

1. PROJECT TITLE  STRUCTURING NON-FORMAL EDUCATION RESOURCES	2. PROJECT NUMBER 931-1054	3. MISSION/AID/W/OFFICE USAID/L & DC/ED/AID/W
	4. EVALUATION NUMBER (Enter the num. or maintained by the reporting unit no., Country or AID/W Administrative Code, Fiscal Year, Serial no. beginning with No. 1 each FY) <b>82-27</b>	
<input type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION		

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION	
A. First PRO-AG or Equivalent FY <u>79</u>	B. Final Obligation Expected FY <u>83</u>	C. Final Input Delivery FY <u>83</u>		A. Total \$ <u>2,965,000</u>	From (month/yr.) <u>10/80</u>
			B. U.S. \$ <u>2,690,000</u>	Date of Evaluation Review:	

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., program, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
Assistance Fund Selection Committee	Z. Matsela P.S. MOE	10/22/81
Approval of LDTC to building wing construction and request from USAID of total FAR	F. Zobrist	11/81
Assistance Fund First Tranche made available to LDTC	J. P. Carney	11/81
PIO/P's for short and long term training	D. Betz J. Carney	1/82
PIO/T - Management Systems Consultant	J. Carney	1/82

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS			10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT	
<input type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify)	A. <input type="checkbox"/> Continue Project Without Change	
<input checked="" type="checkbox"/> Financial Plan	<input checked="" type="checkbox"/> PIO/T		B. <input type="checkbox"/> Change Project Design and/or	
<input type="checkbox"/> Logical Framework	<input checked="" type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify)	<input checked="" type="checkbox"/> Change Implementation Plan	
<input type="checkbox"/> Project Agreement	<input checked="" type="checkbox"/> PIO/P		C. <input type="checkbox"/> Discontinue Project	

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER BANKING PARTICIPANTS AS APPROPRIATE (Name and Title)		12. Mission/AID/W Office Director Approval	
Tim A. Harris, Project Design Officer, REDSO/EA Russ Dilts, Consultant Jon Gant, HRDO, AID/Botswana		Signature Typed Name Frank D. Corral	
		Date <b>12/81</b>	

## SUMMARY

The Project contains a number of components involving AID assistance. They are: long-term technical assistance, short-term assistance, staff training, budgetary support (salaries of certain staff), equipment and materials purchase, construction of a wing to the main building and the Assistance Fund Support.

Equipment and materials procurement, as well as the construction of the new office wing have been completed without major difficulties. Full payment for the construction has not yet been made.

The Assistance Fund Program is now ready for implementation. The selection criteria and committees have been approved and a pilot group of some five projects have been proposed. A request has been made to AID/Lesotho for U.S.\$15,000 to initiate the program.

The Budgetary support of AID for the payment of certain LDTC staff members has continued and is in the region of some \$45,000 per annum. The number of staff funded by AID has expanded to ten people, as the Government of Lesotho (GOL) has been reluctant to increase the number of 'establishment' posts funded by them. AID has agreed to support these costs for a time, as the posts are essential, and the LDTC is making efforts to convince the GOL to include more posts on the official establishment list and to pay the salaries.

Staff training is by no means complete as only two short-term inservice seminars were held (both successfully) and only two staff members have received long-term training (one other is still undergoing training). This under-utilization may be rectified soon, as the LDTC management is formulating a detailed training program now.

The possibility of using short-term technical assistance for training and problem-solving has not been utilized fully. A consultant was used to help formulate the Assistance Fund Group Selection Criteria, another to hold a photography workshop and a third to Educational Radio Workshop, yet many other possible uses of short-term technical assistance were not pursued.

There were significant problems encountered in the area of long-term assistance. Under the project, it was initially thought that three contract personnel would be used to help strengthen the LDTC. Their titles were Project Advisor, Instructional Material Developer/Editor and Researcher/Evaluator. During the year the Project Advisor's services were terminated by the LDTC, because of unsuitability and personality conflicts. It was agreed that the Project Advisor would be replaced and his replacement would be contracted for the term of the Project Agreement. Yet, for various reasons, a replacement was not on site for nearly six months after termination. This weakened the project. Also the selected Instructional Materials Developer/Editor was not allowed by the LDTC to perform all the duties as originally envisioned and

was relegated to straight editing of correspondence course materials. This also weakened the Project. The delays and under-utilization of staff has led to slow progress in fully implementing the Project. These problems are under discussion and will hopefully be rectified in the near term.

EVALUATION METHODOLOGY - The evaluation has been done for a number of reasons: to obtain an independent assessment of the situation, to provide insights into the LDTC's major strengths and weaknesses and to make recommendations to the LDTC as a whole and the USAID project for changes that will improve the ability of the LDTC to provide NFE services in Lesotho.

The major methods used for collecting information at the LDTC were to interview groups and individuals at the LDTC, to visit and discuss the LDTC with major clients, to review the LDTC reports, documents, publications and accounts and have numerous discussions with senior staff. The team of three evaluators spent a total of eight person-weeks in Lesotho, carrying out the exercise. Two reports have been written, an expanded evaluation and the PES.

EXTERNAL FACTORS - Several major changes in Lesotho have had an impact on the LDTC and the USAID Project. The first change, which started in 1979, was the integration of the LDTC into the Civil Service, under the Ministry of Education. This process is still taking place and the MOE is now considering placing all printing operations under the Instructional Materials Resource Centre (IMRC) and removing all printing equipment from the LDTC. This could have a profound impact on operations.

The second major change in external factors is the Government of Lesotho (GOL) hiring freeze placed on the entire Civil Service, including the LDTC. The LDTC has not yet filled all posts and of a total staff of 65, only 45 are on the GOL 'establishment list'. Although some exceptions may be made, it is unlikely that the LDTC can increase its staff until the freeze is lifted. This is not too great a problem for the short run, as positions (20) are funded internally or by donors. Yet in the long run, when expansion is necessary and/or when donor assistance is no longer available, the LDTC may be in considerable difficulty if the hiring freeze has not been lifted. This may come soon, if the Assistance Fund Program demands more staff time than is now available.

INPUTS - The major inputs have been described in the Summary (No. 13) and need not be redescribed here. Additional inputs secured through USAID assistance, as recommended in the expanded report, A Mid-Term Project Evaluation of the Lesotho Distance Teaching Centre and the USAID Project Structuring NFE Resources, are shown here. These added inputs are only recommendations, and their installation will only occur with the agreement between USAID and the LDTC.

#### Recommended Additional Inputs

1. Long Term Technical Assistance
  - . Project Advisor/Service Agency Consult - continue until project completion.

NFE Evaluation Specialist - to be contracted, until project completion.

Instructional Materials Developer/Trainer - to be contracted, until project completion.

2. Short-term Technical Assistance/Training Management Systems (1 month)

Financial Controls and Accounting System (6 months)

Production and Graphics (1 month)

Literacy and Numeracy Program Development (1 month)

Radio Programming (1 month)

3. Budget Support

Salaries for LD staff - until project completion or GOL salary payment secured.

4. Formal Training

Long-term (local) - five person years

Long-term (US) - three person years

Short-term (Local) - 34 person months

5. Assistance Fund

Incremental project funding - until project completion.

Some of these inputs are already scheduled for continuation, although they have not been precisely earmarked.

OUTPUTS - The Project does not delineate specific project outputs. The goal is to strengthen the LDTC overall as an NFE institution. The pilot and experimental role of the project, as well as the ad-hoc nature of much of the work makes it difficult to set specific targets.

To date the Project has assisted the LDTC in strengthening its NFE capabilities. Continued inputs are required to capitalize on the progress made. In some areas the progress has been slow, as the technical assistance input has had difficulties and has been under-utilized. The training programs and use of short-term assistance have not been exploited adequately and expansion of these programs is recommended.

AID Funding Status (as of 30/9/81)

(estimated by AID/Lesotho Controller)

	<u>OBLIGATIONS</u>	<u>DISBURSEMENTS</u>
Technicians' Cost	US\$ 518,450.11	263,450.44
Participants' Cost	20,894.70	20,894.70
Budget Supports	198,184.64	198,184.24
Construction	196,000.00	98,000.00
Commodities	39,157.50	39,157.50
Local Training Cost	20,957.02	6,800.00
Unearmarked	496,356.03	-
	<hr/>	<hr/>
TOTAL	\$1,490,000.00	\$626,486.88

ESTIMATES OF AID Support (based on recommendations)

Long-term Technical Assistance	US\$360,000.00
Short-term Technical Assistance	90,000.00
Staff (LDTC) Training	144,000.00
Assistance Fund Support	250,000.00
Budget Support (Salaries)	<u>100,000.00</u>

US\$ 944,000.00

Based on available obligations (US\$ 863,512.12) and remaining unobligated funds from the original project agreement (\$1,200,000), there should be no major difficulty in fully funding the recommended and on-going AID assistance.

Beneficiaries - Over ten individual organizations were assisted during the year in various capacities. Enclosed is a list of the Service Agency work performed. The number of potential beneficiaries is enormous and impossible to count. This is also true of the educational radio programs, which are aired to the entire populace of Lesotho.

More easily counted are the buyers of the LDTC booklets and participants in the correspondence courses. The numbers are (approximately):

Booklets sold	15,000
Teacher Training	500
JCE	625
'O' Level	<u>125</u>
	16,250

Additional Lessons Learned - The previous PES listed a number of lessons learned. A number of additional lessons may be of value in similar projects and situations.

1. The efficacy of having a local co-manager (AID) on centrally funded projects.
2. The value of an in-depth, mid-term evaluation on pilot, experimental projects.
3. The need for flexibility in approach and ability to alter projects quickly when required.

A MID-TERM PROJECT EVALUATION  
OF THE  
LESOTHO DISTANCE TEACHING CENTRE  
AND THE  
USAID PROJECT 931-1054  
STRUCTURING NON-FORMAL EDUCATION RESOURCES

BY

Timm A. Harris  
Jon Gant  
Russ Dilts

Maseru, Lesotho  
November, 1981

## TABLE OF CONTENTS

	PAGE
I. INTRODUCTION - PURPOSE AND METHODOLOGY	1
II. SUMMARY - PRESENT STATUS, CONCLUSIONS AND RECOMMENDATIONS	2
III. PRESENT STATUS	7
A. Short and Long-Term Objectives	7
B. Programs and Projects	7
1. Service Agency	7
2. Basic/Rural Education	8
3. Literacy and Numeracy	9
4. Educational Broadcasting	10
5. Correspondence Courses	10
C. Support Activities	11
1. Administration	11
2. Research and Evaluation	12
3. Printing and Production	13
4. Accounts and Funding	13
5. Structuring NFE (USAID) Project	14

Tables of Contents Continued.....

	PAGE
IV. CONCLUSIONS AND RECOMMENDATIONS	18
A. Programs and Projects	18
B. Support Activities	20
C. Structuring NFE (USAID) Project	24
V. APPENDICES	
A. NFE Survey	
B. AID Funding Status and Income and Disbursement Statements	
C. Training Program	
D. Assistance Fund	
E. Service Agency Assistance	
F. Lesotho In-Service Education for Teachers Program	
G. LDTC Staff	

## I. INTRODUCTION

This report constitutes the second annual evaluation of the Lesotho Distance Teaching Centre (LDTc) and the AID/GOL project, Structuring Non-Formal Education Resources, at the LDTc. The purpose of this report is to evaluate the status and prognosis of both the LDTc in general and the AID assisted project in particular, and to make recommendations for LDTc improvement.

A very brief description of the LDTc and the AID project are given here for those persons who may not yet be familiar with them. The LDTc is a division of the Ministry of Education, Sports and Recreation designed to provide assistance in the area of non-formal education to individuals, private and public groups. The LDTc was founded in 1974 and now has a staff of 65 people. Support for the LDTc has come from USAID, the Irish Government, the Netherlands Organization for International Development and Cooperation, the World Bank, the Danish International Development Agency, and others. It has been divided into two major sections: Programs and Projects, and Service Sections. Under programs and projects it has been organized in the following divisions: Service Agency, Basic and Rural Education, Literacy and Numeracy, and Student Advice. The Services Section has been sub-divided into: Administration, Printing and Production, Research and Evaluation, Educational Broadcasting, and Course Writing. An amplification of the functions of each division can be found in the body of this report.

The AID assisted project, Structuring Non-Formal Education Resources, was operationalized in 1980 and is designed to strengthen the LDTc so that it can more effectively channel support services to a multitude of groups involved in non-formal education activities and study the impact of the innovative organizational approaches used.

The methodology used in this evaluation was a combination of individual and group meetings and interviews with the major personnel within the LDTc and Ministry of Education, a review of pertinent publications, a study of relevant documents and records, and visits to clients of the LDTc. The evaluation team worked together, as well as separately, in investigating not only those components directly concerned with AID sponsored project, but the overall functions of the entire organization. The emphasis was on the LDTc's present status and future programmatic potential, rather than the historical operations of the LDTc.

## II. SUMMARY

This section briefly reviews the major strengths and weaknesses of each section of the Lesotho Distance Teaching Centre (LDTC) and shows major recommendations for improvement. It is assumed that the reader is quite familiar with the LDTC and the USAID Structuring Non-Formal Education Resources Project. If this is not the case, it is suggested that the body of the evaluation be read completely. Organizationally, the summary will be divided according to the major sections of the LDTC with an additional section on the USAID Structuring NFE Resources Project.

1. Service Agency. The Service Agency, as the coordinating body for outreach projects, has produced ten discreet projects during the last year. Promotional efforts concerning NFE and the LDTC's possible role have been undertaken. Yet the work could have been performed in a more timely fashion. The technical assistance was inadequate and because of the small number of staff available (one senior staff was undergoing long-term training), achievement fell short of expectations.

A major concern is the ability of the SA to coordinate an expanding number and variety of projects, as is probable with the implementation of the Assistance Fund Program. The major recommendations are therefore to continue technical assistance to the section (currently consisting of a project advisor) until the end of the USAID Project, and to expand it to include a materials development specialist/trainer to increase the permanent staff by the addition of one or two qualified people and to formulate a detailed six-month work plan which is updated monthly.

2. Basic/Rural Education. This section, which has a core program consisting of the production and distribution of instructional booklets on various subjects, has distributed over 15,000 booklets in the last year and has been developing three new booklets for publication. Yet no new booklets were completed and much of the work done consisted of support to the Service Agency and the Literacy and Numeracy section.

It is recommended that personnel be formally seconded to the SA at times when there is need for specific project activities. Seconded staff would be supervised by the SA. Also it is recommended that a regular work plan be developed and implemented, stating specific core work assignments and deadlines for output and that the work plan be closely monitored by management.

3. Literacy and Numeracy. The 'learnine post approach' pilot project is progressing well, as is the newsletter 'MOLITHUTI' and other smaller programs. There is a need to upgrade staff skills in literacy techniques, materials development and delivery systems.

