



Botswana National Productivity Centre

Final Report on the YEP Project
Population Council Contract No. C196.05A

Strengthening NGOs management and service delivery
capabilities

Research (HRU) Component of YEP project

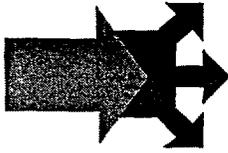
Period covered in Final Report 27 November 1995 to 30 September 1996

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November 1996

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1. Objectives for the project (27 November 1995 to 30 September 1996)

Objectives for the various phases of the research component of the YEP project - period 27 November '95 to 30 September '96 - were associated with four workshops and related Technical Assistance as follows -

- 1 Kick-off Workshop
- 2 Research Workshop - Research Proposal Development
- 3 Research Workshop - Data Analysis and Report Writing
- 4 Dissemination Workshop

An objective at the Kick-off workshop was to develop and maintain a spirit of mutual support and togetherness within the framework of a code of conduct so as to enable an effective approach to the work content of the subsequent programmes. The following basic ground rules were tabled for acceptance at the initial workshop and were intended to be embraced by individual workshop participants.

Ground Rules

- Be Open And Honest
- Respect Confidentiality
- Manage All Agreements, Time Agreements And Breakdowns
- Stay Focused, Be Prepared
- Maintain A Supportive Environment
- Be Self Monitoring
- Hold A Proper Attitude For Learning
- Maintain A 1% Possibility

1.1 Kick-off Workshop Programme objectives

The Kick-off Workshop Programme was designed as a single event to launch the YEP project and objectives included the following

- 1 To inform those members of the NGO community with an active interest in the delivery of reproductive health services to the youth of Botswana about the YEP project
- 2 To enrol those members of the NGO community who had the interest and energy to become partners in the project
- 3 To introduce NGOs to the methodology that would be used to establish a baseline position for participants in the project
- 4 To identify common ground shared by NGOs operating in reproductive health and to capture ideas for action that could make optimum use of the "common ground" positions

1.2. Research Workshop - Research Proposal Development

The Research Proposal Development Workshop objectives included the following

- 1 To walk participants through the process of management and service delivery problem identification and definition
- 2 To provide participants with hands on experience in designing simple pilot projects to address selected problems in management and service delivery
- 3 To assist participants to develop plans for implementing and evaluating pilot project activities

1.3 Research Workshop - Data Analysis and Report Writing

The Research Data Analysis and Report Writing Workshop objectives included the following

- 1 To walk participants through the process of data entry and processing via computer and subsequent analysis
- 2 To provide participants with hands on experience in the complete cycle of research project work from project initiation to project conclusion
- 3 To assist participants to implement and evaluate pilot project activities

1.4 Dissemination Workshop

The Dissemination Workshop objectives included the following

- 1 To present the findings of the pilot projects to invited representatives from the extended health community - representatives from government, private sector, NGOs, institutions, the media, local and international donor agencies
- 2 To inform and make possible connections with other service delivery efforts with a view to making effective reproductive health services more available to the youth
- 3 To provide YEP NGOs with a platform to communicate individual NGO strategic intentions in order to enlist possible donor interest and support for continued delivery of services

1 4 Summary of key Programme objectives

YEP Programme	Process	Expected outputs	Outcomes
Kick-off Workshop	<i>inform</i>	NGOs that understand what YEP is about	A clear vision of the way forward
	<i>enrol</i>	Several NGOs with energy to embrace the YEP project	Closer collaboration between NGOs
	<i>enable</i>	Selection of appropriate staff to attend workshops	A commitment to improve performance capacity and delivery
Research Training Workshop Proposal Development	<i>inform</i>	Knowledge of specific tools and techniques to develop research proposals	Shared knowledge throughout NGO as appropriate
	<i>enrol</i>	Energy to apply selected tools and techniques, connect with other NGO functions and so lift NGO performance	Mobilised energy throughout NGO
	<i>enable</i>	Just do it - initiate and organise appropriate RH projects	Progressive delivery of high level NGO performance in a professional manner
Research Training Workshop Data Analysis and Report Writing	<i>inform</i>	Knowledge of specific tools and techniques to process, analyse and present research findings	Shared knowledge throughout NGO as appropriate
	<i>enrol</i>	Energy to apply selected tools and techniques, connect with other NGO functions and so lift NGO performance	Mobilised energy throughout NGO
	<i>enable</i>	Just do it - analysed and reported research findings	Progressive delivery of high level NGO performance in a professional manner
Dissemination Workshop	<i>inform</i>	Knowledge of the needs of the youth sector for RH services and insight into delivery issues	Shared knowledge of key RH issues by an established network of facilitating agencies
	<i>enrol</i>	Energy to support the effective delivery of RH services to the youth target market	Mobilised energy throughout various sectors in the community leading to sustainable impact by NGOs
	<i>enable</i>	Just do it - disseminated research findings	Continuity in progressive delivery of appropriate RH services by focused NGOs



2. Activities performed during Project Period

Key activities during the project period have been focused in four main areas -

- 1 Kick-off Workshop
- 2 Research Workshop - Research Proposal Development Programme
- 3 Research Workshop - Data Analysis and Report Writing
- 4 Dissemination Workshop

2.1 Kick-off Workshop

The Kick-off Workshop activities included the preparation, delivery and follow-up work associated with the event

The Workshop was designed to combine the resources of the research and management elements of the project so as to inform and enrol relevant NGOs that displayed energy to actively become involved in the successful delivery of Reproductive Health Services to the youth

The specific interest of the management resource team was to inform target NGOs about opportunities to improve NGO management performance. Presentation of project goals followed by discussion was the primary activity to exchange ideas on the project vision. Areas of common ground were discovered and noted.

The workshop provided an opportunity to do a certain amount of prework in advance of the NGO-specific Retreat Workshops. Several instruments were introduced to expose NGOs to the self-assessment methodology that was to be used in the Retreat Workshops.

The YEP Project Co-ordinator took the responsibility to document the proceedings of the workshop and a report was tabled subsequent to the event.

In summary, activities associated with the Kick-off Workshop included the formulation of specific workshop objectives, design of the hand-out materials and workshop instruments, delivery of the workshop, reporting on the workshop outputs, analysis of the workshop proceedings and outputs, interpretations of insights to assist in the delivery of the project and the taking of decisions within the context of the project vision. The latter included final selection of NGOs to become actively involved in the project.

2.2. Research Workshop - Research Proposal Development

Prior to the workshop, the participating organisations were briefed on the objectives of the overall project and that of the workshop in particular. This was to familiarise them with the project, solicit their support as well as identify their priority research areas to be developed during the workshop.

Also attended to at the briefing was the selection of participants who would be available during the life of the project - the objective being to optimise benefits from the training as much as possible.

The training was conducted as planned and an evaluation instrument was used to capture the experience of participants. The perception of workshop participants was that they had benefited from the workshop.

2.3 Research Workshop - Data Analysis and Report Writing

Project facilitators retained close, ongoing dialogue with participants in the Research component of the project from the close of the Research Proposal Development workshop to the start of the Data Analysis and Report Writing workshop.

Technical service was delivered to assist research project participants to bridge the transfer of workshop experiences to pilot project reality.

The workshop training was conducted as planned. The participants (and facilitators) invested time and effort to ensure that learning was thorough - long hours were worked.

An evaluation instrument was used to capture the experience of participants. Participants expressed satisfaction with the workshop - the need for continued support was indicated in some specific research areas.

2.4 Dissemination Workshop

Project team leaders and facilitators participated in the planning and delivery of the Dissemination workshop.

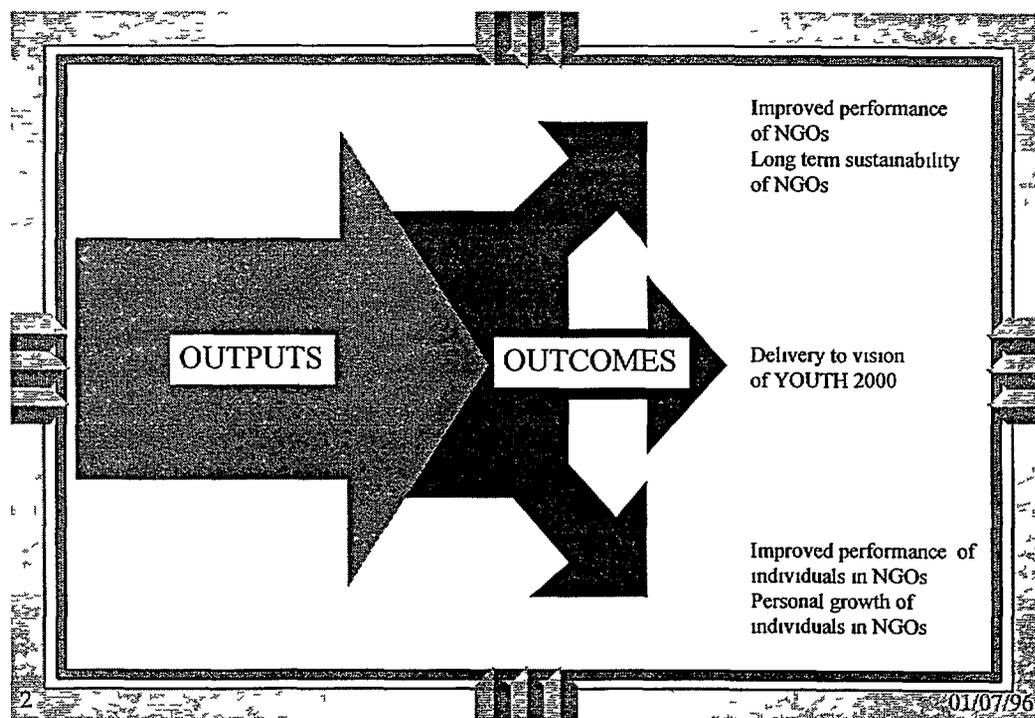
Key roles involved support to NGO team members who made presentations with regard to pilot projects.



3. Success in Meeting the Objectives

Success in meeting objectives for the project period may be considered using several criteria. The criteria may be applied to the scheduled programmes which include the Kick-off Workshop and Research Training Workshops. The following criteria for success are tabled:

- Attendance at Workshops
- Outputs
- Outcomes
- Qualitative perceptions regarding quality of workshop delivery
- Quantitative assessment of Research Workshop programme



3.1. Kick-off Workshop

3.1.1 Attendance at Workshop

Attendance at the Kick-off Workshop was regarded as satisfactory in that representatives from a number of NGOs with varying degrees of interest in the delivery of reproductive health services to the youth were able to send delegates to the workshop. The following table records attendance details.

Kick-off WORKSHOP 27-28 November 1995	
NGO IDENTITY	Attendance
ACT	2
BGGA	4
BOCONGO	1
BOFWA	3
BRCS	4
BSA	3
BYC	2
MAMBO	4
PSI	3
YWCA	3
AMMB	1
Co-operation for Research, Development and Education	2
Association of Teachers Against AIDS	3
Emang Basadi Women's Association	2
Metlhaetsile Women's Information Centre	1
Reetsanang Association of Community Drama Groups	2
Totals	40

3.1 2 Outputs

A key output of the Workshop was the achievement of a position that subsequently resulted in 10 NGOs making the commitment to become involved in the YEP project - starting with the Retreat Workshop Programme Eleven NGOs were to become involved in the Management component and eight in the Research component of the project

3 1.3. Outcomes

An important outcome of the Kick-off Workshop was the identification of a possible project related to the project vision The project involved the creation of an up-to-date database of resources in Botswana involved in the delivery of reproductive health services to the youth A focal point was the mapping of the physical location of individual reproductive health services operations During the YEP project period, the mapping project was taken through the proposal stage and on to donor approval for implementation

3.2. Research Workshop - Proposal Development

A total of twenty one participants took part in the workshop on Research Proposal Development The workshop was held at the Botswana National Productivity Centre (BNPC) premises in Gaborone

3 2 1. Attendance at Workshop

Representatives from eight of the YEP project NGOs attended the workshop A total of 21 people represented the various NGOs as follows

Research WORKSHOP - Proposal Development 5-21 February 1996	
NGO IDENTITY	Attendance
The Association of Medical Missions of Botswana AMMB	5
Botswana Council of Non Governmental Organisations BOCONGO	1
Botswana Family Welfare association BOFWA	3
Botswana Red Cross Society BRCS	3
Botswana Scouts Association BSA	2
Botswana Youth Centre BYC	3
Population Services International PSI	2
Young Women's Christian Association YWCA	1
Planned Parenthood of Ghana	1
Totals	21

3.2 2 Outputs

Outputs from the Proposal Development workshop include four proposals that were officially approved, namely

- 1 Effectiveness of Peer Education Programme in Gaborone**
- 2 Assessing the Coverage and Adequacy of Services Provided by AMMB to Care Givers of AIDS/HIV Positive Youth (15 - 29 Years)**
- 3 Utilisation of IEC Material on HIV/AIDS BY Adolescents with Disabilities**
- 4 Accessibility, Availability and Use of Condoms Among Youth (15 - 24 Years)**

All research teams managed to produce the first draft of the pilot project proposals soon after completing the workshop

Pilot project field work was done during the month of July and all teams managed to finish their data collection to enable them to participate in the Data Analysis and Report Writing Workshop

It should be noted that support received from Population Council, Nairobi Office, especially Naomi Rutenberg, and YEP Coordinator in Gaborone, Mercy Montsi, was so valuable in ensuring the success of this workshop element of the YEP project

3 2 3. Qualitative perceptions regarding quality of workshop delivery

Participants at the Proposal Development workshop were invited to respond to a comprehensive questionnaire at the end of the workshop

The instrument was designed to secure feedback on the perceived quality of the workshop and to capture other pertinent information

A record of the written comments made by workshop participants is included as Appendix IIa to this report

3.3. Research Workshop - Data Analysis and Report Writing.

The Data Analysis and Report Writing Workshop was conducted from 5th to 17th August 1996 at the Grand Palm Hotel

3 3.1. Attendance at Workshop

Representatives from eight of the YEP project NGOs attended the workshop A total of 19 people represented the various NGOs as follows

Research WORKSHOP - Data Analysis and Report Writing 5-17 August 1996	
NGO IDENTITY	Attendance
The Association of Medical Missions of Botswana AMMB	5
Botswana Family Welfare association BOFWA	2
Botswana Red Cross Society BRCS	3
Botswana Scouts Association BSA	4
Botswana Youth Centre BYC	2
Population Services International PSI	2
Young Women's Christian Association YWCA	1
Totals	19

Compared with the list of participants at the initial research workshop, BOFWA had one participant less Both YWCA and BYC were each represented by one "new" participant - each NGO had lost the services of a participant subsequent to the initial workshop

The Planned Parenthood of Ghana was not presented at this workshop

3 3 2. Outputs

Key outputs from the workshop were reports on each of the four pilot projects undertaken by the research teams from the various NGOs involved in the project

The contents of the pilot project reports were subsequently communicated to delegates who attended the one day POPCO Dissemination workshop in September 1996

3.3.3 Qualitative perceptions regarding quality of workshop delivery

Participants at the Data Analysis and Report Writing workshop were invited to respond to a comprehensive questionnaire at the end of the workshop

The instrument was designed to secure feedback on the perceived quality of the workshop and to capture other pertinent information

A record of the written comments made by workshop participants is included as Appendix IIb to this report

The general feeling was that the project went off well and a lot of research capacity have been acquired by individual participants - several participants noted a need for support in certain areas of research

All research teams disseminated their findings to relevant authorities

3.4 Quantitative Assessment of the Research Workshop Programme

Feedback from participants in the Research component of the project provides an opportunity to reflect on the effectiveness of the programme from the perspective of -



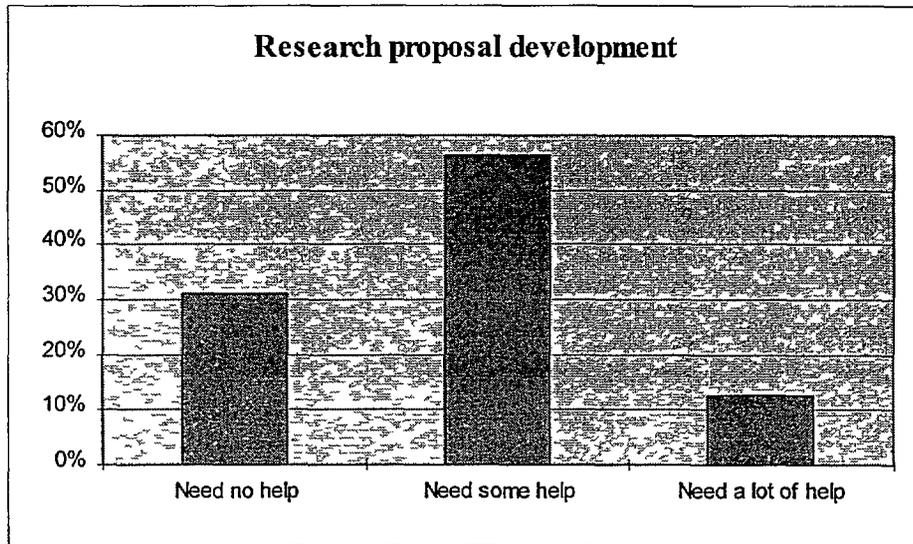
- ⇒ Transfer of research knowledge and skills
- ⇒ Perceived competency at specific steps in the research process
- ⇒ Methods of workshop delivery
- ⇒ Clarity of workshop presentations
- ⇒ Outcome from the research workshop experience
- ⇒ Use of time in the research workshop programme
- ⇒ Functioning of the research programme participants as a group
- ⇒ Delivery of programme support activities

3.4 1 Transfer of research knowledge and skills

3 4 1 1 research proposal development

Some 31% of the respondents to the evaluation questionnaire indicated their “independence” in tackling research proposals - 69% indicated a need for continued support

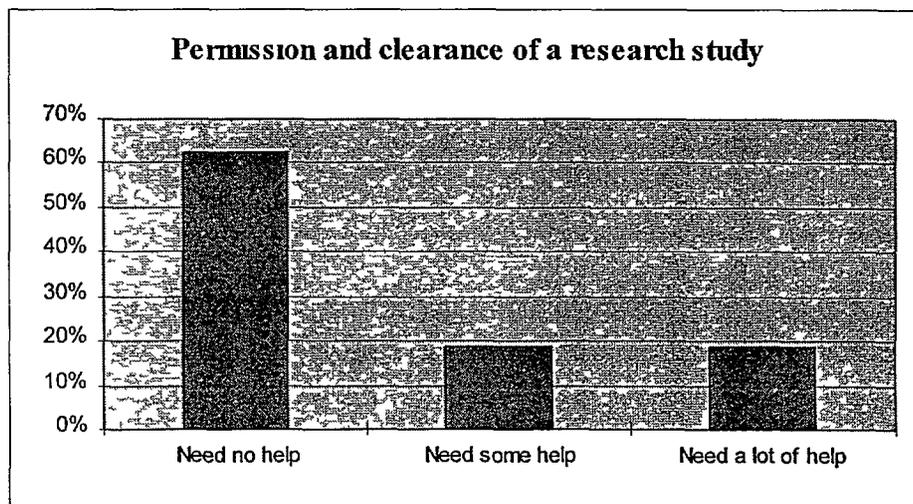
Making use of a rating scale where a score of 10 = “need no help”, a score of 5 = “need some help” and a score of 0 = “need a lot of help”, the weighted average “success” in transfer of knowledge and skills for “research proposal development” is computed to be 5.9



3 4 1 2 Permission and clearance of a research study

Some 63% of the participants were comfortable with their ability to manage “permission and clearance of a research study” - some 37% indicated a need for continued support

