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## ADDENDUM 1  Sample of learners’ achievement 2003 -2005

NB: Meaning of letter grading used for BGCSE achievement

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage Range</th>
<th>Qualitative Value</th>
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<tbody>
<tr>
<td>A*</td>
<td>85% and above</td>
<td>Outstanding/Exceptionally excellent</td>
</tr>
<tr>
<td>A</td>
<td>75% - 84%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>60% - 74%</td>
<td>Very Good</td>
</tr>
<tr>
<td>C</td>
<td>50% - 59%</td>
<td>Good</td>
</tr>
<tr>
<td>D</td>
<td>45% - 49%</td>
<td>Pass</td>
</tr>
<tr>
<td>E</td>
<td>40% - 44%</td>
<td>Weak pass</td>
</tr>
<tr>
<td>F</td>
<td>30% - 39%</td>
<td>Very weak</td>
</tr>
<tr>
<td>G</td>
<td>20% - 29%</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>U</td>
<td>0% - 19%</td>
<td>Ungraded</td>
</tr>
<tr>
<td>X</td>
<td>----------------------</td>
<td>The candidate did not write the exam</td>
</tr>
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*Source: BOCODOL Academic Registry 2006*
Sample of 2003 BGCSE Final examination results (Kang Learning Centre)

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<th>MATHS (0563)</th>
<th>HSB (0573)</th>
<th>SETS (0562)</th>
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<tbody>
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<tr>
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NB: Names deleted to provide anonymity

Source: BOCODOL Kang Regional Office 2004
### 2004 BGCSE mock examination results

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<td>D</td>
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Source: BOCODOL Kang Regional Office 2004

### 2005 BGCSE mock examination results

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Source: BOCODOL Kang Regional Office 2005
ADDENDUM 2  

BOCODOL regional offices

BOCODOL Regional Offices and CSCs

Key:
- Gaborone Region
- Palapye Region
- Francistown Region
- Maun Region
- Kango Region

Community Study Centres
Regional Centres
ADDENDUM 3  Letter of permission to register for PhD

Botswana College of Distance and Open Learning

Mr Godson Gatsa
Kg Regional Office
P.O. Bag 006
Kaug

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 cannot 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,

[Signature]

Director

c.c.: Human Resources Manager

Regional Offices:

Regional Manager
P.O. Bag 349
Gaborone
Tel: 1396017
Fax: 4000018

BOCODOL
P.O. Box 42
Pretoria
Tel: 4000024
Fax: 4000025

BOCODOL
P.O. Box 42
Midrand
Tel: 4000071
Fax: 4000072

BOCODOL
P.O. Box 429
Krugersdorp
Tel: 4000091
Fax: 4000092

Regional Manager
P.O. Bag 001
Krugersdorp
Tel: 1375595
Fax: 4037596
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

Reference No: BOC/PF 179 I (102)  Dated: 26/09/06

Mr Godson Gatsha
Kxzg Regional Office
BOCODOL
Private Bag 006
KANG

Dear Sir

Permission to Carry out Research


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

[Signature]

Director

Regional Offices:

BOCODOL, Gaborone Tel: 4930024 Fax: 4930083
BOCODOL, Mochudi Tel: 2491593 Fax: 2491594
BOCODOL, Gaborone Tel: 2493122 Fax: 2492353
BOCODOL, Gaborone Tel: 2493214 Fax: 2493215

[Logo: Bridging the educational gap]
### ADDENDUM 5  Ethical clearance certificate

**UNIVERSITY OF PRETORIA**
**FACULTY OF EDUCATION**
**RESEARCH ETHICS COMMITTEE**

<table>
<thead>
<tr>
<th>CLEARANCE CERTIFICATE</th>
<th>CLEARANCE NUMBER</th>
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<th>DEGREE AND PROJECT</th>
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<tbody>
<tr>
<td>PhD Education Management and Policy Studies</td>
<td>Learning support: perceptions and experiences of distance learners from marginalised communities in Botswana</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INVESTIGATOR(S)</th>
<th>DEPARTMENT</th>
<th>DATE CONSIDERED</th>
<th>DECISION OF THE COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Godson Gatsha - 25357272</td>
<td>Education Management and Policy Studies</td>
<td>01 December 2006</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ACTING CHAIRPERSON OF ETHICS COMMITTEE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr SE Bester</td>
<td>1 December 2006</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>CC:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Jeannie Beukes</td>
<td>Dr Rinelle Evans</td>
</tr>
</tbody>
</table>

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
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.

