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**Lesotho
Distance
Teaching
Centre**



AUGUST 1983

762
179'S

BIANNUAL REPORT



LPAS' Workshop Closing



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Telegrams: DISTANCE MASERU
(Situated on the Lerotholi
Polytechnic site)

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PREFACE

The past six months marked another period of meaningful activity within the Lesotho Distance Teaching Centre (LDTC). It was a period during which our endeavour to reach out to more of the needy rural groups by-passed by the formal school system underwent further consolidation. We were able to work with a variety of groups, distribute educational materials to more groups and individuals, collect data on who we are reaching and how they make use of the services we offer as well as collect data on potential clientele and what their needs are. Also, we were able in some way, to work towards an increasing collaboration with more groups and institutions involved in non-formal education for development. Throughout the period we were guided by the following:-

- the recognition that our mission is to provide life-long education with a bias towards practical skills to rural Basotho,*
- the search for viable alternatives to the provision of relevant education,*
- the growing need to increase our capacity to provide more of what seems to meet the needs of the rural Mosotho.*

As this report covers LDTC's activities and progress made during the first part of 1983, we cannot help but look ahead into the remainder of 1983 with great anticipation. The period ahead of us promises to be a period of challenges. More and more, education is called upon to provide people with skills for survival. Such skills must facilitate the removal of hunger and unemployment in rural Lesotho. Equipping men and women with practical skills that will enable them to make a living through using their hands is a real challenge. Education for productive work is what we will be aiming to offer during this year.

Equally challenging will be to run the kinds of non-formal education programs that will raise the level of self-confidence amongst our people, the kinds of programs that will facilitate meaningful participation of individuals and groups in their own development as well as enable them to exploit their environment.

As we start the second half of 1983, we recognize that there will be a greater need to work in collaboration with others involved in education for this country's development. This will be essential because of the complementarity of our efforts. We recognize that we will have to continue to innovate so that even as the role of education in our people's development increases, our ability to fulfil that role gets refined.

As usual, we will depend on the men and women who have continued to serve this organization with increasing dedication.

M.K. TSEKOA
DIRECTOR

INTRODUCTION

This is one of a regular series of six-monthly reports begun in July 1975 of the work of the Lesotho Distance Teaching Centre (LDTTC).

This report covers the period February 1983 to July 1983. For the benefit of people who have not read previous reports, sections on the Centre's aims and previous work have been included.

AIMS AND BACKGROUND

The LDTTC was set up by the International Extension College (IEC) at the request of the Ministry of Education of the Government of Lesotho. IEC is a charitable trust registered in Britain, which exists to establish and provide services for organisations using distance teaching methods in developing countries.

Work at the Centre began in February 1974, and its main aim has been to expand the use that is made of distance teaching methods in Lesotho. These methods include correspondence courses and communication support such as visual aids, pamphlets, and training courses for fieldworkers, instructional booklets and radio programmes.

Central to the use of distance teaching methods is the role of non-formal education in development in rural Lesotho. Non-formal education is becoming increasingly accepted and used as one of the major tools for rural development the world over. Thus, Lesotho is no exception in relying more and more on its use in reaching out to rural masses and groups.

The LDTTC, mandated by the Ministry of Education, uses non-formal education to provide the following to a range of clientele:-

- a) Self-awareness and awareness of the environment within which one lives (its resources, shortcomings and dangers) and how to control that environment.
- b) Practical skills related to one's survival in a world that is ever changing.

- c) General education and information to help improve the quality of life of the rural Mosotho through productive work.

While the LDTC recognizes that non-formal education can never be a panacea to the formidable problems of development, it continues in a small way, to test out as well as use alternative ways to offer education for the development of the people of Lesotho. Our firm belief as a non-formal education institution is that with a willingness among people to develop themselves and with equitable distribution of resources and development benefits among the people of Lesotho, non-formal education will continue to be one of the viable keys to real development.

