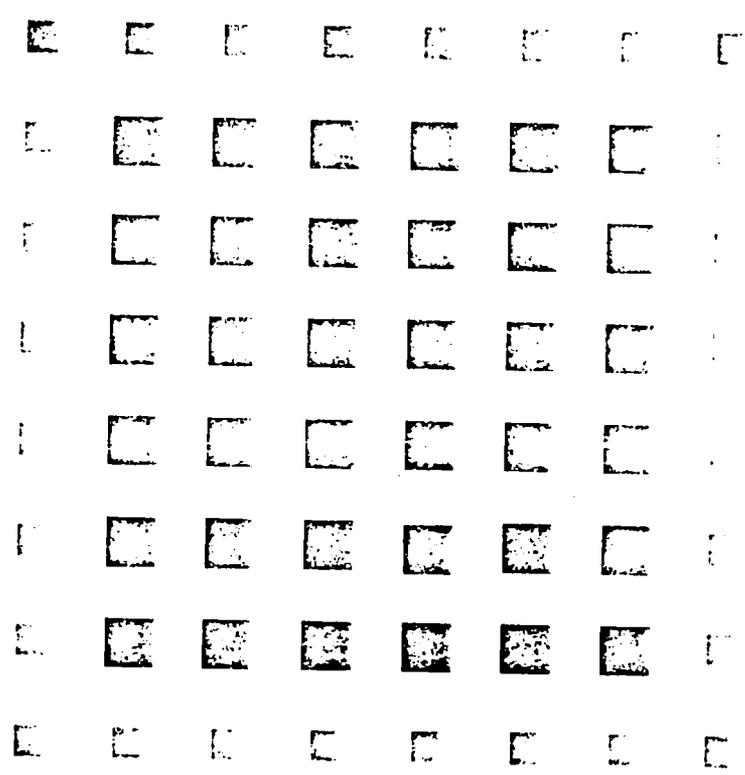


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Botswana Workforce and Skills Training Project

FINAL REPORT



BOTSWANA WORKFORCE AND SKILLS TRAINING PROJECT

FINAL REPORT

of

A.I.D. Contract No. 633-0231-C-00-3003-00

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1255 23rd Street, NW
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I. EXECUTIVE SUMMARY

This section summarizes the Final Report of work completed by the Academy for Educational Development under the Botswana Workforce and Skills Training (BWAST) Project, through A.I.D. Contract No. 633-0231-C-00-3003-00 from December 1982 to December 1987.

A. BACKGROUND

At the start of the BWAST Project Contract in 1982, Botswana had achieved remarkable economic and industrial development since Independence in 1966. Overall economic growth was at a relatively high level during the 15 years following Independence, placing Botswana at rates of growth that were among the highest in Africa.

Because of this growth, the country faced an unprecedented demand for skilled, trained manpower in all sectors of the economy. Approximately one-third of all senior positions in the Government were filled by expatriates, while another one-fifth remained vacant at any given time. The proportions of senior positions held by expatriates and vacancies were even higher in the private sector, where one-half to two-thirds of all professional, technical, and managerial positions were held by expatriates.

B. PROJECT OVERVIEW

The Botswana Workforce and Skills Training (BWAST) Project was established at the request of the Government of Botswana (GOB) by the United States Agency for International Development in 1982 to increase the number of trained Botswana in skill areas related to employment generation: it continues through September 1989. A follow on project, requested by GOB, was initiated by A.I.D. in 1986. The second project is referred to as BWAST II and is scheduled to be completed in May 1994. AED's BWAST contract through December 1987, therefore, includes aspects of BWAST II.

BWAST provided long-term academic training in the United States and short-term technical training in Botswana, the United States, and third countries; recruited American experts as both long- and short-term technical advisors to a wide range of public agencies and educational institutions; and assisted government and private industry in developing a permanent capability to plan and manage training. In the public sector, BWAST was aimed at four target ministries: Agriculture, Commerce, Education, Local Government and Lands, and its Unified Local Government Service. Although the primary focus of BWAST was to address the needs of the public sector, some assistance was given to the private sector to strengthen its abilities to determine manpower needs

and to develop training plans. BWAST II increased the number of target ministries to seven, adding Ministry of Labour and Home Affairs, Ministry of Health, Ministry of Mineral Resources and Water Affairs.

The basic purpose of BWAST was to generate new jobs to reduce the shortage of skilled personnel in both the public and private sectors, and strengthen and institutionalize the capacities to plan and manage training. Thus, immediate skill needs would be addressed while plans for and responses to long-term employment generation and manpower needs would be developed in support of national development goals.

1. Participant Training

Over the course of the AED contract, over 300 Batswana were placed in and received short- or long-term academic training in over 100 colleges and universities in the United States. In addition, as part of its contractual responsibilities, AED took over monitoring and logistic support of 74 Batswana who were already attending U.S. colleges and universities under the Southern African Manpower Development Project (SAMDEP), BWAST's predecessor. BWAST also provided short-term, non-degree training to over 1,156 trainees in Botswana, one in a third country (Tanzania), and 37 in the United States. Most of this training was provided to mid- and senior-level government and parastatal personnel, private sector managers and technicians, and faculty of training institutions. Of this number, 79 were totally funded by the GOB through bursaries provided by MOE; these "Trust Fund" monies were allocated by USAID and the students funded thereunder were placed and monitored by AED. "Trust Fund" students were generally pre-service public sector trainees.

2. Technical Assistance

At the end of this contract period, a total of 86.51 person years (1038 person months) of long-term technical assistance had been completed under funding from 10 USAID projects; another 52.83 person years (634 person months) of long-term technical assistance is still underway, due for completion over the next two years. Long-term technical assistance is provided by Operational experts (OPEXers) who, over the course of this contract, served in such critical Government and educational institution line positions as Chief Economist and National Manpower Development Planner, Ministry of Finance and Development Planning; General Manager, Poultry Agricultural Management Association; Head of the Science Department, University of Botswana; and Senior Project Officer, Botswana Development Corporation. In most cases, OPEXers had Batswana counterparts who worked them, or the OPEXers replaced Batswana

counterparts who were in training overseas. Additionally, this contract provided 9.79 person years (117.50 person months) of short-term technical assistance through consultancies.

3. Management of Training

From the start of the project, the Academy recognized and sought ways to address the need for Botswana's public and private sector organizations to develop a capacity to determine current and critical manpower requirements, to assess training needs, and to plan the budgeting and implementation of training programs. Supporting this initiative, the Government of Botswana and USAID Botswana gave AED the responsibility of assisting the Directorate of Public Service Management, the Botswana Employers Federation, various Government Ministries, training institutions, and parastatal and private sector organizations in developing and institutionalizing a system for the management of training. The result was acceptance by these agencies and companies of the responsibility to plan and manage training themselves rather than depending on expatriate technical advisors.

C. CONTRACT FOR TECHNICAL AND SUPPORT SERVICES

Under the contract (No. 633-0231-C-00-3003-00) to USAID Botswana, the Academy for Educational Development (AED) provided the technical and support services needed to carry out the project's training and technical assistance activities. The contract's Statement of Work called for AED to:

- recruit and provide administrative support for long-term Operational Expert (OPEX) personnel and short-term consultants in Botswana; and
- design and administratively support short- and long-term, in-country, Third Country, and U.S. participant training programs for Botswana trainees.

Overall contractual and financial management was provided by AED's Offices of Accounting, Contract Management, and Administration.

Under sub-contract to AED, Creative Associates, Inc.; provided specialized assistance in the assessment of in-country training needs, the design and implementation of in-country training, and the assessment of the training capacities of those institutions in Botswana that would be responsible for implementing in-country training programs. Under this sub-contract, Creative Associates -- for the first two years of the project -- staffed the position of Director of In-Country Training.

D. CONCLUSIONS AND RECOMMENDATIONS

The Academy concludes that, although BWAST continues until September 1989, it has - to date - operated smoothly, accomplished its key objectives, and made substantial progress toward its overall goal of a strengthened Botswana workforce. It has strengthened the systems within Botswana to effectively plan, manage, and consult on training issues. In November 1987, AED and the A.I.D. Mission in Botswana signed a new five-year contract under BWAST II. The Academy recommends that the effort under the BWAST II contract build upon this solid base to extend the impact of employment generation into the private sector.

II. BACKGROUND

At the start of the Botswana Workforce and Skills Training (BWAST) Project in 1982, Botswana had achieved remarkable economic and industrial development since Independence in 1966. Gaborone, the new capital built at Independence, had become a thriving center with a population of approximately 60,000. A network of 700 kilometers of paved roads and 1,200 of all-weather gravel roads had spread to all but the most remote districts. Botswana's annual development expenditure of over P60 million was almost double the Gross Domestic Product of the nation 16 years before. Gross Domestic Product per capita had tripled in the preceding decade. Yet because of this growth, and in spite of it as well, the country faced an unprecedented demand for skilled, trained manpower in all sectors.

The 1981 census indicated a population growth rate in excess of five percent, among the highest in the world (although the actual rate was probably less than four percent due to underenumeration in the previous census). Urban areas registered the greatest increases, but the rural population was increasing as well. Overall economic growth in Botswana was at a relatively high level during the years following Independence (1966-1981), placing the nation at growth levels that were among the highest in Africa. From 1967 to 1979, for example, economic growth averaged 13 percent per annum, considerably in excess of the country's population growth rate of three to four percent.

A. MINERALS, AGRICULTURE, AND GENERAL ECONOMIC GROWTH

The discovery and rapid exploitation of major mineral resources provided one of the important sources of revenue for financing the country's rapid development, and minerals overshadowed the agricultural sector as the revenue earner for the nation.

These changes had a direct impact on rural areas, where 80 percent of the population depended directly on agriculture, which provided about 33 percent of all rural incomes. There, the individual producers and cooperatives that served the traditional livestock sector increased their proportion of sales to the Botswana Meat Commission (BMC), which operates one of the most modern and efficient abattoirs in Africa. Their proportion of sales increased from 28 percent to 40 percent between 1971 and 1977.

Significant levels of national revenues and rural incomes also were generated by the large numbers of Botswana men who for almost half a century had sought employment in the South African mines. During many years, as much as 40 percent of the rural male population was involved in such activities, leaving the majority of

household and arable agricultural work to Batswana women. Women complemented these activities with a thriving local beer-brewing industry, which drew upon local agricultural products and sold much of its output to returning mine workers.

Despite the political upheaval in neighboring countries that forced thousands of refugees to flee into Botswana for protection, the country was able to avoid serious political troubles of its own. The Government had to fund refugee settlements, support, and defense programs. Local revenues, augmented by donor support, were able to meet most of Botswana's pressing needs, and even allowed for modest surpluses in some years.

By 1982, Botswana had made impressive gains, but the magnitude of the task ahead was considerable if the nation's planning objectives of rapid economic growth, social justice, economic independence, and sustained development were to be achieved. The National Development Plan for 1979-1985 set a relatively optimistic tone but tempered its aspirations by noting potential disruptions to its forecasts. All these disruptions were facts of life in Botswana in 1982. Drought, compounded by a continuing problem of foot and mouth disease, had seriously set back progress in rural areas. Agricultural yields had dropped by 30 percent in 1979. Livestock sales had been sharply curtailed, and cattle movements severely restricted. Beef exports to the EEC, which traditionally provided the greatest proportion of rural disposable incomes, had been stopped in July 1979. Emergency food and economic relief programs had diverted scarce manpower and resources away from long-term requirements and had overburdened budget reserves. Although the agricultural sector had shown some recovery in 1980 and 1981, problems continued to plague rural areas. Beef exports to the EEC were temporarily resumed but at a reduced level, and, although agricultural yields had increased, levels did not meet national needs. Major areas of the country were closed for livestock sales, and drought still plagued important regions.

While ecological disasters were a fact of life in Botswana, the country was less prepared for a simultaneous decline in the profitable mineral sector. The diamond market, controlled by the DeBeers conglomerate, had its greatest setback in a century as sales dropped by \$100 million in 1981. Copper and nickel prices, upon which the new city of Selebi Phikwe was primarily dependent, declined as well, and that industry found itself in the worst financial position it had faced since its inception. An economy which showed a \$70 million surplus in 1950 went to a \$60 million deficit in 1981. This necessitated a freeze on salary increases in the public sector, the introduction of a sales tax, and generally more conservative financial policies in both the public and private sectors.

B. MANPOWER AND EMPLOYMENT PATTERNS

At the time of Independence in 1966, Botswana had only a meager network of primary schools, a single government-aided secondary school, and a single institution for practical training or higher learning. Starting about a decade behind most other African nations, and from a base of the most rudimentary training and educational facilities, the nation in 1982 had a network of over 400 primary schools in every significant rural settlement, with enrollments totalling about 180,000 in some 3,500 classrooms. In addition, the nation had about 40 secondary schools, 18 brigade training facilities, three teacher training colleges (with two more being developed), a polytechnic school, an agricultural college, institutes for training in the areas of health, management, administration/commerce, departmental training units, a number of internationally recognized nonformal educational institutions/programs, and a national university with approximately 1,000 students.

In contrast to this general pattern of impressive growth in the education and training sectors, there remained a serious requirement for manpower development. The first formal sector employment comprised only 15 percent of the total labor force. The vast majority of Botswana still sought their livelihood in agricultural endeavors and other informal sectors for which adequate data were difficult to obtain. Agricultural production generally had seen modest increases since Independence, but its contribution to the total economy had declined from its former role as the major source of national income, with formal agricultural employment accounting for only seven percent of all jobs. More important was the fact that agricultural production was still highly vulnerable to the vagaries of the Botswana climate and to disease.

The growth of the agricultural sector was falling seriously behind the need in rural areas to increase subsistence incomes beyond their very low levels. The 1979/80 National Development Plan had projected rural populations to increase by more than 100,000 by 1985. Recent census data stating that population had been growing much more rapidly than anticipated indicated that previous estimates of job requirements in rural areas were low. With rural farms producing average yields of less than 300 kilograms, most Botswana farmers were unable at that time to provide for their minimum caloric needs from their average 5 hectars holding. Although cattle did contribute to rural cash incomes, unequal distribution of holdings meant that small farmers were not only subject to the constraints of foot and mouth disease and periodic droughts but also were unlikely to own enough livestock to provide adequately for their own draft power or to have any opportunity to sell excess animals for cash.

In the formal employment sector, despite the rapid growth of the mining, government, and commercial sectors since independence, total employment levels had not kept pace with the growing requirements for jobs. Approximately 100,000 Botswana were employed in the formal sector less than one-fifth of the working-age group. Of this group, the largest number, about one-third of those employed, worked in government-related jobs in central or local government, education, or government industries which accounted for less than one-fifth of the GNP. Trade, construction, tourism, and related industries in the commercial sector accounted for the next largest group, accounting for about one-quarter of both the jobs and GNP. The mining industry, while contributing substantially to the national wealth with at least a 25 percent share of the GNP, provided fewer than one job in 12.

Mining employment in South Africa, which once accounted for 40,000 Botswana men annually, had dropped by one-half. South Africa had recently embarked on a program to increase recruitment within South Africa's borders and had reduced its dependency on imported labor. Any growth in formal sector employment during the preceding decade had virtually been offset by this cutback in mine labor migration. While it was clearly in the interests of increasing Botswana's social justice and economic self-sufficiency to encourage diminished dependence on this sector, it added a large burden to the domestic employment market.

All in all, the magnitude of the unemployment and underemployment problems in Botswana left the average Botswana facing opportunities that did not meet basic survival needs. A deficit of some 100,000 jobs was estimated to be escalating annually at a substantial rate. Some 3,000-5,000 new jobs had to be created annually in agriculture in order to maintain minimum subsistence level. GOB estimates indicated that twice as many young people would be coming out of school seeking employment as there would be formal sector jobs to receive them. Overall, the National Development Plan estimated that, for a total labor force of 500,000, some 6,000-7,000 formal sector jobs would need to be created annually beyond those projected for normal expansion. Additional jobs in the formal, informal, and agricultural sectors, would need to be generated for those with minimal qualifications. Trained manpower was needed to fill professional levels, but a serious shortage of trained personnel existed. Approximately one-third of all senior positions in the Government were filled by expatriates, and another one-fifth of such positions remained vacant at any given time. The proportions in both categories were even higher in the private sector, where from one-half to two-thirds of all professional, technical, and managerial positions were held by expatriates.

Since the days of British Protectorate administration, expatriates had held important positions, working as both civil servants and as managers of local businesses. With Independence, Botswana had begun a systematic program of localization of, and training for, these positions, although it recognized it would be dependent on outside manpower for some time to come. The largest proportion of this support had been from the British Overseas Service Aid Scheme (OSAS), an integral part of the Botswana civil service system. During the late 1960s and early 1970s, the United States had begun providing similar personnel through its technical assistance programs. This parallel U.S. system, which became known as the Operational Expert (OPEX) program, had continued for more than a decade, and the BWAST Project was to build upon these origins.

III. PROJECT OVERVIEW

A. BACKGROUND

At the start of the Botswana Workforce and Skills Training (BWAST I) Project in 1982, Botswana had achieved remarkable economic and industrial development since Independence in 1966. Overall economic growth was at a relatively high level during the 15 years following Independence, placing Botswana at rates of growth that were among the highest in Africa.

Because of this growth, the country faced an unprecedented demand for skilled, trained manpower in all sectors of the economy. Approximately one-third of all union positions in the Government were filled by expatriates, while another one-fifth remained vacant at any given time. The proportion of senior positions held by expatriates, and of vacancies, as even higher in the private sector, where one-half to two-thirds of all professional, technical, and managerial positions were held by expatriates.

B. INSTITUTIONAL ENVIRONMENT OF THE PROJECT

I. Overview: Public-Sector Institutions

The BWAST project operates within a network of institutions, both formal and informal, that support the Government's system for manpower planning, allocation of resources within the workforce, and training in support of key posts.

Critical to an understanding of the institutional environment of BWAST is the fact that systems in Botswana do function. With only a few exceptions and with varying degrees of effectiveness, a system exists within the government structure to support and facilitate the program thrust of BWAST. The project has not imposed an unfamiliar process; it has capitalized on an existing framework and a functioning system, drawing on the resources of each element, streamlining some procedures, and directing activity toward the creation of a stronger workforce.

The central institution for policy-level input to the process is the Ministry of Finance and Development Planning (MFDP). While organizationally on par with other ministries, MFDP in fact sets the policies that define the manpower development process. MFDP collects manpower data, formulates employment policy, funds proposed new posts, and approves donor input to specific projects. In general, it guides the development process of the Government and, thereby, the country.

At the implementation level, the critical institution is the Directorate of Public Service Management, formerly the Directorate of Personnel. Directly under the Office

of the President, DPSM implements policy in several areas vital to BWAST: manpower planning for the public service, the organization and methods system of the public service, training of personnel, and recruitment of technicians. All training provided by BWAST for the public service is coordinated through the Training Division; technical assistance for the public service is negotiated through the Recruitment Division.

Another layer of the institutional framework within the public sector comprises the ministries, parastatals, and related institutions which received technical assistance and training. BWAST was aimed at four target Ministries: Agriculture, Education, Local Government, and Commerce. It treated the Unified Local Government Service, part of MLGL, as a separate institution because of its role in implementing District Administration. Parastatals and related institutions included in BWAST were those tied to the target ministries: e.g. National Development Bank (Agriculture), Botswana Enterprise Development Unit (Commerce), and Brigades Development Centre (Education). In 1986, BWAST II added target ministries of Mineral Resources and Water Affairs, Labour and Home Affairs, and Health.