It is recommended that LDTC provide an integrated skills upgrading program and that the staff be increased to the full complement of four people.

4. Educational Broadcasting. Five hours of educational broadcasts produced by the LDTC are aired weekly by Radio Lesotho. Materials on the correspondence courses, teacher training and two thirty minute broadcasts of interviews and commentary of a more open format are broadcast to the nation.

It is recommended that a survey be performed to assess the impact of the programs on listeners, as well as to assess audience needs and interests. It is also recommended that the section receive in-service training in the development and production of programs for a wide range of non-formal education topics and development activities.

5. Correspondence Courses. Courses for JCE, Teacher Training and 'O' level candidates are given to a growing number of people throughout Lesotho who do not have access to formal education facilities. Certain courses are still needed to attain a full complement of required subjects. The students' records (assignments, enrollment, achievements) are poorly kept and the tutors are generally unreliable. Course writing has in general proceeded very slowly and there has been little feedback on the effectiveness or suitability of course materials.

It is recommended that a strong, qualified Student Advisor be hired and that an editor be selected to supervise the course writers. A detailed work plan for both sections should be maintained and the library and resource material ordering system should be reorganized. Efforts should be initiated to terminate inefficient staff and obtain replacements regardless of the lengthy bureaucratic procedures that have to be followed.

6. Administration/Management. The administration of the LDTC is now fully staffed and with the return of the Director (who was undergoing long-term training), there has been some improvement in the overall management. Yet many weaknesses are still apparent. The principal problem areas are communication and collaboration between sections, the lack of a well formulated training program, difficulty in terminating and replacing unproductive staff and inadequate financial management.

It is recommended that the Director and/or Deputy Director hold monthly meetings with all the LDTC staff and regular meetings with individual sections on a revolving basis. It is recommended that the management insist that all sections prepare a detailed six month work plan, updated monthly, delineating specific tasks and done in collaboration with supporting sections. These work plans would be monitored by management and would serve as the agenda for monthly meetings.

The LDTC management should draw up a well thought-out training program, including the kind of study required for individuals in order to perform specific tasks needed by the Centre, a description of the training institution and the specific training program, the coverage or backstopping that will be provided while the staff member is being trained and proof that a GOL established position is available when the staff member returns to the LDTC.

It is recommended that the LDTC pursue the termination and replacement of unproductive personnel. Government channels should be followed, even though the process may be difficult and time consuming. It is also recommended that the Director and Deputy Director receive training in financial management and that they carefully monitor all accounts.

7. Research and Evaluation. The Research and Evaluation section has completed the data collection for the Non-Formal Education (NFE) Survey, an important task. Yet evaluations of correspondence course texts, testing of booklets and doing client surveys are delayed and deadlines have not been met.

The absence of the section head, absence of management supervision and inefficient performance of duties by staff members are the major causes of the low output. As with all sections, it is recommended that a work performance plan be maintained and that it be closely monitored by management. It is also recommended that the evaluator (section head) receive further training and that technical assistance be extended, although with a different scope of work.

It is also recommended that priority be placed upon completion of existing assignments, especially the publication of the NFE Survey Analysis.

8. Printing and Production. The output and quality of the section has not been good. Lack of supervision, low staff efficiency and poor organization of work are the major reasons for low quality and low output.

It is recommended that a weekly work plan be maintained and that management or an appointed editor monitor the plan carefully. It is recommended that the section devise (with technical assistance) a supply re-order plan and maintenance schedule.

It is also recommended that all work be proof-read by the editor(s) responsible for the publication. The cost effectiveness of various volumes of production also should be analyzed.

The Ministry of Education is considering the unification of Instructional Materials Resource Centre (IMRC) and the LDTC printing facilities. It is recommended that a study of such a change be done, to carefully analyze the impact of such a move.

9. Accounts and Funding. The accounting system as now employed by the LDC is inadequate for proper record keeping and managerial decision making. The lack of training and proper monitoring has led to a major loss of funds. There is also a great dependence on grants and donations from foreign donors.

It is recommended that an independent up-to-date audit be performed. It is also recommended that an appropriate accounting system be installed (perhaps with the help of an outside expert), which provides a monthly balance sheet, income and expenditure statement, cash flow and budget variance analysis.

The senior management should receive additional training in financial management and accounts monitoring. Monthly accounts should be checked thoroughly and approved by the Director and/or Deputy Director and more care should be taken in authorizing any payments.

10. Structuring NFE Resources Project (USAID). The progress on some portions of the Project have been excellent and the close monitoring by the USAID co-managers (J. Carney and J. Hoxeng) has been very beneficial. Procurement of materials and equipment, building construction, the three short-term consultancies and the long-term training of the LDC staff members have proceeded very well. There have been some problems with the long-term technical assistance and the LDC has not taken full advantage of the short-term technical assistance/training possible, nor of the long-term training available. Discussions are being held and plans being formulated to strengthen these areas of weakness or under-utilization of project components.

It is evident that long-term technical assistance is still required. It is firmly recommended that the position of Project Advisor/Service Agency consultant be continued as agreed by all parties. Additionally it is recommended that long-term technical assistance be provided in the form of an NFE evaluation specialist and an instructional materials developer/trainer.

The training plan needs to be improved (as mentioned earlier) and the major points to emphasize are the suitability of the training for the LDC's needs, the availability of positions for trained personnel, the backstopping for absent personnel and a GOL commitment to retain personnel in their positions for a certain period of time.

It is recommended that the LDC better utilize the availability of short-term consultants for technical assistance and training in the following areas: management systems, financial controls and accounting systems, production and graphics, literacy and numeracy program development and radio programming.

The Assistance Fund program has proceeded slowly and carefully and is well formulated conceptually. It is recommended that the first tranche of funding be made available now, that further funds be provided quarterly, that various alternative funding approaches be considered,

that progress and staff work loads be carefully monitored and that an evaluation of the program be made after six months of implementation.

The final recommendation is that a follow-up study be done in about six months to carefully review progress made in communications and collaboration throughout the LDTC, the training programs, the effective use of long and short-term technical assistance, the Assistance Fund Program and the improvements of the financial management system.

### III. PRESENT STATUS

The evaluation is designed to review the period of October, 1980 through September, 1981. The LDC staff consists of fifty-six (56) local staff, five (5) externally funded expatriate staff, three (3) locally hired expatriate staff, plus six current vacancies in the staffing formation. USAID technical assistance for the period consisted of short-term technical consultants and three full-time, long-term advisors assisting in editing, research/evaluation, and management/ service agency operations. As stated earlier, the USAID assistance has not been reviewed in isolation, but as an integral part of the LDC program. Therefore all sections and functions of the LDC are reviewed in this report.

#### A. Long and Short-Term Objectives

The LDC, as the non-formal education division of the Ministry of Education, Sports and Recreation (MOE), is seeking to serve as the major support services body for organizations involved in NFE programs and activities throughout the country. LDC seeks to provide NFE assistance and services for portions of the populace traditionally by-passed by the formal system or having no access to normal educational resources. In order to do this, the LDC has been gradually expanding the number and level of its activities, but in a somewhat haphazard manner.

The LDC at present has no objectives stated in a task-operational mode. There is little specificity, and the goals are stated in general terms only. This is most valid in the less structured activities of the LDC (i.e., Service Agency, Literacy and Numeracy, and Basic and Rural Education) that must respond to client demand. Assistance is offered upon request and the demand for assistance may fluctuate widely.

#### B. Programs and Projects

The LDC uses an organizational framework which follows strictly functional lines, with no differentiation of major purposes or clear focus. This evaluation delineates those sections which have discreet functions (as opposed to those of a support nature). These are: Service Agency, Basic and Rural Education, Literacy and Numeracy, Educational Broadcasting, and Correspondence Courses.

1. The Service Agency. The Service Agency (SA) section of the LDC coordinates project assistance to selected clients. The full range of work done over the last year is shown in Appendix E. The SA has had an only moderately successful year. The U. S. Project Advisor position in the SA was not filled during a period of nearly six months (the previous Project Advisor terminated early due to personality and program requirement difficulties, see Section III, C-5). For part of 1981 there was only one SA staff person working on a regular basis. Within the last four months since the return of the LDC Director from training, and with the

arrival of the new Project Advisor, there has been an improvement in work performance.

During this evaluation period, the LDTC Service Agency in cooperation with other LDTC sections provided varied assistance to client organizations and groups. The work included designing, developing, and producing instructional materials; planning, coordinating, and participating in workshops; and the important and difficult task of defining the criteria and organizational mechanism for implementing the LDTC Assistance Fund plus establishment of procedures for maintaining and evaluating the effectiveness of project inputs and outputs.

From September, 1980 to October, 1981 the Service Agency provided NFE assistance to the Private Health Association of Lesotho (PHAL). This involvement included the development of instructional materials for a nationwide campaign against gastroenteritis, and the production of a series of radio programs with the objective of disseminating Primary Health Care information to the public. A three week operational seminar in Functional Literacy was carried out in March-April 1981. This seminar was held in southern Lesotho and the LDTC/SA involvement costs were paid for by UNESCO. The SA also assisted other institutions, organizations and small groups as different and diverse as the Ministry of Education, the Government of Lesotho Central Planning and Development Office, the Boiteko Women's Association, the Lesotho Youth Hostel Association, the Thaba-Tseka Rural Solar Energy Technology Unit, the Lesotho Family Planning Association (LFPA) and the Khabotle 'Piggery' Association. For a detailed listing of Service Agency activities during the 1980-1981 period refer to Appendix E.

2. Basic/Rural Education. The core program of this section involves the development, testing, and distribution of instructional materials in the form of booklets throughout Lesotho. Topics include vegetable growing, crocheting, first aid, cooking, child care, and pregnancy care. Additionally, radio programs are developed concerning topics of interest to rural Basotho. This section also provides assistance to other LDTC non-formal education programs in the form of editing and materials development. 'Photo-novellas' used by the Service Agency are developed with assistance from the Basic Rural Education staff, and the monthly 'Moithuti' newspaper supplement is edited for the Literacy and Numeracy section.

In the last year the following quantities of booklets have been distributed through a network of church groups, bookstores, organizations and individuals:

<u>Booklet</u>	<u>Number Distributed</u>
Expecting A Baby	4 406
Cookery	2 589
Child Care	6 075
First Aid	1,644
Crocheting	184
Vegetable Growing	<u>583</u>
T O T A L	15,481

Additionally, several new booklets are in various stages of preparation including 'Advanced Crocheting', 'Cattle Diseases', and a new booklet on cookery emphasizing locally available foodstuffs.

The core program of the Basic and Rural Education Section has not progressed very much over the last year. No new booklets have been written and the major work has involved assistance provided to the Service Agency, Literacy and Numeracy, and Educational Broadcasting sections. The field staff have been most effective in supporting these sections and are seen as a much needed resource for LDTC NFE programs

3. Literacy and Numeracy. Since its inception in May 1977, the Literacy and Numeracy section of the LDTC has experimented with a wide range of approaches, delivery systems, and materials designed to assist rural illiterates and neo-literates in developing their skills in functional literacy and numeracy. Programs have included the 'Games Exchange', village learning groups, workcamp programs, newspaper supplements, and training for prison rehabilitation programs. To support these programs a wide range of basic materials including games and workbooks have been developed and distributed. Notably, programs undertaken by this section have been well documented and evaluated; the resulting materials being of direct use and relevance to other agencies and individuals involved in literacy and numeracy programs.

During the last year, besides distributing materials through such channels as bookshops, church groups, and Fraser's stores; the Literacy and Numeracy section has begun a new program under UNICEF sponsorship called the 'Learning Post Approach'. In this prototype program 'learning posts' are established in rural villages and local persons are trained as administrators and helpers to distribute basic workbook materials on beginning literacy and arithmetic, assist learners, and document results. To date six (6) posts have been established with plans to increase the number to twenty (20) by the end of 1981. The GOL and MOE has shown interest in this program and if the pilot is successful it may be replicated on a national scale.

The other major activity of the section is the monthly four page newspaper supplement 'MOITHUTI'. This supplement is geared to neo-literates and treats subjects of interest to rural Basotho. Each month 21,500 copies of 'MOITHUTI' are distributed via two large church newspapers to rural areas as well as to Basotho miners working in South Africa. UNICEF support for this program has been guaranteed through 1981.

The Literacy and Numeracy Section of LDTIC continues to run a small, solid program with its staff of three (3). Section staff expressed the need for further in-service training and technical assistance input for the upgrading of their skills in the areas of community needs assessment, functional literacy techniques, materials development, training and delivery system development. This section's skills and experience should prove to be a valuable asset to other LDTIC non-formal education activities such as the Service Agency Assistance fund as the staff can provide technical support for development, implementation and documentation of community programs.

4. Educational Broadcasting (Radio) Section. The educational broadcasting activities of LDTIC form a part of their services program. At present the Radio section writes, develops, and produces programs totalling five (5) hours per week of air-time on Radio Lesotho. Programs cover both formal and non-formal education. Formal programs are geared to supplement and strengthen regular correspondence courses conducted by LDTIC and cover J. C. Level English, Sesotho Language and Literature, 'O' Level Mathematics, Human Biology, and Tradition and Culture. Radio notes are available for some courses to reinforce learning and special 'student advice' broadcasts are given to students on such topics as 'How to Study' and 'The Importance of Reading Non-Syllabus Books'.

Two weekly thirty (30) minute non-formal broadcasts utilize a more open format consisting of interviews (i.e., with women's organizations, credit unions, etc.) and commentary. A listener survey is planned to assess audience needs and interests, as well as the impact of current programs.

5. Correspondence Courses. Two sections are involved with the provision of correspondence courses. They are named the Student Advice and Course Writers Sections. Student Advice provides the administrative input into a program of classes for the Lesotho Junior Certificate Examination (JCE), National Teacher Training College upgrading courses (NTTC), and Cambridge 'O' level exams. The courses are designed to prepare students who have no access to formal education for these exams. The Course Writers Section writes the course materials needed for the various subjects.

In the JCE courses there has been an increase of over 20% in the level of students over the previous year. Six different courses are offered (Human and Social Biology, Bookkeeping/Commerce, English, Sesotho, Basic Mathematics, and Introductory English) and there are over four hundred (400) people taking one or more courses. In the 'O' level courses enrollment has dropped slightly over the previous year (111 students versus 123 in 1980) and courses in Modern Math, English language and Geography are now offered. The Teacher Training course (called the Lesotho Inservice Education for Teachers or LIET) is a two year upgrading program and the first group of some three hundred (300) teachers have completed their studies and exams (See Appendix F).

