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LESOTHO

SOUTHERN AFRICA DEVELOPMENT PERSONNEL

AND TRAINING II

PROJECT REVIEW PAPER

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## INTRODUCTION TO THE PROJECT

This project is intended to assist the Government of Lesotho to increase the effectiveness of its implementation of development programs. A major constraint to development in Lesotho is the lack of an adequate supply of qualified manpower. Because of its late start in manpower development, Lesotho faces a major problem in maintaining an effective administration which is efficient in its utilization of the scarce human and material resources which are available to it, effective in achieving the goals which have been set by the Government, and in tune with the aspirations of its people.

The Government of Lesotho is endeavoring to cope with a plethora of crises (droughts, labor difficulties, etc.) and at the same time to respond to the people's expectations that independence will bring benefits that they did not receive prior to independence. Meanwhile, there is a major task in carrying out the social and economic development programs which are required. These programs have made and are making heavy demands upon scarce human resources. A temporary solution has been found in the recruitment of personnel from other countries. But this solution continues to be expensive and, because of its short-term nature, inefficient. Because of the heavy reliance upon donors to provide large numbers of personnel, manpower availability is often delayed and not always of the kind desired or needed.

Localization is a goal of the Government, but actual replacement of all expatriates must be deferred until a larger pool of qualified local manpower is available.

This project is designed to provide selected U.S. personnel to fill established positions in government agencies to assist in the localization process through: (1) replacing local personnel who require out-of-country training, (2) developing and teaching in-service courses in their areas of expertise, (3) assisting in the production of localization plans for their respective agencies, and (4) providing on-the-job training in their offices, particularly to local personnel who require experience in order to occupy more responsible positions.

In some cases, the U.S. personnel will also help to plan future development projects and to evaluate the advisability of USAID participation in the projects.

Another major element of the project is the provision of funds for out-of-country training (in African and/or U.S. institutions) for local nationals who occupy or will occupy vital development positions.

### I. Priority and Relevance<sup>1/</sup>

Lesotho is characterized by severe shortages of trained manpower-- only manpower able and capable of carrying forward a multitude of social and

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<sup>1/</sup> See Appendix B for a more complete description of background and manpower situation in Lesotho.

economic programs, but even manpower to carry out the more routine functions of the machinery of government. This is a fairly common complaint in most independent African countries in the first decade or so after their emergence from colonial status. Yet, in Lesotho, as in the other Southern African countries, the manpower problem is considerably more pronounced as a result of comparatively later development of educational facilities, economic development and localization-training concepts and their implementation.

It is generally true that as a percentage of the public services, non-Africans are fewer now than at the time of independence. However, as a result of the rapid expansion of the public services, there are--and continue to be--numerically more expatriates employed in these countries than at the time of independence.

This is accepted as a temporary phenomenon in the context of long-run localization plans and policies. There is a continuing need for expatriate personnel in the technical and scientific fields, as well as in finance, planning and secondary and higher education. There is a lack of mid-level and junior-level support capabilities to the higher-level administrative and professional cadres.

Lesotho also has limited institutional capabilities for short-term and service courses due to the comparatively late development of public service institutions catering for middle- and higher-level training needs in the governmental and parastatal sectors.

Officials decry the critical bottleneck situations created by inadequately trained and motivated mid-level support personnel; yet they readily admit that shortages of personnel are such that most staff can only infrequently be spared for even in-country courses of short duration. The key point to which each discussion of manpower problems returns is that in order to allow any sort of orderly training programs to take place, there must be adequate numbers of expatriate officers on hand to man the various functions and departments of government to allow such training programs to proceed without stalling the machinery of government altogether in the process. Since training programs are regarded in their appropriate framework of a combination of formal course work and directed training on the job, the governments view these programs as stretching many years into the future, with localization targets changing in favor of Africanization in the early and mid-1990's.

During the current planning period 1975-1979, the Government of Lesotho has set the following priorities in its development strategy:

In general, the nation's broad aims are:

- economic growth;
- social justice;
- maximum domestic employment; and
- economic independence.

In order to bring about steady economic growth, priority is given to agriculture which supports 80% of the country's population. The main emphasis is on dryland crop production, provision of agricultural inputs, improved marketing services, integrated crop and livestock farming and conservation/land management. Rural development is further encouraged through the location of industrial activities outside the towns and the promotion of handicrafts and cottage industries. It is realized, however, that these efforts to improve farm incomes cannot overcome the competition of employment opportunities of Basotho in the RSA. In order to decrease dependence on migrant labor, non-agricultural jobs must be created in Lesotho. The chosen instrument to accomplish this is the Lesotho National Development Corporation, which encourages investment in industrial and commercial enterprises.

The emphasis in the education sector is on the training of people skilled in disciplines needed for further national development. In order to accomplish this, facilities for vocational/technical and scientific training are being extended and strengthened.

Health services are to become predominantly preventive rather than curative. Nurse practitioners are being trained to bring these services to rural areas.

On an overall manpower level, Lesotho has an excess of workers. The population of Lesotho is estimated at 1,000,000 and is growing at an estimated rate of 2.5 percent per annum. The lack of indigenous resources has meant that an exceptionally high percentage of the labor force is migratory, principally to the South African mines. At any one time, 120,000 of the male labor force work outside the country in South African mines alone, and in addition, as much as a third of this number are on leave in Lesotho between contracts.

A manpower supply and demand study, conducted by D. F. Wilson (ILO) between 1975 and 1976 showed that in the public sector a planned increase in the establishment level of 8.5 percent per annum would be necessary in order to enable the GOL to carry out key sectors of its development plan, but could probably not be achieved by 1980 due to the inadequate supply of appropriately qualified manpower to fill new posts, particularly at the senior levels. Wilson found that, if the necessary staff levels were to be at least approached, an intensive program for training for the public sector would be necessary during the plan period.

Since training for higher level posts is relatively long, and entrants to such training would not in most cases return until after 1980, it was necessary to project the needs for higher level staff through 1985. Implications are that many of the new posts at middle, senior and technical levels in the public sector would have to be filled by expatriates either on contract or through technical assistance for most of the next decade, in addition to those already existing posts for which no Basotho are currently available (Table 2, Appendix B).

For the purposes of this analysis, we will disregard primary education in the training process for middle and higher level manpower, but concentrate more on the secondary and post-secondary school output in terms of providing this level of manpower.

The requirements for overall higher level management power over the next decade are unlikely to be met. The basic reason for this is the lack of sufficient output of well-qualified students from secondary school systems. Thus the shortage of qualified teachers in the schools becomes one of the keys to manpower shortage in Lesotho.