An overview of the institutions which relate to these target ministries is important to understand how BWAST operates to ensure a far-reaching impact. As the bulk of the work under this contract dealt with BWAST and not BWAST II, only the original target ministries are described.

a. **Agriculture**

- **The National Development Bank**, the principal source of credit for traditional agriculture and larger farmers, provides assistance to small local undertakings. Received both technical assistance and training under BWAST.
- **The Cooperative Movement** provides commercial services in rural areas and assists the development of agricultural production. Supported by the Cooperative Development Centre, it includes the Botswana Cooperative Bank and the Botswana Cooperative Union. Received technical assistance and training.
- **Agricultural Management Associations**, registered groups of farmers working in profit-oriented agricultural production, are particularly effective as umbrella organizations serving local producers. Received technical assistance and training.
- **The Botswana Development Corporation** promotes and assists commercial and economic development in all sectors; in agriculture it undertakes production-oriented research, particularly in irrigation and dairy farming.

b. Education

- **The Unified Teaching Service** provides administrative support to teachers.
- **Bursaries**, provided through a "Trust Fund" arrangement with USAID, finance the pre-service training for manpower deficit areas not covered by outside donors; e.g., Pharmacy, Veterinary Medicine, Physical Therapy, and Architecture. AED, through the BWAST contract, administers the US-based training of "Trust Fund" students.
- **Teacher Training Colleges** provide training and technical support to teachers. Although they received USAID assistance from other projects, BWAST provided training for staff members in agricultural education and home economics education to support new elements of the secondary curriculum.
- **The University of Botswana** is the national source of higher education and pre-service training.
- **Brigades** are locally administered training and production units. BRIDEC, the Brigades Development Centre, received technical assistance from BWAST.

c. Commerce

- The former **Botswana Enterprise Development Unit (BEDU)** stimulated participation of Botswana in all sectors and at all levels of industry and trade. Received training.
- **Rural Industries Promotion (RIP)** and the **Rural Industries Innovation Centre (RIIC)** develop, adapt, and distribute appropriate technologies to improve rural living conditions. Received technical assistance and training.
- **Wildlife, National Parks, and Tourism**, while not institutions per se, are sectors receiving government direction from the Ministry of Commerce. Received technical assistance training.

d. Local Government

Directly through individual departments (not through supporting institutions similar to the types noted above), BWAST served several key development thrusts:

- **Local Government Administration**, integrating development activities at local level;
- **Surveys and Lands**, planning effective use of land resources;
- **Town and Regional Planning**, carrying out long-range planning of

physical developments;

- **Unified Local Government Service**, providing administrative support to local authorities;
 - **Community Development**, delivering welfare and social services to local communities.
- e. **Informal Institutions**

Important informal institutions exist which broadened the impact of BWAST and/or served to distribute its resources more widely.

- Initiated under BWAST and now institutionalized through the DPSM, a **monthly meeting of training officers** serves to disseminate information throughout the system; it allows training coordinators, previously isolated and reached only through individual contact, to exchange ideas, explore new developments in the training field, and see the broader impact of their training administration.
- **The Association of Training and Development Officers (ATDO)**, with membership from both the public and the private sectors has taken great strides towards the "professionalization" of training in Botswana; an information channel for trainers and trainees, it publishes educational material and lobbies for legislation or policy reform that would strengthen the role of training in the country's manpower development strategy.

f. **Training Institutions**

Training Institutions comprise another dimension of the institutional framework of BWAST. These institutions deliver training and consultative services and also receive technical assistance and training. Of particular importance are the following institutions:

- **The Institute of Development Management (IDM)**, a regional training facility based in Botswana, receives training, and long- and short-term technical assistance. It conducts much of the training funded through the in-country component of BWAST.
- **The Botswana Institute of Administration and Commerce (BIAC)**, receives in-country training funds and technical assistance.
- **The Botswana Agricultural College (BAC)**, the primary source of pre-service training for Ministries of Agriculture and Local Government (Community Development), will soon be merged with the University of Botswana. Receives training and technical assistance.
- **The University of Botswana (UB)**, the primary source of pre-service training for fields requiring higher education qualification, receives training through BWAST.

- The Botswana Polytechnic Institute (BPI), prime source of pre-service technical training, receives in-country training funds and technical assistance.
- The Wildlife Training Centre, the only training facility supporting the Department of Wildlife and National Parks, receives technical assistance training and in-country training funds.
- The Rural Industries Innovation Centre (RIIC), noted above as recipient of technical assistance and training, is also a key training institution for the delivery of training to village-level artisans. Receives in-country training funds.
- The locally-administered Brigades and BRIDEC are also vital training institutions serving primarily the village level. Receive in-country training funds.

An informal network exists among the training institutions, as it does among the training coordinators. A monthly meeting of institutional representatives serves to disseminate information, coordinate activities, and keep the institutions abreast of new directions undertaken by each member.

2. Overview of Private-Sector Institutions

Two institutions provided for the delivery of project assistance to the private sector: the Botswana Employers Federation (BEF)*, an organization comprising more than 500 companies and commercial associations, and the Department of Labour, part of the Ministry of Labour and Home Affairs, the Government's source of labor policy implementation. All decisions related to training delivered to the private sector were made by the BEF's Training Sub-Committee with concurrence of the Department of Labour.

C. TRAINING

During the period of this contract, 188 Botswana received short- and long-term academic training in over 100 colleges and universities in the United States. An additional 63 participants began their programs during the contract period and are scheduled to complete them during the first 2-3 years of the BWAST II contract.

AED also managed short-term, non-degree training to over 1,156 participants in Botswana, one in a Third Country (Tanzania), and 36 in the United States. Most of this training was provided to mid- and senior-level government and parastatal personnel,

* In mid-1988 the BEF was renamed the Botswana Confederation of Commerce, Industry and Manpower (BOCCIM) and was given additional duties and responsibilities.

private sector managers and technicians, and faculty of training institutions. For the most part, AED provided assistance to these agencies in assessing their training needs and in developing their training plans. In conjunction with USAID/Botswana, AED maintained records of in-country training programs and assisted in their evaluation or review to ensure continuity or revision when necessary. AED also administered the MOE-funded bursaries of 79 students trained under the GOB/USAID "Trust Fund" during the contract period.

AED held frequent discussions with training institutions to determine what new courses might be required to respond to changing public- and private-sector needs. During the last year of the contract, for example, AED developed a new computer model for monitoring and assessing in-country training. AED worked closely with USAID and GOB agencies that required training to relate training requests more accurately to needed skills development. It also worked with training institutions to improve the quality and efficiency of their programs.

D. TECHNICAL ASSISTANCE

With funding from 10 USAID projects, this contract provided 86.51 person hours (1038 person months) of long technical assistance through Operational Experts (OPEXers); 49.3 person years of this assistance was directed at BWAST activities. As of December 31, 1987, 52.83 person years (634 person months) of long-term technical assistance remains underway, to be completed over the next two years; 50 person years of the assistance still underway is directed at BWAST activities. OPEXers served in many critical line positions in government and in educational institutions: for example, Chief Economist and National Manpower Development Planner, Ministry of Finance and Development Planning; General Manager, Poultry Agricultural Management Association; Head of the Science Department, University of Botswana; Senior Project Officer, Botswana Development Corporation, and others. Most OPEXers had Botswana counterparts working alongside them, or replaced Botswana counterparts who were overseas for training.

AED was responsible for assisting requesting agencies with their applications for OPEXers, the preparation of statements of work, identification and recruitment of candidates, and logistical and financial backstopping of the OPEXers and their families.

BWAST continues to assist the Government of Botswana and the private sector in identifying and refining priority short-term technical assistance needs in areas related to employment generation and in providing qualified U.S. experts to satisfy these needs

These consultancies respond to a wide range of technical requirements, including the following examples from this contract period:

- to assist in the establishment and implementation of a "Training Coordination" course, including the preparation of a course manual for future instructors of the course;
- to design and implement a computer-based Management information system for the Directorate of Public Service Management (DPSM) to manage information about the 23,000 central government employees and train staff to manage the system;
- to design and implement a similar management information system for all government employees of the Unified Local Government Service/Ministry of Local Government and Lands (ULGS/MLGL);
- to assess personnel recruitment practices and conduct short workshops for DPSM to upgrade the skills of its Recruitment Division and to conduct a three-week workshop on "Improved Personnel Practices" for public and private sector personnel managers;
- to assist training institutions in developing their abilities to evaluate their courses and respond effectively to the training needs of requesting agencies;
- to prepare a handbook on training opportunities in Botswana with information on educational loans, business start-up loans, and getting a job, etc.; to examine training methodologies used by local training institutions;
- to assess training needs of the private sector.

During the contract period, 5 USAID projects funded 9.79 person years (117.50 person months) of short term technical assistance, almost all of it (8.04 person years) directed at BWAST activities; 0.42 person years (5.0 person months) of short term technical assistance remains underway as of December 31, 1987.

To facilitate the deliver of this technical assistance, AED was responsible for assistance to the Government and private sector in determining short-term consultant needs, for assistance to a requesting agency with the preparation of statements of work for the consultations, for technical input before and during the consultancies, especially those that relate to the training of staffs and the transfer of skills. AED was also responsible for recruiting candidates for the consultancies and for fielding those experts selected, providing financial and logistical backstopping, and monitoring and evaluating their performance.

AED worked with the Botswana Employers Federation (BEF) to help it assist its 600 private-sector members in improving their abilities to determine training needs and to develop and evaluate training programs. Some long- and short-term training was provided to the private sector under BWAST, and even more resources were made available by USAID in 1986 to assist the private sector under BWAST II.

E. MANAGEMENT OF TRAINING

BWAST constitutes an important continuation of USAID's previous commitments to human resource development in Southern Africa. AED wanted not only to support that commitment with the best training and technical assistance resources possible, but also to help the Government of Botswana and other agencies concerned with manpower development develop their own long-term abilities to plan and manage training. Along with the immediate provision of U.S. technical assistance and training came an encouragement to think about how to institutionalize within Botswana the capacity to respond to its own manpower needs without dependency on foreign assistance. Throughout this contract, AED approached BWAST not only as a program to meet immediate needs for training and technical assistance but also as a program to provide the framework and resources for developing Botswana's long-term capacities for dealing with the critical issue of providing skilled manpower to meet both private- and public-sector needs and to reduce the growing numbers of unskilled Botswana unable to enter the labor force.

From the onset of this contract, AED was concerned with the long-term need for both the public and private sectors in Botswana to be able to determine current, critical manpower needs, the kinds of training needed, and ways of providing and funding such training. In the long run, not only would public and private agencies be required to determine what skills had to be provided and how and where to find the training, but how to provide quality control over the training programs that would be offered to address these needs. A group of professional training officers and training policies and offices would be required to provide a permanent, institutionalized resource for human resource development in Botswana.

With the concurrence and support of USAID and the GOB, AED was given the responsibility to assist the Directorate of Public Service Management (DPSM), the Botswana Employers Federation (BEF) and its Training Committee, the various Ministries, private and parastatal companies, and the local training institutions in developing and institutionalizing a system for the management of training. Short-term

consultancies, workshops, and training programs were provided out of the consultancy funds in the AED core contract.

Overall, these agencies and companies have accepted the responsibility to plan and manage training themselves rather than depending on foreign technical advisors and overseas training. This commitment to strengthening the ability of the Government of Botswana and the private sector to manage training has led to the acceptance of a system for the management of training within Botswana by the Directorate of Public Service Management (DPSM), the Botswana Employers Federation (BEF), the Association of Training and Development Officers (ATDO), and others. This acceptance has been supported with assistance from USAID for the design of the training plans now required of all agencies, courses in "Training Skills," consultancies in evaluating training programs, and the preparation of a handbook on how to evaluate training programs.

IV. DESCRIPTION OF PROJECT COMPONENTS

It should be noted that, throughout this contract period, AED assisted in the implementation of 10 different USAID projects. However, as the contract was initially envisioned to handle only the BWAST project, only BWAST project components are highlighted in this sector. Administratively, all 10 projects were handled in the same manner.

A. ADMINISTRATION OF THE PROJECT

Key differences between BWAST and its predecessor project, the Southern African Manpower Development Project (SAMDEP), account for differing administrative guidelines from the start of the project the scope of projects; BWAST's emphasis on management of training, and the relationship between training and technical assistance.

Administration of BWAST during this contract period required a close and coordinated working relationship between AED's field and home offices. Each of these offices played critical and interdependent roles in administering training and technical assistance services in Botswana and the United States.

1. Field Office

a. Scope of Project

SAMDEP was regional, not country-specific, and therefore systems had to be general enough to interface with government bureaucracies in three countries; a predictable result was that USAID priorities in training and technical assistance surfaced more clearly than those of the cooperating countries. Because it was regional and, therefore, did have to satisfy diverse objectives in each country, SAMDEP was not sharply focused and was able to entertain requests from all sectors.

The design of BWAST limited USAID input to four target ministries in the public sector and to an initial pilot effort in the private sector. This allowed sharper attention to the priorities of specific sectors and, therefore, ensured that development resources would have a greater impact.

Administratively, this made the task much more manageable: BWAST had a reduced number of key players, each with clearly defined roles, and the relationship between USAID, its contractor (AED), and the grant recipients could be more systematic. Additionally, one has to acknowledge that the government bureaucracy in Botswana functions more systematically than in Lesotho and Swaziland; perhaps that factor in itself accounts for the effective implementation of BWAST.

As noted earlier, the key implementation agency in the public sector was the Training Division of the Directorate of Personnel (now the Directorate of Public Service Management - DPSM); in the private sector, it was the Botswana Employers Federation (BEF) now the Botswana Confederation of Commerce, Industry and Manpower (BOCCIM). Initial administrative ties were established to each target ministry through a person designated to oversee training. Generically referred to as a "Training Officer," this person's major function was as an Undersecretary, an Administrative Officer, or a Senior Administration Officer; this was to be the person in the ministry most responsible for coordinating training requests.

BEF was chosen as the link to the private sector because its membership included most of the private companies in the country, and its Training Sub-Committee was given responsibility for BWAST. The Sub-committee, chaired by the Deputy Commissioner of Labour, included representatives from the Botswana Federation of Trade Unions (BFTU), ATDO, The African American Institute (AAI), the Directorate of Personnel, the Ministry of Finance, the Hotel and Tourism Board (now the Hotel and Tourism Association of Botswana - HATAB), and USAID. At the outset, AED was a non-voting member and served in an advisory capacity only.

While major administrative responsibilities remained with those bodies, the communication links within both the public and private sectors expanded considerably over the course of the project (detailed below). Maintaining the administrative links with all key players was initially the prime responsibility of the Field Coordinator, David Benedetti; as the project evolved, administrative and communication ties to cooperating agencies were shared between the two field officers.

b. Emphasis on the Management of Training

A second key difference between BWAST and its predecessor was an increased emphasis on strengthening the capacity within the recipient ministries and companies to plan for and manage their own staff development and training programs. Commonly referred to by the misnomer "In-Country Training," the concept and implementation of this project component are detailed in Section IV.D.

The inclusion of this dimension set up the need to provide considerable technical assistance to participating agencies; administratively, that required additional staff, initially provided through a subcontract with Creative Associates. The person proposed for the role, Dr. Elvyn Jones-Dube, became unavailable and was replaced by a temporary officer, Allen Photenhauer. In the first few months of the project, Photenhauer

established communication links with the ministries and provided assistance in the development of their first Training Plans (a Condition Precedent of the project). Upon completion of his temporary assignment, Creative Associates' "Director of In-Country Training" Susan Campbell joined the Field Staff. Campbell was largely responsible for creating the training networks upon which this project component has continued to build.

Upon completion of Creative Associates' two year subcontract, AED filled both field positions; Dr. Richard L. Betz became "Assistant Field Coordinator" and functioned as "Director of In-Country Training." Betz strengthened the training networks and broadened the communication links between and among the BWAST administrative bodies (BEF and DPSM), the training institutions, and the recipient agencies.

c. Relationship between Training and Technical Assistance

While counterpart relationships between trainees and OPEXers were encouraged under SAMDEP, it was not a strictly enforced requirement. BWAST required each OPEXer to be assigned a counterpart who would, in turn, be sent for training under BWAST funding. The advantages of this relationship-primarily assuring uninterrupted productivity and a smooth transition during localization-are described in other documents. The point is included here simply to highlight the fact that field staff were administratively responsible to both systems within the cooperating agencies: manpower planning and staff training.

d. Structure of Field Staff

The above considerations, including the need to maintain comprehensive relations with a variety of host country agencies and to provide substantive assistance to cooperating agencies necessitated a larger management team in the field than previously used under SAMDEP. The original structure remained constant throughout the life of the project, with only one minor addition.

- The Field Coordinator served as administrative head of the field team, chiefly responsible for day- to- day working relations with USAID and (initially) all host country agencies; he managed the long-term technical assistance and long-term training portions of the project.
- The Assistant Field Coordinator served as Director of In-Country Training, provided technical assistance to cooperating agencies and directed the short-term technical assistance and management of training portions of the project.
- An Administrative Assistant was responsible for maintaining all fiscal records for the field operation; she served as primary coordinator of

logistics for incoming long- and short-term technical assistance personnel. A temporary, part-time Logistics Coordinator was hired to assist with orientation.

- A Project Secretary coordinated all office work and served as key contact for long- and short-term external trainees in their pre-departure processes.
- A Secretarial Assistant managed file systems, documented communications, and provided back-up assistance in all office functions.
- An Office Clerk was added during the last year of the contract to meet increased needs for filing, document reproduction, and delivery.

2. Home Office

The Home Office in Washington D.C., was responsible for overall management. This included support for the field office; placement of long- and short-term training participants in the United States and all of the services required to support those participants; recruitment, fielding, and administrative support of long-term Operational Experts and short-term technical advisors; regular and relevant liaison with A.I.D's Office of International Training (OIT), the Embassy of Botswana, and the field office in Botswana. In addition, The Home Office was responsible for all administrative oversight required for proper contract management.

The Home Office was managed by a Project Director, who was aided by an Administrative Assistant in recruiting and fielding OPEXers and short-term consultants. Participant training was managed by a Director of Student Services, who was assisted by a Placement Officer and three participant counsellors or Program Advisors. Under the supervision of the Project Director, a Business and Logistics Manager was responsible for the project's financial management and logistics operations.

The Project Director exercised operational responsibility for the recruitment of long-term Operational Experts (OPEXers) and short-term consultants. The Director of Student Services was responsible for placing participants in education or training programs and managing the systems and services required to support approximately 125 participants in the United States at any given time. Initially, the Director of Student Services was in turn supported by a Placement Officer, a Financial Assistant responsible for all maintenance and reimbursement costs of the participants, and two other assistants responsible for health insurance, visas, orientation of new participants, seminars, and other support activities for the participants. In 1986, this organization was

replaced by a modified "student case load" that made each assistant responsible for all support activities for between 25 and 50 participants. The Placement Officer continued her overall responsibility for identifying and enrolling participants in a wide range of institutions.

The business and logistical activities were the responsibility of the Business and Logistics Manager. She was also concerned with the support of long- and short-term experts as well as students and office management. She was assisted by one full-time assistant to handle all financial and logistical needs of the experts, especially of the OPEXers.

Overall, contractual and financial management was provided by AED's Offices of Accounting, Contract Management, and Administration.

3. Reporting to USAID

Major reporting responsibilities were carried out by the Home Office: monthly status reports documented participants and technical assistance personnel; cost reports documented monthly expenditures and balances in each Delivery Order. The Field Office maintained a constant flow of information to USAID, sometimes in formal "report" format (e.g., updates on participant placement activities), but most often through informal methods. Special reports to document certain project components were assembled by the Field Office in response to specific requests; notable among these was the creation of a computerized student tracking system for in-country training participants.

4. Evaluation

AED performed an internal "self"-evaluation in March 1985, primarily to measure for its own use the degree to which various project objectives were being met. The exercise also helped collect data and prepare for the USAID "mid-point" evaluation conducted by a team of external investigators, also in March 1985.

In addition to those evaluations which tended to focus on the administration of the project, two major studies were commissioned by USAID, outside the AED contract, to measure impact of the project's two major components:

- The Participant Training Study measured the degree of relevance of training to job performance, the movement of trainees upon return, and the impact of the counterpart relationship.

The OPEX Impact Study traced long- and short-term technical assistance personnel, quantified impact, and documented training activities (beyond job descriptions) conducted by OPEXers.

B. PARTICIPANT TRAINING

1. Long-Term Participant Training: Overview

Long-term participant training represents a significant aspect of BWAST. Under the contract, AED field and home office staff administered the training programs not only of BWAST participants, but also those participants from several other organizations or programs, including the Ministry of Education (Trust Fund), the Ministry of Health, the Botswana Agricultural College, the Rural Sector Grant, and the Agricultural Technology Improvement Project. For many participants whose jobs in Botswana related directly to employment generation, long-term training focused on business, public administration and management skills. Other participants required more technical training in fields of study that included: agriculture, engineering, physical therapy, architecture, construction, and rural development planning. The Botswana selected for long-term participant training under BWAST came from various key positions from Government ministries, the Directorate of Public Service Management, and various firms within the private sector. These participants trained under BWAST are now key actors in the further of Botswana.

