

PDB 117 499

**NATIONAL UNIVERSITY OF LESOTHO**

**632 - 0080**

**USAID/Lesotho  
NOVEMBER, 1980**

AGENCY FOR INTERNATIONAL DEVELOPMENT  <b>PROJECT PAPER FACESHEET</b>	1. TRANSACTION CODE <input type="checkbox"/> A = ADD <input type="checkbox"/> C = CHANGE <input type="checkbox"/> D = DELETE	PP 2. DOCUMENT CODE 3
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3. COUNTRY/ENTITY LESOTHO	4. DOCUMENT REVISION NUMBER 1
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5. PROJECT NUMBER (7 digits) [ 632-0080 ]	6. BUREAU/OFFICE A. SYMBOL AFR B. CODE [ 06 ]	7. PROJECT TITLE (Maximum 40 characters) [ National University of Lesotho ]
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8. ESTIMATED FY OF PROJECT COMPLETION FY [ 8 ] [ 5 ]	9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY [ 7 ] [ 7 ] B. QUARTER [ 3 ] C. FINAL FY [ 8 ] [ 4 ] (Enter 1, 2, 3, or 4)
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A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. TOTAL	E. FX	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	465	160	625	3,605	2,266	5,871
(GRANT)	( 465 )	( 160 )	( 625 )	( 3,605 )	( 2,266 )	( 5,871 )
(LOAN)	( )	( )	( )	( )	( )	( )
OTHER U.S. 1.						
2.						
HOST Country		191	191		2,037	2,037
OTHER DONOR(S)						
TOTALS	465	351	1,427	3,605	4,303	7,908

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY 81		H. 2ND FY 82		I. 3RD FY 83	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	J. GRANT	K. LOAN	L. GRANT	M. LOAN
(1) EH	610			870		1,758		1,623	
(2)									
(3)									
(4)									
TOTALS				870		1,758		1,623	

A. APPROPRIATION	N. 4TH FY 84		O. 5TH FY		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULED MM YY 01 83
	D. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1) EH	993				5,871		
(2)							
(3)							
(4)							
TOTALS	993				5,871		

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

1    1 = NO  
          2 = YES

14. ORIGINATING OFFICE CLEARANCE		15. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION	
SIGNATURE <i>Kenneth H. Sherper</i>		DATE SIGNED	
TITLE Kenneth H. Sherper Assistant Director, USAID/Lesotho		MM DD YY 11 05 80	

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## SUMMARY AND RECOMMENDATIONS

### A. SUMMARY

The goal and purpose of this project under Phase II remain basically the same as under the initial two year pilot Phase I. It is designed to increase the capacity of the Institute of Extra Mural Studies of the National University of Lesotho to extend developmental adult education to the rural and urban population. The project will be obligated over four years (FY 1981-1984). The anticipated implementing agent will be a U.S. educational institution.

The <sup>additional</sup> cost of the project, including inflation and contingency, is estimated to be \$7,092,000. AID will contribute \$5,246,000 (74%) and the GOL \$1,846,000 (26%). The AID contribution will consist of technical assistance (186 person months), local project support (96 pm), training (476 pm), funding for regional conferences, temporary funding for seven staff positions, project commodities, two vehicles, and one classroom/office facility. The GOL will contribute land, equipment and maintenance for the classroom facility, housing for advisors, salaries for participants, University personnel support, funding for seven new staff positions, support for regional conferences and increased travel costs.

### B. RECOMMENDATIONS

Authorization of a grant of \$5,246,000 for the Phase II National University of Lesotho Project subject to the following waivers:

1. Procurement source and origin waiver from AID Geographic Code 000 (United States) to Code 935 (Special Free World) for the procurement of two vehicles estimated to cost \$27,000. (See Annex F for waiver requests and justification).
2. Procurement source and origin waiver from AID Geographic Code 941 (Selected Free World) to Code 935 (Special Free World) for the procurement of construction materials and commodities estimated to cost \$600,000.

## **LIST OF ACRONYMS**

<b>AID</b>	- Agency for International Development
<b>CIDA</b>	- Canadian International Development Agency
<b>CTI</b>	- Commercial Training Institute
<b>DANIDA</b>	- Government of Denmark Development Agency
<b>FEF</b>	- Fredrick Ebert Foundation
<b>GOL</b>	- Government of Lesotho
<b>IEMS</b>	Institute for Extra Mural Studies
<b>IMRC</b>	- Instructional Materials Resource Center
<b>LAC</b>	- Lesotho Agricultural College
<b>LDTCC</b>	- Lesotho Distance Teaching Center
<b>LTI</b>	- Lerotoli Technical Institute
<b>MOA</b>	- Ministry of Agriculture
<b>MOE</b>	- Ministry of Education, Sports and Culture
<b>MOF</b>	- Ministry of Finance
<b>MOW</b>	- Ministry of Works
<b>NOVIB</b>	- Government of the Netherlands Development Agency
<b>NTTC</b>	- National Teacher Training College
<b>NUL</b>	- National University of Lesotho
<b>REDSO/EA</b>	Regional Economic Development Support Office - East Africa
<b>UNESCO</b>	- United Nations Economic, Social and Cultural Organization
<b>USDA</b>	- United States Department of Agriculture
<b>USDL</b>	- United States Department of Labor

## II. BACKGROUND AND DETAILED DESCRIPTION

### A. BACKGROUND

The chief constraint to development in Lesotho is the shortage of trained personnel at most levels of responsibilities and skills. It is accurate to say that the constraint is endemic and pervasive in hindering Lesotho's development efforts because it exists in all the government ministries, as well as the private sector, and it cuts across prioritized areas of development, such as agriculture, rural development, health, employment generating opportunities and education and human resources development. This constraint consists basically of a severe lack of trained and skilled people to plan, administer, implement and supervise development programs and projects. While this shortage of trained personnel available for placement in middle and upper management positions of the government and private sector is of grave concern, even more alarming is the wastage of personnel who have dropped out of a basically academically oriented primary and secondary school system and who have no training or skills which enable them to seek gainful employment and make a contribution to the development process. The National University of Lesotho projects is a key component of USAID Lesotho's comprehensive effort to help increase Lesotho's reservoir of trained and skilled manpower. Its focus on development related academic programs, secondary level business skills, and practical short courses in community development will provide skills needed by the nation while also providing opportunities for individuals to improve the status of their lives. Its primary focus on adults as recipients of the targeted training serves a group who have been bypassed by normal education opportunity and who can make a contribution to development in both the rural and urban areas. Its focus on adults also provides a comparatively quick return on the project investment.

The Institute of Extra Mural Studies is a non-formal extension education organization. It provided adult development education to 6,000 students throughout Lesotho in 1980. The Institute is organized into sections for Community and Leadership Development, Practical Businessmen's Training, Certificate-Diploma Level Business Studies, Labour Studies, Part-Time University Degree Instruction, Research and Evaluation, Broadcasting, Publishing and Regional Extension Center Operations. An AID-funded institutional development project (Phase I) began in April of 1979 at the Institute of Extra Mural Studies. In this paper the Institute will generally be referred to as IEMS.

#### 1. *The History of IEMS Programs*

The Institute was founded in 1960 and is an integral part of the National University of Lesotho; however, in number of students served, it has far outgrown the University. It is increasingly patterning its services on a land grant extension type of model. The Institute initially concentrated on community and leadership education with the philosophy that people can help themselves through education and that social reform and development can be achieved through problem-solving education.

#### 2. *IEMS Sections and Programs*

IEMS has developed nine sections to deliver development oriented adult education. These are:

The *Community and Leadership Development Section* provides regular training for 53 credit unions, for Ministry of Cooperatives and Rural Development extension personnel, women's organizations, and various adult education needs of GOL ministries. It organizes village study clubs that generate development projects such as dam building, tree planting, well digging, road construction, cooperative and credit union formation, family health care

programs and cottage industry initiation. In 1980 this section worked with 4,600 people in 73 separate programs.

The *Business Studies Section* offers certificate-diploma programs to 400 middle level managers from government parastatals and private institutions annually.

The *Businessmen's Training Section* assisted 400 rural traders in 1980 across the country in accounting, borrowing, inventory control, and wholesaler development.

The *Broadcasting Section* reinforces classroom instruction. It reaches every village in Lesotho (1.3 million) as well as the majority of Basotho living in the Republic of South Africa (1.4 million).

The *Publication Section* distributes 10,000 instructional newspapers monthly (5,000 to Lesotho villagers and 5,000 to Basotho miners in the Republic of South Africa).

The *Part-Time University Degree Section* has 95 mature adult students in various programs, leading to baccalaureate degrees.

The *Labor Studies Section* works with unions that have 10,000 members in Lesotho and in South African mines on issues of worker rights, worker responsibilities, productivity, wage investment and the care of worker families.

The *Research/Evaluation Section* addresses program relevancy and program development through community needs research, course evaluations and manpower data interpretation. Its data serves to coordinate the various IEMS programs and assists the GOL in planning extension education programs throughout several ministries. This section also writes funding proposals for community organizations.

The *Extension Service Section* operates regional education and development centers in Mafeteng and Thaba Tseka and will soon open centers in Mahabong and the Ramabanta area.

### 3. Institute Aims

Over the past 20 years, IEMS has institutionalized a development approach through the nine sections just described. The aims of these sections and the Institute overall are to:

- train extension workers who, through a multiplying effect, can reach the 740,000 adults in Lesotho;
- train middle and upper level manpower for the managerial establishment which is increasing at 8.5% annually in the GOL and private sectors;
- encourage the localization of key posts through training;
- educate small Basotho traders;
- organize and educate Credit Union and Cooperative personnel;
- foster community development organizations and projects and train community leaders::
- provide second chance educational opportunities for the 64,000 young adult school dropouts;
- offer adult education opportunities to the labor force, particularly miners in the Republic of South Africa and their families;
- educate, organize and increase the participation of women in community affairs;
- assist small enterprises to grow and employ more Basotho;
- obtain financial assistance for community projects;
- provide education for family health care and planning;
- provide research services to other organizations;
- encourage the University toward a more responsive and complete development orientation;

- promote equality of access to educational opportunities;
- promote coordination and collaboration among sister institutions in the Southern African region in community and adult education programs.

#### 4. *Accomplishments to Date*

Some of the more outstanding achievements of IEMS to date include the following:

-IEMS has been primarily responsible for the establishment of the Ministry of Cooperatives and Rural Development, the Lesotho Credit Union League, the University Part-Time Study Program, the Labor Documentation and Research Center for Southern Africa and two regional centers to extend IEMS programs to the rural areas. (Two more regional centers are being built.)

-The Institute has been instrumental in setting up eight wholesale cooperatives; several cooperative housing projects; a variety of community planning committees and women's organizations to carry out local projects such as initiation of water supply, road building, family planning, cottage industries, etc.

-IEMS has prepared project proposals for local organizations to obtain funding from donors and designed program evaluations for community organizations

-The Institute has provided training for extension personnel for the Ministry of Rural Development, extension personnel in Swaziland and Botswana, and has provided assistance to the University in training some 200 refugee students annually from other Southern African countries

#### 5. *AID Phase I and Evaluation*

In August of 1977 the Project Paper was approved for Phase I assistance to IEMS. In April of 1979 the Senior Advisor was recruited and a plan to improve the effectiveness of IEMS was initiated. Phase I project outputs were to be (1) a Maseru Campus Development Plan, (2) an Institutional Development Plan, and (3) trained Basotho educators.

Phase I accomplishments have been in accord with the PP implementation plan. Technical assistance has been provided by an Academic Planner (28 pm), a Project Advisor (24 pm) and a Research Analyst (24 pm).

Two staff houses have been built, instructional equipment has been purchased, and two Institute staff members have been sent to the U. S. A. for graduate degrees. A comprehensive institutional and physical plan for the Institute of Extra Mural Studies has been completed and is embodied in the document, *Educational Specifications for the Institute of Extra Mural Studies*. A local architectural firm is currently developing a schematic master plan for the Maseru Campus based on the *Specifications*. A USAID project evaluation was completed in April of 1980.

The evaluation reports successful completion of Phase I aims especially in expansion of the capacity of the Institute of Extra Mural Studies to deliver development related education. The spirit of the evaluation is captured by the statement: "This project is worthy of further funding by any AID criteria. The institution involved embodies official AID policy priorities and development strategy". The evaluation makes the following specific recommendation to AID:

"USAID should assist IEMS to secure funding necessary for carrying out the institutional development plans formulated through this project. The obvious minimal future steps are to provide one of the four buildings detailed in the A & E design, preferably the multi-purpose education building, as well as continued TA assistance and a substantial participant training program."

An appendix to the evaluation calls attention to the contribution which Lesotho is making to refugee students at the National University. It notes that between 1981/82 and 1985/86, the effective contribution to refugee students will total \$9,411,745. This is in addition to the hidden costs of denying these resources for Basotho students. The appendix notes that if a Phase II is funded, 360 mature Basotho students will not have to be turned away because of limited NUL financial and physical resources. They will be accommodated by the IEMS Part-Time Degree Program, while the University continues to meet its obligation to refugee students in the regular academic program. The evaluation concludes that:

-If the GOI were not providing education for some two hundred refugees per year, these resources would be used to help meet Lesotho's manpower development needs.

-The cost of Phase II is less than half of the estimated GOI expenditures over the next five years for refugee education. This project is a critical need if IEMS is to perform its function efficiently as a key element in Lesotho's development plan strategy.

-AID, through the Southern Africa Regional Funding Program, should sponsor a design team to explore Phase II possibilities of the NUL project, which should include a staff participant training program both in Lesotho and the U.S., continued technical assistance advisors, and construction of one building of the four presently designed in the A & E study of Phase I.

#### 6. Nature of the Problem

The PP design team believes that IEMS, at the end of its first twenty years and at the end of the AID Phase I, is at a crossroad in its development. Success has generated a demand for services that is beyond present institutional capacity. In fact, the Institute has already taken on program efforts beyond reasonable capacity. The evaluation indicated that IEMS was under pressure to assume responsibility for an ever widening range of adult education activities while at the same time it was understaffed. Also, communication and transportation were noted as being difficult and unreliable. The program itself was judged to operate in a difficult, fluctuating and varied environment.

**TABLE I**

The best way to demonstrate the problem is to present a chart which shows how demand has far outstripped infrastructure and capacity:

Section	No. of Students 1979/80	Projected 1984/85 Demand	Perma- nent Staff	Existing Facilities	Requirements
Community & Leadership Development	3,300	6,000	1	1 Office	Classrooms 2 more staff Technical Advice Training (staff)
Business Studies	400	700	1	1 Office	Classrooms 2 more staff Technical Advice Training (staff)
Businessmen's Training	400	1,000	1	2 Offices 1 Classroom	Classrooms 2 more staff Technical Advice Training (staff)

Part-Time University Degree	95	400	1	1 Office	Classrooms 1 more staff Technical Assistance Training (staff)
Broadcasting	Entire Country	§ Entire Country	1	1 Office	Facilities Equipment 1 more staff Technical Advice Training (staff)
Publications	10,000	20,000	1	None	Facilities Equipment 2 more staff Technical Advice Training (staff)
Labor Studies	360	1,100	3	2 Offices 2 Classrooms	Classrooms More permanent staff Technical Advice Training (staff)
Research/Evaluation	IEMS staff	Various organizations & programs	1 1	1 Office	1 more office 1 more staff Technical Advice Training (staff)
Adult Education	All IEMS Teachers	All Extension Personnel in Lesotho	0	None	1 trained staff Technical Advice Office Space Classroom Space
IEMS Administration			1	1 Office	Deputy Director Office Space Technical Advice Training (staff) Re-organization
IEMS Support Staff			5 Secretaries	2 Offices	Offices Equipment Technical Advice Training (staff) Re-organization
Regional Centers	1,300	Several times capacity	3	2 Classrooms 3 Houses	7 Classrooms Offices More staff Technical Advice Training (staff)

§ Plus part of the Republic of South Africa

Note: The potential broadcast audience in Lesotho is 1.3 million and in the Republic of South Africa 1.4 million, where that many Sesotho speaking people live within broadcast range.

IEMS students are currently being served through borrowed and rented facilities which are dispersed over a wide area. The arrangement is expensive, inconvenient and contributes to low morale. IEMS programs are organized and administered by a skeleton staff of professionals. Most teaching staff is recruited on a part-time basis from the University, from government ministries and from international organizations.

The nature of the problem is clear. The Institute has:

a) dramatically outgrown its facilities which consist of ten small offices to serve the Roma/Maseru program. These ten offices include six at Roma which NUL plans to take over as the University Bursary expands in response to an undergraduate student enrollment growth of 200 per year;

b) a student body which far exceeds that of all the rest of the University which are served by a small staff that is not sufficient to meet service demand;

c) experienced rapid growth that necessitates internal reorganization and technical assistance;

d) an important development mission which requires considerable staff training.

Phase II of this project is designed to address these constraints to the delivery of IEMS services by providing:

a) technical assistance to facilitate internal organization and development;

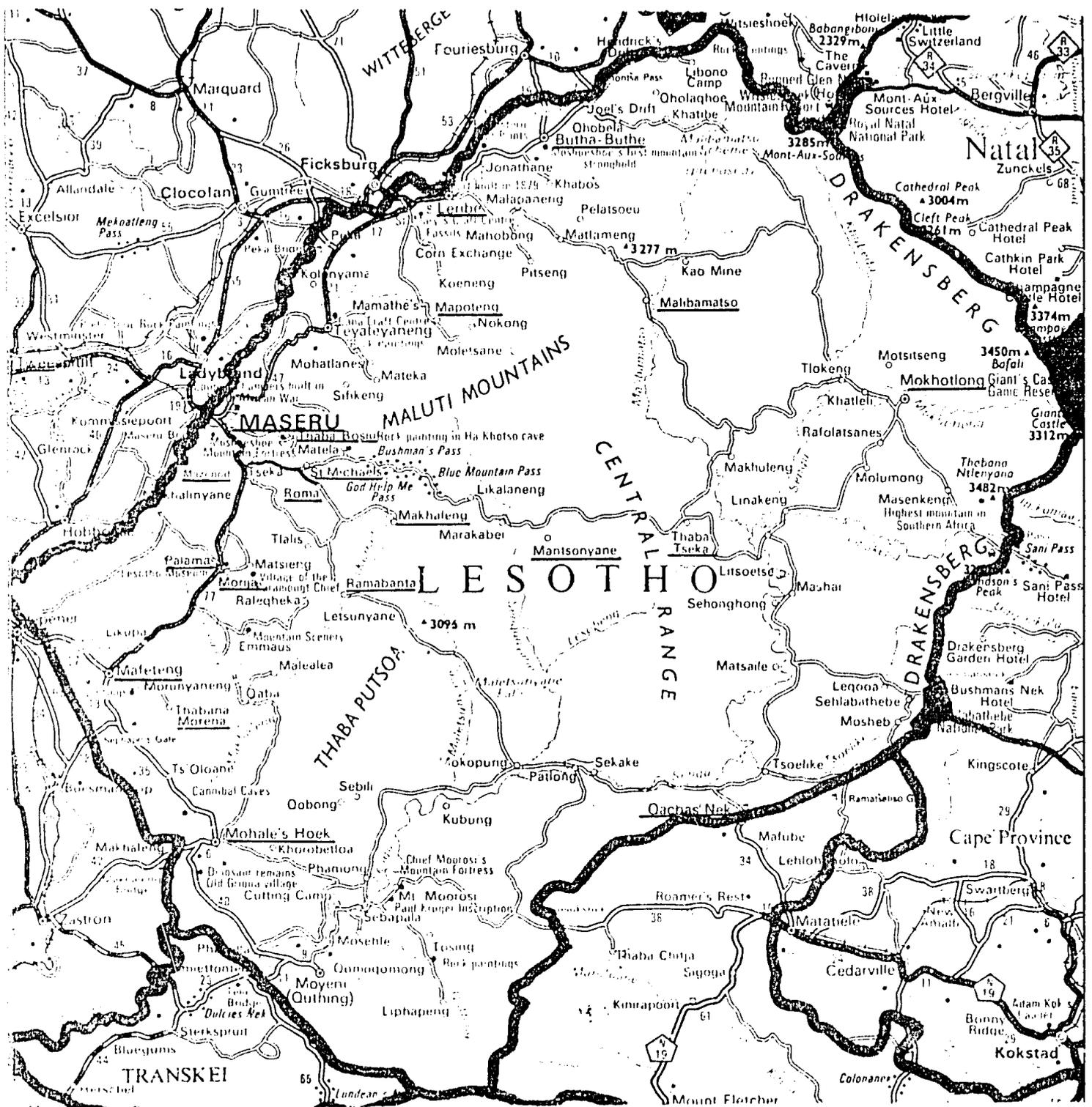
b) training opportunities for IEMS staff;

c) temporary funding of new staff positions which will be incorporated into the NUL budget at the end of the project;

d) a physical facility to permanently house its education services;

e) commodities, supplies and vehicles for project implementation.

# DISTRIBUTION OF INSTITUTE OF EXTRA MURAL STUDIES PROGRAMS - 1979



Butha Buthe	2	Thaba Tseka	2
Leribe	18	Malibamatso	1
Mapoteng	1	Mokhotlong	3
Maseru	18	Qachas Nek	4
Mazenod	5	Mohales Hoek	7
Thaba Bosiu	12	Thanana Morena	1
St. Michaels	2	Mafeteng	4
Roma	35	Morija	8
Makhaleng	6	Palama	1
Matsonyane	2	Ramabanta	1

## **B. DETAILED DESCRIPTION**

### *1. Goals and Purpose*

The goal and purpose of this project, under the four year Phase II, remain basically the same as under the initial two year Phase I except that Phase II will provide a more institutionalized and firmly established community development educational organization and structure for the Institute of Extra Mural Studies at the National University of Lesotho. The goal to which this project will contribute is to assist Lesotho to respond effectively to national development needs through extended human resources development at the middle and upper levels in both the rural and urban areas of Lesotho. As indicated in the Background of this paper, IEMS has an established twenty-year record of community development education service in Lesotho. The Phase I project from 1979-81 provided modest yet essential assistance to IEMS in the form of three technical advisors, a limited Basotho training plan, a schematic master plan for the IEMS campus at Maseru, and the purchase of some equipment and supplies. The total cost of Phase I was \$625,000. The evaluation of Phase I in April 1980 and the design team analysis of a possible Phase II in September/October 1980 have indicated that a follow-on project is essential to provide a structural reorganization of IEMS focused on the expansion and improvement of adult education services in the rural and urban areas of Lesotho and the replication of these services in the Southern Africa region. (See Project Logframe, Annex A, for specific end-of-project objectives.)

