

rise

International



Relationships Inspiring Social Enterprise

Lesotho Impact report 2018

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INTRODUCTION

After 7 years of working in Southern & Eastern Africa and witnessing how under-resourced local entrepreneurs are in rural and semi-rural environments, Daniela Gusman teamed up with Oliver Needs, BOND Events' President, to found Relationships Inspiring Social Enterprise (**rise**) International. **rise** International is a US registered 501(c) (3) non-profit established in 2016. **rise** links aspiring entrepreneurs to essential resources they need to thrive as entrepreneurs, this includes business & entrepreneurial training and helping to create employment opportunities in the built environment. **rise** seeks to better understand the challenge of poor quality and lack of infrastructure in most African cities and seeks to improve the capacity of local construction workers and businesses to tackle these challenges, by bringing recent graduates from the built environment with local skilled labourers to work on design and build community projects. The aim is to alleviate poverty through economic development by training aspiring entrepreneurs in the built environment to set up businesses thus generating employment for themselves and others. Tradespeople and professionals are recruited to mentor and work together with recent graduates on a live community project, through a program called **in loco** that uses locally sourced talent and materials, striving to create an entrepreneurial mindset. **rise**

teamed up with two architects with extensive experience working in developing countries to create the "**in loco**" program. Luca Astorri has collaborated with several NGOs on architecture and research projects focusing on informal settlements in Cairo, Nairobi and San Paolo and has an architecture firm in Italy called AOUMM. Pedro Clarke who has established A+ Architecture in the UK & Portugal, as a not-for-profit architectural and development practice, believing that architecture has the power to change people's lives and should be accessible to all. The **in loco** program is a unique design, build and entrepreneurship fellowship program focused on learning by doing.

Theory of Change: Strengthening local talent and building an entrepreneurial mindset to tackle lack of employment opportunities for youth and the need of infrastructure development.

The 21st-century adult needs soft or non-cognitive skills; beyond the technical training, they receive. These non-cognitive skills including problem-solving, negotiating skills, and customer centricity, help in running a successful business. Early entrepreneurial exposure is perceived to be a catalyst for business development and job creation amongst youth. The theory of change that provides the rationale for the **in loco** fellowship project is stated as follows:

INPUTS:	ACTIVITIES:	OUTPUTS:	OUTCOMES:	IMPACT GOAL:
Local talent	Development of in loco program	<ul style="list-style-type: none"> Quality construction project completed 	<ul style="list-style-type: none"> Improved local capacity for infrastructure design & construction quality 	<i>Improved capacity of local construction workers and businesses to tackle local infrastructure challenges</i>
Experienced architects, skilled Tradespeople, engineers and construction professionals	Program implementation: a) capacity building b) Design, architecture and building training c) mentorship, d) business training & incubation	<ul style="list-style-type: none"> Participatory and community driven methodology tested and implemented 	<ul style="list-style-type: none"> Participatory and Community Driven approaches used for infrastructure projects 	<i>Increased employment opportunities thus reducing the rate of youth unemployment and risk of extreme poverty.</i>
Entrepreneurial expertise	Community & Development engagement	<ul style="list-style-type: none"> Jobs and entrepreneurial skills training provided for recent built environment graduates 	<ul style="list-style-type: none"> Lower Construction Industry unemployment through an increase in entrepreneurial activity 	<i>...With resulting infrastructure projects benefitting and owned by local communities.</i>
Building materials, resources and land	Construction project	<ul style="list-style-type: none"> Access and resources for the sustainability of the project for fellows and community project provided 	<ul style="list-style-type: none"> Sustainable access to infrastructure project resources 	
Community projects in need of infrastructure development		<ul style="list-style-type: none"> Better organisational and management skills of community project 	<ul style="list-style-type: none"> Sustainable organisation and management of community project infrastructure and services. 	
Funding				
Partnerships with key stakeholders				



Lesotho environment

Youth in Lesotho are a vulnerable demographic, affected by a lack of sustainable infrastructure, resources, and knowledge to improve their livelihoods and economic situation. Lesotho has a population of about two million, and a per capita gross domestic product (GDP) of US\$1,318, and is classified as a lower-middle-income country (World Bank: March 2019). Estimates for 2018 suggest that 53.7 per cent of the population is still trapped under the US\$1.90 poverty line.

