … study

Participant: *Mm*

Researcher: May be that is going to be a plus in … as far as supporting ODL. So, so *uh* … I was going to ask … because now that we're not clear

Participant: *Mm*

Researcher: whether or not the policy has changed

Participant: the policy has changed …

Researcher: *Ee, mma.* What … what I know is that there was a policy and the policy didn't allow distance education … therefore I was going to find out what was influencing that policy for Ministry not to sponsor ODL, when … while at the same time they're saying, they are encouraging

Participant: *Mm*

Researcher: ODL to develop

Participant: *Mm*

Researcher: I was just wondering what …

Participant: *Yah*

Researcher: what is that

Participant: *Mm* No that one I wouldn't be sure because I'm not sure whether the policy has been uplifted

Researcher: Ok

Participant: But when I gave the example of bo-Baisago and the other institutions

Researcher: *Yah, yah, yah*

Participant: I know those institutions have an element of ODL

Researcher: *Yah* … they do … they do. They do … but they also have … they're like, they're like dual

Participant: dual … ok

Researcher: So may be those students are …

Participant: are face-to-face

Researcher: *Yah* … others are … *yah* … may be they are. It's … it's important to check this and *eh* … probably for the Ministry to think it through

Participant: for the Ministry … yes

Researcher: Because if you're … you're aiming at developing ODL

Participant: *Mm*

Researcher: so that *eh* … in a few years to come

Participant: *Mm*

Researcher: ODL will be actually taking *eh* … an increasing participation in increasing access

Participant: *Mm?*

Researcher: then may be it's necessary … and also, you were talking about mindset.

Participant: *Mm*

Researcher: The … the … the … a lot of people think like indicated earlier

Participant: *Mm*

Researcher: It's best when you're doing education through face-to-face

Participant: *Aha? Mm*

Researcher: And when you are doing it through ODL, they're like, you go there when you have really exhausted all your options

Participant: (*Chuckle*)

Researcher: And there's nothing

Participant: Yes, and they think even it has lower quality

Researcher: *Ahaa!*

Participant: compared to

Researcher: to that

Participant: to face-to-face

Researcher: What do you think the Ministry can do to assist along those … those lines … to change the mindset?

Participant: I think *uh* … it … it's to promote …

Researcher: *Mhm?*

Participant: to promote, to have strategies to promote ODL

Researcher: *Mhm*

Participant: Because you see, it's difficult for … change is not usually easy

Researcher: *Mhm?*

Participant: New things

Researcher: *Mhm?*

Participant: We … we look at new things with *uh* … precautions

Researcher: *Mhm … Mhm?*

Participant: But if you educate

Researcher: *Mhm?*

Participant: and publicise something

Researcher: *Mhm?*

Participant: and *eh* … ensure that *uh* … you *demonstrate beyond reasonable doubt that a product that you get through ODL*

Researcher: *Mm?*

Participant: *can be equivalent*

Researcher: *Mhm*

Participant: *to a product that you get through face-to-face, or even better*

Researcher: *Mhm?*

Participant: *Then I think slowly, the message will come to us*

Researcher: Ok

Participant: *But at the beginning, because we are not sure*

Researcher: *Mhm?*

Participant: *we are not even aware may be of uh … ODL products. More especially that we are not yet big when it comes to tertiary, may be we have not seen how the products can perform*

Researcher: *Mhm*

Participant: *But when we develop the tertiary sector of the ODL*

Researcher: *Mhm?*

Participant: we will *start having more products*

Researcher: *Mhm?*

Participant: *from ODL*

Researcher: *Mhm?*

Participant: *equivalent to the tertiary face-to-face*

Researcher: Ok

Participant: Then *as they enter the market and uh … work together or compete in the market*

Researcher: *Mhm?*

Participant: *then it will … it will be able to send the message to us about the quality that you get out of ODL*

Researcher: Ok

Participant: You know even when institutions are still new … we're always sceptical … *Hm…* can my child really go there?

Researcher: *Mm*

Participant: It's when we hear about the results

Researcher: *Mhm?*

Participant: that we start *hm* … I think I want my child to go there

Researcher: *Mm*

Participant: *Mm …* Because there's an indication

Researcher: *Mhm?*

Participant: of the product

Researcher: *Mhm?*

Participant: of the quality of that

Researcher: from the point of view of the institution itself?

Participant: Yes

Researcher: So … so what you're saying is that the institutions … the ODL institutions *eh* … are the ones who have to do advocacy in … in different ways. They have to go out and tell the people and try to change the mindset. They … they also have to make sure their products in terms of *eh* … their graduates … when they complete they can compete favourably in the market. Now, what I want to know is since the Ministry is also convinced that ODL is the right strategy what … what is it that they're putting in place to assist the ODL institutions to change this mindset?

Participant: *Uh* …

Researcher: We were talking about the policy *yah* (on) sponsorship, for instance

Participant: *Mm*

Researcher: earlier

Participant: *Mm*

Researcher: *Kana* (by the way), that is a Ministry of Education policy

Participant: *Mm … Mm*

Researcher: Now, *uh* … what other policies may be that are being put in place

Participant: *Mm*

Researcher: consciously by the Ministry to assist ODL to take off, knowing that … we are starting to … to utilise ODL, but we are starting it as a Ministry in the … the face of a mindset of our population that thinks ODL is not … is …

Participant: ODL is of poor quality

Researcher: *Yah!* What is the Ministry trying to put in place to assist in this situation?

Participant: *Mm.* Currently I'm not very sure but

Researcher: *Mhm?*

Participant: my believe is that

Researcher: *Mhm?*

Participant: As we develop the Human Development Strategy

Researcher: Ok?

Participant: And the NCQF

Researcher: *Ahaa*

Participant: That's where we're going to be having a package

Researcher: Alright?

Participant: for … to … to … to take a deliberate effort to promote this type of *uh* … education

Researcher: *Mhm*

Participant: Because now you would be able to say … even if you go through ODL, when you get one two three, you're here

Researcher: *Ahaa?*

Participant: compared to face-to-face

Researcher: if you're doing through face-to-face

Participant: Because now you will be having like a ruler

Researcher: Alright?

Participant: To say, a five is a five. As long as you get these points

Researcher: *Mhm*

Participant: you're fine

Researcher: *Mhm*

Participant: whether you get them face-to-face or you get them this way

Researcher: Ok

Participant: And also the Council for the HRD Strategy

Researcher: Ok?

