Contribution of the Certificate in Community- Based Work with Children and Youth towards the Development of Human Resources among Marginalised Groups in Swaziland

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Abstract
The University of Swaziland in conjunction with the University of KwaZulu-Natal is offering the Certificate in Community-Based Work with Children and Youth to people working with children and youth in Swaziland. The programme is offered through supported open and distance learning to people working with children and youth who have not had opportunities for study in psychosocial support. These people have worked as caregivers in their communities without any formal training. The programme had one cohort of graduates in its pilot phase and has recruited a second cohort which is more than half-way through its training. The Certificate programme has been welcomed by the Swaziland Government as an initiative that will professionalise the whole arena of psychosocial support. This paper evaluates the certificate programme to determine the extent to which it is imparting the knowledge and skills required for psychosocial support, improving the performance of the graduates and contributing to graduates in the sparsely resourced area of psychosocial support in Swaziland. The study uses questionnaires to capture the attitudes and perspectives of current students on the effectiveness of the programme and document analysis.

Keywords: Psychosocial Support, Supported Open Distance Learning, Human Resource

Introduction
This paper evaluates the extent to which the Certificate in Community- based Work with Children and Youth, which is offered through supported open and distance learning, contributes towards the development of human resources in Swaziland. The Swaziland Government considers the use of open and distance learning as a legitimate way of increasing access to education. In Swaziland, many people do not have access to higher education and the Government does not have adequate resources to support their educational needs. Increasingly the Government sees the use of distance learning as an important way to address these inequalities. As a result, the Ministry of Education and Training is in the process of drafting the Swaziland Open and Distance Learning Policy as part of the national education policy(Ministry of Education and Training, 2010).

Contextual Background
Swaziland has a population of about 1000000 and an estimated adult HIV prevalence of 26%. (Lusweti, 2009) In addition, 26% of children are orphaned and vulnerable. The Government of Swaziland Psychosocial Strategic Plan (GSPSP) (2008-2010) estimates that the number of orphans
and vulnerable children will increase from 130,000 to 189,000 by 2010. These orphans, according to the GSPSP, are often challenged by food shortages, poor schooling and loss of inheritance through ‘property grabbing’. They are also at risk of both physical and sexual abuse. The impact of parental death on children is becoming a complex phenomenon that affects the emotional stability of the child, resulting in poor response to both internal and external environmental challenges, low self-esteem and delayed cognitive and social development. Parental death may also disintegrate the holistic development of the child as an individual, thus rendering the child susceptible to intrapersonal fragmentation. Such a child may have problems in: communicating felt needs, decision-making, negotiation skills and adopting appropriate role models.

Orphans and vulnerable children need support and care. However, an effective and sustainable programme of support for Orphans and Vulnerable Children (OVC) at community level is heavily reliant on volunteers and community-based Government and Non-Governmental Organisation (NGO) personnel. This large group of humanitarian aid workers includes single mothers and grandmothers, child heads of homes and a wide variety of programme officers working in any one of the over 2000 Community-Based Organisations in the Southern African region. At a broader level this group includes rural teachers, community health care workers, youth leaders and law enforcement agents. All of these individuals have an essential and on-going need for relevant, up-to-date skills and knowledge development to support and enhance the work they do with children and families every day.

In 2004, the Regional Psychosocial Support Initiative(REPSSI) initiated discussions with UNICEF around the lack of university accredited Open and Distance Learning (ODL) courses for community-based personnel working specifically with children affected by AIDS in the region. Although there was an abundance of workshops, seminars and organizational level training courses around supporting vulnerable children, they noted that there was not a single accredited university-based ODL course in existence. REPSSI also noted that the rights and needs of the caregivers were not adequately addressed in the current training programmes being mounted by different organisations.

To address this problem the African Centre for Childhood (ACC) was created in partnership with the University of KwaZulu-Natal (UKZN). The primary objectives of the ACC are:

- To develop, write and disseminate new academic courseware at certificate and degree level for the Children and AIDS field.
- To coordinate and encourage trans-institutional cooperation amongst African Universities in the region around capacity building for the delivery of new courseware developed.
- To provide impetus, technical assistance and coordination to Universities in East and Southern Africa towards the cooperative pursuit of an African Research Agenda for the Children and AIDS field.