The purpose of Phase II is to increase the capacity of the Institute of Extra Mural Studies to extend development education to the rural and urban population. This project is designed to achieve this purpose through provision of the following:

1. offering expanded and improved adult education opportunities, both non-formal and academic at the middle and upper manpower levels in rural and urban areas;
2. providing four advisors and five consultants to assist in analyzing, planning and implementing a reorganization of IEMS. (See Annex B for a detailed description of these positions.)
3. providing seven additional Basotho staff positions through shared financing by the Government of Lesotho and AID;
4. training Basotho faculty and IEMS staff members in the organization, development and implementation of adult education programs;
5. providing IEMS students with a modest educational facility on the IEMS/NUL Maseru Campus which will house approximately 600 day/night students in 20 flexible classrooms and adequate office space for a staff of 15;
6. providing educational resources for Southern Africa regional cooperation and coordination in adult community development education.

### *2. Specific Elements of the Project*

Project outputs can be grouped into four categories:

1. construction and operation of an IEMS educational facility at the Maseru Campus;
2. expansion of IEMS education/technical services in Lesotho and the Southern Africa region;
3. development of a cadre of trained IEMS Basotho personnel;
4. an increase in NUL capacity to respond to national and regional educational development needs.

### *3. Construction of the IEMS Education Center*

One of the most severe constraints experienced by IEMS in its 20-year history and during Phase I has been lack of adequate teaching space and office facilities. There are approximately

6,000 students in IEMS programs each year. Because the Institute has only three classrooms in the rural areas of Mafeteng and Thaba Tseka and three classrooms and ten small offices in the Roma/Maseru complex, it has been necessary to rely extensively on rented and borrowed classroom space for over 90% of its programs. Furthermore, because of a rapidly expanding undergraduate program, the University would like to utilize the Roma offices of IEMS in an expansion program of its Registrar's and Bursar's offices. The *Educational Specifications for the Institute of Extra Mural Studies*, which was prepared by the IEMS staff during Phase I, and the IEMS Phase I evaluation of April 1980, document the obvious need for an educational facility on the Maseru Campus. A simple, educationally flexible and adequate facility is planned which will house 20 open-ended classrooms adaptable into larger or smaller units, as well as flexible office space for a staff of 15. Phase I provided a schematic master plan for the Maseru Campus which will include four major educational structures at an estimated cost of \$10 million plus. Phase II is proposing the construction of one self-contained instructional building of this complex. A physical description of the building and procedures for its construction are contained in the Engineering Analysis, Annex D of this paper.

#### *4. Expansion of IEMS Educational/Technical Services in Lesotho and the Southern Africa Region*

The *Educational Specifications* also planned for the reorganization, training and extension of IEMS services. Phase II strategy is basically to assist the Institute to implement Phase I plans.

Table IV in the Administrative Analysis displays a structural outline of the intended IEMS functional operation during Phase II with its three main components of Administrative Services, Extension Services and Department Sections. The principal project outputs under Phase II will include:

1. The reorganization of the Administrative, Extension and Department Sections.
2. The Administrative Section will be significantly assisted by the creation of the NUL-funded position of Deputy Director to assist the Director and assume responsibility for day-to-day administrative details. The new Administrative Section will have three Basotho positions in addition to the Director and/Deputy Director. They will be an Administrative Assistant, Executive Secretary for Operations, and an Executive Secretary for Educational Affairs. An administrative procedures handbook will be developed along with a management information system to promote coordination and communication between sections.

IEMS will also develop a systematic plan to assist sister institutions in Botswana, Swaziland and other Southern African countries to replicate its services through regular regional seminars, conferences and shared training opportunities. IEMS at present is the leader in educational services of its kind in Southern Africa. With adequate resources, it will make a more significant contribution to adult and community development education in the region.

3. Two IEMS extension centers presently exist at Mafeteng and Thaba Tseka. Plans have been developed and funding secured from West German foundations for the establishment of two more at Mohobong and Ramabantu. Each of these extension centers will have a staff of three Basotho and educational facilities of at least two classrooms, two offices and two homes. These rural extension centers will coordinate the educational services of not only the various sections of IEMS in that district, but also that of other non-formal (NFE) programs of the Ministries of Education, Agriculture and Rural Development. IEMS will actively assist the Ministry of Education in developing long-range plans and policy to meet community, national and regional educational needs as part of the Ministry's Education Sector Survey 1980-82. Adult NFE programs will be regularly monitored in order to identify inappropriate teaching, gaps in relevant curriculum content, duplication of programs and barriers to participation for

the poor. Manpower data, community needs, individual aspirations and business demands will be regularly studied for IEMS program implications.

4. As a result of the planning involved in preparing the *Educational Specifications for IEMS*, the previous nine department sections of IEMS will be reduced to seven. The intended accomplishments for these sections under Phase II are:

a. The Businessmen's Education Section will have a consolidated staff of four Basotho. Its reorganized structure and curriculum content will focus on both short and long term study programs to directly increase the efficiency and productivity of Basotho businesses presently in operation. It will also provide expanded training programs for aspiring businessmen. This section will also emphasize efforts to increase the rate of new Basotho business starts.

b. Although the Project will offer some training opportunities to the Labor Studies Section of IEMS, it will provide no staffing or technical assistance to this section. The Labor Studies Section will continue to provide study programs to increase the productivity of the Basotho labor force, to provide education support services to Basotho migrant laborers in the Republic of South Africa, to research and analyze the labor migration patterns of Southern Africa and to make this research available for the benefit of the entire region.

c. The Community and Leadership Development Section is the most rapidly growing section of IEMS. In 1979/80 it trained 4,600 participants in 73 seminars and short courses. It is projected that by 1984/85 it will train 6000 participants annually in community and leadership development. Its present staff of one coordinator will be enlarged to three Basotho staff and a short-term consultant. A plan will be developed and implemented by this section to interrelate its programs with those of the Extension Services Section. A study program will be developed in sequential curriculum units which addresses rural educational development needs. The unique assets and strengths of each IEMS section and the Extension Services will be coordinated into a program approach which provides the best suitable non-formal education outreach to rural people who are without access to normal channels of education. Short term staff training seminars will be a segment of the four IEMS extension centers. This section will work closely with the Research and Evaluation Section to implement community needs assessments, impact evaluations and regular monitoring of curriculum relevancy to community needs.

d. The Part-Time Degree Section currently consists of one staff member who coordinates academic study programs for part-time adult students. This section will be expanded to two Basotho staff members and one full time technical advisor. It will program a self-evaluation in relation to staffing, organization, adjunct faculty recruitment and teaching performance, finances, academic areas of concentration and student support and guidance services. This section will assist the University in a commitment to a new system for optimizing part-time study programs. Part-time students will enjoy the same academic privileges, status, equality of access and University services as full-time students. In this way the University will become a more flexible and development-oriented institution.

e. The Broadcasting Section and the Publications Section will be reorganized into a Media Section with a consolidated staff of four Basotho. One position will be funded by AID for the two years and subsequently assumed by IEMS. IEMS currently offers three weekly radio programs of 30 minutes each which have countrywide reception within Lesotho. They are also heard by interested Basotho who reside as far away as Johannesburg, South Africa. Short-term training opportunities in Africa will be sought for the broadcasting team to enhance its capability to produce professional programs. The monthly newspaper, *Lehlaahlela*, has an estimated readership of 10,000. It receives a significant correspondence from its readership both within

Lesotho and from migrant workers in the Republic of South Africa. The staff will receive short course training in Africa for instructional materials development and publications management. The project will look to the leadership of the Ministry of Education through the Council on Non-Formal Education to promote coordination and cooperation between IEMS and the Lesotho Distance Teaching Centre in the publication of their distinct but similar newspapers which focus on non-formal education opportunities and community development programs. Joint collaboration and production could produce one publication which would have more interesting and varied content, be more cost beneficial and be able to focus more in detail on adult education and community development programs in Lesotho.

f. The Program Evaluation Section presently under the coordination of one expatriate technical advisor will be expanded into the Research and Evaluation Section. The present established position will be localized. The project will recruit one full-time technical advisor in program evaluation system development. The project will also establish a local post in research and evaluation which will be assumed into the recurrent budget of IEMS in the third year of the project. While in the past two years this section has performed six valuable program content-oriented evaluations, in the future it will also emphasize assessment of community needs, manpower planning, individual career planning, education for income generation, and program impact evaluations. This section will work with Administrative and Extension Services on curriculum relevancy, community and manpower training needs, faculty performance and training, enrollment trends, and the relation of instruction to generation and distribution of income. This section will promote communication between IEMS sections as well as with other Lesotho NFE institutions, the Ministry of Education and sister institutions in Southern Africa. This unit will establish a long range plan for curriculum development within each section.

g. At present, a professional adult education program or teaching unit does not exist in Lesotho. Although IEMS itself, as well as various other organizations, agencies and units within several ministries are engaged in teaching hundreds of adults, there has yet to be established a program which is exclusively devoted to the study of androgogy - the art and science of teaching the adult learner. This Phase II project will establish an Adult Education Section. The curriculum will incorporate units of study on the psychology of adults, adult cognitive performance, pedagogical methods for teaching the rural adult learner, problem solving learning, and planning for self help and development. This section will be a service agency for all the other teaching sections of IEMS. It will conduct regular seminars for the IEMS staff and adjunct faculty in adult pedagogical methods, extension teaching methods for rural adults and other similar programs. The project will establish one post in this section to be filled by a Mosotho. The position will be absorbed in the IEMS/NUI recurrent budget in the fourth year of the project. Phase II will provide short-term consultants to assist this section in devising in-service adult education methods seminars to the IEMS staff and adjunct faculty.

h. The continuation of the Academic Planner at the National University is an integral part of Phase II. Under Phase I, the Academic Planner was instrumental in promoting the integration of the Lesotho Agricultural College (LAC) with the National University. As a result, the three year agriculture diploma program of LAC is officially recognized by the University which has assumed responsibility for the composition and monitoring of exams, quality of instruction and granting of diplomas. It is the University's intention that this diploma in agriculture will gradually evolve into the awarding of a B.S. degree by a NUI Faculty of Agriculture located at the present Lesotho Agricultural College. Similar merger programs were initiated between the NUI Faculty of Education and the National Teacher Training College and a proposed University Faculty of Technology with the Lerotholi Technical Institute.

The 1979 NUL Development Plan called for the expansion of the IEMS Part-Time Degree Program and extension of adult education in rural areas. The Academic Planner's position is critical to the development of IEMS within an expanding National University. His main role and function will be to advise and counsel the Vice-Chancellor and the Pro-Vice-Chancellor on the development and expansion of an academically sound community-oriented University. This role will be critical to establishing a climate conducive to the expansion of IEMS. Particular attention will have to be paid to the University's allocation of human and financial resources to the IEMS expansion program under Phase II. A Mosotho will be identified by the University as a counterpart to the Academic Planner.

5. *Cadre of Trained and Established IEMS Basotho Personnel*

Graduate and baccalaureate degree level personnel on the staff include the following who are funded by the IEMS NUL recurrent budget: Acting Director, Program Advisor, Coordinator of Community and Leadership Development, Coordinator of the Part-Time Degree Program, Coordinator of Businessmen's Training, Coordinator of Publications, Program Analyst/Evaluator, Community and Leadership Development/Southern Region, Community and Leadership Development/Northern Region, Coordinator of Business Studies, Coordinator of Broadcasting, Senior Lecturer/Labor Studies, and Teaching Assistant/Labor Studies. Other professional level positions include a Senior Research Fellow in Labor Studies, a Documentalist in Labor Studies, two Extension Educators in the Businessmen's Training Program, and two Extension Educators in the Thaba Tseka Region. Of these, NOVIB funds two, DANIDA one, and the Ebert Foundation funds three. In addition to this core staff, IEMS employs many lecturers on a part-time basis each year utilizing IEMS NUL budgeted funds. It has been the practice that donor-created positions become established University-funded positions after two or three years of donor funding. The Phase II project will create staff positions as indicated in Table II. Each position will be funded by AID for two years after which the University will incorporate them into its establishment.

**TABLE II**

Position	IEMS Section	USAID Funding	GOL Funding
1. Extension Educator	Community and Leadership Development	1981/82 1982/83	Permanent from 1983/84
2. Extension Educator	Part-Time Degree Program	1981/82 1982/83	Permanent from 1983/84
3. Extension Educator	Research/Evaluation	1981/82 1982/83	Permanent from 1983/84
4. Extension Educator	Adult Education	1981/82 1983/84	Permanent from 1984/85
5. Extension Educator	Business Education	1982/83 1983/84	Permanent from 1984/85

6. Extension Educator	Business Education	1982/83 1983/84	Permanent from 1984/85
7. Extension Educator	Media	1982/83 1983/84	Permanent from 1984/85

The Implementation and Training Plans detail the training schedule for this project. The objective of this training is to leave a fully qualified Basotho staff capable of running every aspect of the IEMS operation by the end of Phase II in 1985 when all of the advisors have departed.

#### 6. Project Inputs

Inputs to the project will be: (a) an instructional facility, (b) technical assistance, (c) local project support staff, (d) the creation of IEMS staff posts, (e) staff training, (f) resources for regional (Southern Africa) cooperative NFE development, and (g) commodities and equipment.

#### 7. Rationale for Inputs

The inputs are directly related to present IEMS needs and to the planned outputs by 1984/85. They are also directly related to assessed national and regional needs.

(1) An *Instructional Facility* will be provided because IEMS presently has only three classrooms and approximately 6,000 students in the Roma/Maseru complex and lacks adequate office space.

(2) *Technical assistance* will be supplied in the specific areas targeted for development under Phase II, i.e., Four full-time advisors will be provided in the following positions: (1) Project Coordinator, (2) Academic Planner, (3) Research/Evaluation Analyst, (4) Part-Time Degree Studies Advisor. The five medium and short-term consultants will be in the fields of Community Development, Business Education, Adult Education, Curriculum Development, Educational Media and Administration/Organization. Five months of consultant services have also been included in the project to cover unforeseen consultant requirements and personnel for project evaluations. The detailed position descriptions for technical advisors appear in Annex B.

(3) The creation of *IEMS posts* will be undertaken by both the GOI and AID because sections of IEMS are critically understaffed. These seven posts will initially be funded by Phase II on a staggered basis. The IEMS recurrent budget will assume responsibility for these posts after two years of AID funding. The new posts are in areas targeted for expansion under Phase II.

(4) *Staff Training* will be undertaken because IEMS personnel have a limited educational background in their areas of responsibility and because Phase II will promote the expansion of extension services. Each training position was carefully reviewed by the IEMS staff and the design team for relevancy in meeting the staff requirements of the Institute in the coming years -- especially the period after the departure of advisors under Phase II.

(5) *Resources for Regional Cooperation* in NFE development will be supplied because IEMS is already being called upon to assist neighboring countries in devising strategies and practices for the replication of its services. IEMS is the leader in services of its kind in Southern Africa and with adequate resources can make an even more significant contribution to development in the region. Specifically, the project will provide funds for three regional conferences and limited travel by IEMS staff to sister institutions in the region.

(6) *Commodities and Equipment* will be supplied (in addition to GOL commodities) to enable instructional staff to function in the new classroom facility effectively.

### SUMMARY OF PROJECT INPUTS

#### AID/GOL Proportionate Inputs:

	USAID Contribution	GOL Contribution
Classroom Facility	100%	
Equipment	50%	50%
Service to Facility		100%
Land for Facility		100%
Landscaping for Facility		100%
Two houses for Advisors *		100%
Operating costs of Facility		100%
Maintenance of Facility		100%
Seven new Staff Posts	(2 years) 100%	(after 2 yrs) 100%
Other Facility Staff		100%
Technical Assistance	100%	
Counterparts		100%
Staff Training	100%	
Southern Africa Cooperative Seminars	50%	50%

\* In addition to the continuation of housing for the Project Advisor, Researcher, and Academic Planner initially funded under Phase I.

#### AID Assistance (in \$000)

<i>Advisors</i>	<i>Duration</i>	<i>Cost</i>
Project Advisor	48 months	328
Academic Planner	48 months	328
Research/Evaluation Advisor	48 months	328
Part-Time Studies Advisor	24 months	164
Community Development Advisor	12 months	82
Administrative Advisor	6 months	41
Media Consultant	1 month	9
Business Education Consultant	3 months	27
Adult Education Consultant	3 months	27
Other Short-Term Consultants	5 months	45

<i>Training</i>	<i>Description</i>	<i>Cost</i>
2 MA 24 months each	Community Development	84
2 MA 24 months each	Adult Education	84
2 MA 24 months each	Business Education	84
1 MA 24 months	Labor Relations	42
1 MA 24 months	Research/Evaluation	42
1 MA 24 months	Educational Planning	42
3 Special Courses (12 months each)	Community Development	63
3 Special Courses (4 months each)	Educational Administration	51

4 Special Courses (2 months each)	USDL Labor Studies	34
4 Special Courses (3 months each)	USDA Extension Practices	52
2 Special Courses (6 months each)	Third World Media	20
4 University Programs (48 months each)	NUL	32
2 Special Courses (6 months each)	In-Country Instructional Materials	8
2 Special Seminars (2 months each)	In-Country Host to Organizations	120

<i>Staff Positions</i>	<i>Description</i>	<i>Cost</i>
1 24 months	Media	20
1 24 months	Community Leadership Development	20
1 24 months	Part-Time Studies	20
2 24 months each	Business Education	40
1 24 months	Research/Evaluation	20
1 24 months	Adult Education	20

<i>Regional Conferences/ Consultation</i>	<i>Description</i>	<i>Cost</i>
	Host to Southern Africa Extension Educators	95

<i>Commodities/Supplies</i>	<i>Description</i>	<i>Cost</i>
	Instructional Equipment Supplies	65

<i>Vehicles/Maintenance</i>	<i>Description</i>	<i>Cost</i>
	1 Station Wagon or Van	17
	1 Sedan	10
	Operation/Maintenance	32

<i>Local Project Support</i>	<i>Description</i>	<i>Cost</i>
	1 Administrative Assistant	40
	1 Secretary	20

<i>Construction</i>	<i>Description</i>	<i>Cost</i>
	1 Instructional Facility	810

<i>Other</i>	<i>Description</i>	<i>Cost</i>
	Inflation	1,100
	Contingency	477
	<i>Project Total</i>	<i>5,246</i>

GOL Assistance (in \$000)

Land Contribution	338
Campus landscaping, walks, etc.	100
Equipment and furnishings for IEMS building	70
Housing, furnishings for 2 advisors	101
Participant salaries	376
Regional Conferences Consultation	95
IEMS staff support to project	56
Establishment of 7 new IEMS positions	70
Utilities, maintenance, etc., for IEMS building	184
Increased travel costs	64
1,484	
INFLATION	224
CONTINGENCY	168
TOTAL GOL PROJECT COST	1,846

### III. PROJECT ANALYSES

#### A. TECHNICAL ANALYSIS

This project will dramatically increase the impact of IEMS by further developing its capability and resources, and thus allow it to more adequately address national, community, and individual needs. IEMS has, in reacting to pressing needs, stretched far beyond its institutional capacity. The demand continues to expand. The immediate demand for services is well over twice the present audience and the longer term demand is overwhelming. The existing student body is being served through borrowed and rented facilities which are dispersed over a wide area and by an undertrained, small staff working within an inappropriate organizational structure.

Planning in Phase I of this project has resulted in a basic design for addressing these problems. An architectural firm is currently designing a schematic master plan for the IEMS Maseru Campus and each section of the Institute has created plans for future development. Phase II of the project will allow Phase I plans to become functional. Specifically, Phase II will build institutional capacity through the provision of (a) instructional facilities, (b) technical assistance for reorganizing, (c) staff, and (d) staff training.

##### *1. Provision of Instructional Facilities*

A local architectural firm is currently designing a schematic master plan for the IEMS campus on a GOI-approved site. It is intended that twenty classrooms with related office, storage, and conference space be provided in Phase II. The University site of more than ten acres has been favorably evaluated by an AID engineer. The estimated value of the land (a GOI contribution) is \$338,000. The site is more than adequate for the planned facilities. It is on gently sloping, forested ground, with an attractive waterway running through the area which will be maintained as part of the campus. An adjacent area will be developed as a park between the campus and a possible hospital site. The proximity of the campus to the National Teacher Training College will allow the sharing of production services for media education materials with the AID-funded Instructional Materials Resource Centre. Such sharing has been considered and agreed to by the Ministry of Education. The University will provide basic furnishings for IEMS facilities; the estimated cost being \$70,500. Other GOI contributions will be utilities, maintenance, landscaping, walks, the provision of two houses for advisors and the consultancy services of the NUL physical planner. The building will be a basic classroom facility allowing the construction cost to be kept to about U.S.\$ 2,500 per student space, which is approximately one third of what a community college facility in the United States would cost. Because of the preliminary planning which has already been done, it is estimated that final design, tendering and construction can be completed within thirty-three months. USAID/Lesotho has had considerable previous experience with the architectural firm that is presently working on the IEMS plan. The Mission has also had experience with the Lesotho Ministry of Works through whom building contractual and supervisory arrangements will be done. In coordination with other donors, the National University has engaged in several recent dormitory and library construction projects at the Roma Campus and is thoroughly familiar with building procedures. The IEMS Project Advisor has had extensive experience with educational building projects in the U.S. and in regional center locations in Lesotho. Preliminary plans for a Maseru Campus have been reviewed and approved by the Ministry of Education, the National University, the Ministry of Planning and Economics and the Ministry of Works. Detailed information about the proposed IEMS building appear in this paper in the Engineering Analysis, Annex D.