Until quite recently the planning and development of manpower in Lesotho had been conducted in a largely haphazard and uncontrolled manner. Many activities essential to manpower development have not been carried out either through unawareness or lack of appreciation of their importance, or through insufficient allocation of personnel for effective implementation. Those activities that were established were frequently duplicative or subject to contest between different ministries and institutions.

In November 1975, a decision was made by the Cabinet of Lesotho to establish a:

- National Manpower Development Council, and
- National Manpower Development Secretariat.

The Council advises the Cabinet on all manpower matters, while the Secretariat is responsible for all forms of manpower development in the country, including the centralized processing of scholarships, assisted by a National Manpower Development Scholarship Committee. The establishment of these institutions was a significant advance in the institutional expansion required for manpower development; it also represents a real commitment by the Government to manpower coordination, planning and development. A further important step has been taken by the Government in setting up a Staff Development Office in the Cabinet Office (Personnel) and the appointment of staff development officers located in the Ministries, to advise and coordinate staff development in the public sector.

Lesotho is now accepting the position that an educational strategy oriented to economic development requires that the quantity and quality of education and training be adequate to meet needs for manpower arising out of development efforts. In addition, it is now accepted that education should be oriented closely to the specific educational and occupational requirements of the development processes.

The acute shortage of skills and expertise at senior levels and in technical posts in Lesotho, linked with the increasing sophistication of development activities, necessitates a high participation of expatriate personnel, especially in the public sector. Yet no comprehensive review of the planning, screening, monitoring, recruitment and evaluation system in relation to technical assistance exists. However, a collection of data on all current technical assistance to Lesotho has been completed by the Central Planning and Development Office. A subsequent step that needs to be taken is to systematically assess the needs for technical assistance over the remainder of the current planning period. To make matters worse, there exists no standard procedure for the recruitment of expatriate personnel. In the process of filling advisory and volunteer posts (but also UN, OSAS and bilateral OPEX posts), the processing is done by the Lesotho CPDO, but largely on an ad hoc basis, as needs arise, to fill a great

variety of unrelated but unfilled slots for which qualified Basotho are said not to be available. This lack of a systematic approach to technical assistance personnel programming often causes duplication and results in neither CPDO nor the Cabinet Office (Personnel) being fully aware of the number of characteristics of expatriate personnel under recruitment.

It is fully recognized by the Government of Lesotho that the targets set in the Second Development Plan and the increasingly technical specialized nature of the various development projects will require a growing number of jobs to be filled by expatriates. Under the circumstances, it is urgently required that a localization policy be developed and operational localization programs be laid down, based on recent projections of staffing needs under the Second Development Plan.

### Summary

Starting from the premise that administrative capacity is a scarce resource in Lesotho, it follows that, undertaking a new operational activity and setting up new administrative procedures required either additional staff, staff training, and/or the release of present staff members for additional training.

The following summary of the requirements for additional local manpower for staff training and for technical assistance grew out of recommendations and priorities of government ministries. They are only broadly indicated here.

Shortages of people with middle-level skills of all sorts exist across sectoral and ministry lines and are acute (i.e., those with administrative skills, teaching skills, supervisory skills, accounting skills, and planning skills) and where those personnel are employed, the functional abilities are inadequate in carrying out designated duties. A very large part is due to the need for additional professional training.

Though the shortage of middle-level positions is most acute as mentioned above, there are also shortages of top-level positions (managers, administrators and program implementers). Even in cases where expatriates are filling positions, a shortage will persist over time because new positions are being created and the necessity to fill vacancies is constant.

### General Planning, Management and Finance

Macro Economists

Statisticians

Sectoral Project/Program Administrators

Local Government Development Finance Analysts

Accountants for Parastatal Corporations

Transport Economists

Computer Programmers/Analysts

Organization and Methods Advisors

Manpower Planning

Labor Market Analysts

Manpower Economists

Manpower Planners

Wages and Salaries Analysts

Personnel Management Specialists

Public Administration

Accounting Specialists/Trainers

Public Administration and Management Trainers

Systems Analysts

Administrative Organization Specialists

Rural Development

Rural Sociologists

Environmental Sanitation Experts

Industrial Development Specialists (rural industry)

Intermediate Technology Specialists (agriculture engineering)

Small-Scale Irrigation Technicians

Cooperative Development Administrators

Cooperative Training Specialists

Hydraulic Engineers

Road Construction Engineers

Soil Conservation Education Specialists

Nutritionists

Small Business Advisors (pre-investment, marketing, finance)

Health

Hospital/Health Care Administrators

Hospital/Health Care Administration Trainers

Public Health Trainers (for practicing physicians)

Nursing Administration Specialists (course coordination)

Environmental Sanitation Experts

Health Planners and Statisticians

Paramedics Trainers

Education and Human Resource Development

Education Planners

Curriculum Specialists (innovators)

Teacher Training Coordinators

Non-Formal Education Coordinators

Vocational Training Planners/Coordinators

Educational Administrators

Educational Administration Trainers

Adult Education Coordinators

Agriculture

Agricultural Training Coordinators

Agricultural Economists

Agricultural Planners

Agricultural Loan Officers

Agricultural Marketing Specialists

Small Ruminants Development Officers

Livestock Veterinarians

Agricultural Subsector Analysts

Irrigation Engineers

## II. Description of Project

This proposed AID-financed project will provide resources which will enable the Government of Lesotho to increase its effectiveness and efficiency in the design and implementation of development programs.

The detailed project description which follows is presented in the form of a narrative explanation of the preliminary Logical Framework, proceeding from goal to inputs. The Logical Framework should be read in conjunction with these comments.

### Goal

The goal of this sector (Education and Human Resources Development) is to fashion and mobilize local human resources in the public sector into an effective implement for economic and social development.

### Goal Indicators and Means of Verification

The goal will have been achieved to the extent that there is improved performance by local nationals in the design and implementation of national development programs. The achievement will be verified through a review of the periodic appraisals of development projects which are made by the World Bank, UNDP and major bilateral donors, including the reports of the project.

The pool of trained human resources needs to be larger, if the government is to meet the needs of its people. This achievement will be verified by a review of the annual reports prepared by the government as a part of its manpower development and localization programs.

A third goal indicator is the improved socioeconomic wellbeing of the population. Since a major aspect of the goal is to design and implement programs for economic and social development, measures of the wellbeing of the population will indicate the extent to which the goal has been achieved.

