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LESOTHO OIC SEMI - ANNUAL
PROGRESS REPORT
APRIL 1, 1981 TO SEPTEMBER 30, 1981

LESOTHO O.I.C.
(Lesotho Opportunities Industrialization Center)



BMP/AMC

March 2, 1982

Gary Robinson,
Executive Director
Oic International
240 West Tulpehocken Str.,
Philadelphia, Pennsylvania
19144

Dear Mr. Robinson,

Enclosed is the Lesotho OIC Semi-Annual Report to USAID
for the period April 1, 1981 to September 30, 1981.

Your approval is requested for submission to the United
States A.I.D. Mission to Lesotho.

Sincerely,

A handwritten signature in cursive script that reads "Beulah Perrault".

Beulah Perrault
PROGRAM ADVISOR - LOIC

Enclosure

11

OPPORTUNITIES INDUSTRIALIZATION CENTER

LESOTHO

**OIC LESOTHO
VOCATIONAL TRAINING PROJECT
SEMI-ANNUAL PROGRESS REPORT
APRIL 1, 1981 to SEPTEMBER 30, 1981**

Submitted to:

- (1) USAID: Lesotho, AID/Washington**
- (2) Ministry of Trade, Industry and Tourism**
- (3) Senior Permanent Secretary, Cabinet**
- (4) OIC International, Inc.**

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OIC LESOTHO

SEMI-ANNUAL PROGRESS REPORT

APRIL 1, 1981 to SEPTEMBER 30, 1981

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1. ADMINISTRATIVE OVERVIEW

In accordance with AID/pha/G-1125 Specific Support Grant Lesotho Opportunities Industrialization Center was established in 1978 to offer free non-formal Vocational Education and Entrepreneurial and Management skills upgrading to the most economically and educationally disadvantaged sector of the Basotho population.

This report provides an overview of Lesotho Opportunities Industrialization Center's activities in the last half of the fourth year of operation within a six month period which extended from April to September 1981. This report identifies its noteworthy feature of providing Comprehensive Manpower services to Lesotho's unemployed school leavers and employees of the Civil Service, Parastatals, Private Industry and Entrepreneurs who are in need of skills upgrading.

Part I gives an overview of the Lesotho OIC project in terms of setting forth the primary objectives, identification of intended beneficiaries, general program description, activities and performance to date.

Part II describes the various Training activities of the Lesotho OIC program. During this report period LOIC has served two-hundred and seventeen enrollees and job placed thirty trainees. Specifically, since inception Lesotho Opportunities Industrialization Center has provided training in Brick-Masonry, Carpentry, Plumbing, Sheet-metal, Construction Foremanship, Management Development and Entrepreneurial Training to four hundred sixty-five enrollees as of September 30, 1981. Lesotho OIC has also job placed one hundred and nine trainees.

Part III describes the activities of Staff Development and the role of the Technical Cooperation Team in the establishment of objectives standards, provision of technical assistance, review and approval of plans and assessment of performance.

Part IV gives a description of major Personnel activities, functions and duties with relationship to this report period.

Part V details the Lesotho OIC Board of Directors activities, of the Financial Position of Lesotho OIC during this report period.

The ultimate measure of Lesotho OIC's success will be the positive changes brought about in the lives of the trainees who passed through the program; be they attitudinal changes or economic changes in the form of job placements. Since inception of Vocational Training in January 1979 up to September 30, 1981 Lesotho OIC's performance is as follows:

Trainees enrolled	465
Total job placements	108
Still on job	102
Retention Rate	94%
ETMD Completions	91
Non-completion	117
Currently enrolled	166

*

* Note: the difference of +17 accounts for individuals who were re-entrants into the program after termination from the program.

The Training at Lesotho OIC is a comprehensive program which provides skills training and educational prerequisites necessary to immediately enter the job market as well as focusing on life-coping skills and functional literacy for the job, home and the community.

II. TRAINING

1. TRAINING CONTENTS

a. SUMMARY OF TRAINING CONTENTS

According to "statement of work" of the Lesotho Opportunities Industrialization Center the major features of the Training program are:

(i) The Feeder Program

(Pre-Vocational and basic skills development)

The Feeder program provides a common orientation and preparatory learning phase for trainees from the target community composed of unemployed and under-employed school leavers and school dropouts below the Junior Certificate level. During a period of 3-6 months the trainee is the focus of an individualized program of basic literacy and numeracy skills training, attitudinal and motivational training, personal grooming and hygiene and development studies.

Feeder Courses Description

Communication Skills

These classes are aimed at remediation of deficiencies in basic reading and the language arts. Written and oral expression, usage, grammar and listening habits receive attention based on Vocational course requirements and individual trainee needs.

Computational Skills

These classes are completely individualized and is designed to raise the trainee's abilities to the point where he/she can successfully enter Vocational training. Individualization is necessitated by the heterogenous nature of the trainees

mathematical abilities as ascertained by the Pre-Enrollment tests.

Heritage History

This course is designed to provide an understanding and appreciation of relevant information and background in Basotho History; instill a sense of pride in the various ethnic groups of their cultural heritage and knowledge of their participation in the growth of Lesotho, dispel certain misconceptions and illusions by showing that all people historically have contributed their share of genius to the Country's and the World's development.

Personal Development and Hygiene

This course is directed to the development of confidence and skill in inter-personal relations. The main objective is to acquaint the trainee with what is acceptable and how to achieve the same in business and industry. This objective is in terms of personal appearance, personality development, health and conduct. Extremes in dress and habits are critically reviewed as they pertain to seeking employment. Further emphasis will be on interaction, motivation and personal hygiene.

Consumer Education

This course is designed to introduce the individual to appropriate money management, comparative shopping for maximum buying power, methods of expression within the power of the consumer and introduce the various financial institutions.

Job Seeking, Retention and Advancement

This course is designed to acquaint the trainee with the problems of job finding with special reference to employment sources and basic information on job requirements; moreover, the course is designed to assist the trainee in assessing his abilities, interests and training when seeking employment.

(ii) Building Skills Program

Upon completion of the Feeder program, the trainee is referred to the Vocational Training program for specialized training in the field of his choice. The purpose of this phase of the overall program is to train the trainees in specialized marketable skills areas that will enable them to find satisfactory and constructive employment. Instruction in Communication and Computational Skills will be continued in the Vocational Training program but with increasing focus upon the Vocational area of the trainee.

Vocational Course Descriptions

Brick-Masonry

This course is designed to prepare trainees for entry level jobs in the Construction industry. The trainee is exposed to clay brick, structural tile, concrete cinder, glass brick, gypsum and terracotta block and other materials utilized in the building or repair of walls, partitions, arches, sewers and other structures.

Course of Study Outline

In this course the trainee is taught along the following line.

I. Introduction

- A. What is Brick-Masonry?
- B. What is the Course about?
- C. Implications for future employment
- D. Brick-Masonry grade levels and earning power at each level.

II. Types of Measuring Tools (Theory)

- A. A Steel Tape
- B. Folding Tape
- C. Steel Square
- D. Spiriti Level

III. Types of Setting-Out Tools Identification (Theory)

- A. Steel Tape
- B. Folding Tape
- C. Steel Square
- D. Wood or Steel Pegs
- E. Fish Line
- F. Straight Line

IV. Types of Bricks Identification (Theory)

- A. Clay Bricks
- B. Clinker Bricks
- C. Cement Blocks

V. Mortar (Identification - Theory)

- A. Lime mortar
- B. Cement mortar
- C. Compo mortar

VI. Types of Bricklaying Tools (Identification - Theory)

- A. Brick trowel
- B. Line and Pine
- C. Corner Blocks
- D. Spiriti Level
- E. Tringle
- F. Gauge Rod

VII. Types of Jointing Tools (Identification - Theory)

- A. Hand Hawk
- B. Plastering Trowel
- C. Wooden Float
- D. Internal Corner Trowel
- E. External Corner Trowel
- F. Gauging Trowel
- G. Nosing Trowel
- H. Straight Edge
- I. Water Brush

IX. Types of Sand (Identification - Theory)

- A. River Sand
- B. Pit Sand
- C. Drift Sand
- D. Sea Sand
- E. Mine Dump Sand
- F. Crusher Sand

X. Safety Precautions (Theory)

- A. With Equipment
- B. Clothing
- C. Eye protection
- D. Safety around working area
- E. Fire protection

XI. Types of Bonds (Practicals & Theory)

- a stretcher bond with one brick thick straight wall
- Corner stretcher bond with one brick thick racking back and stopped
- Corner stretcher bond with racking back
- Corner stretcher bond with toothing and stopped ends
- Straight wall in English bond with stopped ends
- Corner English bond with stopped ends
- Corner English bond with stopped ends and toothing
- Straight wall flemish bond
- Corner flemish bond with racking back
- Corner flemish bond with toothing and stopped ends
- Corner semi-water bond with toothing
- Full water bond
- U shaped English . bond with pier using line

- 345 x 345 mm pier
- 460 x 460 mm pier
- Tee - Junction stretcher bond
- Plastering wall with pier
- Combustion stove pipe
- Pier with ramp coping
- Rat trap bond
- straight wall concrete block with toothing
- Corbelling with attached pier
- Corbeled and dentiled with English bond
- Door frame
- Herring bore pattern
- Common brick steps
- Pier with corbles and ramp in English Garden wall bond
- Window frames
- Corner stretcher bond with racked out joints
- Corner header bond
- Bull eye or wheel arch
- Glazed tile
- Squint corner attached to 460 x 460 mm pier
- Fire place

XII. Foundation (Practice & Theory)

- A. Strip foundation
- B. Wide Strip foundations
- C. Stepped foundations
- D. Pad foundations
- E. Short bored foundation

XIII. Floors (Practical & Theory)

- A. Solid floors
- B. Suspended timber floors

XIV. Scaffolding (Practical & Theory)

XV. Blueprint reading (Practical & Theory)

Carpentry

This course is designed to prepare trainees for entry level jobs in the Construction industry. Training will deal with measuring, cutting, planning, fitting, laying -

out, erecting and constructing buildings, bridges or any component part of any constructional work that involves wood from the foundation to the roof.

Course of Study Outline

I. Introduction:

- A. What is Carpentry and Joinery?
- B. What is the course about?
- C. Carpentry guide levels and earning power at each level
- D. Implications for future employment
- E. OIC's approach to training

II. Safety Precautions:

- A. Reporting injuries to instructor
- B. Avoiding loose clothing
- C. Eyeshields or goggles
- D. Work area
- E. Fire precautions

III. Types of Wood:

- A. Softwood
- B. Hardwood

IV. Types of Tools (identification-theory):

A. Hand tools:

1. Saws:

- a. Crosscut
- b. Ripping
- c. Tenon and Dovetail
- d. Coping
- e. Compass or keyhole

2. Plains:

- a. Smoothing plane
- b. Jack plane
- c. Jointer plane
- d. Rabbet plane
- e. Block plane
- f. Bull nose rabbet plane
- g. Router plane

3. Hammers:
 - a. Rip hammer
 - b. Claw hammer
 - c. Soft face hammer
 - d. Tack or upholster hammer

4. Chisels:
 - a. Mortising chisel
 - b. Paring chisel
 - c. Firmer chisel
 - d. Training knives

5. Squares:
 - a. Carpenters framing square
 - b. Steel square
 - c. Try square
 - d. Combination square
 - e. Sliding T-Bevel square

6. Measuring Ruler:
 - a. Bench rule
 - b. Tape rule
 - c. Folding rule

7. Gauges:
 - a. Marking gauge
 - b. mortise gauge
 - c. Bit gauge

8. Drills and drill bits:
 - a. Hand drill
 - b. Brace
 - c. Push drill
 - d. Countersink drill bit
 - e. Expansive bit
 - f. Auger bit
 - g. Forstner bit

9. Nails:
 - a. Common
 - b. Box
 - c. Casing
 - d. Finish
 - e. Brand
 - f. Nails for special purposes

10. Clamps:

- a. C clamps
- b. Bar clamps
- c. Miter clamps
- d. Bench clamps

11. Files and Rasps:

- a. Round file
- b. Flat file
- c. Triangle file
- d. Wood rasp

B. Power Tools:

1. Radial arm saw
2. Circular saw
3. Planner or surface
4. Band saw
5. Spidle molder
6. Mortising drill
7. Drill press
8. Lathe
9. Router
10. Sanding machine

V. Wood Joints:

- A. End-hap joint
- B. Half-hap joint
- C. Cross-hap joint
- D. Miter joint
- E. Dado joint
- F. Tee - Bridle joint
- G. Grough mortise and tenon joint
- H. Rebate joint
- I. Multi-dovetail joint

VI. Adhesives:

- A. Animal Glue
- B. Casein Glue
- C. PVA
- D. Contact or Rubbes Base Adhesive

VII. Screw:

- A. Counter sink head
- B. Round head
- C. Rised head
- D. Flat head

VIII. Special Project Construction

- A. Door frames and doors
- B. Shelving
- C. Fitting of locks
- D. Table Construction
- E. Roofing
- F. Windows
- G. Ceilings
- H. Facia Boards
- I. Tiles
- J. Book shelf
- K. Sewing tray
- L. Assembling a frame (Glue)
- M. Stair layout and construction

IX. Finishes:

- A. Varnishing
- B. Painting

X. Blueprint reading

Plumbing

This course is designed to introduce the trainees to the methods and techniques of fitting pipes, installing fixtures and repair of facilities necessary to handle water in a building.

The objectives of this course are:

- i) To enable the trainee to use tools, machines, test equipment and other plumbing devices safely and efficiently.
- ii) To enable the trainee to lay-out and install industrial, domestic and commercial plumbing in new and renovated establishments.
- iii) To enable the trainee to recognize, repair and replace component parts of plumbing systems for industrial, commercial and domestic establishments.

Course of Study Outline

In this course the trainee is taught along the following line.

I. Introduction:

- a. What is Plumbing?
- b. What is the course about?
- c. Implications for future employment.
- d. Plumbing grade levels and earning power at each level
- e. OIC's approach to training.

II. Safety Precautions:

- a. Report injuries to Insutstructor.
- b. Avoiding loose clothing
- c. Eyeshileds or Goggles
- d. Work area
- e. Fire precautions

III. Types of Pipes (Identification - Theory)

- a. Lead pipes
- b. Copper pipes
- c. Mill steel pipes
- d. Stainless steel pipes
- e. Plastic tubes
- f. P.V.C. soil - Waste pipes

IV. Types of Tools (Identification - Theory)

- a. Hand tools
 1. Cutting tools
 - a. Hacksaw
 - b. Tubin cutters
 - c. Pipe cutters
 - d. Tin Ships
 2. Hammers
 - a. Claw Hammer
 - b. Club Hammer
 - c. Soft face Hammer
 - d. Sledge Hammer
 3. Wreches
 - a. Spanners
 - b. Shifting spanners

14'

- c. Waste Outlet Spanners
- d. Faucet Spanners
- e. Basin Spanners
- f. Pipe wrenches
- 4. Screw Drivers
 - a. Screw Drivers
 - b. Philip Screw Drivers
- 5. Squares
 - a. Framing square
 - b. Tri square
 - c. Sliding T - Bevel square
- 6. Drills
 - a. Hand drills
 - b. Braces
 - c. Electric drill
- 7. Stocks and Dies
- 8. Snakes and Sewer Rods
- 9. Measuring Tools
 - a. Tape rulers
 - b. Folding rulers
 - c. Thickness (Feeler) Gauge
- 10. Files
 - a. Flat file
 - b. Half Round file
 - c. Round file
- 11. Plungers
- 12. Welding and Soldering Tools
 - a. Oxygen - actylene Welding Regulators and Torch
 - b. Arch Welding plants
 - c. Soldering Irons (Non-Electric and Electric)
- 13. Chisels
 - a. Flat Chisel
 - b. Star Drill Chisel
 - c. Diamond Point Chisel
- 14. Reamers
 - a. Flat Flutes
 - b. Spiritual Flutes

VI. Installing Domestic Water Services (Theory and Practicals)

- a. Hand showers
- b. Hand basin
- c. Toilets
- d. Bath tubs
- e. Kitchen sinks
- f. Cylinders along with coal stove
- g. Geysers
- h. Coal stove (Hot water)
- i. Gas stove (Hot water)
- j. Water storage tanks
- k. Septic tanks
- l. Drainage systems
- m. Gutters
- n. Down pipes
- o. Off-sets
- p. Flashings
 1. Horizontal cover flashings
 2. Apron Flashings
 3. Stepped cover Flashings
 4. Racin cover Flashings
- q. Pipe laying
 1. Building manholes
 2. Building anti-theft base and gates
 3. Installing sewer drains
 4. Urinal system

VII. Blueprint Reading and Drawings (Theory and Practicals)

1. House plans
2. Commercial Building Plans
3. Plan views
 - a. End views
 - b. Side views
 - c. Plan views or Front and Back views
 - d. Cross Section views
 - e. Isometric views

Sheet Metal

Sheet Metal is an industrial skills area that deals with metals that are used to manufacture such items as jet and rocket engines where the material must stand terrific heat. It is used to make buckets for mammoth earth movers where toughness is a must and modern aircraft, where light weight combined with great strength are required. Sheet Metal working is given three dimensional shape and rigidity by bonding and forming it to a pre-determined pattern. Both hand and machine bending techniques have been developed and is being used with this course.

The objectives of this course are:

1. To enable the trainee to use tools, machines, test equipment, and other Sheet Metal devices safely and efficiently.
2. To enable the trainee to layout and join metal for industrial, domestic and commercial establishments.
3. To enable the trainee to perform quality shop work.
4. To teach the trainee safe work habits with fellow workers and in his trade.

Course of Study Outline

In this course the trainee is taught along with the following line.

I. Introduction

- A. What is Sheet Metal Work?
- B. What is the course of study?
- C. Implications for future employment
- D. sheet Metal Work grade levels and earning power at each level.
- E. OIC's approach to training.

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II. Safety Precautions

- A. Reporting injuries
- B. Avoiding Loose Clothing
- C. Eyeshildes or Goggles
- D. Work area
- E. Fire Precautions

III. Types of Sheet Metals (Identification - Theory)

- A. Flat iron
- B. Copper Sheet
- C. Brass Sheet

IV. Types of Tools (Identification - Theory)**A. Hand Tools****1. Cutting Tools**

- a. Hack Saw
- b. Tin snips
- c. Squaring shears
- d. Ring and Circular shears

2. Hammers

- a. Soft Face Hammer
- b. Club Hammer

3. Screw Drivers

- a. Framing square
- b. Try Square
- c. Combination Square
- d. Sliding T - Bevel Square

4. Hand Drills**5. Measuring Tools**

- a. Bench Rulers
- b. Tape Rulers
- C. Folding Rulers
- d. Thickness (Feeler) Gauge
- e. Vernier calipers
- f. Dividers

6. Files

- a. Flat File
- b. Half Round File
- c. Round File
- d. Rabbet File

7. Welding and Soldering Tools

- a. Oxygen - Actylene welding Regulators and Torch
- b. Arch Welding Plants
- c. Soldering Iron (non-Electric and Electric)

8. State Irons

- a. Solid Mandrel
- b. Hollow Mandrel Stake
- c. Hatchet Stake
- d. Creasing Stake with horn
- e. Needle Case Stake
- f. Candle Mould Stake
- g. Blowhorn Stake
- h. Common Square Stake
- i. Double Seaming Stake
- j. Round Head Stake
- k. Bevel Edge Square Stake

9. Bending Tools

- a. Hand Seamer
- b. Bar Folder
- c. Slip Roll Forming Machine

V. Blueprint Reading and Drawing (Theory and Practical)**A. Plant Views**

1. Top views
2. Side views
3. Front views
4. Cross view
5. Isometric view

B. Measuring (Theory and Practicals)

1. Marking
2. Calculation of Materials
3. Cutting of Materials

C. Joints (Theory and practicals)

1. Lap Seam
2. Lock Seam
3. Groove Seam
4. Riving Seam

D. Hems (Theory and Practicals)

1. Safe Edges
2. Single Hem
3. Double Hem
4. Wiring Hem

E. Flat Iron Pipe Making (Theory and Practicals)

1. Straight Round Pipe
2. Z Junction Pipe using Blueprint
3. T Junction Pipe using Blueprint
4. Y Junction Pipe using Blueprint
5. Z Junction Pipe without using Blueprint
6. T Junction Pipe without using Blueprint
7. Y Junction Pipe without using Blueprint

F. Gutters (Theory and Practicals)

1. Semi Gutters using Blueprint
2. Awmi Gutters cirber using Blueprint
3. Square Gutter using Blueprint
4. Semi-Gutter corner without using Blueprint
5. Semi-Gutter without using Blueprint
6. Semi-Gutter corner with Blueprint
7. Square Gutter with Blueprint
8. Square Gutter corner with Blueprint

G. Elbows (Theory and Practicals)

1. Square Elbow using Blueprint
2. Round Elbow using Blueprint
3. Square Elbow without using Blueprint
4. Round Elbow without using Blueprint

H. Shoes (Theory and Practical)

1. Development of shoes with Rook seam on a side
2. Development of shoes with hook seam on back

I. Interpretation Pipes. (Theory and Practicals)

1. T Interpretation pipes
2. Y Interpretation pipes

J. Brazing of Pipes (Theory and Practicals)

1. Brazing a butt joint
2. Brazing a U Joint pipe

K. Welding (Theory and Practicals)

1. Welding of Flat Irons
2. Welding of pipes

L. Special Projects (Theory and Practicals)

1. Tool Boxes
2. Camp Cups
3. Filing Trays
4. Beams

(iii) The Entrepreneur Training and Management Development Program

The Entrepreneur Training and Management Development

Program is intended to address a variety of training needs in management development to strengthen overall institutional capacity at the middle level

The Program will concentrate in the following areas:

supervisory skills training for lower level managers;

management development workshop and seminars for middle-level administrators;

comprehensive workshops aimed at the multiple needs of the small entrepreneurs.

The Entrepreneurial Management Development program

coordinates its activities with private parastatals such

as Basotho Enterprises Development Corporation which refers

candidates for short term courses. In addition Government

Ministries recommend candidates for Management Development courses.

(iv) The Student Support Services Program

The Student Support Services Program is designed to provide supportive services to the trainees from recruitment through placement/follow-up. The four primary features of the support services area include:

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Recruitment, Intake and Orientation - to ensure that members of the selected target community are recruited and enrolled in a systematic pattern followed by orientation;

Counseling and Referral - provides on-going individualized counselling and referral assistance in response to identified needs and problems of the trainees;

Job Development and Placement - identifies job opportunities for trainees and graduates of Lesotho OIC;

Follow-up on Program Graduates (Tracer System - is designed to measure the effectiveness of Lesotho OIC training through interviews with the employers and former trainees, as well as formal assessment reports.

2. TRAINING ACTIVITIES

a. SUMMARY OF TRAINING ACTIVITIES

(1) The Feeder Program

There are three permanent instructors in the Feeder Area.

They are as follows:

Mr. Petrose Lesela, Lead Feeder Instructor is responsible for classroom instruction in Basotho and Change and Personal Development and is also Team Leader for the Feeder Component.

Mrs. Phidelia Khotle, Instructor I is responsible for classroom instruction in Computational Skills and Consumer Education.

Mr. Naleli Thamahane, Instructor II is responsible for classroom instruction in Communication Skills and Jobology.

The Fiscal Year 1981 Project Performance Tracking System indicated that there should be two cycles of seventy-five (75) trainees each. For this report period there has been seventy (70) trainees serviced by Feeder with nine (9) discontinuances. The total number of trainees served this fiscal year is one hundred and twenty-five (125) with eleven discontinuances.

Daily Lesson Plans are reviewed by the Lead Feeder Instructor on a weekly basis with Instructors in preparation for the coming week.

Advanced Courses of Study for six months have been revised in addition to the three month Courses of Study.

The Exit Test is in the process of relevance to the Vocational needs of trainees who are selected for transfer to Vocational training.

Feeder Instructors are responsible for maintaining the trainees' folders. Each folder must contain the following:

- a. Feeder Assessment and Evaluation forms
- b. On-Going Progress Reports
- c. Exit Test results and test copy
- d. Daily Classwork
- e. Feeder Training Plan (3 months)
- f. Feeder Training Plan
- g. Trainee Permission Forms

The Performance Tracking System for the period of October 1980 to September 1981 was completed and the Annual targets were as follows:

- One hundred-fifty completions
- Develop audio-visual aids
- Booklist revision
- Develop Feeder Vocabulary list
- Refine Feeder tests
- Courses of Study typed
- Feeder budget prepared
- Develop Feeder Handbook

Targets which were not completed were as follows:

- 150 completion - 125 completed
- Courses of Study typed (only two were completed - Consumer Education and Personal Development)
- Develop Feeder Handbook (a Feeder Handbook was developed, however, pictures will need to be included)

Instructors targets according to the Project Performance Tracking System for this report period and a summary of status is as follows:

FEEDER PPT APRIL 1981 TO SEPTEMBER 1981

ACTIVITIES:	MONTHLY TARGETS FROM PPT TIME SCHEDULE	ACTUAL EXPLANATION AND REVISED TARGETS
FEEDER	150 trainees in Feeder, take attendance, group and individualized instruction, develop audio-visual aids, assess and evaluate trainees, maintain trainees files, prepare lesson plans, monitor tutorial sessions, prepare Instructor's Referral Forms, prepare On-going Progress Reports, booklist revision, administer Exit Tests. Develop Feeder Vocabulary list, drafts of Courses of Study typed, develop Feeder budget, develop Feeder Handbook	All targets were completed except the following 1. Drafts of Courses of Study completely typed. Only two drafts completed - Consumer Education and Personal Development. 2. Develop Feeder Handbook - Feeder Handbook developed however need pictures.

