ACRONYMS

ABEP   - Adult Basic Education Programme

BEC   - Botswana Examinations Council

BFTU   - Botswana Federation of Trade Unions

BGCSE   - Botswana General Certificate of Secondary Education

CA   - Content Analysis

COSC   - Cambridge Overseas School Examinations Certificate

CSO   - Central Statistics Office

DBE   - Department of Basic Education

DCDE   - Department of Curriculum Development and Evaluation

DOSET   - Department of Out-of-School Education and Training

DPSR   - Division of Planning and Statistics Research

DSE   - Division of Special Education

DTTD   - Department of Teacher Training and Development

EDI   - EFA Development Index

EFA   - Education for All

ERTD   - Examinations Research and Testing Division

GCE   - General Certificate of Education

IGCSE   - International General Certificate of Secondary Education

JCE   - Junior Certificate of Education

MoE   - Ministry of Education

MOESD   - Ministry of Education and Skills Development

NCoE   - National Council on Education

NCE   - National Commission on Education

NDP   - National Development Plan

PSLE   - Primary School-leaving Examination

RNPE   - Revised National Policy on Education

TVET   - Technical Vocational and Educational Training

TABLE OF CONTENTS

CHAPTER 1

RESEARCH BACKGROUND, AIMS, METHODS AND APPROACH

CHAPTER 2

EDUCATION POLICY: THE GUIDING PRINCIPLES FOR ITS FORMULATION, IMPLEMENTATION, MONITORING AND ASSESSMENT, FROM AN INTERNATIONAL PERSPECTIVE

CHAPTER 3

A REVIEW OF BOTSWANA'S EDUCATION POLICY DEVELOPMENT PROCESSES AND IMPLEMENTATION STRATEGIES

CHAPTER 4

AN EMPIRICAL INVESTIGATION INTO BOTSWANA'S EDUCATION POLICIES AND LEARNER DROPOUT: RESEARCH METHODS AND DESIGN

CHAPTER 5

BOTSWANA'S EDUCATION POLICIES AND LEARNER DROPOUT: THE PRESENTATION, INTERPRETATION AND DISCUSSION OF THE RESEARCH FINDINGS

CHAPTER 6

THE RELATIONSHIP BETWEEN BOTSWANA'S EDUCATION POLICIES AND LEARNER DROPOUT: A SUMMARY OF THE INVESTIGATIONS, THE RESEARCH FINDINGS AND RECOMMENDATIONS

APPENDICES

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

RESEARCH BACKGROUND, AIMS, METHODS AND APPROACH

1.1 Introduction

This study focuses on the problem of learner dropout within the public school system of Botswana as a result of its policy decisions and the lack of proper implementation strategies. Learner dropout, in the study, refers to all the learners within the public school system who were unable to sit for the examinations they prepared for, as well as those learners who were unable to continue with their schooling to the next level, or to gain access to the job market. In addition to learners who have dropped out, the study also includes those children of school-going age who are not enrolled within basic education programmes in the country. In order to explain the background to the research problem in education practices within the country, it is necessary to highlight important developments from Botswana's past, which shaped the strategies adopted in the formulation and implementation of the Education Acts and Policies in relation to learner dropout.

1.2 Background to the study

1.2.1 Education in Botswana prior to the enactment of the Basic Education Act, the Examinations Act, and the Inclusive Education Policy

At independence in 1966 Botswana had only about thirty-five degree holders (Tlo & Campbell, 2001:373). Prior to the enactment of the above-named Acts and Policy, Botswana implemented basic Western education at schools such as Moeng College and Tati Training Institute, which they built for themselves. Botswana learners also received informal education from their parents and the community as a whole, and formal education, covering several months during puberty (Mgadla, 2003:38). Since 1969, volunteers and non-governmental organisations started educating the disabled children in Botswana, and built centres in Mochudi for the blind, and for the deaf in Ramotswa and in Francistown (Hopkin, 2004:88). Entrance to primary schools, as well as progression to the junior secondary level, was based on academically-oriented examinations and affordability. Examinations were administered by the Joint Matriculation Board of Southern Africa, with membership drawn from South African Universities (Botswana Examinations Council (BEC), 2008(a):1).

Tables 1.1-1.7 and Figure 1.1 below indicate the dropout problem nationwide. Its severity within the targeted region will be discussed in the following section.

1.2.2 The problems of learner dropout at various education levels within the study

The study investigates whether learner dropout can be blamed on the Education Acts and Policies. This makes it necessary to evaluate the recent statistics on learner dropout to ascertain the existence of the problem, and also its severity. Learner dropout is a national concern. Although the focus of the study is on the South-Central education region, Tables 1.1-1.3 introduce the problem from the general perspective of the country as a whole, while Tables 1.4-1.7 and Figure 1.1 provide proof of the severity of the research problem within the targeted region.

The BEC's investigation into the 2003 and 2007 Trends in Mathematics and Science Study (TIMSS), shown in Table 1.2, revealed that the performance in these subjects by Botswana students was low in comparison to the mean scores of Singapore, and the international average (BEC, 2008(a):25). Matsoga's, Lekoko's, Tsheko's and Garega's research (2006:5-7) supports these findings where they stated that the quality and equity of Botswana's education were low in comparison to the international level, resulting in the poor performance of the learners. Both Mathematics and Science are compulsory subjects in the public schools. Poor performance in these subjects is likely to result in leaner dropout, as it leads to the non-progression of the learners to the next levels of training.

Although Botswana is not compelled to comply with international trends in its formulation and implementation strategies of the Education Acts and principles, Botswana is a member of regional, continental, and world organisations, and adopts the declarations and frameworks of these organisations (i.e., the Jomtien Declaration). Furthermore, for Botswana to be able to achieve Vision 2016's goal of global competiveness, it needs to compare its education standards with those of the world. The BEC, which was given the mandate to conduct examinations in the country, did relevant research, and compared the learners' standards in Science and Mathematics, by becoming a member of TIMSS.

Table 1.1:

Overall performance at senior secondary school from 2005 to 2009, Grade A or better

Year	2009	2008	2007	2006	2005
Number of candidates	8,751	8,928	10,760	8,720	7,872
Percentage change compared To the previous year	-.98%	-17.03%	+23.39%	+10.77%	+10.07%

Source: BEC, 2010:10

The figures in Table 1.1 show a decline in learner performance in Botswana, especially between 2007 and 2009 at the senior secondary schools, one of the phases under investigation. A decline in performance at this level prevents the progression of the learners to the tertiary level, and thus leads to their dropout. This argument is supported by the findings of the United Nations Education Scientific Cultural Organisation (UNESCO), 2011:20-22).

Table 1.2:

The TIMSS 2003 Performance Level

Country	Number of cases	Mathematics Mean Standard Error (SE)		Science Mean	SE
Botswana	5150	366.3	26	364.6	2.8
International Average	(49)*	467.0	0.5	474.0	0.6
Singapore	6018	605.0	3.6	578.0	4.3

*Means computed by averaging national means. Source: BEC, 2008(a):25

Table 1.3:

The number of secondary school dropouts by Form including special needs learners and showing enrolment in 2009

	Form 1	Form 2	Form 3	Form 4	Form 5	Special education	Total
Enrolment	40,519	39,561	39,853	24,303	27,303	218	171,757
Dropouts	806	998	876	367	493	29	3,569

Source: Central Statistics Office (CSO), 2009:10

The figures in Table 1.3 show the high rate of learner dropout in the country in 2009. Educators are of the opinion that the high rate of learner dropout was as a result of the schools becoming inclusive of special-needs learners. The current research aims at investigating this perception.

The scores in Tables 1.1 to 1.3 revealed that learner dropout is on the increase, due to a decline in learner performance (cf. 1.2.2). This means either that the earlier intervention measures were ineffective, or the focus of previous investigations failed to target the root of the problem that could combat learner dropout.

Figure 1.1 (below) shows the severity of the dropout problem within the targeted region that recorded a 20.8% dropout in the public primary schools (a school level under investigation) in 2009. The region recorded the second largest dropout rate in the country in 2009.

The scores in Table 1.4 (below) show the research region recorded a decline of 0.5% in performance between 2007 and 2008 in the junior secondary schools (a school level under investigation). The research region at the junior secondary level recorded the highest decline rate in learner performance. A decline in performance usually leads to an increase in learner dropout. Table 1.5 (below) provides further proof of the severity of the problem in the targeted region.

Figure 1.1:

Primary school dropouts by region (2009)
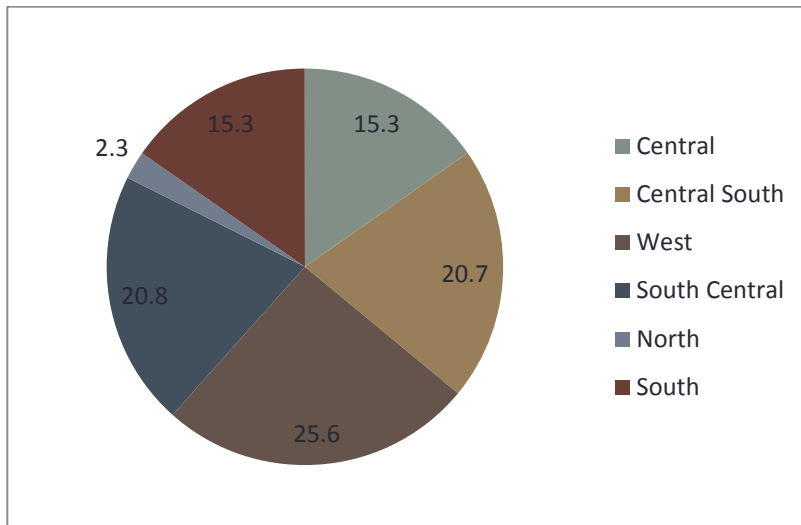
Source: CSO, 2010:7

Table 1.4:

Percentage change in junior secondary school regional performance 2007 to 2008

Region	% change in performance
C	-0.4
S/C	-0.5
S	1.7
N	0.4
W	-0.1

Source: BEC, 2008(a):16

Table 1.5:

The students' performance in senior secondary public schools (within the research region) 2006 and 2007.

Schools	2006 Number of candidates awarded 5Cs or better	2006 Percentage of candidates awarded 5Cs or better	2007 Number of candidates awarded 5Cs or better	2007 Percentage of candidates awarded 5Cs or better
802	361	48.85%	391	46.66%
803	406	65.17%	378	51.78%
807	294	38.74%	295	35.71%
810	249	34.78%	252	23.89%
822	438	63.11%	481	58.66%

(Source: BEC, 2008(a):81)

The figures in Table 1.5 show a decline in the learners' performance at the senior secondary schools between 2006 and 2007 in the targeted research region. Although no studies exist as to the major causes of the decline in learner performance within the targeted research region, the educators perceived that policy decisions were the main contributors. Table 1.6 below further shows the severity of learner dropout in the research region.

Table 1.6:

The number of dropouts by Form (2009) in the districts comparing the research region with the highest and lowest dropout rates

District	Form 1	Form 2	Form 3	Form 4	Form 5	Total
K	93	109	136	33	38	409
N S	142	174	122	21	39	498
O	1	1	1	-	-	3
S/ P	93	110	82	57	71	413

(Source: CSO, 2009:20)

The figures in Table 1.6 show one of the 3 districts within the research region recording the second highest dropout rate (among the 24 districts) in the country within the secondary schools. The severity of the problem (dropout) within the research region is further shown in Table 1. 7, which indicates the dropout scores within the public primary schools in 2009.

Table 1.7:

The number of primary school dropouts, including special-needs learners in 2009

Region	Dropout figure	Special education
K	519	6
Kl	110	o
C	1,105	2
Kg	110	1
Cb	15	1
S	444	1
Se	70	3
Ne	81	0
Nw	401	0
G	340	0
Total	3,195	14

Source: CSO, 2010:16.

The scores in Table 1.7 show the two highest dropout figures of 519 – the targeted region - and 1,105 - partly within the targeted research region. Although there are no figures to indicate the causes of the high dropout rates in the indicated regions, the scores in Table 1.7 clearly proved the severity of the problem in the research region.

The figures in Tables 1.4-1.7 and Figure 1.1 justify urgent intervention measures to be undertaken in the targeted research region to combat the problem. The above-named figures are supported by the results of a study by Maundeni and Ntseane (2004:104-108) who posited that the research problem has become so severe that social workers now work in the government schools to help alleviate the problems that lead to the learners dropping out of school.

It is clear from the above discussions and the scores in Tables 1.1-1.7 as well as the scores in Figure 1.1, that learner dropout is a major problem in Botswana. However, the problem is more severe in the research region at all the learning phases in the public schools in the country (cf. 1.2.2). This necessitates an investigation into the contributory factors that will illuminate the problem and identify practical solutions for urgent intervention measures that will combat learner dropout within the country as a whole, and the targeted region in particular.

Based on the foregoing discussions on the research problem, the researcher will, in the following sections, examine the factors that contribute to learner dropout, Botswana's Education Acts and Policies, the national principles, the prescribed teaching strategies, and the principles of curriculum developers, as well as the role played by the Acts and Policies selected for investigation on learner dropout.

1.2.3 Factors contributing to learner dropout in Botswana

The causes of learner dropout are relevant to the current research because the thrust of the study is on the role of education policies in respect of learner dropout. According to Majelantle (2009: 13), the reasons for learner dropout in Botswana include desertion, illness, death, pregnancy, school fees, and truancy. Other factors are religious affiliation, cultural beliefs, the lack of parental care, disability, inadequate capacity-building, and political status (i.e., refugees) (National Commission on Education (NCE), 1993:xxx). Even though there are several contributory factors to learner dropout, some are more major. However, there are no statistical data with regard to the factors that lead to learner dropout in Botswana. Nevertheless, educators perceived that the major contributor is education policy decisions, i.e., the language of instruction (Motshabi, 2009:17), academically-focused syllabi, the lack of pre-primary education, and inadequate capacity-building (Botswana Federation of Trade Unions (BFTU), 2007: 8; Ratsatsi, 2005:2).

The foregoing discussions (cf. 1.2.3), revealed that although there are several causes of learner dropout, the major contributor is education policy decisions, as the minor contributors emanate from the major contributor (cf. 1.2.3). The researcher believes that identifying measures that will tackle the abovementioned major contributor to the problem will subsequently eliminate the minor contributors, thereby combating the problem. The

researcher further believes that legalising a compulsory and free education Act could eliminate the problem by targeting the root cause, and all its related contributors.

1.3 Botswana's Education Acts, Policies and their implementation units

Education Acts and Policies which are based on cultural values and needs, shape the provision of education and the development of societies. This makes it relevant to evaluate Botswana's Education Acts and Policies, as well as their implementation units. This is so, because the study intends to investigate if Botswana's established units are effectively implementing the Acts, or if there is a lack of monitoring activities leading to learner dropout. Among the Acts and Policies relevant to the research problem are the Education Act of 1966 (Ministry of Education (MoE) 2004:1), the Examinations Act of 2002 (BEC, 2008(a):2; Weeks, 2002:21-22), the Basic Education Act of 1991 (Yandila, Komane, & Moganane, 2002:10), the Inclusive Education Policy (Ministry of Education and Skills Development (MOESD), 2008:5, Education for Kagisano ('social harmony') of 1977 (Byram, 1980:1), and the 1994 Revised National Policy on Education (RNPE) (NCE, 1993:307). Education for Kagisano and the RNPE are currently combined in Vision 2016 of 1997 and the National Development Plan (NDP) 9. The Basic Education Act, the Examinations Act and the Inclusive Education Policy are selected for investigation as they are deemed by the educators and the public as the major contributors to learner dropout. In Chapter 3 these Acts and Policies, as well as their stipulations, will be discussed in detail (cf. 3.3.2; 3.3.3; 3.5.1; 3.5.2; 3.5.3 and 3.5.5).

The following units are relevant to the study because they implement the objectives of the indicated Acts and Policies, namely the MOESD, established in 2008 (UNESCO, 2011:5), and the National Council on Education (NCoE), established in 1994 (World Data on Education 2006:5; NCE, 1993:58-59). The implementation units also include the Division of Special Education (DSE), created in 1984 as an Advisory Body to the MoE departments (MoE, 2004:2; NCE, 1993:307), the Department of Teacher Training and Development (DTTD), established in 1989, with the responsibility of the in-service professional development of teachers (MOESD, 2008:5), and the Department of Curriculum Development and Evaluation (DCDE), established in 1977, to evaluate, as well as provide teaching syllabi and materials

to teachers (NCE, 1993:170). The responsibilities of these units are fully discussed in Chapter 3 (cf. 3. 10-3.10.4).

The foregoing discussion (cf. 1.3) indicated that the enactment of Acts and Policies, as well as their implementation units by Botswana was directed at guiding the provision and development of its education system. After passing the Acts, units and departments were formed, and were empowered with the duties to implement the Acts and the Policies (cf. 3.10-3.10.4). However, the processes of the monitoring, implementation, and evaluation of the Acts and Policies led to unforeseen dynamics that subsequently resulted in learner dropout (cf. 1.3.3-1.3.5).

Before examining the contribution made by the selected Acts and Policies (cf.1.3) towards learner dropout, it is necessary to evaluate the criteria used by the implementation units to guide them towards performing their duties.

The following sections will thus examine the five national principles, the DCDE's prescribed strategies, and the MOESD's objectives.

1.3.1 The national principles, the prescribed teaching strategies, the principles of the curriculum developers, and the objectives of the Ministry of Education and Skills Development (MOESD)

The following national principles are important to the current study investigating learner dropout due to the role played by Education Acts, because they guide the Education Acts, the Policies, and the NDP 9's activities, and are also reflected in the teaching syllabi, namely democracy, self-reliance, unity, sustainable development, and 'Botho' ('respect') (Education for All (EFA), 2007:1; Dart, Chadwick, Davis, & Molefe, 2007:8). The following DCDE's principles are equally important to the problem because they are listed in Vision 2016 as MoE strategies, namely relevance to the learners' needs and field of work, effectiveness in attaining learning achievements within the implementation process, as well as the integration and infusion of strategy to new emerging ideas and the use of cost-effectiveness. Further MoEs strategies are the inclusion of all learners, gender equity, equal opportunity for all, including special-needs learners, and the use of a developmental

approach, whereby learners develop their individual methods of learning (DCDE, 2007:11-13).

The following MOESD objectives are equally relevant to the study because they serve as guidelines for teaching within the schools, namely emphasising science and technology in the education system, making further education and training more available to more people, as well as improving the partnerships between schools and communities in the development of education. Further MOESD's objectives are, providing lifelong education and training to all people, and assuming more effective control of the examinations to ensure the realisation of the education objectives (World Data on Education, 2006:2).

Knowledge of the DCDE's prescribed strategies is important for the research because the study aims to investigate the improper implementation of these strategies' contribution to learner dropout. The DCDE's prescribed strategies include learner-centredness, the accessible and equitable distribution of education resources to all learners, as well as the continuous monitoring and evaluation of learner progress. Other DCDE's strategies include the training of teachers in the handling of mixed-abilities learners, the use of varied models in teaching, and the continuous evolvement of the afore-named strategies to reflect the emerging needs of the society (DCDE, 2007: 7).

These principles, strategies, and objectives will be examined in detail in Chapter 3 (cf. 3.6, 3.7 and 3.8).

Based on the foregoing discussions (cf. 1.3.1) it can be deduced that policymakers have established guidelines in the form of stipulations, principles, strategies and objectives to direct the implementers of the Education Acts and Policies regarding the provision of education and its development, in order to achieve the goals set within the above-named Acts and Policies.

In the section below the researcher discusses the relevance of the NDP (9) to the study.

1.3.2 The National Development Plan (NDP) 9 and its relevance to the study

The NDP is a unit established and empowered with implementing the socio-economic plans that were agreed upon by parliament when a new government is elected into office for a

period of five years. The NDP is relevant to the problem to be discussed in this study because section 9 of the plan provides the framework for education. Furthermore, Education for Kagisano of 1977 (cf. 3.5.1), the RNPE (cf. 3.5.2) and the national principles (cf. 3.6) are all combined in the NDP 9 and in Vision 2016. The NDP 9's personnel thus have the mandate to carry out education activities for 5 years, with a mid-term review of the plan-years in a prioritised manner. The NDP 9 is currently continuing with the government's education objectives mentioned before (MoE, 2004: 2) (cf. 1.3.1).

The researcher will now use the criteria set for implementing the Acts and Policies to examine the ways in which the Basic Education Act, the Examinations Act, the Inclusive Education Policy, and their improper implementation contribute towards learner dropout.

1.3.3 The role of the Basic Education Act and its improper implementation on learner dropout

The thrust of the current study is on the contribution made by the Education Acts (i.e., the above-named Act) towards learner dropout. This makes it relevant to evaluate the Acts and their implementation in relation to learner dropout.

Access to basic education was stated by the RNPE of 1994 in the following words:

'Every child is eligible for admission into primary schools .   .   .   Every child who sits the primary school leaving examination and was graded is eligible for admission into junior secondary school' (NCE, 1993:139).

Despite the above quote with regard to the accessibility to basic education, studies carried out by the NCE (1993:97-98), Tomasevski (2006:1-2), Pheko (2006:1) and the CSO, (2009: 7; 2010: 6) revealed that between 10% and 19% of the children of school-going age do not even attend primary school. UNESCO's (2011:20-22) records also showed that 50% of junior secondary school-leavers have dropped out, and an even higher percentage of senior secondary school leavers dropped out in 2009. The CSO (2010:12) further stated that only 81.8% (including repeaters) of learners who enrolled in Standard 1 in 2004 reached Standard 7 in 2010. The figures on re-entrants are equally very low at 21.9% in Standard 1 in 2009. The MOESD's (2008: 6-7) research revealed that the exclusion of the local authorities from the regional administrative structures within the basic education programmes renders

the monitoring and implementation activities ineffective at the regional levels. The lack of effective monitoring could thus be contributing to learner dropout at the abovementioned levels.

Studies by the British Broadcasting Corporation (2006:1) and Tomasevski (2006:2) further revealed that the re-introduction of school fees in 2006, contrary to the free basic education policy, has increased the rate of school dropout, especially in the rural areas. Lekoko and Marautona (2005:5, & 21) concurred by articulating that 131 female learners dropped out of school in 2006 due to the re-introduction of school fees. The BFTU (2007:2-4) blamed learner dropout within the basic education programmes on the lack of effective mechanisms (i.e., a set-up unit to waive school fees for the poor) that can ensure the proper implementation of the Act.

In Chapter 3 it will further be discussed how the abovementioned Act and its improper implementation contribute towards learner dropout (cf. 3.3.3 and 3.11.3).

It is clear from the above discussions (cf. 1.3.3) that despite the Basic Education Act's objective of providing basic education to all (cf. 3.3.3), almost ¼ of all children of school-going age are not enrolled in school. A further 20% drop out before they reach Standard 7, 50% of junior secondary school-leavers drop out, and an even higher percentage of senior secondary school-leavers. The researcher believes that the Basic Education Act can only be effectively implemented if education is made mandatory and free. This will compel the parents of all school-going aged children to enrol their children in school, and guide the learners who drop out back into the basic education programmes.

1.3.4 The role of the Examinations Act and its improper implementation on learner dropout

This study also investigates if the abovementioned Act contributes to learner dropout. This makes it pertinent to evaluate the activities of the BEC, mandated with overseeing the implementation of the mentioned Act, to ascertain if its practices lead to learner dropout. The BEC's theory-oriented assessment syllabi emphasise marks and weights towards the awarding of certificates (Examinations Research and Testing Division (ERTD), 2001:5-6; BEC, 2001:6). The BEC's summative assessment practices thus diverge from the Examinations

Act's stipulations (cf. 3.3.2), the DCDE's (2001: iii) course-work-focused teaching syllabi (cf. 3.7 and 3.8), and the current global assessment trends (cf. 2.2.3.2). For example, the compulsory academic subjects, namely Mathematics, English and Setswana have no course-work at the Primary School Leaving Examination (PSLE), the Junior Certificate Examination (JCE), and the Botswana General Certificate of Secondary Education (BGCSE) levels (ERTD, 2001:5; BEC, 2010:24). A study conducted by Ntumy (2010:71) indicated that learners perform significantly lower in summative assessment than in formative assessment. The BEC's focus on summative assessment therefore leads to poor performance, and learner dropout.

Furthermore, the BEC's assessment practices influence the teaching strategies used by the teachers (Yandila, Komane &Moganane 2002:9). The DCDE's (2001:9 & (2002:10) concurred by stating that teachers side-lined the learner-centred instruction strategy of the infusion and integration of critical and contemporary issues in favour of the examinable aspects of the syllabi objectives. Yandila, Komane and Moganane (2002:9) further asserted that of the 54 teachers they assessed, only three made use of the prescribed teaching strategies. Dube's and Moffat's (2009:9) study also revealed the dependence of teachers on the BEC's practices at the expense of the MoE's goal and objectives. A research study conducted by Ntumy (2010:67) further revealed that most teachers indicated that the learners generally hate teacher-centred instruction, whereas formative assessment encourages the learners' involvement in school. The teachers' choice of the examinable syllabi objectives and their dependence on the BEC's assessment practices to direct their teaching methods could therefore be contributing to learner dropout.

The foregoing argument is further discussed in Chapter 3 (cf. 3.11.5).

The above discussions (cf. 1.3.4) revealed that the BEC's focus on summative assessment at high-stake examinations directs the teaching methods used, and not the teaching syllabi, the MOEDS's objectives, and the DCDE's prescribed strategies. The researcher believes that the Examinations Act can only be effectively implemented in order to combat learner dropout if capacity-building is improved, the BEC more effectively monitors the Act, and synchronises more with the MOESD departments. These measures will prevent the decline in learner performance, and curb dropout.

1.3.5 The possible role of the Inclusive Education Policy and its improper implementation in learner dropout

Furthermore, this study also investigates the contribution made by the Education Policies in learner dropout. This makes it relevant to evaluate the above Policy. Findings by Dart, Didimalang and Pilime (2002:43) the BEC (2010:20), Newnham (2008:13 & 15), and Tlale (2002:7) revealed that the increase in learner dropout was as a result of the improper implementation of the above Policy. The MoE's (2004:13) concurred by stating that, due to the fact that the curriculum was designed to meet the needs of average learners, it excludes the special-needs learners, who then often drop out. Additionally, Brandon (2006:41) argued that 74% of the teachers in the public schools had never received any training in working with special-needs learners. The lack of the adequate training of teachers and the non-adaptation of the curriculum could thus be contributing towards the dropout of special-needs learners.

The contribution made by the above Policy towards learner dropout is further discussed in Chapter 3 (cf. 3.11.7).

It is clear from the foregoing discussions (cf. 1.3.5) that the decisions of the Inclusive Education Policy (i.e., the non-adapted syllabus), and its improper implementation (inadequate capacity-building) could be contributing to learner dropout. With regard to the abovementioned Acts and Policies the discussions showed that learner dropout could be as a result of the poor coordination of the decentralisation process. Poor coordination leads to the duplicating of the duties carried out by the MOESD units whose duties are not clearly demarcated (cf. 1.3.3 and 1.3.4).

In the following section the researcher provides further a justification for the study, such as the evaluation of the research approach.

1.4 Further justification for the study

The on-going public outcry about learner dropout necessitates an investigation into the Education Acts and Policies, and their presumed link to learner dropout. The legislators created implementation units (cf. 1.3), objectives, principles and strategies (cf. 1.3.1; 3.3.2; 3.3.3; 3.5.2 and 3.6-3.10.4) to direct the provision and development of education. However,

unforeseen circumstances on ground level (i.e., inadequate personnel) resulted in a disjuncture between the policymakers and policy-implementers (cf. 1.3.3-1.3.5). Capacity-building was hampered by a lack of funds (cf. 3.11.1), which led to the BEC's summative assessment focus, and subsequently to the teachers' choice of a teacher-centred approach, and summative assessment (cf. 1.3.3 and 3.11.5). The lack of control by the NCoE and other MOESD officials (DCDE, 2001:9; DCDE, 2002:10; Yandila, Komane & Moganane, 2002:9) over the teachers and the BEC regarding the proper implementation of the selected Acts and Policies, is equally due to the lack of adequate personnel at the implementation levels (Bregman, 2008:xiv).

Comments made on and off the record by most educators always focus on the government's betrayal of the parents with regard to free basic education (Tabula, 2008:14; Menyatso, 2011:3), and the inaccessibility of most special-needs learners to the public schools, contrary to the stipulations (cf. 3.5.2) of the Inclusive Education Policy (Baboki, 2011:1). In an interview with school heads in Gaborone concerning the increase in the BGCSE dropout rate, Baputaki (2010:4) found that the problem was blamed on the existing Policies guiding administrative duties and learning activities.

This research, among others, aims to identify ways that may be followed to remedy the disjuncture between the stipulations of the Acts and their implementation that leads to learner dropout.

1.4.1 Evaluation research methods used as justification for the study

On the basis of a review of the DCDE's guiding principles and the prescribed strategies the researcher believes that the dropout problem would be illuminated for urgent attention. Furthermore, the evaluation of the syllabus of a practical subject, such as Single/Double Award Biology, which receives no marks towards certification, will bring to the attention the improper implementation of the Examinations Act. It will also help to identify the means for a remedy that may curb learner dropout.

The foregoing discussions (cf. 1.2.2; 1.2.3; 1.3.3-1.4.1) revealed that (whatever reasons there may be), the problem of learner dropout still exists in the country, and is specifically severe within the research region. Past intervention measures have to date been ineffective.

The researcher assumes the dropout problem is mainly due to the above-named Acts and Policies, as well as their improper implementation. No study has, however, been conducted in Botswana on the topic. The research therefore needs to be carried out, not only to identify solutions and to make recommendations as regards policymaking decisions and their implementation in ways that enhance a positive output, but also to add to the theory.

The problem statement, the research questions and the research aim are indicated in the following sections.

1.5 The problem statement

From the above background information it is clear that the BGCSE learners in the South-Central education region tend to perform poorly, and often drop out of school, due to the lack of the proper implementation of the legislated Acts and Policies (cf. 1.3.3;-13.5). The re-introduction of school fees in Botswana in 2006, contrary to the free basic education policy, (cf. 1.3.3), the BEC's theory-focused assessment practices, contrary to the DCDE's and the Examinations Act's course-work prescriptions, (cf. 1.3.4) and the recent Inclusive Education Policy in respect of disabled learners in the regular schools, led to an increase in school dropout in the country (cf. 1.3.5). There has been a public outcry in respect of the Acts described above (cf. 1.4), which necessitates their investigation.

Moreover, capacity-building has been inadequate for teachers to handle the large classes of a wide range of diverse learners (cf. 1.2.3; 1.3.5 and 1.4). Additionally, the stipulations and the implementation of the Inclusive Education Policy are not in sync (cf. 1.4 and 3.5.2). The curriculum has not been adapted, and the teachers are not trained to implement the Policy effectively (cf. 1.3.5). Due to inadequate personnel, policy-monitors (i.e., the NCoE, and the DTTD) could not ensure the proper implementation of the Acts, Policies, objectives and principles. The MOESD units could also not rectify the disjuncture between the stipulations of the Acts and the Policies and their implementation (cf. 1.3.3-1.3.5 and 1.4). This disjuncture also diverges from the current global trends of synchrony between the stipulations and their implementation (cf. 2.2.4). The improper implementation of the Acts

and Policies resulted in the dropout of the urban poor, and also of the majority of the rural poor (cf. 1.3.3-1.3.5).

This study will therefore try, by means of a literature investigation and an empirical study, to find answers to the research questions (cf. 1.6.1-1.6.4). The areas of concern are the ways in which the Botswana education policymaking process, and the implementation, monitoring and assessment thereof comply with the set stipulations and of the current international trends. Investigations will be conducted from an international perspective through a variety of international sources, as indicated in Chapter 2, which will be compared with the provision and development processes of education on the local level, as indicated in Chapter 3. The investigation will cover the following areas, namely a definition of policy, the determinants of policymaking, and its relevance to the provision and development of education. It will also investigate how education policies are evaluated, and how feedback is obtained for input into policymaking. It will further involve the role of policy regarding the provision and development of education through the various units mandated with the education duties.

The abovementioned outline necessitates soliciting the perceptions of education policy-makers, monitors, evaluators, teachers and other stakeholders concerning the relevance and improper implementation of the Education Acts and Policies in Botswana, and its contribution to learner dropout. It also entails soliciting their views as regards strategies and principles to develop to combat learner dropout, as well as how to comply with the current international trends in this regard (Chapter 4). The researcher makes the assumption that the findings, which will be presented and discussed in Chapter 5, will help ameliorate learner dropout. The findings from the literature and the empirical investigation will also direct recommendations to the MOESD units and departments towards improving the education practice to combat learner dropout (Chapter 6).

This research, therefore, explores the following research questions.

1.6 The research questions

1.6.1 In which way do the policy decisions, the implementation, monitoring and assessment strategies, and the principles of Botswana's education comply with the current international developments, trends and principles in this regard?

1.6.2. In which way do the decisions of the National Education Policy and the lack of proper implementation strategies contribute to the BGCSE learner dropout in the South-Central education region of Botswana?

1.6.3. What are the perceptions of the education policymakers, educationists, teachers, and other stakeholders within the South-Central education region on the implementation of Education Policies, and its contribution to early learner dropout from school?

1.6.4. What recommendations can be made to inform relevant policymaking and the development of proper strategies and principles for the implementation, monitoring, and assessment of Policies in Botswana in order to combat dropout from school?

1.7 The aim of the study

Thus, the aim of this study is to investigate Botswana's Education Acts and Policies and the implementation thereof. This entails an inquiry into the guiding principles and the determinants involved in policymaking, implementation, monitoring, and assessment, as well as the compliance of the afore-described policy areas with the latest international trends in this regard. The study also serves as an inquiry into the absence of the proper implementation, monitoring, and assessment strategies of the Education Acts leading to the BGCSE learner dropout from school in the South-Central education region of Botswana. The empirical investigation, by means of a mixed-methods research design, comprises a survey, the evaluation of the relevant Policy, and interviews with selected expert informants from the MOESD, with regard to their perceptions, attitudes and experiences on the role of Policy in education provision and development. In the light of the findings of the foregoing research, the study also endeavours to make recommendations that could contribute to improving education practice in relation to policymaking, implementing, monitoring and evaluation in order to combat learner dropout.

1.8 The research objectives

The objectives of the study are to

1.8.1 determine the extent to which Botswana's education Policy decisions and the implementation, monitoring, and assessment strategies and principles comply with the current international trends and developments;

1.8.2 investigate the extent to which the lack of the proper implementation strategies of the National Education Acts contributes towards BGCSE learner dropout in the South-Central education region of Botswana;

1.8.3 probe the perceptions of policymakers, educationists, teachers, and other stakeholders in public schools within the South-Central education region of Botswana regarding early BGCSE learner dropout from school, and the contribution made by the implementation or non-implementation of the Education Policies to the phenomenon of learner dropout; and

1.8.4 make recommendations to inform relevant policymaking and the development of proper strategies and principles for the implementation, monitoring, and assessment of Education Acts in Botswana in order to combat school dropout.

In order to achieve the mentioned objectives the study has adopted the following research methods, as summarised below.

1.9 Research methods: The choice of three approaches to carry out the investigation in the study

Research methods refer to the techniques and procedures used in justifying the process of data-gathering (Shihiba, 2011:124-125). Both qualitative and quantitative paradigms (a mixed-methods approach) were adopted to conduct the study. *Mixed-methods research* is defined as a procedure for collecting, analysing, and mixing both quantitative and qualitative data in a single study (Creswell, 2008:62; Leech, & Onwuegbuzie, 2005:1). A mixed-methods design will help to reduce the possibility of chance association, as well as that of systematic biases that might prevail in the study due to the use of a single design. The choice of a mixed-methods design will further enable the investigator to arrive at

informed valid and reliable evidence on the investigated phenomena (Onwuegbuzie & Daniel, 2003:10-11).

The interview (a qualitative approach) was chosen because it permits a more thorough understanding of the participants' perceptions and provides a desirable combination of objectivity and depth (Bhamani KaJornboon, 2006: 4). In the case of Objective 1 above (cf. 1.8.1), the inquiry will involve a review of the literature and a qualitative approach by means of interviews with the relevant MOESD personnel on policymaking, monitoring, implementing and evaluating. Lemmer (2012:1) articulated that the use of a qualitative approach should be legitimised. The legitimisation of the above-named approach was provided in Chapter 4 (cf. 4.8).

The research approach of objective 2 is also qualitative, involving the evaluation of syllabi of Pure and Double Awards Biology. The evaluation process will involve interview sessions covering the teaching methods being used, along with the DCDE's prescribed strategies, the MoE's goal, the objectives of the Basic Education Act, the Examinations Act, the Inclusive Education Policy, and the compliance of the methods in use with the current global trends. The evaluation is aimed at investigating the implementation of the afore-named Acts at ground level. The final objective, Objective 4, will also be investigated qualitatively with interviews involving the MOESD officials mentioned under Objective 1. A questionnaire (a quantitative research method) was chosen for investigating Objective 3 for the gathering of data on the teachers' perceptions on the contribution of the Acts and Policies to learner dropout. A questionnaire was chosen because it is cost-effective, time-saving, and easy to score dichotomously thereby ensuring standardisation for easy analysis of the data.

The modern approach of parallel analysis was selected to analyse the mixed-methods data because it is an appropriate choice for analysing mixed data (Henson, Hull, & Williams, 2010:235). The SAS software package was chosen for conducting the analyses of the quantitative data of the questionnaire. These statistical methods were chosen because they are appropriate for the afore-named analyses (Smit, 2011:8; Nenty, 2009:19). Content Analysis (CA) was chosen to analyse the qualitative data because CA is a replicable technique for compressing many words of a text that are to be presented in figures. CA also

leaves an audit trail for evaluation, thereby increasing the legitimisation of the research findings (Onwuegbuzie & Daniel, 2003:10).

The theoretical orientations, used to investigate the research problem of the study, are examined in the following sections.

1.10 Theoretical orientations of the study

In education *learning* is commonly defined as a process that brings together the cognitive, emotional, and environmental influences and experiences in an attempt to acquire, enhance or make changes in a person's knowledge, skills, values and world views (Wikipedia, 2011©:1). *Learning theories* are defined as elaborate hypotheses that describe exactly how the learning process or procedure occurs. The researcher selected two theoretical frameworks related to Education Policies and learner dropout as the basis for examining the research problem.

The relevance of the abovementioned theories to the investigation is discussed in the sections below. The selected theories are, namely the Inclusive Education Theory and the Theory of Social Class and the hidden curriculum of work.

1.10.1 The importance of theories to education

Theories help in providing educators with a variety of teaching approaches that cater for the diverse learning needs of today's school children (that will help all learners become the very best in society irrespective of their background) (Leonardo, 2010:158 & 163). Karadag (2007:676) also averred that the formulation of a theoretical framework facilitates an effective structure of various parts of a research study. Kenneth (2005:8) concurred by arguing that theories create a potential causal link in the specific area investigated by means of data-gathering and analysis. Keevy (2005:59) also posited that a theoretical framework helps to explain the meaning of the data collected. Furthermore, Meurer, Frederiksen, Majersik, Zhang, Sandretto, and Scott (2007:1069) articulated that a theoretical framework helps the researcher by shaping the sophisticated nature of specific studies. Thus, although learning theories do not give solutions to learning problems, they direct the educators' and researchers' attention to variables that are crucial in finding solutions to the existing problems (Wikipedia, 2011©:1)**.**

Leonardo (2010:158) maintained that there is no data without a theory to make sense of it. Without theory our data on social phenomena, such as mainstream schooling, will not tell much about what is not already obvious. Theories are important and helpful to the researcher when they synthesise with data and other theories. In this way theories make data-gathering more than a technical activity (Leonardo, 2010:162).

In the following sections the researcher examines the Inclusive Education Theory, its importance to education, the current research and the effects of the non-usage of the theorists' strategies on learner dropout.

1.10.2. The Inclusive Education Theory and the implementation strategy of the Basic Education Act regarding diverse learners

1.10.2 (a) The importance of the Inclusive Education Theory in education

Education is all about guiding children to become responsible adults in the community. All sectors of the community need to be engaged in this process in order to achieve harmony and to avoid disparity and social injustice. The Inclusive Education Policy deals with the equitable distribution and access of education resources among all learners. Equipping all the learners, the special-needs learners as well as the non-disabled ones, with life skills, literacy in numeracy and communication, is EFA's goal. Botswana is among the 155 countries that adopted this declaration at Jomtien, Thailand (EFA, 2007:2). The researcher believes that the inclusive model (Vygotsky, 1993: 200-221) provides the ideal platform for education planners to achieve the universal primary education aim, as well as the other five EFA goals. Inclusion will thus help to achieve the aim of education, which is training children to become responsible adults in the world.

1.10.2 (b) The Inclusive Education Theory

Full inclusive education theorists, such as Friere (1993:10-15) believe that all learners thrive in an environment in which they experience and interact with the curriculum and with other learners. The above-named theorists emphasise a socially-just model of education, and advocate equality of access to education and the transformation of education settings to accommodate all learners. Other full inclusive theorists, such as Porter (2011 1-2), advocate that learners with disabilities, who speak different languages, are of different cultures, social

backgrounds, family environments, interests, and ways of learning, should be exposed to the appropriate individualised teaching strategies that reach them as individual learners. The afore-named theorists explained that inclusion is not an assimilation or accommodation of individuals into an unchanged system. However, partial inclusion theorists advocate the inclusion into the mainstream or regular schools only those special-needs learners who can meet the regular academic expectations with minimal assistance (Wikipedia, 2012(b):8-9). Nevertheless, both full and partial inclusive theorists advocate that the governments need to introduce policies and initiatives, develop curriculum and pedagogy, and train teachers to look critically at their practice to include all the learners (Vygotsky, 1993:210-217; Wikipedia, 2012(b):8).

1.10.2 (c) The relevance of the Inclusive Education Theory to the study

Of particular relevance to this research study is the theory of inclusion. In Botswana it is evident from discussions with the teachers who currently deal with special-needs learners such as the blind, that they are overworked. They also strongly believe that the learner dropout rates from school have increased since the launching of the Inclusive Education Policy. This argument is supported by the findings of Brandon, (2006:43), and Chhabra, Srivaastasva and Srivaastasva (2011:2) who stated that the teachers' negative attitudes towards the inclusion of special-needs learners in the public schools have contributed to learner dropout.

Perhaps, if the teachers in the public schools conduct their teaching activities by means of the Inclusive Education Theory, dropouts will decrease. Teachers who incorporate the inclusion theorists' strategies in their practice overcome the difficulties encountered in inclusive education (Nind & Wearmouth, 2006:169). Furthermore, as the model (Vygotsky, 1993:221) advocates, the government needs to adjust the existing curricula and infrastructure, and train the teachers before inclusion can be successful. It is the researcher's view that the lack of the success of the policy in the public schools of Botswana could be attributed to the absence of pedagogical measures, or to the inappropriate practise of the Inclusive Education Theory.

In the following sections the Theory of Social Class and the hidden curriculum of work will be discussed, as well as its value to education and to the study.

1.10.3 The relevance of the Theory of Social Class and the hidden curriculum of work to learner dropout

1.10.3 (a) The value of the Theory of Social Class and the hidden curriculum of work to education

Anyon's (1980:67) Theory is concerned with unjust education practices (in the USA) that train and prepare learners from the upper socio-economic backgrounds towards the acquisition of capital, power and influence in society. However, the afore-named opportunities are withheld from learners from the low socio-economic stratum of the society. Anderson (2005:4), using this Theory as a basis for evaluating the education system in the USA, argued that there exists a need for policy change with regard to education practice in order for learning to occur. This study aims to investigate if policy decisions (i.e., the curriculum skill coverage) lead to learner dropout. This makes it relevant to evaluate the study by means of the afore-named Theory's (Anyon, 1980:67) theme of 'the hidden curriculum'.

The *curriculum* defines what learners are taught in school. If the curriculum is misguided, the entire education system will equally be misguided. The relevance of the abovementioned Theory is further discussed in the following section (cf. 1.10.3(c). The importance of the Theory of the Social Class and the hidden curriculum of work to education is its ability to work with other disciplines, such as the empiricists, thereby becoming an academic bridge for empirical debates and investigations. Education is a social phenomenon. If Education Policies reproduce injustice, this will be transferred throughout the society, leading to vices, disparities, and the degeneration of the youth. By means of academic debates and investigations the above Theory improves learning. Leonardo (2010:161) summed up the value of theories as,

'*Education in its finest hour*'.

1.10.3 (b) The Theory of Social Class and the hidden curriculum of work

Anyon's (1980:90) Theory of Social Class and the hidden curriculum of work states that social reproduction takes place by design in order to ensure that the activities of the society (i.e. education practice) sustain capitalism. He (1980:67) further posited that the purpose of

education differs greatly among the various socio-economic backgrounds of the student population. He (1980:67-68) argued that a hidden curriculum exists within the implemented curriculum, which paves the way for pre-determined career opportunities for the learners. This, according to him, is the sorting of learners into social classes that pre-determine their career choices into vocational or professional, depending on their social classes.

Anyon (1980:73-76) argued that the schools of the working class use teacher-centred teaching methods and summative assessment, and give rewards to learners based on their compliance with school directives, which prevents the development of the learners' decision-making capabilities in society. The elite schools, however, make use of child-centred teaching strategies and active learning, which help to develop the learners' analytical and intellectual power, thereby empowering them to have an influence in the society (Anyon, 1980:83-89). Anyon (1980:89-90) averred that the disparities in education practice, as described above, prepare the socio-economic advantaged learners to develop their capabilities of the acquisition of capital, creativity, linguistics, art, and negotiation, while simultaneously preparing the learners of a low social status for the industrial class, the abilities of resistance, and the rejection of exploitation (Anyon, 1980:87-88). Thus, while learners in the upper strata of society view and believe that the achievement of education provides access to better jobs and more earning power, learners in the lowest stratum know that the achievement of education will not provide access to better jobs (Anyon, 1980:76 & 86).

Anyon (1980:90) concludes that there is a hidden curriculum within the schools that involves a different curriculum, pedagogy and the evaluation of learners of different socio-economic classes. Although the same teaching syllabi were in use in the same grades across schools of learners from different socio-economic backgrounds, the differences in practice, (i.e., access to learning material and resources, and the teaching strategies adopted), prepared the learners into different socio-economic classes, depending on the learners' social classes. To remedy this anomaly, Anyon (2005:65-88) conducted follow-up research and used his findings to recommend a new paradigm of Education Policy that seeks school change. The recommendation requires a transformation of the education system through equitable education across all social classes, the creation of conditions that will allow

reforms to take root, to grow and to bear fruit in the learners' lives. This will prepare all the learners in the schools for economic and political independence (Anyon, 2005:88).

1.10.3 (c) The importance of the Theory of Social Class and the hidden curriculum of work for the current study

This Theory is relevant to the problem of the study because it is not only true for the USA, but also for Botswana. The MOESD's objectives of education, which stress equity, access, and the distribution of resources to all learners are non-existent when some learners, due to a nomadic lifestyle, disability, or poverty, do not have access to basic education (Tomasevski, 2006:1; Pheko, 2006:1). The Theory is equally relevant in its hidden curriculum concept. Though the Examinations Act and the BGCSE syllabi specified the assessment of course-work to contribute 50% towards certification (cf. 3.3.2; and 3.7), only subjects labelled *practical* currently include 50% course-work towards the award of the BGCSE certificate (BEC, 2010:25).

Furthermore, a Science subject such as Pure Biology only has a 20% weight in its practical aspect, and Single or Double Award Biology has no course-work at all towards certification (BEC, 2010:25). The BEC's course-work assessment disparities between subjects, despite the course-work stipulations of the Examinations Act, made it clear that there are hidden curricula within the prescribed one (cf. 1.4 and 3.3.2). Anyon's (1980:73-76) remark is equally true regarding the adoption of a teacher-centred strategy by the teachers, instead of the DCDE's prescribed strategies of learner-centred and active learning. The lack of the use of the Theory's prescribed teaching method of active teaching by the teachers (cf. 1.10.3(c)), could be contributing to learner dropout.

The implications of the above-named theories for the study are discussed in the following section. This is necessary, because the research problem was investigated by means of the abovementioned theories.

1.10.4 The implications of the aforementioned theories for this study

The abovementioned theories have various implications for this study. The use of the two mentioned theories imply that the *teachers* (cf. 1.3.4) are not doing enough as regards the application of the theorists' prescriptions of group teaching and learner-centred teaching

approaches. It also implies that the features of the abovementioned theories of active-learning and learner empowerment are not being utilised by the teachers towards achieving the MOESD's principles and objectives (cf. 1.3.4; 1.10.2(c) and 1.10.3(c)). The use of the Theory of Social Class and the hidden curriculum of work (Anyon, 1980:67-90) in the study will investigate that the researchers, curriculum developers, policymakers, examiners (cf. 1.3.3*)*, and the administrators (cf. 1.4.1) are not doing much in respect of the application of the relevant models or theories to guide them in gathering empirical data, especially on curriculum-planning, policy-formulation and their implementation processes respectively, that can be of value to all learners, and the society as a whole. The implication of using the Inclusive Education Theory (1.10.2; 1.10.2(c)) in the study is that teachers (cf. 1.3.5 and 1.10.2(c)) have not done enough in respect of issues of adopting inclusive measures in their teaching activities in the public schools.

The *DCDE* (cf. 1.3.5) officials have not done much as regards the criteria involved in the curriculum-planning prescribed by the inclusive proponents (cf. 1.10.2(c)) as a requirement for launching inclusive education. It also implies that the *NCoE* (cf. 1.2.3 and 1.4) is not doing much in preparing the public, and the teachers, and in monitoring the progress of the Inclusive Education Policy. The use of the Inclusive Education Theory in this study further implies that the *DSE* (cf. 1.3.5 and 1.10.2(c)) is not doing much in respect of checking the output rate of special-needs learners enrolled in the regular schools. Finally, the use of the Inclusive Theory in this study implies that the *DTTD* (cf. 1.2.3; 1.3.5; and 1.10.2-1.10.2(c)) is not doing enough to provide the in-service training necessary for the teachers involved in teaching disabled learners.

Based on the foregoing discussions deduction can be made that, without theory our data on school experiences will not go far. Theories come from somewhere, and are never quite separate from the world they signify. Just like education, theories are full of contradictions which call for debates. Debates provide a platform for theoretical synthesis (Leonardo, 2010:158-162). Leonardo (2010:162) posited that theories become concrete when they speak with the empirical world. Theories thus form part of the explanation that affirms the power of the inquiry of the current research.

The old views of sorting learners into 'gold' (learners given learning opportunities who, therefore, pass), or 'brass, or iron' (learners denied opportunities who, therefore, fail) (Timperley & Alton-Lee, 2008: 328) no longer works in the modern society. According to Anyon (1980:76 & 86), learners from a low socio-economic background, referred to as 'iron' (denied opportunities), remain ironsmiths. Those from a high socio-economic background, referred to as 'gold' (given learning opportunities), remain the realm of society. The parents are looking for Education Acts that can be properly implemented to cater for diverse learners, as well as providing lifelong learning and training for all learners to fully participate in society.

1.11 Benefits of the study

The study under investigation will be profitable to several stakeholders, namely

Policy makers **(NCoE)** (cf. 1.4) will use the findings of the study to evaluate and improve their policymaking decisions and their implementation, monitoring and assessment strategies. *Researchers* (cf. 1.3.4; and 1.10.1-1.10.3(c)) will also benefit from this study by using its methods and findings to evaluate their studies on learner dropout. *Theorists* (cf. 1.10.2(c) and 1.10.3 (c)) will profit by re-evaluating their models to see if they are still applicable to Policies. *Teachers* (cf. 1.3.4 and 1.10.2(c)) will also gain from the research findings by understanding the importance of policy-awareness and the significance of teaching methods in measuring learner performance. *Students* (cf. 1.2.2 and 1.2.3) will gain from the research by learning that the knowledge imparted to them is based on true lifelong learning, education and training in the schools. The **Department of Teacher Training and Development** (cf. 1.3.4 and 1.10.3(c)) will profit from the findings by using the scores and in-depth descriptions to improve the in-service training of teachers. **The Division of Special Education** (cf. 1.3.5 and 1.10.1-1.10.2(c)) will also benefit from the study by comparing the findings with those documented, and identify areas of discrepancies which will guide them towards reviewing and providing remedies in their duties regarding special-needs learners.

Curriculum Developers and Evaluators (cf. 1.3.5; 1.4 and 1.10.3(c)) will profit from the study's findings in modifying the existing curricula, and finding a balance between the

prescribed teaching methods and the assessment procedures currently in use by the BEC and the teachers. The ***parents*** (cf. 1.2.2) *w*ill profit from this research by using the test scores and detailed descriptions to guide them to understand the significance of education in preparing their children towards becoming responsible adults. The ***Botswana Examinations Council*** (cf. 1.3.4 and 1.10.3(c)) will benefit by using the findings to evaluate their assessment procedures, and by allocating higher weights to subjects currently with low or without weights in the practical aspects. The ***Ministry of Education and Skills Development*** (cf. 1.2.2; 1.3.1-1.3.5 and 1.10-1.10.3(c)), in general, will profit by using the findings to develop new strategies to monitor and to assess policy-implementation and learning to provide credible input into all aspects of policymaking, monitoring and assessment strategies. In short, all stakeholders, mentioned or un-mentioned, in the field of education, will profit from this study by re-evaluating the aim and importance of education. This will guide the stakeholders in their various responsibilities to help the teachers and the learners towards positive throughput that will produce well-adjusted equipped human beings.

 The researcher will now discuss the limitations of the study in the section below. This is necessary to guide the interpretation of the research findings accurately.

1.12 Limitations of the study

This study consists of a mixed design of quantitative and qualitative methods. One of the instruments to be used to collect the data on the teachers' perceptions is a questionnaire. The objectivity requirement of quantitative research becomes a great challenge when making use of people's perceptions. All people have their own perceptions which they play out in their responses to items in a questionnaire. These, in turn, influence the findings without any deliberate attempt on the participants' part to display their personal views. Face-to-face interviews (also a chosen data-collection method) are highly costly since they involve travelling expenses. The interviewees may also provide answers merely to please the interviewer. Furthermore, some of the interviewees are policymakers who may be biased as regards their responsibilities, and therefore influence the findings. Other limitations to be faced are the choices of the methods of data-analysis, limited funds and

time, and the shortage of literature in Botswana, especially on relevant topics. Yet another limitation of the study is its geographical scope of the South-Central region, which comprises a fifth of the total population. The categories of learner dropout are also diverse, and there are not any data available on dropout after the BGCSE level.

1.13 Definitions of the terms

The following terms are used in the study, with their meanings:

- **Assessment syllabus** refers to a list of objectives, prescribed evaluation methods and mark-allocations, as well as the allocation of weights to various methods of assessments and objectives by the BEC and the ERTD.
- **Children with disabilities** include children with any visible impairment that substantially limits one or more of the major life activities, as well as any hidden impairment, such as mental illness or epilepsy.
- **Curriculum** incorporates both the formal and the informal sectors of the learner experience. It includes the teachers describing, perceiving, and understanding the learners' activities in what happens in real-life situations. It is involved with the education principles of relevance to the world of work, equity to all learners, effectiveness, inclusiveness and efficiency.
- **Dropout** refers to learners that do not remain in school to write the examinations which they prepared for (Kavetuna, 2009:3). Also, *dropouts* include those who do not proceed to the next level of learning after an examination process, due to the non-payment of school fees, or those learners who do not proceed either to the tertiary institutions after school, or to the world of work.
- **Evaluation** implies the process of determining the degree to which the national education objectives and principles, and the prescribed teaching methods in the syllabi are actually being realised through the implementation strategies adopted by the programme of the curriculum, instruction, and assessment.
- **Evaluation sustainability** is the extent to which the benefits delivered and the changes brought about by a programme continue after its completion (Chang, 2006:20).

- **Learner-centred** approach implies that the learners are directed in the education systems, practices, and structures, where the teachers facilitate the learners to become active participators in individual learning, in order to become critical thinkers and responsible decision-makers.

- **Mixed-abilities teaching** implies the grouping and the teaching of diverse learners with very high, average, and low learning abilities in one class.

- **Teaching syllabus** is a list of indicative content provided by the DCDE in the form of directives, competence statements, programmes of study, teaching approaches, subject sectors, learning outcomes and assessment methods.

- **Throughput** refers to the retain-rate of the learners within the school of the 7, 3, or 2 year programmes at the primary, junior or senior secondary levels respectively, or the actual figure of learners that remain in the schools to be examined by the BEC or taught by the teachers.

- **Value added** is the extent to which the Education Acts or principles within the programme have contributed to the advancement of the learner, though not necessarily reflected in the results of the examinations.

- **Variables** are various phenomena or concepts within the objectives of the study, such as policies, the curricula, strategies, and their implementation. These are investigated to effect a change or an outcome.

1.14 Further structure of the study

This research report adheres to the following structure:

Chapter 1 provided a description of the background of the research problem, and started with the provision of education prior to the legislation of the main Education Acts and Policies. The chapter, with statistics on learner dropout, also examined the problem of learner dropout in the country and its severity within the research region. It described Botswana's Education Acts, Policies, principles, and the prescribed strategies. Chapter 1 further described factors contributing to learner dropout in Botswana, as well as the role of the selected Education Acts and their improper implementation on the phenomenon of learner dropout. The chapter provided a further justification for the study, examined the

aims, the research objectives, the research questions, the research methods, the limitations and benefits of the study, as well as the theoretical framework, used as basis for examining the study.

Chapter 2 presents a review of the literature on the legislation process, and the importance and determinants of the Education Policies. The chapter also examines the evaluation of policy, policy-implementation strategies in developing (Brazil), and developed (Italy) countries, as well as in countries of the Sub-Saharan Block of EFA. It discusses the current international developments with regard to the strategies used to implement, monitor and assess Education Acts and Policies in relation to the provision of education and its development.

The local situation in Botswana is investigated in Chapter 3. Also, the national Education Acts and Policies, the implementation, monitoring, and assessment thereof, as well as its compliance with the current international trends are examined. The contribution made by the above phenomena towards learner dropout along the same path of the discussion carried out in Chapter 2 is also done. In the chapter the literature on the Inclusive Education Theory and its relevance when applied in education as a whole, and the current research in particular are reviewed. Areas of divergence and convergence between the local system of policy decisions, the monitoring strategies, and those of international trends are also discussed.

