



**Contract Information Management System  
(CIMS)**

**DIRECT ACTION DATA FORM  
FOR GRANTS & COOPERATIVE AGREEMENTS**

**1. Basic Award Number** 674-0302-G-SS-3049-00

**2. Recipient Name** Ikemeleng Remedial Education Center

**3. Award Description**

Funding through this Agreement will enable REC to implement a Community Awareness Program, establish a National Association of Learning Disabilities of South Africa, provide support and training to parents and teachers of children with learning disabilities, develop an In-Service Teacher Support Program and expand current research efforts in the field of remedial education.

**4. Principal Place of Performance**

Johannesburg Townships

**5. Benefiting Country**

Republic of South Africa

**6. Project Officer**

Office Symbol

HRDD

Name (Last, First)

Labaree, Sarah

**7. Grant Agreement Type**

- A. Disaster Assistance
- B. American Schools & Hospitals Abroad (ASHA)
- C. Other Than Those Listed Above
- D. Title XII Authority

**8. Basic Purpose**

- A. Tech. Services to Host Country
- B. Commodities
- C. Train. Services to Host Country
- D. Research
- E. Arch. & Engineering Services
- F. Construction

**7a. Extent Competed**

- E. Competed by the Technical Office
- F. Competed by the Contracting Office
- G. Not competed (unsolicited proposal)
- H. Not competed (predominant capability, etc.)

**9. Taxpayer Identification Number**

N/A

**10. Business Organization Type**

- A. Corporation
- B. Individual
- C. University or College
- D. Historically Black College or University
- E. Educational Organization (other than University or College)
- F. International Center
- G. Research Organization (other than International Center)
- H. Voluntary Organization
- I. Foundation
- J. Hospital
- N. Hispanic American College or University
- Z. Other

**11. If U.S. University, Host Country Institution**

**12. If obligated amount is in local currency, provide U.S. Dollar amount**

**13.a. Negotiator (Last, First, MI)**

Labaree, Sarah C.

**13.b. Signature**

*Sarah Labaree*

**14.a. Contract Officer (Last, First, MI)**

Dean, Leslie A.

**14.b. Signature**

*Leslie A. Dean*

**COPY OF AWARD DOCUMENT MUST BE ATTACHED TO THIS FORM**

# UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

USAID/SOUTH AFRICA



Tel: (012) 323-8869

P.O. Box 55380  
Arcadia, Pretoria 0007

Fax: (012) 323-6443

June 2, 1993

Mr. Sanku Molaoli  
Chief Executive Officer  
Ikemeleng Remedial Education Center  
P.O. Box 30401  
Wibsey, 1717

Subject: South Africa Education Support and Training  
Project; Grant Agreement with Ikemeleng Remedial  
Education Center;  
Agreement No. 674-0302-G-SS-3049-00

Dear Mr. Molaoli:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, and the Comprehensive Anti-Apartheid Act of 1986, as amended, the Agency for International Development (hereinafter "USAID") hereby enters into this Grant Agreement (hereinafter "Agreement" or "Grant") with Ikemeleng Remedial Education Center (hereinafter "Ikemeleng" or the "Grantee") and obligates the sum of \$200,000 to provide support for a program described in Attachment 1, entitled "Schedule," and Attachment 2, entitled "Program Description," of this Agreement.

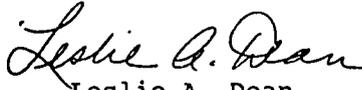
This Agreement is effective and obligation is made as of the date this letter is signed by an authorized USAID representative. The Agreement and obligation shall apply to commitments made by the Grantee in furtherance of program objectives during the period beginning on the effective date of this letter and ending May 31, 1996.

This Agreement is entered into with the Grantee on the condition that the funds will be administered in accordance with the terms and conditions set forth in Attachment 1, "Schedule," Attachment 2, "Program Description," Attachment 3, "Standard Provisions," Attachment 4, "Disbursement of and Accounting for Agreement Funds," Attachment 5, "A.I.D. Geographic Code List," Attachment 6, "Guidelines for Financial Audits Contracted for by Foreign Recipients," and Attachment 7, "Grantee Certifications". This letter and the seven attachments just described, which have been agreed to by your organization, constitute the Agreement.

2

We request that you and a member of the Board of Trustees of the Ikemeleng Remedial Education Center sign the original and one (1) copy of this letter and then return the original to USAID/South Africa.