During June, July and August internal evaluations of the Feeder Unit was completed and it was found that items of major concern were that of trainee folders were not organized in terms of consistency of names used in all classes and Training Plans were not always signed by the Instructor and trainee.

The Vocational Trades Specialist developed an Inspection checklist for Feeder which will be useful in monitoring of training activities in assisting the Instructors in being cognizant of organization in the classroom.

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EXHIBIT II - 1FEEDER CLASSROOM INSPECTION CHECKLIST

Classroom Date

Inspector

	Yes	No	Comment
1. Are the student's desk organized?			
2. Are the windows clean?			
3. Is the Instructor's desk top well organized?			
4. Is the Blackboard clean or neat?			
5. Is the closet well organized?			
6. Is the floor clean?			
7. Are the classroom posters and charts well organized?			
8. Are the walls clean and painted?			
9. Is there adequate lighting?			
10. Are the books organized well in the bookcase?			
11. Is there paper on the floor?			
12. Is the trash-can overflowing?			
13. Are there any broken chairs in the classroom?			
15. Are there any broken window panes?			

(ii) Building Skills Program

There are four permanent instructors in the Vocational area. They are as follows:

Mr. Teboho Rakhomo, Lead Vocational Instructor is responsible for classroom instruction in Carpentry and is also Team Leader for the Vocational Component.

Mr. Andreas Khoakhoa is responsible for classroom instruction in Plumbing.

Mr. Paseka Sekhesa is responsible for classroom instruction in Bricklaying.

Mr. Manama Molapo is responsible for classroom instruction in Sheet Metal.

Tests are not required in Vocational Training as readily as other academic courses because of emphasis on trainees building projects. These projects are evaluated by the instructors to measure trainee knowledge and skills. A rating form is utilized to document the evaluation results. This rating form is completed on each project the trainee builds and is maintained in the trainee's folder. If a trainee scores less than 75% on the rating form, the project has to be reconstructed until a passing score is obtained before proceeding to the next assignment. However written tests are administered to measure trainee theoretical knowledge.

Instructors are responsible for maintaining the trainee's folders. Each folder must contain the following:

- a. Status Change Notice - F20
- b. Trainee Progress Evaluation Form
- c. Project Rating Forms
- d. Trainee Progress Chart
- e. Trainee Referral Forms
- f. Counselor Training Plan
- g. Test and answer sheet
- h. Mechanical Drawings

Vocational Training has an Inventory Control System in that Carpentry and Bricklaying shops have a check-out disc assigned to each trainee. When a tool is needed a disc is placed on the nail where the tool is stored in the tool storage room. The disc is removed when the tool is returned. Due to lack of space Plumbing and Sheet Metal shops does not have a tool storage room. Therefore, the above mentioned system is not in operation and the instructors uses a sign in and sign out tool list each morning and afternoon.

The Performance Tracking System for the period of October 1980 to September 1981 was completed and the Annual targets were as follows:

- Seventy trainee completions
- Courses of Study developed
- Six Instructors on board
- Shops renovated
- Vocational books purchased
- Heavy equipment purchased
- Develop Program Learning package
- Semi-Annual Report
- Standard Operating Procedures developed
- FY 81/82 budget developed
- Safety signs posted
- Targets which were not completed were as follows:
- Courses of Study developed
- Two Instructors posts vacant
- Program Learning package
- Renovation - Wiring Carpentry Shop

Instructors targets according to the Project Performance Tracking System for this report period and a summary of status is as follows:

VOCATIONAL PPT APRIL 1981 TO SEPTEMBER 1981

ACTIVITIES	MONTHLY TARGETS FROM PPT TIME SCHEDULE	ACTUAL EXPLANATION AND REVISED TARGETS
VOCATIONAL	Take attendance, group individualized instruction, review trainee's project rating forms, maintain trainee files, prepare requisitions. Administer Exit Practicals and test, complete six month evaluation for Sheet Metal and Bricklaying instructors, move bricks, sand and crushed stones to new bricklaying practicing ground, build new tool storage room for bricklaying. Complete special project at Dr. Khabele's home. Complete practicing wall for plumbers. Complete Courses of Study.	All targets were completed except the following: <ol style="list-style-type: none">1. Building plumbing practising wall was started in July but due to shortage of cement it was not completed. Projected for completion in October 1981.2. Typing of Vocational Courses of Study were not completed. Projected for completion in October 1981.3. Rewiring of Carpentr shop was not complet due to lack of quota tions from Contracto

In May 1981 Lesotho OIC signed a Memorandum of Understanding with the Desk Production Unit of the Ministry of Education. The significance of this agreement is that Lesotho Opportunities Industrialization Center and the Desk Production Unit of the Ministry of Education will both benefit from a venture utilizing Lesotho OIC's trainees at the Desk Production Unit as a trainee endeavor.

The benefits are as follows:

- a. Lesotho OIC trainees will acquire a first hand knowledge and experience of assembly work in mass production while practicing cutting with power and hand machines; planing, bending; welding; sanding; assembling and finishing metal and wood materials.
- b. Lesotho OIC will benefit financially because the Carpentry and Sheet Metal Shop will use less practicing materials.
- c. The Ministry of Education will benefit because there will be an increase in desk production without the cost for extra labor.

The Carpentry Training format is that four carpentry trainees will be transferred to the Desk Production Unit at a time after completing the Prerequisite skills in Carpentry. It should be noted that this will not serve the requirement of OJT.

While at the Desk Production Unit a trainee will practice the following tasks for the number of days indicated until he had completed one cycle. Upon completion of the cycle the trainee will be evaluated by the Manager of the Desk Production Unit.

If successful the trainee will return to LOIC for a continuation of training. If the trainee is not successful, he will return to LOIC Carpentry Shop only to upgrade his skills in the area(s) in which he did not perform well in and return to Desk Production for practicing those skills.

TASKS:

- | | |
|--------------|------------------------------|
| 1. Measuring | - one day |
| 2. Cutting | - Three days |
| 3. Planing | - Three to Four days |
| 4. Sanding | - Three days |
| 5. Assembly | - Five days |
| 6. Finishing | - Two days |
| TOTAL | - 18 days = One cycle |

The Sheet Metal Training format is that four Sheet Metal trainees will be transferred to the Desk Production Unit at a time after completing the prerequisite skills in Sheet Metal. It should also be noted that will not serve the requirements of OJT.

The Sheet Metal trainees will follow the same format as Carpentry while training at the Desk Production Unit but with different tasks.

TASKS:

- | | |
|--------------------------|--------------------------|
| 1. Measuring and Cutting | - One day |
| 2. Marking | - Four days |
| 3. Drilling | - Four days |
| 4. Bending | - Four days |
| 5. Ironing with Masinite | - Five days |
| 6. Welding | - Five days |
| 7. Assembling | - Six days |
| 8. Finishing | - Two days |
| TOTAL | 31 DAYS = 1 CYCLE |

A vocational Training Checklist for Internal Audits were also developed in order that periodic checks can be made by the Supervisor in order to strengthen, improve and maintain an effective program.

During the month of August an Internal Evaluation was completed and it was found that items of major concern were that of Instructors completing lesson plans on a regular basis and also there was a need for more efficient lighting in Plumbing, Sheet Metal and Carpentry Shop.

The Vocational Trades Specialist developed an Inspection Checklist for Building Trades area which will be useful in monitoring of training activities in assisting the Instructors in being more cognizant of organization and safety in the classrooms.

EXHIBIT II - 2

LESOTHO OIC

VOCATIONAL TRAINING CHECKLIST FOR INTERNAL AUDIT

AUDITOR DATE

TECHNICAL DOCUMENT	YES	NO
1. Are courses of study available?		
2. Is there a Lesson Plan format available?		
A. Are lesson plans completed in full?		
B. Have lesson plans been approved by the Training Manager or the Lead Vocational Instructor?		
C. Have lesson plans been completed for each sequential week?		
3. Is there a Voactional Training Plan Format available?		
A. Is there a Vock Training Plan for each trainee?		
B. Are Vock Training Plan completed to full?		
4. Is there an evaluation Format? (Forms)?		
5. Is there a progress Chart posted in the shop available for trainees to see?		
6. Is there a Progress Chart for the Training Manager and Job Developer?		
7. Is there a working drawing for all projects to be consucted by the trainee?		
8. Is there a Vocational Time Table available?		
9. Are trainee instructional files maintained?		
Are the following maintained in the folders?		
A. Vocational assessment and Evaluation forms		
B. On-going progress reports?		
C. Exit Test results and test copies?		
D. Trainee permission forms?		
E. Status Change notices - F-20's?		
F. Vocational Training Plan?		
10. Does Instructors maintain daily attendance records, F-31?		
11. Is there a record of monthly reports?		
12. Is there a file for weekly training meeting minutes?		
13. Is there a standard operating procedure?		
14. Are there Technical Books available		
15. Does Instructors use audio visual aids?		
16. Is there a vocational staff meeting time table available?		

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EXHIBIT II - 2

- 2 -

FACILITIES	YES
17. Is the outside entrance adequate to handle supplies, equipment and projects?	
18. Is the height of the ceiling in the shop above the minimum of four (4) meters?	
19. Is there at least 18 square meters of floor area per trainee?	
20. Is there a seprate space for waste storage?	
21. Is there adequate space for waste storage?	
22. Is there a space for finishing projects?	
23. Is there adequate space to store projects?	
24. Is there adequate space for supply and material storage?	
25. Is there adequate space to use equipment without endangering another trainee while using other equipment?	
26. Is there a storage for trainee personal goods?	
27. Are there safety signs posted?	
28. Is there a notice board posted?	
29. Can all areas of the shop be observed by the Instructors from any position?	
30. Are floors laid out to indicate aisle and working zones?	
31. Are floors in good condition and suited to the area in which they are located?	
32. Is quipment arranged with reference to the sequence of operations and their relationship to other areas?	
33. Is exhaust ventilation adequate in that it reduces ex-cessions, heat, fumes, gases and dust?	
34. Is there ample lighting?	
35. Is there a drinking facility?	
36. Is there a washing facility?	
37. Is there a main power switch near the instructor's station?	
38. Is there a fire-extinguishing agent for the shop?	
39. Are there First-Aid supplies available?	
40. Is there an emergence evaluation procedure available?	

EXHIBIT II - 3

LESOTHO OICI

VOCATIONAL SHOP INSPECTION CHECKLIST

SHOP DATE

INSPECTOR

	YES	NO	COMMENT
1. Are the machines organized in a sequential order?			
2. Are the machines in good working order?			
3. Are there any cut offs laying on the floor around the machines?			
4. Is the shop lighting adequate?			
5. Are there tools laying on the floor?			
6. Are the work benches organized well?			
7. Is the tool room or cabinets organized well?			
8. Are the supplies organized well?			
9. Are the windows clean?			
10. Are there any broken window panes?			
11. Is the shop well ventilated?			
12. Are the walkways or isles clean?			
13. Is there paper on the floor?			
14. Is the trash-can overflowing?			
15. Are the walls clean and painted?			
16. Are the classroom posters and charts well organized?			
17. Is the tool storage room or cabinets well organized			
18. Are there any broken machines?			

EXHIBIT II - 4

VOCATIONAL TRAINING ENROLLMENT
APRIL 1, 1981 to SEPTEMBER 31, 1981

CARPENTRY AND JOINERY

	DATE BEGAN	DATE COMPLETED
1. Peter Lephoto	1979	14-04-1981
2. Ntsoaki Tlaile	1979	14-04-1981
3. Pitso Mohoma	27-04-1981	
4. Motheba Manare	"	
5. Theresia Thamahane	"	
6. 'Mamoeti Maapesa	18-05-1981	
7. Puseletso Sello	"	
8. Malimakatso Lebesa	26-05-1981	
9. Thesele Makhaola	22-06-1981	
10. Ramoseneke Molapo		20-07-1981
11. Elias Thulo		"
12. Letsebang Letlatsa	16-07-1981	
13. Abraham Mosebi	"	
14. Sylvester Phohlo	"	
15. Thabo Tsilo		24-08-1981
16. Thinyane Motjope		"
17. Michael Ramaqaqa		"
18. Motseki Seloana		"
19. Nkhahle Manamolela	18-08-1981	11-09-1981 (D7)
20. Motobatsi Mōholi	16-08-1981	18-08-1981
21. Mable Mohapelo	27-08-1981	
22. Tuki Mahata	21-09-1981	
23. Lerato Mokone	"	
24. Motlalepula Ramohomane	"	

EXHIBIT II - 4

- 2 -

BRICKMASONRY

	DATE BEGAN	DATE COMPLETED
1. R. Masilo		14-04-1981
2. B. Mahanetsa	18-03-1981	7-04-1981
3. M. Leqele	29-04-1981	
4. S. Matsoso	"	
5. R. Posholi	"	
6. R. Ramohapi	"	
7. M. Sehloho	"	
8. B. Thulo	"	
9. M. Sefojane		22-05-1981
10. T. Tsenoli		22-05-1981
11. M. KHotle		31-07-1981
12. C. Mokhantso		"
13. T. Mohale		"
14. M. Putsoane		"
15. P. Mokhaloli		"
16. S. Lebotsa	16-07-1981	
17. L. Mohale	"	
18. S. Phatela	"	
19. L. Thamahane	"	
20. K. Tsoeliane	18-08-1981	
21. T. Mafa		30-09-1981
22. N. Mokhele	21-09-1981	
23. J. Khaboutloele	"	
24. M. Mokonyane	"	
25. T. Fobo	"	
26. K. Motjamela	"	

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EXHIBIT II -4

- 3 -

SHEET METAL WORK

	DATE BEGAN	DATE COMPLETED
1. P. Keta	01-05-1981	24-08-1981
2. M. Mabote	"	23-08-1981
3. J. Mahloane	"	"
4. S. Makhele	"	"
5. J. Mohlouoa	"	"
6. N. Mosese	"	"
7. M. Thamahane	"	"
8. C. Lepheana	29-06-1981	
9. M. Matsepe	"	
10. M. Mohase	"	
11. P. Ramokotjo	"	
12. L. Sekonyela	"	
13. P. Thulo	"	
14. M. Sekhesa	"	
15. S. Sahle	"	
16. L. Moeletsi	"	
17. Pinithi	26-08-1981	
18. R. Makara	26-09-1981	

<u>PLUMBING</u>		
1. M. Lebusa		15-04-1981
2. P. Keta	29-04-1981	
3. M. Mabote	"	
4. J. Mahloane	"	
5. M. Thamahane	"	
6. N. Monese	"	
7. S. Makhele	"	
8. L. Kheleli	"	
9. P. Nkomo	"	11-05-1981
10. R. Nqai	"	"
11. P. Ramaliefe	"	"
12. J. Mahloane	"	22-09-1981

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(iii) The Entrepreneur Training and Management Development Program

The focus of the Entrepreneurial Training and Management Development Program is with both the private and public sector of Maseru and surrounding districts. However the majority of trainees are from the private sector where the demand appears to be most urgent.

Background of trainees: Entrepreneurial Training - Most of the trainees are small businessmen whose range in age is from 19 years to 31 years. In terms of highest level of education obtained the majority of trainees have at least six years. These individuals are self employed in that they are owners of cafes, small dealer shops, butcheries, photographic studios, tailoring shops, manufacturers of soft drinks and carpentry shops. Management Development - These trainees educational level ranges from 8 to 12 years and range in age is from 20 to 45 years. Participants are supervisors in their organizations or are due for promotion to supervisory positions and are from both the private and public sector. Foremen Training - These trainees are recruited from local construction companies. Most of these trainees have a background in Vocational skills training in such areas as Carpentry, Brick-Masonry and Plumbing.

Personnel for this component is composed of one Foreman Instructor, one Management Instructor and the Coordinator who also instructs in accounting. In addition to the instructional duties the staff are also responsible for recruitment of applicants for their specific class and follow-up on absences and when trainees are in need of assistance in relation to their businesses such as accounting assistance.

The first Foreman Training course began on November 3, 1980 and ended on May 27, 1981 with eighteen trainees completing the course. During the months of June and July the Instructor recruited new trainees for the 2nd cycle of the six month Foreman Training course which began on August 6, 1981 with an enrollment of 25 trainees.

In an effort to maximize the scope and impact of the Entrepreneurial Training and Management Development Program the component held a one day seminar on April 24th at the British Council where Minister Raketla of the Ministry of Finance was guest speaker. ET/MD Personnel along with other Business and Management experts gave presentations on motivation, Communication, OIC History, OIC philosophy, Lesotho OIC operation and the role of Lesotho OIC in ETMD training in Lesotho. There were approximately forty participants who attended this conference. Refer to attached schedule .

Lesotho OIC extended its services of the Management Development course to Teyateyaneng, a small town 30 kilometers from Maseru, in May 1981 with an enrollment of twenty-nine trainees. Of the twenty-nine trainees enrolled twenty-six completed the course on July 24th. A graduation ceremony was held in Teyateyaneng on July 24th with the importance of this occasion being enhanced by the presence of the Honourable Minister of Commerce and Industry, Chief Mooki Molapo, who handed out the certificates to the participants.

Program activity during this report period is as follows:

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**SUMMARY OF E.T.M.D. ACTIVITY - "APRIL 81 to
SEPTEMBER 81"**

<u>COURSE</u>	<u>TARGET</u>	<u>ACTUAL</u>	<u>DISCONTINUANCE</u>	<u>COMPLETION</u>	<u>DATE</u>
M.D.	10	24	2	22	April, 81
.F.T.	20	24	6	18	May, 81
E.T.	15	29	3	26	June, 81
M.D.	15	28	2	-	July, 81
E.T.	15	28	0	-	August, 81
M.D.	20	28		28	Sept. 81
F.T.	<u>20</u>	<u>25</u>	<u>-</u>	<u>-</u>	
	115	186	13	94	

It is clear from the above figures that we have exceeded the completion target of eighty-five for the year ending September 1981.

The revised target of two hundred fifty-five for the life of the project will easily be achieved before the end of Fiscal Year 81/82. These assumptions are based on the valuable contacts that the Entrepreneurial Training and Management Development component has made with prominent businessmen outside Maseru and this component has also established a positive reputation for itself as a viable training program.

LESOTHO O.I.C.
(Lesotho Opportunities Industrialization Center)



EXHIBIT II - 5

LOIC MANAGEMENT DEVELOPMENT SEMINAR - APRIL 24, 1981

M.C. MR. B.Z. MOHAPELOA

<u>TIME</u>	<u>ITEM</u>	<u>SPEAKER</u>
8.30 - 9.00	Assembly	
9.00 - 9.30	Official Opening	Hon. Minister of Commerce & Industry Morena Mooki Molapo
9.30 - 10.00	History of O.I.C.	Mr. B. Kirk
10.00 - 10.15	Tea Break	
10.15 - 11.30	Importance of Training	Mr. 'Moleli
11.30 - 1.00	Motivation	Mr. G. Weeraratna
1.00 - 2.00	LUNCH BREAK	
2.00 - 3.00	Importance of Record keeping	Mr. Makara
3.00 - 3.30.	Foreman Training	Mr. G. Ntlamelle
3.30 - 3.45	Tea Break	
3.45 - 4.30	Official Closing	Mr. J.N. Lepheana Director LOIC

EXHIBIT II - 6

ENTREPRENEURIAL TRAINING AND MANAGEMENT DEVELOPMENT ENROLLMENT

APRIL 1, 1981 to SEPTEMBER 31, 1981

- | | | |
|--------------------|----------------------|------------------|
| 1. E. Matsepe | 36. M. Jane | 71. M. Mokokoane |
| 2. M. Sonopo | 37. T. Letsie | 72. A. Molapo |
| 3. P. Lerata | 38. R. Beukes | 73. M. Phatela |
| 4. L. Setsomi | 39. R. Shale | 74. L. Sepiriti |
| 5. J.D. Sentso | 40. G. Khechane | 75. P. Leiee |
| 6. A. Sefali | 41. S. Sephelane | 76. L. Thamae |
| 7. P. Mokhachane | 42. L. Mallanyane | 77. L.M. Letsaba |
| 8. M. Machone | 43. L. Majalle | 78. A. Long |
| 9. M. Nate | 44. P. Makoa | 79. J. Hsu |
| 10. C. Mohlalefi | 45. M. Lelala | 80. M. Monese |
| 11. C. Mphahama | 46. F. Rantsilonyane | |
| 12. E. Thite | 47. M. Hope | |
| 13. M. Molise | 48. M. Molapo | |
| 14. M. Raletshoko | 49. T. Mpeqa | |
| 15. B. Polane | 50. A.T. Ntsonyana | |
| 16. M. Thamae | 51. F.M. Mokobori | |
| 17. G. Mothamane | 52. T.H. 'Neko | |
| 18. C. Nkhopa | 53. A. Mokhainyane | |
| 19. M. Monne | 54. E. Sereto | |
| 20. M. Matsoso | 55. R. Ntseuoa | |
| 21. M. Mokhethi | 56. M. Molokeng | |
| 22. V.C. Lepheana | 57. M. Zola | |
| 23. C. Makebe | 58. M. Phasumane | |
| 24. T. Manamolela | 59. E. Shelile | |
| 25. S. Kobeli | 60. K. Sekhesa | |
| 26. M. Mochone | 61. M.J. Pitso | |
| 27. D. Makau | 62. I. Mapetla | |
| 28. M. Lephema | 63. M. Mokhethi | |
| 29. R. Letuma | 64. M. Nkuebe | |
| 30. J.M. Morai | 65. J. Likate | |
| 31. B.V. Molise | 66. M. Motsoara | |
| 32. M.M. Molikeng | 67. M. Qhobela | |
| 33. A.R. Makara | 68. S. Takalimane | |
| 34. A. Ramakheteng | 69. M. Sehloho | |
| 35. L. Rametse | 70. P. Makhetha | |

EXHIBIT II - 7

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2. TRAINING STATISTICS

Training activity within component for the Lesotho OIC Project during this period is as follows:

	ORIENTATION	FEEDER	VOCATIONAL TRAINING	ET/MD	JOB DEVELOPMENT	TOTAL
TOTAL NUMBER SERVED	146	69	94	140		
OJT SLOTS DEVELOPED	N/A	N/A	24	N/A	24	24
DROPS/DISCONTINUANCES	6	9	3	9		27
TRAINEES PLACED			29		29	

(iv) Student Support Services:

During this report period Mr. Letsoara, the Lead Counselor departed for the United States for a three month field assignment with the Cultural International Programme's Philadelphia branch (P.I.P.). It is considered to be to Lesotho Opportunities Industrialization Centre's advantage that Mr. Letsoara's assignment was to Philadelphia O.I.C. This experience enable Mr. Letsoara to obtain first hand knowledge to the Counseling process and yet provided him with another dimension to the helping process; that of Cross - Cultural Counseling.

During his absence, the Counselor II absorbed his duties and performed them very adequately. Moreover, the Lead Job Developer, in addition to her routine Job Development activities assumed duties of Counselor II and provided Counseling services to a full caseload of Feeder and Vocational trainees. International's PPT developed for Lesotho OIC we were expected to have trained and placed thirty-five trainees from April to September, 1981. Our actual completion/ placement figure is thirty, hence, we had a placement deficit of five for this period. Thus the breakdown is revealed as follows:

APRIL 1981 - SEPTEMBER 1981

Planned	-	35
Actual	-	30
Deficit	-	5

It appears that we have been hampered in our placement efforts by the reluctance of some companies to hire female trainees. This resulted in the Permanent Secretary of the Ministry of Works being contacted for assistance in this matter. The Permanent Secretary has promised to hire female trainees who complete the training program.

The Job Developer's follow-up and retention rate is reflected below according to the OIC International's specified follow-up periods.

One year follow-ups performed	43
Six month follow-ups performed	20
One month follow-ups performed	30

Of the ninety three follow-ups performed over a six month period, eighty-three trainees retained the jobs Lesotho OIC had acquired for them. Again, this figure does not include weekly On-The-Job-Training follow-ups and unscheduled job placement follow-ups. Of the ten trainees found not be holding LOIC jobs, four were unlocated, four acquired better jobs and two trainees joined the Police Mobile Unit.

Job Readiness Class for Vocational trainees continue to be held with the Job Developer and Counselor alternating their teaching on a weekly basis. Therefore Vocational trainees receive Group Guidance twice a month and al Job Readiness twice a month.

During this report period there were a total of four Intake/orientation sessions held.

Summerized below are Feeder and Entrepreneurial Training and Management Development enrollment:

Trsnferred from: Orientation to Feeder or ETMD

April			
May	40	11	29
June	52	27	25
July	4	1	3
August	59	31	28
September		<u>2</u>	85
		72	

By contrast, our discontinuance rate for the period April 1981 to September 1981 was as follows:

	<u>Feeder</u> <u>Completions</u>	<u>Feeder</u> <u>Discontinuances</u>	<u>Vock.</u> <u>Completions</u>	<u>Vock.</u> <u>Discontinuances</u>
April	16	-	5	1
May	2	-	4	-
June	7	1	-	-
July	6	5	10	1
August	8	-	9	-
September	<u>9</u>	<u>3</u>	<u>2</u>	<u>2</u>
	<u>48</u>	<u>9</u>	<u>30</u>	<u>4</u>

	<u>ET/MD</u> <u>Completions</u>	<u>ET/MD</u> <u>Discontinuances</u>
April	22	2
May	18	1
June	26	3
July	-	1
August	-	-
September	<u>28</u>	<u>2</u>
	94	9

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These figures tell us that Feeder's discontinuance rate was less than twice its completion rate; Vocational's discontinuances also less than twice of its completion rate and ET/MD ten times its completion rate.

