

**PREPARATORY SURVEY REPORT
ON
PROJECT FOR THE CONSTRUCTION
OF NEW SECONDARY SCHOOLS AND UPGRADING
OF FACILITIES AT EXISTING SECONDARY SCHOOLS
IN
THE KINGDOM OF LESOTHO**

May 2011

JAPAN INTERNATIONAL COOPERATION AGENCY

FUKUNAGA ARCHITECTS-ENGINEERS

HDD
JR
11-027

PREFACE

Japan International Cooperation Agency (JICA) decided to conduct the preparatory survey and entrusted the survey to Fukunaga Architects and Engineers.

The survey team held a series of discussions with the concerned officials of the Government of Lesotho, and conducted field investigations. As a result of further studies in Japan, the present report was finalized.

I hope that this report will contribute to the promotion of the project and to the enhancement of friendly relations between our two countries.

Finally, I wish to express my sincere appreciation to the officials concerned of the Government of Lesotho for the close cooperation they extended to the survey team.

May 2011

Nobuko Kayashima
Director General
Human Development Department
Japan International Cooperation Agency

Summary

Summary

1. Country Overview

The Kingdom of Lesotho (“Lesotho”) is an independent constituted monarchy, located inside the Republic of South Africa (“South Africa”). It has an area of approximately 30,000 km² and is predominantly highlands, 1,000 to 3,480 meters above sea level. Lesotho has a continental climate with large daily and annual ranges of temperature. The population of Lesotho is approximately 2.06 million (2009). The largest age group is between 15 and 19 years old, which forms 12.4% of the total population. The population under 20 years old forms 50.7% (Lesotho National Census 2006). The number of the urban population is increasing, forming 22.8% of the total population, which is a 5.9% increase from the 1996 census. The estimated number of HIV positive adults (15-49 years old) in Lesotho is approximately 260,000 (2007, UNAIDS) - one in four adults are affected. It is the third most HIV affected country in the world. As a result, a very large number of children have become orphans. 14% of secondary students are complete orphans and 30% of secondary students are either maternal or paternal orphans.

In the industrial structure of Lesotho, the Primary Industry Sector contributes 7.2%, the Secondary Industry Sector 34.8%, and the Tertiary Industry Sector 58% of the total GDP of 1,750 million US Dollars. (WB, 2009) The majority of Basotho live in the rural areas, engaged in agriculture and stock-raising, living from subsistence farming. GNI per head is 1,060 US Dollars (Low-middle income country), but there is a large gap of income among the people: 43% of Basotho live under the poverty line (income less than 1.25US Dollars per day) and 60% of the rural population live under the poverty line.

In Lesotho, the Lesotho Highland Water Project, which included construction of a water dam for exporting water and electricity to South Africa, created a significant 8.1 percent economic growth between 2006 and 2007. However, growth dropped to 2.1 percent in 2008-09 due to the global financial crisis (WB 2010). The total amount of exports in 2008 was 760 million US\$ (equivalent to 47% of GDP), while the total of imports was 1,800 million US\$ (equivalent to 111% of GDP). Imports significantly exceed exports.

The local currency, the Maloti, is linked to the South African rand and thus the country is directly affected by the South African economy. Lesotho depends heavily on revenue from the customs pool of the South African Customs Union (SACU - Botswana, Swaziland, Namibia, South Africa and Lesotho). This has been the largest source of the revenue of the Government of Lesotho. In 2009, 60% of the government budget was funded from SACU revenue. (Central Bank of Lesotho, CBL 2009), which totalled 4,900 million maloti, It has been estimated that the Government of Lesotho’s 2010 revenues from SACU have been halved to approximately 2,162 million maloti.

2. Background and Overview of the Requested Project

The Government of Lesotho introduced the Poverty Reduction Strategy Plan (PRSP) 2004/05-2006/07, which was further extended to 2008. This continuing plan has been extended into a five-year National Development Plan (NDP) for 2012/13-2016/17, which is expected to be in place for the fiscal year 2012/13.

Free Primary Education (FPE) was introduced in 2000, based on the policy of the PRSP, to ensure that all children have access to, and will complete a quality primary and secondary education. Based on the PRSP, the Ministry of Education and Training (MoET) formulated the Educational Sector Strategic Plan (ESSP2005-2015) and is currently constructing secondary schools in rural and densely populated areas. The numerical goals to 2015 are to achieve 100 percent transition from primary education to secondary education (73.1 percent in 2009), 90 percent transition from junior secondary to senior secondary education (75.3 percent in 2009), 85 percent gross enrollment rate (47.7 percent in 2009), and 50 percent net enrollment rate (31.5 percent in 2009).

The enrollment of secondary schools in Lesotho has been on the rise since around 2007 when the first cohorts under the FPE program advanced to secondary schools. The MoET is urgently increasing the number of approved schools, including combined schools (secondary schools at primary school facilities). Secondary school enrollment was 113,562 in 2009, which was 14,000 more than the initial projections in the Medium Term Education Sector Plan 2009-2012 (MTESP). Consequently, classrooms will still be in short supply even if the target for classroom construction is achieved.

In August 2009, the Government of the Kingdom of Lesotho requested Grant Aid from the Government of Japan for the construction of new secondary schools and the upgrading of facilities at existing secondary schools.

3. Summary of the Study Results and Content of the Project

In response to the request, The Government of Japan decided to conduct a preparatory survey for the project. The Japan International Cooperation Agency (JICA) dispatched a study team between 28 March and 25 April, 2010, to examine the background of the request, the contents and the implementation system of the requested project, educational policy, and management and maintenance capacity. As a result of the survey, the necessity and relevance of the Project was confirmed. Because many of the requested schools are in rural areas, the survey included examination of whether the construction can be carried out as grant aid for community empowerment. It was concluded that it can be performed as such, although not all the initially requested sites are included in the Project. A draft survey result was created based on further study in Japan, and a team presented a draft report to the Government of Lesotho between 2 and 12 December, 2010. As a result, the outline design and this report

were formulated by May 2011. This project is to be implemented with funds from Grant Aid for Community Empowerment (GACE). The aim of the project is maximum use of local resources and materials. The design of the work is based on modifications to the local standard school design.

The project includes construction of six new secondary schools and the addition of facilities at six existing schools, at 12 sites in seven districts (Buhta-Buthe, Leribe, Berea, Maseru, Mafeteng, Mohale's Hoek, and Thaba-Theka) whose relevance were confirmed based on the request from the Government of Lesotho. The components of each of the new secondary schools include 10 classrooms, a science laboratory, an administration block, toilet blocks, teachers' duplexes and school furniture. For upgrading of existing schools, a science laboratory and new classrooms will be built, and an administration block, toilet blocks, and teachers' duplexes also will be built when necessary.

	Component	Number of buildings	Area (m ²)	Room area, etc.
Construction of 6 new schools: N1. Ha Belo, N2 Khoru, N3 Ha Sechele, N4 Nltakeng, N5 Sehlabeng, N6 Rabolets				
Administration and Science building	Administration	1	294.40	
	Science			
Classroom buildings	2 classrooms	1	640.00	
	4 classroom	2		
	Male & Female latrines	2	95.22	
	Teachers' duplexes	2	212.00	
Total per school		8	1,241.62	
Total new schools		48	7,449.72	
Additions at 6 existing schools:				
E1 Lekokoaneng, E2 Linareng, E3 St. Theresa				
Total per school		8	1,241.62	
Total 3 schools		24	3,724.86	
E4 St. Theresa & E6 Laghetto				
	4 classroom building	1	256.00	
	Science laboratory	1	117.00	
	Male & Female latrine	2	95.22	
	Teachers' duplexes	2	212.00	
Total per school		6	680.22	
Total 2 schools		12	1,360.44	
E5 Fusi				
Classroom buildings	4 classrooms	1	256.00	
	3 classrooms	1	192.00	
	Science laboratory	1	117.00	
	Teachers' duplex	2	212.00	
Total per school		5	777.00	
Total existing schools		41	5,862.30	
Services				
Water & Electricity		1 set	For 11 sites without WASA, water supply will be equipped with reservoir and elevated water tank.	
Water tanks		1 set		
Footway & Storm water drain		1 set		
Furniture				
Classroom furniture			40 students' desks & chairs and teacher's desk & chair / class	
Science laboratory furniture			40 students' stools and teacher's desk & chair	
Administration furniture			4 Administration desks, 8 tables for staff room and total 27 chairs (2 types).	
Project total		89	13,312.02 m ²	

4. Procurement Schedule

The project period totals 24 months. Procurement will be carried out by the Agent (Japan International Cooperation System) after an Agent Agreement is granted by the Government of Lesotho. A Japanese architectural consultant will be engaged by JICS for contract administration and technical supervision. The required period for tender procurement, leading to exchange of contracts between JICS and contractors, will be 6 months, and the planned construction period will be 17 months.

				Year		2011												2012												2013						
				Month		4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7			
Procurement						← Tender →												← Contract Administration →																		
First Batch	Construction Work	8 sites 12 months/site	14 months	Winter																																
Second Batch	Construction Work	4 sites 12 months/site	13 months													Rairy Season																				
Third Batch	Procurement of Furniture	1st lot Manufacture & Delivery	5 months																									1st lot								
		2nd lot Manufacture & Delivery	5 months																																	

5. Project Evaluations

(1) Adequateness of the project

This Project for the Construction of New Secondary Schools and Upgrading of Facilities at Existing Secondary Schools will contribute to one of the national educational plans of the Government of Lesotho, which is to ensure that all children have access to, and complete, basic and secondary education. The project also aims to contribute to the Educational Sector’s development plan for the construction of classrooms, so that children in both dense urban areas and rural areas will benefit directly from the project.

Once completed, each government school will receive maintenance fees from MoET. Newly constructed facilities will not involve high day-to-day ongoing maintenance expenses, and it is our opinion that each school board will be able to cope with management and maintenance expenses.

(2) Project evaluation

1) Quantitative effect

- Construction of six new secondary schools in four districts will enable the schooling of 2,400 new students (construction of 60 classrooms).
- After construction of 45 new classrooms at six existing secondary schools in three districts, the total of 64 classrooms will enable the schooling of 2,560 students.

	2010	2018
Number of students at new schools in the project	0	2,400
Number of students at existing schools in the project	1,309	2,560

2) Qualitative effect

- Opportunities for access to quality education will be strengthened by the construction of classrooms in urban combined schools and rural secondary schools which urgently need additional space, and also by the construction of new schools in rural areas that have a shortage of secondary facilities.
- Recruitment of teachers to rural areas will be enhanced by the construction of teachers' houses.
- Access to quality education will be enhanced by the construction of necessary school facilities such as the administration blocks, and also by the science laboratories which are needed for the teaching of a compulsory subject in the secondary and high school curricula.

LESOTHO
Project for the Construction of New Secondary Schools and
Upgrading of Facilities at Existing Secondary Schools
Preparatory Survey Report

CONTENTS

Preface

Summary

Contents

Location Map / Perspective

List of Figures & Tables

Abbreviations

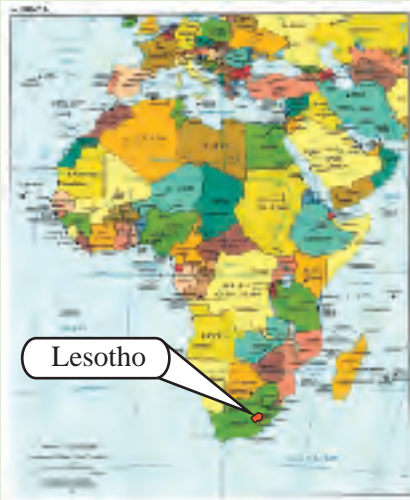
1	Background of the Project.....	1
1-1	Outline of the Project.....	1
1-2	Environmental and Social Considerations	3
2	Contents of the Project.....	5
2-1	Basic Concept of the Project	5
2-2	Outline Design	6
2-2-1	Design Policy.....	6
2-2-1-1	The project concept and rationale.....	6
2-2-1-2	Environmental considerations	7
2-2-1-3	Socio-economic considerations	7
2-2-1-4	Construction situation in Lesotho.....	8
2-2-1-5	Procurement.....	8
2-2-1-6	Management and maintenance after handover	10
2-2-1-7	Quality control of works	10
2-2-1-8	Implementation Schedule	11
2-2-2	Basic plan for outline design.....	12
2-2-2-1	Policy on Facilities Planning - demand for new classrooms	12
2-2-2-2	Policy on Determining Facilities	13
2-2-2-3	Contents and scale of facilities.....	15
2-2-2-4	Standard Specification and suggestions for changes for this project.....	18
2-2-2-5	Architectural plans.....	19
2-2-3	Outline Design Drawings	33
2-2-4	Implementation Plan	34
2-2-4-1	Implementation Policy	34
2-2-4-2	Implementation Conditions - Considerations related to procurement	36
2-2-4-3	Scope of Works.....	38
2-2-4-4	Tender Plan.....	41

2-2-4-5 Quality Control Plan	46
2-2-4-6 Materials and Labour Procurement Plan	47
2-2-4-7 Instruction Plan for Initial and Regular Operation	47
2-2-4-8 Soft Component Plan	48
2-2-4-9 Implementation Schedule	48
2-3 Obligations of Recipient Country	50
2-4 Project Operation Plan	51
2-5 Project Cost Estimation	52
2-5-1 Initial Cost Estimation	52
2-5-2 Operation and Maintenance Cost	53
3 Contents of the Project	55
3-1 Pre-conditions of the project	55
3-2 Conditions & Necessary actions by the Government of Lesotho	55
3-3 Other conditions	56
3-4 Project Evaluation	56
3-4-1 Relevance	56
3-4-2 Effectiveness	56

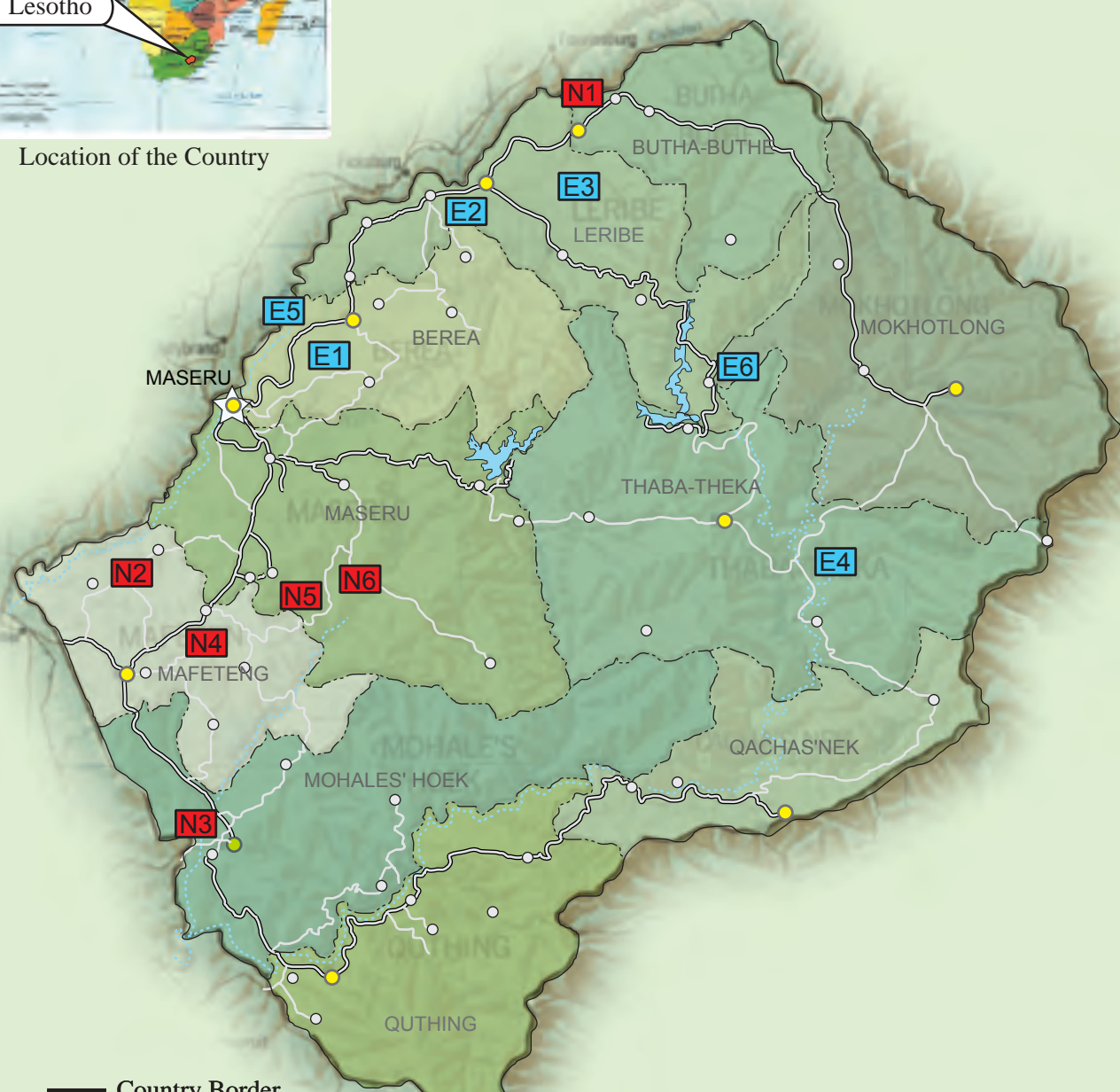
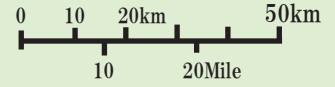
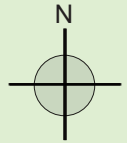
Annex

1. Member List of the Study Team
2. Study Schedule
3. List of Parties Concerned in Lesotho
4. Minutes of Discussions
5. Other Relevant Data
6. Drawings
7. Certificate of Allocation of Land

LOCATION MAP



Location of the Country



- Country Border
- - - District Border
- ☆ Capital City
- District Capital
- Town
- Road
- River

Construction of New schools			Upgrading of Facilities		
	Name of Site	District		Name of School	District
N1	Ha Belo	Butha-Buthe	E1	Lekokoaneng S.S	Berea
N2	Khoro	Mafeteng	E2	Linareng S.S.	Leribe
N3	Ha Sechele	Mohale's Hoek	E3	St. Margaret S.S.	Leribe
N4	Nlthakeng	Mafeteng	E4	St. Theresa H.S.	Thabe-Theka
N5	Sehlabeng	Maseru	E5	Fusi S.S.	Berea
N6	Raboletsi	Maseru	E6	Laghetto H.S.	Leribe

Perspective illustration of school buildings



List of tables

Table 1	Project Sites and Districts.....	2
Table 2	Registered Construction Companies in Lesotho	8
Table 3	Work to be Performed and Responsible Parties (draft)	10
Table 4	Furniture Specifications.....	11
Table 5	Necessity of Secondary School Construction based on Expected Number of Students in the Neighborhood Area.....	12
Table 6	Necessity of High School Construction based on Expected Number of Students of Existing Schools subject to Upgrading	13
Table 7	Floor Areas.....	15
Table 8	Outline of ground conditions at project sites.....	22
Table 9	List of Electric Installation Work.....	23
Table 10	Required Water Volume Per Day at a New School.....	29
Table 11	Finishing of Each Room	32
Table 12	Scope of Works.....	38
Table 13	Machinery and Equipment to be Provided by Recipient Country	40
Table 14	Priority of site and facility components	
Table 15	Furniture to be supplied.....	44
Table 16	Quality Control.....	47
Table 17	Supply of Materials	47
Table 18	Project Implementation Schedule.....	49
Table 19	Number of Teachers and Estimated Salaries Required for the Project	53
Table 20	Summary of Works borne by Lesotho Government	52
Table 21	Building Maintenance Costs	54

List of figures

Figure 1	Conceptual Diagram of Responsibilities for Electric Installation Work.....	24
Figure 2	Overview of Electric Work in the Project (within dotted red line).....	24
Figure 3	Water Supply system on site	29
Figure 4	Black Water and Grey Water Treatment Plan	30
Figure 5	Project implementation structure	34

ABBREVIATIONS AND ACRONYMS

ACL	Anglican Church of Lesotho
AfDB	African Development Bank
AME	African Methodist Episcopal
BS	British Standard
BOS	Bureau of Statistics
COSC	Cambridge Overseas School Certificate
DEO	District Education Office
DEP	Diploma in Primary Education
DTE	Diploma in Technology Education
DTEP	Distance Teacher Education Program
ECCD	Early Childhood Care and Development
EFA	Education for All
EFU	Education Facilities Unit
EMIS	Education Management Information System
E/N	Exchange of Notes
ESSP	Education Sector Strategic Plan
FPE	Free Primary Education
FTI	Fast Track Initiative
G/A	Grant Agreement
GER	Gross Enrolment Ratio
GOL	Government of Lesotho
IMF	International Monetary Fund
JC	Junior Certificate
JICA	Japan International Cooperation Agency
LCE	Lesotho College of Education
LEC	Lesotho Electricity Company
LEC	Lesotho Evangelical Church
LETC	Lesotho Distance Teaching Centre
LP	Lesotho Polytechnic
MoET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
NER	Net Enrolment Ratio
NUL	National University of Lesotho
OVC	Orphans and Vulnerable Children
PSCU	Project Support and Coordination Unit
PSLE	Primary School Leaving Examination
PU	Procurement Unit
RCM	Roman Catholic Church
RWS	Rural Water Supply
SABS	South African Bureau of Standard
SCU	School Construction Unit
STC	Secondary Teachers Certificate
TVET	Technical and Vocational Education and Training
VAT	Value-Added Tax
WASA	Water and Sewerage Authority
WB	World Bank

Chapter 1

1 Background of the Project

1-1 Outline of the Project

In response to the request from the Government of Lesotho, Japan dispatched a study team in April 2010 to examine the background of the request, the contents and implementation system of the requested project, educational policy, and management and maintenance capacity. As a result of the survey, the necessity and relevance of the Project was confirmed. Because many of the requested schools are in rural areas, the survey included examination of whether the construction can be carried out as grant aid for community empowerment. It was concluded that it can be performed as such, although not all the initially requested sites are included in the Project. As a result, it was decided that an outline design and a project plan be formulated by May 2011.

(1) Original request from the Government of Lesotho.

Construction of 11 new schools and construction of additional classrooms at 11 existing schools

(2) Revised request.

The revised request was received in January 2010 through JICA South Africa Office. In April 2010, the revised request was confirmed as below:

Construction of 8 new schools and construction of additional classrooms at 8 existing schools.

MoET explained that priority was given to rural areas and to church funded schools which are short of funding. The survey team conducted site visits to all 16 sites, and 12 sites, which matched the selection criteria as agreed with the MOET, were nominated for Japan's Grant Aid Project. A preliminary budget was estimated, and during the 2nd survey visit in 2010, the scope of work was agreed with MOET.

(3) Project overview.

Of the 12 sites in seven districts (Buhta-Buthe, Leribe, Berea, Maseru, Mafeteng, Mohale's Hoek, and Thaba-Theka) whose relevance were confirmed based on the request from the Government of Lesotho, six sites were selected for the construction of new secondary schools and another six were selected for the upgrading of existing schools.

1) Existing schools

All 6 of the existing schools that will have upgraded facilities are church funded schools. The additions to three of the six schools will include the same components as at the new secondary schools, since they are combined schools, and have no permanent existing secondary school facilities. The 2 schools in the mountain area began taking Form D students from 2010, and the project aims to improve access to senior secondary education by the provision of new classrooms for these high schools.

2) New schools

Four new schools will be constructed in Lowland areas and 2 new schools in Foothill areas. The aim is to provide schools for communities which do not have secondary schools in the area, or to areas which have a serious shortage of classrooms.

3) Facilities and equipment

The new schools will be provided with classrooms (10), a science laboratory, an administration block, toilet blocks, teachers' duplexes and school furniture.

- Classrooms: 105 classrooms, 31 buildings
- Science laboratories: 12 classrooms
- Administration Blocks: 9
- Toilet blocks: 22 blocks
- Teachers' duplexes: 24 houses
- Furniture: 1 set in each regular classroom, science laboratory, administration block

Table 1 Project Sites and Districts

Name of site		District		Components	
Existing schools	Lekokoaneng S.S.	Berea	Lowlands	10 classrooms, Science laboratory, Administration, Toilet blocks, Teachers' duplex, Educational furniture	Total 45 Classrooms (and 6 Science laboratories)
	Linareng S.S.	Leribe	Lowlands		
	St. Margaret S.S.	Leribe	Foothills		
	St. Theresa H.S.	Thaba Tseka	Mountain	4 classrooms, Science laboratory, Toilet blocks, Teachers' duplex, Educational furniture	
	Fusi S.S.	Berea	Lowlands	7 classrooms, Science laboratory, Teachers' duplex, Educational furniture	
	Lagetto H.S.	Leribe	Mountain	4 classrooms, Science laboratory, Toilet blocks, Teachers' duplex, Educational furniture	
New Schools	Ha Belo	Butha-Butha	Lowlands	10 classrooms, Science laboratory, Administration, Toilet blocks, Teachers' duplex, Educational furniture	Total 60 Classrooms (and 6 Science laboratories)
	Khorro	Mafeteng	Lowlands		
	Ha Sechele	Mohale's Hoek	Lowlands	10 classrooms, Science laboratory, Administration, Toilet blocks, Teachers' duplex, Educational furniture	
	Nlthakeng	Mafeteng	Lowlands	Administration, Toilet blocks, Teachers' duplex, Educational furniture	
	Sehlabeng	Maseru	Foothills		
	Raboletsi	Maseru	Foothills		
				total	105 classrooms

4) Components for existing schools

New facilities will be provided at existing schools which have a shortage of facilities. Additions to 3 schools will be the same components as at the new secondary schools, and the other 3 schools will be provided with a new science laboratory, the required number of new classrooms, and teachers' duplexes. An administration block, and toilet blocks will also be built where necessary.

1-2 Environmental and Social Considerations

The Project is for the construction and upgrading of secondary schools and has no adverse effect or impact on the environment or society. With no need for major land reclamation, it does not cause any major change to the natural environment.

The project complies with laws and regulations and standards related to environmental and social considerations provided by the Government of Lesotho and considerations are given to the health and safety of humans through air, water, soil, waste, accidents, water use, climate change, and ecosystems. Also no forced resettlement is conducted.

(1) Acts, regulations and guidelines

Building regulations and Acts in Lesotho are as follows:

- Planning Standard 1990
- Building Control Act 1995
- Building Control Regulations 1999
- Environment Act 2001
- Environment Act 2008
- Guidelines for Environmental Impact Assessment 2009

It is necessary to obtain building permission for the project from the department of Land Survey and Physical Planning (LSPP under the Ministry of Local Government and Chieftdomship). The MoET will be responsible for handling this matter. LSPP will assess the applications for all of the project sites, which are located in rural areas, not inside the city of Maseru or the city of Leribe. Required documents for application for planning permission are: location map, drawings, and land allocation certificates. The EFU will be responsible for the submission, and the MoET will pay the application fee which is 0.1% of the estimated building cost. After planning permission is granted, the EFU will submit applications for building permits. Once the Building permits are granted, the construction will commence.