The Centre is a division of the Ministry of Education with some autonomy. It has a management committee that consists of the Permanent Secretary for Education as chairman and representatives from other ministries as well as some private organizations. It is associated with the Lerotholi Polytechnic, and its building is on the site of the Polytechnic.

The Centre now has a staff of 66 people - of these 6 are expatriates on contract. Support for the Centre has come from a variety of sources. The main ones are: the Irish Government, the United States Agency for International Development (USAID), the Netherlands Organization for International Development and Co-operation (NOVIB), the International University Exchange Fund (IUEF), the Training for Self-Reliance Project (a World Bank Project), UNICEF, Network of Educational Innovations for Development in Africa (NEIDA), Commonwealth Fund for Technical Co-operation (CFTC), the World University Service (WUS), the Danish Voluntary Service (DVS), the Danish International Development Agency (DANIDA), the British Government and the British Council.

PREVIOUS WORK

The Centre's work comprises four main areas:

- acting as a service agency
- helping private candidates
- working with rural people on practical skills
- developing literacy and numeracy skills in young people

In our service agency role we supplied a variety of services to other organizations involved in education in Lesotho. These services included pretesting and printing pamphlets, leaflets and booklets, producing radio programmes and running communications support courses for fieldworkers.

To help private candidates studying for Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC) in Lesotho, we began work on a range of correspondence courses and radio programmes. We recruited serving secondary school teachers to act as part-time tutors to our private candidates.

Our work to offer education of a practical nature to rural Basotho has continued. We have designed, printed and distributed booklets on practical topics for use by literate Basotho.

Our work in literacy and numeracy began with a survey to find out the extent of the school drop-out problem and to get a clear idea of the levels of literacy and numeracy skills among young people in Lesotho. We then began to design materials such as educational games and workbooks to help young people to gain adequate skills in literacy and numeracy.

Previous Centre publications give more details of our work up to July, 1983 in each of the four areas. These are listed on pages to

ORGANISATIONAL STRUCTURE

As already indicated LDTc has four main activity areas designed to serve rural Basotho. Internally, the Centre operates through nine inter-related and interdependent sections as outlined below. These sections are divided into two clusters:-

Programmes and Projects

- Service Agency
- Basic & Rural Education
- Literacy & Numeracy
- Student Advice

Service Sections

- Management and Administration
- Printing and Production
- Research and Evaluation
- Course Writing

EC
Radio

PROGRESS REPORT FOR THE PERIOD FEBRUARY 1983 - JULY 1983

This report reviews LDTc's progress during the period from February 1983 until July 1983. This is done according to the four main activities of the Centre:

- a) Service Agency
- b) Correspondence Education
- c) Basic Rural Education
- d) Literacy and numeracy

Other developments are also discussed.

MA

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(a) SERVICE AGENCY

We continue to provide a range of services to government and voluntary organizations involved in non-formal education as well as other forms of development activities. The kinds of services we provided included designing and developing instructional materials, assistance fund, carrying out surveys and evaluation activities as well as planning and running training workshops. However, the service to design and develop instructional materials dropped to a minimum as we took a decision to accept a very limited number of requests from organizations. This was because printing priority was given to instructional materials for the Lesotho Inservice Education for Teachers programme.

Instructional Materials Development

During the period we did work for a number of institutions including the Ministry of Health, Lesotho Cooperative Credit Union League (LCCUL), Food and Nutrition Coordinating Office (FNCO).

For the Ministry of Health we edited a resource book for the Rural Health Development Project. The Book will be used by nurse clinicians. Presently we are printing 750 copies of a book entitled Bophelo bo Botle ho Bohle (Good Health for ALL) for the Health Education Unit.

For the LCCUL we have continued to develop radio programmes for broadcasting over Radio Lesotho. The programme's focus is to provide factual information on the activities of the LCCUL and how people can benefit from membership. Additionally, we are in the process of preparing a slide/tape programme designed to teach members of the LCCUL's Board of Directors how to prepare a financial report. The other slide/tape show is on bookkeeping for credit unions.

