

Addendum A
Interview Schedule

Site Description

Both centres operated in the public schools. Centre A had electricity, but centre B operated in a school which did not have electricity and modern facilities such as computer and radio. Centre A had computers and radio. The implication was that in winter it seems as if adult learners in centre B did not spend much time in class.

I discovered that, although the enrolment rate was high in both centres, most of the adult learners were females. In centre A, there were 36 females in class compared to 14 males, while in centre B there were 33 females in class against 7 males. Their ages ranges from 28 to 70 years old. Most of them were illiterate as they had not reached Grade 10.

ABET Setting



In centre A I discovered that adult learners were using computers, a radio, charts, chalks, tables and exercise books. In centre B adult learners were using charts, tables, chalks and exercise books. The Department of Education does not seem to be too involved, as the ABET Centre still needs most of the facilities such as electricity which will help them to carry out certain project such as cooking. The relationship between ABET Centre and public school does not seem to be conducive to learning as the ABET learners sometimes find the classrooms locked and become stranded.

Participants

Of the 140 adult learners in centre A, 122 were females whereas 28 were males. They were taught by six facilitators. Of these facilitators four of them were females, and 2 were males. Only three facilitators had ABET related training. Three of them are professional educators. In centre B I discovered that there were 134 adult learners. Of the 134 learners only 20 were male and the rest were females. They were taught by five facilitators. Of the five facilitators it was only three facilitators who had ABET related qualifications. The remaining two had Bachelor degree. This means that there are more female adult learners in both centre. This can be attributed to the fact that women, especially blacks, were the ones who were oppressed of education under the previous system and it was their chance now to regain their lost opportunity. The fact that there were more adult learners than the facilitators implies that the facilitators could not monitor the work of all adult learners. Learners attended their classes for two days per week. They spend four hours per day, i.e. two in per day. In order to find out whether adult learners were all present, the facilitator used roll call and register to mark them. There is no corporal punishment in these schools. Facilitator teaches them. Some of the adult learners fail the level and repeat it.

During the interviews, adult learners were asked the same question in their own language. I then translated the response into English to make it easier for everyone to understand. There were eight questions which covered the following areas of the study: highest standard passed in formal education, time spent in the ABET centre, reasons for enrolling in the ABET centre, attainment of their goals, reasons for people to leave the ABET centre and what should be done to stop people from leaving ABET. These issues are been covered in the questions asked during interviews.

Data obtained from Adult learners

From the 11th day to the 21st day of February I visited two of the ABET Centres in the Thohoyandou area. On the 11th day to the 12th day I interviewed adult learners in centre A. On 18th February and 19th February I visited adult centre B to conduct interview with the adult learners.

Participant 1

On 11th February 2006, I interviewed a 28 years old female adult learner who attend in one of the ABET centres in the Thohoyandou area.

Q: What is the highest standard or grade you have passed in formal education?

A: I have passed standard 5.

Q: How long have you been attending ABET classes?

A: I have two years in the ABET centre.

Q: How many days are you spending attending ABET classes per week?

A: I spend two days.

Q: How many hours are you spending in ABET classes per week?

A: I spend four hours in ABET classes per week.

Q: What are your reasons for enrolling in the ABET centre?

A: I enrolled in ABET centre in order to be able to read and write.

Q: Do you think ABET is achieving its goals of eradicating poverty and illiteracy? In which way?

A: Because I am able to read water and electricity meters, and bank statement, as well as the electricity and water statement. I am able to fill in forms and write letters.

Q: What do you think are the main reasons for people leaving ABET centre?

A: People stop to go to the Centre after realizing that they are able to read and write.

Q: What do you think should be done to stop people from leaving the ABET centre?

A: Introduce variety of activities that will motivate them to learn. They should be taught new things every day in order to make them feel that there is a lot that needs to be learnt.

Participant 2

On 11th of February 2006 I interviewed a 30 years old female adult learner who attended classes in one of the ABET centres in the Thohoyandou area.

Q: What is the highest standard or grade you have passed in formal education?

A: I have passed standard 2.

Q: How long have you been attending ABET classes?

A: I started in 2004.

Q: How many days are you spending in attending ABET classes per week?

A: I spend two days.

Q: How many hours are you spending in ABET classes?

A: I spend four hours.

Q: What are your reasons for enrolling in ABET centre?