##### *2. Provision of Technical Assistance*

Planning by the IEMS staff has resulted in recommendations for administrative

reorganization and development. The staff has recommended that the Business Studies and Businessmen's Training Section of the Institute be consolidated. Further, the staff has suggested that Broadcasting and Publications be consolidated into a Media Section, an expansion of the Part-Time Studies Program, a further development of Research and Planning capabilities, the development of program and operational procedures for Regional Extension Services and the inter-relating of programs and services presently offered under Regional Extension Services with the Community and Leadership Development Section of the Institute. This project will provide technical assistance for the purpose of:

- a) helping each section to establish a methodology and information system for program planning, evaluation, coordination and articulation.
- b) optimizing part-time study opportunities.
- c) systematically developing regional centers and coordinating a supportive relationship between them and other sections.
- d) maximizing the impact of the IEMS Media Section.
- e) integrating the Business Studies Section with the Businessmen's Training Section.
- f) developing a curriculum for use in the instruction of people who teach adults.
- g) developing administrative procedures, clerical functions and the delineation of support tasks.
- h) monitoring and revising the University development plan.
- i) guiding the Institute in further institutional and physical development.
- j) and, promoting Southern Africa regional coordination and cooperation in extending adult community education.

Each section of the Institute has assessed its need and is prepared to utilize this technical assistance effectively. Two houses were built by AID for Phase I and NUL provided a third house. These will continue to be used in Phase II for project advisors. The University will provide housing for two more advisors under Phase II.

### *3. Provision of Staff*

The project will temporarily support seven IEMS staff positions. As indicated in the AID evaluation and as pointed out in this paper, IEMS has stretched beyond its capacity in meeting service demand. It has one permanent staff member in the Community and Leadership Development Section. During the past academic year, courses were organized for more than 3,000 in this section. This project will support a greatly needed additional staff member for a period of two years, after which the Institute will assume financial responsibility for the recurrent expense of this position. A similar overloading has developed in other sections of IEMS. Accordingly, the project will support one new staff position in Media, one in Part-Time Studies, one in Research/Evaluation, one in Adult Education and two in the Consolidated Business Studies Section. Each of these posts will be supported for two years by the project after which time the Institute will support them as permanent posts. The provision of these staff positions is especially critical because the project will be sending several staff people away for graduate study, leaving posts and programs unattended. However, even if no one were sent away for further study, there would be an urgent need for these posts. The employment and utilization of new staff members will be handled as a matter of routine by the Institute and its parent institution, the University. It is currently common practice for positions to be created with "soft" money and to be taken over later by the Institute. In fact, during Phase I, the two advisors were employed with AID funds. The University agreed to make these posts permanent and to completely fund them after two years. These two posts have in fact been made part of the IEMS establishment. Such has been the case with other posts temporarily funded by donor agencies. Over the past two years, IEMS has been granted five of the 14 newly established posts at the University. By following this trend, it is reasonable to assume that the Institute can take over these positions. This will necessitate the

establishment of seven new posts by the University during the project.

#### 4. *Provision of Staff Training*

The project will provide critically needed graduate (MA level) scholarship opportunities for nine staff members in the areas of Labor Relations, Community Development Education, Adult Education, Planning, Business Education and Research Methodology. These opportunities will be staggered over the life of the four-year project. This, too, will be handled as a matter of routine by the Institute. During the two-year Phase I of the project, two staff members completed Masters Degrees at the University of Pittsburgh. As a part of the National University, it is common for staff to take study leave for the upgrading of skills and professional knowledge. Individual University employment contracts make provision for this so long as scholarship funding can be found. The provision of new posts within Phase II will ameliorate the effect of staff members being away. Finally, the study leave arrangement will commit staff to return to IFMS upon completion of studies. The project will also fund short-term study in the areas of Community Development Education, Educational Administration, Labor Relations, Extension Practices, Educational Broadcasting and Instructional Materials Development. Places and programs of relevant study opportunity have been identified in Africa and the U.S. These arrangements have been thoroughly discussed and agreed to with Institute and University Administrators and are referred to in the Implementation Plan.

#### 5. *The Spread Effect*

IFMS is already looked to as an exemplary model for the delivery of extra mural community development and extension services in Southern Africa. With a twenty year history it is much more highly developed than its sister institutions. The comparable Institute in Swaziland, for example, has two staff members and one basic adult education program. Each year, IFMS staff are requested to do staff training and program development workshops in neighboring countries. A contingent of Ministry of Education, University, and Rural Development personnel from Swaziland have asked to visit and observe the IFMS programs in 1981. The Institute has been asked to host a conference for adult and extension educators from East and Southern Africa in 1981. In 1979, an all-Africa Credit Union Development Conference was hosted in Lesotho by IFMS. IFMS began the Credit Union and Cooperative movement for Credit Union and Cooperative personnel. The Institute's Labor Studies Documentation Unit is the only one of its kind in Southern Africa and is doing work for the entire region. Businessmen's Training Personnel provide regular in-service education for people in Botswana. The Vice Chancellor of the National University of Lesotho was, for many years, a staff member of the Institute and became its Director. He is looked to throughout Southern Africa, and indeed Africa, as a spokesman for the extension and community development movement. His support for Southern Africa regional activities is strong.

Within Lesotho, IFMS multiplies its effect through many other agencies and organizations. As previously noted, it founded the Ministry of Cooperatives and Rural Development as well as the Lesotho Credit Union League. As an example of the spread approach, page 124 of the planning document, *Educational Specifications for the Institute of Extra Mural Studies* may usefully be quoted:

"The Institute has established a core group of labor education trainers. Systematic and sequential units of study have been developed and are being employed. Regular counseling procedures have been established in personal and career areas. Research has been initiated on problems facing the families of migrant laborers and

the productive use of migrant savings for home, village and regional development. Syllabi have been developed for trainer, union leader and shop steward personnel.”

It is useful to note also that in one academic year, 1978/79, IEMS organized programs for CARE Lesotho, the Lesotho Credit Union League, the Lesotho Police Department, the Ministry of Cooperatives and Rural Development, World University Service, the Boiteko Women's Association, the Department of Prisons, Mophato ea Morija, the Agency for Industrial Missions, the Bela-Bela Women's Association, UNESCO, the Homeworke's Association, the Lesotho Women's Institute, the Lesotho Christian Council, the Ministry of Education, the Institute of Education at NUL, the Share Cropping Association, the Institute of Development Management, the Family Planning Association and International Volunteers Services. In addition to the two existing regional centers at Mafeteng and Thaba Tseka, the development of two more at Mahabong and Ramabantu will further facilitate the spread effect. These centers are being developed with the assistance of the Ebert, Naumann and Adenauer Foundations. Finally, the upgrading of research and planning services within IEMS will have a spread effect. Already the Institute writes proposals for the funding of village development projects and it is doing area needs assessments that will result in improved services. The upgrading of this section will facilitate improved services throughout Lesotho. This project will promote the spread effect by providing increased staff to help meet the demand for regional services by upgrading the sections within IEMS by sending staff for further training, by facilitating an administrative reorganization and by funding out-of-country exchanges and in-country seminars to be attended by extension personnel from all of Southern Africa. This will assist in the replication of the IEMS model throughout the region, something that sister institutions have expressed a desire for.

## **B. ADMINISTRATIVE ANALYSIS**

### *1. Host Country Relationship and Responsibilities*

This project is an institution-building effort. The institution being developed, IEMS, will be responsible for achieving the project's outputs and can be considered the Government of Lesotho's principal implementing agent.

The Institute of Extra Mural Studies is part of the National University of Lesotho and relies on this parent body for the share of its budgetary and staff support which is not provided by AID or other donors. For example, in the 1980/81 academic year, the University will contribute \$400,545 toward IEMS recurrent expenses, while donor agencies, i.e., AID, NOVIB, DANIDA, and the Ebert Foundation will contribute \$75,000. IEMS, which was founded in 1960, is primarily responsible for the delivery of non-formal education in the country. IEMS does not overlap with other NFE programs but rather compliments and assists them. For example, it does the training for the Lesotho Credit Union League and the Ministry of Cooperatives and Rural Development. It writes proposals for resource acquisition on behalf of local community development organizations. Other NFE organizations in Lesotho have different missions. The Lesotho Distance Teaching Center carries out high school level correspondence programs and functions as a service agency for the development of instructional programs for NFE institutions. The Institute of Development Management carries out short senior level civil servant upgrading programs and the Commercial Training Institute carries out civil servant secretarial training. IEMS works closely with these other non-formal education organizations. In fact, the Lesotho Distance Teaching Center will soon develop some instructional materials for the IEMS Business Studies program. IEMS Businessmen's Training instructors have taught in the Institute of Development Management programs in Lesotho and Botswana, and preliminary negotiations are underway for IEMS to certify CTE courses.

The IEMS institution has a small cadre of organizers. For its instructional services it hires

or co-opts full-time University staff and staff from CARE Lesotho, the Credit Union League, the Lesotho Labor Unions, the Ministry of Cooperatives and Rural Development, volunteer organizations, etc. In 1980/81, forty-seven University instructors will teach in the Institute's Part-Time University Degree Program. Nearly all instruction is carried out in borrowed or rented facilities. For many years the major effort of the Institute was in the area of community and leadership development. Subsequently IEMS, responding to need, established its other programs. Its program efforts have outgrown infrastructure capacity and the immediate student demand is for more than twice its existing program efforts.

IEMS currently has a flat organization, i.e., there is a Director, a small clerical cadre for program support and then the sections, each of which reports to the Director. Budget functions are presently handled through the University bursary. Phase I planning has resulted in a detailed plan for reorganization which will accommodate the recent and projected growth of the organization. The new organization will be more hierarchical. See Tables III and IV for displays of the current and proposed organizational structures. Basically, the new organization will consist of three broad areas, i.e., Administrative Services, Extension Services and Program Content areas. Through this reorganization administrative over-load will be ameliorated, better coordination will be facilitated, growth will be accommodated and resource sharing will be promoted. There is an increasing demand for IEMS services to sister institutions in other Southern African nations and there is also a critical need for the in-country training of people (from various organizations) who consult and teach adults. IEMS plans to establish an Adult Education section for the professionalization of such services. Phase II technical assistance will enable this reorganization plan to be carried out.

The Government of Lesotho stands behind the IEMS mission and delivery organizations. The Second Five Year Development Plan of the Kingdom of Lesotho states: "Efforts will be continued and increased to provide rural communities with improvements such as clean water, village gardens, community halls, foot bridges and foot paths. The level of assistance for self-help community development projects will increase in the next five years". The University stands behind IEMS as well. The University Development Plan states: "The Institute for Extra Mural Studies will, as staff and physical facilities permit, establish and expand its activities". As in Phase I, the implementing agency for Phase II will be the National University of Lesotho through the IEMS. The University has well developed administrative procedures for such implementation, having coordinated development projects with AID, NOVIB, DANIDA, CIDA and other governments including those of Britain, West Germany and Nigeria. The University bursary has established special accounts for each development project and the Vice Chancellor has had extensive experience in the coordination of development projects.

## *2. Coordination of Agencies*

Lesotho has a functioning Council of Non-Formal Education within the Ministry of Education, Sports and Culture. IEMS was a founding member of this Council and it has staff members on its Board of Directors. In addition, the Research Section of IEMS monitors both NFE needs and resources in Lesotho. Under an AID project, the Lesotho Distance Teaching Center is doing a detailed mapping and assessment survey throughout the country on small community based NFE organizations. The Ministry of Education is cooperating in and facilitating these efforts. IEMS also relates regularly to the Ministry of Cooperatives and Rural Development by carrying out its training program. In sum, there is relatively effective coordination of agencies and NFE organizations in the country.

## *3. Obtaining Technical Assistance for Phase II*

IEMS and USAID Lesotho plan to contract with a U.S. educational institution for implementation of Phase II.

TABLE III

THE INSTITUTE OF EXTRA - MURAL STUDIES  
EXISTING ORGANIZATION

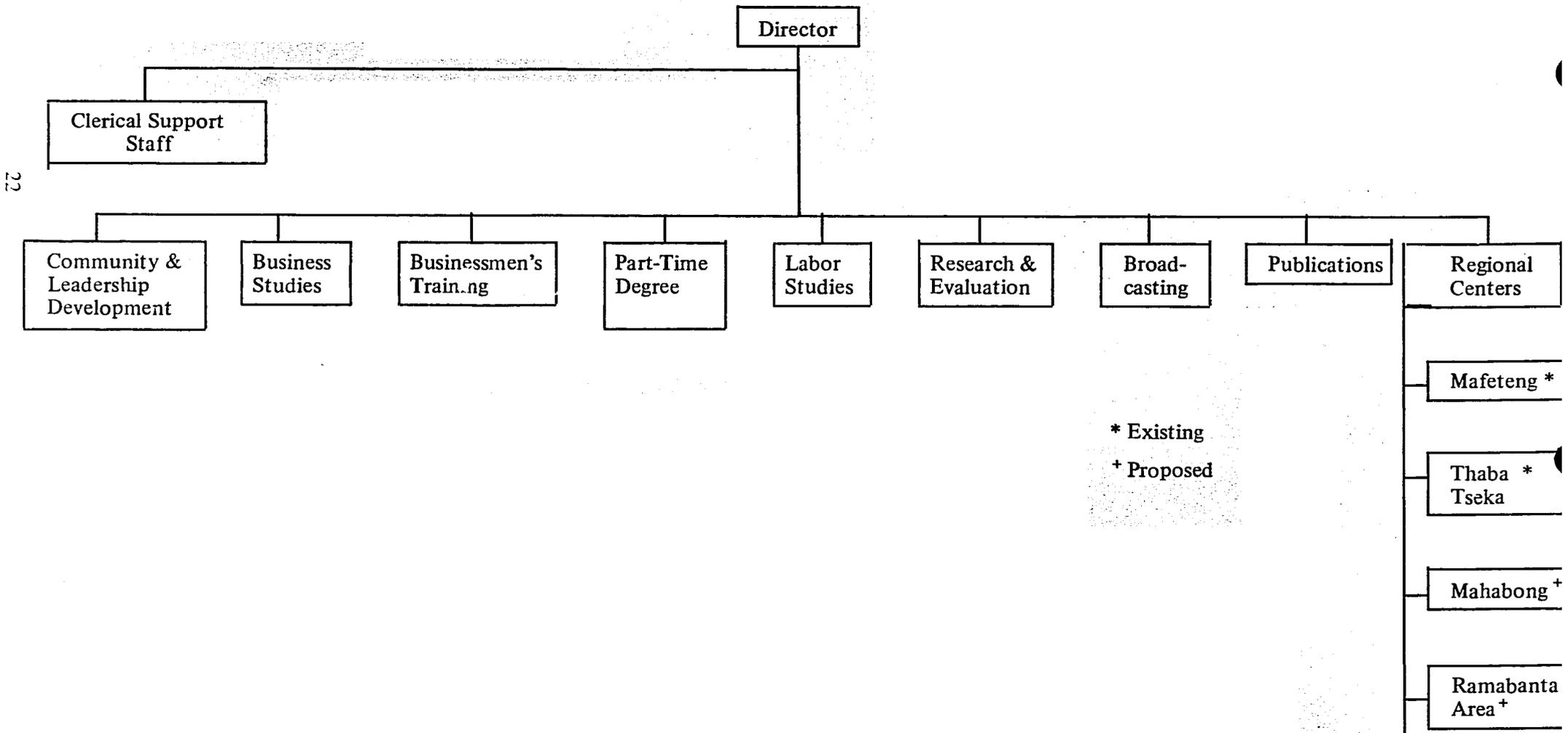
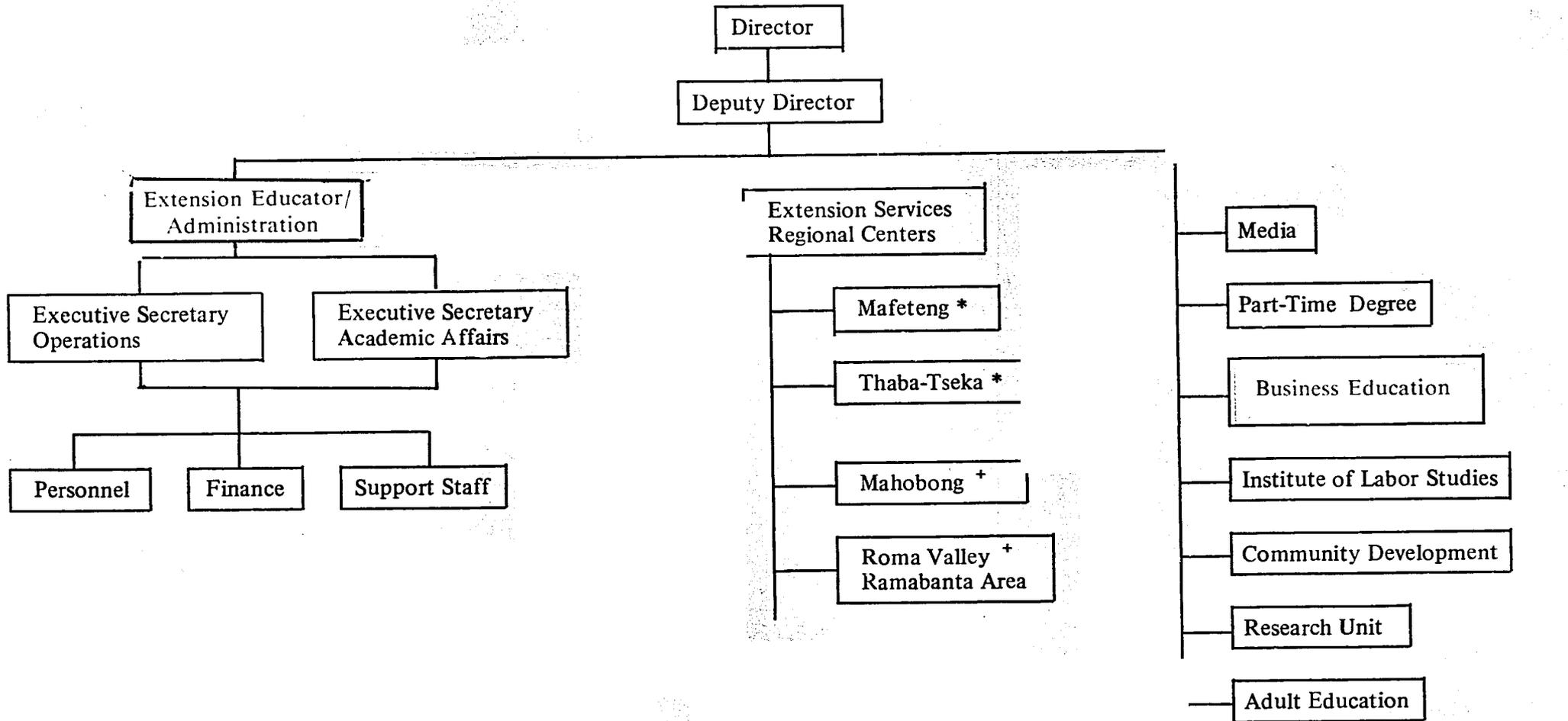


TABLE IV

THE INSTITUTE OF EXTRA-MURAL STUDIES  
PLANNED REORGANIZATION



ADMINISTRATIVE SERVICES

EXTENSIVE SERVICES

DEPARTMENTS (Content Areas)

\* Existing

+ Proposed

#### 4. *The Project's Advisory Team*

In addition to the shorter term consultants listed in the Technical Analysis of this paper, Phase II will utilize four technical advisors in the project: a Project Coordinator, a NUL Academic Planner, a Research/Evaluation Advisor and a Part-Time Degree Advisor. USAID and IEMS wish the services of the Phase I Project Advisor to be incorporated into the contract team that is selected for project implementation. One Administrative Assistant and one Secretary for the Project will be recruited locally. Since the assignment is in an English speaking country with a good record of cooperation, decent living conditions and offering professionally rewarding duties, recruitment is not expected to present a problem.

### C. ECONOMIC ANALYSIS

This project does not lend itself to the development of an economic cost-benefit analysis which can be quantified in terms of an internal rate of return because of the difficulties entailed in attempting to impute monetary values to the various benefits resulting from the increased capacity of IEMS to extend developmental adult education to Lesotho's rural and urban population. It can be shown, however, that this project is designed to require the least amount of bilateral and host government contributions when compared to alternative extra mural developmental adult education schemes.

There is a virtually no baseline data to measure improved income and employment benefits resulting from participation in IEMS courses. For this reason, the technical assistance provided under this project is structured to overcome this shortcoming. The technical assistance, increased staff, internal reorganization, and training programs proposed by Phase II include provisions for the establishment and maintenance of a data base which can be used as an effective management tool by IEMS to identify needs, organize priorities and efficiently allocate available resources. Procedures will be established to insure that data collected will assist in measuring the social and economic changes resulting from the project. In spite of the scarcity of data, the design team believes that the beneficial impact on rural and urban populations served through the project will be significant.

#### 1. *Least Cost Analysis*

One of the principal reasons for the selection of IEMS to expand developmental adult education programs is its past success as evidenced by the low attrition rates, the establishment of several independent organizations and demand for expanded programs. Furthermore, the GOL and USAID/L have elected to support IEMS because of the cost efficiency of upgrading the existing staff and expanding its facilities. Given the type of information and services the Institute will be able to offer as a result of Phase II support, the project design approach appears cost effective. The extra mural approach developed by IEMS in Lesotho has the added advantage of already having been accepted by the community. (See Social Analysis.)

