

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I FD-AC-870
Report Symbol U-447

1. PROJECT TITLE Southern Africa Academic and Skills Training Project (SAAST)	2. PROJECT NUMBER 690-0083.1	3. MISSION/AID/W OFFICE USAID/Gaborone
4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) No. <u>5FY79</u> <input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION		

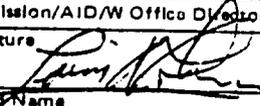
5. KEY PROJECT IMPLEMENTATION DATES A. First PRO-AG or Equivalent FY <u>77</u> B. Final Obligation Expected FY <u>79</u> C. Final Input Delivery FY <u>81</u>	6. ESTIMATED PROJECT FUNDING A. Total \$ _____ B. U.S. \$ <u>1,313,000</u>	7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>9-30-77</u> To (month/yr.) <u>5-31-79</u> Date of Evaluation Review <u>6-30-79</u>
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8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
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1. Develop improved annual training plan and priorities for all GOB Ministries and Departments. 2. Provide GOB with results of PES evaluation and attempt to increase number of participants from MOE. 3. Include in participant training programs administrative and teaching/learning courses as appropriate. 4. Prior to participants departure, provide extensive orientation. 5. Encourage Directorate of Personnel employees to apply for training courses in administration, personnel, and manpower training. 6. Review participant living allowances on a periodic basis. Insure timely arrival of stipends. Contact participants and/or campus advisors on regular basis. Review length of times and agenda of Washington briefings. 7. Provide support to GOB Ministries and Departments and in-country training institutions for planning and implementing local in-service workshops for Government personnel. Utilize returned participants as part of the training teams. 8. To further develop and articulate USAID training policies that identify priority areas for utilization of SAMDP support and funding.	Gant Gant Dambe/OIT Dambe Gant OIT Gant/Dambe Gant	On-going 8/79 and On-going On-going On-going On-going On-going On-going 12/31/79
* The SAAST program (0083) and overall objectives will be combined and integrated into the SAMDP (0069) project at the beginning of FY 80.		

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Project Paper</td> <td><input type="checkbox"/> Implementation Plan e.g., CPI Network</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Financial Plan</td> <td><input type="checkbox"/> PIO/T</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Logical Framework</td> <td><input type="checkbox"/> PIO/C</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Project Agreement</td> <td><input type="checkbox"/> PIO/P</td> <td>_____</td> </tr> </table>	<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____	<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT A. <input checked="" type="checkbox"/> Continue Project Without Change * B. <input type="checkbox"/> Change Project Design and/or <input type="checkbox"/> Change Implementation Plan C. <input type="checkbox"/> Discontinue Project
<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____											
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____											
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____											
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____											

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles) Gant, Education Officer, USAID/Botswana John Pielemeier, Evaluation Officer, USAID/Botswana Charles Gordon, Program Officer, USAID/Botswana	12. Mission/AID/W Office Director Approval Signature  Typed Name LOUIS A. COHEN Date August 14, 1979
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13. Summary

The Southern Africa Academic and Skills Training Project (SAAST) was designed to provide academic and specialized training to Government of Botswana (GOB) and quasi-GOB personnel. The project focus (also, all training components within other GOB/USAID projects) has been to train:

- (1) under-qualified GOB local staff in operating positions,
- (2) local GOB staff to operate expanding government services and development programs, and
- (3) additional local GOB personnel to replace the large number of expatriates still in operating positions.

A wide variety of in-country and out-of-country, in-service and pre-service, academic and on-the-job training, short-term and long-term activities has been supported within the SAAST project. Prior to the commitment of AID funding each year, the GOB has developed an annual training plan based on an analysis of projected training priorities. The study fields and subject areas have concentrated on courses directly related to the development of Botswana, and most have been complementary and related to on-going GOB/USAID programs, or soon-to-be-implemented GOB/USAID programs.

The reception of this project, and other USAID supported training, has been enthusiastic. All project targets have been substantially met. No major problems have been encountered.

14. Evaluation Methodology

At the beginning of FY 80, the present SAAST program will be combined with the Southern Africa Manpower Development Project (SAMDP). The training objectives of these two projects will be maintained, and for the SAAST portion of the unified project, normal OIT participant procedures will be followed. In addition to evaluating SAAST program objectives, the mission has attempted through this Project Evaluation Summary (PES) to measure the success and practicality of all GOB/USAID supported participant training programs.

It was felt that given the nominal number (79) of returned Botswana participants to date, and with the projected increases in training over the next few years, that all possible returned participants should be interviewed as a means to measure effectiveness of training from the participant's point of view, to clarify training and general program/training objectives, and to improve, as possible, future participant training selection, training design and implementation.

All available returned participants were approached by a professional researcher under a USAID evaluation contract. For a discussion of the Research Methodology, refer to the evaluation study attached, Summary section, and page 9, No. 2, Outline of the Research Methodology.

The evaluation was completed with the permission and assistance of the GOB Directorate of Personnel, than AID-funded researcher, Dr. D. Clement-Jones, and through the collaboration of 56 of the 79 Batswana that have returned from training in other African countries and in the United States. All results and findings of this evaluation were discussed in draft with GOB and other related donor officials.

15. External Factors

Despite the constantly changing and difficult political problems that confront Botswana, the GOB is continuing to emphasize policies and programs that will lead toward rapid economic growth, economic independence, sustained development, and social justice. There continues to exist a critical shortage of qualified manpower that is an overriding constraint to development in all major sectors of the Botswana economy.

For several years, the GOB has strongly supported and has itself fully funded many university scholarships for Botswana high school graduates. Until 1978, the GOB was moderately successful in placing students at other African institutions of higher education. For 1979, the placement outlook in African universities has changed drastically. Not one Motswana* has been accepted at the Universities of Kenya, Tanzania, Nigeria, and Zambia. This reflects the ever-increasing national demands for higher education in these other countries and has no reflection on the abilities of the Botswana applicants. When this increasing demand for university education and the circumscribed admission policy throughout Africa is combined with the limited academic programs at the national university, the situation is bleak for the GOB to meet national development goals.

Fortunately, most other international donors can expand educational intake and find additional placements for both pre-service and in-service government and quasi-government sponsored students. The SAAST and SAMDP and other AID sponsored manpower training and personnel improvement projects in the U.S. will take on ever increasing importance to the GOB's attempt to meet development goals and localize the government service.

Additional positive indicators have been the U.S. Government's attention and increasing interest in Southern Africa and the direct support to Botswana. The GOB and USAID have also examined in more detail the manpower constraints and have a better understanding of the training priorities.

*A Motswana is a citizen of Botswana. The plural of Motswana is Batswana.

16. Inputs

The GOB has provided participant candidates on a timely basis, but it should be noted that most participants have a relatively low level of educational preparation in the academic area of mathematics, science, and English communication skills. In certain instances, this has required remedial work for selected participants before initiating the planned program of studies.

A total of \$1,313,000 has been obligated under SAAST to date. Of that amount, on June 25, 1979, all but \$17,672 has been earmarked for specific participant and development training purposes.

Total SAAST Allocations and Agreements

7-30-77 (FY 77) Agreement No. 77-B-20	\$213,000
4-23-78 (FY 78) Agreement No. 78-633-15	500,000
8-31-78 (FY 78) Agreement No. 78-633-15 Amendment #(1)	100,000
1-4-79 (FY 79) Agreement No. 78-633-15 Amendment #(2)	350,000
3-23-79 (FY 79) Agreement No. 78-633-15 Amendment #(3)	<u>150,000</u>
	\$1,313,000

17. Outputs

An important output indicator for SAAST and other mission funded participant training projects is the number of trained participants that complete training and return to GOB positions. As of May 1979, seventy-nine Batswana have returned from training in other African countries and in the United States; 55 are presently studying and 33 new participants are scheduled to depart in September 1979. All but one of the returned participants satisfactorily completed the planned courses and more than 90 percent are employed directly in the fields for which they were trained.

Only 55 percent of the returned participants (79) to date are living and working in and around the capital area of Gaborone. This information suggests that much of the training provided under SAAST is being directly utilized for the benefit of the rural areas and people in the country.

A second output indicator for SAAST relates to the quality and appropriateness of the training received. According to returned participants interviewed as part of this evaluation, the following improvements in training programs should be made:

- (1) Training examples and case studies employed by the U.S. or third country training institutions should be more specific and practical to Botswana.
- (2) Administrative and teaching methods courses should be included as a part of all training.
- (3) The GOB "parent" institutions should be encouraged to utilize returned participants for trainers, even more than they presently are doing.
- (4) Since only those participants who attended longer training courses were given more responsibilities and promoted, orientation and very short courses should be examined for cost and benefit to the GOB participant and to USAID.

The management of the training programs was cited for efficient administration in the areas of travel, accommodations, and stipends. However, there were cases of hardship because of inadequate, reduced, or delayed allowances and it is recommended that allowances and stipends are provided on time and reviewed regularly.

It is also recommended that the necessity for and cost-effectiveness of Washington orientation be reviewed. It would not be possible for AID training officers in Botswana to provide more orientation as suggested, but it may be useful to review the orientation presently provided in Washington for its overall length and benefit.

The majority (65 percent) of participants interviewed found their course to be appropriate, interesting, useful and relevant. Nearly all returned participants (90 percent) are still being employed in the field for which they were trained. The exceptions mainly comprise people who were promoted into higher administrative positions.

The majority of respondents (66 percent) had already initiated, or were planning to initiate, some innovative changes in their workplace as a direct result of their training and many felt that their job performance had improved since they returned. Finally, since many returned participants are formally involved in training others, there has been a substantial "multiplier effect" through wide dissemination of the knowledge gained through participant training.

