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FINAL REPORT
NONFORMAL EDUCATION ASSESSMENT/ANALYSIS PROJECT

JULY 1983

Creative Associates, Inc.
3201 New Mexico Avenue, N.W.
Suite 270
Washington, D.C. 20016

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INTRODUCTION

The Nonformal Education Assessment/Analysis Project¹ has been conducted by Creative Associates, Inc., through funding from the United States Agency for International Development (AID). The purpose of the contract has been "... to develop a prototype method of assessing and analyzing nonformal education in developing countries." The prototype Model has been field tested by the Centre National d'Education (CNE) in Yaounde, Cameroon and the Department of Nonformal Education (DNFE), Ministry of Education, Gaborone, Botswana. The design of the Model also reflects research findings recorded at the Lesotho Distance Teaching Centre and reported in the document titled, Nonformal Education: Assessment at the National Level². An NFE assessment activity was begun in Zimbabwe by Creative Associates through the Institute of Adult Education at the University of Zimbabwe in October 1981. This activity was terminated at the request of the University of Zimbabwe in March, 1982, before the implementation of the assessment was completed.

The project's mandate³ was to structure a model which:

- a) is usable by developing country planners for the purpose of gathering data to be used in policy formulation, support strategy and resource allocations;
- b) is usable at a low cost, without specialized technical assistance or technology, yet also be adaptable to situations in which greater resources permit a more expensive and sophisticated design;

¹Contract AID/DSPE-C-0082, September 1980 - July 1983

²Emily Vargas Adams, Nonformal Education: Assessment at the National Level (Austin, Texas: Center for the Development of Nonformal Education, 1980)

³As stated in the contract document, AID/DSPE-C-0082

- c) provides for participation of planners, program designers and other practitioners at the local, intermediate and national levels;
- d) incorporates procedures for participants to determine priorities of use of the model in: (i) policy formulation, (ii) building means of support and service delivery, and (iii) maintaining data for use in evaluation and other kinds of monitoring (although these various uses are not necessarily conflicting, priority of one over others would influence the design and implementation of the assessment and analysis);
- e) includes means of assessing (i.e., taking inventory and mapping of programs nationwide) and of analyzing their actual and potential contribution to national development goals and sectorial programs; and
- f) provides means for the collection of sex-differentiated data and encourages the participation of women and girls in programs.

The final product, The Nonformal Education Assessment/Analysis Model, was completed and accepted by the monitoring bureau within AID in July 1983. This Final Report serves as a supplement to the Model in that it supplies additional information about the progress of the project and presents observations and recommendations for those using the Model.

The Field Sites

The assessments conducted by the CNE in Cameroon and the DNFE in Botswana have been central to the development of the Model. They were the test cases in which the proposed Model was tried in field situations. The two assessments have been extremely different in context and organization, so much so that it may be more productive to emphasize their differences rather than their similarities. For example, in Cameroon, the CNE held a subcontract with Creative Associates and as a result, had total responsibility for the conduct of field activities. Creative Associates did provide technical assistance and

training for the CNE's researchers, but the CNE was in charge of the assessment. In Botswana, the DNFE requested that Creative Associates be involved in the administration and supervision of the assessment. Creative Associates' more direct involvement in Botswana created an administrative environment distinct from that of the Cameroon assessment.

Despite the dissimilarities, comparison of the two sites has enabled the Nonformal Education Assessment/Analysis Team (NFE A/A Team) to make several observations and recommendations. These summations deal with the need for assessment coordinators to examine their objectives very closely. For example, when the coordinators have an immediate need for information, speed and efficiency in data gathering is essential. However, if the coordinators have the multiple objectives of data gathering, developing the research capacity of their own organization, and stimulating policy dialogue among NFE groups, speed may impede the achievement of all three objectives. Organizational development, technology transfer and policy dialogue are processes that are accomplished over time, the period of which may not coincide with the assessment schedule.

These issues are not simple "either/or" decisions; rather, assessment coordinators need to consider the relationships among the stated objectives and the organization and coordination mechanisms through which they propose to carry out the assessment. In the following sections of this report, these issues will be discussed:

- I. Comparison of the Two Field Sites
- II. Observations and Recommendations

Appendices:

- A. Case Study: Assessing NFE Activities in Cameroon
Preliminary Survey of Nonformal Education in Cameroon
- B. Case Study: Assessing NFE Activities in Botswana An
Assessment and Analysis of Nonformal Education in
Botswana

I. Comparison of the Two Field Sites

Research Philosophy

Creative Associates developed an initial "Model" for conducting an NFE assessment/analysis in Cameroon. The CNE agreed, through its subcontract with Creative Associates, to adapt this model or research approach to the realities of Cameroon. The research approach was then revised at the beginning of the Botswana assessment. The Botswana assessment, by virtue of its order in this process, benefitted from the insights the NFE/AA Team gained through the Cameroon assessment.

The proposed research approach⁴ described contemporary field survey methods and emphasized aspects of an NFE assessment which are distinct from standard survey practice. These aspects are:

- 1) the potential of using the assessment as a stimulus to promote policy dialogue and greater coordination of NFE activities;
- 2) the need to design an information utilization strategy to insure that usable data is generated by the assessment;
- 3) the need to determine the scope of the assessment (nationwide, partial or sectoral) based on information needs and budget/manpower constraints;

⁴"Proposed Research Approach for a Nonformal Education Activities Survey in Cameroon", Creative Associates, Inc., Washington, D.C., November 1980.

- 4) the necessity of making design decisions within the context of the country, i.e., a country-specific definition of NFE;
- 5) the need to develop the interview instrument with the skill level of the field interviewers in mind, rather than designing the instrument and searching for persons with the appropriate skills;
- 6) the need to consider how data will be processed in the design phase rather than beginning to make this decision at the analysis phase; and
- 7) the necessity of designing a dissemination program through which the assessment findings can be shared with education planners.

Both the CNE and the DNFE were asked to consider these emphases as they initiated their assessments.

Complete case studies on the Botswana and Cameroon assessments and the final reports of the CNE and DNFE are contained in Appendices A and B. The charts below summarize the major activities of each assessment. The activities are distributed among the five phases of planning, design, implementation, analysis and dissemination in order to aid the reader in comparison of the two assessments.

CAMEROON

BOTSWANA

RESEARCH CONTEXT

Population and Land Mass

8,744,000 people on 183,568 sq. miles

Language

official: French, English (24 major languages)

Previous Studies on NFE

no systematic study of NFE

Population and Land Mass

941,027 people on 231,804 sq. miles

Language

official: English (Setswana is also widely spoken)

Previous Studies on NFE

Learning Opportunities in Botswana

no other systematic study of NFE

PHASES OF ASSESSMENT

Planning Phase

Major decisions about assessment made in seminar:

- definition of NFE groups
- assessment of information needs of seminar participants
- draft of interview instrument
- preliminary inventory of NFE groups

Design Phase

Scope negotiated by sub-contract. Renegotiated as research reality became clearer and more money became available.

Operational definition delimited universe excluding purely religious or cultural groups.

Planning Phase

Major decisions made by Rural Extension Coordinating Committee (RECC), a standing committee with representatives of numerous national ministries.

- NFE definition given in National Plan
- objectives of assessment cleared by RECC
- scope set by RECC

Design Phase

Dual objectives for data use - 1) update booklet, 2) develop central data file.

Delimitation required for the second activity
Development of central data file of NFE groups.

Refinement of interview instrument by those who would conduct field interviews.

Instrument pretested in two languages.

Instrument formatted for coding and computer analysis.

Training of researchers in questionnaire coding.

Implementation Phase

Training of CNE researchers in use of the interview instrument through additional pretesting.

Researchers working individually at research sites.

In-house debriefing of researchers upon their return from the field.

Analysis Phase

Individual reports prepared by researchers about their field experiences.

Charts and tables developed with the help of computer.

Dissemination Phase

Circulation of interim report within the Ministry of Education and to heads of departments in other ministries.

Final Dissemination Workshop with

Interview instrument reviewed and cleared by RECC.

Nature of analysis determined and interview instrument structured to remind field interviewers of analysis intended.

Implementation Phase

Selection of field interviewers from outside the institution.

Pretesting the interview instrument with the field interviewers.

Scheduling of research visits. Monitoring and supervision of field interviewers through daily debriefing.

Analysis Phase

Check of accuracy of data with each interviewer who filled out interview instrument.

Completion of summary sheet on each NFE group.

Summary sheets edgecoded and manually sorted.

Charts and tables constructed using the analysis design decided upon in design phase.

Dissemination Phase

Review by NFE group of the summary sheet prepared on their organization.

Revision and open-distribution of Learning Opportunities in Botswana booklet.

official government sponsorship
in which:

- findings were presented
- additional research questions were discussed and
- recommendations for future activities were made.

Central file established at DNFE on each NFE group interviewed.

The charts above highlight several major differences in objectives and administration between the two assessments. These are:

- the CNE had embraced the objectives of institution building, of policy dialogue and technology transfer as well as data gathering;
- the DNFE was established as the governmental coordinator of NFE programs and was able to work effectively through official government channels;
- the CNE worked for consensus and the development of a NFE network;
- the DNFE accepted the established NFE network and built upon its strengths;
- the CNE concentrated on building the research capacity of its full-time, permanent staff and paid close attention to increasing its institutional research capacity;
- the DNFE was focused more on the information needs of government planners and less on the need to increase its institutional capacity;
- the CNE researchers were given latitude to develop a research hypothesis as well as collect the requisite data;
- the DNFE had temporary field interviewers who required close supervision and who were held closely to the interview instrument;
- the CNE gave the researchers the opportunity to interpret their own data;
- the DNFE closely supervised the coding and analysis phase and did not involve the field interviewers in the process after the project summary stage;

- the CNE developed a network of planners interested in NFE through the assessment and accompanying workshops; and
- the DNFE built upon systems already in place.

II. Observations and Recommendations

It is necessary to be clear as to whether the main objective is to accomplish an assessment or to develop a capacity to conduct an assessment. While compatible, the two objectives are not the same and have very different implications for resource requirements, time, and staffing. For example, an experienced external consultant team may be able to accomplish a thorough and accurate assessment, but may leave little institutional capacity behind. Similarly, while temporary local researchers can be trained to carry out an assessment, they do not contribute to an institutional capacity for assessment. For example, the CNE chose to use its own researchers, providing them with training, while the DNFE hired field interviewers from outside their permanent staff. Thus, while the assessments were comparable in technical quality, the CNE strengthened its institutional capacity while the DNFE did not.

The Model was developed with the premise that the assessment should contribute to technology transfer, stimulate policy dialogue and improve the institutional capacity of the local assessment coordinator. The NFE A/A Team found that this was completely feasible, but identified a number of ways by which this can be done more efficiently.

Technology Transfer

- The level of formal training or conceptual understanding of nonformal education must not be confused with field research skills; all field researchers must be trained in the specific research protocols desired for the assessment regardless of their academic attainments.

- The researchers should be fully involved in the pre-testing of the field instruments.
- While researchers should be held to consistent application of the research instruments, there should be provision for researchers adding their own questions and field insights to the questionnaire.
- Local researchers with only academic research experience may need assistance or guidance in coping with the realities of field work in villages.
- The researchers must understand why a question is being asked and be able to envision the analytical treatment the data will receive.
- A balance must be struck between excessive direction of the researchers and excessive permissiveness. Professional growth is most effectively stimulated when individuals are taking personal initiative.
- A highly participative approach has many payoffs in terms of depth of understanding and 'ownership' of the results, but it also can greatly increase the cost and time required for the assessment.
- Concentrate on small steps and interim products. A full analysis/assessment exercise may be more than a local organization can handle, conceptually or organizationally, until some more limited analyses and field research exercises have been accomplished.
- Constant repetition, review and reinforcement of the basic goals, assumptions and procedures of the assessment exercise are essential, particularly for exercises lasting for relatively long periods of time.

Policy Dialogue

- The initial process of deciding whether or not to have the assessment, as well as the design and implementation guidelines for the assessment, are major contributions to policy dialogue.
- The assessment provides the information; workshops provide the forum in which implications and new initiatives can be considered.

- There is no way to have teams of researchers in the field asking questions without a wide range of people wanting to know what are the purposes of their presence. The coordinators should maximize this opportunity to inform and begin discussions with planners.
- Workshops should be held before, during and after the assessment and should involve as diverse a set of interested people as possible. Most people attend the workshops to find out what the assessment can do for them or what relevance it has to their work. Thus, workshops should not be just training forums or means of implementing the assessment. It is essential that there be participation and that there be feedback from the participants as well as communication to the participants.
- Donors frequently participate in the workshops; thus, the workshops may become a forum for dialogue amongst the donors as well as with local institutions and may lead donors to consider funding for projects resulting from or identified by the assessment.

Institution Building

- Full-time attention by a single coordinator is important for efficient implementation as well as for comprehensive conceptualization of all aspects of the assessment. However, it is essential that the leadership (not necessarily the same thing as implementation responsibility) rest with a permanent staff member of a national institution. Preferably, both roles will be filled by staff of that institution.
- Unless the local institution fully understands the purpose of the assessment and is fully committed to taking responsibility for it from the beginning, several important institutional development objectives may not be fully achieved. Even though the assessment may be implemented with external assistance and initiative, the coordinating institution must be willing to take ownership of and the risks associated with ownership.
- Among the essential purposes of the assessment is stimulation of a process by which the local institution tests its own knowledge, skills and organizational interest in functioning as a catalyst or leader in the field of nonformal education. Identification of which institution or agency can play these roles is as important, if not more, than the detailed information about nonformal education which the survey may provide.

- Finally, the assessment provides an opportunity for one or more local institutions to develop credibility with a variety of other institutions and agencies with responsibilities for aspects of nonformal education -- ranging from ministries to community groups and employers to the donor community. Demonstration of credibility and competence with these entities is part of the development of a national institutional capacity for implementing and supporting larger and more diverse programs of NFE.

APPENDIX A
ASSESSING NFE ACTIVITIES IN CAMEROON:
A CASE STUDY
Creative Associates, Inc.

PRELIMINARY SURVEY OF NONFORMAL EDUCATION IN CAMEROON:
FINAL REPORT
Centre National D'Education
Yaounde

**ASSESSING NFE ACTIVITES IN CAMEROON:
A CASE STUDY**

July, 1983

**Prepared by:
David W. Kahler**

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INTRODUCTION

Background

The opportunities and problems of development are present in all countries. The flexibility to act on both exists when the whole educational system -- formal, nonformal, informal -- is viewed together as an orchestrated response to the opportunities and problems. A clearer picture of what educational organizations are doing in a country, how many people each serves, what content areas are covered, and where educational programs are located is essential to educational planners in their efforts to determine the most effective educational system for their country. Planners must know the strengths, constraints, and potential of each component of the educational system if they are to build upon and allocate resources to NFE organizations.

In African countries, a major trend since independence in the 1960's has been the expansion of formal educational systems inherited from the colonial period. To date, there are evident increases in school attendance rates and the numbers of trained personnel. Yet, problems persist. It has become increasingly more difficult for most nations to allocate sufficient funds to support the growing costs of an expanded formal school system. Schools often cannot accommodate all school-age children. Economic conditions are such that many school leavers cannot find employment, and living and working in rural areas remain the major recourse for those who, even though they have acquired some education, are unable to find jobs in the modern sector.

Formal schooling often does not prepare people for life in the rural areas where one can no longer depend upon traditional subsistence production practices in order to survive. This is particularly true in Cameroon. Education

must familiarize learners, particularly youth, with new practices. Further, the ever increasing number of illiterate adults cannot be ignored. The need to conceptualize and promote innovative training programs which prepare youth for viable roles in the production process has been underscored in the last two Five Year Development Plans.

Nonformal Education in Cameroon

In light of this situation, a variety of out-of-school education initiatives have been undertaken by the government of Cameroon, by communities and by private organizations. These activities are diverse, both in terms of purpose and focus, and fulfill a range of objectives such as:

- literacy (teaching reading, writing and arithmetic);
- improvement of agricultural production through extension work and the introduction of modern farming methods;
- training in the management of small enterprises and cooperatives;
- training of the handicapped;
- health education;
- training in home economics;
- community development;
- encouragement of and an appreciation for cultural heritage; and
- development of a sense of civic spirit.

The examination and analysis of the range of activities listed above has been a priority of the National Center for Education (CNE) which has among its objectives the conduct of research studies intended to lead to a better understanding of the processes and types of educational activities and institutions

engaged in the development of knowledge and skills. The CNE, bolstered by the recommendations of the 1976 Lagos Conference of African Ministers of Education and UNESCO, undertook a preliminary descriptive survey of training in the private sector in 1978. In 1980, planning began on a large scale inventorying of out-of-school education activities. Both efforts were felt to be in keeping with the Lagos meeting and emphasized the mobilization of all educational resources within the community as well as design and implementation of out-of-school programs to provide mass education relevant to national development.

This case study provides a description of the partial national assessment of educational activities which constitute nonformal education (NFE) in Cameroon. The study was made possible through funding, support and technical assistance provided by Creative Associates, Inc., of Washington, DC, under contract to the Agency for International Development (DSPE-C-0082).

Prior to this assessment, there had been no systematic study or sectoral inventory of NFE in Cameroon. One finds reports, often referred to as evaluations, presented by program staff when applying for additional funding or in response to visits by administrators or representatives of funding agencies. The existence of a national pre-and post-school activities office within the Ministry of Education is evidence that there is a level of interest in out-of-school education. Until now, it appears that this office has directed its attention toward the problems of the formal school system. In addition, there is no record of private researchers having studied the topic of NFE in Cameroon. And, there has never been a masters or doctoral thesis at the University of Yaounde dealing with NFE.

The assessment involved three main tasks:

- preparation of an inventory of NFE activities in Cameroon on the basis of information available at the national level, including that provided by sponsoring ministries and agencies;
- development of an interview instrument and approach for gathering and consolidating data on NFE activities; and
- analysis of research data gathered by CNE researchers in Center-South, South-West, North-West and North Provinces.

The assessment tested a framework or model for conducting a national level inventory of nonformal education activities. The model is comprised of five phases:

- I. Planning Phase: Insuring that the NFE assessment produces the data needed by the country and its NFE organizations;
- II. Design Phase: Determining what to assess and how to carry out the assessment;
- III. Implementation Phase: Conducting the survey;
- IV. Analysis Phase: Interpreting the data for educational planners; and
- V. Dissemination Phase: Sharing findings with others.

Each phase is described in detail in the sections which follow.

Surveying NFE Activities in Cameroon

- I. The Planning Phase: Insuring that the NFE Assessment Produces Data Needed by the Country and its NFE Organizations.

The CNE's agreement with Creative Associates was the result of discussions and negotiations involving the CNE, USAID/Yaounde, AID/Washington and

Creative Associates. An integral component of these preliminaries was discussion on:

- ways to involve the larger development community in Cameroon in the proposed assessment;
- the training needs of the CNE as an institution and those of CNE researchers; and
- the roles of the various partners in the assessment.

Thus, from the outset there was a concern for involving a wide range of organizations in the planning of the activity as well as ascertaining the ultimate information needs of those groups. There was also an interest on the CNE's part that the survey be a training activity for CNE staff and contribute to its inhouse abilities to carry out field research.

Three major activities were undertaken during the planning phase, each of which resulted in products that the CNE could use in its continuing efforts to enlist additional support for the survey. They were:

- the organization of a two-week workshop which provided a forum for out-of-school education practitioners and visibility for the CNE as a research organization;
- the elaboration of a definition of NFE for Cameroon; and
- the development of a preliminary list of NFE activities from existing central resources.

NFE Workshop. The objectives of the workshop were to provide a forum for discussing NFE activities in Cameroon and to establish a country-specific working definition for NFE. Among the 35 participants in the workshop were NFE practitioners, program administrators and representatives of national and international assistance agencies. Organizations represented included:

- Ministry of Youth and Sports (Youth Section),
- Ministry of Social Affairs,
- INADES (Training Section),
- German Volunteers,
- Girl Guides,
- Cameroonian Organization for the Handicapped,
- Ministry of Agriculture (Department of Agricultural Education; Cooperatives Department; and the National Center for Community Development),
- Child Welfare Center, Yaounde,
- National Office for Participation in Development,
- French Volunteers for Progress,
- CARE,
- National Youth League of Cameroon, and
- Canadian Volunteers.

Definition of NFE. Through a combination of small group and plenary sessions, workshop participants discussed nonformal education as a concept, origins of interest in research on nonformal education, and major programming constraints. Case studies of NFE activities in other African countries were supplemented by a film on nonformal education activities. Using discussions, the case studies, and the film as a springboard, participants elaborated a country-specific operational definition of NFE as follows:

Nonformal education comprises all structured and organized educational activities that take place outside the formal school system and that seek to improve the standard of living of participants as well as their integration in the process of development.

Areas of Activity: Nonformal educational activities take place in a variety of different frameworks, such as: community development, health education, agricultural extension, literacy work, handicrafts training, civic participation programmes, etc...

Target Population: Nonformal education concerns itself with individuals, groups or communities that have not or do not benefit from regular schooling to a point permitting them to satisfy their own needs (illiterate adults, youths having dropped out of the formal system, the handicapped, etc.) and to contribute usefully to society.

Methods: Nonformal education makes use of a variety of approaches, especially practical ones that aim at the acquisition of specific "know-how" and positive social attitudes, that seek the participation of each person, and that are addressed to the solution of the problems.

