

THE DEVELOPMENT AND STATE OF
THE ART OF ADULT LEARNING AND
EDUCATION (ALE)

**National Report of the Kingdom of
Lesotho**

By

Lesotho Working Party of Key
Stakeholders

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Table of contents	Page
List of abbreviations used	02
Introduction	03
1. Policy, legislation and financing	04
1.1 Legislative and policy frameworks of ALE	04
1.2 Financing of ALE	06
2. Quality of ALE: provision, participation and Achievement	08
2.1 Provision of ALE and institutional frameworks	08
2.2 Participation in ALE	14
2.3 Monitoring and evaluating programmes and assessing learning outcomes	16
2.4 Adult educators/facilitators status and training	17
3. Research, innovation and good practice	19
3.1 Research studies in the field of adult learning	19
3.2 Innovations and examples of good practice	25
4. Adult literacy	26
4.1 How literacy is defined in Lesotho	26
4.2 New policies	26
4.3 Examples of effective practice and innovative literacy programmes	26
4.4 Focus on gender and other target groups	27
4.5 Policies and programmes for building literate environments	27
5. Expectations of CONFINTEA VI and future perspectives for ALE	29
5.1 Expected outcomes from CONFINTEA VI	29
5.2 Main issues for adult education to address	29
6. References	30
7. List of working party contributors	31

List of abbreviations used

ADE	Department of Adult Education, IEMS
ALE	Adult Learning and Education
BABE	Business Administration Bachelor in Education degree
CAS	Centre for Accounting Studies
COSC	Cambridge Overseas School Certificate
CSO	Civil Society Organisation
EFA	Education For All
GROW	Gardening for Rural Organisations of Well-being
ICT	Information Communications Technology
IDM	Institute for Development Management
IEMS	Institute of Extra Mural Studies, NUL
IIZ/DVV	German international adult education development organisation
JC	Junior Certificate
LANFE	Lesotho Association for Non-formal Education
LCE	Lesotho College of Education
LDTC	Lesotho Distance Teaching Centre
LGGA	Lesotho Girl Guides Association
LOIC	Lesotho Opportunities Industrialisation Centre
LP	Lerotholi Polytechnic
LQA	Lesotho Qualifications Authority
MoET	Ministry of Education and Training
NFCE	Department of Non-formal and Continuing Education, IEMS
NFE	Non-formal Education
NGO	Non-governmental Organisation
NMDS	National Manpower Development Secretariat
NUL	National University of Lesotho
ODL	Open and Distance Learning
PSL	Primary School Leaving Certificate
SADC	Southern African Development Community

Introduction¹

Lesotho, a former colony under British protection became an independent nation on October 4th 1966, with King Moshoshe II as sovereign. The present sovereign is King Letsie III, since 1996. It is a parliamentary democracy and the present prime minister is Mr Pakalitha Mosisili, since 1998. The country is a member of SADC and the Commonwealth of Nations.

Lesotho is a landlocked mountainous region with a total area of 30,350 sq km and surrounded by South Africa. The total population is estimated at 2,012,649, of which 86% of the resident population is engaged in subsistence agriculture and 35% of active male wage earners work in South Africa and 14% work in industry and services. The capital city, Maseru has a population of approximately 173,700. The ethnicity proportions are 99.7% Sesotho, and .03% Europeans, Asians and other. The official national languages are Sesotho and English, though Zulu and Xhosa are also spoken in some areas. The main religion is Christian (80%) with 20% indigenous beliefs.

Agriculture consists of corn, wheat, pulses, sorghum, barley and livestock. Industries are food, beverages, textiles, apparel assembly, handicrafts, construction, and tourism. Natural resources are water, agricultural and grazing land, diamonds, sand, clay and building stone. Major trading partners are the US, Canada, UK, Hong Kong, China, India, South Korea and Germany.

Percentage of government expenditure allocation to education overall between 1995 and 2005 was 25%. Allocation to health for this period was 6%

Other statistics are as follows:

GDP/PPP \$6.064 billion; per capita \$3,000 (2005 estimate)

Arable land 11%; Real growth rate 0.8%; Inflation 4.7%; Unemployment 45% (2002 estimates)

Percentage population earning less than US\$1 a day in 2005 was 36%

Infant mortality rate in 2007 is estimated to be 85.9 per 1000

Life expectancy at birth in 1990 was 59, in 2006 it was estimated to be 42; and in 2007 is estimated to be 34.5

Estimated adult HIV prevalence rate at end of 2005 was 23.2

In 2005 the estimated percentage of telephone users was 17% and internet users 3%

Primary school attendance ratios are 82% male and 88% female

Percentage of primary school entrants reaching grade five is between 73% and 91%

Secondary school net attendance is 16% male and 27% female

Total adult literacy rate in 2003 was estimated at 85%

¹ These figures are taken from http://www.unicef.org/infobycountry/lesotho_statistics.html

1. Policy, legislation and financing

1.1 Legislative and policy frameworks of ALE

1.1.1 Legislative and policy environment

Following CONFINTEA V in 1997, a lot of strides have been taken in Lesotho to implement some of the agenda set up for action to improve the situation of ALE. One of the first efforts was the development of a policy to guide coordination and implementation of all ALE under a draft: National Policy Document on Non-Formal and Adult Education in Lesotho in 1998. Although a number of consultations were held at national level and within the MoET, this draft policy has never received the final authority to become a policy, it remains a draft policy. However, this draft is always referred to and used for planning purposes. For example, the Education Sector Strategic Plan 2005-2015 uses it liberally in its chapter on Lifelong Learning and Non-Formal Education. The Plan (2005: 88) notes ‘in this regard non-formal education is a vehicle towards improving literacy in Lesotho. Lifelong learning and life skills sub-program which is an integral part of NFE focuses on adult literacy.’ This shows that it is still very necessary to clearly define and contextualize the concepts of NFE, lifelong learning and ALE in order that the correct policies can be formulated to address adult learning and education in Lesotho.