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<th>Question</th>
<th>Options</th>
<th>Learner's Number</th>
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<tr>
<td>1</td>
<td>Are you male or female?</td>
<td>F 1</td>
<td>V3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>How old will you be on 31 March 2007?</td>
<td>V4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Where do you live?</td>
<td>Kang 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Xade 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D'Kar 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inalegolo 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What language do you speak to your parent or at home?</td>
<td>Setswana 1</td>
<td></td>
</tr>
<tr>
<td>* Sesarwa</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Sekgalagadi</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Afrikaans</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* English</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Other (specify):</td>
<td>6</td>
<td></td>
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<table>
<thead>
<tr>
<th>5</th>
<th>How far do you have to travel to the centre?</th>
<th>km</th>
<th>V7</th>
</tr>
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**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

<table>
<thead>
<tr>
<th>* Orientation / induction workshop</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
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<tbody>
<tr>
<td></td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>* Group tutorials by tutor(s)</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
</tr>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>* Individual help by tutor(s)</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
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<tbody>
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<table>
<thead>
<tr>
<th>* Tutorial letters</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>* Motivational workshops / seminars</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
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<tr>
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<td>4</td>
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<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
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<tbody>
<tr>
<td></td>
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<thead>
<tr>
<th>* Mock examination</th>
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<th>Dissatisfied</th>
<th>Very dissatisfied</th>
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<table>
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<th>* Weekend tutorials</th>
<th>Very satisfied</th>
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<th>Dissatisfied</th>
<th>Very dissatisfied</th>
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<td></td>
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<td>2</td>
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<td>4</td>
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</tbody>
</table>

192
Answer the questions below by writing a few sentences in the space provided

2. What is your understanding of learning support?  

3. What would help you perform well in your studies?  

4. Why did you enroll for BGCSE?  

5. What do you do for a living?  

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

Tel: +267 3181470
Fax: +267 3181473

Reference No.: DOL/PP 1791(113)  Date: 12th February 2007

Mr. Godson Gatsa
Kang Regional Office
Kang

Dear Mr. Gatsa,

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,

[Signature]

Director

Commonwealth of Learning Award of Excellence Winner - 2006

Regional Office -
BOCODOL LEARNER CHARTER

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. She 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

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May 2006: BGCSE Assignment Submission

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June 2006: BGCSE Assignment Submission

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January to December 2006: BGCSE Assignment Submission

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<td>446</td>
<td>234</td>
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ADDENDUM 13  Consent letters of former learners

To whom it may concern

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 Nhango 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 tutorials 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 allotted 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 learners’ 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 (GIIPS) pursuing a Diploma Business Management and I am the current President of the Student Representative Council (SRC) at GIIPS.

Learning at BOCODOL was challenging but 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: dediud@yahoo.com.

Thank you

Yours faithfully,

Xukuri Dako
TO WHOM IT MAY CONCERN

This letter serves as a purpose of informing Cileleng Moilefde granting Mr. Godson Gatshe to use my profile as part of evidence for his PhD Thesis. He enrolled me at Dedza College and I was an inmate at Tshane State Prison. We attended 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 was particularly enrolled as a BOCSE student and had set 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 SOCCOOL Regional Centre. Though things were a bit difficult in prison in particular Law on the do's and don'ts.

Mr. Gatshe 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 the Open and Prize-Giving days in 2006 where I directed the proceedings as the Master of Ceremony, and I received an award for being the 2005 best BOCSE 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 got 'C'. I also directed the theatre group and traditional Seswana dancing troupe which entertained guests during the Open and Prize-Giving days in 2005 and 2006. The same dancing troupe was organized by Mr. Gatshe to entertain guests during the official opening of SOCCOOL 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 SOCCOOL.

I still firm my sentence and still came to him in Gaborone where he is currently stationed and asked for his advice on personal and academic fields. Academically he advised 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 Multimedia and Software Engineering. To me Mr. Gatshe is a role model, father figure and friend. For clarity and further information my contacts are as follows:

e-mail: imoff@yahoo.com

Thank you.
Yours faithfully,

JUSTICE CILELENG MOILEFE
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 at 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
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.