During the period of this contract, 188 participants completed, or are currently completing, long-term degree programs in approximately 70 fields of study. Five associate's degrees, 106 bachelor's degrees, 71 master's degrees, two PhDs, three DVM's and one MD were obtained from approximately 60 institutions. Of the 188 participants who completed their programs, 118 participants completed early (before the time established in their delivery orders), 22 completed as scheduled, and 48 completed them late. Fifteen of these participants were from the private sector and 173 from the public sector. One hundred per cent of those participants who completed their programs returned to Botswana. Eleven participants returned to Botswana without completing their programs. Six had their scholarships terminated due to poor academic performance. Appendix I is a list of participants completing training abroad during the course of the contract, while Appendix II list those participants still abroad at the end of 1987.

a. Selection and Placement Process

Participants for BWAST were selected by the GOB and USAID based on job training needs critical to manpower development and employment generation. Initial screening by the GOB, the BEF, and USAID included review of the candidates' academic credentials to confirm that they met the minimum requirements for placement in U. S. institutions. To clarify training objectives and ensure appropriate placement in the United States either the Director of Student Services or the Placement Officer traveled to Botswana each year to conduct interviews of the selected participants.

The participant interviews in Botswana lasted approximately one hour and consisted of a brief overview of the U.S. system of higher education, specification of the participant training objectives (including any concentration desired), a review of the participant's academic background, a discussion of the participant's present and future job responsibilities, and a review of sample degree curricula at U.S. institutions. Participants were also advised of the standardized exams required by U.S. institutions and were assisted by AED staff in registering for the exams. In addition, to obtain a fuller understanding of the participants' professional needs, AED conducted interviews with as many training officers and employers as possible.

Upon the Placement Officer's return to AED Washington, placement activities commenced for each of the participants scheduled to arrive the following August. As the missing transcripts, letters of recommendation, personal essays and exam scores were received by AED Botswana, they were forwarded to AED Washington and assembled into a participant application packet. Each participant application packet contained a certified true copy of the participant's academic credentials, three letters of recommendation, a personal essay stating academic and professional goals, a completed biodata form, an explanation of the system of education in Botswana (for American admission officers unfamiliar with the system and grading scale), a copy of AED's Student Services brochure and a BWAST Project Summary. As placement efforts began, AED Washington kept participants informed on the status of their applications and the need for any additional credentials or information. After careful review of participant's background and training objectives, applications to a minimum of four institutions were made for each participant.

In Botswana, the participants were able to review the programs at the institutions to which their applications had been submitted by studying the catalogues and reference books in the AED Botswana library. Additional information was sent via facsimile from Washington so that participants had the opportunity to review this material with their



training officers and employers to determine which institution they felt best met their training needs.

b. Botswana Pre-departure Orientation

Shortly before the participants were scheduled to leave Botswana for the United States they participated in a three, day pre-departure orientation conducted by AED Botswana. The pre-departure orientation included discussions of the following:

- BWAST project background and objectives; the roles of USAID, the GOB, DPSM, BEF, the employer, AED and the individual participant;
- familiarization with checklist for guiding participants through the pre-departure stage;
- training program guidelines;
- the U.S. educational system, including expectations of U.S. graduate and undergraduate schools;
- study skills;
- a brief overview of U.S. culture, history, and environment;
- financial and logistical arrangements, especially travel to the United States; document preparation; administrative procedures for reporting, communications, and other related matters;
- medical screening and health issues;
- passport and visa information.

c. U.S. Arrival Orientation

Recognizing that a comprehensive orientation program instills in the participants a sense of commitment to their educational programs and an understanding of the reasons for coming to the United States for training, AED conducted an in-depth orientation in Washington for all participants upon their arrival. The six-day orientation program provided participants with an administrative, cross-cultural, and educational orientation that provided them with information needed to begin their programs with confidence. The orientation format included formal presentations by AED staff and consultants, video tapes, informal small group discussions, and panel presentations. Each participant was given an AED Orientation Book and a USAID Participant Book, which contained written information on all issues discussed during the six-day orientation, including:

- financial guidelines and regulations;
- housing arrangements and suggestions;
- Handbook 10 regulations;
- American culture;
- culture shock, mental and physical health concerns;
- the U.S. system of education and an in-depth review of each participant's institution and program;
- professional development;
- communication with the employer, in Botswana;
- communication with the family in Botswana.

d. Monitoring and Counseling

To facilitate participants' successful introduction and integration into the U.S. university, AED sent letters of introduction to the international student advisors and the academic advisors of all participants. The letter introduced the students and explained the purpose and scope of the BWAST project.

The need for monitoring, and counseling in some cases, begins as soon as participants are enrolled in their respective colleges and universities. AED has found that a modified caseload system worked well. Under a standard caseload system, a Program Advisor handles all aspects of the participant's support, including placement at the appropriate college or university. Under the modified caseload system, the Placement Officer handled placement of all participants, and the Program Advisor handled all aspects of student support after placement. The assignment of all participants, upon their arrival in the United States to AED Program Advisors promoted the development of a close relationship with AED and assured proper guidance throughout the participant's program in U.S. This modified caseload system gave each participant a specific person on the AED staff with whom he/she could work to resolve problems. It facilitated communication and encouraged the Botswana to contact AED more often with existing or potential problems and concerns.

Program Advisors trained in Handbook 10 regulations, cross-cultural sensitivity, and crisis management had a firm understanding of participants' programs and were able to assist participants in achieving their training objectives. Routine inquiries about maintenance, book and equipment allowances, typing disbursements, tutoring and health

insurance were effectively and efficiently addressed by the Program Advisors under the modified caseload system.

Personal and crisis counseling were also appropriately and effectively administered under this system. The participant established a relationship with the Program Advisor and developed a trust in that Advisor. When personal problems developed, that participant felt comfortable contacting the Program Advisor for advice and guidance. AED maintained a toll-free number so that participants had easy access to their Program Advisors. This system enabled AED to provide effective personal counselling and administrative support services for all participants.

In addition to the guidance and counseling provided participants by their Program Advisors, the project staff produced a monthly newsletter which was mailed to all participants, and participants were issued a standing invitation to drop by AED whenever they were in the Washington area.

e. Academic Monitoring: Academic Enrollment and Term Reports (AETR's)

In accordance with Handbook 10 regulations, AED routinely collected from the participants their Academic Enrollment and Term Reports (AETRs). The AETR reports the student's grades for the previous academic term and may include comments from the institution on the participant's academic performance and the courses in which the student is enrolled for the current term. Transmission of completed AETRs proved the most efficient method by which AED could inform the USAID Mission, the Government of Botswana, and the employer of a participant's academic performance and progress. Before the end of each academic term, each participant received a mailing which included an AETR form and a cover letter stating the deadline for the completion of the AETR and its delivery to AED. The standard deadline was three weeks after the completion of final exams. If the participant did not meet this deadline or notify AED of good cause why he/she would not be able to do so, AED held the participant's monthly maintenance allowance until the AETR was received. As completed AETRs were received by AED, each AETR was checked against the previous AETR for that participant to verify information and judge progress. Any incomplete information or discrepancy was followed up by a telephone call to the academic advisor or appropriate faculty or university staff person. The AED Placement Officer typed comments and clarifications on the lower portion of the AETR so that the Mission, the employer, and the GOB would have a fuller appreciation of the actual progress and performance of each participant. In 1987 AED, added to the AETR form an additional box, in which was included the term grade-point average and the cumulative grade-point average. This addition

information provided a quick and dependable summary of the participant's academic performance to date.

f. Study Plans

AED supplied each participant with a Study Plan form to be completed by the participant and the academic advisor. The Study Plan was a listing of all the courses the participant proposed to take and the term the courses would be taken. Participants in graduate programs were requested to return a completed Study Plan to AED before the end of the first semester, and participants in undergraduate programs and before the end of the first year. The completed Study Plans were reviewed by AED for clarity and accuracy and forwarded to the GOB and Mission for review. The Study Plans proved useful to GOB because employers were able to better understand the participant's program in its entirety and offer suggestions, if any, for supplemental work.

g. Professional Development

Participants were encouraged by AED to take full advantage of the professional experiences offered them. AED alerted participants to professional workshops and conferences in their fields of study that might be of interest to them. AED worked with both academic advisors and participants in determining which seminars would be most appropriate. Because participants would return to Botswana to assume management positions, AED encouraged them to attend at least one management training seminar or workshop, in addition to professional seminars in their specific fields of study. Management training seminars provided participants a necessary supplement to their academic programs.

h. Exit Interviews and Re-entry

AED encouraged all departing participants to come through Washington, D.C., for an exit interview before traveling on to Botswana. The exit interview included a detailed discussion and review of each participant's program, as well as an assessment of the training institutions and of AED's administration of their program. There was also discussion concerning professional re-integration and reverse culture shock. The exit interviews provided the participants an opportunity to reflect on their training programs and their experience in the United States and offered them the chance to make constructive comments and suggestions to AED. The discussion of professional re-entry and reverse culture shock was supplemented with a videotape and a follow-up question-and-answer period after the tape. Participants found the session on professional re-entry and reverse culture particularly interesting and useful. Many participants wrote to AED

after their return to Botswana to comment on the relevance of these two sessions and urged that they be continued. AED found exit interviews essential to make each participant's training program complete. The exit interview enabled the participants to provide feedback to AED while their experience in the U.S. was still fresh. Because they took place throughout the year as participants departed for Botswana, the exit interviews were an excellent instrument by which AED could monitor various programs and schools.

i. AED Relationships with U.S. Institutions

Through working with many different universities, AED has developed strong and productive relationships that strengthen its participant training capabilities. Under this contract, AED worked closely with land grant colleges and universities, private universities, community colleges and Historically Black Colleges and Universities.

Twelve Historically Black Colleges and Universities (HBCU) have so far been used for degree training. Those with which AED built a particularly strong relationship include: Howard University, Tuskegee University, North Carolina A & T, and Florida A & M. AED conducted a survey of 40 HBCUs in March 1987 to develop a resource center for appropriate contacts to be made for further information about the schools. A special HBCU file has been set up in the AED student services resource center; it contains the completed HBCU questionnaires and information on each of the schools. In October 1986 AED attended a two-day conference in Baltimore co-hosted by the National Association for Equal Opportunity in Higher Education and A.I.D. AED's Placement Officer met with representatives from the HBCUs at the conference to discuss applications procedures and to present information about project objectives and the specific needs of the Batswana. Since March 1985, AED has followed the policy of submitting an application to at least one HBCU for every student for whom an appropriate program could be identified at an HBCU.

Because of the increasing emphasis on private sector development in Botswana and the importance of supplemental internships and practical training to long-term programs in the United States AED began to identify institutions that provide appropriate cooperative education programs or internship opportunities. Some of the institutions identified include: Ferris State University, Northeastern, and Goldey Beacom College. AED arranged private-sector internships for students studying at the University of San Francisco and New Mexico State University in the fields of electrical engineering and hotel management.

Campus visits provided a yearly opportunity for AED staff to further strengthen relationships and ties with universities and faculty. AED Program Advisors meet with each participant's academic advisor, international student advisor, admissions officer and any other staff or faculty who might be involved in the participant's program to discuss the project and the specific training program and goals of the participant.

2. Short-Term Training

Under this contract, AED placed 38 participants in short-term training programs. The average length of short-term programs was 2.0 months. The majority of short-term programs were in the field of business or management and were, for the most part, formatted courses offered at institutions such as the Institute of Training and Organizational Development at the University of Pittsburgh, The Institute of Public Service at the University of Connecticut, Arthur D. Little, Inc. and Harvard Institute for International Development. The orientation for the short-term participants was slightly abbreviated to allow for the brevity of program duration. Short-term participants were closely monitored during their stays to ensure that their programs were proceeding as scheduled and that they were encountering no difficulties.

3. Recommendations

a. Selection and Placement

AED recommends that careful attention continue to be paid during the selection process to more than just the participant's need for training. In addition to meeting the basic requirements for qualification for this participant training project, candidates should be assessed on their ability to succeed in a long-term, external training program. AED recommends that all candidates be provided with information about the U.S. system of education and encouraged to review U.S. university catalogues to get a fuller understanding of what degree training in the U.S. requires in terms of academic preparation and ability to manage a very demanding workload in an unfamiliar cultural setting.

AED recommends earlier selection of candidates and processing of papers in Botswana in order to ensure appropriate lead time for good placement. Earlier selection of candidates and collection of their credentials will allow a careful and thorough review to determine whether participants are suited for academic training, and, if so, whether they would be best placed in the United States or a third country. Required exams must be registered for and taken in timely fashion for placement. AED participant interviews, conducted to clarify training objectives, should be done in December. All credentials,

including required test scores, should be submitted to the Washington office by January/February. U.S. universities have become increasingly rigid regarding the requirement for exam scores for international students. Many American schools will no longer review an application unless and until it has received all of the required test scores.

b. Containing Costs

In an effort to contain costs under the BFAST II contract, AED would continue to place participants at institutions where tuition and fees are well within the \$7,500 per year limit placed by OIT. AED would also continue to use institutions that are located in low-cost areas, and it will attempt to avoid placing participants in high-cost cities.

AED recommends the use of local training institutions in Botswana to provide selected participants with relevant preparatory seminars, workshops, and courses. The use of these local facilities will further reduce costs by eliminating the need for the higher tuition and maintenance costs associated with similar preparatory courses in the United States.

AED also recommends the use of more African training institutions in general, especially for short-term participants and for those long-term participants who perhaps fall short of meeting the minimum requirements for admission to a U.S. institution.

c. Use of International Student Office

AED would continue to encourage participants to take advantage of the services of the international student office at their universities. U.S. universities are now fully aware of the importance of an international student office, and these offices are now better able to assist participants. Because it is clear that Botswana perform better and adjust more easily at institutions that are receptive to and staffed for international students, AED would continue to place participants at universities that have strong support services for international students and further strengthen its ties with those support offices.

d. Academic Monitoring

AED agrees with A.I.D.'s policy on tightening of academic performance requirements for participants and is closely monitoring all AETRs to ensure that new regulations are enforced. AED added to the AETR form a box for term grade point average and cumulative grade point average to assist the Mission, the GOB, and the BEF in getting a "first glance" summary.

e. Preparatory Work/Programs

A weakness in quantification skills proved a frustrating reality for many participants. This weakness was especially evident among the participants pursuing undergraduate degrees in engineering and those pursuing graduate degrees in economics. The majority of Botswana selected for training in engineering, economics and some fields of business were inadequately prepared in algebra, calculus and economics. Although some of the participants were started at "feeder" schools to build up these skills and all were provided tutoring, the basic weakness in these areas required a great deal of time to overcome. Consequently, many participants had to extend their programs by one semester. At least three participants originally selected for training in development economics had to change their fields of study because of inadequate preparation and the need to complete their graduate programs in 18-24 months. Faculty at many universities strongly support AED's proposal that a preparatory program be established in Botswana to strengthen basic quantification skills before participants arrive in the United States.

f. Appropriate Institutions for Botswana

Botswana do well at some state schools and schools where there is strong international student support, especially if other southern African students are at the institution. Botswana have often been frustrated in the urban areas of Boston, San Francisco, and Los Angeles. Participants performed well academically and adjusted fairly easily at schools which included: Iowa State University, University of Wisconsin, University of Arizona, Appalachian State, Ohio University, Mississippi State University, and Howard University. AED will continue to monitor participants' reactions to new and old institutions to assess their appropriateness for Botswana.

g. Graduate-level Training Objectives

It is anticipated that the number of participants seeking graduate degrees will increase under the BWAST II project. A productive and successful graduate program depends on the clarity of training objectives and the research topic. AED would like to work closely with training officers, employers, and participants in Botswana to further clarify and articulate training objectives for graduate-level participants. AED believes that by getting the employers and training officers involved in this process as early as possible, the employer will be more attentive to the participant's need for data information and will be more responsive to requests for specific information needed for the research or thesis.

h. Follow-Up Interviews and Alumni Activities

AED would like to build on the information collected during the participants' exit interviews by conducting follow-up interviews with the participants in Botswana approximately one year after their return. Follow-up interviews in Botswana provide AED the feedback required for it to revise and strengthen its professional re-integration effort, including the discussion in Washington and follow-up activities in Botswana. The interviews also equip AED with the necessary information to demonstrate to both future participants and employers the importance of communication during training.

AED also recommends the continuation and strengthening of the Botswana/US alumni group. This alumni group will be invaluable in assisting both departing and returning participants with pertinent advice and information and in assisting student families.

C. TECHNICAL ASSISTANCE

To enable the Government of Botswana and private-sector agencies to grant critical staff members leave for long-term training opportunities, this contract provided long-term U.S. technicians known as Operational Experts (OPEXers) to fill staff positions while the Botswana professionals were in training. OPEXers served in many critical line positions in government and in educational institutions; these positions included those of the Chief Economist and the National Manpower Development Planner, Ministry of Finance and Development Planning; General Manager, Poultry Agricultural Management Association; Head of the Science Department, University of Botswana; Senior Project Officer, Botswana Development Corporation, and others.

1. Role played by OPEXers

Under terms of this contract, OPEXers were expected to carry out four primary responsibilities:

- perform the tasks assigned to the post they held while the Botswana incumbent was away on training;
- provide on-the-job training for the incumbent (counterpart) during a period of overlap before and after formal training;
- train others in the department or ministry; and
- serve as a resource to the ministry on more general issues that transcended specific job responsibilities.

All OPEXers held a line position -- an established post -- in a government ministry. As such, the OPEXer was, first and foremost, responsible for carrying out the duties assigned to that post while the Motswana incumbent was away on training.

A sound strategy particularly for manpower development, the OPEX mechanism fills a vacancy with a skilled employee while providing specific training to the intended long-term officer. The customary two-to-four year tour of an OPEXer usually provides sufficient time for a Motswana counterpart to be trained to a higher level than might be possible without a replacement OPEXer to perform the duties. If an OPEXer were not available to fill the gap, an employee might only be allowed to be away for training for a short time, insufficient to reach the level of qualification required by the job, thereby delaying the point at which the work force is adequately trained to carry out job responsibilities.

A second responsibility of the OPEXer was to provide on-the-job training for the counterpart during an overlap period. An overlap before training allows the counterpart to train the OPEXer in specific aspects of the position which the OPEXer is about to assume, and an overlap at the conclusion of the counterpart's formal training enables the OPEXer to provide tailored on-the-job training to the returned counterpart. This includes updating the counterpart on developments, changes and modifications in the job description during the period of absence. More importantly, however, it requires an OPEXer to help the counterpart to interpret and translate what was learned in formal training and to adapt and apply it to the job to be done. Helping the counterpart apply new knowledge, thereby providing for a smooth transition between OPEXer and counterpart, is as equally important as performance of the job while the counterpart is away.

A third responsibility of the OPEXers was to train other employees in the department, section, or unit to which they were assigned. Quite often the OPEXers have academic qualifications and work experience far surpassing those required for basic performance of the job for which recruited. They can quite credibly contribute to smoother operation and increased efficiency of the entire department by passing on knowledge and skills to colleagues. Often, methods as simple as staff meetings to improve intra-office communication can be an important contribution to strengthening the output of the department or systems. More accurate data gathering and more complete principles and techniques to increase productivity are areas to which OPEXers made significant contribution as they related to other workers in the department.

A fourth, more general, role of the OPEXers was to serve as a resource to the overall task of the ministry in areas which transcended specific departmental lines. This typically would involve representing the ministry on an inter-ministerial coordinating Committee or task force; e.g. the Rural Extension Coordinating Committee (RECC).

2. Role of the GOB

Requests for OPEX positions to be funded under BWAST were initiated at the departmental level in the ministries each year when manpower projections were made for the coming year. All projections were required to fit within established manpower ceilings for each department, set annually by Parliamentary action. Proposed OPEX positions required an assigned vacant post available and a budgetary mechanism to guarantee a salary for each post.

Alternatively, a shadow post could be created to accommodate an OPEXer and the counterpart. Shadow posting is only a temporary measure and allows the OPEXer to hold the "substantive" (actual) post while the counterpart holds a fully-funded "shadow" post for the duration of training; salary paid to the trainee is charged against the shadow post. Upon completion of training and the OPEXer's departure, the counterpart re-assumes the substantive post and the shadow post is removed. While this mechanism was designed to accommodate expatriate staff and training for special projects, it was often implemented for the OPEXer/counterpart posting under BWAST.