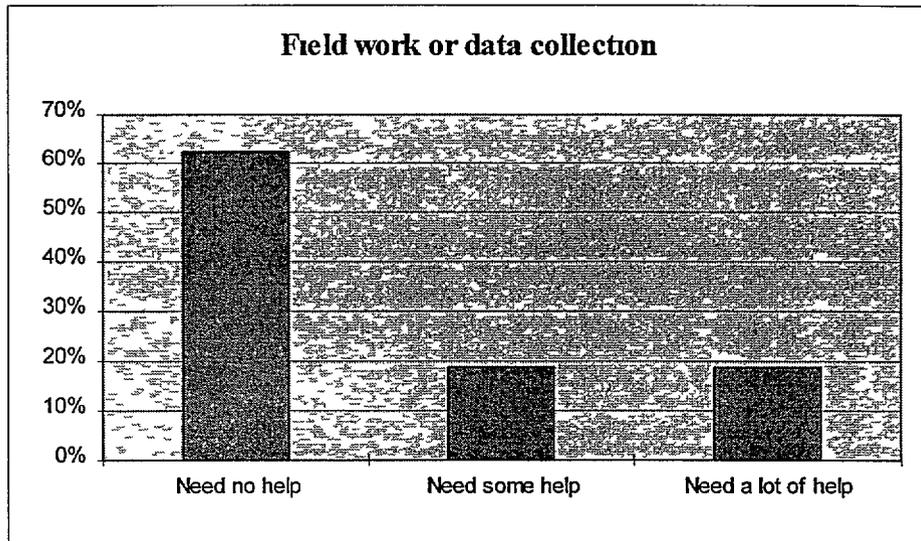
Making use of a rating scale where a score of 10 = “need no help”, a score of 5 = “need some help” and a score of 0 = “need a lot of help”, the weighted average “success” in transfer of knowledge and skills for “permission and clearance of a research study” is computed to be 7.3



3 4 1 3 Field work or data collection

Some 63% of the participants were comfortable with their ability to manage “field work and data collection” - some 37% indicated a need for continued support

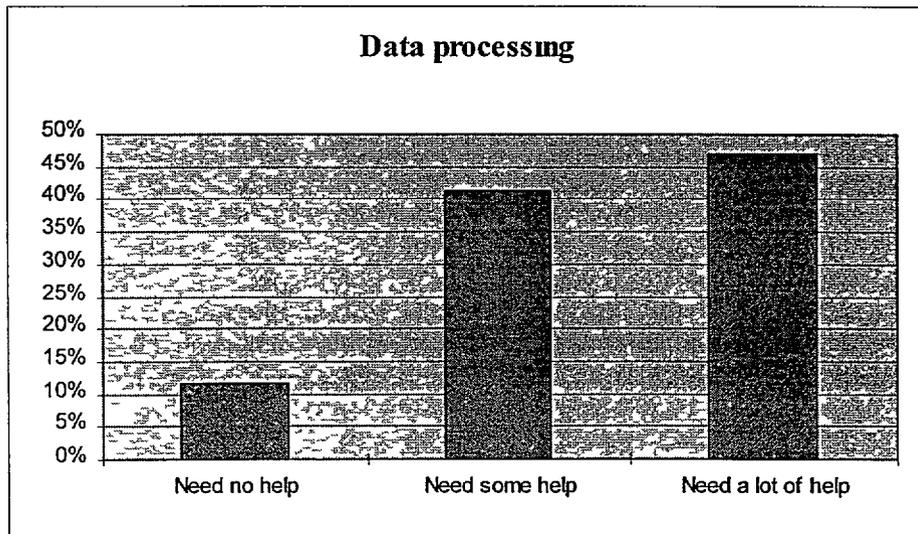
Making use of a rating scale where a score of 10 = “need no help”, a score of 5 = “need some help” and a score of 0 = “need a lot of help”, the weighted average “success” in transfer of knowledge and skills for “field work or data collection” is computed to be 7 3



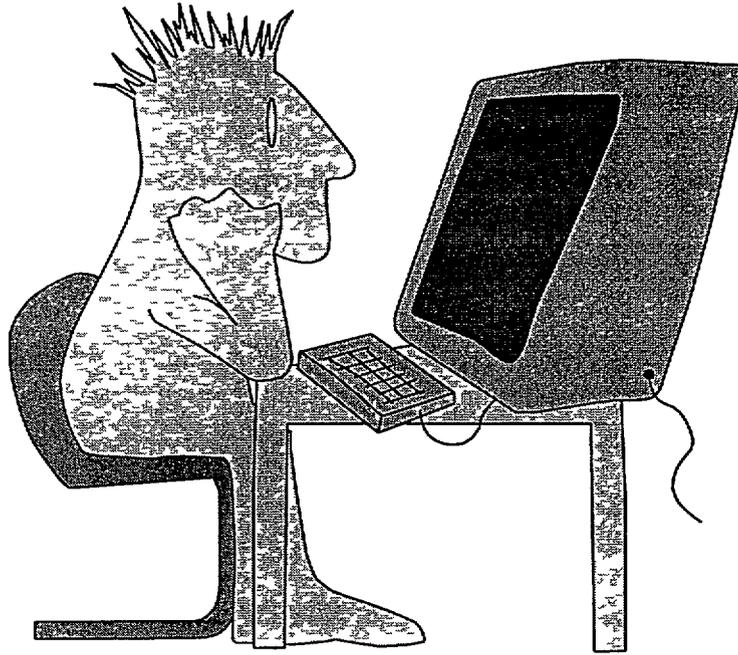
3 4 1 4 Data processing

Only 12% of the participants were comfortable with their ability to manage “data processing” - some 88% indicated a need for continued support, mostly as a result of limited prior experience with computers

Making use of a rating scale where a score of 10 = “need no help”, a score of 5 = “need some help” and a score of 0 = “need a lot of help”, the weighted average “success” in transfer of knowledge and skills for “data processing” is computed to be 3 3

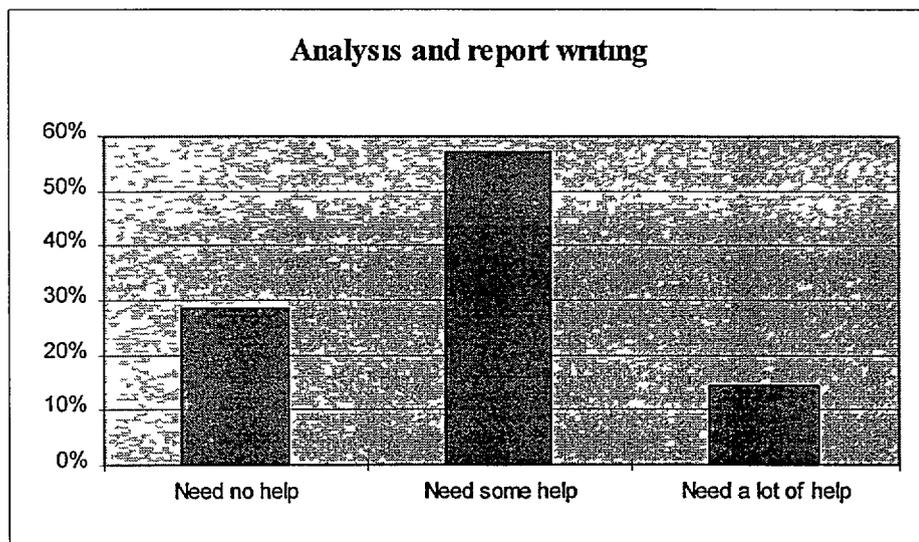


A significant need for help, continued support in data processing



3 4 1 5 Analysis and report writing

Some 29% of the participants were comfortable with their ability to manage the “analysis and report writing” - some 71% indicated a need for continued support, mostly of a limited nature. Making use of a rating scale where a score of 10 = “need no help”, a score of 5 = “need some help” and a score of 0 = “need a lot of help”, the weighted average “success” in transfer of knowledge and skills for “analysis and report writing” is computed to be 5.8

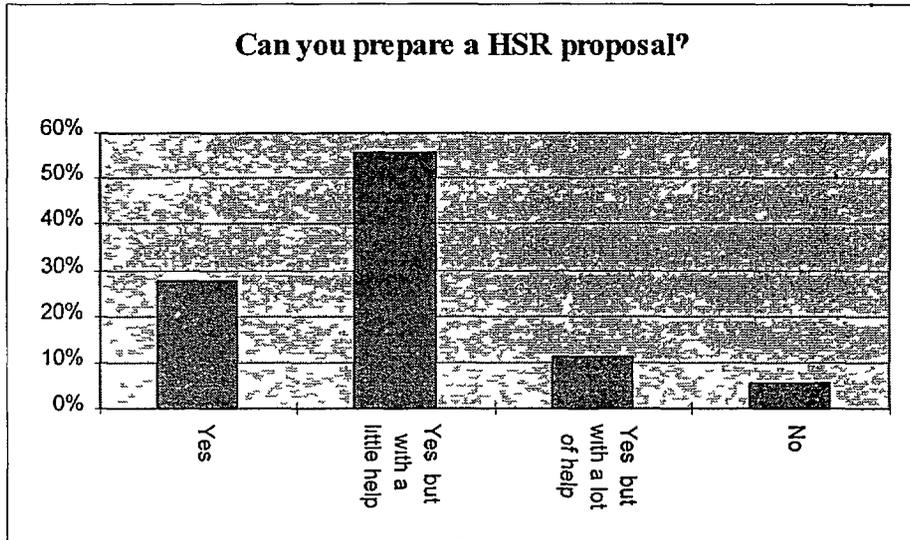


3 4 2 Perceived competency at specific steps in the research process

3 4 2 1 Can you prepare a research proposal?

Some 28% of the participants responded to the evaluation questionnaire with an unqualified “yes” - some 72% indicated a need for help, mostly of a limited nature

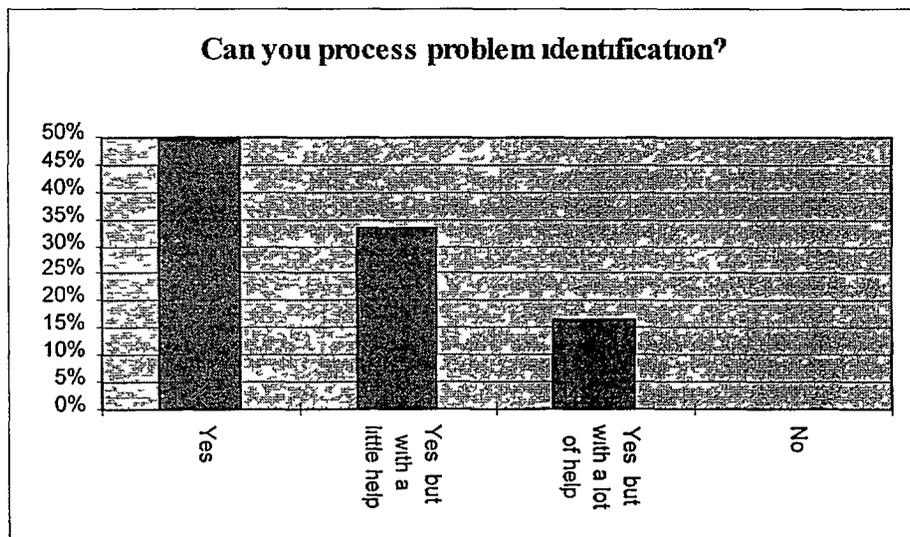
Making use of a rating scale where a score of 10 = “yes”, a score of 7 5 = “yes, but with a little help”, a score of 2 5 = “yes, but with a lot of help” and a score of 0 = “no”, the weighted average “competency” for the step “preparation of a research proposal” is computed to be 7 3



3 4 2 2 Can you process problem identification?

Some 50% of the participants responded to the evaluation questionnaire with an unqualified “yes” - some 50% indicated a need for help, mostly of a limited nature

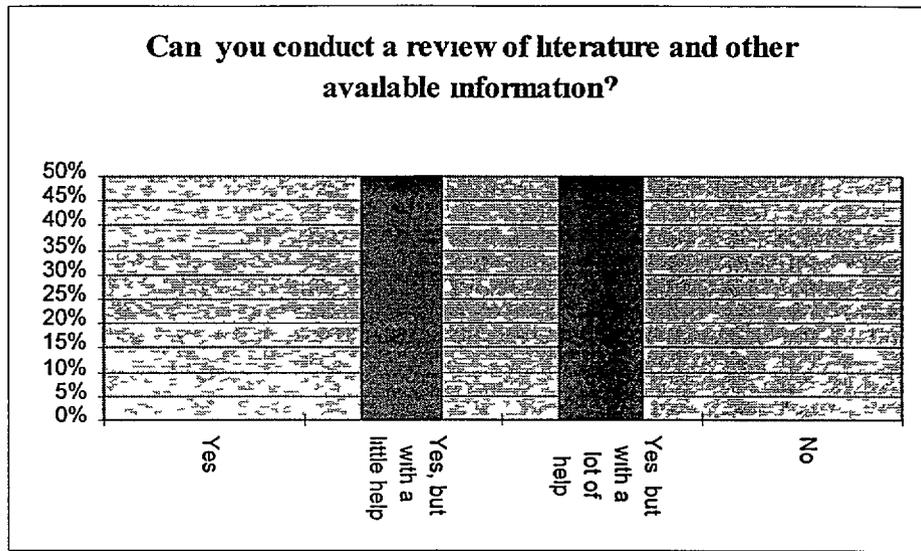
Making use of a rating scale where a score of 10 = “yes”, a score of 7 5 = “yes, but with a little help”, a score of 2 5 = “yes, but with a lot of help” and a score of 0 = “no”, the weighted average “competency” for the step “processing problem identification” is computed to be 7 9



3 4 2 3 Can you conduct a review of literature and other available material?

Some 0% of the participants responded to the evaluation questionnaire with an unqualified “yes” - some 100% indicated a need for help, both of a limited and intensive nature

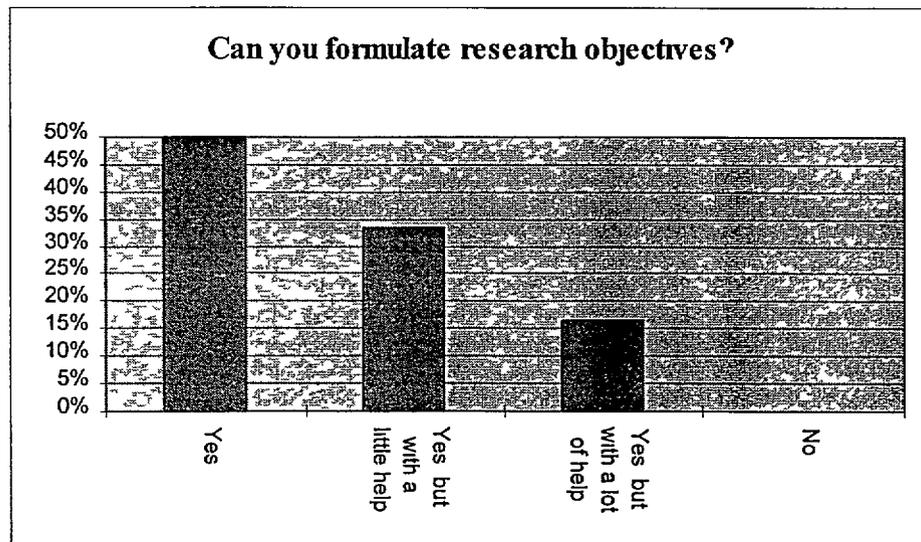
Making use of a rating scale where a score of 10 = “yes”, a score of 7.5 = “yes, but with a little help”, a score of 2.5 = “yes, but with a lot of help” and a score of 0 = “no”, the weighted average “competency” for the step “review of literature” is computed to be 5.0



3 4 2 4 Can you formulate research objectives?

Some 50% of the participants responded to the evaluation questionnaire with an unqualified “yes” - some 50% indicated a need for help, mostly of a limited nature

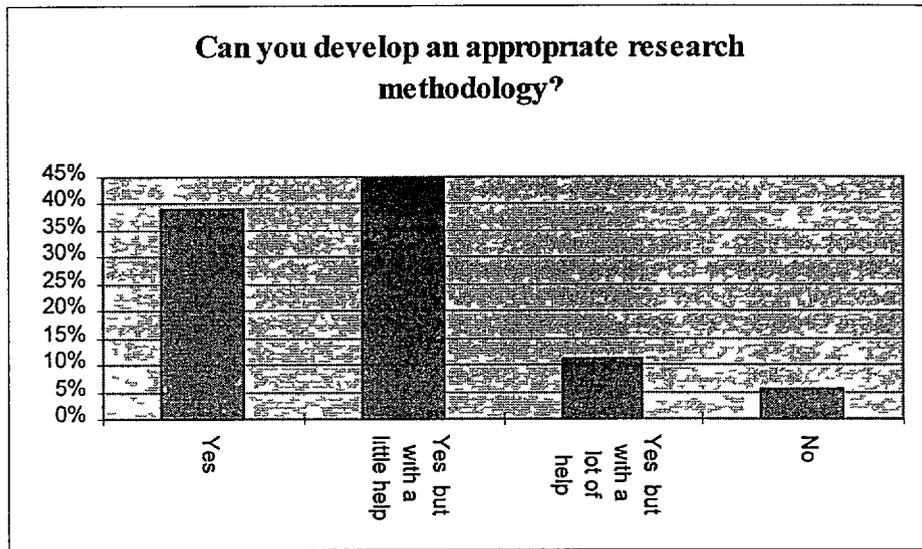
Making use of a rating scale where a score of 10 = “yes”, a score of 7.5 = “yes, but with a little help”, a score of 2.5 = “yes, but with a lot of help” and a score of 0 = “no”, the weighted average “competency” for the step “formulation of research objectives” is computed to be 7.9



3 4 2 5 Can you develop an appropriate research methodology?:

Some 39% of the participants responded to the evaluation questionnaire with an unqualified “yes” - some 61% indicated a need for help, mostly of a limited nature

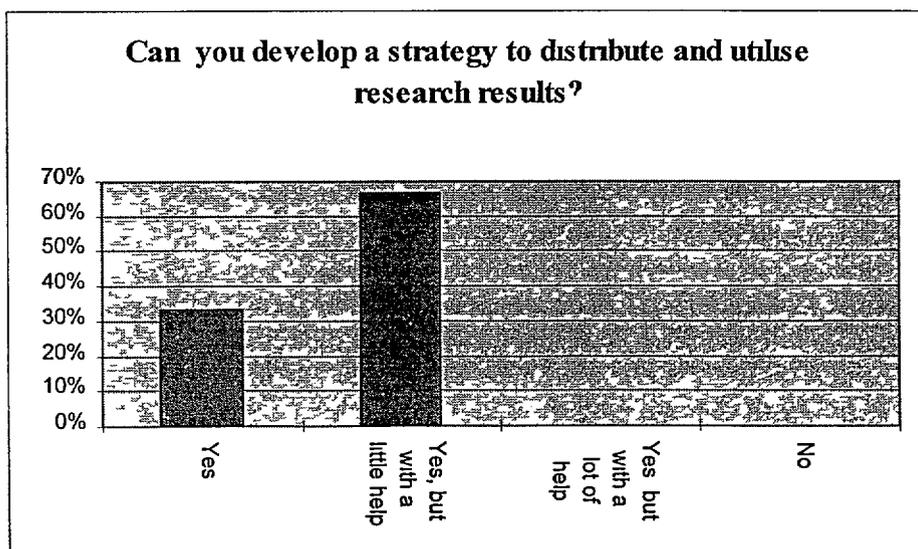
Making use of a rating scale where a score of 10 = “yes”, a score of 7.5 = “yes, but with a little help”, a score of 2.5 = “yes, but with a lot of help” and a score of 0 = “no”, the weighted average “competency” for the step “development of an appropriate research methodology” is computed to be 7.5



3 4 2 6 Can you develop a strategy to distribute and utilise research results?:

Some 33% of the participants responded to the evaluation questionnaire with an unqualified “yes” - some 67% indicated a need for help of a limited nature

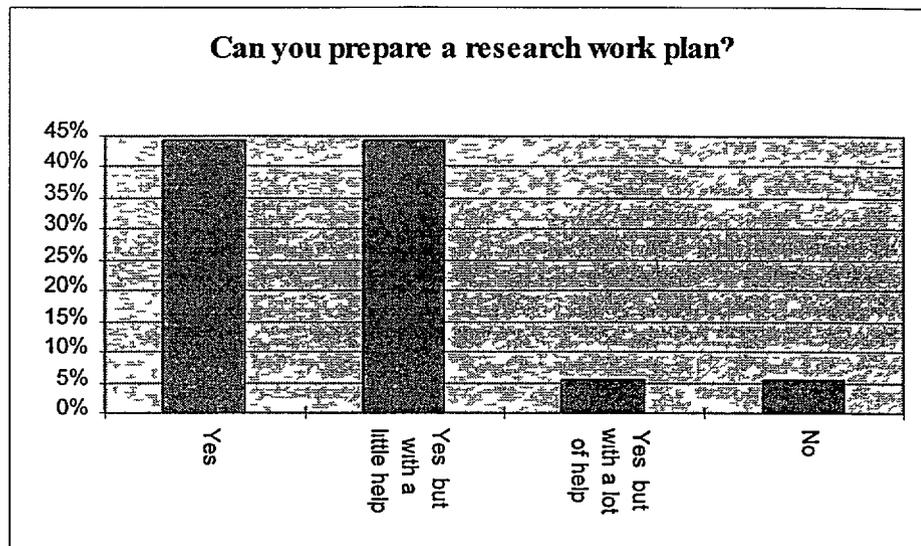
Making use of a rating scale where a score of 10 = “yes”, a score of 7.5 = “yes, but with a little help”, a score of 2.5 = “yes, but with a lot of help” and a score of 0 = “no”, the weighted average “competency” for the step “development of a strategy to distribute and utilise research results” is computed to be 8.3



3 4 2 7 Can you prepare a research work plan?

