

Voices of the University of Botswana Social Work graduates in Community Development*

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Abstract

Community development (CD) is one of the integral methods of Social Work practice. Its goal is to empower individuals, groups, organizations and communities to improve the economic and general social welfare of people in communities. The purpose of this paper is to report on the views of the University of Botswana Social Work graduates regarding their perceptions on the roles they play in Community Development. The paper comes out of a tracer project whose object was, among other things, to document the performance of Social Work graduates (1998-2008) employed in social and Community Development agencies and Ministry of Local Government in Botswana. The study was, in part, motivated by the perceptions that UB Social Work graduates lacked adequate training in understanding of Social Work in general, and Community Development in particular. The results of the tracer study further reveal, among other things, that UB graduates are adequately trained with requisite knowledge and skills for CD, but are constrained by lack of resources. It is therefore recommended that the Department of Social Work at the University of Botswana initiate a dialogue with stakeholders at various levels in order to examine issues affecting Community Development strategies in Botswana.

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Introduction

Social work is a professional and creative enterprise in the service of humanity, and it strives to improve the wellbeing of individuals, groups and communities by mediating between them and their environment (Ambrosino, Heffernan, Ambrosino, and Shuttlesworth, 2005). Social work applies different methods such as clinical work or direct practice (social casework), social group work, Community Development/organization (community practice), social research, social planning, and social policy to achieve its mission, goals and objectives. This demands commitment, dedication, and devotion.

Community development (CD) provides an effective method of service delivery as it involves the poor and disadvantaged segments of the population in decisions that intimately affect their way of life. Consequently, Community Development is believed to be particularly appropriate for making difficult choices such as those which must be made when resources are few and needs are great. However, after many decades of applying Community Development strategies, most third world communities, especially in rural areas, have experienced little or no progress. Lack of progress may be attributed to many factors, including lack of resources, or unanimity on what constitutes Community Development (Toomey 2011). Botswana is no exception in this regard. After decades of successful economic development, the country continues to experience inequalities in water resources, sanitation, education, and infrastructure. Poverty is skewed towards rural areas where it stands at 34% (Department of Social Services, 2010). Community development is therefore one of the strategies adopted to promote social development in the country (Department of Social Services, 2010).

Since 1966, CD has been used in Botswana to mobilize communities, promote literacy, support Village Development Committees, undertake development projects, extension work, and other activities that seek to build capacity among local people so that they can work together to improve their social and economic conditions (Department of Social Services, 2010; Majee and Hoyt, 2011). Nemon (2007) and Cabaj (2004) report that through Community Development, members of the community strive towards self-established goals based on common

geography, experiences, and values. Community development does not only tap into the available resources, but also recognizes the importance of local people's skills, talents, and knowledge.

However, despite the adoption of Community Development as a strategy for social development in Botswana, the strategy has hitherto not achieved its intended goals. This failure has been partly attributed to inadequately trained Social Work practitioners. For example, the North East District Council sent a memorandum to the University of Botswana, stating that the Department of Social Work at the University of Botswana does not sufficiently train students in Community Development, hence the failure of Social Work graduates to employ a Community Development approach in their daily practice of Social Work. This perception is quite widespread among those responsible for driving the development agenda. It has given rise to the thinking that the only way the deficit in training could be remedied is to send candidates abroad to be trained in CD.

The Department of Social Work at the University of Botswana debated this issue at length and responded to the memorandum from the North East Council by conducting a tracer study to ascertain and address their concerns. The debate also provided the motivation to undertake the study. Thus, this study was designed to follow up on the graduates of the Social Work programme in order to appreciate their practice environment and to collect data to be used for programme review at the University of Botswana. It was hoped that the study would accord the practitioners (mostly University of Botswana Social Work graduates) a voice concerning the practice of Community Development as a method of Social Work in their respective environments. The failure or lack of visibility of CD in Social Work practice may be due to the fact that in development practice, practitioners, authorities, and organizations play different roles, often with conflicting interests in the planning, implementation and diffusion of the ideas and projects they seek to promote (Toomey 2011). According to Shaw (2008), the situation generates both opportunities and constraints to social development. Such contradictions may be perpetuated by different expectations, understandings, and meanings of what activities, roles, and projects fall under CD. Further, Kenny (2002) associates the contradictory expectation of Community Development with the practitioners' responses to new discourses such as capacity building and social entrepreneurship, as well as to the lack of connectedness with the ideals and expectations of the political leadership in the area.

