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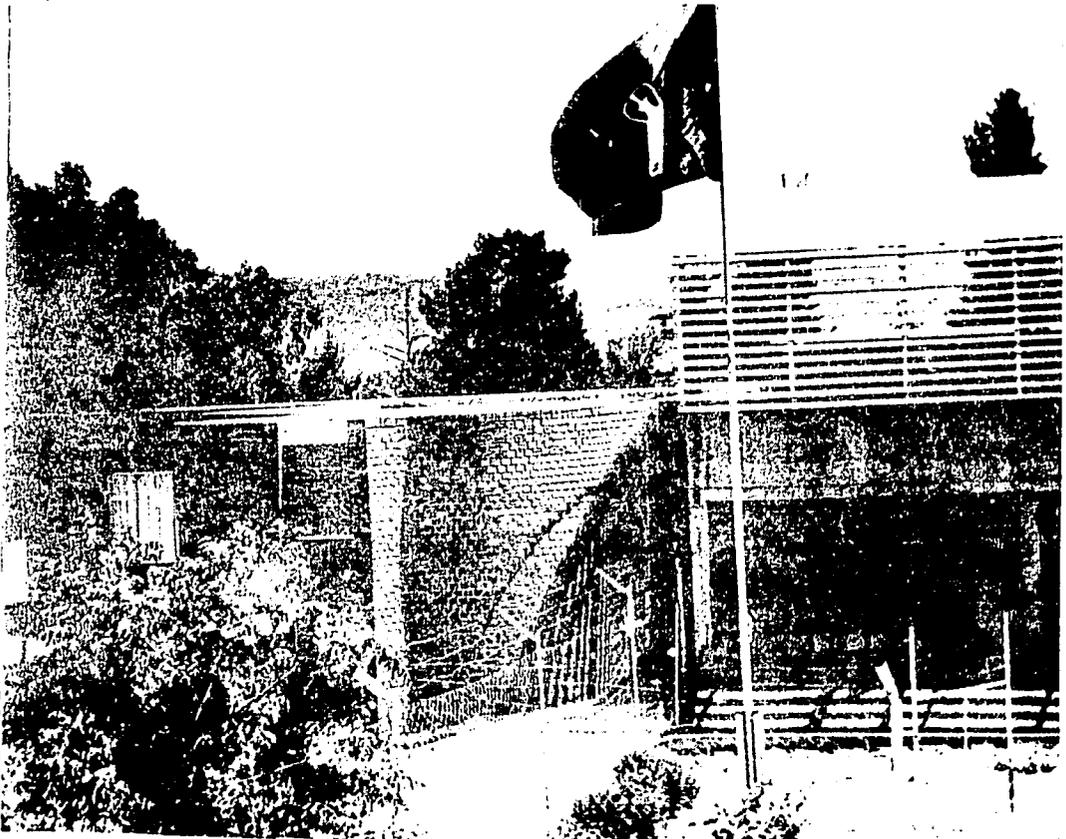
**Lesotho  
Distance  
Teaching  
Centre**

**FEBRUARY 1982**

**REPORT**

762  
179-5

**TO THE DISTANCE LEARNING ASSOCIATION**



*Opening of the new LDTC building*



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(Situatd on the Lerotholi  
Polytechnic site)

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## Introduction

This report covers the period July 1981 to February, 1982. It is prepared for the Distance Learning Association (DLA) meeting to be held from 6 to 7 February, 1982. Its publication comes at a time when we are preparing to publish an annual report for 1981. The annual report is being instituted to meet the requirements of the Ministry of Education of the Government of Lesotho.

As usual this DLA report covers the four major activities of the Lesotho Distance Teaching Centre (LDTTC), namely,

- our work as a service agency
- helping private candidates
- basic rural education
- literacy and numeracy.

Our work in other service sections of the centre is not covered directly by the report. Such work is covered under the major activities mentioned above. The fifth area covered by this report is entitled Other Developments. This area covers major activities of a general nature which have or will affect the development of the Centre.

