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National Study of  
Non-Formal Education in Lesotho

First Report to the  
Lesotho Distance Teaching Centre

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**Ho Sechaba sa Basotho**

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## I. Introduction

This initial report presents the first level of analyses from the national study of non-formal education (NFE) in Lesotho. The research, sponsored by the Lesotho Distance Teaching Centre (LDTC) was designed in November 1979. Field work for the study was conducted during 1980 and 1981 by the LDTC staff.

The research was undertaken in order to meet three major goals:

1. To describe and analyse the current status of NFE in Lesotho for national policy-planning purposes.
2. To discover the major gap areas, problems and needs of NFE in Lesotho, in order to mount a major national programme effort which will help to meet the prevailing needs.
3. To contribute to the international understanding of NFE, leading to the formulation of policies, plans and programmes for the quantitative and qualitative improvement of educational services for the poor.

The summary results from the first analyses of the rich set of data derived from the study are presented in this document. They provide some of the elements for meeting our goals; however, several other stages of analysis and interpretation will be required in order to achieve our goals fully. We plan to complete the Final Report in January, 1983, and that document will provide a thorough set of appendices useful for district-level, as well as national-level planning.

To the extent possible, we are correlating the results of our research with the outstanding mapping and planning effort of the Ministry of Education. Our mutual goal is to achieve a thorough analysis of both non-formal and formal educational sectors.

The NFE study is oriented toward assessing the first level of manpower training, as well as the needs for more skills-oriented learning programmes. This study will complement the work of the Manpower Secretariat which is concerned with the requirements for human resources in relation to formal education.

The Third Five-Year Plan of Lesotho is now in its beginning stages of implementation. The NFE sector, essentially unstudied at the time of the preparation of the Plan, was not included within the prior planning process; however, we anticipate that the results of this study will be useful to policy-planners and programmers as they seek to meet the goals of the Plan.

It is our profound hope that this first report will be used by persons devoted to many sectors of both governmental and non-governmental development work in Lesotho. As will be seen in this brief document, non-formal education in the Kingdom of Lesotho:

- developed as an autochthonous national effort, rooted deeply in the prevailing cultural values of reciprocity and service;
- is located in many towns and villages, often remote from central services;
- involves thousands of Basotho as staff members and many more thousands as participants;
- supplements, complements and is often linked with formal education in helping to supply the human resources for realizing the aspirations of the Basotho nation.

TABLE 1

Proportion of Land area and Proportion  
of Population by Ecological Zones.

Ecological Zones	Land Area (km <sup>2</sup> )	Percent of the total land area	Population	Percent of the total population
Lowland	5,200	17.13	560,400	46.06
Foot hill	4,726	15.57	274,643	22.57
Mountain	17,550	57.83	252,518	20.75
Senqu River Valley	2,874	9.47	R: 129,254	10.62
LESOTHO TOTAL	30,350	100.00	1,216,815	100.

TABLE 2

Total Population Classified by District, Residential Status and by Sex - 1976 and Projected Total Population for 1982.

District	Present		Absent		Present and absent			Projection for
	Males	Females	Males	Females	Males	Females	Both Sexes	
THA-BUTHE	28,413	37,325	9,006	2,434	37,419	39,759	77,178	88,461
RIDE	75,693	101,091	23,956	5,818	99,649	106,909	206,558	236,753
REA	53,829	71,972	16,568	3,755	70,397	75,727	146,124	167,481
SERU	100,747	131,249	22,941	2,872	123,688	134,121	257,809	295,496
FETENG	57,662	76,102	17,598	2,977	75,260	79,079	154,339	176,901
HALE'S HOEK	50,882	68,018	15,230	2,181	66,112	70,199	136,311	156,237
THING	32,917	45,223	9,205	1,146	42,122	46,369	88,491	101,426
HA'S NEK	28,574	37,698	8,414	1,811	36,988	39,509	76,497	87,679
CHOTLONG	29,543	37,250	6,170	545	35,713	37,795	73,508	84,251
<b>TOTAL DISTRICTS</b>	<b>458,260</b>	<b>605,928</b>	<b>129,088</b>	<b>23,539</b>	<b>587,348</b>	<b>629,467</b>	<b>1,216,815</b>	<b>1,394,692</b>

Note: Present = Resident in the country

Absent = Resident outside the country

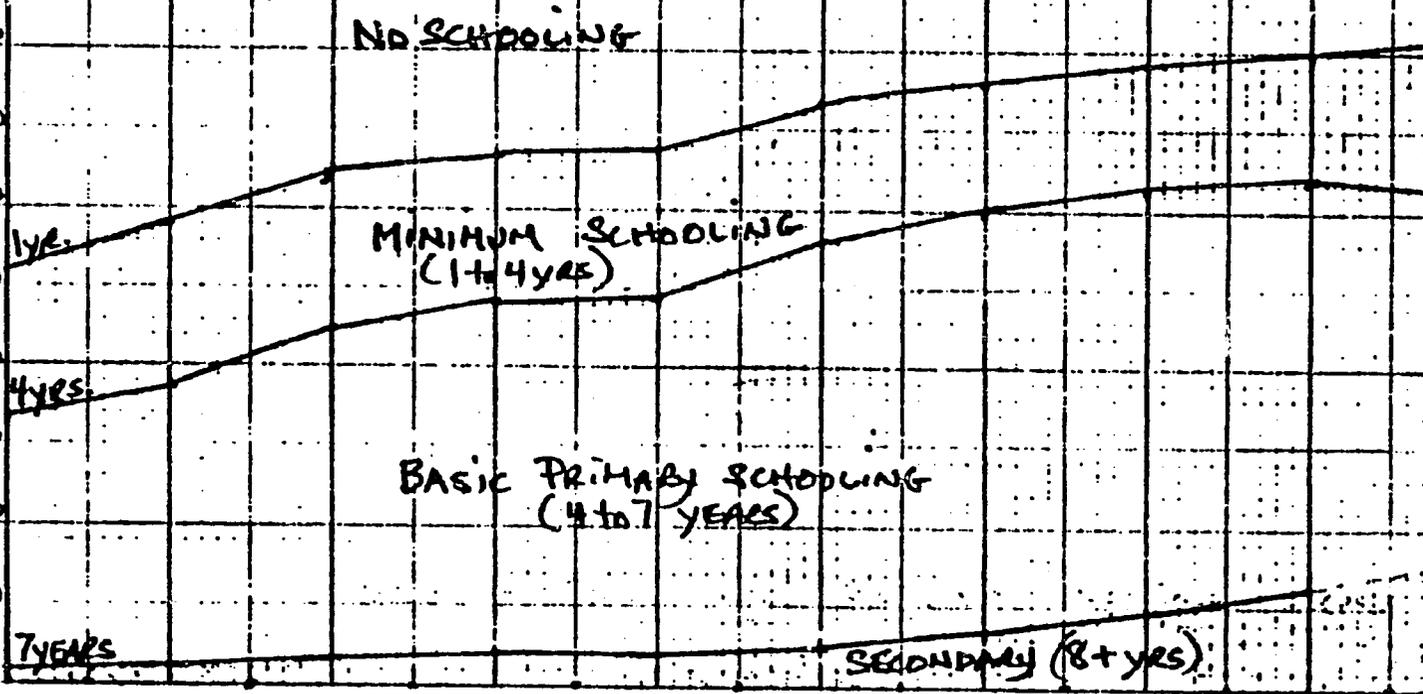
# LESOTHO: EDUCATION PROFILE OF THE POPULATION

BOTH SEXES

AGE GROUPS  
CONTAINING EQUAL  
PERCENTAGE OF  
POPULATION

%  
100  
90  
80  
70  
60  
50  
40  
30  
20  
10

100  
90  
80  
70  
60  
50  
40  
30  
20  
10



60 55 50 45 40 35 30 25 20 15

AGE IN 1976

### III. Definitions

Before discussing the results of our study, it is important to review some basic considerations regarding the definition of non-formal education.<sup>1</sup> This is a particularly useful exercise since many persons hold widely varying working definitions regarding this important field of human service.

Historically, the term non-formal education emerged in the late nineteen sixties in an attempt to group a set of disparate types of out-of-school education under one label, eg. adult education, pre-school education, youth employment training, radio education, etc. In the minds of many, NFE is still identified with one area or another and is often thought to be the exclusive domain of non-governmental or governmental organizations.

After grouping all types of pre-dominantly out-of-school education under one comprehensive term, a series of authors then sought to define NFE, and they created a set of typologies characterizing it. Often these heuristic devices described NFE as though it were in opposition to formal education. These contrast sets did not permit the visualization of the many linkages which exist between NFE and formal education.

Our studies on the socio-cultural and economic realities of non-formal education in many lands have resulted in a very different view of it; one which was used to structure and carry out this study.

Our working definition of NFE is:

Structured, yet flexible, teaching/learning programmes which are predominantly non-school in nature and seek to meet learning needs not covered primarily or sufficiently by existing institutions of formal education

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<sup>1</sup> For a fuller discussion of this question, see Emily Vargas Adams, Non-Formal Education at the National Level, World Education/US Agency for International Development, May, 1980.

Thus, NFE complements and supplements formal education, but does not replace it. Non-formal education often includes first-level, introductory, or additional types of education, thereby helping to extend educational and training opportunities to persons usually not involved in formal education. Non-formal education is frequently linked intimately with formal education and includes many teachers, schools and contents of formal curricula for meeting local, regional and national educational needs. It covers a wide variety of topic areas from agricultural development to nutrition and health, infant stimulation to youth employment training and from women's education to cooperative movements.

As such, NFE is a part and parcel of every nation's development process. It is woven tightly into the stands of the traditional culture, responsive to local needs and often has the loyalty and dedication of the people. NFE is always both governmental and non-governmental and contains a vast array of networks and infrastructures within each country. For these reasons and many others, NFE provides a unique opportunity for promoting positive social, economic and cultural development in Lesotho.

#### IV. Goals and Objectives of the Study

Our main goals and objectives for the national study of NFE in Lesotho are presented here in the form of a discussion. The ambitious data collection effort has been successfully completed by the staff of the Lesotho Distance Teaching Centre, and our goals are within reach. Further analyses of the excellent data base will permit us to meet all of our objectives.

Goal I: To describe and analyse the current status of non-formal education in Lesotho for national policy-planning purposes.

*really?* ← Our major objective was to conduct the first truly nationwide study of NFE ever undertaken in the world. Little is known in a systematic way about the history of NFE in Lesotho and its national or international origins. We aimed to discover that history and study geographic and participant coverage, as well as the nature, organization, composition and functioning of NFE programmes.

We especially wanted to describe the contents, in-service training work, methods, materials, media and evaluation of NFE, and assess the development processes of NFE programmes in Lesotho. In order to assist programmers, we decided to study the predominant teaching/learning contexts of NFE in Lesotho, as well as assess the current degree of the use of educational innovations. Since formal and non-formal education are often related, we planned to study those linkages and interrelationships. We also sought to learn how NFE programmes are collaborating with each other and with various national institutions.

