REFERENCES

Abu David Silong, D. Z. I. (1997). *Assuring quality learning support for teachers'
    distance education program.* Paper presented at the 11th Annual Conference in
    Distance and Open Learning, Nov. 11-14, 1997. Putra World Trade Centre,
    Kualar Lumpar.

ADEA, (2002). Open and Distance Learning in Sub-Saharan Africa Working Group on
    Distance Education and Open Learning. Reduit, Mauritius.

Aderinoye, R. A., Ojokheta, K. O. and Olejede, A. A. (2007). *Integrating mobile learning
    into nomadic education programmes in Nigeria: Issues and perspectives.* The
    International Review of Research in Open and Distance Learning, vol. 8 (2).
    http://www.irrodl.org.index.php/irrod/article/viewArticle/347/919 retrieved
    17/01/09.

AERA, (2006). AERA Draft standards for reporting on research methods. Prepared by
    Task Force on reporting of research methods in AERA Publications.

Ahmmod, S. M., M. and Ashan, Q. M. G. (2005). *Analysing study habits of distance
    learners: A case study of Bangladesh Open University*. Indian Journal of Open
    Learning, vol.14 (1) 59-69.

Aikman, S. (2008). *Access to good education for pastoral groups in Sudan*. Id21
    education highlights. www.id21.org.

Aikman, S. and Unterhalter, E. (2005). Beyond Access: Transforming Policy and
    Practice for Gender Equality in Education. Oxford: Oxfam.

Alias, N. A. and Rahman, N. S. N. B. (2005). *The supportive distance learning
    environment: A study on the learning support needs of Malaysian online
    learners. European Journal of Open, Distance and E. Learning.*
    http://www.erodl.org/materials/contrib/2005/Alias_Rahman. htm 2/2/8.

Alstete, J. W. and Beutell, N. J. (2004). *Performance indicators in online distance
    learning courses: a study of management education*, Quality Assurance in
    Education, vol.12 (1), 6-14.

Amey, F. (2000). Assessment of perceptions of learners and tutors about tutorial
    provision before BOCODOL. Gaborone: BOCODOL.

Anderson, T. (2003). Getting *the mix right again: An updated and theoretical rationale
    for interaction.* International Review of Research in Open and Distance
    Learning, vol. 4. (2).

Ansari, M. M. (2002). *Best practices in open and distance learning systems in India:
    An assessment.* Indian Journal of Open Learning, vol. 11 (2) 219-228.

Appleton-Knapp, S. L &. Krentler, K. A. (2006). *Measuring student expectations and*

their effects on satisfaction: The importance of managing student expectations. Journal of Marketing Education http://jmd.sagepub.com retrieved 14/04/09.

Arbaugh, J. B. (2001). *How instructor immediacy behaviours affect student satisfaction and learning in Web-Based Courses.* Business Communication Quarterly.

Ashby, A. (2004). *Monitoring student retention in the Open University: definition, measurement, interpretation and action,* Open Learning, vol. 19 (1).

Bartlett, C. (2006). *Investigating flexible delivery strategies that meet the needs of remote area teacher education programme (RATEP) diploma of education (Aboriginal and Torres Strait Islander) students.* .http://www.aare.edu.au/06pap/bar06866.pdf. retrieved 14/4/09.

Beaudoin, M. (1990). *The instructor's changing role in distance education.* The American Journal of Distance Education, vol. 4 (2).

Bedi, K. & Lange, H. (2007). *The impact of faculty interaction on the learning experience and outcomes of online learners.* Proceedings ascilite, Singapore.

Begum, N. and Al Faruque, A. (2005). *Conceptualising Indigenous peoples' rights: An emerging new category of third-generation rights.* Asia-Pacific Journal on Human Rights and Law, vol. 2, 1-29.

Bell, B. & Cowie B, (1999). *A model of formative assessment in science education*, Assessment in Education, 6 (1), 101-116.

Berg, B. L. (2004). Qualitative research methods for the social sciences. London: Pearson Education, Inc.

Bernath, U. and Vidal, M. (2007). *The Theories and the Theorists: Why Theory is important for research.* Distances et savoirs, vol.5 (3), 427 -458.

Bhalalusesa, E. (2001). *Supporting women distance learners in Tanzania.* Open Learning, vol.16 (2) 155-168.

Biggs, J. (1987). *Student Approaches to Learning and Studying,* Melbourne, Australia Council for Educational Research.

Biswas, P. K. (2001). *Learning strategies and academic performance: A study of the successful distance learners of PGDDE programme of IGNOU.* Indian Journal of Open Learning, vol. 10 (2).

Blanche, M.T., Durrheim, K. and Paiter, D. (2006). Research in Practice, Applied methods for social sciences. Cape Town: University of Cape Town.

BOCODOL, (2001). Guidance and Counselling Policy Document. Version 1. Gaborone: BOCODOL.

BOCODOL, (2001). English Study Unit Guide, Gaborone: BOCODOL.

BOCODOL, (2001). Learner handbook. Gaborone: BOCODOL.

BOCODOL, (2002). Minutes for specific subject group meeting, 3rd August. Gaborone.

BOCODOL, (2002). Tutor-Marker Guide, Gaborone: BOCODOL.

BOCODOL, (2003). Annual report 2002/3, Gaborone: BOCODOL.

BOCODOL, (2004). Kang region Ghanzi tour report, Gaborone: BOCODOL.

BOCODOL, (2004). Study Guide. Gaborone: BOCODOL.

BOCODOL, (2005). Enrolment Policy. Gaborone: BOCODOL.

BOCODOL, (2005). Internal Memorandum, 28th January. Gaborone: BOCODOL.

BOCODOL, (2005). How to enrol. Gaborone: BOCODOL.

BOCODOL, (2006). Tutor comments 17th May on English Assignment 6
        Gaborone: BOCODOL

BOCODOL, (2007). Kang Region Audit report, Gaborone: BOCODOL.

BOCODOL, (2007). Learning Satellite Coordinator's monthly report,
        Gaborone: BOCODOL

BOCODOL, (2008). Guidance and Counselling Policy. Gaborone: BOCODOL.

Boko, D. G. (2002). *Integrating the Basarwa under Botswana's Remote Area
        Development Programme: Empowerment or Marginalisation?* Australian Journal
        of Human Rights, vol. 19.

Bone, A. (1999). *Ensuring successful assessment,* Coventry: UK Centre for Legal
        Education.

Boondao, S. and Rowley, G. (1991). *Does the use of assignments in Distance education
        courses improve their quality?* In Atkinson, R., McBeath, C. and Meacham, D.
        (eds) *Quality in Distance Education,* ASPESA Forum Papers, ASPESA,
        Australia, 63-71.

Bosch, D., Maxey, K. and Mohamed, A. (2006). *Pastoralists and education: Towards
        integration for sustainable community development in the horn of Africa.*
        Indigenous knowledge systems research and development studies, vol.5.

Botswana Daily News; 15th June 2006. www.gov/cgi

Botswana Government, (1966). Constitution of Botswana. Gaborone: Government
        Press.

Botswana Government, (1968). Tribal Lands Act. Gaborone: Government Press.

Botswana Government, (1975). Tribal Grazing Land Policy, Gaborone: Government Press.

Botswana Government, (1998). BOCODOL Act. Gaborone: Government Press.

Botswana Government, (2000). National Parks and Game Reserves Regulations of 2000. Gaborone. Government Press.

Botswana Government, (1992). Wildlife Conservation and National Parks Act No 28 of 1992. Gaborone. Government Press.

Botswana Government, (1994). Revised National Policy on Education, Gaborone. Government Press.

Botswana Government, (1997). *Presidential Task group on a Long Term Vision for Botswana: Towards Prosperity for All, Gaborone: Government* Press.

Botswana Government (2003). Ghanzi District Development Plan 6:2003-2009. Ministry of Local Government, Gaborone: Government Press.

Botswana Government, (2003). Kgalagadi District Development Plan 6: 2003 -2009. Gaborone, Government Press.

Botswana (2003). Review of the Remote Area Development Programme, Gaborone: Government Press.

Boulet, Simard and Demelo, (1990). *Formative evaluation effects on learning music,* Journal of Educational Research, 84,119-125.

Bourke, C. J., Burden, J. K. And Moore, S. (1996). *Factors affecting performance of Aboriginal and Torres Strait Islander students at Australian Universities: A case study.* Commonwealth of Australia, Department of employment, Education, Training and Youth Affairs Report.

Bourne, R. (2003). *Invisible lives. Undercounted, underrepresented and underneath: The socio-economic plight of Indigenous peoples in the Commonwealth.* Commonwealth Policy Studies Unit, London

Boughan, K. (1996). *The Academic impact of student support services program participation in Fiscal year 1996.* Office of Institutional Research and Analysis Program Evaluation PE 97-2

Brookheart, S. M. (2001). *Successful students' formative and summative uses of assessment information.* Assessment and Evaluation in Higher Education, vol. 8 (2) 154 – 169.

Brown, G. (2001). Assessment: a guide for lecturers, York: LTSN Generic Centre.

163

Cain, D. L, Marrara C, Pitre P. E, and Armour S. (2003). *Support Services that Matter: An Exploration of experiences and needs of Graduate Students in a Distance Learning Environment.* Journal of Distance Education. Vol. 18, No1, 42-56.

Campbell, J. R. (2004). *Ethnic Minorities and Development: A Prospective Look at the Situation of Afrcian Pastoralists and Hunter-Gatherers.* Ethnicities vol. 4 (5). http://etn.sagepub.com/cgi/content/abstract/4/1/5 retrieved 12/04/09.

Carless, D. (2005). *Prospects for implementation of assessment for learning*, Assessment in Education, 12(1), 39-54.

Carr-Hill, R. and Peart, E. (2005). *The education of nomadic peoples in East Africa: Djibouti, Eritria, Ethiopia, Kenya, Tanzania and Uganda. Review of literature* ADB/UNESCO.

Carr, K. C., Fullerton, J. T., Severino, R. and McHugh, M. K. (1996). *Barriers to completion of a nurse-midwifery distance education programme,* Journal of Distance Education, vol.11 (1), 111-131.