### Goal Assumptions

The government has indicated its desire to eventually fill all positions in the public sector with citizens. The government has further stated that the expansion and improvement of education and training for, among other purposes, the purpose of training public servants is of the highest priority. This project is based on the assumption that the government will continue to support these efforts.

### Project Purpose

The purpose of this project is to increase the long-run effectiveness and efficiency of the country in the design and implementation of development programs. This purpose will be achieved through:

1. Increasing the numbers and improving the ability of citizens to plan, implement and administer development programs. This will have the effect of reducing the government's critical dependency upon expatriate middle- and high-level personnel.
2. Developing the functional capacity of the government, particularly in agriculture, rural development, education and health, by financing the temporary services of American technicians who will serve in operational positions as host government employees carrying out specified duties while working closely with nationals in pursuit of paragraph 1 above.
3. Using pre-project planning as a mechanism to determine the feasibility of project proposals in key development areas.

One short- to medium-term effect of the expatriate replacement planned in this project may be some loss of momentum in the development process. This is a natural result of inexperience and, in some cases, lower technical qualifications of citizen personnel. The host government, however, keenly desires localization at a rapid pace, and its obvious benefits clearly outweigh possible intermediate costs. In the long-run, moreover, properly qualified local personnel should prove more effective and efficient than expatriates due to their greater commitment to the nation and intimate cultural relationship to it, and this is the basis of the project's purpose.

Among the key development problems to be attacked through this project will be:

1. Lack of planning capability, particularly in the sectors of agriculture, education and health. These areas are key areas of development to which U.S. legislation has directed the attention of AID. These areas are also those areas of governmental effort which impact most directly upon the poor and in which improvement is most vital for the removal of inequities in income, as well as for political and social development.
2. Inefficient management of resources. The inadequacies of management and administration are an important constraint to the achievement of development goals and to the delivery of the benefits of government to those who are presently lacking the minimum levels of such basic needs as food and shelter.
3. Inadequate educational facilities and manpower development require continuing reliance upon non-citizens for many elements of government and the private economic sector.

#### Purpose Indicators

By the end of this project, there should be more efficient and effective administration of some selected departments of government, with increased local capacity to carry on development administration. This indicator can be verified by evaluations of development programs and by reviews of personnel staffing lists in the respective departments.

The government should have improved training plans and increased local capacity to design and implement such plans and to train personnel at all levels. For example, a strengthened Regional Institute for Development Management would have the capacity to provide training programs for middle- and upper-level personnel in southern Africa. Reports of training achieved in the various countries would verify that this purpose had been achieved.

During this project, it is expected that new projects will be developed for USAID consideration through the assistance of SADPT personnel. This project will arise from government requests for assistance which have been tested on a tentative and low cost basis. The number and quality of "spin-off" projects which USAID funds will be a means of verifying the achievement of this purpose.

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#### Purpose Assumptions

It is assumed that the government will select key positions in organization units which have significant roles to plan in the development process. The government will provide adequate support for the effective utilization of OPEX personnel during their terms of service. The government will follow accepted principles of organization and management in making adjustments which may be required for more effective/efficient administration of their development programs.

Effective arrangements will be made to assure that trainees will be employed either directly or in related positions to those of OPEX personnel.

The government will be willing to investigate new programs, and/or new techniques of utilizing technical assistance.

## Outputs

Outputs necessary to achieve the project's purpose will include the following:

1. Services of qualified U.S. personnel performed in selected areas:

Approximately 90 man-years of quality services performed in selected priority positions promptly filled by U.S. personnel on OPEX basis for periods of service sufficient duration to have achieved reasonable effectiveness.

2. Related training programs completed and trainees available for employment:

Sufficient number of adequately trained and otherwise prepared local counterparts/trainees in place in the respective administrative units.

Assumptions for achieving inputs/outputs:

1. Government will identify and provide required financial and other support for selected positions.
2. Required number of qualified and sufficiently motivated counterparts/trainees will be provided on a timely basis.
3. Sufficient number of qualified and well motivated U.S. OPEX personnel will be recruited.
4. Admission can be secured as required at institutions/organizations with suitable training programs for participants.
5. Required housing can be provided on a timely basis: a) availability of government housing, b) construction of AID-financed housing.

## Inputs/Input Indicators

There are two major types of inputs in this project. The provision of U.S. technicians is the first type. The long-term technicians will fill established positions, where they will perform the operational functions required by the position description or scheme of service for each position. The consultants or short-term technicians will fill a specific need for which an established position has not been and generally need not be established. A further description of the functions of technical assistance under this project can be found in Chapter V, Technical Analysis.

The second type of input will be training for citizens to upgrade their capabilities, to prepare them for more responsible positions and to increase the efficiency and effectiveness of the unit of the public sector in which they are serving.

Reviews and audits of AID and government records will verify that the inputs have been provided.

Input assumptions include:

1. Continuing availability of AID and host government funding during the project;
2. Adequate U.S. personnel can be recruited for the positions required;
3. Suitable candidates are made available for training.

The project will provide 90 man-years of technical assistance, under which an estimated 26 U.S. technicians will occupy established positions in the government. The U.S. technician will operate as an official of the host government, performing the duties of his post as described in the job description under which he was employed. The technician will additionally assist in training other local nationals in his area of expertise. This might involve (1) on-the-job training of a counterpart who will eventually succeed him, (2) development and teaching of short courses, (3) demonstration of improved practices or procedures, or (4) other methods of improving the knowledge and skill of citizens with whom he works.

He will assist in the selection of trainees to participate in training programs under this project, will help to design required training programs and to recommend institutions which can provide the training.

He will also, in some cases, evaluate future project possibilities for USAID consideration.

U.S.-supplied OPEX technicians, advisors and consultants must have a mix of a number of qualifications particularly suited for the current levels of development and the particular staffing urgencies existing in the country.

- Solid experience in one's field of specialization is more important than academic levels of qualification;
- Implementors, analysts, practitioners and trainers, rather than theorists, are required;
- Working experience in sub-Sahara Africa is a virtual prerequisite, with working experience south of the Zambesi as a decided asset;
- Sufficient maturity to be acceptable to senior African officials as an expert in one's field;
- A well-balanced mental equilibrium to work under physically and socially demanding situations.

### III. AID and Other Relevant Experience

In May and June 1976, a three-man team performed a mid-project evaluation of the Southern Africa Development Personnel and Training Project (SADPT), which is the forerunner of this project. The first U.S. technicians were provided in January 1973, and since then, 18 Americans have provided 26 man-years of services. These Americans have served as employees of the host governments. Thirty-one participants have received training in the United States and three have been sent to Nigeria for training.