For a complete listing of returned participants (outputs), the areas of training, and the present assigned GOB position, refer to Appendix II of the attached evaluation study.

For all participants funded under USAID programs from 1973 to 1979, GOB training outputs are summarized as follows:

USAID/Botswana Training Project Number and Name	Returned	Studying	Pending for September 1979	Total
083 - Southern Africa Academic Skills and Training	23	40	27	90
015 - Botswana Range and Livestock Management	4	3	1	8
005 - Regional Testing Resource and Training Ctr.	4	-	-	4
032 - Maternal and Child Health/Family Planning Training	37	4	-	41
030 - Southern Africa Development Personnel Training	10	3	-	13
056 - Botswana Crop Production Project	1	3	-	4
067 - Botswana Agricultural Planning	-	1	3	4
078 - Botswana Health Services Project	-	-	2	2
069 - Southern African Manpower Development Project	-	1	-	1
	79	55	33	167

Summary of SAAST Participants by Area of Training
to 30 June 1979

	<u>Long Term Over 1 Year</u>	<u>Short Term Less than 1 Year</u>	<u>Total Participants</u>
Agriculture	22	14	36
Health	4	8	12
Education	1	-	1
Rural Development	-	3	3
GOB Finance/Economics Planning	1	1	2
Engineering/Mechanical Technologies	<u>1</u>	<u>8</u>	<u>9</u>
TOTAL	29	34	63

The above summary represents the areas and numbers in which the SAAST training has been concentrated. Agriculture, health, engineering/mechanical technologies, rural development, planning and education, in descending order, have been the major recipients of SAAST participant training support. It should be noted that all project participants are within the areas mandated by the U.S. Congress, and all areas of training support and complement GOB/USG development priorities and programs.

Since manpower training at either the diploma and/or degree level demands long-term effort and support, it is anticipated that the education sector will nominate increasing numbers of candidates. The projected future areas of concentration for USAID support under SAAST will be the agriculture, education, health, and rural development sectors.

18. Purpose

"To provide academic degree, non-degree and special technical training in the United States and Africa for Botswana in skills which are directly related to Botswana's priority economic and social development efforts."

The results of the interviews conducted as part of this evaluation indicate that the skills learned during training are being applied in Botswana. The concentration of training funds on agriculture is highly appropriate to Botswana's development efforts, since over 80 percent of the country's population depend primarily on agriculture for their livelihood.

19. Goal/Subgoal

Over the past three years (1976-79), USAID has contributed approximately 10 percent of the total number of long- and short-term scholarships provided to the Government of Botswana. The SAAST project, which has concentrated exclusively on improving the professional skills and efficiency of government and semi-government officials, has had an impact that is greater than the number of scholarship places might indicate. By concentrating training on career GOB employees, a small but growing cadre of trained returned participants have begun to plan, implement, and direct the many social and economic development projects promulgated by the GOB. Over 90 percent of the USAID funded Botswana ex-participants are working in the positions for which they were trained under the SAAST and other AID supported training projects. Trained manpower, the key constraint to development efforts in Botswana, was and will continue to be a serious problem for years. But there is no "quick-fix" to manpower development, and Botswana is moving forward. If the overall effort continues and receives priority support from the GOB and other international donors, the program for staffing and localizing key government positions can be completed on schedule.

20. Beneficiaries

Direct beneficiaries of the project are the participants who have received overseas training and the GOB employees who have received in-country training. Indirect beneficiaries are the citizens of Botswana who have benefited from improved government services and the extension of these services to the rural and poorer citizens throughout the country. One can also assume that trained and motivated GOB employees will provide productive and more efficient service and will help to implement national development policies and goals in a more professional and effective manner.

21. Unplanned Effects

There were no unplanned project effects except for the unanticipated demand that returned participants cooperate in and organize training programs throughout the country for other Botswana citizens. This positive acceptance and recognition of the value of training, and the utilization of ex-participants as teachers and informants, has identified a need to provide all participants with teaching/learning methodology courses to enable them to be able to transfer information in an effective and interesting manner.

22. Lessons Learned

- A. The SAAST type project is an effective and useful mechanism for providing assistance to countries with severe manpower needs. It allows both large and small missions to respond quickly and positively to host government requests and to begin training for host government personnel where regular bilateral projects might be carried out in the future.

- B. A manpower/training project can be most successful where the host government has an up-to-date manpower plan that clearly identifies priority needs for technical assistance.

- C. A manpower development project of this nature ideally should be implemented via a single government coordinating office such as Directorate of Personnel. However, when this government coordinating department does not function well and does not coordinate in an efficient and equitable manner, there are clearly costs to this approach. Nevertheless, both the GOB and USAID/Botswana continue to believe that the single contact approach has great merit in encouraging host government control of its own training of personnel. Special efforts to strengthen the host government coordinating office are often necessary to facilitate project implementation.

23. Special Comments

None.

SUMMARY

As of May 1979, seventy five Botswana have returned from training in other African countries and in the United States, having been sent abroad on scholarships arranged by the Agency for International Development.

Originally Botswana's training requirements were subsumed under the AID scholarship programme for the whole of Southern Africa (including Botswana, Lesotho, Swaziland, Malawi, and Zambia). More recently Botswana's increasing economic and social growth rate as well as the Government of Botswana's policy of rapid localisation of key positions in the Ministries, has augmented the demand for skilled personnel in middle and higher technical and managerial positions. AID has sought to meet this demand by developing specific manpower development programmes for Botswana itself. The continuing expansion of these programmes has merited an interim evaluation study.

This report is based upon information obtained from participants who have completed their training. Several different training programmes have been operating in Botswana recently, but this report aims to evaluate participant training per se rather than each specific participant training programme. The research was therefore conducted in order to discover the extent of the success of the various training programmes from the individual returned participant's point of view.

To this end a questionnaire was developed, piloted, and sent to returned participants working in outlying districts. The researcher interviewed all other available participants in and around Gaborone. In all, 43 people were interviewed and 13 returned the questionnaires they had been sent. The report is therefore based upon the opinions and experiences of 56 people, or 75% of all returned participants.

The research was directed to investigate (as far as this was possible given the scope of the evaluation):

- (a) the overall importance of the training received

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- (b) the effects of the training upon the career prospects of the returned participants
- (c) the extent to which the information obtained during training was being utilized and disseminated within the "target" Ministries
- (d) the efficiency of the administration of the programmes

(a) Relevance of training received

The majority (65%) of respondents found their courses to be appropriate, interesting, useful and relevant. However, not all felt that their training was sufficient to the demands made upon them on their return to Botswana, and many (64%) suggested improvements that could have been made to their courses.

A major criticism was the fact that many of the examples and case studies employed during lectures, as well as much of the practical work, were specific to American problems and conditions, and could only be applied in abstract to Botswana.

It is recommended that whenever possible short courses and practical work should be conducted within Botswana.

Another improvement suggested by some participants was the inclusion of more administrative courses in academic and the longer "special" (i.e., job-related) training courses. Several PIC/P's specified the inclusion of such courses, but these requirements were not always fulfilled.

It is recommended that either (i) participants should be encouraged to attend administrative classes where these are offered at the institution in which they are placed, or (ii) participants should routinely attend such a course immediately upon their return to Botswana.

A third improvement suggested by respondents was the inclusion of teaching courses in their training curricula. The advisability of including such courses was highlighted in the research by the following facts:

- (i) 55% of the respondents were involved in formal training of their juniors
- (ii) an additional 35% were passing on the information that they

had learnt to their colleagues informally.

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It is recommended that either (i) participants should be encouraged to attend teaching courses where these are offered, or (ii) participants should routinely attend such a course immediately upon their return to Botswana.

These first three major recommendations could be fulfilled by means of greater utilisation of the facilities of the Institute of Development Management, the University of Botswana and Swaziland, the National Health Institute and the Botswana Training Centre. Specific courses could be developed by AID in conjunction with these institutions to meet the particular needs outlined above.

(b) The effects of training upon the career prospects of the returned participants

Since returning to Botswana the status, salary, and responsibility of half of the respondents had increased, and nearly all (90%) are still being employed in the field for which they were trained. The exceptions mainly comprise the "success stories" of some people who were promoted into higher administrative positions: examples include the Permanent Secretary of the Ministry of Education. However almost all of the respondents complained of the handling of their careers by the Directorate of Personnel. This Department appears to be a major obstruction to the efficient utilisation of the skills gained through manpower development programmes in Botswana.

(c) The extent to which the information obtained during training is being utilized and disseminated

The majority of respondents (66%) had already initiated, or were planning to initiate, some innovative changes in their workplace as a direct result of their training, and many felt that their job performance had improved since they returned.

Another positive result of the programme has been the wide dissemination of the knowledge gained through training that has occurred subsequently. As mentioned earlier, many returned participants are formally involved in training others and a further substantial percentage have found opportunities to pass on information to their colleagues. In fact, nearly all nurses' training now takes place in

in Botswana, and several new courses appear to be the direct result of the training that some of the tutors received under AIF scholarship programmes.

It had been thought in the past that the shorter "special" training courses are more cost-effective than the longer academic degree training. However, the research showed that this was not necessarily the case. Only those who attended the longer special training courses were given more responsibility and promoted to more influential positions, whereas nearly all of those who received academic training felt that their training had appreciably advanced their careers and improved their job performance.

Orientation/training was found to be somewhat unsuccessful because (i) the participants and (ii) the orientation/training itself, were not selected with care. It was found to be both expensive and badly administered from a financial point of view. It appears that such orientation exercises are only of limited benefit to Botswana.