Development projects during their internships period (Department of Social Work, 2007). Social Work practitioners must serve in executive positions in various functions of Community Development at grassroots and district level organizations because of their knowledge of CD. To assist individuals, families, and communities to meet their needs, Social Workers in the Social and Community Development Department (SandCD) also coordinate disaster management, emergency assessment and relief work. They also work with communities to develop resilience and carry out rehabilitation work. Since 1985, several hundred students who graduated from these programmes were employed in various human service organizations, including public, private and parastatal institutions. The major employer of the graduates of Social Work is the SandCD in villages and districts throughout the country.

Research methodology

This nationwide study was cross sectional, qualitative, and exploratory/descriptive in nature. The study was classified as exploratory because it set out for the first time to examine the performance of Social Work graduates in terms of their successes and failures in Community Development. Data were collected using a survey covering 78 Social Workers employed in the Ministry of Local Government and Rural Development in Francistown, Gaborone, and Kgale, North West, Ngamitlana, and Central districts, which were conveniently selected. Francistown and Gaborone represented the urban areas while the rest of districts represented the rural areas in the study. The respondents comprised University of Botswana Social Work graduates at Diploma and Bachelor's degree levels who completed their studies between 1998 and 2008. A survey was used to collect demographic information, including occupational status skills, competencies, and performance in the area of Community Development. Focus group discussions were also used to collect personal experiences, views, perspectives and insights on Community Development. Secondary information was obtained from council annual reports and documents as well as government published reports.

Results and discussions

This section documents and disusses the results of the study. It describes the characteristics of the sample and highlights various issues including agency information, training in Community Development, nature of work, and job performance.

Characteristics of respondents

The respondents interviewed for this study were graduates who are employed by the Department of Social Services, Social and Community Development (SandCD) in the Ministry of Local Government and Rural Development. Of the 78 Social Workers interviewed in SandCD across the country, 18.2% of the respondents were located in rural and remote villages while 81.8% were in urban villages and towns. The representation of the respondents was skewed towards urban areas mainly because there are more agencies which are easily accessible in urban areas.

From the sample, 76.9% were females. This sample reflects the general trend around the world where women tend to dominate the care professions. This is because there is a perception that women are empathic, kind, motherly, and caring, and are therefore believed to be suited for the care professions such as Social Work. In contrast, there is a perception that men are tough, unsympathetic, uncaring, and too rough to provide appropriate human services (Bullis, 1996 and France, 1978:8). Thus, Botswana reflects global historical and current employment trends in the field of Social Work, with more women being employed in this profession.

The majority of Social Work graduates who participated in the study were aged between 25 and 29 years (38.5%) followed by those aged 30-34 (35.9%). Together the two age groupings constituted 74.4% of the study group. This indicates that the majority of Social Workers in Botswana are young people. This may be because they enjoy this field, or that Social Work as a profession is beginning to gain recognition and more young people are attracted to it. However, it could also be that the job market is becoming saturated and only Social Work is open to the many young people who need jobs. Only 1.3% of respondents were aged 50 and above. This could also mean that in Botswana, employees in this sector retire early or seek other jobs.

Social and Community Development agencies(SandCD)

Social work professionals operate from social agencies. They offer various services to vulnerable members of the society: individuals, families, children, adolescents, and the elderly. The SandCD shares the same mandate as the Ministry of Local Government, which is to facilitate “the delivery of effective local governance, basic infrastructure, and social services by creating an enabling environment for [the] improvement of the quality of [the] lives of Batswana”

(Strategic Framework for Community Development in Botswana, 2010:5). Specifically, the SandCD is expected to enhance the social functions of the nation by promoting, developing, and providing integrated social protection services through accessible, sustainable and empowering programmes for improved quality of life (Strategic Framework for Community Development in Botswana, 2010). These expectations are predicated on the vision and mission of Community Development which is the “effective empowerment of rural and urban communities who are able to drive their own development initiatives” and assisting communities “achieve an enhanced quality of life through the promotion of social justice, effective governance, and sustainable livelihood strategies” (Strategic Framework for Community Development, 2010:12). This understanding has laid the foundation for the Government, through the Ministry of Local Government and Rural Development, to adopt Community Development as a strategy for social development. Professionals working in Community Development are therefore expected to have a clear understanding of not only the philosophical and ideological orientation of CD, but also sufficient skills and knowledge of the field.