Preliminary List of NFE Activities. Once the operational definition was established and accepted by workshop participants, work began on the development of a preliminary list of NFE activities. The list, which was drawn from existing central resources, demonstrated that nonformal education activities in Cameroon are sponsored by a variety of ministries and non-governmental organizations and institutions, with certain of the activities being totally autonomous. The listing exercise also showed that no one central structure existed for providing researchers or planners with information related to NFE activities.

Through contact with the central offices of sponsoring organizations, CNE researchers drew up a list of over 1,000 potential NFE organizations. Data gathered at the central level during the listing exercise provided information for use in developing the research instrument and alerted field researchers to the location, sponsoring organization and content focus of NFE activities prior to their first visits to the field.

II. The Design Phase: Determining What to Assess and How to Carry Out the Assessment

In this phase of the assessment activity, the CNE dealt with issues related to:

- the scope and timing of the assessment;
- delimitation of the universe to be examined;
- preparation of the questionnaire and planning for pre-test; and
- previewing the analysis phase and coding/processing of data.

Scope and Timing of the Assessment. Due to the lack of previous field research on the topic in Cameroon, the CNE made a conscious decision to nurture the development of the concept of nonformal education with incremental doses of data.

Information gathered from an initial contact with central resources demonstrated that it would be difficult to draw a sample for the study. The conduct of a national study posed major logistical problems because of the seasonal accessibility of many parts of the country. A review of the cost estimates for a national study indicated that the CNE did not have the financial means to undertake a study of that scope. Since the concept of NFE was an evolutionary one in Cameroon, the CNE decided that its own research staff would be personally responsible for administering the questionnaire in the field and for the subsequent analysis of the data gathered. Thus, it was deemed best to begin the study in one geographic area of the country, an area which was sufficiently large (1/5 of the total territory) and diverse enough to contain most types of NFE activities.

Delimitation of the Universe. In their initial contacts, CNE researchers used ministries and organizations as primary sources of information on NFE activities. The operational definition developed during the planning phase workshop enabled researchers to collect data on what appeared to be NFE activities, but in no one case did they find a precise or definitive listing of all activities under one ministry or one sponsoring organization. Often, those interviewed could not provide the exact geographic location of the activities they could list. In some instances, researchers relied on foreign funding agencies to pinpoint NFE activities locations and provide additional information.

The limited preliminary inventory resulted in a listing, by sponsoring organization and location, of over 1,000 NFE activities. CNE researchers then reviewed the list to eliminate those activities which did not appear to fall within the scope of its operational definition for NFE. Activities excluded at this point were those of a purely religious or cultural nature. This same review procedure was to be used at each step of field research to ensure that only those activities which fit the operational definition were included.

Preparation of the Questionnaire. The CNE opted to use an interviewer-administered questionnaire to collect data during the field research. From the outset of the design phase, an attempt was made to involve NFE practitioners in the elaboration and pre-test of the instrument. All CNE researchers involved in the assessment also participated in the questionnaire design exercises as well as the pretesting.

The process used in developing the questionnaire included examining the operational definition to ascertain variables to be researched; listing

information needs relative to those variables; and formulating questions to elicit desired information. This process was carried out through group discussions and review sessions, and included considerable exchange on appropriate wordings as the questionnaire was developed in French and English simultaneously. In addition, an interviewer's guide was prepared for use by both Anglophone and Francophone researchers.

Once the questionnaire was in draft form in both languages, it was pre-tested in three areas: in French in North and Centre-South Provinces and in English in South-West Province. After the pre-tests, CNE staff modified the draft questionnaire, made necessary changes in the interviewers guide and printed a final version of the instrument in both languages.

Previewing the Analysis Phase. Activities carried out during the design phase which related to the later analysis phase included:

- preliminary contacts with the National Computer Service;
- formatting changes in the research instrument to allow for assignment of coding information; and
- training of CNE research staff in questionnaire coding procedures.

III. The Implementation Phase: Conducting the Assessment

Activities during the implementation phase of the nonformal education assessment in Cameroon included:

- training for CNE researchers;
- conduct of field research in Centre-South and South-West Provinces; and
- in-house debriefing of researchers upon their return from the field.

Training for CNE Researchers. As an integral part of the questionnaire pre-test and revision process, CNE researchers were involved in a number of training simulations designed to enhance their effectiveness as field researchers. Senior staff from the CNE and external consultants provided the training as well as advice on logistical issues, potential field research difficulties and preliminary analysis of the data to be collected. Each field researcher was also provided with a series of questions to guide them in their analysis of both the quantitative and qualitative data they would be gathering.

Conduct of Field Research. The assessment of NFE activities took place in two provinces: Centre-South, the province where the capitol, Yaounde, is located and in South West Province. The former is a French speaking area and the latter is predominately English speaking. Eight researchers participated in field activities in the two provinces, six in Centre-South and two in South-West.

Fieldwork took place under numerous constraints. Due to the questionable conditions of primary and secondary roads during the rainy season, most field work had to be scheduled, and completed, prior to the major rainy season. As there were a limited number of vehicles available for researcher use, it was not possible to send all CNE researchers to the field at the same time. Because telephone or postal contacts with remote areas were not always possible researchers often lost time in not being able to make contact with groups prior to arriving in a specific geographic area.

Once researchers arrived in the area where they were to interview NFE groups, each was responsible for the necessary "footwork" in reaching those groups already on the list gathered from central resources and in identifying

additional groups. In some instances, local officials called general informational meetings to facilitate researcher access to local groups. In others, researchers made to full round of departmental government offices to explain the survey and generate interest in it. Without exception, the CNE's researchers found the preliminary listing to be useful while woefully incomplete with respect to NFE activities in the geographic area in which they were working.

The minimum amount of time spent by individual researchers in the field was two weeks. The maximum amount of time was one month. During that time, over 290 organizations were contacted and questionnaires were completed for each activity. Of that number, 267 were retained for analysis.

During their field work experience, each researcher was asked to examine the data they were gathering, and the qualitative aspects of their interactions with NFE practitioners to ascertain whether:

- the definition given to NFE proved to be satisfactory;
- the individuals they interviewed were aware of the educational nature of their activities;
- those interviewed expressed a need for specific methodological assistance; and
- there were gaps the researchers could identify in the training components of the NFE activities.

In-house Debriefing. Immediately upon their return from the field each researcher participated in a debriefing exercise prior to beginning with the analysis of the data they had gathered. As part of its inhouse debriefing activities, the CNE invited an outside consultant to attend a workshop and comment on:

- the design of the study,
- the classification of NFE activities inventoried in preliminary field work, and
- the form and coverage of the questionnaire used in the field work.

The consultant's report thus served as a basis for discussions of the CNE field research. These discussions were held immediately after researchers returned from their field work and were of particular assistance to CNE researchers as they approached an analysis of their findings.

IV. The Analysis Phase: Interpreting the Data for Educational Planners

As mentioned early, CNE researchers was asked to complete a report on their field research which included discussion of the following questions which provided them with a framework for the analysis.

- a. Did the CNE's definition of nonformal education prove to be satisfactory for the realities of field research?
- b. Were the individuals interviewed aware that their activities constituted NFE?
- c. Did those interviewed express a need for assistance with either methodological or pedagogical issues?
- d. What gaps were identifiable in the educational or training components of the activities inventoried?
- e. What unresolved questions did researchers have about NFE as a result of their field work?

Each researcher's report contained an analysis based on the above questions and of the NFE activities they had inventoried. Each report was presented in plenary and discussed by the entire group. These discussions resulted in decisions on a second level of analysis to be completed by computer and variables were selected for data to be presented in tables. Imme-

diately after the presentation of individual research reports, CNE researchers proceeded with the coding of their questionnaires for computer treatment, which was completed by technicians from the Central Computer Office of the Presidential Administrative Services.

V. The Dissemination Phase: Sharing Findings With Others

The CNE's interim report, which was drafted by CNE research staff and revised by the director of the CNE, was circulated within the Ministry of Education and to the heads of departments from other ministries participating in the planning and design stages of the survey.

With the concurrence of the Ministry of Education, the CNE organized a final dissemination workshop which was presided over by the Technical Counselor of the Ministry of Education. The seminar brought together CNE researchers involved in the study, central departmental heads from the Ministry of Education, and staff of the National Teacher Training College in Yaounde.

A motivating factor in organizing the assessment had been the CNE's desire to focus more closely on educational problems and two kinds of efforts to reform education currently under way within the Ministry of Education:

- those related to the costs of education (which limit considerably any initiative to improve infrastructure and teaching conditions), and
- those related to instructional methods and issues and preparing youth for involvement in everyday life.

Nonformal education is often presented by its supporters as offering less costly learning opportunities which use flexible methods and as being oriented toward integrating participants more fully into daily life. At the CNE's

dissemination seminar there was a desire to discuss the findings of the assessment related to these points in the study. Thus, the major question addressed in the workshop was: Are there original instructional methods used in NFE settings in Cameroon which, because of their efficiency and ability to lead to fuller integration of the individual into daily life, can be studied and used in reforming the larger educational system?

Another question discussed at length at the workshop was whether or not studies such as the current one lead to an implicit a priori observation, that is, knowing that NFE is worthwhile and that it should be encouraged in developing countries. This, though, remains to be proven. Those in attendance urged CNE researchers to proceed with both prudence and objectivity in their research.

An additional issue discussed by seminar participants was the use of the term "nonformal education." Participants felt that Cameroonian officials should concentrate on using the term "out-of-school education" given the recurring oppositional arguments used in discussing nonformal education.

A final outcome of the CNE's last seminar was tentative approval of its research plan for the next three years. The plan builds upon the exploratory survey of NFE activities and suggests:

- that the CNE expand the exploratory survey into an activity which would be national in scope;
- that evaluative studies of specific NFE materials and methods be undertaken;
- that the feasibility of the establishment of a national coordinating body for NFE activities be explored; and
- that consideration be given to the production of a film on NFE or out-of-school activities in Cameroon.

In addition to this seminar, CNE researchers have attended three regional seminars at which nonformal education has been discussed. In each instance, CNE staff have shared their experiences with the assessment with colleagues from other countries. An international colloquium, to be held in January 1984, will focus on the assessment and nonformal education.

ORIGINAL: FRENCH

NATIONAL CENTER FOR EDUCATION

PRELIMINARY SURVEY OF NONFORMAL
EDUCATION IN CAMEROON

FINAL REPORT

APRIL, 1983
YAOUNDE, CAMEROON

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I. INTRODUCTION

Context and Rationale for the Study

A major educational trend in African countries achieving independence in the 1960's was the expansion of formal school systems inherited from the colonial period. By 1970, there were evident increases in school attendance rates and numbers of trained personnel due to an increasing demand for education at the national level in a number of African countries, including Cameroon. However, certain problems have persisted and it has become increasingly difficult for national budgets to support the costs of expanded formal school systems. In Cameroon, schools simply cannot accommodate all of the school-aged children (the attendance rate is approximately 60%). Of those who are able to attend school, a large proportion drop out before completing the primary grades. Living and working in rural areas remain the only recourse for those who, even though they have acquired some education, are unable to find jobs in the modern sector.

In spite of the contentions of planners, formal schooling in Cameroon does not prepare people for life in the rural areas where one can no longer depend upon traditional subsistence production practices in order to survive. Education must familiarize learners, particularly youth, with new practices. The need to conceptualize and promote innovative training programs which prepare youth for viable roles in the production process was underscored by Ahmadou Ahidjo, then President of Cameroon, when the Fourth Five Year Development Plan was presented in 1976. Further, the ever increasing number of illiterate adults cannot be ignored. The constitution of the United

Republic of Cameroon specifically accepts the fundamental duty to educate all citizens, a duty underscored by the government's policy of social justice.

In light of this situation, certain out-of-school education initiatives have been undertaken by the national government, by communities and by private organizations. These activities are diverse, both in terms of purpose and focus, and fulfill a range of objectives such as:

- o literacy (teaching reading, writing and arithmetic);
- o improvement of agricultural production through extension work and the introduction of modern farming methods;
- o training in the management of small enterprises and cooperatives;
- o training of the handicapped;
- o health education;
- o training in home economics;
- o community development;
- o encouragement of an appreciation for cultural heritage; and
- o development of a sense of civic spirit.

The examination and analysis of the range of activities listed above is a priority of the National Center for Education (CNE) which has among its objectives the conduct of research studies intended "to lead to a better understanding of the processes and types of educational activities and institutions engaged in the development of knowledge and skills."

It appears that a descriptive survey and inventorying of out-of-school educational activities is in keeping with the 1976 recommendations of the Lagos Conference of African Ministers of Education. Unlike the 1961 Addis-Ababa Conference, which focused only on the development of formal school

systems, the Lagos meeting emphasized the mobilization of all educational resources within the community and the design and implementation of out-of-school programs to provide mass education relevant to national development.

The present study provides a preliminary view of educational activities which constitute nonformal education (NFE) in Cameroon. The study was made possible through funding, support and technical assistance provided by Creative Associates, Inc. of Washington, D.C., under contract to the Agency for International Development (DSPE-C-0082).

The study involved three main tasks:

- o preparation of an inventory of NFE activities in Cameroon on the basis of information available at the national level, including that provided by sponsoring ministries and agencies;
- o development of a research instrument and approach for gathering and consolidating data on NFE activities; and
- o analysis of research data gathered by CNE researchers in Center-South and South-West Provinces.

Design of the Study and Methodological Approach

Prior to this study, there had been no systematic study or sectoral inventory of NFE in Cameroon. One does find reports, often referred to as evaluations, presented by program staff when applying for additional funding or responding to visits by administrators. The existence of a national pre-and post-school activities office within the Ministry of Education is evidence that there is a level of interest in out-of-school education. Until now, it appears that this office has directed its attention toward the problems of the formal school system. In addition, there is no record which demonstrates that private researchers have studied the topic of NFE; there has

never been a masters or doctoral thesis at the University of Yaoundé dealing with NFE. In fact, this growing interest in the systematic study of NFE activities at the national and regional levels is relatively recent (Evans, 1981).

The study, Nonformal Education in African Development completed by the African-American Institute in 1972, presents an overview of NFE throughout Africa. Several activities from each country are discussed to illustrate each of the major categories of NFE activities identified by the authors. The study demonstrates both the originality of an undertaking such as the current study in Cameroon, as well as the challenges involved in it.

The study was designed as a three-part activity. An explanation of each step follows.

- a. Development of an inventory of NFE activities from existing central sources. In Cameroon, and we feel this may well be the case in most parts of the developing world, nonformal education activities are sponsored by a variety of ministries and non-governmental organizations and institutions. Certain of the activities are totally autonomous. No one central structure exists which can provide researchers or planners with information related to NFE activities. As a result, a preliminary step in which contact was made with the central offices of sponsoring organizations was seen as necessary. Although it would be incorrect to say that this first contact resulted in sufficient information, it appeared to be a logical first step toward identifying and locating NFE activities. The data gathered at the central level then provided information which was used during the development of the research instrument.
- b. Elaboration of the questionnaire and conduct of field research. The use of a questionnaire as a means of gathering data from diverse sources is a commonly accepted procedure. From the outset, an attempt was made to involve NFE practitioners in the elaboration of the questionnaire. The instrument had to be written in language that could be easily understood. Care had to

be taken to assure that the questionnaire was not too long and that the questions were clearly stated.

Limitations in available human resources and material and financial means constrain not only the recruitment of researchers and interviewers for specific tasks but also the training one can offer to them. These constraints also influence the size of the sample of the universe one is to study. In the case of an exploratory study such as the one undertaken in Cameroon where the characteristics of the universe were unknown, data collected at the central level indicated that it would be difficult to draw a sample. The conduct of a national study posed major logistical problems. Also, it was felt that the financial resources were not readily available to undertake such a study. And, there was the persistent question of why expend scarce resources collecting an abundance of data on education and training, when both were areas already suffering from a lack of financial support.

From our point of view then, it was better to nurture the development of the concept of nonformal education with incremental doses of data. We felt it best to begin the study in one geographic area of the country, an area which was sufficiently large and diverse enough (1/5 of the total territory) to contain most types of NFE activities. Since the concept of NFE was an evolutionary one, CNE researchers and interviewers familiar with NFE were personally responsible for administering the questionnaires in the field. At the same time, we experimented with other means of circulating the questionnaire, for example by mail or through field workers associated with development agencies working at the grass roots level.

- c. Data analysis. Field research activities can easily result in the production of reports which can be expanded at ease through the comparison of data and production of lengthy tables. The most desirable route in data analysis is to resist such an orientation and rather seek ways in which to take the analysis to the point of confronting the existing educational context with research findings. This orientation to data analysis gives a greater purpose to a study and is more in keeping with the subject under research. Nonformal education itself evolved from such an awareness of a problem: the limitations of formal schooling in contributing to national development. In analyzing the data gathered in this study, we have sought to study

and verify the ways in which NFE constitutes an effective and efficient solution to this persistent problem.

Implementation of the Study

1. Collection of Information from Central Sources, Development of Preliminary Inventory and Review of Documents

CNE researchers identified the following ministries and organizations as primary sources of information on NFE activities at the central level:

- o Ministry of Agriculture,
- o Ministry of Youth and Sports,
- o Ministry of Social Affairs, and
- o religious and non-governmental organizations.

In each instance, researchers were able to collect data on what appeared to be NFE activities, but in no one case did they find a precise or definitive listing of all activities under one ministry or one sponsoring organization. Often, those interviewed could not provide the exact geographic location of the activities they could list and researchers had to rely on the records of foreign funding agencies to pinpoint NFE activity locations. Despite these constraints, the limited preliminary inventory was of great assistance in later stages of the study, especially in efforts to formulate a definition of NFE in Cameroon and in the actual field work undertaken by the CNE.

2. Elaboration of a Definition of Nonformal Education and the Research Instrument (Questionnaire)

First Workshop. The objectives of the first three-week workshop were to establish a working definition for NFE in Cameroon and to elaborate a questionnaire for use in conducting field research. Participants in the workshop

included several individuals directly involved in NFE activities, either in an administrative or practitioner capacity. Organizations represented included:

- o Ministry of Youth and Sports (Youth Section),
- o Ministry of Social Affairs,
- o INADES (Training Section),
- o German Volunteers,
- o Girl Guides,
- o Cameroonian Organization for the Handicapped,
- o Ministry of Agriculture (Department of Agricultural Education; Cooperatives Department; National Center for Community Development),
- o Child Welfare Center, Yaounde,
- o National Office for Participation in Development,
- o French Volunteers for Progress,
- o CARE,
- o National Youth League of Cameroon, and
- o Canadian Volunteers.

It is interesting to note that the definition given to nonformal education by this group during the first week of the workshop is the definition which has prevailed throughout the study. Lengthy discussion was involved in arriving at a definition of nonformal education which is quite close to those which one finds in the NFE literature. Of particular note in the Cameroonian experience is that the NFE practitioners invited to this first workshop were not familiar with that body of literature.

The participation of those involved with the planning and implementation of NFE activities in a workshop at the beginning of our study appeared to

us to be an excellent means of creating and nurturing an interest on their part in further research on the topic. In addition, the need for a national focus on NFE, no matter how limited, was also felt appropriate.

In addition to the Yaounde workshop, discussions were held in Buea with nearly total participation of the staff of the Center for Applied Pedagogy for Rural Vocations, which is directed by Dr. Alaric Boma.

3. Testing, Revision and Printing of the Questionnaire

After elaborating the questionnaire during the first workshop, CNE researchers tested it in three sites: in the Yaounde area, at Buea and in the north, at Garoua. Revisions were then completed with the assistance of the Central Computer Office and the questionnaire was printed in both French and English by the CNE's offset service.

4. Conduct of Field Research in Center-South and South-West Provinces

Field work took place under numerous constraints. Most field work had to be completed prior to the major rainy season because of the condition of roads at the peak of the rainy season. And, as there were a limited number of vehicles available for researcher use, it was not possible to place all researchers in the field at the same time. As telephone and postal contact with remote areas was not always possible, researchers often lost time because they were not able to make contact with groups prior to arriving in a specific geographic area.

Although it was useful information, the list of NFE activities drawn up from central resources (step 1 above) did not cover all activities in any one location. Thus researchers had to do considerable "foot work" in each locality. Their ability to do so was severely hampered by constraints of time and the finances available for the study.

5. Second Workshop and Unesco Participation

The CNE invited Professor Andre Salifou, Director of the School of Education at the University of Niamey (Niger), to attend a workshop where he was asked to comment on:

- o the design of the study,
- o the classification of NFE activities inventoried in preliminary field work, and
- o the form and coverage of the questionnaire used in the field work.

Professor Salifou's report served as a basis for discussions of the CNE field research. Discussions were held immediately after researchers returned from their field work and were of particular help to CNE researchers as they approached an analysis of their findings.

6. Third Workshop: Discussion of CNE Field Reports and Coding of Completed Questionnaires

Upon returning from their field research, each CNE researcher was asked to complete a report which addressed the following questions:

- a. Did our definition of nonformal education prove to be satisfactory in light of your field research?
- b. Were the individuals you interviewed aware that their activities were educational ones?
- c. Did those interviewed express a need for assistance with either methodological or pedagogical issues?
- d. What gaps can you identify in the educational or training components of the activities which you inventoried?
- e. What unresolved questions do you have about NFE as a result of your field work or as a result of this workshop?