*who?  
many assumptions* On the basis of this descriptive and analytic work, we planned to use the results as elements for policyplanning at national governmental and non-governmental levels, as well as at district, regional and village levels.

Goal II: To discover the major gap areas, problems and needs of NFE in Lesotho in order to mount a major national programme effort to help to meet the prevailing needs.

To attain this important service goal, we sought to describe and prioritize the major NFE needs as reported by programme directors throughout Lesotho. As a step in this long-term process, we planned to lay the foundation for an on-going nationwide information base on NFE programmes. This data base should provide the essential elements for the LDTC Assistance Fund to NFE

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programmes, training workshops, various inter-institutional collaborative activities and extensive program planning. We sought to map the characteristics and coverage of NFE in Lesotho in order to specify gap areas in terms of geographic and population coverage leading to planning processes oriented toward meeting major coverage needs.

Specifically, we sought to describe the needs for training, developing educational materials and media, as well as for providing evaluation for NFE participants and programmes. Various aspects of our study were designed to assist the LDTC and other NFE organizations to understand more fully the socio-cultural realities of NFE which would help programmers, trainers and writers to provide culturally-relevant and well-adapted educational curricula, methods, materials, media and evaluation techniques.

Given the many needs for further research and evaluation on NFE in Lesotho, we decided to study those needs, as well as to utilize this research effort as a multi-faceted data base for continuing macro- and micro-level research. Related to this, we planned to list and assess the major requests for informal and formal collaborative arrangements between and amongst NFE organizations and formal education institutions.

Goal III: To contribute to the international understanding of NFE leading to the formulation of policies plan and programmes for the quantitative and qualitative improvement of educational services for the poor.

It is our hope that the leadership taken by the Basotho nation in conducting this first country-wide study will result in encouraging other African, Latin American and Asian nations to undertake similar research leading to the general expansion and improvement of NFE.

It is our goal to link the results of this research with the studies of NFE conducted to date in other countries or regions. Further, on the basis of our experiences, we plan to describe those research processes and methods which were especially useful, or difficult, to undertake. These observations may well be of utility to institutions in other nations planning to initiate similar studies. We also expect to suggest some new methods and approaches for assessing NFE at the national level.

The Lesotho NFE study is so structured as to permit us to provide a series of contributions to the growing body of theory and literature on NFE. These theoretical constructs, based on the reality of NFE, will have direct, practical implications for policy-planning and programming.

A further, extensive effort is planned to be made toward ultimately providing a state-of-the-art paper on policy-planning needs, approaches and methods for promoting the expansion and qualitative improvement of NFE in the world today. Little has been written on this topic due to the perceived complexity and decentralized nature of NFE. Furthermore, the previous lack of descriptions and analyses of NFE has not permitted the formulation of balanced national policies. We plan to recommend that certain types of activities be undertaken at international, regional and national levels which can lead to sound policy-planning practices for the improvement of NFE in its complementary and supplementary role to formal education.

Our ultimate goal is to help to ensure that educational opportunities of the highest possible quality will be made increasingly available to the poor of many lands.

*indicates to support these assumptions*

## V. Scope of the Study

After much discussion, it was decided to <sup>one?</sup> conduct the national study of NFE in Lesotho through the use of a unitary interview questionnaire. Subsequent to extensive consultation and field testing, the pre-codified questionnaire was administered to the directors or coordinators of 240 NFE programmes located throughout the country. The identification of these programmes was a major task in itself, and required a great deal of work on the part of LDTC staff members.

The contents of the questionnaire were derived from various sources: the objectives and needs of NFE programmes and many Basotho educational specialists; national development requirements; prior studies of NFE and especially the national-level study in Colombia, and theoretical constructs which promised to yield practical results for policy-planning and programme development.

The main topics covered in the questionnaire are:

1. Characteristics of the organizations sponsoring NFE programmes
2. History of programme development
3. Programme planning and developmental processes
4. Past, current and future programme goals
5. Topics ~~areas~~ covered and planned to be added
6. Educational methods, materials and media utilized and needed
7. Teaching/learning contexts of the programmes
8. Organization and staff
9. In-service training received and requested
10. Decisionmaking patterns
11. Socio-economic characteristics of the participants
12. Geographical and participant coverage
13. Facilities used
14. Programme Scheduling
15. Methods used to inform communities about NFE programmes and their effectiveness
16. Incentives used or needed to attract and maintain participants
17. Evaluation and research prior to programme initiation, participant evaluation during or after programme initiation, and programme evaluation, as well as the need for evaluation

18. Participant follow up
19. Inter-institutional collaboration
20. Relations with formal education
21. Financial information
22. Programme successes, problems, needs and plans

Salient results from the first data analyses are presented in the following sections, and they cover many of the topic areas listed above. Topics not discussed herein include the relative completeness of project development processes; the teaching learning contexts analysis; decisionmaking patterns; additional data relating to participants; specific geographical coverage; financial information; programme scheduling, and detailed information on inter-institutional collaboration. *what?*

All of these topics, and much more thorough analyses of topics covered in this document, will be presented in the final report.

All in all, the study has several strengths. We had a good response rate to most of the questions. On the whole, the questionnaire was successful in eliciting the information we sought to obtain. The resultant data set is exceptionally rich and lends itself to conducting all of the analyses planned - and more.

However, there are also some limitations which must be kept in mind. Every attempt was made to identify and interview the directors or coordinators of all NFE programmes in Lesotho. We all aware, though, that some programmes were missed, either because their leaders could not be found or because they were located too late to be included in our study. Nonetheless, given the excellent geographical spread and the variety of the programmes, we are convinced that we have covered a truly large and representative group of programmes which approximate to the degree humanly possible, the ~~totality~~ *all* of current NFE efforts in Lesotho. As usual, the data collected on financial matters are weak and require further analysis. *// further analysis will not make up for "weak" data*

Specific questions dealing with future plans and personnel topics sometimes had a low response rate; however, in spite of this, we are able to discuss clear trends in most cases. Finally, given the constraints of the data gathering processes, we decided to use a unitary questionnaire for administration to the directors of both national and district or local-level programmes. As a result, we have encountered some cumbersome analytic *18*

On the whole, we believe that the data are highly reliable and truly reflected the realities of NFE in Lesotho. Further analyses and interpretations should yield more results which will be very useful for educational policy-planning and programme development.

## VI. General Introduction to NFE in Lesotho

Staff members of the Lesotho Distance Teaching Centre (LDTCC) identified and interviewed the directors or coordinators of over 240 separate NFE programmes. In several instances, they are national or district-level groups. If we were to count all of the local-level groups the total would be in the thousands. For this reason, the central programme level was the focus of our attention. Many programmes have several NFE projects, activities and topic areas. To the extent possible, we have identified and characterized these sub-areas. As will become clear from the following narrative, NFE is a very large and important educational movement in Lesotho and it is deeply rooted in the Basotho culture.

NFE programmes were found in all districts, as shown on the following chart on Non-Formal Education Programmes Arrayed by District.

### Non-Formal Education Programmes Arrayed by District

	<u>No. of Programmes</u>		<u>Population*</u>	
		%		%
<u>Level I</u>				
Maseru	29			
Mafeteng	45			
Berea	45			
Leribe	<u>26</u>			
	145	60.4	721,303	59.3
<u>Level II</u>				
Mohale's Hoek	17			
Butha Buthe	23			
Quthing	<u>13</u>			
	53	22.1	301,980	24.8
<u>Level III</u>				
Qacha's Nek	18			
Mokhotlong	15			
Thaba Tseka	<u>9</u>			
	42	17.5	193,532	15.9
TOTAL	240	100.0	1,216,815	100.0

The breakdown of the socio-economic levels of the districts was obtained through reviewing statistics related especially to education, services and modern-sector development. These analyses will be presented later in our full project report.

It is important to note that the percentage of programmes per level parallel the percentage of population in each set of districts. Thus, we may infer that NFE has been developed rather homogeneously throughout Lesotho and that it has been highly responsive to regional educational needs. This is not to say that there are adequate numbers of programmes with sufficient coverage of the population. It merely indicates that the lesser-developed regions have also been centrally promoting the implementation of NFE efforts. In other countries, NFE programmes have been found to be clustered in and around urbanized zones to the detriment of rural and village areas. This is not the case in Lesotho where a major effort has been made at district and local levels, as well as at the national level. This point will be further borne out in the discussion below.

With regard to the organizations currently conducting NFE programmes, we have the following breakdown;

<u>Type of Entity</u>	<u>No. of Programmes</u>	<u>%</u>
Governmental	90	37.5
Non-Governmental	149	62.1
International	1	.4
	<hr/>	<hr/>
TOTAL	240	100.0

The majority of the organizations implementing NFE programmes belong to the non-governmental sector, as has been found in other countries. International groups currently administer only 1 programme, although they have helped to initiate at least 10 programmes.

It is important to review the main sectors to which these organizations are devoted.

### Organizations Devoted to NFE

<u>Sector</u>	<u>Governmental Programmes</u>		<u>Non-Governmental Programmes</u>		<u>Inter national</u>		<u>Total</u>
	No	%	No	%	No	%	%
Agriculture and Animal Husbandry	61	67.8	22	14.8	-	-	34.6
Commercial Industrial	1	1.1	10	6.7	-	-	4.6
Cooperatives	-	-	54	36.2	-	-	22.5
Health and Nutrition	20	22.2	31	20.8	-	-	21.2
Women's Education and Child Development	-	-	23	15.4	-	-	9.6
Justice, Youth Religion and Culture	8	8.9	9	6.0	1	100.0	7.5
<b>TOTALS</b>	<b>90</b>	<b>37.5</b>	<b>149</b>	<b>62.1</b>	<b>1</b>	<b>.4</b>	<b>100.0</b>

It is important to note that fully 61.7% of the organizations fall in the economic development sector and 30.8% are home-oriented. As will be shown later, the topic areas covered by the NFE programmes also reflect this orientation toward work-related topics.

We may confidently assert that NFE mirrors the national effort toward economic and social development. As such, it has become a strong tool with high potential leverage for local-level development consonant with national policies and plans. The NFE infrastructures could well help further to accelerate economic and social development in Lesotho.

With regard to the coverage of the NFE programmes implemented by the governmental sector, it is interesting to review the next Chart on Governmental NFE Programmes.

### Governmental NFE Programmes

<u>Ministry or Office</u>	<u>Nation-wide Programmes</u>	<u>District-wide Programmes</u>	<u>Village Level Programmes</u>	<u>Totals</u>
Inter-ministerial	-	1	-	1
Agriculture	2	21	19	42
Rural Development	1	9	8	18
Commerce & Industry	-	1	-	1
Health	2	6	7	15
Prime Minister's Office	-	3	2	5
Justice	-	7	-	7
Interior	-	1	-	1
<b>TOTALS</b>	<b>5</b>	<b>49</b>	<b>36</b>	<b>90</b>

Clearly, many programmes within the Governmental sector are focussed especially on serving the district and village levels. This decentralization of services is one of the major strengths of NFE in Lesotho.

