

PERFORMANCE OF INCOME GENERATING-PROJECTS SUPPORTED BY
BOTSWANA NATIONAL LITERACY PROGRAMME

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ABSTRACT

The Botswana National Literacy Programme (BNLP) was officially launched in 1981 as a major adult literacy initiative. Literacy was in this case defined as reading, writing and calculating. However, experience over the years of implementation showed that provision of the 3Rs is not enough but literacy needs to be made functional in order to be useful to the learners in their daily lives. Income generating projects were therefore introduced to the National literacy programme as a way of making literacy functional. It has been realized however that the BNLP supported income generating projects are failing or not doing well. The aim of this study was therefore to investigate the performance of income generating projects supported by BNLP in relation to projects meeting member' objectives, group dynamics, economic growth, members' health status, commitment to the projects, use of literacy skills in running the projects, conducting feasibility studies before embarking on income-generating projects, business management, availability of start up finance and follow up. Hypotheses of this study stated that the BNLP-supported income generating projects are failing because of projects not satisfying members' needs, group disputes among group members, lack of growth, ill health lack of members' commitment to the projects, inappropriate literacy curriculum, inadequate feasibility studies before starting the projects, business management, lack of finance and lack of follow up after training.

The methodologies used for this study were participatory and survey research. Qualitative strategies were employed using focus group discussions, force field analysis, observations and questionnaires. Stratified random sampling, was employed to select the sampled population of ten operating and ten non-operating income-generating projects in the South East, Southern and Northern regions of Botswana. Purposive sampling was employed to select all twelve trainers of the income generating projects within the same regions. The results of this study were analysed using SPSS 11.5, and manual inspection.

The results of this study supported this hypothesis to a great extent in that causes of failure of the projects were because the personal objectives of project members were not met, there was a problem of group disputes among members, ill health of some members was

affecting their production, literacy skills learnt in literacy and income generating skills provided by BNLP were not adequate to be used in the running of the project and business skills are taught separately from the basic literacy skills of reading and writing and numeracy. Feasibility studies were not conducted before embarking on income generating projects and there was mismanagement of the projects. Inadequate follow up was also seen to be one of the contributory factors to the failure of projects. Hypothesis of this study was also partially rejected in a sense that, the results showed that almost all the projects received some grants to start their projects and therefore start up finances were not a problem but rather a problem of shortage of funds for expansion, Lack of ensuring sustainability of projects was due to mismanagement of the funds by the office bearers and mostly LGLs.

Recommendations of this study directed to income generating-project members included settling group disputes, conducting feasibility studies, embarking on relevant projects individually or as groups. Policy recommendations included support of individual and group projects, running a pilot project where appropriate literacy needs of the piloted projects will be provided, involvement of the participants in decision-making concerning their projects and curriculum. The policy recommendation included ensuring that funds are only given to viable projects and literacy curriculum is relevant to the running of income generating projects to ensure sustainability. Recommendations for further studies included BNLP conducting an in-depth study to establish the prospects and problems of group approach in income generating activities, investigate the level of skills that the BNLP supported income-generating projects and their trainers possess and their specific needs for skills development and lastly evaluate the training materials used in both literacy classes and income-generation training to get more insight on what is lacking, and how this could be improved.

DEDICATION

This research is dedicated to my husband Toro Motiki for his constant support and understanding, my son Remmogo Motiki who had to endure long periods without his mother's love and care, my daughter Boikhutso Nfila and her family, my mother Dineo Manowe for their support, my supervisor Maryan Green for her valuable advice and for many opportunities she had afforded me during my academic career.

DECLARATION

I hereby declare that this research is the result of my own investigation, and has not been submitted for any other degree. Where use has been made of the work of others, this has been acknowledged in the text.

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ABBREVIATIONS

BNLP	Botswana National Literacy Programme
ILO	International Labour Organisation
LGLs	Literacy Group Leaders
NDP	National Development Plan
UIE	UNESCO Institute for Education
UNESCO	United Nations Education Scientific and Cultural Organisation
SPSS	Statistical Programme for Social Sciences
SIAPAC	Social Impact Assessment and Policy Analysis Corporation
ACAT	Africa Co-operative Action Trust

CHAPTER 1

THE PROBLEM AND ITS SETTING

1.1. Introduction to the research problem

Small-scale enterprises play an important role in the economic development of Botswana as they contribute to job creation as identified by Botswana Ministry of Commerce and Industry (1997:30). The development of small-scale enterprises to support economic diversity and create employment is therefore highly supported in Botswana as this could be seen from the 2003 Botswana National Development Plan 9 (NDP 9) where it is indicated that “the government would continue to facilitate the development of vibrant and efficient small scale enterprises to address in particular the unemployment problems and to facilitate rural industrialisation” (NDP 9:2003:145). The NDP 9 also emphasised that most importantly such efforts will be pursued to facilitate the increased participation of Botswana people in business. A number of government departments and Non Governmental Organizations are therefore involved in training and supporting of small-scale entrepreneurs as mentioned by Botswana Ministry of Commerce (1997:31) and these include the Botswana National Literacy Programme (BNLP).

1.2. Background information of the BNLP

During the pre-independence period (before 1966) adult literacy in Botswana was provided on a very small scale by different organizations both governmental and Non-governmental. Literacy classes were then conducted by community development assistants, who worked under the direction of welfare office in the Department of Education, the Botswana Christian Council, the Young Women Christian Council, the Botswana Council of Women, the young Women Christian Association, the Botswana Council of women and the Lutheran Church of Botswana. Similarly not much was done in relation to adult literacy in the first ten years (1976) after independence (Bagele *et al* 2003:5).

In 1976 Botswana Extension College conducted two literacy pilot projects as indicated in the Education for Kagisano report (1977:30). The results of these projects indicated that there was popular demand for literacy in Botswana. In 1977 the National Commission in Education recommended that literacy should be given priority. The commission came up with a white paper, entitled, "National Policy on Education." It categorically stated that consideration be given to literacy work and that the consideration was long overdue. Consequently the Department of Non Formal Education (DNFE) was established in 1979 and it came up with a nation wide literacy programme. The initial objectives of the Botswana National literacy Programme (BNLP) were to:

- Eradicate illiteracy and to enable an estimated population of 250 000 to become literate, in Setswana and numerate within a period of six years, that is 1980 to 1985.
- Enable the National literacy programme participants to apply knowledge in developing their cultural, social and economic life.
- Enable participants to effectively perform community duties on the one hand and to exercise their rights and obligations of citizenship on the other (Mutava and Mutanyata 1998:3)

When the BNLP was started, it was a development project with a definite life span of six years. The evaluation of the programme by Gaborone *et al* (1987) clearly demonstrated that adult literacy is a long-term activity just like other educational programmes. It is because of these reasons that the BNLP is now an ongoing programme. Initially the programme was only offering reading, writing and numeracy skills (3Rs) but as Gaborone *et al* (1987:50) identified adults do not just want to learn the 3Rs but rather learn to use the skills in their daily lives. This showed that the acquisition of the 3Rs alone does not necessarily satisfy the needs of the adult learner. The adult learners have high expectations for better life and improved standard of living. The international community also recognised the need to broaden literacy beyond teaching the 3Rs as could be seen that in 1990 an Education for All world conference held in Jomtein, Thailand influenced the definition of literacy to be broadened. The definition was to encompass not only the 3Rs but also included functional skills such as production and life

skills (Wagner 2000: 128). To address the learners' needs and to facilitate the functional literacy approach Home Economics was incorporated into the BNLP. The Home Economics Unit was incorporated into the DNFE in order to link literacy with functional skills and entrepreneurship training became part of that. After acquiring some Home Economics skills some participants were motivated to embark on income generating projects. In 1990 the Home Economics programme was evaluated by Social Impact Assessment and Policy Analysis Corporation (SIAPAC)-Africa. Though the content was seen to be well illustrated, there were some deficiencies identified such as the exclusion of many production skills and business skills required by participants to effectively run the income generating projects; for example, agriculture related production skills, marketing and business management among others. As a result of these deficiencies, as mentioned by UNESCO Institute for Education (UIE) (2004:40) the Home Economics programme was extended to include skills useful to start or improve business such as agricultural related production skills business management, record keeping, marketing, costing and pricing. Attached is the course outline of one of the business training manuals (Appendix A). After training some participants are motivated to embark on income generating projects which are mostly run by groups (UIE 2004: 13). This study therefore aimed at investigating the performance of the income generating projects supported by the BNLP.

1.3. Importance of the study

The Revised National Policy on Education (1993:167) recommended that the Department of Non-Formal Education should; "Give greater priority to functional literacy activities, particularly in relation to the development of a literate environment and support to productive activities in relation to traditional agriculture and the informal sector" (Recommendation 82a). This recommendation emphasized that the learning of literacy by the participants should empower them by improving their access to opportunities for work-related challenges and productive activities. Further more, despite training that BNLP offered, several reports

(Mutava and Mutanyata 1998, Bagele et al 2003, UIE 2004) stated that the BNLP supported income generating projects were either not doing well or failing (not sustainable).

1.4. Statement of the problem

The aim of this study was to investigate the performance of the BNLP supported income-generating projects in relation to projects meeting member' objectives group dynamics, projects' growth, members' ill health, members' commitment to the projects use of literacy skills in running the projects, conducting a feasibility study before starting a project, management and follow up. To address this, the following sub problems were addressed:

- Sub problem one:** What are the contributory factors towards the success or failure of income generating projects in relation to projects meeting personal objectives, group dynamics, economic growth, health and members' commitment?
- Sub problem two:** To what extent do the literacy skills learnt in literacy classes contribute to the success and failure of income generating projects?
- Sub-problem three:** What are the underlying reasons for success and failure of income generating projects with regard to: business management in terms of record keeping, having a constitution and following it, conducting meetings and having office bearers, conducting feasibility studies to ensure availability of the market, correct pricing, promotion, product and place of sale?
- Sub problem four:** Are there financial resources available to support the BNLP income generating projects?
- Sub Problem five:** What are the underlying reasons for success and failures of income generating projects with regard to follow-up by BNLP trainers?

1.5. Hypotheses

Hypothesis of this study were related to the problems stated in section 1.4. These Sub problems were all negative because most of the literature about researched income-generating projects states that they are failing.

Hypothesis one: Many income-generating projects are unsuccessful because they do not meet individual project members' objectives, there is poor group dynamics, lack of economic growth ill health and lack of commitment by members.

Hypothesis two: Literacy skills (reading, writing and numeracy) offered by BNLP do not produce business skills necessary for running income-generating projects.

Hypothesis three: BNLP supported income generating projects are unsuccessful because of: Poor management, feasibility study is inadequate because; the choice of products is not done according to consumer needs, pricing does not include all the costs incurred when producing the products, promotion of products is poor and choice of business location is poor.

Hypothesis four: Lack of adequate financial resources hinders the initiation and progress of income generating projects.

Hypothesis five: There is lack of follow up by trainers after the income generating project members have been trained.

1.6. Assumptions

The first assumption was that a representative sample of various groups would be willing to be interviewed and provide useful information. Secondly it was assumed that the languages (Setswana) used in focus group discussions and force field analysis and English used in field staff questionnaires would be understood correctly by the respondents. In terms of validity of the study it was assumed that indicators chosen for measurement in literature would be applicable to this study.

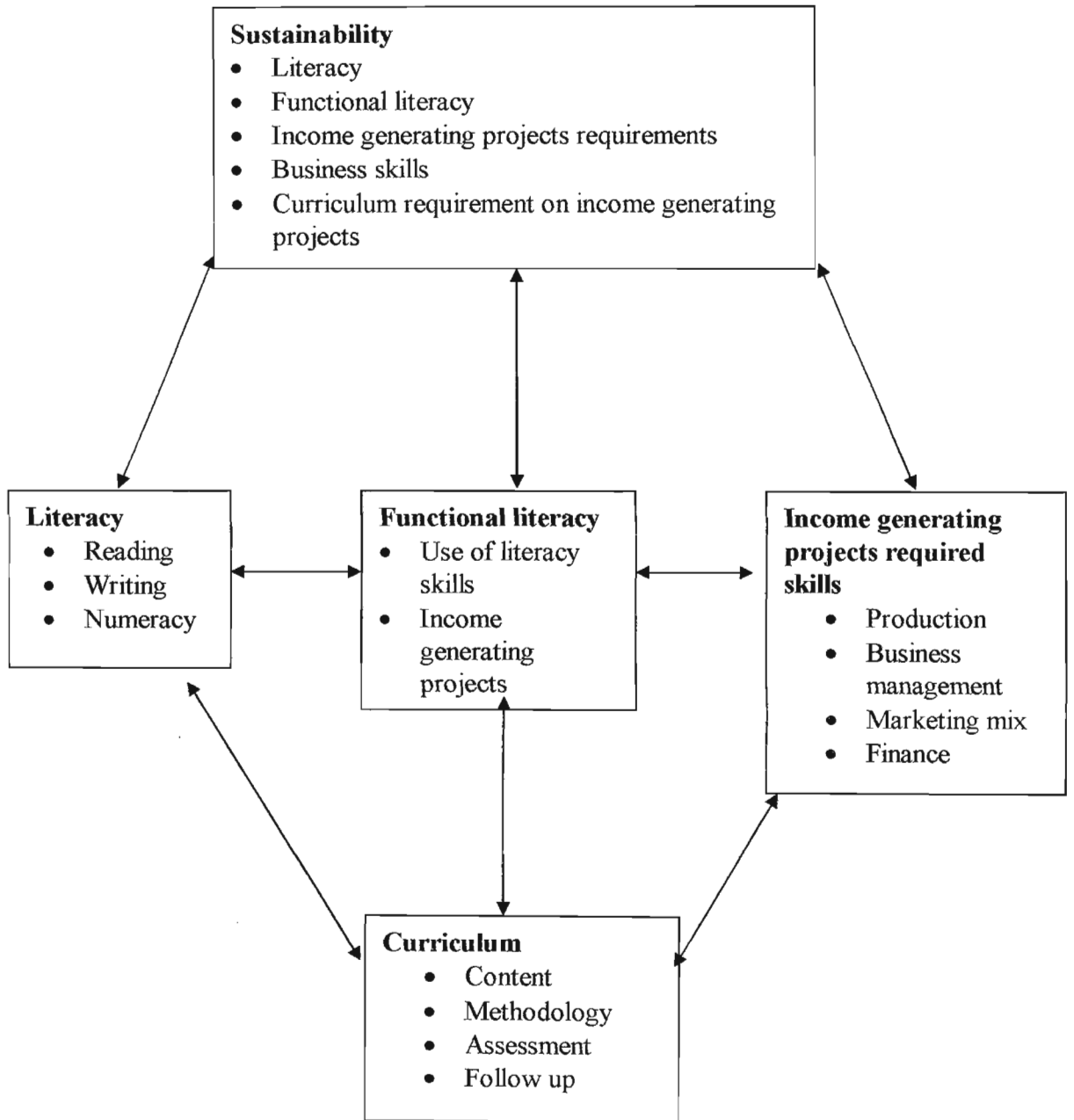


Figure 1.1: Conceptual Framework for this study

1.7. Study Limitation

BNLP supported income generating programme training is offered by different trainers. The performance of projects was not measured according to who delivered the training. This means that differences between providers was not taken into account because trainers who provided the training were transferred to other regions or were not available during this study period. Three projects were operated by individuals and in those cases individual interviews were conducted rather than focus group and force field analysis.

1.8. Conceptual Framework

Background to the provision of income generating projects with literacy lies in the concept of “functional literacy” which tallies with UNESCO’s view that for literacy to be sustainable, it must be useful to the individual (Rogers 2001:21). Botswana Vision 2016 also calls for ‘long term vision towards prosperity for all’ (Republic of Botswana 2003:12). The Vision also stresses the importance of sustainable development and participation of citizens in their development. This vision could be said to be based on the theory that development should be based on different intentions of the participants (people’s centred approach to development). This kind of approach to development as indicated by Rogers *et al* (1999:58) encourages people’s participation in their development.

The conceptual framework of this study (figure 1.1) has been developed basing on the fact that literacy tasks should be contextualised within people’s daily lives and aspirations. Literacy initiatives generally work far better when it is functional, that is, when integrated into other individual development activities. The conceptual framework will therefore address functional literacy, income generating activities, business skills curriculum required in the income generating projects and financial resources for sustainable development.

1.9. Definition of Terms

Literacy-“Literacy (is) not just the process of learning the skills of reading and writing and arithmetic, but a contribution to the liberation of people and their full development. Thus conceived, literacy creates conditions for the acquisition of a critical consciousness of the society in which people live and of its aims; it also stimulates initiatives and participation in the creation of projects capable of acting upon the world, of transforming it, and of defining the aims of an authentic human development. It should open the way to mastery of techniques and human actions. Literacy is not an end in itself. It is a fundamental human right”. (Bataille, 1976, in Harley *et al* 1996).

Primers – set of books or text books used in literacy classes (ranges from 1-5). Primer 5 is equivalent to 4th year of primary school.

Income-generating activity-an income generating activity can be seen as some form of employment whereby participants are involved in activities for the purpose of increasing or generating their income. An income generating activity includes any self- supporting projects where financial benefits accrue to participants.

Pula (P)-Botswana currency

1.10. Successful income generating projects considered by this study will be those which have all or some of the following characteristics:

- a project that generated income
- Use literacy skills learnt in classes in running the projects
- Manufacture products or provide a service that is needed by customers
- Have a stable market for the commodity that is produced
- Is able to change/modify their product in line with changing consumer needs.
- Include all costs when pricing and make profit
- Sell at a place where customers easily reach

- Have good leadership (management)
- Keeps business records correctly
- All the group members participate in decision making and group activities
- Have a constitution and follow it.
- Have group dynamics skills

Entrepreneur- a person starts her/his own business for the purpose of generation an income for either survival or profit.

Learners/participants- those people who enrolled in literacy classes and engaged in income generating projects.

Literacy group leaders- literacy classes facilitators who are basically volunteers and are paid honoraria. They are also members of most BNLP supported income generating projects. In Generally, in group projects they are leaders or managers.

BNLP-trainers whose main duties include supervision, coordination, training and monitoring literacy activities including income generating projects.

Group dynamics- required skills for working as a group

Empowerment- a process which increases capability of project members to participate, negotiate and be accountable for issues that affect their projects.

1.11. Summary

Chapter 1 describes the problem of investigation, hypothesis, sub problems, study assumptions, limitations, and conceptual framework. Definitions of terms used in this study were also presented. A review of selected literature, pertaining to issues relevant to this study, will be presented in chapter two of this thesis, followed by methodology used for data collection and analysis. A description of the study area will be presented in chapter four followed by the study results and their implications in chapter five. Finally, chapter 6 presents the conclusions of the study, recommendations and implications for further research.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

There is a general belief that literacy means reading, writing and numeracy. This belief however has been criticised by many practitioners because it emanates from the traditional approaches to literacy. Rogers (1997:1) indicated that this kind of literacy is based on “autonomous” model of universal literacy, which calls for universal training programme using universal applicable materials (literacy primer or text book). The main problem identified in the traditional approaches to literacy is the failure of many of the learners to transfer any new literacy skills learned into their everyday use. The failure of many adult literacy programmes has caused many practitioners and donors to argue for new approaches of literacy (Street 1997:30).

Street (1997, Rogers 2001, Oxenham *et al* 2002) as well as other literacy practitioners noticed that there is not just one kind of literacy, but there are lots of literacies. The other thing they noticed is that literacy practices of different people differ. Street (1997:30) called this the social uses of literacy. The literacy practices of a poultry income-generating project for example are different from the literacy practices of a tailor. Each of them needs to read write and calculate different things. This then suggests to literacy practitioners that they should provide different literacies to different groups of people, to make literacy functional rather than imposing what they think is good. Most literacy programmes have incorporated income generating programmes as a way of making literacy functional (Rogers *et al* 1999:23).

Income generating activities have come to play a central role in the economic development of most countries. Their importance in employment creation has been emphasised by writers such as Zeleam *et al* (2000:18), Dawson (1997:15). Like many other countries Botswana is faced with problems of unemployment at a rate of 23.8% as indicated in Nation master statistics (2004) and therefore a number of government departments and Non Governmental

Organizations are therefore involved in training and support of small-scale entrepreneurs as mentioned by Botswana ministry of Commerce (1997:41) and these include the Botswana National Literacy Programme (BNLP). The focus of this study will be on the performance of BNLP supported income generating projects.

The Botswana National Literacy Programme encourages literacy participants to embark on income generating activities as a way of making literacy functional but most of these projects have been seen to be failing as identified by Bagele *et al* (2003:54). Bagele *et al* (2003:54) indicated that their survey did not look into the causes of this failure and therefore recommended that future research should look into these. This chapter reviews literature on the reasons for starting income generating projects, and their performance in an international context. Botswana experiences will be discussed based on the Botswana evaluation reports, policy documents and other available literature. Other sources of information will include journals, documents and reports of similar studies carried out internationally.

2.2. Reasons for incorporating income generating projects in the literacy programmes

During the last decade some issues on the provision of literacy emerged. The first is whether literacy should be a means to achieve an end or should be the end on its own (Omolewa 2000:222). “Adult educators have accepted that the skills of literacy are not ends in themselves but need to serve some purpose and practice that is important for their users” (Katothori *et al* 2002:18). UNESCO (2003) seems to have resolved that argument by encouraging the debate on the launching of functional literacy to supplant the traditional literacy of the sixties. The idea was that countries should not restrict literacy promotion to the acquisition of literacy skills, but should proceed to the adoption and use of the skills for improved livelihoods as stated by Oxenham *et al* (2002:8). The second issue has been the question of the limitation of literacy in economic development. The view that literacy cannot necessarily generate employment opportunities or provide bread on the table for families became common in the eighties” (Omolewa 2000:222).

