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MINISTRY OF EDUCATION

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**Report on an Evaluation  
of the  
Community Outreach Programme  
of  
Lesotho**

**Evaluation Unit  
Lesotho Distance Teaching Centre  
Maseru, Lesotho**

**July – August, 1982**

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Lipholo Makhetha

Maseru

August 1982.



1. GENERAL BACKGROUND :

1.1. Origin of the Programme :

The Lesotho Government's Second Five Year Development Plan 1975/76-79/80 (p.122) states that "Early in the Plan period the Ministry of Education will pilot the concept of Community Training Centres at seven high schools ..... The schools will make their facilities and staff available to their local communities and will add facilities for outreach programmes." In pursurance of this statement the Community Outreach Programme was conceived.

The Ministry of Education, through the Training for Self Reliance Project (TFSRP) embarked on the Curriculum Diversification Programme (CDP). Facilities to offer skill oriented subjects were established in some secondary schools. In Phase II of the CDP it was decided that the existing facilities be extended for use by the communities in the area around the schools where such facilities existed, and the idea of Community Skills Centre was introduced, and the whole concept of the Community Outreach Programme was born (see Appendix 3).

An Action Study of Income-Oriented Non-Formal Education and Training was carried out in November 1975. The study was an attempt to identify rural training needs. After consultation with Government officials and various other groups, the following needs were identified to the study team, by the rural representatives :

A. Needs : There is widespread need for persons to receive :

1. Non-formal training skills
2. Employee upgrading
3. Awareness of possibilities for training
4. Job creation - activities and training
5. Training in basic work skills
6. Managerial and business skills
7. Superviosry skills
8. Specialized skills - middle level (including maintenance)
9. Home improvement and cottage industry skills.

B. There is also need for :

1. Support services - technological and administrative
2. Access to and use of credit
3. Increased extension impact

It was realized by the Action Study team that patterns of demand cannot always be identical in all the rural areas of Lesotho. It was also realized that the training needs and the skills development programmes should be immediately initiated in the fields of previously identified demands and that further assessment of needs should be made by direct consultation with the local communities, keeping in mind the economic possibilities and benefits to both the community and its residents.

1.2. Philosophy of the Programme :

In the Appraisal Report of Lesotho's First Education Project of June 14, 1974; the Appraisal Mission discovered that Lesotho had "numerous but disconnected programmes of rural learning" and made a proposal for the "phased development of rural and adult education programmes in line with staff availability and improved inter-ministerial co-ordination" and the introduction of practical subjects and non-formal programmes for youths and adults".

One of the recommendations made by the mission was :

- that the six existing secondary schools for the introduction of a new and broader curriculum, should provide satellite regional centres for the Lesotho Distance Teaching Centre and 1,000 additional student places.

From the Appraisal of the World Bank Mission, the six schools were to act as centres for both formal and non-formal education. These six schools which made about 10% of the total number of secondary schools in the country were selected to offer Community Outreach Programmes for the initial phase of Training for Self Reliance Project.

The Programme was to be evaluated with a view to making the necessary adjustments before expanding.

The six schools chosen were strategically located to test their relevance to differing ecological areas and would be used as satellite centre centres for the LDTC in rural areas. Within this context, they would

offer non-formal courses in addition to their regular programmes, the non-formal courses would place emphasis on nutrition and rural skills as women are expected to make up over half of the participants.

During the negotiations of the First Education Project, an agreement was reached between the World Bank and the Lesotho Government that by June 30, 1977, a draft programme for the rural education scheme would be forwarded to the Association for comments.

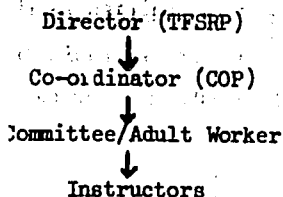
Besides, the Government also confirmed its intention to establish an inter-ministerial Rural Development Council.

The Appraisal Report also made provision of a Rural Education Planner for "preparation of a rural education scheme and project implementation". Referring to the six pilot schools, the Report goes on, "they would offer non-formal courses in addition to their regular programmes, the non-formal courses would place emphasis on nutrition and rural skills".

It is therefore quite obvious from the Appraisal Report that the Community Outreach Programme had a major, challenging role to play towards uplifting the standard of living of the community.

Late in 1976 when a group of Peace Corp Volunteers arrived in the country, some were assigned to become the first workers of the COP. They were charged with forming centres. The Peace Corps Volunteers were called Adult Workers. In the early days of the COP the Adult Workers were under the direction of the Deputy Director of the TFSRP who was directly responsible for the COP. In the middle of 1979, the TFSRP appointed a Co-ordinator who then became responsible for the COP. The Deputy Director of TFSRP then relinquished all responsibility of the COP to the Co-ordinator.

Since 1979, the structure of COP has been as shown in the following diagram :



Between 1979 and 1982 nine such centres were to be established. These were to be located at the following high schools :

- Masitise
- St Stephens
- Sacred Heart
- Holy Names
- Ilotsa
- Batha-Buthe
- St Agnes
- St James
- Bereng

For the stages of development of the centres, see Table I and Appendix 7 for the location and geographical distribution of the centres.

