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NON-FORMAL EDUCATION IN LESOTHO:

A National Study for Policy Planning and Program Development

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Ho Sechaba sa Basotho

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I. INTRODUCTION

One of the major concerns of developing countries endeavoring to create the conditions necessary for the sustained development of their societies has been the provision of minimum levels of education and skills training for all of their populations. The extensive efforts undertaken by many nations during the past two decades to provide adequate educational opportunities have not met with sufficient success, either qualitatively or quantitatively. Substantial portions of the population in most countries still lack access to schools, and the few who attain relatively high levels of education often find it difficult to encounter sufficient employment.

In an attempt to augment educational opportunities, particularly for the poor in urban and rural areas, many countries have begun to emphasize the development and expansion of non-formal education (NFE). Through NFE, the nations aspire to providing at least minimum levels of basic education, skills training, plus complementary programs for human development: early childhood education, health and nutrition, environmental education, etc. Non-formal education is usually viewed not only as a means to complement and supplement formal education, but also as a way to extend and further national social and economic development goals.

In general, as countries began to promote the development of non-formal education, they concentrated upon building large extension programs or initiating local level efforts. Relatively few took a more holistic view including the development of national policy-planning for NFE. The

Kingdom of Lesotho represents an outstanding exception in this regard. Furthermore, Lesotho has made a major effort to assist many local level programs with in-service training, educational materials and evaluation programs, making it a leading country in Africa in the field of non-formal education.

A necessary pre-requisite to full policy-planning in NFE is the careful study of the complex phenomena it encompasses. Non-formal education, though deeply rooted in the traditions of Lesotho, previously had not been the subject of systematic and comprehensive study. For this reason the Ministry of Education in combination with other ministries, decided to launch a major national survey of non-formal education conducted by the Lesotho Distance Teaching Center (LDTC). The basic purpose of the study was to provide essential information and analyses regarding NFE particularly for the consideration of national policy-planners, and also for others involved in conducting NFE activities. Support for the study was provided by the United States Agency for International Development (USAID), as a part of its extensive assistance for the structuring of NFE resources in Lesotho. The study was conducted by the LDTC over a two-year period from 1980 to 1982. World Education, Inc. provided logistical support for the authors during the final phase of analysis and report preparation in 1983.

The data for this study were provided by the directors and coordinators of NFE programs in Lesotho. A structured questionnaire was used for the interviews with the program directors. The initial draft of the

questionnaire was prepared in November 1979 by Emily Vargas Adams, a USAID consultant in educational research, in collaboration with the LDTC staff and several NFE program directors. After extensive field testing and consultations with many policymakers, practitioners and leaders of NFE in Lesotho, the questionnaire was modified, under the guidance of Joseph Bastian, a USAID resident advisor in educational research. The survey began in July 1980 and was completed in February 1982.

Since this was the first study of its kind in Lesotho, the LDTC undertook extensive field work to identify potential NFE groups to be included in the study. This exploratory field work was of immense importance to the success of the survey. When the initial planning began, it was thought that there were at least 150 programs which provided nonformal education to the people of Lesotho. But, as a result of the field work, the original estimate was expanded to about 400 programs. Inevitably, there was some duplication of information about the programs, and certain programs were found to no longer be in existence.

The survey covered all of the 10 districts of the country and included 240 programs. Some programs were missed, either because their leaders could not be found or because they were located too late to be included in the study. However, we have sufficient reason to believe that virtually all of the major programs in each of the regions of the country were covered with the exception of urban Maseru. The few programs not included in the survey represent a very small amount of the NFE programs in Lesotho.

Given the excellent geographical coverage of this survey and the variety of the types of programs, in general the results of this study may be viewed with confidence. The one area where the data were difficult to assess concerned the total numbers of participants, and to a lesser degree, staff members. The reasons for these problems will be provided at appropriate points in the text.

Major Goals and Objectives of the Study

The main goal of the study was to provide essential information and analyses regarding non-formal education for the use of policy-planners and program development specialists in Lesotho. To achieve this goal, three main objectives guided the study:

1. To describe and analyze the current status of non-formal education.

Little was known in a systematic way about the history, extent and structure of NFE in Lesotho. Thus the study was to provide answers to certain essential questions: Who sponsors, conducts and participates in NFE programs? Where are they located? How are they organized, staffed, implemented and evaluated? What goals do they have and what topics do they cover? What types of methods, materials and media are used? How effective are these elements? What learning contexts are found in NFE? How complete are their program development processes? What kinds of programs exhibit certain tendencies, e.g., do larger extension programs tend to have certain characteristics which clearly differentiate them

from smaller, local-level programs? Do programs with a greater relationship with formal education have characteristics which set them apart from others which lack such relationships? How do programs with more complete program development processes differ from other less-developed programs?

These and many other questions guided the study and led to the creation of a rich data set which has yielded concrete answers--and also--generated many new lines of enquiry which could serve as a basis for further data analysis and future in-depth research on NFE in Lesotho.

2. To discover the major gap areas, problems and needs of NFE in Lesotho in order to provide further elements for policy-planning and to assist with the creation of a major national program effort to help to meet the prevailing needs

NFE directors throughout Lesotho were asked to assess their major areas for program improvement and growth, as well as their main problems and needs. The study included questions such as: What new educational methods, materials or media are desired? Are in-service training or evaluation needed? What types of new incentives are required to attract more participants? Do the directors wish to develop more inter-program contacts or relationships with formal education? Do they plan to increase, simply maintain, or decrease their program coverage? What are their most major problems?