Participant: I think would be able to develop some of those *uh* … programmes

Researcher: Yes

Participant: So you're … I think it's … I think it's …

Researcher: Ok

Participant: It's something that we will be building on

Researcher: Ok

Participant: Because right now I think the difficulty is that … *how do I equate*

Researcher: *Mhm*

Participant: Because *I'm not sure whether you're getting the same competencies that I'm getting*

Researcher: *Mhm*

Participant: *when I'm face-to-face and you're distance*

Researcher: *Mhm*

Participant: Are we getting the same competencies? There is no ruler. But to me the framework, the National Qualification Framework is there bringing a ruler. So when we have that ruler to say when you have done this, you're here, then it shouldn't now matter how I achieve those

Researcher: *Mhm?*

Participant: *Mm*

Researcher: Ok

Participant: It's a question of affordability

Researcher: Ok

Participant: now to say … but what I want is this

Researcher: *Mm*

Participant: It shouldn't be a problem whether I have our face-to-face or that one. Because at least I can measure, and say no I have this

Researcher: Ok

Participant: *Mm*

Researcher: Now, how are you measuring the face-to-face without that ruler? That says *eh* … this is how … this level is here. What … what … why are we comfortable with the face-to-face without the ruler and yet not comfortable with the distance

Participant: That's why I'm saying it's a mindset

Researcher: *Uh?*

Participant: Because you believe you're getting more quality when you have the teacher. But, but you cannot really say from the current system

Researcher: *Mm*

Participant: this is what I can do

Researcher: *Mhm?*

Participant: this is what I can't do

Researcher: *Mm*

Participant: But the NCQF now will be talking about competencies

Researcher: Yes

Participant: which will make me more comfortable

Researcher: *Mhm?*

Participant: Because in terms of competencies that I have acquired

Researcher: *Mm?*

Participant: the skills

Researcher: Ok

Participant: I will be able to say … no, I'm equivalent to you. This is what I have

Researcher: Ok

Participant: But now if I say I have "A" in Standard 7 and you also have "A" in Standard 7

Researcher: *Mhm?*

Participant: I can feel my "A" is better because that "A" I don't even know what it *uh* … what it has, the competencies. And because of my mindset

Researcher: *Mm … Mm*

Participant: I will think my "A" is better because I have the teacher

Researcher: Ok

Participant: The teacher showed me one two three. Who showed you that?

Researcher: *Aha?* Ok

Participant: *Mm*

Researcher: No I understand

Participant: *Mm.* And also like when you take the practical subjects

Researcher: Ok?

Participant: The ODL part

Researcher: *Mm*

Participant: You see sometimes *uh* … it won't be exactly matched with the other … face-to-face

Researcher: Ok

Participant: Because face-to-face the teacher will be there demonstrating blur … blur … blur … May be ODL delivers its differently

Researcher: *Mhm?*

Participant: *Mm.* And then *I will think that because the teacher was there and holding me and he didn't have anybody to handhold*

Researcher: *Mm*

Participant: *He didn't get as much as I got*

Researcher: *Mm*

Participant: But now when it comes to the … to NCQF

Researcher: *Mm*?

Participant: I will suddenly realise

Researcher: *Mm*

Participant: whether the teacher handheld me or didn't, I can get it from the other side … I only need to acquire one two three and I'm done

Researcher: You're there

Participant: *Mm*

Researcher: Ok. No, we actually have exhausted *eh* … what I had prepared for this afternoon

Participant: *Mm*

Researcher: But I … I … I'm going to be going through this interview and reviewing it. And may be as I do that, I might find that probably I left out something that I should have found out from you

Participant: Ok

Researcher: or may be I need clarification here and there, or forgotten some of the issues that we have touched. So I would like to be in a position to come back and *eh* … probably take some more of your time

Participant: No problem

Researcher: Yes. Thank you very much

Participant: It's only that I have a busy schedule, but whenever …

Researcher: I know *yah*

Participant: I'm available

Researcher: Yes

Participant: there's no harm

Researcher: Yes, thank you very much

Participant: You're welcome

Researcher: Thank you

Interview Transcripts – T15

(Group of 3 Participants A, B & C)

Research Topic: **How the Development of Open & Distance Learning (ODL) Impacts on Access to Tertiary Education in Southern Africa: The Experiences of Botswana**

Researcher: *Ee, rra*

Participant A: May be one of the reasons (*ke gore*) is that this distance education thing is fairly new in the University of Botswana.

Researcher: *Ee?* Ok

Participant A: because if I can recall, I think it started in … *around 2000 ... or there about*

Researcher: 1992

Participant A: 1992? Ok. So it's not that new

Researcher: *Mm*

Participant A: *Uhm ...* and *I think one of the reasons (tse nna ke di bonang ke gore) which I personally perceive is that when it started, it probably limited its focus. Uh ... in the sense that, I don't know if I'm right to say that it was first offered to ... eh ... I don't know now.* It started *ka* (with) CABS and DABS. Am I right?

Researcher: *Yah ...* CABS and DABS one of them

Participant A: *it started (ka) with CABS and DABS*

Researcher: *Mm*

Participant A: And CABS and DABS is clearly old

Researcher: *Yah* It actually started *eh ... (ka)* … with the Certificate in Adult Education

Participant A: Certificate in Adult Education?

Researcher: that was being done for the Department of Non Formal Education

Participant A: And that was taken care of by the Department of Non formal Education?

Researcher: *Ee*, the Department of Non Formal Education had approached the University to … to train their Literacy *eh* ... Teachers

Participant A: Ok

Researcher: to upgrade them to Certificate level. So they did that through distance education. The University did that through distance education. But I'm not at the time (*gore*) as to who was … in the University, who was … who was taking care of that … was it the Department of Adult Education or CCE was already there, I'm not sure. But I know CCE started (*ka*) in '92.

Participant A: *ka* '92

Researcher: *Yah*

Participant A: Ok. Then (*go bo go nna le*) there came CABS and DABS *from there Primary Education*

Researcher: Yes

Participant A: *So what I'm trying to say is that probably it started small*

Researcher: *Mm*

Participant A: And we're seeing it growing bigger

Researcher: Ok

Participant A: *in terms of uh ... the programmes*

Researcher: *Mhm?*

Participant A: *that are being offered through distance education*

Researcher: *Mhm?*

Participant A: *Uhm … may be ... (ha ele gore gongwe) if the start was much broader*

Researcher: *Mhm?*

Participant A: *it would have grown big*

Researcher: Ok

Participant A: *right from the beginning*

Researcher: *Mhm?*

Participant A: *That's one of the reasons that one can think of why it has attracted*

Researcher: very few people

Participant A: very few people

Researcher: *Mhm?*

Participant A: I don't know

Researcher: *Ee, rra* I … I would like us to start … (*ke gore*) you see, the way I had prepared it is for us to have started by looking at Botswana first

Participant A: Ok

Researcher: And … and then we … we trim down to the University of Botswana and so on

Participant A: *Mhm?*

Researcher: *Ee, rra* In relation to … to … to that (*ke gore mo*) in sub-Sahara Africa it … it is indicated … research indicates that *eh* ... we continue to record very low participation rates in the world

Participant A: *Ee?*

Researcher: in terms of tertiary education *eh* … participation. The average that has been given during the 2007 records is … is 5%, for Southern Africa … rather, for … for sub-Sahara Africa.

Participant: Ok

Researcher: (*Ee, jaanong*) Yes, now I would like to know whether *eh* …participation at tertiary level in Botswana is also low

Participant A: I think it is

Researcher: it is?

Participant A: *Mm*

Researcher: *Mhm?*

Participant A: I wouldn't give you know, or talk in terms of percentages or figures …

Researcher: *Ee, mm*

Participant A: But I think it's comparatively low

Researcher: *Mhm?*

Participant A: *Ha o lebella* (if you look at) the other modes

Researcher: Ok. *Mhm?*

Participant A: But do they give reasons why we're generally it's this low?

Researcher: No, but … but if you look at the other regions of the world, you'll find that (*ko bo*-America) in places like America participation into education … tertiary education, through any mode

Participant A: *Mm*

Researcher: it's in the more than 50%. (*Ha o leba ko go bo*-Asia) when you look at places like Asia, China it's slightly lower (*ka bo*) around forty something.