(2) Environment Act

The National Environment Secreteriat (NES) was responsible for assessing the environmental impacts of building development of more than 500 square meters, based on the Environmental Act 2001. After the new Environmental Act was enacted in 2008, NES became the Department of the Environment (DoE), and became the responsible department for Environmental Impact Assessment (EIA). The survey team believes that this project does not

require submission of a Project Brief, Environment Assessment Report or Strategic Environment assessment based on clause 19, Part A of the First Schedule of the Environment Act 2008.

This project has little impact on the environment and the location of pit latrines have been decided with care for neighbouring areas and water sources. However, it is recommended that the MoET consult with the DoE on this matter prior to submission of the planning application to LSPP. DoE is entitled to recommend the MoET to submit the Project Brief. After the assessment of the Project Brief, if the DoE requires the Environmental Assessment Report, MoET should handle this matter promptly to meet the commencement of the construction of the secondary schools, with all the associating fees borne by the MoET.

Chapter 2

2 Contents of the Project

2-1 Basic Concept of the Project

The Government of Lesotho introduced Free Primary Education (FPE) in 2000, based on the policy stated in the overall national plan, the Poverty Reduction Strategy (PRSP), to ensure that all children have access to and complete basic and secondary education. Based on the PRSP the Ministry of Education and Training (MoET) formulated the Educational Sector Strategic Plan (ESSP2005-2015) and is currently constructing secondary schools in rural and densely populated areas.

The numerical goals until 2015 are to achieve 100 percent transition from primary education to secondary education (73.1 percent in 2009), 90 percent transition from junior secondary to senior secondary education (75.3 percent in 2009), 85 percent gross enrollment rate (47.7 percent in 2009), and 50 percent net enrollment rate (31.5 percent in 2009).

The Lesotho Education Act 2010 approved by parliament in March 2010 stipulates that primary education became compulsory. Thus, enrollment in primary schools and enrollment demand for secondary education are expected to further increase. Although the Government of Lesotho continues to build secondary schools by itself, the cooperation of development partners is indispensable.

Enrollment of secondary schools in Lesotho has been on the rise since around 2007 when the first cohorts under the FPE program advanced to secondary schools. The MoET is urgently increasing the number of approved schools, including combined schools (secondary schools at primary school facilities).

The Government of Lesotho requested the Government of Japan to construct new secondary schools and upgrade facilities at existing secondary schools with inadequate conditions. The Project for the Construction of New Secondary School and Upgrading of Facilities at Existing Secondary Schools (hereinafter referred as “the Project”) is for the provision of school facilities for 7 districts in Lesotho, which is in line with the national strategy of PRSP, to increase access to and completion of quality basic education.

2-2 Outline Design

2-2-1 Design Policy

2-2-1-1 The project concept and rationale

Below are the Criteria for site and component selection.

(1) Preconditions

A field survey was conducted on 16 sites based on the request by the MoET. The preconditions listed below were agreed prior to the site survey for the provision of the project.

- Sufficient enrollment demand.
- Confirmation in writing of land ownership and/or Certificate of Land Allocation.
- No redundancy of facilities upgrading by other governments, donors or NGOs at the subject schools.
- No factor that hinders construction and construction supervision in relation to the landscape, geology, access or area size of the sites.

(2) Criteria for site selection and re-evaluation of priority for this project

- Enrollment demand for two classes of Form A (FA) in the year of completion (2013) for construction of new schools.
- Shortage of classrooms for the expected number of students in 2017 at existing schools.
- Number of existing primary schools in 5km radius, and the number of expected new entrants from these primary schools: The estimation was based on the target rate of 82 percent of transition from primary school Standard 7 to secondary school Form A, and the target remaining rate of 31 percent from FA-FE in 2012 which was stated in the MTESP2007-12.
- Evaluate accessibility for construction and for supervision

(3) Criteria for component selection

The facilities components agreed with the MoET based on the field survey are as shown in the Minutes of Discussions in the Appendix. In later analysis in Japan, the team examined consistency with the overall plan, the curriculum of secondary education in Lesotho, and the effectiveness of the upgrading of facilities that are in shortage at existing schools. Some of the components were excluded from the Project if their consistency and effectiveness were not confirmed.

2-2-1-2 Environmental considerations

(1) Climate

Lesotho has a continental climate with highlands situated at 1,000 to 3,480 meters above sea level. The locations of the 12 Project sites vary from densely populated city areas to rural areas, many of which are located in areas with severe climate conditions. Access roads to some sites are flooded in the rainy season and measures against snow coverage and strong winds are needed in mountain areas.

(2) Geology and ground conditions

Lesotho is situated in a stable continental block. No earthquake tremors have been recorded or are predicted. Many of the 12 project sites are located on gently sloping land, with rocky ground. On 6 sites, surface rock was viewed. Geotechnical surveys were conducted on the other 6 sites, where the ground was considered to be somewhat soft. At the majority of test holes, rocky sub-ground was encountered close to the surface. At test holes where no base-rock was found, dynamic cone penetrator tests and examination of soils in a laboratory were conducted. The expected maximum and minimum bearing pressures which were calculated from the DCP tests are shown, below, in '2-2-2-5'. In our opinion, soil test results suggest that we can continue to use the standard form of foundations, which were modified for Japan's 2007 Grant Aid Project. Classroom will be located on hard areas of ground, and latrines will be located on softer parts of the sites, to assist their operation. Final decisions about the location of buildings will be taken on site prior to the commencement of construction.

2-2-1-3 Socio-economic considerations

The local currency, the maloti, is linked with the South African rand and thus the country is directly affected by the South African economy. Although the inflation rate in 2008 marked a record high of 9.6 percent due to the impact of facilities construction for the 2010 FIFA World Cup in South Africa, the rate is currently stable as 3.3 percent.

Gasoline prices were raised in April 2010. With a 50 cent reduction in June, fuel price is currently 7.20-7.80 maloti a litre (Zone1-4). There are project sites that take more than six hours to travel to from Maseru, and the access roads to the sites have many unpaved sections. Thus, some leeway in time and budget needs to be allowed in planning construction and supervision.

2-2-1-4 Construction situation in Lesotho

(1) Labor conditions: supply of labour

Engineers and construction supervisors are generally based in urban areas and skilled workers are available only in Maseru. It is difficult to find such workers in rural areas. Non-skilled workers can be found where district capitals and around the sites. Construction companies utilize their human resources network to hire both skilled and non-skilled workers.

(2) Construction of educational facilities

Construction of primary school classrooms is planned from 2010 to 2013 (April 2010 to March 2013) with the EFA-FTI Catalytic Fund. Because the scope of works at secondary schools is larger than that of primary schools, construction companies that will be considered for the project will differ from those of the primary school project.

(3) Construction materials

Industrial goods are mainly imported and are generally available in such cities as Maseru. Concrete aggregate and water can be obtained around the sites.

(4) Adjudicator for construction contracts and Lawyer for other disputes

The adjudicator system has been used in school construction contracts in Lesotho. The adjudicators who are nominated and agreed on by both parties serve as mediators in case of a dispute between the client and the contractor. The system protects companies without resources sufficient enough to file a lawsuit and effectively reduces the cost and time for lawsuits. The system will be adopted in this Project for work contracts. However, lawyers will be also hired to handle problems not related to the work contracts.

2-2-1-5 Procurement

(1) Qualification of construction companies for the Project

Construction companies in Lesotho are classified by the Ministry of Public Works. Tenders for publicly financed civil works are normally restricted according to this classification. The number of construction companies registered in Lesotho as of April 2011 is shown in the table below. (Number of category C&D builders is as of April 2010)

Table 2 Registered Construction Companies in Lesotho

Category	Limit of contractual sum per public work	Number of companies
A	More than 2,750,000 M	30
B	1,200,001 ~ 3,000,000 M	225
C	200,001 ~ 1,200,000 M	444
D	Less than 150,000 M	549
Total		1,248

Construction projects performed by other international partners do not necessary apply this classification as a qualification for bidding. In this project, construction companies'

qualifications to tender will be established and examined together with their offering price, regardless of their category. Consequently, the number of potential bidders will be enlarged.

In principle, a National Competitive Bidding process (NCB) will be conducted for this project, open only to Lesotho nationals: construction companies will be selected based on the qualification of their past average sales and past works, regardless of their classification category.

- Qualification of builders will be evaluated at opening of bids.
- The minimum average annual volume of construction net current commitments of the successful Bidder will be 1.5million maloti. (For the last 3 years)
- Experience in works of similar nature and size during the past 3 years.
- The essential equipment to be made available for the contract by the successful bidder will be, one 7-tons truck, one 190/250 liter concrete mixer, one 25/38 Vibrator poker, one 400kg/6kw compactor, one power float, one dumpy level and staff (for survey)
- Minimum experience as a Contract manager will be 5 years (including at least 3 years as manager)
- The minimum amount of assets and/or credit facilities net of other contractual commitments of the successful bidder will be 0.5million maloti.

(2) The Agent and Architectural consultants for contract administration and technical supervision

For this project, a Japanese Agent and Japanese architectural consultants will be assigned for contract administration and technical supervision.

The Educational Facility Unit (EFU) of the MoET is generally responsible for supervision of school construction in Lesotho. The Procurement Unit (PU) is intended to procure bidding for educational facilities and the EFU is responsible for supervising construction, repair and renovation. Both units were downsized in the reorganization of 2009, and their current workload includes procurement of construction of school facilities funded by the government, AfDB projects and EFA-FTI projects.

Based on the workforce of the current EFU and analysis of the work volume of projects provided by other international partners, MoET agreed that the Japanese Agent and Japanese architectural consultants will be assigned for smooth implementation of the Project: local engineers will be sub-contracted for contract administration and technical supervision of the Project.

The table below shows the draft work category and responsible parties for actions.

Table 3 Work to be Performed and Responsible Parties

Procurement works	Action by
Contract administration and technical supervision of works	Japan International Cooperation System (JICS), Japanese architectural consultants and local contract administrators & technical supervisors
Technical supervision of works borne by the Government of Lesotho	EFU Works include: liaise with school boards to organize water and electricity supply to sites where they are applicable. Supervise water works to new reservoirs. Supervise electrical works to the new kiosks (transformer, inverter and distribution boards) and connect with drop wires. These works should be done before completion of school facilities.
Procurement advisor	PU & EFU Advise JICS & Japanese architectural consultant on the tender process and provide necessary resources. Print and distribute tender documents.
Bid evaluation	JICS evaluates bids with technical advice from Japanese architectural consultant, and reports to MoET
Inspection at Practical Completion and Final inspection	JICS, Japanese architectural consultants with attendance of EFU. EFU to issue Certificate of Practical Completion. EFU to do handover to each school after JICS handover buildings to MoET.

2-2-1-6 Management and maintenance after handover

MoET is the responsible organization for the Project. Repair and maintenance of facilities will be conducted by each school after the handover. The costs of management and maintenance will be financed by funds received for tuition, plus the repairs fund of 10,000 maloti per year supplied by MoET for government-funded schools. Schools have limited means for obtaining funds, and financial resources differ by school. Thus, construction has been planned to minimise management and maintenance costs, and to enable local labourers and distributors to perform repair and maintenance work. A simple manual on maintenance methods will be distributed at handover.

2-2-1-7 Quality control of works

Building standards and the laws and regulations of Lesotho will be applied to the design.

(1) Quality control of construction works

In principle, The Standard School Plan & Specification of the MoET will be used. Although there are minor differences in primary and secondary school construction performed by MoET and international donors, the Standard School Plan is widely used. Improvements

were made as necessary based on the functionality, economic efficiency, local characteristics, and ease of maintenance.

Materials standards will in principle be based on the current standard - South African Bureau of Standard (SABS) , with a quality appropriate for Grant Work Projects under community empowerment schemes.

(2) Specification of furniture

MoET’s Standard School furniture design has been improved during detailed design. Students’ chairs will now be stackable, and students’ tables will now be less heavy, each with a simple storage shelf under the table.

Table 4 Furniture Specifications

	Educational Furniture	Specification
Classroom	40 Single chairs & single desks for use in classroom 1 Desk & Chair for teacher	<ul style="list-style-type: none"> Chair, Secondary Standard : Frame to be steel tubing approximately 20mm square by 1.6mm thick. Seat and back panel to be molded plastic laminate. <u>For this project, leg shape to be modified to make chairs stackable.</u> Desk, Secondary Standard: Frame to be constructed of steel tubing. Desktop to be medium/high density fiberboard (MDF/HDF). <u>For this project, box under table changed to shelf to reduce weight.</u> Desk & Chair for teacher, Secondary Standard:
Science Laboratory	41 Stools	Secondary Standard: To be constructed of steel tubing and sealed medium/high density fireboard.
Administration	12 tables & 27 chairs (2 types)	<ul style="list-style-type: none"> Desk, Secondary Standard Chair with arm, Secondary Standard Chair for visitors, Secondary Standard

2-2-1-8 Implementation Schedule

(1) Construction schedule in principle

The contract construction period per site will be 12 months—10 months for actual construction work and two months for preparation and for suspension periods during the rainy season and winter. The construction period for each of the 8 sites will be staggered by one week and thus two months will be added to the first batch and one month will be added to the second batch. As a result, the overall construction period will be 14 months for the first batch and 13 months for the second batch.

(2) Detailed construction schedule

Refer to 2-2-4-10

2-2-2 Basic plan for outline design

2-2-2-1 Policy on Facilities Planning - demand for new classrooms

Prior to the outline design of facilities, the scope of works was determined for each school and a revised priority list was prepared based on the data of the school survey and educational statistical data obtained during the 2010 April survey in Lesotho.

A Grant Aid for Community Development requires weekly site visits for construction administration and technical supervision. The sites excluded were far from the District Offices, and would have required more than 3 hours driving, each way. Access road conditions were also inferior, with risk to vehicles when driving on hill and mountain roads. The expected number of enrollments at all 16 schools was examined. Some sites were excluded from the project because of the low enrolment projection. It was also determined that the degree of urgency of existing schools is higher than that of new schools because the existing schools have high enrolment numbers and insufficient facilities. The needs and relevance of assistance for each school were examined as below.

(1) Demand for new schools at requested sites

The survey team received the data of enrollment numbers of Standard 5 to 7 in primary schools within 5 kilometers radius of the target sites in 2009. Table 5 shows the result of the analysis by the survey team based on the data, and shows the expected number of students to advance to Form A in 2013. It shows that students for two classes are expected to advance to secondary school at each school. Based on the result, the relevance of the construction of new secondary schools with a standard number of classes was confirmed.

Table 5 Necessity of Secondary School Construction based on Expected Number of Students in the Neighborhood Area

	District	Site	(1) Predicted number of FA Students in 5km radius in 2013	(2) Number of schools in 5km radius	(3) Predicted number of students in the area in 2013	(4) Predicted number of classrooms in the area in 2013	(5) Classrooms number in the area in 2009	(6) Required FA classrooms in 2013	(7) Required FA classrooms in 2013
N1	Butha Buthe	Ha Belo	359	4	3,309	82.7	60	4.54	
N2	Mafeteng	Khoro	191	0					4.78
N3	Mohale's Hoek	Ha Sechele	343	4	3,364	84.1	62	4.42	
N4	Mafeteng	Nlthakeng	85	0					2.13
N5	Maseru	Sehlabeng	82	0					2.05
N6	Maseru	Raboletsi	72	0					1.80

Each school will be equipped with the standard number of classrooms for government schools (2 classrooms for each grade) regardless of the statistics shown in the table above.

(2) Demand for upgrading of facilities at existing secondary schools

The number of students in Form A to Form E students in 2017, when the schools will have students in all grades, was estimated. The required classroom numbers were used as statistical values to determine the priority order. There are 4 secondary schools and 2 high schools in the list. Although the existing schools with a small enrolment number in 2009 will require several years until the number of students reaches the enrollment capacity, the relevance of constructing high school facilities at all 6 existing schools was confirmed.

Site E1-E3 have the same components as the new school constructions, since there are no secondary facilities at these schools. 4 classrooms for Form D&E will be added to Site E4 & E6, since they started taking Form D students from 2010 and there are no classrooms for these students. Site E5 has 3 classrooms for existing students, however, the predicted number of students in 2017 suggests that the school will require the full number of high school classrooms (10 classrooms) by then, so the construction of 7 classrooms was proposed. A science laboratory will also be added to each school.

Table 6 Necessity of High School Construction based on Expected Number of Students of Existing Schools subject to Upgrading

	District	Site	(1) Number of students in 2010	(2) Predicted number of students in 2017	Statistical required number of classrooms		
					(3) = (2)÷40	(4)Exisitng standard classrooms	(5)=(3)-(4)
E1	Berea	Lekokoaneng S.S.	229	450	11.3	0	11.3
E2	Leribe	Linareng S.S.	215	410	10.25	0	10.25
E3	Leribe	St.Margaret S.S.	47	355	8.9	0	8.85
E4	Thaba-Theka	St. Theresa H.S.	400	484	12.1	8	4.1
E5	Berea	Fusi S.S.	81	390	9.75	3	6.75
E6	Leribe	Laghetto H.S.	337	476	11.9	8	3.9

2-2-2-2 Policy on Determining Facilities

(1) Preconditions for determining scale of new schools

- 1) Schools are fulltime day schools and no night classes will be provided.
 - 2) The capacity of a classroom will be 40 in accordance with the standard.
 - 3) School personnel at the opening of the schools will be allocated based on the junior secondary education curriculum.
- Teachers : 7 (teachers and science teachers)
 - Administration personnel : 4 (principal, deputy principal, accountant, secretary)

(2) Facilities included as components based on request

The facility components were determined based on discussions with the MoET and field survey. Conditions taken into consideration for the determination of facility components are consistent with the overall educational plan and curriculum of Lesotho. The effectiveness of the provision of the facilities at existing schools was also considered. Standard class hours per week at secondary school in Lesotho are 40. Some subjects are compulsory and others are elective. For new schools, the subjects that are taught by the majority of schools were used as the assumed curriculum.

- Because the weekly usage of the science laboratory is high both for secondary and high schools throughout the year, they are included in the components.
- Administration blocks and toilet blocks are included in the components unless there are usable facilities available at the existing schools.
- It is evident that teachers' duplexes were important components for recruiting principals and teachers to remote areas through Japan's Grant Aid Project in 2007. Half of the total 325 secondary school in Lesotho are not in the lowlands and are away from towns. For this project, it was confirmed that obtaining teachers' houses in villages is difficult, and the project consequently includes the construction of teachers' duplex buildings.
- As for the upgrading of existing schools, regular classrooms buildings and facilities in short supply (including science laboratory, administration block, and toilet blocks depending on each school conditions) will be constructed at six schools. In principle, the number of new classrooms to be provided will be the (usable number of classrooms) subtracted from (10 classrooms of HS standard).
- As for existing high schools where the number of classrooms exceeds the standard in junior secondary education, four classrooms for the senior secondary education (Form D & Form E) will be constructed in this project, after the school management system is confirmed.
- The construction work includes electricity work and water supply work. City water can be supplied only at one school. A new reservoir and elevated water tanks will be built at each of the remaining 11 sites. Water supply will be limited to minimum for science laboratories, teachers' duplexes and as drinking water for students. The Government of Lesotho will be responsible for the water supply work up to the new reservoir on the sites.
- Photovoltaic generation will be introduced at sites where electricity is not supplied. Photovoltaic generators will be installed for teachers' duplexes, science laboratory, and administration block only.

(3) Facilities excluded from the request

Libraries and dormitories were not included in the Project since the team could not confirm the plan that showed the schools would supply necessary books, and also because the team heard that some of the existing school dormitories had shortage of funding. In the same manner, computer rooms and libraries for existing schools were not included in the Project.

2-2-2-3 Contents and scale of facilities

Table 7 Floor Areas

	Component	Number of buildings	Area (m ²)	Room area, etc.
Construction of 6 new schools: N1. Ha Belo, N2 Khoro, N3 Ha Sechele, N4 Nltakeng, N5 Sehlabeng, N6 Raboetsi				
Administration and Science building	Administration	1	294.40	
	Science			
Classroom buildings	2 classrooms	1	640.00	
	4 classroom	2		
	Male & Female latrines	2	95.22	
	Teachers' duplexes	2	212.00	
Total per school		8	1,241.62	
Total new schools		48	7,449.72	
Additions at 6 existing schools:				
E1 Lekokoaneng, E2 Linareng, E3 St. Theresa				
Total per school		8	1,241.62	
Total 3 schools		24	3,724.86	
E4 St. Theresa & E6 Laghetto				
	4 classroom building	1	256.00	
	Science laboratory	1	117.00	
	Male & Female latrine	2	95.22	
	Teachers' duplexes	2	212.00	
Total per school		6	680.22	
Total 2 schools		12	1,360.44	
E5 Fusi				
Classroom buildings	4 classrooms	1	256.00	
	3 classrooms	1	192.00	
	Science laboratory	1	117.00	
	Teachers' duplex	2	212.00	
Total per school		5	777.00	
Total existing schools		41	5,862.30	
Services				
Water & Electricity		1 set	For 11 sites without WASA water supply will be equipped with reservoir and elevated water tank.	
Water tanks		1 set		
Footway & Storm water drain		1 set		
Furniture				
Classroom furniture			40 students' desks & chairs and teacher's desk & chair / class	
Science laboratory furniture				
Administration furniture				
Project total		89	13,312.02 m ²	

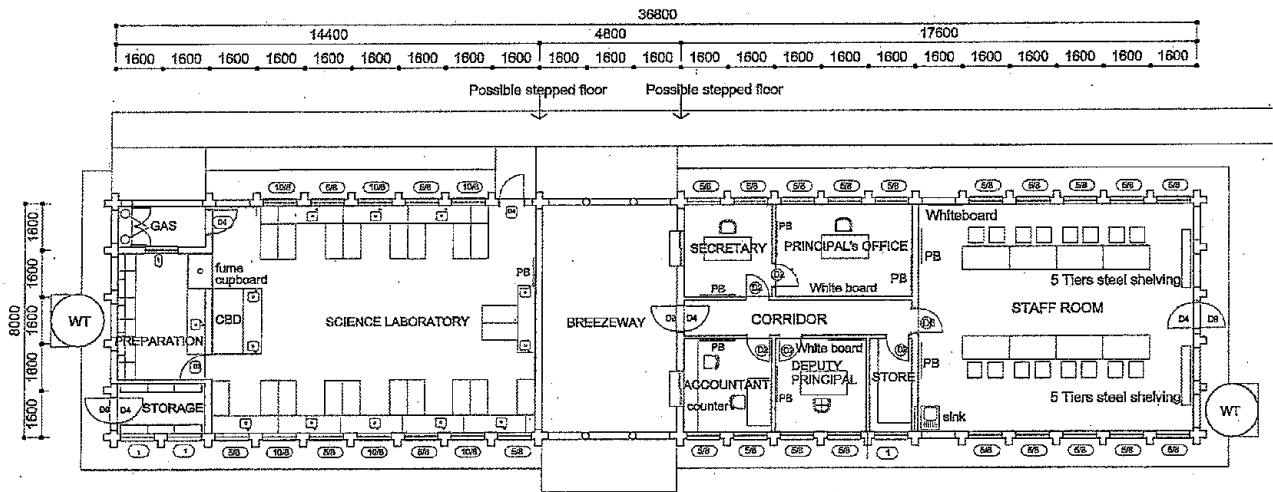


Figure 1 Administration & Science Block

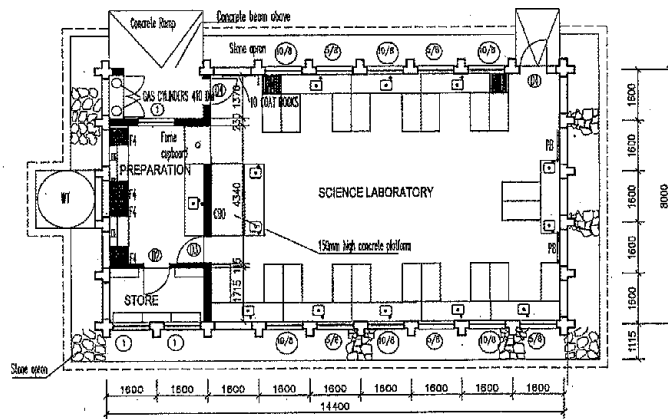
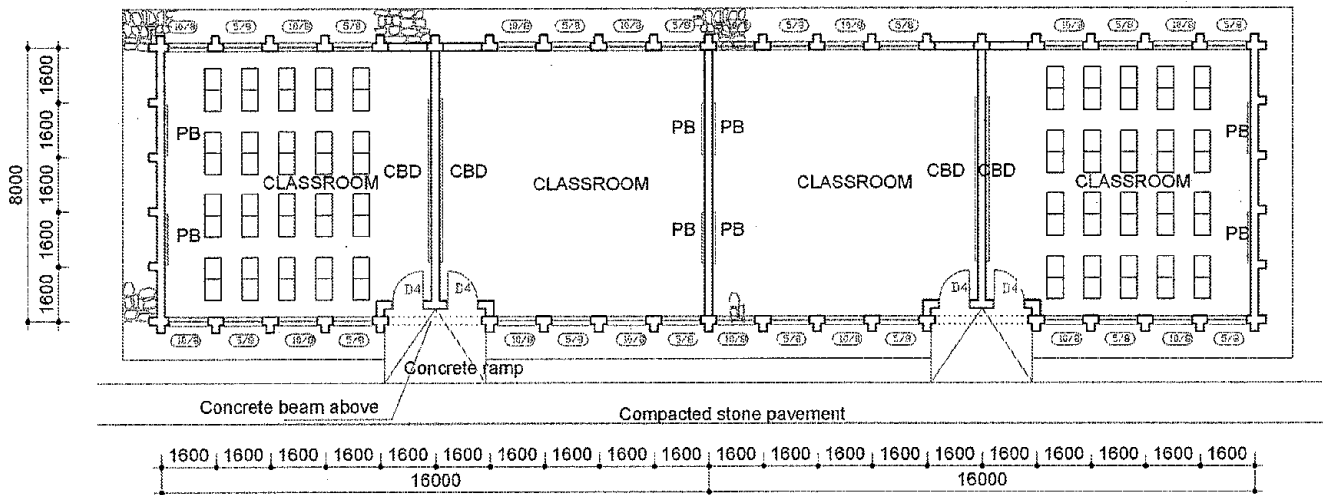
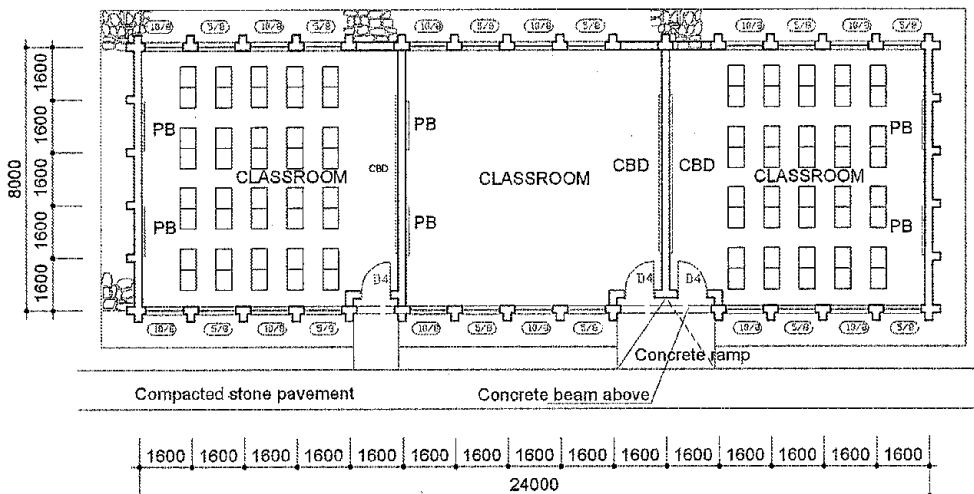


