

OPEN AND DISTANCE LEARNING AND ACCESS TO HIGHER EDUCATION IN SOUTHERN AFRICA: THE BOTSWANA EXPERIENCE

by

Bogadi Nage Sibande

Submitted in partial fulfilment of the requirements for the degree

PHILOSOPHIAE DOCTOR

IN

EDUCATION MANAGEMENT

Department of Educational Management & Policy Studies

Faculty of Education

University of Pretoria

SOUTH AFRICA

SUPERVISOR: Professor Dr WJ van Vollenhoven
Co-supervisor: Dr J Hendrikz

May 2011

DECLARATION

**“I declare that the thesis which I hereby submit
for the degree**

PHILOSOPHIAE DOCTOR

IN

EDUCATION MANAGEMENT, LAW AND POLICY STUDIES

**at the University of Pretoria, is my own work
and has not previously been submitted by me for
a degree at this or any other tertiary institution”.**



Bogadi Nage Sibande

**Signed on the _____ day of _____ 2011
Pretoria, South Africa**

Editing

I, the undersigned, declare that OPEN AND DISTANCE
LEARNING AND ACCESS TO HIGHER EDUCATION IN
SOUTHERN AFRICA: THE BOTSWANA EXPERIENCE has
been edited by me.



Augustine Nzabona-Ntuma

Private Bag BO 187 Gaborone
Cell: (+267) 72413388
antuma@bocodol.ac.bw

27 September 2010

Dedication

I dedicate this thesis to my brother Mr Tshwene Nage, the only father I've ever known, following our father's untimely death when I was still an infant. Thank you my brother for your unconditional love and all the sacrifices you made in life for me. God bless you abundantly.

Acknowledgements

Many people contributed immensely in different ways towards the state at which this thesis is at present. I would like to acknowledge and appreciate the contribution they made profusely.

My family made the most selfless sacrifice and support I can ever thank them enough for. My husband Mr Thomas Sibande patiently toiled without a wife for five years, while his wife was invisible around the house, buried in books and the computer day in and day out. I suspect there are very few husbands like mine out there, who have that kind of unwavering support for their wife's quest for further education. Some husbands can borrow a leaf. My children and siblings watched me in true amazement and awe, to see the kind of suffering one can put herself through for education. My grandsons left the house for the last three months of the journey, to allow me to concentrate and also to give themselves a chance to continue being free, playful, happy children. All this turned out to be worth it for the whole family, including my extended Katuta and Makgabenyana families.

I would not have made it through that long hectic journey to where I am without the patient mentoring support of my Supervisor Professor WJ van Vollenhoven, assisted by Dr J Hendrikz. The only three years remaining at our disposal to cover a heavy laden four year programme were truly challenging to me. You did a tremendous job Prof, thank you.

Professor A Amey, Dr D R Tau and Dr G Gatsha, thank you so much for those comments and advice. They went a very long way. I would like to thank my colleagues Mr P Sebopelo and Mrs P Makgabenyana for agreeing to join my family, my daughter Ms Mosidi Mokaeya and my sister Mrs Lydia Motingwa, at short notice to edit the manuscript as far as they could. That helped a great deal. Mr Ntuma, thank you so much, professional editing was a must.

BOCODOL Management and staff were amazingly supportive, particularly in the last two months of my journey. My office door is now open, things are back to normal. Thank you so much colleagues.

Thank you all and God bless.



Table of Contents

Dedication	i
Acknowledgements	ii
List of Chapters	iv
List of Tables	vii
List of Figures	viii
List of Addenda	viii
Abbreviations & Acronyms	ix
Abstract	xi

List of Chapters

Chapter One: Orientation and Context of the Study	1
1.1 Introduction and Overview	1
1.2 Participation in Higher Education in Southern Africa	2
1.3 Statement of the Problem	13
1.4 Purpose & Rationale for the Study	13
1.5 Focus of the Study	14
1.6 Research Questions	15
1.7 Significance of the Study	16
1.8 Plan of Enquiry	16
1.9 Theoretical Framework	22
1.10 Data Analysis and Interpretation	30
1.11 Ethical Considerations	31
1.12 Credibility and Dependability of the Study	32
1.13 Contributions & Strengths of the Study	34
1.14 Limitations of the Study	35
1.15 Delimitations of the Study	35
1.16 Conclusion	36
Chapter Two: Participation in Higher Education – The Broader Picture	39
2.1 Introduction and Overview of the Chapter	39
2.2 Higher Education and Economic Development	40
2.3 The Identified Strategy	45
2.4 The Problem of Low Enrolments	46
2.5 The Need for a Catching Up Strategy for Southern Africa	51
2.6 What is Distance Education?	55
2.7 The ODL Effectiveness Debate and its likely Impact on ODL Expansion	66
2.8 Conclusion	69
Chapter Three: Participation in Higher Education –Botswana’s Experiences ...	71
3.1 Introduction and Overview	71
3.2 Renewed Importance of Higher Education	71
3.3 The Botswana Higher Education Sector	73
3.4 Priorities for Education	77

3.5	Participation in Higher Education	81
3.6	Higher Education ODL in Botswana	82
3.7	Introduction of ODL in the UB Education Delivery System	92
3.8	Planning for UB Expanded Enrolments	98
3.9	Equivalency Enhancing Policies	103
3.10	Conclusion	104
Chapter Four: Research Design and Methodology		107
4.1	Introduction and Overview.....	107
4.2	Epistemology	108
4.3	Research Approach	110
4.4	Choice of the Research Methods	115
4.5	Choice of the Data Collection Instruments	120
4.6	Sampling	121
4.7	The Data Collection Experience	124
4.8	Data Analysis	134
4.9	Qualitative Content Analysis as a Method of Data Analysis	135
4.10	Conclusion	138
Chapter Five: The Access Challenge for the Botswana Higher Education Sector		139
5.1	Introduction and Overview.....	139
5.2	Analysis and Interpretation of Data	140
5.2.1	Demand for Higher Education in Botswana	141
5.2.2	Level of Demand and Participation	152
5.2.3	Challenges for the Higher Education Sector	155
5.2.4	Strategies to Increase Participation	166
5.2.5	Development of ODL in Botswana	172
5.3	Conclusion	177
Chapter Six: Challenges of ODL in Dual Mode Institutions – UB's Experiences		179
6.1	Introduction and Overview.....	179
6.2	ODL in the UB System	180
6.2.1	The Rationale for ODL at UB	180
6.2.2	The Growth and Expansion of ODL within the UB System	194
6.3	Conclusion	222

Chapter Seven: Equivalency between ODL and Face-to-face Mode in the UB Dual-mode System	223
7.1 Introduction and Overview	223
7.2 Perceptions of the UB Community about ODL	223
7.2.1 Level of Acceptance and Value for ODL by the UB Community	224
7.2.2 The Impact of the UB Equivalency Enhancing Policies on ODL	244
7.3 Conclusion	250
Chapter Eight: Main Findings and Recommendations	253
8.1 Introduction and Overview	253
8.2 An Overview of the Investigative Journey	254
8.3 Reliability, Validity and Trustworthiness	259
8.4 Main Findings and their Implications	260
8.4.1 Demand for Participation in Higher Education in Botswana	260
8.4.2 The Rationale for ODL within the UB System	263
8.4.3 The growth and Expansion of ODL within the UB System	265
8.4.4 Equivalency between ODL and Face-to-face in the UB Dual Mode System...	268
8.5 Significance of the Study	274
8.6 Limitations of the Study	276
8.7 Recommendations	277
8.7.1 Theoretical Recommendations	277
8.7.2 Recommendations for Practice	278
8.7.3 Recommendations for Future Research	279
8.8 Conclusion	280
References	281

List of Tables

Table 1.1	Comparative Enrolments between Contact and ODL Universities	8
Table 1.2	Issues of Equivalency Between ODL and Face-to-face Modes at UB	27
Table 2.1	Tertiary Education Estimated Enrolments - 1998 and 2001 & 1998 GER for Sub-Saharan Africa	48
Table 2.2	UNISA Students Head Count by Country (Africa-SADC), 2005 and 2006 ...	50
Table 3.1	Distribution of Students by Mode of Study	101
Table 3.2	Full Time Undergraduate Enrolment Projections to 2015/16	102
Table 3.3	Part-Time & ODL Student Enrolment Projections.....	102
Table 4.1	List of Participants per Selected Institution	124
Table 4.2	List of Documents Reviewed from the Selected Institutions	127
Table 4.3	List of Documents Referred to from SADC and Beyond	131
Table 5.1	Factors Influencing Demand for Higher Education	143
Table 5.2	Demand and Supply of Higher Education in Botswana.....	152
Table 5.3	Challenges for the Higher Education Sector	155
Table 5.4	Strategies for Increasing Participation.....	166
Table 5.5	Level of development of ODL at higher education level	173

List of Figures

Figure 1.1	The Data Collection, Analysis & Interpretation Cycle	30
Figure 4.1	Data Analysis and Interpretation Pyramid	137
Figure 5.1	Environmental Factors Influencing Demand for Higher Education	144
Figure 5.2	Pressure on Higher Education	151
Figure 5.3	Challenges for the Higher Education Sector	158
Figure 5.4	Inter- relationships between Problems Contributing to low Participation	163
Figure 6.1	Need to Increase Access and Participation	182
Figure 6.2	Need to Improve Capacity to Increase Access and Participation	190
Figure 6.3	Contribution towards Increasing Participation in Higher Education ..	195
Figure 6.4	External Factors Contributing to Low ODL Enrolments at UB	199
Figure 6.5	Internal UB Factors Contributing to Low ODL Enrolments	206
Figure 7.1	Respondents' Perceptions of Acceptance and Value for ODL by the UB Community	224
Figure 7.2	Recognition and Value for Contribution to ODL	240
Figure 7.3	Need to Expand Access to Quality Higher Education through two Modes ...	246

List of Addenda*

Addendum A	-	Consent Letter
Addendum B	-	Request for Permission to Undertake Study
Addendum C	-	Permission Letters
Addendum D	-	Interview Transcripts
Addendum E	-	Ethical Clearance Certificate
Addendum F	-	Proof of Acceptance of Article Abstract

* Available on CD-ROM

Abbreviations & Acronyms

AACE	-	Association for the Advancement of Computing in Education
APR	-	Age Participation Rates
BA LIS	-	Bachelor of Arts Library and Information Studies
BERA	-	British Educational Research Association
BFTU	-	Botswana Federation of Trade Unions
BOCODOL	-	Botswana College of Distance & Open Learning
BUIST	-	Botswana International University of Science & Technology
CAD	-	Centre for Academic Development
CSO	-	Central Statistics Office
CCE	-	Centre for Continuing Education
CDC	-	Centre for Disease Control and Prevention
CHET	-	Centre for Higher Education Transformation
COL	-	Commonwealth of Learning
DEASA	-	Distance Education Association of Southern Africa
DE	-	Distance Education
DDE	-	Department of Distance Education
DNFE	-	Department of Non-Formal Education
DTEF	-	Department of Tertiary Education & Financing
DoE	-	Department of Education
EFA	-	Education for All
GATS	-	General Agreement on Trade in Services
GER	-	Gross Enrolment Ratios
HDI	-	Human Development Index
ICT	-	Information and Communication Technologies
ICT	-	Internet and Communication Technologies
IIEP	-	International Institute for Educational Planning
MOESD	-	Ministry of Education & Skills Development
NDP	-	National Development Plan
NRI	-	Networked Readiness Index
ODL	-	Open and Distance Learning
OECD	-	Organisation for Economic Co-operation and Development
OUT	-	Open University of Tanzania

PCF	-	Pan Commonwealth Forum
RNPE	-	Revised National Policy on Education
RISDP	-	Regional Indicative Strategic Development Plan
SADC	-	Southern African Development Community
SARUA	-	Southern African Regional Universities Association
TEC	-	Tertiary Education Council
UB	-	University of Botswana
UBLS	-	University of Botswana, Lesotho and Swaziland
UK	-	United Kingdom
UNAM	-	University of Namibia
UNESCO	-	United Nations Educational Scientific & Cultural Organisation
UNDP	-	United Nations Development Programme
UNISA	-	University of South Africa
UNZA	-	University of Zambia
UP	-	University of Pretoria
USA	-	United States of America
USQ	-	University of Southern Queensland
Wits	-	University of Witwatersrand
ZOU	-	Zimbabwe Open University

Abstract

This qualitative study based on the interpretive/constructivist perspective, investigates the environment in which ODL addresses high and diversified demands for participation in higher education in Botswana. The driving concern for the study is the apparent low enrolments through the ODL mode of delivery in some dual mode institutions in Southern Africa. The scope of the study is the Botswana higher education sector, with UB, which is the only public dual mode higher education institution in Botswana, being the case studied. The main investigation question is “why do some dual mode higher education institutions in Southern Africa continue to enrol lower figures through their ODL than their face-to-face mode of delivery, though ODL is purported to have the potential to increase access more substantially than face-to-face?”. Data collection methods are semi-structured interviews and document review. Participants are purposively selected from UB, TEC and MOESD, based on their experience in planning, policy and implementation of the ODL mode of delivery. Qualitative content analysis is the method of analysis.

The major findings of the study are that ODL in the UB dual mode system has grown very slowly, resulting in insignificant impact on increasing participation in higher education in Botswana. This study has indicated some external and internal challenges that ODL might experience in some dual mode settings, as well as opportunities that can be taken advantage of to grow the mode. It has also indicated that ODL has the potential to address the challenges of high and diversified demands, if it could benefit from pre-planning, adequate resources, monitored implementation and appropriately trained staff. The conclusion drawn is that Botswana needs ODL for increased participation in higher education. The study ends with possible areas of future research around ICT environment for the growth of ODL and enhancement of equivalency where both ODL and face-to-face are considered for higher education provision.

Keywords: ODL, higher education, demands, participation, value, effectiveness, strategy, growth, equivalency, access

CHAPTER ONE

Orientation and Context of the Study

1.1 Introduction and Overview

This study examined the environment in which open and distance learning¹ (ODL) was operating within dual mode² higher education institutions in Southern Africa. There appeared to be a pattern in Southern Africa where ODL seemed to be generally recording lower enrolment figures and hence appeared to contribute less towards overall institutional enrolment figures in dual mode higher education institutions compared to the full-time face-to-face mode in the same institutions. The purpose of this investigation was to shed light and create a better understanding of why ODL seemed to attract very low enrolments in some dual mode higher education institutions compared to their face-to-face mode of delivery, though ODL is purported to have the potential to increase access to higher education more substantially than the face-to-face mode. The study examined the Botswana higher education sector in general terms, as the environment within which ODL was developing at higher education level in Botswana. The University of Botswana (UB) was used as a case study to investigate what could be contributing to ODL enrolling lower figures in dual mode universities compared to face-to-face, and seemingly failing to live up to its expectations of substantially increasing opportunities for participation in higher education better than the face-to-face mode of delivery. In this study I was interested in examining ODL within dual mode institutions against the background of the concepts of the equivalency theory (Simonson *et al*, 1999).

¹ ODL: method of learning at a distance, which can overcome barriers related to age, gender, physical distance for learners in remote locations who are unable or unwilling to physically attend a campus, time or scheduling, limited number of places, cost, and can make the best use of the few teachers available (COL, 2000a)

² Dual mode institution: also called bimodal; an institution that offers learning opportunities in two modes: one using traditional classroom-based methods, the other using distance methods; the same courses may be offered in both modes, with common examinations, but the two types of learner - on-campus and external - are regarded as distinct (<http://www.col.org/ODLIntro/introODL.htm>)

Chapter One introduces the study and puts forward the plan for conducting it. The first part of the chapter discusses the problem of low participation in higher education and training in Southern Africa generally, making synoptic comparisons of such participation with other regions. This part also indicates the different types of clientele, with their diverse expectations, which Southern African universities had to deal with, indicating increased and diverse demands. This being an introductory chapter, it provides a statement of the problem, explains the purpose, rationale as well as the focus of the study. The chapter then presents the research questions that I wanted to find answers to in order to understand the phenomenon. The significance of the study is given, followed by the plan of enquiry, which gives indicative information about the research approach, knowledge claim and research strategy. Chapter Four, which is the methodology chapter, deals with these in more detail. Data collection sites, sample population and the data collection process are just indicated at this stage, to be discussed further in Chapter Four as well. Chapter One then discusses the theoretical framework of the study. The data analysis and interpretation to be employed in Chapter Five, Chapter Six and Chapter Seven is also highlighted here, followed by explaining about ethical considerations and issues of dependability and reliability of the study. Finally, the chapter discusses issues of contribution and strengths of the study, as well as its limitations and delimitations, before a concluding statement is made.

1.2 Participation in Higher Education in Southern Africa

There appeared to be increased demand for participation in higher education and training in Southern Africa, as was the case in all other regions of the world (UNESCO, 2007; Daniel, 2007). There was also a notable increase in participation in higher education across Africa in recent decades (UNESCO, 2007). However, the rate of increase in demand in Southern Africa did not seem to be matched by an equivalent high rate of increase in participation, as appeared to be the case in other regions.

Some universities in Africa, which were initially just contact universities, like the University of Botswana (UB), University of Namibia (UNAM), University of Zambia (UNZA), University of Nairobi in Kenya and Makerere University in Uganda, and some universities in

the developed countries, like the University of Southern Queensland (USQ) in Australia, the University of London and the University of Leicester in the United Kingdom (UK), to cite just a few examples, decided to add ODL to their usual face-to-face teaching and learning mode of delivery. Most of these universities added the ODL strategy in their delivery systems in order to expand opportunities, especially for working adults and youth who, for various reasons, were not able to access higher education through the face-to-face mode (University of Botswana, 2006; Mbwesa, 2009; Siaciwena, 2006; Hope, 2006).

In this study, I adopted the definition that dual mode institutions are those that utilise both the traditional on-campus and ODL strategies to deliver education and training (COL, 2000a; Hope, 2006; Romiszowski, 2004; Daniel, 2002; Dence and Armellini, 2009; Bates, 2000a). A 'dual mode' institution, according to Bates (2000a) is one that as well as offering regular programmes on campus, also makes available a proportion of its courses in a distance format. Within such institutions, even though the students enrolled in the ODL mode may be taking the same programmes as the on-campus students, the university prefers to indicate a total, composite enrolment figure for all students, then goes further to reflect how many out of that total figure are ODL and how many are on-campus face-to-face or contact students. There is often a specialised Department or organ of the university that oversees the development and delivery of the ODL mode in a dual mode university set up. Rumble (1992) as cited in Hope (2006), also described conventional campus based institutions offering some distance or on-line courses as dual mode institutions. On the other hand, in a mixed mode³ institution, the same academic staff members teach through face-to-face and ODL strategies. All students are therefore exposed to both face-to-face and ODL delivery methods and they can use them interchangeably as they go through different parts of their programmes. The different methods are mixed or blended together (Bonk and Graham, 2004). According to the Organisation for Economic Co-operation and Development (OECD), in its OECD Observer (2005), as well as Bonk and Graham (2004), in mixed mode courses, the e-learning element begins to replace some of the classroom time. Online discussions, assessment and project or

³ Mixed mode institution: an institution that offers learners a wide choice of modes of study, including independent, group-based, face-to-face, mediated or some combination; mixed mode institutions maximise the flexibility of place and pace of study, and are the result of the convergence of face-to-face and distance modes of study (<http://www.col.org/ODLIntro/introODL.htm>)

collaborative work tend to replace some of the face-to-face teaching and learning. However, campus attendance remains an important part of the delivery method. Unlike in dual mode settings, there is no department or organ of the institution specifically charged with ODL development and delivery in a mixed mode setting, since any academic in any of the departments can utilise both face-to-face and ODL delivery methods as deemed necessary (Bonk and Graham, 2004). Since the different delivery methods can apply to, or be used by, any students in a mixed mode set up, there are no students referred to as ODL students, as is the case in dual mode institutions.

The arrangement of establishing a dedicated organ of the university for ODL development and delivery, as well as keeping separate records for ODL students from on-campus face-to-face students seemed to have been adopted by a number of contact universities in Southern Africa, which were also utilising ODL strategies in their delivery systems. Among these universities within Southern Africa were the UB, UNAM and UNZA. Since they fitted well into the description of dual mode that I had adopted, I referred to them as dual mode universities. Most of the universities operating in this manner were reputable institutions in the region. For purposes of this study, I referred to universities which employed both face-to-face and ODL methods of education delivery, and which had an organ of the university set up to specifically coordinate ODL activities as dual mode institutions, a description of dual mode universities also adopted by education authorities like COL (2000a) Rumble in Hope (2006), Romiszowski (2004), Dence and Armellini (2009) and Bates (2000a). Within this category I included a few examples like the UB, UNAM and the UNZA in terms of Southern Africa.

1.2.1 A Comparative Review of Gross Enrolment Ratios

A scan of the literature indicated that even though there was increased participation in higher education worldwide, when comparing participation rates across all the regions of the world, it appeared to be generally very low in developing countries (UNESCO, 2004). Comparatively, this problem seemed to be more acute in Sub-Saharan Africa (Donat, 2001; Daniel, 2007; UNESCO, 2007), especially in the Southern African region (SADC, 2006;

UNESCO, 2007; Daniel, 2007). In 2001 Donat (2001) observed that the gross enrolment ratio at university level in Sub-Saharan Africa was the lowest in the world. By 2008, even though participation had increased, studies still indicated a similar situation of comparatively much lower enrolments for Southern Africa. It was observed that many qualified potential students who wanted to pursue their studies were generally unable to access higher education (Dodds, Gaskell and Mills, 2008; Richardson, 2009). Limited resources and institutional capacity had often been cited as some of the main limiting factors constraining many contact universities in Sub-Saharan Africa from enrolling more students to match the high demands (Dhanarajan, 2001). At the time of this study, literature seemed to indicate that many developed countries like the UK, United States of America (USA), Canada, Australia and Sweden had embraced and advanced the development and growth of ODL at higher education level, much more than most African countries. Consequently, higher enrolment ratios at this level were reflected in developed countries and much lower in developing countries, especially those in Sub-Saharan Africa. It therefore appeared that ODL was generally making a larger contribution on access to higher education in developed countries as the Davies and Pigott (2004) study indicated, and less so in Southern Africa. However, there were a few exceptions, particularly with countries that had dedicated ODL universities like South Africa with UNISA (Daniel *et al*, 2007), Tanzania with the Open University of Tanzania (OUT) and Zimbabwe with the Zimbabwe Open University (ZOU). Participation in higher education in these countries was higher, compared to their neighbouring countries (SARUA, 2009; Robbins, Wilson-Strydom and Hoosen, 2009; Dodds *et al*, 2008).

A massive disparity was apparent across the world concerning participation rates in higher education of students in the 18-24 age group, usually considered to be in the Age Participation Rates (APR). At the start of the 21st century, the developed countries had an APR of more than 50%, while South Asia and Sub-Saharan Africa languished below 10% on average (Daniel, 2007). The EFA Global Monitoring Report of 2008 also reflected a 2005 gross enrolment ratio of 5.1% for Sub-Saharan Africa, compared with 10.5% for South and West Asia, 21.4% for Arab States, 23.4% for Asia, 23.8% for East Asia and the Pacific, 26.5% for Central Asia, 29.2% for Latin America and the Caribbean, 57% for Central and Eastern Europe and 70.1% for North America and Western Europe. A December 2006

Southern African Development Community (SADC) Appraisal Report for an African Development Fund Project on Capacity Building in Open & Distance Learning, also reflected participation in higher education across the SADC region as not more than 5% of the eligible population, except for South Africa with a gross enrolment ratio of 14%, Mauritius with 11.3% and Namibia with 7.5% (SADC, 2006). Botswana enrolled less than 10% of the eligible population into higher education by 2003 (Tau, 2003; UNESO, 2007; University of Botswana, 2006; SADC, 2006; Robbins *et al*, 2009). However, by 2008 the enrolment ratio for Botswana was recorded by Tertiary Education Council (TEC) as being around 11.4% (Tertiary Education Council, 2008a).

1.2.2 Coping with Increased Demands

There seemed to be a general trend in Southern Africa where there were large numbers of secondary school leavers of about 18 – 24 years who required higher education but could not find space in higher education institutions, even though they qualified for entry (Dodds *et al*, 2008; Richardson, 2009). In addition to these large numbers of secondary school graduates, there also emerged a dynamic work environment that required better skilled manpower, which demanded in-service training opportunities for continually improved service delivery (Dhanarajan, 2001; Donat, 2001; Daniel, 2007; Dodds *et al*, 2008). This indicated diverse adult populations who needed lifelong learning opportunities and entry into higher education programmes. The situation further compounded the problem of high demands for higher education. Apart from the resource challenge for some higher education institutions, it appeared that due to constraints related to family, community and personal responsibilities and commitments, inability to obtain long periods of leave from employers for full-time study purposes, as well as special circumstances like health and accommodation challenges, many potential students were unable to access higher education and training through face-to-face attendance, even where space was not a major constraint. Sewart *et al* (1983) submitted that if the number of students was seen to outgrow the resources available to a university, the university should consider exploring other ways and means of changing teaching methods in

order to optimally utilize its teaching resources. The introduction of distance education⁴ and open learning⁵ has generally been understood as a response to the new challenges of increased and diverse demands made on the educational sector (Dhanarajan, 2001; Ipaye, 2007; Boulard, 2005; Guri-Rosenblit, 2005, University of Botswana, 2006) and as one of the strategies through which universities and colleges could substantially open up access to higher education.

Many traditional contact universities in the region, using only full-time face-to-face approaches, generally appeared not to cope with high demands for higher education and training from their environments (Dhanarajan, 2001). There were quite a number of predominantly contact universities, which had introduced ODL as one of their strategies to deal with increased and diverse demands. However, through their ODL initiatives, these universities seemed to enrol very low numbers of students into their programmes, compared to their enrolments on their full-time face-to-face delivery mode. On the other hand, the few dedicated ODL higher education institutions in the region appeared to be able to enrol larger numbers into their various programmes. Comparatively, the contact institutions, both dedicated full-time on-campus face-to-face, and dual mode universities, seemed to take many years to increase their enrolments substantially. Another worrying fact was that at some dual mode universities, although the faculties that increased their delivery modes to include ODL seemed to achieve a huge hike in student enrolment, such universities had only a few programmes offered through ODL. Looking at the entire university, it was not clear why the other faculties would not adopt ODL, though its potential to increase access to higher education had been proven by the few faculties using it.

Table 1.1 below indicates the disparities in enrolment between contact and dedicated ODL universities in the SADC region.

⁴ Distance education: "planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements"(Michael Moore and Greg Kearsley, 1996)

⁵ Open learning: "policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender, or time constraints and with recognition of prior learning." (Farrell, G. (ed.), 2003)

Table 1.1: Comparative Enrolments between Contact and ODL Universities⁶

Name of University	Year Established	Type of University	Enrolment Figures		
			Contact students	ODL students	Academic and research staff
University of Botswana	1982	Dual mode	12,602	3,108	827
University of Namibia	1992	Dual mode	6,259	2,119	340
University of Zambia	1966	Dual mode	7,893	1,785	472
University of Witwatersrand (Wits)	1922	Dedicated contact	25,101	N/A	1,231
University of Dar-es-Salaam	1970	Dedicated contact	18,100	N/A	1,323
University of Zimbabwe	1952	Dedicated contact	12,316	N/A	N/A
University of South Africa (UNISA)	1946	Dedicated ODL	N/A	227,538	1,393
Open University of Tanzania (OUT)	1992	Dedicated ODL	N/A	26,164	206
Zimbabwe Open University (ZOU)	1999	Dedicated ODL	N/A	19,676	158

Source: Extracted from SARUA Handbook (Robbins *et al*, 2009) – most figures are 2006 and 2007 figures

A glance at Table 1.1 seems to indicate that dedicated ODL universities were able to enrol more students in a shorter period compared to contact universities. If we take the example of the two universities from South Africa used in the table, for example, Wits was established about twenty four years before UNISA, which was established as a teaching institution in 1946. Prior to 1946, UNISA appears to have been just an examining body (Robbins *et al*, 2009). However, UNISA’s enrolment figure appears to be much higher than that of Wits. It is of course a fact to acknowledge that UNISA’s merge with Technikon SA definitely had an undeniable impact on their numbers. Furthermore, factors like classroom capacity and the allocation of resources from government, amongst others, also had an influence on their enrolment levels. However, a similar pattern where dedicated ODL universities had larger enrolment figures than contact universities seemed to emerge in the case of Tanzania and Zimbabwe, where, even though the contact university was established two or more decades before the ODL university, enrolment of the ODL university turned out to be substantially

⁶ It should be noted that these figures reflect enrolment for the entire university and that enrolment in specific faculties might reflect a significantly different picture. The total number or percentage of ODL students reflected might reside at only 1 faculty (where ODL would have made a significant difference to access).

more than that of the contact university in the same country, presumably addressing similar demands for higher education.

Table 1.1 further indicated that although in theory dual mode universities would have adopted the ODL strategy to increase participation in their programmes (University of Botswana, 2006), enrolments through their ODL provisions tended to remain low compared to their full-time face-to-face enrolments, at the level of the whole university and not just within one faculty. Fewer programmes through the ODL mode appeared to be a pattern in many universities in Southern Africa that employed both ODL and face-to-face strategies. Consequently, when looking at these universities without comparing them with dedicated ODL universities, it would appear as though compared to the face-to-face mode of delivery, in general ODL could not make a significant contribution towards increasing opportunities for participation in higher education. However, performance of the dedicated ODL institutions in terms of their potential to increase enrolments substantially indicated that ODL provision might be able to address the challenges of high demands for higher education, with their incumbent diversified clientele needs more adequately than the full-time face-to-face provision, unlike the situation in some dual mode universities seemed to indicate. With increased use of information and communication technologies in ODL, this assumption seemed to be even more apparent (Farrell, 2003, Davies and Pigott, 2004; Bates, 2005; McIntosh and Varoglu, 2005; Pityana, 2008).

Although more resources than just academic and research staff are needed in the delivery of education and training, looking at just this one resource, one is tempted to agree with proponents of ODL that after a heavy capital outlay inherent in both ODL and face-to-face provision, ODL might actually be considered a more cost effective mode in the long run (Peters, 1967; Daniel *et al*, 2007; Pityana, 2008). This seemed to be more the case for dedicated ODL than it was for dual mode universities.

It would appear that in practice, expansion of ODL in many dual mode universities continued to lag behind and for the mode to make very little impact on increasing access, compared to the full-time face-to-face strategy, as demonstrated by examples from the three dual mode

universities cited in Table 1.1, and in comparison with enrolments in the three open universities in the region. This pattern seemed not unique to Southern Africa, since it had been observed in Kenya (Mbwesa, 2009), Nigeria (Ipaye, 2007), Uganda (Jegade, 2002) and generally in Africa as a whole (Dodds, 2002). Though there was evidence that there were increased and diverse demands for higher education and training, fewer students seemed to access programmes through the ODL mode in many dual mode institutions. As indicated above, where faculties adopted the ODL mode of delivery, there was a noticeable increase in student enrolment. However, the problem remained that in dual mode universities, only one or a few faculties would utilise ODL as another mode to deliver their programmes. Consequently, ODL seemed not to improve access significantly compared to the face-to-face mode in dual mode institutions. The UB's Annual Report (2006) reflected an enrolment of 15710 students in the 2005/2006 academic year, of which 2265 were classified as continuing education students through ODL and part-time evening classes. If it wasn't for ODL provision, the 2265 students who managed to enrol during 2005/06 would not have gained access to higher education through UB. However, this picture caused concern for me because I knew that ODL was supposed to expand access opportunities significantly more than the face-to-face provision (Ekhaguere, 2000; Hope, 2006; Daniel *et al*, 2007; Davies and Pigott, 2004; Morgan, 2000; Pityana, 2008). Expectations would be that more students would enrol through ODL, considering its flexibility and ability to address the growing diverse demands. But the reverse seemed to be true in the case of some of the Southern African dual mode institutions and the few examples cited from the rest of Africa. My concern was to understand why in some dual mode universities ODL seemed to be making an apparently low contribution to increased enrolment when compared to the face-to-face mode, especially that evidence indicated that student enrolment increased dramatically in the faculties that used the ODL mode of delivery (University of Pretoria, 2009). One of my concerns therefore was to understand why dual mode universities appeared to be slow or reluctant to expand ODL to all their faculties in order to provide opportunities for more students to access more of their programmes.

1.2.3 Link between High Skills and Economic Development

Recent research clearly made a close linkage between the attainment of high skills through higher education and economic advancement and high rate global competitiveness (Bloom *et al*, 2006; World Bank, 2008a). Low participation in higher education and training was assumed to be a limiting factor to human resource capacity building for developing countries, which negatively impacted on their economic development (Bloom *et al*, 2006; World Bank, 2008a). Countries that had attained high participation rates in higher education seemed to have also made significant economic advancement, while those with low participation rates seemed to find it hard to gain economic independence (World Bank, 2008a). Enhanced participation in higher education was therefore seen as an important investment option that could contribute to enhanced economic development for Sub-Saharan Africa (World Bank, 2008a).

1.2.4 A Sense of Urgency

Since the full-time face-to-face provision alone could not cope with escalating demands for higher education, and the ODL provision within dual mode institutions also made fewer additional opportunities, participation at this level appeared to have remained very low in the SADC region compared to other regions of the world as evidenced in SADC (2006), Daniel *et al* (2007) and UNESCO (2007). This situation seemed to continue to adversely affect the capability of the region to pull itself out of continued economic hardships compared with other regions (Bloom *et al*, 2006; World Bank, 2008a). The universities in the region had the responsibility to expand opportunities for participation in higher education. Therefore, one would expect that they would eagerly want to explore any mode, or a combination of modes, of higher education provision that could allow increased participation at this level, particularly if there was support in the political environment which put the importance of educational expansion in the forefront, acknowledging the contribution of education to economic development as seemed to be the case in Botswana (Republic of Botswana, 1977, 1994, 1997 and 1998; Mogae, 2005; Business and Economic Advisory Council, 2006;

Khama, 2008). As such, it appeared necessary for dual mode institutions to urgently expand and strengthen ODL to further improve participation in their programmes.

However, the urgency of this fact was not readily evident in some of the dual mode universities in the region. It appeared as though some of these institutions concentrated more on improving the full-time face-to-face provision further, giving less attention to the growth, improvement and expansion of the ODL provision. There appeared to be a reluctance or hesitation on the expansion and strengthening of ODL, even though universities appeared to continue to struggle through their face-to-face provision to meet the high demands from youth and adults who wanted opportunities to participate in higher education (Dodds *et al*, 2008). It actually became very important to me to find out what could be contributing to delays when it comes to expansion and strengthening of the ODL initiatives in dual mode higher education institutions. Some of them appeared not to maximise on ODL's promise of flexibility, potential to reach the difficult to reach audiences and to achieve substantially increased enrolments through its potential for mass production and mass distribution (Peters, 1967; Bernath and Vidal, 2006). It appeared as though the slow development and expansion of ODL might be one of the contributing factors to the low participation ratios for higher education that continued to be recorded for Southern Africa (UNESCO, 2007). When viewed in terms of dual mode provision in Southern Africa, it appeared as if ODL was unable to deliver its promise (Dodds, 2002). It was not clear and became necessary to investigate whether dual mode universities, as well as the higher education sectors within which they existed, valued ODL as much as they did the face-to-face mode of provision. The investigation also had to find out whether ODL was given equivalent recognition and support, right from national to institutional policy making, planning, funding and resource allocation, down to monitoring of implementation at national and institutional level.

This study investigated the Botswana higher education sector, using the UB as a case study to understand why dual mode universities in Southern Africa continued to enrol low numbers of students despite their use of the ODL mode to improve access into more programmes.

1.3 Statement of the Problem

In addition to their usual on-campus face-to-face approaches, some higher education institutions in Southern Africa have adopted ODL to improve participation rates for higher education. However, as literature over the years seemed to indicate, enrolments at this level remained low in the region (South Africa, Department of Education, 1994 and 1996; SADC, 2006; Daniel, 2007; UNESCO, 2007; Dodds *et al*, 2008; Richardson, 2009). This situation continued to adversely affect the human resource development drive of the region (Bloom *et al*, 2006 and World Bank, 2008a). As such it would seem urgent for some of the higher education institutions in the region, which had embraced ODL to strengthen this mode to improve participation rates. However, many of them did not seem to demonstrate this urgency or to be doing much to improve the apparent low contribution of ODL towards expansion of higher education opportunities. It was therefore important for me to find out why enrolments through ODL remained lower than through the face-to-face mode of delivery in some of the dual mode higher education institutions in the region. The question which became important in the case of Botswana was whether ODL received adequate support within the higher education sector from policy makers, planners, funding agencies and providers. It was important to study the policies that guide its planned expansion and the resource-base supposed to enable it to increase access to higher education. It was necessary to firmly establish its planned status and role in the process of expansion of opportunities for higher education programmes in a Botswana dual mode setting and to understand how that status impacted on its expansion process. Very little investigation seemed to have been conducted in Botswana, to bring to surface challenges of ODL within dual mode settings, with regard to its expected role of opening up access to higher education.

1.4 Purpose & Rationale for the Study

Even though there seemed to be evidence that ODL could substantially increase higher education enrolments (Peters, 1967; Perraton, 1991; Guri-Rosenblit, 2005; McIntosh and Varoglu, 2005; Daniel *et al*, 2007; Pityana, 2008), in Southern Africa this appeared to be true mainly for dedicated ODL institutions (Lephalala and Pienaar, 2007; SARUA, 2009).

Despite embracing ODL as a strategy to improve access to higher education, ODL in dual mode universities appeared to face some challenges such that these universities seemed unable to enrol large numbers of students through their ODL initiatives, compared to their face-to-face mode (Siaciwena, 2006; Mbwesa, 2009). The area of finding out why ODL could not increase enrolments significantly in dual mode higher education institutions compared to the face-to-face mode did not appear to have been extensively researched within Southern Africa and specifically in Botswana. Using the UB as a case study, this study sought to make a contribution in that area.

Since the SADC region seemed to be one of the hardest hit by the acute problem of low enrolments into higher education (UNESCO, 2004; SADC, 2006), there appeared to be an urgent need to expand higher education ODL and take full advantage of its potential to improve access. Despite this situation, expansion of ODL in many dual-mode institutions continued to lag behind (Hope, 2006; Koul and Kanwar, 2006), judging by the numbers enrolled through the mode compared to the face-to-face mode. Due to this slow expansion, the ODL initiatives within some of the dual mode institutions did not make the expected contribution towards increasing access to higher education. This study aimed to find out why the growth of ODL mode in dual mode universities seemed to remain slow and the mode to continue attracting low enrolment figures compared to the face-to-face mode.

1.5 Focus of the Study

The main focus of this study was to find out why dual mode higher education institutions in Southern Africa continued to enrol low numbers of students through their ODL mode. Special focus was on the Botswana higher education sector, with special reference to the UB which is a public higher education institution that employed both on-campus face-to-face and ODL strategies to deliver its programmes. The study sought to find out what opportunities prevailed that could enable UB to reach out to more and diversified clientele, as well as challenges and constraints that the ODL mode could have faced in the higher education sector and within the UB dual mode set up. Through contact with the Ministry of Education & Skills Development (MOESD) and the Tertiary Education Council (TEC), I needed to

investigate how ODL fitted within the context of the higher education system of the country, in order to understand its planned status within the system and its planned role towards opening up access to higher education in Botswana. I needed to trace the planned expansion direction of ODL within the overall higher education sector in Botswana and the environment which supported that growth since the inception of the 1994 Revised National Policy on Education (RNPE) (Republic of Botswana, 1994). I wanted to understand how this environment could have influenced the University's policies, plans, and resource allocation towards expansion of its ODL strategy. The study further sought to establish the kind of relationship that existed between the Department of Distance Education (DDE) and other organs of the University and the impact that the University's distance education mainstreaming policy had on access to its programmes. The study also endeavoured to establish the stated or perceived status of each of the two modes of delivery in terms of their perceived value and assess if such perceptions affected the expansion of the ODL mode and consequently the opening up of access to UB programmes.

By 2008, the Tertiary Education Council (TEC) was a body that regulated and provided support and guidance in the provision of higher education in Botswana. TEC also accredited higher education providers, planned the financing of higher education in the country and was responsible for monitoring the quality of provision. At the Ministry of Education & Skills Development (MOESD), the Planning Statistics & Research Unit was the main point of focus for this study. This study planned to assess how these regulatory bodies and higher education planners perceived the role of ODL at higher education level in the country and how they included it in educational planning at national policy level. The study also examined national policy documents to establish where they placed ODL in the process of expansion of higher education.

1.6 Research Questions

The problem highlighted above and stated in the problem statement lead me to the following questions, which were meant to assist me to understand the situation better.

1.6.1 Main Research Question

Why do some dual mode higher education institutions in Southern Africa continue to enrol lower figures through their ODL than their face-to-face mode of delivery, though ODL is purported to have the potential to increase access more substantially than face-to-face?

1.6.2 Other Critical Research Questions

1. What are the opinions of the UB community, as a dual mode institution concerning the quality and value of education provided through ODL compared to face-to-face?
2. What challenges does ODL face within the UB's programme delivery system?

1.7 Significance of the Study

This study gives insights as to why ODL may not increase enrolments better than the face-to-face mode of delivery when in dual mode higher education institutions in Southern Africa. It should, as such, influence and inform policy and practice at regional, country and institutional level. The study builds on and contributes to research in ODL within Botswana and the region. It also initiates further discussions of issues in the field of ODL and contributes to a wider knowledge-base in this field.

1.8 Plan of Enquiry

This part of the research is mainly the plan for conducting the study. The various subsections form the different parts of the plan, to ensure that the study takes the required direction and addresses the necessary steps and concerns for a study research project.

1.8.1 Research Approach

Research in the social and human sciences uses qualitative, quantitative or mixed-mode research approaches, depending on the issues that the researcher intends to address (Creswell,

2003). Each approach has its strategies and methods. Patton (1990), Creswell (2003) and Punch (2005) advised that researchers should focus on appropriately choosing methods that match the empirical questions, or on establishing a ‘good fit’ between questions of an empirical research and its methods. Qualitative research can be exploratory (Creswell, 2003), explanatory and/or descriptive (Yin, 2003b). If a concept or phenomenon needs to be understood and needs further research exploration, then it merits qualitative approaches (Creswell, 2003). Qualitative research has been seen to be much more relevant when a researcher is seeking meaning and understanding (Law *et al* 1998). My intention was to understand why, contrary to literature, ODL appeared not to increase enrolments significantly in dual mode higher education institutions. Qualitative approaches seemed to be the most appropriate for this study because they can enable the researcher to derive a deep understanding of a situation. They are also the most appropriate approaches where the researcher intends to deal with human subject (Gough and Madill, 2007), as is the case in this study.

1.8.2 Epistemology

My knowledge claim is that reality is socially constructed and the truth is subjective, relative and multifaceted. There is no singular and absolute truth, which has absolutely no alternative way of looking at in a given social situation. Individuals construct reality on the basis of their environment, age, sex, religion, background and experience, the belief system of their community, and just their complete value system (Robson, 2002; Creswell, 2003; Neuman, 2006). Social research in the interpretive/constructivist paradigm recognises this multifaceted nature of the truth, which is mainly due to multiple social realities (Creswell, 2003; Neuman, 2006). My study assumed the interpretive/constructivist perspective because it was dealing mainly with people and their perceptions regarding the development of ODL at higher education level in Botswana and in Southern Africa and why the strategy seemed not to improve higher education enrolments significantly in dual mode institutions. The study sought to probe how the participants perceived the performance of ODL and its challenges in achieving the intended contribution of expanding opportunities for access to higher education. The intention was for me to assess and interpret as closely as possible how the

different participants and stakeholders understood the issues at play, in order to understand the problem better from their perspective.

For this study I was interested in deriving an understanding of the problem of continued limited access to higher education, even after introducing ODL to expand access in dual mode universities. I wanted to understand the continued lack of growth of ODL in dual mode universities side by side continued inability of the face-to-face mode of delivery to adequately address the escalating demands for access to higher education. This better understanding was to be derived through an analysis of documented research and other official documents, as well as what the participants perceived as the reality, according to their experiences concerning the problem. However, I also had my own perceptions about the phenomenon I was researching. As somebody who had worked in distance education for many years, I had experienced its situation with regard to its perceived low status when compared to face-to-face education. I had a perception that ODL's growth process was slow and that its performance in expanding access in dual mode institutions was poor compared to dedicated ODL institutions. Naturally my own perceptions and experiences would play a part as I went about analyzing the data collected from the participants and from the literature reviewed. Therefore it would not be surprising if my interpretation of the participants' opinions and perceptions was to be also influenced by my own experiences with regard to the phenomenon.

1.8.3 Research Strategy

Basic case study entails detailed and intensive analysis of a single case, which could be an organisation, a school, a community, a family, or even a person (Bryman 2004a). This study utilised a case study design because it was intended to undertake an intensive examination of the setting or the phenomenon. Although case study design is in many instances associated with qualitative research because it usually uses observation and unstructured interviews, which are qualitative research instruments, it has been established that the method can also be used with other social research approaches (Bryman, 2004b; Yin, 2003b). For instance,

one can use the case study method in conjunction with questionnaires in a primarily quantitative research project.

I was attracted to the case study design strategy because I expected it to give me the opportunity to study aspects of the problem at hand in depth within the limited time of this study. The case study strategy entails a detailed and intensive analysis of single cases and stresses social interaction and the social construction of meaning (Bryman, 2004a). As such, it had the potential to allow me greater insight into what the participants perceived to be the reasons for ODL not performing better than face-to-face in terms of opening up access to higher education in dual mode settings. A case study is seen as a research design that has the potential to focus inquiry and be more manageable and time bound, yet still allowing the researcher to identify the various interactive processes at play and unique features of the case (Somekh and Lewin, 2005).

1.8.4 Data Collection Sites

To participate in this study, I included mainly the UB and two other institutions, each responsible for higher education in Botswana in different ways. UB was one of the main public providers of higher education in the country and the only one that employed both on-campus face-to-face and ODL strategies. The University was therefore the main institution of focus. TEC was a regulatory and advisory body in matters related to higher education, as well as responsible for planning the direction, expansion and financing of higher education in Botswana. The Planning, Statistics & Research Unit of the Ministry of Education & Skills Development was responsible for planning the whole education system of the country, including higher education, and providing policy direction and support for growth and development of the sector. Therefore interviewing participants from each of these institutions was crucial, the main focus being on the UB, while the other two were to provide background about the policy environment within which higher education was provided in Botswana.

Other data was collected through document analysis, as part of the literature review. The UB policy documents including development plans and enrolment plans were crucial for the

study. Policy documents of the Ministry of Education & Skills Development and TEC were also invaluable for this study. Among these documents were the 1994 Revised National Policy on Education (RNPE), policy on sponsorship, the 2008 Tertiary Education Policy, National Development Plans and the Human Resource Development Strategy. Through this document analysis, the study aimed to compare the trend and level of support for ODL at higher education level within the past twenty years, and its impact on access to higher education. Other documents from sources like SADC Secretariat and some universities in the SADC region, UNESCO, World Bank, and the Commonwealth of Learning proved to be invaluable for the study, as they gave an international perspective on the performance of the Botswana's higher education sector and hence provided a balanced view. The literature search for international environments was mainly internet-based and for purposes of comparison, particularly with regard to the level of participation in higher education in Southern Africa and other regions.

1.8.5 Study Population and Sample

The study population comprised people in Botswana who were involved in ODL, including those who were working in ODL environments as well as those planning and initiating policies, procedures, rules and regulations that might have implications for ODL development and delivery in Botswana generally, and at the UB specifically. However, this population was larger than the scope of this study. Therefore a sample of participants drawn from the above three institutions, UB, TEC and MOESD was seen to be sufficient. At UB the study examined the level of growth of ODL in the University's dual-mode delivery system in terms of its contribution to the student body and the support that ODL provision was getting from the system. The original plan was to interview a total of twenty-one participants from the University alone. However, only thirteen were able to participate from UB, three of them from policy makers. One of three policy makers from UB came from a wing of the central governing body of the University, which guides academic and scholarship development. One came from the Centre for Continuing Education (CCE), which housed the UB's Department of Distance Education, while the third policy maker came from one of the centres responsible for utilising different strategies to develop capacity and competency levels of academic staff

members of the University. Initially participants from UB were planned to come from the central governing body of the University and from three Centres, the CCE, Centre for Academic Development (CAD) and Centre for Graduate Studies. However, one of the Centres dropped out as will be explained in a later chapter. The work of the two centres not directly coordinating ODL was expected to have a bearing on the implementation of UB's distance education mainstreaming policy, as well as the teaching and learning policy. The idea was to find out how at policy level, top management regarded the role of ODL and guided its growth and utilisation by the various components of the University. The other UB participants came from lecturers and administrators from the two centres. Under the section on delimitations (see § 1.15), I explained why I did not include students in this study though they were considered to be crucial stakeholders.

This sample, which afforded me to interview policy makers and practitioners, in addition to documentation, provided more insight into reality on the ground in terms of the application of the ODL strategy within the UB dual mode system, compared to what policy said its role should be within the system. Practitioners in the two centres expressed their views on how the University had or had not embraced the concept of equivalency of the two modes to expand access to its programmes. They also expressed their perceived advantages and disadvantages of employing ODL at this level, as well as their challenges with regard to the implementation of the distance education mainstreaming policy and the teaching and learning policy, within the University's dual mode system. Interviewing top management and practitioners was intended to create a balance in the data collected, as some form of triangulation. Three participants came from TEC and one from MOESD. Only policy-makers and people responsible for developing plans for ODL in the country were interviewed in these two institutions.

1.8.6 Plan of the Data Collection Process

The study deployed two methods of data collection:

- (i) interviews
- (ii) document review/analysis – to review and analyse research documents, journal articles,

national and institutional plans, reviews and records, policy documents, as well as instruments of government where applicable

There was only one phase of the data collection process with three stages. The preparatory stage entailed the development of questions used for the semi-structured interviews, and the processing of ethical clearance with the University of Pretoria Ethics Committee, as well as the Botswana Ministry of Education & Skills Development. This was also the stage at which request letters were written to the selected institutions for their participation in the study. The purpose of the study and how it would be conducted were explained and permission requested for some staff members to be interviewed. Upon positive response from UB, I further made a selection of participants from the administrative and academic staff members to be interviewed. This was also the stage during which interview appointments were secured with the selected participants. This preparatory stage was planned to take up to three months, since it included certain processes that were anticipated to take long to complete, like the ethical clearance process.

The first data collection stage was the start of the document review and analysis process, which ran concurrently with all the other processes throughout the data collection phase. Therefore it was not given a time limit. The second stage entailed collection of data through interviews and continued document review. After the data collection process the process of transcribing interviews followed, before data analysis and interpretation was done. Since data analysis is a process that could necessitate further clarifications, I had anticipated that follow ups might be made with relevant or affected participants and documents re-visited as necessary and this actually was the case.

1.9 Theoretical Framework

ODL seemed to have generally experienced some stigmatisation. Literature indicated that there were perceptions within many contact university environments worldwide that ODL was not good enough to deliver higher education effectively, or not as good as the face-to-face delivery mode. The effectiveness debate discussed in Chapter 2 illustrates this.

However, perceptions about ODL being less effective than face-to-face seemed not to have convincing backing from research (Bernard *et al*, 2004a). Nonetheless, it was crucial that as I undertake this study, I should be very alert of such perceptions and to explore those prevalent within the UB community with regard to equivalency issues concerning the University's face-to-face and ODL modes of programme delivery. Perceptions might be very important, particularly since the growth and performance of ODL in dual mode settings appeared to be very slow and yet not very clear what could be constraining its fast growth.

The widespread acceptance of ODL at the UB would clearly be affected by how the University community perceived the issue of equivalency of these two modes, right from the University's Management, to administrators, faculty and students. Under normal circumstances, people do not want to invest their time, energy and resources on initiatives that they perceive to be destined to fail. Simonson, Schlosser and Hanson (1999) submit that experiences of the on-campus student and the ODL student should have equivalent value even though these experiences might be very different. I concur with their argument that the more equivalent the learning experiences of ODL students to those of on-campus students, the more equivalent the outcomes of the learning experiences would be for all. I further agree with their conclusion that if teachers, learners or the public in general identify learning at a distance as equivalent to learning on campus, then distance learning would become mainstreamed. However, should ODL be perceived inferior by the UB community and face-to-face perceived to have more status and more value, then face-to-face would be a natural mode of choice for all stakeholders, while ODL would continue to make an insignificant impact on expansion of opportunities for higher education participation, since it would remain peripheral within the UB system (Simonson *et al*, 1999). Perry and Rumble as cited in Abrioux (2006), observed that some of the challenges of ODL within dual mode universities included disinterested faculty members and provision of a form of teaching that was perceived less valued and less effective than the face-to-face provision.

Otto Peters (1967) saw distance education as a form of education with characteristics very closely linked to industrialisation (machination, mass production, division of labour resulting in specialisation). ODL is therefore capable of massification of education, while promising

that the quality of teaching and learning in such massive delivery state was not compromised. A few good lecturers could reach larger numbers of students (Perraton, 1991), making the quality of delivery equitably distributed. Peters (1967) further linked the development of this education model since 130 years ago, with technological developments upon which its strengths and successes depend. Notably, the first University study at a distance in its earliest form of correspondence, started around the same time as the appearance of the first railway line. A necessary condition for the success of correspondence study then was a relatively fast and regular postal and transport service. Likewise, one of the necessary conditions for the success of ODL in its current form is reliable multimedia services and infrastructure. To date, ODL seems to be a dynamic form of study which, depending on technical and technological support, has the potential to expand access to education extensively and to cater for large groups of students effectively (Sewart *et al*, 1983; Dhanarajan, 1996 and Peters, 1967) without compromising quality as some people appeared to hold it suspect.

Shale (1988) submitted that what constitutes the process of education when a teacher and a student are able to meet face-to-face, also constitutes the process of education when the teacher and the student are physically separated. What is necessary as Peters (1967) observed, is to make available the necessary environments for quality teaching and learning to take place. Whether it occurs on-campus or at a distance, Shale (1988) reiterated the presence of four common elements of every teaching and learning experience being a teacher, a learner, a communications medium and something to be taught or something to be learned (Simonson *et al*, 1999). So basically, effective and quality teaching and learning should take place in any mode of education delivery, as long as these four conditions have been satisfied. The concept of equivalency when it comes to dual mode settings therefore, is concerned with whether or not these conditions are satisfied in both on-campus face-to-face and distance learning, such that students and teachers who utilise either of the modes believe that effective teaching and learning has been achieved at the end of the day. The concept of equivalency of ODL with on-campus face-to-face is concerned with the quality of the teaching and learning experience for ODL teachers and students, compared to their counterparts on the face-to-face mode. Simonson *et al* (1999) see equivalency as central to the widespread acceptance of ODL. The common elements of teaching and learning as seen

by Shale (1988) should be provided in a way that allows the right rigour for a given mode in order to afford teachers and students in each mode to experience quality teaching and learning. None of them should feel that the services provided in the mode they are following yields an inferior quality of education.

Following on this argument, Carlson and Karp (2000) emphasised that experiences of the on-campus learner and the distant learner should have equivalent value even if these experiences might be different. They explained that equivalent does not mean identical and that ODL does not have to use the exact same methods as traditional or face-to-face education in order for them to be equivalent. What the equivalency theory stresses is the importance of equivalent value of the learning experience and the quality of the education that learners studying through either ODL or face-to-face receive. Therefore once a higher education institution decides to embrace both ODL and on-campus face-to-face learning modes and become dual mode, it should ensure that the outcomes of the learning experiences through the two modes have equivalent value, if each of the two modes has to make a significant contribution to the expansion of higher education. Otherwise, the one perceived to have more status and more value will be the one preferred by learners, faculty and all other stakeholders.

Teachers and students in any of the two modes should feel proud to be following that mode. Students should feel that they end up with the same quality of education and with credentials that are of the same value or the same worth with those from the other mode. The more equivalent the teaching and learning experiences of ODL teachers and students are to those of on-campus teachers and students, the more equivalent will the outcomes of the teaching and learning experiences for all. People do not want to be associated with inferiority such that those who find themselves in inferior situations would not continue to be there by choice. Teachers would want to feel that they are spending their valuable time and energy providing a valuable service and students should also feel that they are spending their resources on something that is adding value to their life. Otherwise, none of them would choose to be in or associated with a teaching and learning environment that wastes time and

other resources and which ultimately yields inferior results or tarnishes their image by being associated with it.

The equivalency theory (Simonson *et al*, 1999) had a significant bearing on this study since my interest was to find out why ODL appeared not to grow significantly in dual mode higher education institutions in Southern Africa to allow it to increase access to higher education significantly in the region. Using the UB, the study was to assess how ODL and face-to-face modes compared in a dual mode university in terms of planning and resources provision for each and generally how the equivalency of the value adding of the two together was perceived. The UB had embraced both models and further approved two very important policies (the Distance Education Mainstreaming Policy and the Teaching and Learning Policy) to be implemented within its Strategic Plan that ended in 2009 (University of Botswana, 2003). The Teaching and Learning policy emphasized quality of delivery of all UB programmes, while the Distance Education Mainstreaming policy intended to have ODL applied in all University faculties and Departments, to further the University's priority of expanding access. Both of these policies had the capability to influence widespread delivery of programmes, leading to expansion of enrolments in various programmes through ODL. These were well intentioned policies. However, their achievement of the intended goals (i.e. to increase enrolments and to provide widespread quality and effective teaching and learning) depended very much on their implementation in relation to the concept of equivalency. In this study I intended to probe the perceptions of the academics, both inside and outside the Department of Distance Education, concerning the importance of each of the two modes with regard to their teaching experience at UB, how they perceived the two policies to impact on delivery of programmes through both modes, and how the two policies contributed towards the growth of ODL at UB. Since the University had chosen to be a dual mode institution, I assumed that it was alert to the concept of equivalency to ensure that both modes were promoted such that they could both attract students and teachers who would ultimately produce graduates perceived to be of the same quality, in line with both the distance education mainstreaming policy and the teaching and learning policy. The study would further probe how the higher education planners, policy makers and practitioners perceived the concept of equivalency of the two modes (Simonson *et al*, 1999; Sewart *et al*, 1983), and

how their perceptions at the different levels would affect the expansion of ODL and its uptake at the UB and in the higher education sector as a whole.

Table 1.2 gives indicative areas or issues through which equivalency between the ODL and the face-face mode of delivery could be checked. However, an analysis of how these and any emerging ones facilitate equivalency, or lack of it, is dealt with in detail in Chapter Five, Six and Seven.

Table 1.2: Issues of Equivalency between ODL and Face-to-face Modes at UB

Policy Issues	Strategic Planning Concerns	Quality Issues	Staff & Student Support	Faculty Incentives
Is the motivation for the introduction of ODL based on research results? Any specified objectives for ODL at UB?	Any enrolment targets per mode? How do the set targets compare? What influences the distribution of such targets?	Is the curriculum the same for ODL and face-to-face?	Where does curriculum come from, who develops content, what are their competencies	Research and publication - are ODL modules recognised as publications? Do they have any promotional prospects for faculty? How is research in ODL rewarded?
Is there a specified and defined target audience for ODL programmes?	What structures are necessary for ODL mode – which ones are possible within what time frame?	Are the necessary structures in place?	How is the workload for faculty in either of the modes?	What incentives recognise over-stretched structures if any?
Has the volume of demand for	What are the necessary	Are the necessary resources	How close and accessible to clients	Any and what compensation for



<p>ODL programmes been established? Any enrolment targets to address the demand?</p>	<p>resources? How will the two modes share the resources?</p>	<p>available for both modes (type/quality and amount)? If not enough, how are they shared between the two modes?</p>	<p>(students, tutors) for enhancement of ODL teaching and learning are human and other resources (library, internet, email etc)? What is the level of UB presence in various parts of the country?</p>	<p>staff (part-time or full-time), undertaking work beyond working hours and weekends, as well as for travelling to provide services at centres?</p>
<p>Any specific programmes and levels for either mode – what informs this decision?</p>	<p>How many programmes at what levels to be available through ODL? How do programmes offered through ODL relate to the human resource needs of the economy? Are ODL programmes cost-effective for the University?</p>	<p>How many study hrs are necessary for the content to be taught effectively under each mode? What assessment instruments and strategies are available for each mode?</p>	<p>How many study hrs are actually available for the content to be taught effectively under each mode? Who pays for programmes? How do they pay? Any University bursary or assistance for ODL students?</p>	<p>Any free or subsidised education for staff members and/or their families into UB programmes? What mode does UB prefer for staff training?</p>
<p>Has the University established the necessary staff competencies for ODL development, management &</p>	<p>How often are the staff competencies reviewed and upgraded?</p>	<p>Staff training – what interventions are available for enhancement of staff competencies for both modes?</p>	<p>How has the implementation of the Learning and Teaching Policy improved competencies for ODL development and delivery at UB?</p>	<p>How is best practice and good performance in ODL assessed and rewarded at UB?</p>

delivery?				
How often will the performance of the ODL initiative be evaluated against its intended purpose?	What resources, competencies (i.e. by whom) need to be availed for the evaluation of the ODL initiative and when?	How many times has the ODL initiative at UB been evaluated? What was the focus of the evaluation in each case?	How have the results of evaluation exercises been used to enhance ODL provision and growth at UB?	What feedback has been given to faculty as a result of evaluation and how has this feedback improved staff performance? How has such improvement been recognised?
What is the UB ODL Mainstreaming Policy intended to achieve? What resources, structures and competencies does its implementation require?	How is the ODL Mainstreaming Policy to be communicated to the rest of the UB community?	Is there an ODL Mainstreaming Policy implementation strategy? What level of authority does its driver have for its implementation in other UB structures (faculties, departments)?	Who monitors the implementation and assesses the level of achievement of the ODL Mainstreaming Policy, in relation to its intended purpose?	How has the implementation of the ODL Mainstreaming Policy benefited faculty and students?

The analysis in Chapter 7 of issues raised in Table 1.2, which emerged from the responses of the participants, as well as the documents analysed appeared to give indications of the extent of the acceptance of ODL as a mode of provision equivalent in value and worth to the University community, as the face-to-face mode.

1.10 Data Analysis and Interpretation

This qualitative study is based on interpretive methodologies and principles, where, as observed by researchers across decades (Bell, 1987; Sarantakos, 1997; Seidel, 1998; Neuman, 2006; Taylor and Gibbs, 2010), data identified leads automatically to its analysis, evaluation and interpretation, which may lead to further probing and identification of more data. Seidel (1998) observed that the basic process of data analysis consists of three parts, which are noticing things to be collected, then collecting them, followed by thinking about them, which might result in noticing more things in the data collected and as the researcher thinks about them and having to go back and collect more. Even though the data collection process in this study has been divided into different phases, in practice the phases do overlap and their execution intertwine, as is the nature of qualitative data collection, analysis and interpretation. This typically presents challenges, which continue to be addressed as they arise.

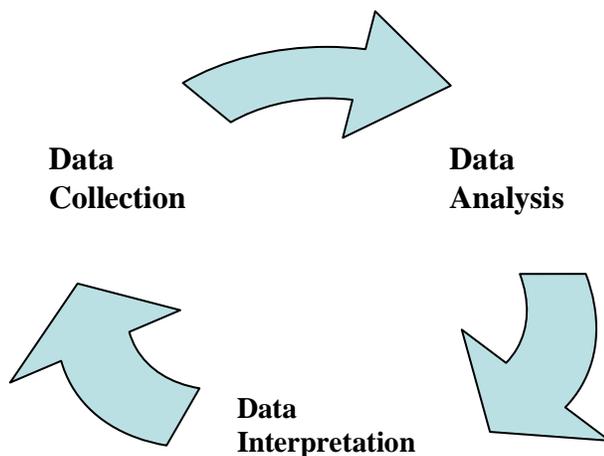


Figure 1.1 The Data Collection, Analysis & Interpretation Cycle

In qualitative interpretive research, the process of data collection is a continuous process. As collected data is analysed and interpreted, more issues tend to arise, which necessitate further investigation (collection of further data, its analysis and interpretation) to clarify other

aspects of the research, until all relevant emerging issues have been studied and the research question addressed fully.

During data analysis, the researcher searches for patterns of data and interprets them, moving from a description of empirical data to interpretation of meanings. Sarantakos (1997) asserts that the first steps of qualitative analysis are made during the data collection stage, during which time, data are collected, conceptually organised, interrelated, evaluated and used as a springboard for further data collection. Therefore data collection in this manner continues to take place concurrently with data analysis. Data analysis in this study follows the Qualitative Content Analysis methodology (Mayring, 2000; Taylor-Powell and Renner, 2003) where the researcher starts sorting out data by carefully reading them, identifying main themes, categorising the material for purposes of analysis, summarising, integrating, transforming and highlighting. This process, which is called data reduction, helps to identify important aspects of the research issue and assists in arriving at conclusions.

Data organisation can also be achieved by being assembled around themes and points and the information categorised in more specific terms. The third and last stage of data analysis is interpretation, in which the researcher has to identify patterns and regularities, discover trends, explanations, and on the basis of which, make decisions and draw conclusions related to the research question (Sarantakos, 1997; Mayring, 2000; Taylor-Powell and Renner, 2003).

1.11 Ethical Considerations

This study adheres to the Ethical Code and Guidelines of the Faculty of Education of the University of Pretoria and seeks permission to undertake research in the identified institutions from their management, as well as for permission and assistance to identify the staff members who will participate in the study.

The following ethical considerations were adhered to:

- (i) **Informed consent:** Participants were informed of the objective of the study (to establish contributing factors to the perceived slow development and expansion of ODL, which was perceived to result in continued acute shortages of access opportunities for higher education in Botswana. They were further informed about their voluntary participation and right to withdraw from the activities of the study, if and when they no longer wished to participate (see **Addendum A**).

- (ii) **Anonymity and confidentiality:** The institutions were not to be anonymous. It was important for the study to end up with empirical evidence of the situation with regard to the development of ODL and it was important to disclose participating institutions for the information to be credible. Individual respondents have been referred to as Participant 1, 2 etc. to maintain anonymity.

An agreement on anonymity was reached with individual staff agreeing to participate. Through the informed consent letter (**Addendum A**) and verbal explanation, the institutions and individual participants were also made aware that the findings might have wider readership within Southern Africa and beyond, since the study was intended to have regional relevance and benefit.

1.12 Credibility and Dependability of the Study

One of the most significant steps of the research process as observed by Neuman (2006) is interpreting data and drawing relevant conclusions that will answer the research question satisfactorily. Since in qualitative interpretive/constructivist research, truth can be multi faceted, some may wonder if meanings arrived at in a given study are valid and dependable. Research has already indicated that truth and reality in social research can be contextual, based on individual perceptions, experience and social interpretation. While quantitative researchers depended on measurable variables and hard figures or numbers, qualitative researchers depended more on social processes and cases in their social context as observed by Neuman (2006). Accuracy and completeness of research are very important as determinants of credibility in qualitative research. Robson (2002) advised the use of audio or

video recording during data collection, to ensure that accurate data is collected. According to Robson (2002), in qualitative research, trustworthiness and accuracy are key determinants of credibility and dependability of the research. Credibility and dependability of the sources of data therefore become crucial, as well as the methods of data collection. This guided my choice of institutions to participate in the study, as well as the selection of the two methods of interviews and document analysis. The semi-structured interviews were audio recorded to ensure accurate data capturing and these were later transcribed. Interviews and document analysis have an important role to play in ensuring trustworthiness of the data collected. Each of the institutions selected had a role in the expansion strategies for access to higher education in Botswana. They also each had a role in the development, implementation and support of ODL at higher education level.

Here I was mainly looking at the characteristics of the sample i.e. the relevance of institutions and individuals sampled, their credibility, dependability and the accuracy of the information they could provide. In this study

- One of the sampled institutions was a dual mode provider of higher education in Botswana and within the region. It had experience in utilising both ODL and on-campus face-to-face models of delivery and the assumption I made was that it would understand the strengths, weaknesses and challenges of each model in addressing access issues at higher education level. Presumably it had also experienced how the existence of the two models under one system enhanced or inhibited the performance of each in terms of improving access
- The last two sampled institutions were those responsible for planning and advising on resource allocation for higher education and training in Botswana and concerned with human resource development, as well as issues of access and equity. These two were expected to know the place and role of ODL at higher education level in the country's education system and how its development and expansion was supposed to be resourced and supported.

From this perspective the sample is fairly representative in terms of relevance, trustworthiness and credibility. From this sample, the study can produce reliable, dependable

and usable results. In terms of individual participants, I targeted decision-makers and practitioners. Planners in all selected institutions were fully aware of the extent of the higher education access problem regionally and at local level, as well as the planned interventions to deal with the problem. Practitioners represented implementers who were expected to know the reality of what was happening on the ground as compared to what had been planned. Looking at the issues from the sides of decision-makers and practitioners was expected to provide some form of triangulation and therefore enhance reliability and credibility of the data and conclusions drawn from them.

Credibility of a study can also depend on the extent to which its findings can be widely relevant and applicable. Even though the findings of this case study are not generalisable, I am of the opinion that its conclusions may derive lessons applicable and relevant to other environments in the region.

1.13 Contributions and Strengths of the Study

This study was intended to contribute to the existing body of knowledge about ODL at higher education level in the region. The study assessed the extent of the access problem for higher education within Botswana and within Southern Africa. It further established the low contribution that ODL had made towards increasing participation at this level locally and in the SADC region. The investigation revealed some likely issues that might be contributing to the slow development and strengthening of ODL in the Botswana higher education sector generally and within the UB specifically, which could be similar in other countries within Southern Africa. In some cases it confirmed fears and assumptions with regard to the stigma that appeared to affect its growth and widespread use in dual mode universities.

The knowledge gathered from the study appears relevant and can be applicable in certain contexts within the region. It will therefore inform higher education level ODL policy directions, practice, curriculum as well as staff development for some planners and providers in Southern Africa.

1.14 Limitations of the Study

The study was aimed at establishing why ODL does not seem to develop fast enough in dual mode institutions in Southern Africa to significantly expand opportunities for participation in higher education. Southern Africa is a very large region with varying contexts. Therefore the sample identified is not representative enough of the region. Its findings are not generalisable. The study could not take a larger sample and include participation from other SADC countries because that kind of scope would have been too large for its purposes and would have rendered the study undoable.

1.15 Delimitations of the Study

This study was not trying to investigate the status of the access problem in each of the countries in Southern Africa, or to assess the impact of ODL in each of those countries. It would not be possible for this kind of study to address such an enormous problem. The study was therefore limited to the identified institutions within the Botswana context. The results were not intended to be generalisable but were hoped to have relevance and an element of applicability in some of the SADC countries.

The sample population could have also included both face-to-face and ODL students, as well as parents and potential employers as their perceptions and preferences are also significant in a study of this nature. Other ODL institutions like Botswana College of Distance and Open Learning (BOCODOL) and Baisago could have been included in the study too. However, I decided not to include the two institutions mainly because the focus of the study was ODL in dual mode universities and these two did not fall within this criterion. The size and scope of the research would have also been unmanageable and too big for its purposes. With regard to inclusion of UB students, the timing of the data collection stage was a limiting factor since it was carried out around the time when students were preparing for end of semester examinations. Most of the lecturers and administrators seemed to prefer this period and it also gave me time to process the findings and write the report in time to submit my work for evaluation. Approached potential student participants from the face-to-face mode actually

expressed reluctance to participate, indicating that they had nothing to comment regarding ODL and claiming that they didn't know anything about it. ODL students on different UB programmes were scattered in different parts of the country and difficult to reach for this kind of research. Some of those who would be coming to Gaborone specifically to prepare for exams, I assumed would be reluctant to participate since they would not find time to do so without compromising their limited study time. Over and above the difficulty to access the students and potential students for interview, I also considered that the focus of the study was really on finding out primarily from planners and providers, why ODL seemed to perform lower in terms of increasing access, compared to the face-to-face mode when operated within dual mode universities. Based on these preliminary considerations, I decided to exclude these potential participants though they would have provided a valuable contribution to the study.

However, the participants who ended up being interviewed, who were the policy makers, administrators and lecturers, provided insight to the challenges that ODL may be facing in dual mode universities and those which might impact on its growth and consequently on its ability to contribute significantly to access to higher education. The institutions from where these participants were drawn were the most relevant institutions for the concerns of the investigation. The lecturers also provided the experiences they had encountered concerning the dissatisfaction of some students with regard to the perceived poor quality of the services they received as ODL students. Some of the documents reviewed also echoed this student concern (Sikwibele and Mungoo, 2009).

1.16 Conclusion

The conclusion for this chapter summarises what the chapter has covered and ends with a brief outline of the whole thesis.

1.16.1 Chapter Summary

Chapter One has indicated that although there continued to be a challenge of increasing numbers of youth and adults who wanted opportunities to undertake studies at higher education level in Botswana (Dodds *et al*, 2008), and other SADC countries generally, the region continued to record very low participation rates for higher education compared to other regions (Donat, 2001; UNESCO, 2007; Daniel, 2007). In addition to the secondary school leaving clientele, there seemed to be an increasing number of adults, mainly in employment, who also required opportunities to enrol for higher education programmes (Dodds *et al*, 2008). Some full-time face-to-face institutions in the region, including UB, had introduced ODL as one of their education delivery strategies, in a bid to increase access and participation in their programmes (University of Botswana, 2006). Despite this development, the numbers accessing higher education programmes through ODL in dual mode institutions appeared to remain very low compared to those accessing them through their full-time face-to-face provision. The Chapter also indicated that low participation in higher education had been seen to adversely affect country and regional economic development (World Bank, 2008a; Bloom *et al*, 2006). While ODL was seen as having the potential to substantially increase participation at this level if its improvement and strengthening could be urgently attended to, this chapter showed that many of the dual mode higher education institutions in the region appeared not to be in any hurry to do so and that as a result, their ODL initiatives seemed to be failing to make any significant contribution towards increased participation. The next two chapters reviewed literature to further determine the level of participation in higher education.

1.16.2 Arrangement of the Thesis

This thesis has eight chapters. Chapter One is an introductory chapter that provides orientation and context of the study, as well as acts as a road map for the study. The literature is reviewed in Chapter Two and Chapter Three. Chapter Two reviews the literature regarding low participation in higher education in Southern Africa in general terms, while Chapter Three examines the situation of low participation in higher education specifically

with regard to Botswana's experience. Chapter Four is the methodology chapter, while Chapters Five, Six and Seven deal with the analysis and interpretation of the data collected through the interviews as well as the documents reviewed. Chapter Eight discusses the findings and draws conclusions on the basis of the data analysis and interpretation. Each of the eight chapters starts with a brief overview that captures what it covers and ends with a concluding statement.

Chapter Two

Participation in Higher Education – The Broader Picture

2.1 Introduction and Overview

The previous chapter established a challenge for higher education institutions in Southern Africa with regard to high demands for this level of education. It also elicited the inability of existing institutions to cope with such demands. Chapter One also established a pattern in Southern Africa which appeared to indicate that in some of the universities that employed both ODL and face-to-face strategies for delivery of their programmes, enrolments through ODL for most of them seemed to remain low compared to their full-time face-to-face enrolments. The chapter indicated that although in theory dual mode universities had embraced ODL and declared their commitment to increase participation in their programmes through it (University of Botswana, 2006), in practice, a pattern seemed to emerge that might be suggesting that ODL was not developed fast enough in these universities, to adequately address the challenge of high and diversified demands for higher education. Notwithstanding this general pattern, in some universities the faculties that adopted ODL seemed to do much better in terms of enrolment compared to face-to-face in the same faculty. The Faculty of Education at the University of Pretoria (UP) for instance, where the enrolment through ODL was so high that they had to cap enrolment within that faculty, seemed to be an example of how ODL could actually increase enrolments substantially even in dual mode settings (University of Pretoria, 2009). However, looking at enrolment beyond one faculty and at the entire university, access still seemed to remain a problem in the other faculties and hence the university as a whole, even in such rare instances. The overall picture seemed to indicate low enrolments through ODL compared to the face-to-face mode of delivery in dual mode universities.

When looking at many of the dual mode universities, it would appear that their ODL initiatives performed much lower than their face-to-face mode of delivery in terms of increasing opportunities for participation in higher education across faculties. Consequently

demands seemed to continue to outstrip provision even with the employment of ODL. Performance of the dedicated ODL institutions in terms of increasing enrolments on the other hand, seemed to indicate that ODL provision might have the potential to address the challenges of high demands for higher education, with their incumbent diversified clientele needs more adequately than the full-time face-to-face provision. However, the situation in some dual mode universities seemed to be telling a different story about ODL. Therefore to allow me to probe this situation, the main research question for this study was intended to probe why some dual mode higher education institutions in Southern Africa continued to enrol lower figures through their ODL than their face-to-face mode of delivery, though ODL was supposed to have the potential to increase access more substantially than face-to-face.

Whereas the first chapter related high participation and achievement in higher education in general terms, with enhancement of economic development, Chapter Two looked closely at this relationship with regard to Sub-Saharan Africa, particularly Southern Africa. It also compared the region's participation ratios with those of other regions, pointing out some of the challenges faced by the higher education sector in most of the Southern African countries. The focus then moved to the concept of ODL and its characteristics, and how these were supposed to give it advantage over face-to-face provision, in addressing high and diversified demands. It became important for me to review the debate surrounding the effectiveness of ODL, which seemed to continue across stages of its development, seemingly contributing to the slowness in its development and expansion. The concepts of the equivalency theory seemed to come out significantly in this debate. The literature review was alive to the likelihood of the impact of the ensuing perceptions on the development of ODL in dual mode universities.

2.2 Higher Education and Economic Development

Increased participation and high achievement in higher education are taken to be some of the main strategic directions that African countries could take to enhance the development of their economies (World Bank, 2008a).

2.2.1 A Shift of Emphasis

Whereas during the seventies and eighties, emphasis appeared to be more on expansion of education at primary and secondary school level, with the understanding that this was the level most important for economic development in the developing countries (Hallak, 1990; Bloom *et al*, 2006), recent research seemed to indicate that developing countries actually needed to expand their participation in higher education, as this had become the level that was regarded as holding more potential to enhance economic development in the global economy (Young, 2006). As Yaw Ansu, cited in the World Bank (2008a), observed with regard to Sub-Saharan Africa, the revival and sustainability of economic growth across Southern Africa also seemed to require urgent and substantial investment in the development of both its human resources and physical infrastructure. Ansu believed that maximising productivity and achieving competitiveness would depend on the success of the region to raise the quality of its human resources. The same observation was made by Carnevale and Porro (1994) that the competitive advantage of nations had been redefined in terms of the quality of national education and training systems, which according to Halsey *et al* (1997), was “judged according to international standards”. Since the Jomtien forum and later the Dakar world summit, efforts seemed to have concentrated on developments towards achieving universal primary education, even though only a few of the developing countries, particularly in Africa had been able to achieve it, as reflected in the Africa Competitiveness Report 2009 (Global Competitiveness Network, 2009). Following primary education, efforts were then focused towards enhancement of transition from primary to secondary education in some countries. A firm foundation could therefore be said to have been laid at primary and secondary education level in some developing countries. However, this turned out not to be the level of education expected to facilitate effective and scientific generation of knowledge, innovation and creation of employment or even that could be considered as giving a country competitive advantage in the global market and global economy (Bloom *et al*, 2006). It is, however, an important level that laid the foundation for the attainment of more advanced levels of education and training.

Bloom, Canning and Chan (2006) submitted that “previously tertiary education was viewed as an expensive and inefficient public service that largely benefited the wealthy and

privileged” (Bloom *et al*, 2006). For several decades therefore, development agencies seemed to have placed great emphasis on primary education and to neglect higher education as a means to improve economic growth and mitigate poverty. Bloom *et al*, (2006) observed that from 1985 to 1989, the World Bank’s worldwide education-sector spending on higher education was 17% from 1995 to 1999, the proportion allocated to higher education declined to just 7%. This observation was also made by Kanwar and Daniel (2008) who reiterated that in the eighties and nineties the World Bank privileged basic education over higher education. Young (2006) challenged the initial belief of some of the African countries and the donor institutions they worked with, that higher education had little role in promoting poverty alleviation and submitted that this level of education and training could have an enormous and sustained impact on economic development and poverty alleviation. Several scholars seemed to be convinced that the availability of good quality higher education and training could result in increased potential for high productivity levels, further resulting in accelerated economic growth (Williams, 1997; Young, 2006; Bloom *et al*, 2006; Pityana, 2008). Pillay, Maassen and Cloete (2003) noted with appreciation a change with regard to negotiations in the General Agreement on Trade in Services (GATS) that in 2000, the global multilateral trade talks for the first time, included higher education and that this inclusion had actually affected policy debates on higher education, for both the developed and developing countries. Young (2006) argued that investing in higher education in Africa may accelerate technological readiness, which would reduce knowledge gaps between Africa and other regions and in turn contribute to innovation and accelerated economic development. The World Bank too, according to Kanwar and Daniel (2008), was now of the view that for countries to achieve sustainable economic development, the Age Participation Rates (APRs) in higher education should be in the region of 40 to 50%. Ansu (World Bank, 2008a), submitted that high quality human capital was central to the growth strategy of Africa. He argued that human capital affects growth through multiple channels, including increasing efficiency of asset utilisation and management, entrepreneurship and innovation, which raise productivity levels, unlock new investment opportunities and promote diversification of products and services and export opportunities. He observed that African countries had gone far in achieving high levels of literacy and increasing enrolments at primary and secondary school level. He urged that the continent needed to urgently move into acquiring higher order

skills and expertise and to intensify knowledge growth, which would allow them to have value add to existing economic activities and enter new industries and services. Literature seemed to indicate that it was the post secondary level education and training that was now being recognised to hold the potential to make more meaningful contribution to sustainable economic development in the globalised world (Williams, 1997; Young, 2006; Bloom *et al*, 2006 and Pityana, 2008), even though good quality basic education was still an important foundation ingredient (World, 2002). The 1998/99 World Development Report cited in World Bank (2002), seemed to be of the opinion that among the most influential changes of the 21st Century were, the increasing importance of knowledge and up-take of information and communication technologies as drivers of growth in the context of the global economy. The report noted that today's most technologically advanced economies were those that were truly knowledge-based and capable of creating millions of knowledge related jobs in an array of disciplines, thereby out-pacing overall growth rates in less technologically inclined economies (World Bank, 2002). A more knowledge-intensive approach capable of sustained development was encouraged for African countries (Williams, 1997; World Bank, 2002; Young, 2006).

2.2.2 Expansion of Higher Education Competing for Resources

Despite the realisation of the importance of higher education for economic development and the urgent need for its expansion, Southern Africa seemed to be facing huge challenges of profound threats such as diseases and poverty, as well as diminishing resources and slowing economic development, while at the same time trying to meet its ever-increasing higher education requirements (Ekhaguere, 2000; Pityana, 2008). While Southern African countries were grappling with these domestic issues, another disquieting reality was that at the centre of social, political, and economic transformation, as Brown and Lauder in Halsey *et al*, (1997) observed, there was the creation of a global economy that had led to an intensification of economic competition between regions and states. Global competition therefore seemed to have created serious challenges for Sub-Saharan African countries, because as they grappled with their local obligations, they also had to consider their state of global competitiveness and its implications on their present and future positions on the international development arena. Urgent expansion of higher education participation, reduction of life threatening

diseases, infrastructure development and intensified technology up-take therefore was observed to be a strategic way-forward for Southern Africa.

2.2.3 Challenges for the Higher Education Sector

Concerns were raised that in developing countries generally, and in Sub-Saharan Africa particularly, the demand for higher education continued to grow much higher than face-to-face institutions could handle (Dhanarajan, 2001; UNESCO, 2005; Boulard, 2005; SADC, 2006; Daniel, 2007). As the 2007 EFA Monitoring Report indicated, although a significant growth had been recorded between 1999 and 2005 in gross enrolment ratios (GER) at higher education level for all regions, Sub-Saharan Africa was still way too low, with an average of 5.1%, compared to Northern America and Western Europe at 70.1% GER. One look at the disparity in these GERs between Sub-Saharan Africa and America and Europe showed a desperate position for Sub-Saharan Africa in terms of competitiveness between the two worlds, as higher order skills, technological advancement, expertise and intensified knowledge growth, which are necessary conditions for sustained economic growth and effective competition in the globalised world, were still in very short supply in Sub-Saharan Africa and in Southern Africa.

Therefore it seemed urgent that Southern African countries needed to do something differently in order to address their chicken and egg adverse conditions, where higher education expansion was a necessary condition for accelerated economic growth, just as economic soundness or a good resource base was a necessary condition for expansion of good quality higher education. Ekhaguere (2000) had foreseen aggravated pressure for higher education in Africa in the new millennium, as post secondary education and lifelong learning became more and more important. Daniel (2007) also detected this pressure and observed that tens of millions of aspiring third-world young adults would be seeking postsecondary education in the coming years.

According to the above discussion, it seemed necessary, at individual as well as society level for these youth and adults to aspire to participate in higher education. The question was how

Southern African higher education institutions planned to deal with this expanded and diverse demand, where in addition to soaring numbers of secondary school graduates, a growing number of prospective adult learners, including workers, the unemployed and people under special circumstances or with special needs also needed opportunities for higher education (Daniel, 2007). Human resource needs of the region also called for innovative human resource development strategies to address the gap between demand and supply for qualified and innovative personnel (UNDP, 2005; Bloom, *et al* 2006). Meanwhile, regional resources and capacity to handle the escalating demands continued to diminish (World Bank, 2009). Doubts have been expressed whether African higher education institutions utilising the traditional on-campus face-to-face mode only, for delivering higher education could develop further and adequately expand access, while maintaining quality (World Bank, 1999). Ebersole (2003) and Browne (2005) drew a conclusion that the question was no longer whether, but how to innovate for institutions seeking to reach more and diverse audiences and to build new forms of support. A major challenge was to find a strategy that could expand enrolment rates for higher education, while maintaining quality.

2.3 The Identified Strategy

ODL has been identified in Southern Africa and other parts of the world as one of the strategies through which universities and colleges could manage to adequately expand participation in higher education and maintain quality (Sherry, 1996; SADC, 1997; Browne, 2005; Daniel, 2007 and Pityana, 2008). Pityana (2008) observed the advancement of information and communication technologies as having enhanced opportunities for expanded quality ODL provision for African higher education institutions. Sherry (1996) also observed that political and public interest in ODL had become high, especially in areas where the diverse student population was widely distributed. Realisation of the potential of ODL to increase participation rates in higher education in Southern Africa had resulted in three dedicated ODL universities in the region; UNISA in South Africa, the Open University of Tanzania (OUT) and the Zimbabwe Open University (ZOU). Several ODL units had also been established within many contact universities and colleges, making them dual mode institutions (Bates, 2000a; Romiszowski, 2004; Daniel, 2002; Dence and Armellini, 2009;

Hope, 2006). However, while ODL seemed to have attracted large numbers in dedicated ODL higher education institutions in Southern Africa, for dual mode institutions, numbers enrolled through this mode seemed to have remained comparatively low, as reflected through the student profiles of some of the universities in Southern Africa as Table 1.1 indicates. These comparatively low enrolment figures through ODL could be indicative of a number of challenges that some dual mode institutions in Southern Africa might be facing. There appeared to be no doubt that the universities were aware that their face-to-face strategies were not coping with the high and diverse demands. This was one of the reasons why they had introduced ODL in the first place (University of Botswana, 2006). However, there appeared to be constraints regarding the expansion of the ODL mode within some dual mode institutions in Southern Africa, to facilitate the intended expanded participation.

2.4 The Problem of Low Enrolments

Southern Africa, like most developing regions, seemed to have been concentrating its education development efforts more at primary and secondary level and less at higher education level. This appeared to have created a wide gap for participation in higher education between Southern Africa and other regions (Pityana, 2008), especially the highly knowledge-based economies, as pointed out by Daniel (2007), World Bank (2008a) and UNESCO (2007).

2.4.1 Outside sub-Saharan Africa and Southern Africa

Literature from outside Sub-Saharan Africa painted a despondent picture with regard to the region's participation in higher education compared to other regions. Donat (2001) and Daniel (2007) observed the lowest APR participation rates in Sub-Saharan Africa and Southern Africa, which was also generally recording the lowest GER in the world (MacGregor, 2008). While the developed countries had an APR of 50% or more, South Asia and Sub-Saharan Africa recorded an average of below 10% (Daniel, 2007). It would appear that although improvements had been made over the years, the situation during 2007/8 was still of comparably very low enrolment rates for Sub-Saharan Africa, as was the case in 2005.

The EFA Global Monitoring Report of 2005 and that of 2007 showed a huge gap between gross enrolment ratios of developed and developing countries, with even more worrying records for Sub-Saharan Africa. Woodley (2004) noted that during the 1960s, Britain had a participation rate of about 6% of the school leavers getting places in full-time higher education. Even though Woodley (2004) was worried about the low (6%) participation rate for Britain during the 1960s, this was quite high compared to the reported 1% by 1965 and 5% by 2006 for Sub-Saharan Africa according to the World Bank (2000) and UNESCO (2007), as well as the average of 3.5% for the rest of the Commonwealth by 1995 (Dhanarajan 2001). More than four decades later, the EFA Global Monitoring Report 2008 comparison drew an even more depressing picture, considering the leaps that developing countries, including Sub-Saharan Africa and Southern Africa, had made in terms of improving access to higher education since the 1960s. A median GER of 55% among developed countries and 11% among developing countries by 2001 was reported by Daniel (2007). Many countries in Western Europe, North America, some in Central and Eastern Europe and a handful in East Asia and the Pacific had achieved a gross enrolment ratio of about 40% in higher education by 2001, while China and India were substantially below 15%. In the majority of Southern African countries for which 1998 data was available, gross enrolment ratios for higher education were still far below 5%, as indicated in the example below extracted and modified from UNESCO (2004).

Table 2.1: Estimated Enrolments in Higher Education - 1998 and 2001 & 1998 GER for Sub-Saharan Africa

Country	Total No of Students Enrolled in 1998	Higher Education GER 1998	Total No of Students Enrolled in 2001
Angola	8 000	0.8%	8 000 (1999/2000 data)
Botswana	6 000	3.1%	8 000
Democratic Republic of Congo	60 000	1.4%	-
Lesotho	4 000	2.2%	5 000
Madagascar	31 000	2.3%	33 000
Malawi	3 000	0.3%	-
Mauritius	8 000	7.1%	13 000
Mozambique	-	-	9 000 (1999/2000 data)
Namibia	11 000	6.6%	13 000
South Africa	634 000	15.3%	639 000
Swaziland	5 000	4.9%	5 000
United Republic of Tanzania	19 000	0.6%	22 000 (2000/2001 data)
Zambia	23 000	2.3%	25 000 (2000/2001 data)
Zimbabwe	-	-	60 000

Adapted from UNESCO 2004: 318 – 325

Table 2.1 reflects a grave concern with regard to low participation in studies at higher education level in Southern Africa. Only about three countries in the region seemed to have achieved a gross enrolment ratio of above 5% by 1998. South Africa appeared to be the only one that compared positively with enrolment ratios of developed countries then, and performed better than China and India, both of which recorded less than 15% GER during 1998 - 2001.

2.4.2 Sub-Saharan Africa and Southern Africa

A focus on literature from and about the region seemed to confirm generally low participation rates for higher education for the region beyond 1998 (Watson, Motala and Kotecha, 2009). By 2008, Botswana's participation rate of the 18 – 24 age group was estimated at about 11.4% according to Tertiary Education Council (2008a) up from 5.12% by 2005 (UNESCO, 2007). South Africa was recording about 17% participation rate according to Pityana (2008). This was also an improvement from the previous just above 15% up until

2006 as reflected in UNESCO (2007). Namibia and Mauritius recorded 5.83% and 17.15% for 2006 respectively, according to UNESCO (2007).

During 2006 and 2007, South Africa seemed to have accounted for about 71% of the total higher education provision in the SADC region (SADC, 2006). Though there seemed to be a notable increase in enrolment rates for most of the Southern African higher education institutions as reflected in the SARUA (2009) report, a large number of students from Southern Africa seemed to be still enrolled in South African higher education institutions. By 2007, about 34 600 students from the other SADC countries were enrolled between the 22 South African state funded universities covered in the SARUA Handbook 2009 (Robbins *et al*, 2009). This seemed to indicate a high level of South Africa's contribution and support for the development and delivery of higher education in the region to that point in time. The SARUA Handbook 2009 (Robbins *et al*, 2009) indicated this continued trend, even though many other state funded universities in SADC also enrolled students from other SADC countries. This indicated student mobility generally prevalent in the region. In 2007 there were more than 2500 international students on campus at the University of Pretoria, representing 60 countries. More than 1 500 of these students came from the SADC countries (University of Pretoria, 2008; SARUA, 2009). In the same year the University of South Africa (UNISA) reported to have on the roll, more than 200 000 students, including those from Southern Africa, other African countries and abroad. Table 2.2 indicates the enrolment pattern of students from Southern Africa in UNISA programmes.

Table 2.2: UNISA Students Head Count by Country (Africa – SADC), 2005 and 2006

Country	Total, 2005	% 2005	Total, 2006	% 2006
Angola	120	< 1	132	< 1
Botswana	1,415	< 1	1,309	< 1
Congo	8	< 1	10	< 1
Lesotho	200	< 1	137	< 1
Malawi	114	< 1	118	< 1
Mauritius	1,308	< 1	1,116	< 1
Mozambique	243	< 1	210	< 1
Namibia	2,574	1	2,335	1
Seychelles	7	< 1	23	< 1
Swaziland	992	< 1	1,125	< 1
Tanzania	77	< 1	83	< 1
Zambia	316	< 1	406	< 1
Zimbabwe	4,585	2		2
Total	11,959		10,652	

Source: Adapted from Lephhalala & Pienaar 2007

From the table above, it appears most of the SADC countries were still very dependent on South Africa for their higher education needs by 2008. People from most of these countries were still taking ODL programmes from South Africa, as the UNISA example demonstrated, even from countries which had introduced ODL at higher education level, either in dedicated or dual mode institutions. This seemed to point out to the slow expansion of the various ODL initiatives in their countries.

2.4.3 A Shortfall in Planned Expansion

Even though an improvement was noticed in the higher education enrolment rate in Southern Africa (Daniel, 2007; Pityana, 2008; Tertiary Education Council, 2008b; UNESCO, 2007 and World Bank, 2008a), many of the countries were still far below the targets they had set

for themselves. The National Human Resource Strategy of Botswana prioritised access to higher education as a major strategic goal to enable transition from a resource driven economy with unskilled low wage labour to a high skilled knowledge intensive service economy by 2026 (Tertiary Education Council, 2008b). By 2007/8 figures, the country had an estimated participation rate of 11.4% (Tertiary Education Council, 2008b). Its projected participation targets were a minimum of 17% by 2016 and a further minimum of 25% by the year 2026 according to the Tertiary Education Policy – White Paper No. 37 of 2008 (Ministry of Education & Skills Development, 2008). Looking at the past record of trying to improve access and participation in higher education and achieving only 11.4% after 42 years of independence, even with the UB embracing ODL since the establishment of the CCE in 1991, it was apparent that something needed to be done differently to realise such a projected participation rate for Botswana. One noticed that the target that Botswana was setting for itself in 2008 for the eighteen years to 2026 was way below the achievement of the knowledge-based economies at the time, which were at more than 70% GER, particularly considering the “ambition to brand Botswana in terms of international competitiveness with the corollary being that its people must be world class performers” (Molutsi, 2006). Even South Africa, one of the countries with the highest participation ratios of about 17% (Pityana, 2008) in Southern Africa, had also fallen short of its projected target of 30% participation of the relevant age group, which was set for 2005, according to the White Paper No. 3 of 1997 (Cloete and Bunting, 2000).

2.5 The Need for a Catching Up Strategy for Southern Africa

The discussion so far has indicated that contrary to earlier assumptions that for alleviation of poverty and improvement of live conditions of the people, Africa needed to concentrate more on the development of basic education (World Bank, 2008a) and less on higher education, recent findings indicated that it was actually higher education and higher order skills training, as well as harnessing information and communication technologies that could bring about more sustained economic development in the highly competitive, knowledge-based globalised economy (Kotecha, 2004; World Bank, 1994, 2002 and 2008b; Watson *et al*, 2009). With the urgency for Southern Africa to work towards catching up (World Bank,

2008b) and closing the gap between it and other regions, as well as challenges related to mitigation of diseases and other disasters, it seemed the region had to urgently devise means of putting infrastructure in place and improving availability and up-take of ICTs, while also accelerating participation in higher education.

Looking at the performance of the first world countries in terms of their high GERs, it would appear not very far fetched to presume that ODL could have had a significant contribution to this healthy looking situation. Davies and Pigott (2004) reported that 87% of institutions with more than 10 000 students in Canada and USA had ODL programmes by 2004. In Canada 57% of the 134 Colleges and Universities were offering online programmes, while in the USA online programmes were offered by 44% of higher education institutions by 1998, which was an increase of 72% since 1994. Several successes were noted by Davies and Pigott (2004) through their assessment of the level of growth of ODL in Northern America and Canada. Europe, Australia and New Zealand were also noted to have had comparable investment drive on ODL initiatives (Perraton, 1991). It appeared that the advancement of information and communication technologies provided a welcome advantage for the successful implementation of ODL (Perraton, 1991; Sherry, 1996; Davies and Pigott, 2004; Pityana, 2008). Guri-Rosenblit (2005) and Browne (2005) saw ICTs and e-learning offering a great potential for ODL and lifelong learning by reducing barriers for continued open access to learning. It is worth noting that within Southern Africa, South Africa and Mauritius, which were noted to have the highest gross enrolment ratios at higher education level in the region, also appeared to have had a long history of ODL. They also seemed to be having comparatively the most advanced technology development in the region.

Interestingly, Davies and Pigott (2004) noted that the economic downturn of the 1990s period inevitably stimulated the growth of ODL in Canada and North America, with a strong e-learning component, presumably implying that ODL, and e-learning, was comparatively less expensive than full-time face-to-face. This line of discussion was quite interesting, considering that inadequate expansion of higher education opportunities in the SADC region could very easily be traced to continued slow economic development, coupled with other hardships of the region. The higher education sector had experienced competition with other

urgent demands on scarce resources, which could have been a contributing factor to its slow expansion. Southern Africa could learn from the developed countries which expanded the use of higher education ODL, particularly during the years of an economic slowdown (Davies and Pigott, 2004).

Looking at the magnitude of the access problems for higher education for Southern Africa and considering resource constraints of the region, it seemed that expansion of campus-based face-to-face education on its own would never be enough to cope with the ever increasing demands at this level. SADC countries through the SADC Protocol on Education (SADC, 1997) had identified ODL as a strategy that would improve access to education and training at all levels of the education system and facilitate the much needed catch up at higher education level. However, despite this regional political commitment to ODL, as well as commitment at country and institutional level, and with examples learnt from other regions that ODL does make a significant contribution in terms of opening up access, its expansion at higher education level still appeared to remain very slow in dual mode institutions in Southern Africa.

People above 18 – 24 suddenly started increasing pressure on the already stretched face-to-face higher education institutions, demanding access into higher education programmes (Dodds *et al*, 2008). This no doubt further compounded the problem of high demands for higher education. However, this trend also seemed like a healthy development that needed to be nurtured, and which could lead to improved productivity and increased competitiveness for the various SADC countries. Pityana (2008) and Molutsi cited in Tertiary Education Council, (2008a) observed this as a healthy and dynamic work environment that could be an opportunity through which to achieve lifelong learning. Since family, work, community and personal commitments might prevent potential students from accessing education and training through face-to-face attendance, the education system should build mechanisms and flexible modes of accommodating this welcome developing culture of learning. Sewart *et al* (1983) called for ways and means of changing teaching methods that could enable universities to utilise resources to the best effect, both quantitatively and qualitatively.

The discussion so far has indicated that ODL was generally introduced to respond to challenges of increased and diverse demands made on the higher education sector, as one of the strategies that had the potential to substantially increase participation in the much needed quality higher education (University of Botswana, 2006; Pityana, 2008; Molutsi, 2008). Many traditionally face-to-face universities in Southern Africa had made commitment to increase access to their programmes, to cater for the growing diverse needs for higher education, both within their countries and at regional level. They had at least in theory and on paper, acknowledged the potential of ODL and their commitment to develop and continue to improve it. The UB, University of Namibia and the University of Zambia were some of the universities in Southern Africa which had embraced ODL in addition to their on-campus face-to-face provisions. However, it appeared that expansion of ODL in some dual mode universities, like UB, continued to lag behind and ODL continued to make very limited impact in terms of increasing access. Data drawn from the universities of Botswana, Namibia and Zambia, indicated very low numbers of students accessing programmes through ODL, compared to those enrolling on their face-to-face programmes (University of Botswana, 2006; University of Namibia, 2007; SARUA, 2009). Comparatively, as the SADC Appraisal Report of 2006 and recently the SARUA (2009) report indicated, higher enrolment figures were achieved through ODL in dedicated ODL institutions, as reflected in Table 1.1. Therefore it became difficult to assume that maybe students in the region did not want to access higher education programmes through ODL. Hope (2006) saw dual mode institutions competing favourably with dedicated institutions because they stand to benefit from advantages of each mode in addressing the dynamic student needs of the current environment. However, the examples from both dual mode and dedicated ODL institutions seemed to indicate that ODL in dual mode universities in Southern Africa tended to perform less than expected in terms of expanding access, contrary to the observation by Hope (2006).

Low enrolment figures on ODL programmes in many dual mode institutions in Southern Africa caused concern since there continued to be a low gross enrolment ratio for the region. Even though ODL was supposed to be capable of expanding access opportunities significantly, as it turned out, access through ODL in dual mode institutions appeared to be just marginal. Similar concerns of low contribution of ODL to the priorities of education and

economic development had been expressed before in South Africa and Botswana (DoE, 1994; DoE, 1996a; Botswana Ministry of Education, 1994). Despite these documented concerns and recommended actions, many dual mode higher education institutions seemed not to maximise their resources for the expansion of ODL in order to benefit from increased enrolments and possibly realise economies of scale, which usually results from large enrolments.

2.6 The Distance Education Strategy

Even though ODL as a strategy for education delivery had been around for many years, research in it as a field of study seemed to be still very limited (Castañeda 2005).

2.6.1 Theory of Distance Education

Simonson *et al* (1999) submitted that theory is important because it directly affects the practice of the field. According to Holmberg cited in Bernath and Vidal (2007), “Scholarly theories imply a systematic ordering of ideas” about a phenomena or the field of inquiry. He explained that theories were of two kinds. One was concerned with understanding, while the other kind was concerned with explanation and prediction. Peters (1967) saw the general goal of theory being to accomplish an understanding of reality. He further explained the centrality of theory to the validity and development of a field of practice, and for the field’s recognition and credibility from those not yet initiated into the field. He reiterated that the theoretical foundations of a field described and informed practice by providing primary means to guide future developments and influence practice and research. Theory reveals new knowledge and suggests alternatives (Bernath and Vidal, 2007). Moore (2007) compared theory to a map that summarises what is known and shows what is not known. He saw the principal value of theory being the knowing what is known, for people who aspire to research, in so far as it indicated the areas for further exploration, or further inquiry (Moore, 2007). It appeared from these submissions by some of the major theorists in the field (Bernath and Vidal, 2007), that without theory there had not been any satisfactory research in

distance education for quite a long time, as observed by other researchers like McIsaac and Gunawardena (1996), Castañeda (2005) and Shale (1988).

Simonson *et al* (1999) observed that although various forms of distance education had existed since the 1840s and attempts at theoretical explanations of distance education had been undertaken for decades, the need for a theory of distance education had largely been unfulfilled for a very long time. McIsaac and Gunawardena (1996) also observed that though there had been a variety of efforts to identify theoretical foundations for the study of distance education, there had been little agreement about which theoretical principles were common to the field. It was observed that without a strong base in research and theory, distance education had struggled for recognition by the traditional academic community (McIsaac and Gunawardena, 1996). The lack of an agreed theory for distance education seemed to have contributed to its limited research and a general lack of recognition, as postulated by McIsaac and Gunawardena (1996) and Castañeda (2005).

By 1972, 1986 up to around 1995, leading scholars in the field of distance education like Moore, Holmberg and Keegan respectively still reiterated the need for a theory for distance education (Simonson *et al*, 1999). However, even though there was no single agreed theory for the wide and dynamic field (as distance education was described by Saba in Moore, 1997), there had been traditional theoretical explanations of the field derived from classical models based on correspondence study (McIsaac and Gunawardena, 1996; Simonson *et al*, 1999). Three classifications of such traditional theories influencing the field of distance education included theories of independence and autonomy by Wedemeyer (1977) and Moore cited in McIsaac and Gunawardena (1996), theories of industrialization by Otto Peters (1967) and theories of interaction and communication championed by Holmberg (Simonson *et al*, 1999; Bernath and Vidal, 2007). Holmberg's description of his theory of "the empathetic teaching-learning conversation" in Bernath and Vidal (2007) captured the essence of the theory, which seemed to conclude that a friendly conversational style of developing distance education learning materials, as well as the interaction between students and tutors, should enhance success. Holmberg argued that the application of a methodological, empathy-creating conversational style, leads to increased motivation to learn and better results than the

conventional presentation of learning matter. He had observed in his experience working with adults and also through his studies that it was generally accepted that friendly atmosphere, helpful suggestions and encouragement supported study motivation and facilitated success (Bernath and Vidal, 2007). He therefore concluded that if distance educators could cater for this empathetic approach through friendly conversation, the outcomes of study by distance would improve.

Otto Peters (1967) submitted that during the 1960s he developed scholarly interest as a pedagogue, in finding out more about distance education, which appeared to him to be a peculiar form of education (Bernath and Vidal, 2007). After applying criteria developed for the face-to-face model of education, he discovered that such criteria could not apply for the distance education model. He then studied the teaching and learning at correspondence schools, colleges and universities at UNISA, European and U.S.A. universities as well as those of the former Soviet Union. He found that common among all of them was a characteristic feature of their teaching and learning approach, which was highly “industrialized” (Bernath and Vidal, 2007). He discovered that distance education was a form of teaching and learning that sprang up and developed only in the industrial age and which he realized was an expression of industrialization. He also discovered that the first owners of correspondence schools were entrepreneurs who found it adequate and profitable to apply methods of industrialization of goods to teaching and learning and that common between industrialization of goods and distance education were criteria like division of labour, rationalization, the use of technical media, mass production and mass distribution. Peters therefore came to the conclusion that such an entirely different structure of education required new and unique learning and teaching behaviours (Bernath and Vidal, 2007). That was how Peters’ theory of ‘the most industrialized form of education’ was born and he believed that distance education, which was transitional in nature, was a product of the industrialized society, whereupon only the “industrial man” was willing and able to study at a “distance” in the same way as only the “post-industrial man” was able and willing to study through online learning, in another stage of its development (Moore, 2007; Bernath and Vidal, 2007). Peters found his theory of the most industrial form of education to have several

dimensions including historical, organizational, economic, cultural, sociological, anthropological and pedagogical (Moore, 2007).

Michael Moore (2007) offered two inter-related theories of ODL (Bernath and Vidal, 2007; Simonson *et al*, 1999). Both of these theories seemed to fall within the interaction and communication as well as the independence and autonomy classifications of distance education theories. One was the theory of transactional distance, whose origins Moore could trace to his first time experience as an adult educator in Kenya, in the 1960s, where he discovered correspondence education (Bernath and Vidal, 2007). According to Moore (2007) there existed a physical, emotional and cognitive distance, which he called transactional distance. Transactional distance created a communication gap, or interfered with understanding between the tutor and the learner (Bennett, 2007). In Keegan (1996) Moore described distance education as a transaction between the tutor and the learner which occurred in an environment that had a special characteristic of separation. This separation, he maintained, led to special patterns of learner and tutor behaviours that profoundly affected teaching and learning. With separation there was a psychological and communication space to be crossed (Moore, 1997). It was in this space where there was a potential for misunderstanding to occur between the inputs of the instructor and those of the learner. Moore explained that it was this psychological and communication space which he called the transactional distance. The more the tutor or learner felt this transactional distance, the further away they would feel from the other person (Bennett, 2007). Moore suggested that this transactional distance could be bridged through a well structured constructive interaction or dialogue between the tutor and the learner, as well as between learners, mediated by interactive learning materials and interactive technologies (Bernath and Vidal, 2007). He saw learner autonomy, which seemed to be the essence of his second theory of independent study, as an indication of the level at which the transactional distance was reduced, with the increase in dialogue (Bernath and Vidal, 2007; Bennett, 2007; Moore, 2007). In his theory of independent study (Simonson *et al*, 1999), Moore discussed the amount of learner autonomy, which increased with the reduction of transactional distance and afforded the learner more control or more independence over his/her learning. According to Moore, the structure of distance education programmes should be concerned with the provision of two-way

communication and the extent to which a programme is responsive to the needs of the individual learner. This way, the transactional distance would be reduced and learner autonomy or the learner's independence and control over his/her learning increased, leading to more successful learning.

There seemed to be a positive and negative answer to the question that sought to find out whether there was a theory yet, which guided the practice of ODL and its research. There seemed to be theoretical foundations for the field, based on the four theories that have been discussed so far and new theories that seemed to be emerging following those. For example, based on these theoretical foundations, most of which seemed to have been muted and actually first published in the 1960s and 1970s (Bernath and Vidal, 2007), Simonson *et al* (1999) came up with a new theory they called the "equivalency theory", which was intended to guide the development and application of ODL and seemed to fit very well as a theory that could go a long way guiding the research, development and implementation of ODL, particularly in dual mode institutions. This was the theory that guided this study.

Central to the equivalency theoretical approach is the concept of equivalency. Full-time face-to-face and ODL learners have fundamentally different learning environments (Simonson *et al*, 1999). It is therefore the responsibility of the distance educator, or the institution, to design learning events that provide experiences with equal value for all the students. The essence of the concept of equivalency in the equivalency theory is reflected in the perceptions of stakeholders with regard to the value of one mode of delivery compared to the other in a teaching/learning environment where the two co-exist. If stakeholders, whether they are faculty, administrators, students, parents or employers, perceive that the value of the teaching/learning experience in one mode is inferior to the other, then they will naturally choose to be associated with the mode that is perceived to be more superior (Simonson *et al*, 1999). A learning experience, according to Simonson *et al* (1999), is anything that happens to the student to promote learning, including what is observed, felt, heard, or performed. They submitted that different students in various locations, learning at different times, may require a different mix of learning experiences. The goal of instructional planning in a dual mode environment would therefore be to ensure that the quality of teaching and learning in

both modes, and the outcome of such teaching/learning experience is equivalent for all students regardless of the mode. Instructional design procedures should provide the collection of experiences that would be most suitable for each mode, to ensure equivalency in the quality of the teaching/learning experience and the quality of the outcome of that teaching and learning process. This seemed to talk to institutional arrangements that are put in place to ensure that each mode is appropriately catered for, through structures, policies, plans, procedures and resources. These arrangements ultimately guide the development and implementation of ODL in dual mode settings, such that the value of teaching and learning through both modes are perceived to be equivalent, even if the teaching strategies are different. Should the teaching or learning experience through ODL and the value of the outcome of that teaching or that learning be perceived as inferior, Simonson *et al* (1999) maintained that distance education would then remain in the periphery, since human beings, where they have a choice and circumstances allow them to exercise that choice, usually go for what they perceive to be giving them more value for their efforts and/or resources. Human beings also usually prefer to be associated with achievement and success rather than failure.

A discussion of the presence or absence of an ODL theory revealed that there were several theories, old and new. However, it appeared that there had not been any one agreed theory of the field, on which to base research and definition. Therefore, the answer to whether or not there was a theory for distance education would be that several attempts that had been made at developing a theory for distance education resulted in several theories, but there does not seem to have been one agreed comprehensive theory for the field. Simonson *et al* (1999) saw the dynamic nature of the environment in which distance education was evolving and practised as being the main contributing factor to this state of affairs.

2.6.2 The Definition of Distance Education

As observed by a number of researchers (Hubbard, 1995; McIsaac and Gunawardena, 1996; Egbert, 2000), there was no agreed definition of distance education or ODL, which occurred in a continuum. Egbert (2000) saw many obstacles to reaching a common understanding of

what distance education was and how it should be carried out. A lack of one comprehensive theory for ODL seemed to result in what Egbert (2000) saw as a lack of solid empirical research on the field, which further brought obstacles of inconsistencies in defining the field. As Shale (1988) observed, ODL seemed to have asserted its existence and become generally accepted as a mode that could bring extended opportunities for access to education, even though it appeared not to have defined itself.

2.6.2.1 Attempts at Offering a Definition for Distance Education

Notwithstanding the lack of one comprehensive theory for distance education, several attempts had been made at defining the concept, or at least its characteristics, based on theories that were developed so far. Keegan (1980) defined distance education as a generic term that included the range of teaching/learning strategies which, within the American education system was referred to as ‘correspondence’ at further education level, ‘independent study’ at higher education level, and ‘external studies at all levels in Australia, ‘distance teaching’ or ‘teaching at a distance’ by the UK Open University. This definition immediately appeared to confirm Egbert’s (2000) concern of inconsistencies. Keegan (1980) agreeing with this concern submitted that with such a proliferation of terminology particularly in the English speaking world, there was need for a clear definition of distance education. Moore and Kearsley (1996) looked at distance education as planned learning that normally occurred in a different place from teaching and as a result required special techniques of course design, special instructional techniques and methods of communication by electronic and other technology, as well as special organizational and administrative arrangements (Moore and Kearsley, 1996). Farrell (2003) observed that open learning had more to do with “policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender, or time constraints and with recognition of prior learning.

Rumble (1989) defined distance education as “a process” in which there must be a teacher, a student, a course or curriculum that the teacher is capable of teaching and the student is trying to learn, and a contract, either implicit or explicit, between the student and the teacher

or between the student and the institution employing the teacher, which should acknowledge their respective teaching and learning roles. Rumble's definition of distance education did not seem to draw any difference between distance education and the full-time face-to-face education, usually referred to as conventional education. Simonson *et al* (1999) presented a difference of opinion where Holmberg (1986) and Keegan (1988) asserted that distance education was a distinct form of education, while Shale (1988) countered that all that constituted the process of education when teachers and students are able to meet face-to-face, should also constitute the process of education when teachers and students are physically separated, implying that distance education was just like conventional education. So the definitions may also present differences of opinions about whether or not this is a field of study separate from conventional education and complicate it even further.

Hubbard (1995) defined distance education as the application of telecommunications and electronic devices which enable tutors and learners to receive instruction that originates from some distant location." Egbert (2000) defined distance education as "institution-based, formal education where the learning group is separated geographically, and where interactive telecommunications systems are used to connect learners, resources, and instructors". Young (2006) described distance education as "the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours", so that communication between the teacher and the learner has to be facilitated through available media, including print, electronic, mechanical. Perraton (1991) defined distance education as "an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner". He went further to indicate that distance education had used a combination of media, including print, broadcasts, face-to-face and other media. It therefore, appeared that there was not yet any single agreed definition of distance education.

2.6.2.2 Characteristics of ODL and its Impact on Access

Notwithstanding the observation that there seemed to be no single agreed definition of distance education, similarities emerged in some of the attempts offered at defining it, as well as describing how it should be carried out.

In addition to the above definitions, Perraton (1991), Miller and King (2003), Walts, Lewis and Greene (2003), COL (2003), Hope (2006) and Rice (2006) all appeared to emphasise certain characteristics, which seemed to distinguish distance education or ODL from the face-to-face delivery mode

- (i) Most of the time teachers and learners are separated in time or place, or in both
- (ii) Teaching behaviours are executed apart from the learning behaviours
- (iii) Dependence on media and its availability rather than on the teacher
- (iv) Use of mixed-media courseware
- (v) Synchronous and/or asynchronous two-way communication systems for interaction
- (vi) Limited face-to-face sessions for tutorial interaction, library, laboratory or practical work
- (vii) Use of industrialised processes and division of labour
- (viii) Potential for massification of education, resulting in economies of scale.

Proponents of distance education asserted that ODL was quite capable of massification of education, without compromising the quality of teaching and learning (Peters, 1967; Perraton, 1991; Moore and Kearsley, 1996). Whereas in a face-to-face environment some classes could benefit from a good lecturer while others might end up with a not so good lecturer, the quality of delivery in an ODL environment could be easily equitably distributed. It was observed that a good lecturer, through materials and/or multimedia technologies, could reach larger numbers of students (Perraton, 1991) in various places, as long as the environment was conducive for such delivery. Otto Peters (1967) saw distance education as a form of education whose characteristics were very closely linked to industrialisation (machination, mass production, mass distribution, division of labour resulting in specialisation). He linked the development of this education mode since 130 years ago, with technological developments upon which its strengths and success depended. Notably, the first University study at a distance in its earliest form of correspondence, started around the same time as the appearance of the first railway lines. A necessary condition for the success of correspondence study then was a relatively fast and regular postal and transport service. Likewise, one of the necessary conditions for the success of ODL in its current form seemed

to be reliable multimedia services and infrastructure. ODL therefore seemed to be capable of massification of education, while promising that the quality of teaching and learning in such massive delivery is not compromised. One of the necessary conditions for the success of face-to-face teaching appeared to be the presence of a teacher or lecturer in the same place as the student. This is where space and student/teacher ratios may present limitations to access in face-to-face environments. In ODL however, space and student/teacher ratios appear to be less of a limiting factor when compared to face-to-face. One of the main conditions for success in ODL, once content had been generated and packaged accordingly, seemed to be technical and technological support through reliable multimedia services and infrastructure (Perraton, 1991; Davies and Pigott, 2004; Browne, 2005; Guri-Rosenblit, 2005). Through technical and technological support, ODL appeared to have the potential to expand access to education much more extensively than face-to-face, and cater for large groups of students effectively (Sewart *et al*, 1983; Dhanarajan, 1996 and Peters, 1967) without necessarily compromising quality.

Certain resources which would require a proportionate increase with any increase in enrolment in face-to-face delivery could be shared much wider in distance education than in face-to-face environments (Perraton, 1991). Since faculty and learners do not have to be in the same place, at the same time for teaching and learning to take place, distance education appeared to have the potential to reach more learners with comparatively less resources than for face-to-face. Bates (2000a) noted that increasing demand for higher education and its consequent large enrolments for face-to-face institutions was making it more difficult to assign professors to undergraduate classes. Therefore less experienced assistants were being engaged to teach at undergraduate level to allow more experienced faculty members to handle more post graduate students. This was perceived to affect the very quality that was apparently of concern with regard to distance education delivery. However, with the advent of technology (and ODL), this discrepancy could be alleviated as faculty would be able to provide high quality teaching, which large numbers of learners could access at any time and any place. A few excellent distance education lecturers would be able to provide education to a larger number of learners compared to face-to-face.

However, technology appeared to be bringing an increased blurring of the boundaries between face-to-face teaching and distance education (Wheeler, 2005; McIntosh and Varoglu 2005). As both modes use more mixed media and blended approaches to teaching and learning, universities were beginning to derive more opportunities for opening access. Even though this development appeared to avail dual-mode universities the opportunity to open up access to their programmes, many in Southern Africa still preferred to utilise media mainly for campus-based programmes and wait for potential clients to come to the university and access such programmes, instead of reaching out to potential students, become more inclusive and realise economies of scale.

2.6.2.3 Stages of Development of ODL

Guri-Rosenblit (2005), Rice (2006) and Taylor (2001) cited in Bernard *et al* (2004), as well as McIntosh and Varoglu (2005), observed that ODL existed in a continuum, graduating from traditional text-based correspondence to fully integrated, technology-mediated teaching and learning. This observation tallied with the observation by Farrell (2003) that ODL has moved from its original ‘distance education’ stage of being mainly a correspondence mode of delivery, which depended on infrastructure like the railway and postal services, to a stage where it is now concerned with opening up access by minimising barriers to learning through the utilisation of information and communication technologies. Pityana (2008) also referred to ODL as an innovative, technology driven ‘education provision’ that held promise and possibilities. In its ‘distance education’ or ‘correspondence’ stage, it appeared to have a lot of limitations in terms of the basic technology it utilised, while in its ‘ODL’ stage it seemed to provide more opportunities for institutions to open up access for participation, in this case in higher education and lifelong learning, to diverse populations who require higher education, whose numbers are observed to be growing and who may otherwise be unable to access face-to-face university programmes.

2.7 The ODL Effectiveness Debate and its likely Impact on ODL Expansion

Seen as a critical phenomenon in higher education, whether in campus-based or distance education mode is the construction of knowledge and the development of a critical mind. While individuals are able to construct their own meaning and understanding in accordance with the constructivist perspective, they do so within the influence and support of their environment and through social interaction and dialogue (Huang, 2002; Gorsky and Caspi, 2005a). Moore's (1997) transactional distance theory seems to have agreed with this line of argument. Dialogue or interaction seems to have a crucial bearing on the quality of the knowledge construction process and the development of a critical mind. Collaborative learning theories emphasised communities where members could support each other in building knowledge, exploring what they already know and considering other perspectives through discussions.

Some researchers (Wikeley and Muschamp) seemed to express concern about the quality and effectiveness of technology mediated dialogue inherent in distance education and ODL. They seemed to hold a view that interaction and dialogue facilitated through media could not achieve as good results as the traditional face-to-face interaction. According to Wikeley and Muschamp (2004), real and meaningful relationships and communities can function effectively only in face-to-face environments. Their view was that the face-to-face contact provided for communication through the unspoken language, since manner and style of the tutor and student are susceptible only to observation and codification. They believed that only an illusion of community could be created in cyberspace.

However, according to Romanoff (2003), Williams (2003), Kennedy and Duffy (2004), Browne (2005), Campbell and Swift (2006), collaborative learning and social interaction could take place in both on-campus and out of campus environments. They maintained that media, especially technology, can facilitate the necessary, and just as rewarding and effective, contact that would promote quality dialogue for effective teaching and learning. In order for learners in ODL environments to build knowledge, they were perceived to just need text-based computer communication tools such as asynchronous discussion systems, which

could support a variety of collaborative learning experiences (Kear, 2004; Huang, 2002). They affirmed that such collaborative and interactive learning activities including peer modelling, mentoring and the use of written language, can result in increased reflection and higher quality performance in problem solving and the development of critical thinking skills.

As Shale (1988) sharing similar opinions with Rumble (1989) and Simonson *et al* (1999) maintained, in every teaching and learning experience there has to be a teacher, a student, a communication medium and content to be taught. Effective and quality teaching and learning should therefore take place in either ODL or face-to-face environment, as long as these basic elements have been availed. Moore in Bennett (2007) suggested well structured technology mediated dialogue for distance education, to reduce the transactional distance. Simonson *et al* (1999) emphasised the centrality of equivalency for the acceptance of ODL, particularly in dual mode environments. Like Moore they suggested that the institution should avail whatever was necessary, including well structured technology mediated interactive communication between learners and instructors. They maintained that the more equivalent the learning experiences of ODL students were to those of on-campus students, the more equivalent the outcomes of the learning experiences would be for all students. They emphasised that experiences of the on-campus students and those of ODL students should have equivalent value, even though they might be following different teaching/learning strategies. They concluded that if all concerned could identify learning through ODL as equivalent to learning on campus, then ODL would become mainstreamed. But if equivalency is not what was perceived, then ODL would remain peripheral to the field of education (Simonson *et al*, 1999).

In agreement with Shale (1988), Bernard *et al* (2004a) submitted that distance education ought to be regarded as education carried out at a distance, while face-to-face instruction was education carried out on a face-to-face basis. Literature has indicated that education carried out at a distance is necessarily technology mediated (Keegan, 1980). That being the case, it would then follow that what constitutes education when the teacher is with students in a face-to-face environment should also constitute education when the teacher and the students are

separated (Shale, 1988). Therefore good distance education applications and good classroom instruction should in principle, be relatively equivalent with one another, regardless of the media used. Distance education can be non-interactive at one end of the continuum, when it is purely correspondence, or highly interactive at the other end, when it is ODL and utilising interactive media. At this end it is perceived to have the potential to achieve a range of instructional objectives and learning outcomes.

In spite of debates on whether or not dialogue in distance education is effective, or whether scholarship through distance education is of comparable quality, several outcome comparison studies between students who studied through campus-based face-to-face systems and those through distance education have been conducted. Bernard *et al* (2004a) in their meta-analysis of empirical literature, assessed how distance education compared with classroom instruction. They focused on the literature taking a comparative evaluative perspective from 1985 until 2002 and analysed a total of 232 studies that met their selection criteria. Their analysis, as well as that of Burgon and Williams (2003) found no evidence of any 'significant difference' in terms of effectiveness between face-to-face and the media facilitated or ODL model. As such no research supports the perception that dialogue or interaction through face-to-face instruction is of superior quality compared to the one through ODL instruction (Campbell and Swift, 2006).

Concluding from these studies, it seems justifiable to assume that the ODL mode is as effective as the campus-based face-to-face mode. Therefore concerns of effectiveness should normally not interfere with decisions to develop and expand distance education. However, since there is limited research in distance education, the effectiveness debates appear to cast doubts in the minds of some planners and providers that quality, value and standards may be compromised through the use of the ODL mode. Such doubts may impact negatively on the development and/or expansion of ODL, as dual mode institutions make choices of spending their meagre resources to expand access to higher education. They may perceive ODL as a high risk model of education delivery in terms of allocation of resources if it continues to be clouded by uncertainty and mistrust. Therefore, as this study investigated what could affect expansion and strengthening of ODL within dual-mode universities, it was important to be

aware of the debates around effectiveness issues and to assess their likely impact on the level of commitment to ODL within such environments. This was one of my areas of interest as I traced the development and expansion of ODL within the Botswana higher education system, and at UB.

2.8 Conclusion

This chapter has indicated recent affirmations of the relationship between participation in higher education and economic development, contrary to earlier perceptions that emphasised this relationship to be more pronounced at basic education level. It has shown that following recent analysis of this relationship, Southern Africa was being encouraged to shift emphasis from a concentration on basic education only, towards also focusing on investing in the expansion of higher education, to enhance economic development, technological readiness and the region's competitiveness in the global economy (Young, 2006). The chapter pointed out the urgency for the region to expand the participation level of the APR, as well as the adult populations in higher education. It has shown increased demands for higher education in the region compared to the low enrolment reflected through several sources, both from within Southern Africa and from outside the region (Williams, 1997; Young, 2006; Bloom *et al*, 2006; Ekhaguere, 2000; Pityana, 2008; World Bank, 2009; UNESCO, 2004; SADC, 2006; University of Botswana, 2006; Dodds *et al*, 2008). Looking at the demands and the history of low participation ratios for the region at higher education level, compared to other regions, the chapter pointed out the unlikely situation where existing higher education institutions through their full-time face-to-face strategies alone would manage to satisfactorily absorb the large numbers with the inherent diversified needs.

The chapter also discussed the slow level of expansion of ODL in dual mode universities in the region, pointing out the need to find out why ODL seemed to be given low attention in such institutions, while they continued to struggle with large numbers demanding entry into their programmes. Having established the challenges of the higher education sector, pointing out that ODL had been identified as one of the catching up strategies to address these challenges, the chapter pointed out that in spite of the urgency to expand ODL, dual mode

institutions seemed not to be in a hurry to improve their ODL initiatives. It then focused on discussing the concept of ODL. This part of the chapter discussed theories of distance education, which guided its development and practice. It established that research in the field was perceived to be low. This situation seemed to be blamed mainly on the lack of an agreed comprehensive theory to guide research, as well as the lack of an agreed definition. The chapter indicated that despite this identified gap, there were characteristics emerging from the attempts at theory and at definition that helped to distinguish ODL from full-time face-to-face provision, some of which seemed to give it advantage over face-to-face, when it comes to large enrolments. The equivalency theory was discussed where the chapter pointed out its importance as a theoretical basis for this study. The chapter emphasised the slow pace at which some of the dual mode institutions seemed to expand ODL, resulting in lost opportunities to benefit from its perceived advantages. Having pointed out that ODL exists in a continuum and relating this continuum with the stages of development of technology, the chapter concluded from the ODL effectiveness debate that, with the use of technology on which its success is perceived to depend, there was no significant difference between ODL and full-time face-to-face provision in terms of effectiveness. The discussion indicated a possibility of a negative impact of ongoing effectiveness debates on the growth and resourcing of ODL in the delivery of quality higher education and a need to explore issues of equivalency in the Botswana higher education environment and specifically within the UB dual mode system.

The next chapter reviews the literature to establish the experiences of Botswana with regard to ODL at higher education level and the environment within which it is growing.

Chapter Three

Participation in Higher Education – The Experiences of Botswana

3.1 Introduction and Overview

The previous two chapters have indicated the importance of enhanced participation and achievement at higher education level for the economic advancement and improved competitiveness of developing countries in the world economy (Carnevale and Porro, 1994; Halsey *et al*, 1997; Young, 2006; World Bank, 2002; World Bank, 2008a). Chapter 2 discussed the slow pace with which some dual mode universities in Southern Africa seemed to facilitate the expansion of ODL, despite their inability to cope with ever increasing and diverse demands for entry into their programmes. This chapter reviewed the same concerns with special focus on the Botswana higher education sector, scanning the environment under which the sector is growing. It then examined some of the education policies and other documents of government, to try and understand the position of the higher education sector with regard to ODL at higher education level in Botswana. The chapter intended to find out whether there were any policies at national level which might enhance or impede the development, expansion or delivery of ODL at higher education level in Botswana. Then it sought to review policies and plans of the UB to understand the planned status, contribution, development and expansion process of the ODL mode at UB, and the resultant contributions towards increasing access to UB programmes, the main emphasis being to establish the level of equivalency between the two modes. While discussing the policy environment and the development and expansion processes of ODL at the UB, the chapter endeavoured to also draw on experiences from other countries.

3.2 Importance of Higher Education

Literature indicated that attainment of higher order skills through higher education was one of the most crucial factors that could contribute to sustained economic development of any country, and also for the country's competitiveness in the global economy (Carnevale and

Porro, 1994; Halsey *et al*, 1997; World Bank, 2002; Young, 2006; World Bank, 2008a). Literature also indicated that Southern African countries, Botswana included, seemed to have challenges increasing their higher education participation ratios in order for them to catch up with the other more advanced regions and to elevate their competitive capacity in the global economic arena. The region seemed comparatively far behind in terms of both economic development and participation in higher education. Average participation for the region still appeared to be below 10% GER, as can be deduced from (SADC, 2006; UNESCO, 2007; Daniel, 2007; World Bank, 2008a).

This situation therefore seemed to call for urgent and increased efforts to enhance regional participation at higher education level. However, competing demands on the already stretched meagre resources seemed to make it difficult (World Bank, 2000) for many of the Southern African countries to expand traditional face-to-face higher education provision to increase opportunities for participation, high enough to absorb the demands, as well as maintain quality (World Bank, 2000; World Bank, 2008a). To address this challenge, the SADC region in 1997 identified ODL as one of the strategies to expand opportunities for increased participation at higher education level while maintaining quality (SADC, 1997; SADC Regional Indicative Strategic Development Plan⁷).

This renewed interest in the importance of higher education appeared to have been echoed with renewed emphasis in the plans and policies meant to transform the Botswana higher education sector since 1994, following the review of the whole education system in 1993 (Republic of Botswana, 1994; Khama, 2008; Tertiary Education Council, 2006; Tertiary Education Council, 2008b; University of Botswana, 2008a). Botswana is one of the countries in Southern Africa which appeared to be striving to expand opportunities to meet the high unmet demands for higher education from youth and adults (Dodds *et al*, 2008).

⁷ The date and place of publication for the SADC Regional Indicative Strategic Development Plan (RISDP) is not reflected. But on 8 February 2006, Mr. Immanuel Ngatjizeko, Minister of Trade and Industry, in Namibia, indicated that the RISDP was approved by the SADC Council of Ministers at their meeting held in Dar Es Salaam, Tanzania, in August 2003 and launched in March 2004, by the Chairperson of SADC H.E. Benjamin William Mkapa

3.3 The Botswana Higher Education Sector

It became important for me to establish the environment within which the higher education sector had been and continued to be developed and expanded, in order to appreciate and acknowledge its challenges and or opportunities.

3.3.1 The Level of Development at Independence

Literature indicated that at independence in 1966 and after 81 years as a British Protectorate, Botswana, which is semi-arid, with a size of about 582 000 km², landlocked between Namibia, South Africa, Zambia and Zimbabwe, was one of the 24 poorest countries in the world (Colclough and McCarthy, 1980; Crowder, 1984; Mokaeya, 1986; Mokaeya, 1992; Mogae, 2005; World Economic Forum, 2009). Many challenges appeared to have faced the new Government, like wide spread poverty, no infrastructure development, except for a Cecil Rhodes railway line running through the eastern part of the country between South Africa and Southern Rhodesia (now Zimbabwe), which was completed in 1897 (Mogae, 2005).

This historical context seemed to illustrate a total neglect of the development of education and other social services during the 81 years of British rule, such that Chiepe cited in Crowder (1984) observed that Botswana was inescapably caught in a poverty trap in 1966. It also appeared like a clear illustration of the human and resource exploitation of African countries by the colonial powers. Leburu-Sianga and Malobe (2000) as well as Mogae (2005) made a similar observation, indicating that the institutional machinery to run the operations of Government was weak, almost non-existent at independence. Almost everything had to be started from scratch. There were eight (8) secondary schools at the time and no university in the country (Dodds and Youngman, 1994). Some writers indicated that there were only about 22 to 40 graduate Botswana nationals (Batswana⁸) at the time of independence in 1966 (Mokaeya, 1992; Mogae, 2005; World Economic Forum, 2009) and about 100 holders of a

⁸ *Batswana refers to the people of Botswana. In Botswana this term includes all citizens of Botswana regardless of race, ethnicity or language spoken. Also see World rank and map Setswana refers to the official indigenous language of Botswana – Botswana (country), Batswana (people of Botswana) and Setswana (language spoken by Batswana)*

senior secondary certificate (University of Botswana, 1999). The government of Botswana therefore identified as a priority, the rapid expansion of secondary education, as a first step towards the development of local personnel to serve mainly in Government Departments, which at the time were manned almost exclusively by expatriates (Crowder, 1984; Leburu-Sianga and Malobe, 2000). In the area of higher education, Botswana is observed to have depended mainly on South African institutions at independence, for both face-to-face and correspondence provision, a phenomenon that seemed not have changed much (Mokaeya, 1992; Leburu-Siyanga and Malobe, 2000; Lephhalala and Pienaar, 2007).

3.3.2 The Population that the Higher Education Sector Serves

It is important to note that Botswana has a relatively young population (Tertiary Education Council, 2008b; Central Statistics Office, 2008a). Estimations of the latest (2001) population census reflected an age structure that swayed the population more towards being youthful. The 0 – 4 years age group formed an estimated 11.6% of the population in 2001, 5 – 14 years formed 25% of the population, while the 15 – 49 years formed about 52% of the population by 2001 (Central Statistics Office, 2008a; also see ([World rank and map](#))). In Botswana children started their seven year primary school cycle at six years of age, though in private schools they could start at five, while in some exceptional cases where some children, for example, with health problems or some of those who lived in very remote areas of the country, might start school at seven or even eight. Generally, 14 – 18 was the secondary school age group, which would take a total of five years from junior to end of the senior secondary school cycle.

The estimated 52% of the population (15 – 49 year old group) would actually be the one of immediate critical concern for higher education, since this was where the bulk of the demand for access seemed to come from. Looking at the estimated age structure, hypothetically about 50% or so of the population would be in need of higher education in twelve years from 2001, notwithstanding drop-out cases and other challenges, and also taking into consideration the population that would be out of school but requiring higher education. It was also established that other groups like those over 25, who formed the bulk of the working adults,

also required opportunities for continuing education⁹ and lifelong learning, and hence made added demands on the higher education sector (Dodds *et al*, 2008). This pattern of population distribution had very significant implications for planning the future expansion of higher education in Botswana.

The whole population was estimated to be around 1.720 million by 2006 (SARUA, 2009), 1,947,806 by 2016 and about 2,221,007 by 2026 (Central Statistics Office, 2008a). These estimates were based on the 2001 Population Census projections for 2001 to 2031 and the Central Statistics Office had taken into account mortality effects of the HIV and AIDS epidemic. The years 2016 and 2026 were identified as important milestone years in Botswana, especially for the higher education sector, which had set its expansion targets of 17% and 25% of the 18 – 24 age group to attain by these years respectively (Tertiary Education Council, 2008b; SARUA, 2009). However, one noticed that the targets set for 2016 and 2026, where participation ratios of 17% and 25% respectively were to be achieved, seemed to be targeting only the 18 – 24 age group and appeared to have excluded the adult population of 25 years and above, which formed another large group that required higher education and training, as well as lifelong learning opportunities (Dodds *et al*, 2008).

It is important to note that even though the majority of the population had always concentrated along the eastern part of the country where there were better rains and cultivatable land, together with more robust infrastructure development, compared to the rest of the country, the vast area mainly covered by the Kalahari Desert also had many scattered inhabitants who required services like education. Achieving equitable distribution of education at primary and secondary continued to be a challenge for the country, primarily because of the nature of the terrain, which hampered equitable levels of development. This is an area where face-to-face higher education provision would continue to find serious challenges and where perhaps employing ODL methods might turn out to be better at addressing the demands in these areas and the equity challenge. Apart from the terrain

⁹ *Continuing education refers to specialist courses to update professionals: regular courses or training designed to bring professionals up to date with the latest developments in their particular field (http://encarta.msn.com/dictionary_1861688271/continuing_education.htm)*

challenge, other challenges of the education sector had to do with the nomadic lifestyle of some of the inhabitants of the remote areas of the country, who like all the citizens needed to be reached by social services enjoyed by the rest of the country, including education. Again ODL might be a more plausible option based on its flexibility.

3.3.3 The Education Policy Environment

It was important to look at the policy environment in Botswana, within which the higher education sector had developed since 1994. The year 1994 is of significance to education in Botswana because it was the year during which the Revised National Policy on Education (RNPE) was approved and the year during which its implementation commenced. The major goal of the RNPE was to prepare Botswana for a transition from a traditional agro-based economy to an industrial economy (Republic of Botswana, 1994). Vision 2016 is another major policy document influencing the direction of developments in Botswana, including those in education, which was formulated in 1997. Through its seven pillars, one of them being to achieve a state in which Botswana will be “an educated and informed nation” by 2016, the Vision envisaged Botswana achieving national transformation that should result in improved social, economic, political, spiritual and cultural lives of all Botswana (Republic of Botswana, 1997). The RNPE and Vision 2016 have been the main guiding policy documents for the strategic direction of the education system since 1994 and 1997 respectively.

3.3.4 Competing Demands

Literature also indicated many urgent needs and demands in Botswana, competing for resources with education in general and higher education particularly, like poverty, unemployment, disease especially the HIV and AIDS pandemic, whose prevalence was estimated at 23.9% by 2008 figures, and making Botswana the second highest after Swaziland (Jefferis and Kapaletswe, 2008; SARUA, 2009). Jefferis and Kapaletswe (2008) indicated that, although the UNDP Human Development Index (HDI) had shown an impressive state of social development for Botswana, the country’s ranking had recently plummeted especially because of the low life expectancy influenced by the effects of AIDS,

which was observed to have severely affected the human resource development achievements that the country had realised since independence (Ministry of Education and Skills Development, 2008). Additionally, literature cited problems like limited energy supply for the economy, high transport costs for some of the high volume exports, as well as the economic slowdown that was affecting the whole world (World Economic Forum, 2009). These were some of the major concerns putting a strain on the allocation of resources particularly for higher education in Botswana.

3.4 Priorities for Education

The basic priority for the education sector is to achieve equitable distribution of all levels of education to all citizens of Botswana. Achievement of this priority appeared to have been hampered primarily by resource constraints, resulting in inequitable availability of infrastructure on which education development and delivery depended.

3.4.1 Goals for the Sector as a Whole

Even though the Government initially prioritised rapid development of the secondary education sector, the 1977 National Commission on Education recommended a shift of emphasis towards the first nine years of basic education, covering seven years of primary education and two years of junior secondary, starting from 1977/78 (Dodds and Youngman, 1994). Following this recommendation and in line with the Jomtien Education for All (EFA) declaration, which also emphasised universal access to basic education, phenomenal achievements seemed to have been made in enrolment for the first nine years of basic education and fairly commendable results of a National Adult Literacy programme running concurrently (Leburu-Sianga and Malobe, 2000; Ministry of Education, 2004). The economic landscape of the country was noted to have changed during this period due primarily to the diamond industry, which supported the expansion in education and achievement in other spheres of development (Leburu-Sianga and Malobe, 2000).

The second National Education Commission of 1993 emphasised expansion in all levels of the education system both quantitatively and qualitatively (Republic of Botswana, 1994). In the 42 years after independence to 2008 therefore, Botswana seemed to have made impressive achievements in expansion of the education system as a whole. This appeared to have been particularly the case for the primary and secondary sectors, where GER for primary (6 – 12 year old) was recorded at 108%, net enrolment ratio of the same age group at 85.6% and the pupil/teacher ratio estimated at about 1:25 (Central Statistics Office, 2008a). For the secondary education sector, the GER was estimated at 52% (Central Statistic Office, 2008a), while that of higher education was 5% by the 2006 figures (SARUA, 2009). The TEC estimated the GER for higher education at 11.4% (Tertiary Education Council, 2008a).

3.4.2 Goals for the Higher Education Sector

The overarching goal for higher education in Botswana has been to contribute to the achievement of sustainable social and economic development and to ensure the country's competitiveness in the knowledge-based global economy (Ministry of Education and Skills Development, 2008). Priorities for higher education appeared to have been guided by the pillars of the National Vision 2016, as well as those identified through both the RNPE and the 2008 Tertiary Education Policy. The two education policies seemed to have identified about four areas of major challenges for the higher education sector, which would form the focus area for higher education during the NDP 10 period (2009 - 2016). These challenges included access and equity, quality and relevance, research and innovation, as well as cost efficiency and cost-effectiveness (Republic of Botswana, 1994; Ministry of Education and Skills Development, 2008). The review of the literature indicated that during the NDP 10 period, higher education aimed to develop the country's high level human resources, as well as build research and innovation capacity (Ministry of Education and Skills Development, 2008).

Up to 2016, higher education seemed to have a significant role to play in ensuring Botswana's successful transition from a resource driven economy to a knowledge driven,

diversified economy with a high skilled, knowledge intensive service sector (Ministry of Education and Skills Development, 2008).

RNPE identified seven key issues of concern for education in Botswana:

1. Access and equity
2. Effective preparation of students for life, citizenship and the world of work
3. Development of training responsive and relevant to needs of economic development
4. Improvement and maintenance of quality of the education system
5. Enhancement of the performance and status of the teaching profession
6. Effective management of the education system
7. Cost effectiveness/cost sharing in the financing of education

Source: Republic of Botswana: Government Paper No. 2 of 1994

RNPE also identified the lack of a comprehensive policy to guide the development, coordination, funding and administration of the higher education sector, as well as the problem of lack of articulation or having a mismatch between secondary and higher education (Republic of Botswana, 1994). These challenges seemed to still obtain, as indicated through the Tertiary Education Policy (Ministry of Education and Skills Development, 2008; SARUA 2009). Though the TEC was established in 1999, until 2008, with the approval of a Tertiary Education Policy for Botswana, there had not been any Government Ministry or Department which was responsible for the coordination of all higher education provision in the country. The responsibility for the different institutions providing higher education had lied within different parent Ministries. The UB fell under the auspices of the Ministry of Education and Skills Development, together with the Colleges of Education and BOCODOL, which by 2007/8 was a new entrant into the higher education sector. The Institute of Health Sciences and Nursing Colleges fell under and were coordinated from the Ministry of Health, while the Accountancy College fell under the Ministry of Finance (SARUA, 2009).

TEC's mandate was to promote and coordinate higher education and determine and maintain standards of teaching, examination and research in higher education institutions. Other functions of TEC as stipulated by its Act were to:

- Formulate policy on tertiary education and advise Government accordingly;
- Coordinate the long term planning and overall development of tertiary education;
- Liaise with both the public and private sectors of the economy on all matters relating to human resources development and requirements;
- Plan for the funding of tertiary education and research, including the recurrent and development needs of public tertiary institutions

(Source: Tertiary Education Council, 2006)

The new Tertiary Education Policy, which was approved by Parliament in April 2008, was meant to address these concerns and called for a well structured higher education sector, coordinated under one ministry (Ministry of Education & Skills Development, 2008). The Policy recommended restructuring of the sector and bringing this level of education and training closer to the human resource requirements of the country.

The Botswana Government and the MOESD, had adopted a system of five yearly strategic planning, resulting in the development of both Ministerial and National level Development Plans and their mid-term review processes. For the MOESD, all the organs of the education sector contributed in the setting of goals and priorities for the Strategic Plan period. This input fed into the MOESD's submission forming part of the National Development Plan. Resources were then allocated in accordance with the identified priorities for the sector. The mid-term reviews allowed the Ministry to evaluate the implementation process, reflect and re-direct or reprioritise as necessary, to address any major emerging issues or opportunities. During the just ended National Development Plan 9 (NDP 9), MOESD and its organs continued to implement RNPE, a strategic direction that would continue to be adopted for NDP 10. During NDP 10, the direction of higher education would also be guided by the newly approved Tertiary Education Policy and the integrated sector wide NDP 10 higher education plan which articulated the initiatives that would be undertaken between 2009 and

2016, meant to lay the foundation of a transformation process for the sector until 2020 (Tertiary Education Council, 2008b).

3.5 Participation in Higher Education

Literature indicated that participation in higher education in Botswana had increased quite substantially (Nhundu and Kamau, 2002) considering the state at which it was at independence, with no university and only a handful of local graduates (Leburu-Sianga and Malobe, 2000; Mokaeya, 1992; Mogae, 2005). However, considering the rate of growth that continued to be achieved within the secondary school sector (Republic of Botswana, 2004), higher education participation, even with such growth, had fallen short of the demand. As UB (2000) observed, Botswana had remained poorly placed in the rankings of middle-income countries with regard to the provision of higher education. The estimated pattern of growth was 3.1% by 1998 (UNESCO, 2004) below 5% by 2003 (Tau, 2003), getting to 5% by 2006 (SARUA, 2009) and 11.4% by 2008 (Tertiary Education Council, 2008a) compared to the figures reflected for primary and secondary education. This immediately indicated a bottleneck at higher education level, even though there had been commendable growth, particularly considering that the country was starting from nothing at independence in terms of higher education provision inside the country. The plan was to reach 17% of the APR cohort by 2016 and 25% of the same cohort by 2026.

There had been only one university in Botswana since 1982, albeit with affiliated institutions. However, more higher education institutions had emerged, particularly in the private sector. At the time of the research, literature indicated that the country had about 27 higher education institutions registered with the TEC, comprising of one publicly funded university, 21 publicly funded higher education institutions and colleges and five (5) privately funded higher education institutions (SARUA, 2009). However, only UB offered degree programmes up to Doctoral level. The other institutions were offering up to Diploma level programmes only, by 2008 records (SARUA, 2009). Until the newly established Botswana International University of Science & Technology (BIUST) starts enrolling degree students, this situation was expected to continue to put a lot of pressure on the only University to

provide degree programmes to those who were looking for anything above diploma. According to recent research in the country (Dodds, Gaskell and Mills 2008; Richardson, 2009), the UB submitted that out of about 20 000 senior secondary completers each year, an estimated 18 000 were eligible to apply for admission into the University. However, the University would hike its entry requirements in order to reduce the number that “qualified” for application. This would reduce the number of applicants for UB programmes to about 12000, of which then 5000 would be admitted. Of these 5000 students admitted, about 3500 would be in the 18 – 24 age group, while 1000 would be adult workers and 500 would be those changing programmes. The Dodds *et al* (2008) study went further to estimate that over a period of five years, a cumulative figure of 70000 potential students eligible for higher education would be without that opportunity at UB, if the situation continued to prevail over that period. BUIST was envisaged to ultimately enrol about 6 000 students (SARUA, 2009), and these would be in the Science and Technology fields only, which would still leave out a substantial number of potential students who wanted opportunities for degree programmes in other fields, but could not get them within the country. Therefore, under that situation, the demand for higher education in Botswana far outstripped the opportunities for provision.

3.6 ODL at Higher Education Level in Botswana

ODL at higher education level appeared to be under serious consideration as one of the strategies to expand participation in higher education in Botswana. The country had acknowledged that the on-campus face-to-face mode of delivery alone was unlikely to have the capacity to handle the country’s higher education needs for the foreseeable future up to 2026 (Ministry of Education and Skills Development, 2008; Dodds *et al*, 2008). Support for ODL had been pledged at national level, as the RNPE and the Tertiary Education Policy indicated. The Tertiary Education Policy adopted by Parliament in April 2008 proposed the establishment of a dedicated state funded ODL higher education institution for Botswana.

3.6.1 The Status of ODL in the Higher Education Sector

The importance of having an official position on the status of ODL compared to full-time face-to-face, in the higher education sector, cannot be over-emphasised. Once the policy is silent about the equivalency issue between the two modes, this might represent a major gap, as indicated by Simonson *et al* (1999) and Dodds *et al* (2008). However, the Tertiary Education Policy and the NDP 10 higher education sector plan seemed to have adopted a silence stance regarding whether or not ODL and face-to-face at higher education level were to be treated as having equal value and equal importance. The two documents did not seem to provide guidance, in terms of the purpose, that ODL was expected to serve in the Botswana higher education sector and the contribution it was expected to make towards the planned expansion of higher education. This could have been because it had not been clarified at national level how ODL status was actually perceived, even with its renewed support and renewed emphasis which was reflected in Tertiary Education Council (2006) and Tertiary Education Council (2008b). Comparatively, Daniel, Kanwar and Uvalić-Trumbić (2007) observed that ODL accounted for 24% of India's higher education enrolments by 2007, and their plan was to have 40% of all higher education participation occurring through ODL by 2010. Whether or not this target was attainable could be debatable. However, the important lesson for Botswana and other Southern African countries employing ODL at higher education level from this Indian experience, is that there needs to be a conscious plan through which ODL providers should know what they are expected at national level, to contribute towards the higher education expansion process. Dodds and Youngman (1994) made this observation about ODL in Botswana, that an important policy-making conjuncture had arrived, and that there were new prospects for the development of ODL as an integral part of the national system of education. However, that conscious and clear national decision about the status of ODL in the higher education sector in Botswana did not seem to have been made yet. ODL providers seemed not yet firmly committed at policy level to be responsible and accountable for a specified target, as was the case in the Indian experience. This seemed to represent a gap in planning and commitment of resources towards the development and delivery of ODL at higher education level in Botswana. If the higher education sector did not know how much contribution ODL should make towards the

achievement of the planned 17% and 25% of the APR by 2016 and 2026 respectively, then it might result in the sector not knowing the amount of resources to commit to the growth of ODL, in order for it to handle the expected outputs.

3.6.2 ODL Policy

There was no policy specific for ODL provision in Botswana. The policy that was in place (RNPE) was for the education sector as a whole. However, the need for a specific policy for ODL had been expressed though its development did not seem to have taken shape yet. It has been pointed out in the ODL literature that it was important to consider development of a national policy for ODL that would guide its development and provision (Dodds and Youngman, 1994; DEASA, 2004). Some countries in Africa like Mauritius, South Africa, Zambia and Zimbabwe, which had made attempts, or were considering the development of policies specific to ODL, perceived that it would enhance the direction and management of ODL provision (Council on Higher Education, 2004; Siaciwena, 2006). As Botswana considered the development of a separate national policy specific for ODL, the ODL practitioners in Botswana would have to provide leadership and guidance on the initiative and in matters of ODL in the Botswana context, whether two separate education policies should exist, one for ODL and another for the on-campus face-to-face mode, or whether there should be only one overarching policy that would address the development and delivery of education in any mode of delivery.

3.6.3 The Development and Expansion of ODL in Botswana

The first National Policy on Education of 1977 (NPE), seemed to have indicated the need for the development of ODL though did not specify who the change agents would be in terms of implementation, especially at higher education level. There were higher education level ODL programmes already in existence within the UB and other Government and private institutions by 1994. However, during the currency of the first National Policy on Education (the period between 1977 and 1994), higher education level ODL initiatives were not really guided by a clear national policy. RNPE on the other hand, did specify the agencies to

implement the recommendations that were specific for ODL expansion. For the expansion of ODL below higher education level, RNPE identified the Ministry of Education through the Department of Non-formal Education to implement the recommendation for the establishment of a dedicated ODL institution, with a mandate to expand ODL provision below the higher education sector. This recommendation culminated in 1998, with an Act of Parliament establishing the Botswana College of Distance and Open Learning (BOCODOL) as the first dedicated ODL institution in Botswana. Following an interim transitional period from 1998, under the guidance of an Interim Board, BOCODOL started operating in the year 2000 with the inauguration of its first statutory Board. Even though the RNPE had mandated BOCODOL to provide ODL programmes below higher education level, the College's Act did not restrict its programme provision to that level only (Republic of Botswana, 1998). This seems to have enabled the College by 2007/08, to expand to include higher education programmes, responding to market survey results that had indicated a serious bottleneck for provision at higher education level (Fentiman, 2001). In terms of expansion of ODL at higher education level, the policy (RNPE) had identified UB through the Centre for Continuing Education (CCE), to be the lead agency in implementation (Republic of Botswana, 1994). So since 1994, even though there has been no specific policy on ODL, the general policy for education provision in Botswana did give clear policy guidelines regarding which agency should play a leading role in terms of development and expansion of ODL in Botswana as far as provision below and at higher education sector levels were concerned, at least within the public sector. However, the 2008 approved Tertiary Education Policy appeared to have re-assigned leadership in the expansion of ODL at higher education level to BOCODOL, with an expanded mandate (Ministry of Education and Skills Development, 2008). The Tertiary Education Policy seemed to have envisaged an expanded BOCODOL, which would have the potential to become an open university for Botswana during the NDP 10 period (2009 – 2016). This new assignment appeared to be in line with BOCODOL's own expansion plans, which envisaged the College to have become an open university by the year 2016 (Botswana College of Distance and open Learning, 2009a; Botswana College of Distance and open Learning, 2009b; Botswana College of Distance and open Learning, 2008). So in terms of what was on the ground with regard to the expansion of ODL provision at higher education level in Botswana, MOESD through the approved Tertiary Education Policy and BOCODOL

institutional plans envisaged an open university for Botswana in operation by the year 2016. As indicated above, at national level therefore, the two Education policies (RNPE and the Tertiary Education Policy) had identified ODL as one of the key strategies through which the country should address the challenge of access bottlenecks experienced mainly at higher education level, which had not been able to expand as fast as the secondary level sector. At institutional level, there were two public funded institutions offering higher education ODL programmes by 2009, BOCODOL and the UB, though BOCODOL had just come into higher education provision. While BOCODOL was a dedicated ODL institution, UB was a dual mode institution.

Since the Tertiary Education Policy recognised the importance of both modes, ODL and full-time face-to-face in the planned expansion process for higher education provision, it seemed necessary at that juncture where the higher education sector was being restructured, reorganised and re-engineered at national level, to clarify the status and roles of each of the two modes. There needed to be clarity at national policy level whether the two modes of provision were to be treated as equivalent to each other in the Botswana education system or in the higher education sector. A policy position specifying the status of ODL in relation to full-time face-to-face mode in the Botswana higher education sector would clarify the expected roles and responsibilities for each mode, their level of accountability and expected contribution of each towards the achievement of the set participation expansion targets. This would also perhaps guide planning and the restructuring and reorganisation process itself, probably assisting in decisions on which areas or target audiences each mode could concentrate on during the first phase of implementation of the policy to 2016 (NDP 10), as well as influence development of appropriate systems guiding their resource allocation. However, the Tertiary Education Policy, like RNPE did not seem to give indication of how the two modes would relate in facilitating an expanded higher education sector. The new Tertiary Education Policy did not give any of the two modes a mandate to deliver on over the NDP 10 plan period. However, I believe that if each mode were to be given a target, being its expected contribution towards realisation of the intended 17% participation by 2016 and another allocation of what percentage each should achieve of the intended 25% participation by 2026, then that would set clear delivery expectations that would guide resource allocation

and provide motivation to deliver to expectations. While recognising the importance of clarity of policy at national level in terms of the status accorded to ODL, it also seemed imperative to have institutional policies, especially in a dual mode institution, to guide parallel planning and implementation of provision through the two modes in one institution like UB, their status and relationship with each other, their mandates etc. It also seemed equally important to translate such policies into clear implementation strategies, detailing roles, responsibilities, expected outputs and outcomes, resource allocation for each of the two modes, and accountability.