In Chapter 4 the design of the empirical investigation that was conducted to achieve the research objectives is outlined. The research objectives include the perceptions of policymakers, educators, teachers, and other stakeholders as regards the BGCSE learner dropout, due to the implementation strategies of the Education Acts. The design approaches in terms of the questionnaires and interviews are described. Also, the interview sessions with the Biology teachers, the sample of interviewees (with the interview guides and schedules) are discussed (cf. Appendix 6-13). Furthermore, the ethical issues on each instrument, population groups, data-preparation, as well as in-depth descriptive analyses of the data involved in the research are examined.

The results of the analyses carried out in the study, in respect of both the quantitative data collected on the perceptions of teachers, as well as the qualitative data gathered by means

of the interviewees responses to the research questions and the syllabi evaluation (of objective 2) are provided in Chapter 5. The chapter consists of the parallel analysis, and presents, interprets, and discusses the findings on the four research questions with descriptive statistic. The discussions also include areas of convergence and divergence between Botswana and the international world in this regard.

In Chapter 6 a summary of the investigation and the key findings of the research are provided. Short-term, medium-term, and long-term recommendations are made to the relevant Bodies, such as the NCoE, the DTTD, the DSE, the DCDE, the BEC, the Teaching Service Management, the teachers, the school administrators, the parents, and the learners. In the chapter are also indicated areas of divergence and convergence between the local education system and that of the international world. Further empirical research on the problem of the study is suggested, and the final conclusions emanating from the study are indicated.

The concluding remarks below bring the discussions on the chapter to an end.

1.15 Concluding remarks

In the first chapter were discussed the background to the study, the problem statement, the aim of the research, the objectives, the research questions, the research methods, the rationale for and the justification of the study. Also discussed were the benefits of the study to various stakeholders, as well as the limitations of the research, and the definitions of the terms used in the study.

The following chapter will include a review of the literature on the first research question. Investigation involves education policy: its definition, importance, determinants, formulation, assessment strategies that are currently trendy globally. Areas of foci will be policy, principles and their implementation in Brazil, Italy, and countries from the Sub-Saharan Block of the EFA.

CHAPTER 2

EDUCATION POLICY: THE GUIDING PRINCIPLES FOR ITS FORMULATION, IMPLEMENTATION, MONITORING AND ASSESSMENT, FROM AN INTERNATIONAL PERSPECTIVE

2.1 Introduction

Globally educational policymaking, and the implementation, monitoring and assessment thereof are undergoing a continuous and significant transformation, and its impact is being felt around the porous boundaries of the world. Global education systems are converging on a common goal of human rights. Some educationists argue that the World Bank, the International Monetary Fund, the United Nations Education Scientific Cultural Organisation (UNESCO) and other economic institutions who are acting as donors, pressurise countries into adopting the new global paradigm into their respective education systems. The local implementation efforts, however, are struggling to keep pace with the global policies adopted. In education, change is facilitated, managed and operated by Policy which is necessary for education development. It is therefore important for the purposes of this study, to examine the interrelatedness and the influence of Policy on education research and learner dropout.

In this chapter the researcher will discuss Education Policy, its definitions, the guiding principles directing its formulation, monitoring, implementation, and its assessment processes currently in use in the international community. The researcher aims at investigating the influence of Policy on the provision, monitoring, and assessment of education in Italy - an example of a developed country, Brazil – an emerging country, as well as countries from the Sub-Saharan Block under Education for All (EFA), in order to evaluate the Education Policies currently in use. The investigations will indicate how areas of policy-making influence the provision and development of education in the areas mentioned above. This study of the relevant literature, as well as analyses of global policy from both worlds (in areas of successes, as well as innovative strategies used to curb failures) will guide the researcher to draw conclusions in terms of education policymaking, and will assist in evaluating the local processes in Botswana.

The study also aims to investigate the provision and development of Education Policy and its link to learner dropout (cf. 1.7). The discussions will include researchers' opinions regarding the strategies being applied in applying Education Policies towards developing education. This is necessary to enable the researcher to understand the connotation, or point of departure of the principles guiding the provision and development of Policy in the study. Understanding the guiding principles currently in use towards the provision of education and its development will provide a kind of checklist for evaluating the strategies adopted in Botswana. In conclusion, the researcher will summarise her findings and indicate their alignment with the research problem and the aim of the study (cf. 1.5 and 1.7).

In the following sections the various aspects involved in the role of Policy in the provision and development of education will be discussed. This is important because the research problem is concerned with learner dropout as a result of the improper implementation of Education Policies. It is also pertinent because in this chapter the implementation of Policies on global level will be investigated.

2.2   Education Policy

Each country has its own particular approaches or strategies to ensure the effective operation of its education system. Nonetheless, Chang (2006:1) posited that there are four stages which all countries apply in the development of an Education Policy. These stages are, namely conducting a systems analysis, formulating Policy, appointing Bodies to implement the Policy enacted, and evaluating the Policy formulated and implemented. The literature that was reviewed (Cockrel, 2010:1-2; Ratsatsi, 2005:1; Reeves, 2003:1; Rebell, and Wolff, 2009: 29) revealed that the stages involved in the development of policymaking include conducting surveys on the education system, designing Policy based upon the findings of the analysis, appointing individuals or units and empowering them to implement and monitor the Policies, and finally, assessing the outcomes of the Policies.

According to Cockrel (2010:1-2), and Ratsatsi (2005:1), the preliminary stage in policy-making involves conducting an analysis of the current education system. Policy is formed, based upon the findings of the analysis. According to Rebell and Wolff (2009: 29), the Botswana Federation of Trade Unions (BFTU), (2007:7), and the National Commission on Education (NCE), (1993:19) Education Policies are usually Acts of parliament. Policies are

sometimes adopted at International Conferences, and later ratified in the local parliaments. Botswana, for example, ratified the Jomtien Declaration in 1991, and devised a working mechanism for its implementation, called the EFA National Action Plan (EFA-NAP) (Department of Curriculum Development and Evaluation (DCDE), 2007: 4). However, some internationally-adopted declarations never received parliamentary ratification. A good example is the United Nations (UN) Declaration on the disabled (UNESCO, 2004:143). Chang (2006:1) and Ratsatsi (2005:1-2) asserted that once Policy is formulated, the formulation Body empowers or mandates individuals and equips them with resources and budgets, as well as a timeframe to monitor and implement the formulated Policy. The implementation stage usually involves capacity-building, which is lacking in most developing countries, preventing the success of the legislated acts.

Lather (2004:288), Bregman (2008:xxi) and Caffrey (2009:3) articulated that the outcomes of Policy are usually evaluated by internal and external evaluators, within a timeframe. The findings of the evaluators determine if the Policy formulated and the strategies in use are in sync. The progress or success of Policy is assessed, and remedies are put in place.

The definitions of Policy are discussed in the section below. This will enable the researcher to reach an accurate conclusion regarding the link between dropout and policies.

2.2.1 Defining Education Policy

Education Policy is a flexible set of official procedures that help in the running of the education system of a country (Wikipedia, 2011(a):1-2). Reeves (2003:1) indicated that education occurs in many forms and at various stages. Policies directly and indirectly affect the types of education people engage in. Class size, the coverage of curricula skills, assessment procedures, salaries, the monitoring of certificate requirements, teaching methods, and infrastructure are all relevant in policymaking. Lindsay (2011:1) defined *education policies* as structural and systematic arrangements we can put in place to maximise the possibility that adults believe school systems will deliver those experiences and outcomes that they want the schools to produce for their children. These structural

arrangements do not always clearly design the experiences, and schools do not always deliver those experiences.

Odukoya (2012:1) defines *education policy* as the mechanism to use towards the development of the individual into a sound and effective citizen who can fully integrate into the community, with equal access to education opportunities at all levels of primary, secondary, tertiary, formal, and informal sectors. According to Rebell (2007:1497), *education policy* is the provision of education that is sound and equitable to all learners (covering a lifetime), and that leads to the learners' acquisition of skills that will enable them to become self-sustainable in the capacity of employment. Lockyer, Crick and John (2003:1) contended that *education policy* is focused on creating or reproducing a citizenry appropriate to the functioning of an economically-developed and culturally-diverse pluralist liberal democracy that includes the teaching of citizenship in its curricula.

Cockrel (2010:1) defined *public education policy* as a line item, a plan of work or methodology. *Policy* involves a combination of philosophy and methods. The philosophical aspect is based on the ideals of self-government, and the methods are what educators find helpful when dealing with controversy. Philosophy and methods provide the education tools which educators use to handle public issues. The abovementioned researcher further explains *public education policy* as an agreed-upon course of action that guides principles and procedures considered to be expedient, prudent, or advantageous. Public education policy applies the knowledge of educators on public issues, and educates citizens to enable them to make better-informed Policy choices. In cases where innovative education methods are needed to deal with controversies that emerge in relation to Policy objectives and interpretations, Policy helps to provide the guidelines. *Public education policy* identifies the affected parties, involves them in the policymaking process, and provides a map that facilitates the education processes (Cockrel, 2010:2).

According to Chang (2006:1-2 & 12), *education policy* involves setting a goal and a purpose along the dimensions of accessibility, quality, managerial and resource management. Ratsatsi (2005:1) defined *education policy* as justice, democracy and equality. Policy also deals with curricula changes, capacity-building, equity, the school environment, the empowerment of individuals or Bodies to perform several activities, the acquisition of

measurable life-skills, literacy, numeracy, and guidelines towards achieving all the set targets. *Education policy* is also viewed as a combined effort of all public agencies, private sectors, non-governmental organisations and communities at all levels in evaluating the existing education system, and dialoguing with policymakers regarding areas of concern and focus (UNESCO, 2011:12).

Furthermore, it involves putting in place effective and permanent mechanisms, personnel and resources for the continuous and lifetime monitoring and assessment of learning outcomes (UNESCO, 2011:14). According to Angwin and Kamp (2007:95 & 99), *education policy* is a set of legislations passed by those in government in relation to the provision of education, monitoring, implementation and assessment. The enactment of legislations should be bottom-up. Policymakers should only pass Bills that originate from the people. Acts should include curricula adjustments to meet the needs of special learners, and must be culturally as well as morally responsible. Legislations already in existence should be given the opportunity to take effect and to be assessed before new ones are passed.

Sandler and Apple (2010:525-526) indicated that *education policy* used to be defined along the lines of popular traditions of culturally powerful groups who influence the curricula and the strategies of the provision and development of education. What is defined, accepted and legislated as 'good scientific' knowledge should include measures of accountability in respect of students, teachers, and the communities involved. The definition of *Education Policy* has shifted towards a more responsive and productive area of scientific evidence which now involves democratic ideas. *Democratic ideas*, currently deemed 'good' knowledge, were defined as equity, participation, and access. The voices of the marginalised should, however, not be silenced nor romanticised (Sandler & Apple, 2010:527).

Lather (2004:282) defined *Education Policy* as a way of governance of the education system by the government. Policy is to regulate behaviour and to render the population productive. This entails state intervention in legislations that guide the lives of learners, educators and other Bodies to minimise non-compliance, and to maximise the stimulation of wealth. Policy requires the use of mechanisms and several Bodies into 'policing' learners into doing the right thing. Scientifically, *Education Policy* can be defined as the means to assess the outcomes of education programmes (Lather, 2004:282).

According to Rikowski (2004:155), *Education Policy* is aimed at improving the general standard of living in order to adapt to the rapidly changing labour markets. *Education Policy* should be structured to attract foreign investments that will set up production, and administrative and retail facilities within countries. *Policy* should also include the updating and deepening of information-technology skills. It should be knowledge, and be intellectually empowering to enable individual countries to stay ahead of their rivals from other knowledge-driven economies. Nonetheless, this definition is limited in the sense that investments in knowledge and the acquisition of technology do not always result in the expected outcomes of life-time employment and other benefits. The definition of *Education Policy* should also include learning for social and personal development, and for the critical appraisal of the society (Rikowski, 2004:155).

The definition of *Education Policy* should include the acquisition of traditional skills that entrepreneurial training demands of the labour market, and that is closely linked to world regional Bodies (African Union (AU), 2007:34 & 47). *Education Policy* has also been defined to comprise areas of the acquisition of data on existing problems, investigating the feasibility and the technical appeal of policy to the public. The definition also involves evaluating Policy's cost-effectiveness, as well as its compatibility with the aspirations of the current stakeholders in relation to policymaking (Rebell &Wolff, 2009: 30).

Based on the foregoing discussions, it can be concluded that *Education Policy* has been defined to cover curricula, assessment methods, certification, the stipulations of Acts, and the budget. Furthermore, definitions covered Policy areas of timeframe, democratic values, equity, quality, the feasibility of Policy, the aspirations and desires of the people, as well as the current global trends. The definition of *Policy* also included rigor, relevance, randomised controlled trials, and 'what works'. Education Policy emanates from education acts which define areas of age groups at the various programme levels (i.e., the primary school level), and specifies the particular knowledge and skills to be acquired at these levels.

 Additionally, it can be summarised from the above discussions that the definitions of *Education Policy* include empowering various Bodies with the responsibilities to formulate Policies, and to monitor, implement, and assess the outcomes of the targeted objectives of the Policies. Policies are usually well-defined in countries' Constitutions and in specific

textbooks by the various Bodies that are mandated by parliament with the provision of education and with developmental duties. Guidelines or checklists are usually clearly defined in the countries' documents with regard to the various aspects and areas of the provision and development of education.

This researcher believes that the definition of *Education Policy* should be clarified to the understanding and benefit of the recipients who should not be left out in the formulation process. The definition should exclude 'bias', begin at the lowest point of the local community, and involve all government Policy agents, the learners, the private sector, academic researchers, non-governmental organisations, participant observations, workshops, curricula, teacher professional assessment, and technology development. The researcher further believes that Education Policies should not be structured along the voices of the majority, nor on popular tradition, nor at the expense of marginalised groups. Capacity-building should be included in the definition of a country's education policy, and must precede the implementation of a new Act. The researcher also believes that the Policies that are launched should be given the opportunity and the human and physical resources to be clearly assessed before they are abolished. The Policies that are adopted should also be endorsed by the local parliament.

Having discussed various views that define education policy, the reason why Policy is essential or necessary in education will be examined in the following section.

2.2.2 The importance of Policy in Education

According to Cockrel (2010:3), *Education Policy* guides society and the educators with regard to the 'what', 'who', 'when', and 'how' within the education system. In other words, what society wants to be taught, who will implement the Policy formulated, how the operation must be conducted, how the set objectives are to be measured, who will measure, with what criteria, and when must the final measurement be carried out in order to achieve the needs and aspirations of the society? In their attempts to find answers on the importance of Policy in education, researchers make use of the above questions during their inquiries as

guidance. Their inquiries have led to the merits of Policy in education, as will be discussed below.

- According to Cockrel (2010:2), Policy in education is important, because Policy helps to prevent programmes in education from being blocked by controversy as regards what is to be taught, and who has to do the teaching. Policies direct how the adopted programmes are to be implemented in the education system. For example, the Revised National Policy on Education (RNPE) of 1994 was launched to direct basic education (DCDE, 2007:4). Policy also prescribes instructional and evaluation methods, such as child-centred and formative assessment strategies in education (Cockrel, 2010:2). Without the above directives, there will be chaos or confusion regarding the monitoring and assessment of policy outcomes.

- Policy is important in education because it prevents learner dropout by means of empowering the learners and the youth in areas of health, civic participation, an increase in the Gross Domestic Product and income tax revenues, as well as competiveness in the global economy, and crime reduction (Belfield & Levin, 2007:1; Kronick, 2011:2).

- Policy in education is important because it helps one to deal with issues that divide citizens into factions. Since education affects society as a whole, all sectors of the society from all disciplines (statisticians, medical doctors, economists, non-governmental organisations, churches) are currently involved in education planning activities. This helps the entire community to, despite their diverse disciplines and interests, tackle education goals with a united front (Cockrel, 2010:3).

- Chang (2006:11) also articulated that Policy in education provides the necessary step in promoting the emergence and effective implementation of action plans, programmes and projects. Policy provides workable plans for implementations. Policy is thus important in education, because it provides implementation guidelines.

- Policy is important in education due to its characteristic of providing an understanding of issues in the public arena. In this case the average man on the street, through Education Policy, is provided with the realities in his life. A free and compulsory Education Policy is thus understood as accessibility towards the acquisition of basic skills, irrespective of socio-economic status (Cockrel, 2010:3).

- Policy is important in education, namely to boost national competiveness within the context of globalisation. In this way policy produces the skills, attitudes and personal qualities necessary for effective performance in the workplace. It is this accumulation of skills, knowledge and other capabilities that can be sold by individuals to employers for a wage. On the international level, Policies are used by the state to direct learning in ways that may enable individuals to compete for shares at the World Trade. Policies also shape learning to produce high-quality human capital that is crucial for the 'life-blood' of a modern internationally competitive country's economy (Rikowski, 2004:152-155).

- Policy in education is important to society as a whole, because it affects the way we make a living and our quality of life, and it controls the quality of education. Acts of parliament (that evolve into Education Policies) specify the main national goals and areas of focus, and how education is to be achieved. The focus could be on science and technology, or on adult literacy. Thus, a country's Education Policies usually define how many of its people are literate and participate in the development of society. Most often the citizens of countries with free and compulsory education enjoy a quality lifestyle, and participate in its development (Cockrel, 2010:3).

- Cockrel (2010:1) also posited that Policy enables the intervention of multi-disciplinarians (teachers, researchers, bio-chemists, carpenters, non-governmental organisations, churches, private companies), as well as the interaction among the subject-matter of various specialists, to effect solutions to social problems in education. Policy in education thus strengthens and enriches the input into policy-making, thereby addressing all sectors of the subjects in education.

- Chang (2006:11) and Cockrel (2010:4) believe that clearly-formulated Policy can play an important 'operational' role as a reference for action in education. Policy can help guide decisions and future actions in the development of education, including the interventions of international and bilateral cooperation agencies in a coherent manner. In order words, a country's Policy determines if it will receive donations from donors such as the World Bank and UNESCO, or benefit from joint education programmes with an international organisation, or non-governmental organisations.

- According to Tisch, Levin, and Kilpatrick, (2005:1-2), Policy is essential in education because it directs educational activities in respect of education investments. Gains

are made in areas of equity with regard to resource distribution and accessibility opportunities. Education Policy prepares all learners to be capable of civic participation in a democratic society, and to meet global economic challenges in an increasingly 'small world' (Tisch, Levin, and Kilpatrick, 2005:6).

Based on the afore-going discussions, it can be concluded that policy is necessary to avoid confusion and chaos in the running of the education system. Areas of concern include instruction, mandated authorities, evaluation strategies, and timeframe for implementation. It also includes the sustainability of the Policy in the long term, its relevance to societal needs and aspirations, budget limits to enable development, and the attainment of goals. Policies are essential for the efficient running of the education system. Without Education Policies, there is bound to be chaos, with no path or direction as to 'what', 'how', 'who', and 'when' (i.e. instruction method, assessment strategy, programme duration, the coverage of curricula skills, as well as duties of the mandated Bodies) on the provision of education and its development.

The choices and strategies of the Education Policy adopted by a country not only provide the type of work-force and trade patterns of the nation, but also define the country's developmental standards and the quality lifestyle of its people. Globalisation has made the sharing of information and technology requirements among countries easy and essential towards the provision and development of education at national levels. Globalisation has also made it easier to cooperate on international levels, and to benefit from bilateral agreements and donations, i.e., from the World Bank and the International Monetary Fund.

The researcher believes that the importance of Policy in education is summed up by our ancestors, the knowledgeable men who used unwritten guidelines to direct informal and formal education. The unwritten policies directed both informal (which was continuous within the community) and formal (at initiation schools) education. The Athenians who first practised Western education, implemented Policies that were used for orderliness, namely to achieve the set goals, and to prevent chaos.

Having discussed the importance of Policy in education, in the next section the researcher will focus on the determinants and issues that influence policymaking. This will guide the researcher to evaluate (in Chapter 3) if the relevant determinants are used in policymaking.

2.2.3 The determinants and the principles that guide and influence policymaking in Education

Childers (2007:1-2) identified four dimensions or principles that influence education policy-making. These are, namely normative, structural, constitutive and technical. He articulated that the determinants of policymaking should be focused on accountability, formation, and implementation. The determinants should also be conducive for all learners, and directed at improving the effectiveness of education on aspects of curricula, instruction and assessment. According to Chang (2006:11), certain steps are undertaken in education policymaking. Firstly, investigations of the education systems are carried out, usually using the common technique of strength-weaknesses-opportunities-threats, to analyse and examine the relevance, efficiency, and effectiveness of the inputs and the outputs. This analysis helps to identify critical issues and challenges that provide the format or input for policy-formulation.

Based upon the findings from systems-analysis, policies are formulated. The inputs gathered by means of systems analysis and used to formulate policies, become the determinants. The analysis also identifies areas to tackle in order to meet the needs of the people and the economic demands of the time. Furthermore, systems-analysis helps in coming up with remedial actions to undertake towards policymaking (Chang, 2006:11). According to Sandler and Apple (2010:525-527), the emphasis in education policymaking should be on rigor, relevance, randomised controlled trials, and 'what works'.

Woessmann and Peterson (2007:4-7, 14-18 & 21) asserted that the principles adopted to implement Education Policies should ensure that all learners are given equal opportunities as regards learning. The real issue for educators currently, is what constitutes equal opportunity. For some people *equal opportunity* entails giving each learner the same chance to build on the capabilities they bring to school. To others it means the schools providing remedies for the deficiencies some learners bring to school. Remedial intervention, they believe, will by random chance enable such learners to rise to the highest positions in society.

 Equal opportunity is defined as the equality of education outcomes. Woessmann and Peterson (2007:22) argue that the level of efficiency in the public schools is what defines

equity and its significant level. The principle of efficiency should therefore, be used to determine the formulation of Education Policy. Rikowski (2004: 155) indicated that the determinants of education policymaking should be based on knowledge and intellectual empowerment, the updating and deepening of information-technology skills, improving the general standard of living, quality, the enhancement of equity, personal prosperity, capacity-building, labour-market demands, as well as on foreign investments.

The AU (2007:7) stated that the determinants of the formulation of Education Policy should be based on the provision of entrepreneurship that is linked to market demands, the conservation of environmental resources, the articulation of abilities, and the development of responsible citizens. Citizens should be equipped with moral and ethical values through linkages as well as by means of partnerships with inter-governmental bodies, the private sector, non-governmental organisations, and World Regional Bodies.

It can therefore be concluded from the foregoing discussions that the determinants of education policymaking include the labour demands which must be closely linked to the economic indices of the country at the time. The determinants have to take into consideration global trade competiveness and the latest international trends. The determinants of policymaking should also include the availability of capital, qualified personnel, equipment, current societal problems, international labour and market demands, trading partners, the political climate, as well as the aspirations and values of the society involved. Although no formulae exist as to what determines the formulation of Education Policy, the measures used by the countries to formulate Education Policies usually portray values, principles, labour demands, global trends, and both international and local trade demands at the particular time.

Policy-formulation, its importance in education, and what influences policymaking were discussed. Thus, in the section below the researcher will examine the implementation of the Policies. This is important, because the teaching strategies being used could be responsible for learner dropout (the research problem) in Botswana.

2.2.3.1 The necessary and commonly used strategies in implementing and monitoring Policy

According to Angwin and Kamp (2007:104-105), countries need to take into account their individual traditions when designing guidelines and pathways for the *implementation* of Policy. The implementation areas should be clearly identified and made to fit, or anchored on specific departments or units. The implementation strategies should include preventative measures (i.e., teenage pregnancy), and money has to be allocated for their implementation. The legislation enacted should be proactive and binding on the direct implementers (i.e., schools) to ensure their effectiveness.

Edwards (2007:112-114 & 118) posited that the *implementation* of Policy should involve the participation of those directly affected in the development of curricula content. Implementation strategies should be egalitarian and based on compassion for the recipients, and focus on the failure of individuals to get jobs, to acquire skills, or to receive training. Policy goals should be consistent with the implementation strategies, and should promote independence and self-esteem. The implementation and monitoring strategies should also be flexible, and exclude the coercive punitive measures of controlling, branding, or altering the recipients. Rikowski (2004:155) argued that the *implementation* of Policy should be explicit about the idea of learning, as well as its quantitative and qualitative benefits to the understanding of the learners. Hopkin (2004:89) posited that the *implementation* strategies of Policy deal with factors such as culture, the size of the history, economy and education infrastructure, education practices, as well as quality-assurance considerations.

Sandler and Apple (2010:226-337) described *implementation* as to involve the use of rigorous evidence, the creation of a culture of evidence data-bank, and a move from the politics, myths, ideology, and guesswork of the Dark Ages. Implementation strategies have to ensure that standardised achievement gains are measured with reliable instruments, and identify the causes of such gains, so as to replicate and disseminate the findings effectively. This measure is necessary, because it is no longer sufficient to say a strategy works. The parents, the learners and the society in general expect the implementation strategies to

produce standardised reliable, replicable, and controllable effects (Sandler & Apple, 2010:226-337).

Reeves (2003:1) argued that the *implementation* strategies of Education Policy, especially those concerning marginalised groups, must include dialoguing with policymakers if the measures are to succeed. This will bring the challenges and problems to the knowledge of policymakers, so that they may address the unique problems and challenges with strategies that are workable within the marginalised groups. The direct implementers often find it difficult to implement formulated policy which does not fit well into the realities of their unique cases. Dialoguing will help to bridge the gap between the strategies used by the implementers and the strategies prescribed by the policymakers towards effecting meaningful changes (Reeves (2003:1).

According to Chang (2006:17), *monitoring* is a process whereby the progression of activities is regularly and continuously observed and analysed to ensure the achievement of the expected results. Implementation strategies involve internal monitoring, carried out by the policy-implementers, aimed at assessing efficiency on the use of resources allocated in achieving the outputs as prescribed. The strategies in the implementation of Education Policy should be based on monitoring the relevance, efficiency, employability, quality, accessibility, equity, proficiency, entrepreneurship, subsidiary, conservation, articulation, responsible citizenship, moral and ethical values, linkages, as well as partnerships (AU, 2007:33-37).

Globally, implementation strategies revealed common guidelines used for policy implementation. Among them are the following:

- Access to and participation in education is one of the common guidelines for the implementation of Policy. The current global trend is focused on accessibility and participation in basic education by all the learners. Accessibility and participation in basic education is defined by some countries as free and mandatory, while others define it as the acquisition of life, literacy and numeracy skills (World Education Forum, 2001:11-12).
- Equity and the reduction of disparities between rural and urban dwellers, boys and girls, poor and rich, as well as between regions, are other global guidelines for the

implementation of Policy. The global emphasis is currently on the definition of equity as being equal opportunities towards learning for diverse learners. The focus is on strategies towards the reduction of disparities among learners by means of financial aid from rich nations and economic institutions to poor countries (EFA, 2007:1-2).

- Another guideline used to implement policy is quality, and the relevance of education at different levels. Currently the international focus is on the provision of quality towards the relevance of socio-economic development. Most developing countries are experiencing problems balancing the increase in quantity and the improvement in quality. EFA indicators provide education indices for measuring quality (EFA, 2011:21).

- The place occupied by the private sector and local groups in the education organisation is also a guideline used to implement Policy. Most countries exclude the local communities from implementation activities. The current global focus is on networking among government departments, non-governmental organisations and the private sector regarding the provision of basic education (Ulrike, 2011:12).

- The regulation of the flow of students between the formal, non-formal, private, public, professional, vocational, primary, secondary, short, long, or higher education levels is another guideline used globally to implement Policy. Very few records are kept on the private and non-formal sectors, as well as on the vocational sector, in most developing countries (Trucano, 2006:4). Currently the global trend is on the dissemination of information on education data, and the spreading of technology among nations in relation to the learners' survival rate at all levels within the education system (Chang, 2006:12).

- The institutional aspects of governance, management, planning, the balancing of centralisation, de-concentration, decentralisation, partnership and communication (between actors and partners), the level and form of participation, as well as communication are further guidelines used towards the implementation of Policy. The current trend is to network among all disciplines and subject areas through a bottom-up approach of implementation and monitoring across states, regions and districts (Trucano, 2006:4; Chang, 2006:15).

- Implementation strategies also include cost-control in recurrent and capital expenditure and policies, the mobilisation of resources in relation to

decentralisation, as well as the development of the private sector, and partnerships. Currently, the global trend is to partner with the World Bank and other private companies in the rural areas, as well as among marginalised groups. The monitoring strategies are decentralised, involving local authorities and the direct implementers in relation to resource distribution (UNESCO, 2011:16; Wikipedia, 2012(a): 6).

- According to Lather (2004:288), implementation strategies should not be outlined, or decided on in Congress, or 'mathematized'. It should not be designed only to fill in the blanks, but must also include indicators such as school quality, even if the quality deviates from the global trends at the time. Its premise of operation should include epistemological, as well as administrative beliefs and practices.

- Tisch, Levin, and Kilpatrick (2005:6 & 12-17) articulated that implementation strategies should ensure equity among learners as regards adequate opportunities to resources and facilities. Their research revealed the existence of a link between the improper implementation strategies of policies and learner dropout from school.

The conclusions that can be reached, based on the above discussions, are that implementation strategies usually involve policymakers meeting to work out 'how' the newly formulated policies can be properly implemented. This involves specifying objectives, outputs, strategies, responsibilities, and a timeline in relation to the 'what', 'what for', 'how', 'who', and 'when' of the policies formulated. The areas of focus include the education phenomena of epistemology, resource distribution, capacity-building, learning facilities and other material, equity, quality, the budget, as well as the flow of learners. Most countries give the external monitoring mandate to the policymaking Body, and the internal monitoring responsibility to the policy-implementers. Implementation strategies are usually outlined in policy textbooks, such as the subject syllabi of education programmes.

The researcher believes that the implementation stipulations should be in sync with implementation on ground level, not only to ensure the proper implementation, but also to converge with the current global trends in this regard (cf. 2.2.4). The recipients should be involved in the planning of the strategies that directly involve and affect them. This is because the recipients, such as the diverse learners, have unique problems which planners are not familiar with or aware of. Furthermore, the researcher believes that the monitoring and implementation of Education Policies should involve all the sectors of the community

who have to network towards the attainment of societal goals. Capacity-building should be clearly defined in the implementation strategies, and record-keeping (on progress, meetings, the gender and the flow of learners) should be improved to aid the evaluation of the implementation processes. A bottom-up approach should be adopted for inclusion and effective monitoring. Monitoring should be continuous, and involve dialoguing between policymakers and implementers.

Policy assessment will be discussed in the following section. The policies that were formulated need to be assessed to ascertain if the set objectives and aspirations are achieved. The evaluation of the Policies will enable the researcher to reach a valid conclusion in respect of the research aim (cf. 1.7).

2.2.3.2 An assessment of the effects of Education Policy

Assessment has been defined as a process of evaluating the learning environments and the learning outcomes in a well-defined manner in both cognitive and non-cognitive domains that is continuous (UNESCO, 2011:14). *Assessment* was defined as the continuous evaluation of policy-outcomes (Gabrascek, 2001:373), as comprising internal (mainly qualitative) and external (quantitative and qualitative) evaluators (Alberts, 2001:355-356; Nardi, 2001:343), using internal and common external guidelines (Beller, 2001:323). Sandler and Apple (2010:226) described *evaluation* and *review* as randomised trials that take into consideration the biases of educationists, and ideologies, as well as recognising the diversity of the learners' experiences, ideas, desires, cultures and histories.

Chang (2006:9) described the *evaluation* or *assessment of Policy* as the measurement of performance, or the status of an objective or activity against an expected target that allows for judgement or comparison. Credible indicators are constructed by those empowered with the responsibilities to measure (quantitatively, qualitatively, directly and indirectly) Policy outcomes. *Evaluation* involves the provision of realistic targets to measure and monitor, in order to provide transparency and feedback into the education system. The afore-mentioned researcher asserted that the emphasis is placed on formulating quantifiable objectives such as enrolment, admissions, flow-rates, budget-allocation, supervision, and pupil-teacher ratio. Simulation techniques and models are thus used to define Policies that can be quantified and measured.

Fallen, Hillard, and Crevola (as cited by Chan, 2010:14) defined *assessment* as a continuous interactive process measuring the achievements of Education Policy outcomes through diagnosing and continuously offering treatment or remedies to help achieve a satisfactory improvement to the problem. Bregman (2008:1), Caffrey (2009:5) and Chang (2006: 12) indicated that *evaluation* involves the measuring of the status of the objectives or activities against the expected target that allows for judgement or comparison. Policies are assessed to help decision-makers and other stakeholders to learn lessons that are applied in their future programming. The abovementioned researchers indicated that evaluation is focused on impact and sustainability.

Winking (2002:1-2 & 4) described *assessment* as being based on equity in assessing and interpreting the learners' responses. Assessment, especially on a large scale or for high-stakes uses (i.e., learner retention, placement, and certification) need to be multiple, and involve areas of portfolios, exhibitions and observation scales, rather than psychometric tests. Winking (2002:4) further asserted that multiple testing ensures equity between gender, socio-economic groups and demographics, and enable educators to communicate a deeper understanding of the students' learning to the parents, employers and the community at large. He argued that assessment should involve assessment experts, curriculum developers, teachers, resource planners, and parents. These groups should also be involved in making inferences based upon assessment, in order for evaluation to be meaningful and effective.

Bond (2001:1-2) described the current age as the age of information and technology. Assessment methods currently in use must therefore have the ability to access, interpret, analyse and use information to make decisions. Assessment must help the learners to develop skills and competencies that they can demonstrate upon leaving school in real-life situations. Bond (2001:3) argued that the constructivists' view of assessment is not to measure 'pass' or 'fail', but to observe learners on given tasks in order to diagnose the type of help needed to complete the task successfully. The focus is thus on the validity of the content to be assessed, rather than on the accountability or consistency of test scores. However, Bond's description is challenged on the basis that technical evidence (i.e., a test score) is necessary to support the learners' performances.

There exist various types of Education Policy assessments. Among them is **formative assessment,** usually carried out to diagnose and provide remedies to existing problems (Nardi, 2001:343-344; Alberts, 2001:355; the Organisation for Economic Co-operation and Development (OECD), 2005:3). **Summative assessment** is carried out by external and internal implementers at the end of a programme or term to judge the immediate impact of the Education Policy or programme (Pendaeli, 2002:4; Alberts 2001:355**)**. **Interim assessment** falls between the formative and summative assessment types. It is used for predictive purposes, and is controlled by the schools or districts (Caffrey, 2009:6).

 Benchmark assessment, commonly called 'mock' or 'mid-year' examinations in Sub-Saharan Africa, are usually taken around mid-year, and used to evaluate the progress and readiness of the learners for an upcoming test, or the end of an education programme (Bregman, 2008:1). **Alternate assessment** is adopted by some countries to evaluate learners with disabilities, by using syllabus modifications or portfolios in awarding diplomas to the disabled, or the learners with very low cognitive abilities (Caffrey, 2009:28). **Ex-post assessment** is conducted by external evaluators to evaluate the long-term effect and sustainability of Policies (Chang, 2006:18). Assessment reports of both national and international statistics are usually used in ex-post evaluation activities. Most countries also participate in **international assessment** activities to compare the performance of their learners against international standards (Caffrey, 2009: 16; Wikipedia, 2012(a): 5-6; the Botswana Examinations Council (BEC), 2008(a):25; the OECD, 2005:6-7).

Currently, global assessment is carried out with the focus on **relevance, efficiency, effectiveness, and sustainability (**Chang, 2006:13; the Botswana General Certificate of Secondary Education Teaching Syllabus, 2001:iii; the AU, 2007:33; BEC, 2008(a):2; Bregman, 2008:xxii)**.** Evaluators usually construct credible indicators, based on a reliable information system that directs and guides their assessment activities. The indicators are then used to measure performance through monitoring. The indicators (which are both quantitative and qualitative) set targets for measuring policy objectives. The indicators also provide guidelines for monitoring, reviewing, and assessing feed-back in the education system.

The process of creating indices or guidelines contributes to transparency of the overall objectives and consensus among the implementers. Direct indicators are statistical,

countable and observable changes that arise from activities and outputs (i.e., test scores) (Chang, 2006: 13-14). Indirect indicators, also called narratives, are hardly countable, and are focused on the process of change, and used in addition to quantitative indicators, or when quantitative measurement is costly, unavailable, or time-consuming (i.e., portfolios) (AU, 2007: 34; Caffrey, 2009:28).

The conclusion drawn on assessment, based on the above discussion, is that it should be continuous, and carried out using the bottom-up approach. It should be assessed both internally and externally, quantitatively and qualitatively, with common guidelines at all levels towards evaluating the outcomes (at classroom, school, state, national and international levels). Both cognitive and non-cognitive domains should be measured continuously at all levels to ensure the complete and fair evaluation of learners or policy outcomes. Assessment should be carried out, taking all aspects of learning, policy areas, and individual learners into consideration, in order to ensure fairness. It should be done for diagnostic purposes to effect remedies, and to measure the attainment of the set targets of Education Policy or programmes.

The researcher believes that summative and formative assessments are necessary for effective and meaningful learning to occur. International assessments are essential to meet the global challenges of trade and other economic activities, as well as in acquiring inputs for policymaking, and in implementation strategies. Assessment should enlist credible independent evaluators to assess the education systems for reliable feedback in respect of the effective and efficient running of the systems. Globalisation and international trade and labour demands make the involvement in international assessments and competitions a necessity for all countries. The indices used to evaluate literacy levels and quality assessments must be valid and reliable in order to provide accurate and reliable feedback into the education systems.

The researcher further believes that alternate assessment needs to be adopted to make evaluation equitable and fair to all learners. Most importantly, for assessment to be equitable and fair, the focus should not be on the assessment tools, but tied closely to curriculum-skill coverage, instruction, capacity-building and community involvement. Assessment planners should ensure that all the learners have the opportunity to learn the

material on which they will be tested, and inferences based upon them should include the diverse groups who planned the tests, to ensure fairness.

The researcher will, in the next section, examine what is currently happening globally along the areas of policy-formulation, monitoring and assessment as a guide towards a critical evaluation of the local policy-formulation, monitoring and assessment-procedures to be reported on in Chapter 3.

2.2.4 The current international trends in the formulation, implementation and assessment of Education Policy

The World Education Forum (2001:64-65) and Ulrike (2011:63) reported that the current global trends in relation to the provision and development of education is focused on the free-market economies with regard to policy-formulation and implementation strategies. Current trends also focus on globalisation, accompanied by the recognition of the importance of education and training, quality, lifelong learning, and a decline in demographic trends. The global development trends regard evolution as convergence or the sharing of ideas, and interaction between countries in the world. Evolutionists call this process *creative diversity.*

Currently, common trends are focused on free and compulsory basic education (Akkerman, 2011:14-1; Trucano, 2006:4). The literature (Bregman, 2008: x; Isaacs, 2001:392-394; Alvez, 2008:3; Bishop, 2007:10; Trucano, 2006:4) indicated that globally, the trend is a move towards decentralisation in the implementation and monitoring process. The global method of instruction is focused on active learning (Bregman, 2008: x; xiv & 47; Chan, 2010:4; Shihiba, 2011:92; Trucano, 2006:4). McCuddy, Bosch, Marttz, Matveev, and Morse (2007:37) explained learner-centred learning as the efficient delivery of content with a finite resource base that leads to the retention of 80% of the learning material by the recipients. As regards assessment the global trend is on formative in addition to summative assessment, and is moving from norm-referenced testing towards criterion-referenced testing. Countries network by participating on international assessment levels in organisations such as Progress in International Literacy Study, Trends in International Mathematics and Science Study (TIMSS), and the Programme for International Students Assessment (Caffrey, 2009:16; 32-35; Wikipedia, 2012(a):5-6).

The global trends are also focused on course content, and the alignment of policy and practice with national goals (Bishop & Mane, 2003:244-245; Inyega & Mbugua, 2005:23). The implementation of Policy with regard to the provision of education is also focused on preventing a curriculum that is overloaded, or worksheets with fixed answers and contents (Chan, 2010: 236-238; 2005:1-2). This is because the afore-mentioned measures negatively impact on learner retention (Munyoki, 2012:217), and affect the development of their cognitive dimension (Makori, 2005: 20). Furthermore, the abovementioned measures prevent the delivery of the goal of education, and the teachers from using the prescribed strategies to irradiate the objectives of the Education Acts (French, 2005:1-2).

Most countries make use of legislation to ensure the equal distribution of education resources among all learners. The global focus is also on public sensitisation and the dissemination of policy-information (Checchi & Jappelli, 2007:305-307). Innovative policy-implementation strategies also involve giving material rewards to the learners (Herinandez, 2008:1-5), and the empowerment of teachers to adopt innovative teaching strategies to combat dropout. The empowerment of teachers has been very effective in Namibia, China and Israel (Bishop & Mane, 2003:266-267). Traditional measures, such as an increase in the teachers' salaries and the lowering of the pupil-teacher ratios have also proved to be effective in curbing dropout among learners from low socio-economic backgrounds in the USA (Hanushek, 2007:177-179). Furthermore, the trends are focused on on-line registration such as 'malepa' (Keikotlhae, 2012:7-9 & 12), e-learning (National Progress Report, 2010:5), and the e-marking of high-stake examinations (Kesamang, 2012:10; Puddefoot, 2012:1).

It is clear from the above discussion on assessment, that the current international trends are focused on the localisation of policy areas of formulation and assessment during high-stake examinations. The focus is also shifting towards the inclusion of democratic values, the inclusion of marginalised groups, and national principles in the implementation of the syllabi. Globally, policy-formulation has shifted towards child-centred learning or participatory learning, though the implementation in most countries remained teacher-centred. Monitoring and implementation processes are moving towards decentralisation. International networking has increased and the sharing of technology and the dissemination of information has increased, making the accessibility to learning material easier.

Considering the foregoing discussions, the conclusion can be reached that the latest global focus is on quality and equity, and no child is left out in relation to the accessibility towards learning. Furthermore, there is greater co-operation with regard to financial aid among countries towards the provision and development of basic education. There currently exists greater networking between the government, non-governmental organisations, financial institutions and the private sector in relation to the provision of basic education. The current trend is also towards free and compulsory basic education, and convergence in all policy areas (of education) towards a common goal of human rights.

The section below will examine the relevance of the Sub-Saharan Block of EFA, Brazil and Italy to the aim of the research. This discussion is with regard to the research objective (cf. 1.8.2) investigating the convergence of the local afore-named policy areas with those currently trendy on the international level.

2.3 The relevance of the Education Acts of Brazil, Italy, and the Sub-Saharan Block

Brazil is selected for comparison with Botswana because, although the BEC compares learner performance in Botswana with that in several countries through membership of TIMSS, Botswana mainly adopts the Education Policies of South Africa and Brazil. Policies (i.e., the 'talk back') were adopted in 2003 from Brazil. The two countries also have similar education indices such as the 17:1 and 18:1 pupil-teacher ratios in Botswana and Brazil respectively (Education International Barometer of Human and Trade Union Rights in Education (EIBHTURE), 2007:1; EFA, 2011:328-329). The primary adjusted net enrolment (percentage of school-going children enrolled in school) was 0.951 in Brazil, and 0.895 in Botswana (EFA, 2011:264). Furthermore, Brazil has similar education problems to Botswana, such as inadequate capacity-building (Alvez, 2008:3) (86.9% qualified teachers in the primary schools in Botswana in 2005) (Packer & Aggio, 2009:49).

Using the EFA Development Index (EDI) guidelines (to measure education achievements in 2008) Brazil was .88.7 while Botswana was .89.8, from the EDI target of 1 (EFA, 2011:264). Moreover, Brazil has succeeded in its implementation of education policies, such as double-shifts and inclusive education, where such policies have failed in other countries. Furthermore, very little study material is available on Brazil in Botswana. The investigation

will therefore not only add to the theory, but open new dimensions of Brazil, in relation to strategies used in the provision and development of education for future researchers.

The choice of the Sub-Saharan Block under EFA for comparison is based on the fact that the EDI is currently the index used globally to access education outcomes. Furthermore, Botswana belongs to the Sub-Saharan Block. An analysis of activities of this region will guide the researcher towards evaluation on the local level, using the EFA's indicators.

A general study of the developed world's education system will expose researchers in a developing world, such as Botswana, to the experienced and advanced strategies that have been adopted, and are currently in use internationally.

Italy was selected because its system is structured along the European Union benchmark (i.e., the use of innovative models) (National Progress Report, 2010:34; Nardi, 2001:340-344). Moreover, Italy's EDI level is high, and it ranked number 6 among 127 countries in 2008, with an index of .99.2 out of the EDI target of 1 (EFA, 2011:263). What is more, previous researchers on education issues in Botswana concentrated on the United Kingdom (where most of them received their training). The study of the literature will expose the researcher to strategies used to achieve success in basic and inclusive education, as well as in assessment. Strategies that were successful would then be adapted and applied to solve problems in respect of learner dropout in Botswana.

However, the most important reason for choosing Italy is due to its incredible success in the implementation of inclusive education (Rustemier, 2011:5). Italy's success in respect of this Law is not only envied by other European countries, but also by the USA. The Inclusive Education Policy is newly launched in Botswana, and has already met with serious public opposition and criticism. It appears that the Policy, unlike other Policies (i.e., double-shifts launched and abolished), will continue to be part of the local education system. There is, therefore, a need to investigate it carefully in the local environment as well as on the international front, to provide remedies to ensure its success on the local scene.

The researcher will now discuss the various strategies or guidelines in education policy-making, and the implementation, monitoring and assessment processes thereof internationally. The discussion will, however, begin with definitions of basic education.

2.4 Defining basic education

Basic education is defined because it is one of the Acts under investigation in relation to the research problem of learner dropout (cf. 1.5 and 1.3.3). According to the World Education Forum (2001:65), the concept *basic education* has in the past been given several definitions that were mainly based on national or state levels. The emphasis used to be on the duration, national aspirations and demographic values, all geared towards xenophobic attitudes and the exclusion of the vulnerable and disadvantaged in the education processes.

The current trend of the global definition of basic education involves the provision of personal development, intellectual autonomy, integration into professional life, and participation in the development of the society in the context of democracy. Its focus is now on total development, outcome, and democracy towards providing the basis for lifelong training, educational development and learning. The latest international guideline for the definition of basic education includes its specification for all countries as to the areas or the levels to be attained (i.e., age, or junior secondary). All the countries are also urged to specify the knowledge and skills to be acquired along the lines of the Jomtien 'enlarged vision' at the specified age or level (Ulrike, 2011:62).

In order for a country or an individual to attain basic education, the following areas must be achieved or acquired:

Key skills should exist for use as personal developmental tools, forming the basis for lifelong learning. There has to be elementary vocational guidance, and the knowledge, values, and abilities that an individual needs to develop and exercise in order to participate in society as a responsible citizen. Basic education is no longer limited to the primary school level, but includes at least the lower secondary level. It should involve the acquisition of key skills which are used as operational goals by young men and women, the youth and adults who have not attained the basic skills as defined in his or her country. Basic education should also include access and training, involving all stakeholders, in respect of the social, cultural, and health sectors (World Education Forum, 2001:66; Ulrike, 2011:65; 66-67).

According to Rebell (2004:28-28), though the Constitutions of most countries indicate the levels and ages at which knowledge and skills are acquired, they seldom define the term

basic education. In most developed countries, such as the USA, the courts are compelled to define the concept. The court in the USA, in the case of CFE 11 v the State (cited by Rebell, 2004:25 & 29) defined *basic education* to encompass learning, including adequate equipment, resources, qualified personnel, sound curriculum material, and a learning environment. The definition also encompasses learning over a lifetime, in order to obtain self-sustaining capacity and employment.

In respect of Botswana *basic education* is defined by the DCDE (2007:4-6) as promoting Botswana's five national principles through the provision of learning at a multi-dimensional level of social structures, popular attitudes and national institutions that have an effect on the acceleration of economic growth, and the reduction of inequality and absolute poverty. It also involves the all-round development of the learners to foster their intellectual and creativity growth to their full potential along areas of cultural identity, self-esteem, democracy, and ethical and moral values. It incorporates sound pre-vocational and practical experience of the world of work that lays the foundation for the acquisition of manipulative skills and positive work attitudes in career choices. Rebell and Wolff (2009:1) defined *basic education* as a constitutional challenge to policymakers and implementers to ensure the right and quality, as well as equity to meaningful education opportunity for all the learners in the public schools. Tisch, Levin, and Kilpatrick (2005:3 & 7) articulated that basic education should begin at the pre-primary level, be adequate, equitable, and of quality in the opportunities to all learners, irrespective of parental income, ethnicity, creed or demographic background.

The conclusion drawn based on the foregoing discussions is that though EFA has provided guidelines as regards specific areas (cf. 2.4) (to guide the provision of basic education), the member countries use their own strategies in respect of the provision, monitoring, and assessment of basic education in their various countries. Thus, while basic education is free and compulsory in some member countries, it is neither free nor compulsory in others.

The researcher believes that, for basic education to be able to prevent learner dropout, it should be defined to include its provision and development in areas of relevance, effectiveness, efficiency, as well as its benefits to the learner. This entails adequate accessibility, equitability and quality with regard to the acquisition of knowledge and skills.

The provision of basic education should therefore be sound, significant and meaningful, and follow the guidelines given by the Jomtien Declaration. Most importantly, it should be accessible to all, irrespective of gender, age, creed, economic or physical status, natural or man-made disaster, or area of settlement. Furthermore, the researcher believes that adequate accessibility, and the equity and quality of the provision of basic education, as well as its development should be part of the definition. Clearly, defined measures as regards lifelong learning, and how to attain a self-sustaining capacity should also form part of the definition.

The discussion of the following sections will focus on the provision and development of education at the global level. The inquiry will begin with the education policies of Brazil.

2.5 Education Policy: The formulation, implementation, monitoring, and assessment in Brazil: Introduction

Brazil achieved independence in 1822. During this period it focused on developing tertiary education. Primary and secondary education was thus neglected until the 1980s and 2000s (Wikipedia, 2012(a):1-2; Rocha, 2008:1-2). Education in Brazil is therefore plagued by many deficiencies and disparities with several underdeveloped regions, especially in the north-east. Nonetheless, Brazil has seen successes in areas of basic and inclusive education, as well as in respect of learner dropout (cf. 2.3). Alvez's (2003:3) research, as well as that of Silveira and Biela (2003:2), documented in support of the above-described education achievements in Brazil. To be able to succeed in the inquiry of basic and inclusive education, as well as an assessment of the Brazilian education system, a study of the Brazilian Education Laws, Policies and principles (guiding its formulation, as well as strategies used in monitoring and assessment) need to be undertaken. The inquiry will begin with the Laws and Policies in education.

2.5.1 The Education Laws and Policies of Brazil

Studies by Alvez (2008:2-3), in Wikipedia (2012(a):1, 5-6), as well as by Graybill and Graybill (2001:2-4) on the Laws and Policies of Brazil revealed the following:

- The 1988 the Federal Constitution gave greater autonomy to the states and the municipalities as regards education matters.

- The 1996-2006 Fund for the Maintenance and Development of Fundamental Education and the Valorisation of Teaching (FUNUNDEF) and the Law 2006 Fund for the Development of Basic Education and the Appreciation of the Teaching Profession (FUNDEB) created funds for maintaining and developing elementary education, and for valuing the teaching profession (Wikipedia, 2012(a):1).

- Costa, Barros, Montagnoli da Fonseca and Macielo (2011:310), as well as Alvez (2003:2) documented Law 1.793 of 1994, whereby the state recommended that teacher training should include courses that deal with special-needs learners. Articles 58 and 59 of Resolution 2 of 2001 enforced the adaptation of the curriculum methods, the provision of resources of modern techniques, and the training of teachers, to meet the needs of special learners.

- Wikipedia (2012(a):5-6) reported on the assessment laws in use, namely the 1980 National Assessment Policy of the National Assessment of Basic and Prova Brazil (SAEB), the 1995 Assessment Policy of Prova Brazil of 2005, the Programme for International Students Assessment (PISA) of 2005, and the 2007 Index of Basic Education Quality (IDEB).

2.5.2 Principles guiding the Brazilian Education Policies

Education is regulated by the Federal Government through the Ministry of Education (MoE), which defines the guiding principles for the organisation or structure of education programmes (Wikipedia, 2012(a):1-2). Alvez (2008:3) defined a *principle* as what guides the Laws and Policies that are passed, the focus points of these passed Laws and regulations, and how the Policies are monitored or implemented at the lowest levels. The general principles of education were established in the 1988 Brazilian Constitution. The principles include the right to education of all citizens, and the duty of the state and the family to provide education. The principles are also aimed at fully developing the person, and preparing him or her for citizenship, and to qualify for work. The Federal Government is responsible for legislating and providing guidelines, and for coordinating as well as developing national education plans. It is also responsible for providing technical and financial assistance to the states and the federal districts, as well as the municipalities, for the development of their education systems (Silveira & Biela, 2003:3; Wikipedia, 2012(a):2).

Comprehending the principles of Brazil is thus essential to understand the mechanisms involved in the implementation and monitoring of the education system. Alvez (2008:3) indicated that the principles involve, both by tradition and by the Constitution, the Brazilian states and municipalities in managing their own education systems, as long as the Federal Laws are not violated (i.e., employing and paying teachers). There has been no clear demarcation of powers between the states and the municipalities at the implementation-level of teaching activities. The afore-named Bodies of the education system operated in parallel, and overlap their responsibilities. The Laws (cf. 2.5.1) developed along the guidelines and norms of these principles. Mindlin (2003:240) concurred by stating that,

'The MoE created . . . policy outlining principles for cultural diversity . . . aim at . . . political participation. . .'

Those mandated to drive and steer the education system devised strategies and a timeline for carrying out their responsibilities.

Their various strategies are examined below.

2.5.3 The Monitoring Bodies, the implementation, and assessment strategies of Education Laws in Brazil

Alvez (2008:10) indicated that the Brazilian Federal Government constructed the IDEB per school per education system in each municipality, aimed at increasing the visibility, and accountability of policies already existing at both the state and the municipal levels. The Federal Government also launched the Education Development Plan, and established targets to be reached by 2022 (Barrlett, 2003:191). The responsibilities and functions of education were redistributed between various levels of government. The states were now only responsible for conducting monitoring activities in high school education, while the municipalities were responsible for the elementary schools (Alvez, 2008:9; Graybill & Graybill, 2001:9-10). The decentralisation of powers from the states to the municipalities increased elementary school enrolment in the 1980s and 1990s. The latest figures reported by EIBHTURE's (2007:1) survey on the secondary school monitoring scheme in Brazil are 24883112 - the total number of learners, the pupil-teacher ratio at: 18:1, and the net enrolment at: 78.7.

Rocha (2008: 1) also indicated that the MoE launched a programme targeting the low socio-economic sector of the population that was either marginalised from basic education, or dropped out of the programme. This includes the establishment of Ayrton Sena Institute, empowered to educate the afore-named socio-economic population.

The specific Brazilian Laws selected for comparison with Botswana and the implementation of the Basic Education Law are examined in the following sections.

2.5.4 Specific Brazilian Education Laws similar to the Acts under investigation in Botswana selected for comparison

The Brazilian Education Laws selected for investigation and comparison are:

- The 1988 Constitutional Law, FUNDEF of 1996-2006, FUNDEB of 2006 and compulsory Basic Education Policies.
- SAEB of 1980, Prova of 2005, IDEB Index of 2007, and PISA of 2000 Education Measurement Policies of Brazil.
- Inclusive Law 1.793 of 1994 and Articles 58 and 59 of Resolution 2 of 2001 (cf. 2.5.1).

2.5.4.1 The implementation of the Basic Education Laws in Brazil

The country's education system is divided into 3 levels, with several grades in each level. The fundamental education or the elementary school is organised into 2 stages called 'ensina' fundamental 1 and 2. Fundamental 1 covers 1 to 5 years with a single teacher, and fundamental 2 covers 6 to 9 years with several subject teachers. The Federal Council of Education is responsible for establishing the core curriculum of broad subjects and foreign language elective for 6 and 14 year olds, for 12 years. Elementary school is free and mandatory, even for adults (Wikipedia, 2012(a):3). Middle school is also free but not compulsory and pre-school is optional, free and aimed at developing children under 6 years in areas of cognitive, motor, and social skills for a solid foundation (Silveira & Biela, 2003:1).

Under the decentralisation policy, however, the regions each supplement the core curriculum with a diversified curriculum defined by the needs of the region, and the abilities of the individual learners. The duration of the school year is at least 200 days, with at least

800 hours of activities decided by the National Education bases and the guideline's law. However, the actual school calendar is decided by the individual schools (usually directed by agricultural activities in the rural areas). The public elementary school is funded by the state governments and municipalities, and are similar to that of the British system, though the standards were evaluated to be far below those in Europe and the developed world (Rocha, 2008: 2; Wikipedia, 2012(a):2-5). The duration of secondary schooling is 3 years, with a minimum of 2,200 hours course-work that can be combined with professional training during the second and third years. The areas of professional training that are available include agriculture, which involves an extended year of training (Silveira & Biela, 2003:2).

Barrlett (2003:193) posited that the non-governmental organisations collaborate with the local government to implement the Basic Education Law in Brazil. A good example of networking with non-governmental organisations is the involvement of the Popular Centre for Culture and Development in the administration of the local Secretariat of Education in 2003 and 2004. The afore-mentioned organisation implemented a variety of new teaching tools in the rural areas of Ara cuai. Another networking activity with non-governmental organisations was the Axe Project in 1999 in Salvador that created the Barbosa Romeo municipal school, targeting street-children. Wikipedia (20012(a):1) reported that private companies (i.e., D. Paschoal, banks), and the USA, further gave financial aid to the Brazilian education system when they founded the 'All for Education' Project which was used to develop monitoring tools, such as media education, to promote education as the second national priority. Graybill and Graybill (2001:10), as well as Barrlett (2003:193), further indicated that the decentralisation policy of basic education created neighbourhood-based literacy projects that empowered non-governmental organisations to control pedagogy, especially in cases of adult literacy.

To ensure that all children receive basic education, basic education and policy support authorities give technical assistance to the Child Mission Scholarship scheme to train, evaluate and document scholarship activities. Rocha (2008:1) articulated that the Ceara Basic Improvement Project promoted greater equity and quality of education services. Graybill and Graybill (2001:8-9) also asserted that the north-eastern part of Brazil, with states such as Recife, Salvador, and Ceara, (the lowest strata of socio-economic development) were identified as beneficiaries of the Ceara Basic Improvement Project.