### 1.3 Implementing The Programme :

In implementing the programme the following steps were taken :

- a) Meetings were held with the District Administrator (DA) and the Districts Development Committee (DDC) in order to introduce the persons who would be involved in the implementation of the programme in the District. Another purpose of the meetings was to brief the District Authorities about the programme.
- b) Meetings (Lipitso) were held with members of the community members in order to explain to them about the programme.
- c) Committees were elected. Each village elected two members to serve on the committee. The committee then elected its office-bearers (Chairman, Vice-Chairman, Secretary, Vice Secretary, Treasurer).



- d) Identification of needed skills. This was done by the Committee using the project document for Community Training & Employment Associations (CTEA) as guidelines. (see Appendix 4)
- e) An inventory of available instructors and material was made and used as a base for the planning of training at the centre.
- f) Training courses were commenced.

In the six districts involved in the programme, four districts had completed all the steps ( See Table I).

TABLE I

DISTRICTS	HIGH SCHOOLS	a	b	c	d	e	f
Quthing	Masitise	X	X	X	X	X	X
Mohale's Hoek	St. Stephens	X	X				
Mafeteng	Bereng	X	X	X	X		
Leribe	Sacred Heart	X	X	X	X	X	X
Teyateyaneng	Holy Names	X	X	X	X	X	X
Leribe	Mlotse						
Butha-butha	Butha-butha	X	X	X	X	X	X
Teyateyaneng	St. Agnes	X					
Mokhotlong	St. James	X	X	X	X	X	X

2. ORGANISATION OF THE COP EVALUATION :

2.1 Goals of the Community Outreach Programme :

The goals of the Community Outreach Programme are stated as follows :

- to upgrade the standard of living of a broad spectrum of the local out-of-school population, youths and adults through the following approaches :

- a) Upgrading the individual of the community through personal development. (in Child Care, First Aid, Sewing, Nutrition, Home Making etc)
- b) Upgrading the community as a whole. ( examples being : Sanitation Project, Day Care, Rabbit Raising, Poultry)
- c) Bring into the community non-formal education, (examples being Crotcheting, Tie & Dye, Carpentry, Building, Reading, etc.). This may be co-ordinated by utilising instructors from the local committees, local high schools and/or LDTC and other government agencies.
- d) To assist in other areas in which the community's needs are identified.

2.2 Purpose of the Study :

In December 1980 a proposal was made to transfer the administration of the COP from TFSRP to LDTC.

In response to the proposal, LDTC recommended that, before the transfer an evaluation of the programme should be undertaken, as it was generally felt that the programme is at present, not fulfilling its expected role in the development of the rural areas.

The study would focus its attention on the overall performance of the COP and make recommendations for its improvement in order to achieve its objectives.

2.3. Limitations

One limitation of the study is that when the study was carried out all the persons who had been involved in the implementation of the programme were not available to give pertinent information. The Deputy Director of TFSRP who had been involved in the early stages of the programme had been transferred from the position and was not available to give information. The Co-ordinator of the programme had resigned and was reluctant to give information. All the Adult workers had since left the country and were not available for interviews. Thus people who had been involved at this most crucial stage of implementation of the programme could not supply information.

Another limitation is that it was difficult to contact people involved who could give relevant information as the whole programme almost had come to a standstill.

Some of the records of the programme were not available and therefore it was not possible to obtain all the information required in writing the report. For example there were no records of participants and therefore sampling of participants was one of the problems.

As the writer had to leave for overseas in the end of August, the study had unfortunately to be undertaken during the harvest time and consequently many of the would-be respondents could not be contacted.

2.4. Methodology :

The study was based mainly on the following sources of information :

- records from the Ministry of Education and from TFSRP. It was by perusing through such records that some of the information was identified.

answers given through the questionnaires developed by LDTC interviews.

The questionnaires and the interviews were directed towards the following groups involved in the programme

2.4.1 Participants :

They were required to give information on skills learned, their involvement in the running of the programme and their views on the relevance of the programme and the impact it had on their lives.

2.4.2 Instructors :

As the instructors were concerned with the actual running of the programme, their response on activities, equipment, skills taught and number of participants, would be essential for the study.

2.4.3 Headmasters :

The programme intended to make use of school facilities and school staff. Thus the Headmasters could give information on relations with members of the communities and any problems which might have arisen as a result of their association with the public.

2.4.4 Committees :

Their information about organisation, needs assessment and implementation of the programme would be very useful for the study.

2.4.5 District Co-ordinators :

District Co-ordinators (former District Administrators) and District Development Committee Members as they were involved in the implementation of the programme in matters relating to :

- informing the public about the programme
- encouraging the public to participate in the programme
- helping other programme personnel in establishing the needs of the communities
- assisting in the organisation of the people by calling initial village meetings.

The questionnaires for the District Co-ordinators (DCs) and the Headmaster were mailed to them. These were followed by visits to DCs' offices and to the schools. As it was difficult to identify the Instructors from the available records, copies of the questionnaires were delivered to the Headmasters and Committees for distribution to the Instructors.

The questionnaires for committee members and participants were carried along on visits and interviewers recorded their response.

The respondents were identified by the school authorities concerned.

