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Drafter: Bernard Wilder *BW*

Other applicable clearances:

TA/PRJ, Carl Fritz *[Signature]* Date *5/1/76*

R & DC clearance: This PP was cleared by the R & DC on March 2, 1976, on the condition that procedures and criteria to be used in project implementation be clarified to remove reservations expressed by LA/DR/EST. A memo of clarification was cleared by LA/DR/EST on April 2, and is attached to the PP.

NFE INSTITUTIONAL DEVELOPMENT GRANTS

DRAFT PP

Part 1. Project Summary and Recommendations

(A) Face Sheet

(B) Recommendations

-- Grants (Annual grants of \$30,000 to each of three LDC institutions for a 3-year period)	\$270,000
-- Use of 211(d) grantee, field support contractor or other existing TA/EHR contractor as medium for grant and as external evaluator	
-- Evaluation of Grant Activities	20,000
	<u>\$290,000</u>

(C) Description of the Project

(1) This project provides for three grants of \$90,000 to three developing country institutions to enable them to develop the capacity to provide assistance to their respective governments in establishing new priorities and programs in education through non-formal modes. It is intended to contribute to the development of indigenous capability in the LDCs to plan, implement and evaluate non-formal education programs.

(2) Michigan State University and the University of Massachusetts (U/Mass), under the terms of field support contracts or 211(d) grants, will help identify the grant recipients. Grants will be made either directly by AID/W or through MSU, U/Mass, other KPA-16 affiliated institutions or through a USAID. Final decisions on recipients will be made on the basis of consultations by TAB with the respective Regional Bureaus and Missions. Prior to each grant, agreements will be reached on guidelines for utilization of the grant funds. Within these guidelines the recipient institution will make the decisions on fund expenditures. KPA 15 affiliated institutions will work with the recipient to the extent requested in planning and implementing programs.

selecting and training personnel, and developing an evaluation plan. While grant utilization decisions will rest with the recipient institutions, guidelines will specify that not more than 25% of the grant may be used for training in the U.S., with the remainder being expended on staff development, research, planning, helping implement and evaluate action programs, field operations, and other needs related to project goals.

(3) The project forms an element of an integrated, strategic approach to the development of non-formal education (NFE). Grantee institutions will be chosen in part for their ability to support evolving programs in the LDCs in which U.S. institutions have a role. The grantee institutions will be closely linked to other elements of the total NFE strategy, including both U.S. institutions and other NFE oriented programs and institutions in the LDCs. The grantee institutions will focus on studying NFE as an alternative to or extension of formal education in both urban and rural settings. They will address such basic questions as the minimum knowledge and skills needed in specific situations for social and economic development; alternative approaches to skill training for participation in the modern sector; ways and means of developing an awareness in the private and public sectors of the economy of the importance and possibilities of finding alternatives to formal education; and they will support the development of action programs in collaboration with their respective governments and resource institutions. The impetus given these efforts by the grants will promote awareness of the potential of NFE and contribute substantially to the development of local initiative

and indigenous capability relating to planning, operating and evaluating NFE actions.

(4) The principal measure of goal achievement will be identifiable actions taken by the respective governments (in which grantee institutions are located) to legitimize non-formal programs, expand existing programs, and develop new NFE activities to meet the needs of identified target groups not served now by formal education programs. More specifically, the conditions expected at the end of the project are (a) three institutions with capability (staff and logistic support capability) to plan for, help implement, and evaluate NFE programs; (b) one action and/or research program operating in each of the countries hosting the grantee institution; NFE established as a part of the total learning system (and of educational planning) in each of these countries; and linkages between U.S. and LDC institutions working in NFE.

(D) Summary Findings

(1) The analyses sections of the PP format (Part 3) are for the most part inappropriate and not applicable to a project of this sort at this stage of development. After grants are made and programs to be aided by the grants are planned, technical, financial, economic, and social analyses will need to be made for each activity. Under the guidance of KPA-15 affiliated institutions, the performance of these analyses by recipient institutions will be part of the training and development process contributing to the establishment of indigenous capability to plan, manage and evaluate NFE programs. And as part of the ongoing evaluation of the grants, these analyses will be reviewed by the AID project monitor. At this point, the persuasive conditions are:

1) widespread support from field missions for grants to LDC institutions, documented by several positive mission responses to the project PID, 2) declared intent of AID to expect more and more initiative and involvement on the part of aid recipients - their acceptance of responsibility for planning, implementing, evaluating, refining, and maintaining development activities, and 3) decreasing involvement of AID and AID offices in doing these things for the recipients. As indigenous capability is developed there will be decreasing dependence on costly, expatriate technical assistance and broader use of local expertise. These facts have social and economic implications of far-ranging significance, but do not lend themselves easily to formal analysis from which rates of return can be calculated.

(2) The project meets all applicable statutory criteria. Capability of the host country of a grantee under this project to effectively maintain and utilize the project will be assured by setting this as one of the criteria for selecting recipients of the grants.

(E) Project Issues

No serious issues have been raised in the review and processing of the PID for this project. One concern which was expressed from more than one source relates to the size of the proposed grants, the feeling being that \$30,000 may not be enough to make much impact on institutional capability. However, these are annual grants, and over the 3-year life

of the project each institution will receive a total of \$90,000. Furthermore, the grants are intended to serve as catalysts and stimulants, giving impetus to plans and actions which, being indigenous, will require utilization of local resources, including budgetary resources. If this does not happen there would be no carry-through once the "seed money" (the grant) is spent. It is considered prudent to keep the grants at a reasonably modest level so that capability to absorb is maintained.

Concerns such as the need to go slow at first and the essentiality of USAID support (in the PID review notes) have been taken into account and addressed in the implementation plan. Also, the need to avoid undercutting or competing with NFE activities planned or under way in the country hosting a grantee by agencies other than the grantee will be kept in mind in selecting grantees and planning activities to be financed by the grant.

Part 2. Project Background and Detailed Description

(A) Background

The increase in numbers of school age children enrolled in school during the past decade in the LDCs is impressive. Between 1960 and 1970 school enrollment increased in all regions of the globe at about 6% annually, almost doubling the number in schools. By far the largest enrollments are in primary education - 85% in Africa, 80% in Latin America and 77% in Asia. There is evidence to show that education from grade one through grade five is the most cost effective of all education, provided that five years are successfully completed. The latter is not the case in most of the developing countries; i.e., in general, roughly half of the children in grade one fail to complete even the third year in school.

Other studies show that the incidence of dropouts and repeaters necessitates from 12 to 17 years to produce one sixth grade graduate.

The fact is that in spite of what appears to be dramatic advance in enrollment, education is hardly staying even in terms of real growth. It is like running on a moving belt which carries the runner backward even as he puts forth his best effort to move forward. The reasons for this are twofold: first, the very narrow base of education at the beginning of the decade suggests a significance to growth rates out of proportion to the absolute numbers involved. Second, massive population increases, with school-age populations bearing the brunt of this growth, swells the total from which percentage of school-age children in school is computed. Thus, while enrollments at all levels increased by almost 100%, the percentage of school age youth actually enrolled in school increased by only 6% in Africa, 9% in Asia, and 10% in Latin America. On a global basis, the percentage of school age youth in school at the beginning of the decade was roughly 40%. If we extend through the '70's the current population growth rates, and assume the same modes of education, by 1980 there will still be no more than 50% of the school-age youth in school. At the present time, more than half the populations of developing countries have never been to school, less than 30% of their young go on to secondary school, and less than 5% go on to higher education.

The inescapable conclusion is that unless developing countries resort to significantly different and more efficient educational systems, they will fall further behind in meeting their own national needs for education.

In spite of frequently articulated desires of governments to provide education for the rural areas, there is very little effort to determine at the rural level what learning is needed and for what purposes. It is often assumed that the provision of education for the rural areas means providing more schools to teach the traditional, formal curriculum which is designed to lead to literacy and to more advanced schooling. These instructional objectives are not particularly useful to the majority of rural youngsters who drop out before completing the primary cycle but do not go on to secondary school. Something needs to be done to make education for this majority group more relevant.

Evidence is overwhelming that formal vocational education programs, particularly at the secondary level, are grossly expensive as well as ineffective in terms of providing skills which are utilized in the modern sector. Yet donor agencies and LDCs alike continue to make large investments in vocational education without examining the alternatives for training.