Figure 2 Science Laboratory



**Figure 3
4 Classrooms Building
3 Classrooms Building**



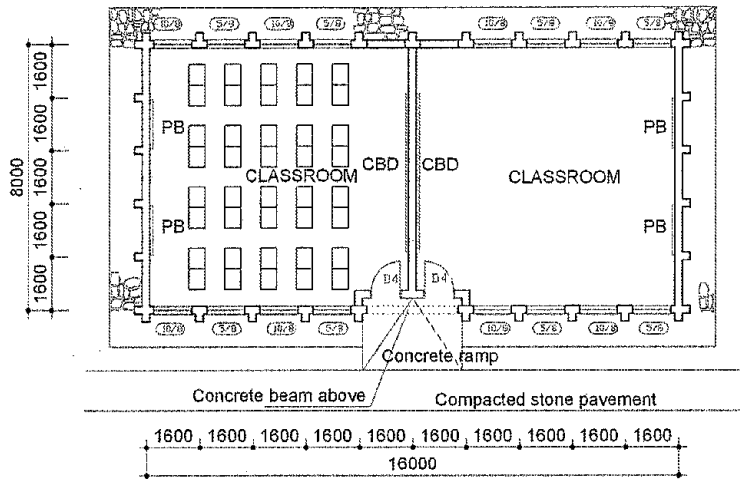


Figure 4 2 Classrooms Building

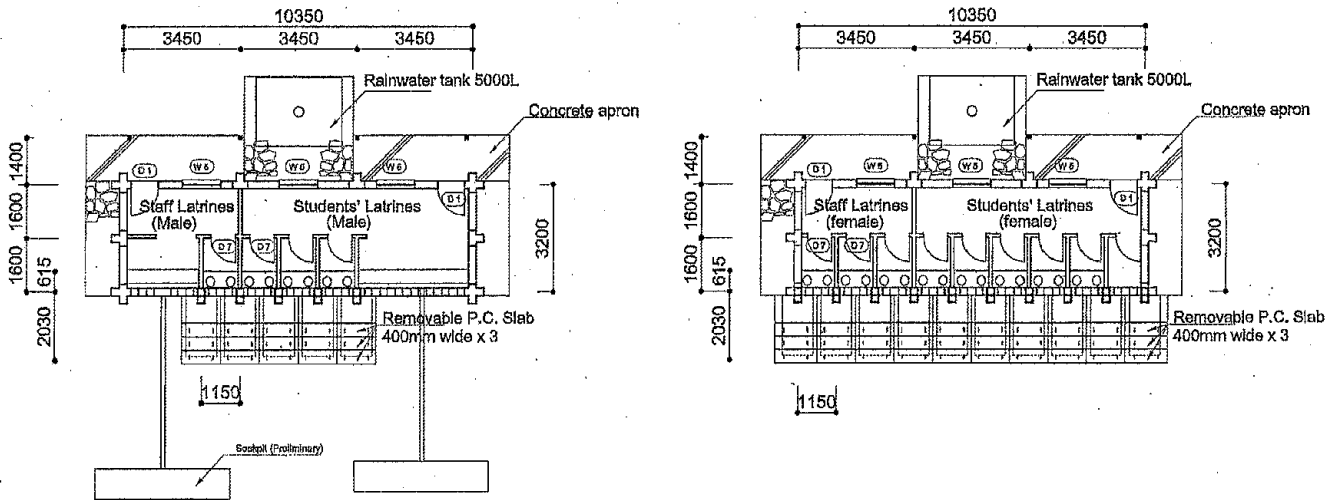


Figure 5 Improved Pit Latrine (Left: Male, Right:Female laterine)

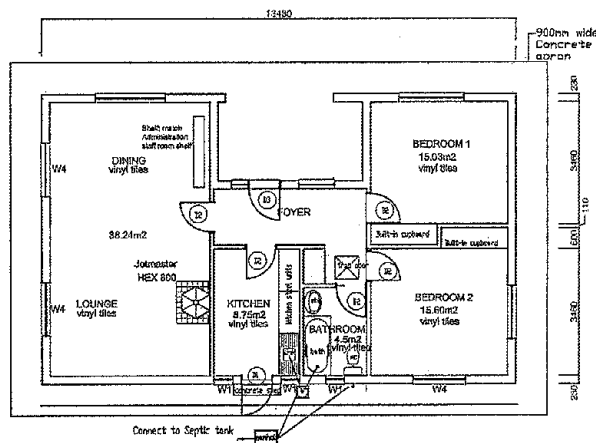


Figure 6 Teachers' Duplex

2-2-2-4 Standard Specification and suggestions for changes for this project

The MoET Standard School Plan & Specification will be used in principle. Modifications to the Standard School Plan will be limited by the construction costs, and the skills and experience of labour. Changes to accommodate the natural environmental context, to deal with issues of materials supply, construction, cost and management are described below.

- New reservoirs will be installed at 11 sites in order to maintain water supply in case of water outage.
- Rainwater tanks will be installed at administration blocks and science laboratories for agricultural practice, and at toilet blocks for hand-washing. Most existing schools have agricultural fields and the Lesotho curriculum includes elective agricultural studies.
- The timber roof trusses of the teachers' houses will be changed to match the school facilities' roof trusses. To accommodate the new span, the plan of the teachers' houses will be adjusted. The laminated timber beams which support the roof of teachers' duplexes will be changed to exposed concrete beams to reduce the construction period and cost.
- Pitch of roof purlins will be changed from 800mm to 700mm. Strong winds blow at rural sites, and it was reported that corrugated zinc steel sheet roofing has been blown off by strong winds. Although the truss roof structure in the Standard School Plan can bear the live and dead loads, the roof sheets are less strong against strong wind. The fixing method of the Sisalation420 vapor barrier under the roof was reviewed for suitability in strong wind. The vapor barrier sheet will be replaced with Factorylite which is fire-resistant insulation glasswool with $R1.92\text{m}^2\text{k/w}$ thermal resistance.
- On sites with firm ground, foundations can be less deep than the standard 1 meter in order to reduce the time of construction. The geotechnical survey showed supporting ground (bedrock) 400 to 450 millimeters below the surface at some sites. Contractors must confirm the supporting strength of the ground when excavating for foundations in order to avoid unequal settling, and must obtain the approval of the construction supervisor before making the foundations less deep than the standard 1 metre.
- Female toilet and male toilet blocks will be Ventilated Improved Pit-Latrines, partitioned between students and teachers. The width of the building will be narrow 3.2m (1.6m x 2spans) in order to cope with hilly sites. A mono-pitched roof was used to give good ventilation and water collection.
- Electric installations. (Refer to 2-2-2-6(2) 4)services)

2-2-2-5 Architectural plans

(1) Building layout on site

After confirmation of the pre-conditions described in 2-2-1-1, a layout plan for each site was produced and discussed in outline with the Government of Lesotho, to reach agreement. The basic design policies are described below.

- 1) The administration block that is the center of school management must be positioned near the approach.
- 2) Movement of teachers and students between buildings must be smooth.
- 3) Space between buildings and their direction will be determined in such a way as to enable good natural ventilation and daylighting. Buildings will be laid on east-west axis with north-facing windows for good daylighting in classrooms.
- 4) Where possible, buildings will be laid along contour lines, in order to reduce soil cutting and filling.
- 5) When site conditions contradict 2), 3), and 4), the layout will be adjusted as necessary.
- 6) Toilet blocks, septic tanks and soakaways are to be located to avoid contamination of nearby water sources.
- 7) Toilet blocks will be located near areas with soft ground for good functioning of soakaways, and classroom building will be allocated on areas with firm ground.
- 8) Teachers' duplexes will be built a certain distance from secondary school facilities in order to protect their privacy.
- 9) Reservoirs will be installed at the high points of sites in order to secure water pressure. Elevated tanks will be also built in order to secure water pressure.

The layout plan for each site prepared after the geographical and geotechnical surveys in May 2010 in consideration of issues above is attached as Appendix.

(2) Building planning

1) Planning and floor areas of buildings

The Standard School Plan will be used as the base.

a) Classroom buildings

One-storey two-classroom, three-classroom and four-classroom buildings.

b) Administration

An administration facility will be included in combined blocks with the science laboratory. The maximum capacity of the staff room is 16.

c) Science laboratory

Sinks, fixed tables, and cabinets will be provided in the laboratories, as part of construction work and each will accommodate one class of 40 students. Although the number of water faucets is in accordance with the Standard School Plan, the usable

number may sometime be less depending on the water supply to the site.

d) Toilet blocks

The three separate toilet blocks for male student, female students and teachers in the Standard School Plan were combined to provide one block each for male and female. Because many of the sites are in rural areas, Ventilated Improved Pit-Latrines were required as in the Standard School Plan. The cross-section was modified and windows are installed to give natural ventilation.

e) Teachers' duplexes

The perimeter timber beam was changed to concrete beam. The roof truss span was changed so that standard timber truss structure of school facilities can be applied. The rationalization of roof structure also works better for fire-safety, wider pitch between trusses are now big enough to avoid the chimney pipe. Teachers' duplex in the Standard School Plan has two bedrooms. 2 duplexes were planned at each site. A total of four bedrooms were planned per site.

2) Sectional design

- Ventilation of roof space must be provided for buildings with ceilings.
- The cross-section is designed to use materials economically. For example, the length of eaves will be determined by the length of the roof sheet.
- The long side elevation will have windows and the side gable will have no window. The rainwater tanks will be installed on the gable side.
- The floor level of each room will be at least 230mm (height of 1 block) from the ground and at least 150mm from the apron. Door ways will be finished to prevent rainwater entry.
- When the floor level of adjacent rooms is changed due to sloping ground, the skipped floor will be 230mm, 460mm or 690mm, whichever the closest to the contour line, so that the foundations are not unnecessarily deep and steps into rooms can be avoided.

3) Structure

For this Project, the structure of the Standard School Plan was confirmed, as follows:

a) Structural material

The structure of the Standard School Plan consists of reinforced concrete block columns and beams with stone or brick filled walls. Party wall and interior wall are built with concrete block masonry. The roof structure is a simple wood truss structure.

b) Live loads, earthquake and bearing capacity of the ground

- Wind: 120kg/m²
- Earthquake loads: none
- The bearing capacity of the ground varies with site. When excavating for foundation works, the builder and supervisor must check that the standard foundation shown in the tender documents has sufficient strength for the bearing capacity.

At 6 sites, surface rock was viewed. Geotechnical survey was conducted at the other 6 sites in May 2010. In the survey, the geotechnical characteristics of the soil were examined by drilling 2 holes per site, to check the existence of bedrock. DCP and laboratory soil test were conducted. No extremely soft ground was found, except hole 1 of Linareng Secondary, of which bearing capacity was calculated as minimum 35kpa and maximum 83kpa. Hole 2 of Linareng has good bearing capacity. As a conclusion, although careful layout of the buildings is required, generally the standard foundations shown in the tender documentation of the Japan's Grant Aid Project in 2007 are expected to be strong enough at the surveyed sites.

c) Structure

- Foundation: The result of the geotechnical survey shows that at most sites bedrock was found at 450 to 900 mm depth, or enough ground strength of sill soil at around 1000mm depth. Based on these results, foundations were designed as strip foundations, with typical depth of the base of the foundation from ground level to be 1070mm. At sites with bedrock, such as at 500mm deep, foundations can be shallower, after confirmation of a uniform depth of bedrock. Where bedrock depth varies, the weaker soil will be treated to improve strength to make the foundation depth uniform.
- Floor: Reinforced concrete floor.
- Columns and beams and span: The Standard School Plan applies.
- Roof: Classroom roof structure is based on the Standard School Plan. The toilet roof is modified to a mono-pitch and the wooden trusses will be fixed onto concrete block walls.
- Purlins: 75x50mm section and 700mm pitch. (Pitch of purlins in the Standard School Plan is 800mm)

d) Code and regulations

The Building Control Regulations of 1999 are enforced, based on the Building Control Act in 1995. Generally in this project, SABS, BS and/or Japanese standards will apply.

e) Specification

The Standard Specification of the Ministry of Public Works is part of tender documentation. Materials and quality of construction for the project generally follow this Standard Specification. A Project specific specification will be included in the Particular Specification which is also part of tender documents.

Table 8 Outline of ground conditions at project sites

E1 Lekokoaneng:		Refer to Geotechnical Investigation Report.	
		Classroom buildings shall be located close to test holes 1 and 2.	
	DCP test level	Expected Bearing Pressure:	
Hole 1	-1,500mm	Minimum 220Kpa (22.4t/m ²)	Maximum 675Kpa (68.8t/m ²)
Hole 2	-1,300mm	Minimum 120Kpa (12.2t/m ²)	Maximum 501Kpa (51t/m ²)
E2 Linareng		Refer to Geotechnical Investigation Report.	
		Elevated water tank structure and reservoir tank will be located close to test hole 1. The test result shows that the ground around test hole 1 is soft. Modification of soil may be applied with cement mix, if there is no hard ground available nearby. Classrooms will be located close to test hole 2.	
	DCP test level	Expected Bearing Pressure:	
Hole 1	-1,300mm	Minimum 35Kpa (3.5t/m ²)	Maximum 83Kpa (8.4t/m ²)
Hole 2	No DCP Done	Rock Bed encountered at -400mm.	
E3 St. Margaret		Refer to Geotechnical Investigation Report.	
		Staff houses will be built close to test hole 1. Classrooms will be built close to test hole 2.	
Hole 1	No DCP Done	Rock Bed encountered at -770mm.	
Hole 2	No DCP Done	Rock Bed encountered at -1300mm.	
E4 St Theresa		No geotechnical survey was conducted.	
		Contractors shall check the ground condition prior to construction and obtain the approval of the supervisor for the foundation depth.	
E5 Fusi		No geotechnical survey was conducted.	
		Contractors shall check the ground condition prior to construction and obtain the approval of the supervisor for the foundation depth.	
E6 Laghetto		No geotechnical survey was conducted.	
		Contractors shall check the ground condition prior to construction and obtain the approval of the supervisor for the foundation depth.	
N1 Ha Belo		No geotechnical survey was conducted.	
		Contractors shall check the ground condition prior to construction and obtain the approval of the supervisor for the foundation depth.	
N2 Khoro		No geotechnical survey was conducted.	
		Contractors shall check the ground condition prior to construction and obtain the approval of the supervisor for the foundation depth.	
N3 Ha Sechele		Refer to Geotechnical Investigation Report.	
		Classrooms will be built close to test hole 1.	
	DCP test level	Expected Bearing Pressure:	
Hole 1	-1,300mm	Minimum 500Kpa (50.9t/m ²)	Maximum 674Kpa (68.7t/m ²)
Hole 2	No DCP Done	Rock Bed encountered at -300mm.	
N4 Nlthakeng		Refer to Geotechnical Investigation Report.	
		Staff houses will be built close to test hole 1. Classrooms will be built close to test hole 2.	
	DCP test level	Expected Bearing Pressure:	
Hole 1	-1,300mm	Minimum 150Kpa (15.3t/m ²)	Maximum 1025Kpa (104.5t/m ²)
Hole 2	No DCP Done	Rock Bed encountered at -940mm.	
N5 Sehlabeng		No geotechnical survey was conducted.	
		Contractors shall check the ground condition prior to construction and obtain the approval of the supervisor for the foundation depth.	
N6 Raboetsi		Refer to Geotechnical Investigation Report.	
		Toilet blocks will be built close to test hole 1. Classrooms will be built close to test hole 2.	
	DCP test level	Expected Bearing Pressure:	
Hole 1	-1,500mm	Minimum 285Kpa (29t/m ²)	Maximum 674Kpa (68.7t/m ²)
Hole 2	-1,500mm		

4) Services

a) Electricity

a)-1 Design of electric installations will be in accordance with site conditions

- Areas where electric supply is available: In principle, works inside sites will be included in the Project Work, excluding the work performed by the Government of Lesotho. Lighting installation work, outlet installation work, and 2nd kiosk installation work and wiring between buildings will be conducted in the Project.
- Areas where electric supply is not available: The science laboratories, administration blocks and teachers' duplexes will be equipped with photovoltaic generation systems, light fittings and power outlet installation work. When elevated water tanks are required for water supply, photovoltaic generation units for pumps will be also installed. Although empty duct installation for lighting (light fittings are not included) and outlet work in the wall (Installation of blind panels are included) is performed for future electrification of classroom buildings, power is not supplied for classrooms. (shown in ● in the table.)

Table 9 List of Electric Installation Work

Site	Availability of national grid power supply	Classrooms	Science & Admin Combined block	Science	Houses X 2			Water pump
		Light fittings & Power	Light fittings & Power	Light fittings & Power	Light fittings & Power	Geyser	Solar Water Heater	
E1:Lekokoaneng	Yes	○	○		○	○		○
E2:Linareng	Yes	○	○		○	○		○
E3:St.Margaret	No	●	○ (PV)		○ (PV)		○	○ (PV)
E4: St.Theresa	No	●		○ (PV)	○ (PV)		○	○ (PV)
E5: Fusi	No	●		○ (PV)	○ (PV)		○	○ (PV)
E6:Laghetto	No	●		○ (PV)	○ (PV)		○	○ (PV)
N1: Ha Belo	Yes	○	○		○	○		WASA
N2:Khorro	No	●	○ (PV)		○ (PV)		○	○ (PV)
N3:Ha Sechele	No	●	○ (PV)		○ (PV)		○	○ (PV)
N4:Ntlhakeng	Yes	○	○		○	○		○
N5:Sehlabeng	No	●	○ (PV)		○ (PV)		○	○ (PV)
N6:Raboletsi	No	●	○ (PV)		○ (PV)		○	○ (PV)

Wiring between buildings is included in the electric installation work in areas where electric supply is available.

a)-2 Electric installation work for areas with grid power supply

At Nlthakeng, Ha Belo, Lekokoaneng Secondary School, and Linareng Secondary School, power supply is available from existing power lines in the front road or on site. A new drop-wire needs to be installed from the existing power line. The Government of Lesotho will be responsible for installation of the drop-wire and new kiosks (transformers, inverters and distribution panels) at the boundaries of the sites. The conceptual chart is shown below.

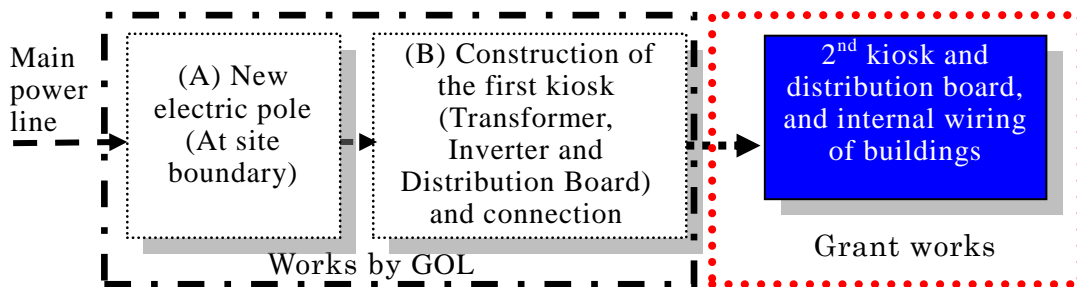


Figure 7 Conceptual Diagram of Responsibilities for Electric Installation Work

In areas where electric supply is available, electric installation work after the first kiosk will be supplied in the Works of the Grant Aid Project. The electricity will be supplied to the second kiosk, which distributes the power to each school building via LEC standard buried cables. Teachers' duplexes will also have power supply. The watt-hour meter will be installed at the second kiosk and at teachers' duplexes. A Circuit breaker must be provided to each distribution board to prevent the impact of overloading and leakage.

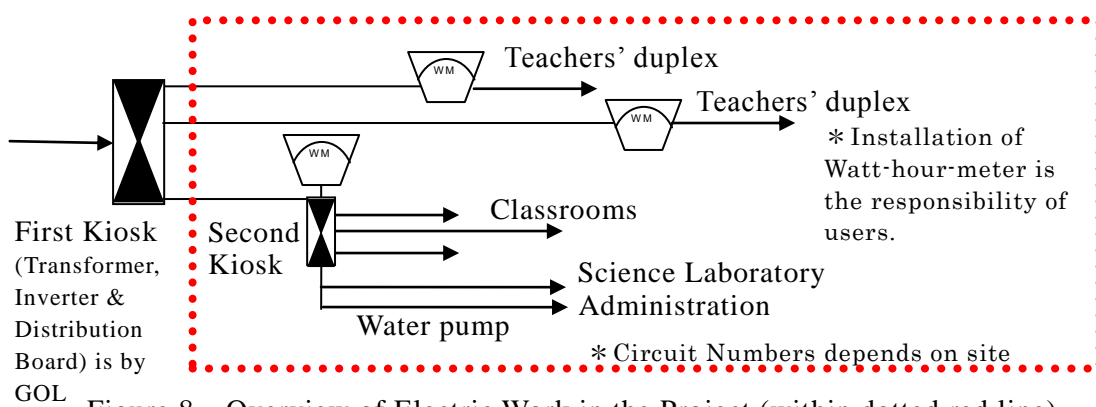


Figure 8 Overview of Electric Work in the Project (within dotted red line)

- In principle, the standard light fittings of the Standard School Plan (fluorescent lighting) will be used.
- Power will be supplied to water pump attached to reservoir, via LEC standard buried cables.

a)-3 Photovoltaic generation in areas without grid power supply

Photovoltaic generators will be installed at sites where electric supply is not available. These are: St.Margaret, St. Theresa, Fusi, Laghetto, Khoro, Ha Sechele, Sehlabeng, Raboletsi. The PV systems required at each site vary, depend on the building types and water pumping systems.

- Installation to be done by a certified PV installer under the Ministry of Natural Resources (MNR), who has experience in installing Photovoltaic Systems. PV installer to be subcontracted by the Contractors.
- To check the eligibility of the PV installer, proof of qualifications and experience shall be submitted to the Japanese consultants, for the Project Manager’s approval, before the signing of the contract between PV installer and contractor.
- Specification of installation of Photovoltaic systems will be in accordance with “*PV Installation Code of Practice*”.
- Number of light fittings and power points have been reduced from the Standard School Plan to accommodate PV systems.
- It is essential that users understand that the amount of power is limited when PV is used as the power source: if several items of electrical equipment are used, requiring a large ampere, the battery bank may run out of electricity and the inverter may be damaged. The table below shows the amount of equipment that may be used at the same time, depending on the number of PV panels.

a)-3-1 Teachers’ duplex

Photovoltaic panels equivalent to SANYO HIT2000, control box, inverter 1.5kv (1500w), and rechargeable batteries.

	Standard School Plan		Power supply with PV system	Hours	wh	
Light fittings	Ceiling downlight	8	8	40w×8=320w	5h	1600
	Exterior light	1	1			
Power 15amp	Living & Dining	4		Radio 80w	1h	80
	2 Bedrooms	4		Computer150w	2h	300
	Entry	1		Printer 40w	0.5h	20
	Kitchen	3		Modem 20w	2h	40
Power 45amp	Kitchen	1		No electric cooker allowed / Gas refrigerator to be used (owner to provide)		
				Kitchen fan 150w	1h	150
Geyser	Bath	0			0	
PV System total						2190

*Solar Water Heater will be used for hot water supply. (No geyser)

Photovoltaic Generation required at a teachers' house

$2190\text{wh} \div 4\text{h}$ (Average daylight for Photovoltaic Generation* 4.0 hours) = 547.5W

Required total electricity generation

547.5×1.15 (Loss of PV panels)=630W < Required number of panels: 200w×4panels

a)-3-2 Administration and science laboratory combined block

Photovoltaic panels equivalent to SANYO HIT2000, control box, inverter 3.5kv (3500w), and rechargeable batteries. The lighting and power of the science laboratory and breeze way will also be supplied from the power source.

Administration						
	Standard School Plan		Power supply with PV system		Hours	Wh
Light	Ceiling Fluorescent	20	12	$36w \times 2 \times 12 = 864w$	2h	1728
	Storage	1	1	$36w \times 2 \times 1 = 72W$	0.25h	18
	Exterior light	4	1	$36w \times 1 \times 1 = 36w$	2h	72
Power15amp	Secretary	2		Copying machine1500W	0.5h	750
	Principal	4		Computer 150w	2h	300
	Account	2		Printer 40w	0.2h	8
	Deputy Principal	2		Modem 20w	8h	160
	Staff room	5		Computer 150w	2h	300

Minimum required WH 3336

Breezeway Ceiling Fluorescent 3 Minimum required WH 432

Science Laboratory

	Standard School Plan		Power supply with PV system		Hours	Wh
Light fittings	Ceiling Fluorescent	6	6	$36w \times 2 \times 6 = 432w$	1h	432
	light in storage	1	1	$36w \times 2 \times 1 = 72w$	0.75h	54
Power15amp		7		Equipment		200
				Minimum required WH		686

Photovoltaic Generation required at a combined Administration & Science block

$$3336 + 432 + 686 = 4454Wh$$

$$4454wh \div 4h \text{ (Average daylight for Photovoltaic Generation* 4.0 hours)} = 1114W$$

Required total electricity generation

$$1114 \times 1.15 \text{ (Loss of PV panels)} = 1280W < \underline{\text{Required number of panels: } 200w \times 6 \text{ panels}}$$

a)-3-3 Science laboratory

Fusi S.S., St. Theresa H.S., and Laghetto H.S. are existing schools and do not require construction of new administration blocks: A photovoltaic panel equivalent to SANYO HIT2000, control box, inverter 1.5kv (1500w), and rechargeable batteries.