IEMS staff have performed more than adequately in implementing the organization's adult education goals. Increasing the present staff's capabilities as the Institute expands is a cost effective way of assuring program continuity. Because of this experienced staff core, few problems are foreseen concerning the capabilities of IEMS to maintain and utilize the project-funded facilities and equipment.

outside consultant. This evaluation will appraise the accomplishments of the project as a whole, and may influence any future course of action to be followed by the National University, the MOE and USAID/L in subsequent program activity.

### C. IMPLEMENTATION SCHEDULE

Month/Year	Implementation Action	Responsible Agency
1980		
November	PP submitted to AID/W.	USAID/L
December	Project committee review and approve project.	AID/W

The new classroom/office facility building financed by the project will be constructed on the IEMS Maseru Campus where the Institute presently has some classroom buildings. Although IEMS and the National University have developed in a symbiotic manner, moving IEMS's main facilities to a new location in Maseru and away from the University facilities at Roma will have no cost disadvantage.

The new IEMS building will have the capacity to instruct approximately 15,000 course participants annually based on an average two week course organization with 30 participants in each course. If evening courses are justified by demand, then the proposed building's capacity would rise correspondingly. The cost estimates per student space are not unreasonable given construction costs in Lesotho. The construction cost per student space will range between U.S.\$ 2,000-2,800. This compares favorably to the costs in the southern areas of the U.S. where the average cost per student space was about U.S.\$ 5,500 in 1978.

In terms of capital expenditures, future operating costs and IEMS goals, there is no alternative adult education system which competes with the proposed approach and design of this project. Based on all the available information, the technical assistance, training plans, building and operational funding levels appear to be the most satisfactory, least cost method of achieving the project purpose.

## 2. Social and Economic Benefits

There are a number of social and economic benefits which should result from the project. The Social Analysis estimates the pool of possible direct and indirect beneficiaries of the project to be in the neighborhood of 600,000 people out of the total population of 1.3 million. With the development of the four regional centers, project beneficiaries will be nationwide. Although many of the social and economic benefits are not measurable at this time, the proposed information system should provide data on the quantity and quality of benefits during the implementation life of the project. This project has been designed to avoid, as much as possible, interfering with the IEMS approach to extra mural adult education, and, instead, to focus on those constraints which would improve and expand the delivery of IEMS programs.

## 3. Institution Building

Even though IEMS has an organizational framework, staff, procedures and experience to manage the current program, the project-funded technical assistance should have an excellent payoff in terms of providing IEMS with needed advice and recommendations during this critical period of expansion and improvement of the Institute's service to the people of Lesotho.

## D. FINANCIAL ANALYSIS

The total cost of this project over four years is estimated to be \$7,092,000. AID will contribute \$5,246,000 (74%) and the GOI \$1,846,000 (26%). Tables V and VI summarize AID and GOI financing. Table VII shows the recurrent and non-recurrent expenditures for IEMS in 1979/80 and 1980/81. For details on how the summary estimates were developed, refer to the Financial Annex.

In calculating U.S. costs each budget category was inflated at the most realistic rate for that category. For example, technical assistance salaries, local project staff and project supplies were inflated at 10% while participant training, vehicles and vehicle maintenance costs were inflated at 15%. Construction costs for the IEMS classroom/office facility were inflated at the current rate for construction in Lesotho of 24%. (See Engineering Annex for

March	Arrival of Business Education Section Consultant (3 mo.).	USAID/L & IEMS
April	AID/L and IEMS/NUL Internal Evaluation.	USAID/L, IEMS/NUL
April	Establishment of the Media staff post.	USAID/L & NUL
April	Commodity procurement plan and PIO/Cs submitted to AID/W for second year project commodities	USAID/L
June	IEMS participants initiate the following short term training programs:	USAID/L & IEMS
	1. USDA Extension Methods in Agriculture Seminar - U.S. (3 mo.)	
	2. USDA Labor Studies Seminar - U.S. (3 mo.)	
	3. Instructional Materials for Adult Education Seminar - on-the-job training at IMRC Lesotho (6 mo.)	

details.) The GOL contribution was calculated using current costs and inflating by 10% annually. Both the U.S. and GOL contributions have 10% contingency built into the estimates.

GOL inputs are broken into non-recurring and recurring budget responsibilities in Table VII. The non-recurring costs to the GOL total \$1,136,000 excluding inflation and contingency. The contribution of campus lands, salaries for participants and the time devoted to the project by senior IEMS/NUI personnel are already in the University budget and will not constitute a serious financial burden. The remaining non-recurring costs -- campus landscaping, equipment and furnishings for the IEMS building and related costs for two project advisors and support to regional conferences -- totalling \$366,000 (not inflated) are items for which IEMS/NUI must budget during the project. Landscaping and equipment/furnishings will not be required until 1983. The immediate non-recurring cost to the GOL will be housing, furnishings and utilities for two project advisors.

The project will require the GOL to increase the recurring IEMS budget to cover the cost of seven new staff positions (three in 1983 and four more in 1984), the utilities and maintenance for the IEMS building (beginning in 1983) and some increased travel costs associated with the project. At today's prices these recurring costs are \$178,000 annually which compared to the 1980-81 recurrent IEMS budget constitutes a 44% increase by the end of the project. Although this represents a substantial increase in operating costs, it should be noted that IEMS obtained an increase from the GOL in operating costs of 37% between 1979-80 and 1980/81. Assuming increased commitment by the GOL and the University in expanding IEMS's role as a development oriented institution over the coming years, this increase in operating budget is not unreasonable.

Three other donors have contributed to IEMS's recurrent and capital costs.

#### 1. Capital

DANIDA and NOVIB have shared in the construction costs of three small IEMS classrooms and four offices in Maseru. This building was finished recently at a cost of \$122,000. It is being paid for over two years ending in 1980/81. In the remote mountain region, the Fredrick Ebert Foundation of West Germany is building two classrooms and two houses to accommodate the Thaba Tseka Regional Center staff and activities. The cost is \$104,000 and will be paid for over two years ending in 1981/82. The Ebert Foundation is also supporting the Labor Studies Documentation Project. A copy machine and related printing costs are \$7,000 per year over four years ending in 1983-84.

#### 2. Recurrent

In addition to capital funding, DANIDA, NOVIB and the Ebert Foundation are providing some recurrent funding. DANIDA is carrying the salary of a professional in the Labor Studies Section at approximately \$15,000 annually. This is an indefinite contribution renewable annually. NOVIB is providing the salaries of two professionals in the Businessmen's Training Section at approximately \$19,000 annually until 1981/82. The Ebert Foundation funds the \$15,000 salary of the Documentalist for Labor Studies. This four year arrangement will end in 1983-84. The Ebert Foundation will also fund the salaries of two Extension Educators and a Secretary at the Thaba Tseka Regional Center at an annual cost of approximately \$27,000 through 1983-84. The two positions at Thaba Tseka will become established University posts in 1983/84. The University does not plan to continue the other four professional positions upon completion of donor funding.

August	IEMS participants initiate the following long and short term training programs: <ol style="list-style-type: none"> <li>1. MA Community Development Education - U.S. (18-24 mo.)</li> <li>2. MA Adult Education - U.S. (18-24 mo.)</li> <li>3. MA Business Education - U.S. (18-24 mo.)</li> <li>4. Community Development Education - Africa (12 mo.)</li> <li>5. USDA Extension Methods in Agriculture Seminar - U.S. (3 mo.)</li> <li>6. USDI Labor Studies Seminar - U.S. (3 mo.)</li> <li>7. Education Administration Seminar - U.S. (6 mo.)</li> <li>8. Instructional Materials for Adult Education Seminar - on-the-job training at IMRC Lesotho (6 mo.)</li> </ol>	USAID/L & IEMS
September	IEMS sponsorship of Second Southern Africa Regional	USAID/L & IEMS

**TABLE V**  
**U.S. COSTS**  
**SUMMARY BUDGET**  
(Obligations \$ 000)

COMPONENT	--- FY81 ---			--- FY82 ---			--- FY83 ---			--- FY84 ---			Total All Years		
	FX	LC	Total	FX	LC	Total	FX	LC	Total	FX	LC	Total	FX	LC	Total
Technical Assistance	529	—	529	495	—	495	341	—	341	359	—	359	1,724	—	1,724
Local Project Support	—	15	15	—	15	15	—	15	15	—	15	15	—	60	60
Training	135	12	147	293	12	305	151	8	159	97	8	105	676	40	716
Conferences/ Consultation	—	5	5	—	30	30	—	30	30	—	30	30	—	95	95
IEMS Staff Positions	—	30	30	—	70	70	—	40	40	—	—	—	—	140	140
Commodities/ Supplies	30	—	30	20	—	20	10	—	10	5	—	5	65	—	65
Vehicles/ Maintenance	—	35	35	—	8	8	—	8	8	—	8	8	—	59	59
Construction	—	—	—	—	304	304	—	405	405	—	101	101	—	810	810
Inflation \$	—	—	—	96	256	352	123	345	468	171	109	280	390	712	1,100
Contingency at 10%	69	10	79	90	70	159	62	85	147	63	27	90	285	191	477
<b>TOTAL</b>	<b>763</b>	<b>107</b>	<b>870</b>	<b>994</b>	<b>765</b>	<b>1,758</b>	<b>687</b>	<b>936</b>	<b>1,623</b>	<b>695</b>	<b>298</b>	<b>993</b>	<b>3,140</b>	<b>2,107</b>	<b>5,246</b>

Inflation calculated at varying rates for project components. See Financial Annex for details.

**TABLE VI**  
**GOL FINANCING**  
**(Local Currency Commitments in \$000)**

COMPONENT	FY81	FY82	FY83	FY84	TOTAL
<b>Non-Recurring</b>					
Land Contribution	338	—	—	—	338
Campus landscaping, walks, etc.	—	—	50	50	100
Equipment and furnishings for IEMS building	—	—	35	35	70
Housing, furnishings, utilities for 2 advisors	35	22	22	22	101
Participant salaries	98	108	90	80	376
Regional Conferences, Consultation	5	30	30	30	95
IEMS staff support to project	14	14	14	14	56
<b>Recurring</b>					
Establishment of 7 new IEMS positions	—	—	30	70	70
Utilities, maintenance, etc., for IEMS building	—	—	92	92	
Increased travel costs	16	16	16	16	
<b>SUBTOTAL</b>	<b>506</b>	<b>190</b>	<b>379</b>	<b>409</b>	
INFLATION at 10 percent	—	19	80	135	224
<b>SUBTOTAL</b>	<b>506</b>	<b>209</b>	<b>459</b>	<b>544</b>	<b>1,678</b>
CONTINGENCY at 10 percent	51	21	46	54	172
<b>GRAND TOTAL</b>	<b>557</b>	<b>230</b>	<b>505</b>	<b>598</b>	<b>1,846</b>

Exchange Rate: 1 Maloti - \$1.35

**TABLE VII****EXPENDITURES****THE INSTITUTE OF EXTRA MURAL STUDIES****NATIONAL UNIVERSITY OF LESOTHO**

(Converted from Maloti at 1M - \$1.35)

	Recurrent Expenditures	
	1979/80 Academic Year	1980/81 Academic Year
GOL (through University)	\$291,494.00	\$400,545.00
AID	19,575.00	27,000.00
DANIDA	13,500.00	14,850.00
Ebert Foundation	13,500.00	14,850.00
NOVIB	11,580.00	18,900.00
Total GOL recurrent	\$291,494.00	\$400,545.00
Total Donor Recurrent	\$ 58,155.00	\$ 75,600.00

Increase in GOL Recurrent Contribution (through University)

1979/80 - 1980/81 - 37 percent

Increase in Donor Recurrent Contribution

1979/80 - 1980/81 - 22 percent

**SPECIAL CAPITAL PROJECTS OF NON-RECURRENT NATURE**

	1979/80	1980/81
AID (Houses, Equipment, Scholarships, Academic Planner)	\$376,319.00	\$368,899.00
NOVIB (BTC Project)	18,408.00	18,408.00
DANIDA (ILS Project)	60,750.00	60,750.00
Ebert Foundation (Thaba Tseka Project)	—	106,000.00
Ebert Foundation (Docu- mentation Project)	—	6,700.00

## E. SOCIAL ANALYSIS

This analysis assesses the IEMS program and the Phase II assistance to the Institute and the University using six topical criteria. These are project context, socio-cultural feasibility, beneficiaries, participation, impact and issues of special interest to AID and/or relevant to project success. The main data sources for the analysis included materials produced by the Institute, the Project Evaluation Summary carried out in April and May 1980, the Lesotho CDSS, and the JASPA publication *Options for a Dependent Economy, 1979*. The analysis also utilizes interviews and observations of the IEMS programs carried out by the PP design team.

The overall conclusions of the social analysis can be summarized as follows:

- 1) IEMS is a University based program with a 20 year record for reaching beyond University walls to identify and provide needed resources to a wide range of groups and individuals and for serving as a catalytic agent in sponsoring development related institutions - some of which have eventually become self-sufficient and thus independent of IEMS responsibility and support.
- 2) The modest Phase I AID assistance to IEMS and the University has considerably increased the effectiveness and potential for bringing the University to the people and the people to the University. IEMS programs have and will likely continue to have long term development impact on individuals, families, and institutions from all parts of the country at all levels, e.g. from the relatively uneducated migrant worker and indirectly to his family to the highly qualified civil servant; from the small rural women's group and its teachers to the National University itself.
- 3) The proposed project has an excellent opportunity to increase the development impact IEMS is achieving; it may also assist: a) in changing policies and practices at the University and Ministry level which will further promote the goals of adult education in Lesotho and b) it may serve as a model, resource and/or catalyst for similar programs in neighboring universities in Southern Africa.

### *Context*

Lesotho's precarious position as a poor, labor-exporting, dependent, landlocked country in the middle of the Republic of South Africa is analysed in considerable detail in the CDSS and the JASPA report (1979).

Notable features of the country include:

- a single dominant ethnic group comprising 98% of the total population;
- a topography of three general ecological areas (high, middle and relatively low altitude) with 90% of the 1,300,000 population living in the densely populated lowland area;
- an average yearly capital income of \$192;
- a predominantly rural population (90%) which derives 50% of its cash incomes from mine work (mainly in the Republic of South Africa), 21% in (predominantly domestic) off-farm activities and 20% from sales of agricultural commodities.
- the rural median family has 5.2 members; the median rural household head is well into his fifties; 70% of rural households are defacto headed by women; and the annual population growth is 2.3 percent.

An important characteristic of the country is the widespread shortage of adequately trained personnel at all levels of skill and responsibility. Countrywide, there is a 26% vacancy rate of government personnel, most in mid and upper levels. Over one-half of all heads of households are estimated to be illiterate. Surveys indicate that between twenty and forty percent of the adult rural population can read and understand printed texts and that another forty percent are read to by others. Only 14% of the pupils entering primary school now enter secondary school; 0.2 percent of the students entering Standard One in 1965 entered the first

year of the University in 1977.

## *2. Socio-cultural feasibility*

The history of IEMS and the ways in which it has responded over time to the various needs of individuals and institutions has been described in the Background and Detailed Description Section of this paper. An important characteristic evident from its history is its flexibility as an institution. Given the unpredictable development context of Lesotho, IEMS has done an exceptional job in developing as an institution capable of meeting a broad range of adult education needs. Currently it appears to be in a favorable position to continue to sail through the inevitable storms in the political arena at the University and the national level as well. For example, in the past two years IEMS has been granted five out of the total 14 permanent new positions at the University, which counts as a clear success for IEMS in the face of considerable competition by University faculties. At the national level, IEMS staff has weathered interparty conflicts which might have impaired a weaker institution.

Although IEMS has developed and subsequently assumed responsibility for a wide range of different adult education activities, the Institute also has a history of releasing mature, self-sufficient programs from its control. Examples of this process include the Ministry of Cooperatives and Rural Development, the Society for Development and Peace (SODAPAX) and the Lesotho Credit Union Movement. A program currently operating within IEMS which may similarly evolve away from IEMS in the future is the Institute for Labor Studies.

The successful twenty-year history of IEMS, the gradually expanding institutional base at the University, the large number of beneficiaries, and the high degree of participation in various aspects of the instructional programs all demonstrate the socio-cultural feasibility of the project. The Research and Evaluation Section of IEMS is responsible for the monitoring and evaluation of ongoing activities. This section will receive additional support over the life of the project to ensure that sufficient feedback informs the process of implementation and future planning.

## *3. Beneficiaries*

The IEMS program has a broad range of beneficiaries both direct and indirect. A sample of these based on 1978-79 IEMS records is included in Table VIII. It is estimated that there are 580,000 people between the ages of 15 and 54 in Lesotho and 164,000 over age 55. There are 25,000 young people not in school. These people, plus those people in the Southern African region who may come in contact with the program are the pool of possible direct beneficiaries of the project. There are an estimated 800 or more groups related to non-formal education activities in Lesotho. These, plus formal organizations represent the institutional beneficiaries of IEMS.

Access to the programs of IEMS is widespread and expanding. In cooperation with other donors, IEMS is completing the development of the four regional centers, which will enable more courses to be offered on a regional basis in rural areas. Assistance to the Research and Evaluation Section will expand the capacity for more needs assessments and the monitoring and evaluation of ongoing programs. A larger and more highly trained staff will also increase project beneficiaries over the life of the project.

By and large, courses in rural areas are geared towards participants who have some educational experience, are in some way leaders in their communities, and who have access to the program sites. Many of the beneficiaries of IEMS programs will participate indirectly through involvement with community programs which are led by persons trained by IEMS. Table VIII contains a profile of participants in IEMS programs in 1978-79; it is highly likely that IEMS participants over the next four years will have approximately the same characteristics. Seventy percent of all courses were attended by women and more than two-thirds of the courses can be considered as those promoting income generation, savings or

**TABLE VIII**

**Characteristics of IEMS  
Activities and Participants 1978-1979 §**

Section	Community Leadership & Training	Labor Studies	Business Studies	Businessmen's Training	Part-Time Degree	Regional Centers	Total
Number of Participants	3309	400	360	400	95	1350	5914
% Activities attended by Women	70	66	70	60	43	75	70
% Activities Income, Savings or Employment Generated	50	100	100	100	100	86	69
% Activities Providing Leadership Training	75	90	85	95	50	50	72
% Activities Directed at Rural People	90	70	50	95	0	100	87
% Participants either Semi-literate or Illiterate	70	5	0	10	0	80	58
% Activities benefiting Participants in South African Region	5	80	5	15	0	30	16
% Attrition of Course Participants	0	2	15	5	10	0	2

§ Based on estimates provided by IEMS staff

employment. Most participants in both these categories (e.g. miners, businessmen and women, cooperative and credit union employees) are likely to bear some responsibility for family members who will receive some of the benefits generated from IEMS training. In 1978-79 leadership training was provided in almost one-half the courses. Training of this group would result in a significant number of indirect beneficiaries (i.e. members of groups to which leaders will return).

A further source of indirect beneficiaries will come from the new Adult Education Section. This section will be responsible for improving the teaching skills of teachers hired by IEMS. Such improvements should benefit the students of those teachers within and outside IEMS. Table VIII includes two characteristics of the 1978-79 programs which serve to profile potential beneficiaries. While a University-based extra-mural program can be generally considered as one catering to the needs of the middle and upper strata of a population, IEMS clearly has a clientele drawn from a much broader spectrum of society. Over eighty percent of IEMS courses were directed at rural people in 1978-79, and over half of all course participants were estimated to be either semiliterate or illiterate.

An additional beneficiary category is that portrayed under "regional" in Table VIII which depicts the percentages of participants in IEMS courses who are estimated to be:

- 1) originally from outside Lesotho;
- 2) Basotho who regularly work in the Republic of South Africa;
- 3) individuals trained in Lesotho who move out of the country to assume work or live elsewhere.

An estimated 16% of the courses fit into this category. A much higher proportion of IEMS participants would be classified under the regional category if readers of the IEMS newsletter and listeners of the IEMS radio broadcasts were included. IEMS produces 10,000 copies of *Lehlahlalela* the program newspaper; 47% of these are distributed outside Lesotho, mainly in the mines of the Republic of South Africa. IEMS broadcasts can be heard by 1.2 million Sesotho speaking people within the country and another 1.4 million Sesotho speakers in the Republic of South Africa.

#### 24. Participation

One of the strengths of IEMS which is stressed in the recently completed project evaluation is the participatory style which characterizes the day-to-day management and operations of IEMS. This style is highly appropriate given the tradition of the *pitso* - the democratic group decision-making process found in rural villages. The emergence of this style in IEMS can also be attributed to a considerable degree to the AID-funded Project Advisor under Phase I.

A second strength of the IEMS program is the extent to which the Institute acts as a catalyst in promoting participation of individuals and groups at all levels to achieve goals in adult education and development. A considerable portion of the work of the small permanent staff is directed towards identifying, organizing, promoting and evaluating local resources and groups. Much of this work of tapping resources results in very efficient means of achieving development purposes. The attrition rates shown in Table VIII are further indication of the level of sustained participation in the programs. The low rates of attrition (2%) suggest strong participation motivation in the IEMS educational programs.

#### 5. Impact

Despite its rather long history, there have been few systematic attempts to measure the impact of IEMS activities. This is in large part due to inadequate and insufficient resources, the flexible nature of the programs, and the frequently hard-to-measure catalytic role of many activities. Table VIII does display some of the characteristics of the courses and beneficiaries involved in the IEMS program, but this is no substitute for systematic identification and

measurement of the impact of the adult education activities on people and groups. Although examples can be cited of how women's leadership training courses have led to the formation of active women's groups, for example, there is no clear understanding of how widespread such practices are. A significant number of businessmen have received training, but systematic follow-up has only recently been started. Comments from individual IEMS teachers concerning the probable impact of their course on participants often include observations that participants enjoyed the course, but reference to specific educational achievement (e.g., content or skills transmitted to participants) appeared to be lacking.