• All of the above, highlighting the need for new, alternative approaches to education, provides the background which has promoted world-wide interest in non-formal education; i.e., ways of providing effective, relevant learning experiences outside the formal school system. At the moment, the development assistance agencies and certain institutions in the developed countries are taking the lead as the promoters and implementers of large scale NFE programs and activities. This may be necessary early in the development of the concept of NFE. For it to continue indefinitely would not be a particularly healthy situation. For unless the LDCs themselves see the potential of such activities for meeting some of

their most pressing needs; unless they develop the capability to plan, operate and evaluate NFE programs; it is not likely that NFE will ever be more than a new label used by outside agencies and experts to force little understood and even less supported solutions to non-perceived problems on reluctant recipients of foreign advice. If NFE is to become a potent weapon for dealing with the problems cited in the background, there must be indigenous capability to identify problems and needs, plan programs and activities for meeting these needs, carry out the plans, and evaluate the results, all related to NFE.

Through the grants proposed in this project an important step toward the development of indigenous capability to handle NFE programs will be taken. LDC institutional involvement will be promoted and the situation of being passive onlookers while outside experts do the job will be relieved.

(B) Detailed Description

(1) The Project Goal

(a) Statement of Goal

To establish the concept of non-formal education, to study, document and disseminate information on successful LDC examples of NFE to support research, experimentation and implementation of NFE programs.

(b) Measurement of Goal Achievement

The principal measure of goal achievement will be identifiable actions taken by LDCs to legitimize non-formal programs, expand promising programs, and develop NFE to meet

the needs of identified target groups not currently served by formal education programs.

(c) Basic Assumptions

Goal achievement will depend on the depth of governmental commitment to finding viable non-formal alternatives to formal education; on identifying institutions dedicated to studying and developing NFE and with sufficient qualified personnel to make engagement in the field productive; and on the willingness of the various participants to mutually pursue this course of action. It is assumed that the necessary commitments will be assessed and found sufficient before the grants are made.

(2) The Project Purpose

(a) Statement of Purpose

To promote in three LDCs indigenous capability to plan, implement and evaluate NFE programs to demonstrate and provide models of the feasibility/desirability of this approach.

(b) Conditions Expected at End of Project

(i) Three LDC institutions with capability (personnel and institutional support capacity) to plan for, help implement, and evaluate NFE programs.

(ii) One action and/or research program operating in each country.

(iii) NFE regarded in governmental planning as an element of the total learning system of each country..

(iv) LDC grantees included in existing NFE networks.

(v) Final (summative and formative) evaluation report disseminated widely in LDCs through the NFE networks.

(c) Assumptions

(i) That institutions can be found that meet the criteria and are able to coordinate with and influence host governments in the development of new directions in education.

(ii) That governmental interest and support will be sufficient to sustain the project.

(iii) That promising action programs do in fact exist which are worthy of development and support.

(3) Project Outputs

(a) Institutional and staff capability in three LDCs to do research in, plan for, implement, and evaluate NFE.

(b) Personnel in or related to three institutions (probably 10-20 in each) experienced and trained in NFE planning and management.

(c) Methodology for the study of NFE.

(d) NFE considered to be an element of the total learning systems of three countries.

(e) Institutional linkages relating the grantees with other institutions, agencies and organizations working in NFE as part of a total network.

(f) At least one action and/or research NFE program in each grantee host country.

(4) Project Inputs

(a) U.S.

(i) Three grants of \$90,000 to one institution in each of three regions for three years.

(ii) Advisory assistance from KPA-15 affiliated institutions with AID funded programs in NFE.

(iii) Advisory assistance from AID/W and missions.

(iv) \$20,000 for external evaluation

(b) Cooperating Country

(i) Office and other work space.

(ii) Transportation (Costs of transportation for those engaged in project activities may be paid from grant funds, but vehicles may not be purchased.)

(iii) Professional staff and clerical and other support for staff.

(5) Linkages

The impetus given to institutional NFE effort by the proposed grants - impetus in terms of increased involvement in planning, implementing and evaluating NFE programs - plus the learning which will result from advisory assistance will develop institutional and staff capability to carry out these activities effectively, thereby increasing the capacity of the host LDC for dealing with NFE in a meaningful way; thus the procession from inputs to outputs to project purpose. This assumes a climate of readiness and support within the host country, and among the relevant agencies in that country, for developing NFE as an effective delivery system for learning needs, and it assumes that the grantee institution has the requisite resources and that they can be mobilized for addressing NFE development. These factors, of course, must and will be taken into account in selecting recipient institutions.

Part 3. Project Analyses

(A) Technical Analysis

This section of the PP is not appropriate for this type of project. There is no technology involved in making grants to develop specific institutional capability. Once the grants are made and there is agreement on projects and activities to be financed from the grants, a technical analysis will be made for each project or activity. However, this analysis will be made by the grantee as part of the "learning by doing" involved in developing institutional capability. The project

(the setting up of grants to LDC institutions) is obviously in line with new AID policy regarding greater responsibility on the part of LDC for identifying their development needs and requirements and planning and operating activities to meet these needs and requirements. And it is in line with education program strategy (TAB/EHR) which is directed toward increased involvement of LDC personnel in the programming, implementation and evaluation of educational development activities. Making grants to LDC institutions assumes the existence of such entities having sufficient resources (both staff and budgetary resources) to form an adequate base from which the necessary mobilization, training, and follow through can be effected. Past experience shows this to be true. In fact, not infrequently both expertise and institutional potential in the LDC stand passive and uninvolved while contract teams from abroad come in to perform planning, implementation and evaluation. It is believed to be a valid assumption that worthy recipients can be found offering considerable potential for carrying out these development steps and tasks.

(B) Financial Analysis and Plan

Computation of financial rate of return and recurrent budget analysis are not applicable to this project. Nor can specific budget tables be presented at this time. The financial plan is simply to make ^{three} grants of \$ 90,000 over a three-year period to each of three LDC institutions, selected under rigorous criteria relating to specifications for successful attainment of project purposes. After the grants are made and activities to be financed from the grant are determined, detailed budgets will be worked out. It is intended to establish certain guidelines

and restrictions general enough to avoid inhibiting creativity, flexibility and imagination in approaching the development of NFE in the specific host country situation, but nonetheless safeguarding against diversion from project purposes. Among these restrictions will be a ceiling of 25% of the funds for training out of the country, and prohibition of use of the grant for purchasing vehicles.

Although no matching formulae have been set, it is expected that each grantee will invest budgetary resources in the institutional development effort. Much of this will be "in kind," such as staff salaries, office space, furniture and equipment, supplies, etc. But there will also be absorption of some of actual project costs. Actual figures will not emerge until activities are programmed after the grants are made, and it is pointless to try to guess what such financial breakdowns might be at this time. However, AID will collaborate with the grantee and a 211(d) U.S. institution in working out these details, and the grants are made on an annual basis so that the necessary control (without interference) can be exercised as part of the monitoring function on a year by year basis.

Other than the issue of adequacy of the grant amount addressed in Part 1 (E) the project is judged to be financially sound.

(C) Social Analysis

Participatory involvement of target groups in the planning and management of affairs and activities which affect their welfare and their destinies is essential for acceptance, support and feeling of proprietorship (from which emanates responsibility). And the latter (support, acceptance, responsibility) are essentials for successful

development projects. It is so with education; it is so with other sectors. The social implications, the social significance of this project issue from these articles of faith. The thrust of the grants is to develop capability to participate, to plan, to manage, in dealing with NFE development. Increasing involvement of LDCs in managing their own development cannot be expected without a base of capability to perform. The social forces which can be unleashed by establishing such capability have as yet unrealized potential for spreading the benefits of development. This project will test this potential in one key problem area of the education sector.

(D) Economic Analysis

This section of the PP format is not applicable to this project at this time. The question will be examined in the context of the individual grants.

Part 4. Implementation Arrangements

(A) Analysis of the Recipient's and AID's Administrative Arrangements

(1) Recipient

It is not possible to analyze the recipient's administrative capability prior to making the grants, but this factor (administrative capacity) will be taken into account in selecting recipients.

(2) A.I.D.

These grants will be LDC counterparts of the US 211(d) institutional grants. TAB/EHR, the AID unit having administrative responsibility for the grants has developed considerable management capability in administering the 211(d) grants over a period of several years. No additional staff commitments are contemplated. This will be

one of the projects administered by the NFE specialist on the EHR staff and the monitorship has been programmed into his workload. The grants may be channeled through one of the KPA-15 affiliated institutions or a consenting USAID in which case less administrative work will be required on the part of AID/W.