For the FNCO we developed posters and photostrips. The educational focus for the posters is child care and sound nutrition. The photostrips concentrate on food storage (drying vegetables and fruit).

Apart from producing instructional materials for other institutions we designed and started producing the following within the service agency section:-

- (i) A simple set of materials in bookkeeping to help train rural groups involved in income generating activities.
- (ii) A booklet on piggery aimed at helping rural groups interested in pig rearing.
- (iii) The first issue of a newsletter for non-formal education groups in rural Lesotho. The purpose of the newsletter is to facilitate horizontal as well as vertical communication amongst non-formal education groups.
- (iv) We are currently designing, developing and testing instructional materials on programme planning for rural groups. We aim at publishing these in the form of a training module comprising planning cards and other kinds of instructional materials that we guide the groups in planning and allocating responsibilities.

The following groups receive some assistance through the fund:

Group/Organisation	Funded Activity	Training Provided to-date	Nature of Funding
(i) Khobotle Piggery Association	Pig rearing and marketing	Simple Book-keeping Programme planning Group work	Loan with interest
(ii) Koloni Uniform Sewing Centre	Sewing school uniforms and selling to school	analysis book-keeping group work	Loan with interest
(iii) Lesotho Council of Workers (Women's Divi-	Skills development in the areas of sewing and knitting	Analysis book-keeping programme planning Communication	Interest free loan
(iv) Ipopeng Poultry Association, Leribe	Egg production and marketing of eggs	Simple bookkeeping Programme Planning Group work	Loan with interest

The following two groups have submitted proposals to the screening committee:

Women's Institute in the Bela-Bela area in Berea and the Visual Problem Centre in Maseru. The Screening Committee has recommended the proposals for approval by the Assistance Fund Management Sub-Committee (AFMS) and the latter is planning to meet soon to review the proposals and advise the LDTC management accordingly.

- (v) A brochure on the overall activities of the LDTC aimed at communicating how we can be of assistance to others.

Training

We continue to play a major role in training of rural non-formal education groups. During the period we provided training to all groups receiving financial assistance. The areas of training have been summarised under groups receiving training on page . These groups are given assignments so that the learning process continues outside the formal training.

During June we organized and ran a training workshop for one week for the LCCUL Board of Directors. The workshop focus was programme planning (including needs assessment and programme evaluation), group work and how to be a good facilitator.

(b) CORRESPONDENCE EDUCATION

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 LDTC 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 started. However, the production of the course is being delayed by the involvement of the writer in some long-term training in the United States of America. The production of this course within the next year is imperative as we must have a full complement of JC courses to fairly meet the needs of our clientele.

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 is now making significant progress. We will be in a position to enrol students for this course during 1984.

The first four workbooks for the Commerce course have been edited and are awaiting printing.

Writing of two new courses has begun. These are Sesotho and Human and Social Biology. By early next year we hope to offer a minimum of six courses including English Language, Mathematics, Geography, Principles of Accounts, Commerce and Sesotho.

Lesotho Inservice Education for Teachers (LIET) Programme

We continued our collaborative efforts with the NTTC to upgrade uncertificated primary school teachers without JC. Out of a total of 520 of these teachers who started a two year course in January, 1983, some 509 attended the June/July residential course which lasted three weeks. The small dropout rate is encouraging and goes a long way towards suggesting that the students find the course useful. These teachers continue to work as they study correspondence education materials and submit assignments. The final residential course will be held in January, 1984 and graduation will be in May, 1984.

520

Special courses taken by these students as electives include Home Economics, Social Studies, Agriculture, Health Science. They take these in addition to the regular JC courses.

Student Enrolment during the period

The following are current enrolment figures:

JC	=	1437
COSC	=	381
LIET	=	509
Total		2327

One major problem at this time is the imminent change over from JC and COSC to an unified secondary education certificate. The lack of clarity regarding the timing as well as syllabuses for this tend to compound the problem, in particular, in relation to the development of instructional materials in good time.