3.6.4 Financing of ODL at Higher Education Level

In terms of financing of higher education in Botswana, Government was the main financier through the MOESD. Other institutions, as already indicated were also coordinating some in-service training for their staff, while others were overseeing some training institutions falling under their portfolio. Public funded parastatal institutions received Government subventions every financial year for their recurrent and development budgets and also raised a certain percentage of the budget from their own sources. For individual students, especially the pre-service students whose further education and training fell under the portfolio responsibility of the MOESD, there was a policy that guided their sponsorship. The Department of Tertiary Education & Financing (DTEF), formerly Department of Student Placement and Welfare, was responsible for managing the financing of pre-service higher education provision up to first degree level, as well as placement of students who had to access their higher education through institutions outside the country (Department of Tertiary Education and Financing, 2008).

What continued to be a concern for ODL was that students undertaking their studies through ODL provision were not being given study grants or study loans like those taking full-time programmes, stating that “DTEF will under no circumstances sponsor candidates who have been admitted for part-time programmes” (Department of Tertiary Education and Financing, 2008). There had always been an assumption that ODL was undertaken primarily by adults, who were able to devise means of raising funds to cover the cost of their education and

training. However, in reality, both youth and adults were taking ODL programmes and some of the youth had just come from senior secondary schools and could not find space in the highly competed face-to-face institutions. There were 27 registered higher education providers in Botswana, which were able to enrol only about 11.4% of the eligible population of the 18 – 24 year old, fresh from secondary school (Tertiary Education Council, 2008b). Many school leavers therefore, (over 80% of the eligible 18 -24), who were unable to find places in the existing contact higher education institutions, would usually find themselves stranded because they were unable to raise funds to pay for their further education, particularly if they had to access it outside the country. Experience showed that higher education was quite expensive (Tertiary Education Council, 2008b). Therefore, many potential students continued to struggle to get admission into full-time programmes so that they could get financial assistance, which was not available to them if they were to get admitted into ODL programmes. Lack of financial assistance for ODL therefore seemed to discourage or de-motivate prospective students to look at ODL as an optional mode to reach the same goal of accessing higher education. This further seemed to have the potential to de-motivate ODL providers and subsequently work against much further expansion of ODL.

While initially the sponsorship policy had targeted only the students enrolled in public higher education institutions, by 2008 the assistance was extended to those admitted in private full-time institutions. However, by 2010, those on ODL programmes were still left out of government sponsorship. The policy therefore seemed to continue to discriminate against studying through ODL. Even with regard to training and/or further education of Government and many other employees, ODL was not treated like face-to-face provision. Fees for officers sent for training for full-time programmes were paid up-front, while officers accessing programmes through ODL, even if they were the same programmes from the same institutions, had to pay for themselves first and then claim re-imburement from the employer, on successful completion of their programmes.

When making decisions that students following one mode can be funded and those following the other mode cannot, the question of the perceptions of equivalent value for the two modes, as raised by Simonson *et al* (1999) and Dodds *et al*, (2008), becomes very important, as it is

central to the widespread acceptance of ODL. This illustrates the importance of having an official position at national level, regarding the status and value of ODL in the provision of higher education. Planners and decision-makers should be guided by an overarching national policy as to the equivalency perceptions with regard to the quality and value of ODL. Otherwise a policy that seems discriminatory against ODL like the DTEF sponsorship policy, may imply to the general public that ODL is an inferior mode or a mode not to be trusted with government resources, compared to full-time face-to-face. Considering the stigma that has always bedevilled ODL, it appeared unfortunate that a position that seemed discriminatory against ODL should have been taken by Government and allowed to continue prevailing within the DTEF sponsorship policy, even at a time when other existing Government policies seemed to promote ODL. At national level support for ODL had been pledged through the RNPE and the new Tertiary Education Policy. But policies like the DTEF one on sponsorship could actually bring some contradiction and complications when it comes to practice or implementation.

It has been established that the capacity to address demands for higher education through full-time face-to-face was very limited and that ODL could provide more opportunities for participation. One of the enablers for more people to access higher education is availability of funds. The Dodds *et al* (2008) study reflected variations in responses to the question regarding payment if the prospective students included in the study were to enrol on ODL programmes. A significant number of those below 25 years old and unemployed expected sponsorship from the DTEF/Government or that their families would pay for them. On the other hand, while about half of those above 25 and working would pay for themselves, the other half would expect their employers to pay for their studies (Dodds *et al*, 2008).

A reconciliation of policies and practices seemed necessary, in order to avoid seemingly contradictory positions of the MOESD, where in two of its policies, the RNPE and the Tertiary Education Policy, ODL was regarded as a strategic option for the higher education sector, that should be supported and expanded to increase access and equity, which had been priority concerns since independence (Republic of Botswana, 1977; 1994; Ministry of Education and Skills Development, 2008), but in the DTEF sponsorship policy, which was

supposed to provide an enabling environment for study at higher education level, the Ministry seemed to categorically disassociate itself with support for individuals taking the initiative to enrol through ODL methods (DTEF, 2008). A continuation of policies that are not reconciled could give an impression that Government did not trust that ODL could deliver just as good results as the face-to-face full-time provision and that it might be more risky to pay fees for ODL students than to pay for those attending full-time. If the culture of mistrust for ODL was to be allowed to persist, it might be difficult for Government departments like DTEF, which planned for access to higher education to convince the ordinary people that this mode, which Government had embraced, was just as effective as face-to-face, if they themselves seemed not to be convinced. While the Tertiary Education Council could look into this issue with a view to influencing policy reforms, ODL providers like BOCODOL seemed to have a challenge to fully educate other Government departments about the importance and value of ODL and to change the mindset of the socio political environment, which appeared to still harbour suspicions that maybe ODL was not really as good as face-to-face in delivering good quality education.

3.6.5 Opportunities for the Expansion of ODL

Regarding the opportunity to advance the development and expansion of ODL in Botswana, particularly at higher education level, Jefferis and Kapaletswe (2008) have noted Botswana's rapid uptake of information and communication technologies, or "internet and communication technologies" as DEASA (2004) referred to ICTs like the cell phone. Jefferis and Kapaletswe (2008) submitted that by 2006, it was estimated that in Botswana for every 100 inhabitants, there were 55.7 cell phone subscribers, 63.47 telephone subscribers (landline) and 3.4 internet users (International Telecommunications Union, cited in Jefferis and Kapaletswe, 2008). The Africa Competitiveness Report 2009 indicated that there were about 4.5 internet users in Botswana by 2008/09 (World Economic Forum, 2009). However, the World Bank (2008b) cautioned about the state of development of ICTs in Africa, which it observed was highly dynamic, and that it would be wise to take figures regarding such developments as indicative only because such information was changing quite rapidly. Notwithstanding this caution, the Dodds *et al* (2008) study involving about 600 participants

of the potential higher education level ODL students, covering both urban and rural areas of Botswana, found an encouraging picture concerning access to media/technology during 2008. Regular access for radio was 79%, audio cassette player 60%, TV 77%, video/DVD player 74%, computer 42%, access to internet 22%, telephone (landline) 51% and cell phone 87%. However, as the World Bank (2008b) cautioned, it would be wise to regard such results as indicative only, considering the dynamism of data around the area of ICTs in Africa. The sample of the potential target audience for ODL at higher education level in the Dodds *et al* (2008) survey, was drawn from youth and adults with qualification levels adequate for admission into higher education programmes. These included senior secondary school leavers, working adults who wanted higher education qualifications, as well as unemployed youth and adults whose family, social or other commitments/circumstances did not afford them the opportunity to access face-to-face higher education programmes (Dodds *et al*, 2008).

The Botswana Government, which was commended to have committed resources to improve connectivity and promote educational use of ICTs, was implementing a programme of computerising all secondary schools, to ensure that all secondary school leavers were computer literate (Isaacs, 2007 cited in World Bank, 2008; Jefferis and Kapaletswe, 2008). National e-learning initiatives were at an advanced stage, where an Institute responsible for developing an enabling environment for e-learning advancement was to be in operation during NDP 10, to cater for e-learning needs of all institutions. As already noted, availability of ICTs and computer skills have been seen to enhance chances of success for ODL provision (Taylor, 2001; Dodds, 2002; Pityana, 2008; Sebopelo, 2008; Dodds *et al*, 2008). With regard to the ICT environment, Botswana was reported to be doing well in terms of its degree of preparedness to benefit from ICT developments, though it was still lagging behind with regard to the individual and business components (Jefferis and Kapaletswe, 2008). According to the Networked Readiness Index (NRI) 2007 – 2008 rankings, Botswana was ranked fourth highest in Africa after Tunisia, South Africa and Mauritius and 78 out of 127 countries in the world (Jefferis and Kapaletswe, 2008). Enhancement of the ICT environment, as well as its improved up-take, was a very encouraging and welcome development for the expansion of ODL provision in Botswana, since the success of ODL as

already observed, is enhanced very much by availability of ICT support (COL, 2000a; Bates, 2001; Bates, 2005; McIntosh and Varoglu, 2005; Beyth-Marom *et al*, 2005 and Bloom *et al*, 2006).

3.7 Introduction of ODL in the UB Education Delivery System

According to Dodds and Youngman (1994), ODL was introduced in the UB system in the late 1970s, with a Diploma programme offered by the Department of Theology and Religious Studies between 1979 and 1990. Its challenges were identified to have been pedagogical and administrative as well as low enrolment figures (Dodds and Youngman, 1994). Therefore in 1990, the programme was discontinued.

It appeared that from 1983, the Institute of Adult Education also started offering a Certificate in Adult Education delivered through distance education, initially as a project for the Department of Non-Formal Education (DNFE) of the Ministry of Education, targeting Literacy Assistants (Dodds and Youngman, 1994; Mokaeya, 1986). However, since 1985, this became a normal University distance education programme that extended its clientele beyond just DNFE. A major evaluation of the programme undertaken by 1989 revealed that students, lecturers and employers were overall happy about the programme. The small-scale experience of the Certificate in Adult Education indicated to the University that it was possible to offer relevant, high quality programmes by distance education (Dodds and Youngman, 1994).

A restructuring exercise for the Institute of Adult Education which ended in 1991 saw the establishment of the Department of Adult Education and the Centre for Continuing Education (CCE) in the same year. The latter had a unit responsible for distance education (Tau, 2002). This unit was later elevated to a Department of Distance Education (DED), with a mandate to coordinate all activities relating to the provision of distance education at the UB.

3.7.1 UB Institutional Policy for ODL

Simonson (2002) defined policy as a written course of action, such as a statute, procedure, rule or regulation adopted to facilitate programme development. He went further to explain that policies for distance education provide a framework for the operation of distance education and form a set of agreed-on rules, which explain roles and responsibilities. According to Rogers cited in Simonson (2002), the institutionalization of a new idea should include the development of rules and regulations (policies) for the use of the innovation. Simonson (2002) further submitted that one of the key indicators that distance education was moving into the mainstream would be increased emphasis on policies to guide its effective growth. A close review of the available data from UB did not readily reveal an institutional policy for UB that guided the institutionalization of the ODL initiative within its system, or that guided its further development and implementation. There did not seem to be a policy of the University, which was clearly articulating the purpose for which ODL was introduced within the UB's programme delivery system, or a framework which further determined and guided ODL's expansion or growth. This appeared to be a major gap that could affect the growth and expansion of ODL at the UB. What seemed to exist was only a statement that CCE was "... UB's multi-disciplinary and inter-faculty outreach arm which offers credit and non-credit programmes at degree and non-degree levels within the framework of life-long learning through distance education, part-time evening classes and other extension activities" (http://www.ub.bw/learning_cce.cfm?pid=412)

Within the CCE there was a Department of Distance Education (former Distance Education Unit). The responsibility of the Distance Education Unit (DEU) was stated as "coordinating all activities relating to the provision of distance education at tertiary level at the University of Botswana" (http://www.ub.bw/learning_cce.cfm?pid=412). However, apart from this statement, the rationale for introducing ODL within UB, which had always been a full-time face-to-face institution, did not seem to be contained in any policy document of the University. If such a policy document existed, then possibly it was not readily accessible like some of the policy documents and data, such as information about the establishment of the

Centre for Academic Development, whose purpose and mandate were clearly stated (http://www.ub.bw/learning_cad.cfm?pid=4121&m=132).

Simonsoon (2002) came up with seven categories of ODL policies that an institution might be concerned with. These would include academic policies, key issues of which would mainly be academic calendars, admissions, accreditation, programme quality assurance, assessment, curriculum review and approval processes. There are fiscal, geographic and governance policies dealing with full-time equivalencies, tuition rates, agreements and contracts with collaboration organisations, faculty policies concerned with among others, compensation and workload, design and development incentives, staff development, faculty support, faculty evaluation, intellectual freedom. He also looked at legal policies dealing with intellectual property and copyright issues, as well as faculty/student/institutional liabilities. Then he discussed technical and philosophical policies. It appears all these policy issues need to be addressed and documented, to guide the development and implementation of distance education in a dual mode set up. Siaciwena (2006) talking about the University of Zambia's experience, also observed that there needed to be "a solid framework" for supporting and promoting the development of ODL at the University. He argued that an ODL policy should define the rationale for using the mode, as well as the educational and human resource development needs that need to be addressed (Siaciwena, 2006). Costs and benefits, the necessary institutional arrangements, qualifications and quality framework for ODL programmes and courses, he argued, were all to be defined through the ODL policy. The University also needed to clearly articulate how the ODL policy should be integrated with the other institutional governance policies.

There appeared to be a policy gap to give guidance on the development and growth of the ODL and the face-to-face modes within the UB dual mode system. There did not seem to be stated which audiences ODL was targeting and what specific contribution it was expected to make in the UB's expansion process. Siaciwena (2006) observed that the inability of the economy to support the expansion of education, which in Zambia was recognized as a pre-requisite for socio-economic development, made the provision of distance education in that country "a necessary and important national development activity". The University of

Zambia (UNZA) developed its distance education primarily to provide access to university education and training “for adults” who, for various reasons, could not access university programmes on a full-time basis. ODL at UNZA therefore contributed to the human resource development drive of the country. This submission showed that distance education was a national commitment in Zambia and further that at institutional level, a policy decision was taken by UNZA to develop distance education to target the adult population. From this institutional policy position, the Unit of UNZA that was responsible for developing distance education clearly knew its target focus. A similar policy position seemed to be missing in the case of the UB ODL initiative and there seemed to be uncertainty with regard to its growth direction.

Dodds and Youngman (1994) advised that an institution planning to invest in ODL should clearly articulate the rationale for the development or introduction of ODL. From the documents that I had access to, this policy position did not seem to come out clearly with regard to the UB’s ODL programme. There seemed to be no policy that clearly articulated the relationship between ODL and full-time face-to-face, which were the two modes that the University had adopted to deliver its programmes. It also appeared not stated and hence seemed unclear, whether ODL was equivalent to the full-time face-to-face mode, and if so, what administrative and pedagogic arrangements had been put in place to assure this equivalency, in terms of the value attached to it compared to the full-time face-to-face mode. It seemed not clear whether ODL was introduced or planned to be a support or complementary mode to the full-time face-to-face mode as it had been observed to be the case in some dual mode institutions (Bates, 2000a).

Commenting in relation to the many higher education institutions that were coming into the higher education field several years ago, the UB (1999) had indicated that it was necessary for TEC to quickly resolve the issue of “which institutions and under what governance should offer degree programmes”, cautioning that an “uncoordinated higher education system, which fosters unhealthy competition for resources duplicates effort and does not encourage pooling of resources and talent, can be extremely costly”. One can infer that this concern probably came from the fact that there had hitherto been only one provider of higher

education programmes in the country. There was no source for confusion when that was the case. However, as more players were coming into the scene, the University identified a need to provide direction and clarity as to who should play what role (University of Botswana, 1999). The same advice of the need to clarify roles was relevant when a hitherto full-time face-to-face institution (UB) wanted to introduce another mode (ODL) in its delivery system. COL (2003) stated that a dual mode institution needed to clearly specify the overall role and purpose of ODL in its institutional profile if it was to achieve all its strategic goals and objectives.

3.7.2 Deciding on Relevant Structures for ODL

Taking firm decisions on the various categories of distance education policies (Simonson, 2002) and deciding on a model of distance education to be adopted by the institution (Taylor, 2001), would guide the necessary structures to implement such policies. Taylor (2001) discusses five generations of distance education, which were actually models in the distance education continuum, which an institution has to make a policy decision on in order to guide the development of its ODL initiative, structures, staff development, as well as resource provision. According to Taylor (2001), an institution may decide to operate in the first generation of distance education, which is the correspondence model that utilises the print medium only. It may decide to operate in the second generation of distance education, which is the multimedia model that utilises print, audiotape, videotape, computer-based learning and interactive video (disk and tape). Taylor (2001) calls the third generation of distance education the tele-learning model, which utilises audio tele-conferencing, video-conferencing, audio-graphic communication and broadcasting, which includes television, radio and audio-teleconferencing. The fourth generation is usually taken to be the last generation by some researchers (Bernard *et al*, 2004a), though Taylor (2001) goes further to the fifth generation. The fourth generation or the flexible learning model utilises interactive multimedia online, internet-based access to World Wide Web resources and computer-mediated communication. Taylor (2001) calls the fifth generation of distance education “the intelligent flexible learning model”. This model utilises interactive multimedia online, internet-based access to World Wide Web resources and computer-mediated communication

with automated response systems and campus portal access to institutional processes and resources. Any of the models would require a different set up to implement it. Therefore an institution taking up ODL needs to make some of these decisions early since they are bound to influence the growth direction of the ODL initiative.

Until ODL was introduced in the UB education delivery system, the administrative and pedagogic arrangements, academic workloads and student services including academic calendars, were those supporting a full-time face-to-face mode of delivery and all concerned presumably understood how all these were supposed to function to achieve objectives in a full-time face-to-face delivery system. Once a new player (ODL) was introduced in the existing, well understood system, roles needed to be defined and clarified. The system needed to be re-organised and re-defined, and new administrative and support structures relevant to the ODL mode of operation put in place (Sewart *et al*, 1983). Relations between the two modes were to be clearly defined. Otherwise, as UB (1999) feared, there might end up with an uncoordinated programmes delivery system that could foster a lack of pooling of resources and talent, which might lead to unhealthy competition, duplication of efforts, and all this might result in confusion, ineffectiveness and inefficiency. Tau (2008) made an observation that the DDE had not performed to its full capacity, and attributed this perceived low performance partly to a lack of clarity, referring to the DDE as an ‘unclear system’. This observation from Tau (2008) might indicate the lack of a policy clarifying the important concerns of purpose and status of ODL, roles and obligations, as well as equivalency and relationships between the two modes. An institutional policy should provide a framework for operation and an agreed set of rules clarifying roles and responsibilities (Simonson, 2002; Siaciwena, 2006). According to Tau (2008), by 2008 the UB had started the process of redesigning and re-defining the ODL sub-system to take these concerns into consideration. At UNZA, when such re-organisation took place in 1994, according to Siaciwena (2006), and resulted in the creation of the Directorate of Distance Education, a Senate Distance Education Committee was created, to consider and formulate policy on ODL. the Committee was also to recommend to Senate rules and regulations governing the ODL programme. As observed elsewhere, rules and regulations governing face-to-face are not always applicable to govern ODL (Peters, 1967; Bates, 2000a; COL, 2003; Siaciwena, 2006).

3.8 Planning for UB Expanded Enrolments

Through its NDP 8 (University Development Plan 1997/98 – 2002/03, 1999) which was developed after the approval of the RNPE in 1994, and coincided with the adoption of Vision 2016 in 1997, UB identified growth and excellence as some of its challenges and main priority areas during the NDP 8 plan period. In this priority area of growth and excellence, the University expressed concern that, of the qualified and eligible age group, nearly two thirds of those who actually applied were turned away for lack of places (University of Botswana, 1999). The University also acknowledged that the situation where qualified applicants were being turned away in large numbers was prevailing within a period when the country at large was experiencing a deficit of high-level skilled human resources. This was a big challenge seeing that the UB was, by 2009, still the only higher education institution offering degree level programmes in the country (SARUA, 2009). The University therefore planned during NDP8 to respond to the social demand for education as well as to the human resource needs of the economy, taking cognisance of the issue of quality (University of Botswana, 1999). Distance and lifelong learning were among the strategies prioritised to increase access during NDP 8. One of the objectives set out in NDP 8 was therefore “to increase access to higher education in distance and life-long education” (University of Botswana, 1999). However, the Dodds *et al* (2008) study, taking place about ten years later, at the end of NDP 9, apparently indicated that increasing access was still a huge challenge at the UB. Far more prospective students applied and only a small fraction was admitted, even after applying selection mechanisms meant to reduce the number that “qualifies” (Dodds *et al*, 2008), as well as employing ODL to expand access.

As reflected in the report “*UB Beyond 10,000: A Strategy for Growth*”, the University was planning to expand student enrolments to a figure above 10,000 during NDP 9. The report gave details of how this growth of the student body was to be achieved, by what numbers and emphasis laid in which areas to contribute towards addressing the country’s needs for economic diversification. Coming out very clearly in this report was that the University was planning for expansion of full-time enrolments. The report went on to indicate what

percentage of the full-time undergraduate enrolments would be graduate enrolments and enrolment from international students. The report even indicated how the planned physical developments of the University facilities would impact on the planned target enrolments and suggested a second lower target should the intended physical development not be accomplished in time to enable the intended figure of 15 000 full-time enrolments to be achieved.

However, the report did not show or recommend a percentage of the planned expanded enrolment to be contributed by ODL. Evidently the University did expect ODL to make some contribution (University of Botswana, 2000), even though it was not specified, like it was the case with the contribution of the full-time face-to-face provision through faculties. The report seemed to give an impression that the contribution that ODL would ultimately make should be decided by the CCE, at any later unspecified time. While all faculties were allocated specific percentages that they were expected to contribute towards the targeted enrolment figure during NDP 9, CCE/DDE did not seem to be obligated to make a contribution and on time, except stating that "... in order to realize further growth in student enrolments the Director of Continuing Education should before the conclusion of NDP8 undertake a major and comprehensive strategic review of tertiary distance education demands with a view to mainstreaming distance education throughout the University's policies and programmes and developing and expanding off-campus provision based on a comprehensive and long-term needs assessment study" (University of Botswana, 2000). The review study appeared to have only taken place at the end of NDP 9 and when NDP 10 planning was at a very advanced stage. This seemed to confirm the concern by Tau (2008) that DDE seemed not to be performing to full capacity. If there was no firm contribution of CCE/DDE to the Strategic Plan, which was meant to realise a massive growth like the one in NDP 9, from which a comprehensive implementation plan would arise, it probably would be difficult during implementation for the DDE to perform to capacity. Siaciwena (2006) observed a sense of low level of commitment to and ownership of the Strategic Plan as a whole, where the policy did not provide a framework for operation or where there was a lack of a comprehensive implementation plan. This observation seemed also true for the UB's ODL initiative. A possible gap seemed to be in the report (*Beyond 10,000: Strategy for*

Growth), which was regarded as a guide for change, that sought to strengthen the University through a concise and focused approach to the continued growth of student enrolments (University of Botswana, 2000). The central planning machinery of the University seemed not to have made any full, comprehensive commitment expectation from ODL's contribution towards the planned increased enrolment, through *Beyond 10: Strategy for Growth*, which was the case with the full-time face-to-face strategy. However, the report of a Task Group on Enrolment Planning and Management, which was set up in 2007, did include ODL in the projections made towards achieving the proposed targets for NDP 10. This Task Group was given seven terms of reference, three of which were to:

- evaluate the implementation of the University's NDP 9 enrolment projections to date and assess the current enrolment planning and management situation
- recommend procedures for setting the university's enrolment goals and annual enrolment and output targets for NDP 10 with respect to undergraduate, graduate, part-time and distance programmes, taking into cognizance of the University's Vision, Mission and Values, its Strategic Plan and international best practice
- recommend procedures for ensuring the alignment between enrolments and resource requirements (human, physical and financial) (University of Botswana, 2007).

The report of the Task Group indicated the enrolment patterns during NDP 9 and indicated the contribution that ODL had made, then went on to suggest its contribution in the next plan period (NDP10).

In terms of enrolments during NDP 9, it appeared as if UB ODL enrolments were very low compared to those of full-time and part-time students. In the context of the UB, contact students who attended their regular classes/lectures after working hours or in the evenings, were referred to as part-time students. Instead of tutorials given to ODL students, part-time students were given full-time teaching sessions in the evenings, or after working hours. These students were reflected in the University records as students following a different mode from both full-time and distance education students, as Table 3.1 below reflects. ODL students, on the other hand, comprised of students who studied on their own for most of the time and came to campus only on few planned residential sessions. For the bulk of the time

while they were studying on their own, they would receive assistance through tutorials from part-time tutors.

Table 3.1: Distribution of students by mode of study

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Full-time	10,944	13,104	12,771	12,602	12,935	11,027
Part-time	1,839	2,080	2,605	2,724	2,820	2,764
Distance Learning	0	241	349	384	484	485

Source: Adapted from University of Botswana (2008d)

Similar to the first priority of NDP 9, the first priority area for NDP 10 was “Extending Access and Participation”. Extending access to education and increasing opportunities and levels of participation in University programmes remained a priority in order to achieve Vision 2016 as well as the National Human Resource Strategy (University of Botswana, 2008a). According to UB (2008e), approximately 16 000 full-time enrolments would be possible by 2016 if all of the planned buildings were to be completed as expected in the first half of NDP 10. The University seemed to stress the relationship between enrolment expansion and the achievement of building expansions, which is primarily an expansion condition for full-time face-to-face provision. In case the buildings were not completed as anticipated, the University was planning to enrol lower figures than if the buildings were completed as planned. This could further indicate the emphasis of UB towards more full-time face-to-face expansion and less on the expansion on the ODL side.

According to *A Strategy for Excellence: The UB Strategic Plan to 2016 and Beyond* (2008a), during NDP 10, the University’s goals and objectives under the Priority Area of “Extending Access and Participation” would include the following:

1. Expand full-time undergraduate student enrolments
2. Increase part-time and ODL student enrolments
3. Extend the range of offerings and student enrolments at Graduate Diploma, Masters Degree level and MPhil/PhD

Source: Adapted from UB (2008a)

The following recommendations of the Task Group for NDP 10 projections included full-time and ODL contributions towards this expansion and they seemed to have been accepted and included in the *UB Strategic Plan to 2016 and Beyond*.

Table 3.2: Full Time Undergraduate Enrolment Projections to 2015/16

	Year	NDP 9	NDP 10
Actual	2007/8	11,205	-
Projected	2008/9	11,257	-
	2009/10		11,845
	2010/11		12,418
	2011/12		13,040
	2012/13		13,719
	2013/14		14,464
	2014/15		15,288
	2015/16		16,209

Source: UB (2008d)

Table 3.3: Part-Time & ODL Student Enrolment Projections

	2008/9		2009/10		2010/11		2011/12		2012/13		2013/14		2014/15		2015/16	
	PT	ODL	PT	ODL	PT	ODL	PT	ODL	PT	ODL	PT	ODL	PT	ODL	PT	ODL
Diploma	1973	71	2033	73	2094	75	2156	78	2221	80	2288	82	2356	85	2427	87
Bachelor	0	436	0	449	0	462	0	476	0	490	0	505	0	520	0	536
Total	1973	507	2033	522	2094	538	2156	554	2221	570	2288	587	2356	605	2427	623
Grand Total		2480		2555		2631		2710		2791		2875		2961		3050

Source: Modified from UB (2008d)

It would appear from this plan and the previous NDP 9 enrolments that the UB's projections were quite modest on all three options through which they enrolled students. It appeared that, as for full-time students, enrolment was planned at between 5% and 6% growth over the

NDP 10 plan period. Enrolment through ODL and part-time was maintained at 3% growth per annum as was the case in the previous NDP 9 plan period. Although the University seemed to be cautious concerning expansion, it would appear that it had not fully embraced the notion that ODL could actually enable the institution to grow its enrolment much faster than face-to-face could. From the above projections, it appears the University did not have very high demands or expectations on ODL expanding higher education as the mode usually promises, since enrolment projections for ODL looked very low compared to those through full-time face-to-face and part-time. ODL seemed to have been contributing very low numbers to the student body during NDP 9 and seemingly it was still planned to contribute just as low during NDP 10.

3.9 Equivalency Enhancing Policies

During NDP 9 the University approved two very important policies that seemed to have a direct implication on my concerns about equivalency between ODL and full-time face-to-face in dual mode higher education institutions. The Distance Education Mainstreaming policy and the Learning and Teaching Policy were to be implemented within the NDP 9 Strategic plan period (University of Botswana, 2003). The Learning and Teaching Policy (University of Botswana, 2008f) emphasised quality of delivery of all programmes of the University, while the Distance Education Mainstreaming Policy intended to have distance education applied in all University faculties and Departments, to further the University's priority of expanding access (University of Botswana, 2005). Both policies appeared to have the potential to enable the University to achieve expansion of enrolments in various disciplines through both full-time face-to-face and ODL provision as well as ensure quality delivery of programmes. Through an effective implementation of these two policies, the University could achieve equivalency and parity of esteem between its two modes of delivery, if that was the over arching intention. However, as indicated before, a policy that articulates the rationale for ODL and its status, how the two modes relate, as well as their planned expansion, which would have gone a long way in expressing the state of equivalency, did not appear to be in place at UB. As Simonson *et al* (1999) argued, the concept of equivalency is central to the widespread acceptance of ODL. They maintained that

if teachers, learners or the public in general identified learning at a distance as equivalent to learning on campus, then distance learning would become main-stream. However, if ODL was perceived not to be equivalent to face-to-face and its value was perceived to be lower, then it would continue to be peripheral within a dual mode university.

The Distance Education Mainstreaming Policy and the Learning and Teaching Policy should once implemented, enhance the profile of ODL at UB since both could bring a sense of equivalent value in the experiences of the ODL teachers and students compared to the on-campus students (Simonson *et al*, 1999). However, their achievement of the intended goals (i.e. to increase enrolments and to provide widespread quality and effective teaching and learning) depended very much on how they were understood and implemented. Their implementation could further be influenced by the perceptions of UB staff in terms of the equivalency and status of each of the two modes through which the UB programmes were delivered. Impressions of this implementation come out of the findings of this study regarding the perceptions of the UB participants, both inside and outside the DDE. How they perceived the two policies to affect their work on the ground and whether they perceived ODL and full-time face-to-face as equivalent came out clearly during the data analysis process.

3.10 Conclusion

This chapter started by reiterating the important relationship between economic development and higher education and the achievement of high skills. It also touched on the high number of unmet demands for higher education in Botswana. The chapter then focused on the Botswana higher education sector and the growth of ODL at higher education level in Botswana. The chapter has scanned the environment within which ODL at higher education level was growing, including the historical environment of education at independence, the demographic environment and population structure, national policies that could enhance and or impede its growth. The chapter indicated that there was no specific ODL policy for Botswana. However, the growth of the mode was planned through the RNPE and the Tertiary Education Policy (Ministry of Education and Skills Development, 2008; Ministry of

Education, 2001; Republic of Botswana, 1994). The discussion indicated that at national level there was support for the growth of ODL through the general education policies in place, even though implementation was partly impeded by the sponsorship policy, which appeared to discriminate against ODL. The lack of government sponsorship support for students undertaking ODL programmes was pointed out as a possible delaying factor for the expansion and uptake of ODL at higher education level in Botswana.

The literature review seemed to indicate that ODL did not grow fast enough to have much prominence in UB as a dual mode university. There seemed to be a lack of national and institutional policies that guided the relationship between ODL and the face-to-face mode, as well as the planned growth of the ODL mode. Through an examination of some MOESD policies, the chapter also pointed to a possible mindset of stigma and mistrust concerning the quality and value of teaching and learning through the ODL mode. UB Strategic plans indicated a modest growth of the student body through all the modes they employed. However, the figures that were planned for ODL over various plan periods seemed to indicate a lack of or reluctance to expand the ODL mode.

On the whole, comparative literature seemed to demonstrate that ODL was generally facing negative judgement and stigmatisation within some dual mode universities, possibly right from planners to top University management and faculty down to students (Badu-Nyarko, 2006; Bower, 2001; Gould, 2003; Noble, 2000; Clark, 1993; Ipaye, 2007). There seemed to be revealed within some of these institutions, perceptions that ODL was inferior when compared with face-to-face delivery. Noble (2000) detected a state of notoriety that distance education was gaining through the attitudes of faculty towards it. The participants in the Noble (2000) survey also seemed to indicate that institutional support and training for using instructional technologies and distance education could be inadequate in many dual mode universities.

Chapter 4 puts forward the most appropriate methodology for the study to analyse both the indications suggested by the literature review and the experiences and perceptions of the participants.

Chapter Four

Research Design and Methodology

4.1 Introduction and Overview

Based on the foregoing chapters I made an assumption that there was high demand for participation in higher education in Botswana, which the local higher education providers were not able to satisfy through the face-to-face mode of delivery alone. The second assumption that I made was that ODL had been adopted within the UB system to substantially increase participation in higher education in Botswana and to address diverse needs of the potential clientele. Another assumption I made was that even though UB had adopted ODL as one of its strategies to increase participation, the expansion of the ODL mode within the UB system was slow compared to that of the face-to-face mode. My last assumption was that there was a low opinion of the ODL mode within the UB community compared to the face-to-face mode, which assumption brought questions of equivalency between the two modes. The analysis in Chapter Five, Six and Seven therefore explored these assumptions, focusing on interpreting the views and experiences of the various stakeholders involved in the planning, development and implementation of higher education ODL in Botswana, as well as assessing the documents listed under Table 4.2 and 4.3 in this chapter. The main research question guiding this study explored why there seemed to be continued low enrolment in some dual mode higher education institutions in Southern Africa despite their embracing ODL as a strategy to improve access to university programmes.

This chapter outlines the methods used to explore this phenomenon. In the first part of the chapter, I explain the rationale for being more inclined towards the qualitative research approach than towards other possible approaches in the human and social sciences, where this study resides. As Creswell (2003) observed, research practices lie somewhere on a continuum between qualitative and quantitative approaches and studies tend to be either more qualitative or more quantitative in nature. However, the mixed methods approach has emerged as the third approach, which more and more researchers tend to prefer. The chapter

also explains and justifies the preferred data collection and analysis strategies and procedures. Decisions about selected data sources in terms of sites and participants are also discussed. The conceptual framework influenced the study to explore how far the principles of the equivalency theory are at play in dual mode higher education institutions. Here I reiterate the importance of equivalency when considering general acceptance of ODL within education and how issues of equivalency might affect its growth and performance with regard to its ability to expand access to higher education.

4.2 Epistemology

Since I was researching the problem of limited accessibility to higher education, which was and still is a human phenomenon of a wider social concern in Botswana, I had to deal with human subjects and hence highly subjective data, in addition to data from documents. I aligned myself with the interpretive/constructivist knowledge claim, where reality is individually and socially constructed and the truth multifaceted (Robson, 2002; Creswell, 2003; Neuman, 2006). I realised that since points of view differ and each individual can interpret a situation differently from where they stand, I would have to make careful judgements and conclusions, in terms of understanding the problem under investigation, based on the data I collected from research, official documents as well as the opinions and perspectives of the participants. Since most of the time, the researched social issue affects social researchers directly, they do not stand aside and stay divorced from the issues and environments in which they are researching. This was true in this research, because I was within the environment where the challenge of limited access to higher education persisted, while the expansion of ODL was completely constrained. That is why I was concerned and wanted to find out more about the problem.

When researching a human phenomenon, one should realise that a researcher too comes to the research activity with his or her own perceptions on the issue. What then becomes very important is for the researcher to be able to listen carefully to peoples' views and opinions on the issue under investigation and consider their perceptions and interpretations concerning their experiences, and reconcile that with his/her own to draw informed conclusions. As

Creswell (2003) observed, humans engage with their world and make sense of it based on their historical and social perspective. This is true for both the participants and the researcher. I was interested in understanding the problem of low growth of ODL in dual mode universities and continued low enrolment, despite continued outcry for more access to higher education.

I needed to have a better understanding of this problem through the points of view of the participants. However, I also came with my own perceptions having worked in an ODL environment for many years and experienced its situation with regard to its status, its expansion process and its performance in expanding access to higher education, in both dual mode and dedicated institutions.

I initially worked for the Department of Non Formal Education, which was a department in the Ministry of Education, providing secondary level ODL programmes, as well as a national literacy programme. Through working in this Department for seventeen years I had observed many constraints impeding the growth of ODL, within a government department, which provided two major national programmes. I gained further experience of working in an ODL environment at the UB in the Distance Education Unit, for three years. For the past nine years to date, I have been working in a dedicated ODL institution (BOCODOL), which initially offered only secondary level programmes but has since extended its mandate to include higher education programmes. Like UB, BOCODOL is a parastatal institution under the MOESD. That has given me a total of about 30 years of experience working within ODL environments in Botswana, as well as closely working with partner institutions within the SADC region, as a staff member of the various institutions in Botswana. Naturally I have also developed interest in reading widely in the field and am familiar with a lot of literature in that regard. My own perceptions and experience in ODL therefore influenced as well as assisted me as I analysed and interpreted the data in the next three chapters, to try and understand the participants' interpretation of the phenomenon. My own perception has been that the Botswana higher education sector has not accorded ODL the support it deserved and needed in order to increase higher education enrolments in this country, over many years of

its existence in the system. My quest therefore was to try and understand what could be contributing to this state of affairs.

My study was influenced by the interpretive/constructivist epistemological perspective because it was exploring people's views and perceptions concerning the development of ODL in the Botswana higher education sector and within UB, in order to understand why the strategy seemed not to significantly improve enrolments in dual mode universities. I explored their perceptions with regard to the performance and challenges of ODL in achieving the intended contribution to the expansion of opportunities to access higher education. I was interested in understanding the problem from the points of view of the participants. Social researchers do not stand apart and stay divorced from the issues and environments in which they are researching. Most of the time, the researched social issue affects them directly because they are part of the environment where this challenge exists. This was actually true in my particular case, which was why I was concerned and wanted to find out more about the problem in the first place. I was coming with my own perceptions concerning the status of ODL within the Botswana higher education sector, the perceived stigma it has had to deal with, its slow expansion process and its performance with regard to expanding access in both dual mode and dedicated institutions. Naturally, my own background and experiences would play a part as I go about collecting and analyzing the data from the various participants and from the literature review. However, I intended to construct my understanding largely on the basis of my participants' perceptions and interpretations of the phenomenon.

4.3 Research Approach

Research in the social and human sciences can use qualitative, quantitative or mixed-mode research approaches. While quantitative research is usually aimed at testing theory, is measured in numbers and data analysed using statistical techniques, the goal of qualitative research is to understand a social problem from multiple perspectives. It is conducted in a natural setting, analysed by identifying, coding and categorizing patterns found in the data (Bryne, 2001; Creswell, 2003; Taylor-Powell and Renner, 2003; Trace, 2001). Certain types

of problems are better tackled through certain research approaches and the choice of the preferred approach is usually to a large extent guided by issues that the researcher intends to address and also by the intended usage of the findings. Strauss and Corbin cited in Hoepfl (1997) observe that qualitative methods can be used to understand better, any phenomenon about which little is yet known, or to gain new perspectives on things about which much is already known, or to gain more in-depth information that may be difficult to convey quantitatively. Qualitative research investigates the why and how of decision making, or of phenomena, as compared to what, where, and when of quantitative research (Voeten, 2006; Yin, 2003a). It places much emphasis on close interaction of the researcher with the people researched, the researcher assessing and discovering meaning out of what people who are experiencing a situation have to say about it, and examining their related records, in order to understand the phenomenon better (Creswell, 2003; Woods, 2006). My belief that knowledge is socially constructed influenced me to use qualitative approaches, which allows me to explore the multiple perspectives from both the participants' views and what is contained in the documents available on this topic. Quantitative research, on the other hand, is more concerned with hard evidence to confirm or refute theory or hypothesis. Due to its concern about hard scientific evidence, quantitative research lays more emphasis on quantifying, counting, measuring and producing estimates and averages. If anything, it can be interested in the mathematical significance of people's words, actions and records, rather than their meanings (Hoepfl, 1997; Bianco and Carr-Chellman, 2002).

When it comes to usage, while the use of qualitative research findings is generally to illuminate and have a better understanding of situations or phenomena and even to understand why the situation prevails, the use of quantitative research findings is generally to test hypotheses or theories, as well as to generalize findings from the sample to the population from which it was drawn (Trochim, 2006). This is not to say that findings from quantitative studies do not achieve a better understanding of a phenomenon, or that qualitative research can never be used to test theory and hypotheses, or even its findings be generalized, because in certain cases, some qualitative researchers have used findings for such purposes. For instance, Yin (2009) as cited in Daughtery (2009) effectively demonstrated that case study findings can be generalized. He has given examples of the work

of William Whyte (“*Street Corner Society*”), where a descriptive case study about a neighbourhood could be generalised to other neighbourhoods. His similar example is the recent study by Neustadt and Fineberg on effects and mechanisms of mass immunisation of swine flu in America, findings of which could be generalisable to other parts of the world. The report (“*The Swine Flu Affair: Decision Making on a Slippery Disease*”) is made available at <http://www.iom.edu/?id=65926> (Daughtery, 2009).

However, it is generally perceived that if the intention is to test, verify or refute a theory or hypothesis, or to generalise the findings, then usually quantitative research is seen as the more appropriate and preferred approach for the study. On the other hand, if the researcher wants to achieve a better or in-depth understanding of a phenomenon, then usually the preference is towards qualitative research approaches. Creswell (2003) observes that research occurs within a continuum between qualitative and quantitative approaches, with some researchers leaning more towards qualitative, while the others would be more towards the quantitative approaches, depending on their research questions. This means, on the whole, that one approach would have more emphasis either towards the use of scientific instruments of data collection and quantitative data, and another towards having the researcher as the instrument of data collection and finding deeper meaning in such data.

Though there continues to be debate between qualitative and quantitative approaches, many scholars (Creswell, 2003; Woods, 2006; Trochim, 2006; Yin, 2003b; Patton, 2002) have indicated that there are advantages and disadvantages in any of the two approaches in conducting social research. Each research approach has its strategies, with their strengths and challenges. Therefore a researcher has to deal with the challenge of appropriately matching the research methods to the issue being researched, or to ensure a good fit between research questions and research methods (Patton, 1990; Creswell, 2003; Punch, 2005). Gibson and Duncan (2002), as well as Trochim (2006), observe that increasingly researchers are interested in blending the two traditions in a mixed-mode approach, attempting to get the best out of each (Tau, 2006a). Such researchers aim to draw liberally from both qualitative and quantitative approaches, reduce limitations of either and derive benefits from the

strengths of each. However, mixing or blending qualitative and quantitative approaches also has been observed to have its challenges (Bryman, 2004b).

I placed this research within the social and human sciences since I was interested in comparing people's theories and ideas about ODL and its value within the Botswana higher education sector, with their observations and interpretation in order to explore what perceptions and conclusions they had with regard to the value and contribution of ODL towards increasing participation in higher education. In Chapter 1, as well as in this chapter, I have indicated that I found the qualitative approach to be the most appropriate for this study. Scholars have described the qualitative research model as one that aims to understand the social world from the viewpoint of participants, through detailed descriptions of their cognitive and symbolic actions, and through the richness of meaning associated with observable behaviour (Myers, 2000; Hoepfl, 1997; Voeten, 2006; Woods, 2006). I perceived this research approach to allow me the opportunity to explore the views, opinions and perceptions of the people who have some work experience in one way or the other with ODL within the Botswana higher education context. I have also indicated that I am coming into this research from the constructivist/interpretive perspective, where reality is socially constructed, influenced by several factors and can be multifaceted, due to multiple perspectives. Therefore, I did not expect to come up with one answer or one reality as to what could be contributing to the delays in the growth and expansion of ODL in the UB set up or even why there continued to be such low enrolment figures for the UB ODL mode. However, I was of the opinion that even though there is no absolute truth to be discovered, with a carefully chosen research approach and further carefully chosen data collection and analysis strategies and procedures, one should be able to put together people's opinions, views and perceptions from their own experiences and come up with a plausible concluding perspective about the phenomenon.

The Qualitative approach seemed the most appropriate for this study because it had the potential to enable me to derive a deeper understanding of the situation, where ODL did not seem to grow fast enough in dual mode institutions to make a significant impact on increased participation in higher education. Qualitative researchers often carefully listen to what

people say and/or closely observe their attitudes, behaviours, beliefs, fears, perceptions, as well as examine the records that they may have about the phenomenon in order to illuminate the issue and achieve a better understanding. My intention was to understand why ODL seemed not to increase enrolments more significantly than the face-to-face mode in dual mode universities, as was expected to be the case in accordance with the theories and principles of ODL (Peters, 1967; Keegan, 1996; Moore, 2007; Holmberg, 1986; Perraton, 1991). I also intended to understand why ODL in dual mode universities seemed not to grow as well as its counterpart face-to-face mode in the same institutions. Law *et al* (1998) suggested that qualitative research was much more relevant when a researcher was ‘seeking meaning and understanding’, which was what I intended to achieve through this research. Qualitative research usually involves the exploration of a topic or issue in depth, with emphasis on seeking information from the people who are experiencing or are involved in the issue (Law *et al*, 1998; Patton, 2002, Woods, 2006; Gough and Madill, 2007; Trochim, 2006). This study primarily explored what the participants perceived to be contributory to the state of continued low growth of ODL and low enrolments through the mode in dual mode settings, particularly at the UB. Their perceptions at their varying levels with regard to the equivalency of ODL and on-campus face-to-face education in delivering higher education would assist me in determining whether in practice ODL was considered important in the expansion of access to higher education as was the case in theory and on paper. Interacting with the participants would also help me to deduce and explain some of the factors which seemed to be contributory to the status of higher education level ODL in Botswana, as the participants perceive it to be. Trochim (2006) observed that a researcher, who wanted to achieve a deep understanding of the issues, could count on the qualitative research approach, which he believed has special value for investigating complex and sensitive issues. Though qualitative and quantitative approaches can be mixed in one study and achieve the desired goal (Bryman, 2004b; Tau, 2006a) as well as help to provide method triangulation (Patton, 1999), I believe that for this particular study qualitative methods are sufficient. The mixed mode approach would utilise both qualitative and quantitative methods. This would involve designing instruments for both qualitative and quantitative data collection. For this study it seemed unnecessary to apply both approaches since the qualitative approach alone would do the job adequately and within the time limit of the study.

Hope (2006), Morgan (2000), Kennedy and Duffy (2004) expect ODL to perform better in dual mode institutions than in dedicated ODL institutions, since within dual mode universities there are already resources like fully qualified and experienced faculty, lecture rooms, laboratories and usually state of the art facilities including ICTs, that both modes can collaboratively utilise maximally and achieve a high level of success in terms of expanding opportunities for access to good quality higher education. However, in practice, ODL within dual mode universities generally seemed not to meet these expectations (Dodds, 2002; Jegede, 2002; Ipaye, 2007).

4.4 Choice of the Research Methods

Various scholars (Yin, 2003a; Bryman, 2004a; Law *et al*, 1998; Neuman, 2006) discussed several social research methods that investigators can choose from. These included, but were not limited to phenomenology, ethnography, case study, survey, experiment, document analysis, and analysis of archival records and histories. Surveys and experimental research designs are usually more inclined towards addressing quantitative research questions and to manipulative and control measures. So I decided to discount them from consideration for this study, which required context-based multiple perspectives in order to arrive at an understanding of the situation. Data collection in ethnographic and phenomenological designs, both of which depend mainly on observation, usually requires the researcher to be on-location, or physically staying with a cultural group in their natural setting for a prolonged period for observation, taking field notes, sometimes conducting interviews, engaging in informal conversations with participants, taking photographs, as well as audio and/or video recordings (Somekh and Lewin, 2005). The emphasis in the fieldwork, as Somekh and Lewin (2005) observed, is very much on getting to know the ‘insider’ perspective by long-term emersion in the field, observing participants going about their ordinary business in their natural setting. This study did not require long-term emersion in the field.

I tended to agree with Trochim (2006) that if one really wanted to try to achieve a deep understanding of how people think about certain issues, some type of in-depth interviewing

would probably be called for. I found the case study method to be more appropriate for this study mainly because of its emphasis on study-in-depth (Somekh and Lewin, 2005; Neuman, 2006), exploring context-based knowledge and experiences of participants and other data sources. As Neuman (2006) rightly observed, in case study research a researcher conducts an in-depth study or examination of an extensive amount of information about few units or cases for one period or across multiple periods of time. This study aimed at examining data from multiple sources about the low performance of ODL in dual mode institutions, with regard to opening up opportunities for participation in higher education. Hayes (2006) submitted that case studies communicate directly with the implementers and initiators of education. In this study, I actually wanted to explore the perceptions of initiators, policy makers and implementers firstly, in order to understand the situation of ODL in dual mode institutions, and secondly, for the results of this study to be available to the implementers and initiators. I expected direct access to experiences of the people involved in this situation to assist me to understand what might be contributory to the situation of continued slow growth of ODL and continued low enrolments through ODL within dual mode institutions, in the face of high unmet demands for higher education. I wanted to understand how this situation could have developed, how it might have affected enrolments at UB and other dual mode universities in the region, and how it could ultimately be changed or improved. Flyvbjerg (2006) explains that context-dependent knowledge and experience is at the centre of the case study research method. He argues that experts operate on the basis of intimate context-dependent knowledge and experience in their area of expertise. Case studies are about such context-dependent knowledge and experiences of the selected participants, who are the people who should know better about their context.

Critics of case study research like Miles (1979) as cited in Schell (1992) believed that a case study was useful for exploratory or preliminary phases of hierarchically arranged research programmes, while surveys and histories would be used for the descriptive phase. In their opinion, experiments would be the only ones that could be used for explanatory or causal research. However, several scholars, including Yin (2003b), have demonstrated that case study research can actually be used for all three purposes. A case study can be exploratory and aim at defining questions and hypotheses of a study, or at exploring the ideas from data

sources. It can also be descriptive, where it presents a complete description of a phenomenon within its context, or be explanatory and answer the why question, where its data may have a bearing on cause and effect relationships and explain how events happened (Bachor, 2000; Yin, 2003b; Hayes, 2006; Creswell, 2003; Bryman, 2004b; Somekh and Lewin, 2005). Soy (1997) and Schell (1992) agree on the point that case study research generally answers one or more questions which begin with "how" or "why," and that such questions would usually be targeted to a limited number of events or conditions and their inter-relationships. I believed that a case study focused on the Botswana education environment and the UB dual mode specifically, would give me the necessary in-depth probe through which I should be able to get a better understanding of why ODL in dual mode institutions seemed not to grow rapidly enough to improve access to higher education better than the face-to-face mode.

4.4.1 Limitations and Challenges of the Case Study Method

Notwithstanding several advantages in the use of the case study method, its critics believe that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings (Soy, 1997). Others argue that the intense exposure to study of the case can bias the findings (Bachor, 2000). Some critics like Miles cited in Schell (1992), dismiss case study research as useful only as an exploratory tool. However, proponents of case study research have refuted such concerns and allegations and continued to use the case study research with success (Yin, 2003b). It has been demonstrated that case studies can actually be used for exploratory, explanatory and descriptive purposes (Yin, 2003b; Neuman, 2006) and that findings from some case studies can be generalisable (Schell, 1992). Soy (1997) also postulates that since the research object in a case study is often a program, an entity, a person, or a group of people, the object is likely to be intricately connected to political, social, historical, and personal issues. This he argues provides wide ranging possibilities for questions and adds complexity to the case study. Some of its challenges as noted by Hayes (2006) include the possibility of undermining institutional structures and/or triggering concealed tensions between different members, as deeply hidden resentments, concerns and priorities may get drawn out. I fully concur with this observation because when the researcher starts probing, they just might, without realising it, trigger certain experiences and

probably sensitive issues, which might result in tension or an awkward situation at work. Though interested in in-depth knowledge and understanding of the researched issue, a researcher or interviewer needs to go into data collection in an institution mindful of such possible apprehensions and take all precautions to minimise his or her contribution towards manifestation of any of these concerns. When they do appear to surface, the researcher should not encourage them. It is also an ethical concern that a researcher should aim at not harming the institution or the people being researched. I concur with Woods (2006) that it would be desirable to leave the participants in a better rather than a worse condition after the research, and to protect their identities in disseminating the research “through, for example, the use of pseudonyms” as necessary. As my study did not deal with personal or sensitive issues this would not be a threat.

One other challenge that seemed to be of major concern in case study research, particularly for people who would ultimately read the report or evaluate the conclusions reached, was the degree to which the evidence presented would be representative of the participants’ viewpoints, as opposed to representing more the researcher's own viewpoints (Bachor, 2000). In this research incepts have been drawn from the transcribed interviews and used as evidence, when interpreting data and ultimately drawing conclusions. Researchers also usually face a challenge with regard to structuring of data, whether a structure has to be determined before or after data had been collected. Punch (2005) discussed the dilemma that researchers usually face when they had to make a choice on the issue of “structure before” or “structure after”, pointing out that qualitative data can be unstructured at the point of collection, as can be the case with transcripts from an open-ended interview or field notes from participant observation. In such cases, the structure would emerge during data analysis. Since structure comes out of the data through codes and categories, if it is determined before data is collected, it might result in the researcher imposing the structure on the data and participants not able to give their views and opinions freely. If, on the other hand, it is structured after data, the challenge would be in making standardised comparisons, which becomes difficult. This study introduced some form of structure before data was collected. Table 1.2 in Chapter 1 was aimed at introducing some form of categories within which data might be considered to fall. However, this was employed only as a guide or as an indicative

structure. The data collection process allowed for other emerging categories and emerging structures of data. Flexibility was thus allowed with regard to pre-determining and/or allowing structure to emerge.

Another major challenge, not peculiar to just case study method, but for conducting any research, is gaining access into a given institution for that purpose. My experience in this study was fortunately of very few challenges in that regard. The few challenges are worth noting here, possibly for awareness of future researchers. Considering that my investigation had to do with ODL at higher education level, I first of all wrote a letter in December 2007, to the UB requesting permission to conduct this study (Attached with other permission request letters as **Addendum B**). A similar letter was written to the Tertiary Education Council. At the time, I was not aware that I had to have asked for permission to undertake a study in Botswana, from the MOESD, even before I approached the other institutions. It was only when I was presenting a similar request letter to the Planning Statistics & Research Unit of the Ministry, as one of the identified sites for the research that I became aware of this anomaly that I had created. This was duly corrected. However, I was the one introducing myself when requesting for permission and this was not acceptable to the MOESD. They needed an introductory letter or note from my University. However, my first Supervisor at the University of Pretoria was not familiar with this requirement.

Some delays were experienced here since none of the institutions in Botswana would consider my request if it was not accompanied by a Research Permit from the MOESD, allowing me to undertake a research within Botswana. Ultimately I requested the officer of the MOESD to write to my Supervisor for the introductory letter, which was immediately released and the process dully initiated. I noted this as probably one of the possible temporary setbacks or delays that a researcher being supervised from one country with its own set of procedures and undertaking research in another country having its own different set of procedures should anticipate and make time for in the project plan, to reduce anxiety. Following this small delay, the Tertiary Education Council considered my proposal and acceded to my request. At the UB there were further delays while they were conducting their own ethical clearance issues. However, ultimately I was given permission to undertake the

research. So a researcher should never underestimate the time it could take to get permission to undertake a research study in an institution, or at identified sites.

4.5 Choice of the Data Collection Instruments

Patton (2002), Woods (2006), Neill (2006) and Trochim (2006) all discussed interviews, observations and review of documents as the three main techniques or strategies of gathering and analysing qualitative data. All three of these techniques can be used together in a case study research, two of them can be combined, or only one can be used. However, Patton (2002) warns that studies that use only one technique of data collection are more susceptible to errors linked to weaknesses of that particular technique. He points to the advantage of combining techniques, as they help to provide cross-data validity checks. When discussing the four kinds of triangulation that promote verification and validation of qualitative data, Patton (2002) also refers to triangulation of sources, which may help in checking out the consistency of data from different data sources. I decided to combine semi-structured interviews with document review mainly for cross-data validity checks.

4.5.1 Interviews

I chose to use semi-structured interviews with open-ended questions to avail the participants an opportunity to give information freely. This technique allows a more relaxed discussion between the researcher and the participant and has the potential to shed more light on the issue being discussed. It allows follow-up questions and more probing as the discussion unfolds (Patton, 2002; Yin, 2003a; Patton, 1999; Hayes, 2006; Neuman, 2006).

4.5.2 Document Review

Institutional records can include policy documents, reports of studies undertaken by the institution or progress reports on planned implementation, among other documents. These would provide both the institutional expectations in terms of policies and plans, as well as report the actual performance on implementation. Institutional documents I was able to

review are listed under Table 4.2 below. Sources reflected in Table 4.3 actually proved useful for comparison with experiences elsewhere.

I decided to combine interviews with examining the institutional documents to provide triangulation through data sources (Patton, 2002). It also allowed me to determine whether there was consistency or a mismatch between policy expectations and practice, or implementation with regard to the expansion of ODL in the Botswana higher education sector generally and the UB specifically, with regard to increasing opportunities for participation in higher education and training. Sometimes policy expectations and what is contained in implementation plans do not necessarily translate into action as expected during the implementation stage. Thus the review of documents like institutional policies, plans, reports and other documents compared to the experiences of practitioners illuminated the relationship between policy and practice. The exercise shed some light on what could be contributory towards the delay of growth of ODL in the UB dual mode system and why despite the introduction of ODL more than a decade before, the ODL mode of provision still attracted very low enrolments into UB programmes.

4.6 Sampling

Marshal (1996), Voeten (2006) and Trochim (2006) draw a distinction between qualitative and quantitative sampling, which is influenced in each case by the main aim of the approach. They pointed out that the main aim of the quantitative approach is to test predetermined hypotheses and produce generalisable results. Trochim (2006) explains that sampling involves selecting “units” from a population of interest in order to study them, then generalising the results back to the population from which they were selected. One of the sampling methods that would be more appropriate for a quantitative study would be random sampling. In random sampling, every member of the population of interest stands a chance to be selected into the sample. The sample has to be as proportionate and representative as possible of the larger population from which it is being drawn, so that the results can later be generalised back to the population knowing that the sample was representative.

Qualitative studies, on the other hand, aim at illuminating and bringing more understanding on the researched issue, or are more concerned about finding reasons behind various aspects of human behaviour (Voeten, 2006). These are inclined to answering the more humanistic “why” and “how” questions (Marshall, 1996; Voeten, 2006). This case study attempted to bring to the fore some indications of why ODL within dual mode institutions might be slow to expand and seemingly inadequate in addressing the problem of shortage of opportunities for higher education. Marshall (1996) pointed out that while the measurement of utility of results for quantitative studies was usually generalisability, for qualitative studies it was usually applicability (Marshall, 1996). While the conclusions drawn from the Botswana experience through this case study were not intended to be generalisable, it was envisaged that they might be relevant and applicable in some other Southern African settings and therefore lessons could be learnt. Improved understanding of complex human issues was more important than generalisability of results for this study, as Marshall (1996) observed with regard to qualitative research.

Random sampling would not be the most suitable method for this study. It was necessary to select relevant institutions and relevant people who could shed light based on their experience regarding the researched issue. I actually found purposive sampling to be the most suitable criterion to select the participants. In purposive sampling, the researcher purposely selects people that he or she knows have some knowledge of the phenomenon being researched and therefore their contribution would have authenticity, credibility and trustworthiness. The researcher would therefore have criteria in terms of what kind of knowledge and/or experience the person should have on the subject in order for them to be selected for participation. Table 1.2 gives indications of some of the expected experience and knowledge of the phenomenon by the selected participants. The sample in this case could therefore not be randomly selected.

I selected the UB as the main data source for this case study since it was the main dual mode higher education provider in Botswana at the time of the study. It had firmly adopted ODL as one of its delivery modes since 1991, when CCE was established to be the outreach arm of the University and to advance ODL within the University. This gave UB vast experience in

the development and delivery of ODL and its performance, as well as challenges with regard to expanding opportunities for participation in higher education in Botswana. The Tertiary Education Council and the MOESD being major stakeholder institutions responsible for policy at national level were also included as data sources for the study. In each of these institutions I targeted personnel that had experience with ODL, either as policy and decision makers, or as practitioners or implementers of policies. UB students in both ODL and face-to-face programmes were planned to be included in the sample, as people perceived to be directly affected by equivalency issues in the provision of UB programmes through either ODL or face-to-face. Unfortunately students were ultimately left out of the sample due to logistical constraints. Therefore I selected a purposive sample to interview, from the people who were actively involved in ODL at higher education level in Botswana, in their various capacities from these three institutions.

Not uncommon in qualitative studies, the sample size for this study was influenced more by the concern about people who were more likely to provide insight and understanding into the problem of the slow growth of ODL at higher education level in Botswana, rather than concerns of generalisability of the findings (Marshall, 1996). This is why the sample consisted of policy makers and practitioners or implementers. It was not the intention of the study to produce generalisable findings, but to illuminate what could be contributory to the slow growth of ODL in dual mode higher education institutions, seen through the eyes of the people who had worked in such an environment in Botswana, and how this could have affected enrolments at this level. Rather than generalisability of the findings, the question of their relevance and applicability to other dual mode institutions in Southern Africa was of more concern for this study.

A total of 28 participants were sampled initially. However, when they were approached, 25 consented to participate in the study. During the actual data collection phase, only 17 were ultimately interviewed as Table 4.1 illustrates.

Table 4.1 – List of Participants per Selected Institution

Institution	Kinds of Participants	Number of participants
UB	Policy makers/planners	3
	Lecturers	9
	Administrators	1
TEC	Policy makers/planners	3
Ministry of Education & Skills Development	Policy makers/planners	1
Total		17

Trochim (2006) calls the people who actually take part in the study a sub-sample of the sample population. In this study, though the sample population was 28, the sub-sample became 17, consisting of 1 participant from the MOESD’s Division of Planning, Statistics and Research, 3 from TEC and the remaining 13 from UB. All the participants were adult men and women above 21 years old, who had worked in their various portfolios for more than two years.

4.7 The Data Collection Experience

I used semi-structured interviews with open-ended questions that were pre-prepared to guide the interviews, as well as document analysis as my two data collection techniques for the case study method I had chosen. The interviews were tape recorded and later transcribed. Even though people were interviewed from different institutions and also across different status positions in those institutions, and therefore this afforded the study some form of data triangulation (Patton, 2002), this would still be too limited compared to when the study was using more than one data gathering strategies. A combination of interviews and document review was meant to also provide methodological triangulation (Patton, 2002).

All the interviews, except one, were on one-to-one basis, in the participants’ work environment, either in an office or in a participant chosen space within their work

environment. Out of the 25 participants who had consented to participate, 17 were able to go through with the interviews. However, out of the 17 participants, three preferred to be interviewed as a group and even though this was not according to my original plan, I had to consent to their preference and conduct a focus group interview. This demonstrated, in a way, the flexibility characteristic of qualitative research, since it deals with human subjects and the researcher has to be sensitive to their conditions and be as flexible and accommodating as possible. So though 17 people participated, there were only 15 interview sessions. I conducted all the 15 interviews myself, one as a group interview and fourteen as one-to-one interviews. The interviews lasted for a period of about three months (November 2008 –January 2009).

The data collection period became longer than anticipated because of scheduling constraints, mainly on the part of the participants. Some would suddenly realise that they had a clash with other activities and rescheduled. Sometimes I would arrive at the participant's office at the appointed time, only to find that he or she had left for another activity. Confirming the appointment a day before helped with some but not with the other participants. Some would receive a short notice assignment which was taking them away from the office, or even from the country and rescheduling would be necessary. I sent the participants a letter of consent (attached as **Addendum A**), which they all signed. All the participants from the three institutions preferred their own workplaces as venues for the interviews, which were mainly their individual offices. At TEC the officers kindly made an arrangement for me to meet each of the three participants in turns, in the library downstairs. Due to health problems, I could not access their offices accessible only through stair cases in a double storey building. So they made an alternative arrangement to accommodate me. I was grateful and this was expressed to each one of the participants, just before the commencement of the interview session. At the UB all offices were accessible either from the ground floor or through a lift, except for one Department, which was housed in the second floor of a building with a lift that was out of order for the whole time I was conducting the interviews. As a result, I was not able to interview the two participants from that Department due to my inability to reach the second floor through stair cases. An alternative venue seemed not to be feasible.

Transcribing took an average of a week per interview session of about one hour. The first four interviews actually took more than two months to transcribe. I was transcribing only in the evenings on weekdays, and over weekends since I was employed full-time with a full-time workload, and studying as a distance education student. This arrangement was a very big challenge throughout the study period. Merely transcribing ended up taking the best part of 2009 to complete (from February to around early August 2009). To devote significant amounts of time to study I had to request for leave of absence from work. Initially I thought of engaging other people, or at least one other person, to assist me with transcribing since it was proving to be a long, slow process. However, I decided against the idea when I noticed that doing the transcribing personally proved to be helpful as I was beginning to form impressions of patterns or themes as I was listening to the audio recordings, in line with what Taylor-Powell and Renner (2003) envisaged. They observed that usually right from the beginning, the researcher starts to see some patterns of data or themes emerging as he or she starts to engage with the data. I also discovered that there were a few information gaps, which needed follow up with participants or where participants had mentioned or referred me to some documents.

As indicated earlier, the experience from this exercise was very informative and also revealing of inherent challenges that emerged. When transcribing Interview No. 1 around February 2009, for instance, I realised that data was missing from the audio. This could have happened either at the recording stage during the interview or at the stage of transferring data from the recording device to the CD for purposes of data storage and retrieval, as well as to create space on the digital recorder. Unfortunately it was not possible to do the interview all over again. It had been very difficult for the participant in question to slot me in his busy schedule in the first instance. Therefore, I concluded that to go back and request for a re-doing of the interview was going to be an un-accomplishable mission. However, what remained on the CD was the bulk of the interview, very valuable data and an important contribution to the study. Certain issues needed to be followed up with Participant 1, to close up any gaps in the missing information. It became possible much later in the year, at the stage of verifying the transcript with the participant, to secure another slot to make the

necessary follow up. The participant requested for a short meeting to give me feedback on the interview transcript.

For document review and analysis, I selected the documents that were most relevant for the study from each of the three institutions, though most of the documents came from UB and TEC. Few policy documents came from MOESD and this was typical since only a few such documents were relevant for the study. Some of the documents were available through TEC as the Ministry's assigned institution to generate some policies, like the Tertiary Education Policy and the Human Resource Development Strategy. From MOESD I was able to get the two Education Policies (1977 and 1994) as well as the National Development plans and the National Vision 2016 documents in terms of policy documents. Table 4.2 below shows the documents selected for review from the three institutions within Botswana, while Table 4.3 indicates other documents from other sources, which were valuable for the document review process, particularly for comparison purposes.

Table 4.2: List of Documents Reviewed from the Selected Institutions

UB	TEC	MOESD
University of Botswana. 1999. <i>University Development Plan 1997/98 – 2002/03</i> . Gaborone: University of Botswana.	Republic of Botswana. Ministry of Education and Skills Development. 2008. <i>Tertiary Education Policy: Government White Paper No.37</i> . Gaborone: MOESD.	Republic of Botswana. Ministry of Education. 2001. <i>Strategic Plan 2001 – 2006</i> Gaborone: Ministry of Education
University of Botswana. 2000. <i>UB Beyond 10,000: A Strategy for Growth</i> . Gaborone: University of Botswana.	Tertiary Education Council. 2006. <i>A Proposal for a Tertiary Education Policy for Botswana: Executive Report</i> . Gaborone: TEC.	Republic of Botswana. 1977. <i>National Policy on Education: Education for Kagisano</i> . Gaborone: Government Printer.
University of Botswana. 2004. <i>Shaping our Future: UB's Strategic Priorities and</i>	Tertiary Education Council <i>Strategic Plan to 2009</i> . Gaborone: TEC.	Republic of Botswana. 1994. <i>Government Paper No.2 of 1994: The Revised National</i>

<p><i>Actions to 2009 and Beyond.</i> Gaborone: University of Botswana.</p>		<p><i>Policy on Education.</i> Gaborone: Government Printer.</p>
<p>University of Botswana. 2008a. <i>A Strategy for Excellence: The UB Strategic Plan to 2016 and Beyond.</i> Gaborone: University of Botswana.</p>	<p>Tertiary Education Council 2008b. <i>Tertiary Education Formulating the NDP 10 Plan: Consultation Paper.</i> Gaborone: TEC.</p>	<p>Republic of Botswana. Ministry of Finance and Development Planning. 2002. <i>National Development Plan (NDP) 9.</i> Gaborone: Government Printer</p>
<p>University of Botswana. 2005. <i>Distance Education Mainstreaming Policy.</i> Gaborone: University of Botswana.</p>	<p>Tertiary Education Council. 2007. <i>Just the Facts: Tertiary Education Demographics 1997 – 2005.</i> Gaborone: TEC.</p>	<p>Republic of Botswana. 2008. <i>National Development Plan (NDP) 10.</i> Gaborone: Ministry of Finance and Development Planning</p>
<p>University of Botswana. 2008f. <i>Learning and Teaching Policy.</i> Gaborone: University of Botswana.</p>	<p>Tertiary Education Council. 2008a. <i>Policy and Planning Brief No. 3: The Demographics of Tertiary Education.</i> Gaborone: TEC.</p>	<p>Republic of Botswana. 2007. <i>Keynote Policy Paper for National Development Plan 10.</i> Gaborone: Ministry of Finance and Development Planning</p>
<p>Task Force on Enrolment Planning and Management. 2007. <i>Report on Enrolment Planning and Management</i> Gaborone: University of Botswana.</p>	<p>Tertiary Education Council. 2006. <i>National Human Resource Development Strategy: Summary Background Paper.</i> Gaborone: TEC.</p>	<p>Department of Youth & Culture 1996. <i>National Youth Policy.</i> Gaborone: Ministry of Labour and Home Affairs</p>
<p>University of Botswana. 2006. <i>Annual Report 2005/6.</i> Gaborone: University of Botswana.</p>	<p>Molutsi, P. 2006. From the Executive Secretary's Desk. <i>Tertiary Education Affairs</i>, (1):1.</p>	<p>Botswana Federation of Trade Unions. 2007. <i>Policy on Education in Botswana.</i></p>
<p>Tau, O. S. 2006. <i>Structures and Process in Dual-Mode</i></p>	<p>Deloitte and Tertiary Education Council. <i>Realising Our</i></p>	<p>Republic of Botswana. Ministry of Education. 2004. <i>The</i></p>

<p><i>Institutions: Implications for Development.</i> Paper delivered at PCF4, March 2006, Barbados.</p>	<p><i>Potential: A Formulation Study to Develop A National Human Resource Development Strategy for Botswana – Final Report.</i> Ministry of Finance and Development Planning and Ministry of Education.</p>	<p><i>Development of Education in Botswana.</i> Paper delivered at the 47th International Conference on Education, 8 – 11 September 2004, Geneva, Switzerland.</p>
<p>Tau, O. S. 2008. <i>Designing the UB Distance Education System: A Systems Approach.</i> Paper presented at the PCF5, July 2008, London.</p>	<p>Central Statistics Office – <i>Table 1: 1971, 1981, 1991 and 2001 Census Demographic Indicators: Botswana</i></p>	<p>Republic of Botswana. Ministry of Education. 1998. <i>Botswana College of Distance and Open Learning Act No. 20 of 1998.</i> Gaborone: Government Printer.</p>
<p>University of Botswana. 2008b. <i>Facts and Figures.</i> Gaborone: University of Botswana.</p>	<p>Central Statistics Office, <i>Table 1: Enrolment at All Levels by Sex [1995 - 2004] – Botswana</i></p>	<p>Republic of Botswana. Department of Tertiary Education and Financing. 2008. <i>Guidelines Governing Award of Sponsorship.</i> Gaborone: MOESD</p>
<p>University of Botswana. 2008c. <i>Fact Book 2007/08.</i> Gaborone: University of Botswana.</p>	<p>Central Statistics Office, <i>Statsupdate March 2009</i></p>	<p>Jefferis, K. and Kapaletswe, F. 2008. <i>Botswana Country Overview 2008/9.</i> Capital Resources.</p>
<p>University of Botswana. 2008d. <i>Report: Enrolment Planning & Management.</i> Gaborone: University of Botswana.</p>	<p>Central Statistics Office, <i>Statsupdate June 2008</i></p>	<p>Khama, S.K.I. 2008. State of the Nation Address: His Excellency Lt. Gen. Seretse Khama Ian Khama, President of the Republic of Botswana, to the Opening of the Fifth Session of the Ninth Parliament, Republic of Botswana. <i>Tautona Times</i>, 35 (Special Edition) 3 November 2008.</p>
<p>University of Botswana.</p>	<p>Central Statistics Office. 2008.</p>	<p>Presidential Task Force for a Long-term Vision for Botswana</p>

<p>2008e. <i>Student Enrolment Plan 2009 – 2015</i>. Gaborone: University of Botswana.</p>	<p><i>Statsupdate Sept 2008</i>. Gaborone: Central Statistics Office</p>	<p>(1997): <i>Vision 2016: Towards prosperity for All</i>. Gaborone: Ministry of Finance.</p>
<p>University of Botswana. 2008. <i>UB Research Strategy</i>. Gaborone: University of Botswana.</p>	<p>Central Statistics Office. 2008. <i>Statsupdate Dec 2008</i>. Gaborone: Central Statistics Office</p>	<p>Leburu-Sianga, F. and Malobe, E. 2000. <i>ADEA Prospective Stocktaking Capacity Building Study: A Focus on Human Resource Development for the Ministry of Education Botswana</i>. Gaborone: Ministry of Education.</p>
<p>Dodds, T., Gaskell, A. and Mills, R. 2008. <i>UB: A National Needs Assessment Study for Tertiary-level ODL in Botswana</i>, Centre for Educational Research and Development, St Edmund's College.</p>	<p>Central Statistics Office. 2008. <i>Population Projections for Botswana 2001-2031</i>. Gaborone: Central Statistics Office</p>	<p>Business and Economic Advisory Council. 2006. <i>Botswana - A Strategy for Economic Diversification and Sustainable Growth</i>. Gaborone: Business and Economic Advisory Council.</p>
<p>Serpell, R. 2008. <i>Review of the Academic Organisation of the UB</i>. Gaborone: University of Botswana.</p>	<p>Central Statistics Office. 2008. <i>Education Statistics 2008</i>. Gaborone: Central Statistics Office</p>	<p>Mokaeya, B. 1986. <i>Department of Non Formal Education Information Brochure</i>. Gaborone: Department of Non Formal Education</p>
<p>Dodds, T. and Youngman, F. 1994. Distance Education in Botswana: Progress and Prospects. <i>The Journal of Distance Education</i>, 9(1): 61 – 79.</p>	<p>Central Statistics Office. 2006. <i>Botswana Demographic Survey 2006</i>. Gaborone: Central Statistics Office</p>	
<p>Nhundu, J. and Kamau, J. 2002. <i>From Correspondence to Open & Distance Learning</i>:</p>	<p>Republic of Botswana and United Nations (2005): <i>Botswana Millennium</i></p>	

<i>the Experiences of Botswana.</i> Paper presented at PCF 2, Durban.	<i>Development Goals Status Report 2004: Achievements, Future Challenges and Choices.</i>	
Kamau, J. 2007. <i>Retraining Primary School Teachers Against Diminishing Resources: Is Distance Education the Answer?</i> Conference Paper, UNESCO, Second Regional Seminar for Africa, Accra Ghana	United Nations Development Programme. <i>Botswana Human Development Report 2005: Harnessing Science and Technology for Human Development.</i> Gaborone. UNDP	
Kamau, J. 2002. <i>Teachers Upgrading as a Measure to alleviate Poverty through the Distance Mode of Delivery,</i> retrieved from: http://www.gla.ac.uk/centres/ cradall/docs/Botswana- papers/Kamaupaper_39.pdf	Integrated Consultancies and Resources Centre. 2004. <i>Report on Botswana Leadership Development Initiative Workshop.</i> Francistown. Botswana. UNDP	

For comparative purposes I also referred to some of the documents from the SADC region and beyond as Table 4.3 below indicates

Table 4.3: List of Documents Referred to from SADC and Beyond

SADC	Beyond SADC
Pityana, B. N. 2008. <i>A Decade of Education and Development in Africa: The Promise of ODL.</i> UNISA, Pretoria.	Ipaye, B. 2007. <i>Organisation of Dual Mode Distance Education Institutions in Nigeria: present and future,</i> National Open University of Nigeria.
SARUA. 2008. <i>Towards a Common Future: Higher Education in the SADC Region.</i> Available at http://www.sarua.org/files/countryreports/	Simonson, M. 2002. Policy and Distance Education, <i>The Quarterly Review of Distance Education</i> , 3(2): v – vii.

Country_Report_Botswana.pdf [Accessed 6 September 2010].	
Robbins, D., Wilson-Strydom and Hoosen, S. 2009. <i>SARUA Handbook 2009: A Guide to the Public Universities of Southern Africa</i> . Johannesburg: SARUA.	Badu-Nyarko, S.K. 2006. Faculty Attitudes towards Distance Education: A Review of the Literature. <i>International Journal of Instructional Technology and Distance Learning</i> , 3(5): 59-71.
SADC. 1997. <i>Protocol on Education and Training</i> . Blantyre. Available at http://www.sadc.int/english/protocols/p_education_and_training.html [Accessed on 26/03/2009].	Rockwell, S. K., Schauer, J., Fritz, S. M. & Marx, D. B. 1999. Incentives and Obstacles Influencing Higher Education Faculty and Administrators to Teach Via Distance, <i>Online Journal of Distance Learning Administration</i> , 2(4).
SADC. <i>Regional Indicative Strategic Development Plan</i> . SADC	Bates, A. W. T. 2000. <i>Distance Education in Dual Mode Higher Education Institutions: Challenges and Changes</i> . Vancouver: University of British Columbia: Division of Continuing Studies.
SADC. Social Development Department. 2006. <i>Appraisal Report: Southern African Development Community (SADC) Capacity Building in ODL (ODL) Project</i> . Gaborone: SADC.	Hope, A. 2006. <i>Factors for Success in Dual Mode Institution</i> . Hong Kong:
University of Namibia. 2007. <i>The University of Namibia Annual Report 2007</i> . UNAM.	Daniel, J. Kanwar, A. & Uvalić-Trumbić, S. 2007. <i>Mass Tertiary Education in the Developing World: Distant Prospect or Distinct Possibility?</i> Vancouver: COL.
University of Namibia. Centre for External Studies. 2008. <i>Annual Report 2008</i> . University of Namibia.	Mbwesa, J.K. 2009. Adults in Higher Education: The role of Distance Education in Kenya with Special Reference to the Faculty of External Studies. University of Nairobi.
DEASA. 2004. <i>Strategic Perspective: Action Plans and Objectives 2004 – 2005</i> . Distance Education Association of Southern Africa.	Jegade, O. 2002. <i>Integrated ICT-Support for ODL in Nigeria: The Vision, the Mission and the Journey So Far</i> . Abuja: Federal Ministry of Education.
Lephalala, M. and Pienaar, C. 2007. Writing Centres: Promoting Access in Open Distance Learning, <i>UIC Writing Centre and Public Space Conference Series</i> , 4(2). UNISA.	Lawless, C. and Richardson, J.T.E. 2004. Monitoring the Experiences of Graduates in Distance Education. <i>Studies in Higher Education</i> , 29(3): 353 – 374.
Siaciwena, R. 2006. Challenges of a Dual Mode Institution: The Case of the University of Zambia. Paper presented at the PCF4, Barbados.	Ekhaguere, G. 2000. African Higher Education and Training: Opportunities and Challenges, <i>Higher Education in Europe</i> , 25(3).
Dodds, T. 2002. <i>Why is Open Learning Failing the Masses of Africa? Abstract for a Workshop</i>	MacGregor, K. 2008. Lag in Sub-Saharan Participation, <i>University World News – Africa</i>

<p><i>Introduction on Distance and Open Learning for Adult Basic and Non-Formal Education in Africa</i>, Pan-Commonwealth Forum on Open Learning, Durban.</p>	<p>Edition, Issue: 0003, 27 April 2008.</p>
<p>Centre for Higher Education Transformation. 2004. <i>Higher Education and Development: Reflecting on the Challenges</i>. Sunnyside, Pretoria: CHET.</p>	<p>Morgan, P. 2000. <i>Strengthening the Stakes: Combining Distance and Face-to-face Strategies – Preliminary Discussion Issues</i>. St Augustine: University of West Indies.</p>
<p>Crowder, M. (ed.). 1984. <i>Education for Development in Botswana: Proceedings Of A Symposium Held By The Botswana Society At The National Museum And Art Gallery 15 - 19 August 1983</i>. Gaborone: The Botswana Society, Macmillan Botswana Publishing Co. (Pty) Ltd.</p>	<p>Perraton, H. 1991. <i>Administrative Structures for Distance Education</i>. London: Commonwealth Secretariat.</p>
<p>University of Pretoria. 2009. <i>UP in a Nutshell 2009</i>. University of Pretoria</p>	<p>Rockwell, S. K., Schauer, J., Fritz, S. M. & Marx, D. B. 1999. Incentives and Obstacles Influencing Higher Education Faculty and Administrators to Teach Via Distance. <i>Online Journal of Distance Learning Administration</i>, 2(4).</p>
<p>UNESCO. 2007. <i>EFA Global Monitoring Report 2008</i>. Paris: UNESCO</p>	<p>Romiszowski, A. 2004. <i>A Study of Distance Education Public Policy and Practice in Higher Education Sectors of Selected Countries</i>, Council on Higher Education.</p>
	<p>Mensah, S.K.E. and Owusu-Mansah, F. 2002. <i>Priorities and Strategies for Capacity Building in Tertiary Distance Education for Human Resource Development in Ghana</i>. World Bank.</p>
	<p>Sikwibele, A.L. and Mungoo, J.K. 2009. Distance Learning and Teacher Education in Botswana: Opportunities and Challenges. <i>The International Review of Research in Open and Distance Learning</i>, Vol. 10, No. 4, September 2009</p>
	<p>Mokaeya, B. 1992. <i>The Changing Role of the Distance Education Programme in the Botswana Department of Non Formal Education</i>. University of London and International Extension College</p>
	<p>Kanwar, A. and Daniel, J. 2008. <i>The Scope and Demand for Tertiary Education and Current Resources Available to Commonwealth Member States</i>, COL</p>
	<p>Nage-Sibande, B. 2005. The Development of Distance Education in Botswana. <i>The Quarterly</i></p>

	<i>Review of Distance Education, Vol. 6, No.4, 2005 pp. 243 – 252</i>
	Colclough, C. and McCarthy, S. 1980. <i>The Political Economy of Botswana: A Study of Growth and Distribution</i> . Oxford: Oxford University Press
	Mogae, F. 2005. <i>Botswana's Development Experience: Lecture by President Festus Mogae at the Institute of Development Studies, 21/2/05</i> , Sussex University
	World Economic Forum, World Bank and African Development Bank. 2009. <i>The African Competitiveness Report</i> . Geneva: The World Economic Forum
	Aguti, J. N. 2006. <i>Education for national development: The Makerere University dual mode experience</i> . Makerere University. Department of Distance Education.

4.8 Data Analysis

Data analysis involves effectively making sense of the data collected, which actually starts at the time of data collection and tends to be a continuous and iterative process until no further data needs to be collected on the researched issue (Basit, 2003). Table 1.2 in Chapter One gave an indication of the areas to be analysed closely to assess the perceptions of the UB community with regard to the equivalency of ODL and face-to-face modes of education provision at UB. Transcribing all fifteen interviews I recorded via audio with permission from the respondents was another important step towards the analysis of the data collected. Patton (1999), as well as McBride and Schostak (2008), posited that data analysis was partly a matter of intuition and partly a matter of being systematic and methodical. They contended that qualitative data analysis is a creative process that depends on the analyst's creative insights and conceptual capability. However, beyond the analyst's creative insight there is also an explicitly systematic technical side of qualitative analysis. As cited in Tellis (1997), Yin (1994) stated that data analysis consists of examining, categorizing, tabulating, or recombining the evidence. Coding and developing categories and segments is the next major process in data analysis (McBride and Schostak, 2008).

While quantitative research and its statistical analysis follow formulas and rules, qualitative research analysis does not have such formulas and rules and there is no single best way of doing qualitative analysis (Taylor-Powell and Renner, 2003). The analysis of case study is actually seen as one of the least developed aspects of the qualitative research methodologies (Tellis, 1997). Even though the analysis of case study is not yet well developed as Tellis (1997) and Basit (2003) observe, the researcher still has an obligation to bring order and understanding to data, and to be methodical in reporting sufficient details of data collection and the processes of data analysis (Patton, 1999; Taylor-Powell and Renner, 2003). This requires creativity, discipline and a systematic approach (Taylor-Powell and Renner, 2003). For this case study, I decided to use the “content analysis”, method of data analysis, as described by Trace (2001). I also chose to use manual analysis, which involves organising and labelling data by hand. I found manual analysis to be cost-effective since it does not require any additional resources. It is also seen as typically the best when the amount of data generated is manageable (CDC, 2009).

4.9 Qualitative Content Analysis as a Method of Data Analysis

Originally and traditionally, content analysis was developed as a quantitative method of data analysis, which emerged within the fields of sociology and mass communication or communication science, as a technique of converting qualitative data to quantitative data (Cohen and Crabtree, 2006; Stemler, 2001; Mayring, 2000). Through this technique researchers used standardised measurements to code, characterise and compare 'texts' and utilised the method mainly to translate narrative data into numbers or frequencies (Cohen and Crabtree, 2006). As a quantitative method, content analysis focused on the internal features of a text, and determined the presence of certain words, concepts, themes, phrases, characters, or sentences, in order to quantify this presence in an objective manner.

However, more recently, content analysis has emerged as a qualitative method of data analysis, whose approaches focus on analysing both the explicit, manifest content of a text, as well as interpretations of the 'latent content' of texts or content that can be interpreted or interpolated

from the text, even though it might not necessarily have been explicitly stated (Cohen and Crabtree, 2006). In congruence with this argument by Cohen and Crabtree (2006), Holsti (1969) cited in Stemler (2001) also sees qualitative content analysis broadly as a technique for making inferences by objectively and systematically identifying specified characteristics of messages. The method is strongly focused on categorization and data coding and is meant to describe the variety of responses, rather than their frequency (INLS, 2006; Mayring, 2000). Qualitative content analysis is seen as a data analysis technique in which many words of text are compressed into fewer content categories (Stemler, 2001; Taylor-Powell and Renner, 2003). Text or narrative data can come in different forms and from a variety of sources. For instance, they can come from interview transcripts, discussions, newspaper headlines or articles, documents, log or diary notes, field notes, conversations (Mayring, 2000; Taylor-Powell and Renner, 2003). The data for this study came mainly from institutional documents and transcripts from the fifteen interviews conducted.

Content analysis as a method of data analysis is generally applied to text-based data or narrative formats like interview transcripts and published literature. Interviews and review of literature are the data sources that I used for this case study, as already indicated. The objective of content analysis as a method of data analysis is to examine the data qualitatively in order to get at aspects of meaning (Trace, 2001) in order to derive a better understanding of the phenomenon. Content analysis “aims at capturing the essence” and “nature of the phenomenon (Neil, 2006). He observes a sense of total immersion in the text by the researcher, who pays particular attention to detail through deep reading and thinking about textual data, as well as sorting and categorising data to come up with themes. Geertz (2000) cited by the British Educational Research Association (BERA) (2000) in its article “*Interpretivist Research Strategies: Case study*” submits that the qualitative case study researcher tends to produce an account characterised by what he and Neil (2006) refer to as ‘thick description’. Content analysis needs reading and re-reading of the data (Taylor-Powell and Renner, 2003; Trace, 2001), which ultimately results in the thick description (Neil, 2006). In this study, the data came from interview transcripts, as well as the documents that were studied.

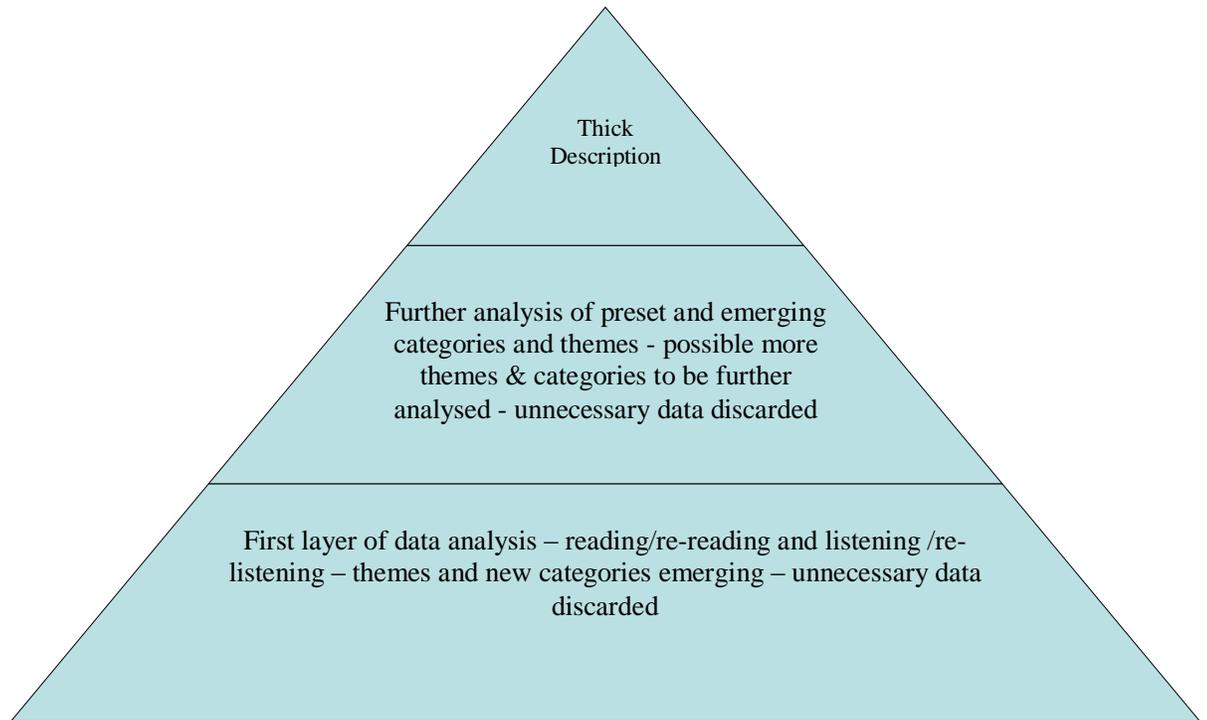


Figure 4.1 Data Analysis & Interpretation Pyramid

I start with a large amount of data, raw as it was collected from the sources. At the bottom of the pyramid (see Figure 4.1) is such large data, which is then analysed. In this study the analysis involves listening to the tapes further and continuing to read and re-read the data and to code them, using both preset and emergent categories or indexes, or codes as necessary, with more emphasis on emergent categories and themes. Emergent categories allow the researcher to continue to build new themes until no new categories or sub-themes emerge. Though it may be necessary to start with preset categories, it is advisable to mix these with emergent categories since preset categories tend to limit the coding and analysis process. The in-depth reading and re-reading will also result in determining limitations of the data, since not all data collected may be of value. That which turns out not be of value is discarded. It is necessary in Chapters 5, 6 and 7 to explain limitations of the data, as they emerge during the in-depth analysis and to determine the emerging level of analysis.

4.10 Conclusion

In this chapter I have explained what influenced me to adopt the qualitative approach for this study and my reasons for choosing the case study method instead of the other methods available in qualitative research. The chapter has indicated that I chose to use semi-structured interviews and review of documents as my data collection instruments to achieve verification and validation of the data. I also purposively selected my samples from three institutions which are concerned with higher education ODL in Botswana. The sample population also comprises people of various positions within their institutions. The selection of methods and the mixing of respondents and institutions are intended to provide some form of triangulation and also to promote verification and validation of data. My interpretivist/constructivist perspective has influenced me to adopt the content analysis method of analysing data whereupon I employ both preset and emergent categories of data as necessary. The literature reviewed has influenced my decision to assess the data within the principles of the equivalency theory which puts much emphasis on equivalent value of the learning experiences and their outcome, with regard to both ODL and on-campus face-to-face modes of education delivery.

When I analysed and interpreted the data in the next three chapters, I assessed how the UB dual mode system applied the concepts of the equivalency theory when expanding access to its programmes through both ODL and on-campus face-to-face provision.

Chapter Five

The Access Challenge for the Botswana Higher Education Sector

5.1 Introduction and Overview

The data analysis in this chapter focuses mainly on finding out the challenges that contributed to the Botswana higher education sector's inability to adequately provide for the high demands for access to participate in higher education. It also analyses the participants' views on the strategies through which the perceived access bottleneck can be addressed. The academic puzzle behind this study was my hope to understand why some dual mode higher education institutions in Southern Africa continued to enrol low numbers of students despite adopting ODL as one of their strategies to improve access into their programmes as well as why at other universities where there was increased enrolment due to employing ODL in some faculties, the ODL strategy was still not adopted in more faculties to increase access to more programmes. Table 1.1 in Chapter One illustrates that ODL increased enrolments substantially in dedicated ODL higher education institutions, while within some dual mode institutions it made very insignificant contribution towards increasing participation to university-wide programmes. However, this situation was contrary to what ODL scholars and proponents (Rumble, 1992; Hope, 2006; Daniel, 2007; Pityana, 2008) put forward. The puzzle that needed to be unlocked was a condition in which some dual mode institutions wanted to reduce participation barriers to increase enrolments and had identified ODL as a strategy with which to do so, yet they seemed not to utilise this strategy fully to achieve their goal. In Chapter Four, I identified qualitative content analysis as the preferred route to follow in order to discover the missing pieces of this puzzle, to come up with a clearer picture of what could be interfering with the identified strategy fulfilling its promise.

Aided by the selected documents for analysis and the transcripts of the fifteen interviews, I embarked on the process to establish whether or not the demand for higher education in

Botswana was indeed too high to be adequately contained through the capacity of the local institutions. Then I explored the participants' views on how this challenge could be addressed. During the reading and re-reading process, I started watching for and analysing the emerging categories and themes, as well as considered some pre-set categories, as captured under Table 1.2 in Chapter One.

5.2 Analysis and Interpretation of Data

Qualitative data like all other data need to be analysed and interpreted to bring order and understanding. As many scholars have observed, there is no single best way to analyse and interpret qualitative data since unlike in the case of quantitative research, there are no fixed rules and formulas for analysing qualitative data (Taylor-Powell and Renner, 2003; Patton, 1999; Basit, 2003; McBride and Schostak, 2008). Many see qualitative data analysis as a creative process that depends on the researcher being partly intuitive and partly methodical, though explicit systematic technical soundness cannot be overemphasised (Patton, 1999; McBride and Schostak, 2008; Tellis, 1997).

Following the process of transcribing the fifteen interviews, all the participants were contacted and sent their individual transcripts to appreciate and comment on how representative of the interview they felt the transcripts were. Many sent confirmation that the transcripts captured the interview successfully. Two participants requested a further meeting each and that was arranged. With the first participant (Participant 1), the requested meeting was held on 5 November 2009 from 0900hrs to 0930hrs, at his place of work. Though I recorded the proceedings of this meeting, it turned out that it was mainly confirmation of what was already on the previous transcript. Therefore later when I listened to the new recording and looked at the hand written comments on the original transcript, I decided not to write a separate transcript, but rather to make the necessary additions on the original one. The meeting provided me with the opportunity to make a follow up on a few issues, just to confirm that the information had not changed since the time of the original interview a year earlier. Most of the information had not changed and apparently not much had been lost on the original recording as I had feared, when I discovered earlier that the recording was not complete. In the case of the follow up meeting with the other

participant, I had actually sent some follow up questions through e-mail. The participant preferred to answer those questions on a face-to-face basis too. Unfortunately this follow up meeting never materialised as the participant's schedule suddenly changed. However, there was confirmation through email, that the contents of the original transcript were representative of the initial interview. All the other respondents confirmed the representativeness of the transcripts through email except one who did not give feedback after acknowledging receipt of the transcript. Seventeen people participated in this study. However, only fifteen interviews were conducted. Fourteen of the fifteen interviews were one to one, while the fifteenth interview was a group interview with three of the seventeen participants in the group. Therefore the transcripts analysed were of the fifteen interviews, including the group interview. I identified the three participants in the transcript of the group interview as T15A, T15B and T15C. The rest of the participants identify with the transcript of their interviews as T1, T2 up to T14.

5.2.1 Demand for Higher Education in Botswana

When I reviewed some documents from Botswana and from other sources that I listed under Table 4.2 and Table 4.3 in Chapter 4, there was evidence that in Botswana concerns had been raised about the low level of participation in higher education and that there was need to raise this level in order to ultimately achieve transition from an agro-based to a knowledge based economy (Republic of Botswana, 1994; University of Botswana, 1999; University of Botswana, 2004, University of Botswana, 2005; University of Botswana, 2008a). Literature therefore justified the need for increased participation in higher education in Botswana, identifying higher participation and high success rates at this level as among the most important pre-requisites for high performance in economic development. Literature also revealed a high level of demand for higher education from youth and adults, which local providers were unable to satisfy (University of Botswana, 2006; Richardson, 2009; Dodds *et al*, 2008). According to Richardson (2009), about 20,000 students completed senior secondary education annually. Out of these school leavers, approximately 18,000 were eligible for admission into higher education on an annual basis. The UB, which was the only public dual mode university in Botswana, was able to admit about 3,500 of this target population. This left 14,500 not admitted at UB and hoping to find alternative placement anywhere else (Richardson, 2009). This picture was corroborated by other studies like Kamau (2007), Dodds *et al*

(2008) and Sikwibele and Mungoo (2009), which were mainly looking at the demand from adult employees, especially teachers.

The first assumption that I made, which was that there was high demand for participation in higher education in Botswana, which the local providers were not able to satisfy was therefore confirmed through the review of the literature. However, since the participants in this study had worked in the Botswana higher education sector, I also explored their points of view with regard to this issue. The semi structured interviews with open-ended questions were meant to allow the participants to freely express their opinions about the phenomenon under study. I started by looking for and abstracting the participants' expressed observations, experiences and knowledge concerning the demand for higher education in Botswana. Though there were seventeen participants in this study, there were fourteen one-to-one interviews and one group interview that comprised three of the seventeen participants. To guide the direction of discussions through each of the fifteen interviews, I had several questions that I had prepared for the semi-structured interviews that I held with the seventeen participants involved in this study. In the area of demand for higher education in Botswana, around which my first assumption was perceived, I specifically wanted to know whether in Botswana like literature indicated was the case in other countries, there was a growing interest of the adult population to participate in higher education. The responses of all the participants indicated that there was this growing trend. Indications were that more adults and especially employees in different employment sectors showed a high level of interest in enrolling on part-time and ODL programmes. Therefore I was interested in the participants' views regarding what might be influencing adults' interest in higher education. The unit of analysis was text from the fifteen interview transcripts and the focus was on the aspect of establishing what factors might be influencing the level of demand for higher education in Botswana. I put all the responses to my question that wanted to know what could be influencing adults to show an interest to enrol in higher education programmes under the heading 'factors influencing demand for higher education in Botswana', which was derived out of the interview question area. Examination of participants' responses sought to elicit the type of factors and if they might contribute towards the perceived high social demand for higher education. Four types of factors seemed to emerge from the abstracted data. Table 5.1 below

draws out and classifies these factors under four areas or families, which seemed to contribute to the demand for higher education.

Table 5.1 Factors Influencing Demand for Higher Education

Theme: Need for economic sustainability		
Family 1	Environmental factors	
Codes	Category 1: Global influence - shift in employment patterns – agro based to formal jobs - inflated educational qualifications - rapid technological advancements - developmental requirements - need for enhanced and improved quality of output	Category 2: Increased opportunities - ability to combine work and study - increased private institutions - country prospered and increased affordability - availed government sponsorship to private institutions - initially employed with low level qualifications - improved ICT infrastructure
	codes	Category 3: Policy requirements - RNPE and Vision 2016 expectations - need for global competitiveness - upgrading of qualifications
Family 2	Social Factors	
codes	Category 1: Self-actualisation - status - retirement concerns - repositioning	
Family 3	Economic factors	
codes	Category 1: Economy diversification - diminishing reliance on minerals/diamonds - need to improve national human resources - need for multi-skilling - career changes - preparation for retirement	Category 2: Limited employment opportunities - seeking high level jobs - higher education better living standard - promotion requirements - change to become more marketable - need to provide future livelihood - enjoy the economic boom
Family 4	Job requirement factors	
codes	Category 1: Raised job requirements - re-tooling to keep job - high skilled jobs - improving on skills - working people want to acquire higher post secondary qualifications - changing technology - ever changing skills requirements for jobs	Category 2: Job security - multi-skilling to be competitive - employers demand higher productivity - initially employed with low level qualifications

The four families of factors that seemed to influence demand for higher education, which emerged from Table 5.1 were the family of environmental factors, which had three categories, social factors with one category, economic factors with two categories and job requirement factors with two categories. I first discuss in detail, how the participants perceived environmental factors to influence the demand for higher education. Later I discuss just briefly, the remaining three families of factors influencing demand for higher education, together with the link that seemed to run through these families, which I perceived to be the theme pulling together all the factors that were perceived to influence the demand for higher education in Botswana.

Participants perceived that the current environment influenced adults to want to enrol in higher education programmes and since there were already many secondary school leavers who also wanted to pursue further studies and were keen to enrol in higher education, this tended to pick up the demand level for higher education. With the assistance of Figure 5.1 below I discuss the first of the four families, which is the family of environmental factors, which has three categories; global influence, increased opportunities and policy requirements.

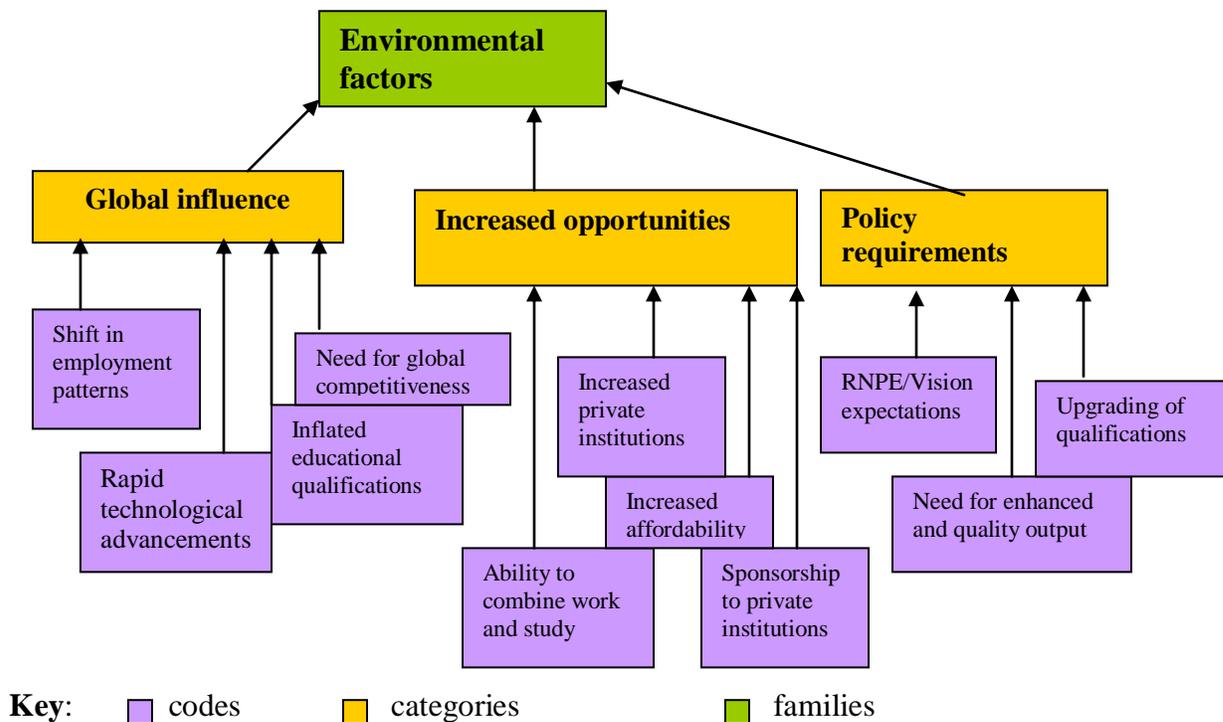


Figure 5.1 Environmental factors influencing demand for higher education

The first category under the environmental factors family was global influence. This category seemed to have a direct impact on how the country positioned itself on the competitive global market. This immediately had bench marking implications for Botswana, indicating that it was important for the country to strive to improve its human resource capacity in order for it to produce goods and services, and human capital that could compete in the global market. Literature reviewed in Chapter 2 indicated that expanded participation and higher achievement in higher education has a direct influence on enhanced economic development of a country (Bloom *et al*, 2006; Young, 2006; World Bank, 2008a; Global Competitiveness Network, 2009). If global trends were shifting towards high skills, and technological skills, as it appeared to be the case, then it would necessarily mean that a country like Botswana, whose participation in higher education was still perceived to be low, should take policy decisions to increase participation and that would hike the demand. At individual level, once such a policy decision has been taken, people would like to align themselves with the policy expectations in order to remain or become competitive in both the local and the global economy for jobs and/or trading of goods and services.

Botswana is expected to gradually move, under this global influence, away from agro based towards an industry driven economy and this shift, as participants observed, brought with it certain developmental requirements. One of the codes under the category of global influence indicated a shift in employment patterns which adults had to respond to by preparing themselves through acquisition of relevant qualifications and skills, in order for them to stay relevant in the employment scenario and the current dynamic economic environment. Participants noted that due to increased global competition, people were gradually under pressure to acquire higher qualifications and higher order skills, in order to be competitive in the local and global market. To a question which wanted to establish why adults were showing so much interest in participating in higher education, some of the responses were “*global trends probably...*” (T7:6)¹⁰, “*it’s a trend as educational qualifications...get bloated up...*” (T11:5). Once trends

¹⁰ T7:6 Transcript No. 7 page 6. The transcripts are numbered from 1 to 15. Transcript No. 15 is from a group interview and participants within the group are identified as A, B and C. Quotations from this transcript therefore have T15A, T15B and T15C respectively.

influenced bloated up qualifications, this would increase the demand for participation in higher education.

Rapid technological developments were also perceived to bring a shift from the way a lot of things had been done before, and hence would affect life experiences. Technological developments can affect the way education is delivered and considering e-learning advancements and the advantages they bring to learning, such developments would increase the level of interest in participating. They were perceived to affect the way business and the economy was run, considering e-business, e-governance and all the other spheres of life. So people needed to adjust to these new ways of doing things if they had to be competitive at any level. A major result of these changes was that people should acquire higher order skills, which are attainable through participation in higher education (Global Competitiveness Network, 2009). As this realisation dawned on people, they would want to access higher education and that would increase the level of demand. High demands for higher qualifications and higher order skills were seen as a response to global competition and a need to improve the quality of products and services for the market economy, as well as a need to ultimately achieve sustainable economic independence. One participant observed a change in the Botswana economy since independence from an agro based to a job based economy and commented that

The country has prospered and boomed. So I think it's inevitable that Batswana have wanted to... enjoy the boom that is taking place. Not by occupying low level jobs ... but by seeking high level, high skilled jobs (T3:9).

The second category under environmental factors was increased opportunities. Under this category participants perceived an opportunity offered to adults by the availability of ODL, either from the few available local providers or through technology from external providers. Participants noticed that since ODL offered people the opportunity to work and study at the same time, the constraints that adults used to experience coming with having to leave work and family to go and study were minimised. One participant observed

You find people talking about the fact that it is very difficult nowadays to leave your family and leave your job and say you are going to be at school, because the economic situation has changed ... it is very expensive to buy food, to take children to school with everything now changing. So people are really interested now in something that they can study from home (T10:9-10).

Participants acknowledged the influence of opportunities to study through ODL and those offered by available ICTs even though noted to be at rudimentary stages of development. However, once there was an opportunity for adults to study and continue earning a living, while also being with their family, they would cease that opportunity. Even though such opportunities might be limited, they were perceived to generate in people an interest to learn and that was seen as contributory to increased demand for higher education. Still under the category of increased opportunities there was an area of increased private institutions. Previously UB was the only higher education institution in Botswana. However, in recent years, the higher education sector opened up opportunities for private institutions to be screened by TEC and be registered to operate in the country if they were found to meet the set criteria. That brought the total of registered higher education institutions in the country to thirty by 2008. One participant noted improvement in the level of participation as an effect of that

... the availability of more private tertiary institutions which are slightly more recognised through the registration of TEC. Even private students have found reason to go there ... government has also increased its own public tertiary institutions (T1:4).

While additional institutions had improved participation in higher education, their presence was perceived to have also increased demand, in that more people keep hoping that they might be admitted and keep trying to find an opportunity to enrol.

Affordability was also an opportunity that participants noted as contributing to increased demand for higher education. Some participants observed that the Botswana economy had steadily improved over the years since independence and until the recent world economic recession.

They noted that as a result of that economic improvement before the recession, some people were in a better position to afford fees for higher education. Those contributed to a higher demand for higher education. The last issue coded under increased opportunities, which was seen to contribute to increased demand for higher education was government opening up sponsorship for study through private institutions. A participant explained that

[i]initially government sponsorship was only available to students who were coming to the UB ... then with time, to those who were going to some of the government institutions. But then, recently the government sponsorship is also available to the private universities within the country (T12:3-4).

With this opportunity more people were seen to have been encouraged to come forward to look for a chance to enrol, with the hope that they would receive government sponsorship.

The last category under the environmental factors family was policy requirements, which had three codes. The first code dealt with the 1994 Revised National Policy on Education and Vision 2016 expectations on the education sector. One of the expectations on higher education from the RNPE was that all primary school teachers with a Primary Teacher Certificate (PTC) should be upgraded to at least Diploma in Primary Education, to enhance the quality of primary education (Republic of Botswana, 1994). The challenge with this policy decision turned out to be that the four Colleges of Primary Education in the country did not have the capacity to handle the high demand, which was estimated at around 11,600 PTC holders (Kamau, 2002). The other challenge of the policy requirement for teacher to upgrade en-mass was that even if the Colleges of Education could accommodate large numbers of teachers, there would be serious manpower shortages in the primary schools where they were teaching. However, this was one of the policy decisions perceived to have picked up the level of demand for higher education. Another policy challenge was perceived to come from one of the pillars of Botswana's national vision for growth and development, which expects Botswana to be an informed and educated nation when the country attains 50 years of independence in the year 2016 (Republic of Botswana, 1997). Participants observed that this national vision had been very widely publicised and

communicated. Botswana had been encouraged to take advantage of any available opportunity to be part of an informed and educated nation. The publicity of the vision seemed to have received resounding response that was observed to have contributed to the raising demands for higher education. Indicating the wide publicity of Vision 2016, one of the participants observed:

I think it's a vision that has been communicated widely in the country, because communities are aware of Vision 2016 and one of its pillars, an educated and informed nation. President Masire who was President then when this thing was started was saying that ... a graduate for every family, something like that (T7:6).

That level of publicity and political support seemed to have achieved a high level of response from the Botswana population. The second code which falls under the policy requirements category dealt with the need for enhanced quality output. This code seemed to intersect with that of the need for global competitiveness under the global influence category, both of which dealt with production of quality products and services including skilled manpower, which would be capable of competing in the global market. The last code under this category was upgrading of qualifications as a policy requirement, aiming at enhancing the skills level of the economy and the ability for the country to have human resources comparable to the best regionally and internationally. It can be inferred that global influence impacted on local policy, through which a country could achieve global competitiveness, which would in turn require acquisition of upgraded qualifications and skills. Only one category emerged out of the family of social factors and this was the self-actualisation category, which covered three codes of status, retirement concerns and repositioning. This family dealt with factors related to personal development and the individuals taking care of their image, status and issues of fitting into the dynamic environment with dignity. Through the code dealing with retirement concerns, for instance, participants had observed adults going towards retirement getting themselves prepared for an active retirement age by up-skilling and acquiring higher qualifications, which would benefit them and allow them to continue being active and useful to the society beyond retirement. Asked to comment why many adults were showing interest to enrol for higher education programmes, one participant responded:

... not just for the sake of qualifications. May be promotion, may be the job area and also the changing technology ... And you find that many of the people coming ... it's not the young people. It's people who are middle age, some older, acquiring ... skills late in life ... My own assessment is that they need these skills in their job area before they retire. Perhaps after they retire, they may need these skills for solving problems (T8:9-11).

The remaining two families of economic and job requirement factors had an underlying effect of stiff competition, both for better paying jobs and for acquisition of the highest qualifications and skills, in order to have a competitive urge for new jobs as well as for job security. The participants perceived that many people wanted to advance their educational qualifications as well as enhance their skills such that they could either get a better paying job (which is an economic reasoning), or to secure the one they already had. Looking at Table 5.1, it appeared like factors from these two families together constituted the bulk of the factors perceived to influence demand for higher education in Botswana. Of the two, economic factors seemed to be the most frequently expressed as influencing the demand for higher education. These two families of factors actually appeared very closely related with each other, as well as related to the rest of the families. The need for higher qualifications and higher order skills and the need for better paying jobs and competitive goods and services, competitive human resources all seemed to point to the need to be economically self-sustainable. It can be inferred from the discussion of the different factors perceived to influence the demand for higher education that the need for economic sustainability of the self or of the country could be what was actually driving the demand for higher education. Therefore the overarching theme that appeared to be driving all the different families of factors discussed above seemed to be the need for economic sustainability, as Table 5.1 above reflects. That is why the individual would want to be competitive and get the best job, or produce the best goods and services that attract the best prices. The overall aim for all the up-skilling of the individual or the nation is primarily to achieve comfortable living, which can be attainable through economic sustainability among other things. When asked why so many adults showed interest to participate in higher education programmes, one participant had this to say: “*I think it is the realization that education is the key to life*” (T4:8), while another one thought “*people are tending to realise that unless you keep on*

improving on certain skills, you cannot guarantee yourself either a job or a future livelihood” (T2:10).

A further observation made by another participant was that

... people appreciate the fact that the more education you have ... I think the more you are likely to get a better paying job and therefore may be higher education equals ... a better living standard (T7:6).

Figure 5.2 illustrates the resulting pressure of the various factors put on the Botswana higher education sector and that the various factors affect each other and all affect and are affected by the provision of higher education in the economy.

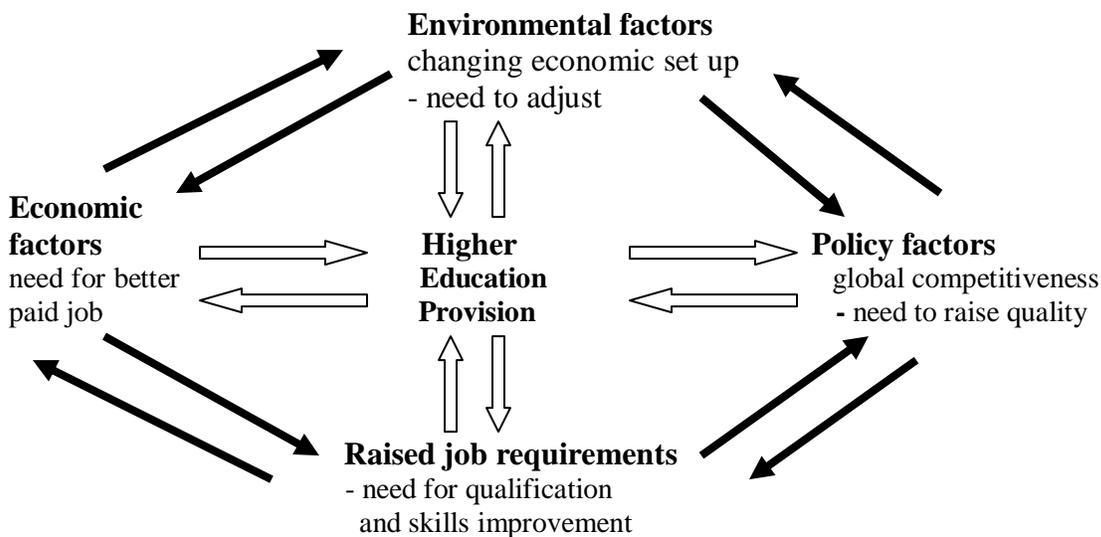


Figure 5.2: Pressure on Higher Education

It would appear like there was a lot of pressure on the higher education sector which was supposed to service all the other sectors. While there was pressure on the education sector to address high demand for higher education in order to satisfy economic, environmental and policy factors as well as raised job requirements, all these areas appeared to continue to suffer pressure when the higher education sector continued to fail them.

5.2.2 Level of Demand and Participation

Upon establishing some of the factors perceived to influence demand for higher education in Botswana and their inter-relationships, I moved on to the level of demand compared to availability of opportunities for entry into higher education, as perceived by the participants and compared their perceptions and opinions with what the documents indicated about it. I also wanted to know where this demand was coming from, apart from adults and employees that had been identified as showing a lot of interest in participating in higher education. Building from the factors that participants perceived to be influencing demand, as illustrated in Tables 5.1 and Figure 5.1 above, Table 5.2 below helped me to also compare the emerging level of demand for higher education with the level of its supply so that I could conclude my first assumption that higher education in Botswana was in high demand, while existing providers were unable to cope with it. Here I extracted from the manifest data some phrases that gave an indication of the level of demand as well as the level of participation in higher education by the various groups of clientele, as perceived by participants as well as indicated in some of the documents consulted. In terms of data from interview transcripts, I also indicated in brackets how many of the participants held that view.

Table 5.2 Demand and supply of higher education in Botswana

Indications of the level of demand for higher education		
Participants' observations and experiences	Level demand (high/low)	From documents
large numbers of 18 – 24 sent outside the country for undergraduate programmes (12 participants)	→ high ←	<ul style="list-style-type: none"> - increasing numbers of secondary leavers putting pressure on higher education sector (Richardson, 2009; Dodds <i>et al</i>, 2008) - annually 18,000 senior school leavers eligible for university, UB able to admit 3,500 and 14,500 not admitted (Richardson, 2009)
influx of demand from adults (13 participants)	→ high ←	<ul style="list-style-type: none"> - challenging need for skilled population (Richardson, 2009; Republic of Botswana; 1997)
people in employment want to enrol (13 participants)	→ high ←	<ul style="list-style-type: none"> - policy requirement → all primary school teachers to have a minimum of Diploma in Primary Education (Kamau, 2002; Sikwibele and Mungoo, 2009; Kamau, 2007) - by 2003, 11600 PTC holders to be upgraded to diploma level (Kamau, 2002) - working adults for career advancement in different professions (Dodds <i>et al</i>, 2008)

Table 5.2 indicated three groups of potential learners putting pressure on higher education institutions for opportunities to participate, which were 18 to 24 year age group from senior secondary schools. To indicate the level of demand, ‘large numbers’ of this age group was said to be sent outside the country for higher education because inside the country there was not enough capacity to handle the need. One participant indicated that

there is a major constraint in terms of availability of opportunities within the country ... in fact as a result of that constraint, government has been spending an enormous amount of money sending students for under-graduate programmes ... outside the country (T1:2-3).

The second group of potential learners demanding higher education was adults, as indicated by thirteen out of seventeen participants and the documents cited on Figure 5.2, which identified a challenge of the need for skilled manpower (Richardson, 2009; Republic of Botswana; 1997). The third group was of people in employment. In addition to pressure from individual members comprising these three groups, there also seemed to be pressure coming from government through certain policy expectations for enhanced levels of qualifications for certain cadres of its employees (Kamau, 2002; Sikwibele and Mungoo, 2009; Kamau, 2007, Richardson, 2009).

The main challenge that this situation seemed to pose for the institutions was that of pressure to accommodate more students than the limited space, facilities and other resources can handle. The concern expressed by most of the participants was the perceived resulting compromised quality, since institutions would be under pressure to take more than their human resource capacity and other resources were originally planned to handle. Many responses indicated that where demand was too high and resources not adequate, quality service was expected to be compromised. Many private higher education institutions had been registered and students were being enrolled in large numbers in those institutions in recent years. One participant summed up the concern indicating that “*the particular challenge that we’re facing is in relation to quality Even if we made some progress in terms of access, quality ... is very, very poor*” (T3:6). Participants identified some of these institutions as having been set up for business and a concern was being

raised that as more and more secondary school completers continued to scramble for admission, some of the profit making institutions might continue to enrol beyond their capacity, in order to maximise profits. One participant commenting on compromised quality when such institutions ceased an opportunity to admit more than the planned capacity observed:

it needs slightly more funds to develop facilities to remain sustainable on the market ... But we find that the entrepreneurs themselves who invest in education, regard it as a normal business ... This is where you find that may be the ratio of students to the teachers increases, irrespective of the disciplines (T2:13-14).

Meanwhile, where resources were over-stretched, quality would be compromised and students end up provided with poor quality education. Too much pressure for more access may cause other institutions the challenge of losing quality even where it originally existed. A participant commented that

... it also depends on the nature of quality of education they are giving. Because if they are in it mainly for money, then the more numbers they have the better ... then the more numbers they have the better. I would say it depends on the class sizes and things because when you look at some of these institutions, some are very, very small (T8:11-12).

All participants found the level of participation in higher education to be very low in Botswana, and estimated it at around 12% of the 18 to 24 year olds who qualified to enter this level of education and training. These observations also seemed to be corroborated by the research conducted in the country in recent years (Republic of Botswana, 1997; Kamau, 2007; Dodds *et al*, 2008; Kamau, 2002; Sikwibele and Mungoo, 2009; Richardson, 2009). Dodds *et al* (2008) and Richardson (2009) also estimated the participation in higher education at a rate of about 12%. The UB through its Development Plan 8 observed that Botswana was providing access to university level education to only a small proportion of the qualified and eligible age group, with nearly two thirds of those who actually apply being turned away for lack of places (University of Botswana, 1999). The EFA Monitoring reports of 2005, 2007 and 2008 also indicated

Botswana’s participation rate in higher education to be lower than Mauritius, Namibia and South Africa (UNESCO, 2007). These three Southern African countries are used in Botswana as its comparators (Tertiary Education Council, 2008a). The data from documents consulted on the demand and supply of higher education in Botswana (Republic of Botswana, 1997; Kamau, 2007; Dodds *et al*, 2008; Kamau, 2002; Sikwibele and Mungoo, 2009; Richardson, 2009), as well as that from the interview transcripts (see Table 5.2) seemed to agree on the level of supply and demand for higher education in the country, and seemingly confirmed my first assumption that there was high demand, which existing higher education providers were unable to cope with. As reflected through Table 5.1, several factors seemed to influence this high demand from both youth and adults, who put pressure on the few existing higher education institutions in the country.

5.2.3 Challenges for the Higher Education Sector

Having established that there was high demand for higher education and low participation, the next level of analysis focused on the challenges and constraints as perceived by the participants, which might be making it difficult for the higher education sector to adequately address the high demand for higher education in Botswana. I deduced from the data, challenges at national, institutional and individual level. Through Table 5.3 below I identified problem areas which might be contributing to the limited ability of the higher education sector to adequately address the demand.

Table 5.3: Challenges for the Higher Education Sector

Meaning unit	Codes	Categories	Families	Theme
placement is lower with limited academic programmes	limitations on available academic programmes	limited programmes	Limited enrolment opportunities	L I M I T E D
don't have the necessary infrastructure physical facilities and other infrastructure not developed to take care of increasing numbers	slow development of facilities and infrastructure	Limited facilities and infrastructure		
local institutions cannot meet social demand for higher education major constraint with availability of opportunities	low capacity of local institutions	limited face-to-face opportunities		

<ul style="list-style-type: none"> - within country - lack of institutions - one university and few other higher education institutions - limited places 	too few institutions to accommodate demand			E N R O L M E N T A N D P A R T I C I P A T I O N
<ul style="list-style-type: none"> - low development of ODL which could absorb more adults - programme provided only in Gaborone - if programme in satellite areas numbers would soar - high Botswana geographically dispersed in terms of scattered population - professionals have to go to rural areas to go and serve once they're there, in terms of education they're stuck 	<p>ODL programmes not available in parts of the country</p> <p>Limited capacity to reach scattered populations</p>	Limited ODL opportunities		
<ul style="list-style-type: none"> - drop out due to lack of finances - part-timers to pay individually, get paid back after successful completion - some working people's salaries not enough to pay for higher education - finance affects accessibility - younger generation concerned about payment of fees - sponsorship for post secondary education tight to government - no scholarships arranged through banks or any other organisations 	<p>many people unable to pay</p> <p>ODL and part-time study not sponsored</p> <p>only one sponsor for higher education</p>	limited sponsorship avenues	Financial constraints	
<ul style="list-style-type: none"> - a very expensive education level - no operating budgets to run infrastructure and pay necessary salaries 	budget limitations affecting implementation	Budget limitations		
<ul style="list-style-type: none"> - since independence focus to build primary then secondary, little focus on higher education, not received much policy or strategic attention 	less concentration on higher education sector for too long	Unbalanced development of education sector	Low development of the higher education sector	
<ul style="list-style-type: none"> - wastage and poor management of resources, lot of tiny micro institutions, no efficiency - large number of outbound students, very expensive - lack of monitoring of public funded institutions - poor records management and lack of data 	<p>inefficient management of resources and records</p> <p>expensive education strategy</p> <p>poor monitoring</p>	Poor planning and monitoring		
<ul style="list-style-type: none"> - Batswana do not have a reading culture 	Lack of interest and enthusiasm in reading	Poor reading habits	Low reading culture	

Nine areas of constraints emerged, which led to four major challenges that could have ultimately contributed to limited participation in higher education in Botswana. In Table 5.3, I included a column which I thought “meaning unit” as discussed by Graneheim and Lundman (2004) described it better. According to Graneheim and Lundman (2004) a meaning unit is a group of words or statements that relate to the same central meaning. The meaning units reflected on Table 5.3 are statements deduced from the participants’ responses, and not quoted in verbatim. I captured each statement the way I understood it from the transcript and grouped related ones in meaning units, so that I could interpret them together in those group areas. Once I condensed these meaning units they began to give me an idea of the names I could give to them as the various data areas and hence they gave me codes. The various groups of codes then gave me categories, which I then grouped into themes. In Table 5.3 above, the nine emerging categories contributed to limited enrolment opportunities, financial constraints, low development of the higher education sector and low reading culture, as four emerging families, which all culminated in one theme which I called limited participation in higher education. A closer look at the meaning units indicated challenges that could affect individuals, the institutions and the higher education sector.

I then randomly picked one of the four families of challenges faced by the higher education sector in Botswana and presented it with its family members in Figure 5.2 below for closer examination.

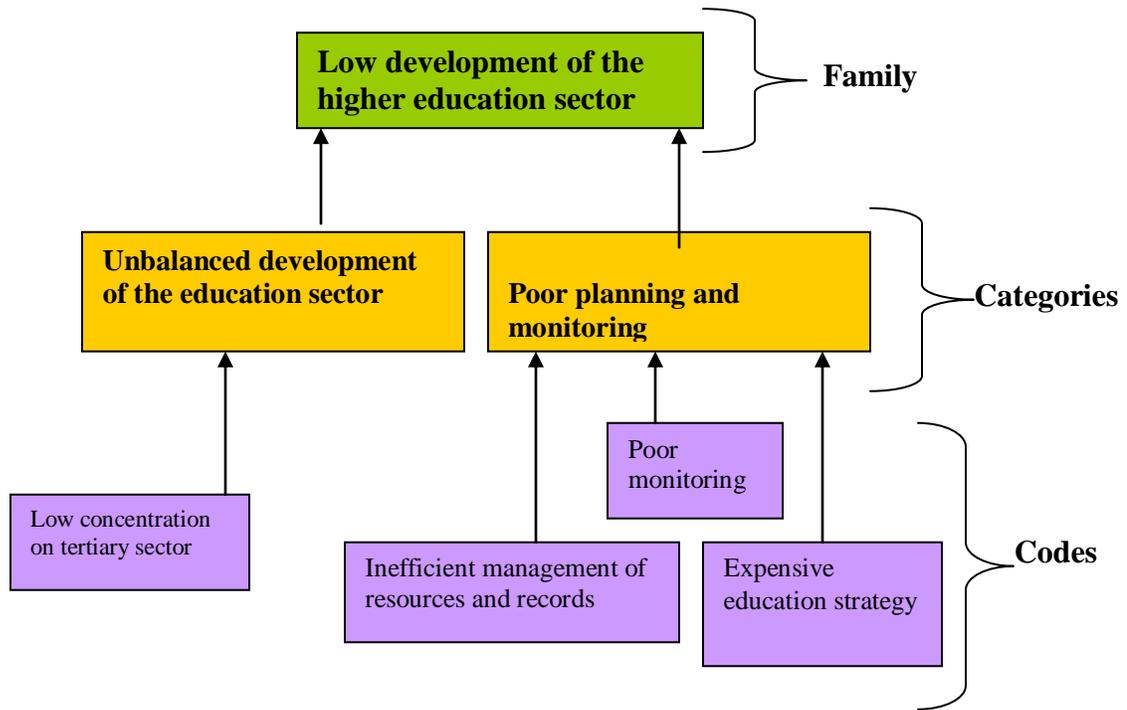


Figure 5.3 Challenges for the higher education sector

The family of low development of the higher education sector had two categories. Only one code emerged under the category named unbalanced development of the education sector, while under poor planning there emerged three codes. The situation of unbalanced development of the education sector in Botswana seemed to have part of its origin from the historical condition of the sector at independence. A scan of the literature under Chapter Three indicated that at independence Botswana inherited from the colonial government, a very poorly developed education sector (Mogae, 2005; World Economic Forum, 2009; University of Botswana, 2008a). The new government had to prioritise where to start in terms of developing the education sector and as one participant observed:

the major issue has been that Botswana's focus since independence is to build up basic ... start education from the base, focusing on primary, focusing next on secondary. And there are major achievements there I mean ... we're almost at universal access in terms of primary. We're heading towards that way in terms of secondary. We will be there by the end of NDP 10 (T3:5).

When it came to higher education, the observation was that

there's been very little focus on tertiary level education over the period of independence ... it hasn't received very much policy or strategic attention until TEC came into being three years ago (T3:5).

The above observations by the participants seemed to be corroborated by some of the evaluated literature that is listed under tables 4.2 and 4.3 in Chapter Four. Literature indicated that at independence in 1966, there was no university in Botswana and skilled manpower was scarce (Colclough and McCarthy, 1980; Crowder, 1984; Mokaeya, 1986; Mokaeya, 1992; Leburu-Sianga and Malobe, 2000; University of Botswana, 2008a; Mogae, 2005; World Economic Forum, 2009).

Another participant noted that higher education was a very expensive level of education that required costly infrastructure and facilities that the country had not been able to develop to the required level. He observed that

therefore it is not surprising that many countries don't have the necessary infrastructure, or where some have infrastructure, they don't have the operating budgets to run those infrastructure and pay the necessary salaries (T1:3).

Another factor that was perceived to have delayed the development of the higher education sector, which might be resulting from the low operating budgets, was the perceived inability of the sector to retain good quality teachers and lecturers in the system. Under the category of poor planning I identified from the data, three codes covering inefficient management of resources and records, poor monitoring and expensive education strategy. With regard to the code of inefficient management of resources and records, a number of the participants expressed concern over a perceived high level of wastage and poor management of resources. One participant had observed “*a high degree of decadence of the infrastructure because of poor maintenance*” (T1:3), while another one noted that the level of financing of education including higher

education in Botswana was very high compared to many developing countries, citing that about 8% of the Gross Domestic Product goes into education, and about 20% of that education budget goes into higher education. The participant expressed concern that despite this level of investment in higher education, the sector's performance seemed to be disturbingly low, and attribute this level of performance to poor management of resources. One participant submitted that "*our output, our quality rankings and all rankings are very low. So we are just wasting a lot of money ... it's frightening*" (T3:26). Another participant was worried about what she described as mass wastage of education facilities country wide.

But we actually are not exploring or exploiting our brick and mortar buildings ... actually they're a waste. Passed the hour of six and during the holidays, nothing takes place in our institutions. You find that it is a small portion of the facilities that are being used. The rest of the facilities lie fallow (T2:34-35).

This wastage was perceived to result in extremely limited access to higher education compared to other comparator countries. One participant observes that unlike Botswana which was spending about 20% of the education budget on higher education, Mauritius was spending about 13% on the same sector "*and they do double what we do in terms of access*" (T3:25). One of the main sources of wastage and inefficiency in the system as perceived by one participant was the presence of a lot of tiny micro institutions. Some participants alluded to poor management of records and the lack of data within the higher education sector as one of the major challenges of the system, making planning very difficult, including planning for manpower development for the sector and the entire economy. In terms of adults above 24 years old, there seemed to be no data since none had been collected or kept centrally, or at national level, which would have been inclusive of data from all the higher education providers for adults. Asked what plans are in place to address the high demand for higher education that seems to be coming from the various adult populations, one participant's opinion was that

there is nothing that will alter that ... because we haven't been doing too much about it ... An absolutely, totally untapped market if you like, neglected entirely. There's been total lack of attention paid to data and data management and data

analysis. So I think in short all I can say is ... we don't know ... We know more about mineral resources than we know about our people (T3:10-11).

Data collection, analysis and management seemed to have been neglected over the years. There appeared to be no records, especially at national level that could indicate the level of participation of adults in higher education in Botswana. On the basis of this identified gap, it appeared necessary for the higher education sector to start collecting data on the participation of adults above 24 years in higher education, since such data would go a long way in human resource development planning for the country, as well as in the identification of relevant areas of training development and delivery.

Another code under the category of poor planning was 'expensive education strategy' and dealt specifically with the government strategy of sending large numbers of students outside the country to access higher education, even for access courses for entry into under-graduate programmes. The participants appreciated that there would always be need to send some students to study outside the country for various reasons, including cases where certain programmes of study were not available in the country, or "*... so that you really don't have a work force which has only been trained in one institution or local institutions*" (T13:10). However, they also thought that the strategy of sending huge numbers outside the country, which seemed to be largely meant to address the problem of lack of or limited facilities and infrastructure in the country, might be a result of poor planning in the past. One participant's concern was that probably over the years

our projections and planning(s) were not coherent. The growth in ... the senior secondary schools was not matched by the growth in the tertiary. Hence now this mismatch where the output for secondary school is so huge we can only absorb 11% after 42 years of independence (T13:10).

Sending large numbers of students outside the country was seen as very expensive for the country and also counter productive. A participant complained:

But the other side of the same coin is how much are we spending on that? Had we may be invested part of it in developing our own, how many universities would we be having today? (T13:10-11).

Poor monitoring was the last code under the family of poor planning and monitoring. Under this area the concern of the participants seemed to revolve mainly around the issue of perceived non-accountability for resources allocated. They thought that this non-accountability by some of the institutions funded under the MOESD was reflected in what they perceived as low levels of implementation of certain policies. Their assessment was that the MOESD did not seem to be closely monitoring implementation of policies and demanding that some of its institutions should account for the resources allocated to them.

I would expect the Ministry of Education to be actively involved in institutions that they fund ... Like for instance, if there is such a recommendation and money is being put into this institution, why is it that, very little has been done. And people here have the liberty to sort of say ... 'we can do it we can not do it' (T4:35-36).

The participant commented as follows:

...you look at our mission statement, our vision statement ... you look at our Strategic Plan as an institution, all these things are there. If you see these documents, you will say 'these people are actually implementing RNPE. They are actually working towards Vision 2016', when in fact they are no. (T4:39).

The issue of poor planning and monitoring therefore was perceived to have contributed immensely to the state of low development of the higher education sector in Botswana. I discussed the remaining three families of challenges; limited enrolment opportunities, financial constraints and low reading culture through assessing how they affected each other and together could have contributed to the perceived limited participation in higher education. A table like Table 5.3 above might not show inter and cross relationships well, and it might give an impression that the codes, categories and families of challenges affected one another only

through linear relationships. These codes, categories and families of challenges were derived from data that came from human experiences. As such, naturally the way they would contribute towards the manifestation of the various constraints, and do so in several crisscrossing relationships, as observed by Graneheim and Lundman (2004).

Figure 5.4 illustrate, not in any exhaustive manner, some of the relationships that the above problem areas and challenges might have and how they could affect each other. Their sum total would seem to culminate in low or limited participation in higher education.

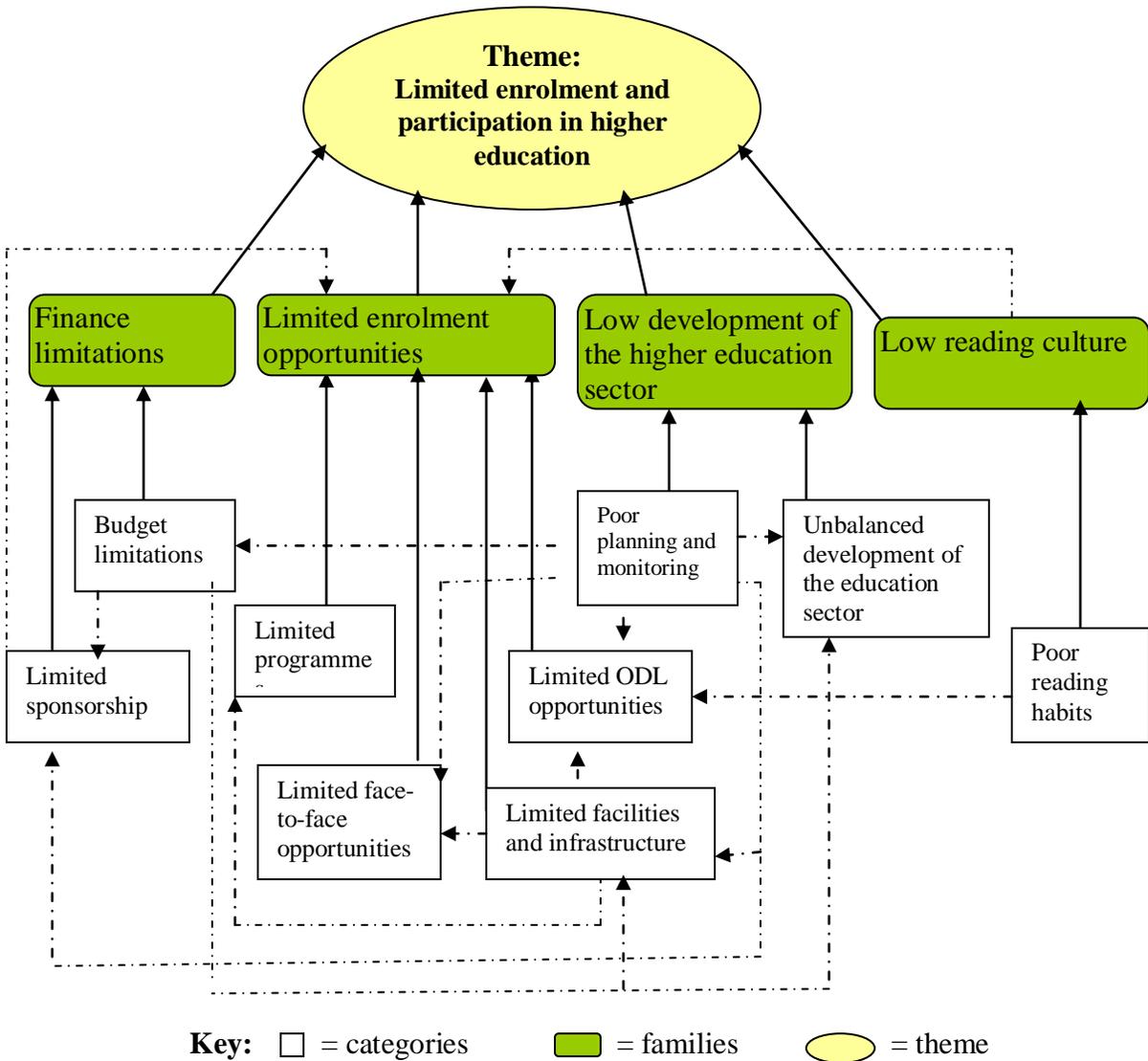


Figure 5.4: Inter-relationships between problems contributing to low participation

The thick arrows on Figure 5.4 above indicate family relationships where several categories may belong under one family, while the dotted lines indicate inter-relationships where a category may affect other categories within or outside their own families. The challenge of budget limitations, which is a category falling under finance limitations, was perceived to have the potential to affect or lead to limited sponsorship under the same family, which in turn would lead to limited enrolment, which is a different family. Budget limitation was seen as a challenge that could also lead to limited facilities and infrastructure as well as unbalanced development of the education sector. The effects of budget limitations therefore would result in creating limited enrolment as well as low development of the higher education sector, which were different families. Within the family of limited enrolment, which had four categories, some of those categories seemed to affect each other. Limited facilities and infrastructure appeared to contribute to limited opportunities in both ODL and face-to-face. Limited programmes also seemed to limit opportunities through ODL. All of these together would lead to limited enrolment and participation. Poor planning and monitoring from the family of low development of the higher education sector appeared to contribute towards the state of budget limitations, limit the development of facilities and infrastructure, which would result in unbalanced development of the education sector and contribute to limited ODL and face-to-face opportunities. The family of low reading culture appeared not to be affected by any other family or category outside its own. It seemed to affect only one other family both directly at family level and at the level of categories. While this might indicate that the low culture of reading has slight impact on the performance of the higher education sector in terms of enrolment and participation, it might be necessary to look further into it when developing educational programmes to see what types of delivery methods can attract more participants into education programmes. Probably the young generation is shifting away from reading books towards computers, TV and many other electronic media of learning tools. So although this family of challenges does not seem too damaging in the current concerns of expanding opportunities for participation, it might become more relevant in the near future and might need looking into.

However, it would appear that poor planning and poor monitoring was capable of adversely affecting more areas or causing more problems across three families of challenges. This could mean that actually poor planning and poor monitoring might be a main source of the challenges

of the Botswana higher education. Earlier when discussing the family of low development of the higher education sector (see T13:10-11 under Figure 5.3 above), participants came out quite strongly about poor planning and poor management of resources, which is an element of monitoring. There was indication that due to poor planning, the higher education sector had not received attention since independence and until recently with the establishment of TEC. One observation was that poor planning could have resulted in lack of foresight, where huge amounts of money had continued to be spent on sending students outside the country when some of those funds could have been used to develop the local facilities and infrastructure. Limited resources and lack of developed physical facilities and other infrastructure, their proper management and maintenance, as well as the lack of developed human resources, were identified as some of the constraints inhibiting expansion of opportunities for participation in higher education. Lack of funding for a large number of individuals who would like to pursue their higher education was also identified as a contributing factor inhibiting wide access to higher education. However, in the same breath, some of the participants indicated that when it came to financing of education, Botswana appeared to have had an edge over some of the SADC countries because of its economy. Funding for education in Botswana seemed to compare favourably with many in the developing countries since it was estimated at 8% of the GDP. The share for the higher education sector was further estimated at 20% of the total education budget, which was supposedly high even by international standards. However, one of the concerns seen as a contributing factor was where Botswana seemed to be achieving less access with more funding for higher education, was perceived to be lack of proper management of resources. A lot of wastage was alluded to, as well as a lack of data collection, analysis and management. The lack of proper records on the state of the human resource base of the country, which should assist in decision making, on the development and delivery of higher education was seen as a contributing factor also resulting from poor planning and monitoring. A low level of accountability by some higher education institutions, especially among those funded by the state was expressed as a concern, where the Ministry of Education & Skills Development was perceived to be neither keeping a close eye on usage of resources nor tightening its monitoring systems and demanding accountability from the institutions receiving state funding. So when looking at the data through Table 5.3, Figure 5.3 and Figure 5.4, the challenge of poor planning and monitoring and poor management of resources seemed to be central or possibly among the major contributing factors

towards the inability of the higher education sector to increase enrolments substantially. The participants identified limited space in existing face-to-face higher education institutions, as well as limited opportunities through ODL in the country as some of the main contributing factors to low enrolment and also attributed these to poor planning and poor management of resources.

5.2.4 Strategies to Increase Participation

Participation rate of the APR had been planned to increase to about 20% by around the year 2026. However, it appeared that this rate would still fall short of the estimated rate of 40 to 50% of the APR in order for a country to achieve sustainable economic development (Kanwar and Daniel, 2008). Botswana was also aiming to enhance its human resource development and increase participation of more adults in higher education. Participants offered several possible strategies to achieve such increased enrolment for both the APR and adults.

Table 5.4: Strategies for increasing participation

Meaning unit	Codes	Categories	Families	Theme
TEC putting measures to address quality evaluation and registration of institutions	Availability of accredited and relevant programmes	High quality relevant programmes available		I N C R E A S E D
programme accreditation provide relevant programmes, and reduce number of outbound students	Quality standards set and adhered to			
setting of standards and ensuring adherence	Availability of specialised institutions	Provision of quality ODL services	a range of quality programmes and services available	
put together institutions that offer tertiary education leading to specific goal	Ensuring provision of best quality ODL	increased number and range of quality programmes on ODL mode	through both face-to-face and ODL	
learn from good examples of ODL best practice	Increasing number and range of programmes on ODL mode			E N R O L M E N T
avoid very poor quality ODL part-time evening programmes to include graduate and post graduate BOCODOL to move rapidly towards providing more graduate programmes	Need to develop ODL fully	Availability of ODL	study options available through different	
recognition that if country to effectively expand tertiary then				A N



expand ODL			modes	D
<ul style="list-style-type: none"> - ODL more flexible, convenient, efficient, cheaper and can accommodate a lot more when fully developed - conceptually to have one ODL to five face-to-face institutions - conceptually ODL to contribute about 20% of student community - provide programmes in other areas, not just in Gaborone, have satellites. Reach them through video or teleconferencing 	<p>Developing ODL proportionately with face-to-face</p> <p>Expanding ODL provision in the country</p>	<p>Increasing the capacity of ODL</p>	<p>increased capacity for ODL to enrol more</p>	P A R T I C I P A T I O N I N C R E A S E D E N R O L M E N T A N D P A R T I C
<ul style="list-style-type: none"> - ODL may be cheaper option for government and providers to expand access and more affordable to individuals - tertiary providers rigid regarding payment regulations 	<p>Reducing the cost of tertiary education</p> <p>reducing rigidity for non sponsored students</p>	<p>Increased affordability for tertiary education</p> <p>introduce flexible payment terms for ODL students</p>	<p>tertiary education affordable</p>	
<ul style="list-style-type: none"> - using ODL through external providers - to attract satellite institutions to have some programmes accredited by other universities 	<p>Explore use of external ODL providers</p>	<p>Using external ODL providers to expand access</p>	<p>enrolment opportunities available through recognised external ODL providers</p>	
<ul style="list-style-type: none"> - ODL to be complementary - consider other modes to relief face-to-face - the country to take a serious look at how can offer distance education 	<p>Deciding on status of ODL (complementary, supplementary or at par)</p>	<p>Allocate resources for ODL in accordance with its status</p>	<p>ODL allocated resources accordingly</p>	
<ul style="list-style-type: none"> - current policy emphasises dedicated ODL institution - a self-standing ODL institution to establish university or a college or institute devoted to ODL, like an open university for Botswana - whether to embed ODL within existing institutions, however that would not work - certainly our experience was that when you do that, ODL suffers - contribution of ODL towards tertiary to be planned - contribution of ODL to the current student body is minimal to zero 	<p>Establishing dedicated ODL institution</p> <p>Deciding whether to have dual mode programme delivery</p> <p>Planning the contribution of ODL towards</p>	<p>Focusing direction of ODL growth</p> <p>Deciding on percentage target enrolment for ODL</p> <p>Deciding on audiences to access tertiary through ODL</p>	<p>Focused ODL provision</p>	



<ul style="list-style-type: none"> - ODL be for adults - increasingly working population - opting for ODL - Adults ... that is the part of the population which ODL should target - Access into face-to-face can increase for the younger students, while adults should explore ODL 	<p>expansion of participation</p> <p>Plan target audiences for ODL programmes</p>			I P A T I O N
<ul style="list-style-type: none"> - ODL needs lot of resources at the developmental stages - Building ODL foundation solidly through provision of back up facilities for the students to access learning - public and private sector policies that encourage employee participation in further education 	<p>Provide facilities for solid foundation for ODL development</p> <p>Provide enabling policies that facilitate a learning environment</p>	<p>Provide necessary capital outlay for ODL development</p> <p>Provide enabling learning environment</p>	<p>Facilities, infrastructure and policies available for ODL development and delivery</p>	
<ul style="list-style-type: none"> - more cell phones and m-learning strategies available for used to facilitate learning - A lot more done to optimise the use of technology like video conferencing - to deliver curriculum through ICT and ultimately reduce classroom attendance - adopt e-learning strategies through establishing an e-learning centre 	<p>Optimising use of available technology and infrastructure for delivery of ODL</p> <p>Enhancing development of e-learning</p>	<p>adopt e-learning strategies and use of more technologies</p>	<p>technology mediated learning available</p>	E N R O L M E N T
<ul style="list-style-type: none"> - sharing facilities - hire places in the centres and reduce permanent structures - utilize existing face-to-face structures and resources to promote ODL provision - many institutions to offer distance mode - combine face-to-face teaching and ODL provision where structures meant for face-to-face can be accessed by ODL 	<p>Maximise and safe costs through shared use of existing resources for both face-to-face and ODL provision</p>	<p>Sharing the usage of educational resources between the two modes</p>	<p>Educational resources being used maximally by both modes</p>	
<ul style="list-style-type: none"> - significant expansion of public and private tertiary face-to-face institutions - upgrading some vocational education colleges to offer higher level courses - significant improvements at colleges 	<p>Expansion of existing face-to-face institutions</p> <p>Provision of new face-to-face institutions</p>	<p>Increasing face-to-face institutions</p> <p>Targeting only youth for face-</p>	<p>More face-to-face institutions available for younger students and ODL</p>	P A R T I C I P



- increase new public and private institutions - for face-to-face to target youth	Reserve face-to-face provision for youth	to-face provision	opportunities available for adults	A T I O N I N C R E A S E D E N R O L M E N T A N D P A R T I C I P A T I O N
- determine funding level for tertiary institutions	Determining levels of funding for tertiary institutions	institutional funding levels determined	Institutions funded accordingly	
- sponsor students across modes - government sponsoring students to private tertiary institutions - Government to extend sponsorship to ODL students	Government sponsorship to include ODL students	Government to sponsor ODL students	More sponsorship and subsidy opportunities available for both ODL and face-to-face students	
- Scholarships that can be arranged through banks or any other organisations	more sponsorship avenues explored	exploring sponsorship avenues with banks and other organisations		
- access encouraged by making tuition fees affordable - support for ODL programmes in the form of subsidies, something that tallies to a person's income bracket	providing subsidies for ODL students	subsiding ODL students		
- there is need to change mindset people charged with ODL provision to educate stakeholders (the public, government, potential sponsors and other tertiary providers) and change mindset about ODL - to be willing to accept that distance education is another important way of offering programmes just as conventional is, not just by the way - give both distance and conventional equal importance. If they're given that equal importance it means even in terms of human resources	To educate and change mindset of stakeholders and the public about ODL To give ODL and face-to-face equal importance and recognition Allocation of resources for ODL and face-to-face to reflect their equal importance	Government, the public and sponsors to value ODL Resources allocated for ODL to reflect its importance and value	ODL valued	
- have data and know more about human resources - Pay more attention to data management and data analysis - Proper planning, projections and planning to be coherent - match growth at the tertiary level with secondary output - invested more resources in developing infrastructure	Have data on which to base decisions about human resources To achieve coherence between projections, outputs and investment and allocation of resources	Making informed decisions Plan for aligned growth	Facilities, infrastructure and operating resources commensurate with planned growth	
- Ministry of Education to be	To ensure			

actively involved in monitoring of resource usage and demand accountability, especially in institutions that they fund	achievement of maximum utilisation of resources	Close monitoring of implementation	Education resources utilised maximally	
--	---	------------------------------------	--	--

Sixteen strategies emerged from Table 5.4, which participants believed if applied could significantly increase participation in higher education in Botswana. The first strategy would deal with increasing the number and range of higher education programmes available in the country through both ODL and face-to-face mode. This was seen as a strategy that could alleviate the problem of sending large numbers of students outside the country and subsequently release some of the funds spent on this process to develop local capacity to absorb more, both through ODL and face-to-face. The second and third categories together dealt with increasing the capacity of ODL. This strategy was expected to result in making more options available for participation of the different groups of clientele already identified. Data from Table 5.4 put forward that Botswana could consider, as a general rule, the possibility and feasibility of reserving opportunities into face-to-face institutions for enrolment of the younger 18 – 24 age group fresh from senior secondary schools, while adults above 24 years in all the sectors of the economy could generally be encouraged to access their higher education through ODL provision. It was envisaged that this would increase the APR participation rate.

Anybody who's got a tertiary education qualification, let's say a Diploma... that person will be an adult ... That is the part of the population which distance education should target, so that access can increase for the younger load of students who come straight from Cambridge into tertiary institutions... Anybody else should explore this area of distance education (T2:32).

Making higher education affordable through the use of ODL was seen as another strategy that could increase participation. This strategy was perceived to have the potential of being cheaper in the long run for government, institutions and individuals. *“May be the capital outlay initially ... might be large. But I think from there onwards it should be cheaper” (T2:33).* It was perceived that as higher education becomes less expensive for government through provision of more ODL opportunities, it would become accessible to more people. Closely related to this

strategy was the one where participants thought government sponsorship should be extended to ODL students in the same way that it was made available to students of different ages pursuing their studies through the face-to-face mode:

... the students who come for full-time will receive a full scholarship and the students who actually want to do the same programme by distance would be told, 'no you need to find your own' ... I've seen a lot of faces coming here of people who want to enrol. But because of financial commitments and obligations, they're not able to proceed with their studies" (T5: 22).

Participants therefore perceived the lack of sponsorship for ODL as discrimination and stigmatisation of the mode, as well as making it second rate in the eyes of the potential students. Participants' observation was that potential students tended to struggle to get admission into face-to-face programmes where they could access sponsorship, and only considered ODL when chances of securing admission into a face-to-face programme were no longer feasible. *"First of all I think there is responsibility to de-stigmatise distance learning or part-time learning"* (T5:6), one participant commented regarding stigmatisation of ODL. Participants saw sponsorship and subsidy opportunities possible for both modes if arrangements could be made with banks and other organisations, so that government should not remain the main sponsor for higher education as was the case then. Participants also suggested that higher education providers could reduce rigidity surrounding payment methods by learners and consider flexible payment mechanisms, and subsidies based on individual learners' resource base and sources of funding.

Enabling policies equally affecting government institutions and the private sector were also seen as a strategy to improve participation of workers in higher education through ODL. The envisaged policies would provide an enabling environment for participation, where employees would be encouraged through time off, in addition to annual leave, and reimbursement when they successfully completed courses. Incentives, including salary adjustment as recognition of learning, were perceived as a way of encouraging more employees to participate in higher education through ODL. Such policies, affecting all sectors of the economy were seen as cumulatively being able to encourage people to actually choose ODL as an alternative or first

option to continue studying while working. Another strategy discussed at length was a consideration for more regularised shared use of available resources between the face-to-face mode and ODL. It was that the face-to-face programme could use facilities during a given period and then allow the ODL programme to use the same facilities as would have been agreed and regulated. This was seen as maximisation on the usage of the available education facilities and other resources, which were perceived to be grossly underutilised in the Botswana education sector in general.

