

*American Institutes for Research*

*Academy for Educational Development*

*Aga Khan Foundation*

*CARE*

*Discovery Channel Global Education Fund*

*Education Development Center*

*Howard University*

*International Reading Association*

*The Joseph P. Kennedy, Jr. Foundation*

*Juárez and Associates, Inc.*

*Michigan State University*

*Sesame Workshop*

*Save the Children Federation, USA*

*University of Pittsburgh*

*World Education*



Educational Quality Improvement Program  
Classrooms • Schools • Communities

## **USAID/AFRICA BUREAU ACTIVITY Lesotho Final Report**



Submitted by:

**American Institutes for Research**

With:

**Education Development Center  
Juárez and Associates  
Sesame Workshop**

U.S. Agency for International Development  
Cooperative Agreement No. GDG-A-00-03-00006-00

## TABLE OF CONTENTS

|             |  |          |
|-------------|--|----------|
| <b>I.</b>   | <b>Background.....</b>                           | <b>2</b> |
| <b>II.</b>  | <b>USAID’s Original Program Description.....</b> | <b>2</b> |
| <b>III.</b> | <b>Estimated Timeline of Activities.....</b>     | <b>3</b> |
| <b>IV.</b>  | <b>Update.....</b>                               | <b>9</b> |

### **Annexes and Attachments**

**Attachment: Herd Boys of Lesotho (CD/QuickTime File)**

**Annex 1: Dr. Moten’s Leter**

**Annex 2: EDDI Press Release**

**Annex 3: Memorandum of Understanding**

**Annex 4: LENA News**

**Annex 5: The Mirror Article**

**Annex 6: Lesotho Today Article**

**Annex 7: Performance Report December 2004**

**Annex 8: Fax From LDTC (August)**

## **I. Background**

In the mid to late 1800's, the Basotho people moved into a mountainous region and settled in what is now known as Lesotho. The Basotho have a long tradition as pastoralists and boys begin learning how to take care of herds of cattle at a young age by working for neighbors and prosperous cattle owners. Boys as young as six years old are sent into the fields, usually alone or with an older sibling, to move with and to protect the cattle. The work is difficult as the herd boys face loneliness, adverse weather conditions, meager food rations, cattle thieves, and little access to health care or education. In exchange for such servitude, the boys' families are paid a small sum of money that they use to pay for their own basic needs such as food and clothing. In some cases, the impoverished families receive debt forgiveness or food instead of cash. Often, the boys receive corn and milk for sustenance and a cow or sheep at the end of the year.

Payment of a herd animal allowed boys to slowly accrue their own herds as they grew older. That changed as young men began to give up herding to work in the gold mines of South Africa. Working in the mines did not require an education or skilled training. But mining is becoming less and less of an option. In the 1980's, many gold mines began closing, and in the 1990's, mines began preferring to use non-migrant workers. A further difficulty is that cattle thieving has been increasing. Thus, while it was once possible for young Basotho men who had been herd boys without an education to earn a living as either cattle owners or mine workers, these opportunities have been dwindling.

## **II. USAID's Original Program Description**

“In response to the difficulties of Lesotho's herd boys, USAID would like to undertake an assessment of (1) the current status of education access, quality, and equity for the herd boys and (2) the activities and projects of the Government of Lesotho, donors, multilateral organizations, and NGOs addressing the education needs of herd boys. The assessment will give special attention to the impact of HIV/AIDS on the herd boys. The assessment will include a literature review of surveys and studies carried out recently by groups such as the World Bank and UNICEF, as well as field observations and data collection. The findings of the assessment will be prepared as a report and as a public relations piece. The report will document the assessment in detail and the public relations piece will serve to generate interest in the plight of the herd boys by telling their stories.

After the assessment, USAID would like to organize a round table in Lesotho to bring together people and groups with a common interest in improving the education of the herd boys. The round table will offer a venue at which the assessment findings can be shared. In addition, participants will be asked to discuss synergies between current activities and projects, and to explore new ways for education interventions to improve the lives of the herd boys. USAID will encourage these ideas to include methods that could help to prevent and mitigate the effects of HIV/AIDS. Another public relations piece will be prepared based on the round table. This public relations piece will be specifically designed to highlight activities at the community level that could be undertaken by the government, donors, multilateral organizations, and NGOS.

USAID requests the assistance of EQUIP1 to carry out the actions described above.”



Under EQUIP1, The American Institutes for Research is responsible implementing an activity for the USAID Africa Bureau portfolio, targeting herd boys in Lesotho.

Above is the original program description.

Meetings took place between the EQUIP1 staff and the Africa Bureau Education Division regarding the objectives of this activity. The Government of Lesotho and their Ambassador to the U.S. suggested using the funding for providing scholarships to the herd boys. However, after discussions it was deemed advisable not to amend the program description along those lines as the timeframe for the activity was very short, and it was agreed that the available funding could best be used to do research into interventions already undertaken and see what had worked. It was also decided to meet with the Ministry of Education and other involved parties in Lesotho in order to see what the present situation required. It was agreed to create an occasion to disseminate information and undertake advocacy on behalf of the herd boys as written in the program description by September 2004.

The agreement between USAID and the American Institutes for Research (AIR) was signed and went into effect in September 2003, but the project manager for the Africa Bureau Portfolio under EQUIP1 did not come on board until mid-October. Meetings took place at USAID/AFR/SD/ED with the Division Chief, the CTO and the technical lead. Because of the end of the year holidays, it was considered reasonable to schedule the start of the activity in January.

A timeline for activities was established and plans made to initiate contact and meetings with interested and knowledgeable parties in the field.

### III. Estimated Timeline of Activities

Timeframe: January to September 2004

|           |   |
|-----------|---|
| January   | Start literature review current status of education for herd boys                                 |
| February  | Conclude review   |
| March     | Start assessment of activities, projects of GOL, donors, multilaterals, NGOs regarding herd boys  |
| April     | Start field observation, data collection  |
| May       | Conclude assessment. Write report   |
| July      | Produce PR piece describing plight of herd boys - brochure, pictures, or video (to be determined) |
| August    | Organise stakeholders roundtable in Lesotho<br>Roundtable   |
| September | Second PR piece based on round table highlighting activities at community level                   |

As an initial step, in January 2004, EQUIP1 asked a staff member traveling to Lesotho for a Department of Labor project that involved the issue of child labor to make initial contacts and a preliminary review of the situation regarding provision and access to education for the herd boys.

After a series of meetings with government officials and donor representatives it was apparent that there was already a great deal of recent information available on the situation of herd boys and it was suggested that a review of the literature would suffice instead of an additional field trip for information gathering.

As a follow-up two EQUIP1 team members conducted a one-week visit to Lesotho in March, 2004.

The purpose of the visit to Lesotho was to research interventions focused on herd boys, undertaken by the Government of Lesotho, international donors and NGOs, in order to determine where USAID might most usefully channel the funding that is available to the Africa Bureau for this purpose. Also to investigate the utility of a Roundtable in order to highlight successful practices and lessons learned. One team member was responsible for taking photographs that would be used to create a slide show illustrating the situation of the herd boys. This would be used as a basis for a visual presentation.