PLANS AND BUDGETS

According to the Progress Performance Tracking System, Counseling's enrollment data is as follows:

<u>Planned Enrollment</u>	<u>Actual Enrollment</u>
75 Feeder trainees	108 Feeder trainees
35 Vocational trainees	89 Vocational trainees
60 ET/MD trainees	140 ETMD trainees

In summary Counseling has provided services to one hundred and eight (180) Feeder trainees. This figure represents thirty-five carry-overs and one (1) re-admittance. Eighty-nine (89) Vocational trainees have been serviced by Counseling during the six month period. This figure reflects forty (40) carry-overs, one (1) re-admittance and forty-eight (48) transfers from Feeder. Counseling also provided orientation to one hundred and nine Entrepreneurial Training and Management Development trainees.

Entrepreneurial Training and Management Development

Entrepreneurial Training	
Foreman Training	- 109
Management Development	

Detailed information as to content of orientation held is as follows:

Other targets Student Support Services has met included conducting individual and group guidance sessions, maintaining trainee folders, developing On-The-Job-Training and permanent placements, instructing job readiness classes, following up on On-The-Job-Training trainees, job placements, Feeder and Vocational trainees, performing recruitment, convening disposition conferences, trainee profile and transfers conferences. Counselors and Job Developers have also administered Diagnostic Evaluation tests, conducted intake and Orientation sessions, prepared monthly and required MIS forms.

Listed below are companies which the Job Developer contacted for the specific purpose of OJT slot development, Job Placement, trainee follow-up, Trade test administration or courtesy calls for purpose of introduction of Lesotho OIC services:

1. Benco International - Placements
2. D.S. Construction Company
3. Forrest Construction
4. Gomez Construction
5. Kelvin Construction
6. Kier Construction
7. Kingsway Construction
8. Labor Office - Trade Tests
9. Leh-Coop
10. Liahelo
11. Limema and Palo Construction
12. Manonyane Construction
13. Maseru Steel Works
14. Matha Services

15. Ministry of Works
16. Palo Limema Manufacturers
17. Queen Elizabeth II hOspital
18. Renewable Energey Technology
19. Royal Lesotho Tapestry
20. Selkol Joinery
21. Taiwan Construction
22. Tsolo and Sons
23. Van Sklakwyk Construction Company

The Job Developer made thirty Job Placements during this report period. Job Placements activity is as follows:

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E X H I B I T II - 8

L.O.I.C. JOB - PLACEMENTS - APRIL - SEPT. 1981

TRAINEE NAME	VOCK. AREA	MONTH PL.	COMPANY
1. M. Lebusa	Plumbing	April 1981	Mookoli Construction
2. N. Tlaile	Carpentry	April 1981	Kier Construction
3. P. Lepphoto	Carpentry	April 1981	Self employed
4. B. Mahanetsa	Bricklaying	April 1981	Self Employed
5. R. Masilo	Bricklaying	April 1981	Self Employed
6. F. Nqai	Plumbing	May 1981	Liahelo Construction
7. P. Nkomo	Plumbing	May 1981	Liahelo Construction
8. W. Kheleli	Bricklaying	May 1981	Liahelo Construction
9. M. Sefojane	Bricklaying	May 1981	Manonyane Construction
10. P. Ramaliehe	Plumbing	July 1981	Liahelo Construction
11. M. Mokhele	Carpentry	July 1981	Tapestry
12. C. Seithleko	Feeder	July 1981	Driver Benco
13. M. Khotle	Bricklaying	July 1981	Benco Construction
14. T. Mohale	Bricklaying	July 1981	Gomes Construction
15. M. Putsoane	Bricklaying	July 1981	Benco International
16. C. Mokhantso	Bricklaying	July 1981	Benco International
17. P. Mokhaloli	Bricklaying	July 1981	Enndale Mine
18. E. Thulo	Carpentry	July 1981	Benco International
19. R. Thulo	Carpentry	July 1981	Taiwan Construction
20. N. Seotsanyana	Carpentry	July 1981	Kelvin Construction
21. M. Moholi	Carpentry	Aug. 1981	C to C Construction
22. M. Tsoene	Bricklaying	Aug. 1981	C to C construction
23. L. Thamahane	Bricklaying	Aug. 1981	D.S. Construction
24. T. Khemi	Bricklaying	Aug. 1981	Leh-Co-op
25. M. Ramaqaqa	Carpentry	Aug. 1981	Benco International
26. M. Thinyane	Carpentry	Aug. 1981	Benco International
27. S. Motseki	Carpentry	Aug. 1981	Benco International
28. T. Tsilo	Carpentry	Aug. 1981	Benco International
29. L. Kathekiso	Plumbing	Sept. 1981	Queen Elizabeth II Hos
30. T. Mafa	Bricklaying	Sept. 1981	Gomes Construction

A Student Support Services Checklist for Internal Audits
was developed in order to assist this unit in determining level and
quality of services performed.

EXHIBIT II - 9

STUDENT SERVICES CHECKLIST FOR INTERNAL AUDIT

Name of Employer

Date

Observer:

QUESTION	No.	Yes	No	Comme
1. How many trainee conference have been scheduled? A. How many were held? B. Has documentation of conference been entered in trainee file? C. Has documentation been meaningful? i.e. does it show participation of both Counsellor and trainee				
2. Have Disposition Conference been Scheduled? A. Have they been held?				
3. Are trainees files current? A. Have necessary movements been made - F-20's? B. Is F-21 current? C. Is comment sheet current?				
4. Are files organized correctly?				
5. Does Counsellor know status of all trainees?				
6. Does Counsellor utilize referral agencies? A. Has follow-up been made on referral?				
7. Have Group Counselling sessions been scheduled? A. Were they held?				

EXHIBIT II - 9

Question	No.	Yes	No.	Comments
8. Are appropriate recruitment processes, procedure and records available relevant to the purpose intended and clear?				
9. Is there a waiting list? A. How long will a trainee have to wait to be enrolled? B. Does the trainee know that? C. By what means?				
10. Is the trainee recruited and processed smoothly and without untimely delay and without abrasion, malice or prejudice?				
11. Are the personnel assigned these positions or functions personable, considerate, friendly and desirous of helping the trainee? A. Are they tidy? B. Neat? C. Organized? D. Knowledgeable in their area?				
12. Are jobs being developed for trainees as they complete skill training?				

EXHIBIT II - 9

Question	NO.	Yes	No.	Comments
13. Is there a job reserve? Does the program have ample job placement commitments from industry?				
14. Are the job developer's visits to the Centre and to industry scheduled? To whom does he/she report? Does he/she coordinate jobs?				
15. Are there disposition conferences held for job referrals? Are Counsellor, instructors and job developers present at these conferences?				
16. Is the MIS follow-up system being properly utilized?				
17. How well along is the program in terms of meeting its training and job placement commitment? A. What percentage of each has the program met? B. Is the job developer aware of the placement goal?				

The Counseling Specialist's summary of an Internal Audit performed is as follows:

The Trainee Folder

"In order to facilitate the acquisition of pertinent information on a trainee, it is essential that the trainee folder be well organized and include all the necessary information on the LOIC trainee.

In short, the trainee folder should contain the following information:

Application Form (Internal as well as the F-10).

Copies of Status Change Notices (F-20).

Trainee Record (F-21).

Individual Attendance Record (F-22).

Placement and follow-up Form (F-10).

Memoranda, comment sheets or other narrative records documenting each Counseling, Job Developer's and Instructor's interview held with the trainee.

The folders assessed were, on a whole, organized. However, it had been suggested in the last trainee folder assessment that all MIS forms be located on one side of the trainee folder while other trainee information remain on the opposite side. To date, this had still not been effected.

Secondly, comment sheets did not always reflect information supporting the helping process. At times, there were vacancies in the process recording. Hence, you will note my comments regarding this concern. For example, to state on your comment sheet that a trainee was threatening to terminate due to severe financial problems and then to state in the next sentence that trainee had no problems leaves one to wonder what was said or done to alleviate such a problem. Was the trainee recommended to the Job Developer for a stop-gap job?

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Did you and the trainee decide that it might be better to terminate, seek employment and return to the training program when his financial posture improved? Whatever was discussed and decided upon should have been indicated on the comment sheet, otherwise it does not look as though we are performing a supportive service.

I have listed below a few points to remember concerning process recording.

1. Process recording (or documentation) is a very important element in the counseling process. Without it, we as helpers, leave much to our memory which sometimes causes us to inject more of our subjectivity into the write-up.
 2. As counselors we must not only use process recording, but we must know when to use it. Too often, a client closes up or feels as though his counselor is not really listening to him because the counselor appears to be furtively and diligently writing down everything that is being said.
 3. The key to process recording is to first jot down the main points as the client relates his concern to you. Do not worry about constructing sentences. That can come later, after the client has left. Jotting down the main ideas will help to facilitate your write-up after the counseling interview. Here again, listening with the third ear to not only what is said, but what is not said is important.
 4. Counselors must also be able to assess general behaviour and interpret it using as little language as possible. For example, a trainee may come into the counselor's office exhibiting anxious nervous behaviour. His movements, (body language),
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facial expressions and a part of what he says, or does not say, may all indicate anxiousness and nervousness. An astute counsellor can sum all of this up in his process recording just by saying "trainee appeared anxious". Hence we have taken a myriad of visual, verbal expression, and body language and reduced them into three important words.

5. Let's not forget the client's reaction to process recording. It is always wise to explain to the client that although he may notice you writing things down as he talks, it is purely to aid you, as a helper, in trying to assist him with his problems. None of the information will be shared with anyone unless his (the client's) permission is secured. This should allay any suspicion the client may harbor.
6. The information gleaned from the interview should be written up as soon as possible, preferably before the next session. That way, the counselor is able to use it as a tool of recall, thereby helping himself and the client to look at things in their proper prospective.
7. And finally, if we properly utilize process recording, we should truly see exactly what it supports; a process unfolding through which the trainee evolves."

III. STAFF DEVELOPMENT

1. BOARD OF DIRECTORS AND ADMINISTRATION

a. PROGRAM ADVISOR

The Program Advisor provided Staff Development during this report period to the Executive Director and the Board of Directors in the following areas:

(i) PROGRAM PLANNING

In preparation for the Training Manager the Executive Director received the following information so that he would be able to participate in training of the new Training Manager.

In planning and development of the program the following items should be considered:

1. Performance Standards
 - a. Total enrollment - establish number for each cycle.
 - b. Total terminations, of total enrollment how many will be terminated?
 - c. Of total terminations, how many will be placements? For OICI Contract 80% is the number for placement.
 - d. Of total termination, how many will be drop-outs? OICI will allow 20%.
 - e. Maximum enrollment capacity this will assist you in knowing when you are under-utilizing the Training capacity.
 - f. Planned caseload - How many trainees will be assigned to a Counselor? This ratio can be determined locally as per information from Central Office.
 - g. Monthly placement goal.
 - h. Total recruitment goal.
 - i. Monthly recruitment goal.

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2. CLASSROOM TRAINING:
 - a. Maximum weeks for orientation class
 - b. Minimum time for Feeder
 - c. Minimum time for Vocational Training
 - d. General arrangements/set-up of classrooms. This is important for planning to get equipment, furniture, teacher assignment etc.
3. EMPLOYABILITY DEVELOPMENT TEAM:
 - a. Are you going to use the team concept?
 - b. What will the team consist of?
4. How will caseloads be established?
 - a. Will there be some criteria for separate caseload? (such as training area, alphabetically or other).
5. What method will you utilize for outreach?
6. What will be the established Intake procedures?
7. What will assessment consist of?
 - a. What tests will be utilized for assessment?
8. What is the established enrollment process?
9. What are the attendance regulations?
 - a. Attendance Policy
 - b. What will be the flow of information relative to attendance?
10. What will the Group Counseling format consist of?
 - a. There should be a general format or schedule for 3 months, 6 months etc.
11. Counseling function - Supportive Service arrangements such as day care, housing, transportation etc.
12. Establish Counseling records - What will be contained?
13. What will employability plan consist of? How will it be written in Counselor's folder?
14. Job placement should be career-oriented.

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15. Job Development need to develop a job bank--possible commitments where Intake, Orientation, Counselors and Instructors will gear their activity toward these placement areas. Need to establish utilized and under-utilized employment patterns of youth in order to identify current and prospective job opportunities.
16. On-The-Job-Training. What is the criteria for determining whether a person should go on to OJT. In conversation with Central Office I was informed that it is not mandatory that all trainees go on OJT prior to going to a job.
17. Overall Curricula
18. Basic outline for Orientation, Feeder and Vocational training.
19. Class Schedule
 - a. What is the stipulated school day?
 - b. What are the scheduled hours for Instructors to do class preparation?
 - c. Is the class preparation time practical?
 - d. Do all student or trainees have a copy of the present class schedule?
20. Daily Lesson Plans.
 - a. Do Instructors have them on a weekly basis?
 - b. Have they been approved by the Supervisor?
 - c. Is the name of the Instructor on lesson plan and the time subject is to be taught?
 - d. Are lesson plans utilized on a daily basis?
21. What are scheduled times for meetings?
 - a. Does a schedule exist of meeting times?
 - b. Is it current?
 - c. Are meetings held according to schedule?

22. What will be the established criteria for determining how often Counselors meet with each trainee?
23. When will Group Counseling sessions be held and where?
 - a. What procedures will be established to assure documentation of Group Counseling sessions?
24. Establish P P.T. prior to initiation of training:
 - a. P.P.T. 's are to be established on a fiscal year basis from instructions, Lead, Training Manager and others of Management to Program Director whose PPT will include overall plan.
25. Establish what publicity is needed for Program. This should be on-going. Program Director is accountable for all communication going from the organization. How will you establish that channels are followed?
26. Equipment needs.
27. Instructional materials needed
28. Budgeting and ordering of materials
29. Potential guest speaker for program
 - Program Director and Manager should be aware and informed of speakers invited to LOIC.
30. Complete knowledge and understanding of M.I.S.
31. Training Manager should perform spot checks and Internal audits of all units in order to assess performance and become aware of Training needs. Training Manager should call for Internal audits when deemed necessary.

Program Director should perform spot checks and Internal audits of all units in order to assess performance of program, adherence to contract and also to become aware of Training needs. The Program Director should also determine when Comprehensive Internal Evaluations will be made as well as that of components.

32. Technical Advisory Committee - Training Manager should work with this committee.

33. Mandatory Handbooks and Curriculum for OICI.

Course of Study

Unit Lesson Plan

Assignemtn Sheet

Operation Sheet

Job Sheet

Floor Plan

These should be submitted to OIC Central Office in draft form for approval before final printing.

Training Prospectus

Job Development Manual

Counseling Manual

34. Submission of required reports to MIS.

Intake and Activity Report, 10-c

Attendance Analysis Report, 30-c

Job Development Follow-up Report, 40-c and any other requested by Central.

35. Overall responsibility for performance evaluation.

(6. 10-1)SRU

36. Development and maintenance of Internship with National Teacher

Training College, Responsible for obtaining and scheduling

when needed.

37. Must develop Educational Philosophy for Lesotho OIC.

38. Must know property procedures for inventory by Fiscal.

39. Established schedule for submission of monthly reports.

EXHIBIT III - 1

(11) GUIDELINES FOR DEVELOPING A TECHNICAL ADVISORY COMMITTEE AND INDUSTRIAL ADVISORY COUNCIL

RECOMMENDED FUNCTIONS AND PARTICIPATION OF AN OIC INDUSTRIAL ADVISORY COUNCIL

In accordance with the philosophy and policy of OIC the formation of an Industrial Advisory (IAC) is vital to the continued and future success of OIC Manpower Training Program. The primary purpose of OIC is to train and retrain the unemployed and under-employed, not only for jobs in industry, but as a first step toward careers and the molding of new life. In order to be successful, partnerships must be established with all sectors of the community affecting the success of the program.

Our partnership with the business and industrial community is perhaps one of the most significant for it is there that we seek support in terms of jobs, technical advice, equipment, contributed services and money. It should also be clear that this partnership is uplifted economy and it is clearly established that OIC is a vehicle of investment in people and the greater the investment, the larger the return.

The IAC will serve three main purposes:

1. To provide the overall leadership and image vital to maintaining and expanding existing relationships at the corporate level.
2. To provide a vehicle for much improved future planning.
3. To provide business and industry with another and perhaps closer channels of communications with the indigenous community.

A. ORGANIZATION AND ADMINISTRATION:

The council should be structured to provide maximum flexibility and participation where required. A recommended organizational structure would be:

Chairman
Vice-Chairman
Membership

Committees should be developed to serve the needs of the Program. A Council member should serve as the Chairman of each committee. Once the objectives of each committee are approved, it is expected that the chairman will appoint some appropriate person in his company and encourage other members to do likewise, in order that functions be carried out in concert with OIC.

REPORTING LINE:

1. The Industrial Advisory Council should be organized, convened, and coordinated by the Executive Director.
2. Standing subcommittees should be created to report to the main body in the following areas:
 - a. developing avenues of financial support (Fund Development Subcommittee)
 - b. equipment acquisition
 - c. public relations and government relations:
3. The Job Development Supervisor and Director of Training should be designated to assist the Executive Director.

B. MEETINGS:

The IAC might meet a minimum of twice yearly or once quarterly. The Chairman may call additional meetings as considered necessary. Committee meeting could be held as they are determined by the chairman.

C. GIFT SOLICITATION COMMITTEE:

The individuals of the Advisory Council should represent companies in a leadership position. Also represented should be a cross section of the various major fields of industry. This kind of membership has influence and stature among its colleagues. Each company represented on the IAC might be requested to make contact with several of its associates during the course of the year to solicit contributions to the OIC cause.

D. COMMUNITY RELATIONS COMMITTEE:

1. OBJECTIVES:

- a. To compile all pertinent information regarding the OIC Industrial partnerships.
- b. To publicize activities by encouraging involvement and support through the use of promotions, press releases,

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brochures, or other methods of communications.

- c. To review and prepare an Annual Report on the OIC Industrial involvement.
- d. To develop channels of communications to keep the business community informed about OIC.

2. FUNCTIONS:

- a. The chairman should appoint a representative from his company and encourage representation by at least six other companies to coordinate the functions of the committee.
- b. The committee would be responsible for preparing press releases for industrial papers and magazines, statements of endorsement by the IAC regarding gift solicitation, training, etc.
- c. The committee should coordinate the preparation of a 60 second promotion with each of the Advisory Council members for use on television and radio.

E. EQUIPMENT SOLICITATION COMMITTEE:

1. OBJECTIVES:

- a. To update as much as possible the equipment used in the skills training classes.
- b. To provide more realistic instruction in the skills required by updated technology.
- c. Arrange for the review, approval and receipt of acceptable equipment.

2. FUNCTIONS:

- a. OIC, after a review of its instructional program, will compile a list of equipment needs which will be done in conjunction with technical advisory committee's - industrial representatives at the supervisory level - to help formulate curricula for each of our courses
- b. Each company on the IAC will be furnished with a complete list of equipment needs.
- c. As equipment becomes available, an OIC representative should be immediately contacted. He will arrange to assess the use of the equipment.

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- d. If acceptable, arrangements should be made to have the equipment transported to OIC.
- e. Each company should be notified about the equipment so that it can be stricken from the list
- f. OIC in accordance with policy, will establish a value for that equipment.
- g. OIC will maintain records for each donation and will compile this information November of each year..

F. PLANNING AND RESOURCES COMMITTEE:

1. OBJECTIVES:

- a. To provide a facility for planning and forecasting over a five year period.
- b. To develop resources for approved programs on a time basis.

2. FUNCTIONS:

- a. It is anticipated that there will be significant number of special projects involving industry over the next several years. Maximum effectiveness may depend heavily upon preplanning.
- b. The chairman of this committee should assign one of his key planners as well as advise other companies to provide a key planner to work in the OIC area. This would include:
 - 1. Long range program planning a resource development for special projects;
 - 2. Career program planning in which our trainee can see the progress of jobs as a career.
- c. The planners would work closely with the OIC Director.
- d. To develop and make new recommendations for the expanding of business - community partnerships.
- e. Where necessary, set up pilot program to test effectiveness.

G. TOURS BY INDUSTRIAL EXECUTIVES COMMITTEES:

1. OBJECTIVES:

To conduct tours by industrial executive through the OIC program

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2. FUNCTIONS:

The Committee chairman should send a note to all major companies encouraging them to have six or eight of their key executives to tour the OIC facilities.

H. PLANT VISITATIONS COMMITTEE:

1. OBJECTIVES:

- a. To expose current OIC trainees to first hand exposure and acclimation to actual conditions of future employment.
- b. To motivate our trainees by bringing them together with OIC graduates in on-the-job situations.

2. FUNCTIONS:

Plan a program of transportation and inspection of plant facilities by OIC trainees.

3. PROGRESS REPORTS:

- a. Progress reports will be given quartely regarding the plants visisted, the number of trainees involved and any other pertinent information.
- b. The Council might endorse this activity by issuing a statement of the program to encourage other companies to become involved.

1. VOLUNTEER INSTRUCTORS COMMITTEE:

1. OBJECTIVES:

To provide OIC with capable instructional assistance on a preplanned basis.

2. FUNCTIONS:

- a. The chairman of this committee will be provided with a list of instructional needs for each of our courses.
- b. Volunteer instructor or lecturers would be requested for periods of two to three hours per week.
- c. Each Council member would be requested to forward the list of instructions needs to the appropriate person in this company.
- d. An OIC representative would contac that person to coordinate the activity.

- e. To facilitate the program OIC would prepare the following:
- a list of all vocational course;
 - current technical committee memberships and requirements;
 - name and title of a contact person for each committee, as well as the type of skill sought for that committee;
 - meeting dates and locations for each committee;
 - the chairman should recommend ways of developing a wide base of volunteer people in order to set up a rotating program.

RECOMMENDED FUNCTIONS AND GUIDELINES OF A TECHNICAL ADVISORY COMMITTEE

1. There should be a Technical Advisory Committee for each skills training course offered.
2. These committees are made up of supervisory representatives of industry, labour and education.
3. The committee should be expected to provide expertise in the following areas:
 - a. course content
 - b. equipment relating to the training course
 - c. information regarding labor market trends
 - d. technological changes
 - e. changes in job requirements
 - f. projections for the future based on the present courses being offered.
4. Encourage members of the Industrial Advisory Council to assist in recruiting members for the Technical Advisory Committee.
5. The Executive Director has primary responsibility for coordinating activities with the Committees and the supervisors of Counseling, Training and Job Development should assist.
6. Initial contact with a prospective committee member should be to invite him to visit and tour the organization's facilities.
7. A follow-up letter should be sent regarding the tour; following a request asking to join the Technical Advisory Committee.
8. Technical Advisory Committees should benefit and assist each vocational class in the following ways:
 - a. To advise the areas of training they (the employers find most important).

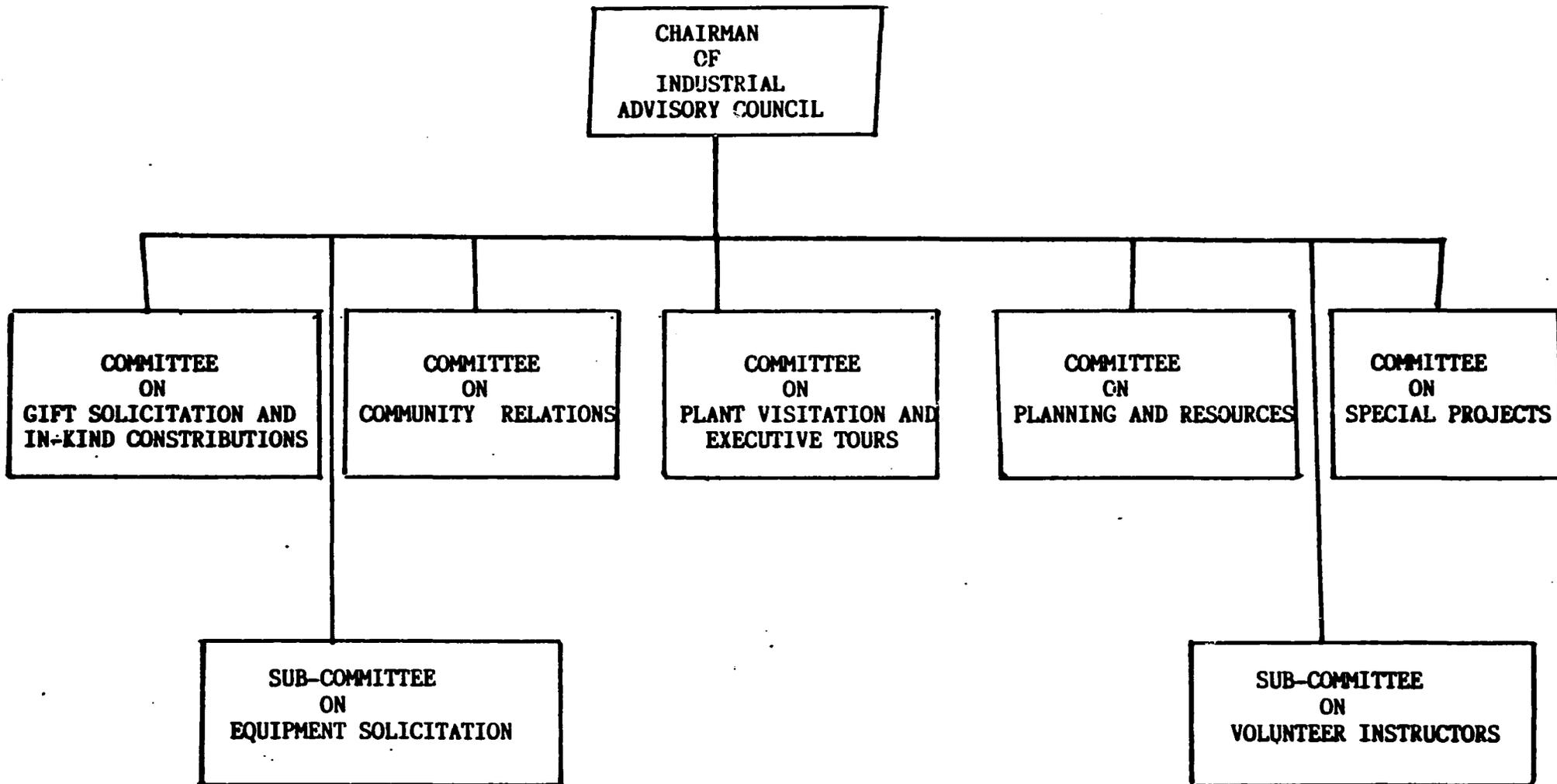
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8. b. To define the areas of training they (the employers find most important
 - c. To serve as resource people for the instructor.
 - d. To observe the instructor and offer constructive criticism.
 - e. To serve as possible sources of instructional materials.
 - f. To serve as speakers to classes for which they advise in order to provide job descriptions, salary scales, benefit information, etc.
 - g. To serve as potential employers of trainees.
 - h. To promote within the community the hiring of OIC graduates.
 - i. To suggest changes in curriculum when necessary in order to improve instruction.
 - j. To support the philosophy and objectives of OIC within the community.
9. If a member is unable to attend a meeting, he should whenever possible designate an alternate.
 10. Minutes of the meetings should be taken and distributed to the members no later than one week after the meeting.
 11. The committee should receive a progress report on its specific skill area's activities and offer recommendations for improvements.
 12. Encourage the committee to make periodic visits to skill areas' classrooms.
 13. Encourage the Job Development department and Training department to participate in the meetings.
 14. Meetings should be relevant to specific concerns.
 15. The Committee should be requested to assist instructors in providing class visits to various industrial plants in the various skill areas.