The World Conference held in Jomtein, Thailand on Education For All (EFA) in 1990 indicated the importance of education for all by emphasizing that, “education is a fundamental right and that for countries to succeed they have to educate their people so as to sustain growth and reduce poverty” (Muller 2000:29). Like other countries the Botswana National Literacy programme incorporated entrepreneurial training programmes in the literacy programme as mentioned by UIE (2004:44) .

As highlighted by Kgoroba (2002:13), it has been realised that the provision of literacy skills alone is not enough. Kgoroba (2002:13) stated that, “as the adult literacy veteran, Paul Freire once advocated that reading the word must be accompanied by reading the world.” This meant that literacy makes sense only if it actively applies to the world around the individual and the package should provide appropriate-learning strategies to:

- Provide continuation of learning beyond the 3Rs.
- Link literacy with real life situations for personal, social and economic development to enable functionality in one’s environment.

UNESCO encouraged countries to provide functional literacy to supplement traditional approaches. The idea was that countries should not restrict the acquisition of literacy skills to the 3Rs, but should encompass the use of skills for economic and social advancement (Michachael 2000:221). It should be however noted that the current concept of functional literacy is more than mere economic skills. It has come to have three elements, which are “literacy, functionality and awareness” (Wagner 2000:128). The literacy component focuses on the skills of reading, writing and numeracy. The functionality component deals with economic skills. Economic skills are typically taught within the context of income generating projects. The awareness component creates awareness among learners in regard to their social, cultural and political life. All the mentioned components of functional literacy are important in the teaching of income generating skills as indicated in the evaluation of the Home Economics Programmes by SIAPAC- Africa (1990:20). Here they found that the provision of the 3Rs was essential in effective running of the income generating projects.

Muller (2000:29) reiterated that adult education programmes that contribute to income generation also appear to be much more effective than those that have a narrow focus on reading, writing and numeracy. The emphasis on economic functionality has an important implication. The implication is that economic rewards will be more motivating to adults. Thus adults are more easily attracted to functional literacy classes than to literacy classes that do not teach economic skills as also identified by Oxenham *et al* (2002:8).

Other reasons for incorporating income generating activities to literacy programmes are noted in studies such as those conducted by Scarborough and Zimmerer (1996:50) and SIAPAC (1990:74) where income generating members mentioned that they started the projects because they see the projects as an opportunity to make a difference in their lives, enabling them to contribute to rural development and in projects operated by groups, other members joined in order to socialise. It has also been pointed out by Scarborough and Zimmerer (1996:12) that still others are engaged in income generating project for recognition by their communities.

Rogers (2000) emphasises that literacy programmes that support income generating-projects should link the literacy learnt in classes with the project's activities because in most programmes he studied in Africa, income generating project members were attracted into literacy programmes because of the provision of income generating skills. As Rogers *et al* (1999:81) highlighted "adults learn literacy skills best when learning for a purpose and that this purpose needs to be built into the learning programme." What is meant here is not about adults using their literacy skills in classroom exercises which were set by the facilitator. Rather about adults deciding for themselves what they want to learn. This implies that literacy programmes need to encourage learners' participation because as the ex-president of Tanzania Nyerere (1980:2) cited by Omolewa *et al* (1998:15) believed, people's participation in the planning and the decision-making process of their own development through literacy education is a way of empowering them. Making a further reference to empowerment, President Nyerere observed that, "if people are to develop, they must have power....Both

political and economic power have to be held by people...if development is to be in the people's interest (Nyerere1980:53) in Omolewa *et al* (1998:15).

The tendency to use literacy programmes to enhance empowerment is a theme which recent educators have examined extensively. To this group belongs Paul Friere, who established literacy as a process of arousing the people's awareness as well as empowerment. Friere (1981:50) in Omolewa *et al* (1998:15) mentioned that, literacy should begin with inviting the learner to be subject of the learning process. This invitation is to allow learners to contribute their social experience to what forms the real context of literacy process. The link with their daily experience helps to develop the learners' ability for critical thinking. According to Friere (1981:50) cited in Omolewa *et al* (1998:15) "learning to read and write is a political act as well as an intellectual act for adults. As people learn to read and write words, they simultaneously learn to read and to re-write reality."

Not all income-generating projects have the same chance to succeed. For instance some studies have shown that 51% of new income generating projects shut down within four years (Ncobo: 2001:6). In studies conducted in Botswana, Swaziland, Zimbabwe and Kenya 50% of the closure of income generating projects took place within three years of start up (Mead and Leidholm 1998:65). The reasons for the failure of projects are worth noting, especially for income generating projects supporting agencies, so as to enable effective intervention (Mead and Leidholm 1998:71). The following sections will discuss the reasons for failure of projects.

2.3. Reasons for failure of projects

The Botswana income generating projects failure rate has been estimated by Zeleam *et al* (2004:18) to be 80%. The failure of these projects as indicated in the hypothesis of this study has been seen to be due to lack of growth, group disputes (for those projects operated by groups), lack of members' commitment to the projects, lack of literacy skills, lack of management and marketing skills as well as inadequate training and follow up after training as also identified by SIAPAC (1990:39). The reasons for the failure of projects were also

revealed by several studies as being due to inadequate literacy, business management, marketing and production skills (Longernecker *et al* 1997:36, Rogers 1997:49) Wickham (1998:40) also mentioned that income generating projects members get dissatisfied when their expectations (e.g. profit making, community recognition) are not fulfilled and therefore they drop out of projects.

2.3.1. Group Disputes

The BNLP income generating projects are mostly operated by groups and as identified by Mutava and Mutanyata (1998:42) it is often assumed by the government and NGOs that once the group has been assisted in establishing itself, it will blossom into a coherent group. As identified by writers such as Stringfellow *et al* (1997:35) groups do not always work very well together. Group disputes are common among most group projects.

Mutava and Mutanyata (1998:42) also indicated that income generating projects are forced to operate as groups because most Government and donor funding of income generating projects have a condition that individuals form themselves into viable groups in order to be funded. The assumption is that the group approach is the most effective way of distributing scarce resources to several individuals rather than to one individual. However experiences from the group approach have shown that this is not encouraging as most groups fail due to group disputes. Stringfellow *et al* (1997:35) also indicated that, because of donor demands groups are often formed hastily in order to be able to be funded. Stringfellow *et al* (1997:35) demonstrated that there is evidence, however that projects operated by groups are usually faced with group disputes. Jyosvold *et al* (2004) in his studies in India also identified the group dispute problems among the income generating projects he studied. He pointed out that when people worked together it is common that they blame each other and if their interaction is focused on blaming each other it impedes members from learning from their mistakes and improving on them.

2.3.2. Commitment

It has been identified by UIE (2004:18) that the BNLP supported income generating projects rely very much on extension workers when it comes to initial important decisions concerning their projects and thus the income generating members do not show much commitment. When the extension worker withdraws the project fails due to lack of commitment by the project members. Such cases usually happen where grants are offered to these projects. Extension workers do not give much opportunity to the participants to decide on the types of projects to embark on. The extension workers help participants to apply for the grants, when they get the grants they start income generating projects, but with very little commitment because they haven't really contributed much to them and worst of all, it is not a business idea that came from them.

Ikelegbe and Ikelegbe (2002:553) identified that most of the literacy programmes do not enable participants to fully participate in decision making concerning their projects. In the evaluation of rural development programmes in Nigeria, they found out that most projects did not fully allow members' participation. People therefore did not identify themselves with the projects; people did not seem to be motivated enough to keep the projects going. The projects were seen as not belonging to them but to the government. The end results were that the projects failed. Ife (1995:112) refers to this kind of situation as "tokenism" that is people are informed about a decision, they have very little power on how that particular issue or activity should be performed. This resulted in participants having little or no commitment because there was often no sense of belonging.

When working within the income generating projects, it is vital for the outsider to be aware of their own role and not do everything for the members (Muller 2000:29). The truth is, often projects are decided outside the community at a level and interest that is appropriate to the outsider and not community as identified by Ikelegbe and Ikelegbe (2002) during their study in Nigeria. They identified that such projects are often not particularly empowering, they rely on the outside expert, and can undermine people's autonomy and self reliance. In addition they are most likely part of somebody else's agenda rather than meeting a need that has been

identified by the members of the income generating project themselves. In this instance beneficiaries will adopt an essentially dependent role or not participate at all, which is totally inappropriate. It is important to move to independency over time to increase ownership and control. Scholars like Chambers (1997:138) emphasized that for projects to be sustainable, people should be given the opportunity to participate in decision-making. Krishnakumars (2002:351) also encouraged participation in literacy programmes because through participation people were empowered. He defines empowerment as, a “process that increases the assets and capability of poor people and other excluded groups to participate, negotiate, change and hold accountable institutions that affect their well being”.

It is believed that participation can increase effectiveness in that participants' local knowledge and understanding of problems are more relevant to local needs. Participation could help to develop abilities of income generating project members in that people will be enabled to manage and to negotiate the development activities of their projects. This however does not mean that an outsider cannot work with the projects. An outsider participates as a facilitator, resource provider where necessary, trainer and so on and therefore should be conscious of the fact that, the decisions, planning, acting, evaluating should be left to the community to take over control (UNDP 2004).

2.3.3. Lack of growth

A study conducted by Dawson and Jeans (1997:9) made it clear that most of the income generating projects experience lack of growth as one of their constraints. The projects surveyed seemed to be stagnant or more frequently declining. One of the causes of this was seen to be the crowding of income generating projects in the same location. This as identified by the study conducted by Gamser and Almonds (1990) quoted by Dawson and Jeans (1997:9) is caused by saturated markets. A study conducted in South Africa and the Caribbean amongst the maize meal projects for example, found that, many people in the rural areas embarked on such projects and this resulted in saturation of the markets, with the end result being the inability to sell the products, stagnant and or falling profits among income

generating projects was also reported in a review of studies into the impact of structural adjustment on small enterprises by Dawson (1997:10).

2.3.4. Ill health

It was identified by Mutava and Mutanyata (1998:42) that ill health of income generating project members contribute the failure of projects as mostly the projects members are old or ill disadvantaged members of the community. The Botswana NDP (2003:246) indicated that, “based on 2001 HIV survey, it is estimated that 38.6% of the adult population is infected with HIV”. The report also demonstrates that women are the most infected. Women who are engaged in income generating projects therefore may not be able to be productive due to terminal illness. Some die and therefore businesses go under.

2.4. Business Management

While illiteracy does not pose an impenetrable barrier to entering into production, it does place serious constraints on the level of income generating projects’ success. Illiteracy is a roadblock to effective management, record keeping, identification and expansion of markets, acquisition of supplies and related factors central to the growth of projects as identified by Mulu Mutuku (2001:14). It is thus because of this reason that the teaching of entrepreneurial skills are accompanied by literacy teaching in order to equip the entrepreneurs with literacy skills (3Rs) so as they are able to use the skills in management of their projects especially in record keeping.

As indicated by Longenecker *et al* (2003:130), financial data need to be carefully scrutinized to determine the performance of the business and the direction in which it is moving. Literacy skills are required in order to recognize specific details that are most relevant for business success. Catherine (1998:56) stated that, “management is the identification and coordination of every element involved in the success of a business and good manager plans and controls its proper functioning. The absence of such activities exposes the business to failure.”

Many studies in Botswana (SIAPAC 1990, Mutava and Mutanyata 1998, UIE 2004) have shown that the greatest cause of failure in small businesses is due to mismanagement. Similarly, in Swaziland Mulu-Mutuku (2001:14) also found out that lack of business management skills is a problem that exists within the income generating projects. Managerial skills are needed in order to keep income generating projects running. These include financial management, stock control, personnel management as well as record keeping. In their study in Ethiopia within the Ethiopian Women in Self Employment (WISE) Oxenham *et al* (2001:27) also identified that keeping proper records “tracking of orders, stock and sales does require the abilities to read, write and count” and therefore introduced a course to enable members to acquire those skills.

Since most of the incomes generating projects supported by the Botswana National Literacy Programme are group projects, in most cases only the manager is trained in business management. It has however been realized that, like in the case of a study conducted in Kenya by Buckley (1998:50), the managers lacked transparency. They kept the books to themselves and did not let other members have access to them in order to monitor their finances. This leads to great distrust within the groups. Regular and transparent audits are crucial for group success as they maintain the group’s trust in the managers. The fact that managers lack record-transparency makes profitability difficult to gauge by other project members.

Catherine (1998:50) in her research in Cameroon identified that the use of money from the till every day for personal matters without accounting for it is a common practice among income generating project managers. Hunter (2000:55) indicated that poor control is also a hindrance to business growth. He mentioned that the functions of gross profit control, stock control, credit control, the daily control of operating finances and cash are generally neglected by income generating projects members. The majority of income generating projects have no proper policy, procedures or constitutions for planning and managing their projects. Businesses are operated on a day to day basis without cash flow budgets and forecasts. Projects’ problems are approached on an ad hoc basis and often too late to benefit from corrective action (Franz 2000:54).

2.5. Feasibility study

It has been identified that one of the problems that contributes to the failure of income generating projects is due to insufficient market research (Agar 1999:6). It has however been rightly mentioned that small businesses usually lack the means to do market research but they should rather concentrate on conducting a feasibility study which will help them find out about their customers (ILO 1998:5). A simplified method that small businesses could follow in order to find out about customers has been illustrated in figure 2.1. (Agar 1999:6) The diagram illustrates that it is important first to identify who the customers are. Knowing about customers is important for both start up and existing businesses. If the business is not at a start up stage it might have customers already, even if they are not enough for it. It is usually worthwhile to understand current customers first. Understanding the current customers might reveal a group of people for whom the business can do something better than others can do (Dawson 2002:13).

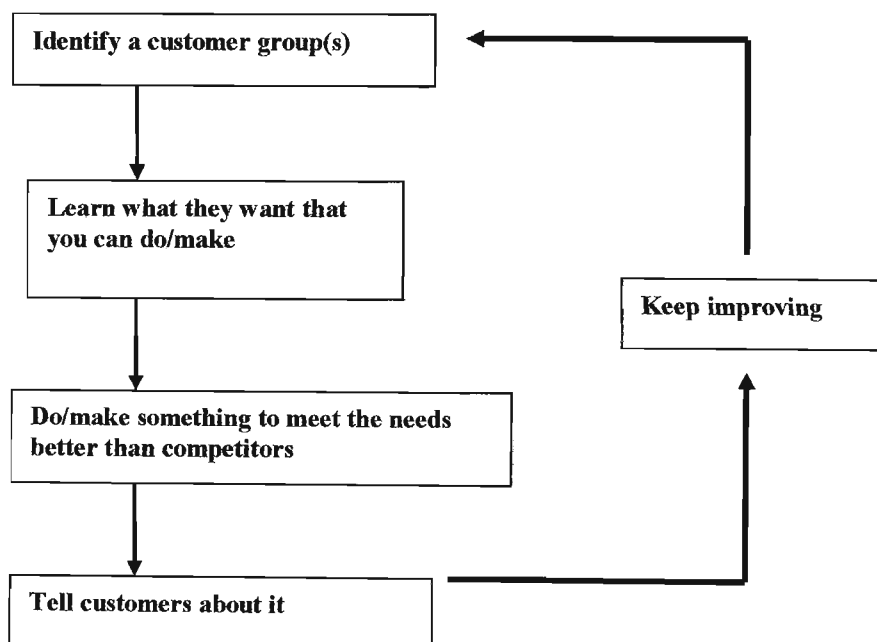


Figure 2.1: Simplified way of conducting feasibility study

2.6. Marketing Mix

A target market consists of a group of potential customers with similar characteristics e.g. similar needs or price sensitiveness that a business has chosen to serve (du Plessis and Rousseau 2003). It is a common mistake for income generating projects to think that they can supply a mass market and not to attempt to target only the small market (Patten 2001:55). It is therefore important to find a niche where only those who need the specific product could be served. It has been identified however that one of the problems that contributes to the failure of income generating projects is lack of conducting or insufficient feasibility study, which is basically what has been demonstrated by Agar (1999:7) in figure 2.1.

Charlton (2001:46) suggested that for income generating projects to get their market mix correct they should;

- Look at the target customers and tailor the product to suit them.
- Examine which methods of promotion will best attract the customers.
- Plan which will be the best place to make and sell their product or service.
- Calculate the price which customers will pay and which will make profit.

The following section will discuss each component of the marketing mix.

2.6.1. Product

Rogers (1997:67) found out that, in most literacy programmes participants are taught production skills and very few business management skills. He pointed out that important skills like how to adapt products to meet local demands, to draw up budgets, to cost and price products, purchase the raw materials at the most advantageous rates are not taught adequately and therefore these result in the failure of projects.

Many income generating projects are faced with competition and therefore for them to survive and to satisfy costumers they need to deliver quality products or services (Patten 2001:26). "Quality is today regarded as being so important in many businesses" (Motlatla 2000:386). It is one of the methods of adding value to a business and in so doing obtaining

long term competitive advantage. Better quality products or services influences factors that contribute to business profitability.

Income generating projects experience a shortage of skilled trainers and as identified by Halder (2003:26) in his studies in Bangladesh, most of the trainers involved in literacy related income generating projects only have adult education training and minimal business and technical training. As a result of this, business trainees also lack adequate business and production skills.

Though literacy programmes encourage learners to embark on income-generating projects, it has been identified that most of income-generating projects especially those operated by women are “trapped in low value, saturated local markets” (Dawson 2003). Similarly Calton and Hanlock (1998:41) in their study in Zimbabwe identified that many women income generating projects produce the same things and compete with each other in the same local market. It is however important that if there are many competitors producing a similar product, a business should work hard to differentiate its product from the others. One should think of different ways of adding value to the business or product in order to ensure that the customers are not lost and the income generating project can create reasons for customers to buy its products (Dawson 2000:13).

To win customers in a market place where everyone is selling the same thing, one does not need to be a lot better or any different but a small improvement can make a difference. For instance Dawson (2002:13-25) gave examples from Kenya and Uganda where small producers of handicrafts upgraded their designs to access high market value after realizing that their handicrafts were no longer marketable due to too many competitors. The producers also improved their customer service by simply treating the customers with respect, fulfilling promises and dealing with the customers fairly and honestly to attract them to their business while also maintaining the old ones. Customer service which is how the business handles its customers is very important. This includes fulfilling promises and dealing with them fairly. For example, if a customer and a tailor agree that the dress should be in a certain style, then it has

to be that style (Agar 1999:11). Another example for differentiating the product could be taken from Agar (1999:6) in his study in Zambia where he reported that, a group of farmers were able to produce large quantities of avocados to sell. They realised that they had a lot of competitors and therefore the avocados were not selling well. They bought equipment to pulp the avocados and extracted oil. They therefore differentiated their product from their competitors by selling avocado in a different form (oil).

As identified by UIE (2004:18), most of the BNLP supported income generating projects are owned by women. It has been realized that businesses operated by women appear to be concentrated in more traditional and less dynamic markets than businesses operated by men. Female income generating projects are also found in low-income informal sectors where prospects of growth are limited (Singh *et al* 2001:50, Dawson 2003:13). Besides a traditional female bias, there is self-selection bias that has concentrated women in certain areas of production. In some cases, this has serious consequences with regard to project viability. For example, the sewing market is saturated in most parts of Botswana but most women still embark on such projects (SIAPAC 1990:90). In the BNLP it has been noticed that this is partly due to the curriculum content because mostly the production skills offered are mostly sewing, knitting and cookery due to the fact that the trainers do not have other skills required for marketable products.

2.6.2. Price

It has been realized that some of the income generating projects do not calculate all the costs incurred during manufacturing a product when pricing (Catherine 1998:50). For example Catherine's study revealed that the entrepreneurs she studied put in up to 10 hours a day, but at the end they do not make any profit. The entrepreneurs were asked if they are able to meet all their costs. The answer given was that this is very far from being enough. If this occurs, it means that there might not be enough funds to sustain the business and therefore eventually the businesses will go under (ILO 1998:13). For businesses to be able to price their products well, they need to include all the costs incurred to produce a product or service and ensure that there is profit made at the end of the day. Charlton (2001:109) outlined a way of costing

to ensure that all the costs are covered when pricing by adding direct costs which are material costs and labour costs; and indirect costs :

Direct costs;

Material costs e.g. cost of fabric used, thread, and buttons+Labour costs (salaries of similar positions)

Indirect cost;

Rent of premises if this apply, electricity used costs of transport when going to purchase materials or sell products and any other costs not included in the direct material costs.

Selling price therefore will be total costs + profit.

2.6.3. Place

Chandra *et al* (2001:47) suggest a further constraint to income generating projects growth as being where the projects are located in relation to their proximity to both products input as well as product market. This location usually has implications for the costs of their transportation inputs to the project site or alternatively transporting the finished product to the market. Income generating projects tend to cluster the manufacture of similar products in the same locations (SIAPAC 1990:86). These businesses fail due to lack of customers. Diversification of businesses has been therefore recommended in order to cater for different needs and most importantly for the project to live longer.

In his analysis in Kenya, Buckley (1998:29-40) realised that one advantage of most income generating projects is that they could be operated from home, for example, tailoring. This could be cost effective but it should be noted that getting the right location is important, particularly for an income generating project that sells directly to customers (Pattern 2001:31). Home might not be the best place for some projects. An income generating project needs to be at a place that is easily reached by customers. Making sure that customer can find the business, and attracting them to come inside if necessary re the most important priorities.