To gather the necessary information EQUIP1 staff met with the following stakeholders:

- The Lesotho Distance Teaching Centre (LDTC) at the Ministry of Education. This is the essential body for targeting herd boys and has a number of programs in collaboration with donors and NGOs. The LDTC has 179 distance learning centers or learning posts (LP) in five out of the ten districts. The “School in a Box” idea is also being tried in some areas.
- The U.S. Embassy Special Project Coordinator, US Department of State, was extremely helpful in indicating who were the key donors and in helping the team to contact them.
- The Peace Corps Country Director introduced EQUIP1 staff to Peace Corps volunteers who were based in remote areas. They were working with the formal education system, but were able to provide first-hand information about the status of herd boys in the lowlands as well as in the mountains. The latter are much more isolated and removed from social contact and access to education. The Director also arranged for a very competent guide/translator/driver to accompany the team. This person was a part-time teacher and knew the region well.
- The UNICEF Resident Representative and Education officer informed the team that there were a large number of reports, including some very recent studies on interventions focused on herd boys, and that a series of roundtables and seminars had been held around this topic. UNICEF had also produced a DVD on the plight of the herd boys.
- The Development Cooperation of Ireland Program Advisor said that it is the largest bilateral donor in Lesotho and works directly with the government. It is presently helping the Government of Lesotho put together a strategic plan for education. The program advisor pointed out that there is no official non-formal education policy in effect.
- The World Vision Director, Operations, explained that WV works in seven of the ten districts using community committees that identify local issues. Since 2002 the focus has been on food security, HIV/AIDS, water and sanitation, health and education. WV also provides after hours literacy training for herd boys. The Director mentioned that communities could benefit greatly from knowledge that herd boys have about erosion control, grazing and natural herbal medicines.

The LDTC arranged for the team to visit a number of literacy sites and learning posts. In Leribe, one of the four most urbanized districts, the team visited a class of adult women learners taught by a professional teacher. The class took place in a regular school building. No herd boys were present as, exceptionally, because of the visit, the class was during daylight hours and the boys were herding cattle. At the village of Fobane Learning Post, the second scheduled visit, the class was canceled because the teacher was unwell.

In Thaba Tseka, one of the remoter northern districts, in the village of Ha Shoapane, the team visited a skills training class where the students were taught carpentry. This was a pilot project. In order to participate, the students must have completed literacy class, and be able to contribute 50 Rands each. At present, the student's were learning to make bookshelves and coffins using the teacher's tools. The team was told by the learners that they wanted to form an association and learn marketing skills and how to price their products. The team also visited a learning post in the same village, but on the other side of the mountain. The teacher was a volunteer and held the class outside her house. The learners were herd boys as well as adult women.

Another scheduled visit was to the learning post in the village of Ha Rantsimane. The class was held in a "rondevaal" belonging to the chief. The teacher was the Chief's scribe. The Chief himself was illiterate.

The team also conducted interviews with the help of their guide/translator with teachers and herd boys at the learning posts, as well as with herd boys in the mountains. All the herd boys, with one exception, said that they did not like being herd boys. They wanted to go to school because they wanted to learn to be drivers, policemen, or teachers.

As a result of meetings with Government officials, donors, and NGOs, the team discovered that, indeed, there already existed a large body of documentation on interventions targeting herd boys, and that there had also been a series of Roundtables on this topic. On the advice of government officials and donors EQUIP1 communicated this information to USAID and suggested looking into other options to benefit herd boys.

The team's research also led to the conclusion that USAID could more usefully employ the available funding by helping to enhance and/or replicate programs and activities that were already being successfully implemented and were in need of additional funds.

Because of the flexibility allowed under a cooperative agreement, it was possible to make changes to the original program description with the concurrence of the USAID Africa Bureau Education Division.

On return to Washington the EQUIP1 team met with USAID's Africa Bureau Education Chief and staff to discuss their findings. This resulted in a change of strategy. There was already a great deal of information available on herd boys; a number of roundtables had been organized around this topic, and a very recent media piece had been created, a DVD by UNICEF "Growing up Alone: Herd Boys in Lesotho." It was therefore decided to fund a worthwhile program or activity already in process or needing additional funds for replication.

The team proposed the following options for funding:



1. At present only two subjects were taught in the literacy classes at the learning posts: reading, in the local language, Sesotho, and basic numeracy. The informal curriculum was developed and printed by the Lesotho Distance Training Centre (LDTC). UNICEF provided the funding for the printing of the manuals. Because of requests from herd boys and adult learners to learn English, a basic English primer has been developed. It existed in draft form. A workshop was scheduled in the near future with LDTC and UNICEF to ensure that the text was gender sensitive, and to check if there are other issues that needed to be addressed. There were no funds available for the printing of this primer. USAID might want to consider the funding of this primer. An initial printing is usually 100,000 copies.
2. Providing wind-up radios for the learning posts. There are radio stations that can be heard up in the mountains, and there are some educational programs aired on religious radio stations and others. A wind-up radio would allow the remoter learning posts to access these programs.
3. In the past, the national radio station was owned by the government and the LDTC had a teacher-training program that was extremely useful for volunteer teachers at the learning posts. The radio station had been privatized and the LDTC did not have enough money to pay for airtime. Funding for airtime might be another option.

USAID asked EQUIP1 to discuss priorities with the LDTC and to get information on costs and numbers for the first option. A follow-up meeting was scheduled to take place in May when a final decision was to be made as to the allocation of the funding.

After extended discussions with the LDTC, EQUIP1 was told that as regards the English primer, the LDTC had decided to move ahead with a pilot which would be conducted to ensure that the curriculum was gender sensitive and that there were no other issues or gaps to be addressed in the draft curriculum. LDTC therefore suggested that because of the short time frame of the activity, USAID Africa Bureau not fund the printing of this primer as it was not yet ready to go to press and there were more immediate needs and priorities for the learning posts.

In the follow-up meeting scheduled in May, USAID Africa Bureau Education Division asked EQUIP1 to discuss alternative options for funding with the LDTC.

EQUIP1 was informed by the LDTC that they had prioritized their needs as follows:

- Wind-up radio cassette players for each of the LPs. The materials in print are very limited, existing only for the instruction of the local language, Sesotho, and basic Math. There is often no electricity in the remoter areas. These wind-up cassette players would be able to provide taped materials which would be dubbed at the LDTC headquartered in the capital, Maseru. Learning materials on tape already exist because of the radio programs that were used for distance teaching before the national radio station was privatized and became too expensive for the LDTC to be able to use. Furthermore, radio transmission in the more mountainous areas is variable, so wind-up radio cassette players would be more useful than wind-up radios.

- Carpentry Kits, Agricultural kits and Candle-making kits. These again were for the LPs and for the skills training classes that are being progressively launched as tools and materials become available. In March, EQUIP1 staff had visited a pilot class for skills training in the Thaba Tseka area. The LDTC deemed it essential for herd boys to learn life skills and income generating activities so as to be able to earn a living when they stop being herd boys.

It was agreed with the USAID Africa Bureau Education Division to provide these materials to the LDTC, for distribution and use in the LPs and the regions. In addition, EQUIP1 considered it prudent to provide cassette players to the five District Offices that would be training the teachers in the LPs in their use, and to also provide each District (the district offices have access to electricity), with an electrical player which will be able to record learning material tapes if these should break or deteriorate. The wind-up cassettes players cannot be used for recording.