On the whole, many suggested strategies coming out of Table 5.4 seemed to be aimed at establishing a well focused, appropriately resourced ODL mode of provision, as a strategy to increase participation at higher education level. The emphasis seemed to be on the need to develop a solid foundation for ODL at higher education level. The participants warned that the development of ODL would require high initial capital outlay, which in the long run, would prove to have been wise investment for the higher education sector, if done properly. There was also caution that bench marking was crucial for the development of ODL at higher education level, since participants had observed examples of good ODL, as well as those of not so well conceived and implemented systems in many parts of the world. Therefore they saw as of utmost importance as Botswana considered further or enhanced development of ODL at higher education level to know what was perceived as good practice as well as what might or might not work for the country.

The next section of the analysis briefly explored participants' views on the development of ODL in Botswana generally.

5.2.5 Development of ODL in Botswana

In Chapter Three literature indicated that Botswana had prioritised ODL as a mode that needed to be developed and expanded, in order to increase participation in higher education (see § 3.6). Through Table 5.5 below I examined the participants' responses to my question through which I wanted to know what their opinions were regarding the level of development of ODL in Botswana since 1994, when the RNPE started being implemented.

Table 5.5 Level of development of ODL at higher education level

Meaning unit	Code	Category	Family	Theme
major and successful initiative was creation of BOCODOL at least good start by establishing BOCODOL as parastatal responsible for ODL efforts mainly around UB/CCE Baisago also coordinate ODL	ODL developed through BOCODOL and CCE in UB	through two public institutions	public and private providers	L O W
BOCODOL only college registered with TEC as ODL tertiary institution UB has terribly under-developed small window	BOCODOL dedicated ODL institution UB has face-to-face and small window of ODL	through one dedicated public institution through one dual mode public institution	dual and dedicated public provision	
Originally it was the UB, now BOCODOL has started its own programmes we have seen that over the years UB are not able to satisfy the needs very limited access looking at numbers, compared to full-time University enrolments we do see programmes that are being offered by BOCODOL One would expect BOCODOL for instance, to be now venturing already into offering degrees a growing number of individuals using over-sees or out of the country ODL privately	UB and BOCODOL offer limited number and range of ODL programmes limited participation through UB and BOCODOL individuals accessing ODL programmes outside the country	limited range and number of ODL programmes limiting enrolment	Limited programmes and participation	D E V E L O P M E N T A N D S L O W
has been development definitely but not as expected very little that has been done one would expect institutions like UB for instance to be having a full fledged ODL programme, well oiled, running smoothly, without a lot of hitches very little has been done has been very slow in fact	slow ODL development in the past neglected, was ill-	slow development		

<ul style="list-style-type: none"> - we have moved very, very little in that regard - has been seriously and stressfully neglected - but really we should have put a lot of emphasis and a bit of money in developing that sector - hasn't been any real focus on looking into the issue of distance education - piece meal isolated efforts 	<p>resourced</p> <p>no real focus on development of ODL in the past</p> <p>isolated, uncoordinated efforts</p>	<p>low resources</p> <p>unfocused, uncoordinated efforts</p>	<p>slow development of the sector at the beginning</p>	<p>L O W</p> <p>D E V E L O P M E N T</p> <p>A N D</p> <p>S L O W</p> <p>G R O W T H</p> <p>L O W</p>
<ul style="list-style-type: none"> - Our ODL is still developing picking but it's not there yet - I think it's slow - I would say it's slow - don't think we're doing enough to develop it 	<p>currently developing slowly</p> <p>not doing enough to develop it</p>	<p>experiencing slow limp growth</p>	<p>current slow limp growth</p>	
<ul style="list-style-type: none"> - Of course putting up physical structures takes so long - the infrastructure is still at a rudimentary level - merely trained to develop material for the distance learning mode 	<p>capital outlay for ODL development still lacking</p> <p>Specialised training for ODL limited to materials development skills</p>	<p>infrastructure foundation laid still inadequate</p> <p>acquisition of specialist skills limited</p>	<p>weak foundation for growth</p>	
<ul style="list-style-type: none"> - UB CCE seemed unresponsive in terms of the challenge - certainly didn't meet that challenge - University of Botswana because of the pressures on it, of being the only state university in the country for decades, has been focusing more on face-to-face - type of clientele that was actually putting pressure on the University for its services was predominantly the school leaver - the nature of that clientele is that they look for face-to-face more than anything - May be BOCODOL perhaps at the level where it is, perhaps little by little it might be edging in 	<p>UB unresponsive, not meeting demand challenge through ODL</p> <p>only dual mode institution concentrated on development of face-to-face</p> <p>slow and uncertain growth</p>	<p>ODL not used to meet demand challenge</p> <p>ODL growth lag behind in only dual mode institution</p> <p>slow growth of only dedicated institution</p>	<p>very slow ODL growth, with uncertainties</p>	
<ul style="list-style-type: none"> - I would expect the Ministry of Education to be actively 	<p>Ministry not playing active monitoring</p>			

<ul style="list-style-type: none"> - involved especially in institutions that they fund - If there is such a recommendation and money is being put into an institution, why is it that, very little has been done - while we must acknowledge that on paper the development of ODL has been there, the practice has rather been slightly slow - It's like nobody ever checks on whether, like the case of ODL for instance is actually being implemented 	<ul style="list-style-type: none"> - role in implementation - implementation of tertiary ODL RNPE recommendation not satisfactory - monitoring not satisfactory 	<ul style="list-style-type: none"> - implementation of recommended ODL growth not satisfactory 	<ul style="list-style-type: none"> - ODL growth not satisfactory 	D E V E L O P M E N T A N D S L O W G R O W T H
<ul style="list-style-type: none"> - initial focus from RNPE was expanding ODL from secondary - mandate placed on the CCE by RNPE to increase access to tertiary through ODL - needs for new approach, a new institution or BOCODOL transformed - to start implementing most strategies during NDP 10 	<ul style="list-style-type: none"> - initial focus on developing ODL at secondary level - CCE mandated to develop tertiary level ODL 	<ul style="list-style-type: none"> - initially less attention on tertiary ODL development 	<ul style="list-style-type: none"> - ODL development lacked behind 	
<ul style="list-style-type: none"> - quite a lot that needs to be done to accommodate the fact that there is ODL - We talk of access, participation and ODL. But when you really look at the kind of support that ODL gets from the system, you begin to see that there're a lot of gaps - even on paper significance of ODL somewhat, only come as a background thing 	<ul style="list-style-type: none"> - to give ODL recognition - ODL needs support and recognition - ODL needs to be given prominence 	<ul style="list-style-type: none"> - Lack of recognition - Lack of support - Lack of prominence 	<ul style="list-style-type: none"> - lack of recognition and support 	

Table 5.5 came up with ten areas, eight of which indicated the participants' opinions regarding the level of development of ODL at higher education in Botswana. The other two areas indicated the types of institutions that provided ODL programmes at higher education level in the country. There was one private institution and two public institutions that offered ODL programmes at higher education level. Of the two public institutions, BOCODOL was a dedicated ODL provider, while UB was a dual mode provider.

All participants seemed to believe that the development of ODL at higher education level had lagged behind. They perceived that ODL continued to experience slow growth in the Botswana higher education sector. One of the limitations identified through Figure 5.5 seemed to be the limited range and number of ODL programmes, which was perceived to result in limited enrolment through ODL. Low resources and unfocused, uncoordinated efforts were indicated as some of the constraints that initially contributed to the slow growth of ODL. One participant observed that

... putting up physical structures takes so long. But really we should have put a lot of emphasis and a bit of money in developing that sector that has been neglected. I believe that has been seriously and stressfully neglected (T13:13).

Asked what he thought could have contributed to that kind of neglect, or the slow development in that area, the participant suspected perceptions of planners:

Well, I think ... partly may be it's because of perceptions may be of may be those who were in the forefront of planning things. You see there is always this perception that if you do it through ODL, you've not done it right (T13:13).

The growth of ODL was described as slow and limp. The reason for this was attributed mainly to low resources for the mode, *“the commitment of resources is not really indicative of the level of commitment towards the distance learning”* (T5:17), probably still attributable to perceptions about the value of ODL. Participants appeared to perceive that the capital outlay, critical for ODL development was still lacking. One participant described the infrastructure as *“still at a rudimentary level”* (T2:10). When asked about what percentage of the higher education budget was planned to go into the development of ODL at that level, the participant said *“I'm glad you say planned. Because I don't think there is anything going there ... there is zero right now, if one were to talk specifically about tertiary”*(T2:24). Apart from low resources, rudimentary infrastructures, the lack of budget and specialised skills for ODL were also perceived to be limiting factors for the growth of ODL in the Botswana higher education sector. One participant wondered *“how many people on the ground right now understand and know what this ODL our*

animal is about?” (T5:20), then he observes “*I don’t think we have enough distance education practitioners. We have a few, very few for that matter, who really know what is happening*” (T5:25). Therefore the issue of training for ODL seems to be a worrying phenomenon when it comes to its development and growth. It is possible, according to these opinions of the participants, that leadership for the development of ODL might be limited and very few people, including planners, really know how to plan for ODL. One participant emphasizes this by stating “... *we really need ... people who are trained ... specialised people in that area because they have to provide guidance of this particular mode*” (T5:26). It appeared that with the perceived low resources, a rudimentary infrastructure and poorly trained human resources who could lead in this area, participants concluded that there was a poor foundation for the development and growth of ODL in Botswana. ODL therefore appeared to experience a lot of uncertainties, lack of recognition, support and prominence in the higher education system, seemingly resulting in very slow growth.

5.3 Conclusion

This chapter has demonstrated from participants’ perceptions that there was high demand for higher education in Botswana, which the local face-to-face institutions were unable to satisfy. Challenges, such as a shortage of institutions providing ODL programmes, low development of the requisite infrastructure, limited resources for expansion have been identified among many, as contributory to the perceived imbalance between the level of demand and that of supply of higher education in Botswana. Several possible strategies to address the demand have been identified, among them the ODL strategy. Finally, the chapter has indicated that though ODL had been identified as one of the strategies to increase higher education level enrolments in Botswana, the strategy, whose development started on a very weak resource foundation, continued to experience low attention, low support and recognition resulting in slow uncertain and uncoordinated growth. Chapter Six continues with data analysis, with particular reference to challenges that the development and growth of ODL face within the UB’s dual mode system.

Chapter Six

Challenges of ODL in Dual Mode Institutions – UB’s Experiences

6.1 Introduction and Overview

The data analysed in the previous chapter indicated that the high demand for higher education in Botswana was not adequately met by the opportunities available in the country through face-to-face provision alone. Chapter Five also indicated that ODL had been identified as one of the strategies to increase participation in higher education. In the introduction of Chapter Four, I indicated that I made an assumption that UB had adopted ODL as one of its delivery strategies, in order to address the problem of high demand, which it seemed unable to meet through the face-to-face strategy alone. The main concern that I want to understand through this study was why some dual mode higher education institutions in Southern Africa continued to enrol low numbers of students despite adopting ODL as one of their strategies to improve access to their programmes. The literature reviewed in Chapter Three and the data analysed in Chapter Five, revealed large numbers of potential students who applied to UB annually, and the University only able to enrol about one third of those who qualified for admission (UB, 1999; Dodds *et al*, 2008; Richardson, 2009).

In Chapter Six I explore the participants’ knowledge and perceptions about the reasons for introducing ODL in the UB programme delivery system, in order to assure myself whether it could be true that ODL was meant to assist UB to expand access into its programmes. Another assumption I indicated having made was that even though UB had adopted ODL as one of its strategies to increase participation, the expansion of the ODL mode of delivery within the UB dual mode system was slow compared to that of the face-to-face mode. Through the views and opinions of the participants, I examined the challenges that the development and growth of ODL might be facing within the UB’s dual mode system.

The analysis process in this chapter was divided into two sections. The first section addressed the rationale for ODL in the UB system. The second section focused on challenges that seemed to impede the growth of ODL within the UB system.

6.2 ODL in the UB System

The literature review in Chapter Three indicated that when the Gaborone campus of the former University of Botswana Lesotho and Swaziland (UBLS) became a national University (UB) in 1982, ODL was already part of the delivery system of the University (see § 3.7). It had started during the UBS transitional phase in 1979, with a Diploma offered by the then Department of Theology (Dodds and Youngman, 1994). This diploma programme was indicated to have run from 1979 until 1990, when it was discontinued. Low enrolment, academic and administrative challenges had been identified as some of the constraints that the University was facing with regard to this programme (Dodds and Youngman, 1994). It is indicated through the literature that within the period of the Department of Theology's experience with ODL, the Institute of Adult Education also started offering a Certificate in Adult Education by distance mode from 1983, as a project for the Ministry of Education until 1984/85, when the University adopted it as a regular UB ODL programme. The University was satisfied with the performance of this programme, following its evaluation by 1989 (Dodds and Youngman, 1994).

6.2.1 The Rationale for ODL at UB

It appeared from the literature that following the evaluation in 1989 of the Certificate in Adult Education by ODL methods, the University established CCE in 1991, with a Unit specifically responsible for the development and delivery of ODL programmes (Dodds and Youngman, 1994; Tau, 2002). Although the ODL strategy seemed to have been inherited from the former University of Botswana and Swaziland (UBS) in the 1970s (Dodds and Youngman, 1994), it would appear that with the establishment of CCE in 1991 and a specific unit responsible for ODL, the University was renewing its emphasis on the ODL mode. While UB (1999) had indicated a need to increase access to higher education and lifelong learning through distance education, UB (2004) indicated that increased opportunities to access University programmes,

especially by the working people, would be achieved through an increase of programmes available at various levels through part-time and ODL provision (UB, 1999; UB, 2004). UB (2008a) identified access and participation into UB programmes as the first of its five priority areas for the plan period from 2009 to 2016 and beyond and reiterated that:

Extending access to education and increasing opportunities and levels of participation in tertiary level education remains essential to the achievement of Vision 2016, the delivery of the National Human Resource Development Strategy and for advancing the economic development of the Nation in a global economy. The needs of national human resource development and the targets set in the Tertiary Education Policy will require a significant expansion of tertiary sector enrolments, and within this context, UB will be expected to deliver growth (UB, 2008a).

These policy documents seemed to confirm my second assumption that UB adopted ODL within its system with the intention of expanding access to University programmes. However, I also needed to find out what the participants knew about the reasons for the University to adopt ODL and become a dual mode institution. In order to explore the experiences of the participants, I asked them what they thought were the reasons for UB to adopt ODL into its system. I divided the data coming from the participants' responses to this question into two major areas as reflected in Figure 6.1 and Figure 6.2. Through these two figures I tried to tease out what the respondents perceived could have led the University to consider ODL as one of its important strategies for the delivery of its programmes.

Figure 6.1 discussed the rationale for UB's adoption of ODL in its programme delivery system, with more emphasis on the need for the University to increase access and participation in higher education in Botswana. Though Figure 6.2 also examined the rationale for adopting ODL into the UB programme delivery system, its main focus was on the need for the University to explore avenues that could assist in increasing its capacity and capability to increase access and participation in higher education.

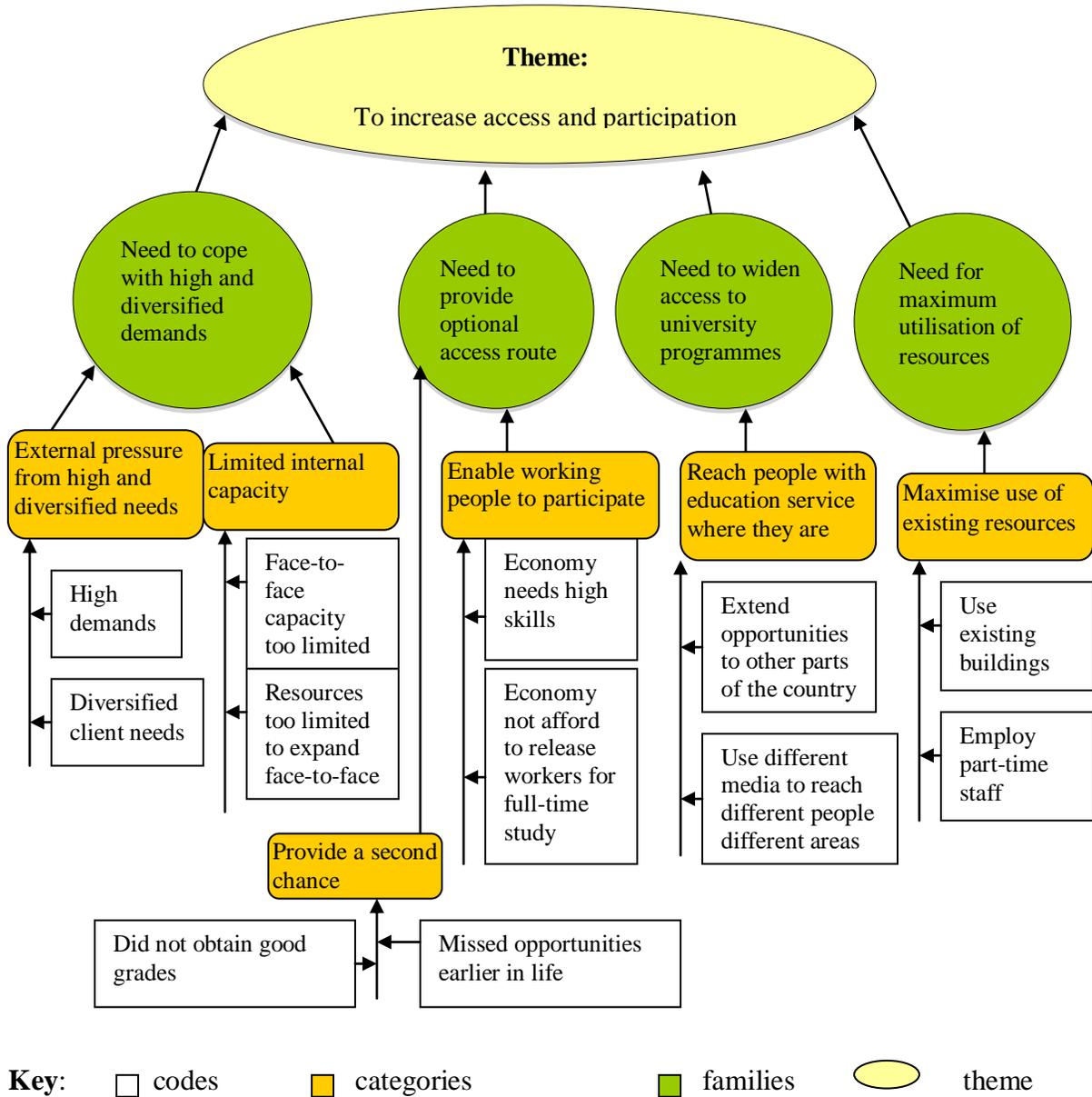


Figure 6.1 *Need to Increase Access and Participation*

Four families of factors, with six categories between them, emerged when analysing the participants’ responses through Figure 6.1. These were some of the considerations that participants thought might have influenced UB to adopt ODL as one of its programme delivery strategies. When the factors from these four families were added up, they seemed to suggest that the University adopted the ODL strategy in its system to expand access and participation, which tallied with the analysis of some of the literature sources listed under tables 4.2 and 4.3

(see § 6.2.1 above). From Figure 6.1, the first family of factors had two categories. The first one discussed external pressure put on the University to provide higher education. The second category looked at the capacity of UB's face-to-face delivery strategy to adequately address such demands, which participants perceived to be inadequate. In the first category, external pressure seemed to be coming in the form of high demands from different groups with different client needs. Document review in Chapter 3 (see § 3.8), as well as the data analysis in Chapter 5 (see § Table 5.2) indicated a high demand from secondary school leavers (Richardson, 2009; Dodds et al, 2008). Participants also observed a high demand from the 18 to 24 year age group coming from senior secondary education. One participant shared previous experience where “... *the type of clientele that was actually putting pressure on the University for its services... was predominantly the school leaver....*” (T1:13).

Another participant confirmed this observation as well as what came out of the literature (Dodds, *et al*, 2008; Richardson, 2009), indicating that “*the number that comes from schools have a reasonable pass level, certainly the proportion eligible to come into UB*”. (T11:5). Although a reasonable number were eligible for admission into UB programmes since they would have passed their senior secondary education at admissible pass levels, the University had to “*set ... cut-off points which are ... arbitrary way of trying to manage numbers applying*” (T11:5-6). One participant indicated that “*we still have a large number of outbound students being sent outside the country ... Our participation rate is still very, very low*” (T3:6). Commenting on the 18 to 24 year age group being sent for higher education outside the country in large numbers, another participant observed that if there was more access locally, it could “*bring back more students and also the foreign exchange that we have been taking to educate our students outside*” (T8:7).

The external pressure was seen as coming from different types of clientele and not only the school leavers. In agreement with what came out of the literature (Kamau, 2002, Dodds, *et al*, 2008; Sikwibele and Mungoo, 2009, Richardson, 2009), participants seemed to have observed that many adults, mainly in employment also put a lot of pressure on the University to provide higher education. One participant observed that “*A lot of Batswana now really want to be educated*” (T10:9). Another one was of the opinion that “*people are tending to realise that*

unless you keep on improving on certain skills, you cannot guarantee yourself either a job or a future livelihood” (T2:10). Pressure was also observed to have from institutions like government departments which needed their groups of employees provided with upgrading programmes in their different fields of operation. One participant remembered that there were always “demands from the different sectors of the economy including the Ministry of Education” (T6:12). Another participant illustrated the kind of requests that came from Ministries, putting the only university in the country under tremendous pressure:

... always subjected to enormous amount of pressure from the requests from government, asking us to mount this programme and that programme ... So we were always either upgrading a group of professionals like Teachers or Police ... well, certificate in law for example, or Prison Officers with certificate in criminology and penology, Social Workers here ... there (T1:14).

Through the second category under this family, participants perceived that the University’s face-to-face mode did not have the capacity to handle such demands on its own *“the physical facilities and other infrastructure has not been developed to take care of increasing numbers” (T6:12). Participants indicated the constraints that the University experienced trying to accommodate the numbers and types of clientele that showed interest to participate in higher education. It became apparent that face-to-face alone could not cope with the high numbers which added “the burden of places and availability of resources, physical and human ...” (T1:9). However, due to limited resources, it was not feasible to provide more face-to-face facilities enough to harness the challenge ... “Because you then would need either more lecturers ... more schools ...” (T1:9). The participant observed:*

a major constraint in terms of availability of opportunities for tertiary ... as a result of that constraint, government has been spending an enormous amount of money sending students for under-graduate programmes to study outside the country (T1:2-3).

Participants believed that it became apparent to the University that the limited resources were not going to allow them to expand the face-to-face mode fast and adequately enough to enable it to address the demands satisfactorily on its own. They perceived that the University must have considered it necessary therefore to provide an optional access route for participation in higher education. One participant perceived that under this kind of pressure higher education providers needed to apply:

the skills of looking at the whole thing more efficiently by using other modes of educational delivery to relief the face-to-face system. Or even sharing of facilities for that purpose (T1:9).

Participants indicated that since the University could not cope with the diversity and high volume of demand through face-to-face alone, another route would be necessary to address such needs adequately. This observation seemed to be in agreement with the expressed need through UB literature, to develop ODL for the achievement of increased access (UB, 2004, UB, 2008a). The participants also indicated that there were employees who needed to access higher education programmes without having to leave their employment and go to study on a full-time face-to-face basis. From the first family of factors under Figure 6.1, which was concerned with the need to cope with high and diversified demands, one participant summed up the challenge: “*generally the conclusion would be that there is more social demand for places than is currently being met...*” (T11:6).

The second family of factors proceeded to justify the need for the University, as the only higher education provider in the country at the time, to provide an optional access route into higher education. The first of the two categories within this family of factors considered the needs of people who missed an earlier opportunity to undertake higher education programmes and needed a second chance. One participant observed that:

There are young adults ... who ... may be had not had an opportunity to go into tertiary education because of lack of the facilities. Because of the lack of

institutions they were forced into work. Therefore they see the provision of ODL as an opportunity (T13:5).

Apart from those who might have missed the opportunity, participants observed that there were also people who had not performed well in their previous attempts and would therefore need an opportunity to upgrade so as to continue with further studies at higher education level. Since such people might be adults with different responsibilities, they would need an optional route towards achieving the same goals that they could not achieve through the face-to-face mode at an earlier chance. The second category under the family of providing a different access route discussed an enabling environment for the working people who needed to participate in higher education. Through this category, participants perceived that the Botswana economy needed people with high skills. One participant observed that there was pressure from employers on their employees to “*get higher qualifications and some more knowledge*” (T6:3). The participant perceived that “*demand from that side is also increasing*” (T6:3). Due to the expectations from work environments for higher qualifications and higher skills, an increased number of people in employment were observed to need to access higher education to satisfy job demands. Another increasing demand for participation in higher education was observed to come from either people looking for employment, or employees who wanted to have better paying jobs. These were perceived to want to participate in employment “*not by occupying low level jobs ... but by seeking high level, high skilled jobs*” (T3:9). Participants perceived that since it would not be easy for the working people to stop earning a salary in order to go for full-time face-to-face programmes, the University must have found it necessary to consider another route through which it could address the educational needs of employees and other adults. One participant observed that:

... it is very difficult nowadays to leave your family and leave your job and say you are going to be at school ... So people are really interested now in something that they can study from home (T10:9-10).

Some participants had observed an increasing number of requests for ODL programmes from the working potential students. Some had received “*many calls from the public asking ‘do you run this course ... through distance education ... do you run this other course?’*” (T8:9).

Participants were also of the opinion that while the economy needed high qualifications and high skills, employers were reluctant to release employees from work to go and undertake long full-time face-to-face programmes at the expense of continued production. They therefore perceived that due to this dilemma, the University must have become sensitive to the needs of its environment and found an optional route to address dilemma. Participants therefore perceived that ODL became a justifiable route for the University to provide increased access for working people to participate in higher education:

Because a small economy ... you cannot manage the economy without people. While equipping the people in their jobs, you better provide it in distance education. And they get qualifications, skills and the economy will grow (T6:21).

This observation seemed to echo the UB concerns that the economy needed enhanced qualifications and high skills and that the adult clientele needed a different or optional route to access higher education. It appeared that literature indicated that UB identified and responded to this need by identifying ODL as such an option, in order to open up access opportunities for the different types of clients who needed to participate (UB, 2004 and UB, 2008a). While the potential clients needed an optional access route to UB programmes, the University also seemed to have needed to take higher education to the people who might not be able to come to the face-to-face programmes, according to the participants.

The third family of factors considered the need for the University to widen access to its programmes. There was one category under this family, which discussed the need for the University to take higher education to the people. Under this category, participants perceived that the University wanted to extend opportunities for acquisition of higher education programmes to other parts of the country. Some of the participants had observed many people who had shown interest in participating in UB programmes, but had been prohibited by the lack of accessibility in their localities and expenses to go and access such programmes as

evening part-time programmes from the main campus in Gaborone, which was the only place where they were accessible before the introduction of the ODL mode in the UB system. A participant observed that “*Some of them would like to come but it’s only that they are far away*” (T10:10). The participant went on to illustrate the determination of some employees who used to travel long distances from their work stations by bus and back at night by train to attend some part-time evening classes that were available only in Gaborone:

We have people who are determined to come from places like Tonota to come ... to attend classes ... In the evening she would travel by bus to come here. And then go back ... the night train after taking the class, to be in class the next morning (T10:11).

ODL therefore would provide the optional route for the clients to access UB programmes without having to stop what they were doing in order to go to attend full-time university studies, as well as an opportunity for the University to take education to other parts of the country and nearest to its clients. This optional access route was perceived to have the potential to widen access to higher education and address the bottlenecks identified between demand and supply at this level of education (see § Table 5.2). Participants thought that UB was attracted to the ODL strategy by the possibilities offered by the different media that it employed to deliver programmes and found that such media would enable the University to reach the different parts of the country and widen access and participation:

more people would enter if opportunities were there ... if it was to be provided in other areas, have satellites ... that can serve the students. Reach them through video or teleconferencing ... the numbers would soar high (T10:12).

Another participant reiterated the need for UB to invest in the use of technology and “*incorporate modern learning aspects, particularly those that are enhanced by technology*” (T5:9), in order to widen access to University programmes.

In terms of limited resources to increase face-to-face capacity, the participants perceived that the University chose ODL as it does not always need to have its own facilities in all parts of the country, particularly physical facilities. The only category in the last family of factors under Figure 6.1 discussed the possibility that UB might have had the need to maximise the use of existing resources. The category looked at resources in terms of buildings and other facilities in educational institutions, as well as human resources. Participants envisaged that ODL would share existing facilities and maximise their utilisation and by so doing, save a lot of resources that would have been used to build more in different parts of the country. The human resources too were envisaged to be maximally utilised through ODL, where one teacher could service more students through ODL than through face-to-face.

The factors discussed through the four families under Figure 6.1 elucidated some of the possible reasons for UB to introduce ODL in its programme delivery strategy, with the primary aim of increasing access and participation in higher education in Botswana. Once all the four family areas on Figure 6.1 above have been satisfied, there would be a higher possibility of more enrolments and increased participation. These were not the only reasons identified as possibly influencing the University to adopt ODL in their programme delivery system. Through Figure 6.2, I examined another set of reasons, which respondents perceived might have also influenced UB to adopt ODL as one of its programme delivery strategies.

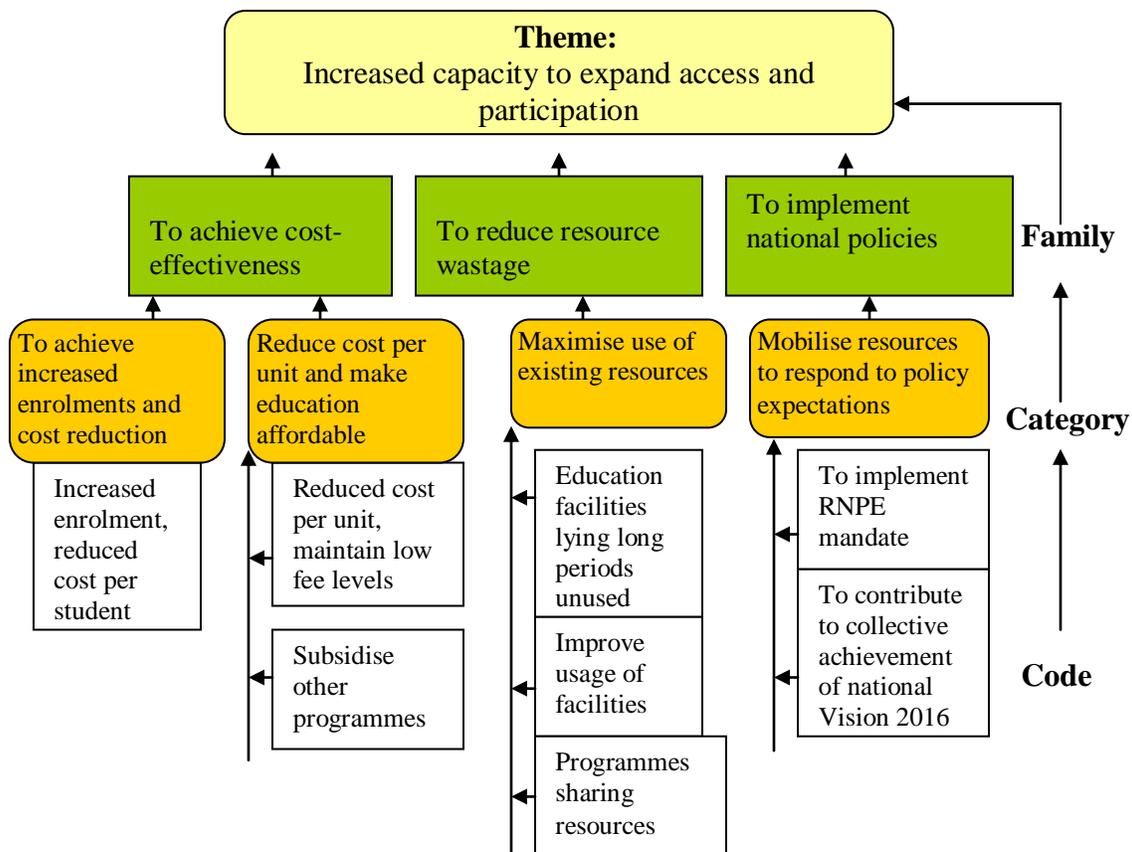


Figure 6.2 *Need to Improve Capacity to Increase Access and Participation*

Three families emerging from Figure 6.2 contributed towards the theme of increased capacity to expand access and participation. The first family addressed cost-effectiveness under two categories. The first category discussed the need for increased enrolment, through which the University could realise cost reduction. In this category, participants focused on the reduction of the unit cost, which they considered to be achievable through large enrolments, especially if they go on over a period of time. Achieving large enrolments was considered to be a factor that could enable the cost of providing as well as accessing education to go down. The lower unit cost would allow the University to enrol more and at the same time reduce the fee levels. This would allow more people to afford education and lead to a further increase in participation. One participant believed that the University recognised that if they were going to expand participation in higher education in a very significant manner, “*then the face-to-face would take us a long time. And it was going to be limited*” (T1:22).

Participants believed that the University must have considered ODL as another strategy to deliver programmes since it was perceived to have the potential to expand enrolment opportunities better than face-to-face:

So we were actually making the same assumptions that are being made around the world that the ODL mode is cheaper and can accommodate a lot more ... more efficiently (T1:22).

However, some participants were cautious on the perceived cost-effectiveness of ODL, which they believed depended on enrolment levels over a period of time since the initial capital outlay for ODL was perceived to be high:

If you have fewer students enrolling, then you have a problem because your investments in terms of your initial capital investments on it will not actually be justified. But if you have a larger pool of students to address, then you definitely are going to enjoy the benefits of the investment (T5:11).

Therefore participants perceived that the University having assessed the high demand for higher education and its inability to meet the demand through face-to-face alone, saw the introduction of ODL as an option that could open access. One participant observed that “*potentially, ODL does open access and can provide quality education*” (T11:11). The participant also argued that “*economies of scale ... would make ODL really viable*” (T11:8). Even though ODL had the potential to achieve economies of scale, the participant noted a possible challenge for Botswana due to the small population.

The problem would always be that in the smallness of the population, the economies of scale that would make ODL really viable are always going to be very difficult to achieve (T11:9).

Despite the smallness of the population, when considering reasons for introducing ODL, economies of scale would always be amongst such reasons. It was envisaged that the cost of educating a student would be reduced, enabling fees to be affordable through ODL. Some participants thought that the University must have also considered the potential for ODL to subsidise other programmes in the long run as another important factor to take into consideration. The possibility of enrolling more students by utilising existing facilities, discussed under the second family of factors, was seen by participants as providing an opportunity for achieving cost-effectiveness and making it possible for ODL to subsidise other programmes in the long run. One participant observed that *“when the numbers are increasing, may be thousands and thousands, definitely it’s very cost-effective. You can even cross subsidise the face-to-face”* (T6:31).

The second family with only one category discussed the need to reduce wastage of resources that some of the participants had identified as one of the challenges of the Botswana higher education sector. They perceived that the wastage resulted in low performance of the sector. Some of the participants had seen wastage related to poor maintenance of the educational facilities and infrastructure. One participant had observed *“a high degree of decadence of the infrastructure because of poor maintenance”* (T1:3). Another one was of the opinion that *“the main source of wastage within our system is that we have a lot of tiny micro institutions”* (T3:25). Therefore the lack of coordination and management of resources was perceived to have been a prevalent issue of concern in the Botswana higher education sector. Maximum use of existing resources by ODL was seen as another way of reducing the wastage that was perceived to prevail where some education facilities were observed to be under-utilised for some long periods of time during the course of the year. One participant had observed that a lot of educational buildings were not utilised fully, maintaining that:

We ... are not exploring or exploiting our ... buildings. Which is why ... actually they’re a waste ... Passed the hour of six, nothing takes place in our institutions. There is no evening school. You find that it is a small portion of the facilities that are being used. The rest of the facilities lie fallow (T2:34-35).

The participant further observed that maximum use of facilities could be achieved if providers could “*combine formal teaching with the distance mode, where structures that are meant for formal can in the evening be accessed by those who are doing distance learning*” (T2:20). Participants perceived that the University could have been influenced by such considerations that ODL was capable of taking advantage of already available resources and maximising their usage. Some participants believed that ODL could potentially be “*a cheaper option of educating the young citizens*” (T2:20).

The last family, which also had one category discussed participants’ perceptions on possibilities that UB could have introduced ODL in its system as a response to national policy expectations. A participant indicated that “*The Revised National Policy actually designated UB Centre for Continuing Education that it would be the national centre ...*” (T3:12). So UB/CCE was mandated through the 1994 RNPE to lead in the development and expansion of ODL at higher education level (Republic of Botswana, 1994). The adoption of ODL at UB could have among other reasons, been influenced by the need to carry out its mandate as expected through the RNPE. Another participant confirmed the presence of this mandate for UB to develop and grow ODL at higher education level. However he indicated that “*there was never the investment of resources that would be required to make it possible*” (T11:7). Participants therefore believed that may be UB could have taken it upon itself to mobilise resources in order to implement this mandate. They believed that once the resources were mobilised and the mandate implemented, UB would achieve increased capacity to expand access and participation, which was perceived as the overall aim of exploring opportunities to open access. Botswana also adopted a national Vision to 2016, one of whose pillars is an educated and informed nation (Republic of Botswana, Presidential Task Force for a Long-term Vision for Botswana, 1997). Participants perceived the adoption of ODL as another strategy that could enable UB to make a significant contribution towards the achievement of this pillar. Responding to a question in which I wanted to know why UB introduced ODL in its system, one participant indicated that apart from the need to open access, another reason could have been “*may be to address like Vision 2016. The pillar of an educated informed nation by 2016*” (T4:10).

The seven families discussed through Figure 6.1 and Figure 6.2, indicated challenges that UB would address effectively through ODL and achieve its priority area of increased access, as well as respond to some national policies as indicated that “*UB will be expected to deliver growth*” (UB, 2008a). From the UB documents (UB, 2008a) and the views and opinions of the participants, it became clear that UB adopted ODL in its system mainly to expand access to University programmes. My second assumption which was that ODL was adopted into the UB programme delivery system to significantly expand access was therefore confirmed.

6.2.2 The Growth and Expansion of ODL within the UB System

My third assumption was that though the University had adopted ODL in its delivery system to significantly expand access into its programmes, the ODL mode was growing very slowly in terms of increasing access, compared to the face-to-face mode. Therefore the next section of this analysis examined the growth of ODL within the UB system by looking at its performance with regard to increasing enrolments.

6.2.2.1 ODL Contribution to Access and Participation within the UB System

First of all I wanted to establish what the opinions of the participants were concerning the performance of ODL within UB with regard to its intended purpose of expanding access opportunities and increasing enrolments. I therefore asked them what contribution they believed ODL was making towards increasing participation in higher education. Figure 6.3 assisted me to understand the situation through their responses.

The ODL strategy was adopted in the UB system, primarily to address the problem of high and diversified demands for higher education in Botswana, which UB could not satisfy using the face-to-face strategy alone. However, the situation reflected from the three families on Figure 6.3 seemed to indicate a disappointing performance by ODL within the UB system in terms of its contribution in increasing access and participation in UB programmes, as well as addressing diversified needs. One participant observed that “*UB CCE seemed unresponsive in terms of the challenge. It certainly didn’t meet that challenge*” (T3:13).

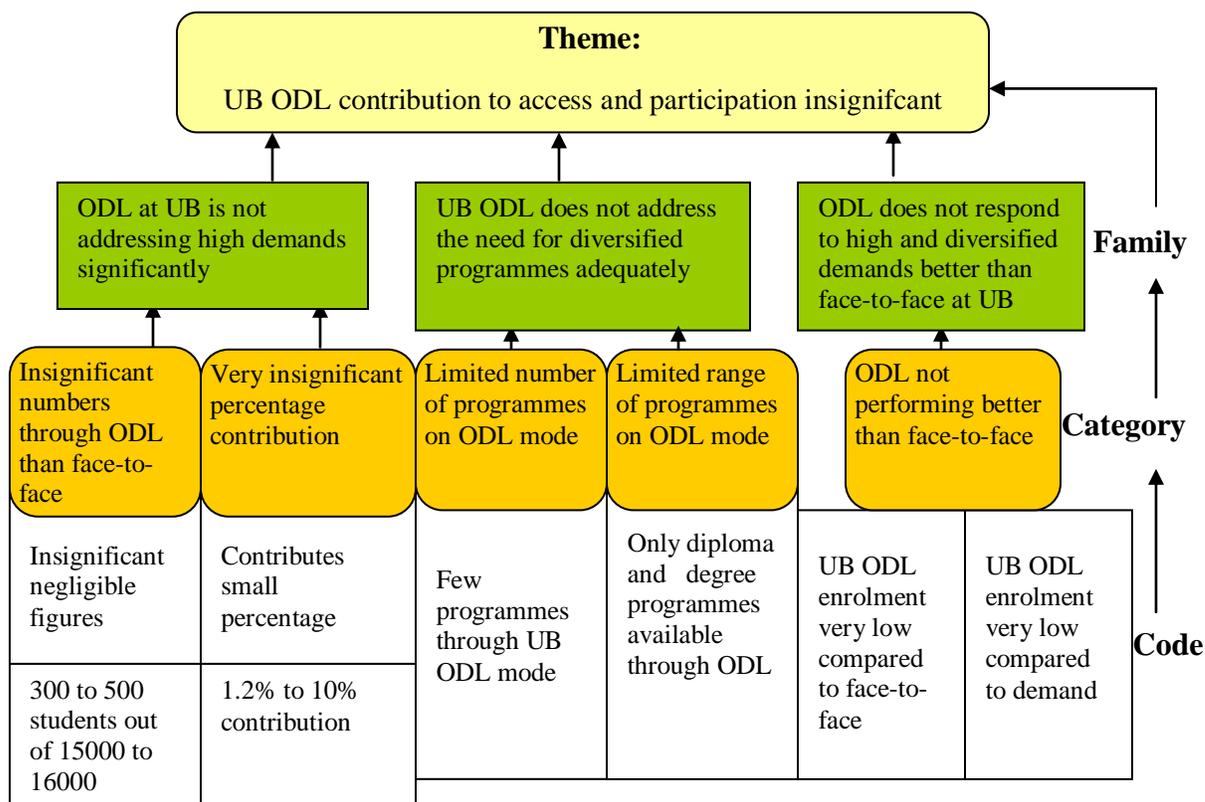


Figure 6.3 ODL Contribution towards increasing participation in higher education

Factors discussed in the first family seemed to indicate that the ODL strategy within UB was not addressing high demands significantly. This observation also seemed to come through some of the documents studied, which seemed to indicate poor performance of the ODL strategy within the UB system regarding its contribution to increased access UB programmes (UB, 2007; Tau, 2008; Dodds *et al*, 2008; UB, 2008d; Richardson, 2009). The strategy seemed to make a very insignificant contribution towards increasing enrolments into UB programmes (see Table 3.1 under § 3.8). One participant explained that ... “*the population of students in UB are about fifteen thousand and out of those there’re about three hundred or so students who are studying by distance*” (T5:3).

Comparing ODL performance within UB with that of other institutions that she had information about, one participant was of the opinion that UB enrolled:

... a low number when you consider the fact that when you ask other institutions how many their enrolment in distance education programmes ... you find that the number is quite high ... (T10:3).

Participants described the contribution of ODL to the student population at UB as minute, insignificant, negligible, and minimal to zero “*it’s negligible ... I would be surprised if it is two percent*” (T1:12). This observation appeared to reconcile with data reflected in some of the University records (UB, 2008c; UB, 2008d; UB, 2008e) and other sources (TEC, 2007; TEC, 2008a). Therefore from the data on some of the reviewed documents and from the interview transcripts, it would appear that ODL did not address the problem of high demands for higher education any better than the face-to-face mode of delivery in the UB system.

One participant had first hand experience with small enrolments in UB ODL programmes:

I’ve been involved with the Business degree by distance mode from 2003 ... it’s frustrating. The numbers right now, from that time up to now, the enrolment is actually very low. At one time I was teaching in Palapye and I would find myself teaching ... sometimes four students ... (T15C:13).

Another participant expressed surprise that ODL could have contributed as high as 3% of the student body, “*I’m not sure it’s as high as that ... it’s about five hundred. So you can make a calculation ... five hundred out of sixteen thousand ...*” (T11:17-18). Generally participants estimated the percentage of the ODL students in the UB system at a range from 1.2% to 10% and in actual numbers they ranged it from 300 to 500, out of a total student population of about fifteen to sixteen thousand. Data from the University’s Facts and Figures also seemed to confirm these low estimates (UB, 2006; UB, 2008c; UB, 2008d; UB, 2008e). Commenting on continued high demands for higher education, which the UB ODL mode did not seem to address adequately, some participants shared experiences where they had noticed a growing number of ODL institutions from outside the country which were offering their programmes inside Botswana:

I think we are enrolling very low figures. That is actually evidenced by the heavy presence of UNISA here ... there have been a lot of other institutions which offer through distance education ... a number of institutions are marketing themselves. But you'll find that within the country here, we're really lagging behind in terms of enrolment (T9:18-19).

Another participant who had also observed “a growing number of individuals... using over-sees or out of the country privately ... distance learning” (T1:11) indicated the low level of growth of the ODL initiative within UB: “the University of Botswana has a small window, which is terribly under-developed” (T1:11). Therefore ODL within the UB system appeared to be ineffective in terms of increasing enrolments and participation in higher education. Compared to the face-to-face enrolments (e.g. Tables 3.1, 3.2 and 3.3), it gave an impression that UB could actually increase access and participation in higher education more effectively through face-to-face than through ODL. The second family under Figure 6.3 looked at the performance of UB ODL in terms of addressing the diversity of needs, through the provision of diversified programmes and seemed to indicate that UB was not addressing this challenge adequately either. The first of the two categories under this family showed that there were few UB programmes available through the ODL mode. Participants indicated that there were about seven programmes that were available through the ODL mode. This was perceived to limit the choices for potential students who would have preferred to study through ODL and therefore could be contributory to low enrolments through the UB ODL mode. One participant thought that one of the reasons for low enrolments through ODL could be that:

... when it started, it probably limited its focus in the sense that ... it started with CABS and DABS ... from there Primary Education. So ... probably it started small ... in terms of the programmes that are being offered through distance education. May be if the start was much broader, it would have grown big right from the beginning (T15A:1-2).

When asked how many UB programmes were also available through the ODL mode and to indicate the enrolment levels in those programmes, one participant responded:

Roughly we have just below five hundred students registered for diplomas and degree programmes ... four Bachelors degree programmes and three diplomas ... About seven programmes. The diploma programme, the one that would have more students ... like Adult Education, would be having something like, may be thirty students or so. And then the others have quite lesser than that ... most of these people are for the degree programmes (T9:1-3).

The third family compared the performance of ODL and face-to-face in terms of their potential to increase enrolments and seemed to suggest that within the UB system ODL did not address both high demands and diversified needs any better than face-to-face. The picture that emerged from Figure 6.3 indicated ODL's apparent low performance and low contribution towards increasing enrolment into UB programmes. This picture seemed to be corroborated by UB's own reports. For the 2007/08 academic year UB reported a similar situation, where out of a total of 13 791 students, only 485 were ODL students (UB, 2008d). It became important to find out why ODL enrolments were so low compared to face-to-face enrolments, as reflected in UB records as well as the participants' views.

To try and understand this phenomenon, I explored the participants' views on the challenge. Using the example of UB, I posed a question which wanted to know participants' views on why the enrolments through ODL in dual mode institutions seemed to be generally lower than through the face-to-face mode of delivery.

6.2.2.2 Factors contributing to lower enrolments through UB ODL

Through Figure 6.4 and Figure 6.5 below I tried to analyse the participants' responses to my question, in order to understand the possible contributing factors to a situation where ODL performed far less than face-to-face, when it was adopted to make a major contribution towards increasing enrolment into UB programmes. Figure 6.4 looked at the factors that were considered to be outside the University's control, while Figure 6.5 was concerned with issues that seemed to be internal to the University.

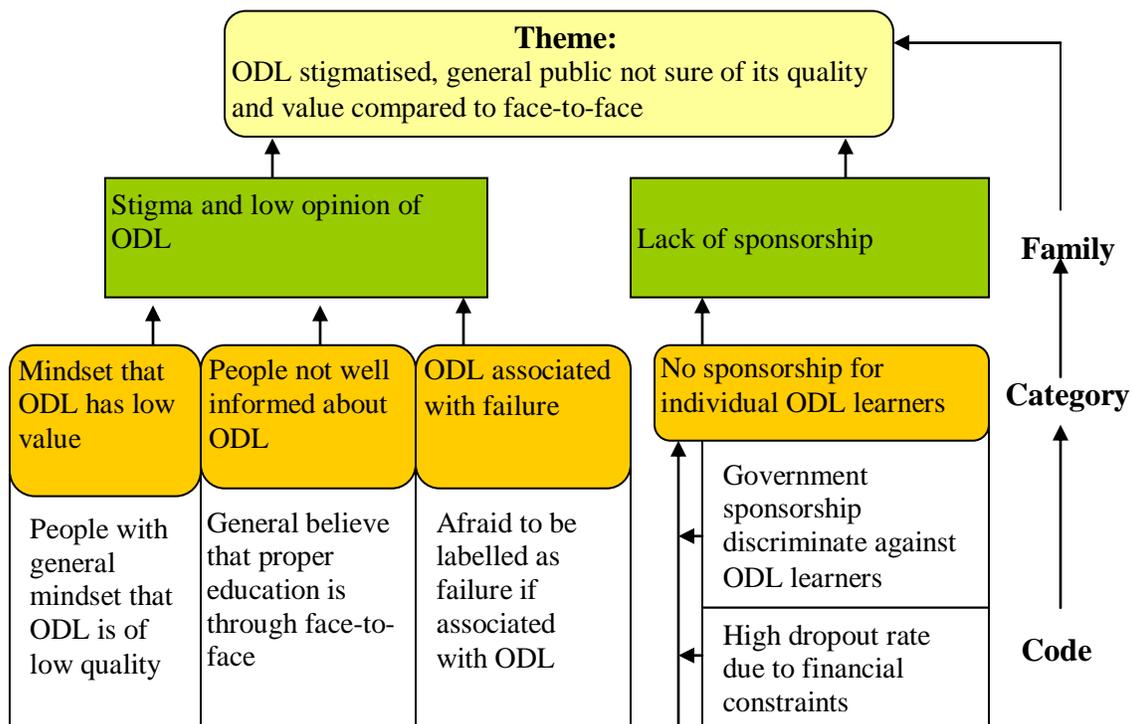


Figure 6.4 External Factors Contributing to Low ODL Enrolments at UB

Factors contributing to lower enrolments through ODL than face-to-face in the UB dual mode system emerged in two families under Figure 6.4. These factors seemed to be more from the external environment of the University. In the first family which dealt with the perceived stigma on ODL, there were three categories. In the first category, participants believed that the general public in Botswana had a low opinion of ODL compared to the face-to-face mode of delivery. They thought that generally people in Botswana still believed that ODL was of less quality compared to the face-to-face mode of provision. Participants perceived that generally people still believed that proper education was through face-to-face.

One participant observed that Batswana “*still have a very strong believe that education and learning is a ... direct face-to-face interactive process*” (T1:19). With this type of mindset, it was perceived that fewer people would choose to enrol in ODL programmes, if they had an equal opportunity to access programmes through the face-to-face mode of delivery. The participants perceived that prospective students in this kind of mindset would not take ODL as

a mode of their first choice. One participant indicated that in the Botswana environment, if there was a national qualifications framework that could assist to equate competencies acquired through ODL with those acquired through face-to-face, may be the continued mindset that ODL was inferior to face-to-face would be alleviated:

... the difficulty is ... how do I equate ... I'm not sure whether you're getting the same competencies that I'm getting when I'm face-to-face and you're distance. Are we getting the same competencies? There is no ruler. But to me the framework, the National Qualification Framework is there bringing a ruler. So when we have that ruler to say when you have done this, you're here, then it shouldn't now matter how I achieve those (T14:51).

To this concern of whether the competencies were equivalent since there was nothing to measure the quality of those acquired through ODL, I made a follow-up question. I requested the participant to explain why people were already happy with the quality of competencies acquired through face-to-face even though currently there is no “ruler” and yet they were doubtful and uncomfortable about those acquired through ODL, on the basis of the absence of the ruler. The response was:

That's why I'm saying it's a mindset. Because you believe you're getting more quality when you have the teacher. But you cannot really say from the current system ... this is what I can do ... this is what I can't do. But the NCQF now will be talking about competencies, which will make me more comfortable ... But now if I say I have “A” in Standard 7 and you also have “A” in Standard 7, I can feel my “A” is better because that “A” I don't even know what it has ... the competencies. And because of my mindset, I will think my “A” is better because I have the teacher. The teacher showed me one two three. Who showed you that? Because face-to-face the teacher will be there demonstrating ... Maybe ODL delivers its differently ... I will think that because the teacher was there and holding me and he didn't have anybody to handhold, He didn't get as much as I got (T14:52-54).

On the same issue of the mindset on ODL compared to face-to-face, another participant observed:

It's more of a mindset sort of a thing because most people up to now, myself included, believe that for you to go to school, you have to leave everything you are doing and enter an institution (T2:23).

Another participant suspected that even in the employment area, the same mindset might be prevalent. Some employers might suspect that education acquired through ODL might be inferior. This would cause prospective students to be cautious when considering enrolment through ODL and the future value and prospects of their qualifications in helping them to get employment:

... if for instance I am an employer. If two people, potential employees come in. One has got a distance eh ... certificate ... distance education qualification, the other one is face-to-face. I would opt for the one with face. May be because one, in terms of value, I may be wrong but this is what I believe. And I think other people believe in it as well ... the face-to-face student is thoroughly monitored. (T15B:27-28).

Asked about his opinion about the quality of the programmes offered through ODL at UB currently, the participant responded:

They are superficial, that's what I would say ... if you look at the content, you'll find that what they're taught is the same that is taught to the face-to-face. So on paper it's more or ... when it comes to the instruction that is I think where the problem is. Because in distance you're there alone, at home, doing homework, and like I said, monitoring ... you don't know really if the students put more effort... because passing is one thing ... acquiring the skills is another (T15B:30-31).

Participants therefore believed that the people's mindset was that face-to-face was of higher quality and that ODL needed to be measured against face-to-face. Without any means of

measurement that could assure them that ODL was as good as face-to-face, it would be difficult for them to choose it until they had tried and failed to get their education through the face-to-face mode, which they perceived to be giving them the best quality and the best value. This kind of mindset would most probably be one of the factors that could interfere with enrolment numbers increasing through the ODL mode on UB programmes.

The second category under the family looking at stigma and the perceived low value attached to ODL indicated that generally people might be not well informed about ODL. *“I think ... most people do not understand distance learning ... that ... it serves the same purpose as face-to-face learning”* (T2:25-26). Another participant indicated that not many people knew about ODL, even within the University:

How many people really know ... I didn't know about this thing ... I remember the first time I heard about this thing was when we were invited to write materials for this thing. So it could be that these people did not do anything to market distance education (T15A:10).

Some participants believed that there was need to educate the public and other stakeholders like government and employers about ODL and its value in the delivery of education and training. One participant believed that *“people who are charged with ... distance ... learning need to go out to the people to change their mindset with regard to what distance learning actually means”* (T2:25). The participant went on to indicate that may be even *“Government itself ... might not be aware that they could actually have a cheaper option of educating the young citizens”* (T2:28). Another participant thought that the process of educating people about ODL should actually start from within the UB itself and spread out to other stakeholders and the public:

When it comes to UB Management ... since most people in the Management area ... come from the conventional system, their attention is towards the face-to-face ... when it comes to distance education ... in the case of providing facilities, technology, delivery, e-learning and things like ... Management's attitude ... the Management's perception towards distance education is not that high ... And we

need to provide sensitisation workshops for most of the Management groups ... about our delivery system and the problems that we face (T6:16-17).

The last category under the first family discussed another mindset issue that participants perceived stigmatised ODL. According to the participants the mode has been historically associated with people who have failed. One participant associated the importance of ODL with people who had failed, indicating that it was important because “*we have students who did not pass well ... and in that way they can be able to upgrade themselves through distance education*” (T15B:7). Echoing similar sentiments about ODL, another participant remembered that during their time ODL “*... used to be meant for people who could not make it to the University of Botswana. That stigma itself ... discouraged some people...*” (T15A:9). With this kind of mindset, participants perceived that people might shun away from enrolling on ODL programmes for fear of being associated with failure.

The second and last family from Figure 6.4 discussed the lack of sponsorship for students enrolled on ODL programmes. Participants perceived that lack of sponsorship for ODL programmes by government, might perpetuate the stigma and contribute to low enrolments on UB ODL programmes. Asked to comment on government sponsorship for employees, where those taking full-time programmes were paid for upfront, while those on ODL programmes had to pass first and claim for reimbursement later, one participant responded:

Yes, I don't know. Because even face-to-face part-time, I mean, people doing our Diploma in Accountancy and Business Studies ... have had to pay individually, and then they get paid back later after successful completion and approval (T11:10).

Speaking specifically to the relationship between finances and low level of participation in ODL programmes, one participant observed:

... I imagine the major contribution in Botswana, I may be wrong, but the sponsorship and the absence of it from that mode at tertiary level ... I don't think

Student Placement have really as yet ... have been able to avail sponsoring on the distance learning (T3:26-27).

Associating this lack of sponsorship with discrimination, another participant noted that “... *first of all ... there is responsibility to de-stigmatise distance learning or part-time learning*” (T5:6), while the other participant shared the experience where students would register for ODL programmes at UB at the start of the academic year, and then “*start to drop out*” (T9:8), with a high dropout rate of “*may be 20% to 25%*” (T9:8). Even though the participant thought this dropout rate could be due to a lot of other challenges, his experience was that “*Some of them would drop out due to financial constraints...*” (T9:8).

Observing that sponsorship was a major contributing factor for participation in higher education in Botswana since it is known to be an expensive level of education, a participant concluded that:

The one thing that is the issue to also bring on board here is the sponsorship. More youth may be wanting to go for tertiary education, but would not have the finance to pay for themselves. Even some of the working people ... Their salaries are not sufficient enough to even pay for tertiary education ... I cannot really say whether they are coping because the issue of finance also affects accessibility (T12:5-6).

Another participant had witnessed that many people would come to UB and apply for ODL programmes:

But because of financial commitments and other obligations, they're not able to proceed with their studies. And because they don't have that kind of support ... to finance them ... into this distance education, they have failed. But ... even if you were to approach the Registry and find the numbers of people who apply to enter and do their degree programmes by distance, you'll will find that they are significantly large (T5:5).

The two families discussed under Figure 6.4 seemed to point to several external factors that the participants perceived might be contributory to the apparent low enrolment into UB programmes through the ODL compared to the face-to-face mode of delivery. Figure 6.5 looked at some of the internal factors that might also contribute to low enrolments through the ODL mode of provision.

Internal factors that might be contributing towards low enrolment through ODL on UB programmes emerged through four families under Figure 6.5. The first family of factors discussed restrictive plans and resources allocated to ODL. When asked why ODL seemed to continue to enrol low numbers at UB compared to the face-to-face mode of delivery, one participant thought that *“perhaps some of it is an issue of not planning ... May be the powers that be don’t have a clear picture as to ... how they should handle ... ODL”* (T5:22). The participant had earlier made an observation that *“distance learning should be resourced”* (T5:8) arguing that if not resourced, ODL could not be expected to grow or make any significant impact on enrolment. Another participant was convinced that *“the University can open access if it has increased the resources”* (T10:13). The ODL mode at UB seemed to have been contributing not more than 3% of the student body up to the end of the NDP 9 Strategic Plan period. This was coming out of some of the UB reports like the review of NDP 9 enrolment, reflected in the UB student enrolment plan for the period 2009 – 2015 (UB, 2008e). By the 2007/08 academic year, the planned 3% contribution seemed to have translated into 485 students enrolled on ODL programmes at UB. This figure however, excluded part-time students who were usually reflected separately from ODL students in UB records (UB, 2008e). The University seemed to have decided to maintain the 3% annual growth for undergraduates through ODL and part-time during the NDP 10 period, to reach an enrolment target of 3050 students by 2015/2016 (UB, 2008a).

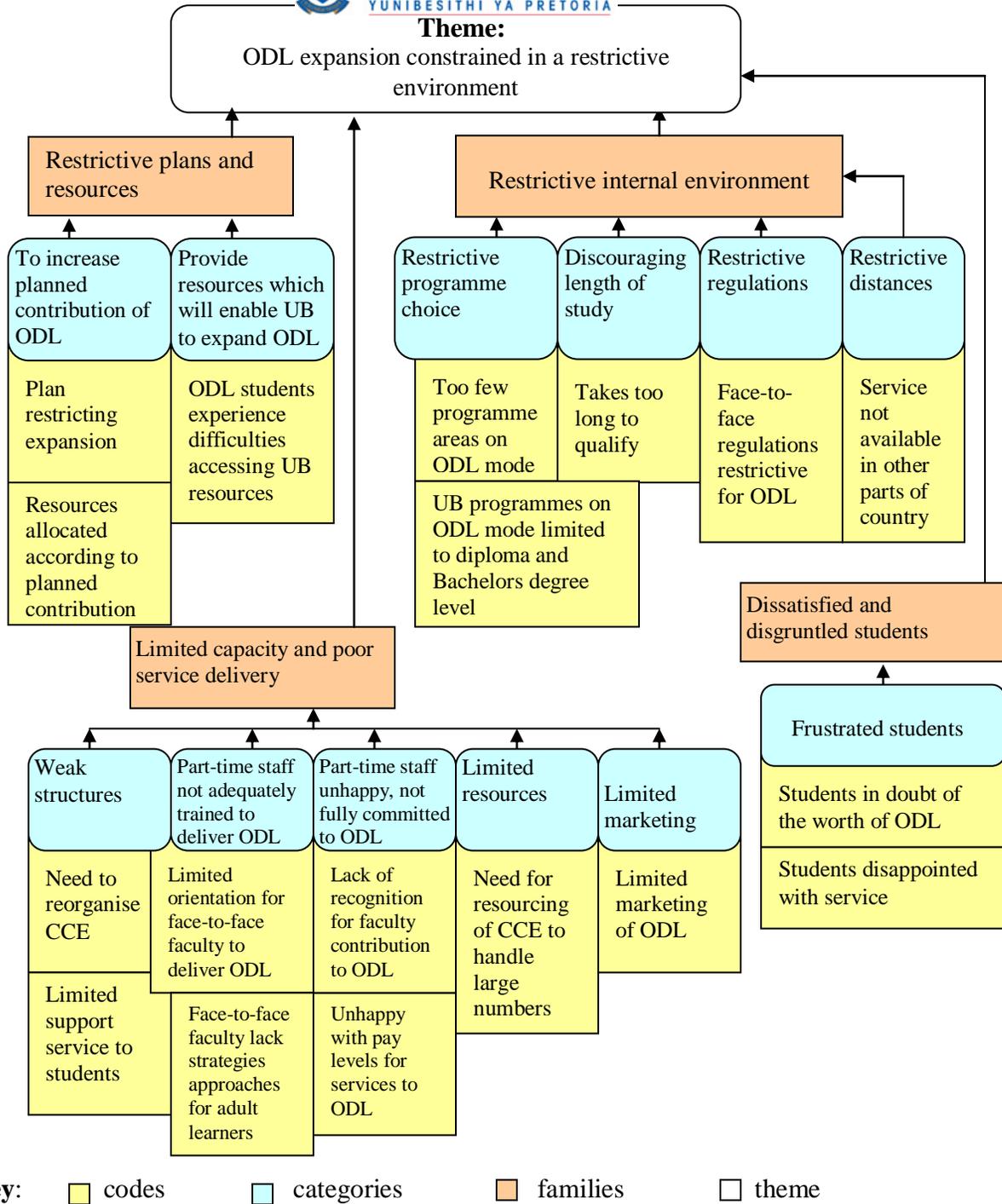


Figure 6.5 Internal UB Factors Contributing to Low ODL Enrolments

In the first category under the family of restrictive plans and resources, participants viewed this plan as very restrictive since they believed that resources would be allocated in accordance with expected deliverables. One participant thought that it would have been more ideal if the University had increased on both the face-to-face and ODL modes, rather than maintain the

target for ODL at the 3% that was reflected as its previous contribution “... *the students who are ... waiting out there are many. So the ideal thing ... would have been to raise both sides*” (T10:24).

Echoing the same concern of a restrictive plan, another participant had observed that there were many people who wanted to enrol on UB programmes, who qualified for admission. However, “*the University has got an enrolment quota as dictated by NDP plans ... they cannot go beyond that number*” (T6:11-12). Enrolment was perceived to be restricted according to the plan. Participants perceived that the proportion of the resources allocated for ODL would be determined according to the expected output of the mode. So a restricted expected contribution would result in a restricted resource allocation. One participant maintained that ODL should be expanded “... *even ... in a dual mode institution, with the purpose that this is what we shall be doing ... and the resources clearly identified*” (T8:20). Several participants reiterated what some documents had already revealed (UB, 2000; UB, 2004; UB, 2006; Dodds *et al*, 2008; Richardson, 2009), that there were many people who qualified but could not access UB programmes because the face-to-face provision was unable to accommodate them. One participant thought that “... *numbers can be increased by opening access, increasing the enrolment target and then increasing the resources*” (T10:13). Asked why the University would want to maintain the enrolment target for ODL as low as it seemed to be, the participant suspected that:

The problem could be that UB all along because it has functioned more in delivering conventional programmes, they are still inclined to want to increase on the conventional side ... (T10:24).

Commenting on the planned 3% ODL contribution to the student body, another participant felt it was reflective of the low commitment of the University towards ODL and observed that “*the commitment of resources is not indicative of ... actually putting distance education as one of the engines of the institution*” (T5:19).

The second category under the family of restrictive plans and resources looked at provision of resources which would enable UB to expand its ODL mode of delivery. Through this

category, participants' views were further explored in terms of how the plans and perceived inadequate allocation of resources might have affected students' participation. Some participants indicated the strain that the lack of resources for ODL delivery had on the students. One participant explained how he had experienced resources being a limiting factor to participation in one of the ODL programmes at UB:

... our group which is in Primary Education ... It was a bit difficult for some of these people to have access to resources. And that itself is a constraint ... Even those who are enrolled sometimes are discouraged a lot ... because of the lack of resources (T15A:8-9).

Reiterating similar concerns, another participant indicated how difficult it was for CCE to campaign and attract more potential students in a bid to increase enrolments for fear of bringing large numbers of students on programmes and then due to limited resources fail to give them quality service:

if we ... go out there and campaign, we are likely to get good responses. But are we ready for those numbers? I think not. Not yet. We need to have resources channelled to actually meet those numbers should they come up aboard (T5:34).

However, other participants felt that the planned 3% contribution was adequately covering ODL. They maintained that the allocation of a small number of students to access UB programmes through ODL was justified by the low performance of the mode since its inception:

I personally I find ... apportioning a very small percentage to distance education ... quite appropriate ... if you look at the situation on the ground ... It's very, very apt for them to apportion it a small chunk ... You can't give it too much when you know its not going to perform ... (T15B:18-20).

Another participant agreed that:

may be that percentage was given after they had made a survey, as to how much progress the distance programmes have made since they were inception. Then may be they realised that here we are not doing well. Why award a large percentage to something that we know we are not doing well in... (T15C:22).

Asked what they thought could be done to increase enrolments, one participant thought that access through ODL should not be restricted:

I think first of all we should be willing to note or to accept the fact that distance education is another important way of offering programmes, not just by the way. But that it is one important way. Just as conventional is important, distance is another important way of offering. Then with that we should open access, not to limit (T10:12-13).

On the whole, restrictive plans and low allocation of resources were perceived as some of the factors that could contribute to low enrolment through the ODL mode of delivery within UB. Many of the participants felt that it would be difficult for ODL to have done well over the years, if it was not expected to make any significant contribution and that was demonstrated through the plans and the allocation of resources. To sum up the concern, a participant commented:

I think it boils down to perceptions of the leadership itself. If the leadership is not quite committed and is not quite convinced that this thing works, how do they demonstrate it? They will demonstrate it by the amount of resources they commit to that particular angle ... the kind of response and the time it takes for them to respond to that issue is indicative of ... the level of commitment they have. So really I think bottom line right now is the perceptions of the leadership (T5:46).

The next family of factors looked at various aspects of the UB environment that might be restricting participation through ODL. This family had four categories discussing restrictive internal environment. The first category discussed limitations related to numbers and levels of programmes offered through ODL. One participant observed that when UB introduced ODL,

they planned it to be too limited, such that only a few programmes were available through that mode:

So what I'm trying to say is that probably it started small ... may be if the start was much broader, it would have grown big right from the beginning. That's one of the reasons that one can think of why it has attracted very few people (15A:2).

This category came up with similar factors with another category discussed under Figure 6.3 above (see § 6.2.2.1). However, under Figure 6.3 the focus was on assessing UB's ability to address diversified demands from the different types of potential clients. Similar factors emerged under this category as part of a restrictive internal environment. Participants noted the few programmes available through the ODL mode as a limitation on choice for prospective students. As it turned out, from more than fifty programmes offered between seven faculties at UB, only "...about seven programmes" (T9:2) were available through ODL. The participant indicated that there were less than 500 students enrolled between the seven programmes, with the majority of these students on degree programmes.

The second category within the family of restrictive internal environment looked at the length of the study period through the ODL mode, which was perceived to be much longer compared to that of the face-to-face mode. Participants believed that this challenge could discourage enrolment through the ODL mode of delivery. They indicated that ODL programmes tended to take too long compared to face-to-face programmes, such that students might prefer to opt for the face-to-face mode, which would allow them to achieve their goals in a shorter period. One participant had observed some students getting discouraged by the likelihood of staying too long in a programme of study. Such students had experienced financial problems where they could not pay for many credits at a time and finish their studies within a reasonable period. The participant concluded that it would not be easy for "*somebody who is very motivated to actually stay eight years doing a degree. They are missing their opportunities*" (T5:35).

Another participant had an experience where a group of up-grading students enrolled on a four year programme and only graduated after about seven years:

... of course some of it was not due to their own doing ... It was due to some logistics which were not working quite well. So the students ended up graduating late, when some could have completed earlier. So they've really taken a long time. But there're those who are able to finish their work in four years or so (T10:4).

Asked on how the length of the study period might have affected outputs, the participant indicated that there were:

... small outputs per year. Like this year for instance ... we just graduated only four hundred and fifty one students. And to me, considering the size of the country and the need that people often express, I feel this is a low number (T10:3).

There were implications of a high dropout rate estimated at about 20% to 25% per annum across the ODL programmes, where students “... would normally register and start to dropout ... because there're a lot of challenges” (T9:8). One of the challenges was perceived to be the length of ODL programmes:

Normally distance education courses take a longer duration than face-to-face would. Even myself if they ask me to choose between them I would go for the face-to-face because I know I would not take long. But if it is going to take five years doing a programme which you can ... do may be for two years ... (T15B:11).

Under the same family of restrictive environment was a category addressing restrictive regulations. Participants suspected that UB still viewed itself as a full-time enrolment and not a dual mode institution. When asked about the status of both face-to-face and the ODL mode at the University, one participant seemed to confirm this suspicion “Well, obviously we're primarily a face-to-face institution” (T11:17). The other participants believed that as a result of this kind of perception, ODL students were subjected to restrictive face-to-face regulations that were never modified to accommodate the ODL mode of provision, which is perceived to have unique peculiarities compared to face-to-face. One participant submitted that “the ODL mode ... requires different skills from face-to-face” (T1:13). He further observed that “universities around the world tend not to have those skills. It takes special skills and effort to develop that mode” (T1:13). Participants believed that due to shortage or inadequacy of such special skills

in dual mode institutions, the tendency was to ignore the fact that ODL required special attention and to subject it to the more familiar face-to-face ways of doing things:

The truth of the matter is that our thinking has been predominantly on face-to-face. This is evident from our registration regulations ... You find them wanting when it comes to ODL (T1:23).

One participant had observed that “most of the time it would be more like the ODL is an attachment and has to follow the regulations of what is already on board” (T5:26). The participant went on to illustrate how existing payment regulations were restrictive for ODL provision “We do not have a payment method that would meet students halfway at least to say, you can start paying instalment to your programme ...” (T5:34). Another participant explained that “distance education processes are carried out in different functions, especially in a dual mode institution” (T7:11). Explaining how the different functions seemed not to serve the ODL students well, the participant explained:

... The Admissions ... Finance ... Distance Education Department ... These functions need to work together in a sense, so that they can serve the students well. But you realize that there are some disconnects in the sense that people who man these other units ... they know there is distance education, but they are not sensitized to the needs of the learners. When it comes to the academic calendar, applications close ... admission, registration and then the commencement of class. But with us you'll have the orientation for the students, mostly just before the conventional start. But then some times facilities are not quite accessible (T7:11-13).

The last category identified under the family of restrictive internal environment was restrictive distances. In this category, participants were concerned that many of the UB programmes were available only from the main campus in Gaborone through either face-to-face or the part-time evening study mode. This was perceived to limit participation since many prospective students would be scattered throughout the country and unable to come to Gaborone to undertake such programmes. The distances would prevent them from participating in the programmes. One participant, having observed that people were really keen to enrol on UB programmes noted

that “*some of them would like to come but it’s only that they are far away*” (T10:10). Illustrating the extent to which some people had demonstrated determination to attend evening classes, the participant explained how one student school teacher in a village more than three hundred kilometres away was determined to attend evening classes in Gaborone to attain a certain qualification:

I had a classmate last year who was coming from Tonota to attend classes. In the evening she would travel by bus to come here after class. And then go back in the evening ... the night train after taking the class ... to be in class the next morning (T10:10-11).

Another family of factors coming out of Figure 6.5 above discussed issues of limited capacity of the CCE to handle large enrolments and the perceived poor ODL service delivery. Five categories emerged from this family. The first one looked at the CCE structures that were perceived to be inadequate and not ready to handle large enrolments, which would be a limiting factor for UB to expand access through ODL. A participant believed that “*there will be need for reorganising ... structuring, to ensure that the Centre for Continuing Education can cater for more students*” (T10:21). Another participant indicated that:

if we ... go out there and campaign, we are likely to get good responses. But are we ready for those numbers? I think not. Not yet. We need to have resources channelled to actually meet those numbers ... (T5:34).

One participant felt that if UB had a well established dual mode system “*whereby both distance and conventional ... run together and they’re given that equal importance*” (T10:14), then they would be given equal importance “*even in terms of ... resources*” (T10:14). The category further discussed the support structures that were perceived to be weak and unsuitable for a dual mode set up. Asked what services were available to support students learning through ODL, one participant indicated that they were supported mainly through print:

... they used to have WebCT ... and it was mainly used by the degree students. But it doesn’t appear to be widely used now ... in the passed two or three years back ... (T9:3).

Asked why the WebCT service was no longer popularly in used like it was the case some two, three years ago, the participant suspected that the CCE link cut:

When CCE link cut, which is the one that is managing the WebCT system ... it was like a project type of activity and it ran for a few years. It has not been rolled out and I think it's just a question of may be people not taking the initiative to make sure that they continue using it ... I don't know whether there were any hiccups experienced with technology (T9:4-5).

One participant felt that it was necessary for the University to “*incorporate modern learning aspects, particularly those ... enhanced by technology, computer mediated, video conferencing, internet and all these other things that go with it*” (T5:9). The participant had observed that such support was available for on-campus face-to-face students, but not for students on ODL programmes:

... not only to enhance full-time learning in those areas ... what we see in UB is that things like Web-CT, Blackboard ... they're being used to actually enhance learning within the institution. So people who are already advantaged are even further advantaged ... And yet when it comes to distance learners there's very little assistance that has been extended (T5:10).

The experiences of another participant seemed to confirm the supposition that technology enhanced learning appeared to be geared towards supporting on-campus students only. The participant submitted that UB was “*... using on-line to enrich in the first instance the experience of our face-to-face students*” (T11:17).

Participants believed that the University had taken long to address the needs of the ODL mode of delivery and as such was still at the beginning stages of providing resources like those for video conferencing, tele-conferencing, Blackboard and the WebCT facility. They perceived that training for CCE staff in the use of such technology had also lagged behind. This presented limitations on the kind of support that the ODL students could have benefited from. Since

many staff members in the CCE/DDE were not yet fully conversant with the use of certain technology, which could enhance programme provision and student support services, they experienced continued delivery problems that could end up discouraging both staff and students:

Your ISDN lines may not be very good, your picture is freezing in the monitor there, but your students see in the video conferencing ... ultimately the time is wasted ... you cannot get back the time. Definitely it's not even five minutes. We're talking about one hour or so (T6:35).

Weak support structures were perceived to have also prevailed as a result of the ODL mode being too dependent on the face-to-face mode for its delivery, even though “*it is a specialised area in the sense that it's a new mode*” (T6:32). For this new and specialised area “*there is no teacher ... we're withdrawing teachers from the mainstream*” (T6:32). The next category under the family of limited capacity and poor service delivery discussed this issue of a specialised mode of delivery that depended on people perceived not to have always been adequately trained to handle it. Participants were of the opinion that most of the part-time staff from the face-to-face delivery mode had not been adequately trained to enable them to function effectively within the ODL environment. One participant ascertained that:

...not many people here are trained in distance education. So how do you expect people to actually be ... facilitators, planning, executing and doing all those other processes when they themselves ... they do not have any exposure ... they know almost nothing about distance education except from the literature that they may have read (T15C:13-14).

Participants submitted that developing and delivering ODL required special skills and special effort. One participant explained that it had not been easy for UB to acquire such skills and put the necessary effort into ODL growth because “*being the only state university in the country for decades,*” the University “*has been focusing more on face-to-face and merely trained to develop material for the distance learning mode*” (T1:10). This gave an indication that less attention had been given to developing capacity for the growth of ODL. This would lead to

lagging behind, over those decades, of the structures that were supposed to service the mode. Reiterating the concern that the part-time lecturers from the face-to-face mode had not been adequately trained to give quality service in the ODL environment, one participant shared some experience:

... faculty who teach at the distance education programme, should also have the teaching strategies ... should have been trained in working with adult learners and these strategies that they can use ... the approaches ... Do they know what to do? Yes, they have got the content. But having content doesn't mean that you're able to deliver it to everybody ... Delivery methods for a baby ... an adolescent at secondary, the adult learners ... Those delivery methods are different. So to me really, people need to be trained accordingly (T10:21-22).

The third category from the family of limited capacity and poor delivery service discussed the perceived lack of or limited commitment in servicing the ODL delivery mode. The constraint that CCE is presumed to have experienced as a result of depending on the face-to-face mode for delivery of ODL programmes was “*the people who are not entirely committed to teaching distance education ...*” (T10:21). To illustrate how the lack of commitment of some lecturers from face-to-face faculties, disadvantaged ODL delivery, one participant explained that:

Many of the distance education programmes are ... supposed to be developed and tutored by staff from face-to-face programmes ... that creates a constraint. Because the people that you bring into distance education programmes on a part-time basis must first of all satisfy the requirements of their parent pre-service programme before they can concentrate fully and well in distance education programmes. So... you find that distance education programmes get compromised because of the dual mode nature (T8:18-19).

Participants considered the possibility of part-time staff being unhappy, which would result in their lack of commitment to the ODL mode of delivery. Participants perceived that the lack of commitment from some of the academic staff members from the face-to-face mode might be resulting from the perceived lack of recognition for their contribution in ODL development and

delivery. They submitted that the University's performance appraisal system did not recognise the contribution that academic staff made towards the development and delivery of ODL as an important factor worth considering for appraisal. One participant observed that it was *"not part of their job description. They come in and do it as part-time like anybody else ... yet they're serving the same entity"* (T5:16-17). Since contribution in ODL was not recognised as adding value towards faculty academic development and could not be considered to count towards promotion, participants perceived that part-time staff from face-to-face faculties would not be as committed to ODL as they would be to the face-to-face mode. Therefore *"missing classes for them is not such a big deal ... they will just give an excuse ... something happened I couldn't come"* (T8:20). Also perceived to contribute to the lack of commitment to ODL by some of the part-time staff was the issue of low remuneration for the services rendered to CCE. *"Sometimes may be your remuneration is not as they are expected"* (T6:30).

Participants indicated very clearly that constraints related to low remuneration for services rendered to ODL, lack of recognition by the University performance appraisal system for their contribution to ODL and inadequate training, would demotivate part-time lecturers, and it would not be very surprising if their commitment level to ODL was to go down. They perceived that this would result in poor service delivery.

The fourth category under the family of limited capacity and poor service delivery looked at limited resources. This category reiterated the need for more resources to enable the CCE to develop ODL further and have the capacity to handle more students or to open up more access to UB programmes. Making an observation on the level of responsiveness of the CCE towards the challenge of the need to increase enrolments, one participant thought that *"UB CCE seemed unresponsive in terms of the challenge. It certainly didn't meet that challenge"* (T3:13). The opinion of another participant, relating to the perceived lack of responsiveness of CCE to handle the challenge was that:

... if you are starting a distance education programme, one should not be an off-shoot of the other. One should develop... with the purpose that this is what we shall be doing and this is how we shall be doing it and with who and these are the resources, clearly identified (T8:20).

The challenge of the lack of a defined purpose for ODL, together with the absence of clearly defined resources could have contributed to the perceived unresponsiveness of the CCE to the problem of high demands for higher education. CCE might have lacked the resources to develop and grow the ODL mode. Another participant seemed to have also observed the lack of allocation of resources to enable CCE to respond to the challenge adequately and remembered that “*there was never the investment of resources that would be required to make it possible ...*” (T11:7).

There seemed to be a perception that the CCE/DDE was helplessly too dependent on the face-to-face delivery mode for the development and delivery of ODL programmes. When explaining how the face-to-face mode of delivery supported the ODL mode, one participant made a comparison between the two modes that:

The.... face-to-face programmes have got permanent facilities ... permanent structures. And the staff ... some of them are on permanent basis some on contract basis ... When it comes to the distance education, it is all part-time hourly basis ... So the full-time are face-to-face support base... the moderators, people who oversee the programmes, everything they support, even they're supplying us the resource persons to move ... this distance education ... without them, it is very difficult to sustain (T6:14).

Another participant shared a similar observation and concern that CCE did not have resources that it could fully deploy and have control over:

... to rely on someone that you know that you don't have total control... CCE does not have total control on the faculty that they are using to teach in the programme... they do give them the course plans ... the time-tables... But at the end of the day really, that person has their full commitment somewhere else (T10:29).

The participants saw the challenge being larger than just the fact that some part-time staff members could be less committed to ODL since they had to satisfy their full-time employment requirements first. The lecturers facilitating on ODL programmes were seen to be over-

stretched and overloaded. One participant indicated that they were “*juggling these services ... the distance becomes a constraint ... for them*” (T8:21). Another participant agreed with this observation:

...they're preparing twice ... for the conventional ... the distance... that workload... In the programmes that they are employed for ... the conventional, they have the PMS to satisfy. And all those requirements are listed out that they have to meet. And ... may be 90% of their time ... goes to this which they're committed to (T10:30).

Some participants echoed the constraints that the lack of identification of resources for ODL had on the service delivery. One participant indicated that facilities were not always accessible for ODL, especially if the ODL tutorial sessions were to take place during the semester:

We can't access some of them, even though sometimes we may book ... someone might find a class and they think it's vacant. And yet we may have booked it for our students (T7:14).

Participants felt that the University needed to provide more resources in order to ensure that all the people accessing their programmes through ODL were able to get the services wherever they were in the country. One participant was of the opinion that “*if you have to increase the numbers, it means even out there the satellites have to be well developed and ... well resourced*” (T10:26).

The last category under the family of limited capacity and poor service delivery discussed issues of limited marketing of ODL. In this area participants perceived that not many people within, as well as outside the University seemed to know much about ODL, its value, how to handle it and what it needed. One participant wondered “*How many people really know ... about this thing*” and suspected that “*it could be that these people did not do anything to market distance education*” (T15A:9). Another participant thought that ODL was not very well catered for within the UB system probably because “*when you're in a dual mode institution, may be the decision makers are not quite sensitive to the needs of distance education learners*” (T9:10). Raising a similar concern about lack of knowledge of management about ODL,

another participant thought that it was necessary for the CCE/DDE to hold sensitisation workshops to educate first of all UB management groups and then take these workshops further than the University to educate the public:

... we need to really go to that... the sensitisation about ... the value of distance education, how it helps the country... they need a lot of sensitisation about stuffs ... across the country (T6:23-24).

Many of the participants indicated that they knew about the ODL programmes because they became involved in the facilitation of some of them. However, they believed that the rest of the University community and other people outside UB might probably know very little about ODL. Some of them thought ODL started in UB “...1991 or early nineties” (T4:9), “around 2000 ... or there about” (T15A:1), “more than five years...” (T9:6). These varying responses, which were far from the time when the ODL mode started in UB seemed to confirm the participant’s own believe that very little was known about ODL. Participants generally thought that CCE had not done enough to market the ODL mode of delivery. One participant thought that may be that was “*equally compounded by the lack of marketing skills by the ODL practitioners themselves*” (T9:10).

The fourth and last family under Figure 6.5 discussed dissatisfied and disgruntled students. Having discussed the various facets of perceived restrictive internal environment that might be contributory to low enrolment in UB programmes delivered through ODL, this last family of factors showed that those students who had managed to enrol on these programmes, were generally unhappy about the services they got through the ODL mode of delivery. Some participants shared their experiences in dealing with the students. Some of these experiences indicated that many students in ODL programmes at UB might be frustrated with poor service. One participant summed up the students experiences:

Students sometimes were frustrated ...it’s like you’ve done nothing. Because ... like there would be clashes ... there would be all these things. It’s like they feel it’s not worth their money ... they feel we’re not doing enough to help them achieve what they thought they would achieve (T15C:15).

This last family summarised the effects of all the factors discussed already under Figure 6.5, which lead to dissatisfied and disgruntled customers. A consequence of this condition could be reluctance to enrol in the UB ODL programmes. Restrictive plans, which were perceived to restrict the allocation of resources, would have a negative impact on the service delivery to students. Restrictive regulations would affect the way the system services students, while the long duration before completion of programmes would add to students' frustration. If students were accessing programmes and services far away and incurring a lot of expenses, they would expect to receive a service that was worth the trouble and the expenses. However, the discussion so far has indicated that there would be poor service due to staff not adequately trained to deliver ODL effectively. Some staff would also not be so fully committed since ODL would not be their first priority. Their commitment would be somewhere else. The staff might be disgruntled with the system that is perceived not to recognise their contribution to ODL. Sometimes students would come and find that there were no facilities and there would be clashes.

Data from Figure 6.4 and Figure 6.5 have indicated restrictive external and internal factors that could have led to low enrolments in the UB ODL programmes. The stigma attached to ODL and perceptions that ODL was of low quality could influence people not to value ODL as they valued the face-to-face mode of provision. In addition to the general public perceptions that ODL was comparatively of poor quality and low value, over many years government sponsorship excluded students undertaking their studies through ODL. This was perceived to have affected enrolments through ODL since tertiary education was known to be an expensive level of education. Many people could have been disadvantaged by the government decision not to sponsor individual students enrolled on ODL programmes. There also appeared to be lack of support and poor service in the ODL delivery mode at UB for several reasons. All the factors discussed under Figures 6.4 and 6.5 would lead to students dissatisfied and consequently sell ODL negatively in the public, resulting in less people willing to enrol on ODL programmes.

The perceived low capacity of the CCE/DDE to handle large numbers of students through ODL indicated slow growth on the part of ODL. This would seem to have been ably demonstrated by the numbers that enrolled through the mode compared to those on the face-to-

face mode. The growth of the ODL mode in the UB system seemed to be affected by identified external and internal restrictive factors. Even though UB (2008a) envisaged increased programmes on the ODL mode to expand access, Figure 6.5 indicated that there were only seven programmes on the mode, at only two levels. It also appeared that the experiences of some of the students who had taken ODL programmes might sell ODL negatively back to the public.

This part of the analysis confirmed a slow growth of ODL in the UB system. Due to its slow growth, many of the participants thought that ODL was new in the UB system. However, documents date its existence back to the UBS days in the 1970s and before 1982, when UB was established as a national University (Dodds and Youngman, 1994). It might have come after face-to-face in the UBS system, but when UB came into being in 1982, the two modes were already part of the delivery system. So ODL had actually existed in the UB system for about thirty years by 2008, even though some participants thought it was newly introduced.

6.3 Conclusion

This Chapter has considered various factors that could have led UB to adopt ODL into its programme delivery system. A major consideration appeared to have been the need to increase access and participation in higher education. The assessment of ODL performance to address this need seemed to reveal a slow growth of ODL in the UB dual mode system which resulted in its insignificant contribution towards increased participation in higher education. Chapter Six also considered some of the external as well as internal factors perceived to have contributed to the low enrolments through ODL into UB programmes.

The next chapter examined the equivalency level between the two modes by studying the perceptions of the UB community towards ODL, in order to establish if those perceptions might be contributory towards its perceived slow growth.

Chapter Seven

Equivalency between ODL and Face-to-face in the UB Dual-mode System

7.1 Introduction and Overview

This Chapter is the last of the three data analysis chapters in this study. Analysis in Chapter Five established a high demand for higher education in Botswana, which could not be met by face-to-face mode of provision alone. ODL had been identified as one of the strategies to be adopted to increase enrolments at this level. In Chapter Six, the assessment confirmed a slow growth of ODL in the UB dual mode system which resulted in its insignificant contribution towards increased participation in higher education. Chapter Six also considered some of the external as well as internal factors perceived to be contributory to the low enrolments through ODL into UB programmes. Chapter Seven assessed the level of acceptance and value for ODL by the UB community. This last section of the analysis process was more concerned with establishing the perceptions of the UB community towards ODL and how these perceptions might be impacting on its growth. Assessment in this Chapter also looked at how the implementation of the distance education mainstreaming policy and the learning and teaching policy enhanced the acceptance and value of the ODL delivery mode by the UB community.

My last assumption was that the ODL mode did not get equal recognition and acceptance compared to the face-to-face mode in dual mode institutions. This chapter therefore also examined possible equivalency issues between ODL and face-to-face within the UB dual mode system of provision, in order to establish if such issues could be contributing towards its slow growth within UB.

7.2 Perceptions of the UB Community about ODL

The areas discussed below were intended to explore the participants' views and perceptions with regard to the importance and value attached to ODL by the UB community. This probe was intended to elicit equivalency issues that might be prevalent between the two modes of

delivery within the UB dual mode system, in order to understand whether such issues might be playing any role in ODL not achieving its intended objectives of substantially increasing enrolments and addressing diversified needs. I decided to look at various aspects through which to assess the UB community’s perceptions about ODL.

7.2.1 Level of Acceptance and Value for ODL by the UB community

Figure 7.1 depicts respondents’ perceptions of the level of acceptance and value for ODL by the UB community.

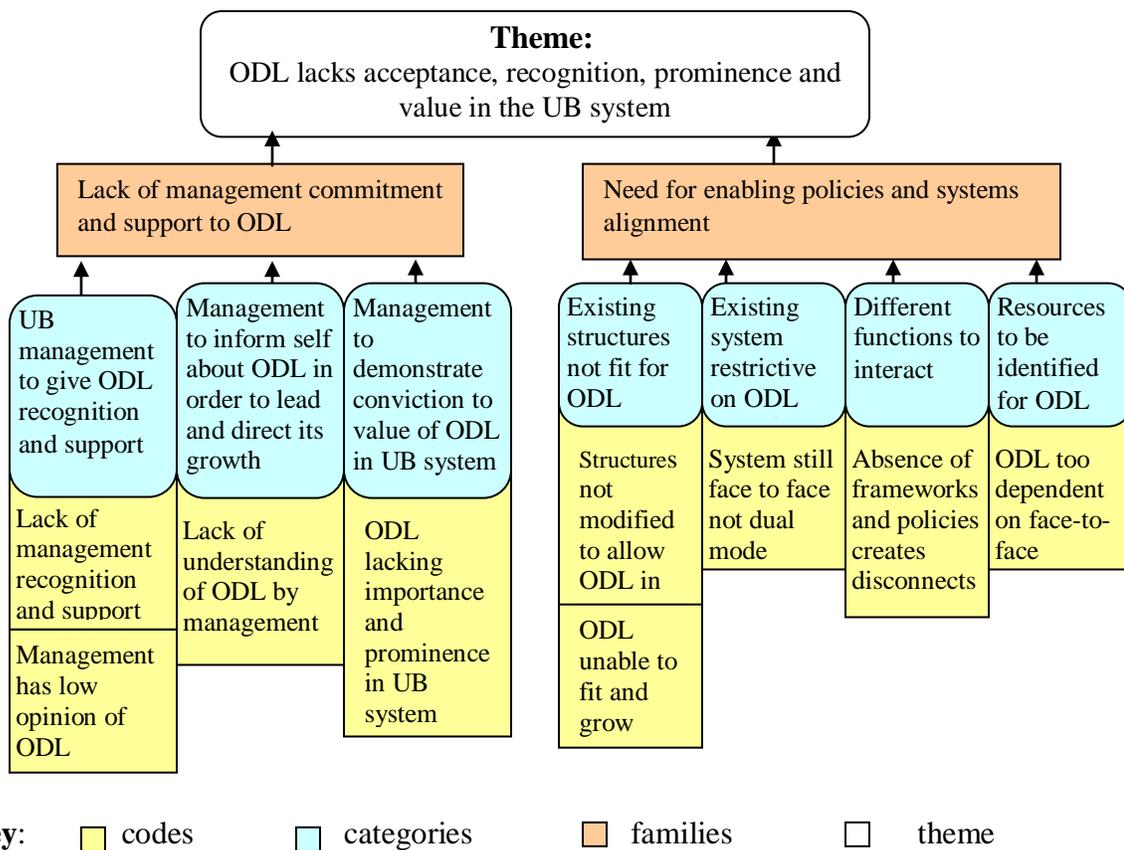


Figure 7.1 Respondents’ perceptions of acceptance and value for ODL by the UB community

Two families that examined the acceptance and value attached to ODL by the UB community emerged from Figure 7.1. My first concern in this area was to find out the planned status of the two modes within the UB’s dual mode of delivery. Generally participants indicated that on paper (e.g. UB, 2005), the two modes were supposed to be of equal status. They illustrated this

position by indicating that the students received the same qualifications for the programmes available on both modes. However, there was a perception that apart from the qualifications being the same, in practice, the UB community generally regarded the face-to-face mode of delivery as more important and of priority concern to the University than the ODL mode:

Well, according to the mainstreaming policy they are supposed to be treated equally... But the reality is that may be because of the mindset people still regard the other section ... that is the face-to-face as being more important than this one (T4:11).

Another participant observed that:

the significance of distance education is somewhat ... has only ... come in as a background thing. It does echo here and there... in UB we talk of access and participation and we do talk of distance education. But when you really look at the kind of support that we get from the system you begin to see that there's a lot of gaps... (T5:18).

Another participant believed that “*quality wise they're equal*” (T6:12). The next participant was of the opinion that “*they see it as an alternative mode*” (T7:15). Another participant knew that what was stated in the Strategic Plans was that “*the two should be at par, should be parity of esteem*” even though her assessment was that “*this is not always so...*” (T8:18). The other participant felt that “*the distance education part is just some appendage to the other mode*” (T9:12). The next participant was very clear that “*... obviously we're primarily a face-to-face institution*” (T11:17). On the issue of acceptance of ODL within the UB system as an important strategy, the participant's opinion was that “*I don't think ... I'm not sure that the University as an institution really adopted the overall strategy of distance as a significant direction it should be going*” (T11:13). According to the assessment of the next participant, “*the University still sees itself as a full-time enrolment institution ... open and distance learning is only an appendage of what is going on in the University*” (T12:11). The next participant thought that “*currently if we talk in numbers, the major mode is face-to-face ... and really, the ODL mode is still at a very low level, infancy level that... one really even feels it's*

not even worth talking about” (T13:25). From the responses of the participants, it appeared very likely that the UB community might not be taking ODL within their system as something of high value and importance when compared to the face-to-face mode of delivery.

The first family of factors under Figure 7.1, discussed management commitment and support for ODL, which participants perceived was lacking or very low. Three categories addressed the issues under this family. In the first category, participants seemed to believe that there was lack of recognition, commitment and support for ODL from UB Management. Some participants perceived that government had shown high commitment for the development and growth of ODL through existing education policies. They submitted that RNPE actually mandated UB to lead the ODL development and growth process at higher education level. Their assessment of the level of commitment of UB management in the implementation of this mandate was that it was very low. Asked to comment on the level of growth of ODL since 1994 when the RNPE committed CCE to become the national centre for the mode, one participant was of the opinion that *“there’s very little that has been done”* (T7:22), another one noted that *“we have moved very little in that regard”* (T9:14). Yet another participant felt *“it’s like nobody ever checks ... like the case of ODL ... whether UB is actually implementing the Revised National Policy on Education”* (T4:35). However, with regard to the CCE becoming the national centre for ODL, other participants believed that there had been no recognition and commitment to ODL growth from both government and the University management. This they perceived was demonstrated by the lack of allocation of resources to make this mandate implementable. One participant’s comment on this issue was:

... it did say in Chapter 8 that UB Centre for Continuing Education should become a national resource ... I don’t think that was ever achieved ... I don’t think the recognition by the national system or by the University itself was made. And consequently there was never the investment of resources that would be required to make it possible (T11:7).

It appeared that though ODL had been identified as a strategy that could alleviate the challenge of high demands for higher education, which the face-to-face delivery strategy had been found not to handle well on its own, when it came to development and growth of ODL, there

appeared to be slow action. The slow action with regard to UB sourcing funds and the Government allocating the requisite resources seemed to be perceived as a major factor for the slow growth of ODL at higher education level in Botswana. One participant felt that:

Government or sponsors and institutions should ... start being proactive ... to move away from the fact of saying students will only apply for distance learning ... if they did not get a place in the full-time. They should actually apply and decide, as well as choose to take distance learning or part-time learning as a form of learning... The second thing is it should be resourced ... distance learning should be resourced (T5:8).

However, participants seemed to believe that the mode had been neglected over the years and not resourced as much as it should have been. One participant felt that the growth of ODL at higher education level, particularly within UB, had been very slow despite the identified need for its urgent attention:

One really would expect ... UB ... to be having a full fledged ODL programme, well oiled, running smoothly, without a lot of hitches ... especially that we have seen that over the years we are not able to satisfy the needs. Of course putting up physical structures takes so long. But really we should have put a lot of emphasis and a bit of money in developing that sector ... I believe that has been seriously and stressfully neglected... (T13:12-13).

Some participants felt that the lack of growth of ODL was partly due to lack of leadership in terms of guiding what ODL was supposed to be doing and how it was supposed to be doing it. Asked to give an opinion on why ODL seemed to grow slowly within the UB system over many years of its existence, one participant commented that “*the major failure within UB was clearly a lack of leadership of CCE... they needed to address that ... (T3:16)*. Another participant thought that ODL development and growth lagged behind within the UB system due to several reasons, among them the lack of leadership:

...these are vehicles and every vehicle needs a driver. If you don't have a driver for a vehicle, then it will not move. And I think that is may be even one of the

problems in addition to the structures ... the drivers. ODL doesn't seem to have drivers with clout... that's why I think ... actually the University had pinned their hope on ... CCE (T7:25-26).

Sharing a similar opinion another participant thought that there was “*a lack of strategic leadership from the distance education cadre, because I believe they are the ones to convince this University, which direction to go*” (T12:16). Another participant was of a similar opinion that “*You come up with a new programme, a new approach... someone has to drive it. So ... I don't see any strategic leadership here*” (T4:27). Other participants thought that it was necessary for UB to have carefully identified and selected people who understood what ODL was about so that they could lead and guide its development and growth within the University. However, one participant observed that UB did not seem to make such a careful selection when it came to identifying leadership for CCE and ODL:

We don't seem to know how to man our institutions. I think what we do is that we just look for individuals who have got higher qualifications and then we place them into offices ... you run this office. But in terms of assessing people to see if they are visionary ... Our recruitment system is in such a way that it looks at paper qualifications... (T9:29).

Commenting on the lack of planning for ODL as a new innovation, one participant felt that the mode was not well prepared for within the UB system:

... if you are starting a distance education programme, one should not be an off-shoot of the other. One should develop, even if it is in a dual mode institution, with the purpose that this is what we shall be doing and this is how we shall be doing it and with who and these are the resources, clearly identified (T8:20).

Some of the participants believed that UB management had a low opinion of ODL “*I don't think they place a central role on distance education ... it's like distance education is just some appendage to the other mode*” (T9:12-13). Another participant echoed a similar observation:

The face-to-face takes priority for the University. The open is an avenue for expanding access. But the way that things are happening, it has not proved to be a major undertaking that the University is really working on (T12:17).

Some participants thought that there was lack of accountability when it came to the growth of ODL within the UB system, which they attributed to the lack of involvement of the central management to direct that growth. One participant observed:

You come up with a new programme, a new approach ... someone has to drive it... I don't see any strategic leadership here ... I see that on paper these things are beautifully laid down... someone has to drive them. But I didn't see that coming (T4:27-28).

The participant went on to indicate that “...*the Administration that side... they should actually drive this thing ...*” (T4:36-37). Responding to the question in which I wanted to know the participants' perceptions regarding how the central management of the University treated the two modes, a participant replied:

... When it comes to UB Management ... since most people in the Management area ... come from the conventional system ... their attention is towards the face-to-face. And when it comes to distance education ... the Management's attitude ... the Management's perception towards this distance education is not that high (T6:16-17).

Another participant pointed to the resource commitment towards ODL, which he perceived did not reflect any significant regard for ODL in the UB system:

The commitment of resources is not really indicative of the level of commitment towards the distance learning. To me that doesn't indicate mainstreaming ... or actually putting distance education as one of the engines of the institution (T5:17).

Commenting on planning for ODL, a participant expressed concern that *“mostly the type of planning that comes through from Management would normally come as an after thought or something”* (T9:11).

The second category under the family of commitment and support for ODL, discussed the perceived lack of knowledge of the ODL mode by the UB community including management. Responding to a question that wanted to establish why the growth of the UB ODL mode seemed to lag behind, one participant referred to the mode as a mode that required special skills *“the open and distance learning mode requires different skills from face-to-face ... It takes special skills and effort to develop that mode”* (T1:13). The participant went on to indicate that *“universities around the world tend not to have those skills”* (T1:13).

Some of the participants believed that since the inception of ODL in UB, the management did not understand the mode and were not in a position to lead and direct its growth. A participant shared a perception: *“What I’ve learnt is that people didn’t quite understand or know what to expect ... Even today”* (T7:13). Another participant suspected that:

... may be the decision makers are not quite sensitive to the needs of distance education learners ... they don’t seem to appreciate the needs of distance education learners (T9:10).

Another participant alluded to a lack of preparedness, which presumably could have resulted from a lack of understanding of the ODL mode and observed that *“...people who man these other units ... they know there is a distance education ... but they are not sensitized to the needs of the learners ...”* (T7:13).

The participant had further observed that:

... a major, major lack ... was that ... the University was not prepared for that... And they didn’t even know what animal it was ... they just knew that ... there is distance education, but they didn’t plan for it very well (T7:16-17).

One other participant echoed the possibility that management might be having a problem of lack of understanding for the ODL mode of delivery. The participant suspected that maybe management did not even know whether or not to continue having ODL as part of the University's programme delivery strategies:

May be the powers that be don't have a clear picture as to exactly how they should handle this animal called ODL... Should it be part of the dual aspects of the business of the day... should it stand alone and move out of the University ... (T5:22).

However, the participant saw the limitation for making a conclusive decision about whether or not ODL should continue as an important mode of delivery for UB being in the lack of understanding of the mode by management. He believed that a recent needs assessment study conducted by UB on ODL was an important step that would bring “*some element of understanding... of trying to understand what ODL is for those who head*” (T5:24).

If indeed management was not very well informed about ODL and did not know how to handle it, then as some participants observed, it might be difficult for them to:

...accept the fact that distance education is another important way of offering programmes, not just by the way that it is one important way. Just as conventional is important, distance is another important way of offering ... (T10:12-13).

To sum up the concern of lack of understanding of ODL by management, one participant concluded that there was need for “*...sensitisation workshops for most of the Management groups... to sensitise them about our delivery system and the problems that we face*” (T6:17). However, one participant thought that management had already begun to inform themselves more about ODL through the needs assessment study conducted recently:

that kind of study has been an eye opener perhaps for the Management and the leadership of the University ... now they're in a position to know exactly what is happening out there and what do they want to do with ODL ... it's an indication that there is now some element ... of trying to understand what ODL is... (T5:24).

In the third category under the family of management commitment and support, the perceptions of participants were that management did not demonstrate the importance of ODL in the UB system and that it was a valuable mode of delivery. A participant viewed the significance of ODL in the UB system as just a background thing:

In UB we talk of access and participation and we do talk of distance education. But when you really look at the kind of support that we get from the system ... you begin to see that there's a lot of gaps. There's quite a lot that needs to be done to accommodate the fact that there is distance education (T5:16).

Possibly implying that ODL was not given the recognition that it deserved within the UB system, another participant was of the opinion that:

...first of all we should be willing to note or ... accept the fact that distance education is another important way of offering programmes, not just by the way... Just as conventional is important, distance is another important way of offering... if that is done, then ... the University would ... be more organised (T10:12-14).

The participant alluded to a possibility that ODL and the face-to-face mode of delivery were not perceived to have the same importance:

...modalities could be worked out to ensure that there is more commitment to the programme and have what we call ... a dual mode of operation, whereby both distance and conventional ... run together and they're given that equal importance... if they're given that equal importance it means even in terms of human resources (T10:14).

Participants therefore perceived that UB management did not give ODL the recognition it deserved or acknowledge its importance in the UB system. As a result of that they felt ODL lacked importance and prominence in the UB system. One participant summed up this perception by concluding that the support that ODL received from management was not indicative of “*putting distance education as one of the engines of the institution*” (T5:19).

The second family of factors, which had four categories, discussed enabling policies and the lack of the alignment of UB systems at the stage of adopting ODL, in order to accommodate the new mode into the existing programme delivery system. The first category focused on existing structures that the participants perceived were not fit for ODL delivery. Having made an observation that management had made no plans of how the two modes were going to function together, one participant explained that:

...when you introduce a major change... something like distance education, you need ... to look at the whole system and say here is this new thing. How is it going to fit in ... in the existing system as a sub-system and how is it going to interact with other systems ... One thing that was a major, major lack ...was that the University was not prepared ... they didn't even know what animal it was (T7:16).

The discussion in this category pointed to the lack of modification of the existing structures that hitherto served only the face-to-face mode of delivery. Participants felt that management and the support functions of the University understood the face-to-face mode better than ODL. Confirming the lack of preparedness for ODL, one participant shared experience on how it used to be a challenge to give attention to the planning and development of ODL at UB:

we were always subjected to enormous amount of pressure from the requests from government... that tended to take a lot of people's time from focusing on developing some of these innovative methods of programme delivery (T1:20).

Another participant thought that there had not been much planning before the introduction of ODL in the UB programme delivery system:

...they just knew that there is distance education, but they didn't plan for it very well... therefore it didn't quite fit. It is still struggling to fit in, within the University (T7:17).

Since it appeared management were not very well informed about ODL and there had been not much planning before the introduction of ODL in the system, participants perceived that the

management and the support structures of the University tended to do things the way they had always done them, without paying a lot of attention to the special requirements for the ODL mode and the ODL learner needs. One participant had observed that “*most of the time it would be more like the ODL is an attachment and has to follow ... what is already on board*” (T5:26).

Responding to a question on why there tended to be more students enrolled on the face-to-face mode than on the ODL, one participant saw a lack of modification of the structures to accommodate ODL over the years, as a major challenge for the growth of ODL at UB:

An institution like this one was set up for the conventional mode... this one was introduced midway during its life-time... when it was introduced, the existing structures were really not ... sensitised ... not even modified to accommodate this other mode. And because of that they continue to be restrictive (T7:25).

The participant reflected on the rigidity of existing systems and structures and how this affected ODL delivery:

ITS ... for handling student information, student data... has closing and opening cycles ...for...registration ... there comes a time when they close registration period... But sometimes with our students ... we need to register beyond the closing date... for security reasons sometimes is not as easy... (T7:35).

Another participant had noticed rigidity in the area of internships:

..which, one would have believed are designed to give a full-time student who has never had an opportunity to work, to actually experience the working environment... is also done by a distance learner who is already working ... has been working for the past eight ... ten years. But then it's our structure that they do an internship. Now one questions why should a person who's already exposed to a working environment be forced to take that particular course (T5:26-27).

Another area of major concern perceived to be brought about by alleged rigid face-to-face structures was the fee payment system. The participants believed that the system was rigid in

that students were expected to pay their fees only in two instalments. It had proved difficult for many students on ODL programmes and self-sponsoring, to manage the amount of money required in only two instalments:

many of our students are self-sponsored... sometimes they're forced to skip a semester because they couldn't raise enough tuition money... we have tried to argue it with our Finance ... We haven't succeeded much ... if they could benchmark with some of the ...universities... where... people are self-sponsored... They have worked out schedules how students can pay over a period of time. But here, they've said students can pay in two instalments...at the beginning of the semester and somewhere midway. But we're saying ... what if we can allow students to pay monthly... But they haven't come to that ... it's the question of the rigidity of the financial structures. They are not looking at the students... They're looking at their structure ... to say it would be cumbersome ... (T7:48-49).

The second category under the family of enabling policies and systems alignment reiterated the restrictive nature of existing systems, which were perceived to be still for face-to-face and not for a dual mode programme delivery system. One participant believed that UB needed to:

...take a hard look at the structures and align them in such a way that they'll take into consideration distance education... and may be come to a point where they actually consider ... institution to be dual mode (T7:44).

To illustrate this restrictive nature of existing systems, another participant indicated the perceptions of the UB community regarding the use of University facilities between the two modes:

...where the University is looking at increasing access, it means it would like to increase access given the very resources that are available. But my observation here at UB is like the Centre for Continuing Education seems to be operating as an individual entity... rather than for it to have been part of the mainstream University... So the separate development scenario that exists does take away from the open and distance learning the opportunity to maximise on, or to even

increase on numbers. If you can imagine if they were to use these facilities only over the weekends, they would definitely have lots of space (T12:8-9).

However, facilities were generally perceived to belong to the full-time face-to-face mode of delivery and not to both modes. *“The full-time programmes ... face-to-face programmes have got permanent facilities ... permanent structures” (T6:14).* ODL seemed not to always have access to those facilities, even if they had booked in advance to use them *“some times facilities are not quite accessible...even though sometimes we may book. Someone might find a class and they think it’s vacant. And yet we may have booked it for our students... (T7:14).*

The third category in the family of enabling policies and systems alignment looked at the need for different functions of the University to interact in their service for a dual mode system. The family discussed the absence of frameworks and policies which should guide the UB dual mode system. The perceived absence of such policies and frameworks was seen as creating disconnects between the different functions that service the students in a dual mode set-up. One participant remembered that it was difficult to try and orientate and even briefing for other faculties and departments, in order for them to understand and appreciate what ODL was about and how they should relate with CCE/DDE:

in 1994 we were trying to just sensitise the different faculties ... but there were no policies... there was no framework that could assist even the other departments to ... to interact and know even the mandate for this new baby... (T7:17).

The last category under this family considered the perceptions that have so far indicated that ODL was ill-resourced and focused on the need to identify and provide resources that CCE could deploy and have some control over. Participants felt that CCE was too dependent on the face-to-face delivery mode for the growth of ODL. Asked what could be done to ensure the growth of ODL within the UB system, one participant responded:

If it were to grow or open access, the CCE as it is now will have to be restructured. There will be need for reorganising ... to ensure that the Centre for Continuing Education can cater for more students (T10:20-21).

The participant went on to indicate challenges that CCE faced as a result of being too dependent on the face-to-face resources for the facilitation of the ODL programmes:

The challenges that they have ... to rely on someone that you don't have total control... because to me CCE does not have total control on this ... the faculty that they are using to teach in the programme... at the end of the day really, that person has their full commitment somewhere else ... to that other programme its partial commitment (T10:29).

A participant observed that ODL required:

the availability of ICTs because you are looking at cutting down on the number of face-to-face...the students could also be coming to the University to may be use laboratories that are available to them. And then using facilities like the library. But you find the UB library closes over the weekend. And that is the time when most of the open and distance learning learners could have access to the facility (T12:9-10).

The participant further maintained that it was necessary for the ODL mode to have resources beyond the institution. However, she noted challenges where “*computers will not be available for study for many of the learners*” (T12:23).

Another participant reiterated the concern of unavailability of resources for ODL students compared to face-to-face students:

Here there are resources... But when they're out there they are complaining that they can't finish their projects on time because they don't have books. Reference materials are a problem ... They can't reach the internet when they are out there... and to get some of them the assistance that they need, you may find that a student has to be travelling ... Whereas if there were resources out there, there were some satellites where at least one could reach the internet ... have books transported somehow to satellites ... So it's the challenges of the library,

challenges of supervision, challenges of commitment of the faculty members (T10:33-34).

The participant indicated that there were resources in various units servicing mainly the full-time face-to-face programmes “*if these resources are pooled together and these people work together I think it will be better*” (T10:36).

Another participant observed that ODL was mainly utilising “*old ways of ... teaching*” (T5:9). This was related to the lack of resources for ODL. The participant felt that it was necessary for the University to make resources available for the ODL delivery mode such that it could “*incorporate modern learning aspects... particularly ... those that are enhanced by technology*” (T5:9).

Generally participants believed that the ODL delivery mode is poorly resourced compared to the face-to-face mode, such that service delivery through ODL provision was comparatively of poor quality:

When we have the results presented... you ask yourself ... this side there're gaps ... This is not in, this is missing. You wonder for instance, if the student has not completed their project... Because the conventional students ... do teaching practice which is fully supervised and is presented in time ... Then you get to the distance. You ask yourself ... how many times are they followed for this project... for this teaching assignment or teaching portfolio... So you find that, people think because its distance ... these students can go on and on and on ... (T10:31-32).

Another participant had observed that in practice the two modes of delivery were not treated in the manner that is stated on paper, which results in poor resourcing of ODL:

When you look at the University's development plans and Strategic Plans, there is state that the two should be at par... should be parity of esteem. But this is not always so, because many of the distance education programmes that are here ... They're supposed to be developed and tutored by staff from face-to-face

programmes, and that creates a constraint. Because the people ...on a part-time basis, must first of all satisfy the requirements of their parent pre-service programme before they can concentrate fully and well in distance education programmes... So although the feeling is that at all should be at par in terms of offering, you find that distance education programmes get compromised because of the dual mode nature (T8:18-19).

The participant believed that for the two modes to have the planned equal status, one should not depend on the other for resources to the extent that it would not make any progress without the other:

... for equity to come, one should not have been... an off-shoot of the other... One should develop even if it is in a dual mode institution, with the purpose that this is what we shall be doing and this is how we shall be doing it and with who and these are the resources, clearly identified (T8:20).

The participant went on to illustrate the dependency level of ODL on the face-to-face mode:

You find that when it comes to course writing, you have to put the Department to get the course writers. When it comes to Content Editors you want to go there and get the reviewers. When it comes to tutors you must go there...(T8: 51).

The main problem identified with depending on part-time human resources for the development and delivery of ODL programmes was that “*you cannot rely solely on people from outside the institution (T8:24).*

Responding to a question trying to find out if ODL was more cost-effective than face-to-face as sometimes purported, the participant’s response was more on the resources:

distance education in a dual mode institution gets constrained. The resources are there ... you’re using the same lecturers ... in terms of subject expertise... Are they available? And that has been one of my questions... sometimes you’d be programming... the lecturers say they’re coming. Come three or four days,

they're not available. They're not refusing but something else has cropped up... in terms of also decision making, where is it placed? (T8:49-50).

To sum up the concern about poorly resourcing the ODL mode of delivery, one participant believed that *“the commitment of resources is not really indicative of the level of commitment ... actually putting distance education as one of the engines of the institution” (T5:19).*

Figure 7.2 assessed UB management’s recognition and value for the contribution made by academic staff from face-to-face faculties towards the development and delivery of the ODL mode.

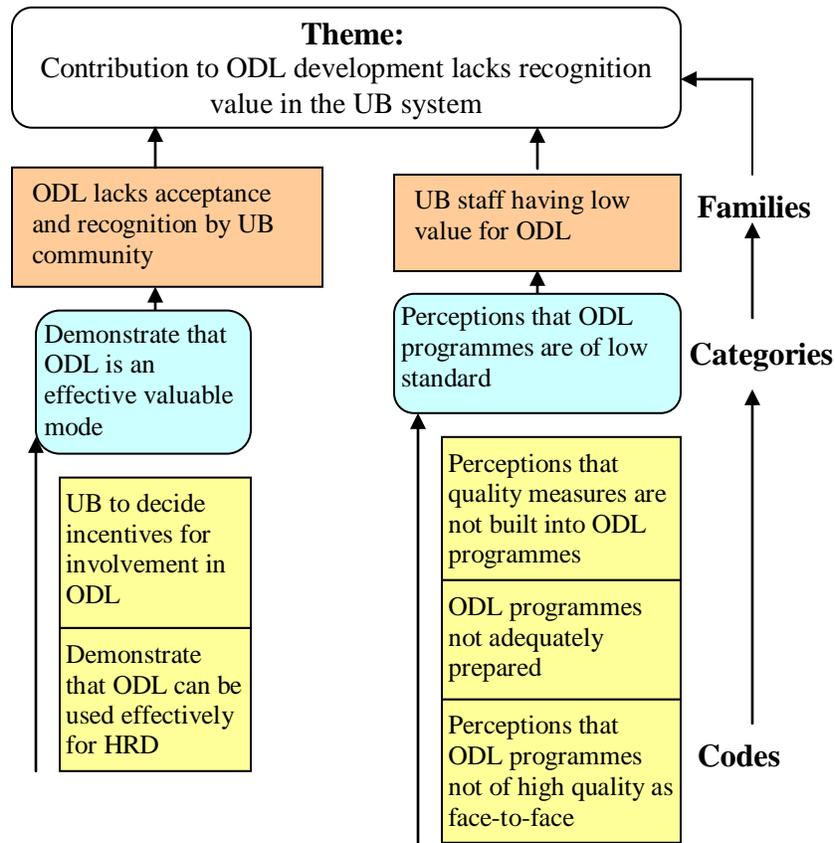


Figure 7.2 Recognition and value for contribution to ODL

Two families with one category each emerged from the data as depicted in Figure 7.2. The first family examined perceptions of the participants regarding recognition of the contribution made by academic staff towards ODL. Participants perceived that management did not demonstrate

the importance of ODL in the UB system and that it was a valuable mode of delivery by acknowledging the contribution that staff made towards its development and growth. In terms of recognition, the category looked at the state of incentives for the contribution made by the academic staff from other faculties being involved in ODL development and delivery. Participants felt that the University did not recognise the contribution that other staff members were making towards the success of ODL in any way, except through payment of part-time services. Similar observations had been made by some researchers elsewhere that those staff members rendering their services to ODL in some dual mode settings did not receive recognition from the University for their contribution, whereupon they would not feel encouraged to continue rendering such service (Rockwell *et al*, 1999; Morgan, 2000; Sikwibele and Mungoo, 2009). One participant noted that a contributing factor regarding lecturers and tutors was that “*distance education is not part of their job description. They come in and do it as part-time like anybody else. And yet they’re serving the same entity*” (T5:19). This was perceived to make the lecturers and tutors more committed to the face-to-face mode of delivery than to ODL:

Because as long as distance education is taken as ‘that thing I do after hours’ ... it’s very, very frustrating. But where it is taken as ‘part of my duties’, then it will succeed. Changing that mindset takes time, particularly in a University like this one where sometimes teachers/lecturers are overworked because of student numbers, in the pre-service, conventional programmes (T8: 50).

One participant stated that a major challenge was in the fact that work in ODL did not form part of the academics’ job descriptions in that:

In the programmes that they are employed for which are the conventional they have the PMS to satisfy... may be 90% of their time ... goes to this which they’re committed to... (T10:30).

To sum up this perceived major challenge, another participant recalled that “... *the academic departments will say that when they write ODL modules... that is not recognised in their performance through their PMS*” (T4:29). She was convinced that:

As long as its not there and yet they're the ones who are expected to be writing these modules, then they are going to give priority to that which is going to lead to their promotions (T4:29).

Another area of incentives that participants thought was causing unhappiness among academic staff who volunteered their services for the development and delivery of programmes in the ODL mode, was incentives in terms of payment for their services. Participants had observed that some of the part-time staff on ODL programmes were not satisfied with the payment levels *“And also in remuneration ... Sometimes may be your remuneration is not as they are expected” (T6.30).*

The last family of factors under Figure 7.2 looked at perceptions of UB staff with regard to the value of ODL. The only category in this family focused on perceptions towards the quality and standard of ODL programmes. Participants were of the opinion that the UB community perceived ODL programmes to be of low standard. They believed there was not equivalent rigour applied in the preparation of ODL programmes as well as in their delivery, to make them really of equal standard and value with the programmes delivered through the face-to-face mode. Asked to give their opinions on the quality of ODL programmes at UB currently, one participant thought *“[t]hey are superficial ...” (T15B:30)*. Wikeley and Muschamp (2004) also expressed doubts concerning the standard and quality of delivery of doctoral level programmes through ODL, submitting that face-to-face discussions would be expected to yield much better quality than ODL. One participant in this study also believed that on paper, the ODL programme would look the same as the one taught on face-to-face. He would not have any query with programme preparation. However, the problem that the participant perceived was that when it came to provision of human resources for the delivery phase, the standard of ODL programmes was compromised:

...here at UB these are taught by highly qualified people, lecturers of face-to-face. But when you go to centres... mostly are secondary school teachers. And therefore you cannot say this is of quality really (T15B:32-33).

Commenting on the preparation of ODL programmes one participant observed that:

...you have to structure the programme with quality in mind. You don't just ... say because this is an open and distance learning programme, it can go anyhow... If you know excellence is the motto of your institution then you want everything that is offered in your institution to be quality including the ODL programme. And I strongly believe that if the programme is structured well and quality measures are put in place, the open and distance education graduate will be the same as the conventional graduate... (T10:16-17).

The participant reiterated the importance of developing ODL programmes that have built in the same quality measures as those offered through face-to-face by ensuring that:

...the teaching strategies are innovative and they allow this distance learner to acquire the same knowledge ...at the end of the day they're going to receive the same certificate... An ODL person does not receive a lower certificate... because of that then, the quality has to be the same (T10:18).

Another participant was concerned about the quality of the graduates of ODL programmes and thought that ODL still had to:

...demonstrate beyond reasonable doubt that a product that you get through ODL can be equivalent to a product that you get through face-to-face, or even better. Then ... slowly, the message will come to us. But at the beginning... we have not seen how the products can perform... But when the tertiary sector of the ODL... start having more products ... equivalent to the tertiary face-to-face ... they enter the market and ... compete ... then it will be able to send the message to us about the quality that you get out of ODL (T14:47-48).

Data as depicted in Figure 7.1 and Figure 7.2 seemed to indicate a general perception by participants that ODL had low acceptance, value and recognition within the UB community and that it was therefore not given the prominence it could have received if the situation had been different. The next section examined the level of implementation of the Distance Education Mainstreaming policy and its impact on access to UB programmes through the ODL

mode since its inception in 2005. Another equivalency enhancing policy that I was interested in was the Learning and Teaching Policy. This latter policy became interesting to me as a quality assurance policy of UB and I wanted to examine its implementation with regard to ODL programmes.

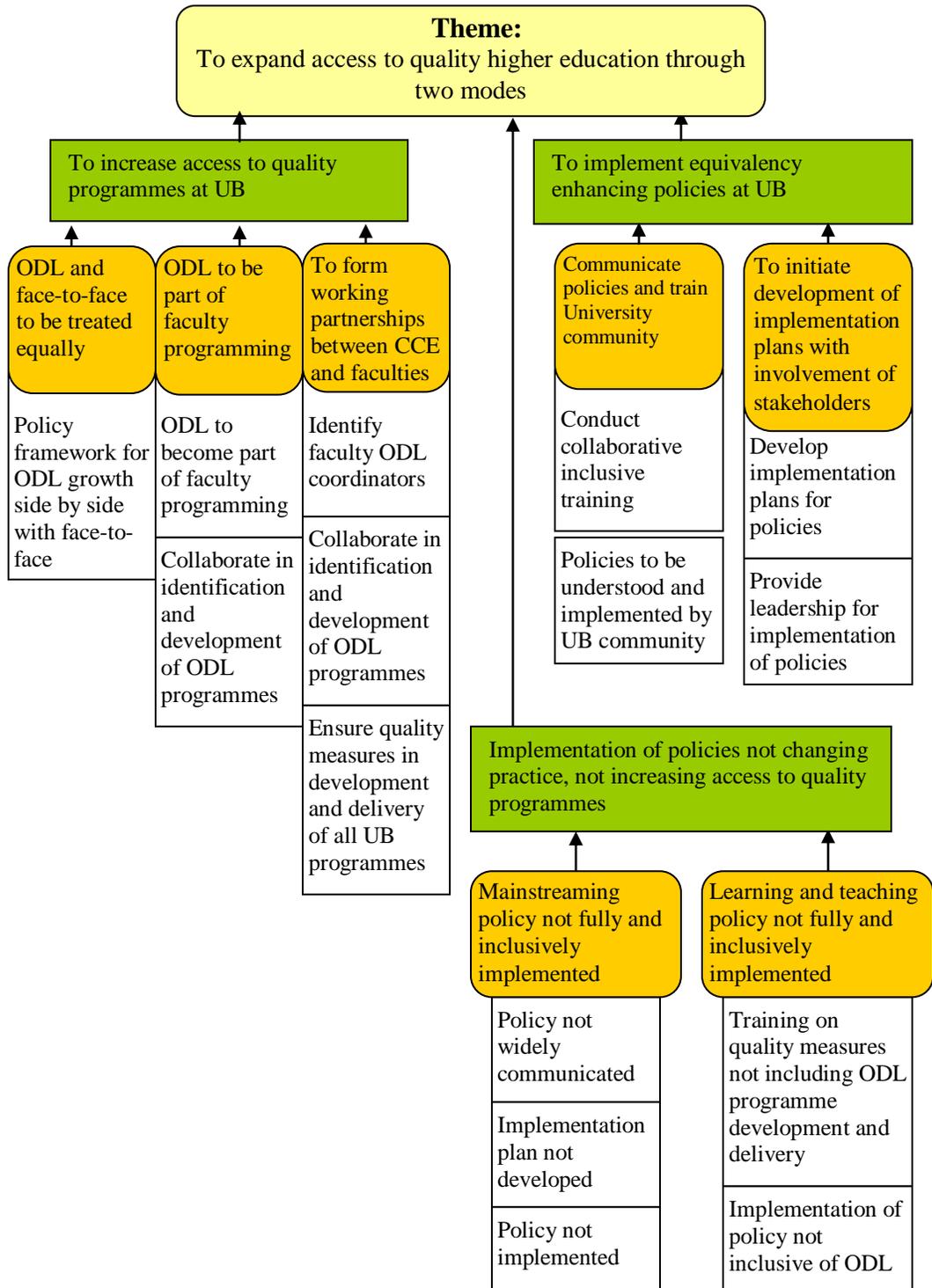
7.2.2. The Impact of the UB Equivalency Enhancing Policies on ODL

In Chapter Three (see § 3.9), I indicated my interest in finding out how far the UB community implemented the Distance Education Mainstreaming Policy and the Learning and Teaching Policy. These policies appeared to me to have the potential to enhance equivalency between the face-to-face and the ODL delivery modes within UB. The purpose of the Learning and Teaching Policy (UB, 2008f) was to enhance and maintain quality of all programmes of the University and to ensure that their development and delivery strategies adhere to set high quality standards. The implementation of this policy would apply to all UB programmes (UB, 2008f), which to me meant being inclusive of all face-to-face and ODL programmes. The purpose of the Distance Education Mainstreaming Policy was to provide a framework that would guide the UB faculties to work in collaboration with CCE DDE to provide their selected programmes through ODL, with the ultimate intention of making UB programmes available on both modes in order to open access to participation in higher education. Implementation of the two policies was to take effect during the NDP 9 Strategic Plan period (UB, 2003). The inclusiveness of the two policies appeared to encourage equivalency between the two modes of education provision within the UB dual mode of education provision. The implementation of the Distance Education Mainstreaming Policy would help the University to achieve its strategic goal of increasing access to its programmes. There would be more programmes available through the ODL mode and enable more potential students to enrol, having a larger pool of programmes to choose from through either of the modes. The quality level achieved through the Learning and Teaching Strategy would provide parity of esteem in the teaching and learning experiences between the two modes.

In this section of the analysis process, I wanted to explore the participants' views on the impact that the implementation of the two policies has had on bringing equivalency between the two

modes within the UB system. I asked participants when the Distance Education Mainstreaming Policy was adopted in UB. Some participants indicated that it was approved and adopted by the University around 2005 “... *the Distance Education Mainstreaming Policy ... was adopted in 2005*” (T11:14). I also wanted to find out what the policy intended to achieve. Many participants knew about the policy and understood its intentions quite well. However, there were some who indicated that they did not know about this policy. Many of the participants also knew about the Learning and Teaching Policy. Figure 7.3 depicts respondents’ perceptions about the implementation of the two policies and its impact on expanded access to quality UB programmes. Three families emerged, as depicted in Figure 7.3, which discussed the need to expand access to quality higher education through the two UB modes of education provision. The first family looked at the need to increase access to quality programmes. This family had three categories. The first category indicated that the Distance Education Mainstreaming Policy and the Learning and Teaching Policy, both provide policy framework for the growth of ODL side by side the face-to-face mode of delivery. Participants indicated that the Mainstreaming Policy stated that face-to-face and ODL should be treated equally “*Well, according to the mainstreaming policy they are supposed to be treated ... equally*” (T4:10). Another participant indicated that the Mainstreaming Policy provided a framework for collaboration and guided programming through the ODL mode:

...it provides a framework ... now we have an idea of how things could be done and how we could relate with academic or teaching departments... it’s supposed to facilitate the provision of programmes through ODL (T7:52).



Key: □ codes ■ categories ■ families ○ theme

Figure 7.3 Need to expand access to quality higher education through two modes

The growth of ODL through the Distance Education Mainstreaming Policy lied in the potential for faculties to identify programmes that they wanted delivered through ODL and work together with CCE to facilitate their availability through the ODL mode. The second category discussed this policy and indicated that ODL would become part of programming at faculty level, where the faculty would collaborate with CCE in the identification and development of programmes through the ODL mode. The last category under the family of increased access to quality programmes discussed working partnerships between CCE and faculties. The category looked at the provision of faculty based ODL coordinators as an enabling environment for enhancement of CCE/faculty collaboration. The category also touched on the need to utilise the Centre responsible for quality measures, so as to build such in the collaborative development of programmes.

The second family of factors was about the need to implement equivalency enhancing policies at UB. This family had two categories. The first category identified the need to communicate and train the UB community on the two policies. Participants indicated that each of the centres responsible for the given policy should ensure that they communicate that policy to all the relevant members of the UB community. Some participants indicated that the Mainstreaming Policy had not been communicated to all the faculties and relevant centres. Asked whether they knew about the policy one participant responded “...*which one ... I would be lying... Yah in fact they’re known by Management...*” (T15A:39-40). Asked whether he was aware that on the basis of that policy CCE was collaborating with some departments and co-offering their programmes through ODL, the participant indicated the policy had not yet been communicated widely:

...in fact, the collaboration you’re talking about might be there but not necessarily driven by that policy. I’m not sure because I think those guys actually have to take communication very seriously... (T15A:41).

Another participant reiterated the lack of wide communication of the Mainstreaming policy by the CCE, which was perceived to be the agency to lead in its implementation:

...that was forgotten along the line somewhere. I'm saying that the policy is there, but ... still is the CCE which has to really push it ahead... The Policy is not with everybody in the faculties. Although it was approved by the Senate/Council, it doesn't mean that they know ... So with our side... We have not acted as fast as expected... (T6:60-61).

There were indications that only one faculty was collaborating with CCE and having their programmes offered through both face-to-face and the ODL mode of delivery.

We didn't achieve that which we had set ourselves to achieve... And really, outside the Faculty of Business, there's no other faculty which has an ODL programme (T13.42).

With regard to the Learning and Teaching Policy, one participant indicated that all stakeholders had been trained and were implementing the policy, except CCE members of staff who were forgotten at the beginning and only remembered afterwards. Their training had just been started with regard to that policy:

Only recently we did have a workshop with them on where we were ... we were talking about the Learning and Teaching Policy of the University. But you find that they even came as an afterthought, when we had ... done the schedule for all the departments... We were like ... by the way we have CCE ... and in a way we're sort of beginning to think of them. But because ... even them, we think they should also try and make themselves part of this setting (T12:25).

On collaborative and inclusive training envisaged by this category some participants alluded to the lack of cooperation from other organs of the University:

We normally, will invite all of them both the conventional lecturers and our colleagues in CCE. But one must say, for a very long time they have been resistant. It's only recently that we managed to work together where we're developing a Masters programme to be purely distance programme for the Faculty of Business ... (T13:36).

The second category under this family discussed implementation of the two policies. The category looked at the need to start the process of implementation by collaboratively developing implementation plans in consultation with the relevant stakeholders. Some participants indicated that the lead agency for implementation of a given policy should initiate the implementation process and involve those affected. With regard to the Mainstreaming policy

...policy implementation is CCE ... Academic Departments and faculties are to assist... So they should have come up with an implementation strategy in the CCE... to say...we would like to see so many faculties... I don't know, may be it's available, but I'm not ... aware of ... an implementation strategy (T12:28-29).

The category also discussed the need for implementing agencies for the two policies to provide leadership for their implementation. Some of the participants indicated a lack of leadership involvement, both at the level of the implementing Centre and Central Management of the University:

the Centre that is charged with ODL provision... How much are they doing? The people at the top... they should be providing leadership. They should be talking to their counterparts in those Departments. Now it's like that is not happening ... Leadership would come up with an action plan. And actually ... monitoring of that plan would also be in place (T4:38-39).

The last family on Figure 7.3 assessed the impact of the implementation of the two policies on practice and the intended purpose. Two categories discussed the implementation of each policy in turn. The first category assessed the Mainstreaming policy, where participants perceived that the policies were not fully implemented. They perceived that the CCE did not communicate the policy to the rest of the University and did not develop and communicate an implementation plan.

The assessment of implementation on both of the policies that I originally looked at as having the potential to bring about equivalency between the two modes of delivery showed that the policies had only been partially implemented and therefore did not change practice as

envisaged. In relation to the Distance Education Mainstreaming policy, participants felt that it was not really implemented and ended up not having any impact with regard to changing practice:

I think it was driven by CCE to overcome weaknesses that they felt and the marginalisation that distance education... Just trying to get the institution to commit itself towards expansion of distance education and to a commitment through the ordinary ... faculty structure at the University ... to involve them... In the end we only really have the... Faculty of Business that is really engaged in distance... So the policy has really not made impact ... (T11:22-23).

The number of programmes remained fewer through ODL, which had been seen as restrictive on choice for potential students who would have preferred to enrol on the ODL mode of delivery. Therefore impact on increasing enrolment through the ODL mode of delivery remained insignificant. The impact of the Learning and Teaching Policy on improving the perceptions on the quality of ODL programmes was perceived to have remained insignificant since CCE was seen as not really fully involved in aligning itself with the policy and its implementation. One participant echoed the general perception that ODL programmes were less rigorously prepared and did not have equivalent quality measures inbuilt as was the case with those on the face-to-face mode of delivery “*They are superficial*” (T15B:30). Another participant doubted the rigour in preparing people for the world of work through ODL “*...how do I equate... I’m not sure whether you’re getting the same competencies that I’m getting when I’m face-to-face and you’re distance*” (T14:51).

7.3 Conclusion

This chapter assessed responses of the participants with regard to the perceptions of the UB community on the value of ODL. The participants seemed to have perceptions that the UB community generally regard ODL as having low value and less important than the face-to-face mode of delivery. Comparisons were also drawn between participants’ perceptions with similar perceptions expressed through some literature, where some authors felt that delivery of university education through ODL was less effective than through face-to-face. Participants in

this study perceived that the UB community did not really accept and adopt ODL as an equally important strategy as the face-to-face mode of delivery. The chapter also indicated perceptions that CCE did not seem to work closely with other organs of the University and seemed to have remained unnoticed as an important partner in the achievement of UB's strategic goals. There seemed to be a concern about limited leadership involvement in guiding the growth of ODL, both from the CCE itself and from Central Management of the University.

The next chapter discusses the findings, draws conclusions and makes some recommendations.



Chapter Eight

Main Findings and Recommendations

8.1 Introduction and Overview

The academic puzzle driving my research was: Why do some dual mode higher education institutions in Southern Africa continue to enrol lower figures through their ODL than their face-to-face mode of delivery, though ODL is purported to have the potential to increase access more substantially than face-to-face? My main interest was to study the University of Botswana as a case to understand the puzzle. UB was the only public dual mode higher education institution in Botswana. To try and map out the route of the investigation, I made four working assumptions as follows:

1. That there was high demand for participation in higher education in Botswana, which the local higher education providers were not able to satisfy through using the face-to-face mode of delivery alone.
2. That ODL had been adopted within the UB system to substantially increase participation in higher education in Botswana and to address diverse needs of the potential clientele.
3. That even though UB had adopted ODL as one of its strategies to increase participation, the expansion of the ODL mode within the UB system was slow compared to that of the face-to-face mode.
4. That there was a low opinion of the ODL mode within the UB community compared to the face-to-face mode.

Having made these assumptions, I then embarked on an investigative journey to try and have a better understanding of why some dual mode higher education institutions in Southern Africa continued to enrol low figures through their ODL than their face-to-face

mode of delivery. I investigated the University of Botswana as one of the dual mode higher education institutions in Southern Africa, to have a better understanding of the phenomenon.

8.2. An Overview of the Investigative Journey

After noticing that there was a high demand for higher education in Botswana, which the only public higher education institution in the country at the time did not seem to cope with, I was intrigued by the seemingly very low enrolments on UB's ODL mode of delivery than their face-to-face mode. I thought there might be something that was hindering ODL at UB from making a significant contribution towards increasing the University's potential to admit more of the applicants who were coming in large numbers out of senior secondary schools and from the adult populations. I thought the ODL mode of delivery was supposed to enable the University to enrol very large numbers better than the face-to-face mode. However, this appeared not to be true in the case of UB. I had to study the literature first of all to establish firmly that indeed ODL was supposed to address high and diversified demands better than the face-to-face mode of delivery. I therefore embarked on a short literature search in Chapter One (see § 1.2). The findings from this literature indicated that the ODL mode of delivery was expected to respond better than the face-to-face mode to high and diversified demands (Peters, 1967; Sewart, 1983; Dhanarajan, 2001; Ipaye, 2007; Dodds, 2002; Daniel, 2007; Pityana, 2008; Kanwar and Daniel, 2008). From the literature search, it also looked like it was not only at UB that the ODL mode of delivery was recording lower enrolment figures than the face-to-face mode. This appeared to be a Southern African pattern or even a pattern prevalent beyond Southern Africa (Siaciwena, 2006; Mbwesa, 2009; Ipaye, 2007; Robbins *et al*, 2009). I noticed that in dedicated ODL institutions, there appeared to be very large enrolments, while in dedicated contact institutions, the enrolments appeared not be as large (SARUA, 2009). I also noticed that in institutions which deployed both ODL and face-to-face modes of delivery, the ODL mode appeared to be recording lower enrolment figures than the face-to-face mode (see Table 1.1) in Chapter One. This concern was triggered by comparison of ODL and face-to-face enrolment figures, university wide and

not just enrolments within a few selected faculties. I became even more curious that something might be prohibiting or restricting ODL from expanding enrolments substantially when it was in dual mode than when it was in dedicated ODL universities. Therefore my quest to find out why ODL appeared to be unable to enrol larger numbers of students than face-to-face, when it was within dual mode institutions, crystallised my main research question: “why do some dual mode higher education institutions in Southern Africa continue to enrol lower figures through their ODL than their face-to-face mode of delivery, though ODL is purported to have the potential to increase access more substantially than face-to-face?” I also came up with two other critical questions (see § 1.6).

The literature review in Chapter Two revealed an important consideration for countries to urgently find means of increasing participation and higher achievement in higher education. This was the link that the literature seemed to draw between high participation and high achievement in higher education and economic development of countries. It became clear from the literature that those countries which had achieved higher participation ratios and realised higher achievement in higher education were the same countries that had also achieved economic advancement (Williams, 1997; Young, 2006; Bloom *et al*, 2006). There was conviction that for countries to achieve sustainable economic development, their participation rates in higher education should be in the range of about 40% to 50% of the APR (Kanwar and Daniel, 2008). Chapter Two also highlighted challenges of diminishing resources to expand face-to-face provision enough to cope with anticipated higher pressure from demands on the higher education sector (Ekhaguere, 2000; Daniel, 2007; World Bank, 1999) and concluded that a different approach was necessary to increase participation rates substantially at higher education level (see § 2.5). Although Chapter Two identified ODL as one of the most viable strategies to be considered to assist in achieving the required higher enrolments and participation in higher education, it also pointed out the long existing ODL quality and effectiveness debate, and that perceptions inherent in this debate had the potential to slow down the growth of ODL at higher education level. Since the short literature check in Chapter One (see § 1.2.1), as well as the literature review in Chapter Three had clearly

demonstrated a very low participation rate for Southern Africa and Botswana was amongst the lowest in participation of the APRs, I thought it was urgent to find out why at the University of Botswana ODL did not seem to live up to its expectations with regard to increasing enrolments substantially.

Literature review in Chapter Three focused on the Botswana higher education sector, its environment, challenges and priorities. This review acknowledged commendable progress made by the Botswana higher education sector considering its level of development at independence, as well as initial education priorities, which had put more emphasis on developing the primary and then the secondary levels of education, almost at the exclusion of higher education for many years (see § 3.4.1). However, looking at the country's low participation rate in higher education, Chapter Three also noted that in spite of the progress made so far, the sector still faced major challenges to deal with, if it was to achieve its major priority goal for the NDP 10 period (2009 – 2016), of ensuring the country's successful transition from a resource driven economy to a knowledge driven, diversified economy with a high skilled, knowledge intensive service sector and competitiveness in the knowledge-based global economy (Ministry of Education & Skills Development, 2008; SARUA, 2009). The literature review, as well as the participants' opinions noted Botswana's continued poor ranking in the provision of higher education compared to other middle income comparator countries. It therefore seemed urgent for the country to devise means through which to ensure the achievement of the planned 17% increase of its APR participation rate by 2016.

Chapter Three indicated that ODL had been identified as an important strategy for Botswana to enhance the process of increased participation in higher education. However, it became apparent both from the documents reviewed and from the participants' responses that the status of ODL in the Botswana's higher education sector was undefined, as well as ODL's expected contribution to the planned higher education participation growth rate within NDP 10. I perceived this to be a major gap in planning as it could have implications of low commitment of resources for the expansion of ODL and possible low levels of commitment and accountability on the part of ODL providers,

without a specified national target for ODL, which they would be held responsible and accountable for during the plan period. The literature review in Chapter Three also indicated that the higher education sector was undergoing restructuring and reorganisation and recognising both the ODL and face-to-face modes of education delivery as important players in the higher education expansion process. That being the case therefore, I thought that it would have been prudent at that juncture then to clarify at national policy level, the status and roles of the two modes. I thought clarity of status of the two modes would have provided guidance in terms of roles and responsibilities for each of the modes, as well as how they should relate.

An issue of possible marginalisation of the ODL mode through the government sponsorship policy became apparent through the review of literature as well as participants' responses, both of which revealed that in Botswana individuals enrolled in ODL programmes were not sponsored by government, while those enrolled on full-time face-to-face programmes were sponsored (Department of Tertiary Education and Financing, 2008). Since the government had been the major sponsor for higher education in Botswana, this policy position had the potential to disadvantage ODL growth. As observed by Simonson *et al* (1999), if potential students were to suspect that ODL was not receiving equivalent recognition and support as face-to-face, they would prefer to choose full-time face-to-face over ODL. The lack of financial support from government for ODL was identified as one of the factors that either discouraged potential students to enrol on ODL programmes, or contributed to high dropout rates in UB ODL programmes. Since higher education is an expensive level of education, the lack of sponsorship for participation at this level through the ODL mode seemed to have the potential to force prospective students to opt for the face-to-face mode, which had opportunities for sponsorship.

Even though the discussion on the ODL effectiveness debate in Chapter Two had revealed that the suspicions and doubts held by some people that ODL was less effective than the face-to-face mode of delivery were just perceptions and not backed by research (Burgon and Williams, 2003; Campbell and Swift, 2006; Bernard *et al*, 2004a), I became

uncomfortable with such perceptions, especially when the data analysis in Chapters Six and Seven also revealed that the UB community, including Management seemed to be holding similar opinions about ODL. I thought that if such perceptions were prevalent in UB as many participants seemed to believe it was the case, then such a low opinion of ODL at that level might have had some contribution to the low development of the ODL mode within the UB system. It was worrying that only one faculty of UB seemed to have found the value of ODL in expanding access opportunities for its programmes. Unfortunately, this appeared to be a trend in some dual mode universities, where only one or a few faculties in a dual mode university would make some of their programmes available through both the face-to-face and ODL modes of delivery as could be deduced from some documents (UB, 2006; UNAM, 2007; UB, 2008d; University of Pretoria, 2009).

When I realised that the Botswana Ministry of Education sponsorship policy also excluded ODL learners, some concerns loomed in my mind. What if the formulation of the sponsorship policy had been influenced by perceptions of some people within the Ministry that ODL was less effective than face-to-face and therefore too risky to invest scarce resources in? What would the implication of such perceptions be on allocation of resources for its development and growth? My second concern was that even if that was not the case, what if the potential learners had that perception of ODL and they interpreted the policy position as confirming their suspicions? What implications would that have on their choice of mode to further their studies? In my mind one implication of the policy, even if not intended, could be that the ODL mode was still perceived as less important than the full-time face-to-face mode of delivery.

The literature review in the first three chapters already elaborated the need for increased participation in higher education in Botswana and other SADC countries. It also revealed the existence of a problem of high and diversified demands for higher education, particularly in Botswana, which the face-to-face mode of delivery was not coping with on its own. The literature review had also revealed that ODL had already been identified as a strategy that could alleviate the problem. I realised that I needed the best route to get to

the bottom of this problem where some dual mode higher education institutions in Southern Africa, particularly UB, continued to enrol lower figures through their ODL than their face-to-face mode of delivery, though ODL was contended to have the potential to increase access more substantially than face-to-face.

Literature seemed to point at possible factors that might be contributory to an apparent poor performance of ODL in increasing participation in UB programmes. This made me more curious to find out what really could be factors contributing to low enrolment on ODL programmes at UB. It also helped me to develop some questions which I ultimately used in the semi structured interviews that I conducted later to explore the phenomenon further. In Chapter Four I firmed up the route to follow in my exploration. I considered that I needed to explore the opinions and perceptions of people who had some experience with higher education level ODL in Botswana, as education planners, policy makers, administrators and provider practitioners at national and institutional level. This pointed me to the qualitative approach for the study. Since I would be exploring people's interpretations of their situations, my knowledge claim ended up in the interpretive constructivist perspective, where reality is socially constructed and multi faceted, opinions and interpretations influenced by the environment, the time of occurrences, the believe systems of the participants and past experiences (Bell, 1987; Robson, 2002; Creswell, 2003; Neuman, 2006). Having noted from the continuing effectiveness debate in Chapter Two (see § 2.7) that some people still have perceptions that ODL could be less effective and of lower quality and value compared to the face-to-face mode of delivery, the equivalency concept (Simonson *et al*, 1999) became very interesting to me, to explore in the UB dual mode set up as I try to understand why ODL appeared to be attracting very low enrolment figures compared to the face-to-face mode.

8.3 Reliability, Validity and Trustworthiness

Semi-structured interviews and document review became my preferred data collection methods for this case study since I was seeking context-based multiple perspectives on the phenomenon. I also preferred semi-structured interview method because it would

afford me more probing into the issues during the interview sessions. I decided to also utilise the document review method to collect the data. Using both interviews and document review afforded me the opportunity to cross-check and validate the data. Patton (2002) advises on combining data collection techniques to provide data validity checks for qualitative data, through methodological triangulation, as well as for purposes of triangulation of data sources. To go further with the idea of triangulation of data sources, it became necessary for me in my quest to understand why ODL was enrolling fewer students than the face-to-face mode of delivery in the UB dual mode set up, to select participants from a spectrum of experiences at national and institutional level. Policy makers and practitioners provided the triangulation of both data and the data sources. So for sampling I used purposive selection of institutions and participants within those institutions in order to afford the study the triangulation of data sources and to provide reliability, trustworthiness and validity of the data. Chapter Four therefore mapped this route.

8.4 Main Findings and their Implications

Analysis of data was presented in Chapters Five, Six and Seven. Chapter Five focused mainly on challenges contributing to the Botswana higher education sector's perceived inability to adequately provide for high demands for access into this level of education. Chapter Six was concerned with the challenges that the growth of ODL might be facing within dual mode institutions, with specific reference to UB's experiences. Chapter Seven analysed data that was concerned with equivalency issues between the face-to-face and the ODL delivery modes in a dual mode institution and again the University of Botswana's experience was the one explored. I have presented the main findings below on the basis of the four assumptions that I had made earlier.

8.4.1 Demand for Participation in Higher Education in Botswana

My first assumption was that there was high demand for participation in higher education in Botswana, which the local higher education providers were not able to satisfy through

using the face-to-face mode of delivery alone. The review of the documents listed in Table 4.2 and Table 4.3 in Chapter Four seemed to confirm high demands for higher education from different types of clientele and bottlenecks in the sector when trying to meet these demands (Kamau, 2007; Dodds *et al*, 2008; Sikwibele and Mungoo, 2009; Richardson, 2009). An analysis of the participants' responses on the question in which I wanted to know their views on the participation rate of both youth and adults also revealed a very low participation rate for Botswana. The participants estimated the rate of participation in higher education at around 11% for 2008, which was closely related to the 11.4% given by Tertiary Education Council (2008a).

The high demand for higher education in Botswana, putting a lot of pressure on the higher education sector, was influenced by several factors. Participants cited environmental, social, economic and job requirement factors as some of the reasons demand for higher education continued to escalate (see Table 5.1). Literature reviewed in Chapter Three also indicated that Botswana's population was skewed more towards being a youthful population, with about 52% of the population falling between 15 – 49 years (see § 3.3.2). This age group was of critical concern for the planning of increased participation in higher education, as it was made up of the APR group as well as the younger working population, who had been found to put more pressure for opportunities to enter higher education (Dodds *et al*, 2008; Richardson, 2009). The pressure put on the higher education sector to provide opportunities for participation was therefore to be expected to continue to escalate. On one hand, secondary school transition rates were expected to improve and more students to graduate at senior secondary level (Ministry of Education and Skills Development, 2008). On the other hand, more younger and a significant number of older adults had also been found to respond positively to Vision 2016 ideals, and wanted to re-align themselves to elevated job requirements, job security and/or competitiveness in the global environment (see Table 5.1).

Considering Botswana's Vision 2016's expectation on higher education as a significant player in the country's transition from a resource driven to a knowledge driven, diversified economy, with a high skilled knowledge intensive service sector (Republic of

Botswana, 2008), the challenge for the sector to increase participation rates seemed daunting. The participants perceived that the planned 17% participation rate for the APRs for 2016 and 20% to be achieved by 2026 were very low targets considering that other Botswana comparator countries were already at those rates. South Africa had achieved that participation rate of 17% by 2006 according to Pityana (2008), and Mauritius was at 17.15% in the same year (UNESCO, 2007). The literature review in Chapter Two also indicated that for a country to be considered competitive globally, its APRs should be around 40% to 50% (Kanwar and Daniel, 2008). Considering the need for higher participation and higher achievement in higher education, a continued low participation rate would have a negative implication on the Botswana economy and the country's global competitiveness (see § 3.4.2).

From the above findings it became evident that the high demand for higher education that Botswana was experiencing was going to continue for a long time to come, since the young population would continue to need opportunities to participate in higher education. The economic and social environment would also continue to influence the need to acquire higher level skills in order to remain competitive for individuals as well as countries, in the globalised world. Also evident from these findings was that the face-to-face mode of delivery would continue to be limited on its own to handle the kind of demands expected to increase on the higher education sector. A conclusion from these findings therefore would be that Botswana still needed a catching up strategy for increased participation in higher education. As the literature indicated in Chapter Three, as well as the data analysis in Chapter Five, that catching up strategy seemed to still be ODL, since the face-to-face mode of delivery could not be expected to cope with the ever increasing and diversified demands on its own.

However, it also appeared as if although ODL had been identified at national level as a strategy to be employed to increase participation in higher education, the Tertiary Education Policy (Ministry of Education and Skills Development, 2008) seemed not to have clearly defined its status and expected contribution to the planned growth process. The resources for the implementation of its development and growth did not seem to have

been clearly defined and identified. Its clear development path seemed not to have been covered through the National Development Plan 10 (NDP 10), which would guide all developments and their allocation of resources from 2009 to 2016. This might be a major omission at national level that might affect the growth of ODL during the NDP 10 period. An implication of this observation is that for ODL and face-to-face mode to be prepared to deal with the expected growth in the demand for higher education, resources have to be identified for their development and growth. The identification and allocation of such resources would be guided by the contribution that each mode would be expected to make towards increased participation. Therefore it was important at the stage of the re-organisation and re-structuring of the Botswana higher education sector (Ministry of Education and Skills Development, 2008), to clarify roles, status, target audiences as necessary and expected output levels for each mode. It would then be necessary to acknowledge the need to invest in the development of ODL, which had lagged behind and which was known to require a large amount of capital outlay, as data in this study have indicated. Another implication of the foregoing findings would be that it was necessary once the country had committed to the mode through policy, to follow that through with a firm commitment of the right type and amount of resources for the implementation of that policy for it to bear fruit. Otherwise, it might remain a policy on paper.

8.4.2 The Rationale for ODL within the UB System

The second assumption I had made was that ODL had been adopted within the UB system to substantially increase participation in higher education and to address diverse needs of the potential clientele. The investigation through the document review process, as well as analysing data from the interviews confirmed that the main goal of adopting ODL in the UB programme delivery system was to help the University to adequately address high demands for participation in its programmes, as well as for the University to make a significant contribution to human resource development of the country. Both data sources indicated that UB had not been able to cope with the high and diversified demands through its face-to-face delivery mode alone. Some policy documents of the

University specified the need for expanded access opportunities for participation in higher education through UB programmes (UB, 1999; UB, 2000; UB, 2004; UB, 2008a). These documents indicated ODL as important in the expansion process towards achieving the envisaged increased participation. Noting its important contribution towards the achievement of Vision 2016, the delivery of the National Human Resource Development Strategy and economic development of the country in a global economy, UB set itself up to deliver growth (UB, 2008a). Participants perceived that ODL was introduced in the UB system primarily to widen access to University programmes and to provide an optional access route to participate in UB programmes, since some people were unable to access programmes through the full-time face-to-face mode of delivery (see Figure 6.1 and Figure 6.2). So both data collection methods came with the same finding that UB adopted ODL to increase access and participation in higher education in answering on national policy and strategy. Analysis of data from documents also indicated that there was very high demand for UB programmes, which the University was unable to adequately address through its face-to-face delivery strategy alone (UB, 2000; UB, 2004; UB, 2008a; Kamau, 2002; Sikwibele and Mungoo, 2009; Dodds *et al*, 2008; Richardson, 2009). Also coming from the data was that UB was still the only higher education institution in the country offering degree programmes until January 2010, when BOCODOL introduced a few programmes at that level.

