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THIRD ANNUAL EVALUATION
OF THE
LESOTHO DISTANCE TEACHING CENTRE
AND THE
USAID PROJECT 931-1054
STRUCTURING NON-FORMAL EDUCATION RESOURCES

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0. INTRODUCTION

This is the report of the third annual evaluation of USAID Project No. 931-1054, Structuring Non-Formal Education Resources. Its main purpose is to examine the work of the Service Agency within LDTC although a number of other issues are addressed. The evaluation was conducted in Lesotho from Tuesday, November 30 to Tuesday, December 14 and involved discussions with individuals and sections of LDTC's staff, visits to three non-formal education groups, attendance at two Assistance Fund meetings and a number of small round table discussions with LDTC staff from Management, Service Agency and Research and Evaluation Sections. The preliminary evaluation conclusions were shared with LDTC staff and USAID personnel and discussed at some length in a final meeting.

The principal recommendation of the report is that the Project should be extended for one more year from May 1, 1983 to April 30, 1984. A further recommendation is that an evaluation be conducted in July-August 1983 to determine the need for a further 2 year extension. These recommendations are made because:

1. The Project's Focus on Institutional Development Can Now be Expected to Affect LDTC's Work.

The Project has made a major contribution to the institutional development of LDTC up to this point with a new building extension, long-term technical assistance and short-term consultancies, a rational program in operation and salary support for up to 5-11 local staff.

2. The Service Agency is now Staffed with Trained Personnel and Equipped to Increase its Activities Significantly.

Service Agency's staff numbers have increased to six personnel. The major study of non-formal education institutions is completed. Criteria and procedures for loans and grants have been developed and four loans approved and a number of other interventions are in process.

LDTC is now equipped to make a major impact on education, training and income generation among rural groups in Lesotho. However, the nature of this impact and the possibilities for replication in other countries will only become clear over the next two to three years. During the one year extension indications should emerge which will make it possible for the 1983 evaluation to determine the need and feasibility of a further two year extension.

I. NOVEMBER 1981 EVALUATION

This was the second annual evaluation of the Project Structuring Non-Formal Education Resources at the LDTC. The evaluation did not confine itself only to the Project but examined all of the activities of LDTC and made recommendations for improvement to the Project and to LDTC as a whole.

The final recommendation was that a follow up study be done in about 6 months to carefully review progress within LDTC. In the event this present evaluation came one year later following an LDTC/USAID decision to have the follow up after a year rather than 6 months.

Reactions to the evaluation report within LDTC ranged from partial reception to disbelief and rejection. The unanimous feeling among staff is that the evaluation was non-participatory and that some of the evaluators tended to be preoccupied with the negative rather than looking for a balance in the way they received and reported things.

A number of specific criticisms were made:

- The evaluation did not take into account constraints operating within Lesotho - the staff freeze in operation since April 1980 and the ban on use of Government vehicles after 4:30 p.m. for example.
- The evaluation did not recognize constraints operating within LDTC - for example the staff development programme removed senior staff at crucial times.
- The evaluation team may have given too much credibility to criticisms made by a few disenchanted expatriates and Basotho without checking the validity of their observations and criticisms.
- The evaluation made a number of recommendations that were not feasible, for example, on a number of occasions it recommended termination of inefficient staff.
- The reporting of findings and recommendations should have been done with more sensitivity and tact.

These are serious criticisms and there is no doubt that the evaluation was badly received within LDTC. However, it appears that all of the criticisms centre on the way in which some of the evaluation team operated and on the way in which the report was presented rather than on the recommendations themselves. Of the approximately 36 recommendations more than 30 have been, or are being, implemented and attempts have been made to implement most of the remaining recommendations. For example:

- Six month work plans have been introduced for each section and management meets monthly with sections to review progress and to amend plans.
- Service Agency staff have increased from 2-6 personnel with the addition of 3 local staff members and 1 expatriate.
- Literacy and Numeracy staff have increased to 4 personnel.

- A survey is underway to assess the impact of radio on rural people.
- A training plan for LDTC staff has been developed with outside consultancy assistance.
- An editor has been appointed to supervise course writers.
- NFE survey analysis and other evaluation section tasks have been completed.
- A financial management procedures manual has been introduced and a number of training sessions provided for accountancy staff.
- LDTC has appointed a financial controller.
- Workshops on financial control, graphics and aspects of management have been held for LDTC staff.

Constraints within Lesotho have blocked the implementation of other recommendations.

For example: A request by LDTC to hold an independent audit was refused by Government because it was felt such an audit would be superfluous when Government was ready to do it; an attempt to dismiss one member of staff failed when the Ministry of Education returned her to LDTC; it was not possible to hire a Student Advisor because of the freeze on posts.

LDTC has not implemented recommendations within the Basic Rural Education Section because of staff movement and the repeated absence of the section head. Staff meetings have been held every two months rather than every month and the Ministry of Education has not been successful in finding a consultant to analyze the feasibility of consolidating the printing facilities within LDTC, LMRC, NTTC and Examinations Council.

The present evaluation team is convinced that LDTC has made a serious attempt to implement the recommendations of the November 1981 evaluation and finds them of benefit to the institution and we would recommend that they continue to implement them.

2. INSTITUTIONAL DEVELOPMENT: THE SERVICE AGENCY WITHIN LDTC

2.1. Assistance Fund Issues

- As loans are negotiated with applicant groups, a specific repayment plan should be negotiated with the members. SA staff recognize the need for such a plan, although the first loan was disbursed without any clear stipulation of how much money the Khobotle Piggery Association can expect to make, how much will be needed for reinvestment, and how much can be set aside for loan repayment.