Certain courses (books) are still needed to have a full complement of subjects for JCE. Writers are working on Geography, Home Economics and Sesotho Literature. At the 'O' level, many courses are still needed. Records in the Student Advice Section are very poorly kept and the tutors for JCE and 'O' level are generally unreliable. The course writers' work seems to proceed very slowly and all complained of difficulties in obtaining resource materials for their work, as well as feedback on the effectiveness or suitability of their course materials.

### C. Support Activities

The support activities at the LDTC include those sections which do not have specific programs themselves and that have assisted those sections that directly undertake NFE work. One section, Research and Evaluation, has in the past done work directly for clients, but generally speaking it supports and supplements the work of other sections. The support activities are divided into the following sections: Administration, Research and Evaluation, Printing and Production, Accounts and Funding and the USAID NFE Assistance Project.

1. Administration. The administration or management of the LDTC is now fully staffed, the Director having recently returned from overseas long-term training (September 1980-June 1981). Principal duties include supervision/monitoring of all work done and liaison with the MOE and donor agencies. Significant weaknesses have appeared in the last year in terms of communications between sections, coordination of work, and the monitoring of the accounts. Accounts are dealt with separately (due to severe problems), although the section is actually part of overall administration.

Different sections are not aware of the work being performed by others. Duplication of effort has occurred and morale has suffered. Efforts have been made to improve the situation by holding monthly meetings with the heads of sections and through management committee meetings, but this effort has only been partially successful. Close collaboration has not been evident and many major decisions have been made from the top without input from subordinate staff.

2. Research and Evaluation Section. The most important and time consuming task of the past year for the research and evaluation section has been the National NFE Survey. Preliminary staff work for conducting the survey was initiated in the last quarter of 1979. Subsequently, with the assistance of a short-term consultant, the survey objectives were defined, and the basic instrument (questionnaire) was developed. The overall purpose of the survey was to identify and inventory NFE programs, organizations, and locations throughout the country. The data collected will be used for planning purposes and for identifying potential recipients of the loans and grants available through the LDTC Service Agency Assistance Fund.

The questionnaire was field-tested during February and March 1980; with the actual survey becoming operational in July 1980 some three months after the arrival of the USAID/GOL project research/evaluation advisor. Data collection involved short-term assistance of up to nine (9) Lesotho University students and an average of eight (8) LDTC staff. The major portion of the survey was completed by January 1981, with the final data being collected for Maseru and adjoining urban areas in April 1981.

Although an early LDTC estimate indicated there might be as many as eight hundred (800) groups and organizations providing some form of out-of-school instruction and/or Non-formal education program; the most recent estimate is that approximately six hundred (600) organizations are operational, meet on a regular basis, and have community, social, economic, and educational purposes. Of these six hundred (600), the NFE survey canvassed two hundred seventy (270). A sample of the results from the two hundred forty (240) organizations surveyed as of October 1981 indicates that Lesotho NFE programs are alive, active, and providing services to many citizens not assisted by more traditional education programs or formal GOAL ministries and departments (See Appendix A). Preliminary information from the sample indicates that NFE programs are widely distributed throughout the country, are involved with a wide range of activities (including health, literacy, income generation, etc.) and provide NFE services to a broad cross-section of the population.

Additionally the Research and Evaluation section has been mandated with the tasks of evaluating the impact and effectiveness of texts for correspondence courses, testing various booklets for clients, and doing surveys for clients on various subjects. In these areas, partially because of the NFE survey, the section is far behind in its work and its efficiency leaves much to be desired. Supposed deadlines have not been met and over the last year the output is much lower than previous years. It is relevant to note that the section head was absent for nearly the entire year while he was engaged in long-term training at the National University.

3. Printing and Production. The Printing and Production Section is charged with the manufacture (printing), collating and binding of booklets, reports, and texts as required by the programs and projects of the LDTC. Through funding by USAID a multigraphic duplicator was purchased and was delivered in September, 1980. This machinery was purchased to increase output and quality of production by the section.

In mid-1981 the Printing Supervisor left the LDTC and the Production Coordinator has not been performing consistently. A severe lack of coordination and prioritization of the work has led to low production levels and contributing to this have been periodic breakdowns of equipment and shortages of supplies. The section has no supply ordering procedure or normal maintenance schedule. Also, finished materials have not been proof-read, leading to shipment of materials poorly collated and below the quality expected of LDTC.

These significant problems have not yet been rectified. The MOE, in a move designed to improve efficiency and avoid duplication, is considering the elimination of the Printing section of the LDTC and the transfer of equipment and personnel to the Instructional Materials Resource Centre (IMRC). This move is discussed in the conclusions and recommendations of this report (Section IV-C).

4. Accounts and Funding. During the period April, 1981-September, 1981, the LDTC has shown an estimated net profit of some Maloti 48,000 (US\$50,400). The cash balance in bank and in hand on September 30, 1981 was M85,337.00 (US\$89,600). Direct AID support, according to internal accounts, has been M238,836 (roughly US\$310,000), exclusive of PIO/T's, PIO/C's and PIO/P's. For further details see Appendix B.

Without grants and donations (totalling approximately M966,000 for the period 1974--September, 1981), the LDTC would have been in severe financial straits and unable to operate at its current level. Internally generated income has never really approached the level of operating expenses and therefore there is a heavy dependence on external assistance. Increased GOL support since 1977 has helped to lessen this dependence, but this will have to increase to a total of nearly M200,000 per annum before the LDTC could be independent of foreign assistance.

The accounting department has recently been investigated by the Office of the Lesotho Auditor General because of significant frauds allegedly perpetrated by the (then) accountant. Losses of some M73,000 have been uncovered, incurred through the multiple payment of invoices and unauthorized cashing of checks. It was possible for this to occur as normal accounting procedures and controls have not been followed. The financial statements are incomplete, the books have not been maintained nor are they complete, no audit has ever been done, and the management has not

checked the accounts. The staff is unqualified and reporting (and controls) are totally inadequate.

The following section (III C-5) delineates more completely the level of USAID assistance to the LDTIC. Incidentally, the fraud is reported to have effected no more than some US\$7,000 of the USAID financial assistance to LDTIC (See Appendix H).

Structuring NFE Resources Project (USAID Assisted). This project was developed to test innovative organizational approaches to the provision of technical and financial assistance to groups and communities involved in non-formal education activities. The challenge is to develop support capabilities and delivery systems that are able to respond to the expressed needs of such programs; improving their effectiveness without cooptation. The four (4) main areas where technical support services are provided include materials development, training, communications, and finance. LDTIC was a logical candidate for this centrally funded project due to its evolving service agency concept; an operational format which allows the LDTIC to tailor its programs to respond to the needs of the multitude and variety of NFE programs in Lesotho. This approach allows the project to build upon the network of efforts currently in existence without attempting to supplant or replace them.

So far the project has worked to integrate a program mechanism into the LDTIC structure via the provision of technical assistance, budgetary support, commodity purchase, facilities construction, and staff training. At this point some US\$612,000 have been utilized over two years, with funds totaling US\$1.63 million obligated thus far (See Appendix D).

Progress to date has been most notable in the establishment of a mechanism within the LDTIC for providing support technical assistance. in the identification of organizations engaged in NFE nationwide through the national NFE survey, and in building understanding within the country as to the role and purpose of an NFE Service Agency. The current GOL five (5) year plan stipulates LDTIC's role as the MOE Service Agency for non-formal education on a national basis.

With such new mechanisms as the Assistance Fund finally ready for operation and integrated into the LDTIC structure, the coming year will be a crucial test for the program. Through direct field assistance and financial support the project will attempt to provide technical services to an expanding clientele. Exactly how far and how fast this assistance can be mobilized, and precisely how appropriate, responsive and effective the LDTIC is in building capabilities within organizations directly involved with poor communities will be put to the test. Since this project focuses on the development and testing of structural models for channelling resources and educating these groups, it is of utmost importance that the factors of success and failure be carefully documented

such that this project can yield a conceptual and experiential base for future efforts in other countries.

Major concerns at present center upon overall LDTC management systems (for resource utilization), the building of LDTC capabilities through training and technical assistance, and the establishment of workable mechanisms for assistance to NFE organizations identified via the NFE survey. To what extent these problems are overcome will determine the ultimate success of the project; and the ultimate viability of institutions-such as the LDTC playing a role as non-formal education service agencies.

In the AID supported project, commodities and facilities procurement assistance is basically complete. A new wing has been constructed to the main LDTC building and is now in use. A multi-graphic duplicator and a vehicle have also been purchased.

Technical Assistance in the form of three long-term advisors and short-term consultants has been less successful than expected. The USAID project included the assistance of a project advisor to advise management and to work with the Service Agency, a researcher/evaluator to assist the Research and Evaluation section and an editor/instructional materials developer to help with the Course Writers and Service Agency sections.

The project advisor was terminated in March, 1981 and was replaced in September, 1981. Termination occurred for a number of reasons, the over-riding factor being the person's unsuitability and inability to accomplish the work mandated by the position. The replacement has established a rapport with management, is listened to and has been instrumental in moving the Service Agency forward in project development and in implementing the Assistance Fund program (discussed in the following section). It is hoped that this apparent progress will continue and that the meaningful role of the new project advisor will expand and serve to strengthen the LDTC.

The researcher/evaluator has not achieved as much as had been hoped. Follow-up and completion of much needed surveys, tests, and evaluations have not been forthcoming and the Research and Evaluation section output has not been satisfactory. The inability to meet deadlines and to effect closure on certain tasks is a major weakness and must be at least in part attributed to the performance of the research/evaluator.

The editor/instructional materials developer has been placed by management in the position of editor for course writers materials; a role more narrow and static than that originally envisioned in the project. Although the editorial work is needed, there has been little attempt by management to utilize this person for the

work of instructional materials development and training as originally intended within the AID assisted project. The technical advisor has greatly assisted in the editing of correspondence course materials and other editing tasks and the work has been appreciated, yet the under-utilization of the person and her role in the more mundane task of straight-forward editing was not the intent of the project nor the perception (supposedly of all concerned) of the needs of the LDTC.

In terms of short-termed consultancies; the assistance given was perceived as valuable (Assistance Fund Criteria, Photography Workshop, and Educational Radio Workshop), yet fuller utilization of this resource could have been made.

Formal training and education for staff has been limited to only three people (two of which are still training locally) and although these three people are gaining needed skills, full utilization of the opportunities available has not been attained. The training plan shows intention for much greater use of this project component, but this should have been spread out more evenly over the entire project life. A discussion of the training plan is included under conclusions and recommendations.

The following segment of the report contains a status report on the Assistance Fund program. This portion of the AID project package has been slow in its development, but is now approaching the implementation stage.

The Assistance Fund is an LDTC Service Agency program designed to provide an integrated package of assistance to rural organizations engaged in NFE in direct response to their particular goals and specific needs. Conceptually and operationally the Assistance Fund stresses the educational process of building capabilities within the rural organizations themselves, actual funds available in the form of either a grant or loan being but one component of the assistance package offered. Depending upon the need, rural organizations might request an assistance package consisting of materials development; training in management, marketing, bookkeeping, etc.; communications/information via newsletters, seminars, study visits, consultations; and program funding through either grants, loans or loan collateral. The goal of the Service Agency Assistance Fund program is to establish a flexible and responsive technical support services system that can strengthen the diverse network of NFE organizations and activities working with poor communities throughout the country.

In the past year slow progress has been made in the difficult areas of refining the program concept and getting the Assistance Fund mechanism 'on-line' (See Appendix D). Being a new and experimental program, the time required was great, and progress at times unnecessarily slow. At present the Service Agency is prepared to enter into agreements with a pilot sample of organizations.

Selection of organizations to be assisted during the experimental phase of the program was based upon the Service Agency's national NFE survey. Of the some two hundred forty (240) groups surveyed, forty-three (43) have been identified for potential assistance. These organizations were selected on the basis of both distributive and qualitative criteria in order to obtain a fair cross-section representation of NFE activities in the country.

Follow-up field visits were made to a sample thirteen (13) organizations by LDTC staff after an in-house seminar on the Assistance Fund program in September, 1981. Governmental and non-governmental agencies were involved in an October, 1981 LDTC seminar to share results of the survey and program progress to date. Through further LDTC meetings four (4) organizations were selected as candidates for assistance during the initial experimental phase of Assistance Fund operation (November 1981-April 1982) (See Appendix D)

Concurrently with the experimental phase of Fund activities the Service Agency will implement a Training Program for LDTC Facilitators Working with Rural Groups designed to prepare LDTC Assistance Fund facilitators from various sections of the organization for their role in program field implementation. The training will be field-based with emphasis on the action research nature of the experimental phase of the program. The training program is scheduled to begin on November 14, 1981 with a one or two day workshop for Assistance Fund facilitators drawn from various sections of the LDTC. At the end of the six month experimental phase, the training program will be reviewed, evaluated and revised based upon experience.

Training Program: It is already becoming clear that operation of the assistance fund will strain already busy LDTC manpower. The Service Agency will have to rely on staff from other sections for much of its work; hence the importance of the in-house training program for assistance fund facilitators.

Financial Administration and the 'Collateral Approach': The burden of financial administration of the fund loans, especially after the limited experimental phase, will be great; hence the actual loan mechanism itself must be carefully examined. The LDTC has suggested the possibility of using its funds as collateral in assisting organizations in obtaining funds from existing banks and credit institutions. (See Appendix D) This is important since it is all to possible that the key concept of the assistance fund, the educational process, might be compromised by administrative tangles and financial concerns.

The Experimental Phase, November 1981-April 1982: The entire Service Agency project is by nature experimental. charged with developing effective models and prototypes suitable for replication elsewhere. A great deal of learning will take place during the

experimental phase and it is important that sufficient staff resources be available for review, documentation and evaluation, thus developing a strong base for future program expansion.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

After reviewing the present status of the various sections of the LDTC, a series of conclusions and recommendations have been drawn. Emphasis is placed on major problem areas and the recommendations attempt to reflect the most 'workable' and most 'possible' avenues available to improvement. Given that the LDTC is now part of the Lesotho Civil Service and that USAID assistance (through the Structuring NFE Resources Project) cannot provide support to all LDTC activities, drastic and/or organizational and politically sensitive measures are not included. The presentation sequence will basically follow that used in Section III.

The short and long-term objectives as stated by the LDTC are generally in keeping with the capability and capacity of the organization as it now exists. A major concern is the ability of the LDTC to meet the goals of an expanded program. The possible expansion of the 'Learning Post' literacy and numeracy pilot project under the new five year plan to a nationwide program, the implementation of the Assistance Fund, and the increased number of courses in the JCE and 'O' level correspondence school program all call for increased staff efficiency and also for increased staffing levels. If these expanded activities do begin, it may be necessary for the LDTC to re-organize their resources through the curtailment of other programs and/or obtain GOL permission to increase their number of personnel. Such actions will necessitate a re-evaluation of the scope of the LDTC's objectives and its ability to cover the gamut of NFE projects and programs now contained in its portfolio.