ACC proposed a two-stage plan for implementing a capacity building programme. The programme is designed to educate candidates who are working with children either at individual or stakeholder level up to a certificate level of qualification. The first stage was to develop and pilot the ODL material and to offer it as a UKZN accredited certificate.

The second stage was directed at the second objective of building sustainable capacity in the region by encouraging national educational institutions to take ownership of the ODL programme as part of a localisation initiative. As part of this sustainability activity the local institutions would be expected to adapt the content to meet the specific needs of their students and regional setting, as well as take over the accreditation of the certificate. For its part ACC will support the transition process and encourage further future collaboration (objective 3).

The ODL programme as a pilot initiative is coming to an end and five African countries have elected to participate in Stage 2. Swaziland is one of the five countries. The Government of Swaziland,
through the National Children’s Coordination Unit, realizes the importance of partnering with the University of Swaziland (UNISWA) as a credible institution of higher learning. The UNISWA is also seen fit to take over from the University of KwaZulu-Natal (UKZN) because the ODL programme can be housed in the Institute of Distance Education (IDE). The successful transition of the project from ACC to UNISWA is critical to the long-term sustainability of the programme. During this stage, UNISWA will work in partnership with UKZN through the African Centre for Childhood (ACC) to prepare and familiarise themselves with running the programme alone in the following year. UKZN materials (e.g. modules and guides) and pedagogical approach will be adopted, but UNISWA will provide overall programme coordination including the training, supervision and support of mentors and the marking of assignments. Some responsibilities (e.g. academic content, certification) will remain with the ACC, whilst others (e.g. recruitment) will be shared.

At the end of the project, UNISWA will be in the position of taking local control of the programme and thus its effective and efficient operation within Swaziland. It will also build and sustain relationships with local stakeholders with the aim of not only improving the existing programme, but also extending it to cover other areas of social welfare and different levels of qualifications (diplomas, degrees, etc.).

**The Certificate: Structure and Content**

The Certificate has been designed to empower children and their caregivers, whether individuals or organisations, to overcome constraints and realise their basic human rights. To achieve part of this empowerment, the carers need to understand basic human rights and Child Protection concepts, and their subject matter – the children themselves. Carers also need to understand themselves and their profession to ensure that they develop not only into competent but also confident practitioners. Part of the confidence will come from putting into practice what they have learnt and reflecting on their own performance. The programme also helps caregivers understand the need for collaboration, community alliances and sharing information, and how to work with and within their communities.

In recognition of the above, the Certificate programme consists of the following six modules:
- Module 1: Personal development
- Module 2: Human Rights and Child Protection
- Module 3: Child and Youth Development
- Module 4: Care and Support of Children at Risk
- Module 5: Integrated Development in Communities.
- Module 6: Service-Learning Project

**Focus of the study**

One critical issue which stands out in the above background to the study is that caregivers in Swaziland have not been receiving formal education and training for a long while. They were managing to the best of their ability with little or no knowledge about the children they work with and strategies they could use to deal with the children. As the Certificate programme was introduced to meet this need, this study seeks to find out the extent to which it contributes to the development of human resources among the marginalised people in Swaziland.

**Review of literature**

The literature review focuses on the use of open and distance learning to increase access to education and improving the skills and competencies of the workforce, especially in the area of skills training and retraining. According to Naidu (2006) the need for increased access is driven by the need for skilled people to be able to work within a changing economy and society. Educational initiatives should foster the building of knowledge that fits the context, culture and community in need of development of human resources. Naidu (2006) poses critical questions on how educational programmes can address sustainable learning and how they can achieve sustainable success given the challenge of an ever changing development environment.
Open and distance learning is making a major contribution to development by providing learning and educational opportunities to those who have been constrained from participating in campus-based educational programmes. Previously, many people have been marginalized and unable to fully engage in the social, economic and political development of their societies. These groups include:

- Those who are in regular employment or committed to other family care responsibilities.
- Those who are unable to participate due to their gender or socio-cultural status, language, political disadvantage.
- Those unable to afford the costs of campus-based education or those unable to access education due to lack of physical location of the facilities or institutions; and
- Those who lack the formal qualification that is necessary to gain entry to campus-based education.