TECHNICAL ADVISORY COMMITTEE

ROLE	TECHNICAL EXPERTISE FOR OPERATIONS/ TRAINING IMPROVEMENT
RESPONSIBILITY	TO ASSURE OIC SKILLS TRAINING IS CURRENT QUALITATIVE AND PRODUCING JOB READY GRADUATES
KEY AREAS	CONTENT/CURRICULUM RELATED EQUIPMENT LABOR MARKET DATA/TRENDS TECHNOLOGICAL CHANGES JOB REQUIREMENT CHANGES PROJECTIONS
MEMBERSHIP	LINE SUPERVISORS - DOERS
CHAIRMAN	IAC MEMBER REPRESENTATIVE
MEETINGS	QUARTERLY/AS NEEDED TASK ORIENTED INVOLVE OIC STAFF REVIEW FACILITY/TRAINING
FOCUS	PLACEMENT RETENTION

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(iii) BOARD COMMITTEESKINDS OF COMMITTEES:

EXECUTIVE COMMITTEE - The officers or key resource members, comprising the Director usually make up this committee; this committee not only functions to coordinate various committee functions, but serves as a liaison between the Board and the clergy and Industrial Council.

BOARD COMMITTEE CREATION:

- a. Permanent or standing committees (consists of 3 persons on the average)
- b. Temporary or Special Committees - The efficient and effective operation of a Board necessitates the creation of functioning committees in order to execute Board functions. Committees facilitate the appropriate sharing of responsibility, particularly the timely completion of assigned tasks, and generating information for the Board's utilization.

Committees also enable individual members with skill and expertise to utilize their skills in a purposeful way which gives them a sense of need, worth and commitment. Committees are structured according to department or component structures within the OIC and work in concert with program components to facilitate a smooth operation and provide ongoing monitoring services. Ideally, the active members comprising the Directors should identify with a Board Committee, acquaint themselves with the committee purpose and officially commit themselves to actively participate in committee activities. Significant committees reduce summarized reports in writing for the benefit of all, free up the chairperson from being responsible for all and doing all and serves to effectively check the indiscretion a dictatorial chairperson might exercise.

Conversely, it cuts down the overload in terms of the sundry of things the chairperson is often singularly called upon to do.

More often volunteer Boards do not understand their respective roles nor what is expected of them and functioning committees create a learning process of particular significance for new members.

A Board of Directors by definition describes a group of individuals functioning co-equally, to collectively provide direction while implementing pertinent policy and procedures to insure successfully and ongoing programming.

ROLE OF THE BOARD CHAIRPERSON:

QUALIFICATIONS

- Intelligent and willing to devote needed time managing the Board.
- Ability to direct meetings in a responsive manner.
- Ability to devote ample time on a voluntary basis to Board functions.
- Familiar with general procedure followed in presiding over meetings.
- Capable of developing an agenda.
- Ability to organize committees and prepare assignments to generate work product for report preparation on the variety of Board concerns.
- Demonstrate strong leadership potentials and assertiveness.

FUNCTIONS

- To demonstrate responsive Board leadership in tune with stated OIC goals objectives - serving those in need.
- To preside over Executive Committee meeting and Board meetings in general.
- To serve as the linkage the Executive Director,
- Government Industry, the OIC's of America and other agencies and groups affiliated with OIC.

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- To serve as the local OIC titular head and spokesman for the OIC in all areas; with Government officials, AID, OIC/I, Industry, clergy, etc.
- To serve as a liaison between Board, Management, staff and trainees when issues arise requiring an immediate remedy from a position of strength in dealing with the Director and other members accountable to him/her.
- To initiate the shaping of Board policy in terms of composition, structure, the performance and general OIC effectiveness.
- To insure that OIC operates within the spirit of federal and local laws.
- To initiate action to recruit sound professional staff, generate needed resources, maintain a suitable facility and facilitate stability and growth in the organization.
- To report periodically to the Board on overall effectiveness.

THE EXECUTIVE COMMITTEE COMPOSITION:

Chairperson Treasurer, Secretary, Finance Committee chairperson, Program committee chairperson and other Board of officials or committee chairpersons.

RESPONSIBILITY:

To facilitate timely to the point meetings by appropriately delegating to committees time consuming tasks which can be summarily presented at regularly scheduled meetings. Serve as a catalyst, to resolve in call meetings matters requiring immediate action.

FUNCTION

1. Delegate assignment to derive short range results.
2. Monitors for prevention of conflict of interest situations

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such as relatives (legally or by kinship) holding decision making positions on the Board and/or in the Program. Monitor general Board performance.

3. Prepare Board meeting Agenda . provide direction to the Executive Director, monitor program activity during critical times, initiate corrective action, serve as Board/staff liaison persons.
4. Keep the Board informed about Board activities and curtails Board dominance by the Executive Director and influencing by program staff.
5. Recommends increased or decreased committee structures; monitor committee leadership and effectiveness.
6. Recommends needed changes in terms of the Board and OIC staff.
7. Recruits memberships and recommends expelling non-functioning members.
8. Formulate solution and plans to resolve short range deficiencies.
9. Identifies and encourages specialized Training for Board of Directors.
10. Formulates solution and plans to handle long range commitments such as the following:
 - a. Loans
 - b. Lease
 - c. Contracts
 - d. Benefit plans
 - e. Change in by-laws
 - f. Major equipment acquisition
 - g. Fund Raising
 - h. Cost compensation to Board members
 - i. Union involvement
 - j. Public relations
 - k. Real Estate acquisition
 - l. Consultant services

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MONITORING BY THE BOARD OF FISCAL ACTIVITIES AND ADMINISTRATIVE SERVICE AREAS:

RESPONSIBILITY:

1. Board Treasurer
2. Board Committee (Finance Committee) Specifically established to monitor fiscal activity.

QUALIFICATIONS:(Board Treasurer and Finance Committee)

1. Ability to review and interpret the Grant contract financial section
2. Ability to interpret contract and lease agreement terms.
3. Ability to interpret and summarize financial statements for presentation to the Board at meetings.
4. Ability to arrange bank services; initiate loans and open checking accounts.
5. Ability to analyze tax forms to be prepared by OIC.
6. Ability to review books and journals of original entry; payments and disbursements activity.
7. Ability to measure the suitability of the record keeping and file maintenance and office management systems.
8. Absent of these specific abilities there should be identified resource person (s) and specific technical assistance should be requested from OIC International Office.
9. A monthly financial brief summary report should be prepared for submission to the Board (and individually distributed) at regularly scheduled meetings.
10. Technical assistance is available to assist in the preparation of any and all financial reports.

THE BOARD' SECRETARY**QUALIFICATIONS**

- Ability to record in shorthand or speed writing
- Ability to type or have typed data recorded
- Ability to interpret relevant commentary and record significant dialogue, distinguishing dialogue from resolutions.
- Ability to understand the procedural flow in terms of how meetings are recorded.

FUNCTIONS:

- Record accurately minutes or activity occurring during meetings
- Prepare a digest of minutes taken
- Have the same subsequently typed before the next meeting
- Maintain a file of minutes in two places and avail the same to members unable to attend or not having attended meetings, on a need to know basis
- Have significant statements restated for clarification before recording
- Prepare and organize Board agenda
- Keep the Executive Committee aware of assignment flowing from resolutions made and recorded in the minutes
- Timely inform Board members of scheduled meetings and planned events.

MONITORING BY THE BOARD OF PERSONNEL MANAGEMENT RESPONSIBILITY

1. Board Executive Committee
2. Board Personnel Committee

COMMITTEE QUALIFICATIONS

1. Ability to recruit, interview, select candidates, identify skill competence, the need for training and measure job performance capabilities.
2. Ability to carry out the above consistent with local laws governing hiring practices, wage administration, fringe entitlements, environmental safety and understands organizational behaviour.

COMMITTEE FUNCTIONS

1. To hire an Executive Director
2. To screen the candidates in terms of education, experience and potential to direct OIC Program operations.
3. To delegate duties and not responsibilities in terms of role clarifications
4. To formulate and adopt sound personnel policies and procedures
5. To formulate a wage administration plan.
6. To establish hiring criteria
7. Address the grievances of staff, consistent with established policies and procedures.

WHAT COMMITTEES DOES AN ORGANIZATION NEED?1. Executive Committee

Normally this committee is composed of all the elected officers of the Board of Directors. Other key committee chairman or Board members may be appointed to serve on the committee. Its chief function is to act for the board when it is not feasible to have a full meeting of the board.

2. NOMINATING OR MEMBERSHIP COMMITTEE

This is a standing committee responsible for studying ways of building up the strenghten of the Board, particularly by discovering new sources of supply for naming the nominees for Board officers. No incumbents should be included in the nominating group.

3. FINANCE/FUND-RAISING COMMITTEE

This is a standing committee of the Board that has the responsibility of setting the policy standards for the planning and development of an annual operating budget. The committee has the additional responsibility of developing concepts that will guide the Board in its long range plans for providing adequate financial resources for the continuation of the program. This committee

also monitors the on-going financial status of the program operations and is responsible for planning, implementing, sustaining and coordinating all fund-raising efforts for the program

4. PERSONNEL COMMITTEE

This committee has the responsibility of developing broad policies that that can serve as a guideline for regulating all personnel matters. The committee must see that specific personnel policies and procedures are developed and implemented in the best interest of the staff. The committee also has the responsibility of making certain that the policies are reviewed on an occasional basis and when necessary.

The committee may also serve as a review board for all personnel matters that may properly come before the Board of Directors for action, as an example, the Board may require a review of applicants for top level management jobs from this committee before a contract is granted. All staff grievances that cannot be handled by administration may be reviewed by this committee.

This committee accepts, reviews, evaluate and presents to the full Board their recommendation for selection of the Executive Director and other key personnel. They are to recommend personnel policies and work with the Executive Director in the selection of his assistant over and above a salary level upon which they have agreed.

5. PROGRAM REVIEW

This committee is to work closely with and review the overall program plans as presented by the Executive Director. This committee has the responsibility for monitoring the training set-up, reviewing curriculum and training document, evaluating the training approach; and insuring that training output is kept at a satisfactory level.

6. PUBLIC INDUSTRIAL RELATIONS

This committee has the responsibility for setting the policy for the program's involvement with the general public and also with the industrial community. They will also be expected to use their influence to make contacts in the interests of the program at levels that may not be readily accessible to members of the staff. The Board will rely on the Executive Director to utilize staff to follow-up on contacts made by members of the Board.

This committee is to maintain an on-going relationship with the local community, identifying its needs and to keep the people aware of the status, problems and progress of their training program. Their prime responsibility should be providing the resources and contacts with the media for public release and Fund-Raising. Special committees should be created for special tasks and dissolved when these tasks have been completed.

HOW ARE COMMITTEE MEMBERS CHOSEN?

All committees should be thought fully chosen by the Board Chairman with the approval of the Board and with an eye to the distribution of the work and responsibility and development of the individual member.

b. COUNSELING SPECIALIST

From April 1, 1981 to September 30, 1981 two Management Information System orientations were presented to the Job Developer II and the Administrative Services Officer. It was also decided that in an effort to improve our MIS Component reporting links between E.T.M.D. and Counseling, the Lead Counselor would provide MIS training to the E.T.M.D. Clerk Typist.

(i) Student Support Services Training for Administrative Services Officer

DAY 1

COUNSELING

8.00 - 10.30 a.m.	Trainee Flow Chart and Introduction to Student Support Services (Administrative and Functional Duties and Counseling)
10.30 - 11.30 a.m.	Counseling Procedures continued 1. Recruitment 2. Intake/Orientation 3. Assessment
11.30 - 11.45a.m.	BREAK
11.45. - 12.45 p.m.	Trainee Folder and Process Recording Counseling Presentation

DAY II

JOB DEVELOPMENT

8.00 - 10.00 a.m.	What it is, its overall place in the OIC Scheme.
10.00 - 12.45 p.m.	Follow-up with Job Developer. Here, provisions will be made for Administrative Services Officer to visit with OJT and Job planned trainees, foreman and construction company managers.
2.00 - 4.00 p.m.	Wrap up session with Counseling Specialist. Also a look at the goals and objectives of the training program since its inception. Special attention will be given to Student Support Services PPT, Program's present status and any other training/staff concerns.

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RE: MIS Pre-Service Training for Administrative Services Officer

DAY 3

8.30 - 9.00 a.m.

Introduction to User's Guide

- 1 Its purpose**
- 2. Its organization**
- 3. Its numbering scheme (forms, worksheets and report location)**

9.30 - 10.30 a.m.

Management Information System

- 1. Schematic of Services**
- 2. Measures of Performance**
- 3. Operating Systems Overview**
- 4. OICI reporting requirements**

10.30 - 10.45 a.m.

BREAK

10.45 - 12.45 p.m.

Intake/orientation

- 1. Description and Responsibilities**
- 2. Overview and Flowchart**
- 3. Operating Procedures**
 - a. What happens at the intake interview**
 - B. How do we process our applicants**
 - c. Recording orientation attendance**
 - d. Discontinuing trainees from orientation**

2.00 - 4.00 p.m.

Forms Used

- 1. F-10 Application**
- 2. F-20 Status Change notice (SCN)**
- 3. F-31 Orientation attendance**
- 4. F-21 - Trainee Record (TR)**
- 5. Trainee Folder (TF)**

MIS Orientation for A.S.O. - Continued

DAY 4

8.30 - 9.30 a.m.

Files maintained

- 1. Application File**
- 2. Orientation Attendance**
- 3. Orientation Discontinuances and Transfer File.**

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9.45 - 10.45 a.m.

Reports Prepared - How Management
Uses the 10-c

1. Intake/Orientation Activity Report

BREAK

10.45 - 11.00 a.m.

Questions and Review

11.00 - 12.45 p.m.

Counseling

2.00 - 3.00 p.m.

1. Description and Responsibilities

2. Overview and Flowchart

3. Operating Procedures

a. Maintaining Trainee attendance Data

b. Transferring Trainees

c. Recording Job Placements

d. Discontinuing Trainees

3.00 - 4.00 p.m.

Forms Used

1 F-20 - SCN

2. F-22 Individuals attendance Report

3. F-21 Trainee Record

4. F-31 Attendance Record

Files Maintained

1. Trainee Folder

2. Attendance Roster File

MIS Orientation for A.S.O. Continued

DAY 5

8.30 - 10.45 a.m.

Training - Feeder, Voc, ETMD

1. Operating Procedures

a. Taking attendance

b. Processing Course changing within
a component

c. Discontinuing Trainees

d. Processing Feeder, Voc., or E.T. & M.
completions

Forms Used

1. F-31 AR

2. F-20 SCN

10.45 - 11.00 a.m.

BREAK

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11.00 - 12.45 p.m.

Files Maintained

1. Training Enrollment File
2. Attendance Roster File
3. Training Completions Files
4. Non-completions Discontinuance Files

Reports prepared and their implications upon Management

1. 30-c - Attendance Analysis
2. E.T. & M.D. Activity Report

2.00 - 3.00 p.m.

M.I.S. Review & Questions

3.00 - 4.00 p.m.

Job Development/placement

1. Description and Responsibilities
2. Overview & Flowchart

DAY 6

8.30 - 9.00 a.m.

Job Development/Placement

1. Operating Procedures
 - a. Developing Jobs
 - b. Placing Trainees
 - c. Performing Trainee Follow-up
 - d. Discontinuing Trainees

9.30 - 10.30 a.m.

Forms Used

1. F-40 - Job Order Form - JOF
2. F-41 - Trainee Follow-up Form - TFF
3. F - 21 - SCN - Status Change Notice

10.30 - 10.45 a.m.

BREAK

10.45 - 12.00

Files Maintained

1. Job Order File
2. Job Ready File
3. Placement File
4. Trainee Follow-up File
5. Non-placement Discontinuances File.

Reports Prepared - 40-C

1. Job Development/Follow-up and Placement Report

84

2.00 - 4.30 p.m.

Work Assignment -Simplification of the MIS
(In addition to condensation of MIS, PST'er will
be able to explain the purpose of reports and
their implication upon management.

DAY 7

8.30 - 10.00 a.m.

Statistical and Reporting Unit

1. Description and Responsibilities
2. Overview and Summary Flowchart
3. Operating Procedures
 - a. Enrolling Trainee
 - b. Discontinuing Trainees
 - c. Preparing Summary Reports

Forms Used

1. F-21 - Trainee Record (TR)
2. F-20 Status Change Notice (SCN)
3. W-70 - OIC Characteristics Worksheet
4. F-10 - Application

10.00 - 10.15 a.m.

BREAK

10.15 -12.45 p.m.

Files Maintained

1. MOnthly Documentation File
2. Trainee Folder
3. Inactive Trainee Folders File
4. Report File

Reports Prepared

1. Statistical Summary - 70 -C
2. Program Activity Summary 71-C
3. Summary of Trainee Characteristics - 72 1

2.00 - 4.00 p.m.

Presentation of MIS Simplification

85

Staff Development sessions were held for all training staff on the introduction and use of the revised monthly narrative report form and the construction of the revised diagnostic evaluation.

Additional on-going Staff Development was given in the following areas:

- ii) Maintenance of trainee folders
- iii) Construction of Progress Performance Tracking System
- Iv) How to Prepare for an External Program Audit.

C. FINANCE/ADMINISTRATIVE SPECIALIST

During this report period the Finance Specialist provided Staff Development to the Bookkeeper and local staff on budget justification.

The Finance Administration Officer was employed by Lesotho OIC as of July 13, 1981. His Pre-Service have encompassed areas of Financial Management, Budget Review, Purchasing Procedures, Review, Personnel Records, Review and Preparation of Financial Reports and undertaking of Lesotho OIC's physical inventory.

2/6

EXHIBIT III-2

ADMINISTRATIVE SERVICES OFFICER'S ORIENTATION SCHEDULE

MR. MAURICE N. MAPESELA -- ADMINISTRATIVE
SERVICES OFFICER

IN SERVICE AND PRE-SERVICE

13 July, 1981

8.00 -.9.30 Four of LOIC facilities and introduction
to LOIC staff conducted by Program Director

9.45 -12.30 Read MIS User's Guide - Fiscal Office
Duties and Responsibilities

12.45 - 2.00 LUNCH

2.15-2.55 Discussion with Finance Specialist of Reading
Assignment above.

3.00-4.30 Read MIS User's Guide - Accounting System
for Local OIC's

14 July, 1981

8.00 - 8.55 Discussion with Finance Specialist of Reading
Assignment

9.00 - 12.30 Read MIS User's Guide - Accounting Procedures
and Forms used.

12.45 - 2.00 LUNCH

2.15- 2.55 Discussion with Finance Specialist of
Reading Assignment

3.00 - 4.30 Read MIS User's Guide - Files maintained
and study LOIC chart of accounts

15 July, 1981

8.00 - 8.55 Discussion with Finance Specialist

9.00 - 12.30 Read MIS User's Guide - Reports prepared

12.45 - 2.00 LUNCH

2.15 - 2.55 Discussion with Finance Specialist of
Reading Assignment

3.00 - 4.30 Prepare written assessment of Phase I of
orientation. Give positive and negative
points with recommendations for improvement.

8/1

EXHIBIT III-2

16 July, 1981

8.00 - 9.30

Discussion with Finance Specialist of written assessment.

9.45 - 12.30

Read LOIC Project Document

- 1. Purpose and Description**
- 2. Project Background**
- 3. Statement of Project Relationship to PVO Guidelines**
- 4. Plans for Institutionalization of Project utilizing Domestic Resources**
- 5. Project Performance Tracking System (PPT)**

12.45 - 2.00

LUNCH

2.15-4.40

Continue Reading

- 6. Lesotho OIC (PPT) Page 98**
- 7. Logical Framework matrix**
- 8. Financial Plan**

17. July, 1981

8.00 - 12.30

Continue Reading Project Document

- 9. Financial Plan**
- 10. Organizational Chart**
- 11. Job Description & Qualifications**
- 12. Course Description**

12.45 - 2.00

LUNCH

2.15 - 4.30

Discussion with Finance Specialist of Project Document

20 July, 1981

8.00 - 10.00

Written assessment of Phase II of orientation

10.15-12.30

Read LOIC Personnel Manual

12.45 - 2.00

LUNCH

2.15 - 2.45

Discussion with Finance Specialist of written assessment of Phase II of orientation

3.00 - 4.30

Read LOIC Personnel manual

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EXHIBIT. III-2

21 July, 1981

8.00 - 12.30 Read LOIC Personnel Manual

12.45 - 2.00 LUNCH

2.15 - 4.30 Read LOIC Personnel Manual

22 July, 1981

8.00 - 12.30 Prepare written recommendations for revisions to LOIC Personnel Manual

12.45 - 2.00 Read LOIC Personnel Manual

22 July, 1981

8.00 - 12.30 Prepare written recommendations for revisions to LOIC Personnel Manual

12.45 - 2.00 LUNCH

2.15 - 4.30 Prepare written recommendations for revisions to LOIC Personnel Manual

23 July, 1981

8.00 - 12.30 Observe monthly closing procedures and participate on a limited basis

12.45 - 2.00 LUNCH

2.45 - 4.30 Read The Laws of Lesotho

1. Public Holidays
2. Employment Act

24 July, 1981

8.00 - 12.30 Read The Laws of Lesotho

3. The Companies Act

12.45 - 2.00 LUNCH

2.15 - 4.30 Prepare written Assessment of Phase III of orientation

27 July, 1981

8.00 - 12.30 Observe and Review Preparation of Monthly Trial Balance

12.45 - 2.00 LUNCH

2.15 - 4.30 Observe and review preparation of Monthly Financial Reports

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EXHIBIT III-2

28 July, 1981

8.00 - 9.30 Discussion with Finance Specialist of
written Assessment on Phase II of orientation

9.40 - 12.30 Observe and review preparation of
Monthly Financial Report

12.45 - 2.00 LUNCH

2.15 - 4.30 Observe Payroll Preparation

29 July, 1981

8.00 - 12.30 Physical Inventory of Supplies and
Equipment at Administrative Office

12.30 - 2.00 LUNCH

2.15 - 4.30 Physical Inventory continued

30 July 1981

8.00 - 12.30 Physical Inventory of Feeder classrooms

12.45 - 2.00 LUNCH

2.15 - 4.30 Physical Inventory of Student Support
Services Area

31 July, 1981

8.00 - 12.30 Physical Inventory of Vocational Skills Area

12.45 - 2.00 LUNCH

2.15 - 4.30 Continue Physical Inventory of Vocational
Skills Area

3 August, 1981

8.00 - 12.30 Summarize and complete Program Physical
Inventory

12.45 - 2.00 LUNCH

2.15 - 4.30 Prepare written summary of Physical
Inventory Results

4 August, 1981

8.00 - 12.30 OPEN

12.45 - 2.00 LUNCH

2.15 - 4.30 Do final review of Monthly Financial
Reports before typing

EXHIBIT III-2

5 August, 1981

8.00 - 12.30 Final Review of typed Monthly Financial Reports
12.45 - 2.00 LUNCH
2.15 - 4.30 OPEN

6 August, 1981

8.00 - 12.30 Acclamation to Finance/Administration office and Files

M. SEROBANYANE

12.45 - 2.00 LUNCH
2.15 - 4.30 OPEN

7 August, 1981

8.00 - 12.30 Review Program Budget for Fiscal Year 1981/82
12.45 - 2.00 LUNCH
2.15 - 4.30 Preparation PPT for Fiscal Year 1981/82

10 August, 1981

8.00 - 12.30 Prepare PPT for Fiscal Year 1981/82
12.45 - 2.00 LUNCH
2.15 - 4.30 Review PPT with Finance Specialist

11 August 1981

8.00 - 12.30 Written Assessment of Phase IV of Orientation
12.45 - 2.00 LUNCH
2.15 - 3.15 Written request for areas to be covered during remaining orientation period
3.20 - 4.30 OPEN

12 August, 1981

8.00 - 9.30 Discussion with Finance Specialist written Assessment and request for areas of coverage
9.40 - 12.30 OPEN
12.45 - 2.00 LUNCH
2-.15 - 4.30 Observe and review payroll preparation

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13 August, 1981

8.00 - 12.30 Read purchasing procedures in Financial Administration Guidelines

12.45 - 2.00 LUNCH

2.15 - 4.30 Read purchasing procedures in Finance/ Administration Guidelines

10.30 - 12.30 Attend Management meeting

12.45 - 2.00 LUNCH

2.15 - 4.30 Prepare written suggestion for purchasing procedures to be implemented at LOIC.