The environment has also had an injection of the Open and Distance Learning (ODL) approach which is promoting ways of getting closer to where learners are. ODL employs technology as one of the effective strategies to ensure Education For All and promotes lifelong education. At the moment, a policy on ODL has been formulated a draft is to be presented for consultation and consideration.

Other policies have been formulated within the MoET which, though not specifically on ALE, are complementary to the principles of and promotion of ALE. These include the Kingdom of Lesotho Poverty Reduction Strategy 2004/2005 – 2006/2007; Lesotho Vision 2020 (2002); The Gender and Development Policy (2003); the National HIV and AIDS Policy (2006). Because many other Government Ministries are involved in ALE activities, their policies will also have an impact on this area.

The MoET also engaged in a national consultative process on education during 2006. This culminated in a National Dialogue on Education, whose report will have a great influence on the general landscape of education. It is anticipated that this report, which is still to be formally approved, will inform the legislative and policy frameworks of ALE.

While those trained at Certificate, Diploma and Degree levels in Adult Education were not being recognized for their credentials, the Lesotho Public Service recently issued a policy circular correcting this misnomer. This recognition was a real boost for the adult education environment.

However, since ALE is defined in terms of NFE, formal adult education is left out from the planning and budgeting of the ALE section of the MoET. The National University of Lesotho (NUL) caters for formal adult learning and education; the Lesotho College of Education (LCE), the Lerotholi Polytechnic (LP), the Institute of

Development Management also offer some form of formal ALE and are financed by the Lesotho Government through the MoET.

1.1.2 Priority goals for ALE

- To provide literacy, functional literacy education and ICT literacy to adults and youth. Focusing more on skills development.
- To eradicate ignorance and poverty through the provision of income generation skills aimed at self employment and job creation.
- To provide productive occupational and managerial skills to Basotho people for the purpose of promoting and enhancing efficiency of high quality work.
- To sustain environmental and social conditions which enhance the quality of life, produce responsible citizenship and an ordered society.
- To enhance self reliance and self sufficiency at individual and national levels so as to reflect the country's cultural heritage and national aspiration.
- To promote creativity in the provision of life skills so as to enhance full participation in societal development.
- To guarantee healthy living and the reduction of mortality rate among Basotho people through the provision of NFE programmes that address primary health care delivery system, eradication of diseases and the creation of awareness about HIV and AIDS.

1.1.3 Organization of ALE

The Ministry of Education and Training is responsible for organization of ALE, it is however decentralized to district levels through District Education Officers. The recently structured Local Government which should oversee decentralization of government services, is still finding its feet. As of now, other line ministries also have their own offerings and therefore their organizations. In particular, the Ministry of Justice, Human Rights and Rehabilitation organizes most of its ALE through the Department of Correctional Services while the Ministry of Agriculture and Food Security organizes through its Extension Department.

At the same time, the NGO environment is very vibrant with the ALE activities, addressing various developmental needs. While some NGOs are able to attract funding, others are really struggling and it is a real challenge to capacitate them.

1.1.4 Policy and implementation strategies alignment

- There is no formal structure to ensure alignment, but because of the size of the country, there is usually overlap of stakeholders in committees etc.
- The Vision 2020 and The Poverty Reduction Strategy are the key strategies that are used to guide all other strategies. They clearly indicate cross cutting issues like gender, HIV and AIDS etc, this promotes some form of alignment.
- There are usually national consultative meetings, on particular development issues, that bring various stakeholders together. For example in the past year, there were meetings on tourism, local government, on smart partnership.
- ALE institutions are at the fore front of knowledge creation. Recently, the National Association of Open and Distance Education in Lesotho (NAODEL) was established to bring together educators and scholars in the area of open and distance learning.

- Efforts are advanced to launch an ALE association. This initiative is being driven by students and academic staff at the Institute of Extra Mural Studies, NUL (Diploma, Degree and Masters in Adult Education).
- Lesotho is also a member of regional networks like the Distance Education Association of Southern Africa (DEASA), this is an effort to promote a knowledge society and the creation of knowledge.

1.1.5 Main development challenges

- Poverty
- HIV and AIDS
- Skills Development / training
- Lack of trained teachers for formal and non-formal education
- Poor research, monitoring and evaluation skills, training and culture
- ITC
- Poor reading culture
- Sustained implementation
- Inclusive education—people with disabilities, vulnerable groups like those from minority languages, herders etc.

How Goals are defined

Goals do address some of the challenges. However there is need that the goals should be seen to address felt needs and challenges. These goals have not been reviewed over a long time and it is necessary to conduct fresh studies to establish the real challenges which ALE should address.

1.1.6 Other Policies

- Information and Communication Technology Policy
- Lesotho Food Security Policy and Strategic Guidelines
- National HIV and AIDS Policy and Strategic Plan
- Gender Policy, Legal Capacity of Married Persons Act
- Sexual Offences Act
- Correctional Services Act
- Policy on Inclusion of People with Disabilities in Society

1.2. Financing of ALE

1.2.1 to 1.2.4 Investment in and support to ALE

This section has been difficult to compile because of what has been indicated above:

- ALE is mainly defined in terms of NFE, the MOET budget only shows an allocation to ministries department responsible for these, Lesotho Distance Teaching Centre (LDTC).
- The budget allocation to tertiary institutions for formal ALE are not decipherable as such, since they are part of institutional budgets.
- Budgets within ministries are also not sub-divided in a distinct manner to indicate ALE allocations.
- Summary: % of recurrent budget.
Ministry of Education – LDTC - 84% of recurrent budget.
Ministry of Agric and Food Security – 4%.
Ministry of Trade, Industry, Cooperatives and Marketing – 18%.

Ministry of Justice, Human Rights and Rehabilitation – 10%

Note: as indicated above, budgets for tertiary institutions that fall under the MOET are not included

1.2.5 Learners contribution

NFE ALE: here learners mostly pay expenses like transport and lunches but do not have to pay fees

Formal ALE: here learners have to pay fees set by institutions that provide these.

1.2.6 Incentives

The National Manpower Development Secretariat (NMDS) is responsible for learners' scholarship. Although the ALE formal learners were once sponsored through these bursaries, with effect from 2002, this stopped because adult education was classified as a non priority area.