Furthermore, the study results provide abundant information on gap areas and the relative needs of certain types of programs. At various points in the text, certain analyses point to areas of major concern.

These analyses and interpretations plus the requests for assistance on the part of the program directors were combined to provide a general assessment of the main needs of NFE programs. The concluding section (Chapter XV) provides a description of the major results of the study and recommendations for the consideration of policymakers, planners and program developers in Lesotho.

3. To contribute to the international understanding of NFE, for promoting the quantitative growth and qualitative improvement of educational services for the poor.

Since this study is the largest and most comprehensive national survey of NFE conducted to date, its results should provide elements for international comparison with NFE structures, contents and processes in other countries. It is hoped that the leadership taken by the Basotho nation in conducting this major research effort will encourage other nations to seek to understand the nature of their NFE programs and to develop holistic policy-planning efforts within the framework of their national goals.

Clearly this objective cannot be achieved by this report alone. Rather, only through international collaboration for the enhancement of NFE will the results of this study emerge to play a role in future development activities in other countries. Indeed, many of the outcomes of this study are very encouraging, and they could well serve to assist with specific policy-planning efforts and the development of national-level studies in other nations.

Content Areas of the Survey Questionnaire

In order to meet the above major goals of this study, the NFE Survey Questionnaire covered the following main topics:

1. Characteristics of the organizations sponsoring the NFE programs
2. History of program development
3. Program planning and developmental process
4. Major goals of the NFE programs
5. Topic areas covered
6. Teaching learning contexts of the programs
7. Organization and staff
8. In-service training received and requested
9. Decisionmaking patterns within NFE organizations
10. Socio-economic characteristics of the participants
11. Geographical and participant coverage
12. Types of facilities used by NFE programs
13. Program scheduling
14. Methods used to inform communities about NFE programs and their effectiveness
15. Incentives used and needed to attract and maintain participants
16. Evaluation and research prior to program initiation, participant evaluation, program evaluation, as well as the need for education
17. Participant follow-up
18. Inter-institutional collaboration, both informal and formal
19. Relations with formal education
20. Financial information
21. Program success, problems and needs.

The Report

This report is divided into a set of major chapters, each dealing with a specific topic or cluster of topics. Each chapter has a concluding section which highlights main findings, and the final Chapter XV provides the major conclusions of the study, plus selected recommendations. Given the size of the task, the authors decided to divide the responsibility for the preparation of the chapters. Chapters II, III, IV, VIII, IX, and XII were prepared by Joseph Bastian. Chapters V, VI, VII, X, XI, XIII, XIV and XV were written by Emily Vargas Adams. Each of the authors would welcome comments and suggestions regarding the chapters they prepared and the study as a whole.

The report only provides elements for NFE policy planning and program development in Lesotho. It is not, nor does it attempt to be, a plan of action. The report represents an attempt to provide information on the quantitative and qualitative dimensions of NFE in Lesotho, as well as specific results regarding gap areas, problems and needs. Within national development goals, priorities and resources, the policy planners have the task of defining NFE goals and objectives, setting targets, selecting and developing organizational mechanisms, creating a decentralized approach for village and district-level networking and involvement in planning, and allocating resources for promoting the growth and improvement of NFE in Lesotho.

It is the profound hope of the authors that this small contribution will ultimately help to bring the benefits of non-formal education to more children and adults in the Kingdom of Lesotho.

II. EDUCATION AND DEVELOPMENT IN LESOTHO

The importance and hope attached to education as an instrument of development by many developing nations in the 1950s and early 1960s is evident from the development plans of these nations. Statements such as: "The destiny of India is now being shaped in her classrooms. This, we believe, is no mere rhetoric . . . it is education that determines the level of prosperity, welfare and security of the people" (India, 1964) were common. The programs and policies of the United Nations First-Development Decade in the 1960s and that of the other donor agencies, reflected, to a large measure, this belief in an almost automatic relationship between education and development. Large proportions of material resources were allocated, both in budget and in investment programs, for education.

After nearly two decades of increased investment in development programs and the expansion of the education sector, societies and individuals in many developing nations face a crisis of expectations. The proportions of the total population that remains below the absolute poverty line in the Third World nations is unacceptably high. Using a meager $50 U.S. dollars per capita at 1971 prices as the arbitrary poverty line, Ahluwalia (1974) estimated that in 1969 these were nearly 250 million people in the Third World living under the absolute poverty line. A World Bank report published in 1978 noted that the number in absolute poverty had increased, subsequently, to 770 million.

There have been spectacular increases in enrollment in educational institutions in developing countries. At the primary level, from 1950 to 1970, a total of 133 million students were added to the enrollments. However, since 1970, there has been a sharp decline in additional enrollments to the extent that they are not keeping pace with the increase in the size of the primary school age group. Projections calculated by UNESCO (1974) show that the 5 to 14 age group in developing countries is likely to increase from 481 to 725 million between 1970 and 1985. During the same period, if present trends continue, the number of out-of-school children between the age groups of 5 to 14 will rise from 269 million in 1970 to 375 million in 1985. Although this represents a small increase in the proportion of the age group enrolled (44% to 48%), there is still a significant increase in the number of children unlikely to have any formal education.

The increase in enrollment in secondary schools has been even more spectacular. Between 1950 and 1975, secondary school enrollments increased by 920%, about double the percentage increase for primary enrollment. But it must be remembered that even with this larger increase, the proportion of the secondary age group at school is very much smaller than for the primary level.

It is in the area of higher education that the rate of growth between 1950 and 1975 has been most spectacular--a tenfold increase. Yet the total number enrolled in higher education institutions in all of the developing countries in 1975 added up to only 9.5 million, a vastly insignificant figure compared to the total population.