Tutor Support - JC and COSC

At JC we have a total of 33 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 500 face-to-face sessions (mainly Saturday courses) were conducted by these tutors during the period. The courses were run for all of the five subjects.

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

One major problem confronting us is the increasing lack of initiative on the part of some of our tutors to finish marking timely so that students get an immediate feedback.

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 'O' level we continued programmes in Mathematics.

Evaluation of Educational Radio Programmes

During 1982 we conducted an evaluation of the LDTC's educational programmes. The evaluation was aimed at finding out whether our radio programmes do reach rural Lesotho, and if so, whether they are effectively facilitating learning. Also the evaluation was aimed at collecting learners' views on how we can improve on our programmes. The report on this is in printing.

(c) BASIC RURAL EDUCATION

Instructional Materials Development

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

A booklet on 'Cattle Diseases' has now been printed. It is being distributed all over the country. Other booklets which we continue to distribute country-wide are 'Expecting a Baby', 'Cookery', 'Child Care', 'Crochet', 'Vegetable Growing', and 'First Aid'. During the first half of 1983 we distributed over 18 000 booklets in rural Lesotho.

Radio Programmes

We continue to prepare radio programmes on non-formal education and broadcast these over Radio Lesotho. The programmes are aimed at facilitating sharing information with the general public, in particular, those involved in non-formal education and development efforts. Non-formal education practitioners have an opportunity to contribute programme items.

General Evaluation of the Booklet Scheme

We have completed collecting data on the survey we conducted on the booklet scheme. The main objectives of the survey were:-

- to check on distribution coverage,
- to find out how our booklets are being used,
- to assess the educational effectiveness of the booklets,

- to get some feedback on how we can improve on their effectiveness,
- to update the preference list so that as we develop booklets on new topic areas, it is in response to the real needs of the rural Basotho.

The report for this evaluation is in printing.

(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 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, 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 21 000 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 (sales) tax, Health care,

first aid, post office services (for things such as the use of Money Order & Postal Order), road safety; how to help others become literate (ruta oa heno); agricultural information or instruction, e.g. how to plant trees, how to prune trees, animal keeping.

Other regular features have included picture stories and correspondence from our readers making contributions of articles and raising questions. It is important to note that Moithuti continues to be published in Sesotho.

3. Learning Posts

In addition to the 12 learning posts which were operating in the first half of the year we established nineteen (19) new learning posts to bring the total of learning posts to 31. There are over 600 learners in all the three areas. The learning post administrators continued to distribute literacy materials to illiterate youth and adults, help literacy facilitators in teaching literacy skills, keep records of attendance as well as monitor progress made by learners. Also, they continued to liaise with the LDTC in implementing the literacy programme.

Plans to establish more learning posts in rural Lesotho continue to be made.

Monitoring of Learning Posts

Monthly monitoring of the learning post approach to teaching literacy continues. In order to ensure that we get more feedback and evaluation data from these monthly monitoring activities, we have designed more accurate data collecting instruments. In this respect a major contribution has come from our participation in two sub-regional workshops on evaluating literacy programs held in Botswana.

More important, we have acquired the services of three full-time learning post monitors whose function is to ensure more regular monitoring of the program, training learning post administrators and literacy facilitators as well as collecting data for a more systematic formative evaluation of the program. From the beginning of May, 1983 the three monitors started staying at their learning post areas. They are based in Berea, Peka and Mafeteng.

4. Development of Literacy Materials

- (a) Numeracy Book 1 and Book 2 have been revised and modified and are ready for reprint.
- (b) A workshop on the development of functional literacy materials took place from April 18th to the 30th. The purpose of the workshop was to provide the participants with skills in functional literacy material development, as well as looking at different approaches at launching and administration of Literacy programs. The workshop was in two phases and each face had its own set of objectives.

