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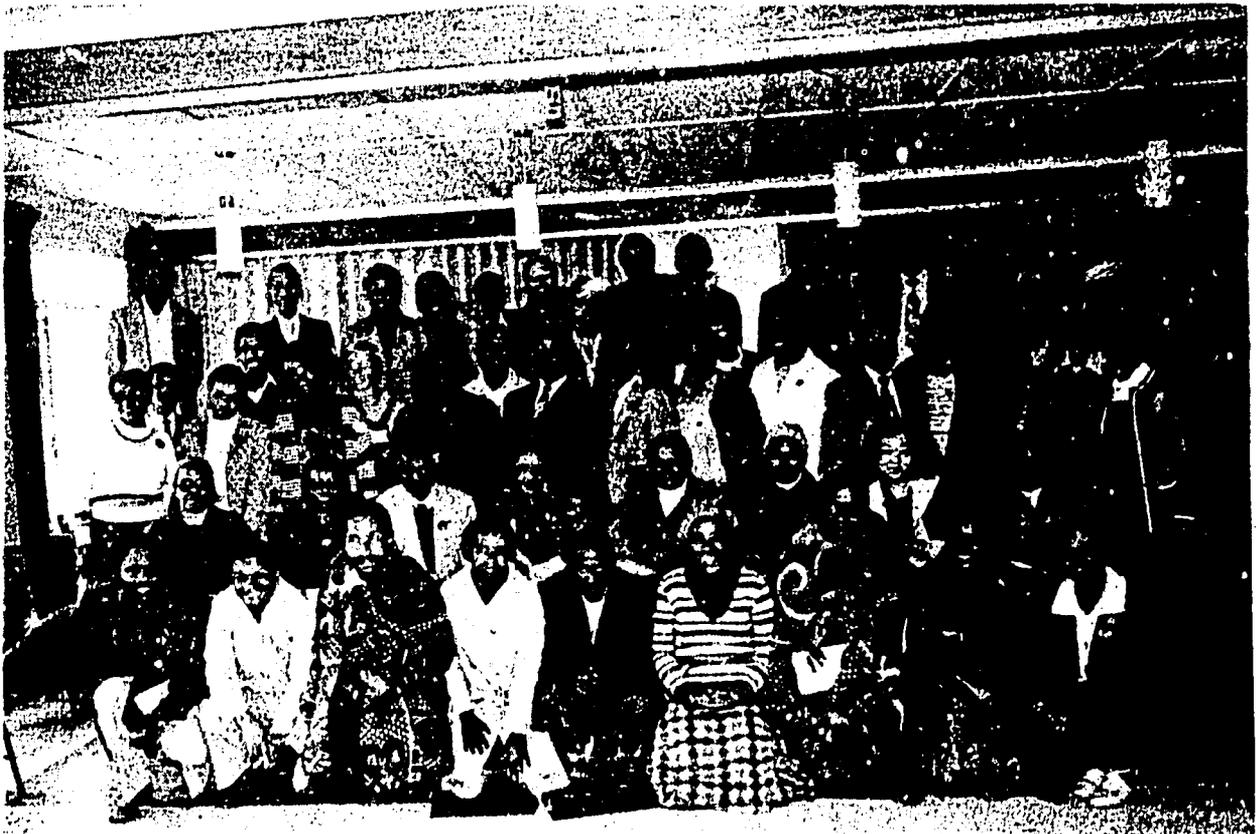
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SEMINAR ON NON-FORMAL EDUCATION

FOR DEVELOPMENT IN LESOTHO

15th - 19th October, 1979

R E P O R T



THE PARTICIPANTS

CONTENTS

	PAGE
1. INTRODUCTION	1
2. PRESENTATION OF PAPERS	5
3. WORKSHOP CONCLUSIONS AND RECOMMENDATIONS	22
4. EVALUATION OF THE WORKSHOP	27
5. APPENDICES	
APPENDIX A WORKSHOP TIME TABLE	
APPENDIX B MINISTER'S OPENING SPEECH	
APPENDIX C PAPER BY DR. PATSY LAYNE	
APPENDIX D PAPER BY SR. MARY MOLELLE	
APPENDIX E NAMES AND ADDRESSES OF PARTICIPANTS	
APPENDIX F OBSERVATION GUIDE FOR FIRST DAY	
APPENDIX G OBSERVATION GUIDE FOR EVALUATION OF THE WORKSHOP	
APPENDIX H QUESTIONNAIRE FOR THE FINAL EVALUATION	

INTRODUCTION

LDTC Background

The Lesotho Distance Teaching Centre (LDTC), an organisation under the auspices of the Ministry of Education, was set up in 1974. Its major goal is to offer education, widely and at low cost, to the people of Lesotho, using distance teaching methods. To achieve this goal the Centre works in four main areas:

Formal Education - correspondence education at Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC) levels.

Non-Formal Education - basic rural education for both youth and adults in the form of booklets, leaflets and posters on practical topics.

Literacy and Numeracy - development of the Literacy and Numeracy skills of functionally illeterate.

Service Agency - helping other organisations involved in the field of Non-Formal Education.

As part of its continuing out-reach to rural people, the LDTC, through Service Agency and Non-Formal Education, organised and ran a workshop in Non-Formal Education (NFE). The workshop was held in October, 1979 at the Anglican Diocesan Training Centre, Maseru.

Workshop Background

The workshop was sponsored by the Ministry of Education of the Lesotho Government. This was the first time the Ministry of Education had sponsored a workshop on Non-Formal Education (NFE). LDTC, a Non-Formal department of the Ministry of Education was given the responsibility to organise and run the workshop. This workshop was also the first which had plans and funds earmarked for follow-up workshops.

In previous study visits, workshops and discussions with some of the institutions providing NFE in Lesotho, we found that all the groups were striving for the same goal: to provide rural people with the basic tools to arm themselves for the betterment of themselves and their society. So, a need was felt for a workshop where people involved in NFE could meet to discuss and concur on their activities.

The Ministry of Education (MOE) sent a circular to other ministries, government organisations (GOs) and non-government organisation (NGOs) informing them about the intended workshop. The LDTC invited the GOs and NGOs involved in NFE to send delegates to the workshop.

Both invitations (MOE and LDTC) stated that organisations should send senior officials who would be in a position to make decisions at the workshop. In addition, the LDTC made an extensive survey of existing NFE programmes in Lesotho. Invitations were sent to all NFE organisations identified by the survey.

Workshop Focus-Education for Development in Lesotho.

The workshop focused its attention on NFE as an instrument of development. NFE was defined as any form of education whose main purpose is to help a person acquire the skills needed to grapple with and master day-to-day situations in order to improve his well-being and to allow him to lead a better life within the dictates of his immediate environment.

The idea behind NFE is not new. From our past, we can draw examples-and the list is almost inexhaustible - of how our people were able to impart skills and knowledge to their children, and to pass on the cultural values of their society. This process continues though it may be diluted by outside influences.

To-day, there are many organisations engaged in trying to improve and develop skills through NFE. Worldwide, NFE programmes are attempting to respond to identified educational needs. A range of out-of-school activities form part of the educational process of such NFE programmes. While some may not view such activities as educational, we, for one, regard any out-of-school activity geared toward the improvement of an individual as falling under the umbrella of NFE.

The main question the workshop addressed was: how to organize various groups and activities in Lesotho by using available resources (human, material and financial) and with minimal duplication, can we continue to aid the development of the individual?

Objectives of the Workshop

The workshop planned to focus on NFE for development in rural Lesotho, particularly those areas served poorly by existing facilities. The main objectives of the workshop were as follows:

- to make it possible for all those involved in NFE to share experiences through presentation of papers and discussions,
- to critically analyse the extent to which we in Lesotho have used NFE for development, and
- to formulate some curricula in NFE (or revise existing ones) with clearly defined priorities.

The central theme of the workshop was 'NonFormal Education in Lesotho - Priority Areas'. The organisers hoped that the participants would devote most of their time to examining their activities in NFE and finally, to agree on the most pressing needs in these areas. Once priorities were established it was hoped the different organizations would keep them in mind as they pursued their individual objectives and aims.

Alternatively, these priorities could be looked upon as some sort of NFE curriculum which would help guide future activities of the various NFE organisations.

The Workshop Leadership

The success of a workshop rests on its leaders and its organisation. A team of LDTC staff had several meetings to determine the structure of the workshop. The team members were:

Ken Tsekoa	-	Director
Takatso Shale	-	Deputy Director
John Maime	-	Instructional Materials Editor
Alfred Mfwangavo	-	Geography Writer
Mahluli Mgadi	-	Educational Broadcasting Officer
Morahanye Makhetha	-	Literacy & Numeracy Co-ordinator
Theo Derkx	-	Projects Co-ordinator
Paul Morolong	-	Rural Education Officer
Lisema Nailane	-	Office Administrator
Lipholo Makhetha	-	Evaluator

In addition, the following people helped with registration at the workshop:

Mrs. Montseng Mofokeng	-	Instructional Materials Writer
Khotso Ramahloli	-	" " "
Ntholeng Lechesa	-	Distribution Officer

At the workshop, LDTC Recording Studio Team recorded all the speeches. Team members were:

'Mamonaheng Lesenya	-	Programmes Officer
Bonang Morojele	-	Studio Technician
Amohelang Morojele	-	Assistant Programmes Officer

Resource Persons

Two resource people assisted with the workshop. These were Dr. Patsy P. Layne, Education Advisor, USAID and Sr. Mary Molelle, Educator, Catholic Bishop's Conference.

Dr. Layne has worked in the field of education for twenty-three years as a classroom teacher, a television producer, curriculum director and instructional materials specialist. Most of her work has been outside the United States in Indonesia, Micronesia and Samoa.

Sister Mary Molelle has worked in the field of Education for over ten years, as a classroom teacher, an instructional materials developer and an administrator. She worked with the LDTC for over three years in the field of Non-Formal Education. She now works as an adult educator for the Catholic Bishop's Conference.

These two experts each presented a leadpaper. Also, they acted as useful catalysts in the ensuing discussions.

Participants

There were 49 participants, representing 28 organisations, at the workshop. (For the list of participants and organisations see Appendix E.) These people represented both GOs and NGOs engaged in NFE. There were also a number of observers, who came to the workshop from time to time.