Scholarship programmes, such as Bolsa Escola, were established for this region. The above-mentioned researchers (2001:10) further indicated that school attendance was also monitored by the communities of learners and parent-teacher meetings to report on progress, and the areas that need attention. Extra-curricular activities were introduced, such as drumming and dancing, to make learning interesting and attractive to the learners. The pre-primary net enrolment ratio was 50% in 2008, with the gender parity at 1.01, and the net primary intake the same year was 66% (EFA, 2011:288-289 & 294-295). The literacy rate by 2008 was 92.0%, 97.5% for the 6-14 year-olds and 84.1% for the 15-17 year-olds (Wikipedia, 2012(a):6). Graybill and Graybill (2001:8) further indicated that the government mainly focuses on the rural areas, whereas the non-governmental organisations and the civil society handled scholarship schemes in the urban areas.

Among the effective scholarship schemes aimed at achieving basic education are those of the Missao Crianca (Child Mission), the United Nations International Children's Emergency Fund, the Albrinq Foundation (Child Friendly Business), and the government PETI programme, as well as the scholarship schemes of other non-governmental organisations. The aforementioned researchers (2001:9) further posited that the several scholarship schemes helped in the achievement of compulsory basic education among all Brazilians, thereby providing equity among all regions. The grants provided financial assistance to most learners who would otherwise have dropped out of school due to the lack of uniforms and other education material. According to Graybill and Graybill (2001:11), contracts were given to solidarity centres to train public school teachers to improve on the quality of schools and learning.

Rocha (2008:1) mentioned that capacity-building and education development projects were funded by the World Bank. These measures include the launching of several Models for effective in-service teacher training, and frequent programmes for teachers to upgrade their skills. Teacher training was also free at the public Universities. It took a 3-year programme to qualify to teach grades 1 to 4. Training takes between 3 and 4 years, and an additional year to qualify to teach grades 5 and 6. For teachers of pre-schools and special education schools, special courses are offered at the Universities. There are also holiday programmes to update and recycle both practising teachers, and those below the minimum qualification levels. Other projects include textbook-screening and production, and multi-grade teaching,

and 'escola ativa' was launched towards building the capacity of education managers and teachers (Wikipedia, 2012(a):6).

EFA (2011:3004-305) reported that the schools receive funds from the Federal Government, that greatly lowered the students' dropout rates. School and municipality managers were mandated as regards how the school funds were to be used. Some managers used the funds to enable learners to have access to education services, equipment, textbooks, computers, and also for use by the permanent staff (Alvez, 2008:4-7). The number of out-of-school children in 2008 was 1,364000 with 24% repeaters in all grades in 1999 (EFA, 2011:304-305, & 312- 313). The pupil-teacher ratio in 2008 was 19:1 in pre-primary, 23:1 in primary and 18:1 in lower secondary school. The youth literacy rate between 2005 and 2008 was 98% (EFA, 2011:328-329 & 340).

The researcher examines the assessment laws in Brazil in the following section.

2.5.4.2 The implementation of assessment laws in Brazil

In the 1980s the SAEB Law was passed, and it was implemented in 1990 to test all the learners nationwide. In 1995 the Law was restructured by the MoE, and the testing was extended to the regions and the municipalities every other year. In 2005 the Prova Brazil Assessment Law was passed, and it expanded the data on the range of examination results at federal, state, municipality, and school levels for all students where there were at least 20 learners (Wikipedia, 2012(a):5). Alvez (2008:8) indicated that Law 2005 was implemented in 2007 at the basic education level, and its results were publicly distributed and available online. Alvez (2008:3) further mentioned that the MoE introduced new assessment strategies as regards the 4th and the 8th graders in its efforts to achieve its goal of providing basic education for all at the elementary level.

In 2007 the IDEB Index of the basic-education quality policy was established by the MoE and used to monitor education progress in schools, municipalities, as well as in all the states of Brazil (Wikipedia, 2012(a):6). The policy combines the data of SAEB, Prova, enrolment, repetitions, dropouts and graduations to generate an index of performance at all levels, and to establish a target for improvement. Its evaluation revealed that 70% of the municipalities either reached or exceeded the set targets. The municipalities that fell below the set targets

were given extra funds and assistance in the areas of need. The OECD (2005:3) and Wikipedia (2012(a):6) documented that Brazil has also been a member of the International Assessment Bodies such as PISA since 2000. This enabled Brazil to compare its learners' performances with those of the OECD countries.

The implementation strategies regarding accountability and transparency assessment policies launched by the Federal Government involved the state governments, the municipalities, and schools publishing their learners' performances and dropout indices (Alvez, 2008:8; Rocha, 2008:3). Alvez (2008:1-2 & 8) and Ulrike (2011:74) articulated that some improvement has been made towards learner dropout in the schools since the launching of the accountability policy. Nonetheless, the dropout rate in Brazil is high, and the quality of numeracy and reading skills among the 4th graders is poor (Rocha, 2008:4; Wikipedia, 2012(a):5).

In the following section the strategies used in Brazil to implement the Inclusive Education Law are discussed in relation to the current global trends.

2.5.4.3 The implementation of Law 1.793 (1994, 2001) of inclusive education in Brazil

Silveira and Biela (2003:2), as well as Alvez (2003:3), averred that after Brazil adopted the Salamanca Declaration of 1994, there has been a rapid increase in laws and resolutions as regards special-needs learners, especially in Rio de Janeiro. Resolution 2 of 2001, for example, created information systems and established a demographic census of learners with special needs. The Institute of Helena Antipoff implemented strategies for teacher training and research. It also developed assessment strategies for special-needs learners, as well as the acquisition and production of learning materials. The above-named institute implemented a guidance centre with staff to carry out its duties in respect of all the projects. Furthermore, the guidance centre launched several projects such as workshops that provided technical help for learners with cerebral palsy, and implemented conventional and non-conventional resource strategies for the blind.

Alvez's (2003:7) research further revealed that Resolution 2 of 2001 granted disabled learners permission to enrol in any public school, from day-care level to the eighth grade. The schools provide the resource rooms, relevant staff to assist the special-needs learners,

and travelling, hospital, and domiciliary teachers for all the special-needs learners who are unable to attend regular classes. Alvez (2003:5) further indicated that the Institute of Helena Antipoff assessed the progress of the special-needs learners by the class teachers, and by writing reports to the Department of Special Education. This Department then followed up with recommendations aimed at providing learning opportunities for the special-needs learners that would enable them to develop qualitatively to their full potential. Nonetheless, the implementation of the Inclusive Education Law in Brazil has been criticised for focussing on a mechanistic model of helping special-needs learners to form habits and attitudes, rather than on scholastic achievement. Alvez (2003:9) asserted that Brazil launched a multi-education programme to remedy the problem, and learning problems in general in the country.

Table 2.1 below summarises a comparison of the data of Brazil, Botswana and the Sub-Saharan Block of EFA on the implementation of education policy strategies as regards pupil-teacher ratio, enrolment, learner dropout, contributions and aid towards basic education.

The purpose of Table 2.1 is to compress into scores the discussions on a comparison between Brazil, Botswana and the Sub-Saharan Block of EFA on the above-named policy areas. The figures will enhance the understanding of the policy areas compared. The scores show a low percentage of 16% in Botswana, 3% to 100% in Sub-Saharan countries of EFA, and 65% in Brazil in the pre-primary enrolment in 2008. The table also shows the expenditure on basic education, which was 6 million US$ in Botswana, 21 million US$ in Brazil, and between 1 and 155 million US$ in the Sub-Saharan Block of EFA (EFA, 2011: 314-315; 330-332; 342-344 & 354-356).

In the section following Table 2.1 the researcher will discuss the Acts and Policies reviewed in a summary in relation to those of Botswana.

Table 2.1:

A comparison of dropout, enrolment, pupil-teacher ratios, the education expenditure of Brazil, the Sub-Saharan block of Education for All (EFA) and Botswana

Country	Pupil-teacher ratio in primary school in 2008	Total gross enrolment ratio in pre-primary school: % in 2008	Total net enrolment ratio in primary education: % in 2008	Dropout (2001)	Total aid to basic education in 2008(US$ millions)	Total aid per primary school-age child in 2008 (US$ millions)	Direct annual average aid to basic education in 2008 (US$ millions)
Botswana	25: 1	16%	87%	6,187	6 US$	20U.S$	0 million US$
Brazil	23: 1	65%	94%	34%	21 US$	1US$	6m US$
The Sub-Saharan block of EFA	Between 13:1 and 95: 1	Between 3% and 100%	Between 16% and 87%	Between 3% and 70%	Between 1 and 155U.S$	Between 2U.S $and 104 U.S$	Between 0 and 92 U.S$

(Source: Graybill & Graybill, 2001:2; EIBHTURE, 2007:1; EFA, 2011:314-315; 330-332; 342-344 & 354-

2.5.5 Discussion of the Acts and Policies reviewed

The Brazilian education system has established basic education and policy support Bodies to monitor and ensure the provision of basic education to all children, especially in the poorest north-east region of the country, to ensure access and equity among all learners. Laws were passed to legalise the provision, and several scholarship schemes were launched to ensure the success of basic education to all (cf. 2.5.1). Institutions such as the Ayrton Senna Institute were established to ensure all children of school-going age receive basic education, which decreased learner dropout. The implementation of the Ceara project was through various innovative models that raised the academic qualifications of the teachers at both

state and municipal levels, and increased learner retention in the schools. Most importantly, basic education is compulsory and free, and includes the pre-primary level, as well as adult education at its implementation stage. Implementation strategies regarding basic education involves networking with private companies, the USA, and other non-governmental organisations to ensure success (cf. 2.5.4.1).

Decentralisation Policies with regard to policymaking at municipal level were implemented, and converge with global strategies currently in use. The launching of the basic education development index (a quantifiable indicator) to measure the attainment of the objectives of basic education provided valid and reliable feedback into the policymaking process, increased the accessibility of basic education to 97.6% in 2007, and reduced learner dropout. Membership of TIMSS and other international assessment agencies enabled Brazil to evaluate its policies, and to compete with knowledge-driven technological economies and countries. Policies on cultural diversity improved political participation, enriched intellectual wealth, and integrated Brazil more into the global society, as cultural diversity has become a necessary condition for membership of the global village.

Laws and resolutions were passed to include special-needs courses in the curricula of teacher training programmes. The schools were restructured and adapted with resource rooms, as well as provided with the staff for special-needs learners in the regular schools. In Brazil all learners with disabilities, single or multiple, can enrol without assessment from the Ministries of Health and Education, in any public school from the pre-primary level. The strategies being used regarding the Inclusive Education Law are therefore in sync with the strategies set for its implementation and the current global trends in this regard (cf. 2.2.4; 2.5.1 and 2.5.4.3).

In comparison to Brazil, Botswana has no free or compulsory basic education. It is also not inclusive of the pre-primary level at the implementation stage. Some 19% of the children of school-going age, made up of the rural and urban poor, still have no access to basic education (cf. 1.3.3). In Botswana pre-primary education is still in the hands of the private sector, though it is part of basic education, according to the objectives of the Basic Education Act (Central Statistics Office (CSO), 2009:17; National Commission on Education (NCE), 1993: viii). Assessment procedures in Botswana, as regards certification are highly

centralised and theory-oriented contrary to the national prescribed strategies and those currently in use globally (cf. 1.3.4 and 2.2.3.2). On the whole, the current instructional and assessment trends of active learning and continuous assessment-prescribed strategies towards the attainment of the objectives of basic education are not fully implemented in Botswana (cf. 1.3.3 and 1.3.4). This is because the policymakers have failed to take into consideration the teachers' content knowledge, levels of motivation, and learning culture, before the Acts were legislated (Bregman, 2008:47).

The admission of special-needs learners into the regular schools in Botswana remains the prerogative of the Ministries of Education and Skills Development (MOESD), and of Health, and the Division of Special Education (DSE). Those learners admitted into the inclusive schools in Botswana are usually those with physical disabilities, i.e., the blind. Most special-needs learners in Botswana are still in special schools run by non-governmental organisations like churches, who receive grants from the government. Special-needs learners in Botswana do not include the gifted learners, which limits its functions and activities. Learners with severe or multiple disabilities are also excluded from the regular schools in Botswana (cf. 1.3.5 and 3.11.7).

The bureaucratic decisions in the strategies of the formulation and implementation of Education Policies practised in Botswana (Maundeni & Ntseani, 2004:104-108) are ignored in Brazil through the empowerment of the municipalities regarding the strategies in use (cf. 2.5.2). Both countries, however, have launched projects, and network with economic institutions to bridge the socio-economic gaps that affect inadequate teacher-training and dropout (Dart, *et al*., 2007:9-11) (cf. 2.5.4.3). Though Botswana is also up-grading its teacher-training programmes to include courses for handling special-needs learners, progress is slow. The dropouts in Brazil are mainly from the urban areas of the lowest socio-economic stratum in the states of Ceara, Recife, and Salvador. The dropouts in Botswana are mainly the rural and the poor (cf. 1.3.3;-1.3.5 and 2.5.4.1).

The section below examines the strategies used by EFA to implement basic and inclusive education, as well as assess its objectives.

2.6. Education for All and basic education: The introduction, goals, and strategies of the Sub-Saharan Block of Education for All

The inclusion of EFA in the current research is based on the fact that since the parliamentary endorsement of the Jomtien Declaration, Botswana's education system has experienced significant gains, especially among the marginalised groups (BFTU (2007:4, 7 & 14). The EFA goals are reflected in the MoE's objectives. Furthermore, the EFA's indices (the EDI) are the current indicators used globally to measure quality, equity, accessibility, and other outcomes in education. Discussing EFA's objectives and implementation strategies will thus expose and guide the researcher towards the global indices currently in use with regard to evaluating the implementation strategies. Members of the EFA plan to work together, share their experiences, and develop innovative and equitable formulae to achieve the EFA goals.

 The EFA goals important to the study's aim are:

- Universalising access and promoting equity. This entails the global provision of basic education for all children, the youth and adults. Opportunities towards accessing basic education should be qualitative and equitable, irrespective of socio-economic status, creed, and gender, to reduce disparity. Active commitments must be undertaken to include the hitherto excluded groups (UNESCO, 2011:3; EFA, 2011: v & 57).

- Focusing on learning means that opportunities should be directed towards meaningful or beneficial learning for human development through the acquisition of knowledge and skills, rather than on enrolment (World Data on Education, 2006: 3; EFA, 2011:v & 66).

The EFA's implementation strategies used towards achieving basic and inclusive education, as well as the assessment of its objectives are discussed in the following sections.

UNESCO (2011:4) stated that EFA:

- Develops a supportive policy context in the economic, societal, and cultural sectors towards achieving full basic education. The provision and development of basic education for all require a commitment by the government, with an appropriate education policy and health policies to enhance the learners' incentives. It also

means developing the society in respect of science and technology towards the provision of global trade requirements.

▪ The organisation also reported (2011:5) that EFA mobilises human and financial resources within the private, public, and voluntary sectors through a much broader scope to meet the learning needs of all. This involves drawing on resources from all the public and private sectors responsible for human development. It also means a reallocation of resources, or the transfer from a military budget to education expenditure to ensure the efficiency and protection of basic education.

In the section below the EFA's strategies in relation to basic education within the regional block under investigation are examined.

2.6.1 The implementation and monitoring of basic education within the Sub-Saharan Block of Education for All

The EFA's monitoring activities are done through various establishments at regional level, made up of six regional monitoring frameworks established for all the 155 countries.

Among the six regional monitoring frameworks pertaining to the current research are:

The Sub-Saharan Block made up of 45 countries in the Southern parts of Africa to meet in Johannesburg, South Africa and to discuss their progress and challenges, and their combined plan forward (World Education Forum, 2001:2). This Block is selected to examine the EFA's implementation and monitoring activities. The choice of this region is to enable a view from the developing Block that includes Botswana, as well as a developing region other than Brazil. The World Education Forum (2001:72) and also Packer and Aggio (2009:82-83) reported that the monitoring activities of the EFA include, namely co-ordinating and mobilising all EFA partners at national, regional and international levels to complement the national governments' efforts by UNESCO.

Among these mobilisation and coordinating activities are:

Multi-lateral and bi-lateral funding agencies, non-governmental organisations, broad-based civil society organisations, as well as the private sector. EFA funding agencies include the World Bank, the United Nations International Children Emergency Fund, the United Nations

Development Programme, the United Nations Foreign Policy Agency, and UNESCO (EFA, 2011:3).

The member countries stated the following as regards their commitment of financial support towards achieving EFA's goals:

'The heart of EFA lies at the country level but no country committed will be thwarted in their *achievement of goals due to lack of resources'* (World Education Forum, 2001:3).

Areas of focus by EFA are the hitherto neglected sectors of care in early childhood education, education in the time of crises, adult literacy, the education of girls and women, and the care of the HIV/AIDS-infected. The EFA's timeframe for achieving its objectives was 2002, and not later than 2015. The EFA's activities included boarding facilities for learners in remote areas (EFA, 2007:3-4). Uganda, for example, has launched the 'Miith Akolda' curriculum to disarm and rehabilitate children with armed groups, as well as abolishing school fees in primary schools (EFA, 2008:3-4).

Universal primary education has increased by 40% within the Sub-Saharan Block since 2005, and post-primary enrolment has also increased from 24% in 2000 to 32% in 2005, especially in Ethiopia and Mozambique (UNESCO, 2011:14). The EDI ranking (from the set up target of: 1) of the regional Block falls between the ratios of .9.00 (the highest) in Namibia, and .5.20 (the lowest) in Niger in 2008. The illiteracy rate of 15-24 year-olds within this region was between 20.00% in 2005-2008 in Cape Verde and 34.60% during the same period in Nigeria. The net enrolment in 2008 was 2% (the lowest) in Burkina Faso and Rwanda and 91% (the highest) in Mauritius. The EDI rank in the pre-primary provision of this region was between 160 and 204. The net intake in primary school within the regional Block in 2008 was 16% in Eritrea and 83% in Mauritius (EFA, 2011:264-265, 78-281 & 300-301). Countries such as Mozambique and Ghana were making special efforts in pre-primary education within this region. The following statements by EFA support these findings:

'. . . The Escolinhas pre-school programme in Mozambique is open to vulnerable children aged 3-5 . . . focus on cognitive stimulation, using games, art and music to develop basic numeracy and reading skills' (EFA, 2011:39).

'In 2007 Ghana adopted a national early childhood development policy. . . of free compulsory pre-primary education . . . Teacher training programmes for kindergarten have been *expanded . . .'* (EFA, 2011:39).

Investigations on the Sub-Saharan Block conducted by the World Education Forum (2001:3) and EFA (2007:3) revealed, among others, the EFA's provision of financial aid towards basic education to countries, especially to those within the Sub-Saharan Block. In other areas, 98 developed countries have committed US$25 billion in aid a year, and 42% of this aid, about US$1.5 billion, goes to developing countries towards basic education annually. Donations through various UN agencies (i.e., United Nations International Children Emergency Fund, the United Nations Development Programme, and UNESCO), the World Bank, and bilateral donors go mainly to the Sub-Saharan Block (EFA, 2007:3).

Though donations have increased, UNESCO's (2011:108) findings revealed that donors are not on track to meet their aid commitments, which fell short of the pledges made in 2005. Aid for basic education stagnated in 2008. This 4% fall translates into a 6% decline in aid per child in the region (EFA, 2011:109). Financing trends are thus volatile, making planning difficult. The pupil-teacher ratios are still high, and range between 33:1 in Uganda and 60:1 (60 learners to 1 teacher) in Chad in 2005 (EFA, 2008:4). Nevertheless, UNESCO (2011:20-21) reported a multi-lingual instruction improvement in countries such as Zambia and Burkina Faso.

In the section below the researcher will discuss strategies used to assess the EFA's goals.

2.6.2 An assessment of the policy objectives of Education for All under the Sub-Saharan Block

A Global Monitoring Report was issued in 2002 to document the EFA's progress and challenges (EFA, 2007:22). Furthermore, EFA has made its first four goals quantifiable goals, and launched the EDI as its measuring instrument on the progress of member countries in all the six goals. Packer and Aggio (2009:49) indicated that EFA established indicators for measuring education quality. The indicators are, namely the percentage of young people (15-24 years) with basic literacy skills; school life expectancy (expected number of years of formal schooling from primary to tertiary level); pupil-teacher ratios in primary education;

trained primary school teachers (as percentage of the total number of teachers); and public expenditure on primary education (as percentage of each country's Gross National Product).

Within the Sub-Saharan Block no country has yet achieved all the EFA goals, except the Seychelles, which has an EDI index of .95, which is close to 1. Some countries, including Botswana, are however, in the middle position, with indices between .80 and .91 (UNESCO, 2011:14). Gender parity has been achieved in countries such as Mauritius (1.00) and the Seychelles (1.02) (EFA, 2011:301). Burkina Faso has abolished school fees for girls, in order to promote gender parity, with an increase from .71 in 1999 to .94 in 2008 (UNESCO, 2011:14; EFA, 2011:299). Gender disparity, as regards accessibility to basic education at both primary and secondary level, still exists to the disadvantage of girls. In Botswana, however, this disadvantage is in respect of boys accessing secondary education (Packer & Aggio, 2009:49 & 83).

Information technology has increased by 20% within the school systems, so has the access to international forms of electronic media, as well as national networks of communication systems (EFA, 2007:1, 4-5, 9 & 25). Twenty countries in Africa are connected to the internet, and over 550,000 schools possess information and communication technology. Implementation activities now include curriculum outlook and adaptation. Assessment is moving towards criterion-referenced testing in convergence with the current global trend (EFA, 2007:1- 4; Bishop, 2007:6).

Implementation strategies as regards the Inclusive Education Policy of EFA within the Sub-Saharan Block are examined in the section below.

2.6.3 The implementation of inclusive education within the Sub-Saharan Block of Education for All

Programmes were developed that directly cater for the traditionally disadvantaged groups. EFA also reported success in areas of ensuring excellence, equity, and accessibility for all, especially for those located in inaccessible areas, such as the remote area in Tanzania (EFA, 2007:3). Learner retention and achievement have improved since 2006, especially in Ethiopia, namely from 74% to 94% of the 100% target. In 2008 the number of out-of-school children within the region was between 8, 000.00 in Sao Tome and Principe, and 1, 364,000

in Nigeria (EFA, 2011:308-309). EFA (2007:1, 4 & 10) recorded that life-skills and livelihood education, and the dropout rate of learners, especially among the poor and the rural dwellers, have dropped in some countries such as Ethiopia, where the provision of life-skills education has increased. Within the Sub-Saharan Block, the commonly-used guiding principle of Policy as regards the provision and development of education emphasised areas of formulation, learner enrolment, pupil-teacher ratios, supervision, gender equity, quality, and relevance, among others. EFA divided these activities between regional Blocks which are responsible for supervising and reporting on achievements, challenges and areas of future focus.

The researcher (in section below) will discuss the summary of Policies reviewed under EFA.

2.6.4. Discussion of Policies reviewed

EFA's implementation and monitoring strategies, though sound, did not take into consideration the different social conditions (economic and political) existing within the different 45 member countries. This remark is important, because donations towards basic education are based on member countries meeting certain conditions which hinder countries in dire need of these funds from benefiting. Good examples are Burkina Faso, Chad and the Congo who never benefit from this financial aid. These countries, the EFA (2007: 2-3, 6 & 9) recorded, are far behind in achieving any of the EFA's goals. Conditions for the targeted goals are also not flexible, making the balancing of the increasing of quality education difficult for most countries within the Sub-Saharan Block. Financial aid towards basic education should be made unconditional if those in need are to benefit. The abovementioned measures will bridge the gap between the knowledge-achieved technologically-advanced countries and the developing economies, such as the Sub-Saharan Block.

Although the global learner dropout has not been eradicated, and universal literacy has not yet been achieved, the Jomtien Declaration paved the way, and improved the Basic Education Policy within the Sub-Saharan Block. Assessment procedures towards certification are gradually moving towards continuous assessment and criterion-referenced testing within the region in convergence with the current global trends. EFA monitoring reports also provide valuable data on the progress in respect of education, which provide researchers

with a data-bank to draw from when conducting research. EFA established legal framework criteria, such as the EDI, in monitoring and assessing its activities as regards performance and the achievement of its goals (cf. 2.6.2).

In the following section the researcher will examine the education system towards policy formulation, and the implementation, monitoring and assessment thereof in a developed country, namely Italy.

2.7. Education Laws in Italy: Its formulation, implementation, monitoring and assessment:

Introduction

Italy was chosen to compare with Botswana because it is a developed country, and ranked number 6 (among 127 countries) in the world by EDI in 2008. Justification for choosing Italy to compare with Botswana has already been amply given (cf. 2.3).

2.7.1 The Education Laws and Policies of Italy

The laws and policies of any education system guide the activities of those empowered to implement, assess, and monitor the system (Rebell, &Wolff, 2009:9). An examination of the laws and regulations will help towards evaluating the policy decisions and strategies in the next chapter. The commonly practised laws and regulations of Italy of relevance to the current study's problem include:

- The Liberalisation Decrees of 2005, 2006, and 2007, which provided financial support for education, and removed the administrative as well as legal obstacles by means of the implementation of the Europass (National Progress Report, 2010:12; 14-15). The Finance Law of 2007 made education compulsory for at least 10 years. Articles 12 and 13 of Act 104 stated that the right to education cannot be hindered either by learning difficulties, poverty, ethnicity, or low socio-economic or family status (Sidoli, 2008:1-2; National Progress Report, 2010:22).
- The 1996 Final State Examination Law (Nardi, 2001:342).
- Law 517 of 1977 which enforced the official closing down of special-needs schools (Micangeli, 2010:1).

In the section below the researcher will discuss education principles as a prelude towards the formulation of education laws and policies.

2.7.2 The education principles of Italy

Principles are part of the cultural identity of a nation or people. Though Italy's education laws are structured along the benchmark of the European Union and its qualification framework, the Italian traditional principles shape the national education laws, policies, and regulations at the national, regional, and local levels (National Progress Report, 2010:2). Surveys such as the National Progress Report (2010:3-4) on Italy's principles revealed the following education principles that pertain to the problem under investigation in the current study:

- Improving the quality of education and training, sharing and creating tools to enhance the quality of the education system through monitoring activities, and ensuring a high degree of social cohesion, as stated in the Finance Law of 2007. This activity will be carried out through the rehabilitation and the re-inclusion of the disadvantaged, and improving the infrastructure and facilities to modern standards geared towards an increase in the attractiveness of learning (World Education Forum, 2001:66; National Progress Report, 2010:3-4).
- Lifelong learning for all citizens, and the promotion of technological innovation in production, the encouragement of a greater use of new technology of e-learning, and the provision of technical and information-technology equipment. The principles also include conducting surveys, the accrediting of training structures, and the use of the agreed Models. Structural funds and the European Investment Bank are to support lifelong learning and to develop human resources funded by the European regional policies, and national, as well as local sources. Principles also include the monitoring and verifying, and the adjustment of education policies (National Progress Report, 2010:6; Ulrike, 2011:66).
- Strengthening the relationship between schools, the local environment, and the use of combined learning methods to curb school dropout by improving guidance on the promotion of access to science and technical education and training pathways. This includes the focus on female participation, and the development of human capital in

the area of guidance and compulsory training, with funds from the Ministry of Labour and Social Security (National Progress Report, 2010:3).

- The recognition of the competences acquired, the construction of a national and certificate system that is readable and coherent, and that is based on education Laws and principles, as well as being in line with the European development level (National Progress Report, 2010:3; World Education Forum, 2001:68).

In the following section the researcher discusses the Italian education system, and the specific Laws that are selected for comparison with Botswana.

2.7.3 Italian Education Laws selected for comparison with those under investigation in Botswana

The following Education Laws were selected for discussion in relation to the strategies of implementation, monitoring and assessment, namely

- the Finance Law of 2007, and compulsory basic education;
- the 1996 State Examination Law, and the National European Centre of 2005 established in ISOFOL, and its monitoring activities; and
- Law 517 (1977) of Inclusive Education.

ERIC (2011:1) and the National Progress Report (2010:2) documented that Italy operates a compulsory basic education system. The research indicated that Italy implements its education policies through clearly legalised and defined monitoring systems. Italy also ensures the provision of equity, quality, and accessibility to education and all its resources through an identifiable benchmark to ensure its efficiency. Familiarity with and understanding the abovementioned Laws and their implementation strategies will help towards making a just and effective comparison with those of Brazil and Botswana. Recommendations can then be made towards reducing learner dropout in Botswana.

The Italian education structure and its implementation units are examined in the following section. This discussion will guide the researcher towards an accurate evaluation of the policy areas in Botswana (in Chapter 3).

2.7.4 The education structure and the mandated Bodies of Italy

The Italian education system is mainly divided into three sectors of primary level (covering five years), lower secondary level (covering three years), and upper secondary level (covering two plus three years) (AngloINFO, 2012:1-3). Those responsible for monitoring the education laws and policies in Italy are the three Ministries of Education, Labour and Social Security, the Universities, Research Foundations, the Regions, and Autonomous Provinces (National Progress Report, 2010:2).

The researcher examines the strategies used to implement basic education below.

2.7.4.1 The implementation of the Basic Education Law in Italy

Education in Italy is highly centralised in principle, and grants equal opportunity to all its citizens (Checchi & Jappelli, 2007:293). It is also free and compulsory from the pre-primary level until the age of 16 years for 10 years in all regions. There also exists a compulsory training programme for the youth between the ages of 14 and 17 at vocational level in a diploma programme. (EFA, 2011:290-291). The schooldays comprise five or six half or full days, with 10 to 25 pupils in a class, a pupil-teacher ratio of 10:1, with vocational and academic courses. Public and private schools operate according to the Education Laws (Checchi & Jappelli, 2007: 294). Monitoring is carried out through integrated approaches of policies at national and state levels to ensure lifelong learning and training (National Progress Report, 2010:44 & 48).

The National Progress Report (2010:36 & 40) also indicates that pathways for minimum basic standards of learning in 2004 include indicators to formulate and define competence skills not necessarily by certificates. The abovementioned research (2010:7) and that by the World Education Forum (2001:10 & 66-68) indicated that the European Qualification Framework, launched in 2006 and funded by the Leonardo da Vinci programme, focused on the provision of efficiency, equity, and quality in respect of basic education. There also existed a coordination and consultation mechanism among government officials and non-governmental organisations, as well as thematic forums between regions and the national level.

2.7.4.1 (a) The implementation of Basic Education Law to curb learner dropout in Italy

The National Progress Report (2010:37) also included a project designed for the unemployed school-leavers to lure them back to the basic education programmes. The above investigation (2010:30) indicated that group dynamics and blended models were adopted to update skills and to register all citizens under 18 years of age at provincial and regional levels. This measure also monitors learner dropout, appoints mentors to guide the dropouts back to school, and tutors them until they re-enter the school system. The National Progress Report (2010:31) further reported on the existence of a joint Inter-occupational Fund by social partners, the central government, and a National Observatory on continuous training to provide guidelines and opinions, and assess the activities in respect of the education funds.

In 2008 Italy consisted of 28, 000 out-of-school children and 0.2% repeaters in all grades. Furthermore, there were .4% dropouts in all the grades, which makes learner survival rate to the last grade at almost 100% in 2007 (EFA, 2011:314-315). A policy of transitional experience was designed for school dropout and minority group learners by the town councils and other Bodies to integrate dropouts. The abovementioned investigation (2010:47) further documented on activities such as experimental monitoring, guidance, checks, reflection-mentoring, and further training, which were used to encourage the socialisation of dropouts. Other mechanisms used in this process were recreational activities such as sport, and the re-modulation of methodologies to adapt to changes that were encountered. Passoalla practica ('step-by-step into practice') was also launched to enhance the self-guidance abilities of the individual learners with collaboration with the school on advice-bases for the learners.

Capacity-building is the responsibility of the Italian Numenclature Classification System. It monitors short and medium-term employment needs as a measure directed at planning educational activities and policies. Refresher courses are organised, and pre-paid training credit cards are given to 18 years and above employees, with a 500 Euro credit. This encourages the further training of adult citizens (i.e., teachers) to meet the demands of curriculum changes. A national database of an accredited training Body and centres were created to monitor the education system on national level. Workshops and group projects

were organised by the Education Quality Network for teachers and learners. Workshops monitor the qualitative performance level of the learners, and also expose them to workplace activities through cooperation with their teachers and lecturers. (National Progress Report, 2010:40-42; Ulrike, 2011:67).

In the section below the Italian assessment Law and its monitoring strategies is examined.

2.7.4.2 The implementation and monitoring of assessment laws in Italy

AngloINFO (2012:1-3), Nardi (2001:339-340) and EFA (2011:290-291) documented that the primary school-leaving examination has been abolished in Italy. Progression to lower secondary school is automatic. In 1996 the 'maturity examination' was replaced with the state examination, and it was implemented in 1999. This Law increased assessment at the secondary level to 50% internal and 50% external teacher examiners (from the previous practice of all external teachers with 1 internal member) on the Examination Board. The pass-mark was also changed from 30% to 60%, involving a maximum of 20 points out of 100 of written examinations within the last 3 years of the learners' performance in school (Nardi, 2001:340-344).

The OECD (2005:3-6) reported that though the test items were prepared by the MoE, there were no criteria from the Ministry as regards test corrections. There are therefore no guarantees of uniform standards for test corrections. A cross-curricular test, launched to be centrally corrected as a measure of ensuring the national validity of the examination, failed due to the decentralisation policy. Italy is a highly competitive member of PISA and compares learners' achievements with other OECD member countries (Checchi & Jappelli, 2007:296).

Inclusive education in Italy is examined below.

2.7.4.3 The implementation and monitoring of the Inclusive Education Law 517 (1977) in Italy

Micangeli's (2010:1-2) research revealed that the disabled were integrated into the public schools and were insured against discrimination. Sidoli (2008:2-3) also posited that every child in Italy under the age of 18 years could enrol at any public school, despite the severity

of his or her possible disability. The mainstream schools provided the necessary mechanisms and staff to support disabled learners. The pupil-teacher ratio was 1:4 in the inclusive schools (Sidoli, 2008:4). The teachers were regularly sent for further training to adapt their teaching skills and to use alternative methods and approaches to meet the diverse needs of all their learners (Smith, 2012:2). Smith (2012:3) further averred that the teachers' workloads were reduced to 20 hours per week. Medical doctors were involved in promoting early listening in disabled children. Sidoli (2008:2-3) further ascertained that early diagnoses were made to identify special-needs learners, and individualised education programmes and projects were established to guide the disabled learners to adjust to mainstream learning. In 2011 99% of Italy's disabled learners attended regular schools (Rustemier, 2011:5).

The National Progress Report (2010:36 & 39) indicated that measures, such as the Club Itaca Pathway, launched for the rehabilitation of the mentally disabled in temporal and supporting jobs, were effective practices that reduced dropout among the disabled in Italy. Nevertheless, Sidoli's (2008:4) study found that despite all the above measures, only 30% of the disabled were enrolled in primary education, 25% in lower secondary, and 51% in vocational training. Studies by Smith (2012:3), the National Progress Report (2010:34), and by Checchi and Jappelli (2007:307) also revealed that education resources were concentrated in the north and lacking in the south.

Table 2.2 below compares the education implementation policies of Italy and Botswana on basic education and the assessment approach, using the European Union Qualification Framework and that of the EDI.The purpose of Table 2.2 is to compress the afore-going discussions of the education indices of Botswana in comparison with those of Italy into scores to aid the reading and understanding of the policy areas. The figures in the table show the dropout in percentages (.4) in Italy, as compared to the 13% dropout in Botswana. Whereas Italy allocated 50% across all subjects to formative assessment in high-stake examinations, Botswana allocated (0-50%). Where nearly 100% of the Italians had undergone basic education, only 95% of the citizens of Botswana had received basic education in 2008 (EFA, 2011:350-351; CSO, 2010:8). The table also shows policy areas neglected in Botswana (i.e., data on education expenditure). It is necessary to indicate this, because the data provides policymakers with valid information to guide the evaluation and sustainability of Policies.

Table 2.2:

Italy's and Botswana's positions with respect to EDI Indices in the areas of basic education, assessment and learner dropout

Indicator	EDI 2008 Ranking; 1-227	EDI; High; 1-62	2000 Italy	EDI; 2008 Medium; 63-98	2008;EDI Italy; 6/127	2004 Italy/North	2004 Italy/South	2008;EDI Botswana; 84/127
Early school dropouts (15-24yrs.)	By 2015	17.3 %	25.3%	15.7%	0.4% in 2007; 6000 by 2015	18.8%	20.7%	13% in all grades in 2007
15-24 year olds with basic literacy skills; youth literacy rate in %	37%- 100% in 2008	19.4	18.9; 100 (2008)	19.8	23.9	14.7	34.7	95% in 2008
% allocated to formative and summative assessment methods	Move to formative and alternate	-	50% formative, 50% summative	-	Increase in formative %	50% formative, 50% summative	505 formative, 505summative	0% to 50% formative, 100%-50% summative
Total annual average Aid to basic education in US$ in millions	N/A	N/A	N/A	N/A	33 in 2008	33(2008)	33 in 2008	6 in 2008
Direct Aid to basic education in US$ in millions	N/A	N/A	N/A	N/A	12 in 2008	12in 2008	12 in 2008	0 in 2008
Share of basic education in total aid to education in %)	38%	N/A	N/A	N/A	34(2008)	34 in 2008	34 in 2008	N/A

*Not available (N/A). (Source: National Progress Report, 2010: 34; CSO, 2010: 8; EFA, 2011; 350-351 & 356)

In the following section the researcher will summarise discussions of the principles, policies, and laws (with regard to the provision and development of education) in Italy, in comparison to Botswana.

2.7.5 Discussion of Acts and Policies reviewed

In Italy, the Education Laws are legislated, clearly-defined and based on its principles and the European Union benchmark. The emphasis in Policy decisions and its implementation in Italy are on competence in skills. Basic education in Italy is compulsory, free and inclusive (at the implementation level) of pre-primary school to the age of 17 years, and enforced by legal frameworks. The pupil-teacher ratio is 10:1, and the class size is between 10 and 25 learners, in order to enhance equity and quality of learning. Clearly-defined criteria and definitions which are coherent concerning qualifications were established within the regions and at national level. Education Laws and Policies are monitored to match labour demand; mentors are appointed in schools in the regions; and a census is conducted on the youth to guide the dropouts back into the school system (cf. 2.7.1; and 2.7.4.1). Measures such as recreational activities, namely sport, art and the school infrastructure were put in place to make learning more attractive to the learners. The in-service training of teachers is greatly enforced through the pre-paid 500 Euro credit system in order to promote capacity-building, quality, and learner retention in schools (cf. 2.7.4.1).

 Assessment for certification purposes, made up of equal percentages in formative and summative practices, helps in evaluating all aspects of the learners, as well as the retention of learners within the schools. The implementation strategies are synchronised with the prescribed strategies, are designed to meet the demands of the learners and the workplace, and are therefore meaningful (cf. 2.7.1 and 2.7.4.2). Italy's Inclusive Education Policy is of great interest to the world as a whole because of its success.

In comparison to Italy, Botswana's Basic education is neither free nor compulsory, nor is pre-primary education inclusive at the implementation level. Monitoring activities in Botswana though in the process of decentralisation, hardly ever occur, or are ineffective (cf. 1.3.5). Though guidance teachers are attached to the public schools in Botswana, their

duties are not clearly defined, rendering their activities ineffective (cf. 1.3.5). The principles guiding Education Laws in Italy are focused on what is considered good practices in education. In Botswana, the guiding principles of the National and the Botswana General Certificate of Secondary Education (BGCSE) are improperly implemented (cf. 1.3.3-1.3.5 and 1.4). In Botswana assessment for certification is theory-oriented, contrary to the national goal and the prescribed implementation strategies (cf. 1.3.4). It is also contrary to the current global trends (cf. 2.2.3.2). Whereas the pupil-teacher ratio in inclusive schools is 1:4 in Italy, in Botswana this ratio is 1:40, with a class size of 45 in all public schools. The teachers' workload is 20 to 25 hours per week in Italy, but 35 per week in Botswana. Currently 27% of the disabled in Botswana has never gone to school (Brandon, 2006:38). Most importantly, Italy has nearly 100% survival rate of learners (cf. 2.7.4.1).

The Italian education system has its shortcomings and challenges, especially in areas of immigrants, minority groups and the equitable distribution of education resources between the south and the north (cf. 2.7.4.3). Nevertheless, Italy's education policy decisions, assessment and monitoring measures are far ahead of those of Botswana, and can be a source of inspiration and a learning model for the local system especially with regard to ameliorating learner dropout (cf. 2.7.4.1 and 2.7.4.2). There was only a .4% learner dropout in 2007 in Italy (cf. 2.7.4.1(a).

Concluding remarks below bring the discussions on the chapter to an end

2.8 Concluding remarks: The relevance and implications of the education policy theoretical framework for the study

A theoretical framework has emerged to conclude the discussions on the chapter in relation to (the current global trends in use) education policymaking, and the implementation, monitoring and assessment strategies in respect of the research problem that can curb learner dropout. This framework is presented in Figure 2.1 below.
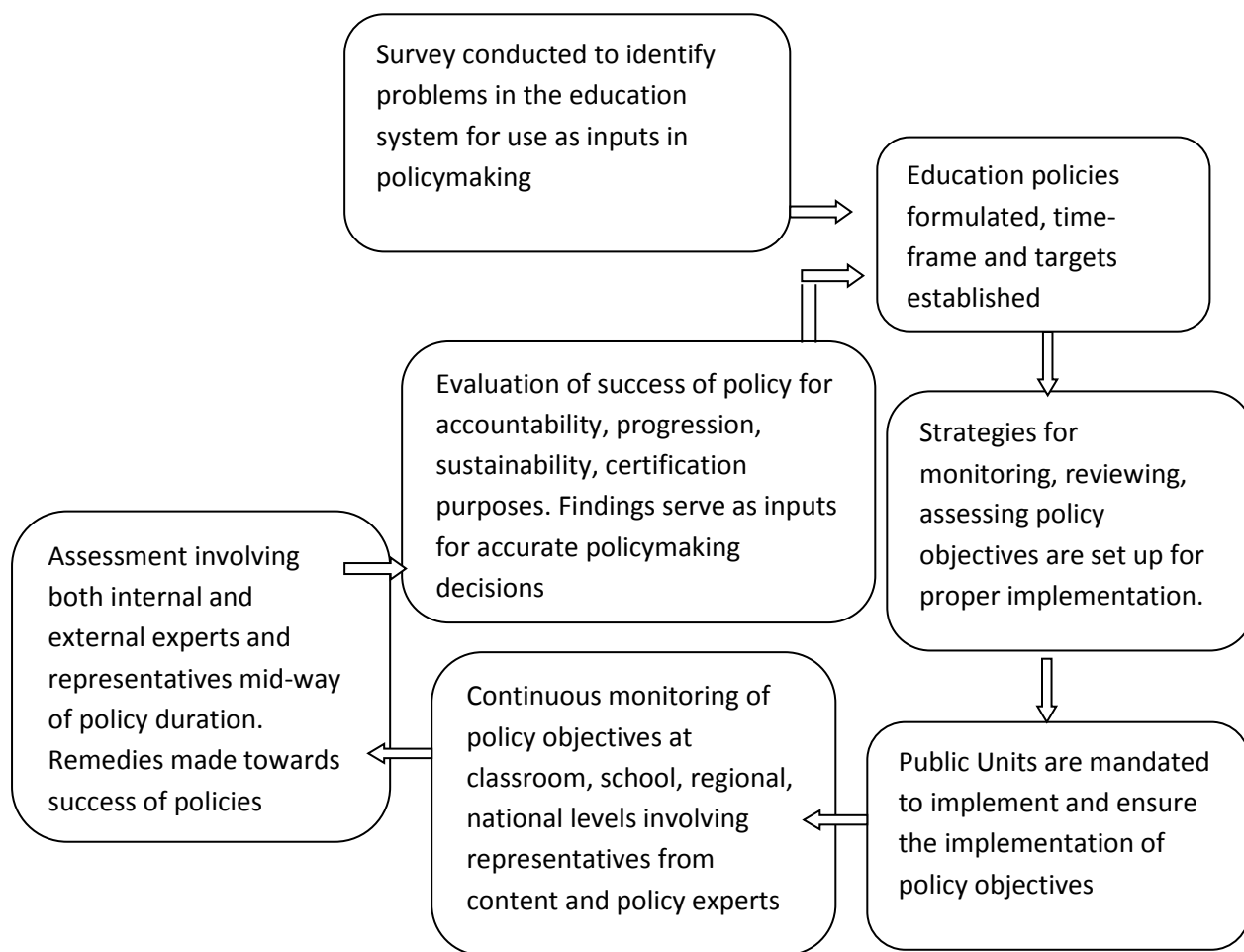
Figure 2.1: The Education Policy Theoretical Framework

Figure 2.1 gives a summary of the foregoing discussions on the role of the provision of policies in education, and its development. It is relevant to the current study because the thrust of the study is on policy and its role in learner dropout. The implications of the various phases of Policy shown in the framework portray the common steps involved in Education Policies. The framework also shows the interdependence of the various Policy stages (i.e., the findings of the survey as inputs for policy formulation). The figure implies that each Policy phase (i.e., monitoring, implementation and assessment) has to be effectively operated (as an independent unit), for the other phases to succeed.

The implication of the interrelatedness of the various phases is that the improper implementation by any mandated unit at any of the phases will negatively impact on the other phases. Furthermore, the implication drawn from Figure 2.1 is that surveys must

90

precede policy-formulation, and stipulations must precede the implementation. It is also essential to empower Bodies and units with clearly-defined duties before monitoring, reviewing and evaluation activities can successfully be carried out. Continuous internal and external monitoring and reviewing are essential for illuminating the problem areas for remedy. Finally, the evaluation phase assesses the attainment of the policy objectives, and its sustainability.

Taking into consideration the discussions above, it would be plausible to suggest that in the current culture of global education, controversy exists between stipulations set up to implement the legislated Acts and strategies used to implement them. The afore-named gap is more pronounced in the education systems of the developing world (i.e., countries from the Sub-Saharan Block of EFA) than in the developed world. The Acts thus struggle to keep pace with the implementation strategies on the ground level in relation to the curriculum, instruction, assessment practices, and quality and equity in the distribution of resources.

Nevertheless, the above discussions on the developed and developing world provide ample evidence that the provision of education as well as its development is shifting towards a new theory of a global paradigm or culture, with the focus on human rights, common ethics and values. Policymakers and implementers thus need to look at new innovative models. This will ensure that basic and inclusive education, as well as the assessment methods in use relate to the needs of all learners and the society in general, in a manner that ensures socio-economic development in an equitable manner for long-term sustainability.

With this in mind Chapter 3 will examine the education policy strategies with regard to the provision and development of education, with the emphasis on the implementation, monitoring and assessment strategies in respect of education in Botswana.

CHAPTER 3

A REVIEW OF BOTSWANA'S EDUCATION POLICY DEVELOPMENT PROCESSES AND IMPLEMENTATION STRATEGIES

3.1 Introduction

The previous chapter covered the provision of education and its development on an international level with reference to Brazil, Italy, and countries from the Sub-Saharan Block of Education for All (EFA) (cf. 2.5-2.5.5.5; 2.7-2.7.5; and 2.6 -2.6.4). The conclusion that the researcher reached was that currently the provision and development of global education is being shaped and influenced by trends emanating from global paradigms with the focus on common ethics, diverse learning, basic education for all, continuous assessment, and greater cooperation among nations.

In Botswana the rapidity with which education Acts are being legislated prevents its proper implementation, consequently leading to a disjuncture between the Acts enacted and the realities on the ground level, to the detriment of the learners (cf. 1.3 and 1.3.3 -1.3.5). In addition to the global trends with regard to policy, the provision and development of education in the country is also affected and influenced by traditional problems, such as capacity-building constraints.

The focus of this chapter is on investigating specific research objectives (cf. 1.8.1 and 1.8.2) namely, the extent to which the policy decisions, and its implementation, monitoring and assessment strategies in Botswana contribute towards learner dropout, and the extent to which these policy areas comply with the current global trends.

The objectives of the study necessitate discussing and comparing the relevant local education Acts, Policies, the mandated Bodies and their duties, as well as the training strategies of those empowered to make and implement the Policies and the Acts. The objectives also call for a discussion of the Education Policy and legislation processes, as well as particular Education Acts and Policies not being properly implemented. It also implies discussing the reasons for the improper implementation of the Acts, and its influence on learner dropout. The discussions will aid in ascertaining if the provision and development of

education in Botswana comply with the current global trends as discussed in Chapter 2. Furthermore, the Inclusive Education Theory will be explored, and also the prescribed implementation strategies. The reasons behind the improper implementation of the theorists' strategies within public schools will be discussed. Conclusions will be made after the discussion of each section to aid in reaching a final conclusion, and in making recommendations towards ameliorating learner dropout.

3.2 A diagrammatic presentation of the current education structure in Botswana

Figure 3.1 below gives a diagrammatic presentation of the current structure of the education system in Botswana, aimed at aiding an understanding of the Education Policy outlook that directs the Policy decisions and the implementation strategies within the system. Currently, the structure of the education system for the pre-primary level, the primary level and the literacy programme runs parallel and covers the contents of the foundation skills in numbers, words, and the acquisition of motor skills, as well as the adjustment to the learning environment. The literacy programme gained ground in the rural areas in the 1990s and helped in the provision of basic education (World Data on Education, 2006:4). The Adult Basic Education Programme (ABEP), launched in 2010 with the help of United Nations Education Scientific and Cultural Organisation (UNESCO), also runs parallel to primary education, and both levels are monitored by the Department of Curriculum Development and Evaluation (DCDE) (Botswana Review of Commerce and Industry, 2013:133).

Progression from primary to junior secondary school is automatic, in accordance with the ten-year basic education programme, though entrance to the senior secondary section is based on academic performance at junior secondary level. Vocational and national literacy programmes, as well as distance learning and part-time levels are strategies-launched, in addition to the formal education received at primary and secondary schools, to ensure that the goal of basic education is achieved. The final stage of the education structure is the tertiary level, which is aimed at absorbing secondary school leavers, to prevent them from dropping out, and training them on the professional level (Ministry of Education and Skills Development (MOESD), 2008: 30-31; UNESCO, 2011: 8).

```
                        ┌──────────────┐
                        │ Tertiary     │
                        │ institutions::│
                        │ 18-23 years  │
┌──────────────┐        │ and above    │
│ Employ-      │        └──────────────┘        ┌──────────────┐
│ ment         │               ▲                │ Distance     │
│              │               ║                │ Education    │
│              │               ║                │ and part-    │
│              │        ┌──────────────┐        │ time: 15-23  │
│              │        │ Senior       │        │ Year olds    │
└──────────────┘        │ secondary:   │        └──────────────┘
                        │ 2 years: 17- │
                        │ 19-year olds │
                        │              │        ┌──────────────┐
                        └──────────────┘        │ Adult        │
                               ▲                │ education:   │
                               ║                │ 18 years     │
                               ║                │ and above    │
                        ┌──────────────┐        │              │
                        │ Junior       │        └──────────────┘
                        │ secondary:   │
                        │ 3 years: 13- │
                        │ 16 year-olds │        ┌──────────────┐
                        │              │        │ National     │
                        └──────────────┘        │ Literacy     │
                               ▲                │ Programme    │
                               ║                │              │
                        ┌──────────────┐        │              │
                        │ Primary      │        └──────────────┘
                        │ Education: 7 │
                        │ years: 6-12  │
                        │ year-olds    │
                        │              │
                        └──────────────┘
                               ▲
                               ║
                        ┌──────────────┐
                        │ Pre-         │
                        │ primary.:2   │
                        │ years: 3-5   │
                        │ year-olds    │
                        │              │
                        └──────────────┘
```
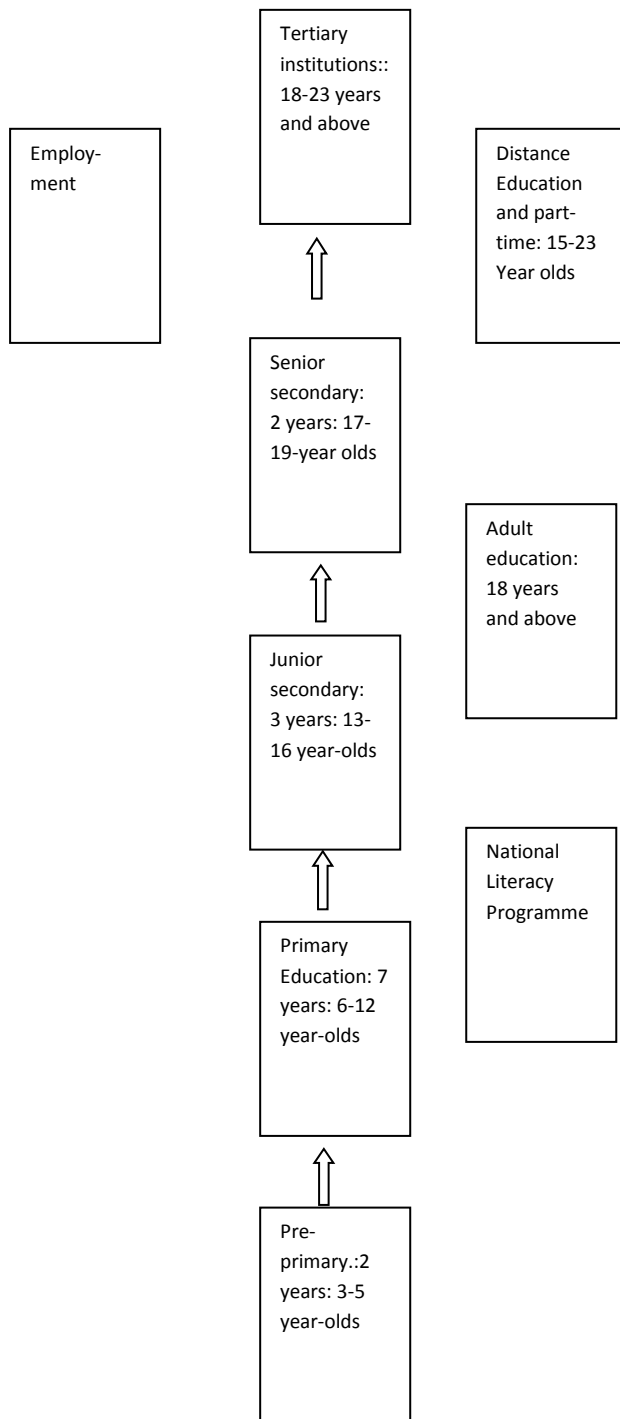
Figure 3.1: The current structure of Botswana's education system

(Source: UNESCO, 2011: 8; National Commission on Education (NCE), 1993:viii).

The Education Acts and Policies to be examined below are those considered by the public to mostly contribute to learner dropout. The public's perception on the link between learner dropout and the Education Acts was discussed in Chapter 1 (cf. 1.2.3 and 1.3.3-1.3.5).

3.3 The Education Acts of Botswana relevant to the study

Education Acts are bills passed by Parliament with regard to the provision and development of education. The thrust of the research aim is focused on those Acts of which the improper implementation could possibly be responsible for learner dropout. This makes it relevant to examine the Acts to ascertain if there is a link between them and learner dropout. The Acts described below govern the education of the country, and are supposed to be based on the country's cultural values and needs. They are also those that prepare Botswana for global developments.

3.3.1 The Education Act of 1966

The Education Act of 1966 (Government of Botswana, 2010:3) provides the legal framework for the development of education within the country. This Act was revised in 1977, when Education for Kagisano was launched, in 1994, when the Revised National Policy on Education (RNPE) was introduced, and in 2002, to incorporate tertiary education and to give powers to the Botswana Examinations Council (BEC) to conduct examinations and to issue certificates (UNESCO, 20011:1; World Data on Education, 2006:6). At independence in 1966 Parliament passed the Education Act to replace the colonial Native Fund of 1904, by which the Batswana raised money to pay for their own education (Tlo & Campbell, 2001:290). The Education Act deals with the education structure, the various levels and the duration at each level, and the kind of certificate that is awarded at each level, as well as the mandated Bodies, the various Departments, and their duties (Dart, Chadwick, Davis & Molefe, 2007:3; World Data on Education, 2006:8). Policies regarding the provision and development of education emanate from the Education Act of 1966, and are therefore considered binding on the implementers.

The general public is of the opinion that the Policies that emanated from the above-named Act (i.e., Education for Kagisano) most of all contribute to learner dropout, because some of the strategies set up to ensure its proper implementation and sustainability (cf. 3.5.1) were

either replaced or not used by the policy implementers, which could be leading to learner dropout (cf. 1.3.3).

The link between the above-named policy and learner dropout will be examined later (cf. 3.11.1; 3.11.3 and 3.11.7).

3.3.2 The Botswana Examinations Act of 2002

The Botswana Examinations Act of 2002 gave the BEC the power to conduct independent examinations and to issue certificates (UNESCO, 2011:2; BEC, 2008(a):2). In 1977 the NCE recommended the establishment of a National Examination Council (BEC, 2008(a):1). At a National Conference held in 1991 (in Gaborone, Botswana), it was declared that there was a need for an Examination Board that was in line with the national education goals, and was focused on course-work (World Data on Education, 2006:3). Prior to the Examinations Act, the Junior Certificate Examinations (JCE) were administered by the University of Swaziland, and later by the Universities of Botswana, Swaziland and Lesotho, and the examination authority was based in Lesotho. The Form 5 school-leaving examinations were administered by the Matriculation Board, with personnel selected from Universities in South Africa (BEC, 2008(a):1). Localisation began in 1975 when Botswana established the Research and Testing Centre to conduct examinations at primary and junior secondary school levels (BEC, 2008(a):1).

Besides its main goal of nationalising the examination that focuses on course-work, the Examinations Act also has a number of other objectives.

Among the objectives is to give advice to the MOESD on assessment policies and programmes that would contribute to the delivery and achievement of the MOESD's vision and targets. This implies that the BEC would steer the implementation mechanisms of the national curricula in the schools towards the realisation of the objectives of the Examinations Act (BEC, 2008(a):8). However, the BEC's assessment syllabus diverges from that of the national curricula (cf. 1.3.4), and could be contributing to dropout.

Another objective of the Examinations Act is to support the MOESD by means of monitoring and evaluating teachers to ensure that the Act is properly implemented. The measures described above are aimed at generating feedback to inform decisions concerning policy,

programmes and the implementation of the curriculum (BEC, 2008(a):8). Nonetheless, the BEC's monitoring and evaluation methods do not always align with the MOESD's monitoring and evaluation methods, and could be leading to learner dropout (cf. 1.3.4).