It is recommended that training courses that do not lead to recognised degrees or diplomas should be considered carefully before being accepted as being potentially beneficial or appropriate for participants from Botswana.

(d) The efficiency of the administration of the programmes

The administration can be faulted on several counts. On the whole travel, accommodation, and stipends were well administered. However, cases of hardship arose because allowances were either (i) inadequate, (ii) reduced, or (iii) delayed. It appeared to the researcher that the difficulties involved in communication and coordination between the bureaucracies of the international and national agencies involved were responsibility for the lack of efficiency that was evident.

It is recommended that allowances and stipends are researched carefully and reviewed regularly. It is very important that people staying in foreign countries should be able to have confidence in the fact that their money will always arrive promptly and in full. The feeling of insecurity experienced when such responsibilities are not fulfilled is severe.

The extensive and detailed orientation in Washington was seen as being inconsistent with the difficulties some participants encountered with

their stipends.

It is recommended that the necessity and cost-effectiveness of this orientation period be investigated with a view to replacing it (for those attending shorter courses) with lengthy personal interviews with AID representatives in Botswana prior to the participants' departure to their country of training.

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INTRODUCTION

1.1 Background

In recent years the Agency for International Development has arranged scholarships for over 150 citizens of Botswana. The scholarships have enabled these people to further their education in various institutions in other African countries and in the United States.

The main objective of the scholarship programmes that have been running in Southern Africa is to "provide training in skills which are directly related to Botswana's priority economic and social development efforts". This report aims primarily to investigate the extent to which participants from Botswana found this main objective to have been fulfilled by their training.

The scholarship programmes were not intended to be generalised training programmes providing scholarships for individuals. They were instead intended to meet the requirements of the Ministries of the Government of Botswana in upgrading the skills of personnel already employed in Government. Originally only 5 or 6 Botswana were sent for training each year, and Botswana's needs were subsumed under the AID programme for the whole of Southern Africa. But latterly, specific programmes have been developed for Botswana itself and the flow of participant trainees has gained momentum since 1977.

As of May 1979, seventy five participants have returned to Botswana having completed their training under the auspices of various AID training programmes. These people come mainly from the "target" Ministries of Health, Agriculture, and Education as these have been identified as being those Ministries most closely concerned with meeting the needs of Botswana's underprivileged rural population. These Ministries are also currently involved in other development projects assisted by AID.

1.2 Aims of the report

The report will be based upon subjective information obtained from the participants who have returned from training. It was not considered appropriate to approach their superiors for an evaluation of the returned participants. Neither is it within the scope of this evaluation to examine the achievements of the training programmes

in the wider context of other AID projects or Botswana's overall development strategies.

The research was therefore directed towards discovering:

- (a) the relevance of the training received for the positions in which participants are currently employed
- (b) the effect of the training upon career prospects of returned participants (and therefore its potential effect on influencing the overall policy-making of the Government of Botswana)
- (c) the extent to which the information obtained was being utilised and disseminated within the "target" Ministries
- (d) the efficiency of the administration of day-to-day running of the programmes from the individual returned participant's point of view

2 Outline of the Research Methodology

All available returned participants were approached by the researcher either personally or by means of a questionnaire. A copy of the questionnaire is appended to this report. It was also used as a guide by the researcher when conducting the interviews, and ensured that each participant was asked the same basic questions.

Of the 25 questionnaires that were sent by post, a total of 13 (52%) were returned completed. Such a high response rate testifies to the success of the research instrument. The questionnaire consisted of ten main sections and comprised forty eight items in all. Nine of these forty eight items had multiple choice responses.

3 Returned Participants

Of the 75 people who had returned from training, it was discovered that only 41 were living and working in and around the capital of Gaborone (this finding will be discussed in Section 5.4 of the report) Outside the capital only eight were easily accessible by car in one day. It was therefore resolved that the researcher would attempt to interview these 49 people and that the questionnaire would be sent to the people working in the more outlying areas. It was not possible to interview six of these for the reasons enumerated in the list of ex-participants appended to the report. Finally, therefore, 43 people were interviewed and 13 returned the questionnaires they had

4 Type of Training

4.1 Academic training

Higher undergraduate and post-graduate degrees have been termed "academic" training courses. In the past it had been suspected that the benefits reaped from sending people off on long courses of this nature rarely outweigh the costs. Nevertheless this type of training accounts for a large number of the scholarships provided for Botswana by AID. Academic training aims, in the case of undergraduate courses, to provide participants with a thorough general and vocational education. It is generally envisaged that, armed with such an education, participants will be able to tackle, at a higher or managerial level, any of several related jobs within Government. At a Master's level the training aims to strengthen specific professional skills at these higher levels of employment.

4.2 Special training

The experience of AID representatives in other parts of Africa had led them to believe that the cost-effectiveness of scholarship training programmes was the highest for what have been called "special" training courses. As their name implies, these consist of relatively short (4 weeks to one year) intensive training or observation in a specific subject in relation to a particular job. Such training also comprises a large part of AID's scholarship programme. They include seminar and "workshop" type courses as well as the more widely recognised short diploma courses. The aims of special training are to provide participants with a specific rather than general education and to enable them to carry out their duties more efficiently and with greater skill and effectiveness.

4.3 Orientation/training

Orientation/training must be flexibly defined. Included under this heading have been international congresses, small seminars and workshops, exhibitions, and conferences. The intention behind assisting people to attend such events is generally to broaden the outlook of the people involved, to encourage communication and cooperation between developing countries, and to assist in the dissemination of knowledge and experience gained by people working in similar fields in different countries.

5 Information obtained in the research

The questionnaire was designed in order to elicit information in answer to the following questions:

- (a) who was sent for training?
- (b) where were they sent and what subjects did they study?
- (c) how relevant was their training?
- (d) to what use is the information being put at the moment?
- (e) did the participants have any problems prior to and during their training?

The answers provided by the respondents to these questions are described in the following pages.

5.1 (a) who was sent for training?

A complete list of returned participants is appended to this report. Women accounted for 60% of all returned participants but only 55% of the respondents. This disparity is due to the fact that the majority of the posted questionnaires that were not returned were sent to nurses working in remote rural areas. The distribution of participants in favour of women is an encouraging finding, though the majority of the women come from the nursing profession and will not therefore be expected to occupy influential positions in the future. The respondents ranged in age between 25 and 54 years of age and all had completed their primary education. All but one had had at least three years of secondary education.

In accordance with the explicit objectives of the programmes, the majority (84%) of the total returned participants came from the Ministries of Health (55%) and Agriculture (29%). The Ministry of Education was comparatively underrepresented (6%) considering that one of the stated aims of the programmes is to attempt to ensure that the information received during training is subsequently made available to as many people as possible. (See Table I)

Table I

All returned participants (total number = 75) from different Ministries who were sent away for academic, special and orientation training

	Health	Agric- culture	Educ- ation	Other	Total
Academic	7 (8%)	12 (15%)	4 (5%)	1 (1%)	24 (29%)
Special	32 (39%)	9 (11%)	1 (1%)	6 (7%)	48 (59%)
Orientation	6 (7%)	3 (4%)	0 (0%)	1 (1%)	10 (12%)
Total	45 ⁺ (55%)	24 (29%)	5 (6%)	8 (10%)	82 (100%)

⁺ Totals to nearest whole number

Example

The Permanent Secretary of the Ministry of Education was interviewed as a returned participant and was questioned concerning the relative paucity in recent years of candidates for training from his Ministry. His comments, while they bear possibly little relation to

the facts, should be noted if AID wishes to increase its involvement in this priority area. The Permanent Secretary feels both critical and distrustful of AID for the following reasons:

- (i) He criticised what he called AID's "inflexibility". He explained that by this he refers to the fact that, when approached with requests from Government for specific items, AID is unwilling to fund anything that cannot be either (a) subsumed under a large, currently running project, or (b) expanded into a new project run exclusively by AID. He went on to compare AID unfavourably with the Swedish and British agencies in this respect. A representative comment was "Botswana knows what Botswana needs better than AID knows what Botswana needs".
- (ii) His distrust arises from an incident where he claims that AID promised a certain amount of money for particular scholarships, but then withdrew and refused to meet their commitments. Consequently some people were forced to return to Botswana without completing their training. The researcher has discovered one group of students who were mistreated in a way similar to the way he describes. This group will be discussed further in the following pages.

Recommendation 1

It is recommended that a brief, readable report of the results of AID's scholarship programmes in Botswana be produced and circulated around the Ministries, with particular emphasis on the Ministry of Education. The variety of training offered should prove an effective defense to the accusation of inflexibility.

Recommendation 2

It is also recommended that greater efforts be made to foster closer relations with the Ministry of Education, with a view to greater consultation and cooperation regarding nominations of teachers and higher educators for further training.

5.1.2 Selection for Training

In principle it has been stated that participants could be either (i) job selected (i.e., selected from Ministry personnel by senior members of a particular Ministry in conjunction with the Directorate of Personnel) or (ii) competitively selected (i.e., selected from applicants replying to advertised placements).

In practise it was discovered that all but one of the respondents had been job selected. This fact also contributes to the reticence

of members of the Ministry of Education to put forward their personnel for training through AID. The Ministry feels that all scholarships, whether job selected or competitively selected, should be processed by the Bursaries Unit. In fact, it appears that only placements for which candidates will be competitively selected are processed by this unit. The Ministries of Health and Agriculture are held culpable by the Ministry of Education for what they call "hand picking" of personnel for training.

Recommendation 3

It is recommended that the principle of "job selection" be reviewed in this light by AID in conjunction with the Bursaries Unit so that some compromise can be reached whereby more scholarships are advertised within appropriate Ministries.

