PD-AAP-150
isn: 34298

632-0222/42

UNCLASSIFIED

PROJECT PAPER

BASIC AND NON-FORMAL EDUCATION SYSTEMS

(632-0222)

122

USAID-LESOTHO
November 8, 1983

UNCLASSIFIED

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON D C 20523

FEB 14 4 59 PM '84
AID
EXECUTIVE SECRETARIAT

PDAAP150

THE ADMINISTRATOR

ACTION MEMORANDUM FOR THE ADMINISTRATOR

THRU: ES

THRU: AA/PPC, Mr. Richard Derham

FROM: AA/AFR, Mr. Frank Donatelli

SUBJECT: Lesotho Basic & Non-formal Education Systems (BNFES) Project - 632-0222

Problem: Your approval is requested for a grant of $25.75 million for subject project from Education and Human Resources funds. In FY 84 $2.5 million will be obligated.

Project Rationale: Recent USAID and GOL assessments have shown that the lack of a broad and more employment-oriented basic education is one of the principal constraints to increased agricultural productivity and the development of commerce and industry in Lesotho. This project will assist in reorienting the education system away from an emphasis on academic training toward a greater emphasis on skills required for rural employment and improved agricultural production.

In order to do so, the project provides resources to four components selected as the most critical areas for assistance. Three of the project components will improve basic features of the education system. These include: the quality of teachers through improvements in pre-service and in-service teacher training; a reorientation of the primary school curriculum; and management of the education system through increased efficiencies in the operation of the Ministry of Education (MOE). The fourth component focuses on one area that has been repeatedly identified as essential to overcome the shortage of skilled labor: rural vocational education.

This project approaches constraints to the education system in a programmed and unified manner, viewing the system as an inter-related set of institutions and functional areas. Combining these components into one project strengthens the operational linkages necessary for overall improvement of the education system. It also permits flexibility in the time phasing and use of resources and allows certain management economies and financial savings in the administration of the project.

The AID strategy in Lesotho is to increase rural incomes by expanding rural employment opportunities. This project is designed to improve the education system by making it more efficient and more relevant to the needs of rural areas. The GOL has demonstrated a strong commitment to this objective and the project supports the recent GOL analysis of the education sector and plan for addressing constraints to education over the next five years.

This project and the proposed FY 85 Lesotho Agricultural Production and Institutional Support (LAPIS) Project will be the only new starts in Lesotho during the five-year planning period. Like the BNFES Project in the education sector, the LAPIS Project will consolidate AID efforts under one project coordinating umbrella in the agriculture sector. We believe that given the shortage of human resources, both in the Mission to handle project implementation and in the GOL to serve as counterparts, the proposed consolidation of efforts in both sectors is an appropriate strategy for the AID program in Lesotho.

Project Description: The purpose of the proposed project is to improve the Ministry of Education's capacity to efficiently administer resources and to provide a more effective and relevant education system for rural Lesotho. A.I.D. already has provided resources to the education sector for several activities, including: manpower training; support for extramural studies at the National University of Lesotho; support for non-formal education; creation of an instructional materials resource center; and vocational training in Maseru. This project is designed to build on these efforts, strengthen the MOE's capacity to better utilize the resources already provided, and provide the necessary tecnical expertise to ensure that activities and project resources are well coordinated.

The project consists of four major components: 1) MOE institutional strengthening; 2) strengthening of the National Teacher Training College (NTTC); 3) curriculum development and strengthening of the national Curriculum Development Center (NCDC); and 4) establishment of a pilot Rural Skills Training Center (RSTC) in Thaba Tseka.

Because of the interdependent nature of the components, the implementation plan has been developed to ensure that decision-making authority on project implementation matters is well defined. Routine project implementation matters will be handled by a Project Management Committee composed of working level representatives from each of the participating GOL agencies. Matters that require high level attention will be handled by a Project Steering Committee composed of key GOL officials and the USAID Director.

The Project Management Committee will be led by the USAID-funded Chief of Party and her/his counterpart. This Chief of Party will have overall responsibility for coordination of the four project components, supervision of the all project-funded technical assistance, and liaison with the Mission..

The major share of AID funds to this project will be channeled through the project implementation contract. Overall management of project implementation, ie. the Chief of Party position and the MOE

institutional strengthening component, will be awarded to a single contractor. An RFP will be issued for the entire project implementation contract. It will allow the bidders to bid alone, or as is more likely, to bid as a consortium, joint venture, or as a principal contractor with specified subcontractors. The RFP will indicate what specific tasks may be disaggregated from the the overall management contract. Implementation of the vocational education component is one example.

This proposed approach to implementation will alleviate the heavy implementation workload in the education sector now assumed by the Mission's limited staff. Various on-going AID activities in the education sector will be phased into this project and others will be phased out. Eventually, it will be the sole AID project in the education sector.

AID funds will finance: technical assistance (about $15.0 million); training (about $5.0 million), commodities (about $1.7 million), some local operating expenses (about $1.7 million). The GOL will provide about $5.52 million, or 18% of total life-of-project funding, for local currency costs including personnel, administrative support and housing, training, office space, and maintenance.

Waiver: The attached authorization includes a waiver of the 25% Cooperating Country contribution requirement set forth in Section 110 (a) of the Foreign Assistance Act, as permitted by Section 124 (d) of that act based upon the justification set forth in Section IVD of the Project Paper.

Responsiveness to AID Directives:

1) Policy Reform in the education sector is a major goal of the BNFES Project. The purpose of the project is to assist in institutionalizing strong management and administrative systems to support higher quality primary education in Lesotho. To do so, the GOL must introduce the necessary fiscal and administrative reforms and ensure that current policies are compatible with the objectives of the project.

Some of these specific policies include:

*the share of GOL finances to those inputs in the education sector necessary for this project, mainly in the areas of administration, the inspectorate, curriculum development, primary education, and support for the Thaba Tseka pilot project, should not decline over the life of the project;

*the project supports the recommendation of the GOL education sector study pertaining to the need to contain the already high share of the education budget supporting the National University;

*the NTTC and the NCDC should ensure that the new curricula for primary schools and teacher training are introduced and effectively disseminated;

*the project will assist the MOE in establishing, along with other GOL agencies, performance-based evaluation criteria for all administrative and teaching staff;

*the MOE will have instituted written task and qualification descriptions for all positions.

2) Institutional Development of the MOE and its various line agencies is the major thrust of AID assistance under this project. A.I.D. already has provided assistance in establishing an instructional materials resource center and curriculum development center. This project will provide further technical assistance to fully institutionalize the capacity of the MOE to operate these new centers and to two other institutional development areas: teacher training and vocational education. By the end of the project, the MOE will be able to operate these entities more efficiently and with its own resources.

3) Private Sector Participation will be encouraged during the contract solicitation process, especially in the vocational and technical training areas where they have expertise. The Mission anticipates that all or part of the contract for project implementation will be awarded to a U.S. private sector contractor.

Conclusions

From the review and analysis of the PP, the ECPR concluded that:

1) the proposed approach is technically, economically, and administratively sound;
2) the timing and funding of the project are appropriately scheduled;
3) sufficient planning has been completed to implement, monitor and evaluate progress under the project; and
4) all statutory criteria have been met.

This project is excluded from the requirement for an Initial Environmental Examination under Section 216.2 (c) of AID Regulation 16. The determination for a categorical exclusion is on pg. 80 of the project paper.

This project was included in the FY 84 Congressional Presentation, Africa Annex, pg. 423.

The Grant Agreement will contain the conditions precedent and covenants as set forth in the attached authorization. It also will contain an annex describing the policy reform and institutional development gains expected to be accomplished by the end of the project.

Both the Project Committee and the ECPR, held on December 5, 1983 and December 9, 1983 respectively, recommended approval of this project. There were no unresolved issues.

The officers responsible for project implementation in USAID/Lesotho are the Mission Director, Ms Edna Boorady and the Human Resource Development Officer, Ms Patsy Layne. The AID/W Project Officer is Ms Karen Nurick.

Human Rights: No human rights issues have been raised.

Recommendation: That you sign the attached project authorization, in the amount of $25.75 million in AID grant funds to be obligated over a six-year period.

Attachment: Project Paper
Project Authorization

Clearances:
GC:HFry _____ Date 2/2/84

DAA/AFR:GPatterson	Date	
AFR/PD:NCohen for NC	Date	1/26/84
AFR/PD/SAP:EMGilbert	Date	1/24/84
AFR/SA:RCarlson	Date	1/25/84
AFR/DP:HJohnson	Date	1/26/84
GC/AFR:TBork	Date	1-26-84
AFR/TR/EHR:CPerry	Date	1/25/84
KP PPC/PDPR:EHullander	Date	2/2/84
AFR/DP:EDonaghue (draft)	Date	12/23/83
AFR/PD:LHausman (draft)	Date	12/23/83
AFR/SA:DD'Antonio (draft)	Date	12/15/83
AFR/TR/EHR:TRoss (draft)	Date	12/19/83
PPC/PDPR:FMethod (draft)	Date	12/19/83

Drafted: KJNurick:kjn;12/15/83;28818;0835

BASIC AND NON-FORMAL EDUCATION SYSTEMS

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UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON D C 20523

THE ADMINISTRATOR

PROJECT AUTHORIZATION

Name of Country: Lesotho

Name of Project: Basic and Non-Formal Education Systems

Number of Project: 632-0222

1. Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Basic and Non-Formal Education Systems Project for Lesotho (the "Cooperating Country") involving planned obligations of not to exceed twenty five million, seven hundred fifty thousand United States Dollars ($25,750,000) in grant funds over a six year period from date of authorization, subject to the availability of funds in accordance with the AID OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is six years from the date of initial obligation.

2. The Project consists of assistance to the Cooperating Country in strengthening its capability to efficiently provide appropriate effective education that is relevant to Lesotho's development needs. The Project has four major components: (1) strengthening of the Ministry of Education's capability in areas of financial management, personnel systems, planning functions and management operations; (2) the improvement of the administration, policies and teaching operations of the National Teachers Training College; (3) assistance in the revision of curricula and instructional material used in primary schools; and (4) support to non-formal education efforts and education programs. The Project will fund long-term technical assistance, participant and local training, commodity procurement and other costs.

3. The Project Agreement which may be negotiated and executed by the officer to whom such authority is delegated in accordance with AID regulations and Delegations of Authority shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as AID may deem appropriate.

4. A. Source and Origin of Commodities, Nationality of Services

Commodities financed by AID under the Project shall have their source and origin in the Cooperating Country or countries included in AID Geographic Code 941, except as AID may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the Cooperating Country or countries included in AID

Geographic Code 941 as their place of nationality, except as AID may otherwise agree in writing. Ocean shipping financed by AID under the Project shall, except as AID may otherwise agree in writing, be financed only on flag vessels of the United States or the Cooperating Country.

4. B. Conditions Precedent

(1) Conditions Precedent to Initial Disbursement

Prior to the first disbursement under the Grant, or to the issuance of documentation pursuant to which such disbursement will be made, the Cooperating Country will, except as the Parties may otherwise agree in writing, furnish to AID in form and substance satisfactory to AID:

a. A statement of the name of the person or persons acting as representatives of the Cooperating Country for purposes of the Grant, and of any other representatives, together with a specimen signature of each person specified in such statement.

b. A Project Coordination Plan which, among other things, (i) shall designate the principal person representing the Cooperating Country charged with management responsibilities for the Project; and (ii) shall demonstrate that the Project Steering Committee and the Project Management Committee have been established, shall designate their members, and shall provide evidence that the terms of reference for their operation have been adopted.

(2) Additional Condition Precedent to Disbursement for the Ministry of Education Institutional Strengthening Component

Prior to disbursement under the Grant for the Ministry of Education Institutional Strengthening Component, or to the issuance by A.I.D. of documentation pursuant to which such disbursement will be made, the Cooperating Country will, except as the Parties otherwise agree in writing, furnish to AID in form and substance satisfactory to AID evidence that the Cooperating Country will establish and fill, and will finance from GOL funds, the following position: a school supply unit financial manager for the Ministry of Education.

(3) Additional Condition Precedent to Disbursement for the National Teacher Training Center Component

Prior to disbursement under the Grant for the National Teacher Training Center component of the Project, or to the issuance by

AID of documentation pursuant to which such disbursement will be made, the Cooperating Country will, except as the Parties otherwise agree in writing, furnish to AID in form and substance satisfactory to AID, evidence that the Cooperating Country will establish and fill, and will finance from GOL funds, the following positions:

(1) financial manager, NTTC;
(2) deputy director, academic affairs, NTTC

(4) Additional Condition Precedent to Disbursement - Rural Skills Component

Prior to disbursement under the Grant for the Rural Skills component of the Project, or to the issuance by AID of documentation pursuant to which disbursement will be made for such activities, the Cooperating Country will, except as AID may otherwise agree in writing, furnish to AID in form and substance satisfactory to AID:

a. Evidence that the Cooperating Country will establish and fill, and will finance from Grant funds on a timely basis, the following positions:

(1) Administrator, Rural Skills Training Center
(2) Deputy Administrator, Rural Skills Training Center
(3) GOL Liason/Coordinator, Rural Skills Training Center

b. Evidence that the Cooperating Country will establish, fill and will finance from Government of Lesotho funds, the following positions:

(1) Five rural skills training instructors in fields to be determined by a needs assessment, and
(2) Six support staff.

c. Evidence that the Cooperating Country will make available to the Project the faciity in Thaba Tseka presently under construction and funded by World Bank for use as the Rural Skills Training Center.

d. Evidence that the Cooperating Country will make available in a timely manner and at no expense to the Grant, two homes in Thaba Tseka town appropriate for the two expatriate technical assistance staff of the Rural Skills Training Center component of

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the Project.

(5) Additional Condition Precedent to Disbursement for the Rural Skills Training Center Assistance Fund

Prior to disbursement under the Grant for the Rural Skills Training Center Assistance Fund, or to the issuance by AID of documentation pursuant to which such disbursement will be made, the Cooperating Country will, except as the Parties otherwise agree in writing, establish procedures acceptable to AID for operation of the Assistance Fund.

4. C. Covenants

The Cooperating Country shall covenant that, except as AID may otherwise agree in writing:

a. Within eighteen months of signing the Project Agreement, a detailed plan satisfactory to AID will be prepared and submitted to AID for a National Teacher Training College/Lesotho Agricultural College coordinated program for instruction and practical training in agriculture education of all PTC, APTC and STC Certificate trainees at the National Teacher Training College.

b. Within eighteen months of signing the Project Agreement, and using the Ministry of Education Curriculum Development Policy (1980) and the GOL Education Sector Survey (1982) submit to AID a detailed plan of action satisfactory to AID to integrate practical studies, such as agriculture and home production education, into primary and secondary school curriculum and related examinations.

c. The Office of Cabinet Personnel shall second to the Ministry of Education from the technical assistance provided under the Project, the personnel specialist for the task of establishing an overall personnel system for the Ministry of Education.

d. The Office of Cabinet Personnel will second to the Planning Unit of the Ministry of Education for the task of conducting research and analysis of data such staff of the Bureau of Statistics as are agreed upon between the Permanent Secretaries of the MOE and the Ministry of Planning, Employment and Economic Affairs.

e. The Office of Cabinet Personnel will ensure that designated posts for counterpart personnel are established and filled for all technical assistance personnel provided under the project.

f. It will provide office space, facilities, and normal administrative support for all technical assistance personnel provided under the Project.

g. Within one year of signing the Project Agreement, a formalized memorandum of agreement will be entered into among IEMS, LDTC, and the GOL/MOE that LDTC is to provide precounseling, post counselling, and remedial education for RSTC trainees and IEMS is to provide entrepeneurial and management training.

h. It shall establish appropriate accounts and accountability procedures for each MOE entity identified below to receive and disburse monies accrued through income generating activities: the RSTC, the IMRC, and the Agriculture and Practical Skills Department of the NTTC. Those procedures will enable the named entities to control and utilize income generated from U.S. grant funds under this Project for the specified purposes, such as securing replacement supplies or commodities in a timely and efficient manner.

i. Within eighteen months of signing the Project Agreement, the Cooperating Country shall prepare and submit to AID a detailed plan of action, satisfactory to AID, for appropriate limitation of the number of students enrolled in off-campus and on-campus programs of the National Teacher Training College. The plan shall include a time-phased program of action for filling all required professional and staff personnel at the National Teacher Training College and the Instructional Materials Resource Center, and for developing an instructional management plan for optimum utilization of teaching staff and facilities.

5. Waiver

The requirement that the Cooperating Country contribute at least 25% of the project costs, set forth in Section 110(a) of the Foreign Assistance Act, of 1961, as amended, is hereby waived, as permitted by Section 124(d) of that act based upon the justification set forth in Section IV.D of the Project Paper.

M. Peter McPherson
Administrator

Date

Clearances:
AA/AFR:FSDonatelli _____ Date _____
AA/PPC:RDerham _____ Date _____
GC:HFry _____ Date _____
PPC/WID:NHorenstein _____ Date _____

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AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT PAPER FACESHEET

1. TRANSACTION CODE: A (A = ADD, C = CHANGE, D = DELETE)

PP

2. DOCUMENT CODE: 3

3. COUNTRY/ENTITY: LESOTHO

4. DOCUMENT REVISION NUMBER:

5. PROJECT NUMBER (7 digits): 632-0222

6. BUREAU/OFFICE: A. SYMBOL: AFR; B. CODE: 06

7. PROJECT TITLE (Maximum 40 characters): Basic & Non-formal Education Systems

8. ESTIMATED FY OF PROJECT COMPLETION: FY 90

9. ESTIMATED DATE OF OBLIGATION: A. INITIAL FY 84; B. QUARTER 1 (Enter 1, 2, 3, or 4); C. FINAL FY 89

10. ESTIMATED COSTS ($000 OR EQUIVALENT $1 –)

A. FUNDING SOURCE	FIRST FY B. FX	FIRST FY C. L/C	FIRST FY D. TOTAL	LIFE OF PROJECT E. FX	LIFE OF PROJECT F. L/C	LIFE OF PROJECT G. TOTAL
AID APPROPRIATED TOTAL	3,560	440	4,000	23,053	2,697	25,750
(GRANT)	(3,560)	(440)	(4,000)	(23,053)	(2,697)	(25,750)
(LOAN)	( )	( )	( )	( )	( )	( )
OTHER U.S. 1.						
OTHER U.S. 2.						
HOST COUNTRY		82	82		5,684	5,684
OTHER DONOR(S)						
TOTALS	3,560	522	4,082	23,053	8,381	31,434

11. PROPOSED BUDGET APPROPRIATED FUNDS ($000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE C. GRANT	PRIMARY TECH. CODE D. LOAN	E. 1ST FY 84 F. GRANT	E. 1ST FY 84 G. LOAN	H. 2ND FY 85 I. GRANT	H. 2ND FY 85 J. LOAN	K. 3RD FY 86 L. GRANT	K. 3RD FY 86 M. LOAN
(1) EH	600			4,000		2,500		5,100	
(2)									
(3)									
(4)									
TOTALS									

A. APPROPRIATION	N. 4TH FY 87 O. GRANT	N. 4TH FY 87 P. LOAN	Q. 5TH FY 88 R. GRANT	Q. 5TH FY 88 S. LOAN	LIFE OF PROJECT T. GRANT	LIFE OF PROJECT U. LOAN
(1)	5,100		5,800		25,750	
(2)						
(3)						
(4)						
TOTALS						

12. IN-DEPTH EVALUATION SCHEDULED: MM 10 YY 86

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

1 (1 = NO, 2 = YES)

14. ORIGINATING OFFICE CLEARANCE

SIGNATURE: Edna A. Boorsky

TITLE: Director, USAID/Lesotho

DATE SIGNED: MM 11 DD 08 YY 83

15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION: MM DD YY

AID 1330-4 (3-76)

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ANNEXES

A. GOL Letter of Request for Assistance
B. PID Approval Message
C. Logical Framework Matrix
D. Technical Assistance Scopes of Work
E. Project Analyses

   1. Economic
   2. Social Soundness

F. Project Cost Estimate and Budget Notes
G. Participant Training Plan
H. Illustrative Commodity and Equipment List
I. Other Donor Assistance
J. Statutory Checklist

ACRONYMS

ABS	Annual Budget Submission
AID	United States Agency for International Development
APS	Academic Program Specialist
USAID/L	USAID/Lesotho
APTC	Advanced Primary Teacher Certificate
BFNES	Basic and Non Formal Education Systems
CDSS	Country Development Strategy Statement
CEO	Chief Education Officer
CIDA	Canadian International Development Agency
COSC	Cambridge Overseas School Certificate
CP	Condition Precedent
CPDO	Central Planning Development Officer
EEC	European Economic Community
EHRD	Education and Human Resources Development
GDP	Gross Domestic Product
GOL	Government of Lesotho
GNP	Gross National Product
GVS	(West) German Volunteer Service
HRDO	Human Resources Development Officer
IBRD/IDA	World Bank
IDM	Institute of Development Management
IEMS	Institute of Extra-Mural Studies

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ILO	International Labor Office
IMRC	Instructional Materials Resource Center
IRR	Internal Rate of Return
JC	Junior Certificate
LAC	Lesotho Agricultural College
LAPIS	Lesotho Agricultural Production and Instruction Support
LDTC	Lesotho Distance Teaching Center
LIET	Lesotho In-Service Education to Teachers
LIPA	Lesotho Institute for Public Administration
LNDC	Lesotho National Development Corporation
LOIC	Lesotho Opportunities Industrialization Center
LTI	Lerotholi Technical Institute
MCRD	Ministry of Cooperatives and Rural Development
MDT	Manpower Development and Training Project
MOA	Ministry of Agriculture
MOE	Ministry of Education
MOF	Ministry of Finance
NCDC	National Curriculum Development Center
NFE	Non-Formal Education
NMDS	National Manpower Development Secretariat
NTTC	National Teacher Training College
NUL	National University of Lesotho
ODA	Overseas Development Administration
OECD	Organization for Economic Cooperation and Development

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PACD	Project Assistance Completion Date
PSLC	Primary School Leavers Certificate
PTC	Primary Teachers Certificate
REDSO/ESA	Regional Economic Development Support Office/Eastern and Southern Africa
RSA	Republic of South Africa
RSTC	Rural Skills Training Center
SACU	South African Customs Union
SADCC	Southern Africa Development Coordination Conference
STC	Secondary Teachers Certificate
STTC	Secondary Technical Teachers Certificate
TSU	Teachers Service Unit
UK	United Kingdom (Britain)
UNESCO	United Nations Economic, Social and Cultural Organization
UNDP	United Nations Development Program
USAID	United States Agency for International Development, Missions

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MEMORANDUM

TO: Project Committee Basic and Non-Formal Education Systems Project 632-0222

From: Patsy P. Layne, USAID/Lesotho

SUBJECT: Lesotho Basic and Non-Formal Education Systems PP

REF: State 135766

DATE: November 8, 1983

1. The BNFES PP has been revised on the basis of issues raised in the reftel. Details follow:

2. The purpose statement has been restated and supported by separate subpurpose statements and EOPS. (Section C, pages 16 and 17 and Annex C: Logical Framework.)

3. The Project Description has been rewritten to clarify linkages among components and to delineate the overall impact of the Project strategy in relation to separate Project components. Each component description contains a more detailed analysis of linkages between inputs and outputs in a subsection "Project Activities".

4. Annex F contains thorough analyses of GOL contributions (ANNEX F: COSTING AND BUDGET NOTES). The GOL contribution is estimated to be 17% throughout the life of the Project, mostly in-kind contributions.

5. As explained above in paragraph 4, Section C: Project Descriptions, contains an overview on pages 17-18 explaining expected overall impact of the Project and linkages among components.

6. Annual evaluations are budgetted as a line item in Component One: Institutional Strengthening of the MOE. Annex C: LOGICAL FRAMEWORK contains specific quantifiable indicators for EOPS and Magnitude of Outputs. Baseline data given is from The Education Sector Survey and will be revised as more current and reliable statistics are gathered.

7. Overall project logistic and management activities are subsumed under Component One and no longer appear as a separate component.

8. Section III F Contracting Considerations, pp 80-81, explains the relationship of small and disadvantaged firms or businesses to the contracting process.

9. A technical advisor (Personnel Training Coordinator) will be responsible for coordinating, planning and logistical support for all project funded training activities. The Project Description includes proposed course content wherever that specificity is appropriate at this stage of planning. However, as is indicated throughout the PP, some of the details will be decided on the basis of needs assessments and other planning activities undertaken during the first phases of Project implementation. ANNEX H: TRAINING PLAN sets out more details about the roles that indigenous Lesotho institutions will play in the training activities of this Project.

UNITED STATES A.I.D. MISSION TO LESOTHO

TELEPHONE 23954
AMERICAN EMBASSY
P.O. BOX 333
MASERU 100
LESOTHO

November 9, 1983

Mr. Norman Cohen, Director
Office of Project Development
Bureau for Africa
Agency for International Development
Washington, D.C.

Dear Mr. Cohen:

Enclosed are an original and two copies of the Project Paper for the Basic and Non-Formal Education Systems Project, 632-0222. The paper has been revised in response to STATE 135766 of May 17, 1983, which contained guidance to the Mission following the AID/W issues meeting. I am hopeful that you will find it to be a much improved document.

Patsy P. Layne, our Human Resources Development Officer, will represent the Mission at the ECPR review of the paper. She is currently on HL/RTP orders and will be in Washington for the review.

Following authorization of the project we plan to sign a Project Grant Agreement with the Government of Lesotho during December, 1983/January, 1984, depending on the results of the ECPR review and project approval by the AA/AFR and the Administrator.

Thank you for the assistance which your office has provided in the development and review of the project.

Sincerely,

Edna A. Boorady

Edna A. Boorady
Director

cc: Ms. Patsy P. Layne

Enclosures: a/s

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I. THE DEVELOPMENT SETTING

A. The Country and Its People

The Kingdom of Lesotho, formerly a British protectorate, is a constitutional monarchy, having gained its independence in 1966. It is a small, mountainous and landlocked country, an enclave situated wholly within the borders of the Republic of South Africa (RSA). It is the only country in the world which is entirely 5000 feet or more above sea level. With a population estimated at 1,300,000 people in 1981, and slightly larger in size than the State of Maryland, Lesotho has limited arable land, about 13%. Notwithstanding, agriculture has remained the major economic activity, employing about 66.5% of the labor force, while total wage employment accounts for 6.4% of the labor force. There is considerable population pressure, overgrazing and soil erosion, especially in the relatively fertile lowlands around Maseru.

Over 90% of the population is rural. The nation's population is young, with 40% under the age of 15 and only 5-6% over 65. Lesotho's population is expected to total 2.0 million by the year 2000, placing increasing pressures on food production, employment and the need for services.

The driving force of Lesotho's economy since independence has been the income generated by the Basotho working in the RSA, which constitute about 75% of the Basotho wage earners. This number is expected to decline over time because of the automation of the RSA mining sector and policies which give job preference to citizens of South Africa, including the ''homeland areas''. Remittances to Lesotho from these workers represent 41% of the GNP. This is four times the total value of Lesotho's merchandise exports.

Lesotho's survival and well-being depend on its ability to expand its domestic employment opportunities and to shift from dependence on wage remittances from migrant workers in the mines of South Africa to increasing self-reliance at home and expanding exports. The proposed project is directed toward the development of an educational system in Lesotho which places a high value on self-reliance and the acquisition of skills which will contribute to individual and national well being.

B. Education in Lesotho - Past and Present

The Past: During colonial days Basotholand (Lesotho, since Independence) was considered to be a labor reserve for South Africa, requiring only basic schooling for its children. Industrial development in the colonial government's view was not a feasible prospect so that the development of high or middle level manpower would have been unnecessary. The result was that although it had one of the highest literacy rates in Africa, Lesotho was almost totally dependent on outsiders for skills requiring long-term schooling and education.

The Present: At Independence in 1966 Lesotho had a large formal education network, provided by the three Christian missionary societies, the administration of which was largely in the hands of the churches. Independence stimulated an increased determination by the Government to restructure the education system and through the Ministry of Education (MOE), to make efforts to increase its administrative control over the system. This was essentially accomplished over time and currently the administrative, financial and academic control of the formal education system is vested in the MOE. However the ownership, management, and supervision of the primary and secondary schools remains with the churches, with the exception of 24 of the country's 1080 primary schools and 13 of the 96 secondary schools. The MOE trains teachers, administers examinations, reviews and authorizes curricula, opens and closes schools, inspects the operation of all schools and pays teachers' saleries. Education in Lesotho, therefore, is organized under two distinct institutions: the government and the churches. The relationship between the two as stated in the Education Policy Guidelines of 1981 is that of a partnership among the communities, government and the Christian churches.

In all three of the Government of Lesotho's (GOL) Five Year Plans it has been a stated policy that government will not ''take over''the church schools. An Education secretary appointed by each of the three church groups and paid by the Government, has become an indispensable link between the church schools and the Government.

Formal Education in Lesotho consists of seven years of primary education, five years of secondary education (three years of junior secondary and two years of senior secondary) and four to six years of higher education. In addition to general education, there are ten vocational schools and five technical schools (senior secondary level).

Non-formal Education (NFE) in Lesotho had by 1979 grown to a point where over thirty different agencies provided NFE in some form. The government at that time established an interministerial coordination committee for adult NFE programs that endeavored to reduce duplication and improve coordination between agencies and the GOL. There are now over 300 separate and viable local NFE organizations undertaking skills training and other educational needs for the adult population.

C. GOL - Education and Human Resources Development - Policies and Strategies

Because of a widespread feeling that it was time to take a comprehensive look at the provision of education and training in Lesotho, to see how the education system might make a greater contribution to the country's development and prosperity, the GOL launched the National Education Dialogue in 1978.

This provided the population of Lesotho with an opportunity to express their opinions through village meetings (pitsos) with government officials and representatives of the churches involved in education. These meetings identified the strong public reaction to what was believed to be a declining standard of education, declining quality and performance of teachers, and the lack of practical and relevant skills experience in the school curriculum.

One result of this dialogue was that the Cabinet established the Education Sector Survey Task Force in 1980, with members drawn from national and international personnel of the Ministy of Education, the National University of Lesotho, Ministry of Agriculture, Ministry of Cooperatives and Community Development, and the Education Secretaries of the Churches. Because of the diversity of its membership, the Task Force was able to examine the problems and issues facing education in Lesotho from a variety of perspectives. It held meetings in all ten districts to ascertain the then current thinking about the education system and included members of the District Development Committee, school managers, head teachers, the Chiefs, and representatives of school committees and teacher organizations. Discussions were also held with key officials in several of the ministries, with cabinet members and educators.

The result, the Education Sector Survery Report, published in November 1982, has been approved by the GOL Cabinet as the basic policy document for the development of the education system in Lesotho to the year 2000.

A number of key issues emerged during the course of the Task Force's deliberations. First, there was evidence that there has been a marked decline in the performance of students in the basic skills of reading, writing, and arithmetic, as well as in their personal behavior and moral standards. Second, there was a consensus that the orientation of the education system was not functional in relation to Lesotho's needs. In particular, students were not gaining the values, understanding and skills that might lead to productive wage or self-employment. Finally, the improvement and management of schools was considered as were economic constraints present in the system.

The Task Force proposed two general priorities for the development of the education system; first, the policy of providing basic education for all, and second, the policy of providing sufficient numbers of people with appropriate occupational, technical and managerial skills to ensure the development of the modern sector of the economy.

Education, both formal and non-formal, is planned to be integrated into the country's social and economic development needs. Concurrently there is a commitment to improvement in the quality and relevance of education. Of particular concern is the relationship between education, training and the world of work.

D. Employment

The employment challenge in Lesotho is of the most serious magnitude. The problem arises chiefly from the labor force growth. The labor force grew from an estimated 536,600 in 1976 to 612,200 in 1980. By 1990 it is estimated that the labor force will reach 781,400 and by the year 2000 it may exceed one million.

Lesotho now has a de jure population of 1.3 million persons with a population growth rate of 2.3% which has been increasing since 1946 at the rate of 0.02% per year. It is anticipated that the impact of family planning measures will halt this slow increase in rate. Using these statistics, the following population and labor force projections result. 1/

Year	Total Population	Labor Force
1976	1,216,800	536,600
1980	1,334,700	612,200
1990	1,694,700	781,400
2000	2,175,800	1,005,400

1. Source: The Employment Challenge Facing Lesotho. Jerry B. Eckert

Conversely, job opportunities, whether in Lesotho or in the Republic, are not likely under any estimate to accommodate this expanded labor force. To discuss the job opportunities for the Basotho, it is useful to show the employment figures and projections for the period 1975-1990:

EMPLOYMENT IN LESOTHO 1975-1990

SECTOR	1975 2/	1980 3/	1985 4/	1990 5/
Mining (DeBeers/Lesotho)	.	890	200	300
Manufacturing	2,000	3 910	8,380	14,380
Construction	2 500	4,590	6,190	8,000
Tourism	500	1,460	1,760	2,060
Utilities		490	490	510
Trade		8,560	11,850	15,150
Transport/storage		660	1,270	1,670
Banking/business services	13 800	1,310	1,610	1,910
Social services		470	1,070	1,370
Education		6,000	7,000	8,000
Rural works labor		5,000	5,500	6,500
Government	9,200	11,000	11,500	12,500
Security		2,100	2,450	2,800
Migrant (South Africa)	134,500	165,000	165,000	150,000
Agriculture	97,000	120,000	140,000	170,000
TOTAL	260,400	331,440	364,270	395,150

2/ Source: Employment Projections and Manpower Development in Lesotho, 1975-1980, Wilson Report, CPDO, 1976
3/ Source: National Manpower Survey, 1980, National Manpower Development Secretariat, CPDO, 1982
4/ Source: NMDS projections
5/ Projections based on NMDS data

As can be seen from this table, of the estimated 331,440 jobs held by the Basotho in 1980, nearly half (165,000) were in South Africa. All projections indicate that this source of employment may decrease dramatically in the next two decades. The amount of the decrease varies from projection to projection. Optimistic estimates show a decrease of 15,000 jobs (as in the table above), others show the decrease as high as 37,000 jobs. Eckert, taking the 3% declines in three of the four years prior to his report as normal for the next two decades, has projected a decline of 50% of the mining jobs in the RSA by the year 2000.

The reasons for this change are found in the history of the migrant labor and the present political relations of the two countries. In recent decades most Basotho men have had to migrate on an ''oscillating'' basis to South Africa. Earlier the mix of jobs was greater than more recently. This is because more recently the RSA has concentrated the Basotho migrants primarily in the mining industry, especially gold and underground coal. This has resulted in the Basotho becoming dependent on one industry. Meanwhile, the RSA has initiated a policy of job preference for its own Blacks and this has led to increased hiring of residents of the ''homelands''.This policy is prompted in part by the fact that the labor force in the RSA is also growing faster than employment opportunities. The end result is that the Basotho find it harder to enter the job market in the RSA. This is also true for those who seek domestic, unskilled employment since the policy is to favor local Blacks in that market also.

The next largest group of jobs in Lesotho is in agriculture, 36% of the total jobs. Agricultural employment is increasingly seen as residual employment for the Basotho who can find no other labor, but this is limited by the amount of arable land available. By 1990 this sector could be called upon to absorb not only the 170,000 shown in the table above, but an additional 16,000 to 30,000 (depending on the forecast) who can find jobs nowhere else. It is highly doubtful that the sector is capable of absorbing this many people.

In addition to individuals classified as employed in agriculture, 65% of rural households engage in part-time farming, producing food for home consumption and some surplus marketable produce to supplement income. Increasing the efficiency of this activity through improved farming, food preparation, and marketing practices would contribute to the quality of life for rural people and to the national income.

The third largest single employer of the Basotho is the government, with 3.3% of the total jobs. As part of its fiscal austerity measures, the government has imposed a freeze on new employment. Therefore employment prospects in the government will remain static and possibly even be reduced. Should the government ease up on its employment freeze it is anticipated the result will be a much slower increase in the number of jobs available, especially when compared with past growth. Some of the private sector fields which are dependent on government growth, such as the construction industry, will also be affected by a reduction in the demand for their services as the government is forced to curtail or cancel programs.

The modern sector is defined as including commerce, industry, mining and government; it excludes handicrafts and related, traditionally rural, activities. In short it covers nearly all the remaining jobs on the table, about 40,000. However, the initial base is extremel small.

Unfortunately, several factors threaten this rate of growth. Government employment has already been discussed. Mining has been reduced to small local digs by the closing of the DeBeers mines in Lesotho and there is little possibility of DeBeers opening again. Prospects for both tourism and foreign investment are threatened by the recent violence and border warfare in and about Lesotho. Moreover, incentives to foreign investment are no longer as attractive as they once were because of the more attractive opportunities elsewhere in the area and because the cost of production in Lesotho is now higher than elsewhere in Southern Africa. For these reasons the modern sector is not expected to experience the growth rate in the next two decades that it did previously.

This problem is aggravated by the fact that Lesotho currently has a shortage of labor in certain categories, such as vocational, artisanal and managerial. Analysis of the supply and demand for people with different types of qualifications but excluding agricultural employment, yields the following projections:

EMPLOYMENT PROJECTIONS 1985-1986 6/

Level of Education	Number of People Leaving School at Indicated Level	Number of People Entering Labor Force	Modern Sector with 4% Retirement Per Year	Informal Sector Jobs
Primary School	230,000 1/	58,000	12 000	7,000
Jr. Secondary School	26,000	18,000	9,200	900
(with vocational or agriculture)	(3,300)	(3,100)	(5,600) 2/	
Sr. Secondary School	10,200	8.200	3,600	450
(with vocational or agriculture)	(1,100)	(1,000)	(3,000) 2/	
(with teacher training degree)	(2,200)	(2,000)	(2,000)	
University	1,200	1,200	800	
(Science)	(300)	(300)	(450)	
(Humanities)	(900)	(900)	(350)	
TOTAL 5 YEARS	267,400	85,400	25,600	8,350
PER YEAR	53,480	17,080	5,120	1,670

1/ Less than 100,000 will have completed primary school; most of the balance leave before finishing Standard 3.

2/ There will be an insufficient number of people for the number of jobs being created; some will be filled by people overqualified or by taking a person without full qualification.

6/ Source: B M. Burke, The Outlook for Labor Force Growth and Employment in Lesotho, 1980-2000, World Bank/UNDP Team, Maseru, July 1981.

Six general conclusions can be drawn from this table.

(1) Eighty-six percent of the people completing their education in Lesotho will have no more than a primary school education. Any solution to Lesotho's problems that does not address an improvement at the primary school level will not directly affect these people.

(2) The largest number of those entering the labor force, and not finding jobs are primary school leavers. Of the 230,000 people who leave school at the primary level during the 1985-1989 quinquennium, 58,000 will attempt to enter the wage labor force, but there will be wage jobs for only 12,000 of them, with an additional 7,000 finding informal sector work. Formerly many of these people would have gone to the mines in South Africa, but, as has been indicated the mines are receiving far fewer novices now than in the past.

(3) There are some categories of employment which will have more jobs that qualified people to fill them. They are the vocational, artisanal and managerial as indicated above.

(4) Those entering the labor force with university degrees will increasingly be unable to find jobs. However, there is an imbalance, an oversupply of those with non-science degrees, and a shortage of people with science degrees and managerial and financial skills.

(5) Over the period covered by the table, 50,000 people are expected to be looking for work. This fact will lead to destablilizing levels of unemployment and human misery unless the basic education system is reformed and energetic and imaginative employment programs are successfully implemented across the whole economy.

(6) The 100,000 students leaving school before completing Standard 3 represent a waste of already scarce resources, since it is unlikely that they will have become literate with less than three years of school. Many of the 100,000 or so who continue past Standard 3 have a minimal grasp of basic literacy and numeracy skills. The minimally productive enrollment of children who drop-out early exacerbates the problems of overcrowding (classrooms of 100-150 children in Standards 1 to 3 are common). Lack of instructional materials and an inadequate supply of skilled early childhood education specialists at all levels further lowers the quality of early primary schooling.

II. PROJECT RATIONALE AND DESCRIPTION

A. Problem Identification

1. Institutional Strengthening

The MOE recognized its need for improved management and specified the following areas of need in the Education Sector Survey: financial management, the Planning Unit, coordination between and among the various departments, and personnel management. Specifically the Survey recommended more senior personnel in the Finance Division, so that a logical budget cycle could be developed and budget reviews could be carried out; improvements in the Planning Unit so that a data base and research information could be increased and extended to support the administrative and planning information requirements involved in book distribution, school feeding and personnel management; the establishment of new departments and improved coordination between and among them. One Project objective is to provide assistance to enable the MOE to accomplish these major objectives. This is expected to result in increased efficiencies in the system and will strengthen the Ministry's capacity to undertake and sustain the reforms required throughout the system.

2. Teacher Training

a. Primary Schooling

Lesotho does have a high rate of school entry with about 70% of all boys and 90% of all girls entering in the system at some point. In 1980, for example, there was a total primary school enrollment of 244,838 of which 101,366 were boys (41%), and 143,472 were girls (59%). However, the major problems encountered in the primary educational system are the high rate of drop-outs and repeaters. Of a representative group of 1,000 boys, 163 drop out the first year while 281 must repeat Standard 1. Only 291 will finally complete Standard 7, taking an average of 8.8 years to do so. Comparable figures for girls can be seen in the chart below.

PROFILE OF PRIMARY STUDENTS (1980)

	%of Eligible Entrants	Av. Age	Drop-outs after 1 yr per 1000	Repeaters after 1 yr per 1000	No. who completed Std. 7 per 1000	Av.time it took
BOYS	70%	8 yrs	163	281	291	8.8
GIRLS	90%	7.5 yrs	134	261	515	8.7

These statistics were developed by the GOL Education Sector Survey which concluded that the first priority for the development of the education system was a policy of universal primary education. By this is meant that every child completes the seven standards of primary school. To achieve this goal it will be necessary to address the deficiencies and inefficiences in the education system such as the high drop-out rate and repetition, the over-age of the pupils upon entering the schools and the number of years required to complete Standard 7. Also required are improvements in classroom conditions and resources, reduction of the pupil:teacher ratio, and improvement in the quality of the teaching staff. The recent reduction of the pupil:teacher ratio from 52:1 to 48:1 is notable. However, this was accomplished at the cost of employing more uncertified teachers who increased to 36% of the teaching force in 1980. In 1980 the average primary class size for Standard 1 was 65, with some classes as large as 100 or 150. Few children in Standards 1-3 have desks or chairs or any learning materials other than a notebook provided by their parents. Often two or three enormous classes are crowded into one church hall.

The gap between current levels of school performance and those projected for the year 2000 will be difficult to close. For boys it is felt that the reduction of traditional employment prospects might help do so. Labor markets which require little or no education such as herd boys in Lesotho or mining in South Africa are expected to decline and boys will be forced to seek employment in those markets which require more education and thus be forced by economic necessity to get a basic education. However, improvement in the quality of the education being provided and its relevance to the employment needs in Lesotho are likely to be the strongest incentives to school attendance and performance.

b. Secondary Schooling

The curriculum at the junior certificate (JC) level (first three years of secondary school) consists of Sesotho, English, mathematics, science, development studies, Bible studies, and only one practical subject. As such, it is essentially academic and oriented to prepare for higher education. Yet the academic results are poor; in 1980, only 49% of the students who had entered the (JC) level three years before passed the JC examination. In the same year, of the students taking the Cambridge Overseas Secondary Certificate (COSC) Examination (after two more years in secondary school), only 27% (364 students) passed. The pass rate for the COSC has declined steadily since 1971, when it was 51% In 1982, COSC passes totalled 20%.

There is no single explanation for the rapid decline in secondary school passing rates. There has been a large increase in student enrollment (the annual student growth rate jumped from a 4% annual increase in 1975 to a 9% increase in 1980, when there was a total of 23,355 secondary students). However, the pupil teacher ratio is still lower here than in most developed countries (21:1) and apparently teacher effectiveness is not entirely a function of certification, since in 1980, while 79% of the secondary teachers were certified less than 30% of students succeeded in passing the COSC exam. The implication is that even certified teachers require additional training. It is likely that there has been an increasing divergence between the contents of the COSC exam, and what is actually taught. There has been no enforcement of a national standard secondary curriculum. Consequently course offerings and course content vary widely from school to school, from year to year and from teacher to teacher. There is a need for curriculum and examination reform. The weak primary education background of secondary students is another factor to be considered. Poorly prepared secondary students with weak primary education backgrounds; irrelevant secondary curriculum; inadequate teacher supervision; poor school management of time, space and facilities; and inadequately trained (as opposed to ''uncertified'') teachers; all of these factors contribute to a low pass rate of the COSC exam, and a low success rate in post-secondary education institutions.

c. Teacher Training College

The National Teacher Training College, founded in 1975, is the sole source for teacher training programs for Lesotho's primary and junior secondary schools. The College offers three Teacher Certificates. The Primary Teacher Certificate (181 awarded in 1980), the Advanced Primary Teacher Certificate, (37 awarded in 1980), and a Junior Secondary Teacher Certificate (42 awarded in 1980). It also provides limited in-service training for teachers.

The NTTC faces critical problems, such as understaffing (only 64 of the 97 established positions are filled) and a faculty selected from among the secondary school teachers who virtually have no primary school teaching experience. Few curricular syllabi exist, and there is little effective supervision of teaching. The NTTC lacks the capacity to plan and implement its budget or to establish an adequate system of financial controls. Funds for recurrent expenses are habitually exhausted two to three months before the end of the fiscal year. In all fairness it should be noted that the NTTC budget problems are a reflection of the weaknesses of the budgetary process in MOE as a whole.

Poor administration and financial management, the lack of a practical skills orientation to the curriculum, over-enrollment policies and inadequately trained faculty and staff have all resulted in the production of poorly trained teachers. Unless the primary and junior secondary school teachers are adequately trained an improvement in the quality of the education system cannot be achieved.

3. Curriculum and Instructional Materials Development

a. Curriculum Development

At present, the school curricula in Lesotho are being revised. The Primary School Syllabus, published in 1967, is recognized as deficient, a special problem area being the lack of emphasis on practical skills needed for rural development. A similar situation exists with the Secondary School curriculum which fails to build on what is taught at the primary level. Officials of the Ministry of Education began working with panels of experts on the task of revising the curricula in the various subject areas in 1976, and the National Curriculum Development Centre (NCDC) was established in 1980 to take the leadership role in curriculum reform. The NCDC is a very new organization and lacks staff with expertise in several of the subject areas, most notably the practical/technical divisions. Consequently, the work of curriculum reform is presently incomplete.

There is lack of uniformity in the primary schools concerning what is to be taught. Testing/certification of student achievement is difficult under these circumstances. The only established testing programs occur at the end of the seven years of primary school, the junior secondary school, and senior secondary school. These tests are administered by three separate organizations: the Ministry of Education is responsible for the Primary School Leaving Certificate Examination (PSLC), the Examinations Council administers the Junior Certificate Examination (JC), and the British Cambridge University Syndicate sets the Cambridge Overseas Student Certificate Examination (COSC) for senior secondary students.

The PSLC and JC examinations have been criticized for neglecting certain important objectives of the curricula and in particular for emphasizing the accumulation of factual knowledge rather than problem solving and practical skills. Pass rates on these exams are determined by the Ministry and the Examination Council. Students are thus evaluated not on their achievement with respect to educational objectives, but on how well they perform in relation to each other. The extremely low pass rates on the COSC examination indicate a discrepancy between course content and the examination as well as some probable deficiencies in teaching. Clearly, further attention is warranted for the entire teaching and assessment system. No system currently exists for evaluating student progress, standard by standard. An AID-financed U.S. specialist in testing and evaluation has been provided to work with the NCDC from 1982-1984. This technical assistance is planned to be incorporated into the project proposed herein.

The GOL firmly supports the reorientation of the curriculum toward practical subjects and the teaching of skills needed for local and national development. This has implications for revised instructional objectives and testing programmes.

b. Instructional Materials Development

Teachers and students need instructional materials of all types (textbooks, wall charts, teachers guides) to support classroom instruction and the curricula. Such materials are in short supply in the schools. A Book Supply Unit has been established and is implementing a program to provide basic texts in Sesotho, English and math for all pupils in the primary schools. The program began in 1982 for the Thaba Tseka district and will be extended nationwide in 1984. These books will be available to students in return for a user fee which will support replacement of the materials. As this program is only concerned with texts, it will be meeting only a portion of the needs for classroom materials.

The Instructional Material Resource Center (IMRC), established by AID in 1978 and originally an integral part of the NTTC, was merged with the NCDC in 1981. Due to delays in construction of the IMRC building and several staff assignments, it is not yet fully localized and more staff training is required.

The IMRC has the capacity to prepare materials of all types including texts, wall charts, radio programs, films and teachers guides. It can reproduce materials such as wall charts and teachers guides in the quantities required, and experimental runs of textbooks. It does not, however, have the capacity for mass production. However, camera-ready copy for books can be prepared by the IMRC and used by commercial printing firms for mass reproduction of texts. Not all of these possibilities have been realized, however, as the curricula are not yet agreed upon or ratified and any instructional materials prepared must be integrated with texts and other teaching aids.

The final links in the efforts to introduce new curricula are with the teacher and the local communities. The introduction of a new approach and the availability of instructional materials must be explained to teachers (qualified as well as unqualified) and they must be taught how to use them effectively. At present, teachers are poorly supervised and poorly motivated. They have few opportunities for in-service workshops to upgrade their abilities. A cost effective system for explaining new curricula and materials to all primary teachers and for eliciting their comments and suggestions is not yet designed.

There is considerable evidence that poor quality and limited amounts of instructional materials adversely affect the level of cognitive skills a student can aquire at school. Consequently, it is essential that an updated and relevant curriculum be developed and adequate teaching materials and books be made available if the quality of education is to be improved for the social and economic development of Lesotho.

4. Rural Skills Needs - Thaba Tseka

The mountain areas of Lesotho had almost no infrastructure at the time of Independence. There were few roads, few businesses or traders in those areas. When people needed supplies, they were either purchased in the Basutoland lowlands or in South Africa by the returning mine workers.

The mountain areas still constitute the least developed portion of the country. But, following a FAO/World Bank mission in early 1974, these areas began to get some attention. The first phase of the Mountain Area Development Project, centering on Thaba Tseka, commenced in September 1975 and ended in May 1978. It was a $15.4 million project with contributions from CIDA ($6.4 million), the World Bank ($5.5 million), the UK ($1.5 million) and the Government of Lesotho ($2.4 million). The project envisaged a series of developments emphasizing infrastructure, mainly consisting of roads and the establishment of the Thaba Tseka townsite.

The emphasis of Phase II was to make the project, now known as the Thaba Tseka Regional Development Program (TTRDP), income generating. This effort began in April 1979 and will continue at least until March 1984, with the participation of many donors, including CIDA, the Irish, Denmark, UK, EEC, World Food Program, World Bank and USAID. Volunteers have been provided through DVS (Denmark), US Peace Corps and the International Volunteer Service. This phase continues with infrastructure improvement, but also aims to improve the life of the mountain people of the district by improving the quality and output of agriculture.

Every year about 10,000 youth of working age, many of whom are from Thaba Tseka, leave Lesotho's primary schools and face limited opportunities for employment. A possible solution to the problem of gainful employment for youth is training for skills needed in their local area. Traditional vocational schools in Lesotho such as Lerotholi Technical Institute, Lekhalong Technical School and the Technical School of Leribe have been modestly successful in providing practical skills for the urban based construction trades. The AID-financed project with a PVO, Lesotho Opportunities Industrialization Center (LOIC), has been quite innovative and successful in teaching similar skills in a flexible 18 month program for post-primary school leavers in the Maseru area. However, these schools adequately address the limited training needs of urban construction trades.

The GOL is therefore endeavoring to establish a long range policy of expanding employment opportunities in the rural areas, principally through interventions of the Ministry of Agriculture, the Ministry of Cooperatives and Rural Development and the Ministry of Trade, Industry and Tourism. An immediate strategy for providing employment opportunities for youth in such areas as the Thaba Tseka district is to develop a flexible rural technology transfer program and teach the skills needed for implementation of rural technology.

The Ministry of Education and the World Bank in 1980 did conduct a preliminary feasibility assessment for a rural skills training program in Thaba Tseka. Its conclusion was positive that reasonable self-employment opportunities existed for artisans with basic skills in several technologies adaptable to Thaba Tseka's rural area. Skill needs identified by this study were carpentry, stone masonry, agricultural machinery repairs, leather craft, knitting and sewing. In addition there are more upcoming employment opportunities in the Thaba Tseka district in the following areas: construction trades, eg., the fourth World Bank loan will be providing funds over the next five years for the construction of 350 classrooms at 150 school sites in the rural areas, and there is need for skills in local home owner construction, tools, school uniform manufacture, dress making and wool/mohair spinning. Thus, there is sufficient evidence that a rural skills training center is needed and that employment opportunities exist for those who seek gainful off-farm employment.

A facility to house the Rural Skills Training Center, including classrooms, workshops and dormitories is currently under construction in Thaba Tseka. This is being funded by the World Bank at an estimated cost of $800,000, with completion expected in early 1984.

This BNFES project activity in Thaba Tseka is expected to succeed since:

- it is functional, serving a target group, and is responsive to their aspirations and to economic realities,
- it is part of a total education delivery system and development program involving the ministries of Education, Agriculture and Trade, Industry and Tourism and Cooperatives and Rural Development,
- high quality training will be provided for a cluster of core technical skills and will be based on a needs assessment with wide applicability,
- it is to develop specialized skills, and
- coordination exists with potential employers.

Recent AID policy statements have stressed that vocational and practical training programs are most successful when these preconditions exist.

The proposed program is consistent with the GOL Education Sector Survey recommendation that the opportunities for basic skills training in rural areas be of higher priority than the expansion of secondary education in Lesotho. It sees such training taking place not in formal vocational schools, but in programs based on local opportunities for entrepreneurial and productive activities that are supported through part-time training, actual work activities and other services. In this component, USAID, World Bank and MOE are collaborating to implement the pilot skills training center.

B. Project Rationale

The Basic and Non-Formal Education Systems Project, planned for the period FY 1984-1989, consists of four components selected as the most critical areas for assistance by USAID and GOL assessments.

Three of the project components will improve basic features of the education system, namely: (1) quality of teachers, (2) relevance of curriculum and effectiveness of instructional materials, and (3) management of the education system. The fourth component focuses on one area that has been repeatedly identified as crucial for Lesotho's development, but has not been developed to date: vocational and practical skills and understandings for all primary and secondary students, with special units for rural areas and NFE programs.

This project approaches critical problems of the education system in a programmed and unified manner, viewing the educational system as an inter-related set of institutions and functional areas. This approach makes it possible to address broad constraints and reforms within the system, to identify related problems, and to coordinate our efforts more effectively with the GOL and other donors in order to achieve a greater impact with limited resources. Combining these components into one project strengthens the operational linkages necessary to direct institutional support for improvement of system performance. It also permits flexibility in the time phasing and use of resources and allows certain management economies and financial savings in the administration of the project.