Another objective of the Examinations Act is geared towards providing training through appropriate assessment techniques that transform Botswana into a competitive and knowledge-based global economy (in accordance with the goal of Vision 2016 and the MOESD) (BEC, 2008(a):8). Nevertheless, the BEC's findings (through Trends in Mathematics and Science Study (TIMSS)) revealed that the assessment standards in Botswana are lower than the international average (cf. 1.2.2). This could also be contributing to learner dropout.

A further objective of the above-named Act is to provide highly competitive standards, relevant and responsive qualifications and assessments, as well as examination services to Botswana (BEC, 2008(a):9). However, Borkum (2009:2) averred that the relevance of the BEC's assessment procedures, in relation to their practical use after school, is too rigid, and not transferable to the field of work. Thus, the implementation of this objective could be contributing to learner dropout (cf. 1.3.4).

A five-year strategic plan was developed in 2008 towards the successful implementation, application and sustainability of the Examinations Act. Those strategies pertaining to learner dropout are discussed below.

Among the BEC's five-year implementation plan is the appointment of an implementation and monitoring team, and personnel. This team would have the mandate to oversee that all the prescribed strategies are effectively utilised towards the achievement of the objectives of the Examinations Act (BEC, 2008(a):15). This strategy has an inherent problem, as the BEC does not have the mandate over internal monitoring activities (cf. 3.3.2). This hampers the BEC's progress, and could be causing dropout.

The strategic plan also involves creating the division of compliance and quality assurance to formulate and ensure the implementation and equitable application of the Examinations Act, as well as policies formulated on the set objectives, namely by developing guidelines to encourage transparency. This entails enhancing the development of quality assessment

instruments for examinations (BEC, 2008(a):15). Despite the intended aim of the above-named plan, transparency has not curbed learner dropout (cf. 1.2.2).

The conclusion drawn, based on the foregoing examination of the objectives and the strategic plan of the named Act is that the objectives and the strategic plan were set up to ensure equitable and fair assessment procedures that would prevent learner dropout. However, due to the practice of summative assessment at high-stake examinations the Act is deemed a major contributor to learner dropout in Botswana (cf. 1.3.4). This perception was confirmed by studies conducted by Borkum (2009:2, 4) and Ntumy (2010:67). These researchers found that school-leavers drop out because they find it difficult to transfer (to practice) the theoretical assessment skills (attained in school).

3.3.3 The Basic Education Act of 1991

After the adoption and the parliamentary ratification of the Jomtien Declaration of 1990 (EFA), a National Conference on education was held in June 1991 in Gaborone, Botswana, with the focus on meeting the needs of children, youths, adults, non-governmental organisations, as well as the private sector (NCE, 1993:42). The themes of the Conference were policy formulation, the improvement of the quality of education, school management and administration, as well as forming partnerships with the private sector in the provision of education. At this Conference it was declared that basic education should be compulsory and free (World Data on Education, 2006:3).

Though basic education was declared free until 2006, it was never compulsory (Botswana Federation of Trade Unions, (BFTU) 2007:2, 4; DCDE, 2007:4). The main goal of the Basic Education Act was clustered around the afore-mentioned themes. To ensure the applicability, success and sustainability of its goal, the themes were submitted to the Ministry of Education's (MoE) Policy Advisory Committee, and later to the NCE, who transformed them into the RNPE of 1994 (World Data on Education, 2006:3).

The stipulations of the Basic Education Act pertaining to learner dropout, are described below under the following four themes, namely

Policy formulation. It covers the areas of the provision and development of pre-primary education, non-formal education and special education, as well as free and compulsory basic education. This entails ensuring that basic education is accessible to all.

Another theme was to ***improve the quality of education*** through the curriculum content and its delivery, pre- and in-service teacher training, as well as by means of the teachers' working conditions. This theme was hampered by the lack of funds, which could be contributing to learner dropout (cf. 1.3.3 and 1.3.5).

School management and administration focused on the adaptation of infrastructure, mechanical and technological equipment, other learning material, as well as the better training of school administrators. The findings of the Division of Special Education (DSE) (2001:3) revealed a lack of equipment and staff, which could also be causing the dropout of the learners.

Building partnerships with the private sector, non-governmental organisations, and communities, is the fourth theme, and it implies sharing the cost of financing education. The theme is being implemented through involving communities in the community junior secondary schools, and through giving grants to the churches and the non-governmental organisations towards educating special-needs learners (NCE, 1993:58-59; World Data on Education, 2006:3-4).

The themes described above are relevant to the research problem of learner dropout because they are aimed at combating dropout. It is important to have knowledge of the above themes because the implementation of the Basic Education Act on the ground level does not always use the above-prescribed themes (cf. 1.3.3), which could be contributing to learner dropout. The dropout statistics displayed in the tables in Chapter 1 proved the severity of learner dropout (cf. 1.2.2) in the country and the research region, despite the afore-named themes.

The above argument will be further discussed below (cf. 3.11.1 and 3.11.3).

In the sections that follow the developmental stages of the Education Acts and Policies are discussed. The current study is investigating if the role of the Education Acts and Policies in

the provision of education is linked to learner dropout. This makes it important to examine how the Acts and Policies are enacted and formulated.

3.4 The stages in the development of the Education Acts in Botswana

Education Acts are legislated by the National Assembly. Education Bills are usually introduced into parliament and undergo three stages of reading, where they are discussed, modified and gazetted, before being signed into Acts of Parliament. The final stages of the Bills are discussed and modified by legal experts, such as attorneys, before appearing in the gazette and being signed by the President. Some Bills, such as the education budget, are discussed annually by the House of Chiefs who act as an Advisory Body to parliament, and thus advises it on the Bills brought to its attention (Tlo & Campbell, 2001:334-335).

3.4.1 The process of developing Education Policies in Botswana

Education policies are plans that emanate from Education Acts, and are accepted to be used in the provision and development of education by the MOESD (cf. 3.3.1 and 3.5). With regard to education, the National Council on Education (NCoE) has the responsibility to formulate policies. Usually education policies are launched after recommendations have been made by a Commission for Education. For example, Education for Kagisano was implemented in 1977, due to a recommendation made by the first National Commission on Education (Byram, 1980:1); the RNPE of 1994 was also launched after the NCE's recommendations in 1993 (NCE, 1993:42), and Vision 2016 of 1997 was launched following the Presidential Task Group's recommendations (Presidential Task Group, 1997:59). Education policymaking also involves introducing academic courses and programmes, and adopting strategies for teaching the courses. It includes modifying the existing Policies, as well as advising government on education policy issues (World Data on Education, 2006:7). Due to the Decentralisation Policy of 2008 (MOESD, 2008:2-3), the district offices are currently mandated to assist the NCoE in formulating Policies with regard to basic education in the primary schools (Bregman, 2008:xiv).

The policy of decentralisation will be further examined later in the chapter (cf. 3.10).

The NCoE personnel are lecturers at the University of Botswana and the Colleges of Education, and are therefore highly trained in their responsibilities of education policy-

making. The activities of the NCoE are supervised by the Division of Planning, Statistics and Research (DPSR) that is mandated in the duties of the planning, monitoring, evaluating and co-ordinating of policy-formulation, and decisions on research issues (MOESD, 2008:9-10).

The Education Policies examined below are equally considered by the public to mostly contribute towards learner dropout (cf. 1.3.3-1.3.5). This is so, because the strategies set towards the successful implementation of the Policies direct and monitor the teaching activities, in addition to those of the Education Acts that were examined. Furthermore, the teachers do not always use the set stipulations of the policies which could be causing learner dropout (cf. 1.3.4).

3.5 The Education Policies of Botswana relevant to the study

Education Policies do not go through parliamentary debates as parliamentary Acts, but are plans that are agreed upon by the MOESD to be used in respect of its activities by both policy decision-makers and policy-implementers (Government of Botswana, 2010:5).

The education policies examined below currently operate the education system.

3.5.1 Education for Kagisano ('social harmony') of 1977

Education for Kagisano emanated from the Education Act of 1966. This policy was launched, based upon the recommendations of the first National Commission on Education, appointed by the government after the enactment of the afore-mentioned Act. Education for Kagisano controlled education matters in the 1980s, and structured the education system to be an instrument in the production of a society whose characteristics reflect the five national principles in the pursuit of national social harmony (Government of Botswana, 2010:1). Its implementation strategies include equity in distributing resources among learners, and making education relevant to the world of work through vocational and polytechnic training, day schools, pure sciences, and a decrease in class size, as well as the hiring of high level manpower (Byram, 1980:101-104 & 590). The afore-named strategies are reflected in the objectives of the school subjects and the teaching strategies of the DCDE (2007:5-6).

Even though the strategies of the above Policy are included in the subject syllabi of the public schools (DCDE, 2007:5-6), its focus of relevance to the world of work through the

pure sciences was replaced by Doubles Award Sciences. An increase in class size also prevented quality teaching, and the strategy of hiring high level manpower has not been adequately met. The afore-named reasons could be contributing to learner dropout (cf. 1.3.3-1.3.5). The link between the above-named Policy and learner dropout will be discussed below (cf. 3.5.1 and 3.11.1).

3.5.2 The Revised National Policy on Education (RNPE) of 1994

The RNPE emanated from the Basic Education Act, and covers a 25-year duration that called for the introduction of the three-year Junior Certificate by 1996, and the diversification of the Junior Secondary curriculum, as well as the review of the primary school curriculum (DCDE, 2007:4; NCE, 1993:xxvii). The RNPE identified the objectives of education as preparing Botswana for the transition from a traditional agro-based economy (under Education for Kagisano) to an industrial economy, which would enable the country to compete in global developments. The RNPE's main strategy is basic education for all and the broadening of the sciences through Single and Double Awards Sciences (NCE, 1993: 139).

The following objectives of the RNPE are of relevance to the current research problem.

One of the objectives of the RNPE is to increase accessibility, equity and educational standards at all levels of learning. This objective implies the accessibility of basic education to all learners at the pre-primary, the primary, the junior secondary, and the non-formal levels, as well as for special-needs learners. The Inclusive Education Policy emanated from this objective (BFTU, 2007:4). Nonetheless, pre-primary education has not yet been implemented within basic education (Central Statistics Office (CSO), 2010:13).

The RNPE's objective also includes improving quality, and maintaining this quality at all levels. The above-named objective is based on the notion that the provision of basic education to all might compromise quality (DCDE, 2007:8). The objective of combining quantity with quality is often difficult to implement by developing countries (EFA, 2008: 21). Newton (2002:45) posited that the public schools in Botswana are under-resourced, overcrowded, and lack quality.

Another objective of the RNPE is to provide lifelong education and training to all sectors of the population. Learning should not end after the basic education phase, irrespective of the

grade attained. Provision should be made apart from senior secondary school to provide other forms of learning after basic education (NCE, 1993:58). Despite the afore-named objective, the Ministry of Labour Affairs (2004:1) and Borkum (2009:40) reported that the majority of school-leavers drop out after secondary school.

This argument is discussed below in this chapter (cf. 3.11.1; 3.11.3 and 3.11.7).

Furthermore, the RNPE's objective involves ensuring the effective management of the education system, and maximising developments by improving partnerships between the community and the parents. The local communities and the parents (through Parent Teacher Associations) are thus involved in the running of the community junior secondary schools (MOESD, 2008:26). Nevertheless, the parents are excluded from learning activities in the boarding schools (Newnham, 2008:13).

Another objective of the RNPE is to make training more responsive to the changing needs of economic development that will enable Botswana to compete in global developments. This includes enhancing the status and performance of the teaching profession by up-grading the teachers' qualifications. It also entails including courses within the teachers' training programmes that will enable them to handle changes in the curriculum, and to use innovative teaching measures towards learner retention (DCDE: 2007:8). However, Dart, *et al.* (2007:9) averred that pre-service training strategies are not transferred by teachers to the field.

Furthermore, the RNPE aimed at assuming the control of the examination mechanisms that are more effective in achieving the objectives of the curriculum. This objective necessitates establishing a national examination Body that can be mandated with assessment duties that are in accordance with the goals of the MOESD. The Examinations Act emanated from this objective (World Data on Education, 2006:3). However, the newly established national examination organisation's (BEC) assessment practices diverge from the above-named objective (cf. 1.3.4 and 3.3.2).

To ensure the applicability, sustainability and the success of the objectives described above the RNPE 25-year policy was further divided into *short, medium* and *long-term objectives,* with specific objectives planned under each of the three terms. The RNPE also came out

with specific strategies, examined below, towards the successful implementation and the sustainability of its policy (Government of Botswana, 2010:1).

The sub-divisions of the 25-year implementation period of the RNPE are, namely *short-term objectives,* which cover the reintroduction of the three-year Junior Cambridge, and class reduction from 45 to 40 and 30 learners in secondary and primary schools respectively (UNESCO, 2011:2; Dart, *et al*., 2007:8). *Medium-term objectives,* including increased access to vocational education and training, up-grading the qualifications of primary school teachers to a diploma, and ensuring a 50% transition of junior secondary school learners to senior secondary schools. The *long-term objectives* include the enactment of compulsory education, an accelerated automatic progression of gifted children, and a reduction of the duration of primary learning from 7 years to 6 years (World Data on Education, 2006:5; NCE (1993:ix). Nevertheless, none of the long-term objectives were implemented, the class sizes were not reduced, and the up-grading of the teachers' qualifications has not been adequately met.

This argument is discussed in detail below (cf. 3.11. 1 and 3.11.3).

 The following are *the strategies of the RNPE* pertaining to learner dropout (set towards achieving its objectives):

One of the RNPE's stipulations is building an institutional framework mandated to oversee the implementation of policy objectives through monitoring the activities. This implies forming departments and units which are mandated with specific duties in the areas of the implementation, monitoring, and evaluation of policy objectives to ensure the success and sustainability of policy objectives (NCE, 1993:423). Though departments have been set up, the policy objectives are not always properly implemented, which could be contributing to learner dropout.

The non-usage of the stipulations for implementation is further examined later (cf. 3.11.3).

Furthermore, the RNPE's strategy is to improve the teaching and learning material by developing the curriculum and assessment procedures to be relevant to the learners' needs, as well as to align it with the current global curriculum and assessment trends. This objective involves updating the curriculum material and broadening the curriculum content

to include diverse learners. The school infrastructure, especially in rural areas, has also to be improved in order to attract teachers to those areas, so as to alleviate dropout (NCE, 1993:424). The curriculum material has been broadened and the infrastructure has improved in the rural areas, but most learners enrolled in the public schools do not have access to the curriculum (Dart, Didimalang &Pilime, 2002:43). Furthermore, the imbalance between qualified and experienced teachers in the rural and urban areas (leading to dropout of learners in the rural areas) has not been curbed (Government of Botswana, 2010: 30).

The RNPE's plan also involves up-grading the teachers' qualifications and training. This objective implies including pre-service teacher training courses of mixed-ability groupings to enable the teachers to handle this category of learners within the schools (NCE, 1993:425). However, Hopkin (2004:94) posited that pre-service courses in mixed-abilities teaching at the colleges were replaced by inclusive education courses.

The RNPE's strategies regarding basic education include the following:

Among the RNPE plans towards the achievement of its goal, were by means of the regular schools, informal education, educating the poor and disadvantaged, educating people with disabilities, raising the standard for academic and professional qualifications, as well as introducing remedial teachers into basic education (Botswana Review of Commerce and Industry, 2013:133). The RNPE's stipulation also involved providing early childhood care and education within basic education (World Data on Education, 2006:6). The abovementioned stipulation has not been implemented, which could be contributing to leaner dropout in Standard 1 (cf. 1.3.3-1.3.5).

The discussion of the RNPE's objectives and strategies is of relevance to the current research because the thrust of the chapter is a review of Botswana's policy development and the implementation strategies of the Acts and Policies. Not making use of the strategies, the improper implementation of the policy, and the non-implementation of some of the objectives are deemed contributory factors to learner dropout.

This argument is discussed in detail later in the chapter (cf. 3.11.3).

3.5.3 Vision 2016 of 1997

Education for Kagisano and the RNPE are currently combined in Vision 2016 and the National Development Plan (NDP) 9, which currently operates the Botswana education system. In order to ascertain if the objectives and strategies below are in any way connected to learner dropout (the research problem), it is pertinent to examine the objectives and strategies of Vision 2016.

Vision 2016's objectives pertaining to learner dropout include ensuring that the inhabitants of Botswana become educated, and capable of adapting to the changing needs of the country, in compliance with global changes (Presidential Task Group, (The MOESD's appointed researchers) 1997:28; DCDE, 2007:7). This objective is relevant to the study because currently developing nations such as Botswana are struggling to combine the provision of quantitative and qualitative education to their citizens (EFA, 2008:21). Training in Botswana diverges from global trends in most areas under investigation (cf. 2.2.4), and could be causing dropout (cf. 1.3.3 -1.3.5).

Another objective of Vision 2016 is to ensure that the quality of basic education and its access are improved, that the citizens are educated beyond basic education, and have the opportunity for continued and universal education (Presidential Task Group, 1997:5). However, not all the citizens have access to basic education, and most school leavers drop out after secondary education (cf. 1.3.3-1.3.5).

Vision 2016 set up strategies to ensure the applicability, sustainability and the success of its objectives. Those pertaining to learner dropout are discussed next.

The stipulations of Vision 2016 involve developing a mechanism that monitors progress in the efficiency and effectiveness of education (Government of Botswana, 2010:3). This strategy is geared towards ensuring that the goals are attained in terms of equity, quality, and relevance. In 2008 the EFA Development Index (EDI), used to measure the quality of education in Botswana, placed the country in position 84 (with an EDI of .89 out of 1) among 127 countries (EFA, 2011:264).

Furthermore, Vision 2016 adopted the strategy of giving incentives to teachers in small settlements and rural areas, as well as involving them in education policymaking, and

awarding them for excellence and commitment (Presidential Task Group, 1997:6-7; Government of Botswana, 2010:31). Nevertheless, the problem in respect of the equal distribution of qualified and experienced teachers between the urban and the rural areas still exists, to the detriment of the learners who drop out in the rural areas (Government of Botswana, 2010: 30).

3.5.4 Adopted frameworks relevant to the study: The Dakar Framework of 2000, the Millennium Development Goals, and the United Nations Charter for Children's Rights

The afore-named framework and goals were adopted at UN conferences (EFA, 2007:1). At the time of their adoption, their principles of free education and children's rights (Millennium Development Goals Report, 2006:3-4) were already implemented through the Basic Education Act (DCDE, 2007:4), and therefore seemed unnecessary to undergo parliamentary debate and ratification. The afore-named frameworks are relevant to the current research (investigating the implementation of the Acts) because their adoption led to the launching of free education and the inclusion of children's rights within basic education (DCDE, 2007:4). Furthermore, the implementation of the frameworks might be contributing to learner dropout, as Botswana no longer practises free education.

3.5.5 The Inclusive Education Policy

The Inclusive Education Policy emanated from adopting the stipulations of the following Unions and Conventions by Botswana, namely the African Union (AU) 1999-2009 Decade of Disabled Persons (Brandon, 2006:37) and the 1993 UN Rules on the Equalisation of Opportunities for Disabled Persons (Ketley, 2011:3; EFA, 2007:3-4). Botswana does not practise a fully inclusive education policy as proposed by the Conventions, and therefore did not ratify them in parliament (MOESD, 2008:41). Although the adoption of the Conventions contributed towards the launching of the Inclusive Education Policy in Botswana, the RNPE was the main force behind its launching (Government of Botswana, 1994:45-46). The RNPE set up objectives, and established strategies towards the implementation of the objectives of the Inclusive Education Policy. Those objectives and the strategies relevant to the research aim of learner dropout are examined below.

The RNPE's objectives involve preparing children with special needs for social integration to the uttermost limit with their peers in the regular schools. This objective was aimed at promoting the social inclusion of those hitherto excluded from basic education (NCE, 1993:229). Nevertheless, the DSE (2001:1) found that little was being done towards the social integration of the disabled learners in the regular schools.

Another objective is promoting the early identification and intervention of special-needs learners to ensure the success of the rehabilitation process, and continuity of learning (Government of Botswana, 1994:45). The Central Resource Centre (2012(b):2) assesses special-needs children brought to its attention. The Ministry of Health also has the mandate, through the doctors, to identify children with special needs. However, the teachers who deal directly with special-needs learners do not necessarily have the qualifications to help in the identification process (Brandon, 2006:41).

A further RNPE objective is to ensure the support and active participation of the learners' parents and the community through an education and information campaign (NCE, 1993:330). This objective has not been properly implemented since the parents were not involved in the policymaking, monitoring, or assessment of the special-needs learners (Newnham, 2008:13).This could be contributing to the dropout of disabled learners from school (cf. 1.3.5).

Another objective of the RNPE involves ensuring comprehensive assessment that is based on each child's learning needs, and not on group-norms, and also individualised instruction (NCE, 1993:330). This objective is geared towards the fair and equitable assessment of each unique special-needs learner. This objective is, however, not implemented, which could also be contributing to the dropout of special-needs learners (DSE, 2001:5).

For the sustainability, applicability and success of the Inclusive Education Policy the RNPE established the strategies mentioned below to implement the Policy.

One of the stipulations was to transfer the Special Education Unit from the primary education unit to an independent division. The newly-formed division was given the mandate to oversee all activities pertaining to special-needs learners (World Data on Education, 2006:42). This strategy implies that the DSE has become autonomous with

regard to special-needs learners and answerable to the MOESD only. However, the strategy did not decrease the dropout rate of special-needs learners in the regular schools (Tlale, 2002:3).

Another strategy established for the successful implementation of the Policy, is changing the former duties of special education to a new role of supporting all levels of special education (MoE, 2001:26). An increase in the mandated duties, however, did not translate into improved learning conditions and a consequent decrease in school dropout of special-needs learners (DSE, 2001:3).

The RNPE also had the foresight to invent a plan that would revise the curriculum into being skills-based that is non-prescriptive (World Data on Education, 2006:43; NCE, 1993:330). This plan has not been implemented. Special-needs learners are thus prevented from accessing the curricula within the schools, and end up dropping out (Dart, Didimalang & Pilime, 2002:43).

Based upon the foregoing discussions (on the RNPE, the Basic Education Act, the Examinations Act, and the Inclusive Education Policy) the conclusion can be drawn that the objectives and stipulations of the Acts and Policies described above are geared towards achieving the national goal of education. Their focus are on providing accessible, relevant curricula and supporting learning material to all the citizens through basic and inclusive education, and that can be assessed fairly and effectively. Furthermore, the above-mentioned measures aimed at making education beneficial to the learners in school and thereafter. For example, the objectives of class reduction and training in order to be able to compete in global developments align with Vision 2016's goal, and converge with the current global trend of a low pupil-teacher ratio (discussed, covering Brazil and Italy (cf. 2.5.4.1; 2.7.4.3 and 3.5.3). Furthermore, the legislation process of the Education Acts (and that of policy-formulation) in Botswana converges with what is currently the trend on the international level (cf. 2.5.1; 2.7.1 and 3.4).

A further conclusion drawn, based upon the foregoing discussions, is that strategies that have been set for implementing the Acts and Policies (i.e., up-grading the teachers' qualifications, the education of the disabled and other marginalised groups) were aimed at ensuring the applicability and sustainability of the Acts and Policies. Other strategies (i.e.,

individual-based instruction and assessment-modification for special-needs learners) also align with the current global teaching trends (cf. 3.5; 2.5.1 and 2.7.1). These strategies were also aimed at ameliorating learner dropout. However, the process of adopting policies in Botswana diverges from the current global trends. Whereas the education policies adopted received parliamentary ratification in Brazil and Italy (i.e., the Salamanca Declarations (cf. 2.5.4.3 and 2.7.4.3), the Policies adopted in Botswana were not always ratified (i.e., the Dakar Framework).

Having discussed the Acts and Policies, and how they were legislated, the researcher will now focus on the principles relevant to the research problem, namely learner dropout. These principles are commonly accepted as the legislated guiding principles for education development in Botswana, and form part of the subject syllabi in the schools (DCDE, 2007: 11). It is relevant to examine the national principles in the current study because the research problem could be caused by the lack of the application of the named principles in the implementation activities of the Acts and Policies under investigation.

3.6 The relevance of national education principles for this research

National principles are moral values, beliefs and traditions that guide the Education Acts and Policies and direct the implementation activities of education. The principles are stipulated in Education for Kagisano (Byram, 1980:104), and are incorporated into Education Policies and strategies prescribed towards the implementation of basic and inclusive education, as well as assessment practices within the public schools (DCDE, 2007:11). The above-named principles are sometime side-lined by the policy-implementers, contrary to the prescriptions (cf. 1.3.5). Dart, Didimalang and Pilime (2002:50) also averred that not implementing the national principle of botho' contributes to learner dropout.

Democracy: (one of the national principles) is relevant to the research problem because the Acts and Policies under investigation are implemented through the above-named principle (i.e., freedom of opinion) (Government of Botswana, 2010:22). For example, the basic education programmes include a variety of subjects that includes practical, business, and foundation skills that are directed towards preparing learners in life-skills (DCDE, 2007:5-6).

Self-reliance: is equally of relevance to the research problem of learner dropout because the prescribed teaching strategies (of learner-centred teaching and continuous assessment) are designed to prepare the learners to be self-reliant through career guidance, co-curricular activities and the vocational orientation of academic subjects like Development-Studies (DCDE, 2007:5-7 & 16; Government of Botswana, 2010:29). However, not making use of the components of the abovementioned principle (teaching strategies) may contribute to the dropout of learners from school (cf. 1.3.3 and 1.3.4).

Unity: (one of the national principles) is interpreted through one *lingua franca* (Setswana), a compulsory subject and the medium of instruction in the public primary schools (DCDE, 2007: 15-16 & 37). It is relevant to the research problem of dropout because, as Motshabi (2009:34) indicates, the use of Setswana as the medium of instruction in the primary schools is a contributory factor to the dropout of learners, especially in Standard 1. This is because Setswana is not the mother tongue of most ethnic groups in Botswana.

Sustainable development: (a national principle) is relevant to the research problem of learner dropout because the implementation of the Acts and Policies are strategized through topics in the core subjects (i.e., environmental pollution). The strategy implies preparing the learners to become resilient, thereby preventing learner dropout (JCE Syllabus, 2001:2 & 6).

'Botho' (respect) (another national principle) is relevant to the research problem (dropout) because it is focused on the long-term vision, such as teachers' training, to become globally qualitative (Dart, *et al*., 2007:9). Nonetheless, Newton (2002:45) posited that the schools lack quality, which could be contributing to learner dropout.

3.7 The principles guiding the Botswana General Certificate of Secondary Education (BGCSE) syllabi

The principles guiding the BGCSE curriculum (stipulated in the textbook of the DCDE, 2007:11) was selected (among the various teaching syllabi within the public schooling system) for discussion because the BGCSE produces the highest dropout rate (Ministry of Labour, 2004:1; Borkum, 2009:40). Moreover, it is impossible to examine the principles guiding the syllabi of all levels of learning within the public schools. The researcher thus

selected the level where the research problem of dropout is most severe for discussion and investigation. The Biology syllabus was chosen because its prescribed teaching objectives of learner-centred teaching, field trips, projects, group-work, experiments, case-studies, and inquiry towards progression and certification (BGCSETS Biology, 2001:iii-iv) are not properly implemented (cf. 1.3.4). Furthermore, its practical aspect is awarded between 0% and 20% towards certification, instead of the prescribed 50% (BEC, 2001:6).

Relevance (BGCSETS, 2001:ii-iv): (a guiding principle of the BGCSE) implies that the curriculum should be designed to be relevant in relation to the aspirations of the society, and in accordance with the objectives of the RNPE, Vision 2016, the Basic Education Act, and the Examinations Act. The curriculum must comply with the learners' socio-cultural and psychological needs, their age-readiness as well as their socio-economic requirements (DCDE, 2007:11-13). Though certain aspects of this principle are adhered to (i.e., age-readiness), the DCDE (2001:10) reported that the curriculum is not relevant to all the learners (in relation to accessibility). It is equally not clear if the curriculum is relevant to the learners in terms of them dropping out of school. This was discussed in Chapter 1 (cf. 1.3.3-1.3.5).

Effectiveness (DCDE, 2007:11) (another principle guiding the BGCSE teaching syllabus) means the curriculum must be designed to attain its intended outcomes or the goal of learning, within the implementation process. Thus, the supplying of teaching material, monitoring and teacher training are to be put in place to ensure the effectiveness of the curriculum content delivery. Despite this principle, the teachers do not transfer the pre-service training strategies to practice (Dart, *et al.*, 2007:9), which could be contributing to learner dropout.

Efficiency (DCDE, 2007:11) is one of the guiding principles, which means using the minimum resources to achieve the expected outcomes. There must be an optimum level of efficiency without compromising effectiveness. The teachers must thus use innovative models to attain the learning outcomes, which could be achieved through the integration and infusion of new emerging ideas, strategies, and by means of networking among the MOESD departments, and by reporting on methods that prove effective (UNESCO, 2011:22). Nevertheless, (Ratsatsi, 2005:2) described the schools as lacking equipment and staff.

Ratsatsi (2005:2) further posited that the lack of resources leads to a lack of efficiency, which contributes to learner dropout.

Inclusion is another guiding principle, which implies that the curriculum should be designed, taking into consideration the aspirations and experiences of all the learners. The curriculum, therefore, must portray inclusion values, namely gender equity and interests, the learners' range of abilities, cultural diversity, equal opportunities for all, including special-needs learners, all ethnic groups, as well as all socio-economic strata (DCDE, 2007:13). Though basic education is currently inclusive of the hitherto marginalised groups (Government of Botswana, 2010:22; MOESD, 2008:9), only 1% of the 10% disabled learners requiring special education are enrolled in the regular schools (MoE, 2001:26).

The discussions above led to the conclusion that Botswana's national principles, and those of the DCDE, are directed at achieving the goals of education, and converge with principles that are currently the trend on the international level (cf. 2.5.2; 2.7.2 and 3.7). The principles are reflected in the subjects taught within the schools. In this way they converge with the principles discussed in respect of Brazil and Italy, where they guide the enactment of their Laws and Policies (cf. 2.5.1-2.5.2; 2.7.1; 2.7.2 and 3.7).

The teaching strategies prescribed by the DCDE (2007:7-8) to implement the Acts and Policies under investigation are examined in the following section. The DCDE (2007: 7-8) incorporated the stipulations of the Basic Education Act and the Examinations Act as well as the objectives of the RNPE into its own objectives that guided the aims of the subjects, and the curricula content. The importance of the prescribed teaching strategies to dropout was discussed in chapter 1 (cf. 1.3.3-1.3.5).

The relevance of the DCDE's strategies to the research problem is further examined in the following sections.

3.8 Strategies prescribed by the curriculum developers for the implementation of the Education Acts being investigated

This chapter includes a review of the processes used in Botswana towards the provision and development of education, and the strategies adopted. This makes it relevant to examine the strategies prescribed by policymakers towards the implementation of the Education

Acts under investigation with regard to teaching. An examination of the strategies is also necessary to determine if they are being used by the policy implementers, whether they are used properly, and if any of the prescribed strategies, through improper or non-usage, contribute to learner dropout from school in Botswana.

The NCE (1993:xxii) prescribed a **learner-centred** approach and **active learning** methods, rather than a teacher-centred and passive learning strategies. This is because the learning support material and the afore-named strategies are geared towards the needs and interests of the learners, whereby the teachers become facilitators, rather than reservoirs of knowledge (DCDE, 2007:7; Dart, *et al.*, 2007:9). The abovementioned instruction strategies were launched in 1977 by the MoE (Byram, 1980:104) through the Policy of Kagisano. The rationale behind the strategies is that all children can be successful within their own limits. Nevertheless, the teachers continued to make use of teacher-centred instruction, and the BEC's assessment is summative (cf. 1.3.4). Not implementing the above prescribed strategies could be a contributory factor to leaner dropout from school.

Accessibility and equity (DCDE, 2007: 7) to learning resources by all learners is another strategy, and refers to ensuring that all the learners in the schools have equal access to the learning material. However, the CSO (2010:6) reported that 14.5% of the children of school-going age were not enrolled in school in 2009. Furthermore, some of the learners enrolled within the basic education programmes also did not access the learning material, due to the non-adaptation of the curriculum (Government of Botswana, 2010:9).

Continuous monitoring and evaluation of learner progress through continuous classroom monitoring, assessment and the provision of remediation by the teachers is also a prescribed strategy (towards effective implementation of the Acts under investigation (BGCSETS, 2001:iv-v). Despite the abovementioned stipulation, internal assessment makes up less than the prescribed 50% in the certification of the BGCSE academic subjects (i.e., Biology) (Bregman, 2008:xiv-xvii; BEC, 2001:5-6).

 The training of teachers (is another strategy of the BGCSE syllabus) aimed at the handling of diverse learners by means of the use of varied models (DCDE, 2007: 7). The training must thus reflect the emerging needs of the society, and incorporate and implement the new ideas that provide the learners with the opportunities to succeed within their limits.

However, the training curriculum at the Colleges no longer includes mixed-abilities teaching which could be causing learner dropout (Hopkin, 2004:94).

Based on the above discussions, the conclusion can be drawn that the DCDE's teaching strategies (towards implementing the education Acts and Policies under investigation) are directed towards the achievement of the goal of the national education, namely preparing the learners to fully participate in the development of the local economy and the global developments. Furthermore, the DCDE's strategies (i.e., accessible and equitable distribution of education resources and continuous assessment) converge with the stipulations of the afore-named acts. They also converge with the current global trends, discussed in Chapter 2 (cf. 2.2.4; 3.3.2; 3.3.3 and 3.8).

The relevance of the NDP 9 to the current chapter is examined in the next section. The NDP's relevance to the research problem of dropout was also discussed in Chapter 1 (cf. 1.3.2). The areas discussed in Chapter 1 will not be repeated here.

3.9 The relevance of the National Development Plan (NDP) 9 to the current chapter

The NDP 9 is relevant to the research problem because the NDP 9 has the mandate to prioritise the objectives of the Acts and Policies under investigation. Without the prioritisation of the objectives, the MOESD Bodies (examined in the following sections) will not have the necessary information with regard to which of the set objectives to implement within a given period of time. The NDP 9 personnel carry out their duties for 5 years with a mid-term review. Currently the NDP 9 is continuing with the implementation of Vision 2016, the RNPE, and the five national principles. The NDP 9's 5-year priorities are, namely quality education, capacity-building, lifelong learning and training, as well as improvement in the access to basic education (Government of Botswana, 2010:5).

In the following sections the researcher will examine the various Bodies, their departments, units and divisions that oversee the implementation of the Basic Education Act, the Examinations Act, the Inclusive Education Policy, as well as their duties.

3.10 The Bodies that monitor and implement the Education Acts and Policies being investigated

It is relevant to examine the various Bodies that monitor and implement the Acts and Policies, as well as their duties in the current chapter, because of the research problem. Furthermore, the implementation strategies in the provision of education are being reviewed. This makes it pertinent to discuss the duties of the formulators, implementers, monitors and evaluators of the Acts and Policies under investigation to ascertain if the aforementioned processes contribute to learner dropout from school.

To implement the RNPE, the Examinations Act and the Basic Education Act, a strategy was put in place to create a framework made up of the Bodies mentioned below that will ensure that the Education Acts and Policies are properly implemented and are sustainable. The literature on the Government of Botswana, (2010:2 & 4), the World Data on Education (2006:8-10) and the MOESD (2008:8 & 11) revealed that the following Bodies, through their various units and divisions, has been running the current education system of Botswana since 2008.

3.10.1 The Cooperated Monitoring and Implementation Body

This Body is one of the main bodies of the MOESD, with several departments and units under its supervision (MOESD, 2008:32). The Teaching Service Management is a department under this Body, and monitors the equitable and effective recruitment as well as the deployment of teachers. The abovementioned department established a transfer Policy on a fair rotational basis through inter-regional transfer Boards. This Board has guidelines that are used to transfer teachers on an equitable basis (MOESD, 2008:32). The traditional problem of the concentration of teachers in urban areas and their scarcity in the rural areas results in a chronic dropout problem in some rural areas (BEC, 2008(a):14; BEC. 2008(b):14).

3.10.2 The Education Support Monitoring and Implementation Body

The Education Support Body is another major Body of the MOESD, with units and divisions under its supervision (Government of Botswana, 2010:2) that has the mandate to handle educational support services. The DSE is a division under this Body which is empowered to provide Special Support Services on issues relating to disabled learners (MOESD, 2008:8).

Thus, the Inclusive Education Policy was implemented by creating the DSE in 1984, and empowered it in areas of the planning, development and co-ordination of special education activities at all levels. The DSE advises the MOESD on special education matters, such as equipment and staff requirements (cf. 3.5.5). The DSE's main strategy is to increase access to regular schools for the disabled learners (Government of Botswana, 2010:5). At present the curricula content and school infrastructure have not yet been adapted. This has a negative effect on special-needs learners, who eventually drop out of school (cf. 1.3.5).

3.10.3 The Regional Operation Monitoring and Implementation Body

This Body was launched in 2008 to implement the decentralisation policy. It has several regional offices and education officers to help it perform its duties (UNESCO, 2011:2). It has the mandate to make decisions on technical aspects, out-of-school learners, and special support services on regional level to promote efficiency. Its strategy is to develop the delivery of education by means of the supervision and co-ordination of the implementation of the curriculum on regional levels that promote rapport with the implementers, and encourage learner retention (MOESD, 2008:8). However, the MOESD (2008:6-7) stated that there exists a duplication of duties with the exclusion of the local authorities from administrative duties, resulting in the lack of delivery at the implementation level. This could be leading to learner drop-out.

3.10.4 The Basic Education Monitoring and Implementation Body

This Basic Education Body operates on the national level. It consists of several school levels, namely pre-primary, primary, and secondary, the development of the curriculum countrywide, a national literacy programme, as well as out-of-school technical and vocational training and education. The pre- and primary school levels are the responsibility of the MOESD and the Ministry of Local Government (UNESCO, 2011:4-5; World Data on Education, 2006:8-9). The MOESD encompasses all the above four Bodies and their departments at the national level, and has the mandate to run basic education programmes nationwide, including the duties of the Bodies and their departments at all levels (UNESCO, 2011:5). Nevertheless, pre-primary education is not inclusive of the basic education programme at the implementation level. This could be contributing to learner dropout in Standard 1 (cf. 1.3.3).

The Department of Teacher Training and Development (DTTD) is a department that falls under basic education. It was established in 1989, and has the responsibility of the in-service professional development of teachers nationwide (Government of Botswana, 2010: 5). The DTTD is finding it difficult to ensure the transfer of pre-service teacher training strategies to practice (Dart, *et al*., 2007:9). This could be contributing to learner dropout.

The DCDE is another department under basic education. It was formed in 1977 at the NCE's recommendation, and is responsible for evaluating and providing teaching syllabi and material to teachers. It also monitors and co-ordinates the curriculum and reviews basic education as well as the senior secondary programmes at the national level (Government of Botswana, 2010:6; World Data on Education, 2006:9). However, the DCDE's monitoring activities are limited (Pheko, 2006:3). Inadequate monitoring could be resulting in the dropout of learners.

Based on the foregoing discussions, the provision and development of education regarding the duties of the abovementioned MOESD personnel, are decentralised from the national level (of the MOESD) to regional operations, and from the four Bodies to their departments, units and divisions. Furthermore, the involvement of the district offices at primary school level and the decentralisation activities converge with the current international decentralisation policymaking examined in Chapter 2 (cf. 2.2.4).

Up-grading the teachers' qualifications towards the implementation of the Education Acts and Policies under investigation, the reasons for the improper implementation of the Education Acts and Policies, and the implications in terms of dropout, are examined in the next sections. The relevance of capacity-building to the research problem is to ascertain if the processes used to train policymakers and implementers contribute to learner dropout in Botswana, or not.

3.11 The implementation of the Education Acts and Policies being investigated in relation to up-grading the teachers' qualifications

Capacity-building is one of the objectives of the Acts and Policies under investigation. The examination of the objective will guide the researcher in determining if there exists a relationship between capacity-building and learner dropout from school. The objective of

the RNPE, the Basic Education Act and the Examinations Act of improving pre and in-service teacher training is implemented by means of the activities of the following units, namely the DTTD, for example, provides government bursaries, four Colleges offer a 3-year diploma, and two other Colleges provide a four-year degree in training for primary and secondary school teachers respectively (MOESD, 2008:27; Dart, *et al.*, 2007:9-11). The afore-mentioned measures increased the number of teachers holding a relevant diploma to 54% in 2008 (Government of Botswana, 2010:30). Teachers are further trained, mainly in basic education, in Francistown (Dart, *et al.*, 2007:10). The in-service training stipulation of the Basic Education Act's and the Examinations Act's objective of supporting the delivery of the national curriculum are implemented through the BEC developing the Primary School Leaving Examination (PSLE), the JCE and the BGCSE, in partnership with the classroom teachers, and the DCDE for diagnosis, intervention, and learner-retention purposes (BEC, 2008(a):16).

A Board of Monitors has also been established to implement the Basic Education Act's stipulation of the provision of pre-primary education (Government of Botswana, 2010:4 & 29-31; MOESD, 2008:28). The RNPE's strategy of establishing a monitoring framework to implement its goal is used in the constant and continuous evaluation of teacher training courses to ascertain the relevance and effectiveness of the curricula, as well as that of the nation. The lecturers' credentials, skills and attitudes towards the trainees are equally reviewed (Government of Botswana, 2010:31). With regard to the Inclusive Education Policy, the RNPE monitors its implementation through the incorporation of special education courses into teacher training programmes at the Colleges and at the University (Hopkin, 2004:98). The Inclusive Education Policy is also implemented through the provision of the in-service training of teachers (Special Support Unit, 2012(b): 1-2; Molosiwa, 2012: 1-2)

3.11.1 The reasons for the inadequate capacity-building of practitioners and its implications in terms of learner dropout

Research by the MOESD (2008:7), Byram (1980:590), Tabula (2008:1), Motshabi (2009:3), the BEC (2008(a):1), BEC (2008(b):1-3, Ntumy (2010:42) and Pheko (2006:1) revealed a rapid increase in the number of schools (from 9 in 1966 to more than 240 in 2010). This rapid

increase could be responsible for the improper implementation of the RNPE's and the Basic Education Act's stipulation related to enhancing the teachers' qualifications (cf. 3.3.3 and 3.5.2). Bregman (2008:xiv) and Ratsatsi (2005:2) also contended that the process of training teachers is slow, and renders the DCDE's (2007:7) teaching strategies of learner-centred instruction and formative assessment of no use in Botswana. Dart, *et al.* (2007:9) concurred with the abovementioned researchers by stating that the training in learner-centred and continuous assessment strategies is not transferred to the field by the teachers. This could be contributing to learner dropout.

Ratsatsi (2005:1-2) further articulated that the cancellation of mixed-abilities teaching courses in pre-service teacher training, the non-reduction of class sizes, and the non-adaptation of the school infrastructure diverge from the RNPE's stipulations (cf. 3.5.2). He argued that the diversions, which are attributed to a lack of funds, also contribute to the dropout of learners within the basic education programmes. Moreover, in-service training is struggling to cope with the large number of teachers who had not received pre-service training in specific subject areas (i.e., computers) within the new curriculum (MOSED, 2008:17 & 30; Yandila, Komane & Moganane, 2002:9-10). Yandila, & Mogapi (2001:10), as well Ratsatsi (2005:2), further argued that these factors also contribute to learner dropout in Botswana.

Based upon the above discussions with regard to capacity-building (cf. 3.11; and 3.11.1), it can be deduced that currently capacity-building in Botswana on the basis of implementing the Basic Education Act and the RNPE is inadequate, compared to the current international capacity-building trends examined in respect of Brazil and Italy (cf. 2.5.4.1; 2.7.4.1 and 3.11.1). Thus, even though the Basic Education Act's objective and the RNPE's planned strategy on teacher training converge with the current international trends, implementation on the ground level does not (cf. 2.2.4; 3.3.3; 3.5.2 and 3.11.1). Capacity-building is thus inadequate to cope with the rapid changes in the curriculum (cf. 3.11.1). In comparison with Brazil, the training of teachers is decentralised to the municipality level (cf. 2.5.4.1).

The monitoring and implementation of the Basic Education Act, the RNPE, the reasons for their improper implementation, and the implications in terms of dropout, are examined in

120

the sections below. The relevance of the afore-named Act and Policy to the research problem is that their implementation could be causing dropout.

3.11.2 The implementation of the Basic Education Act and the Revised National Policy on Education (RNPE)

Since 1996 the Basic Education Act has covered a 10-year period of education that begins at primary school in Standard 1 to 7, plus three years at Junior Secondary school (DCDE, 2007:2-3). The government (through the MOESD) and the regional offices (through the education officers), as well as school administrators and subject heads supervise and evaluate the teaching activities. This supervision is in order to assess the success and sustainability of the RNPE, as well as the effective delivery of the curricula content (Government of Botswana, 2010:8; World Data on Education, 2006:8). The NCoE implements the Basic Education Act and the RNPE by advising the government on policy issues, and establishing any sub-committee it deems necessary. For example, the NCoE established the DSE in 1984 (World Data on Education, 2006:1). The DPRS also ensures the successful implementation of the Basic Education Act and the RNPE by monitoring and assessing the duties of the NCoE (MOESD, 2008:9-10).

Furthermore, the DTTD implements the Basic Education Act's and the RNPE's objectives of supervising the professional development of teachers through in-service training at workshops (Government of Botswana, 2010:5-6). Education centres were strategically built to ensure that the teaching materials are supplied to all the teachers by the DTTD, the DCDE, and the Department of Basic Education (DBE) education officers (MOESD, 2008:6-7). The in-service monitoring activity described above, implements the stipulation of the RNPE and the Basic Education Act related to in-service training, as well as the delivery of the curriculum (cf. 3.3.3 and 3.5.2). The education officers further encourage school-based monitoring activities, such as identifying special-needs learners for early intervention measures (World Data on Education, 2011:31).

The Basic Education Act is also implemented through the Department of Out-of-School Education and Training (DOSET), which provides numeracy and life-skills literacy to adults and out-of-school children (DCDE, 2007:4). In February 2010, with the help of UNESCO, ABEP was launched to increase the accessibility of seven years' basic education to adults

(Botswana Review of Commerce and Industry, 2013:133). However, there are several objectives related to the RNPE and the Basic Education Act that are either implemented improperly or not implemented at all. The strategies that have been set up for the successful implementation of the afore-named Act and Policy are equally not always used by the implementers (cf. 1.3.3).

3.11.3 The reasons for the improper implementation of the Basic Education Act and the Revised National Policy on Education (RNPE), and its implications in terms of learner dropout

The BFTU (2007:14) and Pheko (2006:2) reported that the NCoE focus more on lecturing, and do not synchronise with the implementers in properly carrying out its duty of the dissemination of policy information. The RNPE's strategy of an institutional framework set up to implement the policy objectives is thus not used by the NCoE. The implementation in the field also diverges (CSO, 2010:13) from the Basic Education Act's and the RNPE's objective of accessibility and the equal distribution of learning materials to all learners, as well as the provision of pre-primary education (cf. 3.3.3 and 3.5.2). This is due to the varied grouping of subjects (i.e., Double and Single Awards as well as Pure Sciences) within the schools, and the lack of trained pre-primary school teachers (Government of Botswana, 2010:4).

The RNPE's stipulations of class reduction, the enactment of compulsory education, the accelerated progression of gifted children, and the reduction of primary education from seven to six years (cf. 3.5.2) (NCE, 1993:xxxvii) are not implemented at all, due to the lack of funds and personnel (MoE, 2001:26). According to Tomasevski (2006:2), the factors mentioned above contribute to learner dropout. The objective of the Basic Education Act and the RNPE regarding access to basic education for all is also improperly implemented due to the shortage of mobile schools (Pheko, 2006:4), hospital teachers, and travelling and domiciliary teachers for the nomadic, the disabled, the sick, and the inhabitants in remote areas.

The improper implementation of the objectives of the RNPE discussed above contributes to the learners dropping out of school (BFTU, 2007:14). Furthermore, the MOESD, through the district councils in Ghanzi and Mahalapye, only handles 2.5% of pre-primary education. It

must be noted that the highest dropout-rate within the public schools has always been in Standard 1, which was 21.9% in 2008 (CSO, 2009:17). Thus, the non-implementation of the RNPE's objective (regarding early childhood and pre-primary education) could be the contributory factor to the high dropout rate in Standard 1. The new learners were probably not accustomed to the learning environment.

Based on the foregoing examination of the named Act it can be summarised that the above named Act is improperly implemented, and most of the strategies set up towards its successful implementation are not used by the implementers (cf. 1.3.3 and 3.11.3). Furthermore, the improper implementation of the objectives of the Basic Education Act and the RNPE, relating to accessibility for all, pre-primary education, and equity in the distribution of learning materials, diverge from the current global trends in this regard. Currently, the global emphasis is on the inclusion of pre-primary education within basic education to establish sound foundations of learning in order to combat learner dropout (cf. 2.4). The non-implementation of objectives such as the reduction in class size, the reduction of the primary school cycle, the enactment of compulsory education, and the accelerated progression of the gifted (cf. 3.5.2; 3.11.1 and 3.11.3) diverge from the current global trends examined in respect of Brazil and Italy (cf. 2.5.4.1; 2.7.4.1 (a) and 3.11.3).

For example, although tuition fees are supposed to be waived for the poor, no Policy has been put in place to ensure the waiver. There are also no mobile schools, or travelling and domiciliary teachers to access those learners who cannot attend regular classes (cf. 3.11.3). The objective of the Basic Education Act regarding 'accessibility to all' is thus not backed up with planned action through the enactment of compulsory education, as stipulated by the RNPE (cf. 3.3.3; 3.5.2 and 3.11.3). Botswana's scholarship bursaries (excellence awards) are only given to secondary school high achievers (cf. 3.11.2).

The RNPE's stipulation that class sizes should be decreased to 40 and 30 in secondary and primary schools respectively has not been implemented in Botswana (cf. 3.5.2 and 3.11.3). Basic education, though structured to include the pre-primary level, has not yet included the pre-primary level (cf. 3.11.3). Most importantly, there is a lack of synchronicity between the NCoE, the public, the education centres, and the schools in Botswana (BFTU, 2007:11; Pheko, 2006:2). The current international trends of decentralisation, launched in Botswana

through regional operations, are ineffective at the implementation levels (Government of Botswana, 2010:4).

In comparison to Brazil, the implementation of basic education is in accordance with Law 2006 of Basic Education (cf. 2.5.4 and 2.5.4.1). It also includes the pre-primary level, is compulsory and free, and covers 12 years in order to enhance learner retention. Scholarship schemes ensure that all Brazilians (i.e., the marginalised groups) access basic education, and the objectives of the Basic Education Law are properly implemented (cf. 2.5.4.1).

The researcher will now examine the implementation of the Examinations Act, the reasons for its improper implementation and its implications in terms of learner dropout. It is relevant to discuss the above-named Act because its implementation is considered to be contributing to learner dropout (cf. 1.3.4).

3.11.4 The implementation of the Examinations Act

The objective of the Examinations Act, namely of supporting the national curriculum, is monitored and implemented by means of surveying the teachers' internal assessment projects by the BEC (Masole & Utlwang, 2005:5-8; BEC, 2008(a):23-25; MOESD, 2008:26). The BEC also has the mandate to assess the success, applicability and sustainability of the Examinations Act through conducting high-stake examinations (BEC, 2008(a):2; BEC, 2008(b):1). The objective of the Examinations Act of generating feedback into informing policy-decisions is implemented through the PSLE, JCE, and the BGCSE, as well as by means of comparing the afore-named results across the subjects, the schools, gender, and the education regions by the BEC (Government of Botswana, 2010:26-27 & 31). These activities also promote transparency and accountability that are used towards progression, selection and policymaking (BEC, 2008(a):8; Bregman, 2008:xiv).

The strategy of 'malepa' (on-line registration) was also launched by the BEC (Puddefoot, 2012:1) to enhance accessibility, quality, and efficiency with regard to high-stake examinations. Research by Bregman (2008:xiv), the Government of Botswana (2010:19), and the MOESD (2008:24) showed that the BEC has, since the 1990s, prepared and administered tests in Standard 4 for diagnosis and remediation purposes in numeracy, and in basic

literacy skills in English and Setswana. This aid in the early detection of learning difficulties, as well as for intervention measures that may prevent learner dropout (BEC, 2008(a):17-18, 24 & 73-86).

3.11.5 The reasons for the improper implementation of the Examinations Act, and its implications in terms of learner dropout

According to Yandila and Mogapi (2001:6- 9), as well as Yandila, Komane and Moganane (2002:8-10), the lack of computer skills in some teachers, the unavailability of laboratory assistants, and the non-involvement of teachers in the planning of the Biology syllabus, all contribute to learner dropout. The above researchers also argued that the objective of the Examinations Act of supporting the MOESD's vision is not properly implemented. This is because the strategy of Vision 2016, namely of including teachers in the planning of the syllabus, is not used effectively by policymakers to implement the Examinations Act (BEC, 2008(a):8). The BFTU (2007:12) reported that the improper implementation of the afore-mentioned objective also diverges from the national aspiration of preparing learners to compete in the global economy, and subsequently contributes to learner dropout.

Furthermore, the improper implementation of the Examinations Act, with regard to its DCDE's (2007:8) strategy of continuous assessment, diverges from the national education goal of the acquisition of skills to compete in global developments (Examinations Research and Testing Division (ERTD), 2001:5-6; Masole & Utlwang, 2005:6). The Examinations Act was interpreted by the DCDE in the teaching syllabi to be the testing of criterion-references, and of being formative. Formative assessment was thus to form half of the percentage of the marks obtained towards the award of the BGCSE (BGCSETS, 2001:iii-iv). This requirement has not as yet been implemented in academic subjects such as Biology (BEC, 2001:5-6). This is because the teachers are not adequately trained in assessment, which renders the internal scores unreliable (BEC, 2010:25; Masole & Utlwang, 2005:11). This subsequently also contributes towards the dropout of those learners who are practically-oriented (Ntumy, 2010:73).

Moreover, Stiggins (2001:12) argued that though the classroom is the best place to develop, strong assessments cannot be used for the improvement of assessment due to its poor state (2001:5). The American Association of School Administrators (2002:iii) concurred with

Stiggins by stating that, although much time is spent in classroom testing, not much is given to what to do with the results. This statement is especially applicable in the Botswana situation. In Botswana there exists a high demand for summative scores for accountability and progression. Formative assessment records at classroom level, therefore, do not serve the purposes of progression, nor of certification in Botswana (cf. 3.11.4). Not using the classroom assessment scores towards certification demoralises the learners and diverges from the objective of the Examinations Act, as well as the current international trends of assessment, examined in respect of Brazil and Italy (cf. 2.5.4.2; 2.7.4.2 and 3.3.2). This fact could also be contributing to learner dropout in Botswana.

UNESCO's (2011:26-27) investigation further revealed that since 2007 between 30% and 40% of the learners in Standard 7 could not read and many of them, therefore, dropped out of school. This could be because most of the learners lack an interest in the theory-focused assessment procedures in use. The Ministry of Labour and Home Affairs (2004:1) reported that the problem of learner dropout is so severe that the ratio of school-leavers who proceeded to tertiary level after the BGCSE level, and those who dropped out of school in 2004, was 1:4. Moreover, Borkum (2009:4, 6-7 & 40) articulated that the implementation of the Examinations Act at high-stake examination levels is rigid, and contribute towards learner dropout. UNESCO (2011:19) further recorded that the improper implementation of the Examinations Act probably contributed to more dropouts than repeaters in the 1980s, the 1990s and the early 2000s, with a ratio of 35:30 respectively. The EFA (2011:314) concurred with UNESCO, and indicated that there were 5% repeaters and 18% dropouts in all grades in 2008 and 2007 respectively in Botswana.

The foregoing discussion of the Examinations Act (cf. 3.11.4) revealed that internal assessment practices in the schools are formative, and in accordance with the stipulations of the Examinations Act and the current international assessment trends (cf. 2.2.4 and3.3.2). However, the use of internal assessment scores diverges from the prescriptions of the Examinations Act and the current international assessment trends in respect of Brazil and Italy, as the scores do not contribute towards certification (cf. 2.5.4.2; 2.7.4.2 and 3.11.5). The current global trends of relevance, effectiveness, and strategies of efficiency adopted by the DCDE (cf. 2.2.3.2 and 3.7) are equally improperly used towards implementing the Examinations Act (cf. 1.3.4 and 3.11.5). Assessment towards certification in Brazil includes

accountability and transparency in accordance with the assessment laws of 1995 and 2005 (cf. 2.5.4.2).

The researcher believes that if the number of learner dropouts is to be reduced, the assessment practices (internal and high stakes) within the schools need to synchronise with the DCDE strategies and with the current global assessment trends (cf. 2.2.3.2 and 3.3.2). Furthermore, global trade demands necessitate that the implementation of assessment on the ground level converge with the assessment practices currently in use on the international level. Internal assessment records must serve a purpose (such as certification) to be relevant, and to benefit the learners. Currently, the parents are looking to educators to employ innovative assessment methods that can equip all the learners with life-skills and continuous training, irrespective of the grades obtained, to curb learner dropout (Sandler & Apple, 2010:226).

The implementation of the Inclusive Education Policy, the reasons for its improper implementation, and its implications for learner dropout, will be examined below. It is crucial to examine the above-mentioned Policy in the study because its implementation could be contributing to learner dropout, which is the research problem in the current study (cf. 1.3.5).

3.11.6 The implementation of the Inclusive Education Policy in Botswana

The MoE (2001:29) and the MOESD (2008:9) define *inclusive learners,* classified as special-needs learners, as those learners who fall within the categories of the 'girl-child', remote areas' dwellers, orphans, the physically and mentally handicapped, 'orphans of vulnerable children' and HIV/AIDS orphans. The RNPE's strategy of transferring special education from primary education to its independent unit is directed at the successful implementation of the afore-named policy. The Special Support Body was thus established with this division (DSE), and empowered with new duties. The DSE is currently mandated to oversee special education at all levels within the country to ensure the implementation of the Inclusive Education Policy (MOESD, 2008:9). Nkpe (2004:1) posited that inclusive education began late in 2004 in Botswana, with the enrolment of three deaf students at a senior secondary

school. Furthermore, the literature on studies by the DCDE (2007: 13 & 15), the Government of Botswana, (2010:17), and the MOESD (2008:13) showed that the RNPE's objectives on inclusive education was interpreted by the above-named researchers as broadening the curriculum material to become inclusive of all learners, such as the hitherto marginalised group excluded from learning.