In Phase II, there will be a significant increase in resources allocated to the functions of the Research and Evaluation Section. Accordingly, needs assessments and proposal preparation will have a more prominent position among IEMS activities; monitoring of programs will enable better management and design of program activities; and systematic evaluation will provide better information regarding overall progress towards reaching program goals.

Additional emphasis on program monitoring and assessment will also assist IEMS staff to set more realistic and more appropriate priorities, and to stick to them given the inevitable competing demands and political pressures which often dictate which IEMS activities receive the scarce resources available.

A final aspect under the impact category is the increased extent to which Phase II will serve to extend the experience and lessons learned under the program to other universities in Southern Africa and elsewhere. The funding of workshops and travel of staff will increase communication with universities having extra-mural units with common goals and constraints and help spread project benefits.

## 6. *Issues*

### i) Women

An important concern is the degree to which women are involved in and receive significant benefits from AID-funded activities. The track record of IEMS regarding this issue is exemplary. In 1978-79 nearly two-thirds of the participants in the IEMS short courses were estimated to be women. This relatively high percentage is perhaps inevitable given the high degree of male migration to the mines; it is also entirely logical given the development needs of families in Lesotho. It is expected that women will continue to be involved to the same extent, or perhaps to an even greater extent, in the future.

Other indications of the high degree of involvement of women in the program are the proportion of women heading the divisions of IEMS (five out of nine); the specific courses which are held for women, e.g., leadership training; and the activities such as proposal writing for women's groups, cooperative management planning, training assistance to the Family Planning Association, and courses for income generation activities like mohair spinning and techniques of tie-and-dye offered by IEMS.

### 2) Recipients of Future IEMS Programs

A second issue is the extent to which IEMS - as it develops and expands its educational programs - can continue to reach a broad spectrum of adults in an effective and equitable manner. Inside IEMS, the Research and Evaluation Section will play an important role in helping to develop IEMS through program monitoring and evaluation. Such a process should help to maximize program priorities and development impact and avoid unnecessary duplication within IEMS and with other donors and institutions. As AID has a strong interest in ensuring that IEMS continues its emphasis on rural development-related activities, significant portions of assistance have been allocated to the Community and Leadership Development Section and the regional centers, as well as the Research and Evaluation Section. The provision of an Academic Planner under the project will also support more

rational systematic planning at the University which will likely incorporate a greater emphasis on providing University programs to reach a variety of formal full-time degree students, part-time degree students and others.

Outside the scope of IEMS, other initiatives will help to identify priorities in adult education; these include the recently established Council on Non-formal Education which is to assist the Ministry of Education in identifying and rationalizing adult education activities in Lesotho, and the proposed task force on non-formal education to be conducted with UNESCO support under the sponsorship of the Ministry of Education.

## IV. IMPLEMENTATION ARRANGEMENTS

### A. PROJECT ADMINISTRATION

The contractor selected to implement the project will be accountable to the Lesotho AID Director, or his designee (Project Officer), who are responsible for overall project management of United States financial inputs in this project, as well as the achievement of the mutual GOL and AID project objectives. It is anticipated that the contractor will be a U.S. educational institution.

#### 1. *GOL*

The National University of Lesotho of the Ministry of Education, Sports and Culture is the responsible GOL agent for execution of this project. Primary responsibility for management and implementation action resides with the administration office of the Institute for Extra Mural Studies. A basic description of the organization of IEMS is presented in the Administrative Analysis, Section III. B.

The overall management of the educational and training activities in this project will be under the supervision of the Director of IEMS. The Deputy Director of IEMS will be directly responsible for daily administrative and financial implementation of IEMS as an institution. The coordinators of the seven technical sections and the four extension centers will all be directly involved in supporting project activities. The expatriate technical assistance team will support and assist project implementation. The Project Coordinator will have overall responsibility for the implementation of the project and further development of an institutional plan for the extension of IEMS/NUL to rural and urban areas. The Academic Planner will coordinate all University development planning activity both academic and physical while paying special attention to the institutional development of IEMS/NUL adult education extension services. The Research/Evaluation Analyst will be responsible for generating knowledge on which to plan programs and services. A major task of this position will be to train IEMS staff in planning, research, and evaluation methodologies so that an effective information system will be left in place that promotes coordination, effective and systematic operations and regionalism. The Part-Time Studies Advisor will identify challenges and problems which need to be addressed in order to optimize part-time study opportunities for adult students and to assist the University to work toward a more complete development orientation. Although the expatriates will provide an important function in the introduction and implementation of project adult education activities (See Job Descriptions in Annex B), their principal role will be that of providing advice and guidance to Basotho staff that lack a depth of experience in this type of project. USAID/Lesotho and the National University will provide an additional seven staff positions over the life of the project to the already existing staff of 15 so this project will be effectively implemented.

The Academic Planner on the technical assistance team will be responsible to the Vice-Chancellor of the University, while the other three technical advisors will be responsible to the Director of IEMS. They will serve in an advisory role to their designated counterparts, but will become involved in carrying out substantive functions as described in their job descriptions. The Project Coordinator will be responsible for the effective implementation and coordination of all the work of the technical assistance team.

#### 2. *AID*

USAID/Lesotho will be responsible for AID management of the activities under this project. The Director, USAID/Lesotho, or his designee (Project Officer) will be responsible for providing guidance and monitoring of the project. The Project Officer will serve as the primary point of contact for the GOL and Project Coordinator. The Project Officer will be responsible for assisting in identification and resolution of any problems concerning project implementation. It is anticipated that in matters concerning commodity procurement, contractual and legal affairs, the assistance of the Regional Legal Advisor, REDSO/EA or AID/Washington support staff will be solicited.

Upon signature of the Project Grant Agreement, the necessary steps will be taken to

initiate required construction contracts and services, procure commodities initially needed, and begin the identification and selection of the first group of participant trainees. Project Implementation Orders for technical services, commodities and training will be prepared by USAID/Lesotho.

AID will disburse funds for recurrent expenditures on a reimbursable cost basis. It is anticipated that funds for construction of buildings will be disbursed on a fixed amount reimbursement basis. If advances are necessary for construction or recurrent expenditures, procedures for advances will be outlined in Project Implementation Letters.

## **B. EVALUATION PLAN**

### *Phase I*

A Project Evaluation Summary (PES) was completed April, 1980, at the mid-point of the two year Phase I. The PES, a USAID/Lesotho activity coordinated by Dr. P. Layne of DS/ED/AID/W, the National University and the Ministry of Education (MOE) indicated that Phase I has successfully achieved its stated objectives. In the view of USAID/L, the National University and the MOE, conditions were favorable to proceed with Phase II. The result was the present REDSO/IEMS team effort to design a Phase II program which will begin in 1981. A second PES is planned for the end of Phase I in the summer of 1981. Since this evaluation will not have any effect on the design of Phase II, its main purpose will be to provide a summative documentation of Phase I and to offer suggestions on the implementation of Phase II.

### *Phase II*

The following evaluation steps are proposed for Phase II:

A. Project Monitoring: USAID/L has the capacity to provide specialized project monitoring on a continuous basis through the Mission's Human Resources and Development Officer (operational and training activities) and the Mission's Engineer (construction aspects).

B. Project Evaluation Summary: A PES will be undertaken approximately one year into Phase II. This will be done by USAID/L and the project advisory team.

C. Mid-term "Formative" Evaluation: It is proposed that the project's one major outside evaluation be conducted in mid-term, after approximately two years of the four-year second phase. This evaluation will determine whether any directional or operational changes will be necessary for the remainder of the project. The mid-term evaluation will be conducted by a two or three member team over 4-6 weeks to undertake field investigations and prepare the evaluation report. During this evaluation, particular attention should be paid to the following:

1. the regular establishment of local positions by IEMS/NUL;
2. the systematic release of qualified IEMS staff for appropriate training;
3. the programming and expansion of the Part-Time Degree Section;
4. the effectiveness of the Research and Evaluation Section in providing needs assessments and impact evaluations for IEMS programs; and
5. the overall support of NUL for the expanded role of IEMS envisioned under this project.

Funds are available within the project budget to hire consultants for evaluations.

D. Final "Summative" Evaluation: This evaluation will take place at the end of Phase II in 1985. It will be a Mission and/or REDSO effort, probably employing the use of one

outside consultant. This evaluation will appraise the accomplishments of the project as a whole, and may influence any future course of action to be followed by the National University, the MOE and USAID/L in subsequent program activity.

### C. IMPLEMENTATION SCHEDULE

Month/Year	Implementation Action	Responsible Agency
<b>1980</b>		
November	PP submitted to AID/W.	USAID/L
December	Project committee review and approve project.	AID/W
<b>1981</b>		
January	Project authorized by AA/AFR.	AID/W
February	Project grant agreement negotiated and signed with GOL.	USAID/L
March	Recruitment and contracting of TA team	USAID/L
April	Detailed training plans for Years I and II submitted to NMDS and AID.	IEMS
April	Commodity procurement plan and PIO/Cs submitted to AID/W for first year project commodities. Project vehicles ordered locally	USAID/L
July	Summary Evaluation of Phase I completed by IEMS and AID/L.	USAID/L & IEMS
July	Establishment of the following IEMS staff posts: 1. One Research and Evaluation staff member 2. One Community Development staff member 3. One Part-Time Degree staff member	USAID/L & NUL
August	IEMS participants initiate the following long and short term training programs: 1. BA Education - NUL Lesotho (48 mo.) 2. MA Adult Education - U.S. (18-24 mo.) 3. MA Business Education - U.S. (18-24 mo.) 4. MA Labor Studies - U.S. (18-24 mo.) 5. USDA Extension Methods in Agriculture Seminar - U.S. (3 mo.) 6. MA Community Development - U.S. (18-24 mo.) 7. USDI Labor Studies Seminar - U.S. (3 mo.)	USAID/L & IEMS
September	Arrival of Academic Planner, Research Advisor and Part-Time Degree Advisor and provision of adequate housing by GOL.	USAID/L & IEMS
October	Arrival of IEMS Administrative Consultant (3 mo.).	USAID/L & IEMS
<b>1982</b>		
January	Arrival of Community and Leadership Development Consultant (6 mo.).	USAID/L & IEMS

March	Arrival of Business Education Section Consultant (3 mo.).	USAID/L & IEMS
April	AID/L and IEMS/NUL Internal Evaluation.	USAID/L, IEMS/NUL
April	Establishment of the Media staff post.	USAID/L & NUL
April	Commodity procurement plan and PIO/Cs submitted to AID/W for second year project commodities	USAID/L
June	IEMS participants initiate the following short term training programs: <ol style="list-style-type: none"> <li>1. USDA Extension Methods in Agriculture Seminar - U.S. (3 mo.)</li> <li>2. USDA Labor Studies Seminar - U.S. (3 mo.)</li> <li>3. Instructional Materials for Adult Education Seminar - on-the-job training at IMRC Lesotho (6 mo.)</li> <li>4. Educational Administration Seminar - U.S. (6 mo.)</li> </ol>	USAID/L & IEMS
June	Arrival of Media Section Consultant (1 mo.)	USAID/L & IEMS
July	IEMS sponsorship of Southern Africa Regional Conference and Training on Community and Adult Education	USAID/L & IEMS
August	IEMS participants initiate the following long and short term training programs: <ol style="list-style-type: none"> <li>1. BA Education - NUL Lesotho (48 mo.)</li> <li>2. MA Education Planning - U.S. (18-24 mo.)</li> <li>3. MA Research &amp; Evaluation Methodology - U.S. (18-24 mo.)</li> <li>4. Community Development Education - Africa (12 mo.)</li> <li>5. Media Publications Seminar - Africa (6 mo.)</li> </ol>	USAID/L & IEMS
September	Establishment of the following IEMS staff posts: <ol style="list-style-type: none"> <li>1. Two Business Education staff members</li> <li>2. One Adult Education staff member</li> </ol>	USAID/L & NUL
October	Arrival of Adult Education Consultant (3 mo.) and series of seminars for IEMS faculty and staff (3 mo.).	USAID/L & IEMS
<b>1983</b>		
January	Training plan for Years III and IV submitted to NMDS and USAID/L.	IEMS
January	Third visit of IEMS Administrative Consultant (3 mo.).	USAID/L & IEMS
March	IEMS staff member initiates Media Broadcasting Training - Africa (6 mo.).	USAID/L & IEMS
April	Mid-Evaluation of IEMS Project by AID/W and REDSO team.	AID/W & USAID/L
May	Second visit of IEMS Community and Leadership Development Consultant (6 mo.).	USAID/L & IEMS
July	IEMS/NUL assumes fiscal responsibility in its recurrent budget for the following IEMS staff posts: <ol style="list-style-type: none"> <li>1. One Research and Evaluation staff member</li> <li>2. One Community Development staff member</li> <li>3. One Part-Time Degree staff member</li> </ol>	IEMS

<b>August</b>	IEMS participants initiate the following long and short term training programs: <ol style="list-style-type: none"> <li>1. MA Community Development Education - U.S. (18-24 mo.)</li> <li>2. MA Adult Education - U.S. (18-24 mo.)</li> <li>3. MA Business Education - U.S. (18-24 mo.)</li> <li>4. Community Development Education - Africa (12 mo.)</li> <li>5. USDA Extension Methods in Agriculture Seminar - U.S. (3 mo.)</li> <li>6. USDI Labor Studies Seminar - U.S. (3 mo.)</li> <li>7. Education Administration Seminar - U.S. (6 mo.)</li> <li>8. Instructional Materials for Adult Education Seminar - on-the-job training at IMRC Lesotho (6 mo.)</li> </ol>	<b>USAID/L &amp; IEMS</b>
<b>September</b>	IEMS sponsorship of Second Southern Africa Regional Conference and Training on Community and Adult Education	<b>USAID/L &amp; IEMS</b>
<b>1984</b>		
<b>April</b>	IEMS/NUI assumes fiscal responsibility in its recurrent budget for the Media staff post	<b>IEMS</b>
<b>June</b>	IEMS participants initiate the following short term training programs: <ol style="list-style-type: none"> <li>1. USDA Extension Methods in Agriculture Seminar - U.S. (3 mo.)</li> <li>2. USDI Labor Studies Seminar - U.S. (3 mo.)</li> <li>3. Educational Administration Seminar - U.S. (6 mo.)</li> <li>4. Community Development Education - Africa (12 mo.)</li> </ol>	<b>USAID/L &amp; IEMS</b>
<b>September</b>	IEMS/NUI assumes fiscal responsibility in its recurrent budget for the following IEMS staff posts: <ol style="list-style-type: none"> <li>1. Two Business Education staff members</li> <li>2. One Adult Education staff member</li> </ol>	<b>IEMS</b>
<b>September</b>	IEMS sponsorship of Third Southern Africa Region Conference and Training on Community and Adult Education	<b>USAID/L &amp; IEMS</b>
<b>1985</b>		
<b>April</b>	Summary Evaluation	<b>USAID/L &amp; IEMS</b>

## For Construction of IEMS Center

Month/Year	Implementation Action	Responsible Agency
<b>1981</b>		
February	Schematic Master Plan for IEMS/Maseru Campus contracted for under Phase I submitted by local architectural firm and reviewed by NUL and AID	USAID/L & IEMS
March	Award design and supervision contract for construction of IEMS Center to an architectural firm	USAID/L
September	A/E firm completes design and MOW issues tender documents	USAID/L & MOW
November	Tender documents reviewed and award of contract	USAID/L & MOW
December	Begin construction of IEMS Center	Contractor
<b>1982</b>		
December	Construction of IEMS Center completed and inspection by architectural firm, AID/Eng and Ministry of Works	GOL, USAID/L & Architectural Firm

### D. TRAINING PLAN

The following recruitment and training process will be employed to establish a more effective Institute of Extra Mural Studies.

#### *Recruiting of Personnel*

During the four year project, seven new positions will be created and filled. Extension Educators will be recruited for the sections of IEMS as follows:

- 1 in the Community and Leadership Development Section
- 1 in the Adult Education Instruction Section
- 1 in the Part-Time Degree Section
- 1 in the Media Section
- 1 in the Research and Evaluation Section
- 2 in the Business Education Section

The main source of new employees will be the National University. Three new employees will be recruited in 1981 and four will be recruited in 1983.

Many university students seek employment with IEMS each year after graduation and have to be turned away because there are no posts. However, up to ten students are employed on a part-time basis each year during their vacation periods. It is not anticipated that the Institute will have a problem recruiting quality personnel.

Staff recruiting will follow the normal University procedure used at NUL, i.e., a University screening panel is established, short-listed candidates are interviewed by the University Academic Staff Appointments Committee and ratified or rejected by the University Senate. The system is rigorous and results in the employment of well-qualified professionals.

#### *Training of New Personnel*

New personnel will be trained in more than one way. With the exception of adult

education, they will receive on-the-job practical instruction from people already in the sections to which they will be recruited. Secondly, they will receive instruction from the technical advisors to the project. Technical advisors will be recruited to work with personnel in each of the sections to which new personnel will be recruited. Thirdly, the project and IEMS will organize and fund two special in-service seminars of two month duration each, for all staff.

Finally, the project will finance special courses and graduate study for Institute staff. These are listed in the Detailed Description. It will be the responsibility of the Project Advisor, working with the administration of IEMS, to assign funded study opportunities to personnel in accordance with overall Institute and staff professional needs. Of the Basotho who are presently in permanent IEMS positions, only four hold a graduate degree. Graduate study opportunities made available by the project will be used by present and newly recruited staff in accordance with the plan developed and implemented by the Project Advisor and IEMS administration. Also, there are some staff members of IEMS who do not hold a university degree. NUI scholarship funds made available by the project will be used to upgrade the qualifications of these staff members. The special short study opportunities in Community Development, Educational Administration, Labor Studies, Extension Practices and Media will be made available to staff members who have responsibilities in those areas.

## **E. PROCUREMENT PLAN**

The types of equipment to be purchased under this project and their estimated costs are listed in Annex C, Financial Tables and Equipment Lists. The equipment to be procured for the Institute of Extra Mural Studies by USAID/Lesotho amounts to \$65,000, which will be utilized to provide commodities for the project advisory team. The National University of Lesotho will provide \$70,000 during the life of the project for equipment and furnishings of the IEMS building.

The commodities purchased by USAID are divided into three sections: (1) All commodities purchased for the technical support of the advisory team will be ordered from the United States with enough lead time to coincide with the arrival of the team; (2) A waiver for procurement of \$600,000 of construction materials is also included in Annex F, which is required for materials to be used in construction of the classroom and office space; and (3) In addition, a vehicle waiver for \$27,000 is requested for the purchase of two vehicles.

The Mission management office will procure the vehicles locally. Most other commodities financed by USAID will be purchased through Mission issued P/O/Cs. The Institute of Extra Mural Studies will receive, clear and issue the purchased commodities. Smaller items will be purchased off-shelf in Lesotho by IEMS. Indigenous goods from Lesotho may be purchased up to the amount of funds available for local procurement under the terms of the grant agreement authorizing local cost financing. It is expected some shelf items will be purchased that will have been imported from the Republic of South Africa, a Code 935 country. Per Handbook 1B, Chapter 18, procurement of such eligible commodities will be limited to a single unit price not to exceed \$2,500 or a total amount not to exceed 10% of the total local costs financed by USAID for the project, or \$10,000 whichever is higher. It is intended to use the FAR method for construction of the building. The Mission has used this method with most of its construction activities in the past and has excellent working relations with the GOI, Ministry of Finance and Ministry of Works, Architectural Branch in employing this method. USAID/Lesotho will advertize and contract for A/E services and the GOI, Ministry of Works will contract for construction services using its normal procurement practices and procedures.

At the request of the NUL administration, the services of a U.S. educational institution will be considered for this project. Their reasons for seeking this method of obtaining technical services are: (1) the background and experience of the land grant colleges in the U.S. had problems similar to Lesotho's in providing quality extension and adult education in rural and urban areas; (2) the types of skills required to provide such extension education are readily transferable from one educational institution to another; (3) full institutional backstopping will be advantageous in supplying short term consultants in a timely and rational sequence; and (4) it is essential that this project be implemented by four long-term advisors who will form an integral team.

USAID/Lesotho will issue a PIO/T for the technical services required under Phase II (including local support services and vehicle maintenance allowance). AID/W will be requested to execute a direct AID contract with the selected institution. The Mission Project Officer and IEMS officials will likely travel to the U.S. for the contractor selection process.

## **F. CONDITIONS, COVENANTS AND NEGOTIATING STATUS**

### *Conditions Precedent*

Prior to the disbursement of funds for the construction of the IEMS building (except disbursement of funds for the preparation of plans and specifications), or to the issuance of any commitment documents with respect thereto, the Cooperating Country shall furnish to AID the following, in form and substance satisfactory to AID:

- (a) Detailed plans, specifications, bid documents and construction schedules with respect to such activity;
- (b) A description of the arrangements made for providing construction services for such activity, including an executed contract for construction with a firm acceptable to AID, unless such services are being provided by force account;
- (c) A description of the arrangements made for providing engineering supervisory services for such construction activity, including an executed contract with a firm satisfactory to AID, unless such services are being provided by agencies of the Cooperating Country.

### *Covenants*

1. The Cooperating Country agrees to provide qualified personnel to undertake project financed training in accordance with the training schedule included in the implementation plan as part of the Amplified Project Description in the Grant Agreement
2. The Cooperating Country agrees to establish and to absorb the seven IEMS staff positions required for implementation of the project by the dates specified in the Amplified Project Description in the Grant Agreement.
3. The Cooperating Country agrees to provide the recurrent budget support for the project for the amounts and by the dates stated in the Amplified Project Description in the Grant Agreement.
4. The Cooperating Country agrees that all vehicles purchased with project funds will be used solely by the technical assistance team and their counterparts or for other appropriate project related activities.
5. The Cooperating Country agrees that in addition to the housing currently being provided under Phase I by AID and NUL to the Academic Planner, the Project Coordinator and the Research/Evaluation Analyst, it will provide suitable housing for two additional technical advisors.