Lack of conducting a feasibility study that would include finding out about location that would be convenient for customers is also a problem among small businesses (Catherine

1998:50). It is vital for business people to research which place or places they should sell their products. Not all products are needed by all people in different locations for example; it would not be advisable to sell warm clothes in places where it never gets cold. It is equally important that business people find out when their products are needed at the right place and at the right time (Motlatla 2000:207)

2.6.4. Promotion

Income generating project members usually make very little attempt to promote their projects. Most of them depend on promotion by word of mouth. Hodgett and Kuratco (1998:100) stated that while word of mouth promotion will help a small business, it is not enough. To truly generate sales it is necessary to advertise on a larger scale in order to attract customers into a business. Agar (1999:38) stressed the importance of a small business putting up signboards directing customers to the business. Agar (1999:38) however went on to say that in small communities this is less of an issue, as everyone should know where the business is. This can however be a dangerous assumption and therefore needs to be verified before the business decides not to put up any signage. Mickelson (1999:16) in his study in Latin America suggests that even participation in trade fairs is wise for small businesses because this way they are able to interact with a large number of potential customers and therefore their products will be known and might be able to attract customers to buy from them.

2.7. Curriculum for literacy

In 1990 a world conference titled Education for All (EFA) was held in Bangkok, Thailand to pledge the provision of Education for all by the year 2000 and to evaluate progress made by countries. Progress made by the literacy programmes in several countries including Botswana was evaluated. The reasons for lack of adequate progress for education for all included inappropriate learning methods, irrelevant content, teaching basic skills in a foreign language, and lack of resources among others (Muler 2000:2). Similarly the evaluation of the Botswana National Literacy Programme conducted by UIE (2004:20) revealed that there was high drop out rate of learners because the programme offered the same content to everybody and thus

seemed to be irrelevant to some, used rote learning methods which are not suitable for adults and taught everybody in Setswana language which is not understood by minority groups who speak other languages such as Sekalaka, Seei, Sekgalagadi and Sesarwa.

Wagner (2000:134) mentioned that a major problem consistently mentioned by service providers and policy makers was that learners dropped out of the literacy programmes because of inadequate programme quality, lack of time and resources of learners, poor quality reading materials and lack of social marketing. It was common to find that in many literacy programmes a large majority of facilitators were part time. There were limited resources for involving full time professionals. The facilitators are also not well trained in the area of functional literacy activities such as income generation as mentioned by Mutava and Mutanyata (1998: 30).

The language of instruction caused serious problems in many cases. It is generally accepted that, from an educational point of view, mother tongue is the best suited as the language of instruction at the initial literacy learning stage. This has been shown to be true by many researchers because those who are not taught literacy using mother tongue, take a long time to learn or drop out of the programme Muller (2000:43). UNESCO (2003:22) therefore recommended that initial learning must take place in the mother tongue or the language best known to the learner. It is however argued that, in some cases the mother tongue is not "functional" as it usually confines the learners to a very limited environment (Muller 2000:43). Educationist practitioners like Rogers (2000:56), Muller (2000:143) emphasise that other languages could be added at a later stage of learning if necessary.

Muller (2000:43) mentioned that, in Nigeria, the government in cooperation with the European community supported a project to prepare literacy primers in eight of the indigenous languages of two of the states. A response to this from the learners was enthusiastic as many began to enroll and remained in classes. The community felt comfortable with owning the project which respected their culture and language and there was increased community participation. The community contributed to the project by building community

centers and literacy classes. Muller (2000:43) further indicated that research has shown that the learning of indigenous language facilitates the mastery of the second language and that the promotion of the local language also enriches learning. In his study Muller (2000:43) also highlighted that, in some states in Nigeria, learners reported that they often felt more at home with the use of the language they knew very well than with the language they knew little about and which they often felt reluctant to use for fear of being laughed at.

A survey conducted by Rogers *et al* (1999:65) indicated that most of the income generating activities in the literacy programmes were kept separate from the literacy instruction and that the income generating activities were often chosen by the providing agency. In Kenya for example in a goat rearing project attached to a literacy class, the participants had not learnt to read the word “goat” because it was not in the primer. The importance of linking income-generating skills to literacy instead of separating the two has been stressed by many literacy practitioners as reported by Muller (2000:29). In some countries like India there are instances of such activities being linked to literacy in order to enhance the literacy skills of the participants. Rogers *et al* (2000:56) gave an example of such a situation in Delhi where a literacy group was designing advertisement banners to hang across the roads, using their newly acquired literacy skills directly for earning income. Another example they gave was from Tanzania in a cotton growing area. The first literacy primer was based on the theme of cotton growing and not surprisingly the first sentence of the primer was “cotton is wealth”.

A programme titled Women’s Empowerment Programme of Nepal (WEP/N) supported by an international non-governmental organisation, PACT, does not teach literacy as a preparation or prerequisite for income generation training, but combines the two from the start of the course. This programme does not, use the national literacy curriculum. Instead, it has developed its own curriculum out of the vocabulary and practices of savings, credit and micro-enterprise. Its booklets make a progressive series: “Our Group”, then “Forming Our Village Bank”, then “Grow Your Business with Credit”, then “Micro-Enterprise”, then “Linkages” (CRI Consult, 1999 in Oxenham 2001)

It has been observed that many adult literacy programmes have a high drop out rate or fail due to the provision of the same content to everybody irrespective of their needs like in the case of Botswana as stated by UIE (2004:18) in the evaluation of the National Literacy Programme report. The main problem faced by BNLP supported income generating projects was therefore that there was no connection with reading and writing and numeracy as indicated by the evaluation of the National Literacy Program (UIE 2004:28). Here, learning literacy was regarded as an independent and worthwhile aim in itself and is undertaken first. Thereafter training is offered in either livelihoods or some form of income generating activity. This made it difficult for participants to use the skills learnt in literacy classes in running their income generating projects. For example simple record keeping was a problem among the income generating projects.

Muller (2000:29) emphasised that it should be made clear that reading and writing alone do not contribute to development. The implication of this statement was that the mission of all adult literacy programmes should not only be to help people to read, write and calculate, but to help them to read, write and calculate things for real life situations. Oxenham *et al* (2001: 48) noted that linking literacy teaching with income generating activities teaching have also shown to motivate learners to stay in the programmes because they see the benefit. He gave an example of a survey conducted in Kenya where “Fourteen out of 16 dropout respondents said that they would be willing to go back to the literacy class, if such [income-generating] projects were started.”

The failure of so many adult literacy programmes has caused many practitioners and donors to argue for new approaches to literacy (UNESCO 2000:11). UNESCO as well as other literacy practitioners Street (1997:30) have taken the position that there was not just one area of literacy, but there were many areas. The other thing they noted was that literacy practices of different people differ. The literacy needs of a poultry income-generating project for example, are different from the literacy practices of a tailor. Each of them needed to read, write and calculate different things. This then suggested to literacy practitioners that they

should provide different areas of literacy to different groups of people, rather than imposing curriculum content that is developed at central level.

Functional literacy programmes have been recommended by Rogers *et al* (1999:98) to have instructional materials development decentralised (locally produced materials) rather than producing uniform materials at a central point as is the case with most literacy programmes they investigated. Bhola (1998:99) however sees this as an unreasonable expectation and therefore suggested that trainers should be enabled to understand their materials well so that they can adapt them or add to them some locally produced materials to meet specific local needs. Similarly Lauglo (2004:56) said that in practice there will be constraints on the extent which materials could be tailor-made to suit different groups because of the costs. He rather recommended that existing materials could be adapted to suit individual or local needs.

UNESCO (2000:18) raised a concern that one of the most serious obstacles to successful literacy work was the lack of relevant and interesting reading materials. More broadly they mentioned that there was little or no supportive literate environment to help new readers in income generating projects sustain their newly acquired literacy skills so that they were able to run their projects effectively.

Most of the literacy programmes especially those offered by government used traditional approaches to literacy. This kind of approach has been branded banking education by Freire in Rogers (1997:30). Most of such programmes were centralized and use “top down” delivery. Many writers condemn traditional methods of literacy teaching because they have failed in many countries; the drop out rate of learners was high as indicated by Botswana National Literacy Survey conducted by Chilisa *et al* (2004:10). Learners in most cases are not able to use their skills in any development activity and therefore relapse back into illiteracy.

2.7.1. Learning teaching methods

Adult educators advocate for content that is relevant, and interesting, and methods that are learner centered (Michachael 2000:221). It has however been noticed that this is not always

the case as observed during the evaluation of the National Literacy Programme by UIE (2004:50). Many adult educators recommend Freirean approaches to literacy teaching. Freirean approaches to literacy teaching are different from old approaches to literacy. Instead of rote learning of alphabets and spellings, his programmes use a process of critical reflection through discussion, leading to increasing awareness and to action to bring about changes in local reality. By acquiring literacy skills learners come to realise that aspects of their lives, which they had thought were unchangeable have been created by man and therefore can be changed. People come to realise that they have been oppressed and are able to transform. The teacher in this approach is not seen as a source of knowledge but rather a facilitator.

Freire sees the basic educational process through which conscientisation is achieved as “dialogue.” This is a dialectical process between the learner and the facilitator. The teacher is not seen as the source of knowledge into the empty vessel. Learners come to read “the world as well as the words.” Freire (1990:20) cited in Omolewa *et al* (1998:21). Freire used generative themes to initiate the dialogue to achieve conscientisation. These themes were developed from specific life situation, which were identified as central to learners’ lives and of great importance to them. Freire emphasised liberation from oppression as the central rationale for engaging literacy work as cited in Wagner (2000:129).

Programmes like Regenerated Freirean Literacy Empowering Community Techniques (REFLECT) have been developed to suit and empower the communities. This is an NGO programme that used community based literacy projects with very positive results in Uganda, Bangladesh and El- Salvador between 1993-1995 (Maruatona 1998:16). Here an integrative and participatory approach of Freirean dialogue and the visualization techniques of participatory rural Appraisal (PRA) were used. Lauglo (2005:3) indicated that the approach makes use of PRA techniques. The importance of this approach is that the participants are involved in identifying their needs and coming up with the relevant programme to address those needs.

2.7.2. Assessment

Simpson (2001:25) indicated that assessment is very important in training as it determines if the objectives and needs of the participants have been met after or during teaching/learning. As indicated by Rogers (1997: 25) however assessment of adults should not be the same as in schools. He advised that testing of adults should be diagnostic to find out what adults are learning, what some adults have not learnt and why? Bhola (1998:67) also suggested that assessment of adults should be built into the materials and the routine of teaching and learning so that it is viewed not as examination but rather as feedback useful for learning and that participants should also be involved in their assessment. Bhola (1998:67) gave an example of this type of assessment of one example in the centre for literacy in Philadelphia (USA). Here learners' everyday life use of literacy skills are assessed. Success is measured in terms of the learner's own goals.

2.8. Follow up after training

Adegbite (1997:16) highlighted in his study in Nigeria that one reason for the poor performance of income generating projects is the failure to periodically follow up trainees after training. Lack of adequate follow up activities causes lack of progress within the project because as mentioned by UIE (2004: 76) this helps to determine how effective the training was, determine if the trainees are utilizing the skills learnt and what their post-training needs are.

SIAPAC (1990) also reported that lack of follow up activities within the BNLP supported income generating projects is also a problem. The causes for lack of follow up were reported to be due to the fact that staff that assists income-generating projects supported by BNLP are too few for the whole country. This makes it very difficult for them to adequately assist all projects due to long distance traveling, insufficient transport and most importantly they also do not have sufficient business skills (UIE 2004:50). Without monitoring and follow up of the performance of income generating projects after training, it would be difficult to assess their progress, guide them and plan for follow up training.

2.9. Financial Resources

Failure of income generating projects has often being linked with lack of finance to start or expand. In South African for instance a study conducted by Chandra *et al* (2001:33), finance featured as a constraint to growth of income generating projects. Similarly a task force appointed by the former Botswana Minister of Commerce and Industry (1998:11) noted some of the problems faced by the Botswana small businesses. Lack of finance was identified as one of the problems. The report quoted the Gemini report (1992) as follows; “53% of micro small business reported lack of finance was a problem at start up, and 24% of those that experienced growth reported that lack of finance was a problem at growth spurt” (Ministry of Commerce and Industry 1998:12).

Ministry of Commerce and Industry (1998:11) also reported that, in the University of Botswana study conducted in 1994, the nature of the financial constraints was analysed. Respondents listed lack of information as the primary problem (35%). Other financial problems identified include inadequate risk capital (20%), lack of collateral (14%) and complicated loan application forms and procedures (10%). Despite the existence of numerous government and NGO funding schemes, income generating owners are often unaware of their existence (Chandra *et.al* 2001: 39, Kgoroba 1998:13). Similarly Smurfit (2000:100) asserted that a major problem in stimulating income generating projects growth is constrained by access to finance. Income generating projects often do not meet the criteria financiers traditionally use in evaluating loan applications.

Most income generating projects are constantly short of capital (Aldelman 2000:101). The main reason for this is that too many income-generating projects begin with insufficient capital. They have difficulty in obtaining capital from formal banks due to the absence of formal business records (Coleman 2000:105). Access to capital is a critical issue for income-generating projects. Without sufficient capital income – generating projects are unable to develop new products or grow to meet demand. Sigh *et al* (2001) indicated that, research in

Africa and Asia show that females contribute larger proportion of their personal income towards household expenditure than males and thus are able to retain less profit for reinvestment.

2.10. Requirements for Success

To be able to provide relevant business literacy, the Thailand literacy programmes conducted needs assessment surveys. As Rogers (1997:30) indicated, the studies considered offering fulfillment of different literacy needs because all businesses do not have the same needs; needs differ according to the type of businesses. Muller (2000:45) recommended that the participants should also be given an opportunity on deciding what income-generating projects they wanted to embark on because “local people are experts in their particular area and the value of their knowledge should not be underestimated” (Muller, 2000:46).

A study conducted by Maliwichi (1998:78) within five women’s income generating groups (all members had gone through a Home Economics training programme before they engaged in income generation) in Malawi revealed that groups needed the following to succeed:

- Good leadership.
- The participation of all group members in decision making and group activities
- Support from local leaders and related organizations.
- Community support.
- The ability to find local solutions to problems.
- Regulations and guidelines on group norms.
- Proper training of facilitators and project members in group dynamics, business management and proper accounting for group funds.
- Proper selection of business enterprises.
- A stable market for the commodity that was produced.
- The ability to change/modify their product in line with changing consumer needs.

2.11. Summary

Chapter 2 has provided background information to build what other researchers have found concerning the current research topic. The argument presented in this chapter is that, in income generating projects supported by the Botswana National Literacy Programme and other countries, failure rates are high, and the reasons for failure rates are many and diverse. The problems are linked to areas such as group disputes, lack of growth for income generating projects, inadequate literacy skills, inadequate management, lack of conducting feasibility study, lack of financial resources and follow up after training. The chapter also highlighted some of the good practices needed in the running of income generating projects and training of the entrepreneurs.

literacy programmes should consider providing for different literacy needs because needs differ according to the type of income generating project and individuals. For example if learners were engaged in a tourism business, lesson content in literacy classes should be drawn from that occupation. Participants should be given an opportunity to decide on what income generating project they want to embark on. It should be noted however, that every community is unique and therefore participation makes more sense if projects are relevant to each community.

The following chapter will discuss the research design and methodology employed in this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This study aimed at investigating the effectiveness of the Botswana National Literacy Programme supported income generating projects. The focus as from a review of relevant literature will be on group disputes, economic growth of projects, and project members' commitment to the projects, ill health, and literacy skills usage in running the projects. Marketing, business management, availability of financial resources and follow up after training will also be investigated.

Chapter 3 describes the research design and methodology selected and used to collect data on the performance of income generating projects supported by the Botswana National Literacy programme. The chapter gives the justification for the selection of a research methodology suitable for the study. The selected data techniques and their implementation will also be presented.

3.2. Data collection techniques

The research methods used for this study were participatory and survey research. Participatory research was conducted among the income generating projects members whilst survey methodology was conducted among their trainers. The benefits to participants of participatory research motivated the researcher to use the participatory techniques because when using this methodology income generating projects members had the opportunity to be involved in decision-making processes, to be valued as experts, and to be given the chance to work collaboratively with the researcher. This can be empowering for many participants (Chambers 1997:13). With trainers a survey was employed as it was difficult to arrange for all

of them to be available at the same time and place. Qualitative data collection techniques were used in the study.

Qualitative and quantitative research strategies were followed employing focus group discussions, observation, field force analysis, interviews and questionnaires to reach the set research goal. These techniques are considered appropriate to address the research questions as formulated. The stated techniques complimented and reinforced each other and viewed the research problems from a different point of view (Babbie and Mouton: 2001:275). Quantitative research was employed when the data was analysed by assigning numbers to the responses gathered during the discussions and questioners.

3.2.1. Focus group discussions

Powell *et al* (1996: 499) defined a focus group as “a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research (see appendix for focus group guiding questions). Focus groups rely on interaction within the group based on topics that are supplied by the researcher” (Morgan 1997: 12). Similarly, Marcazak and Sewell (2005:36) defined a focus group as “a group of interacting individuals having some common interest or characteristics brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific or focused issue.” The researcher therefore also chose this technique due the fact that the groups members worked together to achieve the same goal that is, to generate some income and thus have a common interest on the types of projects run.

The researcher conducted seventeen focus group discussions with the Botswana National Literacy programme supported income generating group projects. Since three of the projects were conducted by individuals, individual discussions were employed in those cases (guiding questions for focus groups were followed). Ten of these groups were those that were currently operating whilst ten were those who failed and are no longer in operation. All members of the groups (between five to ten) were involved in the discussions. The other

purpose of using focus group discussions was to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way that would have not been feasible using other methods, for example observation, one-to-one interviewing, or questionnaire surveys. These attitudes, feelings and beliefs may be partially independent of a group or its social setting, but are more likely to be revealed via the social gathering and the interaction which being in a focus group entails. Compared to individual interviews, which aim to obtain individual attitudes, beliefs and feelings, focus groups elicited a multiplicity of views and emotional processes within a group context (de Vos 2003:306).

Buoma (1997:179) argues that interaction is the crucial feature of focus groups because the interaction between participants highlights their view of the world, the language they use about an issue and their values and beliefs about a situation. Interaction enabled participants to ask questions from each other, as well as to re-evaluate and reconsider their own understandings of their specific experiences. Another reason for choosing focus group discussion was that it elicits information in a way which allows researchers to find out why an issue is salient, as well as what is salient about it (Morgan 1998:12). As a result, the gap between what people said and what they did was better understood. Participants in a focus group need to feel comfortable with each other. Meeting with others whom they think of as possessing similar characteristics or levels of understanding about a given topic, was more appealing than meeting with those who are perceived to be different (Morgan 1998).

The BNLN trainers organized the group meetings for the researcher in their areas of operation because they knew where to find the participants. Once a meeting was arranged, the role of the researcher became critical since she provided clear explanations of the purpose of the discussion, helped people feel at ease, and facilitated interaction between group members. To ensure that the participants felt at ease an ice-breaking exercise was given. The participants were asked to draw a cartoon or picture of the best experience they had in their project and then share their work with the group.

The role of the researcher was to facilitate, not dominate discussion. She encouraged the participation of everyone and tried to limit the domination of discussion by a few discussants. Prompting questions ("probes") to elicit expansion on interesting subtopics, such as "Give us an example of," "Tell us more about that," "Keep talking," or "Can someone summarize what we've been saying" were given. The researcher did not ask closed-ended, yes-no questions, such as "Do you prefer X?", instead always using non-directive prompts like "What is your reaction to X?" The researcher kept the sessions focused and sometimes she deliberately had to steer the conversation back on course. She also ensured that everyone participated and got a chance to speak. At the same time the researcher did not show too much approval (Kreuger 1988:43), so as to avoid favoring particular participants. She avoided giving personal opinions so as not to influence participants towards any particular position or opinion. As participants asked questions from each other, new avenues of exploration were opened. In discussions, multiple meanings were revealed as different discussants interpreted topics of discussions in different ways. Finally, there was someone engaged in taking notes and recording the conversation of the groups as it is deemed necessary by writers such as Bouma (1997:14).

3.3. Observations

The researcher also employed observation techniques to confirm the responses detained through other techniques (focus group discussions and force field analysis) concerning the use of literacy skills and record keeping as McMillian and Schumacher (2001:11) recommended. An exercise was given to the participants to find out if the literacy skills learnt in class enabled them to record, read and calculate business records (see. Appendix C).

3.4. Force field Analysis

After the focus group discussion and observation, force field analysis was conducted within the sampled income generating projects. According to Kumar (1999:17) “force field analysis is a technique to visually identify and analyse forces affecting a problem situation so as to plan a positive change.” Force field analysis is a useful technique for looking at the forces for and against a situation. When a change is planned, force field analysis helps one to look at the big picture by analyzing all of the forces impacting the change and weighing the pros and cons. By knowing the pros and cons strategies were developed to reduce the impact of the opposing forces and strengthen the supporting forces as recommended by Kumar (1997:17). To conduct force field analysis the researcher did the following;

- Started with a well-defined goal or change to be implemented i.e. “to improve the performance of income generating projects”.
- Drew a force field log (see appendix D)
- At the top of a large sheet of paper wrote the goal or change to be implemented.
- Divided the paper into two columns by drawing a line down the middle.
- At the top of the left column, wrote "Driving Forces." And labeled the right column "Restraining Forces”
- Asked the participants to brainstorm a list of driving and restraining forces and recorded them on the flip chart in the appropriate column.
- Assigned a score to each force, from 1= no effect, 2=little effect, 3= moderate effect, 4= considerable effect, to 5= highest effect according to what participants scored (participants used beans for scoring).
- Decided if the goal or change was feasible and devised a manageable course of action which would strengthen positive forces and weaken negative forces

3.5. Trainers questionnaire for data collection.

In collecting data from the trainers, a survey was conducted using questionnaires. The questionnaires were distributed to the BNLP trainers. The researcher, developed research questions based on the research problem and sub-problems (see appendix E). Questions on

training included the relevance of literacy to income generating activities, the extent to which the skills are retained and put to use after completion of training and follow up activities. The study adopted the use of questionnaires because as stated by Hague (1993:11) this method was chosen for four reasons. Firstly, questionnaires provided an organised structure for interviews (in the sense that all the respondents were asked the same questions in the same way) therefore making the results more reliable. Secondly, the questionnaire was a means of recording the facts, comments and attitudes of respondents and helped the researcher refer back in the event of having forgotten the answer of the respondent. Thirdly, the questionnaire helped with simplifying the coding and processing of the data i.e. analysis and interpretation. This was of great help to the researcher, since responses were uniformly recorded, coding questions and responses for analysis was easier.