The primary USAID goal in Lesotho of increasing rural incomes and expanding employment opportunities could be approached with a number of different strategies. This strategy, which improves the education system and quality of skills, directly addresses overall goals and takes into consideration the constraints and opportunities unique to Lesotho. Through improved education, rural people will have an increased potential for gainful employment and increased income generating opportunities. The education system can be improved only if teachers are better trained, are provided with materials and subject matter relevant to rural circumstances and if the administrative system is supportive and efficient. The strategy, which links all these elements or components, will therefore directly contribute to the goals of expanded employment opportunities, production and income.

As USAID and GOL assessments have shown, the lack of a broad and more employment-oriented basic education is one of the principal constraints to the transformation of rural agricultural production systems and the development of commerce and industry related to agriculture. This project will assist in reorienting the education system away from an emphasis on ''academic'' training and toward a system which will provide the skills required for rural employment and improved rural productivity and well-being.

C. Project Description

The Education Sector Survey Task Force Report addressed the need for a more relevant curriculum, and for improving the MOE's capability to deliver effective education at all levels. It also identified the constraints that must be addressed before MOE can provide the people of Lesotho with the basic education and practical skills needed to be more productive, to increase incomes and improve the quality of their lives. The report, which has been formally adopted as a plan of action by the MOE, with endorsement from the Lesotho Cabinet, further specified the actions that must be taken.

The MOE, with assistance from USAID, the World Bank and other donors is proceeding to implement the plan. The MOE plans range from building construction and purchase of textbooks and computers to development of improved management and instructional systems, and require massive amounts of training. This Project supports selected areas identified for assistance in which U.S. technical assistance can make a contribution and which are mutually supportive.

The purpose of this Project, the Basic and Non-Formal Education Systems Project (BNFES) is to develop the institutional capacity of the MOE to efficiently provide an effective educational system. This Project addresses two major identified dimensions of the education problem in Lesotho: making the best use of scarce financial and human resources through better management, and increasing the effectiveness of the educational system both qualitatively and quantitatively. The major donor activities that complement this USAID project are the World Bank's textbook project and construction of the Rural Skills Training Center at Thaba Tseka.

For project management purposes the Project has four components, based on established MOE departments. In reality, the components are functionally inter-related. The four components are as follows:

- Institutional Strengthening of the MOE
- Strengthening the National Teacher Training College
- Developing and Disseminating Curriculum and Instructional Materials
- Developing a Rural Skills Training Center

This Project supports selected areas identified as those in which U.S. expertise can make a significant contribution, and which are mutually reinforcing. The progress that can be made in curriculum reform, in the improvement of instruction, and in the extension of meaningful education to rural areas will rest ultimately on the management capability of the MOE. Vigorous action toward curriculum reform, strengthening of the NTTC and establishing a viable rural skills program can serve as a catalyst to improve management practices and reform policies within the MOE.

Component One, Institutional Strengthening of the MOE, will enable the Ministry to implement improvements in the revised curriculum and to support the educational delivery system. The other three components, NTTC, Curriculum Development and Rural Skills, impact directly on basic institutions of the MOE and deliver the program (NCDC, NTTC, IMRC, and the RSTC).

The following specific examples illustrate the integrated nature of the Project.

The TA assigned to the Teaching Service Unit (TSU) at the central MOE must work directly with the NTTC staff to establish teacher credentials and curricula that are complementary and internally consistent. Similarly, the NTTC and the TSU must involve the NUL Faculty of Education which trains NTTC instructors at the undergraduate level. The TSU TA must also work with district administrators, the Planning Unit, the Systems Analyst, the Financial Manager and the Personnel Department to develop and implement policies that ensure consistent and fair management of an effective teaching force. The Training Coordinator TA works with all four components to establish and implement the project training activities. IMRC and NCDC personnel work together to develop instructional materials, which are then disseminated through the School Supply Unit, with related training coordinated and implemented by the NTTC. The Testing and Evaluation Specialist serves both the NCDC and the IMRC by participating on the Instructional Design Teams to plan formative evaluation activities. The Testing and Evaluation Specialist must coordinate with curriculum content specialists, teacher trainers, and instructional supervisors in order to design an effective and relevant leavers examination system. Similarly, the Basic Education Program is dependent on the services of the Testing Division to develop levels-based achievement tests for the end of each standard.

In short, the activities of each component relate to all of the others, and an individual TA team member's responsibilities are not confined to any one component. Interdependence among components is a central feature of the Project.

Project activities will be focused on the subpurposes below:

- strengthening the managerial efficiency of the MOE;
- strengthening the National Teacher Training College;
- improving the NCDC and IMRC capability to develop and disseminate relevant and effective instructional materials;
- developing and disseminating Agriculture and Practical Skills curriculum materials for primary and junior secondary schools;
- developing and institutionalizing a relevant, educationally sound, testing and examination system; and
- providing expanded opportunities for rural skills training.

Budgetary allocations for the Project should be viewed as a flexible tool for accomplishing the objectives of the Project. The total LOP budget level for the Project is well established, but the exact requirements for any given component may vary over the life of the Project. Therefore, flexibility in moving budget line items among components is essential to ensure the most timely and effective use of Project funds.

The Project design contemplates this flexibility, permitting shifts of funds and/or resources between components to accomodate changing circumstances and changed requirements such as in levels of technical expertise and training. Extensive technical assistance will be required to achieve the purpose of this Project. A Chief of Party will be selected to oversee the efficient use of TA resources, both short and long-term. Experience in Lesotho has shown that difficult working conditions, in terms of administrative and logistic support, can seriously hamper project implementation. In order to assure that these constraints do not limit the effectiveness of the advisors, the Project will provide the successful contractor firm/institution with resources for support staff to serve the needs of the advisors from all Project components. A detailed budget of costs to be covered is included in Annex F.

Position descriptions for the long-term advisors are provided in Annex D.

The following is a detailed description of each of the four Project components.

1. Component 1 - Institutional Strengthening of the MOE

Although the 1982 USAID assessment of the education sector identified, in general terms, several weaknesses in the management and administration of the MOE, the first task of the technical advisory team under this component will be to further define specific areas where project efforts to increase system efficiencies should focus. Areas for priority attention that have already been identified (the component outputs) are as follows.

a. Component Outputs Summary

i) Training:
- Trained staff, enabling the MOE to function more efficiently and effectively with reduced need for expatriate staff;
- A comprehensive staff development plan for administrative and teaching staff, which includes in-country and out-of country training programs;

ii) More efficient personnel system;

iii) Computerized information systems serving the Planning Unit;

iv) Improved specified procedures for budgetting and fiscal management;

v) An improved system for distribution and accountability of instructional materials and equipment;

vi) A functioning Teacher Service unit; and
vii) Establishment of policies and procedures for internal management, communication and coordination among departments, educational institutions, policy makers, and communities served by schools.

b. Component Activities

An Administration and Management Specialist who will also be the Chief of Party will be charged with the responsibility for coordinating the activities of this and the other three project components and will serve as a resource person to high level MOE policy and decision-makers. The Chief of Party will also coordinate the technical assistance inputs and supervise local project logistical support staff, consisting of a locally hired administrative assistant and two secretaries. The administrative assistant will provide general support for contractor personnel such as TA shipping, travel, and housing arrangements; coordinate the use of project vehicles; provide typing services for internal project work; liase with AID executive offices; assist with commodity purchases; help maintain vehicles; and provide any other basic support required by contract staff.

The Administrative/Management Specialist will be in a unique position to ensure that any policy or procedural matters within the MOE which serve as stumbling blocks to project implementation are identified and dealt with in time to avoid needless project delays. The TA's for Component One will have direct impact on all other components. As the Project progresses, activities and improved MOE system performance benefits are expected to impact on the education system in general, but these efforts must be communicated to the villages being served. The Chief of Party will promote programs which encourage community participation in the schools and create better linkages between the schools and the people they serve.

About 2 and 1/2 years of short-term technical assistance will be provided under this component and programs in increased community participation may be one area in which short-term consultants would concentrate. Other areas may include specialized assistance in financial and organizational management.

The Project will also provide short-term training, mostly conducted through seminars and short courses in-country. In order to familiarize school managers and inspectors with the new personnel system, a seminar will focus on staff placement, in-service training needs, and other innovations in the personnel system. The staff placement seminar will be offered once every two years.

The strategy employed for this component comprises seven elements or tasks, each resulting in identifiable outputs. These are described below.

Output 1 - Trained MOE staff, and an ongoing Staff Development Plan.

An advisor will be assigned to the MOE to coordinate all training activities funded under this project, and to specifically address the need for upgrading staff skills in education administration and management. This personnel training coordinator will concentrate on preparing a training plan, designing in-service training programs, and making in-service training and re-training a continuous and permanent program for MOE staff.

The Training Coordinator will formulate detailed plans for carrying out Project specified training, in collaboration with appropriate MOE and TA staff for all four project components, and will ensure that short-term consultant assistance and requisite logistical support are provided.

Output 2 - A functioning personnel system, resulting in improved staff capability to manage and administer MOE programs and operations.

A personnel system with well defined positions, practices, and policies does not currently exist in the MOE. There is both a lack of staff to fill key positions and a lack of sufficiently trained staff currently filling positions in the MOE. The Personnel Management Advisor, seconded to the MOE from the Cabinet Personnel Office, will address these two constraints to administrative efficiency. She/he will examine overall personnel qualifications, organization of functions, development of personnel management policies, practices, establishment of position standards, classifications, and salary scales and on the basis of information gained, assist the MOE in designing an effective personnel system.

This advisor will be assigned to Cabinet and seconded to the MOE to ensure that the Personnel System designed is in accordance with personnel policy for the GOL as a whole, and that an effective link is established with Cabinet for future personnel matters. When the system has been designed and is operating, the advisor will return to Cabinet to work on organizational analyses and other personnel matters of more general interest to Cabinet. It is important, however, to coordinate MOE operations with Cabinet through this advisor during the critical initial stages of implementation of the new personnel system.

Output 3 - Data-based information systems for the Planning Unit to increase efficiencies in administration and financial management.

In addition to lack of administrative procedures and mechanisms for effective personnel management, the MOE is critically handicapped by the lack of qualified staff to plan, administer, and deliver quality education throughout the school system.

The project will provide a technical advisor in systems analysis to work as part of the Planning Unit of the MOE. His/her responsibilities will involve: development of computerized information systems for increased administrative efficiencies and improved program performance; compilation and processing of data; and publishing of data in report form for review and use in planning. These data may include test scores and other measures of educational performance, budget and operations information for the MOE as well as the schools, and staffing and payroll of teaching staff.

In setting up these information management systems, the advisor will also be responsible for on-the-job training of MOE counterparts within the Planning Unit to ensure that these information systems eventually become fully integrated into MOE operations. In addition, two Basotho will receive long-term training to the Masters level in systems analysis and two Basotho will receive long-term training in education planning. At the end of the Project, these systems will be in place and managed by MOE staff.

Output 4 - Improved financial management systems.

Short-term training and seminars will be offered in accounts and budget formulation. This program will be conducted over a two week period on an annual basis. It will be designed for MOE department heads, accounts personnel, school managers and inspectors. Instructors for this seminar and for others mentioned elsewhere will be drawn from the project advisory team, the Ministry of Finance, and the MOE.

Two Basotho will receive long-term graduate level training in Educational Systems Financing and Management.

Output 5 - School Supply Unit.

The establishment of a data system for improved administration and operations is a necessary complement to the establishment of a school supply unit. The project will provide one technical advisor to the School Supply Unit. She/he will design a system for procurement and distribution of school supplies on a nationwide basis. In order to address the need for materials and equipment at the schools, the advisor will set up a system for ordering materials, ensuring timely delivery, and maintenance of sufficient inventory. She/he will also assist in determining the appropriate organizational structure for the School Supply Unit, (e.g. as a parastatal or as a integral part of the MOE), and assist in setting it up.

The School Supply Advisor will train MOE counterparts to manage the unit after her/his departure. Also during the life of the project, two Basotho will receive long-term training in Educational/Financial Management with special emphasis on school supply management to ensure

that qualified personnel are available to staff the unit once it is in full operation.

To introduce the system to school managers, who will be able to take advantage of improvements in purchasing and commodity control for their own schools, the Project will provide short-term training in the logistics of procurement and distribution. This seminar will be given in-country with the aid of the advisor and will be offered as frequently as is necessary. In addition to introducing school managers to the new procurement system, it will enable them and the MOE to examine school supply requirements on an annual basis. The seminar will be conducted by the School Supply Unit in conjunction with the district workshop on accounts and budget, mentioned above, and will be coordinated by the NCDC.

Output 6 - Teaching Service Unit.

The sixth area of administrative improvement will be in the Teaching Service Unit (TSU). A Teacher Service Management Specialist will work with the senior officers in this unit of the MOE to assist in organizing the administrative procedures and systems necessary to manage the approximately 6000 teacher workforce.

She/he will work closely with the Planning Unit to ensure that management information systems include the data necessary to oversee the staffing, payroll and personnel matters of teachers. Some of the data necessary will include a staffing pattern of all teachers, data on levels of training, salary, and personnel information on teachers.

The creation of these data-based systems will enable TSU to better allocate and utilize the teaching staff, identify training needs, and utilize resources more efficiently. With these systems in place, the TSU will be better able to respond to the needs of teachers, and the teaching personnel will be better equipped to provide high quality education. Ultimately, the students and parents will be better served with an improved educational system.

Output 7 - Policy and procedural reform for internal management.

The MOE has stated its intention to reorganize, and to redefine lines of authority and of communication, with the purpose of improving internal communication among the departments of the MOE and relations with the schools and communities. This reorganization, along with increased in-service and training opportunities, improved operations and management, and more efficient information systems should result in increased response and cooperation from communities and staff with a concomitant improvement in the quality of education.

c. Summary of Inputs for Component 1

The following is a summary of AID and GOL contributions under this component of the Project.

Part 1: AID CONTRIBUTION (Total $7,149,204)

Technical Assistance

i) Long-term: Total 27 person/years ($4,420,500)

- Administration and Management Specialist (and Chief of Party)
- Personnel Management Specialist
- Personnel Training Coordinator
- Systems Analyst
- Supply Management Specialist
- Teacher Service Unit Management Specialist

ii) Short-term: Total 2 1/2 person/years ($507,000)

Specific needs have not been identified, but it is anticipated that assistance with in-country training will be required for the MOE administrative staff.

Training ($642,400 total)

i) Long-term, U.S. to M.A. level (12 person/years)

- 2 in Computerization and Systems Analysis
- 2 in Educational Planning and Administration
- 2 in Educational Financial Management

ii) Short-term training (5 person/years)

- In the the U.S.:

  School supply and equipment procurement and control (two Basotho will go for a six-month training program, which will include on-the-job work with a procurement officer of a large school district).

- In-country seminars and short-courses:

  Staff Placement and Coordination: A one week course for school managers and inspectors. Offered every year, this course will deal with the coordination of staff placement of teachers according to personal skills and institutional needs and the integration of requirements on a national scale

  Accounts and Budget Formulation: Conducted over a two week period on an annual basis, this seminar will be designed for MOE department heads and accounts personnel. Instructors will be drawn from the TA team, the Ministry of Finance and the MOE.

  Purchasing and Commodity Control: A seminar for school managers to examine annual supply requirements and provide training in the logistics of purchasing and distribution will be conducted by the School Supply Unit.

Technical assistance personnel will provide MOE personnel with on-the-job training, serve as counterparts while the MOE staff are not available and assist with improvements in the management of the education administration.

Commodities ($172,400)

Commodities include: photocopiers, office furniture and equipment, office supplies, repair parts and fuel for vehicles.

Vehicles ($361,700)

Local staff salaries, for an Administrative Assistant and two secretaries ($150,800)

Office rent, communications and miscellaneous operating expenses for overall project management and logistical support ($202,400)

Evaluation ($244,204)

Contingency ($627,800)

Part 2: GOL CONTRIBUTION (Total M765,4000)

GOL contributions for this component include administrative support for the project, such as office space and utilities, expenses related to training, salaries for newly established MOE staff positions, and for housing for TAs. The four new MOE staff positions to be established include a school supply unit manager, a financial manager, and directors of the primary and secondary education departments. Costs for training include salary payments plus dependency allowances for families of personnel undergoing long-term training, emergency travel funds, and one round-trip economy fare for participants in four-year programs. Local training costs include the costs for instructors provided by the MOE and the provision of training facilities. A detailed discussion of the GOL contribution is found in Annex F. A summary follows.

GOL Contribution to the MOE Strengthening Component:

Salaries for personnel	M246,400
Training (U.S.)	46,000
Training (local)	126,000
Administrative support	172,000
Housing for TAs	175,000

Note: FY83 exchange rate is 1M = $.89

2. Component 2 - Strengthening the National Teacher Training College

This component will focus on strengthening the NTTC's capacity to provide more relevant and higher quality pre- and in-service training for teachers. By the end of the Project, NTTC will have instituted sound personnel, financial, and administrative management and instructional policies and procedures. Specifically, the Primary Teacher Certificate Program will provide school teachers with the skills and knowledge to teach agriculture and practical skills relevant to rural schools and communities in addition to the skills related to the academic subjects.

The strengthening of the NTTC and the re-orientation of the primary school curriculum to include practical subjects is seen as a critical element in teacher training. Good managerial practices at the NTTC are in part dependent on improvements in overall MOE administrative practices. Similarly, the instructional content of the NTTC is dependent on the outputs of the NCDC and the quality of NTTC instructional materials is dependent on the effectiveness of the IMRC. Therefore, this component will be closely linked with the others and the accomplishment of the component objectives must be achieved in concert with the other component activities.

a. Component Output Summary

i) Sufficient trained staff for NTTC;

ii) A revised curriculum for the NTTC, which includes Agriculture/Practical Skills and which is based on a teacher-task analysis;

iii) A tested and efficient instructional system, consisting of trained faculty and appropriate instructional materials;

iv) Improved personnel, administration and financial management systems at NTTC;

v) A functioning program for testing curriculum and teaching methods, through established linkages with seed schools and communities.

b. Component Activities

With long-term technical assistance provided by the Project the three administrators of NTTC will work witn their staff to improve general administration within the NTTC, to secure MOE support for needed policy and procedural reforms and to develop an instructional program that produces teachers who perform at a high level of competence

in the classrooms of Lesotho. Accomplishing the objectives of this comnponent will require the complete support of the MOE and the total commitment of the NTTC staff. A detailed discussion of activities to be undertaken in connection with each output follows.

Output 1 - NTTC will be sufficiently staffed with qualified personnel.

Many key faculty posts in the NTTC and in the field supervisory offices have been left unfilled. This has seriously overburdened the existing faculty who are faced with an over-enrolled student body, unfinished teacher training curricula, and lack of administrative, personnel, and financial management systems.

Twelve new academic faculty positions for Basotho teacher trainers will be created and filled in FY85, the second year of project implementation. In addition, ten field supervisory posts will be established and filled by the end of the project, which will address the need for field supervision of teacher performance.

During the life-of-project, five Basotho staff from the NTTC will receive long-term training to the M.A. level as follows: the NTTC Director and the Deputy Director for Management will be trained in educational administration and financial management; the Academic Program Coordinator in Teacher Training; and two faculty members will be trained, one in Early Childhood Education, with emphasis on curriculum and instruction, and one in Home Economics with emphasis on practical skills for rural areas.

Staff development will take place in three ways: on-the-job training, short seminars of two or three days, and annual two-week workshops, assisted by long- and short-term advisors. The training will address specific academic background deficiencies, personnel administration, supervision, evaluation, budgeting, financial management, basic principles of learning, rural development, community involvement with schools, classroom management, and curriculum development. Each seminar will include team building and communication exercises to help alleviate the present low morale of the NTTC staff.

School and community seminars will be held, to develop topics such as traditional teaching and learning (enculturalization and socialization), the psychology of teaching and learning, involvement of parents with schools, and visits of teachers to student homes. A school-community short-term specialist will help develop this course and aspects of other courses related to communities.

Output 2 - Revision and completion of the NTTC curricula.

The strengthening of the NTTC is essential to improving the quality of education in Lesotho.

The Education Sector Survey identified Agriculture and Practical Studies as two subject areas that must be included in the curriculum, as well as training in income-generating skills for rural populations. Based on a task analysis of primary and junior secondary classroom teaching tasks the curriculum will be revised to include practical studies training for the Primary Teachers Certificate (PTC) students. The Secondary Teachers Certificate (STC) and the Advanced Primary Teachers Certificate (APTC) students will receive courses in agriculture and practical skills to be designed under the project. Equipped with a practical education and relevant skills, teachers will be better able to work effectively in the rural setting.

The task analysis mentioned above will identify general pedagogical skill and knowledge needs, as well as specific subject matter needs. These needs (curriculum objectives) will be stated in specified behavioral terms. This listing of objectives will constitute the core of the NTTC curriculum. For example, the NTTC staff is generally deficient in the skills related to managing learning activities for primary children, since most of the faculty were trained as secondary subject matter teachers and have had no primary classroom experience. Therefore, it is safe to assume that the following areas will need attention: primary education methods and theory, early childhood growth and development, basic skills development in reading, writing, and mathematics, and broad subject matter background. The primary teacher must be a generalist and must be cognizant of the broad spectrum of human knowledge and know how to integrate that knowledge across subject matter lines. For example, a trained secondary science teacher would usually need more general knowledge of the humanities, before he/she could be an effective primary teacher trainer. Another need is for the primary and junior secondary teachers to have community development and rural sociology skills.

Long-term advisors and short-term consultants will assist with curriculum development for teacher training. An Academic Program/Teacher Training Specialist will work with the NTTC Director and Deputy on overall curriculum development and the necessary program (testing and evaluation of curricula, development of class schedules supporting curricular innovation) and administrative changes to support this development. He/she will be ultimately responsible for the introduction and implementation of the new curricula. Also, she/he will help in developing linkages with NUL, the NCDC, and other units of the MOE to ensure coordination in the development of the primary and secondary school curricula.

An Agricultural Education Specialist and a Practical Skills Education Specialist will work with NTTC staff to develop courses in each of their respective areas of expertise for incorporation in the curricula. They will also establish linkages with other institutions (LAC, NCDC) concerned with agricultural education, home economics and practical

skills and coordinate the design and dissemination of appropriate materials. These courses are intended to add a practical dimension to the curricula by enabling teachers to offer subjects in, for example, school gardening, small scale marketing, and household management.

Short-term assistance will be used to support development of the curricula, materials, and related faculty training programs, as well as to provide specialized expertise in areas such as: early childhood growth and development, methods for managing primary classrooms, rural community development and sociology, environmental education, appropriate technology, small-scale marketing, home food production, personal money management and consumer education.

In addition, it is anticipated that short-term assistance will be needed to organize and carry out the teaching-task analysis upon which the NTTC curriculum revision will be based, to carry out in-country faculty training activities, and to develop and establish the ''seed school'' program, described below in Output 5.

The long-term technical advisors will be expected to teach the newly developed courses on a pilot basis and to train Basotho staff in the new materials through team teaching activities. They will also participate in workshops and seminars to assist NTTC, NCDC and other MOE unit staff with curriculum development and dissemination.

Output 3 - An efficient instructional system

Once the NTTC curriculum needs have been specified, it will be necessary to design instructional programs that will accomplish the curriculum objectives. This involves three distinct, but related tasks.

Task 1. Planning the instructional system

Under Component 3 (Curriculum Development) the project provides an Instructional Systems Designer (ISD) and a Production Specialist to the IMRC, and a Testing and Evaluation Specialist to the NCDC. These specialists will be called upon to assist with this process of designing and implementing an effective instructional system for the NTTC. The ISD specialist will work with a Design Team consisting of one or more subject matter specialists from the NTTC or NCDC staff, assisted, in some cases, by a short-term consultant to supply subject matter expertise, and with the Testing and Evaluation Specialist. Together they will plan courses, specify course content/learning activities, identify needed materials and plan formative evaluation activities, based on the specified curriculum objectives for the NTTC programs.

In order to maximize the use of existing facilities, the ISD and the NTTC Academic Advisor will assist NTTC in developing innovative scheduling and groupings of NTTC students. By giving careful thought

to the nature of different learning activities, more efficient use of staff and facilities can be achieved, and it may be possible for the NTTC to provide effective training for a larger number of teacher trainees than is now thought to be practical. For example, when a student is learning from a presentation, such as a lecture, a movie, a video tape, or written material, this can be done in a group of 200 as easily as in a group of twenty. When interaction is called for, or the practice of a skill under supervision, then a group of ten may be the most efficient group size. Many learning tasks are best done in dyads or triads. Probably the least effective learning group is the standard classroom of 35, and a teacher. Many learning tasks are strictly solo, but can be done in the presence of a multitude. Similarly, there is little evidence to support the standard class period, as the optimum amount of time needed for all kinds of learning activities. When resources of all kinds are scarce, as is the case in Lesotho, it is more necessary to search for innovative answers and to maximize efficiency.

Task 2 - Pilot testing the system

Following the initial planning, the IMRC Production Advisor and staff will work with subject matter specialists to design prototype instructional materials as specified for pilot testing. The Academic Advisor will help NTTC staff to test the learning activity with an NTTC class, carrying out the formative evaluation activities as planned and assisted by the Testing and Evaluation Specialist. The Design Team will then reconvene to assess the activity and to make recommendations for revision, if required, before producing materials in quantity and before training NTTC staff to carry out the activity.

Task 3 - Implementing the new NTTC curriculum and instructional system

The IMRC production staff will develop final specifications and prototypes for all instructional materials, and will either produce them in needed quantities or assist with getting them mass produced elsewhere.

The Academic Program/Teacher Training Specialist Advisor, assisted by short-term specialists in teacher training, will develop and conduct in-service training for NTTC faculty to introduce new elements of the curriculum, such as the practical skills and agriculture components and to correct for other deficiencies in academic background or in practical skills related to teacher training. This in-service training will specifically train the instructors to carry out the tested instructional practices and to use the new instructional materials.

The NTTC staff who were involved in developing and pilot-testing specific courses and activities will serve as a resource staff for training the rest of the NTTC staff, assisted by short-term training consultants and the Academic Advisor.

It is anticipated that many of the NTTC faculty will need practical experience in primary classrooms, as well as specific academic work in primary education. This training will be coordinated by the Staff Training Coordinator in conjunction with the Faculty of Education at NUL, and the Chief Education Officer (CEO) of the Ministry. Short-term consultants will be provided as needed.

Output 4 - Improved personnel, administration, and financial management systems at the NTTC.

Two long-term project advisors will help the NTTC establish improved systems for administrative, financial and personnel management. A Financial Management Specialist will work primarily with the NTTC Director and Deputy Director to establish systems for planning, analysis and control of budgeting and expenditures.

The second advisor, an Operations Management Specialist, will work on developing job descriptions; personnel policy and procedures including recruitment, evaluation, supervision and promotion; salary and benefits recommendations; and in-service training programs on topics related to operations and financial and personnel management. These workshops will last 1-2 days and will focus on administration and organization. Participants in this in-service training will include NTTC administrators and department chairpersons. Occasionally scheduled workshops will focus on administration and organization.

An important task will be to assist with the development of efficient class scheduling, student enrollment and counseling procedures, and facilities management systems. Effective supervision and management of faculty is of even greater importance to improve NTTC faculty morale, which is at a seriously low level.

As part of the new personnel system, the Project will support the creation of an Incentive Fund for in-service field supervisory staff of the NTTC. The fund ($18,300 in project funds) will be used to purchase books, materials, or other non-monetary awards to recognize outstanding performance in teacher supervision.

In summary, this activity aims to develop an administrative and managerial system that ensures that NTTC teaching faculty are hired, trained, assigned, and supervised effectively; that provides necessary logistical support such as appropriate classrooms, laboratories, supplies, instructional materials and equipment, and transportation for field observations; that ensures efficient course scheduling and that class sizes are appropriate to the optimum instructional mode for various learning objectives; and in general provides the support that faculty must have in order to carry out their tasks effectively.

With the establishment of improved administrative procedures, the Project will provide NTTC with the necessary commodities and equipment, including microcomputers, for use in maintaining administrative data. Also, photocopiers, typewriters, and training equipment and materials will be provided.

Output 5 - A functioning program for testing teacher training curriculum and teaching methods, through linkages with seed schools and communities.

The NTTC curriculum should include an emphasis on skills teachers need in order to mobilize and capitalize on parent and community interest in their children's schooling, The effectiveness of the instruction in these skills should be evaluated in a natural setting, a real classroom in a real community. ''Seed Schools''will provide such a setting and the feedback gained can be used to make necessary modifications in this part of the NTTC curriculum. The long range benefit of community participation is an enlightened support for universal basic education.

To achieve this output, a short-term specialist will assist in developing NTTC courses in rural-sociology/community-based education, and will assist with seminars for teachers on the school and the community. Topics to be explored include basic principles of learning; nonformal education strategies; the classroom teacher as a community learning facilitator; parental involvement in the schools and techniques and purposes of home visits by teachers.

NTTC instructors will call for volunteers to apply their learning in experimental ''seed schools''. Each volunteer will identify a school and consult with teachers and community on their desire to participate in the program. The objective is for the volunteer educator to work with the teachers to develop community involvement in the school and to make school studies more relevant to the needs of people in rural Lesotho. Parents will be encouraged to participate in school activities, and raise funds for school projects such as gardens, supply and equipment purchases and hiring of teacher aides to assist in the overcrowded Standards 1-3. As an incentive, the project will match these funds up to $400 per school. In order to be eligible for project matching funds, the activity must be low cost, beneficial to the school and community, and easily replicable by other schools and communities-hence, the name ''seed school''

c.Summary of Inputs for Component 2

The following is a summary of AID and GOL contributions under thes component of the Project.

Part 1: AID CONTRIBUTION: (Total $5,246,050)

Technical Assistance

i) Long-term ($3,459,750)

Nearly 23 (22.8) person years of long-term technical assistance will be provided by a team of five specialists: an Academic/Teacher Training Advisor, a Financial Management Specialist, an Operations Management Specialist, a Home Economics/Practical Skills Specialist and an Agricultural Specialist.

ii) Short-term ($641,400)

Three and one-half (3.5) person/years of short-term technical assistance will be provided, to meet curriculum development and training needs, as identified during project implementation. It is anticipated that expertise will be needed in primary education, rural development and community participation strategies, scheduling, and classroom management techniques.

Training ($466,600)

Ten person/years of long-term training in the U.S. toward the M.A. degree and 10.7 person/years of in-country training will be provided.

Commodities, Equipment and Maintenance ($183,100)

This component will require small computers and software, photocopiers, typewriters and similar equipment for use by management and administrative staff. There will also be the need for equipment and materials for training, such as wall charts, handbooks, films and audio and video tapes. The Practical Skills and Agriculture Methods courses will require tools, simple equipment, and raw materials for constructing demonstration facilities and equipment, and for developing student skills.

To assist with teacher in-service training about $60,000 of the comodities budget will provide a Super-8 film projector, screen, a video-tape deck and a monitor to each of the ten District Education Offices. This projection equipment will be compatible with IMRC produced materials. IMRC will train District personnel to operate and maintain the equipment.

Incentive Fund and Seed School Matching ($18,300)

Contingency ($476,900)

Part 2: GOL CONTRIBUTION (Total M1,041,500)

In addition to a financial manager for NTTC, the GOL will provide 12 new academic positions by 1985 and will gradually phase in 10 field supervisors between 1986 and 1988.

Salaries for personnel	M771,700
Training (overseas)	40,500
Training (local)	20,500
Administrative support	84,000
Housing for TAs	124,800

Note: FY83 exchange rate is 1M = $.89

3. Component 3 - Developing and Disseminating Curriculum and Instructional Materials

The purpose of this project component is to provide essential support in building institutional capabilities of the NCDC/IMRC for the development and introduction of new primary school curricula and instructional materials while emphasizing the importance of practical rural skills in the education system. In order to achieve this component's purpose, a number of specific tasks must be accomplished. These will address identified needs and help move NCDC toward full localization and goal achievement. This component will complement the activities of the NTTC Strengthening Component described in the previous section, since the revised curricula will serve as the basis for courses at NTTC which prepares primary and secondary teachers. Conversely, this component is affected by the efficiency of the NTTC, as teachers are the curriculum implementers. Like the teacher training curricula, the primary school curricula will be reoriented to incorporate practical skills and agriculture and to meet the needs of rural areas, including the development of instructional programs that will enable rural children to continue with their basic education, even though they are not able to attend school regularly. The primary school curricula and the high drop-out and repeater rate for primary school are the first priority for attention since about 87 % of students will only attend primary school and there is a 50 % drop-out rate before Standard 3. Moreover, other donors are providing assistance to secondary school curriculum development. This project will provide resources to strengthen the institutions concerned with curriculum and corresponding instructional materials design and dissemination. The activities of this component are closely related to the World Bank textbook project, which is coordinated through the NCDC.

a. Component Outputs Summary

i) Curricula relevant to the skills requirements and development needs of Lesotho to include practical skills, agriculture and basic education;
ii) Appropriate and continuous evaluation/testing system which assesses student achievement in relation to curricula objectives;
iii) Nationwide dissemination of instructional materials integrating practical subjects into the NTTC, primary and junior secondary curricula, and enabling children to acquire basic education skills and knowledge through the use of alternative instructional systems;
iv) Implementation of an effective training system for orienting primary teachers and local school administrators to the new curricula and assessment materials, and for providing feedback from teachers;

v) Implementation of experimental approaches for fostering community support and a more practical orientation toward schooling;
vi) Training programs for NCDC/IMRC staff needed to fully institutionalize their capacity to carry out the preceding tasks on a continuing basis.

At the end of this project component, each classroom in Lesotho will contain textbooks in basic subjects, including agriculture and practical skills. The teachers will have been trained to use the books and ancillary instructional materials such as maps and charts assisted by a teacher guide for each text. Tests will be available to assess learner progress through the educational program. Some teachers will have sets of instructional materials that enable children to continue to make progress through the basic skills programs, even though they attend regular school erratically. These teachers will be trained to facilitate learning for children outside the regular classroom, using a variety of alternative approaches (such as radio lessons from the LDTC, community volunteers, and peer teaching) and to use tests as diagnostic tools and to monitor learner progress.

b. Component Activities

A major task is to introduce practical studies into the formal school curriculum.

For the purposes of this Project ''practical studies'' consists of Agriculture, Practical Skills and Rural Skills Training, which are defined as follows:

i) Agriculture courses will develop basic skills in small-scale horticulture and animal husbandry and will include emphasis on production for home use and for marketing. Courses will also emphasize basic principles and practices of conservation of natural resources (environmental/ecological studies).

ii) Practical Skills courses will develop skills and impart the basic principles of health, hygiene, sanitation, first-aid, child-care, home nursing, personal money management, home food supply production, preparation, storage and nutrition, home maintenance, repair of simple farm and household equipment, fabric and clothing production, use of simple hand tools to make useful items for farm and home, alternative sources of energy, and home-industry crafts, such as leather work, pottery, basketry, woodwork, and needlework. Both agriculture and practical skills are to be taught to boys and girls alike.

iii) Rural Skills Training refers to income-generating skills that will be taught in the Thaba Tseka Rural Skills Training Center.

The second major problem that must be addressed by this component is the high repeater and drop-out rates in the primary schools, which in large part are a function of absenteeism arising from economic roles of rural children (e.g. herdboys). Therefore, merely improving the quality of formal school instruction will not solve the problem. A system must be devised that allows a learner to progress through the school system in spite of erratic attendance. This can be done by relating ''passing a standard'' to mastery of specific curriculum objectives for that standard as evidenced by ''passing'' a competency-based test, and by providing alternate ways to learn the required material, other than regular attendance at school.

The LDTC has made great progress in designing effective self-instructional materials, which, supported by radio programs, enable herd boys and other drop-outs to continue their education. The Project will also draw on the experience of other AID funded projects in Indonesia, the Philippines and Liberia which have developed instructional strategies combining formal and non-formal approaches, using varying combinations of classroom teacher assistance, radio programs, printed materials, paraprofessional and volunteer teacher aides, and peer-tutoring which offer promising solutions to Lesotho's high drop-out and repeater problems. This Project will develop a workable Basic Education Program, building on lessons learned elsewhere.

Output 1 - The primary school curricula will be revised.

A Practical Studies Curriculum Design Specialist will be provided for two years to serve as technical advisor to the curricular panels and writing teams. (The following page schematically illustrates the curriculum and materials development process.) The TA will focus on integrating subject matter from agriculture and practical skills/home skills into the primary curriculum. The TA will assist in preparing related testing and instructional materials in close collaboration with the NTTC advisors to ensure consistency with the teacher training curriculum.

The second advisor, a Basic Education Specialist, will be responsible for developing and testing a pilot Basic Education Program that is based on the minimal competency criteria for primary schools. This TA will build on the expertise of the LDTC in designing self-instructional materials supplemented by radio lessons, and will collaborate with LDTC to develop an implementation strategy. Based on regular classroom activities, the Basic Education program will consist of printed learner materials for use outside of school, accompanying taped audio lessons and community information programs for radio broadcast, and instructor guides for classroom teachers, who will serve as the community Basic Education Learning Facilitators, and for volunteer, non-certified

teacher-aids. This will enable a student to continue through the education program in spite of absenteeism, although progress may be slower than for regular full-time students.

A third advisor,the Testing and Evaluation Specialist, will assist with formative evaluation activities in order to test the curricula prior to mass reproduction and dissemination. Experimental programs will be set up in selected demonstration schools to determine the ease with which teachers are able to use the new material and to assess response from students. This is particularly important and consequently the practical studies section of the new project will budget about $10,000 per year to purchase commodities and equipment for pilot programs in the use of practical skills curricula and for testing the Basic Education approach.

Output 2 - An improved examination and evaluation system will be in place.

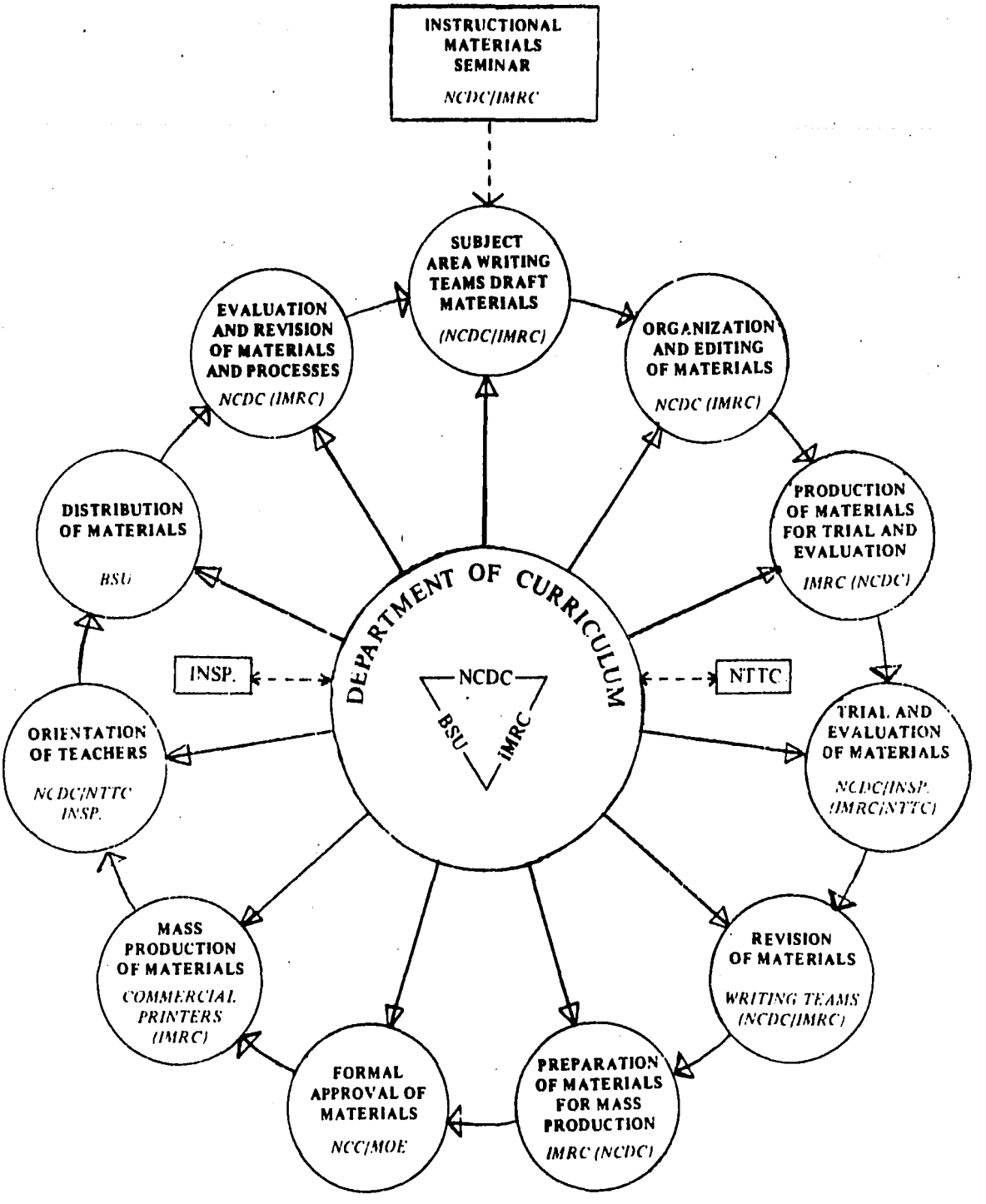
The Testing and Evaluation Specialist will assist with the development, evaluation, and implementation of testing methodologies which incorporate practical studies into the examination structure. A system for continuous testing of students will be designed for evaluating students' progress at levels below Standard 7. Materials will be prepared and made available for use in all schools. The Testing and Evaluation Advisor also will conduct training seminars for Ministry personnel in curriculum evaluation and testing.

The Primary School Leavers Examination and the Junior Certificate Examination will be designed so that the examinations are valid, reflecting curriculum objectives, and are reliable instruments. In the process of developing the examinations, the NCDC Testing and Evaluation Unit staff will gain expertise so that the NCDC will have the capacity to continually revise the testing system, as necessary.

The NCDC curriculum subject specialists, with the assistance of the Evaluation and Testing Specialist, will establish minimal performance criteria for each grade level, based on the new curriculum. The Testing and Evaluation Unit will design and pilot test achievement tests based on those criteria, enabling teachers to continuously measure pupil progress. These minimal criteria achievement tests are an essential element of the Basic Education Program.

Output 3 - Strengthen the MOE's capacity to design, evaluate, and disseminate instructional materials.

Support will be given to the NCDC and IMRC to enable them to periodically revise, upgrade and distribute the new curricula and corresponding materials.



MOE – *Ministry of Education*
NCDC – *National Curriculum Development Centre*
IMRC – *Instructional Materials Resource Centre*
BSU – *Book Supply Unit*
INSP. – *Inspectorate*

Three advisors, an Administration/Production Specialist, an Instructional Systems Designer, and an Audio-Visual Materials Designer will be assigned to the IMRC. They will assist with the design of materials which may include films, charts, texts, teacher guides, radio lessons, audio tapes, and examination materials corresponding to the new curricula. After field testing prototypes of these materials, they will assist in mass production and coordinate distribution through the newly created School Supply Unit of the MOE.

Output 4 - A national curriculum dissemination system will be in place, and classroom teachers will have received training in use of the new curricula.

A Coordinator for Curriculum Dissemination will be provided for the life of the project. This individual will work with NCDC counterparts to develop strategies for formulating and disseminating the curricula to teachers nationwide through workshops and in-service training. She/he will establish coordinating links between NCDC, NTTC, IMRC, and other MOE units, and the Education Secretaries. At the end of the project, there will be system in place to disseminate curricular innovations to teachers on a continuous basis.

The World Bank is providing funds for primary textbooks for Sesotho, mathematics, and English. The BNFES Project will provide funds to develop and test prototype texts, teacher guides, and instructional materials for practical studies and basic education. It will also provide for production of teacher guides for basic subjects in the curriculum (Sesotho, math, English, science/agriculture, and practical skills) in sufficient quantity for each primary teacher.

Funds will be provided for teacher training/orientation workshops. The training packages will consist of training films, workshop leader guides, participant worksheets, and prototypes of student texts and instructional materials.

The project will provide all necessary A-V equipment and materials for conducting the teacher training workshops, and will provide short-term consultant assistance, as needed. About $60,000 will be used to provide each of the ten District offices ($6,000 per district) with a Super-8 film projector and screen, a video tape deck and monitor and a small generator. These will be compatible with the production equipment of the IMRC, and will be used for training films and video tapes, developed by the NCDC and IMRC.

The IMRC will train personnel from each district to operate and maintain the A-V equipment. The Curriculum Dissemination Specialist will assist the NCDC, the IMRC, and the NTTC in designing the workshops and the supporting materials. The NTTC will be primarily responsible for content related to teaching methods and school/community relations, and the NCDC will be primarily responsible for content related to curricula, student assessment and evaluation of materials.

Working through the MOE CEO, a nationwide dissemination system will be planned and implemented which will involve training local administrative staff and headteachers, as well as classroom teachers in the implementation of the new curricula. This system will involve an annual week-long planning session at the national level, and series of five-day workshops throughout the year at the district and local levels. It will be necessary to have shorter follow-up sessions with teachers to collect feedback, help them with unforeseen problems, and reinforce continued use of the new curricula.

Output 5 - Increased community support and participation in practical skills, curriculum and basic education.

Activities that will contribute to the achievement of this output are:

- The ''Seed School'' activity in which NTTC staff and students establish a relationship with a school to try out teaching methods and curricula;

- Pilot-testing the new curricula, especially the basic education, practical skills and agriculture elements in several schools throughout the country;

- The NTTC focus on school/community relations, with coursework and seminars held in communities to develop topics for courses and to test methods;

- A pilot program conducted in at least one village school to ascertain the feasibility of using the Basic Education approach. The Basic Education Specialist will work with appropriate MOE staff to design and carry out this experimental program in coordination with LDTC;

- In addition to the activities listed above that have already been discussed in detail, the IMRC will work with the Curriculum Dissemination Specialist and the MOE Radio Unit to design a series of radio programs aimed at informing the community about the activities associated with the new curricula, and to generate community involvement. Different formats will be tried, such as panel discussion, open forum, quiz show involving school teams, ''Featured School of the Week'', on-the-spot interviews with teachers, students, parents, and community leaders on the question or topic of the week, magazine of the air, mini-drama, reading letters from listeners that relate to education in a ''Dear Teacher'' format, etc.

Output 6 - The NCDC and IMRC will have a trained staff with the capacity to design, evaluate and disseminate curriculum and instructional materials, including test and examination materials that are based on curriculum objectives.

A combination of technical assistance, short-term, on-the- job training and long-term training will provide the NCDC and IMRC with the necessary expertise to formulate and distribute materials. Six Basotho will receive long-term training to the M.A. level in instructional materials, audio-visual skills and production, curriculum design, evaluation and testing and vocational/technical education. Four Basotho will receive long-term training to the B.A. level at NUL in curriculum development and administration. Short-term training will focus on aspects of curriculum administration, audio-visual production, and staff development.

The Vocational Education Curriculum Specialist will be trained through a combination of long-term and on-the-job training in a specially designed program in cooperation with a U.S. institution that specializes in training professionals in the field of vocational education/technical education.

The training program will have three phases. Phase I: from six to twelve months of training in the U.S.; Phase II: two years of on-the-job training participating in the development of the RSTC curriculum, assisted by the Vocational Trainer (Component Four), the RSTC Instructors, and short-term consultants; Phase III: this practical experience will provide a solid basis for completion of academic/theoretical studies and practical experience in the U.S. which will enable this person to assume a leadership role at the NCDC in the field of vocational education, for both the formal and non-formal sectors. The academic training for the Vocational Education Specialist may be at the graduate or undergraduate level depending on the individual's background.

c. Summary of Inputs for Component 3

The following is a summary of AID and GOL inputs under this component of the Project.

Part 1: AID CONTRIBUTION (Total: $7,099,500)

Technical Assistance

i) Long-term: ($3,294,100)

Twenty three and six-tenths (23.6) person years of long-term technical assistance will be provided by seven specialists in the following fields: testing and evaluation, practical studies curriculum design, basic education/non-formal education; instructional materials, and audio-visual materials.

ii) Short-term: ($571,100)

Short-term technical assistance will include: curriculum design and development, curriculum prototype preparation, testing and examination design, training materials preparation, and testing, evaluation and production related to the introduction of the new curricula, conducting workshops, seminars and short courses. The project provides 2.8 person years.

Training ($2,084,300)

Extensive staff training will be required to institutionalize the capacity for curriculum and instructional materials development. Six Basotho will participate in long-term Master's level training programs overseas in the following disciplines:

- 2 in evaluation and testing,
- 1 in primary methods of instruction,
- 1 in instructional media,
- 1 in curriculum and instruction,
- 1 in vocational/technical education.

Long-term Bachelor's training at NUL will be provided for four Basotho in curriculum development and administration. Short-term training will consist of both overseas and local programs in curriculum administration, audio-visual/production and graphics/instructional materials. These programs will normally be of 1-4 months duration. Also 3-6 Basotho are proposed for short-term local staff development training.

Curriculum dissimination workshops will be held at the national, district and local levels.

Primary Demonstration School Support ($ 61,000)

Approximatly $10,000 per year is budgeted for purchasing commodities and equipment for the pilot/experimental programs in practical curriculum development. These programs will take place at selected demonstration schools and may consist of crafts training, gardening, technology construction such as growholes, animal raising, etc.

Commodities ($443,600)

i) Equipment, supplies and maintenance for developing prototype instructional materials: (photocomposition and audio, film and photo, video, photocopiers, printing office equipment; curriculum reference books and materials).

ii) Raw materials for Dissemination materials to be produced:
- Teacher guides for each text,
- Orientation films,
- Workshop Leader Handbook,
- Audio tapes for Radio lessons, and
- Community Involvement programs.

Contingency ($644,400)

Part 2. GOL CONTRIBUTION (M2,711,300)

Two new positions will be established at the NCDC and eight new positions at IMRC as a result of the project.The GOL will support nationwide training of classroom teachers, headmasters and district education personnel by salaries for local instructors and participants, providing facilities and other in-kind support

Personnel salaries	552,300
Training (U.S.)	84,000
Training (local)	1,854,000
Administrative support	111,000
Housing for TAs	110,800

Note: FY83 exchange rate is 1M = $.89

4. Component 4 - Rural Skills Training

This Project component is designed to establish a rural skills training program in the mountain area of Thaba Tseka, and to provide a mechanism for coordinating non-formal education activities in the area. The program will be established in the Thaba Tseka Rural Skills Training Center (RSTC) facilities now under construction and funded by the World Bank. The activities of this component will mesh with those of the LDTC and IEMS (projects previously funded by AID) and with other components of this BNFES project.

The state-of-the art in construction trades throughout Lesotho is at a very primitive level. It is anticipated that the instructors at the RSTC will need extensive training both in pedagogy and in the journeyman skills they are to teach, since there is a shortage of both skilled workmen and of qualified vocational education teachers in Lesotho. A combination of short-term in-country and out-of-country training for instructors combined with longer blocks of time working as apprentices under master journeymen would greatly improve the trade skills instructors' levels of training competence.

There is at present no technical training facility in Lesotho that trains vocational/technical instructors. Several institutions, however, provide various levels and kinds of vocational education. One of the first tasks of the implementing agent (Contractor) will be to carry out a needs assessment that ascertains: (1) the specific skills needs of the Thaba Tseka District that relate to improving income-producing capability of rural people (2) the current potential Lesotho has for training income-generating skills/vocational education instructors, and (3) how the RSTC can enhance that capability.

It is proposed that one of the activities of the RSTC will be to develop a model staff development program for its own instructors that is practical for other Lesotho institutions which provide income-generating technical skills training. Secondly, the RSTC will, during the lifetime of the project,carry out short-term training in Lesotho to develop the competence of its instructors, and will schedule training so that instructors from other technical training institutions in Lesotho (such as the LOIC in Maseru, Lerotholi, LAC, NTTC and others) may enroll in the training programs. Planning for this activity will be the responsibility of the Staff Training Coordinator (Component One, MOE Strengthening) working with the RSTC administrative staff.

The RSTC will also serve as the focal point for further development of the LDTC program to pilot test the Basic Education Program designed to decrease the number of primary school drop-outs in the rural areas. Also, the RSTC will link with the IEMS Center that is already in Thaba Tseka to provide entrepeneurial and small business management training, and will cooperate with the NCDC and NTTC as they test the practical skills curriculum materials and teaching methods that will be developed under other components of this project.

a. Component Output Summary

i) A mechanism for coordinating non-formal education to develop rural income-generating skills in the Thaba Tseka area;

ii) An effective, well-equipped RSTC operating in Thaba Tseka with the capacity to provide 10 months per year of instruction to 100 Basotho in rural income-generating skills;

iii) A trained cadre of Basotho (at least 3 administrators and 5 instructors) with the capability of operating an RSTC efficiently.

iv) Four hundred trainees who have completed at least two modules in one of several possible trades;

v) A tested basic education program in place in one primary school, to reduce drop-out rate by providing opportunities for learning outside the regular classroom.

b. Component Activities

This component comprises activities that relate directly to other components, as well as activities unique to the development of the Rural Skills Training Center. In addition to designing a viable and effective institution to train youth and adults to enhance their income capabilities, this component will strengthen the IEMS and LDTC Programs. In the Thaba Tseka they will pilot-test a basic education program to reduce the primary school drop-out rate.

In formulating the organizational structure and training program of the RSTC, high priority will be given to developing an institution that is as financially self-sufficient as possible. The emphasis will be on self-help, and on designing a program that enables trainees to earn as they learn, and to pay their own way at the Center. Details of the activities of this component follow.

Output 1 - A mechanism for coordinating non-formal education to develop rural income-generating skills.

The RSTC will operate in coordination with the Thaba Tseka Rural Development Program (TTRDP), an integrated rural development program being supported by various donors, which operates in cooperation with the District Development Committee (DDC). The proposed structure for the RSTC is illustrated on the following page. As a Condition Precedent

to disbursement of funds for the RSTC component, a formal memorandum of agreement must be submitted jointly by the LDTC, the IEMS and the implementing agent (Contractor) stipulating that LDTC will provide remedial skills training and IEMS the entrepeneurial, business management training. The RSTC Board of Directors will comprise representatives from the District Administrator's office, IEMS, LDTC, LOIC, the MOE and the MOA.

Prior to implementation of this component, project funds will finance one short-term advisor to assist the LDTC for 3-6 months to assess the skill needs of the area and to design a program of studies for the RSTC. This Non-Formal/Vocational Specialist will work closely with existing institutions offering non-formal education and MOE liaison personnel. Her/his assessment will provide the basis for recruitment of staff, preparation of a step-by-step implementation plan (to be completed when the advisors and staff are on board), and serve as a preliminary procurement plan for the necessary materials and commodities to equip the RSTC.