## ANNEX A

## PROJECT DESIGN SUMMARY

## LOGICAL FRAMEWORK

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>Project Sector Goals:</b></p> <p>Enable Basotho to respond effectively to development needs through human resource development.</p>	<p>Measures of Goal Achievements:</p> <ol style="list-style-type: none"> <li>1. Increase rate of Basotho business starts.</li> <li>2. Expansion of credit unions and cooperatives.</li> <li>3. Increase in rural development projects.</li> <li>4. Increased numbers of community organizations.</li> <li>5. Assumption of upper and middle level manpower positions by qualified Basotho.</li> <li>6. Increased productivity of Basotho Labor Force.</li> <li>7. Increased regional cooperation in research and analysis for manpower development in Southern Africa.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ministry of Industry and Commerce records.</li> <li>2. Records of Lesotho Credit Union League</li> <li>3. Ministry of Cooperatives and Rural Development records.</li> <li>4. MCRD records.</li> <li>5. National Manpower Development Secretariat records/Cabinet Personnel Civil Service records.</li> <li>6. Commissioner of Labor Office Statistics and Records.</li> <li>7. Records of Documentation Unit of Institute of Labor Studies, IEMS, Lesotho and Southern Africa Development Information/Documentation Exchange (SADEX) publications.</li> </ol>	<p>Assumptions for achieving goal targets:</p> <p>NUL will have integrated itself with the Lesotho Agricultural College to establish a faculty of agriculture; with the National Teacher Training College to upgrade the existing faculty of education; with Lerotholi Technical Institute to establish a faculty of technology. NUL will work with the MOH to establish a faculty of health sciences. This integration will provide for more coordinated IEMS education extension services.</p>

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>Project Purpose:</b></p> <p>To increase the capacity of the Institute of Extra Mural Studies of the National University to extend developmental adult education to the rural and urban population.</p>	<p>Conditions that will indicate purpose has been achieved: End-of-Project status:</p> <ol style="list-style-type: none"> <li>1. IEMS enrollment increased 50 percent by 1984/85 (from 5,000 to 8,000).</li> <li>2. IEMS programs and services extended to several new rural areas.</li> <li>3. Improved coordination among IEMS sections.</li> <li>4. Research &amp; Evaluation Section will contribute to a rationalization and more efficient use of programs and staff.</li> <li>5. IEMS proposed reorganization implemented.</li> <li>6. IEMS will have systematized and upgraded administrative and clerical operations.</li> <li>7. IEMS will have assisted sister institutions in Botswana, Swaziland and other Southern African countries to replicate its services and programs through seminars, conferences &amp; training.</li> <li>8. Part-time students will enjoy the same academic privileges and services as full-time students.</li> <li>9. Part-time enrollment doubled by 1984/85.</li> <li>10. NUL development plan (inclusive of adult extension programs) updated annually.</li> <li>11. MOE policy guidelines on coordination and expansion of NFE programs will exist.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enrollment records.</li> <li>2. IEMS Extension Service records of programs/participants.</li> <li>3. Management information system records.</li> <li>4. Evaluation.</li> <li>5. IEMS personnel/financial records.</li> <li>6. Evaluation.</li> <li>7. IEMS records/evaluation.</li> <li>8. Published NUL policy.</li> <li>9. Enrollment records.</li> <li>10. NUL development plan.</li> <li>11. NUL development plan.</li> </ol>	<p>Assumptions for achieving purpose:</p> <ol style="list-style-type: none"> <li>1. Other donors will finance two regional centers as expected.</li> <li>2. NUL is committed to improving the status of part-time students.</li> <li>3. Proposed integration policies are adopted as anticipated.</li> <li>4. MOE will take appropriate initiatives on NFE programs.</li> </ol>

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>Project Outputs:</b></p> <ol style="list-style-type: none"> <li>1. Institutional plan for extension of IEMS programs and integration/coordination with other NFE activities according to MOE policy.</li> <li>2. Updated annual development plans.</li> <li>3. Management information system.</li> <li>4. Research methodology for program planning, evaluation &amp; institutional development.</li> <li>5. Revised part-time studies policy/plan.</li> <li>6. Consolidated plan for business education.</li> <li>7. Revised business curriculum.</li> <li>8. Adult education teaching curriculum and methodology.</li> <li>9. Administrative procedures handbook.</li> <li>10. Plan for consolidation of broadcast efforts.</li> <li>11. Needs assessment and plan for rural and urban extension programs.</li> <li>12. Trained Basotho.</li> <li>13. Improved regional cooperation, coordination and sharing of adult and extension education resources.</li> <li>14. New staff positions established by NUL.</li> <li>15. Operational classroom/office complex for IEMS in Maseru.</li> </ol>	<p><b>Magnitude of Outputs:</b></p> <ol style="list-style-type: none"> <li>1. Studies/reports/plans prepared by Project Advisor.</li> <li>2. NUL annual development plans coordinated by Academic Planner.</li> <li>3.-4. Reports/studies/recommendations of Research Evaluation Analyst.</li> <li>5.-6 Policy options proposed by Part-Time Studies Advisor.</li> <li>7. Plan and curriculum as developed by Business Studies Advisor.</li> <li>8. Curriculum/methodology recommendations made by Adult Education Consultant.</li> <li>9. Handbook prepared by Administrative Advisor.</li> <li>10. Recommendations of Broadcast Consultant.</li> <li>11. Studies, reports, recommendations of Community Development Advisor.</li> <li>12. MA level - 8 Non-degree - 10 Third country - 2 In-country - 6 Seminar training - 50</li> <li>13. Conferences, personnel exchange, sharing of materials, etc., among Southern African adult &amp; extension education programs.</li> <li>14. Seven (7) IEMS positions.</li> <li>15. Building: 20 classrooms, office space for 20 staff and auxiliary facilities.</li> </ol>	<p>1.-11: Review of studies, plans, reports prepared by project advisors and consultants.</p> <p>12. AID/IEMS training records.</p> <p>13. Conference records, IEMS record</p> <p>14. NUL/IEMS personnel records.</p> <p>15. Site inspection.</p>	<p><b>Assumptions for achieving Outputs:</b></p> <ol style="list-style-type: none"> <li>1. MOE policy developed and approved.</li> <li>2. Timely recruitment of qualified U.S. personnel.</li> <li>3. Lesotho Educational Broadcasting Commission will be functional.</li> <li>4. Qualified Basutho are available &amp; will be released for training.</li> <li>5. NUL support for IEMS expansion.</li> </ol>

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Project Inputs:	Implementation Target (Type & Quantity):		Assumption for providing Inputs:
I. U.S. Inputs:			
A. Technical Assistance:			
1. Project Advisor	48 months		
2. Academic Planner	48 months		
3. Research/Evaluation Analyst	48 months		
4. Part-Time Studies Advisor	24 months		
5. Community Development Advisor	12 months		
6. Short-Term Consultants	18 months		
B. Local Project Support			
1. Adm. Ass't	48 months		
2. Secretary	48 months		
C. Training:			
1. MA Level -- U.S. -- 8	192 months		
2. Non-Degree -- U.S. -- 14	68 months		
3. Third-Country -- 2	12 months		
4. In-Country -- 6	204 months		
5. Training Seminars	2 seminars, 2 months each		
D. Regional Conferences/Consultation:	3 conferences, plus regional consultations.		
E. Staff Positions: 7 (seven)	168 months		
F. Commodities/Supplies:	See list in PP.		
G. Vehicles: -- 2	Two vehicles for project advisors and short-term consultants.		
1. One Sedan -- 4-Door	Funds for operation and maintenance.		
2. One Van -- 8 Passenger	One Classroom/office building complex.		
3. Operation/Maintenance			
H. Construction:			
II. GOL Inputs:			
A. Campus Land	Site for IEMS classroom/office facility.		
B. Landscaping, walks, etc.	Maseru campus.		
C. Equipment/Furnishings	IEMS facility.		
D. Housing/Furnishings/Utilities	2 project advisors.		
E. Participant Salaries	30 participants.		
F. Regional Conference Support	3 conferences.		
G. Staff	7 new positions.		
H. Utilities/Maintenance	IEMS facility operation.		
I. Travel	Increased project travel costs.		

## ANNEX B

### JOB DESCRIPTIONS

#### *The Project Coordinator (48 months)*

The Project Coordinator will be responsible for the further development and implementation of an institutional plan for the extension of IEMS at NUL. He/she will supervise and coordinate the development of the Maseru Campus, the activities of recruited technical advisors and short-term project consultants, in-country and out of country project training, and the acquisition of project materials and equipment. This person will be responsible for maintaining effective liaison with USAID/Lesotho as well as with appropriate University, the Ministry of Education and other government personnel. He/she will advise and assist the Director of the Institute of Extra Mural Studies in matters related to Community and Leadership Development, Labor Studies, Media Communications, Adult Education, Research Planning/Evaluation, Business Studies/Training, Part-Time Studies and Extension Services. This person will also advise and assist the Director in the further development of the IEMS regional centres. He/she will do liaison work with architects, contractors, government departments, volunteer agencies, NFE organizations and donor agencies for the improvement and expansion of cooperative educational and development projects. This person will undertake activities to facilitate the growth and organization of University extension and adult education services both within Lesotho and within Southern Africa. The Project Coordinator will be the project liaison between the Institute and any designated overseas cooperation institutions such as land grant universities and community colleges. This Coordinator will also devote time to the training of Basotho in carrying out the various aspects of his responsibilities after his departure. He/she will be responsible for all budgetary monitoring and reporting of this USAID project. He/she will submit a semi-annual report of the project to the IEMS Director and USAID/Lesotho.

#### *Academic Planner (48 months)*

The Academic Planner is to provide guidance in the implementation of the NUL development plan and be responsible for drafting a twelve months' extension to that plan each year. He/she will coordinate all university development planning activities both academic and physical. This person will devise and administer instruments for the evaluation of academic staff and academic programs and provide supervision for proposed programs and faculties, especially in the areas of Education, Health Sciences, Agriculture and Engineering Technology. He/she will serve as a link between the University and governmental units such as the Ministry of Education, National Manpower Development Secretariat, Ministry of Planning and Economics and other post-secondary educational institutions in the country. This person will work with the IEMS Project Coordinator in the institutional and physical development of National University of Lesotho Adult Extension Services. Particular attention is to be paid to the allocation of University and GOI resources for the expansion of community and development education to the rural and urban population under the project. The Academic Planner is to provide a constant review of University policy on the selection, retention and promotion of academic and non-academic staff and make recommendations on the appropriate size and extent of new academic units, so that resources may be allocated efficiently and assigned responsibilities carried out effectively. He/she will advise University committees and consultants to develop policies which are to make the National University increasingly development oriented and responsive to the needs of the nation, rural communities, the Southern Africa region and the individual student, both full and part-time. The Academic Planner is to work closely with the NUL designated local counterpart who will assume the duties of Academic Planner upon completion of the project.

### *Research/Evaluation Analyst (48 months)*

The Research/Evaluation Analyst will be responsible for generating knowledge on which to plan programs and services. This is an especially critical function at this time in the Institute's development. In addition to community, regional and national programming research (i.e., needs assessments and resource inventories), this person, considering factors such as geography, occupation, sex, education level and income, will develop research methods and a management information system to enable the Institute to continuously address questions on class size, faculty loads, enrollment trends, facility utilization, grading patterns, faculty teaching practices, achievement prediction, the relation of instruction to income generation and distribution of IEMS services. The Research/Evaluation Analyst will assist each IEMS section in establishing a methodology and information system from which to monitor programs, evaluate and assess impact, alter instructional practices, identify gaps in services, discover program duplication, assess demand and needs, reconsider operational arrangements and analyze existing barriers for those who are currently excluded from IEMS services. This person will carry out studies that will facilitate improved program articulation within sections and improved coordination between sections. His/her research will contribute to a more effective and efficient use of Institute resources. This person will analyze national manpower data, community needs and individual aspirations and bring programming implications to the attention of Institute staff. His/her work will contribute to program relevancy, policy appropriateness and inter-institutional coordination. The Research/Evaluation Analyst will provide information for institutional proposal writing and assist the Institute in the development of proposals to government, to the University, to foundations and to donor agencies. A major responsibility of this person will be to train Institute staff in planning, research and evaluation methodologies and leave in place an information system that will promote regionalism, coordination, comprehensiveness, systematic operations, and improved organizational forms. It is anticipated that this person's expertise will be utilized by IEMS sister institutions in Swaziland, Botswana and other countries in Southern Africa. See pages 66-76 of *Educational Specifications* for further information on this function.

### *Part-Time Studies Advisor (24 months)*

This Advisor will assess staffing, organization, finance, administrative support service and student guidance policy and practice related to opportunities for part-time study. He/she is to identify challenges and problems which need to be addressed for the purpose of optimizing part-time study opportunities for adult students and helping the University work toward a more complete development orientation. He/she is to identify challenges which need to be addressed in order to facilitate equality of access, status and opportunity between full and part-time students and in the interest of more fully integrating part-time and full-time students. An examination of challenges, problems and issues will be done by this Advisor for the purpose of generating specific policy and practical recommendations. Finally, he/she will assist in the implementation of accepted policy and practical options to:

- coordinate and evaluate recruitment of faculty;
- regularly monitor the faculty teaching performance;
- arrange adult education pedagogical methodology seminars for the part-time faculty;
- assess and evaluate all part-time examinations;
- make a concerted effort to expand the part-time degree enrollment capability of the University

### *Consultant for Community and Leadership Development (12 months)*

The Consultant for Community and Leadership Development will prepare a plan to facilitate coordinated relationships between the Community and Leadership Development Section and Extension Services. Questions of potential duplication or service gaps will be

addressed. This is an especially important task because Community and Leadership Development has been operating nationwide and because the new Regional Centres will allow Extension Services to more thoroughly interface with, and share the delivery of Community and Leadership Development activities. In addition, this Consultant will assist the Community and Leadership Development Section in a review of its practices for the purpose of developing sequential units of study and articulating its courses so that a continuity of instruction (by levels) is insured for clients who participate more than occasionally. Also, this Consultant will assist the Community and Leadership Development Section in research that will identify existing and potential clients by geographic distribution, income level, education level, community status, sex, occupation, interest and need, skill level, and commonality of ability to benefit from various types and levels of instruction. The Consultant will assist in developing a system whereby the section can regularly determine the impact of its services. His/her activities will generate information to promote programming which insures that those who need NFE activity the most are provided with ready access to the program. He/she will aid in the systematization of informative liaison with other NFE organizations in the interest of program coordination and rationalization. Finally, this Consultant will aid the section in developing administrative procedures in connection with coordinating the use of the new IEMS facility so that all sections have reasonable access and space sharing may be scheduled equitably.

#### *Consultant in Educational Broadcasting (1 month)*

The Consultant in Educational Broadcasting will assess the three weekly broadcast efforts in order to make recommendations on information gathering, organization, content, techniques of broadcasting for IEMS instructional programs. The Consultant will also assist IEMS personnel to devise ways of measuring broadcast distribution and impact. This Consultant will develop a plan for the integration of IEMS and ILS broadcast resources and work within the guidelines of the Ministry of Information and Broadcasting's Commission on Educational Broadcasting.

#### *Consultant in Adult Education (3 months)*

The Consultant in Adult Education will develop a curriculum for use in the instruction of people who teach adults. The Consultant will offer instruction to the IEMS staff to sensitize them to the importance of androgogy. Attention will be given to issues such as the psychology of adult development, adult cognitive performance, continuing education and manpower development, motivation, experientially based enquiry, participatory planning and research, problem centered learning, etc. This Consultant will undertake tasks for the purpose of developing an effective Adult Education Section within IEMS.

#### *Consultant in Administration/Organization (6 months)*

This Consultant will assess the central office operation, giving particular attention to organization, procedures, clerical functions, and the delineation of tasks and responsibilities. He/she will provide advice on organization, administrative procedures, clerical functions and the delineation of tasks and instruct staff in more effective and efficient management. He/she will also improve job descriptions and develop a procedural handbook.

#### *Consultant in Business Education (3 months)*

This Consultant will assess the goals and aspirations of the presently existing Business Studies Center and the Businessmen's Training Center for the purpose of making recommendations on the amalgamation of these sections into one Business Education Section. He/she will advise the staff of this new section on the reorganization of its curriculum

content and its long and short-term study programs so that they focus on increasing the efficiency and productivity of Basotho businesses presently in operation as well as providing expanded knowledge and experience for aspiring businessmen.

**AID FINANCING**

**Obligations \$ 000)**

COMPONENT	FY81			FY82			FY83			FY84			Total All Years		
	FX	LC	Total	FX	LC	Total	FX	LC	Total	FX	LC	Total	FX	LC	Total
	<b>TECHNICAL ASSISTANCE</b>														
Project Advisor - 48 months	82 (12)		82	82 (12)		82	82 (12)		82	82 (12)		82	328		328
Academic Planner - 48 months	82 (12)		82	82 (12)		82	82 (12)		82	82 (12)		82	328		328
Research Evaluation Analyst - 48 months	82 (12)		82	82 (12)		82	82 (12)		82	82 (12)		82	328		328
Part-time Studies Advisor - 24 months	82 (12)		82	82 (12)		82							164		164
Community Development Advisor - 12 months				41 (6)		41				41 (6)		41	82		82
Administrative Advisor - 6 months	41 (6)		41										41		41
Broadcasting Consultant - 1 month				9									9		9
Business Education Advisor - 3 months	27 (3)		27										27		27
Adult Education Advisor - 3 months	27 (3)		27										27		27
Other Advisors - 5 months				18 (2)		18	27 (3)		27				45		45
SUBTOTAL	423		423	396		396	273		273	287		287	1,379		1,379
INSTITUTIONAL OVERHEAD at 25 percent	106		106	99		99	68		68	72		72	345		345
SUBTOTAL	529		529	495		495	341		341	359		359	1,724		1,724
INFLATION at 10 percent				50		50	72		72	119		119	241		241
TOTAL TECHNICAL ASSISTANCE	529		529	545		545	413		413	478		478	1,965		1,965
<b>LOCAL PROJECT SUPPORT</b>															
Administrative Assistant		10	10		10	10		10	10		10	10	40		40
Secretary		5	5		5	5		5	5		5	5	20		20
SUBTOTAL		15	15		15	15		15	15		15	15	60		60
INFLATION at 10 percent					2	2		3	3		5	5	10		10
TOTAL LOCAL PROJECT SUPPORT		15	15		17	17		18	18		20	20	70		70
<b>TRAINING</b>															
1 MA Labor Relations - 24 months	21 (12)		21	21 (12)		21							42		42
2 MA Community Development Education - 24 months each	21 (12)		21	21 (12)		21	21 (12)		21	21 (12)		21	84		84
2 MA Adult Education Administration - 24 months each	21 (12)		21	21 (12)		21	21 (12)		21	21 (12)		21	84		84
2 MA Business Education - 24 months each	21 (12)		21	21 (12)		21	21 (12)		21	21 (12)		21	84		84
1 MA Education Research Evaluation Methodology - 24 months	21 (12)		21	21 (12)		21							42		42
3 Community Development Education - 12 months each				21 (12)		21	21 (12)		21	21 (12)		21	63		63
3 Education Administration - 4 months each	17 (4)		17	17 (4)		17	17 (4)		17				51		51
4 USDI Bureau of Labor Statistics - 2 months each				17 (4)		17	17 (4)		17				34		34
4 USDA - 3 months each	13 (3)		13	13 (3)		13	13 (3)		13	13 (3)		13	52		52
2 Education Broadcasting - Third Country - 6 months each							20 (12)		20				20		20
4 In-country at NUI - 48 months each		8 (48)	8		8 (48)	8		8 (48)	8		8 (48)	8	32		32
2 In-country - Instructional Materials Resource Centre - 6 months each		4 (6)	4		4 (6)	4							8		8
2 In-country Seminars - 2 months each				120 (4)		120							120		120
SUBTOTAL	135	12	147	293	12	305	151	8	159	97	8	105	676	40	716
INFLATION at 15 percent				44		46	49		51	50		54	143	8	151
TOTAL TRAINING	135	12	147	336	14	351	200	10	210	147	12	159	818	48	867

ANNEX F

WAIVERS AND APPROVALS

A. Waivers and Approvals Required

1. Procurement source and origin waiver from AID Geographic Code 941 (Selected Free World) to Geographic Code 935 (Special Free World) for procurement of construction materials and commodities estimated to cost \$600,000.
2. Procurement source and origin waiver from AID Geographic Code 000 (United States) to Geographic Code 935 (Special Free World) for the procurement of two vehicles and associated spares estimated to cost \$27,000.