Completely new positions for which OPEX funding was sought required the creation of a new post, a process guided by the Manpower Unit of the Directorate of Public Service Management (DPSM). New posts were requested in June for creation (funding) the following April.

DPSM contacted all target ministries and related institutions (training institutions and parastatals related to target ministries) soliciting proposals for OPEX posts. Departmental requests in ministries were forwarded through the Undersecretary for Manpower to the Permanent Secretary, where they were prioritized according to ministry-wide need. Final requests from each ministry were forwarded to DPSM, traditionally in October, a deadline which generally coincided with availability of USAID funding.

In formulating the requests, departments and ministries applied a set of "Selection Criteria" as defined by the BWAST Project Paper.

The following information was requested from the requesting departments:

- complete title of the position, its grade and salary;

- job description, indicating general and specific duties as well as relationships to superior and subordinate officers;
- academic qualifications and work experience required by the post (generally specified by the Terms of Service); and
- the desired start date for the new officer.

At the same time, the following information regarding the proposed counterpart was requested:

- the name, grade, and current title of the person proposed for training;
- the type of training to be undertaken by the counterpart;
- a complete set of academic credentials documenting the previous training of the counterpart, as a measure of academic suitability for training;
- a proposed timetable for training; and
- the title, job description, and grade of the position to be held by the counterpart upon completion of training.

Upon receipt of prioritized requests from each target ministry and related institution, the Directorate of Public Service Management set government-wide priorities and reviewed them against the USAID Selection Criteria. DPSM was required to balance the priority requests with the limited number of positions available for funding each year, including those existing OPEX officers who had been requested by their ministries to extend or renew their contracts.

Additionally, the DPSM had to consider the priority ranking of training required by each proposed post; i.e. identify those departments whose critical training needs (trained manpower shortages) most prevented them from effectively carrying out their function. By simultaneously reviewing the posts and the training needs of the departments, DPSM was able to prioritize the public service-wide requests for OPEX funding.

DPSM and USAID then jointly reviewed the submissions from participating ministries and related institutions. Initially this review included all requests to illustrate the breadth and scope of the government's manpower shortage and then narrowed specifically to the DPSM's service-wide prioritization. This period of collaborative negotiation resulted in agreement on the OPEX posts, including renewals, that would be funded by BWAST.

3. Recruitment and Selection: Role of the Contractor

An Academy objective was to recruit the very best candidates for OPEX positions, given the important and many-faceted roles OPEXers played in USAID's development strategy. The Academy's procedures were based on the belief that the procedures for recruitment and selection of appropriate candidates must match the quality expected of the individuals.

Once agreement was reached on which posts would be funded, USAID issued a letter authorizing the recruitment of candidates for each OPEX post. Upon receipt of this authorization and a job description for the selected post, the Academy reviewed the qualifications needed in order to determine the appropriate recruitment strategy. The recruitment procedure generally included the following steps:

- Advertisements were placed in mass-circulation periodicals to reach the widest possible number of candidates and provide the greatest degree of choice.
- Advertisements were placed in professional journals relating to the discipline or field of work involved.
- Personal phone calls were made throughout the Academy's network of universities and organizations to identify names of people who should be approached for each position; resumes were solicited from recommended practitioners.
- The Academy's consultant data base was reviewed for appropriate candidates, drawing largely on individuals who had worked effectively in prior Academy positions.
- Personal and professional references were contacted to determine each candidate's suitability for the post.
- An initial screening of resumes and references was done within the Academy to narrow the initial field to a manageable number.
- Personal interviews were conducted with as many as possible (within financial constraints) to double-check professional competence, verify personal suitability, and to further narrow the field of candidates. Interviews were conducted by Academy officers and other resource people as appropriate to the position.
- Normally, three candidates were nominated for each post and a complete dossier on each nominee was sent to the field for consideration and selection by the hiring ministry. Each dossier generally included:
 - resume and/or curriculum vitae;

- statement from the candidate relating work experience and academic qualification to the specific post under recruitment;
- letters of reference; and
- a statement from the candidate's physician verifying medical suitability to undertake such an assignment.

The complete nomination packet was forwarded to the Academy's Gaborone office. Salary information, Forms 1420, and medical statements were separated and sent to USAID for internal use. Copies of resumes and supporting documents were delivered to USAID for formal transmission to the hiring ministry and the DPSM. USAID reviewed all nominees for salary level, and the final choice of the person to be offered the post was made by the hiring ministry and officially confirmed by the DPSM.

4. Fielding and Administrative Support of OPEXers in Botswana

For each new OPEXer, the Academy was committed to making the transition from the United States to Botswana as easy as possible. The objective was to provide all long-term technical assistance personnel with thorough orientation and high quality and extensive support services in Botswana. The intent was to prepare people as completely as possible in advance and, when in country, to remove their concern about logistics and administrative details so they could concentrate their full energies on adapting to the new work environment and carrying out professional responsibilities in the most effective manner.

The orientation prior to an OPEXer's departure from the United States, included written material on Botswana, its people, its customs, the work environment, expatriate living conditions, etc. Additionally, an orientation program was conducted at the Academy's Washington office just prior to an OPEXer's departure. It generally included:

- a social, cultural, and environmental review of Botswana and an introduction to Botswana;
- an introduction to the cross-cultural requirements and expectations (language, greetings, non-verbal behaviour);
- discussions with student placement staff on types of training offered to Botswana in the United States;
- discussions with available Academy officers from other projects and specialists in related subject areas; and

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- a review of Academy administrative procedures and services used to support the OPEXer during the term of serve.

Upon arrival in Botswana, the OPEXer was met by Academy personnel and assisted through the various steps required to make the personal and professional transition, including assistance with Immigration, Customs, various municipal authorities, schools if applicable, and introductions to USAID, the American Embassy, and appropriate professional people and institutions.

At the completion of an OPEXer's term of service, the Academy's Gaborone office handled all departure details.

5. Summary of Technical Assistance Activities

Table IV-1 summarizes technical assistance delivered under the contract. Over the life of the contract, the Academy recruited personnel and/or administered contracts for a total of 117.50 person-months (9.79 person-years) of short-term technical assistance in five USAID projects; as of December 31, 1987, it was administering one additional 5 person-month (0.42 person year), short-term consultancy, currently at post.

In the same period, the Academy recruited personnel and/or administered contracts for a total of 1,038 person months (86.51 person-years) of long-term technical assistance in eight USAID projects; as of December 31, 1987, it was administering an additional 634 person months (52.83 person years) of long-term technical assistance in four USAID projects.

As of December 31, 1987, a total of 1,155.50 person months (96.30 person years) of technical assistance had been delivered through the AED contract and personnel representing 639 person months of technical assistance (53.25 person-years) were currently at post. Over the life of the contract, this represented a total of 1,794.50 person months (149.55 person years) of technical assistance funded through ten USAID projects.

PROJECT	LONG TERM TECHNICAL ASSISTANCE						SHORT TERM TECHNICAL ASSISTANCE						TOTALS		
	NUMBER DEL ORDS COMPLETE	PERSON MONTHS COMPLETE	PERSON YEARS COMPLETE	NUMBER DEL ORD CURRENT	PERSON MONTHS CURRENT	PERSON YEARS CURRENT	NUMBER DEL ORDS COMPLETE	PERSON MONTHS COMPLETE	PERSON YEARS COMPLETE	NUMBER DEL ORD CURRENT	PERSON MONTHS CURRENT	PERSON YEARS CURRENT	NUMBER DELIVERY ORDERS	PERSON MONTHS	PERSON YEARS
ATIP	1.00	14.00	1.17	1.00	24.00	2.00							2.00	38.00	3.17
BAC	5.00	77.00	6.42				1.00	6.00	0.50				6.00	83.00	6.92
BWAST	38.00	591.50	49.30	7.00	192.00	16.00	20.00	93.50	7.79				65.00	877.00	73.09
BWAST II				18.00	408.00	34.00	2.00	3.00	0.25	1.00	5.00	0.42	21.00	416.00	34.67
HEALTH	9.00	137.00	11.42				4.00	14.00	1.17				13.00	151.00	12.59
HOUSING	4.00	90.00	7.50										4.00	90.00	7.50
JSEIP				1.00	10.00	0.83							1.00	10.00	0.83
PEIP	3.00	45.00	3.75										3.00	45.00	3.75
RSG	6.00	77.50	6.45				1.00	1.00	0.08				7.00	78.50	6.53
TSG	1.00	6.00	0.50										1.00	6.00	0.50
TOTALS:	67.00	1038.00	86.51	27.00	634.00	52.83	28.00	117.50	9.79	1.00	5.00	0.42	123.00	1794.50	149.55

Figures are current as of December 31, 1987

ATIP = Agricultural Technology Improvement Project
 BAC = Botswana Agricultural College Expansion Project
 JSEIP = Junior Secondary Education Improvement Project
 PEIP = Primary Education Improvement Project
 RSG = Rural Sector Grant
 TSG = Transport Sector Grant

Appendix III lists those OPEXers who have completed assignments in Botswana under the contract. Appendix IV lists those OPEXers who were still working in Botswana at the end of 1987.

BWAST also assisted the Government of Botswana and its private sector in identifying and refining priority short-term technical assistance needs in areas related to employment generation and in providing qualified U.S. experts to satisfy these needs. These consultancies responded to a wide range of technical requirements, including the following:

- assisting in the establishment and implementation of a "Training Coordination" course, including a course manual for future instructors of the course;
- designing and implementing, for the Directorate of Public Service Management (DPSM), a computer-based management information system to manage information about the 23,000 central government employees, and training staff to manage the system;
- designing and implementing a similar management information system for all government employees of the Unified Local Government Service/Ministry of Local Government and Lands (ULGS/MLGL);
- assessing personnel recruitment practices and conducting short workshops for DPSM to upgrade the skills of its recruitment division; conducting a three-week workshop on "Improved Personnel Practices" for public-and private-sector personnel managers;
- assisting training institutions in developing abilities to evaluate their courses and respond effectively to the training needs of requesting agencies;
- promoting and increasing trade and investment activities between Botswana and the United States and examining current strategies of the Trade and Investment Promotion Agency/Ministry of Commerce and Industry (TIPA/MCI) to promote trade and investment;
- conducting a feasibility study on the creation of small business development centre in Botswana;
- undertaking a strategic planning assessment/evaluation of the operations of the Botswana Development Corporation (BDC);
- preparing a handbook on training opportunities in Botswana with information on educational loans, business start-up loans, how to get a job, etc.; examining training methodologies used by local training institutions;
- assessing training needs of the private sector.

AED assisted the Government of Botswana and private sector organizations not only by identifying and fielding technical assistance personnel but also by determining short-term consultant needs. It assisted agencies requesting such assistance with the preparation of statements of work, especially for those consultations relating to the training of staff and the transference of skills. AED recruited candidates for the consultancies, and deployed selected experts to the field, provided financial and logistical backstopping, monitored and evaluated the performance of consultants in the field.

AED also worked with the Botswana Employers Federation (BEF) in assisting its 500 private-sector members in improving their abilities to determine training needs and to develop and evaluate training programs. Although relatively limited, long- and short-term training was provided to the private sector through BWAST; more resources were made available by USAID to assist the private sector through BWAST II.

Appendix V is a list of short term consultants who worked on projects during the contract.

D. IN-COUNTRY TRAINING / MANAGEMENT OF TRAINING

1. In-Country Training

a. Approach to In-Country Training

In recognition of the increasing importance of in-country training to Botswana's public and private sectors as well as to USAID's country development strategy, the Academy, working with USAID and Government officials, developed a detailed approach to the administration and management of in-country training during the period of this contract.

Given the large number and diversity of people to be trained, the Academy organized the resources available for In-Country training to permit not only direct managerial and technical training, but also to strengthen the ongoing training capability of local training institutions to meet similar demands in the future. To ensure that this goal was met, all in-country training was conducted through existing training institutions. Additionally, the Academy worked with local training institutions and training programs to articulate needs and devise long-range solutions with the goal to reduce dependence on external assistance.

In late 1986, AED developed a detailed, computerized monitoring and assessment system for BWAST-funded in-country training. The system provided up to

information on BWAST public and private sector participant training at the various local training institutions.

It proved to be especially important to assess whether in-country training funds were meeting the training needs. In-country training programs that are specifically tailored to the needs of Botswana are of critical importance if Botswana is to significantly increase the number of highly skilled personnel in various administrative and technical fields critical to an expansion of the economy and a subsequent increase in employment opportunities.

b. Technical Assistance Inputs

Approximately 63 person months of technical assistance to "In-Country Training" were provided by consultants who performed training functions at local institutions either as part of other responsibilities or as their sole responsibility.

The fields of expertise of the consultants included:

- Development Economics
- Technical Management
- Finance Management
- Cooperative and Retail Management
- Curriculum Development/Maths
- Curriculum Development/Carpentry
- Program Evaluation
- Training of Trainers
- Training Management
- Computerization of Personnel Management Information

AED's in-country efforts have resulted in significant and unique results in areas that go far beyond contract requirements.

c. In-Country Participant Training Outcomes

The following is a total by calendar year of the number of participants for whom the Government of Botswana has requested funding under the in-country training component of the BWAST contract:

1983 -	30
1984 -	302
1985 -	219
1986 -	240
1987 -	<u>365</u>
<u>TOTAL</u>	<u>1426</u>

Of this total, 1,156 participants had completed their training programs by the end of the Academy's first contract in December 1987.

The system, developed under BFAST, is now in place and being used by all ministries and the DPSM.

The computer program to track in-country training participants was developed by AED, pilot tested, and is now in use. Some other USAID projects have expressed an interest in using this computer program. In addition, AED modified a version of this in-country training computer program so that USAID/Botswana can now track all current and previous external training participants. Well over 600 participants are on this USAID computer database.

2. Management of Training

a. Introduction

BFAST responsibility for the management of training had been originally defined as providing assistance to design, implement, and coordinate training activities. Early in the project, however, AED recognized the necessity of providing additional support to ministries to assist them in training plans and in the overall professionalization of the training and staff development functions.

b. Initiation of Training Officers' Meetings

According to the Project Grant Agreement between the Government of Botswana and USAID signed on July 19, 1982, "The Grantee agrees that no short or long term training or OPEX assistance will be provided to institutions which do not have DOP (now DPSM) and AID approved training plans within eighteen months after the date of this agreement." As of October 1983, after BFAST project staff met with the DPSM's Training Division, the DPSM and AID had received and approved only one training plan, that of the BEF. Concerns emerged regarding the implementation of procedures, criteria for selection of technical assistance and training, and limitations on training. These concerns were common to the training officers in the ministries and the BEF. In order to provide a forum to discuss these concerns, USAID agreed to host what became the first BFAST Training Coordinators' meeting. It was held at USAID on December 6, 1983. Representatives from government ministries, DPSM, local training institutions, and the private sector were present.

Subsequently, BFAST Project staff assisted the ministries in meeting this Project Agreement condition (development and approval of training plans) by the deadline of January 19, 1984. Meetings were held with senior managers within each ministry to explain the goals and objectives of the BFAST project, and to explain what was required

to receive training. In the early stages of the project the GOB training coordinators often complained about an unwanted responsibility for coordinating training activities. As they became more organized and interested, the complaints turned to actively seeking ways to improve their performance. Initially the coordinators resented preparing plans to submit to the DPSM Training Division as they felt no commitment with DPSM to improve their own effectiveness. After cooperating with DPSM staff as colleagues rather than as senior officers, they developed an understanding of the responsibilities of the DPSM. The training coordinators came to appreciate that DPSM suffered from the same manpower constraints as well as the need to improve the training. The DPSM and USAID agreed that the first training plan would cover a one year period since one year was considered as a manageable planning period for the ministries in their first effort.

The December 1983 forum proved so helpful for sharing concerns, clarifying the understandings of the various parties, and lobbying effectively for project adjustments that all present agreed to meet again in February 1984. The February meeting resulted in an enthusiastic consensus from the training coordinators for prescheduled meetings for the remainder of 1984, to be held at six week intervals. These meetings were implemented by the BWAST In-Country Training Coordinator.

Initially these meetings focused on explaining procedures and systems used for BWAST implementation. As revisions to those systems were made and understanding of the process and the organizations involved was reached, the focus shifted to upgrading the coordinators' knowledge of training and training management. The meetings were used to discuss issues associated with manpower planning, training needs assessments, and local training opportunities. The meeting also provided for a forum for solving problems and for coordinators to share their own experiences.

The training coordinators found the planning for training such a useful exercise that they decided to take the emphasis off training funded only under BWAST and to look more broadly at their overall training management needs. They decided to use the expanded training requirements for a two-year rather than a one-year period. These activities were carried out between August and December 1984 with additional short term technical assistance provided by a core contract consultant from Creative Associates International, Inc.

An improved and expanded training plan format was developed and additional training needs assessment techniques were introduced to the training officers and their department heads. The 1985-87 training plans of the BWAST participating ministries were successfully completed and submitted to the DPSM in December 1984. Prioritized lists for calendar year 1985 were submitted to USAID in February 1985.

c. Development of a Management-of-Training System

In late 1985, partly as a result of the progress made by the BWAST participating ministries, the Government of Botswana began to seriously consider the need for the further development and strengthening of a management of training system for the entire public sector.

The basic components of such a system had long been in place. These were the policy planning, coordination and management, training design and implementation, and evaluation components. What was needed was:

- Clear articulation of a system on the part of Government,
- Awareness and strengthening of the interrelationships within the system,
- Identification and improvement of weaknesses within the system,
- Further professionalization of a core of training coordinators in each ministry,
- Development of DPSM staff to take a leadership role in the management of the system,
- Development of an appreciation for the importance of such a system and an awareness of responsibilities for its functioning throughout government from permanent secretaries to department heads and supervisors.
- Development of a national training policy,
- Further work with the development of training plans,
- Further development of written materials for training coordinators and others.

From early 1986 to the end of the AED's first contract in December 1987 (and continuing under the Academy's second contract), AED saw its role and responsibility to be one of institutionalizing a management of training system for both the public and private sectors in Botswana by collaborating with the DPSM, the BEF and its Training Committee, Ministries, private and parastatal companies, and local training institutions.

In general, this meant that AED's role was:

- **Public and Private Sectors** - Articulate a Management of Training system within Botswana with DPSM, BEF, ATDO, USAID, and others; develop instructional materials related to the Management of Training; design and implement training courses which strengthen the Management of Training.

- **Training Coordinators** - Train training coordinators in job skill areas; work to institutionalize a process so that the Management of Training system could be maintained in spite of personnel changes; act as a consultant/resource for training coordinators on various training issues including BWAST training requests
- **DPSM and BEF** - Provide technical assistance to DPSM and BEF on staff training issues; work closely with the BEF so that it can become a coordinating body for managing training within the private sector
- **Training Institutions** - Increase the ability of the training institutions to be responsive to the needs of the consumers of training for workshops and certificate, diploma, and degree courses; foster a quantitative as well as qualitative increase in courses offered; strengthen training institutions so as to increase their ability to offer wider range of courses within Botswana.

d. Strategies to Achieve Management of Training System Objectives

A number of mutually reinforcing and related strategies were used to accomplish these objectives. With the emergence of a clearly articulated and government supported system, especially within the public sector, consensus was reached on the major strategies needed.

(1) OPEXer Technical Assistance

OPEX assistance played important roles in the overall improvement of the management of training system. In particular, OPEXers staffing the positions Manpower Planning Advisor and the Organization and Methods Advisor at DPSM and of National Manpower Planner at MFDP strengthened key components of the system. In February 1986, DPSM, with active support from AED, began to coordinate monthly meetings of all training coordinators from all government ministries, and representatives from local training institutions, the BEF, and major donors. These meetings helped to legitimize and professionalize the functions of training coordinators.

From April through June 1986, AED provided a core contract consultant to work with AED field staff and representatives of DPSM and IDM to design and implement a course for both public- and private-sector training coordinators. By involving IDM instructors as co-trainers, a permanent capability was developed at IDM to offer the course in the future. This skills development course, entitled "Training Coordination" was offered again in 1987 and, as it is a part of the regular IDM curriculum, will be offered on at least a yearly basis in the future. To date, 44 public- and private-sector training coordinators have attended the course.