EQUIP1 staff arranged for the purchase of this equipment. Because there are only a limited number of companies that manufacture wind-up cassette players, it was a lengthy process. Also the initial prices quoted varied considerably from the actual purchase price, for some items being much lower, and for other items, much higher. In addition, the U.S. dollar fluctuated vis-à-vis the Rand. Weather conditions caused breakdowns in the internet, and telephone lines were down as well, which made it very difficult to communicate and get information as needed.

The wind-up radio cassette players were purchased from Good News Media in Cape Town, South Africa, who imports them from Sydney, Australia. Tapes for the wind-up cassettes were purchased from another company in South Africa; the tools were purchased from two different vendors in Lesotho. All these vendors were located with the help of the LDTC. The U.S. Embassy in Lesotho took delivery of these items and stored them in the Embassy warehouse.

A Memorandum of Understanding was signed by the LDTC in order to be able to move forward with the delivery of goods.

Once the decision was made by EQUIP1 headquarter staff in agreement with USAID and the LDTC, to use the funding available to provide equipment to the Lesotho Distance Teaching Center (LDTC) to be used in the Learning Posts for teaching literacy and numeracy and practical skills, the following equipment was purchased:

- 545 Wind-up radio cassette players; 3 for each of the 180 Learning Posts.
- 5 Electrical cassette players. The wind-up cassette players cannot make recordings. It was considered advisable to provide an electric player to each of the five district offices so that broken or mutilated tapes could be replaced on site rather than having to do it from the LDTC main office in Maseru.
- 3,650 Cassette tapes.
- 40 Carpentry kits; 1 kit for each of the 40 regions.
- 540 Agricultural kits; 3 per Learning Post.
- 20 Candle-making kits.



Training was to be provided to the Learning Post volunteer teachers by the LDTC District Officers.

A letter was sent by the USAID Africa Bureau Education Division Chief to the LDTC Director informing him of USAID's decision to fund and purchase the above equipment. (See Annex 1).

The wind-up radio cassette players were delivered to the US Embassy in Lesotho by the end of August, and stickers were provided with the USAID logo, to be affixed to the cassette players. After the delivery of the cassette players, due to unforeseen events, the US Embassy had a shortage of space in the warehouse so it was arranged for the rest of the equipment (the tool kits and the audio tapes) to be delivered to the LDTC warehouse where it was housed under secure conditions.

EQUIP1 was asked to participate in a briefing at USAID for the new U.S. Ambassador -designate for Lesotho. EQUIP1 was also asked to participate in a briefing update for the Lesotho Ambassador to the U.S. The Ambassador had been keenly interested in this project from the start, and EQUIP1 met with her at the end of August to provide her with a viewing and a copy of the *Herd Boys of Lesotho* picture slide show created by EQUIP1. (See *Herd Boy's of Lesotho* CD attached).

The Special Projects Coordinator at the U.S. Embassy kindly agreed to arrange a special ceremony for the handover of the equipment and for media coverage when it takes place. The USAID Africa Bureau Education Division prepared a press release at the request of the Coordinator that would be used to inform the media. (See Annex II).

The LDTC signed a Memorandum of Understanding with AIR, (see Annex III), acknowledging receipt of the equipment and agreeing to ensure delivery of the equipment to the designated Learning Posts and regions, and make sure that the equipment is used for its intended purpose. LDTC also agreed to provide a report to AIR by the end of December 31, 2004, giving detailed information on actual accomplishments with targeted goals; if goals were not met, an explanation of why not; a summary of district and regions being served and how the equipment is being used; and visual documentation such as photographs and copies of news media write-ups. (See Annex IV, V and VI).

The Lesotho Embassy in Washington, DC, provided a great deal of help in reaching government officials and in advising the EQUIP1 Washington staff on matters of government protocol. The staff also received a great deal of practical help from the U.S. Embassy in Lesotho throughout the various stages of this project.

The U.S. Ambassador to Lesotho agreed to officiate at the official handover of the equipment to the LDTC. The ceremony took place on Friday, September 24, 2004, at the offices of the LDTC. The Project Manager of this activity was in Maseru for the handover and for meetings with the LDTC and the US Embassy Special Projects Coordinator. A list of senior officials from the Ministry of Education and other government units was compiled by the LDTC and invitations were sent out by the U.S. Embassy. The Deputy Permanent Secretary of the MOE and the Chief

Education Officer accepted the equipment on behalf of the Minister of Education. Arrangements were made for two herd boys and their teacher to also attend the official handover ceremony.

U.S. Ambassador June Carter Perry expressed great interest in the project and the hope that it would be possible to continue to provide help to the herd boys. At a follow-up meeting with the district officers and the staff of the LDTC it was also noted that the gift of the equipment had created a great deal of interest and that there was certain to be an increase in enrollment at the Learning Posts, and the LDTC also hoped that there was a possibility of continuing to provide help.

This activity, targeting the educational needs of herd boys, was successfully concluded in September 2004.

#### **IV. UPDATE**

The December 2004 report was submitted as agreed. (See Annex VII).

In March 2005, EQUIP1 followed up with the LDTC on the status of the activity at the request of the USAID Africa Bureau Division Chief. The Division Chief had been to Lesotho and visited a Learning Post and seen skills training kits, but no wind-up cassette players.

When contacted the LDTC explained that:

- First of all there were transport problems; that all the skills training kits had not yet been distributed because of a lack of vehicles. The LDTC has very limited access to vehicles capable of making large deliveries.
- Secondly, the scenario for the audio tapes was being pilot tested because it had been decided to update the contents of the previously recorded and broadcast radio programs;
- Thirdly, the tape duplicator had broken, and it was so old that there were no parts available to repair it. The LDTC was trying to raise funds to buy a new one or to out source the recording of the audio tapes.

EQUIP1 again contacted LDTC in August 2005 to request an update. The Deputy Director expressed her regret that the distribution of the cassette players had still not taken place. The pre-test was complete but the Research and Evaluation section responsible for the pre-testing had still not produced a report. As a result the Education and Broadcasting section was unable to move ahead with filling in any gaps that might exist in the taped curriculum and start duplicating the tapes. (See Annex VIII).

One of the lessons learnt from this activity is that it is essential to ensure that there is an efficient and reliable delivery mechanism in place when the moving of equipment is involved from a central point to remote districts.



**U.S. AGENCY FOR  
INTERNATIONAL  
DEVELOPMENT**

June 18, 2004

Mr. Vincent Seutloali  
Director  
Long Distance Teaching Center  
Ministry of Education  
Maseru. Lesotho

Dear Mr. Seutloali,

The U.S. Agency for International Development has been asked to support an intervention that targets the educational needs of herd boys by both the former U.S. Ambassador to Lesotho and Lesotho's current Ambassador to the United States, H.E. Molelekeng E. Rapolaki. After conducting research in Lesotho, meetings with donors and ministry officials, and with the advice of members of the Long Distance Training Center (LTDC) it has been decided that the amount of funding we have available can best be used to provide equipment for the Learning Posts and for Skills Training.

I am happy to inform you that after discussing the priorities with the LTDC, USAID Africa Bureau Education Division will provide the following equipment:

- Wind-up Radio Cassette Players, 2 for each of the 180 Learning Posts (LP). We have been told that learning materials are available on diskettes that can be transferred to tape for the cassette players.
- 10 cassette tapes per Learning Post
- 1 Carpentry Set for skills training in 20 of the 40 regions, and
- 3 Agricultural Kits per LP in half (90) of the Learning Posts.