Complementary to this, is our information on the type of setting of the NFE programmes:

<u>Type of setting</u>	<u>No. of Programmes</u>	<u>%</u>
Centre or institution	84	35.0
Project or group	140	58.3
No response	16	6.7
<b>TOTAL</b>	<b>240</b>	<b>100.0</b>

Clearly, most programmes are located in less-formal project or group settings. This too reinforces our observations that NFE in Lesotho is quite decentralized and adapted to local needs and socio-economic and cultural realities.

It is also interesting to note that 149(62.1%) of the 240 organizations are devoted exclusively to NFE, while 74 report that NFE is but one of many other types of activities (eg. health centres, irrigation projects, etc)

AV3

Finally, the number of NFE activities within the 240 programmes are arrayed as follows:

<u>No. of separate NFE activities</u>	<u>No. of Programmes</u>	<u>%</u>
At least 1	109	45.4
2 - 3	66	27.5
4 - 5	54	22.5
6 - 8	11	4.6
TOTAL	<u>240</u>	<u>100.0</u>

Some programmes have an extensive set of NFE activities. The section on NFE topic areas will provide more information on the richness of the areas covered under these activities.

NFE in Lesotho may be characterized and extensive in coverage, varied and well-established. In the next section, we shall review the history and origins of this growing Basotho movement.

## VII History of NFE Programmes

For the Basotho people, there is reason to be proud of the long and rich history of NFE in Lesotho. It is important to note that the earliest reported NFE programme was founded in 1904. As in other countries, structured non-formal education programmes have had a surprising longevity. It must be kept in mind that many more NFE programmes undoubtedly were begun before 1980, but either they were not found by the LDTC staff or they have ceased to exist. Failure rates can only be ascertained with any confidence through conducting longitudinal studies. Such studies are planned to be undertaken by LDTC.

In the following chart on Founding Dates of NFE Programmes in Lesotho, the striking rise of NFE programmes is presented. The trends are clear. From 1904 to Independence in 1966, only 58 (32.2%) of the existing programmes were founded. In contrast, after 1967, 122 (67.8%) programmes were begun. The rise becomes apparent after 1950:

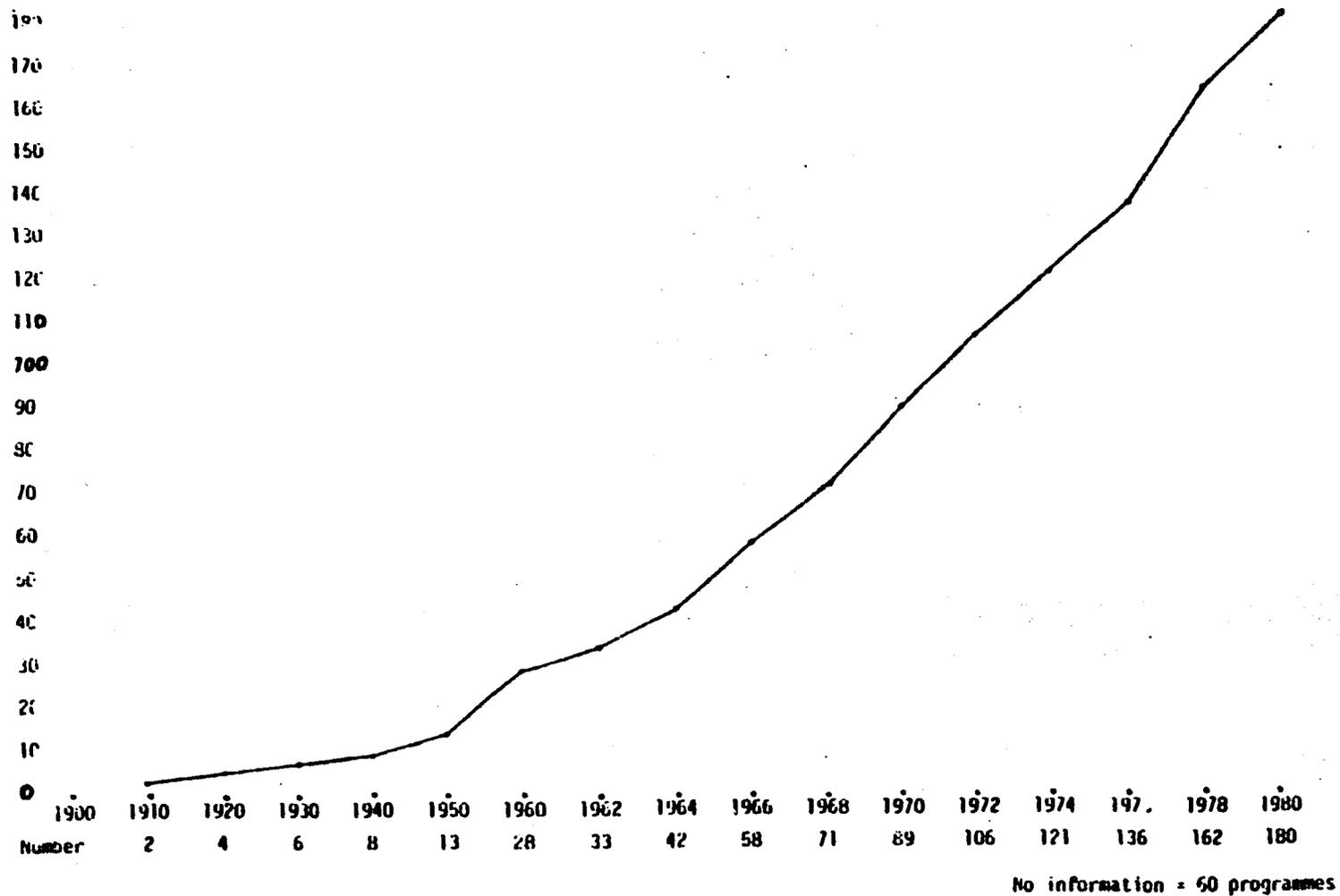
	No of Programmes	%
1904 - 1950	13	7.2
1951 - 1960	15	8.3
1961 - 1970	61	33.9
1971 - 1980	<u>91</u>	<u>50.6</u>
	180	100.0

During the last ten years, 50% of the projects were founded. We may suggest, therefore, that as elsewhere, the rise of NFE programmes is related to the provision of increasing services, modernization and the quantitative growth of formal education. What is striking in Lesotho, is that the numbers of programmes per district are generally proportional to the population size.

As a final note on this topic, we wish to observe that since the chart represents a profile of the "survivors," we plan to contrast the characteristics of programmes of long duration with those of recent origin. These analyses may well reveal some of the "keys" to maintaining long-term service.

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FOUNDING DATES OF NFE PROGRAMMES IN LESOTHO



of

It has often been suggested that most NFE programmes originated from non-governmental and international initiatives. On the contrary, we find that more governmental entities have originated the ideas (67.2%), planned and designed (66.7%) NFE programmes in Lesotho. The next chart on the Origins of the Ideas, Design and Planning of NFE Programmes.

ORIGINS OF THE IDEAS, DESIGN AND PLANNING OF NFE PROGRAMMES

	<u>Origin of the Idea</u>		<u>Programme Design and Planning</u>	
	No of Programmes	%	No of Programmes	%
<u>Governmental Institutions or Individual</u>				
Individual in Official Capacity	45		41	
National-Level : Ministerial	94		87	
National-Level : Semi-Autonomous	13		15	
District-Level Committee	4		2	
Village-Level Committee	10		17	
	<u>166</u>	67.2	<u>162</u>	66.7
<u>Non-Governmental Institution or Individual</u>				
Individual (secular)	22		19	
Individual (clergy)	5		5	
Group (secular)	12		14	
Group (Religious)	12		13	
Institution (secular)	9		9	
Institution (Religious)	10		8	
	<u>70</u>	28.3	<u>68</u>	28.0
<u>International Institution</u>				
Multilateral	4		3	
Bilateral	1		2	
Religious	5		6	
Other	1		2	
	<u>11</u>	4.5	<u>13</u>	5.3
Total No of mentions	247	100.0	243	100.0

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permits us to review the contributions of the governmental, non-governmental and international sectors.

Generally 229 programme directors and coordinators were able to respond to the questions on the origin of their programmes. They provided 247 mentions under origin of the idea and 243 under programme design and planning. We found a high-level of congruency between the idea and planning phases. This contrasts strikingly, though, with the current status of the NFE organizations, which are located predominantly in the non-governmental sector. Thus, it may be asserted that there is a notable tendency for programmes begun by the official sector to be adopted and consolidated by the non-governmental sector.

From a policy-planning point of view, investments in non-formal education at the outset may be very cost-effective in the long term if this response of private sector organizations continues. Funding from the official sector to non-governmental organizations in NFE could well serve to encourage their sponsorship role. Finally, the governmental development concerns could become increasingly reflected in the panorama of out-of-school educational programmes. Such areas as erosion control, functional literacy, appropriate technology, water development, etc, could be emphasised more in this way.

Clearly, the vast majority of the NFE programmes of Lesotho are national in origin. Only 10 programmes were initially conceived by international organizations, half of which were begun by religious groups. It must be recalled that the major international multilateral and bilateral effort in NFE began only in the 1969-1972 period, and the tendency has been to promote services to existing national groups rather than to sponsor specific, new NFE programmes. Although NFE is clearly rooted in the lives of the Basotho people, it can be extended and ameliorated through the assistance of international bodies.

It is also interesting to consider the different types of roles in creating and planning NFE Programmes:

	<u>Idea</u>		<u>Planning</u>	
	<u>No. of</u> <u>Programmes</u>	<u>%</u>	<u>No. of</u> <u>Programmes</u>	<u>%</u>
Individual Role	72	29.1	65	26.7
Instructional Role	136	55.1	130	53.5
District, Village, Group Role	38	15.4	46	19.0
Other	1	.4	2	.8
TOTAL	247	100.0	243	100.0

Institutions have spawned the majority of the programmes, but the role of often decentralized individuals and groups, taken together, represent 44.5% of the sources of the NFE in Lesotho. Thus, we believe that a special emphasis should be placed upon encouraging "grass roots" programme development. Such efforts are often well-adapted to perceived local needs and have the backing of the community. In NFE, there is always an important, delicate balance between national or institutional sponsorship and the development of responsive, local NFE programmes.

In the preceding chart, we may also observe some slight tendencies. Fewer of the individuals who promote a programme idea actually are responsible for its design and planning. Also, the role of district, village and other groups rises to some extent, indicating that traditional decentralized groups tend to play an increasing role in programme design and planning.