##### A. Programs and Projects

1. Service Agency. The Service Agency of the LDTC has not performed very well over the last year. Many projects initiated during the year have not been completed (long-term), although some ten short-term activities were completed (See Appendix E). Problems of staffing (one in training, six month delay in securing a new project advisor) contributed to this. The SA is understaffed for the work it is envisioned to perform. The SA officer (acting coordinator) should receive additional training and deadlines for work performances should be formulated.

It is recommended that SA staffing be increased by one or two employees, even if these personnel are paid through the LDTC. The probable increase workload growing out of the implementation of the Assistance Fund will make increased demands on limited staff. It is recommended that the Section prepare a six-month work plan, to be revised monthly. This document would show the work to be performed and specific deadlines for completion. It

should reflect close collaboration with support sections and careful planning and selection of projects accepted.

The project advisor (technical assistance) should be continued until the completion of the USAID assisted project life. Additionally, it is recommended that a materials developer/trainer be recruited to assist this section (See Section IV C-5).

2. Basic and Rural Education. This section has served an increasing support function to the Service Agency over the last year. As a consequence little progress has been made on the finalization of three booklets being developed, although over 15,000 of the previously published booklets have been distributed and sold during the year.

It is recommended that personnel be formally seconded to the Service Agency at times when there is need for specific project activities. During these periods, these staff members would be supervised by the SA. The slow progress on the writing and publication of booklets could be rectified by the adherence to a regular workplan, stating assignments and deadlines for output and being closely monitored by management.

3. Literacy and Numeracy. This section has been consistent in providing the newspaper supplement and the 'Learning Post' project has progressed satisfactorily. Staff expressed the need for additional in-service training and exposure to other literacy and learning approaches to improve their programs.

It is recommended that LDTC provide an integrated skills upgrading program consisting of short-term technical assistance, in-service training, and possibly study tours to other functional literacy programs. Its staff should be expanded to the full complement of four. Depending upon workload under the 'Learning Post' project, this section's capabilities should be utilized to a greater extent in the provision of technical assistance outreach via the Service Agency and its Assistance Fund program.

4. Educational Broadcasting. The staff of this section is basically competent and efficient, as reflected in their timely work output and large block of air-time on Radio Lesotho. A main area for improvement is their unstructured, open NFE programs that need to become more creative and versatile in format and content.

In order to do so, it is recommended that the section (through USAID supported short-term technical assistance or other mechanism) receive in-service training in the development and production of a wide range of needs-based non-formal education programs on community development activities.

5. Correspondence Courses. The section of course writers and Student Advice have been the backbone of the LDTC's structure, yet these all important divisions have some fundamental weaknesses. The statistical information on the correspondence courses is poorly maintained and incomplete. The output from some writers is very poor and often very late. Support and supervision for the staff is lacking. There is a great difficulty in obtaining adequate resource materials for the writers' use. The library is incomplete and inappropriately organized. Student files and course work are often poorly kept. Most weaknesses can be attributed to lack of good management and supervision. The Student Advice section needs strong management/administration person in the Student Advisor position, and the course writers section should be headed by an editor who can supervise and assist the writers in their work. A detailed workplan should be maintained, specifying required outputs and setting goals for specified periods. Clearly inefficient staff should be terminated and replaced. As in all sections where staff terminations/replacements are needed, the GOL channels should be pursued, even if difficult and time consuming, and the necessary management persistence should be maintained. There is a librarian listed on LDTC rolls, and the re-organization of the library and acquisition of needed materials should be carried out when the move is made to the new Resource Centre.

#### B. Support Activities

1. Administration. The administration or management of the LDTC is at present inadequate to the needs of an expanding institution. Some improvements have been made, yet major weaknesses still remain. These are seen as a lack of communication and collaboration with subordinate staff, the lack of a coherent training program, an absence of management input to section programs, difficulty in terminating/replacing unproductive staff, and an inadequately controlled financial management system.

The source of these problems lie in organizational growing pains, integration into the Civil Service, and the Director's absence during the year. All of these problems areas must be addressed promptly to insure the effective running of the organization.

Inter-centre staff communication and collaboration need to be strengthened. All LDTC personnel should have a firm conceptual understanding of NFE and various project goals, as well as a constantly reinforced understanding of what each section is working on at any given time. This can be accomplished by monthly meetings of all staff plus regularly scheduled between the Director/Deputy Director and individual sections on a revolving basis. Such meetings would be in addition to the present section head meetings with management. In this manner, duplication of effort could be eliminated, authority delegated, and criticism of 'ivory tower' management squashed.

It is recommended that the management insist that each section (in close collaboration with supporting sections) prepare a six-month work plan. This plan should clearly delineate tasks for each section and each individual within the section. By giving specific objectives and time lines to activities, sections and individuals management could obtain enough formative feedback for effective supervision and efficient resource utilization. These plans could constitute the basis for discussions between sections and management during the monthly meetings.

LDTIC management has drafted a preliminary training plan for staff (See Appendix C). The program should be viewed only as a proposed guideline. A complete program should be drawn up as soon as possible, and it should include:

- a. The kind of study each individual requires to perform specific work related tasks at the LDTIC.
- b. The school, training centre, consultant/trainer, etc. through which the staff member would be trained plus a description of the study program.
- c. The coverage or back-stopping the LDTIC will have while key personnel are away.
- d. The established position (by GOL) the person will fill upon his/her return to the LDTIC.

Long-term training should be considered only for key personnel. On-the-job training and workshops/seminars should be explained in full and carefully planned for effectiveness and relevancy. USAID should not sponsor any portion of the training program which is not complete in all of the above. Effort should be made by AID and the LDTIC to insure that staff receiving training (long-term) will remain at the LDTIC for some time after their training is completed and that the Civil Service will assure that they won't be transferred to another ministry or government body for at least a specified time period.

The management of the LDTIC has not established or enforced work deadlines and has not overseen in an organized, consistent manner the performance of specific tasks. As mentioned under communications and collaboration it is recommended that the management help each section in the formulation of a work plan. The management must follow-up these work plans and monitor each section's progress in meeting planned outputs. Non-performance by a section or individual should be carefully reviewed and necessary corrective action taken.

Unproductive staff must be replaced. The LDTC can ill-afford staff that do not perform their role and their share of the workload in an expanding program. Despite difficulties termination, re-assignment, or replacement of unproductive staff must be vigorously pursued by LDTC management.

The financial management and accounts of the LDTC show clear accounting system inadequacies and lack of sufficient control/management mechanisms. Production cost analyses must be updated and appropriate accounting system for the LDTC should be installed.

It is recommended that the LDTC have an independent audit done, that the management receive training in financial management and that the books and statements of accounts be checked each month by management. A further set of recommendations is included in Section IV, B-4.

2. Research and Evaluation. The Research and Evaluation Section has a history of producing high quality reports and studies. During the last year output has been low, partially due to the NFE survey workload and the absence of the Section head (who spent a portion of the period studying at the National University of Lesotho). This notwithstanding, a major cause for the fall in output was the inefficient performance of duties by staff members. Again, the lack of adequate supervision by management and the absence of a work plan/deadline schedule have exacerbated the situation. As with all sections, an adherence to a pre-set work performance plan and enforcement of it are essential. It is therefore recommended that such a work plan be devised, updated and closely monitored.

It is recommended that the evaluator (section head) receive further training and that technical assistance be extended (See Section IV B-5). It is also recommended that priority be placed upon completion of existing assignments, especially the NFE survey. There is no currently valid reason why the NFE survey cannot be completed and distributed by the end of December, 1981.

3. Printing and Production. The output and quality of the Printing section have left much to be desired. The lack of supervision, staff efficiency, and organization are the major causes of the low output and low quality.

It is recommended that a weekly work plan be maintained by the section and that management or an appointed editor monitor the plan carefully. It is recommended that the section devise a supply re-order plan to avoid unnecessary delays in production. The section should also devise and implement a maintenance schedule for all machinery and equipment.

To avoid poor quality output, it is recommended that all work be approved by the relevant editor supervising a particular publication. This proof-reading would be done on a sample (first print-int) of a particular piece of work.

The cost effectiveness of operations should be thoroughly analyzed, as it has been suggested that large runs may well be cheaper to produce outside the LDTC Printing Section.

In this same regard, the MOE is considering moving all Ministerial printing facilities to the IMRC. Before such a move is made, it is recommended that USAID finance a study of such a move, answering the following considerations:

- a. Current and relative production capacities of IMRC and LDTC.
- b. Capabilities (type of work, complexity, experience) of IMRC and LDTC.
- c. Methods of output distribution/delivery systems/clientele.
- d. Means of managing and coordinating various work orders.
- e. Costings of production and considerations of fiscal autonomy.
- f. Considerations of priorities of work, wherein may lie conflicts.
- g. Limitations to LDTC flexibility, especially in work done for other ministries, agencies, groups.
- h. Implications for LDTC personnel as a consequence of IMRC responsibility for printing.

It is strongly recommended that such a study be carried-out before the MOE makes any move towards consolidating IMRC and LDTC printing facilities. Premature action could hinder the LDTC's ability to serve clients and could hamper efficient IMRC operations.

4. Accounts and Finances. The accounting system as now employed by the LDTC is inadequate for proper record keeping and managerial decision making. The lack of training and monitoring by management has led to a major fraud by the (then) accountant (See Appendix B).

It is recommended that an independent up-to-date audit be performed on the LDTC books. It is also recommended that an appropriate accounting system be installed, which provides a monthly balance sheet, income and expenditure statement, cash flow and budget variance analysis.

The senior management of the LDTC should receive additional training in financial management and monitoring. Monthly accounts should be checked and approved by the Director and/or his Deputy and more care should be taken in authorizing any payments of invoices.

Both the training and accounting system design/implementation could be done through a consultancy of a technical advisor, over a period of some six months.

- C. Structuring NFE Resources Project (USAID). Procurement of materials and equipment and the construction of the new office wing as provided by the project have all been done in a timely fashion and are being fully utilized by the LDTC. Three short-term consultancies (as training and technical assistance) have been performed and were well received. Three senior staff members have received long-term training under the project (two have returned). There have been some problems with the long-term technical assistance and the LDTC has not taken full advantage of the short-term technical assistance/training available, nor of enough of the long-term training. Discussions are being held and plans being formulated to strengthen these areas of weakness or under-utilization of project components.

Through discussions during the evaluation process, it has been recognized by USAID and LDTC that certain long-term technical assistance is still required. The extension of the Project Advisor/SA technical assistance has been agreed upon by all parties (including the evaluation team). It has also been agreed that there is a need for an NFE evaluation specialist to expand and supplement the researcher/evaluator's work role. There is a consensual agreement that the technical assistance in straight research/evaluation will no longer be required at the expiration of the current advisor's contract (April, 1982). A firm consensus has not been reached on the need for an instructional materials developer/trainer, although USAID and the evaluation team are in agreement that such a person would be extremely useful.

It is recommended that USAID and the LDTC (through New Transcentury Corporation) recruit and retain an NFE evaluation specialist and a Materials Development/Training Specialist. A scope of possible work and a list of qualifications follows:

Materials Development Specialist/Trainer

- Qualifications:
1. Person with field experience in the development and testing of learning materials suitable for rural illiterate and neo-literate people.
  2. Experience in training others to develop and use such materials.
  3. Overseas experience is essential, prior African experience desirable and the ability to write and speak Sesotho would be a definite asset.

Scope of Work: The person would be working with the Service Agency and would assist client organizations in identifying their needs for teaching/learning materials. The person would have to be able to design and adapt materials that would be most effective and would work to train counterparts in the design and use of appropriate materials.

NFE Evaluation Specialist

- Qualifications:
1. Several years field experience in non-formal education, community development, or similar programs in developing countries.
  2. Practical experience with NFE evaluation approaches and methodologies (participatory research, community needs assessment, feedback systems, formative evaluation methods, etc.).
  3. Experience in training and instructional materials development highly desirable.
  4. An advanced degree in education, social science, or relevant field.
  5. Prior African and Lesothan experience would be a definite asset.

Scope of Work: The person would work directly with the LDTIC Research and Evaluation Section to provide assistance in the design, monitoring, evaluation, and documentation of LDTIC NFE activities. The person would have to train counterparts and relevant LDTIC staff in NFE evaluation theory and methodology. It would be necessary to develop and test prototype NFE evaluation approaches, methods, and materials. The person would provide support training and materials development for LDTIC NFE activities in various sections (Basic/Rural Education, Service Agency, etc.). The person would develop for publication and dissemination materials documenting LDTIC experience in NFE.

It is expected that Irish Government aid will be available to fund a course writers' editor and a counterpart to the chief evaluator for the next two years. These people, possibly Basotho, would cover for the technical assistance now funded under the AID project in these two posts.

Under Section IV, B-1, the weaknesses in the LDTC training plan were pointed out and recommendations made for improvement. Again the major points to emphasize are:

- a. The need to make certain that the training to be given is relevant to LDTC for a specific type of work.
- b. Posts are available for staff after training.
- c. Coverage of work currently being done by staff undergoing training be provided for.
- d. The GOL leaves the trained staff at LDTC for a specified period of time.

It is recommended that the LDTC better utilize the availability of short-term consultants for technical assistance and training in the following areas:

- a. Management Systems. Improvement of communications, collaboration and delegation of authority.
- b. Financial Controls and Accounting System. The design and installation of an appropriate accounting system and training in financial management for the senior management staff.
- c. Production and Graphics. Design of a re-ordering system, equipment maintenance program, work flow system, study of possible IMRC-LDTC union of printing functions and training for graphic artists.
- d. Literacy and Numeracy. Staff training in program development and improvement of educational techniques.
- e. Radio Programming. Assistance in up-grading the Educational Radio Section's 'open' NFE programs and improving teaching approaches.

The Assistance Fund program progress has been slow and careful for the last year, and it is now on the verge of becoming operational.

It is well thought-out conceptually, although remaining issues require further exploration via field experimentation. The actual mechanism (Criteria, Screening Committee, Management Committee, etc.) for project selection has been slow in formulation and establishment due to various internal (staff time) and external (government approvals, communication, etc.) constraints, but is now in place. Based on analysis of the NFE survey, several groups have been chosen as candidates for assistance during an experimental phase, and a training program for staff has been planned to develop the skills necessary within the LDTC for the implementation of the program.

It is recommended that:

- a. AID make available sufficient funds for implementation of the experimental phase of the program, November 1981-April 1982 (estimated US\$15,000) and thereafter on a quarterly, incremental basis, at a level corresponding to the projected needs for the following period.
- b. The 'collateral approach' of fund use be considered as an optional delivery system for the Assistance Fund. Effectiveness of varying delivery systems should be evaluated as experience accrues. AID should check further the possibility of such a use of funds.
- c. LDTC carefully monitor staff time requirements for operation and administration of the Assistance Fund during the experimental phase. This information will assist in design revisions and delivery system choices.
- d. At the end of the six-month experimental phase, LDTC and AID carefully evaluate both effectiveness and efficiency of: the Assistance Fund mechanism, the sample field projects, administrative models (delivery systems), and the facilitator training program.