Carr, P. (2006). *Social justice and whiteness in education: Color-blind Policy making and racism* Journal for critical education policy studies vol.4 (2) http://www.jcps.com/print.php?article ID=77 retrieved 18/4/09

Chickering, A. W. & Gamson, Z. F. (1997). *Seven principles to good practice in undergraduate education.* Racine, Wi: The Johnson Foundation Inc.

Chilisa, B. and Preece, J. (2005). Research Methods for Adult Educators in Africa. Cape Town: UNESCO Institute for Education.

Chute, A. G., Thompson, M. M. and Hancock, B. W. (1999). The McGraw-Hill Handbook of Distance Learning, New York: McGraw-Hill.

Clarke, A. and Dawson, R. (1999). Evaluation Research. London: Sage.

Cohen, L. and Manion, L. (1994). Research Methods in Education. London: Routledge.

COL. (2000). *An introduction to open and distance learning.* The Commonwealth of Learning. http:www.col.org/ODLIntroODL.htm. retrieved 4/4/09.

COL, (2004). Researching Marginalised and Disadvantaged learners. PREST, COL, Vancouver.

COL and COMSEC, (2007). Reaching nomadic populations in Africa. Forum on flexible education, Garissa, Kenya 20-23 June 2006.

Collins, C.; Kenway, J. and McLeod, J. (2000). *Factors influencing the educational performance of males and females in school and their initial destinations after leaving school.* A project funded by the Commonwealth Department of Education, Training and Youth Affairs. Deakin University of South Australia.

COMSEC (2009) Reaching Nomadic populations in Africa: The Potential of Flexible Education. London. COMSEC

Cook, A. V. (2006). The experiences of adult learners in distance education of sms technology as a learning support tool. Unpublished MEd Dissertation, University of Pretoria.

Cookson, P.S. (1989). *Research on learners and learning in distance education*: a review. The American Journal of Distance Education, 2(3), 22-34.

Cooper, D. R. and Schindler, P.S. (2001). Business Research Methods. New York: McGraw-Hill.

Creed, C. (1992). *English as a medium of instruction in distance education* – 2.Indian Journal of Open Learning, 1(1) 37-56.

Creed, C. Allsop, T. Mills, R. & Morpeth, R. (2005). *The art of the possible: issues of learner support in open and distance learning in low income countries*, International Research Foundation for Open Learning, UK.

Creswell, J.W. (1994). Qualitative inquiry and research: Choosing among five traditions. Thousand Oaks, CA: Sage.t6zx

Creswell, J.W. (1998). Qualitative inquiry and research: Choosing among five traditions. Thousand Oaks, CA: Sage.

Creswell, J. W. (2005). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. New Jersey: Pearson Education, Inc.

Crooks, T (2001). *The validity of formative assessments*, Paper presented to the British Educational Research Association Annual Conference, University of Leeds, 13-15 September.

Crooks, T. J. (1988). The impact of classroom evaluation practices on students. Review of Educational Research, vol. 58 (4) 438-481.

Cullen, R. (2002). *Addressing the digital divide.* LIANZA.

Curtis. M. (2009). *A world of discrimination: minorities, indigenous peoples and education. State of the world's minorities and indigenous peoples* www.minorityrights.org/download.php?id=649 retrieved 27/11/09.

Danaher, P.A. (2000). *What's in a name? The 'marginalisation' of itinerant people.* Central Queensland University, Australia. http://eprints.usq.ed.au?1905/1/Danaher_Whatsiname.pgf retrieved 11/4/9.

Dash, N.K. (2005). *Learning gain from face-to-face workshop and overself-instructional material: A study.* Indian Journal of Open Learning vol. 14(1) 47-57.

Dawson, C. (2002). Practical Research Methods. Oxford: Howtobooks.

Dearnley C. (2003). *Student Support in Open Learning Sustaining the Process.* International Review of Research in Open and Distance Learning http://www.irrodl.org/content.v4.1/dearnley.html 2/.2/8.

DEASA, (2006) Conference Report, Maputo. DEASA.

Dekker, R. & Le Roux, (1999). *A case study of development programme for indigenous peoples,* The work of Kuru Development Trust.

Descombe, M. (1998). The Good Research Guide for small-scale social research projects. Buckingham, Open University.

Devereux, J. and Amos, S. (2005). *The University of Fort Hare's learner-centred distance education programme*. Open Learning vol.20 (3) 277-284.

Dickey, M. D. (2004). *The impact of web-logs (blogs) on student perceptions of isolation and alienation in a web-based distance-learning environment,* Open Learning, vol.19 (3), 279-291.

DFID, (2008). *Open and distance learning.* A DFID practice paper. Department of International Development.

Distance Education Association of Southern Africa (DEASA), (2006). Conference Report, Held at Maputo Mozambique, 24th-26th March 2006.

Dodds, T. (2005). Open and Distance Learning in Southern Africa. Pretoria: University of South Africa.

Dube, M. (2002). Education system accused of discriminating against San http://www.newsfromafrica.org/newsfromafrica/articles/art_904.html retrieved 4/11/9

Dyer, C. (2009). *Education for All – Does that include nomads.* Norrag http://www.norrag.org/db_read_article.php?id=119 retrieved 24/06/09

Dzakiria, H. (2005). *The role of learning support in open and distance Learning: Learners' experiences and perspectives,* Turkish Online Journal of Distance Education, vol.6 (2) 1-14.

Edirisingha, P. (1999). *Open and distance learning for basic and non-formal education in developing countries.* Paper presented at the Pan-Commonwealth Forum on Open Learning, Brunei.

Elliott, J. (1991). Action Research for Educational Changes. Philadelphia: Open University Press.

Entwistle, N. and Ramsden, P. (1983). *Understanding Student Learning,* London, Croom Helm.

Entwistle, N. (1997). *Contrasting perspectives on learning*, in F. Marton, D, Hounsell and N. Entwistle, The Experience of learning: implications for teaching and studying in higher education*,* Edinburgh: Scottish Academic Press.

Evans, R. (2005). Explaining low learner participation during interactive television instruction in a developing country context. Unpublished PhD Thesis, University of Pretoria.

Evans, R. (2006). *The impact of presenter speech personality on learner participation during televised instruction*. Journal for Language Teaching, vol.40 (2) 21-34.

Evans, T. (1994). *Understanding Learners in Open and Distance Education*, London: Kogan Page.

Facey-Shaw, L. and Golding, P. (2005). *Effects of Peer Tutoring and Attitude on Academic Performance of First Year Introductory Programming Students*. IEE Frontiers in Education Conference, Indianapolis, IN

Forbes, A. and Wood, M. (1994). *From three to eight years- the foundations of literacy,* Conference Proceedings: Distance Education: Windows on the Future, Wellington Correspondence School, New Zealand, pp.87-95.

Forrester, G., Motteram, G., Parkinson, G. and Slaouti, D. (2005). *Going the distance: students' experiences of induction to distance learning in higher education*. Journal of Further and Higher Education, vol. 29 (4) 293-306.

Fozdar, B. I. and Tripathi, P. (2007). *Learner perceptions of continuous assessment in the Bachelor Degree programme of IGNOU*. Indian Journal of Open Learning.vol. 16 (2) 113-128.

Fung, Y. And Carr, R. (2000). *Face-to-Face Tutorials in a Distance Learning System: meeting student needs.* Open Learning, vol.15 (1) 35 – 46.

Gaba, A. K. and Das, N. K. (2004). *Course evaluation in open and distance learning: a case study from Indira Gandhi National Open University.* Open Learning, vol.19 (2) 213-221.

Galperin, H. (2005). *Wireless networks and rural development: Opportunities for Latin America.* The Massachutes Institute of Technology Information Technologies and International Development, vol.2 (3) 47-56.

Gardner, III, R., Nobel, M. M., Hessler, T., Yawn, C. D. and Heron, T.E. (2007). *Tutoring System Innovations: Past Practice to Future Prototypes.* Interventions in School and Clinic, vol.43 (2) 71 -81.

Garegae-Garekwe, K.G. (1999). *Convergence of Data from Multiple Designs: The Case of Across-Paradigm Triangulation.* Mosenodi Vol.7. Gaborone BERA*.*

Gatsha, G. (2004). An evaluation of school head's knowledge of the law in their managerial practices with reference to student in secondary schools in

Botswana. Unpublished MEd Dissertation, University of Botswana.

Gatsha, G. (2007). Taking basic education to nomadic and marginalised communities. Forum on flexible education: Reaching nomadic populations in Africa, Garissa, Kenya 20 – 23 June 2006. Commonwealth of Learning and Commonwealth Secretariat.

Gibbs, G. and Simpson, C. (2002). (a) *Does your assessment support your students? Learning.* The Higher Education Funding Council for England: Open University.

Gibbs, G. and Simpson, C. (2002). (b) *How assessment influences student learning – a conceptual overview.* Centre for Higher Education Practice, London: Open University.

Gibson, C.C. (1990). *Learners and Learning: a discussion of selected research* in Moore, M. G. Contemporary Issues in American Distance Education, Oxford, Pergamon Press, pp.121-35.

Gillham, B. (2005). The research interview, London: Continuum.

Gillham, B. (2005) Case study research methods, London: Continuum.

Gjern, B. (2004). Arts and Crafts sustain Basarwa San. Skillshare International, www.skillshare.org

Good, K. (1992). *Interpreting the Exceptionality of Botswana.* Journal of African Studies, Vol. 9, (1) 2-15.

Good, K. (1993). *At the end of the ladder: Radical inequalities in Botswana.* Journal of Modern African Studies, vol.31 (2) 203-2-230.

Good, K. (1999). The *State and extreme poverty in Botswana: the San and destitutes.* The Journal of Modern African Studies, vol.37 (2) 185-205.

Goodman, J. Blake, J. and Lott. M. (1990). *CAL: a strategy for retaining minority and disadvantaged students,* Nurse Educator, vol.15 (2), 37-41.

Gorsky, P. and Caspi, A. (2005). *A Critical Analysis of Transactional Distance Theory*, The Quarterly Review of Distance Education, vol. 6 (1), 1-11.