Several conclusions could be drawn from the findings under this assumption. One conclusion was that there were still high and diversified demands for participation in UB degree programmes since UB was still primarily the largest provider of degree programmes in Botswana at both under-graduate and post-graduate levels by 2010. Another conclusion was that UB still needed to expand opportunities for participation in its programmes and to reach people who were unable to access higher education through the full-time face-to-face mode of delivery. ODL therefore still remained a necessary optional access route that could allow UB to expand enrolments into its various programmes, and affording working potential students to access UB programmes. UB would still need ODL if it needed to continue to achieve its mandate of growth and excellence. However, the University might need to adopt a more advanced model of ODL

for its programme delivery strategy since the correspondence model and the multimedia model based mainly on print, audio and video technologies, appeared to have become less effective. The choice would appear to remain between the tele-learning model based on tele-communications technologies and the flexible learning model based on on-line delivery through the Internet (Taylor, 2001). Once the University had decided on its model of delivering its ODL programmes, then it would be necessary to commit the right kind and amount of resources for the development and continued expansion of the ODL strategy in that model. UB might also need to look at the target audiences for its ODL and face-to-face programmes. Some participants made reference to a possibility to consider targeting adults and employees with the ODL mode and leaving face-to-face for the younger, APR audiences only.

8.4.3 The growth and Expansion of ODL within the UB System

My third assumption was that even though UB had adopted ODL as one of its strategies to increase participation, the expansion of the ODL mode of delivery within the UB system was slow compared to that of the face-to-face mode. Documents from the University (UB, 2008d) and participants' observations confirmed this assumption by elucidating the contribution of ODL to access into UB programmes compared with the face-to-face mode of delivery. Data from both sources indicated that the contribution made by ODL towards increased participation was insignificant. Findings indicated that ODL within UB did not seem to address high demands adequately. UB (2008d) indicated an enrolment through ODL of 485 students compared to 13,791 full-time face-to-face students by the 2007/08 academic year (see Table 3.1). Participants estimated the enrolment at 300 to 500 ODL students during 2008/09 (see Figure 6.5).

There were external and internal factors perceived to have contributed to the low contribution towards increased participation that data from interviews came up with. From the external environment stigma and low opinion of ODL by the general Botswana public was picked up as a possible major contributing factor. It came out that ODL was regarded as being of low quality and having low value compared to the face-to-face mode

of delivery. It seemed to be associated with failure, since people regarded it as meant for people who could not make it into face-to-face programmes at higher education level. It was also noted that people were generally not well informed about ODL, which could be perpetuating the inferior quality perception (see Figure 6.4). Another major concern deduced from the data was that of lack of sponsorship for people undertaking ODL as well as part-time evening programmes at UB. This was noted as a worrying factor as it had the potential to reinforce the identified challenge of stigma for ODL.

Internal factors included restrictive plans and limited resources. It came out that UB planned very low enrolment figures to be contributed by the ODL mode of delivery to the projected overall UB student body, as compared to the planned contribution of the face-to-face mode (see Table 3.2 and Table 3.3). The plans were perceived to be restrictive since the allocation of resources for the ODL mode was anticipated to be proportionate to its planned output and contribution. The growth of the mode would be restricted by the limited resources allocated. Also coming out of the planned expansion of ODL was a possible mismatch in the UB NDP 10 plan, where one part of the plan (*A Strategy for Excellence: The UB Strategic Plan to 2016 and Beyond*), seemed to be planning for growth of the ODL and part-time delivery mode. This part of the plan seemed to envisage increased part-time and ODL student enrolments. On another part of the same plan the planned contribution of ODL seemed to indicate remaining at 3% which seemed to have been its contribution during the out-gone NDP 9 Strategic Plan. This percentage therefore would appear to give an impression that no growth was planned in this area for NDP 10.

Another internal factor restricting the growth of ODL was the restrictive internal environment. In this area data pointed to the limited number of programmes available through the ODL mode. Four degree programmes and three programmes at diploma level were identified as available for people who wanted to pursue their higher education through the ODL mode at UB. This was seen as limiting the choice of programmes for the potential students who preferred to study through ODL or for those whose circumstances dictated that they could study only through ODL. Only one faculty had decided to offer its degree programmes through both the face-to-face and the ODL mode

of delivery. A related constraint pointed out was the length of the study period on ODL programmes at UB. Data pointed out that students had taken too long to graduate on some of the UB ODL programmes compared to the time taken on similar programmes undertaken through the face-to-face mode of delivery. The long period before achieving one's goal and a possibility of losing on opportunities, was perceived as a potential deterrent for people considering ODL as an option to pursue higher education studies at UB. Some of the UB regulations were perceived to be restrictive. Student admissions, internship requirements, fee payment regulations were some of the regulations cited as suitable for the face-to-face mode but rigid and restrictive for the ODL mode and therefore some of them leading to inability to access UB programmes by ODL students or high dropout rates on the ODL mode of delivery. Limited capacity of the CCE was pointed out, as leading to poor service delivery. There were constraints of the structure, inadequate training for ODL management, development and delivery, lack of commitment by some part-time staff who were perceived to be disgruntled about lack of recognition for their contribution to ODL, which was not part of their job description. Many students enrolled on ODL programmes were perceived to be disappointed in the service and in doubt whether the ODL mode of delivery was giving them quality education (see Figure 6.5). Limited advocacy and marketing for ODL also came out as a factor that could have contributed to its low enrolments.

Slow growth and expansion of the ODL mode in the UB system appeared to have resulted in limited capacity of the CCE to enrol more students. Since CCE/DDE seemed to have been limited in its capacity to service the few students that had enrolled, the implication of these constraints could be that its image could not sell ODL positively to the public that was already prejudiced against the mode. The lack of sponsorship for ODL had an implication of limited growth for the mode and continued unmet demands for higher education, as potential students might have failed to raise enough tuition fees for this expensive level of education. The sponsorship policy might be denying a lot of potential students the opportunity to study if ODL was the only mode available to them and they did not have sources of funding for their participation in higher education. Implications of the lack of growth of ODL in the UB system might be that the University

might need to refocus its ODL strategy. It might be necessary to go back and plan, put policies and frameworks in place, identify and train staff adequately for the model of ODL identified to be the most suitable for the University and allocate resources for its implementation.

8.4.4 Equivalency between ODL and Face-to-face in the UB Dual Mode System

My fourth and last assumption was that there was a low opinion of the ODL mode within the UB community compared to the face-to-face mode. This assumption dealt with equivalency issues between ODL and the face-to-face mode of delivery, assessed through the level of acceptance and value for ODL by the UB community, as perceived by the participants, as well as deduced from reviewed documents. The equivalency theory effectively asserts that if perceptions about ODL are that it is inferior in standard, quality, effectiveness and value, compared to other modes of delivering education and training, or if it is suspected that it produces low quality human resources, it will never be widely accepted and it will never become first choice for students, parents, employers and even teachers (Simonson *et al*, 1999). It was therefore very important to establish how much importance and value did the UB community put on ODL. I assumed that the level of acceptance and value for ODL by the UB community would have implications for its growth and performance in contributing towards increased participation in UB programmes. The assessment of the perceptions of the participants revealed that the UB community had a very low regard and value for ODL compared to the face-to-face mode of delivery. Participants felt that the UB ODL mode of delivery lacked Management commitment and support (see Figure 7.1). They noted a lack of enabling policies and that of systems alignment to accommodate the ODL mode when it was introduced in the UB system. UB records also indicated that although the University had identified ODL as a mode that should be developed so that it could increase participation in its programmes (UB, 1999; UB, 2004), only one faculty of the University offered some of its programmes through both ODL and the on-campus face-to-face mode of delivery by 2010. Only seven programmes appeared to be available through the ODL mode and serviced only 3% of the UB student population. Participants in this study concluded that

ODL was making a very insignificant input towards increasing participation in higher education (see Figure 6.3).

When planning for expansion of enrolment, ODL seemed to be allocated extremely low quotas in the UB plans (UB, 2008a; UB, 2008d). Planning for ODL also reflected no details when compared to planning for the face-to-face mode of delivery (see UB, 2000). This could be interpreted as reflecting the University Management's lack of commitment to ODL as a mode that could enhance increased participation. It could also be reflecting a lack of trust or acceptance of ODL and hence lack of detailed planning, that could result in inadequate resource allocation to the mode, enough to enable it to address large numbers of students. Many participants shared a similar perception that UB Management did not give ODL due support to enable it to make any meaningful contribution to the University's expansion process.

Institutionalization of a new innovation includes the development of rules and regulations, as well as policies, frameworks and detailed plans to guide its effective implementation and growth (Simonson, 2002; Bates, 2000a; Tau, 2008; Dodds and Youngman, 1994; Siaciwena, 2006). According to Tau (2006b) and the opinions of many of the participants in this study, when introducing ODL into the UB delivery system, the University did not develop any policies or frameworks to guide ODL direction, or make any adjustments to some of the existing support structures that were initially set up just for the support of the face-to-face mode of delivery. This could have led to lack of clarity on what was expected of ODL in expanding access to higher education in Botswana and consequently contributed to the perceived and evident low performance of the mode within the UB dual mode system in terms of increasing participation in higher education. The University seemed to have remained stuck with large numbers of adequately qualified applicants which it could not absorb (UB, 1999; Dodds *et al*, 2008; Richardson, 2009), even when the ODL mode was at its disposal. This problem appeared to have continued unabated as UB facilities and resources continued to be too limited, as if the University's focus was on catering for such large numbers through the face-to-face mode of delivery only. Literature from other parts of the world indicated that lack of adequate

planning and preparedness for the introduction of ODL was usually the main constraint faced by ODL initiatives in dual mode universities and a major challenge to its effective and efficient delivery (Abrioux, 2006; Bates, 2000a; COL, 2000a; Mbwesa, 2009; Ipaye, 2007). This study has revealed that lack of planning and preparation in terms of policies, frameworks and guidelines for ODL delivery, was one of the major constraints for the ODL initiatives in dual mode universities. Various experiences from the literature indicated that when introducing ODL in an institution which was originally only face-to-face, adjustments were necessary to accommodate the new mode, which usually required a different set of circumstances for its effective delivery, amongst them policy. A scan of the records seemed to indicate a lack of both a policy for ODL at UB and an adjustment of structures that are supposed to support both modes, to accommodate the ODL mode.

During NDP 9, two policies were adopted within the UB programme development and delivery system, the Distance Education Mainstreaming Policy and the Learning and Teaching Policy. The former policy envisaged expansion of ODL through increased programmes on the ODL mode, with participation of all UB faculties in making such programmes available through the mode. The latter policy envisaged all UB organs ensuring adherence to set quality standards in the structuring, development and delivery of all UB programmes. I envisaged the implementation of both policies having the potential to enhance and maintain equivalency between the two modes of delivery. However, this research revealed a lack of University wide communication, understanding and subsequent ownership of these two policies and their implementation. Some faculties and departments seemed to have some knowledge of the existence of one or the other of the two policies. Where people did not know fully about a policy or how it affected their work, some seemed not really worried about it “...*What policy ... I would be lying ...* (T15A). Implementation plans, where available, appeared not have been inclusive of all stakeholders and staff preparedness was varied. Overall, the Distance Education Mainstreaming Policy was barely implemented, while the Learning and Teaching Policy was not implemented to scale, since the department responsible for ODL had just been trained on it, having been forgotten when the rest of the departments were trained and started implementing it. As a result of the foregoing, it was evident that both policies had

not yet had any impact on improving ODL performance in terms of mainstreaming of the mode, as well as ensuring the set standard and quality of all programmes of the University delivered through both modes of delivery.

With regard to the status of the two modes within the system, some participants seemed to cite only the Mainstreaming policy document as the one which specified that the two modes were expected to be of equal status. Perceptions were that the other policy documents just mentioned ODL in relation to expansion of access but without reference to its planned status relative to the face-to-face mode. Almost all the participants maintained that despite what was written in various documents, in practice, the face-to-face mode of delivery was the most important between the two modes in the UB system. Allocation of the target contributions for each mode towards the student body was seen as indicative of the significance of each of the modes and through that assessment ODL was perceived an insignificant mode between the two. So the finding in this area was that the face-to-face mode seemed to be considered more important than the ODL mode of provision within the UB dual mode system.

It came out that there was need for guidance from the management and leadership of the CCE on ODL matters since ODL was perceived to be a unique, specialised, and new area that was not understood by many people in both management and the entire UB community. The need to ensure that leadership and managers of the different aspects of ODL were fully informed and knowledgeable about ODL so that they could lead and guide those who might not know about the mode also came out. The perceived limited knowledge of ODL on the part of leadership was perceived as a major setback for the growth of ODL within UB. The allocations for the target contributions for ODL as well as resource allocation, distribution and utilisation were perceived to have lacked informed input and guidance from the CCE leadership over the years. Implementation of some CCE led policies was perceived to have also lacked leadership direction and monitoring from within the Centre (see Figure 7.3). It also came up that the University's Central Management did not seem to have provided guidance on the expected outputs for CCE through the ODL mode and to have set and monitored accountability measures for the

CCE leadership on the growth of the ODL mode within the UB system. CCE therefore was perceived to have appeared like a separate entity from the entire University and assumed not to have taken full advantage of the developed facilities and infrastructure of the University at its various sites.

Findings also seemed to indicate a lack of acceptance, recognition, prominence and value for ODL in the UB system generally. Participants perceived a lack of demonstrated management commitment and support to the ODL mode of delivery compared to the face-to-face mode (see Figure 7.1). The UB plans (UB, 2000; UB, 2004; UB, 2008a), where allocation of target figures were reflected for ODL contribution to the access problem could also be interpreted as indicating a lack of commitment to and recognition for ODL by the UB management and a lack of prominence of the mode in the process of improving access to higher education through UB programmes. Participants' perceptions were that there were no enabling policies and frameworks for ODL to fit in and be understood by the existing hitherto face-to-face structures, which participants perceived were never modified, re-aligned and/or sensitised to accommodate ODL peculiarities, when the mode was introduced into the system. ODL was also perceived to be too dependent on the face-to-face mode for resources in order for it to survive. Human resources and facilities were cited as the resources which were inequitably distributed between the two modes, rendering CCE/DDE with limited control over the resources they depended on for the facilitation of teaching and learning through the ODL mode.

Another finding was that the contribution of academic members of staff from face-to-face faculties to ODL development lacked recognition and acknowledgement in the UB system. Lack of consideration of this staff input for promotional purposes or recognition through some incentives, were cited as evidence of a lack of recognition of the importance and value of ODL in the system. Similar observations had been made by some researchers in some of the dual mode universities, with similar conclusions that this impeded further growth of ODL in dual mode institutions (Morgan, 2000; Rockwell *et al*, 1999; Badu-Nyarko, 2006; Beaudoin, 2003; Lehman, 1998; Stephens and Jacobson, 1999; Maguire, 2005; Mannan, 2008; Siaciwena, 2006). Participants perceived that the

UB system did not demonstrate that the mode was effective and valuable. UB's practice of not facilitating any human resource development through ODL and not encouraging academic staff to undertake study programmes through the ODL mode was also seen as a demonstration of a lack of conviction in ODL's effectiveness as a human resource development strategy. UB academic staff from the face-to-face mode was perceived to generally have a perception that structuring, preparation and delivery of ODL programmes was less rigorous and did not observe quality procedures and standards compared to that of face-to-face programmes. Therefore ODL programmes were generally perceived by the University community to be of inferior quality and standard compared to face-to-face programmes.

The findings from the participants' responses seemed to indicate that UB management and staff regarded ODL as being of low quality and value compared to the face-to-face mode of delivery and therefore ODL seemed to have received less recognition and acceptance within the UB community. The implication of the perceived low recognition, acceptance and value of ODL by the UB community might have resulted in its negligence and lack of growth. It might have also made it difficult for the UB management and staff to convince the external stakeholders including funding agencies, government, employers and potential students about the importance and value of the mode if they had not managed to fully convince each other about that from within. ODL's seemingly struggling existence within the UB system which might be emanating from the perceived lack of acceptance due to its perceived inferior quality, might have contributed to its low development and subsequent poor performance.

With regard to the impact of the Distance Education Mainstreaming and the Learning and Teaching policies, findings were that they were not fully implemented within CCE and therefore their impact on bringing equivalency of quality to all UB programmes and increasing the number of UB programmes on the ODL mode appeared not to have been achieved (see Figure 7.3) and not to have changed practice.

Overall, data seemed to indicate that ODL as a strategy for increasing participation in higher education had not been adequately and thoroughly planned for, as was the case with the face-to-face strategy, both at national and institutional level. A clearly mapped out growth path for ODL appeared to be missing from NDP 10, both at national and UB institutional level. Since higher education had been sponsored mainly by government, the lack of resources clearly identified at national level for the development and growth of ODL seemed to adversely affect its growth and development. Even in an environment where the ODL growth path appeared to be comparatively well planned, as in the case of BOCODOL, implementation appeared to be hampered by resource constraints. It was also noted that although CCE had been identified as a national centre for ODL, there was never an identification and allocation of resources to make this RNPE mandate implementable. Even though the Tertiary Education Policy emphasised the importance of ODL in the delivery of higher education in the country, it would appear that a follow through implementation plan for this policy with regard to ODL might have been somehow omitted from the National Development Plan 10. The

8.5 Significance of the Study

This study has demonstrated that there would be continued need to increase participation in higher education in Botswana and in Southern Africa, since achievement at this level of education and training remain necessary for the enhancement of economic development of any country. It has also clearly indicated the constraints that make it difficult for universities to adequately address the escalating demands for higher education, as more graduates come from secondary schools qualified to enter into higher education programmes, as well as more adults and employees require continuous upgrading of skills and qualifications. The lack of resources to meet such requirements through expansion of face-to-face the provision indicated that ODL would remain a necessary alternative strategy to achieve increased participation in higher education and training for UB, Botswana and for Southern Africa in the foreseeable future. It became apparent that the face-to-face mode of delivery would remain inadequate to fully address the demand for this level of education. The study however pointed out that dual mode

universities seemed to prefer the improvement of the on-campus face-to-face mode of delivery and tended to neglect further development of the ODL mode. It appeared that in many dual mode universities, only a few faculties would have just a handful of programmes delivered through the on-campus face-to-face mode of delivery and through ODL. This has tended to result in overall enrolments on the ODL mode being very low compared to the on-campus face-to-face enrolments at such universities. Even where within the one faculty that had employed both ODL and the on-campus face-to-face modes, there was evidence that ODL enrolled larger numbers of students than the face-to-face, such universities would still seem to limit their ODL provisions to just a few faculties and a few programmes, rather than have more faculties opening up access to more of their programmes through ODL.

The study has elicited some of the constraints that could be expected in dual mode settings, and which could possibly be avoided for the mode to make the intended contribution towards increased enrolments. It has clearly indicated the need to urgently demonstrate commitment and support for the ODL mode, at national as well as dual mode institutional level, by the investment of resources towards ODL growth and expansion, in order to enable the mode to increase enrolments. The study has also indicated that ODL provision in dual mode settings needs to be carefully planned for, structures, policies and frameworks put in place, to guide its development and delivery. It appeared imperative that an institution should identify the ODL model that it planned to adopt since that appeared to influence the kind and level of resources required to make it work. The study pointed out that different models of distance education, which exists in a continuum, determine the success and effectiveness of the mode. It has emphasised the need to provide resources for the ODL mode, as well as relevantly trained human resources. Sponsorship for ODL came out strongly as a necessary tool to enhance an enabling environment for its growth as well as its acceptance by stakeholders including potential students. It has also drawn attention to the importance of alertness of dual mode universities for equivalency issues, and acceptance of ODL as an equally valuable mode of delivery like the face-to-face mode. The risk of ODL being relegated to second best position, which would result in students and staff in that mode feeling inferior, was

pointed out as having the potential to impact negatively on its growth and contribution towards increased participation. The study very clearly demonstrated that negative perceptions about ODL may impede its growth and that the continued negativity towards the mode, may be delaying enhanced economic development of the region and further innovations, both of which require increased participation and achievement in higher education. It demonstrated that in the face of diminishing resources and increasing demands for higher education and the continued inability for the on-campus face-to-face provision to adequately address the demands on its own, the reality would be to put aside negativity towards ODL and embrace it as a viable alternative strategy to expand opportunities for increased participation in higher education.

The study has built on and made a contribution to the ODL research literature in Botswana and in the region. Though the findings are not generalisable, some lessons might be drawn from the study for some institutions considering dual mode approaches, and it might contribute towards policy and practice. The study has indicated that policy commitment alone, either at government or dual mode institutional level, is not enough without strategies, implementation plans, monitoring mechanisms and resources. It has demonstrated that ODL might comparatively be the less expensive of the two modes. However, it needs a heavy initial capital outlay, relevantly trained and experienced human resources and access to facilities, for it to produce equitable quality and achieve high enrolments and ultimately economies of scale.

8.6 Limitations of the Study

The scope of the study was limited to Botswana though its interest covered Southern Africa. The sample identified for the study, though it was suitable for its scope, was too small to be considered representative of regional experiences. Its findings are not generalisable. The study could not have taken a larger sample and included participation from other SADC countries. That kind of scope would have been too large for the purposes of this study and would have rendered it undoable.

8.7 Recommendations

The aim of this study was not to find solutions for the perceived constraints of ODL in dual mode institutions, or to come up with any prescriptive best practice for dual mode delivery of education at higher education. However, a few issues can be shared for consideration.

8.7.1 Theoretical Recommendations

ODL has been considered as a strategy to achieve expanded access and equitable distribution of education where demand outstrips the capacity for full-time face-to-face provision, as well as to reach otherwise difficult to reach areas. However, in practice, it appeared to have been stigmatised as an inferior and ineffective mode of provision, within some dual mode universities in Southern Africa, where for many years a dual mode university would have only one or very few faculties providing their programmes through both the ODL and face-to-face modes of delivery. Through document analysis and an analysis of interview transcripts, this research uncovered the presence of doubts within the dual mode university itself, concerning the effectiveness of the ODL mode of delivery and the quality of its products. The equivalency theory indicated that for as long as there were doubts as to the effectiveness of ODL, and the quality of its graduates, it would be difficult to have it accepted as a mode that could produce equivalent quality as the face-to-face mode. It would appear that it was further difficult, with such doubts, to allocate the ODL mode resources enough to allow it to give its students and staff the teaching and learning experiences comparable in quality to that in the face-to-face mode of provision in dual mode higher education institutions.

There seemed to have lingered an assumption that the ODL mode did not need a large amount of resources to reach its large and diversified clientele. As a result of this assumption, the resources dedicated to ODL in dual mode universities appeared to have been severely constrained and over-stretched. This appeared to have affected the quality of services provided to ODL students, compared to those studying through the face-to-

face mode of delivery. Therefore the ODL mode of provision within dual mode settings appeared to have failed to live up to its promise of substantially and cost-effectively expanding opportunities for quality higher education. Consequently, the comparatively poor quality student support services mainly emanating from constrained resources, appeared to have earned negative perceptions towards the ODL mode of provision. The continued effectiveness debate indicated continued doubt regarding the effectiveness of the mode in providing quality higher education. That seemed to result in a condition where resources would be suspected to be wasted if invested in ODL and the lack of resources perpetuating the stigma of poor performance. The recommendation in this area would therefore be for countries like Botswana, which actually appeared to need ODL in order to achieve the required expanded participation, to consider planning for ODL adequately and providing resources enough to turn around the mindset which classified ODL as an inferior, last resort type of delivery mode. As a nation, it appeared necessary to seriously consider the concepts of equivalency as discussed by Simonson *et al* (1999) and Shale (1988) when introducing and expanding ODL within dual mode higher education institutions.

8.7.2 Recommendations for Practice

My quest to have a better understanding of why some dual mode institutions in Southern Africa and particularly in Botswana, continued to enrol low numbers of students on the ODL mode than on the face-to-face mode, though ODL is supposed to have better chances of enrolling more, has revealed a few constraints that might need to be considered for the planned expansion of participation in higher education:

1. For Botswana the option is not **whether** to embrace, develop and employ ODL to expand participation in higher education. The option is **how** to develop and enhance its capacity to do so. Therefore it appears necessary to look around for best practice, draw lessons and act as a matter of urgency. Otherwise the country could be talking about transition but remaining an agro-based middle income economy for a long while because the face-to-face mode is not about to begin to cope with the demand

2. Innovations need the guidance and direction of committed, well informed, visionary and accountable leadership
3. Setting low and unchallenging performance targets does not build capacity, it kills it, kills self-esteem and wastes resources
4. Commitment to innovations should be effectively demonstrated by commitment of adequate and relevant resources, policies, planning and effective monitoring of implementation
5. The sponsorship policy for higher education should be inclusive of ODL if contribution of the higher education sector to the achievement of the national developmental targets is to be realised
6. ODL and the face-to-face mode of delivery can co-exist, maximise resources and make a significant contribution to increased participation in higher education. However, the landscape has to be clearly defined for their co-existence. Nothing need be taken for granted at planning stage. The players should be very clear of their and one another's mandates and roles, with resources clearly identified

8.7.3 Recommendations for Future Research

This study has indicated the need for future research to investigate further and discover the necessary strategies that can be employed for ODL in dual mode institutions to gain respect, trust, recognition and acceptance in its own environment. An area of possible focus for future research might be the area of stigma and low perceptions for ODL quality and value, which seem to have tarnished equivalency considerations between the two modes. Research could find out what ODL should do to be rid of the stigma. In this area, it might prove prudent to research on other dual mode higher education institutions where ODL appear to be effective in addressing the problem of limited access to higher education and factors contributory to that success.

Future research could also focus on finding out the opinions and perceptions of other stakeholders, concerning the quality and value of education provided through ODL compared to the face-to-face mode of delivery. This future investigation could include prospective and current students on both ODL and on-campus programmes in dual mode universities, parents, as well as prospective and current employers of graduates of ODL programmes. Their experiences and opinions on the quality of higher education and training delivered through ODL would enrich the knowledge base in this field and guide future developments.

Another area of possible future research could be an assessment of infrastructure development to establish the level of internet and other media connectivity and accessibility for the provision of higher education. On the basis of findings from such research, ODL institutions might be in a more informed position to decide which model of ODL would be suitable, viable, accessible and effective for their purposes.

8.8 Conclusion

This study has pointed out some challenges that ODL might experience in some dual mode settings, as well as opportunities that can be taken advantage of to grow the mode. Some of the challenges might be from the external environment of the institution while others might be from the internal environment. From both the internal and external factors inhibiting the growth of ODL, the study has pointed out some issues of equivalency, where ODL seems to be given less attention and less value than the face-to-face mode of delivery. Emphasis is laid on the need for the decision makers at national as well as institutional level to believe that ODL and the face-to-face mode have equivalent value and that needs to be demonstrated at decision making level. The study has pointed out that support for ODL through policy decisions only is not enough without the commitment of resources for implementation. It has also indicated that ODL has the potential to address the challenges of high and diversified demands, if it could benefit from pre-planning and resourced adequately, if staff manning the programme could be adequately trained.

References

- Abrioux, D. A. M. X. (2006). *Strategic Issues in Single and Dual-mode Distance Education: The Organisational Blending of two Canadian Distance Universities*, Athabasca University.
- Aguti, J. N. (2006). *Education for national development: The Makerere University dual mode experience*, Department of Distance Education, Makerere University, Uganda.
- Arnold, R. (1999). Will distance disappear in distance studies? Preliminary considerations on the didactic relevance of proximity and distance. *Journal of Distance Education*, 14(2), 1-9.
- Aronowitz, S. (2000). *The Knowledge Factory*. New York : Beacon Press.
- Bachor, D. (2000). *Re-formatting Reporting Methods for Case Studies*. Paper presented at the Australian Association for Research in Education, Sydney, New South Wales, Australia.
- Badu-Nyarko, S.K. (2006). Faculty Attitudes towards Distance Education: A Review of the Literature. *International Journal of Instructional Technology and Distance Learning*, 3(5), 59-71.
- Basit, T. N. (2003). Manual or Electronic? The Role of Coding in Qualitative Data Analysis. *Educational Research*, 45(2), 143 – 154.
- Bates, A. (2001). *National Strategies for e-Learning in Post-secondary Education and Training*. Paris: UNESCO/IIEP.
- Bates, A. (2005). *Technology, e-Learning and Distance Education*. London: Routledge.
- Bates, A. W. (2000a). *Distance Education in Dual Mode Higher Education Institutions: Challenges and Changes*. Vancouver: University of British Columbia. Division of Continuing Studies.
- Bates, A. W. (2000b). *Managing Technological Change: Strategies for College and University Leaders*. San Francisco: Jossey-Bass Publishers,.
- Beaudoin M. F. (1990). The Instructor's Changing Role in Distance Education. *The American Journal of Distance Education*, 4(2), 21-29.
- Beaudoin M. F. (2003). Distance Education Leadership for the New Century. *Online Journal of Distance Learning Administration*, 6(2). Retrieved from <http://www.westga.edu/~distance/ojla/summer62/beaudoin62.html>
- Bell, J. (1987). *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. Buckingham: Open University Press.

- Bernard, R. M., Abrami, P. C., Lou, Y., Borokhovski, E., Wade, A., Wozney, L., Waiet, P. A., Fiset, M. & Huang, B. (2004a). How Does Distance Education Compare with Classroom Instruction? A Meta-Analysis of Empirical Literature. *Review of Educational Research*, 74(3), 379-439.
- Bernard, R. M., Abrami, P. C., Lou, Y. & Borokhovski, E. (2004b). A Methodological Morass? How We Can Improve Quantitative Research in Distance Education. *Distance Education*, 25(2), 175 – 198.
- Bernath, U. & Vidal, M.(2007). “The Theories and the Theorists: Why Theory is Important for Research” with Børje Holmberg – Michael Graham Moore, Otto Peters. *Distances et Savoirs*, 5(3), 427 - 458 .
- Beyth-Marom, R., Saporta, K. & Caspi, A. (2005). Synchronous vs. Asynchronous Tutorials: Factors Affecting Students’ Preferences and Choices. *Journal of Research on Technology in Education*, 37(3), 245 – 262.
- Bianco, M.B. & Carr-Chellman, A.A. (2002). Exploring Qualitative Methodologies in Online Learning Environments. *The Quarterly Review of Distance Education*, 3(3), 251 – 260.
- Bloom, D., Canning, D. & Chan, K. (2006). *Higher Education and Economic Development in Africa*. Human Development Sector - Africa Region, World Bank.
- Boitshwarelo, B. (2009). Exploring Blended Learning for Science Teacher Professional Development in an African Context. *The International Review of Research in ODL*, 10(4). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/687/1339>
- Bok, D. (2003). *Universities in the Marketplace: The Commercialization of Higher Education*. Princeton University Press.
- Bonk, C.J. and Graham, C.R. (Eds). (2004). *Handbook of Blended Learning: Global Perspectives, Local Design*. San Francisco: John Wiley & Sons.
- Botswana Government. (2008). State of the Nation Address: His Excellency Lt. Gen. Seretse Khama Ian Khama, President of the Republic of Botswana, to the Opening of the Fifth Session of the Ninth Parliament, Republic of Botswana. *TAUTONA TIMES*, 35(Special Edition), 3 November.
- Boulard, G. (2005). The Promise of a Better Tomorrow. *Black Issues in Higher Education*, 22(1), 34.
- Bower, B. (2001). *Distance Education: Facing the Faculty Challenge*. Tallahassee: College of Education, Department of Educational Leadership, Florida State University.

- British Educational Research Association (2000); *Interpretivist Research Strategies: Case study*, BERA.
- Browne, E. (2005). Structural and Pedagogic Change in Further and Higher Education: A Case Study Approach. *Journal of Further and Higher Education*, 29(1), 49 – 60.
- Bryman, A. (2004a). *Social Research Methods* (2nd ed.). Oxford: Oxford University Press.
- Bryman, A. (2004b). *Methods Briefing 11 – Integrating Quantitative and Qualitative Research: Prospects and Limits*. University of Leicester .
- Burgon, H. & Williams, D.D. (2003). Bringing Off-campus Students On-campus: An Evaluation of a Blended course. *The Quarterly Review of Distance Education*, 4(3), 253 – 260.
- Business and Economic Advisory Council. (2006). *Botswana - A Strategy for Economic Diversification and Sustainable Growth*. Gaborone: Business and Economic Advisory Council.
- Byrne, M. (2001). Data Analysis Strategies for Qualitative Research. *AORN Journal*. Retrieved from http://findarticles.com/p/articles/mi_m0FSL/is_6_74/ai_81218986/
- Campbell, C.R. & Swift, C.O. (2006). Perceptions of Compressed Video Distance Learning (DL) Across Location and Levels of Instruction in Business Courses. *Journal of Education for Business*, 81(3), 170 – 174.
- Cantor, N.E. and Schomberg, S. (2003). Poised Between 2 Worlds: The University as Monastery and Marketplace. *EDUCAUSE*, 38(2). Retrieved from <http://www.syr.edu/chancellor/speeches/ERM0320.pdf>
- Carlson, H.L. & Karp, J.M. (2000). *Foundations of Distance Education*. Retrieved from www.baisa.org/niu%20course/ett535/ett535_foundations_of_distance_education.doc
- Carnevale, A. & Porro, J. (1994). *Quality Education: School Reform for the New American Economy*, Washington: US Department of Education.
- Castañeda, M. M. (2005). A History of Distance Education in Mexico. *The Quarterly Review of Distance Education*, 6(3), 227 – 232.
- CDC Evaluation Briefs. (2009). Analysing Qualitative Data for Evaluation. *National Centre for Disease Control and Prevention, Department of Health and Human Services, Evaluation Briefs*, No. 19, April 2009, Retrieved from <http://www.cdc.gov/healthyyouth/evaluation/index.htm>
- Central Statistics Office. (2008). *Population Projections for Botswana:2001 - 2031*, Botswana Government.

- Central Statistics Office. *Table 1: 1971, 1981, 1991 and 2001 Census Demographic Indicators*. Botswana Government.
- Central Statistics Office. *Table 1: Enrolment at All Levels by Sex [1995 - 2004]*. Botswana Government.
- Central Statistics Office. (2009). *Statsupdate, March 2009*. Botswana Government.
- Central Statistics Office. (2008). *Statsupdate, June 2008*. Botswana Government.
- Central Statistics Office. (2008). *Statsupdate, Sept 2008*. Botswana Government.
- Central Statistics Office. (2008). *Statsupdate, Dec 2008*. Botswana Government.
- Central Statistics Office. (2008). *Population Projections for Botswana 2001-2031*. Botswana Government.
- Central Statistics Office. (2008). *Education Statistics 2008*. Botswana Government.
- Central Statistics Office. (2006). *Botswana Demographic Survey 2006*. Botswana Government.
- Centre for External Studies. (2008). *Annual Report 2008*. Windhoek: University of Namibia.
- Centre for Higher Education Transformation (CHET). (2002). *Capacity Building Initiatives in Higher Education*. Sunnyside, South Africa: CHET.
- Clark, R. (1983). Reconsidering Research on Learning from Media. *Review of Educational Research*, 53, 445 – 459.
- Clark, T. (1993). Attitudes of higher education faculty toward distance education: A national survey. *The American Journal of Distance Education*, 7(2), 19-33.
- Clarke, A. & Dawson, R. (1999). *Evaluation Research*. London: Sage.
- Cloete, N. and Bunting, I. (2000). *Higher Education Transformation: Assessing Performance in South Africa*. Pretoria: Centre for Higher Education Transformation.
- Cohen D. and Crabtree B. (2006). *Qualitative Research Guidelines Project* Retrieved from <http://www.qualres.org/HomeCont-3822.html>
- COL. (2000b). *The Use of Information & Communication Technology (ICT) in Learning and Distance Education – Final Report*. Vancouver: The Commonwealth of Learning.
- COL. (2000a). *An Introduction to ODL*. Vancouver: The Commonwealth of Learning.

COL. (2003). *A World of Knowledge: Commonwealth of Learning Summary Report 2000 – 2003*, Vancouver: The Commonwealth of Learning.

Colclough, C. & McCarthy, S. (1980). *The Political Economy of Botswana: A Study of Growth and Distribution*. Oxford: Oxford University Press.

Council on Higher Education. (2004). *Policy Advice Report: Advice to the Minister of Education on Aspects of Distance Education Provision in South African Higher Education*. Pretoria: Council on Higher Education. Retrieved from <http://www.che.ac.za>

Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Crowder, M. (ed.). (1984). *Education For Development In Botswana: Proceedings Of A Symposium Held By The Botswana Society At The National Museum And Art Gallery 15 - 19 August 1983*. Gaborone: Macmillan Botswana Publishing.

Daniel, J. (2002). *Does American Higher Education Have a Global Future?* Vancouver: Commonwealth of Learning.

Daniel, J. (2007). *Does American Higher Education Have a Global Future?* Vancouver: Commonwealth of Learning.

Daniel, J. Kanwar, A. & Uvalić-Trumbić, S. (2007). *Mass Tertiary Education in the Developing World: Distant Prospect or Distinct Possibility?* Vancouver: Commonwealth of Learning.

Daughtery, C. (2009). An Exercise in Rigour: A Review of Robert K. Yin's Case Study Research Design and Methods. *The Weekly Qualitative Report*, 2(27), 162 – 165. Retrieved from <http://www.nova.edu/ssss/QR/WQR/yin.pdf>

Davies, J. & Pigott, N. (2004). E-learning Across the Atlantic. *Perspectives*, 8(2), 37 – 40.

DEASA. (2004). *Strategic Perspective: Action Plans and Objectives 2004 – 2005*. Distance Education Association of Southern Africa. Retrieved from <http://www.deasa.org.za/Deasa.pdf>

Deloitte and Tertiary Education Council. (2008) *Realising Our Potential: A Formulation Study to Develop A National Human Resource Development Strategy for Botswana – Final Report*. Botswana. Ministry of Finance and Development Planning and Ministry of Education.

Dence, R. & Armellini, A. (2009). *Developing e-Learning Design Capabilities in a Dual Mode Institution*, University of Leicester.

Department of Human Resources, Science & Technology. (2005). *African Union Meeting of Experts on Revitalizing Higher Education in Africa: A Synthesis Report*. Addis Ababa: African Union.

Department of Tertiary Education & Financing. (2008). *Guidelines Governing Award of Sponsorship*. Gaborone: Ministry of Education & Skills Development.

De Simone, C. (2006). Preparing Our Teachers for Distance Education. *College Teaching*, 54(1), 183-184.

DeTure, M. (2004). Cognitive Style and Self-efficacy: Predicting Student Success in Online Distance Education. *The American Journal of Distance Education*, 18(1), 21 – 38 .

Dhanarajan, D. (2001). *Reflections on Ten Years of the Commonwealth*. Vancouver: The Commonwealth of Learning.

Dhurbarrylall, R. (2005). Development of Distance Education in Mauritius. *The Quarterly Review of Distance Education*, 6(3), 185 – 197.

Dodds, T., Gaskell, A. & Mills, R. (2008). *UB: A National Needs Assessment Study for Tertiary-level ODL in Botswana*, Cambridge: St Edmund's College. Centre for Educational Research and Development.

Dodds, T. (2002). *Why is Open Learning Failing the Masses of Africa?* Abstract for a Workshop Introduction on Distance and Open Learning for Adult Basic and Non-Formal Education in Africa for the Pan-Commonwealth Forum on Open Learning, Durban, South Africa.

Dodds, T. & Youngman, F. (1994). Distance Education in Botswana: Progress and Prospects. *The Journal of Distance Education*, 9(1), 61 – 79.

Donat, B. N. P. (2001). International Initiatives of the Virtual University and Other Forms of Distance Learning: The Case of the African Virtual University. *Higher Education in Europe*, 26(4), 577 – 588.

Ebersole, J. (2003). It's not whether to innovate, but how. *Adults Learning (England)*, 15(1), 10-11.

Egbert, J. (2000). Review of Teaching and Learning at a Distance: Foundations of Distance Education. *Language Learning & Technology*, 4(1), 18-21.

Ekhaguere, G. (2000). African Higher Education and Training: Opportunities and Challenges. *Higher Education in Europe*, 25(3).

Farrell, Glen (ed.). 2003. *A Virtual University for Small States of the Commonwealth*. Vancouver: The Commonwealth of Learning.

- Fentiman, A. (2001). *Research and Quality Control Consultancy: BOCODOL-Bath Partnership*. Cambridge: International Research for open Learning.
- Flyvbjerg, B. (2006). Five Misunderstandings About Case Study Research. *Qualitative Inquiry*, 12(6), 219 - 245.
- Gibson, C.M. & Duncan, G.J. (2002). *Lessons Learned: Integrating Qualitative and Quantitative Methods in the Study of the Family*. Durham: Duke University.
- Global Competitiveness Network. (2009). *The Africa Competitiveness Report 2009*. World Economic Forum.
- Gokool-Ramdoos, S. (2008). Beyond the Theoretical Impasse: Extending the Application of Transactional Distance Theory. *International Review of Research in ODL*, 9(3), 1 - 17.
- Gokool-Ramdoos, S. (2009). Policy Deficit in Distance Education: A Transactional Distance. *International Review of Research in ODL*, 10(4). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/702>
- Gorsky, P. and Caspi, A. (2005). Dialogue: a theoretical framework for distance education instructional systems. *British Journal of Educational Technology*, 36(2), 13 – 144.
- Gorsky, P. & Caspi, A. (2005). A Critical Analysis of Transactional Distance Theory. *The Quarterly Review of Distance Education*, 6(1), 1- 11.
- Gough, B. & Madill, A. (2007). *Diversity and Subjectivity within Qualitative Psychology*. ESRC National Centre for Research Methods, University of Manchester and Leeds.
- Gould, E. (2003). *The University in a Corporate Culture*. Denver: Yale University Press.
- Graham, C.R. (2002). Factors for Effective Learning Groups in Face-to-face and Virtual Environments. *The Quarterly Review of Distance Education*, 3(3), 307 – 319.
- Graneheim, U.H. & Lundman, B. (2004). Qualitative Content Analysis in Nursing Research: Concepts, Procedures and Measures to Achieve Trustworthiness. *Nurse Education Today*, 24, 105 – 112.
- Green, A., Randall, R. & Francis, R. (2004). Industry into teaching: an alternative model. *Asia-Pacific Journal of Teacher Education*, 32(1), 23 – 33.
- Guri-Rosenblit, S. (2005). “Distance Education” and “E-learning”: Not the Same Thing. *The International Journal of Higher Education and Educational Planning*, 49(4), 467- 493.
- Hallak, J. (1990). *Investing in the Future: Setting Educational Priorities in the Developing World*. Oxford: Pergamon Press.

Halsey, A. H., Lauder, H., Brown, P. & Wells, A. S. (1997). *Education, Culture, Economy and Society*. Oxford: Oxford University Press.

Hayes, D. (2006). *Case Study*. University of Plymouth. Faculty of Education. Retrieved from http://www.edu.plymouth.ac.uk/resined/Case_study/caset.htm

Hedberg, J.G. & Ping, L.C. (2004). Charting Trends for E-Learning in Asian Schools. *Distance Education*, 25(2), 199 – 213.

Hoepfl, M. C. (1997). Choosing Qualitative Research: A Primer for Technology Education Researchers. *Journal of Technology Education*, 9(1). Retrieved from <http://scholar.lib.vt.edu/ejournals/JTE/v9n1/hoepfl.html>

Holmberg, B. (1986). *Growth and Structure of Distance Education*. London:Croom-Helm.

Hope, A. (2006). *Factors for Success in Dual Mode Institutions*. Hong Kong. Retrieved from http://www.col.org/PublicationDocuments/pub_06_DualModeInstitutions.pdf

Huang, H. (2002). Toward Constructivism for Adult Learners in Online Learning Environments. *British Journal of Educational Technology*, 33(1), 27 – 37.

Hubbard, G. U. (1995). *The Concept of Distance Education*. Texas Centre for Educational Technology

INLS. (2006). *Qualitative Analysis: Analysing and Interpreting Qualitative Data*. Retrieved from <http://inls.ucsd.edu/~lev/papers/gran-pattern>

Integrated Consultancies and Resources Centre. (2004). *Report on Botswana Leadership Development Initiative Workshop*. Gaborone: UNDP.

Ipaye, B. (2007). *Organisation of Dual Mode Distance Education Institutions in Nigeria: present and future*. National Open University of Nigeria. Retrieved from http://wikieducator.org/images/d/d0/PID_19.pdf

Jefferis, K. & Kapaletswe, F. (2008). *Botswana Country Overview 2008/9*. Capital Resources.

Jegede, O. (2002). *Integrated ICT-Support for ODL in Nigeria: The Vision, the Mission and the Journey So Far*. Abuja: National Open and Distance Education Council, Federal Ministry of Education.

Jones, T. (2005). Dual Mode Academics: A Comparison of Conventional and Distance Education Experiences. *Turkish Online Journal of Distance Education*, 6(2). Retrieved from <http://tojde.anadolu.edu.tr/tojde18/articles/article7.htm>

Jung, I. (2001). Building a theoretical framework of web-based instruction in the context of distance education. *British Journal of Educational Technology*, 32(5), 525 – 534.

Kamau, J. (2002). *Teachers Upgrading as a Measure to alleviate Poverty through the Distance Mode of Delivery*. Retrieved from: http://www.gla.ac.uk/centres/cradall/docs/Botswana-papers/Kamaupaper_39.pdf

Kamau, J. (2007). *Retraining Primary School Teachers Against Diminishing Resources: Is Distance Education the Answer?* Conference Paper delivered at the UNESCO, Second Regional Seminar for Africa, Accra, Ghana.

Kanwar, A. & Daniel, J. (2008). *The Scope and Demand for Tertiary Education and Current Resources Available to Commonwealth Member States*. Vancouver: The Commonwealth of Learning.

Kear, K. (2004). Peer Learning Using Asynchronous Discussion Systems in Distance Education. *Open Learning*, 19(2), 151 - 164.

Keegan, D. (1988). Problems in defining the field of distance education. *The American Journal of Distance Education*, 2(2), 4 – 11.

Keegan, D. (1980). *On the Nature of Distance Education*. Hagen: Zentrales Institut für Fernstudienforschung.

Keegan, D. (1996). *Foundations of Distance Education* (3rd ed.). London: Routledge.

Kennedy, D. & Duffy, T. (2004). Collaboration – a key principle in distance education. *Open Learning*, 19(2), 203 – 211.

Kotecha, P. (2004). A Bridge Too Far? Constructing Knowledge Societies: New Challenges for Tertiary Education. *Journal of Higher Education in Africa*, 2(3), 115 – 122.

Koul, B. N. & Kanwar, A. (2006). *Perspectives on Distance Education: Towards a Culture of Quality*. Vancouver: The Commonwealth of Learning.

Law, M., Stewart, D., Letts, L., Pollock, N., Bosch, J., & Westmorland, M. (1998). *Guidelines for Critical Review of Qualitative Studies*. Hamilton: McMaster University.

Lawless, C. & Richardson, J.T.E. (2004). Monitoring the Experiences of Graduates in Distance Education. *Studies in Higher Education*, 29(3), 353 – 374.

Leburu-Sianga, F. & Malobe, E. (2000). *ADEA Prospective Stocktaking Capacity Building Study: A Focus on Human Resource Development for the Ministry of Education Botswana*. Gaborone: Ministry of Education.

Lehman, D. (1998). *Barriers to Distance Education*, Washington: National Centre for Educational Statistics.

Lephalala, M. & Pienaar, C. (2007). Writing Centres: Promoting Access in Open Distance Learning. *UIC Writing Centre and Public Space Conference Series*, 4(2), Spring 2007.

Lewis, J.M. & Farrell, M. (2005). Distance Education: A Strategy for Leadership Development. *Nursing Education Perspectives*, Special Convention Issue, 362 – 367.

Lockwood, F. & Latchem, C. (2004). Staff Development Needs and Provision in the Commonwealth Countries: Findings from a Commonwealth of Learning Training Impact Study. *Distance Education*, 25(2), 159 – 173.

MacGregor, K. (2008). Lag in Sub-Saharan Participation. *University World News – Africa Edition*, Issue 0003, 27 April. Retrieved from www.universityworldnews.com/publication/archives.php?

Maguire, L. (2005). Literature Review – Faculty Participation in Online Distance Education: Barriers and Motivators. *Online Journal of Distance Learning Administration*, 8(1). Retrieved from <http://www.westga.edu/~distance/ojdla/spring81/maguire81.htm>

Mann, S.J. (2005). Alienation in the Learning Environment: A Failure of Community? *Studies in Higher Education*, 30(1), 43 – 55.

Mannan, A. (2008). *In Search of a Dual Mode Organisational Structure*. Port Moresby: University of Papua.

Marshall, M.N. (1996). Sampling for Qualitative Research. *Family Practice*, 13(6), 522 – 525.

Maushak, N.J. & Ellis, K.A. (2003). Attitudes of Graduate Students Toward Mixed-medium Distance Education. *The Quarterly Review of Distance Education*, 4(2), 129 – 141.

Mayring, P. (2000). Qualitative Content Analysis. *Forum: Qualitative Social Research*, 1(2), Art. 20.

Mbwesa, J.K. (2009). *Adults in Higher Education: The role of Distance Education in Kenya with Special Reference to the Faculty of External Studies*, University of Nairobi.

McBride, R. & Schostak, J. (2008). *An Introduction to Qualitative Research in: What is Qualitative Research?* Retrieved from <http://www.enquirylearning.net/ELU/Issues/Research/Res1Cont.html>

McIntosh, C. & Varoglu, Z. (2005). *Perspectives on Distance Education: Lifelong Learning and Distance Higher Education*. Paris: UNESCO/COL.

- McIsaac, M.S. & Gunawardena, C.N. (1996). Distance Education. In Jonassen, D. H. (Ed.), *Handbook of research for educational communications and technology: a project of the Association for Educational Communications and Technology* (pp.403-437). New York: Simon & Schuster Macmillan.
- Mensah, S.K.E. & Owusu-Mansah, F., (2002). *Priorities and Strategies for Capacity Building in Tertiary Distance Education for Human Resource Development in Ghana*, World Bank.
- Miller, T.W. and King, F.B. (2003). Distance education: pedagogy and best practices in the new millennium. *International Journal of Leadership in Education*, 6(3), 283 – 297.
- Ministry of Education. (2001). *Strategic Plan 2001 – 2006*. Gaborone: Ministry of Education.
- Ministry of Education. (2004). *The Development of Education in Botswana – Prepared for the UNESCO International Bureau of Education’s 47th International Conference on Education Held in Geneva, Switzerland 8 – 11 September 2004*. Gaborone: Ministry of Education.
- Ministry of Education & Skills Development. (2008). *Tertiary Education Policy: Government White Paper No. 37*. Gaborone: Ministry of Education & Skills Development.
- Mogae, F. (2005). *Botswana’s Development Experience: Lecture by President Festus Mogae at the Institute of Development Studies, 21/2/0*. Sussex University.
- Mokaeya, B. (1986). *Department of Non Formal Education Information Brochure*. Gaborone: Department of Non Formal Education.
- Mokaeya, B. (1992). *The Changing Role of the Distance Education Programme in the Botswana Department of Non Formal Education*. London: University of London and International Extension College.
- Molutsi, P. (2006). From the Executive Secretary’s Desk. *Tertiary Education Affairs*, (1), 1.
- Moore, M. G. (1997). Theory of Transactional Distance. In Keegan, D. (Ed.), *Theoretical Principles of Distance Education* (pp. 22 – 38). New York: Routledge.
- Moore, M. G. (2007). *Handbook of Distance Education* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Ass.
- Moore, M. G. & Kearsley, G. (1996). *Distance Education: A Systems View*. Belmont, Cal.: Wadsworth Publishing Co.
- Morgan, P. (2000). *Strengthening the Stakes: Combining Distance and Face-to-face Strategies – Preliminary Discussion Issues*. St Augustine: University of West Indies.

Morrison, G. R. (1994). The Media Effects Question: “Unresolvable” or Asking the Right Question. *Educational Technology Research & Development*, 42(2), 41 – 44.

Myers, M. (2000). Qualitative Research and the Generalizability Question: Standing Firm with Proteus. *The Qualitative Report*, 4(3). Retrieved from <http://www.nova.edu/ssss/QR/QR4-3/myers.html>

Nage-Sibande, B. (2005). The Development of Distance Education in Botswana. *The Quarterly Review of Distance Education*, 6(4), 243 – 252.

Neil, J. (2006). *Qualitative Research Methods*. Retrieved from <http://www.wilderdom.com/JamesNeill.htm>

Neuman, L. W. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th ed.). Boston: Pearson.

Nhundu, J. & Kamau, J. (2002). *From Correspondence to Open & Distance Learning: the Experiences of Botswana*. Paper presented at the 2nd Pan-Commonwealth Forum, Durban, South Africa.

Noble, L.B. (2000). *Creating Integrated Facilities: Community College Radiologic Technology Faculty Attitudes towards Instructional Technology, Distance Education, and Continuing Professional Education*. North Carolina State University. Retrieved from <http://www.asrtfoundation.org/media/dissertations/AAT9964338.html>

Northrup, P.T. (1997). Faculty Perceptions of Distance Education: Factors Influencing Utilization. *International Journal of Educational Telecommunications*, 3(4), 343-358.

O’Quinn, L. (2004). Factors which motivate community college faculty to participate in distance education. *International Journal on e-Learning*, 3(1), 19-30.

Organisation for Economic Co-operation and Development. (2005). E-learning in Tertiary Education. *Policy Brief, OECD Observer, December 2005*.

Osguthorpe, R. T. & Graham, C. R. (2003). Blended Learning Environment: Definitions and Directions. *The Quarterly Review of Distance Education*, 4(3), 227 – 233.

Patton, M.Q. (1999). Enhancing the Quality and Credibility of Qualitative Analysis. *Health Services Research*, 34(5), Part II, 1189 – 1208.

Patton, M.Q. (1990). *Qualitative Evaluation and Research Methods* (2nd ed.). Newbury Park, CA: Sage Publications.

Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods I* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Pena, D. & Maitland, C. (2000). Distance Education at Postsecondary Education Institutions: 1997 – 98. *NEA Higher Education*, 6(2).

Perraton, H. (1991). *Administrative Structures for Distance Education*. Vancouver: Commonwealth of Learning.

Peters, O. (1967). Distance education and industrial production: a comparative interpretation in outline. In Sewart, D., Keegan, D. & Holmberg, B. (Eds.) *Distance Education: International Perspectives* (pp 95-113). London: Croom Helm.

Pillay, P., Maassen, P. & Cloete, N. (2003). *General Agreement on Trade in Services and Higher Education in the Southern African Development Community*. Rondebosch: CHET.

Pityana, B. N. (2008). *A Decade of Education and Development in Africa: The Promise of ODL*. Pretoria: UNISA.

Presidential Task Force for a Long-term Vision for Botswana. (1997). *Vision 2016: Towards prosperity for All*. Gaborone: Ministry of Finance and Development Planning.

Price, L. (2004). Individual Differences in Learning: Cognitive Control, Cognitive Style and Learning Style. *Educational Psychology*, 24(5), 681 – 698.

Punch, K. F. (2005). *Introduction to Social Research*. London: Sage Publications.

Raza, R. & Allsop, T. (2006). *Using Distance Education for Skills Development*. Cambridge: International Research Foundation for Open Learning (IRFOL), Von Hügel Institute, St Edmund's College.

Republic of Botswana. (1977). *National Policy on Education: Education for Kagisano*. Gaborone: Government Printer.

Republic of Botswana. (1994). *Government Paper No.2 of 1994: The Revised Policy on Education*. Gaborone: Government Printer.

Republic of Botswana. Presidential Task Force for a Long-term Vision for Botswana. (1997). *Vision 2016: Towards prosperity for All*. Gaborone: Government Printer.

Republic of Botswana. (1998). *Botswana College of Distance and Open Learning Act No. 20 of 1998*. Gaborone: Government Printer.

Republic of Botswana. Ministry of Education. (2004). *The Development of Education in Botswana*. Prepared for the UNESCO 47th International Conference on Education, Geneva, Switzerland.

Republic of Botswana. Ministry of Finance and Development Planning. (2002). *National Development Plan (NDP) 9*. Gaborone: Government Printer.

Republic of Botswana, Ministry of Finance and Development Planning (2008). *National Development Plan (NDP) 10*, Gaborone: Government Printer.

Republic of Botswana. Ministry of Finance and Development Planning. (2007). *Keynote Policy Paper for National Development Plan 10*. Gaborone: Ministry of Finance and Development Planning.

Rice, K. L. (2006). A Comprehensive Look at Distance Education in the K – 12 Context. *Journal of Research on Technology in Education*, 38(4), 425 – 448.

Richardson, A. M. (2009). Crossing the Chasm – Introducing Flexible Learning into the Botswana Technical Education Programme: From Policy to Action. *The International Review of Research in ODL*, 10(4).

Robbins, D., Wilson-Strydom, M. and Hoosen, S. (2009). *SARUA Handbook 2009: A Guide to the Public Universities of Southern Africa*. Johannesburg: Southern African Regional Universities Association (SARUA).

Robson, C. (2002). *Real World Research* (2nd ed.). Oxford: Blackwell Publishing.

Rockwell, S. K., Schauer, J., Fritz, S. M. & Marx, D. B. (1999). Incentives and Obstacles Influencing Higher Education Faculty and Administrators to Teach Via Distance. *Online Journal of Distance Learning Administration*, 2(4). Retrieved from <http://www.westga.edu/~distance/ojdla/winter24/rockwell24.pdf>

Rogers, C.P., Graham, C.R., Rasmussen, R., Campbell, O.J. & Ure, D.M. (2003). Blending Face-to-face and Distance Learners in a Synchronous Class: Instructor and Learner Experiences. *The Quarterly Review of Distance Education*, 4(3), 245 – 251.

Romanoff, S.J. (2003). A case Study: Linking Students Across Geographical and Cultural Distances. *New Directions for Teaching and Learning*, 94, 51 – 59.

Romiszowski, A. (2004). *A Study of Distance Education Public Policy and Practice in Higher Education Sectors of Selected Countries*. Council on Higher Education. Retrieved from http://www.che.ac.za/documents/d000070/Background_Paper1_Romiszowski.pdf

Rumble, G. (1989). On Defining Distance Education. *The American Journal of Distance Education*, 3(2), 8 – 21.

Rumble, G. (1992). The competitive vulnerability of distance teaching universities. *Open Learning*, 7(28), 31 – 45.

SADC. (1997). *Protocol on Education and Training*. Blantyre: SADC. Retrieved from http://www.sadc.int/english/protocols/p_education_and_training.html

SADC. [S.a.]. Regional Indicative Strategic Development Plan (RISDP). Retrieved from <http://www.sadc.int/archives/read/news/674>

SADC Social Development Department. (2006). *Appraisal Report: Southern African Development Community (SADC) Capacity Building in ODL (ODL) Project*. Gaborone: SADC.

Sarantakos, S. (1997). *Social Research* 2nd ed.). New York: Palgrave.

Schell, C. (1992). *The Value of Case Study as Research Strategy*. Manchester: Manchester Business School.

Sebopelo, P. (2008). *Exploring the Introduction of E-learning as an ODL Delivery Mode in Botswana*: A Paper Presented at the PCF5, July 2008, London.

Selinger, M. (2004). Cultural and pedagogical implications of a global e-learning programme. *Cambridge Journal of Education*, 34(2), 223 -239.

Serpell, R. (2008). *Review of the Academic Organisation of the UB*. Gaborone: University of Botswana.

Sewart, D. Keegan, D. & Holmberg, B. (Eds.) (1983). *Distance Education: International Perspectives*. London: Croom Helm.

Shale, D. (1988). Toward a Reconceptualization of Distance Education. *The American Journal of Distance Education*, 2(3), 25-35.

Sheehy, K., Rix, J., Nind, M. & Simons, K. (2004). Perspectives on inclusive education: learning from each other. *Support for Learning*, 19(3), 137 – 141.

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

Siaciwena, R. (2006). *Challenges of a Dual Mode Institution: The Case of the University of Zambia (UNZA)*, Paper Presented at the PCF4, March 2006, Barbados.

Sikwibele, A.L. & Mungoo, J.K. (2009). Distance Learning and Teacher Education in Botswana: Opportunities and Challenges. *The International Review of Research in ODL*, 10(4). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/download/706/1337>

Simonson, M. (2002). Policy and Distance Education. *The Quarterly Review of Distance Education*, 3(2), 5-7.

Simonson, M. (2005). Katrina and Distance Education. *The Quarterly Review of Distance Education*, 6(4), 7-8.

Simonson, M., Schlosser, C., & Hanson, D. (1999). Theory and Distance Education: A New Discussion. *The American Journal of Distance Education*, 13(1). Retrieved from <http://www.c3l.uni-oldenburg.de/cde/found/simons99.htm>

Somekh, B. & Lewin, C. (2005). *Research Methods in the Social Sciences*. London: Sage Publishers.

South Africa. Department of Education (DoE). (1994). *Commission on Distance Education in South Africa*. Pretoria: Government Printers.

South Africa. Department of Education (DoE). (1996a). *National Commission on Higher Education*. Pretoria: Government Printers.

Southern African Regional Universities Association. (2008). *Towards a Common Future: Higher Education in the SADC Region*. Retrieved from http://www.sarua.org/files/countryreports/Country_Report_Botswana.pdf

Southern African Regional Universities Association. (2009). *SARUA SADC Public Universities*. SARUA: Retrieved from <http://sarua.org/?q=uni+University+of+Botswana>

Soy, S. K. (1997). *The Case Study as a Research Method*. Austin: University of Texas.

Stacey, E. (2005). The History of Distance Education in Australia. *The Quarterly Review of Distance Education*, 6(3), 253 – 259.

Stemler, S. (2001). An Overview of Content Analysis. *Practical Assessment, Research & Evaluation*, 7(17).

Stephens, L. & Jacobson, S. (1999). *Exploring Barriers and Incentives to the Implementation of Distance Education in Higher Education: Adoption of Innovation Theory Coupled with Faculty and Administrative Concerns*. Independent Study.

Tait, A. (1997). *Perspectives on Distance Education: Quality Assurance in Higher Education: Selected Case Studies*. Vancouver: The Commonwealth of Learning.

Task Force on Enrolment Planning and Management. (2007). *Report on Enrolment Planning and Management*. Gaborone: University of Botswana.

Tau, D. R. (2003). *ODL in Botswana: A Case Study of BOCODOL*. Gaborone: Botswana College of Distance & Open Learning.

Tau, D. R. (2006a). *An Investigation into the Educational System of Selection and Incentives in Botswana: A Thesis Submitted in Fulfilment of the Requirements for the Degree of Doctor of Education*. University of Bath, Department of Education.

Tau, O. S. (2002). *An Analysis of Distance Education at the UB from a Systems Perspective: A Dissertation Submitted to the Graduate School in Partial Fulfilment of the Requirements for the Degree of Doctor in Education*. Dekalb, Ill.: Northern Illinois University.

Tau, O. S. (2006b). *Structures and Process in Dual-Mode Institutions: Implications for Development*. Paper Presented at PCF4, March 2006, Barbados.

Tau, O. S. (2008). *Designing the UB Distance Education System: A Systems Approach*. Papers on Cross Cutting Themes, PCF5, July 2008, London.

Taylor, J. C. (2001). *Fifth Generation Distance Education: Keynote Address – Plenary Session 20th ICDE World Conference on Open Learning & Distance Education held in Düsseldorf, Germany, April 2001*. University of Southern Queensland, Australia.

Taylor-Powell, E. & Renner, M. (2003). *Analysing Qualitative Data*. Programme Development and Evaluation (G3658 – 12). Wisconsin: University of Wisconsin.

Tellis, W. (1997). Application of a Case Study Methodology. *The Qualitative Report*. 3(3). Retrieved from <http://www.nova.edu/ssss/QR/QR3-3/tellis2.html>

Tertiary Education Council. (2006). *A Proposal for a Tertiary Education Policy for Botswana: Executive Report*. Gaborone: Tertiary Education Council.

Tertiary Education Council. (2007). *Just the Facts: Tertiary Education Demographics 1997 – 2005*. Gaborone: Tertiary Education Council.

Tertiary Education Council. (2008a). *Policy and Planning Brief No. 3: The Demographics of Tertiary Education*. Gaborone: Tertiary Education Council.

Tertiary Education Council. (2008b). *Tertiary Education Formulating the NDP 10 Plan: Consultation Paper*. Gaborone: Tertiary Education Council.

The African Virtual University. (1999). *World Development Report 1998/99 Background Papers: Knowledge for Africa*. Washington D. C.: World Bank.

Thompson, D.E., Brooks, K. & Lizarraga, E.S. (2003). Perceived Transfer of Learning: from the distance education classroom to the workplace. *Assessment & Evaluation in Higher Education*, 28(5), 539 – 547.

Trace, C. (2001). *Applying Content Analysis to Case Study Data: A Preliminary Report*. Los Angeles: University of California. Department of Information Studies.

Trochim, W.M.K. (2006). *Qualitative Approaches*. Research Methods Knowledge Base. Retrieved from <http://www.socialresearchmethods.net/kb/qualapp.php>

UNAM. (2007). *The University of Namibia Annual Report 2007*. Retrieved from http://www.unam.na/reports_newsletters/annual_report2007.pdf

UNDP. (2005). *Human Resources in UNDP: A People-centred Strategy 2008 – 2011*. Retrieved from http://www.undp.org/women/insideundp/docs/HR_Strategy_web.pdf

UNDP. (2005). *Botswana Human Development Report 2005: Harnessing Science and Technology for Human Development*. Retrieved from http://www.sarpn.org.za/documents/d0001252/Botswana_HDR_2005.pdf

UNESCO. (2000). *Global Synthesis: Education for All*. Paris: UNESCO.

UNESCO. (2004). *EFA Global Monitoring Report 2005*. Paris: UNESCO.

UNESCO. (2006). *EFA Global Monitoring Report 2007*. Paris: UNESCO.

UNESCO. (2007). *EFA Global Monitoring Report 2008*. Paris: UNESCO.

UNESCO. [S.a.]. Definitions. Retrieved from <http://www.unesco.org/education/educprog/lwf/doc/portfolio/definitions.htm>

University of Botswana. (2008f). *Learning and Teaching Policy*. Gaborone: University of Botswana. Retrieved from <http://www.ub.bw/ip/documents/Learning%20and%20...>

University of Botswana. (1999). *University Development Plan 1997/98 – 2002/03*. Gaborone: University of Botswana.

University of Botswana. (2000). *UB Beyond 10,000: A Strategy for Growth*. Gaborone: University of Botswana.

University of Botswana. (2004). *Shaping our Future: UB's Strategic Priorities and Actions to 2009 and Beyond*. Gaborone: University of Botswana.

University of Botswana. (2008a). *A Strategy for Excellence: The UB Strategic Plan to 2016 and Beyond*. Gaborone: University of Botswana.

University of Botswana. (2005). *Distance Education Mainstreaming Policy*. Gaborone: University of Botswana. Retrieved from http://www.ub.bw/documents/Distance_Education_M...

University of Botswana. (2006). *Annual Report 2005/6*. Gaborone: University of Botswana.

University of Botswana. (2008b). *Facts and Figures*. Gaborone: University of Botswana.

University of Botswana. (2008c). *Fact Book 2007/08*. Gaborone: University of Botswana.

University of Botswana. (2008d). *Report: Enrolment Planning & Management*. Gaborone: University of Botswana.

University of Botswana. (2008e). *Student Enrolment Plan 2009 – 2015*. Gaborone: University of Botswana.

University of Namibia. (2007). *Facts and figures at a Glance*. Retrieved from <http://sarua.org/?q=uni+University+of+Namibia>

University of Pretoria. (2008). *UP in a Nutshell 2008*. University of Pretoria.

University of Pretoria. (2009). *UP in a Nutshell 2009*. University of Pretoria.

Van de Molen, H. J. (Ed.). (2001). *Virtual Universities? Educational Environments of the Future*. London: Portland Press.

Vèrillon, P. (2000). Revisiting Piaget and Vigotsky: In Search of a Learning Model for Technology Education. *Journal of Technology Studies*, 26(1), 3-10.

Voeten, J. (2006). *Qualitative Methodology for Policy Analysis*. Institute of Policy and Strategy for Agriculture and Rural Development, IPSARD, Vietnam.

Walker, K. (2003). Applying Distributed Learning Theory in Online Business Communication Courses. *Business Communication Quarterly*, 66(2), 55 – 67.

Walts, T., Lewis, L., & Greene, B. (2003). *Distance Education at Degree-Granting Postsecondary Institutions: 2000 – 2001*. Washington D.C.: Department of Education, Institute of Education Sciences. National Centre for Education Statistics.

Watkins, R. & Schlosser, C. (2003). Conceptualising Educational Research in Distance Education. *The Quarterly Review of Distance Education*, 4(3), 331 -341.

Watson, P. Motala E. and Kotecha, P. (2009). Leadership Challenges for Higher Education in Southern Africa. *SARUA Leadership Dialogue Series*, 1(1), 1 – 39.

Wedemeyer, C. (1977). *Learning at the Back Door: Reflections on Non-traditional Learning in the Lifespan*. Madison: University of Wisconsin Press.

Wheeler, S. & Amiotte, S. (2002). *Resistance to Technological Change and the Tyranny of Distance*. Paper presented at the Discourse Power and Resistance Conference, University of Plymouth, England, April 2002.

Wheeler, S. (2005). Around the Globe. *The Quarterly Review of Distance Education*, 6(3), 261 – 265.

Wikeley, F. & Muschamp, Y. (2004). Pedagogical Implications of Working with Doctoral Students at a Distance. *Distance Education*, 25(1), 125 – 142.

- Williams, G. L. (1997). Who Should Pay for Tertiary Education? *Vocational Training - European Journal*, (10), 35 – 42.
- Williams, P. E. (2003). The Roles and Competencies for Distance Education Programs in Higher Education Institutions. *The American Journal of Distance Education*, 17(1), 45 – 57.
- Woods, P. (2006). *Qualitative Research*. Faculty of Education, University of Plymouth.
Retrieved from
<http://www.edu.plymouth.ac.uk/resined/qualitative%20methods%202/qualrshm.htm>
- Woodley, A. (2004). Conceptualising student dropout in part-time distance education: pathologizing the normal. *Open Learning*, 19(1), 47 – 63.
- World Bank. (1994). *Higher Education: The Lessons of Experience*. Washington D.C.: World Bank.
- World Bank. (1999). *Education Sector Strategy*. The International Bank for Reconstruction and Development. Washington D.C.: World Bank.
- World Bank. (2000). *Higher Education in Developing Countries: Peril and Promise*. Washington D.C.: World Bank.
- World Bank. (2002). *Constructing Knowledge Societies: New Challenges for Tertiary Education*. Washington D.C.: World Bank.
- World Bank. (2006). *Information and Communications for Development: Global Trends and Policies*. Washington D.C.: World Bank.
- World Bank. (2008a). *Accelerating Catch-Up: Tertiary Education for Growth in sub-Saharan Africa – Synopsis*. Washington D.C.: World Bank.
- World Bank. (2009). *Accelerating Catch-Up: Tertiary Education for Growth in sub-Saharan Africa*. The International Bank for Reconstruction and Development/ Washington D.C.: World Bank.
- World Bank. (2008b). *Survey of ICT and Education in Africa: Botswana Country Report*. Washington D.C.: World Bank.
- World Economic Forum, World Bank & African Development Bank. (2009). *The African Competitiveness Report*. Geneva: The World Economic Forum.
- Yin, R. K. (2003a). *Case Study Research Design and Methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Yin, R. K. (2003b). *Applications of Case Study Research* (2nd ed.). Applied Social Research Methods Series, Vol.34. Thousand Oaks, CA: Sage Publications.



Young, I. (2006). *A Tertiary Education System for the 21st Century*. Swinburne University of Technology, Australia. Retrieved from <http://www.deewr.gov.au/HigherEducation/Review/Documents/Submissions2008/052IYoung.pdf>



Addendum A – Letter of Consent

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

Dear Participant

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

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

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

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

Thank you.

Participant's signature.....

Date.....

Researcher's signature.....

Date.....

Yours Sincerely

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

Botswana College of Distance & Open Learning
Private Bag BO 187
Gaborone
12 December 2007

The Permanent Secretary
Ministry of Education
Private Bag 005
Gaborone

Attention: Director Planning Statistics & Research Unit

Dear Sir/Madam

Request for Permission to Conduct Research

I am an employee of BOCODOL but I am writing in my capacity as a PhD student of the University of Pretoria, within the Faculty of Education, Department of Educational Management and Policy Studies. I am pursuing my study programme through distance education. One of the core functions of the University is research output and registered students are required to access research sites to conduct their thesis research.

My research is about the development of tertiary level distance education in Botswana and how this development impacts on access to tertiary education. The focus of my study is on the planning, resourcing, organisation, implementation, management and delivery of tertiary level distance education within the context of the Botswana education system. The study also seeks to establish the role distance education is planned to play in increasing access to tertiary education and training in Botswana since 1994, during the currency of the Revised National Policy on Education and that of the National Vision 2016.

As an important stakeholder in the planning of tertiary education in Botswana, your institution has been identified as one of the sites for data collection. This communication therefore is a request for permission to conduct research from your institution during 2008. In order to collect reliable data, I wish to spend some time conducting interviews with selected staff members of your institution.

Your support in this endeavour is highly valued.

Thank you.

Yours sincerely,

Bogadi Nage-Sibande

Botswana College of Distance & Open
Learning
Private Bag BO 187
Gaborone
12 December 2007

The Executive Secretary
Tertiary Education Council
Private Bag BR 108
Gaborone

Dear Sir

Request for Permission to Conduct Research

I am an employee of BOCODOL but I am writing in my capacity as a PhD student of the University of Pretoria, within the Faculty of Education, Department of Educational Management and Policy Studies. I am pursuing my study programme through distance education. One of the core functions of the University is research output and registered students are required to access research sites to conduct their thesis research.

My research is about the development of tertiary level distance education in Botswana and how this development impacts on access to tertiary education. The focus of my study is on the planning, resourcing, organisation, implementation, management and delivery of tertiary level distance education within the context of the Botswana education system. The study also seeks to establish the role distance education is planned to play in increasing access to tertiary education and training in Botswana since 1994, during the currency of the Revised National Policy on Education and that of the National Vision 2016.

As an important stakeholder in the planning of tertiary education in Botswana, your institution has been identified as one of the sites for data collection. This communication therefore is a request for permission to conduct research from your institution during 2008. In order to collect reliable data, I wish to spend some time conducting interviews with selected staff members of your institution.

Your support in this endeavour is highly valued.

Thank you.

Yours sincerely,

Bogadi Nage-Sibande

Botswana College of Distance & Open
Learning
Private Bag BO 187
Gaborone
12 December 2007

The DVC Academic
University of Botswana
Private Bag 0022
Gaborone

Dear Sir

Request for Permission to Conduct Research

I am an employee of BOCODOL but I am writing in my capacity as a PhD student of the University of Pretoria, within the Faculty of Education, Department of Educational Management and Policy Studies. I am pursuing my study programme through distance education. One of the core functions of the University is research output and registered students are required to access research sites to conduct their thesis research.

My research is about the development of tertiary level distance education in Botswana and how this development impacts on access to tertiary education. The focus of my study is on the planning, resourcing, organisation, implementation, management and delivery of tertiary level distance education within the context of the Botswana education system. The study also seeks to establish the role distance education is planned to play in increasing access to tertiary education and training in Botswana since 1994, during the currency of the Revised National Policy on Education and that of the National Vision 2016.

As an important stakeholder in the planning and provision of tertiary education in Botswana, the University has been identified as one of the sites for data collection for this research. This communication therefore is a request for permission to conduct research in selected University Departments/Institutes during 2008. In order to collect reliable data, I wish to spend some time conducting interviews with selected staff members of your institution.

Your support in this endeavour is highly valued.

Thank you.

Yours sincerely,

Bogadi Nage-Sibande



TERTIARY EDUCATION COUNCIL

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

Ref. TEC/PPR 6/2/9 I

31st July 2008

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

Dear Mrs Nage-Sibande

RE: Request for Permission to Conduct Research

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

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

Yours sincerely



Patrick Molutsi
Executive Secretary, TEC



University of Botswana

Office of Research and Development

Private Bag UB 00708 Telephone: (267) - 3552900/2902
Gaborone Fax: (267) - 3957573
Botswana Telex: 2429BD
E-mail: Director jongmang@mopipi.ub.bw

REF: UBR/RES 3/7

03rd March, 2008

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

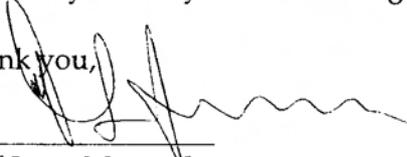
SUBJECT: RESEARCH PERMIT FOR PhD PROJECT - Mrs B. Nage-Sibande

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

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

We wish you every success during your field work.

Thank you,



Prof Isaac Mazonde.
Director, Office of Research & Development

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

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



MINISTRY OF EDUCATION
PRIVATE BAG 005
GABORONE
BOTSWANA

REPUBLIC OF BOTSWANA

10th March 2008

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

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

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

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

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

Thank you.

Yours Faithfully

A handwritten signature in black ink, appearing to be 'B. Monyaku'.

B. Monyaku

For /Permanent Secretary

Interview Transcripts - T1

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

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

Participant: *Ee mma.*

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

Participant: *Ee mma.*

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

Participant: Ok.

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

Participant: Ok.

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

Participant: *Hmh* with a nod.

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

Participant: *Ee mma.*

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

Participant: In general tertiary education?

Researcher: Yes.

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

Researcher: Ok.

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

Researcher: Ok.

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

Researcher: *Mhm.*

Participant: ... in our country.

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

Participant: Oh, they're certainly not coping.

Researcher: Ok.

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

Researcher: Ok.

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

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

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

Researcher: Ok.

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

Researcher: Mhm.

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

Researcher: Ok.

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

Researcher: *Mhm?*

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

Researcher: Ok.

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

Researcher: *Mhm?*

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

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

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

Researcher: Ok.

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

Researcher: Oh, ok.

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

Researcher: Ok.

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

Researcher: *Mhm*

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

Researcher: Ok?

Participant: *Ee*, as of this year.

Researcher: Ok?

Participant: This is my rough estimation.

Researcher: *Yah.*

Participant: Last year it was eleven point four.

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

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

Researcher: *Yah.*

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

Researcher: *Yah.*

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

Researcher: *Ee rra.*

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

Researcher: *Mhm*

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

Researcher: The increase.

Participant: ... to participation.

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

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

Researcher: Ok.

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

Researcher: *Mhm*

Participant: I would think that Botswana is doing similarly low

Researcher: Ok

Participant: when it comes to particularly the adult population.

Researcher: *Mhm*

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

Researcher: Ok

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

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

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

Researcher: Ok

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

Researcher: *Mhm?*

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

Researcher: Ok?

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

Researcher: *Yah.*

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

Researcher: Ok.

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

Researcher: Ok.

Participant: ... in tertiary.

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

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

Researcher: *Mhm?*

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

Researcher: Ok.

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

Researcher: Ok.

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

Researcher: Ok.

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

Researcher: Ok.

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

Researcher: Ok?

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

Researcher: *Mhm.*

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

Researcher: *Mhm.*

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

Researcher: *Mhm.*

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

Researcher: *Mhm, mhm.*

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

Researcher: *Yah,*

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

Researcher: *Yes, Mhm.*

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

Researcher: Ok, ok.

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

Researcher: *Ahah!*

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

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

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

Researcher: Ok

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

Researcher: Ok.

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

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

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

Researcher: Ok.

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

Researcher: *Mhm?*

Participant: And not so much tertiary.

Researcher: *Mhm?*

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

Researcher: Ok.

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

Researcher: *Yah.*

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

Researcher: *Yah.*

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

Researcher: *Mhm.*

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

Researcher: Ok.

- Participant:** The University of Botswana as you know ...
- Researcher:** *Mhm.*
- Participant:** because of the pressures on it, of being the only state university in the country for decades.
- Researcher:** *Mhm.*
- Participant:** *Has been focusing more on face-to-face and merely trained to develop material for the distance learning mode.*
- Researcher:** Ok. *Ee, rra* ... I understand that currently there are about thirty institutions registered with your institution, that provide tertiary level programmes in Botswana. How many of these offer *eh*, open and distance learning programmes?
- Participant:** As far as I know, it's only BOCODOL that ...
- Researcher:** Oh
- Participant:** we have registered. BOCODOL being Botswana College of Open and Distance Learning. It's only that *eh*, college that has been registered with the Tertiary Education Council as an open and distance learning tertiary institution.
- Researcher:** Ok
- Participant:** I know for a f... for one that *the University of Botswana has a small window, which is terribly under-developed.* But *eh* ... I'm hoping

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

Researcher: Ok

Participant: of opportunity.

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

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

Researcher: *Mhm?*

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

Researcher: Ok

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

Researcher: *Yah*

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

Researcher: *Ba Isago*

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

Researcher: *Mhm?*

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

Researcher: *Aah?*

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

Researcher: Ok

Participant: Because when students fail a module...

Researcher: *Mhm?*

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

Researcher: When ... when the other group comes ...

Participant: Exactly ...when the other group comes.

Researcher: Ok, ok

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

Researcher: Ok.

Participant: Yes

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

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

Researcher: Ok

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

Researcher: Ok

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

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

Participant: *Mhm*

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

Participant: Yes ...

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

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

Researcher: Ok ...

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

Researcher: *Yah*

Participant: That's the first thing.

Researcher: Ok

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

Researcher: Ok

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

Researcher: Ok.

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

Researcher: Ok

Participant: As a Dean...

Researcher: Ok

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

Researcher: Ok

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

Researcher: *Mhm*

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

Researcher: Ok

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

Researcher: Ok, *Yah*

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

Researcher: *Yah, mhm*

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

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

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

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

Participant: Exactly. The point I made earlier

Researcher: *Yah ok*

Participant: *Yah ...*

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

Participant: *Mhm ...*

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

Participant: *Mhm ...*

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

Participant: *Mhm ...*

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

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

Researcher: Ok

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

Researcher: *Mhm*

Participant: does indeed show

Researcher: Alright

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

Researcher: Ok

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

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

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

Researcher: Yes

Participant: I was in Ethiopia early this year ...

Researcher: Ok

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

Researcher: *Ahaa!*

Participant: in Addis Ababa

Researcher: Wow!

Participant: So it's all over!

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

Participant: So that says something about ...

Researcher: ODL

Participant: this ... this argument.

Researcher: *Yah*, Yes

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

Researcher: *Mhm*... it does

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

Researcher: Ok?

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

Researcher: Ok

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

Researcher: *Yah*

Participant: Which are still socially strong ...

Researcher: *Yah*

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

Researcher: For learning ... ok

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

Researcher: *Yah ...*

Participant: to the social values of community.

Researcher: Yes ...

Participant: Could be *eh ...*

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

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

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

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

Researcher: *Yes*

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

Researcher: *Yah*

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

Researcher: Ok

Participant: Every evening...

Researcher: *Mhm*

Participant: the trains were full ...

Researcher: Ok?

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

Researcher: Ok?

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

Researcher: After work?

Participant: *Yah*, after work

Researcher: Ok

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

Researcher: *Yah ... ok ...*

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

Researcher: *Wow ...*

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

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

Participant: *Mhm*

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

Participant: *Yes*

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

Participant: *Mhm*

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

Participant: *Mhm*

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

Participant: That's right

Researcher: *Ee, rra*

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

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

Participant: programme into face-to-face.

Researcher: *Yah ... yah ... ok*

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

Researcher: Ok

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

Researcher: *Yah, yah*

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

Researcher: *Mhm*

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

Researcher: *Yah*

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

Researcher: *Ee, rra*

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

Researcher: *Mhm?*

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

Researcher: *Ok*

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

Researcher: *Ok*

Participant: *type*

Researcher: *Ok*

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

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

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

Researcher: Yes

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

Researcher: *Mhm?*

Participant: That teacher may not teach large classes

Researcher: *Mhm?*

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

Researcher: Ok

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

Researcher: Ok, ok

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

Researcher: Ok

Participant: So yes ... theoretically you can save a lot by having dual mode

Researcher: Ok

Participant: But whether ...

Researcher: But in practice it has not yet...

Participant: Not as far as I know

Researcher: Yah, No

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

Researcher: *Mhm?*

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

Researcher: *Mhm?*

Participant: May be Harvard

Researcher: Ok

Participant: To some extend, but not many

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

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

Researcher: Ok

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

Researcher: *Mhm*

Participant: in a very significant way ...

Researcher: *Mhm*

Participant: *tertiary education participation rate,*

Researcher: *Mhm*

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

Researcher: Ok

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

Researcher: Ok

Participant: Yes

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

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

Researcher: *Mhm*

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

Researcher: Ok

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

Researcher: Ok

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

Researcher: Ok

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

Researcher: Ok

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

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

Participant: We haven't worked it out.

Researcher: Ok

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

Researcher: Ok

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

Researcher: Yes

Participant: That would be quite close to our expectation.

Researcher: *Aha?*

Participant: Yes

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

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

Researcher: Ok

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

Researcher: Ok

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

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

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

Researcher: Yes ...

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

Researcher: *Mhm*

Participant: So there is zero right now ...

Researcher: Ok

Participant: if one were to talk specifically about tertiary

Researcher: Ok

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

Researcher: Ok

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

Researcher: *Mhm?*

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

Researcher: Ok

- Participant:** And it is that unit cost that will determine *eh* ... how much
- Researcher:** An institution is allocated?
- Participant:** Yes, yes. So if for example, you have five hundred at BOCODOL you'll translate those five hundred students who may be contact into full-time equivalent.
- Researcher:** *Mhm?*
- Participant:** And normally, it's not difficult.
- Researcher:** *Mhm*
- Participant:** In other words, you'll regard those as part-time.
- Researcher:** *Mhm*
- Participant:** And then you'll calculate. Part-times are normally half of the full-times.
- Researcher:** Ok
- Participant:** So you might find that you have something like two hundred, two hundred and fifty
- Researcher:** Ok
- Participant:** If it was five hundred.
- Researcher:** Ok

- Participant:** Then you calculate the budget on the basis of that
- Researcher:** Ok
- Participant:** Yes
- Researcher:** Alright, No, no ... plans at least are there
- Participant:** *Mhm*
- Researcher:** And distance education will be accommodated.
- Participant:** Exactly
- Researcher:** *Ee, rra*
- Participant:** Exactly. But eh ... distance and part-time we ... we obviously don't mean one and the same thing?
- Researcher:** No!
- Participant:** *Yah* ... Because *eh* ... part-time ... there is a lot of part-time also growing
- Researcher:** *Ee, rra*
- Participant:** Parallel to this
- Researcher:** Ok

- Participant:** Yes, but part of the distance is also being turned into part-time.
- Researcher:** *Yah.* Because with ODL then you explore a few things that can open up the access
- Participant:** Yes
- Researcher:** That is why part of it becomes *eh* ... sort of semi part-time
- Participant:** Yes
- Researcher:** *Ee, rra.* What kind of support do you think tertiary level distance education needs in this country in order for it to deliver quality education?
- Participant:** *Eh* ... first of all it needs *eh* ... expertise ... (*recorder runs out of power*)
- Researcher:** (*Changes batteries of the recorder and re-caps on the previous question*) ... you were still responding to “what kind of support do you think tertiary distance education requires?”
- Participant:** *Yah*
- Researcher:** *Ee, rra*
- Participant:** Well, the first thing you need to have trained providers and experts.
- Researcher:** *Ee, rra*

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

Researcher: *Ee, rra*

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

Researcher: Ok

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

Interview Transcripts – T2

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

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

Participant: *Mm*

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

Participant: *Mhm*

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

Participant: *Mhm*

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

Participant: *Mhm?*

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

Participant: *Mhm?*

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

Participant: *Mhm*

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

Participant: *Mhm.*

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

Participant: *Mhm?*

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

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

Researcher: *Mhm?*

Participant: One of them being access

Researcher: Ok

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

Researcher: Ok

Participant: Another one has to do with participation rate ...

Researcher: *Mhm?*

Participant: by sex.

Researcher: Ok?

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

Researcher: Ok?

- Participant:** Men tend to stagger behind as the ladies proceed.
- Researcher:** Ok
- Participant:** I've talked about access ... I've talked about *a kere* availability of places ...
- Researcher:** *Mhm?*
- Participant:** There is also *uhm* ... the effect of *uhm* ... sponsorship
- Researcher:** Ok
- Participant:** What is available for people to explore *uhm* ... in order for themselves to advance their education ... If you look at the manner in which sponsorship for post secondary education is arranged, it is only tight to the government.
- Researcher:** *Mhm?*
- Participant:** There are no ... there are no sponsor *uhm* ... gov ... *uhm* ... scholarships that are ... that can be arranged through banks or any other organisations
- Researcher:** Ok
- Participant:** which ... in itself ... limits the chances or access into further education
- Researcher:** Ok
- Participant:** *Ee, mma*
- Researcher:** Alright. So ... so you are ... you are ... your concern is ... is mainly on the ... first of all on the fact that tertiary institutions in the country are not able to cope with the demand?
- Participant:** Yes, that's true
- Researcher:** That is what comes through as you're are discussing.
- Participant:** *Mhm*
- Researcher:** And also the fact that *eh* ... may be some of the contributing factors to the low participation could be related to finances, or resources.

- Participant:** That's true
- Researcher:** *Ahaa* ... and then that issue of the culture of reading that is lacking in Batswana
- Participant:** *Mhm*
- Researcher:** And also the fact that as ... as ... at a certain stage of education, men tend to lag behind women.
- Participant:** *Mhm*
- Researcher:** I would like you to expand on that particular one because *eh* ... it ...it ... experience has shown that somehow, when we relate education to work, you'll find that in work ... positions of ... *eh* ... important positions ... tend to be occupied by more men than women and one would have thought it is related to the level of education of the two ... the two people. So ..., so ... if you could comment on ...
- Participant:** Expand on that one?
- Researcher:** Yes, on that one. At what level do men start lagging behind *eh* ... and so on
- Participant:** Men do lag behind passed secondary education
- Researcher:** Ok
- Participant:** However ...
- Researcher:** *Mhm*
- Participant:** The few who do pass through seem to ... to be given better opportunities as opposed to women ... We still believe that a male leader
- Researcher:** *Mhm?*
- Participant:** will be a better leader for an organisation. If you look at the number of CEOs in Botswana *uhm* ... across the board, looking at the organisations, parastatal bodies that we have ... we find that we actually have ... you could name very few women AON, Bank of Botswana ... A few ladies here and there.
- Researcher:** Ok

- Participant:** The bulk of them ... as for in government, the bulk of them are taken up by men
- Researcher:** Ok
- Participant:** However, that does not mean that ladies ... still ... I think ladies use education to empower themselves for a number of reasons.
- Researcher:** Ok?
- Participant:** One of the reasons being that ... we ... most households in Botswana ...
- Researcher:** *Mhm?*
- Participant:** are single parent households
- Researcher:** Ok
- Participant:** And therefore you find that the lady feels that in order for her
- Researcher:** Ok?
- Participant:** May be to progress in life or to get that promotion, it's only through learning and education that she would be able to go that far.
- Researcher:** Alright
- Participant:** *Mhm*
- Researcher:** Thank you. *Eh* ... research indicates that *eh* ... sub-Saharan Africa continues to record the lowest participation rate in the world, in tertiary level education and training. Would you say that this is true for Botswana at this present moment?
- Participant:** I would say it is true ...
- Researcher:** *Mhm*
- Participant:** Looking at the fact that if we are to compare the education rate at tertiary level in Southern Africa
- Researcher:** *Mhm?*
- Participant:** Comparing Botswana to countries like Mauritius, South Africa, Namibia ...

- Researcher:** *Mhm?*
- Participant:** You find that Botswana has a lower participation rate
- Researcher:** Ok
- Participant:** in the sense that the number of students who actually penetrate into tertiary institutions
- Researcher:** *Mhm*
- Participant:** Are fewer in number
- Researcher:** Ok
- Participant:** as opposed to the other countries
- Researcher:** Ok
- Participant:** I am very mindful of the fact that the population in Botswana is very small
- Researcher:** Ok
- Participant:** But that doesn't mean that we don't compare well across ...
- Researcher:** With other countries
- Participant:** With other countries. *Ee, mma*
- Researcher:** Ok. So I want to follow that up with finding out if you have *eh* ... figures for instance ... what percentage of the eligible population, particularly among the eighteen to twenty four age group would you say manages to access tertiary education within Botswana ... within Botswana. I know that there are those that are sent outside ...
- Participant:** *Ee, mma*. I'll just use a rough figure. I'll say twelve percent.
- Researcher:** Ok
- Participant:** *Ee, mma*
- Researcher:** *Ee*. It's about twelve percent of the eligible population?
- Participant:** *Ee, mma*

- Researcher:** Ok ...
- Participant:** *Ee, mma*
- Researcher:** I know you have already given me information earlier on ... but I would like to us to zero into why you think this is the case. Why do you think we remain low in participation in tertiary level *eh* ... education?
- Participant:** Why we continue to remain lower?
- Researcher:** Yes
- Participant:** It is ... how do I say ... it ... I want to look at it as something which has a rippling effect
- Researcher:** Ok?
- Participant:** In the general education system of Botswana
- Researcher:** Ok?
- Participant:** That you find that even at levels where education is free ... let's say at primary school ...
- Researcher:** *Mhm*
- Participant:** at secondary school ... You find that it is about may be the participation rate is eighty percent
- Researcher:** *Mhm*
- Participant:** That in itself obviously spills over into the other level and it will spill over into the higher ...
- Researcher:** Ok
- Participant:** the higher level
- Researcher:** Ok ... ok ... even where *eh* ... access was not a problem?
- Participant:** *Ee, mma* ... even where access was not a problem. *A kere* now at tertiary there are other factors ...
- Researcher:** At tertiary there are bottlenecks ...
- Participant:** *Ee, mma* ... there are bottlenecks

- Researcher:** but lower down there ... it ... *Yes ... Ee ... Ok*
- Participant:** Looking at the fact that at Standard seven you only have to write Standard seven and you don't have to pass it
- Researcher:** *Mhm ... Mhm ... Mhm*
- Participant:** *Ehee ...* that is may be the trump card. Up to JC also ...
- Researcher:** *Mhm*
- Participant:** You just ... it's plain sailing ...
- Researcher:** *Mhm*
- Participant:** And you find that even right up to ... you can go up to ... you could be twenty ... twenty, going on to twenty one to get into form four. So age is not a limit.
- Researcher:** It's not a limit ... ok
- Participant:** *Ee, mma ...*
- Researcher:** Now with regard to participation of the different age groups in tertiary level education and training, how does Botswana compare with ... you have already indicated *eh ...* Mauritius, South Africa, Namibia ...
- Participant:** *Mhm*
- Researcher:** Do you have *eh ...* figures ... that could indicate where we are comparing with them? I know you have indicated that they are slightly higher than we are
- Participant:** *Ee, mma ...*
- Researcher:** And you are estimating us at about twelve percent
- Participant:** percent ... *Ee, mma ...*
- Researcher:** or eleven point four as I've seen in some of the reports.
- Participant:** We are ... *Ee, mma ...* we're actually ... if we were to put these countries into three levels. I don't have an actual ...

- Researcher:** *Aha ... aha ...*
- Participant:** figure. The lower,
- Researcher:** Oh ... ok ...
- Participant:** the middle
- Researcher:** Ok ...
- Participant:** and the high ...
- Researcher:** Oh ... ok ...
- Participant:** *Eheh ...* We would be on ... in the middle but on the lower end of the middle.
- Researcher:** *Aha ...*
- Participant:** *Eheh ...* if we were to compare with them
- Researcher:** *Aha ...* comparing with the three that we ... which are our comparators?
- Participant:** With our comparators
- Researcher:** Ok. Recently research indicates a trend in many developing countries where more employees and *eh ...* other adults ... want to access tertiary level education and training. Is this true for Botswana? ... Not just looking at people who are coming from secondary schools, but now looking at the larger population, particularly the employees and
- Participant:** *Ee, mma*
- Researcher:** the adult population?
- Participant:** I think that suddenly people have been ... have discovered that ... *ehm ...* the culture of ... I've been to school ... I'm a graduate ...
- Researcher:** *Mhm*
- Participant:** Is slowly being overtaken by the life-long learning and the re-tooling of the skills ... along the way

- Researcher:** *Mhm*
- Participant:** *And people are tending to realise that unless you keep on improving on certain skills,*
- Researcher:** *Mhm*
- Participant:** *you cannot guarantee yourself ... either a job ...*
- Researcher:** *Mhm*
- Participant:** *or a future livelihood. I have to express that currently most people in Botswana rely in being employed ...*
- Researcher:** *Ok*
- Participant:** *as opposed to being self-employed*
- Researcher:** *self-employed ok?*
- Participant:** *or creating employment for themselves*
- Researcher:** *Ahaa*
- Participant:** *So this is where ... the cash phrase is ... that they realise ...*
- Researcher:** *Ok ...*
- Participant:** *that unless you do that then it means that you might become redundant in the future*
- Researcher:** *Ok*
- Participant:** *Ee, mma*
- Researcher:** *Ok. Now what challenges does this kind of demand pose for the existing tertiary institutions in Botswana?*
- Participant:** *Further education passed ... into adulthood*
- Researcher:** *Mhm*
- Participant:** *has always posed a challenge to Batswana who wanted to pursue eh ... further studies*
- Researcher:** *Mhm*

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

Researcher: *Mhm*

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

Researcher: *Mhm*

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

Researcher: Ok

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

Researcher: Aha?

Participant: It also affected the quality of life at home

Researcher: Ok

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

Researcher: Ok

Participant: *Ee*

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

Participant: *Mhm*

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

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

Researcher: *Mhm*

- Participant:** which comes into it ...
- Researcher:** *Mhm*
- Participant:** You find that prior to the existence of Tertiary Education Council ...
- Researcher:** *Mhm*
- Participant:** institutions that offered tertiary education ...
- Researcher:** *Mhm?*
- Participant:** were not actually offering tertiary education. They were offering skills building programmes or courses ... courses. They were short-term courses
- Researcher:** Ok
- Participant:** that were meant to improve people who were on the job and
- Researcher:** Ok
- Participant:** just wanted an extra qualification
- Researcher:** Ok
- Participant:** Which means that then the quality itself ... secondly you find that with franchise programmes
- Researcher:** *Mhm?*
- Participant:** the institution does not control the quality per say.
- Researcher:** *Mhm*
- Participant:** in the sense that if an institution starts slightly later, then there are ... than the specified time by the franchisor, it means that the examination time is still at ... you know ... it's still at the set date. It doesn't change
- Researcher:** It's fixed?
- Participant:** It's fixed. Then it means that it affects the quality of the student
- Researcher:** *Mhm*

- Participant:** Because it means then that the student has not covered all the material
- Researcher:** *Mhm*
- Participant:** The readiness of the student has not been taken into consideration
- Researcher:** Ok
- Participant:** *Ee, mma ...*
- Researcher:** *Mhm*
- Participant:** Such factors ...
- Researcher:** Eh ...
- Participant:** And also sustainability of institutions
- Researcher:** Ok?
- Participant:** The capital outlay in as far as finances are concerned with regard to tertiary education, it is slightly ... it needs slightly more ...
- Researcher:** Ok
- Participant:** more funds to develop facilities
- Researcher:** Ok
- Participant:** to remain sustainable on the market
- Researcher:** Ok
- Participant:** I think we are all aware that education is a different type of a business
- Researcher:** Ok
- Participant:** It's not a quick fix business
- Researcher:** *Mhm, Mhm, Mhm*
- Participant:** It's a business which builds itself over years
- Researcher:** Ok

- Participant:** But we find that the entrepreneurs themselves who invest in education ... regard it as a normal ... normal business
- Researcher:** Business ... ok?
- Participant:** *Ee, mma*
- Researcher:** Ok
- Participant:** *Ee,*
- Researcher:** *Ee,* so ... so ... you indicated a challenge of resources
- Participant:** *Mhm*
- Researcher:** A challenge of resources for ... for the institution
- Participant:** ...tution ... *Ee* ...
- Researcher:** which ... which ... how do you relate that challenge of resources with the demand for more education?
- Participant:** *Ee, mma.* This is where you find that may be the ratio
- Researcher:** *Mhm?*
- Participant:** of students as opposed ... compared to the teachers
- Researcher:** *Mhm*
- Participant:** increases
- Researcher:** Ok
- Participant:** *Ee* ... irrespective of the disciplines that the students are pursuing
- Researcher:** Ok
- Participant:** For example, if I was to sight. The Tertiary Education Council has norms and standards that guide that Science inclined programmes should have a ratio of one is to twenty or one is to twenty five students
- Researcher:** Ok

- Participant:** But we usually find that they go beyond that
- Researcher:** Beyond ok?
- Participant:** Because they are now looking at getting more students
- Researcher:** Ok
- Participant:** *Ee.*
- Researcher:** These are the ... these are the private institutions that you are talking about?
- Participant:** These are the private institutions
- Researcher:** Aha?
- Participant:** With regard to the ...
- Researcher:** The public institutions?
- Participant:** public institutions
- Researcher:** *Aha?*
- Participant:** You find that some ... they were never meant ... even if you are to take institutions of health sciences
- Researcher:** *Mhm*
- Participant:** initially, they were never meant to take large numbers.
- Researcher:** *Mhm*
- Participant:** But the quality is now affected because more students are being ...
- Researcher:** Now they are taking more
- Participant:** The local University of Botswana ...
- Researcher:** *Mhm*
- Participant:** the same.
- Researcher:** Ok

- Participant:** And all ... all across the *eh* ...
- Researcher:** Ok
- Participant:** Colleges of education
- Researcher:** Ok
- Participant:** Also experience the same, where they now have to take in more students
- Researcher:** Ok
- Participant:** *Ee* ...
- Researcher:** So the resources will be too stretched?
- Participant:** *Ee*
- Researcher:** And that would compromise quality
- Participant:** Compromises quality
- Researcher:** Ok
- Participant:** *Mhm*
- Researcher:** Now, in your opinion, how can the tertiary education system address this emerging challenge ...
- Participant:** There are a number ...
- Researcher:** where resources and demand are sort of at loggerheads and compromising quality? What do you think should be done?
- Participant:** The Tertiary Education Council has a number and ... is putting in a number ... has put in a number of measures that address quality
- Researcher:** *Ok*
- Participant:** If we are to look at the registration process itself ... it is a quality assurance
- Researcher:** *Mhm*
- Participant:** mechanism

- Researcher:** Ok?
- Participant:** in the sense that ... we look at the factors that influence the quality of institutions
- Researcher:** *Mhm*
- Participant:** We look at the programmes, we look at the number of students visa viz the facilities that exist
- Researcher:** *Mhm*
- Participant:** And we also look at the growth rate of the institution
- Researcher:** Ok
- Participant:** That's one measure.
- Researcher:** Ok
- Participant:** Another one is the programmes themselves
- Researcher:** *Mhm*
- Participant:** We accredit the programmes
- Researcher:** *Mhm*
- Participant:** to make sure that they are actually programmes that are meant to be at the level at which they are pitched ...
- Researcher:** *Ya ...*
- Participant:** For example if it is a Diploma ...
- Researcher:** *Mhm*
- Participant:** Does it satisfy the Diploma
- Researcher:** *Mhm*
- Participant:** content wise *uhm* ... delivery wise
- Researcher:** Ok

Participant: etcetera

Researcher: Alright

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

Researcher: Ok

Participant: We actually have set a limit

Researcher: *Mhm*

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

Researcher: *Mhm*

Participant: capital investment ...

Researcher: *Mhm*

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

Researcher: *Mhm*

Participant: And any other levels

Researcher: Ok

Participant: So the norms and standards

Researcher: *Mhm*

Participant: denote the sort of quality

Researcher: *Mhm*

Participant: according to the institution

Researcher: Ok

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

Researcher: *Mhm*

- Participant:** which needs to man these institutions
- Researcher:** Ok
- Participant:** For example, if an institution is offering Diploma programmes
- Researcher:** *Mhm?*
- Participant:** it ... we need it to have certain PhD holders
- Researcher:** Ok
- Participant:** And then next ... senior degree holders
- Researcher:** Ok
- Participant:** And then at the lowest end
- Researcher:** Ok
- Participant:** degree holders
- Researcher:** *Mhm*
- Participant:** *Ee.* We specify *gore* this is how the number ... we stagger the ... the ... lecturers
- Researcher:** Ok
- Participant:** *Ee.*
- Researcher:** *Ee, mma.* Now *eh* ... the Revised National Policy on Education who ... who ... which started being implemented in 1994, identified the need to develop tertiary level distance education
- Participant:** *Mhm*
- Researcher:** as one of the strategies through which opportunities to access more tertiary level education and training can be expanded
- Participant:** *Mhm*
- Researcher:** How do you assess the level of development of tertiary level distance education in Botswana since 1994?

- Participant:** *Uhm ... with e ... e-le ... I don't know if e-learning is part of distance education ...*
- Researcher:** Yes
- Participant:** With the coming in of e-learning
- Researcher:** Ok
- Participant:** the access has grown a bit
- Researcher:** Ok
- Participant:** But with regard to face brick institutions
- Researcher:** *Aha?*
- Participant:** the limitation is still there
- Researcher:** Ok?
- Participant:** in the sense that there are not many institutions
- Researcher:** *Mhm*
- Participant:** that offer that distance mode
- Researcher:** Ok
- Participant:** And then may be the other one ... is just the fact of the manner in which people are not able to *combine formal teaching with the distance mode, where structures that are meant ...*
- Researcher:** *Mhm*
- Participant:** *for formal can in the evening be accessed by those who are doing distance educ ... learning*
- Researcher:** Ok, ok.
- Participant:** *Ee ...*
- Researcher:** So ... so ... the development of distance education in the country, at tertiary level you would say it's ...
- Participant:** It's picking but it's not there yet.

- Researcher:** But it's not there yet.
- Participant:** *Ee, mma*
- Researcher:** Ok, ok
- Participant:** *Mhm*
- Researcher:** Alright. *Ehm* ... I was going to follow this up by asking what percentage of the currently registered tertiary institutions in Botswana ... tertiary institutions are registering with your institution?
- Participant:** That's right.
- Researcher:** *Yah*, so what percentage of the currently registered tertiary institutions in Botswana offer open and distance learning programmes?
- Participant:** One
- Researcher:** May be there are some of them that do offer open and distance learning
- Participant:** No just ...just one in thirty. We've registered thirty institutions to date
- Researcher:** *Aha!*
- Participant:** but only one offers the distance mode
- Researcher:** *Ooh!*
- Participant:** *Mhm*
- Researcher:** Ok. The development is really low there.
- Participant:** It's very low
- Researcher:** It is low ... So there're ... apart from that one there are none which offer probably both full-time and distance?
- Participant:** *Ooh!* I might just slightly be ...
- Researcher:** Ok?

- Participant:** be, ... be wrong there ...
- Researcher:** Ok? No, it's ok.
- Participant:** I'm thinking that ... I ... I ... I am ... let's try and think through this one.
- Researcher:** Yes
- Participant:** I want to believe that the University of Botswana
- Researcher:** *Aha?*
- Participant:** has some distance learning
- Researcher:** *Ya* it does
- Participant:** Botswana Accountancy College
- Researcher:** *Mhm*
- Participant:** has some distance learning
- Researcher:** Ok
- Participant:** Those are the only other two that I can readily think of
- Researcher:** Ok
- Participant:** *Ee, mma.* Actually, then that makes three that might have distance
- Researcher:** Ok
- Participant:** But of the one that is distinctly distance only, there's only one of thirty
- Researcher:** Ok. Ok. There's only one.
- Participant:** *Ee, mma*
- Researcher:** *Eh* ... institutions like *Ba Isago* ... they're not registered with you yet?
- Participant:** *Ba Isago* is registered with us ... though *Ba Isago* is ...

- Researcher:** I think it does have distance ...
- Participant:** It does have the distance mode ... as a private
- Researcher:** So apart from BOCODOL ... this is the one that you say ...
- Participant:** The one that is full
- Researcher:** that is full, is full-time distance
- Participant:** So of the private we have *Ba Isago* and then ...
- Researcher:** We have *Ba Isago* and of the public we have *eh* ... the University
- Participant:** of Botswana and the Accountancy College
- Researcher:** Ok, ok. *Ya*, it is actually still at its early stages
- Participant:** At its early stages yes
- Researcher:** *Mhm*
- Participant:** *Ya* I think ... I tend to think that it's more of a mindset type of a thing.
- Researcher:** I was just about to say what do you think contributes to this state of affairs?
- Participant:** It's more of a mindset sort of a thing because most people up to now myself included ...
- Researcher:** *Aha?*
- Participant:** believe that for you
- Researcher:** *Eh?*
- Participant:** to go to school, you have to leave everything you are doing and enter an institution ...
- Researcher:** And enter that university ... and earn half salary in the second year ...
- Participant:** You see ...
- Researcher:** *Yah* ... Thank you ... *Ee, mma*

- Participant:** *Ee*
- Researcher:** *Uhm ... so I was going to ... I don't know what ... whether you keep figures of the student numbers ... I know you have percentages as to we are enrolling this percentage of ... eligible population ... but I wonder whether in that figure that you have of working out that percentage, do you have the figures that are entering into tertiary education through distance?*
- Participant:** I don't readily have them ...
- Researcher:** Ok
- Participant:** but I should think the Department of Policy should
- Researcher:** Ok
- Participant:** I really don't ... have you spoken to Mr Neil already?
- Researcher:** No, not yet ... I haven't spoken to him
- Participant:** *Ee, mma ... he should be able to give you the figures ... That's what he is in charge of*
- Researcher:** Oh, ok
- Participant:** Because ... we have just been visiting the registered private tertiary institutions
- Researcher:** Ok
- Participant:** And NIIT is now at eleven thousand
- Researcher:** *Uhm*
- Participant:** going on to twelve thousand
- Researcher:** *Uhm*
- Participant:** So I think may be we need to recollect the data that we have ...
- Researcher:** Ok
- Participant:** with regard to the number of students in our registered institutions

- Researcher:** Alright
- Participant:** *Mhm*
- Researcher:** Ok ... Right. Now ... since ... I was referring to the 1994 Revised National Policy on Education
- Participant:** Education ... *Ee ...*
- Researcher:** Yes ... *ee*, since it identified distance education as one of the strategies to increase opportunities for participation into tertiary ...
- Participant:** *Ee, mma*
- Researcher:** Why in your opinion has Botswana continued to record low participation rates, despite the fact that they have ... *ke raya* Botswana has identified distance as a strategy that can rescue us out of that *eh ...* situation. What do you ... why do you think we have remained low?
- Participant:** There are a number of factors.
- Researcher:** *Mhm?*
- Participant:** One of them is ... we need *eh ... people who are charged with the distance*
- Researcher:** *Mhm?*
- Participant:** *type of learning ...*
- Researcher:** *Mhm*
- Participant:** *need to go out to the people*
- Researcher:** Ok?
- Participant:** *to change their mindset with regard to what distance learning actually means*
- Researcher:** Ok!
- Participant:** *I think it is ... most people do not understand*
- Researcher:** Ok

- Participant:** *distance learning*
- Researcher:** Ok
- Participant:** *And that it is ... it serves the same purpose as*
- Researcher:** *Mhm, Mhm*
- Participant:** *face-to-face learning*
- Researcher:** Ok
- Participant:** And that it can benefit ... it releases the same qualifications, the same results ...
- Researcher:** *Mhm*
- Participant:** It is only the difference in the mode
- Researcher:** Ok
- Participant:** Ehee
- Researcher:** So in that particular one, is the issue of advocacy
- Participant:** *Advocacy mma*
- Researcher:** for distance education?
- Participant:** for distance education
- Researcher:** Ok
- Participant:** And in doing that ... through that advocacy also
- Researcher:** *Mhm?*
- Participant:** the advocacy should also *uhm* ... deal with ... changing the mindsets of people who believe that when they reach a certain age they can not go to school
- Researcher:** *Mhm*
- Participant:** I'm putting it in inverted commas any more ...
- Researcher:** *Yah?*

- Participant:** The people must know that there is now life-long learning
- Researcher:** Yes
- Participant:** Which they're not aware of
- Researcher:** Yes ... that you don't have to go to school ...
- Participant:** You don't have to ... school can come to you.
- Researcher:** Ok ...
- Participant:** *Ee mma*
- Researcher:** Ok ... ok. Now ... *eh* ... proponents of open and distance learning
- Participant:** *Le gone*
- Researcher:** *Ee, mma*
- Participant:** *eh* ... one other thing *mma*
- Researcher:** Ok ... ok
- Participant:** the advocacy ... I'm assuming that ... should also look at the fees
- Researcher:** *Mhm?*
- Participant:** *Is it cheaper ... is the distance could ... the distance mode may be a cheaper option*
- Researcher:** *Mhm?*
- Participant:** As to ... as opposed to the face-to-face learning? Is it ... I'm just posing a question that during that advocacy, this is the sort of thing which they have to unpack
- Researcher:** Ok
- Participant:** to the public
- Researcher:** *Mhm*
- Participant:** *Ee, mma*

- Researcher:** So you mean is it cheaper for the participants ... for the people enrolling
- Participant:** *Ehe ... mma*
- Researcher:** or is it cheaper for ... say if it is a public institution ... is it cheaper for government to finance *eh* ... distance education visa viz to finance *eh* ... face-to-face
- Participant:** *Ee, mma* ... all options have to be looked at
- Researcher:** *Mhm*
- Participant:** The single individual who wants to pursue further studies
- Researcher:** Ok
- Participant:** sponsoring himself or herself ...
- Researcher:** Ok, ok
- Participant:** *Government itself also*
- Researcher:** *Mhm*
- Participant:** *might not be aware that they could actually have a cheaper option of educating the young*
- Researcher:** *Mhm*
- Participant:** *citizens*
- Researcher:** *Mhm*
- Participant:** *Ee, mma*
- Researcher:** Alright. And ... and you believe it is the ... the provider of distance education who should
- Participant:** Should be charged with ...
- Researcher:** charged with the responsibility of educating both the government and the general public about *eh* ... whether or not the distance education would be cheaper to undertake, visa viz full-time?
- Participant:** *Ee, mma* ... to ... ke gore to educate all stakeholders

- Researcher:** *Mhm*
- Participant:** Government in this instance would be a stakeholder as a sponsor
- Researcher:** *Aha*
- Participant:** The public would be stakeholders in the sense that they are the participants
- Researcher:** *Mhm*
- Participant:** who benefit from the mode ...
- Researcher:** Ok
- Participant:** *Ee, mma*
- Researcher:** Now ... *eh* ... I'm trying to follow up *eh* ... the issue that distance education according to your opinion is not yet developed in Botswana. It's still at a very infant stage. You mentioned a few institutions that are ... that have taken it on board
- Participant:** Yah
- Researcher:** *Ee* ... and those are the institutions that have both ... most of them are the institutions that have both full-time and distance education *eh* ... the way you put it
- Participant:** *Mhm*
- Researcher:** Do you have an idea as to within their student body, which of the students are larger in number ... *ah* ... is it the full-time contingent ... the cohort within the full-time programmes or is it the cohort in the distance education? Those which have both distance education and ... and *eh* ... full-time?
- Participant:** It goes without saying that it will be the full-time ones
- Researcher:** Which are larger?
- Participant:** *Ee*, which are larger
- Researcher:** Ok
- Participant:** The reason being that full-time ones get government sponsorship

- Researcher:** *Mhm?*
- Participant:** And the others you find that they are mostly self-sponsored students. Because even if I work for government and I sponsor myself into Ba Isago for example,
- Researcher:** *Mhm?*
- Participant:** I need to attain a certain level of education for me to be re-imbursed
- Researcher:** *Mhm*
- Participant:** It's not money first ... its qualifications first
- Researcher:** *Mhm*
- Participant:** And then re-imburement later
- Researcher:** *Mhm ... while the full-time is the other way round?*
- Participant:** Is the other way round
- Researcher:** Ok
- Participant:** *Ee, mma*
- Researcher:** Can you comment on that? Why is that the case ... you think? I'm posing this question because ... because I know that Tertiary Education Council is actually looking into issues like that. What is your thought around this area?
- Participant:** I also want to ... the Tertiary Education Council to share responsibility with the institutions that offer that type of learning ...
- Researcher:** *Mhm*
- Participant:** They're the ... the Tertiary Education Council also has been a little bit slow
- Researcher:** Ok
- Participant:** in including ... in picking up that part ... that type of learning in promoting that type of learning. *Ee, mma*
- Researcher:** Ok

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

Researcher: *Mhm?*

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

Researcher: *Mhm*

Participant: that sort of information

Researcher: Ok

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

Researcher: Ok

Participant: about

Researcher: Ok

Participant: Ee

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

Participant: *Mhm*

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

Participant: *Mhm*

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

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

Participant: Distance education can ...

Researcher: Ok

Participant: And as I'm speaking

Researcher: *Aha?*

Participant: it's very much capable

Researcher: Ok

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

Researcher: Ok

Participant: For example, age ...

Researcher: *Aha?*

Participant: And a qualification

Researcher: *Mhm?*

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

Researcher: *Mhm?*

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

Researcher: *Mhm*

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

Researcher: *Mhm*

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

- Researcher:** *Mhm*
- Participant:** *Ehe*, so that access can increase for the younger load of students who come straight from Cambridge into tertiary institutions
- Researcher:** Ok ... ok
- Participant:** And then anybody else should explore this area ... this other area
- Researcher:** Ok ... of distance education?
- Participant:** of distance education
- Researcher:** Ok
- Participant:** And I want to believe that the cost would also be conducive
- Researcher:** *Mhm*
- Participant:** *Ee, mma.* Of distance education visa viz formal
- Researcher:** Ok
- Participant:** *Ee ... ga kere* the cost should go lower
- Researcher:** Ok?
- Participant:** because there is no brick and mortar
- Researcher:** Oho?
- Participant:** *Ee*
- Researcher:** Ok
- Participant:** May be the capital outlay initially for you to have a computer ... just to set yourself up initially, might be large
- Researcher:** *Mhm?*
- Participant:** But I think from there onwards it should be cheaper
- Researcher:** it should be cost effective
- Participant:** *Ee, mma*

- Researcher:** Alright. Now ... *yah* there ... there are ... some researchers ...
- Participant:** *Mhm*
- Researcher:** who ... also claim that *eh* ... *eh* ... distance education can perform more cost effectively in a dual mode institution, since the resources can be shared by both the face-to-face and the distance education *eh* mode. *Eh* ... what is your comment on this line of thought?
- Participant:** I've already alluded to it earlier on ...
- Researcher:** Yes ...
- Participant:** but we actually are not exploring or exploiting our brick and mortar buildings
- Researcher:** *Mhm*
- Participant:** Which is why find that ... actually they're a waste
- Researcher:** *Mhm*
- Participant:** If we were to look even at secondary schools
- Researcher:** *Mhm*
- Participant:** Passed the hour of six
- Researcher:** *Mhm*
- Participant:** Nothing takes place in our institutions
- Researcher:** *Mhm?*
- Participant:** There is no evening school
- Researcher:** *Mhm*
- Participant:** *Ee* ... and even at univ ... even these ones that are participating ... University of Botswana, Botswana Accountancy College
- Researcher:** Accountancy College ...
- Participant:** You find that it is a small portion
- Researcher:** *Mhm?*

- Participant:** of the facilities that are being used
- Researcher:** *Mhm?*
- Participant:** The rest of the facilities lie fallow
- Researcher:** Ok
- Participant:** But the good thing about education is that unlike churches
- Researcher:** *Mhm?*
- Participant:** It cannot affect the environment or the quality of life of the people negatively
- Researcher:** *Mhm*
- Participant:** where it is located.
- Researcher:** *Mhm*
- Participant:** There isn't a lot of noise from tertiary ... tertiary students
- Researcher:** *Mhm, Mhm*
- Participant:** unlike churches where you see people will be singing, so the noise will be disturbing people into the night
- Researcher:** *Mhm*
- Participant:** This is one area that needs to be explored more.
- Researcher:** *Mhm ...*
- Participant:** *Ee, mma*
- Researcher:** *Mhm ...* So you do agree that *eh ...* setting up a ... *ke raya ...* agreeing with these people who are saying it is more cost effective to have distance education within a ... a face-to-face *eh ...* institution
- Participant:** *Ee, mma*
- Researcher:** so that it becomes a dual mode ...

- Participant:** mode ... because I ... they were paying rent ... it means that it is shared ...
- Researcher:** Ok, ok ... the resources
- Participant:** The responsibility is shared
- Researcher:** Ok, the resources are really shared
- Participant:** *Ee, mma*
- Researcher:** Now, the recently approved tertiary education policy emphasises the need for an institution that is dedicated to the development and delivery of tertiary level distance education. What influenced that recommendation?
- Participant:** For one ... it was the Revised National Policy on Education
- Researcher:** *Mhm?*
- Participant:** Remember that *uhm* ... the policy developed from stakeholder participation
- Researcher:** *Mhm*
- Participant:** which means that as we were going more and more consulting into the deeper areas, you'd find that people in areas ... in remote areas like Gantsi, Maun ... they pointed a finger
- Researcher:** *Mhm*
- Participant:** that you all want our children to leave their villages
- Researcher:** *Mhm*
- Participant:** to go to Gaborone
- Researcher:** Ok
- Participant:** Can't we keep our youth here
- Researcher:** Ok
- Participant:** And assist them to grow
- Researcher:** *Mhm*

- Participant:** with us
- Researcher:** Ok
- Participant:** And yet they be able to have the same quality of life
- Researcher:** *Mhm*
- Participant:** That those are in the urban areas are able to get
- Researcher:** Ok
- Participant:** *Ee, mma*
- Researcher:** So you are saying it is a recommendation that is actually answering a political eh sort of concern? Or ... not political
- Participant:** Not political
- Researcher:** Ok
- Participant:** So ... national or societal ... because
- Researcher:** *Ehee ...*
- Participant:** *Ee ...*
- Researcher:** A social need like?
- Participant:** A social need ... *ee, mma ...*
- Researcher:** Ok
- Participant:** *Ee ...*
- Researcher:** And eh ... if you were to compare this *eh ...* because that is now the way forward ... the recommendation has been taken by government
- Participant:** *Mhm*
- Researcher:** to establish such an institution, which will be dedicated to concentrate on distance education
- Participant:** *Mhm*

- Researcher:** Probably the advocacy that you were referring to earlier could be addressed through such a dedicated institution and the other things. But I want to ... us to compare this in terms of cost effectiveness that we were talking about in the dual mode institution where now they have both distance education and the face-to-face ... how does Botswana go forward here if we are saying – it would be cost effective to be in the dual mode setting ...
- Participant:** *Mhm*
- Researcher:** And we are also saying – no but education must go out and one institution has to be dedicated to see to it that there is that education that goes out to the people ... how do we reconcile this ...
- Participant:** I want ... I want to believe that dual mode ... we don't mean tertiary to tertiary ... We can establish a satellite campus
- Researcher:** Alright
- Participant:** in a secondary school
- Researcher:** Yes!
- Participant:** elsewhere ... where during the day
- Researcher:** *Mhm?*
- Participant:** one mode of teaching takes place
- Researcher:** Yes
- Participant:** for secondary school students ... formal
- Researcher:** Ok, ok
- Participant:** And then in the evening, a tertiary level institution comes and uses the same ...
- Researcher:** same premises?
- Participant:** *Ee, mma*
- Researcher:** *Ee*
- Participant:** *Ee*

- Researcher:** I do understand that which means ... according to the recommendation for a dedicated institution, what I'm understanding with this last comment that you are making, is that ... that dedicated tertiary institution would make use of the facilities of the other institutions – not necessarily tertiary institutions, but all the educational institutions
- Participant:** all ... *ee, mma*
- Researcher:** but the distance education ... according to this recommendation ... needs to be coordinated from a central point
- Participant:** *Aha!*
- Researcher:** *Ehee*
- Participant:** The strategy of the distance learning mode will be located
- Researcher:** *Mhm?*
- Participant:** at that ...
- Researcher:** that institution
- Participant:** that institution
- Researcher:** Ok
- Participant:** And then the satellites would be coordinated from there
- Researcher:** *Mm?*
- Participant:** Ee
- Researcher:** Ok. What is your experience of shared use of resources in education in Botswana?
- Participant:** In as long as there is a centre manager
- Researcher:** Ok?
- Participant:** It is very possible
- Researcher:** Ok

- Participant:** You need a centre manager. *Eh* ... the ... you need a centre manager ... which looks ... takes care of the distance mode in the evening
- Researcher:** *Mhm*
- Participant:** to make sure that the premises are in a certain order in they are left in a certain order
- Researcher:** Ok
- Participant:** And they are well cared for, for example they have to be locked carefully
- Researcher:** *Mhm*
- Participant:** all of them in the evening to make sure that there are no breaking inns. And also to take care of all other eventualities that would affect the quality of teaching and learning.
- Researcher:** Ok
- Participant:** *Ee, mma.* But even for you to be given premises where you come from somewhere, and in the evening you just flow into this building
- Researcher:** *Mhm*
- Participant:** And after that you just go out ...
- Researcher:** *Mhm?*
- Participant:** There is no accountability
- Researcher:** *Mhm?*
- Participant:** There is no attachment ...
- Researcher:** Ok
- Participant:** And most probably there will be no learning ...
- Researcher:** Ok
- Participant:** You know, learning is a very ... it's a strange thing ...
- Researcher:** *Mhm*

- Participant:** You value what you suffer for
- Researcher:** *Yah*
- Participant:** What you get for free because you can go in anytime ... you find that people might even abuse the building
- Researcher:** Ok
- Participant:** *Ee*
- Researcher:** *Yah* ... Now do you ... do you personally believe that distance education can effectively deliver tertiary level education and training?
- Participant:** It has already been proven
- Researcher:** *Mhm?*
- Participant:** that it can
- Researcher:** Ok
- Participant:** *Uhm* ... I've already given the ... the ... for example I'm doing ICDL
- Researcher:** Ok?
- Participant:** through distance mode
- Researcher:** Ok
- Participant:** The quality of delivery and of the way information has been packaged
- Researcher:** Ok?
- Participant:** Really ... it equals any other mode
- Researcher:** Ok?
- Participant:** So I think it's more of ... what sort of ... is the content satisfactory?
- Researcher:** *Mhm?*
- Participant:** Is the manner in which it's delivered satisfactory

- Researcher:** *Mhm, Mhm*
- Participant:** And how is the assessment and everything
- Researcher:** Ok, ok?
- Participant:** It is not the fact that it is distance or ...
- Researcher:** Ok, ok
- Participant:** *Ee ...*
- Researcher:** Ok. Now, compared to face-to-face mode of delivery for tertiary education in Botswana
- Participant:** *Mm*
- Researcher:** what is the planned status of distance education according to the newly approved tertiary education policy? ... In some countries you'll find that *eh ...* distance education is used to complement *eh ...* face-to-face education
- Participant:** *Mhm*
- Researcher:** in other countries you'll find that distance education and *eh ...* face-to-face have the same status ... *Eh ...* it's planned that some people will go through this ... this *eh ...* route of distance education, others will go through the route of *eh ...* face-to-face. So I want to know the plan in Botswana *eh ...* to advance through this newly approved tertiary education policy ... if there is an ... *eh ...* a real plan in place
- Participant:** I want to believe that it will explore a number of things where you'd have distance as a mode in itself
- Researcher:** *Mhm*
- Participant:** And then you'd have another layer where distance is a complementary ...
- Researcher:** Ok
- Participant:** mode of others
- Researcher:** Ok

- Participant:** And you'd also have distance as a complementary mode for access
- Researcher:** *Mhm*
- Participant:** that is, for those people who have not ... who cannot go to formal schools ... who missed formal school and are therefore ... they're being ... *ke gore* created that path ...
- Researcher:** they're getting a second chance ...
- Participant:** a second chance in life
- Researcher:** Ok
- Participant:** I think one ... the idea is not to confine it to one ...
- Researcher:** Ok
- Participant:** mode
- Researcher:** *Ee*, ok, ok. Now according to the planned expansion, Botswana should be able to increase the participation rate in tertiary education from the current eleven point four to about seventeen percent by 2016 ... if I remember those right ... and further, to twenty or thirty percent by 2026.
- Participant:** *Ee, mma*
- Researcher:** What is the planned percentage contribution of distance education in this expansion process?
- Participant:** ... *Hae*, no ... that one I can't answer ... It has never crossed my mind *gore* did we quantify that one ...
- Researcher:** Yes ...
- Participant:** *Ee* ...
- Researcher:** *Ee* ...
- Participant:** Because, like I said ...
- Researcher:** Aha?
- Participant:** It's like the distance mode caught us napping

- Researcher:** Ah ... ok
- Participant:** So, I am not able to quantify
- Researcher:** Ok, ok ... that's fine
- Participant:** the rate of participation or the rate of growth
- Researcher:** *Yah*
- Participant:** at that time
- Researcher:** Ok
- Participant:** *Ee, mma*
- Researcher:** Well, that's fine. Now what kind of support do you think tertiary level distance education needs in this country, in order for it to deliver quality education and training effectively?
- Participant:** *Uhm ... Quite a number of things. I ... I want to believe that ... uhm ... a kere* first of all I've said that the part ... the level of participation is very low?
- Researcher:** *Mhm*
- Participant:** *Gore* resource ... we are going to need more resources
- Researcher:** *Mhm*
- Participant:** to promote the distance mode
- Researcher:** Ok? So it needs more resources?
- Participant:** We need more resources
- Researcher:** *Mhm*
- Participant:** And what else are we going ... I ... am not sure whether ... *a kere* resources should mean finance ... would mean human resource ... whatever
- Researcher:** *Mhm, Mhm*
- Participant:** I want leave it at that

- Researcher:** And the quality of that resource if you are talking human learn ... and their training and all that ...
- Participant:** All that, I want to leave it at that
- Researcher:** You want to leave it at that for now
- Participant:** *Ee, mma*
- Researcher:** *Ee, mma. Eh ...* do you think that distance education has received *eh* ... some support ... so far?
- Participant:** People are beginning to become aware of distance education. I want to put the ... *eh* distance education at the level at which vocational education is
- Researcher:** Ok
- Participant:** But now ... it's ... it's a reality which has been brought to the fore
- Researcher:** Ok
- Participant:** that distance education is also there to stay ... it's now a mainstay and it's being recognised
- Researcher:** Ok
- Participant:** *Ee, mma*
- Researcher:** Ok ... alright. *Eh ... eh ...* Do you think tertiary institutions providing distance education in Botswana should ... what do you think they should do themselves to improve the ... the contribution of distance education in expanding *eh* ... access to tertiary level education?
- Participant:** They must reach out to distance education. Reach out in the sense that, they should promote it. They should want to bring this mode to their institutions.
- Researcher:** Ok
- Participant:** There is no reason why nursing cannot be done through the distance mode
- Researcher:** *Aha?*

- Participant:** And then may be during attachments ...
- Researcher:** *Mhm?*
- Participant:** then that is the formal contact.
- Researcher:** Ok
- Participant:** But otherwise the delivery of the content be done in a distance mode
- Researcher:** in a distance mode
- Participant:** *Ee, ke gore* there is a ... there's actually ... I cannot remember any discipline which would dispute the fact that the distance mode cannot ...
- Researcher:** work with ...
- Participant:** work with it ... *ee*.
- Researcher:** *Aha*. Ok . But those ... those institutions that have already embraced distance education, what do you think they should do to improve ... earlier on we said when we look at the numbers that are in the various institutions that have both distance and face-to-face, we see larger numbers on the face-to-face side and fewer numbers in the distance. I know we alluded to the sponsorship
- Participant:** *Mhm*
- Researcher:** Eh ... but there might be more factors that are ... are influencing that kind of picture. What do you think the providers of distance education themselves, like the ... the ... the dual mode should do to improve the distance education's side?
- Participant:** They should remove all the barriers
- Researcher:** *Mhm*
- Participant:** One of the barriers is recognition
- Researcher:** *Mhm?*
- Participant:** of the distance mode ... promotion of the distance mode ... advocacy of the distance mode.
- Researcher:** *Mhm*

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

Researcher: *Mhm*

Participant: Because that is how my lifestyle is structured

Researcher: *Mhm?*

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

Researcher: *Mhm*

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

Researcher: *Mhm, Mhm*

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

Researcher: more flexible

Participant: *Ee, mma*

Researcher: *Mhm*

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

Researcher: *Mhm*

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

Researcher: *Mhm?*

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

Researcher: Ok

Participant: within the safety of my own home.

- Researcher:** Ok
- Participant:** *Ee*
- Researcher:** In this manner ... how do you propose they would do that?
- Participant:** How they would do that?
- Researcher:** Take *ee* ... distance education to where the students are?
- Participant:** where the students are?
- Researcher:** *Mhm?*
- Participant:** First of all they should establish the link. There are many ways of doing that
- Researcher:** *Mhm*
- Participant:** One of them is to increase satellite campuses. The other one is that when it is at home
- Researcher:** *Mhm*
- Participant:** Then where the satellite is ... the satellite campus is. Then you have the coordinator. Actually going to see the set up where the student is
- Researcher:** *Mhm*
- Participant:** This is my computer ... this is what it has everything
- Researcher:** *Mhm*
- Participant:** It's going to take the ... an extra mile
- Researcher:** *Mhm*
- Participant:** And we all know that when you're still promoting something
- Researcher:** *Mhm*
- Participant:** You need to go the extra mile
- Researcher:** *Mhm*

- Participant:** where they go and they inspect the facilities, just like what the franchisers are doing. Ga kere they come they inspect that no this institution is fit
- Researcher:** Is fit *yah*
- Participant:** *Ee*
- Researcher:** Ok
- Participant:** *Ee, mma*
- Researcher:** So they must go and inspect the student's facilities and what is a...
- Participant:** Facilities and
- Researcher:** what is available for the
- Participant:** available. After they have recommended to the student gore this is what ... this is how you set yourself up
- Researcher:** Ok
- Participant:** *Ee, mma*
- Researcher:** *Yah*, no. There's another question that you have actually already touched on, which was to do with the sponsorship.
- Participant:** *Mhm*
- Researcher:** *Ee*, I was saying that currently sponsorship for tertiary level study does not cover individuals studying through *eh* ... the open and distance learning mode, and I was ... I just wanted your comment on that. But ... but I know you have already said something. You could still say something.
- Participant:** I actually have an extra comment.
- Researcher:** *Mhm?*
- Participant:** The Ministry of Education is trying to revise their sponsorship
- Researcher:** Ok ... policy?
- Participant:** policy.

- Researcher:** Ok
- Participant:** And I want to assume that during the revision
- Researcher:** *Mhm*
- Participant:** they will look at a number of options
- Researcher:** Alright
- Participant:** One of them being, which I'm aware of that they would like *eh* ... students or participants to ... to be a little bit more independent
- Researcher:** Ok
- Participant:** where they would open up to the bank ... assist them through the bank, that they can get sponsorship
- Researcher:** Ok
- Participant:** And they would also during that time then be able to consider the different modes
- Researcher:** Ok
- Participant:** *Ee.* I'm assuming that they should be able to say, so much percent should be towards the distance mode
- Researcher:** Ok
- Participant:** *Ee, mma*
- Researcher:** Alright, I think we have *eh* ... exhausted the ... for now ...
- Participant:** Ok
- Researcher:** the ... the concerns that I wanted to ... us to share
- Participant:** *Mhm*
- Researcher:** And I might when I'm sitting down and putting this thing together and interpreting what we have been talking about, I might want to make a follow up here and there, and I ... it would be nice if I would be in a position to come back to you and clarify a few things or even find more information about ...

- Participant:** *Ee, mma*
- Researcher:** about certain aspects of the research.
- Participant:** I don't have a problem with that. But I think the only thing that could have may be assisted ... is for ... when you need figures
- Researcher:** Yes, yes
- Participant:** You need to say to somebody – I might just
- Researcher:** To indicate, yes, yes
- Participant:** I might just
- Researcher:** Yes, yes
- Participant:** need you to give me ...
- Researcher:** *Yah ...*
- Participant:** Approximate figures for ...
- Researcher:** *Uh, uh!*
- Participant:** with regard to this and that and that
- Researcher:** *Yah ...* That is true
- Participant:** *Ee ...* That is the only thing which I thought ...
- Researcher:** *Yah*
- Participant:** Where the snag was
- Researcher:** *Ee, yes*
- Participant:** Where you're not able to give reliable data
- Researcher:** *E ... yah, yah, yah*
- Participant:** *Ee, mma*
- Researcher:** No, that is true. Thank you very much.
- Participant:** *Ee, mma*

Researcher: *Yah, thank you so much*

Participant: *Ee, mma*

Researcher: *Ee, mma*

Participant: Let's hope gore it worked ...

Researcher: It

Interview Transcripts – T3

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

Researcher: *Yah ...* Ok good morning ...

Participant: Silent nod

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

Participant: Silent nod

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

Participant: Silent nod

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

Participant: Silent nod

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

Participant: Silent nod

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

Participant: Silent nod

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

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

Participant: Silent nod

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

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

Researcher: Ok

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

Researcher: Ok

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

Researcher: Ok

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

Researcher: Ok

Participant: To get back to your question

Researcher: *Mm*

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

Researcher: Ok?

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

Researcher: Ok

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

Researcher: *Mhm?*

Participant: In one year

Researcher: *Mhm?*

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

Researcher: *Mhm*

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

Researcher: *Mhm... Mhm?*

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

Researcher: Ok

Participant: So that's reflective of participation

Researcher: Ok

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

Researcher: Oh ... ok

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

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

Participant: Ok?

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

- Participant:** Now we've done this increase to eleven percent ... now let me just put that into context
- Researcher:** Alright?
- Participant:** It is very, very low. We've done a number of studies of Botswana versus peer comparator countries
- Researcher:** *Aha?*
- Participant:** Our peer comparator countries in Africa are South Africa and Mauritius *uhm* ...
- Researcher:** And Namibia?
- Participant:** And Namibia. We are ahead in terms of Namibia in terms of our tertiary education system and participation
- Researcher:** Ok?
- Participant:** We got some considerable way behind South Africa
- Researcher:** *Mhm?*
- Participant:** *Uh* ... and got some major gap between us and Mauritius. And if you look globally at other middle income countries, which Botswana is, we are way ... way down
- Researcher:** *Mhm?*
- Participant:** Notwithstanding that, the level of *eh* ... financing of education and tertiary education in this country it's just ... we're a global leader in terms of the amount of money we're spending ... of the proportion of GDP
- Researcher:** Ok. On tertiary education?
- Participant:** On education as a whole
- Researcher:** Oh on education as a whole
- Participant:** I think we spend about 8% of GDP on education
- Researcher:** Ok

- Participant:** Which puts us ... must be number one in the world. We haven't yet got a firm figure of what proportion of that is spent on tertiary education
- Researcher:** Ok
- Participant:** But I think it's about 20% of that 8% ... that is incredibly high. Yet we're not getting anywhere in terms of access.
- Researcher:** were not getting ... ok ... ok
- Participant:** Still very, very low
- Researcher:** Ok. What would say contributes to that?
- Participant:** I think the major issue has been that Botswana's focus since independence is to build up basic ... start education from the base ... focusing on primary, focusing next on secondary and there are major achievements there I mean ... we're almost at universal access in terms of primary
- Researcher:** *Yah ... Mm*
- Participant:** We're heading towards that way in terms of secondary. We will be there by the end of NDP 10.
- Researcher:** *Mm*
- Participant:** To try and sum it. But there's been very little focus on tertiary level education
- Researcher:** *Mm*
- Participant:** Over the period of independence
- Researcher:** Ok?
- Participant:** It's been ... an exhilaration like ... it hasn't received very much policy or strategic attention ... until TEC came into being three years ago
- Researcher:** Ok
- Participant:** Now we've started to focus on it and ... *eh* ...
- Researcher:** it's taking shape

- Participant:** That's the major reason
- Researcher:** *Yah ... eh ... you ... uh ... you mentioned earlier on that the ... the registration of new institutions*
- Participant:** *Ee ...*
- Researcher:** improved during the past year or so
- Participant:** *Yah*
- Researcher:** But ... but ... *eh ...* would you say that the ... those existing tertiary institutions in the country are coping with the demand for tertiary education as they are
- Participant:** No, not at all. I mean ... *uhm ...* In two respects *we still have a large number of outbound students being sent outside the country* by ... by ... *eh ...* by Student Placement
- Researcher:** Ok?
- Participant:** *Our participation rate is still very, very low*
- Researcher:** *Mhm?*
- Participant:** It's ... even that 11% is low
- Researcher:** *Mm ... yah*
- Participant:** *Uh ...* we're planning to almost double that over the next plan period to 20%
- Researcher:** *Mhm?*
- Participant:** Still it'll be low, the other middle income countries ... I can't remember if they are around 30 or 40%
- Researcher:** *Yah ... yah*
- Participant:** And then they're not coping ... the particular challenges that we're facing is in relation to quality and relevance
- Researcher:** Oh ... ok

- Participant:** Even if we ... if we made some progress in terms of access, quality and relevance is *eh* ... very, very poor
- Researcher:** Ok. Still has to be brought to standard
- Participant:** Has to be addressed *yah*
- Researcher:** Ok you have already touched on the ... on my next question which was going to be ... *eh* ... which was going to touch on ... *eh* ... the fact that sub Sahara Africa continues to record very low participation rates in the world
- Participant:** *Mm*
- Researcher:** at tertiary level education. And ... and I was going to ... to ... to say do you think this is true for Botswana. But I think you have already said
- Participant:** *Yah*
- Researcher:** Botswana is actually enrolling very low figures in tertiary education
- Participant:** Compared to the rest of Africa we're doing well. But the rest of Africa shouldn't necessarily be our bench mark
- Researcher:** *Yah*
- Participant:** We're a middle income country
- Researcher:** Ok
- Participant:** So ...
- Researcher:** Alright. Now ... *eh* ... with regard to participation of the different age groups ... I know you have indicated that your institution has been concentrating on the 18
- Participant:** *Yah*
- Researcher:** to 24 year olds
- Participant:** *Mm*
- Researcher:** but ... but ... *eh* ... just an indication of the different age groups *eh* ... *eh* ... getting into tertiary education. How does Botswana

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

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

Researcher: Ok

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

Researcher: Ok

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

Researcher: Ok

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

Researcher: Ok

Participant: I got a very nice analogy

Researcher: Ok?

Participant: If you don't mind this

Researcher: *Mhm?*

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

Researcher: Ok

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

Researcher: *Ah...* ok. I see

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

Researcher: *yah* ... *yah*

Participant: *ehm...*

- Researcher:** There are trends recently that indicate that *eh...* I mean in all the developing and developed countries ... that more and more employees and adults want to access tertiary education
- Participant:** *Mhm*
- Researcher:** And I believe that is also true for Botswana ... is it?
- Participant:** *Mhm ... Mhm*
- Researcher:** *Ee ...* now what do you think influences this trend of adults wanting to ... to ... to access tertiary education?
- Participant:** Well I guess it's a social demand ... is driven by employment opportunities. I mean particularly in Botswana
- Researcher:** *Mhm*
- Participant:** *Uhm...* the way I have assessed it ... we have an interesting situation where there's been a major shift in employment patterns from agriculture to urban type jobs...
- Researcher:** Ok
- Participant:** the country has prospered and boomed
- Researcher:** *Mhm?*
- Participant:** So I think it's inevitable that Botswana have wanted to...uhm....enjoy the boom that is taking place
- Researcher:** *Mhm*
- Participant:** *not by occupying low level jobs ... but by seeking high level, high skilled jobs*
- Researcher:** *Mhm*
- Participant:** So I think that is the major driver
- Researcher:** Ok
- Participant:** certainly in this country
- Researcher:** Ok

- Participant:** I can't seem to explain that adequately ...
- Researcher:** *Yah ... no*
- Participant:** well on practical terms I mean
- Researcher:** Ok. And ... and ... and what challenges does this kind of demand pose for the existing tertiary institutions in Botswana?
- Participant:** The major ... major challenge we're facing at the moment is around *ehm ...* transition from tertiary education into employment
- Researcher:** *Mhm*
- Participant:** And there has not been any real joined up strategic thinking about the nexus between employment and tertiary education
- Researcher:** *Mhm*
- Participant:** Between supply and demand
- Researcher:** and demand
- Participant:** don't quite well work around that which we might talk about
- Researcher:** Ok. *Ee ...* but before we get into that ...
- Participant:** *Mhm*
- Researcher:** I would like to ... for us to see the transition from ... from lower levels of education to tertiary
- Participant:** Ok
- Researcher:** Because ... because now we're saying that *eh ...* the institutions that are here are still dealing with the 18 to 24 year olds ...
- Participant:** Oh yes they are
- Researcher:** And they are not really coping much with that. Now there is this influx of demand from the adults now people who are in employment ... people who
- Participant:** I don't think ... there is nothing that will alter that
- Researcher:** *Yah*

- Participant:** Because we haven't been doing too much about it
- Researcher:** Ok ... ok
- Participant:** And totally
- Researcher:** An untapped sort of *eh* ...
- Participant:** Absolutely, totally untapped
- Researcher:** Ok
- Participant:** Market if you like
- Researcher:** Ok
- Participant:** Neglected entirely
- Researcher:** Alright.
- Participant:** *Mm*
- Researcher:** So ... so in your opinion ... how can the tertiary education system address that emerging challenge?
- Participant:** The way it is addressing that challenge
- Researcher:** *Mhm?*
- Participant:** is through the tertiary education policy
- Researcher:** *Mhm*
- Participant:** *Ehm* ... we did recognise ... and there is a specific recommendation in there that there should be established ... *eh* ... a ... either university or a college or institute ... call it what you will ... we still have to get our heads around that definition
- Researcher:** Ok?
- Participant:** of open and distance learning at tertiary level
- Researcher:** *Mhm*
- Participant:** And that will either be a new institution that is developed

- Researcher:** *Mhm?*
- Participant:** There's two options on the table
- Researcher:** *Yah*
- Participant:** A completely new institution devoted to open and distance learning would be developed like an open university for Botswana. Or BOCODOL would be transformed
- Researcher:** Ok
- Participant:** This is the two options under the ...
- Researcher:** Ok. The two options *yah*
- Participant:** Have to be explored *uhm* ...
- Researcher:** Ok. Right ... and ... and ... *eh* ... I'm thinking that *eh* ... it's not a new idea that distance education can be referred to as a strategy that can address that particular ...
- Participant:** Oh, not at all
- Researcher:** The Revised National ...
- Participant:** *Yah*, the Revised National Policy actually
- Researcher:** *Yah*
- Participant:** Designated UB Centre
- Researcher:** *Aha?*
- Participant:** for Continuing Education that it would be the national centre but ... well they call it distance education
- Researcher:** *Yah*
- Participant:** because of the expression of the distance learning
- Researcher:** Ok
- Participant:** But it did designate it as the national centre

- Researcher:** *Yah*
- Participant:** But for a whole host of reasons ... *ehm* ... that never materialised.
- Researcher:** *Mhm*
- Participant:** That was in '94 Revised National Policy.
- Researcher:** *Mhm?*
- Participant:** *Eh ... UB CCE seemed unresponsive in terms of the challenge. It certainly didn't meet that challenge*
- Researcher:** *Mhm*
- Participant:** *Ehm ... that's why we came round to reviewing ... to developing the Tertiary Education Policy, we just decided well ... they've had their chance ... there needs to be a new approach ... new institution*
- Researcher:** Ok
- Participant:** Or BOCODOL transformed
- Researcher:** Ok, ok. *Eh ... so ... so ... so it's a follow up from the ... the Revised National eh ... Education ... to strategise ... to may be give another institution the opportunity*
- Participant:** It was a review of that original recommendation. We consulted with stakeholders and they said CCE is ... really not
- Researcher:** it's not getting there
- Participant:** but set something else ... that *eh* ...
- Researcher:** Ok. *Eh ... some ... some research eh ... have thought that eh ... some researchers actually ... think that ... if you locate distance education within an already existing say tertiary education ...*
- Participant:** *Mm*
- Researcher:** like ... like UB
- Participant:** *Mm*

- Researcher:** they have an opinion that ... that would be the best way to locate distance education because you already have resources in that institution
- Participant:** *Mm*
- Researcher:** And the two modes can actually share those resources and they can work *eh* ... hand in hand. Apart from the experiences of CCE or the experiences of the country through the performance of CCE, what would be your comment on that?
- Participant:** We did actually consider that
- Researcher:** *Mm?*
- Participant:** because we have the two options all the time ... a self standing institution ...
- Researcher:** *Aha?*
- Participant:** dedicated to run with distance learning
- Researcher:** *Mm?*
- Participant:** or whether to embed distance learning within existing institutions
- Researcher:** *Mhm?*
- Participant:** However it was
- Researcher:** *Mhm?*
- Participant:** that ... that would not work
- Researcher:** Ok
- Participant:** that would not work. Because certainly our experience was that when you do that, open and distance learning in a sense, it becomes Cinderella.
- Researcher:** *Mhm ... Mhm ...*
- Participant:** You're with me on that expression?
- Researcher:** Yes, yes, ye, yes

- Participant:** *Yah?* The bridesmaid
- Researcher:** *Mhm? ... Mhm?*
- Participant:** And it really doesn't work well and we thought ... this challenge is so important that it needed a self-standing institution
- Researcher:** Ok ... ok , with sole attention
- Participant:** *Mm*
- Researcher:** Ok. O ... did you have *eh ... eh ...* impressions of any ... what could affect ... what could lead to this *eh ...* stage of being *eh ...* like a Cinderella position within a ... a ... a dual mode institution?
- Participant:** I think it's really ...
- Researcher:** what really contributes to that kind of thing?
- Participant:** I think it's really due to our experiences in consultation with UB
- Researcher:** Ok?
- Participant:** We were talking with students there, we were talking with staff
- Researcher:** *Mhm?*
- Participant:** And actually talking to the then Director of CCE
- Researcher:** Ok?
- Participant:** *Ehm ...* it certainly hadn't worked there
- Researcher:** *Yah*
- Participant:** *Ehm ...*
- Researcher:** Was it being bottled up by the fact it is together with ... with another *eh ...* mode ... within the same institution
- Participant:** *Yah* absolutely
- Researcher:** Ok
- Participant:** *Eh ...* I'm trying to get my head around this ... this

- Researcher:** Oh, ok?
- Participant:** complacency ... Well I think *the major ... failure within UB*
- Researcher:** *Mhm?*
- Participant:** *was clearly a lack of leadership of CCE*
- Researcher:** Oh, ok
- Participant:** they needed to address that
- Researcher:** Ok
- Participant:** So well ... to answer that question ... obviously ...
- Researcher:** *Ee ... no ... no*
- Participant:** I need to get some ...
- Researcher:** Of course sometimes ... sometimes ... eh ...
- Participant:** *Mm?*
- Researcher:** If I can use the ... the experience of ... but this one was not at tertiary level ...
- Participant:** *Mm?*
- Researcher:** the experience of Botswana government. In the Ministry of Education we used to have
- Participant:** Ok
- Researcher:** a distance education programme within the Department of Non-formal Education
- Participant:** Ok? *Mm?*
- Researcher:** And there ... it's almost ... it was almost the same thing where distance education was sort of stifled ... it wasn't really ...
- Participant:** Yes
- Researcher:** *eh ... able to address the ... the issues eh ... the way it could and therefore ... that is how BOCODOL got born actually*

- Participant:** Ok?
- Researcher:** it was the recommendation of ... of the Education Commission
- Participant:** *Mm?*
- Researcher:** That time
- Participant:** *Mm?*
- Researcher:** they said ... take distance education out of ...
- Participant:** *Mm ... Mm*
- Researcher:** because these are two big programmes
- Participant:** Sure
- Researcher:** within one department and obviously one is bound to suffer when the other one is being attended to.
- Participant:** well certainly that was the research ... that's exactly the same
- Researcher:** That was what was really the situation...
- Participant:** that was exactly the same ... well
- Researcher:** *yah* ok
- Participant:** Ok
- Researcher:** Now ... I ... I ... I'm also going to ... to tap your experience and opinions in terms of *eh* ... the claim of distance education that it can actually ... do better than face-to-face in terms of expanding access
- Participant:** *Mm ... Mm*
- Researcher:** to tertiary education. What ... what is your take on that?
- Participant:** Oh, I did some elegant work on that in about 2007 ...
- Researcher:** Oh?
- Participant:** 2001 in fact.

Researcher: Ok?

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

Researcher: Ok

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

Researcher: Ok?

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

Researcher: *Mhm?*

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

Researcher: Ok, ok

Participant: which I have

Researcher: *Yah*

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

Researcher: Ok?

Participant: It's on their website.

Researcher: *Yah*

Participant: or I hope it's still there

Researcher: *Yah* ... I think it is

Participant: *Yah* ...

Researcher: I think it is

Participant: I wrote that so ...