A: I want to learn how to read and write.

Q: Do you think ABET is achieving its goals of eradicating poverty and illiteracy? In which way?

A: Because I am able to read the water and electricity meters, and bank statements, as well as the electricity and water statements.

Q: What do you think are the main reasons for people to leave the ABET centre?

A: People leave ABET Centre because of shortage of facilitators/educators.

Q: What do you think should be done to stop people from leaving the ABET centre?

A: Government should employ more ABET facilitators.

Participant 3

On 11th February 2006, I interviewed a 40 years old female adult learner who attended one of the ABET classes in the Thohoyandou area.

Q: What is the highest standard or grade you have passed in formal education?

A: I have passed standard 3.

Q: How long have you been attending ABET classes?

A: Since 2004.

Q: How many days are you spending in attending ABET classes per week?

A: Monday and Tuesday (Two days).

Q: How many hours are you spending in ABET classes?

A: I spend four hours.

Q: What are your reasons for enrolling in the ABET centre?

A: I want to be able to start my own projects such as sewing and juice projects

Q: Do you think ABET is achieving its goals of eradicating poverty and illiteracy? In which way?

A: Because I can make juice and sew traditional clothes. I am able to sell them

Q: What do you think are the main reasons for people to leave the ABET centre?

A: I think their husbands are complaining that they are arriving late from the Centre.

Q: What do you think should be done to stop people from leaving the ABET centre?

A: The government should build more schools for ABET because sometimes we find that the school is locked by the educators.

Participant 4

On 12th February 2006, I interviewed a 60 years old female adult learner who attended one of the ABET classes in the Thohoyandou area.

Q: What is the highest standard or grade you have passed in formal education?

A: I never went to school.

Q: How long have you been attending ABET classes?

A: Since 2005.

Q: How many days are you spending in attending ABET classes per week?

A: I spend two days.

Q: How many hours are you spending in ABET classes?

A: I spend four hours.

Q: What are your reasons for enrolling in the ABET centre?

A: I want to earn how to read and write.

Q: Do you think ABET is achieving its goals of eradicating poverty and illiteracy? In which way?

A: Because I am able to read water and electricity meters, bank statements, and electricity and water statement, and I am able to fill in forms and write letters

Q: What do you think are the main reasons for people to leave the ABET centre?

A: I think they have to spend two consecutive days in the centre. Their husbands cannot allow their wives spend two consecutive days in the centre while they are at home taking care of the children.

Q: What do you think should be done to stop people from leaving the ABET centre?

A: The government should build more ABET schools to avoid the problem of being locked out.

Participant 5

On 12th February 2006, I interviewed a 50 years old female adult learner who attended one of the ABET classes in the Thohoyandou area.

Q: What is the highest standard or grade you have passed in formal education?

A: I have passed standard 1.

Q: How long have you been attending ABET classes?

A: I have six years in the ABET centre.

Q: How many days are you spending in attending ABET classes per week?

A: I spend two days.

Q: How many hours are you spending in ABET classes?

A: I spend four hours in the ABET centre.

Q: What are your reasons for enrolling in the ABET centre?

A: I want to learn how to start my projects such as sewing and juice projects.

Q: Do you think ABET is achieving its goals of eradicating poverty and illiteracy? In which way?

A: Because I am able to start my own projects such as juice making project or sewing projects where I will be able to sew traditional clothes and sell them.

Q: What do you think are the main reasons for people to leave the ABET centre?

A: I think their husbands are not satisfied by the two hours they spend in the centre because in winter they arrive late at home. It is the right time for female to come back home and start cooking.

Q: What do you think should be done to stop people from leaving the ABET Centre?

A: The Department should give facilitators high salaries in order to motivate them to stay at the centre.

Participant 6

On 18th February 2006, I interviewed a 50 years old female adult learner who attended one of the ABET classes in the Thohoyandou area

Q: What is the highest standard or grade you have passed in formal education?

A: I have passed standard 2.

Q: How long have you been attending ABET classes?

A: Since 2003.

Q: How many days are you spending in attending ABET classes per week?

A: I spend two days.

Q: How many hours are you spending in ABET classes?

A: I spend four hours.

Q: What are your reasons for enrolling in the ABET centre?

A: I want to learn how to read and write.

Q: Do you think ABET is achieving its goals of eradicating poverty and illiteracy? In which way?