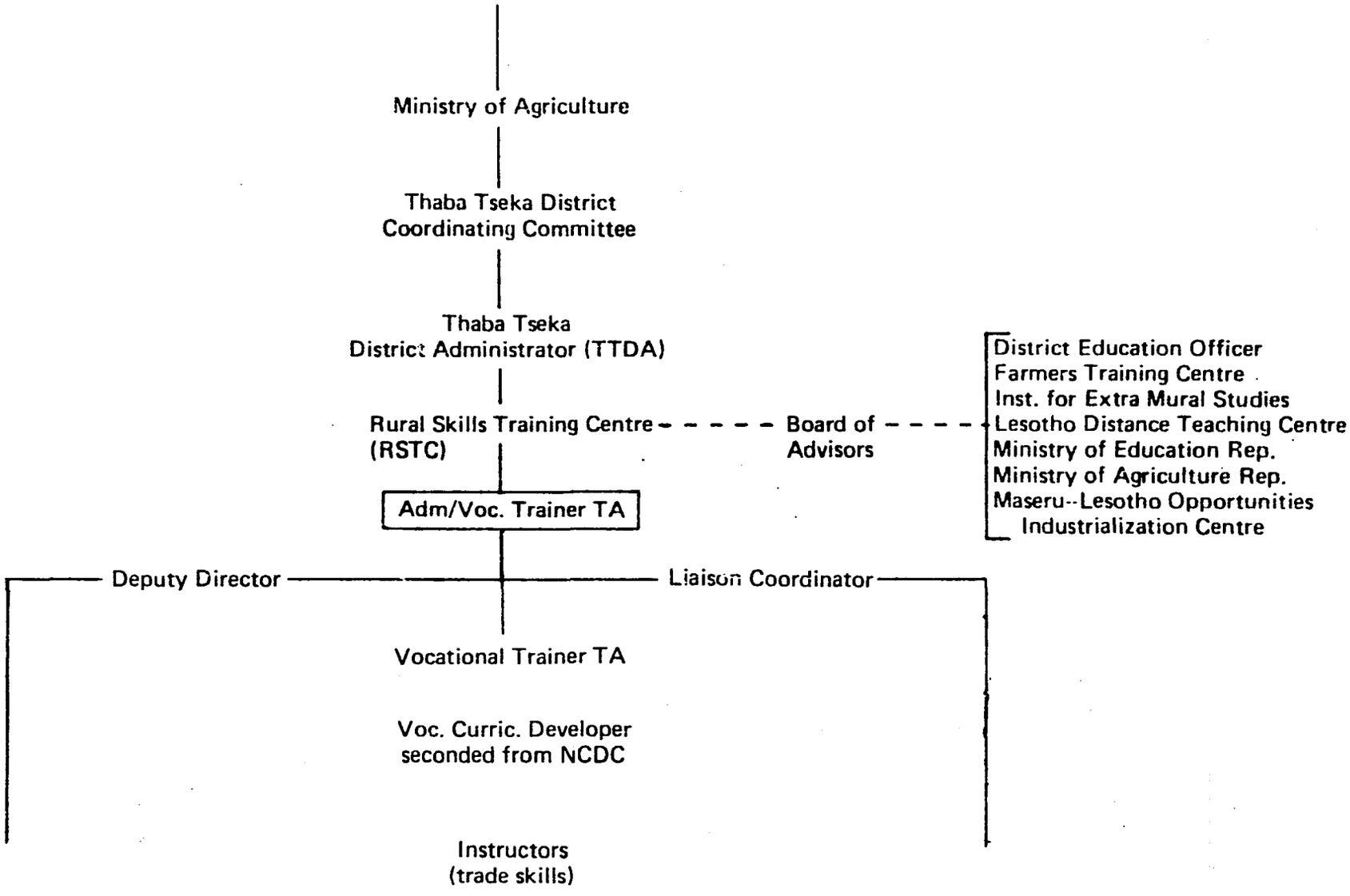
Output 2 - A functioning RSTC in Thaba Tseka

The World Bank Education Project Loan III of about $800,000 is providing the training facility, dormitories and dining facilities, 6 staff houses and basic equipment and furniture for the RSTC. AID funds will supplement, maintain and replace equipment, train staff, support operating costs of the RSTC in the initial years of operation and provide technical assistance. GOL support will be phased in over the life of the Project.

At the end of the project, there will be a functioning RSTC at Thaba Tseka staffed by Basotho who have had extensive training and are capable of providing relevant rural income-generating skills at a feasible cost. This effort will be coordinated with the LDTC and IEMS, who provide the necessary remedial basic education and business-related training. LDTC and RSTC will jointly administer the Assistance Fund, based on LDTC experience. Non-formal activities of the Thaba Tseka area will be coordinated and supported by the Liaison Coordinator of the RSTC in conjunction with LDTC, IEMS and the District Education Office.

AID resources providing long and short-term technical assistance, staff training and commodity support will be employed to localize the capacity to manage the RSTC. About ten person/years of long-term TA will be provided by a Vocational Trainer and an Administrative/Vocational Advisor. Short-term TA will be utilized for the initial assessment, as described above, and for specialized training skill needs. Staff training will be mostly on-the-job and in some cases, short-term overseas training will be provided. While precise requirements have not been identified, it is envisioned that short-term training may be needed in marketing, business and finance, technology selection and development,

STRUCTURE OF THE RURAL SKILLS TRAINING CENTRE



counseling of students, design of a student follow-up program, and enterprise development.

Modules/curriculum will be developed and tested by the Vocational Trainer, the Basotho instructors and a Vocational Education Curriculum Specialist seconded to Thaba Tseka from the NCDC, with assistance from short-term consultants.

Based on information already available, and the experience of the prior limited skills program in the area, subject areas are likely to include leatherwork, woodwork, needlework, basketry, pottery, fabric and clothing production, plumbing, masonry, metal-work (including simple black-smithing, making and repairing farm tools), carpentry, and farm and household equipment repair and maintenance. The training process will emphasize buildings and equipment that are needed in rural areas, such as farming equipment, bee hives, rabbit hutches, home-water collection and storage devices (guttering, cisterns, catchment structures), alternate energy devices (grow holes, paolas, solar-heated houses and animal sheds), food storage devices, and the like. The objective of the RST program is to provide individuals with the skills that enable them to get jobs, to earn money by producing things at home, or to operate small businesses. Therefore, the programs will include basic education components (literacy, numeracy), entrepeneurship and business management skills. The RSTC courses will be designed to accommodate individuals with widely varying education backgrounds and will be considered part of Lesotho's non-formal education system.

Literacy, numeracy, and other remedial training will be offered through the area programs provided by LDTC, and students will undergo training in business management (costing, budgeting, accounting, marketing, purchasing) at the local IEMS Center.

It is anticipated that the RSTC will receive some income from the sale of student products and services, as well as from tuition fees. The RSTC will establish an appropriate account and accountability system that will give the RSTC control over monies that are paid to the RSTC, enabling RSTC to make legitimate expenditures for services and goods from its own account.

Courses most likely will be taught in modular style. Classes will be offered in specific skill areas over a three-month period. The skill levels of the modules will increase over the cycle period, and students may enter and leave the school at various skill levels, depending on their own individual needs and capabilities.

The RSTC must institutionalize a flexible structure and procedures that ensure frequent reassessment of skills needs of the area, and that enable the RSTC to respond to changing labor market needs.

Output 3 - A trained RSTC staff.

All RSTC staff training will be of a short-term nature. In cases where adequate local training capabilities do not exist, short-term training will be accomplished overseas. While precise requirements have not been identified, it is almost certain that short-term training will be needed in teaching methods for trade-skills. On the basis of the LOIC experience, instructors will also need extensive training in their own technical skills areas, since Lesotho has few master craftsmen who are available to be instructors. A comprehensive staff development plan will be developed early in the project, after assessing the skills needs of the RSTC instructional staff. Resources available in Lesotho will be identified and various options explored for developing technical expertise as well as teaching skills. The use of training films and other media which are available from industry and commercial educational media sources will upgrade the skills of the instructors as well as provide high-quality direct instruction to trainees. This will be coordinated through the IMRC. Courses for RSTC instructors will be planned so that instructors from other Lesotho institutions may attend training sessions.

One possibility that will be explored is to establish a three-part instructor rotation system,in which an instructor will alternately work at the RSTC, receiving on-the-job training from the Vocational Trainer and short-term consultants, and then work for a given block of time as an apprentice to a master craftsman either in Lesotho or elsewhere. This process repeated over a period of years will gradually enable the instructors to become master craftsmen in one or more trade skill areas. The third element might be short-term training at a U.S. vocational technical education institution. With careful scheduling of course offerings, this could be done with no additional RSTC instructor staff, other than those planned for in the project.

Output 4 - Skilled craftsmen available to serve the needs of the area.

The program at Thaba Tseka will be based on a needs assessment which provides information on skills likely to increase income-opportunities for rural Lesotho, on training opportunities that now exist in Lesotho, and on the experience gained by other training institutions. The program will include networking activities involving other training institutions in Lesotho, such as the LOIC, on a regular basis and will be structured to permit flexible scheduling and changes in course offerings based on periodic needs reassessment.

The RSTC will be able to absorb 110 students (100 in residence) at any given time. Over the life of the project, after initial teacher training and organization, about 400 students will have taken one

or more modules,of which some 50 students will have completed a full two-year program. While students will be drawn from the Thaba Tseka area, the center may also attract interested students from neighboring areas.

It is anticipated that many of the trainees will need remedial basic education. The LDTC will have the responsibility for developing and providing this instructional component, in coordination with the Basic Education Specialist of the NCDC, provided under Component Three of this project. The instruction will include practical skills curriculum content as well as literacy and numeracy skill training and basic science principles. The LDTC will provide precounseling for prospective trainees, as well. The IEMS, which has a center in Thaba Tseka, will provide instruction in entrepeneurial and small business management skills. The LDTC will coordinate with the RSTC to manage the Assistance Fund, which will provide small loans to trainee graduates to enable them to purchase tools and materials needed to start business.

A fee will be charged to trainees, in an amount that will cover the costs for room and board. In order to avoid discrimination against students who may qualify for the RSTC program, but who cannot pay the fee, a small amount of the Assistance Fund will be used to provide student support. The possibility of instituting a work program to enable students to earn part or all of their training expenses (based on the Berea College model) will be examined. The community will benefit from the center through access to a larger pool of local craftsmen.

Output 5 - A tested basic education program in place in one primary school.

The purpose of this activity is to attempt to reduce the drop-out and repeater rates of the primary schools in order to increase the cost-effectiveness of the primary education system, and to expand access to education to children in rural areas. This output relates directly to Component Three, Curriculum and Instructional Materials Development, and to Component Two, NTTC Strengthening. The rationale for this activity and a description of the approach was discussed above in the Component Three section.

In cooperation with the District Education Officer and LDTC, the NCDC will pilot test the Basic Education Program in at least one school/community of the Thaba Tseka District. To support the effort, the Liaison Coordinator of the RSTC will assist with setting up community meetings, in coordination with the NTTC staff, who are developing community involvement programs. The IMRC will assist LDTC with the development and testing of radio programs to support the Basic Education program. These may include direct instruction to learners, training and orientation programs for teachers and paraprofessionals who work with the potential drop-outs, and informative broadcasts to parents and community.

c. Summary of Inputs for Component 4

The following is a summary of GOL and AID contributions for this component of the Project.

Part I: AID CONTRIBUTION (Total $4,569,950)

Technical Assistance

i) Long-term: ($1,581,600)

An Administrator/Vocational Advisor and a Vocational Trainer will be provided for a total of ten person/years.

ii) Short-term: ($728,900)

Six (6) person/years of short-term technical assistance will be provided to conduct the initial needs assessment, to carry out specialized trade skills training as needed to teach general methods for vocational instructors, and to find and/or develop instructional media in the vocational/technical skills area, including films, video-tapes, and print.

Training ($142,400)

i) Overseas: 2.4 person/years

ii) Local: 2.4 person/years

Center Support ($1,201,600)

i) Operating Expenses ($630,000)

A portion of the operating expenses of the Center will be funded by AID under this project, on a decreasing percentage basis.

ii) Institutional Support to Service Agencies ($268,600)

This will be provided to LDTC and IEMS to enable them to develop the capacity to provide services outlined in the proposal above.

iii) Local Travel and Transportation ($60,700)

This will be used for maintenance, allowances and local travel costs for outreach activities and other in-country travel by staff.

iv) Local Salaries ($175,300)

AID will reimburse the GOL for a portion of local staff salaries as follows:

FY84	$12,600	(100%)
FY85	$47,090	(85%)
FY86	$39,650	(65%)
FY87	$33,500	(50%)
FY88	$25,760	(35%)
FY89	$16,200	(20%)

	$175,300	

v) Assistance Fund ($67,000)

This will allow for grants and loans to trainees who cannot pay the tuition/room and board fees and will provide ''starter'' money for trainees who complete courses and need tools and/or raw materials. Provisions will be made for trainees to ''earn and learn'' to help repay loans, and to defray the operating expenses of the RSTC.

Commodities ($500,000)

AID will provide additional and replacement equipment and furniture to supplement that provided by the World Bank, for shops, classrooms, offices, dormitories and kitchen and dining areas, as well as instructional materials and supplies for the Center and the outreach activities. (Vehicles are provided under Component One and assigned to other Components as needed.)

Part II: GOL CONTRIBUTION (Total M1,166,100)

It is assumed that the RSTC will generate income. This amount is a worst case estimate of GOL requirement if NO income is generated.

Personnel salaries	490,000
Operating expense contingency	325,000
Administrative support	186,000
Housing for TAs	89,400

Note: FY83 exchange rate is 1M = $.89

D. Project Relationship with CDSS

USAID/Lesotho's primary goal as stated in its FY85 CDSS is to increase rural income and employment. One of the principal subgoals which relates to this Project is to strengthen education policies, the institutional framework, and programs required to promote rural based income and employment, focusing on the aspects of the education and training system that are most relevant. The linkage between the goal of raising income and expanding employment opportunities and the sub-goal this Project designed to achieve is demonstrable. Improvement of rural income and employment requires a trained and skilled workforce. There is convincing evidence that completing at least four years of basic education significantly improves an individual's ability to earn a better living and participate in a modern, technological society. This Project will improve the primary school system and will provide a better basis for more productive employment. To accomplish this teachers must also be properly trained and equipped. The improved training will be provided by the NTTC, with appropriate curricula from NCDC and more relevant instructional materials from IMRC. Leadership, direction and support for these divisions and the teachers will come from the strengthened MOE. The goal of improved income and employment will be largely determined by the effectiveness and appropriateness of the overall education system in rural areas and the MOE's capability to carry out and sustain needed reforms which this Project is designed to address..

The USAID strategy is to focus its assistance programs during the period FY84-89 on two key sectors, Agriculture and Education/Human Resources and the Project is the vehicle which has been identified to achieve the CDSS sub-goal for EHR. The components within the Project which have been selected are consistent with AID policy and are those in which AID has comparative advantage deriving from previous involvement, investment, and the quality and availability of U.S. skills. In addition they are among the priorities in the AID Policy Paper on Basic Education and Technical Training namely, increasing the efficiency and improving the distribution of basic education and skills training (schooling for children 6-14, vocational education and functional skills training for adolescents and self-employed adults, and technical skills training for wage employment).

The development strategy which has been selected assists Lesotho in the establishment of a more efficient system of education and is designated to moderate their recurrent cost and administrative burdens, and help relate the education system, both formal and non-formal, more effectively to employment opportunities and manpower needs. It is aimed at systemic reform as part of a larger reform effort involving initiatives and coordination with other donors such as the World Bank, UNDP, U.K., Canadian AID, and Irish AID, all of which are currently providing assistance to the education sector. Such cooperation and coordination with other donors on a project-by-project basis is part of an on-going effort, but this has taken place without the systematic overview which is integral to this Project.

E. Relation to USAID Projects and Other Donor Assistance

1. Other USAID Projects

This project complements the following ongoing USAID assistance efforts:

a. Manpower Development Training, 632-0069
Purpose: to assist the GOL to develop its capability to plan, design, manage and implement programs of national economic and social development.

b. Instructional Materials Resource Center, 632-0061
Purpose: to develop instructional materials for use in pre- and in-service teacher training and curricula for primary and secondary school use.

c. Lesotho Opportunities Industrialization Center, 632-0217
Purpose: to establish a community based, NFE institution offering free access to vocational skills training and management skills.

d. Structuring Non-Formal Education Resources (centrally funded) 931-1054
Purpose: to provide technical and financial assistance to rural communities and organizations involved in NFE activities.

e. National University of Lesotho, 632-0080
Purpose: to establish a community developed educational structure for the NUL so that it can respond to national development needs in an innovative way.

f. Rural Water and Sanitation, 632-0088
Purpose: to develop institutional capacity of the village water supply to design, construct and maintain rural water systems in the rural areas.

g. Rural Health Project, 632-0052
Purpose: improvement in the skills of nurses to extend professional health care to the rural areas.

All of the above projects include efforts to improve the educational and entrepreneurial skills in the rural areas through innovative approaches. The Manpower Development Training Project (MDTP) has concentrated since 1978 on improving the planning management capabilities of the MOE and related institutions' staff and other related entities. Four of the technical assistance positions of MDTP will eventually be subsumed into BNFES. They are the Systems Analyst for the MOE, the Operations and Management Officer for Cabinet Personnel, the Testing Research Officer for NCDC and an Agricultural Education Specialist for the

NTTC. The Instructional Materials Resource Center (IMRC) has strengthened the basic education system through the provision of prototype instructional materials, curriculum development and in-service teacher training. Three technical assistance personnel of the IMRC, the Production/Administration Specialist, the Instructional Systems Designer and Audio-Visual Specialist, will merge into the BNFES. Development of adult education, productive skills, community organization and leadership is presently being provided by LOIC, Structuring Non-Formal Education Resources and the Institute for Extramural Studies at the NUL. The latter two institutions will provide extension skills, literacy and numeracy training, and businessmen's training to the participants in the Rural Skills Training Centre at Thaba Tseka. Thus, this component is closely tied with on-going non-formal education activities.

In the Rural Water and Sanitation Project there is a training component for rural area masons and also a foreman's training component. So far 40 stonemasons have been trained and many are producing various structures for this project and other uses in rural Lesotho. The Rural Health Project provides training to upgrade the skills of nurses to become ''clinical nurses'' who can do rudimentary diagnostic work in rural areas not served by doctors.

All of these efforts are intended to provide much needed skills for the rural areas through non-formal educational techniques. They also provide employment opportunities for the recipients. Together they attack the problems both of rural needs and joblessness in Lesotho.

2. Other Donor Assistance

Present donor commitments to projects and programs in the education sector which have immediate relevance to the Basic and Non-Formal Education Systems Project total approximately 18 million dollars. In addition, considerable donor assistance is centered in programs directed to secondary, university and non-formal education. These projects, while not of immediate relevance, will nonetheless impact indirectly on the implementation of this project inasmuch as they are directed at improving the quality of the total education system and to the orientation of the education system to better serve national employment and income goals.

Annex I contains a list of those more important activities directed to those areas and institutions which are also intimately involved or will be assisted by the BNFES project.

a. Recapping the more relevant of the donor programs:

i) The Consulate General of Ireland will continue to fund four technical advisors in industrial arts who have a coordinated program of in-service training of teachers at NTTC, Lerotholi Technical Institute (LTI) and a number of secondary schools. These advisors are part of an in-service teacher training program at the NTTC, coordinated by the MOE Planning Unit, among the British, Irish and USAID.

ii) The UNDP's development program in education in Lesotho may face a significant cutback in its 1983-86 operational budget. Despite possibly limited financial resources, the UNDP intends to provide a team of five residential technicians in the field of manpower development, agricultural economics, statistics and industrial planning, all of whom will be coordinated by a macroplanner in the Ministry of Planning, Employment and Economic Affairs.

iii) UNESCO's technical assistance and construction assistance to the NTTC was formally terminated at the end of 1982 and it is anticipated that UNESCO's assistance to the in-service teacher training program of secondary school headmasters at NUL and primary school teachers at NTTC will terminate in late 1983. The World Bank, however, has tentatively agreed to sponsor both of the UNESCO programs in 1984. UNESCO technical assistance to the Planning Unit of the MOE will continue.

iv) The Dutch, West German and Danish governments are expected to continue limited but significant assistance to vocational and technical education in the rural areas, Lerotholi Technical Institute and the University. Importantly, the West German government is considering the provision of technical assistance to the NCDC to develop curriculum for technical subjects. This would blend with the USAID and British efforts there. The Dutch have provided technical expertise to the Rural Technology Research Unit of the integrated Thaba Tseka Development project. This assistance has proved most helpful in establishing a basic program on which to build the fourth component of the BNFES project. The preliminary assessments undertaken by the project in cooperation with the MOE continue to provide information to the BNFES project on the needs and demands of appropriate skills in the district.

v) Phase II of the Thaba Tseka Regional Development program originally envisioned a rural skills training center to enhance opportunities for off-the-farm employment, self-employment and improved quality of life in the Thaba-Tseka district, but a lack of funds prevented its implementation. The skills analysis performed by CIDA, World Bank and the MOE Planning Unit, indicated the feasibility of basic courses in stone masonry, carpentry and joinery, agricultural machinery repairs, leathercraft, sewing and knitting. The World Bank, through its Third Loan to Education, is committed to the construction and equipping of the rural skills center at a cost of $800,000. USAID, for its part, through the fourth component of the BNFES Project will provide two technical assistants, three local positions, institutional support and staff training over a period of five years to establish and localize this rural skills program. The program will be implemented in coordination with the Thaba Tseka District Development Committee, and the Ministries of Trade, Industry and Tourism, Education, Agriculture, and Rural Development, as well as the primary donors, the World Bank and CIDA.

USAID and the GOL estimate that the total annual recurrent costs of these other donor activities is $250,000.

F. Cost Implications

For program management and accounting purposes, there are four discrete components, as indicated by the budget format. Operationally this is an artificial division, since the components reflect the MOE institutional divisions, rather than functional relationships. Items costed under one component will support activities that relate to other components. For example all vehicles and the administrative support activities are budgeted under Component 1: MOE Strengthening.

The Government of Lesotho will make a significant financial commitment to the Project. Annual incremental costs do not include the costs of current operations, but only those which arise as a result of project activities. Such costs include the salaries for new employees, the support for people undergoing training through the Project, administrative support for the new employees, support for the technical assistance personnel brought in under the Project, the recurrent costs of the School Supply Unit, and budgetary support for the Rural Skills Training Center.

Identifiable costs related directly to the Project include staff salaries and overseas training support. The local training line item is the estimated cost of the salaries paid to employees during the training programs. The administrative support line item is essentially salary and overhead for the various departments where the technical assistance personnel work.

GOL costs are estimated at $5,552,800 principally in kind. This constitutes 17% of the total Project cost, estimated at $31,302,033. Therfore a waiver of the 25% local contribution requirement will be needed. As a least developed country, Lesotho qualifies for such a waiver, and this has been requested (see Section III E). Given the nature of the USAID assistance, the bulk of which is for technical assistance and training, the level of GOL support is adequate and appropriate, to build on existing institutions and skills, and to upgrade current capabilities.

Details of expected cost implications and explanatory notes are found in Annex F, Costing and Budget Notes, and are summarized on the following pages.

1. ESTIMATED USAID CONTRIBUTION (In dollars)

Proposed Expenditures

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
MOE							
L.T. Technical Assist.	32,500	780,000	858,000	943,800	865,000	761,200	4,420,500
S.T. Technical Assist.	0	83,100	91,400	100,500	110,500	121,500	507,000
Training	0	136,000	130,700	164,500	158,100	53,100	642,400
Local Staff	5,400	23,800	26,200	28,800	31,700	34,900	150,800
Commodities	1,300	26,100	36,300	39,900	36,600	32,200	172,400
Vehicles	162,000	0	0	199,700	0	0	361,700
Supplies/Maintenance	4,000	17,800	19,600	21,600	23,800	26,200	113,000
Office Rent/Comm.	3,200	14,100	15,500	17,100	18,800	20,700	89,400
Contingency	20,800	108,100	117,800	151,600	124,500	105,000	627,800
Evaluation	0	40,000	44,000	48,400	53,240	58,564	244,204
Subtotal	229,200	1,229,000	1,339,500	1,715,900	1,422,240	1,213,364	7,149,204
NTTC							
L.T. Technical Assist.	65,000	552,500	715,000	786,500	865,000	475,750	3,459,750
S.T. Technical Assist	0	166,200	274,200	201,000	0	0	641,400
Commodities	4,400	50,300	32,000	35,200	38,700	22,500	183,100
Incentive Fund	0	3,000	3,300	3,600	4,000	4,400	18,300
Training	0	91,300	216,000	117,800	19,800	21,700	466,600
Contingency	6,900	86,300	124,100	114,400	92,800	52,400	476,900
Subtotal	76,300	949,600	1,364,600	1,258,500	1,020,300	576,750	5,246,050
NCDC/IMRC							
L.T. Technical Assist.	97,500	682,500	1,001,000	786,500	346,000	380,600	3,294,100
S.T. Technical Assist.	0	41,500	91,500	210,000	170,000	58,100	571,100
Commodities	3,800	273,100	66,600	46,600	29,300	24,200	443,600
Primary Demo. School	0	10,000	11,000	12,100	13,300	14,600	61,000
Training	0	308,000	490,100	505,800	409,900	370,500	2,084,300
Contingency	10,100	131,500	166,000	156,100	96,900	84,800	645,400
Subtotal	111,400	1,446,600	1,826,200	1,717,100	1,065,400	932,800	7,099,500
RSTC							
L.T. Technical Assist.	56,800	249,800	274,800	302,200	332,400	365,600	1,581,600
S.T. Technical Assist.	0	88,000	193,600	213,000	234,300	0	728,900
Center Support	53,500	192,200	226,100	261,700	242,900	225,200	1,201,600
Commodities	50,000	125,000	100,000	75,000	75,000	75,000	500,000
Training	0	36,300	46,600	18,000	19,800	21,700	142,400
Contingency	16,030	69,130	84,110	86,990	90,440	68,750	415,450
Subtotal	176,300	760,430	925,210	956,890	994,840	756,250	4,569,950
TOTAL	593,230	4,385,630	5,455,510	5,648,390	4,502,780	3,479,164	24,064,704
						Est. contractor fee 7%	1,648,529
							$25,749,233

2. ESTIMATED GOL CONTRIBUTION (In Maloti: 1M - $.89)
Proposed Expenditures

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
MOE							
Personnel	9,000	38,900	42,800	47,000	51,800	56,900	246,400
Overseas Training Support	0	14,000	9,000	14,000	9,000	0	46,000
Local Training	0	31,000	21,000	32,000	21,000	21,000	126,000
Administration	8,000	32,800	32,800	32,800	32,800	32,300	172,000
Housing	10,000	34,000	34,000	34,000	34,000	29,000	175,000
Subtotal	27,000	150,700	139,600	159,800	148,600	139,700	765,400
NTTC							
Personnel	0	126,400	139,100	152,900	168,200	185,100	771,700
Overseas Training Support	0	14,000	19,500	7,000	0	0	40,500
Local Training Support	0	4,100	4,100	4,100	4,100	4,100	20,500
Administrative Support	4,000	15,000	16,000	16,000	16,000	17,000	84,000
Housing	4,800	24,000	24,000	24,000	24,000	24,000	124,800
Subtotal	8,800	183,500	202,700	204,000	212,300	230,200	1,041,500
NCDC/IMRC							
Personnel	17,700	88,400	96,100	105,800	116,300	128,000	552,300
Overseas Training Support	0	20,000	35,000	15,000	8,500	5,500	84,000
Local Training Support	0	365,400	374,400	374,400	374,400	365,400	1,854,000
Administrative Support	6,000	20,000	24,000	23,000	22,000	16,000	111,000
Housing	8,000	24,000	34,000	24,000	10,000	10,000	110,000
Subtotal	31,700	517,800	563,500	542,200	531,200	524,900	2,711,300
RSTC							
Personnel	37,000	74,200	81,600	89,800	98,800	108,700	490,100
Recurrent Cost	0	0	25,000	50,000	100,000	150,000	325,000
Administrative Support	16,000	34,000	34,000	34,000	34,000	34,000	186,000
Housing	15,000	30,000	30,000	30,000	30,000	30,000	165,000
Subtotal	68,000	138,200	170,600	203,800	262,800	322,700	1,166,100
10% INFLATION	0	99,000	107,600	111,000	115,500	121,700	554,800
TOTAL EST. GOL CONTRIBUTION (In Maloti)	135,500	1,089,200	1,184,000	1,220,800	1,270,400	1,339,200	M 6,239,100

(Total in U.S. dollars $5,552,80)

G. Analyses Summary

1. Economic Analysis Summary

This economic analysis assesses the benefits and costs of each project component separately in order to assure that each component is economically viable on its own. It is recognized that the benefits of each component, being mutally reinforcing, are greater than the sum of the benefits of the components taken individually. Bearing in mind the budgetary problems of the Government of Lesotho and low incomes of the unskilled, this analysis limits the quantified benefits to budgetary savings resulting from increased administrative efficiency and to increased incomes of direct project beneficiaries. Because the national shortage of skilled and vocationally trained people will not be fully alleviated during the life of this project (see the Employment Section, I.D.), it can be assumed that individuals with training funded by this project will continue to earn a premium over their untrained counterparts and that this premium reflects increased productivity.

In calculating costs and benefits, GOL expenditures, and GOL expenditure savings are valued at 180% of the budgeted or targeted amounts. This is designed to reflect the scarcity of public funds in Lesotho. The adjustment factor was determined by comparing the budgetary situation in Lesotho with other sub-Saharan African countries and reflects the severity of the budgetary problem in Lesotho.

Both an internal rate of return analysis and a cost effectiveness analysis were done.

a. Ministry of Education Institution Strengthening

Benefits of the institutional strengthening component are solely cost-saving. The MOE has suggested three sources of savings and targets that ought to be achieved: 1) Savings are anticipated from the reduction of spending on salaries for fictitious teachers, 2) reduction of per student cost of supplies, and 3) decreases of other Ministerial expenditures. Although the MOE believes that 5-7% of all teacher salaries are paid to non-existent teachers, this analysis only assumes a 1% savings. The Ministry believes that savings in the supply of material to the students will be in excess of the 0.5% which this analysis used. Finally, other Ministerial expenses are assumed to decline by 1%. Administrative people in the MOE feel the financial control, system analysis, and more rigorous analysis of projects ought to lead to a 3-4% savings.

With the above cost savings and using a twenty-year benefit/cost stream, this component's internal rate of return (IRR) is 11.3%. Sensitivity analysis on the above assumed benefits in no case reduced the IRR to less than 7.7%.

b. National Teacher Training College and National Curriculum Development Center

These two project components have similar benefits: the improvement of the quality and relevance of the primary school education. Thus, it was easier and more accurate to combine them for economic analysis purposes. Two benefits are anticipated: improved efficiency of operation of the NTTC and the NCDC, and the improved earning capacity of those leaving primary school whether as graduates or as drop-outs (assuming attendance under the new curriculum for at least three years). The students will be entering the modern sector labor force with improved skills because of the addition of agricultural, practical and vocational subjects to the curricula. The analysis assumes that the improved financial and administrative management of the two institutions will save 1% of their total budget by FY89. A proportion of these savings are received in the early years. People familiar with the institutions estimate that with improved management and financial controls, savings in excess of 1% ought to be realizable.

People who complete primary school will have increased income opportunities over those who do not. However, long-range studies on the impact of education on income are practically non-existent for developing country projects nor are there reliable indices on long range impact on quality of life apart from increased incomes. This analysis assumed that 5% of primary school graduates (or drop-outs with at least three years of schooling under the new curriculum) will have an annual increase in their income of M100 per year of school. The M100 was derived by looking at the income levels of people with differing levels and types of education. In Lesotho it appears that vocational education is likely to boost income significantly more than the M100 per year.

With these assumptions, the IRR is 20.2% over a twenty year time period. Sensitivity analysis of the assumptions reduced the IRR to 20%. Again, it is apparent that these components are economically valid.

c. Rural Skills Training Center

The RSTC, being a new educational institution, can only be assessed on the basis of improved incomes and not on the basis of benefits in the form of cost savings to the GOL. Because no similar institutions exist at present in the mountain areas it is difficult to project benefits from the increased income earning potential of the vocational school graduates. Therefore the analysis is based on the increase in incomes which have been at another vocational school, and the increased salary which the GOL pays for a trade certificate. Since the courses at the RSTC will be modular and thus not full time for two to three years, only a proportion of these benefits were assumed for each module completed.

The RSTC, unlike vocational schools in the formal system, will include basic numeracy and literacy skill training, business skills and motivational work. Therefore its ability to increase incomes may be greater than we have assumed. Further, the RSTC will be developing a capability to train trainers. These benefits were not included in the analysis. Lastly, there may be social benefits in the reduction in migration to the western and lowlands areas of Lesotho.

The IRR came to 8.8% but if the benefits are closer to those experienced with trade certificates then the IRR increases to 12.1%. Sensitivity analysis showed that this component must pay special attention to training people for skills where there is need. If the benefits fall much below those assumed then this component may become too costly economically. The inclusion of an ongoing needs assessment is necessary, and has been included in the component.

d. Cost effectiveness

Many decisions were made in the design of the project to insure that the recurrent cost implications would be managable by the Government of Lesotho, once the project is completed. This was necessary because of the serious financial crisis being faced by the government. In addition, by linking the components of the project into one unit USAID has been able to reduce the administrative burden on the GOL and increased the likelihood that the lessons and benefits of the project's components will be transmitted effectively. Splitting the project into four separate projects would increase the cost and decrease the benefits.

2. Socio/Cultural Profile Summary

a. People and Population

The Basotho are the dominant cultural group in Lesotho, comprising 98% of the population. The population is estimated at 1,300,000, 90% of whom live in rural areas. The nation's population is young, 40% being under the age of 15 and only 5-6% over 65. The primary school age population (6-12) totals an estimated 248,000.

b. Social Background

The Basotho are a settled agricultural people with a patrilineal system and an attachment to cattle stemming from a pastoral tradition. Large, interdependent, patrilineal, extended family groups were typical of early Basotho society; however, a hundred years of migrant labor and monetization of the economy has resulted in the emergence of the individual household as the basic social and ecomomic unit.

Forty percent of the rural households are headed by women whose husbands are absent from the home on migrant employment, 30% by single women, and 30% by males, typically retired mine workers. The latter are the most productive because of the access to greater resources needed by their households. There are four sources of income available to Basotho households: mine remittances, off-farm employment in Lesotho, farming or livestock production, and other income generating activities. Although the access to resources is more equitable in Lesotho than many other countries, the pattern of resource allocation results in severely limited income for half of all rural households.

c. The Education System

Universal access to primary education in Lesotho is a goal of the country, but is affected by such problems as providing an adequate education to the depressed mountain population and the high costs which would be necessary to cover the entire nation.

Many students enter school late and repeat standards due to absenteeism, school conditions or poor performance. Thirty-four percent of primary school children are over 12 years of age. Migrant mine employment for males and the demands of cattle herding have resulted in an unusual pattern of educational attainment between men and women. Literacy rates are much higher among women than men in all age groups. Currently 90% of girls and 70% of boys enter school at some time, however 46% of girls and only 20% of boys complete Standard 7. Girls also outnumber boys in secondary and high schools and represent 47% of university students.

d. Beneficiaries

i) Rural School Children

The largest group of beneficiaries are the primary school children (245,000 in 1980) who will receive a higher quality education incorporating the basic skills needed for rural income generation. It is expected that as a result of project activities students leaving the primary schools in 1988-1989 (approximately 92,000 children in the two years) will have skills for rural production and approximately 5,500 children will have participated in the income-generating activities at school.

ii) Employees of the Education System

The second largest group of beneficiaries are individuals at all levels of the education system who will receive training directly under the project, and students at the NTTC. In certain cases, training will result in increased incomes and all participants should have increased ability to carry out their jobs more effectively.

iii) Trainees of the Rural Skills Center

It is estimated that 400 individuals will receive training at the Thaba Tseka Rural Skills Center over the life of the project and that at least 50 % of these will increase their income as a result.

e. Participation

Teachers, primary school children, and their communities will participate fully in project implementation. Teachers are already involved in the subject panels working on revision of curricula and all teachers will have a channel for suggesting improvements in subject areas and materials. Students and local communities will be involved directly in the creation of income-generating activities and in the ''Seed School'' program. Parent and student attitudes which result in low attendance and high dropout rates will be researched by the project.

f. Socio/Cultural Feasibility

Three principal questions arise. Firstly, parent and student attitudes toward the introduction of practical studies into the curricula is a concern. Secondly, the capacity and willingness of the churches, their managers and the MOE to ensure that the teachers have the supervision and resources needed to integrate practical studies into their teaching is important. Finally, there is the question of teacher motivation to introduce the new curricula, and their willingness to attend the planned workshops. The analyses concluded that (1) firm plans had

to be prepared and implemented to integrate practical subjects into the basic subjects and (2) practical subjects had to be included in the examination system, and (3) teachers, students and parents must be made fully aware that passing marks in these subjects will be integral to passing the PSLC and JCE. These steps are considered necessary administrative actions to ensure acceptance of the practical skills training in the education system.

g. Impact

The Project is nationwide in scope, which is feasible given the size of the country and its population. The central issue concerning long-range impact of the project is the linkage between the school system and the households of the students. Successful techniques to stimulate parental interest developed during the project should be incorporated into the teacher training programs. A second consideration is the linking of basic education to achievement of the Project goal. The analysis concludes that this will generally require other inputs as well, such as basic skills training, and availability of other resources such as credit or cash. This Project develops one mechanism for providing these inputs at the pilot Rural Skills Training Center at Thaba Tseka, based on the LDTC Assistance Fund model, which may be duplicated if successful.

III. PROJECT ADMINISTRATION

Project Administration and Coordination

1. GOL

Administration of the program will be the responsibility of the GOL. The first level of administration, involving day-to-day operational decision-making and program oversight, will be vested in a Program Management Committee (PMC). The purposes of the PMC are fourfold: (1) to identify and resolve issues that arise in the course of program implementation; (2) to bring to the attention of the Steering Committee (discussed below) those issues which cannot be resolved at the PMC level; (3) to monitor all program activities and (4) to act as a clearing house for communications involving the program, i.e. reports, correspondence, etc.

While it is impossible to identify all of the functions and responsibilities to be discharged by the PMC, the following are illustrative of the tasks expected to be undertaken:

- Coordination of training requests
- Coordination of local training programs
- Staff and TA coordination
- Review and/or approval of Project procurement plans
- Coordination of procurement actions
- Coordination of consultancies (as recommended by the team and institutions).

The Chief Education Officer (CEO) of the Ministry of Education will have primary responsibility for implementing this Project on behalf of the GOL. The CEO will chair the PMC, the membership of which will include senior representatives of the National Curriculum Development Center, the National Teacher Training College, the MOE Planning Unit, plus ad hoc representatives from other institutions associated with the Project as required. The USAID Human Resources Development Officer and the Contractor Chief of Party will participate in PMC meetings in an advisory capacity.

The PMC is expected to meet formally on at least a monthly basis, although more frequent informal meetings are anticipated. Minutes of the formal meetings will be circulated to all interested parties for concurrence and will serve as monthly reports.

The second level of program administration will be created through the establishment of a Steering Committee (SC). The three major responsibilities of the SC will be first, to resolve issues submitted by the Program Management Committee; second, to monitor implementation progress and provide guidance in program direction and management; and third, to act as a liaison with other agencies of the Government.

Membership of the SC is anticipated to consist of the Permanent Secretary, Ministry of Education (Chairman); the Chief Education Officer (and chairman of the PMC); the Director, USAID; and a senior representative of the Office of Central Planning. Other ad hoc members may be drawn from the Ministry of Finance, Office of the Cabinet, any other institutions involved in the program, and the contractor's Chief of Party (see Conditions and Covenants, Section III. D.).

It is anticipated that the SC will meet every second month during the first year of program implementation and quarterly thereafter. The PMC will act as secretariat to the SC, preparing the agenda, recording minutes and coordinating information flow.

2. Contractor

The Contractor's Chief of Party (COP) will be responsible for implementation of the program on behalf of the Contractor. As such, he/she shall report directly to the USAID Project Officer and will work closely and cooperatively with the CEO in ensuring coordination of all entities involved in the program. The COP will have responsibility to ensure that all members of the technical assistance team maintain professional standards of performance and conduct and that Project implementation is executed in accordance with the contract. A detailed description of duties of the COP are contained in Annex D.

The COP will submit to USAID a quarterly report on Project implementation that will describe Project progress, identify implementation actions taken during the quarter, identify problems which are impeding Project execution and identify or specify areas/matters where AID or GOL action or participation may be needed.

As the administrative requirements of the multi-component program are extensive, program funds are being provided for the establishment of an administrative support unit. This unit, directly under the supervision of the COP will handle, for example, travel and shipping arrangements, procurement (both local and external), vehicle coordination, consultant arrangements, etc.

3. AID

USAID/Lesotho will be the responsible entity for AID management of the activities planned under this program. The individual in USAID/Lesotho principally responsible for providing guidance and monitoring of this program is the Human Resource Development Officer (HRDO). The Project Officer will serve as the USAID primary point of contact by the GOL and the contractor team leader. His/her duties will entail: overseeing and providing guidance to the program to ensure achievement of program objectives; participating on the Program Management Committee; monitoring contractor performance and serving as principal liaison with the contractor's COP; monitoring GOL performance and counterpart contributions; and preparing AID specific documentation. Once the contractor has been selected, USAID will arrange for appropriate housing to be allocated from the existing pool of AID-financed project houses to the extent available.

a. Contracting. It is planned that all technical services for this program will be procured under a direct AID contract, with GOL participation in contractor selection. Preparation of the RFP will be the responsibility of the HRDO Project Officer, REDSO/ESA Contracting Officer and the RLA/SA. Issuance of the RFP will be handled by AID/W. Contractor selection will entail a review of proposals by a USAID/Lesotho team, with appropriate GOL representation, including probable site visits to the short-listed institutions. The REDSO/ESA regional contracting officer will conduct negotiations with the contractor, subject to AID/W approval of a delegation of authority to negotiate a technical assistance contract. Contract administration will be the responsibility of the Project Officer with the assistance of other offices in the Mission and the RLA/SA.

b. Procurement. Although procurement of most program commodities will be the responsibility of the contractor, some may be undertaken by USAID/Lesotho,and the REDSO/ESA supply management advisor will provide assistance, as required.

c. All legal matters pertaining to the program, including project grant agreement negotiations and issuance of PILS, will require the assistance of the RLA/SA.

B. Evaluation and Monitoring

During the life of the Project, evaluations will be required annually. The major objectives of the first evaluation, which will be conducted twelve months after arrival of the T.A. team, will be to determine if contract conditions have been fulfilled, required covenants have been met, progress has been satisfactory in all Project areas, and to determine if some areas of Project effort should be strengthened, curtailed or simply maintained.

Twenty-four months after T.A. team arrival an in-depth evaluation will be undertaken. This evaluation will examine all aspects of Project implementation, giving particular attention to: adequacy of Project design, progress achieved to date, administration and management, etc. This evaluation will be particularly important as it will re-examine Project design and the progress achieved and then formulate the course of action for the remainder of the Project life. It is assumed that in a complex, multi-component Project some alteration to the Project design and the technical assistance contract may well be required after on-ground experience has been gained.

Subsequent annual evaluations will regularly examine: Project administration and management; coordination; planning; communications; and progress in achieving Project objectives based on the quantifiable indicators specified in the Logical Framework. The findings and recommendations of each evaluation team shall be recorded in an evaluation report which shall be made available to USAID and the GOL.

Prior to the Project completion, now projected for September 1989, a ''final'' evaluation will be undertaken. This final evaluation will examine all aspects of the Project giving particular attention to results and impact. The evaluation will weigh such results in relation to Project objectives and to the USAID assistance macro goal of increasing rural employment and incomes. The evaluation will identify lessons learned and make recommendations with regard to subsequent AID involvement in the education sector.

Evaluation costs have been included as a line item in the Project budget. Evaluation teams will normally consist of a total of four -six specialists drawn from local or external private or public agencies and organizations. Strong GOL participation in the evaluations is naturally essential and it is expected that the GOL will have one or more representatives on each evaluation team.

In addition to the annual evaluations, internal reviews of the Project will be conducted on a regular basis--but not less than every six months. The monthly reports, quarterly reports of the Chief of Party, independent GOL records, and the minutes of the Management Committee will provide the principal data base for these internal reviews.

The internal reviews accomplished by personnel associated with the Project, USAID and the MOE will be of different intensity and scope than the annual or impact evaluations. Both, however, are essential components of the Project as together they will permit the constant examination of progress, the identification of problems, and the provision of long/range direction and emphasis for the various sub-projects. Equally, both are critical to the decision-making process which will determine if re-design of the Project or its components is necessary and whether the Project should be continued, extended or terminated.

The results of the internal reviews shall be recorded and made available to the USAID and GOL. The internal review report may be comprehensive or summary in nature given the complexity of the matters and problems discussed or reviewed. The written report, however, shall provide the necessary facts and information to permit monitoring at the USAID and GOL levels.

C. Implementation Plan

The following time-phased schedule of events and dates assumes normal progress and compliance by all the concerned parties over the first three years of the project.

ACTION	RESPONSIBLE ORGANIZATION	DATE
PP Approval	AID/W	Dec 1983
Prepare RFP for Contractor	REDSO/ESA-USAID/L-RLA/SA	Dec 1983
Project Agreement	AID/L-GOL	Jan 1984
Issue Request for Proposals	REDSO/ESA-USAID/L-RLA/SA	Jan-Feb 1984
Establish Joint Contractor Selections Committee	REDSO/ESA-USAID/L	Mar 1984
Proposals Received	REDSO/ESA-USAID/L	May 1984
Competitive Range for Contracts Established	REDSO/ESA-USAID/L	July 1984
Competitive Negotiotions	REDSO/ESA-USAID/L-Contractors	Aug 1984
Initial CP's Met	USAID/L-GOL	June-July 1984
Final Contractor Selection	Joint Selection Committee	Sept 1984
Contract Signed	REDSO/ESA-USAID/L	Oct 1984
Contractor Mobilization and Selection	Contractor	Nov-Dec 1985
Formally Established Project Management Committee	USAID/L-GOL	Nov-Dec 1985
Management Committee First Meeting (and monthly thereafter)	USAID/L-GOL	Dec 1984
Vehicle Purchase	USAID/L	Dec 1984
Contractor Housing Assignment Plan	USAID/L	Dec 1984

ACTION	RESPONSIBLE ORGANIZATION	DATE
First Counterpart Personnel on Establishment List	GOL	Jan 1985
Establish Office and Administrative Support for Contract Team	Contractor	Jan 1985
Arrival of Chief of Party and Key Personnel	Contractor	Dec-Jan 1985
Establish Procurement Plan for Commodities and Equipment	Contractor GOL-USAID/L	Jan-Feb 1985
Arrival of Remainder of Team	Contractor	Jan 1985
Determine Component Funding Requirements for FY85/86 from GOL Funds	Contractor-GOL	Jan-Feb 1985
1st Meeting of Steering Committee (meetings are held at least quarterly thereafter)	GOL-USAID/L Chief of Party (Contractor)	Jan-Feb 1985
First Quarterly Report	Contractor	Mar 1985
Develop Commodities/Equipment Maintenance Plans for Each System	Contractor	Jan-Mar 1985
Develop Long-Term Training Plan for Each Component	Contractor	Mar-June 1985
Develop Short-Term Training Plan for Each Component	Contractor	Mar-June 1985
Formalize Short-Term Technical Assistance Plan	Contractor	Jan-Mar 1985
Develop Budgeting System and Detailed Financial Plan	GOL-USAID/L Contractor	Jan-Mar 1985
Process Waivers for Commodities, Equipment/ Maintenance as Needed	USAID/L	Jan-Mar 1985
Review/Select Long-Term Training Candidates	Contractor GOL-USAID/L	Apr-Aug 1985

ACTION	RESPONSIBLE ORGANIZATION	DATE
Develop Action Plan to Integrate Practical Studies Program	GOL	June-July 1985
Internal Review and Plan Update a) Short-term training b) Long-term training c) Commodities/equip/maint d) Technical assistance e) Budget and financial plan	GOL-USAID/L Contractor	Aug-Sept 1985
Initial Overseas Trainees Depart for Study	Contractor GOL-USAID/L	Sept 1985
First Annual Evaluation	AID/W-REDSO/EA-GOL	Oct-Nov 1985
Undertake Appropriate Project Revisions as Recommended	USAID/L Contractor-GOL	Mar-Apr 1986
Determine Component Funding Requirements for FY86/87	Contractor-GOL	Dec-Jan 1985/86
Establishment List Complete	GOL	June-Nov 1986
MOE Personnel Systems in Place	GOL	Oct-Dec 1986
MOE Budget System Operational	GOL-Contractor	Oct-Dec 1986
First National Curriculum Seminars Completed	GOL-Contractor	Feb 1987
Management System Designed and Installed for NTTC	GOL-Contractor	Oct-Dec 1986
Rural Skills Training Center Fully Operational	GOL-Contractor	Feb-Mar 1987
2nd Evaluation (to be held annually hereafter)	GOL-REDSO/ESA-AID/W	Feb-Mar 1987
Determine Component Funding Requirements for GOL funds for 86-87	GOL-Contractor	Dec-Jan 1986/87
Annual Plans Review	Contractor-USAID/L-GOL	Jan-Feb 1987

At the end of the first year of Project implementation, this plan will be reviewed and updated based on progress and experience to date.

D. Waivers

The following waiver is required:

A waiver of the 25% cost sharing requirement contained in Section 110 (a) of the Foreign Assistance Act, as Lesotho is a relatively less developed country (RLDC) and the waiver is permitted as per FAA Section 124 (d).

1. Justification for Waiver

Section 124 (d) of Foreign Assistance Act (FAA) authorizes a waiver in the case of programs, projects or activities in relatively less developed countries. Lesotho is included in this category as shown in AID Handbook 1, Supplement B, Chapter 5. The waiver authority can be exercised whenever the initiation and execution of an otherwise desirable project is handicapped primarily by the 25% contribution requirement. Annex G of Handbook 3 sets forth general considerations which should be taken into account. These include financial constraints, the nature of the aid being provided and the government commitment to the sector.

2. General Constraints, Including Financial

Lesotho is an impoverished nation because the resource base is not sufficient to fully support the populace. The arable land mass is small, 13%, and there are no compensating natural resources available. Alternative resources are not large enough to support an independent economic development program. Lesotho is one of 14 countries in the world in which 57% or more of the population are living below the absolute poverty level. It is currently operating under an austerity budget and is unable to contribute 25% of project costs. Yet the project is vital to Lesotho's economic and development needs because the lack of trained and skilled manpower is inhibiting its development. Following a 10% budget cut in 1982 there is a current proposal to reduce the current budget by 20% and it has been reported that the IMF has been pressuring for continued reductions.

3. Nature of the Project

Taking these difficulties into consideration, the Basic and Non-Formal Education System Project emphasized minimal recurrent cost/incremental cost implications whenever possible. Working within the current system, the number of new employees required has been kept at a minimum, no new infrastructure will need to be maintained and supported and training programs have emphasized short-term, task specific, local programs when possible. Overseas training has been kept at a minimum. T.A.

staff, both short-term and long-term, are fully funded by the Project to avoid adding to the recurrent costs for the Project. The GOL costs are estimated at a total of $5,552,800 or over 17% of total Project costs. Under the circumstances and given the nature of the assistance, this level is considered sufficient.

4. Government Commitment

The GOL commitment to the education sector is very high. Budgetary allocations to the MOE have consistently been increased, to a level of M25.17 million or $23.4 million in FY 81/82. This represents a three-fold increase since FY 78/79, when expenditures were M7,564,000. In addition, because of the Government's concern that the education system was not meeting the socio-economic needs of the country it commissioned a Task Force to undertake a thorough assessment of the education sector taking into account the views of a wide spectrum of society. The Task Force Report was published in 1982 and this Project is based on the needs developed by the Report. The concern that the education system was not relevant to the development needs of the society have been expressed publicly by the King, the Prime Minister and other senior government officials. The current emphasis on improvements in the education sector and the priority attached to reforms in the system stem from Government's concerns that the lack of skilled and trained manpower is inhibiting economic growth.

E. Contracting Considerations

Contracting for technical assistance personnel will be the most crucial element in implementation of the project. There are four major components of the project requiring technical assistance contracting: (1) strengthening the Ministry of Education's capability in the areas of financial management, personnel systems, planning functions and management operations (six long-term positions); (2) improvement of the administration, policies and teaching operations of the National Teacher Training College (five long-term positions); (3) assistance in the the revision of curricula and instructional materials in the primary and secondary schools (seven long-term positions); and (4) support to non-formal education programs (two long-term positions).

These individuals must be highly trained and experienced in their areas and must be able to carry out a variety of operational funcitons in diverse work situations. The training component is also essential in assuring project success, but most of the training will be focused and coordinated by the technical assistance personnel.

As a result of extensive discussions of the project design team and USAID/Lesotho with GOL officials, the preferred method of contracting for technical assistance services has been established as a direct AID contract negotiated by the REDSO/ESA Area Contracting Officer using the general selection procedures set forth in AIDPR 7-4.56. This would involve an open competition among all interested parties--education, non-profit making and profit making institutions.

We did consider restricting procurement to US universities only. Although these institutions usually have individuals available with high levels of technical expertise, frequently such persons do not have the administrative and operational experience found in non-profit or profit making organizations. Additionally, the GOL has expressed its strong view that it does not want to staff all of the positions with university personnel.

The Request for Technical Proposal will let the bidders choose to bid alone, or as is more likely, as a consortium, joint venture, or single contractor with specified subcontractors. The overall management of the project, ie. institutional strengthening ot the MOE, will be awarded to a single contractor. Tasks lending themselves to separate arrangements in the other three project components will be detailed in the RFTP.

The contract will be awarded for three years, to be renewed for two additional years based upon a mid-term external evaluation of the project. The evaluation will be scheduled well in advance of the initial three-year evaluation to allow sufficient time to circulate and finalize the evaluation report before the contract expires.

The procurement plan further contemplates that the REDSO/ESA ARea Contracting Officer and the USAID Lesotho HRDO would do as much advance work as possible aimed at having an RFTP ready for issuance when the project is finally approved and the Project Agreement is signed. Thus, the RFTP will be issued prior to satisfaction of conditions precedent to disbursement, but the resulting contract will not be executed by AID until the initial conditions precedent have been met and funds have become available for disbursement.

USAID/Lesotho will form an RFTP evaluation committee consisting of three to four direct hire US employees and two Basotho. The RLA and the Area Contracting Officer will serve as advisors to the evaluation committee, but neither the RLA or the Area Contracting Officer will be voting members of the committee. The USAID/Lesotho HRDO will serve as the Committee Chairperson. Following initial review of the proposals and establishment of a competitive range, some of the members of the panel could visit the site of those organizations in the competitive range. Upon the receipt of best and final offers from these firms, contractor selection will be made.