5.2 (b) Where were they sent and which subjects did they study?

A complete list of the subjects studied can be seen in Appendix II. Tables I and II show the participants from different Ministries subdivided according to the type of training (academic, special, or orientation) they received. It will be evident from these figures that some people were sent away more than once under AID scholarship programmes: 9% of all returned participants and 11% of the respondents went away twice.

Table II

Respondents (total number = 56) from different Ministries who were sent away for academic, special or orientation training.

	Health	Agric- culture	Educ- ation	Other	Total
Academic	6 (10%)	10 (16%)	4 (6%)	1 (2%)	21 (34%)
Special	20 (32%)	7 (11%)	1 (2%)	4 (6%)	32 (52%)
Orientation	6 (10%)	2 (3%)	0 (0%)	1 (2%)	9 (14%)
Total	32 (52%)	19 (31%)	5 (8%)	6 (10%)	62(100%)

The largest group of returned participants comprises those from the Ministry of Health who attended special training courses. This group

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is composed mainly of nurses attending various courses organised by the Meharry Medical College in Tennessee. More recently, returned participants from these and other training courses have been involved in expanding and upgrading Botswana's own National Health Institute and it is no longer necessary to send nurses abroad for training in Maternal/Child Health and Family Planning. This thereby contributes towards Botswana's important aim of achieving independence from foreign aid. There are also plans afoot to initiate a Nurse Practitioner training programme. This proposal almost certainly stems from the group of five nurse practitioners trained under AID scholarship programmes. Hopefully this will set the pattern for the expansion of in-country training in Botswana.

Another large group of returned participants consists of those placed in various American institutions by the United States Department of Agriculture (16% of all participants and 18% of respondents) for special or orientation training.

Table III shows the percentages of people sent to other African countries and the United States. Although it is AID policy to place students within Africa wherever possible, it can be seen that the majority of participants received their training in the United States, and that Third World training establishments were only utilised for special and orientation training. This latter finding is due to the difficulty of placing Botswana for longer courses in Africa's crowded universities.

Table III

Percentages of people sent to other African countries and the United States

	Africa (and Philippines)	United States
Academic	0 (0%)	21 (34%)
Special	3 (5%)	29 (47%)
Orientation	5 (8%)	4 (6%)
<u>Total</u>	8 (13%)	54 (87%)

5.3 (c) How relevant was the training?5.3.1 Job relevance

Table IV demonstrates that academic and special courses were approximately equally relevant to the occupations held by the respondents immediately after they returned to Botswana. The data concerning their current positions (where these differed from those they occupied on their return - 24% of respondents had changed their jobs at least once) is shown on Table V, but in this case there are too few observations to allow any conclusions to be drawn.

Table IV

Relevance of different types of training to occupation held immediately after participants return to Botswana

	Academic	Special	Orient- ation	Total
"nearly all" 80 - 100%	6 (28%)	12 (39%)	1 (11%)	19 (31%)
"most" 60 - 80%	8 (38%)	10 (32%)	3 (33%)	21 (34%)
"about half" 40 - 60%	4 (19%)	3 (10%)	4 (44%)	11 (18%)
"a bit" 20 - 40%	2 (10%)	2 (6%)	0 (0%)	4 (6%)
"hardly any" 0 - 20%	1 (5%)	4 (13%)	1 (11%)	6 (10%)
<u>Total</u>	21(100%)	31(100%)	9(100%)	62(100%)

It is very encouraging to observe that the majority (65%) of respondents thought that "most" or "nearly all" of their training was relevant and useful to their occupation when they returned. This result is paradoxical when taken in conjunction with the finding that 34% of these people were disappointed with the training they received - even though much of it was useful. This apparent contradiction is resolved when one realises that many respondents felt that their training, while useful, did not contain sufficient relevant information.

Table v

Relevance of different types of training to current occupation
(where this is different to that represented in Table IV)

	Academic	Special	Orient- ation	Total
"nearly all" 80 - 100%	1 (20%)	4 (40%)	0 (0%)	5 (33%)
"most" 60 - 80%	2 (40%)	4 (40%)	0 (0%)	6 (40%)
"about half" 40 - 60%	1 (20%)	1 (10%)	0 (0%)	2 (13%)
"a bit" 20 - 40%	1 (20%)	1 (10%)	0 (0%)	2 (13%)
"hardly any" 0 - 20%	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<u>Total</u>	5(100%)	10(100%)	0(100%)	15(100%)

5.3.2 Suggested Improvements

The protocols from interviews as well as the answers to the items in Section 8 on the questionnaire (which invited suggestions for inclusions and exclusions from the curricula of the training courses) make the previous point clear.

(i) Inclusions

64% of the respondents suggested improvements that could have been made to their courses in the form of inclusions. These suggested improvements fall into 4 main categories (which are not, of course, exclusive)

- (a) 9% would have preferred more administrative courses
- (b) 11% would have liked more information concerning teaching aids and methods
- (c) 21% were vexed at the lack of relevance of the examples used in their training to conditions in Botswana
- (d) 7% would have preferred more practical work

The other additions mentioned were variously psychiatric nursing, planning, computer programming, mathematics, basic science, and English.

(ii) Exclusions

On the other hand 45% mentioned parts of their training that they thought were unnecessary:

- (a) the largest category was those people who studied for Bachelor's degrees. They all found certain of their required "non-core" courses superfluous and felt that they would have profited more from extra tuition in their major subjects instead.
- (b) the cases where the waiver system failed to operate to prevent some nurses attending classes with whose content they were already familiar
- (c) information specific to conditions in the United States only - people studying nursing or agriculture were dealing with equipment and facilities far in advance of anything they could hope to meet in Botswana in the near future.

Recommendation 4

It is recommended that participants should be advised and encouraged to select their optional non-core courses with care in order to include, if available, only those subjects which will benefit them subsequently when they return to Botswana. Administrative and teaching or communication courses are particularly recommended as suitable subjects to be included, wherever possible, in participants' curricula. This argument will be taken up again in Section 5.4.1.

5.4 (d) To what use is the information gained during training being put at the moment?

5.4.1 Fulfilment of PIO/P's (Project Implementation Orders for Participants)

The purpose and justification of training each participant is established by D in conjunction with the Directorate of Personnel and the Ministries involved before the participant embarks upon his or her training course. This information is specified in the PIO/P. Certain requirements with regard to course content are identified by the Government for AID to fulfil. For its part the Government undertakes to provide employment for returned participants so that they can utilise their new skills as fully as possible. In most cases (82%) the two parties to this agreement carried out the responsibilities they

had undertaken - as far as this could be ascertained from the information obtained from the respondents. The exceptions to this overall history of success are described below.

Example

Mr. Baitsile has been an instructor at the Botswana Training Centre for seven years. He instructs lower and middle level personnel in various aspects of stockroom management. He was sent away for 7 weeks in early 1978 to Malawi to attend a course entitled "Training of Trainers in Management". His PIO/P stated that "...he stands to benefit a great deal from attending this course which...will materially widen his background in management...the concepts learnt will be employed in carrying out his own in-service courses...". In fact Mr. Baitsile was confused and distressed about the course and suggested that some misunderstanding might have arisen concerning the course title. While he had expected to be trained in training stockroom and other managers and had anticipated a course comprised of teaching aids and methods, he received a management course including many concepts far in advance of anything he is ever expected to teach. He opined that an administrator or an economist would have benefited far more. Consequently he was unable to understand the terminology used in the greater part of the training and "only settled down in the fifth week when we did the practical study work".

Example

Sister Chakalisa is a staff nurse at Lobatse Mental Hospital; David Poonyang teaches in-service trainees in Psychiatric Nursing at Lobatse. In September 1978 they spent eight days in Nigeria at the Pan African Psychiatry Conference. Their PIO/P stated "...it is hoped that the information gained will be useful in the expansion of the psychiatric service in the country...(they will) gain insight into how other countries handle their mental health problems...what approach to adopt in the preventative, promotive, and rehabilitative aspects of health care...".

In fact the content of the papers presented was almost exclusively concerned with new psychoactive drugs and drug regimes and only two papers dealt with comparative psychiatry in Africa. Both participants thought that Botswana should have been represented by a psychiatrist rather than two nurses, because they are not able or required to (i) prescribe or (ii) understand the drugs given to the patients under their care.

Example

Rose Makgoeng was still at university and Mrs. Manyeneng was registered nurse midwife when they were selected to go to Massachusetts for eighteen months to study Health Education to Bachelor's level. They were to return to Botswana to join the newly formed Health Education Unit. While their training dealt with most of the information that they would have to impart, they were given no training whatsoever in teaching. Yet their major duty is to produce booklets and posters and to plan and conduct lectures and seminars. Both participants felt very disadvantaged by their lack of training in teaching methods and visual aids.

Example

James Masokwane is a Ranch Extension Officer and Gaseitsiwe Seitshiro is the Acting Range Ecologist at the Ministry of Agriculture. They both went to New Mexico in August 1975 to study for their BSc in Range Management. Their PIO/P suggested that administrative subjects should be included in their training. However, although both men were generally happy with their training, neither received any instruction in administration.

Example

Mr. Gulubane is presently working as the Water Engineer in the Ministry of Agriculture. His case presents some problems because on the one hand he was satisfied with his training and is philosophical about its lack of application to the work he is doing. On the other hand, his superiors have voiced their anxiety about the fact that he appears not to have the knowledge necessary to do his job properly. He went to South Dakota in May 1976 to read for a BSc in Agricultural Engineering. His PIO/P states that "the focus of the training...should be on the land and water aspect...Specific training in small and intermediate size pond construction and in borehole operations and maintenance is essential...training in advanced theory (should) not be included...public administration, bookkeeping, report writing, personnel administration, and budgeting would be useful...". In fact he received what amounted to a basic engineering degree with a great deal of background science theory and only a small number (10% approximately) of "water-related" subjects - and no administrative training at all.