Researcher: Ok

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

Researcher: Alright

- Participant:** so I think you can check that
- Researcher:** Ok. *Ehm* ... Now that we have actually touched on ... on UB a lot
- Participant:** *Mm*
- Researcher:** I'm ... I'm tempted to ask you of the ... their recent ... recent in the sense that it has been within this current *eh* ... plan period
- Participant:** *Mm*
- Researcher:** They have instituted a policy ...
- Participant:** Ok
- Researcher:** which is the distance education mainstreaming policy
- Participant:** *Mm ... Mm*
- Researcher:** And *eh* ... I want to know how you have seen it assisting distance education within the University to go beyond how it was before that policy.
- Participant:** *Mm*
- Researcher:** Whether it did actually help distance education pick up within the University
- Participant:** I'm not aware that it has at all. *Eh* ...
- Researcher:** *Yah*
- Participant:** Absolutely not
- Researcher:** Ok. Now ...
- Participant:** There's nothing obvious that I'm aware of ...
- Researcher:** *Yah* that's fine. If we can go back to the ... to the ... to the ... the new policy for tertiary education
- Participant:** Ok
- Researcher:** *Eh* ... it emphasises this dedicated institution ... institution for distance education

- Participant:** *Ee*
- Researcher:** Do you believe that eh ... I mean compared to the face-to-face mode, what is the planned status of distance education according to this ... this newly approved policy
- Participant:** I don't think we're really in a position to *eh* ... give any detail around that institution
- Researcher:** Ok
- Participant:** This is just *eh* ... a high level policy recommendation
- Researcher:** Ok
- Participant:** That's its status up to now
- Researcher:** Alright
- Participant:** However what we know is ... we into the implementation phase
- Researcher:** *Mhm?*
- Participant:** of that policy
- Researcher:** *Mhm?*
- Participant:** One of the things we're doing ... we've set up a high level task team that will oversee the implementation of the policy. We're setting up small sub-task forces around various aspects of the policy
- Researcher:** Ok
- Participant:** we overseeing this one
- Researcher:** Alright
- Participant:** So really at the moment all we have is ... basically is ... it's a high level ... extremely high level policy recommendation
- Researcher:** Ok, ok
- Participant:** But we need to develop
- Researcher:** *Mhm?*

- Participant:** open and distance learning
- Researcher:** *Mhm?*
- Participant:** The actual definition of ... would need a further study.
- Researcher:** Ok
- Participant:** There'll be a formulation study around
- Researcher:** Ok
- Participant:** that recommendation
- Researcher:** *Aha?* So you haven't yet thought of whether it's a system that is going to be parallel with the face-to-face when some students will go
- Participant:** Absolutely
- Researcher:** one route and the other ones would go through the other route
- Participant:** That all ... is for the formulation study and is an NDP 10 project
- Researcher:** *Aha*
- Participant:** will lead to the establishment of this
- Researcher:** Ok
- Participant:** institution so it's ... it's
- Researcher:** Ok
- Participant:** really pre-mature
- Researcher:** Oh, ok
- Participant:** at this stage
- Researcher:** I see. Cos otherwise I was going to follow it by saying ... what contribution are you envisaging distance education towards tertiary education, what percentage contribution?
- Participant:** *Mm*

- Researcher:** But ... but then as you say ... it will unfold
- Participant:** It will ... it will unfold
- Researcher:** *Ee* ... ok. Right. *Ehm* ... that also impacts on my next question which was ... which was ... now I was going into percentages
- Participant:** *Mm*
- Researcher:** and saying ... But I think I can still ask this one ...
- Participant:** Ok
- Researcher:** Cos *eh* ... just to find out whether *eh* ... you have figures regarding *eh* ... the percentage ... I know that ... we are at a point where the transition rate to tertiary is at about 11.4%
- Participant:** *Yah*
- Researcher:** And *eh* ... as we indicated earlier, we're planning to ... to ... to take up to like 20% by ... by ... is it 2029?
- Participant:** I think it's set at ... It's 17% by ...
- Researcher:** 17% by 2016?
- Participant:** *Yah*
- Researcher:** Ok
- Participant:** And then I think it's ...
- Researcher:** About 20% by 2026?
- Participant:** It's up to 20% by 2026
- Researcher:** Ok
- Participant:** That is 18 to 24 age group. We've really done no work ...
- Researcher:** *Uh* ... about the other
- Participant:** About the rest
- Researcher:** Ok

- Participant:** So therefore open and distance learning is yet ... it's a big unknown and that will clearly come out the formulation study. Cos we've got the policy recommendation
- Researcher:** *Yah ... yah*
- Participant:** The formulation and needs assessment around the open and distance learning. So this is ...
- Researcher:** Ok
- Participant:** NDP 10 stuff
- Researcher:** Alright. But the current ... the current ... *eh* ... student body between the various institutions
- Participant:** *Mm*
- Researcher:** That have enrolled *eh* ...
- Participant:** Ok?
- Researcher:** What is the ... if you have any ... any information on this one ... what is the ... the ... the contribution of distance education to the current student body, at tertiary level?
- Participant:** Percentages are our ... I'm gonna ...
- Researcher:** Ok, ok
- Participant:** Minimal to zero
- Researcher:** Oh, ok. It's making very little impact
- Participant:** *Yah* absolutely
- Researcher:** *Yah*. Are there some institutions apart from BOCODOL and *eh* ... the University of Botswana ... are there any other institutions
- Participant:** Not that I'm aware of
- Researcher:** that are registered ... Oh, ok.
- Participant:** Not that I'm aware of ...no, no, no ... not at all

- Researcher:** *Eh ... ok. So ... so it's between the University of Botswana and BOCODOL, which has just started*
- Participant:** *Yah*
- Researcher:** *delivering eh ... tertiary level*
- Participant:** *their contributions are minute.*
- Researcher:** *Yah they are ... they are*
- Participant:** *Mm*
- Researcher:** *Ok. So ... so most of the distance education ... people who access distance education at the moment are those that take it from across the borders?*
- Participant:** *Yes, it is provided by the offshore providers*
- Researcher:** *Yah. Ok*
- Participant:** *Mm ... Mm*
- Researcher:** *Now in ... in ... in terms of resources ... roughly ... I was going to ask ... I know you mentioned it earlier*
- Participant:** *Ok*
- Researcher:** *Eh ... to ... to ... to ask what percentage of the education budget goes into tertiary ... you indicated something earlier.*
- Participant:** *We haven't got eh ... this belongs to our Directorate of Financing and I cannot say that ...*
- Researcher:** *Oh ok*
- Participant:** *But when we did the national human resource development strategy study*
- Researcher:** *Ok?*
- Participant:** *that was launched in this Directorate*
- Researcher:** *Ok?*

- Participant:** The figure we came up with was in between eighteen and twenty percent
- Researcher:** Oh, ok
- Participant:** of the education budget
- Researcher:** *Aha*
- Participant:** And that includes the outbound students ... well, that's ... that's the entire budget
- Researcher:** Ok
- Participant:** That is very, very high
- Researcher:** *Mm*
- Participant:** Very, very high
- Researcher:** Ok
- Participant:** Mauritius is round ... at about 13%
- Researcher:** *Mhm?*
- Participant:** and they do double what we do
- Researcher:** *Mhm?*
- Participant:** in terms of access anyway
- Researcher:** What contributes to that?
- Participant:** Waste. ... and
- Researcher:** lack of management of resources?
- Participant:** Poor and lack of it ... I mean ...
- Researcher:** Oh
- Participant:** *the main source of wastage within our system is that we have a lot of tiny micro institutions*
- Researcher:** Ok

- Participant:** so there is no efficiency there at all
- Researcher:** Ok
- Participant:** We may have one tertiary institution that has sixty students
- Researcher:** Ok ...
- Participant:** and that's a horribly expensive
- Researcher:** Wow ... *Yah*
- Participant:** Plus *we've got a large number of outbound students, which is very expensive*
- Researcher:** *Yah*
- Participant:** And then the education budget itself is huge, it's 8% of GDP. Which puts us almost number one in the world ... percentage of GDP that goes into education
- Researcher:** And yet our output
- Participant:** Our output, our rankings and quality rankings ... and all rankings ... are very low. So *we just wasting a lot of money ... it's frightening*
- Researcher:** *Yah* ... a lot of work still needs to be done
- Participant:** *Hei*
- Researcher:** Now, reports from various dual mode tertiary institutions in southern Africa at least, give an impression that fewer students enrol through the distance education mode. We have ... we have touched on that
- Participant:** Ok
- Researcher:** in terms of the University of Botswana for instance. But what could be leading to ... contributing to the state of affairs ... where ... where the institution has decided that ... we are going to use two modes ...
- Participant:** *Ee ... ee ...*
- Researcher:** yet ... and distance education is purported to take more, because it's flexible and so on ... But figures show that

- Participant:** *Mm*
- Researcher:** the distance education actually takes very, very little compared to the face-to-face ... what could be contributing to that?
- Participant:** Oh, I imagine the major contribution in Botswana ... I may be wrong ... but the sponsorship and the absence of it from that mode
- Researcher:** Ok
- Participant:** at tertiary level. I don't think Student Placement have really as yet ... have been able to sponsoring on the distance learning
- Researcher:** *Yah* ... no, they're not ... they're not sponsoring distance ...
- Participant:** *Mm* ... there we are
- Researcher:** Ok. I was going to say ... what is the Tertiary ... what is the thinking within the Tertiary Education ... *eh* ... Council with regard to that? The fact that *eh* ... people are being encouraged ... We are aiming towards an educated and *eh* ...
- Participant:** An informed nation
- Researcher:** informed nation which is innovative and so on ... and we think *eh* ... the area of tertiary education is actually where
- Participant:** *Yah*
- Researcher:** you would actually get that kind of nation from. And yet
- Participant:** Yes
- Researcher:** with the ... with the face-to-face institutions ... they cannot handle the demand
- Participant:** Yes
- Researcher:** And therefore we need to fall back on distance education
- Participant:** *Yep* ... of course
- Researcher:** And yet we are not sponsoring that *eh* ... that mode
- Participant:** *Mm ... Mm*

Interview Transcripts – T4

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

Researcher: *Gore ke a record.*

Participant: No, no problem.

Researcher: So, good morning ...

Participant: *Mm*

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

Participant: *Mm*

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

Participant: *Mhm*

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

Participant: *Mhm*

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

Participant: *Mhm*

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

Participant: Can you repeat the Question?

- Researcher:** I ... *eh* ...
- Participant:** *Ee* ...
- Researcher:** I'm saying that *eh* ... sub-Saharan Africa
- Participant:** *Mhm*
- Researcher:** is said to continue to record the lowest participation rate in tertiary level education in the world
- Participant:** *Mhm?*
- Researcher:** is ... is this true for Botswana as well?
- Participant:** It might be
- Researcher:** Ok?
- Participant:** I'm not sure because I don't have the ... the figures
- Researcher:** Alright
- Participant:** But I believe it might be true
- Researcher:** *Aha* ... ok
- Participant:** *Mhm*
- Researcher:** *Eh* ... How does Botswana compare with ... with other countries like South Africa, Mauritius and Namibia in ... in ... as far as access to tertiary education is concerned?
- Participant:** *Tota* I haven't ... I don't have any idea at all
- Researcher:** Ok, ok, ok
- Participant:** *gore* how those ones are ... are doing
- Researcher:** *Aha?*
- Participant:** in terms of *eh* ... you know ... increasing access to ... to tertiary education
- Researcher:** tertiary education ... ok. Alright

- Participant:** *Mhm*
- Researcher:** It has been established that in Botswana
- Participant:** *Mhm*
- Researcher:** actually about 11.4% of the eighteen to twenty-four year olds
- Participant:** *Mhm*
- Researcher:** are able to access ... the eligible population of that age group is able to access tertiary education in Botswana, especially now that we have several other institutions including private
- Participant:** *Mhm*
- Researcher:** which are offering tertiary education ...
- Participant:** *Mhm*
- Researcher:** Now there is ... there has been an increase to 11.4%
- Participant:** *Mhm*
- Researcher:** which is still very low by compari ... comparing to other regions
- Participant:** *Ee, it is ... Mhm. In fact it's very, very low*
- Researcher:** Ok
- Participant:** I remember ... I can't remember *gore ke* Education Statistics of which year
- Researcher:** Ok
- Participant:** But one of the recent ones ... *ga kere* you know about the Education Statistics?
- Researcher:** *Yes, yah*
- Participant:** If you can refer to that one
- Researcher:** Ok

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

Researcher: Ok

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

Researcher: Ok

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

Researcher: *Aha?*

Participant: progress to higher levels

Researcher: Ok

Participant: *Ke raya gore* to tertiary levels

Researcher: Ok

Participant: *Ee*

Researcher: *Mhm*

Participant: *Mm*

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

Participant: *Mm*

Researcher: that manages to go into

Participant: *Mm*

Researcher: tertiary education

Participant: *Mm, mm*

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

Participant: *Mm*

- Researcher:** manages to go through tertiary *eh* ... through the University of Botswana? Do you know what ... what share the University of Botswana is contributing to this ...
- Participant:** *Mm*
- Researcher:** Ok
- Participant:** Not at all
- Researcher:** That's ... that's fine
- Participant:** But I think you should refer to ...
- Researcher:** to this Education Statistics, *yah*
- Participant:** to the Education Statistics...
- Researcher:** *Yah, yah*
- Participant:** *Ee*, sometimes you find that *eh* ... they are not you know ... up to date
- Researcher:** Alright?
- Participant:** But if you got in touch with *bone ba* Education ... *gatwe ke eng* ... Research
- Researcher:** Ok, the ... at the Ministry of Education and Skills Department?
- Participant:** Ministry of Education, that unit – Planning *eh* ...
- Researcher:** *Yah*
- Participant:** Research and Statistics
- Researcher:** Yes ... ok. Now recently ...
- Participant:** *Mhm*
- Researcher:** recently...*eh* research also indicates a trend in many developing countries...
- Participant:** *ee ke gore*...sorry ... sorry ... I was...

Researcher: Ok, ok

Participant: I was going to say that

Researcher: you were talking about the...

Participant: *ee...*

Researcher: Alright?

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

Researcher: Alright?

Participant: is ... it's very, very helpful

Researcher: Ok?

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

Researcher: *Mhm*

Participant: how these new institutions have actually impacted on...

Researcher: Ok?

Participant: the trend

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

Participant: *Mhm?*

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

Participant: *Mm*

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

Participant: *Mm*

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

Participant: *Mm*

- Researcher:** including people who are working
- Participant:** *Mm*
- Researcher:** want to access tertiary level education. Now I would like to know whether you have ... you might have noticed that this is the case also in Botswana or ...
- Participant:** *Yah ... it is*
- Researcher:** that is not?
- Participant:** It is the case... *Yah* it is. It's actually happening. I mean especially *ka gore* in government offices, I mean where ... where I was before I came here
- Researcher:** Ok?
- Participant:** *Ke gore ...* around 4 o'clock, you see many people rushing to either the University here or to some study centre somewhere
- Researcher:** Ok, ok
- Participant:** They all want to actually enrol
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** So they were doing like evening ... classes
- Participant:** evening classes ...
- Researcher:** Ok?
- Participant:** or maybe they are...enrolled with *eh ...* BOCODOL
- Researcher:** Ok
- Participant:** or some other institutions and they are going to work in their study groups
- Researcher:** Ok
- Participant:** *Mm...*

- Researcher:** Ok. What do you think influences this trend?
- Participant:** *Hmm...*
- Researcher:** Why are adults all of a sudden so interested in going into education...further education?
- Participant:** *Ah well ... I think it is the realization that education is ... is the key to life*
- Researcher:** Ok?
- Participant:** I should think and *eh...* even the job requirements
- Researcher:** *Mhm*
- Participant:** they have actually been raised ...
- Researcher:** Ok?
- Participant:** *Mm*
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** Now would you say that the existing tertiary institutions in the country are coping with the demand for tertiary education?
- Participant:** They ... they ... they ... they're not
- Researcher:** Ok
- Participant:** *Ee ... they're not. Hence ... ke raya gore ... the need for ... perhaps developing ODL*
- Researcher:** *Ehm?*
- Participant:** *Yah ... I think.*
- Researcher:** Ok
- Participant:** Because there're more and more *eh ...* people who want to study by distance. Say for instance they cannot be released *eh ...* by their employers

- Researcher:** Ok
- Participant:** to go on ... you know ... part-time ... full-time studies
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** *Ee*, I notice that the University of Botswana is more or less already ... *eh* ... addressing that
- Participant:** *Mm*
- Researcher:** that concern that you ... you're raising
- Participant:** *Mm*
- Researcher:** Because I notice that they have both face-to-face and *eh* ... distance learning modes of delivery
- Participant:** *Mm*
- Researcher:** Now, when did the University introduce the open and distance learning mode?
- Participant:** *Mhm?* I'm ... I'm ... I'm not too sure because I'm relatively new here
- Researcher:** Ok
- Participant:** But someone was saying ... I'm not sure ... whether they were saying *1991 or early nineties*
- Researcher:** *Mm* ... Ok
- Participant:** *Ee*, somewhere there
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** Alright. You do have a ... an idea why they introduced open and distance learning
- Participant:** Well, they introduced this because they wanted to increase enrolment

- Researcher:** Ok ... to increase enrolment
- Participant:** mainly
- Researcher:** Ok
- Participant:** Also may be to address *eh* ... like Vision 2016
- Researcher:** Ok?
- Participant:** The pillar ... *ya* ... *eh* ... an informed ... an educated informed nation by 2016
- Researcher:** Alright
- Participant:** *Yah*
- Researcher:** So Botswana wants to ... to have a ... an educated and informed ...
- Participant:** nation
- Researcher:** nation by 2016?
- Participant:** *Mm*
- Researcher:** So it means *eh* ... *eh* ... education institutions are trying to contribute towards realization of that *eh* ...
- Participant:** *Mm*
- Researcher:** that vision. What is the planned status, if you know ...
- Participant:** *Mm*
- Researcher:** of each of the two modes within ... within the University of Botswana? That is the face-to-face and the ODL? Is one a major mode, the other a support mode or are they equal ... are they of equal status ... what ... what do you think
- Participant:** *Well, according to the mainstreaming policy*
- Researcher:** *Aha?*
- Participant:** *they are supposed to be eh treated you know... equally*

- Researcher:** Ok
- Participant:** *But the reality is that eh ... may be because of the mindset*
- Researcher:** *Mhm?*
- Participant:** *Eh ... people still regard the other section ... that is the face-to-face*
- Researcher:** *Mhm?*
- Participant:** *as being more important than this one. And even those eh ... who get involved one way or the other in eh ... ODL eh ... programme delivery ... I mean from the other section*
- Researcher:** *Mhm?*
- Participant:** they still think that they are doing ... you know ... may be the Centre here ... Centre for Continuing Education ... a favour
- Researcher:** Ok
- Participant:** *Ee, they don't see it as their ... you know ... eh ... responsibility*
- Researcher:** Ok?
- Participant:** *Ee. Though I mean ... it's clearly stated in the eh ... UB eh ... strategic eh ... plan*
- Researcher:** Ok
- Participant:** that ... you know ... ODL ... UB will promote you know ODL ... so as to eh ... reach its ... eh ... other obligation of increasing the access
- Researcher:** Ok
- Participant:** And contributing towards eh ... the realisation of vision 2016
- Researcher:** Vision 2016
- Participant:** *Ee*
- Researcher:** Ok. *Eh ... I want to make a follow up of ... of what you've just said that the ... the two modes are supposed to have equal status*
- Participant:** *Mm*

- Researcher:** And refer to the plan ... the UB Strategic Plan to 2016 ... I think it is called that
- Participant:** *Mhm?*
- Researcher:** It's called UB ... the University of Botswana Strategic Plan to 2016 and Beyond
- Participant:** *Mm*
- Researcher:** I don't know ... but it appears in that strategic plan ... that a small percentage of the student body is planned to access university programmes through ODL at various levels. I was ... I was seeing *eh* ... 3% being allocated
- Participant:** *Mhm?*
- Researcher:** 3% per annum
- Participant:** *Mhm?*
- Researcher:** being allocated *eh* ... from the beginning of the strategic plan until at the end of the strategic plan by 2015. The enrolment through ODL will be three thousand and fifty
- Participant:** *Mhm?*
- Researcher:** How ... what do you comment on that?
- Participant:** Well, *eh* ... I know I said ... *ke raya gore* ... the status. Looking at the status of
- Researcher:** Yes, yes, yes ... they're treated alike
- Participant:** They're supposed to be at par
- Researcher:** Yes
- Participant:** Because the product of ... *eh* ... someone that's studying by ODL ... *gatwe keng?*
- Researcher:** *Uhm ... Uhm?*
- Participant:** The ... the ... the certificates

Researcher: Ok

Participant: The one studying by ODL and the full-time student

Researcher: Ok?

Participant: is not going to be any different ...

Researcher: Aright, ok

Participant: But the thing is

Researcher: *Mhm?*

Participant: This is a ... *ehm* ... an innovation ... let me put it that way

Researcher: Alright ... ok

Participant: It's *eh* ... a deviation sort of ... from the ... from the norm

Researcher: Ok?

Participant: I mean ... UB when it was established

Researcher: Ok

Participant: it was established for full-time learners

Researcher: Ok, ok

Participant: Not for part-timers

Researcher: Ok

Participant: And as I've said already

Researcher: *Mhm?*

Participant: I mean ... there is need really for the mindset

Researcher: *Mhm ... Mhm?*

Participant: generally to be changed

Researcher: *Mhm ... Mhm?*

- Participant:** So there is no way that if say for instance the enrolment figure let's say of fifteen thousand
- Researcher:** Ok?
- Participant:** Then we can at a go say ... you know ok we will have seven point five
- Researcher:** Ok, ok, ok
- Participant:** full-timers and seven point five you know ... part-timers
- Researcher:** Aha
- Participant:** There has to be a gradual move towards
- Researcher:** gradual move towards ... ok, ok
- Participant:** *Ee*
- Researcher:** Oh, ok. That is good. So ... so that is ... that you would say is what actually influenced the alloca ... the allocation of the target enrolment
- Participant:** *Mm.*
- Researcher:** Ok
- Participant:** I ... I think so ... *mm*
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** Now, I would like to ... to ... to ... to know how many programmes at various levels does the University currently have ... between ... between faculties. The University ...
- Participant:** you mean ...
- Researcher:** has how many programmes?
- Participant:** You mean
- Researcher:** Like how many BA ...

Participant: full-time ...

Researcher: All ... all programmes

Participant: All programmes

Researcher: *Ee* if you have ...

Participant: I don't ...

Researcher: if you have a ... an idea

Participant: May be to just refer to the documents

Researcher: Ok, ok

Participant: *Ee*, the available documents

Researcher: Alright

Participant: But ... but of these ... or may be you will ask it.

Researcher: Ok?

Participant: I was going to say

Researcher: *Mhm?*

Participant: *Ehm* ... the programmes that we have here

Researcher: *Mhm?*

Participant: Have *eh* ... Adult Education

Researcher: At *eh* ... at *eh* ...

Participant: At Diploma level

Researcher: Ok?

Participant: We have *eh* ... *eh* ... NGO ... Diploma in NGO

Researcher: *Mhm?*

Participant: And we have *eh* ... what is the other one ... I don't remember ... and then we have *eh* ... Diploma in Primary Education

- Researcher:** *Mhm?*
- Participant:** which is *eh* ... actually ... it's a collaboration between the Centre here and the Ministry of Education
- Researcher:** *Mhm*
- Participant:** And not the Centre and the Department of Primary Education
- Researcher:** Oh, ok. Ok?
- Participant:** So this one is a ... slightly a different
- Researcher:** It's a partnership between the University and the Ministry?
- Participant:** And the Ministry
- Researcher:** Ok
- Participant:** And I would ... I would really want to say that it's between the University through the Centre
- Researcher:** *Mhm?*
- Participant:** And the Ministry
- Researcher:** *Mhm?*
- Participant:** And the Department of Primary Education is not involved
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** Ok. How come?
- Participant:** Internal matters
- Researcher:** Ok?
- Participant:** *Mm.* But I ... from what I hear, it's like they were not keen.
- Researcher:** Ok
- Participant:** *Ee,* to get involved in this

- Researcher:** Ok, in distance education?
- Participant:** in distance education
- Researcher:** Oh, ok
- Participant:** *Yah*
- Researcher:** *Ee.* May be I should go back a little bit.
- Participant:** And then ... ok may be
- Researcher:** *Mhm?*
- Participant:** there are other programmes ...
- Researcher:** Oh, ok, ok, ok by the way
- Participant:** *Mm.*
- Researcher:** *Mm*
- Participant:** Just
- Researcher:** How many? How many programmes is the Distance Education Department
- Participant:** I don't know ...
- Researcher:** handling
- Participant:** Ga kere I said ... the ... the Department
- Researcher:** You referred to three ... You have Adult Education, Primary and NGO Education
- Participant:** *Ee*
- Researcher:** *Mm?*
- Participant:** But there ... there's another one which I ... *hae ... ke yone mang ne?*
CYP
- Researcher:** Ok, yes.

- Participant:** *Mm*
- Researcher:** CYP
- Participant:** *Mm*
- Researcher:** All these are at Diploma level?
- Participant:** Those are at the ... at Diploma level
- Researcher:** Ok
- Participant:** And then there is a Bachelor ... BBA ... Bachelor of Business Admin, which actually has four programmes
- Researcher:** Ok
- Participant:** And then ... the ones that are coming. There is *eh* ... in Library and Information Studies
- Researcher:** These are the ones that are coming?
- Participant:** *Yah* ... the ones that are coming ...
- Researcher:** Ok
- Participant:** BA in Library and Information Studies (*serious interruption-people coming in and out of the office*)
- Researcher:** The CYP
- Participant:** *Ee*, the CYP
- Researcher:** Ok. I counted six so far
- Participant:** You counted six?
- Researcher:** Yes ... three diplomas and *eh* ... Actually four diplomas and one Bachelor degree ... *eh* the BBA
- Participant:** *Mm?*
- Researcher:** The ones that are already on.
- Participant:** *Mm*

- Researcher:** *Ee*, but the second eh ... eh ... eh ... programme in the BA level is the one of Library
- Participant:** Library *yah*
- Researcher:** *Ee*
- Participant:** Is there another one?
- Researcher:** Do you have anything below diploma?
- Participant:** No. *A kere* the University no longer offers
- Researcher:** Oh, by the way certificate?
- Participant:** certificates
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** So you don't have anything in the ODL which is above *eh* ... first degree?
- Participant:** No.
- Researcher:** Ok
- Participant:** There're plans of course to introdu ... to start the ... the MED
- Researcher:** Ok
- Participant:** Master of Education
- Researcher:** Ok
- Participant:** by distance
- Researcher:** Alright
- Participant:** which has been on the cards for a very long time
- Researcher:** Oh?
- Participant:** *Yah*

- Researcher:** Is there a problem?
- Participant:** Yes, there is a problem. I mean the sort of problem ... the ... what I mentioned earlier on ...
- Researcher:** *Mhm?*
- Participant:** about eh ... reluctance
- Researcher:** Ok
- Participant:** of Academic departments
- Researcher:** Ok
- Participant:** to offer their programmes by distance
- Researcher:** How is the arrangement of offering programmes by distance? I mean ... how does CCE ... *eh* ... the Centre for Continuing Education work with other faculties eh ... to ... to ... to deliver distance education?
- Participant:** *Eh*, before we get to that ... may be we can
- Researcher:** *Ee?*
- Participant:** talk about *eh* ... just conceptualising the ...
- Researcher:** *Mhm?*
- Participant:** a programme
- Researcher:** Ok?
- Participant:** *gore* that can be the Academic Department
- Researcher:** *Mhm?*
- Participant:** to initiate
- Researcher:** Ok?
- Participant:** *Eh* ... or that can come from the Centre here
- Researcher:** Ok

- Participant:** *Ehe* ... But then you find that *eh* ... they may that side, initiating a programme
- Researcher:** *Mm?*
- Participant:** Like *eh* ... the BA LIS
- Researcher:** Ok
- Participant:** which was supposed to be *eh* ... started this academic year
- Researcher:** *Mhm?*
- Participant:** But it has not started because there were no modules and ... you know ... in ODL *a kere* the teacher is a module. So you cannot start a programme if you don't have ... you don't have modules
- Researcher:** Ok
- Participant:** *Ee*, they would have initiated it like ... I have the ... a concept paper here ... the proposal
- Researcher:** Oh, ok?
- Participant:** Here I have it, I will give you a copy
- Researcher:** Ok
- Participant:** They have initiated it. Actually they conducted *eh* ... a study and *eh* ... *eh* ... a needs assessment ...
- Researcher:** Ok
- Participant:** you know *outside the UB*
- Researcher:** Ok
- Participant:** And then they realised that or the finding of the study ... the main finding was that you know people needed
- Researcher:** There is need
- Participant:** the BA ...
- Researcher:** *Mhm?*

- Participant:** or the programme to be offered at a degree level
- Researcher:** Ok
- Participant:** So then they came to the Department and said ... this is what we would like to see
- Researcher:** Ok
- Participant:** So then the ... university through its structures you know *eh* ... approved the ... the programme
- Researcher:** Ok, ok
- Participant:** *Ee.* Then they had to develop the modules ... ke gore then from there ... because what CCE does mainly is
- Researcher:** *Mhm?*
- Participant:** Administration
- Researcher:** Ok
- Participant:** or administering the programme
- Researcher:** Ok
- Participant:** And they are the content experts. As content experts they are supposed to develop the modules
- Researcher:** There ... there ...
- Participant:** with the guidance and supervision of ... of the Centre
- Researcher:** of the Centre ... *Mhm?* Ok. So there ... there ... when it comes to the development of materials
- Participant:** *Mm?*
- Researcher:** The ... what is the role of the Centre and what is the role of the requesting department? What does the Centre ... what role does the Centre play in the development of materials?
- Participant:** I ... I've said
- Researcher:** *Mhm?*

- Participant:** They are the content experts
- Researcher:** Yes
- Participant:** They have the content ... the content which they deliver to you know full-time students
- Researcher:** *Uhm?*
- Participant:** Right?
- Researcher:** Yes?
- Participant:** But then ... when it comes to ODL
- Researcher:** *Uhm?*
- Participant:** *Eh ... the Centre here*
- Researcher:** *Mhm?*
- Participant:** would be the ones ... then that would guide them on the mode of you know delivery initially
- Researcher:** Ok?
- Participant:** *So they would train them on how to prepare*
- Researcher:** Ok
- Participant:** materials for
- Researcher:** Ok
- Participant:** distance learners
- Researcher:** Ok
- Participant:** Then after the training, they write again under the guidance of the ... of the CCE
- Researcher:** *Mhm*
- Participant:** The experts for ...

- Researcher:** Ok, ok
- Participant:** who would then say ... ok this presented this way
- Researcher:** *Mhm?*
- Participant:** *Eh ...* you know the di ... *eh ...* a distance learner would be able to access or would not be able to access
- Researcher:** Ok
- Participant:** And then like ... you know they have ... a ... *eh ...* you know guidelines on how to write *eh ...* a module ... you know. They have the house-style ... those people have to adhere to
- Researcher:** *Mhm?*
- Participant:** to ... to the house-style
- Researcher:** Yes
- Participant:** And then after that *eh ...* a content editor
- Researcher:** *Mhm?*
- Participant:** is appointed ... at the Department, by the Centre
- Researcher:** *Mhm?*
- Participant:** *Ehe ...* to check on the content
- Researcher:** Ok?
- Participant:** And of course using the ... the guidelines
- Researcher:** *Mhm?*
- Participant:** for writing modules or
- Researcher:** *Mhm?*
- Participant:** materials for distance learners
- Researcher:** *Mm*

- Participant:** And then ... it's after that ... that the ... the module is then presented this side
- Researcher:** *Mhm?*
- Participant:** And then you know the ... Programme Coordinator will look at it or other Programme Coordinators will also look at it
- Researcher:** *Mhm?*
- Participant:** And then it will be passed on to the Graphic Designer
- Researcher:** Ok
- Participant:** for any illustrations
- Researcher:** *Yah* ... for processing the ... the ... the manu ... the materials towards printing
- Participant:** Yes
- Researcher:** Ok. Now I ... I would like to appreciate the ... you have mentioned the delay
- Participant:** *Mm*
- Researcher:** from the participating Department
- Participant:** *Mm*
- Researcher:** which is providing content
- Participant:** *Mm*
- Researcher:** that I ... I understand. But apart from ... or ... or may be that which will contribute towards the delay. According to your assessment ... what are the constraints ... both for CCE and for the Departments ... for trying to ... to develop or trying to deliver programmes through ODL. What could be the constraints?
- Participant:** One ... as I said already, eh ... this thing called the mindset
- Researcher:** Ok
- Participant:** I mean ... really, my view as a new person here

- Researcher:** Ok?
- Participant:** *Ehm ... is that ... ke gore* from my interaction with the people that I work with in the BA LIS programme, it's like ... one ... they are not aware of their role ... clearly *gore* what exactly is their role in this whole thing
- Researcher:** *Mhm?*
- Participant:** And that is why they view LIS as you know ... CCE programmes
- Researcher:** Ok
- Participant:** They are not their programmes ... they don't own them from that side
- Researcher:** Ok
- Participant:** So I'm actually
- Researcher:** But they're supposed to own them?
- Participant:** They're supposed to own them
- Researcher:** *Mhm?*
- Participant:** It's their programme offered by distance
- Researcher:** *Mhm*
- Participant:** It's just the mode that's different
- Researcher:** *Mhm*
- Participant:** Because a kere re ... they also become tutors
- Researcher:** Ok
- Participant:** *Ee*, once the programme is *eh ...* is introduced
- Researcher:** *Mhm?*
- Participant:** And then we advertise for tutors etc. they're the ones who are going to apply
- Researcher:** *Mhm?*

- Participant:** They're the ones who can
- Researcher:** who can teach that programme
- Participant:** who can teach that particular I mean, course ... that particular you know ... programme
- Researcher:** *Mhm*
- Participant:** And then I think ... I'm not sure
- Researcher:** *Yah?*
- Participant:** Because I'm actually doing a small study on this ... to find out what the problem is
- Researcher:** Ok?
- Participant:** *Mm. it's like ... there is no driver*
- Researcher:** Ok?
- Participant:** You see, you come up with a ... a ... a ... an innovation. *You come up with a new programme, a new approach ... someone has to drive it*
- Researcher:** *Mhm?*
- Participant:** *So I will say that I don't see any strategic leadership here*
- Researcher:** In terms of?
- Participant:** One *eh* ... ODL implementation
- Researcher:** But there is ... there is the Department of Distance Education within the Centre for Continuing Education
- Participant:** Yes, yes I'm coming to that
- Researcher:** Oh, ok
- Participant:** *Gore on paper I see that*
- Researcher:** *Aah ... ok*

Participant: *these things are beautifully laid down*

Researcher: Ooh?

Participant: *and someone has to drive them*

Researcher: Ok

Participant: *But I didn't see that coming*

Researcher: Ok

Participant: I don't

Researcher: In practice it is not

Participant: exactly

Researcher: the way it is written

Participant: Yes. And you know ... you'd come up with a ... a broad *eh* ... policy ... such as

Researcher: Ok

Participant: a policy is just a broad statement of intent

Researcher: Ok

Participant: I mean like the mainstreaming policy

Researcher: *Mhm ... Mhm?*

Participant: I ... I don't see any *eh*... implementable whatever ... or implementation

Researcher: plan ... *Mm?*

Participant: Action

Researcher: *Mm, mm*

Participant: You know to say

Researcher: *Mm*

Participant: this is our plan, we intend to do this ... to do this ... to do this.
We'll go and address these ones, we'll go and talk with this one ...
we will do this after that and that

Researcher: Ok

Participant: That is not there

Researcher: Ok *Eh* ... that is the ... some ... those are some of ... some of the

Participant: I think so

Researcher: the constraints that you ... you are sort of

Participant: *Ee*, and then the other thing is that *eh* ... *the academic departments will say that ... when they write modules ... ODL modules*

Researcher: *Aha?*

Participant: That is not *eh* ... recognised in their performance through their PMS

Researcher: Ooh?

Participant: *As long as its not there ... and yet they're the ones who are expected to be writing these modules*

Researcher: *Mhm?*

Participant: *then they are going to give priority to that which is going to lead to eh ... their promotions ... their whatever it is*

Researcher: *Mhm ... Mhm?*

Participant: *Ee*

Researcher: Ok

Participant: *Mm*

Researcher: So ... so ... so then in practice it makes ODL ... when people are implementing it ... it makes it second

Participant: Yes

Researcher: *Eh* ... priority. People will focus on something else

- Participant:** *Mm*
- Researcher:** Ok. *Yah*, no ... that can add
- Participant:** *Mm*
- Researcher:** to its constraints. What about the people who come to work within ODL? Eh ... you mentioned earlier ... the mainstreaming policy
- Participant:** *Mm*
- Researcher:** which ... to my understanding when I look at the policy ... it's as if the University is planning to have ODL implemented throughout the University
- Participant:** *Mm*
- Researcher:** *Ee* ... Now what I'm trying to find out is how people are prepared in terms of skills ... *ke gore eh* ...
- Participant:** *Mm*
- Researcher:** ODL practitioners believe that ODL is a specialised field
- Participant:** *Mm*
- Researcher:** And now ... I ... I ... I want to ... I want to find out whether the University buys into that ... is it ... do they treat it as a specialised area and therefore train people such that when they implement *eh* ... this area
- Participant:** *Mm*
- Researcher:** they know what they are doing ... what is your observation in that
- Participant:** Can I ask question
- Researcher:** area? Yes, please
- Participant:** When you say train people ... which people exactly?
- Researcher:** First of all people who are going to work in the Department of OD ... Distance Learning
- Participant:** *Mhm?*

- Researcher:** And then secondly, now that it is being taken to University-wide
- Participant:** Campus-wide
- Researcher:** I ... is there any orientation ... campus-wide orientation to people to appreciate, because when we're talking it appears to me like the mindset is still ... and they're still thinking *eh* ... ODL is ... is second priority and so on. So ... so I'm just wondering whether there has been exposure in terms of training ... first of all to those who are supposed to be the ones who are to be consulted. Which is the people who are working in the Department of Distance Education and at CCE
- Participant:** *Mm*
- Researcher:** And then University wide.
- Participant:** No ... I understand you well. The thing ... well ... *when it comes to training staff of the Distance Education Department*
- Researcher:** Ok?
- Participant:** *Eh* ... I believe there is a training programme
- Researcher:** Ok
- Participant:** *because eh ... a number of people have just returned from*
- Researcher:** Ok
- Participant:** further studies where they were studying up to PhD level
- Researcher:** Ok
- Participant:** So we have a number of like ... you know ... instructional designers
- Researcher:** Ok
- Participant:** *in the Department*
- Researcher:** Ok
- Participant:** *Eh* ... when it comes to *eh* ... training of other people in the University
- Researcher:** *Mhm?*

- Participant:** That one I'm not too sure. But I believe coz my small experience ... my experience eh ... it's only mainly with the people that I work with. They have not been trained. The only training that they have is that of developing materials
- Researcher:** *Mhm. Ok*
- Participant:** And the background you know to that ... why they are participating in that I doubt if they have ever been given *eh* ... such a ... a background
- Researcher:** Ok, ok ... ooh?
- Participant:** Because even in one Department ... the ... the Head of Department is one of the writers
- Researcher:** Ok
- Participant:** But he is not writing
- Researcher:** *Mhm?*
- Participant:** So his Department is not writing
- Researcher:** *Mhm*
- Participant:** Isn't it that he should be leading by example?
- Researcher:** *Yah*
- Participant:** They're not writing and he's also not writing
- Researcher:** Ok
- Participant:** When they complain, he also complains in the same way
- Researcher:** Ok
- Participant:** *Ehe?*
- Researcher:** Ok. *Yah.* Now *eh* ... some of the things we've already touched that were ... I was going to ... I'd ... let me just go back to where I was going to ... to ... to touch
- Participant:** *Mm*

- Researcher:** which is *eh* ... to say that *eh* ... since 1994
- Participant:** *Mhm?*
- Researcher:** developments in education in Botswana are guided by the Revised National policy on Education
- Participant:** *Mm*
- Researcher:** as well as Vision 2016 like you have already mentioned
- Participant:** *Mm*
- Researcher:** Now, Botswana also like SADC countries has identified distance learning as one of the strategies to improve access
- Participant:** *Mm*
- Researcher:** Now I want you to comment on how you ... you ... you see the development of tertiary level open and distance learning in Botswana since 1994... How has this been ... since 1994
- Participant:** *Mm*
- Researcher:** when this policy was put in place and the ... *eh* ... specifically identified ODL as one of those strategies that have to be implemented
- Participant:** *Mm*
- Researcher:** Can you comment on that
- Participant:** *Hee* ... that's a ... that's a tough one
- Researcher:** *Mm*
- Participant:** I really ... I really don't know how to ... I really wouldn't know how to approach it
- Researcher:** Ok?
- Participant:** *Koore nna* ... I ... I have my own views
- Researcher:** Yes

- Participant:** *Ee*, which may be slightly ...
- Researcher:** And it's your views that I'm after this morning
- Participant:** *Mm ... Koore tota ...* the way ... the way I see it
- Researcher:** Yes?
- Participant:** I ... I would *eh ...* expect the Ministry of Education
- Researcher:** Ok?
- Participant:** You know to ... to be involved ... actively involved ... especially where ... *koore* in institutions ... though they may be said to be parastatal
- Researcher:** Ok?
- Participant:** Institutions that they fund
- Researcher:** Ok
- Participant:** Such as the UB
- Researcher:** Ok
- Participant:** I ... it's like nobody ever checks on whether ... like the case of ODL for instance
- Researcher:** *Mhm?*
- Participant:** Whether UB is actually implementing ... you know ... the Revised National Policy on Education
- Researcher:** Ok
- Participant:** in that you know ... regard
- Researcher:** in that respect ... ok
- Participant:** *Ee* So I'm ... I'm not too sure. Like for instance, I think *eh ...* more attention is being given to ... to BOCODOL
- Researcher:** *Mhm?*

- Participant:** I should think so ... to say ... BOCODOL ...you know you were supposed to this ... are you still on track or something like that. I think so. My view ... I'm ... I don't know much about BOCODOL as well
- Researcher:** Ok
- Participant:** But I think those ones are more in touch with the Ministry than you know ... the University ... *ke raa gore* the University
- Researcher:** Ok?
- Participant:** *Ee*. Like for instance, if there is such a recommendation and *eh* ... money is being put into *eh* ... this institution, why is it that, you know, very little has been done. And people here have the liberty to sort of you know ... to say ... '*yah* we can do it we can not do it' ... Like *eh* ... the MEd programme that I talked about ...
- Researcher:** Ok that you talked about earlier
- Participant:** earlier on
- Researcher:** Yes?
- Participant:** You know ... MEd is already being offered by distance
- Researcher:** Ok?
- Participant:** By the new ... *eh* ... by the Department of Educational Foundations
- Researcher:** Ok
- Participant:** But you sit in a meeting with those people, it's like you know 'no, *nna* we can't do this ... we can't do this.' And yet they keep complaining about *eh* ... you know ... students not *eh* ... completing on time ... etcetera, etcetera. And then there is another programme. Isn't it that *eh* ... *eh* ... starting from last year we had people *eh* ... graduating from the Diploma ...
- Researcher:** Diploma ... in Primary Education?
- Participant:** in Primary Education
- Researcher:** *Mhm?*

Participant: And there's been talk ... I understand for many years ... of starting the BEd Primary

Researcher: *Mhm?*

Participant: Up to date it is not being started

Researcher: Ok?

Participant: The concept paper is there. And *eh* ... actually ... it was two lecturers from the Department of *eh* ... Primary Education, who did *eh* ... a needs assessment ... and they realised that there was need for that particular *eh* ... programme ...

Researcher: Ok

Participant: but up to this day

Researcher: *Mm*

Participant: we're still to say ... *yah* we should be implementing this programme. And then we have to go to them ... it's like we're begging them

Researcher: *Mm ... mm*

Participant: Why?

Researcher: *Mm*

Participant: *Ee*

Researcher: What do you think should be done? The Uni ... What do you think the University should do in order to move distance education ... *eh* ... as a programme that has equal status with the face-to-face

Participant: The ... the ... the ... we call them the Northern Gate ... you know that ... I mean ... *the Administration that side*

Researcher: Yes?

Participant: I mean they should actually

Researcher: Central Administration?

Participant: Yes

- Researcher:** Oh, ok
- Participant:** *they should ensure*
- Researcher:** *Mhm?*
- Participant:** that you know that, that is done
- Researcher:** *Mhm?*
- Participant:** *they should actually drive this thing. Eh ... like I was talking to someone in the corridor before we came here*
- Researcher:** Ok
- Participant:** Look at this handbook
- Researcher:** Ok
- Participant:** It's a student handbook
- Researcher:** Ok
- Participant:** *Ehm ... which was eh ... you know ... reproduced eh ... recently*
- Researcher:** Ok
- Participant:** This is just for full-time students
- Researcher:** *Mhm?*
- Participant:** And then when it came out, now we asked ... 'what is happening, where are our students? ... we can't see our' And then it was like 'oh! We are very sorry
- Researcher:** *Ao?*
- Participant:** And it happens all the time ...
- Researcher:** Ok, ok
- Participant:** All the time ... *yah* ... and
- Researcher:** What happens is that ...
- Participant:** Then, and then

- Researcher:** ODL is forgotten?
- Participant:** It's forgotten
- Researcher:** Ok
- Participant:** It's ... you know ... it is a by the way
- Researcher:** Ok
- Participant:** But you look at our ... you know ... our mission statement, our vision statement ... you look at our Strategic Plan as an institution, all these things are there
- Researcher:** Ok
- Participant:** And then if you see these documents, you will say ... 'these people are actually implementing RNPE. They are actually working towards Vision 2016'
- Researcher:** Vision 2016 ... *Mhm?*
- Participant:** When in fact they are not
- Researcher:** Ok
- Participant:** And then the other thing is ... *the Centre that is eh ... charged with eh ... ODL ... you know ... provision*
- Researcher:** Yes?
- Participant:** *How much are they doing? Is there ... you know ... the people at the top*
- Researcher:** Ok?
- Participant:** *They should be providing leadership*
- Researcher:** *Yah*
- Participant:** You know
- Researcher:** Ok

- Participant:** *They should be talking to their counterparts in those Departments ... you know ...*
- Researcher:** *Mhm?*
- Participant:** *Now it's like that is not happening*
- Researcher:** Ok
- Participant:** You don't get to a meeting ... I mean ... get to a meeting. Nobody ever says ... 'you know ... yes we had a meeting with these people ... It's like you know ... just like ... *eh* ... Distance Education ... you know ... talking to *eh* ... you know ... those Departments *hm?*
- Researcher:** This one is ... (*battery signal plus cell phone ringing*)
- Participant:** Hello ... *Ee* ... (*phone interruption*)
- Researcher:** Ooh? Ok
- Participant:** *{O itse gore I'm in a meeting right now. Ke mo interview actually ... ke tlaa tla ke go lletsa (phone interruption)}* ... so much
- Researcher:** *Mm*
- Participant:** in a
- Researcher:** So ... so ... so you're looking at monitoring as something that is sort of lacking? Or leadership you said?
- Participant:** Leadership ...
- Researcher:** Ok?
- Participant:** *Leadership would say ... would come up with eh ... an action plan*
- Researcher:** Alright?
- Participant:** *And actually eh ... monitoring of that plan would also be in place*
- Researcher:** Ok
- Participant:** But I see ...
- Researcher:** What about ... what about the staff members of ...

Participant: *Mm?*

Researcher: the Centre itself ... the staff members and their own leadership ... I mean within the Centre itself. For ... for you to move distance education such that the University ... whoever at whatever level, realises that ... this is a mode that can actually work. What does the Centre do? I'm picking from the fact that the Centre does send *eh* ... staff members here for training even up to PhD. I suppose you are referring to people being trained *eh* ... relevant training to advance distance education

Participant: *Mm*

Researcher: Yes. So you have those people ... who do a lot of research, who can convince the University community of the importance of ODL

Participant: *Mm*

Researcher: They're already in place according to what you have said

Participant: *Mm*

Researcher: So ... so from within the Centre, what do you think can be done to advance distance education?

Participant: *Kana* the ... this ... this why ... this is why I was saying ... I was saying ...

Researcher: *Aha?*

Participant: it's us ...

Researcher: Ok?

Participant: who should ... (*knocking interruption*) *eh* ... who should be ...

Researcher: *Mhm?*

Participant: We have the academic departments ... isn't it

Researcher: Ye, yes

Participant: We have *eh* ... the Centre here

Researcher: *Ee*

- Participant:** And it is us really, coz we ... we have that *eh* ... a mandate ... ga kere?
- Researcher:** *Ee mma*
- Participant:** We have that responsibility of ensuring that ... that objective that is ODL
- Researcher:** *Mhm ... Mm*
- Participant:** is achieved
- Researcher:** Yes
- Participant:** one way or the other
- Researcher:** Yes, yes
- Participant:** So it is us really who should be driving this whole process
- Researcher:** Ok
- Participant:** But at the same time *eh* ... I see leadership in terms of the Centre *eh* ... you know lacking ... and I'm saying ... within the Centre there has to be some kind of leader
- Researcher:** Ok?
- Participant:** someone who'll say ... 'let's strategise
- Researcher:** Ok,
- Participant:** how are we doing?
- Researcher:** *Yah, yah, yah*
- Participant:** I ... *eh ...eh* tackle this
- Researcher:** Ok
- Participant:** issue?
- Researcher:** Ok
- Participant:** And *eh* ... I see us may be ... I'm not sure ... *ee* ... behaving more like *eh* ... you know ... cry babies

- Researcher:** Ok, ok
- Participant:** *Mm*
- Researcher:** Now from your experience working at UB
- Participant:** *Mm?*
- Researcher:** What is your comment concerning having face-to-face and ODL mode within the same institution ... within the same University?
- Participant:** Well, my comment ...
- Researcher:** Yes
- Participant:** on that one is that ... *kana* we are competing for the same resources
- Researcher:** Ok?
- Participant:** *eh* ... especially the human resource and *eh* ... you know ...
- Researcher:** Ok
- Participant:** it's difficult to get
- Researcher:** Ok
- Participant:** *eh* ... resources like classrooms. People this side are always complaining about classrooms when *eh* ... they have to have ... you know ... *eh* ... contact *eh* ... sessions. They're for ever complaining about those. Whether it's because of lack of planning from this side or what I don't know
- Researcher:** *Mhm?*
- Participant:** Because really I have not come that far in my ...
- Researcher:** *Yah, yah, yah*
- Participant:** my programme
- Researcher:** Ok
- Participant:** And *ehm* ... the other thing ... is what ... *hei* ...

- Researcher:** *Yah*, anyway, you were talking about *eh* ... the resources
- Participant:** *Yes ... competing for the same resources*
- Researcher:** the two modes having to compete for the resources
- Participant:** And *eh* ... this thing of *ehm* ... *ah* ... I don't know ... may be ... what people are used to ... you know, the norm ... or the tradition
- Researcher:** Ok?
- Participant:** *Ya gore eh* ... this is a face-to-face institution
- Researcher:** institution ... ok?
- Participant:** *Ee*, may be that
- Researcher:** *Mhm*
- Participant:** That perhaps is what is killing
- Researcher:** Ok
- Participant:** you know *eh* ... ODL
- Researcher:** Alright?
- Participant:** And I believe ... *nna* personally, I believe that *eh* ... for ODL to achieve *eh* ... to succeed in any ... and upgrade it
- Researcher:** *Mhm?*
- Participant:** You need *eh* ... an institution that is *eh* ... dedicated
- Researcher:** Ok
- Participant:** purely
- Researcher:** Ok
- Participant:** Not what ... what we're doing here
- Researcher:** Not, not dual mode?
- Participant:** Not dual mode

- Researcher:** Yes?
- Participant:** *It's not working*
- Researcher:** Ok
- Participant:** *Ee ... or may be it's because of those problems that I alluded to*
- Researcher:** *Yah, yah*
- Participant:** earlier on
- Researcher:** *Yah*
- Participant:** *Yah*
- Researcher:** *Uh ... ok*
- Participant:** May be ... but I believe we need to ... to do something about it
- Researcher:** Ok. No I think it's ... it's ok. This thing is also playing tricks ...

Interview Transcripts – T5

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

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

Participant: *Nod*

Researcher: As I have indicated before, I'm a student of the University of Pretoria ...

Participant: *Nod*

Researcher: undertaking a study about how the development or otherwise of the open and distance learning mode can impact on access to tertiary education. I am ... looking primarily at the development of ODL within dual mode institutions. *Eh* ... and using the University of Botswana as a case. I start with the questions of a general nature ... then I move specifically to the experiences of the growth of ODL within the University of Botswana as a dual mode institution.

Participant: *Nod*

Researcher: Research indicates that sub-Sahara Africa continues to record the lowest participation rates in the world in tertiary level education and training ... with an average rate of about five percent of the eligible population by 2007 figures ... Would you say that participation at tertiary level in Botswana is also low?

Participant: I would say yes it is

Researcher: *Mhm?*

Participant: Yes it is low ... given particularly ... the output of *eh* ... pre-tertiary education. *When we compare the figures of uh ... pre-tertiary education output ... which is secondary education ... to what then gets to the tertiary education ... it is only about twenty-nine percent of the outputs ... eh* ... leaving seventy-one percent of the students to fan for themselves in other areas. You would expect that *eh* ... quite a cumulative effect of those students would be lying somewhere and doing nothing. *Eh* ... questions are therefore do these students go to ... *eh* ... *eh* ... vocational training or technical training? If they do ...

seventy-one percent is still a large number. So what happens to the rest of the people ...

Researcher: *Mhm*

Participant: who do not proceed into those areas?

Researcher: *Mm*

Participant: So I ... I concur. It's correct that

Researcher: *Mhm?*

Participant: It's quite a lot of people who are out there without entry

Researcher: Ok. In ... in your opinion ... how does Botswana compare with countries like South Africa, Mauritius and Namibia in terms of participation in tertiary education?

Participant: Very low

Researcher: *Mhm?*

Participant: Very low ... I think if you look at the ... the figures ... in *eh* ... in a study by Tertiary Education Council

Researcher: *Mhm?*

Participant: And if you go to Knowledge Assessment Methodology ... as well it will show that ... Botswana is lagging behind

Researcher: *Mhm?*

Participant: significantly

Researcher: *Mhm?*

Participant: in *eh* ... participation on tertiary education

Researcher: *Mhm?*

Participant: There's no doubt that we are lagging behind and there is need to actually do something about it

Researcher: Ok ... It has been established that in Botswana about eleven point four percent of the eighteen to twenty-four year old eligible

population does have access to tertiary education, especially now with the proliferation of private tertiary institutions in the country. What is the share of this population that manages to access tertiary education would you estimate to be the University of Botswana's contribution?

Participant: I can't say I have the figures in my head right now

Researcher: *Mhm?*

Participant: *But if the population ... according to me ... the population of students in Bo ... in UB are about fifteen thousand.*

Researcher: *Mhm?*

Participant: *And ... and ... eh ... out of those ... there're about eh ... three hundred or so students who are doing ... who are studying by distance*

Researcher: *Mhm?*

Participant: And probably another eight to nine hundred or a thousand ... or more, who are doing part-time studies in various departments

Researcher: *Mhm?*

Participant: The ... the ... these are students who probably fall within the category of the twenty-nine percent that I said would access

Researcher: *Mhm?*

Participant: *the question is really on what happens to the seventy-one percent*

Researcher: *Mm*

Participant: Secondly ... we should also note that this access through other private tertiary institutions

Researcher: *Mhm?*

Participant: is also based on their ability to actually pay the fees for these ... and it still boils down to the government finance institutions

Researcher: *Mhm?*

- Participant:** And if we can only account for twenty-nine percent ... we still have the questions ... who accesses ... are these people paid for by the government ...
- Researcher:** *Mhm?*
- Participant:** So with that in mind we cannot ... not be able to really agree with the fact that ... we cannot pin down a significant number for people who are ... actually access tertiary education
- Researcher:** *Mm?*
- Participant:** To me it's like ... this twenty-nine percent that we are able to account for
- Researcher:** *Mm?*
- Participant:** Are the ones that we are able to get the data from
- Researcher:** *Mm?*
- Participant:** The whole country
- Researcher:** *Mhm?*
- Participant:** So the question is ... what about the seventy-one percent ... what happened to them and where did they end up?
- Researcher:** *Mhm?*
- Participant:** Cumulatively it has been cause to for more than ... five years
- Researcher:** Ok. And ... and this seventy-one ... you're talking about the ... the eligible population ... people who qualified
- Participant:** Eligible ... qualified
- Researcher:** And ... and they want to go into tertiary education ...
- Participant:** Well ... the question of whether they want
- Researcher:** *Mhm?*
- Participant:** Is ... is debatable
- Researcher:** Ok

- Participant:** But the issue is if they are there ... do they have that opportunity
- Researcher:** *Mhm ... mhm?*
- Participant:** If they were granted that opportunity ... what ... would they have taken on board?
- Researcher:** *Mhm ... Mhm ... Yah*
- Participant:** Well ... one wonders ... if they don't want ... then we should be in a position to say ... out of the seventy-one percent that is left ... fifteen were accommodated here fifteen percent there twenty percent there ... and then these ones who don't
- Researcher:** Who don't want to take advantage ...
- Participant:** But I don't think we got those who don't want
- Researcher:** No ... no ... *yah*. Ok. Recently research indicates a trend in many developing countries where more and more adults including employees want to access tertiary level education. Is this true for Botswana as well?
- Participant:** Definitely yes
- Researcher:** *Mm*
- Participant:** It is true for Botswana and as a programme coordinator in UB for distance education programmes
- Researcher:** *Mhm?*
- Participant:** I've seen a lot of faces coming here ... of people who want to enrol
- Researcher:** *Mhm?*
- Participant:** but because of financial commitments and obligations
- Researcher:** *Mhm?*
- Participant:** They're not able to proceed with their studies
- Researcher:** Ok

- Participant:** *And because they don't have that kind of support ... to finance them ... into this eh ... distance education*
- Researcher:** *Mhm?*
- Participant:** *They've failed. But by and large even if you were to approach the Registry and find the numbers of people who apply to enter and do their degree programmes by distance. You ... you'll will find that they are significantly large.*
- Researcher:** *Mhm*
- Participant:** But they declined for them to proceed because perhaps due to other social commitments they're unable to proceed
- Researcher:** Ok
- Participant:** Mainly finances
- Researcher:** *Mhm. What do you think should be done to increase opportunities for more enrolments at this level ... for Botswana as a country?*
- Participant:** There ... one thing that I think needs to be explored
- Researcher:** *Mhm?*
- Participant:** *As support on these distance education programmes in the form of subsidies. Perhaps not to individuals, perhaps to rates ... fees per se ... eh ... While I realise that it may be costly but I think if access is encouraged by way of eh ... making the eh ... the tuition fees affordable*
- Researcher:** *Mhm?*
- Participant:** *Something that tallies to the income bracket that ... that person is likely to be in*
- Researcher:** *Mhm?*
- Participant:** would be one step in the right direction
- Researcher:** Ok
- Participant:** And secondly we ... one would like to see some of these policies not only affecting government institutions ... but even private sector

- Researcher:** *Mm*
- Participant:** In terms of participating to ensure that their own employees are afforded an opportunity either in the form of giving them time offs, which have got nothing to do with their annual leave ... in the form of reimbursement when they succeed on courses that they're doing ... recognition of their learning by way of salary adjustments over time. That would cumulatively encourage the ... students to ... the people to actually now pick distance or part-time learning as an alternative
- Researcher:** Ok. Currently ... currently as ... as you have *eh* ... sort of touched on ... currently government sponsorship for tertiary level study does not cover individual students who are studying through the open and distance learning mode ... What would be your comment on this policy ... particularly ... *eh* ... referring to the stigma that usually is ... is ... is attached to distance education?
- Participant:** First ... *first of all I think there ... there is ... there is eh ... responsibility to de-stigmatise distance learning*
- Researcher:** *Mm*
- Participant:** *or part-time learning*
- Researcher:** *Mm*
- Participant:** by making it not an alternative ...
- Researcher:** *Mm*
- Participant:** mode of learning
- Researcher:** *Mhm?*
- Participant:** But make it a way of learning
- Researcher:** *Mhm?*
- Participant:** Because if ... once you say alternative ... you're saying ... having failed to achieve this side of the full-time learning process ... now ... you can take this other route. It ... it's making it a secondary
- Researcher:** *Mhm?*

Participant: So by making it something that is honourably equal or is at the same level with the full-time level

Researcher: *Mhm?*

Participant: *Government or sponsors and institutions should be ... should actually start being proactive ... For example ... we need to move away from the fact of saying students will only apply for distance learning only if they did not get a place in the full-time.*

Researcher: *Mhm?*

Participant: *They should actually apply and decide, as well as choose*

Researcher: *Mhm?*

Participant: *to take distance learning or part-time learning as a form of learning*

Researcher: *Mhm?*

Participant: Not as an alternative

Researcher: *Mhm?*

Participant: *The second thing is it should be resourced ... distance learning should be resourced.*

Researcher: *Mhm?*

Participant: And should be well designed to actually *eh* ... stick to certain time-frames

Researcher: *Mhm?*

Participant: So that output is actually *eh* ... *eh* ... projected

Researcher: *Mhm?*

Participant: into the future to say that we expect engineers to qualify out of this mode in the year so and so

Researcher: *Mhm?*

Participant: And people should ... should be allow to commit

Researcher: *Mhm?*

- Participant:** to that kind of process
- Researcher:** *Mhm?*
- Participant:** Yes I am aware that *eh ...* there are quite a number of difficulties that such students will encounter ... but then ... all those difficulties have to be factored in
- Researcher:** *Mhm?*
- Participant:** *Apart from sponsorship, we should not only stick to old ways of doing teaching itself*
- Researcher:** *Mhm?*
- Participant:** *I think it's high time that we incorporate modern learning aspects ... particularly that ... those that are enhanced by technology*
- Researcher:** *Mhm?*
- Participant:** For both the ... *eh ...* what you call it *eh ... computer mediated?*
- Researcher:** *Mm*
- Participant:** *video conferencing ...*
- Researcher:** *Mhm?*
- Participant:** tele-conferencing ... *eh ... internet and all these other things that go with it*
- Researcher:** *Mhm?*
- Participant:** *We need to start investing in that direction*
- Researcher:** *Mm*
- Participant:** I know attempts have been made ... to actually do it ... But I think a commitment by institutions themselves
- Researcher:** *Mhm?*
- Participant:** Should actually be seen and be evident
- Researcher:** *Mm*

- Participant:** *And not only to ... to enhance full-time learning in those areas ... Because ... what we see in UB is that things like Web-CT ... Blackboard and stuff like that ... they're being used to actually enhance learning within the institution. So people who are already advantaged are even further*
- Researcher:** *Mhm*
- Participant:** *advantaged*
- Researcher:** *Mhm?*
- Participant:** *And yet when it comes to distance learners there's ... there's very little assistance*
- Researcher:** *Mhm?*
- Participant:** *that has been extended*
- Researcher:** *Mhm?*
- Participant:** *It's there but it's very limited*
- Researcher:** *How would you comment on that kind of resourcing visa viz the ... the claim that distance education is comparatively less expensive than the face-to-face*
- Participant:** *I think one has to be very careful when we talk on costing and expenses*
- Researcher:** *Mm*
- Participant:** *And things like that*
- Researcher:** *Mm*
- Participant:** *Distance education ... I think the initial capital investment into distance education is very high*
- Researcher:** *Mhm?*
- Participant:** *But it's spread over two things ... over time*
- Researcher:** *Mhm?*

- Participant:** As well as the number of students who actually then register
- Researcher:** *Mhm*
- Participant:** *If you have fewer students enrolling*
- Researcher:** *Mm?*
- Participant:** *Then you have a problem*
- Researcher:** *Mm?*
- Participant:** because your investments in terms of your initial capital investments on it ... will not actually be justified
- Researcher:** *Mhm*
- Participant:** *But if you have a larger pool of students to address*
- Researcher:** *Mm?*
- Participant:** *Then you definitely are going to enjoy the benefits of eh ... of the investment*
- Researcher:** *Mhm?*
- Participant:** The spread ... which actually emanates from the participation part of it
- Researcher:** *Mhm?*
- Participant:** Access ...
- Researcher:** *Mhm?*
- Participant:** *If more people are able to access and you are able to spread these costs for quite a period ... a longer period ...*
- Researcher:** *Mm?*
- Participant:** *Then the investment is worth it*
- Researcher:** *Mhm?*

- Participant:** However, one has to be careful on what ... what kind of investment they are going into. *Eh* ... I know that computers are quite expensive
- Researcher:** *Mm*
- Participant:** But they also change
- Researcher:** regularly
- Participant:** Very regularly
- Researcher:** *Mm?*
- Participant:** So you'd actually be replacing software after software
- Researcher:** *Mm?*
- Participant:** *eh* ... would be very expensive
- Researcher:** *Mhm*
- Participant:** But there are other alternatives. There are soft wares that are open ... that you don't have to ... which are free
- Researcher:** *Yah* ... open source
- Participant:** Open source
- Researcher:** *Mm*
- Participant:** Which you can capitalise on ... Therefore you can't say technology would be expensive because there are these available *eh* ... resources
- Researcher:** *Mhm?*
- Participant:** That you can utilise
- Researcher:** *Mm*
- Participant:** So once capital investment ... in ... in other words the main gargets ...
- Researcher:** Ok

- Participant:** hardware is put in place and the system to control and monitor them is in place ...
- Researcher:** *Mhm*
- Participant:** then you ... surely you're going to ... to ... to
- Researcher:** to be able to run
- Participant:** benefit from it
- Researcher:** Ok ... *eh* ... I'm still interested in the ... *eh* ... economies of scale ... When ... when I consider the population of Botswana. *Eh* ... what ... what ... how would you see at tertiary level ... Botswana actually reaching economies of scale if they were to invest in that kind of *eh* ... technology-based distance education?
- Participant:** I think ... I think at this point we have to realise that it's just not about investing on the assets themselves
- Researcher:** *Mm*
- Participant:** tangible assets in terms of buildings ... structures
- Researcher:** *Mhm ... Mhm?*
- Participant:** computers
- Researcher:** *Mhm ... Mhm?*
- Participant:** It's also investing in the know how ... the skills development aspect of it
- Researcher:** *Mhm?*
- Participant:** The ... the man ... the human ... human element that
- Researcher:** *Mhm?*
- Participant:** is behind the desk
- Researcher:** *Mhm ... Mhm?*
- Participant:** If we ... we're able ... as a nation to come up with the best modules within the region

- Researcher:** *Mhm?*
- Participant:** To come up with the best kind of programmes that are user friendly ... that can reach and compete everybody else
- Researcher:** *Mhm?*
- Participant:** within the region
- Researcher:** *Mhm?*
- Participant:** I can see Botswana ... one ... because it has the resources currently
- Researcher:** *Mhm ... Mhm?*
- Participant:** tapping into other nations like ... places like Zambia
- Researcher:** *Mhm?*
- Participant:** Tanzania ... *oh* ... those with bigger populations
- Researcher:** *Mm*
- Participant:** If we have the skills, then we have the know how
- Researcher:** *Mhm?*
- Participant:** And we are almost at the cutting edge all the time. There is no reason why we should not lead the region
- Researcher:** *Mhm?*
- Participant:** in that area
- Researcher:** *Mhm*
- Participant:** Well, we should admit of course that places like UNISA are already in the game
- Researcher:** *Mhm?*
- Participant:** But then they're in the game with the rigidity
- Researcher:** *Mhm?*
- Participant:** of the past

- Researcher:** *Mhm?*
- Participant:** We are coming in at a point where we can actually borrow from their experiences and in fact to build something ... a new product completely
- Researcher:** Ok ... ok
- Participant:** by incorporating the new ideas
- Researcher:** Ok
- Participant:** into the system
- Researcher:** *Mhm?*
- Participant:** For me ... we will be able to break even. Namibia is still new as a nation
- Researcher:** *Mhm?*
- Participant:** And I believe we could also lead in that aspect
- Researcher:** Ok. Since 1994 developments in education in Botswana are guided primarily by the Revised National Policy on Education ... *eh* ... which, was envisaging the University of Botswana as a lead agency in the development of distance education. We also have Vision 2016 ... the objectives of and ... and aspirations of which are also guiding ... *eh* ... developments in education. Botswana like other SADC countries has also identified ODL as one of the strategies to improve access to tertiary education, particularly through that *eh* ... *eh* ... 1994 Revised National Policy ... How would you comment on the development of tertiary level ODL in Botswana since 1994?
- Participant:** There's been quite a lot of shifts
- Researcher:** *Mm?*
- Participant:** from that ... that ... that *eh* ... position. First ... the 1994 ... Policy
- Researcher:** *Mhm?*
- Participant:** only afforded Botswana as an economy ... or as a country the opportunity to develop other ... other things there after. We

currently have things like Tertiary Education Council, which was started in 1999

Researcher: *Mhm?*

Participant: ... which has now got a tertiary education policy

Researcher: *Mhm?*

Participant: The white paper now that is operational ... guiding certain aspects of tertiary education

Researcher: Ok

Participant: Although Vision 2016 ... is a national document

Researcher: *Mhm?*

Participant: It serves as *eh* ... packs of milestones

Researcher: *Mhm?*

Participant: that people want to achieve towards that vision ... which is 2016 ... and I think part of what Tertiary Education has put on the ground

Researcher: *Mhm?*

Participant: is building towards some of its ...

Researcher: towards

Participant: revision as a national document. We have already in the pipe line things like the funding policy, that is about to come on board

Researcher: *Mhm?*

Participant: But then you see, everything else is guided towards a particular objective. We have the human resource development document

Researcher: *Mhm?*

Participant: that ... eventually when it comes on board ... it will direct

Researcher: *Mhm?*

Participant: I think there is also qualifications framework

- Researcher:** *Yah*
- Participant:** that is also being built into it
- Researcher:** *Mhm?*
- Participant:** You can see that these ... all these documents ... if you look at 1994 ... there were already in the minds ... that people were going to be building something in the future
- Researcher:** *Mhm?*
- Participant:** Now all these documents build towards trying to get the whole education sector in line ... so that we ... we ... we ... we get somewhere. So there has been really a shift from the Revised National Policy into other policies ...
- Researcher:** Ok
- Participant:** that the nation and ... nation and individual institutions are building on
- Researcher:** *Mhm*
- Participant:** Not only that ... We have seen the up coming second university. We have seen the opening up of the education sector in terms of private sector
- Researcher:** tertiary level?
- Participant:** tertiary level coming on board. The more players coming on board
- Researcher:** Ok
- Participant:** That to me means ... University of Botswana has been the leader ... yes ... but now there are other players on board
- Researcher:** *Mhm*
- Participant:** Even the Colleges ... are no more just colleges ... but they are
- Researcher:** *Mhm*
- Participant:** They are entities on their own right ... pursuing cert ... particular agenda and having to conform

- Researcher:** *Mhm?*
- Participant:** to the tertiary education *eh* ... standards
- Researcher:** Ok ... ok
- Participant:** So to me ... yes we have that document ... it has done its part and it has built other documents now that are driving the current
- Researcher:** education system?
- Participant:** Yes
- Researcher:** But ... but ... *eh* ... where would you place the development of distance education during those ... that period ... at tertiary level?
- Participant:** *You know ... while we must acknowledge that on paper ... it has been there*
- Researcher:** Ok?
- Participant:** *The practice has rather been eh ... slightly slow*
- Researcher:** Ok
- Participant:** *And perhaps even on paper ... the significance of distance education is somewhat ... has only ... come in as a background thing. It does echo here and there. For example ... in UB we talk of access and participation*
- Researcher:** *Mhm*
- Participant:** *and we do talk of distance education*
- Researcher:** *Mhm*
- Participant:** *But when you really look at the kind of support that we get from the system*
- Researcher:** *Mhm?*
- Participant:** *you begin to see that there's a lot of gaps*
- Researcher:** A lot of gaps

- Participant:** *There's quite a lot that needs to be done to accommodate the fact that there is distance education*
- Researcher:** Ok
- Participant:** *For example ... I don't think the ... we come in for example ... when we talk of tutors or lecturers*
- Researcher:** *Mhm?*
- Participant:** *distance education is not part of their job description. They come in and do it as part-time like anybody else*
- Researcher:** *Mhm?*
- Participant:** *and yet they're serving the same entity. To me that doesn't indicate mainstreaming ... or actually putting distance education as one of the engines of the institution*
- Researcher:** Ok
- Participant:** *If you look at the population of distance learners here in the facts and figures of the University ... they make a fraction*
- Researcher:** *Yah*
- Participant:** *of the population. I'm talking here about three hundred and something on a ... in a population of about fifteen thousand ... what is ... it's just a drop in the ocean*
- Researcher:** *Yah ... yah*
- Participant:** So to me ... it doesn't ... it doesn't fly
- Researcher:** *Mhm*
- Participant:** *The resources ... the commitment of resources is not really eh ... indicative of the level of commitment*
- Researcher:** *Mhm ... mhm?*
- Participant:** *towards eh ... the ... the distance learning. To me that doesn't indicate mainstreaming ... or actually putting distance education as one of the engines of the institution*
- Researcher:** *Mhm? But according ... according to plan ...*

- Participant:** According to plan! What plan?
- Researcher:** What is the planned status ... is it stated ... what ... *eh* ... how distance education and face-to-face are going to relate? Is it stated even on paper at least
- Participant:** It ... it ... it ... it is.
- Researcher:** Oh it is?
- Participant:** *I think* the Strategic Plan
- Researcher:** *Aha?*
- Participant:** of 2009 and beyond
- Researcher:** Ok?
- Participant:** *acknowledged something to do with distance education ... as ... as a very ... a player in increasing access*
- Researcher:** Ok
- Participant:** *to education.*
- Researcher:** Ok
- Participant:** *But* the nitty gritty of *actually embracing it and*
- Researcher:** making it
- Participant:** and making it part of the
- Researcher:** And implement
- Participant:** *implementing it*
- Researcher:** *Aha*
- Participant:** is yet to be ... to ... to mature
- Researcher:** Ok
- Participant:** Yes

- Researcher:** *Mhm* Ok. So ... so ... I was going to find out how the planned status is reflected in the resource allocation for each of the two modes. I know you've touched on it
- Participant:** Right ... *yah*
- Researcher:** *Ee*
- Participant:** But definitely *Uhm* ... I'm not ... personally I'm not comfortable with the resource allocation process. Let me say perhaps the resource allocation in UB as a whole
- Researcher:** *Uhm?*
- Participant:** Is not something that we should be doing at ... in the twenty first century
- Researcher:** *Uh* ... Ok?
- Participant:** We are just way behind. We're still using the incremental budget system. And we ... we sort of gradually have moved into something called zero-based ... which hasn't really grounded itself
- Researcher:** *Mhm?*
- Participant:** Zero-based budgeting
- Researcher:** *Mhm?*
- Participant:** And ... and ... and ... at the end of the day really the resource allocation mechanism is not guided by ... by the ... how can I say? ... data base
- Researcher:** Ok?
- Participant:** of really what we want. There's need for it ... for resource allocation to be done scientifically
- Researcher:** Ok
- Participant:** so that it can bear fruits. There are differences ... *eh* ... *eh* ... there are quite a lot of positions by different authorities here ...
- Researcher:** *Mhm?*
- Participant:** And they don't necessarily come together

- Researcher:** Ok
- Participant:** to actually support ... *eh* ... one particular thing
- Researcher:** Ok
- Participant:** And I think it all emanates from the fact that we are still using incremental budgeting
- Researcher:** Ok
- Participant:** system. Which simply says ... historically what did you have?
- Researcher:** *Mhm*
- Participant:** in this particular activity?
- Researcher:** then you get a ...
- Participant:** It depends on the budge. ...
- Researcher:** *Mhm*
- Participant:** line items. And then you get a percentage of that. More over ... or over and above that ... you still have ceilings ... where the ... the ... the stakeholder who is funding the institute says ... you can't cross this ceiling. That's where you stand
- Researcher:** *Mhm*
- Participant:** So to me that's not scientific ... and I don't think it is supportive of the twenty-first century budgeting system
- Researcher:** Ok. *Eh* ... it appears *eh* ... ODL does not expand as much as the face-to-face mode within dual institutions in southern Africa. What ... what is your comment on this observation ... regarding *eh* ... Botswana?
- Participant:** Yes it is true. But *perhaps some of it is ... it's eh ... it's an issue of not planning. May be the ... the powers that be*
- Researcher:** *Mhm?*
- Participant:** *don't have a clear picture as to exactly how they should handle this animal called ODL*

- Researcher:** *Aha*
- Participant:** *Should it be part of the dual aspects of the business of the day*
- Researcher:** *Mhm?*
- Participant:** *Or should it be s ... should it stand alone*
- Researcher:** *Uh?*
- Participant:** *and move out of the University itself?*
- Researcher:** *Ok?*
- Participant:** That in itself is a major question where you want to really say ... what would be the implications of doing that?
- Researcher:** *Ok*
- Participant:** Secondly ... it could be the facts of saying ... *how many people on the ground right now ... understand and know what this ODL our ... animal is about?* ... to the extend that if you say ... now start your own little wing independent of us. They will actually be able to do so
- Researcher:** *Mhm?*
- Participant:** Well ... there is also another aspect of saying ... you know ... the person who is funding full-time programmes ... is the same person who is expected to fund the ODL ... *eh* ... Would the separation of the two result in fragmentation of resources ... and perhaps making it more expensive to offer ODL
- Researcher:** *Yah?*
- Participant:** If that is the case is there a possibility of making this ... acts together
- Researcher:** *Mhm?*
- Participant:** How then do we amplify that aspect of ODL?
- Researcher:** *Yah ... Yah ... Mhm?*
- Participant:** I think those questions are pertinent and UB has taken a position at least of late ... by conducting a needs assessment on ODL

- Researcher:** Ok
- Participant:** To establish what's happening out there
- Researcher:** *Mhm*
- Participant:** Who wants it? How many people are interested ... to what extend ... what can we do ... what can we not do ...
- Researcher:** *Mhm*
- Participant:** To me ... *that kind of study has been a ... a ... an eye opener perhaps for the Management*
- Researcher:** Ok
- Participant:** *and the leadership of the University that now they're in a position to know exactly what is happening out there and what do they want to do with it*
- Researcher:** With ODL?
- Participant:** *with ODL. So to me ... eh ... eh ... it's a ... it's an indication that there is now some element of understanding what is ... of trying to understand what ODL is*
- Researcher:** Ok
- Participant:** *for those who head ...*
- Researcher:** Ok. That's encouraging. *Mm* ... Now ... some researchers as you have indicated would believe that *eh* ... distance education can perform much more cost effectively in a dual mode institution because of this idea of sharing of resources between the two modes
- Participant:** *Mhm?*
- Researcher:** *Ee*, but ... but like I say it ... it ... it sort of in practice *eh* ... in many *eh* ... *eh* dual mode institutions at least in southern Africa ... it does look like when you have both the dual mode ... both the face-to-face and ODL ... ODL's figures of students ... they seem to be so insignificant compared to the face-to-face students. *Ke gore* you have the two programmes together in one institution. But one performs so well and the other one is ... is so low

- Participant:** Yes ... that's true and it happens at UB. Perhaps one thing that we should also acknowledge is the fact that these different modes are funded differently
- Researcher:** Ok. They're funded differently ... within the same institution?
- Participant:** within the same institution
- Researcher:** Ok?
- Participant:** The students would actually come for full-time
- Researcher:** *Mhm*
- Participant:** They will receive a full scholarship
- Researcher:** *Ahaa*
- Participant:** And the same students who actually want to do it by distance would be told "no you need to find your own ..."
- Researcher:** *Ahaa ...*
- Participant:** *Ee ...* So at the end of the day the full-time ... the fully dedicated student will actually be having this time frame to say that ... you have to finish within this given period. Whereas a distance learner will be given a time frame ... but also you have to consider all other things that may be folding before the process of learning
- Researcher:** *Mhm ... Mhm?*
- Participant:** Things like moving, changing cities, changing ... marital status and stuff like that, will have to be factored in. Not only that. The institutions themselves are rigid
- Researcher:** Ok?
- Participant:** In approach
- Researcher:** Ok?
- Participant:** They have the understanding that they have to teach and the student has to go through this process and that's it. It ends somewhere
- Researcher:** *Mhm?*

- Participant:** But with the flexibility aspects of distance learning, there is an introduction of risk element which perhaps the institutions will start procrastinating about
- Researcher:** *Mhm?*
- Participant:** To say ... do we really want to take that risk? We can't control this particular individual because they took ... they're studying at their own time ... and what ever what ever ... and we can't force them to come to the exam because if they haven't read you can't ... This flexible aspect of it ... flexibility aspect of it tends to impinge on time
- Researcher:** *Ahaa*
- Participant:** And will introduce an element of risk as far as the institution is concerned. The regulations themselves are rigid in the dual mode
- Researcher:** Ok
- Participant:** *Most of the time it would be more like the ODL is an attachment and has to follow the regulations of what is already on board*
- Researcher:** *Mhm?*
- Participant:** For example, we have certain credits that have to be done.
- Researcher:** *Mhm?*
- Participant:** *And a student has to carry such an amount of credits*
- Researcher:** *Mhm?*
- Participant:** and they will have to do re-takes ... And one of the strange things is for example, you have here in our programme ... internships
- Researcher:** *Mhm?*
- Participant:** *Internships which one would have believed are designed to give a full-time student who has never had an opportunity to work, to actually experience the working environment*
- Researcher:** *Mhm?*
- Participant:** *But is also done by a distance learner who is already working ... has been working for the past ... working for the past eight ... ten years.*

But then it's our structure that they do an internship. Now one questions ... why should a person who's already exposed to a working environment ... be forced to take that particular course?

Researcher: Ok. Is it ... is it not *eh* ... a course that is not necessarily in the working environment, but may be a course in a different environment ... therefore they're going to be experiencing work in the environment where the course ... *eh* ... the course content is ... is ... is directed?

Participant: True ...

Researcher: *Mhm?*

Participant: If that is the objective, why don't we allow that flexibility to say ... if you're not in a business environment then you're ...

Researcher: *Ahaa* ... then you need to go into a business environment ... to experience that

Participant: Right

Researcher: *Ee*

Participant: *Because here is a blanket statement ... whether you are in the business environment or not in a business ... you have to. That is the aspect ... what I'm saying ... is that element of rigidity. Which, when you are in distance education you may want to consider flexibility*

Researcher: *Yah*

Participant: *on how to handle some of these things*

Researcher: *Yah*

Participant: For example, registration ... has to be done in a particular period

Researcher: *Mhm*

Participant: And if you don't do it at that particular period, you might as well wait

Researcher: *Mhm*

Participant: A semester course is offered in a particular semester.

- Researcher:** *Mhm?*
- Participant:** If you miss it in that semester you'll never ... you'll have to wait until that semester comes again
- Researcher:** *Mhm*
- Participant:** For me ... *for a distance learner it's torture*
- Researcher:** *Mm*
- Participant:** *Because it means they'll have to sit back at home and wait for a semester to come when they actually have the time*
- Researcher:** *Mm*
- Participant:** So to me ... *that's how the whole thing begins to ... to disintegrate*
- Researcher:** *Mm*
- Participant:** *Because there is this aspect of rigidity in certain areas of course. It's important to have that ...*
- Researcher:** *Yah ... That ... that brings the question of preparedness of people who are working in the distance education mode. How would you comment on their preparedness ... because it ... it ... it eh ... ODL practitioners believe that ODL is a specialised field. Would you say people who are handling it have ... have been taken through and they actually are conversant with what ... what is supposed to be. Either the people working in it or the system that is facilitating distance education, even if it is not the Department that is handling it*
- Participant:** *I think the critical area is to actually get the system*
- Researcher:** *Aha?*
- Participant:** *to be very clear at ... you know ... clear about how things should be done in ODL*
- Researcher:** *Ok*
- Participant:** *And then ... I don't think we have enough distance education practitioners. We have a few*
- Researcher:** *Ok?*

- Participant:** Very few for that matter
- Researcher:** Ok?
- Participant:** *who really know what is happening*
- Researcher:** *Mhm?*
- Participant:** *Eh ... most of the people would come if a system is in place ... with a few people that we have*
- Researcher:** *Mhm?*
- Participant:** Most of them would come on board and they would actually get proper training
- Researcher:** *Mhm?*
- Participant:** on the job proper training and I think that is easier to ... to ... to do
- Researcher:** *Mhm?*
- Participant:** *Ah ... However, I think the management aspect*
- Researcher:** *Mhm?*
- Participant:** *in terms of Managers of ODL*
- Researcher:** *Mhm?*
- Participant:** *we really need eh ... well people who are trained in that level ... specialised people in that area because they have to provide guidance of this particular mode*
- Researcher:** *Mm*
- Participant:** to those who do not have ...
- Researcher:** *Mm*
- Participant:** For example, we have lecturers at UB who are in the faculty of Business
- Researcher:** *Mhm?*
- Participant:** who developed modules ...

- Researcher:** *Mhm?*
- Participant:** And now I can say they can ... they're champions. They can actually do it
- Researcher:** *Mhm?*
- Participant:** so well
- Researcher:** *Mhm?*
- Participant:** But they had to ... they had interest ... in themselves ... to want to know how to go about doing the whole thing
- Researcher:** Ok
- Participant:** And they have been trained
- Researcher:** *Mhm?*
- Participant:** Over different workshops
- Researcher:** *Mhm?*
- Participant:** for the past four or five years
- Researcher:** Ok
- Participant:** And now we can proudly say we have somebody who really knows what ... *eh* ... how to develop a distance education module
- Researcher:** Ok
- Participant:** But believe me ... when we started off with these people ... we had more resistance than acceptance
- Researcher:** *Mm*
- Participant:** But now we have converted them
- Researcher:** *Mhm?*
- Participant:** They are the ones who are now taking it back to the faculty
- Researcher:** to the others ... *mm...*

- Participant:** And actually saying ... this thing works, it only needs your acknowledged ... to be part of it
- Researcher:** *Mhm*
- Participant:** *Eh ... to me that is to say if you have a system of how to bring others on board ... you definitely can make it*
- Researcher:** *Yah ...*
- Participant:** *But you need managers who are specialised ... who know what to tell these other people who don't know*
- Researcher:** *Mhm?*
- Participant:** *And how to guide these other people who do not know. Nothing is as smooth. You generally are going to get resistance. That is the way*
- Researcher:** *Mm*
- Participant:** But *eh ...* I believe we have *eh ...* a handful of specialists now ...
- Researcher:** Ok
- Participant:** both in the co ... in the nation as a whole
- Researcher:** Ok?
- Participant:** I think BOCODOL is one of those areas where there ... there ... there is wealth
- Researcher:** Ok?
- Participant:** embedded in there
- Researcher:** *Mhm?*
- Participant:** And that wealth just needs to be tapped
- Researcher:** Ok
- Participant:** I think UB has pockets of different
- Researcher:** *Mhm?*

- Participant:** *Eh ... specialised areas of people who are willing to do so*
- Researcher:** *Mm*
- Participant:** *But what we need is managers who 'll provide guidance*
- Researcher:** *Mhm*
- Participant:** *on exactly what should be done*
- Researcher:** *Ok*
- Participant:** *and of course a concrete system*
- Researcher:** *Mm*
- Participant:** *That ... that makes sure that you know ... things run*
- Researcher:** *Mm*
- Participant:** *in a mechanical form*
- Researcher:** *Ok*
- Participant:** *and everybody else falls into ... into*
- Researcher:** *into place*
- Participant:** *Yah*
- Researcher:** *Ok. If we may go back to the ... the participation rate in ... in... through ODL at the University of Botswana ... I notice that some ... some reports are indicating that during the current strategic plan ... eh ... ODL contributed a maximum of three percent of the University's student body. I would like to know whether this is according to plan and ... and if so what was influencing such a small percentage to be planned eh ... to go through ODL?*
- Participant:** *I ... I'm not sure about the plan part of it but*
- Researcher:** *Yes?*
- Participant:** *What I can talk about is mainly about the programme ... the programme on Business degree programmes*
- Researcher:** *Ok?*

- Participant:** When originally we took this challenge, *the estimate was that we were expecting to register a hundred students for each programme ... for each programme yes*
- Researcher:** *Mhm?*
- Participant:** And there were four programmes
- Researcher:** Ok
- Participant:** So we were expecting to register four hundred students
- Researcher:** four hundred students
- Participant:** every year
- Researcher:** per year ... *aha?*
- Participant:** So which meant that by the time we came to the fifth year when we were now having the last batch getting ready for ... for ... to graduate
- Researcher:** *Mhm?*
- Participant:** We would have had four hundred times five
- Researcher:** *Mhm*
- Participant:** Which I think ... which target we have missed by a very big margin.
- Researcher:** *Mhm*
- Participant:** and it was missed by a very big margin because I don't think we got the applicants
- Researcher:** Ok
- Participant:** There came quite a small number of applicants
- Researcher:** Ok
- Participant:** that qualified to be ...the problem
- Researcher:** Ok

- Participant:** *There were different attributes to that. It could have been poor advertisement. May be we did not campaign enough for candidates to come on board. And eh ... I don't think we have since made any major effort really to go out there and reach out to people to actually tell them that yes there is this programme and this is how it works. Of course it started off as a pilot project. And it has reached its maturity on this fifth year. One would expect that re-strategising is perhaps on the cards*
- Researcher:** *Mhm?*
- Participant:** *to actually now look at it and say ... why did we not meet our target number*
- Researcher:** *Mhm ... Mhm?*
- Participant:** *Ah ... Although I do have fears ... that if we then go out there and campaign, we are likely to get good responses. But are we ready for those numbers? I think not. Not yet. We need to have resources channelled to actually meet those numbers should they come up aboard. The second part could have been that even after registering the few students that we had, the finances begin to creep... began to creep in.*
- Researcher:** *Mhm?*
- Participant:** *We do not have a ... eh ... payment method that would ... would meet students halfway at least to say ... you can start paying instalment*
- Researcher:** *Mhm?*
- Participant:** *to your programme ...*
- Researcher:** *Mhm?*
- Participant:** *And eh ... you know ... things like that. We don't meet students halfway in terms of the payment system ... we don't have a payment system*
- Researcher:** *the ... the rigidity that you were referring to*
- Participant:** *This is some of the rigidity ...*
- Researcher:** *Mm*

- Participant:** You either pay for all the credits you have or you don't have the money
- Researcher:** *Mhm*
- Participant:** And for students, particularly during the Christmas January ... seed season, which is December/January ... there is a lot of dropouts ... because the very students have to pay school fees for their own children elsewhere -
- Researcher:** *Mhm?*
- Participant:** And to actually come up with four, five thousand Pula for the credits required
- Researcher:** *Mm?*
- Participant:** in a semester, it's a problem. Well, other people have argued that ... no ... students can actually pay for what they can afford. *But if you pay for what you can afford, the duration of getting your degree is even longer*
- Researcher:** *Mhm?*
- Participant:** *I mean for somebody who is very motivated ... to actually stay eight years doing a degree, opportunities are missing*
- Researcher:** *Yah*
- Participant:** *They are missing their opportunities. That's double the time*
- Researcher:** *Mm*
- Participant:** *So to me ... there's quite a number of things that have affected the target numbers*
- Researcher:** *Mm*
- Participant:** *Ah ... in a programme like the programme that we did, which is more like a project*
- Researcher:** *Mhm?*
- Participant:** I think you'll talk to the programme coordinator on that one. *Ah ... Primary Education ...*

- Researcher:** Ok
- Participant:** You find that it was easier to reach those targets. They may have not graduated in large numbers and in time
- Researcher:** *Yah*
- Participant:** In times that they were expected to graduate. But the fact is ... because the government was sponsoring
- Researcher:** *Mhm?*
- Participant:** students were ...
- Researcher:** they came ...
- Participant:** Otherwise a lot of students ... even trimmed out, for that programme
- Researcher:** *Mhm?*
- Participant:** Just because ... the government is paying, so they're willing to actually take the challenge. Therefore it shows you that the two extremes that ... well government supports ... people ... more than enough people are willing to actually go on to programmes
- Researcher:** *Mhm*
- Participant:** But where there is no financial assistance
- Researcher:** *Mhm?*
- Participant:** There's a bit of a problem
- Researcher:** *Yah*
- Participant:** If you compare the two programmes,
- Researcher:** *Yah*
- Participant:** You can see the difference
- Researcher:** *Mhm*
- Participant:** In fact that is... you will find that there is a lot of pressure in this other one

- Researcher:** *Mm*
- Participant:** than when you look at this other side
- Researcher:** Ok
- Participant:** But then, this is a project. it's not an everyday's thing ...
- Researcher:** *Yah ...* programme
- Participant:** *Yah*
- Researcher:** Ok. Now ... *eh ...* I ... I'm also looking at the ... the future plans ... of the University ... the University of Botswana's Strategic Plan to 2016 and Beyond. It appears that a very small percentage of the student body is planned to access *eh ...* programmes through ODL. The ... *eh ...* the Strategic Plan actually says three percent per annum. And I'm wondering what influences this allocation of ... of enrolment
- Participant:** I ... I really don't know ... since I ... I haven't participated in actually ... any of the plans ... that ... go around
- Researcher:** Ok ... ok.
- Participant:** but one ... one would ... *eh ...* would say ... *perhaps this figure may change ... because perhaps at the time when these were drawn*
- Researcher:** Ok?
- Participant:** *eh ... UB was not quite clear as to what it wanted ... how it wanted to go about the business*
- Researcher:** Ok
- Participant:** Hence the reason for doing an O ... an assessment of ODL
- Researcher:** Ok
- Participant:** *eh ...* country wide
- Researcher:** That was done after the plan?
- Participant:** This is very recent.

- Researcher:** *Ah ... ok.*
- Participant:** the report was actually completed this year
- Researcher:** *Ah ... ok*
- Participant:** So for me it's like ... they have now the data
- Researcher:** Ok
- Participant:** to influence their decision
- Researcher:** Alright
- Participant:** It would also help to look at the NDP 10 expectations
- Researcher:** *Mhm?*
- Participant:** of what UB intends to do
- Researcher:** *Mhm?*
- Participant:** Perhaps there might be a change in the trend of thinking
- Researcher:** Ok
- Participant:** which was then ... Perhaps now they're in a better position to decide
- Researcher:** *Mhm?*
- Participant:** *Mm ... mind you ... if ... the ... the ... the report suggests anything bigger than what UB can afford, may be UB may turn around and decide look ... this is too big for us to undertake at the ...*
- Researcher:** *Yah ... yah ... yah*
- Participant:** So to me ... this particular report ... is a turning point
- Researcher:** Ok
- Participant:** Because now UB will be deciding based ...
- Researcher:** It is going to influence decisions now ... Ok ...
- Participant:** decisions. That is why they actually undertook the study

- Researcher:** Ok
- Participant:** because they wanted to be informed
- Researcher:** Ok
- Participant:** more of the ODL situation
- Researcher:** Ok. Ok, no it means the Strategic Plan ... since it was a strategic plan that looks like it was aligned to NDP 10 ... one would have thought ... that ... that was the position of the University for ... for the future
- Participant:** for the future. Yes and no. Because see if they don't have this information
- Researcher:** *Yah ... yah ... yah*
- Participant:** They might have used other variables
- Researcher:** other *yah*
- Participant:** to make that decision. And now with the information the properties change
- Researcher:** the stakes change
- Participant:** they are changed
- Researcher:** *Yah ...* it might change. Ok, oh thank you very much for that. I was very worried about this
- Participant:** No I think ...
- Researcher:** *Ee ...* and ... and ... and I ... I looked at the ... at the University programmes. If I counted them correctly ... there are a hundred and thirty-two programmes ... across levels and faculties. And out of these, I was seeing less than ten programmes available through ODL mode *eh ...* and I was wondering ... what is influencing the decision to have fewer programmes on a mode that is purported to have the potential to help the University expand access. I know that it is one of the University's priorities to expand access.
- Participant:** *Mhm*

- Researcher:** So what ... what ... why do we have just a few programmes *eh* ... which *eh* ... learners can access through ODL
- Participant:** I think some of these things were mainly because of knowing the existence of ... I mean knowledge in terms of the mainstream knowing what is happening in distance education programmes and ... and trying to sell this distance education thing ...
- Researcher:** *Mhm?*
- Participant:** to the mainstream
- Researcher:** Ok
- Participant:** I think through the mainstream documents, some light has sort of shown in some areas
- Researcher:** *Mhm?*
- Participant:** And we beginning to see bits and pieces coming in to play now
- Researcher:** *Mhm?*
- Participant:** *Eh* ... people requesting that ... we want this programme to be offered by distance
- Researcher:** Ok?
- Participant:** I think now ... of late we've just had project management ... a Masters in Project Management
- Researcher:** *Mhm ... Mhm ... Mhm*
- Participant:** You know ... they approached CCE
- Researcher:** Ok
- Participant:** *For me it's about ... perhaps sometimes it's about ... like I say ... CCE going out there and selling itself within the campus to say ... we're here ...*
- Researcher:** *Mhm?*
- Participant:** we want to this and this is how we do it

- Researcher:** Ok
- Participant:** But perhaps sometimes it's just people saying ... how the hell are you going to offer science through distance learning? Obviously that's also a demonstration of *people not knowing* ...
- Researcher:** *Yah*
- Participant:** *how the mode is done*
- Researcher:** *Mhm ... Mhm*
- Participant:** I mean how do you do experiments if you are ah ... out in the bush?
- Researcher:** *Mhm ... Mhm*
- Participant:** The understanding here is mostly people believe that when it says distance it means you will never meet anybody
- Researcher:** *Mhm*
- Participant:** Until you write the exam
- Researcher:** *Mhm ... Mhm*
- Participant:** And yet when you start teaching people that ... this is how this is possibly carried out ...
- Researcher:** *Mhm?*
- Participant:** you begin to see people say ... oh then ... then sure it could be done
- Researcher:** *Yah*
- Participant:** For example ... the Faculty of Business plunged into these programmes
- Researcher:** *Mhm?*
- Participant:** And at *eh* ... originally there was ... you know ... people were quite suspect of the way programmes are ... do you think you ... But now we beginning to see more and more people say ... this can be done ...
- Researcher:** *Mhm?*

- Participant:** It has been done before
- Researcher:** *Mhm?*
- Participant:** We've had great grades now
- Researcher:** *Mhm?*
- Participant:** We should be able to do it
- Researcher:** it's working
- Participant:** And I think more and more faculties within the University's are going to be pushing more and more programmes to be offered ... particularly if the University takes a position to say ... a programme with less than ... or with so many students should actually also or ... be offered by distance ... You know ... it takes the University to take that position
- Researcher:** *Mhm?*
- Participant:** To say certain programmes can be offered by distance ... and we'll have only a limited number coming for full-time
- Researcher:** *Mm*
- Participant:** *Once you have that ... you'll see the ... distance education beginning to ... to pick up. Because it will effectively say ... anybody interested in this ... can do it by distance*
- Researcher:** *Mm ... Mm Ok ... Eh ... some critics of ODL believe that it is not effective ... an effective mode to deliver quality university education ... particularly with regard to post graduate study. What's your opinion concerning this line of thought*
- Participant:** I ... I think such people have a limited knowledge of what eh ... distance education is all about
- Researcher:** *Mhm?*
- Participant:** Many of the people who are currently involved in distance education
- Researcher:** *Mhm?*
- Participant:** Are also students of distance education themselves

- Researcher:** *Mhm?*
- Participant:** There are very few people now who are in distance education who haven't had a taste of what distance education is about.
- Researcher:** *Mhm?*
- Participant:** I for example ... I'm a PhD student
- Researcher:** *Mhm*
- Participant:** And I'm almost about to complete my ... my ...
- Researcher:** your programme?
- Participant:** my programme
- Researcher:** *Mhm?*
- Participant:** I didn't meet distance education just at PhD. I did my O'levels ... O'levels via
- Researcher:** *Mhm?*
- Participant:** *eh ... distance eh ... education*
- Researcher:** *Mhm?*
- Participant:** with the London *eh ...* University
- Researcher:** Ok
- Participant:** For me ... you're limited if ... you believe that ... well unless of course you're saying ... *yah ...* that's why you're not a quality product. May be I will accept that ... and say well may be then if cheap *eh ...* but perhaps I wouldn't be sitting in a university ... teaching
- Researcher:** *Mm*
- Participant:** If at all I am not good quality
- Researcher:** *Mm*
- Participant:** So for me really it's ... it's somebody who is ignorant

- Researcher:** *Mhm?*
- Participant:** of what university has achieved ... I mean the distance education has achieved
- Researcher:** *Mhm?*
- Participant:** Look at mega universities ... how many graduates have gra ... *eh* ... gone through UNISA ... and where are they now?
- Researcher:** *Mhm?*
- Participant:** How much did they achieve ...
- Researcher:** *Mhm?*
- Participant:** In an international community
- Researcher:** *Ee, rra.*
- Participant:** And look at how many people have achieved what they have achieved ... look at from Open University
- Researcher:** *Mhm*
- Participant:** Today ... most of the books that we read in many areas of education and other areas of sciences ... come from people who have actually gone through education in ... open universities
- Researcher:** *Mhm*
- Participant:** So to me if somebody who says that is limited in their own ... *eh*
- Researcher:** Ok? But would you think that such concerns and doubts as to the effectiveness of ODL might disadvantage its robust development in any way in any dual mode institution
- Participant:** It would. Because ... what you are doing is that you are stigmatising that kind of education. You're simply saying ... *eh* ... you ... for people who are also limited ... you are saying to them ... don't go to that kind of education system because it won't pay off ... the pay off is in the long run
- Researcher:** *Mm*

- Participant:** And I ... I believe it really doesn't serve the interest of the people who want to advance themselves in education per se
- Researcher:** *Mhm?*
- Participant:** particularly in economies where they find themselves with certain social commitments that they need to undertake and as well try to be educated
- Researcher:** *Ehe?*
- Participant:** Well again ... if you look now the trends in developed ... *eh ... developed economies ... many ... people are beginning to opt to do their second degrees ... Masters and ... and ... and post graduate degrees when they're working.*
- Researcher:** *Mm*
- Participant:** *They just go as far as first degree and they're back into the work environment and then they pursue those interests ...*
- Researcher:** *Mm*
- Participant:** because of the advantages that come with distance learning
- Researcher:** *Yah*
- Participant:** or part-time learning
- Researcher:** *Mm*
- Participant:** You get both the experience and the exposure to be in *eh ...* in the environment that you want to pursue as well as the technological aspects and *eh ...* academic aspects of the same area
- Researcher:** *Mm*
- Participant:** So to me it offers you dual opportunities
- Researcher:** *Mm*
- Participant:** If somebody cannot see that ... then ... I think I would ...
- Researcher:** I'm tempted to wonder ... *eh ...* what really made the distance education of the University of Botswana remain ... because it looks like it's really lagging behind ... What could have been ... all these

years ... the ... the ... the ... what can we put our finger on in terms of what delays it

Participant: *I think it still boils down to perceptions*

Researcher: *Yah*

Participant: *I think it boils down to perceptions of the leadership itself.*

Researcher: *Yah*

Participant: *If the leadership is not quite committed and is not quite convinced*

Researcher: *convinced ... Mhm?*

Participant: *that this thing works*

Researcher: *Mhm?*

Participant: *how do they demonstrate it?*

Researcher: *Mm*

Participant: *They will demonstrate it by the amount of resources they commit to that particular angle*

Researcher: *Mhm?*

Participant: *And the kind of response and the time it takes for them to respond to that issue*

Researcher: *Mhm?*

Participant: *is indicative of how ... the level of commitment they have. So really I think ... bottom line right now is the perceptions of the leadership*

Researcher: *Yah*

Participant: *It may not be because they don't want it ... but because they didn't have adequate information*

Researcher: *Mhm?*

Participant: *to know exactly what is it that they're dealing with*

Researcher: *Yah*

Participant: *But the fact of the matter is their perception is what really controlled*

Researcher: Ok

Participant: Oh ... for me ... from where I stand

Researcher: *Yah ... yah ...*

Participant: I see it as perceptions

Researcher: *Yah*

Participant: *Hence ... by actually commissioning a study ... it confirms to me that they really did not know*

Researcher: *Yah*

Participant: *what they were dealing with ...*

Researcher: Ok

Participant: *And now they are seeking to understand*

Researcher: *Yah, which is a good ...*

Participant: which is a good thing ...

Researcher: in the right direction ... *Ee*

Participant: So that now I will know that whatever they're deciding,

Researcher: *Mhm*

Participant: they're deciding with full information of what this thing is about

Researcher: Yes, yes, yes. Ok

Participant: To me it's been just perception.

Researcher: Ok

Participant: *Yah*

Researcher: Ok. Now I ... I would like us to move into the area of the mainstreaming strategy ... that we've mentioned here and there.

What is its purpose? The ... the ... the distance education mainstreaming strategy of the University

Participant: I think it is mainly to ensure that distance education becomes part of the ... the ... what you call ... full-time programming system. You remember I made mention that the University has to take a position and say ... people registering for this course will ... will achieve this target by adding this other number

Researcher: *Yah*

Participant: though distance education

Researcher: *Yah, yah*

Participant: Because if you look at the mainstreaming document it says ... take distance education as a way of learning ... don't

Researcher: *Yah*

Participant: take it as an alternative

Researcher: *Yah*

Participant: I think the mainstreaming document is somehow trying to enforce this idea of saying ... let the faculties design their programming system such that distance education is part of their way of offering other courses

Researcher: Ok

Participant: Because it now opens gateways of how this should be done

Researcher: *Mhm?*

Participant: How you can then take a full-time programme and make it *eh ... eh* ... a distance one

Researcher: *Mhm?*

Participant: What it requires et cetera ... and who should be where

Researcher: *Mhm?*

- Participant:** To the point where now ... the system has deliberately apportioned certain amounts to people who are going to be coordinators within the full-time system
- Researcher:** *Yah*
- Participant:** That ... this particular person is a link person regarding distance education
- Researcher:** Ok ... in each ...
- Participant:** for the faculties
- Researcher:** Ok
- Participant:** And if that happens ... it's one step
- Researcher:** *Mhm?*
- Participant:** It's also part of the mainstreaming process
- Researcher:** *Mhm?*
- Participant:** Then what we're going to have is that even at the drawing board ... when we say we want ten thousand students registered in this particular programme
- Researcher:** so many will be
- Participant:** So many will be brought ... face-to-face
- Researcher:** and others ...
- Participant:** And others will be by distance
- Researcher:** *Yah ... yah*
- Participant:** You're now literally mainstreaming that
- Researcher:** *Yah*
- Participant:** Saying ... we know we have a mainstreaming ... we have a distance education duty ... that is ...
- Researcher:** *Yah ... yah ... which is not happening now?*

- Participant:** Which hasn't been happening ... except now
- Researcher:** *Mhm?*
- Participant:** for the faculty of Business
- Researcher:** of Business ok
- Participant:** It's now happening because we have now a distance education coordinator
- Researcher:** Ok
- Participant:** Resident in the faculty ... ensuring that things are happening within the faculty. *Eh* ... duties are distributed within the faculty
- Researcher:** *Mhm*
- Participant:** which are all distance education aspects ...
- Researcher:** Ok
- Participant:** Setting of exams is done there
- Researcher:** *Mhm?*
- Participant:** Setting of tests is done there
- Researcher:** *Mhm?*
- Participant:** All these quality assurance measures are now part of the faculty of Business
- Researcher:** Ok. How was that achieved in that faculty and not in the other faculties?
- Participant:** Like I say ... I think the faculty of Business plunged into ... into this programmes
- Researcher:** *Mhm?*
- Participant:** *Eh* ... plunged in the sense that it never actually considered all the other failures that may be bestowed before this programme
- Researcher:** *Mhm?*

- Participant:** They plunged, they came up and say ... you have this ... we're going to take it, we are going to use your user materials to push this agenda forward
- Researcher:** *Mhm?*
- Participant:** And in the process of the five years it was a learning curve for both the faculty and CCE. And they have been formatting and reformatting everything to sort of make sure that it aligns
- Researcher:** Ok
- Participant:** Of course ... the rigidity aspect was still there which needed ...
- Researcher:** still there *yah ... yah*
- Participant:** to be cleaned out. But then what is impressive is that the faculty of Business has taken those challenges on board
- Researcher:** *Mhm?*
- Participant:** And has learnt through its
- Researcher:** *Mhm?*
- Participant:** faults and failures
- Researcher:** *Ok*
- Participant:** And I think ... these would be a sort of *eh ...* a prototype kind of a thing
- Researcher:** *Yah ... yah*
- Participant:** That when other faculties now go on board, they would have learned from these processes
- Researcher:** they will have learned something ... yes ... *yah*. So how is the University ... *ke gore* what are the strategies that the University has put in place to ensure the implementation of this policy?
- Participant:** *Uhm ...* A lot being in part of the planning
- Researcher:** *Mhm?*
- Participant:** Committee

Researcher: Ok?

Participant: is not that ... What I know from the few items that I have read, is that *eh* ... not only have they conducted this recent *eh* ... study, but they have also opened this channel of the mainstream ... allowing the mainstream programmes to be offered at a ...

Researcher: *Mhm?*

Participant: And I think as a learning process it has enforced certain *uh* ... basic know hows

Researcher: *Mhm*

Participant: that both the UB ... I mean CCE and *eh* ... Faculty of Business have enjoyed

Researcher: *Mhm?*

Participant: The creation of other ... what can I say ... posts in both CCE and Faculty of Business is yet another way that indicates that there is a will to actually get something going

Researcher: *Mm*

Participant: And of course if you do commit a certain figure

Researcher: *Mhm?*

Participant: to say ... employ this person and employ another there

Researcher: *Mhm?*

Participant: in order to try and help this animal up

Researcher: *Mm*

Participant: you are effectively trying to support

Researcher: facilitate *yah* ...

Participant: The University has committed moneys towards development of modules and training of writers and editors

Researcher: *Mhm?*

- Participant:** To this particular pilot project
- Researcher:** *Mhm*
- Participant:** where materials are now on board
- Researcher:** *Mm ... ok*
- Participant:** And *eh* ... I want to believe that if ... like we are on the fifth year ... if we do a review
- Researcher:** *Mhm?*
- Participant:** polish up things
- Researcher:** *Mhm?*
- Participant:** we would be in a position to ... to inform the system
- Researcher:** Ok
- Participant:** The UB has also committed funds towards trying to establish the WebCT
- Researcher:** Ok
- Participant:** learning process
- Researcher:** *Mhm?*
- Participant:** piloted it through the same programme
- Researcher:** *Mhm?*
- Participant:** We now know the nature and *eh* ... problems that are likely to face ...
- Researcher:** *Mhm?*
- Participant:** And the best way to approach it because the University has committed some money towards trying this out
- Researcher:** *Mhm?*
- Participant:** We have tried it out, we know students like that kind of learning

- Researcher:** *Mm*
- Participant:** They would prefer it more than the modules
- Researcher:** more than ...
- Participant:** But we also realised that we have ... we mixed up to actually be in a position to put instructional design, instructional material on board onto the WebCT
- Researcher:** *Mhm?*
- Participant:** We also know that UB has financed certain high level professionals here in CCE to go study design and technology, media studies and instructional design
- Researcher:** *Mm*
- Participant:** which ... who are now sitting here as an asset
- Researcher:** *Mm*
- Participant:** waiting to be now *eh* ... fished together to actually systematically streamlined into this process
- Researcher:** *Mm*
- Participant:** Which to me is like ... it's investment into different pockets of different areas of ODL
- Researcher:** *Mhm?*
- Participant:** that will culminate into a proper thing once UB now decides on clear ... clearly what it wants to do
- Researcher:** what is the way forward
- Participant:** I don't think it's ... it's been all a failure no ...
- Researcher:** No
- Participant:** There is a lot of success stories
- Researcher:** *Mhm?*

Participant: that are sitting here

Researcher: Ok

Participant: waiting now to be ... for the final decision

Researcher: *Mhm*

Participant: Because like I say I still believe that the leadership in UB still has to decide on the core

Researcher: *Mhm?*

Participant: What to do ... we do with these assets that we have

Researcher: *Yah*

Participant: We have instructional designers, we have media personnel, we have equipment, video conferences ...

Researcher: *Yah ... yah*

Participant: We've got all these things

Researcher: *Yah*

Participant: We have tried this project

Researcher: *Mm*

Participant: We know it ...

Researcher: it works

Participant: it works. But how do we get now off the ground?

Researcher: *Mm*

Participant: So perhaps

Researcher: *Yah*

Participant: that's ... that's *eh* ... without taking anything from Management ... the decision process that they have to now take

Researcher: Ok

- Participant:** that would inform us where to go
- Researcher:** *Yah.* If we ... well the mainstreaming policy ... I ... I would like to ... which is the organ of the University which is driving it ... its implementation?
- Participant:** It's really supposed to be CCE
- Researcher:** *Mhm?*
- Participant:** I would like to believe that it is willing to take certain programmes
- Researcher:** Ok
- Participant:** I know that right now we have a very interesting *eh* ... programme that is likely to attract huge numbers of people
- Researcher:** Ok
- Participant:** Bachelor of Library Studies
- Researcher:** Aha ... ok, yes
- Participant:** That programme has the potential to ... probably have the ... one of the largest numbers of students
- Researcher:** *Mhm?*
- Participant:** Yes. So to me ... you have that confidence ... The Project Management programme as well from Science
- Researcher:** *Mhm?*
- Participant:** It's one of the Science departments ... I'm not so sure which one
- Researcher:** *Ee ... rra*
- Participant:** But that one also is also likely to attract a lot of professionals
- Researcher:** a lot of professionals ... ok
- Participant:** to ... to ... to it
- Researcher:** *Mhm?*

- Participant:** Now there is of course now an issue of working relations between people who are offering Masters programme, post graduate *eh* ... programme ... we need to *ah* ... liaise with the ... the
- Researcher:** with the School of Graduate Studies
- Participant:** the School of Graduate Studies
- Researcher:** Ok
- Participant:** So to me ... I'm not sure whether the relationship has now been established in a systematic way of doing things and its already working
- Researcher:** Ok
- Participant:** But I think those two are worth mentioning.
- Researcher:** *Mhm?*
- Participant:** I still feel one of the programmes which we call Diploma in Youth and Development
- Researcher:** *Mhm?*
- Participant:** has the potential ...
- Researcher:** *Mhm?*
- Participant:** I'm not really sure whether it has been explored to its full limit
- Researcher:** *Mm?*
- Participant:** particularly regionally
- Researcher:** *Mhm?*
- Participant:** *Eh* ... when I was doing that programme some years ago, I still received requests from people outside the country
- Researcher:** *Mhm?*
- Participant:** And I'm sitting and wondering why we wouldn't want to explore it outside
- Researcher:** *yah* that market *mm* ...

- Participant:** Market it a bit more and attract more students towards it
- Researcher:** Ok
- Participant:** But like I say ... most of these things would really bear fruit if we were to go online
- Researcher:** *Mhm?*
- Participant:** via other media
- Researcher:** *Mhm?*
- Participant:** other than just the face-to-face residential
- Researcher:** *Yah ... Mm*
- Participant:** And that requires instructional design and media studies put together and proper
- Researcher:** *Mhm?*
- Participant:** *eh ...* instructional modes put into place
- Researcher:** Ok? Now I would like to know as ... programmes
- Participant:** There is a very huge potential for ODL at UB
- Researcher:** *Mhm?*
- Participant:** But it only awaits a deliberate and sported decision
- Researcher:** Ok
- Participant:** by the leadership of the UB
- Researcher:** Ok
- Participant:** Like I said, the initial investment would be very significant
- Researcher:** *Yah*
- Participant:** But it has to be very deliberate that we want to
- Researcher:** *Mm... Mm*

Participant: And you just go out of your way and say ... we have decided ... this is what we do

Researcher: *Mm*

Participant: But it would have to move from three percent ... that has to move definitely. You can't say you put this big investment

Researcher: And then address only three percent of the student body?

Participant: *Ah, ah* ... We need to significantly be prepared to say we will be looking at twenty to twenty five, thirty to thirty five

Researcher: *Mm*

Participant: A significant figure

Researcher: *Yah*

Participant: of the students

Researcher: *Yah*

Participant: should actually be there for that investment to pay off

Researcher: Ok. How ... how would you personally like to see the future of ODL at the University of Botswana? Probably you have already covered it in your last statement

Participant: *Yah* I think ... I think ... if the University of Botswana decides to take on board that challenge of ODL

Researcher: *Mm*

Participant: then surely it has to invest on it, support it

Researcher: *Mm*

Participant: Decide that it wants to ... because that's ... that was one thing

Researcher: *Mm*

Participant: Once you have decided you want to, then you should know that it goes with a certain commit ... a certain level of commitment

- Researcher:** commitment
- Participant:** both in money and stuff like that
- Researcher:** *Mm*
- Participant:** If not ... then may ... may be it's worth releasing it ... this ODL to some other
- Researcher:** *Mhm*
- Participant:** organ or specialised area
- Researcher:** Ok
- Participant:** to actually deal with the ... the tertiary education by distance
- Researcher:** the tertiary education ODL
- Participant:** But of course there would be need to collaborate. Well, like I say, it would also mean the disadvantage of fragmentation of resources and stuff like that
- Researcher:** *Mm ... mm*
- Participant:** That's another disadvantage that would come with the decision to actually release ODL to some other area
- Researcher:** *Mm ... mm*
- Participant:** But if we should do *eh* ... decide to take it on then ... of course collaboration would still continue
- Researcher:** *Mm*
- Participant:** But a certain level of commitment in terms managing how to go about it ...
- Researcher:** *Mm ... Mm. Ok. Thank you very much*
- Participant:** Thank you. I hope I have been ...
- Researcher:** It's been a longish *eh* ...
- Participant:** I hope I have answered the questions ...

- Researcher:** Yes you have answered me. But where ... as ... when I'm going through the recording and doing my analysis, I might need to refer back to you and I hope you will have time to ...
- Participant:** *Yah.* You are more than welcome
- Researcher:** Thank you
- Participant:** This is all I know in the ... going to come back at some stage and ...
- Researcher:** Yes ... yes
- Participant:** And get more stuff
- Researcher:** Yes, thank you so much

Interview Transcript – T6

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

Researcher: By thanking you ... for your voluntary participation in this research.

Participant: *Mhm*

Researcher: *Eh* ... as I have indicated before, I'm a student of the University of Pretoria, undertaking a study about how the development or otherwise of the open and distance learning mode can impact on access to tertiary education

Participant: Nod

Researcher: eh ... and the ... the research is going to culminate into a thesis. Eh ... that I will present to my University for assessment for a PhD qualification.

Participant: *Mm*

Researcher: But in addition to that, I'm expecting the knowledge that will be generated through this research to be of interest to a wider audience. *Eh* ... since it is touching on access to tertiary education, which happens to be one of the issues of concern to Botswana, Southern Africa *eh* ... and ... and beyond the region. I therefore appreciate very much that you are able to participate in the process of generating such knowledge

Participant: Ok

Researcher: Thank you very much. Now, research indicates that *eh* ... sub-Saharan Africa continues to record the lowest participation rates in the world *eh* ... at tertiary level, with an average rate of about 5% by ... by 2007 figures. Would you say that the participation at tertiary level in Botswana is also low?

Participant: *Ee* definitely it is low. Because it ... it's not *uh* ... *uh* ... something different from some of the at least sub-Saharan African countries

Researcher: Ok, ok

Participant: *Yah ... yah*

Researcher: It ... it has been established that in Botswana the participation rate is at 11.4%, of the 18 to 24 year olds ... *eh* ... the eligible population in that age group. They ... they ... they do access tertiary education, especially now

with the proliferation of private tertiary institutions in the country. What is the share of this population that manages to access tertiary education would you estimate to be the University of Botswana's contribution?

Participant: *Eh ... well, you see like UB, Botswana has got an edge over other countries definitely*

Researcher: Ok

Participant: because of its economy

Researcher: *Mhm?*

Participant: and *eh ...* the concentration and the project for education in Botswana

Researcher: *Mhm?*

Participant: That is one.

Researcher: *Mhm?*

Participant: So that way I think the percentage should really go up. *Eh ...to ...* because you are talking about 11%

Researcher: Ok ... for ... yes

Participant: or something like that

Researcher: Yes

Participant: And it might really go up very soon. Not because of the institutions ... because of the commitment that the government

Researcher: Ok

Participant: has got through its projectory processes

Researcher: *Ah ... ok. Ok. Now recently research indicates a trend in many developing countries where more adults eh ... including employees ... want to access tertiary level education. Is this true for Botswana as well?*

Participant: This is true because *eh ...* originally when *eh ...* even when I came to this country twenty years ago ... *ah ...* the levels are very low because the participation of the adults

Researcher: *Mhm?*

- Participant:** It has increased because opportunities are there and most of them ... they've been employed with their low level qualifications before
- Researcher:** *Mhm?*
- Participant:** *Eh ...* and then they continued because they ... their livelihood had to continue there
- Researcher:** *Mhm ... Mhm?*
- Participant:** But when the opportunities are open now they all came now and it has increased ... and it will still increase
- Researcher:** Ok
- Participant:** participation of the adults
- Researcher:** Ok. So you think *eh ...* the demands at ... at ... at work are also contributing towards *eh ...* this *eh ...* influencing this trend?
- Participant:** Exactly, because the knowledge that they need to have ... today to their employers and employees ... as an employer
- Researcher:** *Mhm*
- Participant:** he expects *eh ...* his employees should get more qualifi ... *eh ...* I mean *eh ...* higher qualifications and some more knowledge ... actually demand from that side is also increasing
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** So ... so the demand is increasing from the 18 year olds ... those who are coming from the secondary schools as well as the adults
- Participant:** Adults *yah, yah*
- Researcher:** Ok. Now I ... *eh ...* a total of about thirty tertiary institutions have been registered with the Tertiary Education Council. Would ... would you say that these *eh ...* tertiary institutions are coping with the demand for tertiary education in the country?
- Participant:** Well ...

- Researcher:** looking at the adults and ... and the *eh* ... the children
- Participant:** *Yah* ... I think without naming ... I have experience with some institutions already in Botswana
- Researcher:** Ok?
- Participant:** I ... I don't think ... *eh* ... that is going in the positive direction
- Researcher:** Ok?
- Participant:** I should still say there is a proliferation of institutions
- Researcher:** *Mhm?*
- Participant:** mushrooming
- Researcher:** *Mhm?*
- Participant:** Let me say mushrooming ... may be a negative word
- Researcher:** Ok?
- Participant:** but still I want to use that ... they're mushrooming
- Researcher:** Ok
- Participant:** because with this population of this country
- Researcher:** *Mhm?*
- Participant:** We don't need those many institutions
- Researcher:** Oh ... Ok?
- Participant:** While there was only one higher learning institution, which is catering for tertiary education in Botswana ... that is UB
- Researcher:** *Mhm?*
- Participant:** we are also thinking of a new university somewhere ... I mean coming in three years time
- Researcher:** *Mhm... Mhm?*

- Participant:** But still *ah* ... looking for other thirty institutions which are registered ... really ... I don't have a very good idea about at what level they're going to attend *ah* ... the needs of the people
- Researcher:** Ok?
- Participant:** At what level? What programmes ...
- Researcher:** *Mhm?*
- Participant:** because it's not very clear definitely
- Researcher:** Ok
- Participant:** But to me *ah* ... it's not going in the positive direction ... I don't think we need *eh* ... that many number of institutions
- Researcher:** Oh, I see
- Participant:** At this *eh* ... population and public demand that we have
- Researcher:** I ... I can ...
- Participant:** Unless each one is duplicating the other's *ah* ... problems
- Researcher:** Ok. So what you're saying is that the ... the ... the few institutions that we have been having
- Participant:** *Uhm?*
- Researcher:** were they coping with the number that needs tertiary education?
- Participant:** *Ah* ... well ... with an addition of may be a few more ... not thirty ... I'm saying that
- Researcher:** thirty is ...
- Participant:** may be a few of them should be added
- Researcher:** *Uhm?*
- Participant:** And see how we can monitor ... how the quality assurance has been you know brought into that you know
- Researcher:** Ok

- Participant:** Otherwise you know ... quality ... quality will get affected
- Researcher:** Ok
- Participant:** *Eh* ... in future if we don't ... if we are not very *uh* ... keen on that one
- Researcher:** *Yah*
- Participant:** That's why a few more ... may be five, six institutions would be added
- Researcher:** Ok
- Participant:** to this and see how they link up to this *eh* ... University's ...
- Researcher:** Ok
- Participant:** and continue you know at this University
- Researcher:** Ok
- Participant:** And that can be fine
- Researcher:** This is the thirty that according to the report has *uh* ... resulted in an 11.4% *eh* ... access to tertiary education. *Eh* ... if ... if you feel that thirty is too much ... I ... I ... I agree with you on the issue of quality and it has to be looked into very seriously. But ... but I'm still ... I'm still on the access bit. *Eh* ... whether you do feel that thirty that we have at the moment are adequate ... You ... what you're indicating is that they are more than adequate to handle the number
- Participant:** Yes
- Researcher:** that is requesting for tertiary level
- Participant:** tertiary level
- Researcher:** education
- Participant:** Because why I'm saying that ... that's a very good point
- Researcher:** *Mm*
- Participant:** Access is there, quality assurance is there
- Researcher:** *Mhm?*

- Participant:** If you may ... if you try to go for a more access
- Researcher:** *Mhm?*
- Participant:** definitely there is somewhere you're going to be *uh* ... having a problem with quality assurance
- Researcher:** Ok?
- Participant:** because ... your entry levels will also be *uh* ... you're not taking the cream ... you're taking somebody who has got a minimum qualification into your programmes
- Researcher:** Ok
- Participant:** because you're talking about access
- Researcher:** Ok
- Participant:** *Uh* ... so in that process actually ... entry requirements will be brought down to make more access and the quality is likely to be affected by
- Researcher:** Ok
- Participant:** That's why I said ... thirty ... you can think of a few institutions
- Researcher:** *Mhm* ... and then make sure that there is quality
- Participant:** quality
- Researcher:** in those few institutions
- Participant:** *Mm*
- Researcher:** Ok. Now *eh* ... how ... how ... why ... because now there are so many institutions ... I'm of the opinion that the Tertiary Education Council, as one of their ... their priority areas, they are looking into quality of these institutions. They have registered them and I believe they were checking them through *eh* ... their standards. That is how they qualified to be registered as providers of tertiary education. I want to believe that is what is happening in that area. Quality is of concern seriously. But I would like to *eh* ... to find out from you ... now that we have so many institutions and we still have such a large number of people looking for tertiary *eh* ... education ... what do you think are some of the things that could be preventing them to access tertiary education while there are so many institutions already? What do you think could be contributing to that?

- Participant:** *Uhm ... You see ... if we go by the principle, normally eh ... in most countries uh ... eh ... invariably in these areas, we equate the graduates with employment absorption*
- Researcher:** *Aha?*
- Participant:** But now ... we have to think of education is for knowledge and is not for employment
- Researcher:** *Mhm?*
- Participant:** So that is why excess comes up
- Researcher:** *Yah*
- Participant:** If we go by that unfortunately the ... the ... the mentality or the attitude of the people or those who are going for access ... are now are going for just education. Perhaps most of them look for promotion at their job, what they're doing
- Researcher:** *Mhm ... Mhm?*
- Participant:** Or ... the school leavers would like to come and get this qualification to get a job
- Researcher:** *Mhm?*
- Participant:** Not as part for us is really ... I'm not saying it's forgotten but it is subsequent ... it's a secondary for them
- Researcher:** The ... which one?
- Participant:** The knowledge ... knowledge
- Researcher:** *Ah, ok ...ok*
- Participant:** Because well ... we know knowledge is part of the qualification
- Researcher:** *Yah*
- Participant:** But still ... eh ... suppose ... eh ... one must eh ... look into the aspect of self-employment. Don't bother about civil service ...
- Researcher:** *Yah*

- Participant:** Don't bother about getting employed somewhere
- Researcher:** *Ehe?*
- Participant:** Get yourself employed by yourself
- Researcher:** *Mhm*
- Participant:** So if that *eh ... uh ...* principle can bring *eh ...* if we can bring that principle into the process *eh ...* access that the way you're saying will be alright
- Researcher:** Ok
- Participant:** Otherwise really we have a problem actually
- Researcher:** Because people are looking for employment
- Participant:** Looking for jobs ... employment absorption it is very low because ... *uh* in this country Botswana as well I know ... all different ... *eh ...* all the sectors are not fully developed. For example we have mining
- Researcher:** *Mhm?*
- Participant:** *Uh ...* we have tourism
- Researcher:** *Mhm?*
- Participant:** *Uh ...* we have wealth ... we have our own wealth that is in the cattle ... we export beef and all that
- Researcher:** *Mhm?*
- Participant:** But the industrial sector and the agricultural sector has not expanded
- Researcher:** *Mhm?*
- Participant:** To absorb some of the graduates that are coming upon. So then everybody looks for the civil service
- Researcher:** *Mhm*
- Participant:** So that is the problem
- Researcher:** Ok
- Participant:** *Yah*

- Researcher:** Thank you. Now the ... the University of Botswana ... if I ... I'm coming to the University of Botswana now ... *eh* ... offers its programmes through both face-to-face and open and distance learning modes of delivery. When did the University introduce the open and distance learning mode by the way?
- Participant:** Well I think *eh* ... if *ehm* ... if my ... *eh* ... memory goes back *ehm* ... in *eh* ... late eighties
- Researcher:** Ok
- Participant:** *Uh* ... because I came here in 89
- Researcher:** Ok
- Participant:** By then I found *eh* ... Certificate *eh* ... Diploma ... Certificate in Adult Education by distance
- Researcher:** By distance, ok
- Participant:** In a very *eh* ... you know I think *eh* ... a very primitive way
- Researcher:** Oh ... ok
- Participant:** didn't develop all this technology and others
- Researcher:** Oh
- Participant:** But from there it started
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** Around ... around late eighties
- Participant:** late eighties *yah*
- Researcher:** Ok
- Participant:** And *eh* ... well, the consumers were there even before 1970 ... consumers
- Researcher:** *Aha? Aha*
- Participant:** Because we were not started here because 1971 Zimbabwe

- Researcher:** Ok?
- Participant:** *uh ... started a ... uh ... to upgrade the qualifications of primary teachers in Botswana*
- Researcher:** *Mhm?*
- Participant:** They all part of it in 1971
- Researcher:** *Yah*
- Participant:** And that is as a consumer
- Researcher:** *Mm*
- Participant:** But as a ... you know the ...
- Researcher:** As a provider
- Participant:** As a provider ... it started in 1980s
- Researcher:** *Yah, yah.* Ok. What ... what was the reason for introducing open and distance learning at UB?
- Participant:** *Eh ... UB actually eh ... if I may take it right from the ... even before DPE Diploma in Primary Education programme*
- Researcher:** Yes? *Mhm?*
- Participant:** There're many people who could not get into the formal system ... conventional system
- Researcher:** Ok?
- Participant:** *Uh ... qualifications ... they've got good qualifications but the University has got eh ... an enrolment quota*
- Researcher:** *Mhm?*
- Participant:** *Eh ... as dictated by NDP plans*
- Researcher:** *Mhm?*
- Participant:** National plans

- Researcher:** *Mhm?*
- Participant:** *So they cannot go beyond that number*
- Researcher:** *Aah?*
- Participant:** *So that is why to make more access again and coming to your point ... accessibility ... and I also really taking care of those people who really are serious to come to eh ... to the University and are not able to get the uh ... space*
- Researcher:** *Mhm?*
- Participant:** *Uh ... so that is why we started this ... that way*
- Researcher:** *Mhm?*
- Participant:** *And then after that ... the demands from the different sectors of the economy including the Ministry of Education*
- Researcher:** *Mhm?*
- Participant:** *has increased because the ... the physical facilities and other infrastructure uh ... has not been developed to take care of increasing numbers. So distance education doesn't need eh ... physical structures. You can hire places in the centres ... and you don't need permanent structures of the university in different places*
- Researcher:** *Mhm*
- Participant:** *So that is why they've gone to this eh ...*
- Researcher:** *the mode*
- Participant:** *distance mode yah*
- Researcher:** *Ok. So what would you say is the planned status of each of the two modes that UB is using ... the face-to-face and the ODL? Is one a major mode, the other a support mode or are they of equal status?*
- Participant:** *Well eh ... I think eh ... quality wise they're equal ... ok let me come to that.*
- Researcher:** *Ok, ok, ok*

- Participant:** Quality wise they're equal because we cannot *eh* ... really touch on the quality issue of anything whether that is distance or face-to-face it is the same. But when it comes to the supporting I think oh ... *uhm* ... the two are supporting each other for example
- Researcher:** *Aha*
- Participant:** Because when they are not able to cope with the numbers in the full-time
- Researcher:** *Aha?*
- Participant:** Like BA ... like we have the Business degree programmes ... they opened up here in the distance education
- Researcher:** *Mhm?*
- Participant:** We have got students you know studying in that mode also while the face-to-face is also going on in the faculty
- Researcher:** *Mhm?*
- Participant:** So they're supporting each other
- Researcher:** *Mhm?* Ok. So the two are supporting each other
- Participant:** *Yah*
- Researcher:** Ok. Good. *Ehm* ... So ... so ...so in terms of ... in terms of quality they're the same
- Participant:** They're the same
- Researcher:** *Mhm?*
- Participant:** They should be the same ...and they should be ... they're a the same ... they're the same ... ok
- Researcher:** *Mhm?* Ok. They are the same?
- Participant:** *Yah, yah*
- Researcher:** And in terms of *eh* ... support ... support for each other to ... to ... to help each other access
- Participant:** *Mm*

- Researcher:** *eh ... how do you mean they are supporting each other?*
- Participant:** *Yah ... I mean quality again*
- Researcher:** *Yes?*
- Participant:** *The full-time eh ... programmes ... that is the face-to-face programmes have got permanent facilities for example, permanent structures. And the staff are on ... some of them are on permanent basis some on contract basis somewhere*
- Researcher:** *Mhm?*
- Participant:** *When it comes to the distance education, it is all part-time hourly basis we pay them there ... eh ... the staff*
- Researcher:** *Ok, ok*
- Participant:** *So the full-time are face-to-face support base by assuring the quality*
- Researcher:** *Ok?*
- Participant:** *because they're the moderators, they're the people who oversee the programmes from the other side*
- Researcher:** *Ok*
- Participant:** *Eh ... so everything they support, even they're supplying us the ... the resource persons*
- Researcher:** *Ok*
- Participant:** *Eh ... to move on into this eh ... distance education programmes ...*
- Researcher:** *Mhm?*
- Participant:** *So without them, it is very difficult to sustain*
- Researcher:** *Yah, yah*
- Participant:** *because eh ... they're the eh ... people who started supporting in the beginning and now in the line we are not billing them*
- Researcher:** *Ok*
- Participant:** *Mm*

- Researcher:** So ... so ... so face-to-face provides
- Participant:** provides ... *yah*
- Researcher:** provides ODL with resources
- Participant:** resources
- Researcher:** *Ee*. Human and otherwise
- Participant:** And academic guidance
- Researcher:** Ok, ok
- Participant:** *Yah, yah, yah*
- Researcher:** And then ODL help supports face-to-face in what manner?
- Participant:** *Uh ... uh ...* like you see *eh ...* our materials for example. Some of our materials are high standard, high quality
- Researcher:** *Mhm?*
- Participant:** And *uh ...* distance *eh ...* face-to-face students *eh ...* do use these materials right now
- Researcher:** Ok?
- Participant:** And they like these materials. And also *eh ...* like you see *eh ...* numbers ... for example you see they are not able to cope with these numbers. By taking more numbers in the distance education ... we are also supporting their mission
- Researcher:** *Mm*
- Participant:** of producing x number of people at the end of the year
- Researcher:** Ok. Thank you. If we take it to the ... to the Management of the institution, because what you've been describing I see a partnership between the providing ... CCE together with the departments and faculties
- Participant:** And faculties
- Researcher:** Now if we take it to the level of the Management of the institution, the Central Management of the institution, how would you say these two modes

are treated ... the status of the two modes ... the planned status. How would you comment on it?

- Participant:** Well, you see it starts from the government commitment. There is *eh* ... high commitment from the ... very good ... I mean high commitment from the government side
- Researcher:** *Mhm?*
- Participant:** *When it comes to UB Management though*
- Researcher:** *Mhm?*
- Participant:** *since eh ... most people in the Management area ... they come from the conventional system*
- Researcher:** Yes?
- Participant:** they're likely to move towards ... I mean attention ... *their attention is towards the face-to-face*
- Researcher:** Ok
- Participant:** *And when it comes to distance education because we're still ... I should say uh ... in the case of providing facilities*
- Researcher:** *Mhm?*
- Participant:** we're still developing ... I ... I won't use the word crawling, but I can say we are still in the beginning stage
- Researcher:** Ok
- Participant:** Like some of the things *eh* ... *providing technology, delivery, e-learning and things like that now*
- Researcher:** Ok
- Participant:** So that is why the *Management's attitude ... the Management's perception towards this eh ... distance education*
- Researcher:** *Mhm?*
- Participant:** *is not that high*
- Researcher:** Ok

- Participant:** *And we need to provide sensitisation workshops*
- Researcher:** *Mhm?*
- Participant:** *for most of the Management groups ... because some may say well uh ... you are in here ... I can say no but you know I know what is this thing. But to get into the details, we need to ... to sensitise them*
- Researcher:** Ok
- Participant:** *about our delivery system and the problems that we face*
- Researcher:** Ok
- Participant:** *Ee*
- Researcher:** Fine. Now, I'm ... I'm looking at the Revised National Policy on Education, which ... which was ... which started being implemented in 1994. *Eh ...* and say that ... in that *eh ...* Revised National Policy on Education ... *eh ...* together with the Vision 2016, there are implications *eh ...* in fact not implications, decisions to increase participation at tertiary level. *Eh ...* because we are looking at the ... like we mentioned earlier, the manpower for the country and we are also looking at the ... the country being an informed, educated, informed, prosperous and so on ... *eh* innovative nation. We're looking at tertiary education as one of the ways to move the country towards that vision. SADC also ... SADC countries identified open and distance learning as one of the strategies to improve access towards ... towards ... towards *eh ...* this level of education. How would you comment on the development of tertiary level open and distance learning in Botswana since 1994?
- Participant:** Well, like I said development *oh ... eh ...* has been very ... *eh ...* I think there has been a development definitely
- Researcher:** *Yah*
- Participant:** but *uh ...* it is not as expected
- Researcher:** Ok
- Participant:** I should say that
- Researcher:** Ok

- Participant:** Because *eh ... uh ...* well, originally it was the UB, now BOCODOL has started ... has its own programmes
- Researcher:** *Mhm?*
- Participant:** *Uh ...* I don't know about other institutions, what extend they're going to take the distance mode
- Researcher:** distance mode *yah*
- Participant:** But they're registered with the TEC there's no problem
- Researcher:** Ok
- Participant:** But I don't know to what extend the TEC is going to tell them
- Researcher:** Ok?
- Participant:** Or perhaps they will also take the distance mode
- Researcher:** Ok
- Participant:** or some programmes
- Researcher:** Ok
- Participant:** which will be supported by UB and BOCODOL together
- Researcher:** Ok, ok
- Participant:** or later. I don't know but really development has been *eh ... eh* not as expected
- Researcher:** Ok
- Participant:** *Uh ...* but there ... there ... there is development
- Researcher:** Yes
- Participant:** that you see going on
- Researcher:** Ok, ok, there is development
- Participant:** *Yah, yah*

- Researcher:** *Eh ... so ... so ... so if we look at the ... the years before 2007, which is where our 11.4 was recorded*
- Participant:** *Ee*
- Researcher:** *with the more institutions coming into play. But before that eh ... mainly it was the University of Botswana as you've said, eh ... with a few other institutions here and there. The ... the ... the ... the participation rate was estimated at around 5 to 7%. What ... what ... what portion of that eh ... figure would you think could have been attributed to ODL?*
- Participant:** *Eh ... about five to seven percent you say?*
- Researcher:** *About 5 to 7% of ... of ... of the enrolment eh ... of the eligible population*
- Participant:** *Yah, if we keep within the ... eh ... enrolments within the University of Botswana*
- Researcher:** *Yah?*
- Participant:** *one fifth*
- Researcher:** *Mhm?*
- Participant:** *of it is coming from ODL and eh ... part-time ... let me put it together*
- Researcher:** *Mhm*
- Participant:** *part-time is also there of course. One fifth of the student population. Always been like eh ... if you take the statistics of the last eh ... oh ... I think seven, eight years*
- Researcher:** *Yah*
- Participant:** *one fifth ... it means eh ... one point two percent?*
- Researcher:** *Mhm?*
- Participant:** *of it ... out of five point something*
- Researcher:** *Yah?*
- Participant:** *one point something is covered by the ODL*
- Researcher:** *What do you think contributes to that? I mean, the University has ... has decided*

- Participant:** *Yah ... the commitment is there ... like because way back in oh ... 19 hundred and eh ... nineties, when eh ... we first met in eh ...*
- Researcher:** Ok?
- Participant:** Oasis Motel. We got three countries met together
- Researcher:** Ok?
- Participant:** Lesotho, *eh ... Swaziland*
- Researcher:** *Mhm?*
- Participant:** Botswana representatives, I was part of the ... *eh ...*
- Researcher:** Ok
- Participant:** meeting
- Researcher:** Ok
- Participant:** We had ... we envisaged a ... an open university for this country those days
- Researcher:** Ok
- Participant:** So we were talking about okay may be twenty, twenty four years
- Researcher:** *Mhm?*
- Participant:** we may get the open university
- Researcher:** Ok
- Participant:** not a conventional one
- Researcher:** Ok
- Participant:** it can also be there
- Researcher:** *Mhm?*
- Participant:** so that these numbers can still increase
- Researcher:** Ok

- Participant:** *Ah ... access will be provided you know for the people. So that is why I ... I would say that uh ... it is because of the commitment of the people ... uh ... those were ... and the government commitment*
- Researcher:** *Mhm?*
- Participant:** of the distance education. Because they don't want to withdraw people from the work. So it is main important
- Researcher:** Yes, yes
- Participant:** *Because a small economy, you cannot manage the economy without people. While equipping the people in their jobs, you better provide it in distance education. And they get qualifications, skills and the economy will grow*
- Researcher:** Ok. *Yah ... I ... I ... I just wanted to ... to ... because it is important that the University has ... has found it necessary to have the ODL. They're committed to it and eh ... when they're making plans they know ... 'we are going to enrol or at least we want to enrol so many students during this year ... during this NDP, say for instance ... NDP 9*
- Participant:** *Mm*
- Researcher:** which is just about to finish. And then ... 'we would like to take such a percentage of ... of that student body through ODL'. And it ... it appears in the documents of the University that even from the planning stage, the students that are going to be taken through ODL are fewer, much, much fewer.
- Participant:** *Mm*
- Researcher:** It's a very small percentage. It corroborates with this one point two that you are talking about. This fifth,
- Participant:** *Mm*
- Researcher:** one fifth that you're talking about
- Participant:** Ok
- Researcher:** I want to understand why ... if ... if the University sees ODL and face-to-face having equal status, why would they want to have just a small tiny fraction of ... of ODL while outside there the demand is high ... there are people who are employed and employers do not want ... may not afford to release their people to go to study and so on. Why would the University

want to allocate ODL such a small fraction? What do you think contributes to that?

Participant: Well, I think *uh* ... apart from the commitment *eh* ... University plans, for example you talk about the NDP 9 and may be

Researcher: *Ee*

Participant: the coming plan?

Researcher: even the ten, yes

Participant: *Eh* ... to me ... *eh* ... ever since I joined this University

Researcher: *Mhm?*

Participant: even my part-time programme enrolments was never in the NDP plans because the former *uh* ... Admission Secretary used to tell me ... 'you're outside the plan ... you can take any number.' She used to say that. 'Because you're outside the plan, you are...

Researcher: That was your former what?

Participant: Former Sec ... Admissions Secretary

Researcher: *Aha?*

Participant: *Aha* I don't know ...

Researcher: Ok. So it used to be outside the plan

Participant: *Yah*, outside the plan ... because whenever I submit my numbers, you know they say that. Well, *eh* ... may be it is now in the plans, I don't know ... I'm talking about *yah* ... business plans

Researcher: It is ... now it is. I've seen it in ...

Participant: It is in the plan? *Yah* ... ok

Researcher: in the coming plan ... in the NDP 10.

Participant: Ok *Mm*

Researcher: There is a conscious plan saying

Participant: *Mm* Whenever I brought ... submitted

- Researcher:** *Yah*
- Participant:** my projected intake for my Diploma in Accounting and Business Studies for example
- Researcher:** Alright?
- Participant:** *Uh*, she used to tell me ‘no, no, no’ because the plan talks about the full-time programmes
- Researcher:** *Aha?*
- Participant:** *Uh* ... since it is not talking about you ... you can increase. Because one year we have ... when we have started all the seven centres in the country
- Researcher:** Ok
- Participant:** It was not budgeted in that plan, but money is budgeted here
- Researcher:** *Mhm?*
- Participant:** The University is aware of how many are taken. But the plans were not including ...
- Researcher:** Were not including them. Ooh!
- Participant:** Yes please. So I was free. It was a free hand I should say
- Researcher:** But then you had to ... Yes?
- Participant:** And then if they have the plans now
- Researcher:** *Mm?*
- Participant:** *I think we need to really go to that one and also the mindset*
- Researcher:** Ok
- Participant:** *and the sensitisation about the distance educ ... the value of distance education*
- Researcher:** Alright
- Participant:** *how it helps the country*

- Researcher:** *Aha?*
- Participant:** Should also ... we have to conduct the ... *eh* Tony Dodds *eh* ... I think *eh* ... Commission was there
- Researcher:** Ok?
- Participant:** Here. I was *uh* ... even telling ... advising them. *Uh* ... in this country of course we may say that we have plans. We are not able to get to that plan figures. Why? From the consumer side I saw, they have problems of this mode
- Researcher:** *Mhm?*
- Participant:** They are not able to come up with figures, even if you have ... even if you compare it with face-to-face ... you can't. Originally and from the beginning we are used to the face-to-face
- Researcher:** Ok
- Participant:** *Suddenly they wanted to try a teacher from the face-to-face*
- Researcher:** face-to-face
- Participant:** *And then say go in this mode*
- Researcher:** *Mhm?*
- Participant:** *It is difficult for some people*
- Researcher:** Ok
- Participant:** But *eh* ... you have to go in and face the world ... but *they need a lot of sensitisation about stuffs ... across the country*
- Researcher:** Ok
- Participant:** But not in one place ...
- Researcher:** Ok
- Participant:** You may say ten, fifteen district, district headquarters
- Researcher:** Ok
- Participant:** Or may be towns or

- Researcher:** Ok
- Participant:** right there ... conduct the sensitisation programmes ... tell them what is the value
- Researcher:** Potential learners?
- Participant:** Potential learners
- Researcher:** Ok
- Participant:** Then it will improve
- Researcher:** Oh, ok
- Participant:** That is very important actually
- Researcher:** Ok
- Participant:** We might spend some money ... it doesn't matter
- Researcher:** Ok
- Participant:** Those *eh* ... sensitisation programmes *uh* ... will enlighten
- Researcher:** *Mhm?*
- Participant:** *Uh* ... not only the *uh* ... the *uh* ... potential *uh* ... you know the consumers or learners
- Researcher:** *Mhm?*
- Participant:** But the plans ... our plans
- Researcher:** Yes, yes. So this sensitisation has to go across
- Participant:** Across yes
- Researcher:** Starting from within
- Participant:** within and then out *yah*
- Researcher:** Ok, ok. So you would attribute these small figures to a lack of understanding

- Participant:** understanding that's all
- Researcher:** of the mode
- Participant:** *Yah, yah, yah*
- Researcher:** Ok
- Participant:** As a part ... one of the reasons
- Researcher:** *Yah*
- Participant:** But the other ... I want ...
- Researcher:** *Yah one of yah*
- Participant:** *to talk about for example uh ... uh ... government sponsorship to the students*
- Researcher:** Aha?
- Participant:** *which is not there*
- Researcher:** Ahaa
- Participant:** Full-time ... they're sponsored
- Researcher:** They're sponsored
- Participant:** because the money is important
- Researcher:** Yes, yes
- Participant:** to talk about them
- Researcher:** Yes
- Participant:** And the part-time students and the distance education
- Researcher:** *Ee?*
- Participant:** they're not sponsored by government
- Researcher:** *Yah*
- Participant:** So if the government would consider

- Researcher:** *Mhm?*
- Participant:** I think your numbers would go up very soon
- Researcher:** Ahaa! Ok, ok. Thank you very much
- Participant:** *Yah*
- Researcher:** And now ... I might ... some of the questions might ... might touch on what you've already *eh* ...
- Participant:** *Yah, yah* of course
- Researcher:** touched on. How does the ... the ... the observation *eh* ... that ODL ... because there are ... the ... the ... the ... the ODL proponents are ... are ... observe that *eh* ... distance education in a dual mode institution ... they ... they ... they believe ... some of them believe that it's better placed within the dual mode ... in the sense that resources are shared between the two modes. *Eh* ... your experience at UB ... would ... *eh* ... how does it relate to that observation?
- Participant:** *Yah* ... before I come to my experience in UB
- Researcher:** Yes
- Participant:** I want actually my experience elsewhere
- Researcher:** elsewhere, yes. Thank, thank you
- Participant:** Because I come from an Open University. My background is Open University
- Researcher:** *Uhm*
- Participant:** experience. I started my career at the Open University
- Researcher:** Alright
- Participant:** *Uh* ... which is a single mode
- Researcher:** Alright
- Participant:** it was doing very well
- Researcher:** *Yah*

- Participant:** And also if I read the experience of other institutions because it's right from 1969
- Researcher:** Ok
- Participant:** when the UK Open University had been established
- Researcher:** *Mhm?*
- Participant:** until now
- Researcher:** *Mhm?*
- Participant:** In India we have over twenty open universities
- Researcher:** Ok?
- Participant:** *Uh ...* and elsewhere in the world. There are many institutions right?
- Researcher:** *Yah, yah*
- Participant:** Single mode
- Researcher:** *Mhm?*
- Participant:** it could be ... it's a good one ... let me say that
- Researcher:** Ok
- Participant:** And then you've got more advantages of a single mode. You don't have ... *uh ... eh ...* the whole mindset, everybody is ... the whole process is on single mode in this institution
- Researcher:** Ok
- Participant:** You are not talking about any other mode
- Researcher:** Ok
- Participant:** Your focus is not diverted
- Researcher:** Ahaa! Ok
- Participant:** Uh ... because, diversion I mean is not in the negative sense

- Researcher:** *Yah*
- Participant:** Diversion is also ... it is required sometimes so
- Researcher:** *Yah*
- Participant:** while your aim is too much on distance education
- Researcher:** *Mhm?*
- Participant:** what about our face-to-face performance ... the same this one
- Researcher:** *Uhm, uhm?*
- Participant:** Diversion is influenced by other components
- Researcher:** Ok, ok
- Participant:** So in that also *uh* ... single mode *uh* ... is better but *uh* ... *eh* ... in this experience ... my experience in *uh* ... here
- Researcher:** *Mhm?*
- Participant:** *Uh* ... is that *eh* ... we are still small as a Distance Education Department here
- Researcher:** Ok
- Participant:** And that's the only department we have
- Researcher:** *Mhm?*
- Participant:** And other faculties are assisting to the extent possible
- Researcher:** *Mhm?*
- Participant:** But because they work ... they are responsible there
- Researcher:** Ok
- Participant:** you cannot share the time of the person
- Researcher:** *Mhm?*
- Participant:** *eh* ... for our own activities here

- Researcher:** Ok
- Participant:** That is very, very ... some problem
- Researcher:** *Mhm?*
- Participant:** *And also in remuneration*
- Researcher:** Ok?
- Participant:** *Sometimes may be your remuneration is not as they are expected*
- Researcher:** Ok?
- Participant:** *So these are some of the things that oh ... you know uh ... may not be very good about the dual mode system*
- Researcher:** *Mhm*
- Participant:** Otherwise, I think *oh ... we need the ... the ... the ... I think the ... a day, may be today, tomorrow ... may be after ten years. Uh ... it's good to have a single mode of an institution*
- Researcher:** Ok
- Participant:** That's *uh ... a dual mode as it is have got pro uh ... uh ... problems*
- Researcher:** Alright
- Participant:** *Uh ... uh ... we ... for face-to-face we have problems, distance education we've got problems*
- Researcher:** *Mhm?*
- Participant:** To put them together, to find the solution is not easy
- Researcher:** Is not easy
- Participant:** Is not easy
- Researcher:** Ok, ok. So you'd ... you'd
- Participant:** I prefer
- Researcher:** you'd say that *eh ... in your experience*

- Participant:** *Uh*
- Researcher:** you don't agree with these ... these people who think *eh* ... dual mode is the better one
- Participant:** No, I don't agree
- Researcher:** *Ee*, if they're comparing. *Yah* ... But they do ... they do indicate that it's cost effective to do it dual
- Participant:** *Yah* ... because, you may be talking about the project when you are talking about the cost effectiveness
- Researcher:** Yes, yes ... that's the only thing, yes
- Participant:** That's the only way. But ... *when the numbers are uh ... increasing*
- Researcher:** *Aha?*
- Participant:** *And may be thousands and thousands, definitely it's very cost effective. You can even subsi eh ... cross subsidise the face-to-face*
- Researcher:** *Aha?*
- Participant:** But that is only the extent of cost effectiveness we are talking about.
- Researcher:** Alright
- Participant:** But if we're talking about you know attending to the problems
- Researcher:** *Mhm?*
- Participant:** And when there is a problem
- Researcher:** *Mhm?*
- Participant:** *Uh* ... you see most likely like I said *eh* ... to start with, it should be within the dual mode
- Researcher:** Ok?
- Participant:** But *eh* ... time has to come when you have to go out of this and have a ... a single mode. That's what I think
- Researcher:** Ok, ok

- Participant:** Because problems are not the same
- Researcher:** *Yah*
- Participant:** Delivery is not the same
- Researcher:** *Yah, yah*
- Participant:** And even understanding capacity *uh* ... is also not the same
- Researcher:** Alright
- Participant:** *Yah*
- Researcher:** Thank you. *Eh* ... in the area of *eh* ... capacity, that you have just touched, *eh* ... the ... the ... the ... the distance education providers, believe that *eh* ... distance education is a specialised area, as you have indicated as well. Now, *eh* ... what ... what sort of training ... if ... if you also agree that it's a specialised area. Do you agree it's a specialised area?
- Participant:** *Uh* ... it is a specialised area
- Researcher:** *Ee*
- Participant:** *Uh* ... in the sense that *eh* ... *uh* ... it's a new mode actually
- Researcher:** *Mhm?*
- Participant:** That's the ... like I said already *eh* ... there is no teacher, for example.
- Researcher:** Ok
- Participant:** *Eh* ... we're withdrawing *eh* ... teachers from the mainstream
- Researcher:** *Mhm?*
- Participant:** And then now you're trying to ... through the technology, through the print material, through the audio systems of ... you want to in *eh* ... instil the skills to the people
- Researcher:** *Mhm?*
- Participant:** So that's why it's a new mode *eh* ... definitely they not have further *uh* technicalities
- Researcher:** *Mhm?*

- Participant:** in this mode. That's why it's a specialised area
- Researcher:** Ok. What ... what relevant training would you say is necessary to equip people in this area?
- Participant:** I think *oh* ... what ... although we depend on the ... *eh* ... full-time faculty here for writing modules
- Researcher:** *Mhm?*
- Participant:** *uh* ... we still need lot of training for them ... because they're used to the face-to-face system. When they are looking at the students, they can read the mind of the student
- Researcher:** *Mhm?*
- Participant:** And convert their lecture
- Researcher:** *Mm*
- Participant:** or change the attitude towards that
- Researcher:** *Mhm, Mhm?*
- Participant:** But you're now talking about students are looking your face through the book
- Researcher:** *Yah*
- Participant:** what you have written there
- Researcher:** *Yah*
- Participant:** So that should be a self instructional material
- Researcher:** *Yah*
- Participant:** Self instructional material
- Researcher:** *Yah, yah*
- Participant:** should be like *uh* ... without a teacher
- Researcher:** *Mhm?*

- Participant:** So that is why *uhm* ... one needs to actually *eh* ... be trained *eh* ... how to write the materials
- Researcher:** Ok
- Participant:** *uh* ... for this centre, although we've got a pool of people now ...
- Researcher:** *Mhm*
- Participant:** well, we're not I think having a big problem in that one
- Researcher:** *Mhm?*
- Participant:** But as we develop new courses
- Researcher:** *Mhm?*
- Participant:** *Uh* ... technical courses, *uh* ... and the like
- Researcher:** *Mhm?*
- Participant:** Some universities are offering medicine through distance education
- Researcher:** Ok
- Participant:** So you can imagine how they're doing it. So there, I think you need training for across, *uh* ... faculties because it's not like it's very short training like we are doing. That one isn't much help. There must be a continuous training
- Researcher:** Ok
- Participant:** for the people for the training
- Researcher:** *Mhm?*
- Participant:** And also train people in the technology
- Researcher:** Ok
- Participant:** of delivery
- Researcher:** *Mhm?*
- Participant:** *Uh* ... you talk about video conferencing

- Researcher:** *Mhm?*
- Participant:** *uh ... e-learning*
- Researcher:** Ok
- Participant:** Web-CT
- Researcher:** Ok
- Participant:** All of these we need to train people, so that access is increased
- Researcher:** Alright
- Participant:** Because we are talking about access
- Researcher:** *Yah, yah, yah*
- Participant:** Accessibility ... but at the moment *eh ...* given our University ... I don't know about the BOCODOL, but within the UB
- Researcher:** *Mhm?*
- Participant:** *Uh ...* the video conferencing we're not using as expected
- Researcher:** Ok, ok
- Participant:** Because *eh ...* the system, because we're still in the beginning stage. Your ISDN lines may not be very good, your picture is freezing in the ... in the monitor there, but your students see in the video conferencing ... ultimately the time is wasted.
- Researcher:** *Yah*
- Participant:** So you cannot get back the time. Definitely it's not even five minutes, we're talking about one hour or so
- Researcher:** So that actually ...
- Participant:** So then technology *eh ...* I think we need to train people
- Researcher:** to train
- Participant:** right from the *eh ...* writing materials and also the editing of course, editing
- Researcher:** *Mhm?*

- Participant:** And also the technology ... deliberately yes
- Researcher:** *Yah.* Now, I would like to know how the University prepares and equips its employees, especially those who are working in the Distance Education Department. How ... how does the University prepare them and equip them ... like you have been just explaining, how does the University ensure that the people are equipped with skills and knowledge of ODL?
- Participant:** *Yah ... uh ...* since *eh ...* see, when we started the system I don't think we have taken all the people *uh ...* those who are trained in distance education
- Researcher:** Ok
- Participant:** the staff component I'm talking about
- Researcher:** *Mhm?*
- Participant:** We've taken some who have had some exposure
- Researcher:** Ok?
- Participant:** And we have taken some who did not have any exposure. That is why some of the staff in distance education they were asked to do the Masters
- Researcher:** Ok?
- Participant:** in the distance education area
- Researcher:** Ok
- Participant:** so that when they go to PhD it would be easy
- Researcher:** Ok
- Participant:** so that is why there were no for *eh ... eh ...* rich training for these people when they came to this place
- Researcher:** Ok
- Participant:** So in that way, I think the ... the ... the University departments
- Researcher:** *Mhm?*

- Participant:** *uh ... if they want to ... we're also training them. But within the ... eh ... Distance Education Department or within the Centre for Continuing Education, if we want to train them*
- Researcher:** *Mhm?*
- Participant:** *This is on the job eh ... training.*
- Researcher:** *Ok?*
- Participant:** *because they are very few ... you have*
- Researcher:** *Ok, ok*
- Participant:** *to conduct workshops*
- Researcher:** *Mhm?*
- Participant:** *or even if ... it doesn't matter even if we want to send people into the developed ... to developed countries where the training is offered. Or you can invite resource persons here*
- Researcher:** *Mhm?*
- Participant:** *for taking training*
- Researcher:** *Ok*
- Participant:** *So training should be on continuous basis even for the people who are employed already*
- Researcher:** *Ok*
- Participant:** *Because ever changing knowledge, ever changing skills*
- Researcher:** *Mhm?*
- Participant:** *And ever changing modes of delivery*
- Researcher:** *Ok*
- Participant:** *uh ... are lacking now if you don't train*
- Researcher:** *Ok, ok. Are you saying that is happening? I mean ...*
- Participant:** *No, no, no, no*

- Researcher:** is there continuous training for the people who are working in ODL?
- Participant:** Well, that is again you see the dual mode system. *Uh ...* we fall under the same training vote.
- Researcher:** *Uh ...*
- Participant:** I mean same training funds whatever they call them
- Researcher:** *Uh ...* ok, ok
- Participant:** So to what extent to the dual mode system support the training of the distance education
- Researcher:** *Mm*
- Participant:** *Uh ...* it's difficult, you see
- Researcher:** Ok
- Participant:** If you have got your own funds for the training
- Researcher:** *Mhm?*
- Participant:** because ... looking at the distance education mode, in my name
- Researcher:** ok
- Participant:** if you prepare your budgets for training
- Researcher:** *Mhm?*
- Participant:** then that will be fine. Otherwise, *uh ...* there is training going on
- Researcher:** Ok
- Participant:** *Uh ...* but not on a very continuous basis
- Researcher:** Ok
- Participant:** It is an on and off base training
- Researcher:** Alright. I ... I would like to go back to the issue of the ... the ... the number of students being enrolled through ODL at the University, and ... and refer to the Strategic Plan to 2016 and Beyond. It appears a small

percentage of the student body is planned to access the University programmes through *eh* ... ODL. Actually it specifies that there's going to be a 3% per annum *eh* ... until you reach three thousand and fifty enrolment target by 2015 *eh* ... through ODL. But here it is the ODL that has been separated from part-time

Participant: Oh *yah*

Researcher: So it is not a composite figure with the ...