Participant A: *Mm*

Researcher: (*Ha o tla ko go bo*) when you come to Latin America *bo*-what, what (*ke bo*) it's around 16 and so on. (*Go ntse go a ko tlase*) It keeps going down. But sub-Sahara Africa (*e be e nna* 5%) is down to 5%, or even lower than … other reports are quoting 2.3%, others quoting very low, very low figures for … of enrolment into tertiary level education

Participant A: *Mm*

Researcher: *Ee* Well, resources are quoted as some of the things that are leading to this *eh* … low, low figure in tertiary participation and so on

Participant A: *Mm*

Researcher: (But *nne ke batla go appreciate hela gore*)… But I just wanted to appreciate that … ok this is an average for sub-Sahara Africa

Participant A: *Mm*

Researcher: Does it ring true for Botswana as well? Is Botswana also enrolling less of the eligible population into tertiary education as we speak? I don't know what the other colleagues would like to say

Participant B: Ok. Let me say … just say that *eh* … the … the only encounter I had with *eh* … distance education

Researcher: *Mhm?*

Participant B: was when I was teaching in one … I was among the teachers

Researcher: Ok

Participant B: for Diploma in Primary Education, teaching by distance

Researcher: Oh, ok

Participant B: So I don't have much to say on the history

Researcher: Ok

Participant B: But as to why *eh* … probably in Botswana we don't have more enrolments

Researcher: *Mhm?*

Participant B: into distance, it is caused probably by the fact that in Botswana we've never had an institution, which exclusively runs distance education

Researcher: distance education … *Mhm?*

Participant B: In fact if I compare Botswana with South Africa

Researcher: *Mhm?*

Participant B: I suppose South Africa, as we all know that there's UNISA

Researcher: *Mhm?*

Participant B: But here we've never had such *eh* … an institution

Researcher: Ok

Participant B: Even during the time when we had *eh* … Non Formal Education

Researcher: *Mhm?*

Participant B: it was still run through the secondary schools

Researcher: *Mm*

Participant B: And now we have … UB has some distance education courses

Researcher: *Mhm?*

Participant B: Just a few courses

Researcher: Just a few courses?

Participant B: *Ee,* we don't have a situation whereby every course that is offered here, it can also be offered

Researcher: *Ee, rra*

Participant B: through the distance

Researcher: *Ee, rra.* Ok. At … at the moment I … I'm still trying to find out whether really distance education is … is … is … is an option for Botswana. Is it necessary for us to be even considering distance education. that's why I wanted to find out, first of all, whether the enrolment into tertiary education … by any mode … whether it is by face-to-face, by part-time by whatever … as long as *eh* … students are able to access tertiary education. I … I still want to find out whether we are happy that … yes, they are able to enrol in large numbers and it … we can't say there is a bottleneck. That … that's just what I want to establish at the moment. Do you think there is a bottleneck somewhere … *eh* … in terms of people accessing tertiary education? Both students from secondary schools and the … the adult population that is looking for tertiary education, if there is any. So … so just to have a feel of whether … it is necessary *gone mme* in the first place to be considering distance education. Probably the institutions that are there are able to accommodate people who want tertiary education

Participant B: Whether it is necessary

Researcher: *Mm*

Participant B: or not

Researcher: *Mhm?*

Participant B: is another question

Researcher: Ok

Participant B: *Yah* ... But *eh* … I … I for one think that it's necessary

Researcher: Ok

Participant B: Because it affords people who did not … may be … probably did not pass … some … well to go into the … like for instance, UB … we offer face-to-face courses

Researcher: *Mhm?*

Participant B: And we have students who did not pass well

Researcher: Ok

Participant B: to be absorbed by UB

Researcher: *Mhm?*

Participant B: and in that way they can be able to upgrade themselves through *eh* ... distance education

Researcher: Ok

Participant B: So it is necessary that it is there

Researcher B: Ok, at lower levels

Participant B: *eh* … not

Researcher: You mean at lower levels … for them to qualify for … for tertiary?

Participant B: for … for tertiary

Researcher: Ok

Participant B: *Yah*

Researcher: What about those who qualify … those who actually qualify to go into tertiary? Are they able to get into tertiary … all of them?

Participant A: I … *nna* … in my opinion, I think the problem as you mentioned earlier on

Researcher: *Mhm?*

Participant A: is resources

Researcher: Ok

Participant A: resources could be contributing

Researcher: Ok

Participant A: to the low enrolments

Researcher: *Mhm?*

Participant A: Even if you know, people would have liked to enrol

Researcher: *Mhm?*

Participant A: probably they … first of all, to know where they are supposed to do that. Secondly to come all the way here

Researcher: *Mhm?*

Participant A: or may be for the University itself to go out there to make it …

Researcher: *Mhm?*

Participant A: all those resources may be are being …

Researcher: Ok

Participant A: *Ehm* ... I can, you know, give an example *yone ya group ya rona ya* (of our group which is in) Primary Education

Researcher: *Mhm?*

Participant A: It was a bit difficult for some of these people to have access to resources

Researcher: Ok

Participant A: And that itself is a constraint

Researcher: *Mhm?*

Participant A: Just like all developments are constrained by

Researcher: *Mm*

Participant A: Secondly, even those who are enrolled

Researcher: *Mhm?*

Participant A: who enrolled, you know, sometimes are discouraged a lot may be

Researcher: *Mhm?*

Participant A: because of the lack of resources and so on

Researcher: *Mhm?* Ok

Participant A: Probably that's one reason

Researcher: *Mhm?*

Participant A: I'm not sure if, you know, the … the … talking about the University of Botswana, has done enough to sell distance education in Botswana

Researcher: Ok

Participant A: It could be another reason. *How many people really know … in fact, like we said earlier, I didn't know about this thing until … I knew there was CABS and DABS*

Researcher: Ok

Participant A: But at our time … during our time

Researcher: *Mhm?*

Participant A: CABS and DABS used to be meant for people who could not make it to the University of Botswana

Researcher: *Aha?*

Participant A: That stigma itself

Researcher: Ok, ok, ok

Participant A: You know …

Researcher: *Mm*

Participant A: discouraged some people

Researcher: *Mhm … Mhm?*

Participant A: But then as time went on … because this Primary Education thing was started

Researcher: *Mhm … Mhm?*

Participant A: *I remember the first time I heard about this thing was when we were invited to write materials*

Researcher: Yes

Participant A: *for this thing*

Researcher: Yes

Participant A: *Eh … So it could … it could be that these people did not do anything to market*

Researcher: Ok, to market it

Participant A: to market *distance education*

Researcher: Ok, ok

Participant A: But that's my opinion

Researcher: *Yah*, no

Participant B: *Yah* … may be one last … *uh* … in addition to

Researcher: *Mhm?*

Participant B: lack of resources

Researcher: Ok?

Participant B: *Eh* … normally distance education courses

Researcher: *Mhm?*

Participant B: take a longer duration

Researcher: Ok?

Participant B: than face-to-face would

Researcher: *Mhm?*

Participant A: Yes

Participant B: And the … even myself if they ask me to choose between them

Researcher: *Mhm?*

Participant B: I would go for the face-to-face because I know it … I would not take long

Researcher: *Mhm*

Participant B: *Yah*, but if it is going to take five years doing a programme which you can take … do may be for two years

Researcher: *Mhm*

Participant B: *Yah*

Researcher: Ok

Participant B: The … the … the … considering again that *eh* … I our population is very, very small

Researcher: *Mhm?*

Participant B: and there are very few people who have *eh* … who … who have the opportunity to do those courses

Researcher: *Mhm?*

Participant B: therefore if they can do a course that would take a shorter period to

Researcher: Then you choose to do that one … *Ehee?* Ok. Well … well, let me just mention (*gore*) that *eh* ...