The evaluation team reported that in every instance the U.S. technicians interviewed were occupying positions which had a key impact on selected development-oriented activities of the governments of the three countries. Though there have been delays in sending individuals for training, these have largely been because of the competition for potential employees graduating from the training institutions within each country.

The team noted that, partially as a result of SADPT, there is now a conservation project in Lesotho, and another "spin-off" project is being developed in agricultural planning in Botswana.

The team concluded that the SADPT project appears to exert a large amount of constructive leverage in areas of prime importance to host country governments and generally in fields directly pertinent to AID's Congressional Mandate.

The present project is being designed on the basis of the previous AID experience with SADPT.

AID has a number of projects in these three countries which will have some effect on manpower development. These projects were taken into consideration in the design of the present project. The projects planned or under way include:

Botswana Agricultural Planning

Lesotho Rural Health Development

Swaziland Health Manpower Training

### IV. Beneficiaries

The proposed SADPT II project is not a standard technical assistance project under the usual sense of the term, and as a result, it does not adhere to the usual standards of project design. As a result, it is difficult to apply standard factors of analysis, such as those of social soundness analysis specifications, to it.

The direct socio-cultural effects of the proposed project are difficult to assess. Because of the broad spread of possible activities, yet small in terms of numbers of people affected, measurement of acceptability of innovations must occur in the context of the development priorities and projects laid down by the government in its National Development Plans. In this sense, USAID is not a direct change agent but rather enables the government to be its own change agent.

This project, as a general rule, will focus more directly on the governmental infrastructure; thus, in a narrow or general sense, the socio-cultural effect may most likely be more observable by the impact the project will have on participant personnel's interaction within the ministry sectors, more so than any effects on the total society.

In addition, the government has expressed its receptiveness for innovative change; thus, no serious internal nor external detrimental effect on any segment of the population would be anticipated.

It is important to point out one other factor--the necessity of project personnel (OPEX) to have a clear understanding of the cultural, political structure, population characteristics, labor/economic structure and other environmental aspects so that the specialist will be able to establish a functional rapport with project participants and host government.

#### Indirect Beneficiaries

As the local personnel receive training and directed experience, they should become more efficient and effective in the performance of their duties. Then the wider benefits of this project will be evident to all these people who participate in or receive benefits from development projects in which trained government personnel are involved.

#### Women's Role

There is an understanding that the women in each of the participating countries are a significant and valuable human manpower resource. Also recognized was the importance of identifying their potential participation and benefit from this project.

A fairly recent phenomenon is the migration and increasing participation of women in the urban centers. Particularly, women are joining the ranks of semi-professional positions (such as secretaries, clerks, typists, etc., and even a few are in top-level professional positions) in the public sector areas.

In addition to the few positions, there are voluntary service organizations providing encouragement to female participation both in the urban and rural areas. An organization called the National Council of Women (NCW) serves as an umbrella unit for other women's organizations.

In Lesotho, the status and significance of the NCW is indicated by the placement of this organization under the domain of the Ministry of Community and Rural Development. In Botswana and Swaziland, these organizations do not fall under the auspices of a ministry but are recognized as viable bodies.

The Lesotho Council has five affiliate organizations. They are:

- Business and Professional Women
- Homemakers
- Women's Institute for Development
- Housewife League
- Home Stars

A meeting with the Secretary of the NCW in Lesotho revealed two significant points. According to the Secretary, any significant moves to improve and increase the participation of women within the public services or in national development would not be forthcoming until considerable assistance and improvements in the ministries as a whole are accelerated. Secondly, that the Council was concerned about urban women, but even more so about the plight of rural women, particularly since rural women represents a large part of the agriculture labor force. She also indicated that the Council had one significant project off the ground but was still in need of considerable support. This project involves the establishment of nursery schools throughout the country. Many of these nursery schools have already been set up, but the need for trained administrators and teaching staff remains a pressing priority of the Council. The Council believes that trained Basotho women would provide another outlet for employment in a very worthwhile profession as well as providing them with a definite role in national development.

Bearing in mind the previously mentioned points of the Council, it would seem reasonable to assume that any significant technical assistance to the public sectors (particularly in the area of training at all levels) would provide (even if to a limited degree) an outlet for professional growth of women.

## V. Feasibility Issues

### Technical Analysis

1. What should be the level of the USAID response to staffing constraints?

The dimensions of the staffing constraints in Botswana are so great that no single donor agency can address the problem adequately, and because of the very nature, pervasiveness and varieties of staff shortages at all levels, it is a need to which many multi-lateral and bi-lateral assistance agencies try to respond as best they can. Any one agency's effort is likely to be only a partial response to a formidable need and, because of historical factors, inherited structures, methodologies and techniques, some assistance donors are in a better position to respond than others.

The problem is further complicated by a current lack of reliable manpower survey data which could be used to formulate policies, plans and systematic programs of training, recruitment, localization and technical assistance, so that many agencies find themselves in an undesirable, but currently unavoidable, position of having to respond to requests for technical assistance personnel and training which are very much ad hoc. Most agencies feel they are being approached for help on a position-by-position basis, as needs arise almost on a day-to-day basis. No agency particularly enjoys this "shopping list" approach but tries to respond as best it can, pending the development of a more systematic format for staff recruitment and training by the host government.

Some key officials in the government prefer the assistance agencies to be flexible and responsive to needs across a broad front, while others prefer donor agencies to indicate in advance as to the functional areas and sectors in which they are willing and most able to respond to requests for technical assistance in manpower, training and consulting service. The team recommended that SADPT should emphasize--but not be limited to--those sectors which have been designated as priority development sectors, namely:

- agriculture and rural development;
- education and training (EHRD); and
- delivery of health services.

The functional areas of administration, research, planning and management should receive special attention in USAID's response since they contain the keys to the successful formulation and implementation of major development programs and projects, and because staff shortages and limited staff capabilities in these functions are especially severe.

Given the massive and long-term needs for OPEX expertise, training and capability-building, it is difficult to fashion a project providing limited resources which can materially affect the problem. However, with the care that has been and will be taken to identify important bottleneck situations in public management, key high-level vacancies in ministries and institutions, and selected training activities in the public sector, the size of this project can make a measurable difference in the development capacity of the Government of Lesotho.