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Core contract technical assistance was also employed to carry out two other activities that greatly strengthened the management of training system. First, to respond to the need for detailed information on all available courses in Botswana as well as guidance on how to seek employment after receiving appropriate training, a handbook entitled "Preparing for Jobs: Training Opportunities in Botswana" was prepared. The handbook is a resource guide for training coordinators who need to identify appropriate local training programs. It is also useful for school leavers and others looking for training to prepare themselves for self employment. Second, for the life of the project, AED maintained a clearinghouse of books and other material related to training. Additional material was also developed for use by the training coordinators and others. These included a handbook of correspondence courses available primarily in the United States and United Kingdom for public- and private-sector officers who need information on correspondence education. A handbook for private sector training officers, begun under the Academy's first contract, will help to extend into the private sector many of the systems and skills developed within the public sector. This handbook will also be used as a course book for future "Training Coordination" courses. All of these materials should help solidify the professionalization of the training coordinator cadre.

In late 1986, partly as a result of the increasing importance that the BWAST project (and the follow-up BWAST II project) placed on Botswana's private sector, a core contract-funded consultancy was requested by the BEF to prepare a report on the training needs within the private sector. The report on Private Sector Training Needs outlined major areas of training need. It also provided the project with guidance on priority training areas which should be funded by BWAST.

Although DPSM was keeping fairly reliable records on all central government employees (approximately 23,000), it was felt that this information was not available in a form which provided for quick and accurate retrieval. Consequently, in late 1986 and again for five months in 1987, BWAST provided a consultant to design and implement a computerized personnel management information system for DPSM. The system is now in operation and is being handled by trained Botswana operators. It is able to identify the numbers and skills of existing staff, and indicate where they are located in relation to current and projected sectoral needs. The system is also able to identify training needs by individual, occupation, and department. Also under BWAST, the Unified Local Government Service began to computerize the personnel records of all 15,000 employees of town councils and local authorities. This process will be completed under the Academy's second contract.

With a functioning system to identify organizational training needs, technical assistance needs of the training institutions could be more appropriately targeted. The BWAST Project responded by placing OPEXers and short-term consultants, drawn from the US private and public sectors, at various institutions. The use of technical assistance specialists at many of the major training institutions has enabled the institutions to develop and conduct courses in areas of critical need.

(2) Strengthening of Training Institutions' Staff

In addition to the use of technical assistance personnel, training institutions needed to have adequate Botswana instructors to teach the required courses. Starting in mid-1986, a number of sessions were held with the management of the Botswana Institute of Administration and Commerce (BIAC) and a number of the other major training institutions to find a way to address the problem of unqualified instructors. Many of the training institutions use civil servants or other mostly technically competent personnel as instructors. Many of these people, however, have never received training in how to teach. The result was a high number of poorly prepared and delivered courses.

To develop data on the extent of the problem, a training needs assessment of the BIAC staff was conducted. Additionally, a core contract consultant gathered baseline data on teaching methodologies currently in use at local training institutions. This provided guidance on what is needed as well as what training resources currently exist in country to address the problem. The results of these efforts was a course entitled "Teaching Skills" which was developed in collaboration with IDM. To date a total of 47 instructors from BIAC, Botswana Agricultural College (BAC), Polytechnic, Automotive Trades Testing School (ATTS), University of Botswana (UB), Wildlife Training Centre, Brigades and Rural Industries Innovation Centre (RIIC) have attended the "Teaching Skills" course conducted by IDM. The "Teaching Skills" course is now an integral part of the IDM curriculum and will be offered at least several times each year.

In early 1987, a coordinating committee of all the major training institutions was convened under the DPSM. The purpose was to coordinate various course offerings to prevent duplication,, to share training resources where appropriate, and to provide a mutually reinforcing environment for the strengthening of local training in general. This "Training Coordination Committee" decided in early 1987 that one of its first tasks would be to increase the ability of the institutions to properly assess the effectiveness of courses by evaluating the impact of training on participants who have returned to their

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jobs. A BWAST consultant was provided to work with the training institutions and the DPSM. Additional support in a number of areas, such as information on credential equivalences, was also provided by AED field staff.

(3) Institutionalization of Management of Training

As with all BWAST components, the administration and management of in-country training was based on a strengthened and institutionalized management-of-training system. The development and strengthening of the management-of-training system resulted in increased and improved participation in in-country training by public- and private-sector agencies. DPSM now coordinates all aspects of the management-of-training system for the public sector. A system to identify and meet training and manpower needs now exists. This includes monthly meetings of training coordinators. A cadre of training coordinators in each of the GOB ministries has been identified. They have demonstrated an ability to effectively carry out the various responsibilities associated with the training coordination function.

Some progress has been made by BEF toward extending the system developed and tested in the public sector for use in the private sector. This will ensure that the approaches to the management-of-training in both the public and private sectors are consistent and complementary.

(4) Training Products Developed

The management-of-training system resulted in development and publication of the following training products:

- Training Plan Procedure Manual: A guide to completing the BWAST training plan format.
- Managing Training: Training needs assessment techniques and other management of training suggestions for the BWAST training coordinators.
- BWAST Training Officers Manual: Procedures and practices to guide the BWAST training coordinators through improved management of training within the GOB.
- Training Coordination Course Facilitator's Handbook: An instructor's handbook to use for the teaching of the "Training Coordination" course.

- Preparing for Jobs: Training Opportunities in Botswana: Provides detailed information on all available courses in Botswana as well as guidance on how to seek employment after receiving appropriate training.
- Training Methodologies and Training Resources in Use at Local Training Institutions: Inventory of training methodologies currently in use at Botswana's training institutions as well as recommendations on how to improve the quality of instruction.
- Private Sector Training Needs Assessment Report: Report which provided macro data on private sector training needs as well as guidance on training areas which BWAST should fund.
- BEF Training Committee Terms of Reference and Criteria and Procedures for Selecting Participants for Training: Guide for BEF Training Committee members on the selection of participants for training.
- Private Sector Training Officers Handbook: A 'how to do it' guide for private sector training officers (initiated under this contract).
- Correspondence Course Handbook: An inventory of relevant correspondence courses available to Botswana (initiated under this contract).
- Training Institution Program Evaluation Handbook: Handbook for the training institutions' management and instructors on how to measure the effectiveness of training programs. Details on roles and responsibilities of DPSM, ministries, and training institutions for evaluations.

3. Conclusions

At the beginning of the BWAST project in 1982, the GOB did not have a clearly articulated or effective management-of-training system to help achieve policy goals. The success of staff development efforts was often dependent on the particular abilities and motivations of individual officers scattered throughout the public service. Now the GOB clearly recognizes that, to be responsive to its stated intentions to achieve self-reliance, sustained economic growth, employment, and localization, a well developed and permanent management-of-training system is critical. This system now exists, to a large degree, because of the BWAST project.

From the perspective of USAID, the successes attributed to the BWAST project are due in large measure to the development of a management-of-training system which could effectively identify staff needs, plan for those needs, and effectively and efficiently meet those needs. Management-of-training became the "glue" which held

together and maximized the other components of the project. In a sense, it helped guarantee the proper utilization of donor resources. The new BWAST II project has recognized this importance by developing the management-of-training into a distinct component, thus confirming its importance to the overall success of the project.

USAID project designers worldwide can use the BWAST project as an effective model for the successful implementation of projects that have a human resource development element. A first step in the design of such projects should be to assess the ability of the targeted government or private-sector to manage staff development and training activities. If such an ability does not exist, serious consideration should be given to introducing a management-of-training component.

V. CONCLUSIONS AND RECOMMENDATIONS

The Academy concludes that, although BWAST continues until September 1989, it has - to date - operated smoothly, accomplished its key objectives and made substantial progress toward its overall goal of a strengthened Batswana workforce. The logistic considerations raised throughout the life of this contract were addressed as they occurred, modifications made if necessary, and new practices implemented. The recommendations presented here are intended to guide implementation of both BWAST and BWAST II projects under the Academy's second contract.

A. **OVERALL PROJECT ADMINISTRATION**

Conclusion: While systems existed within both the public and private sectors to process BWAST requests in each sector, coordination between the two sectors was facilitated only by USAID and its contractor, AED. Each sector, therefore, tended to be focus only on its "share" and not perceive the broad base of BWAST support.

Recommendation: A cross-sectoral, multi-organizational BWAST project Coordinating Committee should be formed to advise on overall project direction. Such a body could advise USAID as to relative allocation of resources and advise on project management decisions from a national development perspective, rather than from a sectoral-specific perspective.

B. **EXTERNAL TRAINING**

1. Conclusion: Many factors besides academic suitability affect a participant's ability to capitalize on an external training opportunity. With limited resources, it is imperative to invest in only those candidates with the greatest chance of success.

Recommendation: Candidates for external training should be selected one year in advance and screened for medical, psychological, and personal suitability. A one year advance period would allow sufficient time to (a) register for necessary academic tests with scores reported within regular university enrollment schedules, (b) prepare finalists more completely for the experience, and (c) select an appropriate institution to deal with any specific needs. A longer orientation schedule would enable students with remedial needs to enroll in tutorial programs and would provide greater opportunity to observe personality, behavioral, or academic traits which might affect ability to succeed in a long-term external training program.

2. Conclusion: External training is disproportionately expensive and USAID

resources are finite and increasingly restricted, therefore the need for frugal placement activities.

Recommendation: In addition to placing students only in schools below the \$7,500 tuition limit, students should be placed in cities with comparatively lesser costs-of-living. More comprehensive use of In-Country and Third Country institutions (already underway) will also help to reduce costs.

3. Conclusion: The majority of Batswana selected for training in Engineering, Economics, and some fields of Business, were inadequately prepared in quantitative skills, especially Algebra, Calculus, and Economics. In some cases, "feeder" schools and tutors were used to provide remedial work in these areas, thereby extending the time -- and increasing the cost -- required to obtain a degree.

Recommendation: In-country institutions and resources should be employed to provide preparatory training in selected skill areas, prior to a student's departure for external training. While this hinges on early selection, the cost savings from extended maintenance and tuition would be significant.

C. MANAGEMENT OF TRAINING/IN-COUNTRY TRAINING

Conclusion: BWAST successfully implemented a clearly articulated and effective system to plan for and manage staff development and training in Botswana's public sector; while much has been accomplished in the private sector toward the same goal, much remains to be accomplished.

Recommendation: Strategies used successfully in the public sector should be modified (as necessary) and applied intensely in the private sector to establish the same degree of expertise within the rapidly growing business community. This will require supporting resources from BWAST II and the second contract for seminars, workshops, technical assistance, and publications similar to those employed in the public sector from BWAST and the first contract.

D. TECHNICAL ASSISTANCE

1. Conclusion: A strength of the BWAST project design is the relationship between Technical Assistance and Counterpart Training and the Government of Botswana has often cited this as one of the most significant aspects of development assistance: providing an expert to fill a workload gap while someone is being trained to permanently occupy the post.

Recommendation: Stricter attention should be paid to the Counterpart relationship when OPEX posts are first requested and again when extensions are

considered. Closer scheduling of OPEX arrival and Counterpart departure will provide for the greatest impact of Technical Assistance and avoid unnecessary gaps in the workforce.

2. Conclusion: While it is generally known that OPEXers contribute substantially to the ministry or agency to which they are assigned, often far exceeding the job requirements initially specified, there is little documentation on the total impact of Technical Assistance.

Recommendation: The OPEX Six-Month Report should be used more extensively within each ministry or agency as a planning document to outline action agendas for the coming six months. Making the reports more internal to the employer (rather than to USAID), has the benefit of (a) involving the OPEXer and supervisor more directly in the Counterpart aspect of the project (a component of the OPEX Report should be specific plans for Counterpart communication), (b) involving OPEXer and supervisor in a joint planning exercise, and (c) providing documentation of an OPEXer's work so the supervisor can accurately assess work performance during time of personnel evaluation.

3. Conclusion: To meet the requirement of fielding short- and long-term technical assistance with 60 days of the request, all steps in the process must be carried out in a timely and effective manner.

Recommendation: Because careful recruitment and fielding of short-term consultants and OPEXers is a very deliberate and time-consuming process, every effort must be made by the requesting agency/organization, the GOB, USAID, the AED field office, and the AED home office to ensure the following:

- clear definition of the technical assistance needed;
- timely communication of the need to USAID;
- timely issuance of the delivery order, with complete specification of the technical assistance requirement;
- timely dispatch of the delivery order from the AED field office to the AED home office;
- efficient initiation and effective completion of the search by the home office staff (and prompt notification to the field should a thorough search not yield suitable candidates); and
- comprehensive orientation of the technician by the home office and dispatch to the field.

APPENDIX I
PARTICIPANTS HAVING COMPLETED
LONG-TERM DEGREE PROGRAMS

TOTAL # BWAST PARTICIPANTS COMPLETED:

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D.O.#	Project Type	Start Date	Name	Institution	Field of Training	D.O. Duration	Degree	Employer	D.O.End Date	Status
P-951	BWAST-I-LT	01/86	Private Moryamane	SUNY/Alfred	Horticulture	24 mo.	AA	MOA	Dec-87	Complete 12/87
P-926	BWAST-LT	08/85	Tuelo Botlhoko	Wentworth Institute	Rd.Const/Maint	24 mo.	AA	MLGL	Aug-87	Complete 05/87
P-862	BWAST-LT	08/84	Lekgotla Mangedi	L.A.Trade&Tech	Carpentry	24 mo.	AA	MCI	Aug-86	Complete 08/86
P-945	BWAST-LT	08/85	Paulos Mathumo	L.A.Trade & Tech	Aircond&Refrdg	18 mo.	AA	Motif Air	Jun-87	Complete 06/87
P-743	BWAST-LT	09/83	Albert Makgowa	Hocking Technical	App.Bus./Comp.Sci.	4 mo.	AA	Works&Comm.	Dec-83	Complete 03/84
P-790	BWAST-LT	09/83	Augustine Pone	American University	Person.Admin./Mngt.	24 mo.	BA	DPSM	Aug-85	Complete 08/84
P-944	BWAST-LT	08/85	Anthony Moapare	Indiana University	Administration	18 mo.	BA	IDM	Feb-87	Complete 01/87
	BWAST-LT	09/83	Tshegofatso Letsogile	Hampton Institute	Home Economics	1 mo.	BA	MOE/UTS	Sep-83	Complete 09/83
P-794A	BWAST-LT	09/83	Gevlord Kombani	Howard University	Business Admin.	24 mo.	BA	Bot.Craft	Aug-86	Complete 05/86
P-766	BWAST-TF	09/83	Tjako Mpulubusi	George Wash.Univ.	Anthropology	12 mo.	BA	MOE	Aug-84	Complete 05/84
P-777A	BWAST-TF	09/83	Isang Pilane	Rutgers University	Town Planning	12 mo.	BA	MOE	Aug-85	Complete 05/85
P-779AA	BWAST-TF	09/83	Samatshozo Phillip	Howard University	Architecture	12 mo.	BA	MOE	Aug-86	Complete 05/87
	BWAST	06/83	Joseph Matlhare	New Mexico State	Wildlife Mngt.	3 mo.	BS		Aug-83	Complete 08/83
P-894	BAC	01/85	Mackenzie Msinamwa	Univ.of Arizona	Range Mngt.	24 mo.	BS	MOA/BAC	Dec-86	Complete 05/87
P-895	BAC	01/85	Mkanyezi Sebina	No.Carolina A&T	Agric.Ext.	24 mo.	BS	MOA/BAC	Dec-86	Complete 01/87
P-879	BAC	07/84	Motshudi Raborokgwe	Tuskegee Institute	Veterinary Med	22 mo.	BS	MOA/BAC	Apr-86	Complete 05/86
P-875	BAC	07/84	Gabatshela Legwaila	Kansas State	Agronomy	13 mo.	BS	MOA/BAC	Jul-85	Complete 12/85
P-877	BAC	07/84	Russ Matilo	Univ.of Arizona	Agric.Ext.	9 mo.	BS	MOA/BAC	Mar-85	Complete 12/84
P-876	BAC	07/84	Sifanele Machacha	Kansas State	Agronomy	13 mo.	BS	MOA/BAC	Jul-85	Complete 12/85
P-849	BWAST-I-LT	08/84	Laetitia Ndzinge	Oregon State	Home Econ Ed.	36 mo.	BS	MOE	Aug-87	Complete 12/87
P-893A	BWAST-I-LT	01/85	Patikani Mazwiduna	Univ.of Nebraska	Agric.Mech.	24 mo.	BS	MOA/BAC	Dec-86	Complete 12/87
P-865	BWAST-I-LT	08/84	Alice Mabiletsa	Ben Franklin Univ.	Public Acct.	36 mo.	BS	MLGL	Aug-87	Complete 12/87
P-886A	BWAST-I-TF	08/84	Wame Molefhe	Univ.of Arizona	Microbiology	12 mo.	BS	MOE	Aug-86	Complete 08/87
P-888AA	BWAST-I-TF	08/84	Kgalalelo Chepete	Appalachian State	City Planning	12 mo.	BS	MOE	Aug-87	Complete 08/87
P-709AAA	BWAST-I-TF	01/84	Jerry Mookodi	Univ.of Miami	Civil Eng.	12 mo.	BS	MOE	Dec-87	Complete 12/87
P-788A	BWAST-LT	09/83	Gilbert Maikano	Howard University	Civil Eng.	24 mo.	BS	MMRWA	May-86	Complete 05/86
P-797A	BWAST-LT	09/83	Thulie Lele	Univ.of Georgia	Vet.Entomology	24 mo.	BS	MOA/Vet.Dept.	Sep-86	Complete 09/86
P-792	BWAST-LT	09/83	Lawrence Tombale	Univ.of Pittsburgh	Business Admin.	24 mo.	BS	MLGL	Aug-85	Complete 08/85
P-848	BWAST-LT	08/84	Mosa Gaborone	New Mexico State	Ag.Sci.Ed.	36 mo.	BS	MOE	Aug-87	Complete 12/86
P-800A	BWAST-LT	09/83	Baraedi Jay	No. Arizona Univ.	Civil Eng.	24 mo.	BS	MMRWA	Aug-86	Complete 07/86
P-922	BWAST-LT	08/85	Felicitas Mosweu	Iowa State	Home Econ.Ed.	36 mo.	BS	MOE	Aug-88	Complete 05/87
P-727	BWAST-LT	08/83	Jane Morake	Univ.of Minnesota	Home Economics	36 mo.	BS	MOE/UTS	Aug-86	Complete 08/86
P-812	BWAST-LT	09/83	James Mminakgomo	No.Carolina A&T	Animal Sci/Imm	24 mo.	BS	MOA	Aug-85	Complete 07/84
P-784	BWAST-LT	08/83	Masego Keakitse	Univ.of Houston	Chemistry	12 mo.	BS	MMRWA	Aug-84	Complete 07/84

