

DRAFT

USAID/BOTSWANA:  
PROGRAM MONITORING, EVALUATION, AND  
REPORTING

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## ACRONYMS

|        |                                                            |
|--------|------------------------------------------------------------|
| AFWID  | Africa Women in Development Project                        |
| API    | Assessment of Program Impact                               |
| BPED   | Botswana Private Enterprise Development Project            |
| BDC    | Botswana Development Corporation                           |
| BOCCIM | Botswana Confederation of Commerce, Industry, and Manpower |
| BOTSPA | Botswana Population Sector Assistance Grant                |
| BTSSPA | Botswana Sector Assistance Grant                           |
| BWAST  | Botswana Workforce and Skills Training Project             |
| CP     | Congressional Presentation                                 |
| DFA    | Development Fund for Africa                                |
| FP     | Family Planning                                            |
| GOB    | Government of Botswana                                     |
| IDF    | USAID/Botswana Indicator Form                              |
| IEC    | Information, education, and communication                  |
| IEES   | Improving Efficiency of Educational Systems Phase          |
| JSEIP  | Junior Secondary Education Project                         |
| LAN    | Local Area Network                                         |
| LTA    | Long Term Advisor                                          |
| NGO    | Non-Government Organization                                |
| MCH/FP | Maternal Child Health/Family Planning                      |
| MCI    | Ministry of Commerce and Industry                          |
| MIS    | Management Information System                              |
| MOE    | Ministry of Education                                      |
| MOH    | Ministry of Health                                         |
| NRMP   | Botswana Natural Resource Management Project               |
| PEIP   | Primary Education Improvement Project                      |
| PVO    | Private Voluntary Organization                             |
| SDA    | Special Development Activity                               |
| SAMDAP | Southern Africa Manpower Development Assistance Project    |
| STD    | Sexually Transmitted Disease                               |
| UB     | University of Botswana                                     |
| WID    | Women in Development                                       |

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## CHAPTER I - INTRODUCTION

### Objective

USAID/Botswana was assisted during October 1991 in Gaborone by a Washington-based team in reviewing and refining its program structure and related monitoring, evaluation, and reporting system. The three specific tasks identified by the USAID to be addressed during the period were:

- Re-articulate the program strategy of USAID/ Botswana
- Determine the specifications for Assessment of Program Impact (API) reporting which consisted of identifying the indicators for Strategic Objectives and Targets
- Develop the outlines for a USAID monitoring system that would have at the heart of it a Management Information System (MIS) and a periodic USAID review system that would monitor performance from input mobilization through Strategic Objective impact

The assistance provided by the team arose directly out of the requirement to report annually on USAID/Botswana's program performance stipulated under the Development Fund for Africa (DFA). While eliminating functional accounts from A.I.D.'s Sub-Saharan assistance program, and thereby increasing Africa Bureau's flexibility in programming and providing some budgetary protection, the DFA also increased Congressional reporting requirements. These requirements are that the Africa Bureau must more carefully outline needs, define objectives, clarify indicators, describe successes, and make appropriate linkages between sectors.

Additionally, a specific request came from the new USAID Director for assistance at this juncture in order to have the USAID Staff, working as a team, become more profoundly involved in the process of re-articulating the program structure. The Mission Director felt that the time was opportune since two of the four projects that make up the current portfolio have been designed and obligated within the last few months.

### Team Composition

The team consisted of Mr. Jack Royer, Program Officer, AFR/SWA, Dr. Robin Horn, educational economist, AFR/ARTS, and Dr. Lawrence C. Heilman, social scientist and Director with Management Systems International, Inc (MSI).

## **CHAPTER II - BACKGROUND**

### **Methodology**

During the 15 day period that the team was in Botswana, the USAID devoted full-time attention to this exercise following the schedule found in Annex A. The team worked closely throughout the entire process with the Mission Director and his deputy who were of great assistance on technical and administrative matters. The team also enjoyed excellent access to, and support from, the various technical and support offices.

While the USAID's Strategic Objectives and their Targets and indicators were already formulated at the time of the team's arrival and before the arrival of USAID/Botswana's current Director and Assistant Director, the team in concert with the USAID was given considerable latitude in recommending alternatives or re-articulations of the objectives and indicators at all levels of the USAID's Program Logical Framework.

The team took as points of departure the USAID's basic program documents, historical records, current and planned portfolio, and recent evaluation experience. The objectives implicitly or explicitly reflected in these documents were scrutinized from three perspectives: their congruence with the articulated Africa Bureau objectives in the Development Fund for Africa; their consistency with the values and judgements of the USAID staff; and their feasibility given projected resource levels.

Objectives were arranged in a hierarchical fashion using a technique called "objective trees" to clarify the logic and substance of possible USAID strategies. In the process of rethinking and re-articulating program strategy development and monitoring, evaluation, and reporting requirements, the Africa Bureau has standardized certain related terminology which is utilized throughout this report and stated later in this chapter.

Through iterations with individual USAID offices, the team proposed and revised statements of rationale for the two Strategic Objectives and the two Targets of Opportunity selected, Targets, and Sub-Targets in order to arrive at ones that reflect the USAID's own views of its program. The present report should be considered another iteration in the USAID process to finalize its strategy for the upcoming API and is, therefore, subject to further refinement.

### **USAID-Level Reporting Flow and Responsibility**

Responding to the Congressional reporting requirements on results, impact, and effectiveness under the DFA, the Africa Bureau has established the API which reports on program progress and impact. In the past, USAID reporting occurred in the Congressional Presentation, Project Implementation Review reports, mid-term and end of project evaluations and ad hoc impact assessments. Generally, these reports reflected performance at the project output level and, occasionally, at the project purpose level. It was rare that goal level performance was addressed.

In direct contrast, the API is intended to report progress, impact and results at the target, strategic objective, sub-goal and goal levels. To do this requires USAIDs to examine their existing monitoring, evaluation and information systems for their appropriateness and ability to respond to both project and program impact reporting requirements.

### **Definition of Terms**

The Africa Bureau has standardized certain related terminology which is utilized throughout this report. The key definitions are:

Program: A program is the sum of the project, non-project, Title III food aid and policy dialogue actions undertaken by an A.I.D. field mission in pursuit of a given strategic objective.

Program Goal: The highest level objective in the USAID Program Logical Framework. It should be stated in terms of results which are as close as possible to positive changes in the lives of people. The results to be produced at this level may be very long term - i.e. ten to twenty or more years into the future.

Sub-Goal: An intervening level objective between the strategic objective and the goal in the USAID's Program Logical Framework. By definition, it is above the level of the USAID's manageable interest. Results at this level should be obtainable in less time than at the goal level.

Strategic Objectives: The highest level objectives in USAID/Botswana's Program Logical Framework which the USAID accepts as within its manageable interest. These objectives should be stated in terms of results which are as close as possible to positive changes in the lives of people -i.e. people level impact. The results at this level should be attainable in five to seven years.

Targets and Sub-Targets: The major accomplishments an A.I.D. field mission is willing to assume direct responsibility for in its efforts to achieve Strategic Objectives. The results at this level should be obtainable in three to five years.

Indicators: Measures which quantitatively or qualitatively demonstrate progress (or lack of same) in achieving USAID's strategic objectives, targets, and sub-targets. They should be clearly associated with points in time so as to enable judgements of that program's performance in achieving its objectives.

Target of Opportunity: An objective or activity incidental to the A.I.D. field mission's basic program strategy but nevertheless included in its portfolio for historical, political, humanitarian, or public relations reasons.

Manageable Interest: Those elements of a USAID Program Logical Framework for which management accepts responsibility for achievement, monitoring, evaluation, and reporting. USAID will probably not control all the necessary and sufficient elements

which produce the results for which it is taking responsibility. For those elements which it does not control, USAID must monitor whether progress is being made so it can know if its objectives can and will be achieved.

People Level Impact: Positive effects on the lives of people.

Focus: Address problems where the level of US resources and the comparative advantage of American expertise can feasibly be combined to lead to significant results. It is in defining how to address the problems selected that missions can focus their programs in ways that will increase the potential to have an impact on people's lives. How the USAID addresses a given problem may change over time.

### **Principles for Defining Performance Data and Reporting Needs**

A number of basic principles have been identified to guide program and project managers in organizing performance information for program reporting purposes. These include:

1. Incorporate program performance information into existing reporting, review, and decision-making systems. Ultimately the goal is to make program performance information as routinely available and easily used as financial data is now.
2. Only collect performance information that is likely to be used and only collect it when the costs of collecting and analyzing it are exceeded by the expected benefits. Information should only be collected if there is a reasonable prospect that it will affect USAID or government decisions and behavior, or if it is required for external reporting.
3. Keep program performance information and evaluation as simple as possible. Only rarely will more than three or four indicators be needed as a basis for analyzing any particular performance element. (Note: in some cases more indicators are provided so that a USAID can later select the most appropriate ones, as the program evolves.)
4. Use existing information sources as much as possible. While available secondary data often provide a sufficient basis for highly convincing program performance measures, particularly at goal, sub-goal, and strategic objective levels, much information on performance at the target and sub-target levels can be obtained from routine project monitoring and evaluation.
5. Use project mechanisms to collect and analyze most additional program performance information. In general, project-funded data collection and analysis activities should be sufficient for routine reporting on program performance, at least at the target and sub-target levels.

6. Place more emphasis on analyzing and interpreting information and less on data collection as such. Unless attention is clearly focused on interpreting and using data, any effort to improve program performance information is likely to be greeted skeptically.
7. Clearly delineate program management and evaluation roles and responsibilities. Program performance information will never become routinely available for reporting and decision-making unless roles and responsibilities for obtaining, analyzing, and using such information are delineated.
8. Take advantage of appropriate opportunities to strengthen host country program performance evaluation capabilities and institutions. Much of the program performance information that is useful to USAIDs will also be useful to host country organizations or institutions that are developing, implementing, or managing related development activities. Where appropriate a USAID may want to assist organizations or institutions in improved collection and use of performance in decision-making.

Following the above principles in designing performance evaluation and information management systems should facilitate the project or program manager's task of reporting on performance.

### USAID/Botswana Indicator Data Form

The USAID/Botswana Indicator Data Form (IDF) was developed to address the questions critical to determining the availability indicator data. In addition to inventorying and describing indicator data, it pinpoints responsibilities and resources involved in maintaining or developing the indicator data.

Sequence of Questions in the USAID/Botswana Indicator Data Form:

1. **Objective**: State the strategic objective, targets, and sub-targets for the strategic objective in descending order.
2. **Indicators**: At the strategic objective level place the relevant indicators that are attributable to the USAID's actions. At the target and sub-target level place the relevant indicators to capture results.
3. **Data Sources**: Identify where the data for each indicator is to come from. The source could be the project, the Government, the Contractor, and/or another office within the USAID.
4. **Process For Data Collection**: State how the primary source collects the data and how USAID and/or your office obtains the data for each indicator.

5. **Frequency of Data Collection:** How frequently is the data collected by the primary source?
6. **Form Data Received:** In what form does your office received data i.e., hard copy, computer diskette and/or electronically.
7. **Level of Aggregation:** Do you receive the data aggregated at the national, regional, departmental, town and/or smaller level?
8. **Frequency of Update:** How frequently is the data updated by the primary source and by the USAID? Who updates the data in the USAID?
9. **Baseline Data:** What is the start point(i.e., initial values) for the indicator? For example, what was the value of the indicator at the beginning of 1991?
10. **Targets:** What are your annual projections over the planning horizon?
11. **How Data Stored:** How does your office and/or the responsible office within the USAID maintain the data and store the data? If it is computerized please state the type of software used i.e., Lotus, dBase, etc.

## CHAPTER III. THE PROGRAM AND ITS PERFORMANCE MONITORING

This chapter describes the program of USAID/Botswana and discusses its performance monitoring.

### Program Goal

#### Summary

The United States' foreign policy objective of fostering stable, long-term political and economic development in Botswana is supported by USAID/Botswana. In pursuit of this foreign policy objective, the USAID has chosen to articulate its Program Goal as "Sustainable increased economic and social well-being of the average Botswana household."

In an effort to contribute meaningfully to this Program Goal, USAID/Botswana has identified two strategic objectives and two targets of opportunity as defining the focus of its attention and resources. (See the Program Objective Tree on the following page.)

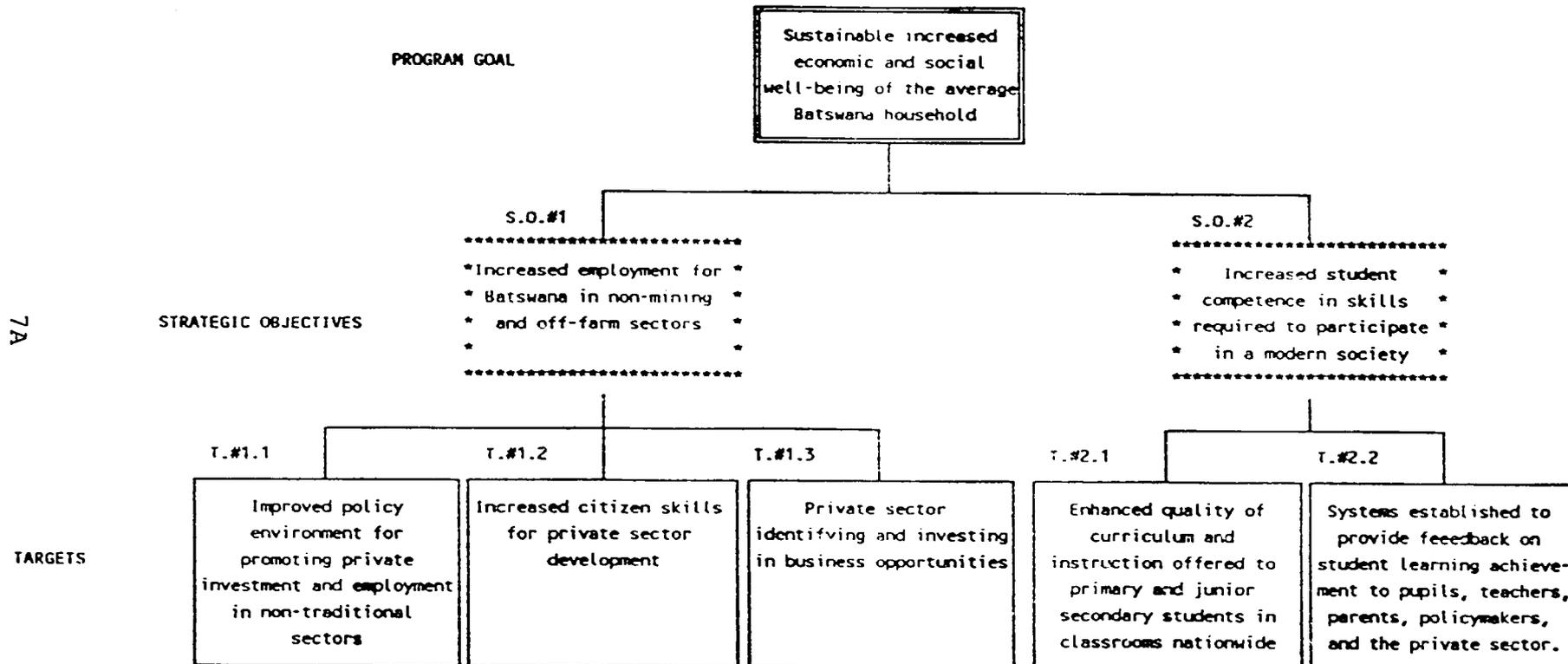
#### Monitoring the Program Goal

It is proposed that the country trend data listed below be used to measure performance at the Program Goal level. An initial survey suggests that the data is available. Tracking these indicators to demonstrate progress toward achieving the Program Goal is not meant to imply that Strategic Objective accomplishments will significantly impact at the Program Goal level though it may be the case. Link studies will probably have to be undertaken to demonstrate the relationship if there is one between achievement at the Strategic Objective level and progress at terms of the Program Goal. Indicators to be tracked are:

- number of employed
- increase in average earnings per household and per worker -- rural/urban
- number employed per household -- rural/urban
- income per household
- average household expenditure
- number of proprietors
- livestock sales or livestock off take rate because of importance to income in the rural area

DIAGRAM 1

USAID/BOTSWANA PROGRAM STRUCTURE  
Expanded Objective Tree  
October 1991



- mortality
- morbidity
- mean education rate
- total fertility
- population growth rate

## **CHAPTER IV - STRATEGIC OBJECTIVE #1: INCREASED EMPLOYMENT FOR BOTSWANA IN THE NON-MINING AND OFF FARM SECTORS**

### **Rationale**

#### **Identification of the Strategic Objective**

The Strategic Objective for strengthening private sector development is, "Increased employment for Botswana in non-mining and off-farm sectors." (See Employment Objective Tree on the following page.) USAID is well positioned to assist in enterprise development and job creation given its ongoing role in supporting private sector development in Botswana. The majority of the USAID's private sector interventions (e.g., policy reform, technical assistance, skills training, investment and feasibility studies) are designed to increase investment and generate employment. Support for citizens and citizen-owned enterprises is especially important given that Botswana is in the first generation of a transition from a predominately rural-based, non-monetized economy to a more urban-based economy that will be significantly reliant on commerce, industry and manufacturing. Both the Botswana Workforce and Skills Training (BWAST) Project, and the Botswana Private Enterprise Development (BPED) Project focus on citizens gaining access to the skills training and resources necessary to obtain viable employment.