Workshop Methodology

The main aim of the workshop was to expose the participants to the range of NFE activities of various organisations, so that they could determine possible areas of collaboration. To realise this aim, some organisations were invited to present papers covering their activities.

Plenary sessions were held daily after presentation by the resource persons and organisations. Particular emphasis was placed on working in discussion groups. The groups considered a series of key issues introduced in plenary meetings and formulated a number of conclusions and recommendations.

There was also a display of educational materials from the various organisations represented at the workshop.

Post-Workshop questionnaires were distributed in order to gather information, on an individual basis, about participants opinions on the workshop and their proposals for follow-up activities.

PRESENTATION OF PAPERS

This section of the report provides a short synopsis of the papers presented to the workshop participants.

While the speeches are not printed Verbatim (see Appendices C and for D the full text of the speeches of Dr. Patsy-Layne and Sr. Mary Molelle),

we have tried to accurately summarise the main facts, opinions and questions presented by each speaker.

Perspectives of NFE in Central and South America, and Africa

by Dr. Patsy Layne

In her opening remarks Dr. Layne told the meeting that her experience in NFE work in Africa was limited. Her main areas of experience were in the Pacific Islands and the Appalachian Mountain area of the USA. All her examples would be drawn from these areas.

Dr. Layne classified NFE activities into three broad groups, the mass media, organisations responding to specific and immediate needs, and organisations making-up for deficiencies in the formal school system.

There was a lot of overlap and redundancy among all three groups. There was a need for all groups involved in NFE work to talk to each other, to 'network' with each other, and to identify the common problems and strengths of each group.

The main theme of her paper was to be curriculum relevancy - what are we doing/trying to do? Is it relevant to the needs of our audience?

a) Mass Media

The role of the mass media cuts through the roles of the other groups. The role of newspapers, radio, TV, and popular magazines is now beginning to be recognised in the world as shapers of attitudes and opinions, and as providers of information.

People still listen to the radio for information and entertainment without realising that their attitudes are being shaped.

Most of today's generation gets its heroes and heroines from what they hear on radio, from what they read in comics, and from what they see on TV.

This makes the role of the popular media as an education force in the community, a powerful NFE force. The popular media has taken over the role of parents, teachers, priests etc.

It is important for Non-Formal educators to look seriously at the role of the media in shaping the education of the new generation.

b) Organisations repending to specific and immediate needs

These groups were well represented in this workshop. Groups responsible for Family Planning, Health Care Education etc.

She urged these groups to keep the question of curriculum relevancy always in mind.

c) Substitution for the Formal Education System

The need for making-up for the deficiencies in the formal system was most felt in pre-school education. But more attention was now being focused on this matter because it has been recognised that the first five years of a child's life are very important.

She gave several examples of what can be done to accommodate pre-school children. The children's TV programme 'Sesame Street' taught basic literacy and numeracy. 'Mr. Rodger's Neighbourhood' discussed subjects which bothered children, e. g. the subject of death and what it means to young children.

All these activities had one disadvantage or another. Non-Formal educators should be able to learn from these problems.

There was so much change in the world today that the formal system has not been able to adapt to. One of the strengths of NFE was the ability to respond quickly to new needs.

In the USA society was changing so rapidly that a need for continuing education had to be met. Programmes have been designed to help ordinary people with the basic survival skills - things they will need in order to live.

To help them to keep the curriculum relevancy always in mind, Non-Formal educators need to ask themselves certain questions.

Who teaches? Is this a useful thing to know? What is the fastest way of teaching it? Who learns? Where does the learning take place?

NFE is an open field, it has no restrictions or limitations of sex, age etc. Non-Formal educators, unlike in the formal system, can make their own rules.

NFE bodies are in a better position to teach people how to solve their problems. Producing a generation of problem-solvers was the main task of NFE.

The whole system of formal education started as a way of reserving knowledge for certain people. It refuses to use other ways of imparting information other than from a book. The system was so tied-up with reading and writing that it automatically excluded many people from gaining knowledge. This, Dr. Layne stressed, was, in her opinion, the main difference between NFE and the formal system.

It was important that we as Non-Formal educators should not look to the formal system, but have the freedom to look elsewhere and use whatever we can.

The Official Opening of the Workshop by Mr. A. S. Mohale

Minister of Education Sports and Culture

The Honourable Minister noted the importance of life-long education, popularly known as NFE, in Lesotho. But, he warned the participants against looking at NFE as completely separate from formal education. Instead 'I would like to emphasize the need for all of us educators to see formal and non-formal education partners.'

The Minister also urged the different ministries and organizations represented at the workshop to continue to work together in a spirit of cooperation and collaboration because 'Kopano ke matla' (unity is strength).

He finished his speech with the hope that the workshop would come up with a list of priorities for educators to concentrate on in future. He reminded the audience that the success of the workshop would not be in how eloquently we spoke, but in how meaningful and practical our resolutions were and more importantly, in how effective the much needed follow-up would be.

~~The Minister finished by welcoming the foreign guests from USAID in Washington to Lesotho and assured them that their contributions were more than appreciated.~~

Education for Development by Sister Mary Molelle

Sr. Mary introduced her paper by noting that the question of economic and social development has been with us since the early 1940s. Yet no significant change has taken place up till now. Instead with the passage of time, new problems have cropped up.

This has led concerned people to question seriously the whole issue of development. Is there something wrong with the system used to promote development in Lesotho? Does the system need structural changes? What joint approach should educationalist and development agencies adopt in order to achieve meaningful results?

As an attempt to find answers for some of these questions Sr. Mary decided to discuss the issue of education for development under three sub-headings, (a) the character and nature of education for development, (b) the role of educational institutions in development, and (c) conditions to be created and strategies to be followed.

a) What is education for development? What are its aims?

In answer to these questions Sr. Mary read quotes from three different sources. These quotes were sufficient to indicate that education for development is 'a promotion of the good of every man and of the whole man...' Its aim is 'to bring about a sustained improvement and well-being of the individual, and bestow benefit on all...! The manner in which all this could be achieved is through 'educational programmes and the financing of development projects.'

Education for development offers man a unique opportunity to participate in the creation of the world. As human beings we must all share in the shaping of our lives, our communities and our environment. It was tantamount to oppression to deny any human being this right.

b) The role of institutions involved in education for development

Sr. Mary questioned the attitude adopted by development agencies in carrying out their development roles.

Development agencies should aim at realising in all men their capabilities 'to do more, to know more, to have more because every Mosotho is called upon to be more.'

Creating a climate of dialogue which is the basis of development education, is an important mission of development agencies. Most field-workers are too ready to 'teach' and are incapable of listening.

We tend to regard the people we claim to be helping as objects of our action-sheets rather than the subjects of their own development. We should recognise their sacred right to be allowed to participate in the diagnosis of their needs and in the analysis of their problems.

Non-Formal educators should assist the Basotho to re-discover their roots and to help them to cope with the demands of a fast-changing life without them losing their 'Basotho'.

All forms of exploiting the Basotho and Lesotho are evil. Money 'erosion' becomes intolerable when it is done by those institutions which wear the garment of development agencies. There exists many cases where people end up poorer for having spent their time undergoing development.

c) Conditions necessary for meaningful Results

It was obvious that radical changes in policy, both in the developing countries and in the donor countries, were long overdue.

A new educational approach which aims to increase awareness in the Basotho that they should do things themselves, should participate in their own development, is needed.

Most government institutions are out of touch with, and often cut off from, the village masses. Non-government agencies are in a better position to initiate changes because it is easier for them to get in touch with the poor and the voiceless.

The Basotho are basically a community people living in an era of industrialization and 'massification' of people and things. Development programmes should encourage and promote this community spirit in which a small group of people reflect and act together.

All our resources, both human and material, need to be put to better use with the help of our traditional know-how.

We should be courageous and humble enough to take stock of our local situation so that we could then promote the good of every Mosotho and the whole Mosotho.

Lesotho National Council of Women (LNCW) by Mrs. Mathabiso Mosala

In her introduction Mrs. Mosala gave a brief outline of the history of the Council. The LNCW is an umbrella body for six women's organisations.

It is a non-political, non-denominational, non-profit-making body which is registered as a charitable society.

The aims and objectives of the LNCW range from promoting development in both urban and rural areas to encouraging people to work together to develop themselves, and to improve the quality of family and village life.

The activities of the LNCW are varied. The Council teaches women including long-term hospital patients, to sew, knit, crochet, cook and spin wool and tries to get markets for the finished articles.

The Council also runs nursery schools, arranges talks, lectures and demonstrations by experts for its members.

Curbing migration to urban centres and establishing vocational schools for drop-outs forms part of the Council's activities.

The LNCW has many problems which are mostly financial. It has no craft centre, nursery school buildings or equipment.

The Council cannot visit villages regularly because it has no transport of its own. It cannot organise training schemes for its members because of the lack of funds.

The Council also needs funds to run courses and conferences, to print a magazine and to pay stipends to its voluntary workers.

The Council cannot find enough markets for the products of its members.

The LNCW would like to establish vocational and recreation centres which will be used by school drop-outs, jobless women, and wives of migrant workers.

Mrs. Mosala condemned the prevalence of drunkenness among the people which led to the ruination of their lives.

The future plans of the LNCW include encouraging villagers to establish more nursery and vocational schools, to start income-generating activities like fruit growing, and to improve the credit facilities enjoyed by villagers.

The Council hopes to appeal to public health officials to visit schools, especially boarding-schools, to check for cleanliness.

The Council hopes to appeal to the Minister of Commerce to award contracts for knitting, sewing and other skilled work to local people. The Ministry should restrict the importation of these goods.

The Council wants to forge closer links with other NFE bodies. Mrs. Mosala urged the participants to work against our worst enemy, lack of cooperation and consultation among NFE organisations.

If used well, NFE bodies could help disseminate public information and arouse public support for community needs.

They can also direct the attention of the Government to existing needs and problems which have been neglected or overlooked.

Finally, NFE bodies can play an important advisory role to the Government in the area of needs that should be given top priority.

Ministry of Health, Health Education Unit by Mr. Mokuba Petlane.

The Health Education Unit (HEU) did not exist in the Ministry of Health before 1972. The HEU was established by USAID under its Maternal and Child Health programme. The nutrition component was included in the HEU.

The major objectives of the Unit were mostly drawn from the report of WHO Expert Committee on Health.