### 3. FINDINGS FROM THE STUDY :

The findings are given under headings relating to each group of people who were involved with the COP, namely :

- Participants
- Instructors
- Headmasters
- Committees
- Adult Workers
- District Co-ordinators

#### 3.I Participants :

The target enrolment figure for the programme was 1000 participants. However, from available records this figure was never achieved and in the absence of proper records it was not possible to establish the exact number of participants.

Likewise due to inadequate records it was not possible to obtain how many males or females were participating in the programme. Since in most centres there was nothing going on, it was not possible to find programme participants. The committee members were asked to direct the study team to homes of people who had participated in the programme. This was done in Butha-Buthe and Quthing.

In St. Monica and Holy Names the team found out that the groups continued to meet on Tuesdays. One Tuesday when the team visited the two centres there were no classes in the St. Monica Centre as it was harvest time. However in the Holy Names Centre the classes were meeting. Five participants were present.

In Quthing the team visited ten homes of the participants but were able to hold interviews only in two of them as the members of the other homes were absent. It was not possible to find out the enrolment figure.

In Butha-Buthe seven participants were interviewed. The instructors at the centre estimated that the number of participants to have been twenty. The team is of the opinion that the findings represent those from other centres.

The skills learned by the participants ranged from cookery, knitting, crocheting and sewing. Other skills like carpentry which had been introduced in some programmes had not succeeded. For suggested activities see Appendix 4.

All the respondents indicate that lack of instructors was a major problem in running the programme and one of them mentions lack of leadership as a major obstacle in the development of the programme.

3.2 Instructors :

A few instructors were still working in the programme. These, together with the instructors who had previously been working in the programme and who the study team was able to trace, forwarded the following information:

The instructors had not kept record of the participants.

According to the instructors, most of the people participating in the programme had participated because they felt that they could improve their lives by producing better products for their own use or for sale after completing their training.

One problem was the sharing of facilities and equipment. The schools were not keen on "lending" out the equipment for use by the COP participants. Therefore there was a strong desire from the instructors for supply of equipment for the COP specially. The instructors were confident that most of the equipment they used could be purchased individually by the participants, and that it could be used effectively in village settings. They believed that the courses offered were relevant to the daily immediate needs of the participants.

The courses that continued for a longer time were those which were run by Agricultural extension workers. The running of the courses was part of their duty and they were expected to do it. In almost all the other courses where instructors were volunteers, there was no continuation. One of the instructors gave two reasons for not continuing with the course. One reason was that there was poor attendance. Another reason was that it was not clear how the participants were to obtain materials. He suggested to TFSRP that they could use school materials and recover their expenditure by selling finished products, but no decision was received from TFSRP.

Instructors who had volunteered soon gave up their roles as there was no incentive to make them to put more effort into their voluntary activity. It was also difficult to get any equipment for some of the activities like sewing. There also seemed to be no set policy on procurement of equipment.

### 3.3 Headmasters :

Two headmasters returned completed questionnaires. However, from visits to the schools and interviews with other headmasters the study team was able to obtain some additional information.

For the range of subjects offered and the available facilities at the six schools in this study refer to Appendix 5.

No school offered the complete range of subjects for which facilities had been erected. This is due to the inavailability of instructors in these subjects. The school authorities have shown that recruitment of instructors was very difficult.

The heads have indicated that the equipment was supplied in sufficient quantities and was of a durable type. They have also noted that this equipment can generally be used in home or village settings with the exception of a few items like electric saws or welding equipment.

On the use of facilities by the communities, the headmasters would generally encourage their use in the late afternoon, evenings or weekends. This means that for a majority of the members of the communities it would not be feasible to participate in the programme.

The heads point out that day-time use of facilities would only be feasible if staff, other than regular school teachers, were available. They advised that there should be a separate complement of teachers for the COP. In almost all incidents classrooms have been made available for meetings only. The staff at the schools is already carrying a heavy teaching load, and could not teach any extra classes although they are keen to participate in the COP.

The headmasters have responded that there is a problem concerning equipment. First it is accountability for equipment. Secondly it is the disappearing of movable equipment. They suggested that there should be



separate sets of movable equipment for the school and the COP, each having lockable storage facilities and different supervisors.

Many headmasters said that, the skills learned by the students of the COPs were rudimentary and as such did not prepare them for self-employment, but only prepared them towards changing their attitude towards manual work.

### 3.4

#### Committees

It was possible to interview a number of committee members in five of the areas. The following information was obtained from the interviews :

The system of election of committees had on the whole been uniform except for one area where the committee was elected at a DDC meeting. But even that mistake was corrected later. Each village elected two members and the village representatives elected office bearers at a meeting where they were collected together by the Adult workers.

The committees seemed to be clear of their functions. They identified their functions like deciding what activities would be most viable in their particular communities, encouraging community members to join the programme and to motivating them, helping and assisting the Adult Worker, and to liaise with the TFSRP.

The committees took orders from the Adult Workers and directly from TFSRP. They had latitude to decide on what to do with the money obtained from TFSRP to start off the project in consultation with the Adult Worker. This money had been used for a number of things, like paying for transport, buying ingredients for their activities etc. All the committees agreed that their suggestions were usually taken into consideration when different types of activities were introduced in the centres.

The committees felt that their relationships with the school authorities were good. All the same they felt that it was necessary to have their

own equipment, provided they had a place where they could lock the equipment in.