Sincerely,



Leslie A. Dean  
Director

Date: June 2, 1993

ACKNOWLEDGED AND ACCEPTED

\_\_\_\_\_  
By: Mr. Sanku Molaoli  
Title: Chief Executive Officer  
Date: \_\_\_\_\_

\_\_\_\_\_  
By: Mr. Velly Mahlangu  
Title: Chairman of the Board  
Date: \_\_\_\_\_

Attachments:

1. Schedule
2. Program Description
- ~~3. Standard Provisions and Additional Provisions as Applicable~~
4. Disbursement of and Accounting for Agreement Funds
5. A.I.D. Geographic Code 935 List
6. Guidelines for Financial Audits Contracted for by Foreign Recipients
7. Grantee Certifications (Grantee Signatures Required)

ATTACHMENT 1  
SCHEDULE

I. OVERVIEW OF AGREEMENT

This Agreement provides financial assistance to Ikemeleng Remedial Education Center (IREC), an independent, nonracial, community-based remedial education center meeting the needs of black children with learning disabilities. Funding through this Agreement will enable IREC to implement their Community Awareness Program, establish a National Association of Learning Disabilities of South Africa, provide support to parents and teachers of children with learning disabilities through an Advice/Placement Office, develop an In-Service Teacher Support Program and expand current research efforts into the field of learning disabilities.

II. PERIOD OF AGREEMENT

The effective date of this Agreement is the date the cover letter is signed by an authorized USAID representative. Unless otherwise agreed to by USAID in writing, the expiration date is May 31, 1996, meaning that no USAID funds under this Agreement shall be applicable to goods not furnished or services not performed for the program by this date.

III. AGREEMENT FUNDING AND PAYMENT

A. The total estimated amount of USAID funds to be provided under this Agreement for the period shown in Section II. above is U.S. \$310,000.

B. USAID hereby obligates the amount of U.S. \$200,000 for eligible program expenditures during the estimated period of April 30, 1993, through April 30, 1995.

C. Payment shall be made to the Grantee in accordance with procedures set forth in Attachment 3 - Additional Standard Provision 1, entitled "Payment - Periodic Advance," and as provided for in Attachment 4, "Disbursement of and Accounting for Agreement Funds."

D. Additional funds up to the total amount of the Agreement as shown in Section III.A., above, may be obligated by USAID subject to the availability of funds, the agreement of the Parties hereto to proceed with the Grant program, and to the requirements of the Mandatory Standard Provision, Attachment 3 to the Agreement, paragraph 4 entitled "Revision of Grant Budget."

#### IV. FINANCIAL PLAN

##### A. Financial Plan

The Financial Plan for funds obligated under this Agreement is set forth in Table 1 below. Revisions of this Plan shall be made in accordance with Mandatory Standard Provision 4 of this Agreement, located in Attachment 3 and entitled "Revision of Grant Budget." The Grantee is authorized a 15% deviation between line items, provided that USAID is notified in writing of such budget changes in the Grantee's following Disbursement Report. However, any deviation in excess of 15%, or any increase in the total Grant, must be approved in advance in writing by the Director, USAID/South Africa.

Set forth in Attachment 2, Section VII., is a more detailed Illustrative Financial Plan which incorporates the planned total A.I.D. contribution over the life of the Grant.

Table 1

Financial Plan  
South African Rand (SAR)

<u>Item</u>	<u>Obligated Total</u>
Compensation (salaries)	260 000
Travel and Per Diem	50 000
Consultants	35 000
Other Direct Costs	103 000
Financial Audit	6 000
Evaluation	13 000
Predetermined Overhead	93 000
TOTAL:	560 000

##### B. Level of Assistance

The total Rand amount in the Financial Plan (Table 1) above is the maximum Rand amount available under this Agreement. The conversion rate from U.S. Dollars will be the prevailing rate at the time of conversion as determined by the Controller, USAID/South Africa. To determine the U.S. Dollar amount of disbursements to the Grantee under the Agreement, an exchange rate of R2.8 to one (1) U.S. Dollar will be used. Notwithstanding the above, in no event will the total Rand amount provided to the Grantee under the Agreement exceed the obligated Dollar amount provided for in Section III. B.

Due to exchange rate fluctuations, the total amount of Rands available after converting the total obligated U.S.

Dollar amount into Rands may exceed the Rand Budget. If the Grantee desires to use such excess Rands to finance additional eligible program expenses, it may submit to USAID a written proposal for use of such funds. If USAID is in agreement with the Grantee's proposal, the Agreement may be modified to provide for the authorized expenditures. USAID reserves the right to deobligate any Dollars in excess of those needed to fund the Rand Budget. However, should changes in the exchange rate result in fewer South African Rands being available than budgeted for, the Grantee will be responsible for financing the shortfall, since the U.S. Dollar amount prevails.

V. REPORTING

The Grantee will submit to USAID, in a timely manner, written semi-annual progress reports to USAID on activities funded and general performance under the Agreement. The semi-annual reports should include a brief description of program accomplishments during the preceding six months and a discussion of any problems encountered and how they were resolved. These reports will cover the periods between April 1 - September 30 and October 1 - March 31. The semi-annual report for the first period will be due at the end of April; for the second period, the report will be due at the end of October. The Grantee will also submit, in a timely manner and in a format mutually agreed upon by the Parties, a written final report on all activities financed by the Agreement.