F. Initial Enviromental Examination

The Project is designed to assist the Government of Lesotho (GOL) in strengthening its capability to provide appropriate education to its people and efficiently utilize scarce resources. The Project has four components: (1) the strengthening of the Ministry of Education (MOE) capability in the areas of financial management, personnel systems, planning functions, and management operations; (2) the improvement of administration, policies and instruction of the National Teacher Training College (NTTC); (3) assistance in the revision of curricula and instructional material used in primary and secondary schools; and (4) support to non-formal education efforts and vocational education programs. All these objectives are linked to AID/Lesotho efforts to increase farm production, improve rural employment opportunities, and increase real income.

Project inputs involve long-term and short-term technical assistance, participant and local training, some minor commodities and other costs. The Project does not involve construction or any activities which disturb soil, water, flora or fauna.

AID/Lesotho views this Project as not being a ''major action significantly affecting the human enviroment for the purposes of Regulation 16 procedures''. Based upon the information given, this project fits with Categorical Exclusion 216.2 (c) (i) (xiv) in that the Project ''does not have an effect on the natural or physical enviroment'' and it falls within ''studies, projects or programs intended to develop the capability of recipient countries to engage in development planning, except to the extent designed to result in activities directly affecting the enviroment''.

INITIAL ENVIRONMENTAL EXAMINATION
OR
CATEGORICAL EXCLUSION

Project Country: LESOTHO

Project Title: BASIC AND NON-FORMAL EDUCATION SYSTEM GRANT

Project Number: 632-0222

Funding: U.S. $25,249,233 FY 84 - FY 89

IEE Prepared By: Timm A. Harris, Project Officer, REDSO/ESA

Environmental Action Recommended:

Categorical Exclusion X

This activity meets the criteria for Categorical Exclusion in accordance with Section 216.2 (c) (2) (i) (xiv) and is excluded from further review because of the reasons listed in III. G.

Action Requested By: Edna A. Boorady

Edna A. Boorady
Mission Director
USAID/Lesotho

April 22, 1983
Date

Concurrence: _____ Approved _____
Bureau Environmental Officer
Disapproved _____
Date _____

Clearance: GC/AFR _____ Date _____

ANNEXES

A. GOL LETTER OF REQUEST FOR ASSISTANCE

B. PID APPROVAL MESSAGE

C. LOGICAL FRAMEWORK

D. TECHNICAL ASSISTANCE SCOPES OF WORK

E. PROJECT ANALYSES

   1. ECONOMIC

   2. SOCIAL SOUNDNESS

F. PROJECT COST ESTIMATES AND NOTES

G. PARTICIPANT TRAINING PLAN

H. ILLUSTRATIVE COMMODITY AND EQUIPMENT USE

I. OTHER DONOR ASSISTANCE

J. STATUTORY CHECKLIST

In reply please quote:
Your Reference: CPO/6/01
MN/GM/TM

Cable address: PLANNOFF
Telephone: 23811 Maseru

ANNEX A

CENTRAL PLANNING AND
DEVELOPMENT OFFICE
P.O. BOX MS 630
MASERU
LESOTHO

5th May, 1983

Ms Edna Boorady
USAID Mission to Lesotho
P.O. Box 333
MASERU

Dear Miss Boorady,

Request for Assistance in the Education Sector

Further to Mr. Sejanamane's letter of 28 April in regard to above referenced subject, I wish to confirm Government request for assistance in the proposed project - designed to improve basic as well as non formal education in Lesotho.

We have a firm believe that the technical assistance and training proposed in the project will provide vital support to the task of the Ministry of Education and the Government of Lesotho in its efforts to revise the education system in a manner appropriate to the development needs of the country.

Yours sincerely

Q. Moji
DEPUTY DIRECTOR, PLANNING

AID-3 INFO: AMB/POL

ANNEX B-1

VZCZCMBA263MA0117
PP RUEHRU
DE RUEHC #9994/01 3510017
ZNR UUUUU ZZH
P R 162351Z DEC 82
FM SECSTATE WASHDC
TO RUEHRU/AMEMBASSY MASERU PRIORITY 2101
INFO RUEHNR/AMEMBASSY NAIROBI 7303
BT
UNCLAS STATE 349994

17 DEC 82
TOR: 0927
CN: 30228
CHRGE: AID

AIDAC

E.O. 12356: N/A
TAGS:
SUBJECT: LESOTHO BASIC AND NON-FORMAL EDUCATION SYSTEM
PID (632-0222)

1. SUBJECT PID WAS APPROVED AT THE ECPR, CHAIRED BY DAA/AFR, G. PATTERSON, ON NOVEMBER 23. IT HAS BEEN PROGRAMMED FOR FY 84 FUNDS. THE FOLLOWING ISSUES WERE DISCUSSED AT THE ECPR:

--- (A) PROGRAM STRATEGY -- WHAT IS THE MISSION'S LONG TERM STRATEGY FOR DEVELOPMENT IN LESOTHO AND HOW DO THE PROPOSED ACTIVITIES UNDER THIS PROJECT ADDRESS SPECIFIC CONSTRAINTS TO DEVELOPMENT? WHY WERE THESE PARTICULAR COMPONENTS CHOSEN? WHAT SKILLS WILL BE REQUIRED IN LESOTHO INMGJ DFULSEA AAD PZ WILL THE PROPOSED ACTIVITIES BETTER ENABLE BASOTHO TO INCREASE THEIR INCOME? HOW WILL THE PROJECT CONTRIBUTE TO A GROWTH IN OFF-FARM EMPLOYEMENT? WHAT ALTERNATIVE TRAINING ACTIVITIES POSSIBLY GIVING MORE IMMEDIATE RESULTS COULD BE UNDERTAKEN?

--- (B) PROJECT PURPOSE -- THE PURPOSE STATEMENT IS TOO GENERAL AND VAGUE AND THE EOPS PROVIDE NO MEASURABLE INDICATORS FOR EVALUATING PROGRESS TOWARD THE PROJECT PURPOSE, IE TO ACHIEVE STRENGTHENED POLICIES, INSTITUTIONAL FRAMEWORK, AND PROGRAMS REQUIRED TO PROMOTE RURAL-BASED INCOME AND EMPLOYMENT. ALSO, BENCHMARKS SHOULD BE PROVIDED FOR IMPROVED SCHOOL PERFORMANCE, SUCH AS A DECLINE IN THE DROP-OUT RATE, AND FOR RURAL INCOME INCREASES-EXPECTED TO RESULT FROM-THE IMPROVED QUALITY OF BASIC EDUCATION.

--- (C) LINKAGES WITH THE AGRICULTURE SECTOR -- HOW DO THE PROPOSED ACTIVITIES UNDER THIS PROJECT RELATE TO THE CONSTRAINTS IDENTIFIED IN THE AGRICULTURE SECTOR? THE OBJECTIVES OF THE PROJECT SEEM TOO BROADLY DEFINED IN TERMS OF IMPROVEMENTS IN THE BASIC EDUCATIONAL STRUCTURE IN LESOTHO. COULD THEY BE MORE CLOSELY TIED TO INCOME AND EMPLOYMENT OBJECTIVES? THE PP SHOULD DISCUSS THE LINKAGES BETWEEN PROJECT ACTIVITIES AND EFFORTS TO INCREASE AGRICULTURAL PRODUCTION AND OPPORTUNITIES FOR OFF-FARM EMPLOYMENT. THE PP SHOULD DISCUSS THE PROPOSED

ACTIVITIES IN THE AGRICULTURE SECTOR AND EXPLAIN WHY THE ACTIVITIES PROPOSED UNDER THISPROJECT ARE THE MOST APPROPRIATE IN THE CONTEXT OF INCOME-AND PRODUCTION OBJECTIVES. IN WHAT AREAS WILL BENEFICIARIES BE TZINEDSD SCW IR THE NON-FORMAL EDUCATION/VOCATIONAL TGINING COMPONENT?

--- (D) RECURRENT COSTS -- WILL THE GOL BE ABLE TO PROVIDE COUNTERPART RESOURCES IN A TIMELY MANNER AND BSORB THE RECURRENT COSTS OF THE PROJECT AFTER THE PACD? THE PP TEAM SHOULD ASSESS THE GOL'S ABILITY TO CONTRIBUTE RESOURCES NEEDED FOR THIS PROJECT AND PROVIDE A DETAILED LIST TO BE INCLUDED IN THE FINANCIAL PLAN OF THE PP. THE IMPLEMENTATION PLAN ALSO SHOULD INCLUDE A SCHEDULE FOR THE PROVISION OF THESE RESOURCES. THE MISSION MAY WANT TO CONSIDER THE USE OF CP'S, COVENANTS AND/OR OTHER INSTRUMENTS WHICH REQUIRE GOL CONTRIBUTION PRIOR-TO DISBURSEMENT OF AID FUNDS UNDER EACH COMPONENT OF THE PROJECT.

--- (E) PROJECT COORDINATION -- HOW WILL THE PROJECT BE COORDINATED WITHIN THE MOE AND WHO WILL BE RESPONSIBLE FOR CARRYING OUT THE VARIOUS PROPOSED ACTIVITES? DUE TO THE NUMBER OF ENTITIES INVOLVED, EFFECTIVE PROJECT COORDINATION AND DELINEATION OF RESPONSIBILITIES WILL BE CRITICAL ELEMENTS TO PROJECT SUCCESS. DOES THE PROJECT PROPOSE A COORDINATING UNIT OR WORKING GROUP TO MONITOR PROJECT IMPLEMENTATION AND ENSURE COMMUNICATIJF AMONG THE VARIOUS UNITS WITHIN THE MOE AND BETWEEN THE MOE AND OTHER IMPLEMENTING ORGANIZATIONS? HOW WILL IN-COUNTRY TRAINING BE IMPLEMENTED? WHAT INSTITUTION WILL BE RESPONSIBLE (I.E., LIPA, IEMS/NVL OR IDM)? THE PP SHOULD DETAIL ADMINISTRATIVE ARRANGEMENTS FOR PROJECT IMPLEMENTATION AND IDENTIFY WHAT RESPONSIBILITIES WILL REST WITH THE VARIOUS ENTITIES.

2. IN ADDITION TO THE ABOVE ISSUES, THE PROJECT COMMITTEE RECOMMENDED THAT THE FOLLOWING QUESTIONS/POINTS OF CLARIFICATION BE ADDRESSED IN THE PP:

--- (A) THE PP SHOULD INCLUDE AN EVALUATION PLAN BASED ON WELL DEFINED BENCHMARKS DESIGNED TO ANALYZE PROGRESS TOWARD REACHING PROJECT OBJECTIVES;

--- (B) THE PP SHOULD IDENTIFY WHAT RESOURCES ARE BEING PROVIDED BY OTHER DONORS TO THE EDUCATION SECTOR (E.G., NUMBER OF ADVISORS AND AREAS OF EXPERTISE) AND EXPLAIN HOW AID ASSISTANCE WILL BE COORDINATED WITH AND COMPLEMENT OTHER DONOR ASSISTANCE. THIS IS PARTICULARLY IMPORTANT IN THE AREA OF FINANCIAL MANAGEMENT;

--- (C) THE PP SHOULD SUMMARIZE THE MOST RECENT FINDINGS OF THE NATIONAL MANPOWER SECRETARIAT STUDY ON MANPOWER PROJECTIONS FOR THE LONG AND SHORT-TERM;

--- (D) THE PP SHOULD EXPAND THE DESCRIPTION OF THE NON-FORMAL EDUCATION/VOCATIONAL TRAINING COMPONENT AND PROVIDE A RATIONALE FOR THE SELECTION OF THE PROPOSED PILOT EFFORT (I.E., THE ESTABLISHMENT OF A VOCATIONAL CENTER AND OUTREACH PROGRAM WHICH WOULD ESTABLISH AGRICULTURAL PRODUCTION ACTIVITIES IN RURAL SCHOOLS) OVER OTHER POSSIBILITIES. IN THIS SECTION THE PP SHOULD ADDRESS LINKAGES WITH THE PROPOSED AGRICULTURE PROJECT AND ALTERNATIVES IN THE EVENT THAT SECTION 206 FUNDS ARE NOT AVAILABLE.

--- (E) ECONOMIC ANALYSIS -- QUANTIFIABLE MEASURES OF SYSTEM EFFICIENCY SHOULD BE CONSIDERED. MORE SPECIFIC SUGGESTIONS WILL BE FORTHCOMING VIA SEPTEL.

--- (F) THE PP SHOULD JUSTIFY WHY A GIVEN LEVEL OF T.A. IN ANY COMPONENT IS NEEDED BY DESCRIBING WHAT RESOURCES ARE REQUIRED TO MEET STATED DEVELOPMENT CONSTRAINTS UNDER EACH COMPONENT. IN THIS REGARD, THE ROLE OF PCVS SHOULD BE CONSIDERED TO HOLD T.A. COST DOWN. IT IS SUGGESTED THAT THE P.C. DIRECTOR BE CONSULTED DURING THE PP DESIGN AND T.A. SCOPES OF WORK SHOULD BE CLEARLY DEFINED.

--- G) THE PP SHOULD DISCUSS THE GOL/MOE'S WILLINGNESS TO SUPPORT STRUCTURAL, FINANCIAL AND LEGAL CHANGES AT THE NTTC AND IDENTIFY WHAT CHANGES ARE REQUIRED FOR THE SYSTEM TO FUNCTION EFFECTIVELY.

3. THE PP SHOULD BE SUBMITTED TO AID/W FOR REVIEW AND APPROVAL. DAM
BT
#9994

NNNN

AID 1020-28 (1-72)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 84 to FY 89
Total U S Funding $25,749,233
Date Prepared Nov. 8, 1983

Project Title & Number: Basic and Non-Formal Education Systems :632-0222

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes: Promotion of rural-based income and employment and improvement of quality of rural life.	**Measures of Goal Achievement:** Long-term increases in agricultural productivity, rural employment and income levels.	Annual Project Evaluations GOL Statistical Reports	**Assumptions for achieving goal targets:** Benefits of improved production are absorbed in rural areas and GOL policies and actions are conducive to expanded rural employment.
Project Purpose: To improve MOE capacity to efficiently provide effective education that is relevant to Lesotho's development needs	**Conditions that will indicate purpose has been achieved: End of project status.** 1) MOE effect a saving of 1%, on cost of operating the system, taking expansion of services into consideration. 2) MOE, NCDC, NTTC and RSTC have the capability of adapting to change by effectively utilizing trained staff and established procedures for planning, developing and implementing appropriate policy, curricula, instruction and training. 3) 90% of primary schools teach prescribed instructional units in practical skills and agriculture. 4) Ten rural primary schools demonstrating the Basic Education Program, and thereby reducing the dropout rate by 10% in each school. 5) Overall drop-out rate of Standards I-IV decreased from 50% to 47%. 6) Rate of Primary school enrollees completing Standard VII increased from 30% to 33%. 7) Average amount of time required to complete Standard VII decreased from 8.8 years to 8.5 years. 8) Income-generating skills training available to 100 young adult school-leavers per year in Thaba Tseka. 9) At least 400 RSTC trainees increased annual income by M250 or more. 10) Coordinated NFE program providing rural people with basic education and practical skills in the T.T. area, through IEMS, LDTC and the RSTC.	GOL Statistical Reports Education Research Exam Results GOL Regional Assessments of income generating activities On-site observations AID Project Completion Report Project Evaluation Summaries Quarterly Reports Documents, on-site visits, interviews	**Assumptions for achieving purpose:** MOE is willing to develop policies in curricula development, teacher training, vocational education and financial management as required for optimal efficiency.

AID 1320-28 (11-72)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project
From FY 84 to FY 89
Total U S Funding $25,749,233
Date Prepared Nov. 8, 1983

Project Title & Number: Basic and Non-Formal Education Systems :632-0222

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Project Purpose:	**Conditions that will indicate purpose has been achieved: End of project status.**		**Assumptions for achieving purpose:**
	11) 60% of MOE administrative and all teaching staff positions have established performance-based evaluation criteria, against which incumbents are evaluated at least once per year.	MOE personnel and Teacher Service Unit records	
	12) Teachers paid on the basis of time actually spent teaching or engaged in teaching related tasks, based on standard system for monitoring attendance and hours spent on the job.	Teacher Service Unit Records	
	13) 75% of MOE staff positions have written task and qualification descriptions that are used when filling positions.	MOE personnel documents	
	14) Pupil:teacher ratios for 75% of Standards I, II and III classrooms are less than 50:1.	MOE statistical reports Random sample on-site visits	
Outputs:	**Magnitude of Outputs:**		**Assumptions for achieving outputs:**
1) Strengthened MOE, NCDC and NTTC. 2) Functioning RSTC at Thaba Tseka. 3) Nationally implemented curricula for agriculture, practical skills and basic education, Standards I through VII with supporting methods courses taught at NTTC.	(See SUBPURPOSE OUTPUTS BELOW FOR DETAILS)		
Subpurpose 1: To Strengthen the MOE's Managerial Capability			
1. Trained Staff	1. a) 6 U.S. Master degrees: 2 Computer/Systems Analysts 2 Financial Managers 2 Ed. Planning & Administration Specialists b) 64.5 Person/years of short-term trng. c) On-job training from 27 p/yrs of TA d) 4 new positions: (School Supply Manager, Financial Manager, Directors for Secondary and Primary Education Departments)	- On-site visits to MOE, District offices, classrooms - Review of GOL/MOE publications - Surveys, interviews of MOE staff - Project reports	GOL educational policies remain supportive of project goals.
2. Administrative reform in personnel and financial management; and functioning Teacher Service Unit, School Supply Unit, and Planning Unit.	2. a) Computerized data base, and information management systems supporting MOE units named. b) Published, revised policy and procedures guides, organization charts, and forms serving as guidelines for implementing proposed reforms in areas identified.		

ANNEX C: 2 of 8
App 3E, Ch 3, HB 3
(TM 3:19)

AID 1020-28 (1-72)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Project Title & Number: Basic and Non-Formal Education Systems :632-0222

Life of Project: From FY 84 to FY 89
Total U S Funding $25,749,233
Date Prepared: Nov. 8, 1983

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Outputs:	**Magnitude of Outputs:**		**Assumptions for achieving outputs:**
3. Reorganized MOE structure increasing coordination among MOE depts., and the districts.	3. MOE Procedure/Regulations Handbook distributed to 75% of staff, nationwide. Weekly MOE radio program directed at MOE personnel.	- On-site visits to NTTC labs & classrooms - Documents, reports and publications - College course schedules and outlines, textbooks, teacher/student handbooks, AV materials. - Personnel and student records. - Interviews and survey questionnaires to students, instructors and Adm. staff of NTTC.	MOE is willing to develop and implement policies in curricula development, teacher training, vocational education and financial management as required for optimal efficiency.
Subpurpose 2: Strengthen NTTC			
1. Trained Staff	1. a) NTTC fully staffed with ten additional field supervisor and 12 instructor posts filled b) Training: five MAs: 2 Ed. Adm., 1 Tchr. Trng, 1 E.C.E., and 1 Home Ec. c) 25 p/yrs of on-the-job training by long and short-term TA d) 10.7 p/yrs of in-country training (workshops/seminars) e) 80% of NTTC participated in project funded staff development activities. f) 60% of NTTC instructors completed courses in primary education with practicum, over present est. rate of 48%.		
2. Improved NTTC curriculum	2. a) 80% of NTTC graduates passed at least one practical skills methods course, and one course in basic education (presently 9%); and one agriculture course (40% now). b) Basic education, practical skills and agriculture methods are required courses for all NTTC graduates. c) NTTC curricula syllabi organized around behavioral objective statements, based on analysis of teaching tasks, taking new curricula into consideration d) 80% of instructional methods tested in primary classrooms.		
3. Improved instruction	3. a) NTTC instructor guides, materials and methods tested in NTTC classrooms and based on new curricula. b) Instructor absenteeism at NTTC decreased from present rate of 30% to 20%.		

AID 1020-28 (1-73)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 84 to FY 89
Total U S Funding $25,749,233
Date Prepared Nov. 8, 1983

Project Title & Number: Basic and Non-Formal Education Systems :632-0222

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Outputs:	**Magnitude of Outputs:**		**Assumptions for achieving outputs:**
4. Improved management	4a) A management system in place, ensuring accountability for funds, facilities, equipment, vehicles and supplies; written policy and procedures handbooks issued to 100% of staff. b) Number of instructors and students who state they usually have needed materials and facilities will increase from 20% to 50%. c) College enrollment, class-size and instructor load will be determined by specified criteria, based on sound management and instructional principles.		
5. Community/demonstration school linkage established	5a) Ten schools in which NTTC instructors test and demonstrate primary teaching methods to trainees, and test community involvement activities. b) Ten schools testing basic education, practical skills and agriculture instruction methods in cooperation with NTTC instructors.		
Subpurpose 3: Strengthen NCDC and Implement Revised Curriculum			
1. Revised curriculum syllabi	1. For each Standard, I-VIII, a syllabus for each basic subject (math, Sesotho and English language arts, science) with agriculture and practical skills integrated.	GOL personnel records NCDC publications On-site visits to NCDC/IMRC, schools and NTTC Interviews, survey questionnaires (teachers, administrators, public, parents) Project reports	MOE Budget and Supply Units function effectively.
2. Evaluation/Testing System	2. Valid and reliable PSLE and JCE (leavers exams), based on revised curriculum. Minimal competency tests for each Standard I-VII in basic skills subjects. Computerized data base and analysis systems to support E/T unit.		
3. Instructional Materials	3. Approved textbooks and accompanying teacher guides for all primary level basic subjects in 80% of schools.		

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AID 1020-28 (11-72)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 84 to FY 89
Total U S Funding $25,749,233
Date Prepared Nov. 6, 1983

Project Title & Number: Basic and Non-Formal Education Systems :632-0222

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Outputs:	**Magnitude of Outputs:**		**Assumptions for achieving outputs:**
4. Dissemination System	4. 2500 primary classroom teachers, 530 admin. managers, 600 headmasters trained to implement new curricula: 4 sessions of 5 days each, each year for 5 years (Total: supported by a Training Package consisting of films, teacher/admin. handbooks and a Curriculum Dissemination/Teacher Workshop Guide. 70% of primary students have a textbook for each basic subject. 85% of primary teachers have teacher guides for each basic subject. NTTC methods courses are based on new curricula.		
5. Community Support Program	5. Weekly radio programs One required NTTC course in School/Community relations supported by media package, instructor's guide, and Community Liaison Manual for Classroom Teachers 1/2 day per yr. of teacher/administrator workshop on school/community relations supported by media and trainer manual.		
6. Trained NCDC/IMRC Staff	6. Six U.S. MA degrees (12 p/yrs) 1 Bilingual Education/Primary 2 Test/Eval; 1 Voc/Tech Ed; 1 Inst. Systems Design; 1 Ed. Broadcasting; Four BA degrees MUL Curriculum and Instruction 19 p/yrs of long-term TA providing on-the-job training. 1.5 p/yrs of in-country workshops by short-term consultants and 2.6 p/yrs of short-term U.S. training.		
Subpurpose 4: Establish Program in Rural Skills Training Center at Thaba Tseka			
1. NFE coordination system for Thaba Tseka (T.T.)	1. Established policy board meeting once every two months comprising representatives from RSTC, IEMS, LDTC, LOIC, District Education Office, MOE, MOA and TTKDP. LDTC and IEMS Centers in T.T. providing basic education, counseling, business and entrepreneur skills training for all RSTC enrollees and others, as well.	On-site visits to RSTC, schools, communities Minutes from policy board meetings. Interviews, questionnaires, surveys (RSTC, IEMS, LDTC staff, trainees, community leaders.) GOL/MOE statistical reports RSTC publications, handbooks, instructional materials.	World Bank provides skills center and equipment, as per commitment with GOL.

AID 1020-28 (1-72)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project
From FY 84 to FY 89
Total U S Funding $25,749,233
Date Prepared Nov. 8, 1983

Project Title & Number: Basic and Non-Formal Education Systems :632-0222

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Outputs:	**Magnitude of Outputs:**		**Assumptions for achieving outputs:**
2. Functioning RSTC Facility	2. Shops, classrooms, dorms staffed and equipped to provide 10 mos/yr of training to 100 school-leavers age 16 or above. Instructional module materials to provide a total of two-full years of training in at least 5 trade skills areas. Specific courses based on needs assessment of T.T. likely to include HOME CRAFTS (basketry, needlework, pottery, woodwork, leather-work, weaving, etc.); CONSTRUCTION TRADES (carpentry, masonry, electricity, plumbing): METAL WORK, and EQUIPMENT REPAIR AND MAINTENANCE.		
3. Trained staff: Director Deputy/Vocational Trainer Liaison Coordinator 5 Instructors	3. 10 person/yrs of long-term TA providing on-the-job training and in-country workshops assisted by 88.1 p/yrs of short-term TA. Apprentice experiences arranged for instructors, as needed.		
4. Trained craftsmen in T.T. area	4. 400 school-leavers completed at least two modules, of which 50 completed two full years of RSTC program. Of trainees in FY 85 and FY 86, 100 are still in Thaba Tseka area.		
5. Basic Education Program	5. One primary school in T.T. area demonstrating the Basic Education Program, reducing its drop-out rate (Standards I-VII) by 10%.		
Inputs:	**Implementation Target (Type and Quantity)**		**Assumptions for providing inputs:**
USAID ($25,749,233) consisting of: 1. Technical Assistance ($15,024,350) LT - $12,755,950 ST - $ 2,268,400	Long Term / Short Term MOE 27.0 p/years / 2.5 p/years NTTC 22.5 p/years / 3.6 p/years NCDC 22.0 p/years / 2.8 p/years RSTC 10.0 p/years / 3.5 p/years TOTAL 81.5 p/years / 12.3 p/years	AID Completion Report AID Project Evaluation Summaries Quarterly Reports	Commitments and obligations are met as specified in project documents. World Bank provides skills center and equipment, as per commitment with GOL.
2. Training ($5,699,700) LT - $1,312,000 ST - $4,377,700	Long Term / Short Term MOE 6 MA-12 p/years / 6[illegible].5 p/years NTTC 5 MA-10 p/years / 10.[illegible] p/years NCDC 6 MA-12 p/years / 15[illegible].8 4 BA-16 p/years RSTC / 88.1 p/years TOTAL 21 people/ 50 p/years / 1[illegible].1 p/years		

AID 1020-25 (1-72)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project
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Total U S Funding $25,749,233
Date Prepared Nov. 8, 1983

Project Title & Number: Basic and Non-Formal Education Systems :632-0222

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Inputs:	**Implementation Target (Type and Quantity)**		**Assumptions for providing inputs:**
3. Commodities ($1,660,800) - Vehicles ($ 361,700) - Other ($ 1,299,100)	Equipment, furniture and supplies for offices, RSTC dorms, kitchen, dining rooms, and workshops, tools, seeds, animals, raw materials and instructional materials, video and audio tapes, printing supplies, repair parts, petrol.		
4. Other			
MOE: Local Staff ($ 326,100) for Project logistical support	- Administrative Assistant - Two Secretaries		
RSTC Operating Cost Support ($ 1,201,600) $175,300 - $268,600 - $ 67,000 $690,700	- 3 local administrator salaries for 5 yrs (Director, Liaison Coordinator, Voc/Tech Instruction Spec.) - Service Agency Support - IEMS, LDTC - Assistance Fund (loans, grants to trainees) - Local travel, utilities, other operating costs		
NTTC: Incentive Fund ($ 18,300)	About $3500 per year for non-monetary awards (books, teaching equipment, award banquet, publicity photos) for outstanding teacher/instructor performance		
NCDC: Primary Demo School ($ 61,000)	Ten schools per year @ $1,000 each for equipment to test practical studies.		
Miscellaneous ($ 89,400)	Communications, photo-copying, maintenance etc.		
Contingency MOE ($ 627,800) NTTC ($ 476,900) NCDC ($ 645,400) RSTC ($ 415,450)			
5. Evaluation ($244,204)	4-5 person team for 3 weeks, annually		

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AID 1020-28 (1-72)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 84 to FY 89
Total U S Funding $25,749,233
Date Prepared: Nov. 8, 1983

Project Title & Number: Basic and Non-Formal Education Systems :632-0222

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Inputs:	Implementation Target (Type and Quantity)		Assumptions for providing inputs:
GOL ($5,552,800)			
1. Personnel (51 new positions) ($2,053,800)	MOE: School Supply Manager Financial Manager Director, Primary Education Director, Secondary Education NTTC: Financial Manager 12 Instructors 10 Field Supervisors NCDC: Practical Studies Curriculum Spec. Agriculture Curriculum Spec. 8 IMRC Technicians RSTC: Director, Liaison Coordinator Deputy Director, 5 Instructors 6 Support Staff		
2. Training ($2,069,000)	Instructor salaries Participant salaries Logistical support Local transportation Printing training materials		
3. Housing for T.A.'s ($574,800)	98 years (20 T.A. positions)		
4. Other Logistical Support ($548,200)	Offices, equipment, maintenance, support staff, utilities, etc.		
5. RSTC Operating Cost Contingency ($305,600)	Utilities, food (boarding trainees), building, grounds maintenance, supplies, communication, local transportation		
6. Evaluation ($1,400)	Salaries of MOE participating staff, local travel, typists, other support.		

ANNEX D

TECHNICAL ASSISTANCE SCOPES OF WORK

1. MOE Strengthening

A. Administration and Management Advisor
B. Teacher Service Unit (TSU) Advisor
C. School Supply Unit Manager
D. Systems Analyst
E. Personnel Training Coordinator
F. Personnel Management Specialist

2. National Teacher Training College

A. Academic Program/Teacher Training Specialist
B. Financial Management Specialist
C. Operations Management Specialist
D. Agricultural Education Specialist
E. Practical Skills Education Specialist

3. National Curriculum Development Center

A. Coordinator for Curriculum Dissemination
B. Practical Studies Curriculum Advisor
C. Specialist in Testing and Evaluation
D. Administration/Production Specialist
E. Instructional Systems Designer
F. Audio Visual Specialist
G. Basic Education Specialist

4. Rural Skills Training Center

A. Administration/Vocational Training Advisor
B. Vocational Training Specialist

Technical Assistance Scheduling Chart BNFES Project

	FY84	FY85				FY86				FY87				FY88				FY89			
	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
MINISTRY OF EDUCATION INSTITUTIONAL STRENGTHENING																					
Administration/Management Advisor (Chief of Party)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
TSU Advisor		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
School Supply Unit Manager					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Systems Analyst	S	S	X	X	X	X	X	X	X	X	X	X	X								
Personnel Training Coordinator		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
Personnel Mgmt Spec (Cabinet Per)	S	S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Short-term Tech. Assistance		1		1		X	X	X	X	X	X	X	X	X	X	X	X	1		1	
Administrative Assistant (local)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Secretaries (2) (local)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NATIONAL TEACHER TRAINING COLLEGE																					
Operation Management Specialist	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Financial Management Specialist		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Academic Program/Tchr. Trng. Spec.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Agricultural Education Spec.	S	S	S	S	X	X	X	X	X	X	X	X	X	X	X	X	X				
Practical Skills Ed. Spec.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
Short-term Tech. Assistance		1	1	1	1	2	1	2	1	1	1	1	1								
NATIONAL CURRICULUM DEVELOPMENT CENTER																					
Curriculum Disseminator	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Testing/Evaluation Specialist	S	S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Practical Studies Curric. Spec.	X	X	X	X	X	X	X	X	X												
Basic Education Specialist	X	X	X	X	X	X	X	X	X												
Instructional Systems Designer	i	X	X	X	X	X	X	X	X	X	X	X	X								
Production/Admin. Specialist	i	i	i	i	X	X	X	X	X	X	X	X	X								
Audio-Visual Specialist	i	i	i	i	X	X	X	X	X	X	X	X	X								
Short-term Tech. Assistance		1		1		1		1		1	1	1	1	1	1	1		1			
RURAL SKILLS TRAINING CENTER																					
Admin/Vocational Advisor	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Vocational Trainer Specialist	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Liaison/Coordinator (local)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Center Director (local)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Center Deputy Director (local)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Short-term Tech. Assistance		1		1		1	1	1	1	1	1	1	1	1	1	1	1				

code
X funded by project
S funded by USAID
i funded by USAID/IMRC project
1 one short-term tech. asst.
2 two short-term tech. asst.

ANNEX D: Chart

Annex D. Technical Assistance Scopes of Work

The competence and performance of the technical assistance personnel, both long and short-term, must be of a very high caliber for the Basic and Non-formal Education Systems Project to be successful. The training component is also essential in assuring Project success, but most of the training will be focused and coordinated by technical assistance personnel. In addition to the specific duties listed for each position, all technical staff will have the responsibility for training counterparts in their special aeas of expertise as well as assisting in providing in-country training programs. Dedication, flexibility and perseverance are of equal importance to technical competence, extensive knowledge and experience. Preference will be given to individuals who give evidence of successful work experience in a developing country, and of being able to work with counterparts effectively. The description of duties and qualifications has been organized by project component.

1. MOE Institutional Strengthening

A. Administration and Management Specialist

Job Description: Work with the Ministry of Education to coordinate all project implementation activities. This will involve the following tasks:

1. serve as Chief of Party for the Basic and Non-formal Education System Project and liase with the Chief Education Officer (CEO);

2. serve as the major resource person for senior administrators of the MOE, as needed;

3. supervise activities of the Training Coordinator to insure that project training activities are planned in coordination with appropriate MOE staff, and are carried out effectively;

4. assist TA's and MOE staff with revision, establishment and implementation of policies and procedures to improve overall management;

5. assist with the establishment of Primary and Secondary Education Departments, computerized information systems, the Teaching Service Unit, the School Supply Unit and improved management and personnel procedures;

6. supervise project logistical support staff.

Qualifications:

The individual should have a graduate level degree (Ph.D preferred) in Education and/or Public Administration, Management or similar academic background. The Admin./Mgmt. Advisor should have a long-term working experience in a developing country.

B. Teacher Service Unit (TSU) Management Advisor

Job Description: The Management Advisor will work with the Senior Executive Officer of the Teaching Service Unit and carry out the following tasks:

1. assist in organizing complete computerized data base and establishment lists for all schools;

2. develop means of improving the flow of information concerning changes in staff at the school level to the TSU;

3. strengthen the system of financial administration of the TSU so as to improve the coverage and accuracy at each stage of teacher salary and allowance payments;

4. liaise with school proprietors and appropriate departments of the Ministry of Education to review the allocation of school establishments;

5. assist in the preparation of annual estimates for primary and secondary school staff emoluments;

6. provide in-service training to staff at the TSU, and identify long-term training requirements and programmes.

Qualifications:

The (TSU) Management Advisor should have a graduate degree in educational planning and school finance, public administration, or a similar background, as well as experience in developing countries at a professional level. Even more important, the TA should have done professionally competent feasibility studies, cost and budget analyses, and general assessments under circumstances where there was limited information and support.

C. School Supply Unit Manager

Job Description:

1. design and implement a system for the procurement and distribution of school supplies on a nationwide basis;

2. set up a system of ordering materials for all schools and receiving orders from all schools;

3. continue the work started in the World Bank Project, Training for Self Reliance III;

4. help organize the supply unit as a parastatal body or as a department of the MOE, once determined which approach is best in terms of efficiency and economy.

Qualifications:

The person does not necessarily need to have a high level academic degree, but must have considerable experience in establishing a new wholesaling system, including procurement, storage, shipping and selling. Experience with school supplies would be valuable, although not essential, The individual must be able to design and operate an appropriate accounting system. The individual must have had managerial experience in operating a large wholesale/retail business activity.

D. Systems Analyst

Job Description: The Systems Analyst will work under the Chief Planner of the MOE to carry out the following tasks:

1. create computerized information systems to improve efficiency by providing accurate data and analyses for planning purposes. The following areas are illustrative of the kinds of information systems needed: personnel management; school supply unit; budgetting, expenditures and general fiscal management; facilities and equipment management; Teacher Service Unit; examination analysis and reporting;

2. provide in-service training and supervision to the MOE staff involved with computerized information systems,data collection and related tasks;

3. assist with specific tasks, such as analysis and reporting of the PSLE and JCE exams; standardization of local tests; and preparing analytical reports on specific aspects of educational systems management, such as projected training needs for staff, etc., as required by the Planning Unit.

Qualifications:

The individual should have a B.S. degree and extensive knowledge of computer science. The systems analyst must be able to design and install computer programs of various kinds, including sociological, statistical and financial types. The person must be able to compile and analyze data in a wide number of areas. Work in education in developing countries will be a valuable asset.

E. Personnel Training Coordinator

Job Description:

1. coordinate all in-country training activities funded under the BNFES Project;

   a. working with appropriate GOL staff and TA's, develop detailed training plans, including schedules, venues, budgets, consultants, materials and equipment needs, and course contents;

   b. secure short-term consultant assistance and local logistical support as required;

   c. see that formative evaluation activities are carried out for each training activity;

   d. advise the COP of needed revisions in project training plans.

2. Serve as the Project Training Officer for long-term and short-term out-of-country training, in coordination with appropriate GOL, USAID and U.S. institutions.

3. Assist with the development of MOE long-term range staff development plan.

Qualifications:

The individual should have a graduate level degree in education or a related field. Of most importance is practical experience at organizing and managing adult training programs, in particular those related to curriculum implementation, primary teacher training and educational administration. This person must excel at managing, be willing to pay close attention to detail, and have bull-dog tenacity in following through.

F. Personnel Management Specialist

Job Description: Through the Permanent Secretary of Cabinet Personnel the T.A. will:

1. initially be seconded directly to the MOE for the purpose of designing and implementing a complete personnel system for all Ministry employees. This task, perhaps taking more than one year with MOE personnel, will include the formalization and rationalization of the establishment list, drafting job descriptions and analyzing personnel needs;

2. after completing the above, the Personnel Management Officer will return to Cabinet Personnel and will provide services as required, but will still give priority to the needs of the MOE in terms of its personnel system.

3. the TA may be required to perform other tasks as follows:

a. perform studies, as required, on organization and management of governmental activities,

b. provide counsel and training to staff of Cabinet Personnel and other personnel throughout the GOL,and

c. provide direct assistance to the Permanent Secretary as may be needed from time to time in the field of general organization and management.

Qualifications:

The individual filling the post should have academic training in personnel management and systems. More importantly, the T.A. must have considerable working experience with personnel management in the public sector, preferably abroad.

The individual must have a thorough knowledge of organization and management. This will probably require a degree in business/public administration, finance, industrial engineering or an allied field, as well as extensive experience with large organizations in organization and general management. The TA must be able to work in a sensitive position within Lesotho's bureaucracy, and will be a stronger candidate if the person has worked abroad in operations and management activities previously.

2. National Teacher Training College

A. Academic Program/Teacher Training Specialist

Job Description: The Academic Program Specialist will work primarily with the NTTC Deputy Director for Academic Programs, but will also advise the NTTC Director on matters involving academic programs and work with the NTTC staff on development and implementation of academic programs. This person will:

1. work with the NTTC administration and staff to develop the curriculum and accompanying instructional materials;

2. work with the NTTC Registrar, other administrators, and staff to revise the timetable to support curricular innovations, especially in practical studies;

3. work with NTTC staff to develop curricular syllabi for each course, including assessment, testing, and evaluation of student learning;

4. develop linkages with the National Curriculum Development Center and the Ministry of Education offices to assure the coordination of primary and secondary school curriculum with teacher training curriculum;

5. develop linkages with the National University of Lesotho and technical institutes to assure the coordination of their curriculum and training programs with that of NTTC;

6. help the Agricultural Education and Practical Skills Specialists to develop strategies for training teachers in effective instruction in these subjects.

Qualifications:

Doctorate in an appropriate field of education, preferably teacher education or curriculum, three years experience in academic program development for teacher training institutions, preferably dealing with curriculum development. Experience working in a developing nation, with a teacher training institution.

B. Financial Management Specialist

Job Description: The Financial Management Specialist will work primarily with the NTTC Deputy Director for Management and the Financial Manager, but will also advise the NTTC Director on matters involving financial management and work with the NTTC staff in matters involving financial management. This person will:

1. work with the NTTC Deputy Director for management and the financial manager to establish budgetting and expenditures;

2. work with NTTC staff on planning budgets and future costs for each department, and equitable allocation of funds among departments;

3. assist the NTTC administration in procedures for purchasing;

4. form linkages with the Operations Management Specialist and respective offices in the MOE and Ministry of Finance;

5. assist NTTC with workshops and seminars on topics related to financial management;

6. assist NTTC in management and utilization of funds raised at the college through book fees, garden proceeds and other fund-raising projects.

Qualifications:

M.A. in public administration, school finance or education administration, several years minimum experience in financial management of an institution similar to NTTC. Experience working in a developing nation, preferably with an institution similar to NTTC.

C. Operations Management Specialist

Job Description: The Operations Management Specialist will work primarily with the NTTC Deputy Director for management and the Operations Manager, but will also advise the Director on matters involving operations management. This person will:

1. work with the Deputy Director, Management and Operations Manager, and NTTC staff to develop specific descriptions of job responibilities and authorities;

2. assist NTTC administration to make more efficient and effective use of its academic and non-academic staff and NTTC facilities;

3. assist NTTC administration in the development of personnel policy and procedures including recruitment and promotion;

4. assist NTTC in the development of improved student enrollment, counseling, and records management systems;

5. assist NTTC administration in the development of operations policies and procedures, including organization of clerical and secretarial staff, facilities and vehicle management, and boarding facilities;

6. form linkages with the financial Management Specialist and respective offices in the MOE, Cabinet Personnel, and Ministry of Finance;

7. assist with seminars and workshops on topics related to Operations Management.

Qualifications:
M.A. in public administration or education administration. Several years experience in operations management with an institution similar to NTTC. Experience as a registrar would also be helpful.

D. Agricultural Education Specialist

Job Description: This Specialist will work with the NTTC Academic Program Specialist, Deputy Director for Academic Programs, NTTC Agriculture Education Department Head and staff, and NCDC curriculum panels and will:

1. assist NTTC and NCDC to develop improved agriculture education curricula and materials for the PTC program;

2. assist NTTC and LAC in the development and implementation of a joint course of studies for APTC and STC specialist programs;

3. form linkages with the LAC, LDTC, NTTC and NCDC agriculture education staff to sharpen focus on practical aspects of small farm production in all aspects of education;

4. assist with agriculture education topics in NTTC, LDTC and NCDC seminars and workshops;

5. liaise with Young Farmer Clubs, rural women's assocations, etc..

Qualifications:

M.A. degree in agricultural education. Three years experience in agricultural education in a third world nation, preferably with an institution similar to NTTC. Knowledge and experience with agricultural education, practical studies, and appropriate technology in developing nations. Experience with 4-H Clubs and/or teaching elementary school would be useful.

E. Practical Skills Education Specialist

Job Description: The Practical Skills Education Specialist will work with the NTTC Academic Program Specialist, Deputy Director for Academic Programs, and NTTC Home Economics Department Head and staff, and will:

1. assist NTTC and NCDC to develop improved Practical Skills curricula and materials for the PTC program, and the primary school focussed on health, marketing, money management, conservation, food preparation, crafts (needlework, woodwork, pottery, basketry, leather), ecology, etc.;

2. assist NTTC, and LAC in the development and implementation a joint course of studies for APTC and STC specialists focusing on above topics;

3. form linkages with LAC, NTTC, LDTC and NCDC toward improvement of practical skills education and its focus on practical aspects of rural household production and management;

4. assist with home production education topics in NTTC and NCDC seminars and workshops;

5. liaise with Young Farmer's Clubs, rural women's associations, etc.

Qualifications:

M.A. in Home Economics or related field with emphasis on small farm production and/or rural development. Three years experience in home economics education, community development or extension in a developing country, preferably with an institution similar to NTTC. Knowledge of and experience with home education, practical studies, appropriate technology in developing nations. Experience as 4-H Club leaders and/or elementary teacher desirable.

3. National Curriculum Development Center

A. Coordinator for Curriculum Dissemination

Job Description: The individual in this position will work directly with the NCDC Curriculum Coordinator and will report to the NCDC Director. Activities will involve close collaboration with NCDC curriculum developers and evaluators, as will as with staff of NTTC, IMRC, and the Inspectorate. The four objectives for this position are as follows:

1. to disseminate information about the new curriculumn to teachers, educational administrators, other educators, parents, pupils, and local communities;

2. to work with NCDC evaluators in planning and conducting field tests of new curriculum materials and evaluation studies of their implementation and utilization by teachers;

3. to coordinate NCDC's curriculum development and implementation plans and activities with NTTC, IMRC, and the Inspectorate;

4. to train Ministry personnel in the areas of planning and developing dissemination and outreach activities.

Major duties include the performance of the following:

1. to develop strategies, including workshops at national, district and local levels, using a variety of media, for the nationwide dissemination of curriculum information;

2. to develop dissemination plans of action in cooperation with NTTC and IMRC;

3. to prepare teacher orientation materials and implementation materials and activities in cooperation with NTTC and IMRC;

4. to collaborate with NCDC evaluators and curriculum specialists in designing and conducting field studies of the curriculum implementation process;

5. to establish an ongoing information dissemination program that will update teachers on new curriculum adaptations.

Qualifications:

An M.A. degree in curriculum design and implementation is required. The individual must have proven abilities in the design, installation and evaluation of primary and secondary school curriculum. He/she must have organized and conducted training workshops in curriculum implementation, and have a firm understanding of community development/school and community integration. The person must have used various teaching media professionally, in particular, video or films and radio, for the dissemination of information. The person must have crosscultural communication skills, and extensive successful professional experience.

B. Practical Studies Curriculum Advisor

Job Description: The individual will report to the NCDC Director and will work as a counterpart directly with the head of the NCDC development unit responsible for the preparation of the curricula in agriculture and practical skills, performing the following tasks:

1. appraise the current teaching of agriculture and practical skills in the primary and secondary schools of Lesotho, in coordination with NTTC TA's for Agriculture and Practical skills;

2. conduct needs surveys and feasibilty studies pertaining to potentially relevant and effective instructional materials and activities;

3. interpret and supply feedback findings to appropriate curriculum specialists;

4. assist NCDC staff to clarify instructional objectives;

5. work with developers and evaluators, and with examiner panels, to develop content-relevant and psychometrically-sound achievement examinations at the PSLE and JCE levels;

6. assist NCDC Staff in agriculture and practical skills to identify, select, and train curriculum writers who will design teachers' guides, text materials, lesson units, wall charts, three-dimensional learning aids, and student progress assessment materials;

7. assist NCDC staff in designing production specifications for instructional materials and implementation guides;

8. develop and organize programs to extend production resources to selected primary schools;

9. work during all phases of design, development, and implementation, with NCDC developers and evaluators, with the NCDC Curriculum Coordinator, and with staff of IMRC, NTTC, and the Inspectorate. The NTTC TA's for Agriculture and Practical Skills will provide

technical expertise to NCDC.

Qualifications:

Post graduate degrees in health/nutrition/home production consumer education (handicrafts) or general agriculture (horticulture education, livestock care) with some academic training in curriculum development. The individual should have several years of professional, practical experience in curriculum development programs. Classroom experience is essential (primary level preferred) and work in Africa would be an asset. Experience as a county extension agent would be relevant.

C. Specialist in Evaluation and Testing

Job Description: This person reports to the Director, NCDC, and works with the evaluation and testing division of the NCDC. This person's tasks will be:

1. to maintain quality control in the production of the PSLE and JCE battery tests;

2. to develop competency-based achievement tests for basic skills subjects for each level of primary school;

3. to develop an aptitude testing program for the identification and selection of candidates for occupational training programs;

4. to conduct formative evaluations of curriculum development an curriculum implementation in all subjects;

5. to prepare reports for Ministry officials, NCDC staff, other educational agencies, teachers and administrators on the examination program;

6. to conduct training seminars and workshops for Ministry personnel in curriculum evaluation, testing, and the improvement of instruction.

Qualifications:

The individual is required to have done post-graduate studies in the areas of tests, measurement, and curriculum development/evaluations. The person should also have considerable experience in a professional capacity as a curriculum evaluator and educational examiner, and with computer-based data analysis.

D. Administration/Production Specialist

Job Description: This person will report through the IMRC Coordinator, to the NCDC Director.

1. assist the Coordinator with the planning, administration and financial management of the IMRC;

2. assist the Production supervisor in planning and coordinating print production activities;

3. assist the production staff in the maintenance of production equipment;

4. plan and coordinate the purchase of equipment;

5. conduct on-the-job training for the production staff;

6. plan and coordinate with the training coordinator the overseas training program for the IMRC staff;

7. assist with the dissemenation of curriculum and instructional materials;

8. plan and coordinate the program of short-term consultants for the IMRC;

9. coordinate the activities of the IMRC technical assistance team.

Qualifications:
M.A. degree in educational administration/curriculum and instructional materials development with proven production experience in printing. Overseas experience is required by this post, preferably in a similar position and organization.

E. Instructional Systems Designer

Job Description: This person will report to the IMRC Coordinator, and work directly with ISD staff. This person will:

1. assist the IMRC in the planning and coordination of instructional design;

2. assist the IMRC, NCDC, NTTC, Subject Panels, and Writing Teams in the planning, development, evaluation and revision of instructional materials;

3. conduct on-the-job training and assist in arranging the required overseas training programs for IMRC staff;

4. assist with organizing and conducting workshops for IMRC staff, NCDC staff and others in curriculum development, writing, design, evaluation, etc.;

5. assist with the dissemination of curriculum and instructional materials;

6. assist with the design of both print and audio/visual instructional materials.

Qualifications:

M.A. degree in education with emphasis in curriculum, and instructional materials design required. The person should have demonstrated professional experience in design and production of education materials working in many different media. Overseas experience is required.

F. Audio Visual Materials Specialist

Job Description: This person will report to the IMRC Coordinator, and work Directly with the A-V staff. This person will:

1. assist the IMRC to extend its capacity to produce a variety of appropriate audio/visual materials for educational purposes;

2. assist the A/V Supervisor with the planning and coordination of audio/visual activities;

3. conduct on-the-job training and assist in arranging the required overseas training programs for the A/V staff;

4. assist in the maintenance of A/V equipment and the establishment of a maintenance program;

5. assist various educational institutions both in MOE and other ministries to determine their audio/visual requirements;

6. make recommendations for the selection and purchase of additional A/V equipment;

7. help to incorporate and coordinate the assistance of the instructional design section in the production of A/V materials.

Qualifications:

M.A. degree in A/V instructional materials design, art production, or film making is required. Professional experience in the production of various educational audio/video materials is essential, including production of films, radio programs, film strips and other educational media.

G. Basic Education Specialist

Job Description: This person will report to the NCDC Director and will develop and test a pilot program which enables students to continue successfully through the primary grades by a combination of independent home-study and in-school, teacher-assisted study. This person will also:

1. work collaboratively with the NCDC subject specialists and Testing Specialists to design criteria-based levels tests for each subject;

2. collaborate with LDTC to develop self-instructional materials that enable a potential drop-out to study alone, or with the assistance of a peer, a paraprofessional or a volunteer aid, with only minimal assistance from a regular classroom teacher;

3. develop a management plan that enables a classroom teacher to manage effective learning for pupils who are unable to attend school regularly;

4. pilot test this system, and collaborate with the training coordinator to develop an appropriate nationwide dissemination plan.

Qualifications:

This person should have a graduate level degree in Education, with emphasis on primary education and experience in non-formal education in a developing country. The individual must be versed in alternative strategies of education, and be experienced in developing learning activities based on specified behavioral objectives.

4. Rural Skills Training Center

A. Administration/Vocational Training Specialist.

Job Description: This person will work with the Director of the RSTC and report to the MOA and the MOE through the Thaba Tseka District Administrator (TTDA), and will also:

1. organize the training program for local instructors;

2. establish the curricula for all subject areas and assist in instructor training;

3. establish a system for recruitment, enrollment and maintenance of the students;

4. coordinate with the Thaba Tseka Rural Development Project, FTC, IEMS, LDTC and rural communities; through the Liaison Coordinator;

5. design and implement account, record system and business activities of the center;

6. establish a system for coordination of District offices, LDTC, IEMS, and Implementation Agency to carry out NFE and RSTC activities for Thaba Tseka area;

7. establish a system for periodically reviewing skills needs of the area, and for reshaping RSTC curriculum/program accordingly.

Qualifications:

This person must have professional administrative experience with skills/vocational schools and have actually taught at such schools. The individual must have a broad range of vocational abilities, business and managerial skills sufficient to design and implement a managerial and financial system for a skills training center. The person will be required to learn Sesotho.

B. Vocational Training Specialist

Job Description: This person will work directly with the Deputy Director of the RSTC and report to the Director,and will also:

1. formulate the curricula for the various subjects and schedule courses;

2. train instructors;

3. support instructors in subject matter and assist with teaching;

4. assist with adapting instruction to changing demands;

5. train in maintenance of equipment and facilities;

6. substitution in emergencies for instructors.

Qualifications:

This person must have extensive professional experience as an instructor in a wide range of skill areas, including building construction, carpentry, masonry and metalwork. These skills as a craftsman must be supplemented with training in pedagogy and he will have to learn Sesotho. The TA must bring to the task a broad repertoire of current, innovative training techniques, including use of media and individualized training modules.

ANNEX E. 1. Economic Analysis

I. INTRODUCTION

There are three major sections to this economic analysis. (1) The first addresses the question of whether the government of Lesotho has the ability and desire to make the recurrent expenditures necessary to achieve the objectives of the project. (2) The second section analyzes whether sufficient economic benefits exist to make the proposed expenditure worth-while. This section to the analysis separates the Project into three analytically distinct components and performs an internal rate of return analysis. (3) The third section compares the cost effectiveness of this Project with alternative means of achieving Project objectives.

A. Recurrent Budget

Recognizing the financial difficulties facing the government of Lesotho this Project has been designed to minimize the required increase in governmental expenditures. The rapidly increasing government of Lesotho debt has been financed mainly at commercial rates with short term maturities. This has led to a rapid increase in debt financing charges, which further exacerbate the problem. The government has taken a number of steps which are designed to reduce its spending.

The Ministry of Education has received the largest single share of the recurrent budget since Independence. In the 1976/1977 to 1980/1981 quinquennium the Ministry's share of the GOL recurrent budget has averaged 22.5%. The per year increase in recurrent spending has been 28% with a 26% average increase per year in the capital budget. During this time-period inflation has averaged 16%. Thus, real actual spending on education has been increasing by around 10% per year.

However, current GOL budgetary difficulties will restrain the Ministry budget real spending increases in the coming years to no more than 2% per year. The Ministry is aware of the difficulties this presents in meeting its mandate and has been searching for ways to increase the efficiency of the educational systems so that the same ends can be achieved at a reduced cost. Because of this pressure from the Ministry of Finance, it is not anticipated that the MOE will have any substantial problems in meeting its obligations to provide support and counterparts for those people working to improve system efficiency.

In the recent past the government has met its obligations relating to the training of people overseas. However, budgetary problems have forced it to reduce the amount which it pays for the dependents remaining in Lesotho, and the number of months it will maintain the trainee at full salary. But it appears to recognize the advantages of overseas training.

In the MOE analysis of its priorties, the areas covered by this Project are emphasized. While resources will not b plentiful, given current MOE and GOL priorities, resources ought to be sufficient to meet GOL obligations under this Project.