Some 44% of the participants responded to the evaluation questionnaire with an unqualified “yes” - some 56% indicated a need for help, mostly of a limited nature

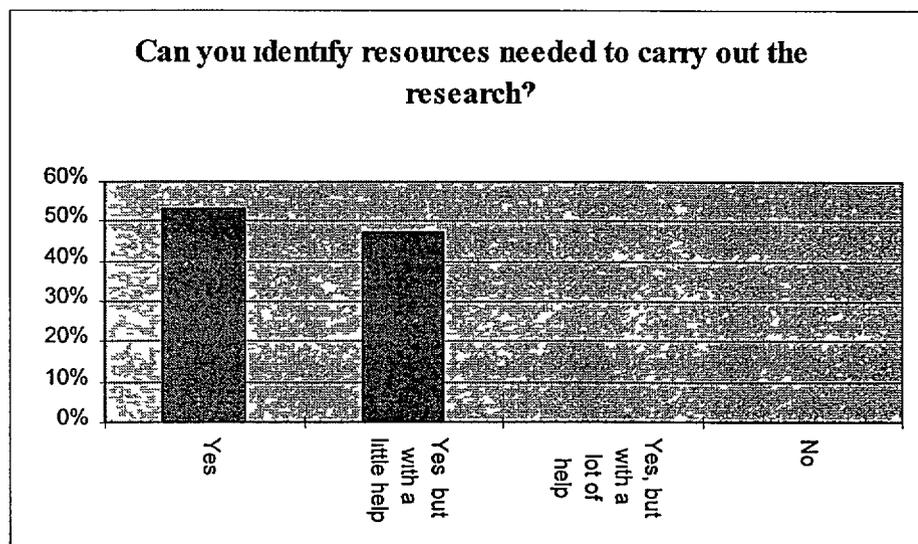
Making use of a rating scale where a score of 10 = “yes”, a score of 7.5 = “yes, but with a little help”, a score of 2.5 = “yes, but with a lot of help” and a score of 0 = “no”, the weighted average “competency” for the step “preparation of a research work plan” is computed to be 7.9



3 4 2 8 Can you identify resources to carry out the research?

Some 53% of the participants responded to the evaluation questionnaire with an unqualified “yes” - some 47% indicated a need for help of a limited nature

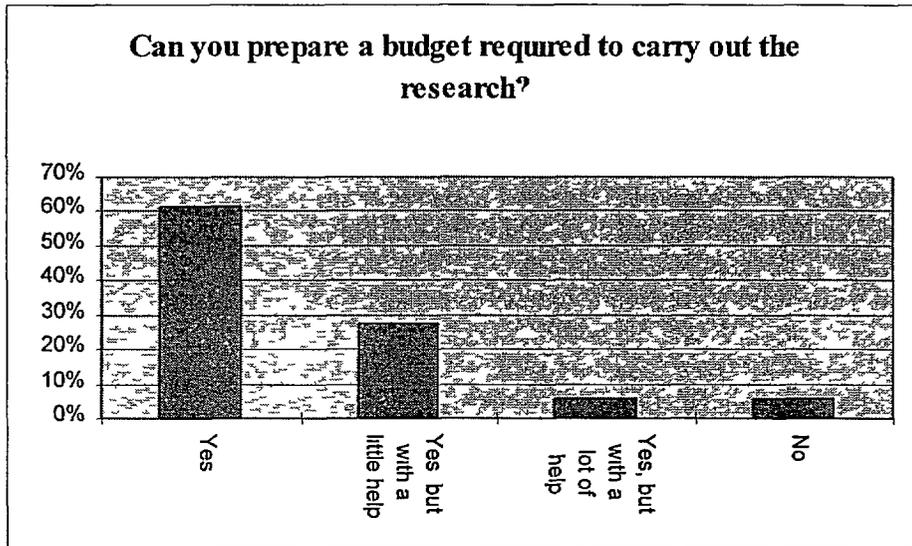
Making use of a rating scale where a score of 10 = “yes”, a score of 7.5 = “yes, but with a little help”, a score of 2.5 = “yes, but with a lot of help” and a score of 0 = “no”, the weighted average “competency” for the step “problem identification” is computed to be 8.8



3 4 2 9 Can you prepare a budget to carry out the research?

Some 61% of the participants responded to the evaluation questionnaire with an unqualified “yes” - some 39% indicated a need for help, mostly of a limited nature

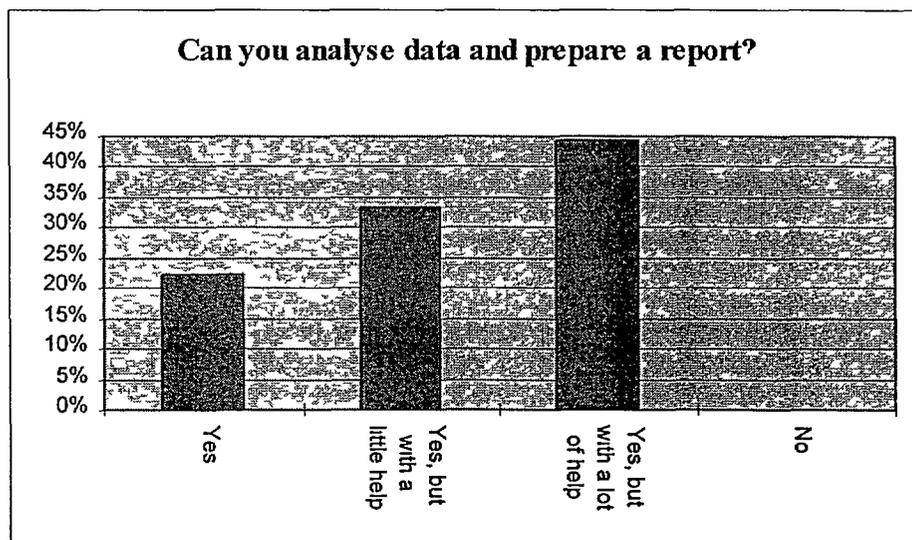
Making use of a rating scale where a score of 10 = “yes”, a score of 7.5 = “yes, but with a little help”, a score of 2.5 = “yes, but with a lot of help” and a score of 0 = “no”, the weighted average “competency” for the step “preparation of a budget to carry out the research” is computed to be 8.4



3 4 2 10 Can you analyse data and prepare a report?

Some 22% of the participants responded to the evaluation questionnaire with an unqualified “yes” - some 78% indicated a need for help, mostly of an intensive nature

Making use of a rating scale where a score of 10 = “yes”, a score of 7.5 = “yes, but with a little help”, a score of 2.5 = “yes, but with a lot of help” and a score of 0 = “no”, the weighted average “competency” for the step “analysis of data and preparation of a report” is computed to be 5.8

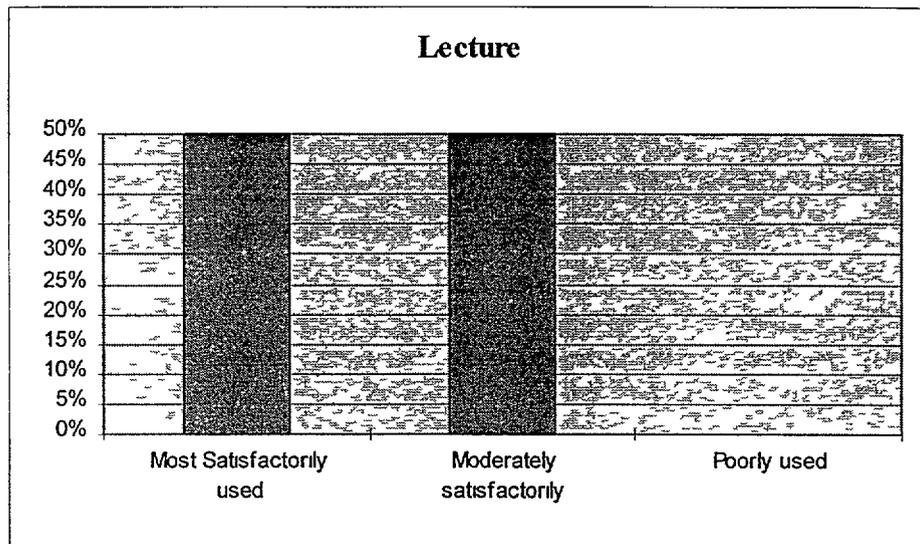


3 4 3. Methods of workshop delivery

3 4 3 1 Lectures as a component of workshop delivery

Some 50% of the participants indicated that this component of workshop delivery was most satisfactorily used - the other 50% indicated that this component was used in a manner that was moderately satisfactory

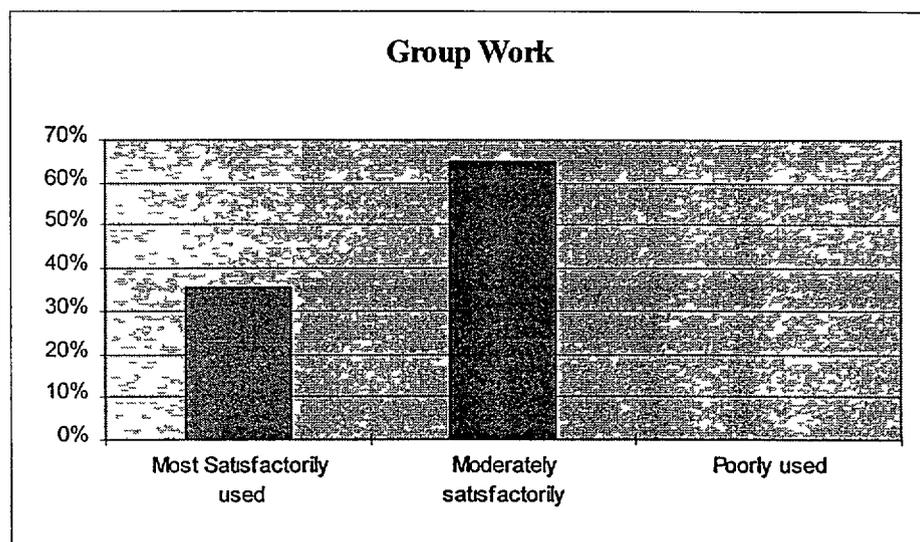
Making use of a rating scale where a score of 10 = “most satisfactorily used”, a score of 5 = “moderately satisfactorily used” and a score of 0 = “poorly used”, the weighted average “success” of the lecture method of workshop delivery is computed to be 7.5



3 4 3 2 Group work as a component of workshop delivery

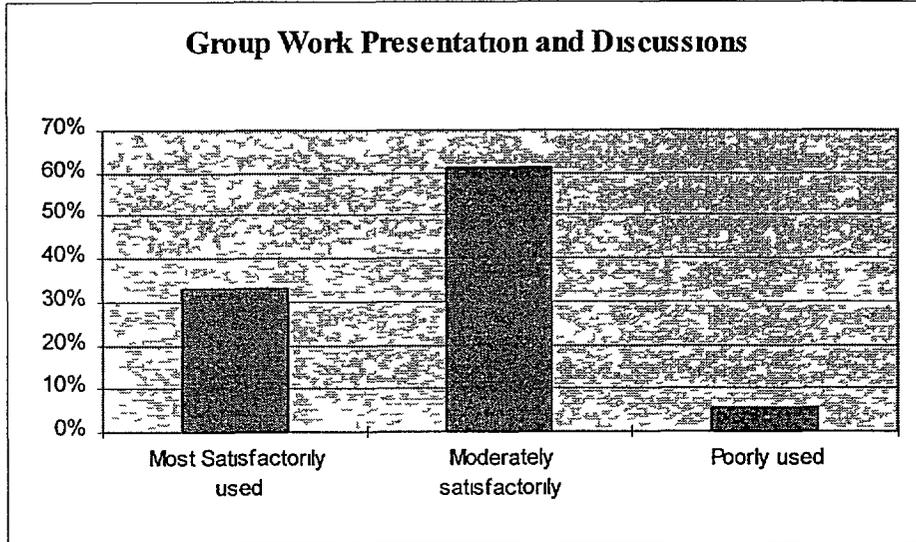
Some 35% of the participants indicated that this component of workshop delivery was most satisfactorily used - the other 65% indicated that this component was used in a manner that was moderately satisfactory

Making use of a rating scale where a score of 10 = “most satisfactorily used”, a score of 5 = “moderately satisfactorily used” and a score of 0 = “poorly used”, the weighted average “success” of the group work method of workshop delivery is computed to be 6.8



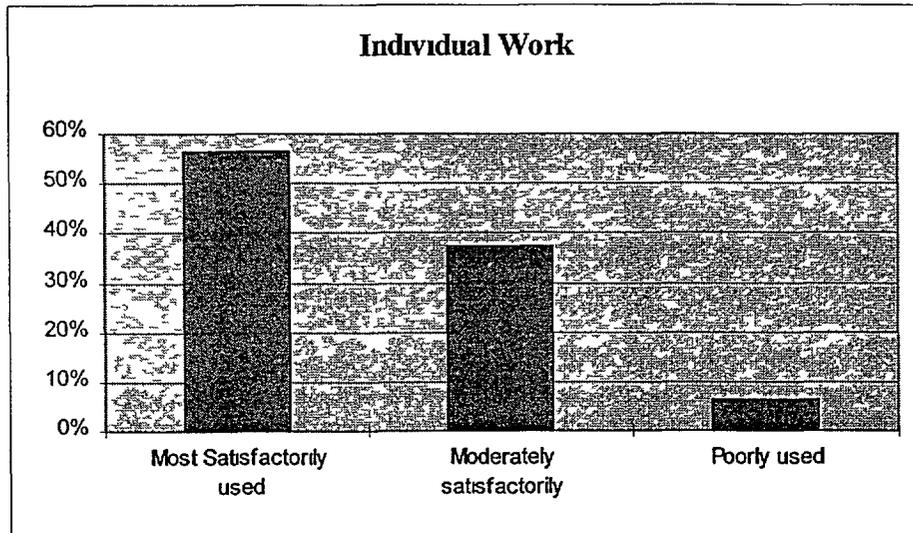
3 4 3 3 Group work presentations and discussions as a component of workshop delivery

Some 33% of the participants indicated that this component of workshop delivery was most satisfactorily used - 61% indicated that this component was used in a manner that was moderately satisfactory and a few experienced poor use of this method of delivery. Making use of a rating scale where a score of 10 = "most satisfactorily used", a score of 5 = "moderately satisfactorily used" and a score of 0 = "poorly used", the weighted average "success" of the group work presentations and discussions method of workshop delivery is computed to be 6.4



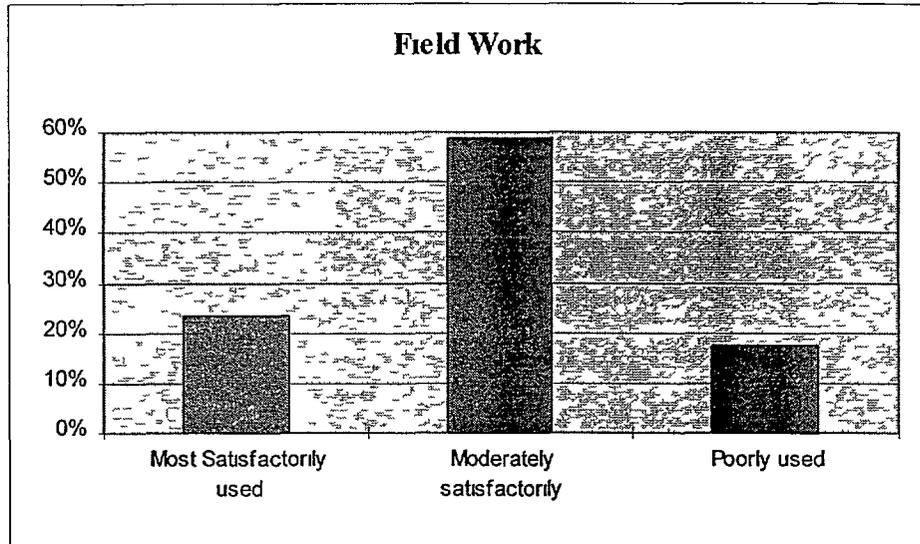
3 4 3 4 Individual work as a component of workshop delivery

Some 56% of the participants indicated that this component of workshop delivery was most satisfactorily used - another 38% indicated that this component was used in a manner that was moderately satisfactory and a few experienced poor use of this method of delivery. Making use of a rating scale where a score of 10 = "most satisfactorily used", a score of 5 = "moderately satisfactorily used" and a score of 0 = "poorly used", the weighted average "success" of the individual work method of workshop delivery is computed to be 7.5



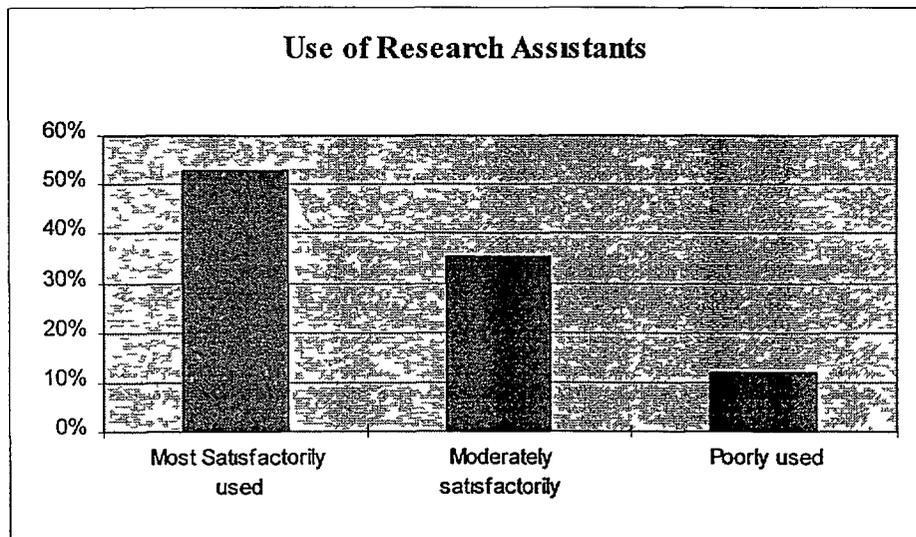
3 4 3 5. Field work as a component of workshop delivery

Some 24% of the participants indicated that this component of workshop delivery was most satisfactorily used - another 59% indicated that this component was used in a manner that was moderately satisfactory and a fair number experienced poor use of this method of delivery Making use of a rating scale where a score of 10 = "most satisfactorily used", a score of 5 = "moderately satisfactorily used" and a score of 0 = "poorly used", the weighted average "success" of the field work method of workshop delivery is computed to be 5 4