The researcher (face to face) administered the questionnaires. Although administering questionnaires on face to face basis is costly than mailed questionnaires (Huge and Jackson 1999:145), the researcher chose the face to face method because it had added advantage, in that better explanation was elicited, both from the researcher and respondents. The questionnaire was semi structured. It contained two different types of questions, one with pre defined answers (known as close ended questions) and the other provided questions which allowed the respondent to be free to say whatever they liked about the subject (open ended questions). The open ended questions created a balance and enabled the respondents to be more relaxed, due to the informal approach in which the interview was conducted. The open ended questions offered the respondents an opportunity to offer added information on the topic being researched, information that was useful and helped the researcher to confirm whether the respondents had been truthful in answering the close ended questions.

3.6. Sampling of income-generating project members

A list containing information on the operating and non-operating income generating projects supported by the BNLP was used to locate the projects nationwide. This list was obtained from the BNLP head quarters. The study population was selected from all the operating and non-operating projects, using a three criteria, firstly the projects produced their own products or provided a service rather than retailing and secondly they marketed and sold their own products themselves and thirdly represented all the types of projects supported by the BNLP. A total of 40 income-generating projects were identified as meeting the criteria of the target population. These projects were distributed in the Southern, South Central and the Northern regions of Botswana.

Table 3.1: Population of projects and number sampled from each stratum.

Type of project	Population of operating projects (N=20)	Population of non-operating projects (N=20)	Total population	Sample operating projects (n=10)	Sample of non-operating projects (n=10)	Total sample
sewing	4	8	12	2	4	6
bakery	3	8	11	1	4	5
poultry	3	4	7	1	2	3
Candle and floor polish	3	0	3	1	0	1
Vegetable production	2	0	2	1	0	1
Screen printing	2	0	2	1	0	1
piggery	1	0	1	1	0	1
Shoe making and repairs	1	0	1	1	0	1
Day care centre	1	0	1	1	0	1
Total	20	20	40	10	10	20

Stratified random sampling, was undertaken to select the sample population. The sample population was divided into different strata according to the nature of the project. This was done to include a spread across economic sectors to ensure the sample represented all types of BNLDP supported income-generating projects. For ease of sampling the types of projects were categorised into nine different groups (see Table 3.1). To ensure that all the different types of projects in the study area were represented in the sample, the projects were each classified into one of these strata or groups, based on the types of projects. For instance, all the sewing projects were in one stratum (group).

Table 3.2 Regions, villages, types of projects, number of participants and dates of data collection.

Region	Village	Type of project	Status of project	Number of members in the study / members in group	Date data collected
Northern	Moroka	sewing	Not operating	6 /10	6 April 2005
Northern	Tati	sewing	Not operating	4 /4	7 April 2005
Southern	Gathwane	sewing	Not operating	4/6	13 April 2005
South Central	Thamaga	sewing	Not operating	5/15	14 April 2005
South Central	Mokatse	Sewing	Operating	1/1	15 April 2005
Southern	Tshidilamolomo	bakery	Not operating	4/5	11 April 2005
Southern	Good hope	bakery	Not operating	1/1	11 April 2005
Southern	Pitsane	bakery	Not operating	5/5	12 April 2005
Southern	Borobadilepe	bakery	Not operating	4/6	13 April 2005
South Central	Mogobane	bakery	operating	2/2	20 April 2005
South Central	Oodi	poultry	Not operating	8/15	14 April 2005
South Central	Mathubudukwane	poultry	Not operating	4/10	15 April 2005
Northern	Masingwaneng	Poultry	Operating	4/10	7 April 2005
Northern	Masingwaneng	Candle making	Operating	9/10	5 April 2005
South Central	Thamaga	gardening	operating	9/15	14 April 2005
South Central	Ramotswa	Screen printing	operating	4/4	18 April 2005
Northern	Masingwaneng	Piggery	Operating	3/9	5 April 2005
South Central	Mathubudukwane	Shoe fix	Operating	1/1	15 April 2005
South Central	Ramotswa	Day care Centre	Operating	4/4	18 April 2005
South Central	Ditshukudu	Bee keeping	Operating	6/8	19 April 2005

After categorising the projects into different strata, individual types of projects were then randomly sampled from each stratum. This method of stratified random sampling ensured that at least each and every category was adequately represented in the sample. A variable sampling fraction was used in this case. For example, there were more sewing projects than others. Thus sample, drawn from the sewing stratum were larger than those from other strata. From the nine strata of categories of income generating projects, 20 projects were sampled which represented 50% of the sampled population as recommended by Macmillian and Schumacher (2001:13). The sampled regions, villages, projects, number of participants involved in the investigation and the dates this locations were visited are shown in table 3.2.

3.7. Sampling of Trainers

Twelve trainers were included in the study to find out their perceptions concerning the research sub problems. Purposive sampling was employed to select the officers. As stated by Macmillan and Schumacher (2001:14) the researcher in this approach searches for “information-rich key informants, groups, places, or events to study.” In this study the researcher used site selection to locate officers who work in the same areas as the sampled groups of income generating projects because they are involved in training and monitoring of these groups and therefore provided the researcher with the required information.

3.8. Limitations

On a practical note, participatory approaches discouraged certain people from participating, for example the LGLs and a few members of the projects dominated the discussions. Organizing focus group discussions required more planning than other types of interviewing as getting people to group gatherings was difficult (especially with the non-operating projects) and setting up appropriate venues with adequate recording facilities required a lot of time.

3.9. Validity

To ensure validity the researcher pretested the research question guide for the focus group discussion and field force analysis technique with two similar groups (one operating and one failed group). Questions which seemed not clear to the participants were changed. The discussion generating questions were presented in a similar fashion to all the groups. The survey questionnaires were pretested for accuracy with four Africa Co-operative Action Trust (ACAT) entrepreneurship training programme trainers in South Africa and necessary corrections were incorporated.

3.10. Data analysis

The analysis of data collected from the focus groups was done through manual inspection of the data. The contents of the statements were carefully studied and categorized. In cases where the words were similar or carried the same meaning, but put differently, the researcher exercised judgment to put them together into one category. Most of these were then coded and analysed using (SPSS) spreadsheet 11.5(appendix F). The SPSS statistical procedure chosen as appropriate for this study was the Pearson Chi-Square test of independence, which compares whether there is an association (or correlation) between two variables (Cohen *et al* 2000).

The chi-square is described in Cohen *et al*, (2000) as measuring 'the difference between a statistically generated expected and an actual result to see if there is a significant difference between them. Sapsford and Jupp (1996:239) describe the chi-square as a 'key test used to establish whether or not the two variables of a cross-tabulation are independent of one another' This is clearly appropriate for this study, since in it the need is to establish whether the distribution of focus group responses to questions correlates with whether the project is operating or not. The trainers' questionnaire results were analysed using SPSS descriptive data analysis (Appendix G). With force field analysis after the groups had brainstormed the

driving and restraining forces, the forces from the groups were put together accordingly to order of priority to be analysed using manual inspection. The average scores were calculated and listed according to their priority.

3.11. Summary

Chapter 3 outlined the research design and the methodology used to collect data from the operating and non-operating BNLP supported income generating projects as well as their trainers. Justification for the selection of a suitable methodology for this study was presented. Data collection techniques used samplings of the respondents, limitations and reliability of the techniques used as well as method of analysis and interpretation of data were presented. In the next chapter the description of the area of study and respondents will be presented.

CHAPTER 4

DESCRIPTION OF THE AREA OF STUDY

4.1. Introduction

Chapter 4 will describe characteristics of samples surveyed for this study. Discussion of demographic particulars of population samples and describing overall characteristics enhances the understanding and thus interpretation of survey results (Babbie 2000). For this reason, the characteristics of income-generating projects locations, profile of income-generating members and trainers sampled will be presented to show the diversity of projects supported by BNLP. Characteristics of income-generating project locations will be described first, followed by income-generating projects and lastly trainers.

4.2. Characteristics of income-generating projects in sampled locations

This study was conducted in Botswana in order to investigate the performance of the BNLP supported income-generating projects. Botswana is a landlocked country in the centre of Southern Africa sharing boarders with South Africa to the South and South East, Namibia to the North and West, Zambia and Zimbabwe to the North East (see figure 4.1). According to the 2001 census, Botswana's population is about 1.7 million people. The population is comparatively small relative to the size of the country although it is growing at a rapid rate of 3.4% per annum. Botswana is about 70% ethno linguistically homogeneous. About 30% of the population comprises non-Setswana groups. Setswana is however a local language serving mainly as the language of social interaction and a medium of instruction at the elementary level of education. English, on the other hand serves as a language of commerce and formal work and the medium of instruction co-jointly with Setswana (Department of Town and Regional Planning 2001). The government and non-governmental organisations have put much effort into the development of income-generating activities and that includes the BNLP, though presently supporting a small number of projects (forty). BNLP continues to train and encourage the literacy participants to embark on income generating projects.



Figure 4.1: Map of Botswana (Map Quest 2005)

Mothusi (1998:123) mentioned that the National Literacy programme is offered throughout the whole country through the Department of Non Formal Education's six regional adult education offices. The income generating projects are therefore scattered throughout the regional offices. The regional offices include North West, Northern, Central, South Central, Southern and Western. In every regional office there are regional trainers whose duties include among other things administration, supervision and coordination of literacy activities including income generation. Most (85%) of the BNLP supported income generating projects are located in the sampled areas of this study that are, the Southern, South Central (villages around Gaborone which is the capital city) and the Northern regions (villages around Francistown which is the second largest city) of Botswana as shown in the map of Botswana (see figure 4.1). All the income generating-projects operate in the informal sector and are situated in rural areas. The sampled regions also have the highest concentration of population in the country and are well developed in terms of infrastructure and manufacturing industries. The Southern and South East regions people are mostly Setswana language speakers while in

the Northern region most people are Kalanga speaking as highlighted by the Department of Town and Regional Planning (2001:8). Fifty percent of the non-operating projects were from the Southern region where all projects are no longer operating due to over crowding of similar projects in one region (bakeries) and therefore inadequate market while 30% were from South Central and 20% from the Northern. Seventy percent of the operating projects were in the South East region, which is the nearest to the capital city and BNLP head office (these projects were seen to be at an advantage because they got more follow up visits and advise from the trainers and head quarters staff as compared to the others due to the fact that they were nearer to the head office) while thirty percent were in the Northern region.

4.3. Description of the sampled income generating project members

Twenty income-generating projects supported by BNLP formed the sample for the study. Before the project members engaged in an income generating project they started as a literacy class as shown in figure 4.2. The background to the provision of income generating activities with literacy groups lies in the concept of functional literacy and the background to the rise of the concept of functional literacy is UNESCO's view that literacy must be useful (Oxenham *et al* 2000:13). The study sample consisted of ten operating projects and ten non - operating projects.



Figure 4.2: A literacy class in process in the South Central Region, Botswana
Reading: yellow booklet: primer 1; pink: primer 2; green: primer 3

4.3.1. Demographics of the sampled income generating-projects members

Almost all the members of the sampled income generating-projects were women (90%). This was expected since the majority of the BNLP participants were women (Chilisa *et al* 2004:15). Figure 4.3 shows that most of the non-operating projects' members' average ages fell within the range of 47-55 (80%). The operating projects had more members falling within the range of 36-46 (90%), a younger age group.

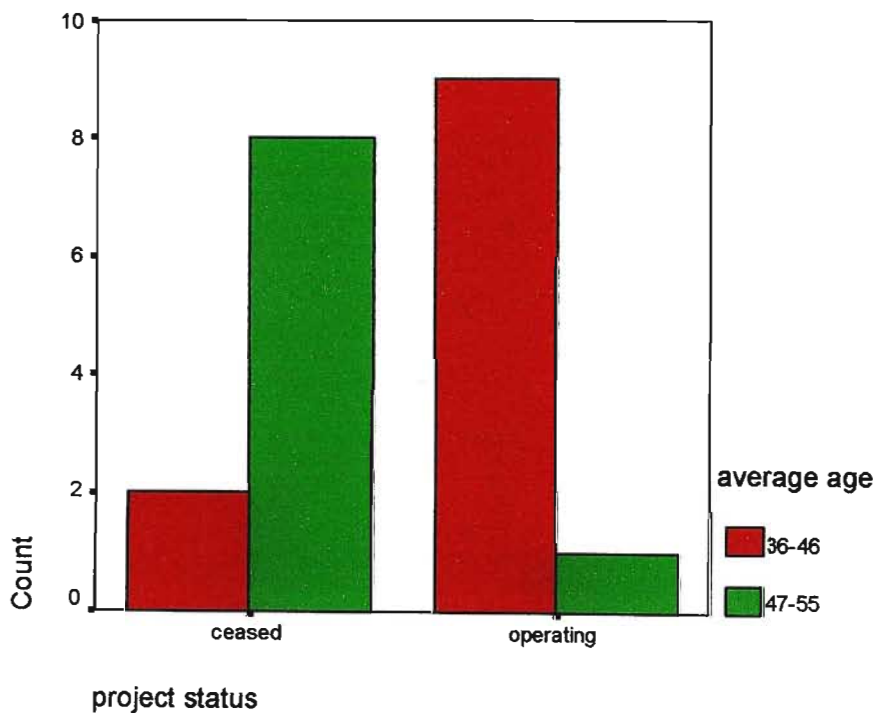


Figure 4.3: Average age per group

As could be seen in from figure 4.2 the income-generating members are at different primer levels that range from one to five (different colors of primers represent different primer levels). Average primer level of the sampled income generating projects was 3.7 for operating projects and 2.6 for the non-operating projects.

Table 4.1: Average primer level BNLP supported income generating projects (n=20)

Project status	Average primer level					Total
	primer 1	primer 2	primer 3	primer 4	primer 5	
non-operating %	0	60	30	0	10	100
Operating %	10	0	40	10	40	100

Most of the participants within the non-operating projects were in low primer level, that is, 60% in primer 2 and 30% in primer 3 while most participants who are in the operating projects fell in the upper primer levels, that is 40% in primer 3, 10% in primer 4 and 40 % primer 5 levels (see table 4.1).

The project membership ranged from one person each (one non-operating and two operating projects) to nineteen.

4.3.2. Types of income-generating projects

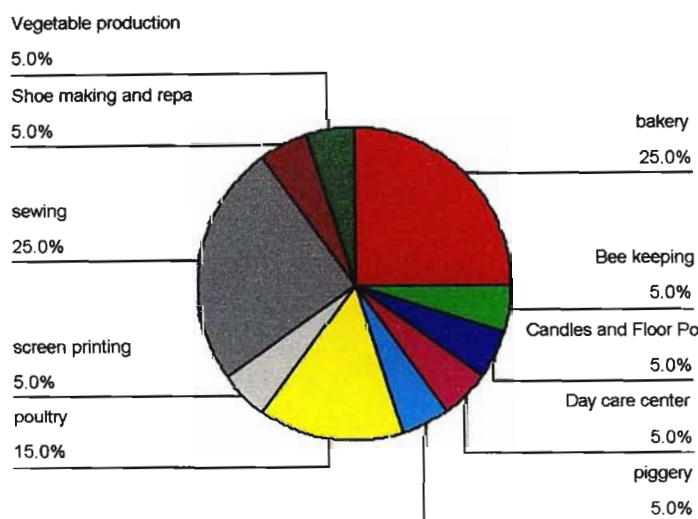
**Figure 4.4: Types of income generating-projects**

Figure 4.5, 4.6 and 4.7 shows some of the examples of the sampled projects. A good spread of commercial sectors were sampled for this study as shown in figure 4.4 in that ten different types of business were included. The types of projects were sewing, bakery, poultry, piggery, gardening, candle making, screen printing, day care centre and shoe repairs. It should be

noted that most of the non-operating projects fell under the most represented types of businesses, which were bakeries (25%), sewing (25%) and poultry (15%). Several types of projects were represented in the operating projects and each type made up 5% of their total.

4.4. Trainers

Twelve BNLP field officers who are also involved in entrepreneurship training in the same areas as the sampled population of learners were also included in the study. These trainers are also responsible for organising and monitoring literacy and income generating projects as well as recruiting training and paying Literacy Group Leaders (LGLs). LGLs are literacy teachers who usually teach one or more literacy classes and are paid honoraria. Some of them are also members of the income generating groups sampled. Qualifications of LGLs are to a certain extent very low and are mostly primary school certificate holders. The trainers have all been trained in adult education but possess inadequate business related skills (Mutava and Mutanyata 1998:34). Twelve trainers have been involved in training for more than ten years.

4.5. Summary

This study was conducted in Botswana to investigate the performance of BNLP income generating projects. Twenty BNLP supported income-generating projects and twelve of their trainers formed the study population. The sampled population was in regions that have most operating and non-operating projects, namely, Southern, South Central and Northern regions. Among the twenty income-generating projects ten were currently operating while ten were non – operating. Eight of the operating projects were run by groups while two were operated by individuals. Nine of the non – operating projects were run by groups while one was operated by an individual. Trainers sampled were twelve in number and came from the same regions as sampled projects.



Figure 4.5: Masingwaneng operating candle making project



Figure 4.6: Mathubudukwane operating shoe repair project



Figure 4.7: Mogobane bakery project members (2 women) with their trainer (male)

CHAPTER 5

RESULTS AND DISCUSSION

5.1. Introduction

Chapter 5 discusses the results obtained from four data collection techniques; focus group discussions, observation, force field analysis and field staff questionnaires. The main research problem was to investigate the performance of income-generating projects supported by BNLP. The discussion starts with the sampled projects followed by the discussion of the five research sub-problems.

5.2. Description of the samples

A total of twenty income-generating projects supported by BNLP and twelve trainers formed the samples for the study. The projects were from the regions, which had the highest number of BNLP projects. These included seven currently operating and three non-operating projects from South Central, 5 non-operating projects from Southern, 3 currently operating and 2 non-operating projects from the Northern Region. The trainers sampled for this study were from the same areas as the sampled projects and therefore assisted the researcher to arrange meetings. All the selected projects responded. Amongst the operating projects, two were operated by one person each while the remaining eight were operated by groups. With the projects that were no longer operating, one person had operated one while groups had operated the remaining nine.

5.2.1. Types of projects

Ten different types of business fell within the sample. These were bakery, bee keeping, candle and floor polish making, day care centre, piggery, poultry, screen printing, sewing, shoe making and repairs and lastly vegetable production (Figure 5.1). It should be noted that the projects that were no longer operating were those of bakeries, sewing and poultry (these were also the most common types of business in the BNLP supported projects).

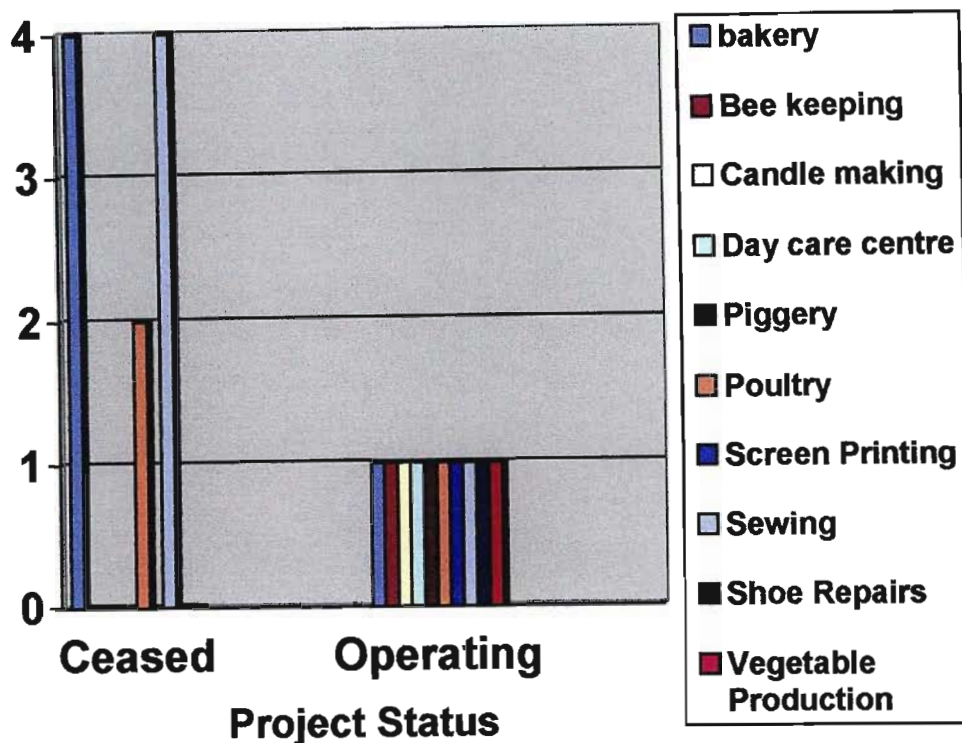


Figure 5.1: Number of projects according to category

The results revealed that women operated 90% of the projects researched. The projects which were no longer operating appeared to be concentrated more in women's traditional and less dynamic markets than projects that are currently operating as was mentioned by Dawson (2002:13). Almost all the members were women (99%) and as noted by Singh *et al* (2001:181) women tend to choose income generating projects that are stereotyped to existing women's activities, for example sewing and baking.