Participant B: Sorry … we may be excluding our …

Researcher: Oh ….

Participant B: It's because she's behind you …

Researcher: Yes please

Participant C: I think my colleagues have advanced *uh* ... some of the issues

Researcher: Ok

Participant C: and *eh* … are a result of, may be distance education not being … people not valuing it

Researcher: Ok?

Participant C: in a way that may be they should be valuing it

Researcher: *Mhm?*

Participant C: Well, in my experience because I … the first time I got to know about distance education

Researcher: *Mhm?*

Participant C: was like fifteen years ago when I was … I was asked to go and teach Non Formal class

Researcher: *Mhm … Mhm?*

Participant C: And you would find there would be twenty students in a class and it's Maun. And all these people are coming from Seronga and all those other surrounding areas,

Researcher: *Mhm … Mhm?*

Participant C: which is a very big area …

Researcher: *Mm*

Participant C: And people are given that opportunity they don't grab it. And then here at the University of Botswana

Researcher: *Mhm … Mhm?*

Participant C: *I've been involved with the Business degree by distance mode*

Researcher: Ok, ok

Participant C: *from 2003*

Researcher: *Mhm*

Participant C: And here *it's frustrating*

Researcher: *Mhm?*

Participant C: *The numbers right now, from that time up to now, the enrolment is actually very low*

Researcher: *Yah*

Participant C: *At one time I was teaching in Palapye and I would find myself teaching like, sometimes four students*

Researcher: *Mm?*

Participant C: And its first year where you're expecting the enrolment to be large

Researcher: *Mm*

Participant C: And I thought ok may be it's Palapye. Then Francistown, I taught in Francistown … two students

Researcher: *Mhm?*

Participant C: I would find myself teaching two students

Researcher: *Mm*

Participant C: Now here in Gaborone, I haven't taught over forty students, since I started teaching *eh* … the programme in Gaborone

Researcher: *Mhm?*

Participant C: And *eh* … students … I think may be we are … the resources that we are lacking are human resources

Researcher: *Mhm*

Participant C: Because *not many people here are trained to … in distance education*

Researcher: *Ahaa!*

Participant C: *So how do you expect people to actually be, you know facilitators*

Researcher: *Mhm?*

Participant C: And *eh* … you know, *planning*

Researcher: *Mhm?*

Participant C: and *ehm … executing and doing all those other processes*

Researcher: *Mhm?*

Participant C: *when they themselves … they do not have any exposure, they do not … they know almost nothing about distance education except from the literature that they may have read*

Researcher: *Mhm … Mhm?*

Participant C: Like with this one when it started

Researcher: *Mhm?*

Participant C: They were using imported materials from UNISA

Researcher: Ok

Participant C: And those materials were not user friendly

Researcher: *Mhm?*

Participant C: to our students here

Researcher: *Mhm*

Participant C: except for other courses that were lucky enough for people to you know, write modules that

Researcher: *Mhm?*

Participant C: are self-directed

Researcher: *Mhm?*

Participant C: like our course. They started with our modules

Researcher: *Mhm*

Participant C: But with most courses started with UNISA materials, which were not *eh* … you know, made to suit our situation.

Researcher: Ok

Participant C: They were just imported like that

Researcher: *Mhm … Mhm?*

Participant C: So it …it … actually there were a number of things. Students sometimes were frustrated. I was just reading mail yesterday

Researcher: *Mhm?*

Participant C: The kind of language that the students are using … it's like you've done nothing. Because you know like there would be clashes, there would be … there would be all these things. It's like *eh* … they feel it's not worth their money

Researcher: *Mhm … Mhm?*

Participant C: *They feel it's not worth their money, they feel we're not doing enough*

Researcher: *Mhm?*

Participant C: *to help them achieve*

Researcher: *Mm*

Participant C: *what they thought they would achieve*

Researcher: Ok. So … so … so you think *eh* … those could contribute to the low figures. I was looking at the University of Botswana Strategic Plan *eh* … 2016 and Beyond

Participant A: *Mm*

Researcher: And … and when I looked at that Strategic Plan, it was giving me an impression that right from planning stage *eh* … the University is not expecting distance education to be performing as well as the face-to-face. Because when I look at the allocation of the student enrolment that is expected out of these various *eh* … programmes, there is face-to-face, there is part-time and there is distance. I find … I find that *eh* … that plan is expecting face-to-face to contribute a large percentage of the student body, up to 80% or more. And then part-time is the next one that is expected to … to … to enrol about 17% of the student population and distance education is expected to enrol 3% of the student population. So

Participant A: *Mm*

Researcher: even apart from the students not forth, not forthcoming to take *eh* … the programmes, the University is … is planning in that manner. I … I would like to hear from you what did … your opinions are concerning distance education at the University of Botswana … the way it's perceived at the

University, right from planning stage, throughout, through delivery, through resourcing … all that. What … what do you think?

Participant A: May be … may be like I said earlier on

Researcher: *Mm*

Participant A: May be the University is not, is not doing much really, to promote distance education

Researcher: Ok

Participant A: I think like you have rightly said, it seems the UB is planning on face-to-face, or planning for face-to-face

Researcher: Ok

Participant A: at the expense of other modes

Researcher: Ok

Participant A: In fact, as far as I think it should be the other way round

Researcher: Ok?

Participant A: Because the University should actually be encouraging distance learning

Researcher: *Mhm?*

Participant A: more than face-to-face

Researcher: *Mhm?*

Participant A: in that … the resources again …

Researcher: *Mhm?*

Participant A: But I know that there is some kind of contradiction

Researcher: Ok?

Participant A: (*Ka gore*) because going back to the learning and teaching policy

Researcher: *Mhm … Mhm?*

Participant A: you'll find that the University actually encourages

Researcher: *Mhm?*

Participant A: faculties and departments

Researcher: *Mhm?*

Participant A: to … you know, make their students more self-directed

Researcher: *Mhm … Mhm?*

Participant A: use on-line

Researcher: *Mhm?*

Participant A: you know, so that the students can you know, learn on their own

Researcher: *Mhm*

Participant A: if possible

Researcher: Ok

Participant A: So in a way, the University recognises the importance of distance education

Researcher: of distance education. Yes

Participant A: but in reality

Researcher: *Mhm?*

Participant A: I don't think it promotes that

Researcher: Ok

Participant A: You know, we've just pointed out that

Researcher: *Mhm?*

Participant A: you know their planning does not reflect *ehm* …

Researcher: *Mhm?*

Participant A: growth in terms of distance education

Researcher: *Mhm … Mhm?*

Participant A: so probably it's not planning to do something about distance education

Researcher: Ok

Participant A: although *eh* … is interested

Researcher: *Yah*

Participant A: in using some distance education mode in some programmes

Researcher: *Yah* Could there, could there be some constraints … what could there … may be … contributing to that

Participant B: *Eh* ...

Researcher: Yes?

Participant B: I personally I find it *eh* … I mean apportioning a very small percentage

Researcher: *Mhm?*

Participant B: to … to … to distance education, I find it timely, I find it quite appropriate

Researcher: Ok?