Photovoltaic Generation required at Science block

$$686wh \div 4h \text{ (Average daylight for Photovoltaic Generation* 4.0 hours)} = 171.5W$$

Required total electricity generation

$$171.5 \times 1.15 \text{ (Loss of PV panels)} = 197W < \underline{\text{Required number of panels: } 200w \times 1 \text{ panels}}$$

a)-3-4 Solar pumps

Details are in specification.

Photovoltaic panels and associated systems to be installed to pump water to elevated water tank from the reservoir (water receiving tank on site).

b) Water supply and sewerage treatment

b)-1 Water supply

In this Project, (A) water supply to the sites is the responsibility of the Government of Lesotho, and (B) water supply within sites including the installation of a new reservoir is included in the construction works by the Grant Aid Project.

New sites and existing schools are generally far from main roads and water supply. City water supplied by the Water and Sewerage Authority (WASA) is available to only one site. On most sites, it was confirmed that only a small water supply is available at the Rural Water Supply (RWS) tap or from bore water. The issues are: (i) the water supply volume of RWS is small, (ii) RWS water is often available only for limited hours, and (iii) communal water is owned by the village and schools cannot insist on supply. Thus, water receiving tanks (reservoirs) will be constructed on sites as a component of the Project. Installation of elevated water tanks will also be necessary to control water pressure.

(A) Water supply by the Government of Lesotho

- **Ha Belo: The Government of Lesotho should supply WASA water to the site and install main valves and water meter at the boundary.** After the water-meter for the school facilities, pipe works inside the site are included in the Construction Works of the Grant Aid Project. No reservoirs will be installed on this site.
- **Linareng, St. Margaret, St. Theresa, Laghetto, Khoro, Sehlabeng, Rabolets:** According to community interviews, both the volume and hours of water supply are limited. Thus, a new reservoir will be installed on the site. Installation of a new reservoir and pipe works from the tank to buildings is included in the Construction Works of the Grant Aid Project. **The Government of Lesotho is responsible for RWS water supply to the sites including works up to the new reservoir, pipe works from RWS water source, pumping up, and securing water pressure.**
- **Lekokoaneng, Fusi, Ha Sechele, and Nlthakeng:** The Government of Lesotho supplies water to the sites either from existing bore holes or RSW water source. **MoET and the community must examine which water source is best to use, considering the availability of water supply, work cost, maintenance cost, after consultation with the school board and the community.** Installation of a new reservoir and pipe works from the tank to buildings is included in the Construction Works of the Grant Aid Project. **The Government of Lesotho is responsible for RWS water supply to the sites including works up to the new reservoir, pipe works from RWS water source, pumping up, and securing water pressure, regardless of whether the wells are inside or outside the site.** Although the exact water volume is yet to be confirmed, they have a sufficient amount of water is available according to interviews with the local community.

(B) Installation of a new reservoir as component in the Project

Installation of water receiving tanks (reservoirs) as components of the Project

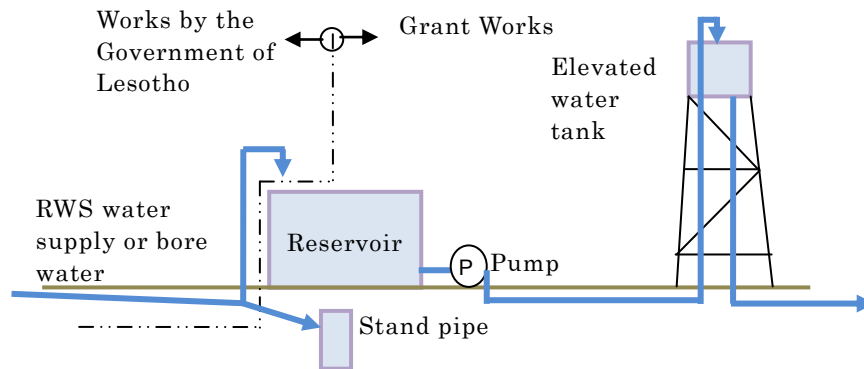


Figure 9 Water Supply system on site

b)-2 Estimated water usage

The required water volume for drinking water for 400 students and teachers, flush toilets for teachers’ duplexes, and water for the science laboratory at new schools is estimated below based on the conditions of the water sources.

- Conditions of water source:

Water supply is available for limited hours and water pressure is low because it is supplied via small-diameter (13mm) pipes that are commonly used in rural Lesotho. Thus, restriction of the output capacity is necessary.

- Size of new reservoir

The water volume per faucet is estimated to be 7.0 litres/minute (420 litres/hour).

Estimated water usage per day is shown below.

Table 10 Required Water Volume Per Day at a New School

Building type	Number of taps, etc	hour	Assumed percentage of simultaneous usage	Water usage
Science laboratory	12 taps×420ℓ	0.5 hour	40%	1,008ℓ
	1 tap ×420ℓ	1 hour	30%	126ℓ
Administration	1 tap ×420ℓ	1 hour	30%	126ℓ
Teachers’ duplex	1 Solar Water Heater×200ℓ			200ℓ
	750ℓ/day×2 houses			1,500ℓ
Total / day				2,960 ℓ

A 10,000 litres (2.35m in diameter x 2.5m in height) plastic tank will be used as the new reservoir to hold the necessary amount of water for three days. 2,000 litres (1.35m in diameter x 1.56m in height) water tanks will be used for the elevated water tank.

b)-3 Hot water supply

- Hot water will be supplied only for teachers' duplexes regardless of whether electric power is available or not.
- Hot water in areas where electric power is available will be supplied by an electric water heater (Geyser).
- Hot water in areas where electric power is not available will be supplied by solar water heaters.

b)-4 Sewerage treatments

Black and grey water is discharged into the ground via septic tanks and soakaways in Lesotho. The toilet blocks in the Standard School Plan have a dip-out system and soakaways. Wastewater from teachers' duplexes will be treated in a septic tank.

- Permeability of soil affects rainwater drainage and wastewater treatment. Surface rock was viewed at many sites, Improved Pit-Latrines toilets of the Standard School Plan will be used in the Project.
- The soakaways of male toilets, science laboratories and administration blocks will be improved in the detailed design with care for not contaminating the surrounding environment, since most of site are on rocky ground which is not permeable. The septic tank to treat wastewater discharged from teachers' duplexes will be an improved three-tank system.
- Wastewater treatment plan is based on Figure 10 below.

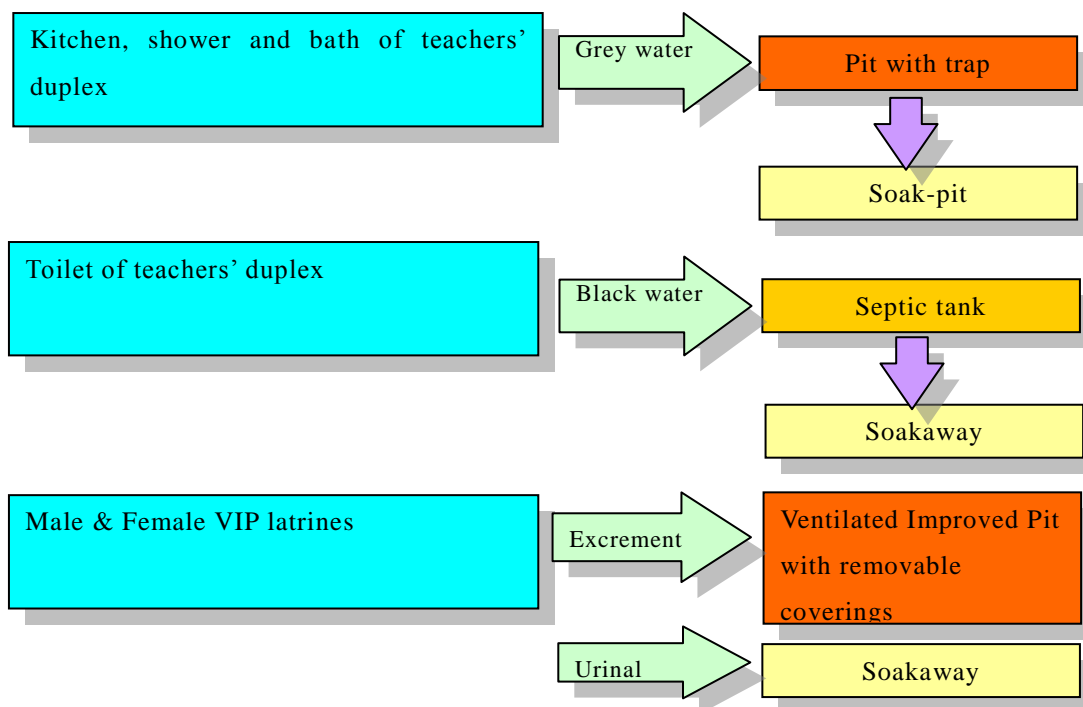


Figure 10 Black Water and Grey Water Treatment Plan

b)-5 Rainwater drainage

Rainwater collected will be used for agricultural studies or other purposes. Surplus rainwater will be drained properly from tanks. Because bedrock is near the ground surface at many sites, storm water drainage will be planned appropriately.

c) Other facilities**c)-1 Telephone**

Mobile phones are usually used and thus no land phone will be installed.

c)-2 Internet

The Internet will not be installed.

5) Building materials

All materials used in the Standard School Plan are easily obtained in Lesotho or can be imported from South Africa, except the laminated timber in the teachers' duplexes. The finishing will mainly be paint that is imported and commercially available. Finishes shown in table 11 are basically in accordance with the specifications of the Standard School Plan.

Table 11 Finishing of Each Room

		Classroom buildings	Science Laboratory	Breeze-way	Administration buildings	Toilet (Female)	Toilet (Male)	Teachers' duplex	
			Labo		Staff room			Living & Dining	
	Room size	8.0m×8.0m	11.2m×8.0m		9.6m×8.0m	10.35m×3.2m	10.35m×3.2m	4.38m×7.77m	
	Area (main room)	64m ²	89.6m ²		76.8m ²	33.1m ²	33.1m ²	34.0m ² (LD)	
	Number of occupants	40	40		16	6 Students' and 3 Teachers' toilets	3 Students' and 1 Teachers' toilet	2-5 staffs	
	Area/person	1.60m ²	2.24m ²		4.8m ²			5.0-6.2m ² (Bedroom)	
	Number of doors	1	2		2	2	2	2	
	Number of windows	8	12		10	3	3	11	
Roof truss	Timber truss, one coat universal under-coat and two of Plascon Sunglow A15-7			Same as class-rooms	Timber truss, no finish (Refer to specifications about gradings of timber)	Timber truss, one coat universal under-coat and two of Plascon Sunglow A15-7		Timber truss, no finish	
Doors	44mm thick Hardwood door, 1 coat Wood primer & 2 coats enamel paint								
Windows	Standard steel school type window, finish zinc chromate metal primer, 1 undercoat & 2 coats of alkyd enamel paint								
Finish	Exterior	Roof	0.6mm thick Corrugated iron Roof fixed on purlins. (Refer to specifications.)						
		Wall	Stone			Concrete blocks no finish		Bricks	
		Foundation wall	Stone, or concrete block under piers & partition walls			Concrete blocks with damp-proof course			
	Interior	Ceiling	No Ceiling	No Ceiling	No Ceiling	100mm Insulation on Rhinoboard Flush Jointed Ceiling, Acrylic PVA, Colour White	No Ceiling		Rhinoboard
		Wall	Fairfaced Concrete block wall, plastered and painted with "Plascon" Coral Red (A6-6)		NA	Fairfaced Concrete block wall, plastered and painted with "Plascon" Orange Cream (A10-5)	Fairfaced Concrete block wall, Cement rendered		Brick wall, painted with "Plascon" white peach (A7-1)
		Floor	Marleyflex MIF 40 Floor covering			300x300 Merley Floor tiles	Wood-float finish, no paint		300x300 Marley Floor tiles

6) Machinery and equipment plan

None

2-2-3 Outline Design Drawings

Figures below are attached as Appendix 6.

- Classroom buildings (2 classrooms)
- Classroom buildings (3 classrooms)
- Classroom buildings (4 classrooms)
- Standard classroom building section
- Building for administration and science laboratory
- Male toilet block
- Female toilet block
- Teachers' duplex

2-2-4 Implementation Plan

2-2-4-1 Implementation Policy

(1) Basic policy for project implementation

The Project will be implemented based on the Japan's Grant Aid Scheme for Community Empowerment. The Notes were exchanged (E/N) between the Government of Japan and the Government of Lesotho.

(2) Implementation/procurement Structure

The Agent will enter into an Agent Agreement with the Government of Lesotho and procure construction services and school furniture on behalf of the Government of Lesotho. Engineers from Japanese consulting firm will be the primary procurement consultant under the Agent to enhance the work supervision system. The following shows the project implementation system.

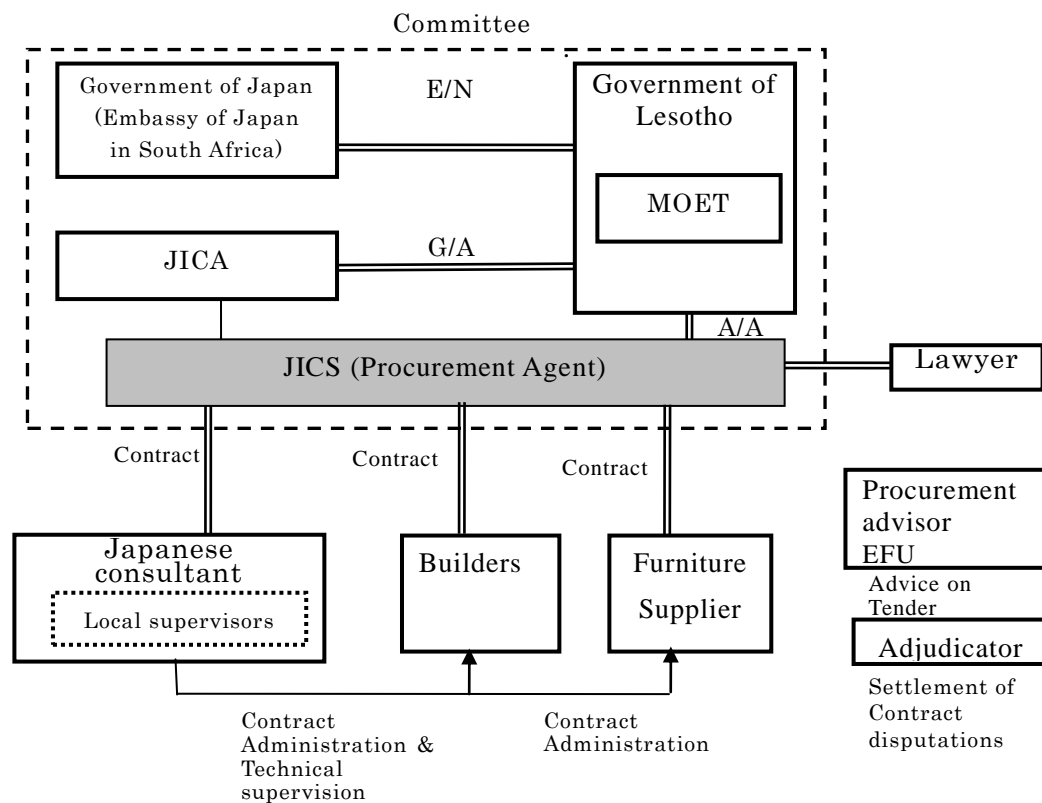


Figure 11 Project implementation structure

(3) Roles of each organization

1) Committee

After the signing of the Exchange of Note (E/N) for the Project, The committee is established. The committee is comprised of JICA and the Government of Lesotho. For the Project, JICA South Africa Office participates as member from the Japan side. The Embassy of Japan in South Africa may attend the committee, if necessity arises. Members of the committee from the Government of Lesotho side will be the Ministry of Education and Training, and if necessary, the Ministry of Finance and the Ministry of Foreign Affairs. The committee will discuss any problems regarding the implementation of the Project and rectify them. The Agent will participate in the committee as an advisor.

2) JICA

After the signing of the E/N, the Grant Agreement (G/A) is signed between JICA and the Government of Lesotho. As the primary body for the Grant, JICA will supervise the overall implementation of the Project and provide appropriate advice, etc, to the Agent on any problems that may occur while implementing the Project.

3) The Agent (JICS)

After signing the G/A with the Government of Lesotho, the Agent signs the Agent Agreement (A/A) with the Government of Lesotho to perform as the project manager on behalf of the government of Lesotho and implements tendering procedures for furniture and facilities construction. Based on the outcome of the tender, the Agent will sign a contract with each contractor, and make payment after receiving the assessments of work progress from the Japanese consultant.

4) Japanese Consultant

A Japanese architectural consulting firm recommended by JICA enters a service contract with the Agent for the Project. Acting as the main consultant, the Japanese consultant firm will conduct contract administration and technical supervision in cooperation with local engineers.

5) Construction companies

Construction companies selected by a tender process conducted by the Agent will perform construction work through a construction contract with the Agent.

6) Local engineers

The local engineers selected by the Japanese consultant will conduct contract administration and technical supervision of construction works.

2-2-4-2 Implementation Conditions - Considerations related to procurement

(1) Tender/contract

The tender for construction work will be by National Competitive Bidding, open only to Lesotho Builders. The tender for furniture procurement will be by International Competitive Bidding. The contract must be concluded before the expiration of the tender period. One bid and two copies of bids will be submitted by a bidder and the original bid will be retained by MoET.

(2) Monthly progress payments for completed construction works

For this project, payment to construction firms will be based on assessed progress of implemented works as annotated in the contract. Implemented work means construction work carried out according to the specification and the drawings, excluding materials which have not yet been used in the work.

As payment for implemented construction works and deductions of retention money must be settled within the period prescribed in the contract, the consultants must handle this matter promptly. Progress reports and monthly invoices for the implemented work should be submitted and reported to the Agent, who will, based on these reports, make payment to the contractors. However, payment upon completion will only be made after a completion inspection is conducted and passed. Retention money will be paid after one year upon passing the final inspection.

(3) Witness of EFU of MoET

The EFU will be mainly responsible for issuing notices to schools and for making arrangements with schools. It will serve as a supervisor to promote the smooth performance of work that the Government of Lesotho is responsible for. It will also attend the six assessments, below, during the period of the work.

- 1) Decisions on building locations at the beginning of work
- 2) Completion of foundation work (before refilling)
- 3) Completion of columns and ring beams
- 4) Completion of framework (roof truss assembly)
- 5) Completion inspection
- 6) Defect inspection (Final Inspection)

(4) Tax exemption

Value Added Tax (VAT) levied in the Kingdom of Lesotho will not be applied to goods or services obtained by the Contractor for the purposes of the Project. Payments by Subcontractors for goods or services required for the execution of Subcontracts will be similarly exempt provided that these are in the name of and endorsed by the Contractor. In Principle, this exemption shall apply to bulk deliveries made by suppliers to the Site.

VAT tax is reimbursed after purchase of materials and services. The tax is reimbursed monthly and the amount is the gap between the input of the company (amount of VAT received

temporarily) and the output (amount of VAT paid to the Government). However, those with tax exemption certificates may make purchases without tax. They are also able to get a reimbursement of tax after purchase if they choose to do so.

The Ministry of Finance has confirmed that firms that are sub-contractors of JICS can be subject to tax exemption, providing that the list of equipment and services, such as office rent, vehicle cost, gasoline, and office appliances, are for the purposes of Project, and are confirmed by a letter from the MoET. It is planned that a Japanese architectural firm will be assigned for contract administration and technical supervision under a service contract with the Agent (JICS).

2-2-4-3 Scope of Works

Table 12 Scope of Works

	Actions	Grant by GOJ	Obligations of GOL
1	To secure land, and/or obtain Certificate of Allocation of land.		•
2	Submission of development allocations and obtaining Construction Certificates prior to construction works, preparation of documents and payment of assessment fee of 0.1 % of construction cost to LSPP. Checking if the project requires a submission of Environmental Impact Statement and is so, preparation of report and payment of the cost to the Ministry of Environment.		•
3	Clearing and leveling of the land and demolition of existing buildings where necessary.		•
4	Construction of fence, gate and gate keeper's hut.		•
5	Construction of parking lots.		•
6	Construction of road to site		•
	Construction of road on site	•	
7	Construction of buildings	•	
8	Preparation of tender documentation, and advertisements in newspapers.	•	
9	Printing and distribution of tender documentation		•
10	Implementing tender, bid receiving and bid opening & evaluation	•	•
11	Provisional sum for contingencies*	Not Applicable	
	Variations approved by The Committee	•	
12	To provide facilities for the distribution of electricity, water supply drainage and other incidental facilities (Infrastructure)		
1) Electricity	a. Construction of distribution power line to the sites of Lekokoaneng, Linareng, Ha Belo, and Nlthakeng. (Works to be done prior to completion of school facilities)		•
	b. Construction of new kiosks (transformers, inverters and distribution boards) and drop-wires from power lines to new kiosks at sites with grid-power supply. (Works to be done prior to completion of school facilities) Sites are: Lekokoaneng, Linareng, Ha Belo, Nlthakeng		•
	c. Second distribution boards after the kiosk and wiring inside site & wiring in buildings on sites mentioned above	•	
	d. Provision of alternative electricity supply to sites without grid-power supply. (Except classrooms and toilets. Refer to 2-2-6) Sites are : St. Margaret, St. Theresa, Fusi, Laghetto, Khorro, Ha Sechele, Sehlabeng, Rabolets	•	
	e. Wiring in limited buildings on sites mentioned above	•	

2) Water	a-1. WASA water main to site. Construction of water meter on site and connection to mains. (Works to be done prior to completion of school facilities)		•
	a-2. RWS water supply to site. Connection of duct to a new reservoir. Or water supply from the existing bore hole to a new reservoir. (Works to be done prior to completion of school facilities) Lekokoaneng, Linareng, St. Margaret, St. Theresa, Fusi, Laghetto, Khorro, Nlthakeng, Ha Sechele, Sehlabeng, Rabolets		•
	b-1 Water supply system within the site	•	
	b-2 Ducting in building	•	
3) Drainage	a. City drainage	Not applicable	
	b Waste water treatment on site	•	
4) Gas Supply	a. City gas main to the site	Not applicable	
	b. Supply of Gas cylinder (Science Laboratory) (*initial installation only.)	•	
5) Telephone		Not applicable	
6) Furniture and Equipment	a. General furniture		•
	b. Classroom furniture, administration furniture	•	
	c. Educational equipment, text books, furniture not provided by the Project		•
13	Bank service fee in regard of B/A		•
14	Ensuring that customs duties, internal taxes and other fiscal levies with respect to the purchase of the Components (all products and services necessary for the implementation of the Project) be exempted.		•
15	Ensuring that prompt customs clearance, and assistance with transportation of product within Lesotho		•
	Transportation after customs clearance	•	
16	To accord Japanese nationals and/or nationals of third countries, including such nationals employed by the Agent, whose services may be required in connection with the supply of the Components, such facilities as may be necessary for their entry into the recipient country and their stay therein for the performance of their work (The term "nationals" whenever used in the G/A means Japanese physical persons or Japanese juridical persons controlled by Japanese physical persons in the case of Japanese nationals, and physical or juridical persons of third countries in the case of nationals of third countries.)		•
17	To ensure that the Facilities and the Components be maintained and used properly and effectively for the implementation of the Project		•
18	To bear all expenses, other than those covered by the Grant and its accrued interest, necessary for the implementation of the Project		•
19	To give due environmental and social consideration in the implementation of the Project.		•
20	Any loss and/or damage caused by any default or delay in performance of any obligation to be borne by the Government of Lesotho		•

Below is the provision of the machinery and equipment that the recipient country will be responsible for.

Table 13 Machinery and Equipment to be Provided by Recipient Country

No	Item	
1	Equipment of Administration office	Computers, printers and other office equipment
2	Equipment of Science laboratories	Laboratory equipment
3	Others	Furniture, equipment, books which are not in the list of Components

*Loose furniture for teachers' duplexes is to be provided by users.

2-2-4-4 Tender Plan

(1) Qualification and eligibility

Proof of qualifications will be submitted together with a bid. The screening of qualification documents will be carried out at the same time with bid assessment. The post-qualification screening also applies to the tender for furniture.

(2) Tender plan

The tender for construction will be by National Competitive Bidding (NCB) only open to Lesotho Builders. For the furniture supply, International Competitive Bidding applies. The public notice period for NCB is 30 days and 45 working days for ICB. A tender briefing session will be held in approximately the middle of this notice period to give detailed information to candidate participants in the tender.

1) Lot division

Number of construction sites per lot for tender: 1 site per lot

Number of lots for furniture supply: 2 lots (Supply of furniture for the first construction batch and supply of furniture for the second construction batch.)

2) Batch division

Construction work: 1lot=1project site. Total 12 lots.

Furniture procurement: Total 2 lots.

(3) Priority of site and facility components

Because the level of urgency of the existing schools, which have many students but a shortage of facilities, is higher than that of new schools, priority is given to existing schools. The upgrading at 6 existing schools will be carried out in the first batch. The two new schools with the highest priority will be included in the first batch; the remaining four new school constructions will be in the second batch.

- Table 14 shows the revised priority order for the construction of new schools and the upgrading of facilities at existing schools.
- Basic components including classroom buildings were given the first priority.
- If the number of buildings needs to be reduced to adjust the cost, the construction of teachers' duplexes on sites near towns (priority order 5) will be canceled.

When a cost adjustment is made after the first tender, buildings with priority order 4, 3 and 2 will be canceled.

(4) Eligibility of ‘Lesotho Builders’

“*Public Work Procurement Regulations 2007*” regulate that for Lesotho builders to receive margins of preference in International Competitive Bidding: “The Unit shall grant a 15 percent margin of preference in evaluating tender proposals to a Basotho business who can demonstrate a majority shareholding of 51% and above by Lesotho Nationals.”, and “The Unit shall grant a 10 percent margin of preference to” a “business that can demonstrate a shareholding of between 30 percent and 50 percent by Lesotho nationals.”

In this project, National Competitive Bidding will be conducted. Eligible bidders will be construction companies that can demonstrate a shareholding of 51% or more by Lesotho nationals.

This eligibility of bidders will be checked by examination of the company register, a certified copy of which must be submitted by the bidder with their bid.