Finally, the role of religious groups in NFE has been significant, but not as striking as their role in establishing and maintaining institutions of formal education:

	<u>Idea</u>		<u>Planning</u>	
	<u>No. of</u>		<u>No. of</u>	
	<u>Programmes</u>	<u>%</u>	<u>Programmes</u>	<u>%</u>
Secular individuals/ institutions and groups	215	87.0	211	86.8
Religious individuals/ institutions and groups	32	13.0	32	13.2
TOTAL	247	100.0	243	100.0

Although a majority of the NFE programmes in Lesotho are secular in nature, it is not unlikely that religious groups and their help to many secular groups in terms of personnel and facilities, will continue to be very important during the years to come.

### VIII. Goals of NFE Programmes

For the analysis of the educational goals of NFE programmes, a discrete set of major goal areas was offered to the respondents:

1. Basic numeracy and literacy
2. Generation of income for participants through teaching a new skill
3. Community development
4. Healthy and efficient home management
5. Health care and nutrition
6. Recreation and leisure time activity
7. Increase earning capacity through improving existing skill
8. Environmental and population education

For each area, the respondent was to note if any or all goals had been those of the programme in the past, were currently their goals, or if they were planned for the future. The following chart presents the summary results. The items on the chart are rank ordered according to the order of goals in the present, from most to least - often mentioned.

It is clear from the chart that work-oriented goals (1 through 3) are most often mentioned 46.7%, followed by home-related goals (4 and 5) (43.1%). The last three are notably low.

Of particular concern is "Basic Numeracy and Literacy," which is usually an area of goals often mentioned in NFE programmes of other countries. Given the existence of functional illiteracy in Lesotho, it is surprising to note that few NFE programmes have been generated to meet this need.

With regard to past goals in relation to present goals, we may observe that the relative number of skills-oriented programmes have increased in number, and home management, nutrition and health programmes are relatively lower. All goal areas have increased in absolute numbers, reflecting once again the rapid growth rate of NFE programmes.

The data with regard to future goals are incomplete. However, cross-tabulations (not presented here) show that for those programs where the goal area is a new one, the same rank order of goals generally is to be maintained.

These data on future plans may be contrasted with responses to direct questions regarding educational topics. In answer to a question regarding the deletion of topics, the results were as follows:

Goals of NFE Programmes

	<u>Past</u>			<u>Present</u>			<u>Future</u>		
	R/O	No.	%	R/O	No.	%	R/O	No.	%
Community Development	1.	88	35.7	1.	155	64.6	1.	121	50.4
Income Generation/New Skills	3.	57	23.7	2.	113	47.1	2.	85	35.4
Income Generation/Improve Skills	5.	51	21.2	3.	108	45.0	3.	82	34.2
Health Care/Nutrition	2.	60	25.0	4.	107	44.6	4.	79	32.9
Home Management	4.	55	22.9	5.	100	41.7	5.	77	32.1
Environmental & Population Educ.	6.	33	13.8	6.	69	28.7	6.	54	22.5
Recreation/Liesure	7.	21	8.7	7.	37	15.4	7.	28	11.7
Basic Numeracy & Literacy	8.	10	4.2	8.	20	8.3	8.	15	6.2

	No.	%
Delete	13	5.4
Maintain	203	84.6
No response	<u>24</u>	<u>10.0</u>
T	240	100.0

When asked whether or not the programme personnel intended to add topics, the responses were:

	No.	%
Intended to add	128	53.3
Do not intend to add	76	31.7
No response	<u>36</u>	<u>15.0</u>
T	240	100.0

At the end of the questionnaire, a final cross-check question was asked about programme plans to decrease, maintain or increase the numbers of educational topic areas. The results were:

	No.	%
Decrease	4	1.7
Maintain	55	22.9
Increase	145	60.4
Do not know	16	6.7
No response	<u>20</u>	<u>8.3</u>
T	240	100.0

From these data, we may infer that: from 53.3% to 60.4% intend to add topics; only 1.7% to 5.4% intend to delete topics, and from 22.9% to 31.7% plan to maintain current levels.

Of course, educational topics may fall within the same general goal, but these results do tend to support the position that the programmes do not intend to drop many goal areas, as might be surmised from a review of the goals chart. Furthermore, the reported future goals reflects the current trend toward work and home-related education.

Further analyses will be conducted contrasting goals with actual topic areas. It is generally the case, that NFE programmes do not - and often cannot - meet all of their goals due to inherent staff training, materials, media and financial needs. These contrastive analyses should be very helpful for policy-planning and training purpose.

## IX. NFE TOPIC AREAS

The number and types of NFE topics reflect the diversity, and to some extent, the coverage of NFE programmes in Lesotho. The chart on NFE Topic Areas presents the total number of mentions per topic area. For greater detail, please refer to Annex I.

A majority of the programmes mentioned topics related to economic development (51.7% of the mentions per topic). Again, family or home-oriented education accounts for 37.3% of the mentions. Basic education areas are surprisingly low (10.3%). Also, social and cultural education topics are very low (.7%) reflecting, perhaps, our inability to locate the relevant programmes. Certainly, there are many cultural and religious activities deeply-rooted in the rich Basotho culture, but they tend not to label themselves - or be labelled - as educational. In the future, a special study should be oriented toward this important sector.

With reference to Annex I, it is interesting to note that erosion control and appropriate technology emerge as topics. Although community development is a main goal of NFE programmes, relatively fewer programmes actually facilitate activities directly in this area. Cooperatives are very active in NFE (54), but they tend to teach a fairly restricted number of topic areas directly related to cooperative education (37 programmes). Factory, construction and commercial are skills taught in relatively few programmes. This may well represent a major area for emphasis. Correlated with this is a great need in Lesotho for training in marketing for agricultural and commercial products.

Major efforts are being made in family health and nutrition education, but much more is needed in infant stimulation, early child care and parenting. Family life education appears to be fairly restricted as well. Women's programmes, which are outstanding in their service to Lesotho, have developed a strong home economics area.

Future analyses will relate these topics to actual programme coverage, in terms of geographical coverage and participant numbers. These analyses will enable us to provide a first mapping of NFE in Lesotho

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Topic	No. of Programmes	% of Programmes	% of Total Mentions per Topic
<u>Economic Development Education</u>			
Agriculture	107	43.3	
Animal Husbandry	51	21.2	
Community Development	21	8.7	
Cooperative Education	37	15.4	
Crafts	19	7.9	
Factory and Construction Skills	4	1.7	
Commercial and Office Skills	1	.4	
	<u>240</u>		51.7
<u>Basic Education</u>			
Migrant Education	3	1.2	
Basic Education	36	15.0	
Literacy	6	2.5	
Numeracy	3	1.2	
	<u>48</u>		10.3
<u>Family, Home Development Education</u>			
Nutrition	40	16.7	
Health, Hygiene and Sanitation	47	19.6	
Family Life Education	4	1.7	
Infant and Pre-School Education	35	14.6	
Home Economics	47	19.6	
	<u>173</u>		37.3
<u>Social, Cultural Education</u>			
Recreation and Sports	2	.8	
Cultural and Religious Education	1	.4	
	<u>3</u>		.7
T O T A L S	<u>464</u>		100.0

X. Programme Personnel

A great variety of staff positions exist in NFE programme in Lesotho, as may be seen in the following chart on the Organization and Staff of NFE Programmes

Only 129 programme directors were able to provide information on their personnel, leaving 111 programmes without responses. In some cases, coordinators did not have the requisite information at their command. However, the average number of staff members (less the Board members) per programme for the 129 programmes was 24.56 (mean). It may be the case that an additional 2,000 persons or more may be involved in providing NFE services in Lesotho. As it stands, 3,681 is an outstanding total of persons dedicated to NFE...

Directive roles are played by 706 (22.3%) persons, and 11 programmes are led by individuals not categorized as directors, since they are considered to be programme coordinators within larger institutions. The total leadership and administration area represents 36.6% of the persons involved in NFE. The bulk of the individuals are direct service staff members (44.7%). Fewer are Educational or Technical staff (14.6%). Only 28 evaluations or researchers are reported. It is interesting to note that 242 professional educators, inspectors or supervisors are reported. This represents a direct linkage on the part of at least 51 programmes with members of the formal education sector. Furthermore, some of the teachers are volunteers (34.9%) reflecting their strong interest in out-of-school education.

Voluntarism plays a major and crucial role in NFE in Lesotho. Of the total of 3,681 persons reported to be staff members in NFE programs, 2014 persons (54.7%) are categorized as volunteers. It is interesting to review the relative degree to which volunteers are involved in the main types of staff activities:

	%
Board membership	71.5
Leadership and ministration	62.6
Service Staff	53.2
Educational/Technical	33.3

Clearly, this represents the outstanding dedication of the Basotho people to promoting educational development, improved economic growth and better nutrition, health, family and child development. It is also an immense

Organization and Staff of NFE Programmes \*

	No. of Programmes	No. of Members
<u>Boards</u>		
Board of Directors	49	363
Advisory Board	30	<u>149</u>
Total		512
<u>Leadership and Administration</u>		
Director or President	118	326
Deputy Director	78	241
Other Directive role	21	139
Accountants/Treasurers	93	188
Secretarial or Office Personnel	77	<u>267</u>
Total		1161
<u>Service Staff</u>		
Coordinators or Supervisors	47	299
Service Personnel	50	451
Group Leaders	24	119
Other Extension Agents	29	234
Community Auxiliaries	33	313
Total		<u>1416</u>
<u>Educational/Technical</u>		
Professional Educators	51	189
Other Professional or Technical Advisors	30	193
Educational Inspectors or Supervisors	18	53
Evaluators or Researchers	10	<u>28</u>
Total		463
Other	8	<u>129</u>
Total		<u>3681</u>

\* based on the responses of  
129 projects

"in-kind" contribution of time and money to a sector which traditionally has received only limited funding from other organizations.

As noted elsewhere, external assistance to NFE has been limited. Expatriates represent only 192 (5.2%) of the persons noted on the chart. Most of these expatriates (59.8%) are volunteers, probably provided by the overseas assistance of several nations.

Given the high numbers of persons involved in NFE, several training programmes, especially in the form of workshops and on-the-job training, will be needed. Clearly, these numbers imply a need for the training of trainers who in turn can multiply their impact through local level staffs. A grid for ensuring adequate training coverage would appear to be beneficial, as well as regional/descentralized training activities.

## XI In-Service Training Needs

In-service training emerged from our study as one of the areas of greatest need for NFE programmes in Lesotho. The attached chart on In-service Training presents the major topic areas in which programme personnel have received training, as well as the topics requested for more training.

On the whole, programme personnel have received more initial training than expected. Only 40 programmes reported having received no training at all. On the average, each programme of the 200 who received training, had participated in training activities. The areas of major emphasis in the past have been: leadership training, group organization, content areas, and goals setting.

With regard to requests for training, the abovementioned areas remain the ones of greatest concern and interest, demonstrating that past training activities have been geared to the topics of most need.

It should be noted that there appears to be substantial interest in the two lowest-ranking areas: the formation of radio listening groups (49, 20.4%) and the measuring of the learning progress of groups (55, 22.9%).

At least 238 of the 240 programmes, requested one or more types of in-service training opportunities. An average of 2.5 types of topics were listed per programme.