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P-821	BWAST-LT	09/83	Dickson	Mmreki	No.Carolina A&T	Ag.Ed.	16 mo.	BS	MOE	Dgc-84	Complete	12/83
P-633	BWAST-LT	09/83	Otsogile	Pitso	De Paul University	Dev. Econ	12 mo.	BS	MLGL/ULGS	Sep-83	Complete	09/83
P-847	BWAST-LT	08/84	Sekgele	Rampha	Univ.of Wisc./Madison	Ag.Sci.Ed.	36 mo.	BS	MOE	Aug-87	Complete	12/86
P-801	BWAST-LT	09/83	Robbie	Kenneth	New Mexico State	Animal Science	24 mo.	BS	MOA	Aug-85	Complete	07/85
P-808A	BWAST-LT	09/83	Gadzani	Thangwane	So.Dakota State	Electrical Eng.	24 mo.	BS	Bot.Tele.Corp.	May-86	Complete	12/86
P-804A	BWAST-LT	09/83	Vicks	Molefe	Delaware State	Agric.Comm.	24 mo.	BS	MOA/Info.Serv.	May-86	Complete	05/86
P-729	BWAST-LT	08/83	Justice	Ditlhobolo	New Mexico State	Ag.Sci.Ed.	36 mo.	BS	MOE/UTS	Aug-86	Complete	12/85
P-730	BWAST-LT	08/83	Johnson	Chengeta	South Dakota State	Ag.Sci.Ed.	36 mo.	BS	MOE/UTS	Aug-86	Complete	09/85
P-811	BWAST-LT	09/83	Hogapi	Madisa	New Mexico State	Horticulture	24 mo.	BS	MOA/Research	Aug-85	Complete	01/85
P-742A	BWAST-LT	06/83	Felix	Mogatusi	Stetson University	Business Admin.	36 mo.	BS	BDC	May-86	Complete	08/86
P-787	BWAST-LT	09/83	Francis	Magibisela	Howard University	Civil Eng.	24 mo.	BS	MHRWA	Aug-85	Complete	12/85
P-806A	BWAST-LT	09/83	Kodise	Selotlegeng	Indiana-Purdue	Pub.Health Admin.	24 mo.	BS	MLGL/Health	May-86	Complete	05/86
P-783	BWAST-LT	09/83	Uyega	Sola	American University	Computer Sci.	6 mo.	BS	MOE	Feb-84	Complete	01/84
P-728	BWAST-LT	08/83	Elsie	Mosie	Univ.of Minnesota	Home Econ.Ed.	36 mo.	BS	MOE/UTS	Aug-86	Complete	09/86
P-786	BWAST-LT	09/83	Nelson	Phoga	Ohio University	Broadcast Eng.	24 mo.	BS	PublicAffairs	Aug-85	Complete	08/86
P-723	BWAST-LT	08/83	Joseph	Monametsi	Wesley College	Business Admin.	36 mo.	BS	MCI	Aug-86	Complete	12/85
P-714	BWAST-LT	06/83	Beatrice	Seiotlegeng	Indiana-Purdue	Personnel Mngt.	36 mo.	BS	Air Bot.	May-86	Complete	05/86
P-843	BWAST-LT	08/84	Mustafa	Gilika	Adelphi University	Business Admin.	36 mo.	BS	New Mutual Aid	Aug-87	Complete	06/87
P-809A	BWAST-LT	09/83	David	Dile	So.Dakota State	Electrical Eng.	24 mo.	BS	Bot.Tele.Corp.	May-86	Complete	12/86
P-845	BWAST-LT	08/84	Nametsagang	Sekwati	No.Carolina A&T	Accounting	36 mo.	BS	Finan.Ser.	Aug-87	Complete	06/87
P-718	BWAST-LT	09/83	Arabia	Moyo	Univ.of Arizona	Range Science	36 mo.	BS	MOA	Aug-86	Complete	05/86
P-791	BWAST-LT	09/83	Aaron	Ramosako	Univ.of Maryland/ES	General Agric.	16 mo.	BS	Bot.Coop.Union	Dec-84	Complete	12/83
P-732	BWAST-LT	08/83	Edward	Dintho	Kansas State	Range Mngt.	36 mo.	BS	MOA	Aug-86	Complete	06/86
P-831	BWAST-LT	09/83	Abram	Moruti	Ben.Franklin Univ.	Accounting	9 mo.	BS	MOA	May-84	Complete	06/84
P-741	BWAST-LT	08/83	Kerapetse	Ngwenya	New Mexico State	Animal Science	36 mo.	BS	MOA	Aug-86	Complete	05/85
P-815	BWAST-LT	09/83	Wame	Boitumelo	Utah State	Animal Science	20 mo.	BS	MOA	Apr-85	Complete	06/84
P-820	BWAST-LT	09/83	Daniel	Manyake	Ashland College	Radio TV Tech	12 mo.	BS	PublicAffairs	Aug-84	Complete	05/85
P-923	BWAST-LT	08/85	Mmoniemang	Moampe	Iowa State	Home Econ.Ed.	36 mo.	BS	MOE	Aug-88	Complete	05/87
P-785	BWAST-LT	09/83	Nitian	Taleyana	Univ.of N.Carolina	Civil Eng.	9 mo.	BS	MHRWA	May-84	Complete	08/84
P-789	BWAST-LT	09/83	Robert	Muzila	Indiana-Purdue	Pub.Health Admin.	16 mo.	BS	MLGL/ULGS	Dec-84	Complete	05/84
P-799	BWAST-LT	09/83	Fanile	Mathangwane	SD Mines & Tech	Mech.Eng.	24 mo.	BS	MHRWA	Sep-85	Complete	12/85
P-767A	BWAST-TF	09/83	James	Marumo	Florida A&M Univ.	Civil Eng.	12 mo.	BS	MOE	Aug-85	Complete	09/85
P-781A	BWAST-TF	09/83	Edith	Modisane	No.Arizona Univ.	Town Planning	12 mo.	BS	MOE	Aug-85	Complete	08/85
P-712AA	BWAST-TF	08/83	Ewetse	Mosweu	Howard University	Phys.Therapy	12 mo.	BS	MOE	Aug-86	Complete	05/87
P-774A	BWAST-TF	09/83	Kebalepile	Rutherford	No.Arizona Univ.	Planning	12 mo.	BS	MOE	Aug-85	Complete	05/85
P-756AA	BWAST-TF	09/83	Omphemetse	Lebitse	Texas Southern	Pharmacy	12 mo.	BS	MOE	Aug-86	Complete	12/86
P-763AA	BWAST-TF	09/83	David	Marumo	Howard University	Physician's Asst.	12 mo.	BS	MOE	Sep-86	Complete	05/86
P-778AA	BWAST-TF	09/83	Gabatsoswe	Lebitse	Calif.State/LB	Civil Eng.	12 mo.	BS	MOE	Aug-86	Complete	06/87
P-827AA	BWAST-TF	01/84	Atshela	Maphanyane	Howard University	Phys. Therapy	12 mo.	BS	MOE	May-87	Complete	05/87
P-828AA	BWAST-TF	01/84	Ishmael	Joseph	Mass.Col Pharmacy	Pharmacy	12 mo.	BS	MOE	Dec-87	Complete	06/87
P-758	BWAST-TF	09/83	Gaolebale	Jeremane	Florida A&M Univ.	Civil Eng.	12 mo.	BS	MOE	Aug-84	Complete	04/84
P-751AA	BWAST-TF	01/84	Stephen	Methodi	Kansas State	Agronomy	12 mo.	BS	MOE	Dec-86	Complete	05/86
P-752AA	BWAST-TF	09/83	Calamity	Rahube	Tuskegee Institute	Electrical Eng.	12 mo.	BS	MOE	Aug-84	Complete	05/84
P-753AA	BWAST-TF	01/84	Madisa	Motswaledi	Old Dominion Univ.	Medical Tech.	12 mo.	BS	MOE	Dec-86	Complete	08/86
P-754AA	BWAST-TF	09/83	Agalemo	Kutuso	Old Dominion Univ.	Civil Eng.	12 mo.	BS	MOE	Aug-85	Complete	05/85
P-829AA	BWAST-TF	01/84	Pharoah	Mosupi	Kansas State	Agronomy	12 mo.	BS	MOE	Dec-86	Complete	12/85

P-768AA	BWAST-TF	09/83	Wilfred	Moketo	Wentworth Institute	Elect.Eng.Tech.	12 mo.	BS	MOE	Dec-85	Complete	12/85
P-747AAA	BWAST-TF	09/83	Samuel	Setshogo	Wentworth Institute	Civil Eng.	12 mo.	BS	MOE	Mar-86	Complete	04/86
P-744	BWAST-TF	09/83	Boitshwarelo	Mokgethi	Prairie View A&M	Civil Eng.	12 mo.	BS	MOE	Aug-84	Complete	08/84
P-770	BWAST-TF	09/83	Isaac	Theophilus	New Mexico State	Wildlife Mngt.	12 mo.	BS	MOE	Aug-84	Complete	06/84
P-724AA	BWAST-TF	08/83	Jubilee	Mokgosi	Catholic University	Civil Eng.	12 mo.	BS	MOE	Aug-86	Complete	05/87
P-706AA	BWAST-TF	08/83	Gladness	Setlhako	Univ i Minnesota	Nutrition/Diet	12 mo.	BS	MOE	Aug-86	Complete	08/86
P-753	BWAST-TF	09/83	Setshwano	Mokgweetsinyana	Clark University	Medical Tech.	12 mo.	BS	MOE	Aug-84	Complete	05/84
P-769	BWAST-TF	09/83	Segolame	Ramothlhwa	MA Col Pharmacy	Pharmacy	12 mo.	BS	MOE	Aug-84	Complete	06/84
P-751	BWAST-TF	09/83	Modisaotsile	Kono	Northeastern Univ	Civil Eng.	12 mo.	BS	MOE	Aug-84	Complete	06/84
P-700	BWAST-TF	08/83	Barulaganye	Gakelebotse	New Mexico State	Telecomm/Eng.	12 mo.	BS	MOE	Aug-86	Complete	05/87
P-882AA	BWAST-TF	08/84	Shaft	Nengu	Michigan State	Fisheries	12 mo.	BS	MOE	Aug-87	Complete	12/86
P-761A	BWAST-TF	09/83	Stanley	Mapiki	Mass.Col Pharmacy	Pharmacy	10 mo.	BS	MOE	Jun-85	Complete	07/85
P-760A	BWAST-TF	09/83	Rosemary	Kobue	Univ.of Maryland/CP	Nutrition/Diet	12 mo.	BS	MOE	Aug-85	Complete	12/84
P-749	BWAST-TF	09/83	Elizabeth	Manyengeng	Mass.Col Pharmacy	Pharmacy	12 mo.	BS	MOE	Aug-84	Complete	08/84
P-754	BWAST-TF	09/83	Ontlemetse	Ketshabile	Clark University	Medical Tech.	12 mo.	BS	MOE	Aug-84	Complete	12/83
P-707AA	BWAST-TF	08/83	Letta	Ntsatsi	Univ.of Wisc./Mil.	Town Planning	12 mo.	BS	MOE	Aug-86	Complete	08/86
P-759	BWAST-TF	09/83	Tshegofatso	Kelatlhegile	Boston University	Town Planning	12 mo.	BS	MOE	Aug-84	Complete	01/84
P-752	BWAST-TF	09/83	Samuel	Mholo	SUNY/Buffalo	Medical Tech.	12 mo.	BS	MOE	Aug-84	Complete	05/84
P-764A	BWAST-TF	09/83	Davis	Molosi	Mass Col Pharmacy	Pharmacy	12 mo.	BS	MOE	Aug-85	Complete	05/85
P-780AA	BWAST-TF	09/83	Seth	Rampa	Albany Pharmacy	Pharmacy	12 mo.	BS	MOE	Jun-87	Complete	06/87
P-825A	BWAST-TF	09/83	Emmanuel	Molosiwa	Mass Col Pharmacy	Pharmacy	5 mo.	BS	MOE	Jan-85	Complete	08/84
P-750	BWAST-TF	09/83	Leka	Lefhoko	Texas Womans Univ.	Nutrition/Diet	12 mo.	BS	MOE	Aug-84	Complete	11/84
P-782A	BWAST-TF	09/83	Sebereki	Kabomo	Univ.of Iowa	Town Planning	12 mo.	BS	MOE	Aug-85	Complete	06/85
P-773AA	BWAST-TF	09/83	Kabo	Tautona	Texas Womans Univ.	Nutrition/Diet	12 mo.	BS	MOE	Aug-86	Complete	08/86
P-771AA	BWAST-TF	09/83	Motlatsi	Pilane	New Mexico State	Bus.Admin/Prop.Mngt.	12 mo.	BS	MOE	Aug-86	Complete	05/86
P-708AA	BWAST-TF	08/83	Theko	Fako	So.Dakota State	Civil Eng.	12 mo.	BS	MOE	Aug-86	Complete	01/87
P-755	BWAST-TF	09/83	Inspector	Phineas	Univ.of Georgia	Animal Science	12 mo.	BS	MOE	Aug-84	Complete	03/84
P-762A	BWAST-TF	09/83	Segametse	Maruapula	Univ.of Maryland/CP	Nutrition/Diet	10 mo.	BS	MOE	Jun-85	Complete	01/85
P-776AAA	BWAST-TF	09/83	Kenanoa	Losho	Georgia Tech	Civil Eng.	12 mo.	BS	MOE	Dec-86	Complete	12/86
P-765	BWAST-TF	09/83	Jenamiso	Mphake	So.Dakota Mines&Tech	Civil Eng.	12 mo.	BS	MOE	Aug-84	Complete	05/84
P-757	BWAST-TF	09/83	Sekgabo	Basimanebotlhe	Northeastern Univ.	Phys. Therapy	12 mo.	BS	MOE	Aug-84	Complete	08/84
P-738AAA	BWAST-TF	09/83	Toppers	Phillemon	Tuskegee Institute	Veterinary Med	12 mo.	DVM	MOE	Aug-87	Complete	05/87
P-746AA	BWAST-TF	09/83	Kereng	Masupu	Tuskegee Institute	Veterinary Med.	12 mo.	DVM	MOE	Aug-86	Complete	05/86
P-737AAA	BWAST-TF	08/83	Musa	Fanikiso	Tuskegee Institute	Veterinary Med	12 mo.	DVM	MOE	Aug-87	Complete	05/87
P-850	BWAST-LT	08/84	Motlhwane	Masisi	Ball State	Exec. Dev.	24 mo.	MA	MCI	Aug-86	Complete	05/86
P-717	BWAST-LT	08/83	Lesole	Dimbungu	American University	Applied Economics	24 mo.	MA	NDB	Aug-85	Complete	01/85
P-716	BWAST-LT	08/83	Ernest	Chilisa	American University	Development Bank.	24 mo.	MA	NDB	Aug-85	Complete	12/85
P-846	BWAST-LT	08/84	Nomsa	Hlatshwayo	Ball State	Exec. Dev.	24 mo.	MA	Bank of Bot.	Aug-86	Complete	06/86
P-796	BWAST-LT	09/83	Violet	Chimela	Univ.of Pittsburgh	Social Welfare	12 mo.	MA	MLGL	Aug-84	Complete	12/84
P-810	BWAST-LT	09/83	Bontle	Baatshwana	Univ.of Southern Calif.	Public Admin.	12 mo.	MA	HomeAffairs	Aug-84	Complete	12/83
P-826	BWAST-TF	09/83	Bernadette	Peto	Boston University	Urban Planning	6 mo.	MA	MOE	Feb-84	Complete	02/84
P-990	BWAST-I-LT	08/86	Smile	Diamond	Ball State	Business Admin.	24 mo.	MBA	BBS	Jul-88	Complete	12/87
P-824	BWAST-LT	09/83	Vincent	Selato	Tenn. State	Business Admin.	6 mo.	MBA	MCI	Feb-84	Complete	12/83
P-798	BWAST-LT	09/83	Horatio	Mahloane	Ashland College	Business Admin.	12 mo.	MBA	BEDU	Aug-84	Complete	04/84
P-736	BWAST-LT	08/83	Lekgobo	Chimidze	Howard University	Medicine	12 mo.	MD	MOE	Aug-86	Complete	06/87
P-864	BWAST-LT	08/84	Thandi	Nkepu	Univ.of Southern Calif.	Curriculum	24 mo.	MEd	IDM	Aug-86	Complete	06/86

P-733	BWAST-LT	08/83	Charles	Ntwaagae	Penn. State	Public Admin.	24 mo.	MPA	MLGL	Aug-85	Complete	05/85
P-734	BWAST-LT	08/83	Ntshabele	Manamela	Penn.State	Economic Plan.	24 mo.	MPA	MLGL/ULGS	Aug-85	Complete	07/85
P-795	BWAST-LT	09/83	Simon	Meti	Univ.of Southern Calif.	Inds.Labor Rel	24 mo.	MPA	HomeAffairs	Aug-85	Complete	05/85
P-726	BWAST-LT	08/83	Anderson	Chibua	Univ.of New Haven	Development Plan.	36 mo.	MPA	MLGL/ULGS	Aug-86	Complete	08/84
P-868	RSG	08/84	Tiro	Seeletso	Univ.of Southern Calif.	Admin.& Mngt.	24 mo.	MPA	MLGL	Aug-86	Complete	05/86
P-838	HEALTH	08/84	Phodiso	Seema	Tulane University	Pub.Health Ed.	24 mo.	MPH	MOH	Aug-86	Complete	03/86
P-833	HEALTH	08/84	Florence	Kelobang	Univ.of N.Carolina	Mat./Child Health	24 mo.	MPH	MOH	Aug-86	Complete	08/86
P-858	HEALTH	08/84	Setlhabelo	Modukanele	Tulane University	Public Health	24 mo.	MPH	MOH	Aug-86	Complete	03/86
P-878	BAC	07/84	Uyapo	Omphile	Univ.of Wyoming	Range Mngt.	17 mo.	MS	MOA/BAC	Nov-85	Complete	12/85
P-877A	BAC	01/85	Russ	Matilo	Univ.of Wisc/Madison	Agric.Ext.	18 mo.	MS	MOA/BAC	Jun-86	Complete	05/86
P-881A	BWAST-I-LT	08/84	Ontiretse	Magogwe	North Carolina A&T	Ag. Ext. Ed.	36 mo.	MS	MOA	Aug-87	Complete	08/87
P-967	BWAST-I-LT	08/86	Taufila	Nyamadzabo	Univ.of Delaware	Economics	24 mo.	MS	MFDP	Aug-88	Complete	12/87
P-970	BWAST-I-LT	08/86	Edmont	Moabi	New Hampshire College	Economics/Dev.	24 mo.	MS	ULGS	Aug-88	Complete	09/87
P-921	BWAST-I-LT	08/85	Irene	Slave	American University	Development Banking	24 mo.	MS	NDB	Aug-87	Complete	12/87
P-943	BWAST-I-LT	08/85	Eagilwe	Segoaebe	Clark University	Environ.Sci.	24 mo.	MS	UCB	Jul-87	Complete	08/87
P-856	BWAST-LT	08/84	Onesimus	Mmolawa	Oregon State	Seed Tech.	24 mo.	MS	MOA	Aug-86	Complete	12/86
P-860	BWAST-LT	08/84	Orebonye	Mmopi	Lesley College	Mngt.Sci.	18 mo.	MS	NDB	Mar-86	Complete	12/85
P-941	BWAST-LT	08/85	Doreen	Raiye	Arthur D. Little	Business Mngt.	12 mo.	MS	MCI	Aug-86	Complete	08/86
P-855	BWAST-LT	08/84	Othata	Ramaribana	Cornell University	City Planning	24 mo.	MS	MLGL	Aug-86	Complete	08/86
P-919	BWAST-LT	08/85	Dolly	Ntseane	Columbia University	Social Work	24 mo.	MS	MLGL	Aug-86	Complete	05/87
P-911	BWAST-LT	05/85	Lebani	Cephas	Williams College	Develop.Econ	18 mo.	MS	MFDP	Nov-86	Complete	06/86
P-857	BWAST-LT	08/84	Gubangano	Tacheba	New Mexico State	Range Science	24 mo.	MS	MOA	Aug-86	Complete	05/86
P-939	BWAST-LT	08/85	Moses	Pelaelo	Univ.of Miami	Business Admin.	24 mo.	MS	UCB	Aug-87	Complete	05/87
P-803	BWAST-LT	09/83	Eric	Molale	New Mexico State	Ag.Econ	12 mo.	MS	MLGL	Aug-84	Complete	06/84
P-927	BWAST-LT	08/85	Claurinah	Orapeleng	Univ.of Penn.	Urban/Reg.Plan	24 mo.	MS	MLGL	Aug-87	Complete	08/87
P-949	BWAST-LT	08/85	Pelonomi	Venson	Gen. Mich./USDA	Human Res./Mngt.	24 mo.	MS	MLGL	Aug-87	Complete	07/86
P-793	BWAST-LT	09/83	Nonofo	Kejelepula	Univ.of Pittsburgh	Person.Admin./Mngt.	12 mo.	MS	DPSM	Aug-84	Complete	07/84
P-920	BWAST-LT	08/85	Marang	Mabengano	Univ.of Southern Calif.	Rur.Dev./Admin.	24 mo.	MS	MLGL	Aug-87	Complete	05/87
P-814	BWAST-LT	09/83	Victor	Rantshabeng	Univ.of Wisc./Madison	Land Res.Planning	4 mo.	MS	MLGL	Dec-83	Complete	12/83
P-822	BWAST-LT	09/83	Christopher	Molomo	Michigan State	Statistics	17 mo.	MS	MFDP	Jan-85	Complete	07/85
P-813	BWAST-LT	09/83	Naomi	Seboni	TeachCol/Columb	Nursing Ed.	9 mo.	MS	MOH	May-84	Complete	05/84
P-805	BWAST-LT	09/83	Rehana	Abdulla	American University	Biology	24 mo.	MS	Maru A Pula Sc	Aug-85	Complete	01/86
P-807	BWAST-LT	09/83	David	Rabana	Univ.of Southern Calif.	Inds.Labor Relations	12 mo.	MS	HomeAffairs	Aug-84	Complete	07/84
P-816	BWAST-LT	09/83	Vincent	Seretse	Boston University	Urban/Reg.Planning	12 mo.	MS	MLGL/Plan.	Aug-84	Complete	05/84
P-950	BWAST-LT	08/85	Kedikilwe	Maroba	American University	Economics	24 mo.	MS	MCI	Aug-87	Complete	05/87
P-839	HEALTH	03/84	Esther	Seloilwe	Univ.of Calif./SF	Psyc.Nursing	18 mo.	MS	UCB	Aug-85	Complete	06/85
P-836	HEALTH	08/84	Sylvia	Tumelo	Univ.of Arizona	Fam.Nurse Pract	24 mo.	MS	MOH	Aug-86	Complete	05/86
P-832	HEALTH	08/84	Ogone	Mogano	Univ.of Arizona	Family Nurse Pract.	24 mo.	MS	MOH	Aug-86	Complete	05/86
P-835	HEALTH	01/85	Kgalalelo	Mmatli	Catholic University	Nursing Admin.	24 mo.	MS	MOH	Dec-86	Complete	06/86
P-834	HEALTH	08/84	Seboifeng	Matlhabaphiri	Indiana-Purdue	Nursing	24 mo.	MS	MOH	Aug-86	Complete	07/86
P-859A	HEALTH	08/84	Kesitegile	Gobotswang	New York University	Nutrition	24 mo.	MS	MOH	Aug-87	Complete	06/87
F-840	HEALTH	08/84	Cynthia	Mokwena	Univ.North Carolina	Human Nutrition	24 mo.	MS	MOH	Aug-86	Complete	12/85
P-1012	RSG	08/86	Ikalafeng	Mohutsiwa	New Hampshire College	Dev. Plan./Econ	24 mo.	MS	MLGL	Aug-88	Complete	09/87
P-1007	RSG	08/86	Samuel	Rathedi	Univ.of Wisc/Madison	Admin/Mngt.	24 mo.	MS	MLGL	Aug-88	Complete	12/87
P-998	RSG	08/86	Sarah	George	Univ.of Arizona	Land Use Plan.	24 mo.	MS	MLGL	Jul-88	Complete	12/87
P-869A	RSG	08/85	Simon	Mojanaga	Univ.of Southern Calif.	Admin.& Mngt.	24 mo.	MS	MLGL	Aug-87	Complete	05/87