(B) Implementation Plan

One of the KPA-15 affiliated institutions will help identify one institution in Latin America, one in Asia and one in Africa, either a university or some other appropriate institution, for grant support, the final decision to be reached on the basis of consultation by TAB with bureaus and missions. Prior to grant finalization, agreements will be formalized on guidelines for utilization of grant funds, and on the general scope of investigative work. It must be agreed by government as well as the recipient institution that this is basically a research and development activity, with assurances that the project work will be considered as policy decisions on education are made. It should also be agreed that in the event an action program is decided on either at the outset or at some later point in project development, that the experience of the institution will be brought into play in carrying out research, planning for, implementing and evaluating the action program. KPA 15 affiliated institutions will assist with organizing the administration of the research, and with the development of research and other project plans to the extent that the recipient institution requests such assistance.

Once agreement is reached, and the grant is made, the recipient institution will have full responsibility for administering the grant. However, there will be an annual review of the project by MSU and AID/W to assess strengths and weaknesses of the program, with particular emphasis on the degree of involvement and concern of the central government, and there will be a major evaluation at the end of the second year.

(C) Evaluation Arrangements for the Project

Evaluation in this project will take three separate forms:

(1) As part of the institutional capability development process, each grantee will be expected, with the guidance of a RPA-15 affiliated institution to plan and carry out evaluation activities for each program and project attempted under the grant. This evaluation thrust will have two purposes, perhaps of equal importance: one being the development of capability to perform evaluation effectively, the other being the collection of data and information to determine the worth of the activity, if it is on target, what refinements need to be made, etc. It is not possible to outline specific evaluation designs or plans for evaluation in this aspect of project evaluation at this time.

(2) As part of the monitoring function there will be periodic reviews and checks by the AID monitor at least twice yearly to assure that the grants are fulfilling the stated purpose of the project.

(3) An external evaluation of the grants, to determine if the inputs are producing the expected outputs

and are leading to accomplishment of the project purpose, will be conducted. This evaluation will be initiated at the outset and will be both formative and summative in nature. The LDC recipient institutions will be extensively involved in conducting these evaluations. \$20,000 is programmed for evaluation costs in addition to grantee funds expended for this purpose.

Annexes:

- Annex A Log Frame
- Annex B Clarification of Procedures and Criteria

LOGICAL FRAMEWORK MATRIX - PROP WORKSHEET

Summary	Objectively Verifiable Indicators	Important Assumptions
<p>A.1. Goal To establish the concept of non-formal education, to study, document and disseminate information on successful LDC examples of NFE to support research, experimentation and implementation of NFE programs.</p>	<p>A.2. Measurement of Goal Achievement The principal measure of goal achievement will be identifiable actions taken by LDCs to legitimize non-formal programs, expanded promising programs, and develop NFE to meet the needs of identified target groups not currently served by formal education programs.</p>	<p>A.3. (as related to goal) Goal achievement will depend on the depth of governmental commitment to finding viable non-formal alternatives to formal education; on identifying institutions dedicated to studying and developing NFE and with sufficient qualified personnel to make engagement in the field productive; and on the willingness of the various participants to mutually pursue this course of action. It is assumed that the necessary commitments will be assessed and found sufficient before the grants are made.</p>
<p>B.1. Purpose To promote and develop in three LDCs indigenous capability to plan, implement and evaluate NFE programs.</p>	<p>B.2. End of Project Status (i) Three LDC institutions with capability (personnel and institutional support capacity) to plan for, help implement and evaluate NFE programs. (ii) One action and/or research program operating in each country. (iii) NFE established in governmental planning for the total learning system of the country in each of three countries. (iv) Linkages between U.S. and LDC institutions working on NFE (three grantees involved in this network).</p>	<p>B.3. (as related to purpose) (i) That institutions can be found that meet the criteria and are able to coordinate with and influence host governments in the development of new directions in education. (ii) That governmental interest and support will be sufficient to sustain the project. (iii) That promising action programs do, in fact, exist which are worthy of development and support.</p>
<p>C.1. Outputs (a) Institutional capability in LDCs to do research in, plan for, implement and evaluate NFE. (b) Personnel in or related to above institutions (probably 10-20 in each) experienced and trained in NFE planning and management. (c) Methodology for the study of NFE. (d) NFE considered to be an integral part of the total learning systems of three countries. (e) institutional linkages relating to grantees with other institutions, agencies and organizations working in NFE as part of a total network. (cont)</p>	<p>C.2. Output Indicators (a) Institutions in three LDCs engaged in NFE activities: research, planning, evaluation or implementation. (b) Personnel in above institutions are capable to carry on the NFE activities with only minor outside technical assistance. (c) specific methodologies for the contents of the participating LDCs have been designed or adapted, utilized and published. (d) Planning and review exercises in the education sector include NFE. Central and local government take some responsibility for and/or supports NFE activities.</p>	<p>C.3. (as related to outputs)</p>
<p>D.1. Inputs (a) <u>U.S.</u> (i) Annual grants of \$30,000 to one institution in each of three regions for three years. (ii) Advisory assistance from KPA-15 affiliated institutions with AID funded programs in NFE. (iii) Advisory assistance from AID/W and missions. (iv) \$20,000 for external evaluation (b) <u>Cooperating Country</u> (i) Office and other work space (ii) transportation (Cost of transportation for those engaged in project activities may be paid (cont)</p>	<p>D.2. Budget/Schedule SEE ATTACHED SHEET</p>	<p>D.3. (as related to inputs)</p>

LOGICAL FRAMEWORK MATRIX - PROP WORKSHEET
(CONTINUATION SHEET)

SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS
<p>C.1. Outputs</p> <p>(f) At least one action and/or research LIFE program in each grantee host country</p>	<p>D.2. Budget/Schedule</p> <p>(3) \$90,000 grants [FY76 (90), FY77 (180), FY78 (20)]*</p> <p>Financial breakdown when activities under the grants are programmed (see page 14 of PP).</p>
<p>D.1. Inputs</p> <p>from grant funds, but vehicles may not be purchased.) (iii) Professional staff and clerical and other support for staff.</p>	<p>*For major evaluation</p>

ANNEX B: CLARIFICATION OF PROCEDURES AND CRITERIA

MEMORANDUM:

April 2, 1976

TO : TA/PFU, Carl Fritz

FROM : TA/EHR, Bernard Wilder **BW**

SUBJECT : Clarification of procedures and criteria to be used in the implementation of project titled "LDC Institutional Support."

- I. This memo is written as per the agreement in the March 2, 1976 R & DC meeting to clarify/specify issues and questions raised concerning the implementation of the subject project.
- II. The PID for the subject project was distributed to nine - review and comment. The response was positive with five - meeting to discuss participation and two wanted to participate. The strongest interest was expressed by the Philippines, Afghanistan, Bangladesh and Bolivia.
- III. Monitoring Mechanism

It is proposed that a six person steering group be established. The membership will be composed of an education officer from each of the geographic bureaus, a representative from TA/RES and the project manager.

IV. Implementation Procedure

1. Establish steering group.
2. Formulate general criteria for selection of:
 - a. Country
 - b. Specific institution to be assisted
 - c. R & D thrust to be supported
3. Identify three countries.

It is proposed that this selection be made from the countries that have already expressed a desire to participate. We do not feel it is necessary to send a circular airgram to all missions and thus possibly raise false expectations.

4. Identify specific institutions within the countries selected after staff visits to selected countries.
5. Collaboratively define an area of emphasis.

6. Develop specific proposal. This is also seen as a collaborative activity that may involve one or more of our grantees/contractors.
7. Finalize grant document and awarding grant funds.
8. Project monitoring/evaluation.

In some cases the monitoring function can be done in country by USAID Mission staff. Afghanistan has offered to do this. In others the monitoring will be the responsibility of a grantee/contractor using existing funds or by TA/EHR staff.

The project contains a small sum* for external evaluation of the overall project concept. This will be carried out by one of our present contractors on a purchase order.