- The loan term may need to be extended for some outlays, in those cases where analysis as described above shows that three years will be too short. In any case, the three year time frame was set unscientifically, in large part to assure that at least some of the loan-repayment transactions would be completed before the project assistance completion date.
- Discussions regarding the interest rate charged for loans should continue. The current rate being charged (4%) is obviously low. However the LDTC with AID concurrence wished to experiment with a rate suitable to the client groups it served. (Tsekoa/Carney telcon, 12/2/82). It is a topic on which experts disagree, and as such will always be subjected to second-guessing. LDTC's major concern should be that the rate not be too low, so that the fund disappears by attrition, but not so high as to make the loans unaffordable for the marginal groups it is meant to serve.
- Criteria for loans and grants should be refined as the staff gain more experience. Current criteria, while useful, leave gaps as the advocates and screening committee attempt to decide whether to forward applications to the Assistance Fund Management Subcommittee (AFMS).
- The size of assistance to any one group needs to be somehow limited. SA staff have received some applications which completely outstrip any possibility of action (the largest to date was for M600,000). Clarification would eliminate the possibility of disappointing people who may have invested a great deal of time and effort in developing a proposal. The team shares SA staff's concern, however, that an arbitrary top limit would cause unnecessary problems. We have discussed the possibility of stating in the AF brochure that smaller applications will have a better chance than larger ones, all else being equal.
- SA staff should analyze the nature of the assistance they provide to applicant groups to minimize waste of resources. In other words, the expansion potential of the AF will depend on current staff being able to process an increasing number of applications. In order for that to happen, staff will have to be acutely aware of which kinds of counseling are most effective and efficient.
- AF advocates should take responsibility to ensure that loan/grant recipients are people clearly at the economic margin, and that they have no alternative source for the assistance they seek.
- Although SA staff are eager to expand AF operations, the number of interventions between now and next year's evaluation will have to be limited to allow a balance between AF and non-AF activities. We will urge that the next evaluation not place undue emphasis on the actual number of loans, but on the quality of the interventions and the potential for similar ones.

2.2. Level and Quality of Service Agency Assistance

- Service Agency staff have increased in number from two to six during the past year, which has permitted a substantial increase in the number and intensity of its interventions. The SA Section Head is due to return from the first semester of graduate study provided under the project, and will be on the scene (although less than full-time) between now and the scheduled time for the next evaluation. The Assistant Section Head will however be away during that time with the second group of participants.
- Approximately 30 SA interventions have taken place during the past twelve months, along with a number of activities too small to be worth counting (M20 for a printing job done for the Lesotho Primary School Parents Association, for example). Several of these were solid multifaceted assistance actions of the type the SA staff wish to foster. For example, SA staff worked with the Private Health Association of Lesotho on an education program concerning gastro-enteritis. Products included a manual for use by village health workers, a booklet directed at school children, a photo-strip and a radio program. PHAL paid LDTC more than M1,100 for this assistance.
- Printing jobs, which have long been a staple earning activity for the SA, may now be too heavy a draw on precious staff time as the number of requests for assistance of the type described above continue to increase. SA staff are attempting to refer such requests to other institutions. LDTC's printing facilities will be used on a priority basis to print NFE materials which its staff help their clients to design, pretest and evaluate.
- As indicated in the PHAL example, SA work brings income to LDTC. A schedule of costs for each type of available assistance has been worked out (an Instructional Materials Writer's time is billed at M8.00/hour, for example). At this writing no total income figures are available, but the gross income is probably around M15,000 for the past year. It should grow markedly in the coming year.
- Training is a new area of emphasis for the SA. Thanks in part to what has been learned from project consultants, LDTC is ahead of other Lesotho institutions in the use of participatory techniques, some new technologies, and a variety of learning materials. SA staff regard the present time as a shakedown phase for testing the acceptability of these approaches. They have found good initial acceptance for the gratis interventions they have provided. Several actions now need to be taken: SA staff should work with the Research and Evaluation (R&E) section to develop ways to test effectiveness of the training; the training needs to be integrated with other SA capabilities like materials development and use of radio. Once such actions have been taken, the SA should begin to charge an appropriate fee for its training interventions as it does for other services.

- Evaluation of each SA intervention to determine impact is recognized as a desideratum, but is not yet a reality. R&E staff need to be involved in each intervention from the beginning to work out a realistic evaluation plan, and eventually to establish a pattern for evaluation of SA activities in order to produce an overall picture of effectiveness. Once such patterns are established, SA staff will be able to take responsibility for organizing evaluations without drawing on scarce R&E staff time. To the maximum extent feasible, data gathering for evaluations should be made the responsibility of the client organization. This means that simple models are needed, which favor straightforwardness over sophistication.
- Billing of clients for SA work seems to have been slow in some cases. This should improve as the accounts section catches up with its work.
- Materials developed by LDTC should be adapted for reuse whenever feasible as new clients approach the SA with similar problems. Although copyright laws are apparently not strictly observed in Lesotho, it makes sense to work out some joint copyright with SA clients to assure that materials can be reused without causing problems.
- When new techniques are picked up by SA staff, they should be tested for cost-effectiveness at the earliest possible date. The SA has a responsibility to its clients to be as certain as possible that their recommendations be both effective and affordable. One way to keep this in mind is to do an in-house evaluation of new technologies (one example discussed with SA staff is the slide-tape, the first example of which is now in preparation).

2.3. Review of Some Implementation Procedures and Issues

- Possible Budget Advance: USAID/Maseru reimburses LDTC for certain running expenses connected with the project. These are currently about \$25,000 per quarter. LDTC is operating without an advance from AID, although the possibility of such was referred to in the first project implementation letter. LDTC borrows from its other accounts to cover the expenditures until reimbursement is received. LDTC's billing is six months late at this time, but the accounts section assures us that they will very soon be able to bill AID by the 15th of the month following the end of the quarter. If such promptness can be attained, we would recommend that an advance of, say, \$30,000, be provided to LDTC so the institution can bill against the advance for reimbursement.
- Request for Audit: LDTC staff have not been able to obtain GOL approval to spend project funds for an outside audit, as was recommended in last year's evaluation report. LDTC management has asked the evaluators to request that AID do an audit of Project 632-931-1054. We believe the request should be honored if possible, and recommend that USAID/Maseru seek GOL's agreement to co-sponsor an audit of the LDTC institution, as well as the AID project within

— Housing for Participants at UMass: Good housing arrangements have been obtained for the current trainees. These apartments could be kept for subsequent groups if money can be provided to cover the rents for the time between one group's departure and another's arrival. For the 1983 calendar year this would require \$3,000. The team believes this expenditure would be worthwhile, as it saves the trainees time and trouble and assures them of adequate housing in a good location. USAID/Maseru has concurred in Hoxeng's discussing this point with Faye Cowan and Basil Buchanan of Phelps Stokes in Washington.