Example

Mr. Morapedi is a Planning Officer in the Ministry of Agriculture. In July 1978 he went to Washington on a six week course in "Agricultural Policy Making and Analysis". While he enjoyed his training he feels that he was the wrong person to attend it because, as a Planning Officer in his Ministry, he is not responsible for policy making, and has no influence on the policy makers. His role is to implement their decisions. As he sees no possibility in the near future of being in a position to utilise his training, he has returned frustrated to his former duties.

Incidentally, his PIO/P refers to a completely different course to the one he attended: this was one concerned with Extension, which would have been completely inappropriate for a Planning Officer to attend.

Example

John Mfosi has resigned from the Directorate of Personnel. He is now working as the Personnel Manager of the Gaborone Town Council. His PIO/P states that he should be offered a course at degree level so that he could return to head the newly established Manpower Planning Unit and replace the expatriate there. However, he only attended a three month course and returned to his previous position. His frustration, disillusion, and exasperation with the system in which he was working led to his resignation.

Recommendation 5

It is recommended that, where at all possible, all participants who are likely to have administrative duties when they return, should have either (i) administration courses as required parts of their degrees, or (ii) routinely attend special administration training courses either in their country of training, or immediately on their return to Botswana .

Recommendation 6

Similarly, it is recommended that all participants who will be expected formally to pass on the information they have gained during training should have either (i) a communications course included in their training, or (ii) should routinely attend such a course either while they are abroad or soon after they return to Botswana.

Recommendation 7

It is recommended that there should be more discussion about the training course content with potential participants prior to their embarking on their training, or even before a course is selected finally. This would both reduce the disorientation felt by several participants who "did not know why I was there", and also ensure that people are not sent on irrelevant courses.

5.4.2 Career Progress and Change(i) Promotion and Responsibility

The effects of training upon the careers of the returned participants was generally encouraging, as Tables VI and VII demonstrate.

Table VICareer Progress

	No change	1 Change	2 or more changes	Total
Academic	5 (8%)	8 (13%)	8 (13%)	21
Special	16 (26%)	13 (21%)	3 (5%)	32
Orientation	9 (14%)	0 (0%)	0 (0%)	9
<u>Total</u>	30 (48%)	21 (34%)	11 (18%)	62

Table VIIIncrease in Responsibility

	No change in responsibility	More responsibility	Total
Academic	6 (10%)	15 (24%)	21
Special	14 (23%)	18 (29%)	32
Orientation	9 (14%)	0 (0%)	9
<u>Total</u>	29 (47%)	33 (53%)	62

Over 50% found that they were employed in a higher position to that which they occupied before they left the country, and 53% had had

an increase in the responsibility that they were expected to shoulder in their work.

As expected academic degree training was comparatively more effective in promoting career progress than the special training courses; and orientation training had no effect whatsoever. Career advancement appeared, therefore, to be directly related to the total amount of time spent on training.

In keeping with the above results, 48% of all respondents felt that their training had made no difference to their future promotion prospects. Surprisingly this figure included three returned participants who received degree training. They commented that they would have advanced just as far if they had remained in Botswana. In fact this was a remark made by several other respondents, though it in no way reflects on the success of the training programmes per se. It instead implies a criticism of the Directorate of Personnel who are responsible for salary increases and promotions. This point will be discussed further below.

In most cases (90%) the returned participants were still being employed in the fields for which they were trained. Exceptions are of two main types: Firstly those people who appear to have been sent on the "wrong" course; and secondly those people who have been promoted beyond their original training objectives and whose occupations are now largely administrative. The former cases have already been discussed above in Section 5.3.1. The latter include the Permanent Secretary of the Ministry of Education, the Chief Animal Production Manager in the Ministry of Agriculture, and the Assistant Matron at Botswana's main hospital. These people attended vocational rather than administrative courses.

As mentioned previously, only 55% of the returned participants to date are living and working in and around the capital of Gaborone. This means that much of the training is being utilised where, it can be argued, it is most needed, i.e., in the rural areas.

(ii) Salary

Only 29% received formal recognition of their training in the form of a salary increase in addition to that which would have accrued

to them automatically over time (see Table VIII). 50% have received no increment at all since they returned, though the majority of these people were those who attended special and orientation training.

Table VIII

Salary increments received since participants returned from training.

	No increment	Unrelated increment	Related increment	Total
Academic	1 (2%)	9 (14%)	11 (18%)	21
Special	21 (34%)	4 (6%)	7 (11%)	32
Orientation	9 (14%)	0 (0%)	0 (0%)	9
<u>Total</u>	31 (50%)	13 (21%)	18 (29%)	62

(iii) Directorate of Personnel

There appear to be no guiding principles underlying the Directorate of Personnel's treatment of each returned participant. Its policy is therefore difficult to ascertain. For example, some nurses who underwent Maternal/Child Health and Family Planning training were immediately promoted to sister, senior sister, or even matron (with attendant salary increases) when they returned to Botswana; while the status and salary of others were unaltered.

Several respondents were indignant of their treatment as regards salary in particular, and all who attended the longer special courses and degree training drew the distinction between "a promotion that I should have earned by getting my degree/diploma" and "a promotion I should get from working better with the skills I learnt while I was away". It appears that the Directorate of Personnel is reluctant to recognise either of these principles.

There appears to be some confusion in the Directorate concerning salary scales. Two people who returned with BSc's in Health Education are employed on different salary scales at the Health Education Centre - one on the nurses' scale, and the other on the technician

scale. The five Nurse Practitioners seem to present a special problem for the Directorate. None of them has received any recognition of their advanced training because the exact status of a Nurse Practitioner is not understood by the Directorate of Personnel.

The Directorate of Personnel is clearly a major stumbling block to the successful utilisation by Government of the skills provided via AID training programmes in Botswana.

Recommendation 8

It is recommended that many people would benefit if senior personnel in the Directorate went for training in administration, personnel matters, and manpower planning. Mr. Mfosi (mentioned below in Section 5.5.1) returned from his training in these subjects full of ideas and enthusiasm, but was unable to implement any of his plans because of his junior status.

5.4.3 Effect of training on job performance

The majority of returned participants felt that there had been either a "slight" (35%) or a "great" (50%) positive effect of their training on their performance at work (see Table IX). Predictably it was again those who had received academic degree training who felt the greatest benefits, though 50% of those who embarked upon special courses also thought that there had been a substantial improvement in their work.

Table IX

Change in job performance

	Training made no difference	Changed slightly	Changed a great deal	Total
Academic	2 (3%)	4 (6%)	15 (24%)	21
Special	3 (5%)	13 (21%)	16 (26%)	32
Orientation	4 (6%)	5 (8%)	0 (0%)	9
<u>Total</u>	9 (14%)	22 (35%)	31 (50%)	62

These figures are encouraging if they reflect a real improvement in the standards of performance of the Ministries represented by the returned participants in question.

A majority of respondents (66%) reported that they were planning, or had already instituted certain changes in their workplace. In some cases the changes were of an administrative nature (for example, the Farm Manager from the Ministry of Agriculture's experimental farm who has initiated record keeping for the first time!) and, as mentioned earlier, many people commented favourably on the administrative parts of their training and would have preferred more administrative courses. However, there have also been substantial technical or professional innovations. Many of the nurses have begun new clinics, introduced certain screening procedures and follow up studies, and have started informal in-service training for their juniors. There are also plans for more staff and student participation in the decisions taken by the Gaborone Town Council and the Botswana Agricultural College. Two other returned participants reported that they were planning to arrange meetings of people of like occupation in order to exchange ideas and experiences. Enquiries are also underway into the possibility of purchasing new equipment for the operating theatre at the hospital in Gaborone, and for the Agricultural Information Unit.

Those who had made no appreciable changes and were not planning any (34%) were not less motivated than the majority. On the contrary, many of them were too overworked to contemplate adding to their responsibilities. This fact accounts for the relatively poor result.

Table X

Percentage of those making or planning changes in their workplace as a direct result of their training.

	Yes	No	Total
Academic	10 (16%)	10 (16%)	20 (36%) ⁺⁺
Special	23 (41%)	5 (9%)	28 (50%)
Orientation	4 (7%)	4 (7%)	8 (14%)
<u>Total</u>	37 (66%)	19 (34%)	56 (100%)

⁺⁺ Calculated on an individual participant basis rather than on a single course basis.

in terms of innovativeness on the part of those who were sent for academic training. However, some returned participants found that they were not in sufficiently senior positions for implementing new ideas.

5.4.4 Dissemination of knowledge and potential influence

The stated objective that the information gained from training should be as widely disseminated as possible has been met to a large extent by these programmes. Many returned participants are currently involved in formal (55%) training of their juniors, and others (25%) are passing on new information to their colleagues informally. (see Table XI). The group who felt that they had no opportunity of imparting their knowledge was mostly composed of those who were constrained by time and staff shortages.

Table XI

Dissemination of information gained during training

	Formally	Informally	None	Total
Academic	13 (23%)	5 (10%)	2 (3%)	20 ⁺⁺
Special	15 (27%)	7 (13%)	6 (11%)	28
Orientation	3 (5%)	2 (3%)	3 (5%)	8
<u>Total</u>	31 (55%)	14 (25%)	11 (20%)	56

Calculated on an individual participant basis rather than on a single course basis.