Phase I was on administration of Learning Posts and was attended by Learning Post Administrators (LPAs) only. The coverage of topics included the following objectives:

- The participants will understand clearly the function of the LDTC in general and the learning post project in particular.
- The participants will discuss and be helped to understand the roles of the learning post monitors and how they relate to those of the LPAs.
- The participants will learn and understand the administrative procedures of their work as LPAs.

Phase II was on development of functional literacy materials. The workshop used a consultancy from the Department of Adult Education, Nairobi, Kenya. He was Francis Gateru. There were twenty four (24) participants in all.

The following were the objectives for the second phase of the workshop:-

- Participants will demonstrate an understanding of the uses of functional literacy.
- Participants will demonstrate, practically, the basics in developing literacy materials for illiterates.
- Participants will produce the first draft of a literacy book 3.

Judging from a formative evaluation, the workshop was a significant success.

OTHER DEVELOPMENTS

Network of Educational Innovations for Development in Africa (NEIDA) Consultation Meeting

During the period, NEIDA, a UNESCO body, held its fifth consultation meeting in Kano, Nigeria. The meeting was held in February, 1983. The purpose of the meeting was to share information on progress as well as plan for NEIDA's future activities. Several member countries and institutions attended. The LDTC was represented by its director.

Assistant Student Advisor's Training in London

The Assistant Student Advisor spent four months at a distance education training course in London. The course's focus was use of distance teaching methods and the administration of distance teaching institutions. It started in April and ended in July of this year. The Assistant Student Advisor has since returned home.

University of Massachusetts Training towards MA degrees

LDTC staff continue with their training at the Centre of International Education, University of Massachusetts. As we report the two groups of four staff are at home working with the LDTC as well as working on their independent studies. The first group is due to go back to the United States of America during early September, 1983 to resume their studies on campus with the university. They are expected to finish their studies in December, 1983. The second group has been back in the country since June of this year. They continue to work for the LDTC as well as carrying out research for their independent studies. They will go back to the USA in January, 1984 to continue with their studies. They should finish by July 1984.

While the special training package has not been without problems, it has gone relatively well. We are confident that it will become the kind of success that may be worthy of replicating elsewhere.

Staff Movements

During the period, the deputy director left the LDTC to join the local Food and Agricultural Organization office on secondment.

The Accountant was transferred by government to the Teaching Service Unit.

Replacements have been made since the departure of the two.

Audit

Government auditors spent six weeks at the LDTC during May and June, 1983. They were doing a major audit covering the period April, 1978 to March, 1983. An audit report will be published in the near future.

Visits by Educators from the continent

As some of our innovations become truly institution-alised, more sister institution in Africa have visited us. Agric Services of Ethiopia have sent up to four of their senior staff to study more closely the operation of specific LDTC activities. These official were Educational Radio Officer, Director, Administrator and Research Officer.

The second visit was by the director of the Zambia Correspondence College and the third visit was by two officials from the Malawi Correspondence College.

Deputy Director's Participation in a Management Training Workshop

The Acting Deputy Director attended a three week course in organizational management held at the National University of Lesotho. The course was organized jointly by the Ministry of Agriculture and the USAID.

Loss of a Staff Member

As we publish this report we have received the sad news that Khotso Ramahloli, instructional material writer, who had been ill for a long time, passed away on 30 July, 1983. The LDTC and non-formal education, as a whole, have suffered a sad loss.