With the pressure from the private sector for a more highly skilled workforce, the new BPED project will be identifying ways in which training programs can be improved resulting in both employer and employee satisfaction. The owners, managers, and employees of existing and new private sector firms will have access to project training and technical assistance and further benefit from improved policy formulation. The intent of these interventions is to expand and diversify the economy leading to increased investment and citizen employment. The diffusion of benefits is quite pronounced and is expected to contribute to an increase and a wider distribution of income among the households of Botswana. In addition, business development programs for small businesses will emphasize technical assistance while development programs for larger businesses will emphasize feasibility analysis, leading to investment and employment creation. The climate for investment, both foreign and domestic, will be further strengthened through continued and more effective policy dialogue between the public and private sectors on issues pertaining to investment which will result in additional employment.

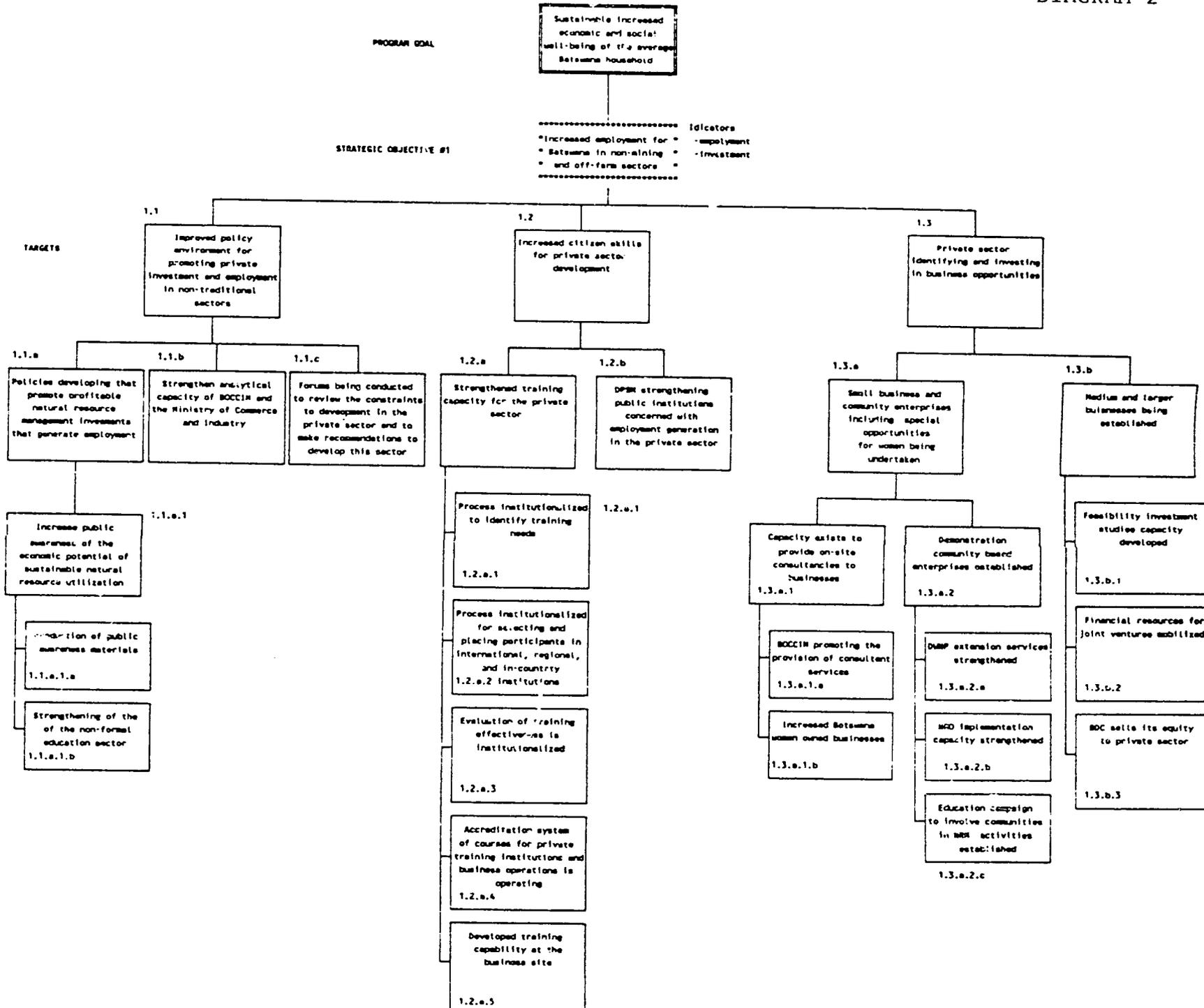
#### **Background**

The USAID has followed the advice of AID/W's Action Plan Review Committee and reduced the number of Strategic Objectives. The previous Strategic Objectives #1 and #2 focusing on increasing the number of Botswana owned enterprises and increasing jobs for Botswana respectively, have been modified and combined into a single Strategic Objective. The revised

STRATEGIC OBJECTIVE - EMPLOYMENT  
Expanded Objective Tree  
October 1991  
USAID/BOTSWANA

DIAGRAM 2

V6



Strategic Objective, "Increased employment for Botswana in non-mining and off-farm sectors" more adequately reflects the overall program goal established by the Mission.

The USAID's reasoning for combining the two Strategic Objectives is based on the following rationale:

First, the previous Strategic Objective, "Increase of 106,000 new jobs in the non-mineral private sector between 1989/90 and 1996/97" is the projected GOB national goal and therefore not within the manageable interests of the USAID or within the scope of USAID funded activities. USAID will serve as a catalyst in assisting the GOB in policy identification to achieve this employment goal which will subsequently increase the economic and social-well being of the average Botswana household.

Second, the combined Strategic Objective is focused more on obtaining the USAID's Program Goal. Given the USAID's private sector interventions, there will be a positive social and cultural impact by increasing private sector investment and employment. Considering the limited opportunities in the agricultural sector, and the inability of the mining sector to absorb additional employment, it is in the USAID's best interest to develop interventions designed to foster increased employment in other sectors.

Many of the interventions proposed under BPED will lead to an expansion of employment opportunities, which will assist in diffusing the potentially explosive issue of high unemployment rates for an unskilled young labor force. Many of the BPED activities will be directed to the creation of jobs particularly for the unskilled and in assisting women-owned business. The opening of opportunities for all women and especially for female-headed households will be an important contribution to improving the situation of these numerous and frequently impoverished families.

### Description of the Strategic Objective

USAID/Botswana's private sector activities are seeking to provide more jobs for Botswana. In order to bring more Botswana into the modern economy and increase their participation in the private sector USAID/Botswana will focus on three primary Targets:

1. Improved policy environment for promoting private investment and employment in non-traditional sectors.
2. Increased citizen skills for private sector development; and
3. Increased employment by the private sector.

1. **Policy Environment:** USAID has established a long-standing relationship of confidence and trust with the GOB. The GOB has learned to respect and value the advice of U.S. consultants as demonstrated by the evaluation of the BWAST II project. Cooperating with the GOB, the BPED financed advisors will concentrate upon those policy issues and implementation concerns which if adequately implemented by the Government could result in having an immediate impact on employment and increased investment. Although USAID does not expect to solve all of Botswana's policy constraints, USAID's combined private sector initiatives will build a framework and a sustaining process for alleviating many constraints hindering private sector growth.
  
2. **Increased Citizen Skills:** To spread the benefits of growth more broadly, the non-mining private sector needs to focus on further development of its human resources. Currently, the trained personnel needed for business creation and expansion are in short supply. There is a strong, unmet demand for all types of locally produced goods and services. The increase in demand generated by the rapid economic growth of the past twenty years has generated market opportunities that remain unexploited by domestic investment. An increase in the number and quality of citizen-owned enterprises and percentage of participation of citizens in the private sector is absolutely essential. Although there is not a shortage of business opportunities in Botswana, business potential is seldom met due to a lack of skilled human resource. For the Botswana local private sector to flourish there must be a strengthening of the citizen entrepreneurs and business managers. Increased attention will be given to fortifying business skills and facilitating understanding and action to take advantage of new opportunities.

Training is required and will be provided to prepare citizens to enter or improve their efficiency in the business sector. Training will be conducted in production, mid-level management, marketing, finance, bookkeeping, and accounting to address such skill deficiencies. Because women have traditionally been in-active in the formal private enterprise sector, a concerted effort will be made to identify and encourage potential female entrepreneurs and business women to strengthen their business skills through the training component. The training needs will be identified through a needs assessment and will be updated annually.

3. **Private Sector Identifying and Investing:** Improving policies to create an improved business environment will have a significant impact on investment and job creation in the long run. More immediately, by strengthening the Botswana Development Corporation (BDC) program to attract foreign investment and mobilize local resources and by stimulating local businesses through BOCCIM, it is anticipated that an additional 4,000 jobs will be created between 1992 and 1996. Moreover, the Mission's private sector program will strengthen a private sector institutional structure, develop new and expanded business, and a stronger investment promotion program in BDC, which will potentially create thousands of new jobs after the A.I.D. inputs have been completed.

## **Indicators for Strategic Objective #1 That Would Be Reported in the API**

The indicators discussed below were selected as a result of a process that included filling out the USAID/Botswana Indicator Data Form. The completed forms are to be found for Strategic Objective #1 in Annex B.

### **STRATEGIC OBJECTIVE #1:**

#### **Increased employment for Botswana in non-mining and off-farm sectors**

##### **Indicators**

1. Increased employment directly attributable to USAID supported activities.
2. Increased foreign and domestic investment directly attributable to Botswana Development Corporation (BDC) and Botswana Confederation of Commerce, Industry, and Manpower (BOCCIM) in USAID supported activities.

##### **Comment**

Is there some way to track all employment increases, in addition to tracking those directly attributed to AID's projects, on a yearly basis and for the USAID to reasonably take credit for a certain share of the increase though it may not be specifically attributable to a USAID project input? At the very least the USAID will track employment at the Program Goal level. Good data exists that is generated locally to do this annually.

**TARGET 1.1: Improved policy environment for promoting private investment and employment in non-traditional sectors.**

##### **Indicator**

1. The number, quality and significance of new or revised policies, procedures, and regulations which have been implemented.

##### **Comment**

The number when reported should be accompanied with a narrative that gets at the quality issue. The quantity factor alone is insufficient to measure performance in this area. Analysis could also be submitted to detail the impact that a policy regulation, or procedure has on investment and/or employment with estimates of investment and/or employment increases. This latter should not be offered as an annual indicator but only provided when it makes sense to do so. A system should be put in place to monitor this on a continuous basis as one means of assessing institutional performance in terms of developing analytical capability at BOCCIM and the Ministry of Commerce and Industry.

The USAID Long Term Advisor (LTA) on the project should report on this item semi-annually with USAID Mission Management reviewing performance semi-annually.

**TARGET 1.2: Increased citizen skills for private sector development.**

**Indicators**

1. Number of persons trained by type of training.
2. % of employers surveyed that found the training satisfactory.
3. Number of new businesses started and expanded by trainees; employment and investment by business and in aggregate.

**Comment**

For the first indicator, records will have to be kept at the project level by USAID LTA. This data will probably be reported semi-annually to the USAID. Data should probably be kept on a spread sheet for ease of analysis throughout the system and come to the USAID on disc where it can be put into a MIS. USAID Mission Management should review performance of this Target semi-annually. This indicator should be reported to AID/W annually.

With regard to the second indicator, a part of the project is to survey employers routinely. Findings can be reported annually to AID/W in terms of the % of employers that found the training satisfactory. The survey will attempt to determine if there was a gain in productivity, if the trainee received more responsibility, if the trainee received a promotion. (See Annex E, Botswana Workforce and Skills Training Project II, Post-Training Follow-up Questionnaire.) Records will have to be kept at the project level by the USAID LTA. This data will probably be reported at 6 month intervals to the USAID. Data should probably be kept on a spread sheet and come to the USAID on disc where it can be put into a MIS. USAID Mission Management should review performance of this Target semi-annually.

Regarding the third indicator, some trainees have started a business prior to going on training, others leave their former jobs to start a business after completing training and meeting bonding requirements, if any. This indicator will quantify the number of new businesses established or expanded by these trainees based on periodic tracking surveys of trainees. Employment and investment changes will also be noted.

**TARGET 1.3: Private Sector identifying and investing in business opportunities.**

**Indicators**

1. Number of new and expansion business projects initiated by USAID supported activities.
2. Increased employment by business enterprise directly attributable to BDC and BOCCIM in USAID supported activities.

3. Increased foreign and domestic investment by business enterprise directly attributable to BDC and BOCCIM in USAID supported activities.

### **Comment**

In the case of the first indicator, LTAs have been or will be assigned a portfolio of projects to monitor. During the course of their work, business activities will be identified and implemented. Each of these business activities will be tracked over time. The original baseline of business projects should continue to be monitored. The indicators will show growth (or loss) in employment and investment for each project since monitoring was initiated. It is anticipated that about 100 business projects, that are the baseline data firms, will be tracked - divided about equally between BOCCIM and BDC.

For these three indicators records will have to be kept at the project level by USAID LTA. This data will probably be reported semi-annually to the USAID. The data should probably be presented in spread-sheet form to facilitate monitoring of performance. It should come to the USAID on disc where it can be put into a MIS. USAID Mission Management should review performance of this Target semi-annually. These indicators should be reported to AID/W annually.

### **Indicators for Strategic Objective #1 That Would Be Incorporated into the USAID Monitoring System**

The indicators discussed below were selected as a result of a process that included filling out the USAID/Botswana Indicator Data Form. The completed forms are to be found for Strategic Objective #1 in Annex B.

#### **SUB-TARGET 1.1.a:**

**Ideas emerging in public and private sectors recommending changes in policies, regulations and procedures that promote private sector development.**

### **Indicator**

1. Program leading from identification of constraint hindering business development to development and implementation of procedures to eliminate or minimize the constraint.

### **Comment**

The BPED Project will have two LTAs dealing with policy issues to promote private sector development: one LTA representing the public sector will be positioned at the Ministry of Commerce and Industry (MCI) and the other representing private sector interests at BOCCIM. There are certain to be conflicts between the public and private sector especially with regard to subsidies and "protection" of industry from competition. Fortunately, many constraints

have been identified, debated and at least, a limited consensus derived through such forums as the two Francistown Conferences, the "Wage and incomes policy" white paper through the Regulations Review Committee, and of particular significance, the various papers and guidelines developed for NDP VII.