B. Internal Rate of Return Analysis

For ease the economic analysis divided the Project into three analytically distinct sections: the MOE institutional strengthening; the work at the NCDC and NTTC; and the training program at Thaba Tseka. The Project components are interrelated, and the benefits for each section depend on work being done in other sections. Because of the government's budgetary problems, and the country's need for more employment opportunities (either self-employed or wage labor), the analysis looked at benefits resulting from project induced improvements:

1. in the efficiency of delivering educational services, and
2. improved curricula, teachers and skills training leading to increased incomes.

The increased incomes can result from better management of private resources, self-employment or wage employment.

Each of the components are economically viable under a wide range of possible assumptions as to the ability of Project personnel to improve Ministry operating efficiency, and the potential increase in incomes.

C. Cost Effectiveness

In the third portion of the analysis, alternative means to achieve the project's goals are briefly presented. A review of these alternatives shows that the alternatives are less likely to achieve the benefits, and there is an increase in expenditures by both the government of Lesotho, and USAID. In short, the Project, as designed, is a cost effective way to achieve Project objectives.

II. DETAILS

A. General GOL Budget

Table 1 gives a summary of the current budgetary situation of the government.

TABLE 1
SUMMARY OF GOVERNMENT BUDGETARY OPERATIONS
(Millions of Maloti)

	ACTUALS				provisional
	78/79	79/80	80/81	81/82	82/83
Total receipts	92.0	111.7	125.5	124.8	142.5
revenue	80.5	93.8	104.3	111.1	133.1
grants	11.5	17.9	21.2	13.7	9.4
Total expenditure	86.5	130.3	166.8	192.4	199.5
recurrent	47.2	68.8	104.6	125.8	136.0
capital*	39.3	61.5	62.2	66.6	63.5
Overall surplus(+) or deficit(-)	+5.5	-18.6	-44.3	-70.3	-57.0

* Excludes projects directly funded by donor countries.
Source: Ministry of Finance

The preliminary estimates for 1983/84, prepared by the Ministry of Finance show a deficit of M44.9 million. The situation in recent years has been exacerbated by relatively stagnant customs union revenues, income tax relief averaging 29% in 1981/82, generous salary increments combined with an inability to control recurrent budget spending.

Because most of the debt has had to be incurred at commercial rates and short term maturities, debt servicing has increased from 4% of total government spending in 1978/79 to 19% in 1982/83. Of the M32.7 million increase in spending from 1980/81 to 1982/83, M29.4 million has been for debt servicing. Debt servicing is anticipated to take an additional M19 million in 1983/84.

To deal with the problem the government has instituted a number of recurrent expenditure cuts including a freeze on new hiring, severe reductions in the capital budget, the imposition of a sales tax and attempts to improve program analysis and fiscal control. However, the new international airport presently under construction, will necessitate increased non-concessional borrowing, and when completed, increased recurrent spending.

The Customs Union's receipts by Lesotho (58% of all GOL revenue in 1982/83) are likely to increase in real terms. The casino and hotel taxes are likely to earn less revenue because of the reduction in the number of tourists. There does not appear to be any likelihood of sufficient increases in donor assistance to permit large increases in government spending. The new sales tax, and the possible increase in income tax collections because of increased enforcement and vigilance, may provide some relief.

B. Ministry of Education Budget

The Education Sector Survey of the MOE provided three different budgetary levels for the remainder of the decade. Their low level projections are for a 3% real growth. However, because of stagnant revenues, and statutory obligations (such as retirement and debt service), even this is probably optimistic. Government departments shall have to make do with very tight allocations in the coming years as the interest on the short term debt is paid.

If MOE real allocations increase by 3% per year then there will be a shortfall (in 1980 maluti) of M0.64 million. A 2% real growth would result in a shortfall of M5.36 million. In order to avoid this deficit the Ministry will have to reduce 1990 expenditures by 16% from the currently projected levels. To do this will require a major effort.

Table 2 depicts the budget in the MOE during the past five years.

TABLE 2
MINISTRY OF EDUCATION RECURRENT BUDGET
(in millions of Maloti)

	1976/77		1977/78		1978/79		1979/80		1980/81		1981/82		1976/77 to 1981/82 growth rate
	Maloti	%	Maloti	%	Maloti	%	Maloti	%	Maloti	%	Maloti	%	
Administration	.36	4.59	.54	4.89	.38	3.27	.94	6.37	.40	2.00	.64	2.56	12.4
Inspectorate	.24	3.06	.49	4.39	.55	4.75	.59	4.04	.47	2.34	.69	2.78	23.9
Sports/Culture	.08	1.02	.09	.81	.11	.93	.13	.99	.23	1.13	.25	1.01	26.1
Primary Educ.	3.53	45.57	4.84	43.74	4.90	42.08	5.44	37.02	7.73	38.89	10.00	40.12	23.1
Post Prim. Educ.	1.21	15.65	1.86	16.77	1.85	15.90	2.56	17.42	5.02	25.26	6.09	24.44	38.1
Lerotholi Tech.	.11	1.42	.26	2.36	.32	2.75	.42	2.86	.49	2.45	.58	2.32	39.4
Teach. Trg./NTTC	.55	7.04	.89	8.04	.91	7.78	1.91	12.96	1.20	6.02	1.61	6.47	24.2
Higher Ed./NUL	1.68	21.65	2.10	19.00	2.62	22.53	2.71	18.45	4.36	21.93	5.06	20.31	24.7
TOTAL	7.75	100	11.07	100	11.63	100	14.70	100	19.88	100	24.93	100	26.3

Source: Ministry of Education: Education Sector Survey, November 1982

Because of changes in the exact definition of what is included in each line item, some individual year figures appear to grow by too great an amount. Responsibilities have occasionally been transferred from one area to another.

For the rest of the decade the Education Sector Survey projected the following expenditures:

TABLE 3
GUIDELINE PROJECTIONS OF MINISTRY OF EDUCATION BUDGET
(in millions of 1980 maloti)

	1980	1985	1990
Primary education	9.64	11.27	13.41
Secondary education	5.04	5.64	6.71
Tertiary education	4.36	5.64	6.70
NTTC	1.25	1.41	1.60
Vocational/tech. ed.	.60	.80	1.07
Non-formal	.21	.30	1.01
Administration	1.20	1.46	2.05
TOTAL	22.30	26.52	32.55

Source: Education Sector Survey

The Project's costs for the GOL are computed in 1984 maloti. The total FY85 GOL project costs, in 1980 maloti, are M1,089,200, or 3.8% of projected 1985 spending. For 1989 total GOL Project expenditures, in 1980 maloti are projected to be M1,389,800 or 4.3% of projected 1989 spending.

The only places where a direct comparison of the projected MOE budget item and the GOL Project costs match is for the NTTC and MOE Administration. In 1985 the Project will be using 30% of the total. While these are clearly very high proportions they do reflect the level of commitment which the GOL is making to the improved functioning of the NTTC. In addition, one of the major functions of the Project personnel at NTTC will be to improve the efficiency of its operation. Thus, the net cost of the NTTC component to the GOL will probably be less than projected in the Project budget.

For MOE administrative costs, the Project forecasts that it will be using 6.5% in 1985, and 4.3% in 1989. Since knowledgeable Ministry officials feel the experts the Project provides will effect savings of 3-4%, the net cost of the Project to the Ministry will be minimal.

C. MOE Goals

The potential burden of the Project on the Ministry is further minimized if the Project's priority areas are comparable to those of the Ministry. This section summarizes relevant portions of the Education Sector Survey to determine whether the two sets of priorities are comparable.

After reviewing current spending levels, and the problems Lesotho is likely to face in the coming years, the Education Sector Survey proposed certain goals for the Ministry of Education. These goals were approved by the Ministry and Cabinet.

Concerning the goals of education in Lesotho the MOE stated in the Education Sector Survey ''basic skills of reading, writing and speaking... the application of mathematics to practical problems, the ability to make careful observations, to form hypotheses, to reason, to formulate and to solve problems; practical skills and manual dexterity through productive activities integrated into general studies...'' (page 63).

Concerning teacher training it is stated (page 119) ''No matter how appropriate the building and facilities, how well designed the curriculum or useful the instruction materials and equipment, it is ultimately the competency and professional dedication of the staff that makes a good or poor education programme.'' One of the Task Force's recommendations for primary school teacher training is (page 124) ''A programme to strengthen the administration and staff at the NTTC should be developed...a review of the teacher training program to devise means of improving the performance of the college in line with the recommendations of existing reports.''

Regarding the need to improve control of expenditures within the Ministry the Task Force stated ''The Ministry of Education's accounting sector...should be provided more senior personnel and...should operate with a Budget Committee to (i) set budget/programme priorities in two and three-year cycles; (ii) derive budgetary guidelines for department/programme heads; (iii) review budget submissions; and (iv) set declared establishment lists with the Teaching Service Commission and other departments.''

The Education Sector Survey also recommended the establishment of a Department of Vocational and Technical Education ''to provide guidance on the development of vocational and technical education in Lesotho; to assist in the preparation of projects for strengthening vocational education and training...'' (page 116)

Finally, ''... the Book Supply Unit should be turned into a School Supplies Section which, in addition to purchase and distribution of books and the management of a revolving fund, would be a procurer and distributor of essential school equipment and supplies. This department should have a parastatal status in order to have financial flexibility.'' (page 117)

While these recommendations from the Task Force have been accepted by the Ministry and informally accepted by Cabinet, there is no assurance that they can, and will be implemented. However, they do indicate a comprehension of the problem by the Ministry, a knowledge of what is necessary to deal with it and a desire to begin.

SUMMARY: There can be no doubt that the government will have severe financial difficulties in the coming years, and that the program outlined by the Ministry will be difficult, if not impossible to finance without major cost cuttings, improved efficiencies, and innovative approaches to financing. However, the actual increase in spending by the GOL required under this project is necessary in order to achieve required efficiencies in the delivery system and to help the GOL achieve education program goals.

III. INTERNAL RATE OF RETURN ANALYSIS

A. Justification

Because of the difficulty of projecting the benefits from education projects, usually the economic justification for these projects is limited to cost effectiveness analysis. The economic analysis for this Project is an internal rate of return analysis, but for completeness, a cost effectiveness analysis is also presented. (section D)

There is little doubt that internal rate of return analysis is a more powerful tool for project analysis, when it is possible to use it. There are usually a number of objections to its use in educational projects.

1. This type of analysis usually treats the difference between the earnings of less educated and more educated people as the benefits due to their additional education. However, these incremental earnings are due to a number of factors, not only schooling. Thus the benefits tend to be exaggerated.
2. The use of earnings or wage differentials as the benefits to additional schooling overlooks the impact of unemployment. Where there is significant unemployment wages and salaries need to be adjusted to reflect the likelihood of being employed. Not to make this adjustment results in another over-exaggeration of the benefits of education.
3. Benefit cost type analysis assumes that wages are a valid measure of productivity. Distortions in the labor market may create gaps between wages and productivity. When these distortions are significant they can, and ought to be corrected through the use of ''shadow wages'' which measure productivity.
4. By using historical data, benefit cost analysis is measuring the returns to existing schooling and not returns to the types of schooling which may exist in the future, or the type of schooling which results from the investment made by the education project.
5. Education has a number of social benefits not directly related to wages. The analysis needs to take these into account to the extent possible.

There are economic tools available to take into account these objections to the use of benefit cost or internal rate of return analysis.

In the case of Lesotho, and many other developing country education projects there are also some distinct benefits.

In Lesotho there are problems with a lack of sufficient funds to provide adequate education for all, and there are shortages of people with specific job skills. Through the use of cost effectiveness analysis we determine whether we are able to achieve certain goals as economically as possible. But with benefit cost analysis the Project is forced to focus on the goals and develop ways to measure the achievement of them. Thus, this Project focuses on the major problems facing the country: the lack of sufficient funds to finance the government, and the lack of jobs.

This focus forces Project people to keep track of ways in which they were able to rationalize MOE expenditures and deliver quality education at a minimum cost. Similarly with a focus on the need to educate people for jobs, the curriculum must be made as practicable as possible. As the Education Sector Survey put it (page 79):

> ''One of the most challenging and difficult tasks for Lesotho is to identify those products and services for which there is a real demand within the country, and which can be provided through small-scale and individual enterprises...Self employment is not the result of the equation:
>
> BASIC SCHOOLING + BASIC SKILLS = SELF-EMPLOYMENT
>
> but is rather closer to the model:
>
> BASIC SCHOOLING + BASIC SKILLS + MARKETS + CREDIT = SELF-EMPLOYMENT''

The educational component of the Project must be closely tied to markets and the demand for goods, services and people. Adequate credit facilities must be available to permit people to go into business, or expand activities.

Given the focus of this Project, the situation in Lesotho, and the availability of economic tools to correct for price and wage distortions, it is not only possible, but advisable to perform an internal rate of return analysis rather than rely only on cost effectiveness.

B. GENERAL

Because the nature of the benefits are different in different sections of the Project it was decided to split the Project, for analytical purposes, into three sections. They are: MOE institutional strengthening, NTTC and NCDC activities and lastly, the Thaba Teska Rural Skills Training Center.

Each of the sections reinforces the benefits which are achievable in other sections and thus there is an element of artificiality about the splitting. However, it was difficult to manipulate the different types of benefits without making some distinctions. The total benefits of the Project are likely to be greater than the sum of the benefits of the component parts.

All the internal rate of return analysis was done using 1984 prices. Where necessary, figures were adjusted to be consistent with this base. Appendix F of the Project Paper provides all the figures for USAID and GOL expenditures on the Project, and the year when those expenditures are planned to be incurred.

The Lesotho Maloti is tied to, and trades at par with, the South African Rand. The international value of the rand is determined primarily by supply and demand conditions. This is not a perfectly free market, as there are some exchange controls, and limits on the exchange of rands by citizens of the Rand Monetary Area (South Africa, Lesotho and Swaziland). Thus, the value tends to be slightly higher than it would be under a completely free market. At the same time it is generally felt that at the present time the U.S. dollar is also overvalued. Thus, this analysis uses the current exchange rate between the maloti and the dollar (US$1.00 - M1.10) for all conversions.

Because of a severe budgetary problem in Lesotho an adjustment was necessary to make the required expenditures of the GOL accurately reflect the opportunity cost to the GOL of using scarce resources. The concept is that because of insufficient funds each new expenditure carries a ''burden'' greater than the actual amount spent. The idea is comparable to saying that a maloti must work harder for a person with little excess funds than for a person with excess cash.

Since the government lacks sufficient funds it may have to borrow the excess. In the recent past it has borrowed short term at commercial rates from South African banks. These banks were charging 18% interest. The current debt services cost has forced the government to cut back on many development activities simply because the government lacks the necessary capital.

While the GOL can still incur some additional debt it may be reaching its limit. Comparing the extent of the problem in Lesotho with other countries in Africa indicates that an opportunity cost inflator of 80% is appropriate. This recognizes that the situation is very serious in Lesotho, but not as severe as elsewhere. What the opportunity cost inflator means is that for analytical purposes we count every maloti spent by the Government of Lesotho as M1.80. This same procedure was followed for all savings which the project is able to effect in government of Lesotho spending.

Because there are no clear guidelines on what is the correct inflator, this assumption was subjected to sensitivity analysis. That is, we checked whether the internal rate of return changed significantly when the inflator took on a wide range of possible values.

The benefits which the Project is likely to achieve in savings to the GOL are likely to be gradually phased in over the life of the project. As an example, if we project a savings of 1% on total Ministry administrative costs in FY1989, then there will be a savings of only 0.01% in FY84 (learning the operation of the system and the procedures for making changes). In FY85 the savings will be 0.1%, FY86 0.3%, 0.5% in FY87, 0.9% in FY88 and full savings in FY89.

Some expatriates working in Lesotho in positions comparable to those which will be funded by this project feel that the early year savings ought to be slightly higher than given above. This is because there are usually a number of relatively obvious ways of cutting expenditures without cutting services. The stream given above was used as it reflects a pessimistic view of the likely savings.

These people also felt that when they leave, there will be some slippage in the savings. An expatriate can make and enforce expenditure controls which some Basotho will find difficult. Thus, the analysis assumes that there is a 20% reduction in the level of benefits in FY1990. It appeared prudent to assume some reduction in the level of savings.

C. SPECIFICS

1. MOE Institutional Strengthening

Assumptions

The costs of this component are contained in appendix F. As explained above all the GOL costs were inflated by 80% to reflect the scarcity of government funds.

All the benefits of this component relate to cost savings resulting from the work of the technical experts assigned to the Ministry.

(1) The reduced costs of books and supplies resulting from improved management of the Book Supply Unit. (The MOE has proposed changing this Unit into a School Supplies Section.)

(2) The development of an adequate data base and the removal of fictitous teachers from the payroll, and

(3) Overall savings in expenditures in the administration component to the MOE because of the improvement in program analysis, fiscal control and the work of the systems and operations specialists.

The value of the savings are in real 1984 dollars, and the benefits are phased in according to the schedule given in the last section.

MOE personnel who were asked about the possible levels of savings which can be effected in the Book Supply Unit felt that a savings of M2.00 per primary school student ought to be possible. This analysis works on a ''likely worst case'' scenario and thus only assumed a savings of M.50 per student, or $100,300 in FY1989.

The MOE has reason to believe that there are many fictitous teachers who are on the payroll, that is, a salary is paid to someone who is either not teaching, or is non-existent. A recent survey indicated a possibilty that 7% of the teacher salary checks went to people who did not exist. Since it is likely that some improper payments will always exist in a system as large and decentralized as the teacher payment system in Lesotho, the analysis assumed that a savings of 1% in the total salary bill could be effected in FY1989, or M145,454.

Most of the technical assistance will go toward improving the overall operation of the Ministry through improved planning, budgeting, analysis and use of personnel.The Ministry personnel expects that filling the proposed positions with trained professionals will effect a 3-4% savings on the Ministry budget. This analysis worked with a 1% savings in FY1988, in those items in the Ministry budget whose cost savings are not considered elsewhere in this analysis. (Items where the savings are included elsewhere are teacher salaries, School Supplies Section, NCDC and NTTC). This works out to $97,000 in 1989.

Results and Sensitivity Analysis

With a twenty year time horizon the internal rate of return for this component of the project is 11.3%.

Since there were a number of assumptions that went into the development of this internal rate of return a series of tests were done to see whether any one of the assumptions was critical to the result. The reason for this type of work is that if it were found that the economic viability of the component depended on the value of a specific variable, then the Project would have to ensure that the assumption is valid.

If the opportunity cost inflator for the value of the both the GOL costs and the savings (benefits) were 50% rather than 80%, then the IRR drops to 7.8%. Given the severity of the budgetary problem an opportunity cost inflator of less than 50% is not justified. Were an inflator greater than 80% used then the IRR would be greater than 11.3%.

If the savings on teacher salaries is only 0.5% rather than the 1% which is projected, then the IRR drops to 6.1%. If the savings per student for school supplies are only MO.25 rather than the MO.50 which was used, the the IRR is 7.7%. Finally, if the other MOE savings are only 0.5% and not 1% then the IRR is 7.8%

For education projects a thirty or forty year time horizon is frequently used. That is not felt to be appropriate with this component since we are dealing more with administrative improvement and not with improvements in the quality of education per se. However, a longer time horizon would have increased the value of the IRR.

In all of the above cases we are dealing with real figures and thus the IRR's are clearly acceptable. MOE officials feel that the project ought to be able to achieve substantially higher savings than we have assumed. While they also feel that the budgetary crisis will be easing, analysis by the IMF does not indicate any improvement in the next couple of years.

2. NCDC AND NTTC

Assumptions

The costs of these two components of the Project were derived from the figures in annex F. All cost and benefit figures are in real dollars, and GOL expenditures or savings are inflated by 80% to reflect the tight budgetary situation. Similarly, all Project benefits are phased in as explained in section B.

In keeping with the Project purpose of improving incomes and employment options available to primary school graduates only two types of benefits were considered:

(a) the improved operating efficiency of the institutions, and

(b) the improved income earning capabilities of the students because of the addition of agricultural, practical and vocational subjects to the curricula.

An additional benefit which this analysis did not deal with is the hoped for reduction in the number of repeaters and drop-outs caused by a better educated body of teachers using a more relevant curriculum and by access to the Basic Education Program. If these take place the efficiency of the education delivery system ought to improve allowing more children to complete primary school in less time, and at a lower per/pupil cost. However, there was a lack of any clear feeling amongst MOE personnel about the likely magnitude of this effect. Thus we did not include it. However, during the course of the Project some indicators of whether the new program is reducing both rates ought to become evident.

The Analysis assumes that the improved financial and administrative controls of the two units will save 1% of the total spending of NTTC and NCDC by the end of the Project in 1989. The estimated combined GOL budget for these units in FY1989 (computed in 1984 dollars) is $2.8 million.

Estimating the improvement in earnings is difficult, as is the verifiability of the assumptions. The analysis limits benefits to those pupils directly benefiting from improved technical/practical/agricultural training by acquiring better jobs.

Basically what this portion of the analysis is doing is determining the likely increase in earning capacity which occurs because of the improvement in the practical nature of the primary school curriculum. In order to do this the analysis first determines the proportion of the people who are in areas which are influenced directly by increased practical training in the primary schools. It then determines the proportion of modern sector jobs going to primary school graduates. Once these numbers are known, the analysis determines the likely increase in incomes and deflates the final figure by the estimated unemployment rate.

There are substantial other benefits not quantified by this approach, such as better utilization of the resources at home, improved agricultural production for home consumption, improved health and better performance in secondary school. These benefits are even more difficult to quantify, therefore, they have been left out, even though they would increase economic and social benefits.

In the government and the private sector the occupational structure was:

TABLE 4
OCCUPATIONAL STRUCTURE

	government 1976	private and parastatal 1980
Professional	36.2%	1.9%
Administrative	4.6	3.8
Clerical	12.0	11.2
Sales	0.9	31.6
Services	22.9	7.5
Transport	4.7	2.5
Construction	6.7	19.7
Production	6.1	21.7
Agriculture	6.1	
	---	---
	100.0	100.0

(Totals do not add due to rounding.)
SOURCE: Education Sector Survey, Maseru, November 1982. The government figures came from 1976 Population Census, pages 148-149; the private and parastatal figures from K. Appiah: ''A Survey of Employment and Manpower in the Private and Parastatal Sector in Lesotho in 1980'', October 1981.

All skill categories will benefit from a more practical education, with the dominant effect on people in the construction, production and agricultural areas. In 1980 these totaled 18.9% of government positions (2,100 positions in 1982) and 41.4% of private and parastatal employment (around 5,000 jobs in 1982). Some additional people with the improved curriculum will be able to find employment in South Africa. While Lesotho will benefit from these people through increased remittances, the benefits have not been included in this analysis.

There has not been a survey of the educational characteristics of the private sector. One survey analyzed only skilled people in the private and parastatal sector. but since it equated skilled employment with having at least three years of post-primary education, the results of that survey can not be used. For the government the results are:

TABLE 5
GOVERNMENT EMPLOYEES BY EDUCATION LEVEL 1976

Education level	Number	Percent
Standard Three	2,490	16.4
Standard Seven	5,693	37.5
Junior Certificate	2,552	16.8
COSC	1,314	8.7
Vocational Training	32	0.2
Teacher's Certificate	2,819	18.6
University Degree	273	1.8
TOTAL	15,173	100.0

SOURCE: Bureau of Statistics, based on 1976 population census.

The above table shows that just over half the government jobs are filled by people with a primary school certificate or less training. If we assume an even distribution of educational level between job categories, and between the private and public sectors the 18% of the positions are in areas which will benefit from improved practical training at the primary school level. However, it is likely that a disproportionate percentage of the people in the areas of construction, production and agriculture also are primary school or less graduates. Thus, this analysis uses 15% to represent the number of new jobs in the country which could benefit from an increased emphasis on practical education at the primary school level.

SUMMARY: Thus our base assumptions for these components are that there is a savings in their budgets of 1% and that 5% of the students receive an annual increase in incomes of M100.

Results and Sensitivity Analysis

With the above assumptions the internal rate of return with a 20 year benefit and cost stream is 20.2%

Testing the various assumptions yields the following results. If the opportunity cost on GOL funds is changed to a 50% premium then the internal rate of return falls to 20.5%. If either the benefits go to 7.5% of the student body or the yearly increase in earnings is M150, then the IRR increases to 23.2%. If institutional savings falls to 0.5% then the IRR falls to 20.1%.

In all cases the results do not show any dangerous sensitivity to altering assumptions within the anticipated range of values. If the income benefits are much greater than anticipated, or the influence on the number of people getting jobs is greater than forecast the end result will be even more favorable. It should also be noted that there will be benefits to those people who do not get a formal sector job, yet these people were not considered in the analysis. Even under the conservative assumptions of this section, there are sufficient returns to make these components of the project economically justifiable.

3. THABA TSEKA RURAL SKILLS TRAINING CENTER

Assumptions

All the costs for this component were derived from the figures in appendix F. All cost and benefit figures are in real dollars, and GOL expenditures are inflated by 80% to reflect the tight budgetary situation. There are no GOL savings through this component.

The goals behind the Center are to help alleviate the shortage of people with vocational skills, and people able to teach vocational subjects, and to assist in the development of the mountain areas thus reducing the flow of people to the western and southern lowlands.

The shortage of skilled craftsmen can be seen by the higher salaries such people are able to command as well as the shortage of places at the existing training institutions.

There are very few people in the mountain areas with comparable skills to those which will be developed through the RSTC. Estimating the increase in incomes likely because of the training is difficult. The Education Sector Survey Report states

> ''In addition to general education, the private benefits of occupational education may also be considered.....LTI (Lerotholi Technical Institute) graduates of crafts level sit and pass trade test ''C'' prior to the polytechnic's examination. In other vocational schools....the graduates have only a technical education certificate which yields an annual income of M2,448 against the M3,108 for trade test C certificate.''

This is an increase in incomes of M660. Government starting salary for people with a trade certificate ''C'' is M3,108 as compared to M900 being paid as a grade 1 Lesotho Civil Servant. This is an increase of M2,208.

These figures need to be reduced because the RSTC program emphasizes the mountain areas, the people in the program are more likely to be self-employed and each module does not compare to a full multi-year training program. However, the proposed program will yield higher results because of its integrated quality, including basic skills training, businessman training, and motivation work.

As an initial assumption this analysis assumes that each module increases earnings by M350 per year, with a phase in of the increased earnings over three years. In line with the work in other sections, a twenty year income (benefit) stream was used.

This component assumes that it will be able to provide modules for 800 people. (Some people will take more than one module. All people will have to take basic skills, business and motivational modules). The economic analysis assumes the first training takes place in FY1985 with 60 people. There are 120 the next year, 180 in FY1987, and 220 in FY1988 and FY 1989. It is assumed that the RSTC is able to continue offering 220 modules per year after FY1989.

Results and Sensitivity Analysis

Using benefits only from the increase in earnings of the people in the training program, then the twenty year IRR is 8.8%. However, there are likely to be significant social benefits in the reduction in the number of people migrating to the lowlands and other benefits from improved literacy and numeracy. In addition, there are other benefits accruing to the country from the training of trainers.

Were the annual increase in earnings per module M500 then the IRR would be 12.1%, and were the annual increase M250 then the IRR would be 5.8%. With a GOL cost inflator of 50% as opposed to 80% the basic IRR increases to 9.5%. Finally, even if the project is unable to meet its targets on the number being trained, and total number of person-modules offered per year peaks at 150, then the IRR is 7.5%.

Since all these IRR's are real, they reflect a very substantial return on the investment of scarce GOL and USAID funds. Only if the returns per module fall to M150 does the project become economically suspect. Given the shortage of vocationally skilled people in the country, it is highly unlikely that many of the students who go through the RSTC will only be able to increase their earnings by M150.

Given the historically high drop-out rate (50% before Standard 4) it was necessary to build into the project a component which meets the training needs of those not in school. The RSTC is a training laboratory of sorts for the NCDC. In addition, it will be a center for training the trainers. There were a number of alternative ways this could have been accomplished. An expansion of an existing institution is one obvious solution. This was rejected because it would require building new facilities. Thaba Tseka already has dormitory, class room facilities and equipment. It is waiting for the technical personnel inputs. In addition, were we to help develop the facilities in the lowlands we would be contributing to the migration to the urban areas and with one component of the project damaging the development potential of the country.

A second obvious alternative would have been for the US to provide a larger number of the technical support people. However, the component emphasizes recruiting people who can help train the administrator, and help train the trainers. This will mean that some of the benefits will not materialize in the early years, but the cost to the GOL is substantially less in the later years. Thirdly, the component builds upon experience and talents already existing in the country. Partly with USAID support there are institutions in country to help with business skill development, basic skills and motivational work. While these make the actual cost of the vocational training per person higher, they are likely to increase the likelihood of the individual being placed, having a good position or being successfully self-employed.

Because of the recurrent budget difficulties of the country, this component is designed to be as financially independent as possible. Thus, a sizable portion of the operating expenses will come from student fees and from the sales of RSTC products and services.

D. COST EFFECTIVENESS ANALYSIS

General

In the previous section (section II, IRR analysis) the costs of the Project were compared to the anticipated benefits and the Project was found to be an economically justifiable use of scarce USAID and GOL resources. In this section a brief presentation is made of some of the alternatives that were considered in each of the components of the Project. The decision to design the project the way it is presented here was made by comparing the ability of the alternatives to achieve the GOL and USAID goals in the education area in as cost effective a manner as possible.

Interrelated Components

One of the first decisions that had to be made was whether USAID ought to pick the relatively most critical component and develop an entire project around that component. NTTC was the most likely candidate for a single project. However, an analysis of what was necessary to improve the quality of NTTC showed that one of its most pressing shortages was the inability to develop a curriculum for the teachers to use which would reflect the development possibilities of the country. Simply improving the quality of teaching at the NTTC would reinforce the academic bias of the current curriculum.

In order to develop the appropriate curriculum additional assistance was necessary to the NCDC so that they could develop the curriculum. However, it was not felt to be wise to simply help the NCDC and not the NTTC since it is necessary that the new curriculum be dissemenated to the teachers and then to the students. Thus, the project had to work with these two sectors.

The improved curriculum and the improved training of existing and new teachers can only be effective if there is money to pay the new teachers and there are adequate resources to provide books, equipment, supplies, buildings and teachers for each classroom. Lesotho has severe budgetary problems and there is an inability of the Ministry of Education to do the necessary program planning and budgetting

The choice appeared that we could work with the Ministry of Finance to improve revenue collections, with various Ministries to improve overall GOL budgeting and planning, or we could concentrate on one Ministry. By concentrating on one Ministry USAID could provide a depth of support in rationalizing and systemitizing operations, budgeting and planning. USAID did not have the resources to provide in depth assistance to each of the major Ministries.

It was felt that, given the mission's emphasis, we would be most effective if we emphasized the Ministry of Education, but made sure that the programs which were begun were conducted in such a way that they could be replicated in other Ministries. It is for this reason that two of the people that are working with the Ministry of Education are technically assigned to Cabinet Personnel. After developing the appropriate systems at the MOE they can return to Cabinet Personnel and help develop comparable programs elsewhere.

The basic reason for including MOE strengthening within this overall Project is that without adequate support from the MOE the work at the NCDC and NTTC is likely to be much less effective.

USAID/Lesotho has done considerable work in the area of non-formal education. To only work with the formal structure would mean that a large number of people who have already completed their schooling but have not yet learned a marketable skill would be forgotten. Further, it is a goal of this Project that vocational training be added to the regular curriculum. The Project can help at the vocational schools, and they can assist the NTTC in improving the skills of teachers in the practical skills area. To some extent the RSTC is an experimental lab to improve vocational training skills for both the primary and vocational schools.

By including the RSTC component within a single larger project we improve the likelihood that the lessons of how to go about improving vocational skills outside the regular schools, can assist the formal system in improving its ability to improve vocational training.

The sum of the parts of this Project are considerably more than its components.

SPECIFICS

Given the high cost of study in the United States, long-term training will be limited to graduate level study for the most part, since the National University of Lesotho offers competent undergraduate level work in most fields related to education, with the exception of primary teacher training and vocational/technical education.

Four professionals will be funded for undergraduate work at the NUL in curriculum development and education administraion. Seventeen will be sent to the U.S. for graduate work in financial management, educational testing and measurement, home economics, vocational/technical education, curriculum and instruction, and educational leadership. Some MOE staff may need undergraduate level work in the U.S. but the number to be trained in the U.S. at the bachelor's level will probably be limited to three or four. Overall for the Project, 60% of the training will be done in-country, assisted by MOE staff who have returned from long-term training in the U.S.

To further reduce training budget costs a tiered structure was developed where central MOE staff will be trained in Maseru, to train people at the district level. The district people train people at the village level. Expatriates could have been hired to train the district level, but the cost would have been excessive: similarly

the central MOE staff could conduct village level training. But with the shortages of staff time, and the difficult GOL budgetary situation, even if it were possible logically, it would be too costly. In order to maintain quality the IMRC will be developing a package of instructional material to be used at the national, district and village level for training programs.

At NTTC and NCDC, USAID considered providing long term technical assistance in a wide variety of fields. However, it was felt that the academic program specialist at the NTTC could help improve the skills of the existing NTTC staff in those areas where we are not providing technical assistance. The alternative was to provide much more expensive six to twelve month technical assistance to improve skills in each subject area. Similarly at the NCDC the curriculum dissemenator can help the people already at the institution who are working on improving the curriculum in those areas other than where we are providing long term technical help.

Annex E. 2. Social Soundness Analysis

I. Socio-Cultural Profile

A. People and Population

The Basotho are the dominant cultural group in Lesotho, comprising 98% of the population. The Basotho nation is comprised of Sotho clans and San and Nguni groups which were united more than a century ago. Other national minority groups mainly Asians and Europeans, form under 2% of the population.

Lesotho's 1981 de jure population was officially estimated at 1,300,000; the de facto population is approximately 1,150,000 due to the large number of migrants working in the RSA. The nation's population is young, 40% being under the age of 15 and only 5-6% over 65. The primary school age population (6-12 year olds) totals an estimated 244,000. With an estimated 30% of the nation's females in their reproductive years (15-44) and a per annum population growth rate of 2.3%, Lesotho's population is expected to total 2.0 million by the year 2000.

Over 90% of the population is rural, and is heavily concentrated in the narrow strip of lowlands running along the western side of the country. This area has one of the highest population densities in Africa. The mountain areas of the country have been settled more recently than the lowlands, and the population densities are much lower (population density in the mountains is 24 per square km as compared to 73 per square km in the foothills, and 115.5 per square kilometre in the lowlands).

The rural population lives in villages which usually consist of a compact cluster of households with a distinctive social and geographical identity. Village populations vary from 40 to over 1000. The basic social unit of the villages is the household. The 1976 census indicated that average household size in Lesotho is 5.03 de jure members or 4.4 de facto members. A description of the poor is contained in the FY 85 CDSS.

B. Social Background

The Basotho are a settled agricultural people with a patrilineal descent system and an attachment to cattle stemming from a pastoral tradition. Large interdependent, patrilineal, extended-family groups were typical of early Basotho society; however a hundred years of migrant labour and monetization of the economy has resulted in the emergence of the individual household as the basic social and economic unit. Residences are still patrilocal, though married couples tend to move into their own residences in the husband's village as soon as they have the necessary resources.

Land for houses and fields are allocated to married men by village chiefs. Traditionally every married male claimed a right to the amount of land needed to support his family. The land was normally divided into three parcels reflecting different soil types or other conditions. The recipient gained only usufruct rights, and if he failed to cultivate it for three seasons, he would lose his claim to the land. No fencing was permitted because all crop land reverted after harvest to common grazing rights of the community's animals. In practice, with the increasing scarcity of land, married males have to wait for years for their first fields and as a result, approximately 17% of rural households are currently landless. Very few households ever receive their full complement of three fields. There has, however, been a trend in recent years to allocate larger plots than formerly for household compounds which may be fenced and used for vegetable gardens as well as residences.

Men are normally regarded as household heads whose wives and children are under their care, as men in turn are under the jurisdiction of a particular village chief. In most contexts, women remain jural minors whose entitlement to citizenship, support, property and usufructory rights in land are defined by her position as a daughter in her father's patrilineage or as a wife in her husband's. In practice, this pattern has been severely affected by the long-term absence of many Basotho men to work in South African mines. Employment and residence in the RSA for female Basotho, are restricted by the laws of that country, and this condition has strengthened the normal pattern of wives remaining behind in the villages to manage their husband's farms.

Approximately 70% of all households are managed by women: 30% are headed by widows (these are the largest group), divorcees, separated from their husbands, or single women, and a further 40% are managed by women whose husbands are absent, primarily working in the RSA. The types of rural households currently found in Lesotho are:

(1) Beginning households -- Young men typically depart for mine work to save sufficient money for bohali, the bridewealth payment traditionally consisting of a number of cows. At marriage, the wife comes to live with the husband's family until they are allocated residential land for their own home, and have the resources to construct it. The husband is normally absentee and the household has not yet received a land allocation to set up farming. The wife works for the husand's household or off-farm if possible.

(2) Maturing Households -- The husband is normally still working in the mines, but he has been allocated fields and participates with his wife in agricultural decision-making. The women are responsible for the day-to-day operations as their husbands make only infrequent visits to their homes. Despite their responsibilities for farm management, women are dependent on their husbands or other males for crucial inputs

into agricultural production, in particular on male labor for plowing or cash to pay plowing crews or tractor operators.

In many cases, the households are unable to achieve reasonable yields of traditional crops (maize, sorghum or wheat) through lack of the necessary resources for effective production. This is a particular problem for the women as they are far more dependent than their migrant husbands on farm incomes (including subsistence production); according to a study of the redistribution pattern of migrant earnings conducted in 1976 by van de Wiel, only 50% of the average migrant's income is given to household members or used for household expenses, while 41% is spent by the migrant for his own personal needs, even though he also receives food, housing and medical care in the mines (the other 9% is for incidental expenditures).

(3) Senior Families -- The husband has returned from the mines to take up his role as head of household. He takes direct personal control of the family resources which his wife has learned to handle during his long years of absence. This group includes many men who have been injured or weakened in body and will so that they are not effective at farming. Among the group are a few who have invested their wages in their farms and who take effective control and make farming profitable. These men have an impact on agricultural production and other income generating activities much greater than their numbers would suggest, as they control many of the resources needed by their households, and by the women managers of other households.

(4) Women headed households -- The 30% of households headed by widows or other single women has the widest range of wealth, spread across the entire spectrum of beginning, maturing and senior households. The women are frequently active in food-for-work projects and in committees in the villages. They currently have no legal right to land, which is reserved for married males, but in practice retain its use. Particular problems are faced by the 15% of landholding households which are headed by elderly women and include only one or two other members, often minor children. These households do not have labor or other resources necessary for farming their land holdings and further have no direct access to mine remittances.

C. The Changing Pattern of Socio-Economic Differentiation

There are four sources of income available to rural Basotho households: mine remittances, off-farm employment in Lesotho, farming and/or livestock production, and other income generating activities. The ability of a household to achieve an acceptable standard of living depends upon access to productive domestic resources and/or the availability of cash incomes, preferably from mine employment. Until recently, it was assumed that the open access of households to migrant incomes and the land allocation system resulted in an equitable distribution

of resources. However, a number of recent analyses, especially the ILO/JASPA study, found that although the distribution of resources is more equitable in Lesotho than in many other countries, there are considerable differences among the resource allocations of households. In particular households with larger allocations of land appear to have relatively greater access to other types of income generating resources, and the reverse is true for the poorer households.

Because of the anticipated reduction in the number of Basotho workers to be employed in the South African mines in the coming years, mine employment will be essentially closed to the youth of Lesotho. Both young men and women will have to adjust to the problems of reaching adulthood and attempting to establish families and households without the mine incomes which formerly made this possible. Essentially the only means of earning a living open to them will be through increasing agricutural production (both crop and livestock),or they will have to establish businesses (or be employed by businesses) involved in supplying services to agriculture, in processing and marketing agricultural products or in supplying other goods and services needed by rural residents. Yields of traditional crops and the addition of high value crops to those currently grown as well as profound changes in livestock management practices will be needed to support this process. The rural population will require training and skills to increase agricultural production and to take advantage of new markets and opportunities. The education system in the country is aware of the important role it has to play but is presently ill-prepared to discharge its responsibilities.

D. The Education System

1. Structure

The traditional education system was informal, and oriented toward practical activities in the home and the fields. Learning culminated in a formal initiation school, taught by local leaders, where boys and girls separately learned cultural values and philosophy, personal and family responsibilities, and duties to one's clan and people. Traditional education was compulsory and free, and there was no shortage of teachers, as every competent adult served in this capacity.

The traditional system of education continues to a limited extent today, but it has been largely replaced by formal schools. These were established by Christian Missions beginning in 1838, and all but 20 of the 1087 primary schools are still controlled by the churches. In general, the schools have tended to emphasize literacy and numeracy, and to be oriented to preparing students for jobs in the civil service, clergy, or teaching. Examinations are overstressed to the detriment of manual training. Parents' role in schools has consisted largely of helping to build classrooms or providing other physical resources; their involvement in other areas such as assisting overworked teachers or participating in decisions concerning the content of instruction has been extremely limited.

The Government's involvement with education increased dramatically following independence. Before Independence in 1966 the government supported church schools through grants-in-aid that were managed by the churches through Education Secretaries. The churches could consider these funds as income, and with other sources of income would staff the schools and look after their total requirements and management. In 1974 the government abolished tuition fees for hiring teachers in the primary schools. Since then all teachers have been paid directly by the Ministry as are the salaries of the Education Secretaries. However, the churches still effectively control the management of the schools and the hiring/supervision of the teachers.

During the 1970s there was a tendency towards confrontation between the churches and government which was most intense with respect to the decision to close the six church-controlled teacher training colleges and replace them with a National Teacher Training College. However, the Education Policy Guidelines of 1981 emphasized that ''The provision of education shall be a partnership among communities, government and the Christian churches,'' and the Ministry of Education is seeking to establish such a partnership. The difficulties of achieving a well-managed, effective school system given the fragmented nature of responsibility for school direction and policy are described in other sections of the paper.

2. Access

It is the policy of the government to provide universal primary education through Standard 7. Although this is the goal, it is still far from achievement, and many students do not have access to schools which can offer all seven standards of primary education. The following table presents the situation as it was in 1979.

School Age Population and Schools by Region *1
(1979)

	Lowlands	Foothills	Mountains
Number of School Age Children	116,429	72,763	70,637
Number of Schools *2	302	249	442
Number of Complete Schools	213	129	106
Percentage Incomplete	29%	48%	76%

*1 Source: A.S. Hartwell, An Analysis of Access to Primary Education in Lesotho, 1981.

*2 Adds to only 993 as the balance of the schools had not been located in enumeration areas when the article was written.

Access has improved somewhat in the intervening period but the mountains remain the worst served area. Children in the mountains also have to walk further to school. The same study estimated the average walking distance to schools as 4.6 kilometers in the mountains as compared to 2.3 kilometers in the lowlands. However, it should

be noted that there are actually more schools in the mountains even though the school age population is lower; the problem of providing reasonable access is the size of the area to be served and the low, dispersed population.

In 1980, primary schools had a total enrollment equivalent to about 85% of the girls and 65% of the boys aged six to 12. As approximately 34% of the children in schools are older than twelve years, and a number of children whose families reside in South Africa go to school in Lesotho, the actual enrolments exceed the numbers of the six-to-twelve year old children in the country. The average boy enters school at the age of 8.2 and takes 8.8 years to complete the 7 years of primary school (if he completes the process); the average girl enters at the age of 7.6 and if she completes does so after 8.7 years of schooling. At present, 20.5% of all students enrolled in primary school are repeating a standard. Higher standards have a much lower enrollment than the beginning standards in 1980, Standard 1 accounted for 26.4% of enrollments, Standard 2 for 18%, Standard 3 for 15.5%, Standard 4 for 12.6%, Standard 5 for 10.8%, Standard 6 for 8.6%, and Standard 7 for 8.1% (Source the Education Sector Survey).

3. Teaching Conditions

The problems of unqualified teachers, lack of teachers especially in the lower primary standards, overcrowding and lack of classrooms, as well as the poor supervision of teachers are fully described in other sections of the paper. Instructional materials are also in short supply, and a majority of students do not have the recommended texts even for the basic subjects. These are serious problems which are being addressed by the government and other donors as a necessary condition to providing better quality instruction.

4. Differential Educational Attainments of Men and Women

In the area of education, the availability of migrant mine employment for men has created the almost unique situation of a female population more highy educated than the male population. Families recognize the value of education in general, but have chosen to keep girls in school because that is the only avenue to wage employment for females while the opportunity for well remunerated mine employment is open to unskilled male labor. Educational attainment could even be a barrier to such employment. In addition, the availability of mine employment to adult men from the age of 18 onwards has pushed the burdens of cattle herding onto the younger boys who are unable to attend school regularly, if at all, as a result.

Currently, only 70% of boys enter school as compared with 90% of girls, and a mere 20% of boys complete Standard 7 as compared

of girls. The continuation rate from Standard 7 to Form A of Secondary School is currently 43% (61.9% of those students who pass the PSLE continue) and the proportion of boys to girls in secondary school (Forms A-C) has decreased in recent years from 49:51 in 1966 to 40.4:59.6 in 1980. A more dramatic shift has occurred at the High School level (Forms D and E) where the ratio of boys to girls has moved from 64:36 in 1966 to 45:55 in 1980. Only at the university level are there more men than women enrolled but even there the ratio of men to women is nearly equal at 53:47.

The changes in the availability of mine employment should alter this pattern. As young men are unable to enter mine employment there should be more male labor available for cattle herding thus permitting boys to attend school at an earlier age. The resulting increase in enrollment would be partially offset by a decline in repetition rates (at present 20.5% of all students enrolled are repeating a standard) which are partially due to high absentee rates. The effect of high absentee rates can be ameliorated by the availability of different ways for children to acquire a basic education and to progress through the formal education system, The LDTC has pioneered in this effort with its ''Herd-Boy Literacy Program''. Building on this experience, and developing a successful approach, involving the classroom teacher in new ways, could significantly lower the drop-out and repeater rates. Whether or not this change occurs depends upon parental attitudes to the value of schooling for boys which may be slow to change despite the shift in the availability of labor in rural areas.

II. Beneficiaries

A. Rural School Children

The largest group of beneficiaries of Project activities are the primary school children. They will receive a higher quality education incorporating basic skills needed for rural income generation. It is expected that Project activities will begin to make a measureable impact on the quality of education by 1986, and that students leaving the primary schools in 1988 and 1989 will have enhanced skills for rural production. Roughly 92,000 children will leave the primary system in those two years, 42,000 from Standard 7 with a PSLC and the balance will be dropouts from the system. The creation of the institutional capacity to focus instruction on the true training needs of the nation will continue to provide benefits after project completion. Approximately 5,500 children will have participated in the pilot income generating activities at schools and should have the most extensive practical skills training.

The requirement for skills training to enhance rural-based incomes has been clearly established by the preceding socio-cultural profile and the manpower/employment analyses of the Project. Communication

concerning employment and income possibilities and a basic change in attitude towards rural-based income generating activities is required in addition to skills training. The education system is the principal channel available for information transfer and attitude creation, as it reaches more rural communities and touches more individuals than any other government program. Government policy is supportive of changing the content of primary and secondary education so the education system can be more effective in accomplishing these tasks.

To benefit from the Project, children will have to be in attendance at schools. Children from the poorest households will be at the greatest disadvantage in this regard. Project activities will be directed to the development of a basic education program to provide for the needs of children unable to attend school regularly and to identifying parental and student attitudes which contribute to non-attendance at schools and early drop-outs. Changes in these attitudes will be stimulated through informational radio programs and activities to involve communities more directly with the schools. Project activities will also identify ways of minimizing fees, and the instructional materials development and dissemination activities will insure that appropriate materials are available to all children for a small user charge (as opposed to the current situation where textbooks must be purchased).

B. Employees of the Education System

The second largest group of beneficiaries are individuals at all levels of the education system who will receive training directly under the project or, in the case of the students at NTTC, will receive an improved quality of instruction. In certain cases, training will result in increased incomes; all participants should have increased ability to carry out their jobs in a professional manner, thus enhancing their position in the community.

Seventeen individuals will receive training at the masters level and four others will receive training to the BA level at NUL. On the order of 20-30 other individuals will receive short-term training in Lesotho or overseas in specific skills areas. In the case of the staff of the RSTC (6-11 professional staff), the project will create a source of employment for them in a rural area, and training provided under the project will equip them to run the RSTC thereafter.

Short-term training programs under the Project will involve all the 265 managers of primary and secondary schools, the 1200 headteachers in the primary and secondary schools and over 4000 primary school teachers in as well as staff of the MOE. The individuals trained to be teacher trainers in curriculum dissemination and school administration/finance will receive an honorarium for their work and other incentives (e.g. opportunities to participate in long term training) will be available to those trainers who are particularly enthusiastic and effective. All teachers will also benefit from improved administration in the MOE, e.g. in receiving paychecks on time, in having access to appropriate instructional materials, and in working under more effective supervision.

It is expected that Project activities will have a significant impact on the administration and instruction at the NTTC by 1986. Students graduating thereafter (approximately 200 per year) will be better equipped to provide quality instruction to their pupils including practical skills.

To participate in this beneficiary group, individuals must be already employed by the Ministry of Education (or equivalent organization) or be in training to be teachers. Accordingly, these beneficiaries enjoy a level of educational attainment achieved by only a small percentage of Basotho. Most of these beneficiaries will be women as 75% of primary teachers and 85% of the student body at NTTC are female.

C. Trainees of the Rural Skills Training Centre

It is estimated that 400 individuals will receive training at Thaba Tseka RSTC over the life of Project and that at least half of these individuals will succeed in using their skills to increase their incomes without leaving the area. The World Bank fourth loan will be constructing over 350 classrooms at 100 locations in the Thaba Tseka district which will increase employment in the construction trades over the next three years.

In the short-term the Project will directly contribute to the development of skills training for school leavers and adults within a rural area; in the medium-term, that is between five and ten years, the schools will become centres for increasing the skills and awareness of the people living in rural communities in areas of planning, organization for increased productivity, nutritional and health practices. In the long-term, as a consequence of an overall reorientation of the basic education system, the population of Lesotho, particularly those within the rural areas, will be more self-sufficient and productive.

A combination of AID resources, long and short-term technical assistance, training and commodity support, will be employed in the attainment of these objectives. Long-term technical advisors, complemented by short-term specialists, will provide the needed technical expertise to design, develop and introduce the wide range of improvements envisioned in curriculum, instructional materials, and to the introduction of improved financial, management, personnel and other systems identified inthe project design.

Overseas training will be sponsored to build the long-term capability of the institutions to administer and maintain the improved educational system. Short-term local training will be employed to impart skills and information essential to the functioning of the improved educational system.

Limited commodity assistance will consist of tools and other inputs required in the building of technical skills, of instructional materials, textbooks, equipment etc., needed to impart or support the new or improved systems of education, as well as Project vehicles, administrative materials and equipment.

The complex nature of this Project, which will integrate and coordinate the development of institutional competence and outreach at the central (MOE) level as well as in key subordinate institutions, requires flexibility, particularly in budgetary terms. The GOL financial crisis, which has strongly influenced the design of this project, equally suggests that flexibility will be critical to the attainment of Project objectives.

The Project design specifies this flexibility - in terms of allowing shifts between line items and between activities or components. This flexibility will permit the Project to undertake specialized studies or assessments in areas such as in manpower, skills demand, etc. if deemed critical to project implementation or success. Equally, it will permit shifts between project components to accomodate changing circumstances and changed requirements such as in levels of technical expertise and training.

Other centres and experimental out-reach efforts will begin during the project once the Centre is fully operational.

III. Participation

Expressions of concern with the state of education in Lesotho led to the National Education Dialogue in 1978. This provided the population of Lesotho with an opportunity to express their opinions through village meetings (pitsos) with government officials and representatives of the churches involved in education. A further series of meeting at the District level involving teachers, school administrators and opinion leaders was organized in 1981-1982 by the Education Task Force (a group of educators, education planners and the Education Secretaries of the churches) which was created by the Cabinet to propose a long term strategy for the improvement of the education system.

These meetings identified the strong public reaction to what was believed to be a declining standard of education, the quality and performance of teachers (especially those trained by NTTC), and the lack of practical and relevant skills in the school curriculum. There were complaints also about the costs of keeping children in school and about the differences between schools in terms of fee structure.

The Task Force report, ''The Education Sector Survey'', proposes specific approaches to deal with these problems, and the present project is in conformity with those proposals. Employees of the Ministry of Education, representatives of the various institutions which will be involved in the project (NCDC/IMRC, NTTC, LDTC) and the church secretaries have participated fully in project design. The design effort has involved nearly a year of consultations beginning with a Sector Analysis prepared by a USAID team in May 1982 and continuing throughout preparation of the project PID and PP.

Teachers have already been involved in the subject panels working on the revision of curricula. The training program for curricula dissemination will provide a channel through which all teachers can make suggestions for changes/improvements in subject areas and instructional materials. Teacher performance will be enhanced by the project, and in addition teachers will benefit from the improved administration of the education system.

The principal beneficiaries of the project, the primary school children and their communities, will participate most fully in project implementation. Students and local communities will be involved directly in the creation of experimental income-generating activities and in the ''seed school'' program. Local reaction to these project initiatives will be utilized in curriculum development and techniques effective in fostering local participation will be incorporated in training programs for teachers. Parents and student attitudes which result in low attendance/high drop out rates will be researched by the project and efforts made to improve the situation where it is in the power of the education system and media to do so. Measurements of student performance will be the principal criteria used to evaluate the curricula, instructional materials, and teaching methods resulting from the project. Instructional materials etc., will be introduced to pilot schools and their performance evaluated and modified prior to submission to the National Curriculum Committee for approval and mass dissemination.

Rural residents in the Thaba Tseka area have clearly indicated their desire for vocational training opportunities as there were many more applicants than could be accomodated in the training programs formerly offered by the TTRDP. The rural communities and the trainees will participate in identifying specific training needs and the level and type of training required. A local liaison person will work with the Center and the local communities and organizations to insure that training programs are planned and executed in a manner which meets their specific needs. Regular reassessment will be carried out of trainee experience during and after attendance at the Center and programs revised as required by experience. The attitudes and perceptions of local residents on what would constitute a successful training program will also be documented by the liaison person and used in evaluating Project success.

IV. Socio-Cultural Feasibility

There are three principal questions relating to the socio-cultural feasibility of the project. These are firstly, parental/student attitudes to the introduction of practical studies into the curricula. Secondly, the capacity and willingness of the churches, their managers, and the MOE to insure that teachers have the supervision and resources needed to integrate practical studies into their teaching. Finally, there is the question of teacher motivation to introduce the new curricula, and their willingness to attend the curriculum dissemination workshops on the sustained basis needed for retraining. These three questions are inter-related, and project analysis indicates that similar incentives are required to insure that these different groups support the inclusion of practical subjects in the education program.