The RNPE's objective of early detection and intervention is being implemented by therapists and psychologists at the Central Resource Centre (DSE, 2010:1-6; Central Resource Centre, 2012(b):2; Molosiwa 2012:1-6; 14-17; Special Support Unit, 2012(a):1-2). Boarding facilities, nurses, transport, uniforms, and other educational support material are also provided by the DSE for special-needs learners as part of implementing the RNPE's objective of providing support services to the disabled learners. The afore-named objective is also implemented through the provision of training equipment and other learning materials to special-needs learners, which includes shoe templates, wooden mountains, stair-climbing exercises, different sized circles, sewing pads, styluses, braille texts, boxes, and life-skills materials (MOESD, 2008:36-39). Moreover, the DSE provides special-needs learners with guidance and counselling teachers within the schools (DCDE, 2007:6). Part-time transcribers are also available for blind learners (Kauraisa, 2002:1). Furthermore, the MOESD (2008:34) reported on the implementation of the RNPE's objective of the social integration of special-needs learners with their peers through the adoption of peer instruction, and cooperate-group teaching.

3.11.7 The reasons for the improper implementation of the Inclusive Education Policy, and its implications in terms of learner dropout

Although the Inclusive Education Policy is implemented through strategies such as the establishment of the DSE and the Special Support Body, its implementation is poorly carried out, due to the high demand of resources, such as boarding schools (Hopkin, 2004:94). Moreover, the DSE (2001:1), as well as Dart, Didimalang and Pilime (2002:43) reported on the improper implementation of the Inclusive Education Policy in relation to the adaptation of the curriculum and infrastructure. This non-adaptation, which is due to the absence of guidelines and the lack of funds, diverge from the RNPE's planned action of revising the curriculum into being skills-based and non-descriptive towards the successful

128

implementation of the Inclusive Education Policy. Hopkin, (2004:98) also contended that the government focuses more on the mentally retarded, while the other disability areas are handled by non-governmental organisations who only receive government grants.

The afore-named reasons, as well as the lack of funding (Tlale, 2002:3; MoE, 2001:26) contribute to the high dropout rate of learners. Dart, Didimalang and Pilime (2002:43) further articulated that the RNPE's objective of individualised instruction and assessment (a suitable curriculum) is not implemented. The DSE (2001:5) also reported on the lack of both internal and external monitoring strategies, contrary to the MoE's criteria of using the above-named measures to assess learner performance. Matale (2005:6) averred that the RNPE's objective, relating to public awareness, has not been implemented due to the absence of data on the progress of disabled learners at school. Furthermore, the national principles of botho ('respect') and Kagisano ('social harmony'), as well as the RNPE's objective of social integration, are not being implemented, as the disabled learners get abandoned in their classes due to the shortage of staff assistants (DSE, 2001:1; Dart, Didimalang &Pilime, 2002:50).

Moreover, the cultural belief that disability is a curse and a punishment, leads to the disabled being hidden from the public eye, resulting in only 1% of the 10% of the school-age population requiring special education receiving this service (DSE, 2001: 9). In the absence of domiciliary teachers, this category of special-needs learners is excluded from education. Public exclusion and classroom abandonment also diverge from the RNPE's objective of social integration and the current international trend in this regard (cf. 2.5.4.3; 2.7.4.3 and 3.5.2). Dart, Didimalang and Pilime (2002:43 & 79) averred that RNPE did not prescribe strategies regarding a specific curriculum for the implementation of the Inclusive Education Policy. The disabled learners thus follow the same curriculum as their peers, the non-disabled, and sit for the same examinations, which contribute to them dropping out.

Newnham (2008:15-16 & 18- 20) also reported on the high learner-to-teacher ratio (40:1) and the lack of teaching materials. Newton (2002:45) posited that the public schools with disability units are congested and lack quality. The researchers contended that these reasons also led to the high rates of the dropout of disabled learners. Moreover, Deno, Fuchs, Marston, and Shin (2001:515) contended that studies have proved that disabled

learners learn at a slower rate than non-disabled learners. Nonetheless, special-needs learners in Botswana are never given extra time to attain the learning outcomes, which contribute to them dropping out of school (Tlale, 2002:7) (cf. 3.11.7). Brandon (2006:41-44 & 46) also posited that the RNPE's objective of parental and community participation is not implemented, due to the boarding system. The boarding system could thus be a contributory factor in the dropping-out of disabled learners, especially when they are unaccustomed to being separated from their parents. Brandon also contended that the teachers' negative attitude towards the Inclusive Education Policy contributed to dropout. Chhabra, Srivaastasva and Srivaastasva (2011:2) concurred with him by arguing that the teachers in schools with special-needs learners blame learner dropout on the above policy.

Moreover, the Special Support Body does not have a government budget, resulting in some regions over-budgeting and others not budgeting at all for the special-needs learners (DSE, 2001:9). Improper budgeting led to special-needs learners making less than 1% of the 96.6% learners in 2007 who progressed from primary school to junior secondary school (UNESCO, 2011:20). It also resulted in very few deaf learners from the Tswelelopelo and Masunga brigades in Ramotswa and Masunga proceeding to secondary schools. It also led to the termination of training activities for the hearing-impaired in the afore-mentioned brigades (Baboki, 2011:1). The lack of equipment and staff (due to poor funding) also contribute to dropout (Nwaogu, 2001:5). Ramatsui (2012:5) asserted that only the severely incapacitated are eligible for assistance from the social security welfare in Botswana. This also diverges from the current global trends of social security grants for all disabled people examined in respect of Brazil and Italy (cf. 2.5.4.3 and 2.7.4.3).

It is clear from the afore-going discussions with regard to Inclusive Education Policy that special-needs learners are those learners who have up to now been excluded from accessing basic education. This could be due either to geographical settlement, poverty, disability, the lack of parental guidance, religious or cultural beliefs, social problems, such as pregnancy, or life-threatening diseases such as HIV/AIDS, the migrant population, as well as the gifted child. The MOESD's definition of special-needs learners thus falls short of the current global definition and that of the RNPE's, as it does not include the gifted learners or the migrant population (cf. 2.7.4.3; 3.5.2 and 3.11.6). Some gifted learners are excluded from access to inclusive education due to the policy in respect of fees, the non-adaptation of the school

130

infrastructure and curriculum, and the lack of domiciliary and travelling teachers. Furthermore, some gifted learners enrolled within the school curriculum are equally denied access, as the curriculum and the teaching strategies are designed to target the average learner (cf. 1.3.5 and 3.11.7).

The measures described above diverge from the RNPE's objective of developing the talents of the gifted, as well as the national goal of training to compete in global developments (cf. 3.5.2 and 3.5.3). It also amounts to discrimination, and will consequently result in the loss of competitive manpower in the global economy. Furthermore, although syllabus modifications exist as regards inclusive learners towards certification, alternate assessment and the RNPE's objective of comprehensive assessment are not implemented (cf. 3.11.7). The abovementioned also diverge from the RNPE's objective and the current international assessment trend for disabled learners examined in respect of Italy (cf. 2.7.4.3; 3.5.2 and 3.11.7). The non-adaptation of the curricula and the school infrastructure also diverge from the RNPE's strategy of revising the curriculum into skills-based and non-prescriptive towards implementing the Inclusive Education Policy. It also diverges from the current international trends discussed in respect of Brazil (cf. 2.5.4.3; 3.5.2 and 3.11.7).

Moreover, the admission of disabled learners into public schools, based on evaluation and placement, also diverges from the current international practice of automatic admission upon a parent's request (cf. 2.5.4.3; 2.7.4.3 and 3.11.6). Furthermore, the exclusion of the disabled and the parents in policymaking, and its implementation in matters related to disability, could be responsible for the unsuccessful implementation of the Inclusive Education Policy. It also diverges from the current global trends examined in respect of Italy (cf. 2.7.4.3 and 3.11.7).

The Inclusive Education Policy in Botswana is viewed by several educators, such as Hopkin, (2004:89), as a political scam that leads to social seclusion and an increase in learner dropout, due to its improper implementation (cf. 3.11.7). The current global trend as regards diverse learners is focused on the reduction of the teachers' workloads for effective teaching.

In comparison to Italy, the legal frameworks that direct the activities of the education system report on progress, other than in Botswana. Most importantly, basic education in

Italy is inclusive of the pre-primary level, is compulsory and free. Dropouts are listed, mentored, and guided back into the schools. Capacity-building measures are legislated, the class sizes are reduced to 10 and 25 to enhance quality and to prevent dropout, and the teachers' workloads are decreased in order to ensure that they may effectively handle the rapidly changing curriculum (cf. 2.7.4.3). Furthermore, inclusive education is legally accessible to all special-needs learners in Italy (cf. 2.7.4.1 and 2.7.4.3).

In comparison to Brazil, the Inclusive Education Law 1.793 of Brazil (cf. 2.5.4.3), the schools are legally compelled to enrol and assist the disabled in all categories in any public school from the pre-primary level.

The researcher will now examine the theoretical framework of inclusive education, its definitions, the theorists' prescribed strategies, and the reasons for their improper use in implementing inclusive education. The areas of relevance of the above-named theory to learner dropout, as discussed in Chapter 1 (cf. 1.10.2; 1.10.2 (a) and 1.10.2(c)), will not be repeated.

3.12 Introduction to the Inclusive Education Policy

 Onwuegbuzie and Leech (2007:474) averred that the diverse components of research are synchronised by a theoretical framework based on the descriptions and perspectives in use. In line with the above argument, the Inclusive Education Theory, which falls within the learning category of constructivism, with examples like active and discovery learning, was used as the basis in conducting the current research. To inclusive theorists such as Vygotsky (1993:206), learning involves constructing one's own knowledge from one's own experiences. The Inclusive Education theorists promote the students' free exploration within a given framework, where the teacher acts as a facilitator (Vygotsky, 1993:216-217). Thomas and Loxley (2001:12) also viewed theory as a 'thinking tool'.

The relevance of the Inclusive Education Theory in this study is to analyse the theorists' prescribed teaching strategies for the successful implementation of the Inclusive Education Policy in Botswana (cf. 3.5.2; 3.11.6 and 3.11.7). Investigation will be done in areas of the adaptation of the curriculum and the infrastructure, and the instructions and assessments used in relation to the above Policy. Dixon and Verenikina (2007:193) posited that inclusive

education is a new phenomenon that emerged from the civil rights movements in the USA, and is currently implemented on the global level with difficulty. The inclusion of special-needs learners within the regular schools in Botswana (plagued with numerous challenges (DSE, 2001:1)) was influenced by the NCE's (1993:329- 330) and the Basic Education Act's objective, relating to providing education to all, as well as the AU's 2000-2009 Declaration (cf. 3.3.3 and 3.5.5).

3.12.1 Defining the Inclusive Education Theory in relation to its implementation in Botswana

Inclusive education means giving each learner the right to participate fully on all education levels, irrespective of race, class, gender, culture, language and ethnicity. The schools are obliged to accept the disabled child (Freire, 1993:15). Malepfa, Mpofu and Chataika (2007:1) define *inclusive education* as involving the identification, minimisation or elimination of barriers to the pupils' participation in traditional settings (homes, schools, workplaces), and the maximisation of resources to support learning and participation. Full Inclusion Theorists, such as Porter (2011:1), define *inclusive education* as the elimination of all forms of segregated special education schools. Full inclusion has, however, been amply defined in Chapter 1 (cf. 1.10.2(a)).

Both Italy and Brazil practise full inclusion in their education systems and special schools were abolished (Rustemier, 2011:5-6; Alvez, 2003:1). Innovative strategies, such as peer tutoring, make inclusive education successful (Sidoli, 2008:4). Special schools still exist in Botswana, and are managed by non-governmental organisations (Hopkin, 2004:98; Ramatsui, 2012:1-2). Partial Inclusion Theorists advocate a form of integration of disabled learners into the regular classrooms for most hours of the day, but the disabled learners leave for resource rooms afterwards to undergo intensive instruction, speech and occupational therapy (Wikipedia, 2012(b):6). Both partial and full Inclusive Theorists advocate an inclusive curriculum that is accessible to all learners of diverse ability, gender, race, ethnicity, colour, creed, or diverse socio-economic and cultural backgrounds (Freire, 1993:15; Vygotsky, 1993:210; Wikipedia, 2012(b):6).

Matale (2005:1 & 6) contended that Botswana is moving towards full inclusion, whereas Newnham (2008:15 & 19) described inclusive education in Botswana as already *fully*

inclusive without the necessary restructuring, capacity-building, and curriculum adaptation requirements. Hopkin, (2004:89) also described the inclusive education in Botswana as *fully inclusive,* leading to social exclusion, because the disabled in the regular schools do not have access to the curricula, the physical environment of the schools, nor activities engaged in by their fellow non-disabled learners. Brandon (2006:37) described Botswana's inclusive education as *partial inclusion,* used by the government for political propaganda to further its own political gains, with no regard for the disabled persons themselves. Brandon also contended that Botswana only began inclusive education due to pressure from international donors and organisations, and to satisfy its political ambition of Vision 2016.

Based on the foregoing discussions, the type of inclusion practised in Botswana is not clear, since special services are neither offered in the inclusive schools, nor are the learners provided with such services outside the schools. Most educators label it as *partial inclusion*, due to the fact that the special-needs schools are still in operation. Furthermore, special-needs learners in the inclusive schools do not have adapted school infrastructure, curriculum or staff assistance to meet their physical needs. Speech therapy, remedial teaching and intensive instruction are equally not available (cf. 3.11.7).

3.12.2 Strategies prescribed by the Inclusion Theorists towards the successful implementation of the Inclusive Education Policy in Botswana

Strategies prescribed by the Inclusive Theorists towards its successful implementation include organised peer-group learning, test-intervene-retest assessment, and the accurate psychological and teaching tools (Vygotsky, 1993:213-214). Newnham's (2008:13) prescribed strategies for teaching disabled learners in Botswana include encouraging collaboration between the teachers and the therapists to improve the acquisition of skills and learning, the promotion of parental involvement in the learners' school activities, and the strategy of 'pull out' service delivery to the disabled. The teachers of autistic learners are urged to make use of peer-mediated interventions, self-management, and naturalistic strategies. The teachers are further encouraged to apply *delayed* contingencies with autistics learners, (involving giving the disabled learners extra time to enable them complete a given task), and to form and guide peer tutoring groups' learning activities (Vygotsky,

1993:2008). Tlale (2002:7) concurred by arguing that disabled learners in Botswana require more time to complete their tasks.

The prescribed strategies also include well-designed programmes, a reduction in class size, teacher professional development, the adaptation of the curriculum, integrated service delivery, and sufficient funding (Newnham, 2008:18 & 26; NCE, 1993:330). The teachers are encouraged to get involved with the disabled learners by making braces and prosthetics, and transcribing for them (Porter, 2011:1-2). The teaching methods should include active learning, and multi-level instructional approaches, as well as authentic assessment practices (Vygotsky, 1993:221). However, only peer instruction and part-time transcribing (theorists' prescribed strategies) have been in use since the public schools became inclusive in Botswana (cf. 3.11.7). Perhaps, if the teachers adopted most of the afore-mentioned strategies in teaching special-needs learners, the high rate of dropout among the disabled learners will reduce.

The reasons for the improper implementation of the theorists' strategies, are discussed in the following section.

3.12.3 The reasons for the improper use of the Inclusive Theorists' strategies, and its effect on learner dropout

Thomas and Loxley (2001:2) argued that most of the prescribed strategies and materials are untested, and therefore have a poor theoretical basis. They based their argument on studies carried out in the USA. Their argument was supported by Brandon's (2006:41 & 46), who ascertained that 74% of the teachers in Botswana have never had any coursework or training in working with disabled learners. According to Nind and Wearmouth (2006:166-168), the teachers lack clarity as to what to draw on, or what constitute 'best practices' in dealing with classes of learners with a wide range of special needs. They further asserted that successful teaching strategies are not publicised, and therefore not available to the teachers. Thomas and Loxley (2001:12) also posited that special education is just the continuation of the reproduction system of the status quo, where 'professors create professors'. They averred that the real problem is inequity in resource-distribution and viewed the disabled as part of the lowest strata in the society who has little or no access to learning resources.

Brandon (2006:38) concurred with the afore-named researchers and contended that 58.99% of school-aged disabled learners in Botswana cannot access inclusive education because they live in rural areas. Nevertheless, Nind and Wearmouth (2006:198) ascertained that the adaptation of teaching and learning materials, as well as the constructive role of the teacher, as effective teaching strategies towards implementing inclusive education. The abovementioned strategies are equally not used in the public schools in Botswana. This is so, because the curriculum and infrastructure have not been adapted, and class sizes as well as the teachers' workloads have not been decreased (cf. 3.11.3; and 3.11.7). Nind and Wearmouth (2006:122) further contended that most policymakers do not understand the pedagogical approaches that teachers can use to 'operationalise' the theorists' strategies. Newnham (2008:13) and Brandon (2006:40) concurred and argued that the parents in Botswana are excluded from the implementation process by the policymakers due to the boarding system, rendering the theorists' prescribed implementation strategies not of any use (cf. 3.11.7).

The foregoing examination on Inclusive Education Policy in relation to its theory (cf. 3.12-3.12.3) revealed a relationship between an increase in the dropout rate and the improper use of the prescribed (theorists') strategies towards implementing the Inclusive Education Policy (cf. 3.12.2 and 3.12.3). Furthermore, though the Inclusive Education Theory is viewed as the ideal model and the way forward in the 21st century democracy, it is also viewed by others as utopian and mere propaganda, not for the benefit of the special-needs learners, but to promote the political aspirations of those in power (cf. 3.11.7 and 3.12.3). Nevertheless, inclusive education is successful in both a developed country (Italy) and a developing country (Brazil), where the theorists' prescribed strategies, and innovative methods are used for its implementation (cf. 2.5.4.3 and 2.7.4.3). The researcher believes that adapting the curriculum and infrastructure is a start towards the successful implementation of the above-named policy and the theorists' prescribed strategies.

The following section provides conclusion on the chapter.

3.13   Concluding remarks of the chapter

The objectives and strategies of Botswana's Education Acts and Policies (in relation to the Basic Education Act, the Examinations Act, and inclusive education policy) are sound, and

converge with those discussed on the international level, covering countries from the Sub-Saharan Block of EFA (cf. 2.6; 3.3.2; 3.3.3; 3.5.2 and 3.5.5). However, the reality on the ground level, i.e., inadequate personnel, and the lack of a specific curriculum for the Inclusive Education Policy, prevents implementers from properly implementing the afore-named Acts and Policies (cf. 3.11.1; 3.11.3; 3.11.5 and 3.11.7). A wide gap thus exists between the established objectives of the Acts and Policies, the strategies set up towards their successful implementation, and the implementation on the ground level.

The discussions in this chapter also led to the conclusion that policy plays a vital role in the provision and development of basic and inclusive education, as well as in assessment practices in Botswana. However, the implementation of the Examinations Act is very focused on test scores and divorced from the goals of the Acts and those of the nation (cf. 3.3.2 and 3.11.5). The improper implementation of the Basic Education Act and the Inclusive Education Policy negatively impact on the provision of quality, and pose serious challenges to learner retention (cf. 3.11.3 and 3.11.7). The improper implementation of the Acts could also have potentially deleterious effects on their long-term sustainability. Possibly, if the aspirations as reflected in the Basic Education Act, the Inclusive Education Policy and the Examinations Act are displayed at the implementation stages, learner dropout could be ameliorated.

Chapter three concludes the review of the literature on the problem under investigation. Several researchers' studies were reviewed to examine the country's Education Acts, policies, goals, principles, strategies, the mandated Bodies and their duties (in relation to their link to learner dropout in Botswana) to reach a sound conclusion. It compared the role of Policy in education provision and development in basic and inclusive education, as well as in Examinations Act and Policies on the local level to the international world in this regard. In this chapter were also discussed the Inclusive Theorists' prescribed strategies and their use to implement inclusive education in Botswana. To determine the relationship between the research problem and the Education Policies, the views and perceptions of the educators within the MOESD are solicited and explored in an empirical study.

The participants' responses, as well as the research design are presented in Chapter 4.

CHAPTER 4

AN EMPIRICAL INVESTIGATION INTO BOTSWANA'S EDUCATION POLICIES AND LEARNER DROPOUT: RESEARCH METHODS AND DESIGN

4.1 Introduction

Randolph (2009:3) averred that conducting a field research can help to identify a deficit in theories, reveal the insufficiency of existing models, and assist in justifying the need for a new theory. According to Mouton (2001:86), one of the foremost aims of a research study is to establish what has already been covered in the particular field of the study. In the current study the chapters on the literature review have fulfilled these areas of research. The chapters covered the Education Acts and Policies on the local as well as the global levels regarding trends in basic and inclusive education, and on assessment. The literature was also reviewed on policy formulation and strategies set up for their implementation, as well as the relationship between the strategies in use to implement the aforementioned Acts. Furthermore, the named chapters as well as Chapters 1 examined the link between policies and dropout. The previous chapters thus formed the theoretical framework for the empirical investigation reported on in this chapter.

Chapter 4 outlines the research design of the empirical investigation conducted to achieve the objectives (cf. 1.8.1-1.8.4). *Research design* was defined by Creswell (2008:59) as the specific procedures involved in the collection and analysis of the data, and the presentation and reporting of the results.

The various steps undertaken in the execution of the study in relation to the research design are discussed below. It is important to describe the steps taken to conduct the study because it will guide the readers towards the interpretation of the results and the findings, which are presented in the next chapter.

Data-collection refers to the collection of the information in order to do the research (Nenty, 2009:29). This definition of data-collection implies that the choices of the data-collection methods used in this study were dependent on the research objectives (cf. 1.8.1-

1.8.4), which guided the theoretical framework in Chapters 2 and 3. The aforementioned definition also implies that the items used to solicit information from the participants were derived from the variables (cf. Appendix 5) or the issues under investigation (cf. Interview guides), and the nature of the population.

The steps undertaken during empirical investigation include a discussion of the researcher's stance regarding the paradigms, and how the paradigms were applied to conduct the study. The sample population of the study and the pilot, sampling techniques and the sample size for each research method used, their merits as well as their demerits, are fully discussed in order to aid the understanding of the choices made and the reasons for the choices. Furthermore, the study's main research design and the research instruments used in the pursuit of the research aims, as well as the procedures employed to collect (i.e., distribution and collection of questionnaire, the duration of interviews and timeframe of data collected) and analyse the data and the justification for the choices are discussed in detail. The researcher also explains the limitations of the research methodologies chosen and how he controlled errors that occurred due to their use as well as how issues of reliability, validity or legitimacy and ethics are addressed while conducting the study.

In the next section the researcher examines the research methods and research paradigms that were used. This is necessary to enable the readers to have a better understanding, not only of the choices made, but of the reasons for choosing the mixed-methods and mixed-paradigm approaches.

4.2 Background to the research methods

Research methods are defined by Mertens (2005:2) as systematic modes, procedures or tools used for collecting and analysing data, or how the important variables are operationally measured (Nenty, 2009:30). *Research methodology* comprises the methods of investigation and the values that underpin the choices made (usually influenced by the researcher's theoretical framework) to collect the data for inferences, interpretation, explanation and prediction (Cohen, Manion & Morrison, 2007:121; Mackenzie & Knipe, 2006:197).

Some researchers use the concepts *research methods* and *research methodology* interchangeably. Others (including the current researcher) differentiate between them by using *research methods* (the approaches chosen) to imply the techniques and procedures used in the process of data-gathering. Researchers who differentiate between the afore-named concepts use *research methodology* (the justification of choices) as the reasons for adopting a particular 'input' in conducting research (Somekh & Lewin, 2005:346; Clough & Nutbrown, 2007:23).

The following section examines how the aforementioned concepts were applied in the philosophical theories that underpin the paradigm choice in the current study. The paradigm chosen is examined to enhance the understanding of the researcher's beliefs, how the beliefs influenced the choices made, and the benefits derived from the choices.

4.3 The researcher's stance with regard to the research paradigms

Johnson, Onwuegbuzie and Turner (2007:129-130) define *paradigm* (coined by Thomas Kuhn in 1962) as a common education of high quality research or 'world view' beliefs that direct a research inquiry. They define *research paradigm* as a research culture involving ontological, epistemological, axiological, aesthetical and methodological beliefs. This researcher chose mixed paradigms to conduct the study.

Ontology directed the researcher's investigation in answering questions on the reality of the nature (i.e., educators' behaviour), whether the reality is fixed, stable, ever-changing, unitary or multiple. The researcher's belief in reality in the research setting, and in the existence of a natural social order, was displayed in her paradigm and design choices (as ever-changing and multiple respectively). The researcher's *epistemological* belief is that knowledge obtained deductively (positivists' belief) and inductively (constructivists' belief) are both necessary in conducting empirical investigation. The researcher's (axiological, ontological, epistemological) beliefs thus guided and framed her choices of the positivists' (objectively obtained data) and the constructivists' (subjectively obtained data) methods used in collecting the data.

140

Advocates of the mixed-methods approach collect from both the constructivists and the positivists in conducting their studies (Spratt, Walker & Robinson, 2004:33). The researcher integrated the two purists' paradigms, as well as the two mixed-methods types of the pragmatists (who call for the use of the best suitable philosophical and methodological approach, techniques, and procedures for a particular research problem), and the dialectical or eclectic (who seek synergistic benefits from integrating both the positivists and the constructivists' paradigms) (Rocco, Bliss, Gallagher & Perez-Prado, 2003:21).

The concept of *mixed-methods* (coined by Campbell and Fiske in 1959) is defined as a type of research where a researcher combines elements of the qualitative and the quantitative research approaches for corroboration (Johnson, Onwuegbuzie and Turner, 2007:123). Onwuegbuzie and Leech (2005:1), as well as Cohen, Manion and Morrison (2007:26), concurred with the afore-named researchers in this regard. This researcher selected concurrent triangulation to conduct the research because it is the most suitable design to use with regard to the type of data collected. Another commonly mixed-methods design used is the sequential explanatory design (Rocco, *et al.*, 2003:21; Gall, Gall & Borg, 2010:464; Onwuegbuzie & Teddlie, 2003:2 & 6).

In the following section the researcher examines the mixed-methods instruments used to collect the data in order to aid the readers' understanding of how the different instruments were used.

4.4 The mixed-methods data-collection instruments used to conduct the study

The mixed-methods research design was selected for carrying out the current study. Denscombe (2008:80) asserted that a mixed-methods approach is usually chosen, based on pragmatism and the practice-driven need to mix methods. To apply Denscombe's argument to the current study, there was a need to use the best technique (pragmatic) and procedures suitable to the research problem and aim. The necessity also existed to integrate the two paradigm views that represent the worlds of the constructivists and the positivists. With regard to the evaluation method for collecting the data, Tlhapi (2006:18) contended that interviewing a specific group of participants (i.e., teachers) provides the insights in a

dynamic interaction that defines an environment of education practice in a school setting. Tlhapi's argument on evaluation was thus adopted in assessing the teaching strategies being used within the public schools in the region.

Siniscala and Auriat (2005:55) also maintained that in conducting educative research there is a need to measure the affective or non-cognitive outcomes of education by the use of attitude scales in a number of statements. This view was applied in designing a twenty-eight closed-ended items and a four open-ended items questionnaire instrument. Hesse-Biber and Leavy (2006:70) also articulated that the logic of qualitative research is on an in-depth understanding emanating from a number of selected interviewees. Their view was applied in the current study by choosing a semi-structured interview instrument to collect the data from the policymakers (the National Council on Education (NCoE), the Department of Teacher Training and Development (DTTD), the Botswana Examinations Council (BEC), policy-implementers (the BEC and teachers), policy-monitors (the Division of Special Education (DSE), and the Department of Curriculum Development and Evaluation (DCDE).

The mixed-methods philosophy guiding the researcher's combination of choices is examined next.

4.4.1 The mixed-methods philosophy guiding the researcher's choice in the study

All studies are imbued with epistemological, ontological, axiological and aesthetical beliefs, and methodological views (Johnson, Onwuegbuzie & Turner, 2007:129-130). Nonetheless, making a decision about how best to combine the research methods depends on the nature of the research, a matter of judgement, and the experience of the researcher (Spratt, Walker & Robinson, 2004:16). The reasons described above guided the researcher in using a concurrent mixed-methods combination approach to conduct the study.

Figure 4.1 below is a graphical representation of the type of mixed-methods combination used, and how the methods were combined at the various phases while conducting the research. Figure 4.1 is pertinent in the chapter because it summarised the research methods used in a diagram and shows the interrelatedness and interdependency of the positivists and constructivists' views (necessary in empirical investigations).
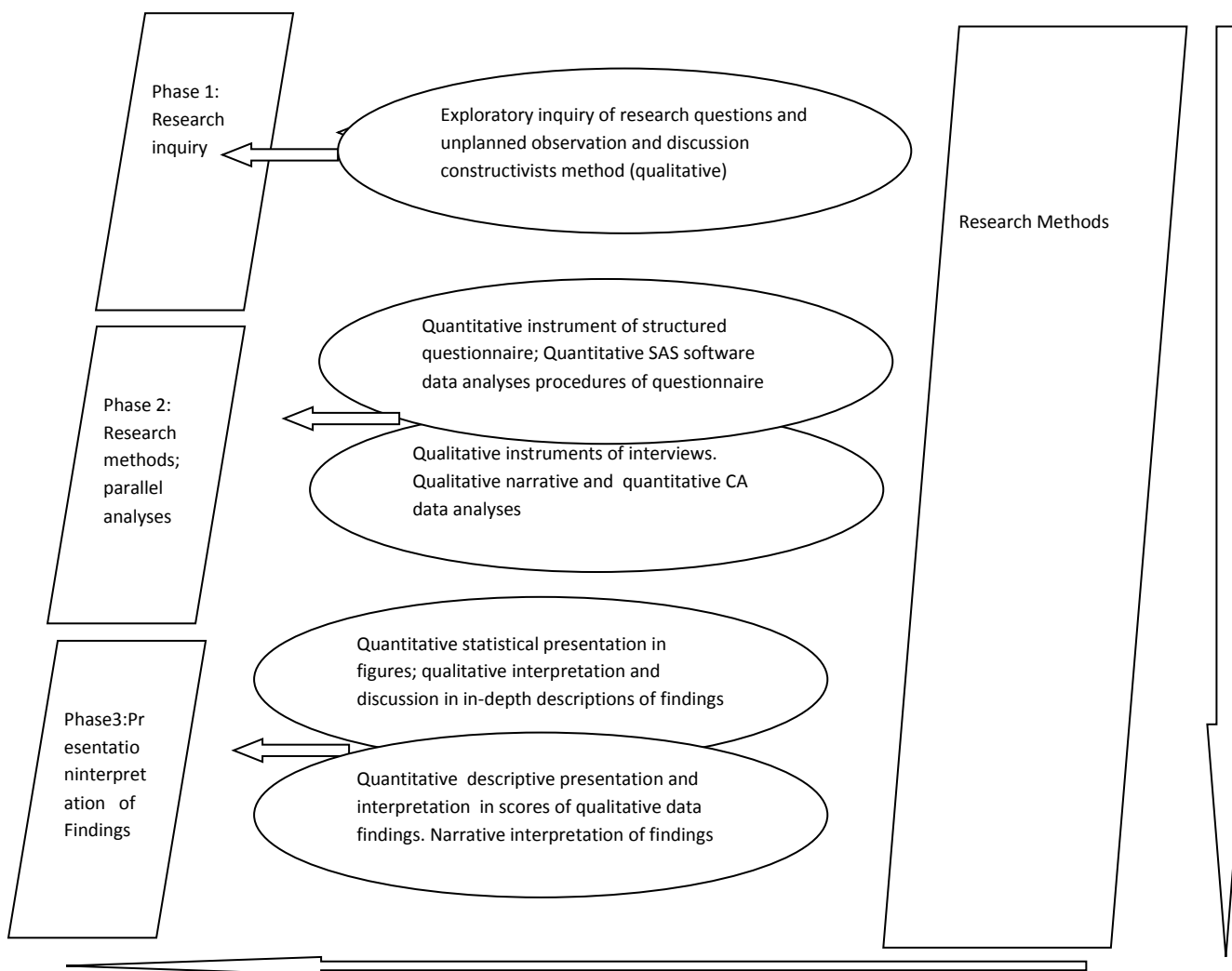
Figure 4.1: The parallel or concurrent mixed methods used to conduct this study

Figure 4.1 presents a parallel mixed model in diagram. Its purpose is to aid the readers' understanding of the combination of steps undertaken in conducting the study. The initial stage (the research inquiry) made use of the constructivists' inductive (exploratory) approach through the research questions. The following phase of the data-collection and its analyses combined a quantitative instrument of twenty-eight closed-ended (that were analysed by the SAS software package) and 4 open-ended items (analysed quantitatively) questionnaire. This instrument was used in conjunction with a qualitative semi-structured interview instrument with the officials of the Ministry of Education and Skills Development (MOESD). The evaluation approach with the Biology teachers was also interview sessions. The data from the interview transcripts were analysed qualitatively and quantitatively (cf. 4.10.3) using Content Analysis (CA). The final stage of the findings will be presented and

interpreted quantitatively in frequencies and percentages, as well as qualitatively, in narratives, before being discussed in the next chapter.

The benefits derived from using a mixed-methods approach in the study and how the demerits were overcome during the empirical investigation are examined in the following section. It is important to examine the benefits in order to qualify why the mixed-methods approach was chosen to conduct the study.

4.4.2 A justification for using a mixed-methods design in the study, and its benefits

The choice of a mixed-methods approach in conducting the current research is based on its merits. The mixed-methods design makes the assumption that the paradigm is more capable of handling the complexity of modern social and technical problems (Spratt, Walker & Robinson, 2004:36). Andrew and Salamonson's (2008: 40) view of integrating quantitative and qualitative methods was adopted into the current research, aided the development of the research concept. By means of the use of multiple methods of inquiry the researcher gained a repertoire of information and was able to identify complexities within the research. This kind of inquiry also increased the credibility and impact of the study by providing a fuller view of knowledge and reality from both positivists and the constructivists' stances (cf. 4.4). As Rocco, *et al*. (2003:21) contended, the afore-named method enriched the data collected and the findings by adding a new dimension and generating new knowledge, as well as helping to validate or refute the existing knowledge on the issue under investigation.

Furthermore, the mixed-methods provided the researcher a platform to explore and to check deficiencies and problems of over-simplification, and of misunderstandings within the traditional psychometric tools that have been accepted as the standard instrument. The combination of both paradigms, which were presented as a holistic and integrative process, helped the researcher to become both a consumer and a producer of education research (cf. 4.3). As Henson, Hull and Williams (2010:235) contended, using a mixed-methods design is necessary in order to share a multi-cultural environment, such as education research. This is because the mixed-methods design exposes its complementary nature and

its features of preventing paradigm division. Andrew and Salamonson (2008:36-38) concurred with the abovementioned researchers in this regard.

Furthermore, Onwuegbuzie's and Daniel's (2003:5) view with regard to the existence of little differences between the objectivity and multiple subjectivity beliefs on reality was evident during the data-collection phase of the research. Moreover, researchers such as Al-Hinai (2011:118), Gorard and Taylor (2004:7), as well as this researcher, believe that the mixed-methods approach is more effective to use to effect change involving policies. What is more, the division between the paradigms was irrelevant with regard to the current research, because it was the research problem and the objectives that determined the choice of the exploratory and confirmatory paradigms (cf. 1.5 and 1.8). According to Onwuegbuzie and Daniel (2003:4), arguments expounded by the purists confuse rather than illuminate and segregate, are counterproductive and lead to continuous debate. The afore-named researchers declared that,

'Epistemological purity does not get research done'.

A justification for choosing the above method was also provided in Chapter 1 (cf. 1.9.1), and is not discussed here again.

4.4.3 Overcoming the demerits of using a mixed-methods approach in the study

Despite the benefits of the mixed-methods approach, it also has its demerits. Because of its demerits a researcher should make use of a greater range of the technical skills associated with both the quantitative and the qualitative paradigms during the course of his study to overcome the shortcomings (Spratt, Walker & Robinson, 2004: 12-16). The procedures described above were applied while constructing the instruments (cf. Appendices 5-13). Furthermore, the researcher undertook measures to understand the theories of knowledge (i.e., epistemology), to enable her to make informed choices and critically evaluate her study. This was achieved through a comprehensive literature review of researchers who used the mixed-methods design in conducting their studies. Since mixed-methods studies are more criticised by study reviewers, the current researcher collected data from multiple sources and stayed in continuous contact with her research supervisor for guidance. Thus,

the researcher used the study's variables in relation to the context of the research problem to construct the instrument, and conducted a pilot study before the data were collected.

In the next sections the researcher examines the handling of ethical issues while conducting the research. This is important because there are guidelines that need to be followed by every researcher during the empirical investigation of their studies. The analyses of the data are examined after the discussion of the ethical issues.

4.4.4 The handling of ethical issues during the study

Among the ethical guidelines launched (by the Belmont Report of 1979, as cited by Botha (2011:157) and Wikipedia (2012(b):4) to guide researchers during the process of conducting their studies are:

Respect or autonomy for the participants. UNISA (2007:9 & 11) and Halasa (2005:2-3 & 9) explain *ethics* as the dignity, authenticity, the independence and the rights of the participants. Thus, the participants must be seen as indispensable autonomous partners at every stage of the research, with the right to or not to participate in the research. The groups and the fieldworkers involved in the research should all be respected at all times and their vulnerability should not be exploited. Cohen, Manion and Morrison (2007:51), Hegel-Larsen and Boving-Larsen (2003:1878-1882), Gray (2004:235), as well as Mauthrer, Birch, Jessop and Miller (2008:80) concurred with the above-named investigators in this regard.

The participants in the current study were well-informed of the researcher's identity, the use of the data, the purpose of the research and its benefit to the society, the privacy, anonymity and confidentiality of the information collected as regards how it would be accessed, stored, transferred and recorded. Codes were used to protect the identities of the participants, and the information solicited from them. The ethics of respect was adhered to in a letter to the participants, asking for their permission to engage in the study (cf. Appendices 2-4). Most importantly, in adhering to UNISA's (2007:11) ethics, the participants were informed of their right to discontinue with the interview sessions at any time without any penalty or prejudice.

Beneficence (UNISA, 2007:9). Research ethics implies that the research should make a positive contribution towards the welfare of people by minimising the risks and maximising the research benefits that may accrue to the participants. Beneficence was provided for in the current study through the research problem and the procedures used to collect the data, as well as the benefits of the study to the MOESD (cf. 1.5 and 4.4, Appendix 4).

Justice refers to the commitment to ensuring that the risks and benefits in terms of knowledge from the research are fairly distributed among the participants (UNISA, 2007:9). However, Ceridwen's (2003:52) argued that Ethical Committees and institutional review boards often delay, or deny the researchers permits to conduct research. This was experienced in one school where the head insisted on distributing and collecting the questionnaires, which resulted in a low return rate (3 copies collected out of 20 copies distributed).

The ethical concept of **fairness** further stresses the ethics of justice. The ethics of fairness was applied in the current study to select the population group that was most affected by the dropout problem as the sample group (cf. 1.2.2 and 4.6.1). Furthermore, the researcher supplied personal details, a letter from the research supervisor, and a copy of the Research Proposal to the Research Division, in accordance with the Ministry of Education's (MoE)'s guidelines for research (MoE, 2007:3). The arguments by Pratt (2011:5) and Ceridwen (2003:18) on openness, honesty, debriefing, and feedback procedures by researchers were adhered to in the covering letters and the research instruments (cf. Appendices 1-5). The researcher's supervisor and the UNISA Ethics Review Committee reviewed the design choices and the instruments, which were also corrected by the MOESD's personnel mandated and experienced in the policy sectors under investigation, before the instruments were administered. Moreover, the research instruments were piloted on 25% and 100% of the participants from the proposed sample population before the data were collected. The measures described above ensured the instruments measured what they were supposed to measure, and prevented sensitive issues causing distress or adverse reactions in the participants.

Nomaleficence means that research should not cause harm to the research participants in particular, and to people in general. Pseudonyms were used to provide anonymity to the

schools involved, the interviewees and the districts. The request letters to the schools and the participants explained clearly the methods, as well as how the data and findings would be stored and disseminated (cf. Appendices 2- 3). The protocol (of the MoE (regarding research) and that of the Ethics Review Committee of UNISA (which require student researchers to provide ethical considerations as a prerequisite for obtaining permission to conduct research) ensured the provision of all the necessary information, such as the use of the findings to the participants. Furthermore, the limitations of the study were clearly defined. Appendix 4 (letter to the Director of Education) is also proof of the researcher's adherence to the abovementioned ethics in the study.

4.5 Data-analyses of the mixed-methods study

The mixed-methods research design is not often used by researchers, because researchers who adopt this method need to be knowledgeable about both the quantitative and the qualitative research methods. This observation makes it necessary to discuss the methods that are available and those that were adopted to carry out the analyses in the current study. Data analysis entails a 'subjective reality' that involves separating and detaching personal perceptions and world-views during the process of the collecting, interpreting and reporting of the data (Zahavi, 2006:663). It also involves suspending natural and metaphysical assumptions in order to investigate the phenomenon (Gelman, 2005:755). Lyle (2009:295) also articulated that the researcher, as the 'human instrument', needs to set a clear boundary between his involvement and rapport with the participants. This researcher adopted the views of the aforementioned researchers in carrying out her analyses. Parallel analysis was chosen as an appropriate technique for analysing data, due to the (mixed) type of data collected.

Mixed analysis involves the use of both quantitative and qualitative analytical techniques, either concurrently (when the qualitative and quantitative data are analysed in parallel), or sequentially (when one approach is analysed first to inform the other) to analyse the data, which are then interpreted either in a parallel, integrated or in iterative manner (Onwuegbuzie, Slate, Leech, & Collins, 2008:2). The researcher adopted a multi-analysis of concurrent mixed-design technique to analyse the data, leading to a mixed analysis matrix.

Leech and Onwuegbuzie (2007:566-568) indicate that computer packages, such as Keywords-in-Context-Analysis, are currently used to strengthen frequency word-count, to maintain analytical integrity, to improve the rigor of the analysis, and to leave audit trails in a CA. The researcher used the SAS software package to analyse the quantitative data. The researcher was, however, unable to access any qualitative package, and therefore analysed the qualitative data collected manually.

In the sections below the research design used in the mixed-methods approach will be discussed. The discussion begins with the questionnaire format, the population and its distribution into strata, the sample size and criteria used to select the participants, the distribution and data collection procedures, the sample technique used, the benefits and limitations of the technique, as well as how the errors that occur due to using the named method were controlled to provide for validity in the study.

4.6 The structure of the questionnaire instrument

The use of standardised questions, which expose the participants to the same questions and the same system of coding the responses (Brown, 2001:6), ensured that the differences in the responses would be interpreted as reflecting differences among the participants, rather than differences in the process that produced the answers (Siniscala & Auriat, 2005:3). The structured standardised questionnaire instrument used in this study (cf. Appendix 5) consists of:

 Section A: - the demographic sector, made up of 2 items in respect of gender and the type of school, using a **nominal scale** measuring the school type on 5 levels.

 Section B: - has 28 closed-ended items (q1-q26 rated according to a four-point rating scale and q29-q30 on a 10-point rating scale) and 4 open-ended items (q27-q28; q31-q32), measuring the variables under investigation (cf. Appendix 5). An **ordinal scale** with a four-point Likert scale was used to measure the variables on items 1-26. A six to ten-point alternatives scale was used to measure items 22-28. The Likert scale was used because it is a recognised scale for measuring people's opinions (Siniscala & Auriat, 2005:3-4). The relationship between the questionnaire items (cf. Appendix 5), the research topic and the reviewed literature in respect of Brazil (cf. 2.5.1-2.5.5), covering countries from the Sub-

Saharan Block of Education for All (EFA) (cf. 2.6-2.6.4), in respect of Italy (cf. 2.7-2.7.5) and in respect of Botswana (cf. 3.3.2; 3.3.3, 3.5.5; and 3.11-3.11.7) are examined later in detail in the current chapter (cf. 4.6.4).

4.6.1 Questionnaire, distribution and collection, population distribution into strata, sampling, the sample size, the sampling techniques used and their benefits

The questionnaires were distributed and collected (in person) by the researcher. Twenty copies were distributed in each of the five schools in the research region and 10 copies to teachers in another region. This helped in explaining the items to the participants, and in increasing the return rate. Of the 110 distributed copies, 75 copies were returned. Onwuegbuzie and Leech (2007:239) averred that *sampling* is aimed at defining the boundaries of a study by understanding both the typical and the a-typical people who display the phenomenon of a specified setting. Larson-Hall (2010:401) also defined *sampling* as the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population.

The total population of 27 schools falls into five strata of: South-Central, North, South, West, and Central education regions. Each stratum has about 5 schools with common features of subjects, learning and physical facilities, as well as teachers' qualifications and population. Sample was drawn from all five schools within the targeted population (South-Central region), which makes the sampling technique probability stratified. Sample was also drawn from a number of teachers in another school, making the sample size to be 22% of the total population. The teacher participants were selected systematically across all four main subject groupings (Practical, Academic, Business and Sciences) for data collection. The choice of the sampling frame was influenced by its low cost, the need to measure accurately, the research questions and the characteristics of the population.

Furthermore, stratified sampling enabled each stratum of the population (Botswana General Certificate of Secondary Education (BGCSE) teachers in the public schools who are stratified by the MOESD into strata) to be sampled as an independent sub-group. Systematic selection of teachers gives each individual teacher (in all four subject groupings) a chance to

150

participate in the study. The chosen sampling techniques made the data-collection faster, and enabled the researcher to draw inferences about specific sub-groups (i.e., 'K' district). It also helped towards making statistical estimates from the pre-existing data available (i.e., from the Central Statistics Office (CSO), and the BEC) within the targeted population. The researcher used the existing stratified education region and thus avoided the limitations (of stratified techniques), such as high expenses, the lack of homogeneity among the population strata, and difficulty in creating strata that correlate across all variables in the study. This implies that each education region or stratum (i.e., the South-Central region) was representative of the total population.

In the sections below the researcher will examine the piloting, the benefits and the limitations of the questionnaire, and how the error that occur due to using the named method was controlled, as well as the validity and reliability of the instrument and the study.

4.6.2 Pilot-testing the questionnaire instrument, the population, and the benefits derived from it

Siniscala and Auriat (2005:75) asserted that the piloting of the questionnaire should not be done on friends nor on conveniently-sampled respondents. McMillan and Schumacher (2006:202) also posited that sampling a questionnaire is necessary in order to refine and redesign the instrument. The argument of the above-named authors was adopted to conduct the pilot-testing, using 20% of the planned sample involving 10 teachers (in a school across several subjects including Biology) and 2 DCDE officials. The pilot-testing enlightened the researcher on the appropriateness of the chosen questionnaire instrument as regards the chosen statistical analytical type (i.e., a chi-square and percentages). The pilot-testing also helped to ensure that the items were easy to understand, and were not sensitive to the participants. In the current research the pilot-testing helped in identifying items that were ambiguous or superfluous, which were subsequently eliminated or re-written (i.e., item 26).

The pilot-testing also brought to the researcher's attention that teachers would most likely ignore the open-ended items, but would attend to 95% of the closed-ended items. By

means of the pilot-testing the researcher came to the conclusion that the questionnaire instrument was balanced in its structure, and the instructions were understandable for the participants. The pilot-testing also brought to the researcher's attention that, while the categories supplied on the standardised items were sufficient for most items, the categories needed to be increased from nine alternatives to ten on item 29. The pilot-test was also used to test for the reliability of the instrument. Furthermore, the pilot-test helped in determining the time required to complete the questionnaire, as most of the respondents completed the items within 10 to 15 minutes. Moreover, the pilot-testing helped in re-confirming the adequacy of the sample size and the appropriateness of the stratified and systematic sampling techniques used.

4.6.3 The Limitations of the Questionnaire instrument

The argument of Milne (2011:1) regarding the loss of the social cues from the participants was among the limitations of the questionnaire instrument in the current study. The provision of alternate answers also prevented the creativity of ideas (Siniscala & Auriat, 2005:24-27). Limitations of the questionnaire also include the design used to construct most items (i.e., each item has both the dependent and independent variables (i.e., items 6-9). This makes it necessary when testing for hypothesis (using the SAS software package, version 9.2) to conduct several tests instead of a single test (i.e. between questions 5 and 8). Other limitations are the inclusion of items that do not measure the link between dropout and Education Policies and Acts (i.e., items 1-3, to measure the current perception on the existence of dropout, and the demographic item of gender used to make the study gender sensitive). Also some items measure more than one Act and Policy being investigated (i.e., 4, 15, 19 &26). This makes it difficult for readers (who have not read the details on the Acts and Policies in Chapter 3 (cf. 3.3-3.3.3; and 3.5-3.5.5), to clearly identify (in the items) the particular Acts and Policies being measured.

4.6.4 Measures undertaken to control error resulting from data collected using questionnaire and provide for validity

The choice of a mixed-methods design in conducting the study helped to control error that occurred as a result of using the questionnaire to collect data (cf. 4.4.2). In addition to using mixed-methods, validity measures undertaken helped controlled error that occurred due to

the use of questionnaire to collect data. The Australia Strategic Information Consultants (2009:1) defined *validity* as measuring what we want to measure. They (2009: 2) defined *face validity* as the modification of the research items by the subject matter experts. Yu (2012:1 & 4) defined *content validity* as checking to ensure that all the important aspects of the constructs are covered. *Face validity* was provided for by giving the instrument to subject experts in the various MOESD departments (i.e., the DCDE) for correction. *Content validity* was established in the questionnaire instrument by using all variables (cf. Appendix 5) under investigation for its construction, and by using the stratified as well as systematic sampling techniques to collect the data. The stratified and systematic sampling techniques further enhanced the content validity by providing all schools and the teachers (from all four subject groups) of the targeted population (respectively) with a chance to participate in the study.

The nominal scale used on the demographic sector aided validity by including all school types in the Botswana public schools in the sample. An ordinal scale (with categories) provided the researcher with the opportunity to measure the different levels of the perceptions of the teachers. Furthermore, using the research questions (cf. 1.6.1-1.6.4) (which directed the theoretical framework in Chapters 2 and 3) as the foci in constructing the instrument helped in targeting the variables under investigation (cf. Appendices 5). The aforementioned measure also eliminated those variables (not being investigated) which prevented the contamination of measurement. Measures were also undertaken to ensure that the tool followed the prescribed ethical protocol. It was checked by the Ethics Review Committee and piloted before the data were collected. The provision of categories on the questionnaire instrument provided the researcher with the opportunities to standardise the data, and to score dichotomously for the descriptive statistic.

In the following section reliability of the questionnaire instrument is discussed. This is important towards enhancing the interpretation of the research findings.

4.6.5 Establishing the reliability of the questionnaire instrument

Reliability has been defined as the consistency or repeatability of the measure (Australia Information Strategic Consultants, 2009:1). *Temporal stability* (with synonyms such as internal consistency, inter-rater reliability, inter-coder-reliability, Cronbach Alpha and the

split half) can be determined statistically (Australia Strategic Information Consultants, 2009: 1), or by administering the questionnaire on the participants twice or multiple times to see if the responses remained the same (Yu, 2012:1; Siniscala & Auriat, 2005:78). Siniscala and Auriat (2005:78) further asserted that consistency can be established by asking the same question in a different part of the questionnaire in an altered manner but in a way that will yield the same information (i.e., items 3 & 20).

To enhance the reliability of the questionnaire instrument the researcher made personal contact with the participants prior to the pilot-testing and the collection of the data to discuss Education Acts and dropout with them. This measure increased the participants' interest in the study and was very useful in soliciting the accurate information (as regards the research topic) during the interview session with the Biology teachers. Furthermore, Cronbach alpha was used to calculate the coefficient of non-demographic items 1 to 26 of the questionnaire instrument. The reliability coefficient was very high at a value of .985. If items measure what they are designed to measure or are reliable, the coefficient is equal to 1 (Nenty, 2009:20). The SAS software package, version 9.2 was also used to calculate the reliability coefficient of the above-named individual items 4 to 26 on the questionnaire. The reliability coefficient of all 23 items ranged between 1 (perfectly reliable) and .6348 (lowest value). The following items measured the Basic Education Act, namely items (7, 9, 11, 12, 13, 15, 18, 20, 22, 24 and 26); the Examinations Act, namely items (5, 12, 14, 17, 19, 25 and 26); and the Inclusive Education Policy, namely items: (6, 8, 10, 11, 16 and 23).

The choices of the quantitative data analyses and their justification are examined in the following section.

4.6.6 The choices of the quantitative data-analyses and their justification

The SAS software package, version 9.2 (Statistical Analysis System) was used to analyse the quantitative data collected in the current research. Percentages were used to highlight the distribution of responses over the categories of the variables on each item (Smit, 2011:8; Nenty, 2009:19-20). Percentage and distribution pattern is a sound way of reporting on categorical data and in this way heed the advice of Gerber (2013:1) and Nenty (2009:20)

that the assumption of statistical methods should be met to ensure valid and reliable results.

If will be observed (e.g. Table 5.6 in the next chapter) that the arguments of Dawson (2009:4) as well as Glantz and Slinker (2008: 1736-1737) was applied by recording missing values and the 'outliers' (i.e., 'e' on item Qd2). This helped to identify and explain extremity, and guarded against the misinterpretation of findings.

In section 4.7 sections the researcher discusses the qualitative part of the study; (namely the interview process and some background on the open-ended questions of the questionnaire administered in the study); the link between the items (cf. Appendices 7-13); the research topic; and the theoretical framework discussed in respect of Brazil (cf. 2.5-2.5.5), the Sub-Saharan Block of EFA (cf. 2.6-2.6.4), Italy (cf. 2.7-2.7.5) and Botswana (cf. 3.3.2; 3.3.3, 3.5.5; and 3.11-3.11.7). The sections will also examine the interview sampling technique used and the justification of the technique. The sections also examine recording of interviews, sampling of the pilot interviewees, as well as the benefits of pilot-testing to provide legitimacy. It is important that the interview items are traced to the theoretical framework and the research topic to ensure that information solicited leads to accurate findings. It is equally important to examine the above data-collection method to justify its choice, and to discuss the benefits of its adoption in the current research. Further, it is pertinent to discuss the measures undertaken to provide legitimacy in the study. The relationship between the items and the research topic are discussed in more detail in section 4.7.1 as well as in the interview guides (cf. Appendices 7-13).

4.7 Comprehensive and panel sampling used to collect data from the interviewees

Gay and Airasian (2003:209), Berg (2009:101), as well as Gass and Mackey (2007:148) defined an *interview* as a purposeful interaction between two or more people with the focus on one person trying to obtain information or data from the other person. Henning (2004:53) as well as Gubrium and Holstein (2002:9) concurred with the afore-named researchers by stating that interviews used in mixed-methods studies are conversations from the interviewer that enables the interviewee give a 'true' subjective version of the

facts as he or she experiences them. The foregoing views are some of the benefits derived from the use of interviews in collecting data in the current study.

Comprehensive sampling, which involves using the entire targeted population as a sample, and **panel sampling**, which means selecting a group of participants through random sampling, and interviewing this group with the same questions several times over a period of time (Wikipedia, 2012(b):6), were adopted to solicit information from the DSE as well as the DCDE, and the NCoE respectively. Dreyfus and Wrathall (2006:11) as well as Chrisley (2009:54) defined an *interview* as what begins as a study of a single participant's experience and possibly becoming a study of several experiences and perceptions. Hesse-Biber and Leavy (2006:255), as well as Baumgardt (2006:121), also averred that a qualitative exploration can be carried out, using an individual participant or up to 40 participants, depending on the point of data saturation.

Thus, the sample population of between one and three of each MOESD unit interviewee(s) was legitimised, because qualitative data can be saturated involving one or more interviewees. Two DCDE, one DSE, one DTTD, three NCoE, two BEC, five school administrators, five Inclusive Education teachers, and nine Biology teachers were interviewed on issues of the making, monitoring, implementation, and assessment of policies. The numbers of the interviewees were justified because in some cases (i.e., the DSE) those interviewees were the only mandated personnel with those areas of responsibilities under investigation. The data-collection process also adhered to the ethical codes of benefiting the society, autonomy (UNISA, 2007:9-10) and the consent of the participants (cf. Appendices 1-4).

4.7.1 The population of the interview pilot, the advantages derived from pilot-testing the interview guide, and controlling error that occur due to using interviews

Pilot-testing the interview guide used a sample size of between 20% and 100% of the research sample. In the current study one Inclusive Education teacher (20%), two from DCDE (100%), one from BEC (50%), one from NCoE (33%), one from DTTD (100%) and one DSE official (100%), as well as one school administrator (20%) were used for pilot-testing the

interview guide. The interviewees preferred to have the questions given to them in advance to enable them to search for the relevant information. Pilot-testing the interview guide made it exhaustive, helped to refine the tool (regarding vague items and the wording of the items) and prevented the misinterpretation of the items. Gray (2004:217) and Mkuchu, (2004:118) articulated that non-directive and unstructured interviews help the interviewees to speak frankly, and to uncover deep-seated problems or subconscious feelings. Non-directive unstructured interviews were thus used in pilot-testing the interview guide with the DSE personnel. The pilot-testing helped to guard against high expenses, time wasted, and irrelevant discussions during the interview sessions that could have contaminated the research findings. It also helped to determine the exact time required for conducting each interview, as the pilot-testing sessions were concluded within 15 to 20 minutes.

Furthermore, the views of Opendenakker (2006:8) and Ausband (2006:765) on pilot-testing (adopted) helped the researcher to incorporate the comments from the interviewees on relevant issues into the final interview guide. Nevertheless, the qualitative nature of the interview process, which makes the researcher the sole data-collector, brings about issues of subjectivity, biases and assumptions. These issues could influence the interview process and concomitantly the integrity of the data collected and thus the validity of the findings (Botha, 2011:156). In view of the abovementioned limitations the researcher had the interview guide corrected by the relevant MOESD personnel (cf. 4.4.4). The researcher's biases, assumptions and subjectivity as an educator were also identified and controlled by conducting a non-directive pilot-test with several MOESD officers (currently mandated with policymaking, monitoring, and implementing) prior to adopting the interview approach. The researcher also used the final unstructured items on the semi-structured guide to solicit information from the interviewees on issues related to the topic not covered by the semi-structured instrument (cf. Appendices 7 &8).

The interviews were carried out in conjunction with the questionnaire distribution and collection which took 3 weeks between May and June 2013. The interviews were all conducted in English, transcribed, and lasted between 15 and 20 minutes.