Discussion of field reports and the proceedings of the workshop led the CNE to modify the questionnaire slightly.

7. Computer Treatment of Data

Computer treatment of the field data was undertaken by Mrs. A. Courtin of the Central Computer Office of the Presidential Administrative Services.

8. Data Analysis and Preparation of Preliminary Report

It was at this point that group work was the least effective. The researchers seemed unable to proceed past a simple presentation of data to a more sophisticated analysis. This in part may be attributable to their lack of understanding of the interrelatedness of educational problems.

9. Mail Out of Questionnaires

After establishing contact with upper echelon officials in the Ministry of Agriculture, 400 questionnaires were distributed through the different departments and services of the Ministry. It is difficult to say exactly how many of the questionnaires were circulated to NFE activities under the Ministry's sponsorship. Six months later, the CNE had received only 50 completed questionnaires.

10. Collaboration with Foreign Agencies in Distributing Questionnaires

The Association of French Volunteers for Progress demonstrated an active interest in the study from the outset and their director participated in the first workshop. Through continued contact, 30 questionnaires were circulated in geographic areas where volunteers are working.

11. Final Testing of Questionnaire in Field Research in North West Province

As efforts to circulate the questionnaire through the Ministry of Agriculture resulted in such poor returns, the CNE decided to inventory activities through field research in a third area, North West Province. The prac-

tical objective of the field work was to test the final version of the questionnaire, which had been revised slightly. The field research revealed an interesting observation, in that there were many more autonomous NFE activities in North West Province than government-sponsored ones. A number of notable cases were identified for further study.

12. Fourth Workshop: Nonformal Education Instructional Issues

This last workshop was presided over by the Technical Counselor of the Minister of Education and brought together CNE researchers involved in the study, central departmental heads from the Ministry of Education and staff of the National Teacher Training College in Yaounde.

A motivating factor in organizing the study was the CNE's desire to not lose sight of educational problems and efforts to reform education currently under way within the Ministry of Education. The problems currently under study are of two kinds:

- o those related to the costs of education (which limit considerably any initiative to improve infrastructure and teaching conditions), and
- o those related to instructional methods/issues and preparing youth for involvement in everyday life.

As nonformal education is often presented by its supporters as offering less costly learning opportunities using flexible methods and being oriented toward integrating participants more fully into daily life, there was a desire to discuss the findings related to these points in the study. Thus, the major question addressed in the workshop was: Are there original instructional methods used in NFE settings in Cameroon which, because of their efficiency and ability to lead to fuller integration of the individual into daily life, can be studied and used for reform of the larger educational system?

As the data on hand did not allow a satisfactory response to the question, workshop attention was given to the issue of the opposition between nonformal and formal education. The term nonformal education itself was heavily debated and it was suggested that the term out-of-school education be used in its place.

Another question discussed at length at the workshop was whether or not studies such as the current one lead to an implicit a priori observation, that is, knowing that NFE is worthwhile and that it should be encouraged in developing countries. This, though, remains to be proven. Those in attendance urged CNE researchers to procede with both prudence and objectivity in their research.

Comments on the Approach

If we were to implement the study again, or if we were to suggest ways for counterparts in other African countries to undertake similar studies, we would recommend:

- o that the steps described above be followed one by one with the exception of 9 (Mail Out of Questionnaires) and 10 (Collaboration with Foreign Agencies in Distributing the Questionnaire),
- o that the study be spread out over at least two years, and
- o that more attention be given to the training of researchers (and in this regard it is important that the roles of all collaborating agencies be clear).

II. NONFORMAL EDUCATION: TOWARD A TENTATIVE DEFINITION

Considerable recent discussion on the concept of NFE has begun with the assertion that the formal school system, an entity which is relatively well defined in all modern nations, does not maintain a monopoly on the provision of educational opportunities. Authors writing on NFE point out the weaknesses and gaps in the formal system and present NFE as an alternative, or at least as a necessary complement, to formal education.

In his article entitled "The Concept of Nonformal Education"¹ Grandstaff presents the following conclusion reached by Edgar Faure et al. in Learning to Be: "Local groups, as well as the national community, are in themselves important educational institutions." He goes on to say that during the 1960's one saw a series of analyses dealing with economics, politics and education which brought to light the weaknesses and gaps of the formal school system.

Likewise, Asher Deleon has affirmed that it is unrealistic and overly optimistic to believe that universal education can be achieved through formal schooling. Adult education is a logical way to respond to the limitations and gaps of the formal system.²

For Manzoor Ahmed, the significant element related to the concept of NFE is the recognition that 'education' and 'schooling' are not synonymous and that a great number of learning activities take place outside the formal school system.³

The point of convergence in the writings discussed above is that the definition of NFE is presented in terms of the differentiation between NFE and formal education, most notably in the areas of organization and functioning of

the formal school system. What then happens is that planners end up suggesting a set of parallel institutional and social structures in opposition to the formal school system. By doing so, the essence of NFE is diminished. But, what exactly is the factor which determines this spirit or essence? Hoxeng⁴ asserts that it lies in the fact that NFE is organized for specific purposes. In short, it would appear to be linked to what Illich describes and to the ideas expressed by David Radcliffe.⁵ That is to say, NFE takes place where people of a given age come together at specific times to acquire certain planned learning with the assistance of a teacher.

A question which arises centers on whether or not NFE is characterized as being less organized and identified in terms of a group of planned educational activities which have simply not been integrated into the formal school systems? This seems to be the opinion of Banga who writes that it can be said that the history of education in Cameroon has seen a continual decrease in the total number of non-organized "things to learn," and an increase in the total number of organized "things to learn,"⁶ thus leading to a constant growth of "teaching factors" and of "those who learn intentionally." An outgrowth of this is the idea of representing the educational process as a linear process which goes from informal education to formal education with nonformal education somewhere in between.⁷

Without denying the theoretical interest in such a general approach, it would seem prudent to practice restraint in the developing countries particularly where the concept of NFE has been promoted in an attempt to resolve educational problems. In effect, at the same time that Hoxeng considers formal instruction in the Third World as "a set and arbitrary bureaucracy"⁸ he reveals that NFE was discovered by international agencies during the 1960's.

Grandstaff, also made mention of this fact in noting that criticisms related to formal education are echoed particularly by researchers and within organizations concerned with development and international assistance. It was within this community that the concept of NFE was born.

On the basis of a series of Michigan State University studies, Grandstaff⁹ attempted to define NFE in terms of administrative structure, pedagogical organization, function, clientele, certification and cultural appropriateness. In the end, he recognized that the definition of the concept of NFE depends upon the context, and that the choice of factors used to differentiate formal from nonformal education are the function of objectives of the research.¹⁰

In the case of the present study, two sets of questions appear to be useful in a definition of NFE:

1. How can one clearly define the context of the activities of institutions involved in development and assistance at the national level?
2. Is it possible to know the real goal being pursued by these institutions when they "discovered"¹¹ NFE and gave birth to the concept¹² engendered by this term? Was it to create a trend intended to slow down the expansion of secondary and post secondary education in African countries, following the hypotheses of economists who emphasized the prohibitive costs of these levels of instruction and who questioned the value and impact of such levels on the development¹³ process. Was it to accelerate the conscientization of illiterate rural masses so that they could address their own problems in face of persistent exploitation by the new local bourgeoisie, or on the contrary to lead them to accept their lot? We do not see ourselves as being in a position to find satisfactory answers to these questions.

In Cameroon, as well as in other countries of the Third World, it should be noted that many educational activities classified by international agencies

as NFE have been initiated parallel to efforts to expand the formal school system. Whether or not such activities were initiated by agencies, they are often viewed as key elements of many national development projects.

These observations led the Center to retain the following definition of NFE activities in Cameroon: All organized and sometimes structured activities which take place outside of the formal school system with the objective of improving participants' living conditions and their integration into the global development process.

This definition was implemented with a number of qualifiers concerning subject area, target population and methods as follows:

Subject Area: NFE activities encompass a wide number of subject areas such as community development, health education, agricultural extension, literacy instruction, hand-craft production, small enterprise management training and citizenship training.

Target Population: NFE activities involve a variety of groups at the same time - individuals, groups or communities who have not been able to benefit from formal schooling to the point of being able to meet their own needs but who could be productive within the society such as illiterates, dropouts from the formal system, delinquents and the handicapped.

Methods: Practical approaches are used in NFE which are participatory in nature and which promote the acquisition of specific skills and positive attitudes.

For purposes of this research, the Center deliberately excluded training activities currently underway in the modern sector, some of which constitute one of the NFE categories included in Sheffield and Diejomaoh's classification.¹⁴

For the purposes of analysis of NFE activities in Cameroon, the Center did make a distinction between those activities undertaken by institutions, by

groups or those which are actually programs. Whereas the activity of an institution could be a structure put in place by a higher authority in order to make a certain type of training possible, a group activity would represent the initiative of a group of people united by the same desire to receive training. A program falls in between these two and might be thought of as having a limited duration (e.g., ending as soon as the objectives of the training have been attained).

The Center agrees with Hoxeng¹⁵ that NFE programs are often initiated under the sponsorship of a large number of organizations and groups, both large and small, and who do not consider themselves educators but technicians, farmers, priests, etc.

Even though its findings are supported by current literature on NFE, this study demonstrates that the definition given to NFE in Cameroon is not necessarily shared by all other NFE practitioners.

III. PRESENTATION AND ANALYSIS OF DATA

In this section, the discussion of NFE activities in Cameroon is presented around the following issues:

- o Identification and location of NFE projects/activities.
- o Funding and staffing of NFE activities.
- o Target population and educational organization of NFE activities.

Identification and Location of NFE Projects/Activities

Research conducted in Center-South and South-West provinces identified 267 NFE activities. These activities were categorized as 109 institutions, 76 programs and 67 groups. The distribution among departments is quite unequal, going from 1 in the department of Haute Sanaga to 53 in the department of Dja-Lobo. The activities were sponsored by different ministries, among them Agriculture, Youth and Sports, Social Affairs, Health, Information and Culture, Economy and Plan, and Territorial Administration, as well as affiliates of the National Party (UNC-National Cameroonian Union, OFUNC-National Organization of Cameroonian Women, JUNC-National Cameroonian Youth Union); Catholic organizations (BASC-Bureau of Social-Christian Action) and Protestant organizations (FEMEC-Federation of Cameroonian Churches and Evangelical Missions). Some activities were completely autonomous. See Table 1.1 for a detailed listing.

Given the number of agencies and organizations funding NFE activities, one might ask if there is any sort of coordination or planning to justify the location or scheduling of such activities. No coordination structure was

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TABLE 1.1
NFE ACTIVITIES BY SPONSORING AGENCY AND GEOGRAPHIC AREA

Agency Area	Total	Min. of Agric.	Min. of Social Affairs	Min. of Health	Min. of Youth & Sports	Min. of Information	Min. of Economy & Plan	Min. of Territorial Affairs	Cameroon National Union Party	Catholic Missions	Protestant Missions	ICA	Others
Dja et Lobo	53	19	2	1	2	1	3	3	0	5	1	11	3
Haute Sanaga	1	1	0	0	0	0	0	0	0	0	0	0	0
Mbam	41	9	2	4	5	0	2	1	0	8	2	1	6
Ntem	30	25	0	0	0	0	0	0	2	0	1	0	1
Nyong et Kelle	10	6	0	0	0	0	0	0	0	2	2	0	0
Nyong et Mfoumou	22	12	0	1	2	0	0	0	3	1	0	0	3
Nyong et Soo	13	3	1	0	2	0	0	0	2	1	0	0	4
Ocean	13	4	1	0	5	0	0	0	0	3	0	0	0
C.S.: TOTAL	183	79	6	6	16	1	5	4	7	20	6	12	17
Fako	12	5	1	0	0	0	0	0	1	0	3	2	0
Manyu	33	4	1	1	0	0	0	0	1	1	0	25	0
Meme	31	6	0	0	1	0	0	0	0	0	7	15	2
Ndian	8	3	0	0	0	0	0	0	0	1	2	92	0
S.O.: TOTAL	84	18	2	1	1	1	0	0	0	2	12	44	2
	267	97	8	7	17	1	5	4	9	22	18	56	19

found to exist as such but overall direction and even certain rationale were deduced from recent five year development plans. There was a distinct increase in the number of NFE activities implemented between the inception of the Fourth Five Year Plan (1971) and the end of the Fifth Five Year Plan (1981).

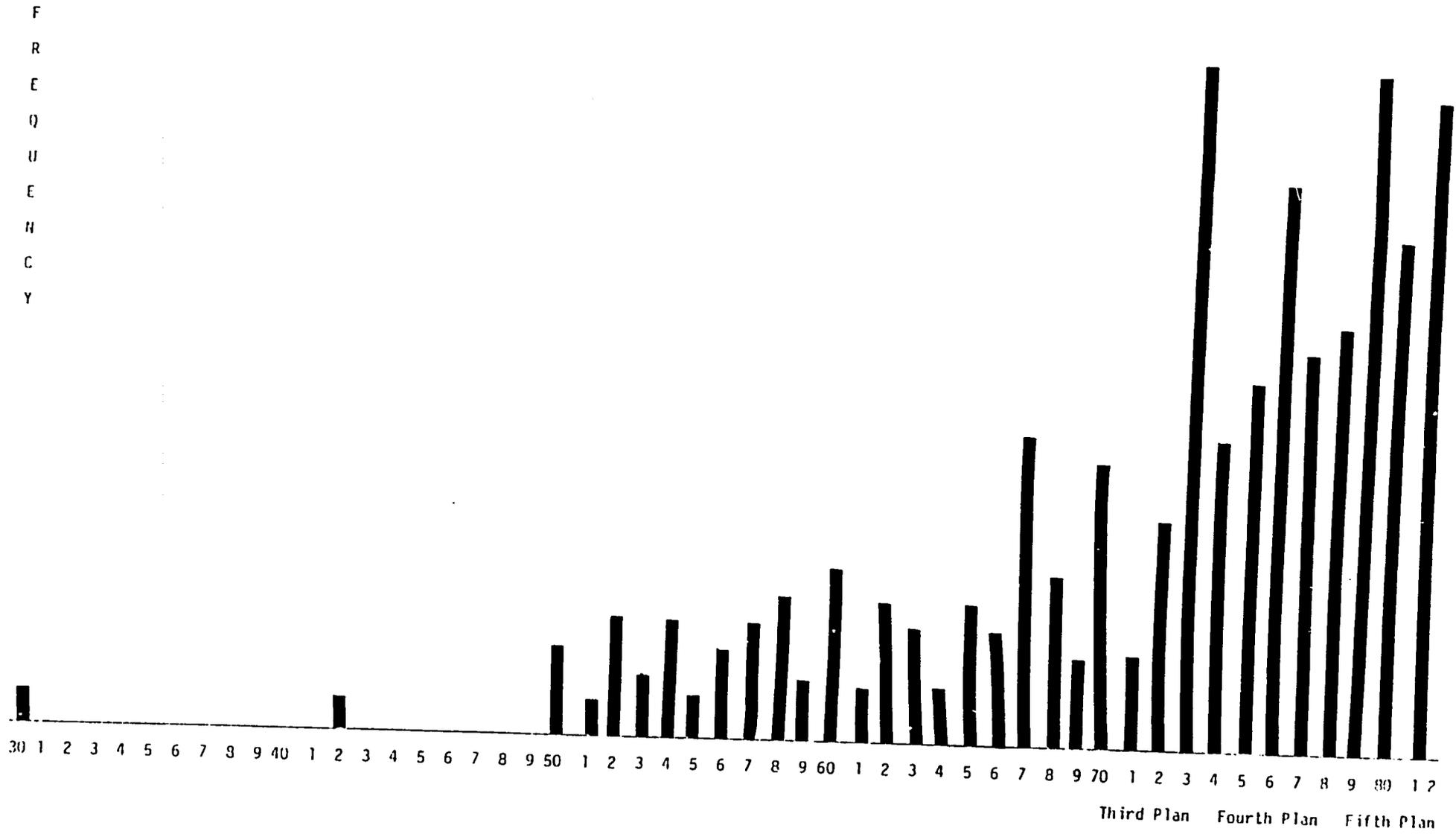
This proliferation of activities was noted to have resulted in considerable duplication of effort. Participants in some activities noted they were surprised by the ways in which they were recruited for the same activities by representatives of different organizations who did not seem to be aware of what the other was doing.

The main objectives of the NFE activities inventoried included the following:

- o acquisition of basic agricultural knowledge (extension);
- o acquisition of practical agricultural skills (including the manufacture of equipment and tools);
- o acquisition of basic health-related knowledge;
- o acquisition of practical handcraft production skills;
- o acquisition of practical homemaking skills;
- o learning to read, write and do arithmetic (literacy skills);
- o training in small scale financial management, savings, and commercial skills;
- o occupational retraining for the handicapped; and
- o rehabilitation of delinquents.

The following tables indicate that more than 1/3 of the NFE activities inventoried during field research were directed at helping participants acquire basic knowledge and/or specific practical skills related to agricul-

TABLE 1.2
FREQUENCY OF LIFE ACTIVITIES BY YEAR OF INCEPTION
(1930 - 1982)



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TABLE 1.3
 NFE ACTIVITIES BY MAJOR GOALS OF PROJECT
 (BY SPONSORING AGENCIES ACCORDING TO RESPONSES TO QUESTION 5)

Agency Goals	Total	Min. of Agric.	Min. of Social Affairs	Min. of Health	Min. of Youth & Sports	Min. of Information	Min. of Economy & Plan	Min. of Territorial Affairs	Cameroon National Union Party	Catholic Missions	Protestant Missions	ICA	Others
1) Literacy (Reading & Writing)	60	15	5	0	0	0	1	1	4	4	6	3	12
2) Teaching of New Agricultural Practices	127	72	2	3	6	1	3	1	4	5	5	15	10
3) Small Scale Management Techniques	71	43	1	1	4	0	1	0	1	5	4	5	6
4) Construction of Equipment & Tools	14	7	0	0	1	0	0	0	0	3	0	0	3
5) Re-Education & Functional Training	51	14	1	2	2	5	0	2	1	4	6	9	6

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TABLE 1.4
 OBJECTIVES OF NFE ACTIVITIES
 (BY SPONSORING AGENCY AND ACCORDING TO RESPONSES TO QUESTION 29)

Objectives	Agency Total	Min. of Agric.	Min. of Social Affairs	Min. of Health	Min. of Youth & Sports	Min. of Infor- mation	Min. of Economy & Plan	Min. of Terri- torial Affairs	Cameroon National Union Party	Catholic Missions	Protestant Missions	ICA	Others
1) Literacy	52	10	5	0	7	0	1	1	3	2	5	11	7
2) Basic Health Knowledge	120	42	7	6	10	1	3	1	4	15	6	17	8
3) Basic Knowledge Related to Agri- culture	117	71	6	4	6	1	4	2	2	2	4	11	4
4) Practical Agricultural Skills	104	51	4	2	5	0	2	0	3	6	7	15	9
5) Handcrafts Production Skills	81	30	4	3	8	0	0	2	2	10	7	4	11
6) Basic Homemaking Skills	79	22	3	1	10	0	1	1	3	6	4	19	9
7) Other Basic Competencies	43	13	1	2	4	0	0	2	3	3	3	9	9

ture. At the same time, a large number of NFE activities focused on increasing people's understanding of basic health issues, as well as the acquisition of income generation skills. The percentage of NFE activities (19.1%) which involve occupational retraining of the handicapped was significant. However, it is somewhat surprising to note that of the 51 NFE activities involving vocational retraining for the handicapped only one is under the auspices of the Ministry of Social Affairs which has the official mandate to carry out such activities.

Of the 267 NFE activities which were identified, only 60 (22.5%) had the acquisition of reading and writing (literacy) skills as one of their major objectives. This trend confirms, at least in the specific geographical departments where research was carried out, that there is de-emphasis on literacy instruction as has also been noted for the whole country in a report which states that "One can no longer speak seriously about literacy except on September 8, International Literacy Day."¹⁶ The report, which traces the evolution of the national literacy campaign, states that the number of literacy instruction centers, or "schools beneath the trees" went from 7,500 in 1968 to 336 in 1978.

This decrease in an emphasis on literacy instruction is bothersome when one considers that 56.4% of the population in the 1976 census reported that they had never attended school.

The authorities seem to have recognized the extent and gravity of this problem since an increase in the number of literacy activities, even though not large, is planned.¹⁷ Yet, there appears to have been little examination of the causes of past failures¹⁸ or proposals for avoiding the same mistakes

in the future. Manzoor Ahmed¹⁹ has noted that a literacy campaign does not necessarily constitute a precondition for the beginning of basic services and a community role in development efforts. When the majority of the adults in a community do not know how to read or write, the effectiveness of their participation and their support of local development is impossible without a literacy component. For example, it is hard to see how an individual who does not know how to read or write can learn new methods of cultivation. As one of the fundamental orientations of education, particularly adult education, is to help people learn how to learn (alone)²⁰, one should at least offer participants reading skills which permit access to relevant information such as extension materials.

Funding and Staffing of Activities

Of the total 267 NFE activities which were surveyed, the national government funded 61 activities fully and provided partial funding for an additional 69.