The overall unemployment rate in Lesotho is 24%, for youth, it is 34.4% (latest ILO data from 2013). Those who do enter the job market are underemployed. This has created an increase of self-employment in creative industries, which require relatively little capital investment as a way to make a living. The ease of doing business report by the World Bank has ranked, Lesotho 161 of 190 countries on the yearly report. Key indicators for this ranking include

- a) ease of starting a business
- b) starting a business
- c) getting a construction permit
- d) getting electricity
- e) registering property
- f) getting credit
- g) paying taxes
- h) enforcing contracts
- i) trading across borders.

These indicators provide insight on the contribution that **rise** International can play in Lesotho, by using their professional networks to link the design and architecture industry to aspiring entrepreneurs who would otherwise not have access to resources, knowledge, and professional community leaders.

Theory of change

By providing unemployed recent graduates from the built environment with incubation to become entrepreneurs with resources, knowledge and linkages to a professional business training and mentorship community. The graduates participate in an intense fellowship of hands-on learning by going through an intense design, build & entrepreneurship training program so that they acquire the skills and experience necessary to set up their small businesses while improving the infrastructure in their local communities.

In 2018, **rise** set out to test the assumption that this fellowship exposure would lead the fellows to start their small businesses and generate employment for themselves and others. **rise** decided to test this theory of change with a group of 20 **in loco** fellows, who were provided with a) capacity building b) design, architecture and building on-the-job training c) mentorship and d) business incubation, from February 2018 until December 2018. The **in loco** fellows had completed their studies at different higher learning institutions in Lesotho and South Africa but were only able to participate if they were Basotho citizens. The fellows were selected from a variety of disciplines including architecture, construction management, carpentry, electrical installation, engineering and community development. Those who exhibited the strongest potential in entrepreneurship were recruited.

An overcrowded orphanage called God's Love Center (GLC) in Sekamaneng, a peri-urban community in Lesotho, Southern Africa, which was very much in need of additional residential facilities was selected as the community for the construction project.

The rationale for piloting the **in loco** program in Lesotho is:

- a) Need: there is currently no program that supports entrepreneurship for students, alumni or young professionals from the built environment in Lesotho and with the current rate of youth unemployment at over 30% and 7,500 graduates coming into the job market every year the need is only getting greater.
- b) Contextual knowledge: the **rise** team has many years of experience working with businesses and government in Lesotho.
- c) Market size: it is easier to pilot programs, mobilising young entrepreneurs and measure the impact of the program, in a small country, like Lesotho.

The limitations of the theory of change, include the variables outside the control of **rise**. The primary limitation is the lack of eagerness of some of the fellows to take full advantage of the opportunities provided. The second limitation is the socio-political structure of Lesotho and the economic environment impact on the potential success or failure of the program.

A secondary unintended outcome of the project was to have a positive impact on the United Nations sustainable development goal 11 – sustainable cities and communities. The design and implementation of the project are consistent with the SDG goal 11 targets to enhance capacity for participatory, integrated and sustainable human settlement planning, however, an inference cannot be made for national impact since the project was focused on one community. Further conscious study will be required to explore this perspective.

38% of the population is comprised of youth between the ages of 15 to 35 years old.

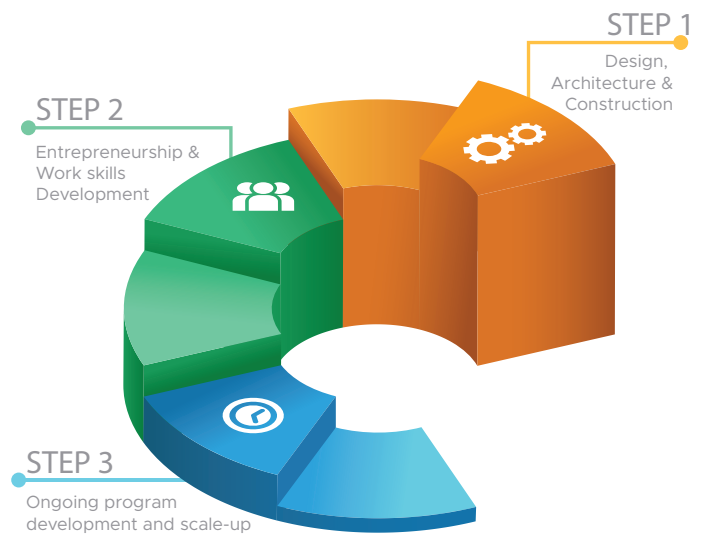
34% Of youth in this group are unemployed. This is above the national rate of 24 percent, (UNDP, Youth Survey 2014).