Gorsky, P. Caspi, A. and Trumper, R. (2004). *Dialogue in a distance education physics course; open Learning,* vol.19 (3), 265-277.

Gray, H. and Sanzogni, L. (2004) *Technology leapfrogging in Thailand: Issues for the support of e-commerce infrastructure.* The Electronic Journal of Information Systems in Developing Countries, vol.16.

Gregory, I. (2005). Ethics in research, London: Continuum.

Greyling, E. S. G., Geyser, H. C. and Fourie, C.M. (2002). *Self-directed learning: adult*

learners' perceptions and their study materials. SAJE/SATHO, vol. 16 (2) 112-121.

Gulati, S. (2008). *Technology –enhanced learning in developing nations: A review.* International Review of Research in Open and Distance Learning, vol.9 (1).

Hancock, D. R. (2007). *Effects of performance assessment on the achievement and motivation of graduate students.* Active Learning in Higher Education, vol.8 (3) 219-231. http://alh.sagepub.com retrieved 14/04/09.

Hanemann, U. (2006). Literacy in Botswana, Paper commissioned for EFA Global Monitoring Report, Literacy for Life. UNESCO.

Hasson, A. A., Fletcher, R. and Pentland, A. (2003). *DakNet: A road to universal broadband connectivity.* Wireless Internet UN conference ICT conference case study.

Hattie, J.A. (1997). *Identifying the salient facets of a model of student learning: a synthesis of meta-analyses.* International Journal of Educational Research, vol. 11, 187-212.

Havard, B, Du, J. and Olinzock, A. (2005). *Deep Learning: The knowledge, methods and cognition process in Instructional – led Online Discussion.* The Quarterly Review of Distance Education, vol. 6 (2) 125 – 135.

Henning, E., Van Rensburg and Smit, B. (2004). Finding your way in qualitative research. Pretoria: Van Schaik.

Hermans, J. (1980). The Basarwa of Botswana. A case study in development. Unpublished MA Thesis. The American University. Washington DC, 20016.

Herring, M.C. (2004). *Development of Constructivist-Based Distance Learning Environments: A Knowledge Base for K-12 Teachers,* The Quarterly Review of Distance Education, vol. 5 (4) 231-242.

Hitchcock, R.K. (1999). *Indigenous people's consultation on empowerment, culture and spirituality in community development.* Kuru Development Trust and Working Group of Indigenous Minorities in Southern Africa (WIMSA).

Hitchcock, R. K. (2002). *"We are the First People;" Land, natural resources and identity in Central Kalahari, Botswana.* Journal of Southern African Studies, vol.28 (4) 797-824

Hitchcock, R. R. and Smith M. R. (1982). *Settlement in Botswana- The historical development of a human landscape.* Gaborone: Botswana Society.

Hock, M. F., Pulvers, K. M., Deshler, D. D. and Schumaker, J. B. (2001). *The effects of an after-school tutoring program on the academic performance of at-risk students and students with LD.* Remedial and Special Education, vol. 22(3) 172-186 http://rse.sagepub.com retrieved 14/04/09.

Holmberg, B. (1983). *Guided didactic conversation in distance education.* In D. Stewart, D. Keegan, and Holmberg, B. Distance Education: International Perspectives, 114-122. New York, St Martin's Press.

Holmberg, B. (2003). *Distance Education in Essence,* Oldenburg: Boibliotheks- und Information system der Universitat Oldenburg.

Howland, J. L. and Moore, J. L. (2002). *Student perceptions as distance learners in internet-based courses.* Distance Education, vol.23 (2) 184-195.

Hughes, J. A. (2004). *Supporting the online learner.* In T. Anderson & F. Elloumi (Eds), Theory and Practice Online Learning (367-384). Canada. Athabasca University.

Hulsmann, T. (2004). *Low cost distance education-strategies: The use of appropriate information and communication technologies.* The International Research Review in Open and Distance Learning, vol.5 (1). http://www.irrodl.org/index.php/irrodl/article/viewArticle/175/257 retrieved 21/11/09.

IGNOU (2000). Counselling and Tutoring Services ES – 313. Staff Training and Research Institute of Distance Education Institute of Distance Education. IGNOU, New Delhi.

INGNOU, (2000). Course ES312 Design & Development of self-learning print materials, New Delhi.

IGNOU (2002). Assessment and Evaluation in Distance Education. Staff Training and Research Institute of Distance Education, New Delhi.

IGNOU, (2008). Language issues ES-319. Staff Training and Research Institute of Distance Education, New Delhi.

Isaacs, S. (2007). *Survey of ICT and education in Botswana:* Botswana country report. www.infoder.org retrieved 27/11/09.

Jacobs, L. C. and Razavieh, A. (1996). Introduction to research in education. Forth Worth. Harcourt Brace College Publishers.

Jahnukainen, M. (2001). *Social exclusion and dropping out of education.* Emotional and Behavioural Difficulties in Mainstream Schools, vol.1 1-12.

Jha, J. (2008). *Boys' lower participation in schools in Lesotho.* Id21 education highlights. www.id21.org.

Jian, N. and Hamp-Lyons, L. (2006). *Progress assessment in Chinese distance education: the voices of learners.* Open Learning, vol.21 (2) 11–123.

Johnson, B. and Onwuegbuzie, A.J. (2004). *Mixed Methods Research: A Research Paradigm Whose Time Has Come.* Educational Research, vol.33 (7) 14-26.

Kanaka, H. and Judgev, K. (2006). *Distance education MBA students: An investigation into the use of an orientation course to address academic and social integration issues.* Open Learning, vol.21 (2) 153-166.

Keegan, D. (1980). *On defining distance education.* Distance Education, vol.1 (1) 13–36

Keegan, D. and B. Holmberg (1983). Distance Education: International Perspectives, 114-122. New York: St Martin's Press.

Kelly, P. And Mills, R. (2007). *The ethical dimensions of learner support.* Open Learning, vol. 22 (2) 149 – 157.

Kember, D. (1995). *Open Learning Courses for Adults: A model of student progress.* Englewood Cliffs, NJ: Education Technology Publications.

Kember. Lee, K. and Li, N. (2001). *Cultivating a sense of belonging in part-time students*, International Journal of Lifelong Learning, 20 (4) 326-341.

Kenrick, J. and Lewis, J. (2001). *Evolving Discrimination against the Forest People (Pygmies) of Central Africa.* Indigenous Affairs Journal, International Work Group for Indigenous Affairs (IWGIA), Copenhagen.

Kent, J. and Alston, M. (2009). *Generation X–pendable: The social exclusion of rural and remote young people.* Journal of Sociology, The Australian Sociological Association, vol. 45 (1) 89-107.

Khan, N. (2005). *Attendance in personal contact programmes and examination performance of distance learners.* Indian Journal of Open Learning, vol.14 (2) 159-164.

Kim, U. and Park, Y. (2006). *Indigenous psychological analysis of academic achievement in Korea: The influences of self-efficacy, parents, and culture.* International Journal of Psychology, vol. 41 (4) 287–292.

Kishore, S. (1999). *Learners' profile in IGNOU: The issue of equity and strategies for reaching the disadvantaged.* Indian Journal of Open Learning, vol. 8 (3) 283-292

Knight, P. and Yorke, M. (2003). *Assessment, learning and employability*, SRHE/Open University, Maidenhead.

Kratli, S. (2000). Education provision to nomadic pastoralists. A literature review. World Bank.

Kretovics, M. (2003). *The role of student affairs in distance education: Cyber-services or Virtual communities.* Online Journal of Distance Education Learning Administration, vol. vi. No. ii, State University of Georgia, Distance Education Centre.

Krishnan, C. (2004). *Distance Higher Education in Kerala: Students' assessment.*

Kerala Research Programme on Local Level Development. Pransanth Nagar.

Kuboni, O. and Martin, A. (2004). *Assessment of support strategies used to facilitate distance students' participation in a web-based learning environment in the University of the West Indies.* Distance Education, vol. 25.

Kuru D'Kar Trust, (2001). Annual Report, Ghanzi.

Kuru D'Kar Trust, (2006). Annual Report, Ghanzi.

LaPadula, M. (2003). *A Comprehensive Look at Online Student Support Services for Distance Learners,* The American Journal of Distance Education, vol. 17 (2) 119-128.

Lazin, R. and Neumann, L. (1991). *Student characteristics as predictors of dropout from medical school: admissions to Beer-Sheva over a decade,* Medical, vol.25 (5), 396-404.

LeCompte M. D. and Preissle J. (1993). Ethnography and Qualitative Design in Educational Research, London: Academic Press.

Leedy, P. D. and Ormrod, J. E. (2001). Practical Research Planning and Design, New Jersey: Merrill Prentice Hall.

Leedy, P. D. and Ormrod, J. E. (2005). Practical Research: Planning and Design. New Jersey: Pearson Education, Inc.

Lelliot, A. (2002). *Development of learner support for remote learners*: British Council-BOCODOL Consultancy Report, University of Witwatersrand, Johannesburg.

Le Roux, W. (2002). *The challenges of Change: A tracer study of San Pre=school children in Botswana. Early Childhood Development: Practice and Reflections.* Following Footsteps. Bernard Van Leer Foundation, The Hague, Netherlands.

Levy, S. and Beaulie, R. (2003). *Online Distance Learning Among the California Community Colleges: Looking at Planning and Implementation,* The American Journal of Distance Education, vol. 17 (4), 207-220.

Lincoln, Y.S. and Guba, E. G. (1985). *Naturalistic Inquiry.* London, Sage Publications. Machtmes, K. and Asher, W. (2000). *A meta-analysis of the effectiveness of telecourses in distance education,* The American Journal of Distance Education, vol. 14 (1) 27-46.

Litosseliti, L. (2005). Using focus groups in research, London: Continuum.

Lyall, R. and McNamara, S. (2000). *Influences on the orientation to learning of distance education students in Australia.* Open Learning, vol.15 (2) 107-121.

Maclellen, E. (2001). *Assessment for learning: The different perceptions of tutors and students.* Assessment and Evaluation in Higher Education, vol. 26 (4) 307-318

Manjulika, S., Venugopal, V. R. and Fulzele, T. U. (1996) *Student opinion of counselling: The experience of IGNOU.* Indian Journal of Open Learning, vol. 5 (2) 19-29.