Table 14 Priority of site and facility components

Upgrading of facilities at existing schools

	Revised priority	Name of site	District												Existing facilities				
				2CLS	3CLS	4CLS	SCI & ADMI	PV	SCI	PV	TOILE T Male	TOILE T Female	Teachers' duplex	SWH	PV	Number of existing (standard) classrooms			
First Tender	E1	Lekokoaneng	Berea	1		2	1					1	1	2			0	Using classrooms of primary school	
	E2	Linareng	Leribe	1		2	1					1	1	2			0	3 Prefabricated classrooms	
	E3	St.Margaret	leribe	1		2	1	1				1	1	2	2	2	0	Using classrooms of primary school	
	E4	St. Theresa	Thaba-Theka			1				1	1	1	1	2	2	2	8	7 FA-FC classrooms & +1 FD classroom	
	E5	Fusi	Berea		1	1				1	1			2	2	2	3	3 FA-FC classrooms	
	E6	Laghetto	Leribe			1				1	1	1	1	2	2	2	7	2FA, 2FB, 1FC, 1FD, 1FE	
New schools																			
	Revised priority	Name of site	District	2CLS	4CLS	4CLS	SCI & ADMI	PV				TOILE T Male	TOILE T Female	Teachers' duplex	SWH	PV			
First Tender	N1	Ha Belo	Butha- Buthe	1	2		1					1	1	2					
	N2	Khoror	Mafeteng	1	2		1	1				1	1	2	2	2			
Second Tender	N3	Ha Sechele	Mohale's Hoek	1	1	1	1					1	1	2					
	N4	Nlthakeng	Mafeteng	1	1	1	1					1	1	2					
	N5	Sehlabeng	Maseru	1	1	1	1	1				1	1	2	2	2			
	N6	Raboletsi	Maseru	1	1	1	1	1				1	1	2	2	2			

	Indispensable component
	Priority 2
	Priority 3
	Priority 4
	Priority 5

(5) Furniture

Furniture types agreed in the minutes have not been changed. The number has been updated according to the classroom number. Specification of furniture has been modified.

Table 15 Furniture to be supplied

				Type, Room	Classroom furniture				Administration block								Priority				
					Classrooms			Science labo	Desk				Chairs								
					Desks	Chairs	teacher's Desk & Chair	Stools	P	S	DP	A	Teachers	P	S	DP		A	Visitors	Teachers	
Number				40	40	1	41	1	1	1	1	8	1	1	1	1	7	16			
Existing Schools	E1	Lekokoaneng	Berea	10 Classrooms	400	400	10	41	1	1	1	1	8	1	1	1	1	7	16	A	
	E2	Linareng	Leribe	10 Classrooms	400	400	10	41	1	1	1	1	8	1	1	1	1	7	16	A	
	E3	St. Margaret	Leribe	10 Classrooms	400	400	10	41	1	1	1	1	8	1	1	1	1	7	16	A	
	E4	St. Theresa	Thaba Tseka	4 Classrooms	160	160	4	41	0	0	0	0	0	0	0	0	0	0	0	0	A
	E5	Fusi	Berea	7 Classrooms	280	280	7	41	0	0	0	0	0	0	0	0	0	0	0	0	A
	E6	Lagetto	Leribe	4 Classrooms	160	160	4	41	0	0	0	0	0	0	0	0	0	0	0	0	A
Total					1800	1800	45	246	3	3	3	3	24	3	3	3	3	21	48		
New schools	N1	Ha Belo	Butha-Buthe	10 Classrooms	400	400	10	41	1	1	1	1	8	1	1	1	1	7	16	A	
	N2	Khoro	Mafeteng	10 Classrooms	400	400	10	41	1	1	1	1	8	1	1	1	1	7	16	A	
	N3	Ha Sechele	Mohale's Hoek	10 Classrooms	400	400	10	41	1	1	1	1	8	1	1	1	1	7	16	B	
	N4	Nlthakeng	Mafeteng	10 Classrooms	400	400	10	41	1	1	1	1	8	1	1	1	1	7	16	B	
	N5	Sehlabeng	Maseru	10 Classrooms	400	400	10	41	1	1	1	1	8	1	1	1	1	7	16	B	
	N6	Raboletsi	Maseru	10 Classrooms	400	400	10	41	1	1	1	1	8	1	1	1	1	7	16	B	
Total					2400	2400	60	246	6	6	6	6	48	6	6	6	6	42	96		
12 sites total					4200	4200	105	492	9	9	9	9	72	9	9	9	9	63	144		

(6) Priority of furniture type and site

Furniture supply for the first construction batch has a higher priority, as A, than the furniture supply for the second batch, as B.

(7) Tender management plan

The Tender Committee consists of MoET officials and the Project Manager of the Japanese Agent. The tender will be carried out under the leadership of the Committee. The Tender Advisor, PU & the EFU will be responsible for tender call, and will attend the tender briefing and tender opening, with the Project Manager of the Japanese Agent. Qualification document screening and the recommendation of the first negotiator will be performed by the Japanese architectural consultant entrusted by the Agent.

The assessment team will assess the tender in a fair manner in accordance with tender guidance. The result will be communicated to the Tender Committee after approval by the Japanese procurement agent.

(8) Tender documents

The Agent will be responsible for the creation of tender documents and the placing of public notices in newspapers. The MoET (the PU and the EFU) will be responsible for printing and distribution of tender documents.

(9) Construction Administration and Technical Supervision

- A fulltime Japanese engineer will provide overall contract administration and technical supervision. Because of the number of sites and types of buildings, with various services supplies, other engineers will also be allocated to the project for a period. These special engineers will provide necessary support for the installation of photovoltaic systems and water supply systems.
- A Japanese engineer who is in charge of tender preparation will work in cooperation with the Agent and Tender Advisor, providing technical assistance for the selection of contractors.
- A Japanese Engineer will hold a seminar to give instructions to local Site Supervisors and construction managers before the launch of the work, supervise monthly reports, the completion inspection and the final inspection.
- A total of six locally hired Site Supervisors will be responsible for the direct work supervision of total 12 sites. A locally hired Chief Supervisor will be allocated to manage them and work together with one electric engineer and one water and sewage engineer to visit sites as necessary. The Chief Supervisor will assist the fulltime Japanese engineers directly.

(10) Construction supervision plan

- A group of locally hired Site Supervisors will be responsible for the supervision of an appropriate number of construction sites. Weekly reports will be submitted to the local Chief Supervisor. The local Chief Supervisor is in charge of supervision of the whole process from the launch to the completion of work, in cooperation with local special engineers and Japanese special engineers who will visit Lesotho for the necessary time, under instructions and with the assistance of the Fulltime Japanese Engineer.

- Each Site Supervisor will check the progress report on implemented work with invoices from the contractors. The Fulltime Japanese Engineer and local Chief Supervisor will assess invoices and output based on the progress reports. The conclusion will be submitted to the Project Manager.
- A regular meeting will be held monthly on site and the Fulltime Japanese Engineer will attend it as frequently as possible.
- The Local Chief Supervisor will submit monthly reports based on the site meetings to the Fulltime Japanese Engineer. The reports will be submitted to the Agent.

2-2-4-5 Quality Control Plan

(1) Engineers for quality control

- The Japanese consulting agency will allocate a fulltime engineer (the Fulltime Japanese Engineer) and engineers for structure, electricity and water and sewage installations for the necessary time. The Fulltime Japanese Engineer will visit the sites as frequently as possible (approximately every month) and at the completion of work to see the progress of construction works. Special engineers will visit the sites and give technical advice when necessary.
- One locally hired Chief Supervisor and six on-site supervisors will supervise construction work at all sites. A Local electric engineer and water and sewage engineer will visit the sites to supervise details of the installations when necessary.
- The Japanese consulting agency will conclude optional contracts with local engineers and supervisors for time and cost reduction.

(2) Quality control

- Quality of material and workmanship to be in accordance with the Particular Specification.
- Each supervisor needs to understand the Particular Specification, and use a prepared check list to control the quality of works.
- Check-lists are to be based on the modified EFU's Checklist for Quality Control of Construction Works, which has 18 items.
- A seminar for local supervisors will be provided by Japanese engineers before the launch of construction. Key factors to be introduced including (i) explanation of Particular Specification, and (ii) how to ensure the quality of work specified through supervision. Local supervisors needs to be familiar with maintaining a site visit record, taking photograph of key works of week, preparing a weekly site report, etc to achieve a uniform quality among all facilities.
- Material check
Concrete strength will be secured by the supervisors checking the concrete mixture and the amount of cement, water and aggregates. Quality control standards are shown below.

Table 16 Quality Control

Check item	Procedure of test	Timing of test
Water-cement- aggregates ratio	Confirm the ratio of cement mixture at concrete casting	Foundation, floor at every building type.
Strength of reinforcement steel bars	Inspection Certificate issued by manufacturer	At each different diameter
Size and pitch of reinforcement bars	Check on site	At each inspection of reinforcement
Material and assembly of Timber truss	Check on site Standard school construction spec	At handover before installation

2-2-4-6 Materials and Labour Procurement Plan

Although building material prices rose temporarily due to the impact of facilities construction for the 2010 FIFA World Cup in South Africa, they have stabilized. Although most building materials except for concrete aggregate are imported from South Africa, they are easily available in the market. Almost all general building materials used for school construction can be obtained in the capital, Maseru.

Table 17 Supply of Materials

Construction materials and equipment	Distribution			
	Lesotho	Japan	Import	
Cement	•			Cement 50kg/bag Import from South Africa
Aggregates	•			
Steel bars	•			6.5m long, SA
Concrete block	•			110 x 445x220mm 9.5M/block
	•			230 x 445x220mm 10M/block
Brick	•			222x106x73mm SA size
Timber	•			Imported from SA
	•			38 x 38mm 4.2m long
	•			50 x 76mm 6.6m long
	•			38 x 114mm
Plywood	•			
Steel door frames and windows	•			Steel imported from SA, assembly in Lesotho
Wooden doors	•			Import from SA
Corrugated galvanized iron sheet	•			Import from SA
Paint	•			Import from SA
Percentage	100%	0%	0%	

2-2-4-7 Instruction Plan for Initial and Regular Operation

Machinery and equipment in facilities, and operating instructions

- On sites where solar power generators and water heaters are installed, instructions on their operation and simple daily maintenance will be given to school principals and EFU supervisors. Prior to giving instruction to the users, the Japanese consultant and the EFU will ask advice from the Ministry of Natural Resources Renewable Division.
- On sites where reservoirs and elevated tanks are installed, instructions on their operation

and simple daily maintenance will be given to school principals and EFU supervisors.

2-2-4-8 Soft Component Plan

None

2-2-4-9 Implementation Schedule

(1) Overall schedule

Preparation for the construction requires six months, from the arrival of the Agent to the start of the 1st batch of construction. The second preparation period can be shortened to five and half month, because the second batch is half the size of the first batch. The project period totals 24 months.

(2) Construction process

The contract construction period per site will be 12 months—10 months for actual work and two months allowed for the preparation and for suspension periods during the rainy season and winter. The construction period of each of the 8 sites will be staggered by one week and thus two months will be added to the first batch and one month is added to the second batch. As a result, the overall construction period will be 14 months for the first batch and 13 months for the second batch. Under Lesotho regulations, the date of Work Commencement is the date of exchange of contract, and therefore, one month is added as preparation period at the beginning of total 12 months construction duration.

(3) Implementation schedule

The schedule is shown in the table on the next page.

2-3 Obligations of Recipient Country

(1) General obligations of the Government of Lesotho

- 1) Water supply: Water supply to sites, including systems necessary for pumping to sites. For sites with WASA water supply, including installation of water meters.
- 2) Electricity supply: Drop wires, construction of kiosks, transformers, inverters, distribution boards.
- 3) Supply of office equipment: Office equipment such as copy machines and general furniture
- 4) Supply of Laboratory equipment.
- 5) Landscaping: Gates, fences, car parking, etc
- 6) Preparation, submission and payment (0.1% of the construction cost) of Building development application, submission and payment for construction permission, and preparation, submission and payment of environmental assessment reports, if necessary.
- 7) Payment of bank service fees.

(2) Site specific obligations of the Government of Lesotho

Items 1)-5), above, are site specific. The guide costs of the obligations of the government of Lesotho were estimated during survey. The estimated figures do not indicate the maximum costs. The MoET has agreed that the estimated items and figures will be borne by the Government of Lesotho.

Table 19 Site specific obligation of the Government of Lesotho

										(Maloti)
	Site	1. Water		2. Electricity			3. Administ- ration	4. Science Laboratory	5. landscape	Estimated cost borne by the Government of Lesotho (Maloti)
		Water	Estimated cost	Elect- ricity	Estimated cost	PV	Equipment, (copying machines, etc.)	Lavoratory Equipment	Fence, gate, car park, etc.	
E 1	Lekokoaneng	Existing borehall and elevated tank	7,385	○	8,750	×	18,000	32,000	50,000	Estimated cost borne by the Government of Lesotho (Maloti)
E 2	Linareng	RWS tap in the village	7,385	○	8,750	×	18,000	32,000	50,000	
E 3	St.Margaret	RWS tap in the far village	10,000	×	0	YES	18,000	32,000	50,000	
E 4	St. Theresa	RWS tap on site. More reliable	12,000	×	0	YES	0	32,000	50,000	
E 5	Fusi	Existing borehall on site	32,346	×	0	YES	0	32,000	50,000	
E 6	Laghetto	Water source on site	5,500	×	0	YES	0	32,000	50,000	
Existing schools total			74,616		17,500		54,000	192,000	300,000	638,116
										(Maloti)
	Site	1. Water		2. Electricity			3. Administ- ration	4. Science Laboratory	5. landscape	Estimated cost borne by the Government of Lesotho (Maloti)
		Water	Estimated cost	Elect- ricity	Estimated cost	PV	Equipment, (copying machines, etc.)	Lavoratory Equipment	Fence, gate, car park, etc.	
N 1	Ha Belo	WASA water	7,385	○	8,750	×	18,000	32,000	100,000	Estimated cost borne by the Government of Lesotho (Maloti)
N 2	Khoro	RWS tap near site	6,000	×	0	YES	18,000	32,000	100,000	
N 3	Ha Sechele	RWS tap and existing borehall at	30,000	×	0	YES	18,000	32,000	100,000	
N 4	Nlthakeng	Existing borehall near site (duct	10,500	○	8,750	×	18,000	32,000	100,000	
N 5	Sehlabeng	RWS tap at the near primary	80,000	×	0	YES	18,000	32,000	100,000	
N 6	Raboletsi	RWS underground duct near site	10,500	×	0	YES	18,000	32,000	100,000	
New Schools total			144,385		17,500		108,000	192,000	600,000	1,061,885
Total			219,001		35,000		162,000	384,000	900,000	1,700,001

2-4 Project Operation Plan

(1) Teacher and other school personnel allocation plan

The Teaching Service Department (TSD) of the MoET is responsible for recruiting teachers.

(2) Building maintenance cost

- The maintenance cost of a new school is estimated to be approximate 23,000 maloti per year. Generally, for government schools, a building maintenance and repair budget of 10,000 maloti a year is provided by the Government of Lesotho. The shortage of 13,000 maloti is to be financed with the school fees.
- School fees vary among schools and MoET is promoting the rationalization of school fees. Average school fees can be 280 maloti per term, excluding text books rental fees, etc. The estimated income of a new school is 448,000 maloti, based on the size of a new school. (400 students x 280 maloti x 4 terms) The estimated maintenance cost of 23,000 maloti is 3% of the income from the tuition fees, and it is considered that each school can manage this expense once their enrollment is full.
- Generally, church funded schools and community schools do not receive this funding. However, for their proper operation and maintenance, the Government of Lesotho must allocate sufficient funds to all schools in the project, at the same level as the government allocates to government schools.

2-5 Project Cost Estimation

2-5-1 Initial Cost Estimation

The costs to be borne by Japan and Lesotho are estimated, below, in accordance with the estimation conditions in (1) below.

(1) Conditions of cost estimate

- 1) Month & Year of budget estimate: April 2010
- 2) Exchange rate: 1 maloti = 13.53 yen
- 3) Procurement period: As shown in Table 26
- 4) Cost estimate is based on the Grant Aid Project System of the Government of Japan.

(2) Costs to be borne by Japan

This is not made public until the approval of the construction contracts.

(3) Costs to be borne by Lesotho

Table 20 Summary of Works borne by Lesotho Government

(Unit: 1,000 maloti)

	Works and action by	Description	Maloti	
1	Water supply	Water supply to site, including systems necessary for pumping to site. For sites with WASA water supply, including installation of water meters.	219	MoET
2	Electricity supply	Drop wires, construction of kiosks, transformers, inverters, distribution boards.	35	MoET
3	Supply of office equipment	Office equipment such as copy machines and general furniture	162	MoET
4	Laboratory equipment		384	MoET
5	Landscaping (Gate, fence, etc)		900	MoET
6	Building development application	Preparation and payment for development application and submission of environmental statement.	50	MoET
7	Bank service fee		100	MoET
	Total		1,850	

Estimated: April 2010

Others :VAT return

Approx. 5 million Maloti

- The cost of 1.8 million maloti is one percent of the Ministry's budget for 2010, which is 161 million maloti, it is considered possible for the Ministry to bear this cost. VAT Taxes and dues related to the Project, including the tariffs on imported materials and equipment, in Lesotho are exempted.
- It is an obligation of MoET to provide the services 1-7 shown above to all schools and project sites which require them regardless of the funding body of the schools.
- Estimated cost is for guidance only.

2-5-2 Operation and Maintenance Cost

Responsibility for payment of maintenance and operating costs after completion of the Project and handover will be as follows.

- Recruitment of new teachers and payment of their salaries: MoET
- Payment for maintenance of school facilities : MoET and school fees.
- Payment for maintenance of teachers' duplexes : School fees and/or individuals living in the duplexes.

(1) Teachers' Salaries

The Secondary Department needs to request the Teaching Service Department to recruit teachers for the opening of the new schools and existing schools in 2013. It is estimated that 104 teachers and school personnel will be required for this project. The total of the salaries for these recruits is estimated to be 3,037,200 maloti. This will account for 0.2 percent of the of the MoET recurrent budget in FY 2010, which is 1,487 million maloti, and thus is considered feasible.

Table 21 Number of Teachers and Estimated Salaries Required for the Project

	Number	Average salary / month	Monthly total (Maloti)	Annual total (Maloti)
Principal (New schools only:)	6	9,702	58,212	698,544
Deputy Principal (New schools and 3 existing schools)	9	9,234	83,106	997,272
Teachers (Diploma)	65	5,645	366,925	4,403,100
Teachers (Degree)	6	8,574	51,444	617,328
Accountant, secretary	18	1,800	32,400	388,800
Total	104		592,087	7,105,044

- Number of Deputy Principals are calculated for schools where new administration buildings are constructed.
- The number of teachers required for each new secondary schools to be constructed by this project: 7 teachers, school principal, deputy principal, accountant and secretary (x 6) .
- The number of additional teachers for existing secondary schools: total 23 teachers with diploma, and 6 biology (or science) teacher with degree.
- Accountants and secretaries are located where new administration buildings are constructed.

(2) Maintenance Cost

The maintenance costs for each school were calculated as 23,000 maloti per year, as below:

Table 22 Building Maintenance Costs

(Unit: maloti)

1. Projected annual electricity and water bill					
Item			Maloti		
1) Electricity	180days×5kW (excluding teachers' duplex) / day		725.76		M0.8064/kwh
2) Water (WASA)	180days×4500ℓ/ day (excluding duplex)		5,767.20		M7.12/1000 ℓ
1)+2) VAT14%			909.05		
Total (including VAT14%)			7,402		
2. Projected annual maintenance fee					
Item	Frequency			Maloti	
1) Septic tank cleaning	Every 3 months	Chemical treatment	1000Maloti / time	4,000	/year
	Every 2 years	Emptying and cleaning	1,000Maloti / time	500	/year
2) Re-painting	Every 15 years	Wall	Paint on site	1,600	/year
		Truss		3,200	/year
		Blackboard		1,000	/year
3) Re-painting of window frames and doors	Every 15 years		Paint on site	2,000	/year
4) Photovoltaic system	Every 15 years			2,800	/year
Maintenance total				15,100	
1.+2.total				22,502	

- Projected annual water bill applied to sites with city water supply only.
- Electricity bill is applicable where power supply is available only.
- Electricity bill and water bill of teachers' duplexes will be paid by the occupants.

Chapter 3

3 Contents of the Project

3-1 Pre-conditions of the project

(1) To proceed with this project, it is essential that relevant communities, and the school boards of existing schools, which are subject of the project will be fully informed of the contents of suggested components described in this documents and in the architectural documents attached to the draft tender documents. MoET is responsible for informing them, and for necessary consultations and negotiations with the school boards, on issues such as the location of new facilities on their premises.

(2) MOET is also responsible for negotiating with local communities about the water usage of schools, which will need to share water from existing communities' communal water sources. The EFU will handle this matter with the cooperation of the Rural Water Supply. **Water supply by the Government of Lesotho to the boundary of project sites must be completed before completion of school facilities.**

(3) Actions by the Government of Lesotho described in chapter 2, '2-3 Obligations of Recipient Country' must be completed as pre-conditions of the project, prior to the commencement of the construction work and/or prior to the opening of the schools. Actions to be taken prior to commencement of construction are:

- Application submissions for Planning permission and Building permission by the EFU and payment by the MOET, and
- Confirmation with Department of Environment that submission of environment assessments is not required. If DoE does require submission of Environment Assessment Reports, preparation of the reports, and their submission is to be done by the Government of Lesotho and to be completed prior to commencement of the construction. All associated costs to be borne by MoET.

3-2 Conditions & Necessary actions by the Government of Lesotho

- Management plan and organization of the management will be sustainable.
- Allocation of budget for items listed as obligation of the government of Lesotho.
- Preparation and submission of applications for planning permission and building permission to be carried out by the EFU.
- Allocation of teachers and their salaries
- Supervision of EFU to be carried out for provision of infrastructure to sites.
- Educational equipment (Science Laboratory) will be provided.

3-3 Other conditions

- No predicted natural disasters
- No probable significant change in politics and economic conditions.
- National Plan is sustainable and unchanged.
- No significant increase of number of students at project sites.

3-4 Project Evaluation

3-4-1 Relevance

This project is appropriate to be conducted as a Japan's Grant Aid Project for community empowerment for reasons below:

(1) Its consistency with the National Development Plan

This project will contribute to the National Development Plan of the Government of Lesotho, which aims to improve access to, and completion of, quality education at basic and secondary schools by 2015.

(2) Beneficiaries

Direct beneficiaries of this project are the students at project sites. Project sites include urban and rural areas, with a wide variety of the demography of Basotho.

(3) Contribution to equal accessibility, opportunities of employment, and contribution to the community

Completion of basic education is recognised in the National Strategic Plan as an essential condition for an increase in opportunities of employment. Construction of new schools in rural villages will decrease students' commuting hours and expense to travel to schools in towns, and the project will contribute to local communities.

(4) Management and Maintenance of the Project

MoET is allocated sufficient funding from the Government every year and no obstruction of the project can be foreseen. Maintenance of facilities to be provided in the project is sustainable within their budget, as it does not require costly maintenance fees.

(5) There is no foreseen damage to the environment by this project.

3-4-2 Effectiveness

(1) Quantitative effect

- Construction of six new secondary schools in four districts will enable the schooling of 2,400 new students (construction of 60 classrooms).
- After construction of 45 new classrooms at six existing secondary schools in three districts, the total of 64 classrooms will enable the schooling of 2,560 students.

	2010	2017
Number of students at new schools in the project	0	2,400
Number of students at existing schools in the project	1,309	2,560

(2) Qualitative effect

- Opportunities for access to quality education will be strengthened by the construction of classrooms in urban combined schools and rural secondary schools which urgently need additional space, and also by the construction of new schools in rural areas that have a shortage of secondary facilities.
- Recruitment of teachers to rural areas will be enhanced by the construction of teachers' houses.
- Access to quality education will be enhanced by the construction of necessary school facilities such as the administration blocks, and also by the science laboratories which are needed for the teaching of a compulsory subject in the secondary and high school curricula.