Another reason for embarking on women's traditional types of projects was identified by SIAPAC Africa (1990) during the evaluation of Home Economics training programmes in Botswana. Here they identified that home economics training in the BNLP (which is provided by a section also providing business skills) is gender biased because it concentrated on culturally accepted women's activities. This could be seen to be true because most of the non-operating projects were those that started operating in the 90s. This was before the

programme incorporated other types of business training as identified by UIE (2004). Most of the projects based on cultural women's activities especially sewing have served a saturated market in most areas of Botswana. Mutava and Mutanyata (1991: 80) stated that these kinds of businesses were not viable and yet most BNL P participants are still engaged in such activities. Tanburn (2002:58) also mentioned "the poorest enterprises especially those run by women tend to be concentrated in saturated markets".

5.2.2. Average age per group

In the non-operating projects, the average age of participants fell within the range of 47-55 years (80%) while the operating groups had (90%) members falling within the age range of 36-46 (see Table 5.1). It could be concluded that having younger members in the project might have been a contributory factor to the success of the operating projects. The chi square test reflected a significant correlation ($p=0.002$) between the status of projects (operating or non-operating) and average age of participants (see appendix H Table1). To support this statement one elderly member in Mogobane bakery project (operating) was quoted during the focus group discussion saying "we need to recruit a young person to assist us in running our project because we are old and no longer as productive as before."

Table 5.1: Average age of people per project (n=20)

Project status		Average age per group		Total
		36-46	47-55	
Non -operating	Count	2	8	10
	% within project status	20	80	100.0%
Operating	Count	9	1	10
	% within project status	90	10.0%	100.0%

(χ^2 test $p=0.002$)

It should be noted however that most of the non-operating projects (seven) had an average life span of 1-5 years. On the other hand, operating groups had also shown to have been operating for 1-5 years from the time they started operating till the study period. These results are similar to those of other studies mentioned by Ncobo (2001:6), for instance in the study conducted in Botswana, Swaziland, Zimbabwe and Kenya most income generating projects closed within 3 years of start up (Mead and Leidholm 1998:65). The non-operating

groups also indicated that by the time they ceased operating all the members had dropped out while the operating ones had very few dropouts.

5.2.3. Average primer level (level of literacy)

The results from the entrepreneurs' focus group discussions indicated the average primer level of the participants to be 3.7 for operating projects and 2.6 for the non-operating projects. Most of the participants within the non-operating projects were in the lower primer levels, that is, 60% in primer 2 and 30% in primer 3 which is equivalence of year 1 and 2 of primary school. Most of the participants who were in the operating projects fell in the upper primer levels, that is 40% in primer 3, 10% in primer 4 and 40 % primer 5 which is equivalent to year 4 of primary school (Table 5.2). From these results one could say that the low levels of literacy are a significant contributory factor to the failure of projects. The chi square test showed a significant correlation ($p=0.041$) between the status of projects (operating or non-operating) and the average primer level of the participants (Table 2 in Appendix H). While illiteracy may not hinder entrance into production, it places serious constraints on the level of income generating projects' success because an illiterate person would not be able to keep business records nor understand them (Mulu-Mutuku 2001:14).

Table 5.2: Average primer level BNLP supported income generating projects (n=20)

Project status		Average primer level					Total
		primer 1	primer 2	primer 3	primer 4	primer 5	
	non-operating %	0	60	30	0	10	100
	Operating %	10	0	40	10	40	100

(χ^2 test $p=0.041$)

5.3. Sub problem 1

This section will discuss the findings of sub-problem one that asked what the factors contributing to the success or failure of projects were especially those in relation to:

- Personal objectives not met
- Group dynamics
- Growth

- Health
- Members' commitment

5.3.1. Objectives for starting the projects

Table:5.3: Reasons for starting/dropping in income –generating projects

Reasons for starting income-generating projects	Reasons for dropping out of projects
Functional literacy	Personal objectives not met
Enconomic benefits	Lack income growth
socialising	Group disputes

Seventy percent of the non-operating projects and ninety percent of the operating ones mentioned that they started operating income-generating projects in order to be engaged in functional literacy activities. This clearly indicated that the respondents did not just want only to learn how to read and write but rather to use the literacy skills in raising their living standards as clearly mentioned by writers such as Muller (2000:30). Rogers (2001:56) argued that no one benefited from learning literacy skills. People only benefit from using their literacy skills to achieve some purpose and in this case the purpose was to raise living standards as indicated by all the projects' members.

The reason for starting income generating projects was to earn some income so as to raise living standards. Non-operating project members (100%) revealed that they entered into income generating projects thinking that they were profitable, only to discover eventually that they had lost all their money. Most groups (80%) amongst the operating ones revealed that another objective of joining the projects was an escape from their boring housework. They argued that as long as their businesses provided them with some income to meet some of their basic needs (clothing and cosmetics) they were satisfied since this was their main reason for starting the projects.

One of the reasons for dropping out of projects as mentioned by people who had participated in non-operating projects was that their objectives were not met. This could be taken to be a contributory factor in the failing of projects as could be seen from Table 5.3, 80% of the non-operating projects mentioned reason for dropping out of their projects as projects not fulfilling their needs (too little income). The Chi square test showed a significant correlation ($p=0.002$) between the status of projects (operating or non-operating) and the extent to which project members personal objectives were met (Table 3 in Appendix H). As stated by one member of a non-operating project during the focus group discussion “my intention in joining this project was to earn money to support my family, I could not stay because that need was not fulfilled. I found it wise to look for other alternatives.” This confirms the statement that project members become dissatisfied when their expectations are not fulfilled as identified by Wickham (1998:40). It is clear that adults do things because there is a need and if that need is not fulfilled they lose interest (Rogers *et al* 1999:52). The importance of programmes meeting participants’ needs to ensure sustainability also came out clearly in Oxenham *et al*’.(2001).

Table 5.4: Personal objectives not met through projects (n=20)

Project status		Objectives not met		Total
		no	yes	
Non-operating projects %	Count	2	8	10
	% Personal objectives not met	20	80	100
Operating projects %	Count	9	1	10
	% Personal objectives not met	90	10	100

(χ^2 test $p= 0.002$)

5.3.2. Group disputes

Group disputes seemed to be the most serious problem and the main factor that was perceived as contributing to the failure of projects. Table 5.4 shows that 90% of the non-operating project members indicated that the main problem why members dropped out of their projects is because of group disputes. The Chi square test showed a significant correlation ($p=0.000$) between the status of projects (operating or non-operating) and the

extent to which group disputes contributed to the failure of projects (see Appendix H table 4). Ninety percent of the operating groups did not mention group disputes being experienced in their groups.

Government and donor funding always had a condition that individuals form themselves into viable groups in order to be funded (Mutava and Mutanyata 1998:42). Funding agencies assumed that the group approach was the most effective way of distributing scarce resources to several individuals rather than to one individual. However, this study revealed that results from the group approach to income generating activities were not encouraging due to group disputes (also identified by UIE 2004:42 in their study). Group disputes were said to be caused by the fact mistrust among group projects because members perceived those who were office bearers as not being transparent with project financial records, LGLs who are usually in management positions choosing their friends as office bearers, and worst of all the fact that official functions were not rotated.

Table 5.5: Group disputes present in projects (n=20)

project status		Group disputes present		Total
		no	yes	
Non-operating	Count	1	9	10
	% within project status	10	90	50
operating	Count	9	1	10
	% within project status	90	10	50

(χ^2 test: $p = 0.000$)

5.3.3. Lack of economic growth

Lack of economic growth of projects as the reason given for members dropping out of the projects by 80% of the non-operating and 50% of the operating groups. Even though a chi-square test did not show significance between the status of projects (operating or non-operating) and the extent to which economic growth caused the failure of projects (see Appendix H table 5), the researcher found it to contribute to the failure of projects in particular cases. For those groups which were operating but not doing well, the researcher

observed from group records that there had not been any significant progress made by the projects in terms of increasing their monthly income (with the exception of two projects which were operated by one person each). The researcher's observation on project equipment was that especially in sewing projects, machines were not working due to lack of maintenance. From the four bakeries which were not working, two of them had dilapidated ovens and therefore lacked maintenance. When asked why they did not maintain their equipment, the non-operating projects indicated lack of funds as a reason. They highlighted that all the funds they received from the funding agencies had been misused by some members. Misuse of funds was found to be very common among income generating projects researched and this hindered project success as (also identified by Dawson 1998:10).

When looking at the financial records it was realised that all the groups except for the individually run two projects, did not have any savings at the bank, had very little money on hand and had never had any significant increase in their production rates since they started. The records of non-operating projects showed a decline in monthly sales while the sales of operating projects showed no increase.

When asked how much money they earned per month, people who had participated in the non-operating projects results revealed that in one of the projects members earned no income per month (1 group). Six groups had their members earning P50-P100 per month, two groups had members earning P100- P200 per month and one group had each member earning P210-P300 per month. On the other hand, three operating projects had their members earning P50-P100 a month, two projects had each member earning P100-P200, a further two projects' members earned P210-P300, two projects earned P310-P200 per member and in one group each member earned P410-P500. From these findings, it could be realised that most members of the non-operating projects earned very little money per month (P50-P100) and this discouraged them from continuing the project, as it could not sustain their families.

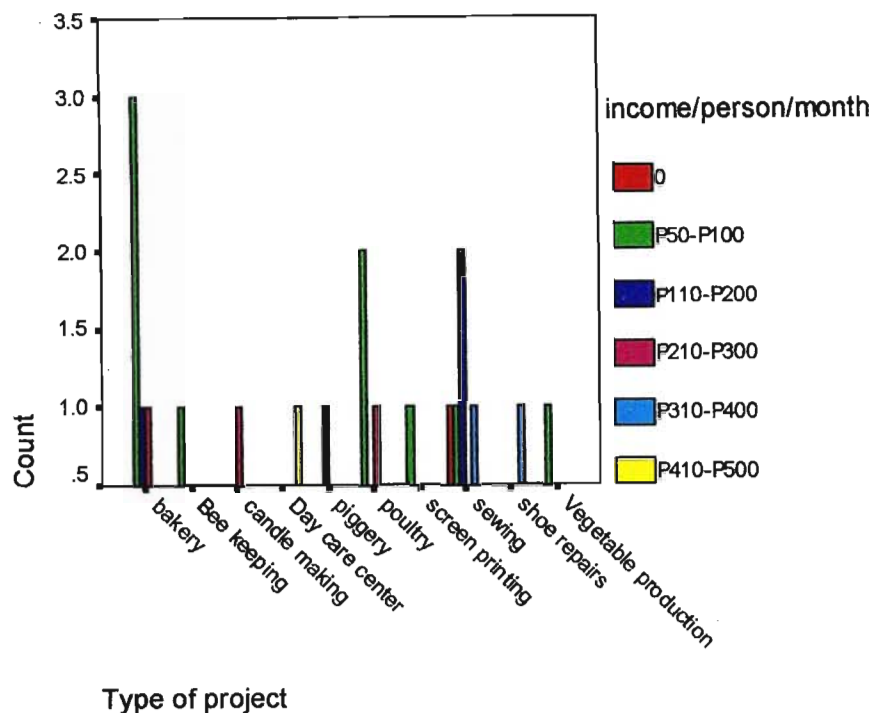


Figure 5.2: Monthly income per person

The results also indicated that the non-operating projects operated by one person had the member earning higher income than those operated by many people earned. For example, amongst the non-operating projects the bakery operated by one person had a monthly income of P210-300 while the rest which were group projects earned less. Similarly, the Shoe repair and sewing operated by one person each earned P310-400 each. These results indicated that the fewer the number of people operating a project, the more money they earned irrespective of the type of business. This statement could also be supported by the fact that the day care centre that was operated by four people earned more money (P410 – P500) than other projects operated by more people. The results also showed that projects which did not have a lot of competition in their areas of operation had members earning higher incomes than the common types of projects in the same areas. For example, the day care centre had their four members earning P410-P500 each. The candle making (10 members) and piggery project (9 members) had their members earning P210-300 because of the little competition between such businesses (figure 5.2).

5.3.4. The impact of Group member's ill health on projects

Ill health chi-square test ($p=0.068$) reflected a weak statistical significance between the status of projects (operating or non-operating) and the extent to which ill health caused the failure of projects (Table 6 Appendix H). As shown in Table 5.5 sixty percent of the non-operating projects members mentioned ill health as contributing to the failure of their projects while twenty percent of operating project members saw it hindering their progress. The groups mentioned HIV as the main disease that hindered some members from being productive. Ill health affected production of some projects because when members were ill they became less productive and in the end, the projects went under as mentioned in the Botswana National Development Plan (2003:246). The 2001 statistics estimated that 38.6% of the Botswana adult population was infected with HIV. Adults who are engaged in income generating projects therefore may not be able to be productive due to terminal illness

Table 5.6: Dropped out from the projects because of ill health (n=20)

project status			Ill health		Total
			no	yes	
non-operating projects	Count	4	6	10	
	% within project status	40	60	100	
Operating projects	Count	8	2	10	
	% within project status	80	20	100	

5.3.5. Lack of commitment

All the non-operating projects reported to have had their members dropping out due to lack of commitment, and operating ones had 40% of the groups reporting dropouts due to lack of commitment (Table 5.6). Sixty percent of the operating projects however reported their members to be commitment to the projects. Lack of commitment could be seen to be a contributory factor towards the failure of the projects. The Chi square test showed a significant correlation ($p= 0.003$) between the status of projects (operating or non-operating) and the extent of project members' lack commitment (see Appendix H Table 7) This was felt to be because the projects were chosen by their trainers and most of the decision making (in

seven groups) made by LGLs whom they did not even trust due to their lack of transparency. It was clear that lack of commitment emanated from the problems of not enabling the participants to fully participate in decision making concerning their projects. Writers such as Ekelebege and Ekelebege (2000), Muller (2000), Chambers (1997) stress the importance of peoples' participation in decision making of their projects so as to ensure that they fully identify themselves with them and therefore are committed.

The project members of both operating and non-operating projects indicated that there was very little involvement of project members in decision making especially at the initial stage. People did not seem to be motivated enough to keep the projects going. The projects were seen as being the government's and not their own; the results were that the projects failed. Ife (1995:112) refers to this kind of situation as "tokenism" that is people are informed about a decision but they have very little power on how that particular issue or activity should be performed. This resulted in participants having little or no commitment because there was often no sense of belonging (UIE 2004:18). Chambers (1997:13) emphasised that to ensure that people are committed to their development or projects they should be given an opportunity to fully participate in decision-making. Other advocates of people's participation (Ife 1995, Singh et al 2001) emphasised that development workers (trainers in this study) should work as facilitators and give participants an opportunity to identify their needs, analyse them, act and evaluate their needs.

Table 5.7: Lack of commitment to the project by members (n=20)

project status		lack of commitment		Total
		no	yes	
Non-operating	Count	0	10	10
	% within project status	0	100	100
	% of Total	0	50	50
operating	Count	6	4	10
	% within project status	60	40	100

(χ^2 test p=0.003)

Another factor that was said to be contributing to project members' lack of commitment reflected back to the problems already mentioned, that is personal objectives not met and

group disputes. People did not find it worthwhile to put a lot of effort on project duties because they felt that they were not benefitting much from them but rather seemed to be working for the benefit of a few people (such as the LGLs and other office bearers).

5.4. Sub problem two

This section discusses sub problem two which addresses the underlying reasons for success and failure of BNLP supported income generating projects with regard to literacy training in terms of;

- Using the literacy skills learnt in literacy classes
- Reading instructions for production and business management manuals,
- **Writing business records as well as**
- Calculating and measuring during production.

It was important to solicit the views of the project members on the value of reading, writing and numeracy skills in their context. The results revealed that all the participants' (100%) perception of the importance of acquiring reading, writing and numeracy skills were that,

- Reading and counting are essential in business.
- Most of the skills necessary for running a business require basic knowledge, much of which is difficult to obtain unless people are literate and numerate.
- People must be able to keep records and communicate effectively.

The respondents' perceptions on learning literacy skills support the statements made by literacy practitioners like Omolelwa (2001:223), Katahoire *et al* (2001:18) that skills of literacy are not ends in themselves but need to serve some purpose and in this case were taken to serve the purpose of effectively running the income generating projects.

During a reading, writing and calculating exercise given to the project members (see Appendix E), the researcher observed that in both operating and non-operating projects however even those members that could read and write (70%) had difficulty in calculating. Only members who were doing primer levels 3-5 could read the exercise given to them but even among these, very few people understood what they were reading and they also had difficulty with the calculations they were required to do. It was also realised that 90% of all groups depended on their LGLs when it came to tasks that required them to read write and

calculate especially business records. Lack of record keeping skills by income generating projects was also identified by Oxenham *et al* (2001) in their study as a constraint.

All the groups indicated that they enrolled in literacy classes in order to use the skills in their daily lives. The project members however mentioned that they were not able to use the skills learnt in the literacy classes because there was no connection of what was learnt in a literacy class and in income-generating activities training. This confirms survey findings made by Rogers *et al* (1999:65) in Botswana and other countries like Kenya that of the income-generating activities were kept separate from the literacy classes. In Kenya for example in a goat rearing project attached to a literacy class, the participants had not learnt to read the word “goat” because it was not in the primer.

Another observation made by the researcher in all the operating projects was that the income generating activities did not provide any materials for learning literacy in classes (functional literacy) and therefore this indicated that the use of literacy skills learnt in classes did not happen in running the projects in all the projects researched. After soliciting ideas on the literacy training, from the projects members they were requested to discuss other training they received apart from the literacy one. The following section will reflect the responses.

5.4.1 Entrepreneurship Training

Following are the respondents’ comments on other training they received apart from literacy. All the project respondents however except for one who was operating an individual project reported that they received training on business management, marketing and production skills and these were conducted by BNLP trainers. The individual project owner only received training on production skills. The type of entrepreneurship training received by income-generating projects members tended not to influence project success or failure because the chi-square test showed a weak statistical significance ($p=0.060$) (see Appendix H table 8). This confirms the finding mentioned by Bagele *et al* (2003) that even though projects members received some training they still did not do well. This implies that the training was ineffective. This was confirmed by the fact that all the groups mentioned that the training was

inadequate and that training duration was too short for them to fully understand and apply the business concepts they learnt during their business skills training. Ninety percent of all the groups also showed some dissatisfaction regarding assessment. They regarded assessment as not being done at all while 10% remembered assessment being done but inadequately.

5.5. Sub problem three

The following section will discuss sub-problem three's findings that looked at the underlying reasons for success and failure of income generating projects with regard to;

- Business management in terms of record keeping, having a constitution and following it, conducting meetings and having office bearers.
- Marketing in terms of conducting feasibility studies, pricing, promotion, product selection and place of sales.

5.5.1. Business management

Table 5.7 shows that the majority (90%) of the non-operating projects reported to have stopped operating due to mismanagement while operating groups indicated that they did not have this problem. Mismanagement could be seen as one of the factors that contributed to the failure of projects. The chi-square showed a significant correlation ($p=0.00$) between the status of the projects (operating or non-operating) and the extent to which the projects members experience mismanagement problems or not (see Appendix H Table 9). The group members mentioned mismanagement in relation to abuse by LGLs (facilitators) who took over the management of the projects by chasing project members away. LGLs were also seen to have favored their friends, were not very transparent in managing the projects, had poor record keeping (which was also observed by the researcher in the use of literacy skills learnt), did not follow the constitution and worst of all used the money for personal benefit. Catherine (1998) in her study in Cameroon identified the same mentioned problems among the projects she studied. She saw the use of money from the till without accounting for it as a drawback in the projects as eventually some of the projects ended in bankruptcy.

Table 5.8: Mismanagement in projects (n=20)

project status		do you have mismanagement problems		Total
		no	yes	
Non-operating	Count	1	9	10
	% within project status	10	90	100
operating	Count	10	0	10
	% within project status	100	.0	100

(χ^2 test p=0.000)

5.5.2. Record keeping

Table 5.8, shows that all the non-operating projects kept records. Seventy percent of the operating projects also showed that they kept records while 30% of the operating projects indicated that they did not keep proper records due to lack of training. The researcher however observed that 17 of the projects only kept minutes, cashbook and debtors records. Others records such as stock control and sales records were not kept. The groups mentioned that stock and sales are just determined through common sense. The researcher also observed that the available records showed that for both non-operating and operating projects, records were inadequate; for example, other transactions such as stock in and out of the business were not recorded and 60% of the operating projects who indicated that they had bank accounts did not record money moving in and out of the business.

Table 5.9: Business record keeping in projects (n=20)

project status		record keeping		Total
		no	yes	
Non-operating projects	% within project status	.0	100	100
	% of Total	.0	50	50
Operating projects	Count	3	7	10
	% within project status	30	70	100
	% of Total	15	35	50

All the groups who indicated that they kept records (Table 5.8) said records were kept by their LGLs (non-operating 100%, operating 70%) and other members did not understand

record keeping procedures adequately. Lack of record transparency makes profitability difficult to gauge and as stated by one of the respondents, “the use of money from the till everyday for personal matters without accounting for it is a common practice.” Regular and transparent audits are crucial for group success as they maintain group trust in the managers (Catherine 1998).

Most of the non-operating projects (90%) mentioned that they have office bearers but they never changed office bearers during the time when they were operating and 50% of the operating projects had not changed since they started. Those who were in office were liked and appointed by LGLs who made most of the decisions on how the projects were run. Members had very little opportunity to elect those people that they trusted. Even though the chi-square showed no significance between the project status (operating and non-operating) and projects changing office bearers the researcher observed that neither groups could operate independently because all the project decisions were made by LGLs and a few other members. Such dependence undermined the self-reliance and sustainability that is important in development because in cases where LGLs pulled out, projects stopped operating. For instance, the Gathwane sewing group stopped due to the loss of their LGL.