2. What types of assistance should be provided?

a. Specialized Expertise (OPEX)

Despite the already great number of expatriates operating in the public sector, staffing lists of important development-oriented ministries show many vacant positions in the establishments, unfilled by either local personnel or foreigners. As already pointed out in other chapters of this report, this causes slow downs and inadequate implementation of funded projects and programs to which the government is committed through its National Development Plan. This is one type of position to which SADPT II must be able to respond: provide key persons whose work, as it were, would open the door to considerable other development activities (already staffed and funded) which could not be carried forward because of the lack of qualified persons to fill these key positions.

Another need for technical assistance personnel is created by situations frequently encountered in which a local person urgently requires further training or further experience away from his job but who cannot be released for lack of someone to carry out the work that needs to be done during his or her absence. This is more of a gap-filler need, but can be just as important as the first situation when the position concerns an important planning, decision-making or implementation function.

A third need for technical assistance concerns the more standard "expert-counterpart" situation where local expertise and capability are upgraded through a combination of formal course work and on-the-job training. The OPEX individual would combine operational work with a trainer role and overlap with his counterpart before and after the formal course work took place.

A fourth need for technical assistance is in the form of advisory services in connection with the functional upgrading of a section, department or public service institution. This would not involve a one-to-one expert/counterpart relationship but rather a working situation where a unit is already staffed but where those local persons filling the positions, in order to get a certain set of tasks done, require operational experience under the watchful eye and with the help and advice of a senior expert.

## b. Training Activities

### (1) Academic Training

This type of training would enable the local candidates (counterparts of selected key personnel in a unit, department or institution) to gain the necessary degree, diploma or certificate qualifications in order to satisfy the standards and requirements for established posts in functions supported by other elements of the SADPT II project (technical OPEX assistance, advisory services, etc.). This training should take place in the United States, in other African countries at recognized post-secondary institutions, or at in-country institutions offering the required levels of training and the corresponding degrees, diplomas or certificates. Wherever possible, third-country training should be emphasized for the following reasons:

The training is likely to be more Africa-oriented in content and approach.

The cost for such training is likely to be less than for a comparable program in the United States.

Exposure to other African countries and corresponding sectors of endeavor is likely to be more pertinent than exposure to high-technology, complex systems of developed Western countries.

Third-country institutions, offering quality training programs in a particular sector or discipline, are likely to have received institution-building and staff development assistance from external donors in the past. Use of these facilities represents a hitherto unrealized multiplier effect and, therefore, a greater use of foreign technical assistance funds in general.

Academic training, especially in the case of degree programs, should contain added provisions and scope for preliminary ("upward bound" type) training in order to enable nationals with "0" level school leaving certificates to qualify for admission to foreign post-secondary institutions which require first and second class passes in Cambridge "A" level exams. In addition, academic training fellowships in technical and scientific disciplines under this project should include provisions for preliminary training and additional course work in math and science subjects in order to further ensure that academic degree programs undertaken have a high probability of being successfully completed.

Placement of candidates for academic training in U.S. institutions of higher education should be undertaken by means of joint consultation between USAID-funded advisory or OPEX staff members in the assisted organizations, and by a competent fellowship administering agency, such as IIE, AAI, IPA and others, in order to ensure that the candidate is accepted by and admitted to the best quality program and institution to which he or she is entitled by qualifications.

## (2) Non-Academic Training Programs

This type of training would include short courses or study programs, specifically tailored to local institutional needs but not undertaken in order to obtain an academic degree, diploma or certificate. Possible designs could involve training programs at specialized technical institutions, work-study attachments to operating departments or units in other countries, and training programs where participants would be trained in specific skills such as computer programming or conducting surveys and analyzing/interpreting survey results.

## (3) In-Country or In-Region Training Programs

It is envisaged that this type of training would primarily be conducted at staff training institutions or institutes of public administration in the Southern Africa region. These would, by necessity and by definition, be training courses of short duration, to upgrade or expand specific skills, administrative or management functions. Practically every ministry, department or agency contacted during the team's work pointed out the severe bottlenecks and implementation hold-ups encountered almost daily because of inadequate administrative, financial control, accounting and general management capabilities of support staff on the level of executive officers and below. These positions have all largely been localized, but in the process of localization, many people were promoted without having the necessary working experience at previous levels of operation. As a result, budgeting, control and executive implementation processes have suffered to the point that major programs are foundering because of grossly inadequate administrative management. Remedial training programs can and must be mounted locally and on a large scale in order to reverse these deteriorating processes.

In Lesotho there are five training institutions. They are:

- Lesotho Institute of Public Administration (LIPA);
- Leribe Vocational Training Center (LVTC);
- Lesotho Agriculture College (LAC);
- National Teachers Training Center (NTTC); and
- National University of Lesotho (NUL).

Of these five mentioned above, only one (LIPA), provides training-related personnel management.

Lesotho Institute of Public Administration (LIPA)

LIPA is the most recently established institute of public administration/civil service training institute in the three BLS countries.

Apparently the GOL had requested British capital assistance with the construction of an institute, for which GOL said it had the needed trained instructors to run courses and training programs. Reportedly, the UK Government insisted that a

proposed new institute should come supplied with three senior British public administration experts (consultants/lecturers). It is said that the GOL balked at this type of tied assistance, but ultimately accepted. Three British advisors (Management, Public Administration, Finance and Accountancy) have now each spent one year of their respective 2 and 1/2 year tours at LIPA, while the new buildings are being constructed.

The Institute is headed by an acting Director, a young man who only in June 1976 obtained his Masters Degree in Public Administration from the University of Ife (Nigeria), and who has neither working experience nor teaching experience in the field of public administration. The three English men (all very senior and experienced--one used to be the Principal of the East African Staff College/Kenya Institute of Administration) are to various degrees concerned, their only training function so far having been an in-service course for staff at the Maseru Holiday Inn (waiters, bartenders).

#### VI. Other Donor Assistance

According to preliminary calculations based on annually conducted UNDP surveys of technical assistance personnel, Lesotho received input from 543 foreign technicians. These inputs are considerable if one realizes that Lesotho has a population of slightly more than 1,000,000--and has a numerically small public sector.

In aggregate numbers, the education sector received the largest number of foreign assistance personnel, reflecting the considerable numbers of volunteers working as teachers and trainers in these countries. Next in rank is the field of agriculture which, although it counts many volunteers working in rural development programs, has the bulk of its input in the form of professional scientific and technical personnel.