In SandCD, Social Workers employ the livelihood framework as a tool to improve their understanding of livelihoods of the community. The framework presents the main factors that affect people’s livelihood and the relationship among these factors. The framework also provides a checklist of important issues and the ways in which they link to each other. It draws attention to care influences and processes, and emphasizes the multiple interactions between the various factors which affect livelihoods (FAO, 2005).

Misconception about Social Work and Community Development

Throughout its history, Social Work has been marked by disputes about its identity, especially in the ‘global North’ (Hugman, 2009). There is a general lack of understanding and confusion regarding the meaning of Community Development on the one hand, and Social Work on the other. Strictly speaking, Community Development is one of the methods of Social Work which develops and strengthens community resilience in relation to social justice, economic activities and participation in decision-making structures (Department of Social Services 2010). In Botswana, the focus of Community Development has been on the mobilization and empowerment of individuals, groups, and communities, by fostering the spirit of participation, cooperation, self-reliance and

social justice. This approach does not exclude outside assistance in terms of expertise and suitable approaches. However, it incorporates methods of practice whose mission is to prevent and ameliorate human suffering, and to restore and enhance the functionality of humanity. The methods of Social Work practice include Community Development, social case work (also known as clinical Social Work), social group work, community practice, Social Work administration, social policy, and social research. Clinical Social Work or any other method cannot be referred to as Social Work. These methods, singularly or collectively, cannot be substituted for Social Work. It is therefore wrong to refer to a method as Social Work. The following definition of Social Work by Osei-Hwedie et. al (2006: 573) indicates that Community Development is only a part of the Social Work profession:

Social work aim[s] to understand and change different situational contexts that affect people socially, culturally, and politically. It also seeks to prevent, ameliorate, and manage undesirable social and environmental situations; develop appropriate interventions to meet the needs of people and their communities; design and implement appropriate policies for development; manage and supervise others in pursuit of development objectives.

The practice of Social Work in Botswana, through SandCD, has contributed to the confusion and misunderstanding of Social Work and Community Development. The social welfare unit under SandCD, which generally deals with remedial services such as counselling and destitution, is often wrongly conflated with Social Work. This practice has led to Social Workers in Botswana being regarded as distributors of food rations to orphans, “destitutes”, and other needy people. The social welfare unit that deals with groups, communities, and organizations under SandCD has come to be regarded as Community Development (Department of Social Services, 2010). Over time this misconception has become entrenched in the minds of bureaucrats, councillors, politicians, villagers, clients, and other stakeholders to create confusion regarding Social Work and Community Development. This confusion could also be linked to Olson (2007)’s argument that the present situation in professional Social Work has privileged micro over macro perspectives, which is a result of the Social Workers’ intention to achieve both professionalization and social justice at the same time. Ever since Social Workers attempted to emphasize their capacity to professionalize, they have been pre-occupied with finding the combination of skills and

knowledge which would make Social Work ‘truly’ professional, hence the major focus on micro rather than macro practices (Hugman, 2009).

Further, the results of the study show that most respondents regard Social Work and Community Development as one thing. Professionals in the field, many of whom hold Social Work or adult education qualifications at Diploma and/ or Bachelor’s degree levels, seem to lack professional confidence, knowledge and motivation to educate people about the distinction between Social Work and Community Development. They have come to accept the status quo, which conflates the two, and thus operate under this confusion.

The majority of the respondents (84%) understand Community Development to mean working with the community to identify needs and problems, and to find solutions to those problems as a way of empowering the community economically and through project sustainability. However, others felt that Community Development means working with communities to identify their needs and improve their livelihood. It was felt, from the focus group discussions, that Community Development is a method of Social Work that is used in a particular locality to identify needs, prioritize them, and address these needs through community involvement and participation. But others believe that Community Development is an approach that helps communities to be self-reliant and reduce dependency on the Government. It enables communities to work with both internal and external resources to improve human lives.

From the evidence, what seems consistent is the idea that CD involves participation of communities in identifying their needs, and problems, as well as the solutions to those problems. The results of the study therefore seem to suggest that the respondents understand CD to mean that people require a range of assets to achieve positive livelihood outcomes. People with assets have to seek ways of nurturing and combining what assets they have in innovative ways to ensure survival. It was also stated by the respondents that in carrying out CD activities, the professional Social worker advocates for cooperation among the people. This is consistent with Banks and Orton (2007) who assert that Community Development workers can function as community advocates, local capacity builders, and as a link between those in power and the grassroots. Further, the livelihood framework is centred on all stakeholders with different perspectives to engage in a structured and coherent debate about factors that affect livelihoods, their relative importance and the way in which the factors interact, and how they can

be harnessed to positively affect people's living circumstances.