A: Because I can read water and electricity meters, and also bank statements, as well as electricity and water statement and I am able to fill in forms and write letters.

Q: What do you think are the main reasons for people to leave the ABET centre?

A: I think it will not be possible to continue to attend ABET if they get employment far from home.

Q: What do you think should be done to stop people from leaving ABET centre?

A: I think facilitators should get high salaries in order to retain them.

Participant 7

On 18th February 2006, I interviewed a 43 years old female adult learner who attended one of the ABET classes in the Thohoyandou area.

Q: What is the highest standard or grade you have passed in formal education?

A: I have passed standard 3.

Q: How long have you been attending ABET classes?

A: Since 2001.

Q: How many days are you spending in attending ABET classes per week?

A: I spend two days.

Q: How many hours are you spending in ABET classes?

A: I spend four hours.

Q: What are your reasons for enrolling in the ABET centre?

A: I want to learn how to read and write.

Q: Do you think ABET is achieving its goals of eradicating poverty and illiteracy? In which way?

A: Because I am able to read water and electricity meters, bank statement, as well as electricity and water statement. I am able to fill in forms and write letters.

Q: What do you think are the main reasons for people to leave ABET centre?

A: I think it is the shortage of facilitators. Most ABET centres have facilitators than learners and the facilitators cannot monitor the work of all adult learners. These adult learners feel that they are neglected and they will not come again.

Q: What do you think should be done to stop people from leaving the ABET centre?

A: Introduce a variety of activities that will motivate them too learn. They should be taught new things every day in order to make them feel that there is a lot that needs to be learnt.

Participant 8

On 19th February 2006, I interviewed a 30 years old female adult learner who attended one of the ABET classes in the Thohoyandou area.

Q: What is the highest standard or grade you have passed in formal education?

A: I have passed standard 2.

Q: How long have you been attending ABET classes?

A: For four years.

Q: How many days are you spending in attending ABET classes per week?

A: I spend two days.

Q: How many hours are you spending in ABET classes?

A: I spend four hours.

Q: What are your reasons for enrolling in the ABET centre?

A: I want to learn how to start my projects such as sewing and juice projects.

Q: Do you think ABET is achieving its goals of eradicating poverty and illiteracy? In which way?

A: Because I have started my sewing project where I sew traditional clothes, e.g. minwenda and sell them to the local people and tourists.

Q: What do you think are the main reasons for people to leave the ABET centre?

A: I think people leave the ABET centre because there will be no one to look after the children at home.

Q: What do you think should be done to stop people from leaving the ABET centre?

A: Introduce a variety of activities that will motivate them too learn. They should be taught new things every day in order to make them feel that there is a lot that needs to be learnt.

Participant 9

On 19th February 2006, I interviewed a 30 years old female adult learner who attended one of the ABET classes in the Thohoyandou area.

Q: What is the highest standard or grade you have passed in formal education?

A: I have passed standard 4.

Q: How long have you been attending ABET classes?

A: Since 2002. Four years.

Q: How many days are you spending in attending ABET classes per week?

A: I spend two days.

Q: How many hours are you spending in ABET classes?

A: I spend four hours.

Q: What are your reasons for enrolling in the ABET centre?

A: I want to learn how to start my projects such as sewing and juice projects

Q: Do you think ABET is achieving its goals of eradicating poverty and illiteracy? In which way?

A: Because I have started a juice project which is functioning very well. I sell the juice to the local people and school children.

Q: What do you think are the main reasons for people to leave the ABET centre?

A: I think it is the shortage of books because adult learners are expected to buy books.

Q: What do you think should be done to stop people from leaving the ABET centre?

A: The Department of Education should build schools for ABET to avoid the problem of attending our classes late.

Participant 10

On 19th February 2006, I interviewed a 70 years old female adult learner who attend one of the ABET classes in the Thohoyandou area.

Q: What is the highest standard or grade you have passed in formal education?

A: I never went to school.

Q: How long have you been attending ABET classes?

A: Since 2004.

Q: How many days are you spending in attending ABET classes per week?

A: I spend only two days.

Q: How many hours are you spending in ABET classes?

A: I spend four hours.

Q: What are your reasons for enrolling in the ABET centre?

A: I want to be able to learn how to read and write.

Q: Do you think ABET is achieving its goals of eradicating poverty and illiteracy? In which way?