LESOTHO DISTANCE TEACHING CENTRE SPECIAL FUND ACCOUNTS

Receipts and Payments for the Year Ended 31st March, 83

	DR		CR	
	M	L	M	L
Furniture and Fittings	13 735	48		
Purchase of Text Books	4 947	50		
31 Days Deposit Account	60 000	00		
Suspense Account			1 491	00
Service Agency Income			12 788	47
Formal Courses Income			100 363	57
Sale of Text Books			3 369	55
Course Writing Income			6 300	00
Sundry Income			1 080	87
Sale of LDTC Publications			5 563	84
Grants and Donations			123 631	05
Printing Materials and Expenses	1 224	61		
Outside Printing Charges	4 330	00		
Library		17		12
Motor Vehicle Expenses	14 139	45		
Research and Evaluation Expenses		430		00
Radio Studio Expenses	1 284	41		
Rural Education Expenses	2 752	16		
Service Agency Expenses	8 964	03		
Literacy and Numeracy Expenses	6 047	57		
Student Advice Expenses	3 558	06		
Course Writing Expenses	2 471	91		
Gross Salaries	98 972	93		
Temporary Staff Wages	7 815	00		
Staff Training	1 846	56		
Student Support		576		52
Accommodation	1 458	76		
Repairs to Office Furniture		145		84
Adverts and Public Relations	1 305	85		
Other Administrative Overheads	10 313	10		
Favourable Balance	246 337	00	254 588	35
	8 251	35		
	254 588	35	254 588	35

LESOTHO DISTANCE TEACHING CENTRE PUBLICATIONS

Service Agency: Recent Publications

Gully Control and Reclamation
Trainers Spinning Manual
Nutrition Colouring Book
Tree Planting Pamphlet
Photo Strips
Rankakala Survey
Pheha ka Letsatsi (Solar Energy Devices)
Information on the LDTC's Service Agency - Pamphlet
Piggery Booklet
Gastro-enteritis Book
Family Life Education Booklet
Service Agency Assistance Fund Brochure
Simple Bookkeeping for Income Generating Groups

Service Agency: Past Publications

A Service Agency for Distance Teaching
Establishing a Service Agency - Some points to Keep in
Mind
Service Agency Work in LDTC
Education for Family Planning in Lesotho
Distance Teaching and Road Safety
Seminar on Non-formal Education for Development in
Lesotho, October 1979 Report
A report on the workshop for Writing Instructional
Materials for Non-formal Education, February 1980.

Assorted leaflets on different topics:

Cowshed pamphlet for Thaba Bosiu
Handbook for VDPAs (also in Rural Development
English)
6 VDPAs Newsletters
Asparagus growing handbook

Pamphlets:

VD Correspondence Lesson
Child Diseases Correspondence Lesson for Lesotho
Flip Chart Family Planning
Posters Association
Photo Strips
LFPA A Calendar 1981

2 Posters	- a booklet for the Bureau of Statistics
"What is Census"	- for Stott Hospital
TB leaflets	- for Health Education Unit
TB leaflets	- a book for Leh-Co-op (also in English)
'Your House and Mine'	- for Senqu Agric Project
Our Village	- for Ministry of Education
'Plant Beans and Make Money'	- for NTTC
Maths Revision Booklet	- for CRS
Career Guidance Handbook	- for Interministerial committee on Road Safety
Science Booklets	
2 Standard Talks	- for Thaba-Tseka Project
Assorted Posters	
Assorted Posters	
RTU booklet	- FNCO
Materials and Evaluation for group-feeding workshop	- UNICEF
Child Needs Study in Lesotho	

Student Support

JC Human and Social Biology	1 2 3 4 5 6 7 8 9 10 11
JC Bookkeeping & Commerce	1 2 3 4 5 6 7 8
JC Agricultural Science	1 2
JC Sesotho (Language)	1 2 3 4 5 6 7 8 9
JC Sesotho (Literature)	1 2 3 4 5
JC Introductory English	1 2 3 4 5 6 7
JC English Main Course	1 2 3 4 5 6 7
JC English Literature	1 2 3 4 (1983)
JC Modern Mathematics	1 - 15
'O' Level Modern Maths	1 - 22
'O' Level Geography	1 2 3 4 5 6 7 8 9 10 11
JC Mathematics - New Course	1 - 17
Home Economics I (for NTTC)	1 2 3 4
Social Studies I (for NTTC)	1 2 3 4
Agriculture I (for NTTC)	1 2 3 4
Health (for NTTC)	1 2 3 4
Home Economics II (for NTTC)	1 2 3 4
Social Studies II (for NTTC)	1 2 3 4
Agriculture II (for NTTC)	1 2 3 4

Student Newsletter: August and November 1976; March, July and October 1977; May and September 1978.
Prospectus 1976, 1977, 1978, 1979, 1980, 1982, 1983.