There was a shortage of instructors for the courses which were offered. The committees suggested that government finds means to supply instructors as a short-term arrangement. But they felt strongly that it would be in the interest of the programme if training could be offered to some prospective local (village based) instructors. The instructors had worked on a voluntary basis, but they felt that perhaps to motivate them some form of remuneration should be introduced. So far the committees were convinced that the programme had had some impact. For example some eight people who had been trained in knitting in one of the programmes had been employed to work for the Hololo River Project.

The committees suggested some ways in which the programme could be improved. These include forming associations, obtaining instructors, participating more in decision-making, letting participants receive some remuneration for the products they had made, being given more understanding of what the COP is all about, and being given training in leadership.

### 3.5 Adult Workers (Peace Corp Volunteers)

When this study was conducted all the adult workers had left the country. Therefore the only way of obtaining information about their involvement in the COP was through their quarterly reports and correspondence with TFSRP.

All the Adult Workers shared a common view that the programme was viable, and had potential to grow and be of service to the rural and the disadvantaged population. However the Adult Workers pointed out the following problems which they faced in the running of the programme:

- unclear position of the COP within the TFSRP structure

- lack of clear instructions on the use of transport made available to the centres
- unclear lines of decision-making authority within the TFSRP structure
- unclear line of authority between Adult Workers and COP Co-ordinator
- Co-ordinator's inability to attend Adult Workers' meetings
- suggestions for policy changes made by Adult Workers, not acted upon
- promised counterpart not provided
- volunteer teachers not always available
- policy for hiring teachers non-existent
- weak system of record keeping
- unclear responsibility and authority for making arrangements for quarterly conferences
- unclear definition of committee structure and responsibility
- unclear relationship between the headmaster and the committee
- unclear procedure for acquiring equipment and supplies and unfulfilled commitments to procure equipment
- lack of proper account system for the COP committees
- delay in payment of rent and reimbursements.

3.6 District Co-ordinators :

No response to the questionnaires were received from the District Co-ordinators. From interviews with the officials in the District Administrator's office it was learnt that the main role of the co-ordinators had been to call village meetings.

3.7 Conclusions :

It is clear that a number of problems were encountered in all the stages of establishing the programme in the district. At the stage, that of introducing the programme to the DA, there was the problem of getting the programme fully understood and accepted by the DAs and the DDCs.

It seems that the roles played by these groups were not quite clear, and as such, the programme was received with little interest on the part of the DA. Their major role seems to have been acting as liaison personnel to call community meetings (Lipitso).

Another very glaring problem is the inability of the TFSRP personnel to attend the initial meetings and thus leave the explanation about the programme to an expatriate who did not know the language and could therefore communicate with the community on a limited capacity. Thus perhaps, the objectives of the programme were not well understood by the prospective beneficiaries of the programme. The election of the committees at times was not done in the proper manner. For example the committee for Butha-Buthe was initially elected at a DDC meeting and as such did not represent the villagers' view in listing out the needs of the communities. The whole process was long and to organize villages to choose committee members (village representatives) seems to have been a problem especially when coupled with the inavailability of TFSRP personnel.

Needs assessment was another problem. There was no clear approach for identifying the needs of the rural community. At times the needs were outside the scope of the programme and as such they could not be met. Some of the needs were not related to available resources (material) and thus could not be met.

A further problem was shortage of instructors. In almost all the centres this seemed to be the major obstacle to progress. Even in areas where instructors were available, the fact that they were not rewarded in any way, discouraged them from participating in the programme.

There seems to have been very little done in establishing relations between the school authorities and the COP personnel. This task was left to the individual Adult Worker. As such use of school facilities depended on personal relationships between the head of the school and the Adult Worker rather than being based on concrete guidelines.

There was lack of clear direction in lines of authority and decision making. As problems arose it was difficult to get decisions made and problems were referred to different authorities and in most cases nothing was ultimately done about the problems. As many such questions remained it affected the morale of the Adult Workers.

From the study it appears that the planning of the programme was inadequate. This inadequate planning seems to have been a major weakness in the implementation of the programme.

From the study it is clear that there is a problem in sharing facilities and equipment between the school and the COP. This was aggravated by not having the possibility of using the same instructors in the school and the COP, as then accountability for loss or damage of movable equipment became unclear. The programme was manned by expatriates.

All the Adult Workers were Peace Corp Volunteers. This has affected the programme in that, when they left there was no continuity. Also arising from this fact is that the members of the communities may not have viewed this as their own programme but as a foreign influence and thus enthusiasm was adversely affected.

From the study it is clear that the programme has a place in the development, of the communities for which it was intended. The response and views of all the people who were involved in the study of the programme are positive that the programme could meet the needs of the communities and the participants reported that they had learned and gained from the programme. All participants who were interviewed reported how the programme had contributed towards the betterment of their lives.

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4. RECOMMENDATIONS :

In order to strengthen the Community Outreach Programme (COP), the following recommendations are made :

4.1. General :

It is recommended that :

1. The community be mobilised by using the community meetings as a base for a needs identification survey. The result from the survey should then be reported back to the community through another community meeting.

This should be carried out periodically so that needed adjustments can be made within the programme.