Through our administering partner, the American Institutes for Research (AIR), a company has been contacted in Capetown, South Africa to get information on the availability and delivery of the Wind-up Radio Cassette Players. It is our understanding that the Carpentry and Agricultural Kits are available locally in Lesotho. Our partners at AIR will continue to work with you to secure the equipment for your dissemination.

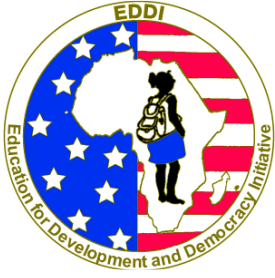
Once again, we are delighted to be able to contribute to your efforts to meet the needs of the herd boys.

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah E. Moten". The signature is fluid and cursive, with the first name "Sarah" and last name "Moten" clearly distinguishable.

Sarah E. Moten, Ed. D.  
Chief, Education Division - AFR/SD

Cc: Karl P. Albrecht, Deputy Chief of Mission  
H.E. Molelekeng E. Rapolaki, Lesotho Ambassador to the U.S.



## EDUCATION FOR DEVELOPMENT AND DEMOCRACY INITIATIVE

**FOR IMMEDIATE RELEASE**

{Date}

### **Herd Boys of Lesotho**

The Education for Development and Democracy Initiative (EDDI) was asked to support an intervention that targets the educational needs of herd boys by both the former U.S. Ambassador to Lesotho and Lesotho's current Ambassador to the United States, H.E. Molelekeng E. Rapolaki. This request was implemented through the U.S. Agency for International Development (USAID) EQUIP1 mechanism through the Africa Bureau Education Division.

EDDI, active in thirty-eight countries in Africa, is an interagency working group composed of The Department of State, USAID and the U.S. Peace Corps with other U.S. Government agencies as participating partners. The initiative's completion is in September, 2004. It is an African-led development program (with special emphasis on girls and women). The Initiative promotes sustainable partnerships among African education and democracy organizations and between their sister organizations in the United States.

In order to help provide support to the herd boys, and after conducting research in Lesotho, meetings with donors and ministry officials and with the advice of members of the Lesotho Distance Teaching Center (LDTC), it has been decided that the amount of funding available, approximately \$82,000, can best be used to provide equipment for the Learning Posts that the LDTC has set up in the districts of Berea, Leribe, Mafeteng, Thaba-Tseka and Qacha's Nek, which provide basic literacy and numeracy classes to all learners, but most especially herd boys, and for skills training.

After discussing the priorities with the LDTC, the following equipment will be provided:

- 545 wind-up cassette players, 3 for each of 180 learning posts and 1 for each district office
- 1 electrical cassette player for each district office in 5 districts
- 3,650 blank cassette tapes to be used for recording learning materials
- 40 carpentry kits
- 540 agricultural kits
- 20 candle making kits

EDDI sincerely hopes that this equipment will help the LDTC to meet some of the learning needs of the herd boys of Lesotho.

Sarah E. Moten, Ed.D.  
EDDI Coordinator  
Chief education Division  
USAID, Africa Bureau

## MEMORANDUM OF UNDERSTANDING

The purpose of this Memorandum of Understanding (MOU) between the American Institutes for Research (AIR) and the Lesotho Distance Teaching Centre (LDTC) is to outline the responsibilities of AIR and the LDTC with respect to the distribution of the list of nonexpendable equipment in the section below entitled Nonexpendable Equipment for Distribution.

This MOU is being issued pursuant to Associate Award Number RLA-A-00-03-00026-00 under Leader with Associates Cooperative Agreement Award Number GDG-A-00-03-00006-00 between the American Institutes for Research and the United States for Agency for International Development.

### Background

The US Agency for International Development (USAID) with the help of EQUIP1 has researched the difficulties of access to basic education for Lesotho's estimated 30,000 herdboys. The Basotho people have a long tradition as pastoralists and boys begin learning at a young age how to herd and care for cattle. Boys as young as six years old are sent into fields in the lowlands, usually alone, to move with and protect the cattle. The older boys herd livestock in the mountains often for months at a time.. The work is difficult as the herd boys face loneliness, adverse weather conditions, meager food rations, cattle thieves and little access to health care or education.

After consultation with government officials, donors and NGOs, USAID would like to support an intervention that targets the educational needs of these young men and provides them with life skills that will enable them to break the cycle of poverty.

The Lesotho Distance Teaching Centre is the entity that provides educational opportunities to herd boys in the remoter areas with the creation of Learning Posts. USAID has decided that it will provide equipment to the LDTC so as to be able to contribute to the LDTC's efforts to meet the needs of herd boys.

### Nonexpendable Equipment for Distribution

| <u>No. of Items</u> | <u>Description</u>             |
|---------------------|--------------------------------|
| 545                 | Wind-up radio cassette players |
| 5                   | Electrical cassette players    |
| 3,650               | Cassette tapes                 |
| 40                  | Carpentry kits                 |
| 540                 | Agricultural kits              |
| 20                  | Candle-making kits             |

### **AIR's Responsibilities**

1. AIR will procure the nonexpendable equipment listed above and ensure the delivery of the equipment to the U.S. Embassy in Lesotho.
2. AIR will monitor the distribution of the equipment by interfacing with the LDTC and requiring the submission of an inventory (Attachment 2) which shows the items distributed by district along with a signature from an authorized district representative that indicates receipt.
3. AIR will submit a report to the USAID Africa Bureau Education Division which will be based on the submission of a performance report and inventory by the LDTC.

### **LDTC's Responsibilities**

1. LDTC agrees to acknowledge receipt of the equipment via Attachment 1 once it is transferred to them from the U.S. Embassy staff in Lesotho.
2. LDTC agrees to ensure delivery of the equipment to the designated Learning Posts and Regions via Attachment 2 and to ensure that the equipment is used for its intended purpose.
3. LDTC agrees to submit a report to AIR by December 31, 2004 that contains the following information:
  - a comparison of actual accomplishments with targeted goals,
  - if established goals were not met, reasons why they were not met, and actions that will be taken toward their achievement,
  - summary of which districts and regions are being served ,
  - summary of how equipment is being used,
  - visual documentation such as photographs and copies of news media write-ups.

**American Institutes for Research**

**Lesotho Distance Teaching Centre**

---

---

Signature

Signature

---

Typed Name

---

Name

---

Title

---

Title

---

Date

---

Date



## Annex 4: LENA News

LENA - Lesotho News Wire Service

### OVER M533, 000 SPEND ON EQUIPMENT FOR HERD BOYS

Maseru, September 24 (LENA)--- Herd boys play an important role in Lesotho's society and are integral part of the country's cattle herding tradition and history.

The American Ambassador to Lesotho Mrs. June Carter Perry said this when officially handing over about M533, 000 worth learning tools and equipment to the Lesotho Distance Teaching Centre (LDTC) at the occasion held at LDTC's premises on Friday.

Mrs. Perry said it is unfortunate that because of the nature of the herd boys' work, they are often isolated from their villages and families for many weeks at a time, and they have no opportunity to attend conventional schools yet they must prepare themselves for life beyond their duties as herd boys.

She stated that the equipment that the US government is donating to LDTC today represents a better future for hundreds if not thousands of herd boys through out Lesotho and will enable many of them to make a smooth transition into other types of work, giving them economic stability and the chance to provide for their families and contribute to their communities.