One of the direct consequences of this rapid expansion of enrollment in educational institutions, especially at the secondary and higher education levels has been an increase in the volume of educated unemployment. Critics have focused attention on the mismatch between the type of education provided and employment opportunities.

Thus, in spite of the substantial progress that was made in general development and education, the bright hopes of the early years are far from being realized. All levels of education, including primary education still remain inaccessible to the bulk of the population; large numbers of citizens who obtained education at great cost to themselves and to the society remain economically unproductive; and the absolute number of citizens who subsist under the poverty line has increased.

The above realization has provoked some reanalysis of the role of education in national development. The initial consensus has been that it was educational policy that was irrelevant. But as the World Bank report points out, it is no longer certain that this was always the case. In many respects, it seems that educational policies were simply keeping company with overall development objectives which were themselves irrelevant to the societies and conditions of developing countries.

In their eagerness to "catch up with the rich countries," the newly independent nations of the developing world directed their resources to a modern capital intensive, export-oriented sub-sector which required a small, trained, elite labor force. Educational institutions were geared to producing such a labor force for a relatively small modern sector to the neglect of the major part of the labor force which was either engaged in

traditional subsistence farming or suffered increasingly from unemployment.

Perhaps such a strategy was based on two sets of related beliefs: first, increasing the overall national income would eventually produce prosperity for all. Second, the traditional sectors of lower productivity, composing 60% to 80% of the population, often employing primitive and labor intensive technologies required ostensibly less education and training. In other words, general development strategies and the educational strategies desired as an aid to achieve them were more closely related than was commonly supposed.

National plans have recently paid greater attention to the rural and traditional sector of the economy in an attempt to redress the balance of earlier plans. But in most countries this planning has not yet met with success, either because of the nature of the plans themselves or because of lack of implementation. A broadening of development objectives also implies that significant changes are needed in educational policies. If education is to contribute to the development of the rural and traditional sectors of the economy, the educational enterprise in developing nations will have to abandon the elitist approaches of the past and adopt a mass education strategy as an economic and social necessity. The realization of these goals will require radical changes in the ways in which education and training programs are organized and distributed, as well as in their content and methodology.

Non-formal Education

It is in this wider context of national development that the role of non-formal education in developing societies needs to be assessed and evolved.

Non-formal education has been defined as: "any organized systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children," (Coombs 1979). This definition deserves further examination. Of particular interest is the idea that, instead of seeking to provide a broad, multi-purpose and common form of education to the population as a whole, non-formal education is concerned with identifying specific target groups, diagnosing the specific learning needs of each group and then devising the most appropriate educational approaches through which their needs may be catered for. While formal education uses the school as the only organizational context to provide for the differing educational needs of a particular age group of the citizens, non-formal education seeks to meet the needs of the population based on the assumption that no single organizational context, educational tool or technique will serve the needs of all groups of the population.

An analysis of the issues facing non-formal education in developing countries in the broader context of the national development points to two major areas: The issue of appropriateness and the issue of equity.

The Appropriateness Issue

Educational systems do not exist in a vacuum, so that the first question to ask is: "Appropriate for what?" All education, including non-formal education, if it is to be effective, must be related to national objectives, and implicit in this are theories of development and concepts of social change.

There is a basic contradiction in what education is expected to achieve. On the one hand it is charged with transmitting the cultural heritage, including the dominant value systems of the society--in other words it is seen as a part of the socialization process. On the other hand in the modern world, education is expected to serve as an agent of reform, to be part of building a new economic and social order. An educational system to be successful needs to maintain a proper balance between the goals of these two competing demands.

Education as an agent of reform raises the appropriateness issue at two levels. At the economic level, appropriateness means the provision of skills to the bulk of the population to meet the present and future economic needs of the society. Serious imbalances are observed between the skills generated and the actual needs of most developing countries. These discrepencies between the supply of and demand for skills are caused by a complex set of social, cultural, and political conditions and aspirations that condition the development of educational systems. In considering the goals of skills training for non-formal education for a

sector of the society, it may be useful to describe briefly the principle conditions which affect these issues.

The question of appropriateness also involves the roles of education in transmitting the culture, in the political process and acting as a change agent. In developing countries where educational systems have been imported from abroad, the issue is complicated by the foreignness of models. Education, to act as a change agent under these circumstances, involves complicated problems of reconciliation and synthesis, as is poignantly expressed in the Kenya Education Commission Report (Kenya, 1974):

> ". . . to the Europeans, individuality is the idea of life, to the Africans the ideal is the right relations with and behavior to other people . . . the modern world in which we are now taking our rightful place in a highly competitive society and nowhere is this competitive atmosphere more clearly reflected than in our education. In our traditional life the idea of competition, in the sense of every man for himself, and the devil take the hindmost, was virtually unknown . . . as we prepare ourselves to make a distinctive contribution to the world, we feel that we cannot accept the logical implications of competition untempered by our own historic instincts and moral values."

Appropriateness, therefore, must not be narrowly interpreted. Programs must take into account not only the economic relevance of education and training but also the appropriateness of education to enable the individuals to understand and participate in the political and social values of their cultures.

The Issue of Equity

The United Nations Declaration of Human Rights includes the right of every individual to education. Educational systems not only fail to

ensure mass participation, but they also practice discrimination in their process of selection, promotion and the future determination of careers. Often, resources allocated to rural education are far smaller than the resources available to urban centers. Nonformal education, without the provision of adequate resources, is not likely to reach all of its potential target groups, and once it reaches them, is unlikely to be able to provide quality educational experiences. The situation potentially could create two separate systems, one for the elites and the second for the masses, thus defeating the very purpose of nonformal education.