COMPONENT	FY81			FY82			FY83			FY84			Total All Years		
	FX	LC	Total	FX	LC	Total	FX	LC	Total	FX	LC	Total	FX	LC	Total
<b>REGIONAL CONFERENCES/CONSULTATION</b>															
INFLATION at 15 percent		5	5		30	30		30	30		30	30		30	95
TOTAL CONFERENCE CONSULTATION		5	5		35	35		40	40		46	46		46	126
<b>STAFF POSITIONS AT IEMS</b>															
1 Media - 24 months					10 (12)	10		10 (12)	10						20
1 Community Leadership Development - 24 months		10 (12)	10		10 (12)	10									20
1 Part-Time Studies - 24 months		10 (12)	10		10 (12)	10									20
2 Business Education - 24 months each					20 (24)	20		20 (24)	20						40
1 Research Evaluation - 24 months		10 (12)	10		10 (12)	10									20
1 Adult Education - 24 months					10 (12)	10		10 (12)	10						20
SUBTOTAL		30	30		70	70		40	40		8	8			140
INFLATION at 10 percent					7	7		8	8						15
TOTAL STAFF		30	30		77	77		48	48						155
<b>COMMODITIES/SUPPLIES</b>	30		30	20		20	10		10	5		5	65		65
INFLATION at 10 percent				2		2	2		2	2		2	6		6
TOTAL COMMODITIES SUPPLIES	30		30	22		22	12		12	7		7	71		71
<b>VEHICLES MAINTENANCE</b>															
1 Sedan at \$10,000, 1 Van at \$17,000		27	27												27
Operation and Maintenance		8	8		8	8		8	8		8	8		8	32
SUBTOTAL		35	35		8	8		8	8		8	8		8	59
INFLATION at 15 percent					1	1		3	3		4	4		4	8
TOTAL VEHICLES MAINTENANCE		35	35		9	9		11	11		12	12		12	67
<b>CONSTRUCTION</b>															
INFLATION at 24 percent (prorated proportionately)					304	4		405			101	101		101	810
TOTAL CONSTRUCTION					239	9		319			80	80		80	638
					543	543		724			181	181		181	1,448
<b>COMPONENT TOTALS</b>	694	97	791	903	695	1,599	625	851	1,476	632	271	903	2,854	1,914	4,769
CONTINGENCY at 10 percent	69	10	79	90	70	159	62	85	147	63	27	90	285	191	477
INFLATION (NON-ADD)	(-)	(-)	(-)	(96)	(256)	(352)	(123)	(345)	(468)	(171)	(109)	(280)	(390)	(712)	(1,100)
<b>GRAND TOTAL</b>	763	107	870	993	765	1,758	687	936	1,623	695	298	993	3,139	2,105	5,246

**PROJECTED EXPENDITURES**  
(S000)

Component	FY 81	FY 82	FY 83	FY 84	FY 85	Total
Technical Assistance	75	664	516	478	232	1,965
Local Project Support	5	17	18	20	10	70
Training	-	147	351	210	159	867
Conference/ Consultation	5	25	40	46	10	126
Staff Positions	10	77	48	20	-	155
Commodities/ Supplies	20	22	12	17	-	71
Vehicles/ Maintenance	30	9	11	12	5	67
Construction *	-	400	724	324	-	1,448
Contingency at 10%	15	136	170	107	49	447
<b>TOTAL</b>	<b>60</b>	<b>1,497</b>	<b>1,890</b>	<b>1,234</b>	<b>465</b>	<b>5,246</b>

\* Accrued expenditure project, although construction will be on FAR method.

### Long-Term Technical Assistance Per Year

Salary at FSR 3/3 plus 9% October raise \$40,775.00 & \$3,670.00	\$ 44,500.00
Differential at 10%	\$ 4,450.00
Air Tickets for family of four, one way	\$ 4,400.00
Per diem 5 days x \$ 100.00 x 4	\$ 2,000.00
HHE 4,000 x \$ 3.65	\$ 14,000.00
Air freight 700 x \$ 3.50	\$ 2,550.00
R & R one half of \$ 2,000.00 x 4	\$ 4,400.00
	\$ 76,300.00
Educational allowance	\$ 5,000.00
Quarters allowance - assume HC housing	\$ 81,000.00

### Short-Term Per Month

FSR 3/3	\$ 3,700.00
Differential at 10%	\$ 370.00
Air tickets and per diem to post	\$ 3,200.00
Per diem at post 47 days x \$ 30.00	\$ 1,410.00
	\$ 8,680.00

NOTE: Add 25% overhead if university contract or recruitment contract.

## REGIONAL CONFERENCE BUDGET (September 1980 air costs)

Per diem for 25 people x 10 days x \$47.00 per day	\$ 11,750.00
Air tickets	
Swaziland/Maseru/Swaziland R170.00 x 1.3063 x 4	\$ 888.00
Zambia/Maseru/Zambia R462.00 x 1.3063 x 4	\$ 2,414.00
Gaborone/Maseru/Gaborone R184.00 x 1.3063 x 4	961.00
Salisbury/Maseru/Salisbury R293.00 x 1.3063 x 4	\$ 1,531.00
Malawi/Maseru/Malawi R475.00 x 1.3063 x 4	\$ 2,482.00
Central Conference Costs: Conference Room Rental, Vehicle Rental, Supplies and Materials, per conference	\$ 5,000.00
TOTAL	\$ 25,026.00
Round to	\$ 25,000.00
Regional consultation travel, per diem (per year)	\$ 5,000.00

## TRAINING COSTS

Long-term academic - U.S.	\$ 1,600.00 per month
Short-term - U.S.	\$ 3,400.00 per month
Round-trip air fare	\$ 3,000.00
Third country (Kenya)	\$ 1,500.00 per month
Round-trip air fare	\$ 800.00
In-country training at NUL	\$ 2,000.00 per year
In-country training at IMRC	\$ 4,000.00 for 6 months
In-country seminars - 2 months each, \$ 60,000.00 each run by 3 U.S. instructors	

All training costs estimated for FY 1981.

Inflation rate estimated at 15% each year thereafter.

## COMMODITY LIST SUPPORT FOR PROJECT ADVISORY TEAM

The project advisory team will consist of six long-term professional people and three short-term consultants. The team will be supported by one full time Administrative Assistant and a Secretary. The following offices will need to be supplied so the team will be effective:

Project Advisor	Equipped in Phase I
Research/Evaluator	Equipped in Phase I
Academic Planner	Equipped in Phase I
Part-Time Studies Advisor	Equipment required for one office
Community Development Advisor	Equipment required for one office
Administrative/Organization Advisor	Equipment required for one office
Short term consultants	Equipment required for one office
Administrative Assistant	Equipment required for one office
Secretary	Equipment required for one office

### *Standard list of equipment for each office*

Desk and chair, typewriter, filing cabinet, bookshelf, small calculator, visitor's chair and small electric heater. The equipment for each office is estimated to cost:

Desk and Chair	\$533
Filing Cabinet	190
Small calculator	40
Small electric heater	40
Typewriter	1200
Bookshelf	95
Visitor's chair	80
Total	\$2,178
For six offices	\$13,068

*Instructional Equipment for Technical Assistance Efforts*

<i>Item</i>	<i>Number</i>	<i>Cost</i>
Overhead Projector	2	\$ 1,200
16 mm Projector	1	1,740
Filmstrip Projector	2	270
Projector Stand	5	600
Projection Screens	5	850
Copy Machines	2	14,400
Service/Equipment	48 mo.	9,672
Recorders	5	500
Conference Table/Chairs	1	700
		29,932

*Instructional Materials for Technical Assistance*

Professional books, journals, films, filmstrips, sample materials and charts  
\$5,500 per year x 4 years - \$22,000

*Total commodities Support for Technical Assistance Team*

Office Equipment	\$13,068
Instructional Equipment	29,932
Instructional Materials	22,000
	\$65,000

## GOL CONTRIBUTION

1. Campus Land R250,000
2. Utilities for building R500 per month
3. Maintenance for building \$30,000 annually (2 percent of replacement cost annually)
4. Landscaping \$75,000 (5% of building cost)
5. Annual maintenance of grounds R15,000
6. Guard Service R15,000 annually
7. Custodial Service R10,000 annually
8. Furnishings and equipment for building R50,785.38 in 1981  
(inflation at 15% - R58,285 in 1982)
9. Provision of 2 staff houses R600 per month each
10. Utilities for 2 staff houses R60 per month each
11. Furnishings for 2 staff houses R5000 each
12. Overall NUL operating support to IEMS annually R300,000  
(not an additive contribution to the project)
13. Increase in staff positions as a result of project - 7 positions at R10,000 each - R70,000  
annually (beginning after first 2 years of project)
14. Specific increase in NUL contribution to IEMS resulting from establishment of  
Maseru Campus, 10% of
  - Physical Planner's Time R3,000 annually
  - Vice Chancellor's Time R2,000 annually
  - Director of Maintenance Time R2,000 annually
  - Director of Custodial Services Time R1,000 annually
  - Director of IEMS Time R2,000 annually
15. Increase in travel costs - NUL increase to IEMS -60,000 more miles at 20 cents per mile  
- R12,000 annually

Exchange Rate: R1 - \$1.35

**GENERAL EQUIPMENT LIST - IEMS, MASERU  
(GOL contribution)**

ITEM	NO.REQUIRED	SECTION OF BLDG	UNIT COST	TOTAL COST
Chalkboards	20	Classrooms	50.00	Rand 1,200.00
Blackboards	24	Classrooms/Offices	40.00	Rand 960.00
Student Desks/Chairs.	500	Classrooms	40.00	Rand 20,000.00
Wall Clocks	24	Classrooms/Offices	30.00	Rand 720.00
Bookshelves/moveable	24	Classrooms/Offices	70.00	Rand 1,680.00
Filing Cabinets	14	Offices	140.00	Rand 1,960.00
Pencil Sharpeners	24	Classrooms/Offices	15.00	Rand 360.00
Map Chart Hooks	24	Classrooms/Offices	0.30	Rand 7.20
Projection Screens	4	Classrooms	120.00	Rand 480.00
Projector Stands	5	Classrooms	85.00	Rand 425.00
Typewriter Desks	5	Offices	190.00	Rand 950.00
Desk Chairs	5	Offices	70.00	Rand 350.00
Lounge Chairs	15	Offices/Classrooms	90.00	Rand 1,350.00
Small Sofas	3	Commons Room	180.00	Rand 540.00
Work Tables/Chairs	5	Offices	160.00	Rand 800.00
Recorders	4	Offices	70.00	Rand 280.00
Supply Carts	1	Offices	220.00	Rand 220.00
Waste Baskets	24	Classrooms/Offices	10.00	Rand 240.00
Film Strip Projectors	4	Classrooms	100.00	Rand 400.00
Magazine Racks	2	Commons Room	125.00	Rand 250.00
Card Catalogue	1	Commons Room	40.00	Rand 40.00
Small Executive Desks	12	Offices	285.00	Rand 3,420.00
Desk Chairs	12	Offices	110.00	Rand 1,320.00
Atlas Stand	1	Commons Room	90.00	Rand 90.00
Coffee Tables	4	Commons Room	90.00	Rand 360.00
Calculators	2	Offices	190.00	Rand 380.00
Table Lamps	4	Commons Room	35.00	Rand 140.00
Vacuum Cleaners	2	Storage Area	540.00	Rand 1,080.00
Overhead Projectors	2	Classrooms	425.00	Rand 850.00
Conference Table/Chairs	1	Commons Room	480.00	Rand 480.00
Trash Cans	10	Storage Area	24.00	Rand 240.00
Brooms/Mops/ Buffers/Pails	10	Storage Area	25.00	Rand 250.00
16mm Projector	1	Classrooms	1,289.00	Rand 1,289.00
Projection Screen	1	Classrooms	690.00	Rand 690.00
Visitor Chairs	6	Offices	60.00	Rand 360.00

## ANNEX D

### ENGINEERING ANALYSIS

The site for the construction of the classroom and office facilities to be constructed under this project has been identified by the GOL and thoroughly inspected by USAID/Lesotho and REDSO engineers. (See site plan attached to this Annex.) The site has been titled for use by the National University of Lesotho as confirmed by a copy of the certificate of title and covering letter from the University Registrar dated September 25, 1980 which is on file at USAID/Lesotho. The site is large enough for all the facilities identified for the IEMS campus with room for future expansion.

In this regard, the development plans and education specifications reflect the long range program of IEMS and the facilities that will be needed to accommodate them. There are four major buildings called for in the specifications. These are (1) a classroom/office building, (2) an auditorium building, (3) a food services building, and (4) a maintenance building. This project proposal focuses on the most essential building, the classroom/office building. This building will be utilized by all IEMS sections on a shared basis. IEMS will seek funding from other donors and the GOL to construct the remaining campus buildings; however, continued effective use of this building is not dependent upon construction of the remainder of the planned campus. It will be a self-contained instructional building that will continue to house essential IEMS services even if IEMS is not successful in obtaining funding for the other campus buildings. The site is on sloping ground with an attractive waterway running through it that will be maintained as part of the campus. A small dam on this waterway impounds surface runoff and controls flash flooding downstream. An adjacent area which will be developed as a park between the campus and a possible hospital site will add to the beauty of the campus. The site borders the business area of Maseru, and is adjacent to a major thoroughfare where adequate water, power, and sewerage facilities are available.

Final design and tendering of the construction contract for the building and support facilities will be done under direct-AID contract. The selected firm will also provide supervision of construction services. The construction contract will be a host country contract between the MOW, as agent for the MOE, and a local construction contractor. It is anticipated that the fixed amount reimbursement (FAR) contract approach will be used. USAID and the MOW have completed several building projects using the FAR approach, all of which have been successful. With minor exceptions such as sand and gravel, all building materials including cement and steel are procured by local contractors from the Republic of South Africa. This is the only economical and feasible source of supply. Therefore, a waiver to permit procurement of such materials from Code 935 sources is requested for this project. (See Annex F for draft waiver requests.)

The classroom/office building will be a multi-use facility capable of accommodating six hundred students at any particular time. It is intended that each section of IEMS will have access to it. The building will be designed as a flexible space capable of facilitating large group instruction, seminars, regular classroom teaching, and conference proceedings. It will consist of twenty standard classrooms, which, through use of moveable partitions, can be altered in size. Each classroom will be a basic 56 square meters. The building will also have an administrative office (19 sq. meters), a secretarial pool for four people (50 sq. meters), two offices, each able to accommodate five instructors (28 sq. meters each), a storage room (10 sq. meters), a stationery room (10 sq. meters), an equipment room (10 sq. meters), a staff room (100 sq. meters), custodial storage (5 sq. meters), and staff and student washrooms (totalling 60 sq. meters). The total space requirement is 1450 sq. meters. Adding 20 percent for walls and corridors the building will total 1740 square meters.

The building will be described more completely in the master plan and preliminary design being prepared by the local A/E firm, and will most likely be of two or three stories with

reinforced concrete frame, brick masonry walls and timber truss roof with clay roofing tiles. The firm has completed preliminary construction cost estimates and these have been reviewed and accepted by USAID/Lesotho and REDSO engineers.

The following condition precedent with respect to construction must be met:

Prior to the disbursement of funds for the construction of the IEMS building (except disbursement of funds for the preparation of plans and specifications), or to the issuance of any commitment documents with respect thereto, the Cooperating Country shall furnish to AID the following, in form and substance satisfactory to AID:

- (a) Detailed plans, specifications, bid documents and construction schedules with respect to such activity;
- (b) A description of the arrangements made for providing construction services for such activity, including an executed contract for construction with a firm acceptable to AID, unless such services are being provided by force account;
- (c) A description of the arrangements made for providing engineering supervisory services for such construction activity, including an executed contract with a firm satisfactory to AID, unless such services are being provided by agencies of the Cooperating Country.

#### *Administrative Arrangements for Design and Construction*

USAID/Lesotho has retained the only qualified Lesotho firm, Househam, McPherson & Henderson, Chartered Architects, to perform preliminary A/E services under the Phase I of this project. A PROAG for additional services has been drafted for a master plan for the Maseru Campus of NUL and for preliminary design work and preparation of cost estimates for Phase II of the project. The construction contract will be a host government contract between the GOI/MOW and the construction contractor. The MOW will act as agent for the Ministry of Education on this construction activity.

Given the past experience of the GOI and USAID/Lesotho with the A/E firm, and the fact that no construction funding will be provided prior to completion of the final design which will be funded under this project, the planning is deemed to be adequate to meet the requirements of Section 611a of the FAA Act. In addition, the cost estimates are reasonably firm, are based on current data, and have been confirmed by other current experience. The costs have been escalated forward to cover increases to be expected at the time of construction contract execution. Escalation on construction costs currently varies between 1-1/2% to 2% per month. An annual rate of 24% was used for this estimate. The Financial Annex prorates the inflation proportionately to the anticipated billing rate of the fixed price construction contract. A 10% contingency has been calculated separately.

#### *Implementation Schedule for Construction*

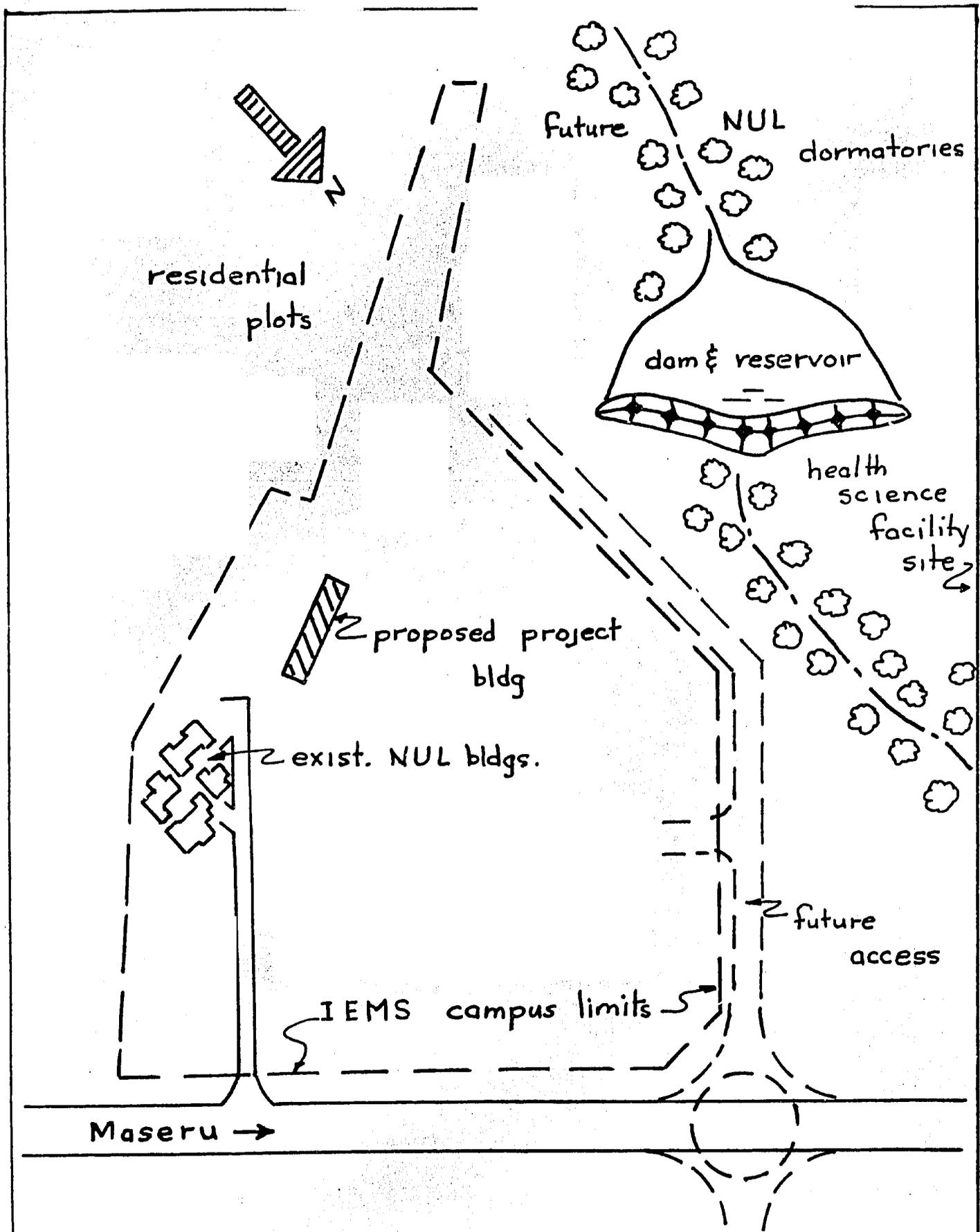
Assuming PROAG signing	2-81
Sign A/E contract	3-81
A/E completes design and issues tender documents	9-81
Tenders reviewed and award of contract	11-81
Construction starts	12-81
Construction complete	12-83

#### *Cost Estimates for*

From A/E Report as of 4/80 unit prices are	280 M/Sq. meter
PP Approval and PROAG	2-81
Engineering contract	3-81
Design and tender documents - 6 months	9-81

Issue - award - 2 months	11-81
Contract - start work - 1 month	12-81
Construction - 24 months	12-83
Escalate costs to midpoint of construction, which is	82-12
At 24% per year from	80- 4
Equals (years and months to midpoint)	2- 8
Year One: 280M/Sq. meter x 1.24 (24% inflation rate) -	347.2
Year Two: 347.2M/Sq. meter x 1.24 (24% inflation rate) -	430.5
Year Three: 430.5M/Sq. meter x 1.24 (24% inflation rate) -	499.3
Rounded to 500M/Sq. meter	
M500 x 1.35 - \$675.00/Sq. meter - building unit cost	
Building - 1740 Sq. meters x \$675.00 -	\$ 1,174,500
Utilities, Outside Services (12%) -	140,940
	\$ 1,315,940
A/E Services (10%) -	131,560
<b>TOTAL</b>	<b>\$ 1,447,000</b>

§ M - 1 Maloti - \$1.35 (October 1980)



SITE PLAN  
 INSTITUTE OF EXTRA MURAL STUDIES

scale approx 1:2000

Z-11-90

### *Project Description*

The purpose of this project is to increase the capacity of the Institute of Extra Mural Studies of the National University of Lesotho to extend developmental adult education to the rural and urban population of the country.

AID will provide funding for the following inputs to the project:

- technical assistance (198 person months);
- training (U.S. 132 months, in-country 204 months);
- local Project personnel (96 person months);
- support for seven staff positions at IEMS for two years (168 person months);
- miscellaneous commodities for the Project;
- support for three regional conferences and consultation;
- two project vehicles including operating costs and maintenance;
- construction of a classroom/office facility at the Maseru Campus of IEMS.

The GOL will provide:

- land, equipment, furnishings, maintenance and landscaping for the IEMS facility;
- rental housing, furnishings and utilities for two project advisors;
- salaries for participants to be trained under the project;
- salaries for seven new IEMS positions;
- support for regional conferences;
- increased travel costs under the project

The only element of the project which could have an environmental impact is the construction of the classroom/office building. (See Engineering Analysis Annex of this PP for construction details.)