When receiving the equipment on behalf of the minister of Education and Training the Deputy Principal Secretary of the ministry Mr. Motsoakae Makara said LDTC has been offering only literacy and numeracy until 2002 when with the assistance of the World Bank they introduced skills training or functional literacy in an attempt to sustain post literacy.

Mr. Makara explained that the project was piloted in the districts of Berea and Thaba-Tseka adding that they are still hoping to expand to the other five remaining districts of Mokhotlong, Botha-Bothe, Quthing, Mhales' Hoek and Maseru in order to corroborate the government's commitment to mark the literacy decade and the UN policy of education for all.

He said the introduction of skills training project is meant to benefit the literacy learners in terms of acquisition of skills that will help herd boys' lives and of their communities at large and also provide them with job opportunities.

He expressed his heartfelt gratitude to US government for coming to their rescue and assured that the equipment will be used effectively for the benefit of the learners and the entire nation.

The equipment includes 40 carpentry kits, 540 agricultural kits, 20 candle-making kits and 545 wind-up radios with cassette tapes, following a need assessment process conducted by LDTC. The equipment is expected to benefit 4 451 learners in 180 posts.

Ends LENA/RR

# LDTC receives equipment worth of M533 000

By Thali Caswell

The Lesotho Distance Teaching Centre (LDTC), known for its leadership in non-formal tuition countrywide, has received educational equipment worth of US\$82 000 (M533 000) from the Education for Development and Democracy Initiative (EDDI) on Friday last week.

The equipment is intended to meet the educational needs of about 1451 herd boys in 180 learning posts in five districts of Bera, Leribe, Mafeteng, Thaba-Tseka, and Qacha's Nek. It consists of 545 wind-up cassette players – three for each learning post and one for each district office – five electrical cassette players for district offices, 3650 blank cassette tapes for recording learning materials, 40 carpentry kits, 540 agricultural things, and 20 candle making stuff.

Speaking at the

handing over ceremony held at the LDTC Hall in Maseru, the new American Ambassador June Perry, in her first official activity in the country, said the herd boys who are the main beneficiaries of the donation would be helped to prepare themselves for the future.

Perry said the herd boys play an important role in the development of the country. "These will surely help them contribute in the development of their local communities as well as the Kingdom of Lesotho," she said.

In his receiving remarks, the Deputy Principal Secretary for the Ministry of Education and Training, OM Makara, applauded the EDDI and the United States government for stretching their helping hands to meet the educational needs of Lesotho's herd boys who for a long time have had no access to tuition centres.

He said the equipment would help learners employ themselves, since amongst the given things there were candle making gears and agricultural kits, hence the reduction of the currently rampant unemployment.

In an exclusive interview, two herd boys of Thupa-kubu, Ha-Matholoana, who represented others at the handing over ceremony, expressed their gratefulness for the opportunity to learn, as provided by the LDTC with the aid of the Lesotho government and international agencies like EDDI.

Malefetsane Matooane who dropped out of school after completing primary education due to financial constraints said had the LDTC not intervened in his life, he would still be perambulating the Ha-Matholoana streets aimlessly, with no hope about the future.



Thabiso Rantsame: "At least I can read and write my name"

"Ever since I started learning through the Centre last year, I have developed interest in what is happening around me. Before then, I think my vision on the future was blurred and I could not think

of any remedy," he said. Matooane who is studying Sesotho and mathematics is planning to learn other subjects as well with the new hope of possessing a Junior Certificate in the near future

and proceed to the COSC level. He has a hope that one day he will find himself in the tertiary level.

Another herd boy is Thabiso Rantsane, a son of a widowed mother who grew up looking after animals to earn a living, and has never set his foot in the formal education classroom. He enrolled with the LDTC in 2002.

“At least I can read and write my name and some few other things,” he jovially said, repeatedly saying he was thankful that the LDTC has established a learning post in his village and that tuition is free.

The LDTC’s Ha-Matholoana Literacy Resource Teacher, Paballo Leneea Joseph Theethe, said there is a great need to help people know how to read and write or other education basics, considering the fact that others were robbed of the opportunity to be enlightened, by factors such as looking after flocks instead of going to school.

Theethe, a former primary school teacher, said this was manifest when he volunteered to teach the illiterates in evenings after knocking off from formal teaching. He said that was when the LDTC identified him as the one who could be used in that area. Later he resigned from formal teaching to concentrate in non-formal education, now directly under the LDTC.

# USAID donates equipment for LDTC

**By Letta Mats'umunyane**

The United States Agency for International Development (USAID) has donated skills training equipment worth M583,000.00 to Lesotho Distance Teaching Centre (LDTC) in Maseru last Friday.

Handing over the equipment, the United States Ambassador to Lesotho, Mrs June Carter Perry said that herdboys play an important role in Lesotho's society as they are an integral part of the country cattle herding tradition and history.

Mrs Perry added that it is unfortunate however that because of the nature their work, herdboys are often separated from their villages and families for many weeks at a time, noting that they have no opportunity to attend conventional schools, yet they must prepare themselves for life beyond their duties as herdboys.

She indicated that the equipment donated to LDTC will be used at the teaching centres and learning posts throughout the country located in the districts of Berea, Leribe, Mafeteng, Thaba-Tseka, and Qacha snek.

She stated that the cassette players consisted in the donation will be used

for instruction in basic Mathematics and Sesotho language training while the agricultural kits will be used to demonstrate farming techniques.

She added that the donation was being made through the Education for Development and Democracy Initiative (EDDI), an inter-agency working group of the US State Department, USAID, and Peace Corps.

Speaking at the same occasion, the Deputy Director of Basic Education Unit at LDTC, Mrs M a i t u n e l e n g

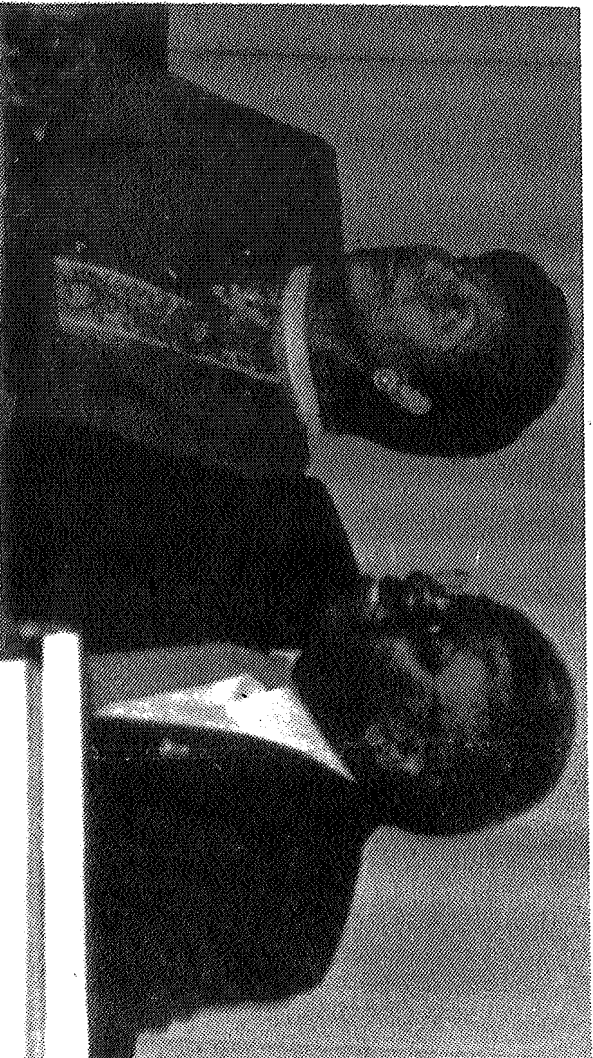
Mochochoko pointed out that the donation was granted after a visit of a delegation from the US Institute of Research to look into the needs of the centre.