Like many other half years, the past one has been very busy, full of changes, drawbacks and problems; but essentially the period has been one that brought with it some elements of achievement and satisfaction.

(a) SERVICE AGENCY

Instructional Materials Development

We continued to provide a range of services to some government and voluntary organizations involved in non-formal education as well as other forms of development activities.

During the period we did work for several organizations including Lesotho Planned Parenthood Association (LPPA), Lesotho Cooperative Credit Union League (LCCUL), Thaba Tseka Rural Technology Unit (RTU), Central Planning and development Office (CPDO), National University of Lesotho (NUL) and the Bureau of Statistics.

For the LPPA we started work on the adaptation and translation of a booklet on family life education into Sesotho. The booklet was originally developed in Kenya. It is aimed at providing education on the changes taking place in the human body before, during and after adolescence and how guidance may be given to the young people. The target audience will be composed of both the youth and adults (parents). The first draft of the booklet has been circulated with the relevant people, their comments and contributions have been included in the final version. This booklet is being printed.

For the LCCUL we have developed radio programmes intended to inform people about what the LCCUL does and how interested people can become members. In addition to the radio programmes we designed and printed a newsletter to serve a similar purpose for the LCCUL.

For PHAL we produced manuals on gastro enteritis for use by village health workers. Also we developed radio programmes giving information to the general public on PHAL's activities in the area of health.

For the CPDO we printed several copies of the Lesotho Economic Indicators, the Outlook for Labour Growth and Employment in Lesotho 1980 - 2000 as well as many copies of other development papers.

For the NUL we printed 600 copies of Language in Mathematics and English for Mathematics.

For the Bureau of Statistics we printed several copies of the Annual Statistical Bulletin.

### Workshops

During the period the service agency section organized two workshops. One was on Non-formal Education Training Skills and the second workshop was on Non-formal Education Skills Development. Both workshops were focussed on skills development within the staff of the LDTCC. Both workshops used entirely active, participatory training approaches. From the actual planning of day-to-day activities to the running of the workshops participants were involved. In addition to the LDTCC professional staff, participants came from the Institute of Extra Mural Studies and the Lesotho Cooperative Credit Union League. The LDTCC was assisted by three consultants namely: Dr. David Evans, Mr. Russ Dilts and Dr. Jane Vella. The first two consultants came from the United States of America and the last one came from Zimbabwe.

### Assistance Fund

During the period some steady progress has been made with the implementation of the assistance fund. LDTCC's assistance to non-formal education organizations has been more sharply defined. The areas of assistance under the fund will be:

- (i) Materials Development Assistance
  - Booklets
  - Leaflets
  - Posters
  - Photonovelas
  - Training Manuals.
- (ii) Training Assistance
  - Project Management
  - Bookkeeping
  - Group Dynamics
- (iii) Communications Assistance
  - Top-down communications via advocacy relationships
  - Horizontal communication using approaches such as a newspaper.
- (iv) Financial Assistance
  - Loans to those organizations with primarily an income generating focus.
  - Grants to those organizations with primarily an educational focus.

With the completion of the national survey on non-formal education in Lesotho 43 organizations were identified from a total number of approximately 300. Two sets of criteria were used to select the organizations. The two sets were the distributive and the qualitative criteria. The distributive criteria include items such as the way organizations are distributed geographically, whether they are government or non-government, what educational topics the organizations cover and whether their activities are of an income generating nature. The qualitative criteria include items such as whether the organization would seek assistance for the expansion and strengthening of on-going activities as opposed to an addition of new activities, what the level of participation of members is, what resources are available within the organization, intensity of activities and whether the activities have a built-in chain reaction.