Appendix

Appendix

1. Member list of the Survey Team.....Appendix 1
2. Survey Schedule.....Appendix 2-3
3. List of Parties concerned in the Kingdom of Lesotho.....Appendix 4-6
4. 4-1 Minutes of Discussions 1..... Appendix 7-30
4-2 Minutes of Discussions 2..... Appendix31-38
5. Documents... Appendix 39-41
6. Drawings.. Appendix 43-78
7. Certificate of land Allocation.....Appendix 79-90

Appendix 1. Members of the Team

Preparatory Survey 1

	Name	Position	Organization
a	Mr. Jun Sakuma	Team Leader	Senior Advisor, JICA
b	Ms. Minako Sugawara	Planning Management	Assistant Director, Basic Education Division II, Human Development Department, JICA
c	Mr. Shigeru Ogura	Project Manager Education & architectural survey	Chief Architect Fukunaga Architects-Engineers (FAE)
d	Ms. Shoko Seyama	Architect Architectural design survey	FAE
e	Mr. Masaaki Kobayashi	Architect Procurement, trading & supply, cost & quantity survey	FAE
f	Mr. Hiroo Mizushiro	Assistant architect	FAE

Preparatory Survey 2

	Name	Position	Organization
a	Mr. Tomohiro Seki	Team Leader	Senior Representative, JICA South Africa Office
b	Mr. Takeshi Matsuyama	Planning Management	Assistant Director, Grant Aid Project Management Division 2, JICA
c	Mr. Shigeru Ogura	Project Manager Education & architectural survey	Chief Architect Fukunaga Architects-Engineers (FAE)
d	Ms. Shoko Seyama	Architect Architectural design survey	FAE
e	Mr. Masaaki Kobayashi	Architect Procurement, trading & supply, cost & quantity survey	FAE

Preparatory Survey 3

a	Mr. Shigeru Ogura	Project Manager Education & architectural survey	FAE
b	Ms. Shoko Seyama	Architect Architectural design survey	FAE

Appendix 2. Survey Schedule

Survey 1

		Team Leader	Planning Manager	Project Manager Education & architectural survey	Architectural design survey	Procurement, trading & supply, cost & quantity survey	Assistant architect
		Mr. Jun Sakuma	Ms. Minako Sugawara	Mr. Shigeru Ogura	Ms. Shoko Seyama	Mr. Masaaki Kobayashi	Mr. Hiroo Mizushiro
3	28	S		NRT18:30 ⇒HKG22:10			
	29	M		HKG23:45⇒JNB 07:00			
				JNB 9:45⇒MASERU 10:55			
				Meeting with MOET, CEO Secondary Mr. Majara. Director Planning Mrs. Hllasoa. & other relating CEOs.			
				Distribution of Questionnaires to relevant departments.			
	30	T		Meeting with MOET, CEO Secondary			
				Clarifying the request. Discussion of schedule and procedure of site visit to possible new schools and additions of classrooms at existing schools.			
				Requests for essential information; complete 2009 EMIS / 2009 classrooms numbers per prefectures / site plans of school sites, etc.			
	31	W		Meeting with international donors			
				Ministry of Finance budget	Ministry of Public works:	Meeting with	
				Meeting with possible	Check relevant	construction companies	
				adjudicators	architectural regulations	& suppliers	
4	1	T		Site visit to Makanyane. S.S. (Sekake, Qacha's Nek) Meeting with the principal of the school. Site survey, existing building conditions, infrastructure, school budget, foreseeable student numbers in 2011, school availability in the			
	2	F		Site visit to possible new school in Kokobe (Mohale's Hoek)			
	3	S		Site visit to possible new school in Bothoba-Pelo (Ha Sechele Mohale's Hoek)			
				Site visit to possible new school in Ha Likupa (Mafeteng)			NRT18:30 ⇒SIN17:50
	4	S		Site visit to possible new school in Raboetsi (Maseru)			SIN02:05⇒JNB 07:00
	5	M		Group meeting			JNB 9:45⇒MASERU 10:55
	6	T		Site visit to Mafa.S.S (Thaba-Tseka) ; Meeting with the principal & survey.	Site visit to Mabuleng S.S. (Mokhotlong)		
				Site visit to Poops S.S (Thaba-Tseka) .: Meeting with the principal & survey.	Meeting with the principal & survey		
	7	W		Meeting with consultants	Site visit to Fusi. S.S (Berea); Meeting with the principal & survey, etc		
				Review of standard school plan			
	8	T		Meeting with MOET, Assistant Service of Government school	Site visit to St. Theresa.S.S(Thaba-Tseka); Meeting with principal & Survey	Site visit to possible new school in Tipping (Thaba-Tseka)	
	9	F		Study of tax implications, Meeting with MOET, CEO Secondary if necessary	Site visit to Laghetto.H.S (Leribe); Meeting with principal & Survey	Site visit to Linareng S.S. (Leribe) & St.Margaret.S.S.. (Leribe); Meeting with principal & Survey	
	10	S	NRT ⇒				
	11	S	JNB ⇒MASERU	Team meeting			
	12	M	Meeting with Private Secretary		Extra day for site visit & analysis of conducted survey	Survey of construction material price, TAX	Extra day for site visit & analysis of conducted survey
			Meeting with MOET				
	13	T	Meeting with MOET / Visit to the EFU, JICS.		Extra day for site visit & analysis of conducted survey	Meeting with consultants, supervision	Extra day for site visit & analysis of conducted survey
			Possible site visit to new Maseru school				
	14	W	Meeting with MOET	Meeting with consultants: tender documentation			
	15	T	Meeting with MOET	Meetings with Service, Structural & Special (borehole, etc) engineer			
				Meeting with consultants, construction companies, suppliers,			
	16	F	Sign M/M	Meeting with sub-consultants. Geo-tech, etc.	Procurement survey		
	17	S	Team meeting / Draft report				
	18	S	Departure from Maseru to Johannesburg.				MSU 07:50⇒ JNB 9:00 =
	19	M	Meeting with JICA S.A. Meeting with EOJ JNB ⇒ MTS	Survey on tender	MSU 07:50⇒ JNB 9:00	Survey on economy	
					⇒HKG 07:45⇒NRT14:35		
	20	T		Review of Standard school plan		Procurement survey	
	21	W		Preliminary site layout		Procurement survey	
	22	T		Meeting with MOET		Meeting with MOET	
	23	F		MSU 07:50⇒ JNB 9:00 JICA		MSU 07:50⇒ JNB 9:00	
	24	S		JNB12:35⇒			
	25	S		⇒HKG 07:45⇒NRT14:35			

Survey 2

			JICA		Consultant: Fukunaga Architects-Engineers		
			Team Leader	Planning Manager	Project Manager Education & architectural survey	Architect Architectural design survey	Architect Procurement, trading & supply,
			Mr. Tomohiro Seki	Mr. Takeshi Matsuyama	Mr. Shigeru Ogura	Ms. Shoko Seyama	Mr. Masaaki Kobayashi
Dec	2	T			HND16:25 ⇒HKG20:40		
	3	F			HKG23:45⇒JNB 06:35 Meeting with suppliers in Johannesburg		
	4	S			Meeting with suppliers, JNB 15:45⇒MASERU 16:40		
	5	S		10:50 ArrivalMSR	Meeting		
	6	M		Meeting with MOET(PS, DPS, CEO Secondary) , Explanation of draft design and Requests for essential information;			
				Meeting with Ministry of Finance		Check the current situation of facilities	Meeting with Ministry of Finance
	7	T	Meeting with MOET(PS, DPS, CEO Secondary), Discussion about the obligational works by the Government of Lesotho in Japan's Grant Program in 2007, Explanation of draft design				
				Meeting with consultants, construction companies, suppliers,			
	8	W	Meeting with MOET, discussion on the contents of the Minutes			Meeting with suppliers in Bloemfontein	
	9	T	Meeting with MOET, Signing of The Minutes			Meeting with suppliers in Maseru	
			MSR17:15 - JNB18:25		Meeting with local architect office		Meeting with suppliers
	10	F			Meeting with MOET, EFU		
	11	S			MSU 07:50⇒ JNB 9:00 12:35⇒		
	12	S			⇒HKG 08:35⇒HND13:25		

Survey 3

			Consultant: Fukunaga Architects-Engineers	
			Project Manager Education & architectural survey	Architect Architectural design survey
			Mr. Shigeru Ogura	Ms. Shoko Seyama
Mar	19	S	HND16:25 ⇒HKG20:40	
	20	S	HKG23:45⇒JNB 06:35 ⇒MSR	
	21	M	Meeting with MOET(PS, DPS, CEO Secondary) , Explanation of draft tender document	
			Meeting with Ministry of Public Works, Meeting with project coordinator of LREBRP	
	22	T	Site visit (Sehlebung)	
	23	W	Meeting with Ministry of Natural Resources, Renewable Division	
	24	T	Meeting with the EFU	
	25	F	Meeting with a furniture supplier, Meeting with RWS	
	26	S	MSU 07:50⇒ JNB 9:00 12:35⇒	
	27	S	⇒HKG 08:35⇒HND13:25	

Appendix 3. List of parties concerned in the Kingdom of Lesotho & South Africa

Ministry of Education and Training

Mr. O.M. Makara	Principal Secretary
Mr. Mota Sekonyela	Deputy Principal Secretary
Mrs. Likonelo Majoelo Hlasoa	Director of Planning
Mr. Ratsiu Majara	CEO Secondary Education
Ms. Maureen	Chief Inspector Central, Secondary Education Department
Ms. Thuto Ntsekhe-Mokhehle	Chief Inspector Field Service
Ms. Sehlabi	Chief Education officer Teaching Service Department (TSD)
Ms. Mashinini	Supervisor of government and community schools, TSD
Mr. Mokone	Chief of the E.F.U.
Mr. Motlalané	EFU Surveyor
Mr. Molemohi	EMIS, Planning Department
Mrs. Mamohay Mochebelele	Senior Bursary Administrator
Ms. Mabatho Lestsaba	Supervisor, Agricultural Studies, MOET
Mr. Seseinyane Lephoto,	Education Planning

Ministry of Public Works

Mr. Lebohang Phooko	Principal Secretary Ministry of Public Works
Mr. Makhaleyane	Ministry of works

Ministry of Finance and Development Planning

Mr. Mosito Khethisa	Principal Secretary
Habofa Noe Makopela	Japan Liason Officer
Mr. Sematlane	Former Director, Ministry of Finance

Ministry of Natural Resources

Ms. Mabohlokoa Lipolelp Tau,	Project Coordinator, Lesotho Renewable Energy Based Rural Electrification Project
Mr. Mokhethi Seithheko	Head of Renewable Division
Mr. Palesa Malatahiana	Engineer
Mrs. Tlalinyana Ramone	Engineer

Land Survey and Physical Planning

Ms. Ntsoaki,	Principal Physical Planner
Mrs. Maheta	Chief Planner

Rural Supply Water

Ms. Maiketeng Mohapi	Planning Engineer, Rural Water Supply
Mr. Lekhoaba	Engineer
Mr. Lehlohonolo Ntlama	District Engineer

Disaster Management Authority

Ms. Pulatie Makitle	Disaster Management Authority
---------------------	-------------------------------

Lesotho Meteorological Service

Mr. Letuma	Lesotho Meteorological Service
------------	--------------------------------

Lesotho Revenue Authority

Mr. Paul Khanare	Lesotho Revenue Authority
------------------	---------------------------

Ministry of Tourism, Environment and Culture

Ms. Mathoaba	Ministry of Tourism, Environment and Culture
--------------	----------------------------------------------

District Offices

Mr. Melise Mofoho	District Administrator, Leribe
Ms. Mpati Leroena	Senior Educational Officer, Leribe
Mr. Thapelo Mntambo	Educational Officer, Leribe

Irish Aid

Ms. Ntsebeng Lethapa,

Acting Programme Advisor, Irish Aid

Communities of New School Construction Sites

Mr. Damane	(Kokobe) Member of Parliament
Ms. Mourefuoe Alice Muso	(Kokobe) Chair councilor, Qobong community
Mr. Serame Tsese	(Kokobe) Qobong community
Mr. Mokhethi	(Ha Shechele) Education Officer ,Secondary, Mohales Hoek
Mrs. Puseletso Mohale	(Ha Shechele) Principal of Boothoba-pelo Primary School
Mr. Ramosa	(Raboletsi) Chief of the village
Mr. Mokeretla	(Tiping) Member of Parliament
Mrs.Maitumeleng	(Tiping) Principal of Tiping Primary School
Mr. Thabiso Mahleklele	(Tiping) Chief of the village
Mr. Khosi Mothae	(Tiping) Chief of allocation of land
Mr. Jacob Mzemela	(Tiping) Secretary of Committee
Mr. Lillo Mokeretla	(Tiping) Member of Committee
Miss. Mokhantso	(Tiping) Vice Chairperson of Lesala Council 532
Mrs. Lepono	(Ntlhakeng) Member of Parliament, Likhoele constituency #53
Mr. Eniletekana	(Ntlhakeng) Chair of council 'Makhalane
Mrs. Malibuseng	(Ntlhakeng) Chief of the village
Mr. Ramootsi Lehata	(Sehlabeng) Member of Parliament
Mrs. Mamootsi Lehata	(Sehlabeng) Principal of Mafika Lisin Primary School
Ms. Melesenya	(Sehlabeng) Council officer
Mr. Nkoebe Moima	(Sehlabeng) Chief Representative
Mr. Akime Melamu	(Khorro) Principal of Khorro Primary School
Mr. Mosuoe	(Khorro) Member of Community
Mr. Motlohi Maliehe	(Ha Belo) Member of Parliament
Mr. Kkakarabo Maletse	(Ha Belo) Principal of Butha Buthe Community Primary School
Mr. Jone Andreas Marole	(Ha Belo)Senior Educational Officer, Butha Buthe
Mr. Enoch Nhlapo	(Ha Belo) Chairman of Committee
Mr. Mzamane Nhlapo	(Ha Belo) Secretary of Committee
Ms. Nkotseng Leana Mphutlane	(Ha Belo) Insector Central (MOET)

Existing School Boards

Mrs. Moeletsi	(Lekokoaneng) Principal of Lekokoaneng Secondary School
Mr. Tsoeunyane	(Linareng) Principal of Linareng Secondary School
Mr. Mokone	(Poopa) Principal of Poopa Secondary School
Mrs. Hlasoa	(St. Margaret) Principal of St. Margaret Secondary School
Mr. Ramaqele	(Fusi) Principal of Fusi Secondary School
Mrs. Matebelo Roelane	(Laghetto) Principal of Laghetto High School
Mr. Ketoka	(St. Theresa) Principal of St. Theresa High School

**MINUTES OF DISCUSSIONS
ON
PREPARATORY SURVEY
ON
THE PROJECT
FOR
CONSTRUCTION OF NEW SECONDARY SCHOOLS
AND
UPGRADING OF FACILITIES IN EXISTING SECONDARY SCHOOLS
IN
THE KINGDOM OF LESOTHO**


In response to the request from the Government of the Kingdom of Lesotho (hereinafter referred to as "Lesotho"), the Government of Japan decided to conduct a Preparatory Survey on the Project for Construction of New Secondary Schools and Upgrading of Facilities in Existing Secondary Schools in the Kingdom of Lesotho (hereinafter referred to as "the Project") and entrusted the survey to the Japan International Cooperation Agency (hereinafter referred to as "JICA").

JICA sent to Lesotho the Preparatory Survey Team (hereinafter referred to as "the Team"), which is headed by Mr. Jun SAKUMA, Senior Advisor, JICA and is scheduled to stay in the country from March 29, 2010 to April 23, 2010.


The Team had a series of discussions with the Lesotho officials concerned and conducted field surveys.

In the course of discussions and field survey, both parties confirmed the main items described on the attached sheets.

Maseru, Lesotho
April 16, 2010



Mr. O. M. Makara
Principal Secretary,
Ministry of Education and Training,
Kingdom of Lesotho



Mr. Jun SAKUMA
Leader
Preparatory Survey Team
Japan International Cooperation Agency

ATTACHMENT

1. Objective of the Project

The objectives of the Project are to increase spaces and to improve teaching and learning environment in secondary schools through construction of new secondary schools and upgrading of the facilities in existing secondary schools, particularly in rural and mountain areas in Lesotho. Through the achievement of these objectives, it is expected that the Project contributes to the expansion of access to secondary education, which is described as one of the main priority objectives in education policy documents, namely Education Sector Strategic Plan (ESSP) and the Mid-Term Education Sector Plan (MESP).

2. Purpose of the Preparatory Survey

The Lesotho side understood that the purposes of this preparatory survey were to explain the Japan's Grant Aid Scheme to Lesotho side and to formulate the Project to satisfy the conditions of the Japan's Grant Aid, as explained by the Team with the Inception Report.

The Lesotho side further understood that the implementation of the project would be finally determined by the Government of Japan based on the result of this survey.

3. Responsible and Implementing Organization

The responsible and implementing organization of the Project is the Ministry of Education and Training (hereinafter referred to as "MOET"). The organization chart of MOET is shown in ANNEX 1. Focal point of MOET to implement the Project is CEO Secondary.

The Education Facilities Unit (EFU), which had been responsible for the part of procurement and supervising works in the on-going Japan's Grant Aid project for "the Construction of Secondary Schools in the Kingdom of Lesotho," has been restructured into two units, namely "Procurement Unit" and "School Construction Unit" under the supervision of Deputy Principal Secretary, MOET.

4. Project Sites

Lesotho side finally proposed eight (8) candidate sites for constructing new secondary schools and eight (8) candidate sites for upgrading facilities in existing secondary schools. Both sides agreed on the candidate project sites and their order of priorities as shown in ANNEX 2.

Thirteen (13) sites out of sixteen (16) sites have been technically assessed by the Team in terms of educational situations and technical feasibility of construction works. It should be noted that three sites for constructing new schools, namely Sehlabeng sa Matsieng, Khoro, and Ha Belo, have not yet been surveyed at the time of signing of this Minutes of Discussions. Both sides agreed that the priority of these sites would be decided based on the result of technical survey by the Team. The selection of the final candidate sites will be



decided by Japanese side based on the overall result of the survey and within the budget limitation of the Government of Japan.

5. Project Components

After discussions with the Team, the components (buildings and facilities) indicated in ANNEX 3 were finally requested by Lesotho side. While computer laboratories, libraries and boarding facilities were not included in the original proposal from the Government of Lesotho, Lesotho side stressed the necessity of these facilities. Particularly, Lesotho side insisted that libraries and computer laboratories were fundamental to upgrade the quality of secondary education. Lesotho side further explained that although boarding facilities were necessary to increase enrollment particularly in rural and remote areas, these were less prioritized compared to educational facilities, such as classrooms.

While the Team understood the request made by Lesotho side, both sides agreed that the appropriateness and feasibility of the request would be further assessed by JICA from the technical and financial point of view. The components to be supported by the Project will be selected based on the result of this survey and within the budget limitation of the Government of Japan. The category of priority (A, B, C, D, and E) indicated in ANNEX 3 will be taken into consideration when selecting the final project components by Japanese side.

6. Japan's Grant Aid Scheme

6-1. The Lesotho side understands the Japan's Grant Aid for Community Empowerment described in ANNEX 4, ANNEX 5, and ANNEX 6, which were explained by the Team.

6-2. The Lesotho side assured to take the necessary measures, as described in ANNEX 7, for the smooth implementation of the Project. The Team stressed the particular importance of the following items and Lesotho side agreed to take full responsibility to complete the following works by the set deadlines:

- (1) Lesotho side (School Construction Unit) should secure the lots of land for the Project and present relevant certificates to the Team by the end of April, 2010. The certificates should verify that the Government of Lesotho holds the land ownership of the designated sites or the land owners allow the Government of Lesotho to use the sites for the Project. The detailed information collected by the Team will be provided to Lesotho side by the end of this field survey.
- (2) With regard to the sites for the construction of new schools, Lesotho side (School Construction Unit) should carry out a geographical survey and clearly determine the demarcation or boundary of the site for the Project as soon as possible. Based on the geographical survey, Lesotho side (School Construction Unit) should provide the site drawings, in the form of AutoCAD, which should include road,

boundaries, contours, water channels, natural features, such as rocks and trees. The site drawings should be provided to the Team by June 16, 2010.

- (3) Works indicated below should be completed by Lesotho side before the public notice (tender) of the construction works;
- Water and electricity supply to the sites,
 - Construction of access roads, and
 - Leveling of the sites.

In particular, with regard to water supply, School Construction Unit needs to negotiate with Rural Water Supply to provide water supply to each candidate site and to calculate estimated cost of related works to provide water supply from the sources to the sites. Approximate location of water sources are indicated on the preliminary site plans that will be prepared by the Team and provided to Lesotho side by the end of this field survey. The results of negotiation with Rural Water Supply and the estimated cost should be provided to the Team by June 16, 2010.

- (4) Lesotho side should complete Environmental Impact Assessment according to the government guideline as soon as the outline design of the Project is agreed between both sides. School Construction Unit needs to prepare Environmental Management Plan and submit it to the Ministry of Tourism, Environment and Culture. All costs and works associated with Environmental Impact Assessment should be borne by MOET.
- (5) Lesotho side (School Construction Unit) should obtain Construction Permission from Land Survey and Physical Planning before the public notice (tender) of the construction works based on the drawings that will be prepared and provided to School Construction Unit by the Team. The cost of application should be borne by MOET.

- (6) Tax exemption on construction works and procurement

Note: All documents, data, and information stated above should be provided to Mr. Shigeru Ogura, Project Manager of the Team by hand, e-mail, or any other means that is appropriate.

6-3. The Japanese side explained that the Team would estimate the cost of works to be borne by Lesotho side and inform the results in the next mission. The Lesotho side assured to secure sufficient budget for preparation works in the next fiscal year (2011/2012) and operational and maintenance cost in the subsequent years. In addition, the Lesotho side confirmed that it would show the work schedule of the preparation works to be done by Lesotho side to the next mission team.

6-4. The Team explained to Lesotho side that the framework of implementation of the Project and the flow of detail design and supervising works should be as shown in

ANNEX 8 and ANNEX 9 respectively. The Team stressed that Japanese Consultants shall take overall responsibility for supervising works in order to ensure the quality of construction and the smooth implementation of the Project within the set timeframe. Lesotho side basically understood the framework and the flow of implementation and will formally agree after internal deliberation within MOET.

7. Framework of Project Implementation and Scope of Works

The Team explained the following framework of implementation.

7-1. Japan's Grant Aid is extended in accordance with the "Exchange Notes" by the two governments concerned and with the "Grant Agreement" between JICA and the Government of Lesotho, in which the objectives of the Project, period of execution, conditions and amount of Grant Aid, etc., are confirmed.

7-2. After concluding the Exchange Notes and Grant Agreement, the Lesotho side shall make the Agent Agreement with the Procurement Agent (hereinafter referred to as "the Agent"). In accordance with "Procurements Guideline for Grand Aid for Community Empowerment (Type I -C)" of JICA, the Agent shall conduct the following works on behalf of the Government of Lesotho:

- (1) Administration of the Grant;
- (2) Preparation for and evaluation of tender;
- (3) Signing contracts with suppliers and service providers;
- (4) Procurement of necessary goods;
- (5) Payment to suppliers and service providers;
- (6) Assisting to organize committee meetings; and
- (7) Management of the progress of the project.

7-3. To implement the project smoothly, both sides confirmed to facilitate a consultative committee chaired by the head of the representatives of the Government of Lesotho. The members of the committee shall be as follows:

- (1) Representative(s) of MOET
- (2) Representative(s) of JICA South Africa Office

The Agent will appoint its representative to participate in the meetings of the committee as an adviser. Representatives of organizations other than the Agent, may be invited, whenever necessary, to participate the meeting to provide advisory services. Major function of the committee is to discuss any matter that may arise from or in connection with the Grant Agreement for the Project. The terms of reference of the committee are to confirm an implementation schedule of the Project, to discuss modification of the Project, to exchange views on allocations of the Grant and its accrued interest, to identify problems which may delay the utilization of the Grant and its accrued interest, and to explore solutions to such problems.



8. Schedule of the Survey

The consultants will proceed to further studies in Lesotho until April 23, 2010. Based on the results of a field survey in Lesotho and information to be provided by Lesotho side, the Team will continue the study in Japan until the middle of August, 2010. The draft report explanation mission to Lesotho will be dispatched around late August, 2010, on the condition that Lesotho side submits all the necessary information by the above-mentioned deadlines.

9. Other Relevant Issues

9-1. Detailed Data and Information of Candidate Sites

The Team requested Lesotho side to provide more detailed data and information of each site that verify the number of necessary classrooms to be supported by the Project, for instance, the current enrollment in feeder schools (primary schools situated around the candidate school) and the future projection of enrollment in candidate schools. In addition, the Team requested Lesotho side to provide the concrete plan of electrification done by the Ministry of Energy that would cover one of the candidate schools, namely Laghetto High School, which was verbally explained by Lesotho side during the discussion. Lesotho side agreed to provide the complete sets of documents that show such data and information to the Team by April 20, 2010.

9-2. Equipment Provided by the Project

Both sides agreed that equipment provided by the Project will be limited to the basic furniture which is essential for the educational facilities.

9-3. Operational and Maintenance Cost

Lesotho side assured to secure sufficient budget to operate and maintain secondary schools, which will be newly constructed or provided with additional facilities by the Project.

9-4. Deployment and Assignment of Teachers and Other Staff to Schools

MOET assured to deploy and assign the enough number of qualified teachers and other administrative staff to schools, which will be newly constructed or provided with additional facilities by the Project.

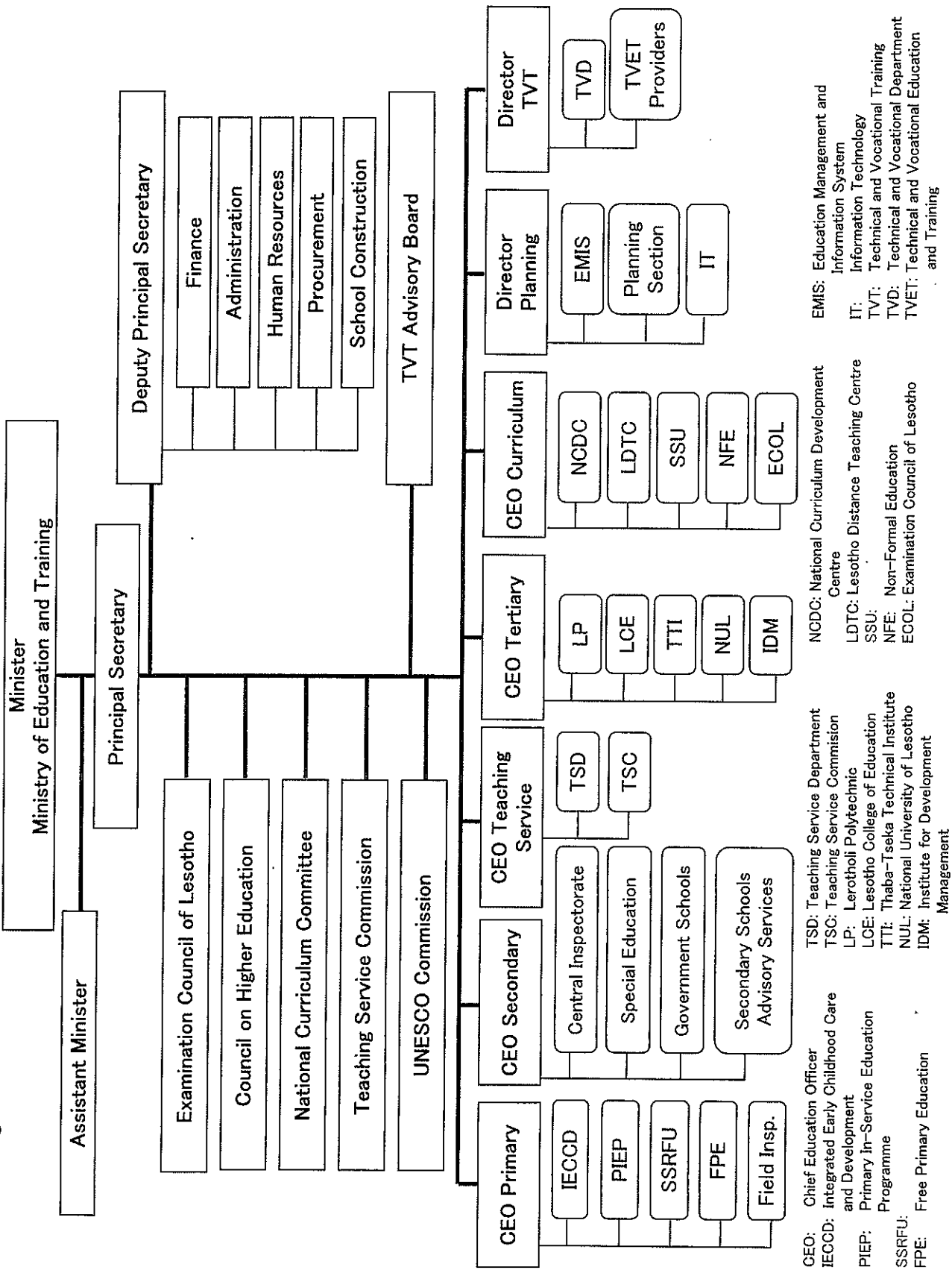
END



- ANNEX 1: Organizational Chart of MOET
- ANNEX 2: Candidate Sites for the Project
- ANNEX 3: Facilities Requested by the Lesotho Side and Their Priorities
- ANNEX 4: Grant Aid for Community Empowerment of the Government of Japan
- ANNEX 5: Flow Chart of Japan's Grant Aid Procedures for Community Empowerment
- ANNEX 6: Flow of Funds for implementation under the Japan's Grant Aid for Community Empowerment
- ANNEX 7: Major Undertakings to be Taken by Each Government
- ANNEX 8: Implementation Flow of Japan's Grant Aid for Community Empowerment after E/N and G/A
- ANNEX 9: Flow of Detail Design and Supervising Works



ANNEX 1: Organizational Chart of MOET



[Handwritten signature]

[Handwritten mark]

ANNEX 2: Candidate Sites for the Project

1. Sites for the construction of new schools

Priority	School/Site	District
1	Kokobe	Mohale's Hoek
2	Bothoba-Pelo (Ha Sechele)	Mohale's Hoek
3	Raboletsi	Maseru
4	Tiping	Thaba-Tseka
5	Ntlhakeng	Mafeteng
6	Sehlabeng sa Matsieng	Maseru
7	Khoro	Mafeteng
8	Ha Belo	Botha-Bohte

2. Sites for the construction of additional facilities in existing schools

Priority	School/Site	District
1	Lekokoaneng Secondary School	Berea
2	Linareng Secondary School	Leribe
3	Poopa Secondary School	Thaba-Tseka
4	St. Margaret Secondary School	Leribe
5	Fusi Secondary School	Berea
6	Laghetto High School	Leribe
7	St. Theresa High School	Thaba-Tseka
8	Mafa Secondary School	Thaba-Tseka



ANNEX 3: Facilities Requested by the Lesotho Side and Their Priorities

SCHOOL NAME	District	Existing Facilities	Component										Boardings for boys and girls				
			2 Classrooms	3 Classrooms	4 Classrooms	Administration /Staff room	Science Laboratory	Toilet	Staff Houses	Others	Computer Laboratory	Library					
New School																	
Kokobe	Mohale's Hoek	-	A	-	A x 2	A	A	A	A	A	A x 2	No Water, No Electricity	-	E	E	E	
Ha Sechele	Mohale's Hoek	-	A	-	A x 2	A	A	A	A	A	A x 2	No Water	-	E	E	-	
Raboleisi	Maseru	-	A	-	A x 2	A	A	A	A	A	A x 2	No Water, No Electricity	-	E	E	E	
Tiping	Thaba-Tseka	-	A	-	A x 2	A	A	A	A	A	A x 2	No Water, No Electricity	-	E	E	E	
Nlhrakeng	Mafeteng	-	A	-	A x 2	A	A	A	A	A	A x 2	No Water	-	E	E	-	
Sehlabeng,Matsieng	Maseru	-	D	-	D x 2	D	D	D	D	D	D x 2		-	E	E	-	
Khorro	Mafeteng	-	D	-	D x 2	D	D	D	D	D	D x 2		-	E	E	-	
Ha Belo	Botha-Bothe	-	D	-	D x 2	D	D	D	D	D	D x 2		-	E	E	E	
Existing School																	
Lekokaneng	Berea	-	A	-	A x 2	B	B	B	B	B	C	No Water	E	E	E	-	
Linareng	Leribe	-	A	-	A x 2	B	B	B	B	B	C	No Water	E	E	E	-	
Poopa	Thaba-Tseka	-	A	-	A x 2	B	B	B	B	B	B	No Water, No Electricity	E	E	E	-	
St. Margaret	Leribe	-	A	-	A x 2	B	B	B	B	B	C	No Water, No Electricity	-	E	E	-	
Fusi	Berea	3 Classroom Toilet	-	A	A	-	B	B	B	-	C	No Electricity	E	E	E	-	
Laghetto	Leribe	6 Classrooms	-	-	A	-	B	B	B	B	B	No Electricity	E	E	E	-	
St. Theresa H.S.	Thaba-Tseka	5 Classrooms	A	A	-	-	B	B	B	B	B	No Water, No Electricity	E	E	E	-	
Mafa	Thaba-Tseka	-	A	-	A x 2	B	B	B	B	B	C	No Water, No Electricity	E	E	E	-	

- A: 1st Priority
- B: 2nd Priority
- C: 3rd Priority

D: Priority will be determined based on the technical survey

E: Additional Request from Lesotho side / Further assessment will be necessary to include to the Project component, as these were not included in the original proposal.