Almost all the groups (90% of the non-operating and 80% of the operating ones) had a constitution to guide them in running their projects. It was however identified that 80% of the operating projects followed their constitution and none of the non-operating ones did (Table 5.9). This could be a contributory factor to the failure of projects. The chi-square showed a significant correlation ($p=0.00$) between the status of the projects (operating or non-operating) and the extent to which the projects members followed their constitution (see Appendix H Table 10). Members of projects that did not follow the constitutions reported that the LGLs kept them to themselves and therefore they were not familiar with the contents. They thought they were only developed for the purpose of securing grants from the government and other organizations and to be used when registering at the government registrar of companies.

Table 5.10: Project members following their constitution (n=20)

project status		do you follow the constitution		Total
		no	yes	
non-functioning	Count	10	0	10
	% within project status	100	.0	100
operating	Count	2	8	10
	% within project status	20	80	100

(χ^2 test $p=0.000$)

Table 5.10 indicates that 80% of the non-operating groups did not have regular meetings while 100% of the operating groups had regular meetings. Another factor that could have contributed to the success of project was therefore that of having meetings regularly. The chi-square showed a significant correlation ($p=0.000$) between the status of the projects (operating or non-operating) and if their meetings were held regular or not (see appendix H Table 11). The non-operating groups reported that their meetings were mostly spent on discussing what the LGLs wanted them to discuss and did not include any information on the progress of their projects while the operating groups mostly discussed progress and settled group disputes. The non-operating projects mentioned that decision-making was based on instinct and personal judgment rather than on fact. This problem would manifest as managerial incompetence, which is often primarily the cause of small business failure (Rwegema and Karunga 1999).

Table 5.11: Regularity of meetings held by projects (n=20)

project status		how often are the meetings held		Total
		not regularly	regularly	
non-operating	Count	8	2	10
	% within project status	80	20	100
operating	Count	0	10	10
	% within project status	.0	100	100

(χ^2 test p=0.00)

5.5.3. Feasibility study

As could be seen in Table 5.11, 80% of the non-operating projects did not conduct feasibility studies before the commencement of their projects while 80% of the operating projects did so. From these findings, it could be concluded that one of the contributory factors to the failure of projects could have been lack of conducting a feasibility study before starting the business. The Chi square showed a significant correlation (p= 0.007) between the status of the projects (operating or non-operating) and if the project members conducted a feasibility study or not (see Appendix H Table 12). It is important to conduct a feasibility study before starting business. in order for one to be able to determine if what is produced will be needed by customers, if the customers can afford to pay the price set if the business will make profit, if the business will be at the right place to be easily reached by customers and the right promotion done. This is taking into consideration the four controllable marketing strategies (4Ps of marketing) which ILO (1998) sees as very important. A feasibility study is a necessity for income generating projects because knowing the factors that influence a consumer purchasing decision gives direction as to what products to produce, how to improve the business to satisfy consumer's needs and make a profit. If a feasibility study is not carried out, an income-generating project is more likely to fail because it might be operating in a wrong environment, a wrong type of product produced or a wrong operational strategy might be implemented (Charlton 2000:40). The discussion based on the study findings concerning the 4Ps of marketing (product, price, promotion and place of distribution) will follow.

Table 5.12: Use of Feasibility study by projects (n=20)

project status			Feasibility study		Total
			No	Yes	
non-functioning	Count	8	2	10	
	% within project status	80	20	100	
operating	Count	2	8	10	
	% within project status	20	80	100	

(χ^2 test $p=0.007$)

5.5.4. Product

The research results indicated that the non-operating projects especially sewing and bakery ones (majority in the non-operating category) arrived at the choice of their products through motivation from the success of other businesses selling the same or similar products in the same area of better quality at a lower price (60%). Mutava and Mutanyata (1998) identified a similar situation in their study. Seven of the non-operating projects reported lack of demand for their product as one of the reasons for closure. These groups also mentioned that their potential customers preferred cheaper clothes like, for example non-operating sewing groups mentioned Chinese shops as attracting most customers because of their cheaper clothes. It was observed that the non-operating projects did not do anything to differentiate their products from their competitors in order to occupy a market niche as recommended by Agar (1999:7).

Sixty percent of the non-operating groups also mentioned that they produced products that were recommended by their trainers (60%). Though it is vital for trainers to assist the projects, this was seen to be inappropriate for them as outsiders to decide for the members which projects they should embark on. This has been found to be disempowering and undermining of people's autonomy by practitioners (Ikelegbe and Ikelegbe 2002). The participants tend to know their community needs better and therefore it may have been wiser for them to decide on the types of projects to embark on rather than the trainers. Very few non-operating projects (30%) indicated that they arrived at the choice of their products because of customers' needs. Not considering customers needs may have contributed to the failure of the projects. Though the operating projects also reported that they arrived at the

choice of their products through motivation from the successful projects (80%), they also considered the needs of the customers (80%) before embarking on their projects. Provision of what was needed by customers may have been a contributory factor to business success as chi square reflected this tendency ($p=0.025$). Considering people's needs when deciding on a product has been stressed by Agar (2002:13).

The sampled projects were from small places with low population and for them to embark on businesses that were already in the villages they needed to have conducted a feasibility study. They needed to find out if their products would attract enough customers especially if there were many competitors producing a similar product, a business should try to differentiate their product to occupy a market niche as stated by Charlton (2001:45). One should think of different ways of adding value to the business or product in order to ensure that the customers are not lost. The business can create reasons for customers to buy its products. As indicated by Pattern (2003:14) to win customers in a market place where everyone is selling the same thing, one does not need to be a lot better or any different but a small improvement can make a difference (Agar 19979:7). Six operating projects reported that they differentiate their products/service by producing products in different colors (candle making projects), different patterns (sewing project and screen printing projects), provide different types of bread (bakery), provide nutritious food and a variety of toys (day care centre).

5.5.5. Pricing of products

Table 5.12 shows that some income-generating projects did not calculate all the costs incurred during manufacturing when pricing products. These research findings indicated that 70% of the non-functioning projects and 30% of the operating ones calculated only material and labour costs when pricing. Lack of including all the costs incurred when pricing could be seen as a contributory factor to the failure of projects. The chi-square showed significant correlation ($p=0.006$) between the status of the project (operating or non-operating) and if the project members calculated only the material and labour costs when pricing (Appendix H Table 13). From the observations of their records, improper pricing resulted in projects that did not make any profits to sustain the business and therefore eventually the businesses went

under. To be able to price well, they needed to include all the costs incurred to produce a product or service and ensure that there is profit made at the end of the day (Charlton 2001:109).

Table 5.13: Determining price by calculating material and labour costs (n=20)

project status			Determining price of product by calculation of material and labour cost		Total
			no	yes	
non-operating	Count	7	3	10	
	% within project status	70	30	100	
operating	Count	3	7	10	
	% within project status	30	70	100	

(χ^2 test p=0.006)

Pricing products lower than those of competitors did not show any significant correlation between the contribution to the failure or success of the projects and project pricing lower than competitors. However the researcher found it to be contributing to the failure of non-operating projects and to be contributing to lack of economic growth of the operating ones in some cases. Both the non-operating (80%) and operating projects (40%) indicated that they priced their products lower than those of their competitors in order to attract customers. Though this might be one of the marketing strategies that could attract more customers to buy from the groups, the researcher observed from their records that both categories of projects did not make any significant profits. It should be noted that even though most operating groups (90%) mentioned that they calculate material and labour costs, indirect costs that were seen as equally important by Charlton (2001), Motlatla (2002) and Catherine (1998), were not included.

5.5.6. Place of sales

All the projects except for the poultry and piggery ones reported that their businesses were located in the village and accessible to all their customers. This was found to be advantageous because as was indicated by Pattern (2001:31) a business should be situated where customers

could easily reach it. The poultry and piggery projects were located outside the villages for health reasons however.

Another problem identified was that the researched income generating projects clustered according to manufacturing type (similar products) in the same locations or projects with saturated markets. For instance, in the Southern Region most of the projects that stopped functioning (40%) were the bakery projects. The sewing projects that stopped functioning (40%) were also clustered in projects that had high competition from shops selling better quality products in the same area. This might have contributed to why these projects had too few customers. Unlike the non-functioning projects, the operating projects reflected a good spread of economic activities (bakery, bee keeping, candle and floor polish, day-care centre, poultry, screen-printing, sewing, shoe making and repairs and lastly vegetable production). The operating products and services had their products bought regularly because these were products needed in the locations of operation.

5.5.7. Promotion of products

Income generating project members made very little attempt to promote their businesses. All the respondents indicated that they depended on promotion by word of mouth. As highlighted by Pattern (2000:16) while word of mouth promotion will help a small business, it is not enough. To truly generate sales, it is necessary to advertise on a larger scale in order to attract customers to a business. Dawson (2003:17) in his study found that the use of exhibitions and trade fairs was a way of promoting income generating projects and their products were often found to be highly effective. This could also be seen to be a contributory factor to the success of the operating projects in this study because 90% (Table 5.13) of them also indicated that they had promoted their products by exhibiting at trade fairs. The chi-square showed a significant correlation ($p= 0.006$) between the status of the projects (operating or non-operating) and if the project members exhibited their products at trade fairs or not (see Appendix H Table 14).

Table 5.14: Promotion of products through trade fairs (n=20)

project status			promotion through trade fairs and shows		Total
			no	yes	
	non-operating	Count	7	3	10
		% within project status	70	30	100
	operating	Count	1	9	10
		% within project status	10	90	100

(χ^2 test p=0.006)

5.6. Sub problem four

Sub problem four will discuss the financial resources accessible and known by BNLP participants to support their income generating projects. In spite of literature stating that lack of start-up finances is a major deterrent for success in small businesses (Botswana Ministry of finance 1998:11), this was not the case in this study because during the focus group discussions less than half (40% of the respondents) 30% of non-operating and 10% of operating projects mentioned lack of finance as one of the problems. The groups however mentioned that they were aware of government and NGO funding sources and the operating ones mentioned that they were preparing to apply for funding. All these groups except for three operating ones however also reported that they received grants from the government and NGOs to start their projects. This reflected that the lack of start-up finance was not a major problem (Ministry of Commerce and industry 1997). Failure was brought about by other factors already mentioned such as poor management, misuse of funds and lack of conducting a feasibility study to ensure the availability of market and lack of commitment to ensure regular production. All the groups agreed that if the funds they received when they started their projects were managed effectively and every member had put effort and shown commitment to their work, they would not have had any financial problems.

5.7. Sub Problem five

Sub problem five investigated the underlying reasons for success and failure of income generating projects with regard to follow up after training. The findings revealed that all the respondents felt that follow up after training was inadequate because they only had visits from their trainers once in six months (10%), once a year (60%) or once in two years (30%). The groups also indicated that during these visits they were only asked questions on their performance and there was not much assistance to rectify their problems because these visits were very brief. The groups mentioned that they would like to be visited by their trainers regularly to help them with their problems. This is an indication of dependency which most development parishioners sees as hindering projects sustainability (Chambers 1997, Rogers 1997, UNDP 2004).

5.8. Perceptions

All groups indicated that despite the experienced problems (as revealed in the findings) they had been empowered because through operating income generating projects in groups they had learnt the implications of working as a group. These included the sharing of business ideas, positive and negative experiences, frustrations, problems and giving one another support. They learnt through working together to assume and delegate responsibilities. They now had the courage to work with officials of government agencies who could provide them with resources that they needed to improve their living standards. Most of all they learnt to believe in their own abilities.

5.9. Force Field Analysis

The following data were obtained from the project members through the force field analysis. All the respondents' results were summerised in a flipcharts as described in chapter 3. The aim was to prioritize the driving and restraining forces in order to find out the main factors that might contribute towards the success and failure of projects. After identifying these factors, the groups went further and prioritised what they thought should be done to rectify

the restraining forces and strengthen the driving forces in order of priority. All the results were combined and averages of each calculated (Table 5.14).

Table 5.15: Force Field Analysis of Driving and Restraining Forces (n=20)

Restraining Forces non-functioning projects	Driving Forces non-functioning projects	Restraining Forces operating projects	Driving Forces operating projects
1. Group disputes 2. Mismanagement 3. Lack of commitment 4. Illiteracy 5. No time allocated to the provision of income generating training in literacy curriculum 6. Duration of courses too short. 7. Language used in training not mother tongue 8. No pay 9. Poor recordkeeping 10. High competition	1. Availability of equipment 2. Availability of premises	1. Group disputes 2. Mismanagement 3. Lack of commitment 4. Irrelevant literacy materials 5. Provision of same content to everybody. 6. No time allocated to teach business skills in the literacy curriculum 7. Inadequate follow up after training 8. Poor record keeping. 9. Low payment 10. Lack of economic growth	1. Contribution to family income 2. Community development 3. Socialising

5.9.1. Discussion about the restraining forces

Table 5.14 shows the results of the force field analysis of both non-operating and operating groups. As during the focus group discussion group disputes appeared to be the main restraining force for non-operating groups. Even though most of the operating groups did not mention group disputes as hindering progress of their project they mentioned it as the main restraining force in force field analysis. Although the BNLP encouraged project members to start as groups, group dynamics were not included in the training programme as stated in the UIE document (2004:41).

Mismanagement was reported to be the second major restraining force for both groups. Management duties were carried out by LGLs who, according to focus group discussion results, were not transparent; misused funds, chose their friends to be office bearers and were not trusted by other members. All these abuses by LGLs were said to cause the failure of projects or caused other members to drop out of operating projects.

Because of this mistrust among members, lack of commitment was also said to be the third most important restraining force for both groups. Focus group discussions also showed

commitment of members to non-operating projects to have been very low and therefore contributed to failure of projects.

The following less important constraining forces were different for the operating and non-functioning projects.

It is clear from Table 5.14 that the Botswana National Literacy Programme did not generally provide useful skills that should be employed in the income generating activities because illiteracy was the next most restraining force (4) in non-operating projects. A contribution to this was revealed during the focus group discussions. The project members stressed the fact that business skills were taught separately from literacy skills and that there was no relation between what was learnt in income generating related activities and reading, writing and numeracy learnt in classes as stated in the fourth most important restraining force of the operating projects. This made it difficult for participants to use the skills learnt in literacy classes in running their income generating projects (in agreement with Rogers 2001:56).

The mention of irrelevant literacy materials by the members of operating projects reflected that literacy needs were varied and greater than the programme provided. UNESCO (2000:18) raised a concern that one of the most serious obstacles to successful literacy work was the lack of relevant and interesting reading materials. More broadly they mentioned that there was little or no supportive literate environment to help new readers in income generating projects sustain their newly acquired literacy skills so that they were able to run their projects effectively as reiterated in UNESCO (2000:18).

Rogers (1997) clearly indicted that literacy programmes that were practiced in developing countries were losing value and objectivity because as could be seen from the operating groups, provision of the same content to everybody was mentioned as restraining force 5 by operating project members. People needed to read things that were relevant to their daily lives and in this case, the content should have enabled the learners to run their projects effectively.

Restraining force 6 of non-operating-projects indicated that the duration of the business courses was too short and therefore participants were unable to fully learn the business skills as mentioned by one respondent; “we need more time to practice and master the skills”. There is no time allocated in the provision of business skills and knowledge in the literacy curriculum as indicated in restraining force 6 of the operating projects. This problem emanates from the fact that the LGLs were not trained in teaching the project members income generating related skills (Mutava and Mutanyata 1998). LGLs concentrated on the primers and did not teach how to start or run a business. Follow up after business-training courses were very limited as stated in restraining force 7 of the operating projects.

Another issue mentioned by the non- operating projects in the North East District (Kalanga speakers) was that the learners took long to learn because the language used in training (Setswana) is not their mother tongue (restraining force 7). The language of instruction has an impact on learners’ success since those who are non Setswana speakers gain less in training courses. The learners however indicated that they were interested in learning Setswana but would find it easier to be taught in their mother tongue at the initial stages as also mentioned by UIE (2004:52) and UNESCO (2003:22). As stated by Muller (2000:43) research has shown that the learning of literacy in the indigenous language facilitates the mastery of the second language and that the promotion of the local languages also enriches learning.

The non-operating groups listed “low payment” as their restraining force 8 and the operating groups “low payment” as restraining force 9. The non-operating group projects were also shown to have stopped operating because of no or lower salaries than operating ones.

As shown in restraining force 9 of the non-operating, and 8 of operating projects, poor record keeping was also a problem. Poor record keeping was also observed by the researcher when she looked at the group records.

Restraining force 10 of the non-operating projects appeared to be in high competition in their area of operation. High competition was also revealed in the focus group discussion. The

projects tended to choose products that already existed in their area of operation and did not attempt to differentiate them in order to attract customers. Force field analysis for operating projects indicated that there was a lack of economic growth (restraining force 10). The above stated restraining forces were seen to be the contributory factors to lack of success.

5.9.2. Discussion about driving forces

The driving forces for operating projects were listed (Table 5.14) in order of priority as making a contribution to their family income, community development and socialising within their groups. On the other hand those of non-functioning projects were listed as the availability of project equipment and business premises encourage them to restart their projects but they also mentioned that they could only start if each member could be allowed to work alone and make individual profits. Mutava and Mutanyata (1998) also suggested formation of individual projects after a study they conducted which showed that group projects had a problem of group disputes that hindered progress of the projects.

5.9.3. Action to be taken to reduce the restraining forces and in order of priority.

When project members were asked to prioritise actions to be taken to reduce the identified restraining forces (Table 5.15) both non-operating and operating projects mentioned that business training courses should be on going and be taught in literacy classes rather than in short courses. Non-operating projects wanted training that would help them diversify into different areas of production in order to differentiate their products as their number two priority area. Another important factor mentioned by operating projects as priority two was that business skills and group dynamics be incorporated into the literacy programme.

All the groups had the encouragement of individual projects as their third priority. Non-operating projects had as their last priority that people need to be taught in their mother tongue at the initial stage and the operating project's last priority was that there should be regular monitoring after training to ensure that learners understood what they had learnt and were using the skills.

Table 5.16: Reducing the restraining factors and suggestions for improvement (n=20)

Suggested action to be taken (non-operating projects)	Suggested action to be taken (operating projects)
1. All group members be trained in business skills in literacy classes rather than in short courses. 2. Diversified skills training incorporated in literacy programme 3. Individual projects to be encouraged. 4. People taught in mother-tongue at the initial stage.	1. All group members be trained in business skills in literacy classes rather than in short courses. 2. Business skills and group dynamics be incorporated in the literacy curriculum 3. Individual projects be encouraged 4. Regular follow up after training

5.10. Questionnaire Results from trainers

The following discussion focuses on the response from the BNLP trainers. Twelve trainers operating in the same regions (Southern, South Central and Northern) with the sampled projects were included in the study.

5.10.1. Description of the group of trainers

The results indicated that all the business skills BNLP trainers sampled were women with ages ranging from 31 to 45. As indicated in table 5.16 their level of education was 16.7% O 'level, 41.7% certificate in adult education and 33.3% had a diploma in adult education and 8.3% degree in Home Economics. Seventy five percent of the respondents were married. As mentioned by Mutava and Mutanyata (1998) the trainers also indicated that none of them had training in business related activities. Only one trainer received training in Home Economics which did not encompass business management training but only components of production skills and adult education. Trainers only received business training in short courses which they regard as inadequate because they still did not fully understand business concepts.

Table 5.17: Trainers education level (n=12)

Trainer's education level	Frequency	Percent
o level	2	16.7
certificate	5	41.7
diploma	4	33.3
degree	1	8.3
Total	12	100.0

5.10.2 Income-generating Project members' literacy training

Eighteen of the BNLP-supported income-generating project members were participants in the BNLP as reported by all the trainers except for two groups that were reported by one trainer as having a mixture of non-literacy programme participants and literacy participants (operating groups). The respondents also reported that the business-training programme was targeted to all primer levels.

When asked if learners used the literacy skills in running their projects, 41.7% indicated that they did use the skills while 58.3% indicated that they did not, because the participants were not literate enough to use literacy skills learnt in running their projects (Table 5.18)

Table 5.18: Project members use of literacy skills (n=12)

Use of literacy skills	Frequency	Percent
no	7	58.3
yes	5	41.7
Total	12	100.0

Table 5.18 shows the reasons for literacy participants not using the literacy skills learnt in classes as not being adequate (33.3%). This was reported to be due to the literacy curriculum not preparing the learners to use the skills in their projects because the primers did not have any topics related to the running of a business. The other reason for not using the literacy skills were stated as the skills not being relevant (66.7%). It was also mentioned that what was learnt in literacy classes was not relevant to learners' projects or to the running of their projects (66.7%) because the curriculum did not consider different project members' needs or activities but taught the same thing to everybody.

There were also virtually no topics on income generating activities in the participants' initial literacy training but this was taught in short courses which were regarded as inappropriate because the content covered was too much for the time period, and lastly the literacy that was taught in primers did not prepare the project members to run their projects effectively.

Table 5.19: Why project members did not use the literacy skills learnt (n=12)

Use of literacy skills	Frequency	Percent
not adequate	4	33.3
not relevant	8	66.7
Total	12	100.0

Table 5.19 shows that even those who were using the literacy skills were not able to use all the 3Rs learnt. For instance 25% indicated that participants only used the skills to read project reports and only 16.7% stated that all the 3Rs were used in reading project reports, writing business records as well as calculating business transactions.

Table 5.20: How income-generating project members use literacy skills (n=24)

How literacy skills are used	Frequency	Percent
not used	7	58.3
read project reports	3	25.0
read, write, calculate	2	16.7
Total	12	100.0

5.11. Business skills training Programme

The following section will discuss the response from trainers about the business-training programme. The section will cover the objectives, content assessment and follow up after training.