V. Tentative criteria

A. Criteria for selection of countries:

1. Multi-regional representation is desired. A minimum of two regions must be represented.
2. Mission and Country desire to participate. (assumes that only AID countries are eligible) Self Selection.
3. Country should be engaged in planning, or otherwise expressing interest in using NFE techniques. There must be some prior interest in NFE.
4. There should be an unfilled need that an indigenous group could fill. It is conceivable that, given condition II is met, the needs may be already adequately filled.
5. Countries that are at the low end of the per capita income scale and UN measuring scale for establishing least developed countries, should be selected where choices are available.

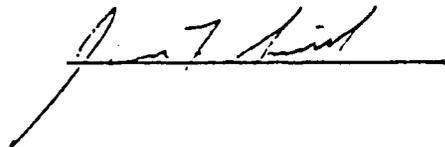
B. Criteria for selection of institutions

- I. Has or potentially has the mandate to or the option to conduct R & D activities in NFE and to provide assistance to government or other agencies conducting NFE activities.
- II. Has staff capable, though possibly inexperienced, in NFE. Could have emphasis in education, soft social sciences, development research, rural/community development or other area.

* \$20,000 in FY78

- III. Can free staff and make some contributions in kind.
 - IV. Public institution or private non profit (on agreement with host government).
 - V. Emphasis should be on creating capacity and capability where little or none existed before and not in merely expanding a relatively well established capability. (Selection should be one where institution building can be carried out).
 - VI. Working in or ^{with} institutional emphasis consistent with AID mandates and guidelines.
- D. Criteria for selection of specific projects.
- I. Congressional mandate as identified above.
 - II. Addresses a crucial (real) need within the host country. Priority will be given to those projects that contribute to TA/EHR and Bureau needs where choices or conflicts appear.
 - III. Must be within the capability of the LDC institution and the T.A. that can be reasonably expected from TA/EHR grantees and contractors.
 - IV. Must be generally do-able discrete piece of the need. The activity should not be one that draws the institution into an activity that has no easy terminal point, or identifiable milestone.

The above information is satisfactory to remove the reservations expressed by IA/EST concerning the subject proposal.

A handwritten signature in dark ink, appearing to read "J. T. King", is written over a horizontal line.

Contents:

A. PP Supplement

1. Project Summary and Recommendations

2. Project Analyses

- (a) Technical
- (b) Financial
- (c) Social
- (d) Economic
- (e) Administrative

3. PPT

4. Research Design Matrix

B. Annexes

(a) Letter of application

(b) LDTC Background

(c) LDTC Balance Sheet

(d) LDTC Income Statement

(e) LDTC Staff

1. Project Summary and Recommendations

Recommendation:

-- Grant

\$90,000

Total new AID obligations: None (already ?
obligated under LDFC Institutional
Involvement in NFE).

Description of the Project

The Lesotho Distance Teaching Centre is a special project of the Ministry of Education. It has been involved in various aspects of non-formal education since its opening in 1974.

The Centre will use the grant to:

-- Undertake a research activity which would

- (a) Identify existing groups which meet regularly within rural Lesotho.
- (b) Experimentally compare the learning effects and cost effectiveness of structured groups vs individuals in studying and utilizing a crocheting booklet recently published by LDTC in response to public demand.
- (c) Provide continuing support to participating groups.

-- Piggy back a research component on at least one other project.

- (d) UNICEF is sponsoring a project designed to improve literacy and numeracy skills among young Basotho; LDTC would use the grant to add research of a more generic nature, which should be of interest and use to other LDTCs in Africa and other regions.

-- Expand its nascent efforts to provide technical assistance ~~to provide technical assistance~~ to other organizations involved in non-formal education in Lesotho.

-- Upgrade staff through in-service training integrated into each of the above activities.

2. Project Analyses

A) Technical Analysis

Technology employed in this project will be low-level materials and techniques, suitable for large-scale adoption by low-budget organisations involved in non-formal education. (As an example, LDTC's apparently successful pilot tests of learning games show an average unitcost of less than 10c per unit - a figure which becomes even lower when one estimates an average game life of 500 plays, by 4 - 6 participants each time.)

Because LDTC has done such pilot tests, their cost estimates are made with considerable confidence. The Centre keeps accurate cost figures on all projects, and is thus in an excellent position to estimate a budget for this proposal.

Planning of this proposed research activity is grounded on LDTC's solid experiential base. A report of their activities is attached. They know the territory, what is needed to mount a project, and can project probable outputs with a high level of confidence.

TA/EHR finds the proposal technically sound. Findings of the proposed research project will address an important question, i.e. the importance and potential of participation in groups for enhancing people's utilization of non-formal education opportunities. The project meets FAA Section 611(a) and (b).

We have made a threshold determination that an environmental impact assessment will not be necessary, as the project has no environmental implications.

B) Financial Analysis And Plan

Recurrent budget and operating capability for the LDTC are guaranteed by the GOL in a January, 1976 memorandum of agreement (attached). With increasing shifts from expatriate to local staff, the Centre's personnel budget will decrease (even though expatriates employed by the Centre absorb less of the budget than would normally be expected in an AID project.)

Other aspects of the financial analysis section - rate of return, revenue production, etc., are not appropriate to this grant.

Ongoing support for LDTC from the GOL is guaranteed in its 1975/76 - 1979/80 Development Plan. Paragraphs 12.50 and 12.51 of the Plan read as follows:

12.50 Non-formal training programmes have been undertaken for many years by a variety of agencies: ministries, non-Government organizations, and the churches. These activities have reflected the wide range of interests and people served by these agencies and have been heavily concentrated in nutrition, health, and agriculture. The Ministry of Education's involvement in non-formal education is quite recent and has been confined to the programmes of the Distance Teaching Centre, the University's Division of Extra-Mural Services, Lesotho Youth Service, and the Training for Self-Reliance Project.

12.51 During the Second Plan, the Ministry will establish a section responsible for adult and non-formal education. The section will be responsible for supporting and expanding the Ministry's activities in these areas, and for increasing the exchange of information between the various agencies outside of the Ministry. It will maintain close contact with all of these agencies and ensure that their respective activities are so planned as to minimize overlap and maximize impact. An inter-ministerial council will be established to coordinate the activities of Government in rural and non-formal education. The Distance Teaching Centre will form the core of the extension department of the Lerotholi Polytechnic and will expand its role as a service agency, providing design, testing, and printing facilities for the educational materials of many of the agencies involved in non-formal education. The Centre will increase the services it offers in the areas of broadcasting and visual aids over the Plan period. Its allocation is R806,000.

Summary Budget Data For Grant-Related Activities

Source	Aid	LDTG (GOL, other donors)	UNICEF	Total
1977 - 78				
staff salaries	20 000	11 000	11 000	42 000
travel (in-country)	2 000	1 000	9 000	12 000
materials	2 000	1 000	9 000	12 000
courses	6 000	3 000		9 000
1978 - 79*	30 000	19 000	29 000	78 000
1979 - 80*	30 000	24 000		54 000
* distributed as in first year.				
Total	90 000	59 000	58 000	207 000

TA/EHR is satisfied that the project as proposed is financially sound.

C) Social Analysis

The project's major beneficiaries are to be rural populations, of one of the world's poorest countries, with special emphasis on the benefits accruing to women and youth who are either school dropouts or spotty attendees.

All the research/service activities envisioned under this project are aimed at making knowledge and skills available to institutions which can put them to immediate use in their ongoing programmes, thus creating an immediate spread effect.

D) Economic Analysis

Economic benefits are not an immediate aim of this project. As with most education research projects, both direct participants and those who make later use of knowledge generated by the project are expected to better their own and their communities' economic situations through application of the insights gleaned by project activities.

The LDTC research will generate cost-effectiveness data in its major research activity. These data will refer primarily to the applied use of the learning which participants take away from the project - in this case, using crocheting to produce needed or saleable items.

TA/EHR finds the project economically sound.

E) Administrative Analysis

The LDTC has managed to acquire and maintain an excellent staff on a budget which is very low by comparison with most AID projects. Although staff selection has not been based on academic background, in fact a large proportion of the 31 staff members have college or advanced degrees. LDTC has also hired some qualified expatriates at local salaries, taking advantage of the presence of unemployed spouses of persons working on contract in the country.

Key administrative staff of the Centre are the Director, Paud Murphy of Ireland, his Deputy Designate, Mary Molelle, who is the author of a correspondence course on book-keeping, and Sam Nailane, the Office Administrator, who is a retired civil servant with solid administrative background. All are exceedingly capable, and the LDTC is a smoothly-run operation.