The main aims of the Unit are to make good health an asset that is valued by the people of Lesotho; to encourage the full use and development of health services by the people, and, most important, to teach people how to achieve good health by their own efforts and actions.

The objectives of the HEU are more people-orientated than institution-orientated.

One of the Units objectives is to encourage both formal and non-formal institutions to include health education in their teaching activities.

The Unit plans to integrate the teaching of Health Education and Applied Nutrition content into the Queen Elizabeth II Nursing School, in public health orientation courses for nurses, in nurse assistant training courses, and into any other courses conducted by the MOH and other NFE agencies like PHAL, LFPA etc.

The Unit hopes to plan, cooperate and collaborate with the MOE and other related agencies in the development of an effective school health programme.

The Unit has a training scheme for Village Health Workers (VHW). The scheme includes training VHWs to train other members of village communities.

In the field of communication, the Unit plans to develop and produce health literature and training material for health workers and the general public. The Unit also wants to organise and broadcast health and applied nutrition programmes through Radio Lesotho.

The Unit hopes to conduct research in the areas of attitudinal changes, motivation forces, and food habits of the people of Lesotho.

The Unit also wants to evaluate the effectiveness of on-going health education activities.

Mr. Petlane appealed to the participants both as individuals and as members of organisations to help in disseminating health education.

Private Health Association of Lesotho (PHAL) by Mrs. E. D. Muguluma

PHAL had for several years been an informal association of mission hospitals before it was formally constituted in March 1974.

Its membership now includes all the health care institutions sponsored by the four major churches in Lesotho, and it enjoys the support of the Ministry of Health.

PHAL has also received invaluable advice, assistance and support from the Christian Medical Commission of the WCC in Geneva.

The concept and purpose of PHAL is based on single, overall goal, to improve the health status of the people of Lesotho.

Its long-term objectives include (a) developing the highest level and widest distribution of health care services in Lesotho, (b) strengthening the relationship between PHAL and its individual member institutions, and (c) extending comprehensive health services in the rural areas.

PHAL hopes to emphasize the healing ministry in order to incorporate the religious aspects of both work and purpose into its efforts and the efforts of its member institutions.

One of the short-term objectives of PHAL is improving the supply system for pharmaceutical supplies.

The current Village Health Workers (VHW) programme is an example of PHAL's work in the field of NFE.

The VHW programme is a new and revolutionary approach based on the philosophy of self-help. Given the necessary knowledge and understanding, the people themselves can recognise their own health needs and work for the solution of their problems.

Instead of waiting for the people to come to the hospitals with their health problems, PHAL workers have gone to the villages to find out what help they can give.

The VHW programme involves training people who live in the village to look after their fellow villagers. In practice, the VHW looks after the health of the person next door.

PHAL has met with many problems. Delays in the postal service, waste of valuable time trying to get to inaccessible villages and delays caused by weather conditions.

PHAL hopes to evaluate its VHW programme to ensure that it is functioning properly and that lessons learned in the course are used to improve the services.

The Lesotho Family Planning Association (LFPA)

by Mr. M. T. Tlebere.

Mr. Tlebere introduced his paper by quoting Dr. Robert Gardiner who saw the need for NFE for people from different age groups.

Day-Care-Centres for pre-school children, NFE to cater for primary school drop-outs, and trade training for school-leavers.

The LFPA would like to be associated with all efforts of development aimed at bringing improved livelihood to the people of Lesotho.

GOL supports Family Planning in the context of mother and child care but the subject of population management is a 'hot potato' - a potato can always be allowed to cool down if it is too hot before it is eaten, Mr. Tlebere said.

The aims of the LFPA are mostly misunderstood. It is thought that the LFPA advocates the indiscriminate 'chopping down' of the population.

Most people are ignorant of the fact that the LFPA can help them to lead their married lives without having to worry about unwanted children.

The LFPA intends to concentrate on training Field Educators and to giving out information to the public.

The LFPA gives family life education to people of all ages including teenagers who have joined the association.

With the help of the LDTC the LFPA has produced booklets about its activities.

It places special emphasis on the training of Information Officers whose main job is to educate and motivate the public.

The LFPA runs clinics and outstations in the country.

The LFPA is also involved in the Rankakala Pilot project.

Branches of the LFPA have been established so that policy making decisions reach the grass-roots level quickly.

The LFPA would like 'Family Life Education' to be included in the formal school curriculum. At present it organises short seminars for young adolescents where such topics are discussed under the supervision of experienced members of the community.

The LFPA would like to see more coordination between NFE groups in Lesotho.

It hopes to join hands with the MOH to work for healthy children within the family unit.

The Institute of Extra-Mural Studies (IEMS) by A. Elias

and Mrs. I. Sebatane.

Instead of presentation by IEMS, Mr. Andreas Elias was given the floor. He picked out a few points from the report of a seminar on NFE for development which was held in Maseru between 11-14 July, 1979.

Points like the need for coordination and consultancy among NFE bodies were not only mentioned in the present workshop but were also discussed in the July seminar.

The GOL was committed to extending relevant education to every citizen of this country.

The July seminar considered setting-up machinery that would facilitate the coordination of efforts of all NFE organisations.

The establishment of a government department within the MOE was proposed.

A draft constitution for an association of NFE agencies was also prepared at the July seminar.

In conclusion Mr. Elias stressed the need for training manpower to staff NFE agencies, and the need to make better use of the human and material resources at our disposal.

Mrs. Lois Sebatane was then given the floor. She stressed the need for coordination, training and research. NFE bodies should identify their resources and facilities in order to avoid waste and duplication.

The Lesotho Distance Teaching Centre (LDTC) by M. K. Tsekoa.

In introducing his paper Mr. Tsekoa reminded us that the importance of NFE within the wider strategies for life-long education was the focus of our discussion.

Quoting , Tim Simpkins, he noted that the keynote of a learning society is that every individual must be in a position to keep learning throughout his life.

That the dimensions of a living experience must be restored to education by re-distributing learning in time and space.

That education should be dispensed and acquired through a multiplicity of means - it is what is acquired and not the path the individual has followed that is important.

Some of these principles are imbedded in the operations, activities, approaches and ambitions of the LDTC and other NFE organisations.

Mr. Tsekoa then talked about the background to the formation of the LDTC. The basic aim is to offer education to as many people as possible in Lesotho using distance teaching methods.

Mr. Tsekoa digressed a bit and talked about the problems of localisation in Lesotho. In some projects manned by expatriates there was always a danger that when they leave the locals are left with very little, if any, expertise. The culprits are those people who ploughed lone furrows - the consequence being that some good organisations disappear as soon as the expatriates have gone home.

For the benefit of the participants he defined what the LDTC understood by distance - and Non-Formal Education.

NFE was any organised activity outside the formal system, 'whether operating separately or as an important feature of some broader activity,' whose purpose is 'to serve identifiable learning clientele and learning objectives.'

Distance education is any organised educational activity that makes use of certain methods to reach a specified learning clientele and achieve set objectives.' The methods include printed material, radio, TV, cassette tape and face-to-face teaching.

Mr. Tsekoa then listed the four main objectives of the LDTC, (a) to provide basic rural education to the people of Lesotho, (b) to act as a service agency for other organisations involved in NFE, (c) to provide literacy and numeracy materials to youth and adults, not attending school, and (d) to provide correspondence courses for private candidates for JC and COSC examinations.

Together with the NTTC the LDTC runs a programme of upgrading uncertificated primary school teachers. The NTTC looks after the pedagogy side and the LDTC looks after the academic side of the course.

From the needs of student-teachers both institutions are also designing a new curriculum for teacher-training courses.

The lessons the LDTC has learned from its five years of existence include the need for constant use of evaluation and research.

It is important to consult and not impose ideas on rural people. Though total cooperation is difficult to achieve, the LDTC believes through experience that it can be attained.

It is much better to start small and try to grow in response to identifiable needs.

In conclusion Mr. Tsekoa urged the participants to inform others about the help and services which the LDTC can offer, especially through its service agency section, to other NFE organisations.

Ministry of Rural Development Training Unit by Mr. V.P. Machai

Mr. Machai digressed by referring to the question of the education of herdboys, mentioned in the previous discussion.

Mr. Machai wanted to know whether we are educating the herd-boy in order for him to come to Maseru and roam the streets looking for employment.

If so, are we aware that we are direct contributors to contemporary social problems prevalent in Maseru these days. Discos are now used not for recreation but for spending the night because of the shortage of housing.

Mr. Machai introduced his paper by posing a few questions about the need for NFE.

Has the formal system of education failed to reach the remote parts of Lesotho and hence NFE?

Is the planning of our formal education the talk of the Government or should it involve the people themselves?

Who should be responsible for planning our NFE and for whom? Do we equate NFE with adult education?

The Ministry's primary objective is to improve rural standards of living and to create a self-reliant and progressive rural society.

The other objectives are so varied that to carry them out would require the cooperation of other Ministries, voluntary agencies, and all institutions of learning and research.

Mr. Machai noted two reasons why this type of programme should be well coordinated - to avoid overlapping and duplication of both human and material efforts, and to utilize effectively the available data and knowledge.

Faced with this gigantic task, the Ministry of Rural development felt the need for a Training Wing attached to the Lesotho Agricultural College.

There is an urgent need for a Rural Development Training Centre where people will be trained to train others, because the SIDA-funded Training Wing is not yet fully operational.

A pile of academic reports and findings has been gathering dust because nobody is interested in looking at them.

NFE should be representative of the wishes of the majority because the majority is the most underprivileged.

Our focus is on man - the development of man and the improvement of the social structure.

Community rural development should concentrate not only on the physical but also on the social infrastructure. This includes tackling adult illiteracy.

In conclusion Mr. Machai referred to coordination and integration which ensured the participation of the people in all development efforts.

A coordinating 'Board' made up of representatives from various Government Ministries and NFE bodies should be established.

The 'Board' should integrate NFE management and ensure implementation of coordinated and joint programmes.

It should also monitor and evaluate present methodologies, and review in depth, periodically, all reports on NFE.

Closing Address by Dr. Z. A. Matšela - PS in MOE

Dr. Matšela opened his address by stating that NFE was a way of life for the Basotho.

Children learned about morals, history, and relationships through stories. They were also told riddles which exercise their minds.

Children also learned from observing older people. The Sesotho language has proverbs which teach, among other things, co-operation.

There is a variety of things in the culture of the Basotho from which we can learn things which we can teach the world.