The data collected on funding sources for NFE activities indicate that the greatest amount of funding is for activities under the auspices of the Ministry of Agriculture. This pattern is true for both government funding as well as international and bilateral assistance. This emphasis on funding for agriculture activities is tied to a fundamental economic policy of the government in its encouragement of rural development and agricultural production. This finding might lead one to believe that the government and the foreign donors are interested in the rural areas only to the extent that they are productive. The agricultural activities inventoried had little to do with improving general

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TABLE 2.1
FUNDING SOURCES OF NFE ACTIVITIES
(BY SPONSORING AGENCY)

Funding Source	Agency Total	Min. of Agric.	Min. of Social Affairs	Min. of Health	Min. of Youth & Sports	Min. of Information	Min. of Economy & Plan	Min. of Territorial Affairs	Cameroon National Union Party	Catholic Missions	Protestant Missions	ICA	Others
1) Full Funding by the State	61	41	3	3	4	0	2	1	0	0	0	1	6
2) Partial Funding by the State	69	28	2	0	7	0	0	1	0	1	5	21	4
3) International Assistance	44	17	0	0	1	0	0	0	0	2	6	15	3
4) Bilateral Assistance	55	16	0	1	1	0	0	0	0	1	1	33	2
5) Private Funding	73	13	3	2	5	0	0	0	1	11	9	20	6
6) Self Supporting	120	34	0	2	8	1	4	3	4	17	10	29	8

living conditions. Rather, they are primarily interested in increasing productivity.

Staffing

Two types of staff functions were identified:

- o administrative functions carried out by the directors, administrators and other administrative support; and
- o instructional functions carried out by those involved in the delivery of information, including animators/extension agents, trainers and service deliverers who are qualified in specific areas.

Administrative Personnel. Effective administration of NFE activities would appear to be a priority. Seventy-four percent of the surveyed activities had a director or an administrator. One should not automatically conclude that the remaining activities (some 25%) lack adequate administrative systems. More than 20% of the surveyed activities were noted to be the result of local initiatives or religious activities, both of which are examples of administrative structures which cannot easily be defined in terms of standard administrative classifications.

One hundred fourteen (114) activities (42.9%) had a management committee. In addition, the majority of the activities inventoried reported receiving regular directives from the sponsoring organization. This data is shown in Table 2.2.

Instructional Staff. Training and instructional activities were reported as being the functions of a variety of individuals: animators, trainers and specially trained technicians. In most instances, trainers were noted to be directly responsible for carrying out training activities. They were generally permanent staff and were paid for their services. Trainers were

TABLE 2.2

FREQUENCY OF ORGANIZATIONAL AND IMPLEMENTATION DIRECTIVES RECEIVED BY NFE ACTIVITIES
(BY SPONSORING AGENCY)

Agency Area	Min. of Agric.	Min. of Social Affairs	Min. of Health	Min. of Youth & Sports	Min. of Infor- mation	Min. of Economy & Plan	Min. of Terri- torial Affairs	Cameroon National Union Party	Catholic Missions	Protestant Missions	ICA	Others
1) Total Number Under Agency Sponsorship	97	8	7	17	1	5	4	9	22	12	56	19
2) Total Receiving Directives	90	8	7	15	0	5	4	7	16	18	45	13
3) Frequency of Directives												
Always	28	3	2	3	0	0	0	4	0	7	10	6
Periodically	25	2	4	5	0	5	1	4	9	4	20	5
Only Occassionally	37	3	1	7	0	0	3	0	7	7	15	3

TABLE 2.3
STAFFING PATTERNS OF NFE ACTIVITIES
(BY SPONSORING AGENCY)

		Min. of Agric.	Min. of Social Affairs	Min. of Health	Min. of Youth & Sports	Min. of Infor- mation	Min. of Economy & Plan	Min. of Terri- torial Affairs	Cameroon National Union Party	Catholic Missions	Protestant Missions	ICA	Others	Total
DIRECTOR	Total	93	9	7	15	1	7	4	7	24	16	20	25	226
	SAL: P	65	5	3	10	0	5	1	0	5	6	2	12	
	SAL: T	12	2	1	1	0	0	0	0	2	8	7	9	
	VOL: P	11	1	3	5	1	1	3	2	17	1	8	3	
	VOL: T	2	1	0	0	0	1	0	5	0	1	3	1	
TECHNICIANS	Total	170	21	11	39	1	1	89	8	40	12	84	69	545
	SAL: P	61	17	8	30	0	0	65	8	8	6	47	41	
	SAL: T	81	2	1	1	0	0	0	0	0	6	31	24	
	VOL: P	27	2	2	7	1	0	24	0	16	0	12	4	
	VOL: T	1	0	0	1	0	0	0	0	16	0	1	0	
ANIMATORS	Total	374	2	51	74	0	7	0	9	77	17	48	5	664
	SAL: P	239	1	5	8	0	4	0	6	10	4	2	3	
	SAL: T	89	1	0	1	0	0	0	0	2	11	20	0	
	VOL: P	14	0	14	65	0	0	0	3	50	2	21	1	
	VOL: T	32	0	32	0	0	3	0	0	15	0	5	1	
TRAINERS	Total	238	10	11	16	0	33	13	12	29	64	43	77	596
	SAL: P	216	2	1	0	0	0	0	1	5	3	2	69	
	SAL: T	12	0	0	0	0	0	0	0	1	40	4	0	
	VOL: P	39	8	10	16	0	10	13	0	23	15	34	4	
	VOL: T	21	0	0	0	0	0	0	11	0	6	3	4	

Note: SAL: Salaried Staff
VOL: Volunteer Staff
P: Permanent Staff
T: Temporary Staff

assisted, in some instances, by volunteer staff who were usually trained on-the-job and who received no salary. Trainers were reported to include technicians whose specialties were directly related to the specific focus of the NFE activity under consideration. These special focuses included agriculture, health, nutrition, and production of tools and implements. Specially trained technicians were noted as being higher level staff qualified in specific areas such as food preparation and hygiene, servicing of agricultural machinery, and seed and crop selection. These specialists were reportedly called upon at particular points in a training cycle to provide technical expertise and to consolidate or complement training activities undertaken by the regular trainers and support staff.

Of the 267 surveyed NFE activities, 141 (45.3%) had at least one animator while 106 activities reported having at least one trainer. Eighty activities reported having neither an animator or a trainer on a permanent basis. Data collected in the field indicate that the ratio of training/ instructional staff involved in NFE work is small in comparison with the number of clients reached by the training. This limited size of instructional staff may be due in part to the basic qualifications required by certain activities for staff positions. Required qualifications were reported to be minimal, particularly when considered in relation to the increasing unemployment situation of school leavers.

Project data demonstrated that a certain level of technical training related to the specific focus of NFE programming is considered far more important than pedagogical training. Those interviewed voiced concern that stricter staff recruitment criteria might further limit the numbers of qualified staff available for full-time positions.

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TABLE 2.4
LEVEL OF TRAINING REQUIRED BY PROJECT TRAINERS
(BY SPONSORING AGENCY)

Level of Training	Agency												
	Total	Min. of Agric.	Min. of Social Affairs	Min. of Health	Min. of Youth & Sports	Min. of Information	Min. of Economy & Plan	Min. of Territorial Affairs	Cameroon National Union Party	Catholic Missions	Protestant Missions	ICA	Others
1) Basic Formal Training CEPE, BEPC	146	62	7	4	14	0	2	1	3	13	14	14	12
2) Technical Training	170	74	6	6	15	1	4	1	5	12	10	25	11
3) Basic Formal Plus Special Training In Psychology	65	24	4	5	12	0	2	0	2	4	6	2	4
4) Training In Extension Techniques	134	50	6	4	16	0	4	1	1	12	7	25	3
5) Group Dynamics Skills	148	53	6	6	13	1	5	3	6	20	9	16	10

On the other hand, there was concern that training be delivered by qualified people with a firm mastery of critical skills. Some of those interviewed questioned the availability of normal school graduates who are assigned, as one of their duties, "to participate in delivering out-of-school education like adult literacy training, evening and free-time educational activities and cultural development"?²¹ Others noted that university students had been invited by the National Ministry of Education to "participate in extension training and activities related to their specific fields of specialization"²² but had failed to do so.

Educational Organization

It has often been said that the organization of nonformal education activities presents fewer constraints than the organization of formal education activities. This is especially true with respect to training facilities, means of identifying training content, organization of training cycles, language of instruction, evaluation of skills acquired through the activity acquisition and the validation of participation and performance achievement through the awarding of degrees or certificates.

Target Population

Findings of the study show that the target population of the NFE activities inventoried includes adolescents and adults, both men and women. They come from a large range of socio-economic conditions, but particularly from low economic status. For example, the Training Center for Rural Women Animators at SOMO (NDIKI-NIMEKI) works only with women between the ages of 15 and

TABLE 3.1
 FACILITIES USED FOR NFE ACTIVITIES
 (BY PROJECT GOALS)

Facility	Literacy	Agr. Extension	Small Scale Management	Construction of Equipment and Tools	Occupational Retraining
School Building	24	29	23	6	19
Dispensary	3	8	4	0	2
Village Meeting Site	13	45	16	2	17
Specially Constructed Buildings	28	48	29	7	24
Residential School	4	13	6	3	5
Demonstration Field	12	66	31	7	12
Meeting Place of a Cooperative	18	46	30	4	12
Home of a Private Individual	13	36	19	1	10
Other	8	20	10	3	7
	60	127	71	14	51

22. Civic Service Training Centers, such as those in OBALA, NDJORE, and YABASSI began by recruiting on male trainers are now giving priority to recruiting couples. The Betamba Center, on the other hand, only trains youths.

Training Facilities

The NFE activities which were surveyed took place in a range of settings school buildings, private home out of doors, in village meeting places and at sites especially designed for the activities. The type of setting appeared to depend on the main objectives of the activity. For example, literacy classes were observed to use existing school facilities, as well as meeting places of cooperatives, village meeting areas or the home of a volunteer teacher. On the other hand, extension activities related to improving production commonly made use of the meeting places of cooperatives, village meeting areas or demonstration fields.

Identification of Training Needs and Content

Responses to the survey question "Who defines the focus and content of training?" indicated that there was relatively little participation by trainees/beneficiaries in the development of their training programs. Approximately 30% of the surveyed NFE activities involved participants in the process of defining training focus and content. Data presented in Table 3.2a illustrates the frequency of NFE activities involving trainees in the determination of training focus and content.

TABLE 3.2a

FREQUENCY OF TRAINING CYCLE, ATTENDANCE AND
CERTIFICATION PROCEDURES BY TYPE OF NFE ACTIVITY

Type of Activity	No. of Programs With a Pre-Determination Training Cycle	No. of Programs Noting Dropouts	No. of Programs Awarding		No. of Programs Being Asked to Award Certificates
			Diploma	Certificate	
Literacy (Total: 52)	12	33	7	19	8
Health Education (Total: 120)	26	86	12	28	19
General Agricultural Education (Total: 117)	32	77	9	31	13
Specific Agricultural Skills Development (Total: 104)	35	66	13	32	16
Handicrafts Training (Total: 81)	22	61	8	27	14
Practical Homemaking Skills (Total: 79)	20	52	10	21	12
Other Practical Skills (Total: 43)	12	31	4	10	6

TABLE 3.2b

ESTABLISHMENT OF TRAINING CONTENT AND LANGUAGE OF INSTRUCTION
(BY TYPE OF NFE ACTIVITY)

Type of NFE Activity	Decision Maker on Training Content	Trainers and Beneficiaries	Official Language and Local Language
Literacy (Total: 52)		13	31
Health Education (Total: 120)		52	68
General Agricultural Education (Total: 117)		33	60
Specific Agricultural Skills Development (Total: 104)		32	54
Handicrafts Training (Total: 81)		37	41
Practical Homemaking Skills (Total: 79)		28	44
Other Practical Skills (Total: 43)		20	17

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TABLE 3.3
 TYPE OF CERTIFICATION AND EVALUATION OF LEARNING
 (BY TYPE OF TRAINING SITE)

Facility	Type of Evaluation Certification	Monitoring of Learning	Predetermined Training Cycles	Award of a Diploma	Presentation of a Certificate	Request for Certification	Dropouts
School Building		42	18	12	24	12	51
Dispensary		10	12	1	1	4	17
Village Meeting Place		34	6	4	9	8	53
Specially Constructed Building		67	37	9	30	17	63
Residential School		15	6	5	5	2	19
Demonstration Field		54	23	8	19	8	53
Meeting Place of a Cooperative		43	15	5	13	9	50
Home of a Private Individual		29	9	5	11	7	36
Other		23	27	3	9	6	27
		146/50, 5%	67/8, 24%	22/23, 22%	62/23, 22%	32/11, 98%	166/62, 17%

The participation of trainees in defining training content was reported to be between 30% and 50% in the areas of health and agriculture, while it was only reported in 25% of the activities which were concerned with literacy instruction.

On the other hand, the instructional methods used in literacy training were noted to be more participatory. Learners' preferences were indicated as being for small group discussion (47.5%), demonstration activities (56.1%), educational games (35.5%) and practical exercises (33.6%) rather than for lectures, large group meetings, correspondence courses or rote learning.

Training Schedules

The NFE activities surveyed in Center-South and South-West Provinces maintained relatively flexible timing and schedules. Only 67 activities (25.4%) reported having predetermined cycles for presenting training content. The remainder delivered training activities in response to participant's specific needs.

Language of Instruction

Data indicated that training was most often conducted in the local language of the area. At least 200 of the activities (approximately 75%) used the local language for instruction. In addition, 138 activities (51.7%) also use one of the official languages of Cameroon (French or English) for training purposes.

Evaluation

A large number of the surveyed NFE activities made use of some sort of periodic monitoring or evaluation of participants' learning. One hundred forty-six of the surveyed activities (55.7%) noted that they used exercises involving practical application of skills (23 activities) or question/answer exercises and corrected homework (46 activities) as measures of the learning which had taken place.

Certification of Training

Only 22 of the 267 surveyed NFE activities awarded a diploma to participants who completed the training. Sixty-two presented a certificate of some sort. None of the other activities reported any sort of diploma or certificate not already granting a certificate or diploma, of those organizations only 32 activities (14.3%) reported that participants had asked for some sort of certification upon completion of training.

Teaching/Training Methods

The surveyed NFE activities made use of pedagogical methods generally associated with NFE. These included traditional games, demonstration activities, learner-made materials and small group activities. These methods were not reported to have been used for any particular educational philosophical reason, but rather because of the constraints within the specific settings. This great adaptability of methods to a range of situations encountered constitutes one of the major strengths of NFE. In Cameroon, as in much of the world, the use of these methods is advocated in projects involving educational

reform. Difficulties appear in the attempts to implement educational reform in formal education using learning from NFE. The experiences of the Ecole de Promotion Collective (School for Collective Training), which have been attempted in Cameroon for the past 12 years, are significant in this respect.

IV. CONCLUSIONS

In its response to a questionnaire from the International Bureau of Education, the Cameroonian Ministry of National Education notes the importance of nonformal education and its responsiveness to the needs of society.²³ The present study confirms that nonformal education is alive and well in Cameroon. But, the pervading question is one which questions whether NFE can provide an effective solution to the educational problems confronting Cameroon. The current study should enable the CNE to formulate responses to this question. As it stands, the CNE can only identify trends which could be used as the basis for developing research hypotheses to stimulate further study at the national level. Among these observations are:

- o the identified decrease in emphasis on literacy instruction;
- o the concentration of State subsidies and external aid to activities related to improving agricultural production;
- o the low level of training of instructional staff in the projects inventoried;
- o the lack of coordination and planning for and between NFE activities; and
- o the low level of government support given to NFE activities initiated by nongovernmental groups.

If research hypotheses generated from these observations were verified on a national scale, it would be possible to direct the attention of the educational planners and authorities to:

1. The need to consolidate information and ensure exchange of information among all organizations involved in NFE. This consolidation of available information could be undertaken at the central level

as well as at the level of each administrative division in order to facilitate coordination of services and activities.

2. The need to undertake planning for the development of NFE activities based on a better understanding of the emerging needs of target populations.
3. The importance of human and material resources for NFE activities, even if the tendency of NFE activities is to make due with whatever is at their disposal. This is particularly true for the invaluable contribution which could be made by mobilizing university students for extension and NFE training activities. Such mobilization would respond well to the recommendations of the Council of Higher Education and Scientific and Technical Research.

By virtue of their less rigid organization, NFE activities can serve as the proving grounds for innovative educational experiences. For this reason, activities should be encouraged which involve collaboration between the formal school system and NFE systems, particularly in the context of current planned reforms in the national education system in Cameroon. The work just completed by the CNE on the identification of NFE activities is a preliminary step toward such collaboration. One way in which it could be built upon is through the preparation of case studies which provide detailed information on a number of carefully selected NFE projects and activities.

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APPENDIX

CENTRE NATIONAL D'ÉDUCATION
YAOUNDE

ENQUETE SUR LES ACTIVITES
D'ÉDUCATION NON FORMELLE AU CAMEROUN

QU'EST-CE QUE L'ÉDUCATION NON FORMELLE

Il s'agit de toute activité éducative, organisée et parfois même structurée qui se déroule en dehors du système scolaire, en vue de l'amélioration des conditions de vie des bénéficiaires et de leur intégration dans le processus de développement global de la société.

Les activités d'Éducation Non Formelle intéressent divers domaines tels que : le développement communautaire, l'éducation sanitaire, la vulgarisation agricole, l'alphabétisation, la formation artisanale, la formation ménagère; le civisme ; elles concernent à la fois des individus, des groupes de population ou des communautés qui n'ont pu ou ne peuvent bénéficier d'une scolarisation normale jusqu'à un niveau leur permettant de subvenir à leurs propres besoins (analphabètes, rejetés précoces du système formel, délinquants, etc...) et d'être utiles à la société.

L'Éducation Non Formelle utilise surtout des approches pratiques faisant appel à la participation de chacun, et vise l'acquisition de savoir-faire précis et d'attitudes sociales positives.

QUESTIONNAIRE D'ENQUETE SUR L'EDUCATION
NON FORMELLE AU CAMEROUN

ENQUETEUR.....DATE.....

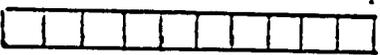
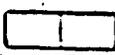
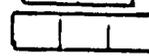
Nom, titre et adresse de la personne interviewée

Nom, titre de la personne qui dirige le projet

SECTION A

IDENTIFICATION ET LOCALISATION DU PROJET

- 1 - Nom du projet
- 2 - Ce projet pourrait-il être caractérisé/défini comme :
 - ___ Une institution
 - ___ Un programme
 - ___ Un groupe
 - ___ Autre chose (précisez)
- 3 - Année de démarrage du projet :
- 4 - La mise en place de l'activité de formation a-t-elle été précédée d'une étude des besoins de la population à laquelle elle s'adresse ?
 - ___ Oui
 - ___ Non
 - ___ Je ne sais pas
- 5 - Localisation actuelle du projet :
 - ___ Province
 - ___ Département
 - ___ Arrondissement
- 6 - Pouvez-vous écrire brièvement les buts principaux de votre projet ?
 - 1 - L'alphabétisation
 - 2 - Amélioration de la production par la vulgarisation
 - 3 - Formation à l'épargne, gestion, commercialisation
 - 4 - Construction de machines outils
 - 5 - Formation artisanale
 - 6 - Formation ménagère
 - 7 - Rééducation fonctionnelle des handicapés
 - 8 - Formation sanitaire
 - 9 - Rééducation des délinquants
 - 10 - Autres (précisez)
- 7 - Quel est le nom de votre organisme de tutelle ?
- 8 - Quel est le nom de votre organisme d'accueil ?