Participant B: if you look at the situation on the ground

Researcher: Ok

Participant B: *Yah* for instance she's pointed out that we have a problem of resources

Researcher: *Mhm?*

Participant B: So why give it a bigger chunk if you know very well that you won't be able to … to teach it

Researcher B: *Mhm?*

Participant B: if you know that you don't have *eh* … resources

Researcher B: *Mhm?*

Participant B: could just … like for instance right now we don't have enough computers here to … to

Researcher: *Mhm?*

Participant B: and yet we are encouraged to teach some of our courses on-line

Researcher: *Mhm?*

Participant B: And a student would come to us and say I couldn't access the information because I couldn't get a computer. See what I mean

Researcher: *Mhm?*

Participant B: So I think if you look at the situation at the moment

Researcher: *Mhm?*

Participant B: it's, it's *eh* … it's very, very apt for them to apportion it a small chunk

Researcher: a small … Ok, ok. *Eh* … this 3% was reflected also in the previous *eh* … plan. During the outgoing plan period, it was 3%. In the up coming plan period it is 3%. That says zero growth

Participant B: Yes, that is what it means

Researcher: Yes, that says zero growth. And … and what I want to know is why remain at zero growth? What … what could be contributing to this lack of resources that is concentrated mainly on distance education? Why doesn't it progress further than a certain stage, after so long it being identified as a strategy that can *uh* ... *eh* … that can implement the … the priority of access. There is a priority in NDP 9 for the University of Botswana to increase access.

Participant B: *Mm*

Researcher: *Ee* … it is one of the priorities and it's the first one in the, the NDP 9 of the University of Botswana … the Strategic Plan that is outgoing. So … so … so you plan like that and then you don't allocate resources and in the next plan you plan the same and don't allocate resources. I … I need to understand

Participant B: It's worrisome if …

Researcher: *Ee?*

Participant B: if there's not been any growth. Even if the growth is not significant

Researcher: *Ee*

Participant B: Because if it is the same for different plan periods then it's a cause for concern

Researcher: *Ee*

Participant B: But (*hela nna*) otherwise I feel we can't give it too much

Researcher: *Yah, yah.* You can't give it too much when you know its not going to perform. *Ee.*

Participant B: *Yah*

Researcher: *Mm*... My … *eh* … I'm still around how come it's not performing? Because look, if you choose two strategies and say I'm going to use these two strategies, then you, you must be saying something about them. Why let the other one remain behind for so many years and the other one progress

Participant A: Yes

Researcher: I need to appreciate that

Participant A: *Yah*

Participant B: I think *eh* … there is growth

Researcher: *Mhm?*

Participant B: *Eh* the problem is that you said that we should look here at it from the perspective (*ya*) of UB

Researcher: *Mhm?*

Participant B: But *eh* … quite recently (*a kere*) BOCODOL was introduced

Researcher: Alright

Participant B: And I think *eh* … when BOCODOL came into the picture

Researcher: *Mhm?*

Participant B: there was some, a bit of improvement

Researcher: Ok

Participant B: if we look at the level (*ya*) of the country

Researcher: if we look at the country now

Participant B: (*Wa bona*) You see. But for the level (*ya*) UB

Researcher: *Mhm?*

Participant B: *Yah* ... I think (*nna*) I am for that kind of arrangement

Researcher: *Mhm?*

Participant B: But (*hela ke tsaya gore*) even then, I suppose there should have been some growth

Researcher: *Mhm?*

Participant B: *Yah* … You can't really …

Researcher: No matter how small

Participant B: No matter how small

Researcher: Ok. You want to come in my sister?

Participant C: You know, *may be that percentage was given after they had made a survey, as to how much progress*

Researcher: *Aha?*

Participant C: *the distance programmes have made*

Researcher: made *yah*

Participant C: *since they were incepted*

Researcher: Ahaa

Participant C: *Then may be they realised that here we are not doing well. Why award a large percentage to something that we know we are not doing well in*

Researcher: Alright

Participant C: Because I wouldn't say *the number ... in the programme that I'm involved with*

Researcher: *Mm?*

Participant C: I don't think the numbers are growing much

Researcher: Ok. *Mm?*

Participant C: *the numbers are not growing that much*

Researcher: Ok. Now I was also looking at the … the programmes. The programmes that the University is offering, *eh* … between … between the faculties. I got an impression that there are hundred and thirty-two programmes.

Participant A: For distance education?

Researcher: No, for the University of Botswana, for the University of Botswana. But I … I think out of those hundred and thirty-two, ten have been targeted for, for distance education. So … so that they can be offered both by face-to-face and by distance education. So my next question was going to be … why, why only ten? What is informing that ten?

Participant B: Probably the Centre for Continuing Education can answer that question

Researcher: *Ee*

Participant B: Yes, because they are speaking from a position of strength

Researcher: Ok

Participant B: They know what next they are doing … All that we can do is speculate

Researcher: speculate … ok

Participant B: And then it is because of this

Researcher: Ok, ok, ok. Alright, I'll leave it at that. Because my concern for that … why I picked it up as a … I thought it was a constraint since students then would be limited to a choice between only those, those ten. Probably we're saying students are not forthcoming, but probably those that are coming are the ones who want the programmes that are available through distance education. But some may be want something else

Participant A: *Mm*

Researcher: which is there at the University but is not available through distance. So … so that is where I was coming from really

Participant A: I don't know if we can say something there

Researcher: I don't know … we can discuss. Let's discuss

Participant A: *Yah* we can

Researcher: *Mm?*

Participant A: Like in terms of financial gains, wouldn't the University gain more if they enrol more on the distance?

Researcher: Well …

Participant A: (*Ke raya gore*) I mean if somebody has to …

Researcher: According to distance education … *eh* … distance education claims that *eh* … it can be cost effective to do *eh* … programmes through distance education much more cost effective than … than face-to-face. Because within face-to-face (*kana*) by the way we must know (*gore*) that there are student teacher ratios that … well even within distance education there're those ratios. But you'll find that *eh* … with face-to-face, you get less students per teacher, whereas in distance education you can reach a large number of people by … through one teacher

Participant A: *Mm*

Researcher: And … and … and the classroom is not confining people to a certain number who can fit into the classroom, because now with distance … that … the walls are broken

Participant A: *Yah*

Researcher: Yes

Participant A: The reason I'm asking this question is

Researcher: *Mm?*

Participant A: in my opinion

Researcher: *Mhm?*

Participant A: It's lack of foresightedness in the … on the part of the University

Researcher: Ok?

Participant A: given the fact that there are resource constraints

Researcher: *Yah*

Participant A: Even right now

Researcher: *Yah*

Participant A: *Mm,* more and more students are being enrolled and less and less you know … lecturers and classrooms …

Researcher: *Mhm ... Mhm ... Mhm?*

Participant A: Numbers of student teacher ratios rise …

Researcher: *Mhm ... Mhm?*

Participant A: Which to me should have been *eh* … (*telephone interruption*) obvious for the University to realise that (*continued telephone interruption*) distance education could be …

Researcher: *Mhm?*

Participant A: *Hei* this thing … sorry

Researcher: (*Ee, so ke raya gore*) Yes, I mean, that is the thinking around the issue (*ya*) of distance education (*gore kana*) that by the way when resources are limited

Participant A: *Mm*

Researcher: distance education can still take more people with those limited resources. Whereas, if you want to take more student numbers and yet you are limited in terms of resources, your numbers will have to be controlled by this limitation of the resources. So why, why expand more on the area which has

Participant A: which is more expensive to run …

Researcher: Yes, which has more constraints than expand on the side where you can actually have more flexibility. So that is what I'm actually trying to find out (*gore tota go dirwa ke eng*) what actually leads to this

Participant A: *Mm*

Researcher: because we are aware as, as the University authorities, as departments and as the faculties. We're aware that if we should take the distance, it would alleviate some of these problems

Participant A: *Yah*

Researcher: So why are we not taking it and yet we have picked it as one of the options. So that's what really I would like to understand. What could be this … the problem?