It is the final recommendation of the evaluation team that a follow-up study be done in about six months time. This study would carefully review the progress made on:

- a. Improvement of communications and collaboration throughout the LDTC.
- b. The training programs under the USAID assisted project, both short and long-term.
- c. The effectiveness of long-term technical assistance and installation of personnel.
- d. The progress of the Assistance Fund program.
- e. The improvements in the financial management system.

V. APPENDICES

A. NFE Survey

B. AID Funding Status and Income and Disbursement Statements

C. Training Program

D. Assistance Fund

E. Service Agency Assistance

F. Lesotho In-Service Education for Teachers Program

G. LDTC Staff

A P P E N D I X

A

NFE SURVEY

National Study of Nonformal Education  
A Simple Profile of NFE Organizations and Programmes  
In Lesotho

At the time of the preparation of the data for this analysis, data from nearly 240 organizations were collected through visits to these organizations by members of LDTC with some assistance from students from NUL. A few more organizations have responded to the survey questionnaire since then, and the final analysis will include the data from these organization.

In the following few pages you will find some preliminary results which provide a simple profile of the NFE organizations and programmes in Lesotho.

- The 240 organizations are distributed by district as follows:

<u>District</u>	<u>No. of Organizations</u>
Butha-Buthe	27
Leribe	23
Berea	45
Maseru	28
Mafeteng	45
Mohale's Hoek	17
Quthing	13
Qacha's Nek	18
Mokhotlong	15
Thaba-Tseka	9

- The number of NFE activities varied from organization to organization. The following Table gives the number of NFE activities as reported by the organizations:

<u>No of Activities</u>	<u>No. of Organizations</u>
1	89
2	32
3	29
4	23
5	30
6	8
7	2
8	1
9	1

No data were available for 25 organizations.

- It was reported by 146 organizations that NFE activities were the only activities they were engaged in.

- When asked from whom or where the idea for developing the programme originated:

45 organizations said individual in official capacity  
 93 organizations said national-ministerial level-  
 18 organizations said national level semi-autonomous  
 4 organizations said district level committee  
 12 organizations said village level committee  
 25 organizations said individual non-government  
 6 organization said clergy  
 12 organizations said secular group  
 12 organizations said religious group  
 9 organizations said secular institutions  
 11 organizations said religious institutions  
 14 organizations said international organizations

Thirteen organizations did not respond to this question.

As some of the organizations attributed the origin of idea to more than one source, the total may be more than 240.

- A total of 99 organizations or programmes reported that some research preceded the formation of the programme.
- The goals of the programmes as reported by the organizations are distributed as follows:

<u>Goals</u>	<u>No. of Organizations</u>
Basic literacy & numeracy	21
To generate income for the participants through teaching a new skill	107
Community development	151
Healthy and efficient home management	100
Health care and nutrition	108
Recreation and leisure time activity	35
To increase the earning capacity through improving the existing skill	106
Environmental and population education	65

- When asked about the structure of their programmes:

139 organizations said that their programme had long-term learning goals requiring several years of study on the part of the participants;

21 organizations reported short-term sections each with specific goals, though participants required several years to complete their studies;

13 organizations reported very short-term learning goals; and

64 organizations said that they had no specific time frame to reach the learning goals.

#### METHODS, MATERIALS AND MEDIA

- When asked what principal modes were used to promote learning:

112 organizations said that they use a teacher who was not a member of the learning group;

41 organizations said that they used a teacher who was a member of the learning group;

37 organizations said they use field workers;

30 organizations said that all or some of the members of the group acted as teachers or leaders; and

9 organizations reported other types of learning modes.

- More common teaching/learning methods used by the organizations are:

<u>Methods</u>	<u>No of organizations</u>
Lectures	172
Demonstrations	180
Group discussions	157
Theatre or role playing	28
Educational games	34
Practice in workshops, gardens etc.	92
Individualized instruction	61
Programmed instruction	22
Correspondence courses	16
Home visits	83

## LEADERSHIP AND STAFF

- A total of 147 organizations reported that their leadership and staff together comprised of ten or less than ten persons. Between eleven and twenty persons made up the leadership and staff in the case of 33 organizations. Thirty-five organizations reported a total of twenty-one or more persons forming the leadership and staff of the organization.
- A total of 216 organizations reported no expatriates among their leadership or staff.
- One hundred and fourteen organizations reported Basotho volunteers among its staff.
- Twenty-four organizations reported expatriate volunteers working for them.
  
- Inservice training was provided by 175 organizations to their staff.

## PARTICIPANTS

- The NFE organizations in our survey provided services to:

<u>Type of participants</u>	<u>No. of Organization</u>
Farmers	161
Housewives	154
Unemployed	91
Youth	86
Teachers & others related to formal educ.	75
Elderly	65
Religious workers	55
Civil servants	56

- Facilities more often use by NFE organizations to conduct their programmes are:

<u>Facilities</u>	<u>No. of Organizations</u>
Homes	93
Open communal meeting area	89
Training centers	79
School or other educational facility	72
Clinic or health center	62
Church	43
Fields or gardens	44

#### EVALUATION

- One hundred and sixty NFE programmes have some form of evaluation to monitor the learning progress of their participants.
- One hundred and two NFE programmes reported that they follow-up their participants through some evaluation.
- Programme development, implementation or outcome is evaluated by 136 of the organizations reporting to the survey.
- One hundred and fifty organizations have expressed greater need for help with evaluation.
- No form of informal contacts with other organizations were reported by 137 organizations during the year preceeding the survey.
- Fifty of the organizations judged their programme to ve very successful.  
One hundred and sixty thought that their programmes were moderately successful  
Sixteen organizations judged their programme to be unsuccessful.

## PROSPECTS

At the time of the survey, with regard to the size of the programme in terms of the number of participants:

162 expected to increase  
9 expected to decrease  
37 expected to remain unchanged

At the time of the survey:

146 organizations expected to increase,  
4 organizations expected to decrease, and  
55 organizations expected to remain unchanged  
in size in terms of the number of educational topics.

- At the time of the survey in terms of geographical coverage:

136 organizations expected to increase  
4 organizations expected to decrease  
67 organizations expected to remain unchanged

---

A P P E N D I X

B

AID FUNDING STATUS

AND

INCOME AND DISBURSEMENT STATEMENTS

Appendix B

USAID FUNDING STATUS AS OF 30/9/81  
 LESOTHO DISTANCE TEACHING CENTRE  
 PROJECT 931-1054

	(U.S. Dollars) OBLIGATIONS	DISBURSEMENTS*
Technicians' Cost	\$ 518,450.11	\$ 263,450.44
Participants' Cost	20,894.70	20,894.70
Budget Supports	198,184.64	198,184.24
Construction	196,000.00	98,000.00
Commodities	39,157.50	39,157.50
Local Training Cost	20,957.02	6,800.00
Unearmarked	496,356.03	-
	<hr/>	<hr/>
TOTALS	\$1,490,000.00	\$ 626,486.88

(These figures were provided by the AID/Lesotho Controller who disburses but does not keep the official records. These figures should be verified in AID/W where the official accounts are kept.)

\*Actual cash outflows or payments known to the Controller, AID/L.

COST IMPLICATIONS TO THE  
 USAID STRUCTURING NFE RESOURCES PROJECT  
 OF THE EVALUATION RECOMMENDATIONS

(Estimated in U. S. Dollars)

Long-Term Technical Assistance

Project Advisor (2 years)	\$120,000
NFE Evaluation Specialist (2 years)	120,000
Instructional Materials Developer/Trainer	120,000

Short-Term Technical Assistance/Inservice Training

Management Systems (1 month)	10,000
Financial Controls & Accounting Systems (6 mo)	50,000
Production and Graphics (1 mo)	10,000
Literacy and Numeracy Program Development (1 mo)	10,000
Radio Programming (1 mo)	10,000

Training - Long-term (local 5 years)	50,000
Long-term (3 years overseas)	60,000
Short-term (34 months)	34,000

Assistance Fund (2 years)	250,000
---------------------------	---------

Budget Support (Salaries - 2 years)	100,000
-------------------------------------	---------

Estimated	US\$	944,000
-----------	------	---------

Currently (30/9/81) USAID has obligated an estimated \$1,490,000 to the Project. Roughly \$630,000 have been spent, leaving about \$860,000 available. The original grant agreement was for \$2,600,000. Given a conservative further obligation of \$500,000 (there being \$1,110,000 theoretically available), there should not be any difficulties in fully funding the project and recommended changes.

LESOTHO DISTANCE TEACHING CENTRE

RECEIPTS AND PAYMENTS ACCOUNT for the period from Inception (4 February 1974)  
to the end of the financial year 1974/75  
(31 March 1975)

	Dr.	Cr.
3) Printing equipment	4 987,40	
5) Motor vehicles	1 550,43	
8) Furniture and Fittings	730,45	
14) Textbooks	259,57	
16) Camping equipment	<u>92,17</u>	
30) Service Agency income		1 625,47
32) Formal Courses		52,00
38) Grants and Donations		24 672,55
Loan from I.E.C.		1 500,00
40) Printing costs	2 452,07	
43) Library	387,99	
50) Vehicle running costs and travel	2 882,12	
52) Research	150,00	
61) Staff costs	12 355,10	
70) Accommodation	1 421,97	
79) Repairs	347,78	
80) Advertising and Public Relations	213,49	
90) Other Overheads	951,32	
Other income		1 325,18
Favourable balance over the period	<u>393,34</u>	
	29 175,20	<u>29 175,20</u>

---

The IEC account in England in English pounds	£
Grants and donations IEC	3 477,03
Sale of materials	75,00
Personnel costs	806,00
Project costs	471,11
Interest	165,35
Loan to LDTC (R 1 500)	931,67
Transfer to IEC account in Maseru	6 213,44
Deficit over the period	<u>5 035,54</u>
	8 587,57
	<u>8 587,57</u>

Note: In the first few years of LDTC's existence, an IEC account in Maseru was run concurrently with the LDTC account. It was used for ordinary running costs of LDTC.

LESOTHO DISTANCE TEACHING CENTRE

RECEIPTS AND PAYMENTS ACCOUNT for the period of the financial year 75 - 76

	Dr.	Cr.
5) Motor vehicles	368,25	
8) Furniture and Fittings	1 475,98	
14) Textbooks	1 590,55	
16) Camping equipment	44,78	
30) Service Agency income	<u>          </u>	4 422,66
32) Formal courses		699,75
38) Grants and Donations		61 556,84
39) Interest		140,24
40) Printing materials	7 409,80	
43) Library	171,91	
50) Motor vehicle running costs and travel	4 058,68	
52) Research and course writing	992,42	
53) Radio studio	53,22	
55) Service Agency costs	179,49	
61) Staff costs	25 235,91	
64) Staff training	270,00	
65) Staff refreshments	310,30	
70) Accommodation costs	3 739,57	
79) Repairs	168,38	
80) Advertising and Public Relations	338,35	
90) Other overheads	2 629,29	
Transfer to IEC account in England	5 161,30	
Transfer from IEC account in Maseru		011,77
Favourable balance over the period	13 633,08	
	<u>67 831,26</u>	<u>67 831,26</u>

-----  
The IEC account in England in English pounds

		£
Grants and donations	IEC 310,00	
	APSO 3 479,00	3 789,00
Personnel costs		1 629,07
Project costs		392,86
Interest		594,36
Payments to IEC a/c from LDTC (equivalent to R 5 161,30)		2 695,76
Favourable balance over the period		3 868,47
		<u>6 484,76</u>

LESOTHO DISTANCE TEACHING CENTRE

RECEIPTS AND PAYMENTS ACCOUNT for the period of the financial year 76 - 77

	Dr.-	Cr.
5) Motor vehicles	5 876,00	
8) Furniture and Fittings	2 931,65	
14) Textbooks	2 818,76	
16) Camping equipment	266,94	
30) Service Agency income		19 054,97
32) Formal courses		3 104,00
37) Sale of publications		692,09
38) Grants and Donations		84 586,90
40) Printing materials	13 560,29	
41) Outside printing	3 570,00	
43) Library	122,76	
50) Motor vehicle running costs and travel	6 179,63	
52) Research and course writing	2 320,96	
53) Radio studio	1 141,67	
55) Service Agency costs	676,71	
61) Staff salaries	51 506,37	
62) Wages	353,77	
64) Staff training	129,00	
65) Staff refreshments	527,04	
70) Accommodation costs	1 308,33	
79) Repairs	159,52	
80) Advertising and Public Relations	576,64	
90) Other overhead costs	3 998,44	
Transfer to IEC account in England	6 600,00	
Transfer to IEC account in Maseru	800,00	
Favourable balance over the period	2 013,48	
	<u>107 437,96</u>	<u>107 437,96</u>

-----  
 The IEC account in England in English pounds

Grants and donations		8 293,00
Payment to IEC a/c from LDTC ( R 1 600)		1 072,00
Payment to IEC a/c from LDTC ( R 5 000)		3 378,00
Correction of exchange rate		30,00
Interest		103,88
Staff expenses	2 912,50	
Sundry expenses	478,31	
Favourable balance over the period	9 486,07	
	<u>12 876,88</u>	<u>12 876,88</u>

LESOTHO DISTANCE TEACHING CENTRE

RECEIPTS AND PAYMENTS ACCOUNT for the period of the financial year 77 - 78

	Dr.	Cr.
1) Building costs	29 734,00	
3) Printing equipment	10 816,00	
5) Motor vehicles	14 835,00	
8) Furniture and Fittings	4 409,94	
14) Text books	6 401,33	
30) Service Agency income		19 884,98
32) Formal courses		5 458,00
33) Sale of books	-	2 131,18
37) Sale of publications		1 667,71
38) Grants and Donations		169 581,31
39) Interest		1 143,99
40) Printing materials	25 071,41	
41) Outside printing	4 651,70	
43) Library	170,62	
50) Motor vehicle running costs	5 119,44	
52) Research	2 558,11	
53) Radio studio	982,89	
55) Service Agency costs	1 628,41	
57) Student Advice section	388,51	
58) Course writing	1 574,90	
61) Staff salaries	73 238,28	
62) Staff wages	52,00	
64) Staff training	660,51	
65) Staff refreshments	111,87	
68) Tutors fees	1 542,39	
70) Accommodation costs	1 754,40	
79) Repairs	149,68	
80) Advertising and Public Relations	1 707,36	
90) Other overhead costs	7 202,43	
Favourable balance over the perio	5 105,99	
	<u>199 867,17</u>	<u>199 867,17</u>