In most cases, and especially in resource-poor contexts, open, flexible and distance learning can create opportunities where conventional education systems have left gaps. This generates crucial opportunities for personal and professional development for many people in the society. It also benefits the community in which they live and the nation as a whole. According to Naidu (2006) all development activity involves the learning of some process or product. This is in line with the constructivist perspective of learning which emphasises that most effective learning is a process that is situated within the context and culture of the learning community. As a result, a meaningful learning process develops understanding through problem-solving and critical reflection. As an effective process, learning is most effective and efficient when learners are engaged in learning by doing. This approach also lays emphasis on the learning group in the learning process. It argues that learning and the development of understanding is a social process which comes about as a result of learners acting upon authentic problem situations in groups through dialogue, discussion and debate.

However, Cookson (2002) cautions that if open and distance learning institutions are to increase access and equity, they must also enact a genuine commitment to quality. The identified main criterion of quality is with respect to changed performance of students in productivity, in work practices, learning gains, successful completion and examination performance. As a result, more emphasis is on performance relating to employment and the relevance of the programme knowledge, skills and attitudes to current and future occupational contexts for students. Therefore, successful students are those that recognise the relevance of what they learn and are able to apply knowledge to become more productive.

Studies on human resource development in Swaziland
According to the 2009 study on UNISWA responsiveness to labour market environments in Swaziland (UNISWA), it appears that UNISWA training and education is generally useful and responsive to labour market environment. The overall indication was that programmes generally imparted adequate levels of skills, knowledge and attitudes among graduates that tended to enable them to perform and meet diverse job requirements in the workplace. In terms of the requisite professional and technical knowledge. Further, in-service training was considered to be an important component in improving graduates’ job performance. However, UNISWA training and education was perceived to be too theoretical yet the workplace offered jobs that applied practical aspects of the programmes offered. Nevertheless internships were suggested as a possible measure for all students to learn practical skills. UNISWA students were also generally found to be less involved in community activities, while most seemed to be not involved at all.

In an earlier 2003 Swaziland National Skills Survey, it was noted that the level of education demanded by employers tended to change according to the country’s educational and economic changes. The study indicated that it was possible to have educated people without the required or appropriate skills. It was further reported that despite that a majority of employees in the public sector were skilled, a significant proportion was either semi-skilled or unskilled. It was also noted that a
greater proportion of those who were semi-skilled and unskilled were women. As a result, most of the women employees in the public sector occupied lower occupational jobs. Regarding available skills, the study reported that tertiary institutions provided most of the skills which were in demand. However, a gap was identified in some skills as follows: welfare and sign language, computer skills, advanced construction, community nursing and administrative skills. The study then recommended that government and other stakeholders had to strengthen the capacity of higher learning institutions to provide the skills which were in demand.

**Materials and methods**

The study was a combination of quantitative and qualitative research methods relying on a questionnaire as the data collecting instrument. The respondents were students on the Certificate programme in Cycle 2- the transitional phase managed by both UNISWA and UKZN. Table 1 below shows a breakdown of the students by gender and level of schooling.

**Table 1: Student schooling details**

<table>
<thead>
<tr>
<th>Levels of schooling</th>
<th>Male No</th>
<th>Male %</th>
<th>Female No</th>
<th>Female %</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Junior Certificate</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>9</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>O Level</td>
<td>30</td>
<td>23</td>
<td>82</td>
<td>64</td>
<td>112</td>
<td>87</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>26</td>
<td>95</td>
<td>74</td>
<td>128</td>
<td>100</td>
</tr>
</tbody>
</table>

From Table 1, we note that the majority of the students (74%) are women. The majority of the students (87%) hold O-Level qualifications. However, only 15 (12%) of the students are professional people with post O-level training; they are teachers, police officers and social welfare officers. A significant number, 13%, hold lower than O level qualifications.