P-934	RSG	08/85	Geoffrey	Serebolo	American University	Develop.Econ	24 mo.	MS	MLGL	Aug-87	Complete	11/87
P-870	RSG	08/84	Bob	Mannathoko	Univ.of Wisc/Madison	Land Resource	24 mo.	MS	MLGL	Aug-86	Complete	03/86
P-930	RSG	08/85	Enoch	Maane	Univ.of Wisc/Madison	Land Resource	24 mo.	MS	MLGL	Aug-87	Complete	08/87
P-933	RSG	08/85	Oabile	Mabusa	Univ.of Southern Calif.	Public Admin.	24 mo.	MS	MLGL	Aug-87	Complete	06/87
P-935	RSG	08/85	Patrick	Shubo	Kansas State	Dev. Econ	24 mo.	MS	MLGL	Aug-87	Complete	08/86
P-928	RSG	08/85	Samuel	Mabiletsa	Univ.of Wisc/Madison	Land Resource	24 mo.	MS	MLGL	Aug-87	Complete	08/87
P-871	RSG	08/84	Oduetse	Motshidisi	Univ.of Wisc./Madison	Econ.& Plan.	24 mo.	MS	MLGL	Aug-86	Complete	12/85
P-866	RSG	08/84	Leslie	Tlhalerwa	Univ.of Southern Calif.	Econ & Planning	24 mo.	MS	MLGL	Aug-86	Complete	12/85
P-867	RSG	08/84	Richard	Nlebesi	Univ.of Wisc./Madison	Econ.& Planning	24 mo.	MS	MLGL	Aug-86	Complete	08/85
P-932	RSG	08/85	Kgosikhumo	Gofamodimo	Univ.of Southern Calif.	Public Admin.	24 mo.	MS	MLGL	Aug-87	Complete	05/87
P-929	RSG	08/85	Chipo	Mpofu	Univ.of Wisc/Madison	Land Resource	24 mo.	MS	MLGL	Aug-87	Complete	11/87
P-931	RSG	08/85	Keorapetse	Boepetswe	Univ.of Pittsburgh	Public Admin.	24 mo.	MS	MLGL	Aug-87	Complete	12/86
P-936	RSG	08/85	Witness	Ongadile	Kansas State	Develop.Econ	24 mo.	MS	MLGL	Aug-87	Complete	08/86
P-872	RSG	08/84	Tutu	Tsiang	Univ.of Wisc./Madison	Admin.& Mngt.	24 mo.	MS	MLGL	Aug-86	Complete	01/86
P-823	BMAST-LT	09/83	Mosana	Montshiwa	Cornell University	Animal Science	12 mo.	PHD	MOA/Research	Aug-84	Complete	03/85
P-725	BMAST-LT	05/83	Baraang	Mpotokwane	Ohio University	Education	36 mo.	PHD	UCB	May-86	Complete	06/86

APPENDIX II
PARTICIPANTS ABROAD AT THE END OF 1987

D.O.#	Project Type	Start Date	Name	Institution	Field of Training	D.O. Duration	Degree	Employer	D.O.End Date	
P-953	ATIP	01/86	John	Lesotlho	Ohio State					
P-955	ATIP	01/86	Jonah	Luzani	Kansas State	Rural Sociology	36 mo.	BS	MCA	Dec-88
P-957	ATIP	01/86	Wameotsile	Mahabile	Kansas State	Agronomy	36 mo.	BS	MCA	Dec-88
P-959	ATIP	01/86	Petso	Motswasele	Kansas State	Animal Science	24 mo.	MS	MCA	Dec-87
P-958	ATIP	08/86	Gaebewe	Ramolemana	Mississippi State	Agronomy	36 mo.	BS	MCA	Dec-88
P-1075	ATIP	08/87	Augustine	Sebinyane	New Mexico State	Agronomy	24 mo.	MS	MCA	Aug-88
P-954	ATIP	01/86	Tebogo	Seleka	Southwest Missouri State	Cartography	36 mo.	BS	MCA	Jul-90
P-956	ATIP	01/86	Chada	Tibone	Oklahoma State	Agri. Economics	31 mo.	BS	MCA	Jul-88
P-1021	BWAST-II-LT	08/87	Oteng	Batlhoki	Oklahoma State	Agri. Economics	36 mo.	BS	MCA	Dec-88
P-1043	BWAST-II-LT	08/87	Louis	Bothongo	Authur D. Little	Management	24 mo.	MS	MCI	Jul-89
P-1051	BWAST-II-LT	08/87	Victoria	Damane	Ferris State	Accounting	36 mo.	BS	Wayguard Sec.	Jul-90
P-1071	BWAST-II-LT	08/87	Boikhutso	Disele	Univ.of Bridgeport	Business Admin.	24 mo.	MBA	BDC	Jul-89
P-1070	BWAST-II-LT	08/87	Khim	Kabacha	Arthur D. Little	Management	12 mo.	MS	BDC	Aug-88
P-1035	BWAST-II-LT	08/87	Benedict	Kgakatsi	Western Michigan Univ.	Voc.Ed Automotive	36 mo.	BS	BRIDEC	Sep-90
P-1034	BWAST-II-LT	08/87	Ruth	Kgosi	Norfolk State Univ.	Building Tech	36 mo.	BS	Kille & Dan	Jul-90
P-1025	BWAST-II-LT	08/87	Moagisi	Koonste	Univ.of Washington	Accounting	24 mo.	MS	D,H & S	Jul-89
P-1042	BWAST-II-LT	08/87	Godfrey	Kupe	Hampton	Computer Science	36 mo.	BS	BCL	Jul-88
P-1037	BWAST-II-LT	08/87	Michael	Lebani	Florida Int'l Univ.	Hotel Management	36 mo.	BS	Marak Hotel	Jul-90
P-1058	BWAST-II-LT	08/87	Bernard	Lesolame	Ferris State	Accounting	36 mo.	BS	Air Botswana	Jul-90
P-1027	BWAST-II-LT	08/87	Oreeditse	Letebele	University of Arizona	Ag/Irrigation	36 mo.	BS	BDC	Aug-90
P-1052	BWAST-II-LT	08/87	Joseph	Lisindi	Vincennes Univ.	Business Marketing	24 mo.	AA	Botswana Craft	Jul-89
P-1026	BWAST-II-LT	08/87	Thembela	Mabutho	Kentucky State	Public Affairs	24 mo.	MS	IDM	Jul-89
P-1055	BWAST-II-LT	08/87	Arnold	Madikwe	Univ.of Bridgeport	Business Admin.	24 mo.	MBA	Manica Freight	Jul-89
P-1057	BWAST-II-LT	08/87	Mogapi	Madisa	Williams	Dev. Econ	24 mo.	MS	MFDP	Jul-89
P-1038	BWAST-II-LT	08/87	Vanishing	Madondo	New Mexico State Univ.	Horticulture	24 mo.	MS	MCA	Jul-89
P-1039	BWAST-II-LT	08/87	Dominic	Makgabenyana	Ferris State	Bus/Personnel Mngt.	36 mo.	BS	Air Botswana	Jul-90
P-1041	BWAST-II-LT	08/87	Justice	Makole	Ferris State	Hotel Management	36 mo.	BS	Gaborone Sun	Jul-90
P-1050	BWAST-II-LT	08/87	Florence	Manwedi	Univ.of Bridgeport	Business Admin.	24 mo.	MBA	Hunters Africa	Jul-89
P-1029	BWAST-II-LT	08/87	Oretitlhetse	Masire	Vincennes	Sec.Studies	24 mo.	AA	BIAC	Jul-89
P-1031	BWAST-II-LT	08/87	Mooketsi	Matshediso	Alabama State University	Bus.Admin/Human Res	36 mo.	BS	BS	Jul-90
P-1020	BWAST-II-LT	08/87	Frederick	Mokgwa	Goldey Beacom College	Accounting	36 mo.	BS	Mazt/Malc	Jul-90
P-1053	BWAST-II-LT	08/87	Alfred	Mokone	New Mexico State Univ.	Wildlife & Curr.Dev.	24 mo.	MS	MCI	Jul-89
P-1054	BWAST-II-LT	08/87	Marshall	Moseki	Penn State	Public Admin.	24 mo.	MS	IDM	Jul-89
P-1018	BWAST-II-LT	01/87	Taolelo	Mosethlhi	American University	Economics/Stat	24 mo.	MS	MFDP	Jul-89
P-1044	BWAST-II-LT	08/87	Tshiamo	Moswela	Univ.of Arkansas/PB	Ag. Sci. Educ.	12 mo.	BS	MOE	Jun-89
P-1072	BWAST-II-LT	08/87	Kaisara	Mpedi	Goldey Beacom College	Accounting	36 mo.	BS	Multi Const.	Jul-90
					New Hampshire College	Rural Dev. Econ	24 mo.	MS	MLGL	Aug-89

P-1074	BWAST-II-LT	08/87	Godfrey	Msimanga	University of Minnesota	Mechanical Eng.	36 mo.	BS	MOE/Polytech	Jul-90
P-1061	BWAST-II-LT	08/87	Mokwaledi	Ntsimanyana	Fort Hays State	Indus. Minerals	24 mo.	MS	MNRWA	Jul-89
P-1022	BWAST-II-LT	08/87	Mothusi	Palai	Univ.of Mass/Amherst	Labor Relat.	24 mo.	MS	L&HA	Jul-89
P-1023	BWAST-II-LT	08/87	Selinah	Peters	Essex Community College	Consumer Economics	36 mo.	BS	MCI	Jul-90
P-1056	BWAST-II-LT	08/87	Anthony	Phelelo	Ferris State	Business Admin.	36 mo.	BS	BRIDEC	Jul-90
P-1033	BWAST-II-LT	08/87	Kgosi	Seitshiro	Ferris State	Graphic Design	36 mo.	BS	LM Pub	Jul-90
P-1045	BWAST-II-LT	08/87	Marulaganyi	Selogelo	Mississippi State Univ.	Poultry Science	36 mo.	BS	MOA	Jul-90
P-1040	BWAST-II-LT	08/87	Smart	Semelamela	University of Bridgeport	Business Admin.	24 mo.	MBA	Kgalagadi Brew	Jul-89
P-1059	BWAST-II-LT	08/87	Lekgatlhamang	Setlhare	Clark University	Economics	24 mo.	MS	UCB	Jul-89
P-1032	BWAST-II-LT	08/87	Reuben	Sithelo	Tuskegee University	Business Admin.	36 mo.	BS	PEP Stores	Jul-90
P-1036	BWAST-II-LT	08/87	Babuseng	Thipe	Northern VA Area CC	Hotel Management	24 mo.	AA	Mafenyatala	Jul-89
P-1028	BWAST-II-LT	08/87	David	Tlale	Ferris State	Construction Tech	24 mo.	AA	Multi Const.	Jul-89
P-1030	BWAST-II-LT	08/87	Michael	Tumagole	Ferris State	Real Estate Mngt.	36 mo.	BS	BBS	Jul-90
P-1065	BWAST-II-ST	09/87	Hildah	Mokgaotsane	IPS/Univ. of Conn.	Public Management	7 mo.	nondeg	DPSM	Apr-88
P-1077	BWAST-II-ST	12/87	Alexander	Yalala		Trade Dev.	3 mo.	nondeg	MCI	Mar-88
P-925	BWAST-I-LT	08/85	Alexander	Babedi	Virginia State	Coop.Account.	12 mo.	BS	MOA	Aug-88
P-975	BWAST-I-LT	08/86	Ricks	Chabo	New Mexico State	Animal Science	24 mo.	MS	BAC	Jul-88
P-946	BWAST-I-LT	08/85	Raheem	Hosseini	Wochester Polytech	Mech.Eng./Econ	48 mo.	BS	Solar Power	Aug-89
P-1019	BWAST-I-LT	01/87	Aspriet	Kandjii	Goldey Beacom	Accounting	30 mo.	BS	MLGL	Jun-89
P-924	BWAST-I-LT	08/85	Alphons	Kgarebe	New Mexico State	Ag.Sci.Ed.	36 mo.	BS	MOE	May-88
P-971	BWAST-I-LT	08/86	Kalapa	Kgokgothwane	Milwaukee Area Tech Coll.	Public Health	24 mo.	AA	ULGS	Jul-88
P-972	BWAST-I-LT	08/86	Mosoma	Kgotla	Mississippi State	Ag. Sci. Ed.	12 mo.	BS	MOE	Jul-89
P-844	BWAST-I-LT	08/84	Pheto	Kobedi	Pratt Institute	Electrical Eng.	36 mo.	BS	Solar Power	Aug-87
P-974	BWAST-I-LT	08/86	Moitsheki	Lekaleke	Univ.of Penn.	Accounting	36 mo.	BS	D,H & S	Aug-89
P-964	BWAST-I-LT	08/86	Osenotse	Likuni	Atlanta Univ.	Accounting	24 mo.	MBA	UCB	Jul-88
P-851	BWAST-I-LT	08/84	Neonyane	Magashule	Purdue Univ.	Commerce	48 mo.	BS	MCI	Aug-88
P-715	BWAST-I-LT	08/83	Joseph	Mathumo	Indiana State	Business Admin.	36 mo.	BS	Marak.Hotels	Aug-86
P-996	BWAST-I-LT	08/86	Ishmael	Mbulawa	Univ.of Nebraska	Business Admin.	36 mo.	BS	PrivSect	Jul-89
P-965	BWAST-I-LT	08/86	Sandra	Mlazie	Monterey Inst.	Business Admin.	24 mo.	MS	BIAC	Jul-88
P-853	BWAST-I-LT	08/84	Rebonyebatho	Moaneng	Calif.State/NR	Environ.Sci.	36 mo.	BS	MLGL	Aug-87
P-995	BWAST-I-LT	08/86	Rakwadi	Modipane	Langston Univ.	Health Care Admin.	36 mo.	BS	PrivSect	Aug-89
P-966	BWAST-I-LT	08/86	Israel	Mogobe	Goldey Beacom	Accounting	36 mo.	BS	IDM	Jul-89
P-914	BWAST-I-LT	08/85	Neiso	Mokete	Kansas State	Agriculture	36 mo.	BS	MOA	Aug-88
P-963	BWAST-I-LT	08/86	Wanda	Mphinyane	New Mexico State	Range Mngt.	24 mo.	MS	MOA	Aug-88
P-994	BWAST-I-LT	08/86	Simon	Ncube	Howard University	Architecture	36 mo.	BS	PrivSect	Jul-89
P-896A	BWAST-I-LT	01/85	Leatile	Nthaga	Univ.of Nebraska	Lab.Tech.	24 mo.	BS	MOA/BAC	Dec-86
P-967	BWAST-I-LT	08/86	Taufila	Nyamadzabo	Univ.of Delaware	Economics	24 mo.	MS	MFDP	Aug-88
P-915	BWAST-I-LT	08/85	Truman	Phuthago	Alabama A&M	Mech.Eng.Technology	48 mo.	BS	MCI	Aug-89
P-940A	BWAST-I-LT	08/85	Kenneth	Rabasha	Univ.of Wisc/Mil.	Architecture	48 mo.	BS	Ander&Ander	Aug-90
P-1062	BWAST-I-LT	08/87	Ivy	Ramalohlanye	Kentucky State Univ.	Public Affairs	18 mo.	MS	DPSM	Feb-89
P-861	BWAST-I-LT	08/84	Martin	Sebonego	New Mexico State	Mech.Eng.	36 mo.	BS	MCI	Aug-87
P-861	BWAST-I-LT	08/86	Mphoeng	Tamasiga	Golden Gate Univ.	Business Admin.	24 mo.	MBA	NDB	Jul-88
P-861	BWAST-I-LT	08/85	Bothale	Tshoagong	Univ.of San Francisco	Hotel Management	36 mo.	BA	Mogo Motel	Aug-88
P-861	BWAST-I-LT	08/85	Buitshupo	Baatshwana	Appalachian State	Nutrition/Diet	12 mo.	BS	MOE	Aug-87
P-861	BWAST-I-LT	08/86	Motlalepula	Babotsi	Howard University	Phys. Therapy	12 mo.	BS	MOE	Jul-87
P-861	BWAST-I-LT	08/86	Sidney	Baitsile	Howard University	Phys. Therapy	12 mo.	BS	MOE	Jul-87