1		1-4
2		5
3		6-7
4		8
5		9-12
6		13-22
7		23-24
8		25-27

<p>14 - Avez-vous les relations avec d'autres organismes ?</p> <p><input type="checkbox"/> Oui</p> <p><input type="checkbox"/> Non</p> <p><input type="checkbox"/> Je ne sais pas</p> <p>Si oui, lesquels (citez s'il vous plaît) _____</p> <p>_____</p>	<p>14 <input type="checkbox"/> 68</p>
<p>15 - Quelle est la nature de ces relations ?</p> <p><input type="checkbox"/> Utilisation commune de certaines installations</p> <p><input type="checkbox"/> Utilisation commune de certains équipements</p> <p><input type="checkbox"/> Echanges d'encadreurs</p> <p><input type="checkbox"/> Participation à des colloques, réunions, séminaires</p> <p><input type="checkbox"/> Autres (précisez) _____</p>	<p>15 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 69-73</p>
<p>16 - Quelles sont les qualifications exigées des encadreurs ?</p> <p>1 - Formation technique</p> <p>2 - Qualités humaines</p> <p>3 - Formation de base (CEPE, BEPC, BAC....)</p> <p>4 - Technique d'animation</p> <p>5 - Formation psycho-pédagogique et psycho-sociologique</p>	<p>16 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 74-79</p>
<p>Fin Carte No 1</p> <p>Nom du projet</p> <p>Localisation</p>	<p><input type="checkbox"/> 80</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1-4</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5-8</p>
<p>17 - Ces encadreurs reçoivent-ils une formation spéciale ?</p> <p><input type="checkbox"/> Oui</p> <p><input type="checkbox"/> Non</p> <p>Si oui, où ?</p> <p><input type="checkbox"/> Au sein du projet</p> <p><input type="checkbox"/> En dehors du projet, au Cameroun</p> <p><input type="checkbox"/> En dehors du projet, à l'étranger</p>	<p>17a <input type="checkbox"/> 9</p> <p>17b <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10-12</p>
<p>18 - S'il y a une formation spéciale, quelle est la durée du programme ? (en mois).</p>	<p>18 <input type="checkbox"/> <input type="checkbox"/> 13-14</p>
<p>19 - Quelles sont les sources de financement de votre projet ?</p> <p><input type="checkbox"/> Subvention de l'Etat en totalité</p> <p><input type="checkbox"/> Subvention de l'Etat en partie</p> <p><input type="checkbox"/> Assistance internationale</p> <p><input type="checkbox"/> Assistance bilatérale</p> <p><input type="checkbox"/> Fonds privés</p> <p><input type="checkbox"/> Auto-financement</p> <p><input type="checkbox"/> Autres (précisez) _____</p>	<p>19 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 15-2</p>
<p>20 - Quel est le montant approximatif de votre budget annuel ? (en mille)</p> <p>Je ne sais pas</p>	<p>20a <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 22-25</p> <p>20b <input type="checkbox"/> 26</p>

SECTION C

CLIENTELE

21 - Quel est le nombre actuel de participants ? _____	21	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	27-31
22 - Combien en avez-vous formés depuis le début du projet : _____	22	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	32-36
23 - Vos participants sont :	23a	<input type="text"/> <input type="text"/>	37-38
___ Des Adolescents	23b	<input type="text"/> <input type="text"/>	39-40
___ filles			
___ garçons			
___ mixte			
___ Des Adultes			
___ femmes			
___ hommes			
___ mixte			
24 - Visez-vous un groupe particulier de la population ?	24a	<input type="text"/>	41
___ Oui	24b	<input type="text"/>	42
___ Non			
Si oui, comment le caractérisez-vous ?			
___ 1 - Paysan			
___ 2 - Ouvrier			
___ 3 - Artisan			
___ 4 - Délinquant			
___ 5 - Handicapé			
___ 6 - Autres (précisez) _____			
25 - Y a-t-il des conditions d'admission pour les participants ?	25	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	43-47
___ Oui			
___ Non			
Si oui,			
- Frais de participation _____			
___ Oui			
___ Non			
Montant _____			
- Age limite _____			
___ Oui			
___ Non			
Si oui,			
Maximum _____ Minimum _____			
- Niveau d'instruction :			
___ Oui			
___ Non			
Si oui,			
Maximum _____ Minimum _____			
Autres _____			
___ Oui			
___ Non			
Si oui, précisez _____			

26 - Qui sélectionne les participants ?

- 1 - Directeurs et chefs de poste
- 2 - Médecins
- 3 - Participants
- 4 - Equipes des responsables
- 5 - Autres (précisez) _____

26

48-52

27 - Comment cela se passe-t-il ?

- 1 - Volontariat des bénéficiaires
- 2 - Prospection dans les villages
- 3 - Consultations médicales
- 4 - Avis du tribunal
- 5 - Présentation par les autres participants
- 6 - Vote
- 7 - Autres (précisez) _____

27

53-59

28 - Le projet reçoit-il plus de candidats qu'ils n'y a de places disponibles ?

- Toujours
- Parfois
- Jamais

28

60

SECTION D

ORGANISATION PEDAGOQUE

29 - L'activité de formation que vous dispensez se déroule :

- Dans les bâtiments scolaires du lieu
- Dans un dispensaire
- Dans une case à palabres
- Dans un bâtiment spécialement conçu pour votre activité
- En internat
- Dans un champ
- Dans les locaux d'une coopérative
- Chez un particulier
- Autres (précisez) _____

29

61-69

30 - Qui définit le contenu de la formation ?

- L'organisme de tutelle
- La structure d'accueil
- Les formateurs
- Les bénéficiaires eux-mêmes
- Les formateurs et les bénéficiaires
- Les organismes étrangers
- Autres (précisez) _____

30

70-76

Fin Carte No 2

Nom du projet

Localisation

2

80

1-4

5-8

85

<p>31 – Comment s'effectue la formation ?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conférences et débats <input type="checkbox"/> Discussions en groupe <input type="checkbox"/> Démonstrations <input type="checkbox"/> Instruction programmée <input type="checkbox"/> Cours par correspondance <input type="checkbox"/> Imitation de réalisations modèles <input type="checkbox"/> Instruction individualisée <input type="checkbox"/> Jeux éducatifs <input type="checkbox"/> Exercices pratiques <input type="checkbox"/> Réalisation en commun d'un projet <input type="checkbox"/> Audio-visuel <input type="checkbox"/> Autres (précisez) _____ 	<p>31 9</p> <div style="border: 1px solid black; width: 100%; height: 15px; display: flex; justify-content: space-between;"> </div>
<p>32 – Comment la journée d'activité est-elle organisée ?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 - Suivant le rythme scolaire traditionnel <input type="checkbox"/> 2 - cours théoriques matin (ou soir) <input type="checkbox"/> 3 - Cours pratiques soir (ou matin) 	<p>32 21-23</p> <div style="border: 1px solid black; width: 100%; height: 15px; display: flex; justify-content: space-between;"> </div>
<p>33 – Compte tenu de la réalité, croyez-vous avoir apporté une adaptation particulière dans vos méthodes ?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oui <input type="checkbox"/> Non <p>Si oui, précisez-la brièvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formation adaptée au milieu <input type="checkbox"/> Aux besoins des intéressés <input type="checkbox"/> Aux conditions physiques et psychiques <input type="checkbox"/> Place accordée à l'initiative personnelle <input type="checkbox"/> Auto-direction <input type="checkbox"/> Harmonisation de la théorie et de la pratique <input type="checkbox"/> Mise au point des jeux éducatifs <input type="checkbox"/> Autres (précisez) _____ 	<p>33 24</p> <div style="border: 1px solid black; width: 100%; height: 15px; display: flex; justify-content: space-between;"> </div>
<p>34 – Quels supports didactiques utilisez-vous ?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emissions radio <input type="checkbox"/> Cinéma <input type="checkbox"/> Diapositives <input type="checkbox"/> Textes photocopiés <input type="checkbox"/> Manuels <input type="checkbox"/> Matériaux fabriqués par les bénéficiaires <input type="checkbox"/> Affiches <input type="checkbox"/> Boîtes à images <input type="checkbox"/> Autres (précisez) _____ 	<p>34 33-</p> <div style="border: 1px solid black; width: 100%; height: 15px; display: flex; justify-content: space-between;"> </div>
<p>35 – La formation se fait-elle :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exclusivement en langue officielle (français ou anglais) <input type="checkbox"/> En langue officielle et en langue locale <input type="checkbox"/> Exclusivement en langue locale. 	<p>35 42</p> <div style="border: 1px solid black; width: 100%; height: 15px; display: flex; justify-content: space-between;"> </div>

36 - Utilisez-vous des interprètes ?

- Oui
- Non

36

43

37 - Les intervenants sont-ils :

- Des leaders naturels du milieu
- Des personnes du milieu ayant reçu une formation spécifique
- Des personnes étrangères au milieu

37

44-46

38 - Les formateurs ont-ils avec les participants :

- Des contacts permanents
- Des contacts périodiques
- Des contacts épisodiques

38

47

39 - Existe-t-il un cycle de formation prédéterminée ?

- Oui
- Non

39

48

40 - Si oui, quelle en est la durée ? (en mois) _____

40

49-50

40 bis - Nombre de sessions constituant ce cycle ?

40 bis

51

41 - Existe-t-il un processus de contrôle des acquisitions ?

- Oui
- Non

41

52

Si oui,

a) Comment est-il conçu ? _____

- En fonction des textes officiels
- Interrogations et devoirs corrigés
- Exercices pratiques sur le terrain
- Examens officiels

41a

53-56

b) A quel moment intervient-il ?

- En permanence
- Par des contrôles périodiques :
 - * hebdomadaires
 - * mensuels
 - * trimestriels

41b

57-62

En fin de cycle de formation.

42 - La formation est-elle sanctionnée par la délivrance :

42

63-64

a) D'un diplôme

- Oui
- Non

42 bis

65

Si oui, nommez ce diplôme

b) D'une attestation ? _____

- Oui
- Non

Si oui, nommez cette attestation

Si non, les bénéficiaires vous demandent-ils d'en avoir ?

- Oui
- Non

Si oui, pourquoi vous en demendent-ils ?

43 - Les bénéficiaires de la formation restent-ils en contact avec les projet après la formation ?

Oui

Non

Si oui, de quelle manière ?

Par des visites des formateurs sur les lieux de travail des anciens bénéficiaires

Par le retour des anciens bénéficiaires sur les lieux de formation

Autres (précisez)

Périodicité

Indéterminé

Semaine

Mois

Trimestre

Semestre

44 - Le projet intervient-il pour faciliter l'insertion des anciens bénéficiaires dans le circuit de production ?

Oui

Non

Si oui, de quelle façon ?

En aidant les bénéficiaires à s'installer

En poursuivant l'encadrement

En les aidant a trouver un emploi

En les mettant en liaison avec les services sociaux

En les aidant à obtenir un crédit

En leur donnant toutes les informations utiles

En leur apportant des encouragements divers

43

66-69

43 bis

70

44

71-

Fin Carte No 3

Nom du projet

Localisation

3

80

1-4

5-8

45 - Y a-t-il des abandons en cours de formation ?

Oui, dans chaque stage

Non, parfois

Non, jamais

Si oui, comment les expliquez-vous ?

Manque de terrain

Manque de motivation

Recherche d'un mieux-être

Recherche d'un emploi

Négligence des parents

Sentiments d'insécurité

Troubles psychologiques

Maladie

Moralité

Autres (précisez)

45

9

45 bis

10-19

46 - Pensez-vous qu'il soit nécessaire d'apporter des modifications à votre activité de formation sur les (s) plan (s) :

- De la sélection des bénéficiaires
- Du choix des intervenants
- Des méthodes de formation
- De la langue de communication
- Du contenu de la formation
- Du cadre de l'activité
- De la durée du cycle de formation
- Des supports didactiques utilisés
- Du financement
- Autres (précisez)

46

20-29

--	--	--	--	--	--	--	--	--	--

47 - L'activité de formation a-t-elle déjà fait l'objet

a) D'une évaluation ?

- Oui
- Non
- Je ne sais pas

47a

30

b) D'un travail de recherche ?

- Oui
- Non
- Je ne sais pas

47b

31

Si oui, pouvez-vous indiquer les références ?

48 - Connaissez-vous d'autres activités d'Éducation Non Formelle dans le voisinage ?

- Oui
- Non

Si oui, lesquelles ?

48

32

49 - auriez-vous des observations à faire ?

Fin Carte No 4

4

80

Merci

l'in

CA

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APPENDIX B
ASSESSING NFE ACTIVITIES IN BOTSWANA:
A CASE STUDY
Creative Associates, Inc.

AN ASSESSMENT AND ANALYSIS OF NONFORMAL EDUCATION IN BOTSWANA
Department of Nonformal Education
Ministry of Education, and Creative Associates, Inc.

**ASSESSING NFE ACTIVITIES IN BOTSWANA:
A CASE STUDY**

July, 1983

**Prepared by:
Bonnie J. Cain**

CREATIVE ASSOCIATES

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INTRODUCTION

Background

Nonformal education (NFE) has been an officially recognized part of the education system of Botswana since the beginning of its nationhood. At independence, Botswana had less than a million people in mostly rural settings, on a land mass of 231,804 sq. miles. While the number was not certain, it was clear that the vast majority of the adult population had never had any formal education, since schools were available only in urban centers. Efforts to extend the formal system began immediately; at the same time, a commitment was made to provide educational opportunities to the adult population through out-of-school programs.

The government of Botswana (GOB) developed educational programming for adults in the following four areas:

- General and Basic Education: literacy, numeracy and elementary understanding of science and one's environment. In a mature and well established institution this may later lead into advanced learning standards or correspondence courses.
- Community Improvement Education: designed to strengthen local and national institutions and processes through instruction in such matters as local and national government, co-operatives, community projects, and the like.
- Family Improvement Education: designed primarily to impart knowledge, skills and attitudes useful in improving the quality of family life, on such subjects as health and nutrition, home-making and child care, home repairs and improvements and so on.
- Occupational Education: designed to develop particular knowledge and skills associated with various economic activities and useful in making a living.

The responsibility for each of these programs is distributed to departments within the various ministries. The Department of Non-Formal Education (DNFE), has an official mandate to coordinate and aid these programs. The description of the responsibilities of the DNFE is found in the National Development Plan, 1979-86 as follows:

- to meet specific learning needs of particular subgroups in the community, to stress the needs of rural communities and particularly those who have been largely deprived of other forms of education;
- to provide a basic network of non-formal education throughout the country;
- to train the staff required for non-formal education, both for the Ministry of Education and for other Ministries and agencies;
- to cooperate with other agencies through the Rural Extension Coordinating Committee and with the Institute of Adult Education.

Assessing NFE Groups in Botswana

The DNFE has the mandate stated above for assisting both ministerial and non-governmental organizations involved in adult education. It has felt a need to know more about both types of programs in order to provide the services required. The NFE assessment conducted was a major step in establishing baseline data on NFE groups in Botswana.

The Assessment/Analysis of Non-Formal Education in Botswana had two goals: one, to update the booklet Learning Opportunities in Botswana and two, to develop a better understanding of the problems and opportunities facing NFE programmes. The booklet, Learning Opportunities in Botswana, has been very popular because it serves as a guide to individuals looking for opportunities

to improve themselves. The booklet covers three kinds of learning opportunities:

- a. those available to the general public;
- b. those provided by Government departments or other institutions for people who are classified as trainees (not as employees); and
- c. those provided by various institutions for employed people from a variety of sources.

The booklet was to be expanded to include programs in the larger villages and towns in Botswana. Also programs were included which would be considered recreational (i.e., dance, karate, etc.) because many people want to know about these programs.

The second goal was to be achieved through the establishment of a central file on NFE groups describing: the administration and supervision, the funding, the participants, the staff, the facilities and the objectives and future plans of the programs. This information was to be updated each year.

Creative Associates, Inc., under contract to the Agency for International Development (Contract #DSPE-C-0082) suggested to the DNFE that they become part of an international effort to develop a model of how to assess NFE groups in a developing country. It was understood that the assessment in Botswana was to follow the general guidelines of the assessment in Cameroon and that the lessons of the Cameroon assessment would be incorporated into the DNFE's work. The DNFE agreed to sponsor the activity and to provide staff, office space and supervision. The assessment design and implementation can be described in the following phases:

- I. Planning Phase: Insuring that the NFE assessment produces the data needed by the country and its NFE groups;
- II. Design Phase: Determining what to assess and how to carry out the assessment;
- III. Implementation Phase: Conducting the survey;
- IV. Analysis Phase: Interpreting the data for educational planners; and
- V. Dissemination Phase: Sharing findings with others.

Each phase is described in detail in the sections which follow.

- I. Planning Phase: Insuring the NFE assessment produces the data needed by the country and its NFE groups.

The DNFE was committed to gathering information that would be usable for its own and other ministerial departments programming. To check on the information needs of other departments, the DNFE worked through the Rural Extension Coordinating Committee (RECC) which is a standing committee chaired by the Ministry of Finance. All ministries which have programs in rural areas are members of the committee. The RECC urged the DNFE to undertake the research and formed a Sub-committee on Training Research to work directly with the Coordinating team at the DNFE.

Two staff members of Creative Associates, Jane Wilber and Bonnie Cain, spent from November 9 to December 9, 1982, interviewing the departments involved in NFE. The departments were asked about their training needs and about how they determined their programs. Information needs were identified.

The DNFE convened the Sub-committee of Training periodically during the implementation of the research. The sub-committee reviewed the assessment plans and interview instruments.

The definition of NFE in Botswana was one recorded in the Botswana National Development Plan as:

Any organized learning outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular sub-groups in the community, be they children, youth or adults.

As stated above, the assessment was given two objectives by the DNFE: (1) to update the booklet, Learning Opportunities in Botswana and (2) to gather baseline data on NFE groups for future planning. The completion of the first objective required that a very large universe of adult educational programs be reviewed while the second required that the "non-serious" programs be excluded. It was decided that the assessment would include all programs appropriate for the booklet, while only groups which met certain requirements were analyzed. The groups included in the second analytical phase would have programs:

- leading to occupational change or improvement;
- having stated goals to improve the economic progress of the general population;
- offering more than on-the-job training; and
- completely independent of the formal school structure.

Research on NFE had, to this point, been conducted in and around Gaborone and Francistown. It was important to all parties that information be obtained on the rural areas of Botswana. For this reason, it was decided that the scope of the research be nationwide and that an attempt be made to cover the "universe" of NFE groups in Botswana.

II. Design Phase: Determining what to assess and how to carry out the assessment.

A research framework was proposed by the Creative Associates team members, based on baseline data required by numerous donor organizations. It was reasoned by all team members that the framework should work for providing a rationale for questions to be included on the interview instrument. The following framework was presented to the Sub-committee on Training with the suggestion of questions.

A. Identification

- name, mailing address, location, title of official head person
- sponsorship
- courses given
- selection process of participants
- other services provided
- geographical origins of participants

B. Administration and Supervision

- full-time and half-time positions and qualifications of position holders
- description of participants

C. Internal Efficiency

- description of facilities
- capacity and use of facilities
- instructional materials
- process for choosing classes
- description of changes in courses
- plans for new courses
- advertising of courses
- obstacles to attending courses

D. External Efficiencies

- description of work with village institutions
- description of "life-work" for which participants are prepared

E. Costs and Financing

- estimated budget
- funding sources

The Sub-committee approved the framework and requested to see the interview instrument when it was completed.

Team members developed 33 questions for the interview instrument. This was subsequently approved by the sub-committee.

It was decided at this point to use a word processor for presenting the final data so that this data could be easily corrected. It was also decided to do a hand sort for the analysis and that the assessment coordinator would be responsible for edge coding all completed interview instruments. These decisions were based upon the fact that personnel was not available to machine code data and that the identity or characteristics of the field interviewers were not known at this point.

III. Implementation Phase: Conducting the survey

All enumerators or field interviewers were hired only for the assessment. Employment interviews were held with approximately 30 potential enumerators. Each were asked to read a question to themselves and then rephrase the question and ask it of the interviewer.

Based on these interviews, five enumerators and one driver were selected and employed for the month of April, 1983. Each had at least a Bachelor of Arts degree and each possessed good reasoning and communication skills.

All five enumerators were involved in the pretesting of the interview instrument. It was found that the interview instrument was too long and complicated. The result was that the NFE administrator being interviewed became tired and frustrated because they did not immediately know the answer to the question. The interview instrument was reduced to 26 questions with only 10 open-ended questions. The instrument was tested again and one identification question was added and a question on finance was removed.

Data was collected by the enumerators and the Assessment Coordinator in major towns and villages in the following districts: Southern, South-East, Kweneng, Kgatleng, Central and North-East Districts. These districts hold approximately 96 percent of the population of the country.

The team members interviewed 117 heads of organizations. The field research phase lasted six weeks, from April 5th to May 13th.

The assessment coordinator served as a helper, facilitator and guide. His primary function was to facilitate the collection of accurate information by the enumerators. This primary function included the tasks of selecting and training enumerators, organizing/planning schedules of programs to be interviewed, improving interviewing techniques, making minor changes in the questionnaires, encouraging ideas and suggestions from the enumerators, spot checking with various people who had been interviewed to help evaluate the work of the enumerators, and evaluating the quality of the information gathered. The coordinator was also responsible for administrative details,

including providing transportation, salaries, and supplies to the enumerators, as well as payment for other research expenses. The coordinator went over every interview instrument with the enumerator as soon as possible after the completion of the interview. Each enumerator completed the instrument and insured that each was readable.

The field coordinator reports that there was a sufficient amount of time for the locations that were chosen to be studied and most if not all the nonformal education programs and organizations were covered. It happened too, that some programs were interviewed that did not qualify as nonformal educational programs, these, of course, were not included in the final report.

The field coordinator contributed the following assessment:

The information collected was descriptive facts and figures about learning programs and organizations. As a result, there was almost no reluctance on the part of administrators to provide the information, much of it being quite obvious and visible; i.e., number of classrooms, teachers, names of courses. Catalogues, bulletins and brochures were provided by many of the organizations and the enumerators were able to check figures and facts. The information seems, then, to generally be quite accurate. The questions regarding the annual budget did present some problems as people sometimes did not know, as in the case of some extension workers, or did not want to say.

IV. Analysis Phase: Interpreting the data for planners.

Each completed interview instrument was typed into a formal reporting format as follows:

- Identification
- Courses Offered
- Further Services
- Accommodations
- Other Offices
- Participants

- Scholarships per Year
- Geographic Coverage
- Administration/Supervision
- Facilities
- Materials
- Course Design
- Work With Village Institutions
- Participants Prepared to do _____
- Funding
- Future Plans

These were typed on a word processor so that yearly revisions will be done easily. Also, it is hoped that NFE groups will correct any errors in their descriptions.

This information is to be kept on file at the DNFE for the information of interested parties. It is intended that the DNFE will be able to refer interested parties to other sources as well. The assessment coordinator supervised the preparation of these "NFE group profiles."