During September and October, 1981 visits were made by LDTC staff to a cross-section of the selected organizations. The organizations visited were:

<u>District</u>	<u>Organization</u>
Mafeteng	Khobotle Boiteko Mafeteng Poultry Association Khobotle Women's Institute
Mohale's Hoek	Liphiring Nutrition Mohale's Hoek Cooperatives and Rural Development Liphiring Community Clinic
Qacha's Nek	Rankakala Thrift and Credit Sehlaba-Thebe Boiteko Qacha's Nek Public Health Nurse Ratšoleli Nutrition
Thaba-Tseka	Mohlanapeng Clinic Thaba-Tseka Village Health Workers Paray Pre-School Clinic.

During late October, 1981 we held a successful one day seminar at the LDTC. The purpose of the seminar was to share the results of the survey and to discuss the assistance fund concept further with governmental and non-governmental agencies concerned with development in Lesotho. In the same period a rigorous selection process took place. Four experimental organizations were identified for further consideration by the screening committee. As this report goes to print a proposal for assistance to one of the four organizations is being modified.

Khobotle Piggery Association, the organization in question, jointly with the LDTTC are working on rewriting the proposal. Once the proposal is completed, it will be presented to the screening committee for their final scrutiny and ultimate presentation to the Assistance Fund Management Sub-committee with recommendations for assistance.

In the meantime LDTTC will proceed to obtain requests for assistance from the other three organizations. All these should happen during February and March, 1982. Beyond the experimental stage, LDTTC will proceed to expand assistance to a wider range of organizations possibly from amongst the 43 which have been identified. The experimental stage will involve a lot of monitoring evaluation and modification.

#### (b) HELPING PRIVATE CANDIDATES

We have continued to offer correspondence courses to adults studying outside the formal school system at both Junior Certificate (JC) and at Cambridge Overseas School Certificate (COSC). Also during the period we have continued to participate in a collaborative effort with the National Teachers Training College (NTTC) to upgrade uncertificated teachers without JC. The LDTTC has continued to provide correspondence courses materials, face-to-face teaching and educational radio support. The NTTC has provided the professional training to the same teachers.

#### Courses at the JC Level

We continued to offer a total of five courses at this level. The courses are English, Sesotho, Mathematics, Human and Social Biology, Bookkeeping and Commerce. Work to develop a Geography course has been delayed by lack of progress in the publication of a Geography syllabus. It has been indicated that the syllabus for this course may possibly be similar to that used in Botswana. If this turns out to be true, then adopting some parts if not the whole of the course offered by the Department of Non-formal Education in Botswana would be negotiated.

#### Courses at the COSC Level

Three courses are offered at this level. These are English Language, Mathematics and Geography. Production of the Principles of Accounts course developed by the Department of Non-formal Education in Botswana has made little progress. The first two books have been printed and despatched to the LDTTC. The third book is on its way. Once there is more clarity about progress made by books 4, 5 and 6 we will go ahead to enrol students in this course. The commerce course which we started to develop about one and a half years ago is nearly completely written but not edited.

### Student Enrolment and Progress - JC and COSC

At the time of making this report the following were the numbers of students enrolled with the LDTC:

JC       = 461  
COSC     = 202

The JC numbers do not include those enrolled in the teachers upgrading programme. Also the numbers at the two levels do not include those who sat for examinations at the end of 1981.

Student progress as measured by the submission of worksheets is not as high as should be expected.

### Tutor Support - JC and COSC

At JC we have a total of 30 tutors who mark students' assignments and/or run face-to-face sessions. The same tutors serve students under the teachers' upgrading programme. Thousands of assignments were marked and over 300 face-to-face sessions (mainly Saturday courses) were conducted by these tutors. The courses were run for all of the five courses.

At COSC we have a total of four tutors. These mark students' assignments and run Saturday courses (two of the tutors run Saturday courses in Mathematics).

### Radio Programmes

At JC we have continued to have radio programmes in the following subjects: English, Human and Social Biology, Sesotho and a student support and general guidance programme named 'How to Study by Correspondence'.

At COSC we continued to broadcast Mathematics programmes.

### NTTC-LDTC/LIET Students

Of the 435 uncertificated primary school teachers without JC who enrolled in January, 1980 some 417 attended the final residential course held at the NTTC in January, 1982. The course was held for two weeks and students received face-to-face instruction from the NTTC and LDTC staff. Also they sat for their final examinations. Graduation will be in May, 1982 for those who pass.