It is within these two general and broad concepts of appropriateness and equity that the goals of nonformal education need to be discussed and defined, and educational programs that translate these goals into viable activities need to be planned and structured. (The goals of nonformal education are discussed in more detail in Chapter III.)

Economic and Educational Profiles of Lesotho

The landlocked Kingdom of Lesotho, totally surrounded by the Republic of South Africa, lies astride the Drakensberg and Maloti ranges. The total 30,350 square kilometer area of the country is commonly divided into four ecological zones: the lowlands, the foothills, the mountains, and the Senqu River valley. The lowlands, west and south of the mountain ranges, lying between 1,200 meters and 1,800 meters, though, constitute only 17% of the area of the country, and close to 50% of the population lives in these lowlands.

According to the 1926 census, the total population of the

country was 1,216,815. The growth rate of the population is estimated to be 2.3% per annum. This puts the estimated population for 1982 at about 1.4 million. Chart II.1 gives the breakdown of the population by districts.

Lesotho's major problems are determined to a large measure by its geographical location. It is landlocked and totally surrounded by the territory of a single country, the Republic of South Africa (RSA)--a not very friendly nor sympathetic economic, political and military power in the region. As the International Labour Office Report (1979) points out, the dependence of Lesotho on the RSA is so total and stifling that the options available to Lesotho are few, narrow and difficult.

Agriculture. Only some 13% of the land area of the country is suitable for crop cultivation. This limited arable land, which is primarily located in the lowlands, is subjected to heavy frosts, prolonged droughts, torrential rains and severe erosion. Rural poverty is generally attributed to a rapidlyi increasing population, combined with declining levels of agricultural output. The decline in agricultural productivity is absolute, as well as in relation to the consumption requirements of an expanding population. Lesotho, which was an exporter of food grain until early 1980, now depends upon imports for nearly 40% of its food needs.

The migration of able-bodied men to the RSA as laborers in the mines is often held responsible for the decline in agricultural output and yields, and consequently, for low incomes from farming. This had induced further migration and a further neglect of of agriculture.

Chart II.1

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 1982
	Males	Females	Males	Females	Males	Females	Both Sexes	
Butha-Buthe	28,413	37,325	9,006	2,434	37,419	39,759	77,178	88,461
Leribe	75,693	101,091	23,956	5,818	99,649	106,909	206,558	236,753
Berea	53,829	71,972	16,568	3,755	70,397	75,727	146,124	167,481
Maseru	100,747	131,249	22,941	2,872	123,688	134,121	257,809	295,496
Mafeteng	57,662	76,102	17,598	2,977	75,260	79,079	154,339	176,901
Mohale's Hoek	50,882	68,018	15,230	2,181	66,112	70,199	136,311	156,237
Quthing	32,917	45,223	9,205	1,146	42,122	46,369	88,491	101,426
Qacha's Nek	28,574	37,698	8,414	1,811	36,988	39,509	76,497	87,679
Mokhotlong	29,543	37,250	6,170	545	35,713	37,795	73,508	84,251
All Districts	458,260	605,928	129,088	23,539	587,348	629,467	1,216,815	1,394,685

*Data were not available for Thaba-Tseka.

Note: Present = Resident in the country
Absent = Resident outside the country

However, such a simple causation between male migration to the RSA and the decline in agricultural productivity is difficult to establish. Whether low returns from agriculture lead to migration, or whether it is because of migration and the consequent labor shortage that there is low productivity and low income in agriculture are equally valid questions. Even if the migration of labor were to be halted, agriculture in Lesotho would still continue to face productivity problems because of a combination of ecological factors and certain farming practices.

The scarcity of arable land through mounting population pressure and soil erosion has increased the continuous cropping of the land without regard to fertility, which has depleted the land to the point of inertness. The systematic removal of all humus by human and cattle populations also contributes to the above problem. Agronomists and soil engineers are of the strong opinion that large areas of land that are presently under continuous cultivation should be reverted to grazing, some of it on a rotational basis, much of it permanently.

Because of these and other agronomical and ecological factors, the farming practices of most farmers are very far removed from those designed to achieve good crop yields and increase the long-term productivity of the soil. It is reported that farmers often plow ineffectually, with little further seed bed preparation, plant home grown seeds by broadcast methods, use inadequate or no fertilizer and undertake little or no weeding. Any strategy to improve farm productivity should include an extensive educational program to bring about attitudinal changes and alterations in farming practices.

Migrant Labor. The history of migrant labor in Lesotho goes back to the middle of the 19th century. Until 1963, when the RSA instituted border control posts for the first time, the movement of Basotho migrants into the RSA was both uninhibited and unrecorded.

Statistics show that the recruitment of migrant laborers reached its peak in 1976. A total of 160,516 men were recruited during that year with an average number of 121,062 men employed in the mines. However, there has been no increase in the number of migrant workers from Lesotho working in the RSA mines since then. In 1980, there were 120,333 migrant workers from Lesotho in the RSA. This still constitutes approximately 55% of the 20- to 55-year-old men in Lesotho.

The dependence of the Lesotho economy on migrant workers is evident from the fact that remittances by the migrant workers constitute nearly 50% of the national income of Lesotho. Any sudden decline in the number of migrant workers would have a severe economic and social impact upon Lesotho.