Mashhour, A. S. (2007). *A distance education model for Jordanian students based on an empirical study.* TOJDE, vol.8 (2) 146-156.

Mason, J. (2002). Qualitative researching. London: Sage Publications.

Mbatha, L. T. (2000). Delegation of Authority by school principals: An Educational Law Perspective. (Unpublished PhD Thesis) Pretoria: RAU.

McDonald, B. & Boud, D. (2003). *The impact of self-assessment on achievement: the effects of self-assessment episode,* Assessment in Education, 4 (3) 381-399.

McGivney, V, (2004). *Understanding persistence in adult learning.* Open Learning, vol.19 (1) 33-46.

McLoughlin, C. (2002). *Learner Support in Distance and Networked Learning Environments: Ten Dimensions for Successful Design,* Distance Education, vol. 23 (2).

McMillan, J. H. and Schumacher, S. (1993). Research in Education: A Conceptual Introduction, New York: HarperCollins College Publishers.

Mensah, A. (2004). *Students' impression of the learner support system of the University of Education,* Ife Psychologia, Winneba (UEW), Distance Education Programme.

Merrian, S. B. (1988). Case Study Research in Education, London, Jossey-Bass Publishers.

Minority Rights Group International, (2008). *World Directory of Minorities and Indigenous Peoples- Botswana: Basarwa.* Minority Rights Group International.

Modesto, S. T. and Tau, D. R. (2008). Introducing Distance Education. Vancouver, Virtual University of the Small States of the Commonwealth (VUSSC) & Botswana College of Distance & Open Learning (BOCODOL). http://creativecommons.org./licenses/by-sa/3.0.

Modiba, S. (2008). *Citizenship and discrimination against Ethnic Minority Groups in SADC,* Openspace, vol. 2 http://www.osisa.or/files/opespace-2number retrieved 11/4/9.

Mogwe, A. (1992). *Who was here first? An Assessment of the Human Rights Situation of Basarwa in selected Communities in Gantsi District, Botswana.* Report commissioned by the Botswana Christian Council (BCC) Dec 1991- March 1992. BCC Occasional Paper No.10.

Molteno, M. (1988). *'Education at the margins'* Keynote paper presented to the International Extension College conference *Education at the Margins*, Cambridge, 15 -16 June 1998 (extract Marginalisation and poverty, pp 2-5).

Moore, M. G. (1989). *Three types of interaction.* The American Journal of Distance Education, 3 (2), 1-6. New York: McGraw-Hill Publications.

Moore, M. G. (1991). *Editorial: Distance education theory*. The American Journal of Distance Education, vol.5 (3).

Moore, M. G. (1993). Theory of transactional distance. In D. Keegan (Ed), Theoretical Principles of DE. London: Routledge.

Moore. M. G. (2003) *Learner support Editorial.* The American Journal of Distance Education, 17 (3) 141-143.

Moore, M. G. and Anderson, W. G. (2003). Handbook of Distance Education. New Jersey: LEA.

Moore, M. G. and Thompson, M. M. (1997). *The effects of distance learning.* ASCDE Monograph no. 15. University Park, PA: The Pennyslvania State University.

Mutai, B. K. (2000). How to write a Quality Research Proposal: A Complete and Simplified Recipe, New York: Thelley Publications.

Myburgh, O. Poggenpoel, M. and Van Rensburg, W. (2004). *Learners' experience of teaching and learning in second or third language.* Education, 124 (3) 573-584.

Nage-Sibande, (2005). *The development of distance education in Botswana.* The Quarterly Review of Distance Education, vol. 6 (3) 243-252.

Neuman, W. L. (2000). Social Research Methods Qualitative and Quantitative Approaches: London: Allyn and Bacon.

Nickerson, G. T. and Kristsonis, W. A. (2005) *An analysis of factors that impact academic achievement among Asian American, African American, and Hispanic students.* National Journal for Publishing and Mentoring Doctoral students' research, vol.3 (1).

Nonyongo, E.P. (2002). *Changing entrenched learner support systems.* In A. Tait and R. Mills (eds) Rethinking Learner Support in Distance Education: Change and continuity in an International Context (pp.123-141) London: Routledge.

Nonyongo, E. and Ngengebule, T. (1993). *The SACHED Distance Education Students Support Programme*, Open Learning, 8 (2), 40-4.

Nonyongo, E. P. and Ngengebule, A.T. (2008). Learner Support Services: Case Studies of DEASA member institutions. Pretoria: UNISA.

Nteta, D., Hermans, J. and Jeskova, P. (1997). *Poverty and Plenty: The Botswana Experience.*

Gaborone: Botswana Society.

Nthomang, K. (2002). *Understanding the development experiences and aspirations of one Basarwa settlement in Botswana: failed implementation or relentless colonialism.* Pula Botswana Journal of African Studies, vol.16 (2).

Ntuma, A. and Sebopelo, P. (2005). *Custormer satisfaction survey results.* Gaborone: BOCODOL.

Oussoren, O. (2000). *Education for Remote Area Dwellers in Botswana, Problems and Perspectives.* Windhoek: WIMSA.

Paliwal, R. R. (2004). *Linguistic plurality and distance education in India: A perspective.* Indian Journal of open learning 13 (2) 201 -210.

Passi, B. K. and Mishra, S. (2004). *Selecting research areas and research design approaches in*

   distance education: Process issues. International Review of Research in Open and Distance Learning, vol.5.

Pastoll, G. (1992). Tutorials that work. A guide to running effective tutorials. Cape Town: Arrow Publishers.

Patton, M. Q. (1990). Qualitative Evaluation and Research Methods. London: Routledge.

Peace, R. (2001). *Social exclusion: A concept in need of definition?* Social Policy Journal of News Zealand, issue 16.

Perraton, H. and Lentell, H. (2004). Policy for Open and Distance Learning; London: Routledge.

Perry, L. B. (2009*). Conceptualising Education Policy in Democratic Societies.* Education Policyh[ttp://epx.sagepub.com](http://epx.sagepub.com) retrieved 12/04/09.

Peters, O. (1998) Learning and Teaching in Distance Education: analysis and interpretation from an international perspective*,* London: Kogan Page.

Pfotenhauer, L. (2009). *Botswana Brief*, Peolwane. Gaborone: Air Botswana.

Picciano, A. G. (2001). Distance learning; Making connections across virtual space and time. Upper Saddle River, NJ, Prentice-Hall.

Picciano, A. G. (2002). *Beyond student perceptions: Issues of interaction, presence and performance in an online course.* JALN, vol. 6(1).

Polelo, M. M. (2003). *School dropout among the remote area dwellers of Botswana: A socio-cultural analysis.* Paper presented at the 6th Biennial National Teacher Education Conference Held at the University of Botswana, 23 -25 July 2003.

Powell, R. Conway, C. and Ross, L. (1990). *Effects of student predisposing characteristics on student success,* Journal of Distance Education, vol.5 (1), 5-19.

Power, M. (2008). *"Crossing the Sahara without water" experiencing class inequality through the back to education allowance welfare to education programme.* Journal for Critical Education Policy Studies vol.6 (1) http://www.jcps.com/print.php?article ID=77 retrieved 18/4/09.

Prebble, T., Hargraves, L., Naido, K., Suddaby, G. and Zepke, N. (2005). *Impact of student support services and academic development programmes on student outcomes in undergraduate tertiary study: A synthesis of research.* Report to the Ministry of Education. Massey University College of Education, New Zealand.

Pretorius, E. J. (2000). *Reading and the unisa student: is academic performance related to reading ability?* Progressio 22 (2) http://www.unisa.ac.za/default.asp? retrieved 7/11/09.

Pridmore, P. (2006). *Learning and schooling of Basarwa (Bushmen) children in Botswana*Prospects.http://www.springerlink.com/content/1373350222467864/ retrieved 11/4/09.

Pringle, I. & David, M. J. R. (2002) *Rural community ICT applications; The Kothmale Model.* The Electronic Journal of Information systems in Developing Countries, vol. 8.

Priyadarshini, A. (1994). *Support systems for a distance learning institute in a developing country* in Conference Proceedings: Distance Education: *Windows on the Future*, Wellington Correspondence School, New Zealand, pp. 456-63.

Qakisa-Mankoe, M. (2005). *Reaching out: Supporting black learners in distance education.* Progressio 27 (1 & 2) 44-61.

Ravhudzulo, A. (2003). "*Nobody is listening": the attitudes of teachers towards professional development by distance.* Progressio 25 (1) 76-85.

Roberts, D. (2004). *Learner Support In South African Distance Education: A Case For Action.* Paper presented at a Commonwealth of Learning Conference New Zealand: COL

Robinson, B. (2004). *Research and Pragmatism in Learner* Support in Handbook B5 Researching tutoring and learner support. COL.

Roman, M. (2003). *Towards facilitating a human rights culture at a distance.* Progressio 25 (1) 32-47.

Rovai, A. P. (2002). *Building sense of community at a distance.* The International Review of Research in Open and Distance Learning, vol. 3 (1).

Rovai, A.P and Barnun, K. T. (2003). *Online course effectiveness: An analysis of student interactions and perceptions of learning.* Journal of Distance Education, vol. 18 (1) 57-73.

Rowe, A. D and Wood, L. N, (2008). *Student perceptions and preferences for feedback.* Asian

Social Science, vol.4 (3) 78-88

Rowntree, D. (1992). Exploring open and distance learning. The Open University, London. Kogan Page.

Roy, C. (2001). *Racial Discrimination against indigenous peoples: A global perspective.* Indigenous Affairs Journal, International Work Group for Indigenous Affairs (IWGIA), Copenhagen.

Rudestan, K. E. and Newton, R. R. (2001). Surviving your dissertation: A comprehensive guide to content and process. Newbury Park: Sage.

SAIDE, (1994). *Open Learning and Distance Education in South Africa*. Report of the International Commission. Johannesburg: SAIDE.

Saljo, R. (1982). *Learning and understanding*. Gotebrg: Acta Universities, Gothoburgensis.