2.4. LDTC'S PRESENT FINANCIAL MANAGEMENT CAPABILITY

The staff of the Accounts Department consists of a Financial Controller, Account and Assistant Accountant. The Accountant has been ill for some time and was hospitalized in November. It is likely that he will be out of LDTC for some months. The Financial Controller has been used by the Service Agency to teach and to design instructional materials. Only the Assistant Accountant has been working for all of her time in the department. As a result claims on the project are not up to date; the most recent claim made in December 1982 is for the period January to March 1982. LDTC must bring its assistance claims and records up to date. The consultant coming in January 1983 will work with the Financial Controller to finalize its claims to date.

An AID-sponsored consultancy in June/July 1982 resulted in a draft manual. Consequently financial management procedures are now much more rigorous. Many of these procedures are being implemented and others are being amended to become applicable to the situation in Lesotho. The procedures manual will be finalized during a second consultancy planned for January 1983.

Procedures for the disbursement of Assistance Fund monies and billing for Service Agency work are well established and should not impose a great burden on the Accounts Department (although Service Agency activity invoices are delayed primarily as a result of pressure on Service Agency staff).

2.5. LDTC STAFFING PATTERN AND NEEDS

In December 1982 LDTC had 61 staff members. Of these 7 were expatriates, 2 were paid using project funds, 2 using Irish Government funds, 1 was a Peace Corps Volunteer and 2 were paid directly by LDTC. Of the 54 Basotho staff 41 were paid by the Government of Lesotho (the present establishment list has 57 posts but 13 are frozen and 3 are vacant) 7 were paid out of AID project funds (a reduction of 4 from the previous high of 11) and the remaining 6 were paid by LDTC out of its own funds, including funds from UNICEF for Literacy and Numeracy and from the Dutch government for LIET.

During the past year 3 expatriate writer/editors and 3 expatriate typists finished their work as part of the LIET Program. These posts have now ended as has the post of Projects Coordinator. An assistant student advisor left LDTC to join IEMS and a Service Agency Officer left Lesotho. LDTC created the following new posts over the past year: Courses Editor, Financial Controller, Learning Post Monitor, Non-Formal Education Officer, and Instructional Materials Designer/Trainer.

The posts of Courses Editor, Financial Controller and Learning Post Monitor were filled by new recruits, the other two new posts by transfers within LDTC. During the year LDTC also filled the vacant post of Accountant.

There has been a good deal of staff movement within LDTC, the main effect of which has been to strengthen the Service Agency Section, which now has 6 posts, and to weaken the Basic Rural Education Section, which now has 2 posts. (It will shortly be down to 1 when the instructional materials writer transfers to IEMS.)

While this evaluation concentrated on the Service Agency and related sections, it is possible to make the following general observations about staffing in other sections:

- If the Accountant continues to be ill a new person must be recruited.
- The absence of a Student Advisor imposes an unfair burden on Student Advise staff.
- Although the course writing section has been reduced the appointment of an experienced expatriate as Courses Editor is improving efficiency.
- If the Literacy and Numeracy program expands new staff will be needed.

Within the Service Agency the most obvious need is for another woman as a second Non-formal Education Officer. Much of the work of the section is with women's groups and another woman will reduce the pressure on the present Non-formal Education Officer. This will bring the number of staff to a total of 7 but the head of section and the rural education officer will be studying for masters degrees during 1983. Two of the staff are temporary expatriate advisors.

Within research and evaluation there is a need for one further research officer. Presently there are 4 staff but the head of the section is studying for a masters degree and further training is planned for the present research officer.

A recommendation in the staffing area is that LDTC finalize the titles of the different posts and persuade the Government to agree on the titles. It is confusing to find the present Rural Education Officer designated as Assistant Education Officer by government and as Non-formal Education Trainer by the Service Agency Section.

2.6. LDTC STAFF TRAINING PROGRAM

One of the major emphases of the Project has been to assist LDTC to provide training in appropriate skills for its staff. Some training has been underway since 1979 and a long term staff development plan was drawn up by a consultant in January 1982 and is presently being implemented.

Since 1979 and using Project funds the following training has been carried out for LDTC staff:

- The Director received a Masters Degree from UMass following 9 months work in US and some work in Lesotho.
- Three senior members of staff received Bachelors Degrees following 1 years work each at NUL.
- Four senior members of staff are studying for Masters Degrees at UMass now.
- A further 4 will leave for UMass in January 1983 to pursue the Masters degree.
- All LDTC senior staff have participated in 7 intensive 2 to 4 week workshops in Lesotho and some staff have participated in 2 special skills workshops.
- One special training consultancy focused on upgrading skills in accountancy and financial management.
- A number of internal 1-3 day seminars have been conducted.

In addition to that training funded under the Project, the following has also taken place:

- Six senior staff attended 4 month courses on Distance Teaching offered by the University of London.
- Four senior members of staff were assisted to study by correspondence.
- Between 5 and 10 members of staff have attended a variety of short workshops outside Lesotho.