54.3% youth between the ages of 15-17 are orphans. Orphanhood is described here by a death of one or both parents of a youth under the age of 18.

7,500 The Economic Impact of Unemployment in Lesotho, of 7,500 graduates who enter labour market each year, half do not have jobs. Those who do enter the job market are underemployed.



KEY ACTIVITIES, OUTPUTS AND OUTCOMES



Objective 1:
Improve design & construction quality in peri-urban & rural communities.

A holistic approach to achieve objectives below were divided into three pillars

a. Architecture & Construction

1. Improve design & construction quality in peri-urban & rural communities
2. Participatory and Community Driven Methodology for Built Environment Professionals
3. Tackle Construction Industry unemployment and promote entrepreneurial thinking amongst Built Environment Graduates and Diploma Holders

b. Entrepreneurship & Works Skills Development

4. Improvement of organisational management skills
5. Improvement of entrepreneurship skills, access to resources & networks to develop and implement businesses.
6. Access to resources & networks to develop and implement businesses.

c. On-going Program Development and Scale up

7. Lessons Learnt from Project
8. Develop Partnerships for future projects

Ongoing surveys were conducted including amongst others baseline survey, skills self-assessment survey, Participatory Design workshop survey, business training feedback, and end of fellowship survey. The project measuring framework and the surveys conducted inform the active monitoring and evaluation of the project. The outputs and outcomes opposite, are based on the framework and the above assessments.

rise needed to identify a community partner and an appropriate site for the design and construction of its first local infrastructure project. **rise** partnered with an orphanage called God's Love Centre (GLC) which was very overcrowded with over 45 orphaned and vulnerable children aged between 6 months and 21+ housed in 2 bedrooms. The center required an extension, to allow the older children some independence and privacy. Meetings were held with the area chief in Sekamaneng, GLC management and the community around GLC. The output from these meetings was signing an (MOU) with GLC on 25 May 2018 to agree to the construction project. The center served as a practical for **in loco** fellows to apply the skills learned during the fellowship and for community members to learn about building with scarcity. This included the re-use of materials such as the conversion of a shipping container into a computer lab and shop, old bathtubs, pallets and doors being made into shelving, seating and other furniture as well as innovative design e.g. patterned brickwork replicating the traditional forms of architecture called "litema" in an innovative way.

Outcomes from activities were the practical skills that the fellows learnt in build and design, through the process.

The fellows took it in turns to rotate in key leadership roles including site management, logistics & procurement, health & safety under the supervision of an experienced Construction Manager and were guided by skilled labor on the site as well as being overseen by **rise**'s two experienced international architects.

Thanks to the guidance of these professionals, the fellows did everything from design to build the youth residential & entrepreneurship center combining traditional architectural techniques with modern building styles.

The quality of the building adhered to all the local regulations and all building permit requirements were followed. In addition, superior features such as a cavity wall for better insulation and avoidance of humidity and mold, as well as damp proofing to ensure a better quality of life for the inhabitants, given Lesotho's cold Winters. Furthermore, three tanks for water harvesting were placed to reduce water consumption, for agriculture and daily laundry needs.

The new center was handed over to GLC, supported by a maintenance plan on 15 December 2018. Here is a short film to capture the project:

<https://vimeo.com/322825339>

KEY ACTIVITIES, OUTPUTS AND OUTCOMES



The fellowship was planned to take six months, but was extended to ten months. Part of the reasons included, the time it took to acquire land, the design stage took longer than anticipated as well as time required to get a building permit through local authorities. It was only discovered after the land was purchased, that local chiefs can supposedly provide land for initiatives that have community benefits such as the children's home. This is an area that will have to be explored in detail for future projects with similar merits. Another key lesson learned was that fellows find it very difficult to come up

with innovative design concepts and got disheartened when they were challenged by **rise's** program directors who were trying to push them to think outside the box. While it is important that the fellows take ownership over all stages of the process, it is evident that more guidance and support is needed in the design phase to avoid delays in future projects.

The other important lesson learnt was the importance of recruiting skilled labour who are not only technically competent but also able and willing to teach others their skills.