Table 2 below shows the average ages of the students

**Table 2: Ages of the students**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 to 30 years</td>
<td>40</td>
<td>31</td>
</tr>
<tr>
<td>31 to 40 years</td>
<td>54</td>
<td>42</td>
</tr>
<tr>
<td>41 to 50 years</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>51 to 60 years</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>61 years and above</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>100</td>
</tr>
</tbody>
</table>
From Table 2 above, it is noted that the highest number of students were older than most students in IDE academic and most professional programmes (Student Enrolment Year Book, University of Swaziland 2004 – 2005). Then the next higher proportion of the students (31%) is young, aged between 21 and 30. A number of these are school-leavers doing voluntary work in organisations working with children and youth. Their perspectives about the course differ from those of the mature people who consider the course as a means of gaining the skills and knowledge they need in their work with children and youth. The younger students perceive the course as a means of acquiring knowledge and skills that will enable them to pursue further studies and careers. In both cases, the certificate opened access to higher education to students who would have failed to get that opportunity.

About 120 questionnaires were distributed and 40 were returned a return rate of 33%. The questions on the questionnaire were both open and closed to enable the respondents to give as much information as possible on their perceptions of the programme. This method is what Johnson and Turner (2003) term intra-method mixing which increases the validity or trustworthiness of the data. The questionnaire was considered a suitable tool for collecting data because it enabled the researchers to collect data from many students during their contact sessions. The open-ended and closed questions supplied information which the researchers used for data triangulation purposes.

After data collection, the researchers read through the questionnaires individually and then discussed the individual findings to get an agreed understanding which is presented below as research findings. Data from open and closed questions was also aggregated to find common and divergent themes. Simple averages were used to present the aggregated data in order to show a sense of magnitude of the responses and themes.

**Results**

The open-ended questions of the questionnaire focused on the use of study materials, the value of the group sessions and assessment.

**Coping with study materials**

With regard to the study materials (modules), most learners indicated that they were coping with the study material. (8 out of 40 said “average” or “quite well”, some said “well” and 12 indicated “very well”; some said they were trying or didn’t indicate anything beyond stating that they gained knowledge; only 1 participant said s/he was coping a little bit). Some indicated that they were appreciative of the presence of mentors to explain certain concepts. Among the difficulties the students had with the modules, we would like to highlight the following excerpts from the open ended questions on the questionnaire:

- Some modules require work experience which certain learners lack
- Certain questions in activities need to be clarified. Same goes for journal questions.
- Difficulty in understanding the module on children’s rights
- Difficulties in understanding the modules
- Difference between portfolio and notebooks was not clear
- Technical terms were used

From these difficulties, we note that one area that needs attention is the language used in the module. In general, learners have low levels of schooling and find language in some modules too technical for them to understand. Respondents indicated that it was difficult to work on the case studies which are more regional than local (need for localisation). In all, it was felt that the module on children’s rights posed the most difficulties to the learners. One of the reasons given for the participants’ difficulties in coping with this module was, “We are Swazis”. The student seemed to imply that among Swazis the issue of children’s rights posed a challenge, as children are meant to do what they are told by adults and rarely made decisions about their lives. Obeying adults because of their age, experience and wisdom gained over the years was a means of protecting the children as well. Swazi culture acknowledges and respects the wisdom of the adults in the community. The respondent perceived that observing children’s rights would erode the foundations of Swazi culture.
Then next set of problems identified by the students were gaps in the study materials, as shown in the excerpts below:

- Some assignments require further reading. However, this is not always clearly stipulated in the assignment itself.
- In Module 3, disadvantages of corporal punishment are discussed. Unfortunately, no alternatives to corporal punishment are given.
- Irrelevant assignments (with regard to module content).

In this regard, respondents felt that their modules should give them materials for further reading, give examples of how to handle issues discussed in the modules, such as acceptable ways of disciplining children who misbehave. The programme design blueprint assumes that the material in the module is adequate enough to meet the needs of the learners and assignments. No suggestions for further reading are given. The complaint regarding further reading is a valid one, as students should acquire reading skills beyond the module which should be beneficial to them in their lives outside the programme.