At present, the rural Basotho do not view their own farms and communities as providing opportunities to earn an acceptable standard of living when compared to the salaries which can be earned in migrant wage employment. The education system has been geared to preparing students for the examinations which are the means of access to higher levels of education and high status white collar employment. In these conditions, there could be a negative reaction by parents and pupils against an emphasis on practical skills in the school curricula, as they could consider it an effort to keep rural youth in low-paid rural occupations.

Parents and opinion leaders indicated otherwise in the National Education Dialogue, and teachers and individuals interviewed by the Project design team confirmed there was a positive desire for more practical and relevant education. It is also noted that large percentages of boys in particular, and to a lesser extent girls, never attend school and even fewer complete primary education. It may be that many parents consider the education system is not providing their children with any useful knowledge and that they would respond positively to more practical instruction in the schools. Secondly it must be demonstrated that the inclusion of practical studies in the curriculum does not result in a lowering of academic achievement.

Similarly, the Education Secretaries confirmed the support of the churches for more practical education in the schools, and the Ministry of Education has reaffirmed its policy in this regard on several occasions. However certain of the school managers operate relatively independently and could have a different opinion. At a minimum, they could fail to provide the supervision necessary to insure that their schools implement the new curricula and participate in the headteacher and teacher workshops.

The teachers may also resist providing practical studies as they could consider working in the fields etc. as dirty work, and avoid it if possible. They may also be ill-prepared to provide instruction in practical subjects but be unwilling to attend the teacher training workshops. The design team was advised that teachers were hungry for professional contact and that far more attended workshops organized by the NCDC/IMRC than were expected. However, teachers will have to attend workshops on a sustained basis over a number of years if they are to be trained sufficiently in the teaching methods and skills needed to implement the new curricula. They may be far less enthusiastic about attendance as a result, particularly as many workshops will have to be held in the afternoon and on Saturdays which are normally free time for the teachers.

The Basotho participants in the project design are unanimous in their approach to the solution of these problems which is:

(1) Firm plans have to be prepared and implemented to integrate practical subjects into the basic subjects. No streaming of students can be tolerated with ''more able'' students concentrating on academic subjects and ''less able'' on practical subjects.

(2) Practical subjects have to be made examinable and managers, teachers, parents and students made fully aware that passing marks in these subjects would be integral to passing the PSLE and JCE.

These steps would provide the necessary sanctions to insure that managers respond to the new directions and that teachers can be disciplined to implement the curricula. Parents and pupils who are concerned about passing marks on the PSLE and JCE will not oppose time spent on instruction of examinable subjects. The design team accepted these proposals and the steps outlined above will be one of the covenants of the Project Agreement. However, it will be essential to monitor actual performance during project implementation as success in this area is essential to achievement of Project purpose and goal.

V. Impact

The first three components of the Project are designed to create an improved system for managing the resources of the education system, for training teachers and for producing and disseminating curricula, examination and teaching resources relevant to the needs of the Basotho, particularly those in rural areas. Technical assistance coupled with both formal and on-the-job training programs are designed to institutionalize the capacity to carry on these activities following Project completion. The Project is nationwide in scope which is feasible given the size of the country and the population in Lesotho.

The essential issue concerning the spread effect of the project is the linkage between the school system and the households of the students. Transfer of skills training will not have a significant impact on improving the condition of rural households for some time to come unless students, parents and communities are involved in the learning process. It is thus essential that the Project identify ways to stimulate parental interest and involvement. Successful techniques identified will be incorporated into the teacher training programs for replication in other parts of the country.

A second consideration is the linkage of basic education to achievement of the Project goal, that is increasing rural incomes and standard of living. It is recognized that basic education is a necessary condition to the type of development effort required in Lesotho, however, it is not sufficient in itself. Basic education will have to be allied with basic skills training (formal and non-formal through a whole variety of information channels and agents) as well as market development and the availability of credit and/or other resources to succeed in generating self-employment in rural areas. The Project will create one mechanism for providing these other inputs using the RSTC at Thaba Tseka as a base.

To a certain extent, the RSTC enjoys a unique set of conditions in Thaba Tseka which may not be found in other parts of the country. A building will be available for the Center, successful vocational training programs have been held in the past in the area, and skilled individuals are available who can be trained as instructors due to the efforts of the TTRDP. However, the RSTC will utilize existing institutions such as the extension services, IEMS and LDTC for outreach purposes and a portion of the training program, thus minimizing the time and costs involved in developing an in-house capacity in these areas. Every effort will be made to create a cost effective training program. As the extension services, IEMS and LDTC are present in many parts of the country, a successful RSTC can serve as a model for the creation of other training centers. The instructors and management personnel at the RSTC will also be available to train the staff of other centers and experimental out-reach efforts will begin during the Project once the Center is fully operational.

ANNEX F: COST ESTIMATES AND BUDGET NOTES

Table 1: Summary of Sources and Uses of Funds

Table 2: Summary of Funding Requirements
U.S. Government Contribution

Table 2a: Component One -MOE
Table 2b: Component Two - NTTC
Table 2c: Component Three -NCDC/IMRC
Table 2d: Component Four - RSTC

Government of Lesotho Contributions by Component

Notes on Costing and Budget: 1. USAID Contribution

2. GOL Contribution

BASIC AND NON-FORMAL EDUCATION SYSTEMS PROJECT

TABLE 1 - SUMMARY OF SOURCES AND USES OF FUNDS (IN DOLLARS)

	USAID		GOL	
	FX	LC	FX	LC
Technical Assistance	$15,024,350	$ -0-	-	-0-
Training	5,099,700	600,000	-	$ 2,069,000
Administrative Support and Housing	-0-	-0-	-	1,123,000
RSTC Operating Costs	75,300	1,026,300	-	305,600
Commodities	960,800	700,000	-	-0-
Local Staff	-0-	326,100	-	2,053,800
Evaluation	200,000	44,204	-	1,400
Other	1,692,479	-0-	-	-0-
TOTALS	$23,052,629	$2,696,604	-	$ 5,552,800

Total U.S. $25,749,233

Total GOL $5,552,800

Total Project Costs $31,302,033

ANNEX F-1

UNITED STATES CONTRIBUTION
BASIC AND NON-FORMAL EDUCATION SYSTEMS PROJECT
ESTIMATES OF PROJECT FUNDING REQUIREMENTS (In dollars)
Table 2: SUMMARY

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
MINISTRY OF EDUCATION INSTITUTIONAL STRENGTHENING	229,200	1,229,000	1,339,500	1,715,900	1,422,240	1,213,364	7,149,204
NATIONAL TEACHER TRAINING COLLEGE	76,300	949,600	1,364,600	1,258,500	1,020,300	576,750	5,246,050
NATIONAL CURRICULUM DEVELOPMENT CENTER	111,400	1,446,600	1,826,200	1,717,100	1,065,400	932,800	7,099,500
RURAL SKILLS TRAINING CENTER	176,330	760,430	925,210	956,890	994,840	756,250	4,569,950
TOTAL	593,230	4,385,630	5,455,510	5,648,390	4,502,780	3,479,164	24,064,704
					Est. contractor fee 7%		1,684,529
							$25,749,233

UNITED STATES CONTRIBUTION
ESTIMATES OF PROJECT FUNDING REQUIREMENTS (In dollars)
Table 2a. MINISTRY OF EDUCATION INSTITUTIONAL STRENGTHENING: Component One

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
TECHNICAL ASSISTANCE							
Admin/Mgmt Adv. (Chief of Party)	32,500	130,000	143,000	157,300	173,000	190,300	826,100
TSU Mgmt. Specialist	0	130,000	143,000	157,300	173,000	190,300	793,600
School Supply Unit Mgr.	0	130,000	143,000	157,300	173,000	190,300	793,600
Systems Analyst	0	130,000	143,000	157,300	0	0	430,300
Staff Training Coord.	0	130,000	143,000	157,300	173,000	0	603,300
Personnel Mgmt. Spec. (Cabinet Personnel)	0	130,000	143,000	157,300	173,000	190,300	793,600
T.A. Subtotal	32,500	780,000	858,000	943,800	865,000	761,200	4,240,500
SHORT-TERM TECH. ASSISTANCE	0	83,100	91,400	100,500	110,500	121,500	507,000
LOCAL STAFF	5,400	23,800	26,200	28,800	31,700	34,900	150,800
TRAINING							
Long-term U.S.	0	82,500	90,800	99,800	109,800	0	382,900
Short-term Lesotho	0	53,500	39,900	64,700	48,300	53,100	259,500
Training Subtotal	0	136,000	130,700	164,500	158,100	53,100	642,400
COMMODITIES							
Equipment	1,300	26,100	36,300	39,900	36,600	32,200	172,400
Vehicles	162,000	0	0	199,700	0	0	361,700
Commodities Subtotal	163,300	26,100	36,300	239,600	36,600	32,200	534,100
SUPPLIES/MAINTENANCE	4,000	17,800	19,600	21,600	23,800	26,200	113,000
OFFICE RENT/COMMUNICATIONS	3,200	14,100	15,500	17,100	18,800	20,700	89,400
COMPONENT SUBTOTAL	208,400	1,080,900	1,177,700	1,515,900	1,244,500	1,049,800	6,277,200
CONTINGENCY	20,800	108,100	117,800	151,600	124,500	105,000	627,800
EVALUATION	0	40,000	44,000	48,400	53,240	58,564	244,204
COMPONENT TOTAL	229,200	1,229,000	1,339,500	1,715,900	1,422,240	1,213,364	$7,149,204

UNITED STATES CONTRIBUTION
ESTIMATES OF PROJECT FUNDING REQUIREMENTS (In dollars)
Table 2b. NATIONAL TEACHER TRAINING COLLEGE: Component Two

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
TECHNICAL ASSISTANCE							
Operation/Management Specialist	32,500	130,000	143,000	157,300	173,000	190,300	826,100
Financial Management Specialist		130,000	143,000	157,300	173,000	95,150	698,450
Academic Program/Teacher Training Specialist	32,500	130,000	143,000	157,300	173,000	190,300	826,100
Agricultural Education Specialist		32,500	143,000	157,300	173,000	0	505,800
Home Skills Specialist		130,000	143,000	157,300	173,000	0	603,300
T.A. Subtotal	65,000	552,500	715,000	786,500	865,000	475,750	3,459,750
SHORT-TERM TECHNICAL ASSISTANCE	0	166,200	274,200	201,000	0	0	641,400
COMMODITIES/EQUIPMENT/MAINTENANCE	4,400	50,300	32,000	35,200	38,700	22,500	183,100
INCENTIVE FUND	0	3,000	3,300	3,600	4,000	4,400	18,300
TRAINING							
Long-term U.S.	0	82,500	199,700	99,800	0	0	382,000
Short-term Lesotho	0	8,800	16,300	180,000	19,800	21,700	84,600
Training Subtotal	0	91,300	216,000	117,800	19,800	21,700	466,600
COMPONENT SUBTOTAL	69,400	863,300	1,240,500	1,144,100	927,500	524,350	4,769,150
CONTINGENCY (10%)	6,900	86,300	124,100	114,400	92,800	52,400	476,900
COMPONENT TOTAL	76,300	949,600	1,364,600	1,258,500	1,020,300	576,750	$5,246,050

UNITED STATES CONTRIBUTION
ESTIMATES OF PROJECT FUNDING REQUIREMENTS (In dollars)
Table 2c. NATIONAL CURRICULUM DEVELOPMENT CENTER: Component Three

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
TECHNICAL ASSISTANCE							
Curriculum Disseminator	32,500	130,000	143,000	157,300	173,000	190,300	826,100
Testing/Evaluation Specialist	0	97,500	143,000	157,300	173,000	190,300	761,100
Practical Studies Curriculum Specialist	32,500	130,000	143,000	0	0	0	305,500
Basic Education Specialist	32,500	130,000	143,000	0	0	0	305,500
Instructional Systems Designer	0	130,000	143,000	157,300	0	0	430,300
Production/Admin. Specialist	0	32,500	143,000	157,300	0	0	332,800
Audio-Visual Specialist	0	32,500	143,000	157,300	0	0	332,800
T.A. Subtotal	97,500	682,500	1,001,000	786,500	346,000	380,600	3,294,100
SHORT-TERM TECHNICAL ASSISTANCE	0	41,500	91,500	210,000	170,000	58,100	571,100
COMMODITIES/EQUIP/MAINTENANCE	3,800	273,100	66,600	46,600	29,300	24,200	443,600
PRIMARY DEMONSTRATION SCHOOL	0	10,000	11,000	12,100	13,300	14,600	61,000
TRAINING							
Long-term U.S.	0	55,000	181,500	166,400	36,600	0	493,500
Short-term Overseas	0	0	24,200	26,600	29,300	0	80,100
Long-term Lesotho	0	5,500	12,100	13,300	14,600	8,100	53,600
Short-term Lesotho	0	247,500	272,300	299,500	329,400	362,400	1,511,100
Training Subtotal	0	308,000	490,100	505,800	409,900	370,500	2,084,300
COMPONENT SUBTOTAL	101,300	1,315,100	1,660,200	1,561,000	968,500	848,000	6,454,100
CONTINGENCY	10,100	131,500	166,000	156,100	96,900	84,800	645,400
COMPONENT TOTAL	111,400	1,446,600	1,826,200	1,717,100	1,065,400	932,800	$7,099,500

UNITED STATES CONTRIBUTION
ESTIMATES OF PROJECT FUNDING REQUIREMENTS (In dollars)
Table 2d. RURAL SKILLS TRAINING CENTER: Component Four

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
TECHNICAL ASSISTANCE							
Admin/Vocational Adv.	28,400	124,900	137,400	151,100	166,200	182,800	790,800
Vocational Trng. Specialist	28,400	124,900	137,400	151,100	166,200	182,800	790,800
T.A. SUBTOTAL	56,800	249,800	274,800	302,200	332,400	365,600	1,581,600
SHORT-TERM TECHNICAL ASSISTANC	0	88,000	193,600	213,000	234,300	0	728,900
CENTER SUPPORT							
Local Admin. staff salaries	6,300	27,700	30,500	33,500	36,800	40,500	175,300
Operating Budget Support	45,000	100,000	125,000	150,000	120,000	90,000	630,000
Service Agencies Support (IEMS and LDTC)	0	44,000	48,000	53,300	58,700	64,600	268,600
Assistance Fund	0	11,000	12,100	13,300	14,600	16,000	67,000
Local Travel	2,200	9,500	10,500	11,600	12,800	14,100	60,700
CENTER SUPPORT SUBTOTAL	53,500	192,200	226,100	261,700	242,900	225,200	1,201,600
COMMODITIES/EQUIP/MAINTENANCE	50,000	125,000	100,000	75,000	75,000	75,000	500,000
TRAINING							
Short-term U.S.	0	27,500	30,300	0	0	0	57,800
Short-term Lesotho	0	8,800	16,300	18,000	19,800	21,700	84,600
TRAINING SUBTOTAL	0	36,300	46,600	18,000	19,800	21,700	142,400
COMPONENT SUBTOTAL	160,300	691,300	841,100	869,900	904,400	687,500	4,154,500
CONTINGENCY	16,030	69,130	84,110	86,990	90,440	68,750	415,450
COMPONENT TOTAL	176,330	760,430	925,210	956,890	994,840	756,250	$4,569,950

GOL Contribution

BASIC AND NON-FORMAL EDUCATION SYSTEMS PROJECT
ESTIMATES OF GOL CONTRIBUTION TO PROJECT COSTS
MINISTRY OF EDUCATION INSTITUTIONAL STRENGTHENING

Personnel	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
(4) Administrative Specialists (M8,832 p.a./rounded)	9,000	38,900	42,800	47,000	51,800	56,900	246,400
Overseas Training Support							
(6) MA/MS Participants-Administration							
- Salary allowance (base salary - Grade 9/M6480 p.a.)	-	5,000	-	5,000	-	-	10,000
- Dependency allowance	-	6,500	6,500	6,500	6,500	-	26,000
- Travel	-	2,500	2,500	2,500	2,500	-	10,000
SUB TOTAL - OVERSEAS TRAINING	-	14,000	9,000	14,000	9,000	-	46,000
Local Training Support							
(a) Managers/Inspectors Trg. (280 participants per program x programs in FY85 & FY87 x 5 days per program x M7.75 per participant/per day) Rounded	-	11,000	-	11,000	-	-	22,000
(b) Accounting (10 participants per program x 1 program in each year x 10 days each x M7.75 per participant/per day) Rounded	-	-	1,000	1,000	1,000	1,000	4,000
(c) Procurement/Management (1,300 participants per program x 1 program in each year x 2 days each x M7.75 per participant/per day) Rounded	-	20,000	20,000	20,000	20,000	20,000	100,000
SUB TOTAL - LOCAL TRAINING	-	31,000	21,000	32,000	21,000	21,000	126,000

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
Administrative Support							
(a) Office Space	4,000	16,800	16,800	16,800	16,800	16,000	88,000
- MOE/TA Staff (6) - Adm. Support Unit (3) - Counterpart/Support Staff (Office Space-Cost est. M100 p.m. per office includes Conference Space, phones, etc.)							
(b) Facilities, Equipment and Supplies	2,000	10,000	10,000	10,000	10,000	10,000	52,000
(c) Miscellaneous (including other MOE Staff Support)	2,000	6,000	6,000	6,000	6,000	6,000	32,000
SUB-TOTAL - ADM.	8,000	32,800	32,800	32,800	32,800	32,800	172,000
Housing - T.A. Staff							
Housing est. at M400 p.m. x 6 contract T.A. personnel plus local Adm. (Support Unit)	10,000	34,000	34,000	34,000	34,000	29,000	175,000
TOTAL EST. GOL Contribution to MOE Institutional Strengthening Element	27,000	150,700	139,600	159,800	148,600	139,700	765,400

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BASIC AND NON FORMAL EDUCATION SYSTEMS PROJECT
ESTIMATES OF GOL CONTRIBUTION TO PROJECT COSTS
NATIONAL TEACHER TRAINING COLLEGE (NTTC)

GOL Contribution

Personnel	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
(12) Academic Positions (M6480 p.a./rounded)	-	77,800	85,600	94,100	103,500	113,900	474,900
(10) Field Supervisors (M6480 p.a./rounded)	-	48,600	53,500	58,800	64,700	71,200	296,800
Sub-Total	-	126,400	139,100	152,900	168,200	185,100	771,700
Overseas Training Support							
(5) MA/MS Participants							
- Salary Allowance (Base salary, Grade 9/M6480 p.a.)	-	5,000	3,500	-	-	-	8,500
- Dependency allowance	-	6,500	11,000	4,500	-	-	22.000
- Travel	-	2,500	5,000	2,500	-	-	10,000
Sub-Total	-	14,000	19,500	7,000	-	-	40,500
Local Training Support							
(a) Staff Development (10 participants per program x 5 programs p.y. in each year x 1 day each x M7.75 per participant/per day) Rounded	-	400	400	400	400	400	2,000
(b) Senior Staff & Finance Operations (20 participants per program x 5 programs per year in each of 4 years/ last year (4 programs) x 1 day each x M7.75 per participant/ per day) Rounded	-	800	800	800	800	800	4,000

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
(c) Curriculum/Coordination Training (75 participants per program x 1 program per year in each year x 5 days each x M7.75 per participant/per day) Rounded	-	2,900	2,900	2,900	2,900	2,900	14,500
Sub-Total	-	4,100	4,100	4,100	4,100	4,100	20,500
Administrative Support							
(a) Office Space - Project T.A. staff (5) - Counterpart and support staff (Office space - cost est. M100 per office per month includes conf. space, phones, etc.)	3,000	9,000	9,000	9,000	9,000	9,000	48,000
(b) Facilities, equipment and supplies	500	4,000	5,000	5,000	5,000	5,000	24,500
(c) Miscellaneous (Including other NTTC Staff support)	500	2,000	2,000	2,000	2,000	3,000	11,500
Sub-Total	4,000	15,000	16,000	16,000	16,000	17,000	84,000
Housing - TA Staff							
Housing est. at M400 p.m. (5 contract TA personnel) Rounded	4,800	24,000	24,000	24,000	24,000	24,000	124,800
Total EST. GOL Contribution to NTTC	8,800	183,500	202,700	204,000	212,300	230,200	1,041,500

GOL Contribution

Basic and Non-Formal Education Systems Project
Estimates of GOI Contribution to Project Costs
National Curriculum Development Center (NCDC)

	FY84	FY85	FY86	FY 87	FY88	FY89	TOTAL
Personnel							
(8) Curriculum/Evaluation Specialists IMRC (M8832 p.a. /rounded)	17,700	70,700	77,700	85,500	94,000	103,500	449,100
(2) Curriculum/Materials Specialists NCDC (M8832 p.a./rounded	-	17,700	18,400	20,300	22,300	24,500	103,200
Sub-Total	17,700	88,400	96,100	105,800	116,300	128,000	552,300
Overseas Training Support							
(4) BA/BS Degrees							
- Salary Allowance (Base salary est. Grade 8/M5460 p.a.)	-	3,000	6,000	-	-	-	9,000
- Dependency allowance	-	3,000	6,000	6,000	6,000	3,000	24,000
- Travel	-	2,500	5,000	2,500	2,500	2,500	15,000
(6) MA/MS Degrees							
- Salary allowance (Base salary est. Grade 9/m6480 p.a.)	-	5,000	5,000	-	-	-	10,000
- Dependency allowance	-	6,500	13,000	6,500	-	-	26,000
- Travel	-	-	-	-	-	-	-
Sub-Total	-	20,000	35,000	15,000	8,500	5,500	84,000

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
NCDC							
(a) NCDC Staff (18 p.m. of training x Mi500 p.m. six month in FY86/87/88	-	-	9,000	9,000	9,000	-	27,000
(b) National Workshop (75 participants per program x 1 program p.y. in each of 5 years x 5 days per program) M7.75 pd/per participant-Rounded	-	2,900	2,900	2,900	2,900	2,900	14,500
(c) District Workshop* - Finance/-Admin.(280 participants per program x 2 programs p.y.in each of 5 years x 3 days per program)M5.00 p.d.		8,500	8,500	8,500	8,500	8,500	42,500
(d) District Workshop* - Curriculum/Teacher Skills (250 participants per program x 4 programs p.y. in each of 5 years x 2 days each program) M5.00 p.d.	-	10,000	10,000	10,000	10,000	10,000	50,000
(e) District Workshop* - Finance/-Administration (1100 participants per program x 4 programs p.y. in each of 5 years x 2 days each program) M5.00 p.d.		44,000	44,000	44,000	44,000	44,000	220,000
(f) Local Workshops*- Teacher Skills* (2500 participants per program x 12 meeting (programs P.Y. in each of 5 years x 2 days each program)		300,000	300,000	300,000	300,000	300,000	1,500.000
SUBTOTAL - LOCAL TRAINING		374,400	374,400	374,400	374,400	365,400	1,854,000

*GOL contribution per day calculated at reduced rate of M5.00 per day. Participants will have reduced travel and other support as programs will be at village level.

	FY84	FY85	FY86	FY87	FY88	FY89	Total
Administrative Support							
(a) Office Space (Two contract advisors x 5 years, 2 advisors x 3 years, 2-3 advisors x 2 years)	4,000	10,000	12,000	12,000	10,000	8,000	56,000
Counterpart & Support Staff (Office Space - Cost est. at M100 p.m. per office incl. Conference Space, phones, etc.)							
(b) Facilities, Equipment and Supplies	1,000	4,000	6,000	5,000	6,000	4,000	26,000
(c) Miscellaneous (Inc. other NCDC/IMRC Staff Support	1,000	6,000	6,000	6,000	6,000	4,000	29,000
Sub-Total	6,000	20,000	24,000	23,000	22,000	16,000	111,000
Housing							
(6-7) Housing est. at M400. p.m. (varying lengths of contracts)	18,000	24,000	34,000	24,000	10,000	10,000	110,000
Total Est. GOL Contribution to NCDC/IMRC	31,700	517,800	563,500	542,200	531,200	524,900	2,711,300

BASIC AND NON FORMAL EDUCATION SYSTEMS PROJECT
ESTIMATES OF GOL CONTRIBUTION TO PROJECT COSTS
RURAL SKILLS TRAINING CENTER, THABA TSEKA

GOL Contribution	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
Personnel							
(5) Instructors (M8832 p.a./rounded	22,000	44,200	48,600	53,500	58,900	64,800	292,000
(6) Support Staff-Secretary, Clerk, etc. (M5000 p.a. average/Rounded	15,000	30,000	33,000	36,300	39,900	43,900	198,100
Sub Total Personnel	37,000	74,200	81,600	89,800	98,800	108,700	490,100
Administrative Support							
(a) Office/Classroom Space	10,000	20,000	20,000	20,000	20,000	20,000	110,000
(b) Facilities, equipment and Supplies	4,000	8,000	8,000	8,000	8,000	8,000	44,000
(c) Miscellaneous (Including other GOL Staff Support)	2,000	6,000	6,000	6,000	6,000	6,000	32,000
Sub Total Administration	16,000	34,000	34,000	34,000	34,000	34,000	186,000
Housing (Field M250 pm)							
(2) Long Term Advisors (USAID Funded)	3,000	6,000	6,000	6,000	6,000	6,000	33,000
(8) Professional Staff (Basotho) (5 instructors, Director, Dep. Director, Liason Advisor)	12,000	24,000	24,000	24,000	24,000	24,000	132,000
Sub Total Housing	15,000	30,000	30,000	30,000	30,000	30,000	165,000
Recurrent Costs	-	-	25,000	50,000	100,000	150,000	325,000
Total EST. GOL Contribution Rural Skills Training Center	68,000	138,200	170,600	203,800	262,800	322,700	1,166,100

Notes on Costings/Budgets

1. USAID Budget

Technical assistance - assuming a family of four, two school age children, on site for two years, numbers rounded to nearest $100. Contract data was used. All numbers are inflated by 10% after FY 1984 (this is true for all costs throughout). Some staff will start in 1984, others later as start up time is required or as positions can be funded under on-going activities are assumed by this project.

Contractor costs are calculated as follows:

	Average two-year Contract
Salary (estimated on two-year average)	95,000
Shipping Allowance (600 lbs airfreight)	6,000
Family airfares (4 roundtrips from USA)	10,000
Settling in Allowance	6,000
Educational travel (2 children in school overseas)	7,500
Rest and Relaxation Travel (Rome)	10,000
Post Differential (10% of salary)	9,500
Insurance, etc 15%	15,000
Emergencies, contingencies, etc	10,000
Cost to Firm	169,000
Overhead	72,332
G & A & Miscellaneous	19,942
Sub Total	92,274
Total two-year cost per contractor	261,274
Average one-yr cost per contractor (rounded in text to $130,000)	$131,137

Estimated cost of short-term consultancies - based on current actual fees paid.

	One Month
Salary (monthly rate of $5,000)	$5,000
Per Diem ($70 per day)	2,100
Transport (roundtrip from USA)	2,500
Car Rental	1,000
Cost of firm (65% on salary)	3,250
	$13,850

Some Operational Expert positions that are presently funded under other projects will be continued under this project since they are crucial to the institution building nature of this project. The costs for those TA positions will be funded under this project.

MOE: System Analyst
Personnel Management Specialist

NCDC/ IMRC: Evaluation and Testing Specialist
Administrator/Production Specialist
Instructional Systems Designer
Audio-Visual Specialist

NTTC: Agriculture Education Specialist

The Chief of Party will work as counterpart to the CEO (Chief Education Officer) of the MOE, to implement the project and will manage all contractor field activities assisted by a local hire administrative assistant and two clerk/secretaries. The administrative support activities are funded in Component One, and include office equipment, supplies, rent, communications, and all project vehicles.

Commodities, Equipment and Maintenance - Certain commodities and logistic support may be required to enable the technical assistance personnel to carry out their tasks. A sum of $1,000 per annum per person-year of long term technical assistance is included. This is necessary to avoid minor funding problems which in the past in Lesotho have delayed major programs significantly. Criteria for the use of this money will be worked out in the agreement with the contractor. Major commodity purchases will include equipment at the IMRC ($212,000), supplementary training equipment for RSTC based on the needs assessment and replacement of equipment as necessary for the Rural Skills Training Center ($30,000 per year beginning in FY86) and communication: Paper, audio and video tapes and other raw materials needed to produce curriculum dissemination and training materials for all components will be provided. Six vehicles (jeeps, vans and station wagons) will be purchased ($15,000 each) and a lorry for the RSTC ($60,000) plus office equipment for project staff ($12,000). Maintenance on vehicles is figured at 10% of the purchase price per year. All vehicles are budgeted for replacement in fiscal year 1987. Supplies are priced at $120 per month for the Support Unit and NTTC. To support the NCDC curriculum dissemination activities, approximately $60,000 ($6,000 per district) will be used to purchase a video tape desk and monitor; a super 8 film projector and screen and a small generator for each of the ten district education officers. The projection equipment will be compatible with IMRC software production capability. In addition to producing software, IMRC will train people from each district to operate and maintain equipment.

Training - Training is of four basic kinds, long and short term abroad and long and short term locally. Long-term abroad for master's degrees taking two years, is costed at $25,000 per annum. Short term training abroad is costed at $8,000 per month.

Local short term training costs vary considerably, as some training is for seminars in Maseru (costed at $60 per week per participant) and sub-district seminars may be costing as low as M5 per day per participant for food, travel and materials. Long-term local training (for degrees at NUL) are costed at $2,500 per year per participant. All costs are inflated 10% per year after 1984. For details on the training see Annex H.

Incentive Fund - This is a small fund, $3,000, to be used at the NTTC to encourage performance by field staff. The incentives will be non-monetary and may consist of books, photos in the local paper and awards. Cash awards will not be given.

Assistance Fund - To provide loans and grants for students unable to afford the tuition at RSTC and to provide tools and raw materials as "starters" for graduate trainees.

Primary Demonstration Schools - $10,000 is budgeted per year for purchasing supplies and equipment for the pilot/experimental programs in practical curriculum development.

Contingency - A contingency of approximately 10% is placed on all estimated costs.

Rural Skills Training Center Local Staff - Three administrative will be funded at M8,832 (about $8,000) each per annum through the Project to ensure that the positions are filled throughout the project.

Fixed Fee - A fixed fee of 7% on total project costs is applied to gross totals. The rate is considered moderate for a profit making firm. For some universities or for non-profit firms, there is no fee.

Inflation - An inflation of 10% per year on all costs after FY84 (considered the base year) is applied. This amount is folded into all costs throughout. Although 10% is considered high and does not necessarily follow in all categories of expenses, it is used to ensure that the budget provides sufficient allowance for this element.

Operating Costs of the Rural Skills Training Center at Thaba Tseka

The long-range plan for the RSTC is that it become self-sustaining insofar as possible. Realistically, it will require a high level of subsistence support for several years, and will probably never become entirely self-supporting, since the clientele it intends to serve are the poorest people in Lesotho. However, the consensus is that eventually a large part of the cost

of operating the center can be defrayed by the following means: (a) Trainees will be charged a fee that will at least pay for their food and lodging. An Assistance Fund (instituted by project funds) will provide loans and grants to ensure that no one who has interest and potential and who otherwise meets the criteria for trainees will be denied access to training because of lack of financial resources. Repayment of loans will sustain the Fund. (b) While in training, the trainees themselves will "earn as they learn".

The Berea College model (Berea, Kentucky) will be followed to the extent possible, in which all students are required to work under close supervision at tasks necessary for maintaining and operating the institution and for operating workshops, farm, orchards, gardens, and the food preparation center that are attached to the vocational/technical training department. Students will be paid by the hour and their wages credited against loans and school fees. If students work enough hours, they can earn cash above the amount required for fees. Since this will be a boarding institution, there will be food-preparation and serving tasks, grounds, building equipment, vehicle servicing and maintenance, laundry and other tasks. The RSTC can also contract for outside construction tasks (such as building classrooms, assisting with road and bridge building, house construction, etc.) and will employ student labor. Products, such as baskets, pottery, weaving, leatherwork, furniture, bread, cookies, candy, tools, farm implements, and so forth can be produced in the training workshops and the proceeds will buy more raw material, pay student help, and help defray the operating costs of the institution. Food produced by students will help lower the cost of the room and board operation.

This model has several advantages: trainees learn the dignity and value of labor, they develop pride from paying their own ways, the cost of operating the institution becomes more affordable to the Government of Lesotho, and trainees learn valuable, income-generating skills. Like the Berea model, there will be no sex-role discrimination in the student work program. That is, both men and women will be expected to work at all kinds of tasks equally. The operating expenses will gradually increase as student enrollment increases and more courses are offered until it will be operating at full capacity in 1987. Thereafter, increases in operating costs will be due to inflation only, estimated at 10%.

AID will fully support the operating expenses of the RSTC during its first two years of operating, and will fully fund salaries of the three administrators for the Center for the life of the project, while the GOL will fund the instructors and support staff. AID will fund other operating costs as shown below:

	% of Full Operation	Total Cost	U.S.	GOL*
FY84	25 students/6 mos.	$ 45,000	$ 45,000	-0-
FY85	50 students/10 mos.	100,000	100,000	-0-
FY86	75 students/10 mos.	150,000	125,000	25,000
FY87	100 students/10 mos.	200,000	150,000	50,000
FY88	100 students (100%)	220,000	120,000	100,000
FY89	100%	240,000	90,000	150,000

*The costs cited in the GOL contribution summary are a worst case estimate, assuming no income at all from RSTC activities to defray operating costs. The assumption is, however, that income-generating activities of the RSTC and student fees will eventually defray most of the recurrent costs for running the RSTC.

2. Government of Lesotho Contribution

Personnel

Figures used in computing GOL personnel contribution are based upon the Establishment List 1983/84, Lesotho April 1983. The average grade of administrative positions to be established, per comparison with similar positions within the Ministry of Education (MOE), is Grade 10-11. Grade levels anticipated for academic and other lower level supervisory positions is Grade 9. Salary figures are:

Grade 9 M6,480 per annum
Grade 10-11 M8,832 per annum

This figure is adjusted by 10% per annum to reflect grade increases and promotions.

Long Term Training - U.S.

a. Salaries - GOL regulations specify that L.T. participants will receive full salary for the first three months of training period.

b. Dependency Allowance - GOL regulations specify that the dependency allowance for the families of L.T. trainees will be calculated in accordance with the following rates:

Grade	Allowance (p.a.)
1,2,3, and 4	M 900
5,6 and 7	M1500
8,9 and 10	M2160
11,12 and 13	M2580
14 and above	M3000

The estimated GOL contribution in the form of dependency allowances is based on the following number of participants:

(1) MOE Administration
MA/MS Degree: 6 participants x M2160 x 2 years = M25,920

(2) Teacher Training Institutional Support (NTTC)
MA/MS Degree: 5 participants x M2160 x 2 years = M21,600

(3) Curriculum and Instructional Materials Development (IMRC)
National Curriculum Development Center (NCDC)
BA/BS Degree: 4 participants x M1500 x 4 years = M24,000
MA/MS Degree: 6 participants x M2160 x 2 years = M25,920

Total contribution (est.): M97,440

c. International Travel - Government of Lesotho regulations specify that the GOL will pay for one (1) round trip (R.T.) economy air for participants engaged in four (4) year degree programs. The GOL also pays the costs of emergency travel for participants.

Local Training

The GOL contribution towards the costs of local training are estimates based on an examination of past project training costs and discussions with project training personnel. Estimates were developed on the basis of 20 participants per program/course. Basotho instructors were costed at Grade 11: Salary M8,832 p.a. or M40 per day. For each day of actual class (training), one/half day of preparation was included although it is expected that a minimum of two days' preparation for each day of training will be required. The GOL contribution to training is estimated on a per participant/per day basis.

Support	Contribution Per Participant/ Per Day
Instructors and Backup Support (typing, etc.) (1 1/2 days [1 day teaching/1/2 day preparation] x M40 p.d. - 20 participants)	M3.00
Transport (student and instructor travel and transport)	M1.00
Facilities (rental/use of facilities. Cost est. M15 per classroom per day)	M .75
Material Support (rental/use of audio visual and other aids, materials, materials reproduction, etc.)	M1.00
Miscellaneous (messenger service, refreshments, hauling and janitorial service, etc.)	M1.00
Per Diem/Food	M1.00
Total EST. GOL Contribution to Participant/ Per Day Training Costs	M7.75

This estimate of per day contribution (M7.75) based on other project experience is purposely conservative. Project personnel note that this estimate does not adequately reflect participant travel costs, the GOL contribution in the form of housing/accommodations and the subsidization of food costs at the training site. The estimate of GOL contribution considered more realistic by project personnel is M12.00 per participant/per day. At the district and local level, the per day contribution is lower (M5.00) as travel is not needed and trainees eat and stay at home.

The GOL contribution assumes Basotho instructors for all programs/courses although it is anticipated that project T.A. personnel may assist in the training function. Project T.A. personnel are not expected, however, to handle more than 15-20 percent of the training load and this is offset by the conservative estimates used.

Annex G - Training Plan

The contracted advisor who is Personnel Training Coordinator (Component 1-MOE Strengthening) will be responsible for all planning, including long-range planning and logistical support of all project-funded training activities. Of necessity, some of the training will take place in the U.S. but where possible, it will be conducted in Lesotho. Only those trainees in positions requiring graduate academic credentials or other U.S. based training will be funded for long-term training. Short-term training will utilize and develop the capacity of indigenous institutions wherever possible. These institutions will include the NUL, IEMS, LDTC, IDM, NTTC, NCDC, LIPA and IMRC.

The usual pattern for in-country training will follow this plan: once a training need has been identified, the Training Coordinator with inputs from component, TA and MOE staff, will plan the details of the training activities specifying objectives, proposing training strategies and formulating tenative schedules. Decisions will then be made as to kinds and amounts of short-term assistance required. In some cases, the training task will be subcontracted to a local institution, and in others, the long-term TA design may collaborate with the Basotho staff to teach, using short-term consultants if necessary. The IMRC will assist with the design and production of needed training materials.

Lesotho has a relatively small resource pool of trained professionals in education-related areas. Therefore, seconding and/or using staff members from other institutions for part-time instruction is a common practice. The result is a high degree of communication and cross fertilization among Lesotho's training and practitioner communities. The in-country training plan philosophy relies on and rewards this flexibility. Short-term consultants, where needed, will assist with planning and implementing courses, workshops and seminars. The infusion of this expertise, the financial support afforded through Project-funded short-term training and the reliance on local expertise are elements of a plan to strengthen Lesotho's training facilities.

An LOP Training Schedule is presented on the following pages.

Training Schedule
Basic Non-formal Education Systems Project

	FY85				FY86				FY87				FY88				FY89				Line sum person years
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	
MINISTRY OF EDUCATION INSTITUTIONAL STRENGTHENING																					
Long Term USA																					
Systems analysis	90	90	90	90	90	90	90	90													2
Education planning	90	90	90	90	90	90	90	90													2
Finance and management	90	90	90	90	90	90	90	90													2
Systems analysis									90	90	90	90	90	90	90	90					2
Education planning									90	90	90	90	90	90	90	90					2
Finance and management									90	90	90	90	90	90	90	90					2
Short Term Lesotho																					
Managers/Inspectors																					
280 people:staffing		5												5							11.4
MOE Departments																					
10 people:accounts			10				10				10				10				10		2
Managers/Headmasters																					
1300 people:commodity purchase				2				2				2				2				2	53.1
TOTAL																					76.5
NATIONAL TEACHER TRAINING COLLEGE																					
Long Term USA																					
Financial management	90	90	90	90	90	90	90	90													2
Education administration	90	90	90	90	90	90	90	90													2
Teacher training	90	90	90	90	90	90	90	90													2
Home economics education					90	90	90	90	90	90	90	90									2
Early childhood education					90	90	90	90	90	90	90	90									2
Short Term Lesotho																					
Administrators																					
10 people:staff development	1	1	2:1	1	1	1	2:1	1	1	1	2:1	1	1	1	2:1	1	1	1	2:1	1	1
Senior staff																					
20 people:finance/operation	1	2:1	1	1	1	2:1	1	1	1	2:1	1	1	1	2:1	1	1	1	2:1	1		2
NTTC Staff																					
75 people:primary methods				5				5				5				5				5	7.7
TOTAL																					20.7

Training Schedule
Basic Non-formal Education Systems Project

	FY85				FY86				FY87				FY88				FY89				Line sum person years
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	VI	
NATIONAL CURRICULUM DEVELOPMENT CENTER																					
Long Term USA																					
Instructional systems design	90	90	90	90	90	90	90	90													2
Educational broadcasting					90	90	90	90	90	90	90	90									2
Vocational education	90	90	90	90	90	90	90	90													2
Testing and evaluation	90	90	90	90	90	90	90	90													2
Bilingual education/primary					90	90	90	90	90	90	90	90									2
Testing and evaluation					90	90	90	90	90	90	90	90									2
Short Term Overseas																					
Production/audio-visual					90				90												.5
Graphics/instructional materials							90				90										.5
Curriculum administration						90				90											.8
Curriculum administration								90				90									.8
Long Term Lesotho																					
Curriculum development/admin.	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90					4
Curriculum development/admin.	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90					4
Curriculum development/admin.					90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	4
Curriculum development/admin.					90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	4
Short Term Lesotho																					
NCDC staff																					
National workshop						90	90			90	90			90	90						1.5
75 people:review	5				5				5				5				5				7.7
District workshop																					
280 people:finance/admin.		3		3		3	3			3	3			3	3			3	3		34.3
District workshop																					
250 people:curr./teacher skills	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	102
Local workshop																					
1100 people:finance/admin.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	179.6
Local workshop																					
2500 people:curr./teacher skills	3:2	3:2	3:2	3:2	3:2	3:2	3:3	3:2	3:2	3:2	3 2	3:2	3:2	3:2	3:2	3:2	3:2	3:2	3:2	3:2	1224.5
TOTAL																					1580.2

Training Schedule
Basic Non-formal Education Systems Project

	FY85				FY86				FY87				FY88				FY89				Line sum
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	VI	person years
RURAL SKILLS TRAINING CENTER																					
Short Term Overseas																					
Field to be determined	90	30																			.3
Field to be determined		90	30																		.3
Field to be determined			90	30																	.3
Field to be determined				90	30																.3
Field to be determined					90	30															.3
Field to be determined						90	30														.3
Field to be determined							90		30												.3
Field to be determined																					.3
Short Term Lesotho																					
Field to be determined	90	30																			.3
Field to be determined		90	30																		.3
Field to be determined			90	30																	.3
Field to be determined				90	30																.3
Field to be determined					90	30															.3
Field to be determined						90	30														.3
Field to be determined							90		30												.3
Field to be determined																					.3
LDTC/IEMS:100 students	60				60				60				60				60				83.3
TOTAL																					88.1

USAID LESOTHO PARTICIPANT TRAINING PROGRAM SUPPORT FOR THE MINISTRY OF EDUCATION AND MANPOWER PLANNING - 1978/1983

1. Dr. Z. A. Matsela, Permanent Secretary, Ministry of Education (MOE) 1979-1982, Faculty of Education, National University Lesotho (NUL), 1982- .
   Ph.D Education, University of Massachusetts, 1979.

2. Dr. E. Malie, Permanent Secretary, MOE 1982- .
   USAID Education and Human Resources Conference, Washington, D.C., February, 1982.

3. Mr. T. J. Molapo, Director, National Teacher Training College (NTTC),
   Teacher Training College Administration,
   Ball State University, 1980.

4. Mrs. M. Manyeli, Math Department Head, NTTC,
   M.A. Mathematics,
   Columbia University, 1979.

5. Mrs. T. Leloka, Health Education Department Head, NTTC,
   M.A. Health Education,
   University of Massachusetts, 1980.

6. Mr. A. Letsie, Professional Studies Department Head, NTTC,
   M.A. Adult Education,
   University of Massachusetts, 1979.

7. Ms. J. Lesaoana, Professional Studies Department, NTTC,
   M.A. Education,
   University of Southern Illinois, 1981.

8. Mrs. M. Mokhethi, Sesotho Language Art Department, NTTC,
   M.A. Language Arts,
   University of Eastern Michigan, 1980

9. Mr. H. R. Mokuoane, Agricultural Education Department Head, NTTC,
   B.S. Agricultural Education,
   Texas Tech University, 1980.

10. Mr. N. Chapi, Agricultural Education Department, NTTC,
    B.S. Agricultural Education,
    North Carolina A&T College, 1981.

11. Mr. M. Rwanqa, Intern Supervisor, NTTC,
    B.S. Agricultural Education,
    North Carolina A&T State University, 1982-85.

12. Ms. B. Leduma, Administration Teaching Service NTTC,
    B.S. Agricultural Education,
    North Carolina A&T State University, 1982-85.

13. Mr. M. Rakubutu, Director National Curriculum Development
    Center (NCDC),
    M.A. Education,
    University of Massachusetts, 1979.

14. Mr. E. T. Mohale, Testing Research Officer, NCDC,
    M.A. Education,
    University of Massachusetts, 1982-85.

15. Mr. J. T. Mahooana, Coordinator, Instructional Materials
    Resource Center (IMRC),
    M.A. Education,
    Lesley College, 1980.

16. Mr. C. Sehlabi, Senior Staff, IMRC,
    B.S. Instructional Technology,
    University of Southern Illinois, 1982-85.

17. Ms. N. Potloane, Instructional Materials Designer, IMRC,
    M.A. Instructional Materials Design, 1980-82,
    University of Southern Illinois, 1980.

18. Ms. A. Mothibeli, Systems Analyst Planner, MOE,
    M.A. Education Statistics,
    George Washington University, 1981.

19. Mr. N. Nkuebe, Systems Analyst Planning, MOE,
    B.S. Educational Statistics,
    George Washington University, 1984.

20. Mr. M. Mahanetsa, Director, Institute of Extra Mural
    Studies (IEMS)/NUL,

There are substantial other benefits not quantified by this approach, such as better utilization of the resources at home, improved agricultural production for home consumption, improved health and better performance in secondary school. These benefits are even more difficult to quantify, therefore, they have been left out, even though they would increase economic and social benefits.

In the government and the private sector the occupational structure was:

TABLE 4
OCCUPATIONAL STRUCTURE

	government 1976	private and parastatal 1980
Professional	36.2%	1.9%
Administrative	4.6	3.8
Clerical	12.0	11.2
Sales	0.9	31.6
Services	22.9	7.5
Transport	4.7	2.5
Construction	6.7	19.7
Production	6.1	21.7
Agriculture	6.1	
	---	---
	100.0	100.0

(Totals do not add due to rounding.)
SOURCE: Education Sector Survey, Maseru, November 1982. The government figures came from 1976 Population Census, pages 148-149; the private and parastatal figures from K. Appiah: ''A Survey of Employment and Manpower in the Private and Parastatal Sector in Lesotho in 1980'', October 1981.

All skill categories will benefit from a more practical education, with the dominant effect on people in the construction, production and agricultural areas. In 1980 these totaled 18.9% of government positions (2,100 positions in 1982) and 41.4% of private and parastatal employment (around 5,000 jobs in 1982). Some additional people with the improved curriculum will be able to find employment in South Africa. While Lesotho will benefit from these people through increased remittances, the benefits have not been included in this analysis.

There has not been a survey of the educational characteristics of the private sector. One survey analyzed only skilled people in the private and parastatal sector. but since it equated skilled employment with having at least three years of post-primary education, the results of that survey can not be used. For the government the results are:

TABLE 5
GOVERNMENT EMPLOYEES BY EDUCATION LEVEL 1976

Education level	Number	Percent
Standard Three	2,490	16.4
Standard Seven	5,693	37.5
Junior Certificate	2,552	16.8
COSC	1,314	8.7
Vocational Training	32	0.2
Teacher's Certificate	2,819	18.6
University Degree	273	1.8
TOTAL	15,173	100.0

SOURCE: Bureau of Statistics, based on 1976 population census.

The above table shows that just over half the government jobs are filled by people with a primary school certificate or less training. If we assume an even distribution of educational level between job categories, and between the private and public sectors the 18% of the positions are in areas which will benefit from improved practical training at the primary school level. However, it is likely that a disproportionate percentage of the people in the areas of construction, production and agriculture also are primary school or less graduates. Thus, this analysis uses 15% to represent the number of new jobs in the country which could benefit from an increased emphasis on practical education at the primary school level.

SUMMARY: Thus our base assumptions for these components are that there is a savings in their budgets of 1% and that 5% of the students receive an annual increase in incomes of M100.

Results and Sensitivity Analysis

With the above assumptions the internal rate of return with a 20 year benefit and cost stream is 20.2%

Testing the various assumptions yields the following results. If the opportunity cost on GOL funds is changed to a 50% premium then the internal rate of return falls to 20.5%. If either the benefits go to 7.5% of the student body or the yearly increase in earnings is M150, then the IRR increases to 23.2%. If institutional savings falls to 0.5% then the IRR falls to 20.1%.

In all cases the results do not show any dangerous sensitivity to altering assumptions within the anticipated range of values. If the income benefits are much greater than anticipated, or the influence on the number of people getting jobs is greater than forecast the end result will be even more favorable. It should also be noted that there will be benefits to those people who do not get a formal sector job, yet these people were not considered in the analysis. Even under the conservative assumptions of this section, there are sufficient returns to make these components of the project economically justifiable.

3. THABA TSEKA RURAL SKILLS TRAINING CENTER

Assumptions

All the costs for this component were derived from the figures in appendix F. All cost and benefit figures are in real dollars, and GOL expenditures are inflated by 80% to reflect the tight budgetary situation. There are no GOL savings through this component.

The goals behind the Center are to help alleviate the shortage of people with vocational skills, and people able to teach vocational subjects, and to assist in the development of the mountain areas thus reducing the flow of people to the western and southern lowlands.

The shortage of skilled craftsmen can be seen by the higher salaries such people are able to command as well as the shortage of places at the existing training institutions.

There are very few people in the mountain areas with comparable skills to those which will be developed through the RSTC. Estimating the increase in incomes likely because of the training is difficult. The Education Sector Survey Report states

> ''In addition to general education, the private benefits of occupational education may also be considered.....LTI (Lerotholi Technical Institute) graduates of crafts level sit and pass trade test ''C'' prior to the polytechnic's examination. In other vocational schools....the graduates have only a technical education certificate which yields an annual income of M2,448 against the M3,108 for trade test C certificate.''

This is an increase in incomes of M660. Government starting salary for people with a trade certificate ''C'' is M3,108 as compared to M900 being paid as a grade 1 Lesotho Civil Servant. This is an increase of M2,208.

These figures need to be reduced because the RSTC program emphasizes the mountain areas, the people in the program are more likely to be self-employed and each module does not compare to a full multi-year training program. However, the proposed program will yield higher results because of its integrated quality, including basic skills training, businessman training, and motivation work.

As an initial assumption this analysis assumes that each module increases earnings by M350 per year, with a phase in of the increased earnings over three years. In line with the work in other sections, a twenty year income (benefit) stream was used.

This component assumes that it will be able to provide modules for 800 people. (Some people will take more than one module. All people will have to take basic skills, business and motivational modules). The economic analysis assumes the first training takes place in FY1985 with 60 people. There are 120 the next year, 180 in FY1987, and 220 in FY1988 and FY 1989. It is assumed that the RSTC is able to continue offering 220 modules per year after FY1989.

Results and Sensitivity Analysis

Using benefits only from the increase in earnings of the people in the training program, then the twenty year IRR is 8.8%. However, there are likely to be significant social benefits in the reduction in the number of people migrating to the lowlands and other benefits from improved literacy and numeracy. In addition, there are other benefits accruing to the country from the training of trainers.

Were the annual increase in earnings per module M500 then the IRR would be 12.1%, and were the annual increase M250 then the IRR would be 5.8%. With a GOL cost inflator of 50% as opposed to 80% the basic IRR increases to 9.5%. Finally, even if the project is unable to meet its targets on the number being trained, and total number of person-modules offered per year peaks at 150, then the IRR is 7.5%.

Since all these IRR's are real, they reflect a very substantial return on the investment of scarce GOL and USAID funds. Only if the returns per module fall to M150 does the project become economically suspect. Given the shortage of vocationally skilled people in the country, it is highly unlikely that many of the students who go through the RSTC will only be able to increase their earnings by M150.

Given the historically high drop-out rate (50% before Standard 4) it was necessary to build into the project a component which meets the training needs of those not in school. The RSTC is a training laboratory of sorts for the NCDC. In addition, it will be a center for training the trainers. There were a number of alternative ways this could have been accomplished. An expansion of an existing institution is one obvious solution. This was rejected because it would require building new facilities. Thaba Tseka already has dormitory, class room facilities and equipment. It is waiting for the technical personnel inputs. In addition, were we to help develop the facilities in the lowlands we would be contributing to the migration to the urban areas and with one component of the project damaging the development potential of the country.

A second obvious alternative would have been for the US to provide a larger number of the technical support people. However, the component emphasizes recruiting people who can help train the administrator, and help train the trainers. This will mean that some of the benefits will not materialize in the early years, but the cost to the GOL is substantially less in the later years. Thirdly, the component builds upon experience and talents already existing in the country. Partly with USAID support there are institutions in country to help with business skill development, basic skills and motivational work. While these make the actual cost of the vocational training per person higher, they are likely to increase the likelihood of the individual being placed, having a good position or being successfully self-employed.

Because of the recurrent budget difficulties of the country, this component is designed to be as financially independent as possible. Thus, a sizable portion of the operating expenses will come from student fees and from the sales of RSTC products and services.

D. COST EFFECTIVENESS ANALYSIS

General

In the previous section (section II, IRR analysis) the costs of the Project were compared to the anticipated benefits and the Project was found to be an economically justifiable use of scarce USAID and GOL resources. In this section a brief presentation is made of some of the alternatives that were considered in each of the components of the Project. The decision to design the project the way it is presented here was made by comparing the ability of the alternatives to achieve the GOL and USAID goals in the education area in as cost effective a manner as possible.

Interrelated Components

One of the first decisions that had to be made was whether USAID ought to pick the relatively most critical component and develop an entire project around that component. NTTC was the most likely candidate for a single project. However, an analysis of what was necessary to improve the quality of NTTC showed that one of its most pressing shortages was the inability to develop a curriculum for the teachers to use which would reflect the development possibilities of the country. Simply improving the quality of teaching at the NTTC would reinforce the academic bias of the current curriculum.

In order to develop the appropriate curriculum additional assistance was necessary to the NCDC so that they could develop the curriculum. However, it was not felt to be wise to simply help the NCDC and not the NTTC since it is necessary that the new curriculum be dissemenated to the teachers and then to the students. Thus, the project had to work with these two sectors.

The improved curriculum and the improved training of existing and new teachers can only be effective if there is money to pay the new teachers and there are adequate resources to provide books, equipment, supplies, buildings and teachers for each classroom. Lesotho has severe budgetary problems and there is an inability of the Ministry of Education to do the necessary program planning and budgetting.

The choice appeared that we could work with the Ministry of Finance to improve revenue collections, with various Ministries to improve overall GOL budgeting and planning, or we could concentrate on one Ministry. By concentrating on one Ministry USAID could provide a depth of support in rationalizing and systemitizing operations, budgeting and planning. USAID did not have the resources to provide in depth assistance to each of the major Ministries.