Sanchez, I. and Gunawardena, C.N. (1998). *Understanding and supporting the culturally diverse distance learner.* In C.C. (Ed) Distance learners in higher education (pp.47 -64). Madison, WI: Atwood Publishing.

Saugestad, S. (2005). *'Improving their lives' State policies and San resistance in Botswana.* Before Farming 2005/4 article 1. www.galdu.org/govat/doc. retrieved 4/4/2006.

Schacter, J. (2000). *Does individual tutoring produce optimal learning?* American Educational Research Journal, vol. 37 (3) 801-829. http://aerj.aera.net retrieved 14/04/09.

Scheer, S. B. and Lockee, (2003). *Addressing the Wellness Needs of Online Distance Learners, Open Learning,* vol.18 (2) 176-196.

Schellens, T., van Keer, H., Valcke, M. and De Wever, B. (2005). *The impact of role assignment as scripting tool on knowledge construction in asynchronous discussion.* http://eduspaces.net/ingermarec.retrieved 12/8/8.

Schloser C. A. Anderson, M. L. and Simonson, M. (1994). *Distance Education Review of Literature*, Washington DC, Association for Educational Communications and Technology.

Sharma, H.L. (2002). *Student support services in distance learning system: A case of DDE, Maharshi Dayanand University*. TOJDE. Vol. 3 (4) 1-9.

Shea, P., Fredericksen, E., Pickett, A., Pelz, W. and Swan, K. (2001). *Measures of learning effectiveness in the SUNNY* Learning Network. http://www.sunny.edu/sunnytrainingcentre/file

Sherry, L. (1996). *Issues in Distance Learning.* International Journal of Educational Telecommunications, 1 (4) 337-365.

Shin, N. (2003). *Transactional Presence as a critical predictor of success in distance learning.* Distance Education, vol. 24 (1) 71–86.

Shrestha, G. (1997). *A review of case studies related to distance education in developing countries.* http://www.undp.org/inf21/public/review/pb-revme.html retrieved 9/1/2003.

Siabi-Mensah, K. and Torto, B. A. (2009). *Problems of part-time students in Ghana: Implications for distance education.* Turkish Online Journal of Distance Education vol.10 (4) 175-190.

Siaciwena, R. and Lubinda, F. (2008). *The role of open and distance learning in the implementation of the right to education in Zambia.* International review of review of research in open and distance learning, vol. 9 (1) 1–12.

Sim, H. K. C. and Idrus, R. (2003). *Student satisfaction in Malaysia: customer focused learner support.* Asian Journal of Distance Education, vol.1 (1) 69-77.

Simpson, O. (2002). Supporting Students in Online, Open and Distance Learning, London: Kogan Page.

Simpson, O. (2004). *The impact on retention of interventions to support distance learning students,* Open Learning, vol. 19 (1) 79-95.

Singharoy, D. K. (2002). *Empowerment of the marginalised through open learning: Quest for an alternative body of knowledge.* Indian Journal of Open Learning, vol.2 (1) 127-134.

Sonnekus, I.P., Louw, W. and Wilson, H. (2006). *Emergent learner support at University of South Africa: An informal report.* Progressio, vol. 28 (1 & 2) 44-53.

Slotkin, M.H. Pierce, B.G. and Vamosi, A. R. (2004). *Distance learning in an Accounting Principles Course- Student satisfaction and perceptions of efficacy.* Journal of Education for Business.

Sly, L. (1999). *Practice tests as formative assessment improve student performance on computer managed learning assessment.* Assessment and Evaluation in Higher Education, vol. 24 (3) 339-344.

Smith, A. and Smith, E. (2006). *Learning for success: Distance Education students' use of their learning materials.* Journal of University Teaching and Learning Practicehttp://jutlp.uow.edu.au/2006_v3/pd/smith_007.pdf retrieved 11/4/9.

Souguttenkin, M. (2005). *Influence of learner-instructor transactional distance.* Paper submitted to Dr. Farhad Saba. EDTEC 550: Introduction to DE.

Squelch, J. M. and Bray, W. (1998). Educational Management and the Law. The Law of Education. Pretoria. UNISA.

Srivastava, M. (2006). *IGNOU graduates: How did they benefit?* Indian Journal of

Open Learning, vol.15 (3) 276-280.

Stephen, D. F. Welman, J. C. & Jordaan, W. J. (2004). English language proficiency as an indicator of academic performance at Tertiary Institution; SA Journal of Human Resource Management, vol. 2(3), 42–53.

Stuart, J. (1994). Development in Context, Windhoek: Longman.

Sujatha, K. (2002). *Distance education at secondary level in India: the National Open School.* UNESCO: International Institute for Educational Planning. http://www.unesco.org/llep. retrieved 14/4/09.

Sunday Tribune, (2006). Kang BOCODOL tops. Gaborone: Sunday Tribune 2nd to 7th September, 2006, p5.

Sweet, R. (1993). *Perspectives on distance education student support services: Towards more responsive systems.* Report of a symposium on student support services in distance education, Vancouver, The Commonwealth of Learning.

Struwing, F. W. and Stead (2001). Planning, designing and reporting research. Cape Town: Maskew Miller.

Suzman, J. (2001). *An Introduction to the Regional Assessment of the status of the San in Southern Africa*. Report Series. Report no.1 of 5. Legal Assistance Centre. Windhoek.

Tait, A. (1995). *Student in open and distance learning,* in Open and Distance Learning Today, Studies in Distance Education, by Lockwood, F. London: Routledge.

Tait, A. (2000). *Planning student support for open and distance teaching*, Open Learning, 15 (3), 287-299.

Tait A. (2003). *Reflections on student support in open and distance learning*. The International Review of Research in Open and Distance learning, vol. 4 (1)

Tait, J. (2004). *The tutor/facilitator role in student retention,* Open Learning, vol. 19 (1) 97-109.

Talbot, C. (2003). Studying at a distance, Berkshire: Open University Press.

Taplin, M. (2000). *Problems experienced by female distance education students at IGNOU: Why do some consider dropping out while others decide to stay?* Indian Journal of Open Learning, vol. 9 (2) 191-210.

Tau, D. R. (2006). An Investigation into the educational system of selection and incentives in Botswana, Unpublished Doctoral Thesis, University of Bath.

Tau, D. R. and Gatsha, G. (2009). *Open schooling in Botswana: The case of Botswana College of Distance and Open Learning*, in Perspectives on distance education, Vancouver, Commonwealth of Learning.

Taylor, J.C. et al. (1993). *Student persistence in distance education: a cross-cultural multi-institutional perspective* in Harry, K., John, M. and Keegan, D. Distance Education: New Perspectives, London: Routledge.

ten Dam, D. and Volman, M. (2004). *Critical thinking as citizenship competence: teaching strategies,* Learning and Instruction, vol.42 (4) 359–379.

The Commonwealth of Australia, (1997). *The path to reconciliation: issues for a people's movement.* Australia Reconciliation Convention 26-28 May 1997.

The Commonwealth of Learning, (2004). Researching the marginalised, Vancouver: COL.

Thoma, A. and Moses, K. (1999). *WIMSA, Indigenous people's consultation.* Kuru Development Trust and Working Group of Indigenous Minorities in Southern Africa (WIMSA).

Tinto, V. (1995). *Dropout from Higher Education: A theoretical synthesis of recent research.* Review of Education Research, vol. 45, 89 -125.

Tlou, T. and Campbell, A. (1996). History of Botswana, Gaborone: Macmillan.

Thorpe, M. (1988). Evaluating Open and Distance Learning. London, Longman.

Thorpe, M. (2002). *Rethinking Learner Support: the challenge of collaborative online learning.* Open Learning, vol.17 (2).

Tlhalefang, G. & Oduaran, A. (2006). *An exploration of indigenous values influencing learning systems of the Basarwa in Botswana.* http://www.win-hec.org/docs/pdf/Oduaran retrieved 11/4/9.

Townsend, M. and Wheeler, S. (2004). *Is there anybody out there? Teaching Assistants' Experiences of online Learning,* The Quarterly Review of Distance Education, vol. 5(2), 127-138.

Tresman, S. (2002). *Towards a strategy for improved student retention in programmes of Open. Distance Education: A case study from the Open University (UK).* International Review of Research in Open and Distance Learning, vol.3 (1).

Ufi/learndirect and Kineo, (2007). *Learner Support Reviewed* (retrieved 17/04.08)

Ukpo, E. O. (2006). *Support for distance learners in a Nigerian distance education programme.* Open Learning, vol. 21(3) 253 -261.

UNESCO, (2002). *Open and distance learning: trends, policy and strategy considerations.* UNESCO, France.

United Nations Economic & Social Council, (1999). *Implementation of the international*

convention on economic, social and cultural rights. The right to education (Art.13). http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/ae1. retrieved 26//11/09.

United Nations Human Rights Council, (2009). *Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development.* Report of the independent expert on minority. United Nations.

Upvall, M. J., Decker, I. and Wilkkerson, E. (2000). *Essentials of a successful distance-learning experience.* Nursing Times Research. http://jrn.sagepub.com retrieved 14/04/09.

Usan, S. (2004). *Learner support services in distance education system.* Turkish Open Journal of Distance Education (TOJDE) vol.5 (4).

Valadian, M. (1999). *Distance Education for Indigenous Minorities in Developing communities.* Higher Education in Europe, vol. XXI, no. 2.

Valentine, D. (2002). *Distance Learning: promises, problems, and possibilities.* Online Journal of Distance Learning Administration, vol. v (iii) http://www.westga.edu/~distance/ojdla/fall53/valentine53.html retrieved 27/11/09.

Van den Aardweg, E.M. and van den Aardweg, E.D. (1993). Psychology of Education: A Dictionary for students, Pretoria, E&E Enterprises.

Venter, A. (2000). *How students' needs inform learning design practice: a report on a series of focus-group interviews for the department of business management.* Progressio, 22 (2) http://www.unisa.ac.za/default.asp? Retrieved 7/11/09.

Venter, K. (2003). *Coping with Isolation: the role of culture in adult distance learners' use of surrogates,* Open Learning, vol.18 (3), 1-17.