3 4 3 6 Use of research assistants as a component of workshop delivery

Some 53% of the participants indicated that this component of workshop delivery was most satisfactorily used - another 35% indicated that this component was used in a manner that was moderately satisfactory and a fair number experienced poor use of this method of delivery Making use of a rating scale where a score of 10 = "most satisfactorily used", a score of 5 = "moderately satisfactorily used" and a score of 0 = "poorly used", the weighted average "success" of the use of research assistants as a method of workshop delivery is computed to be 7 1

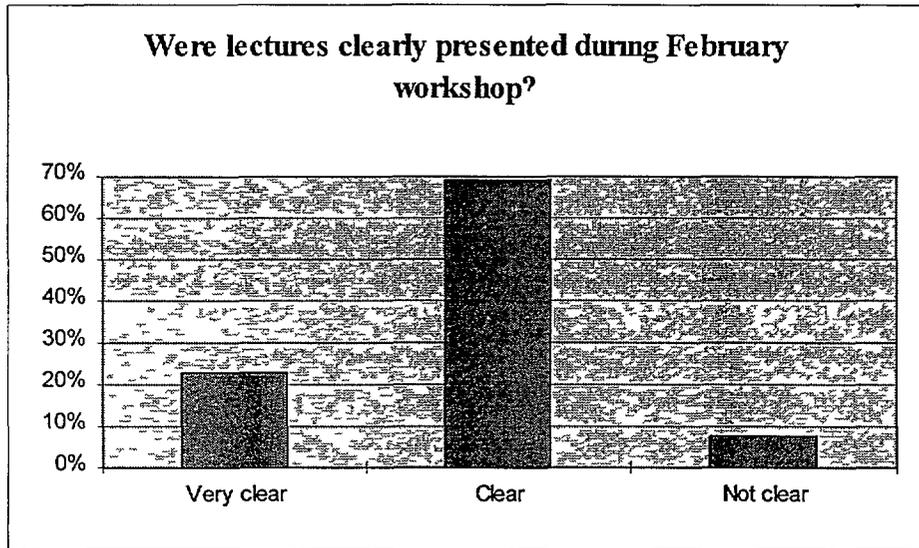


3.4.4. Clarity of workshop presentations

3 4 4 1 Clarity of February '96 workshop lectures

Some 92% of participants experienced the lectures to be clear or very clear - a small number felt that lectures were unclear

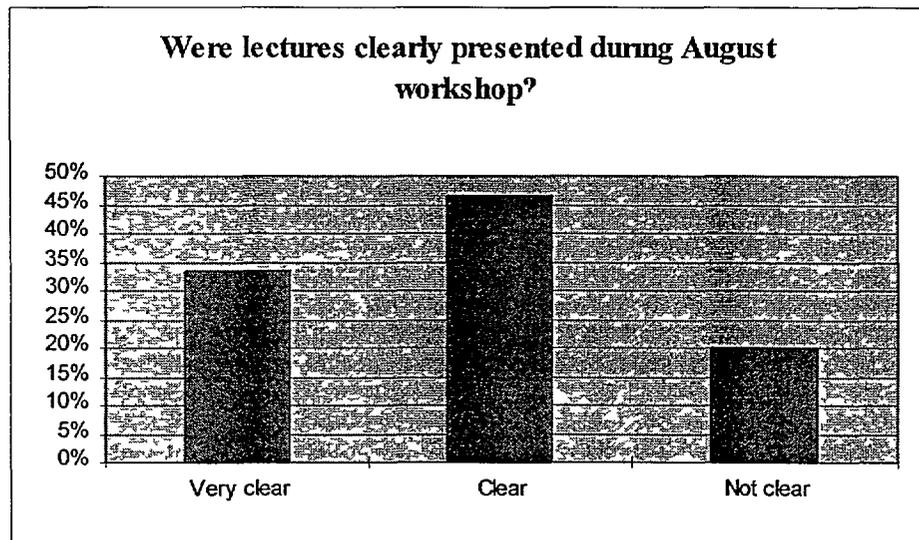
Making use of a rating scale where a score of 10 = "very clear", a score of 5 = "clear" and a score of 0 = "not clear", the weighted average "clarity" for the February workshop lectures is computed to be 5.8



3 4 4 2 Clarity of August '96 workshop lectures.

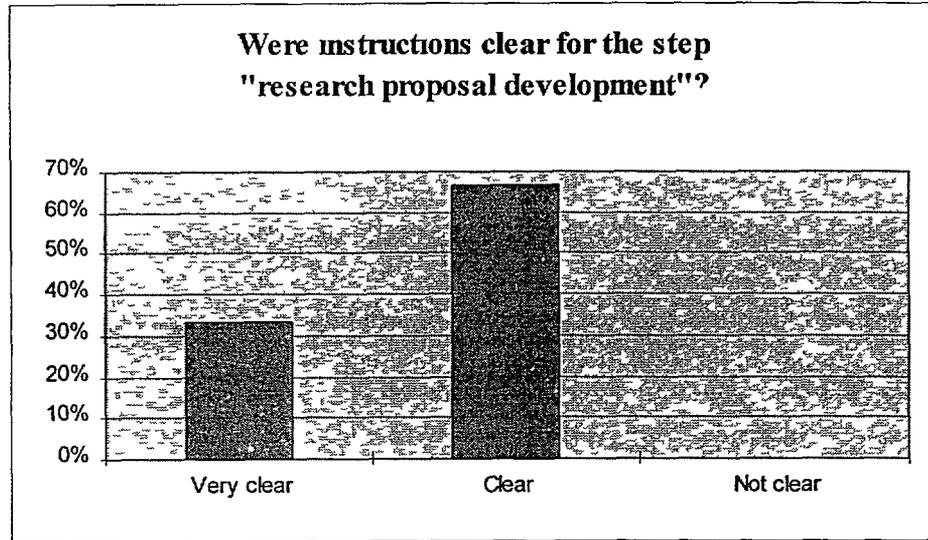
Some 80% of participants experienced the lectures to be clear or very clear - a fair number felt that lectures were unclear

Making use of a rating scale where a score of 10 = "very clear", a score of 5 = "clear" and a score of 0 = "not clear", the weighted average "clarity" for the August workshop lectures is computed to be 5.7



3 4 4 3 Clarity of instructions for the step “research proposal development”.

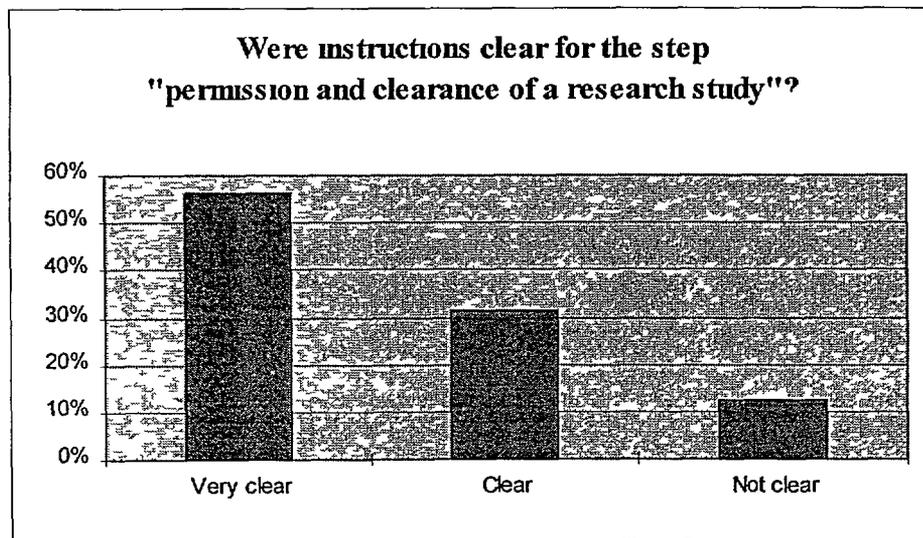
Some 100% of participants experienced the instructions for the step to be clear or very clear. Making use of a rating scale where a score of 10 = “very clear”, a score of 5 = “clear” and a score of 0 = “not clear”, the weighted average “clarity” for the step instructions is computed to be 6.7.



3 4 4 4 Clarity of instructions for the step “permission and clearance of a research study”

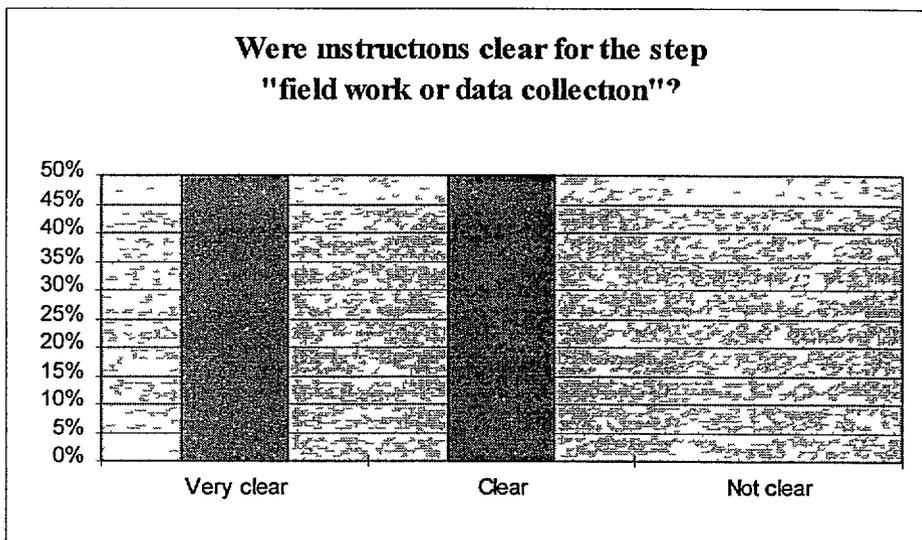
Some 87% of participants experienced the instructions for the step to be clear or very clear while a fair number considered that the instructions were not clear.

Making use of a rating scale where a score of 10 = “very clear”, a score of 5 = “clear” and a score of 0 = “not clear”, the weighted average “clarity” for the step instructions is computed to be 7.2.



3 4 4 5 Clarity of instructions for the step “field work and data collection”:

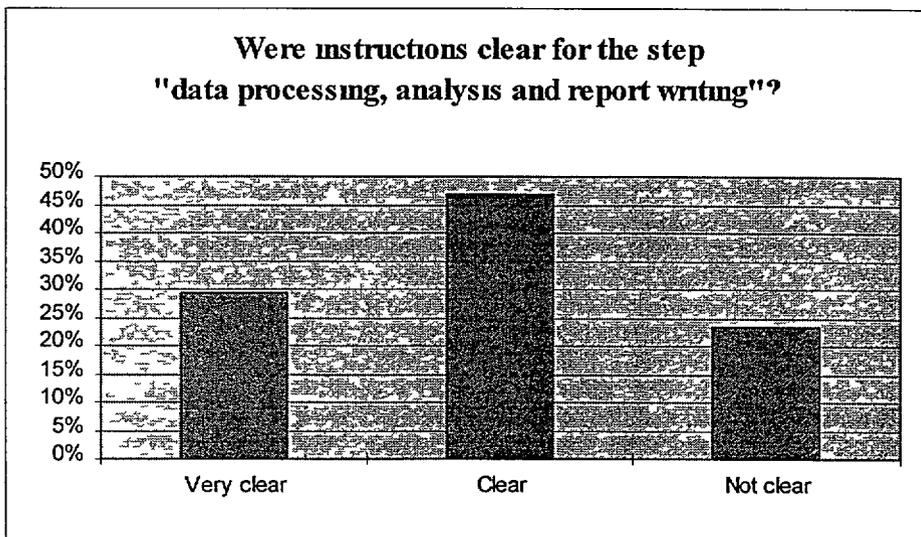
Some 100% of participants experienced the instructions for the step to be clear or very clear. Making use of a rating scale where a score of 10 = “very clear”, a score of 5 = “clear” and a score of 0 = “not clear”, the weighted average “clarity” for the step instructions is computed to be 7.5



3 4 4 6 Clarity of instructions for the step “data processing, analysis and report writing”

Some 76% of participants experienced the instructions for the step to be clear or very clear - quite a few thought that the instructions were not clear

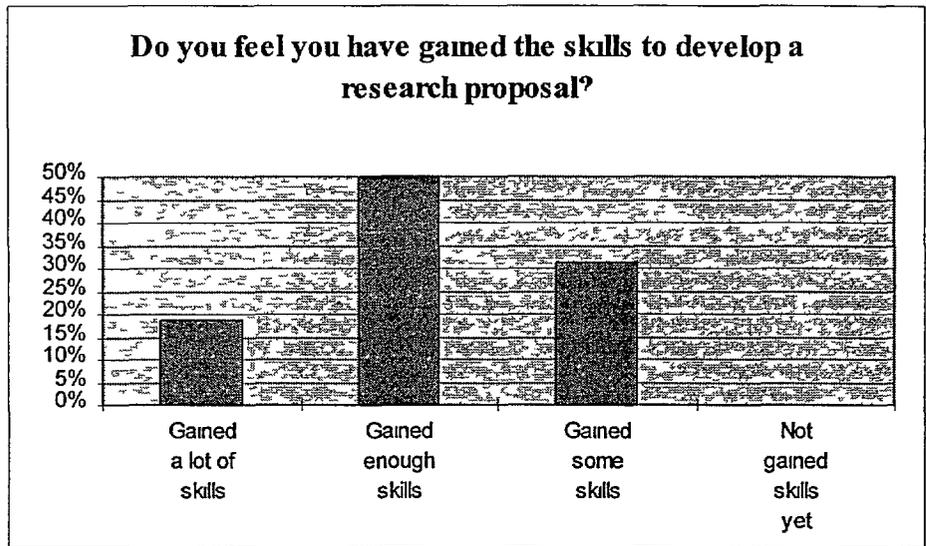
Making use of a rating scale where a score of 10 = “very clear”, a score of 5 = “clear” and a score of 0 = “not clear”, the weighted average “clarity” for the step instructions is computed to be 5.3



3 4.5. Outcome from the research workshop experience

3 4 5 1 Acquisition of skills to develop a research proposal

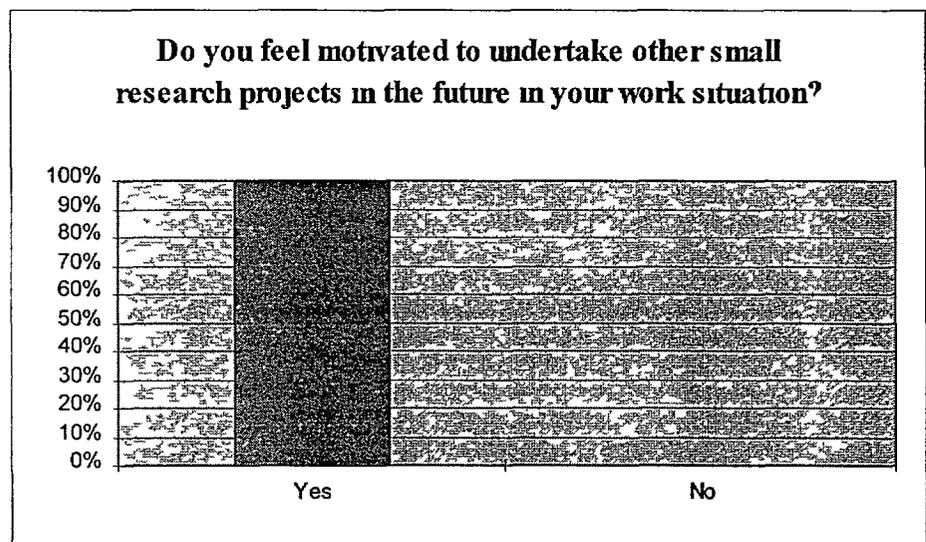
Some 69% of participants indicated that they had acquired sufficient skills to develop a research proposal - the remaining 31% acknowledged the acquisition of some skills. Making use of a rating scale where a score of 10 = "gained a lot of skills", a score of 7.5 = "gained enough skills", a score of 5 = "gained some skills" and a score of 0 = "not gained skills yet", the weighted average "success" of skill acquisition is computed to be 6.4



3 4 5 2 Motivation to undertake small scale research projects in the work place

All participants indicated that they had enough motivation to undertake other small scale research projects in the future in the work situation.

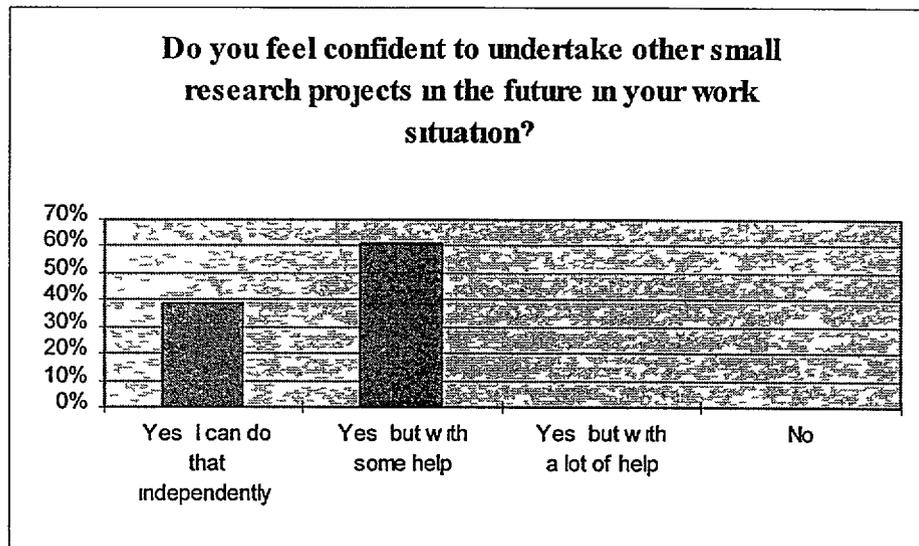
Making use of a rating scale where a score of 10 = "yes", and a score of 0 = "no", the weighted average "motivation" of workshop participants is computed to be 10.0



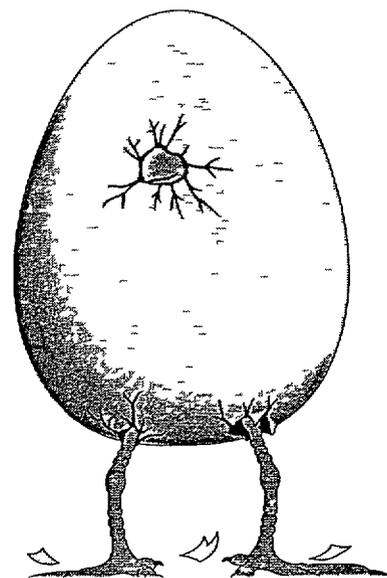
3 4 5 3 Confidence to undertake small scale research projects in the work place

Some 39% of participants indicated that they had the confidence to undertake other small scale research projects in the future in the work situation. The balance of 61% of participants were also confident but indicated a need for some help in tackling projects.

Making use of a rating scale where a score of 10 = "yes, I can do that independently", a score of 7.5 = "yes, but with some help", a score of 2.5 = "yes, but with a lot of help" and a score of 0 = "no", the weighted average "confidence" of workshop participants is computed to be 8.5.