The assessment coordinator edge coded three sets of cards. These cards assisted him in the preparation in the review of the NFE groups.

The NFE programs reviewed were analyzed along the following lines:

1. Supervision and Administration. We looked at programs to see if they had full-time staff committed to directing their programs. We also tried to see what is the ratio of participants to instructors; however, few programs could be precise about the number of participants in their programs.
2. Costs and Financing. We looked at where operating money is coming from. Some administrators were not aware of their operating costs, since they receive their money from government and government appears to do all accounting.
3. Access and Equity. We were concerned with the location of the programs and what groups attended their classes. We paid particular attention to what programs women and youth were currently attending.

4. External Efficiencies. We were interested to locate programs which concerned themselves with the objectives of the National Plan: rural development and employment generation. We pinpointed programs which worked with village institutions and those that resulted in its participants getting a job or making a cash income.
5. Internal Efficiencies. We wanted to know if all facilities were completely in use. We looked at the training centers to see which had empty classrooms and hostels at any time of the year.

V. Dissemination Phase: Sharing the findings with others.

The DNFE has functioned as a coordinator of NFE groups and government programs since 1979. As such, it has often been the first organization contacted by various donors as they have explored program development in Botswana. In the past, the DNFE has been able to direct the donors to a variety of organizations.

With the completion of the assessment, the DNFE has detailed information on 117 NFE groups. The complete set of data will be maintained and revised periodically by the DNFE for the use of donors and other interested parties.

A copy of the profile of their group has been sent to each NFE administrator interviewed. Each has been requested to correct and update the information.

A revised Learning Opportunities in Botswana will be prepared for September or October. This booklet will be available to all who request it free of charge.

**AN ASSESSMENT AND ANALYSIS
OF NON-FORMAL EDUCATION
IN BOTSWANA**



**DEPARTMENT of
NON-FORMAL
EDUCATION**

**Ministry of Education
Botswana**

and

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CREATIVE ASSOCIATES, INC.

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I. INTRODUCTION

The Assessment/Analysis of Non-Formal Education Activities in Botswana has been a useful experience which has enabled us to understand better the organizations, governmental and non-governmental, which are striving to provide educational opportunities to groups not adequately served by the formal education system. The Department of Non-Formal Education (DNFE) has an official mandate to aid these programmes. The description of the responsibilities of the DNFE is found in the National Development Plan, 1979-86 as follows:

- to meet specific learning needs of particular subgroups in the community, to stress the needs of rural communities and particularly those who have been largely deprived of other forms of education;
- to provide a basic network of non-formal education throughout the country;
- to train the staff required for non-formal education, both for the Ministry of Education and for other Ministries and agencies;
- to cooperate with other agencies through the Rural Extension Coordinating Committee and with the Institute of Adult Education.

The variety and number of programmes providing NFE is great. We at the DNFE needed an operational definition of NFE which would help us determine which programmes would be included in our assessment. We developed the following definition:

NFE programmes meet specific learning needs of communities, particularly those who have been largely deprived of other formal forms of education; programmes leading to rural development and/or income generation are of particular importance. Programmes considered should lead to an economic opportunity (e.g.; a job) and not necessarily be a step in a formal education program.

The Assessment/Analysis of Non-Formal Education had two goals: one, to update the booklet Learning Opportunities in Botswana and two, to develop a better understanding of the problems and opportunities facing NFE programmes. The booklet, Learning Opportunities in Botswana, has been very popular because it serves as a guide to individuals looking for opportunities to improve themselves. The booklet covers three kinds of learning opportunities:

- a. those available to the general public;
- b. those provided by Government departments or other institutions for people who are classified as trainees (not as employees); and
- c. those provided by various institutions for employed people from a variety of sources.

In updating this booklet we have concentrated on reporting on programmes in the larger villages and towns in Botswana. We have also included programmes which would be considered recreational (i.e., dance, karate, etc.) because many people want to know about these programs.

The full report of each programme reviewed is at Appendix A. The new booklet will include the following information on each programme:

- Description of programme
- Location of programme
- Courses offered, fees and entry requirements
- Additional services offered
- Dates of training
- Accommodations provided

While collecting the data listed above, the DNFE enumerators also asked questions about the administration and supervision, the funding, the participants, the staff, the facilities and the objectives and future plans of the programmes. This information is recorded for 117 programmes at Appendix A.

Many of these programmes do not meet the criteria set by our definition. We reviewed each programme and decided to exclude the following organizations from further analysis:

Tati-town Night School
Botswana Theological Training Program
Francistown Evening School
Francistown Teacher Training College
Aerobics in Motion
Alliance Francaise of Botswana
Assembly Bible College
Bible Way Correspondence School
Botswana Bible Training Institute
Botswana Orientation Centre
Botswana Theological Training Programme
Camphill School
Capital Continuation Classes
Department of Meteorological Services
E. Hollands (PTY) Ltd.
Gaborone Fitness Center
Government Computer Bureau
John Flores School of Dance
Kanazawa-Sho-do-kan Karate Dojo
Keep Fit Class
Modern Jazz Dance Studio
National Health Institute
National Institute of Development and Culture Research
Radio Botswana
BAC
Polytechnic
Tsosa-Motse Karate School
University of Botswana
Kanye Evening School
Kanye Hospital School of Nursing
Botswana Meat Commission School
Lobatse Teacher Training College
National Health Institute (Lobatse)
Deborah Retief Memorial Hospital
Mochudi Night School
Mochudi Resource Centre for the Blind
Phuthadikobo Museum
Scottish Livingstone Hospital
Camphill Community Centre
Ramotswa School for the Deaf
National Health Institute (Serowe)
Serowe Teacher Training Centre

The remaining programmes led to occupational change or improvement; had stated goals to improve the economic progress of the general population; offered more to the participant than on-the-job training; and were independent of the formal school structure.

The Assessment/Analysis was funded by the Agency for International Development as a field exercise which would assist in the development of a prototype method for conducting assessments of non-formal education programmes in developing countries. The approach used by the DNFE was used in Cameroon and refined for use by the DNFE. Discussions and initial field work began in October 1982. The assessment was presented to the Rural Extension Coordinating Committee (RECC), a steering body made up of representatives of the Ministries which are responsible for programmes in rural areas of Botswana. The RECC saw the research as an important first step to sorting out the programming taking place in Botswana. The DNFE decided to undertake the assessment as a service to the RECC and to further their knowledge of NFE in Botswana.

Research Methodology

Five enumerators and one driver were employed for the month of April 1983. Data was collected by the enumerators and the field coordinator in major towns and villages in the following districts: Southern, South-East, Kweneng, Kgatleng, Central and North-East Districts.

The research methodology consisted of individual interviews with the chief administrators of various non-formal education organizations and institutions. A formal survey questionnaire (see Appendix B) was used by the enumerators.

This was a method of gathering data which was appropriate and effective, owing to the descriptive information being sought in this study. The questionnaire was written by the central office staff and discussed with the enumerators before they went to the field. After having used the questionnaire for several days the enumerators and field coordinator felt that several changes in the questionnaire were necessary; i.e., the addition of an identification question and the removal of a question that many administrators felt reluctant and difficult to answer. After communicating with the project director these changes were made.

The actual field work took place following the pre-testing of the questionnaire. The enumerators interviewed key administrators of non-formal education organizations. The enumerators were closely supervised by the coordinator with brief meetings taking place on almost a daily basis.

Upon completion of the field work, the information from the questionnaires was typed into a formal format to aid in insuring that relevant information had been gathered. These formal formats were then indexed and much of the information was further organized and processed.

The final stage of the process was the analysis and final report writing.

Research Schedule

The initial and preliminary discussions, preparations and agreements about doing this study began in October 1982. The actual design of the questionnaire used in the training of the enumerators was begun in March. The selection and training of enumerators, along with the final design of the questionnaire took place from March 22nd to April 5th. The field research phase

lasted six weeks, from April 5th to May 13th. The final phase of processing and analyzing the data was accomplished in three weeks, from May 16th to June 3rd.

Role of Coordinator

The coordinator of this study served as a helper, facilitator and guide. His primary function was to facilitate the collection of accurate information by the enumerators. This primary function included the tasks of selecting and training enumerators, organizing/planning schedules of programmes to be interviewed, improving interviewing techniques, making minor changes in the questionnaires, encouraging ideas and suggestions from the enumerators, spot checking with various people who had been interviewed to help evaluate the work of the enumerators, and evaluating the quality of the information gathered. The coordinator was also responsible for administrative responsibilities, including providing transportation, salaries, and supplies to the enumerators, as well as payment for other research expenses.

Quality of Information

The enumerators for this study were all very capable individuals. Each had at least a bachelor of arts degree and each possessed good reasoning and communication skills. There was close supervision and communication between the coordinator and enumerators, especially during the first two weeks when brief meetings and discussions were held on a daily basis. The enumerators were encouraged to contribute their ideas for improvements and of programmes to be interviewed. Their interest, involvement, and contributions were very good.

There seemed to be a sufficient amount of time for the locations that were chosen to be studied and most if not all the non-formal education programmes and organizations were covered. It happened too, that some programmes were interviewed that did not qualify as non-formal educational programmes. These of course, were not included in the final report.

Regarding the nature of the information collected, almost all of it was simple descriptive facts and figures about learning programmes and organizations. There was almost no reluctance on the part of administrators to provide the information, much of it being quite obvious and visible; i.e., number of classrooms, teachers, names of courses. Catalogues, bulletins and brochures were provided by many of the organizations and the enumerators were able to check figures and facts. The information seems, then, to generally be quite accurate. The question regarding the annual budget did present some problems as people sometimes did not know, as in the case of some extension workers, or did not want to say.

II. RESEARCH BACKGROUND

Nonformal Education in Relation to Official Governing Institutions

The Republic of Botswana*, since its independence in 1966, has experienced an evolution of its governing institutions. The traditional system of the chief/ward headman presiding over the Kgotla has come to function in relationship to the new republican form of government. This relationship has resulted in development schemes which are possibly unique to Botswana. The delivery of non-formal education is a part of the traditional system, a goal of several ministerial departments and the mission of other non-governmental organizations. To have the total picture of non-formal education in Botswana, one must review, however briefly, the institutional systems currently functioning in Botswana.

Traditional Institutions and Divisions

House of Chiefs: National meeting of chiefs whose 15 members have no legislative powers, but advises on legislation affecting tribal members.

Chief/Ward Headman: Appointed or hereditary leaders of tribes or wards whose responsibility is to rule by customary law.

*The Republic of Botswana is a non-racial democracy with a unicameral legislature, the National Assembly. The president is elected by the majority party of the elected Members of Parliament and selects his cabinet from the 36 Members of Parliament. There are ten Districts though only nine District Councils (Chobe and Ngamiland are served by a single District Council) and four Town Councils.

Ward*: Most villages are sub-divided into wards. A ward typically consists of families from a single lineage and usually has its own kgotla and ward headman.

Customary Courts: Local chiefs/ward headmen or their representatives decide cases according to customary law (usually in the kgotla forum).

Kgotla*: A place, a meeting and a court. The kgotla is the meeting place of a chief and his people. The chief presides over the kgotla, which is the authoritative decision-making body for all matters of communal concerns. The chief also tries people on matters of customary law in the kgotla.

Regiment*: Traditionally, all adult Batswana, men and women, belonged to an age-set or regiment. A new regiment of youths in their late teens or early twenties would be initiated approximately every five years, at the paramount chief's discretion. Regiments are available for any community task assigned by the paramount chief.

Central Government Institutions and Divisions

Districts and Council: There are ten Districts and nine District Councils (Chobe and Ngamiland are served by a single District Council) and four Town Councils.

District Council*: The elected local government in each of Botswana's nine Council Districts. The District Councils have statutory responsibility for primary education, primary health care, rural roads, domestic water supply and social and community development.

*definitions from A Study of Local Institutions in Kgatleng District, Botswana (Applied Research Unit, Ministry of Local Government and Lands, February 1982) Appendix 1.

Village Committees Often Elected in Kgotla

Village Development Committee (VDC): VDC's were established by Presidential decree in 1968 as the primary institution for promoting development. VDC's are non-statutory, non-political voluntary committees without legally enforceable powers to raise funds (through collection of taxes) or to invoke sanctions.

Village Health Committee (VHC)*: A village committee which promotes preventative health care programmes.

Social Welfare Committee (SWC)*: A village committee formed to help the ACDO in his/her work with destitutes.

Government Workers Co-Opted to Work with Elected Committees

Agricultural Demonstrator (AD)*: This officer is the village extension worker of the Ministry of Agriculture. The AD works closely with the various farmer's committees in the village.

Assistant Community Development Worker (ACDO)*: This officer is the village extension worker of the Social and Community Development Department of the District Council. The ACDO has special responsibility for working with the VDC.

Family Welfare Educator (FWE)*: This officer is the village extension worker of the Health Department of the District Council. The FWE's duties focus upon the preventive rather than the curative aspect of health care.

*Ibid.

Literacy Assistant (LA): Employee of the Department of Non-Formal Education, Ministry of Education.

(All extension workers serve on the Village Extension Team).

Other Organizations Often Found at the Village Level

Burial Society

Thrift and Loan Society

Co-operative Marketing and Credit Society

4-B

Dip Tank Committee

Farmers Committee

Drift Fence Committee

PTA

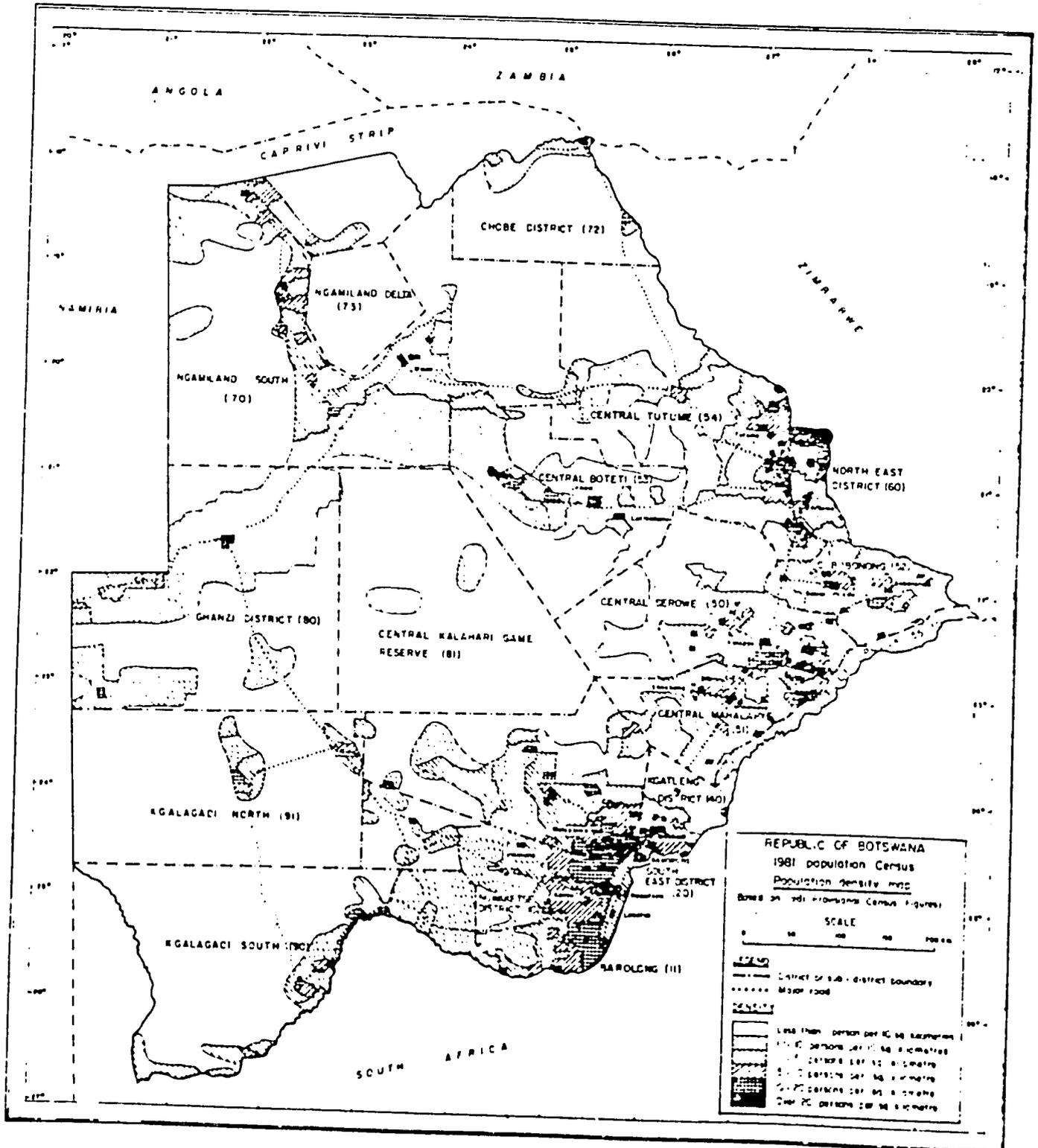
Population Density and Distribution

The following description of population density is taken from the 1981 population and housing census publication titled Census Administrative/Technical Report and National Statistical Tables (Central Statistics Office, Ministry of Finance and Development Planning):

The population density maps present a picture where the southern axis of population concentration is around Gaborone. To the north there is no clear pivot area but Mahalapye, Serowe, Selebi-Phikwe and Francistown are major population density areas. The population then spreads becoming thinner and more sparse as one travels both westwards and northwestwards from Francistown to Maun and Kasane. From Kasane the population forks to Satao (and Parakarungu) and Kachikau on the Maun road. From Maun around the swamps to the west, there are villages all the way to Mohembo, (beyond Shakawe) on the border with the Caprivi Strip. From East Mohembo to Seronga and Beetsa,

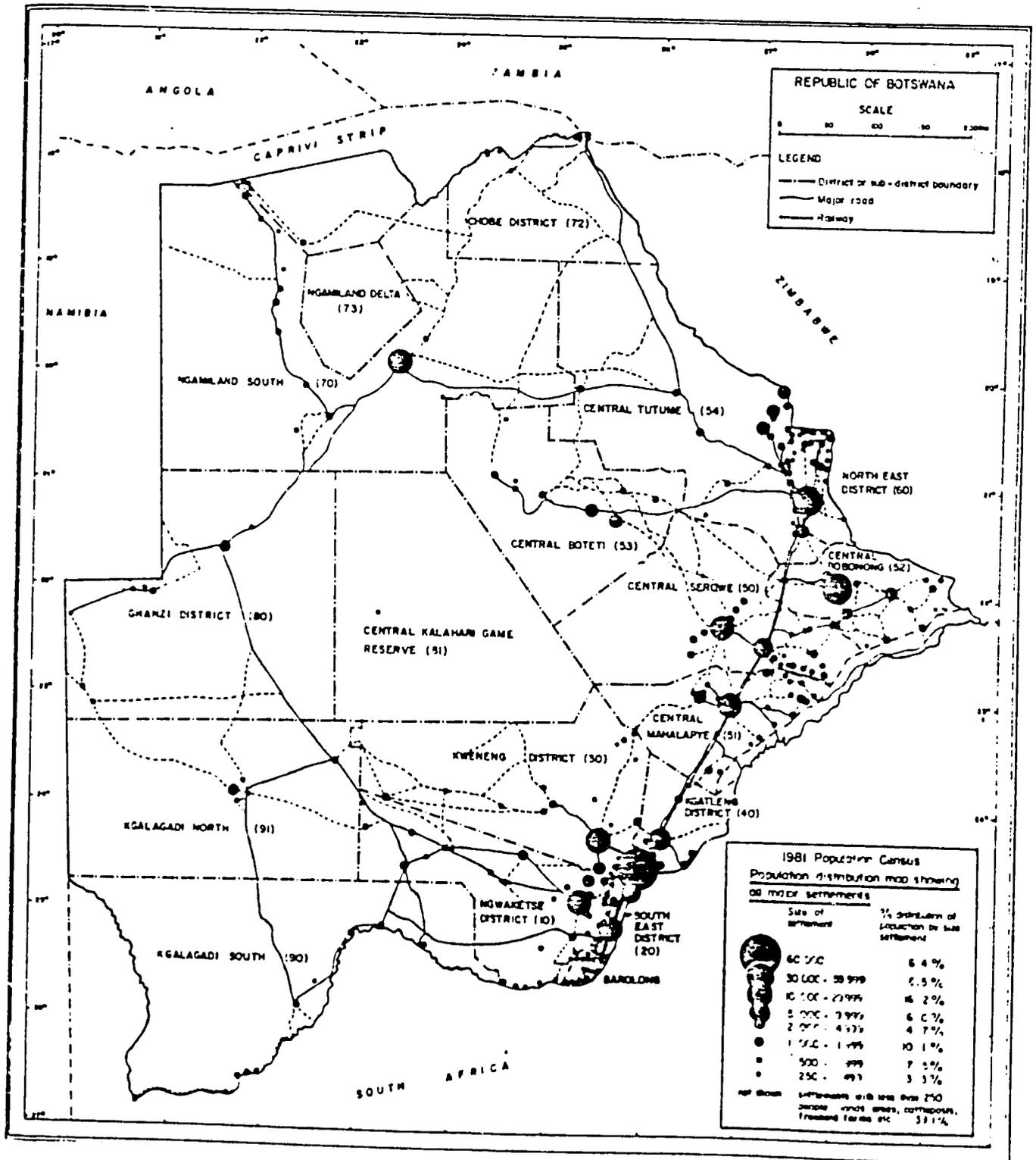
villages occur in beautiful countryside with fertile soil spoiled only by occasional tsetse, remoteness and inaccessibility. Westwards from Francistown, settlements spread to Orapa and Letlhakane to Tsienyane, and other villages along the Boteti River. In the southern part of the country, the population spreads along the Lobatse-Gantsi road to Kang where settlements occur westwards to Tshane and to the triangle formed by Lokgwabe, Hukuntsi and Lehututu. From thence there is emptiness until Kule-Ncojane and on the Mamono-Gantsi road villages and farms occur. In the southernmost part of the country settlements occur along the Molopo River with some farms in between. The centre of the country is almost uninhabited with occasional remote area dwellers roaming the Makgadikgadi plains and pans and the Central Kgalagadi Game Reserve with two or three settlements dominated by Xade.