In the early stages of the Project, the two LTAs and the Prime Contractor should be guided in the selection of issues by what has been surfaced by the work of the previous policy-related activities specified above.

**SUB-TARGET 1.2.a:**

**Strengthen training capacity for the private sector:**

**Indicators**

1. Number and quality of training plans developed by BOCCIM and its members.
2. Number and quality of needs assessments completed for the private sector.
3. BOCCIM training committee planning, advertising, selecting and monitoring systems functioning effectively to the satisfaction of the private sector.
4. Effective interaction among BOCCIM, training institutions, DPSM, and ATDO.
5. Steps in accreditation established.
6. Number and types of courses accredited.
7. Number of trainees receiving accredited courses.
8. Number of trainees taking special, job-specific courses.
9. Student and employer evaluations of special, job-specific courses.

**Comment**

The indicators 1 through 6 attempt to address the issue of how successful the private sector, through BOCCIM, has been in establishing effective management of a training system, a key element in BWAST II. Indicators 7, 8, and 9 attempt to address the issue of the capacity of the training system and the quality of courses being offered.

**SUB-TARGET 1.2.b:**

**DPSM strengthening public institutions concerned with employment generation in the public sector.**

**Indicators**

1. DPSM Management of Training System continues to function effectively to the satisfaction of Ministries, BOCCIM, and ATDO.
  - Ministry training plans on schedule and good quality
  - DPSM review thorough and responsive
  - Monthly training meetings well attended and useful
2. Services of GOB agencies to private sector are improving.

**Comment**

A major complaint by the private sector in Botswana is the lack of responsiveness of public sector personnel, at most grade levels, to the needs of the private sector. Through a continuous survey of private sector companies, this issue will be addressed periodically so that trends can be established.

**SUB-TARGET 1.3.a:**

**Small business and community citizen entrepreneurship strengthening, including special opportunities for women.**

**Indicators**

1. Number of consultancies provided by B-MAP and other USAID supported activities to citizen-owned businesses, by gender of owner, region, and sector.
2. Number of small, citizen-owned small businesses
  - expanded
  - established
3. Jobs created for citizens, male/female
4. Size of investments

**Comment**

Indicator 1 should be analyzed to determine the extent to which B-MAP is reaching the small business sector and the receptivity of that sector to B-MAP and BOCCIM's outreach program

in general. Indicators 2 through 4 provide a measure of B-MAP's consulting services in terms of developing small business.

**SUB-TARGET 1.3.b: Major and large businesses being established.**

**Indicators**

1. Number of feasibility studies completed
2. Number of successful promotions of feasibility studies
3. Number of successful financial packages arranged
4. Number of ventures, implemented and related jobs, investments, and salaries

**Comment**

Indicator 1 and 2 shed light on the value of doing feasibility studies.

**Summary of USAID/Botswana Activities Supporting Strategic Objective # 1**

**1. Botswana Workforce & Skills Training Project (BWAST II)**

Project Number: 633-0241  
Total Dollars: 24,000,000  
Time Period: 4/10/86 - 5/12/94

The purpose of the project is to increase the number of trained Batswana in positions which foster employment generation. The project includes three major components to achieve this goal.

- The technical assistance component provides short-term technical assistance and long-term Operational Experts to fill line positions in participating government ministries and private sector associations, to strengthen and expand private sector growth.
- The training component supports training activities in Botswana, other African countries, and the United States for officials from government ministries, and the private sector. Training includes long-term academic degree training, short-term specific technical training, and internship with U.S. businesses;

- The management of training integrates the efforts of the first two components by institutionalizing training within both the public and private sector.

## 2. Botswana Private Enterprise Development Project (BPED)

Project Number: 633-0253  
Total Dollars: 16,300,000  
Time Period: 5/14/91 - 3/31/97

The purpose of BPED is threefold;

- To increase domestic and foreign investment in the non-mineral sectors of the economy;
- To broaden opportunities for citizen entrepreneurs; and
- To increase the effectiveness of policy dialogue between the private and public sectors to reduce regulatory and procedural constraints to private sector development.

To achieve these purposes the BPED project will:

- Expand and strengthen the service of the country's major business association, the Botswana Confederation of Commerce, Industry and Manpower (BOCCIM). BOCCIM will assist in small business development by arranging for the provision of:
  - business management training
  - skills and vocational training
  - on-site training/consultancies at the workplace
- Strengthen and utilize the services of the Botswana Development Corporation (BDC) to assist in the development of medium and larger businesses, whose shares will be at least 40% locally owned. BDC will:
  - partially fund feasibility and other studies
  - fund pre-production and initial production training
  - organize and fund business linkage and investment trips

- Help define and articulate policy reform and assist in policy implementation by placing two long-term advisors with the Ministry of Commerce and Industry (MCI) and BOCCIM.

### 3. Sub-Loan Guarantee Scheme

Project Number: 940-0002.83  
Total Dollars: \$2,200,000  
Time Period: 8/10/88 -

This centrally funded activity provides the mechanism for commercial banks and other lending institutions to increase lending to higher risk small scale enterprises. The participating financial institutions use their own resources and lending criteria. Risk is equally shared between A.I.D. and the participating banks. In case of loan default A.I.D. will reimburse the bank for up to 50 percent of the loan balance.

### 4. Private Provision of Social Services

Project Number: 633-0255  
Total Dollars: \$830,000  
Time Period:

In order to improve efficiency and lower costs, Botswana is looking towards the private sector as an alternative provider of urban services. USAID in conjunction with the Gaborone City Council, launched a program to privatize solid waste management services in the Nation's capital. Funding is being provided to finance technical assessments of the municipality's current delivery service and to identify opportunities for privatization.

### 5. Natural Resources Management Project (NRMP)

Project Number: 690-0251.33  
Total Dollars: \$7,400,000  
Time Period: 8/10/89 - 8/28/95

The purpose of the project is to demonstrate the viability of community controlled natural resource utilization. The Project will improve the social and economic well-being of residents of targeted rural communities by implementing sustainable community based wildlife and other natural resource activities.

**6. Special Development Activity (SDA)**

Project Number: 633-0252  
Total Dollars: \$150,000  
Time Period: Annual Increments

The Special Development Activity is USAID's most basic human needs project focused at the community level. The Project provides grants of up to \$5,000 for community groups to finance infrastructure activities initiated by the requesting communities. Under SDA, funds are provided on a matching grant basis to assist community groups to complete school lunchrooms, basic water systems, and income generating projects and especially those with Peace Corps participation. Priority is given to group income generating activity.

**7. Pilot Business Training Outreach Program**

Project Number: 633-0999-02  
Total Dollars: \$70,000  
Time Period: 7/1/91-6/30/92

The purpose of the program is to provide poor urban and rural women with necessary knowledge and skills to better manage their businesses with an aim of moving these women into the Country's economic mainstream. In addition to fueling private sector growth, the Pilot program will enable the participants to better provide for their families' health, nutrition, and education.

## **CHAPTER V - STRATEGIC OBJECTIVE #2: INCREASED STUDENT COMPETENCE IN SKILLS REQUIRED TO PARTICIPATE IN A MODERN SOCIETY**

### **Rationale**

#### **Identification of the Strategic Objective**

The Strategic Objective for the human resources sector is now stated as follows: "Increased student competence in skills required to participate in the modern society." Specifically, USAID's educational assistance aims at preparing primary and junior secondary students with competencies that are relevant to a modernizing Botswana. These competencies would include language, math and science skills, including problem solving and analytic skills, with an emphasis on the world of work, family life issues, and the environment. Increased competence in these areas should lay a foundation for school leavers to participate in the labor force and to enhance their quality of life.

#### **Background**

The human resources Strategic Objective identified in the 1991 Action Plan was stated as: "Improved Quality and Relevance of Basic Education." Although the phrasing of the objective statement for this sector has changed to reflect the desire on the part of the USAID Staff to identify a Strategic Objective closer to people level impact, its basic intent remains the same.

To appreciate the USAID/Botswana strategy in this sector, it is necessary to understand the major historical constraint in Botswana's education program. Botswana's traditional education program focused on preparing all primary students academically for higher levels of schooling but few were actually given the opportunity to attend secondary school. This led to large numbers of young people with inappropriate skills and attitudes for the job market who were demoralized by their failure to succeed in the competition for a better life. The USAID's strategy in this sector has been to help the Ministry of Education (MOE) redesign its basic education system into one that provides all children with a broad yet relevant set of transferrable competencies and attitudes. This new educational program is expected to provide primary and junior secondary students with problem solving skills, practical mathematics skills, functional language skills, and science and technology skills. It also intends to promote an awareness of the environmental, gender, and family life issues, and provide guidance and counseling regarding the world of work. The ultimate purpose of these efforts has clearly been to increase the level and relevance of what students learn, along with their receptivity to additional training, as well as their preparedness for further education. This purpose is clearly reflected in the USAID's current statement of its human resources Strategic Objective. Other aspects of USAID's education sector strategy include: the support for a national consensus on education policies and programs for the 1990s and beyond; the

development of systems and staff capacities in the MOE to effectively manage educational information; and the motivation and capacity to plan for educational improvement and expansion based on this information. These institutional strengthening and materials development components are highlighted at the Target and Sub-Target levels.

### **Reformulating the Human Resources Strategic Objective**

During this USAID strategy review, the 1991 Action Plan's statement of the Strategic Objective for human resources (Improved Quality and Relevance of Basic Education) was thought to inadequately address people level impact. The Staff agreed that people level impact in the education sector is most clearly indicated at the classroom level. Therefore, the logical framework for the education sector strategy needed to reflect a causal progression from capacity building and system development, through enhancing the classroom learning environment and improving the assessment and feedback systems, to increasing student competencies. (See Education Objective Tree on the following page.)

Moreover, part of this reformulation was aimed at demonstrating that the education strategy is designed to help students prepare for further training and education for employment. Much of the thrust of USAID support for curriculum development and teacher training has been to provide young people with workplace-readiness skills. Given that USAID's private sector strategic objective promotes job-formation, the idea of recasting the human resources objective as one designed to prepare young Batswana for these jobs was compelling. Further discussions, however, identified a missing link in this elegant complementarity between employment preparation and employment creation Strategic Objectives. In particular, even if children leaving junior secondary school were to have all of the right competencies and attitudes, and a relevant knowledge base, they would still be too young to enter the formal job market (where the minimum age for legal employment is two years more than their age as graduates), and most likely too young to start their own business. Since there are too few places available in upper secondary school (and there will remain too few places for many years), these youth risk losing their new skills through lack of use.

The gap between school and work includes the limited availability of apprenticeship programs, skills training institutions, and work-corps activities. There are no alternative school-to-work transition activities for these youth to continue their skill formation and to forestall their demoralization. USAID's current activities and those of other donors do not address these needs. However, the new National Development Plan (NDP7) clearly identifies this gap between school and productive employment and articulates an initial strategy towards closing it. USAID/Botswana expects to conduct policy dialogue, coordinate with other donors, and possibly design new projects that complement these efforts to fill the gap.

As we are not yet prepared to address the gap, the USAID has focused its Strategic Objective on the development of the prerequisite competencies for future employment.

Goal  
Sustainable increased economic and social well-being of the average Botswana household.

Strategic Objective 2.0  
Increased student competence in skills required to participate in a modern society.

INDICATORS: The number of girls and boys in "target" and "nontarget" classrooms who exceed a given performance level on a criterion-referenced test developed by the MOE and USAID's Basic Education Consolidation (BEC) staff. Also: Scores on International Education Association (IEA) English, math, and science achievement tests will be reported.

Target 2.1:  
Enhanced quality of curriculum & instruction offered to primary and junior secondary students in classrooms nationwide.

INDICATOR: The percent of primary/junior secondary classrooms that have the new curricular materials and newly trained teachers.

Target 2.2:  
Systems established to provide feedback on student learning achievement to pupils, teachers, parents, policy-makers, and the private sector.

INDICATORS: The percent of classrooms in which criterion referenced tests are used. Also: No. annual checklist of feedback components that are operational (e.g., number of CRT instruments published, reports and studies completed, etc.)

Sub-Target 2.1a:  
Sustainable system established to plan, produce, disseminate, and evaluate a relevant, improved quality, basic education curriculum.

Sub-Target 2.1b:  
Sustainable system established to train new and current teachers in using the new curriculum.

Sub-Target 2.2a:  
Sustainable system established to evaluate and improve student learning achievement and educational system performance.

Sub-Target 2.2b:  
Sustainable system established to use continuous assessment of student performance for all subjects and at all grade levels.

SUB-SUBTARGETS:

1. Curriculum meets established criteria for relevance, problem solving, gender sensitivity, workplace attitudes, family life, & environ. education.
2. Curriculum materials package complete.
3. Hierarchical skills & content analysis done.
4. Curriculum packages distrib. to classrooms.
5. Needs assessment done.
6. CDDE sets goals & targets, establishes means to monitor progress, & completes detailed, costed action plan.
7. Research studies done.
8. CDDE staff trained.
9. Formal procedures for curr. dev. established.
10. Curriculum coordinating committee in place.
11. Curric. mats reflect new syllabus objectives & continuous assessment.
12. Quality control system in place.

SUB-SUBTARGETS:

1. Inservice trg programs designed for teachers, SEOs, FEOs, REOs, heads reflecting curricular objectives & continuous assessment aims.
2. 12,000 teachers, staff receive inservice trg.
3. Preservice trg courses revised for new curric.
4. All new prin & jr. teachers get new trg.
5. DTE completed research studies on teacher ed.
6. DTE formalized proced. for new, expan. respon.
7. Research on teacher incentives being conducted.
8. Pilot 3-year diploma program for primary teachers completed.
9. Quality control system for teacher education in place.

SUB-SUBTARGETS:

1. Performance objectives & CRT assessments being used in prin & jr. sec.
2. CRT assessments linked to syllabus objectives.
3. Mechanism in place to combine continuous assessment with new central exam scores.
4. Mechanism in place to analyze results from the CRT assessments & evaluate entire system.
5. Mechanisms in place to monitor classroom processes and provide feedback on these processes to trg. sys.
6. Separate reports on CRT assessments are prepared and reported to teachers, students, DEOs, REC, MOE dep't heads, policymakers, and the private sector (e.g., BOCCIN)

SUB-SUBTARGETS:

1. Continuous assessment materials developed.
2. Data mechanism estab. to capture assessment materials developed.
2. Data mechanism estab. to capture assessment results.
3. Training components for continuous assess. integrated into all training programs.

## Targets, Sub-Targets, and Indicators for Strategic Objective #2.

The USAID's manageable interest in the human resources sector is identified in Strategic Objective #2: "Increased student competence in skills required to participate in the modern society." Initially, this increase will be represented by scores from three basic tests (IEA, IEES, and PSLE). When the criterion-referenced tests refined under the BEC Project come on line, they will measure students' achievement of Botswana's new, integrated nine-year curriculum emphasizing problem-solving skills; mathematics, science, social science, and language competencies (not facts and computations); environment and family life skills; attitudes conducive to workplace productivity and entrepreneurial activity; and gender sensitivity. The number of students meeting established criteria (the definition of competence) on these assessments is expected to increase as (1) more students are in classrooms that offer both the new curriculum and teachers trained to teach the new curriculum; and (2) student and program evaluation becomes increasingly linked to these new competencies. These two prerequisites to student learning are essentially the two Targets under the Strategic Objective.

Target 2.1 is, "Enhanced quality of curriculum and instruction offered to primary and junior secondary students in classrooms nationwide." This target assures that all the necessary quality inputs for increased learning are available in the classroom at the same time. This requires efficient curriculum and teacher training systems, as well as supporting logistic and supervision systems. The indicators for this target are the number of classrooms that have the necessary inputs in place, and the number of students in classrooms so defined. This indicator will be measured with a BEC project-operated classroom survey. The Sub-Targets required to achieve this Target are (2.1a) a sustainable curriculum system and (2.1b) a sustainable teacher training system. Sub-Target 2.1a will be measured in three ways: by the number of new curricular products meeting pre-established criteria for relevance, problem solving, etc; by the number of students in classrooms with new curricular materials; and by the establishment of formal procedures for curriculum development. Sub-Target 2.1b will be measured by the number of practicing teachers, new teachers, SEOs, FEOs, and REOs who receive new training, cumulatively, and each year.