Participant: Oh, composite *yah*

Researcher: with the part-time ... part-time is separate. Now, I want to ... I want you to comment on this. What do you think influences this allocation of the target enrolment and ... and programmes? I ... when I was looking at that Strategic Plan, I could see that the ... the programmes that were being targeted for ODL went only up to diploma level. So ... so I want you to comment on that. The target number, together with the levels of the programmes

Participant: *Uhm* ...

Researcher: *Mm*

Participant: I think *uh* ... there is some link missing *eh* ... between the ... the thrust of the NDP 10 towards ODL

Researcher: *Aha?*

Participant: And the numbers

Researcher: *Ahaa*

Participant: Because the thrust of NDP 8 is really on the top of ... about the ODL

Researcher: *Ahaa*

Participant: Because we were briefed by the DVC two days ago

Researcher: *Uh?*

Participant: Then the future is ... like this NDP 10 and he sees as a very important role for the ODL

Researcher: *Ahaa*

Participant: When you look at the figures there ... I think the link is somewhere missing

Researcher: something is missing?

Participant: But *oh* ...

Researcher: Ok

Participant: Even as I'm speaking today we are already at that figure now

Researcher: Oh, you are?

Participant: three thousand *yah* ...

Researcher: with ODL

Participant: with the DPE ... *yah* ... *yah*

Researcher: Yes ... *yah*

Participant: if we are to take the calendar for education

Researcher: *Yah*

Participant: we are there already

Researcher: *Mhm?*

Participant: And that figure if you talking about 2015

Researcher: *Ee!*

Participant: we will be definitely ten thousand

Researcher: Ok. So ... so ... so the ... the ... the figure ... the one that you are talking about

Participant: *Mhm?*

Researcher: is inclusive of part-time? Or is not?

Participant: Which one? The ... the ... *yah* ... including part-time

Researcher: Oh, you're including part-time ...

Participant: part-time

- Researcher:** Yes
- Participant:** This figure
- Researcher:** It was ... it was excluding part-time
- Participant:** *Yah, yah* ... Excluding part-time. We're already there
- Researcher:** Oh, oh
- Participant:** three thousand
- Researcher:** *Mhm?*
- Participant:** We have three thousand distance education learners in our programmes now
- Researcher:** You do?
- Participant:** *Yah, yah* we got ... talk about DPE
- Researcher:** Ok?
- Participant:** Alone is two thousand plus
- Researcher:** Alright
- Participant:** And DPE ... that degree programmes, they're about four hundred something
- Researcher:** *Ahaa*
- Participant:** *eh* ... closer to that. And the little other small programmes, three, four programmes ... put together ... we may be definitely around two six, two seven
- Researcher:** Is it?
- Participant:** So, if you're talking about three thousand by two thousand and ...
- Researcher:** *Yah*, you know when I was reading ... also I was reading a report *eh* ... that was written in 2007
- Participant:** *Mm, Mm?*
- Researcher:** by a Committee that was set up to evaluate the targets of NDP 9 ...

- Participant:** *Mm Yah*
- Researcher:** and give projections for NDP 10
- Participant:** *Uh*
- Researcher:** the figures there ... I was wondering
- Participant:** figures ... I think there is some linkage missing, I don't know where it is missing
- Researcher:** *Ee, ok*
- Participant:** But there is a thrust *uh* ... bearing important role of ODL in NDP 10
- Researcher:** Alright
- Participant:** So ... *uh* ...
- Researcher:** Oh, that is ... that is encouraging. How many programmes at various levels does the University currently have, between the faculties?
- Participant:** On the distance education?
- Researcher:** No
- Participant:** *Mhm?*
- Researcher:** Just all the ... the programmes of the University, if you ... you can remember that. If ... if ... faculties are how many by the way ... six or five?
- Participant:** Six *eh* ... faculties
- Researcher:** *Mhm?*
- Participant:** *Mm* ... and *eh* ... programmes, like you see, *uh* ... within the same faculty you've got different programmes
- Researcher:** Yes
- Participant:** *Uh* ... like Business studies programmes
- Researcher:** *Mm?*
- Participant:** The Business Faculty, they've got four ... five programmes

- Researcher:** *Yah, yah*
- Participant:** *Uh ... like that, may be ... we can say about eh ... uh ...*
- Researcher:** *Around fifty or so ... I ... I ... when I ...*
- Participant:** *Yah ... I think so ... I mean I ... like I say ... may be let's say about forty programmes*
- Researcher:** *Ehee, ok, ok. About forty*
- Participant:** *Because when they specialise*
- Researcher:** *Mm?*
- Participant:** *they treat a subject as a programme*
- Researcher:** *Yes, yes*
- Participant:** *When it's a double major*
- Researcher:** *Aha?*
- Participant:** *each of the*
- Researcher:** *Yes, yes*
- Participant:** *if you go into the minute details, then you would*
- Researcher:** *Then they would be many. Ok, ok. So ... so how many ... how many of these programmes eh ... are also available through the ODL mode?*
- Participant:** *There's, I should say only five programmes*
- Researcher:** *About five*
- Participant:** *It's business programmes we got*
- Researcher:** *Mhm?*
- Participant:** *Let me say five, Adult Education six, four ... four plus one five, and eh ... diploma they don't have eh ... I, let's say six programmes*
- Researcher:** *About six programmes. Ok. You see that there're very few ...*

- Participant:** *Mm ... very few*
- Researcher:** programmes on the distance
- Participant:** *Mm*
- Researcher:** on the ODL *eh ... menu*
- Participant:** regarding *eh ... distance education there is*
- Researcher:** *Mhm?*
- Participant:** Diploma in Adult Education, NGO Management definitely they don't have it
- Researcher:** *Mhm?*
- Participant:** It's a certificate programme
- Researcher:** Ok, ok
- Participant:** *Uh ... so DYD*
- Researcher:** *Mhm?*
- Participant:** Youth and Development is also, is not a ...
- Researcher:** *Yah, yah, yah*
- Participant:** The other four business programmes, they have it and we have them
- Researcher:** Ok
- Participant:** Four, five and six I think they are
- Researcher:** Ok. Why would you ... would you say *eh ... there are so few programmes on ... on the ... on the ODL mode? While the ODL actually can ... can ... can attract more people*
- Participant:** *Yah ... I think since last two years we are also talking about eh ... reduced enrolments ... even the full-time programmes, there is a problem*
- Researcher:** *Ahaa, reduced?*
- Participant:** *Yah reduced eh ... enrolments. They say last year is that we are not coping. Now this year they say there are others ... proliferation of institutions. They*

came in ... the numbers have reduced even in my part-time programme, distance, every ... all, across the University ... numbers are reduced, enrolments

Researcher: The enrolments are reduced. Is it ... is it according to plan? The University is no longer ...

Participant: No, not the plan ... the students

Researcher: The students are not coming?

Participant: Not coming, not coming

Researcher: Ok, the students are not coming

Participant: So in the light of that may be *eh*... from one quarter or the other there's a feeling that well in some areas, we have already reached the saturation, we don't need the people. You see that one? That is why my question back ... goes back to the knowledge purpose, not for employment. You see, government is not sponsoring again you see?

Researcher: *Mm*

Participant: When the government is not sponsoring is not sponsoring here there's still these vacancies. And Limkonkwin government is sponsoring ... they go there. Instead of coming to distance education they go there

Researcher: *Yah* ... ok, ok

Participant: So distance education it become you see, there are no students because *uh* ... sponsorships are not there

Researcher: Ok

Participant: But *eh* ... at the same time I think we need to really go in a *uh* ... move in a faster way *eh* ... to get to some more programmes on the full-time

Researcher: *Mhm? Mhm?*

Participant: run by the distance mode

Researcher: *Yah*

Participant: You see coming now

Researcher: *Yah*

- Participant:** It is time now I think our Distance Education Department have also got *eh* ... have plans. May be you must have heard from *eh* ... Mrs Kamau
- Researcher:** *Mhm?*
- Participant:** There're a few programmes coming up
- Researcher:** Ok?
- Participant:** But there're in the beginning stages of materials
- Researcher:** *Yah, yah*
- Participant:** workshops and all that, you know
- Researcher:** *Yah, yah*
- Participant:** even it takes time
- Researcher:** Ok
- Participant:** But otherwise *oh* ... well *uh* ... if you want to really ... and not replicating
- Researcher:** *Mm*
- Participant:** but really bring some programmes from the full-time programmes ... important ones
- Researcher:** *Mhm?*
- Participant:** Even from elsewhere
- Researcher:** *Mhm?*
- Participant:** new programmes. *Uh* ... I think we have to move fast
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** Ok, ok. I would have thought that the ... the more programmes there are in the ODL, the larger the choice for the students
- Participant:** And also access is there ... we're actually in access also

- Researcher:** Yes, yes. Ok, thank you. Now, as ... as somebody who has been working in the dual mode tertiary institution, are there any challenges you experience, may be as a result of being in a dual mode, I mean operating within a dual mode as *eh ... ODL ...*
- Participant:** In fact *eh ...* my experience is only in the single mode, when I came here
- Researcher:** *Mhm?*
- Participant:** I'm not within the distance education area here
- Researcher:** *Mm?*
- Participant:** You see that one?
- Researcher:** Ok
- Participant:** But I am only hear about their problems as I participate
- Researcher:** Ok. Alright
- Participant:** Because in meetings, you know because we are a Centre
- Researcher:** Ok
- Participant:** *Uh ...* Distance Education Department and Extra Mural, they are different
- Researcher:** Ok
- Participant:** But we meet them on and off to provide solutions to the problems
- Researcher:** Ok
- Participant:** *Yah, yah*
- Researcher:** But ... but I would like you to comment ... *eh ...* of course referring to your previous background of working in the single mode. *Eh ...* now what's your comment concerning having face-to-face and ODL within the same university?
- Participant:** *Uh ... well eh ... it is the question of I think eh ... uh ... eh ... perception*
- Researcher:** Ok?
- Participant:** *Uh ... of the management*

Researcher: *Mhm?*

Participant: *And then uhm ... the experience like I said we always have problems because of the sponsorships here*

Researcher: *Yah*

Participant: because the other sponsorships in the

Researcher: *Yah*

Participant: faculties and the students, from the students' side. It seems they are not being, *eh* ... it seems we have just started

Researcher: *Mm*

Participant: *Uh* ... they are also thinking it better to go to face-to-face where you have a teacher

Researcher: *Yah*

Participant: You can ask. But these days, we meet twice or thrice in a semester

Researcher: *Mhm?*

Participant: *Eh* ... which is not enough. But if you want to convert into ... meet every week it become now face-to-face

Researcher: *Ok*

Participant: You should not go to that one

Researcher: *Yah*

Participant: So keeping this in mind, *uh* ... budgets ... and the ... I think perception of the *uh* ... Management and the student problems

Researcher: *Mhm?*

Participant: In the distance education, including financial problems

Researcher: *Ok*

Participant: Should be taken up I think

- Researcher:** Alright. Would you say that there are any limitations to the growth of ODL in UB?
- Participant:** *Uh ... well, I don't think ... because it is the plan NDP 10 it is saying the role of ODL is really at the top of the*
- Researcher:** *Aha*
- Participant:** agenda
- Researcher:** Ok
- Participant:** *Uh ... and then the Management ... eh ... Management is committed. But that's because it is driven by the government*
- Researcher:** Ok
- Participant:** And *eh ... providers definitely uh ... if we get the sponsorships and also sensitise all the people including the learners and also planners also. Uh ... there wouldn't be any problem*
- Researcher:** Alright, alright. *Eh ... I'm ... I'm getting back to 1994.*
- Participant:** Alright
- Researcher:** Since 1994 which is the commencement of the implementation of the Revised National Policy on Education, what estimated percentage of the University's budget would you *eh ... say goes into the development of ODL?*
- Participant:** *Hm ... that is a ... I don't know ... very small percentage you see because of ... we have added only uh ... the Business degree programmes to distance education*
- Researcher:** *Mhm?*
- Participant:** Because by ninety *yah* of course the DPE has come
- Researcher:** Ok
- Participant:** The DPE for example is supported by the Ministry
- Researcher:** *Mhm?*
- Participant:** Budget is straight from there

- Researcher:** Ok
- Participant:** But we continue to budget, I don't know because a very small *uh* ... budget because it is still the budget you know like that. May be *eh* ... I say
- Researcher:** Ok, ok
- Participant:** would go to ten or something. *Yah*
- Researcher:** Ok. So ...so what kind of ... of support do you think tertiary level distance education needs in Botswana?
- Participant:** Oh, in Botswana?
- Researcher:** *Ee*, not necessarily just in UB. *Yah*
- Participant:** *Uh* ... I think like *uh* ... support should come from every quarter like I say from the learners ... they should also support the system. And the planners
- Researcher:** *Mhm?*
- Participant:** *Uhm* ... also we should see how we can increase the access through ODL for example
- Researcher:** *Mhm? Mhm?*
- Participant:** There like I said number one support from government to students the sponsorships
- Researcher:** *Yah*, sponsorship
- Participant:** sponsorships are very important
- Researcher:** Ok, yes
- Participant:** And then the next one
- Researcher:** *Mhm?*
- Participant:** the Commonwealth of Learning should also take into account
- Researcher:** *Mhm?*
- Participant:** the needs of the distance education *uh* ... scenario in Botswana for training
- Researcher:** Ok?

- Participant:** At least COL should come forward actually to assist, because there I'm told that the funds is not the limit for the COL. That is forty-seven *uh* ... countries are assembled to form the COL, the Commonwealth of Learning of Malaysia. They should also participate. Because government may contribute but there're other sectors government has to look after
- Researcher:** *Mhm?*
- Participant:** So they should ... training is important actually
- Researcher:** And
- Participant:** training has to be done. And then, *uh* ... *eh* ... the courses that are helping for the ... *eh* ... *uh* ... you know, livelihood *uh* ... should be started. Not the ... these usual ordinary ... for example if we talk about a general nature of courses
- Researcher:** Ok?
- Participant:** which may not lead actually including only to the civil sector
- Researcher:** *Yah, yah*
- Participant:** But we need *uh* ... the ... the vocational and also *uh* ... *uh* ... the ... the life skills ...
- Researcher:** Ok
- Participant:** *uh* ...
- Researcher:** So that is the ... the ... the programmes of the institutions
- Participant:** institutions *yah*
- Researcher:** They must at their curriculum
- Participant:** Curriculum
- Researcher:** Ok
- Participant:** See how we can improve those ... I mean bring those programmes into ...
- Researcher:** Ok

- Participant:** Then I think *uh* ... people will come forward. Because our ... ultimately out there the market is different
- Researcher:** Ok
- Participant:** And also we need to now and then, I mean *eh* ... on a continuous basis ... we need to do the market survey
- Researcher:** Ok
- Participant:** to look at the market, what is ... what is the market out there
- Researcher:** *Mhm?*
- Participant:** What programmes they need ... what is the employer, something like that
- Researcher:** they need. *Yah, yah* ... Ok ... So from ... from the government, from the planners
- Participant:** planners
- Researcher:** you would ... you would recommend that there should be training for ODL
- Participant:** *Yah, yah*
- Researcher:** there has to be funding for ODL
- Participant:** funding
- Researcher:** yes, both for the institutions and for the *eh* ... individual learners
- Participant:** individual learners
- Researcher:** in terms of sponsorship
- Participant:** sponsorship
- Researcher:** But you're also
- Participant:** But the market survey is also important
- Researcher:** Now you're ... with the market survey and the focusing of the curriculum, you're looking at the providers themselves
- Participant:** Providers yes

- Researcher:** And say they must also do something to ... to ... to support themselves
- Participant:** *Yah ... themselves*
- Researcher:** Ok. Do you think as far as being supported by somebody else, do you think the tertiary level distance education providers in Botswana have received such *eh ...* support?
- Participant:** *Uh ... in eh ...* I don't think they have received enough support
- Researcher:** Ok, ok, ok
- Participant:** that is from government. Because like you see, even if you take the government sponsorships, they are not supported. And they have been suffering
- Researcher:** *Yah*
- Participant:** That's why enrolments are very low
- Researcher:** *Yah*
- Participant:** But I think that is the area *uh ... uh ...* that we have to improve
- Researcher:** *Mhm?*
- Participant:** And thereby *uh ...* automatically you find the *eh ... eh ... eh* access
- Researcher:** Ok?
- Participant:** for tertiary education
- Researcher:** *Mhm?*
- Participant:** And *oh ...* you see, *eh ...* towards like if you talk about another ten years *oh ...* definitely they may have personal compromise even more. I would envisage definitely *eh ...* a Open University
- Researcher:** *Mhm?*
- Participant:** where are we in this country? *Uh ...* we need an Open University. Whether they put institutions together to make a University
- Researcher:** *Mhm?*
- Participant:** or whether they ... as long ... we talk about a single mode

- Researcher:** *Yah?*
- Participant:** And then you talk about an autonomous status
- Researcher:** Ok
- Participant:** even in curriculum and programmes
- Researcher:** Ok. *Yah ... oh ... eh ...* now I ... I ... I'm interested in the ... the ... the policy that was introduced by the University of Botswana called the Distance Education Mainstreaming Policy. I ... I ... I just want to understand that policy
- Participant:** *Uh*
- Researcher:** What is it, what is it about?
- Participant:** *Well, the Mainstreaming Policy is ... eh ... I think the centre uh ... the central theme of that document actually is ... each faculty should recognise the distance education values*
- Researcher:** Ok?
- Participant:** *Uh ... that are there uh ... that are needed for this country*
- Researcher:** *Ahaa?*
- Participant:** *through the Distance Education Department first of all appreciate*
- Researcher:** Alright, ok
- Participant:** *the faculty should appreciate*
- Researcher:** Ok
- Participant:** *And each faculty should have one Coordinator in their faculty*
- Researcher:** Ok
- Participant:** *who'll be thinking only about distance education programmes*
- Researcher:** *Mm?*
- Participant:** *But is to be stationed in the faculty a budgeted position*

Researcher: Ok

Participant: *And that person should try to think ... which are those faculty programmes should go in distance mode? That's not happening, except in the Faculty of Business. We don't have any other Coordinator in faculties*

Researcher: Ok

Participant: *That's the mainstreaming, because mainstreaming means, I think simply, uh ... it should be mainstreamed into the faculties. It means the thinking has to be there always. It means there is one Coordinator. He may be a Mathematician for the whole Science Faculty. But he should have idea of whether we can take Physics, Chemistry, Mathematics, Environmental Science*

Researcher: Ok

Participant: You know Archaeology

Researcher: Alright

Participant: *Biology, anything through the distance mode*

Researcher: Ok

Participant: And that has to happen

Researcher: Ok

Participant: Then they increase, you see access. It will come out

Researcher: It will come out

Participant: *So you know, except for uh ... Business Faculty*

Researcher: Ok

Participant: *who was appointed only this year sometime*

Researcher: Uh?

Participant: *We haven't got those programmes for a long time.*

Researcher: Oh, ok

Participant: Uh ... this year they appointed

Researcher: *Mhm?*

Participant: *Uh ... apart from full-time faculty, I mean Coordinator, we have I think eh ... informal relations*

Researcher: *Mhm?*

Participant: of the departments like the Adult Education. The HoD is concerned about this

Researcher: Ok

Participant: regardless the Diploma in Adult Education. But

Researcher: *Mhm?*

Participant: To get or introduce new programmes, we need the Mainstreaming Policy, *uh ... should be in the forefront*

Researcher: Ok

Participant: *Yah*

Researcher: Now ... now these ... these *eh ...* Coordinators, that were envisaged for each faculty, *eh ...* would they be trained in ODL or

Participant: *Yah, yah, yah.* They should be

Researcher: Ok

Participant: They should be trained. In fact the ... the originally, *eh ...* well like I say if at all you don't find any trained person and you want to really appoint a citizen of this country

Researcher: *Yah?*

Participant: You re-train, there's no problem

Researcher: *Yah, yah, yah*

Participant: Retrain and put him there

Researcher: *Yah*

- Participant:** Have ... and then, that person is in constant touch with the HoD or some Coordinators here and there
- Researcher:** *Mhm?*
- Participant:** They work together
- Researcher:** *Mhm?*
- Participant:** to bring in ... transferring programmes from the full-time or face-to-face to the distance mode
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** So ... so ... so this person was also *eh* ... envisaged as somebody who would be a liaison between the faculty
- Participant:** *Yah, yah* and the CCE
- Researcher:** and the Department of ODL? Ok, ok. Ok. That is ... Now I understand the ... the ... I thought ... I thought ... I was wondering whether now distance education was going to be offered in each of the faculties
- Participant:** Well we talk about the Mainstreaming Policy
- Researcher:** *Mm?*
- Participant:** But in actual implementation
- Researcher:** Yes?
- Participant:** *Uh* ... if it has to happen
- Researcher:** *Yah?*
- Participant:** we need a plan
- Researcher:** *Yah*
- Participant:** or we may have to discuss again some changes
- Researcher:** *Yah*
- Participant:** when it comes to issues to talk about

- Researcher:** *Yah, yah*
- Participant:** And see how to put it appropriately
- Researcher:** Ok
- Participant:** And then develop from there
- Researcher:** Yes
- Participant:** *Mm*
- Researcher:** I was going to follow up my question of ... of the Policy actually with the question whether or not following the Policy, there is an Implementation Plan for that Policy
- Participant:** Implementation ... I think
- Researcher:** Like ... yes
- Participant:** there is a phased implementation I would *eh* ...
- Researcher:** Ok, ok
- Participant:** *Uh* ... even then
- Researcher:** *Mhm?*
- Participant:** *eh* ... the first thing that has to happen is about training and the appointment of the Coordinators of the faculties
- Researcher:** Yes
- Participant:** There, then the programmes come *a kere* the person from here
- Researcher:** *Mhm?*
- Participant:** between the Department of Distance education and that person *uh* ... will be *uh* ... meeting ... *uh* now and then. *Eh* ... quite to see what programmes we can take in
- Researcher:** Alright
- Participant:** Thereby the mainstreaming will come into effect

Researcher: Alright

Participant: Otherwise *uh* ... there is a phased way for implementation

Researcher: Right

Participant: I think there's no bottleneck on the side of the Management

Researcher: Alright, alright, if there is implementation

Participant: There is no bottleneck part of it. It is from implementation

Researcher: Ok

Participant: How to implement *eh* ... well ... we have tried the faculty. Now let's go to Science, Engineering

Researcher: *Mhm?*

Participant: And others

Researcher: Ok, ok. Its supposed to happen starting from where? Is it the CCE who has to see to it that

Participant: *Yah, yah* CCE is supposed to *eh* ... if it is Mainstreaming Policy its all about distance education. We'll have to take it to remind people

Researcher: *Yah*

Participant: or to push the people

Researcher: Ok

Participant: and see how we can get this implemented

Researcher: Ok

Participant: And if they have problems

Researcher: *Mhm?*

Participant: *Uh* ... we can sort out that

Researcher: Ok

Participant: CCE has to push it

- Researcher:** Ok. So it's a policy that is driven by the
- Participant:** by the CCE
- Researcher:** Alright. Ok
- Participant:** *Mm.* And then at the faculty, it's the Dean who has to drive it
- Researcher:** Yes
- Participant:** But first we have to initiate action on this and *eh ... uh ...* inform them ... these are the modalities we have put in place
- Researcher:** *Mhm? Mhm?*
- Participant:** Then it means that *eh ...* the Dean also picks it up from there or will drive it ...
- Researcher:** Alright. And you are saying CCE has tried that ... they have put a modality in place. They approached the different faculties and the faculties are not implementing?
- Participant:** *Uh ... yah. Uh ...* in the sense that I think to ... I don't say that was forgotten along the line somewhere
- Researcher:** Ok
- Participant:** I'm saying that the policy is there, but we still ... I should say still is the CCE
- Researcher:** *Mhm?*
- Participant:** which has to really *uh ...* push it ahead. Although it was *oh ...*
- Researcher:** Oh, ok. Just to make a follow up
- Participant:** The Policy is not with everybody in the faculties
- Researcher:** *Yah?*
- Participant:** Although it was approved by the Senate, Council
- Researcher:** Ok, Yes
- Participant:** It doesn't mean that they know everything

- Researcher:** Alright
- Participant:** So with our side, I will take it further
- Researcher:** Alright
- Participant:** then keep reminding *uh* ... about the ... the implementation
- Researcher:** Ok, ok. Oh, you have answered my next question which was going to be what has been the impact of this policy on access to University programmes. But you can still take it up. What has been the ...the ...the ... the impact of this policy ... because it was ... it has ... it came as a ... a ... an answer to your priority number one
- Participant:** *Mm*
- Researcher:** which is about access
- Participant:** access
- Researcher:** Yes. So this policy was being put in place to address the issue of access. Now I want to know how the policy has impacted on access
- Participant:** *Yah*. Because, I don't remember to have seen any *eh* ... objection to that for example from any side of that
- Researcher:** Alright
- Participant:** CCE was to take it further
- Researcher:** Alright
- Participant:** And meet Dean and the departments and their own mandates through that *eh* ... policy
- Researcher:** Ok
- Participant:** And then *eh* ... get back to the point actually
- Researcher:** *Mhm?*
- Participant:** You may say that are we not doing that. Well may be we are slow in doing that
- Researcher:** Alright

- Participant:** We have not *eh* ... as fast as expected
- Researcher:** Alright
- Participant:** That is why ... well it is also about the resources. Like I said you see, *uh* ... everything that you have to cost money is required
- Researcher:** Ok
- Participant:** *Uh* ... in the budget process when you are asking about a small portion of the budget about distance education, some of the invoices are there of course
- Researcher:** *Mhm?*
- Participant:** So it is a ... initially it's the CCE
- Researcher:** *Mhm?*
- Participant:** who has to really push that one
- Researcher:** Ok
- Participant:** And then budget has to cooperate with that one
- Researcher:** Ok
- Participant:** *Yah* ... you just have to conduct a number of workshops
- Researcher:** Alright
- Participant:** A number of training programmes for the people
- Researcher:** *Mhm?*
- Participant:** Everything is cost
- Researcher:** Yes, yes, yes
- Participant:** So that is why *uh* ... we're at this pace but with the Faculty of Business, I think it's going very well
- Researcher:** Ok
- Participant:** Although *eh* ... initially you know *uh* ... teething problems were there

Researcher: Ok

Participant: Even the Coordinator there I think there were problems

Researcher: Ok. *Mm.*

Participant: But we have to take it further

Researcher: *Yah.* Ok. No, *uh* ... thank you very much.

Participant: You welcome

Researcher: I appreciate. If you allow me I will come back

Participant: Most definitely

Researcher: If I may ask about the staff development at ... at CCE. Whether you're sending people off to study or you are making them enrol through ODL

Participant: Well it's both

Researcher: It's both

Participant: It's both actually

Researcher: Ok

Participant: But there are more in the *eh* ... conventional

Researcher: Oh?

Participant: And not in the distance education

Researcher: not in the distance education

Participant: But the training is going alright. I think *eh* ... there is *uh* ... its going as expected

Researcher: Alright

Participant: *uh* ... training of the people. Only this year

Researcher: *Mhm?*

Participant: we were told by the HR Director that funds are closed up and can't deliver training

Researcher: *Uh*

Participant: So this year *uh* ... except last year. Doing training last year. This year, *uh* ... no, nobody went

Researcher: Ok went for ... oh ok

Participant: Went *yah, yah*. Otherwise nobody is going as expected

Researcher: Oh

Participant: Even in the Distance Education Department

Researcher: Oh

Participant: but this year is a problem

Researcher: Ok, No, there has been a problem in Botswana

Interview Transcript – T7

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

Researcher: Ok. *Yah*. Good morning.

Participant: Morning

Researcher: Thank you for your voluntary participation in this research.

Participant: Ok.

Researcher: As I have indicated before, I am a student of the University of Pretoria

Participant: *Mhm*

Researcher: undertaking a study about how the development or otherwise

Participant: *Mhm*

Researcher: of the open and distance learning mode can impact on access to tertiary education.

Participant: Ok

Researcher: This research is going to culminate in a thesis

Participant: *Mhm*

Researcher: that I will present to my university for assessment for a PhD qualification. But in addition to that I am expecting the knowledge that will be generated through this research to be of interest to a wider audience, since it is touching on access to tertiary education which happens to be one of the issues of concern to Botswana, the southern African region and beyond. I therefore appreciate very much

Participant: *Ee, mma*

Researcher: that you are able to participate in the process of generating such knowledge.

Participant: Ok, welcome.

- Researcher:** *Eh* ... research indicates that sub-Saharan Africa continues to record the lowest participation rate in the world,
- Participant:** *Mhm*
- Researcher:** in tertiary level education and training
- Participant:** *Yah*
- Researcher:** with an average of about 5% by the 2007 figures. Would you say that the participation rate at tertiary level in Botswana is as low, is also low?
- Participant:** Well, I think it is. *Eh*, I think it ... it is quite low because I think you know ... we can determine that by looking at the statistics which I have perhaps in the past looked at.
- Researcher:** Ok?
- Participant:** I've looked at the, *eh...* is it the progression rate
- Researcher:** Ok?
- Participant:** from primary
- Researcher:** Ok
- Participant:** Grade 7
- Researcher:** *Mhm?*
- Participant:** to Junior secondary and from junior secondary to senior secondary and from senior secondary to tertiary.
- Researcher:** Ok.
- Participant:** *Yah*, I was may be more interested
- Researcher:** *Mhm?*
- Participant:** with the university, even though I looked at tertiary because the statistics that they have is not only the university, but you have colleges of education
- Researcher:** Ok.

- Participant:** and technical colleges and you can see that trend.
- Researcher:** *Mhm*
- Participant:** But you know, *eh*... the largest group is may be that enters *eh* ... primary and that exit it.
- Researcher:** *Mhm?*
- Participant:** And then it ... it ... it goes down from you know ... junior to senior ... and by the time you know ... they transit to tertiary education it's a very, very small percentage compared to the lower levels.
- Researcher:** to the lower level.
- Participant:** Yes
- Researcher:** Ok. *Ee* ... How does Botswana compare with South Africa, Mauritius and Namibia in this regard?
- Participant:** I don't know, because sometimes, *ehm* ... it depends on the populations of those countries.
- Researcher:** Ok
- Participant:** For instance if I look at South Africa, I know they have a lot of, you know ... tertiary institutions.
- Researcher:** Ok
- Participant:** but you know ... equally so, they have a very large population.
- Researcher:** *Mm, mhm*
- Participant:** You know ... I don't know how many millions
- Researcher:** Ok
- Participant:** *Yah* ... you know ... of people there. And therefore sometimes that kind of deceives. But I would expect them that may be they still compare ... comparable to us.
- Researcher:** Ok.

- Participant:** *Yah*, you know ... in the sense that we're a small population and well yes, we've had may be one university and a few *eh* ... other tertiary institutions. But I don't think they are doing much, much better. I don't know.
- Researcher:** Yes, yes
- Participant:** They might be, but it might be a slight ...
- Researcher:** *Yah*
- Participant:** you know ... difference.
- Researcher:** *Yah*. Actually, actually research indicates that they are slightly better than Botswana.
- Participant:** *Mhm*
- Researcher:** South Africa is the highest in southern Africa, followed by Mauritius
- Participant:** What is their statistics?
- Researcher:** and then South *eh* ... Namibia. Their statistics is like they have, *eh*, a 15%
- Participant:** Ok?
- Researcher:** transition rate to tertiary
- Participant:** Ok, to tertiary?
- Researcher:** Yes.
- Participant:** *Mhm?*
- Researcher:** So ... so, yes, they have large numbers. But if you look in terms of percentages,
- Participant:** Ok
- Researcher:** you see that yes, they are still also still low
- Participant:** compared to the other ...
- Researcher:** compared to the other regions outside southern *eh* ... Africa.

- Participant:** *Mhm*
- Researcher:** It has been established that in Botswana about 11.4% of the 18 to 24 year old eligible population does have access to tertiary education
- Participant:** *Mhm?*
- Researcher:** especially now with the proliferation of private tertiary institutions in the country.
- Participant:** *Mhm*
- Researcher:** What is the share of this population that manages to access tertiary education would you estimate to be the University of Botswana's contribution?
- Participant:** 11 percent. Well, I think it's a fair contribution. You know ... it, because I'm looking at the ... perhaps ... the enrolment figures for UB.
- Researcher:** *Mhm, mhm*
- Participant:** But perhaps may be one needs to look at the..., well, I think it's just an overall number.
- Researcher:** Ok ... ok
- Participant:** Well, I think it's a fair contribution because compared to all the tertiary institutions ... it's the one with the largest enrolment numbers. *Yah* ... At around ... is it ten to fifteen thousand.
- Researcher:** *Yah* fifteen ...
- Participant:** So ... so I think its quite sizable compared to the other institutions
- Researcher:** Ok.
- Participant:** *Yah*
- Researcher:** Recently research indicates a trend in many developing countries where more adults including employee's
- Participant:** *Mhm*
- Researcher:** want to access tertiary level education and training. Is this true for Botswana as well?

- Participant:** It is true. I remember when I was doing my own you know... *eh* ... research for, for, for ... my doctoral program. I even asked... because I was interviewing people from the Ministry of Education
- Researcher:** Ok
- Participant:** and it looked like just so many people wanted to access tertiary education
- Researcher:** *Ahaa?*
- Participant:** and I asked them why...why... is it
- Researcher:** *Mhm ... mhm?*
- Participant:** *um* ... what are the indicators you know creating this hunger for...for Higher education? I don't quite remember what answer I got but it is true
- Researcher:** Ok...
- Participant:** *Yah* it is true ... at all levels and different sectors
- Researcher:** Alright
- Participant:** *Yah*
- Researcher:** Yes, actually my next question was to...to find out
- Participant:** *Mhm*
- Researcher:** why you think *eh* ... what is the *inf* ... what is the influencing
- Participant:** I... I... think
- Researcher:** what are the factors influencing this trend?
- Participant:** global trends probably but even in Botswana you know *um*...with vision 2016
- Researcher:** Ok?
- Participant:** I think it's a vision that has been may be communicated widely in the country.

- Researcher:** Ok?
- Participant:** You know because communities are aware you know ... of vision 2016 and one of its pillars, an educated and *eh* ...
- Researcher:** informed...
- Participant:** Informed nation
- Researcher:** Ok
- Participant:** and even understand you know ... the, the President, former President Masire who was President then.
- Researcher:** *Mhm ... mhm?*
- Participant:** I think when this thing was started, was saying that you know *eh*...a graduate for every *sch* ... family something like that.
- Researcher:** *Mhm?*
- Participant:** and I ... that is an aspect of it. But also people appreciate the fact that the more education you have, the better ... you know ... I think the more you are likely to get a better paying job,
- Researcher:** Ok
- Participant:** And therefore may be higher education equals you know *eh*...a better living standard
- Researcher:** Ok.
- Participant:** *Ee, mma*
- Researcher:** *Eh*...it's been established that about ... a total of about 30 tertiary institutions have been registered with the Tertiary Education Council
- Participant:** *Mhm?*
- Researcher:** Would you say that *eh* ... these tertiary institutions are coping with the demand for tertiary education and training in the country looking at the school graduates together with the adult population that we have just *eh* ... talked about?
- Participant:** Well, I think they may be 30 in number...

- Researcher:** *Mhm?*
- Participant:** but in terms of quality
- Researcher:** *Mhm?*
- Participant:** even the facilities and all the things that one really needs to provide quality education ... I do not think they are at a level where one can say ... *yah* 30 and therefore quality higher education ...
- Researcher:** Ok
- Participant:** But I don't think they're coping even with that you know ...
- Researcher:** Ok
- Participant:** There are still many people ... many *eh* ... people who want to access you know ... tertiary education.
- Researcher:** Ok
- Participant:** But at least it is better than may be in the past, where you know we didn't have that number...
- Researcher:** Ok
- Participant:** And ... well you know ... I think maybe we must stop...
- Researcher:** Yes just to establish that they are not coping with the
- Participant:** Not necessarily
- Researcher:** With the demand,
- Participant:** *Yah ... yah*
- Researcher:** Yes, the issue of quality is very, very important and *eh* ... I think the Tertiary Education Council is looking into that issue
- Participant:** *Mhm*
- Researcher:** Hence they have to be registered ... they have to be screened and so on.
- Participant:** *Mhm*

Researcher: What do you think should be done to increase opportunities for more enrolments at this level?

Participant: Well, as a ... as a distance education practitioner I...I have faith in” ODL”

Researcher: Ok?

Participant: *Yah* ... and I believe “ODL” can go a long way in helping or increasing *eh*... access and even democratizing it as we know

Researcher: *Mhm?*

Participant: *Ah* ... therefore I think that that’s one area that the... the country needs to or even institutions *eh* ... to...to...to take a serious look at and just see how they can offer distance education, even though distance education ...

Researcher: *Mhm?*

Participant: It ... it’s a mode that also as you know ... we shall need a lot of resources especially you know ... *uhm* at the developmental stages. But it is one ... you know ... way to... that they can increase you know ... access. *Yah* ... *Mhm*...

Researcher: Ok. The University of Botswana offers its programmes through both face to face and open and distance learning modes...

Participant: *Mhm*...

Researcher: *Eh* ... when did the university introduce the open and distance learning mode, by the way?

Participant: *Mhm*...the history of you know ... *eh* ... and I think may be you can also get that from my dissertation,

Researcher: Ok?

Participant: The history of ... you know distance education at the University of Botswana ... we date it to, *uhm*... maybe the 70’s...

Researcher: Ok...

Participant: *Eh* ... and maybe when you look at the history then we couldn’t say strictly that it was distance education

Researcher: Ok

Participant: But I refer it... I refer to it as distance education because those were the beginnings

Researcher Ok...

Participant *Yah...* but in terms of you know ... accredited

Researcher *Mhm*

Participant *Eh ...* programmes

Researcher *Mhm*

Participant I think it dates to... I don't quite ... I'll check the date for you ...

Researcher: Ok

Participant with the introduction of a programme

Researcher: Ok

Participant: in the Department of *ehm... ehm...* Theology and Religious Studies ...

Researcher: Ok

Participant: a diploma that was offered through distance education. But it has since stopped

Researcher: *Mhm?*

Participant: And it was followed by a certificate in Adult Education which was started from 1984...

Researcher: Oh, ok ... ok

Participant *Yah*

Researcher And the Centre for Continuing Education ... when was it established?

Participant 1991...

Researcher: 1991

- Participant:** It was established in 1991, as a successor. You know ... what happened was ... there was an Institute of Adult Education
- Researcher:** Ok
- Participant:** And then with the Institute of Adult Education the University realized that ... that institute carries two *eh* ... functions ...
- Researcher:** Ok
- Participant:** major functions
- Researcher:** Ok
- Participant:** And they decided to separate those functions. One was the academic training in distance ... I mean open ... in Adult Education
- Researcher:** Oh ok
- Participant:** And then the other was continuing education
- Researcher:** *Uhm, uhm*
- Participant:** So then we have the Department of Adult Education and the Centre for Continuing Education
- Researcher:** Continuing Education
- Participant:** which was to take *eh* ... the responsibility for continuing education and public education
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** And distance education became part of
- Participant:** became part of the ... *yah* ... because even the documents that established you know ... the centre said that the centre will offer different programmes and it will have a distance education unit
- Researcher:** Ok
- Participant:** *Yah* ... that will ... may be convert some of the existing UB programmes into the distance education mode

- Researcher:** Ok
- Participant:** *Mhm*
- Researcher:** What ... what ... what would you say could be some of the reasons of introducing open and distance learning at UB?
- Participant:** It was you know ... ably articulated ... I think it is also may be the former President ... I could ... I'll look for that quote for you ...
- Researcher:** *Mhm?*
- Participant:** *Eh ... they realized that they could not cope*
- Researcher:** *Mhm?*
- Participant:** with the ... with the demand
- Researcher:** Ok
- Participant:** *Yah ... for ... for ... for higher education*
- Researcher:** Ok
- Participant:** And they realized that you know ... *eh* ... they couldn't do it with just this ... the ... the face-to-face mode
- Researcher:** Ok
- Participant:** *Yah ... because they wouldn't have enough you know ... eh ... space for people and therefore they felt that may be introduction of the distance education mode would assist*
- Researcher:** would assist
- Participant:** *Yah ...*
- Researcher:** Yes. Thank you. So ... so what is the planned status of each of the two modes at UB ... the ODL and the face-to-face?
- Participant:** You know ... *eh* ... I think that *eh* ... I've recognized it personally
- Researcher:** Ok?

- Participant:** As the ... perhaps partly the responsibility of the Centre for continuing Education and Distance Education Department. Because what I have realized is that *ehm* ... and that also you could get may be from ... because I had a question similar to that when I was interviewing people ... you know on the mode ... and what I ... I've learnt is that you know ... *people didn't quite understand or know how ... what to expect. Even today*
- Researcher:** *Mhm?*
- Participant:** You know ... *ehm* ... *you have the different functions of the University and as you know distance education eh ... processes are carried out in different functions*
- Researcher:** *Yah*
- Participant:** especially in a dual mode institution.
- Researcher:** *Mhm?*
- Participant:** When you take admissions ... we have the Admissions of the University. And it's responsible for all admissions.
- Researcher:** Ok
- Participant:** You have the Finance section. It's responsible for all finances
- Researcher:** *Mhm?*
- Participant:** But we do have a unit ... the Distance Education Department that is responsible for ... for coordinating you know ... the ... the administrative part.
- Researcher:** *Mhm*
- Participant:** But you know ... these functions need to work *eh* ... together in a sense. So that you know ... they can serve the students well. But you realize that you know ... there are some disconnects ...
- Researcher:** *Oh yah*
- Participant:** in the sense that *people who man these other units ... they know there is a distance education ... but they are not sensitized*
- Researcher:** Ok

- Participant:** *to the needs of the learners. If I may give you an example ... when it comes to the ... the ... the calendar*
- Researcher:** *Mhm?*
- Participant:** *of ... the academic calendar*
- Researcher:** *Yes?*
- Participant:** *You know you have the academic calendar ... you know the eh ... applications close ... eh ... you know ... admission, registration*
- Researcher:** *Mhm?*
- Participant:** *And then the commencement of class*
- Researcher:** *Mhm?*
- Participant:** *But with us you know you'll have say the orientation for the students*
- Researcher:** *Mhm*
- Participant:** *When do we have that?*
- Researcher:** *Mhm*
- Participant:** *We ... we ... some ... mostly have it just before you know ... the ... the main stu ... oh the conventional start*
- Researcher:** *Ok*
- Participant:** *Yah. But then some times facilities are not ... are not you know quite accessible. And one thing that we grapple with is for instance ...you know when we have the face-to-face sessions during the ... semester*
- Researcher:** *Mhm*
- Participant:** *We can't access some of the ... even though sometimes we may book ... someone might find a class and they think it's vacant. And yet we may have ... you know ... may be ... booked it for our students. Yah*
- Researcher:** *Ok. So ... so ... so ... In terms of its status*
- Participant:** *Mhm*
- Researcher:** *Would you say one of the two modes ...*

- Participant:** *Mhm?*
- Researcher:** the face-to-face and the ODL
- Participant:** *Mhm*
- Researcher:** Would you say that one of them is major ...
- Participant:** *Mhm*
- Researcher:** the other is a support mode ... or ... or ... *uh ... uh ...* I just want to establish ... when the University was setting it up
- Participant:** *Mhm*
- Researcher:** What was the thinking in terms of how it is going to be comparable with the face-to-face?
- Participant:** Well, in their minds and in the documents
- Researcher:** Ok
- Participant:** *they see it as an alternative mode*
- Researcher:** Ok
- Participant:** And ... and they expect the students ... even as it is the case ... they earn the same you know ... *eh ...* qualifications
- Researcher:** Ok
- Participant:** But then my contention ...
- Researcher:** *Yah?*
- Participant:** Probably it... my approach is a systems approach
- Researcher:** *Mhm?*
- Participant:** And that is ... was may be the ... the ... the core of my argument in
- Researcher:** *Yah*
- Participant:** In my own paper

- Researcher:** *Yah*
- Participant:** To say that you know *when you introduce a major uhm ... change*
- Researcher:** *Mhm?*
- Participant:** *Eh ... I don't know ...*
- Researcher:** Innovation or something?
- Participant:** Innovation of *something like distance education. You need ... they needed to look at the whole system*
- Researcher:** *Mhm?*
- Participant:** *and say here is this new thing. How is it going to fit in ... in the existing system as a sub-system and how is it going to interact with other systems ...*
- Researcher:** Oh, ok
- Participant:** And also *one thing that was a major, major lack that I discovered myself was that mhm ... the University was not prepared for that*
- Researcher:** For distance education?
- Participant:** All the other functions
- Researcher:** *Mhm?*
- Participant:** *And they didn't even know what animal it was*
- Researcher:** *Mhm*
- Participant:** Because I remember *in 1994 we were trying to just sensitise co ... the different faculties. We would go to a faculty meeting and you'll say whatever you ... but there were no policies ...*
- Researcher:** Ok
- Participant:** *Frameworks ...*
- Researcher:** Ok

- Participant:** That was the major lack ... *there was no framework that could assist even the other departments to ... to interact and know even the mandate for this new baby*
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** So that there was lack of thinking through
- Participant:** *Yah ... the planning*
- Researcher:** *Yah ... the planning*
- Participant:** The planning. You know ...
- Researcher:** *Yah ... yah ...*
- Participant:** you just think ... *they just knew that you know ... there is distance education but they didn't plan for it very well*
- Researcher:** Alright
- Participant:** *Yah ...*
- Researcher:** *Yah ...*
- Participant:** *and therefore it ... it ... it didn't quite fit. It is still struggling to fit in, within the University. That's why eh ... lately I think ... since last year, a policy on mainstreaming distance education came ... was ... was ... enacted by the University*
- Researcher:** Ok
- Participant:** *Yah ...*
- Researcher:** I'll come back to that *eh ... mainstreaming policy*
- Participant:** *Mhm*
- Researcher:** It's very interesting to me
- Participant:** *Mhm*
- Researcher:** And *eh ... I have eh ... a few questions around it*

- Participant:** *Mhm*
- Researcher:** But at the moment, I realise there is also part-time study at the University of Botswana
- Participant:** *Mhm*
- Researcher:** Is it a separate mode from the open and distance learning mode or ...
- Participant:** It is separate in the sense that you know ... it ... it... The only difference between the part-time evening classes *eh* ... from the ... you know ... *eh* conventional ... is that they come in the evenings.
- Researcher:** Ok
- Participant:** But it is fully face-to-face
- Researcher:** *Ehee?* Ok
- Participant:** *Yah* ... and at the moment they don't even I think that use other ... you know ... technology or other media
- Researcher:** It's just face-to-face?
- Participant:** It's just face-to-face
- Researcher:** Oh, ok
- Participant:** *Yah*
- Researcher:** Is it also coordinated from the Centre for Continuing Education?
- Participant:** Yes, because the centre has two Departments
- Researcher:** Ok
- Participant:** Department of Distance Education and the Department of Extra Mural and Public Education
- Researcher:** *Ahaa*
- Participant:** That is the Department that coordinates that
- Researcher:** coordinates the evening face-to-face evening classes?
- Participant:** *Mhm*

- Researcher:** Ok. What percentage of the current eligible adult population of above twenty-four years
- Participant:** *Mhm*
- Researcher:** Is the University planning to enrol during the next plan period?
- Participant:** I wouldn't know ...
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** Ok
- Participant:** *Mhm.* And I don't know
- Researcher:** *Mhm?*
- Participant:** if they're approaching it that way. But anyway ... by saying of this population
- Researcher:** *Eh?*
- Participant:** You know ... this is the ... the ... the target that we have set for ourselves
- Researcher:** Ok. How ... how otherwise you think they are approaching it?
- Participant:** Well, I think just by programmes and you know ...
- Researcher:** *Uh!* Ok
- Participant:** because you have your distance education programmes and then the part-time programmes. But there's a new trend...
- Researcher:** Ok
- Participant:** Because, with the distance education as you know there are working people ... mostly, especially the business
- Researcher:** *Yah*
- Participant:** And in fact ... the others as well

- Researcher:** *Mhm?*
- Participant:** But there is also a trend ... especially the part-time evening. We used to have working people, but now we do have you know ... *eh* ... non employed students who are coming directly from you know ... high school
- Researcher:** Secondary school?
- Participant:** *Yah*
- Researcher:** Ok, ok. Well, proponents of ODL
- Participant:** *Mhm*
- Researcher:** Claim that through its flexibility ... industrialised nature and potential for massification
- Participant:** *Mhm*
- Researcher:** Usually ... it results in cost effectiveness. And they believe that ODL can open up access to quality tertiary education ... much more than the face-to-face can ever hope to do
- Participant:** *Mhm*
- Researcher:** Now ... as somebody working in a university that offers both face-to-face and ODL ...
- Participant:** *Mhm*
- Researcher:** What would be your comment regarding this claim?
- Participant:** Well, the claim ... I think over the years we've come to realise that we can't ... well ... yes distance education has the advantage of you know ... or ... or ...of economies of scale.
- Researcher:** *Mhm?*
- Participant:** But I think one has to approach it cautiously because that has ... you know ... given people the ... the ... the thinking that *eh* ... because it can be cheaper
- Researcher:** *Mhm?*
- Participant:** And therefore it would be cheap to start it. It is not cheap

- Researcher:** Alright
- Participant:** It is very expensive. But even now ... especially now where we want to go ... ICT
- Researcher:** *Mhm*
- Participant:** I mean, with ICT I don't think there'll be much difference
- Researcher:** *Yah*
- Participant:** *Yah* ... you know the ... the ... there ... it has a lot of investment that is ...
- Researcher:** Ok
- Participant:** With the print base ... then that one the economies of scale were easier to realise
- Researcher:** Ok
- Participant:** But with the technology now
- Researcher:** *Mhm*
- Participant:** Not as much
- Researcher:** Ok
- Participant:** *Yah* ... not as much
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** So you think *eh* ... both ODL and *eh* ... face-to-face ... in terms of opening access
- Participant:** *Mhm?*
- Researcher:** They would be the same ... now these days?
- Participant:** Well ... there ... there'll still be differences. But in terms of cost
- Researcher:** *Yah*

- Participant:** I mean like ... especially when you go ... you know ... technology ... may be not quite ... you know ... *eh* ... distance education will still ... especially ... may be when we say online then we can reach more people
- Researcher:** *Mhm*
- Participant:** It will still have the advantage over ... over that. But even with the online ... my contention is that
- Researcher:** *Mhm?*
- Participant:** When you ... especially online where you have moderators or teachers or online teachers or e-moderators
- Researcher:** *Mhm ... mhm?*
- Participant:** You'll ... an e-moderator cannot carry a large class
- Researcher:** *Ahaa ...*
- Participant:** *Yah* ... For that private tutoring ...
- Researcher:** private tutoring
- Participant:** *Yah* ... It is very, very, very small actually
- Researcher:** *Mhm*
- Participant:** Very small ... smaller than a normal face-to-face class
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** Ok. *Yah* ... I was going to follow that up with *eh* ... the ... the ... the ... You know when ... when you read around you can see that distance education within a ... a dual mode institution
- Participant:** *Mhm*
- Researcher:** Doesn't seem to perform ... in terms of opening up access
- Participant:** *Mhm*

- Researcher:** Doesn't seem to perform as well as you would have expected it
- Participant:** *Mhm, mhm*
- Researcher:** When ... when I look at the various universities that I have checked, including the University of Botswana
- Participant:** *Mhm*
- Researcher:** It looks like more students are enrolled on the face-to-face than they are on the ODL mode
- Participant:** *Mhm, mhm*
- Researcher:** *Ee...* that is ... those are some of the reasons why I'm actually trying to find out
- Participant:** *Mhm*
- Researcher:** What could be causing this imbalance between the two ... If you are saying according to costs ... they're more or less the same
- Participant:** *Mhm*
- Researcher:** And the ... and there ... But ... but ... because distance education can reach out through its flexibility
- Participant:** *Mhm, mhm*
- Researcher:** And *eh* ... reach more people
- Participant:** *Mhm*
- Researcher:** How come when it is within a dual mode institution it appears as though it reaches less compared to the ... to the face-to-face. What would be your ...
- Participant:** My contention is ... my contention is that you know the structures. And like I'm saying ... you know *an institution like this one*
- Researcher:** *Mhm?*
- Participant:** *was set up for the conventional mode*
- Researcher:** *Yah*

- Participant:** and *this one was introduced midway*
- Researcher:** Ok
- Participant:** *during its life-time*
- Researcher:** Ok
- Participant:** And therefore, when it was introduce, the ... the existing structures were really not even sensitised ... not even modified ...
- Researcher:** Ok
- Participant:** *to accommodate you know ... this other mode*
- Researcher:** Oh?
- Participant:** *And because of that they continue to be you know ... restrictive*
- Researcher:** Oh
- Participant:** *Yah*
- Researcher:** Ok. The structures?
- Participant:** The structures
- Researcher:** Ok
- Participant:** *Mhm*
- Researcher:** Now since 1994
- Participant:** *Mhm*
- Researcher:** Developments in education in Botswana are guided primarily by the Revised National Policy on Education
- Participant:** *Mhm*
- Researcher:** As well as the ... Vision 2016 that we referred to earlier
- Participant:** *Mhm*
- Researcher:** *Yah ... particularly the ... building an educated informed and prosperous nation*

Participant: *Mhm*

Researcher: Now, Botswana like other SADC countries identified open and distance learning as one of the strategies to improve access to tertiary education. How would you comment on the development of tertiary level open and distance learning in Botswana ... since 1994?

Participant: Nothing really ... I mean ... I mean ... nothing. Just very, very tiny. May be ... you know ... BOCODOL perhaps at the level where it is ... perhaps you know little by little ... it might be edging in. But there's very little that has been done.

Researcher: Ok

Participant: And I don't know, I'm ... because ... I'm ... I'm looking at UB. *The other with things like this ... everything ... these are vehicles*

Researcher: *Mhm*

Participant: *And any and every vehicle needs a driver. If you don't have a driver for a vehicle, then it will not move. And I think that is may be even one of the problems in addition to the structures ... the drivers*

Researcher: Ok

Participant: You know ... distance ed ... *ODL doesn't seem to have you know ... drivers with clout.*

Researcher: Ok

Participant: And then that is my contention also in my paper

Researcher: Yes ... yes

Participant: To say that ... it needs a driver with clout.

Researcher: Ok

Participant: *Yah*

Researcher: So ... so the ... at the moment ... this driver

Participant: *Mhm*

Researcher: You are looking at the driver, or the drivers

- Participant:** *Mhm*
- Researcher:** within Botswana ... not necessarily at the University of Botswana. But generally ... the system ...
- Participant:** I'm looking at the University of Botswana
- Researcher:** Oh, you are looking at the University. Ok ... ok
- Participant:** I'm looking at the University specifically now
- Researcher:** Alright ... ok
- Participant:** *Mhm*
- Researcher:** So what do you think should be done? I mean a programme has been identified and ... what do you think the University should do ... in this area?
- Participant:** *O a bona* ... even the level of the Director for CCE
- Researcher:** Ok?
- Participant:** Eh ... *that's why* ... *you know* ... *I think* ... *actually the University had pinned their hope on whoever is to be Director of CCE*
- Researcher:** *Mhm?*
- Participant:** Because in the past one of the qualifications
- Researcher:** *Mhm?*
- Participant:** You know ... of the individual for ... for ... for this position was supposed to be someone also experienced in ODL
- Researcher:** Ok
- Participant:** *Yah* ... But I don't know whether I should say ... not only the individuals failed the system, but the system also failed those individuals ... because ... I mean ... it doesn't matter how you know ... *uhm* ... good an individual might be. If you put them in a system that is not set up ... especially the processes are not set up for ... for enabling
- Researcher:** *Mhm?*

- Participant:** You know ... productivity in that line
- Researcher:** *Mhm?*
- Participant:** then they can't do much
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** *Yah*
- Participant:** *Mhm*
- Researcher:** From the University's future plans ... I was looking at the University of Botswana's Strategic Plan
- Participant:** *Mhm*
- Researcher:** To 2016 and Beyond
- Participant:** *Mhm*
- Researcher:** It appears a small percentage of the student body is planned to access the programmes through ODL at various levels. Uh ... I got an impression that *eh* ... the University is targeting an enrolment --- a total enrolment of three thousand and fifty by 2015 ... *eh* ... having made three percent per annum enrolment *eh* ... through the plan period. What do you think influences this allocation of target enrolment and programme levels?
- Participant:** I think ... it ... is ... *eh* ... because I was ... there was an enrolment you know ... task force
- Researcher:** Ok
- Participant:** You know ... enrolment and something, something
- Researcher:** *Ee*, I saw the report of that task force
- Participant:** *Yeah*
- Researcher:** Ok

Participant: And ... I was saying ... this is a very small number. But now as ... as somebody may be who's been in this Department from inception

Researcher: Ok?

Participant: I think there are probably ... I don't think they haven't really put their finger. I don't know how they might have wanted to do that ... put their finger on what the matter is.

Researcher: Ok

Participant: Why distance education is slow in ... why it is not growing.

Researcher: Ok

Participant: *But I think may be their thinking might be that they're disappointed by what is going on ... and if it is growing at this rate, they're not anticipating a still faster rate*

Researcher: Ok

Participant: *But ... but I think may be what Management fails to realise is that ... the structures ... and ... you know I just wish they could see ... look at some of the reports that we have ... like even my dissertation ... because it was specifically on the distance education at UB*

Researcher: Ok

Participant: *And then ... the structures ... unless they do something about them ... then they can forget ...*

Researcher: *Mhm?*

Participant: You know ... but *nna* I still feel something can be done and I feel the number is just too small. *It looks like you know we are not proactive ... we are not uhm ... I mean our vision for distance education is very low*

Researcher: Ok

Participant: *Yah ... of these decisions*

Researcher: *Eh ... if I may ask ... at the ... at the higher level of planning*

Participant: *Mhm?*

- Researcher:** At the institutional planning
- Participant:** Ok?
- Researcher:** *Eh ... may be the strategic thinking level*
- Participant:** *Mhm*
- Researcher:** How do you comment on how they have embraced distance education ... I just want to establish whether *eh* ... because you are saying they are not planning ... they are not ... they don't have faith ... and I'm like ...
- Participant:** *Mhm*
- Researcher:** It sounds like there is a "they" and there is a "CCE" ... so ...
- Participant:** *Yah ... yah ... because I don't think you know ... especially when you look at ... the figures ... This time around I don't think we were ... really ... the Centre was involved ... in coming up with those numbers*
- Researcher:** *Ah ... Ok*
- Participant:** *Yah ... I think the numbers only came ... you know ... elsewhere*
- Researcher:** Ok
- Participant:** *Yah ... we did not interrogated that, even at Departmental level and I don't understand why*
- Researcher:** Ok
- Participant:** because all along ... I know that even That's how we work in Botswana when it comes to the National Development Plan.
- Researcher:** *Yah*
- Participant:** They are from top ... I mean bottom up ...
- Researcher:** From bottom up ... *Mhm ...*
- Participant:** But this time no ...
- Researcher:** Oh ...

- Participant:** These numbers I don't even know. I understand there was a meeting ... I think it was day before yesterday, but I was at home ... because I couldn't ... where the Vice Chancellor Academic was presenting something on the ... on *yone* ... *eh* ...
- Researcher:** On the plan?
- Participant:** *Yah* ... on the plan. *Yah* ...
- Researcher:** Ok
- Participant:** *Mhm*. It can. *Yah* ...
- Researcher:** Ok. How ... how many programmes at various levels does the University currently ... have between its faculties? If you can remember that
- Participant:** *Mhm* ... no ... I don't know the numbers
- Researcher:** Ok
- Participant:** *Yah* ... you meant from ... may be certificate to doctoral?
- Researcher:** Yes ...
- Participant:** *Mhm* ... I wouldn't know
- Researcher:** You don't know ...
- Participant:** *Yah* ...
- Researcher:** Because I was going to say out of these how many are also available through ODL
- Participant:** *Ooh*, very tiny ...
- Researcher:** But ... but you would know how many are are
- Participant:** The faculty that is ... we can say is doing fairly well in terms of its programmes is the faculty of Business. But may be because of the nature of programmes ...
- Researcher:** *Mhm?*

- Participant:** You know they have four degree programmes ... you know ... Marketing, Finance, *ehm* ... Management and Finance Management, Marketing and Accounting
- Researcher:** Ok
- Participant:** *Yah* ... all the four are offered through distance education
- Researcher:** *Ahaa*... Ok?
- Participant:** But the enrolments are still, you know ... low
- Researcher:** Low?
- Participant:** *Yah* ... *Eh* ... *eh* ... May be followed by Education
- Researcher:** *Mhm?*
- Participant:** You know ... that has ... like ... what? But even that one ... I think you know ... too low
- Researcher:** *Yah* ... I ... I ...when I was looking at the report ... the UB report
- Participant:** *Mhm?*
- Researcher:** I ... I got the impression that *eh* ... between the faculties, there were quite many
- Participant:** *Mhm?*
- Researcher:** Programmes
- Participant:** *Yah* ...
- Researcher:** I think ... like fifty something
- Participant:** *Yah* ... There are
- Researcher:** If ...if ... if I was right.
- Participant:** *Mhm?*
- Researcher:** And there were very few that students can access through ...
- Participant:** distance education

- Researcher:** ODL ...
- Participant:** Oh ... correctly speaking...
- Researcher:** and I was wondering why ... what influenced the decision to have fewer programmes on the distance education mode
- Participant:** But may be it's even the way *eh* ... it is ... how *eh* ...the decision
- Researcher:** *Mhm?*
- Participant:** of offering a programme through distance education
- Researcher:** *Mhm?*
- Participant:** It is mainly
- Researcher:** *Mhm?*
- Participant:** a decision of the Department
- Researcher:** Ok?
- Participant:** There are instances where we get requests, say from our side
- Researcher:** *Mhm?*
- Participant:** Like with the Certificate in Adult Education
- Researcher:** *Mhm?*
- Participant:** It was the request of the Ministry of Education to assist with the National Literacy Programme ...
- Researcher:** *Ahaa?* Ok
- Participant:** They wanted to ...to ...to
- Researcher:** Upgrade? Ok ...
- Participant:** To train their Literacy Educators
- Researcher:** Ok.
- Participant:** and that is how it came about.

- Researcher:** Alright ...
- Participant:** And may be to follow up to that ... it was the Diploma in ... *gatwe ke eng* in Adult Education also may be ...
- Researcher:** Oh ... Ok
- Participant:** *Yah* ... as an offshoot or something like that
- Researcher:** *Aha* ... Ok?
- Participant:** *Yah* ... so ... but then more and more like for instance the Department of *ehm* ... Library and Information Studies ...
- Researcher:** *Mhm?*
- Participant:** Are in the process of developing a ... a BA LIS ... BA in Library and Information Studies. It was their decision and we are working very closely with them. And in ... I think we'll may be enrol *eh* ... the first you know ... *eh* ... students in 2009
- Researcher:** Ok
- Participant:** Because several modules have been developed and a lot of them are being you know ... developed right now.
- Researcher:** Ok
- Participant:** *Mhm* ... *ee* ... and also BEd Primary ... well ... they have an interest. We're ... recently our Department appointed one of us to coordinate that programme
- Researcher:** *Mhm*
- Participant:** *Yah* ... and to offer it in distance education
- Researcher:** Ok
- Participant:** *Mhm*
- Researcher:** As somebody working in ODL within a dual mode tertiary institution
- Participant:** *Mhm?*

Researcher: Would you say there are challenges that are related to ... I know you have already ...

Participant: *Mhm ... alluded to that mhm ...*

Researcher: Touched on that. But you ... could you specifically say what are the challenges ... that you have seen ... in ... in ... in the dual mode. For ... for ... challenges for ODL

Participant: Well ... the first one is the structural one

Researcher: Ok

Participant: I've ... I've already indicated

Researcher: *Yah ...*

Participant: where may be for instance you know ... you look at the ... at the ... at the ... at the calendar ... the opening and the closing ... Because also we use an ... an ... an ... *eh ...* what you call it? They call it *ITS*. Its an ICT programme for ... for ...

Researcher: Ok

Participant: *for handling ... you know ... eh ... student information, student data, students ... you know records*

Researcher: *Mhm?*

Participant: And you know ... It has ... it works on cycles

Researcher: Ok

Participant: *closing and opening of cycles*

Researcher: *Mhm*

Participant: Say for instance if it is registration period, you register

Researcher: Ok

Participant: And there comes a time when *they close registration period ...*

Researcher: *Mhm?*

- Participant:** *But sometimes with our students ... you know it could ... it has ... we need to register beyond the ...*
- Researcher:** Beyond ... the closing ...
- Participant:** *The closing date*
- Researcher:** *Mhm?*
- Participant:** And it's difficult because of the way the programme is structured ...
- Researcher:** Ok
- Participant:** To ... to open just for us ... because when they open for us they open for everybody
- Researcher:** *Hm?*
- Participant:** And for ... *for security reasons sometimes is not as easy*
- Researcher:** *Mhm*
- Participant:** And then there are other few instances like that ... you know ...
- Researcher:** *Mhm*
- Participant:** *And even may be ... like even the different functions to recognise and realise that you know ... you know ... we have two types of stu ... two types of students. Those who're studying you know ... conventional mode and distance education. They always forget it*
- Researcher:** Ok
- Participant:** And I think ... that's where I think may be the Department has to be proactive
- Researcher:** *Mhm*
- Participant:** *Ee ... because I believe we can re-orient the ... the ... the different colleagues*
- Researcher:** *Mhm?*
- Participant:** The different functions ...

- Researcher:** *Yah ... yah ...*
- Participant:** Not colleagues ... but functions
- Researcher:** *Mhm*
- Participant:** To know that there is this other mode
- Researcher:** Ok
- Participant:** *Yah ...* and the needs are different
- Researcher:** Ok
- Participant:** in some instances ... in most instances actually
- Researcher:** Ok
- Participant:** *Yah ...*
- Researcher:** Some ODL practitioners actually all ... believe that ODL is a specialised field
- Participant:** *Mhm*
- Researcher:** Do you agree with this observation? Is it a specialised field ... or anybody can just come and do ...
- Participant:** Well ... you know ... I ... I don't know what to say on that one. I ... I think it's both.
- Researcher:** Ok
- Participant:** *Yah ...* It's both in that yes it's a field in that it has its own ... should I call them tenets
- Researcher:** *Mhm?*
- Participant:** You know ... to say in ODL this is how ODL is practised
- Researcher:** *Mhm?*
- Participant:** And this is how ODL is conceptualised ... uh ... but ...
- Researcher:** *Mhm?*

- Participant:** Bottom line ...
- Researcher:** *Mhm?*
- Participant:** It's education
- Researcher:** It is education?
- Participant:** *Yah* ... because when you can go with that
- Researcher:** *Mhm?*
- Participant:** And forget that it is education you may lose out. That's why sometimes people have complained you know ... of us ... you know about its definition
- Researcher:** *Mhm*
- Participant:** We say we have defined it *eh* ... based on the vehicle ... like the tool ... the technology
- Researcher:** *Mhm?*
- Participant:** *Eh* ... or may be even the *mhm* ... its ... context like people are separated from ... from their teachers
- Researcher:** *Mhm?*
- Participant:** But education is education
- Researcher:** *Mhm?*
- Participant:** And that's why you know ... others have even tend to refer to it as educating ... education at a distance
- Researcher:** *Mhm?*
- Participant:** Beginning with education so that
- Researcher:** *Mhm?*
- Participant:** One realises *gore* education is education. And as far as I'm concerned like ... if I give you an example just to ... to may be ... you know ... but touch my point. To say *eh* ... when you talk about say isolation

- Researcher:** *Mhm?*
- Participant:** We think that isolation is an element of distance education alone. It's not.
- Researcher:** *Mm?*
- Participant:** There is distance in every context of education
- Researcher:** Ok?
- Participant:** Even in class
- Researcher:** *Mhm?*
- Participant:** where the students and the lecturer are co-present. There is some level or degree of distance
- Researcher:** *Mhm ... Mhm?*
- Participant:** *Yah ... so ...*
- Researcher:** *Yah ... ok. But ... eh ... what relevant training would you say is necessary to equip people working in tertiary level ODL?*
- Participant:** *Uhm ... The training is necessary ... may be training at conceptualising ... you know ... or ... this form of education*
- Researcher:** *Mhm?*
- Participant:** so that people would understand ... because if ... if people are not trained ... some of the things you might take for granted
- Researcher:** *Mhm?*
- Participant:** Some of the things you might be technical about them
- Researcher:** *Mhm?*
- Participant:** You know ... like the needs of the students ... I ... *I think one needs to ... to really be trained and understand you know ... those needs for one to appreciate them*
- Researcher:** Ok
- Participant:** *and therefore be responsive*

- Researcher:** Ok
- Participant:** *in their level of Eh ... level of operation*
- Researcher:** Ok
- Participant:** *Ee ...*
- Researcher:** *Ee ...*
- Participant:** *Yah ...*
- Researcher:** Alright ... now ... now ... now how does the University of Botswana prepare and equip its employees before they start working in this *eh ...* field?
- Participant:** Not ... not ... not before
- Researcher:** Ok
- Participant:** necessarily ...
- Researcher:** Ok
- Participant:** You know ... At the level of lecturer ... where one enters as a lecturer ... there is an expectation that one would have an experience in ODL
- Researcher:** Ok
- Participant:** But sometimes it may not be an experience in ODL per se ... like I know ... it might be say for instance ... when you recruit someone for learner support
- Researcher:** *Mhm?*
- Participant:** It might emphasise on counselling
- Researcher:** *Mhm ... mhm*
- Participant:** You know *eh ...* and may be ... you know ... So ... so ... and other thing that we really ... and that one I think the honours is upon us as the Department ... is to develop you know ... induction courses
- Researcher:** Ok

- Participant:** That would assist ... because for instance recently, in terms of weeks *eh* ... have appointed someone who will be learner support based in Francistown ... But she ... she does have you know counselling but she doesn't have distance education.
- Researcher:** *Mhm?*
- Participant:** How do you actually induct that person with all the experience that is still relevant
- Researcher:** *Mhm?*
- Participant:** Just to say with ... now with this
- Researcher:** this environment
- Participant:** *Yah* ... within this environment you know ... there are other you know ... critical points or whatever that you have to know ...
- Researcher:** *Yah ... Yah ...*
- Participant:** And appreciate
- Researcher:** Ok
- Participant:** *Mhm*
- Researcher:** The University does do that once somebody is within the system. It equips them with those skills ... those *eh* ...
- Participant:** No ... not directly really. I'm saying ... it's something that we're discussing
- Researcher:** *Ah ... ok*
- Participant:** But ... but the induction like you know ... giving that as an example
- Researcher:** *Mhm?*
- Participant:** We have someone who's ... who's working with that person
- Researcher:** *Mhm*
- Participant:** And *eh* ... I don't think the induction is structured
- Researcher:** Oh?

- Participant:** *Yah*
- Researcher:** Ok. *Uh ... I ... I would like to know what are your views in terms of the growth of ODL at UB since 1994 ... Would you say there ... it has any limitations?*
- Participant:** *Yah it does. You know the growth is very tiny really ... considering ... Jesus ... 1994 ... How many years is actually that ... to now?*
- Researcher:** It's ... it's fourteen years?
- Participant:** Fourteen years ...
- Researcher:** Something like that
- Participant:** *Yah ... the growth has been terribly slow*
- Researcher:** *Yah*
- Participant:** *Mhm*
- Researcher:** Ok. *Eh ... eh ... I'm getting into asking if you are aware of the percentage of the University's budget that is ... that goes into the development of ODL*
- Participant:** Well ... not ... not the percentage ...
- Researcher:** Ok
- Participant:** *Yah ... yone mme it ... it ... it is even accessible. I don't know if I have the current budget. Can I ... get it?*
- Researcher:** Yes ... yes ... you could do that ...
- Participant:** I don't know ...
- Researcher:** *Mhm?*
- Participant:** Because *yone* because of its nature you ... do have *eh ...* let me see ... overall ... how much?
- Researcher:** *Mhm?*
- Participant:** Do they have a total? Have they ... Hei, I don't know. But may be we want to look at this ...

- Researcher:** *Yah ... yah*
- Participant:** And just calculate the total ... *Yah ... yah*
- Researcher:** *Mhm?*
- Participant:** *Yah ...* Let me just give an example
- Researcher:** Yes ... yes
- Participant:** Like the ... *mme ke bone*. *Wai ...* this just the ... *Ijo ...* Oh no ... these are just equipment
- Researcher:** *Ah* ok
- Participant:** Yes
- Researcher:** But you would
- Participant:** Ok
- Researcher:** estimate it as *eh ...* as *eh ...* an equal figure with *eh ...* that goes into face-to-face? I mean equal in terms of looking at the number of students probably ... I don't know how the resources are allocated between the two modes
- Participant:** We are ... *uh ... eh ...* well with our side ... we ... we estimate according to the ... what do we call them - mutants or ... you know ... and the others are set in standard. Like for instance you know people's earnings, salaries
- Researcher:** *Yah ... yah ... yah*
- Participant:** But ... but then you can like for instance the audio visual you can ... you know ... include several things like fees for continuing education ... we've asked for a number of ... you know *eh ... eh ... mm ...* ICT *ehm ...* equipment
- Researcher:** Ok
- Participant:** *Yah ...* and then ... there ... sometimes they cut them and they don't give us and sometimes they do
- Researcher:** Ok
- Participant:** *Yah*

- Researcher:** But ... but ... but ... *eh* ... CCE would ... would be considered at this ... at par with
- Participant:** with others
- Researcher:** with other departments ...
- Participant:** *Yah* ...
- Researcher:** You all submit and ...
- Participant:** *Yah* ...
- Researcher:** everybody receives the same kind of ...
- Participant:** *Yah* ... and I don't think in that regard we can say we are sidelined and or anything ...
- Researcher:** Ok ... or disadvantaged in any way
- Participant:** No ... no
- Researcher:** Ok. What kind of support do you think tertiary level distance education needs in Botswana ... in order for it to deliver quality education and training?
- Participant:** *Ke* resources
- Researcher:** *Mhm?*
- Participant:** *Yah* ... *You need resources. And ... and ... and from Management right to any level*
- Researcher:** *Mhm?*
- Participant:** You need ... financial resources ... you need human resources
- Researcher:** *Mhm?*
- Participant:** *Ehm* ... *Because it's very important that you have ... you know ... eh ... people who are trained in the relevant areas of distance*
- Researcher:** *Mhm*

Participant: *education. And who know what they're doing when they're ... you know ... doing distance education.*

Researcher: Ok

Participant: *Yah ... so that is important ... the resources. So you know ... that's why I'm hesitant to over-emphasise the cheapness of the mode*

Researcher: *Yah ... yah ... yah*

Participant: *because that has worked against*

Researcher: Against the m ...

Participant: *quality ... of providing quality ...*

Researcher: *Mhm?*

Participant: *education because you know ... I mean the ... the ... the powers that be ... They just think it's cheap and therefore they don't expect to invest much*

Researcher: *Uh ...*

Participant: *Yah ... in distance education*

Researcher: Ok ... ok. What do you think tertiary level institutions providing distance education in Botswana should do to improve the contribution of distance education in expanding tertiary education?

Participant: Mo ... mo ... mo UB I think they need to take a hard look ...

Researcher: *Mhm?*

Participant: *at the structures*

Researcher: At UB yah?

Participant: *Yah ... and align them in such a way that they'll take into consideration ... distance education*

Researcher: *Mhm?*

Participant: You know ... and ... and ... and may be come to a point where they actually consider themselves to be ... or itself as an institution ... to be dual mode

- Researcher:** Ok
- Participant:** *And when you say dual ... you mean equal ... You know ... So ... so ... Because in their mind they think that distance education ... but really they don't eh ... give it the attention that it needs ...*
- Researcher:** *Mhm?*
- Participant:** *Because it's not like well yah ... it's distance education ... it will be business as usual. Once you bring in distance education ... it's not business as usual. They look at the structures ... they look at the orientation of the ... you know ... even of the structures ... they re-orient ...*
- Researcher:** *Mhm?*
- Participant:** *everything*
- Researcher:** *Mhm?*
- Participant:** *So that they ... they ... the meet the needs of ODL ...*
- Researcher:** Ok?
- Participant:** *provision. Yah ...*
- Researcher:** *Some ... some critics of ODL believe that it is not an effective mode to deliver quality university level education effectively, particularly with regard to post graduate study. What ... what is your opinion concerning this line of thought?*
- Participant:** *That one is a farce. You know why?*
- Researcher:** *Mhm?*
- Participant:** *Because ... kana ... that's why I'm saying even defining education ... I mean distance education you have to say education ...*
- Researcher:** *Mm?*
- Participant:** *Education at a distance ... because ... especially at post graduate level.*
- Researcher:** *Mhm?*

- Participant:** At post graduate level, we are not talking about individuals who sit before a lecturer
- Researcher:** *Mhm?*
- Participant:** And if there are not individuals ... even those who are doing it full time
- Researcher:** *Mhm?*
- Participant:** Are not necessarily sitting you know ... in front of a lecturer ... I mean so many hours a day
- Researcher:** *Mhm ... Mhm?*
- Participant:** Then ... what difference is that individual who's registered full-time to the one who is registered part-time?
- Researcher:** *Mhm?*
- Participant:** Very little
- Researcher:** *Mm*
- Participant:** Like *nna* even my contention ... even for ... for ... for say may be under-graduate programme
- Researcher:** *Mhm?*
- Participant:** If I'm in under-graduate programme ... yes I'll sit in front of a class. But let me tell you something ... most ... the bulk of the knowledge and the information that I get ... is not from the notes ... it's from my reading
- Researcher:** *Yah*
- Participant:** Alone ...
- Researcher:** *Yah ... Mhm*
- Participant:** And therefore the difference is minimal
- Researcher:** Ok
- Participant:** *Yah*

- Researcher:** Ok. *Eh* ... I was going to follow up ... that up with your own assessment
- Participant:** *Mhm*
- Researcher:** of the level of development of ODL at the University of Botswana since 1994. Whether you think may be such concerns and doubts as to the effectiveness of ODL might ... might disadvantage the robust development of ODL ... at the University
- Participant:** *Eh* ... well ... not to the degree that it has not developed
- Researcher:** *Aha?*
- Participant:** Those concerns are there
- Researcher:** Ok?
- Participant:** But ... but ... I think you know ... because of other factors that I've tried to articulate
- Researcher:** *Mm*
- Participant:** That's why it's where it is now.
- Researcher:** Ok
- Participant:** You know there are those who may not think much ...but there are those who think something could be done
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** *Mhm* ... The ... the ... the ... the other issue that I want us to touch on is the issue of sponsorship
- Participant:** *Mhm*
- Researcher:** *Ee* ... Currently Government sponsorship for tertiary level study does not cover individual students studying through ODL
- Participant:** No it doesn't
- Researcher:** *Ee* ... What's your comment on that?

- Participant:** Well ... *uhm* ...
- Researcher:** Relating it to the development of ODL or
- Participant:** *Yah* ... it affects it very much ... because with us here ... *many of our students are self-sponsored.*
- Researcher:** *Mhm?*
- Participant:** There are those who are sponsored by their employers ... But when you take the programme *ya ... ya* Business for instance ... most ... many of them are self-sponsored
- Researcher:** Ok?
- Participant:** And ... and as such ... you know some time ... *sometimes they're forced to skip a semester*
- Researcher:** Ok?
- Participant:** *because they couldn't raise enough* you know ...
- Researcher:** *Mhm?*
- Participant:** Money ...
- Researcher:** *Mm*
- Participant:** *tuition money*
- Researcher:** Ok
- Participant:** *And we have tried to ... to ... to argue it with our ... our Finance ... We haven't succeeded much*
- Researcher:** Ok
- Participant:** Because *if they could may be ... learn or may be ... eh ... bench mark with some of the institutions ... even institutions ... say for instance where I'm familiar with ... University ... I mean universities in the US*
- Researcher:** Ok?

- Participant:** *Kana universities in the US ... you know ... from under-graduate up ... people are ... many of them are self-sponsored. They work and study*
- Researcher:** Ok
- Participant:** at the same time.
- Researcher:** Ok
- Participant:** *So what happens is ... they have ... you know ... eh ... mm ... ehm ... They have worked out eh ... mm ... shall I say schemes is a word for it ... But may be schedules how the students can pay*
- Researcher:** Ok
- Participant:** *You know ... over a period of time. But here they've said students can pay in two instalments*
- Researcher:** *Mhm?*
- Participant:** *But ba raa gore (they mean that) ... may be at the beginning of the semester and somewhere midway. But we're saying ... what if we can allow students to pay monthly*
- Researcher:** *Mhm?*
- Participant:** *Ee ... But they haven't come to that ... and I think it's the question of the rigidity of the structures ... financial structures*
- Researcher:** *Ee ... yah*
- Participant:** They are not looking at ... may be a dedicated ODL institution would do. *They are not looking at the students*
- Researcher:** *Mhm?*
- Participant:** *They're looking the*
- Researcher:** their structure
- Participant:** *their structure ... to say it would be cumbersome ... it would be what ... you know if they pay monthly, so we have to restructure ... we have to what ... I think that's goes on in their minds ... Because we've engaged them a little bit on that*

- Researcher:** Ok
- Participant:** And I know the ... the ... government doesn't ... I remember there was a time when *ehm* ... Rre Kgoroba ... was the Minister
- Researcher:** *Yah*
- Participant:** Actually he was officiating here at the ... *eh* ... inauguration of some ... some ... some ... some of their programmes here.
- Researcher:** *Mhm*
- Participant:** And he was even thinking of finding another way of defraying the ... the ... the costs ... not directly.
- Researcher:** *Mhm?*
- Participant:** Like for instance may be *ehm* ... providing for the development say of materials or whatever
- Researcher:** *Mhm*
- Participant:** But it didn't go anywhere ... it didn't take off *yah* ...
- Researcher:** Now ... earlier ... much earlier on
- Participant:** *Mm*
- Researcher:** You referred to an interesting policy
- Participant:** *Mm*
- Researcher:** The distance education mainstreaming policy
- Participant:** *Mm*
- Researcher:** I would like to understand about it ... what is it about? I know that *eh* ... the University has priorities
- Participant:** *Mm*
- Researcher:** And one of the priorities is to increase opportunities for access to tertiary education
- Participant:** *Mm*

- Researcher:** And the mainstreaming policy is targeted at *eh* ...
- Participant:** *Mm*
- Researcher:** operationalising that
- Participant:** *Mm*
- Researcher:** Now I would like to understand how is supposed to do that
- Participant:** *I don't know which came first*
- Researcher:** Oh ... Ok
- Participant:** *The policy or the ... ehm ... these ... eh ... what are they called? The ... the ... strategic goals*
- Researcher:** Oh ... ok
- Participant:** *Ehm ... my memory is ... I don't know ... well ... whichever came first. But the need for that eh ... policy*
- Researcher:** *Mhm?*
- Participant:** *It's a framework ... you know I remember I said ... one of my ... you know phrases ... the phrase that I used in my dissertation ... I said ... the introduction of distance education or ODL at University ... was kind like you know you're putting the horse before the cart*
- Researcher:** *Aah?*
- Participant:** *Because you came with this thing ... you wanted to implement it ... and there was no framework*
- Researcher:** Ok
- Participant:** *And how do you implement something like that without a framework? That's why ... that's why may be it groped in the dark for a very, very long time.*
- Researcher:** *Mhm ... Mhm?*
- Participant:** *The take off was very, very difficult*
- Researcher:** *Mhm*

- Participant:** *Because there was no framework*
- Researcher:** *Mhm*
- Participant:** *For instance ... you know ... if a program ... a department was it to offer a programme ... how exactly do you go about it?*
- Researcher:** *Mhm?*
- Participant:** *Nothing to guide*
- Researcher:** *Ok*
- Participant:** *And ... and now ... now ... I take it to be some kind of a hind or later ...*
- Researcher:** *Ok?*
- Participant:** *Yah ... afterthought thing ...*
- Researcher:** *Alright*
- Participant:** *where it provides a framework at where now we ... we ... we have an idea of how things could be done and how we could relate with academic or teaching departments*
- Researcher:** *Ok*
- Participant:** *Yah ... but ... but ... yone ... e ... e ... I don't know ... one ... like I'm saying ... who is the driver? The drivers ... it's like vehicles without drivers*
- Researcher:** *So ... so ... so this policy is supposed to assist the Centre for continuing Education? Or ... the University at large ... to do what?*
- Participant:** *I suppose to ... to ... to ... eh ... as far as I'm concerned ... it's supposed to ehm ... facilitate the provision of programmes through ODL*
- Researcher:** *Ok*
- Participant:** *Yah ... you know ... Because it guides ... you know*
- Researcher:** *Mhm ... mhm*

- Participant:** *You offer a programme in ... through distance education ... What are the structures that can be brought in to assist and facilitate*
- Researcher:** Ok
- Participant:** *Yah ... that's why you have for instance ... the ... the ... ehm ... programmes development committee and then you have the course development committee and how it would relate to other ... uh ... teaching departments ... eh ... who would be offering a programme*
- Researcher:** Ok
- Participant:** And now you have something that if you are working with a department you expect them to ... to ... to abide by
- Researcher:** *Mhm?*
- Participant:** *Yah ... would be guided by*
- Researcher:** So ... so ... so for the introduction of programmes into ODL
- Participant:** *Mhm*
- Researcher:** Is it the CCE who take the initiative to ... to say we want to introduce this ... and approach the ... the academic department or is it the other way round?
- Participant:** *It could be done either way*
- Researcher:** Either way ... ok
- Participant:** *It depends ... But then in the end ... it is a programme for that department*
- Researcher:** *Mhm?*
- Participant:** *Yah ... well may be it can come about where perhaps the Department ... Department of Distance Education has carried out a needs assessment*
- Researcher:** Ok
- Participant:** *But there has to be buy in*
- Researcher:** Ok

- Participant:** *Because if there is no buy in it can't just ...*
- Researcher:** It can't work
- Participant:** *Because we struggled with one programme ... a Masters in ... MEd*
- Researcher:** Ok?
- Participant:** *It has really not taken off ... many years*
- Researcher:** *Mhm?*
- Participant:** *May be because the buy in from the Department of Foundational...
gatwe ke eng ... Foundation ...*
- Researcher:** *Mhm?*
- Participant:** *Educational Foundation has not been ... be yah*
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** *So since the introduction of this policy ...*
- Participant:** *Mhm?*
- Researcher:** How have you seen *eh* ... distance education *eh* ... progressing?
- Participant:** *Ah ... ga ke itse*
- Researcher:** How did the University manage to increase the opportunity for access?
- Participant:** *Kana policy e ... e ... exists eh ... at two levels*
- Researcher:** Yes
- Participant:** *You have policy on paper and policy in action*
- Researcher:** Yes
- Participant:** *But this one has largely been policy on paper*
- Researcher:** on paper ... ok ...

- Participant:** *And may be because at the level may be ... of eh ... CCE Management*
- Researcher:** Ok
- Participant:** *has not really been driven ... at all*
- Researcher:** Oh ...ok ... ok ... ok
- Participant:** Yah ... at all. And ... and ... you know ... if that's the case then ... we have a problem
- Researcher:** Alright ... I
- Participant:** *Mm*
- Researcher:** I ... I ... I was going to say how have the other faculties and departments embraced this policy
- Participant:** *Ah not much ...*
- Researcher:** *Mm... It's a policy that needs to be driven from CCE?*
- Participant:** *Ah ... I think ... well ... we're the ones who are the custodian of this*
- Researcher:** *Yah*
- Participant:** *So I think it's us ... but ... but may be we could also be assisted at the University Management level.*
- Researcher:** Ok
- Participant:** *But ... but then I don't think ... we ... we ... we can solicit if they're not forthcoming ... ah ... they're not initiating that move ... we can solicit for their assistance*
- Researcher:** for their assistance ...
- Participant:** *Yah ...*
- Researcher:** Ok
- Participant:** *because I remember there was a time where we were talking with the Director here of ... of ... of running a ... like kind of a seminar*
- Researcher:** *Mm*

- Participant:** *for the Management level of at the Dean ...*
- Researcher:** Ok?
- Participant:** *you know Assistant Dean and heads of Departments level ... But we never did*
- Researcher:** Ok ... ok
- Participant:** *Yah*
- Researcher:** So ... so you would ... you would say that it has not yet been implemented
- Participant:** *M-m ... Ei ... I don't know*
- Researcher:** Ok
- Participant:** *Well ... we're trying to implement it ... may be*
- Researcher:** Alright
- Participant:** *Mm*
- Researcher:** *Ee ... You know I'm ... I'm asking this because I'm touching base with other eh ...*
- Participant:** Departments?
- Researcher:** Departments apart ...
- Participant:** Ok
- Researcher:** from the Centre for Continuing Education ... and I just wanted from here ...
- Participant:** *Yah ... Mm*
- Researcher:** since I thought it comes from here
- Participant:** *it comes from here*
- Researcher:** I needed to have a feel
- Participant:** *or should be driven here*

- Researcher:** *Yah ... I needed to have a feel of how it is being taken by the other departments*
- Participant:** *Mm ... It would be interesting to know what they say about it ... and even whether some are even aware of its existence ... Yah*
- Researcher:** *Yah well. Yah ... no ... thank you very much for your ... It has been a very informative eh ... discussion*
- Participant:** *I hope so ...*
- Researcher:** *Yes, it has definitely*
- Participant:** *Mm*
- Researcher:** *And I hope you will allow me ... if when I go into the interpretation of this data ... if I need to make a follow up*
- Participant:** *Mm*
- Researcher:** *Allow me to come back*
- Participant:** *Yah ... you're more than welcome*
- Researcher:** *Thank you so much*
- Participant:** *you're more than welcome*
- Researcher:** *Thanks*
- Participant:** *Mm*

Interview Transcripts – T8

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

Researcher: Oh, good afternoon

Participant: Madam

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

Participant: Nod

Researcher: This research is going to culminate in a thesis that I will present to my University for assessment for a PhD qualification.

Participant: Nod

Researcher: In addition to that, I am expecting the knowledge that will be generated through this research to be of interest to a wider audience, since it is touching on access to tertiary education, which happens to be one of the issues of concern to Botswana, the Southern African Region and beyond. I therefore appreciate very much that you are able to participate in the process of generating such *eh ...* knowledge

Participant: Ok, thank you

Researcher: Thank you. Research indicates that sub Saharan Africa continues to record the lowest participation rates in the world, in tertiary level education and training, with an average *eh ...* rate of about 5% by 2007 figures. Would you say that the participation at tertiary level in Botswana is also low?

Participant: I ... I am challenged by this question because it requires figures and I ... for me to answer it adequately, I'd need figures that *eh ...* I don't have ... that I don't have at my fingertips right now

Researcher: Ok, ok

Participant: *Yah*

Researcher: But generally *eh ...* your estimation is that ... do you think Botswana is enrolling as many students as there is demand at tertiary level

- Participant:** *Uh ... I would say yes and no, because when you look at eh ... the institutions of higher learning*
- Researcher:** *Mm?*
- Participant:** the University of Botswana being one of them
- Researcher:** Ok?
- Participant:** it's already being challenged by other competing institutions
- Researcher:** Ok?
- Participant:** Meaning, for may be the last five years it has not been coping with the ... the demand for tertiary education
- Researcher:** Ok
- Participant:** And hence the ... the ... the ... the competition because those who are in business ... *uh ... uh ...* may be for gain
- Researcher:** *Uh*
- Participant:** are ... are also finding students, which then says there is a market for tertiary education that the University of Botswana has not been able to ... to meet.
- Researcher:** Ok
- Participant:** But for the ... the figures in terms of the percentages what I was ... for key ... one would want to check may be figures of the Ministry of Education
- Researcher:** Ok
- Participant:** for throughputs
- Researcher:** Ok
- Participant:** of form fives
- Researcher:** Alright
- Participant:** to various institutions

- Researcher:** *Mhm.* Ok. As somebody who is working in the ... in the area of tertiary education have you *eh* ... an idea of whether Botswana compares or of how Botswana compares with South Africa, Mauritius and Namibia as far as access to tertiary education is concerned? Without ... without specific figures, whether ... what is your ...your ... your ... your idea of ... of the comparability?
- Participant:** I would say in terms of *eh* ... institutions ... see ... you know ... Botswana and Namibia are small populations
- Researcher:** *Mhm?*
- Participant:** I think to my mind Bots *mm* ... Namibia has one national university
- Researcher:** *Mhm?*
- Participant:** Until recently Botswana has had one national university
- Researcher:** *Mhm?*
- Participant:** *Uh* ... with the private ones that are coming in ... in the last three or so years
- Researcher:** *Mhm?*
- Participant:** So *ehm* ... may be comparatively for Botswana and *eh* ... Namibia
- Researcher:** *Mhm?*
- Participant:** Yes, enrolment could be at par. But for South Africa it's difficult because it is a larger country
- Researcher:** *Mhm ... Mhm?*
- Participant:** I think about four million
- Researcher:** *Mhm?*
- Participant:** there around
- Researcher:** Ok
- Participant:** And they have very many institutions
- Researcher:** *Mhm?*

- Participant:** *Yah*
- Researcher:** Ok
- Participant:** Taking students for
- Researcher:** Ok
- Participant:** *Yah* ... in their institutions
- Researcher:** Yes, when I was ... I was reading around it ... it ... it appeared as though of the four countries, South Africa, Mauritius, Namibia and Botswana
- Participant:** *Mm*
- Researcher:** It appeared as though Botswana was still enrolling the lowest
- Participant:** the lowest
- Researcher:** *Ee* ... compared to these other ... those ... those specific countries. South Africa was the highest followed by Mauritius and then Namibia ... Botswana was number 4. That ... that was the ... the information of 2007 though
- Participant:** 2007?
- Researcher:** *Yah* ... It has been established that in Botswana
- Participant:** *Mm* I think then
- Researcher:** *Mhm?*
- Participant:** I think then the ... the ... the ... *eh* ... that establishes the need
- Researcher:** *Mhm?*
- Participant:** for the second university
- Researcher:** *Mhm*
- Participant:** if what you're saying is *eh* ... true
- Researcher:** *Mhm ... Mhm?*
- Participant:** And you must also consider that very many Batswana

- Researcher:** *Mhm?*
- Participant:** also go outside
- Researcher:** go outside the country
- Participant:** you don't always have those figures
- Researcher:** *Yah ... yah*
- Participant:** So figures internally may
- Researcher:** *Yah*
- Participant:** may give a suggestion that ... may not be quite
- Researcher:** *Yah*
- Participant:** realistic
- Researcher:** Yes. When you look at the fact that *eh ... when ... when ... when ...* particularly if you are looking at the age group of 18 to 24
- Participant:** *Mm*
- Researcher:** those are coming out of the secondary school mainly. If you see that *eh ...* Ministry of Education would be *eh ... eh ...* sending a lot of students outside the country. That could have an indication that there is not enough
- Participant:** *Mm*
- Researcher:** *eh ...* within the country, hence some of the students have to be sent out of the country because of that. Even though other students might be sent out because probably the programmes that they need to follow may not necessarily be available in the country. But I think the majority of the people might be leaving out because of access
- Participant:** going out mainly
- Researcher:** problems
- Participant:** *Yah ...* access and also ... you have answered, because for example, the Medical School is just *eh ...*
- Researcher:** Yes, yes

- Participant:** getting *eh* its feet
- Researcher:** *Yah*
- Participant:** *Eh ...* Engineering School and Architecture is also
- Researcher:** *Mhm ... Mhm?*
- Participant:** *Uh ...* just developing
- Researcher:** Yes
- Participant:** And *eh ... uh ...* since the country needed to train people in those areas
- Researcher:** *Mhm?*
- Participant:** *eh ... to ... to ...* to feed back to the economy
- Researcher:** *Mhm*
- Participant:** then *eh ... uh ...* may be programmes may have *eh ...* necessitated
- Researcher:** Yes, yes
- Participant:** the country to send people out
- Researcher:** Yes
- Participant:** for specific programmes
- Researcher:** Yes
- Participant:** *Eh ...* because those that the University of Botswana is taking care of *uh ...* when you look at *eh ...* placement ... again I don't have the figures
- Researcher:** *Mhm?*
- Participant:** but the placement is lower
- Researcher:** *Mhm*
- Participant:** than ... than for the programmes where *eh ...* we don't have *eh ... eh ...* program ... *uh ...* academic programmes at the University of Botswana
- Researcher:** Ok

- Participant:** *Ee ... And specifically that's why I think the ... the ... the second university is eh ... Science and Technology*
- Researcher:** *Yah*
- Participant:** *So that it can bring back*
- Researcher:** *Mhm*
- Participant:** *Uh ... more eh ... students ... and also the ... the ... the ... the foreign exchange that we have been taking to educate our students outside*
- Researcher:** *Alright. It has been established that in Botswana about 11.4% of the 18 to 24 year old eligible population does have access to tertiary education, especially now with the proliferation of private tertiary institutions in the country. What is the share of this population that manages to access tertiary education would you estimate to be the University of Botswana's contribution?*
- Participant:** *Again I don't have the actual figures, but may be less than half of this eh ... 11% I would say*
- Researcher:** *Ahaa?*
- Participant:** *Ee*
- Researcher:** *Ok*
- Participant:** *Because eh ... when you look at the last three years*
- Researcher:** *Mhm?*
- Participant:** *Eh ... and this figures need to be checked*
- Researcher:** *Mhm?*
- Participant:** *Eh ... the enrolment at the University of Botswana has actually been dropping*
- Researcher:** *Mhm?*
- Participant:** *But nobody seems to know*
- Researcher:** *Mhm?*
- Participant:** *why*

- Researcher:** *Mhm*
- Participant:** And *eh* ... those students do not just get lost
- Researcher:** *Mhm*
- Participant:** They join other institutions
- Researcher:** other institutions
- Participant:** Yes.
- Researcher:** Ok
- Participant:** But you need to verify, particularly between 2006 and 20 ... now
- Researcher:** Ok
- Participant:** There was talk of *eh* ... *eh* ... a drop of *eh* ... about *eh* ... a thousand
- Researcher:** *Mhm*
- Participant:** I can't remember which academic year
- Researcher:** *Mhm*
- Participant:** *Eh* ... *uh* ... within the ... the ... the University target
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** So ... so you think that probably the University is ... is accountable for half of the population that accesses tertiary education
- Participant:** May be half or ... may be fifty percent
- Researcher:** *Yah, yah*, about 50%. Ok. Recently research indicates a trend in many developing countries where more and more adults including employees, want to access tertiary level education and training. Is this true for Botswana as well?
- Participant:** *Yah* this is very true because ... just sitting in this office
- Researcher:** *Mhm?*

- Participant:** we receive quite many calls
- Researcher:** Ok
- Participant:** from the public asking
- Researcher:** Ok?
- Participant:** do you run this course in public education through distance education
- Researcher:** *Mhm*
- Participant:** Do you run this other course?
- Researcher:** *Mhm?*
- Participant:** And that's an indication of people who would want to improve their qualifications
- Researcher:** Ok
- Participant:** without leaving their ...
- Researcher:** without leaving their employment
- Participant:** *Yah*
- Researcher:** Ok. What do you think influences this trend? What makes adults suddenly want tertiary education?
- Participant:** *Uh ... not just for the sake of qualifications*
- Researcher:** *Mhm?*
- Participant:** May be promotion
- Researcher:** *Mhm?*
- Participant:** may be the ... the ... the job area
- Researcher:** *Mhm?*
- Participant:** And also the changing ... changing technology
- Researcher:** *Mhm?*

- Participant:** For example, *uh* ... there is a course in *eh* ... computers running down stairs
- Researcher:** *Mhm?*
- Participant:** It's ... *uh* ... in one of the Computer Labs at CCE
- Researcher:** *Mhm?*
- Participant:** And you find that *eh* ... many of the people coming
- Researcher:** *Mhm?*
- Participant:** it's not the young people
- Researcher:** *Mhm?*
- Participant:** It's *eh* ... people who are middle age
- Researcher:** *Mhm?*
- Participant:** some older
- Researcher:** *Mhm?*
- Participant:** acquiring computer skills
- Researcher:** *Mhm?*
- Participant:** late in life
- Researcher:** *Mm*
- Participant:** My understanding ... my own assessment is that *eh* ...
- Researcher:** *Mm?*
- Participant:** they need these skills
- Researcher:** *Mhm?*
- Participant:** in their job ... *eh* ... *eh* ... areas
- Researcher:** *Mhm*
- Participant:** *Eh* ... before they retire

- Researcher:** *Mm*
- Participant:** Perhaps after they retire, they may need these skills
- Researcher:** these skills
- Participant:** *eh ...* for solving problems
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** *Eh ...* a total of about thirty tertiary institutions have been registered with the Tertiary Education Council, would you say that *eh ...* these tertiary institutions are coping with the demand for tertiary education and training in the country?
- Participant:** *Uh ...* that ... I think that would have to be checked against the Form Five throughputs
- Researcher:** *Mhm?*
- Participant:** *Yah* But the fact that they're not falling under *uh ...* I would say they're surviving
- Researcher:** *Mhm?*
- Participant:** As for coping ... coping is relative. Because it also depends on the
- Researcher:** Ok?
- Participant:** nature of quality of education they are giving
- Researcher:** Ok
- Participant:** Because if they are in it mainly *eh ...* for money
- Researcher:** Ok?
- Participant:** then the more numbers they have the better
- Researcher:** *Mhm?*
- Participant:** Yes

- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** So they might be absorbing a lot of students but not necessarily giving them quality education
- Participant:** Yes, yes. But that would *eh* ...
- Researcher:** But ... but if you look at just the numbers. The numbers that are coming from secondary schools *eh* ... together with the number of adults who are indicating that they want tertiary education. If ... if you just look at the numbers, would you say that the thirty institutions in Botswana would be able to handle the demand, in terms of just absorbing the numbers?
- Participant:** I would say it depends on the class size ... sizes and things because
- Researcher:** *Mhm?*
- Participant:** when you look at some of these institutions ... some are very, very small
- Researcher:** Ok
- Participant:** I think ... take for example Baisago
- Researcher:** *Mm?*
- Participant:** I don't have the ... the ... the statistics
- Researcher:** *Mhm?*
- Participant:** but it had started as *eh* ... student support services
- Researcher:** Alright
- Participant:** offering *eh* ... courses from ... for other institutions like UNISA
- Researcher:** *Yah, yah*
- Participant:** So I ... *uh* ... one needs to find out *eh* ... what is the number they're taking care of
- Researcher:** *Mhm ... Mhm?*
- Participant:** Against the ... the ... the general number

- Researcher:** the general number of demand
- Participant:** of the demand that they are satisfying
- Researcher:** Alright
- Participant:** There is ... I think ... and the fact that they are TEC registered
- Researcher:** *Mm*
- Participant:** also is an indication that there is demand for tertiary education
- Researcher:** *Mm, mm ok*
- Participant:** *Yah*
- Researcher:** Alright
- Participant:** *Yah*
- Researcher:** *Eh ... what do you think should be done to increase opportunities for more enrolments at this level in Botswana?*
- Participant:** *Uh ... may be we could eh ... campaign*
- Researcher:** *Mhm?*
- Participant:** We also need to put together *eh ...* institutions that offer tertiary education that would lead somebody
- Researcher:** *Mhm?*
- Participant:** to be a goal
- Researcher:** *Mhm?*
- Participant:** If the goal is employment
- Researcher:** *Mhm?*
- Participant:** because we do not want to train people *eh ...* to just go and sit at home. So relevance of whatever
- Researcher:** *Mhm ... Mhm?*
- Participant:** the ... the ... the ... the tertiary institutions are offering is very, very critical

- Researcher:** *Mhm?*
- Participant:** *Yah*
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** The University of Botswana offers its programmes through both face-to-face and open and distance learning modes of delivery. When did the University introduce the open and distance learning mode?
- Participant:** *Eh ... the literature available indicates around 1982*
- Researcher:** Ok?
- Participant:** And this is in *eh ...* conjunction mainly with the Non Formal Education
- Researcher:** *Mhm*
- Participant:** And *eh ...* it was to answer the ... the ... the call for training of Literacy Teachers
- Researcher:** *Mhm*
- Participant:** so that they can work as *eh ...* frontline workers
- Researcher:** Ok
- Participant:** combating illiteracy
- Researcher:** *Mhm?*
- Participant:** within the ... the nation
- Researcher:** *Mhm*
- Participant:** *Ee, uh ...* when you look at literature, they talk of earlier courses in Religious Studies
- Researcher:** *Mhm?*
- Participant:** at the ... the ... the literature again there is scanty
- Researcher:** *Yah*

- Participant:** But *eh* ... around 1982 that's when we had the Certificate in Adult Education
- Researcher:** Ok
- Participant:** And *eh* ... the main *eh* ... benefactor, sorry, beneficiary was *eh* ... the Ministry of Education
- Researcher:** Ok
- Participant:** Department of Non Formal Education
- Researcher:** Ok
- Participant:** *Ee*
- Researcher:** When did the Centre for Continuing Education *eh* ... when was it set up?
- Participant:** *Uh* ... the Centre for Continuing Education ...
- Researcher:** Really within it I'm interested in the Distance Education ...
- Participant:** *Ee, the Centre for Continuing Education is an off-shoot of the Institute of Adult Studies*
- Researcher:** Ok?
- Participant:** *uh* ... which I think was inherited from the old *eh* ... *eh* ... *uh* ... Leso
- Researcher:** *University of Botswana, Lesotho and Swaziland?*
- Participant:** Yes
- Researcher:** Ok?
- Participant:** *Ee, so eh* ... the ... when the ... depending on the increase ... *the increase in student numbers for adult education programmes*
- Researcher:** *Mhm?*
- Participant:** *Uh* ... *uh* ... when you look at the documents they say that *eh* ... *the Institute could not cope*
- Researcher:** *Mhm?*

- Participant:** *And because the adult education, many of them were being taught through eh ... face-to-face*
- Researcher:** *Mhm?*
- Participant:** *there was need to put together CCE so that it could eh ... start eh ... eh ... offering eh ... or it could just be tailor made specifically to offer distance education*
- Researcher:** *Mhm*
- Participant:** And the extra new classes, particularly the ... the DABS programme which you know ...
- Researcher:** Ok, the Diploma in ...
- Participant:** the CAPS and DABS
- Researcher:** Ok
- Participant:** And *eh* ... discussions are taken between 1990 and 1994
- Researcher:** Ok
- Participant:** because the first ... the ... what they call founding Director ... I think you found him here ... Professor Akimpelo *eh* ... came in, in 1994
- Researcher:** Ok
- Participant:** to now officially *eh* ... start the ... the ... the CCE
- Researcher:** Ok
- Participant:** Otherwise it was still running
- Researcher:** Ok
- Participant:** Yes
- Researcher:** So ... so ... so what was the reason for introducing open and distance learning at UB you think?
- Participant:** *Uh* ... mainly access
- Researcher:** *Mhm?*

- Participant:** to reach people ... the ... the ... *the motto for the Centre for Continuing Education is eh ... eh ... how am I forgetting ... it should be here*
- Researcher:** *Mhm?*
- Participant:** ‘Giving Information to the people ...’
- Researcher:** Oh ok
- Participant:** I’ll get it here ...
- Researcher:** *Yah, ok*
- Participant:** And *eh ... the ... the ... the ...purpose was to provide eh ... education to those who cannot come to the University, either*
- Researcher:** *Ahaa ... take the education to the people*
- Participant:** Yes, yes ... *yah ... taking ... thank you ... taking education to the people*
- Researcher:** *Uh!*
- Participant:** So it’s *eh ... evening classes eh ... would not because it caters for only those within the environment of Gaborone*
- Researcher:** *Mhm*
- Participant:** but *eh ... when you introduce distance education uh ... you could eh ... reach eh ... everybody*
- Researcher:** Ok
- Participant:** *uh ... through printed materials or even audio*
- Researcher:** Ok
- Participant:** And *that was mainly the thrust of ... for introducing distance education*
- Researcher:** Ok
- Participant:** at the University of Botswana
- Researcher:** *Mhm?*
- Participant:** *Mm*

- Researcher:** Now I want to know the status of each of the two modes. What would you say is the status ... is one of the modes ... I mean ODL and face-to-face, is one of the modes a major mode, the other a support mode or are they of equal status, according to your assessment?
- Participant:** *When you look at the University's development plans and Strategic Plans*
- Researcher:** *Mhm?*
- Participant:** *there is state that eh ... the two should be at par, should be parity of ... of eh ... esteem*
- Researcher:** Ok?
- Participant:** *But eh ... this eh ... is not always so, because many of the distance education programmes that are here, have actually developed off other eh ... face-to-face programmes*
- Researcher:** *Mhm?*
- Participant:** *And eh ... they're supposed to be developed and tutored by staff*
- Researcher:** *Mhm?*
- Participant:** *from other eh ... face-to-face eh ... eh ... eh ... programmes*
- Researcher:** *Mhm?*
- Participant:** *and that creates a constraint*
- Researcher:** Ok?
- Participant:** *Uh ... particularly in ... when it comes to say writing of the materials*
- Researcher:** *Mhm?*
- Participant:** *Uh ... tutoring because the people that you bring in ... bring into distance education programmes on a part-time basis*
- Researcher:** *Mhm?*
- Participant:** *must first of all satisfy the requirements of their parent pre-service programme*
- Researcher:** *Mhm?*
- Participant:** *before they can concentrate fully and well*

- Researcher:** *Mhm?*
- Participant:** *in eh ... in eh distance education programmes*
- Researcher:** *Mhm?*
- Participant:** *Ee. So although the ... the ... the ... the feeling is that at all should be at par in terms of offering, you find that eh ... distance education programmes get compromised because of the dual mode nature*
- Researcher:** Ok
- Participant:** *of ... of the institution*
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** So ... so ... so ... the people who are ... who are helping to facilitate
- Participant:** Yes
- Researcher:** have more allegiance towards the face-to-face
- Participant:** Yes
- Researcher:** rather than to the ODL?
- Participant:** *Ee, because that's where they are employed. That's ... that's their job on a daily basis, that's of the letter of contract which they have signed*
- Researcher:** Aha
- Participant:** And here they're coming, although they have signed a letter of a contract
- Researcher:** *Mhm*
- Participant:** for distance education
- Researcher:** Ok?
- Participant:** And *eh ...* we give them letters of appointment, they're part-time
- Researcher:** Ok

- Participant:** *Sometimes missing classes for them is not such a big deal*
- Researcher:** *Mhm?*
- Participant:** *Uh ... they will just give an excuse eh ... something happed I couldn't come*
- Researcher:** *Yah*
- Participant:** *On the other side, eh ... they're trying to put eh ... they have to fulfil their obligations*
- Researcher:** *Yes. But ... but ... but as you're explaining, this is not a planned status. According to the plan*
- Participant:** *Mm*
- Researcher:** *the two modes are supposed to be equal*
- Participant:** *Yes, they ... they ... they ... for them ... for equity to*
- Researcher:** *Mhm?*
- Participant:** *come*
- Researcher:** *Mhm?*
- Participant:** *one should not have been*
- Researcher:** *Mhm?*
- Participant:** *or if you are starting a distance education programme,*
- Researcher:** *Mm*
- Participant:** *one should not be an off-shoot of the other*
- Researcher:** *Aah*
- Participant:** *One should develop even if it is in a dual mode institution*
- Researcher:** *Mm*
- Participant:** *with the purpose that this is what we shall be doing and this is how we shall be doing it and with who and these are the resources, clearly identified*
- Researcher:** *Mhm*

- Participant:** And *eh* ... this I think *eh* ... the constraints *eh* ... *eh* ... that *eh* ... personally I have *eh* ... seen
- Researcher:** *Mhm ... Mhm?*
- Participant:** within this dual mode institution
- Researcher:** *Mhm?*
- Participant:** can be related to BOCODOL, when the distance education unit was part of *eh* ... the Department of Non Formal Education
- Researcher:** Non Formal ... Ok
- Participant:** When you look at the documentation that led to *eh* ... the development of BOCODOL as a College
- Researcher:** *Mhm?*
- Participant:** with its own autonomous *eh* ... decision making processes
- Researcher:** *Mhm?*
- Participant:** *Eh* ... some of the constraints are similar to the constraints. But it must be made very, very clear. People in this dual mode institution are not refusing to offer their services
- Researcher:** *Mhm?*
- Participant:** but *juggling the ... the ... these services* between the ...
- Researcher:** school time. *Mm*
- Participant:** there are *eh* ... *the distance becomes a constraint even for them*
- Researcher:** *Mhm. Ok*
- Participant:** *Yah*
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** Well, *eh* ... I want to follow up where you were indicating that *eh* ... at planning stage the two modes were to be planned such that each one is allocated resources

- Participant:** *Mm*
- Researcher:** according to how it is being planned to perform
- Participant:** *Mm*
- Researcher:** rather than one coming off as if it's an offshoot of the other
- Participant:** Yes
- Researcher:** Yes. So I would like you to get into that area and explain how the resources are ... are ... are ... are allocated to both. According to your ... not necessarily with specific figures, but according to the way you are seeing it developing ... distance education within the dual mode institution ... particularly the University of Botswana. How would you say the resources are allocated to it? Does it have to depend wholly on the face-to-face mode to assist it to ... to ... to progress? Or does it have its own resources and if it does have its own resources, how are they allocated comparatively with the face-to-face?
- Participant:** *Ehm ... like ... eh ...* in terms of resource allocation there is no discrimination
- Researcher:** Ok
- Participant:** Because you are told ... develop your own budget.
- Researcher:** Alright?
- Participant:** *Uh ...* indicate the programmes that you're going to offer.
- Researcher:** *Mhm?*
- Participant:** Put together a budget
- Researcher:** *Mhm?*
- Participant:** Defend it
- Researcher:** *Mhm?*
- Participant:** The ... the ... the said University structures
- Researcher:** Ok?

- Participant:** And you get your own allocation
- Researcher:** Ok
- Participant:** *Eh* ... constraints come when you now start utilising these resources
- Researcher:** Ok
- Participant:** One of the key resources is *eh* ... staff.
- Researcher:** Yes
- Participant:** *Uh* ... because in distance education, say for example, for coordination, say a programme like Adult Education
- Researcher:** *Mhm?*
- Participant:** you get one Coordinator to coordinate the entire programme
- Researcher:** *Mhm?*
- Participant:** That Coordinator could be coordinating ten or fifteen *eh* ... writers and tutors. Say from the Department of Adult Education. But note these ... these writers are teaching in another department
- Researcher:** *Mhm?*
- Participant:** And they must come in because of what they call parity of standards
- Researcher:** *Mhm?*
- Participant:** because many of the programmes we run actually are examined
- Researcher:** *Mhm?*
- Participant:** and the students should meet the same *eh* ... standards as the pre-service students
- Researcher:** *Mhm?*
- Participant:** So it is ... the ... the main constraint here is *eh* ... *eh* ... the utilisation of resources
- Researcher:** *Mhm?*
- Participant:** because ... but in terms of budget, once you have developed your own rates

- Researcher:** *Mhm?*
- Participant:** rates for writing, rates for content editing
- Researcher:** *Mhm?*
- Participant:** rates for copy editing, rates for tutorials
- Researcher:** *Mhm?*
- Participant:** *Uh ... and eh ... you defend your budget*
- Researcher:** *Mhm?*
- Participant:** you get the budget
- Researcher:** Ok
- Participant:** But *eh ... the ... the ... the utilisation eh ... of particularly the human resource*
- Researcher:** *Mhm?*
- Participant:** that is the ... the ... the subject expert *eh ... expert eh ... that's where we have eh ...*
- Researcher:** Ok. That's where the problem comes
- Participant:** The problem *ee ... the problem comes*
- Researcher:** Ok
- Participant:** *Ee, and sometimes you cannot rely on people ...*
- Researcher:** *Mhm?*
- Participant:** *solely on people from outside the institution*
- Researcher:** *Mhm?*
- Participant:** because the quality assurance of a distance education programme
- Researcher:** *Mhm?*

- Participant:** is actually *uh ... uh ... uh ...* ensured by the parent Department whose academic programme you're externally
- Researcher:** Ok, ok
- Participant:** providing
- Researcher:** Alright
- Participant:** *Yah*
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** I appreciate the ... the constraints really
- Participant:** *Yah*
- Researcher:** *Mm*
- Participant:** *Mm*
- Researcher:** Now, I realise that there is also part-time study at the University of Botswana
- Participant:** *Yah*
- Researcher:** Is it separate ... a separate mode from the open and distance learning mode?
- Participant:** You know this *eh ...* part-timeness. When you look at open and distance learning. It's also part-time because the students come and they're doing other things
- Researcher:** *Mhm?*
- Participant:** But the nomenclature, the way they're used for example
- Researcher:** *Mhm?*
- Participant:** There seems to be difference
- Researcher:** *Mhm?*
- Participant:** *Uh ...* say for example at the Centre for Continuing Education

- Researcher:** *Mhm?*
- Participant:** *Eh ... we have eh ... short courses*
- Researcher:** *Mhm?*
- Participant:** that the people come for a week
- Researcher:** *Mhm?*
- Participant:** or three days
- Researcher:** *Mhm?*
- Participant:** These are called part-time short courses that they take
- Researcher:** Ok, ok
- Participant:** *Eh ... when you take eh ... say eh ... eh ... DABS eh ... Diploma in Accounting and Business Studies*
- Researcher:** *Mhm?*
- Participant:** They come in the evenings
- Researcher:** *Mhm?*
- Participant:** We have *eh ...* they learn through the eight centres
- Researcher:** Ok
- Participant:** as you have been told by Dr Gangappa
- Researcher:** Ok
- Participant:** And *eh ...* that is also called part-time
- Researcher:** *Mhm?*
- Participant:** So I think it's a question of nomenclature
- Researcher:** *Mhm?*
- Participant:** And that I think now gives the difference between open and distance learning

- Researcher:** *Mhm?*
- Participant:** because for open and distance learning the ... the ... the learners come on a *eh* ... scheduled face-to-face
- Researcher:** *Mhm?*
- Participant:** they interface with the tutors
- Researcher:** *Mm*
- Participant:** Say during study ... during weekends
- Researcher:** *Mm*
- Participant:** And during the specified weeks during the semester
- Researcher:** Ok
- Participant:** while others, say for example the part-time students
- Researcher:** *Mhm?*
- Participant:** taking the ... like the Diploma in Accounting and Business Studies
- Researcher:** *Mhm?*
- Participant:** learn every evening
- Researcher:** Ok
- Participant:** of the semester
- Researcher:** Ok ... of the semester
- Participant:** Yes
- Researcher:** Do they have any ... apart from coming in the evening, do they ... are they expected to do any work at home? The ... the part-time ... students
- Participant:** *eh* ... actually they will be expected to read
- Researcher:** *Mm*
- Participant:** they will be expected to do their homework

- Researcher:** *Mhm?*
- Participant:** And they will be expected to write their tests, after they have revised their ... at home
- Researcher:** So it's actually the frequency of the face-to-face that is ... that is infused into that programme, that makes it *eh* ... part-time
- Participant:** Yes. Actually it's a face-to-face full-time programme I would define it otherwise
- Researcher:** *Aah!* Ok, ok
- Participant:** Except it happens between
- Researcher:** outside working hours
- Participant:** *Ee*, between five say and eight for example
- Researcher:** *Aah!* Ok
- Participant:** Otherwise
- Researcher:** it's full-time
- Participant:** It's full-time because it's taught on a full-time basis
- Researcher:** Ok
- Participant:** But referred to as part-time because the students are coming after
- Researcher:** Ok
- Participant:** *uh* ... four thirty
- Researcher:** So ... so these programmes ... *eh* ... the part-time programmes, are also coordinated ... *ke raya* ... the ...the ... the part-time delivery mode, is also coordinated from the Centre for Continuing Education?
- Participant:** Yes
- Researcher:** Ok
- Participant:** We have got *eh* ... Coordinators for various programmes
- Researcher:** Ok

- Participant:** for example the Diploma in Accounting has its own Programme Coordinator
- Researcher:** Ok
- Participant:** the short courses
- Researcher:** *Mhm?*
- Participant:** have their own Programme Coordinator
- Researcher:** *Mhm?*
- Participant:** the ... the ... the ... we have a Public Education Unit
- Researcher:** *Mhm?*
- Participant:** And *eh* ... which actually should extend education *eh* ... public education to the ... to the nation
- Researcher:** Ok
- Participant:** And *eh* ... we have *Coordinators for various activities*
- Researcher:** Ok
- Participant:** within CCE
- Researcher:** Ok
- Participant:** And *eh* ... one *eh* ... *One clarification I would like to make is that*
- Researcher:** Ok?
- Participant:** *the lecturers within the Centre for Continuing Education*
- Researcher:** *Mhm?*
- Participant:** *are recruited using the same eh ... vigorous mechanism*
- Researcher:** *Mhm?*
- Participant:** *academic mechanism*
- Researcher:** *Mhm?*

- Participant:** *just like any other lecturer*
- Researcher:** *Mhm?*
- Participant:** *uh ... within the ... the teaching departments*
- Researcher:** Yes
- Participant:** except they're working in the *uh ... uh ... uh*
- Researcher:** *Mhm?*
- Participant:** Centre for Continuing Education
- Researcher:** Ok
- Participant:** Otherwise for all other practical purposes we're using the ...
- Researcher:** They're just the same quality. Ok
- Participant:** *Ee*
- Researcher:** So ... so ... so the ... the ... the ... I'm still interested in trying to differentiate between part-time and distance education. So I want to find out *eh ...* I know the part-time evening studies is coordinated within the Centre for Continuing Education. I know whether its place within the Centre, is it within the Distance Education Department or in a different Department within the Centre?
- Participant:** The Centre has been *eh ...* restructured
- Researcher:** *Mhm?*
- Participant:** *eh ...* following a consultancy
- Researcher:** Ok
- Participant:** in 2000 carried out by Simon Fraser
- Researcher:** *Uh ...* ok
- Participant:** from Canada
- Researcher:** *Mhm?*

- Participant:** And the *eh* ... one of the recommendations was *eh* ... to pool certain activities together
- Researcher:** Ok
- Participant:** So effective 2007, we have the Department of Distance Education
- Researcher:** *Mhm?*
- Participant:** whose main concentration is distance education programmes
- Researcher:** *Mhm?*
- Participant:** And *eh* ... currently we teach through printed materials as you know
- Researcher:** *Mm*
- Participant:** *uh* ... audio
- Researcher:** *Mhm?*
- Participant:** We're *eh* ... introducing the video
- Researcher:** *Mhm?*
- Participant:** And *eh* ... in areas where we do not have *eh* ... study materials, we're interjecting the ... the video conferencing
- Researcher:** *Mhm?*
- Participant:** We have a facility ... we have a studio
- Researcher:** *Mhm?*
- Participant:** *uh* ... *uh* ... downstairs
- Researcher:** Ok
- Participant:** of this building. And *eh* ... we're able to teach *eh* ... on a face-to-face basis
- Researcher:** *Mm?*
- Participant:** *Eh* ... students from here and we beam the same lecture
- Researcher:** *Mhm?*

- Participant:** to students sitting at *eh ... eh ...* Francistown
- Researcher:** Ok
- Participant:** the Centre for Continuing Education Francistown
- Researcher:** Ok
- Participant:** And *eh ...* and *eh ...* this place ... Maun
- Researcher:** *Mhm?*
- Participant:** Oppenheimer
- Researcher:** *Mhm?*
- Participant:** Now the other programmes are taught on a face-to-face basis within the Department of Extra Mural
- Researcher:** Aah
- Participant:** and *eh ...* Public Education
- Researcher:** Ok
- Participant:** Yes
- Researcher:** Ok. So it's a different Department
- Participant:** Yes
- Researcher:** from the Distance Education ... ok
- Participant:** *Ee*, and on top of that ... of those departments we have a Director who oversees the activities of the Centre
- Researcher:** Ok
- Participant:** And the lecturers in each Department
- Researcher:** Ok. Thank you very much
- Participant:** *Yah*
- Researcher:** for that clarification

- Participant:** *Yah*
- Researcher:** Now ... now I'm interested in knowing if ... if there is any plan, as to what percentage of the current eligible adult population of the people above twenty four years is the University planning to enrol during the next plan period?
- Participant:** The University talks about growth
- Researcher:** Yes
- Participant:** in terms of the numbers *eh* ...
- Researcher:** Are they targeting ... are they consciously targeting the adult population that we were talking about earlier? We said *eh* ... there are ... there is a certain percentage that ... that *eh* ... is being enrolled which is within the age group of 18 to 24, which means they're students from school. Is the ... is the University consciously also making arrangements for this other demand that is growing of adults that are in work, that are in different spheres of life, who want tertiary education?
- Participant:** Yes
- Researcher:** Ok?
- Participant:** *Eh* ... when you look for example in *eh* ... Distance Education, *eh* ... we have just put together
- Researcher:** *Mhm?*
- Participant:** the University is very, very conscious of that
- Researcher:** Ok
- Participant:** particular area
- Researcher:** Ok
- Participant:** which is ... has not been *eh* ... very well developed
- Researcher:** *Mhm?*
- Participant:** And *eh* ... *uh* ... effective 2007
- Researcher:** *Mhm?*

Participant: the University commissioned a study

Researcher: Ok?

Participant: on *eh* ... ODL needs assessment

Researcher: *Mhm?*

Participant: which was carried out nation-wide

Researcher: Ok?

Participant: and the purpose of this *eh* ... study was to look into *eh* ... which areas *eh* ... would *eh* ... would *eh* ... would *eh* ... benefit

Researcher: *Mhm?*

Participant: *uh* ... the adult population mainly

Researcher: *Mhm ... Mhm?*

Participant: And one of the ... recurrent themes is the *eh* ... *eh* ... teacher education

Researcher: Ok

Participant: *eh* ... for example we have been producing ... the nation has been producing teachers

Researcher: *Mhm?*

Participant: at a Diploma level

Researcher: *Mhm?*

Participant: from its own six Colleges of Education

Researcher: Ok

Participant: And now we have *eh* ... *eh* even ODL

Researcher: *Mhm?*

Participant: coming in and producing an additional number

Researcher: *Mhm?*

- Participant:** *uh ... obviously the demand of the ...*
- Researcher:** Ok?
- Participant:** And *eh ...* this is the areas that *eh ...*
- Researcher:** *Mhm?*
- Participant:** the University I think is *eh ... eh ...*
- Researcher:** targeting
- Participant:** is targeting
- Researcher:** *Mhm*
- Participant:** The other area which needs *eh ...* investigation because of practicals is nursing education
- Researcher:** *Mhm?*
- Participant:** *Uh ...* how would distance education for example come and take care of *eh ...*
- Researcher:** *Mhm ... Mhm?*
- Participant:** nursing
- Researcher:** *Mhm?*
- Participant:** because that is one area
- Researcher:** *Mhm?*
- Participant:** that *eh ...* with in-consultation and collaboration with *eh...* say the hospitals
- Researcher:** *Mhm?*
- Participant:** some of the adults who cannot be removed from the hospitals
- Researcher:** *Mhm?*
- Participant:** can ... can get tertiary education *eh ...* through distance education
- Researcher:** Ok

- Participant:** And this has actually been proved by a ... a pilot which was carried out in Serowe
- Researcher:** *Mhm?*
- Participant:** *Uh ... uh ...* by Institute of Health Sciences
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** So with this ... with this information that the University has now
- Participant:** I think you're aware of that particular
- Researcher:** I am
- Participant:** experiment
- Researcher:** Yes, I am
- Participant:** *Yah*
- Researcher:** Now I'm saying ... with this information that has come through and the University is aware that there are adults out there who need tertiary education, and they ... they have just completed a plan, *eh ...* The Strategic Plan Towards 2016 ... is there a conscious allocation of *eh ...* or ... or ... or a conscious target *eh ...* for ...for the adults to go through tertiary education through the University of Botswana
- Participant:** Yes, *eh ...* I ... I don't have the statistics like you say
- Researcher:** Ok, ok
- Participant:** but *eh ...* with a study like that one
- Researcher:** *Mhm?*
- Participant:** *eh ...* one of the ... *eh ...* I think that plan there has something the ... the ... the figures that can ...
- Researcher:** Oh, ok
- Participant:** *Ee*
- Researcher:** But they do ... they do have a conscious plan

Participant: Yes, there's a conscious

Researcher: to accommodate the adults?

Participant: There is a conscious plan to accommodate the adult population

Researcher: Alright

Participant: through distance education

Researcher: Ok

Participant: There only ... although there are no statistics it is taken care of within the ... the Strategic ... Strategic ... *uh* ... priorities and actions

Researcher: *Yah*

Participant: to 2009 and beyond

Researcher: Yes, yes

Participant: There they have made a statement that *eh* ...

Researcher: *Mhm?*

Participant: *eh* ... we need to grow

Researcher: *Mhm?*

Participant: particularly to reach the adult population

Researcher: Ok

Participant: *Uh* ... in particular the work force

Researcher: Ok?

Participant: *Uh* ... *uh* ... and ... and provide certificate, diploma,

Researcher: *Mhm?*

Participant: degree level

Researcher: *Mhm?*

- Participant:** and professional qualifications
- Researcher:** Ok
- Participant:** not just through *eh* ... the print ... through the IC *eh* ...
- Researcher:** ICT?
- Participant:** the ICT
- Researcher:** Ok
- Participant:** And this I think comes in very well with *eh* ... Maitlamo
- Researcher:** Ok, yes. Maitlamo
- Participant:** *Yah*, that National Policy on ICT
- Researcher:** on ICT, yes. Ok
- Participant:** It ... it actually cascades ... cascades very well
- Researcher:** *Ah*, ok, ok
- Participant:** into that one
- Researcher:** Now, proponents of ODL claim that through its flexibility, its industrial nature and potential for massification, usually resulting in cost-effectiveness ODL can open up access to quality tertiary education, much more than *eh* ... face-to-face can ever hope to do. As somebody working in a University that offers both face-to-face and ODL, what would be your comment regarding this claim?
- Participant:** I would rubber stamp it. I would say yes. *Uh* ... *eh* ... the ... the ... distance education has a lot of potential
- Researcher:** Ok?
- Participant:** when you have the numbers *uh* ... to support it
- Researcher:** *Mhm?*
- Participant:** because initially the capital required to ... not even jus to put classes
- Researcher:** *Mhm?*

- Participant:** because we don't rely on classes
- Researcher:** *Mhm?*
- Participant:** The capital required to develop materials
- Researcher:** *Mhm?*
- Participant:** *uh ...* for the first six years of the life of any distance education programme
- Researcher:** *Mm?*
- Participant:** is very, very high
- Researcher:** *Mhm*
- Participant:** Now, you only start realising *uh ...* benefits
- Researcher:** *Mhm?*
- Participant:** or ... or breaking even
- Researcher:** *Mhm?*
- Participant:** say for example the *eh ...* say the ninth year
- Researcher:** *Mhm?*
- Participant:** because you don't keep developing the same course materials
- Researcher:** *Mhm?*
- Participant:** for all cohorts
- Researcher:** *Mhm?*
- Participant:** But if the numbers are low
- Researcher:** *Mhm?*
- Participant:** *uh ...* distance education can be terribly expensive
- Researcher:** Ok
- Participant:** for ... for anybody who wants

- Researcher:** *Mhm?*
- Participant:** to venture into it
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** So ... so actually ...
- Participant:** This claim is true
- Researcher:** It is true?
- Participant:** *Ee*
- Researcher:** Now, I want you to re-visit your experience in ODL in a dual mode institution that is the University of Botswana where you ... you've been working *eh* ... and ... and ... and *eh* ... comment on how come then, if distance education is able to do that, how come the enrolment in ODL *eh* ... within the University of Botswana seems to be so low compared to the face-to-face. What could be contributing to ... towards that?
- Participant:** A number of factors may be that ...
- Researcher:** Ok?
- Participant:** may be we have not been very aggressive on marketing
- Researcher:** Ok?
- Participant:** *Ee*, so I think we need to wake up as ... as a Centre
- Researcher:** Ok
- Participant:** As a Department
- Researcher:** *Mhm?*
- Participant:** And *eh* ... go out there and aggressively
- Researcher:** Ok
- Participant:** sell ourselves *uh* ... what we have
- Researcher:** Ok

- Participant:** *Uh ... the other area is eh ... eh ... developing materials that eh ... are attractive*
- Researcher:** *Ok*
- Participant:** *Uh ... we find that eh ... sometimes we develop very good study materials*
- Researcher:** *Mhm?*
- Participant:** *but do not eh ... print them commercially because sometimes the numbers are very, very low and we do not want to go to a printer and print eh ... beautiful, beautiful*
- Researcher:** *Mm ... Mm*
- Participant:** *materials just for ten fifteen students*
- Researcher:** *Mm... Mm*
- Participant:** *it's very, very expensive.*
- Researcher:** *expensive mhm?*
- Participant:** *It doesn't make economic sense*
- Researcher:** *Mhm?*
- Participant:** *Yah ... so ... eh ... so ... so ... so marketing eh ... eh ... eh ... This competition. We need to be there, and we need to prioritise*
- Researcher:** *Mm*
- Participant:** *Uh ... uh ... because the new University has a potential where, which area uh ... can we go and not get wrong*
- Researcher:** *Ok*
- Participant:** *for example, this eh ... needs assessment survey*
- Researcher:** *Ok*
- Participant:** *Uh ... once we have it just arrived at it ... we have just concluded it. And we are supposed to sit down now and start prioritising*
- Researcher:** *Mhm?*

- Participant:** which area would we go
- Researcher:** *Mhm?*
- Participant:** and not make a mistake
- Researcher:** *Mhm?*
- Participant:** And *eh ... uh ...* plans are underway to start now discussing it with Senior Management so that
- Researcher:** *Mhm?*
- Participant:** we can ... we can re-look at *eh ...* where we have gone wrong
- Researcher:** *Mhm?*
- Participant:** because of the *eh ...* the low numbers that we are registering
- Researcher:** *Mhm?*
- Participant:** and then focus ourselves on *eh ... eh ...* areas where *uh ... uh* there ... there would be more takers so that we can start realising economies of scale
- Researcher:** Ok
- Participant:** *Yah*
- Researcher:** When I was looking at *eh ...* one of the documents of the University of Botswana, I ... I picked *eh ...* programmes that ... that between the six faculties of the University
- Participant:** Eight
- Researcher:** It appeared ... eight faculties? Ok.
- Participant:** *Yah*
- Researcher:** It appeared there are hundred and thirty-two programmes, if I am not mistaken
- Participant:** *Mhm?*

- Researcher:** And *eh* ... I'm ... I just want to know how many programmes, out of these hundred and thirty-two, how many are also accessible through distance and ... open and distance learning?
- Participant:** I do not know what you mean by programme, but *eh* ... actually what we're doing
- Researcher:** Ok
- Participant:** Within Business Studies
- Researcher:** *Mhm?*
- Participant:** we're offering *eh* ... Accounting (1)
- Researcher:** Yes?
- Participant:** the Finance, Management (2)
- Researcher:** *Mhm?*
- Participant:** and *eh* ... Marketing (3)
- Researcher:** Ok
- Participant:** *Uh* ... but when the students start, they ... they are ... the ... the first two years they do the same courses
- Researcher:** Ok?
- Participant:** *Uh* ... because ... then they specialise from year number three
- Researcher:** Ok
- Participant:** Then *eh* ... because it's *eh* ... the our programmes, although they in *eh* ... the in-service programme is four years
- Researcher:** *Mhm?*
- Participant:** because of the part-time nature of the ... of ours, we say it should be a minimum of five years
- Researcher:** *Uhm?*
- Participant:** So that to give students a chance

- Researcher:** *Mhm?*
- Participant:** to ... to ... to interact with their course materials
- Researcher:** *Mhm?*
- Participant:** We also have a Diploma in Adult Education (1)
- Researcher:** *Mm?*
- Participant:** *uh ...* which we have been offering *eh ...* it ... it was an off-shoot from the Certificate in Adult Education. And it has been offered since 2002
- Researcher:** *Mhm?*
- Participant:** We have a Diploma in Youth in Development Work (2)
- Researcher:** *Mhm?*
- Participant:** which has been in offer since 2000
- Researcher:** *Mhm?*
- Participant:** And *eh ...* we have another programme, the Diploma in NGO Management, *uh ...* which has been *eh ...* in operation *eh ...* since *eh ...* 2006 (3rd diploma)
- Researcher:** *Mhm?*
- Participant:** *Yah,* so that is what we're doing ... those are the programmes that we're taking care of
- Researcher:** *Mhm?*
- Participant:** *Eh ...* earlier ...
- Researcher:** How many by the way? Those ... those that you are taking care of ... the programmes?
- Participant:** I have to count them
- Researcher:** Ok
- Participant:** NGO, Diploma in Adult Education, Diploma in Youth in Development Work, and *eh ...* the four degree programmes. So this is *eh ...* about seven or so

- Researcher:** Ok, about seven
- Participant:** *Yah*
- Researcher:** *Mhm?*
- Participant:** *Mm*
- Researcher:** Alright
- Participant:** *Yah*, there are ... *yah*
- Researcher:** *Ee*
- Participant:** Would you like me to tick them for you?
- Researcher:** No, they're ... they're ok. There are about seven *eh* ... programmes
- Participant:** *Yah*
- Researcher:** that are
- Participant:** Yes
- Researcher:** are accessible
- Participant:** Yes, yes
- Researcher:** through both face-to-face and ODL
- Participant:** *Ee*. Right now we're planning to offer a Masters in Project Management (1st Masters programme at materials development stage)
- Researcher:** Ok
- Participant:** in consultation with the Faculty of engineering and Technology
- Researcher:** Ok?
- Participant:** We're already with the development of course materials
- Researcher:** Ok, ok
- Participant:** And also the Diplo *eh* ... BEd Primary (1st degree programme at planning stage)

- Researcher:** *Mhm ... Mhm*
- Participant:** *Uh ... we have started consultations with the ... the ... the Department of Primary Education*
- Researcher:** *Mhm?*
- Participant:** *within the Faculty of Education*
- Researcher:** *Mhm?*
- Participant:** *And eh ... hopefully soon ... I don't want to state a date*
- Researcher:** *Mhm ... Mhm?*
- Participant:** *Uh ... because of constraints of writing course materials*
- Researcher:** *Mhm?*
- Participant:** *we're developing a BA in Library and Information Studies (1st degree programme at materials development stage)*
- Researcher:** *Ok*
- Participant:** *And eh ... God willing those ... some of those might see the light of day*
- Researcher:** *Yah, yah*
- Participant:** *by August 2009*
- Researcher:** *Ok*
- Participant:** *At least one or two*
- Researcher:** *Ok*
- Participant:** *Between ...*
- Researcher:** *So ... so ... so ... that still gives me about ten programmes*
- Participant:** *Yes*
- Researcher:** *in the ... in the ODL mode*
- Participant:** *Yah*

- Researcher:** Why ... why would ... would you say the University up to now, can only talk about ... about ten programmes that can be offered through ODL, when we ... we are agreed that ODL can actually *eh* ... open up access more than the face-to-face?
- Participant:** *I think as a distance educator*
- Researcher:** *Mhm?*
- Participant:** *you know how difficult it is to convince the rest of the faculty*
- Researcher:** *Mhm*
- Participant:** *Particularly when you are coming in eh ... to offer in a different mode that eh ... the product will be the same*
- Researcher:** Ok
- Participant:** Eh ... so there could be I don't know, scepticism
- Researcher:** Ok
- Participant:** *about the ... the ... the quality of distance education products*
- Researcher:** *Mhm?*
- Participant:** *But having now done the degrees, the Business Degrees programmes*
- Researcher:** *Mhm?*
- Participant:** *Uh ... they're now eh ... eh ... I think we have managed to convince the people and eh ... particularly the Diploma in Primary Education*
- Researcher:** Ok
- Participant:** We ... we ... the ... the ... *the CCE is beginning to convince people that eh ... we can produce ... with proper planning and resource allocation*
- Researcher:** Ok
- Participant:** *Eh ... the University can produce the same as eh ... the same calibre of students as the face-to-face*
- Researcher:** *Mhm*

- Participant:** *The student body, particularly because of unemployment, are the so ... there're also questions that come in ... 'can I change from full-time to distance?'*
- Researcher:** Ok?
- Participant:** *Those who find eh ... eh ... jobs or those who have family commitments that eh ... they may want to change and eh ... eh ... psychologically, the attitudes are changing where*
- Researcher:** *Mhm?*
- Participant:** *Now, the ... the ... the ... the acceptance be better than it may have been say five or six years ago*
- Researcher:** *Mhm?*
- Participant:** *Yah*
- Researcher:** Ok
- Participant:** *Mm. And uh ... but eh ... when you talk with faculty it's not that they fear that distance education is of eh ... a lower quality*
- Researcher:** Ok?
- Participant:** *I think it's lack of understanding*
- Researcher:** *Mhm?*
- Participant:** *uh ... what is this animal?*
- Researcher:** *Mhm?*
- Participant:** *They ... they don't understand*
- Researcher:** *Mhm*
- Participant:** *But once they ... they're exposed to it*
- Researcher:** *Mm*
- Participant:** *they embrace it very, very well*
- Researcher:** Ok

- Participant:** *Mm*
- Researcher:** *Eh ... some ... some researchers believe that distance education can perform much more cost-effectively in a dual mode eh ... institution, since the resources can be shared. What is your comment on this line of thought? I know you have touched on it earlier.*
- Participant:** *Mm*
- Researcher:** Does it perform better in a dual mode institution ...
- Participant:** These are ...
- Researcher:** rather I mean ... is it more cost-effective?
- Participant:** These are my personal
- Researcher:** Yes, your personal, *yah*
- Participant:** views
- Researcher:** *Yah, yah*
- Participant:** *Eh ... distance education in a dual mode institution*
- Researcher:** *Mhm?*
- Participant:** *gets constrained. The resources are there and eh ... when you did literature in distance education you find that they say no duplication is ... is ... is not there*
- Researcher:** *Mhm?*
- Participant:** because *you're using the same lecturers*
- Researcher:** *Mhm ... Mhm?*
- Participant:** Yes, you're using the same lecturers *in terms of subject expertise*
- Researcher:** *Mm?*
- Participant:** *Are they available? And that has been one of my questions*
- Researcher:** *Mhm?*
- Participant:** *Uh ... I told you earlier that sometimes you'd be programming*

- Researcher:** *Mhm?*
- Participant:** *and eh ... the lecturers say they're coming. Come three or four days*
- Researcher:** *they're not coming*
- Participant:** *they're not available, they're not refusing but something else has cropped up*
- Researcher:** *Mm, mm, mm*
- Participant:** *So uh ... in terms of also of eh ... decision making, where is it placed?*
- Researcher:** *Mhm?*
- Participant:** *And the ... the University of Botswana as eh ... may be you know has eh ... developed ... since developed eh ... the Mainstreaming Policy*
- Researcher:** *Yes*
- Participant:** *Uh ... which seems to be making things better*
- Researcher:** *Mhm?*
- Participant:** *in that eh ... the Departments that we're collaborating with are beginning to take eh ... this as part of their responsibility. Because as long as distance education is taken as eh ... 'that thing I do after hours'*
- Researcher:** *Mhm?*
- Participant:** *it's very, very frustrating*
- Researcher:** *Mhm?*
- Participant:** *But where it is taken as eh ... 'part of my duties'*
- Researcher:** *Mhm?*
- Participant:** *then it will succeed*
- Researcher:** *Ok*
- Participant:** *Changing that mindset takes time*
- Researcher:** *Ok*

- Participant:** *particularly in a University like this one where sometimes teachers ... lecturers are overworked because of student numbers, in the pre-service*
- Researcher:** *Mm*
- Participant:** *the ... the conventional programmes*
- Researcher:** *Ok*
- Participant:** *Yah*
- Researcher:** *Now ... now, I would like you to expand a little bit on that eh ... Distance Education Mainstreaming Policy. First of all, how is it supposed to be implemented?*
- Participant:** *The ... the Distance Education Mainstreaming Policy was put together to ... to enhance the ... the provision of distance education programmes in collaboration with the faculties and the academic departments*
- Researcher:** *Mhm?*
- Participant:** *whose eh ... syllabuses for academic work*
- Researcher:** *Mhm?*
- Participant:** *uh ... the CCE is externalising*
- Researcher:** *Mhm?*
- Participant:** *because, the ... the ... you find that when it comes to course writing, you have to put the Department to get the course writers*
- Researcher:** *Mhm?*
- Participant:** *When it comes to Content Editors you want to go there and get*
- Researcher:** *Mhm?*
- Participant:** *eh ... the reviewers*
- Researcher:** *Mm*
- Participant:** *When it comes to tutors you must go there to get the tutors*
- Researcher:** *Mhm?*

- Participant:** *So it's like eh ... eh ... a collaborative effort*
- Researcher:** *Ok*
- Participant:** *so that eh ... the ... the parity of standards between the two eh ... programmes*
- Researcher:** *Mhm?*
- Participant:** *is not eh ... eh ... compromised*
- Researcher:** *Mhm?*
- Participant:** *It was put down to kind of eh ... eh ... indicate how are the relationships going to be between CCE and the collaborating Department*
- Researcher:** *Mhm?*
- Participant:** *Ee, to really inform operations so that eh ... if for example we're like we're doing ... uh ... coordinating the Faculty of Business*
- Researcher:** *Mm*
- Participant:** *Come eh ... registration of students, eh ... registration of students after we have advertised*
- Researcher:** *Mhm?*
- Participant:** *uh ... we will get the courses that are given time from them. Because, eh ... the Centre for Continuing Education supports the ... the other Departments, it's not an academic Department*
- Researcher:** *Mhm?*
- Participant:** *So you must get the ... the ... the forms indicating the courses for each semester*
- Researcher:** *Mhm*
- Participant:** *So when do these courses forms for example come*
- Researcher:** *Mhm?*
- Participant:** *You don't want students to arrive and then the forms are not here*

- Researcher:** *Mhm*
- Participant:** *This Mainstreaming Policy informs eh ... eh ... the decision making process between the ... the ... the two partners because, once you ... you partner with a uh ... Department or Faculty, eh ... eh ... you regulate the operations*
- Researcher:** *Ok*
- Participant:** *So that is the purpose of the ... of the ... the Mainstreaming Policy. Really, what is the role of the Faculty or Department*
- Researcher:** *Ok*
- Participant:** *in terms of the provision of distance education*
- Researcher:** *Ok*
- Participant:** *But the sole purpose*
- Researcher:** *Mhm?*
- Participant:** *of the Mainstreaming Policy*
- Researcher:** *Mhm?*
- Participant:** *was actually to mainstream distance education as part of the activities and the decision making processes*
- Researcher:** *Ok*
- Participant:** *of the conventional eh ... Departments and Faculties*
- Researcher:** *Ok*
- Participant:** *Yah*
- Researcher:** *So ... so that eh ... in each eh ... Faculty, in each Department they would have distance education programmes?*
- Participant:** *Yes. And eh ... we're now working very, very well with the ... the Faculty of Business*
- Researcher:** *Mhm?*
- Participant:** *where we have even appointed a full-time Coordinator*

- Researcher:** *Mhm?*
- Participant:** *based there. So to liaise now with us*
- Researcher:** *Mhm?*
- Participant:** *so that eh ... instead of us going to the Dean*
- Researcher:** *Mhm?*
- Participant:** *or to the Deputy Dean or to the Heads of Departments to find out what is happening with the lecturers when we needed them at this time*
- Researcher:** *Mhm?*
- Participant:** *He is there to take care of the distance education operations*
- Researcher:** *Ok*
- Participant:** *Uh ... if for example we need a course outline before the students arrive, uh ... he knows, in our planning meetings he knows what to put together*
- Researcher:** *Mhm?*
- Participant:** *before the students arrive*
- Researcher:** *Mhm?*
- Participant:** *Ee, if it is timetable that we uh ... put together for the face-to-face session uh ... we will send to the system yes*
- Researcher:** *Mhm?*
- Participant:** *but he has to make sure that the lecturers that will be tutoring say at six thirty uh ... know and are informed and they will be available*
- Researcher:** *Ok*
- Participant:** *If you're not available he should tell us in good time so that we can quickly look for a replacement*
- Researcher:** *alternative arrangement*
- Participant:** *Yes*

- Researcher:** So ... so ... so this arrangement between CCE and the Faculty of Business, is it just an arrangement between the two or is it ... is it something that is put in place as a plan for ... for all the faculties to ... to follow?
- Participant:** *Mm, that's a very good question. Eh ... in this particular programme, we approached each other. The Faculty of Business and CCE because of the demand of Business courses*
- Researcher:** *Mhm?*
- Participant:** *Eh ... and when you look at the Mainstreaming Policy it says the ... the ... the ... either CCE*
- Researcher:** *Mhm?*
- Participant:** *can approach a faculty*
- Researcher:** *Mhm?*
- Participant:** *That's the purpose of this Mainstreaming Policy, to tell the entire University that other than conventional programmes they're running have to continue distance education programmes and hence the Mainstreaming Policy. So we can approach, CCE can go to a faculty like we have been to the Faculty of Education and told them 'look, we can run programmes in this and that area'*
- Researcher:** *Mhm?*
- Participant:** Ok
- Researcher:** *Mhm?*

Interview Transcripts – T9

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

Researcher: *Eh ... it's still good morning, isn't it?*

Participant: *Ee, mma*

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

Participant: *Ee, mma.*

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

Participant: Ok

Researcher: *Ee. I'm looking at eh ... eh ... primarily development of ODL within dual mode institutions like the University of Botswana*

Participant: *Ahaa?*

Researcher: *Ee, rra. So I'll start with some general eh ... questions and then come to specifics about the University of Botswana*

Participant: *Mhm?*

Researcher: As a dual mode institution

Participant: *Mhm*

Researcher: *Ee, rra. And I ... the questions that I would like to ask eh ... eh ... you eh ... concerning access*

Participant: *Mm?*

Researcher: is to find out from you what is the percentage of the student body of the University is accessing the programmes through ODL

Participant: *Mhm? Uhm ... Roughly we have eh ... eh ... just below five hundred*

Researcher: *Ahaa?*

- Participant:** *eh ... students*
- Researcher:** Ok
- Participant:** *Eh ... registered for Diplomas and eh ... eh ... Degree programmes*
- Researcher:** Ok
- Participant:** in ODL. And *eh ...*
- Researcher:** How many ... in those programmes?
- Participant:** *Uhm ... four Bachelors degree programmes*
- Researcher:** Ok?
- Participant:** And *eh ...* NGO, DYD and Adult ... *and three diplomas*
- Researcher:** three diplomas. So about seven programmes?
- Participant:** *About seven programmes*
- Researcher:** So the five hundred number is about ... is between the seven programmes?
- Participant:** *Yah*
- Researcher:** Oh, ok?
- Participant:** The majority of which are for the degree programmes
- Researcher:** Oh, ok?
- Participant:** *Mm*
- Researcher:** Ok. So on average how many students would you say you have per programme?
- Participant:** *Uhm ... you know, the diploma programme ... the one that would have eh ... more students would eh ... like Adult Education would be having something like eh ... may be thirty students or so*
- Researcher:** *Aah?*
- Participant:** *And then the others have quite lesser than that*

- Researcher:** *Aah?*
- Participant:** *So eh ... most of these people are for the degree*
- Researcher:** *Mhm?*
- Participant:** *programmes*
- Researcher:** *Mhm?*
- Participant:** And those who are for the diploma programmes, I don't think they're more than fifty
- Researcher:** *Mhm?*
- Participant:** *Mm*
- Researcher:** Ok? They're quite few
- Participant:** They're quite few
- Researcher:** *Mhm?*
- Participant:** *Mm*
- Researcher:** What ... what sort of *eh* ... mode of ... of delivery do ... do you give them? *Ke raya gore* ... are they mainly on print ... are they mainly ... are they on on-line ... what kind of distance education
- Participant:** Mainly it's print
- Researcher:** Ok
- Participant:** *Yah*, mainly it's print
- Researcher:** Ok
- Participant:** There and there, they used to have WebCT
- Researcher:** *Aha?*
- Participant:** used but it's not *eh* ... and it was mainly used by the degree students
- Researcher:** Ok

- Participant:** But it doesn't appear to be *eh* ... widely used
- Researcher:** Ok
- Participant:** now
- Researcher:** Ok
- Participant:** *Ee*, but in the passed two or three years back
- Researcher:** Ok
- Participant:** they used to
- Researcher:** It was popular
- Participant:** *Yah*, there used to be
- Researcher:** What could have affected its popularity?
- Participant:** *Uhm* ... I'm really not sure, but I think what *eh* ... *eh* ...when ... when CCE link cut, which is the one that is *eh* ... managing *eh* ... the WebCT
- Researcher:** *Mhm?*
- Participant:** system ... it was like a project type of activity
- Researcher:** Ok?
- Participant:** And it ran for a few years
- Researcher:** Ok? So it has not been rolled out?
- Participant:** It has not been rolled out and I think it's just a question of *eh* ... may be people not taking the initiative to
- Researcher:** *Mhm?*
- Participant:** to make sure that they continue using it
- Researcher:** *Mhm?* The students?
- Participant:** *Eh* ... *eh* staff side
- Researcher:** *Ehee*, staff?