5.11.1. Objectives of the business training programme

All the trainers indicated that the objectives of income generating projects business training programme were to make literacy functional and to bring economic benefit to the participants. All the respondents reported that these objectives were realistic but the problem was that many of the income generating projects were failing or had failed, as the objectives could not be fully achieved due to insufficient trainers' capacity to assist the project groups. This was also mentioned by Mutava and Mutanyata (1998:32) and SIAPAC (1990:45).

5.11.2. Business training programme course content

When asked what was included in the entrepreneurship curriculum all the trainers listed the modules as;

- business planning for start up businesses
- business planning for existing businesses
- marketing, costing and pricing
- money management
- production skills

The aim of the modules was to assist project members to be able to run their project effectively. The topics offered were seen to be necessary in running a business by all trainers as also mentioned in relation to similar projects in other context by Harper and Finnegan (1998); Rwegema and Karungu (1999).

Only 17% of the trainers perceived the business training duration to be fair while the majority (83%) perceived it to be short. All the trainers saw the content of income-generating project members business training to be relevant but the problems highlighted by all were that the courses were too short and trainers are not competent enough to teach the business topics as also mentioned by Rogers (1997) in relation to similar projects in other countries.

Table 5.20 indicated that 50% of the trainers saw the need for incorporating the business content in the literacy training because the current concept of primer was too limited in business skills training and numeracy and therefore did not enable literacy participants to

satisfactorily keep business records. This group also saw the primers to be out-dated and therefore it was necessary to use relevant materials to address different income generating projects' needs. The trainers also saw the need to involve the learners in the development of their learning/teaching materials so that teaching was based on their activities. This would be similar to what Rogers (1999:223) has described as "real literacy approach", that is, the teaching should be based on the activities which participants are already undertaking or which they wish to do in their own life, rather than on generalising literacy tasks set out in primers. Engaging participants in the decision and development of learning/teaching materials as evidenced in the increasing popularity of the "Reflect approach" is important as stated by Lauglo (2000:60).

Table 5.21: What could be done to improve delivery of content (n=12)

Suggestions for improvement	Frequency	Percent
incorporate business concept in literacy training	6	50
use relevant materials to teach literacy	6	50
Total	12	100

5.11.3. Learning/teaching method

All the trainers said that the learning/teaching methods used in entrepreneurship training were good because they were participatory and therefore encouraged the use of;

- Group discussion
- Games
- Role plays
- Exercises

Most respondents (75%) however indicated that these techniques represent a good teaching strategy but unfortunately, classroom practice did not frequently reflect their usage (Table 5.21). The trainers indicated that these methods were recommended on paper but as indicated by Muller (2000) commenting on similar cases, the use of these methods is inappropriate due to the inadequate training of trainers.

Table 5.22: Participatory learning teaching methods (n=12)

participatory learning/teaching methods in classes	Frequency	Percent
no	9	75.0
yes	3	25.0
Total	12	100.0

5.11.4. Trainers responses on Assessment

Table 5.22 indicates that assessment of project members' business training was seen to be inadequate by 33.3% of the trainers who mentioned that it was only done through asking participants verbal questions while a topic was presented and only a few participants are involved. Other trainers (66.7%) indicated that assessment is not done at all because after presenting a topic there is no systematic assessment procedures put in place. This makes it difficult to monitor individual learners' progress or diagnose learning problems. As Bhola, (1998:67) indicated assessment should be diagnostic, that is it should be inbuilt in the curriculum and ensure that learners' goals are achieved and also learners' participation in their assessment be encouraged.

Table 5.23: How assessment is done (n=12)

Assessment method	Frequency	Percent
asking questions during sessions	4	33.3
not done	8	66.7
Total	12	100.0

5.11.5. Trainers' responses on follow up after business skills training

As also indicated by the majority of income generating members in their responses most of the trainers (83.3%) indicated that follow up is inadequate as they visit projects after a long time. Only 16.7% visit their projects regularly.

The reasons for inadequate follow up after training are shown in table 5.23 as lack of transport by 25%, insufficient staff by 50% and lack of trained staff to give required support by 25% of the trainers. These problems were also identified by SIAPAC (1990:63) during

their evaluation of entrepreneurship training in Botswana. As they rightly mentioned, it is important to conduct follow-ups after training to find out the effectiveness of the training, if trainees are using the skills after training, and determine the trainees post-training needs.

Table 5.24: Reasons for inadequate follow up (n=12)

Reasons for inadequate follow-up	Frequency	Percent
lack of transport	3	25.0
insufficient staff	6	50.0
lack of trained staff	3	25.0
Total	12	100.0

5.11.6. Trainers' responses about project members running the projects

The following section will discuss trainers' responses with regard to the running of income - generating projects by the project members. Comments will cover marketing, business management and production.

5.11.7. Marketing problems

Table 5.24 shows the problems of marketing as identified by trainers in closed questions to be lack of conducting feasibility studies before the commencement of projects (58%), lack of promotion of the products or businesses (16.7%), inadequate pricing (8.3%), and low quality products (16.7%). The results reflected a lack of conducting feasibility studies was seen to be a problem by most trainers. Conducting a feasibility study to ensure that the project product will have enough customers, pricing and promotion, the project will be at a place which will be easily reached by customers was seen to be important by researchers such as Catherine (1998), Agar (1999) and Charlton (2001).

Table 5.25: Marketing problems (n=12)

Types of marketing problems	Frequency	Percent
feasibility study	7	58.3
lack promotion	2	16.7
inadequate pricing	1	8.3
low quality products	2	16.7
Total	12	100.0

5.11.8. Trainers' responses to business management

Most trainers (66.7%) perceive mismanagement by LGLs to be the worst hindrance of projects' growth and cause of income-generating projects' failure. The other problem identified by 33.3% of the trainers was seen to be improper record keeping. The researcher as indicated in section 5.6.1 also observed these problems.

5.12. Other problems reported by trainers

Low quality of products was also mentioned to be a problem by 50% of the trainers. This was blamed on inadequate training by both the trainers and project members. All the trainers also indicated that those involved in the study were given training even though this was inadequate. They stressed the fact that project members had a tendency of blaming the programme instead of putting in more effort to ensure the success of groups. Sixty-six percent of the trainers mentioned that the project members lacked motivation because of group disputes and domination of all the decision-making by the LGLs. The trainers also suggested that the BNLP should move away from insisting on the formation of group projects because they tended to fail, but rather encourage individual projects as suggested in the field force analysis.

5.13. Summary

Trainers' perspectives corroborated those of the focus group, researchers' observation and force field analysis as could be seen from table 5.25 in that the most factors that hindered projects' progress were similar in all the findings. From these findings, the reasons for failure or success of the BNLP-supported income generating-projects were interrelated as could be seen in Table 5.25.

Group disputes were identified as the main constraint that hindered success of income generating-projects. This was seen to have been brought about by mismanagement of projects. Mismanagement of projects was blamed on illiteracy and abuse by LGLs. Other

problems identified were that projects did not have enough customers, due to lack of conducting a feasibility study before starting projects. Some project members were not committed to the projects because they felt they were not benefitting much from the them.

Literacy and business management curriculum was seen to be inadequate by both the trainers and the project members because they saw it as not addressing a variety of learners needs.

To address the above-mentioned problems both the project members and trainers suggested that business, skills and group dynamics should be incorporated in the literacy curriculum and that there is need for product diversification.

Table 5.26: Summary of the findings

Factors that contribute to projects failure	significant Chi square test (focus groups)	Evidence for success (Force Field analysis	Trainers questionnaires	Researchers observation
Group disputes	P=0.000	90% reported no group disputes	Group disputes reported by both groups	Group disputes	Illiteracy, improper record keeping
Mismanagement	P=0.000	100% reported no mismanagement as a problem	Mismanagement by LGLs	Domination of decision making by LGLs	Poor record keeping by LGLs
Not holding meetings regularly to discuss progress	P=0.000	80% reported regular meetings.	Not mentioned	Not mentioned	Records on meetings showed regular meetings for operating groups
Not following constitution	P=0.000	80% followed the constitution	mismanagement	mismanagement	Not looked at
Personal Objectives not met	P=0.002	90% reported meeting their objectives	Lack of economic growth	The curriculum does not address individual projects needs	Records showed lack of economic growth
Average age of project members	P=0.002	90% reported 36-46 aged (younger) members	Not mentioned	Not mentioned	Was not looked at
Lack of commitment	P=0.003	60% reported commitment by members	Lack of commitment was one the restraining forces	Not mentioned	Not able to read write and keep proper records
Displaying products at trade fairs	P=0.006	70% reported displaying at trade fairs	Not mentioned	Not mentioned	Not looked into
Not conducting feasibility study	P=0.007	80% conducted feasibility study	Lack of conducting feasibility study restraining force	Lack of appropriate skills to conduct feasibility study	Not looked into
Illiteracy	P=0.041	The operating projects literacy level is higher than those non-operating	Illiteracy reported by non operating groups and lack of relevant literacy materials by operating	Inadequate training	

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study investigated the performance of income generating projects supported by BNLP in relation to meeting individual members' objectives, group disputes, projects' economic growth, members' health, commitment of project members to their income generating projects, business and literacy skills use in running the projects, business management, marketing, availability of financial resources and follow-up.

Data from operating and BNLP supported income generating project members as well as BNLP staff were collected for this study. The methods used were participatory and survey research methods. Qualitative strategies were employed using focus group discussions, force field analysis, observations and questionnaires. Stratified random sampling was undertaken to select the sample population of projects and purposive sampling was employed to select trainers of the income generating projects. Data from the focus group discussions and trainers' questionnaires were analysed using SPSS while force field data and observation were analysed through manual inspection to extract themes of information.

Group disputes were identified as the main drawback in the success of income generating project run by groups. This was seen to have been brought about by mismanagement of projects. Mismanagement of projects was blamed on abuse by LGLs. LGLs were seen to be dominating in all projects decision making. Group meetings were not called regularly to discuss project progress nor settle group disputes. LGLs choose their friends as office bearers and never rotated them, misused funds, did not keep records properly, lacked transparency in their business records and never made efforts to follow the groups' constitution. The projects operated by one person each reflected a better performance than those of groups because the owners managed their projects and got better wages than the group projects.

The main objectives for starting income generating projects were stressed to be raising living standards by earning some income and functional literacy. These were however not fully fulfilled by several projects because lack of economic growth of projects was seen as the second cause of failure of project. Project members' business equipment, profits and salaries had declined for projects that had ceased operating and for eight operating projects the salaries, assets, profits seemed not to be increasing. The members did not earn enough income to sustain their families nor did the literacy skills learnt in literacy classes enable the project members to perform effectively.

Lack of commitment by project members seemed to be the third cause of failure of many of the projects. The main causes of the lack of commitment were seen to be the fact that projects members were not fully involved in decision-making in their projects but rather decision making was dominated by LGLs. The other cause of lack of commitment was because projects were not benefitting members economically as much as they expected. Another contributory factor towards lack of commitment was seen to be group disputes and mistrust of LGLs.

Low literacy levels also affected the performance of income generating projects because 90% of project members were able to neither write business records nor understand them. This resulted in a lot of dependency on those who could read, write and calculate records (mostly LGLs). This was not a healthy situation because at the same time the project members did not trust their LGLs because they believed that they were misusing funds.

The results revealed that the literacy curriculum did not provide exercises that would enable the project members to run their projects better; for example, the arithmetic taught in the primers did not teach any record keeping, the content did not have anything on income generating activities. The curriculum was seen to be inadequate by both the trainers and the project members because they saw it as not addressing a variety of learners needs. Teaching methods are meant to be participatory but due to lack of training, trainers tended to practice

more teacher-centered methods. The duration of the courses were seen to be too short and assessment not done at all to ensure progress.

Lack of conducting a feasibility study before the commencement of projects has also been seen to hinder the progress of income generating projects in that the non-operating projects had very few customers because they embarked on overcrowded businesses with saturated markets. On the other hand, the two most successful operating projects were seen to have determined customers' needs before embarking on the projects and therefore providing projects that were less common in their areas of operation.

Ill health as a contributory factor to failure of some specific projects was also revealed by this study and the main disease was said to be HIV/AIDS.

Lack of conducting a feasibility study before the commencement of the projects also resulted in not including all the costs incurred when pricing products. This also hindered progress because operating and non-operating projects were observed as not making adequate profits because only direct material costs were calculated and included while the indirect costs were omitted. Lack of using a variety of channels to promote projects products was also seen hindering the success of non-operating projects as they only promoted their products through word of mouth. The operating projects also promoted their projects by displaying at trade fairs and this was seen to have partly contributed to their success.

Even though literature in section 2.7 sees lack of start capital as a problem faced by income generating projects this study did not see it as a problem because almost all the projects reported that they received some funding from either the government or NGOs to start their projects. The problem identified was that the funds were misused and therefore the non-operating projects ended up bankrupt while the operated ones experienced a lack of growth of the funds.

The results indicated that all trainers had been trained in production skills, business

management, marketing, costing and pricing. The skills learnt however have been shown not to be adequately utilised.

To address the above-mentioned problems, the project members suggested in the force field analysis that business, skills and group dynamics should be incorporated in the literacy curriculum and that there is need for product diversification. This obviously required project members to have skills to improve on their products, to be able to produce a variety of products as well as to market the products efficiently, but if trainers are not well trained as they indicated they would not be able to equip the project members with the appropriate skills.

6.1. Conclusions

6.1.1. The problems faced by the researched income generating projects partially supported the hypothesis one, which stated that many income-generating projects are unsuccessful because they do not meet individual project members' objectives, have poor group dynamics, lack economic growth, members suffer from ill health, and there is lack of commitment. Reasons for all project members for starting the income generating projects were to earn some income to raise their living standards and to socialise with other members but these did not happen. The operating projects survived because participants' personal objectives were partly met.

Group disputes about mismanagement and general distrust however seemed to be the most serious problem and one of the main factors that contributed to the failure of projects. The researcher found that lack of economic growth in the projects also contributed to the failure of projects in the form of unsatisfactory profits, wages and lack of project money to repair or purchase new machinery.

Lack of commitment by project members was also identified as a problem that led to the failure of projects as well as a dependency of project members on the trainers because when the trainers withdrew, the project failed due to lack of commitment by the project members.

The contribution of ill health to failure or success of the projects was not found to be statistically significant, yet 60% of the non-operating projects and 20% of the operating projects reported it to be affecting their progress. HIV was seen to be the main disease that hindered some members from being productive. Ill health affected production in projects because when members were ill they became less productive and in the end the projects failed.

6.1.2. Data analysis concerning the second sub problem which addressed the underlying reasons for success and failure of income generating projects with regard to literacy training in terms of using the literacy skills learnt in literacy classes to read instructions for production, business management manuals, write business records as well as to calculate and measure during production confirmed the hypothesis. Hypothesis stated that Literacy skills (reading, writing and numeracy) offered by BNLP do not produce business skills necessary for running income-generating projects.

This study revealed that literacy (reading, writing and numeracy) learnt in BNLP classes did not link the development of reading, writing and numeracy skills to the development of skills needed for income generation. The lessons given in literacy classes did not have any relevance to income generation projects as revealed by most respondents (70%). The study also revealed that BNLP trainers are inadequately trained in business skills and participatory learning/teaching methods. The BNLP instructions are designed exclusively in the Setswana language. Learners who are non-Setswana mother tongue speakers therefore face difficulties in learning.

6.1.3. Sub problem three addressed the underlying reasons for success and failure of income generating projects with regard to conducting feasibility studies to ensure availability of the market, correct pricing, promotion, product, place of operation and management in terms of

record keeping. The findings confirmed the hypothesis that BNLP income generating projects were unsuccessful because of poor management by LGLs, inadequate feasibility studies, poor choice of products, pricing, promotion, and inadequate record keeping. Location of the projects however was seen not to be a problem because most projects were located at places that could be easily reached by customers. The problem however emanated from the fact that those projects that failed were crowded with similar businesses in same locations.

The type of businesses which were more successful were those which were not common in the areas of operation, that is a piggery, candle and floor polish production, day care centre, vegetable production and shoe making.

6.1.4. Sub problem four looked at the financial resources available and accessible to the project members and the hypothesis stated that these income generating projects failed due to lack of start-up capital. This hypothesis was rejected because almost all the projects reported that they received some funding from either the government or NGOs to start their projects. The funds were regarded to have been enough when the projects started. The problem identified was that the funds were misused and therefore the projects that were no longer operating ended up bankrupt while the currently operating ones experienced a shortage of funds for expansion.

6.1.5. Sub problem five addressed the underlying reasons for success and failure of income generating projects with regard to follow up after training and the hypothesis stated that there was a lack of follow up after the income generating groups had been trained. The results only partially support this sub-hypothesis because all the groups indicated that there was follow up after training but these were inadequate, too short and did not address project problems.

6.2. Recommendations

This sub section highlights issues that the researcher feels need to be addressed in order for the BNLP supported income generating projects to be improved and those that are operating to perform better and consequently create more employment in Botswana. The first recommendations mainly address the sampled income generating projects followed by policy recommendations and lastly recommendations on how this research project could be improved.

6.2.1. Income generating group recommendations

The non-operating projects should make an effort to come together to settle their group disputes and decide if they want to continue with their projects or not. If the groups feel strongly that they cannot work together then they should decide what they are going to do with the machinery and business premises. It is also recommended that for those who want to restart as individuals they should be allowed to do so but differentiate their products better to occupy a niche in the market so that they attract customers.

It is also recommended that the members of income generating projects should conduct feasibility studies before the commencement of the projects. The income generating members should choose the project they want to embark on themselves and this should be based on the customers' needs.

Project members should elect their office bearers and the office bearers should be people they trust. All the project members should be informed and agree on what is laid down in their constitution. The project members should also operate according to the rules set in their constitutions in order to operate effectively and avoid group disputes.

6.2.2. Policy recommendations

The first policy recommendation is that BNLP in collaboration with NGOs should develop a policy on BNLP income-generating projects. The policy should provide for assessments of

what would be needed in particular localities to ensure an environment that would enable relevant training.

Both groups and individual projects should be supported by the government and NGOs; group projects should not be favored by the government and NGOs over individual projects.

There is need to pursue a policy which should emphasise that NGOs should not only give financial support to the BNLP supported income-generating projects but also be involved in curriculum development and training because NGOs can give needed flexibility in order to take better account of local circumstances.

There should be a policy put in place with regard to both government and NGO funding that income generating projects should be funded to conduct feasibility studies before funding for the operation or expansion of the projects to ensure that their projects will be viable before commencing or when applying for funds for expansion. Funding should also not only be directed to groups but individual projects should be encouraged as well. The policy should also emphasise the integration of income-generating activities with literacy in the curriculum so that everybody involved in the income-generating project is enabled to use the skills for effective running of the projects.

BNLP should select one region for an intensive pilot project designed to improve the performance of income generating projects. Business training skills should be incorporated into the literacy curriculum i.e. when BNLP curriculum developers design a literacy curriculum they should include functional skills component e.g. teaching learners key business skills such as simple record keeping, banking, required skills necessary to help the group function effectively, demographic decision-making, group dynamics and conflict resolution.

To ensure that the project members master literacy and numeracy sufficiently to use them in running their projects additional time should be provided in literacy classes.

Curriculum designed for income generating activities should be tailor made to the needs of the learners. In order to achieve this, trainers, potential income generating project members and those who have already started projects should be involved in developing their curriculum. They ought to be involved in both needs assessment and curriculum development. The emphasis should be on learners actively participating in developing their curriculum. Such a strategy will encourage their participation in the programme from an early stage and will ensure that the programme is relevant. An example of a participatory approach could be taken from the REFLECT approach which has been developed by the international NGO Action Aid and which has spread rapidly through organisations across Africa, Asia and Latin America.

Appropriate learner performance assessment should be designed. This assessment should be diagnostic, that it should test what the learners can do at the end of each lesson, module or course. Learners should get the opportunity to test their own learning progress frequently.

The BNLP should be more proactive in terms of on the job training and should develop a training plan for its trainers. Trainers should not only be trained in teaching literacy (3Rs) but also be equipped in teaching income generating activities. It is also recommended that trainers should be trained in using participatory learning/teaching approaches as well as basic business skills in order for them to teach effectively.

Training of income-generating projects members should be directly linked to post-training follow-up which should look at how effective the training was the use of skills by project members and the post training needs.

BNLP should take note of multilingual realities in the field and actively advocate for a change in current national language policy which states that everybody should be taught in Setswana. Such a step would facilitate the acquisition of literacy in mother-tongue where possible and afterwards in Setswana and English. In every case learners should be entitled to learn in their

mother tongue and they should be offered different options. Tailor made solutions should be found for each learner group.

6.2.3. Recommendations for the improvement of the study

Regarding the sample of both currently operating projects and those projects that failed, a nation wide sample could have been selected to ensure full representation. The trainers' sample could have also included a sample of those involved in developing training courses and materials in order to gain more in-depth information regarding training.

Rather than use the type of project as a basis of strata, geographical location could have been used. This would clearly show whether or not the distances from the location of project to the market place and to the suppliers of raw materials had any influence on its performance, growth or sustainability.

6.3. Implication for further research

Firstly group disputes seemed to be the most serious constraint in group projects and therefore an in-depth study needs to be undertaken to establish the prospects and problems of group approach in income generating activities.

A study that would identify viable income generating projects in different regions of Botswana to ensure sustainability needs to be undertaken.

Since lack of appropriate skills seemed to be a constraint on the development of income generating projects, investigating the level of skills that the BNLP-supported income generating projects and their trainers possess and their needs for specific skills development should be explored in further studies.