This large percentage of returned participants who are involved in formal and informal pedagogical activity further strengthens the recommendation made earlier that some classes in teaching and communication be automatically included with the longer training courses.

5.4.5 Promotion prospects and aspirations

52% of the returned participants thought that their promotion prospects had improved as a result of their training. These respondents were mostly those who had attended academic and the longer of the special courses leading to diplomas (see Table XII). The responses to the items concerning aspirations were fairly

Table XII

Promotion Prospects

	Helped greatly	Helped	Slight help	No difference
Academic	9 (14%)	5 (8%)	4 (6%)	3 (5%)
Special	8 (13%)	1 (2%)	5 (8%)	18 (29%)
Orientation	0 (0%)	0 (0%)	0 (0%)	9 (14%)
<u>Total</u>	17 (27%)	6 (10%)	9 (14%)	30 (48%)

predictable. Given the close correlation between training/qualifications and salary/status mentioned earlier, many of the respondents (34%) expressed their desire for further training at home or abroad. In addition, given the fact that Government is by far the largest employer in Botswana, offering job security and adequate income, most respondents indicated the likelihood of their continuing in public service.

5.5 (a) Did the participants have any problems either prior to or during their training?

5.5.1 Notification and Orientation

Only eight (14%) respondents complained that they thought that there had been an unnecessary delay between the date of their selection and the date of arrival in their country of training. In general it appeared that this aspect of the programme was handled well. However, some (8%) respondents were given very little notice of their impending departure because course places were confirmed at the last moment.

An orientation course is conducted in Washington for participants attending US institutions. Many participants spent a period of up to two weeks there prior to departing for their training institution. Orientation appears to consist of various talks about currency, climate, and the political and social situation in the United States at that time, as well as a general tourists' introduction to Washington DC itself.

All respondents benefited from this interlude, though some (12%) were unable to attend it. This was either because their training was

deemed too brief to merit extensive detailed orientation, or because placements were finalised at short notice and participants went straight to their training institutions to commence training. In some cases participants even missed the beginning of their courses. Conversely, some (7%) attended the Washington orientation when there was no need because they had lived in, or visited, the United States previously.

Two people spontaneously suggested that it would have been better to have received the greater part of this orientation information before leaving Botswana, and that, while enjoyable, the larger portion could have been dispensed with. Much of the information came too late to be of any use to the participants. For example, in Botswana it is assumed that all boarding establishments provide bedding for their students. Not so in every American institution. If participants had known this in advance they would have been able to bring their own sheets and blankets with them, instead of spending much of their initial stipend on such items.

Recommendation 9

It is recommended that the necessity of such an elaborate orientation exercise be investigated. It is questionable whether a whole week is necessary for participants attending special courses, because many of them are accommodated in hotels as opposed to having to fend for themselves on their stipends. Perhaps it could be replaced, for these participants at least, by a lengthy briefing interview given by AID representatives in Botswana prior to their departure. This interview could be supported by leaflets containing appropriate information relevant to that participant's course and destination. If such a scheme were introduced for all participants it would also ensure that they had all the information they might need before they left Botswana.

5.5.2 General living conditions and the day-to-day running of the programmes

(i) Accommodation and Finances

Generally people were happy with their accommodation, though all found it expensive, and several found opportunities to move to cheaper accommodation. Similarly most (64%) people managed easily on their stipends and per diems. There were, however, a few isolated cases of hardship.

Example

The first concerns three members of the National Health Institute who were sent to Dillard University in New Orleans to study for a BSc in Advanced Nursing. In their final year of training they were informed by the Meharry representatives who were administering their placements that their stipend was to be cut by 40% (i.e., from \$382 to \$229 per month). The reason given was that when they commenced training there was no established allowance for Dillard students. So they were allocated the same amount as students attending a university nearby. But later the Dillard rate was reviewed and set at \$229 per month. To the researcher as well as all the people who became involved in contesting this reduction (the Dean of the University and an organisation called SECID), this seems a drastic cut - especially since the student accommodation in which the girls were living cost \$200 per month alone. However, none of the intervention that was attempted to avert this cutback was successful and the girls were forced to move out of their rooms and share a single room in somebody's basement until they had completed their courses. Fortunately they all managed to perform outstandingly in their examinations.

They have still not received any reimbursement to compensate them for their hardship, nor a full explanation for what occurred. Incidentally, one of these three fell ill in the middle of her training. But when she went to a doctor for treatment he refused to accept an AID insurance form. Apparently no doctor in New Orleans will accept such forms as surety for payment. He insisted she should pay her fees in advance and then reclaim from AID herself, because he was not willing to endure the long delays that reputedly result with AID health payments. This prediction was borne out subsequently when she attempted to reclaim - she had a great deal of trouble and finally only received 70% of the costs incurred.

Example

A second complaint came from the Permanent Secretary from the Ministry of Local Government and Lands. AID had been requested to meet part of his travel costs and his per diem allowance during his study tour of the United States. However, the per diem provided by AID compares poorly with that which he would have received from the Government (\$35 as opposed to \$75 per day) and only covered his accommodation in an inexpensive hotel. However, as he was asked to host the later discussions in one international seminar he attended, and

was forced to chair meetings in his hotel room, it was necessary for him to move to a more prestigious establishment and meet the extra costs himself.

The researcher feels that since the assistance provided served also as a diplomatic gesture, and since the man in question was also touring the United States with a view to expanding his Ministry's involvement in AID education programmes, it would have been appropriate to have provided for this participant more handsomely. In his case the diplomatic gesture was lost in the resentment engendered by the participant's felt hardship.

Example

A doctor from the Ministry of Health at an international conference in Nairobi, and two nursing sisters at a different international conference in Manila also had problems managing their hotel bills on their per diem. All three felt that it would have caused fewer problems if their allowance had been calculated taking into account the prices of the hotels they would have to stay in.

Example

Similarly, another participant arrived at his destination several weeks before the university accommodation was open and had to spend his settling in allowance on staying in a hotel. He claims that this meant that he had to borrow winter clothes from his colleagues.

Other problems were caused either by the allowance arriving up to a month late (12%) (one participant - the Town Clerk of Gaborone - was forced to remain in Pittsburg a week after his short course had finished, waiting for his allowance to arrive so that he could pay his hotel bills), or by participants not having sufficient information about currency restrictions, etc. in their country of placement.

Admittedly some respondents complained of insufficient funds because they were unable to manage efficiently on a perfectly adequate allowance. However, the cases cited above appear to be true cases of hardship. It must be realised that when people are abroad, they are in most cases totally dependent upon their stipends or per diems. A great deal of real distress can be caused by delays, reductions, or insufficient funds.

Recommendation 10

It is recommended that prices of hotels etc. should be investigated prior to a per diem being set for special and orientation training courses. The calculations should take into account that in the case of international conferences the accommodation that is normally available is likely to be occupied and participants may have to stay at more expensive hotels.

Recommendation 11

It is strongly recommended that the administration of stipends should be improved so that they always arrive promptly.

Recommendation 12

Stipends set for various institutions in different parts of the United States should be reviewed regularly, with particular reference to the availability and cost of suitable accommodation.

It seems a pity that AID should be so lavish with their Washington orientation and yet stint their generosity for individual participants' stipends and per diems.

(ii) The Institution

Most respondents were happy with the institution to which they had been sent. The exceptions were few (20%) and consisted mostly of those who attended the more advanced courses at the Meharry Medical College. They complained that their instructors were not sufficiently qualified or experienced to teach courses at this level. Five of these nurses who attended the Nurse Practitioner course at Meharry were badly mistreated in addition to allegedly receiving poor tuition, and their case will be described in full below. Some participants from the Ministry of Agriculture would have preferred larger institutions with a bigger choice of subjects; it was necessary for them to travel to different schools to attend certain of their courses.

Example

Five nurses attended the Nurse Practitioner course of approximately one year's duration. The first part of their training was obtained from Meharry Medical College. As theirs was an advanced training course many of their classes were taken with medical students. However, their status as potential medical practitioners was not recognised

either by the other students, or by the instructors. They felt that they were discriminated against because they were nurses and claimed that the instructors ignored them to the extent of marking their practical examinations without looking at what they had done. They also reported the only case of colour prejudice such that the white students refused to allow the black ones to practise on them. These problems were, however, minor compared to the fact that they were required to be on duty continuously for 36 hours every fourth day - this in addition to attending their normal classes. Although only 284 nursing hours were required for completion of their Adult Nursing course, they all worked 960 hours ! These long periods of duty were not even spent in gaining useful experience relevant to their training. Instead, they were required to perform tasks more menial than those that would have fallen to them in Botswana.

One girl reported that during her medical practise outside the College she received no supervision whatsoever from the doctor to whom she was assigned. The doctor apparently just appeared every so often to collect the money that patients had paid for the nurse's services.

These five girls were unanimous in their condemnation of the Mcherry establishment. In fact they were independently unanimous (three returned questionnaires from remote rural areas) in their criticisms of the same occurrences, which lends extra credence to their complaints.

Recommendation 13

It is strongly recommended that participants are contacted regularly by their AID representatives in the United States and that strict monitoring of their practical workload is undertaken to guard against such exploitation occurring in the future.

5.5.3 Academic Problems

Most respondents (91%) found their previous education to be sufficient to the demands of their training, though 30% would have preferred some background training prior to commencing and felt a deficiency in some subjects. Some (15%) went for "remedial training" in mathematics or basic nursing subjects before embarking on their main courses. But in spite of this, 16% still experienced difficulty with the numerical aspects of their training. However, in no case did this problem present

an insurmountable obstacle, and participants were never alone in their difficulties.