Participant A: May be people are not …

Researcher: I know …

Participant A: (*Mme hela*) However …

Researcher: *Ee, rra?*

Participant A: if I think of this Primary Education

Researcher: Oh, Diploma?

Participant A: Diploma yes, yes

Researcher: Oh, oh ok?

Participant A: I'm sure you're aware that it has so many problems

Researcher: *Ahaa?*

Participant A: To the extend that people are even questioning why the University should be running it

Researcher: *Ahaa?*

Participant A: And *eh* … just out of curiosity I asked one of the people who are working there

Researcher: *Mhm?*

Participant A: And it turned out that you know the problem sometimes does not lie with the University

Researcher: *Mhm*

Participant A: But lies with Government

Researcher: *Mhm? Ok?*

Participant A: (*Ga kere*) you know that Government is the one that extends funds to through the Ministry of Education for this programme

Researcher: Yes, it does yes

Participant A: And *eh* … if Government is not cooperating in terms of

Researcher: *Mhm?*

Participant A: providing resources for distance education

Researcher: *Mhm?*

Participant A: probably that could be another reason why the University you know, does not … is not … *eh* … encouraged or motivated to expand distance

Researcher: Ok?

Participant A: Because they also face problems that do not come from the University but from outside

Researcher: *Mhm ... Mhm?*

Participant A: It could be one of the reasons why it is not developing

Researcher: It could be yes

Participant A: It could be one of the reasons … that lack of support from Government

Researcher: *Yah*, except that on the … on the Diploma in Primary Education, since it's a project that was brought in by the Ministry of Education, I think its funding doesn't necessarily become part of the budget of the University. It actually comes directly from the Government into that project

Participant A: *Yah,* but the University is supposed to …

Researcher: Yes it manages *eh* … those

Participant A: It manages those resources

Researcher: Yes it does, *yah* … it does. Well that could be a contributing factor actually. Right ... Now, you know, you know some researchers believe that *eh* … distance education can actually perform better, in …and cost-effectively in dual mode *eh* … institutions, rather than as a stand alone. Because, still, even though distance education in the long run, is said to be cost-effective or is said to be … you know you can reach many students and so on and so

forth. To start a distance education institution you need a lot of resources *eh* ... *eh* … to start it.

Participant A: Capital outlay

Researcher: Yes. So they believe that if an institution … a face-to-face institution is already there, it already has resources. Then if it introduces distance education, that distance education can actually flourish

Participant A: *Mm?*

Researcher: within the dual mode. But that is according to what, how they're reasoning. But on the ground, it doesn't look like distance education is flourishing within *eh* … dual mode institutions. That is actually the essence of my research. I want to understand why it doesn't flourish

Participant B: *Yah* may be one of the reasons … I don't want to sound racial

Researcher: Yes, yes

Participant B: *Yah* ... but *eh* … if for instance

Researcher: *Mhm?*

Participant B: I am an employer

Researcher: *Mhm?*

Participant B: *if two people, potential employees come in*

Researcher: *Mhm?*

Participant B: one has got a distance *eh* … certificate … distance education *eh* …

Researcher: Qualification?

Participant B: qualification

Researcher: *Mhm?*

Participant B: the other one is face-to-face

Researcher: *Mhm?*

Participant: I would opt for the one with face …

Researcher: with face-to-face?

Participant B: with face-to-face

Researcher: *Ehe,* why?

Participant B: May be because *eh* … one, in terms of value, I may be wrong but this is what I … I … I believe

Researcher: *Yah,* that's what you believe?

Participant B: *And I think eh … other people believe*

Researcher: *Mhm?*

Participant B: in it as well

Researcher: *Yah?*

Participant B: because the face-to-face student is thoroughly monitored

Researcher: *Mhm?*

Participant B: the monitoring system is there and you know that they've acquired the skills

Researcher: *Mhm*

Participant B: that they were supposed to acquire

Researcher: Ok?

Participant B: But these ones, you may still doubt it. May be they just passed, but did they acquire all the skills intended … skills, knowledge and so on and so forth

Researcher: *Mhm*

Participant B: *Ee,* it's what I believe in

Researcher: Ok, ok

Participant B: whether wrong …

Researcher: *Ee,* no. There's no wrong or right because really, I think … I think it's the way you are perceiving it

Participant B: Indeed

Researcher: What you're saying is that there is also this perception that the quality

Participant B: *Yah*

Researcher: of the person who is going through education

Participant B: *Mm, Mm*

Researcher: using the distance mode

Participant B: *Mm, Mm*

Researcher: is questionable compared to the one who has gone through face-to-face

Participant B: face-to-face

Researcher: That could also

Participant B: *Yah*

Researcher: be leading to *eh* … less development

Participant B: *Yah, what I'm trying to say is that probably the people who plan*

Researcher: *Mhm?* To say might be having those perceptions as well. Ok

Participant B: *Yah*

Researcher: Thank you. I think, I think it could be one of those. And probably even the students themselves. They might … like you expressed earlier

Participant B: *Mhm?*

Researcher: If there was a programme and it was taught through distance and also through face-to-face

Participant B: *Mm*

Researcher: you would choose to do it through face-to-face

Participant B: face-to-face

Researcher: *Ee, rra.* Well, it would depend on the circumstances

Participant B: Of course

Researcher: *Ee,* some students would not have a choice. They would have to take it through distance education

Participant B: education

Researcher: If they're working and cannot afford half salary in the second year

Participant B: *Mm*

Researcher: And they have commitments in the family and all those other things. They might opt for distance education

Participant B: *Mm*

Researcher: *Ee,* because it … it … So *uh* … what is your perception of the … the … the quality of the programmes that are offered. Let's say take the … the programmes that are … the Business *eh* ... programmes that are offered through distance education at the University of Botswana. What do you think of …? Can you comment on their quality, compared to the same programmes offered through face-to-face

Participant B: *They are superficial*, that's what I would say

Researcher: *Aha?*

Participant B: *Because if you look at the content, you'll find that what they're taught*

Researcher: *Mhm?*

Participant B: *is the same that is taught to the face-to-face*

Researcher: to the others

Participant B: So on paper

Researcher: *Aha?*

Participant B: it's more or

Researcher: But in real life?

Participant B: *Yah, when it comes to the instructions*

Researcher: *Mhm?*

Participant B: *that is I think where the problem is*

Researcher: Where, where do you think the problem is?

Participant B: Because in distance you're there alone, at home, doing homework, and like I said

Researcher: *Mhm?*

Participant B: monitoring

Researcher: *Mhm?*

Participant B: So *you don't know really if the eh … the students put more effort*

Researcher: *Mhm?*

Participant B: *Yah* in the … because passing is one thing

Researcher: *Mhm?*

Participant B: But acquiring the skills is another

Researcher: Ok

Participant B: *Yah* so really, we have *eh* … people who pass. And then they cannot really show

Researcher: Ok

Participant B: *eh* that *eh* … they went through a certain programme

Researcher: Ok

Participant B: *Yah* … but the certificate is there

Researcher: Alright. That … that's your perception … and … and Rre Ma…

Participant A: I could even sort of put my head on the block

Researcher: Ok?