VI. OVERHEAD RATE

A predetermined overhead rate of 19% of all direct costs applies to this Agreement to support IREC's programs.

VII. TITLE TO PROPERTY

Title to all property purchased under this Agreement shall vest in the Grantee in accordance with the terms of Attachment 3, Additional Standard Provision 18, entitled "Title to and Use of Property."

VIII. AUTHORIZED GEOGRAPHIC CODE

The authorized geographic code for all procurement with A.I.D. funds under the Agreement is the United States, the Republic of South Africa and countries included in A.I.D. Geographic Code 935, meaning that all goods and services financed by this Agreement shall have, with respect to goods, their source and origin and, with respect to the suppliers of services, their nationality in the United States, the Republic of South Africa or in other countries included in A.I.D. Geographic Code 935.

To the maximum extent practicable, goods and services financed with funds provided under this Grant should be procured from the United States. Please refer to Attachment 5 for a list of countries included in Code 935.

## IX. SPECIAL PROVISIONS

### A. Procurement

1. Scope: This provision is applicable to the extent that local cost financing is otherwise authorized by the Agreement. It does not require procurement in South Africa where offshore procurement could otherwise occur.

2. Policy: In the procurement of goods and services in South Africa, the Grantee shall, to the maximum extent practicable, award contracts to individuals who or organizations which have been disadvantaged by apartheid and are responsive and appropriate providers of goods and services.

3. Definitions: Individuals and organizations disadvantaged by apartheid shall mean: (1) South African individuals of black, "colored" or Asian descent whose principal place of business is in the Republic of South Africa, and (2) private partnerships or commercial firms which are incorporated in or organized under the laws of the Republic of South Africa, whose principal place of business is in the Republic of South Africa, and which are more than 50 percent beneficially owned by South African persons of black, "colored" or Asian descent. The Republic of South Africa includes the so-called "independent" and "self-governing" homelands.

### B. Competition

Except as otherwise provided in Sub-Section A. above, all procurement transactions shall be conducted in a manner to provide, to the maximum extent practical, free and open competition.

### C. Staff Recruitment

The Grantee agrees that all staff recruitment for positions funded by USAID will be carried out through an appropriate competitive process and that salary levels will be in accordance with community and professional standards.

D. Travel and Per Diem

The Grantee will provide for USAID approval a copy of its travel and per diem policy covering both domestic and international travel for its staff and for program participants. The travel and per diem rates established under such policy shall not exceed U.S. Government rates. In the event the Grantee does not establish a policy, U.S. Government regulations governing travel and per diem shall apply.

E. Political Affiliation

The Grantee agrees that programs funded under this Agreement will be made available to individuals and groups regardless of their political beliefs or affiliations. The Grantee shall not discriminate in its hiring practices or in the provision of its services against individuals or organizations who associate themselves with any particular political philosophy. The Grantee shall periodically review the level of actual provision of its services to assure that persons or organizations sympathetic to certain political groupings or philosophies are not intentionally excluded from activities financed by USAID.

X. STANDARD PROVISIONS

The Standard Provisions applicable to this Agreement are contained in Attachment 3, entitled "Standard Provisions."

ATTACHMENT 2  
PROGRAM DESCRIPTION

I. SUMMARY

The Education Support and Training (ESAT) Project provides funding under this Agreement to Ikemeleng Remedial Education Center (IREC), an independent, nonracial, community-based remedial education center meeting the needs of black children with learning disabilities. Funding through this Agreement will enable IREC to implement their Community Awareness Program, establish a National Association of Learning Disabilities of South Africa, provide support to parents and teachers of children with learning disabilities through an Advice/Placement Office, develop an In-Service Teacher Support Program and expand current research efforts into the field of learning disabilities.

II. BACKGROUND

A. Education Support and Training Project

This Agreement is financed under USAID's Education Support and Training (ESAT) Project. The purpose of ESAT is "to support indigenous nongovernmental initiatives which test improved models for basic education for disadvantaged South Africans and confront the waste of human resources by the apartheid education system."

Based on extensive consultations with progressive educators, community leaders, parents, students and nongovernmental organizations, priority is given to projects which: help disadvantaged South Africans cope with and overcome the inadequacies of apartheid education; are nonracial yet affirm black culture and history; promote community involvement in education; or provide a foundation for nonracial education in a post-apartheid South Africa.

The ESAT Project focuses on seven key areas:

- a) development of models for decentralized education;
- b) development of curriculum and education planning for a post-apartheid society;
- c) qualitative improvement of black education;
- d) expanded access to secondary education;
- e) development of post-secondary remediation;
- f) development of applied adult literacy training; and
- g) development of pre-school preparation programs.