- Participant:** *Yah*
- Researcher:** Ok. The WebCT was being used to do what ... to ...
- Participant:** send the materials to students
- Researcher:** *Ehee?*
- Participant:** *Yah*
- Researcher:** Ok. Now preference is to print the materials or what?
- Participant:** *Yah, yah, yah.* Mainly print
- Researcher:** Ok?
- Participant:** I don't know whether there were any hiccups experienced with technology
- Researcher:** Oh ok
- Participant:** But it seems to be ...
- Researcher:** seems to have affected ...
- Participant:** Yes
- Researcher:** the programme. Ok
- Participant:** But if ... if you look into the ... Generally, when you look into the enrolment of the University, the University is roughly fourteen thousand *eh* ... students
- Researcher:** *Yah*
- Participant:** And if five hundred of them are distance education
- Researcher:** *Mm ... Mm*
- Participant:** So it's still a very, very low
- Researcher:** very, very low
- Participant:** percentage

Researcher: *Yah* Ok. And ... and distance education has been running for how long?

Participant: *Uhm* ... I think more than five years

Researcher: Ok

Participant: *Yah, more than five years.* It started mainly with the Diploma in Adult Education

Researcher: *Mhm*

Participant: *Eh* ... I think ... may be eight years or so

Researcher: *Yah, yah.* I think it's more

Participant: *Yah, yah*

Researcher: *Ee,* because some people were saying it started with the Certificate in Adult Education. Remember when they were training

Participant: *Yah, yah*

Researcher: the Literacy Assistants of the Department of Non Formal Education

Participant: *Mm, mm*

Researcher: *Ee,* so it's been a while

Participant: *Yah,* it was a while

Researcher: It was quite sometime ago, if I remember well

Participant: *Mm*

Researcher: *Ee.*

Participant: *Mhm*

Researcher: So ... so I would like to know whether there are any ... in the administration of ... of ... of students' records at the University of Botswana ... because I see ... I see *eh* ... you're talking about the figure of five hundred

Participant: *Mm*

- Researcher:** And *eh* ... in the Facts and ... and ... and Figures, is it called Facts and Figures? That document *eh* ... indicates something like three hundred students in ... in ... in ODL programmes. I'm wondering how ... how the figures are captured, how is the data *eh* ... captured. Is it ... is it your office which is feeding the ... the ... the office that ... that releases figures or how do you relate and which is that office?
- Participant:** Well, the ... the figures for students across the University are kept in a Student Information System
- Researcher:** Ok
- Participant:** the ITS
- Researcher:** Ok
- Participant:** *Eh* ... which I think you are using in BOCODOL
- Researcher:** Yes, we are
- Participant:** *Ehm* ... so the same database *eh* ... is used ... and it can be accessed by any member of staff who has asked for privileges
- Researcher:** Oh, ok
- Participant:** to use it
- Researcher:** Ok
- Participant:** Heads of Departments can do that, but they are not yet doing that. I think it's just due to lack of familiarity with the system
- Researcher:** *Mhm* ... *Mhm*?
- Participant:** But this figure of three hundred
- Researcher:** *Mhm*?
- Participant:** And something
- Researcher:** *Mhm*?
- Participant:** It ... it ... it ... it may be true
- Researcher:** *Mhm*?

- Participant:** in that, they would normally register and start to dropout *eh* ...
- Researcher:** Ok, those would be the active
- Participant:** *Yah*
- Researcher:** *Aah* Ok, ok. How ... how ... how is the... That is an interesting angle actually. How is the ... the rate of ... of dropout, in these programmes? You have like five hundred students who register probably, and during the course of the ... the duration of the course ... how, what is the dropout rate?
- Participant:** I would roughly put it at *eh* ... may be 20%
- Researcher:** *Ahaa* ... that high?
- Participant:** 25%
- Researcher:** *Ahaa* ... that high?
- Participant:** because there're a lot of challenges
- Researcher:** *Mhm?*
- Participant:** *Yah*, some of them would drop out due to financial *eh* ... constraints
- Researcher:** Ok?
- Participant:** or for some reason
- Researcher:** Ok
- Participant:** may be they just feel they cannot cope
- Researcher:** they cannot cope
- Participant:** *Yah*
- Researcher:** Ok? How is the support to the students who are on distance learning? How does the University support them?
- Participant:** Well, the ... the ... the support is mainly through *eh* ... *eh* ... residential sessions and *eh* ...
- Researcher:** Ok?

- Participant:** *eh ... the tutorials that they have*
- Researcher:** *Mhm?*
- Participant:** That comes in addition to their study materials. But *eh... eh...* I think a lot more
- Researcher:** *Mhm?*
- Participant:** needs to be done in the area of technology
- Researcher:** Oh, ok
- Participant:** *There really there is very little that is eh ... taking place to support eh ...*
- Researcher:** Ok
- Participant:** *the students*
- Researcher:** Ok. You mean in the form of ... like what is ... what do you think should be done?
- Participant:** Like *eh ...* optimising the use of *eh ...* video conferencing
- Researcher:** Ok
- Participant:** optimising the use of *eh ...* the *eh ...* Learning Management System WebCT which the University has *eh ...*
- Researcher:** already ... Yes
- Participant:** ventured into. *Yah*
- Researcher:** Ok. *Eh ...* what ... what do you consider to be challenges in your area of operation?
- Participant:** Well, quite *eh ...* a number of challenges. *When you're in a dual mode institution*
- Researcher:** Yes?
- Participant:** *Eh ... may be the decision makers*
- Researcher:** *Mhm?*

- Participant:** *are not quite eh ... sensitive*
- Researcher:** *Mm?*
- Participant:** *to the needs of eh ... distance education eh ... learners*
- Researcher:** Ok
- Participant:** and they don't seem to appreciate *eh ... eh ...* the needs of distance education learners
- Researcher:** Ok
- Participant:** But *that is also equally compounded by the lack of marketing skills by the ODL practitioners themselves*
- Researcher:** themselves. Ok
- Participant:** Yah. So
- Researcher:** *Mhm?*
- Participant:** it's a question of how to project your perceptions
- Researcher:** *Mhm?*
- Participant:** to the rest of the institution
- Researcher:** *Mhm?*
- Participant:** So generally it's like *eh ...* our people just expect the system to know what we are doing just from a few meetings that we sometimes have
- Researcher:** *Mhm?*
- Participant:** And I personally think that is not enough to
- Researcher:** *Mhm?*
- Participant:** to project the ODL *eh ...*
- Researcher:** Ok
- Participant:** *eh ...* course

- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** You would ... you would think that *eh* ... if we ... if we look at the ... the Central Government of the University
- Participant:** *Mm?*
- Researcher:** would you ... would you say that they are well versed with what is happening in terms of distance education
- Participant:** No, they're not
- Researcher:** They're not? How would you think that ... that ... what are the implications of that to planning for distance education and resourcing it?
- Participant:** *Yah* definitely it leads to under-resourcing
- Researcher:** *Mm*
- Participant:** *And you find that eh ... mostly the ... the type of eh ... planning that comes eh ... through*
- Researcher:** *Mhm?*
- Participant:** from Management
- Researcher:** *Mhm?*
- Participant:** *would normally come as an after thought or something*
- Researcher:** *Mhm?*
- Participant:** or when there is a reminder ... 'oh you didn't include CCE there'
- Researcher:** Ok?
- Participant:** You know, even last time they were doing research about the first year experience
- Researcher:** *Mhm?*
- Participant:** *eh* ... the Institutional Planning Department doing that research

- Researcher:** *Mhm?*
- Participant:** to find out what the students feel about the University, what are the impressions they have
- Researcher:** *Mhm ... Mhm?*
- Participant:** But they just did that study for full-time students
- Researcher:** full-time students
- Participant:** They didn't include the ODL
- Researcher:** Ok,
- Participant:** *eh ... students*
- Researcher:** And what was their reason for that?
- Participant:** *They said that ... the Institutional Planning Department said that it was mainly looking at eh ... what the core of the University or the major part of the University is focusing on, which is full-time eh ... studies*
- Researcher:** Ooh? So in this ... in this *eh ...* this face-to-face and ODL, the University's *eh ...* the University, looks at *eh ...* face-to-face as "the core"
- Participant:** *Yah, yah*
- Researcher:** And the distance education is supposed to be doing what?
- Participant:** *I don't think they placed a central eh ... role on ... on*
- Researcher:** Ok?
- Participant:** distance education, because actually they feel that's their ... the ... the ... the face-to-face is where their bread is buttered.
- Researcher:** *Mhm*
- Participant:** So it's like you know, *the distance education part is just some appendage to*
- Researcher:** *Mhm?*
- Participant:** *the other mode*

- Researcher:** Ok.
- Participant:** *Yah*
- Researcher:** Would you ... *Mhm?*
- Participant:** I did ask the Director for Institutional Planning
- Researcher:** *Aha ... Aha?*
- Participant:** if he is conscious of the fact that we need to diversify our markets
- Researcher:** *Mhm?*
- Participant:** *eh ...* particularly when the student enrolment was falling
- Researcher:** *Mhm?*
- Participant:** *Eh ...* quite significantly
- Researcher:** *Mhm ... Mhm?*
- Participant:** And *eh ...* He said it is *eh ... eh ...* a good idea that we need to look at the ... the non-traditional market. But, there was not yet anything quite tangible
- Researcher:** *Mm*
- Participant:** to put that in place. Because I even made him aware that the mandate that was placed on the CCE by the Revised National Policy
- Researcher:** Ye, yes
- Participant:** on Education
- Researcher:** Yes
- Participant:** that it would *eh ...* have to increase access to tertiary education
- Researcher:** Yes, yes
- Participant:** But we have moved very, very little
- Researcher:** Ok
- Participant:** in that *eh ...*

- Researcher:** direction
- Participant:** regard
- Researcher:** Ok. So ... so ... so when planning is being done, it is ... at the back of the mind of the planners it is that distance education is just an appendage. The main concentration has to be on the ... on the face-to-face
- Participant:** *Yah*
- Researcher:** Well, I think ... I think that *eh* ... observation is actually corroborated by the Strategic Plan, the ... the future Strategic Plan that I have seen on your
- Participant:** *Yah*
- Researcher:** your website. It was indicating that *eh* ... distance education is going to contribute 3% of the student body
- Participant:** *Mm*
- Researcher:** in the next *eh* ... plan period
- Participant:** *Mm*
- Researcher:** And the report that I have also read of ... of the University indicates that currently that is the percentage that *eh* ... distance education is contributing
- Participant:** *Mm*
- Researcher:** So the ... the assumption is that there is no growth which is being planned in that ... in that area
- Participant:** *Mm*
- Researcher:** So the ... the ... the ... the Department that is responsible for planning, Institutional Planning Department
- Participant:** *Mm*
- Researcher:** When it does the planning, how ... how do other Departments, like your Department, how do they get involved *eh* ... in contributing towards the plan?
- Participant:** Well, what would happen is that there would be some policy drafts that are made

- Researcher:** Ok
- Participant:** And then they're circulated among the various faculties, including CCE
- Researcher:** Ok
- Participant:** But you'd find from those *eh* ... documents that there is already some mindset
- Researcher:** *Mhm?*
- Participant:** that is guiding the ... those policies
- Researcher:** Ok?
- Participant:** And *eh* ... when the Deputy Vice Chancellor for Academic Affairs *eh* ... presented the ... the NDP 10
- Researcher:** Ok?
- Participant:** to the Board. Actually he had written a figure.
- Researcher:** Ok?
- Participant:** I asked him *eh* ... now when you look at that figure ... do you think that ... that number increases access to tertiary education?
- Researcher:** *Mm?*
- Participant:** Or it's ... it's actually even shrinking *eh* ...
- Researcher:** *Mhm ... Mhm?*
- Participant:** *eh* ... then he said that ... well ... well we will look into this ... we'll look into this figure. But there is nothing that has decisively been made about CCE and *eh* ...the ODL *eh* ... aspect. Because their response is that since there has been a consultancy carried out by
- Researcher:** Ok?
- Participant:** *Eh* ... by Professor Dodds
- Researcher:** *Mhm?*
- Participant:** on the national *eh* ... needs assessment

- Researcher:** Ok
- Participant:** for ODL
- Researcher:** *Mhm?*
- Participant:** insides may be *eh ...* taken from that to see if there is in deed *eh ... eh ...* a major call for ...
- Researcher:** for ODL?
- Participant:** distance education
- Researcher:** *Ahaa?*
- Participant:** But, at the present moment *eh ...* we have not yet looked into that report
- Researcher:** *Mhm?*
- Participant:** So we don't know if *eh ...* in view of that report there might be an increase during NDP 10, in what the University expects as the output of *eh ...*
- Researcher:** Ok
- Participant:** ODL
- Researcher:** Yes. I'm ... I'm looking at the timing of ... of NDP 10
- Participant:** *Yah*
- Researcher:** that by April 2009, it will be the first year of NDP 10 in ... on implementation
- Participant:** *Mm*
- Researcher:** And therefore one wonders *eh ...* if there is still to be an input into ... into NDP 10 by the University concerning ODL. When ... when is that going to be?
- Participant:** Well, my only hope, because obviously NDP 10 is just around the corner
- Researcher:** Yes
- Participant:** My only hope is that *eh ... eh ...* If there is to be any expansion

- Researcher:** *Mhm?*
- Participant:** *Eh ... on ODL*
- Researcher:** *Mhm?*
- Participant:** definitely that would be through mid-term reviews
- Researcher:** Ok?
- Participant:** of the NDP *eh ...*
- Researcher:** ten
- Participant:** ten
- Researcher:** Ok?
- Participant:** *Ee.* Because as it is, it is very, very late
- Researcher:** it's late, yes
- Participant:** to make any major impact on that plan
- Researcher:** Ok. *Eh ...* the ... the ... the challenges that you referred to earlier, *eh ...* on ... on dealing with ODL. There was ... there was an indication that when ... when plans are being made, or when certain documents that are addressing *eh ...* students are being developed, the ODL student is not like in the mind of ... of the people who are developing them. I want to know how CCE is leading, in ensuring that *eh ...* the ODL student is not left out. Or the interests or the needs of the ODL students are not left out?
- Participant:** To me that is *the major downfall of CCE*
- Researcher:** Ok?
- Participant:** because it is not taking the lead that one would expect
- Researcher:** Ok?
- Participant:** to ensure that *eh ... eh ...* this is taken aboard ... ODL is taken aboard across campus. There is ... like I have said, may be our lack of marketing skills
- Researcher:** Ok

- Participant:** It ... it ... you know, we look at ourselves as recipients of what is coming and then, we just react to *eh* ... what is coming
- Researcher:** Ok
- Participant:** *I'm not seeing any proposals that CCE is actually pushing across campus*
- Researcher:** Ok
- Participant:** for ... for ... for ... *that will actually compel the institution to recognise it as a major player*
- Researcher:** Ok?
- Participant:** *in the delivery of tertiary education*
- Researcher:** *Yah* Ok, and ... and ... and that, well generally in ... in ... in Southern Africa the enrolment at tertiary level is, is estimated at around 5% of the eligible population that is ... that was reported during the 2007 figures by various *eh* ... researchers
- Participant:** *Mm*
- Researcher:** *Eh* ... in your opinion, how does Botswana compare with other countries in this regard? Do we enrol low figures at tertiary level? *Ke gore* I just want to establish whether there is really a need for distance education
- Participant:** *I think we are enrolling eh ... very low figures myself*
- Researcher:** *Mm... mm*
- Participant:** *because that is actually evidenced by the presence, heavy presence of UNISA here*
- Researcher:** *Ahaa?*
- Participant:** *Yah*
- Researcher:** Ok
- Participant:** It's ... it's ... it's ... and *there have been a lot of other institutions which offer eh ... through distance education. Eh ... and eh ... like Demondford University*
- Researcher:** *Mhm?*

- Participant:** You know ... *a number of institutions are marketing themselves. But you'll find that within the country here, we ... we're really lagging behind in terms of enrolment*
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** And ... and what about in terms of developing ODL ... at tertiary level?
- Participant:** I don't think we're doing enough to develop it. And in fact *eh ...* if you look at a dual mode institution like *eh ... UB*
- Researcher:** *Mhm?*
- Participant:** you'd find that actually, I can read from the mind of Management that
- Researcher:** *Mhm?*
- Participant:** they wouldn't actually mind if *eh ...* ODL were to be decoupled ... from the University and go somewhere else
- Researcher:** Somewhere else? Ok?
- Participant:** You know I can ... I could just *eh ...* from the statements that were made by the DVC
- Researcher:** *Mhm?*
- Participant:** *Ee ...* when he was referring to that report
- Researcher:** report ... ok?
- Participant:** Saying ... well, that report is going to tell us whether CCE has got a place or, or, or any major place here or not
- Researcher:** Ok?
- Participant:** But I'm ... he said he is placing it on CCE to actually *eh ... eh ...* interrogate that report
- Researcher:** *Mhm?*
- Participant:** And come up with some position
- Researcher:** *Mhm? Ooh.* What they think they ...

- Participant:** But otherwise CCE's future is just hanging in the balance
- Researcher:** *Mhm?*
- Participant:** *Yah*
- Researcher:** Ok. It ... so by extension the distance education mode is hanging in the balance
- Participant:** *Yah*, it's hanging
- Researcher:** at the University of Botswana at the moment?
- Participant:** *Mm*
- Researcher:** I see. But, but if it were to be taken out of the University of Botswana and somewhere else, would it need to be made into a ... a dedicated mode institution or something like that?
- Participant:** Nobody has come up with any clear vision on that
- Researcher:** *Ahaa?* Ok, ok
- Participant:** Though that would be desirable but
- Researcher:** Ok
- Participant:** so far nobody has come up with *eh* ... such a vision. I think that is what creates a gap between ourselves and BOCODOL
- Researcher:** Ok?
- Participant:** Because BOCODOL goes lower and lower
- Researcher:** *Mhm?*
- Participant:** and it has now started to *eh* ... get higher level
- Researcher:** Ok?
- Participant:** *eh* ... qualifications on board
- Researcher:** Yes

- Participant:** And *eh* ... from our side, the University side we, we've already been *eh* ... *eh* ... *eh* ... offering tertiary level education. But there isn't much that we are
- Researcher:** *Mhm?*
- Participant:** doing to exploit the *eh* ... the market
- Researcher:** *Mhm?* But the market is there you think ... for distance education
- Participant:** I ... I think so, I think so
- Researcher:** *Mhm.* Would you think that probably the market being there for distance education and the population of Botswana being so small, probably as you say, there're other institutions from outside the country that are offering ODL *eh* ... in the Botswana market, that are tapping the Botswana market. Do you think it would be *eh* ... viable for Botswana to have a dedicated ODL institution as compared to accessing ODL through institutions from outside? What do you...
- Participant:** Yah, I ... I think
- Researcher:** think would be a better way forward?
- Participant:** I think it would be viable. One, because Botswana itself
- Researcher:** *Mhm?*
- Participant:** it's such a geographically *eh* ... dispersed *eh* ... it is *eh* ... dispersed in terms of population. It's quite scattered
- Researcher:** *Mhm?*
- Participant:** And you need professionals to go into those scattered places and service the people there
- Researcher:** *Mm*
- Participant:** And while they are there they don't have any ... (*interruption – need for battery change for recorder*)
- Researcher:** Now ... we can continue. Sorry about that
- Participant:** *Ee, ke ne ke re* ... because of the geographical dispersion
- Researcher:** *Mhm?*

- Participant:** *Eh ... you find that professionals have to go to eh ... rural areas to go and serve there. And once they're there*
- Researcher:** *Mhm?*
- Participant:** *in terms of education they're stuck*
- Researcher:** *Mhm?*
- Participant:** *Eh ... if you can imagine the eh ... number of teachers who are produced by these Colleges of Education*
- Researcher:** *Yes?*
- Participant:** *And the University cannot enrol them for degree programmes*
- Researcher:** *Mm*
- Participant:** *or can't enrol all of them*
- Researcher:** *Mhm?*
- Participant:** *So it means most of them just get stuck there*
- Researcher:** *Mhm ... Mhm?*
- Participant:** *Unless they can be sent outside*
- Researcher:** *Mm*
- Participant:** *And it would also cause ... cause manpower shortage*
- Researcher:** *Mm*
- Participant:** *So to me there are a lot of opportunities for expansion*
- Researcher:** *Mhm?*
- Participant:** *which are not eh ... being exploited*
- Researcher:** *explored ok*
- Participant:** *In fact the ... even the professionals themselves are raising the issue. I remember when I was in Selibe Phikwe*

- Researcher:** *Mhm?*
- Participant:** I met one Headmaster there
- Researcher:** *Mhm?*
- Participant:** who was telling me *eh ...* what the University was doing about *eh ...* the teachers who are at Diploma level and they seem to be *eh ...* stagnating there
- Researcher:** *Mhm?*
- Participant:** And there was very little *eh ...* room for progression
- Researcher:** *Mhm?*
- Participant:** And *eh ...* My only response was that there is going to be a national *eh ...* needs assessment survey
- Researcher:** *Mhm?*
- Participant:** *Eh ...* so I don't know the results of that survey
- Researcher:** results of the survey
- Participant:** since it has been carried out
- Researcher:** *Mm*
- Participant:** But hopefully it would address *eh ...* such issues
- Researcher:** Ok. *Eh ...* so the ... the ... the University ... it's worrying to ... to ... to learn that the University might ... might be thinking of *eh ...* putting aside *eh ...* because I think ... I think a lot of resources have gone into training people at the University of Botswana, at CCE to actually see distance education on its, on its feet. So ... but anyway, it would ... it would depend on *eh ...* what the University plans to do with those resources, now if it is to abandon distance education
- Participant:** *Mm ... mm*
- Researcher:** And... and again mainly as the Revised National Policy on Education had pointed out, the nation looks up to the University to ... to ...to bring *eh ...* initiatives *eh ...* like ... like addressing issues of *eh ...* demand ... high demands for education

- Participant:** *Mm*
- Researcher:** and so on. So it would really be *eh* ... Not unless anyway, something *eh* ... emerges out of the recommendation that the University would make to ... may be to the Ministry of Education. But I'm thinking that since NDP 9 is starting, something should be on NDP 9 so that
- Participant:** NDP 10
- Researcher:** rather NDP 10, so that while we are still considering the report
- Participant:** *Mm*
- Researcher:** what is it that we are doing *eh* ... about distance education or are we feeling strongly that it is really not worth doing as the University of Botswana, as the lead institute in the delivery of ...
- Participant:** *I think the fact of the Management there is not very clear*
- Researcher:** *Yah*
- Participant:** *They are not very sure ... what they would like to do*
- Researcher:** Ok
- Participant:** with *eh* ... ODL
- Researcher:** Ok
- Participant:** So I think that's why the ... it's anchoring now on this report that they say should be looked into
- Researcher:** Ok
- Participant:** And like I say the only way
- Researcher:** *Mhm?*
- Participant:** to get this into NDP 10 would be through some little strategic shift
- Researcher:** *Yah, yah, yah*
- Participant:** during the mid term reviews
- Researcher:** *Aha?*

- Participant:** *Mm*
- Researcher:** *Mm, that's true. Now, there is ... there is a ... a Distance Education Mainstreaming Policy of the University of Botswana which was eh ... I think eh ... incepted during 2005*
- Participant:** *Mm*
- Researcher:** *Ee, I would like to know gore what is the purpose of this ... the Mainstreaming Policy?*
- Participant:** *Well, I ... the purpose of the Mainstreaming Policy ... it was to ensure that eh ... ODL eh ... eh ... takes its roots*
- Researcher:** *Mhm?*
- Participant:** *across campus*
- Researcher:** *Mhm?*
- Participant:** *across all the faculties*
- Researcher:** *Ok?*
- Participant:** *So each faculty would actually be looking at offering some form of ODL*
- Researcher:** *Mm*
- Participant:** *eh ... in its eh ... programme planning*
- Researcher:** *Mhm?*
- Participant:** *And eh ...*
- Researcher:** *The intention being to achieve what?*
- Participant:** *The intention being*
- Researcher:** *Mhm?*
- Participant:** *to try to deal with eh ... expansion*
- Researcher:** *Aha? The issue of access*
- Participant:** *The issue of access*

- Researcher:** *Mhm*
- Participant:** *Yah in fact in terms of that policy each faculty was supposed to have somebody dedicated to ...*
- Researcher:** *to?*
- Participant:** *distance education*
- Researcher:** *Ahaa?*
- Participant:** *And eh ... so far it's only one faculty that happens to have appointed a person to who*
- Researcher:** *Mhm?*
- Participant:** *deals with distance education. And I think it's ... it was mainly something incidental actually*
- Researcher:** *Mhm?*
- Participant:** *Not necessarily out of*
- Researcher:** *a plan*
- Participant:** *a plan*
- Researcher:** *Mhm?*
- Participant:** *Because the ... some administrative eh ... problems regarding the management of the ... the ... the programmes, degree programmes*
- Researcher:** *Mhm?*
- Participant:** *And also there was eh ... it was questionable as to whether there was eh ... quality assurance for ODL programmes*
- Researcher:** *Mhm*
- Participant:** *Then the Faculty of Business got under pressure to*
- Researcher:** *Mhm?*
- Participant:** *actually employ a person*
- Researcher:** *Mhm*

- Participant:** to ... to ... *to look into this ... this thing*
- Researcher:** *Mhm Ok*
- Participant:** *So the ... mainly the Mainstreaming Policy was ... was mainly done for that purpose as well*
- Researcher:** *Mm*
- Participant:** *Eh issues of quality assurance*
- Researcher:** *Mhm?*
- Participant:** *and access*
- Researcher:** and access
- Participant:** *Because, CCE since it's not an accrediting eh ... Centre*
- Researcher:** *Mhm*
- Participant:** *it has to rely on the support of the faculties*
- Researcher:** on the faculties. Ok, ok. Now, now the ... the Mainstreaming Policy, when I look at the Mainstreaming Policy and that purpose that it is meant to expand access and also to ... to look into issues of quality. If you look at that and ... and look at the plan that says we're only going to enrol 3% of the student body through ODL. I ... it becomes difficult for me to reconcile the two policies. *Uhm ... eh ...* that of the Strategic Plan and targeting 3% and the ... the ... the Mainstreaming Policy which is preaching expansion
- Participant:** *Mm*
- Researcher:** When ... when currently we are offering only ... we are enrolling only 3% of the student body through ODL ... currently
- Participant:** *Mm*
- Researcher:** And in the future we're planning to enrol only 3%, we are not planning an expansion there
- Participant:** *Mm, mm*
- Researcher:** And yet there is policy that says ... there is Mainstreaming Policy, all the faculties must embrace distance education

- Participant:** *Mm*
- Researcher:** They must expand. I ... I don't understand, so I would like you as one of the people in Administration of ODL to ... to comment on that
- Participant:** Yah I ... I think this is eh ... mainly because
- Researcher:** *Mhm?*
- Participant:** *there hasn't been eh ... serious thought placed on planning for distance education*
- Researcher:** Ok?
- Participant:** *at the University. So that is why there eh ... are this kind of contradictions*
- Researcher:** Ok
- Participant:** *There hasn't been any real focus on*
- Researcher:** *Mhm?*
- Participant:** *looking into the issue of distance education*
- Researcher:** Ok
- Participant:** *So whatever efforts have been made have been piece meal eh ... isolated efforts*
- Researcher:** Ok
- Participant:** *and that is what eh ... is creating this ... this problem*
- Researcher:** Ok. May be also emanating from your comment earlier on that *eh ... CCE* is not sort of giving the lead that
- Participant:** *Yah*
- Researcher:** it is supposed to give in terms of ODL
- Participant:** *Definitely*
- Researcher:** *Ee*
- Participant:** definitely

- Researcher:** And what do you think contributes to that?
- Participant:** Well, *what I think contributes to that is that eh ... we don't seem to know eh ... how to man our institutions*
- Researcher:** Ok
- Participant:** I ... *I think what we do is that we just look for individuals*
- Researcher:** *Mhm?*
- Participant:** *who have got higher qualifications and then we place them into offices to say yah can you run this office*
- Researcher:** *Mhm?*
- Participant:** *But in terms of assessing people to see if they are visionary in terms of character*
- Researcher:** *Mhm?*
- Participant:** Eh ... first of all it is not even part of our recruitment system. Our recruitment system is in such a way that it looks at paper qualifications. And eh ... may be all of us here don't even deserve to be here in the first place. We're not the right material for the CCE
- Researcher:** *Mhm?*
- Participant:** *Because uh ... to me as far as I'm concerned there is no professional recruitment system that has been put in place*
- Researcher:** Ok
- Participant:** *And eh ... it's like personal intuition*
- Researcher:** *Mhm?*
- Participant:** *is the major eh ... driving force*
- Researcher:** Ok
- Participant:** *of how we operate*
- Researcher:** Ok

- Participant:** *So unless you can through luck eh ... bump onto a person who will happen to be visionary who'll happen to be eh ... all-rounded and have marketing initiatives*
- Researcher:** *Mhm?*
- Participant:** *Eh ... chances are that we are just going to be operating haphazardly*
- Researcher:** *Mhm ... Mhm?*
- Participant:** *Yah*
- Researcher:** *Mhm? And eh ... it ... ODL is believed to be a specialised field*
- Participant:** *Mm*
- Researcher:** *So I would like to know ... for you to comment on the preparedness of people, I know you have mentioned it in passing, the preparedness of the people, right from the ... may be head of the institution down to ... everybody ... How are they prepared to handle distance education?*
- Participant:** *To me there are not eh ... there is no systematic manner in which people are being prepared*
- Researcher:** *Ok*
- Participant:** *Yah and eh ... actually let me say this. We don't have eh ... eh ... a knowledge management system in the institution*
- Researcher:** *Ok?*
- Participant:** *And as you know, in academic settings generally*
- Researcher:** *Mm?*
- Participant:** *it is managed through eh ... people who are rotating. And eh ... there is no guarantee that eh ... the levels of delivery of one individual*
- Researcher:** *Mhm?*
- Participant:** *can be carried over eh ... during the transition as people change eh ... offices. So since we don't have any such system eh ... we're bound to be weary*
- Researcher:** *Ok?*

- Participant:** *uh ... because there is very little that is done to prepare people to lead*
- Researcher:** *Mhm?*
- Participant:** *Eh ... even, even the people who are managing the programmes here*
- Researcher:** *Mhm*
- Participant:** *generally they go to study*
- Researcher:** *Ok*
- Participant:** *Eh ... a core area, if it's Economics, it's Economics*
- Researcher:** *Mhm?*
- Participant:** *and somebody does a PhD*
- Researcher:** *Mhm?*
- Participant:** *He comes and coordinates a programme*
- Researcher:** *Mhm?*
- Participant:** *But in terms of eh ... eh ... ODL specialisation*
- Researcher:** *Mhm*
- Participant:** *and in terms of eh ... recruitment and in terms of assessment*
- Researcher:** *Mhm*
- Participant:** *developing assessment and training systems*
- Researcher:** *Mhm?*
- Participant:** *Eh ... there is nothing that I see myself professionally*
- Researcher:** *Ok?*
- Participant:** *that is being done in this area*
- Researcher:** *Ok*
- Participant:** *Eh ... there might be some piece meal eh ... activity there and there to develop the staff, but I don't see eh ... much*

- Researcher:** Ok
- Participant:** *The only initiative that I've seen so far has been carried out by Mma Kamau*
- Researcher:** *Mhm?*
- Participant:** *to have people enrolled into this UNISA Certificate*
- Researcher:** Yes, yes
- Participant:** *for Distance Education*
- Researcher:** *Mhm?*
- Participant:** *Practitioners. And that is all*
- Researcher:** *Mhm?*
- Participant:** so far that's ... that's ...
- Researcher:** that exposes people to ODL practice?
- Participant:** *Yah*
- Researcher:** Ok. *Uhm ... would you ... would you eh ... say then that eh ... if the distance education practitioners themselves, at the University of Botswana, do not have grounding in distance education, it might affect the perception on distance education for the rest of the University even for Management, and it might actually even contribute towards the perception of ... you know, the status of distance education within the University of Botswana*
- Participant:** Definitely
- Researcher:** *Mm?*
- Participant:** Definitely, I think so. *There is definitely a very low level preparedness of*
- Researcher:** *Mm*
- Participant:** *even from the practitioners*
- Researcher:** *Mm*
- Participant:** *And eh ... this is also compounded by the poor service that ... I think that is country-wide*
- Researcher:** Oh, ok?

- Participant:** *in all sectors. If I give you an example*
- Researcher:** *Mhm?*
- Participant:** *you know, the people here*
- Researcher:** *Mhm?*
- Participant:** *they tend to build silos and wherever you have a comfort zone you're there and that's it*
- Researcher:** *Mhm?*
- Participant:** *Eh ... it's very interesting. Eh ... somebody may come to my office to ask me*
- Researcher:** *Mhm?*
- Participant:** *how many students have enrolled for a*
- Researcher:** *Mm?*
- Participant:** *particular programme*
- Researcher:** *Mhm?*
- Participant:** *And that person has got a computer sitting in his own office and the person couldn't ... could actually learn how to access the database and ... instead of looking around for people to tell him and waste time*
- Researcher:** *Mhm*
- Participant:** *Just to click on a computer it tells him that information*
- Researcher:** *Mhm?*
- Participant:** *But because people believe ... ok, a Student Information System is managed by Faculty Administrator*
- Researcher:** *Mm?*
- Participant:** *So I don't have to do anything that will deal with the student information system*
- Researcher:** *Yah, yah*

- Participant:** *You see, even if it's to your benefit, you know, people just don't see it eh ... that way*
- Researcher:** *Mhm ... Mhm?*
- Participant:** *Yah*
- Researcher:** *Ok*
- Participant:** *So I mean once we have such attitudes and they're are quite grounded*
- Researcher:** *Mhm?*
- Participant:** *Eh ... you know, its, its, its difficult*
- Researcher:** *difficult. Ok*
- Participant:** *Mm*
- Researcher:** *Yah. No, I think, I think eh ... Let me ... let me go back and eh ... look at this information that I have ... I have collected. I'm definitely sure I'm going to need to come back*
- Participant:** *Mhm?*
- Researcher:** *Eh, to you to make a follow up on a few things*
- Participant:** *Mm*
- Researcher:** *Ee, when I start making sense of what I have collected*
- Participant:** *Mm*
- Researcher:** *Ee, rra so thank you very much. I'm actually looking at your time*
- Participant:** *Ee*
- Researcher:** *that which you mentioned, I think we're getting on it very, very much*
- Participant:** *Ee, mma*
- Researcher:** *So thank you very much*
- Participant:** *Thank you very much. I think your research is going to help us also*
- Researcher:** *I hope so*
- Participant:** *I think it's very, very good*

Researcher: Thank you

Interview Transcripts – T10

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

Researcher: *Ee mma*, good afternoon

Participant: Good afternoon

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

Participant: Nod

Researcher: This research is going to count towards my assessment for a PhD qualification

Participant: Nod

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

Participant: Nod

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

Participant: Thank you very much for the invitation to participate. I hope I will be able to provide useful information

Researcher: Yes, thank you very much. I think it will be very useful. Research indicates that sub-Saharan Africa continues to record the lowest participation rates in the world in tertiary level education and training, with an average rate of about 5% by 2007 figures. Would you say that the participation at tertiary level in Botswana is also low?

- Participant:** *Eh ... I'm inclined to believe that eh ... the participation rate is low, except that I am not quite sure of eh ... how many eh ... students are registered in South Africa*
- Researcher:** Ok?
- Participant:** But looking at *eh ...* the numbers that are registering here
- Researcher:** *Mhm?*
- Participant:** in local institutions, especially here at *eh ...* the University of Botswana
- Researcher:** *Mhm?*
- Participant:** though I'd, I'm not *eh ...* conversant as such with other programmes that are running at the
- Researcher:** *Mhm?*
- Participant:** Centre for Continuing Education, being classes of Business and other things
- Researcher:** *Mhm ... Mhm?*
- Participant:** I'm at least *eh ...* aware of *eh ...* the Diploma in Primary Education
- Researcher:** Ok
- Participant:** which *eh ...* so far when I enquired about the numbers of teachers that are ... the total number of teachers that are *eh ...* upgrading. It's about 5 000
- Researcher:** Ok
- Participant:** So to me that is *eh ... a low number when you consider the fact that eh ... when you ask other institutions how many ... their enrolment in distance education programmes*
- Researcher:** *Mhm?*
- Participant:** *you find that the number*
- Researcher:** *Mm*
- Participant:** *is quite high*

- Researcher:** *Mm*
- Participant:** And the 5 000 that we are talking about, you know, we're looking at *eh ...* as you know, small outputs *eh ...*
- Researcher:** *Mhm?*
- Participant:** per year
- Researcher:** *Mhm?*
- Participant:** Like *eh ...* this year for instance ... excuse me ... like *eh ...* this year we just graduated *eh ...*
- Researcher:** *Mhm?*
- Participant:** the Diploma in Primary Education by distance
- Researcher:** *Mhm?*
- Participant:** We graduated only four hundred and fifty one
- Researcher:** *Ahaa?*
- Participant:** students. And to me, considering *eh ...* the size of the country and the need that people often express
- Researcher:** Ok?
- Participant:** I feel this is *eh ...* a low number
- Researcher:** Ok. This graduation was ... was after how many years of going through the programme?
- Participant:** *Eh ...* this programme ... it's supposed to be *eh ...* according to the regulations it's a programme that at least the students should finish at least in six years
- Researcher:** Ok
- Participant:** because they're doing it while they're working.
- Researcher:** Ok

- Participant:** But then these students *eh* ... we didn't graduate the number ... the Diploma in Primary Education, the first graduates I think were in 2006
- Researcher:** Ok
- Participant:** And still, the numbers were low even though I don't have
- Researcher:** Ok
- Participant:** the file here.
- Researcher:** Ok, ok
- Participant:** We can look at it later but the numbers were still *eh* ... low and *eh* ... these students had *eh* ... joined the programme starting 1999/2000
- Researcher:** Ok, ok
- Participant:** But we only ... well of course some of it was not due to their own doing
- Researcher:** *Mhm?*
- Participant:** It was due to some logistics
- Researcher:** Ok
- Participant:** which were not working quite well
- Researcher:** Ok
- Participant:** So the students ended up graduating late, when some could have completed earlier
- Researcher:** Ok
- Participant:** So they've really taken a long time. But there're those who are able to finish their work in four years or so
- Researcher:** Ok
- Participant:** But then ... the numbers are very low
- Researcher:** they're very low

- Participant:** as you can see the total that we have
- Researcher:** Ok. Thank you. *Eh ...* I know you touched on ... on *eh ...* comparing Botswana with the other neighbouring countries. Do ... do you have any comparing ... comparable figures as to how we are doing *eh ...* compared to say South Africa, Mauritius and Namibia in terms of enrolling *eh ...* people at tertiary level, not necessarily through distance education
- Participant:** *Mm ...* I would say *eh ... eh ...* well, our enrolment ... it has been, somehow I would say average
- Researcher:** Ok
- Participant:** Because a course *eh ...* I mean if you take both the distance and the conventional programme, I would say average, but not good enough
- Researcher:** Ok
- Participant:** Because when you listen to the figures of the students that are completing from the secondary schools
- Researcher:** Ok?
- Participant:** we are still on the low side, and if you look at the presentations ... the figures that were given by the Tertiary Council of Education
- Researcher:** *Yah*
- Participant:** when they were developing the Policy
- Researcher:** *Mm, mm*
- Participant:** when they looked at the graduates who come from the secondary schools
- Researcher:** *Mhm?*
- Participant:** and look at enrolment at UB, because enrolment at UB ranges between twelve and fifteen thousand
- Researcher:** *Yah*
- Participant:** And the outputs are far, far ... far more than that

- Researcher:** Ok
- Participant:** *Yah, and eh ... I think if you look at eh ... the, the NDP 10 they do outline*
- Researcher:** Ok, the numbers
- Participant:** the numbers (*a scuffle of papers checking NDP 10 numbers*)
- Researcher:** Ok
- Participant:** Numbers are ... if you look at *eh ...* the numbers that were given by the Tertiary Education Council ... were here ...
- Researcher:** It's ok. No problem
- Participant:** it was somewhere ... which shows
- Researcher:** how many secondary graduates?
- Participant:** how many secondary graduates ... and *eh ...*
- Researcher:** Ok?
- Participant:** what they are looking at
- Researcher:** Yes
- Participant:** *you know to be into these programmes. And when you look at eh ... the intakes in other countries then you see the numbers that are admitted*
- Researcher:** *Ee, ee*
- Participant:** *I mean people talk about forty four thousand per given institution*
- Researcher:** *Yah*
- Participant:** I mean UNISA talked about something nearer to
- Researcher:** two hundred thousand
- Participant:** two hundred thousand
- Researcher:** Yes

- Participant:** *and we are still at fifteen thousand*
- Researcher:** at fifteen thousand
- Participant:** Yes our population may not be that much
- Researcher:** *Mm*
- Participant:** but really fifteen thousand as we say looking at the numbers that are given out here
- Researcher:** *Mm*
- Participant:** is still a very low figure
- Researcher:** Ok. *Ee...* Actually the Tertiary Education Council estimates *eh ... eh ...* the ... the ... the 18 to 24 year olds that are able to get into tertiary education in all the institutions in Botswana to be around 11.4% *Ee*, so ...so I do agree that it is really very low
- Participant:** It's very low
- Researcher:** if that 11.4% is shared by all the institutions, including the private *eh ...*institutions
- Participant:** *Ee, mma.* And again if you look at the number of students who have been *eh ...* roaming the streets you know, until such time that we have just had these other institutions come in
- Researcher:** *Mm*
- Participant:** Limkonkwin
- Researcher:** *Mm*
- Participant:** And GIBBS
- Researcher:** Yes
- Participant:** And also the fact that Government has tried now to support students by giving them loans. Now these other institutions have opened up like boBaisago, they've increased the numbers. But still we have a lot
- Researcher:** *Yah* it is still ...

- Participant:** that are still out there
- Researcher:** *Yah*
- Participant:** that would require ... that require to enter tertiary education
- Researcher:** Yes. Now, what would you estimate to be the University of Botswana's contribution to this 11.4% of the eligible population?
- Participant:** *Mm! Hm ...* what would I say really?
- Researcher:** Just ... just looking at the University compare ... comparing it with these other institutions that have cropped up and the ones that have already been there, *eh ...* just a rough estimation ...
- Participant:** A rough estimation. May be if we take *eh ...* that fifteen thousand to
- Researcher:** *Mm*
- Participant:** to a hundred thousand, you know
- Researcher:** Ok?
- Participant:** it's ... it's I mean fifteen over ... fifteen over hundred ... you know, that one becomes a drop in the ocean
- Researcher:** in the ocean
- Participant:** *Yah*
- Researcher:** *Ee*
- Participant:** And that would make it about what? About 7% well 7 is even high
- Researcher:** Ok?
- Participant:** or even less
- Researcher:** Ok. Other, other colleagues were thinking that *eh ...* the University is contributing the largest number towards that 11.4
- Participant:** towards the 11.4.
- Researcher:** *Yah*
- Participant:** Well, if you look at Botswana alone

- Researcher:** *Mm*
- Participant:** well I mean, if we compare it with outside institutions you know
- Researcher:** *Ee*, no
- Participant:** If you compare it with internal ...
- Researcher:** just internally ... yes
- Participant:** then it will, may be ... be the one that is contributing about *eh* ...
- Researcher:** *Mm*
- Participant:** 9% while
- Researcher:** Ok?
- Participant:** others are contributing 2%
- Researcher:** *Yah* Ok
- Participant:** *Yah*
- Researcher:** *Yah* Now, recently research indicates a trend in many developing countries where more and more adults including employees, want to access tertiary level education. I'd like to know whether this is true for Botswana as well
- Participant:** Yes
- Researcher:** *Mhm?*
- Participant:** A lot of Batswana now really want to be educated
- Researcher:** *Mhm?*
- Participant:** And they do talk. You find people talking about the fact that one ... you know, it is very difficult nowadays to leave your family and leave your job and say you are going to be at school
- Researcher:** *Mhm?*
- Participant:** because the economic situation has changed

- Researcher:** *Mhm?*
- Participant:** And you find that it is very expensive to buy food, to take children to school with everything now changing
- Researcher:** *Mhm?*
- Participant:** So people are really interested now in something that they can study from home
- Researcher:** *Mhm?*
- Participant:** Yes you find that a lot of people including Mme Mma Sibande are ... if they can't access the University of Botswana, they will go to UNISA ... they will go to University of Pretoria ...
- Researcher:** *Yah, yah, yah*
- Participant:** So that my assessment is that a lot of people want that. And that is shown also by the numbers of people. You know, I work here at UB
- Researcher:** *Mhm?*
- Participant:** and I also take some classes at CCE
- Researcher:** *Mhm ... Mhm?*
- Participant:** after hours
- Researcher:** after hours. *Yah?*
- Participant:** I'm trying to do my PhD also
- Researcher:** *Yah Ok?*
- Participant:** And I, you know, look, when I look at the numbers of people that come to classes in the evening
- Researcher:** Ok, *Mhm?*
- Participant:** *Some of them would like to come but it's only that they are far away.*
- Researcher:** *Mhm?*
- Participant:** But in the classes that I have attended, we have people who are determined to come from places like Tonota to come ... I had a

classmate last year who was coming from *eh* ... Tonota to attend classes

Researcher: *Hm!*

Participant: In the evening she would travel by bus to come here

Researcher: *Ao?*

Participant: *after class. And then go back in the evening ... the night train after taking the class ... to be in class the next morning. And then there was another one who was coming from Letlhakeng*

Researcher: *Hm!*

Participant: Also she was driving from ... she's still in school right now, I'm not sure if she has transferred.

Researcher: *Ok*

Participant: Then she was ... she was from Letlhakeng. And she was driving from there to the class every evening

Researcher: *Mm*

Participant: I have another one from Bokaa. This one is still on.

Researcher: *Mm*

Participant: She's driving from Bokaa every day. I have two classmates who are driving from Molepolole every day

Researcher: *Wao!*

Participant: And they're coming for five o'clock classes

Researcher: for five o'clock which end

Participant: at eight o'clock

Researcher: *Hm!*

Participant: and they travel back ever time after class

Researcher: *Ooh!*

- Participant:** And they have got a number of classes they attend
- Researcher:** Hm!
- Participant:** It just shows that people are
- Researcher:** there is need out there
- Participant:** *Yah the need is there, out there*
- Researcher:** *Mm*
- Participant:** *and I think more people would enter if opportunities were there,*
- Researcher:** *Wao!*
- Participant:** *especially if, you know, eh ... the programme was not to be only provided in Gaborone*
- Researcher:** *Yah, yah*
- Participant:** *If it was to be provided in other areas, have satellites*
- Researcher:** *Mhm?*
- Participant:** *You know that can serve the students*
- Researcher:** *Mhm?*
- Participant:** *Reach them through video or teleconferencing*
- Researcher:** *Mhm ... Mhm ... Mhm?*
- Participant:** *I think the numbers would soar high*
- Researcher:** Yes
- Participant:** Yes
- Researcher:** Yes, ok. What do you think should be done to increase opportunities for more enrolment, at University level?
- Participant:** *Eh ... to me, I think first of all we should be willing to ... to note or to accept the fact that distance education is another important way of offering programmes, not just by the way*

- Researcher:** *Mhm?*
- Participant:** *But that it is one important way. Just as conventional is important, distance is another important way of offering. Then with that we should open access*
- Researcher:** *Mhm?*
- Participant:** You know, *not to limit*. But also *the University*
- Researcher:** *Mhm?*
- Participant:** *can open access if it has increased the resources*. There will be a lot of implications. Numbers could be increased here at the University
- Researcher:** *Mhm ... Mhm ... Mhm?*
- Participant:** but there will be resource implications but ...
- Researcher:** Ok
- Participant:** that is one way that you know, then the ... *the numbers can be increased by opening access, increasing the enrolment target*
- Researcher:** *Mm*
- Participant:** *and then increasing the resources*
- Researcher:** increasing the resources. *Mhm*
- Participant:** So *if that is done, then I think the University would be able to take more students and be more organised* because, in a number of programmes that are offered right now
- Researcher:** *Mhm ... Mhm?*
- Participant:** You know, people are teaching ... they're part-time. We have faculty from conventional programmes
- Researcher:** *Mhm ... Mhm?*
- Participant:** teaching
- Researcher:** Ok?
- Participant:** part-time learners

- Researcher:** *Mhm?*
- Participant:** *whereas really, if it's well established I think the modalities could be worked out to ensure that there is more commitment to the programme ... and have what we call ... we have just been discussing this. I'm talking about a dual mode of operation*
- Researcher:** *Mhm ... Mhm?*
- Participant:** *whereby both distance and conventional ... they run together*
- Researcher:** *Mhm*
- Participant:** *and they're given that equal importance*
- Researcher:** *Ahaa*
- Participant:** *And if they're given that equal importance it means even in terms of human resources*
- Researcher:** *Ok?*
- Participant:** *Faculty*
- Researcher:** *Mhm?*
- Participant:** *has to have the same you know, rigour that the conventional programme has in terms of providing the necessary faculty*
- Researcher:** *Ok*
- Participant:** *Ee, mma*
- Researcher:** *You've ... you've covered eh ... but I'll go through it again ...*
- Participant:** *Ee, mma*
- Researcher:** *The part where I was going to actually acknowledge that the University of Botswana has identified ODL as an important*
- Participant:** *Ee, mma*
- Researcher:** *Eh ... delivery mode*
- Participant:** *Ee, mma. And it's taking it now as one of the priority areas*

- Researcher:** I'm glad to hear that ... I'm glad to hear that
- Participant:** *Ee, mma*
- Researcher:** *Mhm? Ee ...* What ... what I wanted to follow up it's ... it's ... it's this issue of its status compared with the face-to-face. Now that the University is taking it up *eh ... eh ...* during NDP 10, how ... how have they planned its status compared to the face-to-face
- Participant:** *Eh ...* I would say ... well, I'm not too sure how ... what the plans are
- Researcher:** Ok
- Participant:** but from the information that I ... we have been given
- Researcher:** Alright?
- Participant:** At least we're just working on our Strategic Plans
- Researcher:** *Mhm?*
- Participant:** What I know is that *eh ...* ideas are being sort on how
- Researcher:** Ok?
- Participant:** to make sure that once this programme you know picks up
- Researcher:** *Mhm?*
- Participant:** to gain the same momentum as the conventional one
- Researcher:** *Ahaa*
- Participant:** what are some of those things that would need to be done
- Researcher:** Ok
- Participant:** because there was *eh ... eh ...* a consultant who has been looking ... you must have received the document
- Researcher:** Yes, I've heard about it
- Participant:** where the consultant has been studying the ODL programme and came up with some options which can be followed

- Researcher:** *Mm*
- Participant:** to strengthen the programme. So what we are currently doing even here ...
- Researcher:** *Mm?*
- Participant:** is to study those options
- Researcher:** *Yah*
- Participant:** and *eh* ... give you know, views to say you know, how can this ...
- Researcher:** how can we move?
- Participant:** programme be moved forward
- Researcher:** Ok
- Participant:** and be moved forward in a manner that there will be more access to the programme
- Researcher:** Ok. *Eh* ... proponents of ... of ODL are claiming that *eh* ... through its flexibility, industrialised nature and the potential for massification, which usually results in cost-effectiveness, ODL can open up access to quality education. But there are also critics *eh* ... who think that ODL cannot *eh* ... offer quality *eh* ... education at tertiary level, particularly at post graduate level. I would like your opinion on these two, *eh* ... schools of thought
- Participant:** Well, I'm of the impression that *eh* ... *eh* ... ODL can be a quality programme
- Researcher:** *Mm*
- Participant:** Because first of all, *when you structure the programme, you have to structure the programme with quality in mind*
- Researcher:** *Mhm?*
- Participant:** *You don't just have to say because this is a ... an open and distance learning programme*
- Researcher:** Ok?
- Participant:** well *it can go anyhow*
- Researcher:** *Mhm?*

- Participant:** If you really want your institution ... *if you know excellence is the motto of your institution*
- Researcher:** *Yah*
- Participant:** *then you want everything that is offered in your institution*
- Researcher:** *Mhm?*
- Participant:** *to be quality*
- Researcher:** *Ok*
- Participant:** *including the ODL programme. And I strongly believe that if the programme is structured well and quality measures are put in place*
- Researcher:** *Mm*
- Participant:** *the open and distance education graduate will be the same as the conventional graduate*
- Researcher:** *Mm*
- Participant:** *because after all we are saying this is the same programme*
- Researcher:** *Mhm?*
- Participant:** The programme should not ... once the programme is *eh* ... developed
- Researcher:** *Mhm?*
- Participant:** it should not be a lower programme compared to
- Researcher:** *Mhm ... Mhm?*
- Participant:** the conventional programme
- Researcher:** *Mhm ... Mm*
- Participant:** each should be ... if you're using the dual mode concept, this programme is the same
- Researcher:** *Mhm?*
- Participant:** except that this one is offered on a daily basis *eh* ... through

- Researcher:** face-to-face
- Participant:** face-to-face presentation, but this one
- Researcher:** *Mhm?*
- Participant:** the student is doing it out there ... But to make sure that *the teaching strategies*
- Researcher:** *Mhm?*
- Participant:** *are innovative and they allow this distance learner to acquire the same knowledge. Because at the end of the day, they're going to receive the same certificate*
- Researcher:** *Mhm ... Mhm?*
- Participant:** *An ODL person does not receive a lower certificate*
- Researcher:** *Mhm ... Mhm?*
- Participant:** from the conventional person
- Researcher:** *Mhm*
- Participant:** *So because of that then, the quality has to be the same*
- Researcher:** Ok
- Participant:** the quality of programmes
- Researcher:** *Mhm. In your observation since you've been working for the University of Botswana for quite sometime and there have been these two modes of delivery ... face-to-face and ODL, how would you comment on ... on the ... the level of ... of support for both modes by the University, particularly the Central Governing body of the University?*
- Participant:** Well, I would say, well, the Central Governing body I think it has done what it needs to do because they have established a Centre
- Researcher:** *Ahaa*
- Participant:** for Continuing Education
- Researcher:** Ok?

- Participant:** It has a Director like any other Centre
- Researcher:** *Mhm?*
- Participant:** And it has got a lot of staff members there who do the programme development
- Researcher:** *Mhm ... Mhm?*
- Participant:** developing of the modules, managing of *eh* ... the exams to ensure that they're distributed accordingly
- Researcher:** *Mhm?*
- Participant:** Instructional *eh* ... Designers are there
- Researcher:** *Mhm ... Mhm?*
- Participant:** and *eh* ... to deliver what is needed
- Researcher:** *Mhm?*
- Participant:** But I think where the programme has experienced some suffering it's in terms of the teaching
- Researcher:** *Mhm?*
- Participant:** or the delivery of the programme
- Researcher:** Ok?
- Participant:** Because as I said earlier, people who are teaching there are part-time ... I mean, they're faculty
- Researcher:** Ok?
- Participant:** from the conventional programme
- Researcher:** *Mhm?*
- Participant:** So they teach there
- Researcher:** *Mhm?*

- Participant:** over you know, weekends and I'm not too sure what happens during ... as the students are attached out there
- Researcher:** *Mhm?*
- Participant:** Because they're attached out there, but *I don't know who is looking after them*
- Researcher:** *Mhm?*
- Participant:** And you know, *what kind of communication goes*
- Researcher:** *Mhm?*
- Participant:** *on how many times*
- Researcher:** *Mhm?*
- Participant:** *are they visited*
- Researcher:** *Mhm ... Mhm?*
- Participant:** *and who does what out there*
- Researcher:** *Mm*
- Participant:** But as far as the structures here
- Researcher:** *Mhm?*
- Participant:** you know, are concerned
- Researcher:** *Mhm?*
- Participant:** there is enough for what is offered now. But as I said earlier *if it were to grow*
- Researcher:** *Mhm?*
- Participant:** *or open access*
- Researcher:** *Mhm?*
- Participant:** *the CCE as it is now will have to be you know, restructured*
- Researcher:** restructured

- Participant:** *Yah, there will be need for reorganising*
- Researcher:** *Mhm ... Mhm?*
- Participant:** *structuring, to ensure that*
- Researcher:** *Mhm?*
- Participant:** *the Centre for Continuing Education can cater for*
- Researcher:** *Ok*
- Participant:** *for more students*
- Researcher:** *Mhm*
- Participant:** *But the ... you know, the people who are not entirely committed to teaching distance education, I think that is a problem*
- Researcher:** *Mhm*
- Participant:** *The other thing that I have noticed is that eh ... you know the faculty who teach at the distance education programme, should also have the teaching strategies, should have been trained*
- Researcher:** *Mhm*
- Participant:** *in working with adult learners and*
- Researcher:** *Mhm ... Mhm*
- Participant:** *these strategies that they can use ... the approaches*
- Researcher:** *Mhm?*
- Participant:** *And I'm not too sure*
- Researcher:** *Mhm?*
- Participant:** *whether those faculty are just taken you know*
- Researcher:** *Ahaa ... preparedness to do ...*
- Participant:** *Do they know what to do? Yes, they have got the content*

- Researcher:** *Mhm?*
- Participant:** *but having content*
- Researcher:** *Mhm?*
- Participant:** *doesn't mean that you're able to deliver it to everybody*
- Researcher:** *Yah*
- Participant:** because delivery methods for a baby, a small baby
- Researcher:** *Mhm?*
- Participant:** for the *eh* ... an adolescent in school at secondary, the adult
- Researcher:** *Aha...aha*
- Participant:** learners. Those delivery methods are different
- Researcher:** are different
- Participant:** So to me really, people need to be trained accordingly. If I borrow from Health
- Researcher:** *Mhm?*
- Participant:** *Eh* ... we had an upgrade programme for the Enrolled Nurses
- Researcher:** Ok?
- Participant:** to become Registered Nurses
- Researcher:** *Mhm?*
- Participant:** And what happened was that some faculty members were taken to be trained
- Researcher:** *Mhm?*
- Participant:** to ... in distance education
- Researcher:** *Mhm?*
- Participant:** *Eh* ... you know *eh* ... what ... delivery modes
- Researcher:** *Mhm?*

- Participant:** So they came and now operated with a background that *eh ...*
- Researcher:** Ok
- Participant:** *Eh ... the necessary background to deliver such a programme*
- Researcher:** Ok. *So with the other programmes that the CCE are offering, they are not taking faculty through that ... to initiate them*
- Participant:** This is where I am not sure what is happening
- Researcher:** Ok?
- Participant:** but I was just putting it as a way of saying ...
- Researcher:** *Yah*
- Participant:** *to strengthen the programme ensure that ... and ensure that it gets the necessary attention*
- Researcher:** *Yah*
- Participant:** *people need to have some training*
- Researcher:** Yes
- Participant:** on those methods ...
- Researcher:** Yes, yes. No, that's true. Now, *eh ... we ... we*, when I was looking at some of the documents of the University of Botswana I could see that ... the ... the ... some of the reports that during the current Strategic Plan, *eh ...* during the period of ... of this current Strategic Plan which ends in March next year, ODL was contributing, according to that report ... was contributing only 3% of the student population. *Eh ... and eh ...* and then I looked at the ... the plan for the future
- Participant:** NDP 10
- Researcher:** NDP 10 and the Strategic Plan is sort of indicate that there's not going to be growth as far as ODL is concerned. There is *eh ... eh ... a 3% eh ...* growth, not growth ... a 3% ... an annual 3% contribution through distance education towards the student body. So I'm just wondering ... how come, if the University is saying we are emphasising on distance education in the next plan period, and *eh ... eh ...* we want more access towards the

University programmes. Now, how do you reconcile that with the plan that says we are going to stay at 3%? I ... I just wanted your comment on that

Participant: Well, that's *eh* ... that's not an easy one to answer because

Researcher: *Yah*

Participant: I ... I think may be

Researcher: *Mhm?*

Participant: *the problem could be that UB all along because it has functioned more in delivering conventional programmes*

Researcher: *Aha ... Aha?*

Participant: *they are still inclined to want to increase on*

Researcher: Ok

Participant: *on the conventional side*

Researcher: *Mhm?*

Participant: *whereas, as we have just said, the idea really would have been ... you know, to increase both sides actually*

Researcher: *Mhm?*

Participant: *because as we said, the students who are out ... waiting out there*

Researcher: *Mm*

Participant: *are many*

Researcher: *Mhm?*

Participant: *So the ideal thing for me would have been to raise both sides*

Researcher: *Mhm ... Mhm?*

Participant: But *eh* ... as you say

Researcher: *Mm*

Participant: something ... it doesn't sound

- Researcher:** *Yah*, it doesn't sound *yah*
- Participant:** If it has to stay ...
- Researcher:** not unless ... interpreting it especially ...
- Participant:** *Yah* may be we're not clear... *yah* ... the interpretation or the understanding ... we don't understand
- Researcher:** Yes, yes
- Participant:** 3% of what
- Researcher:** *Ee*
- Participant:** *Yah*
- Researcher:** Of the student body ... it was saying that it's going to be 3% per annum, until the enrolment *eh* ... is reached of three thousand and fifty by 2015
- Participant:** I guess may be they, there're ... they want to stagger it ... hopefully they're staggering it because they're looking at the resources
- Researcher:** *Mhm ... Mhm*
- Participant:** that we have currently ... you know
- Researcher:** *Mm*
- Participant:** monitory, budgetary and human resources
- Researcher:** *Mhm?*
- Participant:** And hopefully, may be with *eh* ... the next *eh* ... plan period they would have *eh* ... they would increase now having developed from the recommendations that we're getting from these
- Researcher:** *Yah, yah*
- Participant:** May be then it would facilitate
- Researcher:** *Mhm ... Mhm?*
- Participant:** more development to take place

- Researcher:** *Yah, Yah, Yah*
- Participant:** then the intakes could increase
- Researcher:** Increase ok
- Participant:** Coz that is the only thing that I can see that well, to come from 3% and say tomorrow I'm taking *eh* ... 10% you need
- Researcher:** *Yah, yah* that change
- Participant:** resources to go ... for resources to go with that
- Researcher:** *Yah*
- Participant:** and again considering the fact that the satellites may still be under-developed
- Researcher:** Ok
- Participant:** *Because then, if you have to increase the numbers, it means even out there*
- Researcher:** *Mhm?*
- Participant:** *the satellites to ... have to be well developed and*
- Researcher:** *Yah, yah*
- Participant:** *have to be well resourced*
- Researcher:** Ok *Yah*, that's a ... the spirit. I notice that there are about *eh* ... seven programmes out of about hundred and thirty two *eh* ... across levels and across faculties. *Eh* ... *eh* ... these seven are the ... the only ones that are in both *eh* ... conventional
- Participant:** conventional
- Researcher:** and ODL and I wonder what influenced the decision to have just a few programmes in *eh* ... that can be accessed through ODL
- Participant:** The other thing that ... the thing that might have influenced that could have been demands from the Government. Because if you look at DPE
- Researcher:** *Mhm?*
- Participant:** That I'm familiar with

- Researcher:** *Mhm?*
- Participant:** *(Apologises for an interruption – somebody has come to request the participant to sign some papers that couldn't wait)*
- Researcher:** *Ee, mma. It's ok*
- Participant:** *(comes back to continue the interview)*
- Researcher:** We were ... we were looking at the programmes
- Participant:** *Ee, mma*
- Researcher:** *Ee, mma*
- Participant:** *Ee, Ok, the seven programmes*
- Researcher:** the seven programmes
- Participant:** and not more ...
- Researcher:** Yes
- Participant:** So I was just saying that if you look at the DPE, the Diploma in Primary Education, by distance
- Researcher:** *Mhm?*
- Participant:** it ... it was started mainly to upgrade the ... the Primary Teachers who had started teaching
- Researcher:** *Mhm?*
- Participant:** when some of them had completed *eh* ... only Form 3 and had been operating *eh* ... just post Form 3 without any other development
- Researcher:** *Mhm?*
- Participant:** To raise people to a Diploma level
- Researcher:** *Mhm*
- Participant:** So *eh* ... in other programmes too, it might have been the demand
- Researcher:** *Mhm?*

- Participant:** from *eh* ... those *eh* ... specific fields
- Researcher:** *Mhm ... Mhm?*
- Participant:** like *eh* ... Business
- Researcher:** *Mhm?*
- Participant:** could have *eh* ... *eh* ... wanted people who have a Diploma and asked for ... Because what I've seen is that Government keeps asking for certain programmes
- Researcher:** *Mhm*
- Participant:** at certain periods in the year.
- Researcher:** *Mhm?*
- Participant:** Like during the holidays in winter for instance, which is a longer period,
- Researcher:** *Mhm?*
- Participant:** they do ask for certain programmes
- Researcher:** Ok, ok
- Participant:** for certain people to be upgraded. So may be as I say I'm not sure if those programmes were really the ... they had targeted may be as a Centre and also the demand was from the Government
- Researcher:** Ok
- Participant:** But then, now that the world sees ODL
- Researcher:** *Mhm?*
- Participant:** as an important mode
- Researcher:** *Mhm ... Mhm?*
- Participant:** people also out there
- Researcher:** *Mhm?*

- Participant:** are you know, asking for it, because as I say the benefits that they look at out-weigh you know, *eh ...* taking the conventional way of ... *eh ...*
- Researcher:** *Yah*
- Participant:** because people want to continue to learn as adults learners
- Researcher:** Yes
- Participant:** So now people are asking ... the University aren't you offering such and such a programme, aren't you offering such and such a programme? And even at work, they will be asking, you know, their Ministries to say *eh ...* you know ... are there any programmes on this ... I don't want to go for a conventional programme, I want to go for a distance programme where I can study from home
- Researcher:** *Mhm*
- Participant:** *Yah*
- Researcher:** Ok. I ... I ... I just want your opinion on this one *eh ...* as somebody who has been working in a dual mode institution, having both face-to-face and *eh ...* distance education. Whether you think may be ODL might be having any challenges as a result of being within an ... a dual mode institution
- Participant:** *Yah, the challenges that they have eh ... as I said, you know, to ... to rely on someone that you know that you don't have total control*
- Researcher:** Ok?
- Participant:** *because to me CCE does not have total control on this ... the faculty that they are using*
- Researcher:** Ok
- Participant:** *to teach in the programme*
- Researcher:** *Mhm?*
- Participant:** I mean, *they do eh ... give them the ... the course plans and give them the information to well, to come to classes, they give them the time-tables*
- Researcher:** *Mhm?*
- Participant:** *But at the end of the day really, that person has their full commitment somewhere else*

- Researcher:** *Mhm ... Mhm ... Mhm ... Mhm?*
- Participant:** *and to that other programme its partial commitment*
- Researcher:** *Yah, yah*
- Participant:** *And that to me is ... is a challenge*
- Researcher:** *a constraint Yah ... Yah*
- Participant:** *You know it's a challenge both in teaching*
- Researcher:** *Mhm?*
- Participant:** *and because then eh ... they're preparing twice*
- Researcher:** *Mhm*
- Participant:** *they're preparing for the conventional, they're preparing for the distance*
- Researcher:** *Workload*
- Participant:** *You may find that you know ... when you look at that workload ... they do know that they're ... The other thing that is a challenge is that, in the programme ... in the programmes that they are employed for which are the conventional*
- Researcher:** *Mhm?*
- Participant:** *they have the PMS to satisfy*
- Researcher:** *Ahaa?*
- Participant:** *And all those requirements are listed out that they have to meet. And most of the time, you know may be 90% of their time or more goes to this which they're committed to*
- Researcher:** *Yah ... Yah*
- Participant:** *I've seen for instance, in the Colleges*
- Researcher:** *Mm?*
- Participant:** *because the Diploma, I'll keep referring to in*

- Researcher:** Yes
- Participant:** Primary Education because that's the one that we're working with
- Researcher:** *Mhm*
- Participant:** the people who are assisting the students there in the Colleges
- Researcher:** *Mhm ... Mhm?*
- Participant:** are the faculty who are teaching
- Researcher:** *Mhm?*
- Participant:** in the conventional programme
- Researcher:** *Mhm?*
- Participant:** And they often say *kana nna* you know, there I'm just part-time, I'm assisting. Assisting someone who is not there
- Researcher:** *Mm ... Mm*
- Participant:** You know, they say I'm assisting
- Researcher:** *Mm*
- Participant:** but my commitment is this side
- Researcher:** my core business *Yah*
- Participant:** And every time you see, *when we have the results you know presented, you'll find that ... you ask yourself that you know this side there're gaps here and there and there. This is not in, this is missing. You wonder for instance, if the student has not completed their project*
- Researcher:** *Mm ... Mm?*
- Participant:** they take a long time to complete their teaching portfolios
- Researcher:** *Mhm?*
- Participant:** And they take a long time to complete their projects
- Researcher:** *Mm*

- Participant:** *Because a kere you know the conventional students, they do teaching practice*
- Researcher:** *Yah*
- Participant:** *which is fully supervised*
- Researcher:** *Yah, yah, the entire ...*
- Participant:** *and is presented in time so that they're ready*
- Researcher:** *Mm*
- Participant:** *to complete at this period. Then you get to the distance, you know. You ask yourself ... how many times are they followed for this project?*
- Researcher:** *Mm ... mm*
- Participant:** *How many times are they followed for this teaching assignment or teaching portfolio*
- Researcher:** *Mm*
- Participant:** *So you find that, people think because its distance you know, these students can go on and on and on. But that's why I say ...*
- Researcher:** *Mm*
- Participant:** *you want to see yourself finishing within a certain period ... you know, specified period or even less*
- Researcher:** *Mm*
- Participant:** *Because it says the programme can completed in four to six years*
- Researcher:** *Yah*
- Participant:** *So some who are really hard working can complete in four years*
- Researcher:** *in four years. Yah*
- Participant:** *But then they can only achieve that if there is good supervision and assistance that you know, when they need someone to talk to, that someone is there. So the challenge is that you know, much more commitment goes to that side*

- Researcher:** *Mm*
- Participant:** and not much this side
- Researcher:** *Mm*
- Participant:** You look at assessment, there are more gaps this side and hardly any gaps on the on the ...
- Researcher:** *Mm, Mm*
- Participant:** conventional side
- Researcher:** *Mm, Mm, Mm*
- Participant:** If you look at the follow ups you know, you wonder, how many times these people follow up, follow up. They do come for residential
- Researcher:** *Yah ... Yah*
- Participant:** But I think even out there it would be nice to have someone that they can talk to
- Researcher:** *Yah, Yah*
- Participant:** *Another major challenge is that the library resources*
- Researcher:** *Yah*
- Participant:** *You know ... they come to the University. Here there are resources. They will go to places like Francistown. But when they're out there*
- Researcher:** *Mm?*
- Participant:** *they are complaining that they can't finish their projects on time because they don't have books. You know reference materials*
- Researcher:** Yes
- Participant:** *are a problem ... They can't reach the internet when they are out there.*
- Researcher:** *Yah ... Yah*
- Participant:** So, all these are serious challenges
- Researcher:** Yes, they are. They are

- Participant:** *Yah ... and to get some of them the assistance that they need, you may find that a student has to be travelling from Kgalagadi, may be she is working there as a teacher. She has to travel from Kgalagadi to get to some base either in Serowe*
- Researcher:** *Mm*
- Participant:** Francistown or where ever
- Researcher:** *Mhm*
- Participant:** *Whereas if there were resources out there, there were some satellites where at least one could reach the internet*
- Researcher:** *Mm*
- Participant:** And could, you know, *have books transported somehow to the ...*
- Researcher:** *Yah*
- Participant:** to those *satellites*
- Researcher:** *Yah*
- Participant:** Some of the books that students need
- Researcher:** *Mm*
- Participant:** then may be life would be much better
- Researcher:** much better *yah*. It would
- Participant:** *Ee. So it's the challenges of the library, challenges of supervision, challenges of commitment of the faculty members*
- Researcher:** *Mm*
- Participant:** to the programme. They might be ... they're trying to do their best ... but best within constraints, because again here they teach over the weekends most of the time, what I've seen, apart from residential
- Researcher:** *Mm*
- Participant:** You know that are block. Some students come over the weekend and coming over the weekend its not easy for every student.

- Researcher:** *Yah*
- Participant:** Because here especially in Botswana then that's the time when people are going to weddings, funerals and culturally
- Researcher:** *Mm*
- Participant:** these things are important. If you don't attend, people are looking at you that
- Researcher:** *Yah*
- Participant:** tomorrow if you have a wedding
- Researcher:** *Mm*
- Participant:** or a funeral.
- Researcher:** *Mhm ... Mhm?*
- Participant:** So even if there is a class over the weekend, you might find yourself constraint
- Researcher:** *Mm*
- Participant:** not to attend your class
- Researcher:** *Mm, Yah*
- Participant:** because of social commitments
- Researcher:** Yes
- Participant:** *Yah*
- Researcher:** Earlier on we ... we touched on preparedness of people at UB for ... for the ODL mode. How, how would the Centre for Academic Development assist the University to prepare and equip employees to be effective in this area
- Participant:** Well, the way I see it is that the Centre for Academic Development *eh ...* has offices that *eh ...* do specific assignments in preparing ... One we have the Educational Technology Department
- Researcher:** Ok?

- Participant:** *And eh ... the Educational eh ... eh ... Technology Department has specialist people there who have people specialised in different areas*
- Researcher:** *Mhm?*
- Participant:** *You know, e-learning*
- Researcher:** *Ok*
- Participant:** *You know, Instructional Designers, Media Developers*
- Researcher:** *Mhm?*
- Participant:** *and other things. I know CCE also has ... But if these resources are pooled together and these people work together*
- Researcher:** *Mhm?*
- Participant:** *and service the programme together, I think it will be better*
- Researcher:** *Yah*
- Participant:** *So eh ... CAD can assist with Edu Tech. CAD can also assist ... there's eh ... the Teaching Learning Unit.*
- Researcher:** *Mhm?*
- Participant:** *in the Centre for Academic Development and the Teaching Learning Unit can assist in many ways as far as the teaching strategies*
- Researcher:** *Mhm?*
- Participant:** *are concerned because*
- Researcher:** *Mhm*
- Participant:** *it is ... Teaching Learning Unit is concerned with academic development*
- Researcher:** *Mm*
- Participant:** *development of programmes, development of assessment strategies, you know, many, many uhm ... things that are directed towards making sure that the programme, you know, has what makes a programme.*
- Researcher:** *Mhm?*

- Participant:** *So they can, in the same way that they're developing the faculty members for the conventional programme, if they were to also embrace those strategies that are specifically for the ODL mode that would be very helpful*
- Researcher:** *Ee*
- Participant:** *to ... to ... to*
- Researcher:** *to enhance the work of the ...*
- Participant:** *to enhance that programme ...*
- Researcher:** *Yah*
- Participant:** *And then we have eh ... the Academic eh ... eh ... the APRU ... Academic eh ... Programme Review Unit*
- Researcher:** *Mhm*
- Participant:** *who are concerned with eh ... policy development*
- Researcher:** *Mhm*
- Participant:** *with quality*
- Researcher:** *Mhm?*
- Participant:** *eh ... assurance and eh ... policies. So those people, you know, they look at actually, how the programmes are operating, the need for programme reviewers. You know, the programmes have to be reviewed at certain periods. The curricula should be of a certain standard. The workloads should be you know, of a certain standard. So they look at all the standards. The quality manual contains all those necessary standards*
- Researcher:** *Ok*
- Participant:** *and it is the responsibility of APRU that the University understands and maintains those standards that affect eh ... the ... the programme, that affect the workloads, that affect ... To ensure that the programme is a quality programme. So if they were also to look at the programmes that are offered through distance*
- Researcher:** *through the distance mode*
- Participant:** *Not just*

- Researcher:** *Mm?*
- Participant:** through the conventional, because *currently I know that they deal*
- Researcher:** *Mhm?*
- Participant:** *with conventional programmes.*
- Researcher:** *Mhm*
- Participant:** *So the same Unit that ... could also look at the programmes that are offered by distance*
- Researcher:** Yes
- Participant:** *Look at the actual programme itself, the programme structure*
- Researcher:** *Mhm?*
- Participant:** Look at the workload of the faculty members, look at the qualifications of the faculty members and you know ... everything about that programme. Just side by side with the conventional, to ensure that quality is maintained
- Researcher:** *Yah*
- Participant:** the quality of the programme
- Researcher:** *Mm*
- Participant:** And then we also have *eh ... the ... the ... eh ...* Communication and Study Skills Unit
- Researcher:** *Yah*
- Participant:** You know, we had a meeting recently where they were saying, people can also be pooled from them to teach certain aspects that are related to
- Researcher:** *Yah*
- Participant:** Communication and Study Skills
- Researcher:** Ok
- Participant:** Because those students ... they also take Communication and Study Skills. *(Signals interruption from her cell phone – important call that lasted for 54 seconds only).*

- Researcher:** *Ee, mma*
- Participant:** *(back and ready to continue with interview)*
- Researcher:** *Ee, mma* I ... I ... I'm interested in the Distance Education Mainstreaming Policy
- Participant:** *Ee, mma*
- Researcher:** *Ee, mma.* I want to know what is the purpose of that policy
- Participant:** *I don't know about that policy. You know*
- Researcher:** *Ee*
- Participant:** we were in a meeting two days ago
- Researcher:** Ok?
- Participant:** Someone *eh* ... our Acting Director here
- Researcher:** *Mm?*
- Participant:** talked about that policy
- Researcher:** Ok
- Participant:** and they were still going to give us copies to read
- Researcher:** *Aah!*
- Participant:** We don't know much about it
- Researcher:** *Aah* ... you don't know much about it
- Participant:** *Ee, mma*
- Researcher:** It's been in place since 2005
- Participant:** *Ee* I think they just overlooked giving it to other units. Edu Tech has it
- Researcher:** *Aah?*
- Participant:** but the other CAD units

- Researcher:** *Uhm?*
- Participant:** we did not get to
- Researcher:** *Uhm?*
- Participant:** look at that copy
- Researcher:** *Yah*, so it means we can't discuss that area because otherwise I'm very interested in knowing the impact of that on access
- Participant:** The impact *yah*. But what I heard, *yah*, what I heard in the last meeting was that
- Researcher:** *Uhm?*
- Participant:** in their plan to try and you know, work with CCE now to become, if we go this dual mode we're trying to have *eh* ... the staff in the CCE and Edu Tech, if they come and work together. They're also trying to look at that
- Researcher:** *Uhm?*
- Participant:** *eh* ... Mainstreaming Policy
- Researcher:** *Uhm?*
- Participant:** to see
- Researcher:** *Yah*
- Participant:** how it can be taken up here
- Researcher:** Yes. No thank you so much Mme Mma Ncube
- Participant:** *Ee mma*
- Researcher:** *Eh* ... But ... but if when I go back and *eh* ... put together this information I need some more information
- Participant:** *Ee, mma*. Especially in case of the figures because I didn't know how much and what to expect
- Researcher:** *Ee, mma ... ee mma*
- Participant:** So, we do have documents that *eh* ... where we have some figures ... and even the teachers. *Kana* the teachers ... they rush with young ones

- Researcher:** *Yah*
- Participant:** And as we say, adult learners learn differently
- Researcher:** *Yah ... yah* and take their time and ...
- Participant:** they take their time. But these young ones you know they're just rushing ... and people who join them ... we're not saying people should not join them
- Researcher:** *Mm*
- Participant:** But it's hectic
- Researcher:** *Yah*
- Participant:** It's hectic. But when you develop *eh* ... you know, learning materials for adult learners ... this is why there is a course ... a programme called Adult Education
- Researcher:** *Yah*
- Participant:** There are principles that one has to
- Researcher:** *Yah ... Yah*
- Participant:** apply when you're dealing with adults ...
- Researcher:** *Ee*, no that is true. I wonder, I wonder if in your opinion dual mode or dedicated institution ... I know the Tertiary Education Council is contemplating *eh* ... dedicated and I wonder ... with our number in Botswana ... we have just above a million people here, *eh* ... do you think a dedicated institution for distance education at tertiary level would be viable *eh* ...
- Participant:** Well, I think it would be viable if we were to also operate like UNISA is operating by having *eh* ... a larger slot for Batswana
- Researcher:** *Mhm?*
- Participant:** But having a quota
- Researcher:** Ok
- Participant:** for other countries.

- Researcher:** Ok, ok
- Participant:** Because then ... those would pay for the programme and it would help to ...
- Researcher:** *Mhm ... Mhm*
- Participant:** Ok even the local ones would do that
- Researcher:** *Ee, ee*
- Participant:** But when you combine the financial resources
- Researcher:** *Mhm ... Mhm?*
- Participant:** from external you know *eh* ... candidates and ours
- Researcher:** *Mhm?*
- Participant:** then those will help to maintain the programme
- Researcher:** Ok
- Participant:** Because if you look at other countries, and when we go abroad ourselves
- Researcher:** *Mm*
- Participant:** to study programmes, look at how much people are charging us
- Researcher:** *Yah*
- Participant:** So our programmes as well should be able to have this quota and have these people, you know, pay higher than what we pay and when we combine the resources, then the programme can sustain itself
- Researcher:** Ok
- Participant:** Of course, may be the Government will still have to have a hand in there. But I know that the Government is challenging everybody
- Researcher:** *Yah*
- Participant:** to take part in developing, you know their ... the employee
- Researcher:** *Mm ... Mm*
- Participant:** So that private organisations and everybody you know, has to chip in there somewhere

- Researcher:** Ok
- Participant:** So I still feel it is something that can be sustained
- Researcher:** that can be sustained, ok
- Participant:** If we open up to other countries
- Researcher:** Ok
- Participant:** I mean countries are opening ... even Namibia which is eh ... some of their programmes just came up yesterday
- Researcher:** *Yah*
- Participant:** But they have opened up to Batswana and lots of you know
- Researcher:** *Mm ... Mm*
- Participant:** Students who could not get ... I've talked to a number of parents whose children could not a placement here. They're in Namibia
- Researcher:** *Yah*
- Participant:** Yes, so we need to do the same thing
- Researcher:** *Mm*
- Participant:** to open up to other countries
- Researcher:** *Yah*
- Participant:** *Ee*
- Researcher:** Thank you very much. Like I was saying, I would have to ... I might have to make a follow up and I hope you'll find *eh* ... time to ...
- Participant:** *Ee, mma*
- Researcher:** If I need to check again
- Participant:** *Ee, mma*
- Researcher:** to ... to ... to ... Thank you very much. *Ee, mma*

Interview Transcripts – T11

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

Researcher: Yes, thank you very much. I think we will have ... we will have done it by then. Now, yes, let me continue by thanking you for your voluntary participation in this research. Let me bring it forward.

Participant: Ok, you're welcome

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

Participant: Ok

Researcher: I ... I will start with questions of a general nature and then move specifically to the experiences *eh* ... of the growth of ODL at the University of Botswana, *eh* ... as a dual mode institution

Participant: Ok

Researcher: Research indicates that sub-Saharan Africa continues to record the lowest participation rate in the world in tertiary level education and training, with an average rate of about 5% of the eligible populations *eh* ... by 2007 figures. Would you say that participation at tertiary level in Botswana is as low

Participant: Well, I think the Tertiary Education Council has discussed this

Researcher: *Mhm?*

Participant: in their preparatory document for the Tertiary Education Policy and the data is also included in the Policy itself. I think they estimate ... seven ... I can't remember the exact figure ... it's either a seven or eleven percent

Researcher: I think it's eleven *Yah*

Participant: at the moment

Researcher: Yes

- Participant:** And the Policy seeks to increase quite rapidly to 17%
- Researcher:** *Ee, rra*
- Participant:** in 2016
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** Actually they are ... they are yes estimating 11.4, but updating it to 24 in
- Participant:** *Yah.* I think they started ... yes twenty four. Actually they started with a lower figure
- Researcher:** *Yah, yah*
- Participant:** And agreed on eleven
- Researcher:** Yes
- Participant:** Of course I ... But the query is whether that includes the number of students who are studying outside the borders
- Researcher:** *Yah, Ok*
- Participant:** There's a definition issue
- Researcher:** Ok?
- Participant:** that has to be taken into account.
- Researcher:** *Uhm? Ok?*
- Participant:** *Uhm ...* I think its standard definitions of the proportion of the cohort. It's done in terms within the country
- Researcher:** within the country
- Participant:** And I think ... because Botswana is a bit different from many places. We have so many people, so many students outside the country – possibly indicative of shortage of places for tertiary level study locally

Researcher: outside the country, yes

Participant: we might also have to take that into account

Researcher: Yes

Participant: So that would make comparisons with other countries a bit complicated

Researcher: *Yah.* Actually that is where I was ... I was going to move to say how do we compare with *eh* ... South Africa, Mauritius and Namibia because it looks like those are our comparators

Participant: *Yah* I think there is a table

Researcher: Ok

Participant: in the background document to the Policy

Researcher: Ok

Participant: which makes those comparisons

Researcher: Ok

Participant: South Africa and Mauritius are in there but I don't think Namibia

Researcher: Ok

Participant: is.

Researcher: Ok

Participant: And I would think in the continental picture

Researcher: *Mhm?*

Participant: as usual, these are the leading

Researcher: Yes

Participant: countries

Researcher: *Mm.* And *eh* ... of the 11.4% that has been established *eh* ... of the 18 to 24 year old eligible population that does have access to tertiary education, what is the share of this population *eh* ... that manages to

access the tertiary education would you estimate to be the University of Botswana's contribution?

Participant: I think we're about 50%

Researcher: *Ahaa?*

Participant: of the total

Researcher: Ok?

Participant: That's what TEC has ... said

Researcher: *Ah, ok*

Participant: Yes

Researcher: Recently research indicates a trend in many developing countries where more and more adults, including the working population want to access tertiary level *eh* ... education and training. Is this true with Botswana as well?

Participant: *Ehm* ... yes, in some ways I think where we see it is in ... in the professional areas, where people *eh* ... continue to seek to upgrade their qualifications. So we have quite a lot of students who come for degrees on the top of diploma

Researcher: *Mhm?*

Participant: qualifications. They would be older than the 18 to 24 cohort

Researcher: *Mhm?*

Participant: And then there's increasing numbers who want to do Masters level degrees on top of their Bachelors

Researcher: *Mhm* degrees?

Participant: *Mm.* Half of those who are on the Masters degrees are part-time

Researcher: Ok?

Participant: students

Researcher: Ok

- Participant:** And even full-time ones as I see ... a significant proportion
- Researcher:** Ok
- Participant:** of adults have been enrolled
- Researcher:** Ok
- Participant:** *Mm.* So I think it's a trend as educational qualifications you know get bloated up, or so to speak, within the population
- Researcher:** *Mhm?*
- Participant:** And within the demands of jobs then adults do think they're getting left behind
- Researcher:** *Yah*
- Participant:** And they want to undertake further studies
- Researcher:** Ok. A total of about thirty tertiary institutions have been registered *eh* ... with the Tertiary Education Council. Would you say that *eh* ... these institutions are coping with the ... the numbers of both youth and adults who want opportunities for enrolment into tertiary education?
- Participant:** *Ehm* ... that's a bit difficult
- Researcher:** *Mm*
- Participant:** to say ... *Eh* ... but I think if you ... *if you took the 18 to 24*
- Researcher:** *Mhm?*
- Participant:** group
- Researcher:** *Mhm?*
- Participant:** *and you looked at the number that comes from schools have a reasonable pass level, certainly the proportion eligible to come into UB*
- Researcher:** *Mhm?*
- Participant:** *Eh* ... you know *we've set these cut-off points which are our arbitrary way of trying to manage*

- Researcher:** *Mhm?*
- Participant:** numbers
- Researcher:** numbers ... Ok
- Participant:** applying
- Researcher:** *Mhm?*
- Participant:** *Eh ... it doesn't work very well now because they're able to choose with other institutions*
- Researcher:** *Mhm?*
- Participant:** *Eh ... but I think generally the conclusion would be that there is more social demand*
- Researcher:** *Mhm?*
- Participant:** *for places than is currently being met*
- Researcher:** Ok
- Participant:** *by the institutions*
- Researcher:** *Mhm?* And what do you think could be done to increase opportunities ... for more enrolment at this level?
- Participant:** *Ehm ... well, I think the Tertiary Education Policy commits along three lines really. One, the expansion of public tertiary institutions in face-to-face mode*
- Researcher:** *Mhm?*
- Participant:** The expansion of private tertiary institutions, again primarily in face-to-face mode and the possibility of increasing tertiary opportunities through *ehm ...* open and distance learning
- Researcher:** Ok. *Eh ... eh* since 1994, developments in education in Botswana are guided primarily by the Revised National Policy on Education, as well as the Vision 2016 objectives and aspirations. And Botswana like other SADC countries has also identified open and distance learning, as you have just mentioned, as one of the strategies to

improve access to tertiary education. How would you comment on the development of tertiary level ODL in Botswana since 1994?

Participant: I think the initial focus from the Revised National Policy on Education

Researcher: And

Participant: was expanding ODL from secondary

Researcher: Ok

Participant: level

Researcher: Ok

Participant: And, as you're aware

Researcher: *Mm?*

Participant: the major initiative and successful initiative at that was the creation of BOCODOL

Researcher: *Mhm?*

Participant: And the RNPE basically then saw the creation of opportunities at secondary level expansion

Researcher: *Mhm?*

Participant: at that stage as the most important thing to do through ODL

Researcher: Ok

Participant: And it did say in Chapter 8

Researcher: *Mhm?*

Participant: *that UB Centre for Continuing Education should become a national resource. Ehm ... I don't think that was ever achieved ... I don't think for recognition ... that recognition by the national system or by the University itself was made. And consequently there was never the investment of resources eh ... that would be required to make it possible*

- Researcher:** Ok? So ... so what kind of support do you think tertiary level distance education needs from now on in this country in order for it to increase enrolments, as well as deliver quality education and training effectively?
- Participant:** *Ehm ... I think there's no ... at the moment there's no clear direction*
- Researcher:** *Mhm?*
- Participant:** But I think ... as you know, the University commissioned its own study
- Researcher:** Ok
- Participant:** to try and advise the University where to go. But regarding the bigger picture, TEC is about to commission a study I believe on what the best way forward is for the country
- Researcher:** Ok
- Participant:** I think the options are that UB might play an expanded role and/or BOCODOL may play an expanded role at the tertiary level
- Researcher:** *Mm*
- Participant:** and a certain kind of Open University would be created
- Researcher:** *Mm*
- Participant:** I mean ... that matches the options in the policy
- Researcher:** *Yah*
- Participant:** *Ehm ... so I think it's still a very open question as to how limited public funds should be invested*
- Researcher:** Ok
- Participant:** and that ... *the problem would always be that in the smallness of the population*
- Researcher:** *Mhm?*
- Participant:** *the economies of scale that would make ODL really viable*
- Researcher:** *Mhm?*

- Participant:** *are always going to be very difficult*
- Researcher:** *Mhm?*
- Participant:** *to achieve*
- Researcher:** Ok
- Participant:** And that's really difficult
- Researcher:** Ok. Currently Government sponsorship for tertiary level study does not ... does not cover individual students who are studying through open and distance learning
- Participant:** *Mm*
- Researcher:** *Eh ... what ... how do you think this ... this affects the ... the development or the expansion of distance education at tertiary level?*
- Participant:** *Ehm ... it's hard to say, I mean, obviously the majority of students who do tertiary level ODL are working people who*
- Researcher:** *Mm*
- Participant:** *have ... can afford something. Ehm ... but it's hard to say how many are deterred because they don't have*
- Researcher:** *Mm*
- Participant:** *the money to pay*
- Researcher:** *Yah*
- Participant:** I think that may be potential changes in Government like ... I think the President in the State of the Nation Address said something about part-time study didn't he?
- Researcher:** *Yah, he did mention something*
- Participant:** *Eh ... and student ... the approach to part-time study could ... could be eh ...work and pass ... but then that's always been the case in Government*
- Researcher:** *Yah that you pass and ...*

- Participant:** that if you do pass you get paid
- Researcher:** Yes, yes
- Participant:** So, I'm not sure. *Ehm* ... But I would have thought the TEC, if it really promotes expansion in this area, would need to have a package in enabling learning to take place ... To ensure that
- Researcher:** *Yah*
- Participant:** it's not only the institutional capability which puts
- Researcher:** *Yah*
- Participant:** the enabling things for students
- Researcher:** *Yah*. And also *eh* ... I wonder whether it would ... it would have any implications *eh* ... in terms of the ... the ... the mindset of ... of ... of the people. If the employees who are being sent for courses ... their tuition is paid upfront
- Participant:** *Mm*
- Researcher:** And those that take courses through ODL have to pay for themselves and pass before they can be reimbursed. Whether that could have some impact of ... of
- Participant:** Yes, I don't know. Because even face-to-face part-time, I mean, people doing our Diploma in Accountancy and Business Studies
- Researcher:** *Mhm, Mhm?*
- Participant:** I think they have had to pay individually
- Researcher:** Ok
- Participant:** and then they get paid back later
- Researcher:** *Mhm?*
- Participant:** after successful completion and approval
- Researcher:** Ok. *Yah*. Well, proponents of ... of ODL claim that through it flexibility, industrialised nature and potential for massification *eh* ... usually resulting in cost effectiveness ... I know you have expressed your doubts

- Participant:** *Mm*
- Researcher:** about the ... the cost effectiveness in the ... in the massification area of ODL. It says ODL ... they say ODL can open access to quality tertiary education much more than face-to-face can ever hope to do. *Eh ... what would be your comment regarding this ... this claim?*
- Participant:** *Well, I think yah ... potentially, ODL does open access and can provide quality education. There're good examples of like ... that like ... like the UK Open University*
- Researcher:** *Mhm?*
- Participant:** On the other hand I think there are examples again of very poor quality ODL
- Researcher:** *Mhm?*
- Participant:** And so ...
- Researcher:** *Yah*
- Participant:** But it ... *it does boil down to costs and efficiency and those kinds of things. And at least three on-line ODL if I may put it like that ... or known on-line ODL ...*
- Researcher:** *Yah*
- Participant:** *Ehm ... if you don't get those ... reasonably large numbers*
- Researcher:** *Mm*
- Participant:** *Eh ... the development costs are so expensive that it's very difficult to really get the common instruments which can really drive ODL*
- Researcher:** *Yah*
- Participant:** That needs to be ... say in Botswana there're certain areas where the numbers that we might be reaching for may be they can work ... like Primary School Teachers
- Researcher:** *Mm*
- Participant:** *Ehm ... but in a number of other areas ... it's difficult to see what subject areas you would really need*

- Researcher:** *Mhm?*
- Participant:** *Yah ... I think it's a fairly narrow range*
- Researcher:** *Mm ... Mm ... Mhm ... Mhm?*
- Participant:** *May be Business, general Business subjects*
- Researcher:** *Yah*
- Participant:** *You know, there may be a narrow range of things there are enough to touch the numbers*
- Researcher:** *Ok*
- Participant:** *But otherwise it's difficult*
- Researcher:** *Yah*
- Participant:** *But ... specially to get a full menu of say degree programmes ... I think it would be very hard*
- Researcher:** *Mhm? Ok. You know there was a question somewhere where I was going to be asking about the programmes of the University*
- Participant:** *Mm?*
- Researcher:** *But before I get there if I may establish why the University introduced ODL*
- Participant:** *Ehm ... the very first programme was the Certificate in Adult Education in 1983*
- Researcher:** *Mhm?*
- Participant:** *Ehm the ... the then Institute of Adult Education had a Director who came from eh ... Athabasca University and was a proponent of ODL*
- Researcher:** *Ok*
- Participant:** *and thought that this was a way forward*
- Researcher:** *Ok*
- Participant:** *for UB to slot in that particular programme*

- Researcher:** Ok
- Participant:** And that you know, in the end a number of ... *ehm* ... that was supported. But I think there was only ever a hundred and fifty-three potential
- Researcher:** *Mhm?*
- Participant:** students from the Literacy Assistants
- Researcher:** Literacy Assistants
- Participant:** You know
- Researcher:** Yes
- Participant:** So, from there I think it ... it went ... it was ok. *I mean it was ... specially funded through the Germans ... I don't think ultimately ... I think it couldn't have made economic sense*
- Researcher:** Ok
- Participant:** *with that micro level of numbers.* But there remained a continuing idea that we have really certain areas that which *eh* ... ODL could meet the need
- Researcher:** *Mhm?*
- Participant:** *Ehm ... I don't think ... even at that stage ... I'm not sure that the University as an institution*
- Researcher:** *Mhm?*
- Participant:** *ehm ... really adopted the overall strategy of distance as a significant direction it should be going*
- Researcher:** Ok
- Participant:** So it was a particular section of the University which just came up with the numbers of the continuing education
- Researcher:** *Mhm?*
- Participant:** which was kind of dealing issues. And this was an area we should go in

- Researcher:** *Mhm?*
- Participant:** and set a few things up for Diploma in Adult Education and so on
- Researcher:** *Mhm?*
- Participant:** *But never really generated significant momentum ...*
- Researcher:** *Mhm? Ok. But ... but eh ... of recent years how is the University ... how has the University now eh ... sort of bought into the idea, as ... as Central University?*
- Participant:** *Well, I think there was something called the Distance Education Mainstreaming Policy*
- Researcher:** mainstreaming policy. Yes
- Participant:** *which was adopted in 2005*
- Researcher:** *Mm*
- Participant:** *Ehm ... so there was may be some recognition. But I think that CCE didn't see the Policy significantly change the practice*
- Researcher:** *Mhm?*
- Participant:** *Uhm ... so I think this is ... it's been ... (violent sneezing from participant) ... this is part of the reason really why we commissioned this ... consultancy to really advise us seriously as to what the options are for the way forward*
- Researcher:** Ok
- Participant:** But we haven't yet concluded our discussions
- Researcher:** *Yah, yah, yah*
- Participant:** about ... It's come up with four options
- Researcher:** Ok?
- Participant:** From getting out ODL altogether
- Researcher:** *Mhm?*
- Participant:** through to forming some kind of consortium with others

- Researcher:** *Mhm?*
- Participant:** *Ehm ... to which I'm not really ... quite clearly it wasn't fully discussed*
- Researcher:** *Mhm?*
- Participant:** which is whether there is *eh ...* a niche so to speak in *ehm ...* providing programmes on-line
- Researcher:** *Mhm?*
- Participant:** perhaps particularly at graduate level
- Researcher:** *Mhm?*
- Participant:** Because I think the costs for producing on-line courses are less compared to full scale print base programmes
- Researcher:** Well ... *Mhm?*
- Participant:** I don't know if I'm right
- Researcher:** I'm not sure
- Participant:** I think we can do a certain amount
- Researcher:** *Yah*
- Participant:** of on-line *eh ...* which ... (*participant blowing nose*) ... particularly at graduate level
- Researcher:** *Yah*
- Participant:** And back up by *ehm ...* lecturer/student interaction
- Researcher:** *Mm... Mm*
- Participant:** which will be less dependent on, you know, producing all the study guides
- Researcher:** producing all the materials, yes
- Participant:** all that material
- Researcher:** *Mm*

- Participant:** which is really the expensive
- Researcher:** It is very expensive. *Yah*
- Participant:** part. *Yah*. You know, if you upload things, put on lecturer ... you know
- Researcher:** And you can get feedback there immediately
- Participant:** *Yah* feedback ... interactive you know ... lecturer can set interactive tasks and so on
- Researcher:** *Mm*
- Participant:** So
- Researcher:** *Yah*
- Participant:** *I mean, we use on-line learning on campus and it's blended. So ... and I think it could be extended fairly easily, particularly to graduate students*
- Researcher:** Ok
- Participant:** in an effective way, it would not be particularly expensive
- Researcher:** *Mm*
- Participant:** In fact that ... I ... am working on it now ... I envisage
- Researcher:** Ok
- Participant:** Any possibility of actually
- Researcher:** the problem is we're ...
- Participant:** *Yah* they're blowing the distinction between
- Researcher:** *Yah*
- Participant:** on campus and off-campus students
- Researcher:** Ok
- Participant:** And with on-line learning, we're moving in that direction
- Researcher:** *Mm ... Yah* Well, I was going to ask *eh* ... originally

- Participant:** *Yah*
- Researcher:** what is the status of each of these two modes? *Eh* ... the face-to-face mode and the distance ... the ODL mode
- Participant:** *Yah*
- Researcher:** at the University
- Participant:** *Well, obviously we're primarily a face-to-face*
- Researcher:** *Yah*
- Participant:** *institution*
- Researcher:** *Yah*
- Participant:** *We're using on-line to enrich in the first instance the experience of our face-to-face students*
- Researcher:** face-to-face students. Ok
- Participant:** *Ehm* ... our distance learning numbers are ... oh ... I don't have them at my finger tips ... but they're around twelve ... the
- Researcher:** It's about three percent of the ... of the total university ...
- Participant:** of course
- Researcher:** according to some of the records
- Participant:** *I'm not sure it's as high as that*
- Researcher:** They have said three percent. There is a report that says three percent of the student body
- Participant:** Ok
- Researcher:** it's ... it's ... distance
- Participant:** it's ... is that distance ...
- Researcher:** distance ... not including ... not including part-time
- Participant:** ... that high... ok

- Researcher:** no, not including part-time. There is ... there is a report that I referred to ...
I think I might have that one
- Participant:** Ok
- Researcher:** I think I could check ...
- Participant:** Ok, *yah* ... I was going to say *it's about five hundred*
- Researcher:** *Yah*
- Participant:** *So you can make a calculation ... five hundred out of sixteen thousand ...*
- Researcher:** *Yah*, actually it was a little bit here and there ... three percent they say ...
- Participant:** Ok
- Researcher:** *Mm*
- Participant:** So it's a small percent?
- Researcher:** A very small percent indeed
- Participant:** *Ehm* ... it may be slightly miscalculated
- Researcher:** Ok
- Participant:** because the Diploma in Primary Education
- Researcher:** *Mhm?... Mhm?*
- Participant:** As you know ...
- Researcher:** *Mm* ...
- Participant:** *Ehm* ...
- Researcher:** I thought you were enrolling six hundred students per year?
- Participant:** *Yah*
- Researcher:** *Mm*
- Participant:** So I'm not sure ...

- Researcher:** *Mhm?*
- Participant:** I think it's not defined as UB's programme
- Researcher:** Oh, ok?
- Participant:** for some reason
- Researcher:** Oh?
- Participant:** we manage it ... that's ...
- Researcher:** Oh?
- Participant:** I think at some point it being slightly defined outside ...
- Researcher:** differently
- Participant:** *Mm*
- Researcher:** Why? ... *Yah* ... it would really derail the ... the figures if ...
- Participant:** It would change the them ... I don't think they include it
- Researcher:** *Yah* ... it would change it ... ok? So ... so ... But ... but when I was looking at the ... the next plan period ... *eh* ... the next programme
- Participant:** *Yah* ... the Strategic Plan
- Researcher:** *Yah* ... for 2016 and Beyond ...
- Participant:** *Yah* ...
- Researcher:** I was ...
- Participant:** talks about expansion
- Researcher:** It does. But it's still putting ODL at 3% per annum
- Participant:** Ok ... it ... it
- Researcher:** such that
- Participant:** *Yah*

- Researcher:** by twenty fifteen, *eh* ... students will be at thirty ... *eh* ... three thousand and fifty through ODL
- Participant:** Ok
- Researcher:** *Yah* So I was wondering what is influencing that
- Participant:** I think ... I mean the ... the Strategic Plan is about ... quite significantly improved in numbers of students
- Researcher:** *Mm*
- Participant:** for the institution, in response to tertiary education policies expectations of larger numbers
- Researcher:** Ok
- Participant:** So I think ... while we produce detailed figures for increases in under graduate to graduate face-to-face students, we probably just rolled forward that kind of 3% figure and said well we'll continue in that direction
- Researcher:** *Mhm?*
- Participant:** But to be honest, I think pending decision
- Researcher:** decision, yes
- Participant:** on the Dodds report
- Researcher:** *Yah... yah*
- Participant:** I would say that is still
- Researcher:** *Mhm?*
- Participant:** open to discussion
- Researcher:** Ok, ok
- Participant:** You know I think ... and ... and the TEC ... I think ... you know ... If the TEC would say well, we want a new open university or we want to convert BOCODOL in ... you know ... UB might actually move out of ...
- Researcher:** *Mhm?* And then *eh* ...
- Participant:** And agree may be to just ...

- Researcher:** *Mm*
- Participant:** as I say keep some specific
- Researcher:** *Mm*
- Participant:** on-line
- Researcher:** *Mhm?*
- Participant:** access, particularly with the Masters level
- Researcher:** *Mhm?*
- Participant:** So I think it's still all up in the air with ODL ...
- Researcher:** *Mhm?*
- Participant:** particularly with the TEC's own configurations
- Researcher:** Ok. *Ehm* ... I ... I want us to go back to the Distance Education Mainstreaming Policy
- Participant:** *Mm*
- Researcher:** *Mm*. Just to find out what ... what was its purpose? What was it supposed to achieve?
- Participant:** I think it was trying to ... I think it was driven by CCE
- Researcher:** *Mhm?*
- Participant:** to overcome weaknesses that they felt and the marginalisation that distance education
- Researcher:** *Mhm?*
- Participant:** Just trying to get the institution to commit itself towards expansion of distance education and to a commitment through the ordinary ... faculty structure ...
- Researcher:** faculties
- Participant:** at the University ... to involve them

Researcher: *Mm*

Participant: In the end we only really have the ... the degrees

Researcher: *Mm*

Participant: which are the BBS ... the

Researcher: Business Studies

Participant: The Business Studies. It's only the Faculty of Business

Researcher: *Mhm?*

Participant: that is really engaged in distance

Researcher: Ok

Participant: And it does for example ... you know ... the results, examining, moderation ... all those kinds of things

Researcher: *Mhm?*

Participant: are managed by their faculty.

Researcher: Ok?

Participant: So it does take responsibility

Researcher: Ok

Participant: for those degrees

Researcher: Alright

Participant: They're not CCE degrees

Researcher: *Yah ... yah ... yah*

Participant: They're Faculty of Business degrees

Researcher: *Mhm ... offered through ...*

Participant: And we did create a position for a Distance

Researcher: *Mm*

- Participant:** Education Coordinator in the Faculty of Business to ... you know, be the key ... link person with CCE
- Researcher:** *Mhm?*
- Participant:** And they had great difficulty in filling it. I'm not sure if they have even filled it
- Researcher:** *Yah*, I think they ... it has been
- Participant:** They have? Ok?
- Researcher:** I got an impression that it was when I was talking with CCE
- Participant:** I'm not sure what that person does or how ... whether that is a part to start the mainstreaming agenda
- Researcher:** *Yah*
- Participant:** But no other faculty has really got any significant programme
- Researcher:** Ok?
- Participant:** So the policy has really not made impact in that ...
- Researcher:** Who was supposed to be driving this policy ... you know ... the implementation of the policy?
- Participant:** (*a chuckle from the participant*). I ... to be honest ... I'm not sure who was assigned that policy
- Researcher:** Oh ... Ok?
- Participant:** I mean, a certain amount would ... in general terms, because it's in the Academic Division ... the
- Researcher:** *Mhm?*
- Participant:** would have been my office ... but clearly I can't have direct responsibility for policy implementation. So I guess CCE was sort of owner
- Researcher:** *Mhm?* Ok
- Participant:** *Mm.* Have you seen the policy?

- Researcher:** I have seen it
- Participant:** Ok. I'm sure it says someone ... I can't remember off hand, but usually ...
- Researcher:** *Yah* ... it does say Director CCE
- Participant:** *Yah*
- Researcher:** Yes, it does say that
- Participant:** That in a sense ... that may be answers the question of the mainstreaming ... coz it remained with the
- Researcher:** with CCE?
- Participant:** section of the University
- Researcher:** *Yah, yah*
- Participant:** which made it, regardless of
- Researcher:** *Yah*
- Participant:** how much activity
- Researcher:** Yes
- Participant:** *Mm*
- Researcher:** And I wonder how the ... the Faculty of Business was able to buy into it and ... and what was stopping the other faculties from
- Participant:** I ... I ... I ... I think it is out of the loop that those BBA's were started. But I think it ... it's ... may be CCE who was the drivers ... that they saw that Business Studies was the likelier
- Researcher:** would ... *Yah*
- Participant:** would find something that ...
- Researcher:** *Yah*
- Participant:** may be they can be convinced
- Researcher:** Ok?

- Participant:** *Yah.* Because I know Nursing actually had their books improved for distance education
- Researcher:** Oh?
- Participant:** Really, modality ... I think that they never actually implemented it
- Researcher:** Ok
- Participant:** But at a certain point, they thought that ... that was the direction to go with
- Researcher:** Ok
- Participant:** And I think they got that version approved
- Researcher:** Ok
- Participant:** But they never got it off
- Researcher:** Oh ... Ok
- Participant:** *Mm*
- Researcher:** *Yah* ... I ... I ... I think I'm coming to the end because *eh* ... I was really going to concentrate much on the ... *eh* ... the Mainstreaming Policy ... to say how has it impacted on access to University programmes. I ... I looked at the number of programmes that are offered at the University and I think it's about more than a hundred programmes across faculties at various levels. Something like one thirty-two and I could see that about ten ... actually less ten programmes
- Participant:** Less than ten
- Researcher:** seven programmes that are being offered through both ...
- Participant:** I think it's eight this year
- Researcher:** *Yah*
- Participant:** And it's only that Diplomas ...
- Researcher:** Yes
- Participant:** we think from the University overall, we're phasing out
- Researcher:** Oh?

- Participant:** In actual fact
- Researcher:** *Yah*
- Participant:** the only ... the only ... I mean as an institution, we've said we're going to move out of the Diploma as a
- Researcher:** Diplomas
- Participant:** provision
- Researcher:** *Aha?*
- Participant:** *Ehm* ... the exception has been with the open and distance learning
- Researcher:** *Mhm?*
- Participant:** and part-time
- Researcher:** *Mhm?*
- Participant:** programmes. As far as full-time programmes ... we really ... we keeping reminding ... and we reckon that it is so important
- Researcher:** *Yah*
- Participant:** in itself, or no one else can do it
- Researcher:** *Mhm?*
- Participant:** *Eh* ... but we've began to pace our few students who still remain
- Researcher:** *Yah*
- Participant:** in the Diploma in Law
- Researcher:** *Mhm?*
- Participant:** Social Work, Adult Education etc
- Researcher:** *Mm*
- Participant:** But otherwise the ODL has a Diploma in Adult Education, NGO Management and

- Researcher:** Primary Education
- Participant:** Primary and Youth Work
- Researcher:** *Mm?*
- Participant:** Well. *Eh* ... so I guess their own value is vulnerable
- Researcher:** *Mm*
- Participant:** If we're still slowly phase out
- Researcher:** *Yah* ... diplomas
- Participant:** *Yah*
- Researcher:** *Yah* ... So ... so ... so my impression
- Participant:** I know they've looked very low ... very small, haven't they?
- Researcher:** They do
- Participant:** You see, that's where my viability
- Researcher:** *Yah ... yah*
- Participant:** issue comes in
- Researcher:** Comes in ... Yes ... *Mm*
- Participant:** In some ways they have been quite interesting flexibilities. Like some ... I know subjects ... a few Diploma in Adult Education students who didn't complete the full-time programme
- Researcher:** *Mhm?*
- Participant:** went back into the workforce
- Researcher:** *Mhm?*
- Participant:** and finished their Diplomas through
- Researcher:** while they were working and ... ok
- Participant:** through picking the few outstanding courses through distance learning

- Researcher:** Ok
- Participant:** you know. And I love that kind of potential but ...
- Researcher:** Yes
- Participant:** You know ... you can't offer it ...
- Researcher:** it's unsustainable
- Participant:** you can't offer on a scale that
- Researcher:** *Yah*
- Participant:** that makes sense
- Researcher:** Ok
- Participant:** It could be ... you know, it would be great as we have quite a lot of re-take people who are doing just a few courses. If they could leave UB full-time and do it ... pick up those
- Researcher:** *Mm*
- Participant:** courses through distance learning
- Researcher:** May be this on-line idea
- Participant:** *Yah ... I think*
- Researcher:** it would actually advance that
- Participant:** That to me is the most
- Researcher:** *Mm*
- Participant:** That's the one I think we really have to look at
- Researcher:** *Mm*
- Participant:** You know staff are offering
- Researcher:** *Mm*
- Participant:** the blended learning versions with many of their courses

- Researcher:** *Mhm?*
- Participant:** And ... you know, if you're doing that same in ... especially with subjects in a re-take situation, they can then access them wherever they were
- Researcher:** Ok
- Participant:** You know ...
- Researcher:** *Eh* ... what about ... what about staff working in distance education at the University of Botswana. *Eh* ... their preparedness ... how would you say they're prepared
- Participant:** Well that ... part of the ... the Mainstreaming Policy was to try and make it a ... a normal activity and one which staff could get paid for
- Researcher:** *Mhm?*
- Participant:** over and above their normal *eh* ... salaries
- Researcher:** *Mhm?*
- Participant:** And that has been done
- Researcher:** Ok
- Participant:** And I think a number of them do, do it. Some like it and they're interested
- Researcher:** *Mhm?*
- Participant:** And I think CCE at different times has done workshops and training and so forth
- Researcher:** Ok
- Participant:** *Ehm* ... the staff have very heavy face-to-face workloads. So I'm sure it's only a few ... few ... I don't know how possible for example in Business, which has been the Department to be managed ... released through ... have release time to
- Researcher:** *Mhm?*
- Participant:** manage workloads in a way to enable some staff to give time, or whether it just seen as more work to the total or an additional thing to get paid for it
- Researcher:** Ok

- Participant:** only doing it on spare-time so to speak
- Researcher:** Ok
- Participant:** I mean fundamentally if it were really to be imbedded in institution ... then ... we probably wouldn't actually pay people extra to do it. You would manage workloads so that it could be a normal part
- Researcher:** *Mhm ... Mhm?*
- Participant:** of the people's workload
- Researcher:** of the normal
- Participant:** *Yah*
- Researcher:** *Yah*
- Participant:** But I mean as you know, whether dual mode institutions are really the way to go
- Researcher:** *Yah*
- Participant:** it's still a ...
- Researcher:** is another question
- Participant:** question mark
- Researcher:** And some people think dual mode is the way to go. Well, on paper they're saying that it's the way to go *eh* ... looking at the resources ... that the ... both the modes can share
- Participant:** *Yah*
- Researcher:** the resources and therefore it would be cost-effective in that manner. But in practice, at least in Southern Africa, it doesn't look like *eh* ... through ODL in a dual-mode institution *eh* ...
- Participant:** In South Africa has moved away almost completely as it were
- Researcher:** from dual mode ... well the University of Pretoria is still having some distance education programmes within there but

- Participant:** Do they ... I mean ... they haven't had relatively large numbers and they were also finding it rather very difficult to be sustainable
- Researcher:** Ok. Well, their numbers compared to the face-to-face are generally the same as here at UB. I mean, percentage wise
- Participant:** *Yah* percentage wise
- Researcher:** They do have a large number of like, more than three hundred thousand I think ... well I'm not remembering exactly what is the figure
- Participant:** *Yah*
- Researcher:** they have, but it's a large number. But when you compare it with the face-to-face number
- Participant:** *Mm*
- Researcher:** You can see that its an insignificant number
- Participant:** Yes
- Researcher:** *Mm*
- Participant:** *Yah*
- Researcher:** The same applies to the University of Namibia. They too have a distance education programme, which is not quite *eh* ... as ... you know ... doing as good as
- Participant:** *Yah* ... the Dotts ...
- Researcher:** *Yah*
- Participant:** And I don't know how that NOLnet is working
- Researcher:** Well NOLnet being a ... an inter-institutional association it's working like an association. Because they share the resources that they have
- Participant:** Ok. I mean that's part of the Dodds report
- Researcher:** Yes
- Participant:** Because clearly ... I mean, UB would never be able to have a decent network of learning support

- Researcher:** *Yah ...*
- Participant:** centres
- Researcher:** Ok?
- Participant:** I mean, that is too expensive to do so
- Researcher:** *Yah*
- Participant:** It would have to ...
- Researcher:** to rely on existing ... *yah ... yah*
- Participant:** You know with ... with yourselves
- Researcher:** *Yah*
- Participant:** *Ehm ...* and then ... what your future is as far as the tertiary level ... coz supporting the secondary group is a different thing
- Researcher:** *Yah ...* it is ... *Mm*
- Participant:** from supporting the tertiary
- Researcher:** from tertiary ... *Yah*
- Participant:** And one ... would you erase the effectiveness of what you're doing with the secondary group by turning more towards the tertiary group
- Researcher:** Well, it's actually both
- Participant:** Yes
- Researcher:** It's actually both. Yes, yes. But when it comes to staff development ... developing the staff of the University how much does the University utilise ODL. I mean, registering *eh ...*
- Participant:** Our staff?
- Researcher:** Yes, employees of the University with other institutions
- Participant:** *Mm*
- Researcher:** international or anything

- Participant:** *Eh ... we have a very small handful of our own Academic staff who are doing sort of distance. But like Botshelo*
- Researcher:** *Ok?*
- Participant:** *I'm not sure ... he's sort of distance, sort of part-time, you know*
- Researcher:** *Yah*
- Participant:** *There are a number of people around campus*
- Researcher:** *Mhm?*
- Participant:** *who are pursuing ...*
- Researcher:** *Ok?*
- Participant:** *I think both Masters and PhD studies in some non-full time mode ... let me put it*
- Researcher:** *Yah ... yah ... yah*
- Participant:** *like that*
- Researcher:** *Mm*
- Participant:** *Eh ... but it's a fraction, and it's really their choice because they're sponsored*
- Researcher:** *Ok? Ok*
- Participant:** *Our expectation would be that ... you know, it's easier and better ... quicker in the end*
- Researcher:** *Mhm?*
- Participant:** *if somebody's family and social circumstance allow him to go away for three years*
- Researcher:** *Mhm? Concentrate at it ... yah*
- Participant:** *and do it ... I mean, as you've experienced, doing part-time is*
- Researcher:** *Yah ... it ca be very ...*
- Participant:** *very ... very difficult*

- Researcher:** *Yah*
- Participant:** *Ehm ... but becomes very spread out*
- Researcher:** *Ok?*
- Participant:** *Ehm ... you know, I mean, you're doing it in the end, for your own personal development*
- Researcher:** *Yah*
- Participant:** *But here, that's a requirement*
- Researcher:** *Yah, yah*
- Participant:** *And so ehm ... if people wish to do it by that mode, I ... I think they've been granted that possibility in the past, but it's certainly not an option for UB*
- Researcher:** *Oh UB then it's not planning that*
- Participant:** *No. It's not*
- Researcher:** *Ok*
- Participant:** *I'm not sure in the non-academic areas. I mean, I mean if you're a Human Resources*
- Researcher:** *Mhm?*
- Participant:** *What we do ... if I don't ... from what I see ... I don't see a lot of encouragement for people to do ODL process of training*
- Researcher:** *Ok. Mm Ok, I think I have eh ...*
- Participant:** *Ok?*
- Researcher:** *Yes, thank you very much*
- Participant:** *Good!*
- Researcher:** *Thank you very much. But ... but if when I sit down and listen I may*
- Participant:** *Sure, you may email me and let me offer ...*

Researcher: Yes, yes thank you very much

Participant: You're welcome

Researcher: Yes

Participant: *Yah*

Interview Transcripts – T12

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

Researcher: *Yah, good afternoon*

Participant: *(Nod and clearing of voice)*

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

Participant: *Mm*

Researcher: This research is going to culminate in an assessment for a PhD qualification.

Participant: Ok

Researcher: But in addition to that, I'm expecting the knowledge that will be generated through it to be of interest to a wider audience, *eh ...* since it is touching on access to tertiary education, which happens to be one of the issues of concern for Botswana, the rest of the Southern African Region and beyond. I therefore appreciate very much that you are able to participate in the process of generating such knowledge

Participant: You are welcome

Researcher: Thank you. Research indicates that sub-Saharan Africa continues to record very low participation rates, *eh ...* the lowest actually, in the world, in tertiary level education and training, and there is an about *eh ...* 5% average by 2007 figures. Would you say that the participation at tertiary level in Botswana is also low?

Participant: For ODL

Researcher: In O ... no, in tertiary level

Participant: in tertiary?

Researcher: education generally through any means. Is the participation rate low in Botswana?

Participant: It is low, though observed to be increasing

Researcher: *Mhm?*

Participant: because there are now more than just the one University that has always been

Researcher: *Mhm?*

Participant: available in the country, and offering competitive

Researcher: *Mhm?*

Participant: programmes

Researcher: Ok

Participant: And there are also other tertiary *eh* ... level offering institutions

Researcher: *Mhm?*

Participant: which *eh* ... though not being universities, do offer degree programmes, like NIIT ...

Researcher: Ok?

Participant: And *eh* ... do offer more ... *eh* ... they also offer some that are even more attractive to those who are rejected by the University by virtue of the cut-off points of the University

Researcher: Ok

Participant: *Mm*

Researcher: *Ee.* How in your opinion does Botswana compare with South Africa, Mauritius and Namibia in this regard ... in terms of *eh* ... enrolment at tertiary level?

Participant: I don't know because I don't have the statistics to work with

Researcher: *Ee.* Ok. It has been established that in Botswana about 14 *eh* ... 11.4% of the 18 to 24 year old *eh* ... eligible population does have access to tertiary education. As you have indicated, particularly with

the proliferation of private tertiary institutions in the country. What ... what is the share of this population that manages to access tertiary education would you estimate to be the University of Botswana's contribution?

Participant: *Mm ... the ... the University takes quite a large ... a large proportion*

Researcher: Ok

Participant: Because of the ... the numbers that the University had targeted to ... to ... to take

Researcher: *Mhm?*

Participant: that had availed ...

Researcher: Ok

Participant: Yet we realise that recently the University is even shorting for ... falling short

Researcher: *Mhm?*

Participant: of the projected numbers

Researcher: Ok

Participant: The ... the numbers that the University had intended to enrol have gone down

Researcher: *Mhm?*

Participant: And partly we want to believe that because of other opportunities that the students have

Researcher: Ok

Participant: And even opportunities in the region. There is also the issue of sponsorship

Researcher: *Mhm?*

Participant: Initially Government sponsorship was only available to students who were coming to the University

Researcher: *Mhm?*

Participant: And then with time to those who were going to Government, some of the Government institutions

Researcher: *Mhm?*

Participant: But then, recently the Uni ... Government sponsorship is also available to the private universities within the country.

Researcher: *Mhm*

Participant: So it ... it ... where initially there was kind of compulsion, by way of getting sponsorship, to come to the University of Botswana, now the students have got the liberty

Researcher: *Mhm?*

Participant: to go else where, if they so wish

Researcher: *Mm.* Ok. And recently research indicates a trend in many developing countries, where more and more adults including employees want to access tertiary level education and training. Is this true for Botswana as well?

Participant: It is true

Researcher: *Mhm?*

Participant: There ... the ... you know, just from looking

Researcher: *Mhm?*

Participant: at what happens around the University

Researcher: *Mhm?*

Participant: The working people

Researcher: Ok?

Participant: Those who are working

Researcher: *Mhm?*

Participant: We observe the numbers that are around campus

- Researcher:** *Mhm?*
- Participant:** accessing the ... the evening studies
- Researcher:** *Mhm*
- Participant:** that we do realise that they do want to acquire higher ...
- Researcher:** *Mhm?*
- Participant:** post secondary qualifications
- Researcher:** Ok. *Mhm*. Now, O ... I ... *eh* ... there is a total of about thirty tertiary institutions that are said to have been registered with Tertiary Education Council. Would you say that these tertiary institutions are ... are coping with the demand for tertiary education ... including *eh* ... demands from the youth and the adults that are now sort of *eh* ... increasing?
- Participant:** *Uh* ... I would not really know whether they're coping
- Researcher:** *Mhm?*
- Participant:** or not
- Researcher:** *Mhm ... Mhm?*
- Participant:** But you know the one thing that is the issue to also bring on board here is
- Researcher:** *Mhm?*
- Participant:** the sponsorship
- Researcher:** *Ahaa*
- Participant:** More youth may be wanting to go
- Researcher:** *Mhm*
- Participant:** for tertiary education
- Researcher:** Ok?
- Participant:** but would not have the ... the finance to pay for themselves

- Researcher:** Ok
- Participant:** Even some of the working people
- Researcher:** *Mhm?*
- Participant:** Their salaries *eh* ... are not sufficient enough to even pay for tertiary
- Researcher:** *Mhm?*
- Participant:** education you know. We can not really ... I cannot really say whether they are coping
- Researcher:** *Mhm?*
- Participant:** because the issue of finance also affects accessibility
- Researcher:** *Mhm*
- Participant:** *Yah*
- Researcher:** Since 1994 developments in education in Botswana are guided primarily by the Revised National Policy on Education and also the Vision 2016 objectives and aspirations, particularly this one of building an educated, informed and prosperous nation. It also says the nation has to be productive and *eh* ... innovative
- Participant:** *Mm*
- Researcher:** by 2016. And ... and within the SADC region *eh* ... countries have identified open and distance learning as one of the strategies to improve access to tertiary education
- Participant:** *Mm*
- Researcher:** Would ... would ... how would you comment on the development of tertiary level open and distance learning in Botswana since 1994?
- Participant:** *Mm ... eh ... the ... the ... I think it's slow. I would say it's slow*
- Researcher:** *Mhm?*
- Participant:** The ... the efforts that we see are mainly around the University
- Researcher:** *Mhm?*

- Participant:** where we have the O ... the Centre for Continuing Education
- Researcher:** *Mhm?*
- Participant:** But which by comparison has got eh ... very limited access and numbers that they are dealing with compared to the wider *eh* ... full-time University enrolments
- Researcher:** *Mhm?*
- Participant:** And then we do have efforts ... I think Baisago also were coordinating open and distance learning
- Researcher:** *Mm*
- Participant:** but I don't know their enrolment figures
- Researcher:** *Yah*
- Participant:** And then we do see programmes that are being offered by BOCODOL
- Researcher:** *Mhm?*
- Participant:** for which I have been a writer for some of the programmes
- Researcher:** Ok
- Participant:** Although I have not been a teacher there
- Researcher:** Ok
- Participant:** But those are some of the opportunities that I am familiar with
- Researcher:** Ok
- Participant:** And *eh* ... I do know that *eh* ... *eh* ... a number of working people do access tertiary education through these avenues
- Researcher:** *Mhm?*
- Participant:** *Eh* ... where they can afford to pay for themselves
- Researcher:** *Mm*
- Participant:** *Mm*

- Researcher:** Ok. *Eh ...* some researchers believe that distance education can perform much more cost effectively in a dual mode institution, *eh ...* since the resources can be shared between face-to-face and *eh ...* distance education. How ... how do you comment on this line of thought?
- Participant:** I do embrace that line of thought
- Researcher:** *Mhm?*
- Participant:** Because, *obviously where the University is looking at increasing access*
- Researcher:** *Mhm?*
- Participant:** *it means it would like to increase access given the very resources that are available*
- Researcher:** Yes
- Participant:** *But my observation*
- Researcher:** *Mhm?*
- Participant:** *here at UB*
- Researcher:** *Mm*
- Participant:** *is like the Centre for Continuing Education seems to be operating as an individual entity, where the students go there*
- Researcher:** I see
- Participant:** to the Centre, *rather than for it to have been part of the mainstream University* where we would know that within certain ... within faculties, we do have focus people
- Researcher:** *Mhm?*
- Participant:** who are looking
- Researcher:** *Mhm?*
- Participant:** at enhancing the distance mode of the programmes. *So the separate development eh ... scenario that exists*

- Researcher:** *Mhm*
- Participant:** *does take away from the open and distance learning eh ... the opportunity*
- Researcher:** *Mhm?*
- Participant:** *to maximise on, or to even increase on numbers*
- Researcher:** *Mhm?*
- Participant:** *because if ... you can imagine if they were to use these facilities*
- Researcher:** *Mhm?*
- Participant:** *only over the weekends*
- Researcher:** *Mhm?*
- Participant:** *they would definitely have lots of space*
- Researcher:** *Ok*
- Participant:** *where they can work ... But again the one other thing that enhances open and distance learning opportunities is the availability of ICTs*
- Researcher:** *Mhm?*
- Participant:** *because you are looking at cutting down on the number of face-to-face*
- Researcher:** *Mhm?*
- Participant:** *eh ... presence of ... with people*
- Researcher:** *Mm?*
- Participant:** *So much that the students could also be coming to the University to may be use laboratories that are available to them. And then using facilities like the library. But you find the UB library closes over the weekend*
- Researcher:** *Mhm?*

- Participant:** *And that is the time when most of the open and distance learning learners could have access to the facility*
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** So ... *ehm* ... you would say that the ... the distance education *eh* ... programme within the University of Botswana has some constraints, or ... or it is not utilising the resources that are available to it?
- Participant:** Looking from a distance
- Researcher:** *Yah*
- Participant:** because I'm not directly
- Researcher:** *Yah*
- Participant:** involved, but I'm aware of something ... certain things that are going on
- Researcher:** Ok?
- Participant:** Like I'm aware that the *eh* ... Business Faculty
- Researcher:** *Mhm ... Mhm?*
- Participant:** for instance
- Researcher:** Yes
- Participant:** *Um* ... have ... are more ahead
- Researcher:** Ok
- Participant:** of many
- Researcher:** *Mhm?*
- Participant:** in terms of offering distance because they always had the ... the Certificate and Diploma programmes
- Researcher:** *Mhm ... Mhm?*
- Participant:** which are now being coordinated by the CCE

- Researcher:** Ok
- Participant:** with them
- Researcher:** *Mhm?*
- Participant:** involved
- Researcher:** *Mhm?*
- Participant:** *Mm*
- Researcher:** Ok. *Yah ... from ... from the ... the ... the University's plans, for instance the ... University of Botswana's Strategic Plan to 2016 and Beyond, it ... it appears a small percentage of the student body is planned to access the University's programmes through ODL at various levels. Eh ... eh ... I have seen that eh ... the ... the plan says distance education will contribute 3% per annum, of the student body, which ... which is going to at the end of the five year period ... the student body that is contributed by ODL is going to be three thousand and fifty*
- Participant:** *Mhm?*
- Researcher:** *Ee, whereas the overall student body will be in the region of twenty thousand or so.*
- Participant:** *Mhm?*
- Researcher:** Now, what do you think influences this allocation of target enrolments and programme levels? I also *eh ...* noticed that most of the programmes go up to Diploma level
- Participant:** *Mm*
- Researcher:** in this area, in the distance education area
- Participant:** *Mm*
- Researcher:** What do you think influences these decisions?
- Participant:** I ... I think *the University still sees itself as a full-time enrolment institution and therefore, open and distance learning is only an appendage*

- Researcher:** *Mhm?*
- Participant:** *of what*
- Researcher:** *Mhm?*
- Participant:** *is going on in the University*
- Researcher:** *Ok?*
- Participant:** *Although you find ... well, I don't know how the ... the part-time learning, whether it's rated as open and distance as well*
- Researcher:** *It ... it ... the University actually separates those figures*
- Participant:** *Mm? So ...*
- Researcher:** *Ee ... So it's a separate figure for part-time*
- Participant:** *Mm?*
- Researcher:** *and another one for distance*
- Participant:** *Mm*
- Researcher:** *learning. Mm*
- Participant:** *So eh ... part-time would be the other ... the PhDs and the Masters if we're correct*
- Researcher:** *Mm ... Mm*
- Participant:** *Yah ... so ... but then uh ... if ... if somebody is doing eh ... a degree programme*
- Researcher:** *Mhm?*
- Participant:** *through open and distance and the other is through part-time*
- Researcher:** *Mhm?*
- Participant:** *to me it's not very clear where we draw the line*
- Researcher:** *Mhm?*
- Participant:** *eh ... since they're both not in the full enrolment mode*

- Researcher:** *Mhm?*
- Participant:** And therefore what is it that would make this one part-time and this one
- Researcher:** well, I ... I wouldn't under ... and from the University's point of view
- Participant:** *Mm*
- Researcher:** what's *eh* ... how they differentiate between the two modes
- Participant:** *Mm*
- Researcher:** But ... but their plans are actually very clear. They are showing that so many students will access the programmes through
- Participant:** *Mhm?*
- Researcher:** face-to-face, so many through part-time and so many through distance
- Participant:** Ok
- Researcher:** And *eh* ... in the area of distance, it looks like they have one or two degree programmes, first degree programmes but there're no graduate studies within the distance mode
- Participant:** within that
- Researcher:** *Ee*, but I'm not quite sure how they differentiate between the part-time and distance
- Participant:** *Mm*. But then I would really say that the reason ... I can only
- Researcher:** *Mm?*
- Participant:** figure out from there is that, since the University started off really offering full-time
- Researcher:** *Mhm?*
- Participant:** *eh* ... learning mode
- Researcher:** *Mhm?*

- Participant:** mostly they ... *they perceive things in the full-time enrolment mode*
- Researcher:** *Mhm?*
- Participant:** *Eh ... even with the ... eh ... even with the Distance Education Mainstreaming Policy*
- Researcher:** *Mhm?*
- Participant:** *existing at the*
- Researcher:** *Mhm?*
- Participant:** University. *They still are looking at resident programmes at the University ... even looking at the construction that's going on at*
- Researcher:** *Mm ... Mm*
- Participant:** the University
- Researcher:** Ok? I'm just wondering ... because it is the University *eh ... the Management of the University or the Central Governing body which must have said ... we need distance education*
- Participant:** *Mm*
- Researcher:** And *eh ... when one looks at it and looks ... jus ... just by looking at the figures that are being eh ... attached to ... to be serviced through distance education*
- Participant:** *Mm*
- Researcher:** And the number of programmes. I was looking at the programmes of the University. If I was right, they counted to hundred and thirty two, across the faculties
- Participant:** *Mm*
- Researcher:** And only about ten
- Participant:** *Mm*
- Researcher:** Specifically seven are on ODL
- Participant:** *Mm*

- Researcher:** three are being planned
- Participant:** *Mm*
- Researcher:** to be also included in ODL. That means a total of ten
- Participant:** *Mm*
- Researcher:** And ... and one wonders ... there are so few students that are being planned to go through ODL
- Participant:** *Mm*
- Researcher:** And also so few programmes that are ... are planned to be on the ODL mode
- Participant:** *Mm*
- Researcher:** even with the Mainstreaming Policy
- Participant:** *Mm*
- Researcher:** which has been in place since 2005
- Participant:** *Mm... Mm*
- Researcher:** Now, if the University has found distance education to be important and to be able to increase
- Participant:** access
- Researcher:** access, which is one of the priorities
- Participant:** *Mm*
- Researcher:** of the University
- Participant:** *Mm*
- Researcher:** How come it doesn't look like what is in some of the policies, like the Mainstreaming Policy which says the University will embrace distance education and will put resources into distance education to make sure that there is increased access
- Participant:** *Mm*

- Researcher:** the other *eh* ... plans ... the ... like the Strategic Plan will only say 3% of the ... of the student body will access *eh* ... University programmes through distance education. What do you think could be causing this mismatch of ... of plans?
- Participant:** I ... *I would simply think that it's a lack of strategic leadership from the distance education cadre*
- Researcher:** Oh, ok
- Participant:** *because I believe they are the ones to convince this University, which direction to go.*
- Researcher:** *Mhm*
- Participant:** And then for ... for ... for ... *up to now, I don't think the University ... accountability to the University and to the public at large*
- Researcher:** *Mhm?*
- Participant:** in terms of the existence of the establishment has been taken much into consideration because even with the way it is right now, one should expect that they should be able to offer more, even with the current set up
- Researcher:** *Mhm?*
- Participant:** to offer more programmes and to even cater for more students
- Researcher:** Ok
- Participant:** than what is currently happening. So I believe ... I ... the targets ... they were determined by distance education I suppose
- Researcher:** *Mhm?*
- Participant:** And probably they are ... they lack in ambition
- Researcher:** Ok? Yes *eh* ... I ... I ... I would like also, if ... if you have any idea of what the University *eh* ... what the status of distance education and face-to-face at the University is. I mean, according to the perceived plan ... has the University planned one mode to be major and the other one to be, may be a supporting mode or are they of equal status?
- Participant:** The open and the face-to-face

- Researcher:** The ODL and face-to-face yes
- Participant:** *The face-to-face takes priority for the University.*
- Researcher:** *Mhm?*
- Participant:** *Ee*
- Researcher:** Ok
- Participant:** *The open is an avenue for expanding access.*
- Researcher:** *Mhm?*
- Participant:** *But eh ... the way that things are happening, it has not proved to be*
- Researcher:** *Mm*
- Participant:** *a major undertaking that the University*
- Researcher:** Ok
- Participant:** *is really working on*
- Researcher:** *Mhm?*
- Participant:** *Mm*
- Researcher:** Ok. Alright ... *Eh ...* as somebody working in a dual mode tertiary institution would you say there are any challenges for ODL at university level in a dual mode institution?
- Participant:** The culture
- Researcher:** Ok?
- Participant:** is the major challenge
- Researcher:** *Mhm?*
- Participant:** because there's ... the University was established as a ... as a full-time
- Researcher:** *Mhm?*
- Participant:** learning mode

- Researcher:** *Mhm?*
- Participant:** And therefore there has to be a reorientation
- Researcher:** *Mhm*
- Participant:** for that other ... for ... for ... for *uh* ... the ODL mode to ... to take place
- Researcher:** Ok
- Participant:** in terms of how even staff should perceive the ... the other one ... the ODL
- Researcher:** *Mhm?*
- Participant:** and being prepared to support it. Because you're ... my view is ... you're not looking at two institutions running parallel
- Researcher:** *Mm ... Mm*
- Participant:** you're looking at one institution providing diversity in service
- Researcher:** *Mhm ... Mhm? Yes*
- Participant:** *Mm*
- Researcher:** Ok. Some ... some ODL practitioners believe that ODL is a specialised field. Do you agree with this observation?
- Participant:** I do. That's why I say a cultural
- Researcher:** *Mhm?*
- Participant:** reorientation, which is packaged along with the skills required
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** *Eh ...* would you say that people working directly in the ODL area have been prepared adequately to work in ... in ... in those. *Ke raya gore*, if it is a specialised field, then it means, the University would be preparing people who are going into the ODL and I just want to appreciate your opinion regarding preparedness of people at UB *eh ...* for the ODL mode
- Participant:** The ... the one thing that the ODL mode would demand on learners is independent learning

- Researcher:** *Mhm?*
- Participant:** And this is one big challenge for University practitioners
- Researcher:** *Mhm*
- Participant:** They don't believe
- Researcher:** *Mhm*
- Participant:** learners have the potential for independent
- Researcher:** *Mm*
- Participant:** learning
- Researcher:** *Mhm?*
- Participant:** And therefore even when they ... they articulate learning material
- Researcher:** *Mhm?*
- Participant:** they do it in a way where they perceive these are learners who are very dependent on the teacher
- Researcher:** *Mhm?*
- Participant:** even *eh ... eh* for full-time learners, which
- Researcher:** *Mhm?*
- Participant:** which sometimes it's not exciting for even the full-time learners. So the one thing ... the one thing that's *eh ...* people need to be ODL practitioners is to understand the processes that facilitate for independence in learning
- Researcher:** *Mhm?*
- Participant:** that achievement in learning still has to occur
- Researcher:** *Mhm?*
- Participant:** without the presence of a teacher
- Researcher:** *Yah*

- Participant:** on a day-to-day basis
- Researcher:** Yes. Ok. Now, how would the Centre for Academic Development assist the University to prepare and equip its employees to be effective in this specialised area? Is there anything that the Centre would do?
- Participant:** *They should develop their teacher training curriculum*
- Researcher:** Ok
- Participant:** for ... for that
- Researcher:** *Mhm?*
- Participant:** *An open and distance learning teacher education pro ... curriculum*
- Researcher:** *Mhm?*
- Participant:** *And eh ... and demand that anybody who is to do that teaching should have gone through that*
- Researcher:** *Mhm?*
- Participant:** *it could be implemented at a phased ... as a phased in ...*
- Researcher:** *Mhm?*
- Participant:** *while we know that people ... the teaching has to go on and people don't have*
- Researcher:** Ok
- Participant:** *But each should be there*
- Researcher:** *Mhm?*
- Participant:** *We should not assume that because people are teaching they will be able to teach there, which is currently the case*
- Researcher:** *Mhm*
- Participant:** *And some of our teachers here are not even teachers*
- Researcher:** *Mm ... Mm ... Mm*

- Participant:** *to make it even worse. So if you put them in even more specialised learning area*
- Researcher:** *Mhm?*
- Participant:** *it is even a double demand on them*
- Researcher:** *Ok. Uhm ... eh ... I ... I want you to comment on the uh ... the development of ODL at the University of Botswana. Eh ... do ... do you think ODL being together with the face-to-face within the same University could be having any constraints, because of being with the face-to-face?*
- Participant:** *Mm ... well, the constraint that I ... I ... I ... I see is the one I mentioned earlier on*
- Researcher:** *Mhm?*
- Participant:** *where these are operating as two separate entities now*
- Researcher:** *Ehee, Mm*
- Participant:** *where ... more ... less of them being integrated*
- Researcher:** *Mhm?*
- Participant:** *platforms of learning*
- Researcher:** *Mm*
- Participant:** *And eh ... because like I was ... I ... I did indicate earlier, this Mainstreaming Policy should be in everybody's lips right now*
- Researcher:** *Yes*
- Participant:** *But because we ... we have ... I mean ... I believe anybody who sees it ... sees it as a CCE thing*
- Researcher:** *Yah ... Yah ... Yah*
- Participant:** *And those ... even those who have noticed it they may not even have read it*
- Researcher:** *Yah*
- Participant:** *because this is for CCE*
- Researcher:** *Yah. It's distance education therefore it's ...*

- Participant:** *Ee*
- Researcher:** *for CCE*
- Participant:** *Mm*
- Researcher:** Ok. Now, what about the budget? Do you think *eh* ... there could be any *eh* ... budget constraints? How is the allocation of the budget between the two modes? If you know *eh* ... you have any idea.
- Participant:** I don't know how
- Researcher:** Ok
- Participant:** they get their budget really
- Researcher:** Oh, ok
- Participant:** *Mm*
- Researcher:** *uhm* ... Some critics of ODL believe that it is not an effective mode of delivery. *Eh* ... they ... they ... they feel that it cannot deliver quality university education effectively, *eh* ... particularly post graduate study. What is your opinion concerning that?
- Participant:** *I ... I believe that if the necessary measures are put in place*
- Researcher:** *Mhm?*
- Participant:** *it is just as effective*
- Researcher:** *Mhm?*
- Participant:** *And like ... like I was saying if we do know that the teachers are trained in ODL*
- Researcher:** *Mhm?*
- Participant:** *if we know we have the back up facilities*
- Researcher:** *Mhm?*
- Participant:** *for the students to access*
- Researcher:** *Mhm?*

- Participant:** learning even without a teacher being in front of them
- Researcher:** *Mm?*
- Participant:** *Then eh ...the ... the only limitation that we may experience in our ... in our African settings*
- Researcher:** *Mm?*
- Participant:** is having resources
- Researcher:** *Mm?*
- Participant:** beyond the learning institution
- Researcher:** *Mhm?*
- Participant:** *where computers will not be available for study ... many of the learners.*
- Researcher:** *Mhm?*
- Participant:** But we know there is more and more access
- Researcher:** *Mm?*
- Participant:** to computers. We know that there are more and more investigations as to even using cell phones to facilitate for learning, where the more ... the more m-learning strategies
- Researcher:** *Yah*
- Participant:** *And eh ... we ... we in Botswana have always had the radio which many people access the curriculum and did their non formal*
- Researcher:** *Mm*
- Participant:** what we called non formal education
- Researcher:** Ok
- Participant:** and in it element of distance learning
- Researcher:** *Mhm?*
- Participant:** *(interruption – door opening)* Sorry, I'm in a meeting.

- Researcher:** *Ee, mma.* Like I indicated, there're still some, some, some people who doubt
- Participant:** *Mm*
- Researcher:** *Eh ...* distance education
- Participant:** *Mm*
- Researcher:** and feel that it may not be effective
- Participant:** *Mm*
- Researcher:** at ... at university level
- Participant:** *Mm*
- Researcher:** In your own assessment of the level of development of ODL at the University of Botswana would you think that such concerns and doubts as to the effectiveness of distance education could have disadvantaged its robust development in any way
- Participant:** *It may*
- Researcher:** *Mm*
- Participant:** *especially here. Because even us who are staff here*
- Researcher:** *Mhm?*
- Participant:** *we're discouraged from going for ... distance learning. Like if ... if I'm to go to school, I have to go full-time*
- Researcher:** What you ... what contributes to that?
- Participant:** *I think it's eh ... the culture*
- Researcher:** the culture
- Participant:** *of learning that people acquired*
- Researcher:** *Mhm?*
- Participant:** *and determined was going to be the way to go about things*

Researcher: Ok

Participant: *Mm*

Researcher: Now, in ... in the ... in the area of academic staff teaching skills and competencies, how has your Centre, that is the Centre for Academic Development *eh* ... assisted staff working in the distance teaching and learning mode?

Participant: *From my knowledge not ... not much*

Researcher: Ok

Participant: *Only recently we did have a workshop with them on where we were ... we were talking about the Learning and Teaching Policy of the University*

Researcher: *Mm*

Participant: *But you find that they ... or even came as an afterthought*

Researcher: *Mhm?*

Participant: *when we had all ... covered ... done the schedule for all the departments*

Researcher: Ok

Participant: *We were like ... by the way*

Researcher: by the way

Participant: *we have CCE ... and in a way we're sort of beginning to think of them. But because ... even them, we think they should also try and make themselves part of this setting*

Researcher: *Yah*

Participant: *So that we know that they ... because sometimes you may find, we may be thinking they don't need your services*

Researcher: *Mhm ... Mhm?*

Participant: *But eh ... since Mma Kamau made follow up after the workshop we had with them*

Researcher: Ok

- Participant:** *we believe there is eh ...*
- Researcher:** *Yah*
- Participant:** *there's now ground*
- Researcher:** Ok
- Participant:** *for us to start working together*
- Researcher:** *Mhm*
- Participant:** even ...
- Researcher:** Ok?
- Participant:** *even for training some of their teachers*
- Researcher:** Yes. I think that would go a long way
- Participant:** *Mm*
- Researcher:** Because one ... one keeps on thinking that *eh ...* may be distance education needs a lot of support
- Participant:** *Mm*
- Researcher:** But ... but not necessarily knowing what kind of support
- Participant:** support
- Researcher:** in this particular
- Participant:** *Mm*
- Researcher:** environment
- Participant:** *Mm*
- Researcher:** *Ee.* Now, we touched on the Distance Education Mainstreaming Strategy
- Participant:** *Mm*
- Researcher:** *Ee,* May I ... can I know what ... what is its purpose? Why ... why was it introduced?

- Participant:** At UB?
- Researcher:** *Mhm?*
- Participant:** Eh ... what I ... Well, one, because the University ... they're looking at expanding access
- Researcher:** *Mhm?*
- Participant:** And it's not that the University is not aware that open and distance learning does have the place when we looking at opening access
- Researcher:** *Mm*
- Participant:** And eh ... they are looking at facilitating for more
- Researcher:** *Mhm?*
- Participant:** learners to participate in this UB
- Researcher:** *Mhm?*
- Participant:** *And making ... making programmes that are offered at UB available even to those who are unable to come on board full-time*
- Researcher:** Yes
- Participant:** *Mm. So in a way the University recognises that access ... opening access will ... can be enhanced*
- Researcher:** *Mhm?*
- Participant:** *by open and distance learning programmes*
- Researcher:** Yes
- Participant:** *Mm*
- Researcher:** So ... so the Mainstreaming Strategy was supposed to do what along those lines?
- Participant:** *To ... to provide access to UB pro ... degree ... because like right now we only have Diploma programmes*
- Researcher:** *Mm*

- Participant:** *But we never ... we ... and then the few degrees that we have*
- Researcher:** *Mhm... Mhm... Mhm?*
- Participant:** *identified*
- Researcher:** *Mhm?*
- Participant:** *But then we don't have ... the University wide programmes are only confined to*
- Researcher:** *Mhm?*
- Participant:** *those who come on board full-time on face-to-face*
- Researcher:** So mainstreaming, where was it supposed to be coordinated? The Mainstreaming Policy
- Participant:** Coordinated?
- Researcher:** *Ee, ke raya gore* when it is being implemented, who is the Agency within the University of Botswana?
- Participant:** CCE
- Researcher:** Yes, it's at CCE? Ooh? And how are the other faculties and departments supposed to come in as far as its implementation is concerned?
- Participant:** *You know, the ... my ... eh... policy implementation is CCE*
- Researcher:** *Mhm?*
- Participant:** *Ok, assisted by ...*
- Researcher:** *Mm?*
- Participant:** *It's CCE only, and then Academic Departments and faculties are to assist*
- Researcher:** *Mm?*
- Participant:** *So the ... they should have come up with an implementation strategy*
- Researcher:** *Aha?*
- Participant:** *in the CCE*

- Researcher:** *Mhm?*
- Participant:** to say ... we ... we ... I mean *eh* ... we plan what we would like to see so many faculties
- Researcher:** *Mhm?*
- Participant:** *I mean there are six faculties*
- Researcher:** *Mm, mm*
- Participant:** *May be we would like to see six faculties*
- Researcher:** *Mm?*
- Participant:** *each of eh ... with one degree programme on distance learning to during this time*
- Researcher:** *Mm?*
- Participant:** You know
- Researcher:** *Yah*
- Participant:** *that kind of thing*
- Researcher:** *Yah, yah*
- Participant:** *I don't know, may be it's available*
- Researcher:** *Ee*
- Participant:** *but I'm not sure ... aware of it's ... an implementation strategy*
- Researcher:** *Ee, no. When I was talking to CCE, some of the CCE members of staff*
- Participant:** *Mm*
- Researcher:** it was not coming through that
- Participant:** *Mm*
- Researcher:** there was a strategy
- Participant:** *Mm*

- Researcher:** *Eh ... How does the policy otherwise impact on the mandate of the Centre for Academic Development?*
- Participant:** *It's eh ... demanding the Centre to be present*
- Researcher:** *Mhm?*
- Participant:** *and be felt within all the faculties of the University*
- Researcher:** *Mhm?*
- Participant:** *And to drive all the faculties towards creating*
- Researcher:** *Mhm?*
- Participant:** *those eh ... distance learning programmes*
- Researcher:** *Ok*
- Participant:** *Like I was saying*
- Researcher:** *Mhm?*
- Participant:** *May be the Centre is sup ... at this point should be looking at the structure where they are saying, among ... within the Centre appoint ... have a person*
- Researcher:** *Mhm?*
- Participant:** *specifically, a faculty representative*
- Researcher:** *Yah, yah*
- Participant:** *who will drive*
- Researcher:** *Mhm*
- Participant:** *the mainstreaming at faculty*
- Researcher:** *Oh, Ok. Yah So ... so can I assume that eh ... eh ... there has been some work in the area of implementing this policy?*
- Participant:** *Mm*
- Researcher:** *within the Centre for Academic Development?*
- Participant:** *I would say so*

- Researcher:** *Mhm?*
- Participant:** *because I'm aware that they have been working with Humanities for instance, to develop distance learning modules*
- Researcher:** Ok
- Participant:** *for the courses that are offered in the ... like Library and Information Science have already started to generate ... to develop materials so that they can offer ... and I know ... and, and ... like the courses in Business ...*
- Researcher:** Yes
- Participant:** *Mm*
- Researcher:** Ok. What ... what has been the impact of this policy on access at the University of Botswana, if ... if you know ... across the faculties?
- Participant:** *I ... I really don't have any idea*
- Researcher:** Ok. Because I'm ... I was looking at it like you were explaining earlier, that it was going to increase access so
- Participant:** *Mm*
- Researcher:** wondering whether is has actually done something like that
- Participant:** *I haven't really looked at*
- Researcher:** Ok
- Participant:** *how it has been effected*
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** *Yah* No, thank you very much
- Participant:** *Mm*
- Researcher:** for this afternoon
- Participant:** You are welcome

Researcher: It was a very informative discussion. But if you can agree

Participant: *Mm?*

Researcher: When I'm looking at later and I feel there is need to make a follow up, would you agree to ... for me to come back

Participant: *Ee, mma*

Researcher: Thank you so much

Participant: Thank you

Interview Transcripts - Interview No. 13

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

Researcher:

Participant: And one hopes other institutions when they come on board will surely *eh* ... improve the situation

Researcher: Ok?

Participant: *Uh* ... hopefully by ... I mean in the next five, twenty years ... ten years, twenty years, we should be somewhere *uh* ... in the 30% ... 40% range, which is still very low

Researcher: Yes. Ok. How, how in your opinion does Botswana compare with South Africa, Mauritius and Namibia in this regard?

Participant: Well, I haven't really gotten deep into research in that area

Researcher: Ok?

Participant: But *eh* ... my general *uh* ... reading around the *uh* ... the higher education development in the region

Researcher: *Mhm?*

Participant: *Uhm* ... makes me to believe that Mauritius is probably on the lead

Researcher: *Mhm?*

Participant: I may be wrong

Researcher: *Yah*

Participant: *Uh*, but I'm not sure *uh* ... as to whether South Africa can beat us on that. But of course, one has to acknowledge the fact that South Africa has just emerged from a system which was may be deliberately not forging ahead with the development of that approach of *uh* ... education in an equitable sense. But the twelve years may be since *uh* ... the new era ... and of course the number of institutions they have, one would expect that *uh* ... they should be somewhere *uh*... may be much better than us.