Target 2.2 is, "Systems established to provide feedback on student learning achievement to pupils, teachers, parents, policy makers, and the private sector." These feedback systems are required both to motivate students to learn and teachers to teach, and to let educators and the public know if the schools are doing their job and if not, why not. The indicators for this are the number of teachers using continuous assessment and the number of students tested by a national, criterion-referenced examination. The Sub-Targets under this objective are (2.2a) the production of new national criterion-referenced examinations; and (2.2b) a sustainable system established for teachers to use continuous assessment at all grade levels. Sub-Target 2.2a will be indicated by the replacement of norm-referenced national examinations with criterion-referenced examinations. Sub-Target 2.2b will be measured by the number of subjects for which instruments for continuous assessment of student performance have been developed and produced as well as effective utilization of the instruments and of the resulting data.

The four Sub-Targets address the curriculum system, the teacher training system (both pre and in-service), the student and program evaluation system, and the continuous assessment system. The development and sustainability of these systems is seen as necessary to achieve the targets and lead to the attainment of the strategic objective.

USAID activities in basic education, natural resources management, and women in development support the achievement of all of the Sub-Targets on the objective tree.

### **Indicators for Strategic Objective #2 That Would Be Reported in the API**

The indicators discussed below were selected as a result of a process that included filling out the USAID/Botswana Indicator Data Form. The completed forms are to be found for Strategic Objective #2 in Annex C.

#### **STRATEGIC OBJECTIVE #2:**

**Increased student competence in skills required to participate in a modern society.**

#### **Indicators**

1. Baseline data for 1992 will be derived from scores on the International Assessment of Educational (IEA) Achievement tests in conjunction with the IEES pilot Assessment of Basic Competency (ABC) exam. The Primary School Leaving Exam scores will also be used. These exams will provide a measure of student competencies. The scores should improve from \_\_\_ in 1991 to \_\_\_ in 1993 \_\_\_ in 1996 and to \_\_\_ in 1998.

#### **Comment**

The initial baseline data will be derived from the three extant tests which cover various segments of the nine year system. However, test items are not all based on the curriculum nor do they measure the impact of the combined 16 year effort of the PEIP and JSEIP projects in the areas of teacher training and curriculum development. The ABC test is still in its pilot phase and is based upon Forms 1 and 2 curricula; the IEA test also only reflects Jr. Secondary results. The PSLE exam only reflects primary school results. The new BEC project will continue to work in curriculum development and teacher training and work towards introducing criterion referenced tests throughout the nine year system. However, comparability of the initial baseline data derived from the three tests, with data from the new criterion referenced tests is somewhat problematic. We envisage refining the baseline data midway through the LOP, in mid CY1994, when substantive progress is underway towards instituting criterion referenced tests.

#### **TARGET 2.1:**

**Enhanced quality of curriculum and instruction offered to primary and junior secondary students in classrooms nationwide.**

**Indicator**

1. The number (or % ) of classrooms and the proportion of students in these classrooms that have all the necessary inputs (curricular materials and newly-trained teachers) in place at the same time, will increase from \_\_\_\_ in 1992 to 60% in 1998.

**Comment**

This baseline data will need to be established as part of the Needs Assessment, taking into account the work done in curriculum development and teacher training under the PEIP and JSEIP projects. The source for determining the baseline will be annual surveys by the DTE, CD&E, DPE, DSE, and UTS. Records will be kept at the project level by the USAID LTA and data should be reported to USAID semi-annually.

**TARGET 2.2:**

**Systems established to provide feedback on student learning achievement to pupils, teachers, parents, policymakers, and the private sector.**

**Indicator**

1. The percent of classrooms in which criterion-referenced tests are used will increase from \_\_\_\_ in 1992 to 80% in 1998. Also, an annual checklist of which feedback system components are operational (e.g. CRT instruments published which meet quality standards, the number of evaluations performed, the number of analytic studies completed).

**Comment**

Annual progress report submitted by RTC office in the CD&E, with assistance of USAID TA. Also, BEC project monitor will report annually on feedback systems checklist.

**Indicators for Strategic Objective #2 that Would Be Incorporated in to the USAID Monitoring System**

The indicators discussed below were selected as a result of a process that included filling out the USAID/Botswana Indicator Data Form. The completed forms are to be found for Strategic Objective #2 in Annex C.

### **SUB-TARGETS 2.1.a:**

**Sustainable system established to plan, produce, disseminate, and evaluate a relevant, improved quality, basic education curriculum.**

#### **Indicator**

1. Number of classrooms with curricular materials that meet new "quality" and "relevance" criteria increased from \_\_\_ in 1992 to \_\_\_ in 1994 to \_\_\_ in 1996 to \_\_\_ in 1998.
2. Checklist that details the major functions of an effective CD&E system and indicates the skills required to manage each function and who in CD&E department is responsible. The number of functions operating effectively and managed by an appropriately trained Botswana staff increases from \_\_\_ in 1992 to \_\_\_ in 1994 to \_\_\_ in 1998.

#### **Comments**

For the first indicator, CD&E data will be used to report on which classrooms have new "quality" and "relevance" curricular materials. For the second indicator, the BEC and CD&E will design checklist during needs assessment and administer it annually.

### **SUB-TARGET 2.1.b:**

**Sustainable system established to train new and current teachers in using the new curriculum.**

#### **Indicators**

1. The percent of schools with at least one teacher trained to implement the new curriculum increases from \_\_\_ % in 1992 to \_\_\_% in 1994 to \_\_\_ % in 1996 to \_\_\_% in 1998. The percent of SEOs, FEEOs, and REOs trained to use new curriculum increases from \_\_\_% in 1992 to \_\_\_% in 1994 to \_\_\_% in 1996 to \_\_\_% in 1998.
2. Checklist that specifies the major functions of effective in-service and pre-service systems (e.g. training trainers, workshop evaluations, teacher assessment systems, organizational goals and strategies), indicates the skills required to manage each, and identifies DTE staff responsible. The number of functions operating effectively and managed by an appropriately trained Botswana staff increases from \_\_\_ in 1992 to \_\_\_ in 1994 to \_\_\_ in 1996 to \_\_\_ in 1998.

## Comments

With regards to the first indicator, the BEC project staff and a DTE counterpart will submit a report annually indicating who was received training, the type of training, and the assignment of that staff.

For the second indicator, the checklist will be designed by the BEC project staff and a Department of Teacher Education counterpart. The checklist will be administered annually. There are over 12,000 teachers and 800 schools within the basic education system; creating sustainable system to reach out to this number is a significant undertaking. However, the system is well established in the Primary system and underway at the Junior Secondary level. The issue of curriculum integration and its resolution will have an impact on the outreach system.

### **TARGET 2.2A.**

**Sustainable system established to evaluate and improve student learning achievement and educational system performance.**

## Indicators

1. The number of examinations being administered nationally for each subject and for each grade level that meet "quality" criteria checklist for being "criterion-referenced to performance", linked to syllabus objectives, etc. and the number of reports disseminated that analyze these examinations, increases from \_\_\_ in 1992 to \_\_\_ in 1994 to \_\_\_ in 1998.
2. Checklist that details the major functions of an effective system-wide evaluation and feedback system, indicates the skills required to manage each, and identifies those responsibilities in RTC. The number of functions operating effectively and managed by an appropriately trained Botswana staff increases from \_\_\_ in 1992 to \_\_\_ in 1994 to \_\_\_ in 1996 to \_\_\_ in 1998.

## Comments

For the first indicator, the "quality criteria" checklist will be designed by BEC project staff and RTC counterparts. The checklist will be administered annually. A progress report will list each examination meeting the criteria, when it was administered, and the reports prepared on each one.

For the second indicator, the checklist for an effective feedback system will be designed by BEC and an RTC counterpart. It will be administered annually.

## **TARGET 2.2.B.**

**Sustainable system established to use continuous assessment of student performance for all subjects and at all grade levels.**

### **Indicator**

1. Checklist that details the major functions of an effective continuous assessment system and indicates the skills required to manage each and who in MOE is responsible. The number of functions operating effectively and managed by appropriately trained Botswana staff increases from \_\_\_ in 1994 to \_\_\_ in 1998.

### **Comment**

The checklist for an effective continuous assessment system will be designed by BEC and an RTC counterpart. It will be administered annually.

## **Summary of USAID/Botswana Activities Supporting S.O. #2**

### **1. Primary Education Improvement Project (PEIP)**

Total Dollars: \$16.3 million

Time Period: 1981-1991

To strengthen the capacity of the Ministry of Education (MOE) and the University of Botswana (UB) to organize, revise and implement effective pre-service, in-service and curriculum programs for primary teacher education.

### **2. Junior Secondary Education Project (JSEIP)**

Total Dollars: \$8 million

Time Period: 1985-1991

To increase the quality and efficiency of the expanded junior secondary education system and institutionalize the capacity to develop, manage, and support that system.

### **3. Improving Efficiency of Educational Systems Phase II (IEES)**

Total Dollars: \$450,000

Time Period: 1989-1992

To improve the efficiency of education and training systems in selected developing countries, and to develop the capacity in those countries for education and human resource planning, implementation, evaluation, and administration.

4. **Basic Education Consolidated Project (BEC)**

Total Dollars: \$12.6 million

Time Period: 1992-1998

To increase the capacity of the Ministry of Education to further develop and implement a consolidated basic education program. Achievement of the project purpose will result in a Ministry of Education that can set rational educational policies, organize and administer effectively and provide relevant and cost efficient educational programs at the basic educational level.

5. **Southern Africa Manpower Development Assistance Project (SAMDAP)**

Time Period: 1978-1982

Alleviate critical manpower shortages in the public sector and accelerate localization of key positions in GOB through training.

6. **Botswana Workforce and Skills Training Project I and II (BLAST I & II)**

Time Period: (BWAST I) 1984-1989, (BWAST II) 1989-1994

To increase the number of trained Botswana in positions which foster employment generation.

## CHAPTER VI - POPULATION: A TARGET OF OPPORTUNITY

### Rationale

It was decided during the review of the program logical framework to change the population activity from a strategic objective to a target of opportunity. An evaluation of the Botswana Population Sector Assistance Grant (BOTSPA) was completed a few days before the API team arrived and was available in draft. The evaluation concluded that BOTSPA has had limited success in achieving the program purpose. It concluded that the scope of the program had been too broad, encompassing several areas in which substantial progress was unlikely under the program. Most notably, these were the NPA (or Sector Assistance) portions of the program. The NPA was designed to promote the development of a national policy and to foster the related development of the coordinating mechanisms which would involve a variety of government agencies in the planning and implementation of national population policy. While the evaluators believed that significant progress in the policy area was unlikely during the life of BOTSPA, they also found that substantial improvement in MCH/FP service delivery should be possible without achievement of the policy and related institutional elements.

Development of the revised project is just beginning, but it appears that funds remaining in the project can be best used by focussing on improving service delivery for family planning within the existing primary health care system, which is functioning well in Botswana and covers virtually the entire population throughout the country. Also, by integrating an element for prevention of sexually transmitted diseases (STD) into the family planning service delivery, the project will be able to respond to the Government of Botswana's (GOB) interest in AIDS prevention.

Given the limited resources left in the project, the limited mission staff, and the limited capacity of the GOB to utilize the NPA, the USAID believes that the scope of the project should be narrowed to focus on improving delivery of services. The project purpose and the end of project status would be concentrated on institutional objectives related to improved service delivery. The potential people level impact (e.g. increased contraceptive prevalence) is not likely to occur during the lifetime of the project, and thus is not within the mission's manageable interest. Both the mission and the API team thought that the limited objective of the re-designed project, compared with the broad objectives of the original program, indicated that population no longer met the criteria for a strategic objective.

Following the decision that population would no longer be a strategic objective, the team and the mission examined the possibility of focussing the project even more narrowly on the problem of teenage pregnancy, which is a major contributing factor to girls dropping out of school at the junior secondary level. With this focus it was felt that the project could logically be a target under strategic objective number two.

After lengthy discussion this option was rejected for several reasons. Most importantly, the population advisors believed that trying to concentrate project activities on such a small part of the total target population for delivery of health/family planning services would not be cost effective. Secondly, it was thought that such a shift in the project would be seen by the Government as a major change in the previously agreed objectives.

It was concluded that for the remaining life of the current project, as redesigned, population/family planning should be considered as a target of opportunity. Its status within the program will be reassessed if experience under the re-designed project shows that further USAID support for broader population activities is warranted.

Following a recent mid-term evaluation of the Botswana Population Sector Assistance Grant (BOTSPA), USAID has decided to redesign its population strategy, reducing the emphasis placed on policy development.

### **The Botswana Population Sector Assistance Grant (BOTSPA)**

The description of project elements presented below represents the first effort in the project redesign that is being undertaken by USAID/Botswana. A draft project logical framework (See Annex D) has been developed in response to the evaluation's to facilitate discussion in the USAID's API exercise. Changes may occur following the USAID/GOB review of the evaluation.

#### **Goal**

The goal of the revised project as presently stated is "To increase acceptance and continuation of contraception for family planning, and prevention of STDs." This goal statement is an intermediate link to USAID/Botswana's Program Goal.

Increased acceptance and continuation of contraceptive use for family planning has a direct impact on the health status of families, as parents are able to avoid high risk pregnancies and better manage total fertility. As AIDS becomes a larger threat to family health and economic well-being, promotion of contraception for STD prevention -- primarily condom use and abstinence -- should be integrated into primary health communication and service delivery strategies.

#### **Purpose**

The purpose is "To improve the quality of service delivery for family planning and for prevention and treatment of STDs in Botswana's primary health care system."

Fully one-third of Botswana women who discontinue contraception do so because of health concerns; sixteen percent cite method failure.<sup>1</sup> Improved service delivery, as

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<sup>1</sup> Botswana Family Health Survey II. Botswana Central Statistics Office and Demographic Health Surveys: 1988.

defined by increased practice of appropriate counseling and clinical procedures, will reduce misconceptions of health risks and improve management of contraceptive methods to reduce failure. In addition, improved services will narrow the margin of people who want family planning but do not use any contraceptive method for reasons such as inconvenience or lack of knowledge. While service delivery traditionally targets women, efforts will be made in project activities to expand targets to include males and adolescents. Integration of STD prevention and treatment into MCH/FP service delivery will increase opportunities to promote condom use and reduction of high risk behavior.

## **Outputs**

**Output 1:** FP/MIS in place, which addresses information needs at all levels of service delivery management, including mechanisms for lateral and vertical feedback.

Increased access of service providers to management information will act as an important motivator to monitor and improve service performance. In-service training, below, will assist in development of skills required for analysis of data at the facility level. In addition, formal feedback mechanisms in an established MIS are required to provide comparative bases for performance evaluation.

**Output 2:** In-service training teams established and trained in:

- counseling:
  - contraceptive motivation;
  - method selection and management;
- clinical skills:
  - clinical FP procedures;
  - STD diagnosis and treatment;
- FP/MIS:
  - collection and reporting of data;
  - data analysis

Continued in-service training of service providers is required to develop and maintain skills necessary for improved quality of service delivery.

**Output 3:** IEC materials produced and distributed for facility-based use in support of FP and prevention of STDs, including materials specifically targeted at males, adolescents, FP clients and STD risk groups.

IEC materials will strengthen and support counseling for contraceptive motivation and method selection and management.

**Output 4:** Procedural manuals developed and disseminated for counseling and FP/MIS, as well as supplementary guidelines for supervision to support FP, and STD diagnostic protocols.

Procedural manuals will afford service providers technical references for continued learning after training, including approaches to new or special circumstances.