2. A survey of potential instructors be carried out in the district.

4.2. Policy and Planning :

It is recommended that :

1. There be a clear policy statement from the Government on the COP indicating the significant role of the COP in the development of the communities.
2. A revised plan be drawn up for the COP based on the policy statement.
3. Each centre develops a local plan for training, monitoring and evaluating its programme. This plan should be based on the needs identification of the community as indicated under 4.1.1.

4.3. Administration and Organisation :

It is recommended that :

1. The COP be transferred to the Lesotho Distance Teaching Centre.
2. A National Co-ordinator, under the Director of LDTC, be appointed to work full-time for the programme.

3. A committee for each centre be elected from members of the community. This should follow the procedure which was initially used.
4. There be a co-ordinator employed for each centre whose job description should be prepared by the Ministry. The title could be Centre Co-ordinator.
5. The Centre Co-ordinator serves as secretary of the Centre Committee.
6. The Centre Co-ordinator be recruited from the district.
7. The qualifications of the Centre Co-ordinator be determined by the job description.
8. The Centre Co-ordinator be one of the instructors in the centre.
9. The Headmaster of the school where the COP is situated be a member of the Centre Committee.
10. An adequate number of instructors be employed in the centre to cover all the skill areas offered.
11. The other instructors be recruited from the community district.
12. Lines of authority be clearly defined.
13. A proper record system be established in each centre. This should include disciplines taught, list of instructors, list of participants, attendance records, duration of courses, list of equipment and tools belonging to the Cop, correspondence, etc.
14. The school facilities be made available for use by the COP for full-time courses during school holidays.
15. Guidelines be developed on procurement of equipment and supplies for the COP Centres.

4.4 Staff Development and Training :

It is recommended that :

1. A plan of training of the centre co-ordinators and instructors be developed by LDTC.
2. The plan include training in leadership, management, organisation, methodology, learning material development and production.
3. The needs identification survey serve as a base for development of the curriculum for the centre. This curriculum should be flexible. (See 4.1.1.) Each participant be given some training in elementary business education.

4.5. Equipment, Material and Production :

It is recommended that :

1. There be separate sets of equipment for the centres and the schools.
2. Participants be encouraged to bring their own tools to the courses for guidance on proper use and maintenance.
3. During training useful articles be produced rather than training pieces.
4. Production and repair of tools and equipment be an essential part of the training.
5. Participants be encouraged to bring their own materials to the classes.
6. Production of appropriate technology items be included in the courses.



7. Participants in the building construction courses be encouraged to participate in building activities in the community and at the centres as part of their training.

4.6. Financing :

It is recommended that :

1. A budget for each centre be prepared showing capital cost and recurrent cost
2. The National Co-ordinator, Centre Co-ordinators, and Instructors be paid in accordance with Government regulations.
3. Provision be made for adequate funds for purchase, repair and replacement of tools and equipment in the centres.
4. Arrangement be made for supply of adequate working material (See 4.5.5.)
5. Small orders of items which can be produced at the centres be taken and profit realised be set aside for improving the centre e.g. buying material, tools, etc.

4.7. Post Training Activities :

It is recommended that :

1. The participants be encouraged to form co-operatives or other kinds of groups for self-employment.
2. A revolving loan scheme be established to enable graduates of the COP to establish co-operatives or be self-employed.
3. A follow-up record be established which shows what the graduates are doing 3 months after the course was completed.

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AN EVALUATION OF THE COMMUNITY OUTREACHPROGRAMME (COP)TERMS OF REFERENCEPURPOSE OF THE EVALUATIONGeneral :

The evaluation will focus attention on the overall performance of the Community Outreach Programme and make recommendations for its improvement.

Specific :

The evaluation will cover the following issues :

A. Objective of the Evaluation :1. Implementation of the Programme :

The evaluation will give the background and philosophy of the programme and also indicate steps taken to implement the programme in the selected communities

2. Assessment of The Different Groups Involved In The Programme :

The evaluation will give the assessment of the programme by the various groups involved in it.

3. Recommendations :

The evaluator will make recommendations on how the programme can be strengthened.

COMMUNITY OUTREACH PROGRAMME:-

The DA:

1. At some stage you were consulted about the community outreach Programme and the facilities at the local school which could be used to impart some basic skills to members of the community. Can you state how the programme was supposed to work according to your understanding. State the type of clientele it was to serve and the role of your office in this endeavour, and that of the District development committee.

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2. Do you think you were in full agreement with the proposed subjects to be taught to members of your community i.e. Were they useful in improving their daily lives?

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3. Could you suggest any structure that you think would have made the project to work more smoothly and to have incorporated the felt needs of the communities?

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4. What is your opinion about use of expatriates to run such a programme?

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5. How was the programme affected by different affiliations within the community (i.e. political, religions, etc).

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6. Could you give factors that hindered the progress of the project.

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7. Was there rapport between school authorities, the DA's office, the committee and the community outreach workers?

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COMMUNITY OUTREACH PROJECT

Committees:

1. How were you elected to the committee?

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2. Were you clear of your functions within such a committee? If so what were they?

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3. From whom did you take orders?

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4. You were given some money to start off the project, who decided what you did with the money?

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5. Were you given latitude to decide what to do with the money?