Researcher: *Mm*

- Participant:** But of course, one has to also look into other areas like the population size
- Researcher:** *Mhm?*
- Participant:** and ... and all that.
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** *Ee, rra.* It has been established that in Botswana about 11.4% of the 18 to 24 year old *eh* ... eligible population that does have access to tertiary education, especially now with the proliferation of private tertiary institutions in the country.
- Participant:** Ok?
- Researcher:** What is the share of this population that manages to access tertiary education *eh* ... would you estimate to be the University of Botswana's contribution?
- Participant:** Well, I'd say the University of Botswana must be contributing quite ... quite ... quite substantially to that *eh* ... to that figure
- Researcher:** Ok
- Participant:** *Uh* ... currently, we're around *eh* ... fifteen thousand plus, the targeted figure *uhm* ... of twenty or so towards the end of the coming plan period. But of course *uh* ... institutions like *eh* ... Limkonkwin and others are coming on ... are coming on quite strongly in that *uh* ... in that area. And they are providing a service which otherwise had *eh* ... not been available
- Researcher:** *Mhm?* Ok?
- Participant:** But I still strongly believe UB in terms of what numbers in the programmes
- Researcher:** *Mhm?*
- Participant:** We're contributing quite substantially
- Researcher:** quite substantially to the 11.4%
- Participant:** 11.4%, depending on how you stagger them, how you
- Researcher:** *Yah*

- Participant:** segregate them into Diploma programmes, degree programmes, the Masters programmes and all that.
- Researcher:** Ok
- Participant:** But in terms of the degree programmes
- Researcher:** *Mhm?*
- Participant:** and the post graduate programmes
- Researcher:** Ok?
- Participant:** I don't think there is any other
- Researcher:** any other the University of ... Ok.
- Participant:** except UB, yes
- Researcher:** Alright. Recently research indicates a trend in many developing countries where more and more adults including employees want to access tertiary level education. Is this true for Botswana as well?
- Participant:** It is, it is true
- Researcher:** *Mhm?*
- Participant:** As you were coming in I was just reading
- Researcher:** Ok
- Participant:** a consultant's report
- Researcher:** *Mhm?*
- Participant:** on ODL
- Researcher:** Alright?
- Participant:** May be you'll have access to that report
- Researcher:** Ok, ok. That would be nice
- Participant:** It's still a UB kind of document

- Researcher:** Ok
- Participant:** where the consultants just ... were strictly looking at what the University can do to improve ODL
- Researcher:** *Ahaa!* ... interesting!
- Participant:** *Uh* ... they've just completed it, the DVC *uh* ... Academic Affairs send it to me yesterday
- Researcher:** Ok
- Participant:** I just finished reading the ... the summary
- Researcher:** Ok
- Participant:** The Executive Summary
- Researcher:** Ok
- Participant:** But it's clear
- Researcher:** *Mhm?*
- Participant:** Even in their Executive Summary, the part I've already read now
- Researcher:** *Mhm?*
- Participant:** they're saying that's the route. Of the five hundred and sixty four people they've interviewed
- Researcher:** *Mhm?*
- Participant:** a lot of them are keen to pursue *uhm* ... their tertiary education through ODL. And of these, the majority if not all of the working population
- Researcher:** *Mhm?*
- Participant:** want definitely, to pursue *uh* ... their tertiary education through ODL
- Researcher:** *Mhm*
- Participant:** Whereas, the youngish ones
- Researcher:** *Mhm?*

- Participant:** are concerned about how am I going to pay my fees, how am I going to do this and that ...
- Researcher:** Ok?
- Participant:** They're not so keen. But they see it also because they've been in the streets for so long. They see that as an option
- Researcher:** Ok
- Participant:** Although ...
- Researcher:** The younger generation as well?
- Participant:** *Yah* the younger generation as well
- Researcher:** Ok
- Participant:** but although they're raising the question of I'm not working ... I'm not employed ...
- Researcher:** Yes, how will I raise the fees
- Participant:** How am I going to pay the tuition ... the tuition fees?
- Researcher:** Ok, ok. And ... and what would you think influences this trend ... of more adults wanting *eh* ... to access tertiary level education?
- Participant:** Well, again it's a ... it's a developmental issue
- Researcher:** Ok
- Participant:** *There are young adults, probably who of mainly, may be had not had an opportunity to go into tertiary education because of lack of the facilities. Because of the lack of institutions*
- Researcher:** Ok
- Participant:** *they were forced into ... into work. Therefore they see the provision of ODL as an opportunity*
- Researcher:** Ok
- Participant:** *which gives them another leeway, another chance*
- Researcher:** Ok?

- Participant:** *to pursue their, uh ... their studies.* And of course now as working people, may be with just Cambridge or may be some few certificates or diplomas here and there, they want to see themselves developing further and even helping *uh ...* them to progress
- Researcher:** *Mhm?*
- Participant:** in their respective *eh*
- Researcher:** *Mhm?*
- Participant:** *uh ... uhm* jobs
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** *Mhm.* A total of about thirty tertiary institutions have been registered with the Tertiary Education Council. *Eh ...* would you say that these tertiary institutions are ... are coping with the ... the demand for tertiary education in the country?
- Participant:** Well, one ... one has to firstly acknowledge the fact that the TEC has just come into the
- Researcher:** *Yah, yah*
- Participant:** picture
- Researcher:** Yes
- Participant:** *Eh ...* therefore the issue ... issues of quality and other things
- Researcher:** *Mhm?*
- Participant:** management of these institutions
- Researcher:** *Mhm?*
- Participant:** are still really ...
- Researcher:** Ok?
- Participant:** *Uh ...* they require a lot of attention at the

- Researcher:** *Mhm*
- Participant:** moment
- Researcher:** *Mm ... Mhm?*
- Participant:** That's one aspect
- Researcher:** Ok?
- Participant:** Coping. No, I would say no
- Researcher:** *Mhm?*
- Participant:** for the simple reason that if they were coping, we wouldn't be sending so many students outside
- Researcher:** *Mhm?*
- Participant:** May be coping has to be further explained
- Researcher:** Ok
- Participant:** And I've already said
- Researcher:** *Mhm?*
- Participant:** currently really, if we talk of degree offering institutions
- Researcher:** *Mhm?*
- Participant:** You are talking UB
- Researcher:** Ok
- Participant:** *Eh ...*take Limkonkwin for instance. They claim they offer Associated Degree
- Researcher:** Ok?
- Participant:** a new concept which needs to be further interrogated, hence I'm talking, *eh ...* I refer to Management and really understanding the concepts of *eh ...* some of the new institutions
- Researcher:** *Yah, ya, yah*

- Participant:** they're bringing into the education
- Researcher:** *Mhm?*
- Participant:** sector
- Researcher:** Yes, yes
- Participant:** Therefore, as much as the institutions grow, I want to believe that there's need to be cautious, there's need to further look into their programmes and see as to whether
- Researcher:** *Mhm?*
- Participant:** really ... these Associated Degrees
- Researcher:** *Mhm?*
- Participant:** what are they?
- Researcher:** Yes
- Participant:** Are they ... is this a degree?
- Researcher:** *Mhm?*
- Participant:** Or something between a degree and a diploma?
- Researcher:** or a diploma ok?
- Participant:** whatever
- Researcher:** *Mhm?*
- Participant:** that's the duty TEC has to attend to
- Researcher:** *Yah, yah*
- Participant:** As for others, Baisago, fine yes. They're moving, they're growing is impressive. But still they're still confined within the Diploma
- Researcher:** *Mhm ... Mhm?*
- Participant:** bracket of their programmes
- Researcher:** *Yah ... yah*

- Participant:** So until BUIST comes into ... into ... into the picture
- Researcher:** *Mhm?*
- Participant:** UB will still be
- Researcher:** the main ... *yah*
- Participant:** the only
- Researcher:** *Yah*
- Participant:** institution offering degree programmes
- Researcher:** Yes
- Participant:** Young people who have passed their ... their ... their Cambridge really, they're looking to do *eh* ... looking forward to doing a degree
- Researcher:** *Mm*
- Participant:** And they ... some of ... most of them do qualify to do degrees
- Researcher:** *Yah*
- Participant:** It's only there're no ...
- Researcher:** there're no places?
- Participant:** places to go
- Researcher:** Ok, ok. What do you think should be done to increase opportunities for more enrolments at this level?
- Participant:** As a nation really probably we have had not ... we have not made *eh* ... I don't want to sound like I'm criticising
- Researcher:** It's ok
- Participant:** those who have
- Researcher:** Yes
- Participant:** who are in charge of planning

- Researcher:** *Mhm?*
- Participant:** Probably our projections and planning(s) ... were not coherent
- Researcher:** Ok
- Participant:** The growth in the secondary schools
- Researcher:** *Mhm?*
- Participant:** Remember the eighties when the Junior Secondary schools came into being
- Researcher:** *Mhm?*
- Participant:** the senior secondary schools
- Researcher:** Ok
- Participant:** They were not matched by the ... the growth in the tertiary
- Researcher:** Ok
- Participant:** level
- Researcher:** Ok
- Participant:** Hence now this mismatch
- Researcher:** Yes, yes, yes
- Participant:** where the output for secondary school is so huge
- Researcher:** *Mhm?*
- Participant:** we can only absorb 11% after 42 years of independence. We should have done something along those lines. That's one thing. Two ... Fine yes, one really appreciates *uhm* ... sending students out so that you're ... *mm* ... you really don't have a work force which has only been trained in one institution or local institutions
- Researcher:** *Yah, yah*
- Participant:** But the other side of the same coin is how much are we spending on that
- Researcher:** *Mhm?*

- Participant:** Had we ... may be part of it invested in developing our own
- Researcher:** *Mhm?*
- Participant:** How many universities would we be having today?
- Researcher:** *Mhm?*
- Participant:** Not sending students to university for employment
- Researcher:** *Mm*
- Participant:** Right now it could be when we're talking diversification of the economy, knowing that at least we have the people who are trained.
- Researcher:** *Mhm?*
- Participant:** We can go into self whatever kind of issues
- Researcher:** *Mhm*
- Participant:** But it looks like for a very long time we were saying ... no, we train as per what Government wants
- Researcher:** Ok
- Participant:** So that in itself
- Researcher:** *Mm?*
- Participant:** was somehow, something I would term short sightedness
- Researcher:** *Yah... Yah*
- Participant:** And that is why may be we're struggling now to diversify the economy
- Researcher:** Yes
- Participant:** Because we were training for the needs of the various Ministries, which was good
- Researcher:** *Yah*
- Participant:** which was good
- Researcher:** *Yah*

- Participant:** and it worked wonders
- Researcher:** *Yah*
- Participant:** but we should have very fast reviewed
- Researcher:** the ... the future ...
- Participant:** Yes
- Researcher:** how ... how ... projected into the future
- Participant:** *Mm*
- Researcher:** Ok. Since ... since 1994, developments in education in Botswana are guided primarily by the Revised National Policy on Education and Vision 2016 objectives and aspirations. *Eh ...* Botswana like other SADC countries identified open and distance learning as one of the strategies to improve access to tertiary education. How would you comment on the development of tertiary level open and distance learning in the country since 1994?
- Participant:** It has been very slow in fact
- Researcher:** Ok?
- Participant:** very, very slow
- Researcher:** *Mhm?*
- Participant:** *One really would expect institutions like UB for instance to be having a full fledged*
- Researcher:** *Mhm?*
- Participant:** *ODL programme ...*
- Researcher:** *Mhm?*
- Participant:** *well oiled, running smoothly, without a lot of hitches.* One would expect BOCODOL for instance, to be now be venturing already into offering degrees
- Researcher:** *Mm*

- Participant:** *especially that we have seen that over the years we are not able to satisfy the needs*
- Researcher:** *Mhm?*
- Participant:** *Eh ... Of course putting up uh ... uh ... physical structures takes so long*
- Researcher:** *Ok*
- Participant:** *But really we should have put a lot of emphasis and a bit of money*
- Researcher:** *Mhm?*
- Participant:** *in developing that sector*
- Researcher:** *Mhm?*
- Participant:** *that has been neglected ...*
- Researcher:** *Ok*
- Participant:** *that's my view*
- Researcher:** *Yah*
- Participant:** *I believe that has been seriously and stressfully neglected*
- Researcher:** *Ok. What ... what do you think could have contributed to that eh ... neglect, or the slow development in that area?*
- Participant:** *Well, I think may ... partly may be it's because of perceptions may be*
- Researcher:** *Ok*
- Participant:** *of may be those who were in the ... in the forefront of planning things. You see there is always this perception that if you do it eh ... through ODL, you've not done it right*
- Researcher:** *Mhm*
- Participant:** *Eh ... people seem to think you did not really get the kind of things*
- Researcher:** *Mhm?*
- Participant:** *Eh ... eh ... which eh ... conventional students ehm ... eh ... do*

- Researcher:** *Mhm?*
- Participant:** Which is a wrong perception
- Researcher:** Ok
- Participant:** for me
- Researcher:** *Mhm?*
- Participant:** It's a wrong perception. It could be partly because of that
- Researcher:** Ok?
- Participant:** *Eh* ... may be secondly, the nature of our country
- Researcher:** *Mhm?*
- Participant:** where we have concentration of the population in the eastern belt
- Researcher:** Ok?
- Participant:** And of course other infrastructures, which are very, very critical in terms of running smooth ODL programmes
- Researcher:** *Mhm*
- Participant:** not having been so developed in other sectors in other parts of the country
- Researcher:** Ok
- Participant:** really makes it a very, very tough kind of difficult
- Researcher:** *Mhm?*
- Participant:** *uh* ... situation
- Researcher:** Ok. *Eh* ... that was *eh* ... with regard to the country as a whole
- Participant:** *Mm*
- Researcher:** How does that observation compare with the development of ODL within the University of Botswana, during the same period?
- Participant:** When I say I ... I've been in the University since 1991

- Researcher:** Ok?
- Participant:** And since 2000, I've been in the Centre of Academic Development
- Researcher:** *Mhm?*
- Participant:** *uh ... in the unit of Educational Technology. I don't think our colleagues in the Centre for Continuing Education which was set up for that purpose: to be uh ... the outreach arm of the University, really did a lot in that eh ... that respect. The consultancy report I'm reading also alludes to that*
- Researcher:** *Mhm ... Mhm?*
- Participant:** *that CCE has not really discharged the kind of mandate it was eh ... uhm ... put in place to ... to discharge*
- Researcher:** *Mhm?*
- Participant:** So, that is why currently, if you talk strictly ODL
- Researcher:** *Mhm?*
- Participant:** I don't think there are more than five hundred students
- Researcher:** *Mhm?*
- Participant:** who are doing their degrees through ODL. That's one. Two ...
- Researcher:** *Mhm?*
- Participant:** Programme wise
- Researcher:** *Mhm?*
- Participant:** The only faculty at the moment which is ... which has ODL programmes is the Faculty of Business
- Researcher:** *Yah*
- Participant:** *no other faculty*
- Researcher:** *Mhm*
- Participant:** *which also shows the slowness in the development of that sector within the University*

- Researcher:** Ok
- Participant:** Of course, *uh* ... I'm here not counting *eh* ... the dual conduct ... the dual mode of *uh* ... delivery *ya* part-time
- Researcher:** Ok
- Participant:** It's a different ...
- Researcher:** *Yah, yah*
- Participant:** part-time studies and ODL
- Researcher:** *Mm*
- Participant:** So ODL really, has lagged behind
- Researcher:** *Mhm... Wao!* It has ... it has lagged behind ... *eh* ... it looks like. I was looking at some of the reports *eh* ... yes they separate ODL from part-time and once it is separated, really there is a very, very insignificant
- Participant:** it's insignificant
- Researcher:** figure
- Participant:** insignificant
- Researcher:** Ok. What do you think could have been the source of the problem for ... for either the University's Central Governing body or the CCE body, not really developing this *eh* ... during the currency of *eh* ... the Revised National Policy on Education?
- Participant:** *Well, I think there could be a few reasons for ... for that. One of the reasons could be that UB has been the sole institution*
- Researcher:** Ok?
- Participant:** *So for them really, the expansion of the conventional programmes*
- Researcher:** Ok?
- Participant:** *was satisfactory. They saw that as a major dist... eh ... contribution they're making*
- Researcher:** Ok

- Participant:** in the... *eh* ... *uh* ... the Revised Educational ... Policy ...
- Researcher:** Ok
- Participant:** *Therefore, they did not look beyond eh ... the input they were making through the ehm ... conventional programme*
- Researcher:** *Mhm*
- Participant:** until very late
- Researcher:** Ok?
- Participant:** until very late when *uh* ... if you look at a document called "... Shaping Our Future"
- Researcher:** *Yah*
- Participant:** *Uh* ... where now it was talking about expansion
- Researcher:** *Mm*
- Participant:** expansion, expansion and access
- Researcher:** *Mm*
- Participant:** and all that
- Researcher:** *Mm*
- Participant:** *But even then really, there was very ... may be little guidance in terms of what exactly should CCE be doing*
- Researcher:** *Mhm?*
- Participant:** as a mandated Centre for that
- Researcher:** Ok?
- Participant:** *Eh* ... as much as UB has put that as one of their major priority area, to expand tertiary education. That was not achieved
- Researcher:** Ok
- Participant:** *Secondly, it could have been largely because of the leadership within that Centre at that point*

- Researcher:** Ok
- Participant:** One does not really want to ...
- Researcher:** *Ee*, no
- Participant:** go into that one without really having some facts
- Researcher:** *Mm*
- Participant:** *Mm*
- Researcher:** Ok. Some researchers believe that distance education can perform much more cost effectively in a dual mode institution like it is *eh* ... at the University of Botswana is a dual mode, having both face-to-face and *eh* ... and distance education. They ... they say that ... that is *eh* ... should be the case because the resources can be shared by both modes addressing the different clientele. What is your comment on this line of thought?
- Participant:** My view is exactly that
- Researcher:** *Mhm?*
- Participant:** I always said to CCE and Faculty of Business that I don't see why we should have separate examinations for *uh* ... the distance students who are doing Bachelor of Business Administration from the conventional students
- Researcher:** *Mhm?*
- Participant:** If they're at the same level
- Researcher:** *Mhm?*
- Participant:** why have two separate examinations?
- Researcher:** *Mhm?*
- Participant:** So we already have an exam, we already have a point. We know they cannot progress at the same speed
- Researcher:** *Mm*
- Participant:** That's ... that's ... that's acknowledged
- Researcher:** *Mhm?*

- Participant:** The distance mode has that
- Researcher:** *Yah*
- Participant:** longish kind of
- Researcher:** *Yah, yah*
- Participant:** a period
- Researcher:** *Yah*
- Participant:** as compared to the conventional period
- Researcher:** *Mhm?*
- Participant:** But we have not had sort of a convergence of ideas on that
- Researcher:** *Mhm?*
- Participant:** *Eh ...* they seem to be saying ... no the two had to *uh ...* exist separately
- Researcher:** *Mhm*
- Participant:** and even ... fine the delivery mode will be separate, I mean would be different
- Researcher:** *Mm*
- Participant:** But my contention is all the materials which are used by the conventionals
- Researcher:** *Mhm?*
- Participant:** should be the same as those which are used by the distance students, especially that *eh ...* that we are offering ... from my unit, we are offering the platform
- Researcher:** *Mhm?*
- Participant:** in WebCT and Blackboard
- Researcher:** *Mhm?*
- Participant:** Saying ... here is an online platform, put on the ... put the materials in there

- Researcher:** *Mhm?*
- Participant:** The arguments from our colleagues in CCE has always been ... not all our students will have access to computers
- Researcher:** *Mhm*
- Participant:** which I find to be very flawed
- Researcher:** *Mhm?*
- Participant:** because if you look at the few students who are doing the degree programmes through ODL
- Researcher:** *Mhm?*
- Participant:** where are they based?
- Researcher:** *Mhm?*
- Participant:** They're based in Gabs, they're based in Francistown. They are based in what you could call our major centres
- Researcher:** Yes
- Participant:** So the issue of access to computers and internet really should not be
- Researcher:** it should not be a problem?
- Participant:** Fine there could be someone in Kokotshaa wanting to do this programme
- Researcher:** *Mm?*
- Participant:** That's a different issue
- Researcher:** *Yah*
- Participant:** for those we need to give ... *eh ...ehm ...* device other modes of delivery
- Researcher:** *Yah ... yah* What ... what kind of support do you think tertiary level distance education needs in this country in order for it to deliver quality *eh ... eh ...* education?
- Participant:** I think firstly there has to be a strong and deliberate effort to train staff
- Researcher:** *Mhm*

- Participant:** to understand their role
- Researcher:** Ok
- Participant:** in the management and delivery of distance education
- Researcher:** Ok
- Participant:** To manage someone who is not here
- Researcher:** *Mhm?*
- Participant:** who is not always with you, is different from managing a class of forty you meet may be twice a week
- Researcher:** Ok
- Participant:** I think that facilitation role is still lacking
- Researcher:** Ok
- Participant:** I'm not sure about BOCODOL, in UB I think that's one of the problems
- Researcher:** Ok
- Participant:** that the people charged with that responsibility in ... may be some of them are not even trained in the area *ya* facilitating ODL programmes
- Researcher:** ODL programmes
- Participant:** So staff development
- Researcher:** Ok. So, so do you think *eh* ... distance education has received such support so far? Is it receiving it within the University of Botswana?
- Participant:** Yes, to a very limited extent
- Researcher:** Ok
- Participant:** I still believe the support is still weak. It needs to be improved. We still hear of students receiving their materials late, students receiving ... not receiving their assignments and all that. You see there is ...
- Researcher:** *Yah*

- Participant:** the machine is not well oiled
- Researcher:** *Mhm.* What do you think the tertiary institutions themselves ... that are providing distance education in Botswana should do to improve the contribution of distance education to expanding tertiary access?
- Participant:** There're several options
- Researcher:** *Mhm?*
- Participant:** They can go it alone, each of them go it alone ... and in the process you segment the few resources we have
- Researcher:** *Mhm?*
- Participant:** or they could ... they could collaborate
- Researcher:** *Mhm?*
- Participant:** and share the resources
- Researcher:** *Mhm?*
- Participant:** Especially that for now, until may be TEC kicks in
- Researcher:** *Mhm?*
- Participant:** we're basically sponsored from the same Ministry. One Ministry of Education ... Ministry of Education and Skills Development
- Researcher:** *Mhm*
- Participant:** So option one you say ... ok, everyone build your own empire
- Researcher:** *Mm*
- Participant:** and not share
- Researcher:** *Hm?*
- Participant:** Which for me really for a developing nation it's not
- Researcher:** not a good option
- Participant:** something we should be encouraging

- Researcher:** *Mm*
- Participant:** Option two is ... hey guys, we have a duty here to do. And what do you have BOCODOL ... I have resources ... what do you have UB ... where? I have this and this and there ... Let's join hands
- Researcher:** pool the resources
- Participant:** Pool resources together. BOCODOL continue offering diploma programmes
- Researcher:** *Mhm?*
- Participant:** UB, offer degree programmes
- Researcher:** *Mm*
- Participant:** but use the same resources
- Researcher:** *Mhm Ok*
- Participant:** Share the resources
- Researcher:** *Mhm. Yah* Currently Government is ... is sponsoring *eh* ... tertiary level study. But ... but this sponsorship does not cover individual students who are studying through the open and distance learning mode. What's your comment on this Policy?
- Participant:** My view is that if ... if Government really wants to expand access in ... to tertiary education, they should seriously consider sponsoring *uh* ... ODL students
- Researcher:** *Mhm?*
- Participant:** They should seriously consider sponsoring ... especially what I said earlier on
- Researcher:** *Mhm?*
- Participant:** Most of the younger generation, as much as they appreciate and are aware of the existence of the ODL programmes
- Researcher:** *Mhm*
- Participant:** either through UB or BOCODOL, one of their stumbling blocks is ... where do I get the money to pay the tuition

- Researcher:** *Mhm?*
- Participant:** I'm not employed. Fine yes, there's cost sharing issues. But really, I think it's high time Government should look into the possibilities
- Researcher:** *Yah*
- Participant:** and viable ... *eh* ... put in place a viable programme, to sponsor ODL students
- Researcher:** Ok. Now, the University of Botswana, as we have already mentioned, offers its programmes through both face-to-face and ... and open and distance learning. What ... what do you think could have been the reasons for introducing ODL at UB?
- Participant:** Quite obviously there's demand there
- Researcher:** *Mm*
- Participant:** which we cannot continue to close our eyes on
- Researcher:** Ok?
- Participant:** The demand is out ... is there. And secondly, as the only institution which is offering degree programmes now
- Researcher:** *Mhm?*
- Participant:** we are the ... the obvious home
- Researcher:** Ok?
- Participant:** *eh* ... for such ... for such programmes
- Researcher:** *Mhm?*
- Participant:** Therefore, I think it was in order for UB to consider developing *uh* ... ODL programmes, at the level of degree
- Researcher:** Ok. What ... what would you comment on the status of each of these two modes at the University of Botswana, the face-to-face and ODL? Would you say that one is a major mode, the other a support mode or are they of equal status?

- Participant:** *Well, currently if we talk in numbers, the major mode is face-to-face, the conventional students*
- Researcher:** Ok
- Participant:** *and really, ehm ... the ODL mode is still at a very low level, infancy level*
- Researcher:** *Mhm?*
- Participant:** *that eh ... one really even feels it's not even worth talking about. Talking I mean, if you look at the student ... student population in UB of about fifteen thousand, and you're talking about less than five hundred students doing ODL really*
- Researcher:** *Mhm?*
- Participant:** it's just a drop in the ocean
- Researcher:** Ok. Is this per plan? I mean, are the students ... are the delivery modes planned such that the ODL will take very few students and the face-to-face will take the larger percentage of the student body? Is it according to plan, or is it something ...
- Participant:** Well, yes, I think it's well *eh ... ehm ...* One could answer that in two ways
- Researcher:** *Mm?*
- Participant:** The first ... my first response would be ... that was largely influenced by tradition
- Researcher:** *Mhm*
- Participant:** The University was set up to be a conventional university
- Researcher:** Ok
- Participant:** Therefore ODL ideas came late in the day
- Researcher:** Ok
- Participant:** finding the other sector already well developed
- Researcher:** *Yah*
- Participant:** Eh ... even if when, I mean when they came very late in the day, I don't ... *uh ...* their development really took

- Researcher:** Ok
- Participant:** quite a long time and probably there wasn't sufficient guidance as to what was exactly that the University wants to do
- Researcher:** Ok
- Participant:** And I don't think the University sat ... ever sat down to say ... we want so much percentage of our students to be in this and so much percentage to be there
- Researcher:** Ok
- Participant:** They felt the need to expand the access
- Researcher:** Ok?
- Participant:** and really, not much was done in terms of concerted effort
- Researcher:** Ok
- Participant:** to ensure that ... that sector grows
- Researcher:** Ok
- Participant:** to the level where it will have may be ten percent, fifteen percent of the entire student population
- Researcher:** *Yah.* According to the University's future plan ... the "University of Botswana Strategic Plan to 2016 and Beyond", it appears a small percentage of the student body is planned to access *eh* ... the University's programmes through ODL. *Eh* ... I ... I found out that by the end of the plan period, by 2015, the plan is that the distance education should have enrolled three thousand and fifty students, while the ... the *eh* ... the student body will be much, much larger
- Participant:** Around sixteen
- Researcher:** Around sixteen to twenty
- Participant:** twenty thousand
- Researcher:** thousand ... yes. I ... I ... what do you think influences this allocation of target enrolment and programme levels ... I ... I also picked that on the ODL it's ... it's not going into post graduate *eh* ... degrees particularly

- Participant:** Yes, *Mm*
- Researcher:** Yes
- Participant:** *Well, I think, again it's largely framed by tradition*
- Researcher:** Ok?
- Participant:** *and what already exists in terms of infrastructure within the existing campus*
- Researcher:** Ok?
- Participant:** *Secondly, it's largely influenced by ... may be experience*
- Researcher:** *Mhm?*
- Participant:** *that really, what was put eh ... down for ... for ... for CCE to achieve*
- Researcher:** *Mhm?*
- Participant:** *eh ... was not really achieved. I think the thinking now in*
- Researcher:** Ok
- Participant:** *Management is that we should put a lot of emphasis on uhm ... re-thinking the whole idea*
- Researcher:** Ok
- Participant:** *within this plan period*
- Researcher:** Ok
- Participant:** And put in place appropriate structures in terms of development of staff and all that
- Researcher:** *Mhm*
- Participant:** before we can massively
- Researcher:** *Aha?*
- Participant:** invite the students
- Researcher:** Ok (

- Participant:** into the programmes
- Researcher:** Ok. Now, how many programmes at various levels does the University currently have, between the faculties?
- Participant:** Like I said really, the only faculty at the moment which has an ODL programme is ...
- Researcher:** the Faculty of Business
- Participant:** Business which runs *eh* ... Bachelor of Business Admin, Bachelor of Business Finance, Bachelor of Business Accounting and Bachelor of Business Management, something like that.
- Researcher:** something like that. Ok
- Participant:** *Yah*. Even all their ... their ... their conventional programmes are also offered
- Researcher:** on ODL?
- Participant:** on ODL
- Researcher:** Ok?
- Participant:** Yes
- Researcher:** How come the other faculties are not *eh* ... *eh* ... providing their programmes through ODL as well?
- Participant:** That is a ... *eh* ... an interesting question. *Eh* ... quite honestly I don't know
- Researcher:** Ok
- Participant:** *Eh* ... but one could see again historical links
- Researcher:** *Mhm?*
- Participant:** And why Business ventured into ... into ODL
- Researcher:** *Mhm?*

- Participant:** Remember some of these students who are doing *eh* ... the current Bachelors programmes in Business, are students who had finished their part-time programmes of Certificate in Accounting and
- Researcher:** Ok?
- Participant:** *eh* ... a Diploma in Accounting Studies
- Researcher:** Yes. CAPS and DABS?
- Participant:** CAPS and DABS
- Researcher:** Ok
- Participant:** So some of them are those
- Researcher:** Ok
- Participant:** who now want to continue but still keep their jobs
- Researcher:** Ok
- Participant:** So is the ... there's that link between part-time programme
- Researcher:** *Mhm?*
- Participant:** and *ehm* ... *eh* ... the degree programme
- Researcher:** Ok
- Participant:** *Eh* ... no other faculty *eh* ... except to a very limited extend, the Faculty of Education
- Researcher:** *Mhm?*
- Participant:** at a degree level. They were offering a flexi mode
- Researcher:** *Mhm?*
- Participant:** degree for secondary school Administrators
- Researcher:** *Mhm?*
- Participant:** for Principals
- Researcher:** Ok

- Participant:** and Deputies
- Researcher:** Ok
- Participant:** on a flexi mode, kind of block release
- Researcher:** *Mhm?*
- Participant:** they go back
- Researcher:** *Yah*
- Participant:** kind of thing
- Researcher:** *Mhm?*
- Participant:** Other than that I'm not aware of any other faculty
- Researcher:** not any other faculty
- Participant:** which has ventured into ODL
- Researcher:** Ok. One would have thought that *eh* ... with the ... the intention to increase access, more programmes would be ... would be targeted for ... for ODL delivery as well. So that the ... the population out there could have *eh* ... choice
- Participant:** *Mm*
- Researcher:** of programmes. *Eh* ... and it appears
- Participant:** It appears ... no, that has not been
- Researcher:** *Ee*
- Participant:** And it appears that is why University Management engaged the current consultancy
- Researcher:** The consultancy? Ok
- Participant:** To say look at ... come and look at our current *eh* ... Centre and see why it has not progressed the way we had wanted it to
- Researcher:** Ok

- Participant:** progress
- Researcher:** Ok. *Yah* ... So something is actually being done
- Participant:** It must be done ... we're ... I'm expected to give the DVC my feedback by the twenty first of November
- Researcher:** Ok. *Ehm* ... As somebody working in a dual mode *eh* ... tertiary institution ... the University of Botswana, would you say there are challenges that ... that you think may be for ODL as a result of it being in a dual mode institution
- Participant:** *Yes, there are. Uh ... at times people forget uh ... the peculiar requirements*
- Researcher:** *Mhm?*
- Participant:** *for ... for distance learners*
- Researcher:** *Mhm?*
- Participant:** *and just concentrate on the conventional students*
- Researcher:** *Mhm*
- Participant:** There ... there ... *there is that tendency at times*
- Researcher:** Ok, ok
- Participant:** *They ... they are not fully catered for*
- Researcher:** Ok?
- Participant:** *and that is why may be even the support structure is still very weak*
- Researcher:** Ok
- Participant:** *because we're still predominantly eh ... a face-to-face*
- Researcher:** Ok
- Participant:** *institution*
- Researcher:** Ok. How would you suggest the Distance Education Department should deal with *eh* ... such a challenge?
- Participant:** Not wanting to give a political answer

- Researcher:** Ok?
- Participant:** *I would say ... I think the whole Centre needs to be uhm ... re-aligned, re-arranged*
- Researcher:** Ok?
- Participant:** *really, to give it eh ... some focus of some kind. I've said to my Principal*
- Researcher:** *Mhm?*
- Participant:** *at one point that ... it's surprising that the University sends colleagues for further studies to do instructional design*
- Researcher:** *Mhm?*
- Participant:** *and these colleagues are based in ... they're based in the Faculty ... I mean, in the Centre for Continuing Education*
- Researcher:** *Mhm?*
- Participant:** *When they come back, they don't do instructional design*
- Researcher:** *Mhm?*
- Participant:** *but they're just Coordinators.*
- Researcher:** *Mhm?*
- Participant:** *So it really needs to be re-looked at and people given eh ... or their mandate be clearly explained*
- Researcher:** *Mhm?*
- Participant:** *that is what exactly they're expected to do*
- Researcher:** *Mhm*
- Participant:** *With the number of Instructional Designers in CCE, at PhD level*
- Researcher:** *Mhm?*
- Participant:** *their ODL programme should be ... number one*
- Researcher:** *Mhm... Mhm ... Mhm*

- Participant:** *Hm?*
- Researcher:** *Mhm*
- Participant:** But that is not so
- Researcher:** Ok. I was ... I was going to be going into that area of preparedness. To say that ... what is your opinion regarding the preparedness of people at the UB ... in the UB ODL mode
- Participant:** *Mm*
- Researcher:** because I ... some ... some ODL practitioners believe that ODL is a specialised field. So ... so ... how are the people in that *eh* ... area, prepared to undertake ODL?
- Participant:** Sorry about ...
- Researcher:** It's ok
- Participant:** *Yah ... ehm ... can you ...?*
- Researcher:** do the question again?
- Participant:** *Mm*
- Researcher:** Yes, I'm saying that some ODL practitioners believe that ODL is a specialised field. First of all, do you agree with this observation?
- Participant:** *Well yes, like I've said really, there's a tendency to forget the peculiar needs of ODL students*
- Researcher:** *Mhm?*
- Participant:** *There are some elements of uh ... peculiarity*
- Researcher:** *Mhm?*
- Participant:** *that eh ... and eh ... specialised kind of*
- Researcher:** *Mhm?*
- Participant:** in terms of ... you're dealing with someone you ... you have never met
- Researcher:** *Mhm?*

- Participant:** and all that
- Researcher:** *Mhm?*
- Participant:** And issues which you normally pick in a face-to-face traditional class, you may not easily pick in *eh ...* in an ODL programme
- Researcher:** Ok
- Participant:** things like that
- Researcher:** Ok
- Participant:** But that having been said really, I don't see such peculiarities should really make it a stand alone
- Researcher:** *Aha?*
- Participant:** programme
- Researcher:** *Mhm?*
- Participant:** I see convergence of programmes
- Researcher:** *Mhm?*
- Participant:** I see in other institutions the same, like I say, the same materials used for conventional students
- Researcher:** *Mm?*
- Participant:** is used for ODL students
- Researcher:** *Mhm?*
- Participant:** They're not re-inventing the wheel
- Researcher:** *Mhm?*
- Participant:** Irrespective of some differences
- Researcher:** Ok?
- Participant:** But they saw the need, especially one, when now you use issues, I mean, platforms like

- Researcher:** *Yah*
- Participant:** e-learning
- Researcher:** *Mhm ... Mhm?*
- Participant:** What would be the difference of the materials *eh ...* put on the e-learning platform ...
- Researcher:** *Mhm?*
- Participant:** accessed by students in Block 474, what will be the difference between that and the students in Kanye?
- Researcher:** *Yah*
- Participant:** Nothing. *Mm*
- Researcher:** *Yah.* No, that's true. Ok. So ... so you would say that *eh ... eh ...* these people that are working in ODL are prepared? *Ke raya gore* they have been prepared to work in that mode?
- Participant:** *The current staff in CCE ... most of them are trained*
- Researcher:** Ok
- Participant:** *Well trained in that area*
- Researcher:** Alright
- Participant:** *They should be leading us*
- Researcher:** Ok. I ... I would like to link their training with what the Centre for Academic Development is doing, in terms of *eh ...* ensuring that staff of UB are trained enough to ... to ... to discharge their duties well. How ... how does the Centre for Academic Development come in when it comes to the training and focusing of the training of the staff that are dealing with ODL?
- Participant:** *Well we, in particular the Department of Educational Technology Unit*
- Researcher:** *Mhm?*
- Participant:** *takes responsibility for ensuring that we train staff*
- Researcher:** Ok

- Participant:** *in the new technologies, including CCE staff*
- Researcher:** Ok
- Participant:** *We normally, will invite all of them*
- Researcher:** *Mhm?*
- Participant:** *both ehm ... both uh ... the conventional lecturers and eh ... our colleagues in CCE*
- Researcher:** Ok
- Participant:** *But one must say, for a very long time they have been resistant*
- Researcher:** Ok
- Participant:** *It's only recently that we managed to work together where we're developing uh ... a Masters programme to be purely distance programme*
- Researcher:** *Mhm?*
- Participant:** *for the Faculty of Business*
- Researcher:** *Mhm?*
- Participant:** *That's Masters in uh ... Project Management*
- Researcher:** Ok?
- Participant:** *That's the only graduate programme*
- Researcher:** Yes, which is going to be ... yes
- Participant:** *which will be 100% ODL*
- Researcher:** *Aha? Ok*
- Participant:** *Uh ... we pulled in together made eh ... a project team*
- Researcher:** *Mhm?*
- Participant:** *Eh ... I saw that working*
- Researcher:** *Mhm?*

- Participant:** *We invited them for training here, they were attending. The project is ongoing as we speak*
- Researcher:** Ok
- Participant:** *So, if they could be willing*
- Researcher:** *Mhm?*
- Participant:** *to part in the training offered by the CAD, especially through Educational Technology*
- Researcher:** *Mhm?*
- Participant:** *they would benefit a lot*
- Researcher:** Yes
- Participant:** *and we would see the convergence*
- Researcher:** *Mm ... Mm*
- Participant:** *and unfortunately for a very long time, that has not happened*
- Researcher:** Ok, ok. And I ... as I was thinking of ... of ... of your role in the entire University for ensuring that the Academic staff are, are trained, I was wondering if you have any influence when a faculty, a centre like Centre for Continuing Education, *eh* ... sends its people to training, whether you have any influence on ... on ... on ... saying ... on commenting on whether that training is going to be aligned with what they're going to be doing. I mean commenting from your earlier *eh* ... comment that they go for training ... say for instructional design, but when they come back they do something else.
- Participant:** Yes
- Researcher:** Does the Centre for Academic Development have any
- Participant:** No
- Researcher:** contribution towards that?
- Participant:** *We don't have an input*
- Researcher:** Ok

- Participant:** *Yah ... in that*
- Researcher:** *Mhm?*
- Participant:** *Uh ... training is controlled through the Training*
- Researcher:** *Ok*
- Participant:** *Office under Human Resources*
- Researcher:** *Mhm?*
- Participant:** *It was only this year that eh ... the Deputy Vice Chancellor Academic Affairs felt no ... it should be uh ... coordinated eh ... under his office and he should know*
- Researcher:** *Ok?*
- Participant:** *what people are going to do and try to align*
- Researcher:** *Mhm?*
- Participant:** *their training with not the CAD Strategic plan, but with the University*
- Researcher:** *Mhm? Wide*
- Participant:** *University wide Strategic Plan*
- Researcher:** *Ok*
- Participant:** *So before then really, uh ... Heads of Departments would determine who to send, what to do*
- Researcher:** *Mhm?*
- Participant:** *And just work through with eh ... the Training Office and people eh ... just went for training*
- Researcher:** *We ... we touched on this one that I'm going into earlier a little bit but I would like us to re-visit it.*
- Participant:** *Mm*
- Researcher:** *Some ... some critics of ODL believe that it is not an effective mode to deliver quality university education eh ... effectively, eh ... particularly with*

regard to post graduate study. What ... what is your opinion concerning this ... thought?

Participant: Well I ... *uh* ... I'll surely differ with them really

Researcher: Ok?

Participant: If we're not looking at what most people usually referred to as spoon feeding

Researcher: *Mhm?*

Participant: We really have to be looking at developing independent learners

Researcher: *Mhm*

Participant: critical thinkers

Researcher: Ok?

Participant: And that depends on the way we structure and develop our programmes

Researcher: Ok

Participant: which do not really want the students to always be sitting there jotting some notes and reproducing the same notes

Researcher: *Yah*

Participant: So I see ODL as one *uh* ... avenue

Researcher: *Mhm*

Participant: which could really *uh* ... help this country to develop self directed people

Researcher: Ok

Participant: who are independent learners, who are able to do things on their own

Researcher: *Mm*

Participant: without being overly dependent

Researcher: Ok

Participant: on their lecturers, on their teachers for this and that

- Researcher:** *Mhm?*
- Participant:** Just may be need guidance
- Researcher:** *Mhm?*
- Participant:** and direction and have assistance here and there
- Researcher:** Ok. So ... so ... so in your ... your ... your assessment of the level of development of ODL at the University of Botswana, would you think that such concerns, that is, if there are any such concerns and doubts, within the University, that it could have hindered the effective development ... the robust development of ODL?
- Participant:** *Well, I wouldn't say the University only*
- Researcher:** *Mhm?*
- Participant:** *It's something that we need to approach a little bit holistically*
- Researcher:** *Mhm?*
- Participant:** *Uh ... especially that you see, the University receives students from secondary schools*
- Researcher:** *Mhm?*
- Participant:** *where they've been used to a particular way of delivery*
- Researcher:** *Yah, yah, yah*
- Participant:** *And for them to change*
- Researcher:** *Mhm?*
- Participant:** *it's not an easy task*
- Researcher:** Ok
- Participant:** It would be even more difficult for someone who has been used to notes dictated to them, saying now, you know ... *eh* ... learn on your own
- Researcher:** *Yah*
- Participant:** That would be much, much

- Researcher:** very, very
- Participant:** very difficult
- Researcher:** challenging
- Participant:** So it's something we need to try to find a holistic approach
- Researcher:** *Mhm*
- Participant:** That is why even our students at the University
- Researcher:** *Mm?*
- Participant:** still come here with that mentality
- Researcher:** Ok
- Participant:** You have to give us the notes ... you have to give us ...
- Researcher:** *Mhm ... Mhm?*
- Participant:** And they ... they reproduce them
- Researcher:** *Mhm...* Now, in the ... in the ... in your plans during NDP 9, there was this eh ... eh ... policy called the Distance Education Mainstreaming Policy
- Participant:** *Mm*
- Researcher:** What ... what is it all about?
- Participant:** *Well, it was meant to revamp ODL*
- Researcher:** Ok?
- Participant:** It was ...
- Researcher:** Ok
- Participant:** *But I don't think it never achieved*
- Researcher:** Oh
- Participant:** *what it uh ... what was set out there*
- Researcher:** Ok

- Participant:** Hence of course the numbers really indicate that
- Researcher:** it didn't go far...
- Participant:** it wasn't *eh* ... there wasn't much growth
- Researcher:** Ok
- Participant:** in that sector
- Researcher:** I was going to follow this question by saying how is the University implementing it across the faculties and departments
- Participant:** Well, that is why ... that is why I'm saying
- Researcher:** What was the plan
- Participant:** Exactly
- Researcher:** *Mm*
- Participant:** That is why probably the University *uh* ... found it fit to call in another consultant to say hei ... look at this thing, where did we go wrong
- Researcher:** Ok
- Participant:** *Because definitely, we went wrong somewhere*
- Researcher:** Ok
- Participant:** *We didn't achieve ... that which we had set ourselves to achieve*
- Researcher:** Ok
- Participant:** We didn't
- Researcher:** *Mhm*
- Participant:** *And really, outside the Faculty of Business, there's no other faculty*
- Researcher:** *Mm*
- Participant:** *which has an ODL programme*
- Researcher:** Ok

- Participant:** No
- Researcher:** Ok. So... so needless to ask my next question, which was to say ... what has been the impact of this policy on access to the University programmes
- Participant:** *Very minimal*
- Researcher:** *Mm*
- Participant:** Very, very minimal
- Researcher:** Very, very minimal. Yes
- Participant:** *Because if you dissect part-time from the student ... clientele*
- Researcher:** *Mm*
- Participant:** *of eh ... CCE*
- Researcher:** *Mm*
- Participant:** *they're left with nothing*
- Researcher:** *Yah*
- Participant:** they're left with nothing
- Researcher:** Yes, in the ... in the four hundred
- Participant:** *Mm... it's insignificant, it's insignificant*
- Researcher:** It's very insignificant indeed. Ok. *Yah* ... No. We ... I have benefited a lot from this ... this discussion and we have come to the end of it for now. I ... I'm hoping that *eh* ... when I go back and reflect on what we have been discussing
- Participant:** *Mhm*
- Researcher:** if I need any more clarification or more information, you would be willing to ... for me to come back and ...
- Participant:** Oh ... any time, any time
- Researcher:** Thank you very much. Thank you. *Ee, rra.* Oh, thanks

Interview Transcripts – T14

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

Researcher: Good morning, we are now recording

Participant: *Ee, mma*

Researcher: *Ee, mma.* I'd like to start by thanking you for participating in this interview. I'm the ... a student of the University of Pretoria as I've indicated. Apparently I have to record all this

Participant: *Ee, mma*

Researcher: *Ee, mma* and I'm ... I'm doing a research where I'm trying to find out how the development of open and distance learning impacts on access to tertiary education in Southern Africa. But I have picked Botswana as *eh* ... like a case study. *Eh* ... to find out what are the experiences of Botswana in terms of the development of ODL and how it impacts on the access to tertiary education

Participant: *Ee, mma*

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

Participant: *Uh* ... not quite true because I think *rona e tshwanetse e bo e setse e le bo* 10% (for us it must be already around 10%)

Researcher: Yes

Participant: access

Researcher: *Yah*, our access is around 11.4% actually.

Participant: *Ee, mma*

Researcher: *Ee* But *eh* ... would you say that *eh* ... this is a comparable figure, I'm ... I'm saying that ... how do we compare with our ... the countries that are our comparators, like South Africa, Mauritius and Namibia? Do you have an idea of how ... how they are performing in terms of that?

- Participant:** *Ee, mma ... Ee, mma* They're not different from us
- Researcher:** Ok
- Participant:** Except *gore ba bangwe o fitlhela ba le gone ko tlase koo, ba bangwe ba re feta go se kaenyana* (that usually some will be at the bottom, while others are a little above us)
- Researcher:** *Mhm?*
- Participant:** But our immediate *uh ...* neighbours like *bo-South Africa jaana* (like South Africa)
- Researcher:** *Mm?*
- Participant:** *Le bo-Zambia le bo-Zimbabwe* (Zambia and Zimbabwe)
- Researcher:** *Mhm?*
- Participant:** they're not *uh ...* very different
- Researcher:** Ok
- Participant:** from us
- Researcher:** from us
- Participant:** Zimbabwe *ba ka bo ba le* (could have been) very different, but I think economy has ...
- Researcher:** Ok?
- Participant:** *eh...* the current situation in Zimbabwe
- Researcher:** Ok?
- Participant:** *e kare e nnile le* (seems to have had an) impact on the education sector
- Researcher:** Ok
- Participant:** But actually in the region they have the best
- Researcher:** Ok

- Participant:** So *tota ya bone* access to tertiary *e ne e le ko godimo* (So in actual fact, their access rate to tertiary was relatively higher). But *bo-South Africa* ... (places like South Africa ...)
- Researcher:** we're ... we're ...
- Participant:** We're more or less the same
- Researcher:** at par?
- Participant:** *Ee*
- Researcher:** Ok. Now, your Department undertakes research, where it collects and analyses data about the Botswana education sector, in order to generate information that will be used for decision making in terms of the specialised educational planning that the department provides. *Eh* ... it also is expected to take national macro-economic planning into consideration in the process of educational planning. I ... I suppose *eh* ... this means *eh* ... you relate the training activity, especially at tertiary level, with human resource development?
- Participant:** *Ee, mma*
- Researcher:** *Aha* ...
- Participant:** We do
- Researcher:** Ok. Now, may be I should ...
- Participant:** Because *uh* ...
- Researcher:** *Mhm?*
- Participant:** *go ntse go le a bit dicy ka gore re ne re sena* (it has been a bit tricky because we did not have) any strategy in place
- Researcher:** Ok
- Participant:** We didn't even have a framework
- Researcher:** Ok
- Participant:** for qualification
- Researcher:** Ok

- Participant:** that's why we have now *eh* ...initiated the process of the Human Resource Strategy
- Researcher:** Ok
- Participant:** *le NCQF e e leng gore ke* (together with the NCQF, which is the) National Qualification Framework. The National Qualification Framework *eo, re setse re simolotse tiro e ntsi mo go yone* (We have already started a lot of work on that National Qualification Framework). The HRD Strategy *sone se tlaa bo se* ... I think *se bubmitilwe today to Cabinet* (As for the HRD Strategy, it must have been submitted today to Cabinet)
- Researcher:** *Aah?* Ok, has been submitted to Cabinet?
- Participant:** *Eh ... ha e le gore, ha e le gore ... ke raya gore date e ne ele gompiano* (if ... if ... I mean, today was supposed to be its submission date)
- Researcher:** It was supposed to be today?
- Participant:** It was supposed to be today
- Researcher:** Ok
- Participant:** *Ee. Go raya gore once se sena go approviwa, ke gone jaanong re tlaabong re simolola go* (Yes, which means that once it has been approved, then we will start) to work towards establishing a Council
- Researcher:** Ok. Who ... who's submitting this strategy by the way?
- Participant:** *Uh* ... it is submitted ... today it was ... Ministry of Finance. This is a joint venture between
- Researcher:** Ok?
- Participant:** Education and Finance
- Researcher:** and Finance Ministry ok
- Participant:** *ka gore Ministry was Finance o participata into ... in the manpower planning* (because the Ministry of Finance participates in manpower planning)
- Researcher:** Ok
- Participant:** But the NCQF

- Researcher:** *Mhm?*
- Participant:** the National Qualification Framework
- Researcher:** *Mhm?*
- Participant:** *re na le Unit gone ha* (we have a Unit here)
- Researcher:** Ok
- Participant:** *e e leng gore e okametswe ke Rre Molwale* (which is headed by Mr Molwale).
- Researcher:** Ah, ok
- Participant:** We're trying to establish a full fledged Unit *e e leng gore e tlaa lebelela this particular framework re leka go eh ... go e finalisa* (which will work on this framework towards its finalisation)
- Researcher:** Ok
- Participant:** Because ultimately
- Researcher:** *Mhm?*
- Participant:** we want to align
- Researcher:** *Mhm?*
- Participant:** our levels *tša* (of) education
- Researcher:** *Mhm?*
- Participant:** to certain qualification *gore go nne motlhofo* (so that it would be easy)
- Researcher:** Ok, ok
- Participant:** *gore ngwana ha a tswa mo leveleng e, kana a dirile go ema ha, go be go na le se re ka reng o na le dicompetency tša gore. Unlike gompieno re tlaabo re re ngwana o feditse seven, when you go to details gore mme o raya a ka dira eng tsela e tlaabo e tsena mo sekgweng.* (to determine the competency level of a child who has graduated from a given level. Unlike currently where there is no way of determining what competencies a Standard 7 graduate possesses).
- Researcher:** Alright

- Participant:** With the framework I think everything will be fine
- Researcher:** Will be in place, ok. *Eh* ... if I may ask *gore* you try and be on the English more ... *ba a go di cheka* (these are part of the assessment, they are going to be checked)
- Participant:** *Oh, ee mma*
- Researcher:** *Ee, mma* ... *Eh* ... yes, *eh* ... the ... now I was just about to say, based on your experience and the research that your Department is involved ... involved in, what is your opinion of the rate of participation of Batswana of different ages in tertiary level education and training?
- Participant:** *Uh* ... the participation is quite good
- Researcher:** Ok
- Participant:** although for some areas
- Researcher:** *Mhm?*
- Participant:** of education
- Researcher:** *Mhm?*
- Participant:** we do have may be women being more
- Researcher:** Ok?
- Participant:** than men
- Researcher:** Ok?
- Participant:** but generally I think the participation is almost at par
- Researcher:** At par, ok ... of ... of ... of different age groups?
- Participant:** *Ee, mma*
- Researcher:** You are looking at the youth and also the ... the adults who are in employment, in self employment ...
- Participant:** Yes
- Researcher:** and so on. They are ...

- Participant:** because what we look at is for instance, the point at which we expect people to be at tertiary
- Researcher:** *Mhm?*
- Participant:** Then when you analyse you can see that the participation is ... it's quite at par
- Researcher:** Ok
- Participant:** even for those who are coming from work now
- Researcher:** Ok
- Participant:** going into the tertiary education system to improve or to develop their competencies
- Researcher:** Ok
- Participant:** It ... it ... it's almost at par
- Researcher:** Ok
- Participant:** I think the only challenge is to increase
- Researcher:** Ok?
- Participant:** the participation
- Researcher:** The participation rate?
- Participant:** *Ee*
- Researcher:** Ok, that is the part that I'm actually trying to zero in. *Eh* ... that when ... let's say we ... if we look the ... the 18 to 24 age ... age group that are ... most of these are the ones that are coming from secondary schools. *Eh* ... the estimation that Botswana has now is that *eh* ... 11.4% of that age group is managing to go into tertiary education. Now I would like, and through the Tertiary Education *eh* ... Council, there are indications that *eh* ... Botswana *eh* ... wants to reach a target of like 20% of those who are ... of this age group going into tertiary around 2016 and probably 30% around 2026
- Participant:** Ok

- Researcher:** Now, I would ... this indicates that *eh* ... the 11.4% according to this *eh* ... the ... the ... the plan as it is, is not extremely satisfactory ...
- Participant:** No, it's not
- Researcher:** Botswana is not happy about it
- Participant:** Yes
- Researcher:** Yes, now what I would like to ... to know is whether the existing tertiary institutions in the country, in your opinion, are coping with the demand that is there at the moment for tertiary education
- Participant:** *Mm* ... they're not quite coping
- Researcher:** Ok?
- Participant:** That's why we have *uh* ... through the Tertiary Education Council
- Researcher:** *Mhm?*
- Participant:** encouraged the other private institutions to come in
- Researcher:** *Mhm*
- Participant:** We're also opening the door to ODL
- Researcher:** Ok
- Participant:** So that we can have *uh* ... more people accessing
- Researcher:** Ok?
- Participant:** tertiary education
- Researcher:** Ok
- Participant:** For instance, the reason why I'm saying they are not quite coping is because if they were quite coping
- Researcher:** *Mhm?*
- Participant:** we would have drastically reduced may be the number that is going outside
- Researcher:** Ok

- Participant:** But we still have our students going to
- Researcher:** to other countries
- Participant:** tertiary education outside the country, even for courses that would have been offered locally
- Researcher:** Ok
- Participant:** But because of places
- Researcher:** Ok
- Participant:** you find that it's *uh* ... it's a problem. But I think Government is moving towards there because this ... last year
- Researcher:** *Mhm?*
- Participant:** we started offering scholarships for students attending private institutions
- Researcher:** Ok
- Participant:** as opposed to bo UB and *uhm* ...
- Researcher:** Ok and ...and ... and the other institutions
- Participant:** Yes
- Researcher:** Now ... now I ... I have ... I ... I would like to know whether you are aware as the Ministry of, out of this 11.4%, which go into tertiary, what percentage would you estimate as a population that goes into tertiary through ODL. Do ... do you have any idea?
- Participant:** I don't have the correct figure. But I think *uh* ... ODL currently is not necessarily big when it comes to tertiary education
- Researcher:** Ok
- Participant:** We're still big like when you look at institutions like BOCODOL
- Researcher:** *Mhm?*
- Participant:** we're still big *mm* ... for secondary education.
- Researcher:** secondary level education

- Participant:** Yes. So I should think that may be the proportion is not so substantial
- Researcher:** Ok. I ... I know that the University of Botswana also has a distance education wing within the University, that has been there for quite some time. Do ... do you have any idea of what contribution they're making towards access to tertiary education
- Participant:** *Uh* ... I think even if you take UB for instance *uh* ... on average I think annually it will take up to *bo* ... I think around *uh* ... fifteen thousand or so
- Researcher:** Ok
- Participant:** But I don't think *eh* ... more than five thousand of those are for distance education
- Researcher:** are for distance, ok
- Participant:** That's why I'm saying, that's why it was necessary for the Ministry
- Researcher:** *Mhm?*
- Participant:** to go the route of establishing
- Researcher:** *Mhm?*
- Participant:** BOCODOL
- Researcher:** Ok
- Participant:** Because we really want to be more aggressive
- Researcher:** Ok, ok
- Participant:** Because the University has been doing that for sometime
- Researcher:** *Mhm?*
- Participant:** but I think the contribution was not really ...
- Researcher:** was very ... ok
- Participant:** was low

- Researcher:** Ok. Alright, thank you. *Eh* ... some ... some of my questions would sort of *eh* ... for emphasis sake, would sort of go back to what we ... we have ... we have touched on. Like *eh* ... I know that in *eh* ... in 1994, the Revised National Policy on Education, now also the Tertiary Education Policy that has just been approved *eh* ... have ... have, as you have indicated, indicated that open and distance learning is one of the strategies that can be employed to expand access to tertiary level education. But what I need to know is the planned status. Now that the Ministry and the, rather education ... the education sector driven by the Ministry of Education, is considering distance education to be an option, *eh* ... that can be *eh* ... that can expand access to tertiary education, what is the status that the Ministry is attaching to distance education in Botswana, tertiary level distance education? *Ke gore* (that is) compared to face-to-face, how are you ... are you ... are you in your plans saying ... so many students are going to go through the face-to-face and so many will go through open and distance learning, in the plans?
- Participant:** *Uh* ... I think if I recall well in the NDP 10 Strategy
- Researcher:** *Mhm?*
- Participant:** we are trying to have the Strategy such that we place a greater emphasis when it comes to open and distance learning, more especially targeting the tertiary level
- Researcher:** Ok
- Participant:** And I think we should be increasing the threshold that BOCODOL has
- Researcher:** *Mhm?*
- Participant:** for, like BOCODOL I think annually they aim to have four thousand and five thousand
- Researcher:** Yes
- Participant:** students
- Researcher:** *Mhm?*
- Participant:** which means for NDP 10, I think the figures should be going higher
- Researcher:** *Mhm?*
- Participant:** because we are also trying to bring in the aspect of e-learning
- Researcher:** *Aha?*

- Participant:** Which means we should be expanding
- Researcher:** expanding
- Participant:** doors for everybody, because the strategy that we are adopting is promoting ... is to promote long life learning
- Researcher:** Ok
- Participant:** continuous learning for individuals
- Researcher:** Yes, yes, yes
- Participant:** Because we do believe as a Ministry that learning is not something that you finish with
- Researcher:** *Mhm ... Mhm?*
- Participant:** but you learn as you go. That's why we're trying to adopt even e-learning strategies and *eh* ... other strategies
- Researcher:** Ok
- Participant:** so I believe that relatively to the past
- Researcher:** *Mhm?*
- Participant:** more emphasis be put when it comes to ODL
- Researcher:** *Mhm*
- Participant:** Because that's where we're also advancing the idea of delivering our curriculum
- Researcher:** *Mhm*
- Participant:** through ICT
- Researcher:** Ok
- Participant:** so that we can have a combination
- Researcher:** *Mhm*
- Participant:** so that at least in the future

- Researcher:** *Mhm?*
- Participant:** you don't necessarily have to be in the classroom to attain your certificate
- Researcher:** *Mhm?*
- Participant:** more especially when we are done with the NCQF
- Researcher:** *Mhm*
- Participant:** You should be able to do it the way it is convenient to you, because we want to diversify our curriculum such that it is relevant
- Researcher:** Ok
- Participant:** And the relevance aspect will be touching on ... on certain issues
- Researcher:** *Mm*
- Participant:** like whether this subject is relevant to your area
- Researcher:** *Mhm?*
- Participant:** or to your whatever
- Researcher:** Ok
- Participant:** or may be you're a person who is more into Agriculture
- Researcher:** *Yah*
- Participant:** may be you don't ... your kids don't have time to be spending time in classrooms.
- Researcher:** *Mhm?*
- Participant:** so the decertification will come there and that's where ODL will play a role
- Researcher:** Ok, ok. I'm glad to hear of that elaborate plan, because in the past it looked like it wasn't really there. Now, *eh* ... we have already indicated that the ... the existing tertiary institutions are not quite coping with the demand. And ... and we were addressing the demand only from secondary school, which are inputting into the tertiary institutions. Recently research indicates a trend in many developing countries where more and more adults, including

employees want to access tertiary level education and training. I ... I want to find out whether this is true for Botswana as well

Participant: *Yah* it is

Researcher: it is

Participant: It is true

Researcher: What do you think influences this trend?

Participant: I think it's the change in economics

Researcher: Ok

Participant: in many countries

Researcher: *Aha?*

Participant: For instance, in Botswana we were heavily dependent on minerals

Researcher: *Mhm?*

Participant: But it is becoming very evident

Researcher: *Mhm?*

Participant: that the diamonds are not here to stay. So immediately the scope of economics changes

Researcher: *Mhm?*

Participant: then you want also to change, so that you become more marketable

Researcher: *Mhm ... Ok*

Participant: Because industries change

Researcher: *Mm*

Participant: with the economy

Researcher: Ok. Now ... now ... now since the ... the existing face-to-face *eh ...* tertiary institutions are ... are not coping as we have established, *eh ...* the ... the emphasis for availing this *eh ... eh ...* educational demand *ke gore*

(meaning) satisfying the demand would be ... how are you as a Ministry planning it?

Participant: *Uh ... as a Ministry we have some strategies.*

Researcher: *Mhm?*

Participant: For instance, when it comes to vocational education

Researcher: Ok?

Participant: we're upgrading some of our colleges

Researcher: *Mm?*

Participant: to offer degree level courses

Researcher: Ok?

Participant: and other higher courses

Researcher: Ok

Participant: We're also building

Researcher: Ok?

Participant: some high level colleges like the Odi CAAT

Researcher: Ok

Participant: the ... the Odi College of Applied Arts and whatever

Researcher: *Mhm ... Mhm?*

Participant: And we have the Francistown Technical College

Researcher: *Mhm ... Mhm?*

Participant: which just opened its door

Researcher: Yes

Participant: So you can see we are moving towards having vocational education

Researcher: *Mhm?*

- Participant:** not only offering Diplomas and Certificates
- Researcher:** *Mhm ... Mhm?*
- Participant:** but also moving towards offering tertiary education
- Researcher:** tertiary level education. Yes, I can see that *eh ...* those plans are actually addressing *eh ...* people who will be going into the institutions. Now, I'm wondering about the ones that are in employment. Is the Ministry planning to ... to, how is the Ministry planning to address those who need to continue learning, like you were talking about the lifelong learning *eh ...* venture. Those who want to continue learning and yet they are in employment. If we give an example for instance, the Ministry of Education used to ... used to, and I think it is continuing to do that, send some of the employees off for further studies, *eh ...* in large numbers in the different departments. What is the status now, *eh ...* of that arrangement? Are you still continuing to send people off for training or are you exploring ... now that you're thinking distance education, are you exploring ...
- Participant:** We are exploring both
- Researcher:** *Mhm*
- Participant:** Because for now for instance, we cannot say we are stopping sending employees for courses
- Researcher:** *Mhm?*
- Participant:** because our ODL is still
- Researcher:** *Mhm*
- Participant:** developing
- Researcher:** is still developing, ok
- Participant:** So what is happening right now, Ministry of Education as part of Government
- Researcher:** *Mhm?*
- Participant:** has *uh ...* also adopted the strategy of now training, unlike in the ... long time ago. When you finished *uh ...* your tertiary education and join the Government, you were sure that after few years you'd be going for your Masters or whatever

- Researcher:** *Mhm?*
- Participant:** or if you had a Diploma you were sure that you'd go for Degree
- Researcher:** Ok
- Participant:** Now the ... the Government has changed strategy
- Researcher:** *Mhm?*
- Participant:** What happens now is, depending on the job that you're doing, we develop officers in terms of training
- Researcher:** Ok
- Participant:** to close the ... the performance gaps
- Researcher:** *Mhm?*
- Participant:** Which means, even if you're not sent for long-term training
- Researcher:** *Mhm?*
- Participant:** but you're continuously sent for short-term training
- Researcher:** Ok
- Participant:** So that you can acquire the necessary skills
- Researcher:** skills, ok
- Participant:** to deliver
- Researcher:** Ok
- Participant:** So you'll find that most of the employees will very often go for short courses
- Researcher:** *Mm*
- Participant:** so that they can be able to cope with the changing demands of their work
- Researcher:** Ok
- Participant:** Un ... unlike in the past when we used to go for long-term training

- Researcher:** *Mm*
- Participant:** But it depends also on the area
- Researcher:** *Mhm?*
- Participant:** Like *uh* ... when it comes to our teachers
- Researcher:** *Mhm?*
- Participant:** for instance, when we look at the quality of education
- Researcher:** *Mhm?*
- Participant:** in our Primary schools and Secondary schools, sometimes we discover that may be because of the changes in the curriculum and the syllabuses
- Researcher:** *Mhm?*
- Participant:** teachers need some upgrading
- Researcher:** Ok
- Participant:** Which means now it will no longer be short courses like we offered by in-service whatever
- Researcher:** *Mhm ... Mhm?*
- Participant:** in Education Centres.
- Researcher:** *Yah*
- Participant:** But there will be need for us to take them in batches to tertiary institutions, to upgrade them from Certificate to Diploma or from Diploma to Degree
- Researcher:** *Mhm?*
- Participant:** so that they can deliver the curriculum effectively
- Researcher:** *Mhm?*
- Participant:** So we still continue to do that
- Researcher:** to do that

- Participant:** *Mm*
- Researcher:** So ... so ... so I didn't quite get you *eh* ... what is the contribution of ODL in that process?
- Participant:** *Uh* ... ODL contributes in some areas, like when you take *uh* ... *uh* ... fields like ICT
- Researcher:** *Mhm?*
- Participant:** and *eh* ... related. Mostly ODL plays a big role
- Researcher:** Ok?
- Participant:** because we currently have *uh* ... those courses which you can do through ... through the in ... internet
- Researcher:** *Mhm?*
- Participant:** You take a course as you work and you get accredited, so that you can move from one level to another. So that's where right now the Ministry is big on. Because for our IT personnel, that's how we develop most of them
- Researcher:** Ok
- Participant:** more especially for these *uh* ... skills where they need to be
- Researcher:** hands on?
- Participant:** hands on
- Researcher:** Ok. *Eh* ...*eh* ... *eh* ... I will dwell on this question ... it's ... it's very important *eh* ... because *uhm* ... you as a Planning *eh* ... Unit, *eh* ... you must be having some plan and saying, now that we have recognised that ODL can actually help the Ministry advance as far as training is concerned, may be we need so many people that need training in the next plan period
- Participant:** *Mm*
- Researcher:** and *eh* ... in these various areas that you must have *eh* ... identified. *Eh* ... what I want to establish is whether consciously you're saying, we will send this percentage of this *eh* ... contingency or contingent, to face-to-face courses. They will go
- Participant:** *Mm*

- Researcher:** and be away for ex number of years to study. We will go ... will take ex percentage and enrol them in the ... similar ... in a similar course, probably they need the same skills or the same upgrading, like you were mentioning teachers. May be you have a plan to say, the Ministry has now to ... to take this percentage to go to the University to do this course. But so many, this ... this other percentage can do the same course through ODL. I just want to establish whether you actually have such plans in place, where somebody can ... can actually see *gore* (that) ODL is being ... is being utilised
- Participant:** *Ee, mma*
- Researcher:** *Mm*
- Participant:** *Yah ... I think uh ... to some extent yes*
- Researcher:** *Mhm?*
- Participant:** Although we're just starting because most of the strategies that we have
- Researcher:** Ok
- Participant:** actually we will start implementing during NDP 10
- Researcher:** during NDP 10, yes
- Participant:** We will actually establish ... work towards establishing an e-learning centre
- Researcher:** Alright
- Participant:** that's when we will be living ... taking a deliberate effort
- Researcher:** *Mm ... Mm*
- Participant:** to say, this area
- Researcher:** *Mhm?*
- Participant:** so many people will be going through
- Researcher:** *Mhm?*
- Participant:** e-learning and this much will ... because for some areas
- Researcher:** *Mhm?*
- Participant:** we would need to cautiously send a certain number

- Researcher:** *Mhm?*
- Participant:** to face-to-face
- Researcher:** Yes
- Participant:** for now
- Researcher:** Yes
- Participant:** So that at least we can improve some service. Like for teachers for instance, because it's urgent
- Researcher:** *Mhm?*
- Participant:** because when you look at our results
- Researcher:** *Mhm?*
- Participant:** they clearly show that *uh* ... something needs to be done because the ... the ... the pass rates are going down
- Researcher:** Ok
- Participant:** And one of the inputs that would contribute to the improvement of the result, would be the status of the teachers qualifications
- Researcher:** Yes
- Participant:** So, that one we have taken a deliberate move as a ... as a Ministry
- Researcher:** *Mhm?*
- Participant:** to say, we will be training teachers the face-to-face in the tertiary institutions ... this much per year or whatever, until we have completed
- Researcher:** *Mm*
- Participant:** all those who were having PTC or
- Researcher:** *Yah*
- Participant:** those other certificates below Diploma
- Researcher:** Alright

- Participant:** But when it comes to the other general staff
- Researcher:** *Mm?*
- Participant:** depending on the needs assessment, because we do conduct uh ... a needs assessment for the skills
- Researcher:** *Mhm?*
- Participant:** required for different jobs. Like I said, the IT
- Researcher:** *Mhm?*
- Participant:** we have deliberate plans to say, as a ... as IT personnel, generally these are the skills that you'll require
- Researcher:** *Yah*
- Participant:** So, those, you can get through ODL
- Researcher:** *Yah*
- Participant:** But those which are urgently needed
- Researcher:** *Mhm*
- Participant:** we organise face-to-face
- Researcher:** *Mm*
- Participant:** to take them outside, inside,
- Researcher:** *Mhm ... Mhm?*
- Participant:** but to tertiary institutions so that we can upgrade them
- Researcher:** Yes
- Participant:** But we are enrolling them continuously in ODL courses
- Researcher:** in the ODL courses
- Participant:** so that they can have the proficiency that is required
- Researcher:** Ok

- Participant:** *Ee*
- Researcher:** *Uh ... now ... now, across the various tertiary institutions in Botswana eh ... I know they ... the various institutions will have a certain number of students. What percentage of that current student body, the Botswana current student body of eh ... tertiary institutions ... how do you estimate to be the contribution of distance education, in increasing access? When have ... I don't know how many students you have across the institutions, what percentage of that body is doing it through ODL?*
- Participant:** For tertiary?
- Researcher:** *Mm*
- Participant:** *Eh ... eh ... for tertiary I ... I'm not very sure but I can estimate between five and ten percent*
- Researcher:** *Aha? Ok*
- Participant:** With the ... because, for instance, like I was saying, it's still on the developing side
- Researcher:** *Mhm?*
- Participant:** So basically they have not really contributed to the level that the Ministry would want
- Researcher:** Ok
- Participant:** We are still developing the area
- Researcher:** Ok
- Participant:** But I believe the access is increasing
- Researcher:** Ok. Alright ...*Uh ... there is ... there is the issue of support for distance education at tertiary level. I would like to know what the Ministry thinks is necessary support that institutions need, of ODL, in order for them to increase access*
- Participant:** *Uh ... I think basically right now the Ministry would ... would ... the opinion would be that if we can have the relevant infrastructure*
- Researcher:** Ok?

Participant: like in terms of ICT

Researcher: Ok

Participant: then that should be ... that should contribute big

Researcher: Ok?

Participant: when it comes to ODL

Researcher: *Mhm?*

Participant: because then people will be able to access materials

Researcher: *Mhm?*

Participant: any how, anywhere they can

Researcher: Ok

Participant: And I think that's why the General Government has approved the policy to assist officers who want to buy computers

Researcher: Ok

Participant: Because I think it's in an effort

Researcher: *Mhm?*

Participant: to say if you have a computer, you can be able to access internet

Researcher: *Mhm*

Participant: and then when you access internet you can be able to enrol in some distance courses blur ... blur

Researcher: Ok

Participant: And also the ... at tertiary level

Researcher: *Mhm?*

Participant: we are trying to attract ... what do you call them ... satellite institutions?

Researcher: Yes, yes, yes

Participant: where you have people studying here but accredited by other universities

Researcher: by other universities

Participant: *Mm*

Researcher: Ok

Participant: And *uh* ... that's why we're also developing an Education Hub

Researcher: Ok

Participant: and we ... through the new organisation ... the BUIST, the second university

Researcher: Ok, yes, yes

Participant: for Science and Technology ...

Researcher: for Science ... yes

Participant: in that organisation

Researcher: *Mhm?*

Participant: we have the Coordinator of the Education Hub

Researcher: Ok

Participant: and I think it's in an effort

Researcher: *Mhm?*

Participant: to make sure that *uh* ... Botswana stands out in terms of attracting the best

Researcher: Ok

Participant: in education facilities

Researcher: *Mhm?*

Participant: even in the area of ODL

Researcher: Ok?

Participant: because when we have this satellite whatever

- Researcher:** *Mhm?*
- Participant:** to some extent the bulk of the education is done like
- Researcher:** Yes, yes
- Participant:** distance
- Researcher:** Yes
- Participant:** The time that you come face-to-face
- Researcher:** *Mhm?*
- Participant:** is little. And we're already having some of those institutions around town, I mean, in the country, like bo-Baisago
- Researcher:** *Mhm*
- Participant:** and others
- Researcher:** *Mhm ... Mhm*
- Participant:** because the ... they're stated to ... franchise from
- Researcher:** are working like satellites
- Participant:** more especially from South African universities and overseas
- Researcher:** Ok
- Participant:** universities
- Researcher:** Ok
- Participant:** So I think it ... it's an area that we want to develop as a Ministry during NDP 10
- Researcher:** *Mhm*
- Participant:** And I think the Tertiary Education Council, together with the Coordinator of the Education Hub
- Researcher:** *Mhm?*

- Participant:** I think those are the areas that they would want to develop
- Researcher:** Ok. *Eh* ... what kind of challenges do you think *eh* ... existing tertiary institutions in Botswana, particularly the ODL ones are facing ... the ... the ODL tertiary institutions. I ... I know they're very few.
- Participant:** *Mm*
- Researcher:** I know Bai ... you mentioned Baisago
- Participant:** Baisago *Mm*
- Researcher:** I've heard about one or two others. BOCODOL is one of them. What sort of challenges do you think as an ODL institutions, they might be facing?
- Participant:** I recall in the past that they had their *uh* ... like *eh* ... students who wanted to enrol there
- Researcher:** *Mhm?*
- Participant:** had problems of scholarships
- Researcher:** *Aha?*
- Participant:** But now starting last year I think *eh* ... we have moved to the direction of for those who qualify according to the points of threshold
- Researcher:** *Mhm ... Mhm*
- Participant:** we do sponsor
- Researcher:** *Aah?*
- Participant:** we have open ... like I know we have *uh* ... I think *ba* Baisago we are sponsoring them and some few others
- Researcher:** Ok
- Participant:** which means, that barrier, we're getting over it
- Researcher:** Ok, ok
- Participant:** But apart from that I think the other challenge that I see relating to ODL might be qualified personnel
- Researcher:** Ok?

- Participant:** Because you see that because the institutions, tertiary education is still expanding
- Researcher:** *Mm*
- Participant:** May be we don't have enough qualified personnel to be taking up jobs
- Researcher:** *Mhm?*
- Participant:** for those *uh* ... kind of institutions
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** Ok
- Participant:** Because already like, the population base is small
- Researcher:** Ok
- Participant:** And *uh* ... we have a substantial proportion of students who are sent abroad who don't come back. And *uhm* ... I think more especially in the areas of Science and *uh* ... related subjects we're still having a problem
- Researcher:** Ok
- Participant:** because the problem persists even at secondary level. That's why we still have foreigners
- Researcher:** Ok
- Participant:** Even in our Colleges of Education, we still have a substantial number of *uh* ... foreigners who are teaching. Which gives me an impression that when it comes to the teaching or lecturing or personnel
- Researcher:** *Mhm?*
- Participant:** to deliver the actual education, it might be a problem. Or to facilitate at least, it might be a problem
- Researcher:** in that ODL environment
- Participant:** Yes

- Researcher:** *Mhm*
- Participant:** But *uh* ... as it develops, I think things should be able to turn around
- Researcher:** Ok
- Participant:** So that at least we'll be having enough personnel, instead of having the satellite institutions relying more on people from outside. They should be able to rely more on people, in-house
- Researcher:** in-house ok
- Participant:** and that should attract more students
- Researcher:** Ok. *Eh* ... now I ... I ... I ... I'm ... I'm going to be touching on the ... the claim of distance education practitioners or providers of distance education. They have this thing *eh* ... that the distance learning mode is capable of opening access *eh* ... to tertiary much more effectively and substantially than the face-to-face mode. I want to know whether you can make a comment on that. *Eh* ... you know, what they're saying is *eh* ... ODL is slightly cheaper, *eh* ... ODL is more flexible and therefore I can take my courses while I'm working and when I'm doing that, I'm giving my employer the service that they have employed me for. But I'm also studying and through that studying I'm improving on my work and so on. They ... they are saying that. And they think it is more cost-effective to do ODL than face-to-face and they also think it ... it is better when ... when you are faced with low resources more adults who want tertiary education *eh* ... more urgent issues to attend to and yet want development, staff development to continue
- Participant:** *Mm?*
- Researcher:** You would rather prefer ODL. I just want to know the feel of the Ministry's *eh* ... thinking
- Participant:** *Mm*
- Researcher:** around issues like that
- Participant:** *Uh* ... my opinion would be it's true, but it ... it ... it becomes more effective
- Researcher:** *Mm?*
- Participant:** when the area is fully developed

- Researcher:** *Ahaa*
- Participant:** *Mm ... when it is still developing*
- Researcher:** *Mhm?*
- Participant:** *it is a bit dicy*
- Researcher:** *Ok*
- Participant:** *But if you have strategies in place and the ODL area develops*
- Researcher:** *Mhm*
- Participant:** *then it becomes cheaper. Because then you don't have to worry about uh ... for instance, cheaper even in the social context, because you don't have to worry about leaving your children and going away for three years*
- Researcher:** *Mhm*
- Participant:** *It is also cheaper money wise*
- Researcher:** *Mhm*
- Participant:** *because you're not going to pay a lot of money for*
- Researcher:** *accommodation expenses ...*
- Participant:** *accommodation expenses and other expenses as when you join an institution and you are face-to-face. It's lesser money even for teaching*
- Researcher:** *Mhm?*
- Participant:** *because you don't have face-to-face*
- Researcher:** *Mhm?*
- Participant:** *But you have other people sitting processing all these and materials, delivering of materials also become cheaper. Because uh ... like if you take e-learning*
- Researcher:** *Mhm?*
- Participant:** *the materials will be soft copies, so you save paper*
- Researcher:** *Mhm?*

- Participant:** you save the time, you save the electricity part. I mean, holistically, when you look at it when it is fully developed
- Researcher:** *Mhm?*
- Participant:** it's cheaper and convenient
- Researcher:** Ok
- Participant:** to everybody
- Researcher:** Ok, ok
- Participant:** Because you don't have to worry about *uh* ... the age limit
- Researcher:** *Mhm*
- Participant:** You can enter anyhow.
- Researcher:** *Mhm?*
- Participant:** But when it comes to face-to-face, sometimes it's the age restriction, it's this, this. And also the flexi, the flexi time. You can actually do it when it is convenient for you
- Researcher:** *Mhm?*
- Participant:** You can stop and continue later, or you can continue until you finish. So *uh* ... I believe I support that holistically when you look at it, more especially when you have fully developed the sector
- Researcher:** Ok
- Participant:** It can be cheap and it can save Government lots of money, but at the same time increasing access
- Researcher:** Ok
- Participant:** More especially when you look at the ... the education for the youth and adults
- Researcher:** Ok
- Participant:** Because those would be the people who are working, or who missed education somehow, or other levels or want to continue

- Researcher:** Ok
- Participant:** And when you look at promoting long life learning
- Researcher:** *Mhm?*
- Participant:** You would think it's the best thing that you can do to yourself
- Researcher:** Ok. So ... so ... so what are the strategies that are being put in place to develop it to the level where it would be cost-effective like that?
- Participant:** For the Ministry that's why we have *uh* ... projects like *uh* ... developing the e-learning
- Researcher:** *Mhm?*
- Participant:** That's why we have strategies like *uh* ... developing the ICT infrastructure
- Researcher:** *Mhm?*
- Participant:** in our institutions
- Researcher:** *Mhm?*
- Participant:** And *uh* ... that's why we also set up institutions like BOCODOL who will actually look at the coordination and other aspects
- Researcher:** Ok
- Participant:** And that's why also we're having the Qualification Framework
- Researcher:** *Mhm?*
- Participant:** in place. So that at least at the end now when we say, we are ready, the sector will be functioning without *uh* ... I mean with less
- Researcher:** Ok
- Participant:** hiccups
- Researcher:** Ok
- Participant:** because then when you do your distance learning up to a certain level, you can actually equate through the NCQF

- Researcher:** Ok
- Participant:** to say, now I have these competencies
- Researcher:** Ok
- Participant:** So that you don't have to worry about *uh* ... certain levels
- Researcher:** Ok
- Participant:** For each level you'll also at least translate what you can do and what you cannot do
- Researcher:** Ok
- Participant:** Which means even the ... the ... the labour market we will be able to respond to through ODL
- Researcher:** Ok
- Participant:** not necessarily face-to-face
- Researcher:** Ok
- Participant:** *Ee*
- Researcher:** Now, beside cost-effectiveness, do you think distance education would perform better in a dual mode tertiary institution, in terms of increasing access? Some ... some ... some researchers also say, if it is happening within a ... like ... like it is happening in the University of Botswana for instance. They have both face-to-face and tertiary. *Ehm* ... some researchers think that is the best arrangement for ODL to perform better
- Participant:** *Mm*
- Researcher:** because *eh* ... both modes are using the same resources, they're are using the same teachers, they're using the same labs and so on
- Participant:** *Mm*
- Researcher:** They think that is the best route
- Participant:** *Mm*
- Researcher:** Other *eh* ... researchers think, no but if the institution is focused on distance education and concentrates on it

- Participant:** *Mm?*
- Researcher:** And it the ... the ... the distance education would get more developed
- Participant:** *Mm*
- Researcher:** than if it was within a dual mode. Now, I want to know the thinking
- Participant:** *Mhm?*
- Researcher:** around this area of ... of ... of Botswana
- Participant:** *Mm*
- Researcher:** through the Ministry of Education
- Participant:** My thinking I think will be that we can have a mixture
- Researcher:** Ok
- Participant:** Because the danger of having institutions just focusing on *uh* ... one area
- Researcher:** *Aha?*
- Participant:** without having other models
- Researcher:** *Aha?*
- Participant:** doing dual
- Researcher:** Ok?
- Participant:** is that you'll find that sometimes *uh* ... it's more cost-effective if you ... if you ... if you share resources
- Researcher:** Ok
- Participant:** And because the dynamics of economy shows that if you share resources you get better value for your money, I would believe that we can, depending on the areas
- Researcher:** *Mhm?*
- Participant:** for some areas we can set up ODL institutions which really focuses on just ODL.

- Researchers:** *Mhm?*
- Participant:** But for other tertiary institutions, we ... we ... we can develop both *uh* ... both sides
- Researcher:** *Mhm?*
- Participant:** so that they ... they actually complement
- Researcher:** *Mhm?*
- Participant:** each other
- Researcher:** *Mhm?*
- Participant:** Like if you take the set up of the University of Botswana, I think it's an ideal one
- Researcher:** *Mhm?*
- Participant:** Because *uh* ... when you ... they share resources. They share even these *uh* ... lecturers and facilities
- Researcher:** *Mhm?*
- Participant:** And as such, you don't have to duplicate the effort
- Researcher:** *Mhm*
- Participant:** Unlike if you have the University of Botswana offering face-to-face, and then you have another university offering ... then sharing of resources might be to some extent not really feasible in some areas and also the facilities
- Researcher:** *Mhm*
- Participant:** And I believe if ... when you go through ODL
- Researcher:** *Mhm?*
- Participant:** it doesn't necessarily mean you don't need *uh* ... some assistance from the face-to-face
- Researcher:** Ok
- Participant:** which means, when they're combined

- Researcher:** *Mhm?*
- Participant:** its easier to arrange *uh* ...
- Researcher:** to benefit from ...
- Participant:** to benefit
- Researcher:** *Yah*
- Participant:** from the other wing
- Researcher:** Ok
- Participant:** *Ee.*
- Researcher:** Somehow ... somehow in practice, yes, yes the ... the ... the theory ... the theory is like how we are describing. When we conceptualise we think it would work better really, if the two modes are in one institution. But in terms of access, *eh* ... if we look at access as increasing the enrolments ... In terms of that, somehow in Southern Africa so far, those institutions who have combined the two modes under one roof, it appears as though the face-to-face is performing better
- Participant:** better *Mm*
- Researcher:** than distance education.
- Participant:** *Mm*
- Researcher:** Now, I would like to, for you to ... to ... to comment on that and ... what could be affecting this because really it ... it makes sense to think that once they're in one institution, the institution is committed to both
- Participant:** *Mm?*
- Researcher:** And *eh* ... they would help each other
- Participant:** *Mm?*
- Researcher:** *Ee*, like I say, in theory
- Participant:** *Mm*
- Researcher:** it's really understandable when one explains it.

- Participant:** *Mm?*
- Researcher:** But when you look at the figures and when you look at the ... what is happening on the ground
- Participant:** *Mm?*
- Researcher:** you see a different picture. The ODL is not taking a lot of students
- Participant:** *Mm*
- Researcher:** They're taking just a few students
- Participant:** *Mm*
- Researcher:** And yet the face-to-face is struggling with
- Participant:** with large numbers
- Researcher:** this large demand, yes
- Participant:** *Mm*
- Researcher:** What could be contributing to this?
- Participant:** I think *uh* ... partly is the mindset
- Researcher:** Ok?
- Participant:** *Eh* ... because I believe that in developed countries
- Researcher:** *Mhm?*
- Participant:** it works quite well ... the dual mode
- Researcher:** Ok
- Participant:** But also it depends on the location
- Researcher:** *Ahaa?*
- Participant:** of the institution
- Researcher:** *Ahaa?*

- Participant:** Because the reason why earlier on I was saying in Botswana my feeling... my opinion is that we can have a mixture
- Researcher:** Ok
- Participant:** Because in other areas where really, depending on the type of *uh* ...economics that they have
- Researcher:** *Mhm?*
- Participant:** you would rather have *uh* ... a fully developed ODL
- Researcher:** *Mhm*
- Participant:** because the ... the flexi would be more important for those people
- Researcher:** *Mhm?*
- Participant:** and *eh* ... *uh* ... I mean, may be the face-to-face because normally it takes place during the day, they're busy somewhere else
- Researcher:** *Mm*
- Participant:** So you'll find that in ... if ... if you come to ... an area such that may be they're heavily involved in Agriculture
- Researcher:** *Mhm?*
- Participant:** an ODL institution fully developed would serve the purpose.
- Researcher:** *Mhm?*
- Participant:** But if you come to an area where you have *uh* ... other economic side
- Researcher:** *Mhm?*
- Participant:** you might run a risk of *uh* ... an ODL full fledged institution because then people would want to, would prefer face-to-face because its mindset
- Researcher:** *Mhm*
- Participant:** for me to believe that I'm educated, more especially in an African set up
- Researcher:** *Mhm ... Mhm ... Mhm?*
- Participant:** I need to see the teacher

- Researcher:** *Mhm*
- Participant:** *Mm.* That's why even when it comes to facilities just in communication like teleconferencing or ...
- Researcher:** *Mm*
- Participant:** sometimes you're not very comfortable, because you would want to see the person you're talking to
- Researcher:** you're talking to
- Participant:** and even *uh* ... So I think partly is the mindset and *uh* ... the other contributor *eh* ... contributing factors would be the dynamics of the economics in that area. Because it depends on what is happening, how people in that area, I mean, work or what they do most of their time
- Researcher:** *Mhm?*
- Participant:** Then if we're such that may be we're in the mining town
- Researcher:** *Mhm?*
- Participant:** and most of the ... may be during the day we're somewhere else, we might prefer evening classes. And may be instead of offering face-to-face, then you can do a full fledged *uh* ... inst ... ODL institution
- Researcher:** *Mhm?*
- Participant:** where when I come because I operate may be on shifts or something I can do my school work
- Researcher:** my school work
- Participant:** *Yah*
- Researcher:** Ok
- Participant:** because face-to-face sometimes is rigid. Even when we say evening, we would want it evening certain periods
- Researcher:** Yes
- Participant:** unlike ODL

- Researcher:** *Ahaa*
- Participant:** So my feeling is that when it comes to Southern Africa, it might be more to do with mindset and the location of the institutions. *Mm*
- Researcher:** Ok. So ... so ...so Botswana, now I'm looking at this newly approved Tertiary Education Policy
- Participant:** *Mm*
- Researcher:** which emphasises the need for an institution that is dedicated
- Participant:** *Mhm?*
- Researcher:** like you've been mentioning BOCODOL
- Participant:** Yes
- Researcher:** dedicated to the development and delivery of tertiary level distance education.
- Participant:** *Mhm?*
- Researcher:** You're saying what could have influenced that ... that position for Botswana
- Participant:** for Botswana?
- Researcher:** *Mhm?*
- Participant:** *Uh ... the need to develop uh ... in terms of education, the youth and adults*
- Researcher:** Ok
- Participant:** *Mm.* Because, for instance, I think we do have a substantial number of our youth
- Researcher:** Ok
- Participant:** *Mm* who do not access tertiary education
- Researcher:** Ok
- Participant:** and it has been happening for quite a number of years. By now, if you have institutions and you want them to go, some of them now are adults

- Researcher:** *Mm*
- Participant:** some of them now are working
- Researcher:** Ok
- Participant:** some of them now are like this. So because we have a lot of backlog
- Researcher:** *Mhm?*
- Participant:** then I think *uh* ... it's only fair to have a strategy to say how do we care ... how do we cater for these youth and adults
- Researcher:** Ok
- Participant:** who are not in school, how do we ...
- Researcher:** hundreds who are
- Participant:** addressing the bottleneck. And I think in future, its just to say, if we fully develop this sector
- Researcher:** *Mhm?*
- Participant:** then we will reduce the costs of tertiary education. Because tertiary education is quite expensive
- Researcher:** Ok. It's interesting *eh* ... to see that *eh* ... you are actually thinking ahead, especially in that area where you said the twenty to thirty percent that you're aiming at in the future, I mean, in the coming strategy ... the National Development Plan, the Ministry is thinking of how ODL is going to contribute towards ...
- Participant:** *Yah*
- Researcher:** towards that access
- Participant:** *Mm*
- Researcher:** *Yah*, now, I want to know in terms of resources. Roughly what percentage of the education budget goes into tertiary education?
- Participant:** *Mm* ... right now I think we're ... because I think the lowest portion of the budget goes to Primary Schools
- Researcher:** Ok

- Participant:** But I think the second must be going to tertiary education
- Researcher:** Ok. The second ... it's ... it's about what percentage ... second lowest?
- Participant:** *Yah*
- Researcher:** Ok.
- Participant:** *Mm*
- Researcher:** Now, now of that percentage that is earmarked for tertiary
- Participant:** *Mm*
- Researcher:** do you have an idea of what percentage *eh* ... is planned to go into the development and delivery of distance education at tertiary level
- Participant:** No, no, no. I don't have an idea. But what I know now, the ... the ... most of the budget for tertiary education
- Researcher:** *Mhm?*
- Participant:** is taken up by infrastructure
- Researcher:** *Aha?*
- Participant:** and then scholarships
- Researcher:** *Ooh*
- Participant:** especially for those students who are going outside
- Researcher:** out. Ok
- Participant:** That's why Government now is *uh* ... trying to have more institutions
- Researcher:** *Mhm?*
- Participant:** like *eh* ... to build
- Researcher:** Ok
- Participant:** more of these institutions and develop the ODL
- Researcher:** Ok

- Participant:** So that it can reduce
- Researcher:** in terms of infrastructure for ODL?
- Participant:** in terms of infrastructure
- Researcher:** Ok, ok
- Participant:** Even for tertiary institutions, like I was saying we are upgrading most of our technical colleges to be able to offer degree courses. So that you can absorb ... at least the majority should be absorbed locally.
- Researcher:** Ok
- Participant:** *Mm* That would go a long way in *uh* ... reducing the costs. Because if you look at *uh* ... educating children outside
- Researcher:** *Mm?*
- Participant:** it's not only costly because of the finance part
- Researcher:** *Mhm?*
- Participant:** But also the social part
- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** *Yah. Ehm* ... you were talking about Government sponsorship earlier. *Eh* ... I've been ... I've been of the impression that Government doesn't sponsor students who are taking their courses through ODL, did ... did you say this has changed?
- Participant:** I'm very sure that students who are going to Baisago and *eh* ... which other one ... I thought
- Researcher:** *Mhm?*
- Participant:** the ... those institutions have the ODL portion
- Researcher:** *Mm*
- Participant:** I'm not sure whether everybody in that institution

- Researcher:** is ODL ... They do have some ODL portions, yes but ...
- Participant:** I know we sponsor but anyway, I'm not sure that they're sponsoring everybody.
- Researcher:** Ok
- Participant:** But I know there are students who are given scholarships who are attending those institutions
- Researcher:** those institutions. Yes, I thought ... I thought there was a policy
- Participant:** *Mm*
- Researcher:** that was not allowing *eh* ... sponsorship for
- Participant:** for ODL
- Researcher:** distance education programmes. But ... but may be if ... if that has been lifted, if that policy has been changed
- Participant:** *Mm?*
- Researcher:** to accommodate *eh* ... distance education *eh* ... study
- Participant:** *Mm*
- Researcher:** May be that is going to be a plus in ... as far as supporting ODL. So, so *uh* ... I was going to ask ... because now that we're not clear
- Participant:** *Mm*
- Researcher:** whether or not the policy has changed
- Participant:** the policy has changed ...
- Researcher:** *Ee, mma.* What ... what I know is that there was a policy and the policy didn't allow distance education ... therefore I was going to find out what was influencing that policy for Ministry not to sponsor ODL, when ... while at the same time they're saying, they are encouraging
- Participant:** *Mm*
- Researcher:** ODL to develop
- Participant:** *Mm*

- Researcher:** I was just wondering what ...
- Participant:** *Yah*
- Researcher:** what is that
- Participant:** *Mm* No that one I wouldn't be sure because I'm not sure whether the policy has been uplifted
- Researcher:** Ok
- Participant:** But when I gave the example of bo-Baisago and the other institutions
- Researcher:** *Yah, yah, yah*
- Participant:** I know those institutions have an element of ODL
- Researcher:** *Yah ... they do ... they do. They do ... but they also have ... they're like, they're like dual*
- Participant:** dual ... ok
- Researcher:** So may be those students are ...
- Participant:** are face-to-face
- Researcher:** *Yah ... others are ... yah ... may be they are. It's ... it's important to check this and eh ... probably for the Ministry to think it through*
- Participant:** for the Ministry ... yes
- Researcher:** Because if you're ... you're aiming at developing ODL
- Participant:** *Mm*
- Researcher:** so that *eh ...* in a few years to come
- Participant:** *Mm*
- Researcher:** ODL will be actually taking *eh ...* an increasing participation in increasing access
- Participant:** *Mm?*
- Researcher:** then may be it's necessary ... and also, you were talking about mindset.

- Participant:** *Mm*
- Researcher:** The ... the ... the ... a lot of people think like indicated earlier
- Participant:** *Mm*
- Researcher:** It's best when you're doing education through face-to-face
- Participant:** *Aha? Mm*
- Researcher:** And when you are doing it through ODL, they're like, you go there when you have really exhausted all your options
- Participant:** *(Chuckle)*
- Researcher:** And there's nothing
- Participant:** Yes, and they think even it has lower quality
- Researcher:** *Ahaa!*
- Participant:** compared to
- Researcher:** to that
- Participant:** to face-to-face
- Researcher:** What do you think the Ministry can do to assist along those ... those lines ... to change the mindset?
- Participant:** I think *uh* ... it ... it's to promote ...
- Researcher:** *Mhm?*
- Participant:** to promote, to have strategies to promote ODL
- Researcher:** *Mhm*
- Participant:** Because you see, it's difficult for ... change is not usually easy
- Researcher:** *Mhm?*
- Participant:** New things
- Researcher:** *Mhm?*

- Participant:** We ... we look at new things with *uh* ... precautions
- Researcher:** *Mhm ... Mhm?*
- Participant:** But if you educate
- Researcher:** *Mhm?*
- Participant:** and publicise something
- Researcher:** *Mhm?*
- Participant:** and *eh* ... ensure that *uh* ... you *demonstrate beyond reasonable doubt that a product that you get through ODL*
- Researcher:** *Mm?*
- Participant:** *can be equivalent*
- Researcher:** *Mhm*
- Participant:** *to a product that you get through face-to-face, or even better*
- Researcher:** *Mhm?*
- Participant:** *Then I think slowly, the message will come to us*
- Researcher:** Ok
- Participant:** *But at the beginning, because we are not sure*
- Researcher:** *Mhm?*
- Participant:** *we are not even aware may be of uh ... ODL products. More especially that we are not yet big when it comes to tertiary, may be we have not seen how the products can perform*
- Researcher:** *Mhm*
- Participant:** *But when we develop the tertiary sector of the ODL*
- Researcher:** *Mhm?*
- Participant:** we will *start having more products*

- Researcher:** *Mhm?*
- Participant:** *from ODL*
- Researcher:** *Mhm?*
- Participant:** *equivalent to the tertiary face-to-face*
- Researcher:** *Ok*
- Participant:** *Then as they enter the market and uh ... work together or compete in the market*
- Researcher:** *Mhm?*
- Participant:** *then it will ... it will be able to send the message to us about the quality that you get out of ODL*
- Researcher:** *Ok*
- Participant:** *You know even when institutions are still new ... we're always sceptical ... Hm... can my child really go there?*
- Researcher:** *Mm*
- Participant:** *It's when we hear about the results*
- Researcher:** *Mhm?*
- Participant:** *that we start hm ... I think I want my child to go there*
- Researcher:** *Mm*
- Participant:** *Mm ... Because there's an indication*
- Researcher:** *Mhm?*
- Participant:** *of the product*
- Researcher:** *Mhm?*
- Participant:** *of the quality of that*
- Researcher:** *from the point of view of the institution itself?*
- Participant:** *Yes*

- Researcher:** So ... so what you're saying is that the institutions ... the ODL institutions *eh* ... are the ones who have to do advocacy in ... in different ways. They have to go out and tell the people and try to change the mindset. They ... they also have to make sure their products in terms of *eh* ... their graduates ... when they complete they can compete favourably in the market. Now, what I want to know is since the Ministry is also convinced that ODL is the right strategy what ... what is it that they're putting in place to assist the ODL institutions to change this mindset?
- Participant:** *Uh* ...
- Researcher:** We were talking about the policy *yah* (on) sponsorship, for instance
- Participant:** *Mm*
- Researcher:** earlier
- Participant:** *Mm*
- Researcher:** *Kana* (by the way), that is a Ministry of Education policy
- Participant:** *Mm ... Mm*
- Researcher:** Now, *uh* ... what other policies may be that are being put in place
- Participant:** *Mm*
- Researcher:** consciously by the Ministry to assist ODL to take off, knowing that ... we are starting to ... to utilise ODL, but we are starting it as a Ministry in the ... the face of a mindset of our population that thinks ODL is not ... is ...
- Participant:** ODL is of poor quality
- Researcher:** *Yah!* What is the Ministry trying to put in place to assist in this situation?
- Participant:** *Mm*. Currently I'm not very sure but
- Researcher:** *Mhm?*
- Participant:** my believe is that
- Researcher:** *Mhm?*
- Participant:** As we develop the Human Development Strategy

- Researcher:** Ok?
- Participant:** And the NCQF
- Researcher:** *Ahaa*
- Participant:** That's where we're going to be having a package
- Researcher:** Alright?
- Participant:** for ... to ... to ... to take a deliberate effort to promote this type of *uh* ... education
- Researcher:** *Mhm*
- Participant:** Because now you would be able to say ... even if you go through ODL, when you get one two three, you're here
- Researcher:** *Ahaa?*
- Participant:** compared to face-to-face
- Researcher:** if you're doing through face-to-face
- Participant:** Because now you will be having like a ruler
- Researcher:** Alright?
- Participant:** To say, a five is a five. As long as you get these points
- Researcher:** *Mhm*
- Participant:** you're fine
- Researcher:** *Mhm*
- Participant:** whether you get them face-to-face or you get them this way
- Researcher:** Ok
- Participant:** And also the Council for the HRD Strategy
- Researcher:** Ok?
- Participant:** I think would be able to develop some of those *uh* ... programmes

- Researcher:** Yes
- Participant:** So you're ... I think it's ... I think it's ...
- Researcher:** Ok
- Participant:** It's something that we will be building on
- Researcher:** Ok
- Participant:** Because right now I think the difficulty is that ... *how do I equate*
- Researcher:** *Mhm*
- Participant:** Because *I'm not sure whether you're getting the same competencies that I'm getting*
- Researcher:** *Mhm*
- Participant:** *when I'm face-to-face and you're distance*
- Researcher:** *Mhm*
- Participant:** Are we getting the same competencies? There is no ruler. But to me the framework, the National Qualification Framework is there bringing a ruler. So when we have that ruler to say when you have done this, you're here, then it shouldn't now matter how I achieve those
- Researcher:** *Mhm?*
- Participant:** *Mm*
- Researcher:** Ok
- Participant:** It's a question of affordability
- Researcher:** Ok
- Participant:** now to say ... but what I want is this
- Researcher:** *Mm*
- Participant:** It shouldn't be a problem whether I have our face-to-face or that one. Because at least I can measure, and say no I have this

- Researcher:** Ok
- Participant:** *Mm*
- Researcher:** Now, how are you measuring the face-to-face without that ruler? That says *eh ... this is how ... this level is here. What ... what ... why are we comfortable with the face-to-face without the ruler and yet not comfortable with the distance*
- Participant:** That's why I'm saying it's a mindset
- Researcher:** *Uh?*
- Participant:** Because you believe you're getting more quality when you have the teacher. But, but you cannot really say from the current system
- Researcher:** *Mm*
- Participant:** this is what I can do
- Researcher:** *Mhm?*
- Participant:** this is what I can't do
- Researcher:** *Mm*
- Participant:** But the NCQF now will be talking about competencies
- Researcher:** Yes
- Participant:** which will make me more comfortable
- Researcher:** *Mhm?*
- Participant:** Because in terms of competencies that I have acquired
- Researcher:** *Mm?*
- Participant:** the skills
- Researcher:** Ok
- Participant:** I will be able to say ... no, I'm equivalent to you. This is what I have
- Researcher:** Ok

- Participant:** But now if I say I have “A” in Standard 7 and you also have “A” in Standard 7
- Researcher:** *Mhm?*
- Participant:** I can feel my “A” is better because that “A” I don’t even know what it *uh* ... what it has, the competencies. And because of my mindset
- Researcher:** *Mm ... Mm*
- Participant:** I will think my “A” is better because I have the teacher
- Researcher:** Ok
- Participant:** The teacher showed me one two three. Who showed you that?
- Researcher:** *Aha? Ok*
- Participant:** *Mm*
- Researcher:** No I understand
- Participant:** *Mm.* And also like when you take the practical subjects
- Researcher:** Ok?
- Participant:** The ODL part
- Researcher:** *Mm*
- Participant:** You see sometimes *uh* ... it won’t be exactly matched with the other ... face-to-face
- Researcher:** Ok
- Participant:** Because face-to-face the teacher will be there demonstrating blur ... blur ... blur ... May be ODL delivers its differently
- Researcher:** *Mhm?*
- Participant:** *Mm.* And then *I will think that because the teacher was there and holding me and he didn’t have anybody to handhold*
- Researcher:** *Mm*

- Participant:** *He didn't get as much as I got*
- Researcher:** *Mm*
- Participant:** But now when it comes to the ... to NCQF
- Researcher:** *Mm?*
- Participant:** I will suddenly realise
- Researcher:** *Mm*
- Participant:** whether the teacher handheld me or didn't, I can get it from the other side ... I only need to acquire one two three and I'm done
- Researcher:** You're there
- Participant:** *Mm*
- Researcher:** Ok. No, we actually have exhausted *eh* ... what I had prepared for this afternoon
- Participant:** *Mm*
- Researcher:** But I ... I ... I'm going to be going through this interview and reviewing it. And may be as I do that, I might find that probably I left out something that I should have found out from you
- Participant:** Ok
- Researcher:** or may be I need clarification here and there, or forgotten some of the issues that we have touched. So I would like to be in a position to come back and *eh* ... probably take some more of your time
- Participant:** No problem
- Researcher:** Yes. Thank you very much
- Participant:** It's only that I have a busy schedule, but whenever ...
- Researcher:** I know *yah*
- Participant:** I'm available
- Researcher:** Yes

Participant: there's no harm

Researcher: Yes, thank you very much

Participant: You're welcome

Researcher: Thank you

Interview Transcripts – T15

(Group of 3 Participants A, B & C)

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

Researcher: *Ee, rra*

Participant A: May be one of the reasons (*ke gore*) is that this distance education thing is fairly new in the University of Botswana.

Researcher: *Ee? Ok*

Participant A: because if I can recall, I think it started in ... *around 2000 ... or there about*

Researcher: 1992

Participant A: 1992? Ok. So it's not that new

Researcher: *Mm*

Participant A: *Uhm ... and I think one of the reasons (tse nna ke di bonang ke gore) which I personally perceive is that when it started, it probably limited its focus. Uh ... in the sense that, I don't know if I'm right to say that it was first offered to ... eh ... I don't know now. It started ka (with) CABS and DABS. Am I right?*

Researcher: *Yah ... CABS and DABS one of them*

Participant A: *it started (ka) with CABS and DABS*

Researcher: *Mm*

Participant A: And CABS and DABS is clearly old

Researcher: *Yah It actually started eh ... (ka) ... with the Certificate in Adult Education*

Participant A: Certificate in Adult Education?

Researcher: that was being done for the Department of Non Formal Education

Participant A: And that was taken care of by the Department of Non formal Education?

Researcher: *Ee, the Department of Non Formal Education had approached the University to ... to train their Literacy eh ... Teachers*

Participant A: *Ok*

Researcher: *to upgrade them to Certificate level. So they did that through distance education. The University did that through distance education. But I'm not at the time (gore) as to who was ... in the University, who was ... who was taking care of that ... was it the Department of Adult Education or CCE was already there, I'm not sure. But I know CCE started (ka) in '92.*

Participant A: *ka '92*

Researcher: *Yah*

Participant A: *Ok. Then (go bo go nna le) there came CABS and DABS from there Primary Education*

Researcher: *Yes*

Participant A: *So what I'm trying to say is that probably it started small*

Researcher: *Mm*

Participant A: *And we're seeing it growing bigger*

Researcher: *Ok*

Participant A: *in terms of uh ... the programmes*

Researcher: *Mhm?*

Participant A: *that are being offered through distance education*

Researcher: *Mhm?*

Participant A: *Uhm ... may be ... (ha ele gore gongwe) if the start was much broader*

Researcher: *Mhm?*

Participant A: *it would have grown big*

Researcher: *Ok*

Participant A: *right from the beginning*

- Researcher:** *Mhm?*
- Participant A:** *That's one of the reasons that one can think of why it has attracted*
- Researcher:** very few people
- Participant A:** very few people
- Researcher:** *Mhm?*
- Participant A:** I don't know
- Researcher:** *Ee, rra* I ... I would like us to start ... (*ke gore*) you see, the way I had prepared it is for us to have started by looking at Botswana first
- Participant A:** Ok
- Researcher:** And ... and then we ... we trim down to the University of Botswana and so on
- Participant A:** *Mhm?*
- Researcher:** *Ee, rra* In relation to ... to ... to that (*ke gore mo*) in sub-Saharan Africa it ... it is indicated ... research indicates that *eh* ... we continue to record very low participation rates in the world
- Participant A:** *Ee?*
- Researcher:** in terms of tertiary education *eh* ... participation. The average that has been given during the 2007 records is ... is 5%, for Southern Africa ... rather, for ... for sub-Saharan Africa.
- Participant:** Ok
- Researcher:** (*Ee, jaanong*) Yes, now I would like to know whether *eh* ... participation at tertiary level in Botswana is also low
- Participant A:** I think it is
- Researcher:** it is?
- Participant A:** *Mm*
- Researcher:** *Mhm?*
- Participant A:** I wouldn't give you know, or talk in terms of percentages or figures ...

- Researcher:** *Ee, mm*
- Participant A:** But I think it's comparatively low
- Researcher:** *Mhm?*
- Participant A:** *Ha o lebella* (if you look at) the other modes
- Researcher:** Ok. *Mhm?*
- Participant A:** But do they give reasons why we're generally it's this low?
- Researcher:** No, but ... but if you look at the other regions of the world, you'll find that (*ko bo*-America) in places like America participation into education ... tertiary education, through any mode
- Participant A:** *Mm*
- Researcher:** it's in the more than 50%. (*Ha o leba ko go bo*-Asia) when you look at places like Asia, China it's slightly lower (*ka bo*) around forty something.
- Participant A:** *Mm*
- Researcher:** (*Ha o tla ko go bo*) when you come to Latin America *bo*-what, what (*ke bo*) it's around 16 and so on. (*Go ntse go a ko tlase*) It keeps going down. But sub-Saharan Africa (*e be e nna* 5%) is down to 5%, or even lower than ... other reports are quoting 2.3%, others quoting very low, very low figures for ... of enrolment into tertiary level education
- Participant A:** *Mm*
- Researcher:** *Ee* Well, resources are quoted as some of the things that are leading to this *eh* ... low, low figure in tertiary participation and so on
- Participant A:** *Mm*
- Researcher:** (But *nne ke batla go appreciate hela gore*)... But I just wanted to appreciate that ... ok this is an average for sub-Saharan Africa
- Participant A:** *Mm*
- Researcher:** Does it ring true for Botswana as well? Is Botswana also enrolling less of the eligible population into tertiary education as we speak? I don't know what the other colleagues would like to say

Participant B: Ok. Let me say ... just say that *eh* ... the ... the only encounter I had with *eh* ... distance education

Researcher: *Mhm?*

Participant B: was when I was teaching in one ... I was among the teachers

Researcher: Ok

Participant B: for Diploma in Primary Education, teaching by distance

Researcher: Oh, ok

Participant B: So I don't have much to say on the history

Researcher: Ok

Participant B: But as to why *eh* ... probably in Botswana we don't have more enrolments

Researcher: *Mhm?*

Participant B: into distance, it is caused probably by the fact that in Botswana we've never had an institution, which exclusively runs distance education

Researcher: distance education ... *Mhm?*

Participant B: In fact if I compare Botswana with South Africa

Researcher: *Mhm?*

Participant B: I suppose South Africa, as we all know that there's UNISA

Researcher: *Mhm?*

Participant B: But here we've never had such *eh* ... an institution

Researcher: Ok

Participant B: Even during the time when we had *eh* ... Non Formal Education

Researcher: *Mhm?*

Participant B: it was still run through the secondary schools

Researcher: *Mm*

- Participant B:** And now we have ... UB has some distance education courses
- Researcher:** *Mhm?*
- Participant B:** Just a few courses
- Researcher:** Just a few courses?
- Participant B:** *Ee*, we don't have a situation whereby every course that is offered here, it can also be offered
- Researcher:** *Ee, rra*
- Participant B:** through the distance
- Researcher:** *Ee, rra.* Ok. At ... at the moment I ... I'm still trying to find out whether really distance education is ... is ... is ... is an option for Botswana. Is it necessary for us to be even considering distance education. that's why I wanted to find out, first of all, whether the enrolment into tertiary education ... by any mode ... whether it is by face-to-face, by part-time by whatever ... as long as *eh* ... students are able to access tertiary education. I ... I still want to find out whether we are happy that ... yes, they are able to enrol in large numbers and it ... we can't say there is a bottleneck. That ... that's just what I want to establish at the moment. Do you think there is a bottleneck somewhere ... *eh* ... in terms of people accessing tertiary education? Both students from secondary schools and the ... the adult population that is looking for tertiary education, if there is any. So ... so just to have a feel of whether ... it is necessary *gone mme* in the first place to be considering distance education. Probably the institutions that are there are able to accommodate people who want tertiary education
- Participant B:** Whether it is necessary
- Researcher:** *Mm*
- Participant B:** or not
- Researcher:** *Mhm?*
- Participant B:** is another question
- Researcher:** Ok
- Participant B:** *Yah* ... But *eh* ... I ... I for one think that it's necessary
- Researcher:** Ok

- Participant B:** Because it affords people who did not ... may be ... probably did not pass ... some ... well to go into the ... like for instance, UB ... we offer face-to-face courses
- Researcher:** *Mhm?*
- Participant B:** And we have students who did not pass well
- Researcher:** Ok
- Participant B:** to be absorbed by UB
- Researcher:** *Mhm?*
- Participant B:** and in that way they can be able to upgrade themselves through *eh* ... distance education
- Researcher:** Ok
- Participant B:** So it is necessary that it is there
- Researcher B:** Ok, at lower levels
- Participant B:** *eh* ... not
- Researcher:** You mean at lower levels ... for them to qualify for ... for tertiary?
- Participant B:** for ... for tertiary
- Researcher:** Ok
- Participant B:** *Yah*
- Researcher:** What about those who qualify ... those who actually qualify to go into tertiary? Are they able to get into tertiary ... all of them?
- Participant A:** I ... *nna* ... in my opinion, I think the problem as you mentioned earlier on
- Researcher:** *Mhm?*
- Participant A:** is resources
- Researcher:** Ok
- Participant A:** resources could be contributing

- Researcher:** Ok
- Participant A:** to the low enrolments
- Researcher:** *Mhm?*
- Participant A:** Even if you know, people would have liked to enrol
- Researcher:** *Mhm?*
- Participant A:** probably they ... first of all, to know where they are supposed to do that. Secondly to come all the way here
- Researcher:** *Mhm?*
- Participant A:** or may be for the University itself to go out there to make it ...
- Researcher:** *Mhm?*
- Participant A:** all those resources may be are being ...
- Researcher:** Ok
- Participant A:** *Ehm ...* I can, you know, give an example *yone ya group ya rona ya* (of our group which is in) Primary Education
- Researcher:** *Mhm?*
- Participant A:** It was a bit difficult for some of these people to have access to resources
- Researcher:** Ok
- Participant A:** And that itself is a constraint
- Researcher:** *Mhm?*
- Participant A:** Just like all developments are constrained by
- Researcher:** *Mm*
- Participant A:** Secondly, even those who are enrolled
- Researcher:** *Mhm?*
- Participant A:** who enrolled, you know, sometimes are discouraged a lot may be

Researcher: *Mhm?*

Participant A: because of the lack of resources and so on

Researcher: *Mhm? Ok*

Participant A: Probably that's one reason

Researcher: *Mhm?*

Participant A: I'm not sure if, you know, the ... the ... talking about the University of Botswana, has done enough to sell distance education in Botswana

Researcher: Ok

Participant A: It could be another reason. *How many people really know ... in fact, like we said earlier, I didn't know about this thing until ... I knew there was CABS and DABS*

Researcher: Ok

Participant A: But at our time ... during our time

Researcher: *Mhm?*

Participant A: CABS and DABS used to be meant for people who could not make it to the University of Botswana

Researcher: *Aha?*

Participant A: That stigma itself

Researcher: Ok, ok, ok

Participant A: You know ...

Researcher: *Mm*

Participant A: discouraged some people

Researcher: *Mhm ... Mhm?*

Participant A: But then as time went on ... because this Primary Education thing was started

- Researcher:** *Mhm ... Mhm?*
- Participant A:** *I remember the first time I heard about this thing was when we were invited to write materials*
- Researcher:** Yes
- Participant A:** *for this thing*
- Researcher:** Yes
- Participant A:** *Eh ... So it could ... it could be that these people did not do anything to market*
- Researcher:** Ok, to market it
- Participant A:** to market *distance education*
- Researcher:** Ok, ok
- Participant A:** But that's my opinion
- Researcher:** *Yah, no*
- Participant B:** *Yah ... may be one last ... uh ... in addition to*
- Researcher:** *Mhm?*
- Participant B:** lack of resources
- Researcher:** Ok?
- Participant B:** *Eh ... normally distance education courses*
- Researcher:** *Mhm?*
- Participant B:** take a longer duration
- Researcher:** Ok?
- Participant B:** than face-to-face would
- Researcher:** *Mhm?*
- Participant A:** Yes

- Participant B:** And the ... even myself if they ask me to choose between them
- Researcher:** *Mhm?*
- Participant B:** I would go for the face-to-face because I know it ... I would not take long
- Researcher:** *Mhm*
- Participant B:** *Yah*, but if it is going to take five years doing a programme which you can take ... do may be for two years
- Researcher:** *Mhm*
- Participant B:** *Yah*
- Researcher:** Ok
- Participant B:** The ... the ... the ... considering again that *eh* ... I our population is very, very small
- Researcher:** *Mhm?*
- Participant B:** and there are very few people who have *eh* ... who ... who have the opportunity to do those courses
- Researcher:** *Mhm?*
- Participant B:** therefore if they can do a course that would take a shorter period to
- Researcher:** Then you choose to do that one ... *Ehee?* Ok. Well ... well, let me just mention (*gore*) that *eh* ...
- Participant B:** Sorry ... we may be excluding our ...
- Researcher:** Oh
- Participant B:** It's because she's behind you ...
- Researcher:** Yes please
- Participant C:** I think my colleagues have advanced *uh* ... some of the issues
- Researcher:** Ok
- Participant C:** and *eh* ... are a result of, may be distance education not being ... people not valuing it

- Researcher:** Ok?
- Participant C:** in a way that may be they should be valuing it
- Researcher:** *Mhm?*
- Participant C:** Well, in my experience because I ... the first time I got to know about distance education
- Researcher:** *Mhm?*
- Participant C:** was like fifteen years ago when I was ... I was asked to go and teach Non Formal class
- Researcher:** *Mhm ... Mhm?*
- Participant C:** And you would find there would be twenty students in a class and it's Maun. And all these people are coming from Seronga and all those other surrounding areas,
- Researcher:** *Mhm ... Mhm?*
- Participant C:** which is a very big area ...
- Researcher:** *Mm*
- Participant C:** And people are given that opportunity they don't grab it. And then here at the University of Botswana
- Researcher:** *Mhm ... Mhm?*
- Participant C:** *I've been involved with the Business degree by distance mode*
- Researcher:** Ok, ok
- Participant C:** *from 2003*
- Researcher:** *Mhm*
- Participant C:** And here *it's frustrating*
- Researcher:** *Mhm?*
- Participant C:** *The numbers right now, from that time up to now, the enrolment is actually very low*

- Researcher:** *Yah*
- Participant C:** *At one time I was teaching in Palapye and I would find myself teaching like, sometimes four students*
- Researcher:** *Mm?*
- Participant C:** *And its first year where you're expecting the enrolment to be large*
- Researcher:** *Mm*
- Participant C:** *And I thought ok may be it's Palapye. Then Francistown, I taught in Francistown ... two students*
- Researcher:** *Mhm?*
- Participant C:** *I would find myself teaching two students*
- Researcher:** *Mm*
- Participant C:** *Now here in Gaborone, I haven't taught over forty students, since I started teaching eh ... the programme in Gaborone*
- Researcher:** *Mhm?*
- Participant C:** *And eh ... students ... I think may be we are ... the resources that we are lacking are human resources*
- Researcher:** *Mhm*
- Participant C:** *Because not many people here are trained to ... in distance education*
- Researcher:** *Ahaa!*
- Participant C:** *So how do you expect people to actually be, you know facilitators*
- Researcher:** *Mhm?*
- Participant C:** *And eh ... you know, planning*
- Researcher:** *Mhm?*
- Participant C:** *and ehm ... executing and doing all those other processes*
- Researcher:** *Mhm?*

- Participant C:** *when they themselves ... they do not have any exposure, they do not ... they know almost nothing about distance education except from the literature that they may have read*
- Researcher:** *Mhm ... Mhm?*
- Participant C:** Like with this one when it started
- Researcher:** *Mhm?*
- Participant C:** They were using imported materials from UNISA
- Researcher:** Ok
- Participant C:** And those materials were not user friendly
- Researcher:** *Mhm?*
- Participant C:** to our students here
- Researcher:** *Mhm*
- Participant C:** except for other courses that were lucky enough for people to you know, write modules that
- Researcher:** *Mhm?*
- Participant C:** are self-directed
- Researcher:** *Mhm?*
- Participant C:** like our course. They started with our modules
- Researcher:** *Mhm*
- Participant C:** But with most courses started with UNISA materials, which were not *eh* ... you know, made to suit our situation.
- Researcher:** Ok
- Participant C:** They were just imported like that
- Researcher:** *Mhm ... Mhm?*

Participant C: So it ...it ... actually there were a number of things. Students sometimes were frustrated. I was just reading mail yesterday

Researcher: *Mhm?*

Participant C: The kind of language that the students are using ... it's like you've done nothing. Because you know like there would be clashes, there would be ... there would be all these things. It's like *eh* ... they feel it's not worth their money

Researcher: *Mhm ... Mhm?*

Participant C: *They feel it's not worth their money, they feel we're not doing enough*

Researcher: *Mhm?*

Participant C: *to help them achieve*

Researcher: *Mm*

Participant C: *what they thought they would achieve*

Researcher: Ok. So ... so ... so you think *eh* ... those could contribute to the low figures. I was looking at the University of Botswana Strategic Plan *eh* ... 2016 and Beyond

Participant A: *Mm*

Researcher: And ... and when I looked at that Strategic Plan, it was giving me an impression that right from planning stage *eh* ... the University is not expecting distance education to be performing as well as the face-to-face. Because when I look at the allocation of the student enrolment that is expected out of these various *eh* ... programmes, there is face-to-face, there is part-time and there is distance. I find ... I find that *eh* ... that plan is expecting face-to-face to contribute a large percentage of the student body, up to 80% or more. And then part-time is the next one that is expected to ... to ... to enrol about 17% of the student population and distance education is expected to enrol 3% of the student population. So

Participant A: *Mm*

Researcher: even apart from the students not forth, not forthcoming to take *eh* ... the programmes, the University is ... is planning in that manner. I ... I would like to hear from you what did ... your opinions are concerning distance education at the University of Botswana ... the way it's perceived at the

University, right from planning stage, throughout, through delivery, through resourcing ... all that. What ... what do you think?

Participant A: May be ... may be like I said earlier on

Researcher: *Mm*

Participant A: May be the University is not, is not doing much really, to promote distance education

Researcher: Ok

Participant A: I think like you have rightly said, it seems the UB is planning on face-to-face, or planning for face-to-face

Researcher: Ok

Participant A: at the expense of other modes

Researcher: Ok

Participant A: In fact, as far as I think it should be the other way round

Researcher: Ok?

Participant A: Because the University should actually be encouraging distance learning

Researcher: *Mhm?*

Participant A: more than face-to-face

Researcher: *Mhm?*

Participant A: in that ... the resources again ...

Researcher: *Mhm?*

Participant A: But I know that there is some kind of contradiction

Researcher: Ok?

Participant A: (*Ka gore*) because going back to the learning and teaching policy

Researcher: *Mhm ... Mhm?*

Participant A: you'll find that the University actually encourages

Researcher: *Mhm?*

Participant A: faculties and departments

Researcher: *Mhm?*

Participant A: to ... you know, make their students more self-directed

Researcher: *Mhm ... Mhm?*

Participant A: use on-line

Researcher: *Mhm?*

Participant A: you know, so that the students can you know, learn on their own

Researcher: *Mhm*

Participant A: if possible

Researcher: Ok

Participant A: So in a way, the University recognises the importance of distance education

Researcher: of distance education. Yes

Participant A: but in reality

Researcher: *Mhm?*

Participant A: I don't think it promotes that

Researcher: Ok

Participant A: You know, we've just pointed out that

Researcher: *Mhm?*

Participant A: you know their planning does not reflect *ehm ...*

Researcher: *Mhm?*

Participant A: growth in terms of distance education

Researcher: *Mhm ... Mhm?*

- Participant A:** so probably it's not planning to do something about distance education
- Researcher:** Ok
- Participant A:** although *eh* ... is interested
- Researcher:** *Yah*
- Participant A:** in using some distance education mode in some programmes
- Researcher:** *Yah* Could there, could there be some constraints ... what could there ... may be ... contributing to that
- Participant B:** *Eh* ...
- Researcher:** Yes?
- Participant B:** I personally I find it *eh* ... I mean apportioning a very small percentage
- Researcher:** *Mhm?*
- Participant B:** to ... to ... to distance education, I find it timely, I find it quite appropriate
- Researcher:** Ok?
- Participant B:** if you look at the situation on the ground
- Researcher:** Ok
- Participant B:** *Yah* for instance she's pointed out that we have a problem of resources
- Researcher:** *Mhm?*
- Participant B:** So why give it a bigger chunk if you know very well that you won't be able to ... to teach it
- Researcher B:** *Mhm?*
- Participant B:** if you know that you don't have *eh* ... resources
- Researcher B:** *Mhm?*
- Participant B:** could just ... like for instance right now we don't have enough computers here to ... to

- Researcher:** *Mhm?*
- Participant B:** and yet we are encouraged to teach some of our courses on-line
- Researcher:** *Mhm?*
- Participant B:** And a student would come to us and say I couldn't access the information because I couldn't get a computer. See what I mean
- Researcher:** *Mhm?*
- Participant B:** So I think if you look at the situation at the moment
- Researcher:** *Mhm?*
- Participant B:** it's, it's *eh* ... it's very, very apt for them to apportion it a small chunk
- Researcher:** a small ... Ok, ok. *Eh* ... this 3% was reflected also in the previous *eh* ... plan. During the outgoing plan period, it was 3%. In the up coming plan period it is 3%. That says zero growth
- Participant B:** Yes, that is what it means
- Researcher:** Yes, that says zero growth. And ... and what I want to know is why remain at zero growth? What ... what could be contributing to this lack of resources that is concentrated mainly on distance education? Why doesn't it progress further than a certain stage, after so long it being identified as a strategy that can *uh* ... *eh* ... that can implement the ... the priority of access. There is a priority in NDP 9 for the University of Botswana to increase access.
- Participant B:** *Mm*
- Researcher:** *Ee* ... it is one of the priorities and it's the first one in the, the NDP 9 of the University of Botswana ... the Strategic Plan that is outgoing. So ... so ... so you plan like that and then you don't allocate resources and in the next plan you plan the same and don't allocate resources. I ... I need to understand
- Participant B:** It's worrisome if ...
- Researcher:** *Ee?*
- Participant B:** if there's not been any growth. Even if the growth is not significant
- Researcher:** *Ee*

- Participant B:** Because if it is the same for different plan periods then it's a cause for concern
- Researcher:** *Ee*
- Participant B:** But (*hela nna*) otherwise I feel we can't give it too much
- Researcher:** *Yah, yah.* You can't give it too much when you know its not going to perform. *Ee.*
- Participant B:** *Yah*
- Researcher:** *Mm...* My ... *eh ...* I'm still around how come it's not performing? Because look, if you choose two strategies and say I'm going to use these two strategies, then you, you must be saying something about them. Why let the other one remain behind for so many years and the other one progress
- Participant A:** Yes
- Researcher:** I need to appreciate that
- Participant A:** *Yah*
- Participant B:** I think *eh ...* there is growth
- Researcher:** *Mhm?*
- Participant B:** *Eh* the problem is that you said that we should look here at it from the perspective (*ya*) of UB
- Researcher:** *Mhm?*
- Participant B:** But *eh ...* quite recently (*a kere*) BOCODOL was introduced
- Researcher:** Alright
- Participant B:** And I think *eh ...* when BOCODOL came into the picture
- Researcher:** *Mhm?*
- Participant B:** there was some, a bit of improvement
- Researcher:** Ok
- Participant B:** if we look at the level (*ya*) of the country

- Researcher:** if we look at the country now
- Participant B:** (*Wa bona*) You see. But for the level (*ya*) UB
- Researcher:** *Mhm?*
- Participant B:** *Yah ...* I think (*nna*) I am for that kind of arrangement
- Researcher:** *Mhm?*
- Participant B:** But (*hela ke tsaya gore*) even then, I suppose there should have been some growth
- Researcher:** *Mhm?*
- Participant B:** *Yah ...* You can't really ...
- Researcher:** No matter how small
- Participant B:** No matter how small
- Researcher:** Ok. You want to come in my sister?
- Participant C:** You know, *may be that percentage was given after they had made a survey, as to how much progress*
- Researcher:** *Aha?*
- Participant C:** *the distance programmes have made*
- Researcher:** made *yah*
- Participant C:** *since they were incepted*
- Researcher:** Ahaa
- Participant C:** *Then may be they realised that here we are not doing well. Why award a large percentage to something that we know we are not doing well in*
- Researcher:** Alright
- Participant C:** Because I wouldn't say *the number ... in the programme that I'm involved with*
- Researcher:** *Mm?*

- Participant C:** I don't think the numbers are growing much
- Researcher:** Ok. *Mm?*
- Participant C:** *the numbers are not growing that much*
- Researcher:** Ok. Now I was also looking at the ... the programmes. The programmes that the University is offering, *eh* ... between ... between the faculties. I got an impression that there are hundred and thirty-two programmes.
- Participant A:** For distance education?
- Researcher:** No, for the University of Botswana, for the University of Botswana. But I ... I think out of those hundred and thirty-two, ten have been targeted for, for distance education. So ... so that they can be offered both by face-to-face and by distance education. So my next question was going to be ... why, why only ten? What is informing that ten?
- Participant B:** Probably the Centre for Continuing Education can answer that question
- Researcher:** *Ee*
- Participant B:** Yes, because they are speaking from a position of strength
- Researcher:** Ok
- Participant B:** They know what next they are doing ... All that we can do is speculate
- Researcher:** speculate ... ok
- Participant B:** And then it is because of this
- Researcher:** Ok, ok, ok. Alright, I'll leave it at that. Because my concern for that ... why I picked it up as a ... I thought it was a constraint since students then would be limited to a choice between only those, those ten. Probably we're saying students are not forthcoming, but probably those that are coming are the ones who want the programmes that are available through distance education. But some may be want something else
- Participant A:** *Mm*
- Researcher:** which is there at the University but is not available through distance. So ... so that is where I was coming from really
- Participant A:** I don't know if we can say something there

- Researcher:** I don't know ... we can discuss. Let's discuss
- Participant A:** *Yah* we can
- Researcher:** *Mm?*
- Participant A:** Like in terms of financial gains, wouldn't the University gain more if they enrol more on the distance?
- Researcher:** Well ...
- Participant A:** (*Ke raya gore*) I mean if somebody has to ...
- Researcher:** According to distance education ... *eh* ... distance education claims that *eh* ... it can be cost effective to do *eh* ... programmes through distance education much more cost effective than ... than face-to-face. Because within face-to-face (*kana*) by the way we must know (*gore*) that there are student teacher ratios that ... well even within distance education there're those ratios. But you'll find that *eh* ... with face-to-face, you get less students per teacher, whereas in distance education you can reach a large number of people by ... through one teacher
- Participant A:** *Mm*
- Researcher:** And ... and ... and the classroom is not confining people to a certain number who can fit into the classroom, because now with distance ... that ... the walls are broken
- Participant A:** *Yah*
- Researcher:** Yes
- Participant A:** The reason I'm asking this question is
- Researcher:** *Mm?*
- Participant A:** in my opinion
- Researcher:** *Mhm?*
- Participant A:** It's lack of foresightedness in the ... on the part of the University
- Researcher:** Ok?
- Participant A:** given the fact that there are resource constraints

- Researcher:** *Yah*
- Participant A:** Even right now
- Researcher:** *Yah*
- Participant A:** *Mm*, more and more students are being enrolled and less and less you know ... lecturers and classrooms ...
- Researcher:** *Mhm ... Mhm ... Mhm?*
- Participant A:** Numbers of student teacher ratios rise ...
- Researcher:** *Mhm ... Mhm?*
- Participant A:** Which to me should have been *eh ... (telephone interruption)* obvious for the University to realise that (*continued telephone interruption*) distance education could be ...
- Researcher:** *Mhm?*
- Participant A:** *Hei* this thing ... sorry
- Researcher:** (*Ee, so ke raya gore*) Yes, I mean, that is the thinking around the issue (*ya*) of distance education (*gore kana*) that by the way when resources are limited
- Participant A:** *Mm*
- Researcher:** distance education can still take more people with those limited resources. Whereas, if you want to take more student numbers and yet you are limited in terms of resources, your numbers will have to be controlled by this limitation of the resources. So why, why expand more on the area which has
- Participant A:** which is more expensive to run ...
- Researcher:** Yes, which has more constraints than expand on the side where you can actually have more flexibility. So that is what I'm actually trying to find out (*gore tota go dirwa ke eng*) what actually leads to this
- Participant A:** *Mm*
- Researcher:** because we are aware as, as the University authorities, as departments and as the faculties. We're aware that if we should take the distance, it would alleviate some of these problems

- Participant A:** *Yah*
- Researcher:** So why are we not taking it and yet we have picked it as one of the options. So that's what really I would like to understand. What could be this ... the problem?
- Participant A:** May be people are not ...
- Researcher:** I know ...
- Participant A:** (*Mme hela*) However ...
- Researcher:** *Ee, rra?*
- Participant A:** if I think of this Primary Education
- Researcher:** Oh, Diploma?
- Participant A:** Diploma yes, yes
- Researcher:** Oh, oh ok?
- Participant A:** I'm sure you're aware that it has so many problems
- Researcher:** *Ahaa?*
- Participant A:** To the extend that people are even questioning why the University should be running it
- Researcher:** *Ahaa?*
- Participant A:** And *eh* ... just out of curiosity I asked one of the people who are working there
- Researcher:** *Mhm?*
- Participant A:** And it turned out that you know the problem sometimes does not lie with the University
- Researcher:** *Mhm*
- Participant A:** But lies with Government
- Researcher:** *Mhm? Ok?*

- Participant A:** (*Ga kere*) you know that Government is the one that extends funds to through the Ministry of Education for this programme
- Researcher:** Yes, it does yes
- Participant A:** And *eh* ... if Government is not cooperating in terms of
- Researcher:** *Mhm?*
- Participant A:** providing resources for distance education
- Researcher:** *Mhm?*
- Participant A:** probably that could be another reason why the University you know, does not ... is not ... *eh* ... encouraged or motivated to expand distance
- Researcher:** Ok?
- Participant A:** Because they also face problems that do not come from the University but from outside
- Researcher:** *Mhm ... Mhm?*
- Participant A:** It could be one of the reasons why it is not developing
- Researcher:** It could be yes
- Participant A:** It could be one of the reasons ... that lack of support from Government
- Researcher:** *Yah*, except that on the ... on the Diploma in Primary Education, since it's a project that was brought in by the Ministry of Education, I think its funding doesn't necessarily become part of the budget of the University. It actually comes directly from the Government into that project
- Participant A:** *Yah*, but the University is supposed to ...
- Researcher:** Yes it manages *eh* ... those
- Participant A:** It manages those resources
- Researcher:** Yes it does, *yah* ... it does. Well that could be a contributing factor actually. Right ... Now, you know, you know some researchers believe that *eh* ... distance education can actually perform better, in ...and cost-effectively in dual mode *eh* ... institutions, rather than as a stand alone. Because, still, even though distance education in the long run, is said to be cost-effective or is said to be ... you know you can reach many students and so on and so

forth. To start a distance education institution you need a lot of resources *eh* ... *eh* ... to start it.

Participant A: Capital outlay

Researcher: Yes. So they believe that if an institution ... a face-to-face institution is already there, it already has resources. Then if it introduces distance education, that distance education can actually flourish

Participant A: *Mm?*

Researcher: within the dual mode. But that is according to what, how they're reasoning. But on the ground, it doesn't look like distance education is flourishing within *eh* ... dual mode institutions. That is actually the essence of my research. I want to understand why it doesn't flourish

Participant B: *Yah* may be one of the reasons ... I don't want to sound racial

Researcher: Yes, yes

Participant B: *Yah* ... but *eh* ... if for instance

Researcher: *Mhm?*

Participant B: I am an employer

Researcher: *Mhm?*

Participant B: *if two people, potential employees come in*

Researcher: *Mhm?*

Participant B: one has got a distance *eh* ... certificate ... distance education *eh* ...

Researcher: Qualification?

Participant B: qualification

Researcher: *Mhm?*

Participant B: the other one is face-to-face

Researcher: *Mhm?*

Participant: I would opt for the one with face ...

- Researcher:** with face-to-face?
- Participant B:** with face-to-face
- Researcher:** *Ehe*, why?
- Participant B:** May be because *eh* ... one, in terms of value, I may be wrong but this is what I ... I ... I believe
- Researcher:** *Yah*, that's what you believe?
- Participant B:** *And I think eh ... other people believe*
- Researcher:** *Mhm?*
- Participant B:** in it as well
- Researcher:** *Yah?*
- Participant B:** because the face-to-face student is thoroughly monitored
- Researcher:** *Mhm?*
- Participant B:** the monitoring system is there and you know that they've acquired the skills
- Researcher:** *Mhm*
- Participant B:** that they were supposed to acquire
- Researcher:** Ok?
- Participant B:** But these ones, you may still doubt it. May be they just passed, but did they acquire all the skills intended ... skills, knowledge and so on and so forth
- Researcher:** *Mhm*
- Participant B:** *Ee*, it's what I believe in
- Researcher:** Ok, ok
- Participant B:** whether wrong ...
- Researcher:** *Ee*, no. There's no wrong or right because really, I think ... I think it's the way you are perceiving it
- Participant B:** Indeed

- Researcher:** What you're saying is that there is also this perception that the quality
- Participant B:** *Yah*
- Researcher:** of the person who is going through education
- Participant B:** *Mm, Mm*
- Researcher:** using the distance mode
- Participant B:** *Mm, Mm*
- Researcher:** is questionable compared to the one who has gone through face-to-face
- Participant B:** face-to-face
- Researcher:** That could also
- Participant B:** *Yah*
- Researcher:** be leading to *eh* ... less development
- Participant B:** *Yah, what I'm trying to say is that probably the people who plan*
- Researcher:** *Mhm?* To say might be having those perceptions as well. Ok
- Participant B:** *Yah*
- Researcher:** Thank you. I think, I think it could be one of those. And probably even the students themselves. They might ... like you expressed earlier
- Participant B:** *Mhm?*
- Researcher:** If there was a programme and it was taught through distance and also through face-to-face
- Participant B:** *Mm*
- Researcher:** you would choose to do it through face-to-face
- Participant B:** face-to-face
- Researcher:** *Ee, rra.* Well, it would depend on the circumstances
- Participant B:** Of course

- Researcher:** *Ee*, some students would not have a choice. They would have to take it through distance education
- Participant B:** education
- Researcher:** If they're working and cannot afford half salary in the second year
- Participant B:** *Mm*
- Researcher:** And they have commitments in the family and all those other things. They might opt for distance education
- Participant B:** *Mm*
- Researcher:** *Ee*, because it ... it ... So *uh* ... what is your perception of the ... the ... the quality of the programmes that are offered. Let's say take the ... the programmes that are ... the Business *eh* ... programmes that are offered through distance education at the University of Botswana. What do you think of ...? Can you comment on their quality, compared to the same programmes offered through face-to-face
- Participant B:** *They are superficial*, that's what I would say
- Researcher:** *Aha?*
- Participant B:** *Because if you look at the content, you'll find that what they're taught*
- Researcher:** *Mhm?*
- Participant B:** *is the same that is taught to the face-to-face*
- Researcher:** to the others
- Participant B:** So on paper
- Researcher:** *Aha?*
- Participant B:** it's more or
- Researcher:** But in real life?
- Participant B:** *Yah, when it comes to the instructions*
- Researcher:** *Mhm?*

- Participant B:** *that is I think where the problem is*
- Researcher:** Where, where do you think the problem is?
- Participant B:** Because in distance you're there alone, at home, doing homework, and like I said
- Researcher:** *Mhm?*
- Participant B:** monitoring
- Researcher:** *Mhm?*
- Participant B:** *So you don't know really if the eh ... the students put more effort*
- Researcher:** *Mhm?*
- Participant B:** *Yah* in the ... because passing is one thing
- Researcher:** *Mhm?*
- Participant B:** But acquiring the skills is another
- Researcher:** Ok
- Participant B:** *Yah* so really, we have *eh* ... people who pass. And then they cannot really show
- Researcher:** Ok
- Participant B:** *eh* that *eh* ... they went through a certain programme
- Researcher:** Ok
- Participant B:** *Yah* ... but the certificate is there
- Researcher:** Alright. That ... that's your perception ... and ... and Rre Ma...
- Participant A:** I could even sort of put my head on the block
- Researcher:** Ok?
- Participant A:** to talk about even the quality of staff that goes there
- Researcher:** *Ahaa?*

- Participant A:** Because *those who are here*
- Researcher:** *Mhm?*
- Participant A:** *have been screened and tested somehow*
- Researcher:** *Mhm?*
- Participant A:** *Whereas for distance*
- Researcher:** *Mhm?*
- Participant A:** I'm quite sure
- Researcher:** *Mhm?*
- Participant A:** *because of the lack of resources, because of the needs*
- Researcher:** *Mhm?*
- Participant A:** *to have somebody you know, in the job*
- Researcher:** *Mhm?*
- Participant A:** *quite likely some of them are below par*
- Researcher:** *Mhm Ok*
- Participant A:** But will have to teach
- Researcher:** Ok
- Participant A:** so that is why
- Researcher:** the quality is questionable. Ok?
- Participant B:** Let me chip in there ... I concur with him entirely
- Researcher:** *Aha?*
- Participant B:** If you take the ... the ... the DABS programme
- Researcher:** Ok?
- Participant B:** *here at UB*

- Researcher:** *Mhm?*
- Participant B:** *these are taught by highly qualified people, lecturers of face-to-face*
- Researcher:** *Mhm?*
- Participant B:** *But if you go to other ... when you go to centres*
- Researcher:** *Mhm?*
- Participant B:** like for instance Lobatse
- Researcher:** *Mhm?*
- Participant B:** I used to teach there at Lobatse
- Researcher:** Ok
- Participant B:** *mostly are secondary school teachers*
- Researcher:** *Aah!*
- Participant B:** *And therefore you cannot say this is of quality really*
- Researcher:** *Mhm ... Mhm ... Mhm?*
- Participant B:** *Yah, yah*
- Researcher:** So, so the resources as, as you're saying, are a contributing factor in a big way ... human resources like you said earlier. Ok. I see. What about the examinations? Do, do they sit the same examinations ... the same, not similar, but the same examinations? Those that are on distance and those that are on face-to-face
- Participant C:** *Uh ... I think the Business Department ... they've been pushing to the part eh... the distance students writing the same*
- Researcher:** *Mhm?*
- Participant C:** examinations
- Researcher:** *Mhm?*
- Participant C:** as the ... the mainstream students
- Researcher:** *Mhm?*

- Participant C:** So I don't know if it *eh* ... because that was in an endeavour to improve quality
- Researcher:** Ok
- Participant C:** It's one of the objectives
- Researcher:** Ok
- Participant C:** they wanted to achieve. They wanted to ensure that the ... the ... the exams for ... if it's Accounting, if it's Business in say Finance *eh* ... for a part ... for *eh* ... for a distance learner and or a full-time student, it should be just the same exam
- Researcher:** *Mhm?*
- Participant C:** It shouldn't differ
- Researcher:** Ok
- Participant C:** But I'm not sure if ...
- Researcher:** if they're doing that
- Participant C:** because for G ... for our course which includes everyone, that one is different
- Researcher:** *Mhm?*
- Participant C:** just ... it couldn't ... say even ... even the mainstream students ...
- Researcher:** *Mhm ... Mhm ... Mhm?*
- Participant C:** it's delivered from nine points
- Researcher:** ehee, ehee ok
- Participant C:** so that one I know that we ... they don't ... they don't write one
- Researcher:** same exam
- Participant C:** or ... coz its different courses
- Researcher:** *Eh* ... so ... so I would like you to comment now that we have ... we're sort of doubting the quality of ... of the learning experience *eh* ... through

distance education. Can you ... can you comment on this issue of independent learner? How ... how can we achieve it?

Participant: *(long silence)*

Researcher: Because it looks like, it looks like it is ... it is good quality when the learner is with the ... the lecturer and *eh* ... when the lecturer is not there quality is questionable

Participant A: It's not like that *(followed by some chuckling from the group)*

Researcher: Yes? No? It's not like that?

Participant A: Ye, yes ... No

Researcher: Oh, ok? Ok I was ... I was looking at the aspect of monitoring that my brother was talking about

Participant B: But *eh* ... the question is not directed to me? *(amidst chuckling)*

Researcher: No, not necessarily, I'm just ... I just want to find out because here is the University which is saying I want to encourage you to encourage your learners to be independent

Participant A: *Mm*

Researcher: learners and *eh* ... you know, do it on their own and ... and at the same time there is this ...

Participant C: In principle

Researcher: *Mhm?*

Participant C: the distance learners

Researcher: *Mhm?*

Participant C: are supposed to be a better quality

Researcher: *Hm!*

Participant C: than the ... you know mainstream students. Because they're more internally ... intrinsically motivated than the full-time students who we are after ... where is your assignment?

Participant A: *Mm*

Participant C: You know that you ... you were not in class whatever ... whatever. But those ones are supposed to be self motivated

Researcher: *Mm?*

Participant C: Because they have *eh* ... if it's GC triple one for example, they have a module there. The module is the teacher. It's up to them. If they go through that module ... if they do the self *uh* ... testing exercises that are there ... if they answer the questions that are there and they do all those activities that are there. Coz if they don't do it, they will not pass the exams. They will not pass the test because assignments have been shaped out of the Business programme

Researcher: *Mhm?*

Participant C: Because people were getting 100% in

Researcher: *Mhm?*

Participant C: assignments

Researcher: *Mhm?*

Participant C: When you get to exams they get 30%, it's the ... the same students get 30%

Researcher: *Mhm?*

Participant C: So in principle, you know the psychology says that the people who are intrinsically motivated ... they achieve organisational objectives. The actors are those who were intrinsically motivated

Researcher: *Mhm?*

Participant C: But then ... I don't know ...

Researcher: *Mhm ... Mhm?*

Participant A: To add on to that

Researcher: *Mhm?*

Participant A: I think one ... we should not fail to establish the link between independent

Researcher: *Mhm?*

- Participant A:** learning and instruct ...
- Researcher:** *Mhm?*
- Participant C:** instructional?
- Participant A:** instructional whatever. Because the independence the way I understand it does not necessarily mean isolation
- Researcher:** No, not necessarily
- Participant A:** from the instructional ... So whether it's by distance or face-to-face
- Researcher:** *Mhm?*
- Participant A:** I think the presence of instructor whether its or immediate ... it's ... it's in fact it's important
- Participant B:** I think in terms of *eh* ... may be students becoming independent
- Participant A:** Exactly, *yah. Ehm* ... there has to be ... the student always has to have the instructors
- Researcher:** *Mm?*
- Participant A:** nearby
- Researcher:** *Mhm?*
- Participant A:** Guiding
- Researcher:** *Mhm?* Nearby physically?
- Participant A:** It doesn't have to be physically ...
- Researcher:** *Mhm?*
- Participant A:** If it's on-line ... that's instruction. Somehow the student must feel the presence of the instructor
- Researcher:** *Mhm ... Mhm?*
- Participant A:** Even if it's the student learning
- Researcher:** at a distance

- Participant A:** or at a distance
- Researcher:** *Mhm?*
- Participant A:** And I think this is why the question of instruction is still important
- Researcher:** *Mm*
- Participant A:** We're not necessarily saying *ehm* ... distance learners do not need instructors
- Researcher:** No, we're not saying that
- Participant A:** We're not saying that
- Researcher:** *Mm*
- Participant A:** And *eh* ... we're not even saying that independent learners do not need instructors
- Researcher:** Need instructors. No, ok
- Participant A:** I think it will continue to be important whether it's by distance or by ...
- Researcher:** by face-to-face
- Participant A:** face-to-face, *yah*
- Researcher:** Ok
- Participant A:** I only hope that it makes sense
- Researcher:** No, it does. It does, it makes sense. I'm hearing you in ... Because what I was trying to follow up is the question of quality
- Participant A:** Yes
- Researcher:** *Ee*, the question of quality in the learning experience. When you're doing it through distance and the other one is doing it through ...
- Participant A:** face-to-face
- Researcher:** *Ee*, because we were sort of zeroing in to ... to agreeing that the quality is suspect
- Participant A:** Yes

- Researcher:** when one is doing it at a distance. That is what we were sort of zeroing in. *Ee* ... that is why I was bringing ... But ... but what you are pointing out is that whether the student is doing their learning through distance or through face-to-face, the instructor is always there. My sister had pointed out that the instructor in distance education is the module
- Participant A:** Yes
- Researcher:** Because the teacher has already put into that module, what the students need and the student, as a person who is self motivated would have to go out there and find out more resources and really learn the ... their area as much as they can... if ...
- Participant A:** But that does not mean they cannot ... they don't need guidance
- Participant C:** They do ... they have three contacts *uh* ... they have three tutorials per semester
- Researcher:** *Mhm?*
- Participant A:** Yes
- Participant C:** They make contact with their tutors
- Researcher:** *Mm*
- Participant C:** And they communicate continuously
- Researcher:** *Mm ... Mm*
- Participant C:** like if they are studying ... they have questions ... they send us emails
- Researcher:** *Mhm?*
- Participant C:** But three times a semester there're residential face-to-face
- Researcher:** Ok. Yah, may be we should leave that one eh ... eh ... a bit for now and go into the ... the eh ... what do you call it ... the Distance Education Mainstreaming Policy. That one I just want to understand what it's all about. What ... what you understand by that Policy
- Participant A:** *Which one?*
- Researcher:** Distance Education Mainstreaming Policy

- Participant A:** *I would be lying (followed by laughing from group)*
- Researcher:** Ok? You don't know about it my sister either?
- Participant C:** *I don't know ...is it the*
- Researcher:** The University ...
- Participant C:** *one where they want to ... like the question you asked earlier*
- Researcher:** *Mhm?*
- Participant C:** *if they want ... like the ... even though the ... the instructional modes are different, when it comes to ... say when they want to set for ... to sit for tests or exam ... they have to write the same paper*
- Researcher:** *Mhm?*
- Participant C:** *So they ... they ... because if it's Finance it's Finance, whether you're doing it by distance ... by distance, whether you're doing by mainstream, it's just*
- Researcher:** Ok
- Participant C:** *But I'm not very sure*
- Researcher:** You're not very familiar with the ... with the Policy? It's a University policy that was passed in ... I think 2005 or so. *Eh ... it ... when I was reading it and I'm ... I ... I stand to be corrected, I ... I got the impression that what it was saying, was that distance education has to be embraced University wide. Eh ... (ke gore) my understanding of it was that eh ... programmes that are there at the University should be available in both modes. That's how I was interpreting it. I might be wrong. And the various faculties to be working hand-in-hand with CCE to do that. To have their programmes available on eh ... through both modes. And it looks like ... when I was eh ... talking to other people around the University, the Faculty of Business seems to have done that and then it seems to be the only one which ... which has done that so far. Ee ... so ... so ... so I just wanted to understand whether the other organs of the University are familiar with this policy and what are they doing about it? Eh ... how is it impacting on their ... their work and eh ... and so on? That is what I wanted to find out.*
- Participant B:** *As we are saying ... some of these things ... they're ... questions that started ...*
- Participant A:** Yah in fact they're known by Management

- Researcher:** By Management?
- Participant B:** *Mm*
- Participant A:** Yah, because without interrupting
- Researcher:** Ok
- Participant A:** *I think it's one of those things that ... are there but are not implemented*
- Researcher:** Alright?
- Participant A:** *(Kana) it's one thing to have a policy*
- Researcher:** *Yah, yah*
- Participant A:** *and another thing to implement*
- Researcher:** to implement it, yes
- Participant A:** *So ... in fact, the collaboration you're talking about*
- Researcher:** *Mhm?*
- Participant A:** *might be there but not necessarily driven by that policy. I'm not sure*
- Researcher:** Ok
- Participant A:** *because I think those guys actually have to take communication very seriously*
- Researcher:** *Mhm?*
- Participant A:** *They do offer Communication and Study Skills ... (a kere) isn't it?*
- Researcher:** Yes, they do
- Participant A:** by distance
- Researcher:** *Mm*
- Participant A:** *But they ... was that initiated by us this side or by them that side*
- Researcher:** *Mhm?*
- Participant A:** *I think it was ... as for us*

- Researcher:** *Mm, mm, mm*
- Participant A:** *So in that sense, I would say there has been no uhm ... there has been no reason. Nothing pushed us this side*
- Researcher:** *Mhm?*
- Participant A:** *to collaborate with CCE*
- Researcher:** *Ok, ok. Mm*
- Participant A:** *Although it's ... I see as enabling*
- Researcher:** *Mhm?*
- Participant A:** *I'm not saying it's a bad idea. What I'm saying is that they need to monitor it*
- Researcher:** *Mm, mm*
- Participant A:** *its implementation*
- Researcher:** *Ok, ok. Or its communication*
- Participant A:** *May be*
- Researcher:** *Mm*
- Participant A:** *We don't know why the Business Faculty*
- Researcher:** *Mhm?*
- Participant A:** *did that. May be they identified a need*
- Researcher:** *Ok, ok. I think we have ... we have sort of exhausted most of the ... the concerns that I had. But if I should ... if I should, when I am analysing this ... this information that get here, find that I need to touch base ... you would allow me to touch base with you and clarify something ... or probably even come back and record some more information. You think so? You would allow me to do that?*
- Participant B:** *No, I don't think there's any problem. You can revisit. So long as it's worth it*
- Researcher:** *It is*

- Participant B:** I mean, I don't know whether we have been of help to you ...
- Researcher:** It is so much ... it is
- Participant B:** From what I see (nna) I don't think I was of help
- Researcher:** No, but it was ... you won't believe it
- Participant B:** *Ehee?*
- Researcher:** You have been very helpful ... it has been very helpful
- Participant B:** Alright
- Researcher:** *Yah*
- Participant B:** If you find that it's been very helpful, you can just come back ... you don't have to worry
- Researcher:** It's been very, very helpful in deed
- Participant B:** I'm speaking for them. I know they won't say no (*laughter from everyone*)
- Researcher:** Ok
- Participant C:** But (*e nne o bua ka yone*) the one you were talking about (*ya*) the one on Mainstreaming
- Researcher:** *Ee, mma?*
- Participant:** Kana you know those people
- Researcher:** *Mhm?*
- Participant:** it could only work if the CCE
- Researcher:** *Aha?*
- Participant:** They could have personnel, within various University departments
- Researcher:** Ok
- Participant C:** In every Department
- Researcher:** *Aha?*
- Participant C:** they should have someone who is there

- Researcher:** Yes
- Participant C:** But then they are ...
- Researcher:** Ok
- Participant C:** you know
- Researcher:** with a liaison between the Department and
- Participant B:** Sorry
- Researcher:** *Ee, rra*
- Participant C:** *Ee!* A liaison in the Department. Let's say the Department ... I don't know
- Researcher:** *Mm*
- Participant C:** Let's say DED triple one
- Researcher:** *Mhm?*
- Participant C:** There should be someone here who could actually ... a representative
- Researcher:** *Mhm ... Mhm?*
- Participant C:** of CCE
- Researcher:** *Yah*
- Participant C:** Like myself ... I'm just doing it on my own accord
- Researcher:** *Ee*
- Participant C:** It's just ... I did it before I came here
- Researcher:** Yes, yes
- Participant C:** It's not like I'm representing them
- Researcher:** *Ee, no*
- Participant A:** All of us, all of us
- Researcher:** *Ee, no* that is true. No but thank you

Participant C: They ... they ... they don't communicate

Researcher: *Ee*, no, thank you very much. Let ...

Addendum F - Proof of Acceptance of Article Abstract

Directorate for Curriculum and Learning
Development
University of South Africa

26 May 2011

Dear Prof Van Vollenhoven

ACCEPTANCE OF ARTICLE FOR PUBLICATION by B. N. SIBANDE, W.J.
VAN VOLLENHOVEN, J. HENDRIKZ

This is to inform you that your article, ODL AND ACCESS: THE EXPERIENCE OF THE UNIVERSITY OF BOTSWANA, will appear in *Progressio: South African journal for open and distance learning practice* Volume 33(1) which should be published by the middle of 2011. Unfortunately we cannot give you the page numbers at this time.

We appreciate your interest in our journal and hope to receive contributions from you in the future.

Best wishes

Prof André le Roux and Dr Jean Mitchell
(Editors)