Relatively high confidence to undertake small research projects in the future - a need for continued help and support acknowledged



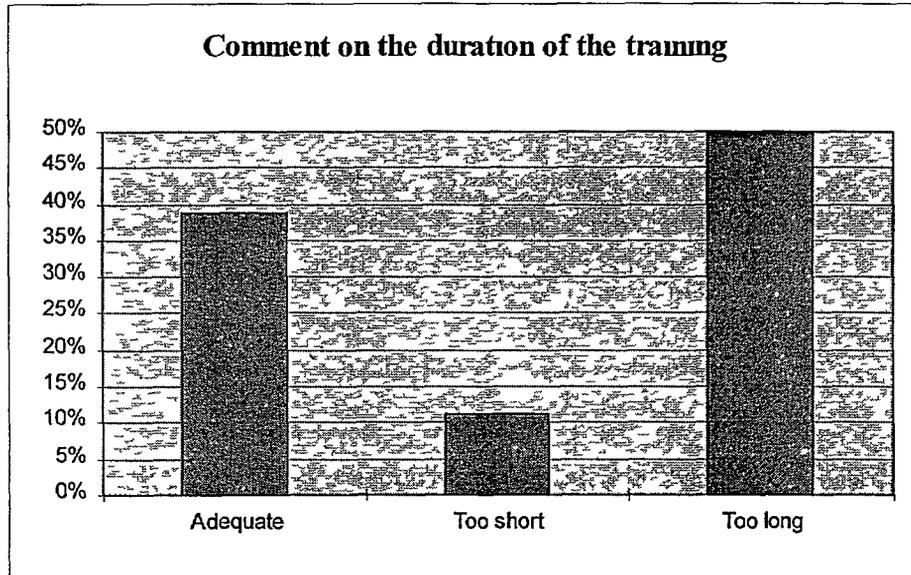
3.4 6 Use of time in the research workshop programme

3 4 6 1 Comments on duration of the research training

Some 39% of the participants felt that the duration of the training was adequate, 50% felt it was too long and the balance of 11% thought that the duration was too short

Using a scoring system where a score of 10 = "adequate duration", a score of 2 5 = "too long" and 2 5 = "too short", the quantified use of time is computed to be a score of 5 4

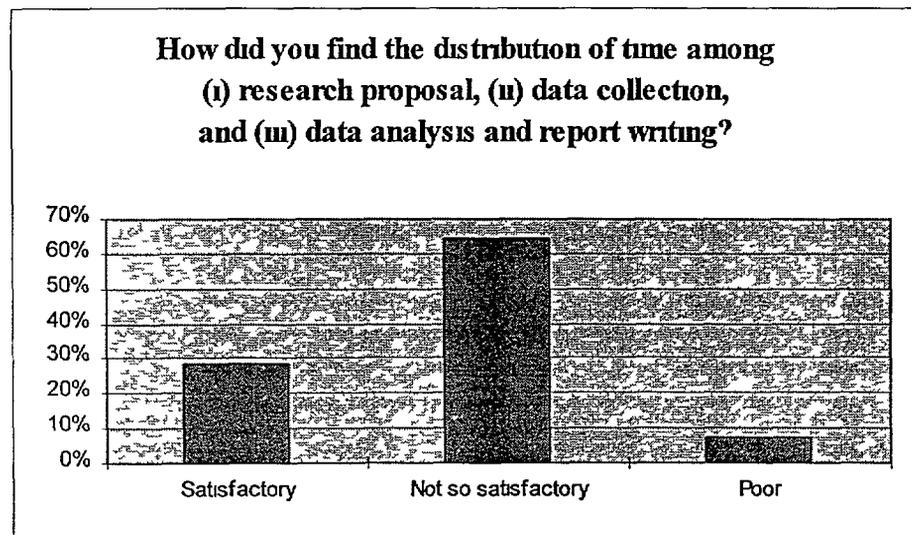
The scores reflect, perhaps, the disparate learning rates for the individual workshop participants



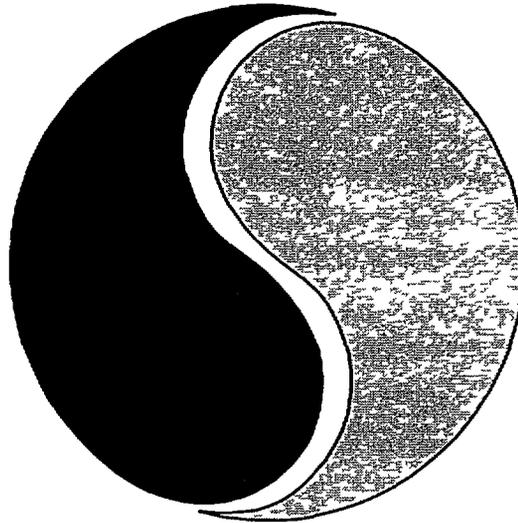
3 4 6 2 Comment on the distribution of time between key elements of the research process

Some 29% of the participants felt that the distribution of time was satisfactory, 71% indicated that distribution of time between the key elements of the research process was less than satisfactory

Using a scoring system where a score of 10 = "satisfactory", a score of 5 = "not so satisfactory" and 0 = "poor", the distribution of time to achieve effectiveness is computed to be a score of 6 1



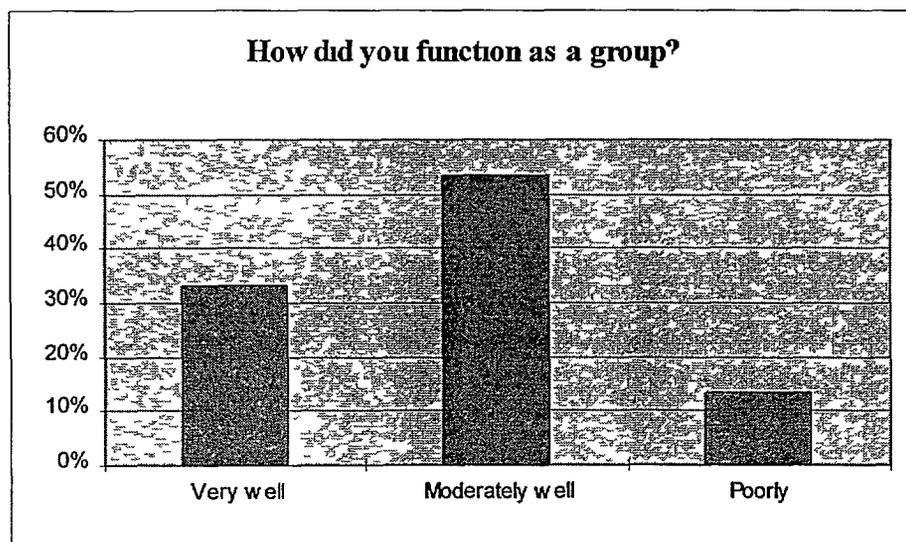
Problem in finding a balance in allocation of time in working with participants from widely different educational backgrounds

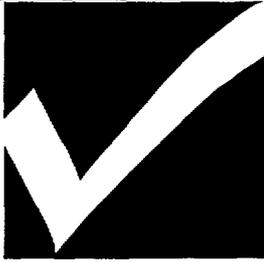


3 4 7 *Functioning of the research programme participants as a group*

Some 86% of the participants perceived themselves to function reasonably effectively as a group - a smaller percentage (13%) experienced poor group functioning

Using a scoring system where a score of 10 = "very well", a score of 5 = "moderately well" and 0 = "poorly", the effectiveness of group functioning is computed to be a score of 6 0



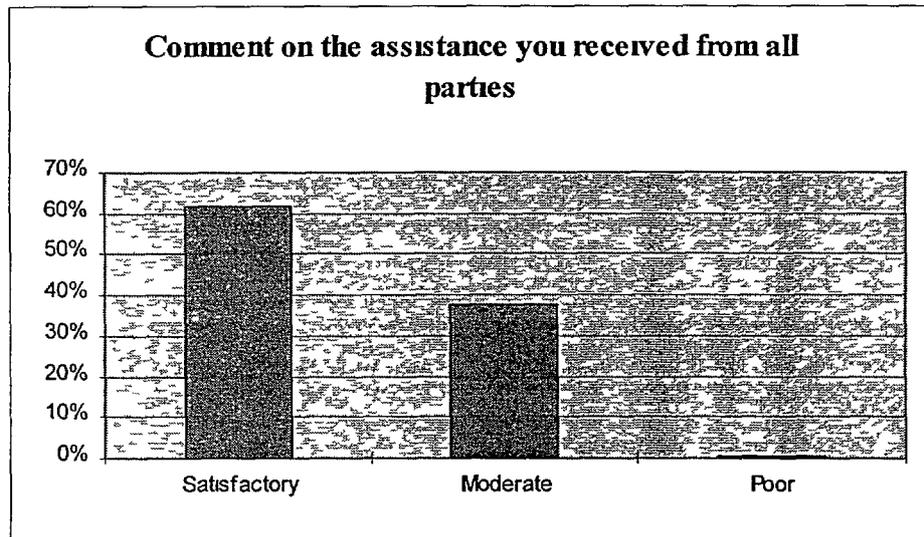


Generally high level of assistance and support delivered by project support agencies

3 4 8. Delivery of programme support activities

Some 62% of workshop participants indicated that they received a satisfactory level of assistance from a range of workshop support agencies, 38% experienced moderate assistance

Using a scoring system where a score of 10 = “satisfactory assistance”, a score of 5 = “moderate assistance” and 0 = “poor assistance”, the effectiveness of support agencies is computed to be a score of 8 1



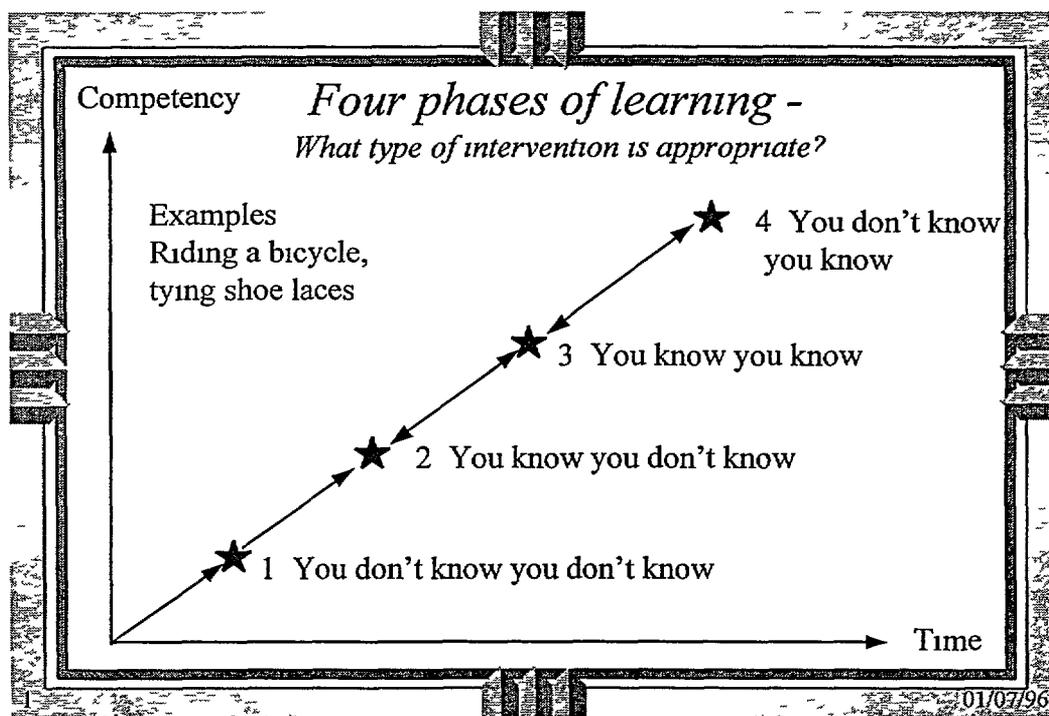


4. Problems that Occurred During the Project Period

4.1. Problems not associated with specific YEP programmes

One of the key problems associated with the entire project is the baseline picture that emerged from the first phase of the project. Although there were exceptions, the majority of NGOs involved in the project faced a situation where a fair amount of learning and reflection had to take place before effective action was likely to take follow.

Depth of knowledge in these NGOs was such that key learning, required to improve performance delivery, had to progress from position 1 in the diagram below, “**You don’t know you don’t know**”, through the next level “**You know you don’t know**” before sustainable operational effectiveness could really start taking place at level 3 (“**You know you know**”).



Key problems were consequently associated with pace and nature of delivery of training programmes to bridge the learning implications. Materials and delivery methods were introduced and delivered to accommodate the situation as far as possible.

An early concern, which developed into somewhat of a problem, was the extent to which knowledge gained at the various workshops was subsequently shared within the NGOs by workshop participants once workshops end. There were indications that some sharing of

knowledge did take place, the extent of this multiplier effect appeared in the final analysis to be fairly limited

Perhaps the project design should have catered more for a "train the trainer" emphasis

4.2. Problems associated with specific YEP programmes

Problems associated with the following YEP workshops are tabled -

- ◆ Kick-off Workshop Programme
- ◆ Research Workshop - Research Proposal Development
- ◆ Research Workshop - Data Analysis and Report Writing

4.2 1 Problems associated with the Kick-off Workshop Programme

The vision of the YEP project was to focus project resources on 5-6 NGOs that had the potential to be developed via the project into organisations that would make high impact in the delivery of reproductive health services to the youth of Botswana

Interest shown at the Kick-off Workshop was such that 10 organisations became involved in the Retreat Workshop Programme, representatives from 11 NGOs participated in the Management Training Workshops and 7 NGOs were involved for the duration of the Research component of the project

Problems associated with this fact of life were a need for more input resources to be consumed. There were budget implications on several line items in the budget, especially personnel costs - the direct result of more demand on facilitator time to service the additional NGOs

Assessment of the budget in the final stages is that the project has been delivered within 2% of the original budget. A shift in line item expenses has been necessary to reach this goal

4 2 2 Problems associated with the Research Workshop - Proposal Development

A few specific lessons have been drawn from the workshop itself and subsequent workshops

Many of the participants, though dedicated to the workshop and the project, were academically not prepared sufficiently for the workshop and consequently had difficulty grasping research concepts

The problem was compounded by limited proficiency in writing

To make matters worse NGOs tend to be thin to the ground regarding staffing. As a result few participants were able to fully dedicate themselves to finalisation of their proposals

Another constraint was that some of the team members were not based in Gaborone and were consequently not easily accessible. This resulted in delays as far as finalisation of the proposals was concerned

The finalised proposals were required to be approved by Population Council which meant the proposals being sent to and fro. This had its merit and demerits in that the quality of work had to

meet the required standard. The facilitators in the initial stage did not know the required format, areas of emphasis and standard required by Population Council. This also further delayed the submission of the proposals.

4.2.3 Problems associated with the Research Workshop - Data Analysis and Report Writing

All research teams had no idea on the use of computers for the purpose of data entry and analysis at the start of the Data Analysis and Report Writing Workshop. During the workshop a foundation was laid in the use of computers though there remains a need for subsequent follow up and training.

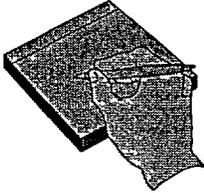
Time for data collection was limited. As a result compromises were made on both the sample size and the quality of data collected.

Some teams were depleted during the course of the project and new members were recruited to help finalise the Data Analysis and Report Writing exercise.

4.2.4 Problems associated with the Research component of the project as perceived by participants in the project

Several "problems" can be drawn from the feedback given by NGO participants in the Research component of the project. These problems include the following:

- ⇒ Effective transfer of research knowledge and skills may be adversely affected if there is no technical support available after the project is terminated - certain technical areas, especially data processing, are more a concern than others.
- ⇒ Participant perceptions of research competency at the end of the programme suggest that approximately 70% of the participants have been empowered to be effective in research projects - a "problem" is that 100% are not comfortable with all steps involved in the research process!
- ⇒ As methods of research component delivery, field work and use of research assistants were perceived by participants to have presented some problems in being effectively used during the project. To a somewhat lesser extent, the same comment applies to group work presentation as well as individual work.
- ⇒ Elements of lack of clarity in respect of lectures during the August workshop were reported.
- ⇒ Data processing, analysis and report writing instructions were experienced as "problems" (i.e. not clear) by one fifth of the participants.



5. Materials Developed During the Project Period

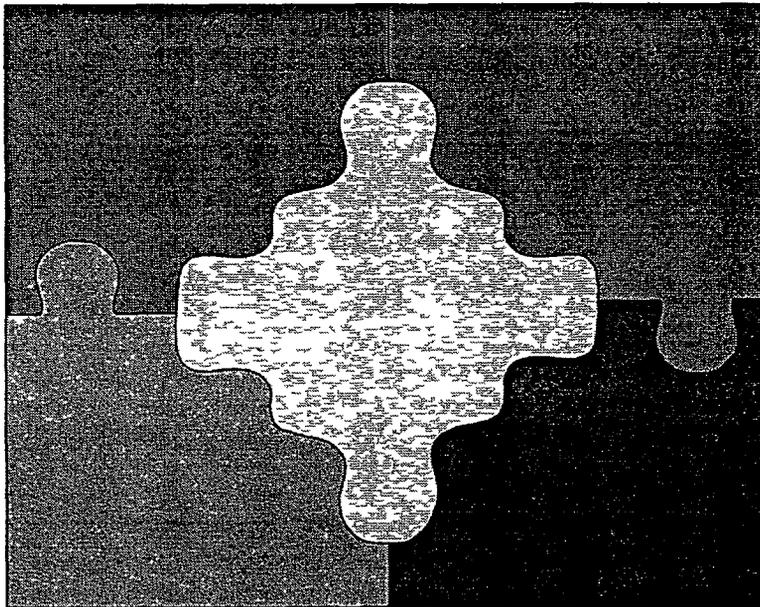
5.1 Methodology used to conduct workshop events

The following workshop methodologies were utilised to conduct the research programmes associated with the YEP project. Appropriate emphasis was placed on the various elements for the specific delivery of the individual programme components.

Workshop process	Main purpose
Plenary presentation via lectures	Transfer of knowledge via direct lecture
Facilitation via plenary discussion	Communicate Share ideas Exchange experiences Inform
Individual Work	Learning by doing
Group Work <ul style="list-style-type: none"> • case studies • brainstorming • problem solving • discussions 	To work as a team in processing information and ideas into a product Communicate Share ideas Exchange experiences Inform Problem solve
Group work Presentation to plenary	Practice presentation skills Communicate Share ideas Exchange experiences Inform
Field work	Practical orientation to data collection

Use of research assistants	Mobilisation of resources
Interaction with computers	Hands-on experience with electronic data capture and processing
Handouts <ul style="list-style-type: none">• case studies• core material notes• work books• reference material	Inform Educate

5.2 Materials developed to support Programme Workshops



Materials have been assembled, synthesised and developed as necessary to meet the integrated requirements of the Research component of the project

Specific details of the materials used at the research workshops delivered during the project period are detailed in Section 7 of this Final Report



6. Relevant Data and Analyses Performed

Data and subsequent analysis form an integral part of the four pilot project reports prepared during the YEP project. Abstracts of the reports are included as Appendix III to this Final Report.

Data from the research workshop evaluation instruments has been analysed. Section 3 of this report has been used to report the main findings of this analysis. Appendices IIa and IIb have been used to capture workshop participant feedback, being a product of the workshop evaluation instruments.