17 August, 1981

8.00 - 12.30 Complete preparation of S.O.P. for purchasing

12.45 - 2.00 LUNCH

2.15 - 4.30 OPEN

18 August, 1981

8.00 - 12.30 Begin closing books for month of August

12.45 - 2.00 LUNCH

2.15 - 4.30 Summarize cash books and prepare required Journal Entries

19 August, 1981

8.00 - 12.30 Review Personnel Leave Records in conjunction with daily time sheets and leave of absence forms from 1 June 1981 to 30 July, 1981.

12.45 - 2.00 LUNCH

2.15 - 4.30 Continue update on Personnel Leave Balances; reviewing time sheets and Leave of Absence forms.

20 August, 1981

8.00 - 12.30 Prepare written assessment of Phase V of Orientation.

12.45 - 2.00 LUNCH

2.15 - 4.30 Prepare written assessment of LOIC Financial/Administration component. Give recommendations for improvements and revisions.

21 August, 1981

8.00 - 12.30 Continue assessment of Fiscal Area and complete assessment of Phase V of orientation.

12.45 - 2.00 LUNCH

2.15 - 4.30 Finalize Fiscal Area Assessment.

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PAGE 00

d. VOCATIONAL SPECIALIST

The Vocational Specialist held Staff Development sessions with Feeder and Vocational Instructors in the following areas during this report period.

- i) Use and maintenance of Audio-Visual Aid Equipment
16 mm movie Projector overhead Transparency
Projector Thermofox machine 35 mm Camera
Reel to Reel Tape Recorder Movie Screen
- ii) Development of Feeder Rating Chart
- iii) Refinement of Computational Skills Training Plan
- iv) Mechanics of development of Vocabulary List
- v) Mechanics of preparation of new monthly narrative report
- vi) Classroom organization
- vii) Maintenance of Trainee folders
- viii) Refinement of Diagnostic Test
- ix) Organization of Courses of Study
- x) The Role of the Teacher in the classroom
- xi) Principles of Management
- xii) Conditions under which a teacher may be able to understand and improve his classroom behaviour
- xiii) Development of Vocational Rating Chart

EXHIBIT III - 3

OPPORTUNITIES INDUSTRIALIZATION CENTRE

BRICKLAYING

DATE:.....

TASK.....

.....

SECTION A: CRITICAL PERFORMANCE CRITERIA

DID THE CANDIDATE:

1. () Set his plan out correct?
2. () Mix mortar to regulations?
3. () Level wall (a) bubble between two black lines?.....
4. () Level wall (b)
5. () Plumb wall (a)
6. () (b)
7. () Square the corners?
8. () Maintain a mortax mix of 9mm between all bricks?
.....
9. ()
.....
10. ()
11. ()
12. ()
13. ()

Maximum Score 75%

SECTION B: IMPORTANT PERFORMANCE CRITERIA

1. () Remove all excessive mortar from bricks?
2. () Use round jointer on all joints?
3. () Sweep around his working place?
4. ()
5. ()
6. ()
7. ()
8. ()
9. ()
10. ()
11. ()

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MAXIMUM SCORE 25%

* Minimum acceptable performance standard = 75%

NAME: DATE:

INSTRUCTOR:

EXHIBIT III - 4

LOIC PROJECT EVALUATION
CARPENTRY

Student's Name: Date:
Project: Instructor's name:

SECTION A: CRITICAL PERFORMANCE CRITERIA

- 1. () Set his plan our correct?
- 2. () Set his material list out correct?
- 3. () Set his measurements out correct?
- 4. () Set joints out correct?
- 5. () Set doors our correct?
- 6. () Set drawers out correct?
- 7. () Used tools properly?
- 8. () Level tops?
- 9. () Plumb sides?
- 10. () Square the corners?
- 11. () Sand surface to proper smoothes?
- 12. () Apply finishes evenly?
- 13. () Practice safety in using tools?
- 14. ()
- 15. ()

Total - Max. 75%

SECTION B: IMPORTANT PERFORMANCE CRITERIA

- 1. () Select proper tools for making various cuts
- 2. () Removed all excessive glue from the project
- 3. () Maintained a clean working environment
- 4. () Finish project according to timbe-table
- 5. ()
- 6. ()
- 7. ()
- 8. ()
- 9. ()
- 10. ()

Total Max. 25%

Evaluator's name:
Date:

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EXHIBIT III - 5

LESOTHO OPPORTUNITIES INDUSTRIALIZATION CENTRE

PLUMBING

TASK: DATE:
NAME:

SECTION A: CRITICAL PERFORMANCE CRITERIA

DID THE CANDIDATE:

- 1. () Set his plan our correct?
- 2. () Cut pipe to correct length?
- 3. () Tread pipe properly?
- 4. () Joint pipe properly?
- 5. () Level pipe properly?
- 6. () Fasten pipe to wall properly?
- 7. () Secure joints from leakage?
- 8. () Set pipe tp cprrect height?
- 9. () Level project (toilet, Geysers, Basin, Bathtub, Sink, Cylinder, Stove, Cistern, etc
- 10. () Use tools properly?
- 11. () Select materials properly?
- 12. () Set pipe to correct angle?
- 13. () Install valve, taps and fixtures?
- 14. ()
- 15. ()
- 16. ()
- 17. ()
- 18. ()

Maximum Total Score 75%
..... Score
..... Total Score

EXHIBIT III - 5

SECTION B: IMPORTANT PERFORMANCE CRITERIA

DID THE CANDIDATE:

- 1. () Ream pipe?
- 2. () Remove burrs?
- 3. () Use cutting paste or oil?
- 4. () Use hand rope?
- 5. () Maintain clean working area?
- 6. () Wear proper protective clothes?
- 7. ()
- 8. ()
- 9. ()
- 10. ()

Maximum Total Score 25%
..... Score
..... Total Score

af

LESOTHO OPPORTUNITIES INDUSTRIALIZATION CENTRE

SHEET METAL

TASK-----

DATE-----

NAME-----

INSTRUCTOR'S NAME-----

SECTION A: CRITICAL PERFORMANCE CRITERIA

Did the candidate:

- 1. () Set his plan out correct?
- 2. () Cut metal to correct length?
- 3. () Fold edges properly?
- 4. () Fold corners properly?
- 5. () Joint seams properly?
- 6. () Apply solder properly?
- 7. () Light torch properly?
- 8. () Weld joint properly
- 9. () Use tools properly?
- 10. () Select materials properly?
- 11. () Remove tight pins (chips) from metal
- 12. () Cleaness of project
- 13. () Correctness of angles
- 14. ()
- 15. ()
- 16. ()
- 17. ()
- 18. ()

Maximum Total Score 75%

.....Score

SECTION B:

IMPORTANT PERFORMANCE CRITERIA

Did the Candidate:

1. () Wear proper protective clothes?.....
2. () Maintain clean working area?.....
3. () Use cutting paste or oil?.....
4. () Remove burrs?.....
5. ()
6. ()
7. ()
8. ()
9. ()
10. ()

IV PROJECT PERSONNEL

Professional and Administrative Support personnel involved in Lesotho OIC project during this report period are:

1. O.I.C. INTERNATIONAL STAFF LESOTHO:

<u>Title of Position</u>	<u>Name of Employee</u>
Program Advisor	Beulah Perrault
Finance Specialist	Norman Brown
E.T.M.D. Specialist (to May 29, 1981)	Robert Kirk
Counseling Specialist	Constance Lundy
Vocational Specialist	John Lynch

a. ROLE AND FUNCTION OF T.C.T.

The general role and function of the Technical Cooperation Team (TCT) is to share with the local program Counterparts certain personal knowledge and skills in prescribed areas for the purpose of enhancing the transfer and implementation of O.I.C. concepts and philosophy as they relate to the local program staff's effort to develop a viable O.I.C. Program in the local community.

Effective April 3, 1981 the former Feeder Specialist, Miss Beulah Perrault was appointed to position of Program Advisor. During this report period the Program Advisor has placed specific emphasis on assessment of areas in terms of Counterpart training needs for the remaining balance of the contract period.

The Program Advisor, Counseling Specialist, Finance Specialist and Vocational Trades Specialist have been in their positions during this entire report period. The Entrepreneurial Training and Management Development Specialist completed his two year contract and departed from post of assignment on May 31, 1981.

~~SECRET~~

b. DUTIES OF TECHNICAL COOPERATION TEAM

(i) Program Advisor:

The Program Advisor advises the Board of Directors and the local program on the policies, procedures and guidelines for operation of an OIC. The Program Advisor also is responsible for monitoring of the progress of the local program as it relates to the goals, objectives and guidelines as established by OIC International office and the local Board of Directors.

The Program Advisor is responsible for planning and coordinating the activities of the Technical Cooperation Team as it relates to program development and progress in the areas of logistics, fiscal control, proposal development and preparation of administrative procedures and manuals.

The Program Advisor also represents OIC International with government, business, USAID Mission and the local community.

(ii) Finance/Administration Specialist:

The Finance Administration Specialist is responsible for assisting local counterpart in office management functions which include such areas as fiscal operation, audit procedures, financial reporting, inventory and property control. Work involves liaising with OIC International office and local Administrative offices in coordinating equipment, supplies and reports of OIC International activities as they relate to logistical problems encountered in project implementation. Another aspect of this work is providing management assistance through contract monitoring in order to assist the local program to achieve contractual compliance.

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The Finance Administration Specialist coordinates the rental of living quarters for members of the Technical Cooperation Team, keeps records pertaining to items purchased and coordinates with OIC International Central Office the transportation of machines and equipment from the United States to the local OIC.

(iii) Counseling Specialist

The Counseling Specialist is responsible for importing to the local counterpart the philosophy techniques, procedures and development of an OIC type Counseling program. The Specialist is also responsible for monitoring, analyzing and evaluating the effectiveness of the Counseling program as it relates to the needs of the trainees and objectives of the local OIC and in implementation of a Management Information System.

(iv) Vocational Specialist

The Vocational Specialist is responsible for working closely with the local counterpart in the development and implementation of Vocational Trades course of study in the areas of (Masonry, Carpentry, Sheet Metal and Plumbing) lesson plans, procedures that incorporated the most advanced and efficient developments in Vocational teaching techniques which are compatible with the OIC International goals and trainee needs. The Specialist is responsible for evaluating the effectiveness of the Vocational Training Courses and teaching techniques in terms of trainee and individual relevancy to the Building Trades areas.

In addition to the above tasks, the Vocational Specialist assists the Executive Director in developing plans and monitoring of progress of the World Bank funded Lesotho Opportunities Industrialization Center proposed facility.

(v) Entrepreneurial Management Specialist

This Specialist was responsible for providing technical assistance to the local program's entrepreneurial and management development staff in the design and coordination of a training program for entrepreneurial and middle level managers. The Entrepreneurial Management Specialist developed and nurtured relationships with industrialists, businessmen and government in order that they could provide assistance to the Training Program

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2. O.I.C. LESOTHO LOCAL STAFF:

Executive Director	J.N. Lepheana
Finance Officer (to April 1, 1981)	I.L. Phakisi
Deputy Director Administration (effective July 13, 1981)	M.N. Mapesela
Administrative Secretary	A.M. Chere
Secretary/Receptionist	M.N. Pheko
M.I.S. Officer	F.M. Serobanyane
Driver	P.T. Tsehlo
Custodian	B.M. Mothobi
Training Manager (to June 8, 1981)	H. Mgido
Feeder Instructor I	P.T. Tsehlo
Feeder Instructor II	P.M. Khotle
Feeder Instructor III	N. Thamahane
Carpentry Instructor	T. Rakhomo
Masonry Instructor	P. Sekhesa
Plumbing Instructor	A. Khoakhoa
Sheet Metal Instructor	M.C. Molapo
Counselor I	M.G. Letsoara
Counselor II	C. Manamolela
Job Developer I	F.M. Kimane
Job Developer II (May 1, 1981 to Aug.31,81)	I.L. Phakisi
Training Secretary	R-.M. Kulehile
Clerk Typist - Training	M. Thinane
E.T.M.D. Coordinator (terminated August 24, 1981)	B.Z. Mohapeloa
E.T.M.D. Foreman Instructor	G.M. Ntlamelle
E.T.M.D. Instructor	S.T. Lesole
E.T.M.D. Clerk Typist	P.M. Ramohomane

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During the month of April at the Board of Director's meeting it was concluded that the Administrative Services Officer should be replaced. The Administrative Services Officer, Mr. I.L. Phakisi was given a notice of termination with effect from April 1, 1981. After review of Mr. Phakisi's dedication, experience and knowledge of Lesotho OIC it was determined that he should be offered the position of Job Developer II. Mr. Phakisi accepted the offer and effective May 1, 1981 occupied the position of Job Developer II. Mr. Phakisi tendered his resignation from Lesotho Opportunities Industrialization Center effective August 31, 1981 to accept other employment.

Interviews were held for the position of Administrative Services Officer and the applicant selected for this post is Mr. Maurice N. Mapesela. Mr. Mapesela assumed this position with Lesotho Opportunities Industrialization Center effective July 13, 1981.

On June 8, 1981 a letter was written to Mr. Rantofi, Acting Director of Lerotholi Technical Institute requesting that Mr. Herbert Mgido, Training Manager be relieved of secondment assignment to Lesotho OIC due to unauthorized absence since May 11, 1981. The request was approved effective June 8, 1981 and the position was opened for recruitment.

On August 24, 1981 the Entrepreneurial Training and Management Development Coordinator's position became vacant due to the resignation of Mr. Mohapelo for Educational study at the national University of Lesotho.

Two positions have been filled during this report period they are:

- Finance Officer
- Job Developer II

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As of September 30, 1981 twenty of the twenty-one USAID funded positions are occupied. The existing vacancy is in the Supportive Services area which is the Job Developer II position.

It has been recommended by the Executive Director that the Job Developer II position remain vacant until there is a reassessment of the Personnel requirements of the organization.

a. DUTIES OF LOCAL STAFF:

Refer to job description of key Local personnel in Appendix A.

V. BOARD OF DIRECTORS OF OIC LESOTHO

The Board of Directors is comprised of fifteen members who represent a broad spectrum of the local community. The Board is organized into four Standing Committees which are the Executive Committee (Board Chairman, Vice-Chairman, Secretary, Treasurer, Legal Advisor and Personnel Committee Chairman), Finance Committee (3 members), Fund Raising Committee (3 members) and the Personnel Committee (3members).

The Board assumes full responsibility for policy-making, monitoring and follow-through on the Government's financial commitment to the program

As a result of the Board's "hands on" approach to Lesotho OIC the Government is in compliance with the Memorandum of Agreement whereby it formally committed itself to financially support the project and during this report period has given Lesotho OIC M85,000 as part of Counterpart Share and Personal Emoluments.

The Board of Directors hosted a fund raising disco in July and has planned several fund raisers for the year as part of the Organization's plan for provision of financial resources.

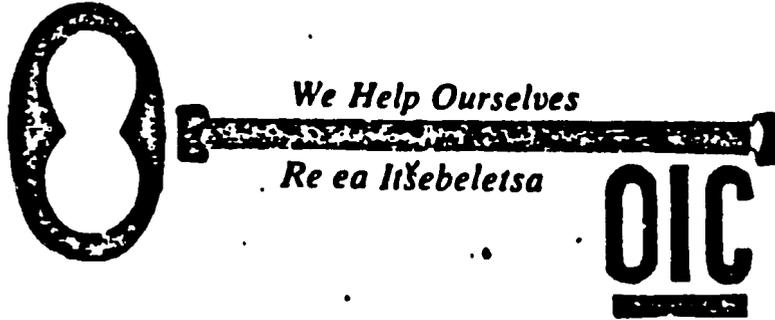
The Board convened their regular monthly meetings each month during this report period with an average attendance of seven.

One Special Board meeting was held on September 9, 1981 with OIC International's Deputy Director relative to Lesotho OIC's funding status. It was at this meeting that the Board of Directors were informed of USAID Mission's decision to reduce Fiscal Year 1982 budget and no consideration for funding of Phase II. As a result of this information the Board unanimously decided to communicate in writing to the Ministry of Commerce and Industry, Government of Lesotho, United States Ambassador, USAID Mission, OIC International Board Chairman and OIC International Central Office.

In a letter dated September 11, 1981 the Lesotho OIC Board of Directors conveyed the following message:

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LESOTHO O.I.C.
(Lesotho Opportunities Industrialization Center)



LOIC/FIN/27
DMS/mnp

11 September, 1981.

The Honourable Minister,
Mr. J.C. Masithela,
Ministry of Commerce and Industry,
P.O. BOX 747,
MASERU 100.

u.f.s. Permanent Secretary,

Honourable Sir,

The LOIC Board of Directors has learnt from Mr. Kura Abedje, OIC International (OICI) Deputy Director/Director of Finance and Administration, that OICI has requested a budget of about \$385,000 for the LOIC program for the fiscal year 1981/82. However, per Mr. Abedje's confirmation to us, USAID Mission in Lesotho has rejected this budget and has, instead, proposed a budget of only \$234,000, an amount well below our minimum budgetary requirement for the attainment of the planned minimum program output. As distressing as this decision is, even more disturbing is the additional news that the AID Mission has also decided not to fund the expected Phase II of the Lesotho O.I.C. program. The success and critical importance of the Lesotho O.I.C. program for our youth and for our country is obviously clear to the Lesotho O.I.C. Board of Directors, to our Government, and we suspect, perhaps even to AID Mission itself. The very fact that the United States Agency for International Development, through the instrumentality of O.I.C. International and in concert with our own Government, funded the project to-date attests to the conformity and priority content of the Lesotho O.I.C. program relative to the Lesotho Five-Year Development Plan and the "Country strategy" of the AID Mission itself. Why then decide to the contrary? AID Mission's decision is precipitous, totally unilateral and surely disruptive. While the decision is insensitive to the critical purpose and direction of the program, it is also defiant of our Government's right and capability to decide on its priorities relative to AID funding, given of course, consultation and the opportunity to partake in the decision-making process. We have always assumed that the project is, after all, the brain child of a host of cooperative ventures between the AID Mission, OICI, the Lesotho Government and our own Board.

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As devoted LOIC Board members we are deeply disturbed, indeed we find it difficult to keep silent in the face of such negative attitude and unwarranted decision affecting the fate of our highly promising program. Reluctantly and most regretfully. We have come to the conclusion that this severe budgetary cut and altogether untimely termination of AID's financial assistance and OICI'S transfer of technology suggest AID Mission's indifference to the urgent imperative of equipping Lesotho's manpower with skills training. In point of fact, we are left to wonder whether the Mission any longer sympathizes with our nation's struggle for survival. Can't a thoughtful and friendly AID Mission appreciate the effort of OIC International and the support of our own Government which has contributed to LOIC in financial and in-kind terms from the inception of the program to this very day? Can't the Mission appreciate the output of the program and its cost-effectiveness even at this initial stage? LOIC Board understands that AID Mission has its own budgetary constraints, but we are puzzled as to why the Mission should find it necessary to select for the killing a successful, high-priority program such as the LOIC, a program which is so vital to the skills training of our youth, a program that enjoys the active support of our community and of our Government, a program which has proved its viability, its record-keeping and its financial and program accountability in conformity with the Memorandum of Agreement and the stipulated sub-grantee requirements.

The LOIC Board of Directors would like to stress in particular the major objective and paramount consideration underlying the establishment of an OIC in Lesotho. The LOIC is designed to minimize and ultimately eliminate the Manpower erosion from Lesotho into the Republic of South Africa, while at the same time enabling our country to depend less on costly, imported skilled labour. In short, the LOIC is engaged in helping resolve a historic double-edged employment problem which has remained a menace to Lesotho's economic progress and independence.

The LOIC Board of Directors therefore wish to express their solidarity, resolve and concern as follows:

We appeal to the Lesotho Government to intervene immediately in requesting the USAID Mission to reconsider its position and to approve

- (1) the \$385,000 budgetary request submitted by OICI for Fiscal Year 1981/82
- (2) funding for Phase II of the LOIC Program which, for all the reasons stated above, is of critical importance."

Most respectfully Yours,

[Handwritten signature]
MORENA MASUPHA SEEISO
ACTING BOARD CHAIRMAN
[Handwritten signature]

[Handwritten signature]
[Handwritten signature]

cc: Senior Permanent Secretary, Cabinet
Minister of Foreign Affairs
Director, Planning Office
U.S. Ambassador to Lesotho
U.S. Aid Mission, Maseru
Chairman, Board of Directors, OICI
Executive Director, OICI
Deputy Executive Director, OICI

Attachment 1

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VI FINANCE

The Government of Lesotho continues to show compliance with the memorandum of agreement by giving continued support to the Lesotho O.I.C. Project.

The budget proposal for Lesotho O.I.C. of M22,00 was approved as M185,00 due to financial constraints in the government budget. The budget for fiscal year 1982/83 has already been submitted and Lesotho O.I.C. has requested M243,819 as Re-current Expenditure. The amount requested will cover the matching share as well as the six months difference in the fiscal year ends for Lesotho Government and O.I.C.I.

Following is an analysis of program expenditures as compared to plan, by fund, in summary line item expenditure in Maloti:

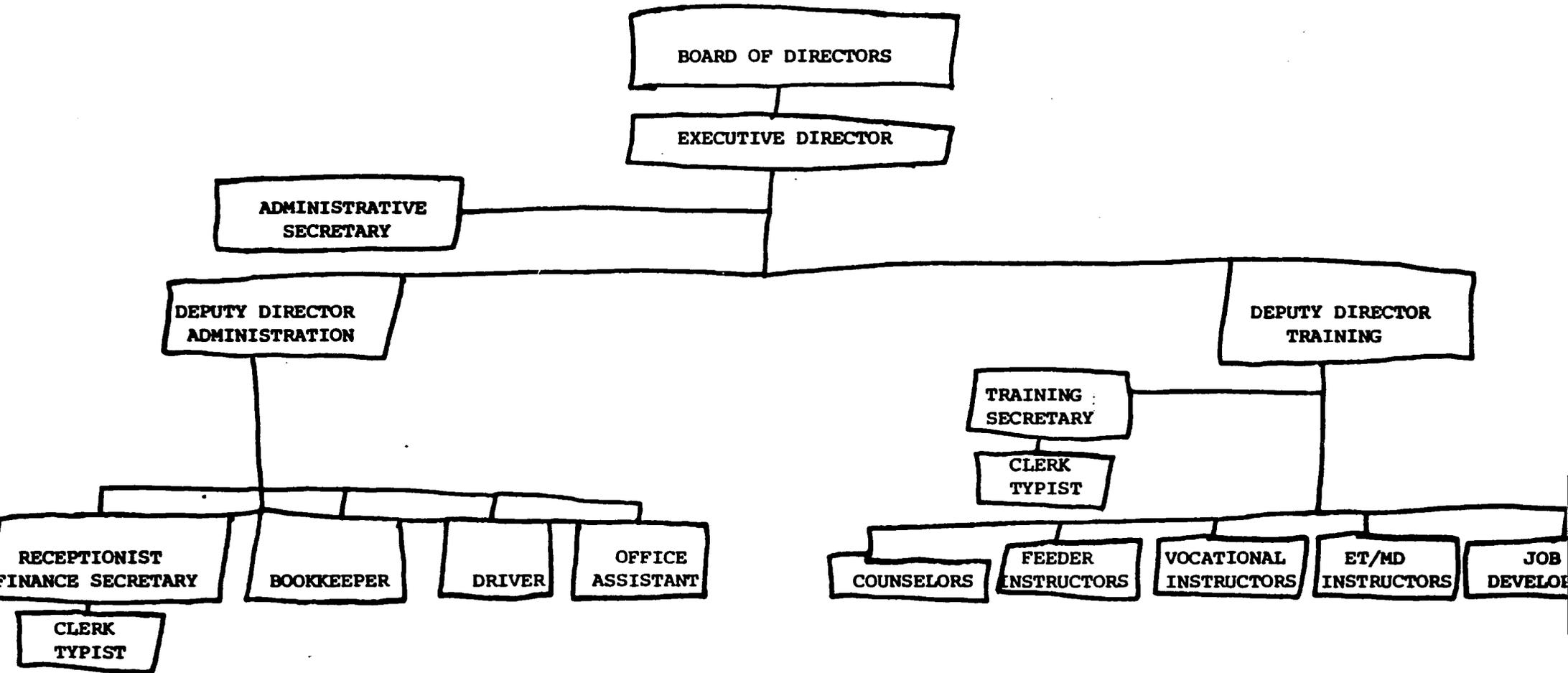
CATERGORY	BUDGET	TOTAL	ACTUAL USAID	GOL	OVER UNDER BUDGET
Salaries & F.B.	169,602	126,370	34926	91,444	43232
Consultant Exp.	1,200	462	-	462	738
Travel & Transportation	13,200	8,182	1383	6,799	5018
Other Dis.Cost	47,855	21,988	10748	11,240	25867
Commodities Equip.	25,600	9,552	4336	5,216	16048
TOTAL	257,457	166,554	51393	115,161	90,903

1. Salaries and Fringe Benefits are under expended by M43,232, this situation has been brought about by the vacancies during the period and the cash flow problems which made funds unavailable to pay expenses from the USAID fund.
2. Consultant Expenses is underexpended by M738, this will be extinguished by payment of audit reports for fiscal years 1979/80, which are already due for payment.
3. Travel & Transport is underexpended by M25867 this is due to the fact that much travelling was done by the project's combi, thus minimising travel allowances for personal cars of the staff.

4. Other Direct Costs is underexpended by M25867 this position like Many other under expenditures has been brought about by the fact that the local program had to resort to a savings strategy because of cash flow problems, so that at least salaries for the local staff could be paid as they fall due.
5. Commodities/Equipment expenditures are low due to same cash flow problem.