-----  
 The IEC account in England in English pounds

	£	
Grants and donations		10 061,90
Library	474,80	
Staff expenses	4 971,04	
Staff loans	93,00	
Consultancy	527,72	
Travel	809,38	
Insurance	240,00	
Favourable balance over the period	2 945,96	
	<u>10 061,90</u>	<u>10 061,90</u>

# LESOTHO DISTANCE TEACHING CENTRE

P.O. Box 751  
Maseru 100, Lesotho

Telephone: Maseru 22017  
Telegraph: DISTANCE

## RECEIPTS AND PAYMENTS ACCOUNT FOR THE PERIOD OF THE FINANCIAL YEAR 1978-1979.

	Dr.	Cr.
3) Printing equipment	1 635,--	
5) Motor vehicles		600,50
7) Radio Studio equipment	20 653,90	
8) Furniture and fittings	2 919,42	
11) Debtors	104,61	
14) Text books	9 658,04	
21) Staff Loans		936,84
29) Suspense account		32,08
30) Service Agency		25 965,82
31) Literacy and Numeracy income		889,50
32) Formal Courses		25 479,03
33) Sale of books		4 600,08
37) Sale of LDTG publications		3 088,82
38) Grants		216 797,98
39) Interest		2 329,06
40) Printing materials	41 819,98	
41) Outside printing	5 640,--	
43) Library	142,56	
50) Motor vehicle running expenses	8 824,79	
52) Research	1 269,01	
53) Radio studio	3 522,04	
54) Rural Education	343,44	
55) Service Agency	311,12	
56) Literacy and Numeracy	1 710,42	
57) Students Advice	87,45	
58) Course Writers	1 375,75	
61) Salaries	124 633,75	
62) Wages	4 911,79	
64) Staff training	2 833,54	
65) Staff refreshments	1 738,48	
68) Tutors fees and students support	9 149,06	
70) Accommodation costs	3 407,25	
79) Repairs to furniture	64,17	
80) Advertising and PRO	1 190,12	
90) Other overhead expenses	11 670,63	
Transfer from IEC account in Maseru		252,65
T O T A L S	259 616,32	280 972,41
Favourable cash balance for the year	21 356,09	
	280 972,41	

Cash balance at 1/4/1978

At I.E.C.	10 249,23	
At Bank	20 945,89	
Petty Cash	200,--	
	39 395,12	
Favourable Balance	21 356,09	

60 751,21 - Represented by:

At I.E.C.	20 208,41	
At Bank	40 370,54	
Petty Cash	172,26	
	60 751,21	

44

# LESOTHO DISTANCE TEACHING CENTRE

Maseru 100, Lesotho

Telephone: Maseru 22017

Telegraph: DISTANCE

## RECEIPTS AND PAYMENTS ACCOUNT FOR THE PERIOD OF THE FINANCIAL YEAR 1979 - 1980

Ledger No.		Dr.	Cr.
3	Printing Equipment	6 654,50	
7	Radio Studio Equipment	209,50	
8	Furniture and fittings	767,40	
11	Debtors account	-	104,61
14	Text books	5 546,02	
21	Loan account	915,73	
29	Suspense account	59,08	
30	Service Agency Income		9 932,46
32	Formal Courses income		23 670,70
33	Sale of Text books		4 209,67
37	Sale of LDTC publications		7 149,07
38	Grants and Donations		151 265,62
39	Interest received		4 739,31
40	Printing materials and expenses	57 752,42	
41	Outside Printing charges	15 521,00	
43	Library	44,81	
50	Motor vehicle running costs	8 085,74	
52	Research expenses	431,48	
53	Radio Studio expenses	2 691,14	
54	Rural Education	378,04	
55	Service Agency Expenses	8 628,68	
56	Literacy and Numeracy	5 022,82	
57	Student Advice	303,50	
58	Course Writing	259,15	
61	Staff salaries	75 752,94	
62	Temporary staff wages	2 184,04	
64	Staff Training	2 076,46	
65	Staff refreshments	1 316,25	
68	Tutor fees	9 364,74	
70	Accommodation costs	7 513,83	
79	Repairs	468,61	
80	Advertising and P.R.	1 097,92	
90	Other overhead expenses	13 083,59	
	Deficit for the period		25 055,95

226 127,39    226 127,39

Cash balance at 1/4/1979		* 35 695,26	represented by
17	at Bank	40 370,54	Bank
18	at Cash	172,26	Cash
19	at I.E.C.	20 203,41	I.E.C.
		60 751,21	
Present deficit	- 25 055,95		
Balance 31/3/80	35 695,26*		35, 695,26

# LESOTHO DISTANCE TEACHING CENTRE

P.O. Box 781  
Maseru 100, Lesotho

Telephone: Maseru 22017  
Telegraph: DISTANCE

## RECEIPTS AND PAYMENTS ACCOUNT FOR THE PERIOD OF THE FINANCIAL YEAR 1980 - 1981

Ledger No.		Dr.	Cr.
3	Printing Equipment	1 305,00	
5	Motor vehicles	8 707,70	
8	Furniture and Fittings	3 150,71	
14	Text books	5 952,30	
16	Camping Equipment	558,28	
21	Loan account		1 261,13
29	Suspense account	671,20	
30	Service Agency Income		10 069,36
31	Literacy & Numeracy Income		12,00
32	Formal Courses Income		64 459,90
33	Sale of text books		4 227,75
34	Course Writing Income		35 000,00
37	Sale of LDTC publications		5 329,15
38	Grants and Donations		208 232,05
39	Interest received		3 434,51
40	Printing materials and expenses	43 701,57	
41	Outside printing charges	10 126,50	
43	Library	18,34	
50	Motor vehicles running costs	15 836,53	
52	Research expenses	612,36	
53	Radio Studio expenses	1 463,92	
54	Rural Education		67,45
55	Service Agency expenses	14 158,42	
56	Literacy and Numeracy	2 581,02	
57	Student Advice	240,94	
58	Course Writing	1 475,30	
61	Staff salaries	79 317,79	
62	Temporary staff wages	967,00	
64	Staff training	2 261,20	
65	Staff expenses	849,12	
68	Tutor fees	12 686,53	
70	Accommodation costs	6 656,12	
79	Repairs	97,89	
80	Advertising and Public Relations	972,91	
9	Other overhead expenses	13 706,68	
	Provision for commissioned work and depreciation	80 000,00	
	Favourable balance for the period	24 017,97	
		332 093,30	332

*600 at each class  
we 6-monthly  
report.*

Cash balance at 1/4/80		* 139 713,23	represented by	
17 at bank	13 472,05		at bank	38 190,01
18 at petty C.	0,00		at Petty Cash	0,00
19 at I.E.C.	22 223,21		at I.E.C.	21 523,22
	35 695,25		20 at savings Ac	80 000,00
Fav. Bal.	24 017,97			
Provision	80 000,00			
Bal. 31/3/81	139 713,23			

RECEIPTS AND PAYMENTS ACCOUNT for the period 1 April - 30 Sept. 1981

LDTG

Ledger No.	Dr.	Cr
5 Motor vehicles		2 109,16
8 Furniture and fittings	421,10	
21 Loan account		30,60
28 Tax control account		27,--
29 <del>Suspense account</del>		507,--
30 Service Agency income		10 909,59
32 Formal Courses income		57 396,50
33 Sale of text books		1 445,05
37 Sale of LDTG publications		4 052,45
38 Grants and Donations		49 419,46
39 Interest		965,98
40 Printing materials and expenses	18 676,80	
41 Outside printing	2 060,--	
43 Library	16,66	
50 Motor vehicles expnses	3 607,10	
52 Research expenses	78,97	
53 Radio Studio expenses	1 754,97	
54 Rural Education expenses	92,55	
55 Service Agency expenses	2 360,81	
56 Literacy and Numeracy expenses	1 526,62	
57 Student Advice expenses	178,32	
58 Course Writers expenses	10,62	
61 Staff salaries	39 267,87	
62 Wages	1 860,50	
64 Staff Training	732,05	
68 Tutor fees	2 031,36	
70 Accommodation expenses	1 484,19	
79 Repairs	88,84	
80 Advertising and Public Relations	1 039,87	
90 Other overhead expenses	2 426,57	
<b>T o t a l s</b>	<b>79 715,77</b>	<b>126 862,79</b>
Favourable balance	47 147,02	
	<b>126 862,79</b>	

Balance at 1 April 1981

Bank	38 190,01
Petty Cash	0,00
	38 190,01
Fav. Balance	47 147,02
	85 337,03

Represented by balance at 30 Sept. 1981

Bank	85 335,71
Petty Cash	1,32
	85 337,03

Statement of Grants received and applied to  
the running costs of LDTC from Inception (February 1974).  
The financial year extends from 1 April to 31 March of the following year

<u>D O N O R S</u>	<u>1974/75</u>	<u>1975/76</u>	<u>1976/77</u>	<u>1977/78</u>	<u>1978/79</u>	<u>1979/80</u>	<u>T O T A L</u>
<u>1) LDTC account in Rand / Maluti</u>							
Lesotho Government	8 183	8 000	8 000	4 760	4 400	47 779	<del>102 981</del> <del>81-122</del>
International Extension College	5 698*	*	-	-	-	-	<del>5 698</del> <del>5 698</del>
International University Exchange Fund (Novib)	9 500	6 497	20 000	33 000	43 159	-	112 156
Irish Government	-	33 466	45 498	70 000	77 530	55 000	<del>321 444</del> <del>281-494</del>
U N I C E F	-	3 206	-	6 759	24 587	4 720	<del>77 675</del> <del>30-272</del>
U S A I D	-	-	-	26 037	30 287	34 539	<del>126 501</del> <del>40-863</del>
N O V I B	-	-	-	20 425	28 548	6 708	55 681
UNESCO - Lesotho	-	-	-	-	-	2 520	2 520
Royal Danish Consulate - Lesotho	-	-	-	8 600	-	-	8 600
Christian Aid	-	9 170	-	-	-	-	9 170
World Education	-	717	-	-	-	-	717
World University Service (Denmark)	-	-	11 089	-	-	-	1 089
A P S O (Ireland)	-	*	*	*	8 277	-	8 277
Training for Self Reliance	491	-	-	-	-	-	491
Anonymous donor	801	-	-	-	-	-	<del>801</del> <del>801</del>
Maseru Round Table	-	500	-	-	-	-	500
Mazenod Book Centre	-	-	-	-	10	-	10
	<u>24 673</u>	<u>61 556</u>	<u>84 587</u>	<u>169 581</u>	<u>216 798</u>	<u>151 256</u>	<del>708 461</del> <u>916 693</u>
<u>2) LDTC's account with IEC in British Pounds</u>							
	£	£	£	£	£	£	£
International Extension College	3 477+	310	-	-	-	-	3 787
A P S O (Ireland)	-	3 479	8 293	10 062	+	-	21 834
	<u>3 477</u>	<u>3 789</u>	<u>8 293</u>	<u>10 062</u>	<u>-</u>	<u>-</u>	<u>25 621</u>

\* = See under 2)

+ = See under 1)

# LESOTHO DISTANCE TEACHING CENTRE

Maseru 100, Lesotho

Telephone: Maseru 22017  
Telegraph: DISTANCE

## Costs handled through the books of account of LDTC for Project 931-1054

	7/79-3/80	4/80-3/81	4/81-9/81*	T o t a l
Salaries	15 978,27	41 513,41	22 245,76	79 737,44
Travel & Training	4 196,66	2 712,03	732,05	7 640,74
Materials & Equipment	9 001,90	15 071,69	421,10	24 494,69
Service Agency exp.	25 501,50	39 562,39	8 161,95	73 225,84
Consultancy	-	3 749,10	-	3 749,10
<b>T O T A L S</b>	<b>54 678,33</b>	<b>102 608,62</b>	<b>31 560,86</b>	<b>188 847,81</b>

\* Not yet finalised

To: Joe Carney, HRDO USAID/Lesotho  
From: <sup>Dick Betz</sup> Dick Betz, Project Advisor LDTC

MANAGEMENT AND ADMINISTRATION

Subject Accounting Situation

Date: 16 October 1981

I want to inform you that yesterday we received the final report from the Auditor General's Office regarding the missing LDTC funds. The total amount that has been taken according to the government accountant is M72,988.03. It remains our opinion at the LDTC that USAID-LDTC Project monies account for approximately 10% of the total taken.

If it becomes necessary for USAID accountants to audit the books at the LDTC as you had mentioned might be possible, could you please notify us as soon as possible.

I also want to add that the police are attempting at this time to bring the former LDTC accountant back to Maseru from South Africa for questioning. As I am sure you can understand, to assist the police in this matter no announcements about this accounting situation should be made.

cc Ken Tsekoa

A P P E N D I X

C

TRAINING PROGRAM

TRAINING PROGRAMME FOR LDTC STAFF.

The main objective of the training programme for our staff is to strengthen the capability of the LDTC in selected areas in the field of Non-Formal Education. Thus, all training, short-term or long-term, has to meet specific needs of the Centre. The following are objectives for each proposed training for LDTC staff:-

CANDIDATE	TRAINING OBJECTIVE/NEEDS	DIPLOMA/CERTIFICATE
1. Thaba Hoohlo (Accounts Controller)	<ul style="list-style-type: none"> <li>- Develop further skills in financial management.</li> <li>- Acquire more advanced skills in accountancy.</li> </ul>	Diploma/Degree.
2. Nthabiseng Mafa (Assistant Accountant)	<ul style="list-style-type: none"> <li>- Acquire relevant skills in accountancy</li> </ul>	Diploma in Business Studies.
3. Montseng Mofokeng (Instructional Materials Writer)	<ul style="list-style-type: none"> <li>- Widen horizon in NFE.</li> <li>- Acquire further skills in the instructional materials for NFE including editing.</li> <li>- Develop further appreciation of the role of research and evaluation in instructional materials development.</li> </ul>	Master of Education/M.A.
4. Khotso Ramahloli (Instructional Materials Writer)	<ul style="list-style-type: none"> <li>- Study approaches to using NFE for rural development.</li> <li>- Study the use of instructional materials.</li> </ul>	Non-Certificate
5. John Maime (Instructional Materials Editor)	<ul style="list-style-type: none"> <li>- Study the role of NFE in rural development.</li> <li>- Acquire further skills in the design and preparation of instructional materials including editing.</li> <li>- Widen knowledge in the role of research and evaluation in the development of instructional materials for Non-Formal Education</li> <li>- Acquire skills in the management of Non-Formal Education.</li> </ul>	Master of Education/M.A.