However, focus group discussions also revealed that the majority of respondents equated Social Work with remedial services such as the provision of food baskets to the needy or the sick. As a result, Social Workers are often defined by the provision of material assistance such as food baskets and clothing, especially in rural areas, and their other roles in Community Development are backgrounded. It is not surprising therefore that the provision of food baskets is characterized as Social Work and it is very visible in the community. All the practitioners who work in the social welfare unit of the SandCD are referred to as "Bommaboipelego", which means social welfare extension workers. To make matters worse, this aspect of Social Work practice has been highly politicized, with some politicians trying to manipulate the provision of these services to gain political mileage and be seen as caring for their people. Unlike Community Development, these services carry immediate impact at a personal level. They offer instant and direct relief to individuals and families. On the contrary, Community Development projects are long term, and their benefits are not felt at the individual, personal level in the short to medium term; they often impact on groups or communities and their benefits are long term. So, in terms of visibility, social welfare services are more noticeable than Community Development services. This makes some people believe that Community Development services do not exist, and that this apparent lack of Community Development is due to inadequate preparation of professionals in the field (mostly graduates of the University of Botswana) to undertake Community Development. This is despite the fact that the Department of Social Work at the University of Botswana provides students with what it believes to be adequate training in Community Development, as we demonstrate in the next section.

Skills obtained from the University of Botswana

The Department of Social Work at the University of Botswana, trains Social Workers at Diploma, Bachelors and Masters degree levels. A PhD programme was also recently introduced. Of the Social Workers who participated in this study, 44.9% of the respondents had a diploma in Social Work and 53.85% and 1.3% had a Bachelors and Masters degree in Social Work respectively. The fact that the certificate programme was dropped in 1997 and the Master of Social Work was introduced in 2002 (see the introduction above) explains why there are many more

Bachelor's than Master's degree holders in the study.

At diploma and first degree levels, students are trained as generalists, and are exposed to different methods of Social Work, including clinical work (social casework), social group work, Community Development/organization (community work practice), Social Work research, social administration, and social policy. They also study complementary skills such as management, administration, supervision and policy development. The complaint from the field, specifically from the North east District Council, was that Social Work professionals trained at the University of Botswana were not able to carry out Community Development. The Department of Social Work at the University of Botswana was uncertain as to whether the apparent lack of skills to carry out CD was related to lack of adequate training in Community Development or some other factor. The study therefore partly sought to investigate the adequacy of Community Development practice skills obtained from training at the University of Botswana.

Of the 35 respondents with diploma qualification, 62.9 % reported that they were adequately trained. Of the Bachelor of Social Work degree holders 89.7 % felt that they were adequately trained in Community Development and that they had the relevant skills for practice. While the degree holders seemed to be confident about their training, the diploma holders appeared less confident. This could be due to the fact that diploma holders are trained for a shorter period (two years), while degree holders are trained for four years. The length of training and, implicitly, programme coverage, are factors which could explain why degree holders felt confident about the skills they had gained in their training. Interestingly, the majority of the respondents (65%) reported that they had been serving as Community Development officers since they graduated while 47% said they had been in the service for 6 years or more, which points to their experience of working in the field. It can therefore be inferred that they have adequate knowledge of and experience in the field of Community Development. They indicated that the skills they had acquired during training were useful in Community Development. The skills acquired in training included interpersonal skills, group management skills, project management, proposal writing skills, and monitoring and evaluation skills. A cursory examination of the course offerings in Social Work at UB shows that these topics form part of the curriculum at various levels of training. For example, interpersonal communication skills, group management skills, project management and proposal writing skills and monitoring and evaluation

skills form part of the curriculum. Inter-personal skills are skills needed to build communication or relationships among people. Inter-personal skills are needed to improve communication among people. These help in public speaking, negotiation, and conflict resolution. Interpersonal communication is a term applied to the verbal and non-verbal interactions in one-on-one or small group communication. “People skills” or “soft skills” describe an individual’s interpersonal abilities (Adler, and Elmhorst, 2002). These skills include assertiveness skills, listening skills and conflict-resolution skills. These skills help one to relate to and work with a wide variety of people, negotiate differences, handle conflicts, make requests effectively, and receive information in an objective manner (Adler and Elmhorst, 2002). Group management skills help one to work with groups and communities. They enable Social Work practitioners to be engaged in community mobilization and participation. Zastrow (1996) contends that, as planners, Social Workers help community groups to plan effectively for their social welfare needs.