**Output 5:** PHC service managers trained in supervision to support counseling, FP service delivery, and prevention and treatment of STDs.

Appropriate supervision, including techniques to support independent problem solving and skills development, is required to support and ensure application of learned skills by service providers.

**Output 6:** Pilot project for social marketing of condoms initiated.

While the project purpose focuses specifically on service delivery within the primary health care system, a condom social marketing pilot is planned to take advantage of opportunities presented by current, receptive attitudes in Ministry of Health. Acceptance of condoms by males and adolescents is likely to increase as access and availability are expanded to include non-traditional points of distribution, avoiding social barriers associated with the formal system.

### **Indicators**

For the output indicators that have been tentatively identified for the redesigned project, refer to the draft log frame, Annex D.

## CHAPTER VII - NATURAL RESOURCE MANAGEMENT: A TARGET OF OPPORTUNITY

### Rationale

There was a lengthy discussion during the exercise about where the Natural Resources Management Project (NRMP) should fit into the USAID's program. It is shown in the current action plan as a Target of Opportunity. This placement may have been because the project began as a regional activity. However, it is now clear that there is a distinct bilateral element operating in Botswana, and it seemed reasonable to see whether the activity fit within, or contributed to, the two Strategic Objectives which were developed, or whether it might be developed as a separate Strategic Objective.

Three possibilities were considered: (1) Leave NRMP as a Target of Opportunity, (2) develop NRMP as a separate Strategic Objective, or (3) Subsume the NRMP activities under the two Strategic Objectives as Targets and Sub-Targets. Each option had advantages and disadvantages.

The project purpose, flowing from the regional project framework, stresses the demonstration aspects of the activities. It was felt that the demonstration, or experimental nature of the project, argued against committing the USAID to achievement of specific people level impact, which could be attributed directly to the project, during the life of the project or during the period covered by the API. Without attributable people level indicators (PLI), there seemed to be little rationale for designating the NRMP as a Strategic Objective.

On the other hand, it appeared, as the Strategic Objectives were being developed, that most if not all, of the NRMP activities could, potentially, contribute to realization of the objectives. In the case of Strategic Objective #2 (education), the contribution is direct and obvious. One of the outputs of the NRMP is materials to integrate environmental awareness into the curriculum for basic education and another is training materials for training teachers of primary and junior secondary students. Had there not been a NRMP, this activity could have been incorporated into the Basic Education project. The basic education output of the NRMP is therefore, reflected in the Targets and Sub-Targets of Strategic Objective # 2 (education), along with the outputs which are funded under the BEC project. Indicators which measure progress of the NRMP activities should be added to those measuring achievement of BEC activities.

The fit of NRMP activities into Strategic Objective #1 (employment) and the contribution of NRMP outputs to achievement of the Strategic Objective is more problematic. Nevertheless, if the demonstration projects are effective, they will contribute to achievement of Targets 1.1 and 1.3 during the course of the project in some measurable way. Further, a much larger, longer term impact on Strategic Objective #1 can be anticipated if the demonstrations are successful. If follow-on projects are undertaken by donors or the communities themselves, based on the demonstrated feasibility and economic benefit of allowing communities to manage and utilize the natural resources in

their areas, these could have major impact on employment and income. This larger impact would be well beyond the time frame of the current API and projections of numbers of people employed or of increased income would be impossible at this early stage. The potential employment and income effects should become more clear as the demonstration project progresses.

Because of the potential impact of the NRMP on the Strategic Objective, it seemed useful to include the NRMP activities in the overall objective tree to show how the possible effects would fit into the overall USAID strategy. However, because of the demonstration nature of the project, achievement of specified PLIs were not deemed to be within the USAID's manageable interest at this time. In the absence of predictable impact at the Target or Strategic Objective level during the reporting time frame, showing the NRMP activities in the objective tree only at the sub target level means that there is no explicit reporting requirement for the NRMP under the API system.

Even if one could confidently project reportable impact in terms of employment and income generation, reporting NRMP accomplishments only in these terms, alongside or lumped with employment and income effects from other parts of the program, might well obscure the natural resource management focus of the project. Since NRMP is an important initiative for the A.I.D., for which special reporting to congress is likely to be needed, it was decided that requirements for reporting to Washington on the NRMP would probably be well beyond that which would show up in the API with NRMP activities showing only at the Sub-Target level in the program logical framework.

In brief, it was decided that NRMP would remain a Target of Opportunity, with the anticipation that there will be special A.I.D. reporting requirements under which Botswana's NRMP accomplishments will be reported with a focus on A.I.D.'s specific natural resource management objectives. However, it is also useful to show how the potential effects of the NRMP might contribute to achievement of the USAID's Strategic Objectives. If impact, in terms of policy (Target 1.1) and private sector investment (Target 1.3) of Strategic Objective #1 resulting from the NRMP initiative is achieved during the course of the project, it will be reported in the API in addition to other natural resource management reporting systems.

## **CHAPTER VIII - MONITORING PERFORMANCE OF CROSS-CUTTING ISSUES**

The cross-cutting issues that are discussed below are being monitored by the USAID in a satisfactory manner. However, some suggestions are made for incorporating this data into a MIS.

### **Policy Dialogue As a Means of Promoting Policy Reform**

Each of USAID/Botswana's major development interventions has a policy dialogue dimension that is to be pursued if the objectives associated with the following list of USAID interventions are to be realized:

- Strategic Objective # 1 (employment)
- Strategic Objective # 2 (education)
- Target of Opportunity - Population
- Target of Opportunity - Natural Resource Management

To a limited extent, the policy components for the above interventions are reflected in the discussion of these interventions in this report.

In principal, three criteria should determine the selection of areas and items for policy reform, namely the potential impact of such reform on the USAID's objectives, the receptivity of the government to the proposed changes, and the marginal contribution of USAID resources to promoting the desired changes.

As suggested above, the USAID's list of candidate items for policy reform is extensive and affects each the two proposed Strategic Objectives and two proposed Targets of Opportunity discussed in this report. At present, responsibility for monitoring these policies is assigned to different offices within the USAID. Information is exchanged among offices on various occasions, such as staff meetings and Semi-Annual Reviews. In the future, a more structured means of policy monitoring for the USAID may be appropriate to improve coordination of the policy agenda and permit systematic reporting to AID/W. If so, the experience of other AID field missions suggests that a simple tracking system maintained by the Assistant Director, with semi-annual updates and annual reporting, may be the an efficient way to track what is happening in this critical area.

## Women in Development

The increased involvement of women in Botswana's development strategy is a major concern for USAID/Botswana. Botswana women have experienced traditional and cultural constraints to their active participation in the major decisions and involvement in Botswana's development. Therefore, it is the aim of USAID/Botswana to integrate women more fully into its entire program focus.

In support of this emphasis, USAID/Botswana has named a WID Officer who monitors WID activities and supports on-going WID efforts. In addition, the USAID has been designated to be a target mission for the new African Women in Development (AFWID) Project. They also have agreed to house and provide logistical support for the Southern Regional AFWID Project. This commitment is indicative of the importance USAID/Botswana gives to the integration of women in its overall program and its individual projects.

The AFWID project does not bring new funding to the USAIDs in the region; rather it works through current and new-start projects to assist project staff in the integration of women into project activities. The AFWID project objectives include:

- Increase the number and level of women participating in mission identified projects.
- Increase the effectiveness of development projects to benefit women both directly and indirectly.
- Build a reliable data base for understanding the issues women face in the country and to provide information for making better decisions regarding future projects involving women.
- Increase the participation of women in indigenous non-governmental organizations of both profit and non-profit status.
- Encourage increased networking of donors, NGOs/PVOs, and national and local government agencies surrounding selected women's issues.

Thus the AFWID emphasis will assist USAID/Botswana in utilizing resources to include more women as participants and beneficiaries. Where special emphasis is needed, women will be targeted for training and/or activities. An evaluation of women's involvement in project activities will be assessed and where possible projects will be modified to ensure that women play an active role. For reporting purposes all project data will be broken down by gender. An analysis of valuative data will assist in the redesign of new projects for the mission.

The AFWID Advisor assists USAID/Botswana in the development of its WID Action Plan, in the design of new projects, in the training of project staff, in project evaluations

and in the development of program focus. She works across projects to ensure that implementation strategies includes women's input and participation at every step.

### **Leverage and Donor Collaboration**

The success of the USAID with regards to its two Strategic Objectives and two Targets of Opportunity depends to some extent on actions to be taken by other parts of the USG, other donors, PVOs and the GOB. To enhance their knowledge of other donor operations, USAID staff participates in periodic meetings and joint site visits with the donors in those areas where both parties have a stake. Additionally, each Project Paper contains a section devoted to other donor activities for the sector being reviewed. The comprehensive knowledge that the USAID has developed needs to be systematically incorporated into a MIS.

### **Training**

AID/W mandates continuous monitoring of participant training via an annual Mission Training Implementation Plan, the Participant Training Management System, Semi-Annual Reports, etc. At a national level, the USAID is monitoring the quality of training received and its back-home use, particularly the application of returnees' skills and knowledge in strengthening their institutions and organizations, and in contributing to the USAID's project, program, strategic objectives, and targets of opportunity.

Information about participant training will be used to improve future training; for better selection of participants; evaluating projects and programs; and participant follow-up activities. Gathering (and applying) participant training information is a responsibility of the Training Officer of the Office of Human resources and is shared with the Office of the Mission Director other technical offices, contractors, national counterpart organizations, and AID/W. All this data should be systematically incorporated into a USAID MIS devoted to tracking program performance.

## CHAPTER IX - CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations are offered for consideration by USAID/Botswana.

### **Creation of a Management Information System (MIS) for Monitoring USAID/Botswana Performance**

It is recommended that USAID/Botswana create a Management Information System (MIS) for monitoring USAID/Botswana performance that would have at its core the following items:

- Objective tree or logical framework for each strategic objective, target of opportunity, and/or project
- Implementation plan for each strategic objective, target of opportunity, and or project
- Data sets by strategic objective, target of opportunity, and/or project for the indicators of the:
  - program goal
    - targets
    - sub-targets
  - project purpose
    - project outputs
    - project inputs
- Policy agenda data
- Participant training data
- Other donor data
- WID data

### **Management of the MIS for Monitoring USAID/Botswana Performance**

As a Local Area Network (LAN) is brought on-line or the USAID/Botswana Records System is implemented as presently conceived by the USAID Systems Manager, the Mission Director should consider placing the overall creation and management of the

MIS for monitoring USAID/Botswana performance under the day to day direction of the Assistant Director. It is the Assistant Director who has the responsibility to prepare the API. His having access to the data sets would facilitate reporting and minimize the workload on other offices. The obvious implication of this reinforces the need for the Assistant Director to manage the MIS which it can then use to extract reports on special interests and other crosscutting issues.

### **Indicators for the API**

USAID/ Botswana has developed a framework for its program monitoring and evaluation system. The USAID should review the overall framework and, specifically, the indicators that have been identified in this report. Though indicators for Strategic Objective # 1 (employment) and Strategic Objective # 2 (education) for the Strategic Objective and Target levels have been identified for the API, the data collection systems have yet to be designed. Therefore, it can not be finally determined that the data for the indicators is obtainable or appropriate. USAID Mission Management must constantly monitor the status of data collection activities directly associated with these indicators. The following specific recommendations are made in this regard:

- Where it has not already been done, these indicators should be shared with contractors and host government ministries as soon as possible so that they can begin to integrate or dovetail their data collection with the USAID's data collection needs. (It should be noted that there was considerable involvement of USAID contract teams in the current exercise concerned with indicator identification.)
- An agenda item for the Mission Director's semi-annual project review should focus on the progress made for collecting data for the indicators at the strategic objective and target levels.

### **Establishing Baselines**

Now that the program structure has been re-articulated, the USAID Staff should establish baseline data for each Strategic Objective and Target level indicator. In some cases surveys and special studies need to be designed with the objective of developing baseline data for each indicator. Additionally, annual targets need to be specified.

### **Indicators for the USAID's Performance Monitoring System**

The outlines for the USAID/ Botswana framework for monitoring Strategic Objectives, Targets of Opportunity, and project performance are just emerging with the identification of indicators at the Sub-Target level. It is critical that this exercise be carried forth down to the level of input mobilization. The following steps are suggested:

- Objective Trees, using ORG PLUS, and Implementation Plans, using Quick Schedule, should be prepared for the two Strategic Objectives and the two Targets of Opportunity that identify all significant inputs and outputs and their relationship as they move towards and eventually achieve a level of performance that is satisfactory.
- The IDF should be filled out for each Sub-Target and/or output as a first step in determining the appropriateness of the indicator selected to measure status of performance.

### **Assignment of Monitoring and Reporting Responsibilities**

At present, specific individuals have monitoring and reporting responsibilities for individual projects. It is suggested that the USAID adopt (with revisions it deems appropriate) the Strategic Objectives, their supporting Targets, and Targets of Opportunity as its principal vehicle for monitoring and reporting on its overall program.

At the Target level, monitoring tasks may be delegated to some extent to contractors, but project managers should be responsible for ensuring that it is done.

It is recommended that the USAID's present monitoring assignments be reviewed, updated and revised as necessary so that the Strategic Objectives and Targets of Opportunity are covered by assigned individuals. It is important that the individuals involved understand their responsibilities, believe in the objectives they are asked to pursue, and agree that the proposed indicators represent fair criteria for judging program effectiveness.

### **Evaluation Strategies for Ongoing Projects**

Once objectives and indicators are agreed upon, a review of the evaluation systems of individual projects should be undertaken to ensure that such systems are as useful as possible in collecting, analyzing and presenting information on the designated program-level indicators and outputs. In a similar vein, future evaluations should, as appropriate, include in their scopes of work the development of program level information and/or the review of existing program monitoring procedures. Cross-office evaluation systems will be needed in some cases.

### **Further Development of Performance Monitoring**

Through iterations with individual USAID offices, the team proposed and revised statements of rationale for the two strategic objectives and the two targets of opportunity selected, targets, and sub-targets in order to arrive at ones that reflect the USAID's own views of its program. The present report should be considered another iteration in the USAID process to finalize its strategy for the upcoming API and is, therefore, subject to further refinement.

## **USAID Options for Carrying Out Tasks Concerned with Developing a Monitoring and Evaluation System**

USAID has various options available for carrying out the above tasks. The Office of Development Programs of the Africa Bureau helped with the present report and may be able to provide further assistance. Or the USAID could employ a contractor to carry out the activities with, of course, the active participation of the USAID itself. Or the USAID could use its own staff and the services of contractors presently employed on various projects.

In twelve months, or October 1992, it is recommended that USAID/Botswana obtain support through the Office of Development Programs or directly from a contractor to undertake the following tasks:

- Review efforts to measure performance for the two Strategic Objectives and the two Targets of Opportunity in the context of the USAID's API proposal for 1992.
- Review the appropriateness of the program structure and the indicators identified to measure performance at the Program Goal, Strategic Objective, and Target levels.
- Review progress to date in establishing monitoring systems that reach down to the level of input mobilization for the two Strategic Objectives and the two Targets of Opportunity.

The team to perform this assistance should consist of:

- Program and project monitoring and evaluation specialist
- Specialist in private sector operations, preferably a business economist
- Specialist in human resources field with experience in measurement of interventions in population, health, and education sectors

The first week all three members of the team would review project operations in the field paying particular attention to monitoring and reporting systems employed by the implementers of the field activities. The second week would be devoted to working with USAID/Botswana personnel to address the tasks listed above.

## **SCHEDULE FOR REFINING USAID/BOTSWANA'S PROGRAM STRATEGY**

### **WEDNESDAY: October 2**

4:00 P.M. Team of Jack Royer, Robin Horn, and Larry Heilman meet with Howard Handler and David Mandel to discuss the objective of the exercise about to be embarked upon and the course of action to follow.

### **THURSDAY: October 3**

11:00 A.M. General meeting with USAID staff to discuss the objectives to be pursued in the course of the exercise. The current Program Logical Framework was reviewed.