Clearly these results represent a major mandate to provide training programmes at local, district, regional and national levels.

In-Service Training

<u>In-Service Training Area</u>	<u>No. of Programmes Who Received Training</u>	<u>%</u>	<u>No of Programmes Requesting Training</u>	<u>%</u>
Setting group goals, objectives	73	30.4	75	31.3
Organizing groups, recruiting members	100	41.7	92	38.3
Leadership training, interpersonal relations	117	48.7	95	39.6
Content of educational topics	90	37.5	73	30.4
Use of educational material, media	63	26.2	59	24.6
Choosing, using appropriate teaching/learning methods	55	22.9	64	26.7
Forming radio listening study groups	8	3.3	49	20.4
Measuring learning progress of groups	36	15.0	55	22.9
Other	38	15.8	24	10.0

## XII. Educational Methods, Materials and Media

This section covers the current usage and the requests for assistance in the areas of educational methods, materials and media. All three are crucial to the provision of NFE programmes of high quality in Lesotho.

Teaching/learning methods vary greatly and are chosen usually according to the requirements of the particular programme, the learning styles of the participants and the capacities of the group facilitators or teachers. The following chart on Teaching/Learning Methods arrays the methods used "sometimes or always", from those of greatest to least use. It also presents the areas of request for assistance. A total of 239 programmes responded to the questions on methods used, but only 90 programme directors stated that they wanted help with new methods. We may infer that the majority are satisfied with their current educational methods.

That non-formal education is closely keyed to the Basotho culture, is reflected in the predominant choice of effective traditional teaching/ Learning methods: demonstrations, lectures and group discussions. It is interesting to note that many programmes (82) conduct home visits, and it is an area of interest to 13 more. Groups and individual practice session methods interested 16 programmes.

With regard to recent innovations, it is clear that all are little used, with the exception of individualized instruction. That method, though, was of little interest to the programme directors, as was programmed instruction. Educational games, correspondence education and theatre or role playing drew more requests.

Without conducting on-site observations, it is impossible to evaluate the relative effectiveness of these various methods in Lesotho; however, it would appear that the combination of traditional group methods would be well-suited to the people's customary learning styles.

Educational Materials and Media are presented in the following chart. They are divided into sections by their major type: visual, aural, audio-visual or complex systems. In response to materials and media used, 238 programme directors provided information. In contrast, 128 directors requested new materials and media. The area of predominant use in Lesotho is visual materials. All of the media areas are far

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## Teaching/Learning Methods

<u>Methods</u>	<u>Used Sometimes or Always</u>		<u>New Methods Requested</u>	
	<u>No. of Programmes</u>	<u>%</u>	<u>No. of Programmes</u>	<u>%</u>
<u>Traditional Methods</u>				
Demonstrations	182	75.8	21	23.3
Lectures	172	67.6	15	16.7
Group Discussions	156	65.0	15	16.7
<u>Newer Methods</u>				
Home Visits	82	34.1	13	14.4
Group & Individual Practice Sessions	59	24.6	16	17.8
<u>Innovations from Abroad</u>				
Individualized Instruction	59	24.6	9	10.0
Educational Games	28	11.7	15	16.7
Theatre or Role Playing	22	9.2	13	14.4
Programmed Instruction	17	7.0	7	7.8
Correspondence Education	12	4.9	14	15.6

## Educational Materials and Media

<u>Materials &amp; Media</u>	<u>Used Sometimes or Always</u>		<u>New Materials of Media Requested</u>	
	<u>No. of Programmes</u>	<u>%</u>	<u>No. of Programmes</u>	<u>%</u>
<u>Visual</u>				
Books, texts, booklets	167	69.6	35	27.3
Posters, charts, maps pictures	125	52.1	35	27.3
Blackboard, flipcharts	88	36.7	28	21.9
Drawing materials	32	13.3	14	10.9
Educational newspaper supplements	58	24.2	21	16.4
<u>Aural</u>				
Tape recorders, cassettes	11	4.6	34	26.6
Educational radio programmes	43	17.9	36	28.1
Record players, records	6	2.5	17	13.3
<u>Audio-Visual</u>				
Slides plus cassettes or records	30	12.5	46	35.9
Filmstrips plus cassettes or records	8	3.3	22	17.1
Videotapes	7	2.9	8	6.3
Films	37	15.4	63	49.2
<u>Complex Systems</u>				
Mobile vans with multi-media	15	6.3	23	18.0
Learning centres with multi-media	9	3.8	15	11.7
Teaching machines	5	2.1	9	7.0
Workshops or specialized equipment for skills training	17	7.1	11	8.6

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Except for the last objective, the responses are quite closely clustered and reflect attempts to cover some of the most important topics before beginning any NFE programme. This trend toward initial studies should be enhanced as NFE undertakes what promises to be a very rapid expansion. This step is crucial in helping to ensure the appropriateness and quality of each programme.

Subsequent to initiation, 154 of the 240 programmes conducted evaluations on the learning progress of participants. The types of evaluation undertaken are arranged as follows:

Types of Evaluation	No. of Programmes	Percentage
<u>Most Traditional/Least Structured</u>		
Practical work achievement	96	40.0
Observations of behaviour	79	32.9
<u>Newer/More structured</u>		
Group evaluation	41	17.1
Self-evaluation	25	10.4
<u>Externally Introduced/Most Structured</u>		
Tests	18	7.5
Other	5	2.1

This represents a high rate of participant evaluation. Clearly, most of the methods used are only loosely-structured, but well-adapted to NFE, if conducted with care and thoroughness.

Programme evaluations are conducted by 137 programmes. They are predominantly undertaken by programme staff members, although the participants do have an opportunity to contribute in 21 programmes. Participant evaluation is particularly valuable in NFE programmes and complements the other evaluation work.

Evaluations	No. of Programmes	Percentage
Staff members	92	38.3
Directors	35	14.6
External evaluators	26	10.8
Participants	21	8.7

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With regard to programme evaluation methods, the following results were found:

Types of Study	No. of Programmes	Percentage
Participant observation	86	35.8
Meetings with the community	49	20.4
Interview questionnaire	44	18.3
Survey	29	12.1
Case studies	23	9.6
Monitoring instruments	11	4.6
Photographic or map studies	4	1.7
Other	3	1.2

Again, there is a notable attempt to evaluate programme results in Lesotho. The approaches tend to be relatively unstructured and appropriate to the prevailing educational methods and activities.

The topics for programme evaluation may be divided into those related to participants, the internal functioning of the programme and to the community:

Types of Evaluation	No. of Programmes	Percentage
<u>Participants</u>		
Characteristics	62	25.8
Educational achievement	72	30.0
<u>Internal Programme Evaluation</u>		
Evaluation of staff	33	13.7
Evaluation of curricular materials	18	7.5
Evaluation of teaching learning methods	25	10.4
<u>Community</u>		
Population coverage	39	16.2
Impact on Community	55	22.9
Community reaction	65	27.1
Economic impact on Community	45	18.7
Changes of attitudes, values, practices in community.	44	18.3
Other	3	1.2

It is striking that there is relatively little internal programme evaluation (10.6%), and this would appear to be an area for special emphasis. The evaluation of participants is the leading area (27.9%) and community evaluation is also emphasized (20.7%). Programme evaluation needs are great, and it is important that it be emphasized in training workshops. Flexible, appropriate and participatory evaluation components can be implemented within NFE programmes, quite easily with excellent results. As a final note, it is interesting to observe, that of the 137 programmes conducting evaluations, 68 prepared written reports.

With regard to follow-up on former programme participants, the following results were obtained from 102 programmes:

Type of Follow-Up	No. of Programmes	Percentage
<u>General Use</u>		
Use of knowledge gained	84	35.0
Creation of other projects or activities	21	8.7
<u>Work-Related</u>		
Improved work status	20	8.3
Gained employment	17	7.1
<u>Formal Education</u>		
Continued studies elsewhere	11	4.6
Other	3	1.2

This low rate of follow-up work may be related to the long-term continuation of many participants in many NFE programmes. Nonetheless, this is another area for especial emphasis. The work-related follow-up studies seem to be very few, considering the number of programmes aimed at promoting skills training and economic development in Lesotho.

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Only 53 responses were obtained from programme directors regarding the reasons for not conducting evaluations. The reasons given were:

Reasons	No. of Programmes	Percentage
Insufficient resources	22	9.2
Insufficient qualified persons	22	9.2
No time	10	4.2
Programme staff opposed to evaluation	1	.4

The first three responses reflect a need for training, since programme personnel and participants can conduct very useful evaluations on their own. Fortunately, opposition to evaluation was given only one mention; however, 11 directors stated they felt no need to evaluate their programmes. Eighty-seven directors requested help to conduct evaluation activities. A major effort should be made to meet these requests, since evaluation is one of the major keys to ensuring the quality of NFE programmes.

#### XIV. NFE Programme Participants

Only a small portion of the results regarding participants can be presented here at this time, since many further analyses must be conducted.

We calculate that there are at least 214,717 participants in 224 NFE programmes in Lesotho, with a mean of 958.6 persons per programme. Since several of our programmes have national or regional coverage, this figure is not surprising. This very conservative estimate represents a coverage of approximately 17.9% of the population. The coverage in terms of the 4 main topic areas of each programme rises to 379,071 persons, but this includes some people who participate in more than one topic area per programme.

Programme directors were asked to categorize the participants in their programmes according to their predominant economic status:

<u>Economic Status</u>	<u>No. of Programmes</u>	<u>%</u>
very poor	39	16.2
poor	74	30.8
middle income	88	36.7
moderately wealthy	6	2.5
no information	33	13.8

The majority of the programmes who provided information on this item, (54.6%) are reaching the poor. A surprisingly high number are oriented toward middle-income populations, reflecting the generalized demand for out-of-school education, as well as some of the needs to complement and supplement formal education.

The Social Roles of Participants, as reported by 228 programme Directors, are arrayed on the following chart:

### Social Roles of Participants

<u>Social Roles</u>	<u>No. of Programmes</u>	<u>%</u>
Farmers	166	69.2
Housewives	160	66.7
Unemployed	93	38.8
Youth	88	36.7
Teachers	76	31.7
Elderly	65	27.1
Civil Servants	56	23.3
Religious workers	55	22.9
Skilled labourers	46	19.2
Children	45	18.7
Health workers	39	15.2
Craftsmen	38	15.8
Police	31	12.9
Commerce or Services	23	9.6
Prisoners	17	7.1
Mentally ill	17	7.1

### Breakdown

Work related roles	366	36.1
Professionals and extension workers	257	25.3
Housewives; youth, children, elderly	358	35.3
Prisoners, mentally ill	34	3.3

As may be seen in the breakdown, the majority of the social roles fall in the work-related area. The numbers of professionals and extension workers are surprisingly high, pointing to the notable multiplication factor to be obtained through certain types of NFE programmes. Of special interest are the 76 programmes in which teachers are participants, and future analyses will elucidate this further. Family-oriented education is reflected in the frequent mention of housewives and others in the listing.