APPENDIX I

LESOTHO OPPORTUNITIES INDUSTRIALIZATION CENTRE ORGANIZATIONAL CHART

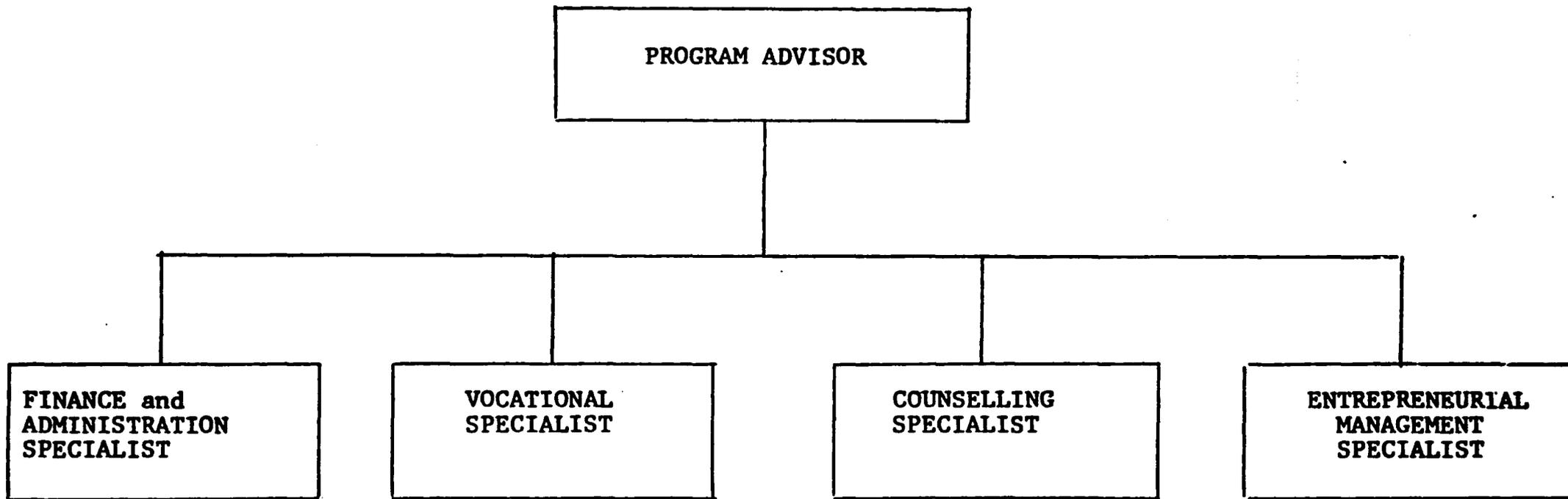


NOTE: THE COUNSELORS, EACH INSTRUCTOR GROUP AND JOB DEVELOPERS HAS A SUPERVISOR.

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APPENDIX II

ORGANIZATIONAL CHART OF THE TCT STAFF



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JOB DESCRIPTIONS - KEY LOCAL STAFF PERSONNEL

PAGE

1. Executive Director
2. Deputy Director - Administration
3. Deputy Director - Training
4. Lead Feeder Instructor
5. Lead Counselor
6. Lead Job Developer
7. Lead Vocational Instructor
8. Entrepreneurial and Management Coordinator

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JOB DESCRIPTIONEXECUTIVE DIRECTORDEFINITION

The administrator of the over-all day-to-day operations involving major responsibility for planning, organizing, directing, coordinating, controlling and evaluating all phases of the program to insure the effectiveness with which programs are carried out and goals are met. The Executive Director is the liason between the Board of Directors and the Program Staff. The Executive Director is directly responsible to the Board of Directors.

DUTIES

1. To plan, direct and implement a comprehensive prevocational and vocational training program to provide employment for the unemployed and under-employment in preparation for employment in industry.
 2. To plan, direct and implement a comprehensive entrepreneurial and management training program to provide employment for middle level managers for employment in industry.
 3. To direct and coordinate comprehensive economic development projects for the establishment of small scale enterprises.
 4. To determine the staffing requirements and staffing priorities and to determine future needs for expansion in accordance with the demands of industry and the program.
 5. To represent OIC with Government, Business, Unions, Educational and other groups in determining training and equipment needs.
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6. To develop new proposals and negotiate with the appropriate agencies in securing new contracts.
7. To carry out the policy for program involvement with the general public and the industrial community as established by the Board of Directors.
8. To plan and carry out a comprehensive program for fund raising activities to meet the needs of the program.
9. To perform other related duties as required.

JOB DESCRIPTION

DEPUTY DIRECTOR - ADMINISTRATION

DEFINITION

This is full performance position which involves responsibility for maintaining an Accounting System and procedures for preparation of Fiscal Record, Financial Statement and Reports. Work involves effecting payroll and overhead expenditures. Work also involves personnel services that includes maintaining a Personnel System and Procedures for meeting the manpower needs of the program.

Responsible for purchasing and handling of all requisitions for supplies, equipment, services and is also responsible for maintaining inventory control. The Deputy Director of Administration reports directly to the Executive Director.

DUTIES

1. Implements and coordinates the maintenance of accounting systems and a payroll records.
2. Reviews accounting system and procedures and makes recommendation for revision to the Executive Director.
3. Assists in the preparation of financial reports
4. Participates in the preparation and monitoring of budgets and financial forecasts.
5. Interprets contracts and assures that they are followed.
6. Provides internal audit of all program accounts.
7. Assists in providing for recruitment, employment, promotions, wages and salary administration and employee benefits.
8. Provides system for maintaining employee records.
9. Provides systems for purchasing and inventory control and maintaining records pertaining to items purchased.
10. Reviews requisitions, contracts, vendors and prepares bids for vendors.

11. Prepares and effects disbursements for expenditures.
12. Responsible in clearing up in-coming goods from customs office, obtains exit visas, passports and other preliminaries for stateside orientation.
13. Responsible for coordinating staff development activities.
14. Organize systems for servicing, maintenance and scheduling of vehicles.
15. Performs other related duties.
16. May be required to assume duties as Acting Executive Director in the absence of the Executive Director.

JOB DESCRIPTIONDEPUTY DIRECTOR - TRAININGDEFINITION

This is a highly responsible position involving planning, organizing, directing, coordinating, controlling and evaluating all activities of the training program. Work includes responsibility for the development of training curricular, counseling job development and staff development. The Deputy Director, Training, is directly responsible to the Executive Director.

DUTIES

1. Plans, directs and implements the activities of the prevocational and vocational training program.
2. Reviews budgets and staffing needs for compliance with organizational goals and objectives.
3. Communicates at regular intervals with the Executive Director on progress being made toward organization's goals and objectives.
4. Analyzes the effectiveness of the total training program.
5. Meets with representatives of private business and industry to discuss and identify training equipment needs.
6. Acts on recommendations made by the Executive Director to improve overall effectiveness of the program.
7. Plans and executes a continuing program for analyzing progress and developing improved curricular, counseling, instructions, job development and selection techniques.
8. Prepares reports analyzing activities and accomplishments in relation to program objectives.
9. Attends conferences and meetings related to training.
10. May be required to assume duties as Acting Executive Director responsibility in the absence of the Executive Director.
11. Performs other related duties as required.

JOB DESCRIPTIONLEAD FEEDER INSTRUCTORDEFINITION

This is a full performance level instructional position which includes the teaching of a variety of applicable skills in subject matter areas along with providing leadership role in the prospective training area. The Lead Instructor is under the direct supervision of the Deputy Director - Training.

DUTIES

1. To prepare course outlines for subject matter to be taught, including time allotments and to submit to the Deputy Director - Training for review, and/or approval.
2. To perform research and task analysis in the preparation of course of study.
3. To review and revise all relevant curriculum as often as needed.
4. To prepare lesson plans considering the trainee number and results.
5. To lecture to trainees, using materials, equipment, machines, tools, blackboards and other devices to demonstrate methods and procedures used to accomplish satisfactory result; to review trainee's work while in the process of explaining better work methods and upon completion to evaluate the end results.
6. To requisition for supplies and equipment; select texts and references and training aids.
7. To operate and use Audio Visual equipment.
8. Assist new instructors in getting adjusted to their areas.
9. To evaluate and grade trainees in accordance with established standards and criteria.
10. To perform other related duties as required.

JOB DESCRIPTIONLEAD COUNSELORDEFINITION

This is counseling work at the full performance level dealing with trainees enrolled in or being considered for prevocational or vocational training. A significant aspect of the work involves determining whether prospective trainees can benefit from training offered or whether there are emotional or other factors which may require attention. The scope of Counselor functions require the Counselor to work closely with trainees, resolving their personal problems and aiding and guiding them successfully through the program. The Lead Counselor is directly responsible to the Deputy Director - Training.

DUTIES

1. After the trainee has been assigned; to gather information which will assist in determining entry level to trainee and which will explain the various facets of the training center and program.
 2. To establish a rapport with the trainee so that additional background History may be obtained.
 3. To meet periodically with instructor and trainee for the purpose of discussing problems and processes.
 4. To engage in research and follow-up activities so as to evaluate Counseling techniques.
 5. To maintain follow-up on trainees who have been placed in employment; to resolve problems arising out of difficulties that the trainee might encounter in a work situation.
 6. To establish goals and objectives for meeting program goals in Counseling.
 7. Requisitions for supplies and equipment; selects reference books and counseling aids.
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Counseling (Continued)

8. Assist new Counselees in getting adjusted to their areas by providing orientation and assisting in staff development
9. Maintains accurate records and documentation of all services/ activities and disposition on all trainees entering the program.
10. Performs other related duties as required.

JOB DESCRIPTIONVATIONAL/CARPENTRY AND JOINERY INSTRUCTORDEFINITION

This is a full performance level supervisory and instructional position which involves supervising other vocational instructors and teaching a variety of skills in the technical trade of Carpentry and Joinery to trainees who have passed Standard Seven but have not passed J.C. The supervisor will be responsible for coordinating vocational reports, meetings, requisitions, trainee problems and working very closely with the Deputy Director of Training on all vocational related matters. The instructors will be responsible for training each trainee in order that he or she may be able to perform work responsibilities after obtaining a job.

DUTIES

1. Supervise vocational instructors in Plumbing, Bricklaying and Sheet Metal.
 2. Teach Carpentry and Joinery classes ranging from 15 to 20 trainees.
 3. Develop plans for shop organization, management and safety.
 4. To coordinate vocational reports such as Monthly, Semi-Annual Annual etc.
 5. Keep and maintain up-to-date student records.
 6. Coordinate vocational requisitions.
 7. Keep up-to-date inventory of shop material, equipment, tools and books for all vocational shops.
 8. Guide and counsel trainees.
 9. Keep up with new developments in education and new materials in all vocational areas and pass them onto other vocational instructors.
 10. Work closely with Feeder Instructors, Counselors, Job Developer and Deputy Director of Training and student services related activities and curriculum development.
 11. Perform other related duties as required.
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MINIMUM QUALIFICATIONS

Completion of an acceptable Trade Certificate, Diploma or Degree from Vocational Institute.

Hold a Government Trade Test Grade "B" Certificate, Two years teaching experience and three years work experience in Carpentry and Joinery, Sheet Metal, Plumbing and Bricklaying trades.

These qualifications may be substituted with an equivalent combination of acceptable training experience.

JOB DESCRIPTIONENTREPRENEURIAL AND MANAGEMENT COORDINATORDEFINITION

The ET/MD Coordinator is responsible for developing, organizing and implementing.

DUTIES

1. Participates in the development of a broad ranged curriculum design program which encompass seminars and formally organized classes involving the Business area.
2. Researches the basic needs of the local business and government community with regard to the type of business skills that are needed.
3. Is responsible for classroom instruction, development of Courses of Study, lesson plans and evaluation.
4. Is responsible for supervision of ETMD instructors.
5. Responsible for organizing seminars and field work activities in support of small business.
6. The ETMD Coordinator may be responsible for assisting in feasibility studies of proposed projects.
7. The ETMD Coordinator is directly responsible to the Deputy Director of Training.

LESOTHO OPPORTUNITIES INDUSTRIALIZATIONCENTRETRAINEE ORIENTATION SCHEDULEDAY I

Monday 15th June, 1981

9:00 - 9:15 a.m.	Welcome address Staff Introduction	Program Advisor Miss B. Perrault
10:30 - 10:45 a.m.	History and philosophy of O.I.C. a. OIC in America b. OIC in Africa c. OIC in Lesotho	Miss B. Perrault Program Advisor
9:15 - 9:30 a.m.	Explanation of Orientation, Schedule of events, what it is, what it will do, its overall place in the O.I.C. scheme.	Mr. J. Lynch Training Specialist
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Films: "One Man: Reverend Leon H. Sullivan, Founder of OIC -- "People to People" OIC's activity in Africa.	Mrs. M. Kimane Job Developer
11:45 - 12:00 a.m.	Testing in OIC. "Screening In".	Mrs. M. Kimane Job Developer I
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet Trainees Assessment.	Feeder Instructors Counsellors

DAY II

Tuesday 16th June, 1981.

9:00 - 9:30 a.m.	Counselling in O.I.C. a. What is Counselling? b. How does it fit into the total scheme? c. How does it help you? Why we have individual and Group Counselling.	Mr. C. Manamolela Counsellor II
9:30 - 10:30 a.m.	Feeder a. What is Feeder? b. How does it relate to the total OIC scheme? c. Role of the Instructor. d. Individual Instructor, e. Role of the Instructor. f. Operation of Feeder. g. Courses offered and their description.	Mr. P. Lesela Feeder Instructor I
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Tour of Vock.	
11:45 - 12:00 a.m.	Questions/Answers	
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet trainees Assessment	Feeder Instructors Counsellors

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DAY III

Wednesday 17th June, 1981.

9:00 - 10:00 a.m.	Habits and attitudes for the world of work. a. Definition. b. What it means to the trainees. c. Job-finding Techniques.	Mrs. M. Kimane Job Developer I
10:00 - 10:15 a.m.	Questions/Answers	
10:15 - 10:30 a.m.	Distribution and discussion of trainee Handbook.	Mr. Manamolela Counsellor II
11:30 - 11:45 a.m.	Questions/Answers	
11:45 - 12:45 a.m.	Individual Group Discussions.	Counsellors.
12:45 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet trainees. Assessment	Feeder Instructors. Counsellors.

DAY VI

Thursday 18th June, 1981.

Trainees hand in
Medical Reports,
Certificates, and
Testimonials.

LESOTHO OPPORTUNITIES INDUSTRIALIZATIONCENTRETRAINEE ORIENTATION SCHEDULEDAY I

Monday 29th June, 1981

9:00 - 9:15 a.m.	Welcome address Staff Introduction	Program Advisor Miss B. Perrault
10:30 - 10:45 a.m.	History and philosophy of O.I.C. a. OIC in America b. OIC in Africa c. OIC in Lesotho	Miss B. Perrault Program Advisor
9:15 - 9:30 a.m.	Explanation of Orientation, Schedule of events, what it is, what it will do, its overall place in the O.I.C. scheme.	Mr. J. Lynch Training Specialist
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Films: "One Man: Reverend Leon H. Sullivan, Founder of OIC -- "People to People" OIC's activity in Africa.	Mrs. M. Kimane Job Developer
11:45 - 12:00 a.m.	Testing in OIC. "Screening In"	Mrs. M. Kimane Job Developer I
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet Trainees Assessment.	Feeder Instructors Counsellors

DAY II

Tuesday 30th June, 1981.

9:00 - 9:30 a.m.	Counselling in O.I.C. a. What is Counselling? b. How does it fit into the total scheme? c. How does it help you? Why we have individual and Group Counselling.	Mr. C. Manamolela Counsellor II
9:30 - 10:30 a.m.	Feeder a. What is Feeder? b. How does it relate to the total OIC scheme? c. Role of the Instructor. d. Individual Instruction. e. Role of the Instructor. f. Operation of Feeder. g. Courses offered and their description.	Mr. P. Lesela Feeder Instructor I
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Tour of Vock.	
11:45 - 12:00 a.m.	Questions/Answers	
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet trainees Assessment	Feeder Instructors Counsellors

DAY III

Wednesday 1st June, 1981.

9:00 - 10:00 a.m.	Habits and attitudes for the world of work. a. Definition. b. What it means to the trainees. c. Job-finding Techniques.	Mrs. M. Kimane Job Developer I
10:00 - 10:15 a.m.	Questions/Answers	
10:15 - 10:30 a.m.	Distribution and discussion of trainee Handbook.	Mr. Manamolela Counsellor II
11:30 - 11:45 a.m.	Questions/Answers	
11:45 - 12:45 a.m.	Individual Group Discussions.	Counsellors
12:45 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet trainees. Assessment.	Feeder Instructors

TO: Program Director
Acting Training Manager
Counselling Specialist
Prevocational Instructors
Vocational Instructors
Job Developer

FROM: Counselling

RE: Schedule for Orientation

DATE: 3/08/81

Counselling Department will be conducting Orientation for 15 trainees from 3/08/81 to 5/08/81.

Your presence during this occasion will be highly appreciated. Counselling Department will be looking forward to your presence.

Attached herewith, please find a copy of the Orientation schedule.

Your co-operation in this matter will be highly appreciated.

LESOTHO OPPORTUNITIES INDUSTRIALIZATION

CENTRE

TRAINEE ORIENTATION SCHEDULE

DAY I

Monday 8th March, 1981

1:00 - 9:15 a.m.	Welcome address Staff Introduction	Mr. Lepheana Program Director
9:15 - 9:30 a.m.	Explanation of Orientation, Schedule of events, what it is, what it will do, its overall place in the O.I.C. scheme.	Training Manager
10:30 - 10:45 a.m.	History and philosophy of O.I.C. a. O.I.C. in America b. O.I.C. in Africa c. O.I.C. in Lesotho	Mr. Lepheana Program Director
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Films: "One Man: Reverend Leon H. Sullivan, Founder of O.I.C. -- "People to People" O.I.C.'s activity in Africa.	Manamolela Counsellors
11:45 - 12:00 a.m.	Testing in O.I.C. "Screening In"	Manamolela Counsellors
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet Trainees Assessment	Feeder Instructors Counsellors

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LESOTHO OPPORTUNITIES INDUSTRIALIZATION

CENTRE

TRAINEE ORIENTATION SCHEDULE

DAY I

Monday 8th March, 1981

9:00 - 9:15 a.m.	Welcome address Staff Introduction	Mr. Lepheana Program Director
9:15 - 9:30 a.m.	Explanation of Orientation, Schedule of events, what it is, what it will do, its overall place in the O.I.C. scheme.	Training Manager
10:30 - 10:45 a.m.	History and philosophy of O.I.C. a. O.I.C. in America b. O.I.C. in Africa c. O.I.C. in Lesotho	Mr. Lepheana Program Director
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Films: "One Man: Reverend Leon H. Sullivan, Founder of O.I.C. -- "People to People" O.I.C.'s activity in Africa.	Manamolela Counsellors
11:45 - 12:00 a.m.	Testing in O.I.C. "Screening In"	Manamolela Counsellors
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet Trainees Assessment	Feeder Instructors Counsellors

LESOTHO OPPORTUNITIES INDUSTRIALIZATIONCENTRETRAINEE ORIENTATION SCHEDULEDAY I

Monday 10th August, 1981.

9:00 - 9:15 a.m.	Welcome address Staff Introduction	Mr. Lepheana Program Director
9:15 - 9:30 a.m.	Explanation of Orientation, Schedule of events, what it is, what it will do, its overall place in the O.I.C. scheme.	Herbert Mgido Training Manager
10:30 - 10:45 a.m .	History and philosophy of O.I.C. a. O.I.C. in America b. O.I.C. in Africa c. O.I.C. in Lesotho	Mr. Lepheana Program Director
10:30 - 10:45 a.m .	B R E A K.	
10:45 - 11:45 a.m .	Films: "One Man: Reverend Leon H. Sullivan, Founder of O.I.C. -- "People to People" O.I.C.'s activity in Africa.	Chris Manamolela Counsellor
11:45 - 12:00 a.m.	Testing in O.I.C. "Screening In"	C. Manamolela Counsellor
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet Trainees Assessment	Feeder Instructors Counsellors

DAY II

Tuesday 11th August, 1981.

9:00 - 9:30 a.m.	Counselling in O.I.C. a. What is Counselling? b. How does it fit into the total scheme? c. How does it help you? Why we have individual and group counselling.	C. Manamolela Counsellor
9:30 - 10:30 a.m.	Feeder a. What is Feeder? b. How does it relate to the total O.I.C. scheme? c. Role of the trainee d. Individual Instruction e. Role of the Instructor f. Operation of Feeder g. Courses offered and their description	Mr. P. Lesela Feeder Instructor
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Tour of Vock	
11:45 - 12:00	Questions/Answers	
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m .	Instructors meet trainees Assessment	Feeder Instructors Counsellors

DAY III

Wednesday 12th August, 1981.

9:00 - 10:00 a.m.	Habits and attitudes for the world of work. a. Definition b. What it means to the trainee c. Job-finding Techniques	Mrs. Kimane Job Developer
10:00 - 10:15 a.m.	Questions/Answers	
10:15 - 10:30 a.m.	Distribution and discussion of Trainee Handbook	Counsellors C. Manamolela
11:30 - 11:45 a.m.	Questions/Answers	
11:45 - 12:45 p.m.	Individual Group Discussions	Counsellors
12:45 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet trainees Assessment	Feeder Instructors Counsellors

DAY IV

Thursday 13th August, 1981

Trainees hand in
Medical Reports
Certificate, and
Testimonials.

TO: The Program Director
 Training Manager
 Counselling Specialist
 Prevocational Instructors
 Vocational Instructors
 Job Developer

FROM: Counselling

RE: Schedule for Orientation

DATE: 20/8/81

Counselling will be conducting Orientation for 15 trainees from 24/8/81 to 26/8/81. Your presence during this occasion will be highly appreciated.

Attached herewith, please find a copy of the Orientation schedule.

LESOTHO OPPORTUNITIES INDUSTRIALIZATION

CENTRE

TRAINEE ORIENTATION SCHEDULE

DAY I

Monday 24 August, 1981

9:00 - 9:15 a.m.	Welcome address Staff Introduction	Mr. Lepheana Program Director
9:15 - 9:30 a.m.	Explanation of Orientation, Schedule of events, what it is, what it will do, its overall place in the O.I.C. scheme.	Training Manager
10:30 - 10:45 a.m.	History and philosophy of O.I.C. a. O.I.C. in America b. O.I.C. in Africa c. O.I.C. in Lesotho	Mr. Lepheana Program Director
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Films: "One Man: Reverend Leon H. Sullivan, Founder of O.I.C. -- "People to People" O.I.C.'s activity in Africa.	Chris Manamolela Counsellor
11:45 - 12:00 a.m.	Testing in O.I.C. "Screening In"	C. Manamolela Counsellor
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet Trainees Assessment	Feeder Instructors Counsellors

DAY II

Tuesday 25 August, 1981

9:00 - 9:30 a.m.	Counselling in O.I.C. a. What is Counselling? b. How does it fit into the total scheme? c. How does it help you? Why we have individual and group counselling?	C. Manamolela Counsellor
9:30 - 10:30 a.m.	Feeder a. What is Feeder? b. How does it relate to the total O.I.C. scheme? c. Role of the trainee d. Individual Instruction e. Role of the Instructor f. Operation of Feeder g. Courses offered and their description	Mr. P. Lesela Feeder Instructor
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Tour of Vock	
11:45 - 12:00	Questions/Answers	
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet trainees Assessment	Feeder Instructors Counsellors

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DAY III

Wednesday 26 August, 1981

9:00 - 10:00 a.m.	Habits and attitudes for the world of work. a. Definition b. What it means to the trainee c. Job-finding Techniques	Mrs. Kimane Job Developer
10:00 - 10:15 a.m.	Questions/Answers	
10:15 - 10:30 a.m.	Distribution and discussion of Trainee Handbook	Counsellors C. Manamolela
11:30 - 11:45 a.m.	Questions/Answers	
11:45 - 12:45 p.m.	Individual Group Discussions	Counsellors
12:45 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet trainees Assessment	Feeder Instructors Counsellors

DAY IV

Thursday 27 August, 1981

Trainees hand in
Medical Reports
Certificate,
and Testimonials

Classes begin on Monday 31st August, 1981

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LESOTHO OPPORTUNITIES INDUSTRIALIZATIONCENTRETRAINEE ORIENTATION SCHEDULEDAY I

Monday 9th September, 1981.

9:00 - 9:15 a.m.	Welcome address Staff Introduction	Program Advisor Miss B. Perrault
10:30 - 10:45 a.m.	History and philosophy of O.I.C. a. OIC in America b. OIC in Africa c. OIC in Lesotho	Miss B. Perrault Program Advisor
9:15 - 9:30 a.m.	Explanation of Orientation, Schedule of events, what it is, what it will do, its overall place in the O.I.C. scheme	Mr. J. Lynch Training Specialist
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Films: "One Man: Reverend Leon H. Sullivan, Founder of OIC -- "People to People" OIC's activity in Africa	Mrs. M. Kimane
11:45 - 12:00 a.m.	Testing in OIC "Screening In"	Mrs. M. Kimane Job Developer I
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet Trainees Assessment	Feeder Instructors Counsellors

DAY II

Tuesday 10th September, 1981

9:00 - 9:30 a.m.	Counselling in O.I.C. a. What is Counselling? b. How does it fit into the total scheme? c. How does it help you? Why we have individual and Group Counselling.	Mr. C. Manamolela Counsellor II
9:30 - 10:30 a.m.	Feeder a. What is Feeder? b. How does it relate to the total OIC scheme? c. Role of the Instructor. d. Individual Instructor. e. Role of the Instructor. f. Operation of Feeder. g. Courses offered and their description.	Mr. P. Lesela Feeder Instructor I
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Tour of Vock	
11:45 - 12:00 a.m.	Questions/Answers	
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet trainees Assessment	Feeder Instructors Counsellors

DAY III

Wednesday 11th September, 1981.