Participant A: to talk about even the quality of staff that goes there

Researcher: *Ahaa?*

Participant A: Because *those who are here*

Researcher: *Mhm?*

Participant A: *have been screened and tested somehow*

Researcher: *Mhm?*

Participant A: *Whereas for distance*

Researcher: *Mhm?*

Participant A: I'm quite sure

Researcher: *Mhm?*

Participant A: *because of the lack of resources, because of the needs*

Researcher: *Mhm?*

Participant A: *to have somebody you know, in the job*

Researcher: *Mhm?*

Participant A: *quite likely some of them are below par*

Researcher: *Mhm* Ok

Participant A: But will have to teach

Researcher: Ok

Participant A: so that is why

Researcher: the quality is questionable. Ok?

Participant B: Let me chip in there … I concur with him entirely

Researcher: *Aha?*

Participant B: If you take the … the … the DABS programme

Researcher: Ok?

Participant B: *here at UB*

Researcher: *Mhm?*

Participant B: *these are taught by highly qualified people, lecturers of face-to-face*

Researcher: *Mhm?*

Participant B: *But if you go to other … when you go to centres*

Researcher: *Mhm?*

Participant B: like for instance Lobatse

Researcher: *Mhm?*

Participant B: I used to teach there at Lobatse

Researcher: Ok

Participant B: *mostly are secondary school teachers*

Researcher: *Aah*!

Participant B: *And therefore you cannot say this is of quality really*

Researcher: *Mhm … Mhm … Mhm?*

Participant B: *Yah, yah*

Researcher: So, so the resources as, as you're saying, are a contributing factor in a big way … human resources like you said earlier. Ok. I see. What about the examinations? Do, do they sit the same examinations … the same, not similar, but the same examinations? Those that are on distance and those that are on face-to-face

Participant C: *Uh …* I think the Business Department … they've been pushing to the part *eh*… the distance students writing the same

Researcher: *Mhm?*

Participant C: examinations

Researcher: *Mhm?*

Participant C: as the … the mainstream students

Researcher: *Mhm?*

Participant C: So I don't know if it *eh* … because that was in an endeavour to improve quality

Researcher: Ok

Participant C: It's one of the objectives

Researcher: Ok

Participant C: they wanted to achieve. They wanted to ensure that the … the … the exams for … if it's Accounting, if it's Business in say Finance *eh* ... for a part … for *eh* … for a distance learner and or a full-time student, it should be just the same exam

Researcher: *Mhm?*

Participant C: It shouldn't differ

Researcher: Ok

Participant C: But I'm not sure if …

Researcher: if they're doing that

Participant C: because for G … for our course which includes everyone, that one is different

Researcher: *Mhm?*

Participant C: just … it couldn't … say even … even the mainstream students …

Researcher: *Mhm ... Mhm ... Mhm?*

Participant C: it's delivered from nine points

Researcher: ehee, ehee ok

Participant C: so that one I know that we … they don't … they don't write one

Researcher: same exam

Participant C: or … coz its different courses

Researcher: *Eh* … so … so I would like you to comment now that we have … we're sort of doubting the quality of … of the learning experience *eh* ... through

distance education. Can you … can you comment on this issue of independent learner? How … how can we achieve it?

Participant: (*long silence*)

Researcher: Because it looks like, it looks like it is … it is good quality when the learner is with the … the lecturer and *eh* … when the lecturer is not there quality is questionable

Participant A: It's not like that (*followed by some chuckling from the group*)

Researcher: Yes? No? It's not like that?

Participant A: Ye, yes … No

Researcher: Oh, ok? Ok I was … I was looking at the aspect of monitoring that my brother was talking about

Participant B: But *eh* … the question is not directed to me? (*amidst chuckling*)

Researcher: No, not necessarily, I'm just … I just want to find out because here is the University which is saying I want to encourage you to encourage your learners to be independent

Participant A: *Mm*

Researcher: learners and *eh* … you know, do it on their own and … and at the same time there is this …

Participant C: In principle

Researcher: *Mhm?*

Participant C: the distance learners

Researcher: *Mhm?*

Participant C: are supposed to be a better quality

Researcher: *Hm!*

Participant C: than the … you know mainstream students. Because they're more internally … intrinsically motivated than the full-time students who we are after … where is your assignment?

Participant A: *Mm*

Participant C: You know that you … you were not in class whatever … whatever. But those ones are supposed to be self motivated

Researcher: *Mm?*

Participant C: Because they have *eh* … if it's GC triple one for example, they have a module there. The module is the teacher. It's up to them. If they go through that module … if they do the self *uh* … testing exercises that are there … if they answer the questions that are there and they do all those activities that are there. Coz if they don't do it, they will not pass the exams. They will not pass the test because assignments have been shaped out of the Business programme

Researcher: *Mhm?*

Participant C: Because people were getting 100% in

Researcher: *Mhm?*

Participant C: assignments

Researcher: *Mhm?*

Participant C: When you get to exams they get 30%, it's the … the same students get 30%

Researcher: *Mhm?*

Participant C: So in principle, you know the psychology says that the people who are intrinsically motivated … they achieve organisational objectives. The actors are those who were intrinsically motivated

Researcher: *Mhm?*

Participant C: But then … I don't know …

Researcher: *Mhm ... Mhm?*

Participant A: To add on to that

Researcher: *Mhm?*

Participant A: I think one … we should not fail to establish the link between independent

Researcher: *Mhm?*

Participant A: learning and instruct …

Researcher: *Mhm?*

Participant C: instructional?

Participant A: instructional whatever. Because the independence the way I understand it does not necessarily mean isolation

Researcher: No, not necessarily

Participant A: from the instructional … So whether it's by distance or face-to-face

Researcher: *Mhm?*

Participant A: I think the presence of instructor whether its or immediate … it's … it's in fact it's important

Participant B: I think in terms of *eh* … may be students becoming independent

Participant A: Exactly, *yah*. *Ehm* ... there has to be … the student always has to have the instructors

Researcher: *Mm?*

Participant A: nearby

Researcher: *Mhm?*

Participant A: Guiding

Researcher: *Mhm?* Nearby physically?

Participant A: It doesn't have to be physically …

Researcher: *Mhm?*

Participant A: If it's on-line … that's instruction. Somehow the student must feel the presence of the instructor

Researcher: *Mhm ... Mhm?*

Participant A: Even if it's the student learning

Researcher: at a distance

Participant A: or at a distance

Researcher: *Mhm?*

Participant A: And I think this is why the question of instruction is still important

Researcher: *Mm*

Participant A: We're not necessarily saying *ehm* … distance learners do not need instructors

Researcher: No, we're not saying that

Participant A: We're not saying that

Researcher: *Mm*

Participant A: And *eh* … we're not even saying that independent learners do not need instructors

Researcher: Need instructors. No, ok

Participant A: I think it will continue to be important whether it's by distance or by …

Researcher: by face-to-face

Participant A: face-to-face, *yah*

Researcher: Ok

Participant A: I only hope that it makes sense

Researcher: No, it does. It does, it makes sense. I'm hearing you in … Because what I was trying to follow up is the question of quality

Participant A: Yes

Researcher: *Ee,* the question of quality in the learning experience. When you're doing it through distance and the other one is doing it through …

Participant A: face-to-face

Researcher: *Ee,* because we were sort of zeroing in to … to agreeing that the quality is suspect

Participant A: Yes

Researcher: when one is doing it at a distance. That is what we were sort of zeroing in. *Ee* … that is why I was bringing … But … but what you are pointing out is that whether the student is doing their learning through distance or through face-to-face, the instructor is always there. My sister had pointed out that the instructor in distance education is the module