1.2.7 Benchmarks

There are no set benchmarks but we propose that:

- All adult learning should be financed in accordance with the knowledge/skills required.
- Areas of challenges above should be taken as priority for capacity building and budgets should be allocated to address them.
- Promotion of self reliance, gender equality and awareness raising for disabilities should be seen as critical area for financing.

2. Quality of ALE: provision, participation and achievement

2.1 Provision of ALE

2.1.1 Institutions responsible for managing and coordinating ALE at national level

- Lesotho Association for Non-formal Education (LANFE) coordinates NGO provision.
- Government Non-formal Education (NFE) inspectorate monitors NFE provision and is the link between NGOs and government.
- Lesotho Distance Teaching Centre (LDTC) coordinates and managed ALE national awards and associated events at the national level.
- Institute for Extra Mural Studies (IEMS) at the National University of Lesotho (NUL) coordinates open and distance learning (ODL) in adult education via its four regional centres. This includes Diploma, Degree and postgraduate qualifications in Adult Education, Diploma and Degree qualifications in business administration, Diploma qualifications in Media Studies and a range of short courses and community based workshops through the Department for Non-formal and Continuing Education (NFCE).

2.1.2 ALE programmes in Lesotho

See Table 1 below

Lesotho is a small country. The key providers know each other well and often liaise informally. UNESCO coordinates occasional funds for special requests. Many organisations work together and LANFE in particular is the umbrella body for NGO activities. Funding is often ‘in kind’ for non-formal provision (eg books and materials) and most facilitators are unpaid volunteers, so realistic costs are difficult to obtain and ALE specifically is not necessarily separately budgeted for by most organisations.

Lesotho Correctional Service provides an extensive variety of programmes which are taught by officers, external volunteers and inmates themselves. They include: Literacy/numeracy formal classes (std 1 up to Form E); Tailoring and Dressmaking; Cobblery and Leather works; Carpentry and Joinery; Welding; Electrical Installation; Plumbing; Landscaping; Gardening; Plastic and Paper recycling; Stone-cutting; Brick-laying and Plastering; Brick-making; Home-based care (for HIV positive and AIDS patients; Livestock rearing; Piggery. Not all these courses are available to female prisoners. The HAE learning centre offers a holistic service to families and includes people of all ages. Similarly much NFE is available to adults and young people out of school of all ages. Adulthood in Lesotho, though legally defined, often begins at an early age in reality.

Major trends that have emerged since 1997 are:

- The increased participation in qualifications for adult education – partly as a result of increased recognition across government departments of the relevance of this training for their different activities.
- Introduction of degree and masters level programmes in adult education, in recognition of progression and professional development needs of learners.

- The enhancement of ODL mode and use of regional centres for degree programmes, using an ‘open university’ style of delivery.
- Lesotho College of Education (LCE) has also recently moved into distance education delivery modes.
- In general funding for NGOs is becoming more difficult. For instance LANFE was funded for many years by the German development agency IIZ/DVV, but now is having to secure funding on a project by project basis. The Lesotho Girl Guides Association is suffering similar funding constraints, as is Tijareng, a rehabilitation NGO for people with disabilities.

2.1.3 Linkages between non-formal and formal programmes

LDTC provides opportunity for certification at Junior and Cambridge levels. Learners who reach JC level may return to formal schooling to finish their education. Currently learners of any age may start or return to the formal schooling system, which effectively means it provides a lifelong learning approach to education. Primary education is free and non-formal literacy classes are also free. Secondary education requires school fees.

2.1.4 ALE leading to certification and national awards

All literacy completers receive awards via the Ministry of Education and Training (MoET). LDTC provides certificated learning for national school qualifications. All technical colleges provide nationally recognised vocational qualifications that have parity with South Africa’s National Qualifications Framework. A Lesotho Qualifications framework is in its final policy draft stage through the Lesotho Qualifications Authority (LQA). All tertiary institutions are in the process of planning for bridging programmes that will facilitate entry to tertiary programmes through non-traditional routes.

TABLE 1: ALE programmes in Lesotho

Programme (name and brief description)	a) Provider			b) Area of learning			c) Target group(s)	d) Programme cost for 2007 (Rands)	e) Funding source
	<u>Public/state</u>	<u>CSO/NGO</u>	<u>Private</u>	<u>General competencies</u>	<u>Technical skills</u>	<u>Knowledge generation, innovation</u>			
Distance education: Diploma, degree, post graduate degree in adult education, NFCE workshops, Business Education Diploma & degree; Mass communication diploma	NUL (IEMS)			HIV/AIDS awareness, peer counsellor training, leadership, community development	Income generation skills	Degrees, diplomas, research	Adults in employment over age 23 with minimum qualifications of COSE for Diploma; rural communities	4-5 million (estimate)	Government, student fees, National Manpower Development Secretariat (NMDS), Kellogg
Distance education: Certificated learning up to COSE, Literacy/voc skills for vulnerable groups	LDTC			Basic education: JC, COSC Literacy classes	Income generation skills, crafts, use of locally available materials		Out of school youth, adults who wish to gain higher school level qualifications, vulnerable groups without literacy skills	GOL: 6.6 million UNICEF: 1.1 million	Government, Development partners such as UNICEF, World Bank

Programme (name and brief description)	a) Provider			b) Area of learning			c) Target group(s)	d) Programme cost	e) Funding source
	<u>Public/stat e</u>	<u>CSO/NGO</u>	<u>Private</u>	<u>General competencies</u>	<u>Technical skills</u>	<u>Knowledge generation, innovation</u>			
Initial teacher training full time; distance education for inservice, upskilling	LCE			Skills updating		Diplomas, degrees in initial teacher education	Adults training to be teachers, teachers		Government, student fees, Manpower
Administration skills Professional development updating	IDM						administrators		Government
Accounting, professional development updating	CAS						accountants		government
Extension Services	Health Agricultur e			Awareness raising, HIV/AIDS care practices	Agriculture skills	New health and agriculture information	Rural communities		Government
Literacy & vocational skills	Lesotho correctio nal service			Literacy and Standard 1 to COSC	Vocational skills – wide ranging		inmates	5, 900 (for COSC courses only)	Government
Literacy and vocational skills for vulnerable groups		LANFE		Literacy classes	Skills using locally available materials		Out of school youth, vulnerable groups without literacy skills	216,845	RECLISA(US A), fund raising