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6. Were your suggestions taken into consideration when types of activities were introduced?

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7. What were your relationships like with school authorities?

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8. Do you think it essential that you have your own equipment?

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9. Do you have enough instructors within your area? If not what do you suggest could be done about obtaining instructors?

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10. Did you pay your instructors? If so how much?

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11. Do you think programme was useful or effective?

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12. Make some suggestion on how the programme can be made more effective

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STUDY OF THE COMMUNITY OUTREACH PROGRAMME

Questionnaire for Headmaster and School Authorities

1. Name of school \_\_\_\_\_
2. Name of Headmaster \_\_\_\_\_
3. Date of completion of construction of TFSR facilities  
\_\_\_\_\_
4. Facilities related to practical subjects..

Room (state subject)	Equipment

5. Was the equipment provided in sufficient quantities? (If no please specify)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Was the type of equipment supplied durable?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Show in the table how many school pupils are involved in each practical subject

\_\_\_\_\_  
\_\_\_\_\_

Subject	Form A	Form B	Form C	Form D	Form E

8. Regular instructors/teachers using the workshops

Name	Qualification	Subject taught	Dates

9. Visiting instructors (if any)

Name	Agency	Subject	Number of visits

10. What products have been made by students?

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11. Is the product sold or taken home by the student

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12. Would a central marketing system be useful?

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13. Mention any product(s) which could be made through the school and which would be easy to market. (Viable economic activities).

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14. Do you think that armed with the skills the students have learned, they (the students) could become self-employed in their own villages?

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15. Have the facilities been used by members of the community?

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16. If they were used, which subjects were covered?

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17. At what time of the day could the facilities be used by members of the community?

Facility	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

M = Morning  
 A = Afternoon  
 E = Evening  
 W = Whole day

18. State any problems faced by the headmaster and the staff with regard to use of the facilities by the community.

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19. Give any recommendations on how these problems could be resolved.

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20. If the facilities were used by members of the community, do you think that the instructors / supervisors were adequately prepared for their duties?

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21. If they were not prepared, can you suggest ways in which they could be prepared more effectively?

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22. Do staff members participate in any community programmes?

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23. Can you suggest ways in which staff members of the school could be made to participate in the community programmes?

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24. Are there any returning mineworker with specialized skills in the area? And if so, could some of the returning mineworkers with specialized skills be used as instructors?

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25. Is it difficult to find instructors in practical subjects?

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26. What percentage of the population in the catchment area of the school could benefit from the community outreach programme?

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27. Are the skills taught in community outreach programme relevant to the needs of the people in these villages?

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28. If not relevant, what skills could be better?

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29. Do you think that the equipment used in the workshop can be used in a village setting?

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30. Do you think the school is the best place to serve as a centre for the outreach programmes?

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31. Please give any recommendations on how the outreach programme could be run better.

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**QUESTIONNAIRE FOR INSTRUCTORS:**

1. Name of Instructor \_\_\_\_\_
  
2. List the subjects that were offered through the COP and show the number of starters and completers in each subject.

Subject	1977			1980			1981		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Start									
Complete									
Start									
Complete									
Start									
Complete									
Start									
Complete									

3. Show all the participants currently enrolled in all subjects by sex in 1982.

Subject	Male	Female	Total

4. What is the most effective way of promoting people's participation in the programme?

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5. Was the equipment supplied for the community outreach programme sufficient (if no please specify)

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6. Is any new equipment required (if so please specify)

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7. Is there any equipment which in your view is too sophisticated for the centre (if yes please indicate)

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8. How are working materials supplied/available at the centre (if not please give reason)

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9. After completion of the course, will the learners be able to get his own tools/materials to continue with the skill they learnt? (if no please give reasons)

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10. Do you think that the course offered so far are relevant to the daily and immediate needs of the participants? (If so, please suggest others which could be more relevant).

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11. Where did you obtain the training for the course you teach and what level of proficiency did you attain?

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12. Do you receive any payment for giving instruction or some in-kind remuneration?

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13. What actually prompted you to offer this service to your community?

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14. What products have been made by the participants?

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15. Are the products sold or taken home by the participants?

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16. Can these products be made on a larger scale for marketing purposes?

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17. Would a central marketing system be useful?

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18. Mention any products which could be made through the centre and which will be easy to market. (Viable economic activities).

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19. Which social groups would undertake what activity mentioned above?

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STUDY OF THE COMMUNITY OUTREACH PROGRAMME

Questionnaire for Participants

1. What skills have you learned at the Centre?

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2. What other skills would you like to learn?

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3. For how long did you attend the course?

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4. Did you complete the course?

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5. If you did not complete the course, why?

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6. What problems did you face at the centre?

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7. How could these problems be solved?

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8. Has the course affected your daily life?

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9. If so, in what ways?

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10. In deciding on what courses were to be offered at the Centre, were you consulted?

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11. Why did you enrol in the programme?

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12. How are you using the skills you learnt?

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13. Was the programme of relevance to your daily life? If not explain.

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THE "DIVERSIFICATION" PROGRAMME - TFSRP PHASE I AND II.

It has been impossible to find out why and how the schools involved in the TFSRP programmes were selected, but due to the localisation of the schools selected one can deduce that children from all over Lesotho should have a fair chance of getting introduced to technical subjects.