The important contribution which the migrant workers make to the economy of Lesotho often masks some of the severe current and potential social problems such oscillating migration creates. A large proportion of the wives in Lesotho spend a substantial part of their early adult lives separated from their men upon whom they depend. The psychosocial implications of such prolonged separations for the families are incalculable.

Another aspect of the migrant labor situation is that even the limited skills these men learn in the mines have very little applica-

tion to the economy of Lesotho once they return home permanently. The skills they acquire while in the mines are not useful in the rural agricultural economy and its supportive sectors. Efficient participation by most men in these sectors of the home economy will require subsequent training. Also, the health of the migrant workers has tended to suffer as a result of the prolonged, heavy work in the mines, leading to a considerable number of additional health problems for the country as a whole.

Industrial Development. Over the last decade the government has made vigorous efforts to increase the tempo of industrial activity and to create more employment in the manufacturing sector. It is estimated that in 1974-1975 the manufacturing industry employed around 3,000 workers, which accounted for around 12% of the total wage unemployment in Lesotho. During the five-year plan, 1970-1975, a number of new manufacturing units were established to produce a variety of consumer products such as pottery, umbrellas, sheepskin goods, electric lamps and furniture. The second plan estimated that Lesotho's industrial labor force would grow to 32,500 over the five-year period 1975-1980. However, these targets have not been fully achieved.

A substantial small-scale industrial sector exists in Lesotho. A survey of these enterprises shows that the vast majority (95%) consist of sole proprietorships (Ngwenya, 1977). This study also revealed that the majority of Basotho businessmen who manage these small-scale industries was relatively uneducated. Seventeen percent had no education at all, 40% had education up to grade 6, and 23% had

education up to Junior Certificate. This relatively low level of educational attainment by the proprietors was pointed out as one of the major reasons for the low level of investment in such enterprises, and hence, low levels of employment.

Educational Profiles of Lesotho

Lesotho has had a long history of formal education which was initiated and administered by various mission societies. When the country achieved Independence in 1966, it already had a large formal education network. Yet, at that time, few Basotho had obtained an education beyond the junior-secondary level or had received training in employable skills areas.

Since Independence, the government's administative control over the formal education system has steadily increased, with an attendant rise in its financial contribution. However Lesotho's education system is still mainly managed by three major church denominations. All but 18 of the country's 1,080 primary schools and 13 of the 96 secondary schools are at present run by the various church denominations.

Formal schooling in Lesotho consists of 12 years of education. At age 6, children are admitted to the first year of the 7-year primary education. This is followed by 3 years of junior-secondary and 2 years of senior-secondary education.

In addition to general education, there are a few vocational schools, five technical schools, the National Teachers Training College and the Lesotho Distance Teaching Centre.

In 1979, the grades 1 through 7 enrolled a total of 235,604

pupils, of which 96,444 were boys and 139,160 were girls. This is equivalent to 122% of the female population and 82% of the male population aged 6 to 12. This represents a male-female ratio of about .70--a vast improvement over a male-female ratio of .50 in 1973. The traditional practice of employing boys in herding accounts for the lower male enrollment.

However, educational wastage in Lesotho remains very high. In 1979, almost 20% of the primary pupils were repeaters; about 17% of those who enrolled dropped out during that year; and only about 32% of the pupils who had started the first grade completed the seventh grade and sat for the examination. Of these, only 65% passed the examination, 72% of whom were able to continue their studies in a secondary or vocational school. In other words, 77 out of every 100 boys and girls who enter the first grade do not make it beyond the elementary level.

Chart II.2 presents the educational profile for all of the population in Lesotho in 1979. As can be seen from the chart, 26% of the population aged 10 to 65 had never been a part of the formal school system. Eighteen percent had studied up to standard 4 or below, and 48.6% had studied up to the level of standards 5 or 7. Only 7.3% of the population between the ages of 10 and 14 had attained an education beyond standard 7.

As can be seen from Chart II.3, 74.4% of the males who only have a standard 3 education or less, and who are employed, work in the RSA. Also, 65.2% of those men who are unemployed, or are self-employed and remain in Lesotho, are also individuals with an educational attain-

Chart II.2

EDUCATIONAL PROFILE OF LESOTHO IN 1976: TOTAL POPULATION

Age Group	No Education		Up to Standard 4		Up to Standard 7		Above Standard 7	
	N	%	N	%	N	%	N	%
10-14	35,656	23.3	68,937	45.1	46,432	30.4	1,302	.8
15-19	22,171	17.9	23,135	18.6	65,526	52.8	12,666	10.1
20-24	20,471	20.0	15,841	15.4	53,215	51.8	12,569	12.2
25-29	17,206	20.9	13,225	16.1	43,894	53.4	7,260	8.8
30-34	15,297	23.2	10,967	16.6	34,939	52.9	4,231	6.4
35-39	15,245	25.7	10,146	17.1	30,001	50.6	3,259	5.5
40-44	19,864	31.9	11,758	18.9	27,546	44.2	2,475	4.0
45-49	14,578	31.7	9,015	19.6	20,125	43.7	1,836	4.0
50-54	13,108	33.5	8,184	20.9	16,062	41.0	1,450	3.7
55-60	16,910	41.0	8,730	21.1	14,323	34.7	982	2.4
60-65	13,132	47.1	5,414	19.4	8,551	30.7	587	2.1
Total	167,982	26.0	116,415	18.0	314,182	48.6	47,315	7.3

Source: Ministry of Education, Planning Section, Maseru.