Vergisdis, D. and Panagiotakopoulos, C. (2002). *Student Dropout at the Hellenic Open University: Evaluation of Graduate Program,* Studies in Education. IRRODL, Canada: Athabasca University.

Visser L. and Visser Y.L. (2000), *Perceived and actual student support needs in distance education.* The Quarterly Review of Distance Education 1 (2) 109-117.

VonBen, R. (1988). New *Perspective on the study of Khoisan.* Helmut Buske Verlag, Hamburg.

Wagner, R.W. (2006). *An endless desert walk: Perspectives of education from the San in Botswana.* International Journal of Educational Development, vol. 26, 88-97.

Wai-Yee, E. P. and Taplin, M. (2002). *Peer Support for distance learners*, Indian Journal of Open Learning, vol. 11 (1) 23-39.

Warr, D. (1992). *Distance Teaching in the Village*, Cambridge, International Extension College.

Welch, T. and Reed, Y. (2005). Designing and delivering distance education. Quality criteria and case studies from South Africa, NADEOSA: Braamfontein.

Wessels, J. S. (2001). *Assessing learning material for distance education: a case study*. Politeia 20 (3) 34 -60.

Wheeler, S. (2002). *Student Perceptions of Learning Support in Distance Education,* The Quarterly Review of Distance Education, vol. 3 (4) 419-429.

Williams, P. Nicholas, D. and Gunter, B. (2005). *E-learning: what the literature tells us about distance education, An Overview,* www.emeraldinsight.com/0001-253x.htm vol. 57 (2), 109-122.

Wright, S. J. (1991). *Research on selected aspects of learner support in distance education programming*: a review, selected papers, Part 1, The Second American Symposium on Research in Distance Education, Pennsylvania State University, 59-71.

Yin, R. K. (2003). Case Study Research Design and Methods. California, Sage Publications.

Yorke, M. (2003). *Formative assessment in higher education: motives towards theory and enhancement of pedagogic practice*, Higher Education, 45, 477-501.

Yorke, M. (2004) *Retention, persistence and success in on-campus higher education, and their enhancement in open and distance learning,* Open Learning, vol. 19 (1) 19-32.

Zhang, W. Perris, K. and Kwok, E. (2003). *Use of tutorials support: experiences from Hong Kong distance learners.* Asian Journal of Distance Education, vol. 1 (1) 12-19.

ADDENDUM 1   Sample of learners' achivement 2003 -2005

NB: Meaning of letter grading used for BGCSE achievement

Letter	Percentage Range	Qualitative Value
A*	85% and above	Outstanding/Exceptionally excellent
A	75% - 84%	Excellent
B	60% - 74%	Very Good
C	50% - 59%	Good
D	45% - 49%	Pass
E	40% - 44%	Weak pass
F	30% - 39%	Very weak
G	20% - 29%	Unsatisfactory
U	0% - 19%	Ungraded
X	--------------	The candidate did not write the exam

Source: BOCODOL Academic Registry 2006

Sample of 2003 BGCSE Final examination results (Kang Learning Centre)

Learner	ENG (0561)	MATHS (0563)	HSB (0573)	SETS (0562)
NB: Names deleted to provide anonymity	D	-	-	-
	C	-	-	-
	D			
	E	F	-	-
	D			
	D	-	C	-
	E	C	-	-
	E			
	E	U	E	C
	E		F	
	-	G	C	-
		E	-	-
	D	C	-	B
	C			
	E	F	-	B
	C	C		
	D	G	E	D
	C	C		
	C			
	E	C	E	-
	D	F	-	E
	D	F	C	
	E	F	-	

Source: BOCODOL Kang Regional Office 2004

2004 BGCSE mock examination results

Learner No	Eng.	Maths	Sets	HSB
6428	C	F		C
15417	D	G		B
3600		U	B	C
6579	E	U		C
1040	C	D		E
6600	E	U	E	F
15399	D			D
6703	D	U	D	F
0235	F	U	F	G
1042	F	G		C
14107	B	G		C
6375	D		C	U
6495	C	U		C
0203	C			F
6423	F		G	G
6449		U	E	D
11367	D		C	G

Source: BOCODOL Kang Regional Office 2004

2005 BGCSE mock examination results

Candidate Number	Eng.	Maths	Sets	HSB
0001	D	U		G
0002	C	E		D
0003	E	D	C	
0004	F	G	E	F
0005	F	G		F
0006	C			
0008	C	E		
0009	E	U	E	
0010	D			
0011	B		D	D
0012	D	G		
0013	G		E	
0014	D	G		
0016	B	F		
0018	C	F		
0019	F	U	F	
0020	B			B
0021	C	F		
0022	C			
0023	E	E		
0024	F	G		
0026		U		F
0028	D	U		E
0029		U		F

Source: BOCODOL Kang Regional Office 2005

185

ADDENDUM 2 **BOCODOL regional offices**

BOCODOL Regional Offices and CSCs'

Key:
- Gaborone Region
- Palapye Region
- Francistown Region
- Maun Region
- Kang Region
- Community Study Centres
- Regional Centres
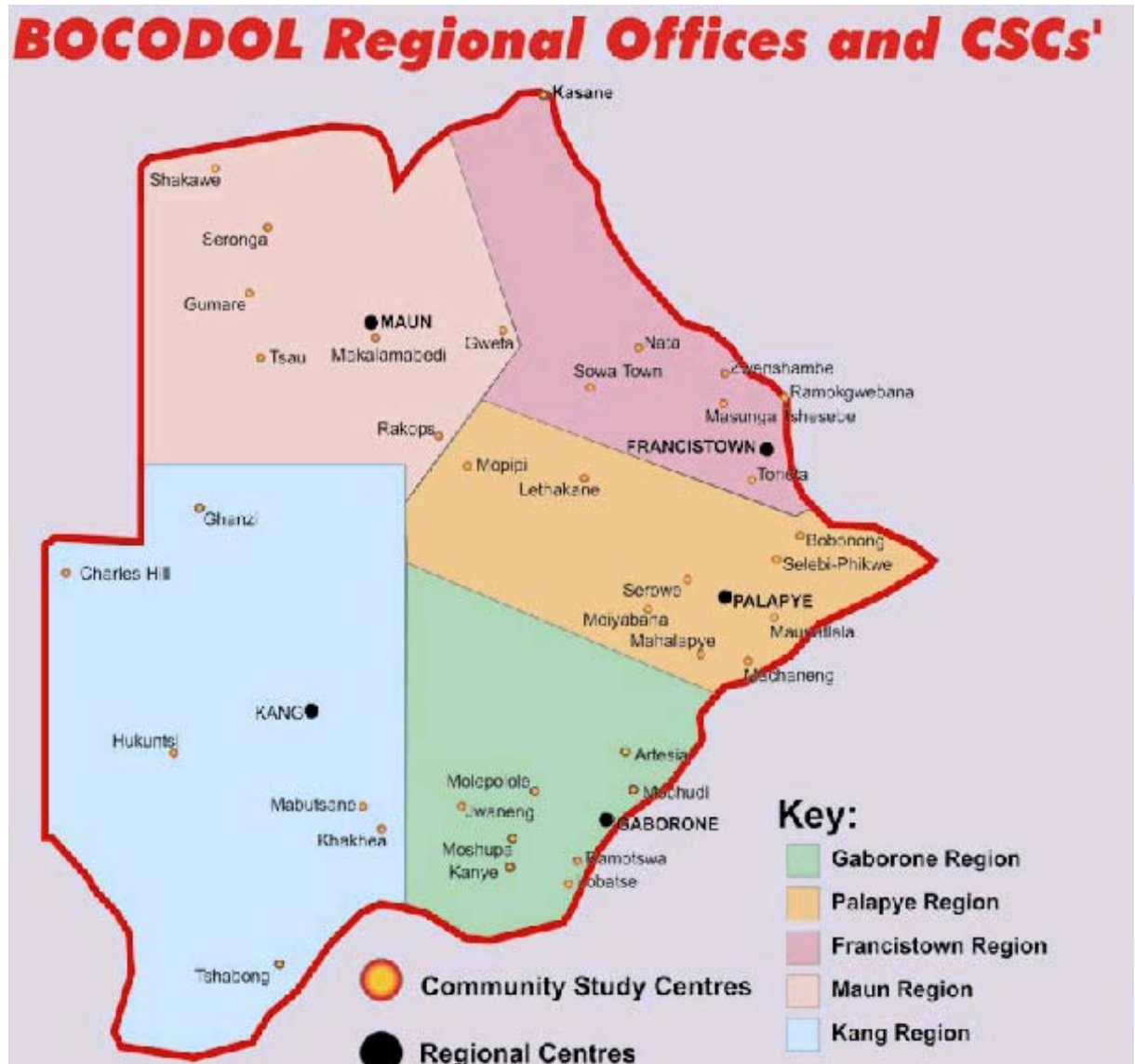
ADDENDUM 3   **Letter of permission to register for PhD**

Botswana College of Distance and Open Learning

BOCODOL

Tel: +267 3181470
Fax: +267 3181473

Private Bag BO 187
Bontleng
Gaborone
BOTSWANA

Reference No: DOL/PF   Date: 20/01/05

Mr Godson Gatsha
Kang Regional Office
P/Bag 006
Kang

Dear Sir,

PHD in Education Policy

I acknowledge with thanks receipt of your letter dated 14th January 2005.

Permission is granted to you to pursue PHD with the University of Pretoria. The College will support you with study leave in accordance with the College's training policy.

Whilst I have no doubt that the qualification will lead to your professional maturity and by extension enhance quality of BOCODOL's operations, the College for now can not support you financially because of the limitations imposed by the Board approved qualification requirements. But such a qualification once achieved will accord you obvious competitive advantage.

The issue of sabbatical leave will be revisited in due course, but it is relatively unproblematic.

I wish you good luck with your studies.