KEY ACTIVITIES, OUTPUTS AND OUTCOMES



Objective 2: Develop Participatory and Community Driven Methodology for Built Environment Professionals



Twenty fellows and four architecture lecturers from academic institutions took part, in the Participatory Design workshop. This is a human-centered design approach that was completely new to the cohort and to the academic institutions in Lesotho, which was an invaluable opportunity during their learning process.

After this workshop various meetings and community gatherings (Pitsos) were held with the beneficiary community using human-centered design and thinking approach, to develop the design for the new center. This approach to design allowed the children at GLC to have their voices heard during the design process on the type of building they envisioned. Traditionally the job roles in design and construction are separate. The unique value proposition by **rise** international is the ability to facilitate a holistic learning process where fellows are involved in every area of design concept until the delivery of a fully functional building. Out of these workshops and community gatherings, designs for the building were developed.

Before the participatory process, the **rise** team had envisaged that the new piece of land, which was bought to develop with a new building, would be an ideal location for

the younger children as it was far from the main road in a tranquil setting and the adolescent youth would remain on the existing site which is on the main road and close to their secondary school. However, thanks to the participatory workshops with GLC staff, children and surrounding community it became evident that everyone (except for 1 or 2 adolescents) felt the opposite and wanted the new site to be for the adolescents since it is located within the heart of the village so they would be more integrated in the local community away from the temptations of all the bars close to the existing site.

The participatory design process also allowed for the introduction of two new small businesses that the youth outlined would help them generate an income, namely a computer lab and a small shop.

Lessons learned

The participatory design methodology was extremely well received not only by the fellows and community members but it also aroused a lot of interest from academia which was unexpected. The head of the built environment departments have expressed strong interest in the possibility of incorporating the participatory design methodology into their curriculum.



KEY ACTIVITIES, OUTPUTS AND OUTCOMES



Objective 3: Tackle Construction Industry unemployment and promote entrepreneurial thinking amongst Built Environment Graduates and Diploma Holders.

A Memorandum of Understanding (MOU) was signed with the Limkokwing University of Technology and verbal agreements with Lerotholi Polytechnic and Lesotho Opportunities Industrialised Centre. Twenty graduates from these higher learning institutions (as well as a handful from National University of Lesotho, Institute of Development Management and Central University of Technology) were selected through an application process, to the fellowship for six months. Thirteen *in loco* fellows successfully graduated at the end of the fellowship. One left the fellowship as he was offered employment in an architectural firm, two left as they were offered some paid projects, one left to complete their Masters

and three failed to complete due to under performance. Half way through the fellowship, a 20 year-old high school leaver who was very passionate about learning and agriculture started volunteering on a daily basis and after a month was recruited onto the fellowship given his eagerness for entrepreneurship.

The fellows were provided with a stipend allowance of LSL 2,500 (175 USD) per month to cover their monthly expenses while they received training. To support the technical skills gained during the design and building of the center, the *in loco* fellows were trained in innovative design techniques, how to compile a bill of quantities, procurement, site preparation, logistics and operations, health & safety procedures, project management, laying of foundations, bricklaying, concrete mixing, plumbing, carpentry, roofing, plastering, tiling, electrical installation, painting and so on.

AGE
22 - 29
yrs old

33%

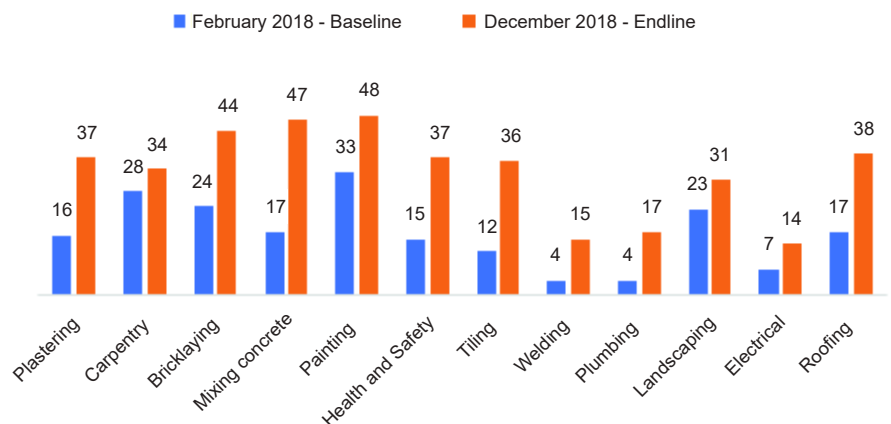


20
fellows

\$175
Monthly



Technical skills - in loco fellows self assessment



KEY ACTIVITIES, OUTPUTS AND OUTCOMES



The fellows collectively self-rated six on their ability to take initiative in February, then rated seven by the end of the fellowship. Communication and emotional intelligence were rated six in February then increased to eight by November.