Programme (name and brief description)	a) Provider			b) Area of learning			c) Target group(s)	d) Programme cost	e) Funding source
	<u>Public/stat e</u>	<u>CSO/NGO</u>	<u>Private</u>	<u>General competencies</u>	<u>Technical skills</u>	<u>Knowledge generation, innovation</u>			
Home based care and indigenous skills training with literacy, using local community for teachers		HAE learning centre		Literacy	Indigenous crafts, skills and knowledge		Disadvantaged communities	162,700	Fund raising
Afternoon classes in literacy		Bible Soc		literacy			Out of school youth, vulnerable groups without literacy skills		
Life skills, literacy and vocational skills			Churches	Literacy, life skills, HIV/AIDS awareness	Vocational skills				
Vocational and rehabilitation training for people with disabilities		Tijareng					People with learning, mental and physical disabilities		Governmentt, charity
Literacy & vocational skills with vulnerable groups		LGGA		Literacy, life skills	Income generating skills, use of locally available materials		Out of school youth, vulnerable groups without literacy skills	508,578	Fund raising
Basic practical			LOIC		Basic		Out of school		School fees

skills for self employment					practical skills for self employment		youth, vulnerable groups without literacy skills		
Certificated vocational skills	Technical Colleges (2)				Vocational skills		Adults and school leavers		Government
Certificated vocational skills		Technical colleges (church)			Vocational skills				Charity?
Programme (name and brief description)	a) Provider			b) Area of learning			c) Target group(s)	d) Programme cost	e) Funding source
	<u>Public/state</u>	<u>CSO/NGO</u>	<u>Private</u>	<u>General competencies</u>	<u>Technical skills</u>	<u>Knowledge generation, innovation</u>			

2.2 Participation in ALE

2.2.1 Statistical data on participation since 1997

Table 2 provides statistical data where it was readily available from the larger organisations whose core business is ALE. Participation rates are only disaggregated according to gender. The participation trend since 1997 is generally upward where figures are available. For LDTC the participation rates are for literacy programmes only. For IEMS the figures are for overall participation in all IEMS certificated programmes only.

2.2.2 Existing surveys on non-participation

A recent UNICEF study (2005) focused on the non participation of herders and domestic workers. Participation in schooling is lower in rural and mountainous areas, particularly among herders where only 2 out of 3 have ever been to school compared with 87% and 94% respectively among all out of school males and females. Herders are mostly boys ranging from age 7-18 and living in the most remote and mountainous regions of the country. Their schooling is often delayed because, culturally, herding is seen as an important domestic function and a rite of passage to adulthood and also because poverty often necessitates families hiring out herders for income generation. In many cases if the herders do attend school they drop out early for a variety of reasons, partly to do with the mismatch between the formal school system and their needs but also because their age and literacy needs are not comparable with the standard participation age (Mohasi 2006). Other studies related to concerns over child labour in Lesotho have identified the need to develop curricula that are more relevant to their needs and lifestyles (UNICEF 2003, Tlali and Chabane 2000, Sewell 2005, Mohasi 2006). Current literacy programmes target these groups specifically and vocational skills elements, often using locally available materials, have been introduced into the programmes in order to facilitate their ability to generate income and make the programmes more relevant to their needs.

2.2.3 Existing surveys on learner motivation

The above research into herders and their participation concerns and experiences relates also to motivation issues. There have been no large scale surveys on learner motivation, but individual degree students at IEMS have undertaken small studies such as: gender differences in participation in basic literacy, agricultural development projects and non-formal health education programmes. Similar small scale studies have looked at community participation in rural development activities and range management.

Table 2 Participation statistics since 1997

Year	LDTC (Literacy enrolments) Totals	Male	Female
1997			
1998			
1999	1774	-	-
2000	2778	2112	666
2001	3174	-	-
2002	3706	1828	932 ²
2003	4151	2438	1713
2004	5024	2610	1229
2005	6099	4650	1449
2006	6406	4916	1490
2007	6732		
	IEMS (Completers in all certificated programmes) Totals		
1997	528	125	403
1998	886	203	683
1999	1165	278	887
2000	1272	326	946
2001	1276	323	953
2002	1558	405	1153
2003	1778	498	1280
2004	1975	577	1398
2005	1901	601	1300
2006	1789	581	1208
2007	2065	642	1423
	LANFE (enrolments)		
2005	500	450	50
2006	225	400	50
2007	225	275	50
2007	LGGA	30	45
2007	HAE Learning centre	40 senior citizens; 15 evening classes (plus preschool and primary classes)	

² Figures for one region

2.2.4 Measures to mobilise learners and increase participation

Organisations participate in international events such as International Literacy Day, Adult Learners' Week, Education for All Week. In addition providers develop local initiatives such as radio programmes and pamphlets inserted into local newspapers; village sensitisation workshops; public gatherings in village pitsos (community venues) and churches; Theatre in Education dramas. LGGA organises public writing and skills competitions to attract learners.

2.2.5 Groups specifically targeted by ALE

These include: herders; domestic workers; vulnerable communities due to poverty, rural isolation or HIV/AIDS; out of school youth; adults who did not receive initial education; senior citizens; people with disabilities.

2.2.6 Benchmarks in relation to participation

So far there are no formal benchmarks in place, though individual organisations set their own target numbers for participation and the government is attentive to the EFA and MDG targets for 2015. Benchmarks that might be useful include: minimum training standards for educators; minimum qualifications; rates of pay.