Chart II.3

EDUCATION PROFILE OF THE POPULATION AND STATUS OF EMPLOYMENT

	Males		Females	
	N	%	N	%
I. Employed				
Total Employed				
Up to Standard 3	91,671	55.7	7,572	24.1
Up to Standard 7	63,913	38.8	18,002	57.4
Above Standard 7	9,140	5.5	5,799	18.4
Total	164,724		31,373	
Employed in RSA				
Up to Standard 3	68,232	57.9	4,183	34.8
Up to Standard 7	45,965	39.1	7,296	60.7
Above Standard 7	3,572	3.0	532	4.5
Total	117,769		12,012	
Employed in Lesotho				
Up to Standard 3	23,439	50.0	3,389	17.5
Up to Standard 7	17,948	38.2	10,706	55.3
Above Standard 7	5,568	11.8	5,267	27.2
Total	46,955		19,362	
II. Unemployed or Self-Employed				
Up to Standard 3	106,438	65.2	121,512	39.8
Up to Standard 7	42,523	26.1	166,731	54.7
Above Standard 7	14,171	8.6	16,739	5.5
Total	163,132		304,982	

Source: Ministry of Education, Planning Section, Maseru

ment of standard 3 or below. It is this population that is most likmely to be very vulnerable to any political changes that could affect the number of migrant workers employed in the RSA and the internal economy of Lesotho.

Charts II.2 and II.3 together give us some idea of the relative size of the educationally needy population. If we assume that at least a level of education beyond standard 4 is necessary to be functionally literate, and thus, able to participate more profitably in the economic, social and political life of the nation, nearly 44% of the population aged 10 to 65 are unable to do so. This group has had either no education or studies to the level of standard 4 or below. It is this substantial population group that deserves the immediate attention of the NFE programs. In addition to appropriate skills training, they will also need a strong general or basic education in order to meet a threshold level of knowledge for further learning and productive contribution to the nation.

Next in priority for the NFE programs is the approximately 49% of the 10- to 65-year-old population with a level of education between standards 5 and 7. While the needs for skills training for this segment of the population may not differ significantly from those of the preceding segment, the type and level of general education required may well differ greatly.

Conclusion

The educational and employment profiles of Lesotho's population, presented in the preceding sections, provide a starting point for identifying differing potential targets for NFE programs in

Lesotho. A future planning exercise for NFE programs can relate these age groups, educational levels, and employment statuses with the regions of the country and the particular skills that would be important for the economic development of these regions. As we have seen, two areas where nonformal education can have a significant and direct economic impact are in agriculture and related fields and in small-scale industrial development.

Nonformal education alone, however appropriate its goals and methods, will not be sufficient to achieve broadly-based economic development for the poor. A nonformal education policy with specific plans for the quantitative growth and qualitative improvement of programs should be complemented by comprehensive national development strategies. In this manner, the fruits of economic development potentially will reach the poor, who, as we shall see from the results of this study, are seeking additional educational opportunities through both nonformal and formal education.

III. NONFORMAL EDUCATION IN LESOTHO: AN OVERVIEW

1. Introduction

This chapter provides an overview of non-formal education in Lesotho. To keep this presentation within a manageable size, we have been very selective in choosing the data for this section. Some of the questions that we raise directly or indirectly in this chapter will be dealt with in more detail in subsequent chapters. Specifically, in this chapter we shall discuss the history and evolution of non-formal education in Lesotho, organizational patterns and structures, the planning of non-formal education, and the distribution and quantity of non-formal education.

2. Traditional Process of Education in Lesotho

Lesotho has a substantial history of societal processes which could be termed collectively as non-formal education. Though attempts to link coherently various strands of these educational processes were not made until recent years, these traditional processes have been successful in the preservation of Lesotho cultural identity and grass-roots level political and legal traditions. This is not a small achievement for a very small nation which, in its very infancy, was subjected to prolonged colonial rule and has been totally surrounded by a strong and unfriendly political regime. Economically, Lesotho was relatively prosperous, at least until the turn of the century. Up to the early 1900s, Lesotho was not only self-sufficient in food, but also exported substantial quantities of grain to its neighbors. In addition, Lesotho possessed, as at present, a large cattle population. As Thompson (1975) observes:

> During the mid-1850s Lesotho was prosperous. The people had built up their flocks of sheep and goats and their herds of cattle, which they still regarded as the most important form of wealth. They had also brought into cultivation much of the fertile land on both sides of the Caledon River and made Lesotho the granary of the southern high veld.

And Germond (1967) estimates that in 1874, the grain exports of Basutoland averaged four bags per family. This agricultural prosperity was to continue until the late 1800s when, among other factors, railways began to bring imported grain to Kimberley and Bloemfontein.

Such a sustained and successful development of agriculture and animal husbandry, as well as the maintenance of the strong political and cultural system of the traditional Basotho, necessarily required societal mechanisms through which technical skills and social values could be transmitted to its successive generations.

Indeed there were, and there still are, many such formal and informal mechanisms through which successive generations of Basotho were given training in economic, political, and social spheres affecting their lives. As Stimela Jason Jingoes (1975) recounts in his autobiography:

> Any boy growing up in Lesotho in my time absorbed knowledge about the laws of his country without conscious effort because, from an early age, he joined the men at the village lekhotla. There he would hear disputes being settled, points of law argued and customs discussed. There anyone, even a boy, could put questions to the disputing parties and their witnesses, and a boy was never too young to add whatever knowledge he had about the case before lekhotla.

The pitso also served several important functions: it was a vehicle for communication from the people to the government and from the government to the people. It was a festival that promoted consciousness of solidarity.