2:00 P.M. Review of S.O.1 (Employment)

3:30 P.M. Review of S.O.2 (Education)

4:30 P.M. Review of Population

### **FRIDAY: October 4**

8:00 A.M. Review of Population

10:00 A.M. Review of NRMS

11:30 A.M. Review of S.O.1 (Employment)

### **MONDAY: October 7**

9:00 A.M. S.O.2 (Education) - Belding & Horn

#### **TASKS:**

1. Refine Objective Tree (Strategic Objective, Targets, Sub-Targets)
2. Begin identifying indicators for all levels

#### **NOTE:**

1. A new ORG Objective Tree will be handed out at the beginning of the session.

11:00 A.M.

NRMS - McColaugh & Royer

**TASKS:**

1. Develop Objective Tree (Goal,Purpose, Outputs)
2. Begin identifying indicators for all levels
3. Develop Targets for S.O.1 & S.O.2
4. Develop rationale statement how NRMS fits into the USAID/Botswana program

2:00 P.M.

S.O.1 (Employment) - Baum & Heilman

**TASKS:**

1. Refine Objective Tree (Strategic Objective, Targets, Sub-Targets)
2. Begin identifying indicators for all levels

**TUESDAY: October 8**

9:00 A.M.

S.O.2 (Education) - Belding & Horn

**TASKS:**

1. Finish identifying indicators for all levels

**NOTE:**

1. A new ORG Objective Tree will be handed out at the beginning of the session
2. Partially filled out indicator form will be handed out at the beginning of the session
3. Prepare rationale statement for S.O.2 to be handed out at the session

11:00 A.M.

Population - Stewart & Royer

**TASKS:**

1. Prepare Logical Framework (Goal,Purpose, Outputs)
2. Begin identifying indicators for all levels
3. Work in the AIDs activity
4. Develop rationale statement to support this project being a Target of Opportunity

2:00 P.M.

Program Goals and Sub-Goals

**TASK:**

1. Review entire program structure. Attempt to reach closure

on wording of Goal and Sub-Goal levels. (Mission Manager's decision)

**NOTE:**

1. Heilman will prepare new Program Objective Tree to be handed out at this session.

**WEDNESDAY, October 9**

9:00 A.M.

S.O.2 (Education) Baum & Heilman

**TASKS:**

1. Finalize Objective Tree, indicators for all levels, and rationale statement.

**NOTE:**

1. A new ORG Objective Tree will be handed out at the beginning of the session
2. Filled out indicator form will be handed out at the beginning of the session

2:00 P.M.

S.O.1 (Employment) - Belding & Horn

**TASKS:**

1. Finish identifying indicators for all levels

**NOTE:**

1. A new ORG Objective Tree will be handed out at the beginning of the session
2. Partially filled out indicator form will be handed out at the beginning of the session
3. Prepare rationale statement for S.O.1 to be handed out at the session

**THURSDAY, October 10**

8:00 A.M.

S.O.2 (Education) - Belding & Horn

**TASKS:**

1. Final Presentation (Mission Manager's decision)

**NOTE:**

1. A new ORG Objective Tree will be handed out at the beginning of the session

2. Finalized indicator form will be handed out at the beginning of the session
3. Finalized rationale statement will be handed out at this session

2:00 P.M.

NRMS McColaugh & Royer

**TASKS:**

1. Finalize Objective Tree, indicators for all levels, and rationale statement (Mission Managers decision)
2. Finalize targets for S.O.1 & S.O.2 (Mission Managers decision)
3. Make decision as to whether it is a Target of Opportunity or not (Mission Manager's decision)

**NOTE:**

1. A new ORG Objective Tree will be handed out at the beginning of the session
2. Finalized indicator form will be handed out at the beginning of the session
3. Finalized rationale statement will be handed out at this session

**FRIDAY, October 11**

9:00 A.M.

S.O.1 (Employment) Baum & Heilman

**TASKS:**

1. Finalize Objective Tree, indicators for all levels, and rationale statement (Mission Manager's decision)

**NOTE:**

1. A new ORG Objective Tree will be handed out at the beginning of the session.
2. Filled out indicator form will be handed out at the beginning of the session.
3. Finalized rationale statement will be handed out at this session

2:00 P.M.

Population Stewart & Royer

**TASKS:**

1. Finalize Logical Framework, indicators for all levels, and

- rationale statement (Mission Manager's decision)
2. Decide if AIDs is adequately covered (Mission Managers decision)
  3. Make decision if Population is a Target of Opportunity or not (Mission managers decision)

**NOTE:**

1. A new Logical Objective will be handed out at the beginning of the session
2. Finalized indicator form will be handed out at the beginning of the session
3. Finalized rationale statement will be handed out at this session

**TUESDAY, October 15**

Drafting sessions

**WEDNESDAY, October 16**

2:00 P.M. Preliminary to final session

**THURSDAY October 17**

2.00 P.M. Final review session, draft paper reviewed

Notes on attendance:

1. If at all possible, McColaugh should attend the sessions dealing with S.O.s 1 & 2 because of NRMS input.
2. If at all possible, Baum should attend the sessions dealing S.O. 2 because of impact of S.O.1 on S.O.2.
3. Everyone is encouraged to come to any session. Where you have technical expertise or direct project involvement, you should make every effort to attend those meetings where you input is critical to moving the process in the right direction.

STRATEGIC OBJECTIVE #1

USAID/BOTSWANA INDICATOR DATA FORM

Page 1

STRATEGIC OBJECTIVE: #1

| OBJECTIVE <sup>1</sup>                                                                           | INDICATORS <sup>2</sup>                                                                                                                                                                                             | DATA SOURCES <sup>3</sup> | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------|-------------------------------------------|---------------------------------|
| Strategic Objective #1:<br>Increased employment for Botswana in non-mining and off-farm sectors. | (1) Increased employment directly attributable to USAID supported activities.                                                                                                                                       | BOCCIM<br>BDC             | o Project tracking system                | Semi-annual summaries to USAID            | Spread sheet                    |
|                                                                                                  | (2) Increased foreign and domestic investment directly attributable to Botswana Development Corporation (BDC) and Botswana Confederation of Commerce, Industry and Manpower (BOCCIM) in USAID supported activities. | BOCCIM<br>BDC             | o Project Tracking System                | Semi-annual summaries to USAID            | Spread sheet                    |

USAID/BOTSWANA INDICATOR DATA FORM

Page 2  
STRATEGIC OBJECTIVE: #1

| LEVEL OF AGGREGATION <sup>7</sup> | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup>                                        | TARGETS <sup>10</sup>                                                          | HOW DATA STORED <sup>11</sup> |
|-----------------------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------|
| Employment by all USAID projects  | Semi-annually                    | Semi-annual increments and totals to date commencing April, 1990. | 800 jobs increased per year.<br><br>Investment of \$1.5 million/yr. (estimate) | Spread sheet                  |

USAID/BOTSWANA INDICATOR DATA FORM

Page 1

STRATEGIC OBJECTIVE: #1

| OBJECTIVE <sup>1</sup>                                                                                                 | INDICATORS <sup>2</sup>                                                                                              | DATA SOURCES <sup>3</sup>                                  | PROCESS FOR DATA COLLECTION <sup>4</sup>                                                 | FREQUENCY OF DATA COLLECTION <sup>5</sup>          | FORM DATA RECEIVED <sup>6</sup> |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------|---------------------------------|
| Target 1.1:<br>Improved policy environment for promoting private investment and employment in non-traditional sectors. | Number, quality and significance of new or revised policies, procedures and regulations which have been implemented. | Impact analysis by LTA and policy units of BOCCIM and MCI. | Tracking each proposed policy, procedure and regulation proposed by BOCCIM and MCI, etc. | Semi-annually/<br>Semi-annual LTA reports to USAID | Written report                  |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 2

STRATEGIC OBJECTIVE: #1

| LEVEL OF AGGREGATION <sup>7</sup>                                                                                                                                                               | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup>                                                    | TARGETS <sup>10</sup> | HOW DATA STORED <sup>11</sup> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------------|-----------------------|-------------------------------|
| By individual recommended policy, procedure and regulatory change. To the extent that hard quantitative data can be developed on no. of jobs created, amount invested, etc. will be aggregated. | Semi-annually                    | Narrative description of present policy environment based on 2nd FTN meeting. | Not applicable.       | Narrative form.               |

USAID/BOTSWANA INDICATOR DATA FORM

Page 1

STRATEGIC OBJECTIVE: #1

| OBJECTIVE <sup>1</sup>                                                  | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                       | DATA SOURCES <sup>3</sup>                                                            | PROCESS FOR DATA COLLECTION <sup>4</sup>                                                                     | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------|
| Target 1.2:<br>Increased citizen skills for private sector development. | 1. Number of persons trained by type of training.<br><br>2. Percentage of 2/3 employers/ employees surveyed that found the training satisfactory.<br><br>3. Number of new businesses started or expanded; employment & investment by business & in aggregate. | 1. BOCCIM/BDC participant tracking system.<br><br>Surveys of employers and trainees. | Tracking of trainees on a continuing basis.<br><br>Periodic surveys of 2/3 employees and completed trainees. | Summarized into semi-annual reports.      | Spread sheet                    |

USAID/BOTSWANA INDICATOR DATA FORM

Page 2

STRATEGIC OBJECTIVE: #1

| LEVEL OF AGGREGATION <sup>7</sup>                                                                              | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup>                                                                                                                   | TARGETS <sup>10</sup>                                                                                                                                       | HOW DATA STORED <sup>11</sup>                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| National totals by type of training (in-country, regional, international) and duration (short-term, long-term) | Semi-annually                    | Data available on inter-national and regional training by participant on a monthly basis since 1983. In-country training records since 1985. | <ul style="list-style-type: none"> <li>o In-country training 350/yr. 1988-1996</li> <li>o Inter national 1988-1991 40 pers/yr. 1992-1996 20 year</li> </ul> | Monthly reports and tracking system: int'l records-AED/DC, in-country records-AED/DC, in-country private sector data base w/BOCCIM. Prime contractor tracking systems 1992-1996. |

USAID/BOTSWANA INDICATOR DATA FORM

Page 1

STRATEGIC OBJECTIVE: #1

| OBJECTIVE <sup>1</sup>                                                                    | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                                                                                               | DATA SOURCES <sup>3</sup>                                                                                               | PROCESS FOR DATA COLLECTION <sup>4</sup>                                                                                | FREQUENCY OF DATA COLLECTION <sup>5</sup>                             | FORM DATA RECEIVED <sup>6</sup>                          |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------|
| <p>Target 1.3:<br/>Private Sector identifying and investing in business opportunities</p> | <p>(1) Number of new and expansion business ventures initiated by BDC and BOCCIM in USAID supported activities.</p> <p>(2) Increased employment by business enterprises directly attributable to BDC and BOCCIM in USAID supported activities.</p> <p>(3) Increased foreign and domestic investment by business enterprise directly attributable to BDC and BOCCIM in USAID supported activities.</p> | <p>BDC and BOCCIM project tracking system.</p> <p>BDC annual reports</p> <p>BOCCIM newsletters and special reports.</p> | <p>Each project initiated as a result of BDC and BOCCIM activities supported by USAID will be tracked individually.</p> | <p>Continuous monitoring with semi-annual summary updates by LTA.</p> | <p>Spread sheet</p> <p>Computerized tracking system.</p> |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 2

STRATEGIC OBJECTIVE: #1

| LEVEL OF AGGREGATION <sup>7</sup>                                      | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA                                                                                                                          | TARGETS <sup>10</sup>                                                                                                                                                                                                           | HOW DATA STORED                                                                                                                                                                                                          |
|------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Semi-annual reports by type of business, regional and national totals. | Semi-annually                    | Data will be reported as increased projects, jobs and investment during reporting period and project to date commencing 1 April, 1991. | <p>(1) Two new projects</p> <p>2) BDC- 250 jobs</p> <p>(3) P250,000 investment and two new projects initiated semi-annually.</p> <hr/> <p>(1) Six new business projects initiated.</p> <p>(2) BOCCIM - 150 new jobs created</p> | <p>Computerized tracking system.</p> <p>Computerized tracking system</p> |

USAID/BOTSWANA INDICATOR DATA FORM

Page 1

STRATEGIC OBJECTIVE: #1

| OBJECTIVE <sup>1</sup>                                                                                                                                                    | INDICATORS <sup>2</sup>                                                                            | DATA SOURCES <sup>3</sup>                                                                                                                        | PROCESS FOR DATA COLLECTION <sup>4</sup>                        | FREQUENCY OF DATA COLLECTION <sup>5</sup>            | FORM DATA RECEIVED <sup>6</sup> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------|---------------------------------|
| <p><i>Sub-target 1.1.c: Forums being conducted to review the constraints to development in the private sector and to make recommendations to develop this sector.</i></p> | <p><i>(1) Number, attendance and quality of forums.</i></p> <p><i>(2) Follow-up successes.</i></p> | <p><i>(1) LTAs (PA) &amp; staff attendance.</i></p> <p><i>(2) Minutes and reports of various forums. Observations and minutes of forums.</i></p> | <p><i>LTAs (PA) and staff collect data and information.</i></p> | <p><i>Semi-annual reports from LTA to USAID.</i></p> | <p><i>Written report</i></p>    |

**USAID/BOTSWANA INDICATOR DATA FORM**

Page 2

**STRATEGIC OBJECTIVE: #1**

| <i>LEVEL OF AGGREGATION<sup>7</sup></i> | <i>FREQUENCY OF UPDATE<sup>8</sup></i> | <i>BASELINE DATA<sup>9</sup></i> | <i>TARGETS<sup>10</sup></i> | <i>HOW DATA STORED<sup>11</sup></i> |
|-----------------------------------------|----------------------------------------|----------------------------------|-----------------------------|-------------------------------------|
| <i>Not applicable</i>                   | <i>Semi-annually</i>                   | <i>Not applicable</i>            | <i>Not applicable</i>       | <i>Reports</i>                      |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 1

STRATEGIC OBJECTIVE: #1

| OBJECTIVE <sup>1</sup>                                                    | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | DATA SOURCES <sup>3</sup>                       | PROCESS FOR DATA COLLECTION <sup>4</sup>                                                                                                                        | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------|
| Sub-target<br>1.1.b:<br>Strengthen analytical capacity of BOCCIM and MCI. | Progress leading from identification of constraints hindering business development to procedural implementation:<br><br><ul style="list-style-type: none"> <li>o Constraints identified</li> <li>o Constraints analyzed</li> <li>o Recommendations formulated</li> <li>o Submitted to Regulations Review Comm. or other appropriate committee for action.</li> <li>o Procedural, legislative or other action approved.</li> <li>o Implementation completed</li> <li>o Post implementation impact analysis.</li> </ul> | BOCCIM and MCI LTAs establish tracking systems. | Continuous tracking analysis pertaining to significance of constraints and magnitude of impact on development from procedural, regulatory and policy revisions. | Semi-annual summaries.                    | Narrative Reports.              |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 2

STRATEGIC OBJECTIVE: #1

| LEVEL OF AGGREGATION <sup>7</sup>                                                                                                           | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup>                                                                                                                              | TARGETS <sup>10</sup> | HOW DATA STORED <sup>11</sup> |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|
| To the extent impact can be measured by solid hard data (jobs, investment, projects, exports) these will be aggregated on a national basis. | Semi-annually                    | The baseline for <u>each</u> constraint will be established at the time of analysis and again after procedure/ policy/ regulation has been implemented. | Not applicable.       | Narrative Reports.            |