The sex of participants is somewhat surprising:

<u>Sex</u>	<u>%</u>
Male	2.8
Female	26.8
Both sexes	70.4

This reflects a balance in favour of women, as well as the migratory situation in Lesotho, and represents a major effort on behalf of women's education. Also, we may state that NFE programmes are abundantly heterogeneous, usually permitting access on the part of both sexes.

Participation by the type of social grouping or individual status upon entry demonstrates the further heterogeneity of NFE programmes:

<u>Status</u>	<u>%</u>
No restrictions	40.4
Group-level participation	31.2
Individual participation	21.2
Family-level participation	7.2

The entry level is similarly mixed. Most participants are either introductory, or no entry level is specified:

<u>Entry level</u>	<u>%</u>
Introductory	38.1
Middle-level	31.3
Advanced	15.7
Not Applicable	14.9

"The range of types of NFE programmes has resulted in a highly heterogeneous set of participants. In summary, we may confidently assert that NFE has a very high coverage, and that it is reaching many out-of-school populations, thus helping to complement and supplement formal education in Lesotho.

XV. Facilities and Methods for Informing and Motivating the Community

The following chart on NFE Facilities provides a rich listing of the many types of spaces used in conducting NFC activities.

Traditional spaces account for 38.3% of those reported to be used. Formal education buildings are a close second, with 30.4% of the programmes. This demonstrates yet another strong linkage between formal and non-formal education. The category work areas and Specialized Buildings is lower than expected, particularly for the item on "factories, businesses and workshops." On-the-job training appears to be growing, and we expect this area to increase rapidly.

Innovative facilities are also just in the beginning stages. Since interest was evinced in mobile vans, we especially expect them to increase in number.

With regard to methods for informing communities about NFE programmes, the top eight choices were arranged as follows:

	<u>Used</u>	%	<u>Most Effective</u>	%
	No. of Programmes		NO. of Programmes	
Letters .	126	52.5	91	37.9
Pitsos	93	38.8	72	30.0
Person to person	65	27.1	36	15.0
Home vists	63	26.2	46	19.2
Religious gatherings	49	20.4	31	13.3
Radio	43	17.9	26	10.8
Coop. or community develop- ment meeting	41	17.1	26	10.8
School/parents meetings	29	12.1	14	5.8

Generally, the directors found the techniques they used to be the most effective ones. Home visits rose slightly in rank. Radio is the only mass media used. On the whole, individual contacts and group meetings were found to be the most often used and effective techniques.

Incentives are offered participants by most programmes. Currently personal development, learning skills and earning money while learning are the top three mentioned. On the whole, non-material incentives are most often-

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## NFE Facilities

<u>Type</u>	<u>No. of Programmes</u>	<u>%</u>
<u>Traditional Spaces</u>		
Homes	93	38.8
Open comunal areas	91	37.9
<u>Formal Education Building</u>		
Training Centres	78	32.5
Schools	68	28.3
<u>Work Areas and Specialized Buildings</u>		
Clinics, health centres	61	25.4
Fields or gardens	42	17.5
Churches or church facilities	40	16.7
Hospitals	17	7.1
Prisons	15	6.2
Other buildings	12	5.0
Factories, businesses,, workshops	9	3.7
Police centres	7	2.9
<u>Innovative Facilities</u>		
Mobile vans	5	2.1
Theatres of cultural centres	4	1.7
Sports or recreation areas	4	1.7
Tents	2	0.8

Incentives Offered Participants

<u>Type</u>	<u>Used</u>		<u>Needed</u>	
	<u>No. of Programmes</u>	<u>%</u>	<u>No. of Programmes</u>	<u>%</u>
<u>Deferred Material Incentive</u>				
Learn skills, earn else where	83	34.6	27	24.3
Receive certificate, diploma	14	5.8	27	24.3
<u>Immediate Material Incentive</u>				
Earn while learning	81	33.7	30	27.0
Obtain free service or materials through programme	57	23.7	34	30.6
<u>Non-Material Incentives</u>				
Personal development	137	57.1	30	27.0
Social gatherings, inter-tainment	36	15.0	20	18.0
Higher status in community	51	21.2	21	18.9
<u>No special Incentives</u>				
None offered	7	2.9	4	1.7

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mentioned (31.1%), followed by immediate material incentives (28.8%) and deferred material incentives (20.2%)

The directors of 111 programmes stated that they need more material incentives (28.8%), followed by deferred material incentives (24.3%), and finally non-material incentives (21.3). Their top choice is to offer free services of materials through the programme (30.6%), followed by earning money while learning (27.0%) and personal development (27.0%).

Several of these areas of incentives imply a need for additional funding and in-kind donations. Since many NFE programmes have little access to new sources of support, it is important that such resources be extended to them.

## XVI. Inter-Institutional Collaboration

An outstanding amount of inter-institutional collaboration exists between and amongst NFE programmes and other organizations in Lesotho. In other countries, NFE programmes often were found to be somewhat isolated. This is generally not the case in Lesotho, and we believe that the high degree of collaboration is due in part to positive cultural values favoring mutual assistance.

Collaborative activities occurring already in Lesotho include giving, receiving and sharing:

- training opportunities
- evaluation and research approaches
- educational methods, materials and media
- personnel facilities
- material assistance (transportation, equipment, tools)
- financial assistance

We asked NFE programme directors and coordinators to tell us in what ways they had given or received assistance. The resulting data are very detailed, and we can only present summary findings here.

First of all, many NFE programmes assisted other programmes and organizations. The following chart shows that several helped more than one other group:

<u>Number of Programmes Who Provided Assistance</u>	<u>Number of Programmes Assisted</u>	<u>Total Number of Programmes Assisted</u>
33	1	33
21	2	42
9	3	27
4	4	16
1	5	5
1	6	6
<u>TOTALS</u> <u>69</u>		<u>129</u>

Similarly many NFE programmes received assistance from other NFE programmes or organizations:

<u>Number of Programmes Who Received Assistance</u>	<u>Number of Programmes Who Assisted</u>	<u>Total No. of Programmes Who Assisted</u>
52	1	52
28	2	56
10	3	30
4	4	16
1	5	5
<u>TOTALS 95</u>		<u>159</u>

There exists an outstanding opportunity to increase such inter-relationships and promote more positive collaboration. We asked about interest in developing more collaborative arrangements. A total of 78 programme directors or coordinators wished to have more informal arrangements. Significantly, 124 preferred to develop formal collaborative agreements. From this, we may infer that they wish to have more stable, long-term and binding inter-institutional relationships.

This is also reflected in the fact that 48.3% of the programmes were somewhat dissatisfied with their present informal arrangements, whereas fewer, 39.2%, were dissatisfied with their formal arrangements.

Many reported that they would like to collaborate with more organizations in general. Of the 192 who responded to this point, 84.9% requested more inter-institutional collaboration.

All in all, these responses indicate that a fertile field exists for collaborative activities and networking. From experiences in other countries, we know that this can amplify the positive effects of NFE considerably, and lead to filling many of the gap areas and needs for improved programmes.

## XVII. Relations with Formal Education

As noted in earlier sections, there exists a high degree of linkage between NFE programmes and formal education. Teachers serve as instructors for several NFE programmes and are the participants in many others. Schools and training centres are used as important learning areas for many NFE programmes, and curricular topics include basic education, literacy and numeracy.

In addition, we asked programme directors about their inter-institutional relationships with formal education organizations. Of 221 programmes, a total of 88, 39.8% had developed collaborative relationships with the formal education sector. The following table presents the most often-mentioned institutions of the formal sector:

<u>Institutions</u>	<u>No. of Programmes</u>	<u>%</u>
Ministry of Education	20	8.3
Semi-Autonomous Centres	23	9.6
National University of Lesotho	21	8.7
District-Level Institutions	7	2.9
National Teacher Training College	6	2.5
Schools	33	13.7
Technical Institutes	6	2.5
Other	12	5.0

Local schools are most often mentioned, followed by the Semi-Autonomous Centres and Institutes, the Ministry of Education and the National University of Lesotho. These collaborative activities have been the result of both positive interventions on the part of the formal sector, as well as the mutual interest in serving out-of-school populations well.

The types of relationships with formal education institutions requested by NFE programmes include:

<u>Type of Relationship Desired</u>	<u>No. of Programmes</u>	<u>%</u>
Exchange of information	115	47.9
Advisory services	98	40.8
Teachers to serve in programmes	67	27.9
Use of facilities	67	27.9
Joint activities	63	26.2
Financial or in-kind assistance	46	19.2
Certification	41	17.1
Other	10	4.2

Clearly, the exchange of information and advisory services are the areas of greatest interest. Indeed, we may say that there is a high demand on the part of NFE programmes for more work with institutions of the formal education sector. This fact, coupled with the general orientation toward inter-institutional collaboration, could well lead to the development of a rich variety of new servicing and exchange activities.

### XVIII Successes, Problems and Needs of NFE Programmes

During the study, we asked NFE programme directors and major staff members to assess their own programmes. Through analysing their observations on their successes, problems and needs, we can begin to build upon their accomplishments and plan to help them to meet their needs.

It is striking to note that programme directors and staff members were quite balanced in their programme assessments:

	No. of Programmes	%
very successful	47	19.6
moderately successful	162	67.5
unsuccessful	16	6.7
No response	<u>15</u>	<u>6.2</u>
	240	100.0

Thus, the majority of the programmes were judged to be at least moderately successful by those charged with their implementation. Further analyses will tell us which types of organizations with what longevity and goals have been most successful.

This assessment must be viewed in light of the many problems and needs of NFE. A substantial number of problems were reported in response to a series of questions on typical areas of concern to NFE programmes. Additional needs may be discerned from other items in the questionnaire, as discussed throughout this summary report.

Following is a chart specifically related to responses on defined areas of anticipated needs and problems:

#### Major Needs and Problems of NFE Programmes

	Number of Programmes	%
Financial needs	109	45.4
Adequate staff members	95	39.6
Staff training needs	86	35.8
Organizational or administrative problems	68	28.3
Planning needs or problems	57	23.7
Lack of community support	55	22.9
Materials distribution problems	53	22.1
Group leadership problems	48	20.0
Adequate and appropriate educational materials	43	17.9

	Number of Programmes	%
Problems with maintaining group membership	43	17.9
Evaluation and research needs	42	17.5
Communications needs with programme participants	40	16.7

Other problems and needs reported to be of less concern are listed below, from greater to lesser importance:

- Needs for collaborating with other NFE groups
- Needs for collaborating with formal education institutions
- Adequate and appropriate educational methods
- Adequate information for sound programme development
- Needs for collaborating with non-educational institutions

The typical response rate to these questions was 96.7% of the projects; therefore, we feel confident that the answers reflect the perceived prevailing needs and problems of NFE programmes in Lesotho. Not surprisingly, the major need is for financial help and the NFE assistance Fund should provide some of the required funding; however, a larger, concentrated national effort in this regard, on the part of both the governmental and non-governmental sectors, is clearly and urgently needed.