In general too, more examples, more activities, more life stories, more diagrams, more real life testimonies were requested. These should be given in 'simple English' to ensure that the learners fully grasp everything. This point is of critical importance, as most of the students were lowly qualified. A number of them held a few subject passes at the Junior Certificate level. The overall average years of schooling for the group are 12.25 years. A number had passes at the ordinary level. Very few were qualified teachers, police officers or social workers.

**Assessment**

Students also complained about the assignments and other assessment activities, as shown below:

- Not all are happy with the marking (marking too strict, unfair, learner believes s/he has done better than the mark awarded, comments not clear, marking needs to specify how the learner can improve, motivation to do better is required)
- Feedback is valuable and more feedback is needed
- Assessment activities are linked to each other: is commended
- Need to revisit mode of collection of assignment
- Assessments should be “expanded” and should get straight to the point
- There are too many assessment activities
- Sometimes the assignments are marked with a pencil
- Assessment activities are relevant
- Valuable when the tutors give comments and feedback

When they analysed the assignments given to them, the participants noted the overall relevance of the assessment activities. They also underlined the importance of comments and feedback. Some respondents found the link between module content and assignments weak. This is probably a result of socialisation in schools where assessment questions focus more on knowledge and theory rather than on practice. Any assessment different from this would be seen as irrelevant.

However, while the majority was happy with their achievements in the assignments, many participants were not happy with the marking, as the extracts below show:

- Marking too strict, unfair,
- I believe I did better than the mark awarded,
- Comments not clear, marking needs to specify how the learner can improve,
- Motivation to do better is required.

The main research finding of importance to our research question was that the assignments and assessments activities were taken to be relevant to the participants’ work with children and to their duties as Swazi citizens. However, the respondents ‘comments on marking of assignments and feedback are worthy noting, as in open and distance learning, feedback on written assignments serves
to provide guidance and motivation to the learners. If this is missing, students have a right to point it out.

**Suggestions for improvement**

- A glossary at the end of each module stories, more diagrams, more real life testimonies
- Ensure that the unit in which an assignment needs to be done has fewer other activities than in the others (otherwise some of the other requirement for the unit’s completion are left out by the learners)
- Certain sections should be expanded or specified.
- Add more stories to the module guides
- Ensure that assignments are linked to unit content
- Use of simple English to explain concepts

These suggestions clearly show that the students have reflected on the programme and would want to see it improved through use of different strategies such as more activities, life stories, more clarifications, use of easier and simpler English, and a glossary of technical terms at the end of each module.

From the quantitative data, we have the figure below which shows the levels of difficulty in the study guides.

**Figure 1: Difficulty to study from module guides, in %**

![Difficulty to study from module guides](image)

It appears that most respondents benefited from module guides provided. Very few seemed not to benefit from the guides. These few are probably the ones who indicated that the language and technical terms used in the study guides were difficulty. In addition, there is a small group of students
with Grade Seven and Junior Certificate qualifications. These would find the guides difficult to understand.

**Interactive group sessions**

A number of questions related to the value of the group sessions. The students indicated the following reasons for attending these sessions:

- They help to understand issues
- To share ideas and experiences
- Because we have been requested to; to get attendance marks
- To discuss
- To solve problems which arise when studying on your own, to get assistance
- To receive further information
- To do the pop quizzes

The benefits of the group sessions given above agree with the general benefits of contact face to face sessions in distance education. The mentors use the opportunity to help students resolve learning problems, discuss assignments and carry out activities which help learners to understand the content in their study guides.

When requested to state which group sessions were the most beneficial to them, these are some of the answers the researchers collected:

- All
- The last one (people are knowledgeable)
- For module 2
- The first one (to get information and to network)
- When we work on a group project
- The one about children’s rights and advocacy
- When we discussed case studies from newspapers
- When we discussed assignments

While the opinions vary, in general the students valued the discussions of assignments, explanations of module content, and the general discussion on issues relevant to the programme.