A: Because I am able to read water and electricity meters, and bank statements, as well as electricity and water statement. I am able to fill forms and write letters.

Q: What do you think are the main reasons for people to leave the ABET centre?

A: I think it is the shortage of books.

Q: What do you think should be done to stop people from leaving the ABET centre?

A: The Department of Education should provide adult learners with books.

Addendum B

Data Analysis

Table1: Analysing qualitative data using a matrix of themes, codes, indicators and memoirs

Interview A & B	code	Themes	
Eradicate illiteracy by learning to read and write.	[1, 2, 4, 6, 7, 10]	Reasons & purpose of ABET enrolment	
Eradicate poverty.	[3, 5, 8, 9]		
Ability to read and write.	[1, 2, 4, 6,7, 10]		
Ability to starts our projects, e.g. juice, sewing and gardening and sell the produce.	[3, 5, 8, 9]		
They realize that they have attained their goals, i.e. able to read & write.	[1]	Dropout	
Family problems such as no one to look after the child.	[8]		
My husband is complaining that I arrive from school late.	[3, 5]		
My husband does allow me to go to the centre for two consecutive days.	[4]		
Working far from their homes.	[6]		
Shortage of educators.	[2, 7]		
Shortage of books.	[9, 10]		
Build school for ABET	[3, 4, 9]		ABET sustainability
Introduce variety of activities that will motivate them to learn. They should be taught new things everyday in order to make them feel that there is a lot that needs to be learnt.	[1, 7, 8]		
Employ more educators.	[2]		
Educators must get enough pay.	[5,6, 10]		
Focus groups data A & B	1	Adult learners experience	
Ability to read and write and do basic calculations, operate computer and to grow vegetables.	2		

Observation data.		
Ability to read, write, do basic calculations and to sew traditional clothes and trousers.		
Computer and gardening	1	
Sewing traditional clothes and trousers.	2	



Addendum C

Data obtained from the Facilitators

I conducted interviews with the facilitators and centre manager of centre A on 13th February

Data obtained from the facilitator of adult learning centre A

On 11th February I visited one of the ABET centres in the Thohoyandou area to interview the facilitator. I discovered that the facilitator is a woman who is a qualified educator. She has a Bachelor of Arts degree majoring in English and Geography. During the interviews, I asked questions in both English and Tshivenda in order to make the facilitator feel at home. There were seven questions which covered the following areas of the study: experience in working in the ABET centre; other employment; days spend in the ABET centre; facilities that are used in the ABET centre; aims of ABET; reasons for people to leave the ABET centre and what should be done to stop people from leaving ABET; future of the facilitator in the ABET centre. These issues are been covered in the questions asked during interviews (See Addendum B).

Q: How long have you been teaching in this ABET centre?

A: I have four years experience.

Q: Except for working in ABET, are you teaching in the formal schools?

A: No. I am not employed.

Q: What is the aim of ABET centre?

A: To make people learn to read and write.

Q: Do you think adult learners are able to meet these aims?

A: Yes. They are able to read and write.

Q: Why do you think adults are leaving the centre?

A: I think they are leaving because they have attained their own goals. Some of the adults enroll in ABET centre because they want to learn and write, so after realizing that they are able to read and write they leave.

Q: What do you think should be done to make people stay at the ABET centre?

A: Motivate them to value ABET.

Q: How long do you think you will stay at the centre?

A: I am not quite sure because anytime if I got a post I could leave the centre because we are not paid enough money.



Data obtained from the facilitator of adult learning centre B

On 11th February I visited one of the ABET centres in the Thohoyandou area to interview the facilitator. I discovered that the facilitator is a woman who is a qualified educator. She has a Bachelor of Arts degree majoring in English and Geography. During the interviews, I asked

questions in both English and Tshivenda in order to make the facilitator feel at home. There were seven questions which covered the following areas of the study: experience in working in the ABET centre. Other employment, days spend in the ABET centre; facilities that are used in ABET centre; aims of ABET; reasons for people to leave ABET centre and what should be done to stop people from leaving ABET, the future of the facilitator in the ABET centre. These issues are been covered in the questions asked during interviews (See Addendum B).

Q: How long have you been teaching in this ABET centre?

A: I have four years experience.

Q: Except working in ABET, are teaching in the formal schools?

A: No. I am not employed.