USAID/BOTSWANA INDICATOR DATA FORM

Page 1

STRATEGIC OBJECTIVE: #1

| OBJECTIVE <sup>1</sup>                                                            | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | DATA SOURCES <sup>3</sup>                                          | PROCESS FOR DATA COLLECTION <sup>4</sup>                    | FREQUENCY OF DATA COLLECTION | FORM DATA RECEIVED <sup>6</sup>             |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------|------------------------------|---------------------------------------------|
| <p>Sub-target 1.2.a:<br/>Strengthen training capacity for the private sector.</p> | <ul style="list-style-type: none"> <li>o No. &amp; quality of training plans developed by BOCCIM/members.</li> <li>o No. &amp; quality of needs assessments completed for the private sector.</li> <li>o BOCCIM training committee planning, advertising, selection &amp; monitoring systems functioning effectively to satisfaction of private sector.</li> <li>o Effective interaction among BOCCIM, training institutions, DPSM and ATDO.</li> <li>o Steps to accreditation established.</li> <li>o No. &amp; type of courses accredited.</li> <li>o No. of trainees receiving accredited courses.</li> <li>o No. of trainees taking special courses.</li> <li>o Student/employer evaluations of special courses.</li> </ul> | <p>BOCCIM records, consultant reports, and project evaluations</p> | <p>LTA report to USAID on all indicators semi-annually.</p> | <p>Semi-annually</p>         | <p>Narrative reports and spread sheets.</p> |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 2

STRATEGIC OBJECTIVE: #1

| LEVEL OF AGGREGATION <sup>7</sup> | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup>                     | TARGETS <sup>10</sup>                                                                                                                                                                                                                                                                                 | HOW DATA STORED <sup>11</sup>                                                                                        |
|-----------------------------------|----------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Not appropriate                   | Semi-annually                    | As appropriate, baselines will be established. | <p><u>Training Plans:</u><br/>BOCCIM semi-annual</p> <p><u>Needs Assessment:</u><br/>Annual BOCCIM update.<br/>CSO-biannual</p> <p>Dec. 1992 accreditation system established</p> <p>July 1993 courses accredited in two major categories</p> <p>Training Committee (BOCCIM)-USAID mid-term eval.</p> | <p>BOCCIM files</p> <p>BOCCIM files</p> <p>Training Institutions</p> <p>Training Institutions</p> <p>USAID files</p> |

## USAID/BOTSWANA INI

## A FORM

Page 1

STRATEGIC OBJECTIVE: #1

| OBJECTIVE <sup>1</sup>                                                                                                          | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                                                   | DATA SOURCES <sup>3</sup>                                                                                               | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup>   |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------|-----------------------------------|
| <p>Sub-target 1.2.b:<br/>DPSM strengthening public institutions concerned with employment generation in the private sector.</p> | <p>o DPSM management of training system continues to function effectively to satisfaction of Ministries, BOCCIM and ATDO.</p> <ul style="list-style-type: none"> <li>- Ministry training plans on schedule and of good quality.</li> <li>- DPSM review thorough and responsive.</li> <li>- Monthly training meetings well attended and useful.</li> </ul> | <p>Direct observation and discussions by prime contractor at training meetings and with selected training officers.</p> | <p>Observation</p>                       | <p>Semi-annual</p>                        | <p>Narrative reports to USAID</p> |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 2

STRATEGIC OBJECTIVE: #1

| LEVEL OF AGGREGATION <sup>7</sup> | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup>          | TARGETS <sup>10</sup>                                     | HOW DATA STORED <sup>11</sup> |
|-----------------------------------|----------------------------------|-------------------------------------|-----------------------------------------------------------|-------------------------------|
| Focus on DPSM.                    | Semi-annually                    | BWAST II final evaluation mid-1993. | Management of training system is in place and sustainable | Spread sheet                  |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 1

STRATEGIC OBJECTIVE: #1

| OBJECTIVE <sup>1</sup>                                                                                                      | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                           | DATA SOURCES <sup>3</sup>                                                                                       | PROCESS FOR DATA COLLECTION <sup>4</sup>          | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------|---------------------------------|
| Sub-target 1.3.a:<br>Small business and community entrepreneurship strengthening including special opportunities for women. | <ul style="list-style-type: none"> <li>o Number of new small citizen-owned businesses               <ul style="list-style-type: none"> <li>* expanded</li> <li>* established</li> </ul> </li> <li>o Jobs created, including women</li> <li>o Size of investments</li> <li>o Number of consultancies provided by B-MAP.</li> </ul> | <ul style="list-style-type: none"> <li>o BOCCIM B-MAP tracking system.</li> <li>o BOCCIM newsletters</li> </ul> | Track B-MAP contacts, consultancies and projects. | Continuous with semi-annual summaries.    | Narrative reports               |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 2

STRATEGIC OBJECTIVE: #1

| LEVEL OF AGGREGATION <sup>7</sup>                     | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup> | TARGETS <sup>10</sup>                                                                                                                                                                                                                                     | HOW DATA STORED <sup>11</sup> |
|-------------------------------------------------------|----------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Regional and country totals by major business sector. | Semi-annually                    | October 1, 1990.           | <u>B-MAP</u><br>o Six new businesses established semi-annually<br>o 100 new jobs created semi-annually.<br>o P50,000 new investments semi-annually<br>o 20 new consultancies provided semi-annually.<br>jobs increase per year./<br>B-MAP tracking system | Spread sheets                 |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 1

STRATEGIC OBJECTIVE: #1

| OBJECTIVE <sup>1</sup>                                                     | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                                              | DATA SOURCES <sup>3</sup>                                                                                       | PROCESS FOR DATA COLLECTION <sup>4</sup>                                                     | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------|
| Sub-target 1.3.b:<br>Medium and larger<br>businesses being<br>established. | <ul style="list-style-type: none"> <li>o Feasibility studies completed.</li> <li>o No. of successful promotions of feasibility studies.</li> <li>o No. of successful financial packages arranged.</li> <li>o No. of ventures implemented and related jobs, investment and salaries.</li> <li>o Percentage of women jobs created to total.</li> </ul> | <ul style="list-style-type: none"> <li>o BDC project tracking systems</li> <li>o BDC annual reports.</li> </ul> | <ul style="list-style-type: none"> <li>o Continuous update of BDC tracking system</li> </ul> | Continuous with semi-annual summaries.    | Narrative reports               |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 2

STRATEGIC OBJECTIVE: #1

| LEVEL OF AGGREGATION <sup>7</sup>                     | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup> | TARGETS <sup>10</sup>                                                                                                                                                                                                                                                                     | HOW DATA STORED <sup>11</sup> |
|-------------------------------------------------------|----------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Regional and country totals by major business sector. | Semi-annually                    | October 1, 1990.           | <u>BDC Semi-Annual</u><br>o 5 new feasibility studies completed semi-annually.<br>o 2 new BDC businesses successfully promoted.<br>o 2 new successful financial packages arranged.<br>o Semi-annual addition to employment from all projects is 250 jobs & P700,000 increased investment. | Spread sheets                 |

## STRATEGIC OBJECTIVE #2

ANNEX C

## USAID/BOTSWANA INDICATOR DATA FORM (October 16, 1991)

Page 1

STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup>                                                                      | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                                                                                                                          | DATA SOURCES <sup>3</sup>     | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup>   |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------|-------------------------------------------|-----------------------------------|
| 2.0:<br>Increased student competence in skills required to participate in a modern society. | Baseline data for 1992 will be derived from scores on the International Assessment of Educational (IEA) Achievement tests in conjunction with the IEES pilot Assessment of Basic Competency (ABC) exam. The Primary School Leaving Exam scores will also be used. These exams will provide a measure of student competencies. The scores should improve from _____ in 1991 to _____ in 1993, _____ in 1996 and to _____ in 1998. | RTC/IEES /IEA Test and scores | BEC/IEES ABC test                        | Every year                                | Raw tests; computer data analysis |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 2

STRATEGIC OBJECTIVE: #2

| LEVEL OF AGGREGATION <sup>7</sup>         | FREQUENCY OF UPDATES <sup>8</sup> | BASELINE DATA <sup>9</sup>   | TARGETS <sup>10</sup>            | HOW DATA STORED <sup>11</sup> |
|-------------------------------------------|-----------------------------------|------------------------------|----------------------------------|-------------------------------|
| (1) Students/ regional urban/rural/gender | Every two years HRDO              | Start point to be determined | Significant increase improvement |                               |
| (2) Sample of national and by-gender      | Every two years HRDO              | 1992                         |                                  |                               |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 3

STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup>                                                                                                                  | INDICATORS <sup>2</sup>                                                                                                              | DATA SOURCES <sup>3</sup>             | PROCESS FOR DATA COLLECTION <sup>4</sup>  | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------|-------------------------------------------|---------------------------------|
| Target 2.1<br>Enhanced quality of curriculum and instruction offered to primary and junior secondary students in classrooms nationwide. | The percent of classrooms that have new curricular materials and newly-trained teachers will increase from 0 in 1991 to 40% in 1998. | MOE:DTE,<br>CD&E,<br>DPE,<br>DSE, UTS | Surveys,<br>annual reports,<br>FEOs, REOs | Yearly                                    | Report                          |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 4

STRATEGIC OBJECTIVE: #2

| LEVEL OF AGGREGATION <sup>7</sup> | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup> | TARGETS <sup>10</sup>   | HOW DATA STORED <sup>11</sup> |
|-----------------------------------|----------------------------------|----------------------------|-------------------------|-------------------------------|
| Regional, national                | Yearly                           | 1993                       | Forms 4-7<br>8-9<br>40% |                               |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 5

STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup>                                                                                                                                 | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                     | DATA SOURCES <sup>3</sup> | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------|-------------------------------------------|---------------------------------|
| Target 2.2 Systems established to provide feedback on student learning achievement to pupils, teachers, parents, policymakers, and the private sector. | The percent of classrooms in which criterion-referenced tests are used will increase from 0% in 1992 to 80% in 2998. Also, an annual checklist of which feedback system components are operational (e.g. CRT instruments published, the number of evaluations performed, the number of analytic studies/reports completed). | CD&E/RTC                  | BEC get from RTC, make check list        | Yearly                                    | Report                          |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 6

STRATEGIC OBJECTIVE: #2

| LEVEL OF AGGREGATION <sup>7</sup> | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup> | TARGETS <sup>10</sup> | HOW DATA STORED <sup>11</sup> |
|-----------------------------------|----------------------------------|----------------------------|-----------------------|-------------------------------|
| National/CD&E                     | Yearly                           | 1992                       | 80%                   |                               |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 7

STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup>                                                                                                                                     | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | DATA SOURCES <sup>3</sup>            | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------|-------------------------------------------|---------------------------------|
| Sub-Target<br>2.1a:<br>Sustainable system established to plan, produce, disseminate and evaluate a relevant, improved quality, basic education curriculum. | (1) The number of classrooms with curricular materials that meet new "quality" and "relevance" criteria increased from 0 in 1992 to 10% in 1994 to 45% in 1996 to 60% in 1998.<br><br>(2) Checklist that specifies the major functions of an effective CD&E system and indicates the skills required to manage each function and who in CD&E department is responsible. The number of functions operating effectively and managed by an appropriately trained Botswana staff increases from ___ in 1992 to ___ in 1994 to ___ in 1998. | Surveys by CD&E, CD&E, DPE, DSE, UTS | To BEC                                   | Annual                                    | Report                          |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 8

STRATEGIC OBJECTIVE: #2

| LEVEL OF AGGREGATION <sup>7</sup> | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup> | TARGETS <sup>10</sup> | HOW DATA STORED <sup>11</sup> |
|-----------------------------------|----------------------------------|----------------------------|-----------------------|-------------------------------|
| Gender disaggregated              | Yearly                           | 1992                       | 0 to 60%              |                               |

Page 9

## USAID/BOTSWANA INDICATOR DATA FORM

STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup>                                                                                               | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | DATA SOURCES <sup>3</sup>                               | PROCESS FOR DATA COLLECTION <sup>4</sup>              | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------|-------------------------------------------|--------------------|
| <p>Sub-Target 2.1b: Sustainable system established to train new and current teachers in using the new curriculum</p> | <p>(1) The percent of schools with at least one teacher trained to implement the new curriculum increases from 0% in 1992 to 10% in 1994 to 25% in 1996 to 50% in 1998. The percent of SEOs, FEOs, and REOs trained to use new curriculum increases from 0% in 1992 to 10% in 1994 to 20% in 1996 to 40% in 1998.</p> <p>(2) Checklist that specifies the major functions of effective inservice and preservice systems (e.g. training trainers, workshop evaluations, teacher assessment systems, organizational goals and strategies), indicates the skills required to manage each, and identified DTE staff responsible. The number of functions operating effectively and managed by an appropriately trained Botswana staff increases from ___ in 1992 to ___ in 1994 to ___ in 1996 to ___ in 1998.</p> | <p>(1) Planning Unit EMIS</p> <p>(2) DTE check-list</p> | <p>(1) To BEC to USAID</p> <p>(2) To BEC to USAID</p> | <p>Annual Checklist report</p>            |                    |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 10

STRATEGIC OBJECTIVE: #2

| LEVEL OF AGGREGATION <sup>7</sup> | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup> | TARGETS <sup>10</sup> | HOW DATA STORED <sup>11</sup> |
|-----------------------------------|----------------------------------|----------------------------|-----------------------|-------------------------------|
| National DTE staff level          | Yearly                           | 1992                       | 0 to 50%              |                               |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 11

STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup>                                                                                                                          | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                                                                               | DATA SOURCES <sup>3</sup>   | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------|-------------------------------------------|---------------------------------|
| <p>Sub-Target 2.2a: Sustainable system established to evaluate and improve student learning achievement and educational system performance.</p> | <p>(1) The number of PSLE/JSE criterion-referenced examinations being administered nationally for each subject increases from 0 in 1992 to 4 in 1994 to 6 in 1996 to 10 in 1998.</p> <p>(2) Checklist that details the major functions of an effective systemwide evaluation and feedback system, indicates the skills required to manage each, and identifies those responsible.</p> | <p>RTC/CD&amp;E and BEC</p> | <p>To BEC to USAID</p>                   | <p>Yearly</p>                             | <p>Report Checklist</p>         |

## USAID/BOTSWANA INDICATOR DATA FORM

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STRATEGIC OBJECTIVE: #2

| LEVEL OF AGGREGATION <sup>7</sup> | FREQUENCY OF UPDATE <sup>8</sup> | BASELINE DATA <sup>9</sup> | TARGETS <sup>10</sup> | HOW DATA STORED <sup>11</sup> |
|-----------------------------------|----------------------------------|----------------------------|-----------------------|-------------------------------|
| (1) National<br>(2) RTC           | Yearly                           | 1992                       |                       |                               |

## USAID/BOTSWANA INDICATOR DATA FORM

Page 13

STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup>                                                                                                                        | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                                          | DATA SOURCES <sup>3</sup> | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------|-------------------------------------------|---------------------------------|
| Sub-Target 2.2b. Sustainable system established to use continuous assessment of student performance for all subjects and at all grade levels. | (1) Checklist that details the major functions of an effective continuous assessment system, indicates the skills required to manage each, and identifies those responsible in MOE. The number of functions operating effectively and managed by appropriately trained Botswana staff increases from ___ in 1994 to ___ in 1998. | RTC/CD&E and BEC          | To BEC to USAID                          | Yearly                                    | Report Checklist                |

## USAID/BOTSWANA INDICATOR DATA FORM

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STRATEGIC OBJECTIVE: #2

| LEVEL OF AGGREGATION <sup>7</sup> | FREQUENCY OF UPDATE <sup>8</sup><br>AGGREGATION <sup>6</sup> | BASELINE DATA <sup>9</sup> | TARGETS <sup>10</sup> | HOW DATA STORED <sup>11</sup> |
|-----------------------------------|--------------------------------------------------------------|----------------------------|-----------------------|-------------------------------|
| RTC/MOE                           | Yearly                                                       | 1992                       |                       |                               |