55

ANNEX 4

Grant Aid for Community Empowerment of the Government of Japan (Provisional)

The Government of Japan (hereinafter referred to as “the GOJ”) is implementing the organizational reforms to improve the quality of ODA operations, and as a part of this realignment, the new JICA law was entered into effect on October 1, 2008. Based on the law and the decision of the Government of Japan (hereinafter referred to as “the GOJ”), JICA has become the executing agency of Grant Aid for Community Empowerment (hereinafter referred to as “GACE”).

The Grant Aid provides the government of a recipient country (hereinafter referred to as “the Recipient”) with non-reimbursable funds to procure the facilities, equipment and services (engineering services and transportation of the products, etc.) for economic and social development of the country under principles in accordance with the relevant laws and regulations of Japan. The Grant Aid is not supplied through the donation of materials as such.

1. Procedures for GACE

GACE is executed through the following procedures.

Application	Request made by a recipient country
Survey	Preparatory Survey conducted by JICA
Appraisal & Approval	Appraisal by the Government of Japan and JICA, and Approval by the Japanese Cabinet
Determination of Implementation	The Notes (hereinafter referred to as “E/N”) exchanged between the Governments of Japan and the recipient country
Grant Agreement (hereinafter referred to as “the G/A”)	Agreement concluded between JICA and a recipient country
Implementation	Implementation of the Project on the basis of the G/A

Firstly, the application or request for a GACE Project submitted by the Recipient is examined by the Government of Japan (the Ministry of Foreign Affairs) to determine whether or not it is eligible for GACE.

Secondly, if the request is deemed appropriate, the Government of Japan entrusts JICA (Japan International Cooperation Agency) to conduct the Preparatory Survey, using a Japanese consulting firm.

Thirdly, the Government of Japan and JICA appraise the Project to see whether or not it is suitable for Japan's GACE, based on the Preparatory Survey report prepared by JICA, and the results are then submitted to the Japanese Cabinet for approval.

Fourthly, the Project, once approved by the Cabinet, becomes official with the Exchange of Notes (E/N) signed by the Governments of Japan and the Recipient.

Simultaneously, the Grant will be made available by concluding a Grant Agreement (hereinafter referred to as "G/A") between the Government of the Recipient Country or its designated authority and the Japan International Cooperation Agency (JICA). JICA is designated by the Government of Japan as an organization responsible for the proper execution of the Grant.

Procurement Agent ("the Agent") is designated to conduct the procurement services of products and services (including fund management, preparing tenders, contracts and so on) for GACE on behalf of the Recipient. The Agent is an impartial and specialized organization and shall render services according to the Agent Agreement with the Recipient. The Agent is recommended to the Recipient by the Government of Japan and agreed between the two Governments in the Agreed Minutes ("A/M").

2. Preparatory Survey

1) Contents of the Survey

The aim of the Preparatory Survey ("the Survey"), conducted by JICA on a requested Project ("the Project"), is to provide a basic document necessary for the appraisal of the Project by the Government of Japan and JICA. The contents of the Survey are as follows:

- (1) Confirmation of the background, objectives, and benefits of the Project and also institutional capacity of agencies and communities concerned of the recipient country necessary for the Project's implementation;
- (2) Evaluation of the appropriateness of the Project to be implemented under the Grant Aid Scheme for Community Empowerment from a technical, social and economic point of view;
- (3) Confirmation of items agreed upon by both parties concerning the basic concept of the Project;
- (4) Preparation of an outline design of the Project ;
- (5) Estimation of cost for the Project ; and



(6) Preparation of reference documents for tender.

The contents of the original request by the Government of the recipient country are not necessarily approved in their initial form as the contents of the Grant Aid project. The Outline Design of the Project is confirmed considering the guidelines of Japan's Grant Aid scheme.

JICA requests the Government of the recipient country to take whatever measures are necessary to ensure its self-reliance in the implementation of the Project. Such measures must be guaranteed even though they may fall outside of the jurisdiction of the organization in the recipient country actually implementing the Project. Therefore, the implementation of the Project is confirmed by all relevant organizations of the recipient country through the Minutes of Discussions.

2) Selection of Consultants

For smooth implementation of the Survey, JICA uses registered consulting firms. JICA selects firms based on the proposals submitted by interested firms. The firms selected carry out a Preparatory Survey and write a report, based upon terms of reference set by JICA. The consulting firms used for the Survey shall be nominated as a responsible Japanese consultant (hereinafter referred to as “the Japanese Consultant”) for proceeding construction supervision for the Project under the Agent in order to maintain technical consistency. The Japanese Consultant shall organize an appropriate construction supervision team utilizing local consultants.

3) Result of the Survey

The Report on the Survey is reviewed by JICA. The appropriateness and feasibility of the Project is confirmed, JICA recommends the GOJ to appraise the implementation of the Project.

3. Implementation of GACE after the E/N and G/A

1) Exchange of Notes (E/N) and Grant Agreement (G/A)

After the project approved by the Cabinet of Japan, the E/N will be signed between the GOJ and the Government of the recipient country to make a pledge for assistance, which is followed by the conclusion of the G/A between JICA and the Government of the recipient country to define the necessary articles to implement the Project, such as payment conditions, responsibilities of the Government of the recipient

country, and procurement conditions.

2) Procedural details

Procedural details on the procurement of products and services under GACE will be agreed upon between the Recipient and JICA at the time of the signing of the G/A. Essential points to be agreed upon are outlined as follows:

- a) JICA executes the Grant by making payments of the amount agreed upon in the E/N and pays serious attention to ensure the accountability on proper and effective use of the Grant for the Project.
- b) The products and services shall be procured and provided in accordance with “Procurement Guidelines of Japan’s Grant Aid for Community Empowerment (Type I – C)”.
- c) The Government of the recipient country shall conclude an employment contract with the Agent.
- d) The Government of the recipient country shall designate the Agent as the representative acting in the name of the Government of the recipient country concerning all transfers of funds to the Agent.

3) Focal Points of JICA’s “Procurement Guidelines of Japan’s Grant Aid for Community Empowerment (Type I – C)”

a) The Agent

The Agent is the organization which provides procurement services of products and services on behalf of the Recipient according to the Agent Agreement with the Recipient. The Agent is recommended to the Recipient by the Government of Japan and agreed between the two Governments in the A/M.

b) Agent Agreement

The Recipient shall conclude an Agent Agreement, within two (2) months after the date of entry into force of the G/A, in accordance with the A/M. The scope of the Agent’s services shall be clearly specified in the Agent Agreement.

c) Approval of the Agent Agreement

The Agent Agreement, which is prepared as two identical documents, shall be submitted to JICA by the Recipient through the Agent. JICA confirms whether or not the Agent Agreement is concluded in conformity with the E/N, the G/A, and the JICA’s Procurement Guidelines of Japan’s Grant Aid for Community Empowerment,



and approves the Agreement. The Agent Agreement concluded between the Recipient and the Agent shall become effective after the approval by JICA in a written form.

d) Payment Methods

The Agent Agreement shall stipulate that "regarding all transfers of the fund to the Agent, the Recipient shall designate the Agent to act on behalf of the Recipient and issue a Blanket Disbursement Authorization ("the BDA") to conduct the transfer of the fund (Advances) to the Procurement Account from the Recipient Account."

The Agent Agreement shall clearly state that the payment to the Agent shall be made in Japanese yen from the Advances and that the final payment to the Agent shall be made when the total Remaining Amount becomes less than 3 % of the Grant and its accrued interest excluding the Agent's fees.

e) Products and Services Eligible for Procurement

Products and services to be procured shall be selected from those defined in the G/A.

f) Firms

In principle, the consultant firm who carried out the Preparatory Survey will be recommended by JICA to the recipient country as the supervisor of the Project's implementation after the E/N and the G/A signing, in order to maintain technical consistency. Besides, consultants of any nationality will be contracted for detailed design study and supervising works. Firms of any nationality could be contracted as contractors and suppliers as long as the firm satisfies the conditions specified in the tender documents.

g) Method of Procurement

In implementing procurement, sufficient attention shall be paid so that there is no unfairness among tenderers who are eligible for the procurement of products and services. For this purpose, competitive tendering shall be employed in principle.

h) Tender Documents

The tender documents should contain all information necessary to enable tenderers to prepare valid offers for the products and services to be procured by GACE. The



rights and obligations of the Recipient, the Agent and the Suppliers of the products and services should be stipulated in the tender documents to be prepared by the Agent. Besides this, the tender documents shall be prepared in consultation with the Recipient.

i) Pre-qualification Examination of Tenderers

The Agent may conduct a pre-qualification examination of tenderers in advance of the tender so that the invitation to the tender can be extended only to eligible firms. The pre-qualification examination should be performed only with respect to whether or not the prospective tenderers have the capability of accomplishing the contracts concerned without fail. In this case, the following points should be taken into consideration:

- (1) Experience and past performance in contracts of a similar kind;
- (2) Property foundation or financial credibility; and
- (3) Existence of offices, etc. to be specified in the tender documents.

j) Tender Evaluation

The tender evaluation should be implemented on the basis of the conditions specified in the tender documents. Those tenders, which substantially conform to the technical specifications, and are responsive to other stipulations of the tender documents, shall be judged in principle on the basis of the submitted price, and the tenderer who offers the lowest price shall be designated as the successful tenderer.

The Agent shall prepare a detailed tender evaluation report clarifying the reasons for the successful tender and the disqualification and submit it to the Recipient to obtain confirmation before concluding the contract with the successful tenderer. The Agent shall, before a final decision on the awards is made, furnish JICA with a detailed evaluation report of tenders, giving the reasons for the acceptance or rejection of tenders.

k) Additional Procurement

If there is an additional procurement fund after competitive and / or selective tendering and / or direct negotiation for a contract, and the Recipient would like an additional procurement, the Agent is allowed to conduct an additional procurement, following the points mentioned below:

- (1) Procurement of the same products and services



When the products and services to be additionally procured are identical with the initial tender and a competitive tendering is judged to be disadvantageous, the additional procurement can be implemented by a direct contract with the successful tenderer of the initial tender.

(2) Other procurements

When products and services other than those mentioned above in (1) are to be procured, the procurement should be implemented through a competitive tendering. In this case, the products and services for additional procurement shall be selected from among those in accordance with the E/N and the G/A.

l) Conclusion of the Contracts

In order to procure products and services in accordance with the G/A, the Agent shall conclude contracts with firms selected by tendering or other methods.

m) Terms of Payment

The contract shall clearly state the terms of payment. The Agent shall make payment from the "Advances", against the submission of the necessary documents from the Firm on the basis of the conditions specified in the contract, after the obligations of the Firm have been fulfilled. When the services are the object of procurement, the Agent may pay certain portion of the contract amount in advance to the firms on the conditions that such firms submit the advance payment guarantee worth the amount of the advance payment to the Agent.

4) Major Undertakings to be taken by the Government of the recipient country

(a) In the implementation of the Grant Aid Project, the recipient country is required to undertake such necessary measures as the following:

(1) to secure lots of land necessary for the implementation of the Project and to clear the sites ;

(2) to provide facilities for distribution of electricity, water supply and drainage and other incidental facilities necessary for the implementation of the Project outside the sites referred to in (a) above;

(3) to ensure prompt customs clearance and to assist internal transportation in the recipient country and to assist internal transportation therein of the products;



(4) to ensure that customs duties, internal taxes and other fiscal levies which may be imposed in the recipient country with respect to the purchase of the Components as well as the employment of the Agent be exempted/be borne by its designated authority without using the Grant and its accrued interest;

(5) to accord Japanese nationals and / or nationals of third countries, including such nationals employed by the Agent, whose services may be required in connection with the supply of the Components such facilities as may be necessary for their entry into the recipient country and stay therein for the performance of their work (The term "nationals" whenever used in the G/A means Japanese physical persons or Japanese juridical persons controlled by Japanese physical persons in the case of Japanese nationals, and physical or juridical persons of third countries in the case of nationals of third countries.);

(6) to ensure that the Facilities and the Components be maintained and used properly and effectively for the implementation of the Project;

(7) to bear all the expenses, other than those covered by the Grant and its accrued interest, necessary for the implementation of the Project; and

(8) to give due environmental and social consideration in the implementation of the Project.

(b) Upon the request of JICA, the Recipient shall provide JICA with necessary information on the Project.

(c) With regard to the shipping and marine insurance of the products procured by the Project, the Recipient shall refrain from imposing any restrictions that may hinder fair and free competition among the shipping and marine insurance companies.

(d) The products procured by the Project shall not be exported or re-exported from the recipient country.

(e) The Recipient shall ensure that any official of its government does not undertake any part of the Japanese nationals' work and / or the work of nationals of third countries on purchase of the Components.



JS.

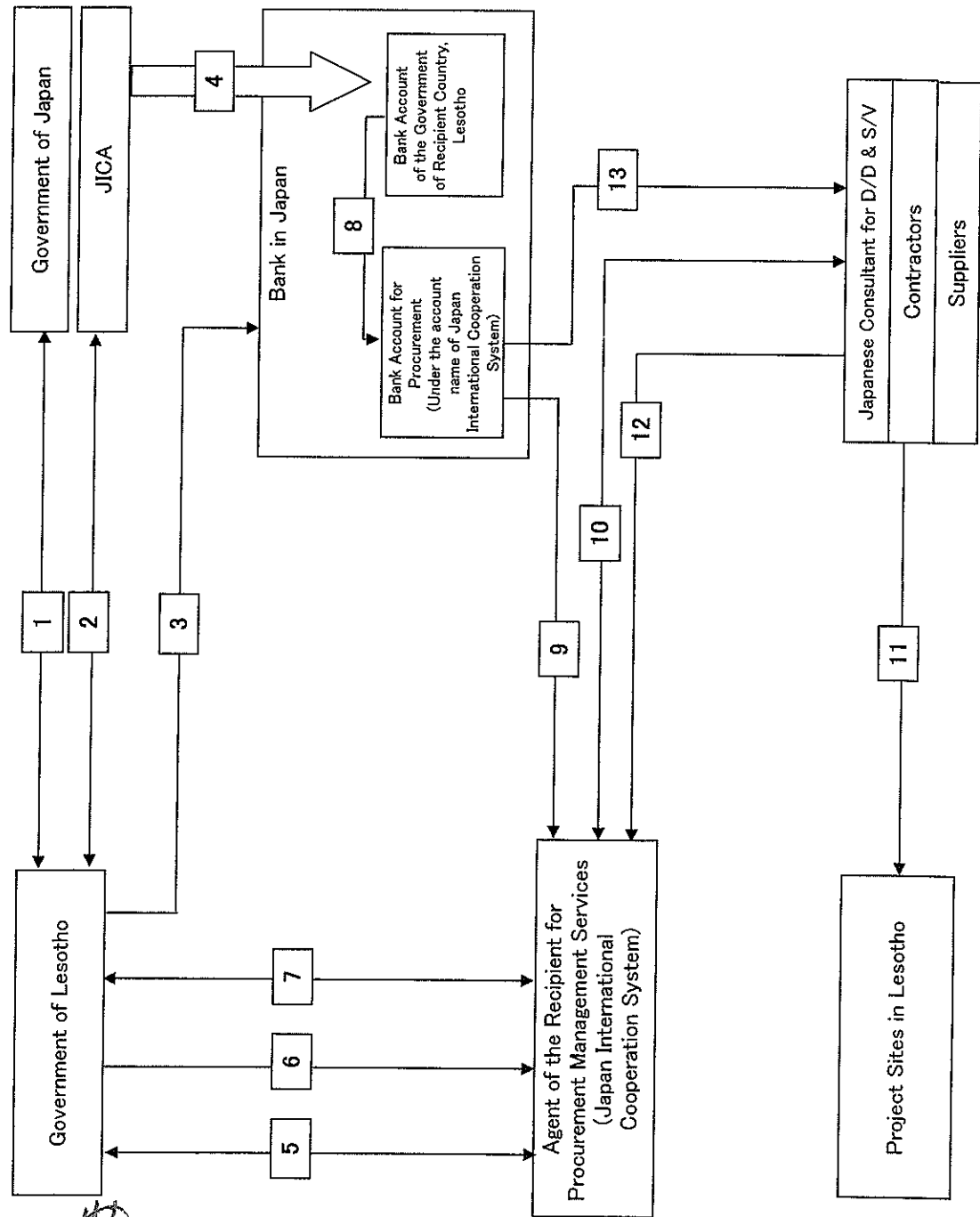
Annex 5 Flow Chart of Japan's Grant Aid Procedures for Community Empowerment

Stage	Work-Flow & Procedures	Recipient Government	Japanese Government	JICA	Agent (JICS)	Consultant	Contractor	Others
Application		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Project Formulation & Preparation	Field Survey 1 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
	Field Survey 2 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
	Field Survey 3 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Appraisal & Approval		<input type="checkbox"/>	<input type="checkbox"/>					
Implementation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>						
	<input type="checkbox"/>							★
	<input type="checkbox"/>							
	<input type="checkbox"/>							★
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
Evaluation & Follow up		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

* The field survey 3 and appraisal process will be implemented simultaneously.

★Bank in Japan

ANNEX 6 Flow of Funds & Services for the Implementation of Japan's Grant Aid for Community Empowerment



- | | |
|----|--------------------------------------------------------------------|
| 1 | Signing of Exchange of Notes (E/N) |
| 2 | Signing of Grant Agreement (G/A) |
| 3 | Banking Arrangement (B/A) |
| 4 | Disbursement of Funds |
| 5 | Signing of Agreement for Agent (A/A) |
| 6 | Blanket Disbursement Authorization (BDA) |
| 7 | Decision on the Components of the Project: Facilities & equipments |
| 8 | Transfer of Funds |
| 9 | Payment of Remuneration to the Agent |
| 10 | Conclusion of Contract |
| 11 | Construction and/or Procurement of Equipment |
| 12 | Application for Payment |
| 13 | Payment |

63

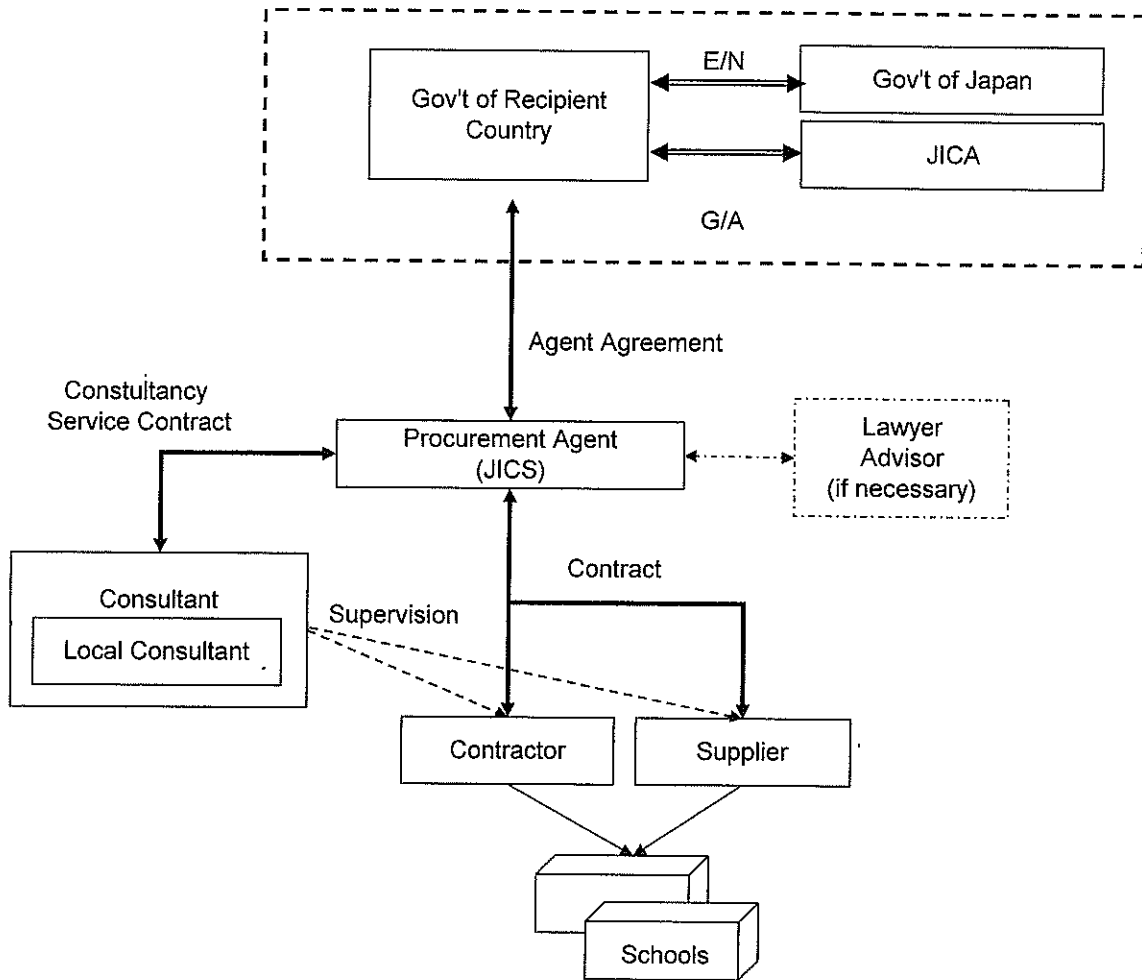
Annex 7 Major Undertakings to be Taken by Each Government

No.	Items	To be covered by Grant Aid	To be covered by Recipient Side
1	To secure land		●
2	To clear level and reclaim the site when needed		●
3	To construct gates and fences in and around the site		●
4	To Construct the Parking lot		●
5	To construct roads		
	1) Within the site	●	
	2) Outside the site		●
6	To construct the building	●	
7	To provide facilities for the distribution of electricity, water supply, drainage and other incidental facilities		
	1) Electricity		
	a. The distributing line to the site		●
	b. The drop wiring and internal wiring within the site (incl. connections between buildings)	●	
	c. The main circuit breaker and transformer	●	
	2) Water Supply		
	a. The city water distribution main to the site		●
	b. The supply system within the site (receiving and elevated tanks)	●	
	3) Drainage		
	a. The city drainage main (for storm sewer and others to the site)		●
	b. The drainage system (for toilet sewer, ordinary waste, storm drainage and others) within the site	●	
	4) Gas Supply*		
	a. The city gas main to the site		●
	b. The gas supply system within the site	●	
	5) Telephone System		
	a. The telephone trunk line to the main distribution frame/panel (MDF) of the building		●
	b. The MDF and the extension after the frame/panel	●	
	6) Furniture and Equipment		
	a. General furniture		●
	b. Project equipment and furniture**	●	
8	To bear the commissions to the Japanese bank for banking services based upon B/A		●
9	To ensure prompt customs clearance and to assist internal transportation in the recipient country and to assist internal transportation therein of the products		●
10	To ensure that customs duties, internal taxes and other fiscal levies which may be imposed in the recipient country with respect to the purchase of the Components as well as the employment of the Agent be exempted/be borne by its designated authority without using the Grant and its accrued interest.		●
11	To accord Japanese nationals and / or nationals of third countries, including such nationals employed by the Agent, whose services may be required in connection with the supply of the Components such facilities as may be necessary for their entry into the recipient country and stay therein for the performance of their work (The term "nationals" whenever used in the G/A means Japanese physical persons or Japanese juridical persons controlled by Japanese physical persons in the case of Japanese nationals, and physical or juridical persons of third countries in the case of nationals of third countries.)		●
12	To ensure that the Facilities and the Components be maintained and used properly and effectively for the implementation of the Project		●
13	To bear all the expenses, other than those covered by the Grant and its accrued interest, necessary for the implementation of the Project		●
14	To give due environmental and social consideration in the implementation of the Project		●

* Gas supply in this Project means gas supply to science laboratory only.