In addition, practical business training was given including market research, business planning, financial management, computing as well as an array of soft skills such as negotiation, communication, social media, marketing and so on.

Skills assessments were carried out throughout the fellowship program and the five key areas of soft skills which were being monitored and assessed have been proven to be the most influential in terms of determining the success of an entrepreneur. These are: (i) problem solving / critical thinking, (ii) initiative, (iii) commitment, (iv) communication / emotional intelligence and (v) teamwork/social orientation.

At the end of the fellowship, a mentorship program was set up by pairing a professional mentor to each business that the fellows set up which will run for 1-year post-fellowship. Additionally, a tool library was set up for the fellows, to ease the financial burden for a startup from having to buy the equipment.

The outcome of the business training is that ten businesses were formed by the fellows. Within 3 months of the fellowship ending, 23 jobs have been created by the fellows on various build projects.

The impact of the completed GLC II center has assisted the fellows to gain credible portfolios and valuable experience. This has led to referral business, resulting in two fellows being recruited by Action Ireland Trust as a site architect & interior design for a flagship Early Childhood Development Center and two architecture fellows working on the development of an Eco-Lodge.

Other potential clients have approached **rise** to recruit fellows for various design and construction projects, as they saw the quality of the building and container conversion and believe in the value of the **in loco** methodology.

There are various other community projects in the pipeline for fellows to work on e.g. ablution blocks for five schools.

Another two initiatives that were launched to promote entrepreneurial thinking were international workshops and a competition.

Three workshops were held in Lesotho, in which six students from international universities from the United States, India, China and Malta, participated in July & August 2018 offering a platform for peer-to-peer learning between international built environment students and the local fellows. This also meant that the fellows were able to expand their network and gain access to an international young professional community.



KEY ACTIVITIES, OUTPUTS AND OUTCOMES

ENGINEERING COMPUTER LAB

The other initiative was the launch of an international Architecture Competition called **rise in the city**. The challenge was for architecture students & recent graduates from around the world to design affordable sustainable housing for Lesotho which would cost less than \$4,000 to build for low-income families who make up 70% of the working population, according to the National Housing Policy. One hundred and fifty applicants from thirty-nine countries were received. Each competition entry received mentorship from an experienced architect. The prize for the international winner who was from Bangladesh was a trip to Lesotho paid for by rise which took place in April 2019. During this trip, the competition winner, along with five fellows, were trained to facilitate a participatory design workshop with representatives from low-income families, local government and financial institutions. The experience was very educational for all concerned.

Lessons learned

In the course of the fellowship, some of the fellows lacked commitment, willingness to learn & feared failure so much that it prevented them from trying something with which they were not familiar. Examples of this were when the fellows took a long time to become familiar with different ways of building, due to learned cultural norms such as using certain kinds of bricks. There was some complacency within the group, with some complaining that they wanted an increase in their stipend of LSL 2,500 (175 USD). There was a sense that a handful of the participants were in the fellowship to just receive money and not much interest in the learning process.

The expectation was that **in loco** fellows would self-manage the project, however, because they were all peers, **rise's** management had to get involved in a lot of HR matters that had not been anticipated which took up time away from the project.

Some fellows complain that, since completing the **in loco** fellowship, some of their clients pay very late or not at all. This is caused by the inability to enforce contracts as service providers.

During the design phase and the building development, having all the fellows in the studio and then on site proved challenging, since different people are required at different times. In future cohorts, a better way to integrate the different trades and technical skills and knowledge needs to be formulated, perhaps by taking a staggered approach.