7. Inventory of Forms, Records and Materials

Forms and materials have been assembled and/or developed to support the research component of the YEP project. Records have been maintained to assist with delivery of the project. An inventory of the key forms, records and materials applicable to the research component of the project is as follows:

Kick-off Workshop (27-28 November 1995)

Registration form (ex YEP Project Co-ordinator)

Workshop instruments to prepare NGOs for Retreat Programme

Training needs analysis instrument

Workshop evaluation form (ex YEP Project Co-ordinator)

Research Workshop - Research Proposal Development (5-21 February 1996)

Registration form (ex YEP Project Co-ordinator)

Workshop manual with technical notes

Workshop evaluation form

Workshop report to document findings of the workshop group

Research Workshop - Research Proposal Development (5-17 August 1996)

Registration form (ex YEP Project Co-ordinator)

Workshop manual with technical notes

Workshop evaluation form

Pilot project reports from four NGO teams

- 1 Effectiveness of Peer Education Programme in Gaborone
- 2 Assessing the Coverage and Adequacy of Services Provided by AMMB to Care Givers of AIDS/HIV Positive Youth (15 - 29 Years)
- 3 Utilisation of IEC Material on HIV/AIDS BY Adolescents with Disabilities
- 4 Accessibility, Availability and Use of Condoms Among Youth (15 - 24 Years)

8. Appendices

Appendix I - List of Delegates at Kick-off and Research Workshops

KICK-OFF WORKSHOP 28 -29 NOVEMBER, 1995

Mambo Arts

- 1 K Makgekgenene, Co-ordinator
- 2 K O Seretse, Administration Officer
- 3 K Tshane, Accountant
- 4 M D Wilson, Programme Officer

BOFWA

- 5 Ms Amanda Moreri, Youth Counsellor
- 6 Ms C O Ramalefo, Executive Director
- 7 Mr M J Rhodes, Finance and Admin Officer

Botswana Red Cross Society

- 8 Ms Helen Ditsebe, HIV/AIDS Educator
- 9 Ms Betty Kgathi, Co-ordinator, Health Programme
- 10 Mr Watson Mabuku
- 11 Ms Rosinah Nyoni, Community Based Health Officer

PSI

- 12 Ms Shombi Ellis, Media Activity Co-ordinator
- 13 Mr Ivor Williams, ORT Co-ordinator
- 14 Ms C Simukoko, Project Manager

Botswana Youth Centre

- 15 Ms Kitso E Tiro, Personal Secretary
- 16 Ms Rhoda Wangui

Botswana Girl Guides Association

- 17 Ms G S Sechele
- 18 Ms G Gabatlale
- 19 Mrs O Kgokologa
- 20 Mrs M Seretse

ACT

- 21 Mrs A Visser, Trainer
- 22 Mrs N Motlhabane, Co-ordinator

YWCA

- 23 Mrs P Vanqa, National General Secretary
- 24 Mrs M Mabuse, Project Co-ordinator
- 25 Mrs Jabu Makopola, Trainer of Youth Groups

Botswana Scouts Association

- 26 Mr C Malongwa, Programme Commissioner
- 27 Ms Ethnah Sedingwe, Administrative Secretary
- 28 Mr Lesego Motsewabo, Executive Commissioner

Association Of Medical Missions For Botswana

- 29 Rev Kgolo Felix Mokobi

Botswana Council Of NGOs

- 30 Ms Vivian Mazunga, Administrative Officer

Cooperation For Research, Development And Education (CORDE)

- 31 Simon Tlhaga, Community Mobilizing Programme Officer
- 32 P Dinawa, Business Advisor (Manufacturing)

Association of Teachers Against AIDS (ATAA)

- 33 Miss Kelly Kopie
- 34 Mr K Matlapeng
- 35 Mr M Ntebela

Emang Basadi Women's Association

- 36 K Machanga, Co-ordinator
- 37 J Sichilongo, Office Administrator

Metlhaetsile Women's Information Centre

- 38 Dorothy Tlaagae, Social Worker

Reetsanang Association of Community Drama Groups

- 39 Miss I Dipatane, Projects Officer
- 40 Mr Ben Ngwato, Project Officer

HRU WORKSHOP . 5 - 21 FEBRUARY, 1996

Botswana Family Welfare Association (BOFWA)

- 1 Ms Amanda Moreri
- 2 Ms Botshoko Nyatshane
- 3 Ms Cally O Ramalefo

Botswana Red Cross Society (BRCS)

- 4 Ms Betty Kgathi
- 5 Mr Watson Mabuku
- 6 Ms Rosinah Nyoni

Population Services International (PSI)

- 7 Ms Bagaisi Phaphe
- 8 Ms Galaletsang Mokgweetsi

Botswana Youth Centre (BYC)

- 9 Ms Kitso E Tiro, Personal Secretary

AIDS Action Trust (ACT)

- 10 Mrs A Visser

Young Women's Christian Association (YWCA)

- 11 Mrs P Vanqa, National General Secretary

Botswana Scouts Association (BSA)

- 12 Ms Ethnah Sedingwe, Administrative Secretary, BSA
- 13 Mr Lesego Motsewabo, National Service, BSA

Association Of Medical Missions For Botswana (AMMB)

- 14 Pheny B Mokgware
- 15 Agatha Moyo
- 16 Botho Ntswaneng
- 17 Gadibotsile Reetsang
- 18 Kepelele Kereng
- 19 Mrs Gaontebale Kgasa

Botswana Council Of NGOs (BOCONGO)

- 20 Ms Vivian Mazunga, Administrative Officer

Other

- 21 Mr Kofi Glover, Planned Parenthood of Ghana

HRU WORKSHOP 5 - 17 AUGUST, 1996

Botswana Family Welfare Association (BOFWA)

- 1 Ms Amanda Moreri, Assistant Counsellor
- 2 Ms Botshoko Nyatshane, Assistant Counsellor

Botswana Red Cross Society (BRCS)

- 3 Ms Betty Kgathi, AIDS Counsellor
- 4 Mr Watson Mabuku, Rehabilitation Officer
- 5 Ms Rosmah Nyoni, Rehabilitation Officer

Population Services International (PSI)

- 6 Ms Bagaisi Phaphe, Peer Educator/Bookkeeper
- 7 Ms Galaletsang Mokgweetsi, Peer Educator/Secretary

Botswana Youth Centre (BYC)

- 8 Ms Mmasabata Ramosiane, Teacher, Botswana Youth Centre
- 9 Mr David Mosweu, Woodwork Instructor

Young Women's Christian Association (YWCA)

- 10 Mrs M Mabuse, PACT Coordinator, YWCA

Botswana Scouts Association (BSA)

- 11 Ms Ethnah Sedingwe, Administrative Secretary, BSA
- 12 Ms Kitso E Tiro, Research Assistant
- 13 Mr Bongani Letshabo, Research Assistant
- 14 Mr Onthusitse Mosiakgabo, Research Assistant

Association Of Medical Missions For Botswana (AMMB)

- 15 Ms Agatha Moyo, Nursing Sister, Seventh Day Adventist Hospital
- 16 Ms Botho Ntswaneng, AIDS Coordinator, AMMB
- 17 Ms Gadibotsile Reetsang, Nursing Sister, Bamalete Lutheran Hospital
- 18 Ms Keipelege Kereng, Deputy Matron, Bamalete Lutheran Hospital
- 19 Mrs Gaontebale Kgasa, Nursing Sister, Deborah Retief Memorial Hospital

Appendix IIa - evaluation by participants of Proposal Development Workshop (5-22nd February, 1996)

Number of respondents = 18

1 HIGHLIGHTS

1 1 What is the most important thing that you have learnt in this workshop?

- 1 1 1 I have learnt the basic principles of a research project, that is compiling a research project proposal and the content of the research fieldwork
- 1 1 2 The importance of research The work in teams Responsibility to work assigned to Objectives can be only scored by Mr Hardwork
- 1 1 3 Although this was a refresher course for me, I learnt the entire process of going through the research proposal - specifically step by step
- 1 1 4 All the modules covered so far
- 1 1 5 The distinct steps involved in research
- 1 1 6 I have learnt a lot pertaining to Research I think I can make another proposal after this one
- 1 1 7 How research is conducted up to the last day
- 1 1 8 I have learnt so many things in this workshop but the most important thing I have learnt in this workshop is how to relate with other people as we were working in groups
- 1 1 9 How to come up with proposal for research The methodology that you have to undergo when carrying out a research
- 1 1 10 The steps to follow when proposing a research proposal
- 1 1 11 Research skills, the various stages of preparation
- 1 1 12 I have learnt to work in groups - thus improving my inter-action with other people The project we did broaden my knowledge and I think it is going to encourage me to do a lot of reading
- 1 1 13 Definitions, variables, statement of a problem, budget and preparation of data collection tools, objectives

-
- 1 1 14 Steps of formulating a research proposal
- 1 1 15 Definition of variables and indicators Development of research proposal
- 1 1 16 I have learnt so much about research itself and how to work with other people group work
- 1 1 17 The method used for research
- 1 1 18 I have learnt to work together with people in a group and present our project in front of a group
- 1 2 What personal expectations has the workshop enabled you to achieve?**
- 1 2 1 I have been exposed to research as a whole and I hope my doubts have been fulfilled I now have a broader mind about research
- 1 2 2 To be co-operative Time consciousness Ability to work with others Accommodation of ideas
- 1 2 3 It has been able to polish my way of going into research because I hope and wish to upgrade my academic records
- 1 2 4 I can now write a project proposal without much of assistance, and justify it
- 1 2 5 Draw out information/knowledge from previous training and add on to the rusty areas
- 1 2 6 I have learnt to work independently and under stress, that is looking at the time that was allocated to this workshop
- 1 2 7 I expect to achieve
- 1 2 8 I think and hope that I have achieved skills in communication
- 1 2 9 How to plan for research (operational research)
- 1 2 10 I have learnt how to work people different personalities
- 1 2 11 Strengthening of the self in the research field thus enabling me to seriously consider further development in future
- 1 2 12 Further personal development on research
- 1 2 13 Communication with everyone freely

1 3 What expectations of your NGO has the workshop enabled you to achieve?

- 1 3 1 My NGO will especially benefit since the same style would best fit many of the programmes at work
- 1 3 2 The plan and research youth problems and implement positive objectives where necessary
- 1 3 3 How to carry out research and the importance of doing it before embarking on big/small projects
- 1 3 4 To be able to draw up what we really need or expect when we engage a consultant
- 1 3 5 Equipped us with research skills to enable us to undertake small scale research in our work
- 1 3 6 The workshop has equipped us with the research process which will enable me to be able to finish and present a complete research project
- 1 3 7 To assign to this workshop to obtain
- 1 3 8 How to do research
- 1 3 9 Have now achieved more knowledge about research as a whole
- 1 3 10 The knowledge attained will enable all staff attending to evaluate programmes effectively
- 1 3 11 We didn't discuss anything as the notice was too short

1 4 Is the workshop relevant to you individually? (explain)

- 1 4 1 Yes it is It directly links with my work especially the topic my group was involved in It will be easier to carry out health researches from now on
- 1 4 2 Yes, Topics which were covered are important, with modules 1 - 20 of full notes and summary
- 1 4 3 I will be able to observe and identify the problems of youth especially that my company's target group is youth
- 1 4 4 Yes - because my personal expectations have been achieved I needed this workshop before I could embark on furthering my academic performance
- 1 4 5 Yes As a member of the fund-raising committee I think I will be able to help them to write up a project proposal with a clear vision

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- 1 4 6 Yes, I would like to further my studies and research will definitely come in handy
- 1 4 7 I feel the workshop is very relevant, that is to me as an individual and to the organisation
- 1 4 8 Yes, because now I know what the research is all about
- 1 4 9 Yes, because I have gained experience from other groups
- 1 4 10 Yes, I have been thinking of carrying out research on something (confidential) but now have an idea of what to do and go about to do it
- 1 4 11 Yes, because at work we are supposed to research the information that we give out to the community
- 1 4 12 Yes It is my wish to take a career on Research and Evaluation
- 1 4 13 Yes, it is very relevant to me more so that we have chosen a topic which is of interest to me applicable to my organisation and I hope the results will improve the services we have been providing
- 1 4 14 Yes, the title (the study) covers condition which is really new in our country I will be able to learn more about it It also falls under the field of my work
- 1 4 15 Very This has made me realise the amount of work researchers engage in and appreciate their charges It has also given me light in assessing whether the person I will appoint in future, clearly come up with what I need
- 1 4 16 Yes I'm in a better position regarding NEEDS assessment and analysis of a problem
- 1 4 17 Yes, it has introduced me to learn about research
- 1 4 18 It wasn't really relevant but it enable me to work with people especially with group discussions
- 1 4 19 Yes, the workshop is relevant to me because I have chosen to research in condom use which is very advantageous since I work with youth
- 1 4 20 Very much relevant, I am still going to learn a lot of things related to my work place
- 1 4 21 Yes, very relevant I have refreshed my knowledge and generally improved my skills in research

1 5. What did you find most interesting about this workshop? (Explain)

- 1 5 1 The presentations were quite interesting but most of all the group work, where we had to deal with problems ourselves
- 1 5 2 Co-operation of participants on facilitators
Full responsible co-ordinator
Good team co-operation and communication
Commitment of the participants as well as co-ordinator till the end of the workshop
- 1 5 3 Group work - personally I hate working in a group because I feel I do not do as other I would do when alone But I had to compromise and accept the fact that can be as important and helpful
- 1 5 4 Most of the modules especially the one which dealt with variables, before I just went as far as objectives without looking at variables
- 1 5 5 The participants in both directions - facilitator - jolly people Enjoyed the whole duration
- 1 5 6 The facilitators were good though at first thing were not clearly explained they were too brief I think at first there was disorganisation on the part of the co-ordination This is explained by the delays that the group experienced due to their allowances I think it is appropriate when the allowance is given on the first day of the workshop The money issues has inconvenienced the group a lot So we are still not sure if we will be able to get the money in time to start the project unless if the problem is rectified
- 1 5 7 The questionnaire part of it I used to be a research assistant not knowing how the whole thing started and now I know how the researcher started up to field
- 1 5 8 The most interesting about this workshop is that everyone was given a chance to participate The facilitators were not the only ones who took part in the lecturing
- 1 5 9 Nothing except too much work and stress
- 1 5 10 Nothing but work
- 1 5 11 The inputs from my colleagues in the group And also the detailed modules on undertaking research
- 1 5 12 All the topics taught were very interesting, they have enlightened us on how to go about with the research project
- 1 5 13 There was more or less a good spirit both among the participants and facilitators
- 1 5 14 The motivation of the participants The enthusiasm of the facilitators even though some had to come and disappear due to other exigencies in their offices

- 1 5 15 Active Facilitators
- 1 5 16 I really loved this project It is my first time in it especially the topic I did I learnt a lot about condoms, how they are used and even about other topics I have a little information about it
- 1 5 17 The behaviour of the whole group They really worked together nicely without any serious conflicts
- 1 5 18 I found it interesting because we were working in groups, therefore, helping each other where there have difficulties
- 1 5 19 Co-operation from both facilitators, NGOs and individual groups, i e working relationships
- 1 5 20 The team of qualified and experienced facilitators who were very patient and very willing to share experience

**1 6 What areas in research proposal development do you feel you still need help with before you can embark on your field work?
(Explain and suggest how you can be helped)**

- 1 6 1 The budget seems to be a bit of a problem, the data analysis and data entry also seem difficult
- 1 6 2 Literature Review
Information Background
- 1 6 3 Personally, I currently don't feel that there are areas for polishing before the field work
- 1 6 4 Data collection techniques and designing of questionnaires I still need to read the notes given and digest
- 1 6 5 Training of Research Assistants - a facilitator to help us in the training
- 1 6 6 I don't think this is a problem to attend to now, because we have committed facilitators, unless if they can change on the way
- 1 6 7 Master sheet and dummy tables
- 1 6 8 Right now
- 1 6 9 I don't know what to do if the interviewed is refusing to give out the information

-
- 1 6 10 Development of variables and questionnaires and relate them to each/or make them relevant to each objective
 - 1 6 11 Dummy Tables Clarity on the very last part, i e difference between introduction/background and statement of the problem
 - 1 6 12 Literature review
 - 1 6 13 Conduct in front of the people whom I first met, and of different minds and cultures more especially about the topic about condoms
 - 1 6 14 Not yet clear which ones but I feel I grabbed the basics

Appendix IIb - evaluation by participants of Data Analysis and Report Writing Workshop (5-17th August, 1996)

Number of Respondents = 18

1 0 WHICH SECTIONS DID YOU PARTICIPATE IN?

	Participated fully	Participated partly	Did not participate
Research proposal development workshop - February 1996	14	1	2
Finalisation of the research proposals after the February workshop	12	3	2
Permission and clearance for the study	12	2	3
Data processing, analysis and report writing workshop August 1996	16	2	0

1 1 What is the most important thing that you have learnt about the research steps of proposal development, finalisation of research proposals, permission and clearance for study and data processing, analysis and report writing?

1 1 1 Research proposal development (February 1996 workshop)

- ◆ I have learnt a lot I have learnt that for a research proposal to be approved a lot of hand work is needed
- ◆ Requirements of research proposal When making research proposal one should not make assumptions that some of the information is known to sponsors, i e research proposal should be comprehensive
- ◆ Arrangement of research proposal How to work with other people
- ◆ Arrangement of research proposal, hard work and sacrifice time
- ◆ Learnt how to research especially on youth Learnt how to carry out research
- ◆ Topic selection - research proposal development Skills and information was gained

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- ◆ Learnt how to research especially on use of condom on the youth More about how to carry out research
- ◆ Justifying everything that you do or intend to carry out in detail
- ◆ I have acquired knowledge regarding data analysis and interpretation of results Even from start since I participated fully
- ◆ How to develop the research proposal

1 1 2 Finalisation of the research proposal (after the February workshop)

1 1 3 Permission and Clearance for the Study

- ◆ Learned a lot on how to deal with people of different characters
- ◆ Planning and arranging in time prior to research to avoid waste of time where the appointments might be postponed or impossible
- ◆ We got the clearance from the school head teachers
- ◆ Permission was granted well Clearance was done in time
- ◆ Did well
- ◆ We got the clearance from school head teachers
- ◆ Always find out if the places you intend to clear at, are relevant to your study, make necessary appointments, be clear and straight forward when presenting what you intend to do

1 1 4 Data Processing, Analysis and Report Writing (August 1996 Workshop)

- ◆ Very useful to me
- ◆ Critical analysis of findings
- ◆ Data entry and processing was a lesson of stress and misunderstanding either with parents or husband/wife if married, no sweet without sweat
- ◆ We have learnt how to analyse data and how to write a report
- ◆ The period between these workshops was very small
- ◆ Data entry and report writing
- ◆ We have learnt how to analyse data and how to write a report

- ◆ How to enter data into the computer The vitality of writing down everything the respondent says during interviews The system in which data is analysed to make tabulations from the computer, the chi-square tests, F-tests, and T-tests where they are applicable and how best to use them

1 2 How has the knowledge, skills and experienced gained in participating in this training benefited the nominated aspects

1 2 1 You, personally?

- ◆ I have now learnt and acquired research skills and I now have the confidence of conducting more research should the need arise
- ◆ From now I will be able to help analyse, assist in any health research or even undergo a study of interest on my own
- ◆ I have strengthened data analysis and report writing
- ◆ I assume that I have the skill that can help me in my life, even when I intend to write out my own research proposal I have extended my knowledge and would use it, as a stepping stone
- ◆ I have gained more knowledge and skills in managing projects better
- ◆ I think from now onwards I will be able to contribute and carry out a research
- ◆ It has equipped me with the skills necessary for research as a whole
- ◆ I had little knowledge of when and how to do the research which problem should addressed if any
- ◆ I have gained a lot of experience, so many things about the needs and interests of youth
- ◆ It benefited me because I will use it
- ◆ Can formulate the research topic
- ◆ I learnt a lot and experienced so many things about the needs of interests of youth

1 2 2 The Organisation you are Representing?

- ◆ The organisation is going to gain a lot from the results and recommendations we came up with
- ◆ I will be able to pronounce a research of any kind in relation to my work
- ◆ The knowledge gained shall be used profitably by the organisation whenever it is necessary

- ◆ I can help my organisation to carry out the research to solve health problem which cannot be solved by mere talking
- ◆ Benefited a lot - now with persons with skills and knowledge
- ◆ I will be able to advise staff and managers that if there is any problem in the organisation, they should be measured and the issues which need to be addressed
- ◆ The management of my organisation is very pleased with this study because it has involved the organisation
- ◆ I will be of great health if there is anything to be researched I will be a resource person
- ◆ It has benefited
- ◆ The organisation pitch its weak points and some research proposal will be made
- ◆ The Management of my organisation is very pleased about this study because it has involved the organisation
- ◆ The skill that I have acquired will help my NGO with some marketing and CSM study and repetition of certain studies that must be done

1 3 What steps in research do you feel you still need help with before you can develop another research proposal and undertake research work on your own or with others?