As this group left for home a new group of inservice teachers started to arrive. These teachers came in for the first residential course for LIET Levels I and II. Altogether 513 teachers attended the residential course. 180 of these are at Level I and 333 are at Level II. They received face-to-face teaching and left after a rigorous two weeks with a lot of instructional materials. Their next course is in June, 1982.

### Special Courses for the LIET Programme

Special courses for this programme include Agriculture I and II, Home Economics I and II, Social Studies I and II.

The JC Mathematics course is being re-written in order to include some of the LIET syllabus materials as well as to make sure it is a self-contained course.

### (c) BASIC RURAL EDUCATION

We continued to be engaged in the development of new booklets on practical topics as well as distribution of all these to rural Lesotho.

### Development of new Booklets

The booklet on cattle diseases is now finally written in Sesotho and has been pretested. Comments from livestock and veterinary officers are coming in and we will be working on the final version of the booklet during the next two months.

The further writing of the 'Advanced Crochet' booklet has met with problems. During the pretest, it turned out that people were interested more in crocheting from looking at illustrations and less, if at all, interested in reading instructions. We are currently working on revising the booklet so that there are more illustrations and less instructions.

### Distribution of the Booklets

We have been able to distribute the following booklets during the last six months:

Booklets	<u>Number Distributed</u>
Child Care	4410
Expecting a Baby	3760
Mepheho (Cookery)	5339
First Aid	1800
Vegetable Growing	1280
Basic Crochet	360
	<u>16 949</u>

The booklet distribution and sales have dropped since October, 1981. This is due to the fact that the distribution officer is out on training and stop-gap measures are not yet operating with maximum efficiency.

### Radio Programmes

We have continued with the non-formal education radio programme, Tsoelang Pele. The programme covers non-formal education activities under the LDTC as well as under other organizations involved in non-formal education. The potential to use the programme to its fullest capacity is there and plans are afoot to do this.

### General Evaluation of our Booklets

Discussions about ways of evaluating our booklets started during the period. Plans are now being made to evaluate

- how our booklets are used.
- their educational effectiveness.
- ways of improving that effectiveness.
- the coverage of our distribution.

The evaluation will take place during the first half of this year.

### Updating the Booklet Preference List

The booklets that the LDTC has been developing and distributing were a direct response to the needs of the rural people. Through a survey the LDTC was able to develop a preference list and the booklets we have been writing and distributing are based on topics in the preference list.

We plan to update this preference list during the next three months so that we can go ahead developing instructional materials basing ourselves on the needs of rural Basotho.

### (d) LITERACY AND NUMERACY

The following have continued to be the objectives of the literacy and numeracy section:

- to offer opportunities for out-of-school youth and adults to develop their functional literacy and numeracy skills.
- to develop attractive, innovative and easy to read materials in Sesotho that can motivate learners to acquire functional literacy and numeracy.
- to experiment with new approaches to teaching people how to read, write and do simple arithmetic.

To realize these objectives we have been attempting to reach the rural Basotho through an open distribution of the literacy and numeracy workbooks, a regular publication and distribution of a newspaper supplement, Moithuti, and finally through establishing learning posts in rural Lesotho.

### 1. Open Distribution of Literacy and Numeracy Workbooks:

We continued to distribute literacy and numeracy materials through a variety of points. Some of these are retail shops, the church, schools and women's groups. Since we are not yet able to cope with direct distribution problems, we will continue to depend on the existing infrastructure.