Dr. Matšela then posed a few questions. Is it useful to use artificial means of Family Planning, or should we go back to the wisdom of our forefathers where it was possible to have three years between babies by using natural means? Or should we use both systems?

When thinking about the education of our children we must always remember the three H's, the head, the heart and the hand.

One H should not be over-stressed but all three should be emphasized.

Dr. Matšela then made some suggestions. All organisations involved in education should join hands to eliminate illiteracy.

We should use instructional aids like songs, which are effective.

We should exploit the ways of talking and teaching which are found in our culture.

In conclusion Dr. Matšela reminded us that "Lela le lapileng ha le na litsebe" (a hungry man will never listen to you).

Before going to the village we must make sure that the fields have something in them - we should help the villagers to look after their livestock properly.

We have the potential and the people who can unlock this potential. All we need are apostles to spread the word.

WORKSHOP CONCLUSIONS AND RECOMMENDATIONS

Discussion Groups

At the beginning of the workshop, the participants agreed that they would meet for discussions after every main presentation. But due to lack of time, it was not possible to have group discussions after every presentation. They were able to have group sessions after three main presentations: 'Brief Overview on Perspectives of Non-Formal Education', 'Education for Development in Lesotho' and the presentation on the activities of Lesotho National Council of Women. The participants were able to have general discussions on the other presentations.

Observations and Conclusions

In the light of the presentations made during the workshop the following observations and conclusions were made during group and plenary sessions:

1. Coordination

Coordination was defined by a NFE workshop, held in June 1979. This workshop also outlined the main areas of need. It was felt that to avoid duplication, the sharing and coordination of ideas, problems and experiences was essential, and that a formation of an NFE would help achieve this.

It was noted that LDTC is equipped to help coordinate efforts and that the Ministry of Rural Development is willing to facilitate coordination. Since LDTC possesses the ability to coordinate NFE efforts it could become a department of NFE in the Ministry of Education. This idea does not, however, exclude the founding of another body to represent all agencies involved in NFE.

If LDTC is given the responsibility to help coordinate all NFE agencies, its facilities and its staff - especially those who are investigating the priority needs of the villagers, should be expanded. In addition, LDTC's managerial board, represented interministerially, could include representatives from other agencies involved in NFE.

2. Identification of Rural Needs

The participants agreed that rural development covers a wide ground. They agreed that they must find out what the rural people felt were their real needs, rather than impose decisions upon the rural people. When decisions concerning rural people are likely to be made, participants from the rural areas should be invited to discuss the matter. The workshop felt that villagers could be provided with a machinery through which they could present their requirements. Maybe clients could be used to facilitate this. Once villagers expressed a need NFE institutions could then help them.

The workshop recognized that there are large areas of potential among the rural people. The real need is to find this potential and guide it in the right direction.

There are villagers who have certain skills that could be identified and their skills used to help implement village cooperative effort development programmes.

The workshop participants noted with regret that there are many development projects that failed in villages because the clients were not consulted and involved in the planning and implementation of the projects.

3. Health and Nutrition of Rural People

The workshop was very concerned about the unsatisfactory eating patterns that seem to exist in some areas of Lesotho. It was mentioned that in some schools children faint during lessons apparently because of poor nutrition. It was also mentioned that some children, who are diagnosed as being malnourished, are brought to the clinic in a Mercedes Benz! The participants felt it is important to advise parents on how to feed their families properly.

Related to this was the problem of food production. It was observed that in some cases, very little use, or improper use, is made of the available arable land. This results in low production of foodstuffs. It was suggested that the Ministries of Agriculture and Health could join hands to look into these problems. There is a need to review the land tenure system so that available land can be used to obtain the best results for the Basotho.

4. Functional Literacy

There are many people in Lesotho who, for various reasons, would like to know how to read and write. For everyday life functional literacy and numeracy is necessary, and the workshop noted that villagers must have functional literacy and numeracy skills. It was observed that LDTC had started some work, on an experimental basis, in this area. The LDTC could make its findings available to other NFE organisations. The NFE group could also work together to formulate some materials on functional literacy and numeracy for example traditional songs and games could be used to teach numeracy to young children.

5. Pre-school Education

Traditionally children, when their parents went to work, were left in the hands of old women. These women fed the children, kept the younger children busy with games and had older children do minor household duties. This day-care system could be improved if the children were left under the care of younger more active women. These women could teach the children games that would prepare them for primary education as well as help them learn social and cultural values. These young women would need training to help them guide the children. The participants said they were not aware of the Ministry of Education's policy on pre-school education.

6. The Use of Mass Media for NFE Programmes

The workshop observed that media can be effective in implementing NFE programmes. It was felt, however, that research on media use and potential was needed. In the area of radio we need to know about people's listening habits, the suitable times for broadcasts and the coverage of Radio Lesotho. The standard of programmes should be high so they would appeal to the people. Radio listening groups could be formed.

It was also observed that other media like newspapers, booklets and pamphlets are essential in NFE programmes.

The workshop however regret that media have both good and bad influences. Examples given were movies, magazines, and newspapers which contained a lot of violence and sex. These have a bad influence on children. Radio announcements can also have detrimental results.

It was concluded that there is a pressing need for knowledge on how to produce these materials for various media.

7. Women's Organisations

It was observed that women's organisations face many difficulties. One difficulty is that the organisations do not fall under one body but are organised from various points. Another difficulty is that they encounter problems in marketing their products. There seems to be an unfair competition with foreign producers. This difficulty is increased because there is no organised outlet for the distribution of their wares.

8. Research

The participants observed that little research has been done in NFE, particularly in the areas of media needs and activities.

Some programmes have failed and some have succeeded. But no research has been done to determine why a specific programme succeeded or failed.

Evaluation of projects should be included in project proposals.

Recommendations

The workshop recommended the following:

1. The people who are developing programmes for rural people should
 - (a) find out the programme needs from the people themselves
 - (b) engage the people with skills in the community in the development of the programmes
 - (c) involve the rural people in workshops.
2. All agencies engaged in nutrition education and food production should work closer together to improve nutrition. The land tenure system should be reviewed to insure maximum use of land for food production.
3. Since LDTC already has made studies in functional literacy, other NFE groups should use its findings to increase functional literacy and numeracy skills among villagers.
4. The Ministry of Education should establish clear guide-lines for all day-care centres and pre-school education.
5. Recognising the importance of the mass media,
 - (a) the LDTC should organise a workshop on the development of instructional materials and
 - (b) a workshop on the mass media.
6. To help rural people know the worth of their labour and how to market their products
 - (a) consumer education should be introduced
 - (b) Ministry of Commerce and Industry should facilitate production and check standards for the women's associations products
 - (c) competition between women's organisations and the foreign agencies should be minimized by introducing import control.
7. A coordinator of voluntary women's organisations should be employed, preferably in the Ministry of Rural Development.
8. LDTC should conduct a survey on NFE organisations and their needs.
9. Basic skills and survival skills should be taught to all villagers, Lesotho Opportunities Industrialization Centre (LOIC) activities in this area should be expanded.

10. More people should be trained in the various areas of NFE, priority being given to the trainers who will work with the people.
11. A committee should be formed to assemble the recommendations of previous workshops and seminars and to study them for possible action.
12. A NFE newsletter should be started. LDTC is requested to look into this matter at its earliest convenience.
13. There is an overriding need for coordination in NFE. A request should be made to the Government of Lesotho to indicate how they want to deal with this question since various ministries and non-government bodies are involved in offering non-formal education.
14. That a channel or structure be created through which villagers can present their views and opinions on matters of non-formal education for development in Lesotho. To this end a conference for villagers (representatives) should be organized so that they may voice their real felt needs and priorities.

EVALUATION OF THE WORKSHOP

Though the conclusions and recommendations in the previous chapter, give the views of participants on the workshop, the organisers of the workshop felt a need for an evaluation made through observation, information and comments by individual participants. Three instruments were used in this evaluation:

an observation guide for the first day of the workshop (see Appendix F), an observation guide for the other four days of the workshop (see Appendix G) and a post-workshop questionnaire (see Appendix H).

Purpose of the Evaluation

The LDTC had not run a workshop of this nature before. The organisers, felt they needed information and opinions from the participants on the running of a workshop. The two 'observation guides' were designed to monitor the proceedings of the workshop sessions. Since, by and large, the success of a workshop hinges on the activities of the first day it was felt that the first day merited its own observation guide. The information received would help answer the following questions.

Do workshop participants ~~arrive en-masse or come~~ trickling in?

Did we have a smooth running registration or were some problems encountered?

Was the content of activities appropriate and the time allocated to them sufficient?

Were the activities listed sufficient to occupy the rest of the first day of the workshop?

The second 'observations guide' was intended to monitor the day-to-day running of the workshop. The LDTC team filled these forms in daily and discussed them after the day's business. We wanted to find out if there were any patterns in attendance and get an insight into how time-table, group discussions, and catering worked out. From our 'after-work' discussions, we could make time-table adjustments for the following day(s).

The post-workshop questionnaire was designed to obtain the reactions of the individual participants to the whole workshop. It covered areas of organisation, content and methodology. Of the 49 participants, 21 responded to the questionnaire.

We found out that the programme for the first day was sufficient in content and length to keep people busy for the whole day.

On the other days we found that some participants were late and we started our business about a quarter of an hour late. However we also observed that participants attended from morning to end of day and very few left before the end of day.

On the whole, sufficient time was allotted for presentation of the papers. Time allocated to group discussions was generally sufficient, though we felt more time was needed on Thursday. As a result, we were forced to discuss some papers in the general plenary session, rather than in the working groups.

Breaking into groups and re-grouping had no effect on the schedule. We found that participants did not linger in group work when asked to go back to the general conference.

Group discussions were lively and there was general participation.

Observations were that the teabreaks and lunch break did not in any way affect the running of the workshop. People tended to go immediately back into sessions after tea.

Expectations of the Workshop

In the post-workshop questionnaire we asked the participants whether their expectations were fulfilled. The results were:

Were your expectations in the workshop fulfilled?	Yes	67
	partially	19
	No	0
	N/R	14
		(n=21)

We also asked the respondents to explain their answers. Most of the participants mentioned that they had found out which organisations are involved in non-formal education, also they were able to obtain relevant information on these NFE institutions, share information and experiences and make future plans. The participants also said that lead papers focused well on major aspects of NFE.