The following districts were selected for the Phase I schools:  
Butha-Buthe, Leribe, Maseru, Mohale's Hoek and Qacha's Nek.

The following schools were selected:

Butha-Buthe High School. (Butha-Buthe)

Probable reason: location plus reputation.

Sacred Heart High School: (Leribe)

Probable reasons: as above (+ Br. Lavigne)

Holy Names High School: (Leribe)

Probable reasons: location close to the foot-hills plus reputation.

Lesotho High School: (Maseru)

Probable reasons. Being located in the capital, it was thought that this school could act as a 'seed-bed' for the diversification from the academic interest usually found in secondary and high schools in Maseru.

St. Stephen's High School: (Mohale's Hoek)

Probable reasons: as for Butha-Buthe.

Mohale's Hoek Secondary School was probably not chosen because St. Stephen's High School had a "higher rank".

Eagle's Peak High School: (Qacha's Nek)

Probable reasons: as for Butha-Buthe.

Comments:

It seems to be obvious that the schools were not completely involved in their selection and furthermore - that the schools did not understand the implications. Any agreement with the schools seems to have been done only orally - resulting in that the schools "misunderstood" the consequences of what had been "agreed" upon.

The selection of schools for the Phase II schools seems to have been done following the same criteria.

Hotse High School: (Leribe)

Probable reason: as for Leostho High School.

St. Agnes High School: (Teyateyaneng)

Probable reason: as for Butha-Buthe High School.

Christ the King School: (Roma)

Probable reasons: In addition to being located in the foot-hills, this school has close connection with N.U.L.

This factor may have been the decisive one in the choice between Christ the King High School and Bishop Allard Vocational School, located not far from Roma.

Bereng High School: (Mafeteng)

Why this school was chosen is a mystery.

Masentle High School is located in Mafeteng and was one of the first, if not the first, to introduce technically oriented subjects (woodwork) and had - already at the time when Bereng High School was chosen achieved very good results.

Masitise High School: (Quthing)

Probable reasons: As for Butha-Buthe High School.

Paray Secondary School: (Thaba-Tseka)

As the mountain areas, necessarily, had to be included in the TFSRP support programme, and as Paray S.S. was located close to the new township the school was - at that time - a logical choice.

The development of Thaba-Tseka and what may be more easily be achieved there than at Paray do, however, justify a reconsideration of whether Paray S.S. should be the final choice or not.

St. James Secondary School: (Mokhotlong)

Probable reasons: As for Butha-Buthe.

Points to be considered:

There has been no formal written agreement between the schools chosen and the Ministry of Education in connection with the Diversification programme.

The authorities, responsible for the specific schools chosen were not fully aware of the implications.

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The problems of accommodation for and proper use of teachers for technical subjects were either not understood or not taken into consideration.

26/11/79

K. Schonning-Andrea'ssen

COMMUNITY TRAINING AND EMPLOYMENT ASSOCIATIONS (C.T.E.A)I. Objectives :

1. To give rural residents an opportunity to obtain basic work skills and management training.
2. To assist unemployed and under-employed rural adults and youth to gain an income while undergoing on-the-job training within a Production Unit.
3. To develop community based training and production geared towards self-sufficiency and expansion. These community based C.T.E.A's would be managed by a Central Administrative Body.
4. To establish community initiated commercial services for the community via production units of the C.T.E.A's.
5. To increase the rural people's non-agricultural work skills while increasing their earning capacity and incomes.

II. Needs :

1. There is a need of additional local rural services and local rural material production to satisfy the community needs.
2. Needed are training opportunities in the non-agricultural skills for the rural adults and the out-of-school youths.
3. A need to develop a pool of skilled manpower assisting the rural residents towards self-employment and some home improvement.

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III. Possible Types of Activities for C.T.E.A.s

A list of training and employment projects which could be set-up by the C.T.E.A.s are :

1. Building :

e.g. a team of men trained in building skills could constitute a mobile group which could be placed in charge of assistance to a school building programme. On the other hand the C.T.E.A. could train a team of men and act as a contractor etc.

2. Carpentry :

For private and commercial needs.

3. Garages :

For vehicles and general equipment maintenance.

4. Light Engineering And Assembly :

e.g. steel structures, sheet metal work pumps, ox-carts, water tanks, gates and fencing, electronics assembly, bicycles, frames and doors.

5. Retailing :

e.g. building materials and hardware, pharmaceutical and herbal products, bottle stores etc.

6. Brick making and concrete products.

7. Garment Manufacture :

e.g. this could possibly be linked to a central agency responsible for bulk buying, machine cutting and making school uniforms.

8. Dyeing and reprinting of textiles
9. Book printing
10. Brewing
11. Tanning and leather goods
12. Hotel and restaurants
13. Machine knitting
14. Forestry and nursery
15. Production and assembly of farm machineries.
16. Stone cutting and rock crushing
17. Transport contracting
18. Dairy or rabbit raising
19. Bakeries
20. Canning and food processing

iv. Proposed C.T.E.A.