Regarding LDTC's staff training program the following points should be noted:

- All training represents an investment in the future. The time taken on this cannot be spent on LDTC's other work. It would be a useful exercise to estimate the person months taken out of LDTC as a result of staff training and to compare this with the additional person months added to LDTC's capacity as a result of the project. The difference should represent LDTC's increased capability over the project's life to date and therefore give a fair indication of what

- The 7 intensive and the 2 ongoing workshops had both LDTC staff and staff of other organizations as participants. Other LDTC staff were involved for weeks prior to the workshops themselves, and for a short time following the workshop, in planning, administering and writing up the workshops. The workshops represent a significant contribution by LDTC to the Non-formal Education sector in Lesotho.
- General workshops are often perceived by participants as being useful immediately following the workshop. However, techniques learned may not be used later. For LDTC staff it may be more useful to have a consultant come in and work intensively with a very few members of staff in a particular section and leave behind a procedures manual, (the case with the Accounting consultancy).

The plan developed following the consultant's report of January 1982 on long term staff development carefully considered the needs of the LDTC regarding this particular project as well as the overall needs of the institution. However, few institutions in Lesotho have more than eight Master's Degrees and pressure may come on these LDTC staff to transfer to other institutions and work opportunities when they have these qualifications. Attention should therefore be given to only providing Master's Degree training to those individuals who have a well-defined, senior post at the LDTC which is compatible with their newly intended degrees. Such study programs must also address institutional needs for long term development.

The study/work division of the degree program is attractive in theory but only if the 8 months spent in Lesotho is to be spent on LDTC's work. The project work required by UMass must therefore be based on the person's job within LDTC.

- The type of training course and workshops to be provided are partly dependent on the skills and experience within the contracting University. What LDTC needs is not theoretical knowledge but practical support to ensure that its work consistently improves.

We recommend the following:

- An immediate examination should be undertaken of the time involved in LDTC's training program and in participating in workshops. If this is not possible the next evaluation should do the examination.
- Preparations for all workshops involving LDTC and other organizations should be the responsibility of the Service Agency. Preparing and running workshops should be costed and time estimates analyzed.
- An examination of the need and cost effectiveness for training consultancies and workshops should be undertaken. While the nine workshops conducted to date have all been useful, the LDTC should concentrate on developing the Service Agency over the next 12 months. In general only those workshops which contribute directly to improving LDTC's work should be encouraged.

The next group of four Master's Degree candidates should be the last to receive Masters Degrees for some time. These four participants should return with their Masters Degrees into senior posts which are essential to long range institution building and are compatible with their new degrees. In addition, independent study projects undertaken in Lesotho by those currently at UMass and those scheduled to go in January 1983 should be directly related to their work at the LDTC. In place of further degree candidates beyond those scheduled to depart this January, serious consideration should be given to provide short, non-degree training opportunities to Service Agency and other LDTC staff either elsewhere in Africa or in the United States.

3. FUTURE CONSIDERATIONS

3.1. Possible Restructuring of LDTC

A number of factors are at work to cause LDTC to examine its internal structure. These are:

- Problems of efficiency in some sections;
- The need to redeploy course writers after courses are fully produced;
- The Government of Lesotho staff freeze;
- The growth of the Service Agency;
- The changing perception of the need for a separate Basic Rural Education Section.

LDTC staff have met on three occasions to discuss a possible restructuring. The present structure has the following six service sections: Management, Printing, Administration (including Accounts), Course Writing, Radio, and Research and Evaluation, and these four outreach programmes: Student Advice, Literacy and Numeracy, Basic Rural Education and Service Agency.

The writing of instructional materials other than courses is accomplished within the various outreach programmes, often with editorial assistance from Basic Rural Education. It seems to make sense to create an expanded Writing Section perhaps called the Non-formal educational materials Section within which would be included all the writing skills including those of developing instructional materials for rural people. The new Non-formal Education Materials Section could absorb the present staff of Basic Rural Education, now numbering 2 people, (and soon to number only the Section Head as the Instructional Materials Designer will be seconded to IEMS). Given the movement of staff from the Basic Rural Education section and the illness of the present section head this might be an appropriate time to consider a change. The present head of section, whose skills are primarily in the development of Instructional Materials, could be transferred to the new NFE Materials Section with very well defined duties. The booklets which have been developed could be distributed

by the Service Agency Section as part of its work with other organizations and by Literacy and Numeracy through the learning posts as part of its work to distribute reading materials for those who have recently completed the literacy program.

The problems which writers and others have with typing might be handled in the short term by creating a typing pool within the NFE Materials Section. This pool should be very carefully supervised either by an Assistant Editor or by recruiting a person for the frozen post of layout and typing supervisor.

In the long run instructional materials typing should probably be under an expanded production section. However, there are still severe problems of efficiency and output in the printing section and these must be solved first. It is clear that the Head of the printing section must take responsibility for improving discipline and efficiency within the section perhaps with assistance from the production coordinator. It is also clear that management must continue to work closely with the section.

There is also need for a consultant to work with management and printing staff to set up maintenance schedules and to advise on improving efficiency.

3.2. Position of Service Agency by Project End

The potential for the Service Agency model should be clear: Is our aspiration to see it as a national institution realistic? Which of the SA's techniques are the most cost-effective? Should it be recommended that ~~some~~ aspects of LDTC's SA operation not be considered by other countries which are interested in possibly establishing a Service Agency program?

Project impact in Lesotho will have to be made evident to government planners who will decide what resources the SA will be allocated from the budget of Lesotho. Several elements will be involved here:

- Evaluation techniques such as those referred to in Part II of this report will need to be employed to produce understandable results.
- The impact of staff upgrading workshops should be detailed for its beneficial effect on the operation of LDTC and of other programs whose staffs have attended project-sponsored workshops.
- Mass media, seminars, and other ways of disseminating information should be employed to share information on outcomes, both within Lesotho and in other interested countries.
- LDTC leadership will need to maintain close contact with government planners, since the SA's clients and constituency are too diffuse to make an effective lobby in the competition for budgets.

- The NFE Survey should be kept updated and a map of program impacts should be produced to assist government understanding of what the SA is accomplishing.