1981 CENSUS: POPULATION DENSITY MAP



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1981 CENSUS: POPULATION DISTRIBUTION MAP



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POPULATION BY DISTRICT AND LOCALITY SIZE

	URBAN	TOTAL RURAL	5,000+	1,000 - 4,999	500 - 999	100 - 499	UNDER 100	TOTAL
Gaborone	59,657	0	0	0	0	0	0	59,657
Francistown	31,065	0	0	0	0	0	0	31,065
Lobatse	19,034	0	0	0	0	0	0	19,034
Selebi-Phikwe	29,469	0	0	0	0	0	0	29,469
Orapa	5,229	0	0	0	0	0	0	5,229
Jwaneng	5,567	0	0	0	0	0	0	5,567
Ngwaketse	0	104,182	26,824	11,062	12,288	38,518	15,490	104,182
Barolong	0	15,471	0	2,674	5,375	6,879	543	15,471
*Total Southern	5,567	119,653	26,824	13,736	17,663	45,397	16,033	125,220
South East	0	30,649	19,660	4,616	1,407	1,686	3,280	30,649
Kweneng	0	117,127	27,088	19,269	14,822	14,816	14,132	117,127
Kgatleng	0	44,461	18,379	10,376	2,116	6,914	6,676	44,461
Central Serowe	9,593	82,634	23,656	12,517	9,845	19,604	17,012	92,227
Mahalapye & Tuli	0	82,982	20,716	18,008	8,746	19,085	16,427	82,982
Bobonong	0	46,436	5,236	11,870	3,990	16,629	8,711	46,436
Boteti	0	26,406	5,167	3,482	3,309	7,286	7,162	26,406
Tutume	0	75,277	5,926	23,539	14,789	21,022	10,001	75,277
*Total Central	9,583	313,735	60,701	69,416	40,679	83,626	59,313	323,328
North East	0	36,636	0	11,914	13,847	8,704	2,171	36,636
Ngamiland	0	68,063	14,925	7,260	4,847	30,799	10,232	68,063
Chobe	0	7,934	0	2,193	1,220	3,461	1,060	7,934
*Total North West	0	75,997	14,925	9,453	6,067	34,260	11,292	75,997
Ghanzi	0	19,096	0	3,279	3,146	5,972	6,699	19,096
Kgalagadi	0	24,059	0	6,548	4,212	11,125	2,174	24,059
WIOLE COUNTRY	159,614	781,413	167,577	148,607	103,959	239,500	121,770	941,027

III. ANALYSIS OF DATA

The NFE programmes reviewed were analyzed along the following lines:

1. Supervision and Administration. We looked at programmes to see if they had full-time staff committed to directing their programmes. We also tried to see what is the ratio of participants to instructors; however, few programs could be precise about the number of participants in their programmes.
2. Costs and Financing. We looked at where operating money is coming from. Some administrators were not aware of their operating costs, since they receive their money from government and government appears to do all accounting.
3. Access and Equity. We were concerned with the location of the programmes and what groups attended their classes. We paid particular attention to what programmes women and youth were currently attending.
4. External Efficiencies. We were interested to locate programmes which concerned themselves with the objectives of the National Plan: rural development and employment generation. We pinpointed programmes which worked with village institutions and those that resulted in its participants getting a job or making a cash income.
5. Internal Efficiencies. We wanted to know if all facilities were completely in use. We looked at the training centres to see which had empty classrooms and hostels at any time of the year.

NFE ORGANIZATIONS WITH FULL-TIME ADMINISTRATION

Found in the following chart is the staffing strength of NFE organizations with a full-time administration. The number and positions of staff in administrative and teaching positions are provided.

Information about the number and sex of programme participants is also presented, from which the staff/student ratio can easily be determined. A relatively large number of (over sixty) NFE organizations have full-time administrative staff; some employing as few as one person, others with an administrative and teaching staff of up to twenty-four people.

NFE ORGANIZATIONS WITH FULL-TIME ADMINISTRATION

	FULL-TIME ADMINISTRATION	FULL-TIME INSTRUCTORS	PART-TIME INSTRUCTORS	VOLUNTEER INSTRUCTORS	PROGRAM PARTICIPANTS	
					MALE	FEMALE
(FRANCISTOWN)						
Institute of Adult Education*	1 Head of Office				<u>20</u>	
Home Economics Unit/ Youth Section*		2 Home Economics Officers				15
BEDU Industrial Estate*	1 Estate Manager	3 Advisors			15	
BEDU Lekgaba Artistic Centre*	1 Estate Manager	1 Advisor, 1 Counterpart			5	
Boswa Training Centre*	1 Estate Manager	3 Advisors 2 Counterparts				<u>27</u> (2 months)
(GABORONE)						
African American Labor Centre	1 Country Rep.				<u>750</u>	
Aunt Ellen's Typing School	1 Principal/ Instructor	1 Instructor				40
Automotive Trades Training School*	1 Principal 1 Teacher Guidance	3 Chief Instructors 6 Instructors	3 Instructors		55	
BEDU Metalworks Estate*	1 Estate Manager	1 Senior Technical Officer, 2 Junior Technical Officers			(not available)	
BEDU Construction Estate*	1 Estate Manager	3 Technical Officers			<u>13</u>	
Boikago Engineering Works*	1 Managing Director				<u>6</u> (general workers)	

*indicates government programmes, **parastatal, ***mining town's educational programme

NFE ORGANIZATIONS WITH FULL-TIME ADMINISTRATION (cont.)

	FULL-TIME ADMINISTRATION	FULL-TIME INSTRUCTORS	PART-TIME INSTRUCTORS	VOLUNTEER INSTRUCTORS	PROGRAM PARTICIPANTS	
					MALE	FEMALE
Boikago Touch Typing School	1 Manager, 1 Asst. Manager, 1 Principal					
Botswana Artists Association		6 Instructors	6 Instructors		14	2
Botswana Christian Council	1 General Secretary 1 Director, 1 Commu- nications Officer, 1 Projects Officer				943	
Botswana Council for Refugees*	1 Director	3 Counselors				
Botswana Council of Women	1 Organizing Secretary		7 Regional Organizers	7 Regional Organizers		
Botswana Red Cross Society	1 Sec. General 1 Info. Officer 2 Programme Officers	7 Field Officers 3 First Aid Instructors				
Botswana Renewable Energy Technology*	2 Project Coordi- nators, 2 Exten- sion Coordinators	1 Wind/Water Technician, 1 Village Tech., 1 Extension Trainer		1 Wind/Water Tech., 1 Village Tech., 1 Extension Trainer	5	13
Brigades Development Centre*	1 Principal, 1 Vice Principal, 2 Coor- Comm.	2 Textile Advi- sors, 33 In- structors				
Business Advisory Service*	2 Officers Per Sta- tion, 1 Sen. Com- mercial Officer Per Station					
Cathedral Commercial School	1 Principal 1 Manager	5 Teachers	2 Teachers			280
Department of Agri- culture Field Ser- vices	1 Director 1 Deputy Director, 5 Heads of Depart- ments	150 Professional Officers, 250 Technical Officers				

NFE ORGANIZATIONS WITH FULL-TIME ADMINISTRATION (cont.)

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	FULL-TIME ADMINISTRATION	FULL-TIME INSTRUCTORS	PART-TIME INSTRUCTORS	VOLUNTEER INSTRUCTORS	PROGRAM PARTICIPANTS	
					MALE	FEMALE
Department of Cooperative Development*	1 Commissioner 1 Deputy Commissioner	4 Sen. Coop. Officers, 47 Coop. Officers			2,230	
Department of Non-Formal Education*	1 Chief Education Officer 1 Director	12 Field Officers 2 Tech. Officers, 8 Course Writers, 2 Editors				
Department of Surveys and Lands*	1 Director	1 Chief Surveyor, 1 Map Production Officer			5	9
Department of Town and Regional Planning*	1 Director	6 Sen. Planner, 8 Planners, 5 Asst. Planners 5 Sen. Tech. Off. 3 Tech. Officers, 5 Tech. Assts., 8 Industrial Class			24 (trainees)	
Eddie's Driving School	1 Manager/Instructor	1 Instructor			5	15
The Family Welfare Educator Programme*	1 Tutor		1 Health Educ., 1 Nutritionist, 1 Maternal/Child Care, 1 Horticulture, 1 Red Cross			
Girl Guide Youth Training Centre	1 Sen. Instructor	1 Instructor				36
Home Economics Programme*	1 Sen. Field Off.	14 Field Off.				
Modern Typing School	1 Principal/Typing Teacher	1 Eng. Teacher, 1 Bookkeeping Teacher			1	132
National Development Bank**	2 Training Off.				120	

NFE ORGANIZATIONS WITH FULL-TIME ADMINISTRATION (cont.)

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	FULL-TIME ADMINISTRATION	FULL-TIME INSTRUCTORS	PART-TIME INSTRUCTORS	VOLUNTEER INSTRUCTORS	PROGRAM PARTICIPANTS	
					MALE	FEMALE
Out-of-School Youth*	1 Youth Off.	1 Recreation Off., 2 Home Economists, 2 Social Welfare Secretaries				28
PFP Botswana	1 Gen. Manager	1 Training Off., 2 Sen. Project Off., 4 Project Officers				
Prison Education System*	4 Literacy Asst.		40 Group Leaders	5 Charity Teachers	170	
Roads Training Centre*	1 Chief Roads Engineer	1 Sen. Roads Eng., 2 Chief Tech. Off., 1 Sen. Tech. Off., 1 Chief Plant Inst., 4 Plant Inst.			46	1
Station Driving School	2 Directors	2 Drivers, 1 Gen. Inst.				395
Technical Training School**	1 Officer in Charge	4 Instructors, 2 Asst. Inst.				50
Telephonist Training School**	1 Training Mgr.	1 Train. Inst., 2 Asst. Train. Instructors			9	16
Youth Programme*	1 Sen. Youth Off.	1 ACIO, 1 Youth Officer				
YWCA	1 National Gen. Sec.	1 Program. Coor., 6 Teachers (day)	Night 7 Teachers			154
(KANYE)						
BEDU*	1 Estate Mgr.	6 Ind. Workers				
Kanye Brigades Development Trust*	1 Coordinator	7 Tech. Teacher			39	

NFE ORGANIZATIONS WITH FULL-TIME ADMINISTRATION (cont.)

	FULL-TIME ADMINISTRATION	FULL-TIME INSTRUCTORS	PART-TIME INSTRUCTORS	VOLUNTEER INSTRUCTORS	PROGRAM PARTICIPANTS	
					MALE	FEMALE
Rural Industries Innovation Centre*	1 Mg. Director 1 Bus. Mgr.	1 Gen. Mgr., 1 Price Mgr., 1 Tech. Dir.				
Tshipidi Commercial School	1 Headmaster	2 Teachers				80
(LOBATSE)						
Day Care Centre Training Centre*	1 Coordinator	2 Instructors				18
Lobatse Brigades Development Centre*	1 Coordinator 1 Bus. Mgr. 4 Managers	1 Academic Teach. 2 Instructors			79	
(MAHALAPYE)						
Madiba Brigades Development Centre*	1 Coordinator 1 Bus. Mgr. 5 Unit Mgrs.	17 Instructors			4	72
(MOCHUDI)						
Kgatleng Development Trust*	3 Managers	2 Teachers 7 Instructors			48	6
Mochudi Homecraft Centre	1 Vice Prin. 1 Prin./Teach.	1 Crafts Teach. 1 Knit. Inst. 1 Needlework Teach. 1 Catering Teach.	1 Needlework Teacher			89
Mochudi Typing School	1 Principal	3 Teachers				122
Pilane Estates*	1 Estate Mgr.	1 Tech. Advisor 14 Entrepreneurs			26	40

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NFE ORGANIZATIONS WITH FULL-TIME ADMINISTRATION (cont.)

	FULL-TIME ADMINISTRATION	FULL-TIME INSTRUCTORS	PART-TIME INSTRUCTORS	VOLUNTEER INSTRUCTORS	PROGRAM PARTICIPANTS	
					MALE	FEMALE
(MOLEPOLOLE)						
Kweneng Rural Development Association*	1 Gen. Mgr., 8 Mgrs. 1 Training Coor.	7 Tech. Inst.			28	20
(PALAPYE)						
Palapye Development Trust*	1 Coordinator 1 Bus. Mgr. 3 Unit Mgrs.	6 Inst., 1 Academic Teacher			44	2
Rural Industries Innovation Centre*	1 Gen. Mgr. (New Centre)					
(RAMOTSWA)						
Tswelelopele Brigades Centre*	1 Coordinator 2 Bookkeepers	6 Inst., 1 Build. Adv., 1 Architect Mgr. 1 Draftman, Knit/Sew Mgr.			55	2
(SELEBI/PHIKWE)						
Assemblies of God Sewing Club	1 Proj. Dir.	1 Teacher				13
BCL, Ltd.***	1 Chief Educ. 1 Mine Captain	2 Sen. Educ. 4 Teachers 2 Train. Off.			400	
Urban Industrial Mission	1 Coor., 1 Adult Ed. Org., Sec. School Headmaster	1 Typ. Inst. 1 Carpen. Inst. 6 Primary Teachers			158 (Adult Primary-399)	289
(SEROWE)						
BEDU*	1 Mgmt. Advisor				40 (people a week)	
Tlhwafalo Training Centre	2 Instructors	1 Teacher	1 Teacher			40

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NFE ORGANIZATIONS WITH FULL-TIME ADMINISTRATION (cont.)

	FULL-TIME ADMINISTRATION	FULL-TIME INSTRUCTORS	PART-TIME INSTRUCTORS	VOLUNTEER INSTRUCTORS	PROGRAM PARTICIPANTS	
					MALE	FEMALE
Gabriel's Typing School	1 Mgr.	1 Teacher	1 Teacher	1 Teacher	3	57
Serowe Brigades Development Centre*	9 Mgrs.	6 Instruc.			50	10

PROGRAMMES THAT RECEIVE SUPPORT FROM FOREIGN DONORS

This chart illustrates those programmes that directly received support either financial or in kind, from foreign donors. Programmes that were funded by the Botswana government, through funds contributed by foreign donors, were not included in this chart. Donor agencies included official governmental agencies, programmes of the United Nations, and other private and non-profit organizations, including churches. Of the thirty organizations that receive support, almost half are assisted by two or more donors.

PROGRAMMES THAT RECEIVE SUPPORT FROM FOREIGN DONORS

PROGRAMMES	GOVERNMENTS	UNITED NATIONS	OTHER
African-American Labour Centre Automotive Trades Training School B.E.D.U. Metalworks Estate Botswana Council for Refugees	USAID GERMAN SIDA SIDA, EEC, NORAD SIDA, EEC EEC	UNHCR	AFL/CIO
Botswana Polytechnic Botswana Red Cross Society			Norwegian Red Cross, German Red Cross
Botswana Renewable Energy Technology Cathedral Commercial School	USAID USAID, British High Commission		
Department of Non-Formal Education	USAID, SIDA, Dutch Gov. German Gov.	UNICEF	
Family Welfare Educator Programme National Development Bank Pfp Botswana Y.W.C.A.	USAID NORAD, USAID SIDA	UNICEF UNDP	
Rural Industrial Officer Cadre B.E.D.U. Kanye Estate Catholic Mission Programmes Rural Industries Innovation Centre, Kanye	USAID SIDA, NORAD CUSO USAID, German, Canadian, British Gov. U.S. Embassy		World YWCA
Tshipidi Commercial School Day Care Centre Training Centre Lobatse Brigades Development Centre Thuso ya Basha	CUSO, Dutch Gov. USAID, SIDA USAID SIDA	UNICEF	
Mochudi Homecrafts Centre Pilane Estates (B.E.D.U.) Pudulogong Rehabilitation Centre Rural Industries Innovation Centre, Palapye			Churches Bread for the World World Vision Breau for the World American Men- nonites
Assemblies of God Typing School Urban Industrial Mission	EEC, British Council		
Tlhwaaafalo Training Centre			

PROGRAMMES THAT RECEIVE SUPPORT FROM FOREIGN DONORS (cont.)

PROGRAMMES	GOVERNMENTS	UNITED NATIONS	OTHER
Gabriel's Typing School Serowe Brigades Development Trust			SEBEMO-Dutch Group IVS, HIVOS, Bread for the World

KEY: CUSO - Canadian University Service Overseas; EEC - European Economic Community; HIVOS - Humanist Institute for Cooperation with Developing Countries; IVS - International Volunteer Service; NORAD - Norwegian Agency for International Development; SIDA - Swedish International Development Authority; USAID - United States Agency for International Development.

PROGRAMMES CURRENTLY ATTENDED BY WOMEN

A relatively large number of programmes and courses are clearly open and available to women, i.e., in which women comprise at least a quarter of the enrollment. This chart presents those programmes and provides a breakdown by number and percentage of the sex of the programme participants. Twenty-two NFE programmes are attended by only women; some of these programmes have a policy of admitting only females, although this chart does not reflect which programmes have this policy.

Many of the programmes that are available to women are in the fields of home economics and secretarial work. There are however, other areas of training that are available to women, such as those found in the fields of renewable energy technology, surveying, and town and regional planning.

PROGRAMMES CURRENTLY ATTENDED BY WOMEN

PROGRAMME	75% MALE OR LESS
Home Economics Unit (Francistown)	15 females = 100%
Boswa Training (BEDU)	27 females = 100%
Aunt Ellen's Typing School	40 females = 100%
Boikanyo Touch Typing School	100 females = 100%
Botswana Council of Women	(number varies from village to village, director did not have information about attendance, 100% female)
Botswana Institute of Administration and Commerce	high percentage female
Botswana Renewable Energy Technology	13 females = 72%
Cathedral Commercial School	5 males = 28%
Department of Surveys and Lands	280 females = 100%
Department of Town and Regional Planning	5 females = 36%
Eddie's Driving School	9 males = 64%
Family Welfare Educator Programme	2 females = 33%
Girl Guides Association	4 males = 67%
Girl Guides Youth Training Centre	15 females = 75%
Government Computer Bureau	5 males = 25%
Home Economics Programme	95% female
Modern Typing School	5 % male
Out-of-School Youth Programme	60 females = 100%
Telephonists Training School	36 females = 100%
YWCA - typing	10 females = 33%
YWCA - home-economics	20 males = 67%
Catholic Mission Programmes	100% females (varies from village to village)
Tshipidi Commercial School	132 females = 99%
Day Care Centre Training Centre	1 male = 1%
Thuso ya Basha	28 females = 100%
Mochudi Homecraft Centre	16 females = 64%
Mochudi Typing School	9 males = 36%
	40 females = 93%
	3 males = 7%
	84 females = 100%
	25 females = 89%
	3 males = 11%
	80 females = 100%
	18 females = 100%
	25 females = 100%
	89 females = 100%
	132 females = 100%

PROGRAMMES CURRENTLY ATTENDED BY WOMEN (cont.)

PROGRAMME	75% MALE OR LESS
Pilane Estates (BEDU)	40 females = 67%
Pudulogong Rehabilitation Centre	26 males = 33%
	5 females = 50%
Kweneng Rural Development Association	5 males = 50%
	20 females = 42%
Assemblies of God Sewing Club	28 males = 58%
Assemblies of God Typing School	13 females = 100%
St. Peter's Typing School	20 females = 100%
Urban Industrial Mission - typing	18 females = 100%
Urban Industrial Mission - bookkeeping	56 females = 100%
Urban Industrial Mission - textiles	11 females = 58%
	8 males = 42%
Driving School (Serowe)	12 females = 100%
Tlhwaafalo Training Centre	6 females = 75%
	2 males = 25%
Gabriel Typing School	40 females = 100%
	57 females = 95%
	3 males = 5%

PROGRAMMES AVAILABLE TO YOUTH

Programmes that are clearly available to youths under the age of eighteen are presented in the chart. Only six programmes were identified, a small percentage of the total number of NFE programmes.

Of the six programmes, four provide training in home economics, one teaches typing, and one provides training in the building trades. Although it is not noted in this chart, only males attended the programme that teaches building trades, i.e., the Lobatse Brigades Development Centre, while only females participate in the other five programmes.