3. Implementation Plan

(A) Study of Group Effects on Learning

Phase 1 (six months) will involve selection of participating groups.

Phase 2 (six months) will test individual vs group members' learning and application of skills.

Phase 3 (three months) will analyze results, determine cost-effectiveness for distribution of booklets, learning gains, and utilization of acquired skills.

(B) Piggybacking research on other projects

Specific implementation plans will be worked out as other projects come to fruition. The first will be in connection with a UNICEF project which should begin shortly. Another possibility is a project to be funded by Christian Aid (a British Agency), to develop more effective ways of materials distribution - in essence, building on and going beyond the attention which will be paid to distribution in the Groups project.

(C) Providing technical assistance to other groups involved in non-formal education in Lesotho.

Some activities have already begun in this area, but LDTC feels a growing need to respond to organizations which are without funds to pay for such services -- which groups may be those actually most intimately involved with people at the local level. The largest example to date ~~Another example~~ was LDTC's service to the Lesotho Family Planning Association, and AID-funded activity which included surveys, material development and staff training. ^{LDTC also provided} assistance to the Thaba Bosiu Integrated Rural Development Project, aiding them to improve training of their village agents. (That assistance was paid for by Thaba Bosiu, which does not fit the needy organization profile mentioned above.)

(D) Staff upgrading

LDTC plans to include a staff training element in each of the above activities, involving personnel in tasks which will afford them a form of apprenticeship training. It is also anticipated that such training will be complemented by contacts with persons from other institutions involved in NFE, as deemed desirable by LDTC.

	Country: Lesotho	Project: LDC Institutional Involvement in NFE		
Activities		12	24	36
Research	① Begin research on groups	4 Distribute materials	5 Test learning	
Training	2 Train group leaders		6 Evaluate and analyze groups data	
Evaluation			7 External evaluation	8 Final report
Technical Assistance	3 Initiate service to other NPE org's			
Financial Plan		30,000	60,000	90,000
Evaluation Plan			X	X

LDTc Research Design Matrix

	Individual Learners	Learners in Groups	
		informal*	formal
with training			
no training			

*LDTc expects to find informal groups in communities, made up of people joined together to accomplish a specific task, but having no name or formal affiliation.

Annexes

Phone No.: 3045 Maseru



LESOTHO

Ministry of Education, Sports and Recreation

P.O. Box 47

MASERU

Telegram: — Education

Ref: ED/24/1

14th February, 1977.

Office of Education and Human Resource Development,
Technical Assistance Bureau,
Agency for International Development,
WASHINGTON DC 20523.

Dear Sir,

Re: Application for Grant Assistance

This letter is an application for \$30,000 each year for three years to support the work of Lesotho Distance Teaching Centre as per discussions between James Hoxeng of TA/EER and the Director of Lesotho Distance Teaching Centre.

The Lesotho Distance Teaching Centre was established in 1974 by the International Extension College at the request of the Ministry of Education. It is presently a special project of the Ministry and is scheduled to become a division of the Ministry during 1978. Since its establishment it has been involved in non-formal education in Lesotho.

The Centre's work in basic rural education is in three main areas. It produces and distributes booklets in Sesotho on practical topics for rural people, designing and pre-testing the use of educational games and booklets to help young people become more adequately literate and numerate, and acts as a service agency for other organisations involved in non-formal education in Lesotho. The initial concentration of effort was on the design, testing and production of printed materials. The Centre has over the past three years built up a great deal of expertise in this area and it is now interested in encouraging individuals and organisations to use materials more effectively. While there is little empirical evidence there is a great fund of practical support for the thesis that group interaction helps learning.

IDTC propose therefore to use the grant to identify groups meeting regularly within rural Lesotho with a view to distributing their materials more efficiently and encouraging more effective use of those materials.

They propose also to compare the cost effectiveness per accepting client of an open distribution of a crochet booklet with the structured group use of the booklet. They will identify a number of groups, provide leader training and manual and monitor the groups regularly. The results of this experiment will strongly influence all their work. They will also provide continuing support for the groups participating in the experiment.

Our ref: ED/24/1

14th February, 1977.

To improve the quality of the service agency work they will offer increased technical assistance to organisations involved in non-formal education. Many of these organisations would like to make use of the Centre's facilities but lack the funds. They can often pay for design and production of educational materials but do not have funds to pay for testing and evaluation. LDTC hope to offer testing and evaluation to needy organisations.

LDTC lack adequate funding to test games and booklets for a literacy and numeracy programme. The programme can go ahead at present but will suffer from this. LDTC hope to use the grant to research the quality of the games, their appeal and learning potential. The results of this research will affect the production and use of the games and should lead to an improved project.

Yours faithfully,



C. K. Seheri
PERMANENT SECRETARY FOR EDUCATION

Background

Information

on the

Lesotho

Distance

Teaching

Centre

Summary

Lesotho Distance Teaching was begun by the International Extension College at the request of the Ministry of Education. It was set up to explore the use that could be made of distance teaching methods in Lesotho. Presently it has a staff of 30 working in Writing, Editing and Layout, Production, Broadcasting Research, Student Advice and Administration departments. It is located on the site of the Lerotholi Polytechnic.

During 1976 the Centre's work was in four areas:

1. acting as a service agency for organisations involved in education in Lesotho,
 2. helping people studying privately for examinations in Lesotho,
 3. producing booklets on practical topics for rural people,
 4. examining literacy and numeracy in Lesotho.
1. Service Agency. We completed a project for the Lesotho Family Planning Association (LFPA) to increase the effectiveness of their educational activities. As part of this project we helped LFPA fieldworkers, produced radio programmes and 'spots', produced educational materials for the general public and completed a major survey of attitudes to family planning in Lesotho.

We also completed a project for Thaba Bosiu Rural Development Project (TBRDP) to train their village distribution point agents and did some small scale work for the Senqu River Agricultural Project and the Ministry of Education.

2. Private candidates. We enrolled about 200 students in three subjects at Junior Certificate and one subject at 'O' level. We helped them with correspondence course, three radio programmes each week, student newsletters and tutorial help which included thirty-seven weekend courses. We completed the writing of an English course.
3. We produced booklets on first aid and crochet as well as reprinting a cookery booklet. We began work on booklets on child care and vegetable growing.
4. We produced a report on the uses of literacy and numeracy in Lesotho and completed a survey of young people and their parents to find the level of literacy and numeracy among young people and the attitudes toward literacy and numeracy among young people and their parents.

In 1977 the Centre will undertake some new service agency work. This will include a second project with Lesotho Family Planning Association, a road safety campaign, some educational work in soil conservation and may include work with clinic nurses and village health workers.

We will enrol more students for four subjects at J.C. level and one at 'O' level and provide them with quality student support services. We will begin writing two more courses at J.C. level and four more at 'O' level.

We will produce more booklets and investigate closely the distribution and uses of those booklets.

We will begin a project to provide self motivation of educational materials to young people in and out of schools to help them practise their skills of literacy and numeracy.

Aims and Background

The Lesotho Distance Teaching Centre (LDTC) was set up by the International Extension College (IEC) at the request of the Ministry of Education. IEC is a charitable trust registered in Britain which exists to establish and provide services for colleges using distance teaching methods in developing countries.

Work on the Centre began in February 1974 and its main aim has been to expand the use that is made of distance teaching methods in Lesotho. These methods include radio programmes, instructional booklets or leaflets, correspondence courses and communication support such as visual aids, pamphlets, and training courses, for fieldworkers.

The Centre is a project of the Ministry of Education and has a management committee consisting of the Permanent Secretary for Education as chairman and with representatives from other ministries. It is planned to become a part of the Leretholi Polytechnic and work on a building on that site has begun.

The Centre now has a staff of 30 of whom 6 are expatriates. Funds for the Centre to date have come from a variety of sources, the main ones being the Irish Government, Lesotho Government, NOVIB (through the International University Exchange Fund), Training for Self Reliance (a World Bank Project), APSO, IEC, Christian Aid and World University Service.

The Work of the Centre

2

This report looks at the work of the Centre in four main areas:

acting as a service agency,
helping private candidates,
producing booklets on practical topics and
our work in literacy and numeracy.