9:00 - 10:00 a.m.	Habits and attitudes for the world of work. a. Definition. b. What it means to the trainees. c. Job-finding Techniques.	Mrs. M. Kimane Job Developer I
10:00 - 10:15 a.m.	Questions/Answers	
10:15 - 10:30 a.m.	Distribution and discussion of trainee Handbook.	Mr. Manamolela Counsellor II
11:30 - 11:45 a.m.	Questions/Answers	
11:45 - 12:45 a.m.	Individual Group Discussions.	Counsellors
12:45 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet trainees. Assessment.	Feeder Instructors Counsellors

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VOCATIONAL PRE-TEST

Date..... Trade.....

Trainee Name..... Score.....

Question I: Addition

$$\begin{array}{r}
 (a) \quad 15 \text{ mm} \\
 18 \text{ mm} \\
 9 \text{ mm} \\
 23 \text{ mm} \\
 54 \text{ mm} \\
 54 \text{ mm} \\
 + 77 \text{ mm} \\
 \hline \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 (b) \quad 1507 \text{ m} \\
 811 \text{ m} \\
 95 \text{ m} \\
 + 1290 \text{ m} \\
 \hline \\
 \hline
 \end{array}$$

$$(c) \quad 1/2 + 1/4 =$$

$$(d) \quad 1/2 \text{ in} + 3/8 \text{ in} + 3/4 \text{ in} =$$

$$\begin{array}{r}
 (e) \quad .375 \\
 + .25 \\
 \hline \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 (f) \quad 4.125 \text{ in} \\
 3.625 \text{ in} \\
 6.25 \text{ in} \\
 + 2.5 \text{ in} \\
 \hline \\
 \hline
 \end{array}$$

Question II: Subtraction

$$\begin{array}{r}
 (a) \quad 121 \text{ in} \\
 - 46 \text{ in} \\
 \hline \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 (b) \quad 1587 \text{ ft} \\
 - 609 \text{ ft} \\
 \hline \\
 \hline
 \end{array}$$

$$(c) \quad 1/2 \text{ in} - 1/4 \text{ in} =$$

$$(d) \quad 3/8 \text{ in from } 1/2 \text{ in} =$$

$$\begin{array}{r}
 (e) \quad 2.5 \\
 - 1.25 \\
 \hline \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 (f) \quad .625 \\
 - .375 \\
 \hline \\
 \hline
 \end{array}$$

Question III: Division

- (a) $864 \div 8 =$ (b) $1/2 \text{ in} \div 2 =$ (c) $15355 \div 5 =$
(d) $5/9 \div 1/3 =$ (e) $7.5 \text{ in} \div 5 =$ (f) $.625 \text{ in} \times 5.1 =$

Question IV: Multiplication

- (a) $12 \text{ ft} \times 42 =$ (b) $3/4 \times 3/4 =$
(c) $248 \text{ m}^2 \times 11 =$ (d) $1.25 \times 3 =$
(e) $3/4 \text{ in} \times 1/2 \text{ in} =$
(f) $.625 \text{ in} \times 5.1 =$

Question V: Percentage

- (a) Find 10% of 1450 =
(b) Find 12% of 2500 =

Question VI: Word problem

A workman worked for 42 hours at the rate of R4.80 an hour.
How much did he earn?

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CARPENTRY TECHNICAL TERMS

Adhesive - A substance capable of holding material together by surface attachment. A general term that includes glue, cement, mastic and paste.

Aggregate - Materials such as sand, rock, and gravel used to make concrete.

Air Dried - Wood seasoned by exposure to the atmosphere, in the open or under cover, without artificial heat.

Anchor Bolts - Bolts embedded in concrete used to hold structural members in space.

Annual rings - Rings or layers of wood which represent one growth period of tree. In cross section the rings may indicate the age of the tree.

Apron - A piece of horizontal trim applied against the wall immediately below the stool. Conceals rough edge of plaster.

Areaway - An open space around a basement window or doorway. Provides light, ventilation and access.

Backfill - The replacement of earth after excavating.

Baluster - Squares of turned spindle-like vertical stair member which support the stair rail.

Balustrade - A railing consisting of a series balusters resting on a base, usually the treads, which support a continuous stair or hand rail.

Basement - The base story of a house, usually below grade.

Batten - A strip of wood placed across a surface to cover joints.

Batter - The slope, or inclination from the vertical, or a wall or other structure or portion of a structure.

Batter Board - A temporary framework used to assist in locating corners when laying out a foundation.

Bay - One of the intervals or spaces into which a building plan is divided by columns, piers or division walls.

Bay window - A rectangular, curved, or polygonal window, or group of windows usually supported on a foundation extending beyond the main wall of a building.

Beam - A principal structural member used between posts, columns or walls.

Bearing partition - A partition which supports a vertical load in addition to its own weight.

Bearing wall - A wall which supports a vertical load in addition to its own weight.

Bed Molding - A molding applied where two surfaces come together at an angle. Commonly used in cornice trim especially between the plancier and frieze.

Bench Mark - A mark on a permanent object fixed to the ground from which land measurements and elevations are taken.

Bevel - To cut to an angle other than a right angle, such as the edge of a board or door.

Bevel Siding - Used as finish siding on the exterior of a structure. It is usually manufactured by "resawing" dry, square surfaced boards diagonally to produce two wedge-shaped pieces.

Bid - An offer to supply, at a specified price, materials, supplies, and equipment or the entire structure or sections of the structure.

Blemish - Any defect, scar, or mark that tends to detract from the appearance of wood.

Blind Stop - A member applied to the exterior edge of side and head jamb of a window to serve as a stop for the top sash and to form a rabbet for storm sash, screws, blinds and shutters.

Board-Lamber less than 2 in. thick.

Board Foot - The equivalent of a board 1 ft. square and 1 in. thick.

Built-up Roof - A roofing composed of several layers of rag felt or jute saturated with tar, pitch, or asphalt. The top is finished with crushed slag or gravel. Generally used on flat or low-pitched roofs.

Butt - Type of door hinge. One leaf is fitted into space routed into the door frame jamb and the other into the edge of the door.

Cabinet Drawer Guide - A wood strip used to guide the drawer as it slides in and out its opening.

Cabinet Drawer Kicker - Wood cabinet member placed immediately above and generally at the center of a drawer to prevent tilting down when pulled out.

Camber - A slight arch in a beam or other horizontal member which prevents it from bending into a downward or concave shape due to its weight or load it is to carry.

Cased Opening - An interior opening without a door that is finished with jambs and trim.

Casement - A window in which the sash swings on its vertical edge, so it may be swung in or out.

Casing - The trimming around a door or window, either outside or inside, or the finished lumber around a post or beam.

Caulk - To seal and make waterproof cracks and joints, especially around window and exterior door frames (also calk).

Chamfer - Corner of a board beveled at a 45 degree angle. Two boards butt-jointed and with chamfered edges form a V joint.

Closet Pole - A round molding installed in clothes closets to accommodate clothes hangers.

Collar Beam - A tie beam connecting rafters considerably above the wall plate. It is also called a rafter tie.

Column - Upright supporting member circular or rectangular in shape.

Commercial Standard - A voluntary standard that establishes quality, methods of testing, certification, rating, and labeling of manufactured items. It provides a uniform base for fair competition.

Corner Bead - Molding used to protect corners. Also a metal reinforcement placed on corners before plastering.

Corner Braces - Diagonal braces let into studs to reinforce corners of frame structures.

Cornice - Exterior trim of a structure at the meeting of the roof and wall, usually consists of panels, boards, and molding.

Counter - flashing - Flashing used on chimneys at the roof-line to cover shingle flashing and prevent moisture entry.

Cove Moulding - Moulding with a concave profile used primarily where two members meet at right angle.

Girder - A large or principal beam used to support concentrated loads at particular points along its length.

Glazing - The process of installing glass into sash and doors. Also refers to glass panes inserted in various types of frames.

Glazing Compound - A plastic substance of such consistency that it tends to remain soft and rubbery when used in glazing sash and doors.

Gutter - Wood or metal trough attached to the edge of a roof to collect and conduct water from rain and melting snow.

Half - Story - That part of building situated wholly or partly within the roof frame, finished for occupancy.

Hardboard - A board material manufactured of wood fiber, formed into a panel having a density range of approximately 50 to 80 lbs. per cu. ft.

Header - Horizontal structural member that supports the load over an opening, such as a window or door. Also called lintel.

Heartwood - The wood extending from pith or centre of the tree to the sapwood, the cells of which no longer participate in the life processes of the tree.

Hollow Core Door - Flush door with a core assembly of strips or other units which support the outer faces.

Horn - The extension of a stile, jamb, or sill.

I Beam - A steel beam with a cross section that resembles the letter I.

Interior Trim - General term for all the molding, casing, base-board and other trim items applied within the building by finish carpenters.

Insulation - (Thermal) Any material high in resistance to heat transmission that is placed in structures to reduce the rate of heat flow.

Jack Rafter - A short rafter framing between the wall plate and hip rafter, or a hip of valley rafter and ridge board.

Jamb - The top and two sides of a door or window frame which contact the door or sash, top jamb and side jambs.

Joinery - A term used by woodworkers when referring to the various types of joints used in a structure.

Joist - One of a series of parallel framing members used to support floor and ceiling loads, and supported in turn by larger beams, girders, or bearing walls.

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Kerfing - Longitudinal saw cuts or grooves of varying depths (dependent on the thickness of the wood member) made on the unexposed faces of the millwork members to relieve stress and prevent warping; members are also kerfed to facilitate beinding.

Kilm Dried - Wood seasoned in kiln by means of artificial heat, controlled humidity and air circulation.

Knot - Branch or limb embedded in the tree and cut through during lumber manufacture.

Lath - A building material of wood, metal, gypsum, or insulating board, fastened to frame of building to act as a plaster base.

Lineal Foot - Having length only, pertaining to a line one foot long - as distinguished from a square foot or cubic foot.

Curtain Wall - Wall usually non-bearing, between piers or columns.

Dado - A rectangular groove cut in wood across the grain.

Dimension lumber - Lumber 2 to 5 in. thick, and up to 12 in. wide.

Door frames - An assembly of wood parts that form an enclosure and support for a door; door frames are classified as exterior and interior.

Door stop - A molding nailed to the faces of the door frame jambs to prevent the door from swinging through.

Dry rot - A term loosely applied to many types of decay but especially to that which, when in an advanced stage, permits the wood to be easily crushed to a dry powder.

Dry Wall - Materials used for wall covering which do not need to be mixed with water before application.

Eaves - The margin or lower part of a roof that projects over an exterior wall. Also called the overhang.

Escutcheon - In builders hardware, a protective plate or shield containing a key hole.

Expansion joint - A bitumimous fiber strip used to separate blocks or units of concrete to prevent cracking due to dimensional change caused by shrinkage and variations in temperature.

Facade - Main or front elevation of a building.

Face Nail - A nail driven perpendicular to the surface of a piece.

Factory and shop lumber - Lumber intended to be cut up for use in further manufacture. It is graded on the basis of the percentage of the area which will produce a limited number of cuttings of specified or a given minimum, size and quality.

Fascia - A wood member used for outer face of a box cornice where it is nailed to the ends of the rafters and lookouts.

Flashing - Sheet metal or other material used in roof and wall construction (especially around chimneys and vents) to prevent rain or other water from entering.

Flat roof - A roof which is flat, or which is pitched only enough to provide for drainage.

Flue - The space or passage in a chimney through which smoke, gas or fumes rise. Each passage is called a flue, which with the surrounding masonry, makes up the chimney.

Flush - Adjacent surfaces even or in same plane (with reference to two structural pieces).

Footing - The supporting portion of a structure below the first-floor construction, or grade including the footings.

Framing - The timber structure of a building which gives it shape and strength, including interior and exterior walls, floor, roof and ceilings.

Furring - Narrow strips of wood spaced to form a nailing base for another surface. Furring is used level, to form an air space between the two surfaces and to give a thicker appearance to the base surface.

Gable - That portion of a wall contained between the slopes of a double-sloped roof or that portion contained between the slope of a single-sloped roof and a line projected horizontally through the lowest elevation of the roof construction.

Lintel - A horizontal structural member which supports the load over an opening such as a door or window.

Live load - The total of all moving and variable loads that may be placed upon a building.

Lumber - The product of the saw and planing mill not further manufactured than by sawing, resawing, passing lengthwise

through a standard planing machine, and crosscutting to length. Some matching of ends and edges may be included.

Moulder - A woodworking machine designed to run moldings and other wood members with regular or irregular profiles. Also called a sticker.

Moulding - A relatively narrow strip of wood, usually shaped to a curved profile throughout its length. Used to accent and emphasize the ornamentation of a structure and to conceal surface or angle joints.

Net Floor Area - The gross floor area, less the area of the partitions, columns, and stairs and other floor openings.

Newel - The main post at the start of a stairs and the stiffening post at the landing; a stair newel.

Non-bearing partition - A partition extending from floor to ceiling which supports no load other than its own weight.

Nosing - The part of a stair tread which projects over the riser, or any similar projection; a term applied to the rounded edge of a board.

On Center - A method of indicating the spacing of framing members by stating the measurement from the center of one member to the center of the succeeding one.

Open-Grain Wood - Woods with large pores, such as oak, ash, chestnut, and walnut.

Parapet - A low wall or railing along the edge of a roof, balcony or bridge. The part of a wall that extends above the roof line.

Particle Board - A formed panel consisting of particles of wood flakes, shavings, slivers, etc. Bonded together with a synthetic resin or other added binder.

Partition - A wall that subdivides space within any story of a building.

Penny - Term used to indicate nail length, abbreviated by the letter "d." Applies to common, box casing, finishing nails.

Pier - A column of masonry, usually rectangular in horizontal cross section used to support other structural members.

Pile - A heavy timber, or pillar of metal or concrete, forced into the earth or cast in place to form a foundation member.

Pitch - Inclination or slope, as of roofs or stairs. Rise divided by the plan.

Plan - A drawing representing any one of the floors or horizontal cross sections of a building, or the horizontal plane of any other object or area.

Platform Framing - A system of framing a building where the floor joists of each story rest on the top plates of the story below (or on the foundation wall for the first story) and the bearing walls and partitions rest on the subfloor of each story.

Plumb - Exactly perpendicular or vertical, at right angles horizon or floor.

Quarter Round - Small molding with a cross section of one-fourth of a cylinder.

Quarter-sawed - Lumber that has been cut at approximately a 90° angle to the annular growth rings.

Rabbet - A rectangular shape consisting of two surfaces cut along the edge or end of a board.

Rafter - One of a series of structural members of a roof designed to support roof loads. The rafters of a flat roof are sometimes called roof joists.

Rail - Cross or horizontal members of the framework of a sash, door, blind or other assembly.

Rake - The trim members that run parallel to the roof slope and form the finish between the roof and wall at a gable end.

Ramp - Inclined plane connecting separate levels.

Riser - The vertical stair member between two consecutive stair treads.

Roofing - The materials applied to the structural parts of a roof to make it waterproof.

Roof Ridge - The horizontal line at the junction of the top edges of two roof surfaces where an external angle greater than 180 degrees is formed.

Roughing-in - The work installing all pipes in the drainage system and all water pipes to the point where connections are made with the plumbing fixtures. Also applies to partially

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completed electrical wiring and other mechanical aspects of the structure.

Rough Lumber - Lumber that has been cut to rough size with saws but which has not been dressed or surfaced.

Rough opening - The opening formed by the framing members.

Saddle - A small gable type roof placed in back of a chimney on a sloping roof to shed water and debris.

Sash - The framework which holds the glass in a window.

Scaffold - A temporary structure or platform used to support workmen and materials during building construction.

Scarfig - Joining the ends of stock together with a sloping lap-joint so that they appear to be a single piece.

Seasoning - Removing moisture from green wood to improve its serviceability.

Second growth - Timber that has grown after the removal of a large portion of the previous stand.

Setting Block - A wood block placed in the glass groove or rabbet of the bottom rail of an insulating glass sash to form a base or bed for the glass.

Sheathing - The structural covering. Consists of boards or prefabricated panels that are attached to the exterior studding or rafters of a structure.

Shucter - A wood assembly of stiles and rails to form a frame which encloses panels used in conjunction with door and window frames. Also may consist of vertical boards cheated together.

Side of Trim - Trim required to finish one side of a door or window opening.

Siding - The finish covering of the outside wall of a frame building. Many different tupes are available.

Sill - The lowest member of the frame of a structure, usually horizontal, resting on the foundation and supporting the uprights of the frame. Also the lowest member of a window or outside door frame.

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TO: The Program Advisor
 Acting Training Manager
 Counselling Specialist
 Pre-Vocational Instructors
 Vocational Instructors
 Job Developer

FROM: Counselling

SUBJECT: Schedule for Orientation

DATE: 22/5/81

Counselling Department will be conducting Orientation for 20 trainees from the 25th May to the 27th May 1981. Your presence during this occasion will be highly appreciated. Counselling Department will be looking forward to your presence.

Attached herewith, please find a copy of the Orientation Schedule.

Your co-operation in this matter will be highly appreciated.

COUNSELLOR.

LESOTHO OPPORTUNITIES INDUSTRIALIZATION

CENTRE

TRAINEE ORIENTATION SCHEDULE

DAY I

Monday 25th May, 1981.

9:00 - 9:15 a.m.	Welcome address Staff Introduction	Program Advisor Miss B. Perrault
10:30 - 10:45 a.m.	History and philosophy of O.I.C. a. OIC in America b. OIC in Africa c. OIC in Lesotha	Miss B. Perrault Program Advisor
9:15 - 9:30 a.m.	Explanation of Orientation, Schedule of events, what it is, what it will do, its overall place in the O.I.C. scheme.	Mr. J. Lynch Training Specialist
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Films: "One Man: Reverend Leon H. Sullivan, Founder of OIC -- "People to People", OIC's activity in Africa.	Mrs. M. Kimane Job Developer
11:45 - 12:00 a.m.	Testing in OIC. "Screening In".	Mrs. M. Kimane Job Developer I
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet Trainees Assessment	Feeder Instructors Counsellors

DAY II

Tuesday 26th May, 1981.

- | | | |
|--------------------|--|--------------------------------------|
| 9:00 - 9:30 a.m. | Counselling in O.I.C.
a. What is Counselling?
b. How does it fit into the total scheme?
c. How does it help you? Why we have individual and Group Counselling? | Mr. C. Manamolela
Counsellor II |
| 9:30 - 10:30 a.m. | Feeder
a. What is Feeder?
b. How does it relate to the total OIC scheme?
c. Role of the Instructor.
d. Individual Instruction.
e. Role of the Instructor.
f. Operation of Feeder.
g. Courses offered and their description. | Mr. P. Lesela
Feeder Instructor I |
| 10:30 - 10:45 a.m. | B R E A K. | |
| 10:45 - 11:45 a.m. | Tour of Vock. | |
| 11:45 - 12:00 a.m. | Questions/Answers | |
| 12:00 - 2:00 p.m. | L U N C H. | |
| 2:00 - 4:00 p.m. | Instructors meet trainees
Assessment | Feeder Instructors
Counsellors |

DAY III

Wednesday 27th May, 1981

9:00 - 10:00 a.m.	Habits and attitudes for the world of work.	Mrs. M. Kimane Job Developer I
	a. Definition	
	b. What it means to the trainees	
	c. Job-finding Techniques	
10:00 - 10:15 a.m.	Questions/Answers	
10:15 - 10:30 a.m.	Distribution and discussion of trainee Handbook	Mr. Manamolela Counsellor II
11:30 - 11:45 a.m.	Questions/Answers	
11:45 - 12:45 a.m.	Individual Group Discussions	Counsellors
12:45 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet trainees Assessment	Feeder Instructors Counsellors

DAY VI

Friday 29th May, 1981

Trainees hand in
Medical Reports,
Certificates, and
Testimonials.

Classes begin on the 1st of June, 1981.

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LESOTHO OPPORTUNITIES INDUSTRIALIZATIONCENTRETRAINEE ORIENTATION SCHEDULEDAY I

Tuesday 5 May, 1981.

9:00 - 9:15 a.m.	Welcome address Staff Introduction	Mr. Lepheana Program Director
9:15 - 9:30 a.m.	Explanation of Orientation, Schedule of events, what it is, what it will do, its overall place in the O.I.C. scheme	Herbert Mgido Training Manager
10:30 - 10:45 a.m.	History and philosophy of O.I.C. a. O.I.C. in America b. O.I.C. in Africa c. O.I.C. in Lesotho	Mr. Lepheana Program Director
10:30 - 10:45 a.m.	B R E A K.	
10:45 - 11:45 a.m.	Films: "One Man: Reverend Leon H. Sullivan, Founder of O.I.C. -- "People to People," O.I.C.'s activity in Africa	Chris Manamolela Counsellor
11:45 - 12:00 a.m.	Testing in O.I.C. "Screening In"	C. Manamolela Counsellor
12:00 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet Trainees Assessment	Feeder Instructors Counsellors

DAY II

Wednesday 6 May, 1981.

- | | | |
|--------------------|--|------------------------------------|
| 9:00 - 9:30 a.m. | Counselling in O.I.C. | C. Manamolela
Counsellor |
| | a. What is
Counselling? | |
| | b. How does it fit
into the total
scheme? | |
| | c. How does it help you?
Why we have individual
and group counselling? | |
| 9:30 - 10:30 a.m. | Feeder | Mr. P. Lesela
Feeder Instructor |
| | a. What is Feeder? | |
| | b. How does it relate
to the total O.I.C.
scheme? | |
| | c. Role of the trainee | |
| | d. Individual instruc-
tion | |
| | e. Role of the Instructor | |
| | f. Operation of Feeder | |
| | g. Courses offered and
their description | |
| 10:30 - 10:45 a.m. | B R E A K. | |
| 10:45 - 11:45 a.m. | Tour of Vock | |
| 11:45 - 12:00 | Questions/Answers | |
| 12:00 - 2:00 p.m. | L U N C H. | |
| 2:00 - 4:00 p.m. | Instructors meet
trainees
Assessment | Feeder Instructors
Counsellors |

DAY III

Thursday 7 May, 1981

9:00 - 10:00 a.m.	Habits and attitudes for the world of work. a. Definition b. What it means to the trainee c. Job-finding Techniques	Mrs. Kimane Job Developer
10:00 - 10:15 a.m.	Questions/Answers	
10:15 - 10:30 a.m.	Distribution and discussion of Trainee Handbook	Counsellors C. Manamolela
11:30 - 11:45 a.m.	Questions/Answers	
11:45 - 12:45 p.m.	Individual Group Discussions	Counsellors
12:45 - 2:00 p.m.	L U N C H.	
2:00 - 4:00 p.m.	Instructors meet trainees Assessment	Feeder Instructors Counsellors

DAY IV

Friday 8 May, 1981 Trainees hand in
Medical Reports
Certificate, and
Testimonials.

Classes begin on 11 May, 1981.

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DIAGNOSTIC EVALUATION

LESOTHO

OPPORTUNITIES INDUSTRIALIZATION

CENTRE

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PERSONALITY TEST

INSTRUCTIONS:

Bonsa hore na u hanyetsana le lipolelo tse latelang:
Ka "Yes" kapa "No"

1. Ke tsoaroa ke mokhathala hang ta.
2. Ke lakatsa ho qoka litaba tsa bohlokoa le batho.
3. Nke ke ka tsamaisa batho.
4. Ke motho oa metouto.
5. Ke atisa ho ba sio lapeng.
6. Batsoali ba ka ha ba nkutloisisi.
7. Ke batla hoba haufi le Molimo.
8. Ha ke tsebe ho itlhalosa hake bua le batho.
9. Ke sebetsa ka thata.
10. Hangata ha kea thaba.
11. Ke khohlela khafetsa.
12. Ha ke tsebe ho boloka chelete.
13. Ke hloka ho traina 'mele oa ka.
14. Ke rata ho bala libuka tse nang le thuso.
15. Ke qoba ho teana le motho eo ke sa mo batleng.
16. Ke bohlasoa.
17. Ha ke khone ho kopana le bashanyana kapa banana moqoqong.
18. Ke botsoa.
19. Ke rera hore na nka nyala/nyaloo kapa che.
20. Ke na le metsoalle e fokolang.

Part One
Personality Test

INSTRUCTIONS:

Show whether you agree or disagree with the following statements by writing "Yes" or "No".

1. Feeling tired much of the time.
2. Wanting worthwhile discussions with people.
3. Lacking leadership ability.
4. Daydreaming.
5. Being away from home too much.
6. Having too few friends.
7. Not being understood by parents.
8. Wanting to feel close to God.
9. Unable to express myself in words.
10. Working too hard.
11. Unhappy too much of the time.
12. Having a persistent cough.
13. Not budgeting money.
14. Needing more physical exercise.
15. Wanting to read worthwhile books more.
16. Being careless.
17. Avoiding someone I do not like.
18. Not mixing well with opposite sex.
19. Being lazy.
20. Deciding whether to get married.

Part Two

SUBJECTS: COMMUNICATION SKILLS

Answer all questions.

A. Matching:

Place the proper letter (Not a word) in brackets next to the relevant number. For instance, if you say noun is the answer, you should put a in brackets.

Words:

- a. Noun
- b. Pronoun
- c. Verb
- d. Adjective
- e. Adverb
- f. Preposition
- g. Interjection

1. () is used in the place of a noun.

B. Completion:

From the list choose the proper answer and complete the following sentence:

- a. Transitive
- b. Comparative
- c. Superlative
- d. Infinitive
- e. Participle
- f. Common
- g. Proper
- h. Intransitive

2. _____ verbs require the receiver of the action.