In the sections below, the researcher motivates the various interview sessions (with the various MOESD units, namely, the NCoE, the DTTD, the DCDE, the DSE, the BEC, inclusive

teachers and school administrators). The provision of legitimacy regarding the use of interviews in the study will also be discussed. Subsections 4.7.2-4.7.8 motivate the inclusion of 19 interviewees in the study.

4.7.2 Interview sessions with three members of the National Council on Education (NCoE)

UNISA's General Guidelines for Ethical Research (2007:10) indicated that each participant should be treated as unique. The statements of the above researchers were applied by making use of three NCoE interviewees as unique informers on policymaking, monitoring, and public awareness, since the NCoE has the documented facts and expertise on the above-named policy areas (cf. Appendix 7).

4.7.3 An interview session with a member of the Department of Teacher Training and Development (DTTD)

David and Sutton (2004:160) identified the structured, semi-structured, unstructured and non-directive types of interviews, while Opendenakker (2006:1-2) identified the techniques of the face-to-face, telephone, e-mail or chat box interviews. The current interview guide adopted the semi-structured face-to-face technique to solicit information from the DTTD official, because this approach and technique are the easiest and most effective in securing answers to items, as well as in accessing the social cues of the interviewee. The information was solicited from the personnel solely mandated to oversee in-service teacher training in the areas of monitoring the DCDE's teaching strategies (cf. Appendix 8). In-service training was identified as a neglected sector with regard to using the prescribed teaching strategies towards curbing learner dropout (Ratsatsi, 2005:3).

4.7.4 Interview sessions with two members of the Department of Curriculum Development and Evaluation (DCDE)

Information was solicited from two DCDE personnel on their mandated policy areas of monitoring, developing, and revising the teaching curriculum to be in line with the Acts and the strategies set up to implement them, and supplying the teachers with teaching material, as well as supervising the BGCSE curriculum.

4.7.5 An interview session with a member of the Division of Special Education (DSE)

Giorgi's (2005: 80) view on interviews, and Mkuchu's (2004:117) and Bhamani Ka-Jornboon's (2006:5) argument on probing were adopted to solicit information from the DSE official empowered with all the various areas of disability in Botswana. The use of the interview offered the researcher a chance to probe deeper into the topic to clarify points regarding the discrepancy of the literature reviewed (cf. 3.11.6 and 3.11.7), as well as to gather more detailed data on the disabled learners within the regular schools.

4.7.6 Interview sessions with five Inclusive Education teachers

Someone's point of view in the first person (Kupers, 2009:51; Curry, Nembhard & Bradley, 2009:1443), or his or her lived experience and its implication (Watt, 2007:84 & 91; Ozman & Craver, 2008:224) is decisive in explaining a phenomenon of significance. With the above-named researchers' argument in view, information was solicited from five inclusive education teachers on the feasibility of the Policy on the ground level. An attempt to record interviews on a tape recorder with an interviewee of the above-named participants proved unsuccessful (malfunction of the recorder), thereafter all the sessions were transcribed.

4.7.7 Interview sessions with two members of the Botswana Examinations Council (BEC)

Kasomo's (2006:64) view on using qualitative research to generate non-numerical data was applied in interview sessions with two BEC officers from Biology and Inclusive Education on the assessment methods used by the BEC in relation to the Examinations Act and the DCDE's prescribed method. This was necessary because the BEC's assessment methods conflicted with those prescribed by the Examinations Act and the DCDE (cf. 1.3.4 and 3.11.5).

4.7.8 Interview sessions with five school administrators

Probing types usually used by researchers during interviews include elaboration, detailed-orientation, and clarification probes (Mbukusa, 2009:88; Molale, 2004:111). Probing

interviews were used to solicit information from five school administrators because they assist in securing relevant answers to the items, and prevent school administrators from responding to items to please the interviewer or to protect their school policies. The information collected was on policy areas under investigation (cf. Appendix 13) such as the monitoring and mentoring of teaching strategies used by the teachers, and recommendations to curb learner dropout.

4.8 Controlling error that occur due to using interviews, including the procedures adopted to analyse the qualitative data, and establishing the study's legitimacy

Triangulating the quantitative and qualitative paradigms to collect the data as well as collecting data from multiple sources (2 DCDE, 2 BEC, 5 school administrators and 5 inclusive education teachers) controlled error that usually occur due to using interviews. The afore-named measure reduced systematic biases that might have occurred due to the use of a single design or source. Pilot-testing the interview instrument further strengthened the transferability and trustworthiness, and controlled error that usually occurs due to the use of interview in collecting data (through correcting the instrument). It also located the study in a theoretical framework that left an audit trail for validation. An appropriate mixing of the research methods (cf. 4.4.1) and the use of the basic mixed-methods criteria by the researcher further controlled error common with using interview to collect data in the current research.

Calabrese (2006: 59) contended that credibility is an indispensable component of trust that is realistic, and is accepted as authentic. Cheausuwantavee (2007: 106) concurred with Calabrese in this regard. Onwuegbuzie and Daniel (2003:2 & 7-8) defined *legitimacy* as credibility, dependability, confirmability, transferability and trustworthiness. The legitimacy in this study was enhanced through the parameters of the research questions, as well as by using comprehensive and panel sampling techniques to select the interviewees (which make data representative). Guba and Lincoln (1994:20) posited that reliability issues regarding the information collected through interviews must be trustworthy otherwise any categories emerging from the data analysis will not be credible. Presenting the interviewees with all the facts concerning the research (i.e., place of study, topic, aim, benefits to the MOESD)

160

helped in soliciting factual information from them and enhanced the trustworthiness of the research findings thereby controlled error that occur due to using interviews to collect data.

Johnson, Onwuegbuzie and Turner's (2007:127) argument was applied to legitimise the current research by recognising the dimensionality of the study's research questions, its purpose, process and potential (cf. 1.6; 1.7 and 1.9.1). Triangulation was used to corroborate the constructivists' qualitative interviews with the positivists' quantitative questionnaire, which strengthened the validity and interpretability of the research findings. The aforementioned measure further expanded the breadth and depth of the study by widening the scope of inquiry through using multiple components. Finally, searching for fresh insight for inconsistent qualitative views from multiple interviewees enhanced the legitimacy of the study which implies errors that occur due to using interviews were also controlled in the study.

In the sections below the researcher will discuss the procedures used in the study to analyse the qualitative data, and how the reliability was established.

Leech and Onwuegbuzie (2007:563-564) defined *data analysis* as a systematic search for meaning, and identified 21 qualitative data analysis techniques (i.e., word count, domain analysis, taxonomic analysis and classical content analysis). The classical content analysis was used by the researcher in analysing the qualitative data that were collected.

Currently there is a computer software programme that can determine the inter-rater coder and the intra-rater reliability estimates while analysing qualitative data, as well as identify inter-relationships, and carry out exploratory factor analyses (by unitising themes) in qualitative studies (Onwuegbuzie & Daniel, 2003:13). Nonetheless, the researcher used the CA consistent coding guide manually to establish the inter-coder reliability while analysing the qualitative data. This was because the researcher could not access any of the qualitative computer software packages. It was also due to the fact that computer software has limitations, such as being mechanical, it does not recognise the interview sequence, and therefore, may mislead the findings of studies (Dawson, 2009:4).

The evaluation data-collection method, and using the CA to analyse the qualitative data are discussed in the sections below.

4.9 Evaluation as a data-collection method

Interviews were used to collect the data because it enabled the researcher to assess the implementation of the Education Acts and Policies for convergence or divergence with the reviewed literature in this regard (cf. Appendix 6). The afore-named guide was constructed with the teaching strategies set up to implement the Education Acts under investigation. However, permission from UNISA to conduct the field-work arrived later than anticipated. The lesson observations could not be conducted in all five the schools, as most schools had begun their mid-year examinations. It must also be noted that most public schools now offer Double Awards Biology instead of Single Award Biology (the former is recognised at the University of Botswana for science courses). The evaluation was thus narrowed down to interviews with Biology teachers, and investigation of the assessment practices. The participants also increased from five to nine, as most teachers teach only Pure Biology or Double Awards Biology.

4.10 The choice of Content Analysis (CA) to analyse the qualitative interview (and open-ended questionnaire) data, and its justification

CA was chosen for analysing the four open-ended items on the questionnaire, the semi-structured interview instrument and the interviews with the Biology teachers. Mkuchu (2004: 118) defined *CA* as any technique for making inferences by systematically and objectively identifying specified characteristics of messages. CA was used in performing analyses in the current study because it is versatile; and economical; and it allows generalization to other settings if properly executed; and is effective in keeping track of the implicit meanings of phrases; as well as in checking the presence or absence of targeted words. The use of the CA enabled the researcher to triangulate findings (through the use of quantitative results to complement the narratives).

Stemler (2012:1) averred that a CA can only be used if the data captured are trustworthy which then enables generalization of findings to other (population) groups. The researcher assumed that the data collected was trustworthy for transfer to other population groups and settings of the MOESD, since legitimisation of the instruments was provided. The policy

areas of the qualitative data that were analysed using CA are displayed in Tables 4.1 and 4.2. Table 4.1 is based on the open-ended items of the questionnaire and Table 4.2 shows the procedure used to analyse the content of the interview transcripts involving the various units of the MOESD.

Transcripts of interviews (Creswell, 2007:151; Flybjerg, 2006:233), and audio records thereof (Harrell & Bradley, 2009:83), as well as the written notes (Yan, & Wildemuth, 2009:5) of the researcher captured during interviews create a flow of events and best explain participant views. The arguments of the above-named researchers were used to code the interview transcripts and open-ended questionnaire responses of participants into common categories. Frequencies and percentages of code-occurrence, created in this way, were established (Tables 5.1 to 5.3; 5.5; 5.7-5.12). CA was also used to investigate relationships among the variables (i.e., between the improper implementation of the investigated Acts and learner dropout). Trochim's (2008:2-4) and Stemler's (2012:5) views on the versatility CA were applied in developing, as well as setting up a coding guidelines for the three coders who were trained to capture the data of the qualitative component of the study (cf. Appendix 14).

In summary, Table 4.1 and 4.2 indicate which qualitative components (in the interviews and in the open-ended questions of the questionnaire) were analysed by means of content analysis. Tables 5.1 – 5.3, 5.5; and 5.7 - 5.12, in Chapter 5 report on the results of the coding process.

Table 4.1: Questionnaire items analysed using Content Analysis

Acts/Policy area	Number and items	Total
Implementation	2: 27 & 28	4
Recommendation	2: 31 & 32	

Source: Prepared by the researcher

Table 4.2: Interview data: Policy areas probed in the interviews and analysed by means of content analysis (Participants form the units of the Ministry)

MOESD Unit	Policy areas probed in interviews	Total number of participants
School administrator (4.7.8)	Monitoring, mentoring, assessment, recommendations	5
The BEC (4.7.7)	Monitoring, formulation, implementation, assessment, recommendations	2
The DCDE (4.7.4)	Monitoring, evaluation, implementation of the acts, recommendations	2
The DTTD (4.7.3)	Monitoring, recommendations	1
The DSE (4.7.5)	Formulation, monitoring , recommendations	1
The NCoE (4.7.2)	Formulation, monitoring, awareness and recommendations	3
Inclusive Education teacher (4.7.6)	Implementation and recommendations	5
Biology Teachers	Implementation	9
Total		(19+9) = 28

Source: Prepared by the researcher

4.10.1 The decision on Content Analysis (CA) categories to analyse the qualitative data

The essence of CA is categorisation. A CA category is a group of words with similar meanings or connotations (that is identified in more than one interview or open-ended questionnaire response). CA describes a set of patterns in the data in terms of categories and the number of examples that are counted in each category (Palmquist, cited by Mkuchu) 2004:119). In this study *terms* refer to policy variables, as well as explicit and implicit terms that were identified in the categories for counting and coding. Stemler's (2012:5-7) argument was adopted to explain and describe the criteria used to select CA categories. This was necessary to ensure the reliability of the coding. It was also necessary, because variables are those phrases likely to emerge from the interview transcripts and the data collected from the open-ended items. The use of too few categories may lead to unreliable and potentially invalid conclusions, and using too many categories may obscure the findings.

The following are CA **categories identified** and an explanation of each:

The Basic Education Act, the Examinations Act and the Inclusive Education (i) *Policy's strategies* set and in used towards their implementation, or the provision and development of education**.** The **frequency count of CA categories** include the following phrases, namely mandated bodies, stipulations of the Acts, regular schools and out-of-school programmes, pre and in-service teacher training, learning and teaching resources, the adapted curriculum and infrastructure, laboratory and computer equipment, high workload and large class size, and access to mobile schools. Phrases also included, networking between the MOESD units, convergence with the current global trends as regards the Acts and strategies, the applicability of the Acts on the ground level, the readiness of the learning environment with regard to strategies set up to implement the Acts, the prescribed teaching strategies of the DCDE and Education Acts, and problems or challenges encountered.

The Basic Education Act, the Examinations Act and the Inclusive Education Policy link to (ii) *learner dropout.* CA **frequency count** included the following phrases, namely budget restraints, the BEC's summative assessment focus, high pupil-teacher ratio, non-parental involvement, inadequate capacity-building, the lack of mobile schools, inadequate monitoring and public awareness, un-adapted curriculum and infrastructure, inadequate

networking among MOESD units, the lack of access to relevant learning material, and problems and challenges facing the monitors and implementers of the Acts and Policies.

(iii) *Strategies set out to ameliorate dropout*. **Frequencies counted** include the following phrases, namely lowering pupil-teacher ratio, adequate pre and in-service teacher training, especially in inclusive education, adequate funding, effective monitoring, the back-to-school project, curriculum and infrastructure adaptation, the increase in the weight of coursework at BGCSE, implementing the pre-primary level at public primary schools, the mentoring of dropouts back into the programme, parental involvement, and adopting the strategies established to implement the Acts.

The next sections examine the CA coding method used to analyse the qualitative data that were collected.

4.10.2 The Content Analysis Guide and the coding instrument used by the coders

A guide was developed to check for the reliability of the data-collection and analysis by the researcher and two other coders. The inter-rater reliability method was chosen to establish the reliability of the coding. Three coders including the researcher, coded the same data, using a checklist derived from the research variables (cf. Appendix 14, Table A.1 used by the three coders). This was a quantitative explicit analysis of the data. The researcher alone dealt with the quantitative implicit analysis coding later. The questions and tasks performed by the coders are listed below:

Questions on *frequency used* in the **Coding:**

1. How many times did the phrase (i.e., the BEC's assessment procedures, or practices) appear in the transcript?

Tasks performed by the three coders in the process to **analyse the contents of data:**

1. Count the number of: (i.e., the lack of mobile schools).
2. Underline the phrase (i.e., pupil-teacher ratio, the lack of funding).

3. Check the percentages and frequencies of the following synonyms (i.e., an increase in the mark for coursework, an increase in the percentage of practical work).

The findings from the frequency and percentage counts are displayed in the next chapter.

4.10.3 The coding done by the researcher

The inter-rater technique makes coding more efficient (Mkuchu, 2004:134). The inter-rater reliability level for each category of every index was calculated at a mutual reliability percentage (i.e., 80% reliability coefficient level agreed upon among all three coders). The researcher carried out the content analyses of all the samples by hand-coding in a descriptive manner, and therefore corrected errors in the data. The information arrived at will be presented in the tables of the categories of the phrases, and the frequencies and percentages in the next chapter. Since the coding was pilot-tested for validity and reliability by the three coders, the research findings could be used to draw conclusions and to make internal as well as external generalisations to other groups of the BGCSE learners and teachers in different regions in Botswana.

The concluding remarks below bring the discussions of Chapter four to an end.

4.11 Concluding remarks

In chapter four the researcher discussed the mixed-methods research design component of the research study, as well as the rationale for the choice. In the chapter was also clearly discussed the researcher's stance on paradigms, and how these views were applied in the instruments used to capture the data, as well as in the handling of ethical issues. Other areas covered in the chapter were the population and its distribution into strata, sampling procedures and sampling. The chapter also covered the instrumentation and procedures used to distribute and collect data, how errors that occur due to using the chosen methods were controlled, as well as validation and the reasons for the choices of the data-collection methods. Also were discussed the use of coding, request letters and other ethical procedures used in adhering to ethics. The reasons for the choices of the statistical packages

and other analytical procedures used to analyse both the quantitative and the qualitative data, validity and reliability issues and the provision for legitimacy of the study were also examined in the chapter.

In the next chapter the researcher will present, interpret and discuss the findings following the manner in which the analyses were carried out for each research design, and the implications for the various stakeholders.

CHAPTER 5

BOTSWANA'S EDUCATION POLICIES AND LEARNER DROPOUT: THE PRESENTATION, INTERPRETATION, AND DISCUSSION OF THE RESEARCH FINDINGS

5.1 Introduction

In the previous chapter the research design of mixed-methods for the empirical investigation of this study was described in detail. The empirical investigation intends probing the perceptions of the educators on the relationship between education policies and learner dropout, in order to answer the research questions as stated in Chapter 1 (cf. 1.7). The study aims to investigate Botswana's Education Acts by means of a mixed-methods design of the literature sources and the perceptions (survey, interviews) of expert informants on policy issues that will guide the recommendations to combat dropout. It was indicated that the investigation was based on a quantitative (closed-ended questionnaire item-responses) and qualitative component (interviews and open-ended questionnaire responses). In this chapter the researcher will present, interpret, and discuss the findings emanating from the participants' responses. The aim necessitates describing the procedures undertaken to report and interpret the analyses carried out on both the quantitative data of the perceptions of the teachers, and the qualitative data on policy evaluation and the interviewee' responses.

The nature of the data collected also necessitates using parallel (quantitative/ qualitative) analysis in reporting, interpreting and discussing the research findings. The findings in respect of the research questions are presented by means of narratives, verbatim quotes, and frequency tables. The interpretations will thus be independent and concomitantly under each research question. Where necessary and appropriate, an integrated discussion will be carried out between and within the qualitative and quantitative findings to strengthen the findings of the research question. Discussions are also carried out in relation to the theoretical framework used to investigate the research problem.

5.2 The presentation, interpretation and discussion of the mixed-methods research findings

Baxter and Jack (2008:553) contended that it is the responsibility of the researcher to interpret the findings of the analysis carried out in respect of the collected data to depict meaningful results. Schmidt (2005:361 & 364) also averred that it is the responsibility of the researcher to present events or the 'whole picture' of the study to the understanding of the reader. Using the arguments above, the results in the current research of the quantitative data analysed were presented in statistical form, supported by scores of percentages, and the qualitative findings were presented in narrative form, and in tables for easy interpretation. The choice of Content Analysis (CA) is mainly to categorize and seek common properties related to student dropout, drop-out strategies and policy implementation to aid understanding of the researched phenomenon and interpret analysis results. The results in the tables are also strengthened by narrative responses supported by verbatim quotations from the participants, where necessary and appropriate. The justification and benefits of CA, as well as the procedures involved in the use of CA have been amply explained in Chapters 1 and 4 (cf. 1.9.1; 4.8; and 4.10;--4.10.3).

In the following sections the results and the findings on research question 2 (cf. 1.6.2) will be presented in tables and in narratives to aid the understanding of the research findings.

5.2.1 Interview results: The perceptions of Biology teachers on the relationship between the teaching strategies being used and the Education Acts

The words and phrases used for each Act and Policy area under the specific research question investigated are displayed to show how they were used to arrive at the findings. This process is directed at aiding an understanding of the findings emanating from the CA approach. The format of the tables that report the results of the qualitative content analyses, is very similar to that of the quantitative results-presentation: namely categories that identify constructs and variables of relevance to the study. Table 5.1, for example, shows CA analysis that was carried out on the contents of the transcripts of interviews with Biology teachers regarding the teaching strategies currently being used by teachers of the Botswana General Certificate of Secondary Education (BGCSE) within the South-Central education region of Botswana.

Table 5.1:

The content analysis-results of nine Biology teachers' interview-input that relate to the Acts and teaching strategies used/ or recommendations made to curb learner dropout

Act/ policy link to dropout: N = 9	Frequency	%
Botswana Examinations Council's (BEC)'s assessment procedure	9	100
Mixed-abilities composition of the learners	5	56
Large class size	9	100
Limited teaching and learning resources	9	100
Instruction and assessment practices being used	6	67
Recommendation to curb dropout	-	-
Combining theory with experiments in teaching	4	44

*N = Number of cases

The results in Table 5.1 showed that 100% of Biology teachers linked the teaching strategies being used (i.e., teacher-centred, summative assessment) to policy decisions, such as large class size (45 learners in a class), overloaded time-tables (35 and 38/40), the lack of teaching and learning resources, as well as the BEC's assessment procedures. A further 67% of the sampled population perceived that the teacher-centred and summative assessment practices being used are the result of policy decisions. 56% of the interviewees from the same sampled group linked teaching strategies to the mixed-abilities nature of the learners. On the whole, the figures in Table 5.1 showed that the teachers of Pure Biology and Double Awards Biology in the South-Central education region associated the teaching strategies being used and learner dropout to the areas of the policy decisions under investigation.

The following quote best describes a Biology teacher's perception as regards the relationship between teaching strategies in use and learner dropout.

'The laboratory is not well equipped for conducting experiments. This prevents teachers from implementing the curriculum prescribed strategy of learner-centredness. We therefore lecture and demonstrate most of the time thereby depriving learners the acquisition of life-skills. This subsequently leads to dropout, as the learners cannot transfer the knowledge acquired in school to practical use after school'.

CA was also carried out in respect of the teachers' comments on the evaluation guide, and the results are presented in Table 5.2.

Table 5.2:

The content analysis-results of nine Biology teachers' interview-input that address on the evaluation

Phrases used to categorise the Biology teachers' comments on evaluation: N = 9	Freq.	%
The use of BEC's previous questions to assess the learners	9	100
Not enough laboratory equipment	9	100
About 20% and 80% accessibility to equipment by Double and Pure Science learners respectively	9	100
Lecture, discussion, and demonstration instruction due to the overloaded syllabus and examination procedures	8	89
Special-needs learners of low abilities not identified in the school	7	78
Not enough equipment for physically disabled and blind learners	5	56
Special-needs and Double Awards learners mostly fail and drop out	9	100

*N= Number of cases

All the items on the lesson observation guide could not be scored because the lesson observations could not be carried out in all the schools in the region. The researcher thus limited her observation procedures to assessment practices which were evaluated by means of the examination and tests. The results in Table 5.2 showed that 100% of Biology teachers perceived that special-needs learners and those offering Double Awards Biology most often

fail and drop out. All the 9 interviewed Biology teachers were also of the opinion that while 80% learners of Pure Biology have access to science equipment and do experiments, only 20% of them offering Double Awards Biology benefit from the learning activities. All the teachers in the population group responded that the BEC's examination practices direct their assessment activities. A further 89% indicated that they made use of lectures, discussions, and demonstrations, due to the policy decisions (of overloaded syllabus' content, high teaching loads and the BEC's examination practices). The scores in Table 5.2 mean that 75% of the Biology teachers related the teaching strategies being used and learner dropout to Act and policy decisions.

CA was also carried out in respect of the teachers' perceptions of the open-ended items of the questionnaire. The results are displayed in Table 5.3.

5.2.2 Interview results: The teachers' perceptions of the teaching strategies being used in relation to those prescribed

Mwanje, Akoten, Riechi, Barasa, Oyugi, Omolo, Junge, Kimbwata and Mukusa (2008:2) articulated that the focus of learning in schools geared towards the attainment of high scores creates a gap between the scores obtained at school and the transfer of the scores to real-life situations outside the schools. The view of the researchers was applied to present, interpret and discuss the teachers' responses on the open-ended items of the questionnaire (in Table 5.3) which shows the improper policy decisions contributing to learner dropout.

The results in Table 5.3 showed that 51 of the 75 teacher participants responded to the open-ended questionnaire item 27. Forty-six of the 51 respondents used phrases and synonyms such as, 'personal sponsored training' in answer to the afore-named item. Thirty-five participants responded to item 28, and 24 of the 35 respondents used phrases such as, 'pre- and in-service training' to respond to the item. Twenty teachers responded to items 31-32 on recommendations to improve teaching and to curb learner dropout. The scores showed that 85% of the twenty respondents were of the opinion that lowering the pupil-teacher ratio would curb learner dropout. Nine of the 20 respondents perceived that legislations would curb learner dropout while 25% thought that improving the teacher and

parental involvement in school would curb learner dropout. Of the 20 respondents 20% perceived greater funding would curb learner dropout.

Table 5.3:

The content analysis-results (of the questionnaire's open-ended items) on teachers' perceptions regarding the implementation strategies of the Education Acts, and recommendations to reduce learner dropout

Questionnaire: N= 51	Freq./N	%
Strategies to improve teaching 'word categories' content analysed:	-	-
Personal sponsored training: N= 51	46/51	81
Pre- and in-service training: N= 35	24/35	69
Recommendations to curb dropout phrase categories: N= 20	-	-
Lower pupil-teacher ratio	17/20	85
Legislations	9/20	45
Greater teacher and parental involvement	5/20	25
Funding	4/20	20

*N= Number of cases

In the sections below the results of the questionnaire will be presented and discussed using descriptive statistics in the tables and graphs. It is important to discuss the results in relation to the research aim, the research problem and the objectives.

5.2.3 Quantitative analysis of Questionnaire items 29 and 30: the teachers' perceptions of the Education Acts and learner dropout

Frequencies and percentages were calculated to describe teachers' perceptions of the strategies used to implement the education Acts. By means of the statistical analysis an

attempt was made to answer the research question regarding the teachers' perceptions, linking the two variables of learner dropout (the dependent) and (the independent) the implementation of the Basic Education Act, the Examinations Act and the Inclusive Education Policy (cf. 1.6.3). Table 5.4 firstly presents the distribution of school type before attention turns to teacher perception regarding the implementation of the Education act.

Table 5.4:

Distribution of type of school

Type of school	Freq. N= 75 (missing=4)	%
IE, low ability	38	54
2	0	0
Physically disabled/ low ability	23	33
Other schools	3	4
Inclusive education/ blind pupils	7	10

N= Number of cases

The scores in Table 5.4 showed that the majority of the schools in the region (54%) are type 1 (inclusive schools with low ability learners), followed by schools with physically disabled and low abilities (33%). The next value is 10%, showing other school types, and finally a school that is inclusive of the blind, 4%.

The teachers' perceptions covering items 29 and 30 of the questionnaire (displayed in Table 5.5) were analysed separately because their categories differed from items 1-26 (cf. Appendix 5).

Table 5.5:

Comparing the frequencies and percentages of the teachers' perceptions on the teaching strategies being used

Q29:Options	Frequency	%	Q33:Options	Frequency	%
Homework	42	56	1	5	8
group projects	9	12	Limited time	39	52
Ind portfolios	5	8	Large classes	37	48
Experiment	20	27	Mismatch	5	8
Peer tutoring	15	20	Accountability	4	5
Out-of-class	2	03	Not interested	17	23
group teaching	13	41	-	-	-

The results on the teaching strategies in use (item 29) recorded high percentages in 'daily homework' (56%) and 'group teaching' (41%). 27% of the respondents selected the option 'experiment', 20% selected 'peer tutoring', 12% 'group projects', 8% 'individual portfolios' and 3% selected the option 'out of class coaching' in answer to the afore-named item. The results on item 30 showed high percentages on selected options such as, 'limited time' (52%), and 'large classes' (48%), while 23% chose the option 'learners not interested in projects', 8% chose 'mismatch between the BEC's practices and formative assessment and learners not enthusiastic', and 5% selected the option 'lack of accountability usage of projects' (cf. Appendix 5). The above scores thus showed that, though the teachers are devoted to using proper teaching strategies towards positive learner throughput, policy decisions (i.e., large classes) prevent them from doing so.

The results of the (non-demographic) questionnaire items 1-26 are interpreted in the following section.

5.2.4 Questionnaire questions 1 – 26: interpretation of the results of the teachers' perceptions

Twenty-eight closed-ended items were designed to investigate the teachers' perceptions on the existence of a relationship between the Education Acts under investigation and learner dropout. Twenty-six of the items (q1-q16) used a four-point Likert scale (cf. Table 5.6). Two of the items (q29-q30) were measured on 6 to 10 levels (cf. Table 5.5, and Appendix 5).

The distribution of responses-frequencies (Table 5.6) indicates a number of general trends as well as more detail findings. The frequencies reported in Table 5.6 are reported on combined '1' and '2' *disagreement* ratings ('strongly disagree' and 'disagree') and on combined '3' and '4' *agreement* ratings ('agree' and 'strongly agree').

In general, the 'sub-totals' row of Table 5.6 indicates that respondents were generally more in agreement with the 26 question-statements posed (a total of 606 'disagreement' responses as opposed to a total of 1251 'agreement' responses). Detail analysis of individual statements indicate that, the teachers disagreed (to some extent) with the negatively-worded items numbers 3 (56.348), 5 (47.14), 10 (59.15), 18(87.67) and 26(72.46), but agreed (to some extent) that basic education is not accessible to all learners (item 7). The results also showed that the respondents agreed with positively-worded items to the values of 2(92.96), 11(84.93), 13(83.10), 14(72.86), 15(79.45), 16(73.97), 17(84.93), 19(94.52), 20(76.81), 21(65.75), 22(76.71), 23(93.15), 24(90.28), and 25(79.45).

The scores in Figure 5.1 also showed that regarding the Basic Education Act, the teachers strongly agreed or agreed with positively-worded items 11, 13, 14, 15, 20, 22 and 24 and also with the negatively-worded item 7, but strongly disagreed or disagreed with positively-worded items 4, 9, 12 and 26. This implies that scores of eight out of twelve items (8/12=67%) used to measure the above-named Act are in agreement with the research question to a value of 67% (about learners dropping out of school due to the decisions of the Basic Education Act). With regard to the Examinations Act, the scores showed that the teachers were in strong agreement and in agreement with the positively-worded items 12, 14, 17, 19 and 25, but strongly disagreed or disagreed with the negatively-worded items 5 and 26. This implies that five out of the seven items (5/7=71) used to measure the afore-named Act recorded positive values.

Regarding the Inclusive Education Policy the responses on the positively-worded items 8, 16, 21, 23 used to measure the policy showed strongly agree or agree values. The negatively-worded item number 10 showed that the teachers strongly disagreed or disagreed, and item 6 also recorded a negative value (cf. Figure 5.1). Four of the six (4/6 =67%) items were thus in agreement. Based on the scores of the above-named policy, the conclusion drawn is that the teachers were in agreement to the value of 67% that decisions with regard to the Inclusive Education Policy contributes to learner dropout. Three items (1-3) used to measure and confirm the existence of learner dropout showed that the teachers strongly agreed with item 2, and also with the negatively-worded item 3, but disagreed with item 1 (2/3=67%). The scores on the abovementioned variable led to the conclusion that the teachers were in agreement to the value of 67% that learners do drop out of school. Based on the scores above, the teachers' perceptions as regards the existence of relationships between the three afore-mentioned Acts and dropout is in the affirmative, to a combined value of: 205/3 = 68%. Figure 5.1 displays the scores obtained on the teachers' perceptions (showing the measurement levels) on the three Acts and learner dropout. Table 5.6 displays the items showing their percentage values.

Figure 5.1:

The teachers' perceptions of the link between the Education Acts and learner dropout

Teachers' perceptions on the link between education acts and dropout
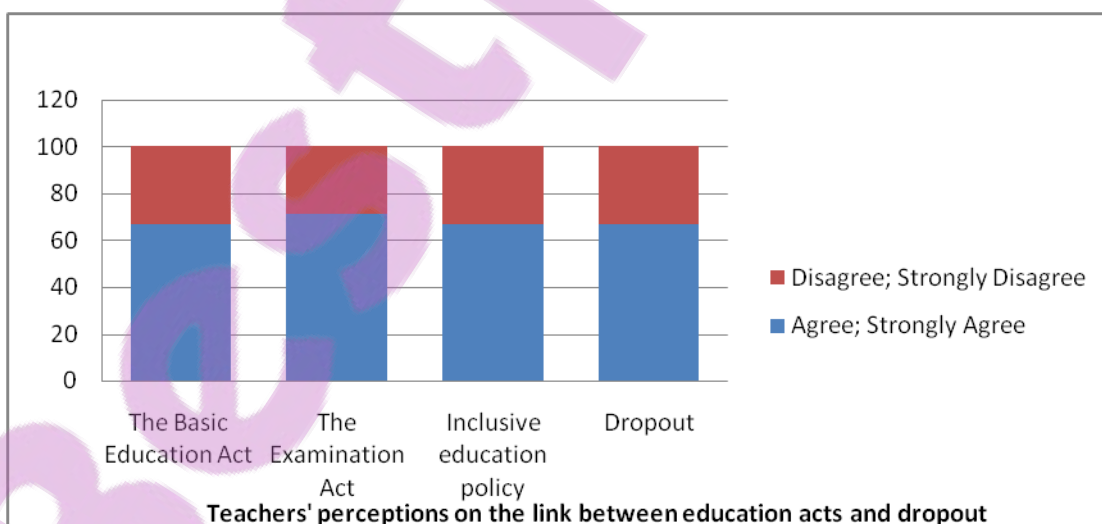
Table 5.6:

The teachers' perceptions of various aspects of the Education Acts and their link to learner dropout

Responses to closed-ended questionnaire items. The frequencies of scores for the '1' and '2'=responses ('disagree' and 'strongly disagree') ratings are combined. Similarly the '3' and '4' scores ()'agree' and 'strongly agree' ratings) are combined					
Closed-ended questionnaire-items		**Disagree ('1' & '2')**		**Agree ('3' & '4')**	
	N_i	n_i		N_i-n_i	
1.Most learners stay in school for fear of their parents	70	49	70.0	21	30.00
2.Whatever happens, I must ensure that the learners finish their education	71	5	7.04	66	92.96
3.Learners generally hate school most of the time	71	31	43.66	40	56.34
4.Teacher-centred instruction makes the learners feel forced to stay in school	70	37	52.86	33	47.14
5.The BEC's examinations do not necessarily measure the learners' potential	71	34	47.88	37	52.11
6.The schools produced better results previously before becoming inclusive schools	68	37	54.41	31	45.59
7.Basic education is not accessible to all learners	69	42	60.87	27	39.13
8.Including the special-needs learners in the regular schools will lead to dropouts	71	49	69.01	22	30.99
9.Botswana's policy of teaching diverse learners in one classroom contributes to learner dropout	71	40	56.34	31	43.66
10.The national principles of development, self-reliance, democracy unity, and 'botho' are not properly implemented with regard to disabled learners in the schools	71	29	40.85	42	59.15
11.Including the pre-primary level within the public schools will reduce dropout in standard 1 by preparing the learners for the learning environment	73	11	15.07	62	84.93
12.The strategies used to implement the Basic Education Act, such as rote learning and summative assessment, lead to learner dropout	73	49	67.12	24	32.88
13.There are too many theoretically-oriented objectives within the teaching syllabi depriving the learners of the acquisition of practical skills	71	12	16.9	59	83.10
14.The disjuncture between the policy-makers and the teachers in relation to implementing the Education Acts leads to dropout	70	19	27.14	51	72.86
15.The automatic progression practice from one class level to the next leads to learner dropout, as it prevents adequate training	73	15	20.55	58	79.45
16.The teachers in schools with physically disabled/deaf/blind learners feel overworked compared to their counterparts in schools without those learners	73	19	26.03	54	73.97
17.The weight given to the practical aspects of the subjects (i.e., 20% for Biology) towards certification is too low and has to be increased	73	11	15.07	62	84.93
18. The policy of mixed-abilities teaching does not benefit the high and low-ability learners, as the curricula were designed to target the average learner	73	9	12.33	64	87.67

Table 5.7 (continued)		Disagree ('1' & '2')		Agree ('3' & '4')	
	N_i	n_i		N_i-n_i	
19. Most learners enjoy activities in subjects of a practical nature	73	4	5.48	69	94.52
20.The learners feel better off out of school than being at school due to academically-focused curriculum content	69	16	23.19	53	76.81
21 Special-needs learners are better off in boarding schools (built for them) than in regular schools	73	25	34.25	48	65.75
22 Some learners from the nomadic population drop out of school due to the lack of mobile schools	73	17	23.29	56	76.71
23.Special-needs learners are more likely to complete their basic education at special schools with the relevant resources than in inclusive schools	73	5	6.85	68	93.15
24. The majority of the teachers continue to use a teacher-centred teaching approach instead of the prescribed learner-centred approach, due to the large number of learners in a class	72	7	9.72	65	90.28
25.The lack of course-work towards certification in a subject such as Single/Double Award Biology denies the learners the opportunity of acquiring life-skills	73	15	20.55	58	79.45
26.The current pupil-teacher ratio of 17:1 (Education For All (EFA), 2011:328-329) does not give room for effective teaching to prevent learner dropout	69	19	27.545	50	72.46
Sub totals		606	32.63	1251	67.37
Grand total	1857				

*N = Number of cases; df. = degree of freedom.

The following statement by a teacher best describes a teacher's perception on the relationship between Education Acts and Policies and learner-dropout.

'The policymakers only ensures that the Education Acts and Policies are reflected in the curriculum. They do not ensure their implementation. There is no inclusion because the learners are segregated into Double and Pure Sciences and some learners do not access computers and other learning equipment. Policymakers also do not monitor assessment practises, and learners not able to cope with summative assessment methods drop out'.

In the following section all the results from the questionnaire and the Biology teachers covering the afore-named Acts and Policy will be discussed. The discussion will also include areas of convergence and divergence between Botswana and the international world in this regard.

5.3 A discussion of the findings on the implementation of the Education Acts, the teaching strategies being used and learner dropout

The interview results which emanate from the responses of the Biology teachers, and the teachers from the targeted population (cf. 5.2.1 and 5.2.2.) suggested a relationship between the teaching strategies being used and policy decisions. The results of the closed-ended questionnaire responses also suggest that the improper implementation of the investigated Acts contributes to learner dropout (cf. 5.2.4). However, it must be noted that all the values observed in the tables above were based on data collected from one education region. The perceptions of the targeted population (Biology and BGCSE teachers of the South-Central education region) are not necessarily the perceptions of all Biology teachers and the teachers of the total population. Nevertheless, the homogeneity of the strata (cf. 4.6.1) among the education regions and the use of stratified (cf. 4.6.1) and comprehensive (cf. 4.7) sampling techniques imply that the findings can be transferred or generalised from the South-Central region to the other education regions (of the BGCSE teachers and Biology teachers) in Botswana (cf. 1.9.1 and 4.6.1).

The findings on the views of the interviewees from the various departments and units of the Ministry of Education and Skills Development (MOESD) are presented below, interpreted in the form of tables, in narratives and strengthened by verbatim quotations.

5.4 Interview results: The presentation, interpretation and discussion of the findings on the interviewees' perceptions.

The perceptions of the various MOESD mandated personnel in the policy areas of monitoring the formulation, the implementation, and assessment were solicited to investigate the research aim (cf. 1.7) and the research questions (cf. 1.6.1 and 1.6.4). The findings emanating from the responses of the afore-named personnel are presented, interpreted and discussed in the current section. Owour (2007:31) and Nyaberi (2009:14) contended that globalisation issues increasingly apply pressure on curriculum contents and assessment practices to conform with the current international trends in this regard, with deleterious effects on the learners. This argument was used to interpret the findings emanating from the responses in the interviews with regard to the disjuncture between the Department of Curriculum Development and Evaluation (DCDE)'s prescribed strategies, the

BEC's practices, the teaching strategies being used and learner dropout. The interviewees' responses indicated a gap between the implementation strategies set (which reflect the current global trends) and those used to implement the Acts (cf. 5.4 and 5.4.1). The discussion of the interviewees as regards the Basic Education Act follows Table 5.7. The named table displays the findings on the views of the MOESD's interviewees investigating research objectives 1 and 4 (cf. 1.8.1 and 1.8.4) investigating the link between the Basic Education Act and learner dropout, the interviewees' recommendations to curb dropout.

Below the perceptions of the MOESD interviewees are presented separately, covering the Basic Education Act (Tables 5.7 and 5.8), the Examinations Act (Tables 5.9-5.10) and the Inclusive Education Policy (Tables 5.11-5.12).

Table 5.7:

The content analysis of the interviewees' perceptions that relate the Basic Education Act to learner dropout

Categories of phrases used to relate learner dropout to the Education Acts:	Freq./ N	%
Pre-primary exclusion at the implementation level: N= 9	2/9	0.22
The lack of tuition: N = 9	4/9	0.44
Inadequate personnel within the MOESD: N = 9	4/9	44
Inadequate teaching and learning resources: N= 14	14/14	100
Inadequate networking between policy-makers, policy-monitors and policy-implementers: N=14	1/14	0.7
A lack of mobile schools: N = 4	4/4	100

*N= Number of cases

The results indicated in Table 5.7 showed that 100% of the 4 policymaking and monitoring interviewees are of the opinion that not providing mobile schools for the nomadic population contributes largely towards the high rate of learner dropout in Standard 1 within

the basic education programme. The scores in Table 5.7 also showed that 100% of the 14 interviewees consisting of policymakers, policy monitors and implementers are of the opinion that inadequate teaching and learning resources in the schools largely contributes towards learner dropout. Furthermore, the scores in the above table showed that 44% of the sampled population regarded the lack of tuition and inadequate personnel as contributory factors to dropout. The scores in Table 5.7 showed that 53% of the sampled population (the combined value in Table 5.7) linked learner dropout to the improper implementation of the Basic Education Act. The provision of resources in the schools is directly the responsibilities of the DCDE and the Department of Basic Education (DBE).

5.4.1 The interviewees' perceptions of the Basic Education Act

Mareng (2010:69) averred that the improper teaching strategies used by the teachers hamper learning activities, and most often result in learner dropout. The above argument was observed in the results emanating from responses of the MOESD interviewees regarding teacher-centred and summative assessment approaches.

Table 5.8 displays the responses of the MOESD interviewees on the implementation strategies of the Act. A response on the provision of resources from the DCDE is best explained in an interviewee's own words, quoted below:

'The DCDE has not yet created a platform within the curriculum for use to advocate for more teachers or teachers of a certain calibre such as those trained in special education'.

When the success of mobile schools in Kenya in respect of curbing dropout among the nomadic population (Bishop, 2007:6) was brought to the attention of a DBE interviewee, he responded as follows,

'The launching of mobile schools is still in the pipeline. The MOESD felt that the 'back-to-school project' caters for more areas of learner dropout than mobile schools and thus prioritised this intervention-measure above that of mobile schools'.

Nevertheless, it must be noted that the DBE and the DCDE recommended the 'back-to-school', project as well as the lowering of the current pupil-teacher ratio to ameliorate learner dropout.

The figures in Table 5.8 show that 100% of the 4 policymakers and monitors interviewed responded with phrases and synonyms such as, 'stipulations', 'regular and out-of-school training', while 100% of the 9 policymakers and implementers responded with phrases such as, 'teaching and learning resources', to items on the set-up of strategies. The participant policymakers also responded with phrases such as, 'child-centred and formative teaching', as strategies set up for implementing the Act. With regard to strategies being used, 100% (14 interviewees) from the sampled population of policymakers and implementers responded with phrases such as, 'networking with other MOESD units', and 'convergence with the current international trends in this regard'. The entire sampled population of policymakers and monitors (4) also responded to items on strategies in use with phrases such as: 'regular and out of school programmes.

Table 5.8:

The content analysis of the transcripts on the strategies being set up and used, and the recommendations regarding the Basic Education Act

Categories of words used regarding implementation strategies set-up	Freq.	%
Stipulations: N= 4	4/4	100
Regular and out-of-school training: N= 4	4/4	100
Pre-primary education: N= 4	4/4	100
Teaching and learning resources: N= 9	9/9	100
Child-centred instruction: N= 4	1/4	25
Formative assessment: 4	1/4	25
Categories of words used regarding strategies in use	-	-
Networking with MOESD units: N= 14	14/14	100
Convergence with current global trends: N= 14	14/14	100
Regular school training: N= 4	4/4	100

Out-of-school training :N =4	4/4	100
Monitoring activities: N= 14	13/14	93
Capacity-building activities: N= 14	10/14	71
Recommendation to curb dropout categories: N=9	-	-
Improve monitoring	9/9	100
Increase funding	9/9	100
Increase teacher training	9/9	100
Train more guidance teachers	8/9	89
Include the pre-primary level in the schools	2/9	22
Back-to-school projects	4/9	44

*N= Number of cases

Figures (in Table 5.8) also showed that 93% of the sampled population of 14 interviewees responded to items on strategies being used with phrases such as, 'monitoring activities', and 71% of them responded to items on the afore-named policy area with phrases such as, 'capacity-building'. With regard to the items giving recommendations to curb learner dropout, the scores showed that the 9 interviewees responded with phrases and synonyms such as, 'improve monitoring', and 'increase funding and teacher training', while 22% recommended the inclusion of the pre-primary level, and 44% suggested the 'back-to-school project'.

Based on the findings on the Basic Education Act the conclusion can be drawn that the MOESD interviewees relate learner dropout to the policy areas of the afore-named Act. The findings also showed that the interviewees were familiar with the implementation strategies that have been set up and in use. It must be noted here that Pheko (2006: 4) recommended mobile schools as a solution to curb learner dropout among the nomadic population. This is because the nomads are reluctant to change their nomadic lifestyles, and find boarding schools unattractive for children of school-going age. This study hopes to add to the voices

of previous researchers in order that action may be taken to reduce learner dropout, especially at Standard 1 level (cf. 3.11.3).

In the sections below the findings on the Examinations Act will be presented, interpreted and examined. Table 5.9 reflects the phrases used by the interviewees regarding the implementation strategies, and recommendations to curb learner dropout. Table 5.10 indicates the interviewees' views on the link between the Examinations Act and learner dropout. Its purpose is to use the educators' views to draw conclusions in respect of the research problem.

5.4.2 The presentation, interpretation and discussion of the findings on the Examinations Act

Adedoyin and Shangodoyin (2010:164 & 167) posited that an important by-product of education practice is to assess learners against external manifestations with focus on the acquisition of knowledge and skills needed after school. The above argument was used to interpret the interviewees' responses that indicated improper education practice regarding implementation strategies in use, towards assessing learners with regard to the acquisition and application of skills after school (cf. 1.3.4; 3.11.5; and 5.4.4).

5.4.2.1 The interviewees' perceptions on the link between the Examinations Act and learner dropout

Edmondson (2006:84) contended that the focus on the attainment of high scores by the learners often backfires with deleterious results for them as it prevents them from achieving the relevance and benefits of education. The above argument was used to present the responses of the interviewees on examination practices (in Table 5.9) which side-lined the DCDE's and the Examinations Act's prescriptions (cf. 1.3.4; 3.11.5 and 3.11.7). The qualitative data is presented and interpreted not only in narratives and in verbatim quotes (cf. 5.4.1) but also in the tables.

Table 5.9 (below) indicates that 100% of the 11 interviewees (from the policymakers, monitors and implementers) responded to the items on strategies set up to implement the Examinations Act, with phrases and synonyms such as, 'the BEC is given the mandate of high stake national examinations', while 73% responded with phrases such as, 'feedback

procedure'. The scores also indicated that 100% of the sampled population of policymakers and monitors (7) responded to the items on strategies in use with phrases such as, 'the teachers' use of formative assessment accountability', and 'divergence from the Act and the current global trends in this regard', and 57% responded with phrases such as, 'networking with other MOESD units'.

Table 5.9:

The content analysis of the interviewees' responses on the implementation strategies of the Examinations Act and recommendations to curb dropout

Categories of words used regarding implementation strategies set up	Freq.	%
Stipulations: N= 11	-	-
Feedback procedure: N= 11	8/11	73
The BEC's mandate on assessment and monitoring: N-11	11/11	100
Categories of words used with regard to strategies in use: N= 7	-	-
The BEC's mandate on summative assessment: N =2	2/2	100
The teachers' use of formative assessment accountability: N= 7	7/7	100
Networking with other MOESD units: N= 7	4/7	57
Divergence from the Act and current global trends: N= 7	7/7	100
Subject panels: N= 2	2/2	100
Categories of words used regarding recommendations to curb dropout	-	-
An increase in the weight of coursework at BGCSE : N= 11	9/11	82
An increase in monitoring and networking: N= 14	12/14	86

*N= Number of cases

Table 5.9 also shows that both of the two BEC interviewees explained that the BEC only has the mandate over summative assessment. The BEC is also currently busy forming Subject Panels to increase the networking with teachers in order to curb dropout. 82% of the sampled population (11) recommended 'an increase in coursework at BGCSE', and 86% of the 14 recommended 'an increase in monitoring and networking among the MOESD units' as responses to the items on recommendations to curb learner dropout.

5.4.2.2 Phrases used by the interviewees to link learner dropout to the Examinations Act

Keriga and Bujra (2009:11) posited that in developing countries the objectives and examination standards of the syllabi compel the teachers to make use of teacher-centred, as well as pen-and-paper teaching strategies. This argument was interpreted and used in presenting the interviewees' responses which showed a disjuncture between the large syllabus content, the BEC's practices, the prescribed teaching strategies (cf. 1.3.4; 3.3.2 and 3.8) and the teaching strategies being used (cf. 5.2.1 and 5.2.2). The interviewees' responses are indicated in Table 5.10.

Table 5.10:

The content analysis of the transcripts of the interviewees associating the Examinations Act with learner dropout

Categories of phrases used to link learner dropout to the Examinations Act	Freq.	%
BEC's rigid examination procedures: N = 11	9/11	82
Theory-focused syllabus content: N =14	8/14	57
Inadequate synchrony between the MOESD stakeholders: N =14	8/14	57

*N= Number of cases

Table 5.10 shows that 82% of the interviewees (with the exception of the two BEC participants) perceived the BEC's assessment practices (formative assessment at high stake

examinations) as a contributory factor to learner dropout. A further 57% of the interviewees (14 policymakers, monitors and implementers) also regarded inadequate networking between the BEC and other MOESD units, as well as the theory-focused syllabus content as contributory factors to learner dropout. The combined figures thus showed that 65% of the interviewees relate learner dropout to the decisions and implementation of the Examinations Act. The BEC interviewee defended the BEC's assessment procedures by means of the following statement,

'The BEC does not have the mandate for formative assessment. The BEC has modelled the BGCSE on the International General Certificate of Secondary Education (IGCSE) which is highly ranked in the international world. Moreover, I am not aware of a single Examination Board that allocates more than a 20% weight in coursework to academic subjects at high-stake examinations.'

 When the USA's (Caffrey, 2009:5-6; Isaacs 2001:393) and other developing countries, such as Tanzania's and Ghana's (Bregman, 2008:x & xiv-xv; Trucano, 2006:8-9) allocation of the weight in formative assessment (to academic subjects) in high-stake examinations (100% and 50%, respectively) were brought to the attention of the BEC interviewee, he declined to comment (cf. 2.2.3.2). Moreover, the BEC's procedures diverge from the implementation strategies set up (World Data on Education, 2006:3) and the current international assessment trends (cf. 2.2.4; 2.2.3.2; 3.3.2 and 3.11.5). Nevertheless, the BEC recommended that if the teachers of Biology teach the experimental topics in conjunction with the theoretical topics, the retention of skills will be enhanced, leading to a reduction in learner dropout (cf. 5.2.1 and 5.4.2.2). The BEC recommended further that low-ability learners should offer Single Award Biology instead of Double Awards Biology to improve their grade points towards passing the BGCSE. The researcher is of the opinion that the current investigation will help speed up the process to remove policy-related barriers at high-stake examinations that lead to learner dropout.

The implications of the findings for the theoretical framework used in the study are examined in the following section. This discussion is necessary, since the investigation of the research problem was conducted by means of two theoretical frameworks.

5.4.3 The implications of the findings in relation to the theoretical framework used in the study

The findings of the current study will be interpreted through the Theory of Social Class and the hidden curriculum of work (used in research inquiry). Anyon's (1980:90) Theory (cf. 1.10.3) which repudiates the hidden social order which enacts Education Acts to satisfy a capitalist society (through pre-determined career paths for learners and the use of poor teaching strategies in public schools) were observed in the research findings of the current study (cf. 5.2.4). For example, 84% of the Biology teacher participants linked the use of teacher-centred instruction (linked to dropout by Anyon 1980:73-76) to the decisions of the Education Acts (cf. 5.2.1). The fact that policy monitors from the DBE, the DCDE, the Department of Teacher Training and Development (DTTD) and the school administrators failed to ensure the implementation of the prescribed instruction method supports Anyon's (1980:76) Theory of Social Class and the hidden curricula of work (cf. 3.12.3 and 5.2.2). Moreover, 53% and 65% of the MOESD interviewees linked learner dropout to the implementation strategies being used as regards the Basic Education Act and the Examinations Act (respectively) (cf. 5.4.5). The fact that the afore-named monitors are equally aware of dropout due to the improper implementation of the above-mentioned acts but failed to rectify the anomaly (cf. 1.3.4 and 1.4), further supports Anyon's (1980:90) Theory (cf. 1.10.3(c)).

 In the next section the researcher will present, interpret and discuss the research findings of the Inclusive Education Policy, the prescribed strategies and how they are linked to learner dropout.

5.4.4 The presentation, interpretation and discussion of the findings of the Inclusive Education Policy

Nyaberi (2009:3) posited that it is unequivocal that globalisation has increased the demands on the type of education practised in most parts of Africa, including in Botswana. Nyaberi's argument was applied in interpreting the responses of the interviewees regarding the gap between the implementation strategies being used (regarding the Inclusive Education Policy) and the internationally prescribed strategies (cf. 3.11.6; 3.11.7 and 3.12.1-3.12.3).

5.4.4.1 The perceptions of the interviewees as regards the Inclusive Education Policy and learner dropout

The results on the above Policy (displayed in Table 5.11) showed that the Inclusive Education Policy was launched at the recommendations of the Revised National Policy on Education (RNPE) of 1994, and after the adoption of the declarations (cf. 3.5.5). Although the RNPE has set up strategies for its implementation, the strategies are undergoing changes, and therefore, are not yet being implemented (cf. 3.5.5 and 5.4.4.2). Table 5.11 gives the MOESD interviewees' responses on the investigated areas (cf. Table 5.11).

Table 5.11:

The content analysis of the transcripts of the interviewees on the implementation of the Inclusive Education Policy and recommendations to curb learner dropout

Categories of words used regarding strategies in use: N=12	Freq.	%
The low intake of special-needs learners in regular schools	12/12	100
Non-adaptability of curricula content	12/12	100
The lack of special education teachers	12/12	100
Three Ministries with mandates as regards special-needs learners: N=2	2/2	100
Categories of words used regarding recommendation to curb dropout :	-	-
Special schools for the sector: N=12	7/12	58
Parental involvement : N= 12	12/12	100
Greater monitoring of activities: N= 12	12/12	100
Training of special-needs teachers: N= 12	12/12	100

*N = Number of cases

Table 5.11 shows that 100% of policy-makers and monitors regard the launching of the Inclusive Education Policy as being influenced by the current global trends (cf. 3.5.5). The scores also show the entire sampled population of policymakers, monitors and

implementers used common phrases to describe the strategies being used (i.e., the non-adaptation of the curricula content) and recommendations to combat learner dropout (i.e., parental involvement). A further 58% recommended the building of special schools to curb the dropout of special-needs learners

Table 5.12:

The content analysis of the interviewees' transcripts relating the Inclusive Education Policy to learner dropout

Categories of phrases used and the content analysed	Freq.	%
Non-parental involvement: N =12	12/12	100
Inadequate adaptation of the curricula, infrastructure, teaching and learning resources: N = 12	10/12	83
The lack of sectors such as public awareness, occupation therapy, teachers travelling to teach learners in their homes: N = 12	8/12	67
Budget restraints: N = 12	8/12	67

*N= Number of cases

The results, as presented in Table 5.12 show that 100% of the 12 interviewees from the sampled population of policymakers, policy monitors and policy implementers linked learner dropout to non–parental involvement in the education system as regards special-needs learners. The figures also show that 83% were of the opinion that inadequate teaching and learning resources, as well as the non-adaptation of the curricula content and infrastructure are responsible for the dropout of disabled learners. Of the 12 interviewees 67% also viewed budget restraints, the lack of certain sectors (i.e., domiciliary teachers), and public awareness as contributory factors to the dropout of special-needs learners. The scores showed that 79% (as combined value) of the interviewees related learner dropout to the Inclusive Education Policy.

5.4.4.2 Phrases used by the interviewees to relate learner dropout to the Inclusive Education Policy

The findings emanating from the interviewees' transcripts (Table 5.12) showed the phrases used by the participants (i.e., 'non-parental involvement') to respond to the Policy items linking the policy to learner dropout.

A response from the Department of Special Education (DSE) on the items on the dropout of special-needs learners is quoted below:

'The policy is still new and strategies for its implementation are undergoing changes. Moreover, there are three Ministries involved in the case of the enrolment of disabled learners within the regular schools. Most of the time the views and action plans of the three Ministries mandated with the enrolment clash, preventing actions from being taken. What is more, most parents want their children in boarding schools but the learners drop out'.

Whereas 42% of the teacher participants recommended the discontinuity of the afore-named policy, 59% of the policymakers viewed the Policy as the way forward and the best intervention measure (cf. 5.4.4.2). The following quote best explains a policymaker's response to the suggestion that the Inclusive Education Policy be scrapped.

'Though the inclusion of special-needs learners in the regular schools does not eliminate all the problems as regards accessibility to subjects and the curriculum, inclusion does provide the special-needs learners with a sense of belonging and prevents the feeling of discrimination'.

Furthermore, it has to be noted that the inclusion of special-needs learners in the regular schools converges with the government's policy of non-streaming of learners, as well as the current international trend of EFA (cf. 1.3.5 and 3.5.2). With regard to the implementation of the above-named policy to combat learner dropout, the National Council on Education (NCoE) recommended the establishment of programmes, such as occupational therapy, and the breaking-down of rigidity between the three Ministries currently mandated, as regards the enrolment of special-needs learners in the regular schools. The NCoE further recommended the use of mobile schools, and the sensitisation of the unit that identifies special-needs learners to promote greater accessibility (cf. 5.4.4.1 and 5.4.4.2).