## B. Ikemeleng Remedial Education Center

Ikemeleng Remedial Education Center, a community-based program located in Soweto, was established in 1984 by a parents group to meet the developmental needs of their children with learning disabilities. Originally staffed by one teacher and with an enrollment of fifteen students, IREC now employs twelve teachers, has an enrollment of 133 students, a waiting list of over 100 names, and inquiries from parents as far away as Port Elizabeth. This growth is largely due to the strong support of the parents. Due to the rapid increase in student numbers and the growing demand for places, IREC is looking for a more suitable facility.

IREC, which charges its students R600 per annum, is the only South African remedial education program which targets the black child and is the only such school in the greater Johannesburg area with a tuition fee of less than R7,000 a year. The six "white" remedial education centers in Johannesburg are all finely equipped with modern facilities, while Ikemeleng continues to struggle to find adequate resources to provide the necessary and basic educational services to its students.

IREC is managed by a Management Board, consisting of 9 voting members (8 of which are parents of IREC students) and the Chief Executive Officer, an Ex-Officio member. There are plans to invite more Members to join this Board so that the numbers may increase. Besides USAID, IREC's other main donor is the Kellogg Foundation. Other donors include the British Consulate, the Sowetan Newspaper, Human Resources Trust, the Canadian Embassy and C.E. International. IREC also receives financial and in-kind contributions from the community.

In 1990 USAID funded IREC under a Purchase Order to support the research and planning of a Community Awareness Program (CAP). The final report for this project has provided the blueprint for IREC's five year planning strategy. The CAP, to be implemented under this Grant Agreement will become an integral part of IREC's program and will provide much needed support to and involvement from the community. As a vehicle for awareness-raising, the National Association of Learning Disabilities of South Africa (NALDSA) will be established as part of CAP and will advocate the rights of children with learning disabilities on a national scale.

NALDSA will combine the knowledge and experience of parents, business and community leaders with the expertise of the academic and service worlds in the field of learning disabilities. By establishing NALDSA, IREC hopes to create a climate of public awareness and acceptance of learning disabilities, develop and promote legislative assistance, increase public pressure to help improve the quality of special education and ensure equitable education for all students, and establish linkages with similar associations locally and internationally to share information. The NALDSA

will also assist IREC in building a national capacity to expand its model for a remedial program for black South African children.

In addition, over the three year period of this Grant Agreement, an In-Service Teacher Training Support Program will be developed and piloted at IREC for its own staff development needs in the area of instruction, assessment, and methodology. This course, which aims to develop those teaching skills necessary for the effective intervention by teachers who will have learning disabled students in their classes, will draw on a multi-disciplinary approach to the field of remedial education. Based on an external evaluation conducted at the end of the three year period, this course may become a model for introduction on a wider scale. The eventual target group for this course could be both pre-school and junior primary teachers in training and those that are already posted.

IREC's community-based remedial education program clearly supports ESAT's purpose "to support indigenous, nongovernmental initiatives which test improved models for basic education for disadvantaged and South Africans and confront the waste of the apartheid education system." In addition, IREC's work in remedial education research and in lobbying for the rights of children with learning disabilities will impact on the education policy debate and will provide a replicable model for the new South African education system.

### III. PROBLEM

It is estimated that more than 10% of all black children in South Africa have some form of learning disability (ie; discalcular, dyslexia, short-memory, attention deficit disorders, and hyper activity). Within the context of the many social problems plaguing life in the townships (such as unemployment, violence, disintegration of the family, alcohol and drug abuse), it is easy to comprehend why so many children become ostracized, misunderstood, or diagnosed as "difficult" and "unteachable." Children passing through an education system which is ill-equipped to identify such problems at an early stage, and with a family environment which is unable to deal with the situation alone, often remain illiterate and unemployable. Without the help of a remedial program such as that offered by IREC for these children, they will remain alienated and marginalized from their society.

Within the historic context of inequitable provision of education facilities and opportunities for the black children of South Africa, remedial education for the disadvantaged is the most neglected area within the already inferior black education system. The lack of social and life skills, including basic literacy and numeracy, and the ability to participate in the conventional school system are considerable constraints to black children which prevent them from participating equally in South African society.

Ikemeleng is particularly concerned with increasing public awareness of learning disabilities and advocating the rights of children with learning disabilities. Now is a particularly crucial time to place pressure on the policy-makers who will be designing a new educational system for the country. IREC plans to ensure that the needs of children with learning disabilities are expressed and heard through their Community Awareness Program and the establishment of a National Association.

Not only do Government officials, policy makers, and general public require more information about learning disabilities, but so too, do the teachers of "hard to teach" children. In the conventional black school system and classroom environment where the teacher pupil ratio is 1:40 and no individual attention is afforded to the student, teachers have no training in identifying, not to mention handling, students with learning disabilities. IREC, through workshops and seminars and the development of an In-Service Teacher Support Program, will provide information and training to teachers in the community. If successful, these courses may be offered on a wider scale.