The participants who said their expectations were partially fulfilled had hoped that recommendations would be exhaustive, especially on coordination. They also felt the conference had not provided a specific list of areas of needs or educational programmes to prepare for the people.

Opinions on Programme Organisation, Content and Methodology

We asked the participants whether the information received before their arrival was sufficient. 76% of those responding to the post-workshop questionnaire felt that the information was sufficient. The following were identified as some of the information gaps:

1. What connection the workshop had with previous workshops.
2. What follow-up there would be after priority areas had been identified.
3. Information on existing NFE agencies or institutions and their facilities.
4. Programme of daily events.

Of the 21 participants who answered the questionnaire, 86% thought the duration of the workshop was just right. The remaining 14% thought it was too short. The participants were asked to state what aspects or elements of the workshop they had found most useful. The following were given as useful aspects of the workshop:

1. participants appreciated the number of NFE agencies which were participating in the workshop. They appreciated this contact with other people engaged in NFE activities, which enables sharing of ideas, experiences, problems, successes and failures. They were also able to obtain names and addresses of various organisations engaged in NFE.
2. Participants were made aware of the need for coordination of their activities to avoid duplication, competition, and conflict. Also highlighted in the workshop was the need for the establishment of government policy on NFE.
3. Awareness of the amount of research which has to be carried out on methods, resource and the needs of the clientele was strongly expressed.
4. Some priority areas in NFE were identified in the workshop.
5. In determining the NFE curricula, the participants expressed their appreciation of the concern the workshop showed towards the rural people.

Asked what elements they would have wished to see in the workshop the participants responding to the post-workshop questionnaire made some comments on the range of participants in future workshops. The following were suggested for inclusion:

Policy makers, traditional healers, villagers, department of youth, Red Cross, Lesotho Flying Doctors' Services and other NFE organisations not represented in this shop.

Also it was suggested that information on external sources of financial assistance of NFE programmes and information on NFE organisations in other African countries, and elsewhere be made available at workshops.

24% of the participants answering the post-workshop questionnaire thought that some topics were treated extensively. Those cited were:

1. The question of government policy on NFE.
2. Coordination of NFE agencies.

A third of the participants thought that some aspects were not treated sufficiently. These included:

1. Development of curricula for NFE and concrete plans for action.
2. Discussions of recommendations of a previous workshop presented by IEMS.
3. Plenary sessions gave insufficient treatment to the crucial point of coordination.

Participants were asked to rate the following methods in the workshop: lead papers, group discussions and plenary discussions. The results are shown in Table 1.

Table 1. Methods Used in the Workshop

	lead papers	group discussions	plenary discussions
good	8	8	8
average	76	62	52
poor	5	33	33
no response	0	0	0
	19	5	14
	(n=21)	(n=21)	(n=21)

From the results we see that participants responding to the questionnaire were satisfied with the use made of these methods. The participants were asked to suggest other methods which could be used in future workshops. The methods suggested were:

- Study tours or excursions to NFE institutions
- use of audio-visual aids
- use of games
- role play
- singing

Respondents to the questionnaire generally regarded workshop content and presentation as relevant and of a high standard.

Participants were asked to give their opinions regarding group-work. All those responding to the questionnaire said that the

29% of the respondents said there was not sufficient briefing for discussions. The rest thought briefing was sufficient. All stated that resource people made sufficient input to the group discussions.

Responding to their own participation in group discussions, most said that everybody participated fully. A few of the respondents thought that some individuals did not participate fully. Two were pleased to have had experienced people in their groups who lead discussions and enabled everyone to join in. One individual commented that though the level of participation was high he could not join in because he lacked information and the English language level was too high for him.

Participants were asked to give additional remarks which might help improve future workshops of the same type. The following were suggested:

1. Involvement of other organisations in deciding on workshop topics.
2. Timely issuing of the programme.
3. Omit discussions after every presentation, instead take morning sessions for presentations and afternoons for group discussions.
4. Lay out objectives of seminar and stick to them strictly.
5. Try by all means to include participants of previous workshops in subsequent workshops.
6. Establish a small secretariat with reporting and typing facilities so that a summary of the previous day's proceedings can be available the next day.
7. Recommendations of previous workshops have not always been followed up. A report on the follow up of this workshop's recommendations should be available in follow-up workshops.
8. Written progress reports from NFE organisations should be made available at workshops.
9. Invite at least 2 participants from one organisation to a workshop.
10. Presentation of papers on first day of workshop.
11. More time given to group discussions.
12. Smaller groups.
13. Change of secretaries among groups.

Workshop on Non-Formal Education For Development in Lesotho

- Priority Areas -

Sunday Evening	Arrival of participants
<p>Monday 15th October</p> <p>- 8.30 a.m.</p> <p>10.30-11.00</p> <p>11.00-12.30</p> <p>12.30- 2.00</p> <p>2.00 - 3.30</p> <p>3.30 - 4.00</p> <p>4.00 - 5.00</p>	<p>Arrival of Workshop participants Registration Introduction of participants</p> <p>COFFEE BREAK</p> <p>Announcements and opening remarks</p> <p>LUNCH BREAK</p> <p>Workshop content review and finalising the programme</p> <p>TEA BREAK</p> <p>Introduction of guest speakers and workshop principals Allocation of specific tasks.</p>
<p>Tuesday 16th October</p> <p>8.00 - 9.00</p> <p>9.00 -10,30</p> <p>10.30-11,00</p> <p>11.00-12,30</p> <p>12.30- 2.00</p> <p>2.00 - 3.30</p> <p>3.30 - 3.45</p> <p>3.45 - 5.00</p>	<p>Handing out final programme, greetings and announcements</p> <p>Perspectives of non-formal education in Central and South America and Africa by Dr. Patsy Layne Questions and Comments Announcements</p> <p>COFFEE BREAK</p> <p>Organization of groups and discussions Specific points from theme address</p> <p>LUNCH BREAK</p> <p>Official Opening and address by the Honourable Minister of Education (A.S. Mohale)</p> <p>TEA BREAK</p> <p>Group reports Summary Announcements</p>

<p>Wednesday 17th October</p> <p>8.00 - 9.00</p> <p>9.30 -10.00</p> <p>10.00-10.30</p> <p>10.30-12.30</p> <p>12.30- 2.00</p> <p>2.00 - 3.00</p> <p>3.00 - 3.30</p> <p>3.30 - 4.00</p> <p>4.00 - 5.30</p>	<p>Perspectives in non-formal education in Lesotho by Sr. Mary Molelle</p> <p>General discussion</p> <p>COFFEE BREAK</p> <p>Group discussions</p> <p>LUNCH BREAK</p> <p>Group reports Questions and answers</p> <p>TEA BREAK</p> <p>Summary Announcements</p> <p>Presentation by National Council of Women - Mrs. Mosala</p> <p>SUPPER</p> <p>Evening entertainment:</p> <p>FILM - LESOTHO: KINGDOM IN THE SKY - by Lesotho Tourist Office</p> <p>LESOTHO DANCE TROUPE by Mr. Matsoele</p>
<p>Thursday 18th October</p> <p>8.00 - 9.30</p> <p>9.30 -10.00</p> <p>10.00-10.30</p> <p>10.30-12.00</p> <p>12.00-12.30</p> <p>12.30- 2.00</p> <p>2.00 - 3.30</p> <p>3.30 - 4.00</p> <p>4.00 - 4.30</p> <p>4.30 - 5.00</p>	<p>Ministry of Health - Health Education Unit - Mr. M. Petlane</p> <p>Presentation by Private Health Association of Lesotho (PHAL) - Mrs. Moguluma</p> <p>Group discussions</p> <p>COFFEE BREAK</p> <p>Presentation by Lesotho Family Planning Association (LFPA) - Mr. M.T. Tlebere</p> <p>Group discussions</p> <p>LUNCH</p> <p>Presentation by Institute of Extra Mural Services (IEMS)</p> <p>TEA BREAK</p> <p>Group discussions</p> <p>Summary and announcements</p> <p>SUPPER</p>
<p>Friday 19th October</p> <p>8.00 - 9.30</p> <p>9.30 -10.00</p> <p>10.00-10.30</p>	<p>Lesotho Distance Teaching Centre by Mr. M.K. Tsekoa</p> <p>Group discussions</p> <p>COFFEE BREAK</p>

33

Friday 19th October	
10.30-12.00	Presentation by the Ministry of Rural and Community Development - Education Unit by Mr. V.P. Machai
12.30- 2.00	LUNCH BREAK
2.00 - 3.00	Priority areas for non-formal education in Lesotho
3.00 - 3.30	TEA BREAK
3.30 - 4.30	Priority areas for non-formal education in Lesotho. Continued Group reports
4.30 - 5.30	Consideration of Symposium/Workshop conclusions Evaluation and recommendations for future programming in the context of National Development
5.30 - 7.00	BREAK
7.00 -10.00	Official closing and Remarks by the Permanent Secretary for Ministry of Education - Dr. Z.A. Matšela. ISSUING OF CERTIFICATES DINNER PARTY

SPEECH BY THE HONOURABLE MINISTER OF EDUCATION, SPORTS AND CULTURE
MR A S MOHALE ON THE OFFICIAL OPENING OF THE WORKSHOP ON NON-FORMAL
EDUCATION FOR DEVELOPMENT IN LESOTHO HELD FROM 15-19 OCTOBER, 1979.

Ladies and Gentlemen,

It is a great pleasure for me today to be able to address this workshop on non-formal education. The very theme of the workshop, Non-formal Education for Development in Lesotho - Priority Areas, underlines the importance of the discussions, deliberations and resolutions which the workshop participants will generate during the course of this week. My Ministry has been aware of and indeed appreciates the meaningful efforts made by the different government Ministries, departments as well as voluntary agencies in the provision of life-long education, popularly known as non-formal education. We are equally aware of the pressing need for all forms of education to respond to the challenge of relevance and overall development.

In the continent of Africa today, and indeed in the rest of the developing world, there is a crying need for education outside the formal school system. This need is obvious from the millions of youth and adults who have suffered educational deprivation. It is equally obvious when we consider that in all African countries our peoples lead their lives in rural areas. Their dependence, however minimal, on tilling the land, on small scale village industries and on a variety of life-stock is more than well known to everyone of us. Equally well known to us is the terrible shortage, if not absence, of basic facilities in the areas of education, health, agriculture and others in most rural areas. The basic needs of the people are not yet met. Lesotho is no exception in this rather disheartening state of affairs. However, we who are gathered here today, know that the place of non-formal education for the development of the rural areas, indeed for the development of rural Lesotho, cannot be overestimated.