- a) One attached to a vocational school upgraded as proposed in this project. This C.T.E.A. could become an opportunity to give practical experience to the trainees at the Community Skill Centre.
- b) One attached to a secondary school with the diversification programme.
- c) One unattached located in a community with no skill centre or Secondary Diversified school but having a real need of skill training for its residents and a shortage of services.

v. Administration

1. Co-ordinator at the Project Office :

He co-ordinates the activities of the C.T.E.A.'s and administers the grant system. A salary is budgeted for this person by the Project.



2. Advisory Board :

This board would advise the project and the co-ordinator regarding the activities of the C.T.E.A.s and on the application of the grant system. The membership would consist of :

- co-ordinator of C.T.E.A.'s
- G.O.L. representative preferably (C.P.D.O /Ministry of Education)
- 1 member from the Parastatal Organisations
- 3 members from the C.T.E.A.s

Note: All the members are unpaid Participants.

3. C.T.E.A.s' Managers or Directors :

They manage the C.T.E.A.'s activities and staff as an independent enterprise but under the co-ordination of the Project's co-ordinator. During the initial period they are paid with the grant assistance from the project, but later should be independently paid by the C.T.E.A. No salaries are budgeted for these managers.

4. Resource Personnel :

Since the activities of each C.T.E.A. will vary in nature according to the local needs we are not planning or budgeting for permanent specialist personnel but for resource personnel who could assist for a specific need.

Types of Resource Personnel :

- a) Initiators to analyse the actual needs and possibilities of a C.T.E.A. This is the present C.T.E.A stage.
- b) Resource personnel for specific areas of development i.e. Bako Tannery, garage etc usually employed at the following stages.

- i) analysis of the actual situation

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- ii) preparation of project i.e. listing of equipment; listing training needs etc.
- iii) implementation of the above stages would be of a month to three months in duration. For each project, each C.T.E.A. could therefore have from 5 months to 15 months of resource personnel assistance.

b. Grant System :

The project would co-ordinate a grant system provided to the C.T.E.A. during their initial years of operation. Normally after three years a C.T.E.A. should have reached a stage of self-sufficiency. The project would then administer the grant system for new C.T.E.A.s or special new projects introduced by the C.T.E.A.s.

Costs :

The estimated costs of setting up a C.T.E.A are as follows :

		(thousand Rands)
a) building	=	R 40.0
b) equipment	=	R 20.0
c) supplies	=	R 10.0
d) wages	=	R 70.0
e) misc + opening costs	=	R 10.0
<hr/>		
TOTAL	=	R 150.0 thousand per C.T.E.A (initial cost)

Projected 3 C.T.E.A.s

3 x 150.0 thousand = R 450.0 thousand

- it is estimated that each C.T.E.A. would average approximately to 2 projects per annum.
- three C.T.E.A.s would therefore introduce projects in a similar way as follows :

TIMETABLE	C	T	E	A
Year I Projects	2	2	2	
Year II Projects	I	I	I	
Year III Projects	2	2	2	
3 years total No of Projects =	5	5	5	
Year IV Year V Self sufficient	C.T.E.A Projects			

- each C.T.E.A would average over three years 5 projects. Each Project taking an average of 6 months of resource personnel.
- each C.T.E.A. would receive some grant starter money or seed money to begin its projects which have to become self sufficient within three years.

#### Cost Per C.T.E.A

Resource personnel average of 6 months per project at R2,000 per month or R12,000 per project.

Resource Personnel Costs for 3 C.T.E.A.s

Year 1	6 Projects	=	R72.0 thousand
Year 2	3 Projects	=	R36.0 thousand
Year 3	6 Projects	=	R72.0 thousand
Total costs Resource Personnel		=	R180.0 thousand








Capital - Grant or Seed Money in Thousand Rands 3 C.T.E.A.s

(Based on C.T.E.A cost of R150 thousand seed money additional to the initial grant).

C.T.E.A.	YEAR I	II	III	IV	V
A	R.80.0	R50.0	R20.0	Nil	Nil
B	R80.0	R50.0	R20.0	Nil	Nil
C	R80.0	R50.0	R20.0	Nil	Nil
Totals	R240.0	R150.0	R60.0	Nil	Nil
GRAND TOTAL :		R450.0			

Summary of Costs :

I. Capital	=	R450.0 thousand
2. Seed money	=	R450.0 thousand
Total	=	<u>R900.0 thousand</u>

1. BERENG	Agriculture		In Form A
	Home Economics		
	Typing		
	Woodwork		
	Technical Drawing		
2. BUTHA-BUTHE	Metal work		Not included
	Agriculture		
	Home Economics		
	Metal Work		
	Technical Drawing		
3. HOLY NAMES	Woodwork		All up to C
	Typing		
	Agriculture		
	Needlework		
	Technical Drawing		
4. MASITISE	Woodwork		Not included
	Cookery		
	Metal Work		
	Home Economics		
	Typing		
5. SACRED HEART	Woodwork		All up to C
	Development Studies		
	Metal Work		
	Technical Drawing		
	Typing		
6. ST; STEPHENS	Woodwork		All up to C
	Development Studies		
	Woodwork		
	Agriculture		
	Home Economics		
	Metal Work		Not included
	Technical Drawing		
	Metal Work		
	Technical Drawing		

A6

Suggested administration structure for the Community Outreach Programme :