Q: What is the aim of ABET centre?

A: To make people learn to read and write.

Q: Do you think adult learners are able to meet these aims?

A: Yes. They are able to read and write.

Q: Why do you think adults are leaving the centre?

A: I think they are leaving because they have attained their own goals. Some of the adults enroll in ABET centre because they want to learn and write, so after realizing that they are able to read and write they leave.

Q: What do you think should be done to make people stay at the ABET centre?

A: Motivate them to value ABET.

Q: How long do you think you will stay at the centre?

A: I am not quite sure because anytime if I got a post I could leave the centre because we are not paid enough money.

Data obtained from the Centre Manager

This data was obtained from the facilitator of adult learning at centre A and the facilitator of adult learning at centre B. I visited adult learning centre A 13th February 2006. On 14th February 2006 I visited adult learning centre B. This means that the centre were visited on different days.

Data obtained from the Centre Manager of adult learning centre A

On 11^h February I visited one of the ABET centres in the Thohoyandou area to interview the facilitator. I discovered that the centre Manager is a man who is a qualified educator. He has a Bachelor of Arts degree majoring in English and History. During the interviews, I addressed the participant in both English and Tshivenda in order to make the centre Manager feel at home. There were nine questions which covered the following areas of the study: experience in working in the ABET centre; other employment; days spend in ABET centre; facilities that are used in the ABET centre; aims of ABET; reasons for people to leave ABET centre; and what should be done to stop people from leaving ABET, and the future of the centre Manager in the ABET centre. These issues are been covered in the questions asked during interviews (See Addendum C).

Q: How long have you been teaching in this ABET centre?

A: I have eight years experience.

Q: Except for working in ABET, are you teaching in the formal schools?

A: Yes. I am a secondary school educator.

Q: Who determines the number of days to be spent in the centre?

A: It is the government.

Q: Where do you get the facilities that you are using?

A: Facilities such as books are from the government Learners also supplement these.

Q: What is the aim of ABET centre?

A: The aim of ABET is to eradicate poverty and illiteracy I South Africa.

Q: Do you think adult learners are able to meet that aim?

A: Yes. They are able to read and write and start their own business through projects learnt in the centre, e.g. juice and sewing projects.

Q: Why do you think adults are leaving the centre?

A: I think it is laziness because they pretend that they have attained the goals while they have not. They do not want to learn. Some leave because they find employment far from their homes. Some leave because they do not have anyone to look after the children while they are in the centre.

Q: What do you think should be done to make people stay in the centre?

A: Adult should be workshopped about the importance of ABET in South Africa.

Q: How long do you think you will stay in the centre?

A: I am not quite sure because anytime if I got a post far from home especially in the public sector I would quit and let other people who have qualification get chance of being employed in the centre.



Data obtained from the centre Manager of adult learning centre B

On 11th February I visited one of the ABET centres in the Thohoyandou area to interview the facilitator. I discovered that the centre Manager is a man who is a qualified educator. He has Bachelor of Arts degree majoring in English and History. During the interviews, I talked to the participant in both English and Tshivenda in order to make the centre Manager feel at home. There were nine questions which covered the following areas of the study: experience in working in the ABET centre; other employment; days spent in the ABET centre, facilities that are used in

ABET centre; Aims of ABET; reasons for people to leave ABET centre; and what should be done to stop people from leaving ABET; and the future of the centre Manager in the ABET centre. These issues are been covered in the questions asked during interviews (See Addendum C).

Q: How long have you been teaching in this ABET centre?

A: I have eight years experience.

Q: Except for working in ABET, are you teaching in the formal schools?

A: Yes. I am a secondary school educator.

Q: Who determines the number of days to be spent in the centre?

A: It is the government.

Q: Where do you get the facilities that you are using?

A: Facilities such as books are from the government Learners also supplement

Q: What is the aim of ABET centre?

A: The aim of ABET is to eradicate poverty and illiteracy I South Africa

Q: Do you think adult learners are able to meet that aim?

A: Yes. They are able to read and write and start their own business through projects learnt in the centre, e.g. juice and sewing projects.

Q: Why do you think adults are leaving the centre?

A: I think it is laziness because they pretend that they have attained the goals while they are not. They do not want to learn. Some leave because they find employment far from their homes. Some leave because they do not have anyone to look after the children while they are at the centre.

Q: What do you think should be done to make people stay in the centre?