Yours Sincerely

D. K. Tau
Director

c.c.: Human Resources Manager

Regional Offices:-

Regional Manager P/Bag BO 349 Gaborone Tel: 3900027 Fax: 3330018	BOCODOL P O Box 45 Palapye Tel: 4924024 Fax: 4900343	BOCODOL P/Bag F117 Francistown Tel: 2418383 Fax: 2414586	BOCODOL P O Box 429 Maun Tel: 6865521 Fax: 6800681	Regional Manager P/Bag 002 Kang Tel: 6 517248 Fax: 6517396

ADDENDUM 4   **Letter of permission from host institution to carry out research**

Botswana College of Distance and Open Learning

Tel: +267 3181470
Fax: +267 3181089

BOCODOL
Private Bag BO 187
Bontleng
Gaborone
BOTSWANA

Reference No: BOC/PF 179 1 (102)   Date: 26/09/06

Mr Godson Gatsha
Kang Regional Office
BOCODOL
Private Bag 006
KANG

Dear Sir

Permission to Carry out Research

Your letter dated 19th September 2006 refers.

You are permitted to carry out research at the identified BOCODOL sites. You will however be expected to share your findings with the College on completion of your studies.

Wishing you the best of luck with your studies.

Yours faithfully

D.R. Pau
Director

Regional Offices:-

Regional Manager	BOCODOL	BOCODOL	BOCODOL	Regional Manager
P/Bag BO 348	P/Bag 006	P/Bag C32	P/Bag 0344	P/Bag 006
Bontleng	Palapye	Francistown	Maun	Kang
Tel: 3930017	Tel: 4924024	Tel: 2418383	Tel: 6865621	Tel: 6517248
Fax: 3930018	Fax: 4900343	Fax: 2414386	Fax: 6800681	Fax: 6517248

bridging the education gap

188

ADDENDUM 5   **Ethical clearance certificate**

UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER :	EM/06/11/03
DEGREE AND PROJECT	PhD Education Management and Policy Studies Learning support: perceptions and experiences of distance learners from marginalised communities in Botswana	
INVESTIGATOR(S)	Godson Gatsha - 25357272	
DEPARTMENT	Education Management and Policy Studies	
DATE CONSIDERED	01 December 2006	
DECISION OF THE COMMITTEE	APPROVED	

Please note:
For Masters applications, ethical clearance is valid for 2 years
For PhD applications, ethical clearnace is valid for 3 years.

ACTING CHAIRPERSON OF ETHICS COMMITTEE	Dr SE Bester	
DATE	1 December 2006	
CC	Mrs Jeannie Beukes Dr Rinelle Evans	

This ethical clearance certificate is issued subject to the following conditions:
1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the student's responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

ADDENDUM 6   Consent letter for participants

Learning support: perceptions and experiences of remote distance learners from marginalised communities in Botswana

Dear Participant

You are invited to participate in a research project aimed at assessing learners' perceptions and experiences of learning support.

Your participation in this research is voluntary and confidential. You will not be asked to reveal any information that will allow your identity to be established, unless you are willing to be contacted for individual follow up interviews. Should you declare yourself willing to participate in an individual interview, confidentiality will be guaranteed and you may decide to withdraw at any stage should you wish not to continue with an interview.

Your role in the research process will involve responding to a questionnaire and to follow-up interview questions. You may also be asked to keep a journal for a certain period in which you will record your feelings, impressions and experiences about learning support interventions made by the College.

The results of this study will be used to generate new ideas on learning support and to improve the delivery of learning support. The study will also contribute towards my PhD qualification.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Participation in this phase of the project does not obligate you to participate in follow up individual interviews or journal keeping, however, should you decide to participate in follow-up interviews or journal keeping your participation is still voluntary and you may withdraw at anytime. Under no circumstances will the identity of journal or interview participants be made known to the College authorities or any other person who has power over you.

Participant's signature…………………………………Date………………………….

Researcher's signature………………………………….Date…………………………

Yours sincerely

Godson Gatsha

PhD Candidate

Cell: +267 72163697 e-mail: godsongatsha@yahoo.co.uk

ADDENDUM 7   **Questionnaire**

Questionnaire for Distance Learners

FOR OFFICE USE			
Learner's number	V1		1-2

I am trying to establish learners' perceptions and experiences of learning support

Please provide your responses to all questions in both Section A and B below.

SECTION A: DEMOGRAPHIC DATA

    Instruction - Section A:

    Please read each question carefully and mark your response with a cross (x) in the box below.

1	Are you male or female?	F	1	V3	
		M	2		

2	How old will you be on 31 March 2007?	V4	

3	Where do you live?		V5	
	* Kang	1	
	* New Xade	2	
	* D'Kar	3	
	* Inalegolo	4	

4	What language do you speak to your parent or at home?		V6	
	* Setswana	1	

* Sesarwa	2	
* Sekgalagadi	3	
* Afrikaans	4	
* English	5	
* Other (specify):	6	

5	How far do you have to travel to the centre?	km	V7	

SECTION B: Perceptions and experiences in various modes of support

1 How satisfied were you with the different types of learning support? Put a cross (x) in the appropriate box in the left hand column

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied		
* Orientation / induction workshop	1	2	3	4	V8	
* Group tutorials by tutor(s)	1	2	3	4	V9	
* Individual help by tutor(s)	1	2	3	4	V10	

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied		
* Tutorial letters					V11	
* Motivational workshops / seminars	1	2	3	4	V12	
* Assignment feedback / comments	1	2	3	4	V13	
* Mock examination	1	2	3	4	V14	
* Weekend tutorials	1	2	3	4	V15	

192

		1	2	3	4	V16	
*	Study skills	1	2	3	4	V16	
*	Distance Education radio programme	1	2	3	4	V17	

Answer the questions below by writing a few sentences in the space provided

2	What is your understanding of learning support?	V18	
		v19	
		V20	
3	What would help you perform well in your studies?	V21	
		V22	
		V23	

4	Why did you enroll for BGCSE?	V24	
		V25	
		V26	
5	What do you do for a living?	V27	
		V28	
		V29	

THANK YOU FOR PARTICIPATING

ADDENDUM 8   **Interview guide**

1. Why are you studying through distance learning?
2. What are the challenges you find in distance learning?
3. What is your opinion of the quality of learning support you get?
4. How has learning support helped you in your performance e.g. in assignments, mock examinations, final examinations?
5. What help did you expect from your distance education provider?
6. Would you like to talk about any other learning support you experienced?

ADDENDUM 9   Study leave letter

Botswana College of Distance and Open Learning

BOCODOL
Private Bag BO 187
Bontleng
Gaborone
BOTSWANA
Bontleng

Tel: +267 3181470
Fax: +267 3181473

Reference No.: DOL/PF 179 I (113)   **Date:** 12ʰ February 2007

Mr. Godson Gatsha
Kang Regional Office
Kang

Dear Mr. Gatsha,

EXTENDED STUDY LEAVE

Your letter dated 9ᵗʰ November 2006 passed to me by Deputy Director –
Learner Support on 8ᵗʰ February 2007 refers.

You are granted an extended study leave equivalent to three months from
March 1ˢᵗ to May 31ˢᵗ 2007 in order that you can finish field work for your
PhD studies.

Good luck.

Yours Sincerely

D.R. Tau (EdD)
Director

Commonwealth of Learning Award of Excellence Winner - 2006

Regional Offices: -

Regional Manager	BOCODOL	BOCODOL	BOCODOL	Regional Manager
P/Bag BO 349	P/Bag 005	P/Bag F32	P/Bag 8594	P/Bag 806
Bontleng	Palapye	Francistown	Maun	Kang
Tel: 3930017	Tel: 4920324	Tel: 2418382	Tel: 6860621	Tel: 6517248
Fax: 3930018	Fax: 4900343	Fax: 2414586	Fax: 6800582	Fax: 651724

b r i d g i n g   t h e   e d u c a t i o n g a p

195

ADDENDUM 10   Learner Charter

BOCODOL LEARNER CHARTER

BOCODOL

We at BOCODOL will provide the following services to our learners:

❑ **Information**
Adequate and up-to-date information on all programmes will be made available at all community study centres, regional offices and headquarters. This information will be available by post, telephone, and e-mail and through arrangements with partner organisations. This information will cover any aspect that is of relevance to our learners including information on life skills, careers and HIV/AIDS.

❑ **Enrolment**
Easier enrolment procedures at local study centres to address local needs and facilitate follow-up communication with regional centres.

❑ **Counselling**
Guidance and counselling will be provided by various means including face-to-face, telephone, post, radio and e-mail at the local study centres and regional offices. An appropriate referral service will be established at Headquarters and instituted with relevant organisations.

❑ **Materials and media**
High quality, interactive and up-to-date materials and media will be provided for each programme and delivered to the learners within the shortest time possible

❑ **Face-to-face**
Regular face-to-face contact with qualified and dedicated tutors will be provided at local study centres sited at strategic central places for easy access. This will include regional weekend and vacation courses where appropriate and suitable alternative methods of support for remote areas.

❑ **Assignments**
Learner assignments will be marked and returned within the shortest time possible and will include detailed feedback and helpful comments for each learner.

❑ **Examinations**
Adequate and up-to-date information on registration centres, examination centres, timetables and results will be available at study centres. Mock examinations will be set and administered at community study centres to help learners prepare for final examinations.

ADDENDUM 11   Sample of journal entries

Thursday 01/02/2007

Monday

Mathematics lesson, I really enjoyed MATHS like never before. I like my tutor for MATHS so much. I do believe MATHS is a difficult subject and it needs someone like Mr. ……. who is active, a bit joker, so that we can not get bored. I like the way he teach mathematics, the way he express it, simplify it for us to understand it. The lesson was interesting and enjoyable the way he normally does challenging the class with MATHS on the board. I always feel good in a MATHS lesson though it used to give me stress and I hated MATHS from my previous school. I told people I will never do MATHS in my life but I'm surprised, I'm getting to enjoy it.

Tuesday

English lesson, my tutor for English is Ms ----. I do appreciate her; she is friendly, kind and willing to share information with us. She is always punctual and willing to assist us whenever possible. S he even encourage us to practice English in class to develop our communication skills. Asks us where we got problem in English in order for her to know where we need help. The lesson was interesting and enjoyable and it gave me hope since I told myself English is a tough subject in my life. The tutor is always coming prepared for her lesson and make sure to find our problems concerning the subject and address them or find a way of solving it.