	Need no help number of responses	Need some help number of responses	Need a lot of help number of responses
Research proposal development	5	9	2
Permission and clearance of a research study	10	3	3
Field work or data collection	10	3	3
Data processing	2	7	8
Analysis and report writing	4	8	2
Totals	31	30	18

1 3 1 Explain and suggest

1 3 1 1 Research proposal development

- ◆ I need more practice

1 3 1 2 Permission and Clearance of a research study

- ◆ I need some assistance to reach some local authorities
- ◆ Practice

1 3 1 3 Field Work or Data Collection

1 3 1 4 Data Processing

1 3 1 5 Analysis and Report Writing

- ◆ Not acquired enough experience to do cross tabs
- ◆ More practice

2 0 FURTHER DETAILS CONCERNING ACTIVITIES IN EACH STEP

2 1 Have the training objectives for each step been met?

(Tick and explain with respect to each objective and also with respect to yourself)

2 1 1 Can you describe what Health Systems Research (HSR) is?

Yes, I can do so fully	7
Yes I can do so but not so well	9
No I cannot	2
Totals	18

2 1 2 Can you explain the contribution HSR can make towards solving priority problems in health care within the local market?

Yes, I can do so fully	8
Yes I can do so but not so well	9
No I cannot	1
Totals	18

2 1 3 Are you able to prepare a health system research proposal by completing all the relevant steps?

2 1 3 1 General Response

Yes	5
Yes, but with a little help	10
Yes, but with a lot of help	2
No	1
Totals	18

- ◆ I know steps to be followed while doing research proposal, e g title, introduction and geography
- ◆ I will only need assistance in analysis
- ◆ Once involved does not guarantee me as an expert in research field but of course I have developed research-wise
- ◆ I may need some help with the background, literature review and the diagram

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- ◆ If assisted step by step I will have enough time to start with the “core problem”, factors contributing, the objectives and so on
- ◆ I can fully engage in health or any other with little help Well conversant with all the steps
- ◆ I did not attend the first part of training
- ◆ I did not attend the first workshop and joined the team late during the field work

2 1 3 2 Problem identification

Yes	9
Yes, but with a little help	6
Yes, but with a lot of help	3
No	0
Totals	18

2 1 3 3 Conduct a review of literature and other available information

Yes	0
Yes, but with a little help	9
Yes, but with a lot of help	9
No	0
Totals	18

2 1 3 4 Formulate research objectives

Yes	9
Yes, but with a little help	6
Yes, but with a lot of help	3
No	0
Totals	18

2 1 3 5 Develop an appropriate research methodology

Yes	7
Yes, but with a little help	8
Yes, but with a lot of help	2
No	1
Totals	18

2 1 3 6 Develop a strategy to distribute and utilise research results

Yes	6
Yes, but with a little help	12
Yes, but with a lot of help	0
No	0
Totals	18

2 1 3 7 Prepare a research work plan

Yes	8
Yes, but with a little help	8
Yes, but with a lot of help	1
No	1
Totals	18

2 1 3 8 Identify resources needed to carry out the research

Yes	9
Yes, but with a little help	8
Yes, but with a lot of help	0
No	0
Totals	17

2 1 3 9 Prepare a budget required to carry out the research

Yes	11
Yes, but with a little help	5
Yes, but with a lot of help	1
No	1
Totals	18

2 1 3 10 Analyse data and write a report

Yes	4
Yes, but with a little help	6
Yes, but with a lot of help	8
No	0
Totals	18

2 1 4 Suggest what you than should be done to assist you with weak areas

- ◆ I suggest another workshop be held and facilitator to put more effort on those areas which were difficult for me
- ◆ It is a matter of re-visiting those areas of weakness and see exactly where my problem might be
- ◆ Each weakness should be dealt with separately in terms of time and practice
- ◆ Attend or send to school
- ◆ Another workshop needs to be organised to revise some modules which we did not understand because of time
- ◆ I suggest that another workshop be conducted
- ◆ Short-term research studies for practice
- ◆ Other workshops should be proposed to address some of the issues which were not well covered
- ◆ I need assistance in preparing organisation plan

-
- ◆ By the time I start any research I would approach the Health Research Unit
 - ◆ Further training
 - ◆ I need assistance in preparing organisation plan
 - ◆ There is need for consultation so that one can be assisted
 - ◆ I think a lot has been done, but working with the facilitators during research would be helpful

2.2 What steps in this training did you find most useful and relevant to you in your current job situation? (Explain)

- ◆ All steps in the project
- ◆ Generally most of it was
- ◆ Analysis of data and report writing It is the section which brings out what was discovered and what needs to be done
- ◆ Project proposal
- ◆ Not employed I was a research assistant
- ◆ Research proposal development Data analysis
- ◆ All the steps covered in this training were all useful in my current job, except tests like chi-square
- ◆ Project proposal (research) I can apply the knowledge to any kind of project
- ◆ Facilitators should explain further in groups immediately after presentation
- ◆ Data collection where I identified some of the new clients I did not know about
- ◆ The research proposal
- ◆ Proposal development, analysis, interpretation of results and report writing
- ◆ Report analysis and writing

2.3 What steps did you find least useful and least relevant? (Explain)

- ◆ Nil
- ◆ Talking big numbers (Statistics)
- ◆ None
- ◆ None
- ◆ None
- ◆ Statistical equations to explain appropriate tests to interpret data
- ◆ Tests applied on analysis of data - irrelevant and rather tough
- ◆ Present a module then do the group work All group members should participate
- ◆ None
- ◆ All steps were relevant and important

3 PRESENTATIONS

3 1 Comment on how the following methods were used in this workshop

3 1 1 Lecture

Most satisfactorily used	9
Moderately satisfactory	9
Poorly used	0
Totals	18

3 1 1 1 Comments?

- ◆ Lectures were clearly presented
- ◆ Most of the modules were relevant to the research which we were doing
- ◆ Well presented all the time
- ◆ Most of the modules were relevant to the research which we are doing
- ◆ It was clear with relevant teaching aids
- ◆ Because we were given hand-outs prior to lecturing day
- ◆ Group work was always preceded by lecture to explain what is expected
- ◆ It was usually followed by group work and this simplified the task
- ◆ The facilitators did not amuse me
- ◆ The time allocated was not enough
- ◆ The lecture was moderately satisfactory because of time, there was a lot of work within a short period of time
- ◆ More work within a short time and lot of presentation at a time and group work without any prove that participants do understand
- ◆ The lecturing of some facilitators was not very clear
- ◆ A lot of material was covered with a short period

Sometimes I understood when our male facilitator lectured, but sometimes he would mumble a lot, most of the group would get lost, including myself, but I was better when doing our group work

3 1 2 Group Work

Most satisfactorily used	6
Moderately satisfactory	11
Poorly used	0
Totals	17

3 1 2 1 Comments?

- ◆ Participants shared ideas and corrected and helped each other
- ◆ Because sometimes groups were not given enough time to prepare
- ◆ We were able to express our views within the group
- ◆ Enough time was allocated to group work
- ◆ It was group work after another There was no time to think about the previous one, particularly this last workshop
- ◆ We did get much time to meet
- ◆ Even though some group members were not fully participating
- ◆ Hate some of my team members, was not easy working with my enemies
- ◆ There was less co-operation between team members
- ◆ Poor rotation of facilitators whereas members with their late allowances
- ◆ All the time we were not able to catch-up with the work but facilitators got impatient with the group
- ◆ Since the time was not enough everything was done very quickly, not giving us time to grasp some of the things
- ◆ The environment in our group was appalling at times

3 1 3 Group Work Presentation and Discussions

Most satisfactorily used	6
Moderately satisfactory	11
Poorly used	1
Totals	18

3 1 3 1 Comments?

- ◆ Some of the group members were not fully participating
- ◆ The tasks were divided according to team members
- ◆ Group co-operated
- ◆ Presentations were clear
- ◆ Presentations and discussions gave participants confidence and opportunity to see that they are on the right track
- ◆ We learnt a lot from other groups
- ◆ Because sometimes groups were not given enough time to prepare
- ◆ Sometimes the presenter was not equipped with the lesson
- ◆ Time was too short
- ◆ For some of the group work, there was not time to get feed-back from other groups and facilitator
- ◆ Time was too short for data collection
- ◆ Our whole group tried to work things out but the pain never heals
- ◆ Group did not understand modules very clearly, so the pace of progress was very slow
- ◆ It really helped because you were able to catch-up with most of the group work When you listened to other people
- ◆ Our group leader tried his best to explain even though some member were not participating
- ◆ Very little participation from members of other groups

3 1.4 Individual Work

Most satisfactorily used	9
Moderately satisfactory	6
Poorly used	1
Totals	16

3 1 4 1 Comments?

- ◆ Every member did his/her work properly
- ◆ Everyone was able to do the assignment
- ◆ Everyone was able to do the assignment which was given
- ◆ I love working by myself, you tend to lose especially because team work was split
- ◆ I understand better on my own
- ◆ You would struggle alone until you got what was supposed to be done
- ◆ Since it was my first time to attend a research workshop, it gave me a headache from the beginning but I now understand better than before
- ◆ Some participants were not commenting nor asking questions during module presentation
- ◆ Time allocated for this was inadequate
- ◆ Not so perfect because some participants would not work hard thus leaving amount of work for other people
- ◆ Because of shortage of time, it was not always possible to get assistance

3 1 5 Field Work

Most satisfactorily used	4
Moderately satisfactory	10
Poorly used	3
Totals	17

3 1 5 1 Comments?

- ◆ I understood everything about field work and can do everything right if given the chance
- ◆ Both head teachers and teachers were co-operative
- ◆ Head teachers and teachers were very good towards us
- ◆ The time was short
- ◆ There was little time for field work and FWE, Nurse, Social Worker were contributing nothing
- ◆ Cannot comment
- ◆ Most frustrating thing was to go into field work without an allowance The time was also not suitable for data collection
- ◆ If there was time for pre-testing the questionnaire, it was very minimal
- ◆ Well planned but had shortage of money
- ◆ It was a good experience in fieldwork because you are able to experience lot of characters among the team and students
- ◆ Could not identify our target group
- ◆ Time was short for data collection We did not get any meal allowance until August 1996

3 1 6 Use of Research Assistants

Most satisfactorily used	9
Moderately satisfactory	6
Poorly used	2
Totals	17

3 1 6 1 Comments?

- ◆ They were co-operative, committed and did to their best ability
- ◆ They were so committed to work and did it so willingly
- ◆ Helped in collecting data and data analysis
- ◆ Helped in data collection and analysis
- ◆ They were very useful since we had a lot of work They co-operated very well
- ◆ Enabled them to work under different conditions that they were used to
- ◆ Could not reach most of the respondents
- ◆ Co-ordinator too involved
- ◆ We did not have research assistants

3 2 What other methods do you think should be used to enrich presentations and increase participants' performance?

- ◆ Role Plays, Games
- ◆ Needed more time for data collection, data entry, analysis and report writing
- ◆ Nothing really, except allocate more time for the workshop
- ◆ No idea
- ◆ Adequate time
- ◆ None
- ◆ To expand duration of the workshop and give facilitators permission to be fully involved in the programme
- ◆ Should teach us according to our level of education
- ◆ Should teach us according to our level of education
- ◆ I think beginning of each lecture pretest should done and after each lecture, participants should be tested
- ◆ Use of periodic tests
- ◆ Use practical examples
- ◆ Allocate group work/individual work

4 0 PARTICIPANTS' INVOLVEMENT

4 1 Were you able to participate satisfactorily, moderately or not at all during

4 1 1 Lectures (Explain)

- ◆ I participated fully and satisfactorily
- ◆ Not at all because hearing something for the first time does not mean you can absorb it straight away
- ◆ Yes, I was available all the time
- ◆ Moderately because of some of the group members
- ◆ Mostly dozed off after having a good meal (after lunch)
- ◆ Moderately
- ◆ I was able to participate moderately in all lecturers
- ◆ I have functioned on all modules which were given
- ◆ Did all modules
- ◆ I was able to participate moderately during the lectures because research was something which I had never come across or any kind of workshop like it
- ◆ There was too much work in the group work, but lectures were clear
- ◆ Satisfactorily
- ◆ Satisfactorily
- ◆ They did their work very well

4 1 Were your able to participate satisfactorily, moderately or not at all during

4 1 2 Group Work (Explain)

- ◆ I did all my tasks
- ◆ Satisfactorily
- ◆ Satisfactorily
- ◆ Moderate Other members were dependent on others
- ◆ It was very difficult at first because you were to adjust to other conditions like other people's behaviour
- ◆ Fully participated
- ◆ Fully participated
- ◆ I think I participated moderately as I was able to contribute during group work
- ◆ Moderately
- ◆ Participated satisfactorily but after hours work was strenuous Started to be noisy everyday at 6 p m
- ◆ Sometimes not so well, especially when your points were rejected or someone dominated the discussion
- ◆ It used to be well explained
- ◆ Participated in all the lectures
- ◆ Moderately because it was something I did not know
- ◆ Satisfactorily, I got to argue my answers and learnt from my mistakes
- ◆ Participated satisfactorily

4 1 Were your able to participate satisfactorily, moderately or not at all during:

4 1 3 Group Presentations and Discussions (Explain)

- ◆ Participated well
- ◆ Satisfactorily, we got to share ideas
- ◆ Moderately I did not attend the first workshop, so I did not know most the things
- ◆ Participated in all of them
- ◆ Moderate
- ◆ Moderately
- ◆ Not enough time to discuss fully
- ◆ Moderately
- ◆ Moderately because I did not grasp all things quickly
- ◆ Fully participated
- ◆ Fully participated
- ◆ They were trying hard except that others would try to criticise what you thought was right
- ◆ Members were able to be corrected during presentation
- ◆ Cannot comment
- ◆ Satisfactorily
- ◆ I did all my work

4 1 Were your able to participate satisfactorily, moderately or not at all during

4 1 4 Working with research assistants

- ◆ Did not work with research assistants
- ◆ Moderately
- ◆ Cannot comment
- ◆ Very useful as we managed to get some ideas from them
- ◆ Research assistants were very useful except that this was discovered at a later stage
- ◆ Fully participated
- ◆ Participated very well
- ◆ I worked well with the research assistants
- ◆ Satisfactorily
- ◆ Worked harmoniously
- ◆ Good relations
- ◆ Not applicable
- ◆ Hampered and confused by involvement of too many people, sending different and contradictory messages to the research assistants Nearly a mess
- ◆ Not used
- ◆ Not applicable
- ◆ I worked with them harmoniously and satisfactorily

4 2 How did you function as a group (Explain)

Very well	5
Moderately well	8
Poorly	2
Totals	15

- ◆ My group members were fantastic
- ◆ Because everyone was coming out with his/her ideas
- ◆ Because everyone was coming out with his/her ideas
- ◆ I had no problem where I was
- ◆ We split our work into objectives
- ◆ There were a few weak points
- ◆ Some group members were not active
- ◆ We functioned very well as a group except for other logistics which could be solved But because of our differences which we could not accept that is why it was moderate
- ◆ Invitation to meetings was at short notice, which made impossible to attend some of the meetings There was poor communication between the Principal Investigator and the team
- ◆ I was able to tolerate different personalities There were a lot of jokes in between to ease tension
- ◆ Communication flow was inadequate
- ◆ We had problems at the beginning which were resolved
- ◆ A few misunderstandings
- ◆ Always conflicts

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4 3 What do you suggest should be done to increase participation during

4 3 1 Lectures

- ◆ Participants from one organisation should be put in different groups
- ◆ Simple English and more explaining
- ◆ The methods used were appropriate
- ◆ Teaching aids and fun exercises
- ◆ No comments
- ◆ Participants should write a test in between
- ◆ Our facilitator should try to give out the modules on time, they should not present so many of them in a day "TIME"
- ◆ One module should be presented twice because you cannot absorb everything all the time the first time
- ◆ Less talking, or put more life, and speeches should be loud and clear
- ◆ Have participants of the same educational level
- ◆ Everyone should be given a task to work on instead of group work or discussion
- ◆ More participating approach should be used especially when dealing with adults of mixed groups

4 3 2 Group Work

- ◆ More facilitation
- ◆ You cannot open somebody's mouth if he or she does not want to talk
- ◆ Keep groups small
- ◆ Not applicable
- ◆ Full participation of the facilitator to guide the group
- ◆ Since some of the participants have long left school, facilitators should know what kind of participants are working with So limitation of work must be considered
- ◆ Each group member should be given an assignment

- ◆ Report back and not to work until late If working after hours is permitted, please find a quiet place
- ◆ Encourage good team spirit
- ◆ To be allocated tasks like we did in our group so that everybody could have something to do
- ◆ Presence of facilitator to assist when stuck
- ◆ Facilitators should rotate to check the progress of groups
- ◆ Should have good communication
- ◆ Should have goo communication

4 3 3 Group Presentations and Discussions

- ◆ Facilitator is needed to guide us before we present
- ◆ Facilitator is needed to guide us before we present
- ◆ Every member should contribute to avoid back-benchers
- ◆ Nothing
- ◆ They were quite good
- ◆ Work at same level and respect of each others' views
- ◆ Presentations and discussions are very important, but when it comes to presentation, people who thin they do understand better than other groups/people should try to listen and understand before they can criticise others Because we will all be learning to stand and speak in front of an audience
- ◆ No integration of NGOs
- ◆ NGOs do not integrate well
- ◆ Ensure that all members participate
- ◆ Everyone should present what he or she has written down
- ◆ Cannot comment

5 0 CLARITY OF PRESENTATIONS AND SUPERVISION

5 1 Were lectures clearly presented during both workshops

	February workshop	August workshop
Very clear	3	5
Clear	9	7
Not clear	1	3
Totals	13	15

5 1 1 February Workshop

- ◆ Since it was our first exposure we grasped slowly
- ◆ Even though it was short there was much to do it was clear later
- ◆ Good, but sometimes the lesson overwhelms you
- ◆ Took their time to explain
- ◆ I can write out a proposal even though it would not be perfect
- ◆ A little confusion
- ◆ Were not clear because after the workshop most of the work was left for the Principal Investigator If things could have been clearly explained all that was done during the workshop could have been approved

5 1 2 August Workshop

- ◆ Most of the presentations were clear
- ◆ Gained a lot
- ◆ Presentations were clear **and hands complimented????**
- ◆ Usually present
- ◆ It was not really presented because the time was very short while the data collected was very long
- ◆ I learnt a lot and gained enough information for myself
- ◆ Good, but sometimes the lesson overwhelms you

- ◆ Took their time to explain
- ◆ Lectures were presented satisfactorily but the work was just too much
- ◆ There was a lot of time pressure
- ◆ Clear but consisted of information which I found irrelevant to my work
- ◆ Too confused - not well planned for - programme not followed - very confusing and demoralising
- ◆ Some were on and off
- ◆ There was too much work and people were too busy
- ◆ We needed more time in the actual report writing

5 2 Were instructions for each step clear?

STEP	Very clear	Clear	Not clear
Research proposal development	6	12	0
Permission and clearance of a research study	9	5	2
Field work or data collection	8	8	0
Data processing, analysis and report writing	5	8	4
	28	33	6

5 2 1 Comments - Research Proposal Development

- ◆ Steps were clearly followed
- ◆ Understood
- ◆ All information was on the proposal
- ◆ We had a lot to do after the workshop
- ◆ It was clear except that it had to be changed several times
- ◆ It had no problems, it was delayed by donors
- ◆ Good but as a beginner one would feel a bit lost
- ◆ I was confused at first

5 2 2 Comments - Permission and Clearance of Research Study

- ◆ Managers did not disagree with the permission
- ◆ We were given permission on time
- ◆ This was straight forward and simple even though the clearance was done in a different office
- ◆ No problem
- ◆ It was done very late over the telephone and it causes problems and inconveniences to the group the last minute

5 2 3 Comments - Field Work or Data Collection

- ◆ Had good tools to collect data
- ◆ Understood
- ◆ Some were not very clear
- ◆ Problem of not finding clients, time of data collection short
- ◆ Field work was good but it was during the examination time
- ◆ Everything was well explained

5 2 4 Comments - Data Processing, Analysis and Report Writing

- ◆ Very clear
- ◆ Understood
- ◆ One could participate in what was presented immediately
- ◆ Sometimes lessons too advanced (Statistics)
- ◆ Everything was in a hurry, we could not follow most of the things well
- ◆ Difficulty over data entry and coding
- ◆ Computer illiteracy delayed us
- ◆ Everything went fast and I could not understand some of the things
- ◆ Unfortunately work started while some of the group members were not, so it was not clear enough to those who were not in and maybe did not know the computer well

◆ **6 0 OUTCOME**

6 1 Do you feel that you have gained the skills to develop a research proposal?