In the case of most donor assistance, technical and professional expertise is made available on a non-project basis; unrelated personnel are scattered around many ministries, departments and functional specialties and in many cases are made available on an indefinite status (i.e., until either the host country or the donor agency no longer requires their services or until the individual decides he wants to leave for personal reasons). There is in many cases no established time limit for a phased withdrawal of such technical assistance personnel. The case is different for volunteers who, in many instances, are young and have volunteered their services for a limited period of time (normally two years), after which they return home to resume their careers.

In much of the technical assistance provided there is no provision for counterpart training included in the "package" of donor activities. If any training is funded, it is usually in the form of a block grant for "scholarships and fellowships" from which counterpart training (if any) may or may not be funded, but is certainly not directly relatable to assistance provided with an institutional or organizational focus.

The training components under SADPT, integrated with direct personnel assistance to selected ministries and departments, will help foster greater localization interests and implementable programs, and thus lessen the continuous necessity for expatriates in Lesotho over time.

All Donors  
Technical Assistance Personnel  
(Including Volunteers)  
Working in or Committed to  
Lesotho 1975

<u>Specialty Area</u>	<u>Number of Persons</u>
Agriculture	135
Education	141
Health	30
Industry	18
Natural Resources	20
Social Security and Other Social Services	159
Transport and Telecommunications	<u>40</u>
Total	<u>543</u>

Donor Agencies  
Manpower Commitments  
Lesotho 1975

<u>Agency</u>	<u>Number of Persons</u>
UN Agencies	175
UK	130
USAID and PCV	91
Canada	18
Federal Republic of Germany	3
France	3
Israel	4

<u>Agency (cont.)</u>	<u>Number of Persons</u>
Sweden	19
Netherlands	1
Taiwan	18
Republic of South Africa	2
Austria	2
Other Donors (not identified)	<u>77</u>
Total	<u>543</u>

### VII. Financial Plan

Total project cost according to estimates refined subsequent to submission of the PID is \$7,290,500. This figure includes participating government costs of \$858,000, having AID's cost at \$6,432,500.

The cost of AID's inputs is estimated as follows:

Technical Assistance	\$4,890,000
Training	1,210,000
Commodities (equipment, teaching materials)	32,500
Other Costs (technician housing, office expenses)	<u>300,000</u>

### Host Country Inputs

The host government must agree to pay the basic local salary for each filled position to the U.S. expert. In addition, the U.S. expert will be provided housing and other benefits and allowances normally provided by the host government to other expatriates occupying established positions at a similar level in the government service. The U.S. will finance the difference in salary and allowances necessary to recruit U.S. experts. Except in those instances in which houses are to be constructed under this project, the host government will assume all responsibility for providing housing and hard furnishings.

The host government will also agree that candidates for the localization of each position will be identified and recruited within a reasonable time. Pay, allowances and benefits for such candidates will be the responsibility of the host government. For those candidates selected for training outside the country, the host government will also agree to finance all local costs prior to their departure and to maintain the trainees' salary or family allowance, as and when appropriate for support of non-accompanying dependents during the full training period.

The host government will further agree to provide classroom space, released time for trainees, and such materials and teaching equipment as is available, for in-country courses developed and produced in connection with this project.

The budgets for this project will be contained in the regular personnel budgets. There will be no additional funds required above the staffing funds already committed and planned. The U.S. technicians recruited under this project will fill positions which are already established by the government, but which are vacant or will become vacant upon the departure of the present incumbent for out-of-country training.

The training costs to the government will consist of the salaries of trainees, most of whom are presently government employees and thus will not be an addition to the budget.

Host Country Inputs

Basic Salaries and Allowances	\$594,000
Trainee Costs	<u>264,000</u>
	\$858,000

PRP

Summary Cost Estimate and Financial Plan  
(US \$000)

<u>Source</u>	<u>AID</u>		<u>Host Country</u>		<u>Total</u>
	<u>FX</u>	<u>LC</u>	<u>FX</u>	<u>LC</u>	
Technical Services	4,890			594	5,484
Participants' Training	1,145	65		264	1,474
Other Costs					
Housing		300			300
Instructional Materials		<u>32.5</u>			<u>32.5</u>
Total	<u>6,035</u>	<u>397.5</u>		<u>858</u>	<u>7,290.5</u>

PRP  
Costing of Project Outputs/Inputs  
(In \$000 or equivalent)

Project _____	Title _____		
<u>Project Inputs</u>	<u>Project Outputs</u>		<u>Total</u>
	<u>1</u>	<u>2</u>	
U.S. Technicians	4,890		4,890
Training		1,210	1,210
Other Costs			
Housing	300		300
Training Materials and Miscellaneous costs	_____	32.5	32.5
<b>Total</b>	<b><u>5,190</u></b>	<b><u>1,242.5</u></b>	<b><u>6,432.5</u></b>

OUTPUTS

1. Technical Services
2. Trained Personnel

VIII. Implementation Arrangements

Contractor Selection

A contractor will be selected to recruit U.S. technicians (long- and short-term) as required, to assist in the selection of trainees, to recommend training programs, to backstop all project operations and to make periodic evaluations of the staffing and training programs.

Selection of Positions to be Staffed Under This Project

The host government, in consultation with OSARAC, will develop a list of key positions which meet the following criteria:

1. The position is an established one, which is currently vacant or will become vacant at a foreseeable date.
2. The position is related to development planning, administration, management or implementation.

3. There is need for training of citizens within the unit or for service in the unit, with which the U.S. technician will be expected to assist.
4. Increased efficiency and/or effectiveness in the unit will be important to government operation.

### Trainee Selection

Throughout the team's discussions with government officials, it was the general consensus that the counterpart provision of SADPT, although desirable in theory, was not, in some cases, functional or practical.

Key officials in Lesotho indicated that the counterpart training had proved to be awkward, expensive and presented numerous problems in trying to initially supply a country local to fill positions. However, it was noted that the value of the SADPT approach seemed reasonable in theory.

In most cases, it was felt that a very small percentage of localization positions emerge from counterpart arrangements. In fact, what generally occurred was a request on the part of the governments for additional OPEX technicians or additional expatriate experts from other donors.

It is the agreement of the team that the counterpart aspect should remain a part of the project. However, the identification of a local counterpart should only be a requirement when it is definitely feasible and practical to identify a local with specific capabilities and an agreement that the position will be stabilized. Nor should the counterpart requirement be limited to an individual (i.e., a one-on-one relationship). It is believed that a counterpart relationship could reasonably accommodate two or more persons in a group situation. This approach would inherently build in a safety measure for the successful completion of localizing more positions through resource capability building.