In addition, the learning disabilities of a child clearly affects the whole family. Therefore, parents and other relatives at home, as well as the child's teacher, may need help in understanding and accepting the special treatment necessary for the child. IREC's community education programs will be designed for the parents and one of the main purposes of the Advice/Placement Office will be to serve the needs of the whole family to provide on-going information, guidance, and support.

#### IV. PURPOSE

This grant will assist IREC's efforts to build a national capacity, focus public awareness and train teachers on the issues of learning disabilities, advocate the rights of children with learning disabilities, and work to put the issue on the education policy agenda.

#### V. PROGRAM DESCRIPTION

USAID funding under this Grant Agreement will go towards salary support for key staff members, related travel costs, consultants, staff development, the Community Awareness Program, set-up costs for the National Association of Learning Disabilities of South Africa, an annual project evaluation, an annual financial audit, and a portion of necessary administrative support costs, as described below.

**A. SALARIES:**

1. Director of Community Awareness Program: USAID will provide salary and benefits amounting to R32,500 a year for this full-time position. The Director's responsibilities will be the overall coordination of CAP which includes the operation of both the NALDSA and the Advice/Placement Office.

2. Public Relations Officer: USAID will provide salary and benefits amounting to R26,000 a year for this full-time position. The Public Relations Officer's main duties include liaising with the public, media, and national forums; preparing and issuing press releases and statements; and promoting the image of the NALDSA.

3. Researcher: USAID will provide salary and benefits amounting to R26,000 a year for this full-time position. The Researcher's responsibilities will include: participating fully in and reporting on the stages of development of the In-Service Teacher Support Program; researching methods and effective strategies in the field of learning disabilities; and reporting on services available to the learning disabled in South Africa.

4. Placement/Advice Officer: USAID will provide salary and benefits amounting to R26,000 a year for this full-time position. The Placement/Advice Officer will provide: information about placement and services for learning disabled children, support and guidance to families, service to IREC students who seek placement upon graduation from the remedial program; and monitor and follow-up their progress in their new environment.

5. Secretary: USAID will provide salary and benefits amounting to R19,500 a year for this full-time position. The Secretary will provide administrative support to the Community Awareness Program.

**B. TRAVEL and PER DIEM**

USAID funding for travel will allow IREC staff to travel as required for outreach, staff development training, and networking purposes. USAID will reimburse the AA rate per kilometer based upon an official log kept by IREC staff. In addition, a small per diem will be provided. As per Section IX(D) of Attachment 1 of this Agreement, IREC will either provide USAID with a copy of its travel and per diem policy or it will abide by official U.S. Government travel regulations.

### C. CONSULTANTS

USAID will provide R35,000 for the first two years and R20,000 for the final year to cover the costs of securing technical assistance, in the form of short-term consultancies from South Africa or from overseas. Consultants' services will assist IREC in the design and piloting of the In-Service Teacher Support Program. IREC may also wish to secure international expertise as well as professional support for the NALDSA. This line item will cover fees, travel and accommodation costs. Before disbursing funds under this line item, USAID requires that IREC supply the Project Officer with the consultant's C.V., budget and Scope of Work for official USAID Project Officer approval.

### D. OTHER DIRECT COSTS

1. Staff Development: USAID provides R30,000 for the first two years of funding and an additional R25,000 for the final year to help cover the costs of training key IREC staff members in the areas of computer training, management skills, research and evaluation, or remedial education. The costs of running the pilot In-Service Teacher Support Program are also covered in this line item.

2. Community Education Programs: USAID provides R40,000 in the first tranche of funding and an additional R25,000 in the second tranche to contribute to the costs of running workshops and seminars on the issues of learning disabilities. For the first four such workshops, USAID will reimburse the total costs of these workshops. After this, USAID and IREC will agree on an average cost per participant per day to facilitate the reimbursement of such workshops.

3. Community Education Materials: USAID provides R13,000 in the first two years and an additional R9,500 in the final year of funding to contribute to the production and printing costs of materials. These will be used in the Community Awareness Program and those workshops outlined above to help educate and provide information to families and teachers of children with learning disabilities as well as to the general public. This material will also be central to the In-Service Teacher Support Program.

4. NALDSA Set-up Costs: USAID provides R20,000 in the first tranche of funding to furnish IREC with necessary set-up costs, such as a computer, software, and basic office furniture, for the establishment of the NALDSA. IREC understands that it must seek three quotes from vendors of such equipment and seek official USAID approval before making the purchases.

#### **E. EVALUATION**

This line item, amounting to R13,000 in the first tranche and R23,500 in the second tranche of funding, will cover the costs of an annual evaluation to be conducted by an outside evaluator. IREC and USAID will mutually agree upon the Scope of Work for such an evaluation and IREC shall submit for formal USAID approval the evaluator's C.V. and budget before funds under this line item will be disbursed.