The excerpts below show the students’ responses to which sessions they considered least beneficial:

- When people didn’t participate well or didn’t contribute
- When people come late
- When people are tired
- The ones on module 2
- The ones on resources and ‘beneficials (sic) of the children’

An analysis of these response shows that there were no particular sessions which were not beneficial. The quality of the interaction within the contact sessions is what affected their overall impression of those sessions. The quality was affected by the level of preparation students had put in and their mental and physical readiness for the sessions.

All in all most participants indicated that the main reasons for attending those were to share ideas and experiences, to discuss and solve problems arising when studying alone, to receive further information in order to better understand the issues at stake. Some pointed out that they attended because it was a course requirement and because it was an opportunity to do pop quizzes.

In addition, the students suggested ways to improve the group sessions:

- Learners need to read before they come for sessions
- More group activities
- More incentives to attend
- End of year party
From these comments we note that students valued the group sessions where they met together with their mentor. The suggestions above for the improvement of the group sessions indicate the value students place on discussions, activities and the interactions they have in these sessions. In some groups strong cohesion has developed among the group members, hence the suggestion that they should have end of year parties and weekly sessions.

Indirectly, the students acknowledge the role of the mentor who conducts the contact sessions. However, figure 3 below shows the students’ perspectives on their mentors.

**Difficulty with ODL study**

Other specific observations were related to the difficulty of independent studying and, the lack of clearly defined expectations. Most respondents indicated difficulty with juggling between study, home and work responsibilities, as shown in Figure 1 below.
Less than 20% of the students indicated that they had no difficulty managed their work, family and study lives. These could probably be the younger ones who are not yet married and are living with supportive parents. The majority had difficulties in managing these diverse roles. This is an aspect of studying by distance education when one is already employed and has a family

Overall perceptions of programme

All respondents indicated their overall satisfaction with the programme. They would all recommend the programme to others as they have seen the impact of it on their daily lives and their professional behaviour. One participant stated that s/he would recommend the programme “because it opens the minds of people making them aware of situations and how to solve problems”. Another spoke of being “transformed into a new person with a new perspective towards vulnerable children”. A third one would recommend the programme “because it is very useful, especially in our country setting, we have OVCs, we should be in a position of understanding their needs”.

With regard to receiving the right kind of competencies to care for vulnerable children, one respondent indicated that the programme “helps one to be a better developmental facilitator”. And yet another said: “Now I’m doing everything the right way without hindering anybody’s rights”. The programme has built the participants confidence and self-esteem.

This is what the participants in the study said: “Living in a traditionalist country makes one to see why more laws are needed and the need [for these laws] to be enforced”, “This programme shows that children need to be cared [for] as they are the future”, the programme “has improved my understanding of vulnerable children and youth”, the programme “came at the right time for me”, “It helps to know psychosocial support and to be a reflective practitioner”, “I now somehow altered the way I used to perceive children since I am capacitated with the rightful skills – and not what I think is right”, “For an experienced person in the field yet without formal PSS (psychosocial support) education it has helped me be aware of my role, the standards and what I can do practically to improve the lives of children”. The importance of children in communities was underlined by what one respondent had to say: “Children are voiceless but now we know that they must participate and have a word in this”.

One participant indicated that the programme was important and should be taken by “anyone who works with children as it equips that person and also covers all/most of the aspects one needs to know when working with children”.

Recommendations

- To strengthen relevance of the programme, it is essential for IDE to incorporate at multiple levels inputs from the professional sector of practitioners involved in community work with children and youth.
- There is also need to localise the content of the study so that students can identify with it and so understand it more easily.
- For maximum benefit to the students, marking of assignments should be done meticulously with the student in so that feedback is both meaningful and useful to the students.

Conclusions

The programme has contributed towards human resources development in Swaziland in an area of working with children and youth, where there is demand of scarce psychosocial skills. The programme has widened access to education by admitting students who are traditionally disadvantaged and by providing conditions that enable their participation. The programme is more likely to bring about equity by ensuring that the students have good supportive systems to achieve success. Not only do the students have self-study materials but also they have module guides and mentors for additional support. Since good learning resources are not enough for most students, group and individual support is provided.
References


UNISWA Student Enrolment Year Book 2004-2005.