Radio Notes:

Poetry 1983; 'The Rebel'; 'Narrow Path'; 'The Pearl';
'Old Mali and the Boy'; 'The Gods are not to Blame';
'A Smell of Onions'

Radio Notes: 'O' Level Mathematics, Programmes 1-36.

Rural Education Booklets in Sesotho

Red Cross First Aid Book
How to Crochet
Vegetable Growing
Expecting a Baby
Child Care
Cookery
Cattle Diseases

Literacy and Numeracy (in Sesotho)

Pre-Reading Book
Literacy Workbooks
Literacy Workbooks 1,2
Bimonthly Newspaper 1,2
Supplement (Moithuti)

Research Reports

- Testing a Recipe Booklet: An Experiment with a Self-completed Questionnaire, May, 1975.
Poultry-keeping in Rural Lesotho, October 1975.
Clothes-making in Rural Lesotho, October 1975
Do people read leaflets?, October 1975
An Experiment with Educational Radio Spots, Jan, 1976
The Use made by Nurses of the CRS Cookery Book, May 1976.
Understanding Print, July 1976.
A Test of the Best Way to present a Correspondence Lesson, October 1976.
Family Planning Pamphlet: Pre:test Evaluation, December 1976.
Study Habits/How to Study Survey, December, 1976.
Child Care KAP Study, December 1976.
Evaluation of TBRDP/LDTC Training and Support Programme for VDPA's, December 1976.
Estimates of Reception and Listenership to Radio Lesotho, January 1977.
Readability Measurement, January 1977.
Survey of Private Candidates, February 1977.
Listenership of Radio Broadcasts among Secondary School Students, February 1977.
Progress of Lesotho Distance Teaching Centre CRS Booklet Evaluation, February 1977.
Correspondence Students in 1976, February 1977.
Evaluation of VDPA Training Course, March 1977.
Attitudes towards Family Planning, May 1977.
Learning Games, June 1977.
Distance Teaching and Road Safety, June 1977.
Pre-testing a Sesotho Lesson, July 1977.
The Use of Phot Strips in Family Planning Education, October 1977.
Road Safety Campaign, April 1978.
Lesotho Family Planning Association Volunteer Training Course, May 1978.
The Mathematical Knowledge of a Successful J.C. Candidate, October 1978.
Survey of the Rankakala Project Area, October 1978.
An Alternative Method for Testing Formal Course Material, November 1978.
Evaluation of Week-end Course Support for Private Candidates, January 1979.
Literacy and Numeracy for Life, January 1979.
Evaluation of Radio support for Private Candidates, January 1979.
Land Tenure Survey, April 1979.

Teaching Prisoners to Read, Write and do Arithmetic, April 1979.
Listenership to Radio Lesotho and the Potential for Open Educational Broadcasting, May 1979.
Student Progress - 1978, July 1979.
Evaluation of Education for Family Planning, July 1979.
Learning to Read, Write and do Arithmetic in Village Groups, July 1979.
Student Progress Report, 1979.
Seminar on Non-Formal Education, October 1979.
Reading, Writing and Arithmetic in Lesotho, September 1979
Student Progress Report, 1980.
Basic Needs of Women and Children in Lesotho.: Report of the National Survey - 1980.
National Study of Non-Formal Education in Lesotho - Feb. 1982.
Evaluation of the Community Outreach Programme - August 1982.
Field-test of Instructional Materials for the Food and Nutrition Coordinating Office: Final Report - December 1982.

NOTE: Most of these reports are available from the Centre for the cost of postage.
"Understanding Print", "Attitudes towards Family Planning", "Learning Games", however, each cost M3,00 plus postage.