It was an opportunity for cultural expressions of singing and dancing. A pitso also served as an important political mechanism through which a delicate balance between the patriarchal principle as summed up in the proverbial saying "Morena ha a tentsoe molupo" (The chief can do no wrong) and the principle of popular consent, which perhaps is most succinctly reflected in the Lesotho saying "Morena ke morena ka batho" (A chief is a chief because of the people).

The initiation schools seemed to have provided a more organized form of training for the transition of young males and female Basotho into adulthood. As Thompson (1975) observes:

> The purpose of these rituals, which had been built up over many generations, was to prepare the boys for their adult responsibilities as husbands and fathers, as guardians of cattle--the principle form of wealth--as warriors, and as loyal subjects of their chief.

Thus, the initiation schools fulfilled many social, economic and political functions. During the last phase of the initiation rituals, the boys went to their mophato, a lodge specially built for the occasion in the country side where they lived for about six months without any contact with their families, under the charge of the mesuoe. Here, the members of the initiation school learned by heart the customs and traditions of the chiefdom through ancient songs. In addition each member of the initiation school had to compose songs about himself extolling his achievements and ambitions. From the mesuoe the initiates learned sexual hygiene, group solidarity, and obedience to seniors, especially the chief. The initiation schools promoted national survival by incorporating the young into the nation.

There were more informal processes through which young Basotho formed

their perceptions about their society and fellow human beings. The oral tradition of Lesotho is rich in stories, riddles, and proverbs dealing with human nature and social behavior. Listening to these stories and riddles recounted by parents and grandparents formed an integral part of the growing up process of young Basotho. As Guma (1974), a modern African scholar observes:

> Respect for one's elders; the maintenance of strong family ties; respect for constituted authority in the form of chiefs; respect for womanhood; hospitality towards strangers, and goodwill towards all men at all times; self-protection on the part of all as well as the protection of one's rights and property if trampled underfoot--all these and more are directly transmitted to us through these ancient proverbs.

Thus in the traditional Lesotho culture, formal and informal processes of education merged imperceptibly into each other. However to a casual observer it appears that these traditional processes have slowly withdrawn from the consciousness of the society. The modern sector of education, both formal and non-formal, seems to have a separate existence from that of the traditional modes of education. Organizations and educational process need to change to meet the changing needs of the society; but change does not mean total replacement. Evolution may appear to be more difficult than creation, but in the long run an educational process which evolves from its traditional roots to meet the newer challenges may strike a more responsive chord from the society it is to serve.

This chapter is not intended to propose solutions to this problem. But it will try to identify the salient features of non-formal education as it evolved in Lesotho, and the present status of this important enterprise in the development of a nation and its people.

3. Distribution of NFE Programs

As we have already mentioned in Chapter I, the National Study of Non-formal Education in Lesotho, 1980, included 240 programs distributed throughout the nation. Chart III.1 shows the distribution of NFE programs and estimated 1980 population by district. In 1980, at the time of the study, there were 45 NFE programs each in Mafeteng and Berea districts, the third and fourth largest districts according to population size. The district of Maseru, which ranked first according to population size, had 29 NFE programs, while Leribe, the second largest district, had 26 programs within the district. Thaba-Tseka, the newly formed district, had the smallest number of programs, namely 9.

On a nationwide basis, these 240 programs provided approximately 0.18 programs per thousand population. In other words, on the average there was one NFE program for every 5550 population in the country. However, these NFE programs were not distributed evenly throughout the country. As can be seen from Chart III.1, the largest district, Maseru, had only 0.103 NFE programs per thousand population, while Berea had 0.282 programs per thousand population. In other words, Berea district had approximately 2.7 times as many NFE programs per thousand population as Maseru had in 1980. If we were to classify the districts according to the ratio of NFE programs per thousand population, four districts, namely, Berea, Butha-Buthe, Mafeteng and Qacha's Nek could be grouped together. All these four districts with 0.215 NFE programs per thousand population or more, are substantially above the national average of 0.180 programs per thousand. The district of Mokhotlong with 0.187 programs per thousand comes closest to national average while the districts of Quthing, Leribe, Mohale's Hoek and Maseru fall below

Chart III.1

DISTRIBUTION OF NFE PROGRAMS AND DE JURE POPULATION BY DISTRICT IN 1980

District	Estimated De Jure Population in 1980	No. of NFE Programs	NFE Programs Thousand Population
Butha-Buthe	84,197	23	0.273
Leribe	225,343	26	0.115
Berea	159,413	45	0.282
Maseru	281,255	29	0.103
Mafeteng	168,375	45	0.267
Mohale's Hoek	148,708	17	0.114
Quthing	96,538	13	0.134
Qacha's Nek	83,454	18	0.215
Mokhotlong	80,193	15	0.187
Thaba-Tseka*	---	9	---
All Districts	1,327,476	240	0.180

*As Thaba-Tseka district was not yet formed at the time of 1976 census from which population estimates for 1980 are made, separate population statistics for Thaba-Tseka district are not available.

the national average for NFE programs per thousand population (Chart III.2).

Important as the information presented in Chart III.1 and III.2 may be, we have to be cautious about interpreting these data as to the status of the NFE in each of these districts. First, while the number of programs per thousand of population gives some indication as to the relative development of NFE in each of these districts, it is only one of many indicators that deals with the coverage of NFE in the country. Second, this NFE survey does not claim to have covered all the NFE programs in existence in the country in 1980. The coverage of the survey from district to district depended on many factors such as the weather, availability of responsible members of the NFE program on the day visited by the survey group, prior knowledge about the existence of a program, cooperation of the officials of the organization, etc. Thus, some of the districts which showed a low ratio of NFE programs per thousand population may indicate that the coverage NFE groups by this survey in these districts might not have been as intensive as in other districts. Assuming that the documentation of NFE programs in Lesotho is an ongoing process, special attention needs to be given, in the future, to the districts with a low ratio of NFE programs per thousand population so as to ensure uniform coverage of all the districts in the nation.