*whose  
conclusion*

The request for more staff members is undoubtedly linked to the need for financial assistance. Volunteers have been very instrumental in NFE in Lesotho, as elsewhere, but concerted, long-term educational efforts usually require some paid staff members who can devote their working lives to sound programme development and service.

Staff training emerges as a prime need in this listing, as elsewhere in the study. This crucial need outweighs the requests for the provision of educational materials and media per se. However, in order to mount successful training workshops and in-service field training activities, many materials and media will be needed. In a sense, this training request is related to many of the other needs listed, and most especially to organizational and administrative problems, planning needs or problems, community motivation and communication, group leadership needs, and evaluation and research needs. Training will help programmes to meet these voiced needs.

It is interesting to note that when the twelve top areas of needs and problems are labelled as "internal", "community-related", or "external" needs, we find four in each category. However, the majority (39.4) of the needs can be met only through the good services of external institutions (financial help, staff training, materials distribution and the provision of educational materials and media). Internal program problems, often requiring external help, account for 35.5% of the needs and problems. Community-related problems are third (25.1%), and yet represent substantial reason for concern. They too indicate that staff training is needed for promoting improved programme/community relations.

XIX. Major Conclusions of The Study.

The results of the first national study on non-formal education in Lesotho have shown clearly that it has arisen from the Basotho culture, and is very responsive to the social and economic development needs of the nation.

how do we know this?

We began the study with a listing of 60 NFE programmes, and after a major field research effort, the LDTC staff was able to identify 240 programmes. Certainly more exist, and we plan to include them in the continuing assessments of the growth of NFE in Lesotho.

We found that the numbers of NFE programmes are directly proportional to the size of the populations in the districts when grouped into three levels, according to the degree of socio-economic development. This fact attests to the major effort made by dedicated Basotho citizens to serve even the most remote corners of Lesotho.

These 240 programmes include over 217,000 participants and 3,681 staff members, 54.7% of whom are volunteers. If this growth seems astounding, then even more impressive are the stated goals for growth. Programme directors reported that 67.9% plan to increase the size of participant coverage; 60.4% expect to add new educational topics; and 53.7% plan to extend their areas of geographical coverage.

20% of the pop. how many in formal?

These plans, coupled with our findings regarding the recent, rapid growth of NFE programmes in Lesotho, leads us to conclude that this important sector should increase in size dramatically during the 1980's.

Clearly then, it is crucial that policy-planners take into account the needs of NFE programmes in relation to the demand for out-of-school learning opportunities.

The majority of the organizations and topic areas covered fall into the area of education for economic development. The second most important area family and home-related education. More work appears to be needed in basic education and functional literacy, as well as infant and parent

It is highly likely that since the majority of the NFE programmes were initiated and planned by individuals or institutions of the governmental sector, but subsequently consolidated and implemented by non-governmental organizations, that the government can play an increasingly important role in promoting programme development. The non-governmental sector can build upon this base of support and help to ensure the local relevance of programmes, as well as the enthusiasm of district and village-level groups.

The NFE education programme directors made a series of requests for more staff training opportunities, new educational methods, materials and media, as well as assistance with evaluation and research. These requests are <sup>discussed</sup> in detail in the respective sections of this report and collectively amount to a mandate for servicing the programmes in their areas of greatest need.

Of special note are the needs for training. Clearly, a major effort is required, with the collaborative assistance of several national institutions.

The requests for inter-institutional collaboration are also very high in number. This has occurred spontaneously despite the relative geographical isolation of many of the programmes and the lack of an organizational mechanism for promoting collaborative arrangements. The creation of a mechanism could be of immense utility and help to ensure the qualitative improvement and growth of NFE programmes in Lesotho.

We found that NFE in many cases, is linked to formal education in terms of institutions, teachers, schools and curricula. Since over half of the directors requested to have greater inter-institutional linkages with the formal education sector, we believe that this presents a series of opportunities for both NFE and formal education.

Finally, we wish to request that all readers share with us their comments and suggestions. This report presents only some of the results from the first level of analysis; therefore, we need and can incorporate your ideas in the succeeding levels of analysis and interpretation.

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"Through this study, we have been privileged to witness the outstanding dedication of the Basotho people to developing non-formal education. We are hopeful that, in some small way, our efforts will contribute to this major national movement.

ANNEX I

NFE TOPIC AREAS

<u>TOPIC</u>	<u>No. of Programmes</u>	<u>%</u>
<u>Agriculture</u>	107	43.3
Vegetable growing	29	12.1
Fruits	13	5.4
Grains and Grasses	19	7.9
Fertilizers	16	6.7
Erosion Control/ reforestation	15	6.2
Appropriate Technology	7	2.9
Storage, Marketing of Products	2	.8
Agriculture: Other	25	10.4
<u>Animal Husbandry</u>	51	21.2
Cattle raising, Milking	13	5.4
Sheep or Goats	5	2.1
Fish Ponds	19	7.9
Rabbits, Pigs, Poultry, Other	15	6.2
OTHER	6	2.5
<u>Community Development</u>	21	8.7
Conscientization, Needs Assessment	1	.4
Organization of Community Groups	2	.8
OTHER	18	7.5
<u>Cooperative Education</u>	37	15.4
Coop Formation	12	5.0
Training in Administration	7	2.9
OTHER	18	7.5

Weaving	10	4.2
Grass Art	2	.8
Clay Products	-	-
Wool Skin, Leather	1	.4
Marketing of Crafts	1	.4
OTHER	5	2.1
<u>Factory and Construction Skills</u>	4	1.7
Carpentry	2	.8
Brick Laying	2	.8
OTHER	-	-
<u>Commercial and Office Skills</u>	1	.4
<u>Migrant Education</u>	3	1.2
<u>Basic Education</u>	36	15.0
<u>Literacy</u>	6	2.5
<u>Numeracy</u>	3	1.2
<u>Nutrition</u>	40	16.7
Infant or Child Nutrition	1	.4
Pregnant Women's Nutrition	1	.4
Family Nutrition	-	-
Use of Nutrition Services	1	.4
OTHER	37	15.4

<u>TOPIC</u>	<u>No of Programmes</u>	<u>z</u>
<u>Health, Hygiene &amp; Sanitation</u>	47	19.6
Infant or Child Health	8	3.3
Pregnant Women's Health	16	6.7
Family Preventive Health	14	5.8
First Aid	5	2.1
OTHER	9	3.7
<u>Family Life Education</u>	4	1.7
<u>Infant and Pre-school Education</u>	35	14.6
Pre-school Education	3	1.2
Parenting Skills	2	.8
OTHER	30	12.5
<u>Home Economics</u>	47	19.6
Home Maintenance	26	10.8
Basic Sewing	16	6.7
OTHER	5	2.1
<u>Recreation and Sports</u>	2	.8
<u>Culture and Religious Education</u>	1	.4

NATIONAL STUDY OF NON-FORMAL EDUCATION - LESOTHOSTATUS OF THE SURVEY - APRIL, 1981.

DISTRICT: ..... THABA - TSEKA ..... TOTAL ORGANIZATION ..... 9 ..

NO	NAME OF ORGANIZATION	PRIVATE OR GOVERNMENTAL	NO. OF NFE ACTIVITIES
1001	Ministry of Rural Development	Development	1
1002	Rural Technology Unit	Government	5
1003	Thaba-Tseka Integrated Rural Development Project	"	5
1004	Mohlanaapeng Clinic	Non Government.	3
1005	Ministry of Health	Government	1
1006	Parray Pre. Sch. Clinic	Non Government	5
1007	Livestock	Government	4
1008	V.H.W. Programme	Non Government	1
1009	Iteke Thaba-Tseka Credit Union	"	1

NATIONAL STUDY OF NON-FORMAL EDUCATION - LESOTHO

STATUS OF THE SURVEY - APRIL, 1981.

DISTRICT: ..... MOKHOTLONG ..... TOTAL ORGANIZATION .....

NO	NAME OF ORGANIZATION	PRIVATE OR GOVERNMENTAL	NO. OF NFE ACTIVITIE
0901	Mokhotlong Mark Coop	Non. Government	4
0902	Red Cross	"	5
0903	Soil Conservation	Government	1
0904	L. P. S.	"	6
0905	Coop Lesotho	Non. Government	3
0906	Crops Division	Government	5
0907	St. Peters Pre School Clinic	Non. Government	1
0908	Passport Office	Government	4
0909	Agric Department	"	6
0910	Crops-Lebopo	"	1
0911	General Hospital	"	1
0912	Rafolatsane Credit Union	Non. Government	1
0913	Malefeloane Clinic	"	4
0914	Wool and Mohair Gro Ass	"	5
0915	D. A.	Government	3

NATIONAL STUDY OF NON-FORMAL EDUCATION - LESOTHO

STATUS OF THE SURVEY - APRIL, 1981.

DISTRICT: . . . . . QUTHING . . . . . TOTAL ORGANIZATION . . . . .

NO	NAME OF ORGANIZATION	PRIVATE OR GOVERNMENTAL	NO. OF NFE ACTIVITIES
0701	Ha Koali-Nutrition	Government	2
0702	Nutrition Centre	"	1
0703	Soil Conservation	"	1
0704	Mphaki-Health Centre	"	1
0705	Public Health	"	1
0706	St. Michael Pre Sch. Clinic	"	1
0707	Livestock	"	1
0708	F. P. Clinic	Non Government	6
0709	Makoae-Livestock	Government	2
0710	Mphaki Homemakers club	Non Government	3
0711	Home Economics	Government	5
0712	Crops-Quthing	"	1
0713	Crops and Conservation	"	2

NATIONAL STUDY OF NON-FORMAL EDUCATION - LESOTHO

STATUS OF THE SURVEY - APRIL, 1981.

DISTRICT: MOHALES HOEK ..... TOTAL ORGANIZATION ..... 18 .....

NO	NAME OF ORGANIZATION	PRIVATE OR GOVERNMENTAL	NO. OF NFE ACTIVITIES
0501	Maphutseng - Nutrition Centre	Government	1
0602	Agric	"	1
0603	Coops and Rural Development	"	5
0604	L. P. S.	"	1
0305	Livestock	"	1
0606	Moharane Elelloana Basotho	Non Government	3
0607	Liphiring Nutrition	Government	1
0608	M/H Public Health	Government	1
0609	Youth Affairs Department	"	1
0610	Moharane Clinic	"	5
0611	Coop Lesotho LTD	Non Government	2
0612	Horticulture	Government	1
0613	M/H Hospital	"	3
0614	Interior	"	1
0615	Liphiring Community Clinic	Non Government	1
0616	Tnabang Spinning	Non. Government	1
0617	Customs and Excise	Government	1
0618	L. F. P. A.	Non Government	5

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NATIONAL STUDY OF NON-FORMAL EDUCATION - LESOTHO

STATUS OF THE SURVEY - APRIL, 1981.