All four areas of work, however, depend on the different departments in the Centre. These departments are Administration and Finance, Research, Writing, Editing and Layout, Production and Radio. Our work in literacy and numeracy, for example, will depend on Administration and Finance to order materials and pay wages. It will depend on the Research department to pretest materials and get background information, on the Writing department to develop written materials, on the Editing and Layout department to simplify and make these materials attractive and on the Production department to produce them. It may also depend on the Radio department to develop audio materials, and to provide information to parents about the possible help their children can get.

(a) A service agency

Discussions with organisations involved in formal and non formal education in Lesotho indicated that many would like to make more use of distance teaching methods but lacked the expertise or equipment to do so. We began to specialise in the design, testing and production of

instructional materials for other organisations and we charged the organisations for this service. This allowed us to gain a range of experience despite the early limitations of our resources. We produced booklets, pamphlets and leaflets for a variety of organisations including Lesotho Co-operative Credit Union League, Catholic Relief Services (CRS), Lesotho Family Planning Association (LFPA), Bureau of Statistics, Co-operative Housing Project, Lesotho Youth Hostels Association, Thaba Bosiu Rural Development Project (TBRDP) and the Ministry of Education.

As our work became more widely known we expanded our role as a service agency to advising organisations on their overall educational work and designing materials to help them. During 1976 we began two projects of this type. The first was with the LFPA and was designed to support and extend their educational activities.

We completed the project very recently.

As a part of this project we worked with LFPA fieldworkers to standardise the talk they give at village pitsos; we produced 100 copies of a flip chart of pictures to accompany the talk, as well as 80 000 copies of a pamphlet to hand out after the talk; we ran two courses, the first to work with fieldworkers on these materials and to train them in the use of the materials and the second to make any amendments necessary to the talk and to get information of use in planning a second project; we wrote and produced two correspondence lessons for

2 fieldworkers and we reprinted 8 000 copies of one of these for The Health Education Unit of the Ministry of Health (it was also used by Botswana Extension College and Tutume Community College in a campaign with family welfare educators in northern Botswana); we designed and produced 10 000 copies of a leaflet on contraceptive methods for potential users and further leaflets on each method for acceptors; we completed a major survey of attitudes to family planning in Lesotho.

We also completed a project to train village distribution point agents for TBRDP. These village distribution point agents are villagers recruited by the project to market improved seed and fertilizer throughout the project area. We were invited to advise the project on their training and to design a training programme using mainly distance teaching methods. During this project we designed and produced 300 copies of a handbook in Sesotho for VDPAs and 100 copies of the handbook in English; we designed and produced six monthly newsletters for VDPAs and a poster; we prepared eight one minute radio 'spots' for VDPAs which TBRDP broadcast and we produced a short evaluative report on the effect of the project. During the period July 1976 to February 1977 we also did some small jobs for the Senqu River Agricultural Extension Project, The Careers Guidance Unit of the Ministry of Education and the National Teacher Training College.

We have been invited by an inter ministerial committee on road safety to help improve public awareness of road safety measures. We will provide advice and educational materials during 1977 to help the work of the committee. We will begin by designing and testing educational radio 'spots', a letter to drivers, a poster and a leaflet for the general public to highlight a 'don't drink and drive' campaign over Easter.

During 1977 we will also undertake a second project with LFPA. As a part of this second project we will produce educational materials aimed at particular sections of the population drawing on the results of the attitudes survey. We will also investigate the work being done by LFPA volunteers and produce materials to help them.

One of the difficulties of acting as a service agency is the delay between the date of working out a proposal to support an organisation and the date of receiving funds to give this support. We spend a considerable amount of time discussing with an organisation and investigating the support needed. The end result is a carefully worked out proposal for work which must then wait for funds.

This is the case at present with a proposal by CRS and ourselves to support the educational work of the nurses in the CRS clinics. CRS have over 60 clinics scattered throughout Lesotho and every month these clinics are visited by over 60 000 women. With CRS we have worked out a project to help their clinic nurses give more effective talks to these women.

2 We will produce flipcharts, pamphlets and posters and train the nurses in their use.

Another project that awaits funds is a proposal by the Private Health Association of Lesotho (PHAL) to have the Centre help train village health workers. PHAL is a voluntary organisation whose main aim is to co-ordinate all non-governmental health activities in Lesotho. They are presently experimenting with a number of village health workers who will provide some basic services at village level. We have had a number of discussions and PHAL have drawn up a project proposal.

A number of organisations concerned with soil conservation in Lesotho have asked us to help them in conservation education, the soil conservation division of the Ministry of Agriculture, the soil conservation branch of the Thaba Bosiu Rural Development Project and the soil conservation department of the Lesotho Agricultural College (LAC). We hope that a national policy towards conservation education might be worked out and that we could play a part in implementing that policy. In the meantime we are working with the LAC to adopt and translate materials on soil conservation for use with chiefs and teachers.

(b) Helping Private Candidates

Many people in Lesotho study privately for Junior Certificate, 'O' level and University examinations. These are often older people who had to drop out of the formal school system for financial or other reasons.

They have the ability to cope with the level of the courses but in the past have had very little help. Commercial correspondence colleges in South Africa provided expensive courses which are badly written as well as being for South African students and South African syllabuses. The result was that only about 8% of private candidates, sitting for J.C. and 'O' level examinations, passed. We resolved to provide help.

During 1974 we adapted a Maths course at 'O' level and enrolled our first students for this course in 1975. During 1975 we partly produced courses in Bookkeeping and Commerce and Agricultural Science for Junior Certificate students. With Botswana Extension College (BEC) and Swaziland International Education Centre (SIEC) we produced a J.C. Modern Mathematics course. We enrolled our first students for these three courses in March 1976.

By the end of 1976 we had about 100 students studying our 'O' level Mathematics course, 60 students studying Agricultural Science, 73 studying Bookkeeping and Commerce and 78 studying Modern Mathematics at Junior Certificate level.

We held orientation courses for our students and tutors early in 1976 and during the year tutors held weekend courses for students living in their areas. 12 weekend courses were held for 'O' level students and 25 courses were held for Junior Certificate students during 1976.

2. We have produced three programmes each week in Agricultural Science, Bookkeeping and Commerce and Mathematics to help our Junior Certificate students. These have been broadcast over Radio Lesotho. We produced two student newsletters and tested a 'Learn to study' booklet. We provided copies of past papers and examination advice for students sitting for examinations in November. We are waiting to find out their results. The first of our students to sit for an examination sat in July, and got a B pass in Mathematics at 'O' level.

During 1976, together with BEC and SIEC, we wrote an English for Junior Certificate course and a very basic Mathematics course for students not ready to take our Junior Certificate course.

We also spent a great deal of time trying to recruit a Sesotho writer but had no success. We negotiated with the regional biology panel and they have agreed to recommend that a Human and Social Biology syllabus be recognised as the Science option for private candidates.

During 1977 we hope to begin the writing of courses in these two subjects allowing our students a full range of Junior Certificate subjects.

During 1977 we also hope to get courses partly written in four more 'O' level subjects. The Commonwealth Secretariat will support two writers to be attached to the Centre and two writers to be attached to BEC in Botswana. These writers are being recruited and will produce courses which can be used in both countries.

We are presently making our courses and service known to as many potential students as possible—in particular unqualified primary school teachers. We hope to enrol three hundred new students and provide them with good correspondence materials, a weekend orientation course, radio programmes in Bookkeeping, Agriculture, Mathematics, English and study hints (the latter with a high degree of student involvement), three student newsletters and high quality tutorial support. The tutorial support will include weekend courses in different parts of Lesotho given by subject tutors. We will monitor these very closely and investigate the possibility of setting up study centres in areas with many students.

(c) Booklets for rural education

We conducted a large scale interview test to determine how many people in Lesotho could read Sesotho and how well they could understand what they read. The survey showed that about half the rural population could read Sesotho. This influenced us to concentrate on producing booklets on practical topics for rural people. The first booklet was on Cookery and was written in conjunction with CRS. We tested it and produced 30 000 copies. The first 20 000 were sold out and the remaining 10 000 are being sold. We examined the uses to which CRS nurses and rural women put this booklet. We also found out the topics rural women would like further booklets on. We have now produced 10 000 copies of a first aid booklet with the Lesotho Red Cross and 10 000 copies of a booklet on how to crochet. We are testing

2. booklets on vegetable growing and child care and will shortly produce them. The Christian Council of Lesotho has taken an interest in this work and is helping us to locate funds to produce more booklets.

During 1977 we will produce booklets on other topics. These topics will be decided on the basis of discussions with organisations involved in non formal education in Lesotho and on the results of a recently completed survey of choices of booklet topics. This survey included men as well as women.