Measurement techniques which enable NFE programs' contributions to the national educational effort to be demonstrated should be tested and available for use both in Lesotho and in other countries:

- Cost effectiveness measures should be devised by the R&E Section to make it easy to state which activities are the most productive in terms of educational impact and eventual improvement of the lives of people served by the organizations with which the SA works.
- Existing materials and evaluation techniques should be recycled as much as possible to facilitate their use by new groups without a major investment by the SA and R&E Sections. Materials developed by other LDTC sections should also be used for this purpose.
- An overall framework of accomplishment should combine the impact measures emerging from micro-studies to detail the project's progress in identifying, improving and expanding the availability of non-formal education programs to people in Lesotho who have no access to schooling.

Administrative responsibility for the Assistance Fund should be reviewed by AJD and LDTC with a view to relieving LDTC of that burden:

- Fund administration is essentially a banking function; LDTC is not and never will be a bank.
- Once criteria for grants and loans are carefully stipulated and refined by experience, the bank's responsibility would basically be to assure that applicants meet the requirements, much as bank officers routinely do for regular loan applications.
- Since the AFMS responsibility would thus be assumed by the bank, the subcommittee could be dissolved, thus eliminating it as a potential bottleneck to timely action on applications.

3.3. Should Consideration be Given to a Time Extension for Two Additional Years?

By April 30, 1984 (assuming the PACD is extended now), some of the above end of project status (EOPS) will not have been achieved:

- National coverage will not have been clearly and thoroughly tested.
- GOL acceptance of the Service Agency as an ongoing institution may well not be fully assured. Staff posts have been and will be established, but competition for budgets is fierce because of macro-economic conditions and the schooling financial crisis.

— Information sharing with other countries, a priority for the S&T Bureau, is just now beginning. Several countries are initiating similar projects, and an international seminar may be desirable once outcomes from the Lesotho project are available.

Up to two years extension would be within the overall PACD and DS/S&T budget.

However, before any decision could be made in 1984, AID would need an analysis of the impact and effectiveness of the Service Agency and Assistance Fund, projections as to the cost effectiveness of continuation and what difference it would make for NFE programs in Lesotho. These estimates should be made by LDTC before the next evaluation if there is an interest in an extension.

3.4. Outline of Evaluation Plan for July 1983

Between now and the next evaluation, the Service Agency staff will continue to move forward to offer Assistance Fund services to a number of additional rural groups but which by necessity must be balanced with its other function of providing services to national NFE groups. In addition, all Service Agency interventions are done with the intention of providing on-the-job training opportunities for local staff which, upon occasion, may slow down the actual number of Assistance Fund and non-Assistance Fund interventions.

It is the desire of this evaluation team and of the LDTC that the evaluation team for the July/August 1983 evaluation not solely consider the quality of Service Agency interventions but also consider issues of quality services, institutionalization of the Project goals and increased competency of local staff.

The primary purposes of the July 1983 evaluation should be:

- To assess project to date;
- Based on the progress achieved, to realistically assess the positive effects which the Project could achieve from April 1984 through March 1986
- To advise on the feasibility and effectiveness of a two-year extension for the Project.

The evaluation should examine the following in detail:

1. The operation of the Assistance Fund

- Number of loans
- Number of grants
- Repayment rates
- Income generation effect
- Effectiveness of selection criteria
- Effectiveness of operating procedures (including pure banking

- Impact on 'poorest of poor'
- Cost effectiveness (of total support package including training)
- Group perceptions of LDTC support
- Extent of 'Non Educational' support being provided
- Projection of organizations reached, loans/grants
- Provide estimated total costs and impact over period to April, 1986

2. Other Service Agency Interventions

- Number
- Type of intervention
- Cost effectiveness of selected interventions (to particularly examine an integrated learning package intervention and a one skill only intervention)
- Assessment of selection criteria
- Perception of LDTC support by partner organizations
- Use made in intervention of existing LDTC material, methods and skills
- Development and effectiveness of training interventions (including workshops by consultants)
- Projection of interventions, resource use and impact over period to April 1986.

3. Commitment of Government of Lesotho

- Knowledge of project operations within Ministry of Education and within Agriculture, Rural Development and Finance
- Use made by Government agencies of other Service Agency interventions
- Staff and budget support being provided
- Commitment to future localization of project (a phased localization plan or plans should be developed and discussed with Ministries of Education and Finance)

4. Effect of Project on other LDTC activities

- Perceptions of Service Agency by other LDTC sections
- Involvement of other sections in Service Agency work
- Diminution/increase of other activities as a result of Service Agency
- Support provided by Service Agency to other activities of LDTC

5. Institutional Development

- Purchases, use and maintenance of buildings, vehicles and equipment
- Number and types of training courses undertaken under project
- Estimate of time out of LDTC as a result of staff training
- Perceptions of training received by participants
- Assessment of different training methods (long term vs. short term, workshop vs. direct on-the-job training)
- Projection of future training requirements

6. Technical Assistance

- Contribution of long term technical assistance
- Assessment of recruitment procedures
- Monitoring of program by LDTC and recruiting agency
- Examination of perceptions of responsibility for long term technical assistance by LDTC, by USAID, by recruitment agency
- Analysis of use of short term consultants (by workshops provided, by reports provided by LDTC perceptions, by training manuals developed)
- Assessment of pre-planning by LDTC and USAID
- Assessment of support provided outside and within Lesotho

7. Project Administration Procedures

- Assessment of management/monitoring procedures used by USAID
- Perceptions of USAID procedures by LDTC
- Perceptions of LDTC cooperation by USAID project supervisors
- Analysis of positive and negative factors in USAID/LDTC partnership

PREPARATION FOR THE EVALUATION

This evaluation will determine whether the project is extended for a further two years. It is therefore a major undertaking and requires a good deal of preparation and careful selection of the evaluation team by LDTC and USAID. The following actions will be required to make the evaluation a success:

- A time period should be determined shortly and LDTC should plan to have all senior staff in Lesotho at that time and relatively free of other commitments.
- LDTC should begin to collect the information which will be needed by the evaluation team. The outline evaluation plan should be consulted on and plans drawn up by Management, Service Agency and Research and Evaluation.
- A list of names should be drawn up and the evaluation team selected shortly. The team should have the following expertise:
 - Experience with revolving funds for rural groups
 - Experience related to using distance teaching and in non-formal education techniques with other organizations
 - Experience with developing instructional materials for rural people
 - Knowledge of USAID procedures
 - Familiarity with USAID's work in non-formal education
 - Experience in Africa
 - Experience with management of small (20-100 employees), innovative education programs in a developing country.