### 2. Moithuti

We continued to publish the newspaper supplement, Moithuti for new literates and the barely literate. Every month during the past half year we published and distributed 26 000 copies of Moithuti in rural Lesotho and in the mines in the Republic of South Africa. Moithuti continued to be carried by two Sesotho newspapers, Moeletsi oa Basotho and Leselinyana la Lesotho. Moithuti's coverage of topics continues to include the editorial "Ho bua Moithuti", historical events or events of general interest, children's stories and games, topics providing general information such as insurance, post office services, budgeting, filling in application forms (for things such as a passport, a site etc), how to build and protect a well, family life education; how to help others become literate (ruta oa heno), agricultural information or instruction, e.g. how to plant onions, cabbages, potatoes, etc, nutrition, compost making, use of fertilizers, animal keeping, e.g. dairy, poultry, piggery, etc. Other regular features have included picture stories and correspondence from our readers making contributions of articles, raising questions as well as queries. It is important to note that Moithuti continues to be published in Sesotho.

### 3. Learning Posts

During the past six months the six learning posts which were established during November, 1980 continued to operate reasonably well. These learning posts are in the following areas in the district of Berea:- Piting, Ha Motloang, Thuathe, Ha Fusi, Libuping and Cenez. We have continued to visit the learning posts at least once a month to monitor progress as well as pay the administrators some honoraria. In order to facilitate monitoring and to keep clear records appropriate forms have been designed. During October, 1981 a one day seminar was held for the learning post administrators at LDTC. The focus of the seminar was progress monitoring and record keeping for the learners. Filled in forms are submitted to the LDTC once a month.

Much as the forms seem to keep accurate records about learner attendance, they are not designed to get to the learner - they do not provide us with information about the progress made by the learner and what problems he encounters. Because of this we are currently working on a new design of the progress monitoring form that will reflect the actual learning progress of each learner.

From August, 1981 we started working towards the establishment of the next set of six learning posts in rural villages in the Mafeteng district. The areas from which we are selecting the learning posts are Motsekuoa, Reisi, Ha Maholi, Ha Tanka, Ha Ramokoatsi and Mathebe. All chiefs and primary schools in the area have been visited to seek permission and support in communicating the objectives and mode of operation of the learning posts. During the first three months of 1982 the six learning posts will be fully established with trained administrators who will in turn train facilitators.

#### 4. Materials Production

The revision of a pre-reading book "Buka ea ho ithuta ho Ngola" is complete and the book has been printed. It is being used with the two literacy books. Work on the modification of the literacy Book 1 has been completed and will be printed shortly. Final corrections on Book 2 are nearly complete. The book will be ready for printing during February, 1982.

The finished articles for pamphlets and leaflets will be edited and printed during the first quarter of 1982. These are intended for providing relevant and simply written materials (in Sesotho) to new literates. The introduction of these materials will go a long way towards ensuring that the new literates have reading materials and thus do not relapse into illiteracy.

## OTHER DEVELOPMENTS

### Organizational Seminars

From July to December, 1981 the LDTc staff participated in a series of seminars aimed at facilitating -

- identification of obstacles affecting maximum output on the part of individuals, groups, sections and the LDTc as a whole.
- better horizontal and vertical communication.
- setting up structures which will make it more possible for greater participation of professional and other staff in the affairs of the LDTc.

The implementation of the recommendations from these seminars has begun.

### Evaluation of the Project Structuring Non-formal Education Resource at the LDTc.

For three weeks from the end of October, 1981 an evaluation team contracted by USAID spent time conducting an overall evaluation of LDTc's activities. The USAID funded project had been operating for two years and the mid-term evaluation is part of the project agreement.

Some of the major and implementable recommendations will necessitate further staff training, recruitment of some technical assistants, planning and implementation of more workshops related to non-formal education and management.

Implementation of most of these recommendations is progressing well.

### Staff Movements

The Instructional Materials Editor spent one week during November, 1981 attending a regional consultation meeting in Dakar, Senegal. The meeting was organized by the Network for Educational Innovation for Development in Africa (NEIDA), a UNESCO branch involved in education for development. The LDTc is a member of NEIDA's network.

The Education Evaluator, Service Agency Coordinator (Acting) and the Director attended a one week workshop on Basic Education in Salisbury, Zimbabwe during November, 1981. The workshop was organized by the International Extension College based in England.