During 1977 we will also concentrate much more on the uses to which these booklets are put. We intend where possible to design booklets which organisations will use as part of their work. However we will continue to make the books available to any members of the rural public who are interested in them and will investigate both structured and unstructured uses of the booklets.

(d) Literacy and Numeracy

Although there is universal primary education in Lesotho many young people, in particular boys, leave school without adequate skills in literacy and numeracy. We were interested in designing an educational programme for young people who drop out of school or attend sporadically.

With this in mind we examined the uses of literacy and numeracy in Lesotho and produced a report. We also conducted a major survey of young people and their parents to determine the levels of literacy and numeracy among the young people and the attitudes towards acquiring these skills among young people and their parents. The survey is completed, the results have been analysed and a report is being written.

At the same time we designed a number of games which would improve literacy and numeracy skills. Three of these - a shopping game, a Sesotho scrabble and a simple word building game - were tested in schools and in villages.

During 1976 we also drew up a major project proposal to experiment with a range of self motivating learning materials such as games. We intend to examine the effectiveness of these materials in a number of situations:- with young people out of school who have no teacher support; with sporadic attenders in schools who have teacher support; and with young people out of school who have occasional teacher or tutor support. UNICEF have agreed to partly support this proposal and work will begin during 1977. We will continue to look for the balance of the funds needed to implement the project completely.

Other developments

Although we work to help people out of school, one interesting development during 1976 has been the ways in which our materials are helping schools. Some secondary schools have our Junior Certificate materials available in their libraries and encourage students to study these on their own.

The secondary school teachers who act as tutors for our students are unanimous in the belief that the training they get as tutors and the course materials they are given help them to become better teachers. Some schools also listened to our radio programmes during 1976 and during 1977 the schools broadcast unit of the Ministry of Education will include our English language programmes as part of their schedule.

Primary schools are affected in many ways also. Unqualified primary school teachers are helped directly by our Junior Certificate courses and they are encouraged to enrol by a reduction in fees. The primary curriculum unit is thinking of adapting some of the booklets we have designed and using them in schools. The 25 teachers who experimented with the three games are very enthusiastic about their potential use in schools.

During 1977 we will continue to investigate ways in which our materials can be used by schools and will make recommendations to schools based on the results of our investigation.

1976 also saw us move towards localisation of the Centre. We employed many more senior Basotho staff members and became an official Ministry project with a time-tabled take over by the government. We also employed a Mosotho to take over the position of deputy director from Roger Mitton who leaves very shortly. Roger's departure will be a big loss as his work has influenced almost everything the Centre is doing but we are very fortunate in having Sister Mary Molelle to replace him. Mary has been with the centre for eighteen months and in that time has developed our bookkeeping course for Junior Certificate. The course is being used in Botswana and Swaziland also. Mary also designed the radio programmes in bookkeeping and contributed to much of our radio and materials development work for rural people.

During 1977 we will find a counterpart director to take over the project during 1978. While expertise, advice and training will be needed in a variety of technical areas for the next few years the direction of the project will be firmly in Basotho hands.

In December we moved from our offices on Kingsway to an old building on the Lerotholi Polytechnic campus. While we were reluctant to leave our old offices our new location has the advantage that we can become more acquainted with the Polytechnic and watch our new building going up close by.

Net Surplus before Depreciation
of Fixed Assets

R41 184,87

LESS DEPRECIATION OF FIXED ASSETS

Library Books @ 10%	1	36,94
Motor Vehicles @ 33 $\frac{1}{3}$		1 873,67
Broadcasting Equipment @ 33 $\frac{1}{3}$		337,82
Office Equipment @ 20%	1	385,41
Camping Equipment @ 33 $\frac{1}{3}$		51,30
Production Equipment @ 20%		<u>3 672,30</u>
		6 357,44

EXCESS OF EXPENDITURE OVER INCOME
AS PER IEC ACCOUNT (£147,34)
(see statement below)

1 829,01 8 186,45

EXCESS OF INCOME OVER EXPENDITURE

R32 998,42

STATEMENT OF RECEIPTS AND PAYMENT ADMINISTERED BY IEC ON BEHALF
OF LDTC FOR YEAR ENDED 31 MARCH 1976 (in Pounds)

	DEBIT	CREDIT
Balance b/d 1.4.75		
Loan Received	£2 983,29	
	5 667,20	
<u>SUNDRY EXPENSES</u>		
Salaries	£1 609,34	
Research & Course Writing	275,75	
Interest Payable	594,36	
Library Books	<u>117,11</u>	
	2 596,56	
<u>DONATIONS</u>		
APSO		3 479,00
IEC		310,00
Repayment of Loan		6 310,71
BALANCE OWING TO IEC		<u>£ 1 147,34</u>
	<u>£11. 247,05</u>	<u>£11 247,05</u>
Balance b/d	£1 147,34 (R1 829,01)	

BALANCE SHEET AS AT 31ST MARCH 1976 (IN RAND)

ACCUMULATED FUND (Balance 1.4.75)	3 978,03		
<u>ADD Surplus (b/d 31.3.76)</u>	32 998,42		36 976,45

This above represented by:

FIXED ASSETS

Motor Vehicles	5 621,01		
Less depreciation	<u>1 873,67</u>	3 747,34	
Broadcasting Equipment	1 013,47		
Less depreciation	<u>337,82</u>	675,65	
Office Equipment	1 927,06		
Less depreciation	<u>385,41</u>	1 541,65	
Camping Equipment	153,90		
Less depreciation	<u>51,30</u>	102,60	
Production Equipment	18 361,48		
Less depreciation	<u>3 672,30</u>	14 689,18	
Library Books	369,41		
Less depreciation	<u>36,94</u>	<u>332,47</u>	21 088,89

CURRENT ASSETS

Stock of Text Books	2 254,86		
Sundry Debtors	2 217,98		
Cash at Bank	14 223,32		
Cash in Hand	<u>209,97</u>	18 906,13	

LESS CURRENT LIABILITIES

BEC	610,00		
Gestetner	579,56		
IEC (f1 147,34)	<u>1 829,01</u>	<u>3 018,57</u>	<u>15 887,5</u>

R36 976,4

=====

STAFF

Director	P. Murphy (Seconded by IEC to April 1978)
Deputy Director	M. Molelle
Deputy Director (outgoing)	R. Mitton (Seconded by IEC to March 1977)
Student Adviser	K. Tsekoa
Enrolment/Records Clerk	J. Tilo
Group/Tutor Organiser	F. Petersen (Appointed by DVS October 1978)
Despatch/Stores Clerk	A. N. Other
Layout/Editing Adviser	S. Jacobi
Instructional Materials Editor	J. Maime
Courses Editor	M. Malahleha
English Writer	A. Dodd
Layout and Typing Supervisor	M. Mofokeng
Course Typist	M. Tsoanetse
Graphics/Artist	S. Khaketla
Broadcasting Adviser	A. O'Doherty (Appointed by APSO to September 1977)
Recording Officer	M. Lesenya
Assistant Recording Officer	D. Ramolefi
Radio Scriptwriter/Librarian	B. Morolong
Evaluator	R. Powell (Appointed by Commonwealth Secretariat to August '77)
Evaluator Designate	P. Morolong
Fieldworker/Collator	M. Makosholo
Office Administrator	S. Nailane
Correspondence Typist	M. Montso
Accounts Clerk	R. Matsela
Driver/Collator	C. Theletsane
Cleaner	E. Tsiane
Printing & Collating Supervisor	E. Makoae
Printing Assistant	E. Lebakeng
Collator	N. Mafa
Literacy & Numeracy Researcher	R. Morrow (Appointed by IEC to March 1977)

LESOTHO DISTANCE TEACHING CENTRE PUBLICATIONSLesotho Distance Teaching Centre Reports (In English)

July 75, Feb 76, July 76, Feb 77.

Financial Report 74/75, Financial Report 75/76.

Service Agency work in Lesotho Distance Teaching Centre

Education for Lesotho Family Planning - Interim Summary Report
August 1976.