A training program will be developed for each position occupied by U.S. personnel under this project. The training program will include training for one or more persons who are expected to carry out a given function after the technician leaves, as well as the formal or non-formal training required by other employees in the unit to make it more efficient and effective.

For example, there might be a need for a master's degree program for one person, a bachelor's degree program for one or more additional technicians, and a variety of in-service training programs for other employees of the unit. The U.S. technician will advise and assist in the selection of institutions to present the programs, as well as develop and teach short, in-service courses in some instances.

### Project Management

The U.S. technician will be regularly employed by the host government and will be under the direct supervision of the official occupying the superior position. His basic salary and allowances will be paid by the government directly to the employee.

The U.S. contractor will be responsible for all the activities connected with recruitment and payment for services, in accordance with applicable AID regulations.

Trainees will be selected by the host governments in consultation with appropriate U.S. technicians and with the approval by OSARAC. The placement in institutions and the completion of necessary administrative details in connection with training programs will be the responsibility of the U.S. contractor.

Housing to be constructed under this project will be the responsibility of the host governments in accordance with AID contracting and other regulations.

There will be up to 26 different U.S. technicians working at one time in this project. It seems probable that a contractor representative should be stationed in the area to provide the services required for project support. While the technicians will be host country officials and thus will be dependent upon the host government for support, there will be a major training operation under way. This training operation will likely require more backstopping support than the host government will be able to provide. This representative could serve the needs of technicians in the three BLS countries.

### Special Support Costs

It is recommended that \$50,000 of the \$100,000 item labeled "Miscellaneous Costs" be earmarked for special support costs on behalf of the U.S. technicians working in operational positions in various ministries and departments in the three BLS countries. This would amount to \$500 per man-year, with a slight over-run margin built into the total amount.

Special support funds would enable the technicians to have access to occasional services which would make them more effective and efficient in their respective jobs, such as:

Photocopying

Copytyping Services

Purchase of hand-held electronic calculators

Purchase of professional publications and equipment

Purchase of essential supplies.

These items would be purchased only when dependence on host government services or purchases of such items would unduly handicap or delay the work of the technician.

It is suggested that AID should advance the full amount in equivalent local currency for use as agreed upon after an exchange of letters between AID and the government of each respective country. Each technician will be responsible and accountable for authorized purchases or until the end of the U.S. fiscal year in which the funds are advanced, whichever occurs first.

When the funds have been fully expended, or alternatively, the end of the fiscal year is reached without full expenditure, each AID-financed technician will submit to the appropriate AID official in Gaborone, Maseru or Mbabane a signed expenditure voucher on SF 1034, attaching the paid receipts. The AID official will administratively approve the voucher and forward it to the AID Controller to liquidate the outstanding advance on accounting records. The AID-financed technician will refund any unexpended funds in the outstanding advance to AID.

### Evaluation Plan

The evaluation plan for this project will consist of two types of evaluation: (1) internal evaluation, and (2) external evaluation.

#### 1. Internal Evaluation

At least once each year, each U.S. technician will submit a report describing the activities he has undertaken, the number of trainees he has assisted and the amount of time devoted to such training, and an evaluation of the success he has had in moving toward localization of his position and other positions within his area of expertise. Representatives of the participating government and of the Office of Southern African Regional Activities Coordinator will also participate in an evaluation session during this review process.

#### 2. External Evaluation

Two major external evaluations are planned for this project. These evaluations will be undertaken by an evaluation team including representatives of AID/W and of the contractor. The scope of work will include the validity of selection criteria for the U.S. technicians, the extent of the government's provision of counterparts for the technicians, the value of the training programs undertaken through the project, the retention and success of returned trainees in localizing the positions being filled by U.S. technicians.

The first external evaluation will take place about May/June 1981, and the second external evaluation will be the final evaluation, which will take place in 1983 just prior to the departure of the last U.S. technicians.

Implementation Plan

The following schedule is proposed for project implementation:

March 1977	PRP Approved
April 1977	Resolution of Outstanding Issues
June 1977	Submit Project Paper
July/September 1977	Project Agreements Prepared
October 1977	Project Agreements Signed; U.S. Technician Needs Developed
November 1977	IFB Prepared for Housing Construction
December 1977	Housing Construction Begins
January/April 1978	Counterparts Selected for U.S. Technicians Scheduled to Arrive in 1978
May 1978	U.S. Technicians Arrive
June 1978	PIO/T's Issued for Out-of-Country Training (1978/79) and Trainees Selected
July 1978	Housing Construction Completed
November 1978	Training Programs for 1979/80 Developed
January 1979	PIO/T's Issued for Short-Term Consultants
March/April 1979	Trainees Selected and PIO/T's Issued for Out-of-Country Training for 1979/80
May/June 1979	First Evaluation of Project
November 1979	Training Programs for 1980/81 Developed
January 1980	Review U.S. Technician Staffing Needs; PIO/T's Issued for Short-Term Consultants
February 1980	Instructions to Contractor of Staff Recruitment
March 1980	Trainees Selected and PIO/T's Issued for Out-of-Country Training 1980/81
May/June 1980	Second Evaluation of the Project

November 1980	Training Programs for 1981/82 Developed
January 1981	PIO/T's Issued for Short-Term Consultants; Review of U.S. Technicians' Staffing Needs
February 1981	Instructions to Contractor for Staff Recruitment
April/May 1981	Trainees Selected and PIO/T's Issued for Out-of-Country Training (1981/82)
May/June 1981	Additional Replacement U.S. Technicians Arrive
May/June 1981	Third Evaluation of Project
November 1982	Training Programs for 1982/83 Developed
January 1982	PIO/T's Issued for Short-Term Consultants; Review of U.S. Technicians' Staffing Needs
February 1982	Instructions to Contractor for Staff Recruitment
May/June 1982	Fourth Evaluation of Project
May/June 1983	Final Evaluation of Project

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#### JUSTIFICATION FOR WAIVER

Justification for waiver of 25 percent cost sharing requirements (Section 110(a) of FAA of 1961) for participating countries under the Southern Africa Manpower Development and Training Project (SADPT II).

Lesotho was identified by the United Nations Conference on Trade and Development as relatively least developed (RLDCs). As an RLDC, it has limited resources available to devote to development in general.

The country will pay the regular salary and allowances for each position occupied by a U.S. technician. Because of the relatively high salary scale of the U.S. technicians, this salary and allowance will be less than 25 percent of the total cost of providing the technician.