Gained a lot of skills	3
Gained enough skills	8
Gained some skills	5
Not gained skills yet	0
Totals	16

6 1 1 Comments

- ◆ I have a lot of information
- ◆ I have acquired a lot in this project I feel I can develop my own proposal
- ◆ Definitely yes, but would still do with very little help
- ◆ I can expand on what I have learnt
- ◆ Through what we have been taught
- ◆ This was my first time dealing with research proposals and I found it was fruitful for me
- ◆ I still need more explanation in other things
- ◆ Yes, but with some help
- ◆ The duration of the workshops was not enough for some to gain skills
- ◆ I joined late

6 2 Do you feel motivated to undertake other small research projects in the future in your work situation?

6 2 1 Motivation

Yes	18
No	0
Totals	18

6 2 1 1 Comments

- ◆ My job does recognise small research projects to be done most of the time
- ◆ I have lots of skills
- ◆ I will continue with our topic of research
- ◆ Research is exciting, makes one see things deeper
- ◆ I have skills
- ◆ It is a "learn by doing" kind of work, the more often you work on it the more experience you get
- ◆ I have learnt all the steps of how to carry out research
- ◆ It will broaden my experience
- ◆ But with a little help from other people since some things were not properly understood
- ◆ Yes, but with some help
- ◆ I will be able to write a proposal, collect data, stick to objectives, analysis and report writing
- ◆ I think it is very challenging

6 2 Do you feel confident to undertake other small research projects in the future in your work situation?

6 2 2 Confidence

Yes, I can do that independently	7
Yes, but with some help	11
Yes, but with a lot of help	0
No	0
Totals	18

6 2 2 1 Comments

- ◆ I feel I can do everything on my own
- ◆ I think I will need very little assistance
- ◆ Depends on the topic to research on
- ◆ I missed some of the presentations
- ◆ I do not think I am perfect, I need a bit of help, just to check on how I am doing
- ◆ I am not really a researcher
- ◆ Where I need assistance I will have to seek for it
- ◆ Not confident enough
- ◆ I shall find it a bit difficult to analyse the report
- ◆ Due to lack of information

7 TIME ALLOCATION

7.1 What steps were given enough time?

- ◆ None
- ◆ No steps were given enough time
- ◆ Data collection
- ◆ Project proposals
- ◆ Group work should be given more time
- ◆ Unable to comment
- ◆ Cannot remember now
- ◆ Research proposal development
- ◆ Data collection but it did not work since most of the participants were not in one place
- ◆ Proposal development
- ◆ The research proposal
- ◆ Field work

7.2 What steps should have been given less time than was actually allocation? (Explain)

- ◆ None
- ◆ Data collection
- ◆ They all need more time
- ◆ Not sure
- ◆ Cannot comment
- ◆ Lecturing should be brief
- ◆ Data analysis and report writing
- ◆ No step
- ◆ None

73 What steps could have been given more time? (Explain)

- ◆ Data entry and report writing
- ◆ The time was sufficient for research proposal except data collection
- ◆ Data analysis to avoid overtime worked
- ◆ Proposal development, data entry, analysis and report writing
- ◆ Data collection
- ◆ Proposal, data collection, data analysis and report writing
- ◆ Report writing (Modules 31 and 32)
- ◆ Data analysis and reporting
- ◆ None
- ◆ Data entry and analysis
- ◆ Group work
- ◆ Data analysis, data collection and report writing
- ◆ Data processing and analysis and report writing
- ◆ Data collection and report writing
- ◆ All of them
- ◆ Data analysis

7 4 Comment on the duration of the training

Adequate	7
Too short	2
Too long	9
Totals	18

7 4 1 Comments

- ◆ It was adequate, the problem was from the delay of proposal approval
- ◆ For particular lessons more time is needed
- ◆ Enough time for data collection
- ◆ For working people I would say it is fine
- ◆ Because of its breaking times
- ◆ For working people
- ◆ I suggest next time research training be done for 4 - 6 continuous weeks
- ◆ Too much work to be done within a short period of time
- ◆ Report writing is the problem Some participants projects are broader in scope
- ◆ Modules were too many
- ◆ Not enough
- ◆ Because we spent sleepless nights trying to finish up everything
- ◆ Too short for me to understand anything

7 5 How did you find the division of time among (i) research proposal, (ii) data collection, and (iii) data analysis and report writing?

Satisfactory	4
Not so satisfactory	9
Poor	1
Totals	14

7 5 1 Comments

- ◆ It was okay
- ◆ Enough time
- ◆ Can only say the time for data collection was enough
- ◆ The delay in approving the proposal disorganised the whole process
- ◆ Less time for data collection and analysis
- ◆ The time was very short for data analysis and report writing
- ◆ Time for data collection was too short
- ◆ Data collection time was too short
- ◆ Data analysis and report writing has a very short time
- ◆ Data collection and analysis and report writing were given very short time
- ◆ The time was very short

7 6 What suggestions do you have to improve allocation of time among (i) research proposal, (ii) data collection and (iii) data analysis and report writing

- ◆ Data entry and clearing report writing
- ◆ More time needed for data collection, data analysis and report writing
- ◆ Should be planned in time
- ◆ Should be planned in time
- ◆ Planned with participants
- ◆ Mentioned ???????
- ◆ Data collection should be done at least in three weeks
- ◆ The first one - one month, the second one - one and the third - three to four weeks
- ◆ Data collection should be given adequate time, depending on the target group and how it is going to be identified
- ◆ Was hampered by the delay in clearing the proposal/study
- ◆ Proposal development needs more time because there is a lot to be done in this phase, data collection, analysis and reporting But more time should be allocated to the proposal analysis and report writing
- ◆ If people could be sent to school so that when they conduct a research they already know what they are doing than learning in a workshop

8 0 FACILITATION

8 1 Comment on the assistance you received at each step.

	Satisfactory	Moderate	Poor
The Training Team Leader	10	6	0
The facilitator assigned to your team	10	6	0
Other members of the facilitating team	11	5	0
YEP Co-ordinator	7	8	0
YEP Secretary	9	6	0
Your NGO	11	3	1
Collaborators in your research site	7	7	0
BNPC Finance staff	6	3	0
BNPC support staff	6	5	0
Grand Palm Hotel staff	7	5	0
Your research team members	6	9	0
Your family	13	1	0
Other	2	0	0
Totals	105	64	1

8 1 1 The Training Team Leader

- ◆ Too fast for my liking
- ◆ He was OK but very fast presenting modules
- ◆ Helpful to every body
- ◆ Co-operative

8 1 2 The Facilitator Assigned to Your Team

- ◆ She was very helpful and a very jolly person We would like to have her as facilitator again if the training can be repeated
- ◆ A slave to her assignments
- ◆ Excellent
- ◆ She went on maternity leave
- ◆ She was impatient towards the group because of the work she was given to do for other groups
- ◆ Postpones group work for time the facilitator finds suitable for herself
- ◆ Not always available

8 1 3 Other Members of the Facilitating Team

- ◆ They were also good
- ◆ Very good
- ◆ Some were sometimes absent
- ◆ OK
- ◆ Never came around to help - always too busy with their group's work Domineering

8 1 4 YEP Co-ordinator

- ◆ Did not notify NGOs in time Gave out money too late Attended the workshop irregularly
- ◆ Co-operative except finance issues
- ◆ Did not prepare allowances in time and some proposals approved late

- ◆ She had lots of things to attend to
- ◆ She was aggressive at times, no good approach at times
- ◆ Did not notify the NGO in time about anything
- ◆ Excellent

8 1 5 YEP Secretary

- ◆ She would type our material in time
- ◆ The first one was good The second one was hardworking
- ◆ She was given a lot of work Next time try to hire two people in order to have our work done on time
- ◆ Excellent She did a good job during typing
- ◆ Takes time to type the work needed

8 1 6 Your NGO

- ◆ Allowed me to come for workshops
- ◆ For the time they gave me to finish this workshop
- ◆ Co-operated very well
- ◆ Gave me enough to do the study
- ◆ Sometimes our seniors would deny our participation on this research
- ◆ The permission to do research

8 1 7 Collaborators in your research site

- ◆ This was very good We did not experience any hardship with them
- ◆ Good, arranged for us in time
- ◆ Co-operative
- ◆ We were hunting for the respondents
- ◆ People who were supposed to have helped us were reluctant to do it.

8 1 8 BNPC Finance Staff

- ◆ Too remarkable when giving out money
- ◆ Money came late but no reasonable explanation
- ◆ Allowances were always late
- ◆ Sometimes late with the money
- ◆ I cannot comment on whether they were good or bad because we never dealt with them directly

8 1 9 BNPC Support Staff

- ◆ Helpful and kind
- ◆ They polite and helpful
- ◆ Co-operative
- ◆ Co-operative
- ◆ Supportive
- ◆ Very kind and helpful

8 1 10 Grand Palm Hotel Staff

- ◆ Their service is very poor
- ◆ Very rude, unassisting to those who need help, unwelcoming faces
- ◆ They were not very co-operative at times in cleaning and catering
- ◆ Good
- ◆ No service in the rooms, no cleaning especially the study rooms
- ◆ I did not like the cleaners uniform, it looked too old
- ◆ Their services are poor
- ◆ Very polite

8 1 11 Your Research Team

- ◆ Little co-operation
- ◆ Very jolly group
- ◆ Moderate except for the research assistants
- ◆ Usually conflicts but with two people
- ◆ Co-operated very well, especially with the last workshop

8 1 12 Your Family

- ◆ Co-operated very well
- ◆ Co-operative (nearly broke)
- ◆ For the time they gave me to finish, coming home late
- ◆ Very supportive and encouraged me in continuing with the research when my morale was low
- ◆ Time and permission for staying away for so long
- ◆ They gave me support despite the fact that I was always out during weekends
- ◆ Husband complained about late home-coming
- ◆ Very supportive

8 1 13 Other

- ◆ Fiancee complaining about time spent here
- ◆ Driver overworked and co-operative
- ◆ Driver hardworking and co-operative

8 1 14 ANY OTHER COMMENTS

- ◆ If this was to be repeated, I would suggest that weekends should be excluded because other people can be divorced by their partners I think all the facilitators and co-ordinator need to be thank for the work well done I thank my dedicated facilitator who assisted in all the phases

Appendix III - Abstracts of the four Research Pilot Projects, with project titles as follows:

- 1 Effectiveness of Peer Education Programme in Gaborone**
- 2 Assessing the Coverage and Adequacy of Services Provided by AMMB to Care Givers of AIDS/HIV Positive Youth (15 - 29 Years)**
- 3 Utilisation of IEC Material on HIV/AIDS BY Adolescents with Disabilities**
- 4 Accessibility, Availability and Use of Condoms Among Youth (15 - 24 Years)**

ABSTRACT - Effectiveness of Peer Education Programme in Gaborone

Over the past two years (1994 and 1995), BOFWA and YWCA conducted a series of Peer Educators' Programmes. BOFWA trained 45 peer educators who were in and out of school. A total of about 100 peer educators were trained by YWCA between 1994 and 1995 in Gaborone. One of the objectives of peer education programmes is to empower youth between 12 and 25 years to make informed decisions and choices on their sexuality. This study sort to investigate the extent to which BOFWA/YWCA peer education programmes have been effective in preparing peer educators to adequately carry out their tasks to educate youth in reproductive and health issues in order to make improvements in the delivery of the services. The study covered youth trained between 1994 and 1995, who were aged between 13 - 29 years.

A total of 77 peer educators were interviewed, of whom 44.2% were males compared to 55.8% females. The majority of peer educators were between 17 and 20 years old. With respect to the religious background of respondents, the results show that 77.2% were Protestants followed by Catholic (8.2%). It should be noted that Protestants included all Christian faiths except Catholic. The proportion of peer educators who are Catholic is interesting given the position of Catholic on sexual and reproductive health matters. Those interviewed were satisfied with time allocated (during training) for condom use, contraceptives, alcohol and drug abuse and adolescent sexuality. This was also consistent with the rating of the performance of resource persons. These results are in contrast with tasks performed by peer educators. The most common activities undertaken by peer educators include counselling, recruitment, and outreach. There seemed to be a great demand to do such activities. However, the results show that the training did not adequately prepare peer educators to handle critical situations in their day to day operations. It is important that more emphasis should be put on those aspects of the training that will prepare peer educators to effectively organise their peers, e.g. communications, group dynamics, recruitment, and outreach. The results were generally influenced by the fact that the majority of the respondents were from YWCA. There are inconsistencies in the training programmes of the two organisations. There is a need to standardise the training curriculum. The results further revealed a critical lack of support.

ABSTRACT -

Assessing the Coverage and Adequacy of Services Provided by AMMB to Care Givers of AIDS/HIV Positive Youth (15 - 29 Years)

AMMB as an active partner to Government in AIDS prevention and control needs to take steps to ensure its AIDS prevention, control and care activities including the home care services for people with AIDS, respond adequately to the needs of the young. Therefore, the purpose of the study is to assess coverage and adequacy of services provided by AMMB member hospitals to family members of youth with HIV/AIDS aged 14 - 29 years. The aim of the study is to gather information on what family members are doing to avoid contracting infection in the process of providing care. The Association will use the results to develop strategies to improve on its current home care services (counselling, provision of protective materials, support from churches and patient care), ensuring adequate sensitivity to the needs of young patients, as well as share lessons learnt with Government and other organisations which collaborate with Government in its efforts to promote the provision of quality home care services for people with chronic and terminal illnesses including young people with HIV infection and AIDS.

The main objectives were to (i) determine the proportion of care givers receiving support from AMMB, (ii) determine socio-cultural economic and religious factors influencing care givers in giving care to the youth with HIV/AIDS, (iii) identify positive and negative attitudes of care givers, and, (iv) determine the quality of support services rendered by health workers to care givers and youth with HIV/AIDS and lastly to utilise the results in developing a home based care programme for both NGOs and Government on HIV/AIDS.

The study was conducted in three districts, Mochudi in Kgatleng, Kanye in Southern and Ramotswa in South East. AMMB has its three member hospitals in these villages. The study was a descriptive exploratory type of care givers providing care to the youth with HIV/AIDS. A structured questionnaire was used for data collection. Subjects who participated in the study were selected using AIDS registers from the three mission hospitals.

Sixty-eight care givers were interviewed (47.1%) were from Kgatleng, (39.7%) from South East and (13.2%) from Southern. Some AIDS registers were incomplete and, therefore, not usable. About 86.8% of the youth with HIV/AIDS were single and (89.7%) were female. Care givers were old females and were either married (41.2%) or single (38.2%). Both youth (70.6%) and care givers (67.6%) were unemployed and those employed fell below P599 income bracket. Also both youth and care givers were of low educational background, i.e. had no education or primary. Spiritual Church members who were care givers had barriers related to bathing patients and using spiritual treatment and modern care concurrently. Visits by mission hospitals were lower compared to the Council clinics. About 79.4% of the care givers shared eating utensils with youth with HIV/AIDS. The youth were cared for by close relatives, i.e. the mother (55.9%) or sister (27.9%). All except two care givers said they would not cope if the illness of the patient deteriorates. About 68% of the care givers knew at least a sign and symptom of AIDS and 84% knew at least one mode of transmission of HIV. The commonly known signs and symptoms were diarrhoea and weight loss, whereas the mode of transmission was unprotected sex. Only two care givers were protecting themselves in caring for the patient. Care givers were not regularly visited by health workers, therefore, comprising on the quality of care.

The major recommendations are that AIDS registers need to be up-dated and made use of in counselling services and home visits. Counselling services need to be strengthened to spell out the support services available and how infection to care givers could be minimised. Health education needs strengthening on HIV/AIDS by targeting the elderly who are care givers and also explain the concept of home based care. There is need to strengthen the support system for caring of youth with HIV/AIDS at institutional level, churches and family level.

ABSTRACT-

Utilisation of IEC Material on HIV/AIDS BY Adolescents with Disabilities

The special needs of young people are usually not considered when health care programmes and services are developed. This is even more so for the disabled. Even though there are national policies that are aimed at integrating persons with special needs and special disabilities into the general community it is rarely done.

Youth-targeted IEC materials on AIDS may be available, it is not certain that special considerations are made to ensure that such materials are also accessible to youth with disabilities. The major objective of the study was to determine the availability, access and use of IEC material by youth with disabilities.

An exploratory study was carried out. The target population was the youth aged 15 - 29 years of age who were disabled. There were three research sites, Moshupa, Mahalapye and Mogoditshane. These service providers also interviewed from each research site.

Interviews of disabled population, i.e. the youth 15 - 29 years old as well as service providers were conducted. IEC material was given to the disabled and their reaction observed.

The study established that very few of the respondents, i.e. the youth with difficulties had access to IEC material on AIDS. The most common IEC material was the poster, but this is not the most suitable material because very few of the respondents understood the messages being portrayed. Type of level of disability did seem to have an influence on the respondents utilising material. Those with difficulty in moving have more access to IEC material than any other type.

ABSTRACT-

Accessibility, Availability and Use of Condoms Among Youth (15 - 24 Years)

A descriptive cross-sectional study was taken by members of the Botswana Scouts Association and the Botswana Youth Centre to determine the attitude, knowledge and practice of youth on sexual behaviours (13-30) HIV/AIDS/STD/Teenage Pregnancy. The objectives of the study were to determine the proportion of sexually active youth as well as those using/not using condoms, to determine the characteristics of sexually active youth, to determine knowledge among the youth, to determine the sexual behaviours and condom use of sexually active youth, to determine attitude of respondents about adolescent sexual behaviours, to assess the attitude and level of knowledge of the youth about STD/HIV/AIDS/Pregnancy and to make relevant recommendations regarding youth sexual behaviour. A semi-structured self-administered questionnaire was used to interview youth in the Scouts movement in selected secondary schools in selected major villages and towns.

Of the 577 youth who responded to the questionnaire reported to have had sex and of these, about 65% had used a condom. Of those that had used a condom, 91.3% stated to always use condoms. Percentages of youth that are sexually active by background characteristics showed that males and females were similarly sexually active and reported sexual activity increased with increasing educational level and age. Youth with no religion were more sexually active than those with religion. Overall condom knowledge was high. More females than males reported using condoms and condom use increased with increasing educational level and age. Many of the youth (both sexually active and inactive) gave higher ideal ages to start having sex. Knowledge regarding AIDS/HIV/STD/Teenage Pregnancy was generally high. However, significant proportions of youth were not willing to have a friend with HIV/AIDS, with those in the South less willing than those in the North. Questions pertaining to antenatal clinic classes did not fare well.

Recommendations

- ◆ BSA/BYC must develop programmes in life skills training
- ◆ The youth need to be taught skills such as being assertive. This is particularly useful in helping youths to be able to withstand peer pressure
- ◆
- ◆ There is need for a clearing house for information and referrals for young people with particular focus on reproductive health needs of young people
- ◆ Facilities should be made available to youths where they can go and ask questions regarding reproductive health. If resources do not permit a facility within the organisation then links can be established with other organisations, units or facilities where youths can be referred to
- ◆ More outlets for condom distribution particularly for the younger groups
- ◆ Social support network to increase adolescence compassion for their peers with HIV/AIDS and peer support to harmonise better upheld morals and actual behaviour

- ◆ Provide encouragement/support recreation, and IEC to facilitate informed choices about sexual involvement
- ◆ Reproductive health education to be broadened in line with potential needs for information on pregnancy, care child-bearing and child care
- ◆ Need to look at statistics regarding teenage pregnancies and STD/AIDS in this age group to compare these figures with the results obtained in this study and see if there is any link
- ◆ A similar study could be carried out in schools in rural/remote areas to compare the two groups Repeat the study survey with a sample that is nationally representative to enable BSA and BYC which operate at a national level to strengthen the information base for the development of their reproductive health education activities