** Project Equipment and furniture in this Project means basic furniture that is essential for the educational facilities.

ANNEX 8 Implementation Flow of Japan's Grant Aid for Community Empowerment after E/N and G/A



35

ANNEX 9: Flow of Detail Design and Supervising Works

Responsible Org. Stage	MOET			Procurement Agent (JIGS, Tokyo HDQ)	Procurement Agent (JIGS, Lesotho)	Japanese Consultant	Contractor
	PS	Procurement Unit	School Const. Unit				
Detail Design and Preparation for Tender			(consultation)			Preparation of Tender and Contract Documents (incl. detailed drawings, technical specifications, Bill of Quantities, Forms of Tender, etc.)	
					Preparation of Tender and Contract Documents (incl. Invitation to Tender, Instructions to Tenderers, Model of Contracts, Contract Conditions, etc.)		
		(consultation)			Confirmation of the contents of construction contracts and tender documents		
					Verification of procedure of payment and its contents		
	Approval			Approval			
Tendering		(support)			Notice of Tender (P/Q)		
		(support)			Prequalification of possible tenderers		
		(support)			Invitation to Tender Distribution of Tender Documents		
		(support)			Tender		Bidding
		(support)			Evaluation of Tender		
	Approval	(consultation)	(consultation)	Approval			
Supervising (monthly)		(support)	(support)*			Concluding Contracts	
			(support)*			Supervision Monthly Report	Construction work
			(support)*			Verification of completed amount Progress Report	
			(support)*		Approval	Approval	
					Payment		
					Fund management report		

Note: 1) School Construction Unit will carry out site visits, at least two times per each site during construction period, with Japanese Consultants. Two site visits means the visit at the beginning and final inspection at the completion.
 2) School Construction Unit may carry out occasional site visit when such an event occurs as natural disaster, labor sabotages, etc., with Japanese Consultants.
 3) School Constructuin Unit should confirm the completion of the construction works and handover the facilities to schools, in close collaboration with Japanese Consultants and the Procurement Agent.

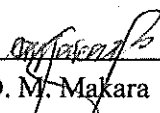
MINUTES OF DISCUSSIONS
ON
PREPARATORY SURVEY
ON
THE PROJECT
FOR
CONSTRUCTION OF NEW SECONDARY SCHOOLS
AND
UPGRADING OF FACILITIES IN EXISTING SECONDARY SCHOOLS
IN
THE KINGDOM OF LESOTHO

From April 2010 to May 2010, the Japan International Cooperation Agency (hereinafter referred to as "JICA") had conducted a field survey as a part of the Preparatory Survey on the Project for Construction of New Secondary Schools and Upgrading of Facilities in Existing Secondary Schools (hereinafter referred to as "the Project") in the Kingdom of Lesotho. Based on the results of the field survey and a subsequent technical examination conducted in Japan, JICA prepared the Draft Preparatory Survey Report.

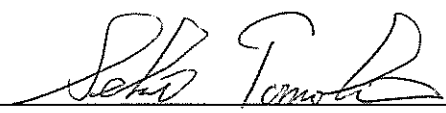
In order to explain the contents of the report and discuss with the officials concerned of the Government of Lesotho, JICA dispatched the Survey Team (hereinafter referred to as "the Team"), which was headed by Mr. Tomohiro Seki, Deputy Resident Representative of JICA South Africa Office, from 3rd December to 11th December 2010.

As a result of discussions, both sides have confirmed the main items described in the attached sheet.

Maseru, Lesotho
8th December 2010



Mr. O. M. Makara
Principal Secretary,
Ministry of Education and Training,
Kingdom of Lesotho



Mr. Tomohiro Seki
Leader,
Preparatory Survey Team
Japan International Cooperation Agency (JICA)

ATTACHMENT

1. Contents of the Draft Report

The Lesotho side agreed and accepted in principle the contents of the draft report as explained by the Team.

2. Components and Facilities to be Covered by the Project

Both sides agreed on the list of components and facilities for each candidate schools to be covered by the Project, their order of priority, and the division of procurement lot and batch as shown in ANNEX-1. The Lesotho side agreed that the Japanese side would make a final decision on this matter through further study in Japan.

3. Japan's Grant Aid Scheme and Major Undertakings

The Lesotho side understood the Japan's Grant Aid Scheme, and the Ministry of Education and Training assured that it shall take necessary measures as described in ANNEX-7 of the Minutes of Discussions signed by both parties on 16th April 2010 and as indicated in ANNEX-2 of this Minutes of Discussions. Furthermore, the Government of Lesotho agreed to take a full responsibility for providing office equipment, laboratory equipment, landscaping (fence, gate, gate keeper's hut, parking lots, etc.), and teaching staff to each site. And both sides agreed that the supply of water and electricity which is necessary for construction works shall be covered by the Japanese side, while the Lesotho side shall be responsible for providing water and electricity for schools before completion of school facilities. The details of obligations to be covered by the Government of Lesotho are described in ANNEX-3.

4. Final Report of the Preparatory Survey

JICA will finalize the report in accordance with the result of discussions and forward it to the Government of Lesotho by the end of May 2011.

5. Project Cost Estimation

The Lesotho side understood that the Project cost estimation described in ANNEX-4 was not final at this stage and would be set and approved by the Government of Japan after thorough examinations.

6. Confidentiality of the Information Related to the Project

Both sides confirmed that all information related to the Project including design documents of facilities and furniture shall not be released to any outside parties before concluding all contracts for the Project. Furthermore, both sides agreed that the estimated cost of the Project as described in ANNEX-4 shall never be duplicated or released to any outside parties before concluding all contracts for the Project.

7. Other relevant issues

7-1. Allocation of Necessary Budget and Personnel

The Lesotho side agreed to allocate necessary budget and personnel for the proper operation and maintenance of the facilities to be covered by the Project.

7-2. Proper Use and Maintenance

Both sides understood that proper use and maintenance of the facilities was indispensable for their long-term use. The Lesotho side assured the Team that it would facilitate the proper use and maintenance of the facilities in the schools to be covered by the Project with the active involvement of concerned parties such as principals and school boards, and other concerned organizations.

7-3. Tax Exemption

The Lesotho side agreed that it shall ensure that customs duties, internal taxes and other fiscal levies with respect to the purchase of such products and services necessary for implementation of the Project (hereinafter referred to as "the Components") be exempted, as agreed on the Minutes of Discussions signed by both parties on 16th April 2010. The Lesotho side also agreed that Ministry of Education and Training shall submit to the Ministry of Finance the letter requesting VAT exemption with the detailed list of the Components mentioned above.

ANNEX-1 Components and Facilities to be covered by the Project

ANNEX-2 Major Undertakings by Each Government

ANNEX-3 The Details of the Obligation of the Government of Lesotho

ANNEX-4 Project cost estimation

ANNEX-1 Components and Facilities to be covered by the Project

Upgrading of facilities at existing schools

Revised priority	Name of site	District	Components										Existing facilities						
			Number of Classrooms	2CLS	3CLS	4CLS	SCI & ADMI	PV	SCI	PV	TOILE T Male	TOILE T Female	Teachers' duplex	SWH	PV	Number of existing (standard) classrooms	Using classrooms of primary school		
E1	Lekoaneng	Berea	10	1		2	1					1	1			2		0	Using classrooms of primary school
E2	Linareng	Leribe	10	1		2	1					1	1			2		0	3 Prefabricated classrooms
E3	St.Margaret	leribe	10	1		2	1	1				1	1			2	2	0	Using classrooms of primary school
E4	St. Theresa	Thaba-Theka	4			1					1	1	1			2	2	8	7 FA-FC classrooms & +1 FD classroom
E5	Fusi	Berea	7			1					1	1				2	2	3	3 FA-FC classrooms
E6	Laghetto	Leribe	4			1					1	1	1			2	2	7	2FA, 2FB, 1FC, 1FD, 1FE

First Tender

New schools

Revised priority	Name of site	District	Components										PV					
			Number of Classrooms	2CLS	4CLS	4CLS	SCI & ADMI	PV	TOILE T Male	TOILE T Female	Teachers' duplex	SWH						
N1	Ha Belo	Buthe-Buthe	10	1	2	0	1				1	1		2				
N2	Khoro	Mateteng	10	1	2	0	1	1			1	1		2				
N3	Ha Sechele	Mohale's Hoek	6(+4)	1	1	1	1				1	1		2				
N4	Nithakeng	Mateteng	6(+4)	1	1	1	1				1	1		2				
N5	Selhabeng	Maseru	6(+4)	1	1	1	1	1			1	1		2	2			
N6	Rabolets	Maseru	6(+4)	1	1	1	1	1			1	1		2	2			

Indispensable component
Priority 2
Priority 3
Priority 4
Priority 5

ANNEX-2 Major Undertakings by Each Government

No.	Actions	Grant by GOJ	Obligations of GOL
1	To secure land, and/or obtain Certificate of Allocation of land.		•
2	Submission of development allocations and obtaining Construction Certificates prior to construction works, preparation of documents and payment of assessment fee of 0.1 % of construction cost to LSPP. Checking if the project requires a submission of Environmental Impact Statement and is so, preparation of report and payment of the cost to the Ministry of Environment.		•
3	Clearing and leveling of the land and demolition of existing buildings where necessary.		•
4	Construction of fence, gate and gate keeper's hut.		•
5	Construction of parking lots.		•
6	Construction of road to site		•
	Construction of road on site	•	
7	Construction of buildings	•	
8	Preparation of tender documentation, and advertisements in newspapers.	•	
9	Printing and distribution of tender documentation		•
10	Implementing tender, bid receiving and bid opening & evaluation	•	•
11	Provisional sum for contingencies*	Not Applicable	
	Variations approved by The Committee	•	
12	To provide facilities for the distribution of electricity, water supply drainage and other incidental facilities (Infrastructure)		
1) Electricity	a. Confirmation of site(s) where grid-power supply will be provided and start construction of distribution to the site(s).		•
	b. Construction of new kiosks (transformers, inverters and distribution boards) and to drop-wires from power lines to new kiosks at sites with grid-power supply. Lekokoaneng, Linareng, Ha Belo, Nlthakeng		•
	c. Second distribution boards after the kiosk and wiring inside site & Wiring in buildings on sites mentioned above	•	
	d. Provision of alternative electricity supply to sites without grid-power supply. (Except classrooms and toilets. Refer to 2-2-6) St. Margaret, St. Theresa, Fusi, Laghetto, Khoro, Ha Sechele, Sehlabeng, Raboletsi	•	
	e. Wiring in limited buildings on sites mentioned above	•	
2) Water	a-1. WASA water main to site. Construction of water meter on site and connection to mains. : Ha Belo		•
	a-2. RWS water supply to site. Connection of duct to a new reservoir. Or water supply from the existing bore hole to a new reservoir. Lekokoaneng, Linareng, St. Margaret, St. Theresa, Fusi, Laghetto, Khoro, Nlthakeng ,Ha Sechele, Sehlabeng, Raboletsi	•	•
	b-1 Water supply system within the site	•	
	b-2 Ducting in building	•	
3) Drainage	a. The city drainage	Not applicable	
	b Waste water treatment on site	•	
4) Gas	a. The city gas main to the site	Not applicable	

Supply	b. Supply of Gas cylinder (Science Laboratory)	•	
5)Telephone		Not applicable	
6)Furniture and Equipment	a. General furniture		•
	b. Classroom furniture, administration furniture	•	
	c. Educational equipment, text books, furniture not provided by the Project		•
13	Bank service fee in regard of B/A		•
14	Ensuring that customs duties, internal taxes and other fiscal levies with respect to the purchase of the Components (all products and services necessary for the implementation of the Project) be exempted.		•
15	Ensuring that prompt customs clearance, and assistance with transportation of product within Lesotho		•
	Transportation after customs clearance	•	
16	To accord Japanese nationals and/or nationals of third countries, including such nationals employed by the Agent, whose services may be required in connection with the supply of the Components such facilities as may be necessary for their entry into the recipient country and their stay therein for the performance of their work (The term "nationals" whenever used in the G/A means Japanese physical persons or Japanese juridical persons controlled by Japanese physical persons in the case of Japanese nationals, and physical or juridical persons of third countries in the case of nationals of third countries.)		•
17	To ensure that the Facilities and the Components be maintained and used properly and effectively for the implementation of the Project		•
18	To bear all expenses, other than those covered by the Grant and its accrued interest, necessary for the implementation of the Project		•
19	To give due environmental and social consideration in the implementation of the Project.		•
20	Any loss and/or damage caused by any default or delay in performance of any obligation to be borne by the Government of Lesotho		•

Below is the provision of the machinery and equipment that the Government of Lesotho is responsible for.

Machinery and Equipment to be Provided by Recipient Country

No.	Item	
1	Equipment of Administration office	Computers, printers and other office equipment
2	Equipment of Science laboratories	Laboratory equipment
3	Others	Furniture, equipment, books which are not in the list of Components

*Loose furniture for teachers' duplexes is to be provided by users.

ANNEX-3 The Details of the Obligation of the Government of Lesotho

Existing Schools

Site name	District	Components						1 Water supply to site		2. Electricity supply to site		3 Office equipment	4 Laboratory equipment	5 Land-scaping	6 Number of new staff***
		AD CLS	MI+ SCI	SCI	Male V/L	Female V/P	T. D	Water	Estimated cost (Maloti)	Electricity	Estimated cost (Maloti)				
E1 Lekoanoeng	Berea	10	1	0	1	1	2	Water supply from the existing borehole outside site to new reservoir.	7,385	Power line is on site. Construction of new kiosk and drop wiring from the existing power line to new kiosk.	8,750	32,000	50,000	6	A deputy principal, a secretary, an accountant, a science teacher and 2 teachers
E2 Linareng	Leribe	10	1	0	1	1	2	Water supply from the RWS tap in the village to new reservoir.	7,385	Power line is outside site. Construction of new kiosk and drop wiring from the existing power line to new kiosk.	8,750	32,000	50,000	8	A deputy principal, a secretary, an accountant, a science teacher and 4 teachers
E3 St. Margaret	Leribe	10	1	0	1	1	2	Water supply from the RWS tap in the village to new reservoir.	10,000	x	0	32,000	50,000	9	A deputy principal, a secretary, an accountant, a science teacher and 5 teachers
E4 St. Theresa	Thaba-Theka	4	0	1	1	1	2	RWS tap inside site, but better water source exists 1km away. EFU and school board to decide which to use. Water supply from the source to new reservoir.	12,000	x	0	32,000	50,000	5	A science teacher and 4 teachers for senior secondary
E5 Fusi	Berea	7	0	1	0	0	2	Water supply from the existing borehole on site to new reservoir	32,346	x	0	32,000	50,000	5	A science teacher and 4 teachers
E6 Laghetto	Leribe	4	0	1	1	1	2	Water supply from the existing water source on site to new reservoir	5,500	High voltage electricity lines outside site. Construction cost of new cubicle could be substantial.	TBC	32,000	50,000	5	A science teacher and 4 teachers for senior secondary
Existing schools total								74,616		17,500	192,000	300,000	38		

New Schools

Site name	District	Components						1 Water supply to site		2. Electricity supply to site		3 Office equipment	4 Laboratory equipment	5 Land-scaping	6 Number of new staff***
		AD CLS	MI+ SCI	SCI	Male V/L	Female V/P	T. D	Water	Estimated cost (Maloti)	Electricity	Estimated cost (Maloti)				
N1 Ha Belo	Butha-Buthe	10	1	0	1	1	2	Water supply from the existing WASA water outside site to the site. Installation of new water-meter.	7,385	Power line is on site. Construction of new kiosk and drop wiring from the existing power line to new kiosk.	8,750	32,000	100,000	11	A Principal, a deputy principal, a secretary, an accountant, a science teacher and 7 teachers
N2 Khoro	Mateteng	10	1	0	1	1	2	RWS tap outside site, but better water source exists 1km away. EFU and school board to decide which to use. Water supply from the water source to new reservoir.	6,000	x	0	32,000	100,000	11	Same as above
N3 Ha Sechele	Mohale's Hoek	10	1	0	1	1	2	Water supply from the existing borehole for RWS tap outside site to new reservoir.	30,000	High voltage electricity on site. Construction cost of new cubicle could be substantial.	TBC	32,000	100,000	11	Same as above
N4 Nithakeng	Mateteng	10	1	0	1	1	2	Water supply from the existing borehole outside site to new reservoir.	10,500	Power line is outside site. Construction of new kiosk and drop wiring from the existing power line to new kiosk.	8,750	32,000	100,000	11	Same as above
N5 Sehlabeng	Maseru	10	1	0	1	1	2	Water supply from the RWS tap next to the nearby primary to new reservoir.	80,000	x	0	32,000	100,000	11	Same as above
N6 Rabolets'i	Maseru	10	1	0	1	1	2	Water supply from the RWS water duct in the maize field outside site to new reservoir.	10,500	x	0	32,000	100,000	11	Same as above
New schools total								144,385		17,500	192,000	384,000	66		
Total								219,001		35,000	162,000	900,000	104		

* Obligation marked TBC (To be checked) requires further assessment by the EFU.

** Estimated cost is guideline only.

*** MOET is responsible for employing principals and teachers, while each school is responsible for a secretary and an accountant.

(Confidential)

ANNEX-4 Project cost estimation

Initial Cost Estimation of the Project

The provisional cost of the Project is estimated as below in accordance with the estimation conditions in (3) below. The cost would be further examined by the Government of Japan for the approval of the Grant.

(1) Costs to be borne by the Government of Japan

(2) Costs to be borne by the Government of Lesotho

Total Cost: Approx. 1,850,000 maloti

(Unit: 1,000 maloti)

	Works	Description	Cost	Responsible Organization
1	Water supply	Water supply to each site, including systems necessary for pumping to site. For a site with WASA water supply, this work includes the installation of water meters.	219	MoET
2	Electricity supply	Drop wire, construction of kiosk, transformer, inverter, and distribution board	35	MoET
3	Supply of office equipment	Office equipment such as copy machine and general furniture	162	MoET
4	Laboratory equipment		384	MoET
5	Landscaping (Gate, fence,, etc)		900	MoET
6	Building development application	Preparation and payment for development application and submission of environmental statement.	50	MoET
7	Bank service fee		100	MoET
Total			1,850	

(Estimated: April 2010)

(3) Conditions of cost estimation

- Month & Year of estimation : April 2010
- Exchange rate : 1 maloti = 13.53 yen
- Cost estimation is based on the Grant Aid Project System of the Government of Japan.

Appendix5. References

National Plans				
ID	Document Name		Publisher	Issued
P1	Kingdom of Lesotho Poverty reduction Strategy Plan 2004/2005-2006/2007	PDF	GOL	
P2	Education Sector Strategic Plan 2005-2015	PDF	GOL	
P3	Lesotho - Medium Term Education Plan 09-12	Copy	MOET	
Budget				
ID	Document Name		Publisher	Issued
F1	Budget Speech to Parliament for the 2011/2012 Fiscal Year	PDF	GOL	14-Feb-11
F2	Budget Speech to Parliament for the 2010/2011 Fiscal Year	PDF	GOL	12-Feb-11
F3	background paper to the 2010/2011 Budget Speech	PDF	Ministry of Finance and Development Planning	Feb-10
F4	Summary of Budget Speech	PDF	NEDBANK	
F5	MOET Capital Budget 2010/2011	Copy		
F6	Budget Speech to Parliament for the 2009/2010 Fiscal Year	PDF	GOL	18-Feb-11
F7	Budget Speech to Parliament for the 2008/2009 Fiscal Year	PDF	GOL	13-Feb-11
Education				
ID	Document Name		Publisher	Issued
E1	Updated Information on schools (Existing schools)	Copy	MOET	29-Mar-10
E2	Education Statistics Indicators for 2009	PDF	MOET EMIS	2010
E3	Secondary Schools 2006-2009 (Classroom numbers)	Copy	MOET EMIS	2010
E4	Secondary schools number of students in Form A-E 2009	Copy	MOET EMIS	2010
E5	List of schools by district 2008	EXCEL	MOET EMIS	3-Oct-09
E6	EGIS 2008 preliminary	EXCEL	MOET EMIS	
E7	EGIS 2009 preliminary	EXCEL	MOET EMIS	
E8	Number of Primary Students in 5km distance of proposed Secondary	Copy	MOET	
E9	MTEF-RECURRENT BUDGET-2007-2008-MOFDP APPROVED-200704031424400	PDF	MOET Planning	
E10	MOET District contact	Copy	MOET Primary	
E11	Information from the chief education officer - teaching services	Copy	MOET TSD	15-Apr-10
E12	Key Policy Changes in the New Teacher's Career Structure	Copy	MOET	
E13	List of Equipment and Materials for a Secondary/ High School Science Laboratory	Copy	MOET	2010
E14	Number of qualified teachers in 2010	EXCEL	MOET EMIS	2010
E15	Financial report 2009 Maqasane HS	Copy	MOET SGS	
E16	Financial report 2009 Ts'ekelo LEC SS	Copy	MOET SGS	

International Partners				
D1	MOET Bursaries Presentation to Parliament	Copy	MOET Bursaries Office	
D2	MOET Bursaries - Survey of sites in Katane	Copy	MOET Bursaries Office	
D3	Ministry of Education (Office of supervisor of Government Schools) Subvention reporting form	Copy	MOET SGS	
D4	FINAL_DETAILED_IMPLEMENTATION_PLANS_AS_AT_2ND_SEPTEMBER_2010	EXCEL	MOET Planning Office	2010
D5	Renewable Energy-Based Rural Electrification in Lesotho	PDF	Government of Lesotho & UNDP	
D6	List of 2010/2011 Pre-Qualified Solar Companied	Copy	Ministry of Natural Resoueces	2010
D7	Lesotho Renewable Energy-Based Rural Electrification Project Catalogue	Copy	Ministry of Natural Resoueces & UNDP	
D8	APPRAISAL REPORT EDUCATION QUALITY ENHANCEMENT PROJECT(EDUCATION III) KINGDOM OF LESOTHO	PDF	ADB	Feb-07
D9	2008-2012 COUNTRY STRATEGY PAPER	PDF	ADB	Sep-08
D10	IMPLEMENTATION COMPLETION AND RESULTS REPORT ON A CREDIT IN THE AMOUNT OF SDR 15.3 MILLION (US\$21.0 MILLION EQUIVALENT) to the Kingdom of Lesotho SECOND EDUCATION SECTOR DEVELOPMENT PROJECT (PHASE 2)	PDF	WB	Jun 29 2009
D11	African Development Fund tender documentation	Copy	AfDb & EFU	
D12	Development Cooperation Ireland Lesotho Country Programme Evaluation	PDF		
Architectural Planning				
A1	EIA_guideline_rev1	WEB	MTEC	
A2	LSPP Form TP1	Copy	LSPP	
A3	LSPP code school	Copy	LSPP	
A4	LSPP planning Standard 1990	Copy	LSPP	1990
A5	Article VIP Laterine	Copy		June/July 1989
A6	Specifications of RWS irrigation pumps	Copy		
A7	RWS Feed Tank Standard Drawings	Copy	RWS	
A8	Grundfos Pump & Solar Catalogue	Copy	Grundfos	
A9	Solar Photovoltaic Installation in Lesotho (PV Code of Practice)	Catalogue	Ministry of Natural Resources Department of Energy	

Procurement Planning				
C1	Public Procurement Regulations 2007	GZ	Ministry of Public Works	
C2	Application for Categorisation and registration of Building Contractors	Copy	Ministry of Public Works	
C3				
C4	Lesotho Doing Business 2011	WEB		
C5	Checklist for quality control on construction works	Copy	EFU	
C6	ADB Invitation of tender newspaper article			
C7	ADB Lumpsum contract sum	Copy	EFU	
C8	Schedule of Tariffs and charges	Copy	LEC & WASA	
C9	RWS District contact number	Copy	RWS	
C10	New thresholds of Category of Contractors	Copy	Ministry of Public Works	7-Mar-11
C11	List of Builders A and B	Copy	Ministry of Public Works	As of March 2011
C12	Renewable Energy-Based Rural Electrification in Lesotho	Catalogue	UNDP	
C13	Special Services Agreement between the Ministry of Natural Resources	Copy	Ministry of Natural Resources	
C14	Lesotho Renewable Energy-Based Rural Electrification Program List of 2010/2011 Pre-qualifies Solar Companies	Copy		
C15	Request for proposals prequalification of Solar PV Installation	Copy		
C16	List of Solar Dealers	Copy		
C17	MOSCET Catalogue	Catalogue		
C18	Suntech Solar Panel (Hudu)	Catalogue	Hudu	
C19	HUDU Company	Catalogue		
C20	Willie's Energy Savers	Catalogue	On-Sun	
C21	Facotrylite Catalogue & samples	Catalogue	KVD	
C22	Reboni Furniture Catalogue	Catalogue	Reboni	
C23	List of Arbitrator 2007	Copy		
Others				
O1	Lesotho Map	PDF	LSPP Map sales	
O2	Lesotho review 2010	Copy	Wade Publication CC	2010
O3	2006 Census Main results report	PDF		
O4	Rainfall data(Major stations)1980-2009	EXCEL		
O5	National Report of Climate Change	WEB	Ministry of Natural Resources	Apr-00
O6	Lesotho UNGASS Country Report	WEB	National AIDS Commission	Jan 2008- Dec 2009
O7	Weekly Mail		Weekly Mail	2010.12.9
O7	Weekly Mail		Public Eye	



Map of Africa

LEGEND:



Capital



Road



1st Batch

- E 1: Lekokoaneng S.S. (50 km)
- E 2: Linareng S.S. (111 km)
- E 3: St.Margaret S.S. (109 km)
- E 4: St. Theresa H.S. (220 km)
- E 5: Fusi S.S. (52 km)
- E 6: Laghetto H.S. (200 km)
- N 1: Ha Belo (135 km)
- N 2: Khorro (130 km)



2nd Batch

- N 3: Ha Sechele (140 km)
- N 4: Nlithakeng (45 km)
- N 5: Sehlabeng (80 km)
- N 6: Raboletsi (60 km)

(-) - Driving Distance from Maseru