Participant A: Yes

Researcher: Because the teacher has already put into that module, what the students need and the student, as a person who is self motivated would have to go out there and find out more resources and really learn the … their area as much as they can… if …

Participant A: But that does not mean they cannot … they don't need guidance

Participant C: They do … they have three contacts *uh* … they have three tutorials per semester

Researcher: *Mhm?*

Participant A: Yes

Participant C: They make contact with their tutors

Researcher: *Mm*

Participant C: And they communicate continuously

Researcher: *Mm … Mm*

Participant C: like if they are studying … they have questions … they send us emails

Researcher: *Mhm?*

Participant C: But three times a semester there're residential face-to-face

Researcher: Ok. Yah, may be we should leave that one eh … eh … a bit for now and go into the … the eh … what do you call it … the Distance Education Mainstreaming Policy. That one I just want to understand what it's all about. What … what you understand by that Policy

Participant A: *Which one?*

Researcher: Distance Education Mainstreaming Policy

Participant A: *I would be lying* (*followed by laughing from group*)

Researcher: Ok? You don't know about it my sister either?

Participant C: *I don't know …is it the*

Researcher: The University …

Participant C: *one where they want to … like the question you asked earlier*

Researcher: *Mhm?*

Participant C: *if they want … like the … even though the … the instructional modes are different, when it comes to … say when they want to set for … to sit for tests or exam … they have to write the same paper*

Researcher: *Mhm?*

Participant C: *So they … they … because if it's Finance it's Finance, whether you're doing it by distance … by distance, whether you're doing by mainstream, it's just*

Researcher: Ok

Participant C: *But I'm not very sure*

Researcher: You're not very familiar with the … with the Policy? It's a University policy that was passed in … I think 2005 or so. *Eh* … it … when I was reading it and I'm … I … I stand to be corrected, I … I got the impression that what it was saying, was that distance education has to be embraced University wide. *Eh* … (*ke gore*) my understanding of it was that *eh* … programmes that are there at the University should be available in both modes. That's how I was interpreting it. I might be wrong. And the various faculties to be working hand-in-hand with CCE to do that. To have their programmes available on *eh* … through both modes. And it looks like … when I was *eh* … talking to other people around the University, the Faculty of Business seems to have done that and then it seems to be the only one which … which has done that so far. *Ee* … so … so … so I just wanted to understand whether the other organs of the University are familiar with this policy and what are they doing about it? *Eh* … how is it impacting on their … their work and *eh* … and so on? That is what I wanted to find out.

Participant B: *As we are saying … some of these things … they're … questions that started …*

Participant A: Yah in fact they're known by Management

Researcher: By Management?

Participant B: *Mm*

Participant A: Yah, because without interrupting

Researcher: Ok

Participant A: *I think it's one of those things that … are there but are not implemented*

Researcher: Alright?

Participant A: (*Kana*) *it's one thing to have a policy*

Researcher: *Yah, yah*

Participant A: *and another thing to implement*

Researcher: to implement it, yes

Participant A: *So … in fact, the collaboration you're talking about*

Researcher: *Mhm?*

Participant A: *might be there but not necessarily driven by that policy. I'm not sure*

Researcher: Ok

Participant A: *because I think those guys actually have to take communication very seriously*

Researcher: *Mhm?*

Participant A: *They do offer Communication and Study Skills … (a kere) isn't it?*

Researcher: Yes, they do

Participant A: by distance

Researcher: *Mm*

Participant A: *But they … was that initiated by us this side or by them that side*

Researcher: *Mhm?*

Participant A: *I think it was … as for us*

Researcher: *Mm, mm, mm*

Participant A: *So in that sense, I would say there has been no uhm … there has been no reason. Nothing pushed us this side*

Researcher: *Mhm?*

Participant A: *to collaborate with CCE*

Researcher: Ok, ok. *Mm*

Participant A: *Although it's … I see as enabling*

Researcher: *Mhm?*

Participant A: *I'm not saying it's a bad idea. What I'm saying is that they need to monitor it*

Researcher: *Mm, mm*

Participant A: *its implementation*

Researcher: Ok, ok. Or its communication

Participant A May be

Researcher: *Mm*

Participant A: *We don't know why the Business Faculty*

Researcher: *Mhm?*

Participant A: *did that. May be they identified a need*

Researcher: Ok, ok. I think we have … we have sort of exhausted most of the … the concerns that I had. But if I should … if I should, when I am analysing this … this information that get here, find that I need to touch base … you would allow me to touch base with you and clarify something … or probably even come back and record some more information. You think so? You would allow me to do that?

Participant B: No, I don't think there's any problem. You can revisit. So long as it's worth it

Researcher: It is

Participant B: I mean, I don't know whether we have been of help to you …

Researcher: It is so much … it is

Participant B: From what I see (nna) I don't think I was of help

Researcher: No, but it was … you won't believe it

Participant B: *Ehee*?

Researcher: You have been very helpful … it has been very helpful

Participant B: Alright

Researcher: *Yah*

Participant B: If you find that it's been very helpful, you can just come back … you don't have to worry

Researcher: It's been very, very helpful in deed

Participant B: I'm speaking for them. I know they won't say no (*laughter from everyone*)

Researcher: Ok

Participant C: But (*e nne o bua ka yone*) the one you were talking about (*ya*) the one on Mainstreaming

Researcher: *Ee, mma?*

Participant: Kana you know those people

Researcher: *Mhm?*

Participant: it could only work if the CCE

Researcher: *Aha?*

Participant: They could have personnel, within various University departments

Researcher: Ok
Participant C: In every Department

Researcher: *Aha?*

Participant C: they should have someone who is there

Researcher: Yes

Participant C: But then they are …

Researcher: Ok

Participant C: you know

Researcher: with a liaison between the Department and

Participant B: Sorry

Researcher: *Ee, rra*

Participant C: *Ee!* A liaison in the Department. Let's say the Department … I don't know

Researcher: *Mm*

Participant C: Let's say DED triple one

Researcher: *Mhm?*

Participant C: There should be someone here who could actually … a representative

Researcher: *Mhm … Mhm?*

Participant C: of CCE

Researcher: *Yah*

Participant C: Like myself … I'm just doing it on my own accord

Researcher: *Ee*

Participant C: It's just … I did it before I came here

Researcher: Yes, yes

Participant C: It's not like I'm representing them

Researcher: *Ee,* no

Participant A: All of us, all of us

Researcher: *Ee,* no that is true. No but thank you

Participant C: They … they … they don't communicate

Researcher: *Ee,* no, thank you very much. Let …

Addendum F - Proof of Acceptance of Article Abstract

Directorate for Curriculum and Learning Development
University of South Africa

26 May 2011

Dear Prof Van Vollenhoven

ACCEPTANCE OF ARTICLE FOR PUBLICATION by B. N. SIBANDE, W.J. VAN VOLLENHOVEN, J. HENDRIKZ

This is to inform you that your article, ODL AND ACCESS: THE EXPERIENCE OF THE UNIVERSITY OF BOTSWANA**,** will appear in *Progressio: South African journal for open and distance learning practice* Volume 33(1) which should be published by the middle of 2011. Unfortunately we cannot give you the page numbers at this time.

We appreciate your interest in our journal and hope to receive contributions from you in the future.

Best wishes

Prof André le Roux and Dr Jean Mitchell
(Editors)