APPENDIX A: LDTC Staff, December 1982

MANAGEMENT: Director (E)
Deputy Director (E)
Assistant Instructional Materials Designer/Typist (E)

ADMINISTRATION: Executive Officer (E)
Financial Controller (E)
Accountant (E)
Assistant Accountant (2) (1 Vacant) (E)
Driver (E)
Office Assistants (5) (4E)
Assistant Executive Officer (Vacant) (E*)
Clerk/Switchboard Operator (E)

RESEARCH AND EVALUATION: Educational Evaluator (E)
NFE Evaluation Specialist (Expatriate)
Research Officers (2) (1 Vacant)
Field Workers (2) (1 Vacant) (1E, 1E*)

PRODUCTION AND PRINTING: Personnel Officer/Production Coordinator (E)
Printing Supervisor (E)
Printing Assistants (2) (2E*)
Photographer (E)
Librarian (E)
Assistant Storekeeper/Storeman (E)
Binding Assistant (Vacant) (E*)
Collators (3) (1E*)
Stores Assistant (2) (2 Vacant) (2E*)

EDUCATIONAL RADIO: Broadcasting Officer (Expatriate)
Educational Broadcasting Officer (E)
Assistant Information Officer/Program Officer (E*)
Assistant Program Officer (E)
Technical Assistant/Studio Technician (E)

LITERACY & NUMERACY: Senior Literacy Officer (E)
Coordinator (E)
Literacy Assistant/Materials Designer (E)
Learning Monitor

SERVICE AGENCY: Service Agency Coordinator (E)
Project Advisor (Expatriate)
Instructional Materials Designer and Trainer (Expatriate)
Assistant Education Officer/Rural Education Officer/
NFE Trainer (E)
NFE Officer
Field Officer/Distribution Officer/Rural Education Officer (E)

BASIC RURAL EDUCATION: Instructional Materials Editor (E)
Instructional Materials Writer (E)

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COURSE WRITING: Courses Editor (Expatriate)
Courses Editor LIET (Expatriate)
Courses Editor (E)
Language Editor/Science Editor (E)
Sesotho Writer (E)
English Writer (Vacant) (E)
Graphic Artists (2) (1 Peace Corps Vol.) (1E)
Typing and Layout Supervisor (Vacant) (E*)
Assistant Instructional Materials Designer/Typists (3)
(1 Vacant) (2E, 1E*)

STUDENT ADVISOR: Student Advisor (Vacant) (E*)
Education Officer/Assistant Student Advisor (2) (1 Vacant)
(2E)
Tutor Organizer (2) (2E)
Assistant Storekeeper/Enrollment Records Clerk/Assistant
Records Clerk (E)
Typist/Clerk
Clerk (2) (1 Vacant) (1E, 1E*)

Notes of staff list:

1. Where two or more titles are given for a post, the first is the title in the GOL Establishment List.
2. E means that a post is established.
3. E* refers to established but frozen posts. In some cases, student advisor for example, the post is frozen and vacant. In others, printing assistants for example, the post is frozen but LDTC has need for the staff and pays them from its own funds.

Appendix B: Service Agency activities for other organisations

Sept. 81 - November 1982

<u>Name of Organisation</u>	<u>Type of Service</u>	<u>Date</u>
Lesotho Planned Parenthood Ass.	Adaptation, translation and printing of a booklet on family life education	Sept. - Dec. 81
Lesotho Coop Credit Union League	Development and recording of radio programmes for Radio Lesotho	Nov. 81 ongoing
Private Health Assoc. of Lesotho	Developed and printed a manual on Gastro-Enteritis for use by rural health workers	Oct. 81 - Aug. 82
Central Planning Office	Printed <u>Perspective Plan Alt., Lesotho Economic Indicators, and Options for Lesotho Economy.</u>	Oct. 81 - Aug. 82
Nat'l University of Lesotho	Printed 600 copies of <u>Language of Maths</u> , and <u>English for Maths</u> .	Sept. 81 - Nov. 81
Bureau of Statistics	Printed Annual Statistics Bulletin	Feb. 82
Rural Technology Unit	Developed and printed 500 copies of an appropriate technology book in Sesotho.	Sept. 81 - Nov. 81
Nat'l Curr. Dev. Centre	Printing of 500 copies of a questionnaire	April 82
Nat'l Bus Company	Consultancy on improved management/worker relations	April 82 - Oct. 82
Lesotho Workcamps Assoc.	Developed and printed advertising brochure and songs and games sheets	Feb. 82 - June 82
Ministry of Finance	Printed Annual Budget <u>Cost Estimates for 1982/83</u>	April 82
UNESCO	Edited minutes of Lesotho NEIDA Conference	April 82
Commercial Training Institute	Printing of ten course books	April 82 - ongoing
Office of Customs	Printed and bound booklet	March 82
LCCUL	Developed two poster size masters; brochure in Sesotho to further describe posters	May/June 82
Ministry of Health	Training sessions on NFE Techniques to be used when working with rural groups	May 82
Lesotho Ed. Research Assoc.	Developed and printed membership cards	May/June 82
LDTIC with LCCUL	Developing slide/tape presentation on how a community based income generating group can utilize the services of the LDTIC and LCCUL.	June 82 -