A: Adult should be workshopped about the importance of ABET in South Africa.

Q: How long do you think you will stay in the centre?

A: I am not quite sure because anytime if I got a post far from home especially in the public sector I would quit and let other people who have qualifications get a chance of being employed at the centre.



Participant 1 [Venda version]

On 11th February 2006, I interviewed a 28 years old female adult learner who attended in one of the ABET centres in the Thohoyandou area.

Q: Murole muhulwane we vha u phasa ndi u fhio?

A: Ndo phasa murole wa vhutanu.

Q: Zwi na tshifhinga tshingafhani vhe afha?

A: Ndi na minwaha mivhili.

Q: Vha da maduvha mangana afha tshikoloni?

A: Ndi da maduvha mavhili.

Q: Vha fhedza awara nngana vhe afha tshikoloni?

A: Ndi fhedza awara nna.

Q: Ndi ngani vho di nwalisa afha tshikoloni itshi?

A: Ndi khou toda u guda u nwala na u vhala.

Q: Vha vhona u nga ABET I khou kona u fhungudza vhushai na u sa kona u vhala na u nwala? Ndi ngani?

A: E. Ngauri vhathu vha khou kona u nwala na u vhala khathihi nau ita dziproject dzinewe dzine dza thusa u sika mishumo na uri vhana vha kone u wana tshelede nga u rengisa zwibveledzwa zwa project idzo.

Q: Vha vhona u nga ndi tshini tshine tsha ita uri vhathu vha tutshele ABET?

A: Ndi nga murahu ha musu vha tshi vho pfa u nga vha khou kona u nwala na u vhala.

Q: Vha humbula uri ndi zwifhio zwine zwa nga itwa uri vhathu vha sa thsa litsha tshikolo tsha ABET?

A: vhagudiswa vha fanela u funziwa zwithu zwiswa duvha linwe na linwe la tshikolo u itela uri vha zwi pfe uri hutshe na zwinzhi zwine vha fanela u zwi guda.

Addendum D

Adult learners' interview schedule

1. What is the highest standard or grade you have passed in formal education?
2. How long have you been attending ABET classes?
3. How many days are you spending in attending ABET classes per week?
4. How many hours are you spending in ABET classes?
5. What are your reasons for enrolling in the ABET centre?
6. Do you think ABET is achieving its goals of eradicating poverty and illiteracy? In which way?

7. What do you think are the main reasons for people to leave the ABET centre?
8. What do you think should be done to stop people from leaving ABET centre?



Addendum E

Facilitator's Interview Schedule

1. How long have you been teaching in this ABET centre?
2. Except for working in ABET, are you teaching in the formal schools?
3. What is the aims of ABET centre?
4. Do you think adult learners are able to achieve that aim? Why?
5. What are the facilities that are used in your centre?
6. Why do you think adults are leaving the centre?
7. What do you think should be done to make people to stay at ABET centre?

8. How long do you think you will stay at the Centre?



Addendum F

Centre Manager's Interview Schedule

1. How long have you been teaching in this ABET centre?
2. Except for working in ABET, are you teaching in the formal schools?
3. Who determines the number of days to be spent in the centre?
4. Where do you get the facilities that you are using?
5. What is the aim of ABET centre?
6. Do you think adult learners are able to achieve these aims?
7. Why do you think adults are leaving the centre?

8. What do you think should be done to make people stay in the centre?
9. How long do you think you will stay at the centre?



Addendum G

Data obtained from the Classroom Observation

On 14th February 2006 I visited adult learning centre A to conduct classroom observation. The same observation was also conducted in adult learning centre B on 21st February 2006.

What I observed in the classroom

1. Description of the length of lesson.
2. Indication of the number of learners.

3. Description of the programme for the lesson, which is being observed.
4. How does the facilitator communicate with the adult learners?
5. Educator records and monitors strength and weaknesses of learner performance
6. Description of the availability and use of facilities.
7. Indication of the language of instruction and the home language of the educators and the learners.



Addendum H

Data obtained from focus group interview

On the 14th day of February 2006 I visited adult learning centre A to conduct focus group interview and the same interview was also conducted in adult learning centre B on the 21st day of February 2006.

1. What are the changes brought by your enrolment in ABET programme?
2. What have you attained so far?
3. What is your view regarding the future of ABET programme?