The development of our society, you will agree, rests on the initiative and resourcefulness of all of us educators in whatever sector of national development we may find ourselves. For the herdboys in the mountains to be an

- 2 -

efficient and knowledgeable controller of his environment, for the rural housewife to keep abreast with the times, for the rural farmer to stay as productive as he must be, for the youth to use their hands more productively - for all these things and more-non-formal education, life-long education, is the key. I wish to underline the great need for all of us to recognize the complementarity of formal and non-formal education. Traditionally, the latter has wanted to concentrate on curing the ills of the formal school system which we inherited from our colonial masters. While this is worthwhile, I would like to emphasize the need for all of us educators to see formal and non-formal education as partners. In the words of Philip Coombs (1973) "Three roles for non-formal education are often postulated in this context. First, it may be complementary with schooling, for example, through such out-of-school activities for school children as young farmers clubs, or through adult education designed to raise levels of parental support for schools. Second, non-formal programmes may supplement schooling, through providing pre-vocational training for early drop-outs or on-the-job training to provide school-leavers with the practical skills necessary in industry. And thirdly, non-formal programmes may provide viable alternatives to schooling in certain specific areas, such as literacy education, especially where resources for the expansion of formal education are limited." I hope that in your deliberations throughout this week you will bear these things in mind.

I am aware that different ministries and organizations are represented at this workshop. It is our hope that the workshop will go a long way towards strengthening a relationship which already exists amongst your various organizations and government departments. Let us continue to work together in a spirit of cooperation instead of allowing ourselves to be preoccupied with the sometimes unfortunate competition and desire to possess our own little empires. The spirit of cooperation and collaboration should be the essence of our endeavours. In the true words of a philosophical Mosotho we should remember that "Letšoele le beta poho" and also "Kopano ke matla."

I want to finish off by pointing out that the Lesotho government has sought assistance from the USAID to expand the role of one of my Ministry's departments - the Lesotho Distance Teaching Centre - as a service agency. Amongst other things the LDTC would be more able to offer services in the areas of non-formal education materials development including simply written booklets on practical topics such as handicrafts, agriculture, health and others. Also this department will expand its services in educational radio as well as in the field of research and evaluation of

educational programmes in non-formal settings. I hope that this workshop will come up with a list of priorities for us to concentrate on in future. Do not make the mistake of limiting your definition of non-formal education and thus your deliberations at this crucial workshop. Remember also that the success of a workshop is not in how eloquently we speak but in how meaningful and practical our resolutions will be and more importantly in how effective the much needed follow-up will be.

Amongst us there are guests from outside the boundaries of Lesotho. In particular we have guests from the USAID in Washington. I wish to most heartily welcome them to our beautiful country. Their contributions are more than appreciated.

With these few words I wish to declare this workshop officially open and wish all the participants a fruitful week and a meaningful follow-up.

A BRIEF OVERVIEW OF THE DISCUSSION ON PERSPECTIVES OF NON-FORMAL EDUCATION
by Dr. Patsy Layne, USAID/Washington, D.C.

PART I: Varieties of NFE - a brief description of ongoing activities

For the purposes of this discussion I have classified NFE activities into three broad groups:

1. News and popular media which provide current information and shape opinions and attitudes,
2. responses to specific, immediate needs, such as family planning organizations, immigrant education organizations and the like, and
3. substitutions for the formal school system.

Examples of formal "substitution" activities are:

1. IMPACT/PAMONG Model used in Indonesia and the Philippines,
2. The Paraguay Radio Project,
3. The Appalachian Pre-school TV project, G.E.D., and continuing education programs in the USA,
4. Telescuola, Open University, LDTC, etc.

Examples of responses to specific, immediate needs are the groups concerned with family planning, health care practices, food production and distribution, vocational training, emergency disaster relief and the like. Many of these are represented at this conference.

One innovative approach to improving the effectiveness of this kind of activity is the PEACESAT project, based at the University of Hawaii. This is a network of agencies scattered across the islands of the Pacific Ocean, which uses the ATS-1 communication satellite to hold regular 2-way radio conferences to provide instruction to outreach workers, to coordinate services and to share information.

Other projects focus on improving access to NFE and concentrate on innovative uses of media, or perhaps a return to more traditional or non formal communication styles. A project to increase the use of soy-beans in the diet of rural Bolivians uses the photonovella to teach nutrition.

PART II: Historical perspectives

The dichotomy of formal/non-formal education was not a direct result of the invention of writing, but was accelerated by it. Humans have always had to find ways to impart skills, knowledge and group attitudes to each succeeding generation. The four general kinds of "education" needed are:

1. Physical survival ability,
2. Social survival ability,
3. Self-fulfilment ability,
4. "Specialized" abilities.

Formal schooling developed because of the desire to give "special" knowledge to some members of the society. A comparison of the two aspects of education may prove useful. Of course, there is much overlap between the two, with often fuzzily defined boundaries. As analytic tools, these general questions may prove useful:

1. What is to be learned and why?
2. Who teaches?
3. Who learns?
4. Where does the learning take place?
5. What teaching methods are used?

There are strengths and weaknesses in both kinds of education. The most serious deficiency of formal education is its inability to respond quickly and effectively to change. This is an inherent characteristic of a formalized system. As examples, consider the failure of the formal school system to cope with the problems that we here are confronting: increasing populations and increasing demands for education; changing physical environment, technology, economic and social reality; and increasing human mobility and interdependence of peoples.

As non-formal education activities become "institutionalized" they become increasingly inflexible and unable to meet changing needs. They, in fact, are absorbed into the formal system and new non-formal activities and organizations must be formed to meet new needs.

To the extent to which an individual organization can resist the temptation to "formalize" it can continue to meet its society needs. The challenge is to examine the formal system and adopt those aspects that will strengthen NFE effectiveness and to avoid those that lead us into the formal caveats.

PART III: Lessons to be learned

1. Media must be appropriate to both the purposes and the audience.
 - a) Puppetry in Indonesia
 - b) Radio and language
 - c) Individualized modules
2. Programs must meet a perceived need of the learners.
 - a) Family planning in Samoa
 - b) Literacy for females
 - c) The Academic Track
3. Effective teachers can have various backgrounds.
4. Other suggestions from the group.

PART IV: Discussion

The question of economic and social development in the world's underdeveloped nations has been an issue of interest in the whole economic and social literature of the world from as early as 1948. Yet this problem is still the point of reference and challenge to-day for every one interested in, and committed to human promotion and the future of man. History has witnessed enormous expansion of technology and growth in industrialization, cultural and political independence in many countries, but it has also witnessed heightening of imbalances and indeed birth of new ones in the form of widening gap between the rich and poor countries as well as a lengthening list of political and social tensions. As a result the problems to be solved both on international level and inside every underdeveloped country do not differ significantly from those that faced the world's development specialist and governments alike, in the early 1950s. Economic literature also shows that the 50s and 60s were, for the majority of the western countries, at least, days of joyful hope; and some people in developing countries, like our own, hoped that they too would become rich some day. But the end of the second development decade in 1970, cast a shadow of disappointment to many, with a discovery that many people were poorer than in the former decade.

Concerned people have been and are questioning themselves seriously on the reasons behind the whole issue of development. It is for this same purpose that all of us are here now, consecrating a week's reflection on the whole issue of Education for development - Reflecting on several questions including: What system do we need to attain satisfactory results in development? Is there something wrong with the approaches at present being used to promote development in Lesotho? Do we need to go back to roots of our systems, our structures, our approaches and see if we need structural changes. What joint approach should educationists and development organizations take in order to achieve meaningful results in future?

It was whilst, I was reflecting on these and similar questions that decided, for the purpose of this workshop to discuss the issue of Education for Development under the sections:

1. Characteristics of Education for Development
2. The role of an Educational Institution interested in such education.
3. Some conditions to be created and strategies to be followed to ensure joint approach of the many educational organizations engaging in non-formal education particularly in this country.

1. Education for Development: What it is; What it aims to do; And in what manner;

As indicated above the last two decades have witnessed a continuing process of reappraisal in the search of a more meaningful and generally accepted development approach. As you may well guess, the United Nations was not the least involved in the search. In 1970 the Assembly passed a resolution on Development Strategy, stating the objective of the Development effort:

"..... The ultimate objective of Development must be, to bring about a sustained improvement in well-being of the individual and bestow benefits on all. If undue privileges, extremes of wealth and social injustices persist, then development fails in the essential purpose....."
(United Nations General Assembly Resolution 2626.. 24th October 1979.)

A little earlier, in 1967, Pope Paul VI, in his encyclical entitled *The Development of the Peoples*, defined the development as

".....The promotion of the good of every man and of every man and of the whole man..."
(*Population Progressio*, 1967).

Gruber in *The Fetters of Injustice* has this to say on, the way in which education for development could be promoted;

"Development education was established at the end of the sixties as the distinct task of the rich in the development process....."

"Funds raised (for development) should be used for two types of action, both of which are of equal importance:

- Financing of development projects:
- Educational programmes, the mobilization of public opinion and the financing of political action, especially in the affluent countries, to foster world co-operation for development....."
(Gruber, P.H.ed *Fetters of Injustice* Geneva, 1970)

I can go on quoting from other authors and conferences on the topic. Let the above suffice to indicate to us what education of development is...." A promotion of good of every man and of the whole man..." What its objective is "To bring about a sustained improvement and well-being of the individual and bestow benefit on all..." And a manner in which all this could be achieved is also indicated to be through.... "Educational programmes and

41

For the purpose of this workshop, perhaps it would help us a little if now, we reflect seriously on the above in relation to our own Lesotho individuals applying to us as individuals - applying to us as members of the individual organizations which have given us a job to do - and above all applying to us as citizens of this country.

What type of development do we want for ourselves, for our villages, for the Basotho? What form of education for development do we need? Like good intellectuals a number of theories come to mind including the formulated objectives of our own organization. Let us stop and think for a moment. Are we honestly and seriously promoters of this sharing of wealth among the rich and the poor, here in Lesotho? Are we committed to human promotion?