LCCUL and CARE	Week long workshop on participatory training techniques for field staff	Feb. 82
NFE Organisations in Mafeteng district	Workshop on basic bookkeeping and on how to apply to the Service Agency for help	June 82
Ministry of Agriculture, Health and Coops and Rur. Dev. Leribe District heads of Depts.	Graphics Arts workshop	June 82 - ongoing
All other districts (except Mokhotlong) heads of Depts.	Meetings to discuss Serv. Agency assistance programmes	Aug. 82
UNICEF	Meetings to discuss Sev. Agency assistance programmes	Aug. 82 - Nov. 82
	Training of nutrition assistants in bookkeeping, etc. to enable them to provide advice to rural income generating groups; Session on LDTC Assist. Fund	Aug./Sept.82
Intern'l Labour Organisation	Feasibility study on a community outreach programme	Feb. 82 - Aug. 82
F.N.C.O.	Assisted in materials development pretesting	Nov./Dec. 82
CARE	Productivity profile of mohair spinners	Nov. 82 - ongoing
Mohale's Hoek District Pig Ass.	One day workshop in Bookkeeping and planning	Nov. 82
Lesotho Primary School Parent Association	Designed Newsletter cover	Aug. 82
Ministry of the Interior	Assistance in the design of brochures on the Ventilated Improved Pit latrines (VIP) and the Ventilated Improved Dual Pit latrine (VIDP) and pretesting the brochures	Sept. 82 - Nov. 82
Ministry of Health	Training health assistants in some community approach techniques.	Nov. 82
Les. National Council of Women	Printing 40 copies of Nursery School report	Nov. 82

Assisted Groups

- Khotle Piggery Association

Pending Group Applications

- Pholonamane Buta-Buthe
- Buta-Buthe Driving School Co-op
- Ntloana Tsoana Wool and mohair growers (Khanyane)
- Mokhotlong marketing Co-op
- Itataiseng credit union and Qachas'nek

Proposals Approved by Screening Committee

- Lesotho Council of Workers - Women's Section
- Lesotho National Council of Women
- Boiteko Koloni Sewing Association

Proposals Turned Down by Screening Committee

- Maseru Typing School Club
- Matela Piggery Farmers

Proposals for Amendments

- Mahale's Hoek District Piggery Association

Proposals Before AFMS

- Lesotho National Council of Women *
- Lesotho Council of Workers - Women's Section *
- Boiteko Koloni Sewing Association

* Referred back to Screening Committee for determination of amount of interest, if any.

Best Available Document

APPENDIX D

MONTH/SECTION	BASIC RURAL EDUCATION	LITERACY & NUMERACY	SERVICE AGENCY	RES. & EVALUATION	STUDENT ADVICE	EDUCATIONAL RADIO
JANUARY	<ul style="list-style-type: none"> - Cattle Diseases Booklet is perfected. - Sesotho version of Booklet sent to Livestock surgeons for comments. - Receiving comments on the Family Life Education booklet - Print 1,000 copies of FLE. - Continue to distribute booklets. - Edit Moithuti. 	<ul style="list-style-type: none"> - Establish 6 more Learning Posts in Mafeteng - Recruit LP Administrators. - Distribute software to Learning Posts. - Book 1 (Revised) ready for printing. - Pamphlets/Leaflets ready for editing. - Publish Moithuti. 	<ul style="list-style-type: none"> - Plan and run NFE Skills Development workshop. - Finalise Book List and arrange ordering. - Screening Com. Approves Khobotle. - Draft Service Agency brochure. - Go into initial discussions with CTI regarding job. - Provide ongoing SA Assistance. - Investigate further NFE groups. - Revise/establish costs for jobs. 	<ul style="list-style-type: none"> - Test effectiveness of Radio Programmes using list students. - Learning Post Evaluation. - Plan booklet use evaluation and up-dating of preference list. 	<ul style="list-style-type: none"> - Run NTTC/LDTC LIET Course - Enrol new students. - Complete student handbook and arrange printing. - Finalise new record card for LIET students. - Advertise extensively. 	<ul style="list-style-type: none"> - Writing and producing following programmes each week: Thuto ka Ngollano, HOS Biology, Tsoelang Pele and Pua ea Sesotho. - Evaluating our programme using LIET students at NTTC. - Writing and recording programs on Ifo Lapeng - Re-writing programs on the Narrow Path. - Visit Quthing area to collect material for Tsoelang Pele.
FEBRUARY	<ul style="list-style-type: none"> - Discuss results of the advanced crochet pre-test and modify booklet. - Start updating preference list. - Start general evaluation of booklet scheme. - With Radio Section discuss <u>Tsoelang Pele</u> and restructure. - DLA minutes - Distribute booklets. - Edit Moithuti 	<ul style="list-style-type: none"> - Continue establishing learning posts - Continue recruiting LP Administrators. - Launch training for Administrators. - Revised Book 2 ready for editing. - Publish Moithuti 	<ul style="list-style-type: none"> - Initial planning for regional workshops. - Finalise equipment list and move towards ordering. - Write and layout brochure. - Plan for NFE Newsletter. - Ongoing SA work. Review resumes for 2 positions - Bring educational assistance to Khobotle, disburse part loan. - Continue ongoing staff training. - Contlg. invstg. process. 	<ul style="list-style-type: none"> - Test effectiveness of radio programmes using regular LDTC students at Saturday courses. - Plan to test radio programmes use/effectiveness in schools. - Finish Student Advice Progress Report. - Finish UNICEF survey report. - Start evaluation and updating BRE booklets scheme. - Analysis of NFE survey data. 	<ul style="list-style-type: none"> - Enrol new students. - Plan Saturday courses. - Collect and dispatch JC Registration forms for Exams - Process assignments. - Process applications. - Produce bi-monthly report - Process Exams results. 	<ul style="list-style-type: none"> - Writing and producing weekly programmes. HOS Biology, Thuto, Sesotno, Tselang Pele - Start writing programs on Mahale o Isoa Maroleng. - Preparing evaluation of programs using our students in Saturday courses. - Preparing adaptation of a smell of onions and the Boy who was afraid. - Finish radio for Winds of Change - Re-writing programs on Rebel, The Narrow Path and Manlopha-A-Senya.
MARCH	<ul style="list-style-type: none"> - Cattle diseases booklet into printing. - Help SA where needed. - Edit Moithuti - Writing crochet bk/let - Edit Book 3 Lit. & Num. - Typing - Begin Bk/let Evaluation Survey. - Distribution - Editor takes part in screening Com. meeting - Re print cookery 	<ul style="list-style-type: none"> - Identify third area for Learning Posts. - Campaign for establishing 6-8 L. Posts. - Identify potential Administrators. - Book 3 ready for editing. - Publish Moithuti. 	<ul style="list-style-type: none"> - Regional workshops planning. - Seek responses on Newsletter from LDTC staff. - Follow up CTI work. - Ongoing S.A. work. - Arrival of Trainer/Designer. - Start bi-monthly meeting with Khobotle group. - Identify second group for assistance and facilitate proposal writing. - Screening Com. meets. 	<ul style="list-style-type: none"> - Continue booklet evaluation & up-dating of preference list. - Evaluate Moithuti - Analysis of NFE survey. - Educational radio audience research. - Continue evaluating Learning Posts. - Plan for feasibility study community outreach programme. 	<ul style="list-style-type: none"> - Start monitoring Saturday courses. - Enrol new students. - Process Exams results. - Process assignments. - Publish student Newsletter. - Letter processing. 	<ul style="list-style-type: none"> - Writing and producing weekly programmes. - Start visiting Butha-Butha & Leribe Saturday classes for evaluating our programmes. - Recording programmes on Narrow Path, Mahale o tsoa Maroleng, Rebel & Mahlopha-A-Senya. - Plan visit to High Schools to test our programmes - Process results of available evaluation.