The country will continue the salary and benefits of each participant while he or she is in training and will be expected to fund in-country costs connected with this training, such as in-country travel, processing and temporary housing costs. The country will also agree to assure the employment of participants upon

their return. For in-country training, the host country will be expected to provide in-kind contributions such as facilities and participant per diem to the greatest extent possible. However, the level of in-country training provided under this project is expected to be higher than Lesotho will be able to support under a strict interpretation of the 25 percent contribution rule.

#### PROJECT DESIGN REQUIREMENTS

Submission of the Project Paper is projected for June 1977. In preparation for the PP submission, it is anticipated that TDY assistance from AID/W will be required (4-6 person/weeks).

In order to expand the Social Soundness Analysis, a sociologist or social-anthropologist with area specialization in Africa South of the Zambezi should be attached to the PP team for 4-6 weeks.

LOGICAL FRAMEWORK

From FY \_\_\_\_\_ to FY \_\_\_\_\_  
 Total U.S. Funding \_\_\_\_\_ L  
 Date Prepared: \_\_\_\_\_

Project Title: \_\_\_\_\_

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes:</p> <p>To fashion and mobilize local human resources into an effective implement for economic and social development.</p>	<p>Measures of Goal Achievement:</p> <ol style="list-style-type: none"> <li>1. Improved government performance by local nationals in implementation of national development programs.</li> <li>2. Human resource pool is larger.</li> <li>3. Greater lateral and upward mobility in the government service.</li> </ol>	<ol style="list-style-type: none"> <li>1. Periodic appraisals of development projects made by the World Bank, UNDP and major bilateral donors, including reports of this project.</li> <li>2. Annual reports prepared by the government as part of</li> <li>3. its localization programs.</li> </ol>	<p>Assumptions for achieving goal targets:</p> <ol style="list-style-type: none"> <li>1. Continued desire by the government to fill all positions with local personnel and to treat education and training as high priority activities.</li> </ol>

Appendix A

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Best Available Document

10-11-1974

LOGICAL FRAMEWORK

From FY \_\_\_\_\_ to FY \_\_\_\_\_  
 Total U.S. Funding \_\_\_\_\_ L  
 Date Prepared: \_\_\_\_\_

Project Title: \_\_\_\_\_

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Purpose:</p> <p>The purpose of this project is to increase the effectiveness of Lesotho in implementing development programs. The purpose will be achieved through:</p> <ol style="list-style-type: none"> <li>1. Increasing the numbers and improving the effectiveness of local government planners, implementers, managers and administrators, thus reducing the government's critical dependency upon the use of expatriate middle and high level personnel.</li> <li>2. Developing the institutional capacity of the government, particularly in the areas of agriculture, rural development, education and health.</li> <li>3. Pre-project planning — to be used as a mechanism to determine the feasibility of project proposals in key development areas.</li> </ol>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <ol style="list-style-type: none"> <li>1. More effective administration of selected departments of government with increased local capacity to carry on development administration.</li> <li>2. Improved training plans and increased local capacity to implement plans and to train personnel at all levels.</li> <li>3. New projects will be developed for USAID consideration in which government requests for assistance have been tested on a tentative and low-cost basis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluation of project activities. Review of establishment registers.</li> <li>2. Review of training plans in involved government agencies.</li> <li>3. Review of assistance requests to USAID by the government.</li> </ol>	<p>Assumptions for achieving purpose:</p> <ol style="list-style-type: none"> <li>1. Government will select key positions in organizational units which have significant roles in the development process.</li> <li>2. Government will provide adequate support for effective utilization of OPEX personnel during their terms of service.</li> <li>3. Government will follow accepted principles of organization and management in making adjustments which may be required for more effective/efficient administration of their development programs.</li> <li>4. Effective arrangements will be made to assure that trainees will be employed either directly or in related positions to those of OPEX personnel.</li> <li>5. Government will be willing to investigate new programs, techniques, avenues of assistance.</li> </ol>

LOGICAL FRAMEWORK

From FY \_\_\_\_\_ to FY \_\_\_\_\_  
 Total U.S. Funding: \_\_\_\_\_  
 Date Prepared: \_\_\_\_\_

Project Title: \_\_\_\_\_

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Outputs:</p> <ol style="list-style-type: none"> <li>1. Services of qualified U.S. personnel performed in selected areas.</li> <li>2. Related training programs completed and trainees available for employment.</li> </ol>	<p>Magnitude of Outputs:</p> <ol style="list-style-type: none"> <li>1. Approximately <u>90</u> man-years of quality services performed in selected priority positions by U.S. personnel on an OPEX basis.</li> <li>2. Sufficient number of adequately trained and otherwise prepared local counterparts/trainees in place in the respective administrative units. The trainees completing training will include:                         <ol style="list-style-type: none"> <li>a. <u>50</u> with degrees or other special training in the U.S.</li> <li>b. <u>65</u> with degrees or other training in African institutions.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Contractor and government records.</li> <li>2. PIO/Ts and trainee reports.</li> </ol>	<p>Assumptions for providing outputs:</p> <ol style="list-style-type: none"> <li>1. Governments will identify and provide required financial and other support for selected positions.</li> <li>2. Required number of qualified and sufficiently motivated counterparts/trainees will be provided on a timely basis.</li> <li>3. Sufficient number of qualified and well motivated U.S. OPEX personnel will be recruited.</li> <li>4. Admission can be secured as required at institutions/organizations with suitable training programs for participants.</li> <li>5. Required housing can be provided on a timely basis: a) availability of government housing, or b) construction of AID-financed housing.</li> </ol>

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project:  
From FY \_\_\_\_\_ to FY \_\_\_\_\_  
Total U.S. Funding \_\_\_\_\_ L  
Date Prepared \_\_\_\_\_

Project Title \_\_\_\_\_

NARRATIVE SUMMARY

<u>AID</u>			
U.S. Technicians		16 persons for 4 years each	\$3,200,000
Lesotho		6 persons for 3 years each	900,000
		4 persons for 2 years each	400,000
Consultant Services		65 man-months @ 6,000	<u>390,000</u>
Total U.S. Technicians			\$4,890,000
<u>Training</u>			
U.S.	50 man-years @ \$12,500	\$625,000	
Africa	65 man-years @ 8,000	520,000	
Local		<u>65,000</u>	1,210,000
<u>Other Costs</u>			
Housing	10 houses @ \$30,000		300,000
Training			
Materials and			
Misc. Costs			<u>32,500</u>
Total U.S. Input			<u><u>\$6,432,500</u></u>

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