#### **F. FINANCIAL AUDIT**

This line item, amounting to R3,000 a year, will cover the costs of the USAID mandated annual audit as described in Attachment 6.

#### **G. OVERHEAD COSTS**

A predetermined overhead rate of 19% of the total estimated costs will be applied to this Grant to support IREC's programs. These support costs include such items as financial management, secretarial support, rent, telephone, postage, printing, maintenance and other miscellaneous administrative costs. This results in payment of R140,000 over 3 years between May 31, 1993 and May 31, 1996 and will be dispersed quarterly in equal amounts of R11,666. For the first tranche obligated under this Agreement, a total amount of R93,000 may be claimed between May 31, 1993 and May 31, 1995. This rate can be renegotiated based on mutual agreement between IREC and USAID. USAID will not fund major capital expenses, such as vehicles, buildings and major equipment.

#### **VI. IMPLEMENTATION PLAN FOR THE TEACHER SUPPORT PROGRAM**

Under this Grant Agreement, USAID supports the three year development of IREC's In-Service Teacher Support Program. This course will aim to develop those teaching skills necessary for the effective intervention by teachers who might have learning disabled students in their classes. The development of the program, although not indicated as a separate line item, is incorporated in the above program description. The costs of the research and design of the course will be claimed against the "Consultant" line item as well as the "Staff Development/ Training" line item (for the implementation stage of the pilot) or the "Evaluation" line item (for the final report), where applicable.

The timetable for achieving specific objectives is outlined below. IREC shall report, in writing, to USAID on the following stages of development by the target date of implementation. Funding for the third and final year of this Grant Agreement may be conditional on the successful implementation of this plan.

**- Needs Assessment of Teachers: July 1993**

This Report will identify the needs of IREC teachers in the areas of instruction, assessment, and methodology as they relate to the needs of children with learning disabilities.

**- Curriculum Development: February 1994**

This report will design the specific course necessary to address the above-mentioned needs and will develop the implementation process for such a course (ie; accessibility for IREC teachers during their teaching schedules).

**- Pilot of Course at IREC: February 1995**

The course will be piloted over a one-year period for IREC's teachers and the report will include an account of the attendance by IREC teachers.

**- Evaluation/Final Report of Course: May 1996**

The external evaluation will be a full report on the effectiveness of the course. This evaluation will also include, if seen as plausible, the recommendation of strategies and a plan of action for the wider implementation of the course.

**VII. ILLUSTRATIVE FINANCIAL PLAN**

The detailed illustrative financial plan on the following page supplements the Financial Plan found in Attachment 1, Section IV, which is the binding plan for the purposes of this Agreement.

**ACTION MEMORANDUM FOR THE DIRECTOR, USAID/SOUTH AFRICA**

DATE: April 7, 1993

FROM: William G. Duncan, <sup>WGD</sup> Supervisory Project Development Officer, Project and Human Resources Development Office

SUBJECT: South Africa Educational Support and Training Project (674-0302); Ikemeleng Remedial Education Center (IREC) Agreement No. 674-0302-G-SS-3049-00

I. PROBLEM

Your approval is required to obligate U.S. \$200,000 of FY1993 funds under the Education Support and Training (ESAT) Project (674-0302) through a Grant Agreement with Ikemeleng Remedial Education Center, (hereinafter referred to as "IREC") as described herein.

II. AUTHORITY

Pursuant to Redelegation of Authority No. 452, the Director, USAID/SA, has authority to authorize and execute grants, and amendments thereto, with indigenous non-governmental organizations (NGOs) in an amount not to exceed \$5.0 million per grant.

III. DISCUSSION

Ikemeleng Remedial Education Center, a community-based program located in Soweto, was established in 1984 by a parents group to meet the developmental needs of their children with learning disabilities. Originally staffed by one teacher (currently the Chief Executive Officer of IREC) and with an enrollment of fifteen students, IREC now employs twelve teachers, has an enrollment of 133 students, a waiting list of over 100 names, and inquiries from parents as far away as Port Elizabeth. Due to the rapid increase in student numbers and the growing demand for places, IREC is now looking for a more suitable facility.

It is estimated that more than 10% of all black children in South Africa have some form of learning disability. But given the inadequate knowledge and training of these children's teachers and parents, the children become ostracized, misunderstood, or diagnosed as "difficult" and "unteachable." Children passing through an education system which is ill-equipped to identify such problems at an early stage, and with a family environment which is unable to deal with the situation alone, often remain illiterate and unemployable. Without the help of a remedial program such as that offered by IREC for these children, they will remain alienated and marginalized from their society.

estimates have been established. Such planning is evidenced by the Agreement program itself, as described in Attachment 2 of the proposed Agreement, which contains a detailed methodology for implementing Agreement activities and attaining specified Agreement outputs. The Illustrative Financial Plan is based on reasonably firm cost estimates for program activities.