Approximately half of the respondents (46%) found their courses to be "slightly" or "quite" difficult (see Table XIII) but this was discovered to be largely due to the quantity of the material they were expected to digest (18%) and the unfamiliarity of the presentation of the subject matter (13%), as opposed to the abstract level of the course content. In this latter respect it should be noted that primary, secondary, and further education in Botswana is traditional in many ways: information is spoon-fed to the students, learnt by rote in many cases, to be regurgitated at an appointed time. There is little student participation at school or university level. Consequently, some of the "workshop" type courses were found to be intimidating to participants from Botswana. Similarly, some respondent mentioned that even on their degree courses the presentation of the material caused them difficulties initially.

Recommendation 14

It is recommended that short special courses with "unfamiliar" non-traditional presentation and content be avoided in the future. Much time is wasted in initial orientation and little can be learnt by a confused and intimidated student.

Table XIII

Academic problems with training

very easy	3	5%	30 (54%)
quite easy	10	18%	
slightly easy	17	30%	
slightly difficult	10	18%	26 (46%)
quite difficult	15	27%	
very difficult	1	2%	

Another problem of orientation consisted of the "hidden curriculum" in American education such that some basic knowledge is taken for granted. Abbreviations, jargon, some basic technical facts, and the

use of examples from US culture to illustrate lectures all contributed towards difficulties in this area.

On the other hand some respondents (5%) found their training very easy due to the fact that much of it was redundant as a result of their previous education and experience. However, this level of redundancy was rare because of the system of waivers which operates in most institutions.

5.5.4 Expectations and preferences regarding training

In response to the open-ended question "was the training as you expected?", 30% replied that it was better than they expected and 28 % that it was not as good as they had hoped. This item elicited many comments (as it was intended to) which have been dealt with above in Section 5.3 concerning the relevance of training.

Only a few said that they thought that some of their training could have been received in Botswana at the time at which they went away. The Institute of Development Management was mentioned as one of the possible institutions that could fulfil some requirements. The National Health Institute was also suggested as an alternative source of training by the respondents.

Recommendation 15

It is recommended that the cost-effectiveness of these programmes might be improved if some special courses could be conducted in Botswana, using the facilities of the University of Botswana and Swaziland and the Botswana Training Centre as well as those institutions mentioned above. The money spent on sending participants abroad and maintaining them there could be used either to institute new courses for which the Ministries felt a need, or even to supply expatriate tutors for short periods for specific courses. In this way it could be ensured that courses fulfil the specific needs of Botswana, thereby eliminating the redundancy that inevitably occurred in the United States where American examples and practical experience were employed in the training. In this connection, 13% suggested that they would have preferred to have had their practical training in Botswana.

6 Review of Recommendations

1. It is recommended that a brief, readable report of the results of AID scholarship programmes in Botswana be produced and circulated around the Ministries, with particular emphasis on the Ministry of Education, in order to counter that Ministry's accusation of "inflexibility" on the part of AID.
2. It is recommended that greater efforts be made to foster closer relations with the Ministry of Education, with a view to increasing consultation and cooperation regarding nominations for further training from that Ministry.
3. It is recommended that the principle of "job-selection" be reviewed in the light of its unpopularity with members of the Ministry of Education, with a view to reaching a compromise such that more placements are advertised within appropriate Ministries.
4. It is recommended that participants should be advised and encouraged to select their optional non-core courses with care in order to include only those subjects which will benefit them subsequent to their return to Botswana.
5. It is recommended that all participants who are likely to have administrative duties when they return should have either (i) administrative courses as required parts of their degrees, or (ii) should routinely attend special administrative courses either in their country of training, or immediately on their return to Botswana.
6. Similarly, all participants who will be expected formally to pass on the information gained during training should have either (i) a teaching course included in their training, or (ii) should routinely attend such a course before assuming their duties in Botswana.
7. It is recommended that the content of the training curriculum should be discussed fully with each participant before he or she embarks on a training programme, or even before such a training programme is selected. This would both reduce the disorientation felt by several participants, and also ensure that people are not sent on irrelevant courses.

8. It is recommended that many people would benefit if senior members of the Directorate of Personnel went for training in administration, personnel matters and manpower planning. At present the Directorate is a major stumbling block to a successful manpower development programme in Botswana.
9. It is recommended that the necessity of the Washington orientation exercise for people going on shorter courses be reviewed, with the intention of replacing it with lengthy briefing interviews given by AID representatives in Botswana, prior to a participant's departure to their country of training.
10. It is recommended that prices of hotels etc. should be investigated prior to a per diem being set for special and orientation training. The calculations should take into account that, in the case of international conferences, the accommodation that is normally available is likely to be occupied, and participants may have to stay in more expensive hotels.
11. It is strongly recommended that the administration of stipends should be improved so that they always arrive promptly.
12. Stipends set for various institutions in different parts of the United States should be reviewed regularly, with particular reference to the availability and cost of suitable accommodation.
13. It is strongly recommended that participants are contacted regularly by their AID representative in the United States and that strict monitoring of their practical workload is undertaken.
14. It is recommended that short special courses with "unfamiliar" non-traditional presentation and content be avoided in the future.
15. It is recommended that the cost-effectiveness of these programmes might be increased if some special courses could be conducted in Botswana using the facilities of the University, the National Health Institute, the Institute of Development Management, and the Botswana Training Centre. The money spent on sending people abroad and maintaining them there could be used to initiate new courses for which the Ministries felt a need, or even to supply expatriate tutors for short periods for specific courses. In this way it could be ensured that training

fulfils the specific needs of Botswana, thereby eliminating the redundancy that inevitably occurred in the United States, where American examples and practical experience were employed during training.

1

Dr. D. Clement-Jones

United States of America
 Agency for International Development
 PO Box 90, Gaborone.

Please answer every question and return to the above address by 1 May 1979

1.	a. Name (please underline family name)	b. Date of Birth	c. Sex
	d. Education (total number of years of education completed)	e. Highest Educational Level Attained (excluding training covered in this questionnaire)	
2.	<u>Details of Training</u>		
	a. Name of Institution		
	b. Duration of Training	c. Field of Study	
	d. Subjects Studied (please list the main subjects that were included in your training course)		
	e. Qualification Obtained (Degree, Diploma, Certificate, etc.)		
3.	a. Date of Selection for Training	b. Date of Arrival in Country of Training	
	c. Did you feel there was an unnecessary length of time between these two dates ?		
4.	a. How difficult did you find the training course? (please tick)		
	very easy quite easy slightly easy	very difficult quite difficult slightly difficult	
	b. Which of the following things caused problems for you during training? (please tick)		
	knowledge of English knowledge of Mathematics lack of previous training in subjects studied during training something else - what?		

4. c. Were you sent for additional background education before you started your training?
- d. How long was this additional training?
- e. What subjects were studied?
- f. Did you find your previous education was enough for you to handle the training course?

5. a. Was the training what you expected? (please tick)
- better than I expected
- as I expected
- not as good as expected

b. Do you think that you could have received part of your training in Botswana? Which parts?

c. Do you think it would have been better to have sent you somewhere else for training, either to a different country, or different institution?

d. Where would it have been better to have sent you? Please give your reasons.

6. a. How much information were you given about the following before you left Botswana?	enough information	a little information	no information
climate and clothing			
food			
where you would live			
money, etc.			

b. Did you have enough money?

c. How did you feel about your fellow students? Did you like them? Did you make many friends? Did you feel excluded or left out? Please give details.

7. a. What was your job before leaving Botswana?(please give dates)

7. b. What was your job when you returned to Botswana after training?(dates)

c. What is your present job?

d. Have your responsibilities changed since you returned to Botswana? (please tick)

- more responsibility
- no change in responsibility
- less responsibility

e. Did you receive an increase in salary directly related to your training under this project?

f. Do you feel that this training has helped your chances for promotion? (please tick)

- greatly helped
- helped
- slightly helped
- made no difference

8. a. How much of the training course is useful for your present job? (please tick)

- nearly all of it (80 - 100%)
- most of it (60 - 80%)
- about half of it (40 - 60%)
- a bit of it (20 - 40%)
- hardly any of it (0 - 20%)

b. How much of the training was useful for the job you had just after you returned to Botswana, if different from your present job?(please tick)

- nearly all of it (80 - 100%)
- most of it (60 - 80%)
- about half of it (40 - 60%)
- a bit of it (20 - 40%)
- hardly any of it (0 - 20%)

c. Which parts of your training do you feel were the most useful?

d. Which parts were the least useful?

e. Are there any subjects which you feel should have been included in your training? Which subjects do you think would have been more useful?

9.	<p>a. How has your training changed the ways in which you do your job? (please tick)</p> <p>changed them a great deal changed them slightly made no difference</p>
	<p>b. Are you using any new techniques or methods that you were taught during training? Please give details.</p>
	<p>c. Please give details of any changes you may be planning in your place of work in the future that are related to your training.</p>
	<p>d. Have you had any opportunity to pass on your training to others?</p>
	<p>e. Have you been formally involved in training other people? How many have you trained since your return to Botswana?</p>
	<p>f. Do you feel that it would be useful to increase the opportunities for passing on your training to others?</p>
10.	<p>a. Do you intend to stay in Botswana?</p> <p>b. Do you intend to remain working for Government?</p> <p>c. What do you hope to be doing in 5 years' time?</p>

Thank you very much for your help.
Debbie Clement-Jones.