Monitoring and evaluation skills are also important in the field of Community Development. Social workers should have skills to monitor and evaluate outcomes (Zastrow, 1996). This was articulated by participants in the study as they indicated that they were involved in needs assessment, planning, organizing, implementation, and evaluation of programmes. They also acted as outreach workers in helping communities to identify needs and follow up procedures. These skills help support the preparation of project proposals and implementation. Respondents reported that monitoring and evaluation skills were useful since they enabled them to keep track of the progress of projects. The Department of Social Services (2010), where most of the informants of this study work, reported that it assisted in the assessment of community projects.

In general, respondents reported that they had, through their training, acquired analytical skills which help them to develop an understanding of community problems and resources. These skills make them aware of the socio-economic dynamics, and the resource potential of communities in order to understand the policies and their implications (Department of Social Services, 2010). In Community Development, practitioners are involved in community change through broad based participation of local people in the community (Zastrow, 1996). Practitioners act as enablers, catalysts, coordinators, teachers, and community mobilisers wherever they are operating. All these skills

are necessary for carrying out Community Development and students must acquire them in training.

Challenges in Community Development

Despite having relevant skills, a consistent concern voiced by the respondents related to dealing with challenges in carrying out Community Development projects. In various parts of the country, respondents highlighted different reasons why it was difficult to carry out Community Development projects. For example, in the Bobirwa sub-District, some of the graduates, mainly the diploma holders, felt that the UB training was not adequate due to the short duration of training, and thus they did not find it easy to carry out Community Development projects. Further, respondents said that lack of an enabling environment, resources, and policy instruments, as well as political influence and the dependency syndrome were some of the reasons why their performance in Community Development was less than satisfactory.

Lack of a conducive environment

The role of Community Development in promoting community self-help and participation in service delivery was constrained by lack of supportive administrative structures. This is because community groups that challenge some aspects of the authority's policies or programmes and practices are characterized as being "against the state" (Bank's and Orton, 2007). Equally, the practitioner who is working with such groups is also regarded as being against the establishment. This was affirmed by the respondents who claimed that bureaucracy was an impediment to the successful performance of their duties.

Lack of resources

The respondents reported that there was lack of funds, shortage of staff, inadequate facilities such as computers and telephones, lack of office space and heavy workloads. In some areas, a Social Worker was found to be responsible for about 5 villages which are 20 kilometres apart. Rendering services to these villages without any means of transport was a huge challenge for the Social Workers involved. In these circumstances, Social Workers were not able to perform their duties adequately. Consequently, they focused on orphan care, destitution, and other social welfare cases which are relatively better resourced and have fewer logistical challenges. In these scattered service areas, Community Development activities are time consuming and thus Social Workers devote little or no time to them.

Lack of policy framework

The respondents were of the opinion that there is lack of policy framework to guide Community Development. However, a Strategic Framework for Community Development has now been developed to guide implementation of Community Development (Department of Social Services, 2010). The framework is expected to enhance the implementation of CD, especially in rural areas, in view of its importance in poverty alleviation.

Political influence

Political influence was another impediment in the performance of Community Development. Political pressure or influence consisted of interference by some councillors who had personal agendas. It was reported that some councillors had a tendency of politicizing community issues even if they did not understand them. Political influence is often at variance with the objectives of Village Development Committees. It usually leads to conflicts between councillors and Social Workers, making it difficult for the latter to perform their duties.

Dependency syndrome

The dependency of local communities on government subventions was seen as another impediment to Community Development activities. The respondents in this study reported that members of the community were not interested in working for themselves, but expected the Government to help them. Community members' resistance to or lack of interest in participating in development projects was also evident in the study by Lekoko and Merwe (2006) which found that government welfare programmes in Botswana (referred to as "atlhama-o-je" 'open your mouth and eat') attested to this heavy dependence on the Government for food rations. Such attitudes work against the spirit of empowerment since the community is dependent and not willing to participate in development projects. This lack of interest and willingness is seen as resistance to change (Lekoko and Merwe, 2006).