2.3 Monitoring and evaluating programmes and assessing learning outcomes

2.3.1 Assessment of learning outcomes of ALE programmes

LDTC Literacy participants are assessed for secondary level certification at Form C and COSC levels. Participants at tertiary institutions are assessed at Diploma, Degree and Postgraduate levels. Participants in technical colleges undertake a number of trade tests. All literacy providers are able to put forward their participants for assessment via LDTC.

Correctional services engage their inmate participants in assessment where viable, but due to the nature of their clientele this is not always possible. The emphasis is on nurturing rehabilitation skills at whatever scale and level is possible within the time available.

LOIC undertakes trade tests.

NGOs usually have a management structure of an executive committee or board, to whom they submit annual reports for monitoring purposes.

2.3.2 Tools and mechanisms to monitor and evaluate programmes

Programmes at tertiary institutions are monitored by external examiners. Most programmes involve student evaluation forms that are used to assess teaching. In most cases there is internal moderation through second marking of student work. The LDTC continuing education unit undertakes learner performance progress reports. Form C and COSC examinations are subject to the quality assurance requirements of the Examinations Council of Lesotho.

Staff at IEMS are undertaking a small scale qualitative case study into the poverty reduction impact of recent skills training by LANFE and LDTC.

2.3.3 Impact of results on legislation, policy and programme development

The results of monitoring are fed back directly into programme development; results of more formal studies also indirectly influence legislation and policy formulation because Lesotho is a small country and key stakeholders meet frequently over a number of issues, providing informal as well as formal opportunities for cross fertilisation of ideas and findings from activities. Indeed, even degree student studies can inform policy and practice since the students work in all areas of government and the NGO sector.

2.3.4 Benchmarks in relation to outcomes of ALE

There has been no discussion of benchmarking in relation to outcomes of ALE, other than there being a national policy commitment to the MDG and EFA targets. Some of the Actionaid International identified international benchmarks for adult literacy are informally supported by relevant organisations, though minimum wages are not applied.

2.4 Adult educators/facilitators status and training

2.4.1 Educational qualifications and training

IEMS now provides Degrees and Masters level training in adult education via distance education.

LCE provides teacher training Diplomas via distance education continuing in-service training to upgrade teachers' Certificate level qualifications.

All literacy animators and field workers are volunteers who received training workshops. Most are unremunerated volunteers. The educational background of volunteers will range from PSL to JC. Volunteers are encouraged to improve themselves for free via the LDTC continuing education unit. A few take this opportunity to learn up to Form 5. The University's Institute of Education also has recently resuscitated an in-service programme for teachers.

2.4.2 Professional adult education qualifications

Adult education is considered as a specific profession, with NUL providing relevant qualifications from Diploma to Masters, and with plans to introduce a PhD programme. Graduates from these courses are recruited across many government services and NGOs in recognition of the wide ranging expertise of adult education. Most graduates receive increased remuneration at work in recognition of this qualification.

2.4.3 Proportion/numbers of adult educators/facilitators in the country

Table 3 provides an incomplete picture of adult educators/facilitators in Lesotho. Tertiary institutions are not included in the figures, apart from IEMS as a self contained unit and some NGOs are also not included. Many people work part time and may also be employed in other areas of work. Many work as part time adult educators across two or more sectors. Some are paid, but literacy facilitators are volunteers.

Table 3: Number of adult educators/facilitators per organisation

Organisation	Number of adult educators	
LANFE	61 animators	5 monitors
IEMS	20 full time staff	186 part time staff
Central Correctional Service	14 waged officers	5-8 youth volunteers 7-10 volunteer inmates
LGGA		8 volunteers
HAE learning centre	4 full time staff	
LDTC	105 permanent staff	100 part time tutors 238 literacy teachers 60 part time writers
TOTAL	201	615

Please note: this figure is incomplete. Other tertiary institution providers are not included and information from other NGO providers was not available at the time of submission.

15,063 teachers are employed in primary and post primary schooling.

2.4.4 Terms of employment and remuneration in ALE

Part time facilitators are employed on an hourly basis for preparation, marking and contact hours. They receive standard university contracts for part time workers. Volunteer literacy facilitators and animators are unpaid.

3. Research, innovation and good practice

3.1 Research studies in the field of adult learning

With the diligent efforts of its people and the relentless support of the international community, Lesotho has made significant progress in its pursuit of growth and its fight against poverty. After political and social stability was achieved in the 1980s, GDP has grown steadily despite a recent slowdown. Adult literacy ratio has reached 80%, with rising primary education enrolment ratios. Lesotho has also become the largest exporter of textile products to the US in Southern Africa.

Nevertheless, the development challenges of Lesotho remain daunting. Increasing ratio of people living below the poverty line, falling life expectancies, lingering high unemployment rates, excessive income gaps and mounting food security risks highlight key aspects of persistent poverty (Government of Lesotho (GOL 2004) Poverty Reduction Strategy and the Synthesis Paper).

Detailed studies by Government and development agencies reveal that these challenges originate from the following main factors among others:

- Insufficient qualified human resources that can transform the economy and embrace the opportunities of globalization.
- High and rising prevalence of HIV/AIDS that destroys people's health and productivity.
- Insufficient infrastructure that hinders efficient flow of goods, services, information and people.
- Underdeveloped financial intermediation system that prevents entrepreneurs from having cheap access to credit and prevents capital from being allocated to productive business activities.

The Government of Lesotho, through educational institutions, relevant ministries and Non-governmental organisations, work hand in hand in undertaking research in areas of adult learning and education. Research shows indications of many barriers that prevent certain groups (for example, people with disabilities, people who are isolated, the elderly, those with limited or no formal initial education, certain cultural groups, and women with small children) from participating in these programmes.

3.1.1 Key studies in adult education within the last five years

The seven key studies cited here are mostly unpublished papers which nevertheless inform practice and policy to differing degrees.

Study 1: The evaluation of the Learning Post Programme (LPP) pilot project for the non-formal education unit, MoET (Makhetha and Motlomelo, 2004)

Learning posts are where literacy teaching takes place, usually in remote rural areas. A learning post administrator (LPA) is a person who has volunteered to administer the learning post. S/he does the literacy teaching. Literacy Resource Teachers (LRTs) are regionally monitoring the delivery of the literacy programme on daily basis. They train LPAs on the teaching techniques of the content. They supervise skills training

activities. The pilot project was a collaboration between the LDTC, NFE Inspectorate office and the World Bank Education Sector for Development Project (ESDP II).