She said during the visit the delegation learned about the education training needs of the herdboys and visited the learning posts and later recommended LDTC to indicate how it could be assisted to support this facility.

The Deputy Principal Secretary for the Ministry of Education, Mr Motsakapa Makara pointed out that

LDTC started offering the literacy programme in 1977 when the plight of herdboys and everybody else who did not have access to formal school was realised after a number of research studies were conducted.

Mr Makara said the centre established learning posts where prospective learners would gather for tuition, in the districts of Berea, Leribe, Thaba-Tseka, Mafeteng, and Qacha's Nek, which add up to 180 learning post consisting in a total of 4151 learners to date.



The United States Ambassador to Lesotho, Mrs June Carter and the Deputy Principal Secretary for the Ministry of Education, Mr. Motsakapa Makara during the handing over of skills training equipment to LDTC.

**PERFORMANCE REPORT**

**ON**

**EQUIPMENT DONATED TO**

**LESOTHO DISTANCE TEACHING CENTRE**

**DECEMBER, 2004**

## **Introduction**

The Basic Education Unit (BEU) of the Lesotho Distance Teaching Centre (LDTC) offers literacy and numeracy skills to out-of-school youths and adults through the Learning Post Programme. The programme operates in five districts of Lesotho, namely: Berea, Leribe, Thaba-tseka, Qacha's Nek, and Mafeteng, with a total of 180 learning posts (LPs) and 4500 learners.

In September, 2004, LDTC received a donation of the following skills training equipment from USAID/AIR:

|      |   |   |
|------|---|---|
| 545  | - | Wind up cassette players  |
| 3650 | - | Cassette tapes  |
| 5    | - | Electrical cassette players   |
| 40   | - | Carpentry kits  |
| 20   | - | Candle making kits  |
| 540  | - | Agricultural kits which consist of:<br>Spades, Digging forks, Rakes, Watering cans. |

## **Objective**

Objective of skills training is to strengthen the learning post programme by attracting and retaining more learners, as well as to respond to the government's call for poverty reduction, which is clearly expressed in Vision 2020 and in millennium goals. The strategy is to equip learners with skills and knowledge by using available resources to produce food for human consumption and for income generation.

## **Activities**

- Allocate equipment to the learning post
- Distribute equipment to the learning posts.
- Record audio lessons on the cassette tapes.
- Monitor the activities by LDTC office and field staff.

**1. The Table shows the Allocation of Equipment per District.**

**LERIBE DISTRICT = 28 LPs**

| Regions                           | LPs                 | Agric Tools (spades, rakes, watering cans, digging forks) | Wind up cassette players & Tapes   | Candle making kits   | Carpentry kits   | Electrical cassette players |
|-----------------------------------|---------------------|---|--|--|--|-----------------------------|
| <b>1. Mpharane</b>                | Mpharane            | Each LP will receive 3 of each tool                       | Planned to supply 3 cassette players and tapes for Motebong oa Thuto and Leseli la Thuto Programmes in each LP | 4 per district<br><b>(distribution depends on the need of the learners in the regions)</b> | 8 per district<br><b>(distribution depends on the need of the learners in the regions)</b> | 1 per district              |
|                                   | Mafotholeng         |   |  |  |  |                             |
|                                   | Mafika-lisiu        |   |  |  |  |                             |
|                                   | Lekhalong           |   |  |  |  |                             |
|                                   | Peka                |   |  |  |  |                             |
|                                   | Linotšing           |   |  |  |  |                             |
|                                   | Likhetlane          |   |  |  |  |                             |
| <b>2. Mahobong</b>                | Thaba-phatsoa       | Same as above   | Same as above  |  |  |                             |
|                                   | Mokhachane          |   |  |  |  |                             |
|                                   | Lesiamo             |   |  |  |  |                             |
|                                   | Hlokoa-lemonate     |   |  |  |  |                             |
|                                   | Ha Motseki          |   |  |  |  |                             |
|                                   | Chachole            |   |  |  |  |                             |
| <b>3. Boribeng</b>                | Ha Motsoane         | Same as above   | Same as above  |  |  |                             |
|                                   | Koenaneng           |   |  |  |  |                             |
|                                   | Matlakeng           |   |  |  |  |                             |
|                                   | Lithabaneng         |   |  |  |  |                             |
| <b>4. Butha-Buthe</b>             | Phamistone          | Same as above   | Same as  |  |  |                             |
|                                   | Mpatloane           |   |  |  |  |                             |
|                                   | Rasekila            |   |  |  |  |                             |
|                                   | Tabolane            |   |  |  |  |                             |
|                                   | Sebophe             |   |  |  |  |                             |
|                                   | 'Malere             |   |  |  |  |                             |
|                                   | Kotsonkoa-neng      |   |  |  |  |                             |
|                                   | Maieane             |   |  |  |  |                             |
| <b>5. Ha Seshote (Khohlontšo)</b> | Terateng Ha Seshote | Same as above   | Same as above  |  |  |                             |

**Berea District = 45 LPs**

| <b>Regions</b>       | <b>LPs</b>     | <b>Agric Tools (spades, rakes, watering cans, digging forks)</b> | <b>Wind up cassette players &amp; tapes</b>  | <b>Candle Making kits</b>   | <b>Carpentry kits</b>   | <b>Electrical cassette players</b> |
|----------------------|----------------|--|--|---|---|------------------------------------|
| <b>1. Motjoka</b>    | Mphele         | Each LP will receive 3 of each tool                              | Planned to supply 3 cassette players and tapes for Motebong oa Thuto and Leseli la Thuto programme in each LP. | 4 per district <b>(distribution depends on the need of the learners in the regions)</b> | 8 per district <b>(distribution depends on the need of the learners in the regions)</b> | 1 per district                     |
|                      | Mokhothu       |  |  |   |   |                                    |
|                      | Mohapinyane    |  |  |   |   |                                    |
|                      | Motjoka        |  |  |   |   |                                    |
|                      | Lithabaneng    |  |  |   |   |                                    |
|                      | Mohlaethoa     |  |  |   |   |                                    |
|                      | Lekokoaneng    |  |  |   |   |                                    |
|                      | Ramonaheng     |  |  |   |   |                                    |
| <b>2. Majara</b>     | Lovely Rock    | Same as above  | Same as above  |   |   |                                    |
|                      | Ha Majara      |  |  |   |   |                                    |
| <b>3. 'Mamathe</b>   | Sebala-bala    | Same as above  | Same as above  |   |   |                                    |
|                      | Khalahali      |  |  |   |   |                                    |
|                      | 'Mamathe       |  |  |   |   |                                    |
|                      | Thota-peli     |  |  |   |   |                                    |
| <b>4. Sefikeng</b>   | Ha Moeketsi    | Same as above  | Same as above  |   |   |                                    |
|                      | Ha Letela      |  |  |   |   |                                    |
|                      | Gethsmane      |  |  |   |   |                                    |
|                      | Ha Pholoanyane |  |  |   |   |                                    |
|                      | Ha Monamoleli  |  |  |   |   |                                    |
|                      | Mothebesoane   |  |  |   |   |                                    |
|                      | Sepolo         |  |  |   |   |                                    |
|                      | Ha Ramothamo   |  |  |   |   |                                    |
|                      | Monethi        |  |  |   |   |                                    |
|                      | Letsipa        |  |  |   |   |                                    |
|                      | Pulane         |  |  |   |   |                                    |
| <b>5. Thupa-kubu</b> | Khorong        | Same as above  | Same as above  |   |   |                                    |
|                      | Ha Khohlooa    |  |  |   |   |                                    |
|                      | Nqetho         |  |  |   |   |                                    |
|                      | 'Matholoana    |  |  |   |   |                                    |
|                      | Khabele        |  |  |   |   |                                    |
|                      | Hlasa          |  |  |   |   |                                    |
|                      | Tsitsa         |  |  |   |   |                                    |
| Mohotloane           |                |  |  |   |   |                                    |
| <b>6. Pitsaneng</b>  | Moshati        | Same as above  | Same as above  |   |   |                                    |
|                      | Maseteling     |  |  |   |   |                                    |
|                      | Mohlakolane    |  |  |   |   |                                    |
| <b>7. Nkhahle</b>    | Nkhahle        |  |  |   |   |                                    |
|                      | Lepolesa       |  |  |   |   |                                    |