Perceived role of Social Workers in Community Development

Social Work practitioners play various roles in Community Development. Toomey (2011) notes that Community Development practice involves practitioners and organizations that play different roles in the planning, implementation, and diffusion of ideas and projects that they seek to promote. Some of these roles can empower communities while others can dis-empower them. The participants in this study

reported that some of their duties in Community Development involved working with communities to identify needs, engaging communities in addressing pertinent issues, assisting communities to design projects empowering the community and mentoring communities in self-reliance and development. In other words, Social Work practitioners are catalysts who promote a new idea or action, with the hope that it will lead to a change in a given direction. Datta (2007) also notes that the aim of Community Development is to help communities build their own capacities for identifying and solving problems, emphasizing autonomous action, self-reliance, and rehabilitation, especially for those who are destitute or have disabilities.

Another role played by practitioners in CD is that of facilitator. Practitioners bring people together and mobilize the community for action. They also act as objective observers who shed light on power imbalances that might have been ignored (Toomey, 2011). The role of a practitioner as a facilitator also emerged in the study as participants noted that they were involved in mobilizing efforts for income generating projects. Datta (2007) also indicates that in the role of facilitator, Social Workers engage the community in decision-making processes, resource mobilization, management, and coordination. In the study the respondents indicated that Social Workers helped in the monitoring and evaluation of the proposed projects. Toomey (2011) argues that the facilitator role is critical since it gets the community together and provides a chance for members to meet and be guided during brainstorming activities in which new ideas or solutions to community problems are developed.

The respondents also reported that they acted as brokers between communities and the government. As brokers, they linked the community to resources. A broker, as explained by Zastrow (1996) links individuals and groups to resources for community services. Practitioners also served as mediators, and the respondents reported that they intervened in disagreements that arise between community members, local councillors, and VDC members. A mediator intervenes in disputes between parties to help them strike a compromise, reconcile differences or reach mutually satisfactory agreements (Zastrow, 1996).

The participants also reported that they were involved in educating community members, coordinating projects that were being implemented in the community, and enabling the community to articulate its needs. Even though the Social Work graduates in the study attested to the roles they played in Community Development,

their supervisors were of the view that in most cases it was not possible to evaluate the effectiveness of Social Work graduates as they did not specifically focus on Community Development activities in the field. In fact, some respondents indicated that the idea that Social Work graduates do not perform CD has been fuelled by the fact that they had never been enrolled in such activities. Since they had not been given the opportunity to carry out such activities it was not fair to say that they had failed to implement Community Development projects.

Conclusion and recommendations

The findings of the study indicate that even though Social Workers in Botswana are often not engaged in Community Development, Social Work training at the University of Botswana prepares and expects the Social Work graduates to practice Community Development. According to Hugman (2009) Social Work should be seen as a profession that seeks ways of working across a range of contexts, seeing the micro/macro distinction as a continuum in which individual and structural understandings of social needs are bridged, combining service delivery with social action. That is, both the micro and macro (of which Community Development is a part) inform each other to improve the wellbeing of individuals and communities (Butler and Drakeford 2001). The research further revealed that despite the challenges faced by Social Workers, such as lack of resources, they perform multiple activities, among which is Community Development. Thus, evidently, Social Work graduates from the University of Botswana play a significant role in Community Development. For example, they are involved in community mobilization, needs assessment, problem identification, and linking communities with resources. It is apparent that stakeholders have confused Social Work with Community Development.

In view of the above, it is strongly recommended that the Department of Social Work at the University of Botswana initiate a forum for a dialogue with stakeholders, especially the Directorate of Community Development, the District Commissioners, District Councils, and other stakeholders to discuss Community Development issues. The forum would enable the key stakeholders to understand the roles of Social Workers in Community Development. Moreover, Social Work graduates' mandate within social and Community Development practice would be specified and differentiated from that of other practitioners such as adult educators. Lack of role specification and misunderstanding of the Social Work profession has often led to role

confusion, which in turn led to the alienation of Social Workers from Community Development projects. There is need for continuous on-the-job-training to help graduates to upgrade their Community Development skills acquired during their studies at the University of Botswana. In-service training can be offered in the form of workshops, short courses, and conferences. If this is done, it could contribute positively to the effectiveness and efficiency of Social Work graduates in Community Development practice in Botswana.

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