2. Payment Verification Requirements - Payment verification requirements for the Grantee are satisfied by: (a) the specification of financial management and reporting procedures in the attached Agreement; (b) the certification by the USAID Controller of the recipient organization's ability to handle initial Agreement disbursements; and (c) provision in the proposed Agreement for annual audits of use of Agreement funds.

3. Recurrent Costs - Donor financing of recurrent costs, such as salaries, allows the Grantee to provide an essential service that is unmet by the public sector and, due to the limited income of the beneficiaries, cannot be met through normal market channels. Recurrent cost assistance in such cases is justified under category 2 of USAID's Recurrent Cost Policy. The "design considerations" outlined in this policy document have been taken into consideration in the design and negotiation of this Agreement.

4. Selection of a Grant as the Assistance Instrument - It is the determination of the HRDD that, in accordance with Handbook 13, Chapter 6, a grant is the appropriate assistance mode to be utilized, as A.I.D. is not procuring goods or services and does not require a substantial degree of operational control or involvement in project implementation. The attached document is, in form and substance, a grant as defined by A.I.D.

V. RECOMMENDATION

It is recommended that, pursuant to your authority under Redefinition of Authority No. 452, you: (1) approve noncompetitive selection in accordance with the justification provided above; (2) authorize the proposed Agreement to Ikemeleng Remedial Education Center by signing below; and (3) execute said Agreement, as attached, by signing on the appropriate page and line as indicated.

Approved Leslie A. Dean  
Leslie A. Dean  
Director, USAID/SA

Disapproved: \_\_\_\_\_

Date: June 2, 1993

D. Technical and Management Capability - It is the HRDD's determination that the subject organization possesses suitable policies and practices to ensure adequate management of USAID funds provided under the Grant Agreement. This determination is based on visits to the offices of the Grantee and the successful implementation of the USAID Purchase Order granted to Ikemeleng over the past two years.

E. Financial Management Capability - A financial review of Ikemeleng's financial management systems was conducted on April 2, 1993 which certified that the Grantee possesses adequate accounting systems, books and records for the administration of this Agreement. A copy of this review is on file in the Controller's Office at USAID/South Africa.

F. PVO Registration Determination - The proposed Grantee qualifies as a Private Voluntary Organization, as defined in A.I.D. Handbook 3, Appendix 4C and 88 State 356010. PHRD are in the process of provisionally registering Ikemeleng as a LPVO with AID/W. However, given the potential delays caused by this additional requirement as well as the urgency felt by the grantee to move forward in the implementation of the grant program, it was agreed that these activities would happen simultaneously. It is particularly urgent as Ikemeleng has completed the ground work for its initiatives, particularly the development of the National Association of Learning Disabilities (NALDSA). A letter listing the LPVO requirements was mailed to Ikemeleng on May 28, 1993, urging prompt completion of the registration requirements.

G. Grantee Contribution - A Grantee contribution in kind of not less than 25% of total grant project costs has been provided. This includes student fees, voluntary assistance and participation by parents in the program.

H. Sustainability - The Grantee is expected to continue activities funded under this Grant and will be a strong player in remedial education in the future. USAID will not be the sole donor of IREC's projects. Other donors include the Kellogg Foundation, British Consulate, Canadian Embassy, and Human Resources Trust. In addition, IREC began as a community initiative and there continues to be wide support from parents and community leaders to ensure the sustainability of IREC. If the In-Service Teacher Support Program model proves successful, it is also expected that IREC may attract contracts for its teacher training services.

I. Standard Issues

1. Section 611(a) Requirements - Consistent with Section 611(a) of the FAA, adequate technical and financial planning underlie the proposed Agreement and reasonably firm cost

IREC's community-based remedial education program clearly supports ESAT's purpose "to support indigenous, nongovernmental initiatives which test improved models for basic education for disadvantaged South Africans and confront the waste of the apartheid education system." In addition, IREC's work in remedial education research and in lobbying for the rights of children with learning disabilities will impact on the education policy debate and will provide a replicable model for the new South African education system.

#### IV. ISSUES

Through the development of this Agreement, the following issues have been identified and addressed as presented below:

A. Action Plan and Strategic Objective(s) - This proposed Agreement was discussed during the FY93 Education Support and Training Project Action Plan review dated January 29, 1993 and approved. This activity is consistent with USAID/South Africa's Strategic Objective to "prepare disadvantaged South Africans to establish an equitable and effective educational system" and the four program targets: 1) increase the number of qualified and skilled black South Africans; 2) develop, evaluate, and disseminate models of innovative approaches to education; 3) contribute to the policy debate on the future of South African education; and 4) strengthen selected education institutions and organizations.