Objective 4: Provide access to resources & networks to develop and implement businesses for in loco fellows & community partner

To achieve the objective of access to resources & networks to develop and implement businesses, the main resources required were human resource inputs. Luca and Pedro were key human resources in mentoring **in loco** fellows during the building process, while they were in Lesotho and mentoring remotely after they left the country. A knowledgeable Construction Manager & skilled labour for on the job learning were recruited, to manage and train the fellows. A facilitator from Uganda trained ten coaches on business planning. Four of the coaches who were trained, work with rise, two of them facilitating business training with the adolescents at GLC and two with the fellows. To make optimum use of resources, since the trainer came from Uganda, **rise** offered the training to other youth leaders in the country who were running youth programs in four different districts of Lesotho. As a result, one of the coaches went on to launch a technical school who so far has had 140 graduates in catering, fashion, plumbing and computing. Another coach has had three trainees launch small shops and one got a job.

The business training with GLC resulted in the adolescents launching two new small businesses, a computer lab and a shop and being in a better position to run the other small businesses that had launched in the past, namely poultry, piggery, a preschool and crop farming. The aim is to influence an entrepreneurial mindset at an early age and provide adolescents with life skills to become self-sustaining in the future.

Relationships have been formed with professionals' networks like The Entrepreneurs Network and successful entrepreneurs who dedicated their time to share their personal stories with the fellows as well as volunteer as mentors.

Lessons learned

- The skilled labour that was recruited were more inclined to do the work than to transfer skills to fellows.
- The business managed by the adolescents have challenges with team dynamics on taking a collective initiative to manage the businesses.
- Local mentors are not as available and committed as it was assumed and this has an impact on the successful management and learning process for the adolescents.



KEY ACTIVITIES, OUTPUTS AND OUTCOMES

Objective 5: Improve organisational management skills of community projects

For GLC, a participatory training needs assessment was carried out and completed. This included management, quality of care, financial management and governance e.g. exit strategy for youth residing at GLC. The feedback from the assessment informed the capacity building plan. An outline of core roles and responsibilities for the board of directors was developed. A key milestone in the design of an organisational organogram, with clear job roles and descriptions, and recruitment of new board members, which led to improved functioning of GLC staff and a more engaged and competent board of directors which has resulted in engaged bi-monthly board meetings and two sub-committees being formed.

One GLC staff member was trained in accounting. The result of this training has led to monthly financial reporting with receipts which are needed for the Ministry of Social Development to make any financial contribution to the orphanage. The rest of the GLC staff were trained in nutrition, first aid, psycho-social support and business. The adolescents received a psycho-social support program called "I am who?"

The adolescents have been given incentives for good behaviour, this incentive is creating an improvement in their behavior where they can take more ownership over their duties

and responsibilities around the center. To sustain and improve on these changes, an ongoing capacity building program is being developed by Vision Research Consultants. The building of GLC II comes with a computer lab and shop, which are actively managed by adolescents with supervision from their guardian and local mentors an important element in the exit strategy for the youth at GLC so that they learn financial independence and how to create and run their own small business.

Lessons learned

While the GLC staff were very aware of their skills gap and were keen on receiving training, it was very hard for them to find time from their day-to-day duties which made it hard to find time for training. It was also very challenging for the GLC staff to translate the learnings from the various training they received into their roles practically and to start to implement different ways of doing their work. There was also a fair amount of resistance to a change of mindset since the center had been set up informally as a home for vulnerable children now trying to implement more structured and formal systems as the number of children has grown over the years.

Testimonials

"The in loco program has opened up a world of possibilities for me. It has also given me the confidence boost I previously lacked to present and facilitate in front of people. If not for the in loco program I wouldn't have advanced as an aspiring professional"

- Palesa Rapolo

Challenges

"in loco program helped me a lot in improving my communication skills. It ignited the potential of commitment to work in me. Also got on how to establish a business with good market research and a business plan."

- Kopano Thebe



RECOMMENDATIONS

The first **in loco** fellowship proved to be a very informative pilot with lots of learnings and areas that for development in the next cohort. Some of the key recommendations are:

- Design and construction quality in peri-urban and rural communities was improved in one community, in Sekamaneng. The benefit of this improvement was in one center GLC. To meet objective no 1, the project would have to be large scale or narrow down specifically how many communities it plans to improve.

- Relationship building with the community chief and land administration authorities, for the next community beneficiary, is necessary to avoid high costs of land, where possible.

- To further the interest that has been initiated with participatory design, further engagement with academic institutions needs to take place if this methodology is to be adopted in the national curriculum.

- To respond to the overwhelming demand that rise has received from potential partner projects in other African countries, the **in loco** methodology needs to be made scalable, by creating training modules that other organisations can utilise including monitoring and evaluation tools

- Community participation in the ongoing success of the center is important and community engagement needs to continue to be nurtured through ongoing meetings and activities.