STAFF POSITIONS AT LDTC AS AT JULY 1983

POSITION OCCUPANT

Management

3 Director \ M. K. Tsekoa
Deputy Director \ H. T. Shale (Seconded to FAO
for one year)
Acting Deputy Director \ J.B.K. Maime

Formal Courses

6 Acting Student Advisor J. Mohajane*
Assistant Student Advisor J. Malefane
Tutor Organiser K. Monyane
Enrolment/Records Clerk J. Tilo
Assistant Records Clerk T. Senoko
Clerk M. Monare

Editing/Course Writing

12 Courses Editor L. Ramohlanka*
Courses Editor S. Rhodes (App. by Irish to
September 84)
Science Writer M. Sekoati
Sesotho Writer/Editor M. Mobe
Artist/Trainer D. Dorman
Graphic Artist B. Kalaka
Graphic Artist L. Theko
Ass. Instr. Materials Designer T. Lerotholi
Ass. Instr. Materials Designer M. Nantagya
Ass. Instr. Materials Designer N. Mohapi
Ass. Instr. Materials Designer M. Mofoka
Ass. Instr. Materials Designer N. Malunga

Basic Rural Education

220 Instructional Materials Editor J. Maime*
Instructional Materials Writer K. Ramahloli (died)

Service Agency

4 25 Service Agency Co-ordinator P. Moleko (Honorary leave)
Project Advisor D. Betz (app. by USAID to Sep.83)
Non-Formal Trainer M. Morolong (seconded to USAID/
GOL Project)

Service Agency

Non-Formal Education Trainer	T. Derkx (app. by Irish Gov. to Aug 84)
Non-Formal Education Officer	M. Mofokeng
Non-Formal Education Officer	M. Khitšane
Ass. Instructional Mat. Designer	M. Mphatsi
Distribution Officer/Non-Formal Officer	N. Lechesa

Literacy and Numeracy

Senior Literacy Officer	E. Sakoane*
Literacy Co-ordinator	M. Makhetha
Materials Designer	T. Tšilo
7 Materials Designer	L. Sopeng
Learning Posts Monitor	S. Mocheta
Learning Posts Monitor	M. Moeti
Learning Posts Monitor	T. Rampai

Educational Radio

Educational Broadcasting Officer	M. Mngadi*
Educational Broadcasting Officer	S. Seutloali
Programme Officer	R. Pholo
Ass. Programme Officer	A. Morojele
Technical Officer	M. Sebatana

Evaluation and Research

Educational Evaluator	L. Makhetha* (on leave)
Senior Research Officer	L. Zeighan (App. by USAID to October 84)
5 Research Officer	S. Motlomelo
Research Assistant	T. Mathafeng
Field Worker	P. Khutlang

Administration and Production

General

Executive Officer	S. Nailane*
Ass. Instructional Mat. Designer	S. Tšotetsi
11 Librarian	S. Matete
Storeman	D. Ramolefi
Driver	R. Theletsane
Receptionist/Trainee Typist	S. Møerane

Administration and Production

General

Office Assistant	P. Matlali
Office Assistant	M. Moloantoa
Office Assistant	M. Mokoena
Office Assistant	T. Mokhako
Office Assistant	T. Mohale

Administration and Production

Printing

9	Production Co-ordinator	F. Ntoampe
	Prod. Co-ordinator/Personnel Officer	T. Khatala (on study leave)
	Printing Supervisor	E. Lebakeng
	Printing Assistant	T. Faro
	Printing Assistant	L. Sebibinyane
	Printing Assistant	M. Foka
	Photographer/Platemaker	M. Malefane
	Collator	V. Koloko
Collator	T. Khetsi	

Accounts

Financial Controller	A. Thamae*
Accountant	M. Malebese
Assistant Accountant	N. Mafa

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Expatriate IIII

on leave IIII 1 legal 1 FAO
 dead 1
 *Section Head

frozen 6

} 13 vacant =
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GOL
 LDC 6
 USAID 10