Education for development is a process whose unique aim is to enable man to achieve his calling - man's calling is to be a co-creator of the world - to participate in the creation of the world. Human vocation is to make the world - to make every village in Lesotho - a more hospitable home for all people for all Basotho. All of us are called to build the earth - to be fully human we must share activity in:

- Shaping our own live
- Shaping our communities and our environment.
- Shaping our nation and indeed our country at large.

Denying any human being his right to his sharing in one way or another is tantamount to oppression. It is infringement of his liberty to be and to become a responsible agent of his life, his advancement and the advancement of his country.

II The Role of Educational Institution, Claiming interest in

Development:

All of us here work in organization which have specific objectives - but which in one way or another claim to contribute in the development of this country; and I am sure some good things within the country thanks to the efforts of your organization and mine. What I would like to reflect on, and very seriously too, is the attitude of our respective institutions in playing their role.

- Do we want to develop the country
- Do we aim at the development of a human person
- Do we want to develop people as objects of our programmes
- Do we aim at promoting an encourage advancement in which people are agents of their own development,

The fundamental spirit of human development as of all education, is the liberation of people, never their domestication. Bodies interested in development must aim at releasing in man, in all men their capabilities to be more, to do more, to know more, to have more because every Mosotho is called to be more.

This liberation begins when people reflect on themselves - on their condition in the home, in the village in Lesotho, indeed in the world. For this to liberating them from the depths of poverty of ignorance, liberating them from unemployment insecurity, and diseases liberating them. All that is inhuman.

Happen your organization and mine have a mission to create a climate of listening to the Basotho who are telling us what they need. And goodness knows how very wonderfully ready, our fieldworkers are, to 'teach' and how incapable they are to listen. Development learning group is not a 'school' in the traditional sense. It is not even a 'Pitso' where one person does all the telling and the rest do all the listening.

we have a mission to create a climate of dialogue which is the basis of every development education. A learning group is a living, creative dialogue where everyone knows something and has a specific insight into the problem - but has a lot to take from the rest of the group.

we must adjust ourselves to the learning rate of the developing group: We are such good products of timetables, clocks and bells, that we tend to become so 'pushy' when we have to deal with the adults in our non-formal programmes; precisely because, in our minds people we claim to be helping are objects of our action-sheets - not subjects of their own development. They have no right (Let alone, not being allowed no time to participate in the diagnosis of their needs, and analysis of their problems. All those scientific duties belong to white - collared-employees of our respective institutions.

We need to promote growth to self awareness, and to self confidence.

Above everything else we have to avoid all forms of exploitation of the Basotho and Lesotho. It is unfortunate that Lesotho has become conditioned to living with soil erosion. Now it is undergoing several other types of erosion. Manpower erosion, brain erosion, handicrafts erosion, money erosion. The money erosion however becomes even more intolerable when it is done by those institutions which wear the garment of Development Agents.... How many development programmes you know of, hold the sole right of fixing the prices of every input used in the production unit; the sole right of fixing the

price of every item produced in the production process; possessses the sole right of selecting the market of the product/and inthe end the people are the poorer for having spent their time undergoing the development programme.

III. Conditions to be Created to Obtain Meaningful Results:

Education for development in the lines set out above means a radical change first in the policies within developing countries and next in those of industrialised wanting to assist us. It is not an easy job. Among those things which I think Lesotho should pay attention to are:

- a. A new type of educational approach for meaningful results in matters of development I think, Lesotho needs a new type education and training for rural development. Such education should aim at increasing awareness of the Basotho to participate in their own development - It should also aim at changing the attitudes and mentalities about education for development among white - collar elite and particularly among the Lesotho Youth; and pay particular attention to technical skills necessary for development of the people and of the country.
- b. We must change our Policies and Attifudes: Though this recommendation is good for Government Institutions, I think the non Government organizations are in a better position to support it. It is easier for a non Government group to be in touch with the masses of the poor and the voiceless. The economic adminstrative elites in most governments still believe that industrialization alone is to development and many of them are often cut off from the masses of villagers.
- c. We must promote participation of the people in their own development and take them seriously. We all need to go back together to the development issue as the focal point of our collective striving to participate in the future of Basotho and of Lesotho. We must be courageous and humble enough to step down from the level of general calls and merge ourselves with the minute and contradictory reality of individual local situations.
- d. History has it that we live in an erra of industrialization, massification of people and things. Unfortunately these trentcs are working their way even inside this country inside the Basotho who are basically a community people. I think our programmes for development must encourage and promote this community interaction. Promote human development a set up where a small group of people reflect together and act together.

e. We must mobilise our resources, Human, Material:

Developing countries have a field of resources and technology which is not being fully utilised. (Brick making company not stone.) Traditional know how should play an important part in development education. All resources must be put to better use. We are just at the beginning of this and it is a pity.

45

46

APPENDIX E

NAME	ORGANIZATION	AIMS OF ORGANIZATION	DUTIES
1. <u>Mosala</u> , Mathabiso General - Secretary	Lesotho National Council of Women, Box 402, MASERU Phone 22511	<ul style="list-style-type: none"> (1) To encourage people to do things for themselves in order to improve their family living. (2) To encourage people to work and learn together irrespective of religion and politics (LNCH Non-political). (3) Encourage people to establish income generating activities. (4) Experts to share their knowledge with others. (5) Encourage pre-school education. 	Administrative, including convening meetings, compiling reports. Helps President to improve Lesotho National Council of Women
2. <u>Elias</u> , Andreas, Tebelo Secretary - General	UNESCO Commission, Box 47, MASERU. Phone 22705	<ul style="list-style-type: none"> (1) Liaison between Lesotho and UNESCO and other member states. (2) Advise Lesotho Government on UNESCO matters. (3) Executive Assistance in execution of UNESCO projects in Lesotho. (4) Provision of information in Lesotho about UNESCO programmes. 	Chief Executive Officer of the commission.
3. <u>Mahlaha</u> , Paulinus Mahlomola	Prince Mhato Award scheme, Box 6, MASERU. Phone 23034	<ul style="list-style-type: none"> (1) To develop skills, challenge young people/adults to take up new interests, to experience adventure. (2) To encourage young people to serve their community. 	Administrative and organisation of whole school. Training leaders.
4. <u>Lepheana</u> , Mapalesa (Teacher)	Boithuso Heavers SMHP, P. O. Sekake's, Qachas Nek.	To help people to earn money for food and education of their kids. To teach cleanliness.	Teach spinning mohair wool before it is woven.

<p><u>Khomari, Tseliso</u> Programme Officer</p>	<p>FNCO, Prime Minister's Office Private Bag, MASERU. Phone 23861 23716</p>	<p>(1) To coordinate all projects in Lesotho that basically have <u>nu</u>-<u>trition</u> element in them. (2) To forestall duplication of projects (3) To coordinate supplementary and /or compatible projects on either ministerial and/or inter-ministerial level.</p>	<p>identify areas of coordination. Draft or enhance project documents in order to justify project.</p>
<p><u>Koali, Maseohla</u> Principal</p>	<p>Thaba-Khupa Ecumenical Centre CCC project, Box 929 MASERU. Phone Roma 284</p>	<p>(1) To provide sound training in intensive Agriculture to produce self-employed commercial farmers. (2) To help people from different religions to live together through common work and worship. (3) Training in community development, local leadership and responsibility.</p>	<p>school administrator, teaching home economics and health Science organisation and planning of inservice training courses for students and development courses.</p>
<p><u>Mahase, Joseph Mohau</u> Sen-Extension Officer</p>	<p>Same as 6</p>	<p>Same as (6)</p>	<p>To follow up the Extension students i.e. Practising student farmers. Organisation of In-Service training courses. Survey of completing students. Negotiation with chiefs for land allocation.</p>
<p><u>Perrault, Becky</u> Pre-vocational specialist</p>	<p>LOIC, Box 2542, MASERU. Phone 23119</p>	<p>(1) Outreach, recruitment, intake, counselling pre-vocational, vocational training. (2) On the job training to J.C. School-leavers and job placement after training. (3) Primary target group - 17 yrs and over with out completing J.C.</p>	<p>Train instructors in curriculum development and training.</p>

9. <u>Ramakhula, Tseliso</u> (acting Manager)	Lesotho Tourist Corporation, Box 1378, MASERU. Phone 22896	(1) Promoting tourism in Lesotho (2) Identifying places suitable as tourist attraction. (3) Preservation of old heritage, historical areas etc. (4) Soliciting tourists from other countries thus publicising Lesotho	Project development Proposal management
10. <u>Peppenene, Alina 'Matsepo</u> (CU Insurance Officer)	Lesotho Co-op. Credit Union League, Box 439, MASERU. Phone 22760	(1) To train people in the habit of thrift and credit (2) To mobilize savings in the country through Credit Unions (3) To train people in Co-operation (4) To act as link between CU's and International Organizations.	to educate CU members on Insurance. to collect insurance premiums to audit CU books to train Book-keepers in CU BK.
11. <u>Mosoang, Archibald, N</u> (Programme Director)	Lesotho Opportunities Industrialization Centre (LOIC) Box 2542, MASERU 102 Phone 23119	Vocational man-power training	Overall administration of the programme
12. <u>Lesela, Petrose Thaha</u> (Lead Feeder Instructor)	L.O.I.C. same as (11)	(a) To alleviate problems of unemployment for J.C. School leavers (b) To give J.C. School leavers a skill (c) To place trainees in jobs and follow them up. (d) To give Assistance through counselling.	Offers instruction in Basotho and change. To prepare curriculum in Basotho and change. Make instructional plan. Prepare tests and progress reports
13. <u>Faku, Gladys Nonyawoza</u> (Principal)	Bishop Allard Vocational School, P. O. Boinyatso, ROMA	(a) Training post-primary Students in skills boys in general building and girls in Home Economics (b) Boys and girls taught.	Teaching and running of the school