Thursday

HSB, the lesson was as usual; people came prepared and were participating, asking questions for them to understand. Even though the tutor was late, we started discussing some of the questions from the past papers. It showed me that people really know what they were there for, eager to learn .When the tutor came, everything was automatic. The lesson was fine, no noise, people were serious with what they came for.

Weekend course

We had a weekend course and the lessons were good and rewarding. Both teachers came on time and prepared to share what they got for us. We did not encounter any problems; everything was organized though not everyone attended the courses.

ADDENDUM 12   Sample of assignment submission figures

September 2005: BGCSE Assignment Submission

Subject	ENGLISH	MATHS	SETSWANA	HSB
Assignments submitted	62	99	44	79

May 2006: BGCSE Assignment Submission

Subject	ENGLISH	MATHS	SETSWANA	HSB
Assignments submitted	36	85	22	26

June 2006: BGCSE Assignment Submission

Subject	ENGLISH	MATHS	SETSWANA	HSB
Assignments submitted	70	107	21	37

January to December 2006: BGCSE Assignment Submission

Subject	ENGLISH	MATHS	SETSWANA	HSB
Assignments submitted	290	446	234	234

ADDENDUM 13   Consent letters of former learners

Xukuri Dako
P.O. Box 500
Ghanzi
Botswana
27th July 2009

<u>To whom it may concern</u>

I, Xukuri Dako have given Mr. Godson Gatsha permission to use my profile as part of evidence for his PhD Thesis. I have known him when he was Regional Manager for BOCODOL Kang Regional Centre which enrolled us at D'Kar and provided learner support services. He appointed Ms Coby of the Nharo Language Project as the Coordinator of the learning satellite at D'Kar where I enrolled to upgrade my BGCSE which I successfully completed as a result of our coordinator who did her best to ensure tutors came for weekend tutorials and provide feedback on our assignments.

In 2007 I traveled to Kang for regional learner representative council meeting and I was elected President of the Regional Learner representative council and had the privilege to encourage other learners to take distance education seriously at that meeting after being elected and later during the Regional Open and Prize-Giving Day where the Minister of Agriculture and MP for my area was a guest speaker. I vividly recall praising BOCODOL for reaching us in the remote settlements and calling upon BOCODOL to improve learner support services, particularly face-to-face tutorials conducted by tutors from senior secondary schools, who teach BGCSE rather than tutors from Junior Secondary Schools who teach junior certificate subjects.

I am grateful for the privilege and opportunity I had to upgrade, otherwise there were no other options if BOCODOL had not reached us at D'Kar. I completed BGCSE with BOCODOL and I am at Gaborone Institute of Professional Studies (GIPS) pursuing a Diploma Business Management and I am the current President of the Student Representative Council (SRC) at GIPS.

Learning at BOCODOL was challenging but I also found it enjoyable. I learnt to be independent and responsible. I made lots of friends. My tutors and regional distance education advisors were encouraging and they really empowered us. What really motivated me was the support from the regional office in terms of study materials, tutorials and weekend courses. I don't regret the option of joining the BOCODOL to upgrade my BGCSE.

My other BOCODOL colleagues are also studying at other institutions of higher learning for example a close friend of mine from New Xade settlement, is at University of Botswana, after graduating at BOCODOL. I am grateful to BOCODOL for providing us with opportunities for upgrading otherwise we would not be pursuing further studies. For further information I can be contacted at my email: dcukuri@yahoo.com

Thank you.

Yours faithfully

Xukuri Dako

Justice Molefe
P O Box 183
Digawana
Botswana
29 July 2009

TO WHOM IT MAY CONCERN

This letter serves a purpose of I, Justice Oteng Molefe granting Mr Godson Gatsha to use my profile as part of evidence for his PhD Thesis. He enrolled us as DE learners whilst I was an inmate at Tshane State Prison. We attended our tutorials over weekends at Kang learning Centre after he negotiated with Tshane State Prison authorities and we were able to have all the necessary support services offered. I, in particular enrolled as a BGCSE biginner and had sat for the first 4 subjects 2005 and the other 4 subjects in 2006 and I then enrolled for Diploma in Business Management while serving my sentence at Kang BOCODOL Regional Centre. Though things were a bit difficult in prison (in particular Law on the do's and dont's) Mr Gatsha negotiated his way with authorities in order to reach us to render academic counselling whenever we could not get to Kang Learning Centre. I was able to participate in Open and Prize-Giving days in 2005 where I directed the proceedings as the Master of Ceremony, and I received an award for being the 2005 best BGCSE student in English after I had submitted all the 6 assignments and attained the highest average score. This highly motivated me as I went on to get a 'B' grade in both English and Human and Social Biology and the rest I got 'Cs'. I also directed the theatre group and traditional Sesarwa dancing troupe which entetained guests during the Open and Prize-Giving days, in 2005 and 2007. The same dancing troupe was organise by Mr Gatsha to entertain guests during the official opening of BOCODOL Headquarters in 2005 and I performed to the best of my ability in both theatre and traditional dance. All this made me feel part and parcel of BOCODOL.

I did finish my sentence and still came to him in Gaborone where he is currently stationed an asked for his advices on personal and academic fields. Academically he advased me to further my studies with either University of Botswana or Limkokwing University of which I am currently doing my second year for an Associate Degree in Multi-Media and Software engineering. To me Mr Gatsha is a role model, father figure and friend. For clarity and further information my contacts are as follows

e-mail : jimolfe@yahoo.com
cell no. : 74394959
Thank you.
Yours faithfully

JUSTICE OTENG MOLEFE

ADDENDUM 14 Photographs of learners and tutors

Xukuri Dako a former learner at BOCODOL D'Kar Learning satellite centre now at

Gaborone Institute of Professional Studies (GIBS) 2009

Justice Molefe a former learner a Kang Learning Centre now at Limkokwing

Regional Manager with learner at Inalegolo

Handicraft done by the Basarwa at D'Kar

Handicraft done by the Basarwa at D'Kar

The Basarwa children at Kuru Dance Festival, 2006

Learners at D'Kar during a weekend tutorial May 2007

Award winners at during the 2006 Prize-giving ceremony

A tutorial session in progress at Kang learning centre

D'Kar learners group photo during a weekend tutorial May 2007

Prizes for learners for 2007 Award prize-giving

ceremony

Tutor training in session at Kang, January 2007

Learners at D'Kar with Director: Learner Support March 2007

Community leaders during a Kang Regional an Open Day September 2006

BOCODOL Kang entertaining guests 2005

ADDENDUM 15 A reflection on the research journey

I first undertook this journey in January 2005 after two years of working amongst the deeply marginalised communities as a Regional Manager for the Botswana College of Distance and Open Learning (BOCODOL). I was influenced by a practical need rather than a theoretical need. However, the issue of theory of learning support for distance learners from marginalised communities was triggered during the interview for my PhD Education Policy studies admission. The then Dean of Faculty of Education, University of Pretoria asked me a question I considered by then to be tricky, that is: *What is your intellectual puzzle for your intended study?* I vividly recall fumbling trying to give an answer on a question I did not understand. I wondered why he asked me such a challenging question when I had clearly told him that I was from the Kalahari Desert of Botswana, as if that was meant to admit me to PhD studies without subjecting me to an interview because I thought I was from a disadvantaged context. However, the interview helped me to reframe my motivation of undertaking the PhD study and to realise the importance of theoretical frameworks in the generation of knowledge and underpinning educational practice.

Combining work, family, study and other social commitments was a great challenge in my PhD academic journey. Apparently, my experience as a distance learner stretches from 1985 when I first registered for a BA degree with the University of South Africa (UNISA), which I followed with a Higher Education Diploma and a BEd still with UNISA. My other qualifications, MEd and Diploma in Accounting and Business studies were undertaken through part-time study with the University of Botswana. I thus fully understand what distance learners in this study went through and experienced. Undertaking my PhD studies in the same context with the research participants for this study was an interesting venture. I also felt marginalised like the distance learners in this study. I compared my circumstances to my PhD class of which most of them were full-time students and were fully sponsored. I was self-sponsored and was delighted when the university offered me funds for my research after I had successfully defended my research proposal. However out there alone and 950 km from the University, with little resources to aid my PhD studies, feelings of being marginalised became more of a reality than an illusion. The unreliable internet was a nightmare as it was often down week after week. I accessed very supportive e-mails from my supervisor, several of them, at Gaborone, 450 km away from where I was stationed. If it were not for the support, empathy and compassion of a dedicated mentor and teacher, Rinelle Evans, who even visited me whilst working as regional manager in the Kalahari Desert of Botswana, the probability is that I would have been part of the statistics that

dropped out of the 2005 PhD class. It was never easy given the challenges of poor telephone communication and electricity cuts or load shedding. Rinelle' s visit, though brief, highly motivated me and enabled my family to realise that the journey I had started was a very serious one, for *'umulungu'* would not just visit if what I was in was not such a serious and important business. Her visit revived the support that my family had temporarily withdrawn on the basis that I was no longer giving them quality time each time I visited them in Gaborone and concentrated on my search for journal articles at internet shops. I am grateful for Rinelle's support throughout this journey. I have been able to make a contribution by documenting the perceptions and experiences of distance learners from marginalised communities whose perspectives on learning support had never been known before. I have also been able to employ Holmberg's theory (2003) and I thus can confirm that the principles of learning at a distance as he postulated are indeed valid. The principles are applicable even in an underdeveloped context as long as the necessary steps are taken to promote dialogue through learning conversations. I personally saw the principles and felt them when Rinelle engaged me during the course of my great journey. My PhD training has indeed changed me. I am now able to appreciate the multiple realities that exist out there. It has helped me publish in journals even before completing and it also enabled me to undertake an international consultancy with Commonwealth Secretariat on Flexible Education for nomads and marginalised communities successfully and with confidence. It also motivated me to present at several international conferences and realise my potential as I contributed in the distance education discourse.

Towards the end of the journey a reflection on the thesis topic and the data that had been collected necessitated a change of topic to what it is now, Learning Support: perceptions and experiences of remote distance learners from marginalised communities in Botswana.