Based on the figures, the narratives and the quotes above, the conclusion can be drawn that the sampled population related learner dropout to the improper implementation of the Inclusive Education Policy. It is equally clear from the above discussions that strategies towards the successful implementation of the afore-named policy are not yet finalised (cf. 5.4.4.2). Furthermore, the boarding school system excludes parents from the learning process, which diverges from the RNPE's and the Inclusion Theorists' prescribed implementation strategies (cf. 3.5.5; 3.11.7; 3.12.2 and 3.12.3). The scores obtained from the MOESD interviewees showing their agreement as regards research questions 1 and 4 (cf. 1.6.1 and 1.6.4), which relate learner dropout to the investigated Acts are presented in Figure 5.2 below. The named table shows the linkage between the Inclusive Education Policy (79%), the Examinations Act (65%) and the Basic Education Act (53%), as well as the non-linkage percentages to learner dropout (of the three Acts).

The implications of the findings regarding the Inclusive Education Theory are examined in the section after Figure 5.2. The relevance of the implications of the findings in the current chapter and study is to identify areas of concern (in relation to the above-named policy) for action to be taken (with regard to the proper implementation of the established objectives).

Figure 5.2:

The MOESD interviewees' responses linking learner dropout to the Education Acts
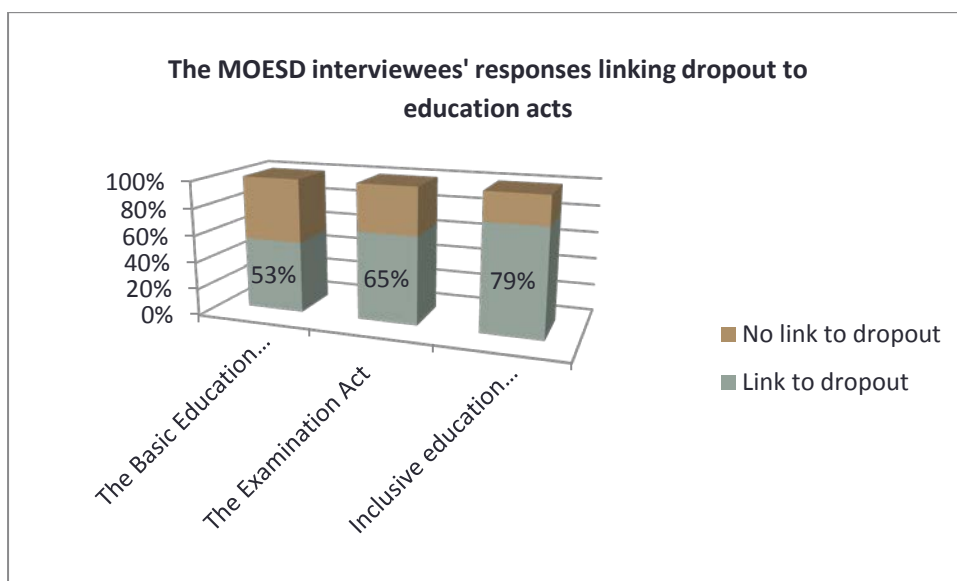
5.4.4.3 The implications of the findings regarding the theoretical framework of Inclusive Education

The Inclusive Education Theory (cf. 1.10.2-1.10.2(c)) was used to investigate the research problem (cf. 1.5) expounded through the specified research objectives (cf. 1.8.1-1.8.4). This implies that the education phenomena involving human activities (implementation) is best researched on the platform of related theories (i.e., inclusive education). The findings with regard to the afore-named policy will thus be interpreted through the theory's framework. The figures emerging from the transcripts of the Inclusive Education teachers showed that 100% of them are focused on teaching their subjects, and not on adapting the curriculum content to meet the needs of the special-needs learners. This leads to the conclusion that the afore-named theory and the RNPE's prescribed teaching strategies (cf. 3.5.2 and 3.12.2) are not implemented within the public schools. Furthermore, the interview sessions with the Inclusive Education policymaking interviewees revealed the non-usage of the RNPE's strategies set up for implementing the policy. This is based on the fact that the interviewees could neither give details of the stipulations, refer the researcher to where it can be accessed, nor provide her with a copy of the stipulations.

In the next section the findings emerging from the responses on the areas investigated will be discussed.

5.4.5 A discussion of the findings emanating from the interviewees' responses

Magrini (2009:3) contended that the main aim of education is to define the pedagogy objectives that best serve the country's central education goal. Ryan (2008:77) concurred on this point by stating that focusing on the core subjects within the provision of basic education is a form of the teacher-centred prescribed approach, with practice and drill which prevents a total development of learners leading to dropout. The above arguments are evident in the DCDE's emphasis on core compulsory subjects (cf. 3.11.3) taught with improper strategies that diverge from the country's goals of education (cf. 3.3.1 and 3.11.5). The disjuncture was also observed from the interviewees' responses (cf. 5.2.1) which negatively impact on learners. This implies that the interviewees perceived (regarding the investigated research question 1 (cf. 1.6.1)) that the Education Acts contribute to learner dropout within the South-Central education region (cf. 5.4.1; 5.4.2.1 and 5.4.4.2). The main

reasons for the improper implementation of the strategies of the Basic Education Act and the Examinations Act were expressed as, 'large classes' 'overloaded time-tables and curriculum content', as well as the 'BEC's examination practices'. The phrases appeared within the transcripts of the interviews with the Biology teachers, the teachers (within the targeted region), the DTTD, the DCDE and the NCoE interviewees.

The combined findings on the afore-named two Acts imply that, though the policymakers and monitors view the strategies being used as the best that could possibly be implemented (given the circumstances), the policy implementers blamed the improper implementation of the Acts (which leads to dropout) on the policymakers and the monitors. The following statement from an interview transcript of a teacher interviewee strengthened the point further,

'*We teachers are just implementers of Education Acts and Policies and must follow the curriculum and ensure that all the learners take part in the examination irrespective of their readiness. The students' flow out of the schools is much more important to the policymakers than the students' readiness to write examinations*'.

A quote from a transcript of a policymaking, monitoring and evaluator interviewee concurred with the teachers' statement above, namely,

'The *repetition of learners clogs the system. The teachers need to work more on remedial teaching to prepare the learners for the examinations and for progression to the next level*'.

Besides the fact that the above statement contradicts the DCDE's strategy of active-learning (cf. 3.8), the teaching loads and the class sizes remain large, preventing the teachers from taking part in effective remedial teaching. Furthermore, there were no trained remedial specialists in the schools to direct the remedial processes. A compromise between the strategies set up and being used, regarding policymaking, and the monitoring and implementing of the investigated Acts, is thus needed to ensure the proper implementation of the Acts to the benefit of the learners.

The implications of the research findings for the various MOESD departments and units are examined in the following sections in order to identify the neglected areas that require attention with regard to the proper implementation of the investigated Acts and Policies.

5.5 The implications of the findings for the various units and departments of the Ministry

The above research findings imply that all the relevant stakeholders are obliged to ensure the proper implementation of the Education Acts towards the sustainability and the achievement of their objectives. The proper implementation of the Acts will also improve learners' throughput (Botha, 2011:261).

Botha's argument was applied in examining implications of the findings for the specific stakeholders in the following sections.

5.5.1 The Department of Basic Education (DBE)

The research findings imply that the DBE (in relation to their mandated duties) needs to do more in the areas of monitoring and the provision of adequate resources for the learners in the schools (cf. 5.4.5.1). The above department is also not doing enough with regard to inputs towards the policymaking process. It is only through the effective and continuous monitoring of the Acts within the schools that reliable and valid data can be gathered to assess progress (cf. 3.11.3 and 3.11.7).

5.5.2 The Department of Teacher Training and Development (DTTD)

The findings of the study imply that the DTTD is not doing enough as regards in-service training to prepare the teachers towards handling the ever-changing curriculum content (cf. 5.3). The distribution of teaching material and demonstrations by the DTTD in the schools or at workshops will ensure conformity with the current global trends and the DCDE's prescriptions. This will also encourage the use of a child-centred approach by teachers towards learner retention.

5.5.3 The Botswana Examinations Council (BEC)

The implications of the findings to the BEC as monitors, evaluators and implementers of the Examinations Act implore the BEC to do more in implementing the Examinations Act in relation to the equal weight of coursework and theory towards the awarding of the BGCSE (cf. 3.11.5 and 5.4.2.2). Although the BEC is not empowered to do formative assessment, the objectives of the RNPE and the Examinations Act (cf. 3.3.2 and 3.5.2) have to be implemented.

5.5.4 The teachers

The implications drawn from the foregoing findings of the research for teachers as the implementers of the Basic Education Act, the Examinations Act and the Inclusive Education Policy showed the teachers as conduits for information for the learners. The teachers are not doing enough in the process of co-construction with the learners who should be given the opportunities for self-discovery and critical thinking (cf. 5.2.1 and 5.2.2). Adedoyin and Shangodoyin (2010:164) indicated that the teachers should shift from absolute assessment practices towards criterion-referenced testing, as the former does not prepare the learners towards self-evaluation. Based upon the research findings (cf. 5.2.2) the researcher concurs with the abovementioned researcher. The teachers' axiological, epistemological and ontological beliefs also influence their teaching activities (cf. 2.2.4), and must be guarded against to prevent them from negatively impacting on their teaching. Experienced and highly trained teachers should do more in sharing their expertise and resources with their less experienced counterparts towards curbing learner dropout (cf. 3.11.2 and 3.11.3).

5.5.5 The Department of Curriculum Development and Evaluation (DCDE)

Adewuyi (2005:8) contended that curriculum content must respond to developmental needs and reflect on the realities of the world of work and production. The above argument was applied in interpreting the research findings regarding the duties of the DCDE. In relation to curriculum content, the DCDE needs to do more to relate content to the relevance and societal needs of the learners in order to prevent learner dropout (cf. and 5.4.5). The findings also imply that the DCDE is not doing enough with respect to monitoring, the distribution of teaching material to teachers in conformity with the changes within the objectives of the syllabi, and the strategies set to implement the Acts. The DCDE should also strengthen its networking activities with regard to the DTTD, the teachers and the NCoE in designing the syllabi objectives (cf. 5.4.3). This kind of networking will guarantee the acceptance and implementation of the prescribed strategies by all syllabi implementers.

5.5.6 The National Council on Education (NCoE)

The research findings also imply that the NCoE, as policymakers and monitors, needs to do more in monitoring and in public sensitisation. The NCoE is not doing enough in respect of

the implementation of the pre-primary level and the synchronisation with policy implementers (cf. 1.3.4 and 5.4.3). The researcher concurs with Ratsatsi's (2005:4) findings that implementing the pre-primary level will reduce the dropout rate in Standard 1. Furthermore, the NCoE should do more to include more policy implementers, such as teachers, in policymaking, to ensure the effective implementation of the Education Acts (cf. 3.11.3 and 5.4.5).

5.5.7 The Teaching Service Management/Administration

The research findings of the current study imply that the Teaching Service Management must do more to recruit and encourage the transfer of experienced and highly-trained teachers to the remote areas (cf. 5.4.5). The equitable transfer strategy launched by the Teaching Service Management (cf. 3.10.1) failed to narrow the gaps between the teaching forces in the urban and the rural areas. The results also imply that The Teaching Service Management must do more to reduce the pupil-teacher ratio, which is essential to ensure the implementation of the Education Acts on the ground level (cf. 5.2.2).

5.5.8 The Division of Special Education (DSE)

The research findings imply that the DSE, as advisers and overseers of special-needs learners, is not doing its duty in monitoring special-needs learners within the schools. The DSE needs to do more through the schools, with a clearly-designed strategy for identifying disabled learners who have to be monitored and counselled to prevent them dropping out of school (cf. 3.11.6; 3.11.7 and 5.4.4.2). These measures must be approved in parliament to ensure funding, continuity, sustainability and success.

5.5.9 The parents

The findings showed that the parents are not actively involved in the education process of their wards (cf. 5.4.5). Parent-Teacher Associations need to be taken more seriously by all the parents, who should be empowered through the schools to launch intervention measures, such as remedial teaching and fund-raising, in order to curb dropout. The parents must also guide their children into realising the goal of education, namely the acquisition of skills towards becoming responsible adults, rather than the attainment of high scores. In this

way the skills acquired in schools would be transferable to the realities of life towards curbing learner dropout.

5.5.10 The school administrators

The school administrators need to monitor more closely teachers' teaching activities within the schools along the prescribed strategies (cf. 5.3). The research findings also showed that school administrators are not doing enough to monitor the special education learners, their exact numbers, and the records of specific learning disabilities (i.e., dyslexia). Through assessment and proper monitoring, accurate intervention measures can be provided to combat learner dropout.

The concluding remarks below bring the discussions in this chapter to an end.

5.6 Concluding remarks

Considering all the foregoing interpretations, presentations and discussions, it can be concluded that the inadequate synchrony among the various units of the MOESD regarding policy decisions, monitoring and assessment, as well as the implementation activities largely contribute to learner dropout in Botswana. This is because the complexity of the policy steering mechanism aimed at achieving relevance, effectiveness and efficiency led to unforeseen dynamics which are impacting negatively on the intended goals. Core issues (i.e., capacity-building, stipulations, duties of the mandated bodies, curricula skill coverage, budgeting, pupil-teacher ratio, access to learning resources, the adaptation of the infrastructure) emerged during the interview sessions. Several suggestions and recommendations also emerged from the results and the findings, which will be discussed in the following chapter. The findings indicated that the various units and departments of the MOESD are committed to the learners and are desirous of finding solutions to the problems and challenges that may curb learner dropout.

Chapter 6 will thus provide recommendations in this regard to the MOESD units in the areas of their responsibilities.

CHAPTER 6

THE RELATIONSHIP BETWEEN BOTSWANA'S EDUCATION POLICIES AND LEARNER DROPOUT: A SUMMARY OF THE INVESTIGATIONS, THE RESEARCH FINDINGS AND RECOMMENDATIONS

6.1 Introduction

In the previous chapters the researcher investigated the relationship between education policies and learner dropout in the public schools of the South-Central region of Botswana.

In this final chapter the aim is to provide a summary of the investigation and the key findings of the research. The chapter makes short-term, medium-term and long-term recommendations with regard to education policymaking, implementation, monitoring and evaluation to the relevant bodies of the Ministry of Education and Skills Development (MOESD) in Botswana. Beneficiaries of the recommendations of the MOESD include namely, the National Council on Education (NCoE), the Department of Teacher Training and Development (DTTD), the Division of Special Education (DSE), the Department of Curriculum Development and Evaluation (DCDE), the Department of Basic Education (DBE), the Teaching Service Management, the Botswana Examinations Council (BEC), the teachers, the school administrators, the parents and the learners. The researcher also examines the necessity for further empirical research and suggested areas for future investigation on the problem identified in this study. The final conclusions of the study, emanating from the previous conclusions will also be indicated.

The following sections cover the abridgement, a summary of the findings of the study, as well as discussions of the short-, medium- and the long-term recommendations.

6.2 The abridgement

This study comprises six chapters, with the focus on the role of policy in education provision and development on the local level, compared with what is currently trendy on the international level in this regard.

In Chapter 1 the investigation focussed on the background to the research problem, namely, education in Botswana prior to the legislated Education Acts and Policies that were investigated, the prescribed strategies, teaching principles, as well as the MOESD's objectives. In the chapter were also stated the study's research aim (cf. 1.7), the research questions (cf. 1.6.1-1.6.4), and the problem statement (cf. 1.5), which directed the investigations in order to arrive at accurate findings. The study was justified by presenting recent investigators' findings with regard to the research problem namely, policymakers and implementers not doing enough in relation to the implementation of the Education Acts investigated (cf. 1.3-1.3.5). The various terms used in this study were defined in respect of their meaning in the study (cf. 1.13). The researcher also discussed the limitations (cf. 1.12) and delimitations of the study (i.e., instrumentation), as well as the theoretical frameworks used to investigate the research problem (cf. 1.10; 1.10.2(b) and 1.10.3).

Chapter 2 consisted of a review of the literature on policy provision and development on the global level with selected areas of the developed world (in respect of Italy), Education for All (EFA) (covering countries from the Sub-Saharan Block), and the developing world (in respect of Brazil) (cf. 2.7; 2.6 and 2.5). The chapter was structured to divulge policy formulation (cf. 2.2.3), implementation, monitoring (cf. 2.2.3.1), and assessment (cf. 2.2.3.2) areas through various investigators. Literature sources revealed that currently the areas of foci with regard to education practice are, namely basic education for all (cf. 2.4), decentralisation within stages of policymaking and its implementation (cf. 2.2.4), greater cooperation among nations (cf. 2.2.4), and formative as well as criterion-referenced-testing (cf. 2.2.3.2). The current global trends also include alternate assessment for special-needs learners (cf. 2.2.3.2), and the practise of full inclusive education (cf. 2.2.4; 2.5.4.3; 2.6.3 and 2.7.4.3).

Chapter 3 was committed to a review of local practice and policy processes along the same lines as those on the global level, which revealed that Acts on basic education (cf. 3.3.3) and examinations (cf. 3.3.2), as well as the Inclusive Education Policy (cf. 3.5.5), are improperly implemented (cf. 3.11.3; 3.11.5 and 3.11.7). This makes it imperative to grapple with anomalies within policymaking and its implementation (through empirical investigation) to solve the issue of the relevance, efficiency and effectiveness of education practice in relation to learner dropout in Botswana.

Chapter 4 focussed on the research methods and design. The mixed-methods approach was adopted to conduct the empirical investigation (cf. 4.4). The reasons for the chosen method (cf. 4.4.2), and measures that were undertaken (i.e., instrumentation, piloting, stratified and systematic sampling techniques) to control errors inherent in each method used to collect data (cf. 4.4.3; 4.6.1-4..6.4; 4.7-4.7.1 and 4.8).The population of the questionnaire, its distribution into strata and features of the strata were also described. Information was solicited from the participants (made up of policymakers and monitors of Education Acts (cf. 4.7.2-4.7.5) as well as implementers and evaluators of the Acts) (cf. 4.7.6) in respect of their various fields of responsibilities (cf. 4.7.2 and 4.7.8). The chapter also examined the population of the pilot, the language used to solicit information from the of interviewees, its duration and the recording procedures, The link between the items, the research topic (traced to the literature) was also examined. In the chapter were also examined the ethical issues encountered and undertaken during the data-collection phase (cf. 4.4.4), as well as the choices made to analyse the data, and their justifications (cf. 4.5; 4.6.5; 4.8.1 and 4.10).

In Chapter 5 the research was dedicated to the reporting of the data and its interpretation in the form of narratives, quotations and descriptive statistics of frequencies and percentages, using a Content Analysis (CA) (cf. 5.2.3 and 5.4.5). The SAS software package (of the chi-square) was also used to analyse and present findings (cf. 5.2.4). The findings showed that the teachers and the participants from the MOESD relate learner dropout to policy decisions of the investigated Education Acts (cf. 5.3 and 5.4.5). The researcher deduced from all the foregoing findings that the sampled population linked learner dropout to the improper implementation of the investigated Acts.

Chapter 6 gives a synopsis of the entire research, including a condensed record of the research outcomes presenting the final conclusions of the study (cf. 6.3). The last segment is a configuration of recommendations on the issue of policy strategies to reduce learner dropout (cf. 6.4.5; and 6.4.10). The chapter also deals with areas of convergence and divergence of the research findings with the current international trends (cf. 6.5), areas suggested for further research on the research problem (cf. 6.6), as well as the final concluding remarks.

6.3 Summary of the study, and the findings

The ensuing summary of the findings is based on the literature reviewed on the role of policy in the provision of education and its development on the global level. The reviewed literature revealed that there is currently a controversy with regard to the pace with which the Acts are legislated, and their implementation on the ground level. The afore-mentioned disjuncture is more pronounced in the developing world than in the developed world. Literature sources on the local level revealed that the lack of the proper implementation of the aforementioned Acts negatively impact on the quality of education provision, and pose serious challenges to learner retention. The improper implementation of the Education Acts could also have potentially deleterious effects on the long-term sustainability of the Acts and the Policies reviewed.

The scores on the empirical investigation showed the existence of a correlation between learner dropout and the improper implementation of the above-named Acts. Furthermore, the findings based on the responses of the MOESD interviewees with regard to the research aim (cf. 1.7) and research objectives (cf. 1.8.1 and 1.8.4) showed the existence of relationships between (the following) Education Acts and learner dropout, namely the Basic Education Act (53%), the Examinations Act (65%), and the Inclusive Education Policy (79%) (cf. 5.4.1; 5.4.2.2 and 5.4.4.2).

The researcher contends that greater synchrony among all the MOESD units will remove learning barriers that will help curb learner dropout. With regard to research objective 2 (cf. 1.8.2), the findings showed that 84**%** of the Biology teachers from the sampled schools were of the perception that the teaching strategies being used are due to the BEC's assessment practices and the MOESD policy decisions (cf. 5.2.1). The tables on the teachers' perceptions also showed that they are in agreement with the research aim (cf. 1.7), namely that Policy contributes to learner dropout in respect of the Basic Education Act (67**%**), the Examinations Act (71**%**), and the Inclusive Education Policy (67**%**) (cf. 5.2.3). The empirical research findings further showed that only 44**%** of the Biology teachers agreed with the BEC's recommendations of combining theory and practice in teaching towards curbing learner dropout (cf. 5.2.1). However, based on the research findings the researcher concurred with the BEC's recommendations mentioned above (cf. 5.4.4.1 and 5.4.4.2). It

was also deduced from the findings of the reviewed literature and the empirical investigation that the duties of the MOESD units overlap (cf. 3.11.3; 5.4.1; 5.4.2.2 and 5.4.4.1). The researcher therefore recommends a clear delineation and an understanding of the MOESD departments' and units' responsibilities (in Botswana) to prevent the blurring, and duplicity, and most of all, to motivate funding for proper initiatives that will combat learner dropout.

6.4 Recommendations

Based upon the findings, the interpretations and the discussions of the current research, the recommendations made to the MOESD include the following, namely Education Policies should not be structured along the voices of the majority, or at the expense of the marginalised groups, nor must the recipients of the policy benefits be left out of the formulation process (cf. 2.2.2). The availability of capital, qualified personnel, equipment, current societal problems, and the international labour and market demands, trading partners, political climate, as well as the aspirations and values of the society involved, should determine policymaking (cf. 2.2.3). The aforementioned policymaking determinants must be closely linked to the economic indices of the country at the time, and take into consideration global trade competitiveness, and the latest international trends (cf. 2.2.3). The recommendations below, aimed at ameliorating learner dropout, are grouped under short-, medium- and long-term measures.

Short-term recommendations are directed to the National Development Plan (NDP) 9 (cf. 3.5.2; and 3.9) which deals with goals and action plans of immediate nature (such as the strategy of giving learners opportunities for self-discovering and critical evaluation during classroom instruction). Medium-term recommendations include the recruitment and in-service training strategies of teachers. The NDP 9 has the responsibility of dealing with medium-term plans (cf. 3.5.2). Brightone, Nasongo and Wamocha (2009:527) contended that *education* entails preparing learners for all activities to be encountered after school. Based upon the research findings, the researcher concurred with the above researchers, and made recommendations that are in line with their argument. Medium-term recommendations also cover the evaluation of programmes, Acts or Policies half way

through their duration by the mandated Bodies, who are to use checklists to assess the set objectives of the Policies, the Acts or the programmes (i.e., the BEC regarding the Examinations Act). The NCoE and the DBE have also been empowered to monitor and assess the short-term, the medium-term and the long-term progress of the 1994 Revised National Policy on Education (RNPE) (cf. 3.5.2).

Long-term recommendations involve the launching of new Policies or Acts. Vision 2016 of 1997 deals with the long-term plans of the Ministry of Education (MoE) (cf. 3.5.3). Long-term recommendations are also usually handled by Commissions on Education who conduct surveys on behalf of the MOESD covering a ten-year duration, and make recommendations which usually result in the launching of new Education Policies (cf. 3.5.2). Long-term Policy areas include, namely the enrichment of the training curriculum for teachers, changes in learner composition within the schools, and the creation of new departments to cater for areas that have been neglected (cf. 3.5.2). Several recommendations were identified after the analyses conducted on the role of Policy in the provision and development of Education (cf. 5.4.1; 5.4.2.2 and 5.4.4.2). These recommendations, which are cross-referenced to the specific findings of the literature reviewed and the empirical investigation, could facilitate and enhance policymaking, implementing, and monitoring, as well as assessment for the various MOESD departments and units in Botswana.

In the following sections the researcher examines the recommendations to the MOESD departments. Recommendations to specific MOESD units are necessary to identify the neglected areas, so that action may be taken towards achieving the set objectives.

6.4.1 The Department of Teacher Training and Development (DTTD)

The National Centre on Secondary Education and Transition (2004:1) posited that recommendations are dependent on the definitions of the phenomena investigated. This statement was applied by linking the recommendations made to the particular findings in the study. The findings of the reviewed literature (cf. 3.11.3 and 3.11.7) and the empirical investigation (cf. 5.4.1; 5.4.2.2 and 5.4.5) showed that the internal monitoring policy had failed, and that the workshops were inadequate. The bottom-up monitoring should

therefore be re-launched, but with mandated DTTD personnel to monitor the progress more effectively and efficiently. The above-named strategy should include record-keeping by the DTTD on the progress of the learners' participation in classroom and school monitoring activities. The monitoring activities (internal, and the regional workshops) should be intensified, and continuous, and involve dialoguing between the DTTD and more teachers than previously. Holiday workshops should also be put in place for those teachers who are not interested in going for further training, especially with respect to the use of technology. This in-service training strategy worked effectively in Brazil (cf. 2.5.4.1).

6.4.2 The Botswana Examinations Council (BEC)

Alternate assessment (i.e., portfolios), which is currently very trendy (cf. 2.2.3.2), needs to be explored, in addition to the current modification strategy as regards special-needs learners, in order to make assessment equitable and fair to all learners. It was clear from the findings (of the literature reviewed) that for assessment to be equitable or fair, the focus should not be on the assessment tools, but should also be on curriculum skills, instruction, professional development, and community involvement (cf. 2.2.3.2). The BEC's assessment procedures should thus be continuous with the focus on relevance, efficiency, effectiveness and sustainability in convergence with the current international trends, the DCDE's strategy and the Examinations Act (cf. 2.2.4; 2.2.3.2; 3.3.2 and 3.7). This is because the literature (cf. 1.3.4 and 3.11.5) and the empirical investigation (cf. 5.2.4 and 5.4.2.1) indicated that the BEC's examination procedures do not align with the current international trends, nor with the DCDE's prescribed strategies.

High-stake examinations should be internal, external, quantitative, and qualitative, with common guidelines designed by the BEC at classroom, school and national levels (involving the cognitive as well as non-cognitive domains) in all subjects. This recommendation will rectify the divergence of practice from theory (observed through the empirical investigation) (cf. 5.4.2.2). The strategy will also provide accurate, reliable and sustainable feedback into the education system. The findings in the literature also showed that the BEC does not conduct any monitoring at the pre-primary level (cf. 3.11.5). The BEC's monitoring

activities regarding the Examinations Act should therefore cover all levels in a continuous manner, in order to standardise internal scores and combat score inflation.

6.4.3 The teachers

Curren (2006:221) contended that for education to be meaningful, various perspectives are to be used to describe education practice and its aims, which entail using relevant values, skills and knowledge. Curren's argument was utilised in the recommendations made to teachers with regard to teaching. The findings in the literature showed that randomised trials are effective in monitoring and implementing Education Acts (cf. 2.2.3.1 and 2.2.3.2). Teachers should therefore be empowered to effect instruction and assessment changes by means of the above-named strategy. Other findings from the literature (cf. 1.3.4 and 3.11.3) and the empirical investigation (cf. 5.2.4) also showed that teaching strategies are shaped by high-stake examination procedures, school administrative structures, and culture. Teachers should thus implore innovative strategies (i.e., learners brainstorming activities) to equip the learners with life-skills rather than merely following the status quo in their teaching activities. The afore-named recommendation is also based on the empirical investigation which showed clearly that the child-centred approach is almost non-existent in the teaching activities in the public schools (cf. 5.2.1 and 5.2.2).

Furthermore, the findings in the literature revealed that the focus of the teachers is on high grades (cf. 1.3.4 and 3.11.5). The teachers should view teaching as a benchmark obligation to the benefit of the learners in line with the education goal, which must irradiate the prescribed strategies (cf. 3.8). This could be carried out through individual projects or portfolios during the school terms and holidays to enhance the acquisition of skills. The above recommendation concurs with the findings of Munyoki and French (cf. 2.2.4) and converges with the current international trends in this regard. Furthermore, the above recommendation is based on the findings of the empirical investigation which showed that the teaching strategies in use diverge from those prescribed (cf. 5.2.1).

6.4.4 The parents

Parents who are still very traditional should ease the pressure on teachers to work towards the attainment of high grades, and concentrate on preparing their children for the attainment of relevant learning. Through the adequate monitoring of school projects by the parents and their active involvement in Parent-Teacher Associations, the parents may become actively involved in the teaching process as regards policy implementation. Involvement in the above-named activities will also enable the parents to provide an update on community issues unknown to the teachers, and therefore help in providing accurate inputs (regarding the culture of learning at home and within the particular community) towards positive relevant education outputs. The findings from the literature showed a disjuncture between the parents and policy personnel (cf. 1.3.5 and 3.11.7). The above recommendations are also based on the findings from the empirical investigation, which revealed that the parents are not actively involved in the learning activities of the learners (cf. 5.4.4.2).

6.4.5 The learners

It became clear from the findings of the empirical investigation that the majority of the learners were not interested in active learning (cf. 5.2.3). Twenty-three per cent of the respondents chose that option on item 29 of the questionnaire as the reason for not using the prescribed teaching instruction of active learning (cf. Appendix 5: 'Questionnaire'). The learners must therefore adapt, or shift their learning strategies from absorbing knowledge, to applying as well as critically synthesising the information and skills which can benefit them in real-life situations. The learners will be able to carry out the aforementioned recommendation if they select coursework options at high-stake examinations instead of the theory alternatives in the academic subjects offered by the BEC (cf. 1.3.4 and 3.11.5). The choice will expose them to the practical aspects of the academic subjects and help them to acquire life-skills which they can utilise after graduating from school.

6.4.6 The Department of Curriculum Development and Evaluation (DCDE)

The findings from the literature showed that course contents have a great influence on learner retention (cf. 2.2.4). This finding compels educators and curriculum planners to re-examine policy and practice and align them with the national goals (cf. 1.3 and 3.5.3). It was also clear from the findings in the literature that the teachers are unable to implement the prescribed teaching strategies, due to the overloaded curriculum content (cf. 3.8; and 3.11.3). The above findings were supported by those of the empirical investigation, which revealed that the teaching strategies being used are influenced by the huge curriculum content to be covered (cf. 5.2.1 and 5.3). The DCDE, therefore, needs to streamline and curtail the curriculum content if the prescribed teaching strategies are to be implemented to the learners' benefit. The above strategy can be carried out by the DCDE through narrowing the breadth and depth of the topics in the curriculum, or by deleting those topics that are covered in other subjects, or are repeated across all the forms at the secondary level. The DCDE should also do away with the provision of textbooks and worksheets with fixed answers, as the strategy diverges from the DCDE's teaching prescription of active learning (cf. 3.8). The above recommendation is also based on the findings in the empirical investigation which recorded that only 27% of the respondents used the DCDE's prescribed instruction strategy of experimenting (cf. 5.2.3).

6.4.7 The National Council on Education (NCoE)

The findings from the literature showed that public sensitisation and the dissemination of policy-information are the best strategies for increasing learner retention (cf. 2.2.4). The NCoE should, therefore, sensitise the public in respect of policies through the television, newspapers, radio programmes and other media outlets (i.e., 'kgotla' speeches, mobile film shows, and village development committee meetings) for the rural population who have no access to the popular media. This strategy worked effectively in Brazil (cf. 2.5.4.1). The NCoE, with the mandate to formulate policies, should also legislate a sound Act with the help of other policy stakeholders (i.e., the DCDE, the BEC and teachers) with clearly set stipulations for its implementation, aimed at preventing and recovering learner dropouts. The NCoE must ensure, through parliamentary lobbying, to secure adequate, stable,

sustainable and continuous funds to enable significant reforms and the improvement in learner retention. The Act should re-enforce the entitlement to public education, make education compulsory, specify the attendance age as regards basic education (i.e., the 'back-to-school' project) as well as be robust for struggling learners and recovered learner dropouts. The above recommendation is based on the findings in the literature and the empirical investigation that revealed a lack of mandatory education (cf. 3.11.3; and 5.2.2).

The NCoE (through parliament) also needs to legislate or amend the Examinations Act to allow for credit recovery and on-line learning (similar to 'malepa' and e-marking) towards mentoring dropouts or those at risk of dropping out (cf. 2.2.4; 2.7.4 and 3.11.5). Most importantly, the new (or amended) Act must be in consonance with emerging implementation challenges (i.e., inadequate capacity-building) so as to serve as catalysts for education relevance, and ultimately curb learner dropout. It was clear from the findings in the literature and the empirical investigation that the NCoE is not doing enough monitoring and synchronisation with other MOESD departments (cf. 3.11.3; 5.3 and 5.4.4.2). Policy-makers should therefore ensure that the legislated Acts are egalitarian, and flexible, with standardised replicable and controllable effects that are made to fit, or are anchored on specific MOESD units. The above recommendation is based on the findings in the literature which revealed that the aforementioned measures are effective with regard to the implementation and the sustainability of the legislated Acts (cf. 2.2.3.1).

6.4.8 The Division of Special Education (DSE)

The findings in the literature revealed that the effective identification and assessment of disabled learners within the learning environment helps towards combating learner dropout (cf. 2.5.4.3). The findings from the empirical investigation also showed that the DSE does not know the number of disabled learners in the regular schools (cf. 5.4.2). The DSE should therefore improve collection of data and the reports on learner dropout, count and account for special-needs dropouts by using indicators (i.e., tardiness, absenteeism) to identify learners likely to drop out. The Division must also set explicit goals (i.e., time to spend on a given task by this category of learners) to prevent them from dropping out. The DSE should also undertake decentralised measures (through the parents, social workers and teachers

directly involved with special-needs learners) that can target intervention measures to provide the learners identified to be in need of special support services (i.e., academic, financial, medical). This is based on the findings of the empirical investigation, which revealed the absence of parental involvement in the teaching activities of special-needs learners (cf. 5.4.4.2). The DSE must invent new models (i.e., staff assistants) to aid the activities provided by the Special Support Service unit at all levels of learning. The findings in the literature on the local level revealed the absence of these measures in the education of disabled learners (cf. 3.11.7).

6.4.9 The Department of Basic Education (DBE)

The empirical investigation revealed that 45% of teacher respondents recommended the new Acts as a measure to lower learner dropout (cf. 5.2.2). The findings from research by Checchi and Jappelli (2007:293) concurred with the above recommendation (cf. 2.2.4). Other findings from the literature also indicated that innovative strategies where money and other material rewards were used as incentives to encourage learners towards high achievements proved effective in curbing learner dropout (cf. 2.2.4 and 3.11.2). It is also recommended that the DBE should increase the seven years basic education of the Adult Basic Education Programme (ABEP) to ten years in order to effect meaningful changes (cf. 3.11.2), and build special schools where child-centred instruction, project-based, continuous assessment, and an adapted curriculum and infrastructure are implemented. These strategies should involve all the relevant stakeholders. With a united front and combined mandatory powers, the stakeholders would enhance their chance of negotiating policy change, or legislating Acts that are realistic towards positive education outputs, such as the reduction of learner dropout.

6.4.10 The Teaching Service Management/Administration

A data-base of human and physical resources should be created. The findings from the literature indicated that this strategy would be effective in monitoring the legislated Acts (cf. 2.7.4.1(a). The creation of such a data-base has to follow a bottom-up approach, through the schools to the region, and to headquarters. Teachers living in sparsely

populated and rural areas should be recruited into the rural schools to combat learner dropout. The above recommendation is based on the findings from the literature which revealed the imbalance between the concentration of qualified teachers in the urban areas and their scarcity in the rural areas (cf. 3.11.3). The findings from literature on the global level (i.e., Hanushek's study) also showed that traditional measures, such as class-reduction and an increase in salaries reduced learner dropout among learners from low socio-economic backgrounds (cf. 2.2.4).The afore-named strategy should therefore be tried out in districts and education regions with a chronic dropout problem (i.e., 'K' district and the 'W' region).

6.4.11 The School Administrators

The school administrators should set up a comprehensive profile of all the learners, one that goes beyond the demographics of gender and age to include career preferences, and physical and learning ability assessment records. The findings from the empirical investigation showed that learners' administrative records only include gender and age (cf. 5.4.5). However, there are Guidance and Counselling teachers in all the schools whose teaching loads could be reduced to undertake the new task. It is suggested that school administrators introduce effective learner monitoring panels of the above staff in the various schools to track learner dropout, those at the risk of dropping out, and returning dropouts. These measures have to include the numbers of special-needs learners, the reasons for them dropping out, as well as their specific physical and learning disabilities. The above recommendations are based on the findings from the empirical investigation which indicated the absence of these measures (cf. 5.4.4.2).

In the next sections the researcher will discuss the conclusions, and areas for further research.

6.5 Conclusions of the study

Education Acts and their implementation are very complex, because they involve dynamics that are not always predictable with regard to the success and sustainability of the Acts. Policymaking and its implementation have an impact on learning and on the society at large.

An Education Act that hampers the throughput of learners to higher levels of education will concomitantly hamper the society's quality of life. It is therefore imperative to address policy issues and to find workable and sustainable solutions that will provide efficient education that will ultimately curb learner dropout. In this study the findings from the literature and the empirical research led to the conclusion that Education Policies or Acts serve as guidelines how the education of a country is to be done. These strategies are usually enshrined in the countries' Constitutions or textbooks, with the empowering Bodies or with individuals. (cf. 2.2.1 and 5.5.2.2). In this way Policies prevent chaos in the running of the education system by indicating the 'what', 'how', 'who', and 'when' with regard to education provision and its development (cf. 2.2.2). Policies in education are also essential for the benefit of bilateral agreements, donations and financial aids (i.e., the World Bank, and International Monetary Fund) needed by developing nations like Botswana to develop their education systems (cf. 2.2.2).

Though the current study is an unfathomable contribution to policy areas in education practice (cf. 2.8.5; 3.13; 3.14; 4.4.2; 5.4; 5.4.5 and 5.6), limitations were encountered during its course. These include its geographical scope, delimiting it to the South-Central education region, and instrumentation, and analyses choices. Razavi (2001:23) averred that self-designed instruments and the choices of the manner of analysis, as well as self-reporting, raises issues of the validity and reliability of the causal conclusions. He further indicated that there is no guarantee that the participants will necessarily report their respective views accurately. This researcher incorporated the appropriate validity and reliability measures in the items, as well as confidentiality that allay apprehensions around the disclosure of identity (cf. Appendices 5 & 7).

 The measures described above enhanced the accurate disclosure of information in respect of the interviews. The aforementioned measures that were undertaken also led the researcher to conclude that the research aim (cf. 1.7), the research questions (cf. 1.6.1-1.6.4), the objectives (cf. 1.8.1-1.8.4), were satisfactorily addressed. The recommendations emanating from the empirical investigation and the reviewed literature (based on the research problem of the relationship between dropout and education Acts) would accordingly contribute to improve the education practice regarding policymaking, implementation, monitoring and assessment in the public schools in Botswana.

All the conclusions on the policy areas converge and diverge with the current global trends, as indicated below.

Areas of policy convergence with the current international trends were found in policy-making regarding the Basic Education Act, the Inclusive Education Policy and the Examinations Act. Convergence in policymaking was found within the international declarations such as Education for All (EFA) expressed in the Jomtien Declaration, the Dakar Framework, and inclusive education expressed through the African Union (AU) Declaration of the Decade of the Disabled 2000-2009 (cf. 3.3.3; 3.3.2 and 3.5.5). Formative assessment practices in the vocational and practical subjects (regarding Botswana General Certificate of Secondary Education (BGCSE) certification) also converge with the current global formative assessment trend (cf. 2.2.3.2 and 3.3.2).

Areas of divergence with the international trends as regards the investigated Acts were mainly at the implementation levels within the Basic Education Act (cf. 1.3.3; 3.11.3 and 5.4.1), the Inclusive Education Policy (cf. 1.3.5; 3.11.6; 3.11.7 and 5.5.2), and the Examinations Act (cf. 1.3.4; 3.11.5 and 5.5.2.2). Divergence of strategies in use with regard to the Basic Education Act led to the conclusion that the willingness of policymakers towards adopting global policies (i.e., EFA) did not result in the willingness of teachers and the BEC to implement the adopted Policies in the classroom or on the national levels. Moreover, the declarations adopted were usually indigenised by taking in the realities of tradition, and the availability of resources on the ground level (i.e., the EFA-National Action Plan (EFA-NAP) (cf. 2.2). The conclusion can thus be drawn that the primary aim of adopting declarations by Botswana at the World Conferences is not so as to converge with the world culture, but to adapt to global strategies in order to survive. The conclusion drawn from the literature as well as from the empirical investigation with regard to the research paradigm (which is a mixed-design) also revealed the existence of interrelatedness and interdependency between the positivists' and the constructivists' beliefs or paradigms in relation to conducting scientific studies (cf. 4.4.2).

6.6 Suggestions for future research

The need for further research in the area is fortified in the words of Oliver (2008:137) when he contended that a research study does not exist as an isolated piece of intellectual activity, and must be part of a continuum. Firstly, further empirical investigation, of a longer duration and involving all the education regions will enhance the legitimacy, the validity and the reliability of the findings of the current research. Research could also be done on the 'best fit' instruction and assessment model or paradigm for all the categories of learners in public schools in Botswana, with the aim of curbing learner dropout. The child-centred and course-work-prescribed implementation strategies of the Basic Education Act and the Examinations Act have failed to take effect on the ground level in Botswana. It must be noted that the afore-named teaching strategies were imported from the developed world where Western education originated. Finally, further research could be carried out on a combination of child-centred and teacher-centred instruction approaches. This strategy is likely to succeed in Botswana, due to the realities on the ground level, i.e., inadequate capacity-building, and the over-loaded curriculum and time-tables). Future studies on policy-related dropout areas will not only add to the theory but will also provide a platform for Parliamentary as well as academic debates on paradigm shifts and changes in respect of the investigated Acts.

6.7 The final concluding remarks on the study

It is clear from the afore-going discussions (cf. 6.5) that there is a need to reshape education practice to be on par with the national goal and aspirations. It is also deduced from the preceding sections that networking within the various units and departments of the MOESD in Botswana holds the key to effective and quality education practice that can combat learner dropout (cf. 6.3; 6.4.1 and 6.4.11). The findings of this research, based on the reviewed literature (cf. 3.11.3; 3.11.5 and 3.11.7) and the empirical investigation (cf. 5.3 and 5.4.5) compel the MOESD to react and to eliminate the dichotomies observed, i.e., non-implementation of the Basic Education Act's objective of compulsory and free education. Action should thus be taken by implementing the recommendations (cf. 6.4) made in this research as an endeavour to align the strategies been set with implementation on the ground level in order to curb learner dropout.

BIBLIOGRAPHY

Adedoyin, O. & Shangodoyin, D. 2010. Concepts and practices of outcomes-based education

for an effective educational system in Botswana. *European Journal of Social*

Sciences, 13(2):161.

Adewuyi, D. 2005. Secondary education provision in Africa in the 21st century: Introduction

to education in Africa. *The African Symposium, 5*(4):1-2.

African Union, 2007. *Meeting of the Bureau of the Conference of the Ministers of Education*

of the African Union (COMED+F 11+0 Strategy to Revitalize Technical and

Vocational Education and Training (TVET) In Africa. [Online] Available at

<http://www.africaunion.org/root/AUConferences/2007/May/HRST231/TVET-

Strategy- english> [Accessed on 9 February 2012].

Akkerman, Y.J. [Ed.]. 2011. *Overcoming school failure, policies that work. Background*

Report for the Netherlands. In Oijen, P., Soethout, M., Evers, L., Buis, C., Swanborn,

M., Tjoa, R., Korteweg, G. & Slikkerveer, L. [Authors]. Den Haag: Ministry of

Education Culture and Science Press.

Alberts, R.V.J. 2001. Equating Exams as a Prerequisite for Maintaining Standards: experience

with Dutch centralised secondary examinations. *Journal of Assessment in Education:*

Principles Policy &Practice, 8(3): 353-367.

Al-Hnai, N. S. 2011. *Effective College Teaching and Students' Ratings of Teachers: What*

Students think, What Faculty Believes, and What Actual Ratings Show. Implications

for Policy and Practice in Teaching Quality Assurance and Control in Higher Education

in Oman. [D.ED Thesis].

University of Durham.

Alvez, C.N. 2003. *Inclusive education in the regular teaching system: The case of Rio de Janeiro Municipality* [Online] Available at<http//:www.cnotinfor.pt/inclusive/entrada-en-html> [Accessed 1 April 2012].

Alvez, F. 2008. Brazil Ceara Basic quality improvement project: Education policies and school performance in the Brazilian Capital of States. *Journal of Cadermosde Pesquisa*, *38*(134):1-10.

American Association of School Administrators, 2002. Using data to improve schools: What's working. [Research Article.]

Anderson, G.L. 2005. An essay review of Jean Anyon's radical possibilities. Public policy, urban education, and a new social movement. *Journal of Educational Review Academia and Activism, 8*(1):1-14.

Andrew, S. & Salamonson, Y. 2008. Integrating mixed methods data analysing using NVivo: An example examining attrition and persistence of nursing students *International Journal of Multiple Research Approaches, 2*(1):36-43.

AngloINFO, 2012. *Italian education and schooling in Italy*. Rome: AngloINFO Press.

Angwin, J. & Kamp, A. 2007. *Policy hysteria in action teenage parents at secondary school in Australia*. In McLeod, J. & Allard, A.C. [Eds.] Abingdon: Routledge.

Anyon, J.M. 1980. Social class and the hidden curriculum of work. *Journal of Education, 162*(1):67-90.

Anyon, J.M. 2005. What 'counts' as educational policy' Notes towards a new paradigm. *Harvard Educational Review*, *75*(1):65-88.

Ausband, L. 2006. Qualitative research and quilting: Advice for novice researchers. *The Qualitative Report, 11*(4):764-770.

Australia Strategic Information Consultants, 2009. *What Are You Really Measuring? Reliability and Validity in Questionnaire Design*. [Online] Available at< http://www.daa.com.au/analytical.ideas/questionnaire-validity> [Accessed on 3 May 2012].

Baboki, K. December 21, 2011. *Society for the deaf gets a helping hand.* Gaborone: Mmegi Press.

Baputaki, C. February 17, 2010. *BGCSE Pass Rate Declines*. Gaborone: Mmegi Press.

Barrlett, L. 2003. *World culture or transitional project? Competing educational projects in Brazil.* [Research article on Educational policy presented in Rio de Janeiro].

Baxter, P. & Jack, S. 2008. Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, *13*(4):544-559.

Baumgardt, J. 2006. Perceptions of the accelerated Christian education programme as preparation for tertiary education. [D.ED. thesis]. Pretoria: University of South Africa.

Belfield, C. & Levin, H.M. 2007. The Price We Pay: *Economic and social consequences of inadequate education* Brookings: Brookings Institution Press.

Beller, M. 2001. Admission to Higher Education in Israel and the Role of the Psychometric Entrance Test: educational and political dilemmas. *Journal of Assessment in Education: Principles Policy &Practice*, 8(3):315-337.

Berg, B. 2009. *Qualitative research Methods for social Sciences*. 7th Ed. Boston, MA: Allyn & Bacon Publishers.

Bhamani kaJornboon, A. 2006. Using *interview as research instruments*. Chulalongkom: Chulalongkom University Press.

Bishop, E. 2007. The policy and practice of educational service provision for pastoralists in Tanzania. [Ph.D. Project]. University of London. London: University Press.

Bishop, J. & Mane, F. 2003. *Educational Reforms and Disadvantaged Students in the United States of America*. New York: Palgrave Macmillan Publishers.

Bond, L.A. [Ed.] 2001. *Assessment and its role in supporting educational reforms critical issue: Rethinking*. In Boodoo, G., Mehrens, W., Cristensen, L. & Baker, E. [Authors] [Research Paper on assessment conference presented at Minnesota].

Borkum, E. 2009. *Grade structures, educational attainment and labour market outcomes: Evidence from Botswana.* Columbia: University Press.

Botha, J.C. 2011. The role of higher education policy in distance education provision in South Africa. [D.ED. thesis]. [Online] Available at < http://uir.unisa.ac.za/handle/10500/506/discover/comparative education> [Accessed on 24 August 2012].

Botswana Examinations Council, 2001. *Botswana Senior Secondary Assessment Syllabus for Biology*. Gaborone: BEC Press.

Botswana Examinations Council (BEC), 2008(a). *Annual Report.* Gaborone: BEC Press.

Botswana Examinations Council (BEC), 2008(b). *Junior Certificate Examination Results. Summary*. Gaborone: BEC Press.

Botswana Examinations Council, 2010*. Annual Report.* Gaborone: BEC Press.

Botswana Federation of Trade Unions (BFTU), 2007. *Policy on Education*. [Online] [pdf]

Available at   <http://www.pdfadobe04922.friedrichebert.stiftung> [Accessed on 10

October 2011].

Botswana General Certificate in Secondary Education Teaching Syllabus (BGCSETS), *Biology*.

2001. DCDE Press.

Botswana Review of Commerce and Industry, 2013. *Education and Training*. 32nd ed.

Gaborone: Government Press.

Brandon, D.P. 2006. Botswana's family and consumer sciences teachers' attitude towards

the inclusion of students with physical disabilities. *Journal of family and Consumer*

Sciences Education, 24(1):37-49.

Bregman, J. [Compiler]. 2008. *Curricula, examinations, and assessment in secondary*

education in Sub-Saharan Africa.   [World Bank Working Paper No: 128]. Africa

Human Development Series Department. Washington: World Bank Press.

Brightone, B., Nasongo, J. & Wamocha, L. 2009. Philosophical reflections and curricula

development. Addressing the challenges, ethnicity and development in Kenya.

Educational Research and Review, 4(11):525-529.

British Broadcasting Cooperation (BBC), 2006. *Basic Education in Botswana*. London*:* BBC

Press.

Brown, J.D. 2001*. Using surveys in language programs*. Cambridge: Cambridge University

Press.

Byram, M. 1980*. Education for Kagisano*. Gaborone: Government Press.

Caffrey, E.D. 2009. *Assessment in elementary and secondary education*. [A Premier

Congressional Service Report]. [Online] Available at

<http://www.fas.org/sg/crs/misc/R40514.[pdf]> [Accessed on 10 2012].

Calabresse, R. 2006. *The elements of an effective dissertation and thesis*.

   Lahnham: Rowman and Littlefield Education.

Central Resource Centre, 2012(a). *Directory of specific conditions and disabilities*. [DSE

   Pamphlet on Disability]. Gaborone: MOESD Press.

Central Resource Centre, 2012(b). *What is CRC? Activities and services at CRC*. [DSE

   Leaflet on disability]. Tlokweng; MOESD Press.

Central Statistics Office (CSO), 2009. *Educational statistics 2009*. Gaborone: CSO Press.

Central Statistics Office (CSO), 2010. *Educational statistics 2010*. Gaborone: CSO Press.

Ceridwen, R. 2003. *Social Research Association. Ethical Guidelines*. [Online] Available at

   <http://www.the.sra.org.uk> [Accessed on 30 August 2012].

Champagne, D. & Abu-Saad, I. 2003. *The future of indigenous peoples: Strategies for*

   survival and development. Los Angeles: University of California (UCLA) American

   Indian Centre Studies Publishers.

Chan, H.C. 2010. *How do teachers' beliefs affect the implementation of inquiry-based-*

   learning in the PGS Curriculum? A case study of two primary schools in Hong

   Kong. [Ph.D thesis]. University of Durham.

Chang, G.C. 2006. *Strategic planning in education: Some concepts and steps. Educational*

   Sector. Paris: UNESCO. Division of Educational Policies and Strategies

   Publications.

Chhabra, S., SrivaastaSva, R. & SrivaastaSva, I. 2011. Inclusive education in Botswana: The

   perceptions of school teachers. *Journal of Disability Policy Studies,* [Abstract]

22(3):2-19.

Cheausuwantavee, T. 2007. Beyond community rehabilitation: Consciousness and meaning. *Asia Pacific Disability Rehabilitation Journal, 18*(1):101-109.

Checchi, D. & Jappelli, T. September 2007. *The Impact of perceived public-school quality on private-school choice in Italy*. London: Palgrave Macmillan Publishers.

Childers, D. 2007*. Four dimensions of educational policy theory: Normative, structural, constitutive and technical*. [Ph.D. thesis]. Dickenson School of Law.

Chrisley, R. 2009. Synthetic phenomenology. *International Journal of Machine Consciousness*, *1*(1):53-70.

Clough, J.W. 2003. *A student's guide to methodology*. London: Sage Publications Limited.

Clough, P. & Nutbrown, S. 2007. *A student's guide to methodology*. London: Sage Publications Ltd.

Cockrel, J. 2010. *Introduction to public policy education*. In House, V. W. Behm, K. Flinchbaugh, B. L. & Barrows, R.[Eds.]. University of Kentucky: University Press [Online] Available at< http://www.us.edu/essays/ud/132005/[pdf]> [Accessed on 27 June 2012].

Cohen, L. Manion, L. & Morrison, K. 2007. *Research methods in education*. (6th Ed.). London: Routledge Publications.

Costa, G., Barros, M.A., Montagnoli da Fonseca, G. & Macielo, T.B. 2011. An evaluation of the articulation of public policies on inclusive education in the training of teachers at the State University of Maringa. *Journal of Emerging Trends in Educational Research and Policy Studies*, *2*(4):310-313.

Creswell, J. 2008. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (3rd Ed.). New Jersey: Pearson Merrill Prentice Hall.

Curren, R. 2006. *A companion to the philosophy of education*. Malden, Massachusetts: Blackwell Publishing Ltd.

Curry, L., Nembhard, M. & Bradley, H. 2009. Qualitative and mixed methods provide unique contributions to outcomes research. *Circulation,* 1(119):1442-1452.

Dart, G., Chadwick, S., Davis, B. & Molefe, D. 2007. *Graduates' views of their perceptions Of teaching at Molepolole College of Education, Botswan*a. [Molepolole College *Press.*

Dart, G. Didimalang, C. & Pilime, S. 2002. *An evaluation of special units for children with mental retardation at Botswana primary schools*. Molepolole: Molepolole College of Education Press.

David, M. & Sutton, C.D. 2004*. Social research, the basics*. London: SAGE Publications.

Dawson, C. 2009. *How to analyse your data. A practical guide to research methods*. Dorset: Amazon Publications.

Deno, S., Fuchs, L., Marston, D. & Shin, J. 2001. Using curriculum-based measurements to establish growth standards for students with disabilities. *School Psychology Review, 30*(4):466-472.

Denscombe, M. 2008. Communities of practice: a research paradigm for a mixed- methods approach. *Journal of Mixed-Methods Research, 2*(3):270-283.

Department of Curriculum Development and Evaluation (DCDE), 2007. *The ten-year basic education programme.* Gaborone: Government Press.

Division of Special Education (DSE), 2001. *Report on challenges facing the implementation of Special Education in Botswana*. Gaborone: MoE Press.

Division of Special Education, 2010. Assessment procedures. [Ministry of Education and Skills Development (MOESD) Pamphlet, May, 2010].

Dixon, R.M. & Verenikina, I. 2007. Towards inclusive schools: An examination of socio-cultural theory and Inclusive practices and policy in New South Wales. DET Schools. *Journal of Learning and Socio-cultural Theory, 1*(1):192-208.

Dreyfus, H. & Wrathall, M. 2006. *A companion to phenomenology and existentialism*. Oxford: Blackwell Publishing Ltd.

Dube, O. & Moffat, P. 2009. Towards accomplishing the goal of the world of work through Social-Studies instruction: Possibilities and challenges. *International Journal of Scientific Research in Education*, *2*(1):1-12.

Edmondson, H. 2006. *John Dewey and the decline of American education*. Wilmington, Delaware: 1S1 Book Publishers.

Edwards, J., McLeod, J. & Allard, A.C. [Eds.] 2007. *The lived experience of the Australian government. Mutual obligations, and policies. Creating shadow and preferred policy subjects.* Abingdon: Routledge Publishers.

Education for All (EFA) Report, 2007. A historical analysis of international inclusive policy and individuals with disabilities. *Journal of Disability Policy Studies, 9(*22):1-4.

Education for All (EFA) Global Monitoring Report, 2008. *Education for All by 2015: Will we make it? Regional Overview: Sub-Saharan Africa.* UNESCO Publishing.

Education for All (EFA) Monitoring Report, 2011. *The hidden crises: Armed conflict and*

education. Paris: UNESCO Publishing.

Education International Barometer of Human and Trade Union Rights in Education

(EIBHTURE), 2007. *Botswana. Republic of Botswana. Country Data*. [Online].
Available at < http://www.ei.ie.org/barometer/en/profiles-detail.php?country+botswana> [Accessed on 29 December 2011].

ERIC, 2011. Provision for learners with special needs in education: A situational analysis.
Journal of Special Education, 1 (22):56-66.

Examinations Research Testing Division (ERTD), 2001. *Assessment Syllabus in Science: Single Award*. Gaborone: ERTD Press.

Flybjerg, B. 2006. Five misunderstandings about case study research. *Qualitative Inqu*iry,
12(2):219-245.

Freire, P. 1993. *Pedagogy of the Oppressed. 30th. Anniversary Edition*. In Ramos, M. B. &
Macedo, D. [Eds.] New York: Continuum Publishers.

French, D. P. 2005. 'Was Inequity a mistake? It is all in the name'. *Journal of College of Science Teaching*. 35(1):60-72.

Gabrascek, S. 2001. Access to higher education in Slovenia: Assessment reform and re-creation of a national examination. *Journal of Assessment in Education: Principles Policies and Practice*, *8*(3):369-388.

Gall, M. D., Gall, J. P., & Borg, W. R. 2010. *Applying Education Research: How to Read, Do, and Use Research to Solve Problems of Practice*. New York: Pearson Publishing.

Gass, S. & Mackey, A. 2007. *Data elicitation for second and foreign language research*. New
York - London: Routledge Publishers.

Gay, L. & Airasian, P. 2003. *Educational research: Competencies for analysis and applications*. (7th Ed.). New Jersey: Merrill Prentice Hall.

Gelman, A. 2005. Exploratory data analysis for complex models. *Journal of Computational and Graphical Statistics, 4*(13):755-779.

Gerber, H. 2013. *Test association between the perception 'Learners generally hate school most of the time' and gender with the chi-square test* [Notes on statistic interpretation].