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<p><u>Tjotsane, Khotso Daniel</u> (Information Officer)</p>	<p>Ministry of Agriculture, P. O. Box 24, MASERU. Phone 22389</p>	<p>(a) To promote livestock-production (b) To control soil erosion (c) To improve methods of getting fields to achieve self-sufficiency in food.</p>	<p>(1) Preparing teaching aids for farmers. (2) preparing agricultural lessons (3) Writing Agric. leaflets and conducting field campaigns</p>
<p><u>Moshabesha, Mokopane</u> (Extension Educator)</p>	<p>NUL, Roma Phone Roma 201</p>	<p>(1) To bring university to the people through formal and non-formal programmes (2) To assess need of the community and offer services that other agencies don't offer</p>	<p>(1) Organisation and administration of parttime Business Studies. (2) Teaching above course (3) Teaching in non-formal programmes.</p>
<p><u>Sebatane, Lois Anne</u> (Project Coordinator/ Evaluator)</p>	<p>NUL, IEMS, Roma Phone Roma 201</p>	<p>Same as (15) plus (a) to act as Liason and catalyst' between clients and other agencies</p>	<p>(1) To assess needs for projects (2) Write project proposals (3) Evaluate Programmes (4) To plan new programmes</p>
<p><u>Tlale, Doreen Elizabeth</u> 'Maleseyeho (Senior Programme Officer)</p>	<p>Ministry of Information and Broadcasting Box 552 MASERU Radio Lesotho Phone 23561</p>	<p>Disermination of information</p>	<p>(1) In charge of women's programmes (2) Production (3) Newscaster</p>
<p><u>Sekhesa, Tšosane</u> (Animal Production Officer)</p>	<p>Ministry of Agriculture Box 913, MASERU. Phone 23561</p>	<p>To assist livestock farmers in the improvement of their stock</p>	<p>To set up livestock improvement centres</p>
<p><u>Tlali, Sophia 'Malehlohonolo</u> (Educational Broadcasting Officer)</p>	<p>Ministry of Education Box 47, MASERU. Phone 23045</p>	<p>Education and Manpower development</p>	<p>Providing information for Educational Broadcasting Teaching by Radio</p>

NAME	ORGANISATION	AIMS OF ORGANISATION	DUTIES
20. <u>Faku, Gifford</u> (Agricultural Trainer)	BASP - Agriculture Box 139, Leribe	(a) To boost agricultural production in the country (b) Training Agricultural Staff in modern technical farming methods (c) Effecting non-instructional training for farmer at village level.	Lecturing to students in theory and practice Organising and lecturing to farmers at village and demonstrations.
21. <u>Rasmussen, Rie</u> (Horticulturist)	CCL, P.O. Patising	Mafeteng village development project	Agricultural extension work.
22 <u>Edkins, Donald</u> (Field Director)	Plenty, P.O. Mount Moorosi, Quthing.	Integrated rural development training in village water supplies, communal gardens soya bean technology, nutrition and sanitation, Primary health care, Midwifry, Village Industries, renewable energy technology.	Directing the activities of the organisation
23. <u>Petlane, Mokuba</u>	Ministry of Health - Box 514 Phone 22501	Education of the nation on nutrition, preventive and curative methods	Mass education
4. <u>Paixao, Fernando</u> (Field worker)	Plenty, P.O. Mount Moorosi Quthing	Same as (22)	Carrying out and supervising the activities of the organisation
5. <u>Lekoekoe, Andrew A.E.</u> (Teacher)	School Teacher Box 334, Maseru	Education of youth	Administration/teaching
6. <u>Graham, Daisy A. (DR)</u> programme Analyst/ Evaluator	NUL, Roma Phone Roma 201		Programme evaluator of IEMS, Lecturer in English
7. <u>Motsephe, Mamotsephe</u> <u>Ernestine.</u>	Rural development Box 686, MASERU	To improve life of rural population to co-ordinate	collect information on ministry's activities.

(publications Officer)	Phone 23034		Compile Annual reports on Ministry's activities.
28. Liphafa, Limakatso Lucy. (Women's Affairs Coordinator)	Ministry of Rural Development Box 686 MASERU Phone 23034	Co-ordinate all women's activities in the country	Intergration of all women the developmental activities in the country.
29. Tlebere, Moses, Thokoa (Executive Secretary)	LFPA, Box 340, MASERU Phone 23645	Family Planning Education	Head of administrative Staff
30. Eilbert, Kay W. (programme Associate)	UNICEF, Box 301, MASERU Phone 22496	To promote fulfilment of needs of women and children	Liason/administration
31. Lephoto, Lephoto Augustinus (Deputy Project Director)	Training for Self-Reliance Box 1279, MASERU, Phone 22752	To improve vocational and technical education To practicalize the existing curricula in High Schools and Junior High Schools To offer basic work skills within 5 mile radius of above-mentioned High Schools.	To deputize for the director in implementing educational programme In charge of the community outreach programme.
32. Marumo, Helen Jakulu (IPE Officer)	LFPA, Box 340, MASRU Phone 23645	Family Planning Education	To prepare educational materials To organise training courses for staff and young people
33. Matlere Sello (Young farmers organiser)	Ministry of Agriculture Box 24, MASERU Phone 22741	Organisation of youth groups in villages Organisation of young farmers into projects to instil sense of duty and responsibility.	Organising young farmer's clubs in the country
34. Palime, John Lekhehle (Chief Officer)	Prisons, Box 529, MASERU Phone 22325	Rehabilitation of prisoners	Interviewing arranging group discussions for prisoners released on parole.

51

35. <u>Legele</u> , Moloko (S.P.O.)	Prisons, Box 41, MASERU Phone 22325	Rehabilitation of offenders Parole	General management of juveniles training Centre
36. <u>Monyobi</u> , Lebohang Uriel (Senior Principal Officer)	Prisons, Box 41, MASERU Phone 22325	Rehabilitation of offenders and supervisor after release	Supervisor of supervisors training of social welfare Officers
37. <u>Tšosane</u> , Elias	Lesotho work camps Association Box 6, MASERU.	Involve youth in community development and revive the spirit of voluntary service.	to recruit volunteers to search for realistic projects
38. <u>Morojele</u> , Limpho (Chief Livestock officer)	Agric (livestock), Box 24 Veterinary clinic, MASERU Phone 22444	Improvement of livestock by modern breeding techniques. Treatment of disease Development of Farmers Associations	Development of Association.
39. <u>Ramothea</u> , Leeto A.	Museum Curator, Ministry of Education, Box 47.	Protection and preservation of objects, issues, matters of historical and cultural significance	General Management, Administration and running of the Museum - Liaison with other Museums
40. <u>Masupha</u> , Sempe Martin (Graphic Artist)	Health - Health Education Box 514, MASERU. Phone 22501	Education of people on nutrition, prevention, and curative methods	Production of teaching health Aids (materials) etc.
41. <u>Makhaba</u> , Ellen Pulane (Senior Education Officer)	Ministry of Education P. O. Box 47, MASERU Phone 23045	To take care of all the Education in the country.	In charge of Home Economics in the schools.

5
87.

<p>42. <u>Mofoka Seeiso</u> (Community outreach co-ordinator)</p>	<p>Self-Reliance Box 1279, MASERU Phone 22752</p>	<p>Curriculum Diversification Project</p>	<p>Co-ordinate activities and duties of field Adult supervisors and advise management on outreach activities' feasibility and efficiency</p>
<p>43. <u>Donovan Russell</u> (USAID Program Advisor)</p>	<p>I. E. M. S. National University, Roma. Phone Roma 201</p>	<p>My purpose is institutional and physical planning to calminate in a new campus for IEMS at Maseru</p>	<p>As above</p>
<p>44. <u>Molelle Mary</u> (Secretary for development and Caritas)</p>	<p>Lesotho Catholic Bishops Conference, Box 200 MASERU. Phone 22252</p>	<p>Co-ordinate the Catholic church's involvement in the development of Basotho</p>	<p>Executive Secretary of Development and Caritas</p>

69

NON-FORMAL EDUCATION FOR DEVELOPMENT IN LESOTHO: WORKSHOP

Monday 15th October 1979

OBSERVATIONS

<p>1. <u>Arrival of participants:</u> Did they arrive on time or came trickling in?</p>	
<p>2. <u>Registration:</u> Efficient service? Any problems?</p>	
<p>3. <u>Introduction of Participants:</u> Time: too much, enough or too little?</p>	
<p>4. <u>Announcements and opening remarks:</u> Allocated time and content</p>	
<p>5. <u>Workshop content review and finalising the programme</u></p>	
<p>6. Introduction of guest speakers and workshop participants.</p>	

NON-FORMAL EDUCATION WORKSHOP: EVALUATION

	GUIDELINES	OBSERVATIONS
ATTENDANCE	<ol style="list-style-type: none"> 1. Punctuality 2. Attendance throughout the day 	
TIME-TABLE	<ol style="list-style-type: none"> 1. Starting/finishing on time 2. Time allocation 3. Any obvious loss of direction 4. Deviation from schedule 	
GROUPS	<ol style="list-style-type: none"> 1. Interest shown 2. Involvement 3. Interference with schedule 	
TEA & LUNCH BREAK (CATERING)	<ol style="list-style-type: none"> 1. Served on time 2. Effects on programme 	
GENERAL OBSERVATIONS		

55

POST-WORKSHOP QUESTIONNAIRE

1. How do you consider the information received on the workshop before it began? (Indicate X in one of the boxes)

sufficient

Insufficient

If insufficient, please specify what else you would like to have received. _____

2. Please specify briefly what have been the most useful elements or aspects of the workshop for you.

3. Please indicate any elements or aspects which were not included in the workshop.

4. Please indicate any elements of the programme which in your opinion have been treated:

a) too extensively _____

b) too little _____

5. How do you rate the use of the following methods in the workshop? (Indicate by X in the appropriate box)

lead papers

group discussions

plenty discussion

What other methods would you suggest for future workshops of this type? _____

6. What is your opinion, in general, of the papers presented

a) Content: (Indicate by X in one of the boxes)

Relevant

Irrelevant

Interesting but not relevant

b) Presentation: (Indicate by X)

Excellent

Good

Average

Poor

57

7. What is your opinion in general regarding the group work?

a) High level of achievement Average level of achievement Low level achievement

b) Sufficient briefing for discussions provided Insufficient briefing for discussions provided

c) Resource people made sufficient in-put Resource people made in sufficient in-put

Resource people made too much input

d) What do you think was lacking or too much?

Lacking _____

too much _____

In a short statement please evaluate individual participation in your own group sessions.

8. Do you think the duration of the workshop was:

too long just right too short

9. Please indicate any comments you may have about accommodation, catering and social activities.

accommodation: _____

catering: _____

social activities: _____

10. Were your explanations in the workshop fulfilled?

Yes partially no

Briefly give some explanation of your answer

11. Please add any additional remarks you may have to help improve future workshops of this type.