The study could also evaluate the training materials used in both literacy classes and income-generating training to obtain more insight on what is lacking, and how this could be improved to provide relevant literacy required for income generation for sustainable development.

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APPENDIX A
COURSE OUTLINE FOR RECORD KEEPING COURSE

CONTENTS

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APPENDIX B
FOCUS GROUP DISCUSSION GUIDING QUESTIONS

FOCUS GROUP DISCUSSION GUIDING QUESTIONS

SECTION 1: Demographics

1. Name of the group.....
2. Location: VillageDistrict.....
3. Type of project :

AGE	No. of Men	No. of Women	Total
16 – 25			
26 – 35			
36 – 46			
47 – 55			
Over 65			
Total			

4. What level of education/premier do the members have?

Premier level	0	1	2	3	4	5	Other (Specify)
Number							

5. Size of start up group?.....
6. If other members dropped out, why did they?.....
.....
7. What is/was the purpose of this group apart from income generation?.....
.....
8. How often does/did the group meet. Regularly When called per
9. What to do you discuss?.....
.....
.....
10. How committed are the members? (Rate yourselves using beans)
.....

SECTION 2: Literacy questions

1. How many members were learners of the National Literacy Programme?

.....

.....

2. Why did you enrol for literacy training?.....

.....

3. How do/did literacy skills help you running your project i.e.

Reading.....

.....

Writing.....

.....

Calculating.....

3. Apart from literacy training what other training courses have you attended?...and how long

did

they

last?

.....

.....

SECTION 3: Entrepreneurship Training

a) Production

1. How did the above training help you in running this project?.....

.....

2. How did you arrive at this choice of providing this general product or service?

.....

b) Business Management Questions

1. Do you keep business records? Yes No

2. If yes who records?.....

.....

3. If yes what type of records do you keep?.....

.....(can I see them)

4. If no, why are you not keeping records?.....

5. How do you keep track of money in and out of a business?.....
.....
6. How do you ensure that there is smooth running of your project?.....
.....
7. What office bearers are there in the group?.....
.....
8. How long do office bearers remain in the office?.....
9. How are they elected?.....
10. Does this work? Yes No Why.....
.....
11. Do you rotate office bearers? Yes No Why.....
.....
12. Do you have a constitution? Yes No
13. If yes do you follow it?
14. If you do not follow your constitution why?

SECTION 4: Marketing

1. Did you conduct any feasibility study before you started your project?
Yes No
 2. How do you market your products in relation to
 - Products: describe why and how you arrived at the specific choice.....
.....
 - Price: describe how you price your products.....
.....
 - How do you advertise your products?.....
.....
 - Where is your project based and why?.....
.....
- Where do you sell your products from?.....
- Who buys your products?.....
.....

SECTION 5: Financial Resources Questions

1. Where did you get money to start this project?.....
.....
2. Have you ever applied for a loan? Yes No
3. How much was the loan?.....
4. If yes, where did you apply to?.....
.....
5. How much was granted?.....
6. If yes, what did you use the money for?
.....
.....
7. If yes, under what conditions were you given the money?.....
.....
8. If it was turned down what were the reasons given?.....
9. If no why?.....
.....

SECTION 6: Support

1. What kind of support do you get from your families?.....
.....
2. What support do you get from the government?.....
.....
3. What kind of support do you get from NGO's ?.....
.....
4. Any other support received?

SECTION 7: Perceptions

1. Where do/did you see this group in five years time?.....
.....9
2. In what ways have your lives changed (benefits) since joining the group in terms of income, status and empowerment?(rate themselves using beans)

APPENDIX C
READING, WRITING AND CALCULATION EXERCISE

Reading, writing and calculating exercise in English

1. In the first column write all the materials used to produce one item.

Used materials for producing one item	Direct costs	indirect costs	total
Total			

2. In the next column, write the direct material costs

3. In the third column, write money used for indirect costs to produce one item item.

4. Add all the money used in the last column.

Reading, writing and calculation Exercise in Botswana language

Go bala, go kwala le go tlhakanya

1. Kwala tse lo didirisitseng go dira selwana sele sengwe.

Tse lo didirisetseng go dira selwana sele sengwe	Madi aa dirisetsweng mo ditshenyegelong tse di lebaneng	Madi aa dirisitsweng mo ditshenyegelong tse dingwe	Madi otlhe
Madi otlhe			

2. Kwala ditshenyegelo tse di lebaneng.

3. Kwala ditshenyegelo tse dingwe.

3. Tlhakanya madi a ditshegelo.

APPENDIX D
FORCE FIELD ANALYSIS LOG FRAME

FORCE FIELD ANALYSIS LOG FRAME

1. The problem: performance of the project

Restraining Forces	Driving Forces
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Action to reduce the restraining forces and increase strengthen the driving forces

Action to reduce the restraining forces	Action to strengthen the driving forces
1.	
2.	
3.	
4.	
5.	

APPENDIX E
TRAINERS, QUESTIONNAIRE

TRAINERS QUESTIONNAIRE

Date.....

Interview no.....

Address of respondent.....

Telephone of respondent.....

SECTION 1: DEMOGRAPHICS

1. Respondent Sex : F M
2. Age : 15-30 31-45 46+
3. Marital Status: Single Married Divorced
Widowed Separated
4. Education Level O'Level Certificate Diploma Degree

SECTION 2: LITERACY TRAINING

1. Are all the income -generating group members NLP participants?

YES NO

2. What primary level is entrepreneurship training programme targeted to?

1 2 3 4 5 Other specify?.....

3. Why is the entrepreneurship training programme incorporated into the literacy programme?.....

.....
.....

4. Do the entrepreneurs use the skills learnt in literacy classes to run their projects?

Yes No

5. If yes where/how do they use the skills

Reading?.....

Writing?.....

Numeracy?.....

6. If no why are they not using the skills?.....

.....
.....

SECTOPN 3: Entrepreneurship training programme

1. What do you consider to be the objectives of the entrepreneurship-training curriculum programme?.....

.....

2. Do you think that these objectives are realistic?

Yes No

3. Please give reasons for your answer?.....

.....

4. What do you include in your entrepreneurial training in terms of content?

.....

5. Is the content relevant to the running of income generating projects?

Yes No Justify.....

6. How would you rate the duration taken during

a) initial training courses for entrepreneurs? long fair short

b) refresher training? Long Fair Short

7. How is assessment done?

.....
.....

8. Do you think assessment is adequately done? Yes No

9. Give reasons for your answer

.....

10. What learning/teaching methods do you use?

.....
.....
.....

11. Are the learning/teaching methods used effective Yes No
12. Give reasons for your answer.....

13. How are follow ups made after completion of the courses?.....

14. What are the problems experienced concerning follow ups?

15. What do you think the major problems that are faced by entrepreneurs and those who ceased operating income-generating projects after training are? Please indicate your answer with an X.

Topic	Entrepreneurs	Why	Those who stopped	Why
Production				
Business management				
Marketing				
Funding				
Follow ups				
Others (specify)				

14. If production skills are a problem, why are they?

.....
.....

15. Which areas of business management would you consider most problematic for running income generating projects? Please indicate your answer with an X.

Business Management	Greatly	Sort of	Not at all	Why
Record keeping				
Constitution				
Business plan				
Group dynamics				
Other (please specify)				

Make general suggestions to overcome these obstacles above.....

16. In Marketing which areas do you see as most problematic in the success of Income Generating Projects?

Marketing	Greatly	Sort of	Not at all	Why
Promotion				
price				
product				
place				
Others (please specify)				

SECTION 4

FINANCIAL RESOURCES

1. Where do the project members get money to start or improve their projects?

Raise their own funds family members Government NGOs

Other (specify)

2. Are the project members aware of the available funding sources?

Yes No

3. Give reasons for the above answers.....

.....

.....

SECTION 5 : SUPPORT

- 1. What kind of support do the projects get from the;
 - a) Government?
 - b) NGOs?

- 2. Is the support

a) from Government adequate?	Yes	No
b) from NGO adequate?	Yes	No

- 3. Give reasons for your answer in
 - a)

 - b)

SECTION 6: TRAINERS PERCEPTION

- 1. What is your perception concerning the performance of income generating projects?

- 2. What do you think should be done in order for income generating projects to
 Perform better?.....

- 3. Any other comments?

Thank you for your participation

APPENDIX F
FOCUS GROUP DISCUSSIONS SPSS RAW DATA

Key to data listing

Region	Region/district
Village	Village
Project	Name of project
Ptype	Type of project
Pstatus	project status
Pstart	Year started
Pcease	Year ceased
Stentrep	Number of members at start
Drentre	Number of members dropped out
Presm	Number of members present now
Age	Average age per group
Reasdis	Reason of group disputes
Reaspro	Lack of economic growth
Reasshel	Reason of ill health
Income	monthly income per person
Restart	Number who have restarted
Lit	Average primer level
Purplit	Purpose of functional literacy
Purpdev	Purpose of rural development
Purpin	Purpose of income generation
Purpliv	Purpose of raised living standards
Purppers	Purpose of personal development
Purpsoc	Purpose of socialising
Timemet	Regularity of meeting
Purinst	Purpose of Reading production instructions
Purwrit	Purpose of writing business reports
Purcal	Purpose of calculating business transactions
Purill	Purpose of overcoming ills of illiteracy
Dispr	Discussed group progress in meetings
Attproco	Attended production course
Attbusco	Attended business management course
Attmaco	Attended marketing course
Record	record keeping
Recder	who records
Running	Ways of ensuring smooth running of business
Offbear	Availability of office bearers
Feastud	Feasibility study
Choicmo	Arrived at choice of product by motivation from competitors' successes
Choicer	Arrived at choice of product by recommendation from field officer
choicne	Arrived at choice of product according to people's needs
pricmat	Arrived at price of product by calculation of material and labour cost
priccom	Arrived at price of product by competitors' prices
promotin	promotion by word of mouth
promotra	promotion through tradefairs and shows
comm.	lack of commitment
mismanag	mismanagemt
inadefol	inadequate follow up

	region	village
1	Northern/North East	Moroka
2	Northern/North East	Tati
3	Southern/Borolong	Tshidilamolomo
4	Southern/Borolong	Good Hope
5	Southern/Borolong	Pitsane
6	Southern/Borolong	Borobadilepe
7	Southern/borolong	Gathwane
8	South Central/Kgatleng	Mathubudukwane
9	South Central/Kgatleng	Oodi
10	South Central/Kweneng	Thamaga
11	Northern Region/North East	Masingwaneng
12	Northern Region/North East	Masingwaneng
13	Northern Region/North East	Masingwaneng
14	South Central/Kgatleng	Mokatse
15	South Central/Kgatleng	Mathubudukwane
16	South Central/kweneng	Thamaga
17	South Central/South east	Mogobane
18	South Central/South East	Ramotswa
19	South Central/South East	Ramotswa
20	South Central/Kweneng	Ditshukudu

	project
1	Wise Mothers
2	Tshwaragano
3	Kgatelopele
4	Boitshoko
5	Maikano
6	Therisanyo
7	Tshedimosetso
8	Baikopanyi
9	Tshwaraganang
10	Lethogonono
11	Shanganane
12	Tshwaraganang
13	Laeza
14	Mokatse
15	Shoefix
16	Lethogonono Gardening
17	Maiteko
18	Kgatelopele
19	Leretlhabetse Day Care Center
20	Bee keeping

groupdat10

	ptype	status
1	sewing	1
2	sewing	1
3	bakery	1
4	bakery	1
5	bakery	1
6	bakery	1
7	sewing	1
8	poultry	1
9	poultry	1
10	sewing	1
11	Candles and Floor Polish	2
12	poultry	2
13	piggery	2
14	sewing	2
15	Shoe making and repairs	2
16	Vegetable production	2
17	bakery	2
18	screen printing	2
19	Day care center	2
20	Bee keeping	2

groupdat10

	pstart	pcease	stentrep	drentre	presm	age	reasdis	reaspro
1	1998	2003	10	10	0	4 1	1	
2	1999	2002	4	4	0	4 1	1	
3	1990	2000	5	5	0	4 1	0	
4	1997	2003	1	1	0	4 0	0	
5	1998	2000	5	5	0	4 1	1	
6	1990	1999	6	6	0	3 1	1	
7	1997	2001	6	6	0	4 1	1	
8	1999	2001	4	6	0	4 1	1	
9	1999	2002	15	15	5	3 1	1	
10	1997	2000	15	15	5	4 1	1	
11	2000	2005	12	2	10	4 1	1	
12	2000	2005	12	2	10	3 0	0	
13	1999	2005	6	0	9	3 0	0	
14	2004	2005	3	2	1	3 1	1	
15	1999	2005	1	0	1	3 0	0	
16	2004	2005	16	1	15	3 0	1	
17	1987	2005	8	6	2	3 1	1	
18	1998	2005	6	2	4	3 1	1	
19	1998	2005	6	2	4	3 1	0	
20	2003	2005	8	0	8	3 0	0	

groupdat10

	reasshel	assets	income	restart	lit	purplit	purpdev	purpinc
1	0	0	0	0	2	0	0	1
2	0	0	0	0	2	0	1	1
3	0	0	0	0	3	0	1	1
4	1	0	1	0	5	0	0	1
5	1	0	0	1	3	1	1	1
6	0	0	1	0	2	1	1	1
7	1	0	0	0	3	1	0	1
8	1	0	0	0	2	1	0	0
9	1	0	0	0	2	1	1	1
10	1	0	0	0	2	0	1	1
11	0	0	0	0	3	1	1	1
12	1	1	0	0	5	0	0	1
13	0	1	1	0	5	1	1	1
14	0	1	1	1	1	0	0	1
15	0	0	1	0	5	0	1	1
16	0	0	0	0	3	0	0	1
17	0	0	0	2	3	0	0	1
18	0	0	0	0	3	1	1	1
19	1	1	1	0	5	0	0	1
20	0	0	0	0	4	0	0	1

groupdat10

	purpliv	purppers	purpsoc	timemet	purinst	purwrit	purcal
1	1	0	1	1	1	1	1
2	1	0	1	1	1	1	1
3	1	0	1	1	0	1	1
4	1	0	1	2	1	1	1
5	0	0	1	1	1	1	1
6	0	0	1	1	1	1	1
7	0	0	1	1	1	1	1
8	1	0	1	2	0	0	1
9	0	1	1	1	0	0	1
10	0	1	1	1	1	1	1
11	1	0	1	2	1	1	1
12	1	0	1	2	1	1	1
13	1	0	0	2	1	1	1
14	1	1	0	2	1	1	1
15	1	1	0	2	1	1	1
16	1	1	1	2	1	1	1
17	1	1	1	2	1	1	1
18	1	1	1	2	1	1	1
19	1	1	1	2	1	1	1
20	1	1	1	2	1	1	1

groupdat10

	purills	dispro	attproco	attbusco	attmakco	record	recoder
1	1	0	1	1	1	1	1
2	1	0	1	1	1	1	1
3	1	0	1	1	1	1	1
4	1	0	1	1	1	1	1
5	1	1	1	1	1	1	1
6	1	0	1	1	1	1	1
7	1	1	1	1	1	1	1
8	1	0	1	1	1	1	1
9	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1
11	1	1	1	1	1	0	1
12	0	1	1	1	1	1	1
13	0	1	1	1	1	1	1
14	1	0	1	1	1	1	1
15	1	0	1	0	0	0	2
16	1	1	1	1	1	0	2
17	1	1	1	1	1	1	1
18	1	1	1	0	0	1	1
19	1	1	1	1	1	1	1
20	0	1	1	0	0	1	1

groupdat10

	running	offbear	feastud	choicmo	choicre	choicne	pricmat
1	1	1	0	1	1	0	1
2	1	1	0	1	1	0	0
3	1	1	0	0	0	1	1
4	2		1	1	0	1	1
5	1	1	0	0	1	0	1
6	1	0	0	1	1	0	1
7	1	1	1	0	0	1	1
8	1	1	0	0	1	0	0
9	1	1	0	1	1	0	0
10	1	0	0	1	0	0	1
11	3	1	1	0	0	1	1
12	3	1	1	0	0	1	1
13	3	1	1	0	0	1	1
14	1	0	1	0	1	1	1
15	1	0	1	0	0	1	1
16	3	1	1	0	0	1	1
17	3	0	1	0	0	1	1
18	3	1	0	1	0	0	1
19	3	1	1	0	0	1	1
20	3	1	0	1	0	0	1

groupdat10

	pricom	promotin	promotra	illiter	grodis	comm	mismanag
1	1	1	1	4	5	5	5
2	1	1	0	4	5	5	4
3	0	1	1	4	4	5	4
4	0	1	0	2	5	2	3
5	0	1	0	4	4	5	5
6	0	1	0	4	5	4	4
7	0	1	0	4	5	4	4
8	1	1	0	4	4	3	4
9	1	1	1	4	4	3	4
10	0	1	0	4	5	5	5
11	0	1	1	3	3	2	2
12	0	1	1	3	2	2	2
13	0	1	1	3	2	2	2
14	0	1	1	4	1	2	3
15	0	1	1	2	1	2	3
16	0	1	1	4	2	3	3
17	0	1	1	4	5	3	3
18	0	1	0	4	2	3	3
19	1	1	1	2	4	2	3
20	0	1	1	4	2	3	3

groupdat10

	lackmark	lackfian	nosal	inadetra	inadefol	incdrive	socdrive
1	3	2	4	3	4	0	0
2	4	3	4	3	3	0	0
3	3	2	4	3	3	0	0
4	2	2	2	3	3	0	1
5	2	2	4	3	3	1	0
6	2	2	3	3	3	0	0
7	4	2	4	3	3	0	0
8	4	2	4	3	3	0	0
9	5	2	5	4	3	0	0
10	3	2	3	3	3	0	0
11	3	2	3	3	3	0	1
12	3	2	3	3	3	1	1
13	2	2	1	4	3	1	1
14	1	2	1	4	3	0	0
15	1	3	3	3	3	0	0
16	2	4	2	3	3	1	1
17	4	2	2	3	3	1	1
18	5	4	4	4	3	1	1
19	1	1	1	2	3	1	1
20	4	4	4	4	3	1	1

groupdat10

	runbusdr	comdriv
1	1	0
2	0	0
3	1	1
4	1	1
5	1	0
6	0	1
7	1	0
8	1	0
9	1	0
10	1	1
11	1	1
12	1	1
13	1	1
14	1	1
15	1	1
16	1	1
17	1	0
18	1	0
19	1	1
20	1	1

APPENDIX G
TRAINERS QUESTIONNAIRE SPSS RAW DATA

APPENDIX H
FOCUS GROUP DISCUSSIONS SPSS SIGNIFICANT CHI-SQUARE
TESTS RESULTS

Table 1: Average age per project

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	9.899(b)	1	.002		
Continuity Correction(a)	7.273	1	.007		
Likelihood Ratio	11.016	1	.001		
Fisher's Exact Test				.005	.003
Linear-by-Linear Association	9.404	1	.002		
N of Valid Cases	20				

Table 2: Average primer level

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.943(a)	4	.041
Likelihood Ratio	13.161	4	.011
Linear-by-Linear Association	3.763	1	.052
N of Valid Cases	20		

Table 3: Personal objectives not met

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	9.899(b)	1	.002		
Continuity Correction(a)	7.273	1	.007		
Likelihood Ratio	11.016	1	.001		
Fisher's Exact Test				.005	.003
N of Valid Cases	20				

Table 4: Group disputes

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.800(b)	1	.000		
Continuity Correction(a)	9.800	1	.002		
Likelihood Ratio	14.723	1	.000		
Fisher's Exact Test				.001	.001
N of Valid Cases	20				

Table: 5: ill health as a reason for failure of projects

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.333(b)	1	.068		
Continuity Correction(a)	1.875	1	.171		
Likelihood Ratio	3.452	1	.063		
Fisher's Exact Test				.170	.085
N of Valid Cases	20				

Table: 6: Lack of commitment contributing to failure of projects

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.571(b)	1	.003		
Continuity Correction(a)	5.952	1	.015		
Likelihood Ratio	10.974	1	.001		
Fisher's Exact Test				.011	.005
N of Valid Cases	20				

Table:7: mismanagement as contributing to failure of projects

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	16.364(b)	1	.000		
Continuity Correction(a)	12.929	1	.000		
Likelihood Ratio	21.024	1	.000		
Fisher's Exact Test				.000	.000
N of Valid Cases	20				

Table:8: project members not following their constitution

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.200(b)	1	.000		
Continuity Correction(a)	5.000	1	.025		
Likelihood Ratio	7.710	1	.005		
Fisher's Exact Test				.023	.012
N of Valid Cases	20				

Table:9: conducting meetings

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	13.333(b)	1	.000		
Continuity Correction(a)	10.208	1	.001		
Likelihood Ratio	16.912	1	.000		
Fisher's Exact Test				.001	.000
N of Valid Cases	20				

Table10:: Lack of conducting feasibility study

	Value	df	Asymp. Sig. (2- sided)	Exact Sig. (2- sid ed)	Exact Sig. (1- sid ed)
Pearson Chi-Square	7.200(b)	1	.007		
Continuity Correction(a)	5.000	1	.025		
Likelihood Ratio	7.710	1	.005		
Fisher's Exact Test				.023	.012
N of Valid Cases	20				

Table: 11: Arrived at the price by calculating material and labour costs

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.500(b)	1	.006		
Continuity Correction(a)	5.208	1	.022		
Likelihood Ratio	8.202	1	.004		
Fisher's Exact Test				.020	.010
N of Valid Cases	20				

Table:13: Promotion of products at trade fairs

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.500(b)	1	.006		
Continuity Correction(a)	5.208	1	.022		
Likelihood Ratio	8.202	1	.004		
Fisher's Exact Test				.020	.010
N of Valid Cases	20				