P-1017	BWAST-I-TF	08/87	Lopang	Dikgang	Kansas State University	Ag. Journalism	5 mo.	BS	MOE	Dec-87
P-981	BWAST-I-TF	08/86	Onalethata	Galeforolwe	Albany Pharmacy	Pharmacy	12 mo.	BS	MOE	Jul-87
P-713AAA	BWAST-I-TF	08/83	Keon	Hosseini	Univ.of Arizona	Architecture	12 mo.	BS	MOE	Aug-87
P-978	BWAST-I-TF	08/86	Maikutlo	Kebaetse	Howard University	Phys. Therapy	12 mo.	BS	MOE	Jul-87
P-988	BWAST-I-TF	08/86	Anderson	Kgomotso	Catholic University	Electrical Eng.	12 mo.	BS	MOE	Jul-87
P-884AA	BWAST-I-TF	08/84	Keitsile	Kuturo	Univ.of Detroit	Electrical Eng.	12 mo.	BS	MOE	Aug-87
P-904A	BWAST-I-TF	08/85	Steve	Lecage	Univ. of Mich/Flint	Phys. Therapy	12 mo.	BS	MOE	Aug-87
P-703AA	BWAST-I-TF	01/84	Anna	Lefhoko	Texas Womens Univ.	Phys. Therapy	12 mo.	BS	MOE	Dec-86
P-977	BWAST-I-TF	08/86	Todd	Mangadi	Syracuse University	Electrical Eng.	12 mo.	BS	MOE	Jul-87
P-984	BWAST-I-TF	08/86	Sandy	Matshediso	Syracuse University	Electrical Eng.	12 mo.	BS	MOE	Jul-87
P-905A	BWAST-I-TF	08/85	Prisca	Mavudzi	Fla. Int'l. Univ.	Phys. Therapy	12 mo.	BS	MOE	Aug-87
P-976	BWAST-I-TF	08/86	Matildah	Mazwiduma	Ohio University	Phys. Therapy	12 mo.	BS	MOE	Jul-87
P-710AAA	BWAST-I-TF	08/83	Benjamin	Mokgolodi	Univ.of Wisc/Mil.	Architecture	12 mo.	BS	MOE	Aug-87
P-979	BWAST-I-TF	08/86	Matshediso	Mokone	Albany Pharmacy	Pharmacy	12 mo.	BS	MOE	Jul-87
P-1016	BWAST-I-TF	08/87	David	Mokubung	University of Missouri	Ag. Journalism	5 mo.	BS	MOE	Dec-87
P-887AA	BWAST-I-TF	08/84	Seleba	Mookodi	Univ.of Penn.	Architecture	12 mo.	MS	MOE	Aug-87
P-772AA	BWAST-I-TF	09/83	Lameck	Moroka	New Mexico State	Civil Eng.	12 mo.	BS	MOE	Aug-86
P-1014	BWAST-I-TF	08/86	Gaolatlhe	Moyambo	Howard University	Phys. Therapy	12 mo.	BS	MOE	Jul-87
P-980	BWAST-I-TF	08/86	Ronald	Ridge	Clark University	Computer Sci.	12 mo.	BS	MOE	Jul-87
P-908A	BWAST-I-TF	08/85	Magdeline	Van Zyl	Howard University	Phys. Therapy	12 mo.	BS	MOE	Aug-87
P-1000	RSG	08/86	Sekgabo	Gaorengwe	Univ.of Wisc/Madison	Land Use Plan.	24 mo.	MS	MLGL	Jul-88
P-998	RSG	08/86	Sarah	George	Univ.of Arizona	Land Use Plan.	24 mo.	MS	MLGL	Jul-88
P-1009	RSG	08/86	Gaswetse	Koketso	Univ.of Wisc/Madison	Public Admin.	24 mo.	MS	MLGL	Jul-88
P-1004	RSG	08/86	Nono	Macheke	Univ.of Arizona	Dev. Plan./Econ	24 mo.	MS	MLGL	May-88
P-1006	RSG	08/86	Daniel	Malaodi	Univ.of Wisc/Madison	Dev. Plan./Econ	24 mo.	MS	MLGL	Jul-88
P-1001	RSG	08/86	Utlwanang	Maswibilili	Univ.of Wisc/Madison	Land Use Plan.	24 mo.	MS	MLGL	Jul-88
P-1002	RSG	08/86	Pearl	Matome	Univ.of Arizona	Dev. Plan./Econ	24 mo.	MS	MLGL	Jul-88
P-1005	RSG	08/86	Malope	Matome	Univ.of Arizona	Dev. Plan./Econ	24 mo.	MS	MLGL	Jul-88
P-999	RSG	08/86	Segomotso	Medupe	Univ.of Wisc/Madison	Land Use Plan.	24 mo.	MS	MLGL	Jul-88
P-1003	RSG	08/86	Hugh	Pearce	Cornell University	Urban Regional Plan.	24 mo.	MS	MLGL	Jul-88
P-934	RSG	08/85	Geoffrey	Serebolo	American University	Develop.Econ	24 mo.	MS	MLGL	Aug-87

APPENDIX III

Operational Experts (OPEXers) Completing Assignments in Botswana
In Botswana During the Contract Period

Name	D.O.#	Start Date	End Date	Duration	Project	Job Title	Employer
Styles, David	T-190	09/09/86	11/30/87	14 Mos.	ATIP	Extension Lecturer	BAC/MOA
Styles, David	T-159	09/09/84	09/08/86	24 Mos.	BAC	Extension Lecturer	BAC/MOA
Thaden, Ronald	T-157	07/08/84	07/07/85	12 Mos.	BAC	Lecturer-Agronomy	BAC/MOA
Howard, James	T-158A	01/22/87	06/21/87	5 Mos.	BAC	Lecturer/Animal Health	BAC/MOA
Howard, James	T-158	01/22/85	01/21/87	24 Mos.	BAC	Lecturer/Animal Health	BAC/MOA
Merinar, Calvin	T-101B	05/09/86	05/08/87	12 Mos.	BAC	Livestock Lecturer	BAC/MOA
Larsen, John	T-145	11/01/84	09/30/85	11 Mos.	BWAST	Sr. Ag. Economist	BAC/MOA
Merinar, Calvin	T-101	05/10/83	05/09/84	12 Mos.	BWAST	Livestock Lecturer	BAC/MOA
Merinar, Calvin	T-101A	05/10/84	05/09/86	24 Mos.	BWAST	Livestock Lecturer	BAC/MOA
Rokos, Robert	T-110A	05/21/84	05/20/86	24 Mos.	BWAST	Asst.Ed. Officer/Auto.	BRIDEC/MOE
Stephano, Mary	T-118	10/01/83	10/25/83	1 Mos.	BWAST	Asst. Director (S.VI)	DOP
Joshi, Rasik	T-173	01/06/86	01/05/88	24 Mos.	BWAST	Org. & Methods Expert	DPSPM
Pfau, Richard	T-147A	09/16/86	12/18/86	3 Mos.	BWAST	Curriculum Director	IDM
Pfau, Richard	T-147	09/17/84	09/16/86	24 Mos.	BWAST	Curriculum Director	IDM
Hurxthal, Lewis	T-108	10/01/83	12/11/84	14 Mos.	BWAST	Wildlife Training Officer	MCI
Murray, Mark	T-116A	05/15/84	08/31/85	15.5 Mos.	BWAST	Wildlife Manager	MCI
Hurxthal, Lewis	T-108B	12/12/84	01/20/87	24 Mos.	BWAST	Wildlife Training Officer	MCI
Murray, Mark	T-116	10/01/83	05/14/84	7.5 Mos.	BWAST	Wildlife Manager	MCI
Wilson, Christopher	T-138	10/29/84	10/28/86	24 Mos.	BWAST	Chief Economist	MFDP
Salkin, Jay	T-111	10/01/83	12/31/85	27 Mos.	BWAST	Employment Coordinator	MFDP
Wilson, Christopher	T-138A	10/29/86	10/28/87	12 Mos.	BWAST	Chief Economist	MFDP
McFarland Jr., Earl	T-119	10/01/83	12/23/83	3 Mos.	BWAST	Chief Economist	MFDP
Sharp, Christopher	T-100	08/05/83	08/04/84	12 Mos.	BWAST	Planning Officer	MLGL
Denbow, James	T-113	10/01/83	02/14/84	4.5 Mos.	BWAST	Archaeologist	MO Home Affairs
Niles, Warren	T-105	07/15/83	10/14/84	15 Mos.	BWAST	Cost Accountant	MO Works & Comm.
Ripley, Robert	T-107	10/01/83	07/04/84	9 Mos.	BWAST	Division Manager	MOA
Hennessy, Gillian	T-115	10/01/83	03/21/84	6.5 Mos.	BWAST	Ag. Research Officer	MOA
Hennessy, John	T-114	10/01/83	03/21/84	6.5 Mos.	BWAST	Ag. Research Officer	MOA
Bernhardt, Charles	T-112B	04/13/85	04/12/87	24 Mos.	BWAST	Seed Technologist	MOA
Bernhardt, Charles	T-112	10/01/83	04/12/85	18.5 Mos.	BWAST	Seed Technologist	MOA
Larsen, John	T-145A	10/01/85	09/30/87	24 Mos.	BWAST	Sr. Ag. Economist	MOA
Simon, Murray	T-109	10/01/83	11/16/84	13.5 Mos.	BWAST	Sr.Econ./Planning Officer	MOE
Reed, Jack	T-123A	10/15/84	10/14/86	24 Mos.	BWAST	Sr.Curriculum Dev. Spec.	MOE
Axtell, Bryan	T-106	10/01/83	02/13/85	16.5 Mos.	BWAST	Test Development Officer	MOE
Axtell, Bryan	T-106A	05/07/85	05/06/87	24 Mos.	BWAST	Eval. & Testing Officer	MOE
Skayne, Eugene	T-129A	11/11/85	05/31/86	7 Mos.	BWAST	Project Officer	NDB
Skayne, Eugene	T-129	11/11/83	11/10/85	24 Mos.	BWAST	Project Officer	NDB
Olson, Robert	T-130	05/01/84	04/30/86	24 Mos.	BWAST	Project Officer	NDP
Canedo, Tim	T-128	10/01/83	08/31/85	23 Mos.	BWAST	Training officer	PFP/BDC
Bruton, John	T-151	07/17/84	07/16/86	24 Mos.	BWAST	Technical Director	RIIC/MCI
Jones, Warren	T-146	07/15/84	07/14/86	24 Mos.	BWAST	R & D Wordshop Manager	RIIC/MCI
Bruton, John	T-151A	07/17/86	12/14/86	6 Mos.	BWAST	Technical Director	RIIC/MCI
Allen, John	T-117	10/01/83	07/14/84	10 Mos.	BWAST	Research & Dev. Coord.	RIIC/MCI
Jones, Warren	T-146A	07/15/86	08/22/86	6 Wks.	BWAST	R & D Wordshop Manager	RIIC/MCI
Clay, William	T-135A	01/02/86	07/31/86	7 Mos.	HEALTH	Nutritionist	MOH
Clay, William	T-135	01/02/84	01/01/86	24 Mos.	HEALTH	Nutrition Planner	MOH
Anderson, Sandra	T-136	11/28/83	11/27/85	24 Mos.	HEALTH	Community Health Nurse	NHI/MOH

Ellen Givens	T-133	11/28/83	11/30/84	12 Mos.	HEALTH	Family Nurse Practitioner	NHI/MOH
Stark, Ruth	T-134A	01/02/86	08/01/86	7 Mos.	HEALTH	Family Nurse Practitioner	NHI/MOH
Anderson, Sandra	T-136A	11/28/85	07/11/86	8 Mos.	HEALTH	Community Health Nurse	NHI/MOH
Stark, Ruth	T-134	01/02/84	01/01/86	24 Mos.	HEALTH	Family Nurse Practitioner	NHI/MOH
Edmondson, Marilyn	T-137A	01/02/86	07/31/86	7 Mos.	HEALTH	Nurse Educator	U of Botswana
Edmondson, Marilyn	T-137	01/02/84	01/01/86	24 Mos.	HEALTH	Nurse Educator	U of Botswana
Knepper, David	T-104	02/02/84	02/01/86	24 Mos.	HOUSING	Sr. Technical Officer	Gabs Town Council
Horner, George	T-103	02/02/84	07/31/86	30 Mos.	HOUSING	Housing Officer	MLGL
Hackman, Robert	T-102	08/13/84	08/19/86	24 Mos.	HOUSING	Housing Officer 1	MLGL
Knepper, David	T-104A	02/02/86	02/01/87	12 Mos.	HOUSING	Sr. Technical Officer	MLGL
Reed, Jack	T-123	10/15/83	10/14/84	12 Mos.	PEIP	Sr. Curriculum Dev. Spec.	MOE
Purves, John	T-122	10/01/83	09/30/85	24 Mos.	PEIP	Primary Ed. Specialist	MOE
Muehlke, Marjorie	T-125	10/01/83	06/30/84	9 Mos.	PEIP	Head, Science Dept.	U of Botswana
Kirk, Robert	T-126	10/01/83	09/16/85	23.5 Mos.	RSG	Sr. Industrial Officer	MCI
Brown, Edward	T-121	10/01/83	03/23/84	6 Mos.	RSG	Wildlife/Resource Economist	MCI
Ellison, Kenn	T-132	01/25/84	01/24/86	24 Mos.	RSG	Communal Area Coord.	MFDP
Ellison, Kenn	T-132A	01/25/86	01/24/87	12 Mos.	RSG	Communal Areas Coordinator	MFDP
Hope, James	T-127	10/01/83	08/31/84	11 Mos.	RSG	Communal Coordinator	MLGL
Logan, C. Earl	T-131	11/01/83	01/30/84	1 Mo.	RSG	Training Officer	RIIC/MCI
Rokos, Robert	T-110	10/01/83	03/31/84	6 Mos.	TSG	Inst/Rd.Const.& Plant Maint.	MO Works & Comm.

APPENDIX IV

LIST OF OPEXers IN BOTSWANA AS OF DECEMBER 31, 1987

Name	D.O. #	Start Date	End Date	Duration	Project	Job Title	Employer
Bernhardt, Charles	T-182	04/24/87	04/12/89	24 Mos.	ATIP	Seed Technologist	MOA
Polan, James	T-166	04/14/86	04/01/89	36 Mos.	BWAST	Senior Project Officer	BDC
Rider, Roy	T-155A	04/14/86	07/14/88	27 Mos.	BWAST	Tech. Ed. Officer/Carpentry	BRIDEC/MOE
Allen, John Ken	T-168	12/16/85	04/22/89	39 Mos.	BWAST	Tech.Ed.Management Officer	BRIDEC/MOE
Root, Norman	T-164	02/03/86	05/02/88	27 Mos.	BWAST	Sen.Manpower Plan.&Budg. Off.	DPSM
Joshi, Rasik	T-173	01/06/86	01/05/88	24 Mos.	BWAST	Org. & Methods Expert	DPSM
Cambridge, Charles	T-169	05/19/86	08/15/88	27 Mos.	BWAST	Curriculum Dir./Gen. Manager	IDM
Amini, Parvin	T-148	07/01/85	07/07/88	36 Mos.	BWAST	Senior Commercial Officer	MCI
Valentine, Theodore	T-165	07/14/86	07/14/88	24 Mos.	BWAST	Nat'l Manpower Devel. Planner	MFDP
Merinar, Calvin	T-188	05/18/87	05/09/89	24 Mos.	BWAST II	Livestock Lecturer	BAC/MOA
Terry, Beth	T-191	09/01/87	08/31/89	24 Mos.	BWAST II	Handicraft Dev. Specialist	BCMC
Krakoff, Charles	T-186	08/19/87	08/17/89	24 Mos.	BWAST II	Senior Project Officer	BDC
St. Clair, Charles	T-194	09/23/87	09/22/89	24 Mos.	BWAST II	Mgr, Comm./Industrial Div	BDC
Cajthaml, Frank	T-178	03/25/87	03/25/89	24 Mos.	BWAST II	Accounting Lecturer	BIAC
Heath, Sarah	T-197	11/04/87	11/03/89	24 Mos.	BWAST II	Senior Technical Officer	BRIDEC
Rokos, Robert	T-110B	09/15/86	09/14/88	24 Mos.	BWAST II	Asst.Ed. Officer/Auto.	BRIDEC/MOE
Pfau, Richard	T-147B	01/19/87	01/18/89	24 Mos.	BWAST II	Curriculum Director	IDM
Salkin, Jay	T-193	09/23/87	09/22/89	24 Mos.	BWAST II	Principal Economist	MFDP
Dempsey, Richard	T-176	12/03/86	03/25/88	24 Mos.	BWAST II	Nat'l Manpower Dev't Planner	MFDP
Jeppeson, John	T-156A	10/23/86	10/28/88	24 Mos.	BWAST II	Gen. Manager, PAMA	MOA
Larsen, John	T-195	10/01/87	09/30/89	3 Mos.	BWAST II	Senior Agricultural Economist	MOA
Larsen, John	T-196	10/01/87	09/30/89	24 Mos.	BWAST II	Senior Agricultural Economist	MOA
Sharp, Chris	T-184	06/16/87	06/15/89	24 Mos.	BWAST II	Proj. Coordinator	MOH
Stark, Ruth	T-185	06/01/87	01/13/89	19.5 Mos.	BWAST II	Staff Dev. Educator	NHI
Bruton, John	T-181	03/16/87	03/15/89	24 Mos.	BWAST II	Fluid Mechanics Lecturer	RIIC/MCI
Jones, Warren	T-146B	10/02/86	10/02/88	24 Mos.	BWAST II	R & D Workshop Manager	RIIC/MCI
McLean, Ana	T-187	05/04/87	05/03/89	24 Mos.	BWAST II	Fin. Assistance Officer	SPTC
Axtell, Bryan	T-183	05/07/87	03/05/88	10 Mos.	JSEIP	Eval. & Testing Officer	MOE

APPENDIX V

LIST OF SHORT-TERM CONSULTANTS WHO WORKED ON ASSIGNMENTS
IN BOTSWANA DURING THE CONTRACT PERIOD

Name	D.O.#	Start Date	End Date	Duration	Project	Job Title	Employer
Carter, Cathy	T-160	10/01/84	03/31/85	6 Mos.	BAC	Librarian	MOA
Olson, Peter	T-171	06/03/85	09/02/85	3 Mos.	BWAST	Industrial Relations Expert	BotsEmployerFe
Rider, Roy	T-155	04/19/85	02/19/86	10 Mos.	BWAST	Curr. Dev't Officer/Carpentry	BRIDEC/MOE
Suber, Robert	T-154	10/10/84	08/09/85	10 Mos.	BWAST	Curr. Devel. Officer/Brick	BRIDEC/MOE
Page, Donald	T-153	04/19/85	02/19/86	10 Mos.	BWAST	Curr. Dev't Officer/Math	BRIDEC/MOE
Giltrow, David	T-179A	05/27/87	08/27/87	3 Mos.	BWAST	Evaluation Consultant	DOP
Goralczyk, Barbara	T-177	10/10/86	12/23/86	11 Wks.	BWAST	Personnel Practices Training	DOP
Monks, Terrence	T-175	09/01/86	09/30/86	1 Mo.	BWAST	Computerize Pers. Man. Info.	DOP
Ourusoff, Nicholas	T-180	05/20/87	08/20/87	2 Mos.	BWAST	Computer Consultant	DPSM
Curry Jr., Robert	T-144	06/24/84	08/23/84	2 Mos.	BWAST	Development Econ Lecturer	IDM
D'Adamo, Michael	T-143	04/27/84	08/26/84	4 Mos.	BWAST	Finance Management Specialist	IDM
Calandri, Kevin	T-170	06/03/85	08/31/85	7 Wks.	BWAST	IDM Expert	IDM
Phillips, William	T-140	03/19/84	06/18/84	3 Mos.	BWAST	Tech. Mgt. Training	MLBL
Duncan, Richard	T-149	08/10/84	10/09/84	2 Mos.	BWAST	Eval. Meth. Training Specialist	MLGL
Kaneshige, Loretta	T-189	05/13/87	06/30/87	1 Mo.	BWAST	Computer Consultant	MLGL
Simmons, Wendy	T-152	06/03/84	08/02/84	3 Mos.	BWAST	Library Mgt. Specialist	MOA
Dublin, Jack	T-142	06/09/84	12/01/84	5 Mos.	BWAST	Mgt. Train & Retail Mgt.	MOA
Brown, Stuart	T-172	09/16/85	11/15/85	2 Mos.	BWAST	Advisor for Principal/BRIDEC	MOE
Jeppesen, John	T-156	01/22/85	12/21/85	11 Mos.	BWAST	General Manager	PAMA/MOA
See, Jacob	T-141	09/25/84	08/24/85	11 Mos.	BWAST	Mgt. & Supervisory Studies	POLYTECHNIC/MOE
Harns, Charles	T-150	07/29/84	01/31/85	6 Mos.	BWAST	Trng. Consultant/Instructor	WTC/MCI
Eaton, James	T-192	09/01/87	06/03/88	7 Mos.	BWAST II	Trade & Investment Consultant	MCI
Grey, Howard	T-199	11/10/87	12/23/87	6 Wks.	BWAST II	Fin. Strat. Appraisal Cons.	BDC
Coldwell, Robert	T-198	11/10/87	12/23/87	6 Wks.	BWAST II	Fin. Strat. Appraisal Consultant	BDC
Barton, Tom	T-161	01/30/85	03/30/85	2 Mos.	HEALTH	Family Nurse Practitioner	MOH
Barton, Tom	T-161A	01/31/86	07/01/86	5 Mos.	HEALTH	Family Nurse Practitioner Tutor	NHI/MOH
Givens, Ellen	T-162	06/03/85	08/31/85	3 Mos.	HEALTH	Resource Lab. Consultant	NHI/MOH
Longman, Alice	T-174	01/17/86	05/13/86	4 Mos.	HEALTH	Nurse Educator	U of Botswana
Picard, Louis	T-139	01/03/84	01/27/84	1 Mo.	RSG	Training Consultant	MLGL