3.1.2 Major questions addressed

- Is a learning post approach an effective method of teaching literacy?
- What is the impact of LRTs on the LPP pilot project?

3.1.3 Key findings

- LPAs use their own houses/huts as classrooms.
- Provision of materials: Learners are provided with three(3) literacy books and two (2) numeracy books.
- The Learning Post approach seems to be the most viable approach towards eradication of literacy since it is community based.
- LRTs involvement in the pilot districts has resulted in the increase of learners in the LPs.
- Many learners wrote final tests to complete the programme which was not the case before.
- Introduction of skills training for income generating also increased the number of learners.

3.1.4 Findings influence on policy and practice

Introduction of skills training in other districts on practical use of locally available resources (for example, grasses are used to make hats as a marketable commodity).

Study 2: Evaluation of the Alternative Learning Opportunities (ALO) programme (UNICEF. 2003)

This study assessed the impact of ongoing alternative learning programmes with a view to recommending future directions. Alternative Learning Opportunities (ALO) refers to a variety of non-formal education activities such as literacy, numeracy and vocational skills training. There are four stakeholders mentioned in the study, namely Lesotho Distance Teaching Centre (LDTC), Gardening for Rural Organisations of Well-being (GROW), Lesotho Association of Non Formal Education (LANFE) and Non Formal Education Inspectorate Office which coordinates all the stakeholders. All the stakeholders use LDTC's literacy and numeracy materials. LDTC runs a Materials Development Section whose main function is to develop learning materials.

3.1.2 Major questions addressed

- How far do the activities address the needs of learners?
- Are the existing learning and teaching materials gender sensitive, integrating life skills, especially HIV/AIDS issues, of quality and relevance to learners' needs?
- How far do literacy Animators/Learning Post Administrators impart life skills?
- How far do ALO stakeholders address the problem of child labour in Lesotho?
- How can the programmes be improved for developing competency skills at community level?

3.1.3 Key findings

- All programmes offer literacy and numeracy and other vocational skills that are needed by their clientele of whom the majority are herdboys. Out-of-school youth and adults are in the minority.
- LDTC section addresses gender sensitivity issues in the materials as and when they are revised.
- According to the study, materials did not contain life skills especially HIV and AIDS called “AIDS u ka e hlola”, literally meaning ‘you can defeat HIV and AIDS’. This topic is going to be provided as a reader, to be done after literacy level 3.
- Most of the materials were written a long time ago and some aspects were outdated.
- Materials are written in local language (Sesotho) at all levels. This is good practice, however learners are not prepared to survive in any community besides their culture.
- The main problem one faces is that literacy classes are conducted in the evenings, so when coming back from monitoring the LPAs sometimes are scared to walk in the dark.
- LPAs complained that the allowance they receive is small (M150 per month). However some mentioned that being volunteers give them status in the village and they attend different workshops.
- Training workshops offered to LPAs provide them with skills of imparting literacy skills and facilitating vocational skills. Psychosocial skills included decision – making, problem solving, teenage pregnancy, drug abuse, etc and other vocational skills to help them earn a living.
- The study indicates that the main reason for child labour is poverty, which can be related to factors such as unemployment of parents or as a result of practice. Herding livestock is viewed as a custom that prepares young boys for manhood. Girls (as domestic workers) on the other hand are seen to be prepared for womanhood through house work and baby minding.
- There is a need to recognize that ALO is filling a necessary gap to capture children who have dropped out of the formal school.

3.1.4 Findings informing policy and practice

- The study recommended that all stakeholders LDTC, GROW, LANFE, and IEMS should collaborate in the process of reviewing and editing learning materials. NFE Inspectorates office should coordinate the process of reviewing, editing, and printing the materials, to solve the problem of financial and human resource. NFE recurrent budget and UNICEF should fund the activity. However ALO education in principle is relevant to the needs and situations of its clientele. It was also recommended that Basic English should be introduced at three levels.
- Other recommendations included the need for further training programmes and inclusion of practical skills to facilitate future employment in income generation projects among literacy learners.
- Government budget and UNICEF should assist relevant groups to address challenges such as poor learning facilities, inadequate resources, irrelevant curriculum, limited opportunity for interaction, limited study time, teacher centred methodology, weak monitoring systems and under-qualified animators/LPAs.

Study 3: The use of Open, Distance and Flexible Learning (ODFL) initiatives to open up access to education in the context of HIV/AIDS prevalence rates: the case of Lesotho (Nyabanyaba T. 2007)

The study reviewed the extent of the national HIV/AIDS epidemic in Lesotho, identifying and critically analyzing key ODFL initiatives currently being implemented to increase access to education for young people. It is part of an international ESRC/DFID funded study with Malawi University and London Institute of Education

3.1.2 Major questions addressed

- What ODFL initiatives, structures and networks are in place to deliver education to young people?
- What are the barriers to accessing conventional schooling for young people affected by HIV/AIDS?
- How can these barriers be addressed through expanding ODFL initiatives and strengthening existing ODFL structures to complement conventional schooling and upgrade the knowledge, skills and empowerment of affected young people?

3.1.3 Key findings

The following ODFL initiatives were identified:

- Lesotho Association of Non Formal Education (LANFE)
- Early Childhood Care and Development (ECCD)
- Reducing Exploitative Child Labour in Southern Africa (RECLISA)
- Regenerated Freirean Literacy Through Empowering Community Techniques (REFLECT)
- Lesotho Girl Guides Association (LGGA)
- Non Formal Education (NFE) Inspectorate Office
- Lesotho Correctional Services
- Faith Based Organisations (FBOs) such as the Good Shepherd Sisters
- Two other NFE Projects working with street children and child domestic workers and herders
- Lesotho Distance Teaching Centre (LDTC)
- Institute of Extra Mural Studies (IEMS)

These initiatives have been found to firstly provide literacy programmes, secondly to support community-based projects aimed at income generation and poverty alleviation, and finally assist in educating communities about relevant education programmes such as HIV/AIDS and STIs.