CANDIDATE	TRAINING OBJECTIVE/NEEDS	DIPLOMA/CERTIFICATE
6. Ntholeng Lechesa (Distribution Officer)	<ul style="list-style-type: none"><li>- Study approaches in Adult/ NFE in development.</li><li>- Acquire skills in communications for social development (group dynamics, organizing development, etc.)</li><li>- Acquire skills in communication for social development (group dynamics, organizing groups, participative community development, etc).</li><li>- Get more familiar with the use of the mass media in Adult/NFE.</li><li>- Develop an appreciation of the role of research and evaluation in Adult/NFE.</li></ul>	Diploma in Education
7. Lebohang Ramohlanka. (Course Editor)	<ul style="list-style-type: none"><li>- Develop skills in the design and preparation of instructional materials for use outside the formal school system (NFE materials, correspondence courses etc)</li><li>- Gain expertise in the editing of instructional materials used in NFE.</li><li>- Gain an appreciation of the role of research in the development of instructional materials.</li><li>- Widen horizon in the role of NFE in rural development.</li></ul>	Master of Arts/M. Ed.
8. Jane Ntane (Course Writer)	<ul style="list-style-type: none"><li>- Develop skills in the design and preparation of instructional materials.</li><li>- Acquire more familiarity with the use of distance teaching methods in Formal and Non-Formal Education.</li></ul>	Non-Certificate

TRAINING PROGRAMME FOR LDTC STAFF

<p>9. 'Mapitso Seitlheko (Courses Writer/ Language Editor)</p>	<p>Same as in 8</p>	<p>Non-Certificate</p>
<p>10. a) Sechaba Seutloali b) Mahluli Mngadi (Both Educational Radio Officers)  Rethabile Pholo</p>	<p>-Study the use of educational radio in adult/NFE in Africa -Study the different approaches to integrating educational radio in development programmes (mass campaigns for health, literacy, etc and group listenership programmes).</p>	<p>Non-Certificate</p>
<p>11. Amohelang Morojele (Ass. Prog. Officer)</p>	<p>-Study the role of Adult/NFE in rural development -Acquire skills in the use of educational radio in Adult/NFE. -Acquire skills in the design and preparation of instructional materials used in NFE, particularly radio scripts.</p>	<p>Dip. Ed.</p>
<p>12. Thakane Tsilo (Literacy &amp; Numeracy Designer)</p>	<p>-Study the role of Adult/NFE in rural development. -Acquire skills in the planning and implementation of literacy programmes. -Acquire skills in literacy and numeracy, teaching methods including use of instructional materials.</p>	<p>Dip. Ed.</p>
<p>13. Takatso Shale (Deputy Director)</p>	<p>-Management of NFE programmes/projects. -NFE theory and practice. -Education for development.</p>	<p>B.Ed./M.Ed.</p>
<p>14. Lipholo Makhetha</p>	<p>-Research &amp; evaluation for NFE -Computer Science (Programming, data analysis etc). -Testing -Evaluation and planning</p>	<p>MA/M.Ed.</p>
<p>15. Pholonngoe Moleko (Service Agency Coord)</p>	<p>-Adult/NFE in rural development -Education in Appropriate Technology -Planning &amp; implementing service agency programmes -Research &amp; evaluation - role in NFE.</p>	<p>MA/M.Ed.</p>

(1) FORMAL TRAINING

SECTION	PARTICIPANTS DESIGNATION	INSTITUTION	FT	PT	1981	1982	1983
					J.J.A.S.O.N.D.	J.F.M.A.M.J.J.A.S.O.N.D.	J.F.M.A.M.J.J.A.S.O.N.
ACCOUNTS	Controller (THABA) Ass. Acct.(MTHABIE)	CAS. (Lesotho) N. U. L.		X X	_____	_____	_____
BASIC R. E.	Writer (MONTSENG) Writer (KHOTSO) Editor (JOHN) Dis. Off. (MTHOLENG)	Uni. Mass. USA Africa UK/US Kenya.	X ???	X X X	_____	_____	_____
COURSE WRT.	Writer/Editor (LEBO) Writer (JANE) Writer/Editor (MAPITSO)	UK/US UK/(IEC) UK/(IEC)	? X X	X X X	_____	_____	_____
ED. RADIO <i>Page 4/-</i>	ED.BR.OFF. SECHABA) Ass. Infor.(MHOHELANG) Studio Tech.(METHABILE) ED.BR.OFF (MHLULI)	TANZA./KENYA UK/US/AFRICA Africa? (ED.T) Africa? (ED.T)	X X X X	X X X X	_____	_____	_____
LIT/RM	Lit. Officer (ESTHER) Lit. Coord. (MORAHAIYE) Nat. Designer (THAKANE)	Tanzania/Asia Africa Kenya	(ED.T) (ED.T)	X X X	_____	_____	_____
MANAGT/AD	Dep. Director (TAKATSO)	UNISA - U.S.	X	X	_____	_____	_____
PRODUCT.	Prod. Coord. (TENNYSON)? Printing Supervisor(?)	S.A. (LONGMANS) (ED.T.) S.A. C. " )	X X	? .	_____	_____	_____
REAS. & EVA.	Evaluator (LIPHULO) Ass. Reas. Off. (SAM) " " " (?)	U.S. U.S./U.K./Africa? Lesotho	X X X	X X X	_____	_____	_____
SERV. AGEN.	Se. Ag. Cod. (MHOHONGOL) Se. " (Officer) Rural Ed. Off. (MHLATSI)	US/UK/Africa US/UK/Africa IWL.	(ED.T) (ED.T)	X X X	_____	_____	_____

(1) FORMAL TRAINING (CONTD.)

STATION	PARTICIPANTS DESIGNATION	INSTITUTION	FT	PT	1981	1982	1983
					J.J.A.S.O.N.D.	J.F.M.A.M.J.J.A.S.O.N.D.	J.F.M.A.M.J.J.A.S.O.N.
STUD. A. <i>Student Advisor</i>	Student Advisor (JOE)	Kenya/Mauritius/TAN (6b.1)	X			—	
	Ass. Stud. Adv. (?)	Africa (ED.T)	X				
	Tutor Ornan (?) <i>Ornan Ornan (1911)</i>	B/S ( " " ) B/S ( " " )	X X			—	

56

(2) ON-THE-JOB TRAINING

TASKS/NEEDS	PEOPLE TO TAKE PART
(1) TRAINING MONITORS/FACILITATORS	- (THABA), MONTSENG, KHOTSO, SAJI, SAO, ASSISTANT EDUCATION OFFICER, MOTLATSI, TAU, THAKANE.
(2) BOOKKEEPING/ACCOUNTANCY (SMALL BUSINESSES).	- THABA, NTHABISENG, ACCOUNTANT
(3) UP-GRADING ARTISTS/GRAPHICS STAFF.	- SECHELE, DIBETSA.
(4) PROJECT MANAGEMENT ( <del>PLANNING</del> <sup>PLANNING</sup> , BUDGETING, TRG, ETC.)	- DICK, THEO TAKATSO, JOE, LIPHOLLO, PHOLONNGO KEN.
(5) ISSUES IN NFE (EXPANDING HORIZONS) AND CONSCIOUSNESS RAISING).	- ALL PROFESSIONAL/SENIOR STAFF.

(3) SEMINARS/WORKSHOPS

NEEDS	CLIENTELE
(1) INCOME GENERATION/EDUCATIONAL ASSISTANCE (SEMINAR/WORKSHOP FOR RURAL ORGANIZATIONS)	- RURAL ORGANIZATIONS, ORGANIZATIONS ASSISTING SUCH RURAL GROUPS.
(2) SKILLS IN PLANNING, CONDUCTING/RUNNING, EVALUATING WORKSHOPS FOR ORGANIZATIONS ASSISTING RURAL GROUPS.	- ORGANIZATIONS INVOLVED IN RUNNING WORKSHOPS FOR RURAL GROUPS.
(3) ROLE OF WFE - "FOR EXPANDING HORIZONS CONSCIOUSNESS RAISING"	GOVERNMENT MINISTRIES, UMBRELLA ORGANIZATIONS, ETC.
(4) SOME ISSUES IN DEVELOPMENT ASSISTANCE	GOVERNMENT MINISTRIES, UMBRELLA ORGANIZATIONS, FUNDING AGENCIES' REPRESENTATIVES, ETC.
(5) SETTING OBJECTIVES AND EVALUATING PROJECTS/PROGRAMMES.	- RURAL BASED GROUPS (GOL AND VOLUNTARY AGENCIES).

*[Handwritten signature]*

A P P E N D I X

D

ASSISTANCE FUND

## CRITERIA FOR SELECTING A NFE ORGANIZATION FOR FINANCIAL ASSISTANCE

- I. Membership and Target Group of the Organization
  - A. The organization is Lesotho based and Basotho run -
  - B. The organization benefits the more disadvantaged segments of the rural population
  - C. The organization is community based
  - D. The number of participants and area of coverage justifies involvement by the LDTC
  
- II. Present Activities, Future Goals, and Strategies of the Organization
  - A. The actions of the organization fit with the Government of Lesotho 5 Year development plan
  - B. The organization has a clearly understood statement of present activities future goals, and strategies to realize these goals
  - C. The activities of the organization provide for a direct and identifiable improvement in the members lives
  - D. The activities of the organization provide for a built in chain reaction effect on development in the community
  - E. LDTC work with the organization will not duplicate the work of another agency
  
- III. Member Participation and Involvement
  - A. The organization uses all appropriate and available local physical and human resources through peoples participation
  - B. All members of the organization have opportunity for equal input into the decision making process of the organization
  
- IV. Organizational Commitment
  - A. The organization is committed to doing its job even without the help of the LDTC

## V. Financial

- A. The organization requires additional monies to accomplish expansion or program development/intensification
  1. Organizations that need financial assistance with project investments to generate income or begin revolving funds/ credit programs ie. agriculture, animal husbandry, sewing, handicrafts, carpentry, etc. qualify for a loan
  2. Organizations that need financial assistance with what is primarily an educational purpose ie. nutrition education, pre-school education, health, etc. qualify for a grant
- B. The organization has no outside financial support or prospect or such support from other funding sources (GRANT Recipients only)
- C. The organization has furnished sufficient evidence of capability to repay the loan at the agreed upon scheduled rate (LOAN Recipients Only)

## ASSISTANCE FUND CURRENT SITUATION

Through the use of the NFE Survey, 43 NFE organizations have been identified for potential assistance. Two sets of criteria were used to select the organizations:

The first set of criteria was used to distribute these organizations and programmes evenly through all the geographical regions of the country and to give fair representation to all types of NFE activities being conducted in the country. A second set of qualitative criteria were used to select potentially viable organizations in terms of using the assistance, if provided, successfully.

### Distributive Criteria

1. Districts
2. Government and Non-Government Programmes
3. Educational Topics:
  - Literacy and Numeracy
  - Health and Nutrition
  - Animal Husbandry & Poultry
  - Agriculture
  - Skill Development
  - Arts and Crafts
4. Income Generating vs Purely Educational

### Qualitative Criteria

1. Basotho Based
2. Expansion and Strengthening of Existing Activities vs Addition of New Activities
3. Clear Focus
4. Leadership
5. Level of Participation by the Members
6. Resources Available
7. Defined and Limited Coverage

8. Intensity of Activities
9. Built in Chain Reaction
10. Fits With the Goals of the Five Year Plan

To further update the information on these organizations, and to assess whether these organizations and the LDTc could effectively work together, visits were made to a cross-section of these organizations. A one day in-house staff workshop was held on September 17 to prepare LDTc members who would be visiting these organizations.

These organizational visits were:

September 18	Khobotle Boiteko Mafeteng Poultry Assoc. Khobotle Womens Institute Liphiring Nutrition Mhales Hoek Coops + Rural Development Liphiring Community Clinic
October 7-13	Rankakala Thrift and Credit Sehlabathebe Boiteko Qacha's Nek Public Health Nurse Ratšoleli Nutrition Mohlanapeng Clinic Thaba Tseka Village Health Workers Paray Pre-School Clinic

On October 17, a NFE Seminar was held at the LDTc to share the results of the NFE Survey and to discuss the Assistance Fund concept with governmental and non-governmental agencies concerned with development in Lesotho.

During the week of October 19, a series of meetings among LDTc staff was held to process information from the visits of October 7-13 and to further refine information obtained from the visits and related discussions of the September 18 trip. Four organizations were identified as being potential targets for assistance during this experimental phase.

They are:

Khobotle Piggery Association

(This is a separate organization from Khobotle Boiteko though it was thought originally that they were the same.)

Rankakala Thrift and Credit

Sehlabathebe Boiteko

Ratšoleli Nutrition

It has been decided that the LDTC would proceed immediately to jointly develop a request for assistance proposal with the Khobotle Piggery Association. An incomplete proposal has already been submitted. On November 3 LDTC staff will revisit Khobotle to assist them in the preparation of a completed proposal. Once completed this proposal will be brought to the LDTC Screening Committee sometime before mid-November for approval and eventually to the A.F. Management Sub-Committee for confirmation. It was decided that once Screening Committee approval was reached on the Khobotle Piggery Association, the LDTC would proceed to obtain requests for assistance proposals from the other three organizations for submission to the Screening Committee.

Once approval to work with the Khobotle Piggery Association has been reached, a contract will be entered into outlining LDTC and Association areas of responsibilities and obligations.

Training of LDTC staff scheduled to work with these rural organizations will begin concurrently with the approval of these organizations to receive assistance. A one day workshop for these facilitators is scheduled tentatively for November 14 to be followed by regularly scheduled in-house training sessions.

Once reporting and evaluation is conducted and modifications made (in about 6 months - late April), expansion of the Assistance Fund project beyond the experimental phase can take place. At that time we can re-examine the original list of 43 for potential assistance as well as welcome requests for assistance proposals from other organizations.

Additional Documentation for Review

1. Implementation and Monitoring Documents for A.F. (already distributed)
2. Issue Paper on the Assistance Fund (already distributed)
3. Training Program for Facilitators (already distributed)
4. Assistance Fund Concept (attached)

## ASSISTANCE FUND CONCEPT

Assistance Fund support to these and other rural NFE organizations will be in one or more of the following areas depending on need:

1. Materials Development Assistance
  - Instructional Materials
  - Booklets
  - Photovovellas
  - Simulation Games
  - Etc.
2. Training Assistance via LDTC Seminars or Facilitator Training With a Specific Group in the Areas of
  - Project Management
  - Bookkeeping
  - Group Dynamics
  - Etc.
3. Communications Assistance
  - Traditional Top Down Communication via Advocacy Relationship
  - Horizontal Communication via for example an NFE Newsletter
4. Financial Assistance
  - Loans to those organizations with primarily an income generating focus.
  - Grants to those organizations with primarily an educational focus.



LESOTHO

*Ministry of Education, Sports and Recreation*

P.O. Box 47

MASERU

22nd October, 1981.

Director,  
USAID,  
P. O. Box 333,  
MASERU 100.

Attention: Dr. J. Carney.

Sir,

Please find listed below members of the LDTA Assistance Fund Management Sub-Committee (AFMS).