B. Grantee's Illustrative Budget and Cost Negotiation - The Human Resources Development Division (HRDD) conducted verbal negotiations with IREC to establish its priorities for funding. The budget and costs have been reviewed within the Mission as part of the grant approval process and have been determined to be fair, reasonable and allowable for a grant of this nature. The grant file contains sufficient support for this determination.

C. Competitive Procedures or Non competitive Justification Although competition is to be encouraged in the award of grants and cooperative agreements to NGOs (Handbook 13, Chapter 2B), Chapter 2B3a permits exceptions to competition where the proposal "is not solicited by A.I.D." and where the proposal is "unique, innovative, or proprietary and acceptance would be fair, reasonable, and would represent appropriate use of A.I.D. funds to support or stimulate a public purpose." IREC has submitted an unsolicited proposal, and it is the determination of the HRDD that the activity is "unique, innovative, or proprietary". Ikemeleng is the only remedial education program which specifically targets the black learning disadvantaged community of South Africa. Because this activity is consistent with USAID program objectives and is so unique, innovative, or proprietary, acceptance of the IREC proposal would be fair and reasonable and would represent an appropriate use of USAID funds.

In 1990, USAID funded IREC as a "Level One Grantee" under a Purchase Order to support the research and planning of a Community Awareness Program (CAP). The final report for this project has provided the blueprint for IREC's five-year planning strategy and was reflected in their proposal for USAID support over the next three years. Because IREC has successfully completed that strategic planning and organizational development phase, the project has now graduated to a "Level Two Grantee."

ESAT support for Ikemeleng under this Agreement (which amounts to \$200,000 but has an estimated total of \$310,000) will enable IREC to fully implement their strategic plan to build a national capacity as a replicable model for remedial education as well as an information and resource center for the black community nationwide. As an additional vehicle to the community workshops and seminars for awareness-raising, the National Association of Learning Disabilities of South Africa (NALDSA) will be established as part of CAP and will advocate the rights of children with learning disabilities on a national scale.

In addition, over the three year period of this Grant Agreement, an In-Service Teacher Training Support Program will be developed and piloted at IREC for its own staff development needs in the area of instruction, assessment, and methodology. This course, which aims to develop those teaching skills necessary for the effective intervention by teachers who might and will have learning disabled students in their classes, will draw on a multi-disciplinary approach to the field of remedial education.

An Evaluation of the Curriculum Development activity of IREC was commissioned by the ABEL Project and was conducted last year. This Report identified certain areas for improvement that will be addressed by IREC management. In particular, the Report indicates that some of IREC's teaching methods needed further attention and evaluation. This is one reason why USAID support under this Grant Agreement targets teacher training in the particular areas mentioned above. IREC's staff will fully participate in the training model which will be evaluated at the end of the three year period. If successful, the model will be applied on a wider scale.

IREC is managed by a Management Board, consisting of 9 voting members (8 of which are parents of IREC students) and the Chief Executive Officer, an Ex-Officio member. All of them are black South Africans. There are plans to invite more members to join this Board so that the numbers may increase. Besides USAID, IREC's other main donor is the Kellogg Foundation. Other donors include the British Consulate, the Sowetan Newspaper, Human Resources Trust, the Canadian Embassy and C.E. International. IREC also receives financial and in-kind contributions from the community.

**DETAILED ILLUSTRATIVE BUDGET: Ikemeleng Remedial Educational Center**  
 Years One and Two represent the first tranche of funding under this Grant Agreement.

	Year 1	Year 2	Year 3	TOTAL
<b>A. SALARIES</b>				
Director of CAP	32,500	32,500	32,500	97,500
Public Relation Officer	26,000	26,000	26,000	78,000
Researcher	26,000	26,000	26,000	78,000
Placement/Advice Officer	26,000	26,000	26,000	78,000
Secretary	19,500	19,500	19,500	58,500
<b>B. TRAVEL/PER DIEM</b>	20,000	30,000	25,000	75,000
<b>C. CONSULTANTS</b>	15,000	20,000	20,000	55,000
<b>C. OTHER DIRECT COSTS</b>				
Staff Development/Training	10,000	20,000	25,000	55,000
Community Awareness Programs	20,000	20,000	25,000	65,000
Community Education Materials	6,500	6,500	9,500	22,500
Set-Up Costs	20,000			20,000
<b>D. FINANCIAL AUDIT</b>	3,000	3,000	3,000	9,000
<b>E. EVALUATION</b>	6,500	6,500	23,500	36,500
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<i>SUB TOTAL:</i>	231,000	236,000	261,000	728,000
<b>F. ADMINISTRATIVE COSTS</b>	46,000	47,000	47,000	140,000
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<i>TOTAL:</i>	277,000	283,000	308,000	868,000

22

22