DISTRICT: .....MAFETENG..... TOTAL ORGANIZATION ..... 44 .....

NO	NAME OF ORGANIZATION	PRIVATE OR GOVERNMENTAL	NO. OF NFE ACTIVITIES
0501	Coops And Rural Development	Government	1
0502	Mafeteng Poultry Coops	Non Government	1
0503	Phokane Credit Union	"	1
0504	Matelile Health Centre	"	5
0505			
0506		Government	1
0507			
0508			1
0509		Government	1
0510			1
0511			1
0512			1
0513			1
0514			1
0515			1
0516			1
0517			1
0518			1
0519			1
0520			1
0521			1
0522			1
0523	: Credit Union	"	1
0524	Thusanang Basotho Thrift and Credit Union	"	1
0525	Mount Olivett Pre School Clinic	"	1
0526	Tsakholo MCH/CB Centre	"	1
0527	Ha Tebelo Thaba-Morena Community Gardens	"	1
0528	Motsekuoa Clinic	"	1

NATIONAL STUDY OF NON-FORMAL EDUCATION - LESOTHO

STATUS OF THE SURVEY - APRIL, 1981.

.....MASEBU..... TOTAL ORGANIZATION .....27.....

NO	NAME OF ORGANIZATION	PRIVATE OR GOVERNMENTAL	NO. OF NFE ACTIVITIES
0401	Red Cross	Non Government	1
0402	Ha Senekane: Homemakers	"	4
0403	Marabai's Wool Grower Ass.	"	1
0404	Masite: S. C. F. Boy's Snelter	"	1
0405	Roma Valley Coop	"	1
0406	St. Joseph Pre School Clinic	"	2
0407	Marakabei Clinic	"	3
0408	Morija: Livestock	Government	1
0409	Mazenod: Women's Ass of Self-help Projects	Non Government	3
0410	Mazenod: Thabong Weavers	"	3
0411	Thabana li 'Mele	"	1
0412	Ha Tsosane L. Y. H.	"	2
0413	Ithabeleng (Ha Moitsupeli)	"	1
0414	St. Josephs Hospital (Roma)	"	2
0415	Nutrition & Home Economics	Government	3
0416	Care: Lesotho	Non Government	3
0417	Masite Clinic	"	1
0418	Hydrology & Meteorology	Government	1
0419	Coops Rural Development	"	4
0420	Roma Agric Project	Non Government	1
0421	Mantsonyane: St James	"	2
0422	Care: Fatima	"	1
0423	Pre School Scott Hospital	"	4
0424	Comm devel	Government	1
0425	Bahai comm of Lesotho	Non Government	5
0426	Thabelang Handicrafts Ctr	"	2
0427	Livestock: Likalaneng	Government	1
0428	.....	.....	1
0429	.....	Government	1

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NO	NAME OF ORGANIZATION	PRIVATE OR GOVERNMENTAL	NO. OF NFE ACTIVITIES
0331	Maluti Hospital	Non Government	5
0332	Lekokoaneng Thrift and Cre	"	1
0333	C. R. S.	"	2
0334	Khokhoba Wom Ins	"	5
0335	Soil Conservation Committee	Government	7
0336	Mokhatlo oa Boithaopi Village Water Supply	Non Government	1
0338	Bela Bela W. I.	"	5
0339	Livestock	Government	4
0340	Lerato Coop Credit Union	Non Government	4
0341	<i>Phuthi... Co-operative Society</i>	<i>Co-operative</i>	1
0342	<i>Phuthi... (P.T.)</i>	<i>Non Governmental</i>	1
0343	<i>Phuthi... Co-operative</i>	<i>"</i>	1
0344	<i>ST. Mary's Primary School</i>	<i>Government</i>	1
0345	<i>Phuthi...</i>	<i>Government</i>	1
0346	<i>Phuthi... Co-operative</i>	<i>Co-operative</i>	1

NATIONAL STUDY OF NON-FORMAL EDUCATION - LESOTHO

STATUS OF THE SURVEY - APRIL, 1981.

DISTRICT: ...BEREA..... TOTAL ORGANIZATION ~~40~~ <sup>45</sup>.....

NO	NAME OF ORGANIZATION	PRIVATE OR GOVERNMENTAL	NO. OF NFE ACTIVITIES
0301	Gethsemany Clinic	Non Government	1
0302	Nutrition	Government	4
0303	Ha Mamathe	"	3
0304	L. P. S.	"	3
0305	Boiteko	Non Government	1
0306	Sebelisang Lerato Wo Ass	"	2
0307	Homemakers	"	4
0308	W. I.	"	2
0309	Iketsetse Community Garden	"	1
0310	Livestock	Government	5
0311	Setsoto Designs	Non Government	4
0312	Health Education Programme	Government	1
0313	Farm Manag Econ	"	1
0314	Produce Mart Coop	"	2
0315	Coop Lesotho LTD	Non Government	1
0316	Iteheleng	"	2
0317	Poultry Centre	"	4
0318	Phuthiatsana Irrigation Pro	Government	2
0319	Red Cross Clinic	Non Government	3
0320	Boiteko	"	1
0321	Lioli Coops Credit Union	"	1
0322	Agric	Government	5
0323	W. I.	Non Government	1
0324	Homemakers Ass	"	2
0325	Boiteko	"	5
0326	Berea Knitwear	"	1
0327	Kananelong Ass of Farmers	"	2
0328	Community Development	Government	1
0329	Community Develop. (ha Paki)	"	4
0330	L. F. P. A.	Non Government	2

NATIONAL STUDY OF NON-FORMAL EDUCATION - LESOTHO

STATUS OF THE SURVEY - APRIL, 1981.

DISTRICT: .....LERIBE..... TOTAL ORGANIZATION ..... 25 26

NO	NAME OF ORGANIZATION	PRIVATE OR GOVERNMENTAL	NO. OF NFE ACTIVITIES
0201	Thusanang Thrift and Credit	Non Government	1
0202	Ithabeleng Matlaka	"	1
0203	Crops-Matlakeng	Government	1
0204	Junior Red Cross	Non Government	5
0205	Basali ba Letsolo la Iketsetse (Peka)	"	1
0206	Peka Homemakers Ass	Non Government	3
0207	Butha-Buthe Poultry Society (Matlakeng)	"	1
0208	Community Development Pro	Government	1
0209	Leribe Red Cross	Non Government	4
0210	Peka Young Farmers	"	2
0211	Leribe Crafts Centre	"	3
0212	Rapellang 'Mate Thrift and Credit	"	7
0213	Pela Tsoeu Thrift and Credit	"	3
0214	Lewotho Young Farmers Club	"	5
0215	F. T. C.	Government	5
0216	Crops Agric	"	1
0217	Public Health Department	"	6
0218	Maryland Clinic	None Government	1
0219	Leribe Prison	Government	5
0220	Makesi Credit Union	Non Government	1
0221	Manka Credit Union	"	3
0222	Hlotse Soil Cons	Government	2
0223	Litsukulu Makhona tsohle	Non Government	1
0224	Hlotse Irrigation	Government	1
0225	Lifefo Thrift and Credit Union	Non Government	2
			0
			03
			03

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NATIONAL STUDY OF NON-FORMAL EDUCATION - LESOTHO

STATUS OF THE SURVEY - APRIL, 1981.

DISTRICT: .. BUTHA-BUTHE ..... TOTAL ORGANIZATION ..... 23

NO	NAME OF ORGANIZATION	PRIVATE OR GOVERNMENTAL	NO. OF NFE ACTIVIT.
0101	Tsime-Halolo Dairy Farmers	Non Government	2
0102	Lejang Thrift and Credit LTD	"	3
0103	Ipopeng Maluma	"	4
0104	Boithatelo Comm Gardens	"	4
0105	Falimehang Comm Garden	"	1
0106	Hololo Valley Project	Government	6
0107	Makhoakhoa Thrift and Cre	Non Government	1
0108	Qalo Youth Club	"	4
0109	Qholaqhoe Comm Gardens	"	1
0110	Litema Handicrafts	Non Government	3
0111	Independent Baptist Church	"	3
0112	Tiisetso Thrift and Credit	"	1
0113	Kutloano Thrift and Credit	"	1
0114	Coop and Rural Development	Government	4
0115	Mphe Mphe Thrift and Credit	Non Government	1
0116	V. H. W. United	"	1
0117	Makhunoane Thrift and Credit	"	1
0118	L. P. S.	Government	2
0119	Boiteko Homemaker Ass.	Non Government	3
0120	Liphofung Thrift & Cred Uni	"	2
0121	Butha-Buthe Poultry Cop Socy ty	"	4
0122	Qholaqhoe Wool Growers Ass.	"	1
0123	St. Peters Pre School Clinic	"	3
	<i>notary cooperative thrift trust</i>		

less utilized. The top six types currently used are:

<u>Type</u>	<u>%</u>
books, texts, booklets	69.6
posters, charts, maps, pictures	52.1
blackboards, flipcharts	36.7
educational newspaper supplements	24.2
educational radio programmes	17.9
films	15.4

Four of these types are visual and only one each is aural or audio-visual. This list stands in contrast to the top six requests for new materials and media:

<u>Type</u>	<u>%</u>
films	49.2
slides with cassettes	35.9
educational radio programmes	28.1
books, texts, booklets	27.3
posters, charts, maps, pictures	27.3
tape recorders, cassettes	26.6

Of the top 6 types requested, 2 each is audio-visual, aural and visual. The desire for films and the cost-effective alternative, slide/tape presentations, is particularly striking.

Educational radio programmes clearly are rising in relative importance. Books, texts, booklets, posters, charts, maps and pictures remain important areas, but the preference is for more audio-visual and aural media. Not reflected in this listing is the crucial need for training manuals, materials and media. Given the strong interest in training, many new written materials will be needed in the near future.

\*XIII. EVALUATION AND RESEARCH

A surprisingly high number of programme directors reported that research was conducted before their programme was initiated. A total of 99 programmes engaged in a variety of types of pre-studies. Clearly though, this is an important gap area that should be addressed by future training programmes directed toward implementing effective research and evaluation approaches. The directors reported that the following kinds of studies were conducted:

Types of Study	No. of Programmes	Percentage
Meetings with the community	71	29.6
Surveys	35	14.6
Interviews	29	12.1
Case Studies	21	8.7
Feasibility Studies	14	5.8
Other	2	.8

The least-structured type of enquiry "meetings with the community," was the most prevalently used method. Other more structured approaches have been less used. Still, their mention reveals a strong interest in more structured approaches and represents an impressive beginning.

These studies dealt with the following topic areas:

Study Objectives	No. of Programmes	Percentage
Needs and expectations of potential participants	58	24.2
Personal or family situation (health nutrition, housing, etc)	54	22.5
Interests, attitudes, motivations of potential participants	49	20.4
Estimate of potential economic contribution to community	41	17.1
Participant or geographical coverage	35	14.6
Assessment of material resources		