Barriers for accessing conventional schooling for young people affected by HIV/AIDS were as follows:

- Poverty: Free Primary Education does not seem to cater for all children's needs because they need money for transport, uniform and other necessities for schooling.
- High inefficiency and low output which are evidenced by high dropout rates, high repetition rates, low competition rates and poor performance in the school leaving examinations. The study indicates that boys drop out earlier than girls. This may sometimes have to do with educational relevance, quality of education and cultural barriers in Lesotho society.

The following were suggestions for how barriers could be addressed:

- The practice is that formal schooling system is given the priority in the national budget of the Ministry of Education and Training despite its inability to train children in skills that could help them to produce items for income generation activities. The governments should recognize the existing ODFL structures.
- The Lesotho Distance Teaching Centre is the only ODFL structure which receives Government funding. However, its limited resources do not allow it to expand to other remote areas of the country where there a dire need for such services. The Government should fund and strengthen the ODFL structures because they have access to reach out of school children and communities already engaged in income generating activities.

Study 4: An Assessment of the Lesotho Government orientation towards embracing distance education for human resource development (Mochochoko M. 2006)

3.1.2 Major questions addressed:

- What is the state of the art regarding distance education in Lesotho?
- What do policy makers in the Ministry of Education and Training understand by distance education?
- How do the policy makers contribute in improving distance education in Lesotho?
- What are the policy implications on distance education?

3.1.3 Key findings

- Only those people directly involved in distance education have some insight about the phenomena and how it operates.
- Poor/non-existence of infrastructure for distance education.
- Lesotho, as a member of the Distance Education Association of Southern Africa (DEASA) is lagging far behind in terms of distance education implementation and improvement.
- Distance education is considered a school for the underprivileged.

3.1.4 Findings influence on policy and practice

- The researcher participated actively in the subsequent formulation of the national policy on Open and Distance Learning in Lesotho.

Study 5: Collaborating with extended stakeholders to promote learner support for distance learners: the case of the Institute of Extra Mural Studies (V. M. Mohasi and H. M. Lephoto, 2007)

3.1.2 Major research questions

- In what way do the stakeholders play a role in the learning process of the adult learners?
- In what way can each facilitate such a learning process?

- How can IEMS facilitate a meaningful role for each of these or some these stakeholders to play in ensuring a fruitful and successful learning process for the learner?

3.1.3 Key findings

- The results of the study confirm the need for extended stakeholders' collaboration to strengthen learner support. There is consensus that expanded collaboration for learner support should not just be the responsibility of an educational institution but a collaborative effort with stakeholders around the learner.
- It was also found that no model has been established yet; however collaboration requires commitment and a clear understanding of what is envisaged. It is becoming clear that for learning, especially adult learning at a distance, collaboration will foster the support that the learner needs.
- Involving an extended stakeholder in learner support seems to have the potential to transform a learning landscape.

Study 6: Empowering parents to assist mentally-handicapped children to access education: the role of adult education (Adult Learner Project, 2007).

The study was prompted by the realization that parents of mentally retarded children do not use the advocacy skills acquired from the programme to advocate for their children's right to education.

3.1.2 Major question

- What are the shortcomings of the Adult Education Programme offered by the Lesotho Society of the Mentally Handicapped Programme (LSMHP) to the parents of children with learning disabilities on advocating for the service to be offered to their affected children?

3.1.3 Key findings

- The poverty of parents. The research revealed that for a child with learning disabilities to attend school it would require the parents to provide transportation costs, medical and caring costs and others.
- Conventional teachers lack the skills of teaching children with learning disabilities. Even if parents' advocacy were stronger and succeeded in getting their children into the schools, the teachers are ill-prepared for the special needs of such children. Heads of schools in this regard are also hesitant to enrol them, because of the inadequacies of their teachers and other relevant resources.
- Shame and embarrassment. Despite the training parents have had, they are still ashamed and embarrassed about their children's disability. This is because of the negative attitude the society has towards such children.
- The curriculum does not cater for the people with learning disabilities in Lesotho.

3.1.4 Findings informing policy and practice

- The Government of Lesotho through the Ministry of Education and Training has directed the National University of Lesotho (Faculty of Education) to establish programmes at the degree level to provide training for special needs.
- A National Policy on Inclusion of People With Disabilities in Society was initiated in 2005 and it is now in the process of being finalised.

- His Majesty The King has just nominated a representative of People With Disabilities to the SENATE
- Communities are now beginning to accept children with learning and physical disabilities and parents are now more willing to allow their children to go to specialized centres for educational purposes.

Study 7: The role of adult education in the working place regarding women's inclusion in decision making positions in the civil service: a case study of the Ministry of Gender, Youth and Sports and Recreation (Adult Learner Project 2006)

3.1.2 Major Questions

- What are the interests and expectations of women who are working at the Ministry of Gender, Youth and Sports and Recreation towards the establishment of an adult education programmes that will address issues of gender?
- What is the extent of knowledge and understanding of gender issues among women in the Ministry?
- Are the programmes able to meet the needs and interests of women in the Ministry?
- What prompted the Ministry to launch the programme?

3.1.3 Key findings

- The Ministry is doing something to curb gender stereotypes and inequalities.
- Some men feel that women's capabilities should be recognized and tapped on by giving them leadership role and they giving them the opportunity to become decision-makers.
- Women out side leadership positions feel that the women in leadership positions do not treat them with respect and some men feel the same way.

3.1.4 Findings informing policy and practice

- Policy has been informed in that there are conventions which have been signed with the Government of Lesotho pledging to have women in leadership positions by a certain quota. Adult learning and education can be used to sensitize the public about gender issues.
- In practice, generally Basotho men are now more accommodating of women as leaders from community to national levels. There are now more women chiefs, judges, cabinet ministers, directors of institutions than was the case before.