Ministry	Name	Information	Previous Occupation	Date sent for training	Duration of training	Subjects and Qualification	Institution	Present Occupation
AGRICULTURE	Maloiso	I	Instructor Botswana Agricultural College	12/73	2 yrs	BSc Animal Science MSc Educat. Agric.	Western Illinois University	Principal of Botswana Agricultural College
	Kemsley	I	Instructor BAF	12/73	2 yrs	BSc Ag/Mech./Eng MSc Eng./Educat.	Western Illinois University	Lecturer Botswana Agricultural College
	Mokone	OX	Asst. Marketing Officer	1/76	2 yrs	BSc Agric. Economics	New Mexico State University	(presently in Lesotho)
	Seitshiro	I	District Agric. Officer	8/75	2½ yrs	BSc Range Science/Management	University of Arizona	Acting Range Ecologist
	Masokwane	O	Animal Production Officer	9/75	3 yrs	BSc Range Management	New Mexico State University	Ranch Extension Officer (Francistown)
	Pilane	I	Planning Officer	8/76	2 yrs	MSc Agric. Economics	Oklahoma State University	Same
	Kwerepe	OX	Animal Production Officer	5/76	2 yrs 3 m	BSc Range Managemt Range Managemt. and Forage Prod.	Fort Hayes State University	(stationed in Maun)
	Morei	I	Farm Manager	5/76	2½ yrs	BSc Agribusiness	Western Illinois University	Acting Estate Manager
	Gulubane	I	Technical Officer	6/76	2½ yrs	BSc Agric. Engineering	South Dakota States University	Water Engineer
	Mudarikirie	O	Farm Management Supervisor	6/78	6 wk	Enumerator Training	United States Dept. Agric.	Technical Officer Farm Management
Mukuwa	O	District Agric. Officer	5/78	3 m	Aquatic Weed Control	United States Dept. Agric.	Aquatic Weed Control Officer	

AGRICULTURE OFFICER

LOCAL GOVERNMENT AND LANDS

Oageng	I	Extension Officer	5/78	10wk	Agricultural Extension	USDA	Same
Taukobong	OX	Crop Marketing Officer	6/78	6 wk	Grain Storage and Marketing	USDA	(away in the field)
Mosinyi	I	Graphic Artist	7/78	6 wk	Graphic Design	USDA	Same
Bingana	I	Chief Animal Prod. Officer (Veterinary Asst)	3/78 1964	6 wk 3 yrs	Admin. Organisatn. Development BSc Animal Science	Cleveland	Same Chief Animal Production Officer
Tlale	I	Deputy Director Agriculture	3/78	6 wk	Admin. Organisatn. Development	Cleveland	Same
Moranyane	I	Agric. Information Officer	6/78	18wk	Agricultural Extension	USDA	Same
Morapedi	I	Planning Officer	7/78	6 wk	Agric. Policy and Analysis	Washington	Same
Nkwe	CX	Research Assistant	9/78	3 wk	Rural Sociology Workshop	Nairobi	(Manchester University for training now)
Batsoghile	I	Staff Training Officer	10/78	2 m	Agric. Training Development	USDA	Same
Temane	I	Permanent Secretary	11/78	5 wk	Study tour	Wisconsin and Cornell	Same
Njavera	OX	Social Welfare Officer	10/78	9 wk	Design etc. of Rural Devel. Progs.	USDA	Same (Francistown)
Lekoko	Q	Clerical Officer	10/78	9 wk	Ditto	USDA	Asst. Land Board Training Officer
Modibedi	Q	Admin. Secretary Barolong Farms	10/78	9 wk	Ditto	USDA	Same
Leteane	I	Town Clerk	10/78	1 m	Leadership Seminar	Pittsburg	Same

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EDUCATION

Masogo	I	Research and Testing Centre	8/71	1½ yrs	M. Education	Pittsburg	Permanent Secretary
Masie	I	Teacher	8/71	1½ yrs	M. Education	Pittsburg	Research Officer (Research and Testing Centre)
Lecoge	I	Teacher	8/74	1½ yrs	M. Education	Pittsburg	Ditto
Madibame	I	Research and Testing Centre	4/74	1½ yrs	M. Education	Pittsburg	Ditto
Baitsole	I	Botswana Training Centre Instructor	3/78	7 wk	Training of Trainers	Malawi	Same

HEALTH

Munyemang	I	Staff Nurse	1/76	1½ yrs	BSc Health Educ.	Massechusetts	Health Education Officer
Mokwathi	I	Student at University in Botswana	9/74	3 yrs	BSc Nursing	University of Tenn-Knowville	National Health Inst. In-service programme
Leisi	I	Clinical Instructor NHI	1/76	2½ yrs	BSc Nursing	New Orleans	Tutor NHI
Hakgoeng	I	Student at University in Botswana	1/76	1½ yrs	BSc Health Educ.	Massechusetts	Health Education Officer
Phumaphi	I	Clinical Instructor NHI	9/75	2 yrs	Diploma Advanced Nursing	Nairobi	Nursing Tutor NHI
Mosiemange	I	Ditto	9/77	2 yrs	Ditto	Nairobi	Ditto
Thobosi	CX	Staff Nurse	10/74	2 yrs	Ditto	Nairobi	Resigned from Govt. (training in England)
Nleya	I	Clinical Instructor at NHI	8/76	3 yrs	BSc Nursing	New Orleans	Instructor NHI in Lobatse
Tlale	I	Sister-in-charge Senior sister	8/73 8/76	10 m 6 m	MCH/FP BSc Nursing	Meharry New Orleans	Senior sister Senior Tutor NHI
Saleshando	O	Nurse Midwife	1/78	12 m	Nurse Practitioner	Meharry	Same - Tutume Clinic

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Seleka	I	Nurse Midwife	1/78	18 m	Nurse Practitioner	Meharry	Family Nurse Practitioner
Setlhabi	I	Staff Nurse	1/78	1 yr	Ditto	Meharry	Ditto at Lobatse
Tlhabiwe	Q	Nurse	1/78	1 yr	Ditto	Meharry	Ditto at Selebi Phikwe
Radise	Q	Nurse Midwife	1/78 6/74	1 yr 4 m	Ditto MCH/FP	Meharry Meharry	Ditto at Francistown Nurse Midwife
Chakalisa	I	Staff Nurse	9/78	1 wk	Psychiatry Conference	Nigeria	Same
Peonyane	I	Clinical Instructor	9/78	1 wk	Ditto	Nigeria	Same
Mahloane	I	Medical Officer	2/79	1 wk	Congress for International Year of Child	Nairobi	Same
Dikelodi	I	Theatre Superintendent	10/78	4 dys	Operating Nurses' Conference	Manila	Same
Egolokgolo	I	Nurse Anaesthetist	10/78	4 dys	Ditto	Manila	Same
Meswele	OX					Meharry	Nursing in <u>Molepolole</u>
Kewakae	OX		9/75	6 m	Short nurses' training	Meharry	<u>Studying in Ghana</u>
Malema	OX	Staff Nurse	8/74	6 m	MCH/FP/Admin	Meharry	Nursing in <u>Selebi Phikwe</u>
Kobue	I	Asst. Principal NHI	?/72	2 wks	Workshop on MCH/FP	Meharry	Same
Masunga	Q	Matron	8/74	5 m	MCH/FP/Admin	Meharry	Matron at Mmadinare
Mabuse	I	Clinical Instructor NHI	2/75	5 m	MCH/FP	Meharry	Same
Lekuntwane	OX					Meharry	Nursing in <u>Serowe</u>

HEALTH CONTINUED

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Yane	OX	Sister in-charge				Meharry	Assigned from Govt.
Dorwe	OX	Sister	7/74	6 m	MCH/FP/Admin.	Meharry	Nursing in <u>Pilikwe</u>
Lesego	Q	Sister-in-charge	7/74	6 m	MCH/FP/Admin.	Meharry	Nursing in Serowe
Seitei	I	Sister-in-charge	8/74	6 m	MCH/FP	Meharry	Assistant Matron
Diseke	I	Charge Nurse	8/74	6 m	MCH/FP	Meharry	Studying at University in Botswana
Malona	OX					Meharry	Nursing in <u>Rakops</u>
Pipe	I	Chief Nursing Officer	9/77	2 yrs	MS Nursing Admin. MED	University of Columbia	Same
Maoco	OX					Meharry	Nursing in <u>Francistown</u>
Magokwe	OX					Meharry	Nursing in <u>Francistown</u>
Thipe	OX					Meharry	Nursing in <u>Shokong</u>
Ramalepa	I	Sister	1/74	4 m	MCH/FP	Meharry	Sister in Maternity Ward
Mogale	Q	Staff Nurse	1/74	6 m	MCH/FP	Meharry	Senior Sister in <u>Delagoa</u>
Mosweu	OX					Meharry	Nursing in <u>Delagoa</u>
Morewane	I	Charge Nurse	2/75 10/77	5 m 5 wks	MCH/FP Adolescent Fertility Workshop	Meharry Chicago	Sister in <u>Saberone</u>
Busang	I	Sister-in-charge	5/76	3 m	MCH/FP/Admin	Chicago	Same
Moremi	Q	Staff Nurse	5/76	3 m	MCH/FP/Admin	Chicago	In charge of all District clinics around <u>Mapo</u>

HEALTH COMMISSION

OTHER

Mothibatsela	O	Assistant Engineer	8/76	7 yrs	M.Mining Engineering	Pennsylvania St. University	Same in Gaborone
Charumbira	CX	In charge Labour Unit, Central Stats. Office			Statistics	Bureau of Censuses	Studying in <u>Munich</u>
Mfosi	I	Personnel Officer	9/78	3 m	Training and Man- power Level.	Utah State University	Same in Gaborone Town Council

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KEY

- I Participant was interviewed by researcher
- O Participant returned questionnaire
- OX Participant failed to return questionnaire
- CX Researcher unable to contact participant