PROGRAMMES AVAILABLE TO YOUTH (UNDER 18 YEARS OF AGE)

PROGRAMME	75% - 18 YEARS OLD OR YOUNGER
Home Economics Unit (Francistown)	14 to 18 year olds = 100%
Out of School Youth Programme	14 to 20 year olds = 100%
Thuso ya Basha	14 to 18 year olds = 80%
St. Peter's Typing School	14 to 18 year olds = 78%
Tlhwaafalo Training Centre	14 to 18 year olds = 95%

NFE PROGRAMMES THAT WORK WITH VILLAGE AND DISTRICT INSTITUTIONS

This chart provides a list of forty NFE programmes that work with and assist village and district institutions. A total of thirteen of the major, most important village and district institutions were identified, some which received support from a large number of NFE programmes. Village Development Committees (VDC's), for example assisted twenty-seven NFE programmes, almost two-thirds of the total list of NFE programmes. Several other village institutions also had a good deal of contact with NFE programmes; these include 4B clubs, parent-teacher associations (PTA); village health committees (VHC); and village extension teams (VET).

Over half of the NFE programmes worked with at least two or more institutions; and almost a fourth assisted and worked with at least four institutions. The NFE programmes worked with about a hundred village and district institutions in all, a significant number which helps to illustrate the contribution toward development in Botswana, provided by NFE programmes.

NFE PROGRAMMES THAT WORK WITH VILLAGE INSTITUTIONS

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	DET	TC	VDC	CF	DA	DPDC	DDC	RED CROSS	4B	PTA	VHC	VET	FC	CHURCH
Institute of Adult Education (Francistown)	X													
Home Economics Unit/ Youth Section/Francis- town			X											
BEDU Industrial Estate (Francistown)						X								
BEDU Lekgaba Artistic Centre						X								
Boswa Training Centre (BEDU)							X							
YWCA			X						X	X	X	X		X
Youth Programme			X						X	X	X			
Home Economics Pro- gramme			X						X	X	X	X	X	
Botswana Agricultural College			X										X	
Department of Coop- erative Development			X											
Botswana Council of Women			X					X	X	X	X	X		
Botswana Red Cross Society											X	X		
PFP Botswana					X	X								
Department of Agricul- ture Field Service			X									X	X	
Department of Non- Formal Education			X						X			X		

NFE PROGRAMMES THAT WORK WITH VILLAGE INSTITUTIONS (cont.)

	DET	TC	VDC	CF	DA	DPDC	DDC	RED CROSS	4B	PTA	VHC	VET	FC	CHURCH
Botswana Christian Council			X							X		X		
Tirelo Sechaba			X						X	X	X	X	X	
Department of Town & Regional Planning		X	X			X								
Brigades Development Centre			X								X	X	X	
Family Welfare Educator Programme			X					X	X	X	X	X	X	
Out-of-School Youth Programme			X							X				
Botswana Renewable Energy Technology		X	X					X	X	X	X			
BEDU Construction Estate			X											
Rural Industries Innovation Centre						X	X					X		
Kanye Brigades Development Trust			X							X			X	
Catholic Mission Programmes			X											
Botswana Enterprise Development Unit						X								
Day Care Centre Training Centre			X							X				
Thuso ya Basha								X	X	X				
Lobatse Brigades Centre			X											

NFE PROGRAMMES THAT WORK WITH VILLAGE INSTITUTIONS (cont.)

	DET	TC	VDC	CF	DA	DPDC	DDC	RED CROSS	4B	PTA	VHC	VET	FC	CHURCH
Pudulogong Rehabilitation Centre			X											
Pilane Estates			X											
Business Advisory Service						X	X							
Kweneng Rural Development Association			X			X				X		X		
Palapye Development Trust			X									X	X	
Rural Industries Innovation Centre			X											
St. Peter's Typing School			X											
Urban Industrial Mission														
Thwaafalo Training Centre										X				
Serowe Brigade Development Trust						X	X							

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KEY TO NFE PROGRAMMES THAT WORK WITH VILLAGE INSTITUTIONS

- DET - District Extension Team
- TC - Town Council
- VDC - Village Development Committee
- CFDA - Communal First Development Area
- DPDC - District Production Development Committee
- DDC - District Development Committee
- Red Cross - Red Cross
- 4B - 4B
- PTA - Parent Teacher Association
- VHC - Village Health Committee
- VET - Village Extension Team
- FC - Farmers Committees
- Church - Churches

PROGRAMMES WITH STATED GOAL OF EMPLOYMENT CREATION

Provided in this chart are programmes which prepare their participants to get a job or make a cash income.

Nine occupational categories are considered, including agriculture, business, driving, education, health, home-economics, secretarial, technical and trades. The category of agriculture includes training in horticulture, which prepares participants to grow vegetables for sale. Under the category of business, the majority of programmes trained students in accounting and bookkeeping. Under driving, programmes are presented that train individuals to drive cars, trucks, and heavy-duty vehicles. The category of education refers to those that train literacy teachers and day care centre instructors. The training of health workers is covered under the category of health and a variety of skills such as sewing, cooking, knitting, weaving are included under the category of home-economics. Technical skills were included as well as trades which covered a wide variety of occupations in the automotive, building and handwork/handicraft trades.

A total of forty-six programmes were found, about three-fifths of those offered training in one occupational field, and two-fifths offered training in two or more occupational fields.

PROGRAMMES WITH STATED GOAL OF EMPLOYMENT CREATION

PROGRAMMES	AGRICULTURE	BUSINESS	DRIVING	EDUCATION	HEALTH	HOME ECONOMICS	SECRETARIAL	TECHNICAL	TRADES (BUILDING, AUTOMOTIVE, HANDWORK)
<u>Francistown</u>									
Institute of Adult Education		X							
Home Economics Unit						X			
B.E.D.U. Industrial Estate									X (H)
B.E.D.U. Ledgaba Artistic Centre									X (H)
Boswa Training Centre (B.E.D.U.)						X	X		
<u>Gaborone</u>									
Aunt Ellen's Typing School									
Automotive Trades Training School							X		
B.E.D.U. Metalwork Estate									X (A)
B.E.D.U. Construction Estate									X (H)
Boikago Engineering Works (B.E.D.U.)									X (B)
Boikanyo Touch Typing School									X (H)
Botswana Artists Association							X		
Botswana Christian Council	X	X							X (H)
Botswana Renewable Energy Technology							X		X (B)
Business Advisory Service		X						X	X (H)
Cathedral Commercial School		X							
Department of Agriculture Field Services	X						X		
Department of Cooperative Development		X							
Department of Non-Formal Education				X		X			
Department of Surveys and Lands									
Department of Town & Regional Planning								X	
Eddie's Driving School								X	
Family Welfare Educator Programme			X						
Girl Guides Youth Training Programme	X				X				
Lentswe la Oodi Producers Cooperative Society						X			X (H)
Modern Typing School		X							
National Development Bank							X		
Out-of-School Youth Programme							X		
PfP Botswana		X				X			X
Prison Education System									
Roads Training Centre									X (B,H)
Station Driving School									X (B,A)
Technical Training School			X						
Telephonists Training School								X	X (H)
Youth Programme							X		
YWCA		X				X			X (B)
Rural Industrial Officer Cadre		X				X	X		
B.E.D.U. Kanye Estate		X				X			X (H)
Catholic Mission Programmes		X				X			

PROGRAMMES WITH STATED GOAL OF EMPLOYMENT CREATION (cont.)

PROGRAMMES	AGRICULTURE	BUSINESS	DRIVING	EDUCATION	HEALTH	HOME ECONOMICS	SECRETARIAL	TECHNICAL	TRADES (BUILDING, AUTOMOTIVE, HANDWORK)
Kanye Brigades Development Trust Rural Industries Innovation Centre, Kanye Tshipidi Commercial School	X	X					X		X (B,A) X (B,H)
<u>Lobatse</u>									
Day Care Centre Training Centre Lobatse Brigades Development Centre Thuso ya Basha				X		X			X (B)
<u>Mahalapye</u>									
Madiba Brigades Development Centre									X (B,H)
<u>Mochudi</u>									
Kgatleng Development Trust Mochudi Homecrafts Centre Mochudi Typing School Pilane Estates (B.E.D.U.) Pudulogong Rehabilitation Centre		X		X		X	X		X (B,H) X (H) X (H)
<u>Molelepole</u>									
Kweneng Rural Development Association	X								X (A,B)
<u>Palapye</u>									
Palapye Development Trust Rural Industries Innovation Centre	X								X (B)
<u>Ramotswa</u>									
Tswelelopele Brigades Centre						X		X	X (B)

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PROGRAMMES WITH STATED GOAL OF EMPLOYMENT CREATION (cont.)

PROGRAMMES	AGRICULTURE	BUSINESS	DRIVING	EDUCATION	HEALTH	HOME ECONOMICS	SECRETARIAL	TECHNICAL	TRADES (BUILDING, AUTOMOTIVE, HANDWORK)
<u>Selibi/Phikwe</u>									
Assemblies of God Sewing Club						X			
Assemblies of God Typing School							X		
St. Peter's Typing School							X		
Urban Industrial Mission		X				X	X		X (B)
<u>Serowe</u>									
B.E.D.U. Serowe		X							
Driving School (Serowe)			X						
Tlhwafalo Training Centre						X			
Gabriel's Typing School							X		
Serowe Brigades Development Trust	X								X (B,H)

PROGRAMMES WITH CLASSROOMS USED LESS THAN 10 HOURS PER DAY,
AND/OR HOSTELS VACANT ONE OR MORE MONTHS PER YEAR

This information may be useful to personnel or programmes in need of such facilities. The following chart presents information about when existing classrooms and hostels are empty.

Listed by location are the names of NFE programmes that use their classrooms less than ten hours per day and/or have hostels vacant for more than one month per year. Almost fifty programmes are included in this list, some which use their classrooms for as little as a few hours per week, others that have vacant hostels for as much as over three months of the year. Most NFE programmes on this list use their classrooms during normal working hours, thus providing the potential for their use at night by other programmes or personnel.

PROGRAMMES WITH CLASSROOMS USED LESS THAN 10 HOURS PER DAY,
AND/OR HOSTELS VACANT ONE OR MORE MONTHS PER YEAR

LOCATION	NAME OF PROGRAMME	CLASSROOMS	HOSTELS
		(actual time of use)	(available times)
Francistown	National Health Institute	7:30 a.m. - 4:00 p.m.	always in use
	Botswana Theological Training	5:00 p.m. - 9:00 p.m.	n/a*
	Home Economics Unit	8:00 a.m. - 5:00 p.m.	n/a
	BEDU Industrial Estate	8:00 a.m. - 5:00 p.m.	n/a
	BEDU Boswa Training Centre	8:00 a.m. - 5:00 p.m.	n/a
Gaborone	University of Botswana Programme	7:30 a.m. - 4:30 p.m.	June, July, August
	Automotive Trades Training School	7:30 a.m. - 4:30 p.m.	n/a
	BEDU Construction Estate	usually empty	n/a
	Boikanyo Touch Typing School	8:00 a.m. - 5:00 p.m.	n/a
	Botswana Agricultural College	7:30 a.m. - 4:30 p.m.	Dec. - March and 3 weeks May
	Botswana Bible Training Institute	5:00 a.m. - 9:00 p.m.	n/a
	Botswana Institute of Administration and Commerce	8:00 a.m. - 4:30 p.m.	mid Dec. - early Jan., 3 weeks in June
	Botswana Polytechnic	8:00 a.m. - 4:00 p.m.	Xmas, Easter, July August public holidays
	Botswana Renewable Energy Technology	never used	
	Brigades Development Centre	8:00 a.m. - 4:00 p.m.	n/a
	Capital Continuation Classes	5:00 p.m. - 9:00 p.m.	n/a
	Department of Cooperative Development	upon demand	n/a
	Department of Meteorological Services	8:00 a.m. - 5:00 p.m.	n/a
	Department of Surveys and Lands	six months per year	n/a
	Girl Guides Youth Training Centre	8:00 a.m. - 4:00 p.m.	n/a
	Government Computer Bureau	8:00 a.m. - 5:00 p.m.	n/a
	National Development Bank	8:00 a.m. - 5:00 p.m.	n/a
	Radio Botswana	8:00 a.m. - 5:00 p.m.	n/a
	Roads Training Centre	8:00 a.m. - 5:00 p.m.	n/a
	Technical Training School	8:00 a.m. - 5:00 p.m.	n/a
	Telephonists Training School	8:00 a.m. - 5:00 p.m.	n/a
	Kanye	Kanye Hospital School of Nursing	12:00 p.m. - 6:00 p.m.
Rural Industries Innovation Centre		7:30 a.m. - 5:00 p.m.	n/a
Tshipidi Commercial School		7:30 a.m. - 4:00 p.m.	n/a

*n/a - not applicable (i.e., no hostels available)

PROGRAMMES WITH CLASSROOMS USED LESS THAN 10 HOURS PER DAY,
AND/OR HOSTELS VACANT ONE OR MORE MONTHS PER YEAR

LOCATION	NAME OF PROGRAMME	CLASSROOMS	HOSTELS
		(actual time of use)	(available times)
Lobatse	Botswana Meat Commission School	7:30 a.m. - 5:00 p.m.	n/a
	Day Care Centre Training Centre	8:00 a.m. - 5:00 p.m.	August and 2 weeks December
	Lobatse Brigades Development Centre	8:00 a.m. - 4:30 p.m.	Xmas, September, Easter
	National Health Institute	7:00 a.m. - 4:30 p.m.	Public holidays, October
	Thuso ya Basha	8:00 a.m. - 5:00 p.m.	n/a
Mahalapye	Madiba Brigades Development Centre	7:30 a.m. - 4:30 p.m.	Dec., April and Aug. (2 weeks)
Mochudi	Mochudi Homecraft Centre	7:30 a.m. - 4:30 p.m.	school holidays
	Mochudi Resource Centre for the Blind	7:20 a.m. - 3:00 p.m.	school holidays
	Phuthadikobo Museum	8:00 a.m. - 5:00 p.m.	n/a
	Pudulogong Rehabilitation Centre	8:00 a.m. - 4:30 p.m.	primary school holidays
Molepolole	Kweneng Rural Development Asso- ciation	8:00 a.m. - 4:30 p.m.	n/a
	Scottish Livingstone Hospital	8:00 a.m. - 4:30 p.m.	n/a
Otse	Camphill Community Centre	8:00 a.m. - 5:00 p.m.	school holidays
Palapye	Palapye Development Trust	8:00 a.m. - 5:00 p.m.	n/a
	Rural Industries Innovation Centre	8:00 a.m. - 5:00 p.m.	n/a
Ramotswa	Ramotswa School for the Deaf	8:00 a.m. - 5:00 p.m.	school holidays
Selebi/ Phikwe	St. Peter's Typing School	8:00 a.m. - 4:00 p.m.	n/a
	BCL, Ltd.	8:00 a.m. - 4:00 p.m.	n/a
Serowe	National Health Institute	8:00 a.m. - 4:00 p.m.	n/a
	Serowe Brigades Development Trust	8:00 a.m. - 4:00 p.m.	n/a

ALL PROGRAMMES WITH CLASSROOMS

Provided in this chart is a listing by locations of the NFE programmes that have classrooms. The numbers of classrooms, as well as the numbers of other facilities including hostels, kitchens, dining rooms, workshops, libraries, offices, conference or meeting rooms, storerooms, halls or auditoriums, laboratories, houses, and media rooms, are provided in order to present an idea as to the size, magnitude and capacity of NFE programmes.

Some estimation of the size of the programmes can of course be made by noting the number of classrooms and offices; this chart is also useful in determining which programmes provide lodging and board. Those programmes that have hostels usually also have a kitchen and dining hall. Programmes that require and have specialized facilities such as laboratories or workshops are also identified in this chart.

NFE programmes vary greatly in the facilities they possess. Some have only a classroom, while others have ten or more types of facilities available.

ALL PROGRAMMES WITH CLASSROOMS

	HOSTEL	KITCHEN	DINING ROOM	WORK-SHOP	LIBRARY	OFFICE	CONFERENCE ROOM	STORE-ROOM	HALL	LABORATORY	HOUSE	MEDIA ROOM	CLASS-ROOM
Francistown													
National Health Institute	4	1	1			8							4
Institute of Adult Education		1				4		1					2
Tati-town Night School													17
Francistown Evening School						1							9
Teacher Training College	5		1			7	1		1	4			10
Home Economics Unit		1				1							1
BEDU Industrial Estate				2		3	1						1
BEDU Boswa Training Centre				2		3							1
Botswana Theological Training Program						1							1
Gaborone													
Assembly Bible College	1	1	1			2			1				4
Aunt Ellen's Typing School													1
Automotive Trades Training School				2		7	1	5					4
BEDU Construction Estate						5	2	1					1
Boikanyo Touch Typing School													1
Botswana Agricultural College	6	1	1			45			1		4		12
Botswana Artists Association													1
Botswana Bible Training Institute		1				4							1
Botswana Institute of Administration and Commerce	4	1	1			26		1					1
Botswana Orientation Centre		1				1	1					1	22
Botswana Polytechnic	7		1	11	1						12		3
Botswana Renewable Energy Technology	2	1				7	1	3					19
Brigades Development Centre	8	1	1			16	1	4					3
Capital Continuation Classes							3						16
Cathedral Commercial School						1							11
Department of Cooperative Development													6
Department of Meteorological Services		1		1		18	14	1					1
Department of Surveys and Lands							1	1					1
Girl Guides Youth Training Centre		1						1					1
Government Computer Bureau													2
Modern Typing School												1	1
National Development Bank						1							2
National Health Institute													1
Radio Botswana	16	6	6		1	16	4		1				15
Roads Training Centre	1	4	1		1	1	1						1
Technical Training School	1	1	1			5	1	1	1	2		1	5
Telephonists Training School						1		1					5
University of Botswana	39	1	3		1	229	13			29		1	1
YHCA		1	1		4	1							30
													5

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ALL PROGRAMMES WITH CLASSROOMS (cont.)

	HOSTEL	KITCHEN	DINING ROOM	WORK-SHOP	LIBRARY	OFFICE	CONFERENCE ROOM	STORE-ROOM	HALL	LABORATORY	HOUSE	MEDIA ROOM	CLASS-ROOM
<u>Kang</u>	4	1	1		1	2	2						7
<u>Kanye</u>													
Catholic Mission Programmes													1
Kanye Evening School						2							6
Kanye Hospital School of Nursing	1	1	1		1	3	1	3					4
Kanye Brigades Development Trust		1	1	1	1	4							3
Rural Industries Innovation Centre	13	2	2	5		18							3
Tshipidi Commercial School						1							2
<u>Lobatse</u>													
Botswana Meat Commission School		2	2										
Day Care Centre Training Centre	1	1			1	1	2						6
Lobatse Brigades Development Centre	5	1	1	3		5							3
Southern Short Course Centre	2	1	1		1	4		1					3
Lobatse Teacher Training College	3	1	1		1	9	2		1				2
National Health Institute	3	1	1			7							15
Thuso ya Basha		1											2
<u>Mahalapye</u>													
Mahalapye Rural Training Centre	10	1	1		1	5		2	1				2
Madiba Brigades Development Centre	4	1	1	5		10							4
<u>Maun</u>													
Ngamiland Rural Training Centre	2	1	1		1	4		2					1

ALL PROGRAMMES WITH CLASSROOMS (cont.)

	HOSTEL	KITCHEN	DINING ROOM	WORK-SHOP	LIBRARY	OFFICE	CONFERENCE ROOM	STORE-ROOM	HALL	LABORATORY	HOUSE	MEDIA ROOM	CLASS-ROOM
<u>Mochudi</u>													
Deborah Retief Memorial Hospital	2	1	1		1	1	2						2
Kgatleng Development Board		1				6							3
Mochudi Homecraft Centre	1	1	1			1	1		1				6
Mochudi Typing School	1					1							2
Mochudi Resource Centre for the Blind	1	1	1		1	1							1
Phuthadikobo Museum		1		1		1			1				1
Pilane Estates (BEDU)				12		3	1	1					1
Pudulogong Rehabilitation Centre	2	1	1			2		6					1
													2
<u>Molepolole</u>													
Kweneng Rural Development Association		1		3		10	1	3					3
Scottish Livingstone Hospital	3	1	1			5	3						2
<u>Otse</u>													
Camphill Community Centre	3	2				1							1
<u>Palapye</u>													
Palapye Development Trust		1	1	1		5							2
Rural Industries Innovation Centre		1	1	1	3								9
<u>Ramotswa</u>													
Ramotswa School for the Deaf		1	1			1		1			1		2
Tswelelopele Brigades Centre		1		3		10		1					5
<u>Selebi/Phikwe</u>													
Assemblies of God Typing School													1
St. Peter's Typing School						1							1
BCL, Ltd.						3	1						1
Urban Industrial Mission				2				1					6
													4

ALL PROGRAMMES WITH CLASSROOMS (cont.)

	HOSTEL	KITCHEN	DINING ROOM	WORK-SHOP	LIBRARY	OFFICE	CONFERENCE ROOM	STORE-ROOM	HALL	LABORATORY	HOUSE	MEDIA ROOM	CLASS-ROOM
<u>Serowe</u>													
Tlhwaafalo Training Centre		1						2					2
National Health Institute	3	1	1		1	6							3
Serowe Brigades Development Trust		2		9		11					6		30
Serowe Teacher Training Centre	3	1	2	1	1	11				1			12
<u>Sebele</u>													
Denman Rural Training Centre	3	1	1		1	6		2	1				3

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