It was felt that, given the mission's emphasis, we would be most effective if we emphasized the Ministry of Education, but made sure that the programs which were begun were conducted in such a way that they could be replicated in other Ministries. It is for this reason that two of the people that are working with the Ministry of Education are technically assigned to Cabinet Personnel. After developing the appropriate systems at the MOE they can return to Cabinet Personnel and help develop comparable programs elsewhere.

The basic reason for including MOE strengthening within this overall Project is that without adequate support from the MOE the work at the NCDC and NTTC is likely to be much less effective.

USAID/Lesotho has done considerable work in the area of non-formal education. To only work with the formal structure would mean that a large number of people who have already completed their schooling but have not yet learned a marketable skill would be forgotten. Further, it is a goal of this Project that vocational training be added to the regular curriculum. The Project can help at the vocational schools, and they can assist the NTTC in improving the skills of teachers in the practical skills area. To some extent the RSTC is an experimental lab to improve vocational training skills for both the primary and vocational schools.

By including the RSTC component within a single larger project we improve the likelihood that the lessons of how to go about improving vocational skills outside the regular schools, can assist the formal system in improving its ability to improve vocational training.

The sum of the parts of this Project are considerably more than its components.

SPECIFICS

Given the high cost of study in the United States, long-term training will be limited to graduate level study for the most part, since the National University of Lesotho offers competent undergraduate level work in most fields related to education, with the exception of primary teacher training and vocational/technical education.

Four professionals will be funded for undergraduate work at the NUL in curriculum development and education administraion. Seventeen will be sent to the U.S. for graduate work in financial management, educational testing and measurement, home economics, vocational/technical education, curriculum and instruction, and educational leadership. Some MOE staff may need undergraduate level work in the U.S. but the number to be trained in the U.S. at the bachelor's level will probably be limited to three or four. Overall for the Project, 60% of the training will be done in-country, assisted by MOE staff who have returned from long-term training in the U.S.

To further reduce training budget costs a tiered structure was developed where central MOE staff will be trained in Maseru, to train people at the district level. The district people train people at the village level. Expatriates could have been hired to train the district level, but the cost would have been excessive: similarly

the central MOE staff could conduct village level training. But with the shortages of staff time, and the difficult GOL budgetary situation, even if it were possible logically, it would be too costly. In order to maintain quality the IMRC will be developing a package of instructional material to be used at the national, district and village level for training programs.

At NTTC and NCDC, USAID considered providing long term technical assistance in a wide variety of fields. However, it was felt that the academic program specialist at the NTTC could help improve the skills of the existing NTTC staff in those areas where we are not providing technical assistance. The alternative was to provide much more expensive six to twelve month technical assistance to improve skills in each subject area. Similarly at the NCDC the curriculum dissemenator can help the people already at the institution who are working on improving the curriculum in those areas other than where we are providing long term technical help.

Annex E. 2. Social Soundness Analysis

I. Socio-Cultural Profile

A. People and Population

The Basotho are the dominant cultural group in Lesotho, comprising 98% of the population. The Basotho nation is comprised of Sotho clans and San and Nguni groups which were united more than a century ago. Other national minority groups mainly Asians and Europeans, form under 2% of the population.

Lesotho's 1981 de jure population was officially estimated at 1,300,000; the de facto population is approximately 1,150,000 due to the large number of migrants working in the RSA. The nation's population is young, 40% being under the age of 15 and only 5-6% over 65. The primary school age population (6-12 year olds) totals an estimated 244,000. With an estimated 30% of the nation's females in their reproductive years (15-44) and a per annum population growth rate of 2.3%, Lesotho's population is expected to total 2.0 million by the year 2000.

Over 90% of the population is rural, and is heavily concentrated in the narrow strip of lowlands running along the western side of the country. This area has one of the highest population densities in Africa. The mountain areas of the country have been settled more recently than the lowlands, and the population densities are much lower (population density in the mountains is 24 per square km as compared to 73 per square km in the foothills, and 115.5 per square kilometre in the lowlands).

The rural population lives in villages which usually consist of a compact cluster of households with a distinctive social and geographical identity. Village populations vary from 40 to over 1000. The basic social unit of the villages is the household. The 1976 census indicated that average household size in Lesotho is 5.03 de jure members or 4.4 de facto members. A description of the poor is contained in the FY 85 CDSS.

B. Social Background

The Basotho are a settled agricultural people with a patrilineal descent system and an attachment to cattle stemming from a pastoral tradition. Large interdependent, patrilineal, extended-family groups were typical of early Basotho society; however a hundred years of migrant labour and monetization of the economy has resulted in the emergence of the individual household as the basic social and economic unit. Residences are still patrilocal, though married couples tend to move into their own residences in the husband's village as soon as they have the necessary resources.

Land for houses and fields are allocated to married men by village chiefs. Traditionally every married male claimed a right to the amount of land needed to support his family. The land was normally divided into three parcels reflecting different soil types or other conditions. The recipient gained only usufruct rights, and if he failed to cultivate it for three seasons, he would lose his claim to the land. No fencing was permitted because all crop land reverted after harvest to common grazing rights of the community's animals. In practice, with the increasing scarcity of land, married males have to wait for years for their first fields and as a result, approximately 17% of rural households are currently landless. Very few households ever receive their full complement of three fields. There has, however, been a trend in recent years to allocate larger plots than formerly for household compounds which may be fenced and used for vegetable gardens as well as residences.

Men are normally regarded as household heads whose wives and children are under their care, as men in turn are under the jurisdiction of a particular village chief. In most contexts, women remain jural minors whose entitlement to citizenship, support, property and usufructory rights in land are defined by her position as a daughter in her father's patrilineage or as a wife in her husband's. In practice, this pattern has been severely affected by the long-term absence of many Basotho men to work in South African mines. Employment and residence in the RSA for female Basotho, are restricted by the laws of that country, and this condition has strengthened the normal pattern of wives remaining behind in the villages to manage their husband's farms.

Approximately 70% of all households are managed by women: 30% are headed by widows (these are the largest group), divorcees, separated from their husbands, or single women, and a further 40% are managed by women whose husbands are absent, primarily working in the RSA. The types of rural households currently found in Lesotho are:

(1) Beginning households -- Young men typically depart for mine work to save sufficient money for bohali, the bridewealth payment traditionally consisting of a number of cows. At marriage, the wife comes to live with the husband's family until they are allocated residential land for their own home, and have the resources to construct it. The husband is normally absentee and the household has not yet received a land allocation to set up farming. The wife works for the husand's household or off-farm if possible.

(2) Maturing Households -- The husband is normally still working in the mines, but he has been allocated fields and participates with his wife in agricultural decision-making. The women are responsible for the day-to-day operations as their husbands make only infrequent visits to their homes. Despite their responsibilities for farm management, women are dependent on their husbands or other males for crucial inputs

into agricultural production, in particular on male labor for plowing or cash to pay plowing crews or tractor operators.

In many cases, the households are unable to achieve reasonable yields of traditional crops (maize, sorghum or wheat) through lack of the necessary resources for effective production. This is a particular problem for the women as they are far more dependent than their migrant husbands on farm incomes (including subsistence production); according to a study of the redistribution pattern of migrant earnings conducted in 1976 by van de Wiel, only 50% of the average migrant's income is given to household members or used for household expenses, while 41% is spent by the migrant for his own personal needs, even though he also receives food, housing and medical care in the mines (the other 9% is for incidental expenditures).

(3) Senior Families -- The husband has returned from the mines to take up his role as head of household. He takes direct personal control of the family resources which his wife has learned to handle during his long years of absence. This group includes many men who have been injured or weakened in body and will so that they are not effective at farming. Among the group are a few who have invested their wages in their farms and who take effective control and make farming profitable. These men have an impact on agricultural production and other income generating activities much greater than their numbers would suggest, as they control many of the resources needed by their households, and by the women managers of other households.

(4) Women headed households -- The 30% of households headed by widows or other single women has the widest range of wealth, spread across the entire spectrum of beginning, maturing and senior households. The women are frequently active in food-for-work projects and in committees in the villages. They currently have no legal right to land, which is reserved for married males, but in practice retain its use. Particular problems are faced by the 15% of landholding households which are headed by elderly women and include only one or two other members, often minor children. These households do not have labor or other resources necessary for farming their land holdings and further have no direct access to mine remittances.

C. The Changing Pattern of Socio-Economic Differentiation

There are four sources of income available to rural Basotho households: mine remittances, off-farm employment in Lesotho, farming and/or livestock production, and other income generating activities. The ability of a household to achieve an acceptable standard of living depends upon access to productive domestic resources and/or the availability of cash incomes, preferably from mine employment. Until recently, it was assumed that the open access of households to migrant incomes and the land allocation system resulted in an equitable distribution

of resources. However, a number of recent analyses, especially the ILO/JASPA study, found that although the distribution of resources is more equitable in Lesotho than in many other countries, there are considerable differences among the resource allocations of households. In particular households with larger allocations of land appear to have relatively greater access to other types of income generating resources, and the reverse is true for the poorer households.

Because of the anticipated reduction in the number of Basotho workers to be employed in the South African mines in the coming years, mine employment will be essentially closed to the youth of Lesotho. Both young men and women will have to adjust to the problems of reaching adulthood and attempting to establish families and households without the mine incomes which formerly made this possible. Essentially the only means of earning a living open to them will be through increasing agricutural production (both crop and livestock),or they will have to establish businesses (or be employed by businesses) involved in supplying services to agriculture, in processing and marketing agricultural products or in supplying other goods and services needed by rural residents. Yields of traditional crops and the addition of high value crops to those currently grown as well as profound changes in livestock management practices will be needed to support this process. The rural population will require training and skills to increase agricultural production and to take advantage of new markets and opportunities. The education system in the country is aware of the important role it has to play but is presently ill-prepared to discharge its responsibilities.

D. The Education System

1. Structure

The traditional education system was informal, and oriented toward practical activities in the home and the fields. Learning culminated in a formal initiation school, taught by local leaders, where boys and girls separately learned cultural values and philosophy, personal and family responsibilities, and duties to one's clan and people. Traditional education was compulsory and free, and there was no shortage of teachers, as every competent adult served in this capacity.

The traditional system of education continues to a limited extent today, but it has been largely replaced by formal schools. These were established by Christian Missions beginning in 1838, and all but 20 of the 1087 primary schools are still controlled by the churches. In general, the schools have tended to emphasize literacy and numeracy, and to be oriented to preparing students for jobs in the civil service, clergy, or teaching. Examinations are overstressed to the detriment of manual training. Parents' role in schools has consisted largely of helping to build classrooms or providing other physical resources; their involvement in other areas such as assisting overworked teachers or participating in decisions concerning the content of instruction has been extremely limited.

The Government's involvement with education increased dramatically following independence. Before Independence in 1966 the government supported church schools through grants-in-aid that were managed by the churches through Education Secretaries. The churches could consider these funds as income, and with other sources of income would staff the schools and look after their total requirements and management. In 1974 the government abolished tuition fees for hiring teachers in the primary schools. Since then all teachers have been paid directly by the Ministry as are the salaries of the Education Secretaries. However, the churches still effectively control the management of the schools and the hiring/supervision of the teachers.

During the 1970s there was a tendency towards confrontation between the churches and government which was most intense with respect to the decision to close the six church-controlled teacher training colleges and replace them with a National Teacher Training College. However, the Education Policy Guidelines of 1981 emphasized that ''The provision of education shall be a partnership among communities, government and the Christian churches,'' and the Ministry of Education is seeking to establish such a partnership. The difficulties of achieving a well-managed, effective school system given the fragmented nature of responsibility for school direction and policy are described in other sections of the paper.

2. Access

It is the policy of the government to provide universal primary education through Standard 7. Although this is the goal, it is still far from achievement, and many students do not have access to schools which can offer all seven standards of primary education. The following table presents the situation as it was in 1979.

School Age Population and Schools by Region *1
(1979)

	Lowlands	Foothills	Mountains
Number of School Age Children	116,429	72,763	70,637
Number of Schools *2	302	249	442
Number of Complete Schools	213	129	106
Percentage Incomplete	29%	48%	76%

*1 Source: A.S. Hartwell, An Analysis of Access to Primary Education in Lesotho, 1981.

*2 Adds to only 993 as the balance of the schools had not been located in enumeration areas when the article was written.

Access has improved somewhat in the intervening period but the mountains remain the worst served area. Children in the mountains also have to walk further to school. The same study estimated the average walking distance to schools as 4.6 kilometers in the mountains as compared to 2.3 kilometers in the lowlands. However, it should

be noted that there are actually more schools in the mountains even though the school age population is lower; the problem of providing reasonable access is the size of the area to be served and the low, dispersed population.

In 1980, primary schools had a total enrollment equivalent to about 85% of the girls and 65% of the boys aged six to 12. As approximately 34% of the children in schools are older than twelve years, and a number of children whose families reside in South Africa go to school in Lesotho, the actual enrolments exceed the numbers of the six-to-twelve year old children in the country. The average boy enters school at the age of 8.2 and takes 8.8 years to complete the 7 years of primary school (if he completes the process); the average girl enters at the age of 7.6 and if she completes does so after 8.7 years of schooling. At present, 20.5% of all students enrolled in primary school are repeating a standard. Higher standards have a much lower enrollment than the beginning standards in 1980, Standard 1 accounted for 26.4% of enrollments, Standard 2 for 18%, Standard 3 for 15.5%, Standard 4 for 12.6%, Standard 5 for 10.8%, Standard 6 for 8.6%, and Standard 7 for 8.1% (Source the Education Sector Survey).

3. Teaching Conditions

The problems of unqualified teachers, lack of teachers especially in the lower primary standards, overcrowding and lack of classrooms, as well as the poor supervision of teachers are fully described in other sections of the paper. Instructional materials are also in short supply, and a majority of students do not have the recommended texts even for the basic subjects. These are serious problems which are being addressed by the government and other donors as a necessary condition to providing better quality instruction.

4. Differential Educational Attainments of Men and Women

In the area of education, the availability of migrant mine employment for men has created the almost unique situation of a female population more highy educated than the male population. Families recognize the value of education in general, but have chosen to keep girls in school because that is the only avenue to wage employment for females while the opportunity for well remunerated mine employment is open to unskilled male labor. Educational attainment could even be a barrier to such employment. In addition, the availability of mine employment to adult men from the age of 18 onwards has pushed the burdens of cattle herding onto the younger boys who are unable to attend school regularly, if at all, as a result.

Currently, only 70% of boys enter school as compared with 90% of girls, and a mere 20% of boys complete Standard 7 as compared

of girls. The continuation rate from Standard 7 to Form A of Secondary School is currently 43% (61.9% of those students who pass the PSLE continue) and the proportion of boys to girls in secondary school (Forms A-C) has decreased in recent years from 49:51 in 1966 to 40.4:59.6 in 1980. A more dramatic shift has occurred at the High School level (Forms D and E) where the ratio of boys to girls has moved from 64:36 in 1966 to 45:55 in 1980. Only at the university level are there more men than women enrolled but even there the ratio of men to women is nearly equal at 53:47.

The changes in the availability of mine employment should alter this pattern. As young men are unable to enter mine employment there should be more male labor available for cattle herding thus permitting boys to attend school at an earlier age. The resulting increase in enrollment would be partially offset by a decline in repetition rates (at present 20.5% of all students enrolled are repeating a standard) which are partially due to high absentee rates. The effect of high absentee rates can be ameliorated by the availability of different ways for children to acquire a basic education and to progress through the formal education system, The LDTC has pioneered in this effort with its ''Herd-Boy Literacy Program''. Building on this experience, and developing a successful approach, involving the classroom teacher in new ways, could significantly lower the drop-out and repeater rates. Whether or not this change occurs depends upon parental attitudes to the value of schooling for boys which may be slow to change despite the shift in the availability of labor in rural areas.

II. Beneficiaries

A. Rural School Children

The largest group of beneficiaries of Project activities are the primary school children. They will receive a higher quality education incorporating basic skills needed for rural income generation. It is expected that Project activities will begin to make a measureable impact on the quality of education by 1986, and that students leaving the primary schools in 1988 and 1989 will have enhanced skills for rural production. Roughly 92,000 children will leave the primary system in those two years, 42,000 from Standard 7 with a PSLC and the balance will be dropouts from the system. The creation of the institutional capacity to focus instruction on the true training needs of the nation will continue to provide benefits after project completion. Approximately 5,500 children will have participated in the pilot income generating activities at schools and should have the most extensive practical skills training.

The requirement for skills training to enhance rural-based incomes has been clearly established by the preceding socio-cultural profile and the manpower/employment analyses of the Project. Communication

concerning employment and income possibilities and a basic change in attitude towards rural-based income generating activities is required in addition to skills training. The education system is the principal channel available for information transfer and attitude creation, as it reaches more rural communities and touches more individuals than any other government program. Government policy is supportive of changing the content of primary and secondary education so the education system can be more effective in accomplishing these tasks.

To benefit from the Project, children will have to be in attendance at schools. Children from the poorest households will be at the greatest disadvantage in this regard. Project activities will be directed to the development of a basic education program to provide for the needs of children unable to attend school regularly and to identifying parental and student attitudes which contribute to non-attendance at schools and early drop-outs. Changes in these attitudes will be stimulated through informational radio programs and activities to involve communities more directly with the schools. Project activities will also identify ways of minimizing fees, and the instructional materials development and dissemination activities will insure that appropriate materials are available to all children for a small user charge (as opposed to the current situation where textbooks must be purchased).

B. Employees of the Education System

The second largest group of beneficiaries are individuals at all levels of the education system who will receive training directly under the project or, in the case of the students at NTTC, will receive an improved quality of instruction. In certain cases, training will result in increased incomes; all participants should have increased ability to carry out their jobs in a professional manner, thus enhancing their position in the community.

Seventeen individuals will receive training at the masters level and four others will receive training to the BA level at NUL. On the order of 20-30 other individuals will receive short-term training in Lesotho or overseas in specific skills areas. In the case of the staff of the RSTC (6-11 professional staff), the project will create a source of employment for them in a rural area, and training provided under the project will equip them to run the RSTC thereafter.

Short-term training programs under the Project will involve all the 265 managers of primary and secondary schools, the 1200 headteachers in the primary and secondary schools and over 4000 primary school teachers in as well as staff of the MOE. The individuals trained to be teacher trainers in curriculum dissemination and school administration/finance will receive an honorarium for their work and other incentives (e.g. opportunities to participate in long term training) will be available to those trainers who are particularly enthusiastic and effective. All teachers will also benefit from improved administration in the MOE, e.g. in receiving paychecks on time, in having access to appropriate instructional materials, and in working under more effective supervision.

It is expected that Project activities will have a significant impact on the administration and instruction at the NTTC by 1986. Students graduating thereafter (approximately 200 per year) will be better equipped to provide quality instruction to their pupils including practical skills.

To participate in this beneficiary group, individuals must be already employed by the Ministry of Education (or equivalent organization) or be in training to be teachers. Accordingly, these beneficiaries enjoy a level of educational attainment achieved by only a small percentage of Basotho. Most of these beneficiaries will be women as 75% of primary teachers and 85% of the student body at NTTC are female.

C. Trainees of the Rural Skills Training Centre

It is estimated that 400 individuals will receive training at Thaba Tseka RSTC over the life of Project and that at least half of these individuals will succeed in using their skills to increase their incomes without leaving the area. The World Bank fourth loan will be constructing over 350 classrooms at 100 locations in the Thaba Tseka district which will increase employment in the construction trades over the next three years.

In the short-term the Project will directly contribute to the development of skills training for school leavers and adults within a rural area; in the medium-term, that is between five and ten years, the schools will become centres for increasing the skills and awareness of the people living in rural communities in areas of planning, organization for increased productivity, nutritional and health practices. In the long-term, as a consequence of an overall reorientation of the basic education system, the population of Lesotho, particularly those within the rural areas, will be more self-sufficient and productive.

A combination of AID resources, long and short-term technical assistance, training and commodity support, will be employed in the attainment of these objectives. Long-term technical advisors, complemented by short-term specialists, will provide the needed technical expertise to design, develop and introduce the wide range of improvements envisioned in curriculum, instructional materials, and to the introduction of improved financial, management, personnel and other systems identified inthe project design.

Overseas training will be sponsored to build the long-term capability of the institutions to administer and maintain the improved educational system. Short-term local training will be employed to impart skills and information essential to the functioning of the improved educational system.

Limited commodity assistance will consist of tools and other inputs required in the building of technical skills, of instructional materials, textbooks, equipment etc., needed to impart or support the new or improved systems of education, as well as Project vehicles, administrative materials and equipment.

The complex nature of this Project, which will integrate and coordinate the development of institutional competence and outreach at the central (MOE) level as well as in key subordinate institutions, requires flexibility, particularly in budgetary terms. The GOL financial crisis, which has strongly influenced the design of this project, equally suggests that flexibility will be critical to the attainment of Project objectives.

The Project design specifies this flexibility - in terms of allowing shifts between line items and between activities or components. This flexibility will permit the Project to undertake specialized studies or assessments in areas such as in manpower, skills demand, etc. if deemed critical to project implementation or success. Equally, it will permit shifts between project components to accomodate changing circumstances and changed requirements such as in levels of technical expertise and training.

Other centres and experimental out-reach efforts will begin during the project once the Centre is fully operational.

III. Participation

Expressions of concern with the state of education in Lesotho led to the National Education Dialogue in 1978. This provided the population of Lesotho with an opportunity to express their opinions through village meetings (pitsos) with government officials and representatives of the churches involved in education. A further series of meeting at the District level involving teachers, school administrators and opinion leaders was organized in 1981-1982 by the Education Task Force (a group of educators, education planners and the Education Secretaries of the churches) which was created by the Cabinet to propose a long term strategy for the improvement of the education system.

These meetings identified the strong public reaction to what was believed to be a declining standard of education, the quality and performance of teachers (especially those trained by NTTC), and the lack of practical and relevant skills in the school curriculum. There were complaints also about the costs of keeping children in school and about the differences between schools in terms of fee structure.

The Task Force report, ''The Education Sector Survey'', proposes specific approaches to deal with these problems, and the present project is in conformity with those proposals. Employees of the Ministry of Education, representatives of the various institutions which will be involved in the project (NCDC/IMRC, NTTC, LDTC) and the church secretaries have participated fully in project design. The design effort has involved nearly a year of consultations beginning with a Sector Analysis prepared by a USAID team in May 1982 and continuing throughout preparation of the project PID and PP.

Teachers have already been involved in the subject panels working on the revision of curricula. The training program for curricula dissemination will provide a channel through which all teachers can make suggestions for changes/improvements in subject areas and instructional materials. Teacher performance will be enhanced by the project, and in addition teachers will benefit from the improved administration of the education system.

The principal beneficiaries of the project, the primary school children and their communities, will participate most fully in project implementation. Students and local communities will be involved directly in the creation of experimental income-generating activities and in the ''seed school'' program. Local reaction to these project initiatives will be utilized in curriculum development and techniques effective in fostering local participation will be incorporated in training programs for teachers. Parents and student attitudes which result in low attendance/high drop out rates will be researched by the project and efforts made to improve the situation where it is in the power of the education system and media to do so. Measurements of student performance will be the principal criteria used to evaluate the curricula, instructional materials, and teaching methods resulting from the project. Instructional materials etc., will be introduced to pilot schools and their performance evaluated and modified prior to submission to the National Curriculum Committee for approval and mass dissemination.

Rural residents in the Thaba Tseka area have clearly indicated their desire for vocational training opportunities as there were many more applicants than could be accomodated in the training programs formerly offered by the TTRDP. The rural communities and the trainees will participate in identifying specific training needs and the level and type of training required. A local liaison person will work with the Center and the local communities and organizations to insure that training programs are planned and executed in a manner which meets their specific needs. Regular reassessment will be carried out of trainee experience during and after attendance at the Center and programs revised as required by experience. The attitudes and perceptions of local residents on what would constitute a successful training program will also be documented by the liaison person and used in evaluating Project success.

IV. Socio-Cultural Feasibility

There are three principal questions relating to the socio-cultural feasibility of the project. These are firstly, parental/student attitudes to the introduction of practical studies into the curricula. Secondly, the capacity and willingness of the churches, their managers, and the MOE to insure that teachers have the supervision and resources needed to integrate practical studies into their teaching. Finally, there is the question of teacher motivation to introduce the new curricula, and their willingness to attend the curriculum dissemination workshops on the sustained basis needed for retraining. These three questions are inter-related, and project analysis indicates that similar incentives are required to insure that these different groups support the inclusion of practical subjects in the education program.

At present, the rural Basotho do not view their own farms and communities as providing opportunities to earn an acceptable standard of living when compared to the salaries which can be earned in migrant wage employment. The education system has been geared to preparing students for the examinations which are the means of access to higher levels of education and high status white collar employment. In these conditions, there could be a negative reaction by parents and pupils against an emphasis on practical skills in the school curricula, as they could consider it an effort to keep rural youth in low-paid rural occupations.

Parents and opinion leaders indicated otherwise in the National Education Dialogue, and teachers and individuals interviewed by the Project design team confirmed there was a positive desire for more practical and relevant education. It is also noted that large percentages of boys in particular, and to a lesser extent girls, never attend school and even fewer complete primary education. It may be that many parents consider the education system is not providing their children with any useful knowledge and that they would respond positively to more practical instruction in the schools. Secondly it must be demonstrated that the inclusion of practical studies in the curriculum does not result in a lowering of academic achievement.

Similarly, the Education Secretaries confirmed the support of the churches for more practical education in the schools, and the Ministry of Education has reaffirmed its policy in this regard on several occasions. However certain of the school managers operate relatively independently and could have a different opinion. At a minimum, they could fail to provide the supervision necessary to insure that their schools implement the new curricula and participate in the headteacher and teacher workshops.

The teachers may also resist providing practical studies as they could consider working in the fields etc. as dirty work, and avoid it if possible. They may also be ill-prepared to provide instruction in practical subjects but be unwilling to attend the teacher training workshops. The design team was advised that teachers were hungry for professional contact and that far more attended workshops organized by the NCDC/IMRC than were expected. However, teachers will have to attend workshops on a sustained basis over a number of years if they are to be trained sufficiently in the teaching methods and skills needed to implement the new curricula. They may be far less enthusiastic about attendance as a result, particularly as many workshops will have to be held in the afternoon and on Saturdays which are normally free time for the teachers.

The Basotho participants in the project design are unanimous in their approach to the solution of these problems which is:

(1) Firm plans have to be prepared and implemented to integrate practical subjects into the basic subjects. No streaming of students can be tolerated with ''more able'' students concentrating on academic subjects and ''less able'' on practical subjects.

(2) Practical subjects have to be made examinable and managers, teachers, parents and students made fully aware that passing marks in these subjects would be integral to passing the PSLE and JCE.

These steps would provide the necessary sanctions to insure that managers respond to the new directions and that teachers can be disciplined to implement the curricula. Parents and pupils who are concerned about passing marks on the PSLE and JCE will not oppose time spent on instruction of examinable subjects. The design team accepted these proposals and the steps outlined above will be one of the covenants of the Project Agreement. However, it will be essential to monitor actual performance during project implementation as success in this area is essential to achievement of Project purpose and goal.

V. Impact

The first three components of the Project are designed to create an improved system for managing the resources of the education system, for training teachers and for producing and disseminating curricula, examination and teaching resources relevant to the needs of the Basotho, particularly those in rural areas. Technical assistance coupled with both formal and on-the-job training programs are designed to institutionalize the capacity to carry on these activities following Project completion. The Project is nationwide in scope which is feasible given the size of the country and the population in Lesotho.

The essential issue concerning the spread effect of the project is the linkage between the school system and the households of the students. Transfer of skills training will not have a significant impact on improving the condition of rural households for some time to come unless students, parents and communities are involved in the learning process. It is thus essential that the Project identify ways to stimulate parental interest and involvement. Successful techniques identified will be incorporated into the teacher training programs for replication in other parts of the country.

A second consideration is the linkage of basic education to achievement of the Project goal, that is increasing rural incomes and standard of living. It is recognized that basic education is a necessary condition to the type of development effort required in Lesotho, however, it is not sufficient in itself. Basic education will have to be allied with basic skills training (formal and non-formal through a whole variety of information channels and agents) as well as market development and the availability of credit and/or other resources to succeed in generating self-employment in rural areas. The Project will create one mechanism for providing these other inputs using the RSTC at Thaba Tseka as a base.

To a certain extent, the RSTC enjoys a unique set of conditions in Thaba Tseka which may not be found in other parts of the country. A building will be available for the Center, successful vocational training programs have been held in the past in the area, and skilled individuals are available who can be trained as instructors due to the efforts of the TTRDP. However, the RSTC will utilize existing institutions such as the extension services, IEMS and LDTC for outreach purposes and a portion of the training program, thus minimizing the time and costs involved in developing an in-house capacity in these areas. Every effort will be made to create a cost effective training program. As the extension services, IEMS and LDTC are present in many parts of the country, a successful RSTC can serve as a model for the creation of other training centers. The instructors and management personnel at the RSTC will also be available to train the staff of other centers and experimental out-reach efforts will begin during the Project once the Center is fully operational.

ANNEX F: COST ESTIMATES AND BUDGET NOTES

Table 1: Summary of Sources and Uses of Funds

Table 2: Summary of Funding Requirements
U.S. Government Contribution

Table 2a: Component One -MOE
Table 2b: Component Two - NTTC
Table 2c: Component Three -NCDC/IMRC
Table 2d: Component Four - RSTC

Government of Lesotho Contributions by Component

Notes on Costing and Budget: 1. USAID Contribution

2. GOL Contribution

BASIC AND NON-FORMAL EDUCATION SYSTEMS PROJECT

TABLE 1 - SUMMARY OF SOURCES AND USES OF FUNDS (IN DOLLARS)

	USAID		GOL	
	FX	LC	FX	LC
Technical Assistance	$15,024,350	$ -0-	-	-0-
Training	5,099,700	600,000	-	$ 2,069,000
Administrative Support and Housing	-0-	-0-	-	1,123,000
RSTC Operating Costs	75,300	1,026,300	-	305,600
Commodities	960,800	700,000	-	-0-
Local Staff	-0-	326,100	-	2,053,800
Evaluation	200,000	44,204	-	1,400
Other	1,692,479	-0-	-	-0-
TOTALS	$23,052,629	$2,696,604	-	$ 5,552,800

Total U.S. $25,749,233

Total GOL $5,552,800

Total Project Costs $31,302,033

ANNEX F-1

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UNITED STATES CONTRIBUTION
BASIC AND NON-FORMAL EDUCATION SYSTEMS PROJECT
ESTIMATES OF PROJECT FUNDING REQUIREMENTS (In dollars)
Table 2: SUMMARY

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
MINISTRY OF EDUCATION INSTITUTIONAL STRENGTHENING	229,200	1,229,000	1,339,500	1,715,900	1,422,240	1,213,364	7,149,204
NATIONAL TEACHER TRAINING COLLEGE	76,300	949,600	1,364,600	1,258,500	1,020,300	576,750	5,246,050
NATIONAL CURRICULUM DEVELOPMENT CENTER	111,400	1,446,600	1,826,200	1,717,100	1,065,400	932,800	7,099,500
RURAL SKILLS TRAINING CENTER	176,330	760,430	925,210	956,890	994,840	756,250	4,569,950
TOTAL	593,230	4,385,630	5,455,510	5,648,390	4,502,780	3,479,164	24,064,704
						Est. contractor fee 7%	1,684,529
							$25,749,233

ANNEX F-2

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UNITED STATES CONTRIBUTION
ESTIMATES OF PROJECT FUNDING REQUIREMENTS (In dollars)
Table 2a. MINISTRY OF EDUCATION INSTITUTIONAL STRENGTHENING: Component One

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
TECHNICAL ASSISTANCE							
Admin/Mgmt Adv. (Chief of Party)	32,500	130,000	143,000	157,300	173,000	190,300	826,100
TSU Mgmt. Specialist	0	130,000	143,000	157,300	173,000	190,300	793,600
School Supply Unit Mgr.	0	130,000	143,000	157,300	173,000	190,300	793,600
Systems Analyst	0	130,000	143,000	157,300	0	0	430,300
Staff Training Coord.	0	130,000	143,000	157,300	173,000	0	603,300
Personnel Mgmt. Spec. (Cabinet Personnel)	0	130,000	143,000	157,300	173,000	190,300	793,600
T.A. Subtotal	32,500	780,000	858,000	943,800	865,000	761,200	4,240,500
SHORT-TERM TECH. ASSISTANCE	0	83,100	91,400	100,500	110,500	121,500	507,000
LOCAL STAFF	5,400	23,800	26,200	28,800	31,700	34,900	150,800
TRAINING							
Long-term U.S.	0	82,500	90,800	99,800	109,800	0	382,900
Short-term Lesotho	0	53,500	39,900	64,700	48,300	53,100	259,500
Training Subtotal	0	136,000	130,700	164,500	158,100	53,100	642,400
COMMODITIES							
Equipment	1,300	26,100	36,300	39,900	36,600	32,200	172,400
Vehicles	162,000	0	0	199,700	0	0	361,700
Commodities Subtotal	163,300	26,100	36,300	239,600	36,600	32,200	534,100
SUPPLIES/MAINTENANCE	4,000	17,800	19,600	21,600	23,800	26,200	113,000
OFFICE RENT/COMMUNICATIONS	3,200	14,100	15,500	17,100	18,800	20,700	89,400
COMPONENT SUBTOTAL	208,400	1,080,900	1,177,700	1,515,900	1,244,500	1,049,800	6,277,200
CONTINGENCY	20,800	108,100	117,800	151,600	124,500	105,000	627,800
EVALUATION	0	40,000	44,000	48,400	53,240	58,564	244,204
COMPONENT TOTAL	229,200	1,229,000	1,339,500	1,715,900	1,422,240	1,213,364	$7,149,204

ANNEX F-3

UNITED STATES CONTRIBUTION
ESTIMATES OF PROJECT FUNDING REQUIREMENTS (In dollars)
Table 2b. NATIONAL TEACHER TRAINING COLLEGE: Component Two

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
TECHNICAL ASSISTANCE							
Operation/Management Specialist	32,500	130,000	143,000	157,300	173,000	190,300	826,100
Financial Management Specialist		130,000	143,000	157,300	173,000	95,150	698,450
Academic Program/Teacher Training Specialist	32,500	130,000	143,000	157,300	173,000	190,300	826,100
Agricultural Education Specialist		32,500	143,000	157,300	173,000	0	505,800
Home Skills Specialist		130,000	143,000	157,300	173,000	0	603,300
T.A. Subtotal	65,000	552,500	715,000	786,500	865,000	475,750	3,459,750
SHORT-TERM TECHNICAL ASSISTANCE	0	166,200	274,200	201,000	0	0	641,400
COMMODITIES/EQUIPMENT/MAINTENANCE	4,400	50,300	32,000	35,200	38,700	22,500	183,100
INCENTIVE FUND	0	3,000	3,300	3,600	4,000	4,400	18,300
TRAINING							
Long-term U.S.	0	82,500	199,700	99,800	0	0	382,000
Short-term Lesotho	0	8,800	16,300	180,000	19,800	21,700	84,600
Training Subtotal	0	91,300	216,000	117,800	19,800	21,700	466,600
COMPONENT SUBTOTAL	69,400	863,300	1,240,500	1,144,100	927,500	524,350	4,769,150
CONTINGENCY (10%)	6,900	86,300	124,100	114,400	92,800	52,400	476,900
COMPONENT TOTAL	76,300	949,600	1,364,600	1,258,500	1,020,300	576,750	$5,246,050

ANNEX F-4

UNITED STATES CONTRIBUTION
ESTIMATES OF PROJECT FUNDING REQUIREMENTS (In dollars)
Table 2c. NATIONAL CURRICULUM DEVELOPMENT CENTER: Component Three

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
TECHNICAL ASSISTANCE							
Curriculum Disseminator	32,500	130,000	143,000	157,300	173,000	190,300	826,100
Testing/Evaluation Specialist	0	97,500	143,000	157,300	173,000	190,300	761,100
Practical Studies Curriculum Specialist	32,500	130,000	143,000	0	0	0	305,500
Basic Education Specialist	32,500	130,000	143,000	0	0	0	305,500
Instructional Systems Designer	0	130,000	143,000	157,300	0	0	430,300
Production/Admin. Specialist	0	32,500	143,000	157,300	0	0	332,800
Audio-Visual Specialist	0	32,500	143,000	157,300	0	0	332,800
T.A. Subtotal	97,500	682,500	1,001,000	786,500	346,000	380,600	3,294,100
SHORT-TERM TECHNICAL ASSISTANCE	0	41,500	91,500	210,000	170,000	58,100	571,100
COMMODITIES/EQUIP/MAINTENANCE	3,800	273,100	66,600	46,600	29,300	24,200	443,600
PRIMARY DEMONSTRATION SCHOOL	0	10,000	11,000	12,100	13,300	14,600	61,000
TRAINING							
Long-term U.S.	0	55,000	181,500	166,400	36,600	0	493,500
Short-term Overseas	0	0	24,200	26,600	29,300	0	80,100
Long-term Lesotho	0	5,500	12,100	13,300	14,600	8,100	53,600
Short-term Lesotho	0	247,500	272,300	299,500	329,400	362,400	1,511,100
Training Subtotal	0	308,000	490,100	505,800	409,900	370,500	2,084,300
COMPONENT SUBTOTAL	101,300	1,315,100	1,660,200	1,561,000	968,500	848,000	6,454,100
CONTINGENCY	10,100	131,500	166,000	156,100	96,900	84,800	645,400
COMPONENT TOTAL	111,400	1,446,600	1,826,200	1,717,100	1,065,400	932,800	$7,099,500

UNITED STATES CONTRIBUTION
ESTIMATES OF PROJECT FUNDING REQUIREMENTS (In dollars)
Table 2d. RURAL SKILLS TRAINING CENTER: Component Four

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
TECHNICAL ASSISTANCE							
Admin/Vocational Adv.	28,400	124,900	137,400	151,100	166,200	182,800	790,800
Vocational Trng. Specialist	28,400	124,900	137,400	151,100	166,200	182,800	790,800
T.A. SUBTOTAL	56,800	249,800	274,800	302,200	332,400	365,600	1,581,600
SHORT-TERM TECHNICAL ASSISTANCE	0	88,000	193,600	213,000	234,300	0	728,900
CENTER SUPPORT							
Local Admin. staff salaries	6,300	27,700	30,500	33,500	36,800	40,500	175,300
Operating Budget Support	45,000	100,000	125,000	150,000	120,000	90,000	630,000
Service Agencies Support (IEMS and LDTC)	0	44,000	48,000	53,300	58,700	64,600	268,600
Assistance Fund	0	11,000	12,100	13,300	14,600	16,000	67,000
Local Travel	2,200	9,500	10,500	11,600	12,800	14,100	60,700
CENTER SUPPORT SUBTOTAL	53,500	192,200	226,100	261,700	242,900	225,200	1,201,600
COMMODITIES/EQUIP/MAINTENANCE	50,000	125,000	100,000	75,000	75,000	75,000	500,000
TRAINING							
Short-term U.S.	0	27,500	30,300	0	0	0	57,800
Short-term Lesotho	0	8,800	16,300	18,000	19,800	21,700	84,600
TRAINING SUBTOTAL	0	36,300	46,600	18,000	19,800	21,700	142,400
COMPONENT SUBTOTAL	160,300	691,300	841,100	869,900	904,400	687,500	4,154,500
CONTINGENCY	16,030	69,130	84,110	86,990	90,440	68,750	415,450
COMPONENT TOTAL	176,330	760,430	925,210	956,890	994,840	756,250	$4,569,950

GOL Contribution

BASIC AND NON-FORMAL EDUCATION SYSTEMS PROJECT
ESTIMATES OF GOL CONTRIBUTION TO PROJECT COSTS
MINISTRY OF EDUCATION INSTITUTIONAL STRENGTHENING

Personnel	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
(4) Administrative Specialists (M8,832 p.a./rounded)	9,000	38,900	42,800	47,000	51,800	56,900	246,400
Overseas Training Support							
(6) MA/MS Participants-Administration							
- Salary allowance (base salary Grade 9/M6480 p.a.)	-	5,000	-	5,000	-	-	10,000
- Dependency allowance	-	6,500	6,500	6,500	6,500	-	26,000
- Travel	-	2,500	2,500	2,500	2,500	-	10,000
SUB TOTAL - OVERSEAS TRAINING	-	14,000	9,000	14,000	9,000	-	46,000
Local Training Support							
(a) Managers/Inspectors Trg. (280 participants per program x programs in FY85 & FY87 x 5 days per program x M7.75 per participant/per day) Rounded	-	11,000	-	11,000	-	-	22,000
(b) Accounting (10 participants per program x 1 program in each year x 10 days each x M7.75 per participant/per day) Rounded	-	-	1,000	1,000	1,000	1,000	4,000
(c) Procurement/Management (1,300 participants per program x 1 program in each year x 2 days each x M7.75 per participant/ per day) Rounded	-	20,000	20,000	20,000	20,000	20,000	100,000
SUB TOTAL - LOCAL TRAINING	-	31,000	21,000	32,000	21,000	21,000	126,000

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
Administrative Support							
(a) Office Space	4,000	16,800	16,800	16,800	16,800	16,000	88,000
- MOE/TA Staff (6) - Adm. Support Unit (3) - Counterpart/Support Staff (Office Space-Cost est. M100 p.m. per office includes Conference Space, phones, etc.)							
(b) Facilities, Equipment and Supplies	2,000	10,000	10,000	10,000	10,000	10,000	52,000
(c) Miscellaneous (including other MOE Staff Support)	2,000	6,000	6,000	6,000	6,000	6,000	32,000
SUB-TOTAL - ADM.	8,000	32,800	32,800	32,800	32,800	32,800	172,000
Housing - T.A. Staff							
Housing est. at M400 p.m. x 6 contract T.A. personnel plus local Adm. (Support Unit)	10,000	34,000	34,000	34,000	34,000	29,000	175,000
TOTAL EST. GOL Contribution to MOE Institutional Strengthening Element	27,000	150,700	139,600	159,800	148,600	139,700	765,400

BASIC AND NON FORMAL EDUCATION SYSTEMS PROJECT
ESTIMATES OF GOL CONTRIBUTION TO PROJECT COSTS
NATIONAL TEACHER TRAINING COLLEGE (NTTC)

GOL Contribution

Personnel	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
(12) Academic Positions (M6480 p.a./rounded)	-	77,800	85,600	94,100	103,500	113,900	474,900
(10) Field Supervisors (M6480 p.a./rounded)	-	48,600	53,500	58,800	64,700	71,200	296,800
Sub-Total	-	126,400	139,100	152,900	168,200	185,100	771,700
Overseas Training Support							
(5) MA/MS Participants							
- Salary Allowance (Base salary, Grade 9/M6480 p.a.)	-	5,000	3,500	-	-	-	8,500
- Dependency allowance	-	6,500	11,000	4,500	-	-	22.000
- Travel	-	2,500	5,000	2,500	-	-	10,000
Sub-Total	-	14,000	19,500	7,000	-	-	40,500
Local Training Support							
(a) Staff Development (10 participants per program x 5 programs p.y. in each year x 1 day each x M7.75 per participant/per day) Rounded	-	400	400	400	400	400	2,000
(b) Senior Staff & Finance Operations (20 participants per program x 5 programs per year in each of 4 years/ last year (4 programs) x 1 day each x M7.75 per participant/ per day) Rounded	-	800	800	800	800	800	4,000

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
(c) Curriculum/Coordination Training (75 participants per program x 1 program per year in each year x 5 days each x M7.75 per participant/per day) Rounded	-	2,900	2,900	2,900	2,900	2,900	14,500
Sub-Total	-	4,100	4,100	4,100	4,100	4,100	20,500
Administrative Support							
(a) Office Space - Project T.A. staff (5) - Counterpart and support staff (Office space - cost est. M100 per office per month includes conf. space, phones, etc.)	3,000	9,000	9,000	9,000	9,000	9,000	48,000
(b) Facilities, equipment and supplies	500	4,000	5,000	5,000	5,000	5,000	24,500
(c) Miscellaneous (Including other NTTC Staff support)	500	2,000	2,000	2,000	2,000	3,000	11,500
Sub-Total	4,000	15,000	16,000	16,000	16,000	17,000	84,000
Housing - TA Staff							
Housing est. at M400 p.m. (5 contract TA personnel) Rounded	4,800	24,000	24,000	24,000	24,000	24,000	124,800
Total EST. GOL Contribution to NTTC	8,800	183,500	202,700	204,000	212,300	230,200	1,041,500

GOL Contribution

Basic and Non-Formal Education Systems Project
Estimates of GOI Contribution to Project Costs
National Curriculum Development Center (NCDC)

	FY84	FY85	FY86	FY 87	FY88	FY89	TOTAL
Personnel							
(8) Curriculum/Evaluation Specialists IMRC (M8832 p.a. /rounded)	17,700	70,700	77,700	85,500	94,000	103,500	449,100
(2) Curriculum/Materials Specialists NCDC (M8832 p.a./rounded	-	17,700	18,400	20,300	22,300	24,500	103,200
Sub-Total	17,700	88,400	96,100	105,800	116,300	128,000	552,300
Overseas Training Support							
(4) BA/BS Degrees							
- Salary Allowance (Base salary est. Grade 8/M5460 p.a.)	-	3,000	6,000	-	-	-	9,000
- Dependency allowance	-	3,000	6,000	6,000	6,000	3,000	24,000
- Travel	-	2,500	5,000	2,500	2,500	2,500	15,000
(6) MA/MS Degrees							
- Salary allowance (Base salary est. Grade 9/m6480 p.a.)	-	5,000	5,000	-	-	-	10,000
- Dependency allowance	-	6,500	13,000	6,500	-	-	26,000
- Travel	-	-	-	-	-	-	-
Sub-Total	-	20,000	35,000	15,000	8,500	5,500	84,000

	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
NCDC							
(a) NCDC Staff (18 p.m. of training x Mi500 p.m. six month in FY86/87/88	-	-	9,000	9,000	9,000	-	27,000
(b) National Workshop (75 participants per program x 1 program p.y. in each of 5 years x 5 days per program) M7.75 pd/per participant-Rounded	-	2,900	2,900	2,900	2,900	2,900	14,500
(c) District Workshop* - Finance/-Admin.(280 participants per program x 2 programs p.y.in each of 5 years x 3 days per program)M5.00 p.d.		8,500	8,500	8,500	8,500	8,500	42,500
(d) District Workshop* - Curriculum/Teacher Skills (250 participants per program x 4 programs p.y. in each of 5 years x 2 days each program) M5.00 p.d.	-	10,000	10,000	10,000	10,000	10,000	50,000
(e) District Workshop* - Finance/-Administration (1100 participants per program x 4 programs p.y. in each of 5 years x 2 days each program) M5.00 p.d.		44,000	44,000	44,000	44,000	44,000	220,000
(f) Local Workshops*- Teacher Skills* (2500 participants per program x 12 meeting (programs P.Y. in each of 5 years x 2 days each program)		300,000	300,000	300,000	300,000	300,000	1,500.000
SUBTOTAL - LOCAL TRAINING		374,400	374,400	374,400	374,400	365,400	1,854,000

*GOL contribution per day calculated at reduced rate of M5.00 per day. Participants will have reduced travel and other support as programs will be at village level.

	FY84	FY85	FY86	FY87	FY88	FY89	Total
Administrative Support							
(a) Office Space (Two contract advisors x 5 years, 2 advisors x 3 years, 2-3 advisors x 2 years)	4,000	10,000	12,000	12,000	10,000	8,000	56,000
Counterpart & Support Staff (Office Space - Cost est. at M100 p.m. per office incl. Conference Space, phones, etc.)							
(b) Facilities, Equipment and Supplies	1,000	4,000	6,000	5,000	6,000	4,000	26,000
(c) Miscellaneous (Inc. other NCDC/IMRC Staff Support	1,000	6,000	6,000	6,000	6,000	4,000	29,000
Sub-Total	6,000	20,000	24,000	23,000	22,000	16,000	111,000
Housing							
(6-7) Housing est. at M400. p.m. (varying lengths of contracts)	18,000	24,000	34,000	24,000	10,000	10,000	110,000
Total Est. GOL Contribution to NCDC/IMRC	31,700	517,800	563,500	542,200	531,200	524,900	2,711,300

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BASIC AND NON FORMAL EDUCATION SYSTEMS PROJECT
ESTIMATES OF GOL CONTRIBUTION TO PROJECT COSTS
RURAL SKILLS TRAINING CENTER, THABA TSEKA

GOL Contribution	FY84	FY85	FY86	FY87	FY88	FY89	TOTAL
Personnel							
(5) Instructors (M8832 p.a./rounded	22,000	44,200	48,600	53,500	58,900	64,800	292,000
(6) Support Staff-Secretary, Clerk, etc. (M5000 p.a. average/Rounded	15,000	30,000	33,000	36,300	39,900	43,900	198,100
Sub Total Personnel	37,000	74,200	81,600	89,800	98,800	108,700	490,100
Administrative Support							
(a) Office/Classroom Space	10,000	20,000	20,000	20,000	20,000	20,000	110,000
(b) Facilities, equipment and Supplies	4,000	8,000	8,000	8,000	8,000	8,000	44,000
(c) Miscellaneous (Including other GOL Staff Support)	2,000	6,000	6,000	6,000	6,000	6,000	32,000
Sub Total Administration	16,000	34,000	34,000	34,000	34,000	34,000	186,000
Housing (Field M250 pm)							
(2) Long Term Advisors (USAID Funded)	3,000	6,000	6,000	6,000	6,000	6,000	33,000
(8) Professional Staff (Basotho) (5 instructors, Director, Dep. Director, Liason Advisor)	12,000	24,000	24,000	24,000	24,000	24,000	132,000
Sub Total Housing	15,000	30,000	30,000	30,000	30,000	30,000	165,000
Recurrent Costs	-	-	25,000	50,000	100,000	150,000	325,000
Total EST. GOL Contribution Rural Skills Training Center	68,000	138,200	170,600	203,800	262,800	322,700	1,166,100

Notes on Costings/Budgets

1. USAID Budget

Technical assistance - assuming a family of four, two school age children, on site for two years, numbers rounded to nearest $100. Contract data was used. All numbers are inflated by 10% after FY 1984 (this is true for all costs throughout). Some staff will start in 1984, others later as start up time is required or as positions can be funded under on-going activities are assumed by this project.

Contractor costs are calculated as follows:

	Average two-year Contract
Salary (estimated on two-year average)	95,000
Shipping Allowance (600 lbs airfreight)	6,000
Family airfares (4 roundtrips from USA)	10,000
Settling in Allowance	6,000
Educational travel (2 children in school overseas)	7,500
Rest and Relaxation Travel (Rome)	10,000
Post Differential (10% of salary)	9,500
Insurance, etc 15%	15,000
Emergencies, contingencies, etc	10,000
Cost to Firm	169,000
Overhead	72,332
G & A & Miscellaneous	19,942
Sub Total	92,274
Total two-year cost per contractor	261,274
Average one-yr cost per contractor (rounded in text to $130,000)	$131,137

Estimated cost of short-term consultancies - based on current actual fees paid.

	One Month
Salary (monthly rate of $5,000)	$5,000
Per Diem ($70 per day)	2,100
Transport (roundtrip from USA)	2,500
Car Rental	1,000
Cost of firm (65% on salary)	3,250
	$13,850

Some Operational Expert positions that are presently funded under other projects will be continued under this project since they are crucial to the institution building nature of this project. The costs for those TA positions will be funded under this project.

MOE: System Analyst
Personnel Management Specialist

NCDC/ IMRC: Evaluation and Testing Specialist
Administrator/Production Specialist
Instructional Systems Designer
Audio-Visual Specialist

NTTC: Agriculture Education Specialist

The Chief of Party will work as counterpart to the CEO (Chief Education Officer) of the MOE, to implement the project and will manage all contractor field activities assisted by a local hire administrative assistant and two clerk/secretaries. The administrative support activities are funded in Component One, and include office equipment, supplies, rent, communications, and all project vehicles.

Commodities, Equipment and Maintenance - Certain commodities and logistic support may be required to enable the technical assistance personnel to carry out their tasks. A sum of $1,000 per annum per person-year of long term technical assistance is included. This is necessary to avoid minor funding problems which in the past in Lesotho have delayed major programs significantly. Criteria for the use of this money will be worked out in the agreement with the contractor. Major commodity purchases will include equipment at the IMRC ($212,000), supplementary training equipment for RSTC based on the needs assessment and replacement of equipment as necessary for the Rural Skills Training Center ($30,000 per year beginning in FY86) and communication: Paper, audio and video tapes and other raw materials needed to produce curriculum dissemination and training materials for all components will be provided. Six vehicles (jeeps, vans and station wagons) will be purchased ($15,000 each) and a lorry for the RSTC ($60,000) plus office equipment for project staff ($12,000). Maintenance on vehicles is figured at 10% of the purchase price per year. All vehicles are budgeted for replacement in fiscal year 1987. Supplies are priced at $120 per month for the Support Unit and NTTC. To support the NCDC curriculum dissemination activities, approximately $60,000 ($6,000 per district) will be used to purchase a video tape desk and monitor; a super 8 film projector and screen and a small generator for each of the ten district education officers. The projection equipment will be compatible with IMRC software production capability. In addition to producing software, IMRC will train people from each district to operate and maintain equipment.

Training - Training is of four basic kinds, long and short term abroad and long and short term locally. Long-term abroad for master's degrees taking two years, is costed at $25,000 per annum. Short term training abroad is costed at $8,000 per month.

Local short term training costs vary considerably, as some training is for seminars in Maseru (costed at $60 per week per participant) and sub-district seminars may be costing as low as M5 per day per participant for food, travel and materials. Long-term local training (for degrees at NUL) are costed at $2,500 per year per participant. All costs are inflated 10% per year after 1984. For details on the training see Annex H.

Incentive Fund - This is a small fund, $3,000, to be used at the NTTC to encourage performance by field staff. The incentives will be non-monetary and may consist of books, photos in the local paper and awards. Cash awards will not be given.

Assistance Fund - To provide loans and grants for students unable to afford the tuition at RSTC and to provide tools and raw materials as "starters" for graduate trainees.

Primary Demonstration Schools - $10,000 is budgeted per year for purchasing supplies and equipment for the pilot/experimental programs in practical curriculum development.

Contingency - A contingency of approximately 10% is placed on all estimated costs.

Rural Skills Training Center Local Staff - Three administrative will be funded at M8,832 (about $8,000) each per annum through the Project to ensure that the positions are filled throughout the project.

Fixed Fee - A fixed fee of 7% on total project costs is applied to gross totals. The rate is considered moderate for a profit making firm. For some universities or for non-profit firms, there is no fee.

Inflation - An inflation of 10% per year on all costs after FY84 (considered the base year) is applied. This amount is folded into all costs throughout. Although 10% is considered high and does not necessarily follow in all categories of expenses, it is used to ensure that the budget provides sufficient allowance for this element.