The Director attended a UNICEF organized country coordinators workshop in Nairobi, Kenya during October, 1981. The workshop was aimed at making plans for the implementation of a Communications for Social Development and Basic Services in selected countries in Eastern and Southern Africa.

The Distribution Officer and the Rural Education Officer are on a one year study leave. The former is studying for a Diploma in Adult Education at the Institute of Adult Education, University of Nairobi, Kenya and the latter is studying for a Bachelor of Education at the National University of Lesotho. Their studies are part of the USAID funded project.

#### Official Opening of the New LDTC Building

On 6 December, 1981 the new LDTC building was officially handed over by His Excellency J. Clingerman United States Ambassador to Lesotho. The building was officially opened by the Honourable Minister of Education, Sports and Culture Mr. B.A. Tlelase.

Staff position at LDTC as at 1 Febr. 1982

Position	Occupant
<u>Management</u>	
Director	K. Tsekoa
Deputy Director	T. Shale
<u>Formal Courses</u>	
Student Adviser	vacant
Ass. Student Adviser	J. Mohajane*
Registrar	B. Morolong
Tutor Organiser	K. Monyane
Enrolment/Records clerk	J. Tilo
Ass. Records clerk	T. Theko
Typist/Clerk	M. Mofoka
Clerk	M. Monare
<u>Editing/Course writing</u>	
Geography Writer	L. Ramohlanka*
Courses editor	S. Ross (App. by USAID to March 82)
Editor/Writer	H. Truyens
Commerce Writer	T.H. Hemapala (App. by GOL to July 82)
Science Writer	M. Seithleko
Home Economics Writer	J. Malefane
Development studies Writer	C. Bahl
Sesotho Writer	M. Mobe
Artist/Trainer	D. Dorman
Graphic artist	S. Khaketla
Graphic artist	D. Kalaka
Typist	T. Lerotholi
Typist	N. Nantagya
Typist	M. Mohapi
<u>Basic/Rural Education</u>	
Instr. Materials Editor	J. Maime*
Instr. Materials Writer	M. Mofokeng
Instr. Materials Writer	K. Ramahloli
Distribution Officer	N. Lechesa (on study leave)
Typist	M. Mphatsi

Service Agency

Service Agency Coordinator	vacant
Service Agency Officer	P. Moleko*
Project Adviser	D. Betz (App. by USAID to September 83)
Rural Education Officer	M. Morolong (on study leave)

Literacy and Numeracy

Senior Literacy Officer	E. Sakoane*
Literacy Coordinator	M. Makhetha
Materials Designer	T. Tšilo

Educational Radio

Educational Broadcasting officer	M. Mngadi
Educational Broadcasting Officer	S. Seutloali
Programme Officer	B. Pholo
Ass. Programme Officer	A. Morojele
Technical Officer	M. Sebatane

Evaluation and Research

Educational Evaluator	L. Makhetha*
Senior Research Officer	J. Bastian (app. by USAID to March 82)
Research Officer	S. Motlomelo
Field Worker	V. Koloko
Field Worker	P. Khutlang

Administration and Production

General

Executive Officer	S. Nailane*
Typist	N. Malunga
Typist	S. Tšotetsi
Librarian	S. Matete
Storeman	D. Ramolefi
Driver	R. Theletsane
Clerk	S. Mothobi
Office Assistant	P. Matlali
Office Assistant	M. Moloantoa
Office Assistant	T. Mokhako
Office Assistant	T. Mohale
Office Assistant	M. Mokoena

Administration and Production

Printing

Prod. Coordinator/Personnel Off	T. Khatala*
Printing Supervisor	vacant
Printing Assistant	E. Lebakeng
Printing Assistant	L. Sebibinyane
Photographer/Platemaker	M. Malefane
Collator	M. Foka
Collator	N. Monaheng
Collator	T. Khetsi

Accounts

Financial Controller	T. Hoohlo
Projects Coordinator	T. Derk (app. by DANIDA to May 82)
Accountant	vacant
Ass. Accountant	N. Mafa

\*Section Head