C. True or False:

In brackets place T for True and F for False.

3. () An adverb may modify another adverb.

D. Selection:

Underline a verb in the following sentence.

4. The young lady went to a party.

E. Phrase or clause:

Write P for Phrase and C for Clause.

5. _____ by the person.
6. _____ when the sun rose.

F. Selection:

From the two words in brackets, choose the correct one to complete the sentence.

7. He sings (good, well).
8. Is Thabo the (taller, tallest) of the two?
9. Homophones: (words that have the same sound).

Write each homophone next to its definition.

Stationary or stationery?

9. _____ paper and pencil.
10. _____ fixed in a certain place.

COMPUTATION SKILLS

Part Three

Each of problems will carry 4 marks.

TOTAL MARKS: 100

TIME: 1 hour 30 minutes

1. Add $\begin{array}{r} 4046 \\ 2641 \\ 7384 \\ 3678 \end{array}$ (a) 17749
(b) 11468
(c) 17751
(d) 17571

2. $1000.44 - 909.75$ (a) 91.69
(b) 90.69
(c) 90.79
(d) 92.69
(e) 91.59

3. 359×48 (a) 17,232
(b) 16,532
(c) 17,542
(d) 16,533
(e) 17,132

4. 17220 divided by 287 (a) 70
(b) 40
(c) 80
(d) 50
(e) 60

5. Express $\frac{5}{8}$ as a decimal fraction (a) .635
(b) .655
(c) .025
(d) .625
(e) .605

6. How many quarters ($\frac{1}{4}$) are there in 8 whole numbers? (a) 2
(b) 12
(c) 8
(d) 32
(e) 16

7. The area of a rectangular garden, 30 metres long is 450 sq. m. What is the width of the garden?
- (a) 7.5m
 - (b) 15m
 - (c) 30m
 - (d) 145m
 - (e) 13500
8. Thabo bought a R7.75 shirt at 20% discount. How much did he spend?
- (a) R5.75
 - (b) R6.20
 - (c) R7.70
 - (d) R3.50
 - (e) R7.55
 - (f) R7.37
9. If $\frac{8}{10} = \frac{X}{40}$ what number does X represent?
- (a) 2
 - (b) 16
 - (c) 38
 - (d) 80
 - (e) 32
10. If 6 men plough a field in 15 days, how long will it take 9 men?
- (a) 10 days
 - (b) $22\frac{1}{2}$ days
 - (c) 18 days
 - (d) 7 days
 - (e) 4 days

Part Four

BASOTHO AND CHANGE

Diagnostic Test

The Family:

1. A family is defined as:
 - a. The basic unit that makes up the body.
 - b. The basic unit that makes up the wall of a building.
 - c. The basic unit that makes up the society.
 - d. Both a and c.
2. The responsibility of the parents to family members is to provide:
 - a. Food
 - b. Shelter
 - c. Clothing
 - d. a, b, and c

Social Group and the Community:

3. Examples of social groups are:
 - a. The family
 - b. The local community (village/town)
 - c. a, b, and d
 - d. The nation
4. A human being is called a social being because:
 - a. He has the tendency to live with others in a group or society.
 - b. He has a well-developed brain and a flexible hand.
 - c. He has the tendency to live alone.
 - d. He has selfish nature.

The Nation:

5. King Moshoeshe I was born in:
 - a. 1820
 - b. 1824
 - c. 1875
 - d. 1786
6. King Moshoeshe I was born at:
 - a. Ntsoana tsatsi
 - b. Menkhoaneng
 - c. Butha-Buthe
 - d. Thaba-Bosiu

Basotho Culture:

7. The main purpose of initiation (lebollo) was to prepare the youth for:
 - a. Adulthood
 - b. Work in the mines
 - c. Stealing sheep and cattle
 - d. b and c

8. It is the purpose of Education past and present:
 - a. To make people just highly educated.
 - b. To prepare young people for roles they will play in the society.
 - c. To make people hate manual work.
 - d. To enable some people to get high salaries.

Changes in Lesotho Life:

9. People learn things:
 - a. In the home.
 - b. At the training centre.
 - c. On the job.
 - d. a, b, and c.

10. Lesotho gained Independence on:
 - a. October 4, 1966
 - b. September 30, 1966
 - c. September 4, 1966
 - d. October 4, 1976

LOIC ENROLLMENT LIST - APRIL 1, 1981 - SEPT. 31, 1981FEEDER

1. Mphutlane Leqele
2. Motheba Manare
3. Phthon Meta
4. Moitheri Mabote
5. 'Mamoeti Maapesa
6. John Mahloane
7. Pitso Mohoma
8. Solomon Matsoso
9. 'Maseabata Thamahane
10. Napo Mosese
11. Seabata Mohlouoa
12. Sam Mokhele
13. Rethabile Ramohapi
14. Thabo Posholi
15. 'Musetsi Sehloho
16. Puseletso Sello
17. Theresia Thamahane
18. Buti Thulo
19. Joel Kolezile
20. Molefi Kabi
21. Thesele Makhaola
22. Thabo Tsenoli
23. Mohale Lebona
24. Seeiso Lebotsa
25. Moreka Matsepe
26. Thabang Fabo
27. Chokololo Lepheana
28. Letsabang Letlatsa
29. Raphoka Makara
30. 'Mamookho Mohase
31. Nkhahle Manamolela
32. Kelebhone Motjamela
33. Pake Ramokotjo
34. Lebotho Sekonyela
35. Pusetso Thulo
36. Bernad Khojane
37. Edwin Mabelo
38. Mablel Mohapelo
39. Michael Mokonyane
40. Abraham Mosebi
41. Silvester Phohlo
42. Lebetla Phenithi
43. Phatela Sebetoane
44. Mosothoane Sekhesa
45. Shale Shale
46. Lebohang Mofelehetsi

47. Motholi Letsoha
48. Tuki Mahata
49. Joseph Mahlaku
50. Moshoti Masopha
51. 'Matumane Matela
52. Retselisitsoe Moeletsi
53. Motlalepula Mohapi
54. Letsielo Mahasele
55. Ntemane Mokhele
56. Lerato Mokone
57. Moeketsi Molupe
58. Sechaba Mothata
59. Motumi Mphofe
60. Lebohang Ramohomane
61. Motlalepula Ramohomane
62. Mccoy Ramonono
63. Aupa Rapuleng
64. Lefu Sootho
65. Khahlanyetso Taole
66. Reentseng Thamae
67. Letlatsa Masia
68. Seroke Moshoeshoe
69. John Khabutloele
70. Nkoye Mahamo
71. 'Molaoa Mokekola
72. 'Mamphoka Molatseli
73. Levi Molemohi
74. Lawrence Masokela
75. Motlatsi Kolane
76. Edwin Maqalika
77. Lucas Moeketsi
78. 'Marako 'Mefane
79. Thapelo Molarane
80. Nthatuoa Mothepu
81. Edgar Motsoeneng
82. Mohainyane Motsu
83. Peter Rakhomo
84. Sefakoana Ratia
85. Pius Fobo
86. Ntsane Sekese
87. Ntsane Mantse
88. Monyatsi Monyatsi
89. 'Masekoala Phafoli
90. Moeketsane Molapo
91. Joel Mokhahlane
92. Makhebesela Rampeta
93. Fobo Matia
94. Ramonate Marathane
95. Teboho Molefi

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96. 'Mampepe Shelile
97. Palesa Roberts
98. Lerato Cassim
99. Mohlomi Mohale
100. Raphael Maema
101. Motoli Ntai
102. Daemane Ramoqopo
103. Tsoenyane Namole
104. John Bereng
105. Tsehla Ramapepe
106. Malefetsane Moriti
107. Mofokeng Moholobela

FEEDERCONSUMER EDUCATION

<u>WORDS</u>	<u>MEANINGS</u>
Installment Plan	Way of making a series of payments over a period of time for goods or services you have received.
Privilege	Advantage or special right.
Security	Freedom from danger and fear.
Scarce	Very little of, few in number.
Necessities	Things you can't do without.
Interest	Money paid by a person or by a group such as savings bank for the privilege of using someone else's money.
Economy	System people use to produce, distribute, and consume goods and services.
Credit rating	Estimate of how much credit can safely be given to you.
Deductions	Amounts that are subtracted or withheld.
Browse	Casually look around.
Perishable	Liable to spoil.
Car Pool	Group of people who take turns driving each other to work.
Principle	Law or rule.
Guaranty	Legal promise of quality or service.
Reputable	Well-known and honest.
Representative	Person appointed to act or speak for others.

WORDS

MEANINGS

Professional Association

Group of people, all in the same job, such as doctors.

Trade Association

Group of people in the same kind of business, such as bankers.

Confident

Sure.

Civic

Relating to community affairs.

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FEEDERCOMPUTATIONAL SKILLS VOCABULARY

<u>WORD</u>	<u>MEANING</u>
Circumference	The distance around the outside of a circle.
Diameter	A line passing through the centre of a circle and terminated at both ends by the circumference. It is equal in distance to twice the radius.
Hypotenuse	The longest side of a right triangle. It is the side opposite the 90 degree angle.
Isosceles Triangle	A triangle with two equal sides.
Leg of Triangle	The sides of a right triangle which form the right angle.
Perimeter	The length of the outer boundary of a plane figure.
Radius	Distance from the centre of a circle to any point on the circumference.
Right Triangle	A triangle with 90° angle.
Trapezoid	A quadrilateral with one and only one pair of sides parallel.
Fraction	Is a part of a whole quantity.
Denominator	Number below line in vulgar fraction.
Numerator	Number above line in vulgar fraction showing how many of the parts indicated by the denominator are taken.
Improper Fractions	A fraction whose numerator is greater than its denominator.
Angle	Space between two meeting lines or planes.

<u>WORD</u>	<u>MEANING</u>
Vertex	Meeting-point of lines that form an angle.
Vertical	In direction from top to bottom of picture.
Decimal	Of tenths or ten, counting in tens.
Percent	In every hundred.
Pentagon	Plane figure with five sides and angles.
Square	Equilateral Rectangle.
Rectangle	Four-sided plane rectilinear figure with four right angles.
Parallelogram	Four-sided plane rectilinear figure whose opposite sides are parallel.
Trapezium	Quadrilateral with one pair but not two pairs of sides parallel.

FEEDERBASOTHO AND CHANGEVOCABULARY LIST

Basotho	-	the people who live in Lesotho.
Change	-	to put one thing in the place of another.
Family	-	a stable living system of father, mother and minor children. The family institution is a small kinship structured group with the key function nurturant socialization of the newborn.
Off-Spring n.	-	child; children; young people.
Universal adj.	-	of belonging to, done by all.
Institution n.	-	long established law, custom or practice.
Basic adj.	-	of or at the base or foundation; fundamental.
Unit	-	quantity or amount used as a standard of measurement; single person, thing or group regarded as complete in itself.
Relationship n.	-	condition of belonging to the same family; being connected by birth or marriage; instance of being related; particular connection.
Kinship n.	-	relationship by blood.
Environment n.	-	surroundings, circumstances, influences.
Culture	-	everything learned and shared by men; a complex whole which includes knowledge, belief art, morals, law, custom and any other capabilities and habits acquired by man as a member of society.
Nuclear family	-	it is a family of parents and their minor children.

- Development - is a process that leads to situation in which all members of a social system live in freedom and equality; i.e., a social system that provides for equality of power of all its members by guaranteeing each member equal opportunity to maintain or increase to the same extent (in approximately the same amount of time) his participation in decision making, knowledge and wealth, as required for his optimal degree of mental and physical well-being.
- Discipline - training especially of the mind and character to produce self-control, habits of obedience, etc.
- Residence n. - place where one lives.
- Role n. - person's task or duty.
- Affection n. - kindly feeling; love.
- Marriage n. - is defined as a major cultural mechanism to insure the continuance of the family and other groupings based on kinship.
- Law n. - rule made by authority for proper regulation of a community or society or for correct conduct in life.
- Customer adj. - in agreement with, according to custom.
- Civil adj. - of human society; of people living together.
- Symbols n. - sign, mark, object, etc., looked upon as representing something.
- Kins n. - relatives by blood.
- Affires n. - relatives through marriage.

- Artifact n. - something made by man or any material thing that show alteration by man.
- Regulate v. - to course to obey a rule or standard.
- Discontinuity n. - change.
- Continuity n. - state of being continuous (going on without a break).
- Biological adj. - of biology (science of life and living things).
- Socialization - a process of training the initiate to become a responsible member of the group.
- Society - is an organized group of individuals.
- Skill n. - ability to do something expertly and well.
- Knowledge n. - knowing and understanding the nature of a thing, as well as the skill to apply these insights.
- Beliefs n. - conviction and confidence about the reality of some event.
- Values n. - cultural values are collective judgments of worth, i.e., within a culture, certain priorities of what is important, are shared by the population.
- Customs n. - Usually and generally accepted behaviour among members of a social group.
- Social n. - means living in companionship or community with others.
- Need n. - a specific experience which a person can only be denied at the cost of an interpersonal tension (frustration).
- Emotion n. - excited state of the mind or feelings.



- Security n. - the perception of order, predictability of events, and safety, freedom from danger or anxiety.
- Economics n. - science of the production and distribution of goods and services.
- Employment n. - giving work to, usually for payment.
- Communal adj. - of or for community; for common use.
- Labour n. - bodily or mental work, workers as a class.
- Snag n. - unexpected difficulty or obstacle.
- Attitude n. - predispositions to act or readiness response. (Examples of Cultural attitude are fear, prejudice, superiority or inferiority.)
- Regular adj. - coming, happening, done, again and again at equal intervals.
- Punctual adj. - neither early nor late; coming, doing something, at the time fixed.
- Budget n. - estimate of probable future income and expenditure.
- Recurrent adj. - Coming, happening again (examples of recurrent expenses are rent, lighting and heating).
- Capital n. - wealth (money and property) that may be used for the production of more wealth.
- Income n. - money received during a given period (as salary, receipts from trade, interest from investments, etc.).
- Expenditure n. - spending or using.
- Earnings n. - money received in return for work or as a result for one's qualities, etc.

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- Credit n. - record or money, etc., possessed by (somebody, a business firm, etc.).
- Debit n. - entry (in an account) of a sum owing.
- Financial adj. - of finance (n. management of money).
- Habit n. - somebody's settled practice, especially something that cannot be easily given up.
- Tastes n. - liking or preferences for.
- Patterns n. - way in which something happens, develops, is arranged.
- Funds n. - a sum of money available for a purpose; resources in the form of money.
- Experience n. - knowledge based on personal observation.
v. - meet with, undergo, feel.
- Legends n. - (history) collection of lives of saints or similar stories, traditional story, myth, inscription or motto on coin.
- Myth n. - primitive tale imaginatively describing or accounting for natural phenomena, esp. by personification, tale of Gods or demigods, old wives, prevalent but false belief, person/thing falsely supposed to exist.
Oral transmission of knowledge, beliefs, custom from one generation to another.
- Tradition n. - the body of such knowledge tale or belief so transmitted but not set down in the regular scripts.



- Folk-lore n. - Traditional beliefs of people of specified class.
- Language n. - words and their use, speech, method or style of expression, signs used to the deaf or by the dumb.
- Unity n. - oneness, being one, single or individual.
- Religion n. - system of faith to worship, human recognition of superhuman, controlling power esp. of a personal God entitled to obedience, effect of this on conduct.
- Art n. - skill, esp. human skill opp. to nature; skill applied to design to imitation, the art of agriculture () certain branches of learning designed as intellectual instruments.
- Recreation n. - (v) recreate, refresh, entertain, indulge in recreation.
- Civics n. - study of city government, the rights and duties of citizens.
- Medical n. - of medicine, medical man, student of the art of medicine, legal knowledge required by a doctor.
- Hygienical (Hygiene) n. - principle of health; sanitary science.
- Policy n. - document containing content of insurance. Statecraft course of action adopted esp. in state affairs.
- Formal n. - done as a matter of form, customs, rules, stiff, prim, methodical, explicit.
- Secondary adj. - coming after, less important than.

- Tertiary adj. - of the third degree, order, occurrence, importance. The third period in the formation of rocks.
- Government n. - power to govern, method or system of governing ministry, body of persons governing a state.
- Highveld n. - the area between the Drakensburg and the Kalahari Desert.
- Inhabit v. - live in, occupy.
- Climb v. - go or get up a mountain.
- Plain n. - area of level country.
- Drain v. - become dry or less wet as a result of the flowing away of water.
- Tableland v. - plateau; extensive area of high, level land.
- Climate n. - weather conditions of a place or area; conditions of temperature, rainfall, wind.
- Abundant adj. - more than enough, plentiful.
- Adjudicator n. - judge; arbitrator.
- Administrator n. - manager: person appointed to manage the property of others.
- Occupation n. - employment.
- Territory n. - area of land under one ruler or government.
- Initiation n. - is a formal transitional stage between youth adolescence and adulthood.
- Circumcision - is the operation; removal of the foreskin from the penis of an adolescent young man.

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- Lineages n. - families related through a common ancestor far remote than a parent.
- Clans n. - relationship between members of a clan is fictive or traced to a mythological ancestor.
- Totemism n. - is a set of customs and beliefs by which there is a set up of special system of relations between society and animals, etc.
- Nation n. - large community of people usually speaking a single language and usually having a character or political aspirations.
- Destitute adj. - without food, clothes and other things necessary for life.
- Migrate v. - to move from one place to another (to live there).
- Consequences n. - that which follows or is brought about as the result of effect of something.
- Occupy v. - take and keep possession of (towns, countries, etc.).
- Cannibal n. - a person who eats human flesh.
- Spacious adj. - having much space, roomy.
- Fugitive n. - a person running away from justice, danger.
- Annex v. - add or join something as a subordinate part of something.
- Govern v. - rule a country.
- Paramount adj. - supreme, superior.
- Administration n. - management of affairs.

- Indirect Rule n. - government or authority which is not straight or direct.
- Intermediary n. - go-between; mediator.
- Sovereign State n. - fully self-governing and independent in foreign affairs.
- Tax n. - sum of money paid by citizens (according to income, value of purchases, etc.).
- Freedom n. - a condition applying to each individual in which action alternatives are minimally restricted minimal means: no more than is necessary to prevent that too little restriction of action alternatives of one individual causes greater restriction of action alternatives for another individual.
- Authority n. - established controls; power or right to give orders and make others obey.
- Boundary n. - line that marks a limit; dividing line.
- Anthem n. - Song or Hymn of a Country, e.g., Lesotho Fatse la bo Ntat'a rona.
- Flag n. - Square or oblong piece of cloth, attached by one piece to a rope used as a distinctive symbol of a country.
- Coat of Arms - Pictorial design on a shield used by a noble family, town, university, etc.
- Citizen n. - person who has full rights in a state either by birth or Naturalization.
- Dual adj. - of two, double, divided in two.

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- Naturalization n. - admitting into citizenship of another country.
- Reject v. - put aside, throw away, refuse to accept.
- n. - articles made for expert but rejected because of imperfection.
- Refugee n. - person who has been forced to flee from danger, e.g., from floods, war or political persecution.
- Exile n. - banishment, being sent away from one's home or country as a punishment.
- Primary adj. - holding or sharing the first place in line or importance, preceding or giving rise to what is secondary.

IN-HOUSE FORMS, TESTS, ETC.

1. Diagnostic Evaluation
2. Vocational Rating Form
3. LOIC Feeder Timetable
4. Feeder Enrollment List
5. Feeder Vocabulary Lists
 - a. Basotho and Change
 - b. Communication Skills
 - c. Computational Skills
 - d. Consumer Education
 - e. Personal Development, Grooming and Hygiene
6. Feeder Weekly Rating Chart
7. Trainee Orientation Schedules
8. Vocational Pre-Test
9. Carpentry Technical Terms

FEEDERCOMMUNICATION SKILLSVOCABULARY LIST

- Absorbent: Capable of taking in or soaking up water or moisture.
- All Stretcher Bond: A bond showing only stretchers on the face of a seat.
- Arch: An arrangement of bricks or other units, usually built in the form of a curve, which is capable of retaining its form while resisting pressure due to loading.
- Basement: The lower part of a house or building, usually below ground level.
- Bat: Any part of a brick intentionally or accidentally broken off.
- Batter Stick: A tapered board used in conjunction with a plumb rule for building battering surface.
- Bay: Any division of a wall divided by means of piers. Each space from pier to pier is a bay.
- Beam: A piece of timber, iron, steel or other material used to support the weight of the portion of a structure which occurs over an opening.
- Beam Filling: A filling of brick between the roof rafters, from wall place to roof covering, to prevent the entry of birds, vermin, and to keep out the weather.
- Bearing Wall: A wall which supports the floors and roof of a building.
- Bed: The horizontal surface on which the bricks in a wall lie in courses. Also the mortar on which the bricks rest.
- Bed Joint: A joint between two horizontal courses of bricks.
- Breaking Joint: The placing of bricks so that no two vertical joints occur immediately over one another.
- Bricks: Standard units of building material made of pressed clay, rectangular in shape, and subjected to burning in a kiln.
- Brickwork: Walls, piers, floors, etc., built of bricks and mortar.
- Bulls Eye: A small circular or elliptical window.
- Buttering: Spreading mortar on the brock before it is laid.
- Cement: A pulverized mixture of burned clay and lime-stone used for mixing with other materials to make mortar or concrete.

Centre: A temporary structure to support an arch while it is being built.

Chimney: A shaft built to carry off smoke.

Chimney Breast: The projection on the interior or exterior face of a wall to accommodate a fireplace or smoke flue.

Chimney Lining: Fire clay to terra-cotta material made for building inside a chimney.

Closer: A cut piece of brick about one-quarter brick wide, used after the quoin header, to form the bond.

Common Brickwork: Walling built of the cheaper classes of brick, where appearance is not a major consideration.

Efflorescence: The unsightly chalk-like appearance on new building due to the evaporation and crystallization of the alkaline salts contained in the bricks and mortar. It may be washed off with dilute hydrochloric acid, but if left to the weather, the salts will gradually disappear.

Elliptical Arch: An arch having a semi-elliptical outline.

Flue: A passage in a chimney for exit of smoke and gases.

Footing: The broadened base of a foundation wall or pier.

Full Header: A course consisting exclusively of headers.

Frog: The indentation in the bedding surface of a brick, to reduce the weight and provide a key for the mortar.

Gauge: A measure for a particular purpose.

Header: A brick laid on its flat side, across the thickness of the wall, so that the end is visible on the course below.

Hearth: The portion of a fireplace level with the floor, upon which the firegrate stands. The rear portion extends into the fire opening and is known as the back hearth.

Jointing: The process of smoothing or indenting the surface of a mortar joint.

Lime: Dolomitic limestone which has been burned and pulverized, used for adding to sand to make lime mortar.

Lintel: A horizontal member spanning an opening.

Mortar: A mixture of lime and sand, cement and sand, or of lime and sand to which cement is added immediately before use. Used to form the joints in brickwork.

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FEEDERPERSONAL DEVELOPMENT GEOMING AND HYGIENEVOCABULARY LIST

- Career n. - way of making a living; profession.
- Need n. - a connection in which something is lacking, or necessary, or requiring some course of action.
- Accomplishment n. - completion; finishing; especially of something well done.
- Growth n. - increase in size, height, length, etc.
- Develop v. (cause to) - grow larger, fuller or more mature, organized; (cause to) unfold.
- Maturation n. - the process of becoming mature.
- Mental adj. - of or in the mind.
- Control n. - power or authority to direct, order, or restrain.
- Correlation n. - mutual relationship.
- Interpretation n. - Explanation or meaning.
- Infancy n. - early childhood.
- Adulthood n. - a state of being grown to full size or strength.
- Hitch-hiking n. - getting a free ride by asking for one (from the driver of a car, lorry, etc.).
- Profession n. - occupation esp. one requiring advanced education and special training, e.g., the law, etc.
- Dimension n. - measurement of any sort (breadth, length, thickness, height, etc.).
- Physical adj. - of the body.
- Nutritious adj. - nourishing, having high value as food.
- Immunization n. - Making safe or secure (from disease, etc.).
- Muscular adj. - of the muscles; having strong muscles.
- Coordination n. - the act of bringing or putting into proper relation.
- Ambition n. - desire to advance and to succeed; wanting to go ahead.

- Attitude n. - receptive approach to suggestion, changes, desire to improve professionally.
- Aptitude n. - knowledge and use of own abilities, strength, tries to overcome weakness.
- Character n. - standing up for what you believe; being able to accept praise and criticism, seeing another person's point of view.
- Mental Awareness - knowing what is going on at all times.
- Social and Community Responsibility - Doing things to make your community a better place to live in.
- Heredity - traits passed on from one generation to another.
- Environment n. - One's surrounding.
- Flight - when we run from problems we fear we can not solve.
- Flight - fight the air instead of running away from troublesome incidents or opponents; become cross and abusive about something you have to do (e.g., shouting).
- Sublimation - directing your excess energy from a primitive aim into a more desired channel.
- Compensation - when a social or physical handicap prevents a person from accomplishing certain goals, he may attempt to overcome this by trying to excell in other areas.
- Negativism. - respond in negative out of habit because of fear of responsibility.
- Introjection - when we try to make ourselves like that of another.
- Projection - when we blame other people of circumstances for our own mistakes.
- Idealization - idea based on an image of someone else.
- Displacement - when a person feels unwanted or loses a loved one, he may transfer his affection to a dog or a cat.
- Extrovert - likes people and activities, adjusts quickly to social situations and is not easily discharged or offended. He is aggressive, a leader and likes to get things done.
- Introvert - prefers to work with things rather than people, will follow rather than lead, may be sensitive, somewhat timid, and may enjoy an orderly life.

Ambivert - has some qualities of both, fluctuates between timid
and self-assurance.

Personality - covers everything you do and are.