3.2 Innovations and examples of good practice

This item is answered in Section 4

4. Adult literacy

4.1 Definition of literacy in Lesotho

Lesotho has adopted the UNESCO (1970) definition of literacy which says ‘A person is literate who can with understanding both read and write a short simple statement on his every day life. A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his/her group and community and also for enabling him/her to continue to use reading, writing and calculation for his/her own and the community’s development (cited in UNESCO 2004).’ Emphasis in all literacy programmes is on functional literacy which promotes use of locally available resources for income generation.

4.2 New policies

A number of new policies have been developed; however for purposes of this paper the following are worth mentioning: Lesotho Vision 2020; Education Sector Strategic Plan 2003-2015; Poverty Reduction Strategy Paper. The essence of these policies is that education is a right for all citizens. As a result the Ministry of Education and Training has introduced a new subject – Life Skills Education. This is a compulsory subject for formal and non-formal education programmes.

Implementation strategies include: workshops, radio programmes, instructional materials, public meetings, sports, drama etc.

4.3 Examples of innovative literacy programmes

4.3.1. HAE Learning Centre

This centre started as a pre-school in 1993. It has increased its programmes to accommodate learners at different levels of education, starting from primary education up to junior and senior secondary levels. Due to the high HIV AIDS prevalence rate within its catchment area the centre has started a support group which focuses on information dissemination, vegetable growing and skills training for income generation.

The centre’s clientele includes out-of-school youth – boys and girls -; factory workers – majority of whom are young women; mothers of the children attending the pre-school at the centre; and elderly people who are guardians of the orphaned children. These young mothers and the elderly people are more active in the support group’s activities. Some of the younger learners who have completed the lower primary level at the centre join the local primary schools to continue their education.

4.3.2. Lesotho Correctional Services

This institution is aimed at providing rehabilitation to inmates – both female and male. Education plays an important role in this respect. Learners are at different levels of education, starting from the basic education level up to secondary education level. Practical skills training is provided in the following areas:

For the female inmates examples are: sewing, gardening, piggery, poultry, cookery, recycling (tins, plastic, and paper) and basket weaving.

For male inmates examples are: brick making, carpentry, tailoring, electrical installation, gardening, leatherwork, recycling (tins, paper, and plastic) and welding.

The inmates sit for trade tests – Grade C and B - at Lerotholi Polytechnic, and often do well.

It is worth mentioning that from the sales of products made by the inmates, LCS keeps 40% and the individual who produced the item gets 60%. This money is given to the inmates when they leave the institution so that they can start their own projects.

4.3.3. Lesotho Distance Teaching Centre Learning Post Programme

The Learning Post Programme offers literacy and numeracy training and practical skills training for out-of-school youths and adults in six districts of the country. The programme enrolls female and male learners however the latter are in the majority. They include herd boys and retrenched mineworkers.

Skills taught include: carpentry; candle making; grass work – mats, hats; gardening; recycling of glass, paper, plastic and tins; pottery and Vaseline making

Literacy and Numeracy primers are supported with cassette programmes developed by LDTC. Learners are equipped with wind-powered cassette players. Income generation modules have been developed – six technical modules and five business modules - the following topics have been covered: agriculture, bread making, candle making, poultry keeping, sewing and business skills.

These materials are also made available to learners enrolled with other organizations such as LANFE, Lesotho Correctional Service, HAE Learning Centre, Lesotho Girl Guides Association, Good Shepherd Centre and others. LDTC has ensured that the materials are gender sensitive.

4.4 Gender issues

The new legislation - Married Persons' Equality Act 2006 - Stipulates that married women enjoy equal status to that of their male partners within the marriage. The Child Protection Act – ensures that children's rights are protected.

4.5 On building literate environments

Policies and programmes on adult literacy play a vital role in building literate environments in Lesotho. As a result of various literacy programmes that are being implemented, many people are becoming increasingly aware of their environment and how they can utilize it for sustainable development, for example income generating projects use locally available resources. On the other hand LDTC has developed a new course in the literacy programme – the Basic English Course – in order to enable people to interact with their clients in conducting their businesses in the informal sector. This also provides an opportunity for learners to re-enter the formal education system - if they so wish – where the medium of instruction in some subjects is English.

5. Expectations of CONFINTEA VI and future perspectives for ALE

5.1 Expected outcomes from CONFINTEA VI

We are expecting that CONFINTEA VI will provide a revitalised agenda for action for enhancing the international profile of adult learning and education.

This is particularly in the context of a broader vision for ALE as a substantive element of lifelong learning, and in relation to the EFA agenda. The EFA agenda is more wide ranging for ALE than the Millennium Development Goals which have focused government and international development agencies efforts on primary education to the virtual exclusion of other education sectors.

We understand that CONFINTEA VI will be a major platform for identifying benchmarks for ALE. These benchmarks will need to be addressed with respect to context and resources and will require Government support if they are to have any weight.

5.2 Main issues for adult education to address

- The role of adult education as a post-literacy resource in the context of lifelong learning
- The increasing importance of ODL as a delivery method for ALE. This impacts on:
 - The role of ICTs in ALE, especially in relation to the increasing application of ODL methods.
 - The need for adequate expertise in using ICTs in materials development for ODL.
 - Training for ODL educators.
- The need to recognise the extensive role played by NGOs in ALE provision and therefore include them as key partners in ALE policy development.
- The need to appropriately professionalise adult learning facilitators – through in-service training, continuing professional development/skills updating and through adequate remuneration arrangements.
- The need to profile ALE as for everyone, not just vulnerable groups.
- The need to professionalise the concept of non-formal ALE as an alternative route to formal education at all levels.
- The need to enhance value-based leadership in relation to adult learning and education.
- The ongoing need for more funding support, research and evaluation of ALE with a view to quality enhancement.

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B.Ed students adult learner projects:

Empowering parents to assist mentally-handicapped children to access education: the role of adult education (2007)

The role of adult education in the working place regarding women's inclusion in decision making positions in the civil service: a case study of the Ministry of Gender, Youth and Sports and Recreation (2006)

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