Operating Costs of the Rural Skills Training Center at Thaba Tseka

The long-range plan for the RSTC is that it become self-sustaining insofar as possible. Realistically, it will require a high level of subsistence support for several years, and will probably never become entirely self-supporting, since the clientele it intends to serve are the poorest people in Lesotho. However, the consensus is that eventually a large part of the cost

of operating the center can be defrayed by the following means: (a) Trainees will be charged a fee that will at least pay for their food and lodging. An Assistance Fund (instituted by project funds) will provide loans and grants to ensure that no one who has interest and potential and who otherwise meets the criteria for trainees will be denied access to training because of lack of financial resources. Repayment of loans will sustain the Fund. (b) While in training, the trainees themselves will "earn as they learn".

The Berea College model (Berea, Kentucky) will be followed to the extent possible, in which all students are required to work under close supervision at tasks necessary for maintaining and operating the institution and for operating workshops, farm, orchards, gardens, and the food preparation center that are attached to the vocational/technical training department. Students will be paid by the hour and their wages credited against loans and school fees. If students work enough hours, they can earn cash above the amount required for fees. Since this will be a boarding institution, there will be food-preparation and serving tasks, grounds, building equipment, vehicle servicing and maintenance, laundry and other tasks. The RSTC can also contract for outside construction tasks (such as building classrooms, assisting with road and bridge building, house construction, etc.) and will employ student labor. Products, such as baskets, pottery, weaving, leatherwork, furniture, bread, cookies, candy, tools, farm implements, and so forth can be produced in the training workshops and the proceeds will buy more raw material, pay student help, and help defray the operating costs of the institution. Food produced by students will help lower the cost of the room and board operation.

This model has several advantages: trainees learn the dignity and value of labor, they develop pride from paying their own ways, the cost of operating the institution becomes more affordable to the Government of Lesotho, and trainees learn valuable, income-generating skills. Like the Berea model, there will be no sex-role discrimination in the student work program. That is, both men and women will be expected to work at all kinds of tasks equally. The operating expenses will gradually increase as student enrollment increases and more courses are offered until it will be operating at full capacity in 1987. Thereafter, increases in operating costs will be due to inflation only, estimated at 10%.

AID will fully support the operating expenses of the RSTC during its first two years of operating, and will fully fund salaries of the three administrators for the Center for the life of the project,while the GOL will fund the instructors and support staff. AID will fund other operating costs as shown below:

	% of Full Operation	Total Cost	U.S.	GOL*
FY84	25 students/6 mos.	$ 45,000	$ 45,000	-0-
FY85	50 students/10 mos.	100,000	100,000	-0-
FY86	75 students/10 mos.	150,000	125,000	25,000
FY87	100 students/10 mos.	200,000	150,000	50,000
FY88	100 students (100%)	220,000	120,000	100,000
FY89	100%	240,000	90,000	150,000

*The costs cited in the GOL contribution summary are a worst case estimate, assuming no income at all from RSTC activities to defray operating costs. The assumption is, however, that income-generating activities of the RSTC and student fees will eventually defray most of the recurrent costs for running the RSTC.

2. Government of Lesotho Contribution

Personnel

Figures used in computing GOL personnel contribution are based upon the Establishment List 1983/84, Lesotho April 1983. The average grade of administrative positions to be established, per comparison with similar positions within the Ministry of Education (MOE), is Grade 10-11. Grade levels anticipated for academic and other lower level supervisory positions is Grade 9. Salary figures are:

Grade 9 M6,480 per annum
Grade 10-11 M8,832 per annum

This figure is adjusted by 10% per annum to reflect grade increases and promotions.

Long Term Training - U.S.

a. Salaries - GOL regulations specify that L.T. participants will receive full salary for the first three months of training period.

b. Dependency Allowance - GOL regulations specify that the dependency allowance for the families of L.T. trainees will be calculated in accordance with the following rates:

Grade	Allowance (p.a.)
1,2,3, and 4	M 900
5,6 and 7	M1500
8,9 and 10	M2160
11,12 and 13	M2580
14 and above	M3000

The estimated GOL contribution in the form of dependency allowances is based on the following number of participants:

(1) MOE Administration
MA/MS Degree: 6 participants x M2160 x 2 years = M25,920

(2) Teacher Training Institutional Support (NTTC)
MA/MS Degree: 5 participants x M2160 x 2 years = M21,600

(3) Curriculum and Instructional Materials Development (IMRC)
National Curriculum Development Center (NCDC)
BA/BS Degree: 4 participants x M1500 x 4 years = M24,000
MA/MS Degree: 6 participants x M2160 x 2 years = M25,920

Total contribution (est.): M97,440

c. International Travel - Government of Lesotho regulations specify that the GOL will pay for one (1) round trip (R.T.) economy air for participants engaged in four (4) year degree programs. The GOL also pays the costs of emergency travel for participants.

Local Training

The GOL contribution towards the costs of local training are estimates based on an examination of past project training costs and discussions with project training personnel. Estimates were developed on the basis of 20 participants per program/course. Basotho instructors were costed at Grade 11: Salary M8,832 p.a. or M40 per day. For each day of actual class (training), one/half day of preparation was included although it is expected that a minimum of two days' preparation for each day of training will be required. The GOL contribution to training is estimated on a per participant/per day basis.

Support	Contribution Per Participant/ Per Day
Instructors and Backup Support (typing, etc.) (1 1/2 days [1 day teaching/1/2 day preparation] x M40 p.d. - 20 participants)	M3.00
Transport (student and instructor travel and transport)	M1.00
Facilities (rental/use of facilities. Cost est. M15 per classroom per day)	M .75
Material Support (rental/use of audio visual and other aids, materials, materials reproduction, etc.)	M1.00
Miscellaneous (messenger service, refreshments, hauling and janitorial service, etc.)	M1.00
Per Diem/Food	M1.00
Total EST. GOL Contribution to Participant/ Per Day Training Costs	M7.75

This estimate of per day contribution (M7.75) based on other project experience is purposely conservative. Project personnel note that this estimate does not adequately reflect participant travel costs, the GOL contribution in the form of housing/accommodations and the subsidization of food costs at the training site. The estimate of GOL contribution considered more realistic by project personnel is M12.00 per participant/per day. At the district and local level, the per day contribution is lower (M5.00) as travel is not needed and trainees eat and stay at home.

The GOL contribution assumes Basotho instructors for all programs/courses although it is anticipated that project T.A. personnel may assist in the training function. Project T.A. personnel are not expected, however, to handle more than 15-20 percent of the training load and this is offset by the conservative estimates used.

Annex G - Training Plan

The contracted advisor who is Personnel Training Coordinator (Component 1-MOE Strengthening) will be responsible for all planning, including long-range planning and logistical support of all project-funded training activities. Of necessity, some of the training will take place in the U.S. but where possible, it will be conducted in Lesotho. Only those trainees in positions requiring graduate academic credentials or other U.S. based training will be funded for long-term training. Short-term training will utilize and develop the capacity of indigenous institutions wherever possible. These institutions will include the NUL, IEMS, LDTC, IDM, NTTC, NCDC, LIPA and IMRC.

The usual pattern for in-country training will follow this plan: once a training need has been identified, the Training Coordinator with inputs from component, TA and MOE staff, will plan the details of the training activities specifying objectives, proposing training strategies and formulating tenative schedules. Decisions will then be made as to kinds and amounts of short-term assistance required. In some cases, the training task will be subcontracted to a local institution, and in others, the long-term TA design may collaborate with the Basotho staff to teach, using short-term consultants if necessary. The IMRC will assist with the design and production of needed training materials.

Lesotho has a relatively small resource pool of trained professionals in education-related areas. Therefore, seconding and/or using staff members from other institutions for part-time instruction is a common practice. The result is a high degree of communication and cross fertilization among Lesotho's training and practitioner communities. The in-country training plan philosophy relies on and rewards this flexibility. Short-term consultants, where needed, will assist with planning and implementing courses, workshops and seminars. The infusion of this expertise, the financial support afforded through Project-funded short-term training and the reliance on local expertise are elements of a plan to strengthen Lesotho's training facilities.

An LOP Training Schedule is presented on the following pages.

Training Schedule
Basic Non-formal Education Systems Project

	FY85				FY86				FY87				FY88				FY89				Line sum person years
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	
MINISTRY OF EDUCATION INSTITUTIONAL STRENGTHENING																					
Long Term USA																					
Systems analysis	90	90	90	90	90	90	90	90													2
Education planning	90	90	90	90	90	90	90	90													2
Finance and management	90	90	90	90	90	90	90	90													2
Systems analysis									90	90	90	90	90	90	90	90					2
Education planning									90	90	90	90	90	90	90	90					2
Finance and management									90	90	90	90	90	90	90	90					2
Short Term Lesotho																					
Managers/Inspectors 280 people:staffing		5												5							11.4
MOE Departments 10 people:accounts			10				10				10				10				10		2
Managers/Headmasters 1300 people:commodity purchase				2				2				2				2				2	53.1
TOTAL																					76.5
NATIONAL TEACHER TRAINING COLLEGE																					
Long Term USA																					
Financial management	90	90	90	90	90	90	90	90													2
Education administration	90	90	90	90	90	90	90	90													2
Teacher training	90	90	90	90	90	90	90	90													2
Home economics education					90	90	90	90	90	90	90	90									2
Early childhood education					90	90	90	90	90	90	90	90									2
Short Term Lesotho																					
Administrators 10 people:staff development	1	1	2:1	1	1	1	2:1	1	1	1	2:1	1	1	1	2:1	1	1	1	2:1	1	1
Senior staff 20 people:finance/operation	1	2:1	1	1	1	2:1	1	1	1	2:1	1	1	1	2:1	1	1	1	2:1	1		2
NTTC Staff 75 people:primary methods				5				5				5				5				5	7.7
TOTAL																					20.7

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Training Schedule
Basic Non-formal Education Systems Project

	FY85				FY86				FY87				FY88				FY89				Line sum person years
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	VI	
NATIONAL CURRICULUM DEVELOPMENT CENTER																					
Long Term USA																					
Instructional systems design	90	90	90	90	90	90	90	90													2
Educational broadcasting					90	90	90	90	90	90	90	90									2
Vocational education	90	90	90	90	90	90	90	90													2
Testing and evaluation	90	90	90	90	90	90	90	90													2
Bilingual education/primary					90	90	90	90	90	90	90	90									2
Testing and evaluation					90	90	90	90	90	90	90	90									2
Short Term Overseas																					
Production/audio-visual					90				90												.5
Graphics/instructional materials							90				90										.5
Curriculum administration						90				90											.8
Curriculum administration								90				90									.8
Long Term Lesotho																					
Curriculum development/admin.	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90					4
Curriculum development/admin.	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90					4
Curriculum development/admin.					90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	4
Curriculum development/admin.					90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	4
Short Term Lesotho																					
NCDC staff																					
National workshop						90	90			90	90			90	90						1.5
75 people:review	5				5				5				5				5				7.7
District workshop																					
280 people:finance/admin.		3		3		3	3			3	3			3	3			3	3		34.3
District workshop																					
250 people:curr./teacher skills	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	102
Local workshop																					
1100 people:finance/admin.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	179.6
Local workshop																					
2500 people:curr./teacher skills	3:2	3:2	3:2	3:2	3:2	3:2	3:3	3:2	3:2	3:2	3 2	3:2	3:2	3:2	3:2	3:2	3:2	3:2	3:2	3:2	1224.5
TOTAL																					1580.2

Training Schedule
Basic Non-formal Education Systems Project

	FY85				FY86				FY87				FY88				FY89				Line sum
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	VI	person years
RURAL SKILLS TRAINING CENTER																					
Short Term Overseas																					
Field to be determined	90	30																			.3
Field to be determined		90	30																		.3
Field to be determined			90	30																	.3
Field to be determined				90	30																.3
Field to be determined					90	30															.3
Field to be determined						90	30														.3
Field to be determined							90		30												.3
Field to be determined																					.3
Short Term Lesotho																					
Field to be determined	90	30																			.3
Field to be determined		90	30																		.3
Field to be determined			90	30																	.3
Field to be determined				90	30																.3
Field to be determined					90	30															.3
Field to be determined						90	30														.3
Field to be determined							90		30												.3
Field to be determined																					.3
LDTC/IEMS:100 students	60				60				60				60				60				83.3
TOTAL																					88.1

M.A. Educational Development Planning,
University of Pittsburgh, 1980.

21. Mr. J. Bofelo, IEMS/NUL,
M.A. Educational Development Planning,
University of Pittsburgh, 1980.

22. Ms. M. Mota, Businessmen's Training Center, IEMS/NUL,
M.A. Business Administration,
Tennessee State University, 1982.

23. Mr. J. Lebusa, Businessmen's Training Center, IEMS/NUL,
M.A. Business Administrarion,
University of Wisconsin (Madison), 1983.

24. Mr. J. Semata, Institute of Labor Studies (ILS), IEMS/NUL,
M.A. Labor Studies,
University of Southern California, 1983.

25. Mr. J. J. Molefi, IEMS/NUL, ILS,
M.A. Labor Studies,
University of Southern California, 1983.

26. Mr. A. T. Lelala, Education Advisor, Lesotho Cooperatives
and Credit Union League (LCCUL)/NUL,
M.A. Development Planning and Evaluation,
University of Southern California, 1985.

27. Mrs. M. Mohapi, Broadcasting and Information, IEMS/NUL,
M.A. Communications,
Ball State University, 1983.

28. Mr. K. Tsekoa, Director, Lesotho Distance Teaching Center
(LDTC),
M.A. Education,
University of Massachusetts, 1981.

29. Ms. E. Sakoane
30. Ms. L. Ramohlanka
31. Mr. L. Makhatha
32. Mr. P. Moleko

Senior Staff, LDTC,
M.A. Education,
University of Massachusetts, 1983. (Partial credit for Lesotho Training Program in coordination with the University of Massachusetts.)

33. Ms. M. L. Mobe
34. Mr. P. Morolong
35. Mr. T. Makhetha
36. Mr. V. Seutloali

Senior Staff, LDTC,
M.A. Education,
University of Massachusetts, 1984. (Partial credit for Lesotho Training Program in coordination with the University of Massachusetts.)

37. Ms. M. Sixishe, Permanent Secretary, Planning, Employment and Economic Affairs, 1981-83. Permanent Secretary, Commerce and Industry, 1983- .
M.A. Economics,
University of Colorado, 1978.

38. Mr. T. Tsietsi, Deputy Director, National Manpower Development Secretariat (NMDS), 1980-82, Deputy Permanent Secretary, Ministry of Commerce and Industry, 1982- .
M.A. Labor Studies/Manpower Economics,
Middle Tennessee State University, 1980.

39. Mr. D. Gugushe, Senior Staff, NMDS,
B.S. Development Planning,
University of Southern California, 1984.

40. Mrs. M. Lebona, Senior Staff, NMDS,
M.A. Guidance Counseling,
North Carolina A&T State University, 1982.

41. Mr. N. Moshoeshoe, Senior Staff, NMDS,
B.S. Labor Studies/Manpower Planning,
Utah State University, 1983.

42. Ms. M. Masupha, Senior Staff, NMDS,

Short course, United State Department of Labor, 1982.

43. Ms. Y. B. Ntoampe, Senior Staff, NMDS,
Short course, United State Department of Labor, 1982.

44. Mr. N. S. Bereng, Permanent Secretary, Cabinet
Personnel (CP),
M.A. Development Planning,
University of Pittsburgh, 1980.

45. Mr. J. T. Semoko, Senior Staff, C.P.,
Masters of Public Administration,
University of Southern California, 1980.

46. Mr. R. Likate, Deputy P.S., C.P.,
M.A. Administration/Personnel Management,
University of Southern California, 1980.

47. Mrs. E. Pitso, Senior Staff, C.P.,
Masters of Public Administration,
University of Southern California, 1984.

48. Mrs. N. Letsie, Senior Staff, C.P.,
Masters of Public Administration,
University of Southern California, 1984.

49. Mr. J. K. Thabane, Senior Staff, C.P.,
Masters of Public Administration,
University of Southern California, 1984.

ILLUSTRATIVE
COMMODITY AND EQUIPMENT LIST

1. PRINTING EQUIPMENT

2 offset printing presses (replacement of presses purchased in 1978)	$25,000
1 paper guillotine or 3 knife trimmer (replacement and upgrading of trimmer purchased in 1978)	10,000
1 plastic strip binding system (replacement of system purchased for NTTC in 1976)	1,500
1 spine taping machine	500
	$37,000

2. PHOTOCOMPOSITION EQUIPMENT

1 Comp/Edit terminal (expansion of present capacity to meet rapidly increasing typesetting demands)	$45,000
1 additional disk drive and extra memory capacity for present CompSet machine (upgrading of present equipment)	6,500
1 communication interface (upgrading of present equipment)	4,000
1 photocomposition processor (replacement and upgrading of processor purchased in 1980)	2,000
	$57,500

3. VIDEO EQUIPMENT

(The following equipment is for replacement and expansion to provide separate equipment for a mobile unit for field work.)

4 video cameras, camera control units and camera adaptors	$24,000
3 video monitors	4,500
1 video editor/recorder	6,000
4 video recorders	10,500
10 video tape-decks and monitors (1 per district)	30,000
miscellaneous (cables, stands, microphones)	8,000
	$83,000

4. AUDIO EQUIPMENT

4 portable reel-to-reel recorders (additional equipment for mobil unit)	$5,000
4 portable stereo cassette recorders	2,000
miscellaneous - tapes, etc.	6,000
	$13,000

5. FILM AND PHOTOGRAPHY EQUIPMENT

Darkroom equipment (replacement and upgrading)	$5,000
4 camera lens (Additional equipment for field work)	1,000
1 16mm film projector (additional equipment for mobile unit)	1,000
11 portable generators (1 per district plus 1 for mobile unit)	11,000
10 Super-8 projectors, 10 screens (1 per district)	20,000
	$38,000

6. VEHICLES

6 vehicles (2 each, vans, jeeps and station wagons)	$90,000
1 Flat Bed Truck	60,000
Parts and maintenance	60,000
*Replacement of above in year 3 of Project	210,000
	$420,000

7. OFFICE EQUIPMENT

Desks, chairs, cabinets, misc.	$40,000
Typewriters, desk calculators, etc.	12,000
4 each Mini-computors plus software	20,000
4 each Photocopiers	36,000
	$108,000

8. TEACHING EQUIPMENT AND AIDS

4 each 16mm Bolex or equivalent film projectors plus ancillary equipment (screens, splicers, etc. and film)	$12,000
5 each 35mm cameras plus film and processing	20,000
Slide projectors	3,000
Teaching aids and miscellaneous	40,000
	$75,000

*Due to heavy anticipated use and type of roads to be traveled, replacement is expected in 3rd project year.

9. CURRICULUM AND MATERIALS DEVELOPMENT

Prototype Supplies
(film, tape, printing)
Software production supplies
Sample curricular and instructional materials
for curriculum library reference.

$330,000

10. WORKSHOP EQUIPMENT

Generator, compressor	$ 5,000
Workbenches	10,000
Vises	2,000
Welding plants (3 each)	1,000
Tanning tanks and frames	15,000
Spinning and weaving equipment	20,000
Miscellaneous	30,000

	$90,000

11. HANDTOOLS FOR RSTC SHOP STUDENTS

Wrenches, screwdrivers
Files, chisels
Pliers, cutters
Saws, knives
Planes
Measurement instruments
Hammers, punches
Riveting, fastening tools
Paint brushes, paint supplies

$48,000

12. CONSTRUCTION MATERIALS

Lumber, stone, bricks
Fiberglass
Sheet metal, rods
Paint
Fasteners (rivets, screws, nails)
Pipes, angle iron, wire
Sand, gravel, cement

$120,000

13. RSTC EQUIPMENT
(not supplied by other donors/GOL)

Dormitory, dining room, kitchen equipment (to include utensils, etc.)	$ 3,000
Resource materials-publications/handbooks on technologies, farming, etc. (to include basic library and skills skills publications for student use)	2,000
Cleaning and maintenance equipment (to include carpet sweepers, vacuum cleaners, mowers, etc.)	3,000
Miscellaneous	10,000
	$18,000

14. AGRICULTURE PRODUCTS
(Training/Practical skills)

Construction Materials for structures for practical projects in chicken raising, piggery, bee-keeping, rabbits, etc.	$15,000
Purchase of breeding stock i.e. (chickens, sows, etc.)	20,000
Brood Equipment (heat lamps, heaters, feeders, brooders, etc.)	15,000
Feed, Seed Fertilizers	80,000
	$130,000

15. MISCELLANEOUS

a. Practical Skills Laboratory Tools and equipment for skills training	$4,000
Gardening Tools	3,000
Food Storage and preservation equipment (to include drying and canning equipment)	4,000
Needlework, sewing materials and equipment	5,000
Leatherworking equipment	4,000
Pottery tables, wheels and other equipment	5,000
Miscellaneous	10,000
	$35,000
b. Crafts Materials	
Fabrics	$5,000
Leather Goods	8,000
Miscellaneous	10,000
	$23,000
ILLUSTRATIVE TOTAL	$1,625,500

PRIORITIES, PROGRAMMES AND PROJECTS IN THE EDUCATION SECTOR

ABBREVIATIONS

PSIP	Primary School Improvement Project
LEC	Lesotho Evangelical Church
TFSRP	Training for Self-Reliance Project (Administrative Unit for World Bank-financed education projects)
EEC	European Economic Community
USCC	United Service Committee of Canada
UNCDF	United Nations Capital Development Fund
NCDC	National Curriculum Development Centre
WFP	World Food Programme
NTTC	National Teacher Training College
USAID	US Agency for International Development
SAMDP	South African Manpower Development Programme
IMRC	Instructional Materials Resource Centre
LIET	Lesotho In-Service Education for Teachers
DANIDA	Danish Aid
NUL	National University of Lesotho
GOL	Government of Lesotho
COSC	Cambridge Overseas School Certificate
UNHCR	United Nations High Commission for Refugees
NMDS	National Manpower Development Secretariat
MOE	Ministry of Education
LTI	Lerotholi Technical Institute
LOIC	Lesotho Opportunities Industrialization Centre
LAC	Lesotho Agricultural College
LDTC	Lesotho Distance Teaching Centre
IEMS	Institute of Extra-Mural Studies (at NUL)
CIDA	Canadian International Development Assistance
IDM	Institute for Development Management
ILS	Institute for Labour Studies
LIPA	Lesotho Institute of Public Administration
LESPEC	Lesotho Science Pre-Entry Course
WUS	World University Service
UK(ODI)	UK Overseas Development Institute

(Information for this Annex taken from THE EDUCATION SECTOR SURVEY, Report of the Task Force, Maseru, Lesotho, November 1982)

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Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
1.0 *BASIC EDUCATION* Primary education to be broadened and strengthened and to provide basic education to all citizens. This includes:	1.1 PRIMARY EDUCATION 1.1.1 P.SI. P. Phases I, II, and III	BRITISH GOVERNMENT	1978/82: Phase II and III 22 schools in north; 2 classrooms each ending 4/82	Phase IV for £200,000 in 1983 for 30 more schools in the north	Phase IV proposal now submitted for funding
1.1 *IMPROVING PRIMARY SCHOOL* FACILITIES by building more classrooms, also providing water, latrines, offices and stores. Strategy is to develop standard plans, selection criteria for assistance, methods of executing project, and involve community in self-help contribution for each site. Each school site to have a school building committee.	1.1.2 LEC School Project	GERMAN ECUMENICAL ORGANIZATION	1980/84: 60 school sites w/classrooms and teachers houses		Project is financed and managed by the church using 25% self-help from community. 20 schools completed 1981/82
	1.1.3 TFSR Phase III Primary Facilities	WORLD BANK $10 million	1981/85: 150 classrooms in southern circuit		Construction starts in June/July 1982; about 140 school sites
	1.1.4 EEC School Project	EEC	1982/83: 10 schools, 20 classrooms		Construction starts in June 1983
	1.1.5 Maseru Urban Project	WORLD BANK	1980/82: 27 classrooms		Completed by March 1982
	1.1.6 Phuthiatsana Project	AFRICAN DEV BANK	1982/85: 6 Schools in Berea Plateau		The school improvements are part of a larger Integrated Rural Development Project
	1.1.7 Phase IV Primary Facilities	WORLD BANK $12.5 million	(under negotiation) 400 classrooms in mtn areas; 150 sites-Secondary High Schools; In-Service training at NTTC-unqual prm. teachers and headmasters; Training of School managers & Headmasters in vocational subjects.		(Under negotiation as of 04/22/83)

Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
	1.1.7 Self-Help Project	US EMBASSY OTHER DONORS SOUGHT	Continuous	Proposed through Central Planning, no donors yet	The self-help scheme described in this project is the way MOE would like to develop primary school facilities in the future
	1.1.8 School construction	USCC	1980/82 Construction of classrooms, primary and secondary schools		Administered through Cabinet Planning Office
	1.1.9 School sanitation and water	-none-		Proposal not completed for UNCDF financing	Schools need sanitation and water, but the project design and executing agency has not been worked out satisfactorily
1.2. *CURRICULUM DEVELOPMENT* 1.2.1 Primary curriculum to continue the process of curriculum development to achieve the broad aims set out in the Education Policy Guidelines. In particular to strengthen literacy and numeracy learning and to integrate practical/environmental-based activities into the core subject areas.	1.2.1 Establishment of NCDC building	WORLD BANK	1978/81: New office facilities were completed 1981		New building also houses the examinations and statistics sections and the TFSR project
	1.2.2 Technical assistance and training for NCDC staff 1.2.3 NCDC support	BRITISH UNICEF	3 curriculum specialists in language, maths and science (primary): vehicles, in-service training		None of the specialists are yet in post; maths specialist has been recruited Continuing project: 1977/81
	1.2.4 School Gardens Phase I	WFP, UNICEF	1981/83: To pilot test a model of training and materials in 20 primary schools	Proposed to expand from pilot project to whole country	Project is not fully meeting its objectives

Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
1.3 *INSTRUCTIONAL MATERIALS* 1.3.1 To provide all children with basic package of relevant learning materials.	1.3.1 Primary Textbooks TFSR, Phase III	WORLD BANK	1982/86: Materials for all children in three subjects: maths, Sesotho, English		Establishment of Book Supply Unit and revolving fund; use of NCDC, IMRC to develop new materials for classrooms; contracts with Mazenod and Morija to handle and distribute text and with proprietors to collect fees
1.3.2 To develop appropriate instructional materials based on the curriculum development work of NCDC and NTTC.	1.3.2 IMRC Phase I Phase II	USAID	1979/83: To establish an institution to design and test instructional and training materials in support of education programme, facilities and staff provided		IMRC will have as a priority instructional materials for primary schools. NCDC and IMRC under one director as of 1982
1.4 *EXAMINATIONS/ ASSESSMENTS* To strengthen the system of examinations and assessments, by relating these to curricular objectives and providing feedback to pupils, schools, and curriculum panels on pupil performance.	1.4.1 Technical assistance: 1 Evaluation specialist and training	USAID (SAMDP)	1982/84		Improvement of examinations and assessments a high priority, and there will be need for more assistance and training in this area

Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
1.5 *TEACHER TRAINING* Primary schools are under-staffed and there is a chronic shortage of trained teachers. The programme of teacher training must place emphasis on leadership and to strengthen the NTTC as a new institution. In-service training of serving teachers through the LIET programme is a high priority.	1.5.1 NTTC pre-service training of TPC teachers and APTC teachers/ head-teachers	UNESCO/UNDP BRITISH USAID (SAMDP)	Technical assistance for advisor, tutors, teachers in areas of maths, science, agriculture	NTTC needs further institutional support and, particularly, assistance in management	
	1.5.2 NTTC in-service LIET programme for serving teachers	UNESCO/UNDP NETHERLANDS	Technical advisor and running costs, 1976/83		
	1.5.3 NTTC-staffing	DANIDA DANIDA PEACE CORPS	1977/81: Reading advisor volunteer librarian; 22 volunteers in 1980/81; NTTC field staff	To be phased out as 1.6.1 is implemented	
1.6 PROVISION OF TEACHER TRAINERS, SUPERVISORS, INSPECTORS, CURRICULUM DEVELOPERS (see 7.0)	1.6.1 NUL project to train supervisors of intern teachers at the 20 teacher resource centres now established in the field	UNESCO/UNDP	1979/82: Training 20 persons per year as supervisors and education officers	Proposal has been submitted to extend the project to 1986 and to include inspectors headmasters, education officers and curriculum developers	
	1.6.2 Inspectorate offices	GOL	1980/82: Inspectorate offices at Thaba Tseka and staff housing	It is planned to provide inspectorate offices in all districts	

Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
2.0 SECONDARY EDUCATION 2.1 To arrest the sharp decline in secondary school performance as indicated by the CSSC results and other indicators, a programme of school improvement, staff training, and, particularly training of school directors coupled with standard school regulations is needed.	2.1.1 Classrooms and laboratories provided for secondary and high schools	GOL	1980/81: 52 classrooms at 31 schools; 21 labs at 21 schools		Faculties provided to new schools opened in 1979
		UNHCR	1979/81: Classrooms, labs and equipment provided at 6 schools		
	2.1.2 Maths/science teachers	BRITISH	Continuing-- 9 teachers	Continuation	Both the British and Netherlands projects are considered essential in the face of declining performance in maths and science
	2.1.3 Teachers for secondary schools	PEACE CORPS - 42 IVS - 13 MCC - 4 WUSC - (107) DVS - 6	On-going support mostly math/ science teachers		
	2.1.4 AMSTIP Teacher In-Service Project-NUL	NETHERLANDS	1979/1983: Upgrading maths/ science teachers for secondary schools	Continuation	
2.2 To diversify the curriculum at lower secondary schools to include basic handcrafts (woodwork, metalwork and technical drawing), and other practical subjects (agriculture, home economics and commerce)	2.2.1 TFSR. Phase I & II	WORLD BANK	1978/1982: Classrooms, dormitories, teachers houses, practical studies classrooms and equipment provided to 16 secondary and high schools		

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Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
	2.2.2 Curriculum diversification, NTTC	IRISH	1980/83(?): 4 technical teacher trainers, working at NTTC to prepare teachers for schools in TFSR Project	Possible continuation to train teachers for technical subjects up to 'O' level	
		USAID (SAMDP)	Agric teacher at NTTC		
2.3 Improvement of selected high schools. To overcome the lack of persons passing the COSC, it is proposed to strengthen schools directly under government authority (Lesotho H. S., Mohale's Hoek H.S. and Butha-Buthe H.S.) through staff training and support, facilities and supervision. At a second stage other schools will be selected for the upgrading programme. Curriculum diversification and organized extra-curricular activities would be included in the programme.	This programme is still to be developed.				

Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes.	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
3.0 *MANPOWER PLANNING* 3.1 The strengthening of the government capacity to analyze and project manpower requirements, and to orient training programmes to these requirements is a high priority. The NMDS should become more active in manpower planning, in co-operation with the Department of Labour. MOE needs a department of vocational/ technical education to plan and co-ordinate training programmes. It is considered essential that a Training Advisory Board be established to link manpower requirements and training programmes.	3.1.1 Assistance to central planning	UNDP/IBRD	1972/82 Manpower advisor; completion of manpower projection 1981	Continued and strengthened assistance in analyzing and projecting manpower training needs and employment prospects are proposals included in the UNDP 3rd Country Programme and the USAID/SAMDP	There is at present a proposal being developed by NMDS to establish a National Industrial Training Council, which would more effectively co-ordinate training requirements and training programmes A high priority for Lesotho is the development of rural enterprises in such fields as wood processing, construction and agriculture support services (tool production and repair); this will require analysis of potential local markets for domestic goods and service, and training in entrepreneurship and specific skills
	3.1.2 Manpower advisor to NMDS	USAID (SAMDP)	Advisor is carrying out a survey on manpower status in private and government, on-going		
	3.1.3 National Employment Service	UNDP/ILO	1978/82: Advisors to establish an employment exchange based on a survey of employment potential by carrying out a survey of industry and job vacancies		
	3.1.4 Consultant on vocational/ technical education	UNESCO	1982: Prepared a report for MOE		

Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
4.0 *VOCATIONAL/TECHNICAL EDUCATION* 4.1 The shortage of well-trained artisans and technicians, and of supervisors and managers, continues to be a major bottleneck in Lesotho's development of agriculture and industry. This constraint is to be overcome by strengthening existing technical/vocational institutions through staff training and shifting emphasis in training from pre-service to in-service experiences.	4.1.1 Expansion of LTI	UNHCR WORLD BANK	1979/81: Establishing facilities and courses in upholstery and tailoring at LTI, 1976/79 TFSR Phase I		Teachers for these courses are still being recruited The project provided general facilities at LTI
	4.1.2 LOIC 4.1.3 Thaba Tseka Vocational Training Centre	USAID WORLD BANK WORLD BANK	1979/(83?): Provision of staff and training, facilities/ equipment for LOIC centre Facilities/ equipment for the centre	Continuation	Both the LOIC and Thaba Tseka centres are vocational centres that base their training on specific employment opportunities within the area where they operate; the MOE would like to expand this approach to vocational training
	4.1.4 Technician training school	BRITISH	1980/84 (?): 3 OSAS personnel to assist in establishing technician training in civil, electrical and architectural engineering at LTI		Expectation is that after 1984 OSAS staff will be replaced gradually by trained local staff
	4.1.5 Automotive mechanics department/ staff training	W. GERMANY	1974/82: Facilities, technical assistance and staff training at LTI, staff training for Leribe Technical School		This was a large-scale, long-term project which successfully established a new department with fully trained local staff

Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
	4.1.6 Commercial Training Institute	W. GERMANY	1978(?)/81: Facilities and technical assistance		
	4.1.7 TFSR Phase II	WORLD BANK	1979/81: Facilities for 2 technical schools		Facilities built at Leribe and Leloaleng technical schools.
	4.1.8 Leribe Technical School	DANIDA	1979/82: Volunteers and principal for LTS		In addition to these existing institutions Lesotho needs more production/training institutions on the model of the LOIC and Thaba Tseka Vocational Centre; ILO is interested in supporting this kind of development, and UNDP in its 3rd Country Programme has indicated some technical assistance funds for this
	4.1.9 Volunteers and technical assistance to technical training institutions	US PEACE CORPS, DVS, IVS, MENONITE SERVICE	Staffing for Leribe Technical School, Bishop Allard Vocational School, Leribe Craft Centre, Leloaleng Technical School		
	4.1.10 Vocational education	NETHERLANDS	1972/81; Facilities for LTS, Bishop Allard Vocational School, Leribe Craft Centre and Lesotho Youth Service		
	4.1.11 Lesotho Agriculture College-technical assistance	BRITISH	5 lecturers at LAC, on-going		
		USAID	3 lecturers provided through SAMDP on-going		

Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
5.0 *NON-FORMAL EDUCATION* 5.1 *Basic Education* A priority in non-formal education is to reach those persons who have not attained basic knowledge of literacy and numeracy and functional skills through formal education. This is a prerequisite for participation of people in social and economic development.	5.1.1 Lesotho Distance Teaching Centre-Service Agency	USAID	1979/83: 3 advisors, facilities and funds to improve services to non-formal education projects through LDTC		
	5.1.2 LDTC technical assistance	DANIDA IRISH	Technical assistance to LDTC Technical assistance to LDTC Both projects continuing		
	5.1.3 LDTC-literacy programme	UNICEF	1977/82: Funds for production and testing of materials, methods of teaching functional literacy		

Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
5.2 *Non-Formal Education – Continuing Education* A high priority is to provide continuing education and training to increase productivity. Projects here range from supporting rural co-operatives to in-service management training in industry. More emphasis needs to be placed on functional, job-related training as a means of increasing opportunities for employment and incomes within Lesotho	5.2.1 Institute of Extra-Mural Studies and Institute of Labour Studies	USAID DANIDA	1978/84: Technical advisors, facilities for Maseru campus, programme support for IEMS 1978-80. Facility on Maseru campus for the ILS		IEMS and ILS provide a large range of in-service, off campus courses for businessmen, community leaders, co-operative society management, etc
	5.2.2. Institute for Development Management	EEC CIDA	1982/3(?): Facilities for IDM, Maseru Technical assistance programme support for IDM as a regional project		The project was delayed, and present funds are insufficient to build required facilities for IDM IDM runs management accountancy training courses for industry, government and education staff
	5.2.3 Lesotho Institute for Public Administration				LIPA received technical assistance from UK but is now independent, training government civil servants
	5.2.4 Centre for Accounting Studies	IRISH GOVERNMENT	Director and staff for the centre		

Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
6.0 *HIGHER EDUCATION* The basic purpose of higher education in Lesotho is to provide pre-service training for higher level manpower.	6.1.1 LESPEC (Lesotho Science Pre-Entry Course) through NUL	NETHERLANDS EEC	1982 continuing 4 staff and programme support to run an upgrading post- 'O' level course for about 100 pre-selected students in maths and science; provides scholarship support for LESPEC pupils		This course is intended to overcome the shortage of COSC students in the fields of maths and science, for entry to NUL, LTI, LAC, NTTC; it will be necessary to continue this course until secondary education is strengthened (see 2.1 and 2.3)
6.1 The National University of Lesotho provides higher education under faculties of education, humanities, science and social science. Planned developments include the establishment of faculties of agriculture and health sciences, and, if feasible, engineering. IEMS is described under 5.2 NUL also has an Institute of Southern African Studies and an Institute of Education, both of which are established to carry out research, documentation and teaching work.	6.1.2 Staff at NUL	UK (BESS)	Continuing; approximately 20 senior staff for NUL, concentrated in areas of science, maths, education, continuing		
	6.1.3 Academic planning	USAID	1 senior academic planner		
	6.1.4 Capital projects	UK	1981/83: Science education block and equipment 1980 81	Proposed capital projects include an IEMS regional centre in Leribe, a sports complex, a student centre, staff housing, an ISAS centre and utilities infrastructure	
		WUS	Regional centre for IEMS at Thaba Tseka		

Priorities, Programmes and Projects in the Education Sector

Priorities and Programmes	Projects	Financing Agency	Duration and Description	Proposed Projects	Other Comments
	6.1.5 Faculty of Health Sciences			The design, staffing and programmes of this faculty are being studied	UNDP has provided for technical assistance for a project in its draft 3rd Country Programme. WHO is assisting in the planning of the faculty
6.2 *Manpower Development* NMDS administers available fellowships for local studies and studies abroad. During the 1981-85 period an estimated 2,760 people will pursue studies on fellowships abroad. There are a large number of agencies providing financing for this purpose. In most cases this financing is tied to specific projects and courses of study. Some of the relatively unrestricted fellowship funds are listed here.	6.2.1 Fellowships and training	AUSTRIA CIDA INDIA BRITISH COUNCIL COMMONWEALTH DEV. SEC. EUROPEAN DEVELOPMENT FUND (EEC)	Continuing 1970-82: $3,418,180 2-4 yrs: $130,300 Continuing Continuing 1976-80: $1,665,624		Studies in Austria Studies in Canada 12 scholarships Studies in UK Management training
	6.2.3 Manpower development and training	USAID	1978-1983: Approximately 100-man years of technical assistance and 300 man years of training for counterpart personnel (approx. $11,000,000)		This project provides manpower and training to a number of ministries. Within MOE it includes a systems, analyst, an agriculture teacher trainer, an evaluation specialist and an academic planner for NUL

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LESOTHO BASIC AND NON-FORMAL EDUCATION PROJECT 632-0222

5C(1) - COUNTRY CHECKLIST

Listed below are statutory criteria applicable generally to FAA funds, and criteria applicable to individual fund sources: Development Assistance and Economic Support Fund.

A. GENERAL CRITERIA FOR COUNTRY ELIGIBLITY

1. FAA Sec. 481. Has it been determined that the government of the recipient country has failed to take adequate steps to prevent narcotic drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the U.S. unlawfully?

   Provision deleted and replaced with attachment

2. FAA Sec. 620(c). If assistance is to a government, is the government liable as debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies and (b) the debt is not denied or contested by such government?

   No

3.	FAA Sec. 620(e)(1). If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities?	No
4.	FAA Sec. 532(c), 620(a), 620(f), 620D; FY 1982 Appropriation Act Secs. 512 and 513. Is recipient country a Communist country? Will assistance be provided to Angola, Cambodia, Cuba, Laos, Vietnam, Syria, Libya, Iraq, or South Yemen? Will assistance be provided to Afghanistan or Mozambique without a waiver?	No No
5.	ISDCA of 1981 Secs. 724, 727 and 730. For specific restrictions on assistance to Nicaragua, see Sec. 724 of the ISDCA of 1981. For specific restrictions on assistance to El Salvador, see Secs. 727 and 730 of the ISDCA of 1981.	Not applicable
6.	FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, the damage or destruction by mob action of U.S. property?	No

7.	FAA Sec. 620(l). Has the country failed to enter into an agreement with OPIC?	Agreement is in force (See TIAS 6227)
8.	FAA Sec. 620(o); Fishermen's Protective Act of 1967, as amended, Sec. 5. (a) Has the country seized, or imposed any penalty or sanction against, any U.S. fishing activities in international waters? (b) If so, has any deduction required by the Fishermen's Protective Act been made?	No such actions have taken place.
9.	FAA Sec. 620(q); FY 1982 Appropriation Act Sec. 517. (a) Has the government of the recipient country been in default for more ~~than~~ six months on interest or principal of any AID loan to the country? (b) Has the country been in default for more than one year on interest or principal on any U.S. loan under a program for which the appropriation bill appropriates funds?	No No
10.	FAA Sec. 620(s). If contemplated assistance is development loan or from Economic Support Fund, has the Administrator taken into account the amount of foreign exchange or other resources which the country has spent on military equipment? (Reference may be made to the annual "Taking into	Assistance is not development loan or from the ESF.

Consideration" memo: "Yes, taken into account by the Administrator at time of approval of Agency OYB." This approval by the Administrator of the Operational Year Budget can be the basis for an affirmative answer during the fiscal year unless significant changes in circumstances occur.)

11. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States? If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption?

No

12. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the AID Administrator in determining the current AID Operational Year Budget? (Reference may be made to the Taking into Consideration memo.)

Although, as of 30 Sept. 1983, Lesotho was slightly in arrear of its UN obligations, it was not delinquent with respect to such obligations for purposes of Article 19 of the UN Charter.

This slight arrearage was taken into consideration by the AID Administrator in approving the FY 1984 OYB Budget.

13. FAA Sec. 620A; FY 1982 Appropriation Act Sec. 520. Has the country aided or abetted, by granting sanctuary from prosecution to, any individual or group which has committed an act of international terrorism? Has the country aided or

None known.

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abetted, by granting sanctuary from prosecution to, any individual or group which has committed a war crime?	None known.
14. FAA Sec. 666. Does the country object, on the basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. who is present in such country to carry out economic development programs under the FAA?	No
15. FAA Sec. 669, 670. Has the country, after August 3, 1977, delivered or received nuclear enrichment or reprocessing equipment, materials, or technology, without specified arrangements or safeguards? Has it transferred a nuclear explosive device to a non-nuclear weapon state, or if such a state, either received or detonated a nuclear explosive device, after August 3, 1977? (FAA Sec. 620E permits a special waiver of Sec. 669 for Pakistan.)	No
16. ISDCA of 1981 Sec. 720. Was the country represented at the Meeting of Ministers of Foreign Affairs and Heads of Delegations of the Non-Aligned Countries to the 36th General Session of the General Assembly of the U.N. of Sept. 25 and 28, 1981, and failed	Yes, it was represented at the subject meeting and to date (3/11/83) it has failed to disassociate itself from the communique. This factor was taken into consideration by the Administrator in approving the FY 83 OYB Budgets.

to disassociate itself from the communique issued? If so, has the President taken it into account? (Reference may be made to the Taking into Consideration memo.)

17. ISDCA of 1981 Sec. 721. See special requirements for assistance to Haiti. — Not applicable

B. FUNDING SOURCE CRITERIA FOR COUNTRY ELIGIBILITY

1. Development Assistance Country Criteria.

a. FAA Sec. 116. Has the Department of State determined that this government has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, can it be demonstrated that contemplated assistance will directly benefit the needy? — No such determination has been made.

2. Economic Support Fund Country Criteria — Not an ESF country

a. FAA Sec. 502B. Has it been determined that the country has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, has the country made such significant improvements in its human rights record that furnishing such assistance is in the national interest? — Not applicable

b. ISDCA of 1981, Sec. 725(b). If ESF is to be furnished to Argentina, has the President certified that (1) the Govt. of Argentina has made significant progress in human rights; and (2) that the provision of such assistance is in the national interests of the U.S.?	Not applicable
c. ISDCA of 1981, Sec. 726(b). If ESF assistance is to be furnished to Chile, has the President certified that (1) the Govt. of Chile has made significant progress in human rights; (2) it is in the national interest of the U.S.; and (3) the Govt. of Chile is not aiding international terrorism and has taken steps to bring to justice those indicted in connection with the murder of Orlando Letelier?	Not applicable.

5C(2) PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A. includes criteria applicable to all projects. Part B. applies to projects funded from specific sources only: B.1. applies to all projects funded with Development Assistance Funds, B.2. applies to projects funded with Development Assistance loans, and B.3. applies to projects funded from ESF.

CROSS REFERENCES:	IS COUNTRY CHECKLIST UP TO DATE?	Yes
	HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?	Yes

A. GENERAL CRITERIA FOR PROJECT

1. FY 1982 Appropriation Act Sec. 523; FAA Sec. 634A; Sec. 653(b).

(a) Describe how authorizing and appropriations committees of Senate and House have been or will be notified concerning the project;	(a) Project is included in a planned program summary sheet in the FY 84 CP.
(b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than $1 million over that amount)?	(b) Yes

2. FAA Sec. 611(a)(1). Prior to obligation in excess of $100,00, will there be

	(a) engineering, financial or other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?	(a) Yes (b) Yes
3.	FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?	No specific legislative action is required.
4.	FAA Sec. 611(b); FY 1982 Appropriation Act Sec. 501. If for water or water-related land resource construction, has project met the standards and criteria as set forth in the Principles and Standards for Planning Water and Related Land Resources, dated October 25, 1973? (See AID Handbook 3 for new guidelines.)	Not applicable
5.	FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed $1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project?	Project is not for capital assistance.

6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs.	The project is not susceptible of execution as a regional or multilateral project.
7. FAA Sec. 601(a). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; and (c) encourage development and use of cooperatives, and credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.	Strengthening of the Basic Education system and the rural skills transfer components of the Project will assist Lesotho's development plans in b., c., d., and e. A. and f. are potentially related to increased employment generation.
8. FAA Sec. 601(b). Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).	The project will finance U.S. source technical assistance, U.S. university participant training and some U.S. manufactured commodities.

9.	FAA Sec. 612(b), 636(h); FY 1982 Appropriation Act Sec. 507. Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.	There is no USG-owned local currency available for this project. Lesotho is contributing more than 2/3 of the local currency costs.
10.	FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?	Lesotho is not an excess currency country.
11.	FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?	Yes
12.	FY 1982 Appropriation Act Sec. 521. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity?	Not applicable
13.	FAA 118(c) and (d). Does the project comply with the environmental procedures set forth in AID Regulation 16? Does	Yes

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the project or program take into consideration the problem of the destruction of tropical forests?	Not applicable
14. FAA 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (dollars or local currency generated therefrom)?	Not applicable

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(b), 111, 113, 281(a). Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and	The Rural Skills Training Centre component of the Project is immediately related to a., b., c., and d. by transferring appropriate rural skills technology to adults in the rural areas of Thaba Tseka. Its purpose is to enhance the opportunities for increased rural incomes and employment generation. The beneficiaries are estimated to be 60% women and 40% men. e. The existing USAID Project No. 632-0080 assists in coordinating all Southern African regional NFE activity and will provide the same service to this Project.

otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?	
b. FAA Sec. 103, 103A, 104, 105, 106. Does the project fit the criteria for the type of funds (functional account) being used?	The Project fully meets the criteria of FAA Section 105
c. FAA Sec. 107. Is emphasis on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?	Labor-using technology will receive support through coordinated programs for instruction and practical training in agricultural education and vocational training.
d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activitiy with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed" country)?	A waiver of the 25% cost sharing requirement has been prepared.

e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"? (M.O. 1232.1 defined a capital project as "the construction, expansion, equipping or alteration of a physical facility or facilities financed by AID dollar assistance of not less than $100,000, including related advisory, managerial and training services, and not undertaken as part of a project of a predominantly technical assistance character.	Project does not involve capital assistance.
f. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?	The Project should result in a marked improvement in the administration and management of the Ministry of Education and upgrading of quality in the Primary and Secondary school curricula, improved training for teachers and an expansion of vocation skills and non-formal education in Lesotho
g. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage	The Project is designed to make an essential contribution to USAID's program goal of (1) strengthening policy and institutional framework required to promote rural-based income and employment, (2) strengthening operational capacities and increased outputs in agricultural planning, research and education, (3) enhancing the educational system's capacity

institutional development; and supports civil education and training in skills required for effective participation in governmental processes esential to self-government.	to educate and train persons in subjects that support rural-based income and employment.
2. Development Assistance Project Criteria (Loans Only)	Not a DA loan.
a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan, at a reasonable rate of interest.	Not applicable
b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?	Not applicable
c. ISDCA of 1981, Sec. 724 (c) and (d). If for Nicaragua, does the loan agreement require that the funds be used to the maximum extent possible for the private sector? Does the project provide for monitoring under FAA Sec. 624(g)?	Not applicable
3. Economic Support Fund Project Criteria	Not ESF funded
a. FAA Sec. 531(a). Will this assistance promote economic or political	Not applicable

stability? To the extent possible, does it reflect the policy directions of FAA Section 102?	
b. FAA Sec. 531(c). Will assistance under this chapter be used for military, or paramilitary activities?	Not applicable
c. FAA Sec. 534. Will ESF funds be used to finance the construction of the operation or maintenance of, or the supplying of fuel for, a nuclear facility? If so, has the President certified that such use of funds is indispensable to nonproliferation objectives?	Not applicable
d. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?	Not applicable

5C(3) - STANDARD ITEM CHECKLIST

Listed below are the statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by imposing limits on certain uses of funds.

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of commodities and services financed?	Yes
2. FAA Sec. 604(a). Will all procurement be from the U.S. except as otherwise determined by the President or under delegation from him?	Yes
3. FAA Sec. 604(d). If the cooperating country discriminates against marine insurance companies authorized to do business in the U.S., will commodities be insured in the United States against marine risk with such a company?	The cooperating country does not discriminate against U.S. marine insurance companies.
4. FAA Sec. 604(e); ISDCA of 1980 Sec. 705(a). If offshore procurement of agricultural commodity or product is to be	Not applicable

financed, is there provision against such procurement when the domestic price of such commodity is less than parity? (Exception where commodity financed could not reasonably be procured in U.S.)	
5. FAA Sec. 604(a). Will construction or engineering services be procured from firms of countries otherwise eligible under Code 941, but which have attained a competitive capability in international markets in one or these areas?	Not applicable
6. FAA Sec. 603. Is the shipping excluded from compliance with requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S. flag commercial vessels to the extent that such vessels are available at fair and reasonable rates?	The project will comply with this section
7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished by private enterprise on a contract basis to the fullest extent practicable? If the facilities of other	Yes

Federal agencies will be utilized, are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?	
8. International Air Transport. Fair Competitive Practices Act, 1974. If air transportation of persons or property is financed on grant basis, will U.S. carriers be used to the extent such service is available?	Yes
9. FY 1982 Appropriation Act Sec. 504. If the U.S. Government is a party to a contract for procurement, does the contract contain a provision authorizing termination of such contract for the convenience of the United States?	Any direct AID contract under the Project will contain such provision.
B. Construction	
1. FAA Sec. 601(d). If capital (e.g., construction) project, will U.S. engineering and professional services to be used?	Not a construction project.
2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?	Not a construction project

3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed $100 million (except for productive enterprises in Egypt that were described in the CP)?	Not a construction project
C. Other Restrictions	Not applicable
1. FAA Sec. 122(b). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter?	
2. FAA SEc. 301(d). If fund is established solely by U.S. contributions and administed by an internatioal organization, does Comptroller General have audit rights?	Not applicable
3. FAA Sec. 620(h). Do arrangements exist to insure that United States foreign aid is not used in a manner which, contrary to the best interests of the United States, promotes or assists the foreign aid projects or activities of the Communist-bloc countries?	Yes
4. Will arrangements preclude use of financing:	
a. FAA Sec. 104(f); FY 1982 Appropriation Act Sec. 525: (1) To pay for performance of abortions as a method of family	(1) Yes

planning or to motivate or coerce persons to practice abortions; (2) to pay for performance of involuntary sterilization as method of family planning, or to coerce or provide financial incentive to any person to undergo sterilization; (3) to pay for any biomedical research which relates, in whole or part, to methods or the performance of abortions or involuntary sterilizations as a means of family planning; (4) to lobby for abortion?	(2) Yes (3) Yes (4) Yes
b. FAA Sec. 620(g). To compensate owners for expropriated nationalized property?	Yes
c. FAA Sec. 660. To provide training or advice or provide any financial support for police, prisons, or other law enforcement forces, except for narcotics programs?	Yes
d. FAA Sec. 662. For CIA activities?	Yes
e. FAA Sec. 636(i). For purchase, sale, long-term lease, exchange or guaranty of the sale of motor vehicles manufactured outside U.S., unless a waiver is obtained?	Yes
f. FY 1982 Appropriation Act, Sec. 503. To pay pensions, annuities, retirement pay, or	

adjusted service compensation for military personnel?	Yes
g. FY 1982 Appropriation Act, Sec. 505. To pay U.N. assessments, arrearages or dues?	Yes
h. FY 1982 Appropriation Act, Sec. 506. To carry out provisions of FAA section 209(d) (Transfer of FAA funds to multilateral organizations for lending)?	Yes
i. FY 1982 Appropriation Act, Sec. 510. To finance the export of nuclear equipment, fuel, or technology or to train foreign nationals in nuclear fields?	Yes
j. FY 1982 Appropriation Act, Sec. 511. Will assistance be provided for the purpose of aiding the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights?	No
k. FY 1982 Appropriation Act, Sec. 515. To be used for publicity or propaganda purposes within U.S. not authorized by Congress?	Yes

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FY 1984 Addendum to Statutory Checklist

1. Country Checklist, Part A - General Criteria for Country Eligibility

"1. FAA Sec. 481, FY 1984 Continuing Resolution. Has it been determined or certified to the Congress by the President that the government of the recipient country has failed to take adequate measures or steps to prevent narcotic and psychotropic drugs or other controlled substances (as listed in the schedules in section 202 of the Comprehensive Drug Abuse and Prevention Control Act of 1971) which are cultivated, produced or processed illicitly, in whole or in part, in such country or transported through such country, from being sold illegally within the jurisdiction of such country to United States Government personnel or their dependents or from entering the United States unlawfully?"	No

2. Country Checklist, Part A - General Criteria for Country Eligibliy.

Add the new following provision:

"18. FY 1984 Continuing Resolution. Has the recipient country been determined by the President to have engaged in a consistent pattern of opposition to the foreign policy of the United states?"	No