- Continuous commitment to the project is required from the **in loco** fellows, to achieve this, the possibility of staggering the fellowship program to have the right skills at the right time on site. However, this could challenge the holistic approach to the unique value proposition. Incentives such as creating key milestones that fellows need to achieve to ensure successful completion of the fellowship.

- Continuous awareness of the different ways

of building can be done through academic institutions, as they are opinion leaders for the students. It seems more time was spent on human resource issues and the motivation of the fellows. A possible solution is creating a more stringent recruitment process to become an **in loco** fellow. Both options are possible, however, they do require a lot of administration to support the effectiveness.

- Improvement of entrepreneurial skills will mainly take place in practice as the fellows are actively trading. They can benefit from the mentorship community established during the fellowship, to continuously check in and communicate their challenges. This is more the responsibility of the fellows themselves. Another recommendation will be to create an ongoing system to follow up on the **in loco** fellows to see where they have challenges and to encourage regular alumni peer-to-peer interaction and sharing of challenges and how these are being tackled.

- It is recommended that when recruiting a construction manager and skilled labour, including teachers from vocational schools such as LOIC they need to have the ability and interest in teaching to provide the skills transfer required.

- The local mentors should have clear objectives and deliverables, even though they offer mentorship in their own time.

- The existence of an engaged board of directors will help to improve reporting and oversight in the management of GLC. A conscious effort towards a sustainability plan for the orphanage has to be in place. There could be a need to get more staff members to assist the employees at the center, or a voluntary program to ease the workload of the staff.

- To efficiently allocate resources and time, it may be advisable for **rise** to focus mainly on construction & entrepreneurship training and partner with an organisation with similar principles to assist in capacity building for GLC.



CONCLUSION

There is real value and strong demand in having more cohorts to further improve on the learnings of the first fellowship while benefiting the community. The participatory and community-driven methodology has been effective in bringing an appreciation of different skills required in constructing a quality building. The high unemployment and underemployment rate has increased the need for youth to start their businesses. This reason alone should be important enough for the next cohort to make the most of all the opportunities the fellowship offers, as it teaches them how to create sustainable livelihoods and generate employment. As a result of the fellowship, some fellows have gone on to start businesses creating employment opportunities.

GLC II has improved the lives of 45 children who used to live in a very overcrowded center, due to the time and resources required to get GLC to become a self-sustaining organisation, a partnership with a Non-Governmental Organisation (NGO) that helps in capacity building is better placed to help GLC management moving forward. The skills that the fellows learned in entrepreneurship will be tested throughout the lifetime of their businesses in the years to come. **rise** will continue to monitor their progress and support them through referrals and an ongoing mentorship program.

Overall the first cohort was very successful, in the construction of a quality building under the management of **rise** International which has been applauded by many in the private, academic and government sectors who would like to partner with **rise** and use the **in loco** methodology for other community projects. Various NGOs from other African countries have also approached **rise** to partner with them for infrastructure development projects however it will be beneficial for **rise** to continue to work with local NGOs in Lesotho, for now, to pilot similar projects in other areas of the country, while at the same time start thinking of ways in which the model can be scaled and used by organisations in other African countries.

Lastly, it has become evident that in order to have a real and long-lasting impact on the entrepreneurship sector in Lesotho, as well as continuing with future cohorts of **in loco** fellowships, there is the need to set up an entrepreneurship resource hub for aspiring entrepreneurs to be able to access much needed services such as, workshops, a marketplace, co-working space, a design library, tools & equipment and referrals on an ongoing basis. **rise** will look into the feasibility of setting up such a hub and research this opportunity further.

Financial Expenditure on the project

The financial expenditure is in table opposite;

- Costs breakdown in US Dollars (USD) and Lesotho currency, Maloti (LSL).
- The percentage breakdown on the total expenditure.

% breakdown of 2018 costs	Costs %	USD	LSL
Labour	40%	65,874	859,654
Materials, Tools & Equipment	42%	69,497	983,190
Travel & Transport	6%	10,734	130,035
Fundraising & Marketing	4%	6,789	81,468
Admin	3%	5,179	71,691
Other	4%	5,758	81,636
Bank Charges	1%	2,150	26,331
Total	100%	165,981	2,234,005