### *Impacts*

The construction of this facility could have some adverse environmental impacts if care is not taken in planning and during construction. The A/E firm developing the master plan for the IEMS Maseru Campus has been specifically instructed to preserve trees and the streams which flow through the site. A small existing dam on the streams, which controls downstream flooding, will be maintained and incorporated into the final design. Adequate provision for control of surface runoff will be made to stop any erosion.

There will be some dust and noise during construction, but these problems will be of short duration. Access to the site is by paved road and all utilities are readily available.

The Project will have no adverse effects on the environment.

### *Recommendation*

Based on the above factors, a negative determination is recommended.

ANNEX E

INITIAL ENVIRONMENTAL EXAMINATION

Project Country: Lesotho

Project Title: NATIONAL UNIVERSITY OF LESOTHO

Funding: FY(s) 1981 - 84 \$5,246,000

Period of Project: 1981 - 1985

IEE Prepared by: Don Reilly, Engineer, REDSO/EA

Environmental Action Recommended: Based upon the following environmental examination, I recommend that the project be given a Negative Determination.

Concurrence: Kenneth H. Sherper Date: 11/6/80  
Kenneth H. Sherper  
Assistant Director  
USAID/Lesotho

Clearance

AFR/DR/SDP: BBoyd B. Boyd Date 1/21/81  
GC/AFR: EDragon ED Date 1/22/81

## ANNEX F

### WAIVERS AND APPROVALS

#### *A. Waivers and Approvals Required*

1. Procurement source and origin waiver from AID Geographic Code 941 (Selected Free World) to Geographic Code 935 (Special Free World) for procurement of construction materials and commodities estimated to cost \$600,000.
2. Procurement source and origin waiver from AID Geographic Code 000 (United States) to Geographic Code 935 (Special Free World) for the procurement of two vehicles and associated spares estimated to cost \$27,000.

#### *B. Justification for Waivers and Approvals*

1. Procurement source and origin waiver to AID Geographic Code 935 for procurement of construction materials and services estimated to cost \$600,000.

Construction materials will be used in building classrooms and for office space for the Institute of Extra Mural Studies. Construction of the building is expected to utilize the fixed amount reimbursement method of contracting. All construction contractors in Lesotho depend upon the Republic of South Africa as the primary source of building materials and commodities.

Materials such as electrical systems, plumbing fixtures, window frames, steel sheets, roofing, etc., are normally imported from South Africa or the United Kingdom. For the most part, these are manufactured to standards (sizes, threads, etc.) different from and incompatible with U.S. specifications. Similarly, electrical materials and supplies are 220 volts, 50 cycles, contrary to U.S. specifications. It is essential that facilities be constructed using fixtures and materials for which replacement parts and service facilities are readily available in Lesotho.

In addition, due to long distances, U.S. supplied commodities would also be substantially more expensive and long delivery times are likely to delay the project.

2. Procurement source and origin from Geographic Code 000 to Geographic Code 935 for procurement of two vehicles estimated to cost \$27,000.

The project requires one nine (9) passenger, 4 door mini bus with manual transmission and diesel engine for transporting students and IEMS staff and one light 4 door passenger sedan for official use in the urban areas.

The need for the vehicle is based on a) the safety hazard to vehicle occupants presented by left-hand drive vehicles on narrow twisting roads; b) the lack of mechanics with an understanding or experience in maintaining U.S. manufactured vehicles which results in improper or inadequate repair; c) the lack of spare parts in Lesotho for U.S. manufactured vehicles with resultant long down-times as parts are obtained; d) due to the very mountainous and rugged terrain, vehicles must be equipped with manual transmissions. Because the vehicles will be used under the most strenuous conditions, the possibility of transmission repair is increased and manual transmissions can be readily repaired in Lesotho; and e) because of the very high cost of gasoline (U.S. \$2.40 per gallon at duty-free price), the GOL is standardizing, when possible, on vehicles with diesel engines. Vehicles meeting these requirements are not available from the United States.

Given these special considerations, procurement of these vehicles from Geographic Code 935 is requested.

## ANNEX G

### Bibliography of Planning Materials Reviewed

1. Educational Specifications for the Institute of Extra Mural Studies, 187 p. 1979
2. NUL Project Paper 1977
3. Project Evaluation April 1980
4. Kingdom of Lesotho, Third Plan Review 1979
5. National University Review of Development Plan 1979
6. USAID/Lesotho Assistance to Ministry of Education 1980
7. Lesotho Country Development Strategy 1980
8. Institute of Extra Mural Studies Annual Reports 1977-1980
9. IEMS Information Bulletin 1980
10. IEMS in Perspective 1980
11. Adult Education for Development/Lesotho 1980
12. The Institute of Extra Mural Studies and National Development 1980
13. Planning Reports from Division of Labor Studies, Business Studies, Businessmen's Training Centre, Broadcasting, Publications, Community and Leadership Development Research and Evaluation, Administration, Part-Time University Degree, Project Development and Extension Services
14. National University of Lesotho Budget 1980/81
15. National University of Lesotho Catalog 1980/81
16. IEMS Needs Assessments Mofeteng and Maseru 1980
17. Regional Centre Development Plans/Mahobong/Roma/Mafeteng 1980
18. Lesotho Credit Union League Development 1980
19. Plan of Development/IEMS 1980
20. A Dynamic Institution for National Development 1980
21. N.F.E. Program Articulation in Lesotho 1980
22. Administrative Functions/IEMS 1980
23. IEMS/An Overview 1980
24. Base Data for Planning IEMS 1980
25. The Institute of Extra Mural Studies 1980
26. Plan of Organization/IEMS 1980
27. Staff Disposition/IEMS 1980
28. Observations on Instruction, Organization, Student Services and Community Relations/IEMS 1979
29. Observations on Placement Services/IEMS 1979
30. Priorities for Maseru Campus and Regional Centres in the Third Development Plan 1980
31. Human Resources Development in Lesotho 1980
32. A Decision System for Program Planning 1980
33. Proposal to Establish Orientation for new Personnel 1980
34. Guidelines for Conducting a Study/IEMS 1979
35. Key Position Requirements at Maseru Campus 1979
36. Agreement for Thaba Tseka Regional Centre Funding 1980
37. Report to the Coady Institute on IEMS 1980
38. IEMS Needs Assessment and Evaluation Questionnaires 1979
39. NUL Services to Southern African Region through Accommodation of Refugee Students 1980
40. Activities of Lesotho Women's Institute 1980
41. Participatory Program Planning/IEMS 1980

ANNEX H

THE NATIONAL UNIVERSITY OF LESOTHO

Telephone: Roma 201  
Telegrams: Uniter, Roma, Lesotho.  
Telex: 303BB.



P.O. Roma 180,  
Lesotho.  
Africa.

Ref.: IEMS/PROJ/22  
AMS/1m

28th October 1980

Mr Frank Correl  
U.S.A.I.D. Mission Director  
Maseru  
Lesotho

Dear Mr Correl,

The National University of Lesotho attaches a great deal of importance to the Institute of Extra Mural Studies. Certainly from the point of view of national development it is the most important part of the University. In terms of numbers of people served it is by far the largest and most far reaching part of the University. We are exceedingly proud of the Institute's progress over its twenty year history and are pleased with the recognition that it has achieved throughout Southern Africa.

The University is especially appreciative of the assistance provided to the Institute during the USAID Phase I Project. Phase I objectives have been met. A Phase II is very much needed in order that Phase I comprehensive planning may yield fruit. The detailed project document succinctly sets forth the volume and nature of assistance that is requested from USAID in Phase II. The University would be grateful if USAID could favorably consider the further assistance that is urgently needed by our Institute of Extra Mural Studies and we stand ready to cooperate in every way to see that the requested assistance is used to maximum benefit.

Yours sincerely

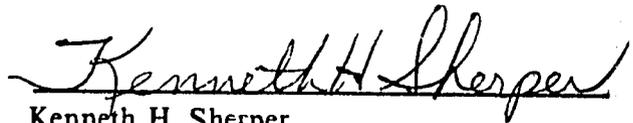
  
Anthony Setsabi  
Vice-Chancellor

ANNEX I

**Section 611(e) Certification**

*Institute of Extra Mural Studies (632-0080)*

I, Kenneth H. Sherper, Assistant Director, USAID/Lesotho, having taken into account, among other things, the maintenance and utilization of projects in Lesotho previously financed or assisted by the United States, commitments of the Government of Lesotho to absorb those maintenance costs into its recurring budget in order to provide total maintenance of items financed under this project at end of project, the likelihood of other donor support for community development educational activities, do hereby certify that in my judgement the Government of Lesotho will have and will employ both the financial and human resources necessary to maintain and utilize effectively the capital assistance provided under the project.



Kenneth H. Sherper  
Assistant Director  
USAID/Lesotho

Date: 5 November 80

## ANNEX J

### 5(C) - COUNTRY CHECKLIST

Listed below are, first, statutory criteria applicable generally to FAA funds, and then criteria applicable to individual fund sources: Development Assistance and Economic Support Fund.

#### A. GENERAL CRITERIA FOR COUNTRY ELIGIBILITY

1. *FAA Sec. 116*. Can it be demonstrated that contemplated assistance will directly benefit the needy? If not, has the Department of State determined that this government has engaged in a consistent pattern of gross violations of internationally recognized human rights?

This project is designed to deliver adult community development education to the urban and rural areas of Lesotho. The rural poor will directly benefit from the project.

2. *FAA Sec. 481*. Has it been determined that the government of the recipient country has failed to take adequate steps to prevent narcotics drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the U.S. unlawfully?

No such determination has been made.

3. *FAA Sec. 620(b)*. If assistance is to a government, has the Secretary of State determined that it is not dominated or controlled by the international Communist movement?

Yes

4. *FAA Sec. 620(c)*. If assistance is to a government, is the government liable as debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted legal remedies and (b) the debt is not denied or contested by such government?

No

5. *FAA Sec. 620(e)(1)*. If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities?

No

6. *FAA Sec. 620(a), 620(f), 620D; FY80 App. Act. Sec. (511, 512, and 513)* Is recipient country a Communist country? Will assistance be provided to Angola, Cambodia, Cuba, Laos or Vietnam? Will assistance be provided to Afghanistan or Mozambique without a waiver?

No

7. *FAA Sec. 620(i)*. Is recipient country in any way involved in (a) subversion of, or military aggression against, the United States or any country receiving U.S. assistance, or (b) the planning of such subversion or aggression?

(a) No  
(b) No

8. *FAA Sec. 620(j)*. Has the country permitted or failed to take adequate measures to prevent, the damage or destruction, by mob action, of U.S. property?

Security and protection measures appear to be adequate and reasonable.

9. *FAA Sec. 620(l)*. If the country has failed to institute the investment guaranty program for the specific risks of expropriation, inconvertibility or confiscation, has the AID Administrator within the past year considered denying assistance to such government for this reason?

Agreement in Force (See TEAS 6227)

10. *FAA Sec. 620(o); Fishermen's Protective Act of 1967, as amended, Sec.5*. If country has seized, or imposed any penalty or sanction against, any U.S. fishing activities in international waters:

No such actions have taken place.

a. has any deduction required by the Fishermen's Protective Act been made?

b. has complete denial of assistance been considered by the AID Administrator?

11. *FAA Sec. 620; FY80 App. Act. Sec. (518)*. (a) Is the government of the recipient country in default for more than six months on interest or principal of any AID loan to the country? (b) Is country in default exceeding one year on interest or principal on U.S. loan under program for which App. Act appropriated funds?

(a) No  
(b) No

12. *FAA Sec. 620(s)*. If contemplated assistance is development loan or from Economic Support Fund, has the Administrator taken into account the percentage of the country's budget which is for military expenditures, the amount of foreign exchange spent on military equipment and the amount for the purchase of

Assistance is not development loan or from Economic Support Fund.

sophisticated weapons systems? (An affirmative answer may refer to the record of the annual "Taking Into Consideration" memo: "Yes, taken into account by the Administrator at time of approval of Agency OYB." This approval by the Administrator of the Operational Year Budget can be the basis for an affirmative answer during the fiscal year unless significant changes in circumstances occur.)

13. *FAA Sec. 620(t)*. Has the country severed diplomatic relations with the United States. If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption?

No

14. *FAA Sec. 620(t)*. What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrears taken into account by the AID Administrator in determining the current AID Operational Year Budget?

There are no indications of any arrears.

15. *FAA Sec. 620A, FY80 App. Act, Sec. (521)*. Has the country granted sanctuary from proscription to any individual or group which has committed a war crime?

Unknown.

16. *FAA Sec. 669, 670*. Has the country, after August 3, 1977, delivered or received nuclear enrichment or reprocessing equipment, materials, or technology, without specified arrangements or safeguards? Has it detonated a nuclear device after August 3, 1977, although not a "nuclear-weapon State" under the non-proliferation treaty?

## B. FUNDING SOURCE CRITERIA FOR COUNTRY ELIGIBILITY

### 1. Development Assistance Country Criteria

a. *FAA Sec. 102(b)(4)*. Have criteria been established and taken into account to assess commitment progress of country in effectively involving the poor in development, on such indexes as: (1) increase in agricultural productivity through small-farm labor intensive agriculture, (2) reduced infant mortality, (3) control of population growth, (4) equality of income distribution, (5) reduction of unemployment, and (6) increased literacy.

Yes

b. *FAA Sec. 104(d)(1); IDC Act of 1979*. If appropriate is this development (including Sahel) actively designed to build motivation for smaller families through modification of economic and social conditions supportive of the desire for large families in programs such as education in and out of school, nutrition, disease control, maternal and child health services, agricultural production, rural development, assistance to urban poor and through community-based development programs which give recognition to people motivated to limit the size of their families?

Yes

### 2. Economic Support Fund Country Criteria

a. *FAA Sec. 502B*. Has the country (a) engaged in a consistent pattern of gross violations of internationally recognized human rights or (b) made such significant improvements in its human rights record that furnishing such assistance is in the national interest?

Not an ESF country

Not applicable

b. *FAA Sec. 533(l)*. Will assistance under the Southern Africa program be provided to Angola, Mozambique, Tanzania, or Zambia? If so, has the President waived the prohibition against the assistance by determining that such assistance will further U.S. foreign policy interests?

Not applicable

c. *FAA Sec. 609*. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?

Not applicable

d. *FY80 App. Act Sec. (510)*. Will assistance be provided for the purpose of aiding the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights?

Not applicable

e. *FAA Sec. 620B, P.L. 94-329 Sec. 406*. Will ESF be furnished to Argentina or Chile?

Not applicable

## 5C(2) - PROJECT CHECKLIST

Listed below are statutory criteria applicable generally to projects with FAA funds and project criteria applicable to individual funding sources: Development Assistance (with a subcategory for criteria applicable only to loans); and Economic Support Fund.

### CROSS REFERENCES:

IS COUNTRY CHECKLIST UP TO DATE?  
HAS STANDARD ITEM CHECKLIST BEEN  
REVIEWED FOR THIS PROJECT?

Both attached

### A. GENERAL CRITERIA FOR PROJECT

1. *FY 80 App. Act Unnumbered; FAA Sec 634A; Sec. 653(b)*. (a) Describe how authorizing and appropriation Committees of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure)?

for Congressional notification of project change from FY 1981 CP, Africa Programs, Page 481.

(a) Yes

2. *FAA Sec. 611(a)(1)*. Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

(a) Yes

(b) Yes

3. *FAA Sec. 611(a)(2)*. If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

No specific legislative action is required.

4. *FAA Sec. 611(b); FY 80 App. Act Sec. (501)*. If for water or water-related land resource construction, has project met the standards and criteria as per the Principles and Standards for Planning Water and Related Land Resources dated October 25, 1973?

Not applicable

5. *FAA Sec. 611(e)*. If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project?

Yes

6. *FAA Sec. 209*. Is project susceptible of execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs.

This project is not susceptible of execution as a regional or multilateral project but it does encourage regional cooperation in adult community development education.

7. *FAA Sec. 601(a)*. Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.

(a) Not applicable

(b) (c), (d), (e), (f) receive specific support under this project.

8. *FAA Sec. 601(b)*. Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

This project will finance U.S. source technical assistance, U.S. university training and U.S. commodities.

9. *FAA Sec. 612(b); Sec. 636(h)*. Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.

Although Lesotho is listed by the U.N. as a "relatively least developed country" and has limited financial resources, approximately 27% of total project costs.

10. *FAA Sec. 612(d)*. Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?

Not an excess foreign currency country.

11. *FAA Sec. 601(e)*. Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?

Yes

12. *FY 80 App. Act Sec. (521)*. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity?

Not applicable

## B. FUNDING CRITERIA FOR PROJECT

### *Development Assistance Project Criteria*

a. *FAA Sec. 102(b); 111; 113; 281a.* Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?

b. *FAA Sec. 103, 103A, 104, 105, 106, 107.* Is assistance being made available: (include only applicable paragraph which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.)

(4) (105) for education, public administration, or human resources development; if so, a. extent to which activity strengthens non-formal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development; and b. extent to which assistance provides advanced education and training of people in developing countries in such disciplines as are required for planning and implementation of public and private development activities

6. (107) is appropriate effort placed on use of appropriate technology? (relatively smaller, cost-saving, labor using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor.)

c. *FAA Sec. 110(a).* Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least developed" country)?

d. *FAA Sec. 110(b).* Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"?

e. *FAA Sec 281(b).* Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government.

f. *FAA Sec. 122(b).* Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?

(a) This project will work with community development organizations that will involve rural poor in decision making and participation in local self-help activities.

(b) Cooperatives will receive support from the project and rural and urban poor will be directly assisted through community development education.

(c) Self-help groups will be helped to organize, and fund development efforts. Women will be the majority of project beneficiaries.

(d) This project makes provision for regional cooperation in adult development education throughout the Southern African region.

(e) This is an institution building project based on non-formal education delivery to the rural and urban population of Lesotho. Extension of formal educational opportunities to the urban and rural adults will also be expanded. (b) Advanced education will be provided in the U.S. for Basotho who will return to work in the extension of adult community development education throughout Lesotho.

(f) Labor using technologies will receive support through community development education and organizational support.

Lesotho is a "relatively least developed country".

The project includes extensive training in the U.S., Africa and in-country. It also is designed to support formal and particularly non-formal education within Lesotho with emphasis on community development organization.

The project should significantly increase the capacity of Lesotho to deliver the type of adult education relevant to

## 5(C) - STANDARD ITEM CHECKLIST

Listed below are statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by imposing limits on certain uses of funds.

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

### A. PROCUREMENT

1. *FAA Sec. 602.* Are there arrangements to permit U.S. small business to participate equitably in the furnishing of commodities and services financed? Yes
2. *3 FAA Sec. 604(a).* Will all procurement be from the U.S. except as otherwise determined by the President or under delegation from him? Yes
3. *FAA Sec. 604(d).* If the cooperating country discriminates against U.S. marine insurance companies, will commodities be insured in the United States against marine risk with a company or companies authorized to do a marine insurance business in the U.S.? The cooperating country does not discriminate against U.S. marine insurance companies.
4. *FAA Sec. 604(e).* If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? Not applicable
5. *FAA Sec. 608(a).* Compliance with requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S.-flag commercial vessels to the extent that such vessels are available at fair and reasonable prices. The project will comply with this section.
6. *FAA Sec. 621.* If technical assistance is financed, to the fullest extent practicable will such assistance, goods and professional and other services from private enterprise, be furnished on a contract basis? If the facilities of other Federal agencies will be utilized, are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic program? Yes
7. *International Air Transport, Fair Competitive Practices Act, 1974.* If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag carriers will be utilized to the extent such service is available? Yes
8. *FY 80 App. Act Sec. (505).* Does the contract for procurement contain a provision authorizing the termination of such contract for the convenience of the United States? Yes

### B. CONSTRUCTION

1. *FAA Sec. 601(d).* If a capital (e.g., construction) project, are engineering and professional services of U.S. firms and their affiliates to be used to the maximum extent consistent with the national interest? Yes
2. *FAA Sec. 611(c).* If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent possible? Yes
3. *FAA Sec. 620(k).* If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million? Yes

### C. OTHER RESTRICTIONS

1. *FAA Sec. 122(b).* If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter? Not applicable
2. *FAA Sec. 301(d).* If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? Not applicable
3. *FAA Sec. 620.* Do arrangements exist to insure that United States foreign aid is not used in a manner which, contrary to the best interests of the United States, Yes

promotes or assists the foreign aid projects or activities of the Communist-bloc countries

4. *FAA Sec. 636(i)*. Is financing not permitted to be used, without waiver, for purchase, sale, long-term lease, exchange or guaranty of motor vehicles manufactured outside the U.S.? Yes

5. Will arrangements preclude use of financing:

a. *FAA Sec. 104(f)*. To pay for performance of abortions as a method of family planning or to motivate or coerce persons to practice abortions; to pay for performance of involuntary sterilization as a method of family planning, or to coerce or provide financial incentive to any person to undergo sterilization? Yes

b. *FAA Sec. 620(g)*. To compensate owners for expropriated nationalized property? Yes

c. *FAA Sec. 660*. To provide training or advice or provide any financial support for police, prisons, or other law enforcement forces, except for narcotics programs? Yes

d. *FAA Sec. 662*. For CIA activities? Yes

e. *FY 80 App. Act Sec. (504)*. To pay pensions, etc., for military personnel? Yes

f. *FY 80 App. Act Sec. (506)*. To pay U.N. assessments? Yes

g. *FY 80 App. Act Sec. (507)*. To carry out provisions of FAA section 209(d) (Transfer of FAA funds to multilateral organizations for lending.) Yes

h. *FY 80 App. Act Sec. (511)*. To finance the export of nuclear equipment, fuel, or technology or to train foreign nationals in nuclear fields? Yes

i. *FY 80 App. Act Sec. (515)*. To be used for publicity or propaganda purposes within U.S. not authorized by Congress? Yes