Permanent Secretary, Education	-	Dr. Z. A. Matsela
Permanent Secretary, Finance	-	Mr. Mollo
Permanent Secretary, Central Planning-	-	Mrs. Moji
Director, L.D.T.C.	-	Mr. M. K. Tsekoa
Deputy Director, L.D.T.C.	-	Mr. H. T. Shale
Educational Evaluator, L.D.T.C.	-	Mr. L. Makhetha.

The intention of communicating this nomination is that the transfer of funds to the Assistance Fund Account is effected soon. The AFMS will be considering recommendations of a selection committee - the Screening Committee - in the next few weeks. These recommendations will be concerned with the initial experimental organizations to be assisted. While assistance will obviously be more of an educational/training nature, the element that the AFMS will be called upon to take final decisions on is that of approving assistance in the form of a loan or a grant to recommended organizations.

The long-term function of the AFMS, as I am sure you are aware, will be that of considering the recommendations of the Screening Committee and approving or advising accordingly.

I look forward to continued cooperation between my Ministry and the USAID.

Yours sincerely,

  
Z.A. MATSELA.  
PERMANENT SECRETARY.

c.c. Permanent Secretary, Finance, Box 395, MASERU 100.  
Permanent Secretary, Central Planning, Box 630, MASERU 100.  
Director, L. D. T. C.

LESOTHO DISTANCE TEACHING CENTRE

Maseru 100, Lesotho

Telephone: Maseru 22017  
Telegraph: DISTANCE

15th. October, 1981.

Ref: LDTC/U/3/10  
MKT/DS/nlm

Dr. Joe Carney,  
USAID,  
P. O. Box 333,  
MASERU 100.

Dear Joe,

Re: REQUEST FOR FIRST ASSISTANCE FUND MONIES UNDER  
USAID/LDTC PROJECT. 931-1054.

We will in the near future be providing financial and technical assistance to a limited number (1-5) of rural organization on an experimental basis. The rural organizations which will be eligible for assistance will be drawn from a larger pool of rural organizations.

They are:	Khobotle Boiteko	
	Mafeteng Poultry Association	MAFETEING
	Khobotle Women's Institute	
	Liphiring Nutrition	
	Mohaleshoek Crops and Rural Development	MOHALE'S HOEK
	Liphiring Community Clinic	
	Rankakala Thrift and Credit	
	Sehlabathebe Boiteko	
	Q. Nek Public Health Nurse Program	QACHA'S NEK
	Ratsoleli Nutrition	
	Mohlalape Clinic	
	Thaba-Tseka Village Health Worker	THABA-TSEKA
	Paray Pre School Clinic	

Could you please, at this time, request an initial amount of M15,000 for deposit into our Assistance Fund Account (Lesotho Bank Account 021134). This will ensure that the money will be available for immediate use once final selection of the experimental groups has been made and once preparatory training of LDTC monitors has taken place along with the establishment of an on-going training program for the monitors.

...*JK*

68

As we discussed last Friday, The Permanent Secretary for Education will be supplying you with a list of the names of the AFJIS members. Also, for your information, the names of the LDTC Screening Committee members are:

Takatso Shale  
(Deputy Director, LDTC)

Pholonngoe Moleko  
(Acting Service Agency Coordinator)

Dick Betz  
(Project Advisor)

Libolo Makhetha  
Research and Evaluation Coordinator

Joe Bastian  
(Research and Evaluation Advisor)

Thaba Hoohlo  
(LDTC Accountant)

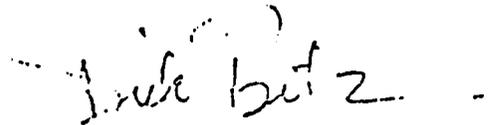
Theo Derkx  
(Financial Advisor)

John Maime  
(Rural Education Instructional Materials Editor)

Yours faithfully,



M. K. TSEKOO.  
DIRECTOR



DICK BETZ  
PROJECT ADVISOR

A P P E N D I X

E

SERVICE AGENCY ASSISTANCE

LESOTHO DISTANCE TEACHING CENTRE  
SERVICE AGENCY  
ACTIVITIES 1980-1981

<u>Name of Organization</u>	<u>Type of Service</u>	<u>Date of Training or Production Activity</u>
Lesotho Planned Parenthood Association	Materials Development Assistance	June-December 1980
Lesotho National Council of Women	Editing and Printing	July-August 1980
Basotho Enterprise Development Corporation	Seamstress Instructional Manual Developed	July-October 1980
Ministry of Agriculture	Printing of Newsletter	May 1980
Lesotho Food and Nutrition Coordinating Office	Update and Reprint of Nutrition and Health Booklet	August 1980
Basotho Enterprise Development Corporation	Promotional Literature	August 1980
Lesotho/Ireland Vocational Education Program	Technical Student Materials	September 1980
Lesotho Food and Nutrition Coordinating Office	NFE Training Workshop	November 1980
Lesotho Rural Technology Unit	Developed Radio Scripts Promoting Solar Energy	October 1980
UNICEF	Needs survey in areas of Health, Sanitation, Nutrition and Pre-School Education	December 1980 to March 1981
Lesotho/Botswana NFE Practitioners	Radio Scriptwriting	November-December 1980
GOL and PVO Photography Specialists	Photography Workshop	May-July 1980
Ministry of Education	Editing and Proofreading of Materials-UNESCO Commission Report	May-August 1981

A P P E N D I X

F

LESOTHO IN-SERVICE EDUCATION

FOR

TEACHERS PROGRAM

The LIET aims to help all practising teachers to obtain or to improve their Professional Qualification at 7 recognised levels.

For the experimental phase (1976-78) the Programme enrolled 110 Primary School teachers at levels 1 & 2 and 19 Secondary School teachers at levels 4 & 5. In 1978 100 teachers received their LIET Professional Certificates (58 at level 1, 34 at level 2, 2 at level 4 and 6 at level 5).

From the experience gained in the in the experimental phase it was decided: (a) to concentrate initially on the unqualified Primary teachers (they constitute about 40% of all Primary teachers), (b) to collaborate with the LDTC, so that the teachers could improve their academic knowledge, (c) to involve the Field Staff in the Inservice work. They hold monthly meetings, mark assignments and assist during the on-campus courses.

In January 1978 366 Primary teachers at level 1 were enrolled in the 1978-1980 LIET Programme (Phase 1). They attended 5 on-campus courses, with a total time of 10 weeks, during the holidays.

They were also enrolled with the LDTC in Sesotho, English and Mathematics up to JC level. They did Field assignments in Education, methods of teaching Sesotho, English and Mathematics and three out of five Elective subjects.

The Programme finished with the last on-campus course in January 1980.

The results were:	distinction	2
	1st Class Pass	113
	2nd Class Pass	118
	3rd Class Pass	43
	°Resit	14
	Fail	1
	°°Discontinued	70

- ° These teachers will take their resit examination on April 12th, 1980
- °° Many teachers were discontinued because they could not attend one of the on-campus courses, often for valid reasons. They are allowed to rejoin a subsequent Programme at the point where they left off.

We also helped 3 teachers at level 2 and one teacher at level 3 to obtain their LIET Professional Certificate. These teachers had studied for LPTC and PH respectively, but failed because of one subject. They supplemented through being taught and doing Field Assignments with the NTTC Departments.

The teachers, their managers, the Educational Secretaries and the TSO have been informed of these results, after the approval by the Board of Governors. It is hoped that their salaries will be adjusted as from February 1980.

- (a) It is an example of successful cooperation between two institutions. The Student Advice Section of the LDTC is in constant contact with the NTTC Inservice Division. LDTC tutors teach during the on-campus courses and Saturday morning courses. In spite of the fact that the LIET teachers did not have to sit the JC examination (they were tested by the NTTC Departments during the on-campus courses) about 60 sat the 1979 Examination at their own initiative and did well. There is a good correlation between the marks obtained for JC and those obtained at the NTTC in each content subject.
- The cooperation is continued in the 1980-82 Programme and extended so that the LDTC will produce special courses designed by the NTTC Departments to be used in future Inservice Programmes.
- (b) The teaching and the designing of the Field Assignments give much work to the NTTC on-campus staff, so that this often creates a strain because of the understaffing of the College.
- (c) The Field Staff plays an essential rôle in the running of the Programme, thus, Internship and Inservice are dependent upon each other.
- (d) The Government of the Netherlands has granted M100 000 to cover the extra costs involved in running the 1978-80 Programme. It has granted a further M317 380 for the 1980-82 LIET Programme.
- (e) The administration of such an extended Programme as this one, is not simple, but we have been very fortunate in the cooperation with all people involved, in spite of the fact that communication with the Staff and teachers in the Field is often difficult, due to unreliable postal services.

From the reaction of the teachers enrolled in the Programme and from the many applications which we received for the 1980-82 Programme, we can say that this Programme fulfilled a need and is highly appreciated.

In January 1980 462 Primary School teachers were enrolled in the 1980-82 Programme, Phase 2 (216 at level 1 and 246 at level 2). The structure of this Programme is the same as the 1978-80 Programme, including our successful cooperation with the LDTC.

Appendix: SOME STATISTICS ABOUT THE TEACHERS ENROLLED IN THE 1978-80 LIET PROGRAMME.

Mean of number of years of experience: 12 years  
 Mean of the Ages 36 years  
 Ratio male to female teachers 1 : 6  
 92% of the teachers teach at Standard 2 and/or 3.  
 Distribution of the teachers over the districts:  
 Mafetseng 15%, Leribe 24%, Teyateyaneng 6%, Maseru 15%, Mafetseng 15%,  
 Molele's Nek 4%, Guthrie 10%, Qutha's Nek 2%, Mokhotlong 6%,  
 Thaba Tsoa 7%.

Number of schools involved:  
 IEC: 20 schools, EC: 57 schools, AGL 25 schools, Other: 5 schools.

A P P E N D I X

G

LDTG STAFF

- A The Establishment (GOL) provides for 56 posts.  
(55 are listed in the official list and 1 is the newly created COSC Sesotho Course Writer's post).
- B Of these 37 are presently filled. 36 Basotho and 1 Expatriate. The Expatriate is employed under a Lesotho Government contract (in the editor's position, writing the COSC Commerce course). His contract will end in August 82.
- C The Centre has filled the following 10 staff positions for which there is a post under the establishment as the Centre cannot work without them.

- 1- 2 clerical assistants  
 A Printing assistant  
 An assistant Radio Programme Officer  
 A Collator  
 A studio Technician (technical assistant)  
 A fieldworker

and

- 2- An assistant Student Adviser  
 (presuming that the present Ass. stud. Adviser who acts as Stud. Adviser will be appointed to the Stud. Adviser post)  
 A Tutor Organiser  
 (presuming that the person filling that slot at present will be appointed to the Editor's position in Sept. 82)  
 A Binding assistant  
 (presuming that the present occupant will be appointed as assistant accountant in Dec. 81)

All these posts are filled by Basotho.

- D 10 Genuine vacancies on the establishment list are the following
- a) Service Agency Coordinator
  - b) A Course Writer (COSC Sesotho)
  - c) An Accountant
  - d) A Printing Supervisor
  - e) A Layout and Typing Supervisor
  - f) An Ass. Instru. Mat. Designer (Typist)
  - g) A field officer
  - h) An Ass. Executive Officer
  - i) An Ass. Accountant
  - k) A Literacy & Numeracy Worker

d) and g) could be filled immediately as they have been vacated very recently and do not fall under the vacancy freeze. b) could also be filled, I presume, as it is only created during this financial year.

- E In addition the Centre has created the following positions that are being paid from its income under the LIET programme (writing special courses for NTTC).

An editor  
 A Course writer and a parttime course writer  
 Three typists

All six posts are filled by expatriates. They should all be terminated by the end of 82 or March 83. (Deadline for the production of the courses)

- F The USAID project has given rise to the employment of the following posts that are paid for by the project

Financial controller  
 Sen. Instr. Mat. Designer  
 Broadcaster  
 Research assistant  
 Instr. Mat. Writer  
 Serv. Agency Officer

These posts are occupied by five Basotho and one expatriate who will qualify to become a Mosotho by the end of the project if he so decides)

These posts will crystallise into the "five posts that Government will take over at the end of the Project".

- G In addition and by agreement for the duration of the USAID project, as workload would be greater during the active operation of the project, the following posts are paid for by the project

A Typist  
 A graphic artist

These posts therefore should be terminated by the end of the project of before.

- H Under the USAID project are paid, untill their absorption under the establishment the following posts

The assistant Student Adviser  
 The Studio Technician  
 The ass. Radio Programme Officer (see under C) above)

- I LDTC therefore pays from its own resources and income for  
 a) the following posts for which there is no equivalent under the establishment and no provision under any project

A Collator  
 An Office assistant

b) Those posts under C) above, that are not paid for by the USAID project, untill their absorption by Government, i.e. the seven remaining posts

- K The Centre, further, enjoys the services of four expatriate staff who are funded directly by outside sources. Three under the USAID project, one under DANIDA. Two USAID supported staff will leave in MARCH 82, The third one will leave in AUGUST 83, while the DANIDA supported staff member will leave in MAY 82.

## LDTC STAFF

Administration - Director  
 Deputy Director  
 Projects Coordinator (expatriate)  
 Executive Officer  
 Accountant (vacant)  
 Assistant Accountant  
 Typist  
 Driver  
 Office Assistants (5)

Research and Evaluation - Evaluator  
 Senior Research Officer (expatriate)  
 Research Officers (2) (1 vacant)  
 Field Workers (2)

Production and Printing - Production Coordinator  
 Printing Supervisor (vacant)  
 Printing Assistants (2)  
 Photographer  
 Librarian  
 Storeman  
 Clerk  
 Collators (3)

Educational Radio - Broadcasting Officer  
 Educational Broadcasting Officer  
 Program Officer  
 Assistant Program Officer  
 Studio Technician

Literacy and Numeracy - Senior Officer  
 Coordinator  
 Materials Designer

Service Agency - Service Agency Coordinator (vacant)  
 Service Agency Officer  
 Project Advisor  
 Rural Education Officer

Appendix G (Cont.)

Basic/Rural Education - Instructional Materials Editor  
Instructional Materials Writer  
Instructional Materials Writer  
Distribution Officer

Course Writing - Sesotho Writer  
Courses Editor (expatriate)  
Development Studies Writer (expatriate)  
Assistant Courses Editor (expatriate)  
Commerce Writer (expatriate)  
Geography Writer  
Science Writer  
Graphic Artists (2)  
Typing and Layout Supervisor (vacant)  
Senior Typists (expatriate 3)  
Assistant Instructional Materials Designers (3)

Student Advice - Student Advisor (vacant)  
Assistant Student Advisor  
Registrar  
Tutor Organizer  
Enrollment Records Clerk  
Assistant Records Clerk  
Typist/Clerk  
Clerk