Giorgi, A. 2005. The phenomenological movement and research in the human sciences. *Nursing Science Quarterly*, *18*(1):75-82.

Glantz, S.A. & Slinker, B.K. 2008. Multiple linear regression. Accounting for multiple simultaneous determinants of a continuous dependent variable. *American Heart Association Circulation Journal, 117*(10):1732-1737.

Gorard, S. & Taylor, C. 2004. *Combining methods in educational research*. London: Open University Press.

Government of Botswana, 1994. *The Revised National Policy on Education. Government paper 2 of 1994.* Gaborone: Government Press.

Government of Botswana, 2010. *Botswana*. (7th Ed.). Vol. 11. Education. Paris: UNESCO.

Gray, D.E. 2004. *Doing research in the real world*. London: SAGE Publications.

Graybill, E. & Graybill, D. 2001. *Strategy for USAID/ Brazil's child labour education initiative*. [Online] Available At < http://www.unesco.org/brazil.education> [Accessed on 5 February 2012].

Guba, E.G. & Lincoln, Y.S. 1994. *Competing paradigms in qualitative research*. In:. Denzin,

N.K., & Lincoln, Y.S. [Eds.]. Handbook of Qualitative Research, 105-117. Thousand

Oaks. CA: Sage.

Gubrium, J.F. & Holstein, J.A. (Eds.). 2002. *Handbook of interview research: context and*

method. London: Sage.

Halasa, K. 2005. *Annotated bibliography-ethics in educational research.* Graduate School of

Education. La Trobe University. Bundoora: University Press.

Hanushek, E. A. 2007. *Some USA Evidence on how the Distribution of Educational Outcomes*

can be changed. New York: Palgrave Macmillan Publishers.

Harrel, M. & Bradley, M. 2009. *Data-collection methods: Semi-structured interviews and*

focus groups. [A training manual]. California: National Defence Research

Institute.

Hegel-Larsen, K. & Boving- Larsen, H. 2003. Ethical Issues in youth surveys: Potential for

Conducting a National Questionnaire Study on Adolescent school children: Sexual

Experiences with Adults. *American Journal of Public Health, 93*(11):1878-1882.

Henning, E. 2004. *Finding your way in qualitative research*. In: Henning, E., W., van

Rensburg, W., & Smith, B. (Eds.). Pretoria: Van Schaik.

Henson, R.K., Hull, D.M. & Williams, C.S. 2010. Methodology in our education research

culture. Towards a stronger collective quantitative proficiency. *Sage Journal*

Educational Researcher, *39*(3):229-240.

Herinandez, J.C. 2008. *New effort aims to test theories of education*. [School Projects by

Freyer, R.G. in the schools in USA]. New York: Department of Education Press.

Hesse-Biber, S. & Leavy, P. 2006. *The practice of qualitative research*. Thousand Oaks CA:

Sage Publications Inc.

Holtzman, R.G. 2004. *Active learning in large classes: A continuous assessment model:* Austin: University of Texas Press.

Hopkin, A.G. 2004. Special education in Botswana: Social inclusion or exclusion? *Pula: Botswana Journal of African Studies, 18*(1):88-102.

Inyega, H. & Mbugua, P. 2005. *Kenya.*. In: Orey, M., Amiel T., & McClendon, J. [Eds.]. *The world almanac of educational technolo*gy. Available at, <http//www.waet.uga.edu/>[Accessed on 10 June 2013].

Isaacs, T. 2001. Entry to university in the United States: the role of Scholastic Aptitude Test and advanced placement in a competitive sector. *Journal of Assessment in Policy and Practice*, *8*(3):391- 405.

Johnson, R.B. Onwuegbuzie, A.J. & Turner, L.A. 2007. Toward a definition of mixed methods. *Journal of Mixed Methods Research, 1*(2):112-133.

Junior Certificate in Education (JCE) Syllabus, 2001. *Social-Studies*. DCDE Press.

Karadag, E. 2007. *Typology of analytical errors in qualitative educational research: Analysis of 2003-2007.* Education Science Dissertations in Turkey. *Eskisehir University College of Education,* 674-681.

Kasomo, D. 2006. *Research methods in the humanities and education.* Kenya, Nairobi: Egerton University Press.

Kauraisa, B.S. 2002. *Remarks by the School head Molefi Secondary School: 'Experiences of the implementation of special education'*. [Paper presented at the DCDE Seminar on curriculum and special education].

Kavetuna, J. 2009. *An exploratory study on factors contributing to the drop-out of learners at Namibia College of Open Learning (NAMCOL)*. [Online] Available at <.http//www:wikieducation.org/image/18/81/Joelkavat>. [Accessed on 15 December 2011].

Keevy, A. 2005. *A Foucauldian critique of the development and implementation of the South African national qualification framework*. [D.ED. thesis]. Pretoria: University of South Africa.

Kenneth, R. 2005. *Educational research: Some basic concepts and terminology*. University of Hamburg: Institute of Comparative Education Press.

Keikotlhae, C. 2012. *Dr. Moahi encourages Orapa CJSS to maintain and surpass current form. [*MADUO, BEC's Newsletter, vol.1 Issue 4: August, 2012].

Keriga, L. & Bujra, A. 2009. *Social policy development and governance in Kenya: An evaluation and profile of education in Kenya*. [Research Report for the Development of Policy Management Forum].

Kesamang, M. 2012. *BEC Benchmark with Zimbabwe School Examinations Council.* [MADUO, BEC Newsletter vol. 1 Issue 4: August, 2012].

Ketley, C. 2011. *Proponents of theories of inclusive education*. [Online] Available at <http://twitter.com/ehow theories-inclusive-education-html.> [Accessed on 28 November 2011].

Kronick, R.P. 2011. *The imperative of dealing with dropouts: Theory, practice and reform*. [Research article from Interactive Business Network Resource Library Distribution, Minnesota].

Kupers, W. 2009. The status and relevance of phenomenology from integral research. *Integral Review*, *5*(1):52-95.

Larson-Hall, J. 2010. *A guide to doing statistics in second language research*. New York - London: Routledge Publications.

Lather, P. 2004. *Foucauldian 'indiscipline' as a sort of application: Qu(e)er(y)ing Research Policy/ Practice*. In: Baker, B. M. & Heyning, K.E. [Eds.]. New York: PETER LANG Publishers Pages: 280-288.

Leech, N.L. & Onwuegbuzie, J.A. 2007. An array of qualitative data analysis tools: A call for data analysis of triangulation. *School Psychology Quarterly*, *22*(4):557-584.

Lekoko, R.A. & Marautona, T. 2005. *Opportunities and challenges of widening access to education: Adult education in Botswana*. [Online] Available at <http://www.unedoc.unesco.org/images/100141/0001460>. [Accessed on 30 November 2011].

Lemmer, E. 2012. *Guidelines on Qualitative Legitimacy in Thesis writing*. [Notes on Thesis writing]. Pretoria: University of South Africa.

Leonardo, Z. 2010. Critical empiricism's reading data with social theory. *Journal of Educational Researcher*, *39*(2):155-163.

Lindsay, P.R. 2011. *Definition of education policy*. [Online] Available at < http://www.kablau.communications> [Accessed on 11 August 2011].

Lockyer, A., Crick, B. & John, A. [Eds.] 2003. *Education for democratic citizenship. Issues of theory and practice.* Aldershot. Burlington: Ashgate Publishing Limited.

Lyle, E. 2009. A process of becoming: In favour of a reflexive narrative approach.

The Qualitative Report, 14(2):293-298.

Mackenzie, N. & Knipe, S. 2006. Research dilemmas: Paradigms, methods and methodology.

Issues in Educational Research Journal, 16(2):193-205.

Maundeni, B. & Ntseani, G. 2004. *Vision 2016*: *Challenges in dealing with School Children

with Social Problems.* University of Botswana: Gaborone: University Press.

Mgadla, P.T. 2003. *Missionaries and Western education in Bechuanaland Protectorate.*

Revised Edition. *1859-1904. The case of Bangwato.* Gaborone: University Press.

Magrini, J. 2009. *How the conception of knowledge influences our educational practices:

Toward a philosophical understanding of epistemology in education*. College of Du

Page: College Press.

Makori, A. 2005. *The Kenya's educational policy: Exploring some of the major impediments

to redesigning pedagogy*. [Paper presented at the International Conference

Nanyaang Technological University, Singapore].

Majelantle, A.N. 2009. *Educational statistics*. Central Statistics Office (CSO). Gaborone: CSO

Press.

Mareng, C. 2010. The Development of women's education in Kenya. *International NGO

Journal, 5*(3):68-73.

Masole, T.M. & Utlwang, A. 2005. *The reliability of forecast grades in predicting students'

performance in the final BGCSE examinations.* Gaborone: BEC Press.

Matale, J.L. 2005. The education of children with visual impairment in Botswana: Are we

moving towards inclusion? [Online] Available at

 <http://www.isec2005.org/isec/papers/matale-j-shtml> [Accessed on 28

January 2012].

Matsoga, J., Lekoko, R., Tsheko, N. & Garegae, K. 2006. *A review of gender and equality in primary and secondary education: The case study of Botswana*. Gaborone: Government Press.

Mbukusa, N. C. 2009. *Barriers to Remote Rural Student' Access of Distance Education Support Services offered by the Centre for External Students at the University of Namibia*. [D.ED Thesis] University of South Africa.

McCuddy, M.K., Bosch, H., Martz, W.B., Matveev, A.V. & Morse, K.O. 2007. *The challenges of educating people to lead in a challenging world.* Amsterdam: Springer Publishers.

McMillan, J.H. & Schumacher, S. 2006. *Research in education: evidence-based inquiry*. (6thEd.). Boston: Pearson.

Menyatso, M. October10, 2011. *Changes to senior secondary syllabus due to recent strike*. Gaborone: Mmegi Press.

Mertens, D.M. 2005. *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches. (*2nd Ed.). Thousand Oakes: Sage Publications.

Meurer, W., Frederiksen, S., Majersik, J., Zhang, L., Sandretto, A. & Scott, P. 2007. Qualitative data-collection and analysis methods. *Academic. Emergency. Medical, Journal, 14*(11):1065-1071.

Micangeli, I.A. 2010. *Italy-report on equality of educational and training opportunities for young disabled people. Roma Academic Network*. Rome: University Press.

 Mkuchu, G.S.V. 2004. *Gender roles in textbooks as a function of the hidden curriculum in*

Tanzania Primary. [D.ED. thesis]. University of South Africa.

Millennium Development Goals Report, 2006. *Eight Millennium Goals*. Paris:

UNESCO Publishing.

Milne, J.A.N. 2011. *Advantages and disadvantages of questionnaires*. Aberdeen:

University Press.

Mindlin, B. 2003. *Self-determination, cultural and educational rights, and the role of the*

state in policies concerning indigenous rights in Brazil. [Research article on education

Presented at Rio de Janeiro].

Ministry of Education (MoE), 2001. *Seventh Biennial Report*. Gaborone: Educational

Publications Division MoE, 1-80.

Ministry of Education (MoE), 2004. *The Development of Education in Botswana. Prepared for*

the UNESCO International Bureau of Education. 47th. International Conference on

Education on the theme: 'National Quality Education for all Young

People: Challenges, Trends and Priorities' Geneva: UNESCO Publishing.

Ministry of Education, 2007. *Guidelines for Research*. Gaborone: MoE Press.

Ministry of Education and Skills Development (MOESD), 2008. *Botswana*. (7th Ed.). Vol. 11.

Education. Paris: UNESCO.

Ministry of Labour and Home Affairs, 2004. *Employment Review.* Gaborone: Government

Press.

Molale, I.S*. 2004. How policy travels from the centre to the periphery*. [D.ED. thesis].

University of South Africa.

Molosiwa, D.P. 2012. *Dyslexia*. [DSE Leaflet] Tlokweng: MOESD Press.

Motshabi, K. 2009. *Differentiated item bias: Gender and tribal inequality*. [Ph.D.

Proposal]. University of Botswana.

Mouton, J. 2001. *How to succeed in your masters' and doctoral studies: A South African

guide and resource book*. Pretoria: Van Schaik.

Munyoki, M.J. 2012. *Integrating Philosophy of Education and the goals of education in

education practice at Kenyan high schools.* [Online] Available at<

http://uir.unisa.ac.za/handle/110500/>[Accessed on 24 August 2012]. *[*D.Ed. thesis].

University of South Africa.

Mutepfa, M.M., Mpofu, E. & Chataika, T. 2007. Inclusive education in Zimbabwe: Policy,

curriculum, practice; family and teacher issues. [Online]. Available at

<http://www.the

freelibrary.com/inclusive+education+Zimbabwe%3a+policy%2c+practoce%2c.a0168163364

inclusiveeducationinZimbabwe> [Accessed on 10 December 2011].

Mwanje, I., Akoten, J., Reichi, A., Barasa, T., Oyugi, L., Omolo, J., Junge, L., Kimbwata, J. &

Mukusa, G. 2008. *Radical reform for Kenya's education sector: Implementing

policies responsive to vision 2030*. Nairobi: Institute of Policy Analysis and Research,

Press.

Nardi, E. 2001. Transition from school to university in Italy: examination reform and

outstanding issues. *Journal of Assessment in Education: Principles Policy and

Practice*, *8*(3):339-351.

National Centre on Secondary Education and Transition, 2004. *How are dropout measured?

What are associated issues? A manual for policymakers, administrators and*

educators. Minneapolis: University Press.

National Commission on Education, 1993. *Reports on recommendations in education.*

Gaborone: Government Press.

National Progress Report, 2010. *Education and training: Implementation of the European*

Union Work Programme. Rome: Government Press.

Nenty, H.J. 2009. Writing a Quantitative Research Thesis. *International Journal of*

Educational Sciences, 1(1):19-32.

Newnnham, D.S. 2008. *Inclusive education: Policy to rhetoric, but what about*

Practice? Bath*:* University Press.

Newton, J. 2002. View from below: Academics coping with quality *Quality in Higher*

Education, 8(1):39-61.

Nind, M. & Wearmouth, J. 2006. Including children with special needs in mainstream

classrooms: Implications for pedagogy from a systematic review. *Journal of Research*

in Special Educational Needs, *6*(3):166-124.

Nkpe, S. February 3, 2004*. First deaf students in Maun Senior Secondary School*. Gaborone:

Mmegi Press.

Ntumy, S.E. 2010. *Inclusion of continuous assessment in JCE to improve performance of*

junior secondary school students in Botswana [Research Essay] University of

Botswana.

Nwaogu, P. P. 2001. *Moderation of Special Education papers*. Tlokweng: College of

Education Press.

Nyaberi, D. 2009. *A policy analysis of formal education in modern multi-ethnic Kenya: A case*

for cultural hybridization. [pdf.] Available

at, <http://www.ncsu.edu/aern/TAS5.4>[Acessed on August 8 2013].

Odukoya, D. 2012. The *Formulation and implementation of educational policies in Nigeria*.

[Lecture presentation transcript at University of Lagos, Department of Education].

Oliver, P. 2008. Writing your thesis. [Ph.D. article]. India. New Delhi: Sage

Publications.

Onwuegbuzie, A.J. & Daniel, L.G. 2003. Topology of analytical and interpretational errors

in quantitative and qualitative educational research. *Current Issues in Education*,

6(2):1-34.

Onwuegbuzie, A.J. & Leech, N.L. 2005. A topology of errors and myths perpetuated in

educational research textbooks. *Current Issues in Education*, *8*(7):1-13.

Onwuegbuzie, A. & Leech, N. 2007. Sampling designs in qualitative research: Making the

sampling process more public. *The Qualitative Report*, *12*(2):238-254.

Onwuegbuzie, A.J., Slate, J.R., Leech, N.L. & Collins, K.M.T. 2008. Conducting mixed

analyses: A general typology. *International Journal of Multiple Research

Approaches*, *1*(1):1-13.

Onwuegbuzie, A.J. & Teddlie, C. 2003. *A framework for analysing data in mixed methods

research*. Thousand Oakes. CA: SAGE Publications.

Opendenakker, R. 2006. Types of interview techniques. *Journal of Qualitative Social

Research*, *7*(4):1-9.

Organization for Economic Co-operation and Development (OECD), 2005. *Policy brief.

Formative assessment: Improving learning in secondary classrooms*. Paris: OECD

Press.

Owour, J. 2007. Integration African indigenous knowledge in Kenya's formal

education system: The potential for sustainable development. *Journal of*

Contemporary Issues in Education, 2(2):21-37.

Ozman, H. & Craver, S. 2008. *Philosophical foundations of education*. New Jersey: Pearson

Education Inc.

Packer, S. & Aggio, C. 2009. Achieving the goals – 2009. *The performance*

of Commonwealth Countries in achieving the Millennium Development Goals

in education and the Dakar Education for All Goals. London: Commonwealth

Publishers.

Pendaeli, J. 2001. Basic *Measurement and Evaluation of Learning: Lecture Notes and*

Problems. Gaborone: Botswana (Pty) Ltd.

Pheko, B. 2006. *Botswana's basic education policy pledges and betrayal: The effects on the*

implementers and the rural people. [Online]. Available at

<http://www.bera.com.bw/Attachments/Bolelang-   08>[PDF] [Accessed on 27

January 2012].

Porter, G. 2011. *Are we star gazing? Can Canadian schools really be equitable and*

inclusive? Toronto: Canada Education Association Press.

Pratt, N. 2011. *Beginning research*. In: Hannan, A. [Ed.]. Plymouth: University of Plymouth

Press.

Presidential Task Group, 1997. *Long term vision for Botswana: Towards prosperity for all*.

Gaborone: Government Printers.

Puddefoot, L. 2012. *BEC uses Botswana National Examinations Processing System to go ahead in e-government strategy*. [MADUO, BEC Newsletter, vol. 1 Issue 5: October, 2012].

Ramatsui, G. 2012. *Motswedi Rehabilitation Centre. People with a disability*. Johannesburg: World Council of Churches Press.

Randolph, J. 2009. A guide to writing the dissertation literature review. Practical Assessment. *Research and Evaluation*, *14*(13):1-16.

Ratsatsi, D.M. 2005. Quality of education in Botswana. [Online] Available at<http:www.wikie.ducator/quality.Ed.jpg>. [Accessed on 2 October 2011].

Razavi, T. 2001. *Self-report measures: An overview of concerns and limitations of questionnaire-use in occupational stress research. Southampton: University of Southampton* [Discussion Papers in Accounting and Management Science]1-175.

Rebell, M. A. 2004. *Adequacy Litigation: A New Path to Equity?* [Research article prepared in the USA for Siegel]. New York: A. T. & C. Press.

Rebell, M.A. 2007. Poverty, 'Meaningful' Opportunity and the necessary Role of the Courts. *New Carolina Law Review, 5* (85): 1468-1542.

Rebell, M.A. & Wolff, J. January, 2009. *Moving Every Child Ahead. From NCLB to Meaningful Education Opportunity*. In: Fuhrman, S. [Editor]. Columbia: College Press.

Reeves, C. 2003. *Implementing the no child left behind act: Implications for rural schools.* Naperville: District Educational Press.

Rikowski, G. 2004. *Lifelong learning policy as labour power production*. In: Hayes, D. [Ed.] London. New York: Routledge Falmer.

Rocco, T. S., Bliss, L.A., Gallagher, S. & Perez-Prado, A. 2003. Taking the next step.

Mixed methods research in organizational systems. *Information Technology*

Learning and Performance Journal, *21*(1):19-29.

Rocha, S.R. 2008. *Brazil Ceara Basic Quality Improvement Project*. Ceara:

World Bank Press.

Rustemier, S. 2011. *Inclusive education: A worldwide movement*. [Online] Available at

<http://ema.sagepub.com/contents/36/171>[Accessed on 28 December 2011].

Ryan, T. 2008. Philosophical homogeneity in pre-service education: A longitudinal survey.

Issues in Educational Research, 18(1):1-23.

Sandler, J. & Apple, M.W. 2010. *A culture of evidence. A politics of objectivity. The*

evidence-based practices movement in educational policy. In: Leonardo, Z. [Ed.]

Rotterdam/ Boston/ Tapei: Sense Publishers.

Schmidt, R. 2005. Systematic metaphor analysis as a method of qualitative research. *The*

Qualitative Report, 10(2):358-394.

Shihiba, S.E.S. 2011. *An investigation of Libyan EFL teachers' conceptions of the*

communicative learner-centred approach in relation to their implementation of an

English Language Curriculum innovation in the secondary schools. [D.ED thesis].

University of Durham.

Sidoli, R. 2008. *Inclusive policy in Italy*. Milan: University Press.

Silveira, R.R. & Biela, R.B. 2003. *Inclusive education in Brazil - Diagnosis of the current*

situation and challenges for the future. [Online] Available at <

http://www.cnotinfor.pt//inclusiva/Educacao>. [pdf] [Accessed on 1 April 2012].
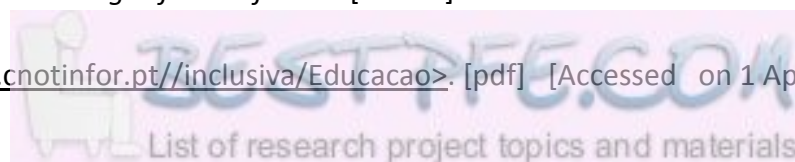
Siniscala, M.T. & Auriat, N. 2005. *Quantitative research methods in educational planning: Questionnaire design.* In: Ross, K.N. [Ed.]. Available at <http://www.sacmeq.org> [Accessed on 11 September 2012].

Smit, B. 2011. *Preparing effective research proposals: Guidelines for master's and doctoral students.* [Tutorial letter 301, August 2011] University of South Africa.

Smith, R.M. 2012. Observing inclusive education in Italy. [Online] Available at <http//:www.miusa.org/ncde/stories/smith> [Accessed on 5 April 2012].

Somekh, B. & Lewin, C. 2005. *Research methods in the social sciences*. Thousand Oaks: Sage.

Special Support Unit. 2012(a). *Early childhood. Early intervention services for young children with special educational needs*. MOESD Press.

Special Support Unit. 2012(b). *Intellectual disability services and information*. MOESD Press.

Spratt, C., Walker, R. & Robinson, B. 2004. *Commonwealth of learning. Mixed research methods*. [Reviewed by: Allsop, T. Freeman, R. & Robinson, B] for Practitioner Research and Evaluation Skills Training in Open and Distance Learning.[Online] Available at <http://www.col.org/prest> [Accessed on 25 August 2012].

Stemler, S. 2012. An overview of content analysis. Practical assessment, research and evaluation. *A Peer-reviewed Electronic Journal, 7*(17): 1531-7714.

Stiggins, R.J. 2001. The unfulfilled promise of classroom assessment. *Educational Measurement: Issues and Practice,* 20(3):5-15.

Tabula, R. July 20, 2008. *Multiculturalism, education and the media*. Gaborone: Gazette Press.

Thomas, G. & Loxley, A. 2001. *Deconstructing special education and constructing inclusion*.

Buckingham: Guilford and King's Lynn Publication.

Timperley, H. & Alton-Lee, A. 2008. Reframing teacher professional learning: An alternative

policy approach to strengthening valued outcomes for diverse learners. *Journal*

of the American Educational Research Association, 32 (1): 328-361.

Tisch, L.M. Levin, H.M. & Kilpatrick, W.H. [Eds.] 2005. *The first annual Teachers' College*

Symposium on educational equity. The Social Costs of Inadequate Education.

Conducted for educational Equity. [Symposium Paper]. Columbia: Columbia

 University Press.

Tlhapi, T. 2006. *Secondary school learners' experience of citizenship in a democratic South*

Africa. [M.A Dissertation]. Pretoria: University of South Africa.

Tlale, B. 2002. *Barriers constraints and difficulties of accessing the Junior certificate*

curriculum by the visually impaired: The experience of Linchwe Community Junior

 Secondary School. [Paper presented at the DCDE Seminar on curriculum and special

education].

Tlo, T. & Campbell, A. 2001. *A History of Botswana*. (3rd Ed.). Gaborone: Macmillan

 Publishers.

Tomasevski, K. 2006. *National law and policies on fee or for free- Botswana*. Copenhagen:

Right to Education Project Press.

Trochim, W.M.K. 2008. *Introduction to Validity: the best available approximation to the*

truth of a given position, inference or conclusion. [Online] Available a<t

 http://www..socialresearchmethods.net/kb/introval.php> [Accessed on 2 May

2012].

Trucano, M. [Ed.]. 2006. Working Paper 4. Management information system: A short

case study of Ghana. [Research Report. February to October]. Education.

Cambridge: Cambridge Press.

Ulrike, H. 2011. *EFA Global Monitoring Report*. [*Background paper prepared on activities of*

the Six Regions of the Framework]. Paris: UNESCO Publishing.

United Nations Education Scientific and Cultural Organisation (UNESCO), 2011. *Botswana.*

(7th Ed.). Paris: UNESCO Publishing.

University of South Africa (UNISA), 2007. *Policy on research ethics. General guidelines for*

ethical research. Pretoria: [UNISA Pamphlet].

Vygotsky, L.S. 1993. *Educational theory in Cultural Context*. New York: Cambridge University

Press.

Watt, D. 2007. On becoming a qualitative researcher. The value of reflexivity. *The*

Qualitative Report, 12(1):82-101.

Weeks, S. 2002. *Pre-vocational secondary education in Botswana. An historical and*

Comparative perspective. Gaborone: University Press.

Wikipedia, 2011(a). *Education Policies* [Online] Available at

< http://wikipedia.org/wiki/Education policies> [Accessed on 20 February 2011].

Wikipedia, 2011(b). *Inclusion (education)*. [Online]. Available at <

http://en.wikipedia.org/wiki/inclusion-(education)> [Accessed on 9 March 2011].

Wikipedia, 2011(c). *Learning theory (education)*. [Online]. Available at <

http://en.wikipedia.org/wiki/learning-theory (education)> [Accessed on 20

December 2011].

Wikipedia, 2012(a). *Educational policy in Brazil*. [Online]. Available

at<http://wikipedia/Education-in-Brazil> [Accessed on 8 August 2012].

Wikipedia, 2012(b). *Sampling (Statistics).* [Online]. Available at <http:// www. Sampling-

Statistics> [Accessed on 22 August 2012].

Wikipedia, 2012(c). *Social research*. [Online] Available at< http://www.wiki-social-research>

[Accessed on 11 September 2012].

Winking, D. [Ed.]. 2002. *Critical issue: Ensuring equity with alternative assessments.*

North Central Education Laboratory in Oak Brook. In: Higuchi, C. L. Darling-

Hammond, L. Jones, B. F. & Ferrara, S [Authors]. [Paper presented at IIinois on

critical issues on assessment equity].

Woessmann, L. & Peterson, P. E [Eds.]. 2007. *Schools and the equal opportunity problem.*

Cambridge: Cambridge University Press.

World Education Forum, 2001. *Dakar Framework for Action. Meeting our Collective*

commitments of all Six Regions of the Framework. Paris: EFA Press.

World Data on Education, 2006. *Botswana.* (6th Ed.). Paris: UNESCO Publishing.

Yan, Z. & Wildemuth, B. 2009. *Unstructured interviews. Applications of social research*

methods to questions in information and Library Science. Available at<http://

www.ils.unc.edu/-yanz/unstructuredintervuews>[pdf][Accessed on June 12 2013].

Yandila, C.D. Komane, S.S. & Moganane, S.V. 2002. *Towards a learner-centred approach in*

senior secondary school science lessons. Department of Mathematics and Science,

University of Botswana. Gaborone: University Press.

Yandila, C. D. & Mogapi, P. 2001. *Teaching Methods*. Department of Mathematics and

Science, University of Botswana. Gaborone: University Press.

Yu, C.H. 2012. *Reliability and validity*. [Online] Available at < http://www.creative-

wisdom.com/teaching/assessment/reliability.html> [Accessed on 3 May 2012].

Zahavi, D. 2006. *The phenomenological tradition. In: Moram, D. Routledge companion to

twentieth-century philosophy*, 660-673 [Ed.] United Kingdom, London: Routledge

Press.

APPENDIX 1:

LETTER FROM THE RESEARCH SUPERVISOR TO THE RESEARCH UNIT

UNISA | university of south africa

UNIVERSITY OF SOUTH AFRICA

FACULTY OF EDUCATION

Post- Graduate studies

P.O. Box 392

UNISA 0003 Pretoria

Head of Research Division

Private Bag 00708

Gaborone

Dear Sir/Madam,

Re: Request for Research Data by Stephanie Eunice Ntumy (0641 315 3)

Stephanie Eunice Ntumy is a D.ED student specializing in Comparative Education. She is currently conducting a survey on 'The relationship between Education Policies on learner dropout in the public schools of the South-Central region of Botswana. 'This calls for obtaining teachers' perceptions and interviews with MOESD officers on the topic.

I will be grateful if you can please help her collect data from the relevant participants. This will enable the research findings to be reliable and valid.

Thank you,

Yours faithfully,

 S. G. Pretorius, (Prof.) (Supervisor, UNISA)

APPENDIX 2:

LETTER FROM THE RESEARCHER TO THE SCHOOL HEADS IN THE RESEARCH REGION

UFS: Research Division

Regional Education Office

Ministry of Education and Skills Development

C/O E. Ntumy

University of Botswana

P/ Bag 0061

Gaborone

June, 2013

To the Heads of Public Senior Secondary schools in South-Central education region

Dear Sir/ Madam,

Re. Request for Research Data by Stephanie Eunice Ntumy [0641 315 3]

I am a D.ED student specializing in Comparative education. I am conducting a survey on 'The relationship between Education Policies on learner dropout in public schools of the South-Central education region of Botswana. This requires collecting data on the perceptions of teachers in the senior secondary schools within the region. The MOESD will profit from the research by using its findings to review its policy strategies as regards basic and inclusive education, as well as those on assessment. The identity of the school and the participants will be anonymous, no physical or emotional risk is anticipated for participating, and any information obtained will be kept confidential.

I will therefore, be grateful if you or any other administrator can please help by granting me 20-25 minutes of your time in an interview on your opinion on the topic. I will be equally grateful if you can grant me the permission to collect perceptions of your staff on the above topic and interviews with the Biology teachers and the inclusive education teacher, as well as evaluate assessment procedures in Pure Biology and Double Awards Biology.

Yours Faithfully,

Stephanie Eunice Ntumy

(Student researcher) **Tel: 76538658; e-mail: stephanientumy@yahoo.com**

APPENDIX 3:

CONSENT LETTER FROM THE RESEARCHER TO THE PARTICIPANTS

<div align="center">
C/O Mr E. Ntumy

University of Botswana

Private Bag 0061
</div>

UFS: Research Division   Gaborone

University of Botswana   June, 2013

P/Bag 00708

Gaborone

Dear Sir/ Madam,

I am a D.ED student at UNISA specializing in Comparative education. I am conducting a survey on the relationship between Education Policies and learner drop out. This requires collecting views from policy formulating, monitoring officials and policy implementers. The MOESD will profit from this research by using the findings to review their policy strategies with regard to basic and inclusive education, as well as on assessment. I will be grateful if you can please help by answering few interview/ item questions based on your personal views by granting me 20–25 minutes of your time, or allow me to evaluate your assessment procedures for evaluation purposes.

Consent.

Please note that your confidentiality is guaranteed. Your participation is entirely voluntary. You may answer a particular question as you wish, and you may end the session at any point. Your participation and information provided will be strictly confidential and your identity will be anonymous. There is no anticipated physical or emotional risk in participating in the research.

Please indicate whether or not you wish to continue to participate: Sign: --------------- Date---------------------

I certify that I have been invited to participate in the research entitled 'The relationship between Education Policies and learner dropout in public schools of the South-Central

region of Botswana' currently being carried out in my school/department. I certify that I am voluntarily giving my consent to participate in this study and certify also that:

1. I have received a letter as regards the details of the research ☐
2. I understand the aims of the research explained in the letter ☐
3. I have been informed that I can withdraw from the study at any time without repercussion ☐
4. I have been informed that the information I provide will be kept confidential ☐
5. I have been informed that my identity and that of my school/department will be kept anonymous ☐
6. I have been asked if I want to receive summary of the findings ☐
7. I have been informed that I can contact the researcher for queries or complaints at any time by phone or e-mail. ☐

Tel: 76538658; e-mail: stephanientumy@yahoo.com

APPENDIX 4:

LETTER FROM THE RESEARCHER TO THE DIRECTOR OF EDUCATION

C/O Mr. E. Ntumy

Regional Education Office   University of Botswana

Ministry of Education and Skills Development   P/Bag 0061,

P/Bag 00343   Gaborone

Gaborone   May, 2013

Dear Sir/ Madam,

Re. Request for Research Data by Stephanie Eunice Ntumy [0641 315 3]

I am a D.ED student specializing in Comparative education. I am conducting a survey on 'The relationship between Education Policies on learner dropout in public schools of the South-Central education region of Botswana'. This requires collecting data on the perceptions of teachers in the following senior secondary schools: Naledi, Gaborone, Molefe, Kgosi Kgari Sechele ll ,and St Joseph. The MOESD will profit from the research by using its findings to review its policies and strategies set up to implement them regarding basic and inclusive education, as well as those on assessment. There is no physical nor emotional risk involved by participating in this research as the identities of the schools and the participants will be anonymous, and any information obtained kept confidential.

I will therefore, be grateful if you can grant me the permission to collect perceptions of teachers within the specified region on the above topic and interviews with the Biology teachers and the inclusive education teachers, as well as check teachers' assessment procedures in Pure Biology and Double Awards Biology.

Yours Faithfully,

Stephanie Eunice Ntumy (Student researcher)

Tel: 76538658; e-mail: stephanientumy@yahoo.com

APPENDIX 5:

THE QUESTIONNAIRE

Demographics sector: Answer the following questions by circling your choice.

1. What is your gender? (qd1)

a. female

b. male

2. Which of the following best describe your school? (qd2)

a. inclusive (school including special needs learners) school including special needs learners of low abilities

b. school inclusive of low ability learners

c. school inclusive of physically disabled and low ability learners

d. inclusive school of the blind and low ability learners

e. other (specify)

Please circle the letter(s) on the left indicating your response to the following questions.

(S.A: strongly agree (1), A: agree (2), D: disagree (3), S.D: strongly disagree (4).

1	SA	A	D	SD	Most learners stay in school for fear of their parents
2	SA	A	D	SD	Whatever happens, I must ensure that learners finish their education
3	SA	A	D	SD	Learners generally hate school most of the time
4	SA	A	D	SD	Teacher-centred instruction makes learners feel forced to stay in school
5	SA	A	D	SD	The Botswana Examination Council (BEC)'s examinations do not necessarily measure learners' potentials
6	SA	A	D	SD	Schools produced better results previously before becoming inclusive schools
7	SA	A	D	SD	Basic education is not accessible to all learners.

8	SA	A	D	SD	Including the special needs learners in the regular schools will lead to increase in dropout
9	SA	A	D	SD	Botswana's policy of teaching diverse learners in one classroom contributes to learner dropout
10	SA	A	D	SD	National principles of development, self-reliance, democracy, unity, and 'botho' are not properly implemented with regard to disabled learners in the schools
11	SA	A	D	SD	Including the pre-primary level within the public schools will reduce dropout in Standard 1 by preparing learners for the learning environment
12	SA	A	D	SD	The strategies in use to implement the Basic Education Act such as rote (cramming) learning and summative assessment lead to learner dropout
13	SA	A	D	SD	There is too much theoretically-oriented objectives within the teaching syllabi depriving learners of practical skills
14	SA	A	D	SD	The disjuncture between the policy-makers and the teachers in relation to implementing Education Acts leads to learner drop out
15	SA	A	D	SD	The automatic progression practice from one class level to the next leads to dropout as it prevents learners from receiving adequate training
16	SA	A	D	SD	Teachers in the schools with physically disabled/ /blind learners feel they are over worked compared with their counterparts in schools without the afore-named learners
17	SA	A	D	SD	The weight given to practical aspects of subjects (i.e. 20% for Pure Biology) towards certification is low and must be increased
18	SA	A	D	SD	The policy of mixed-abilities-teaching does not benefit the high and low ability learners, as curricula only target the average
19	SA	A	D	SD	Most learners enjoy activities in subjects of practical nature
20	SA	A	D	SD	Learners feel better off outside school than being at school due to academically focused curriculum content
21	SA	A	D	SD	Special needs learners are better off in boarding schools than in the

					regular schools
22	SA	A	D	SD	Some learners from the nomadic sector drop out of school due to the lack of mobile schools
23	SA	A	D	SD	Special needs learners are more likely to complete their basic education at special schools with the relevant resources than in inclusive-schools
24	SA	A	D	SD	Majority of teachers continue to use the teacher-centred teaching approach instead of the prescribed learner-centred due to large number of learners in a class
25	SA	A	D	SD	The lack of course-work towards certification in a subject such as, Single/Double Award Biology denied learners the opportunity to acquire the necessary life skills
26	S.A	A	D	SD	The current pupil teacher ratio of 17: 1 (UNESCO, 2006: 21; World Data on Education, 2011: 1-2) does not give room for teachers to teach effectively to prevent learner dropout

27. Explain briefly steps you undertake towards building your own capacity to effectively perform your duties without government assistance? (qo27)---
----

----

28. How do you execute your duties with regard to the strategy of incorporating the concepts of life skills to be of relevance to the learners? (qo28)--
----

----

29. Do you implement any child-centred /remedial teaching/ formative/ and (or) criterion-referenced-testing activities in your classroom? If your response is yes, indicate in the box your type of activity (qs29)

(a) daily homework ☐ (b) peer marking ☐ (c) group projects ☐ (d) individual portfolios ☐ (e) industrial trips ☐ (f) experiments ☐ (g) peer tutoring ☐ (h) out of class coaching ☐ (i) teaching in groups ☐ (j) others (specify) ☐

30. Do you encounter any difficulties in implementing the activity(ies)? If yes indicate in the box (qs30)

(a) learners not enthusiastic on project work ☐ (b) time is limited ☐ (c) large classes ☐ (d)Mismatch between continuous assessment and BEC assessment practices ☐ (e) lack of accountability usage of projects ☐ (f) Learners not interested in classroom participation or extra learning activities ☐

31. With regard to Education Acts/Policies of basic, and inclusive education as well as that of assessment to curb school dropouts, I recommend that (qo31)--------------------------------------

----

----

32. Is there anything else you want to say on the topic?-(qo32)--------------------------------------

----

Thank You for participating in this research **Contact details of the researcher: Phone: 76538658; e-mailstephanientumy@yahoo.com**

APPENDIX 6:

THE INTERVIEW AND THE EVALUATION GUIDES FOR BIOLOGY TEACHERS

 APPENDIX 6A:

Interview questions measuring objective 2 for Biology teachers

Teacher's Qualification (ed1) --

Subject Area: (ed2) --

Number of learners in class: (ed3) ---

1 . Do you think all learners in the class access the available learning resources equitably?

Please explain your answer.(eo1) --

----

2. What instructional methods do you mostly use?(eo2)--

----

3. What assessment methods work best for you in the diagnostic and accountability

process? (eo3)--

----

4. Are your instructional and assessment methods restrained or guided in any way by class

diversity, class size, or the Botswana Examination Council (BEC)'s evaluation practices?

(eo4)--

----

5. Do you think combining the theoretical and the course-work aspects of the syllabus

during your daily teaching will enhance knowledge and skill retention thereby reduce

learner dropout? Please explain your answer (eo5)--

APPENDIX 6B:

Lesson observation guide measuring objective 2

1.The teacher used learner-centred approach of instruction: (el1)

a. Always ☐   b. never ☐   c. occasionally ☐

2. Learners had access to laboratory equipment, computers, books, other learning materials. (el2)

a. most learners ☐   b. few learners ☐   c. no learner ☐   d. all learners ☐

3. Learners use of equipment demonstrated familiarity with usage: (el3)

a. to a great extent ☐   b. no familiarity ☐   c. small degree of familiarity ☐

4. Teacher's items as recorded in scheme book and test papers showed: (el4)

a. formative and summative assessment strategy in use ☐   b. mainly psychometric and summative. ☐   c. follows BEC's strategies and directed towards attainment of scores ☐

5. Participation in classroom and school activities by special needs learners was: (el5)

a. proactive ☐   b. directed by the teacher ☐   c. guided by their peers ☐   d. limited to a minimum ☐

Teacher's comment on the observation and interview

Thank you for participating in this research. **Contact details of the researcher: Tel: 76538658. e-mail: stephanientumy@yahoo. com**

Interview Guide for policymakers, monitors, evaluators and implementers measuring research questions 1& 4. (Codes of the items are in bracket beside each item, i.e., (nI1 below) for analysis purpose)

INSTRUMENT: Interview guide

Interview questions were based on themes (or phenomena under investigation) of policy formulation strategies, basic and inclusive education, implementation, monitoring, mentoring, and assessment strategies in use: public awareness on policies, pre, and in-service teacher training strategies and recommendations**.** Items were derived from the research topic and traced to the investigation carried out (as regards the literature) in Chapters 2 and 3.

APPENDIX 7:

THE INTERVIEW GUIDE FOR THE NATIONAL COUNCIL OF EDUCATION (NCoE)

The NCoE are divided into specified areas of curriculum/basic, inclusive education and Examinations Acts/policies.

1 Background Information

- ❖ What is the name of this department, unit or organisation? (nI1)
- ❖ Does your mandate cover areas of policy formulation, information dissemination, policy monitoring and evaluation? (nI2)
- ❖ What current information is available regarding strategies established and those in use to implement the Basic Education Act/ the Examinations Act or Inclusive Education Policy? (nI3)

11 Procedures Adopted towards executing your mandated Duties as regards Education Acts/Policies

- ❖ Is there a Policy/Act guiding the inclusion of special needs learners within the mainstream schools? (nII1)
- ❖ If the answer is yes when was this Act/Policy enacted/launched?(nII2)
- ❖ Are there /what are the strategies towards implementing the Policy/Act? (nII3)
- ❖ What measures have you put in place for the implementation of the learner-centred / formative assessment strategies within the schools and with the BEC? (nII4)
- ❖ The current monitoring activities of providing continuous learning for dropouts through BOCODOL, Adult Education and other such Units have failed to equip youth with life skills and accommodate them all. What other curricula/ assessment strategies have you put in place towards alleviating dropout? (nII5)
- ❖ Are there any plans to ensure every child receives basic education i.e., scholarship schemes, salary inducement package for rural teachers, mobile schools, making basic education free and compulsory, adapting the curricula? (The current infrastructure and curricula, as well as boarding, transport etc. schemes have failed to reach several marginalised groups). (nII6)

- ❖ Is the launch of the above-named Acts / Policies influenced in anyway by the current global trends? (i.e., curricula broadening to include diverse learners, etc. (nII7)

- ❖ The current re-entrants figures (462 out of 700 dropout) in Standard 1 in 2009 (Central Statistics Office (CSO, 2010:7, &9) is very low, what measures have you put in place to mentor and guide dropouts back into the basic education programme? (nII8)

- ❖ High dropout figures in the 'W' region, 'Kg' district, and 'Ng' (498 highest) might be explained to lack of resources, how can you explain the high dropout rate (409 second highest) in 'K' district (CSO, 2009: 20)? (nII9)

- ❖ Currently, the MOESD's implementation of basic education does not include the pre-primary level though the sector forms part of the policy. (Studies have proved that children who did not receive pre-primary prior to primary education dropout from school at a higher significant level than those learners who did). What are your plans to remedy this shortcoming by implementing the Basic Education Act in relation to the pre-primary sector? (nII10)

- ❖ The Department of Curriculum Development and Evaluation (DCDE)'s principles of relevance and encouraging learners' use of their own best learning methods are latent on the ground. What measures have you undertaken to remedy this? (nII11)

- ❖ Courses of mixed-abilities-teaching were sacrificed for those on inclusive education at the colleges though learners are still of diverse nature (very low, average, and high ability) how do you justify the curricula change? (nII12)

111 Relations with other MOESD departments regarding policy decisions and implementation

- ❖ How do you network with other departments/units of the MOESD? (nIII1)

- ❖ Could you specify the exact activities your department perform to synchronize policy formulation with implementation strategies in use? (nIII2)

1V Concluding remarks

- ❖ What recommendations will you make towards synchronization of policy's formulation, monitoring and strategies set up to implement Acts/Policies enacted? (nIV1)

❖ What challenges if any does your department face with regard to policymaking, monitoring, and public awareness? (nIV2)

❖ What initiatives will you consider important concerning education policymaking? (nIV3)

❖ Is /Are there any other issue(s) regarding policymaking and monitoring not covered by this interview you will like to add? (nIV4)

APPENDIX 8:

THE INTERVIEW GUIDE FOR THE DEPARTMENT OF TEACHER TRAINING AND DEVELOPMENT (DTTD)

1 Background Information

- ❖ What is the name of this department? (dtI1)
- ❖ What are your duties regarding education policymaking, monitoring and implementation?(dtI2)
- ❖ What strategy(s) have you set up towards executing these responsibilities? (dtI3)

11 Procedures Adopted towards executing your mandated Duties as regards Education Acts/Policies

- ❖ Activities of the education centres have been ineffective in ensuring the implementation of the child-centred teaching and formative assessment methods by teachers. What new plans do you have in reversing the improper implementation of the above-named learning activities? (dtII1)
- ❖ Accessible and equitable distribution of education resources to all learners is poorly implemented within the schools. What steps have you taken to rectify the situation? (dtII2)
- ❖ It has been documented (Brandon, 2006: 41) that 74% of teachers handling the special needs learners had never received pre-or in-service training in courses as regards special needs learners. What steps have you undertaken to ensure that special needs learners access the regular curriculum in the public schools? (dtII3)
- ❖ Which other methods besides in-service training do you use towards capacity building of teachers? (dtII4)

111 Relations with other MOESD departments regarding policy decisions and implementation

- ❖ Does your department network with other MOESD Units as regards implementation of Education Acts and Policies regarding teacher training? (dtIII1)

❖ What specific activities are performed by your department to link it to other departments on policy formulation and (or) strategies to implement them? (dtIII2)

1V Concluding remarks

❖ What are the challenges if any does your department face with regard to in-service teacher training to meet the continuous changes in the curricula?(dtI1V)

❖ What are your recommendations regarding in-service teacher-training to meet emerging challenges towards alleviating learner dropout? (dtIV2)

❖ What steps will you consider important in relation to strategies in use and evaluation of in-service training of teachers? (dtIV3)

❖ Are there other issues not covered in this interview that you consider relevant to policy decisions and implementation you will like to add? (dtIV4)

APPENDIX 9:

THE INTERVIEW GUIDE FOR THE BOTSWANA EXAMINATIONS COUNCIL (BEC)

Before starting the interview an appreciation was expressed by the researcher to this organisation in the areas of:

- Granting permission for the use of its library facilities

- Offer of documents such as pamphlets, and reports for use in the current research

- Providing verbal updates on current on-going revisions of syllabi not yet documented

1 Background Information

❖ What is the name of your organisation? (bI1)

❖ What are your areas of responsibility as regards assessment policy formulation and its implementation? (bI2)

❖ What major changes (assessment procedures) occurred since BEC replaced ERTD in 2007? (bI3)

11 Procedures Adopted towards executing your mandated Duties as regards the Examinations Act

❖ Although the BGCSE is modelled on the IGCSE, the DCDE syllabi course work weight prescribed towards certification is 50%. Beside your reason of internal course-work marking not being standardised (BEC, 2010: 25), explain why you allocate 0% to 20% (i.e., Single /Double Awards and Pure Biology) weights towards certification? (bII1)

❖ Although the BEC has provided assessment guidelines for internal moderation of course-work to teachers, internal scores continue to be inflated. What further measure (s) has BEC undertaken to curb the afore-named anomaly? (cf. b II1)? (bII2)

❖ Are BEC's policy decisions and strategies set up to implement the Examinations Act influenced in any way by the current global assessment policy trends?(bII3)

❖ Are there plans under way to use classroom records for accountability purposes such as progression even though BEC is only mandated on summative assessment? (bII4)

❖ Does the BEC perform any testing activity at the pre-primary level? (bII5)

111 Relations with other MOESD departments as regards assessment policymaking and implementation

❖ How does your organisation network with other MOESD Units with regard to implementing the Examinations Act? (bIII1)

❖ What specific tasks does your organisation perform to synchronize with the DCDE's and the current global assessment trends? (bIII2)

1V Concluding remarks

❖ What challenges are faced by your organisation as regards the implementation of the DCDE's prescribed assessment strategies? (bIV1)

❖ What initiatives would you consider important in relation to implementing the DCDE's assessment methods and that of the Examinations Act's? (bIV2)

❖ What recommendations will you make towards synchronisation of the teaching and assessment syllabi to alleviate learner dropout? (bIV3)

❖ Is/Are there any other issue(s) not covered in this interview concerning the implementation of the Examinations Act you would like to add? (bIV4)

APPENDIX 10:

THE INTERVIEW GUIDE FOR THE DIVISION OF SPECIAL EDUCATION (DSE)

1 Background Information

- ❖ What is the name of your division? (dvI1)

- ❖ What duties do you perform as regards Education Policy? (dvI2)

- ❖ What lessons have you learnt on the inclusion of special needs learners within the regular schools? (dvI4)

11 Procedures Adopted towards executing your mandated Duties as regards Inclusive Education Policy

- ❖ Is there a Policy/Act guiding the inclusion of special needs learners within the mainstream schools? (dvll1)

- ❖ If the answer is yes when was this Act/Policy enacted/launched? (dvll2)

- ❖ Are there strategies towards implementing the policy? (dvll3))

- ❖ Does the department of Special Support Services have a budget to run it? (dvll4)

- ❖ Do you have documents to refute or challenge the public outcry that Inclusive Education Policy led to increase in school dropouts of both the disabled and non-disabled learners?   (dvII5)

- ❖ What provision have you put in place concerning the staff not trained to deal with disabled learners beside the single Inclusive Education staff posted to inclusive schools? (dvII6)

- ❖ What do you say with regard to special needs learners not accessing the regular curriculum /and BEC's assessment strategies regarding special needs learners in terms of modification towards certification? (UNESCO, 2011:10; (most disabled in regular schools do not access the curriculum due to communication problems); Brandon, 200:41 (74% of teachers in schools with special learners did not receive pre-or in-service training in special-needs courses). (dvII7)

- ❖ Is the launch of this policy influenced in anyway by the current global trends (AU 2000-2009 decade of disabled Declaration, Salamanca Declaration of 1994)? (dvII8)

❖ Is there any monitoring or other activity carried out by your division regarding special needs learners at the pre-primary level? (dvII9)

111 Relations with other MOESD departments as regards policymaking and implementation

❖ How does your division network with other MOESD departments regarding the implementation of the Inclusive Education Policy?(dvIII1)

❖ What specific activities do you perform to link inclusive education policymaking with its implementation? (dvIII2)

❖ It has been documented that some regions over budget and others do not budget at all with regard to special needs learners (DSE 2001 cited by Hopkins, 2004:93). What actions or plans have you put in place to remedy this anomaly? (dvIII3)

1V Concluding remarks

❖ What are the challenges facing your division with regard to implementing Inclusive Education Policy? (dvIV1)

❖ What steps would you consider important in relation to using proper strategies towards implementing Inclusive Education Policy? (dvIV2)

❖ What recommendations will you make in relation to inclusive education policy making and monitoring to combat learner dropout of both disabled and non-disabled? (dvIV3)

❖ Are there any other issues relating to Inclusive Education Policy not covered in this interview you would like to add? (dvIV4)

APPENDIX 11:

THE INTERVIEW GUIDE FOR THE DEPARTMENT OF CURRICULUM DEVELOPMENT AND EVALUATION (DCDE)

The DCDE has the responsibilities to develop, revise, the teaching curriculum to be in line with the adopted national goals and principles; as well as comply with the current global trends. It also supplies teachers with teaching materials. The researcher expressed her gratitude to this department before starting the interview session in the areas of:

- Access to curriculum reports, and policy documents
- Valuable verbal update on latest development regarding those mandated in specific areas of implementation duties
- Providing the researcher with the latest loci of inclusive schools of the blind, deaf.

I Background Information

- ❖ What is the name of your department? (dcI1)
- ❖ What are your current responsibilities as regards Education Acts? (dcI2)
- ❖ Do you think the Department of Out of School Education and Training (DOSET) and the launch of Adult Basic Education Programme (ABEP) has curb dropout among out of school learners? (dcI3)

II Mechanism in place for executing responsibilities of curriculum development and evaluation

- ❖ What measures have you put in place regarding implementation of the DCDE's strategies of relevance, and learner-centred teaching that are latent in the schools? (dcII1)
- ❖ What are your current findings and measures on the implementation of course-work assessment towards certification by the BEC and within the schools (beside the BEC having the mandate regarding allocation of weights and marks towards certification)? (dcII2)

❖ What provisions (study and learning materials) have you made to ensure special needs learners access the curricula towards the success of Inclusion Education Policy? (dcII3)

❖ Is the introduction of policies by the DCDE influenced in anyway by the current global trends of instruction methods (active-learning) and curricula broadening? (dcII4)

❖ The DCDE has drawn a curriculum material for the pre-primary level. Is there any monitoring activity as regards implementation of this curriculum? (dcII5)

III Relations with other MOESD Units in the Implementation process

❖ How does your department network with the BEC and teachers as regards the use of the DCDE's assessment strategies? (dcIII1)

❖ What specific tasks are performed by your department to ensure the proper use of the prescribed teaching strategies within the schools? (dcIII2)

IV Concluding remarks

❖ What challenges does your department face in relation to proper implementation of the DCDE's teaching and assessment strategies by the BEC and the teachers? (dcIV1)

❖ What initiatives would you consider important in relation to the use of proper teaching and assessment strategies by the implementers? (dcIV2)

❖ Are there any other issues on implementation procedures not covered in this interview you would like to add? (dcIV3)

APPENDIX 12:

THE INTERVIEW GUIDE FOR THE INCLUSIVE EDUCATION TEACHERS

1 Background Information

- ❖ Does your unit have a special name within the school? (isI1)
- ❖ What duties do you or your unit perform as regards special needs learners? (isI2)

11 Procedures Adopted towards executing your mandated Duties as regards Inclusive Education Policy

- ❖ Is there a Policy/Act guiding the inclusion of special needs learners within the mainstream schools? (isll1)
- ❖ If the answer is yes when was this Act/Policy enacted/launched? (isll2)
- ❖ What lessons have you learnt on the inclusion of special needs learners in the regular schools? (isII3)
- ❖ How many trained staff (beside yourself) are there with regard to children with disabilities? (isII4)
- ❖ Will you say the number of learner dropout is higher since the schools became inclusive schools compared to previous performance? (isII5)
- ❖ Do the special needs learners access the curriculum on equal level as the non-disabled learners? (isII6)
- ❖ What are your views regarding alternate assessment strategy for disabled learners? (isII7)

III Relations with other MOESD Units in Inclusive education Implementation process

- ❖ How do you network with teachers or other policy implementers (the BEC) with regard to innovative teaching strategies regarding special needs learners? (isIII1)
- ❖ What specific tasks do you or your unit perform to ensure the proper use of the DCDE's teaching strategies regarding special needs learners within the school? (isIII2)

1V Concluding remarks

❖ What challenges do you and your staff face in implementing Inclusive Education Policy in your school? (isIV1)

❖ What initiatives would you consider important in relation to the use of proper teaching and assessment strategies for special needs learners by teachers in the school? (isIV2)

❖ What recommendations will you make to alleviate learner dropout especially among the disabled? (isIV3)

❖ Is/Are there any other issue(s) on implementation procedures as regards disabled learners not covered in this interview you would like to add? (isIV4)

APPENDIX 13:

THE INTERVIEW GUIDE FOR THE SCHOOL ADMINISTRATORS

I Background Information

- ❖ What specific sector of inclusion is your school? (aI1)
- ❖ In which year was the school made inclusive of this sector? (aI2)

II Procedures adopted to carry out responsibilities of administration

- ❖ What additional duties do you have to perform due to your school becoming inclusive of this special needs sector? (aII1)
- ❖ Do you have any jurisdiction over curriculum and infrastructure adaptation to accommodate disabled/ special needs learners? (aII2)
- ❖ How adequate are resource (infrastructure, staff assistants, learning materials) provision/development as regards accommodating the afore-named disabled learners? (aII3)
- ❖ Would you say all learners within the school access all learning materials equitably? (aII4)
- ❖ What innovative monitoring activity do you carry out to ensure learner retention? (aII5)
- ❖ How do you explain the current high dropout rate in the schools (now inclusive of special needs learners) compared to their previous performance records? (aII6)

III Relations with other MOESD departments

- ❖ What administrative activities do you perform to network with other MOESD departments/ schools? (aIII1)
- ❖ How would you grade the success of your networking activities in relation to achieving your objectives? (aIII2)

IV Concluding Remarks

- ❖ What administrative challenges do you face towards the implementation of the Inclusive Education Policy? (aIV1)

- ❖ What are your views with regard to Inclusive Education Policy, the Examinations Act, and the Basic Education Act to prevent learner dropout? (aIV2)
- ❖ What recommendations would you make to aid proper implementation of the named Education Acts? (aIV3)
- ❖ Is/Are there any other issue(s) not covered in this interview you would like to discuss? (aIV4)

APPENDIX 14:

THE CONTENT ANALYSIS (CA) RELIABILITY CODING GUIDE USED BY THE THREE CODERS

CA reliability coding guide on inclusive education policy involving the MOESD participants used by the 3 coders

CA reliability coding guide on Inclusive Education Policy of the MOESD participants used by the 3 coders	Coder 1	Freq.	%	Coder 2:	Freq.	%	Coder 3:	Freq.	%
Inclusive Education Policy: strategies in use : CA words, phrases or themes (special needs in regular schools, intake)handled by 3 ministries, improper adaptation of curricula, infrastructure, lack of special needs teach	12/12 special needs intake, 2/23 mist. invol,10/12, improper adaptation of materials, 12/12 lack of special needs teach	36/38	95		36	95		43	
Link to dropout: CA categories of words, phrases or themes (non-parental involvement, inadequate: teaching and learning resources, curriculum contents and infrastructure, domiciliary teachers, awareness, occupational therapy, budget restraints	12/12 non-parental involvement, 10/12 inadequate. Resource, 10/12 budget restrnt.8/12 Lack of import sectors occupational therapy	40/48	83		40	83		43	

Plans to reduce dropout: CA categories of words, phrases or themes: (parental involvement, DCDE monitoring, set up evaluation plan, special schools, training	7/12 special schools, 12/12 parent invol,12/12 training of spec.tec.,12/12m onitori monitoring	43/4 8	0. 9		43	.9		43	