|              |             |               |               |  |  |  |
|--------------|-------------|---------------|---------------|--|--|--|
|              | Ramapaeane  |               |               |  |  |  |
|              | Mokhameleli |               |               |  |  |  |
| 8. Mapheleng | Mapheleng   | Same as above | Same as above |  |  |  |
|              | Khokhoba    |               |               |  |  |  |
|              | Khoakhoeng  |               |               |  |  |  |
|              | Meriting    |               |               |  |  |  |
|              | Mokethi     |               |               |  |  |  |

**Mafeteng District = 15 LPs**

| Regions     | LPs         | Agric Tools (spades, rakes, watering cans, digging forks) | Wind up cassette players & tapes   | Candle Making kits   | Carpentry kits   | Electrical cassette players |
|-------------|-------------|---|--|--|--|-----------------------------|
| 1. Terateng | Khojane     | Each LP will receive 3 of each tool                       | Planned to supply 3 cassette players and tapes for Motebong oa Thuto and Leseli la Thuto programme in each LP. | 4 per district (distribution depends on the need of the learners in the regions) | 8 per district (distribution depends on the need of the learners in the regions) | 1 per district              |
|             | Lepolesa    |   |  |  |  |                             |
|             | Khasepane   |   |  |  |  |                             |
|             | Tauhali     |   |  |  |  |                             |
|             | Tokonye     |   |  |  |  |                             |
|             | Mafeto      |   |  |  |  |                             |
|             | Tang        |   |  |  |  |                             |
| 2. Taung    | Mahlehle    | Same as above   | Same as above  |  |  |                             |
|             | Makhate     |   |  |  |  |                             |
| 3. Matelile | Qaba        | Same as above   |  |  |  |                             |
|             | Lekhache    |   |  |  |  |                             |
|             | Maphonkoane |   |  |  |  |                             |
|             | Selukung    |   |  |  |  |                             |
|             | Tajane      |   |  |  |  |                             |
|             | Ribaneng    |   |  |  |  |                             |

**Qacha's Nek District = 38 LPs**

| <b>Regions</b>       | <b>LPs</b>    | <b>Agric Tools (spades, rakes, watering cans, digging forks)</b> | <b>Wind us cassette players &amp; tapes</b>  | <b>Candle Making kits</b>  | <b>Carpentry kits</b>  | <b>Electrical cassette players</b> |
|----------------------|---------------|--|--|--|--|------------------------------------|
| <b>1. Ntšupe</b>     | Mosututsoana  | Each LP will receive 3 of each tool                              | Planned to supply 3 cassette players and tapes for Motebong oa Thuto and Leseli la Thuto programme in each LP. | 4 per district<br><b>(distribution depends on the need of the learners in the regions)</b> | 8 per district<br><b>(distribution depends on the need of the learners in the regions)</b> | 1 per district                     |
|                      | Ntsupe        |  |  |  |  |                                    |
|                      | Mofotho       |  |  |  |  |                                    |
|                      | Rakatibana    |  |  |  |  |                                    |
|                      | Motloang I    |  |  |  |  |                                    |
|                      | Motloang II   |  |  |  |  |                                    |
|                      | Khatleng      |  |  |  |  |                                    |
| <b>2. Lebakeng</b>   | Rothifa       | Same as above  | Same as above  |  |  |                                    |
|                      | Lebakeng I    |  |  |  |  |                                    |
|                      | Senarilele    |  |  |  |  |                                    |
|                      | Matsikhoaneng |  |  |  |  |                                    |
|                      | Beselateng    |  |  |  |  |                                    |
|                      | Mohlanapeng   |  |  |  |  |                                    |
|                      | Nkoeng        |  |  |  |  |                                    |
| <b>3. 'Maseepho</b>  | 'Maseepho     | Same as above  | Same as above  |  |  |                                    |
|                      | Likhakeng     |  |  |  |  |                                    |
|                      | Likonyeleng   |  |  |  |  |                                    |
|                      | Thiba-there   |  |  |  |  |                                    |
|                      | Khubetsoana   |  |  |  |  |                                    |
|                      | Linakeng      |  |  |  |  |                                    |
| <b>4. Tebellong</b>  | Mapoteng      | Same as above  | Same as above  |  |  |                                    |
| <b>5. Tsoelike</b>   | Likhohloaneng | Same as above  | Same as above  |  |  |                                    |
| <b>7. Masuoaneng</b> | Chaka         | Same as above  | Same as above  |  |  |                                    |
|                      | Chabana       |  |  |  |  |                                    |
|                      | Masuoaneng    |  |  |  |  |                                    |
|                      | Mosiuoa       |  |  |  |  |                                    |
|                      | Makorotong    |  |  |  |  |                                    |
|                      | Jacopo        |  |  |  |  |                                    |

|                              |             |                  |               |  |  |  |
|------------------------------|-------------|------------------|---------------|--|--|--|
| <b>8. Schlaba-<br/>thebe</b> | Sekokoaneng | Same as<br>above | Same as above |  |  |  |
|                              | Setefane    |                  |               |  |  |  |
|                              | Soloja      |                  |               |  |  |  |
| <b>9. Mosafeleng</b>         | Litooaneng  | Same as<br>above | Same as above |  |  |  |
|                              | Mosafeleng  |                  |               |  |  |  |
|                              | Patising    |                  |               |  |  |  |
|                              | Makoe       |                  |               |  |  |  |
|                              | Liqaleng    |                  |               |  |  |  |
|                              | Thena       |                  |               |  |  |  |
|                              | Makhoane    |                  |               |  |  |  |