Service Agency Work - 1976

(in Sesotho unless otherwise
stated)

Assorted leaflets on different
topics

Cowshed pamphlet

Handbook for VDPA's (also in English)

6 x VDPA newsletters

} for Thaba Bosiu Rural
Development Project

2 pamphlets

VD correspondence lesson

Child diseases correspondence lesson

Flip chart

} for Lesotho Family
Planning Association

'What is the Census' a booklet for the Bureau of Statistics

TB Leaflets

for Scott Hospital

TB Leaflets

for Health Education Unit

'Your house & Mine -
our village'

a booklet for Leh coop (also in English)

'Plant beans & make money' for Senqu Agricultural Project

Maths revision booklet

Career guidance handbook

} for Ministry of Education

Student Support (in English)

J. C. Bookkeeping	I	II	III	IV	V
J. C. Agricultural Science	I	II	III	IV	
J. C. Modern Mathematics	I	II	III	IV	V

Years One, Two, Three

'O' level Modern Mathematics Parts I II

Student newsletters August '76 November '76.

Prospectus 1976, Prospectus 1977.

Learn How to Study.

Booklets (in Sesotho)

CRS Cookery Book (30 000)

Red Cross First Aid book (10 000)

How to Crochet (10 000)

Literacy and Numeracy (in Sesotho)

Games - Reka

Leeto

Mantsoe

RESEARCH REPORTS AS OF JANUARY 1977

- "Literacy in Lesotho," November 1974
- "Newspapers, magazines, and leaflets in Lesotho, November 1974
- "Radio in Lesotho," November 1974
- "The Postal Services in Lesotho," November 1974
- "Notes on non-formal education in Lesotho," December 1974
- "A note on the co-ordination of NFE in Lesotho," March 1975
- "Self-instructional booklets for rural education," March 1975
- "Testing a recipe booklet: an experiment with a self-completed questionnaire," May 1975
- "Poultry-keeping in rural Lesotho," October 1975
- "Clothes-making in rural Lesotho," October 1975
- "Do people read leaflets?" October 1975
- "An experiment with educational radio spots," January 1976
- "The use made by nurses of the CRS cookery book," May 1976
- "Housewives choices," July 1976
- "Family Planning pamphlet: pre-test/evaluation" December 1976
- "Study Habits/How to study survey," December 1976
- "Child Care KAP study," December 1976
- "Evaluation of TBRDP/LDTC training and support programme for VDPAs," December 1976
- "Estimates of Reception and Listenership to Radio Lesotho," January 1977 - in print.
- "Radio Listenership to Family Planning Programmes," January 1977 - in print.
- "Brief survey of the Uses of Literacy & Numeracy in Lesotho," May 1976
- "Readability Measurement," January 1977
- "A test of the best way to present a correspondence Lesson" October 1976.

NOTE: Most of these reports are available from the Centre for the cost of postage. 'Understanding Print' however costs R3 including postage.

BALANCE SHEET AS AT 31ST MARCH 1976 (IN RAND) R.1=\$1.15

ACCUMULATED FUND (Balance 1.4.76)		5 978,03	
<u>ADD Surplus (b/d 31.3.76)</u>		32 993,42	36 976,45

This above represented by:

FIXED ASSETS

Motor Vehicles	5 621,01		
Less depreciation	<u>1 873,67</u>	3 747,34	
Broadcasting Equipment	1 013,47		
Less depreciation	<u>337,82</u>	675,65	
Office Equipment	1 927,06		
Less depreciation	<u>395,41</u>	1 541,65	
Camping Equipment	153,90		
Less depreciation	<u>51,30</u>	102,60	
Production Equipment	18 361,48		
Less depreciation	<u>3 672,30</u>	14 689,18	
Library Books	369,41		
Less depreciation	<u>36,94</u>	<u>332,47</u>	21 088,89

CURRENT ASSETS

Stock of Text Books	2 254,86		
Sundry Debtors	2 217,98		
Cash at Bank	14 223,32		
Cash in Hand	<u>209,97</u>	18 906,13	

LESS CURRENT LIABILITIES

BEC	610,00		
Gestetner	579,56		
IEC (€1 147,34)	<u>1 829,01</u>	<u>3 018,57</u>	<u>15 887,56</u>

R36 976,45

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INCOME & EXPENDITURE STATEMENT FOR THE YEAR ENDED 31 MARCH 1976

(In Rands) R.1 = 1.5

OPERATING INCOME:

Service Agency	5 640,90	
Student Fees	712,00	
Interest on Investments	<u>140,24</u>	6 493,14

DONATIONS IN CASH & KIND

Training for Self Reliance	18 000,00	
UNICEF (Cash + Equipment)	4 163,55	
IUEF	6 497,00	
Irish Government	33 466,50	
Christian Aid	9 169,97	
World Education	716,85	
Lesotho Government	8 000,00	
Maseru Round Table	<u>500,00</u>	80 513,87

R87 007,01

LESS OPERATING EXPENSES

Advertising & Public Relations	535,73	
Bank Charges	78,47	
Office Supplies	1 192,86	
Light, Heat & Water	420,20	
Postage & Telephones	1 087,46	
Travel & Motor Expenses	4 234,50	
Art & Photographic Materials	32,42	
Research & Course Writing	1 114,18	
Printing Paper	3 832,50	
Printing Materials	3 564,57	
Broadcasting & Recording Materials	36,72	
Staff Training	270,00	
Gross Salaries	25 671,95	
Insurance	313,03	
Rent	3 218,75	
Repairs	202,80	
Bad Debts	<u>16,00</u>	

R45 822,14

Net Surplus before Depreciation
of Fixed Assets

R41 184,87

LESS DEPRECIATION OF FIXED ASSETS

Library Books @ 10%	1	36,94
Motor Vehicles @ 33 $\frac{1}{3}$ %		1 873,67
Broadcasting Equipment @ 33 $\frac{1}{3}$ %		337,82
Office Equipment @ 20%		385,41
Camping Equipment @ 33 $\frac{1}{3}$ %		51,30
Production Equipment @ 20%		3 672,30
		<u>6 357,44</u>

EXCESS OF EXPENDITURE OVER INCOME
AS PER IEC ACCOUNT (£147,34)
(see statement below)

1 829,01

8 186,45

EXCESS OF INCOME OVER EXPENDITURE

R32 998,42

STATEMENT OF RECEIPTS AND PAYMENT ADMINISTERED BY IEC ON BEHALF
OF LDTC FOR YEAR ENDED 31 MARCH 1976 (in Pounds)

	DEBIT	CREDIT
Balance b/d 1.4.75	£2 983,29	
Loan Received	5 667,20	
<u>SUNDRY EXPENSES</u>		
Salaries	£1 609,34	
Research & Course Writing	275,75	
Interest Payable	594,36	
Library Books	<u>117,11</u>	
	2 596,56	
<u>DONATIONS</u>		
APSO		3 479,00
IEC		310,00
Repayment of Loan		6 310,71
BALANCE OWING TO IEC		<u>£ 1 147,34</u>
	<u>£11. 247,05</u>	<u>£11 247,05</u>

Balance b/d £1 147,34 (R1 829,01)

STAFF

Director	P. Murphy (Seconded by IEC to April 1978)
Deputy Director	M. Molelle
Deputy Director (outgoing)	R. Mitton (Seconded by IEC to March 1977)
Student Adviser	K. Tsekoa
Enrolment/Records Clerk	J. Tilo
Group/Tutor Organiser	F. Petersen (Appointed by DVS October 1978)
Despatch/Stores Clerk	A. N. Other
Layout/Editing Adviser	S. Jacobi
Instructional Materials Editor	J. Maime
Courses Editor	M. Malahleha
English Writer	A. Dodd
Layout and Typing Supervisor	M. Mofokeng
Course Typist	M. Tsoanetse
Graphics/Artist	S. Khaketla
Broadcasting Adviser	A. O'Doherty (Appointed by APSO to September 1977)
Recording Officer	M. Lesenya
Assistant Recording Officer	D. Ramolefi
Radio Scriptwriter/Librarian	B. Morolong
Evaluator	R. Powell (Appointed by Commonwealth Secretariat to August '78)
Evaluator Designate	P. Morolong
Fieldworker/Collator	M. Makosholo
Office Administrator	S. Nailane
Correspondence Typist	M. Montso
Accounts Clerk	R. Matsela
Driver/Collator	C. Theletsane
Cleaner	E. Tsiane
Printing & Collating Supervisor	E. Makoe
Printing Assistant	E. Lebakeng
Collator	N. Mafa
Literacy & Numeracy Researcher	R. Morrow (Appointed by IEC to March 1977)