USAID/BOTSWANA INDICATOR DATA FORM

Page 15 (a) STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup> | INDICATORS <sup>2</sup> | DATA SOURCES <sup>3</sup> | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORMS DATA RECEIVED <sup>6</sup> |
|------------------------|-------------------------|---------------------------|------------------------------------------|-------------------------------------------|----------------------------------|
|------------------------|-------------------------|---------------------------|------------------------------------------|-------------------------------------------|----------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                               |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <p>Sub-sub-Targets<br/>2.1.a.1.</p> <ul style="list-style-type: none"> <li>o Needs Assessment Completed.</li> <li>o CD&amp;E sets goals and targets, establishes means to monitor progress and completes detailed costed action plan.</li> <li>o Curriculum development and coordinating committee in place</li> <li>o Formal links established with DTE</li> <li>o Formal procedures for curriculum devt. established.</li> <li>o Quality control system in place.</li> </ul> | <p>USAID/BEC agree upon priorities, yearly and life-of-project implementation plans and schedules. PIL issued.</p> <p>Action plan printed and presented to CD&amp;E staff in workshop.</p> <p>Committee established and convened.</p> <p>Operations codified.</p> <p>Printed/vetted</p> <p>Evaluation procedures followed</p> |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

| OBJECTIVE <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | INDICATORS <sup>2</sup>                                                                                                                                                                                                                                                                                      | DATA SOURCES <sup>3</sup> | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION / FORM DATA RECEIVED <sup>5</sup> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------|----------------------------------------------------------------|
| <p>Sub-Target 2.1.a.1.(cont)</p> <ul style="list-style-type: none"> <li>o Curr. Materials reflect new syllabus objectives &amp; continuous assessment</li> <li>o Hierarchical skills &amp; content analysis done.</li> <li>o CD&amp;E staff trained.</li> <li>o Research studies done. "innovations" incorporated into core subjects.</li> <li>o Curriculum meets established criteria for relevance, problem solving, gender sensitivity, workplace attitudes, family life, &amp; environ, education.</li> <li>o Curri. materials packages completed.</li> <li>o Curri. packages distributed to classrooms</li> <li>o Communications &amp; linkage mechanisms in place</li> <li>o Policy studies completed</li> </ul> | <p>Content analysis carried out.</p> <p>Degree staff return to CD&amp;E.<br/>Reports presented</p> <p>Evaluations, feedback from public and priv. sector, parents, teachers.</p> <p>CDU review process completed</p> <p>Feedback from FEOs.</p> <p>Formal evaluation report</p> <p>Action plans underway</p> |                           |                                          |                                                                |

Page 15 (c)  
STRATEGIC OBJECTIVE: #2

USAID/BOTSWANA INDICATOR DATA FORM

| OBJECTIVE <sup>1</sup>                                                                                      | INDICATORS <sup>2</sup> | DATA SOURCES <sup>3</sup> | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|-------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------|------------------------------------------|-------------------------------------------|---------------------------------|
| Sub-Target<br>2.1.a.1.(cont)<br>Study re.<br>establishment of<br>policy, planning &<br>research unit in MOE | Funding TA provided     |                           |                                          |                                           |                                 |

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STRATEGIC OBJECTIVE: #2

| OBJECTIVE | LEVEL OF AGGREGATION <sup>6</sup> | FREQUENCY OF UPDATE <sup>7</sup> | BASELINE DATA <sup>8</sup> | TARGETS/ HOW DATA STORED <sup>9</sup> |
|-----------|-----------------------------------|----------------------------------|----------------------------|---------------------------------------|
|           | (1) RTC/MOE                       | Yearly                           | 1992                       |                                       |

USAID/BOTSWANA INDICATOR DATA FORM

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STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup> | INDICATORS <sup>2</sup> | DATA SOURCES <sup>3</sup> | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|------------------------|-------------------------|---------------------------|------------------------------------------|-------------------------------------------|---------------------------------|
|------------------------|-------------------------|---------------------------|------------------------------------------|-------------------------------------------|---------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                    |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <p>Sub-Target 2.1b.ii.</p> <ul style="list-style-type: none"> <li>o Needs Assessment Completed</li> <li>o DTE staff formalized proced. for new expan. respon.</li> <br/> <li>o Research on teacher incentives conducted.</li> <br/> <li>o Preservice trng courses revised for new curri.</li> <li>o Inservice trng programs designed for teachers, SEOs, FEOs, REOs heads reflecting curricular objectives &amp; continuous assessment aims.</li> <li>o DTE completed research studies on tchr ed.</li> <li>o All new prim. &amp; jun. sec. teachers get new trng.</li> </ul> | <p>MOE/USAID/BEC agree upon yearly and life of proj. imple. plans; PIL issued. printed/vetted</p> <p>Appropriate hiring, recognition and promotion and incentive procedures drafted</p><br><p>report presented</p> |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

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STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                              | INDICATORS <sup>2</sup>                                                                                                                                                                                              | DATA SOURCES <sup>3</sup> | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------|-------------------------------------------|---------------------------------|
| <p>Sub-Target<br/>2.1b.ii.(cont)<br/>o 12,000 teachers, staff receive inservice yrly.</p> <p>o Quality control system for teacher education in place.</p> <p>o Pilot 3-yr diploma program for primary teachers completed.</p> <p>o Coordination, communication &amp; linkage mechanisms established</p> <p>o BCTI used for DTE sr. staff and headmasters, headteachers.</p> <p>o Self-studies of education centers carried out.</p> | <p>400 workshop reports</p> <p>Evaluation and monitoring system reports</p> <p>Report/statistics presented</p> <p>Performance reflects competencies in instrument; video feedback<br/>Workshop to review results</p> |                           |                                          |                                           |                                 |

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## USAID/BOTSWANA INDICATOR DATA FORM

STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | INDICATORS <sup>2</sup>                                                                                                                                                         | DATA SOURCES <sup>3</sup> | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED <sup>6</sup> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------|-------------------------------------------|---------------------------------|
| <p>Sub-Target 2.2.a.</p> <ul style="list-style-type: none"> <li>o Needs Assessment Completed</li> <li>o CRF assessments linked to syllabus objectives</li> <li>o Performance objectives &amp; CRT assessments being used in prim. and Jun. sec.</li> <li>o Mechanism in place to combine continuous assessment with new central exam scores</li> <li>o Mechanism in place to analyze results from the CRT assessments &amp; evaluate entire system</li> <li>Mechanism in place to monitor classroom processes and provide feedback on these processes to trng. system.</li> </ul> | <p>MOE/USAID/BEC agree upon yearly &amp; LOP proj. implementation plans; PIL issued<br/>Content analysis</p> <p>Surveys</p> <p>Surveys, classroom observations, FEO reports</p> |                           |                                          |                                           |                                 |



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## USAID/BOTSWANA INDICATOR DATA FORM

STRATEGIC OBJECTIVE: #2

| OBJECTIVE <sup>1</sup>                                                                                                                                                                                                                                             | INDICATORS <sup>2</sup>              | DATA SOURCES <sup>3</sup> | PROCESS FOR DATA COLLECTION <sup>4</sup> | FREQUENCY OF DATA COLLECTION <sup>5</sup> | FORM DATA RECEIVED |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------|------------------------------------------|-------------------------------------------|--------------------|
| Sub-Target 2.2.b.<br>(cont)<br>o Data mechanism established to capture assessment results<br><br>o Training components for continuous assessment integrated into all curr. and teacher training programs<br><br>o Staff trained<br><br>o Special studies completed | national;<br>disaggregated by gender |                           |                                          |                                           |                    |

ANNEX D

PRELIMINARY BOTSPA LOGFRAME

| NARRATIVE SUMMARY                                                                                                                     | OBJECTIVELY VERIFIABLE INDICATOR                                                                                                                                          | MEANS OF VERIFICATION                                            | ASSUMPTIONS |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------|
| <p><b><u>GOAL</u></b></p> <p>To increase acceptance and continuation of contraception for family planning and prevention of STDs.</p> | <p>Contraceptive Prevalence Rates.</p> <p>Couple-Years Protection distributed at all levels.</p> <p>Continuation Rates.</p> <p>New Acceptor Rates.</p> <p>Method Mix.</p> | <p>Botswana Family Health Survey III.</p> <p>FP/MIS reports.</p> |             |

| NARRATIVE SUMMARY                                                                                                                                                          | OBJECTIVELY VERIFIABLE INDICATOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | MEANS OF VERIFICATION                                                                                                                                     | ASSUMPTIONS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <p><b><u>PURPOSE</u></b></p> <p>To improve quality of service delivery for family planning and for prevention and treatment of STDs in the primary health care system.</p> | <p><b><u>"End of Project Status"</u></b></p> <p>Clinical procedures for FP and STD diagnosis and treatment consistently applied by service providers at all service delivery points where staff have been trained.</p> <p>Service providers target counseling to include males, adolescents, FP clients and STD patients at all health facilities where staff have been trained.</p> <p>Established MIS, including lateral and vertical feedback mechanisms, used at all levels to monitor performance of FP service delivery.</p> <p>In-service training program for service providers in counseling, clinical skills and FP/MIS established, funded and staffed.</p> <p>Facility-based service providers receive frequent, effective supervision to support communication, monitoring and technical competence.</p> | <p>Performance appraisals.</p> <p>Supervisory plans and reports.</p> <p>FP/MIS reports.</p> <p>Contractor/Grantee reports.</p> <p>Field observations.</p> |             |

| NARRATIVE SUMMARY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | OBJECTIVELY VERIFIABLE INDICATOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | MEANS OF VERIFICATION                                                                                                                                     | ASSUMPTIONS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <p><b><u>OUTPUTS</u></b></p> <p>FP/MIS in place, which addresses information needs at all levels of service delivery management, including mechanisms for lateral and vertical feedback.</p> <p>In-service training teams established and trained in counseling:</p> <ul style="list-style-type: none"> <li>- contraceptive motivation;</li> <li>- method selection and management;</li> <li>- clinical skills;</li> <li>- clinical FP procedures;</li> <li>- STD diagnosis and treatment;</li> </ul> <p>and FP/MIS:</p> <ul style="list-style-type: none"> <li>- collection and reporting of data;</li> <li>- use of management information.</li> </ul> | <p>% DHTs and service providers trained in reporting, analysis and utilization of FP service statistics.</p> <p>% facilities that properly collect and report FP service data.</p> <p>Data analysts in Health Research Unit trained and conducting timely analysis.</p> <p>Health Research Unit reports prepared and disseminated to all levels of management and to facilities in a timely manner.</p> <p>% of officers identified as in-service trainers with training duties formally included in job descriptions.</p> <p>% of staff representing specific district-level cadres who have received training.</p> <p># of in-service training workshops held, per district.</p> <p># of participants trained, per district.</p> | <p>Contractor/Grantee reports.</p> <p>FP/MIS reports.</p> <p>Performance appraisals.</p> <p>Supervisory plans and reports.</p> <p>Field observations.</p> |             |

| NARRATIVE SUMMARY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | OBJECTIVELY VERIFIABLE INDICATOR                                                                                                                                                                                                                                                                                                                       | MEANS OF VERIFICATION | ASSUMPTIONS |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|
| <p><b>OUTPUTS (cont'd.)</b></p> <p>IEC materials produced and distributed for facility-based use in support of FP and prevention of STDs, including materials specifically targeted at males, adolescents, FP clients and STD risk groups.</p> <p>Guidelines produced and disseminated for counseling and FP/MIS, as well as supplementary guidelines for supervision to support FP and clinical procedures for STD diagnosis and treatment.</p> <p>PHC service managers trained in supervision to support counseling, FP service delivery, and prevention and treatment of STDs.</p> | <p>% facilities with full supplies of IEC materials.</p> <p>Materials included in standard ordering and distribution system.</p> <p>% facilities with manuals in place.</p> <p># of supervisory training workshops held.<br/># of supervisors trained.</p> <p>% of supervisors who can design and understand supervisory checklists and schedules.</p> |                       |             |

| NARRATIVE SUMMARY                                                                                             | OBJECTIVELY VERIFIABLE INDICATOR                                                                                                                                                  | MEANS OF VERIFICATION | ASSUMPTIONS |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|
| <p><u>OUTPUTS (cont'd.)</u></p> <p>Pilot project for social marketing of condoms initiated.</p>               | <p># of non-clinical facilities which stock and distribute condoms to the public.</p> <p>IEC campaign fully implemented.</p> <p>Distribution system in place and operational.</p> |                       |             |
| <p>KAP baselines established for specific target groups: males, adolescents, FP clients and STD patients.</p> |                                                                                                                                                                                   |                       |             |

ANNEX E

**BOTSWANA WORKFORCE AND SKILLS TRAINING PROJECT II**  
**Post-Training Follow-up Questionnaire**

We are evaluating the training component of the Botswana Workforce and Skills Training Project II, funded by USAID and managed by the Academy, to determine which project objectives were met; we need your help to accomplish this task. This questionnaire is being sent to all former long-term participants who studied in the U.S. under the BWAST II project. Please take a few moments to complete this questionnaire and return it to AED Second Floor Mall House, Private Bag 00117 Gaborone.

Name:

Mailing Address:

Degree:

School:

Completed Training    Month:                      Year:

Employer Prior to Training:

Position Prior to Training:

Present Employer:

Present Position:

1. If changed, does this change represent:

- Promotion
- Lateral move

2. If changed, how long did you remain with the employer you were with immediately upon completion of training?

- Less than 3 months
- 3-6 months
- 6-12 months
- One year or longer

3. Have you localized a position as a result of your training?

- Yes
- No

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4. Have you started your own business as a result of your training?  
 Yes  
 No
5. Do you feel that your training provided you with ideas which helped you to create new jobs, either within your current position or outside of it?  
 Yes  
 No

If yes, please give examples

6. To what extent do you use your training in your present job?  
 Large extent  
 Moderate extent  
 Small extent  
 No extent

Include examples of current responsibilities and how you use the training received.

7. If you have not been able to fully utilize your training, what have been the constraints? (check as many as apply)
- Lack of equipment, supplies or resources
  - Lack of qualified staff
  - Lack of support from superiors
  - Resistance to change from others
  - Training is not applicable to local conditions
  - Wrong course of study
  - Moved from job for which trained
  - Other, please specify

8. Which of the following activities have you been able to undertake in your job as a result of your training? (check as many as apply)
- Manage a project, office, division or company
  - Initiate new projects or services
  - Improve operational procedures, programs or services
  - Train others
  - Participate in research activities
  - Other, please specify

List examples of changes or new ideas which you have introduced in your work place, as a result of your training.

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9. To what extent have you been able to share new ideas and techniques acquired during your training with the following:

- | <u>Supervisors</u>                       | <u>Colleagues</u>                        | <u>Subordinates</u>                      |
|------------------------------------------|------------------------------------------|------------------------------------------|
| <input type="checkbox"/> Large extent    | <input type="checkbox"/> Large extent    | <input type="checkbox"/> Large extent    |
| <input type="checkbox"/> Moderate extent | <input type="checkbox"/> Moderate extent | <input type="checkbox"/> Moderate extent |
| <input type="checkbox"/> Small extent    | <input type="checkbox"/> Small extent    | <input type="checkbox"/> Small extent    |
| <input type="checkbox"/> No extent       | <input type="checkbox"/> No extent       | <input type="checkbox"/> No extent       |

10. Since completing your training, how frequently have you been in contact with your U.S. university faculty or organizations you visited during your program?

- Often
- Occasionally
- Never

11. If you have membership in professional associations/societies does your employer pay the membership fee?

- Yes
- No

Please list the names of professional associations to which you belong and where located (country).

12. Have you gone on any short course training since completing your degree program in the U.S.? If yes, please complete.

Title of course:

Location of course:

Payment of course made by:

- Self
- Employer
- Donor agency--which one?

13. Have you been involved in, or influenced, any of the following activities which may have contributed to sustaining economic growth in Botswana?

- Providing management assistance
- Providing marketing assistance
- Expanding credit and financial services
- Securing supplies and raw materials
- Introducing new technologies
- Providing training to others
- Drafting new policy and/or regulations
- Assisting new entrepreneurs in getting business started
- Other, please specify

14. How satisfied were you with your overall training experience?

- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Dissatisfied

Thank you for taking the time to complete this form. Please return it to AFD/Gaborone.