**THABA-TSEKA = 54 LPs**

| Regions        | LPs          | Agric Tools (spades, rakes, watering cans, digging forks) | Wind up cassette players & tapes   | Candle Making kits   | Carpentry kits   | Electrical cassette players |
|----------------|--------------|---|--|--|--|-----------------------------|
| 1. Mashai      | Monyollo     | Each LP will receive 3 of each tool                       | Planned to supply 3 cassette players and tapes for Motebong oa Thuto and Leseli la Thuto programme in each LP. | 4 per district (distribution depends on the need of the learners in the regions) | 8 per district (distribution depends on the need of the learners in the regions) | 1 per district              |
|                | Theko        |   |  |  |  |                             |
|                | Bereng       |   |  |  |  |                             |
|                | Lekhalong    |   |  |  |  |                             |
|                | Mashai       |   |  |  |  |                             |
|                | Matsoetsoe   |   |  |  |  |                             |
|                | Khotsong     |   |  |  |  |                             |
|                | Motlotlo     |   |  |  |  |                             |
| 2. Khohlontso  | Maboloka     | Same as above   | Same as above  |  |  |                             |
|                | Khoanyane    |   |  |  |  |                             |
|                | Tsieng       |   |  |  |  |                             |
|                | Khohlo-ntso  |   |  |  |  |                             |
|                | Sekhohola    |   |  |  |  |                             |
|                | Nkokana      |   |  |  |  |                             |
| 3. Litsoetse   | Chebane      | Same as above   | Same as above  |  |  |                             |
|                | Taung        |   |  |  |  |                             |
|                | Bocheletsane |   |  |  |  |                             |
|                | Bera         |   |  |  |  |                             |
|                | Koma-koma    |   |  |  |  |                             |
| 4. Mohlanapeng | Linokong     | Same as above   | Same as above  |  |  |                             |
|                | Liphakoeng   |   |  |  |  |                             |
|                | Mathuleng    |   |  |  |  |                             |
|                | Nakeli       |   |  |  |  |                             |
|                | Rantsimane   |   |  |  |  |                             |
|                | Mpetsana     |   |  |  |  |                             |
|                | Ramalapi     |   |  |  |  |                             |
|                | Mohakeng     |   |  |  |  |                             |
|                | Motsoloane   |   |  |  |  |                             |
|                | Moqekela     |   |  |  |  |                             |
| 5. Linakeng    | Majoe-matso  | Same as above   | Same as above  |  |  |                             |
|                | Pitseng      |   |  |  |  |                             |
|                | Maputsoe     |   |  |  |  |                             |
|                | Pitsaneng    |   |  |  |  |                             |
|                | Makanyaneng  |   |  |  |  |                             |
|                | Seroala-nkho |   |  |  |  |                             |
|                | Jontane      |   |  |  |  |                             |
| Khoali         |              |   |  |  |  |                             |

|                   |             |                  |                  |  |  |  |
|-------------------|-------------|------------------|------------------|--|--|--|
|                   | Shoaepane   |                  |                  |  |  |  |
|                   | Nkune       |                  |                  |  |  |  |
|                   | Matlatseng  |                  |                  |  |  |  |
|                   | Makunyapane |                  |                  |  |  |  |
|                   | Tsekong     |                  |                  |  |  |  |
|                   | Lekhalong   |                  |                  |  |  |  |
|                   | Khatho      |                  |                  |  |  |  |
|                   | Kutoane     |                  |                  |  |  |  |
|                   | Tokho       |                  |                  |  |  |  |
|                   | Taung       |                  |                  |  |  |  |
| 6.<br>Mantsonyane | Mahatsi     | Same as<br>above | Same as<br>above |  |  |  |
|                   | Ramajalle   |                  |                  |  |  |  |
|                   | Apili       |                  |                  |  |  |  |
|                   | Moriana     |                  |                  |  |  |  |
|                   | Makopoi     |                  |                  |  |  |  |
|                   | Thalang     |                  |                  |  |  |  |
|                   | Pontseng    |                  |                  |  |  |  |

## 2. Achievements

2.1 Distribution of 2160 agriculture equipment and 20 candle making kits to the respective learning posts.

**The table shows lists and numbers of equipment distributed to-date**

| <b>District</b>                                 | <b>Berea</b> | <b>Leribe</b> | <b>Qacha</b> | <b>Thaba-tseka</b> | <b>Mafeteng</b> | <b>Total</b> |
|---|--------------|---------------|--------------|--------------------|-----------------|--------------|
| <b>No. of Learning Posts (LPs) Per District</b> | <b>45</b>    | <b>28</b>     | <b>38</b>    | <b>54</b>          | <b>15</b>       | <b>180</b>   |
| <b>Spade</b>                                    | 135          | 84            | 114          | 162                | 45              | 540          |
| <b>Rake</b>                                     | 135          | 84            | 114          | 162                | 45              | 540          |
| <b>Digging Forks</b>                            | 135          | 84            | 114          | 162                | 45              | 540          |
| <b>Watering Cans</b>                            | 135          | 84            | 114          | 162                | 45              | 540          |
| <b>Candle Making Kits</b>                       | 4 kits       | 4 kits        | 4 kits       | 4 kits             | 4 kits          | 20 kits      |

2.2 Cultivation of land and sowing of crops in all 180 learning posts with the assistance of Agric extension officers has started. It is, however, unrealistic to expect a good yield this year, since the country is experiencing the worst drought in years.

2.3 Writing and recording of Sesotho lessons is done, and they are now being duplicated for the learning posts.

- 2.4 The introduction of skills training is already attracting more learners into the programme. Total number of learners has increased by 349 by December, 2004 compared to 4151 statistics in September, 2003. Skills training seems to be addressing learners' needs.
- 2.5 Monitoring on skills training was done in the district of Berea – Photos on these activity will be made available later.

### **3. Activities not Accomplished**

- 3.1 Distribution of 40 carpentry kits to the respective learning posts, due to shortage of transport and funds to remunerate trainers as the activity was not budgeted for in the financial year 2004/05
- 3.2 Distribution of 545 wind-up cassette players, 5 electric dubbing machines and 3650 cassettes because recording of the courses is not yet complete.
- 3.3 Monitoring was not done in the other 4 districts due to a shortage of transport as indicated earlier.

## **4. WAY FORWARD**

4.1 To offer basic training on carpentry in the following operational districts:

- Leribe
- Mafeteng
- Qacha's nek

4.2 To record audio lessons on income generating skills, life skills, health issues, numeracy and basic English.





**SETSI SA TSOELOPELE THUTONG • LESOTHO DISTANCE TEACHING CENTRE**

**P.O. Box 781  
Maseru 100 Lesotho**

**Telephone: (09266) 316961  
Telegraph: DISTANCE  
Telex : 963433410  
Fax : (09266) 310245  
Email : ldtc@adelfang.co.za**

**Date: August 22, 2005**

**Dear Dr. Talaat,**

The Director NCDC contacted me about the distribution of the wind up cassette players and the tapes. I explained to her that cassette tape recordings were done and pre-tested. The Research and Evaluation section which was responsible for the pre-testing is yet to produce a report on the pretest so that the Education and Broadcasting section which is responsible for the production of audio lessons would be able to incorporate whatever additions were necessary as well as duplicate the cassette tapes if and when the lessons are acceptable. As a result distribution has not been done yet. I am really sorry that this activity is taking so long to complete.

**Regards.**

**Maitumeleng Mochochoko  
Deputy Director, BEU**