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Best Available Document

MONTH/SECTION	BASIC RURAL EDUCATION	LITERACY AND NUMERACY	SERVICE AGENCY	RES. & EVALUATION	STUDENT ADVICE	EDUCATIONAL RADIO
A P R I L	<ul style="list-style-type: none"> - Finish cattle diseases bk/let and begin distribution. - Continue with general evaluation. - Editing Moithuti. - Crochet writing. - Help SA where needed - Typing - Distribution - Help Lit. & Num with Learning Post. 	<ul style="list-style-type: none"> - Establish 6-8 Learning Posts in third area. - Train Learning Post Administrators. - Print Book 2. - Publish Moithuti 	<ul style="list-style-type: none"> - Finalise plans for Mid-April regional workshops. - Prepare to publish first NFE Newsletter. - First part of CTI material ready for printing. - Ongoing S.A. work. - Fund loan bi-monthly meetings. - AFMS considers applications and approves/advices. - Launch workshops. 	<ul style="list-style-type: none"> - Continue booklet evaluation & updating of preference list. - Continue with Moithuti's evaluation. - Analysis of NFE survey. - Continue evaluating Learning Posts. - Continue audience research for Ed. Radio. - Continue feasibility study (COP). 	<ul style="list-style-type: none"> - Enrol new students - Monitor Saturday courses. - Process Assignments. - Do bi-monthly report. - Letter processing. 	<ul style="list-style-type: none"> - Writing producing weekly programmes - Continue visits of Saturday courses in M'Hoek and Mafeteng areas. - Begin writing programmes on a Smell of Onions & boy who was afraid & new English Poems. - Try and visit Ntate Tjokosela Re: His Sotho book. - Record programmes Mahlopha-A-Senya. - Start preparing Radio notes for new books.
M A Y	<ul style="list-style-type: none"> - Finish general evaluation of booklets. - Edit Moithuti. - Help SA when needed. - Distribution - Crochet writing 	<ul style="list-style-type: none"> - Continue establishing 6-8 Learning Posts. - Train Administrators. - Print Book 3. - Publish Moithuti. - Continue monitoring old Learning Posts. 	<ul style="list-style-type: none"> - Continue workshops. - Newsletter for typing/Layout. - Radio broadcasts on SA services - Second part of CTI materials ready for printing. - Ongoing services. - Quarterly financial report from Khobolle, evaluation. - Second loan disbursement. - Disbursement of money to second group. - Investigate further NFE groups. 	<ul style="list-style-type: none"> - Continue feasibility study - Continue evaluation of Learning Posts - Start analysing data on preference list/booklet evaluation. 	<ul style="list-style-type: none"> - Plan for NTTC/LDTC course. - Publish second student newsletter. - Process assignments. - Continue enrolments (except for Exams seekers). - Letter processing. <p style="text-align: center;">PREPARE STUDENT REPORTS - NTTC COURSE</p>	<ul style="list-style-type: none"> - Writing & producing weekly programmes. - Visit Saturday courses in T.Y. and Maseru. - Must rap-up Saturday courses part of evaluation. - Begin High School visits Re: Our programmes. - Recording programmes on smell of onions and a boy who was afraid Reading (if available) the gods are not to blame.
J U N E	<ul style="list-style-type: none"> - Distribution. - Edit Moithuti. - Pretes' crochet. - Wait for results of general evaluation. - Help S.A. where necessary. 	<ul style="list-style-type: none"> - Follow-up third group of Learning Posts. - Publish leaflets and pamphlets. - Monitor all Learning Posts. - Publish Moithuti. 	<ul style="list-style-type: none"> - Plan for September workshops. - Newsletter's first issue published. - S.A. radio broadcasts. - Mtlatshi returns. - Continue educational assistance to organizations - Investigate new groups. 	<ul style="list-style-type: none"> - Data analysis (a) Comm. outreach programme - (b) Preference/booklet evaluation - (c) Radio research. - (d) Moithuti? - Write up, reports as above. 	<ul style="list-style-type: none"> - Run NTTC/LDTC course. - Do bi-monthly report. - Process assignments. - Letter processing. <p style="text-align: center;">Publish Second STUDENT NEWS LETTER</p>	<ul style="list-style-type: none"> - Writing and producing weekly programmes. - Finish recording programmes on Marrow Path, Rebel Mahlopha-A-Senya and Monale o Tsoa Maroleng. - Wrap-up evaluation programmes. - Finish radio notes for new books. - Study report of evaluation.

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