4. Type of NFE Programs

The NFE programs in this study could be categorized in many different ways. One useful way of looking at the programs may be according to who sponsored them: whether sponsored by governmental or nongovernmental agencies. Of the 240 programs in the survey 90 programs or 37.5% were sponsored by various governmental agencies, while 150 programs (62.5%) were sponsored by nongovernmental agencies. Chart III.3 provides the distribution of govern-

Chart III.2

CLASSIFICATION OF DISTRICTS ACCORDING TO RATIO OF NFE PROGRAMS PER THOUSAND POPULATION

High	Medium	Low
Berea	Mokhotlong	Quthing
Butha-Buthe		Leribe
Mafeteng		Mohale's Hoek
Qachas's Nek		Maseru

Chart III.3

DISTRIBUTION OF GOVERNMENT AND NON-GOVERNMENT NFE PROGRAMS BY DISTRICT

	District										
	Butha Buthe	Leribe	Berea	Maseru	Mafeteng	Mahale's Hoek	Quthing	Qacha's Nek	Mokhot-long	Thaba-Tseka	Row Total
Government Program	2 (2.2) (8.7) (0.8)	8 (8.9) (30.8) (3.3)	15 (16.7) (33.3) (6.3)	9 (10.0) (31.0) (3.8)	13 (14.4) (28.9) (5.4)	11 (12.2) (64.7) (4.6)	9 (10.0) (69.2) (3.8)	10 (11.1) (55.6) (4.2)	9 (10.0) (60.0) (3.8)	4 (4.4) (44.4) (1.7)	90 (37.5)
Non-Government Program	21 (14.0) (91.3) (8.8)	18 (12.0) (69.2) (7.5)	30 (20.0) (66.7) (12.5)	20 (13.3) (69.0) (8.3)	32 (21.3) (71.1) (13.3)	6 (4.0) (35.3) (2.5)	4 (2.7) (30.8) (1.7)	8 (5.3) (44.4) (3.3)	6 (4.0) (40.0) (2.5)	5 (3.3) (55.6) (2.1)	150 (62.5)
Total	23 (9.6)	26 (10.8)	45 (18.8)	29 (12.1)	45 (18.8)	17 (7.1)	13 (5.4)	18 (7.5)	15 (6.3)	9 (3.8)	240 (100.0)

ment sponsored and nongovernment sponsored programs by district. As can be seen from the chart, districts which predominantly occupy low-lands and foothills--Butha-Buthe, Leribe, Berea, Maseru, and Mafeteng--had a higher proportion of their NFE programs run by nongovernment agencies, while the five districts which are predominantly in the mountains--Mohale's Hoek, Quthing, Qacha's Nek, Mokhotlong and Thaba-Tseka--had a proportionately higher number of their NFE programs run by governmental agencies.

NFE programs run by governmental and nongovernmental agencies can be further broken down as in Chart III.4. Of the 90 government programs, 60 (66%) were run by the Ministries of Rural Development and Agriculture. They formed 25% of the total NFE programs in the country. The Ministry of Health and other allied agencies ran 20 NFE programs which formed 22 percent of the government run programs, or 8.3 percent of the total programs. All other governmental agencies like Ministries of Justice, Interior and Culture were responsible for 10 of the NFE programs included in the study.

Of the 150 NFE programs run by nongovernmental agencies, 31 programs or 12.9% of the total were run by agricultural organizations while village cooperatives were responsible for 54 programs or 22.5% of the total. Health and nutrition organizations conducted 36 programs or 15 percent of the total while women's groups, religious organizations, international organizations and recreational organizations together were responsible for 29 or 12.1% of the programs. (Appendex III.1 provides a more detailed list of organizations and agencies conducting NFE programs in the country.)

5. History of NFE Programs

The oldest NFE program reported in this study was founded in 1910. The program attached to Mohale's Hoek Hospital provided prenatal and postnatal

Chart III.4

TYPE OF ORGANIZATION AND THE DISTRICTS

Type of Organization	Count Row PCT Col PCT Tot PCT	District										
		Butha-Buthe	Leribe	Berea	Maseru	Mafeteng	Mohale's Hoek	Quthing	Qachas's Nek	Mokhot-long	Thaba-Tseka	Row Total
Ministries of Rural Development & Agriculture		1 1.7 4.3 0.4	6 10.0 23.1 2.5	12 20.0 26.7 5.0	8 13.3 27.6 3.3	8 6.7 17.8 3.3	4 6.7 23.5 1.7	7 11.7 53.8 2.9	7 11.7 38.9 2.9	4 6.7 26.7 1.7	3 5.0 33.3 1.3	60 25.0
& Nutrition		0.0 0.0	3.8 0.4	2.2 0.4	3.4 0.4	8.9 1.7	29.4 2.1	15.4 0.8	11.1 0.8	20.0 1.3	11.1 0.4	
Other Government		1 10.0 4.3 0.4	1 10.0 3.8 0.4	2 20.0 4.4 0.8	0 0.0 0.0 0.0	1 10.0 2.2 0.4	2 20.0 11.8 0.8	0 0.0 0.0 0.0	1 10.0 5.6 0.4	2 20.0 13.3 0.8	0 0.0 0.0 0.0	10 4.2
Agriculture NGO		7 22.6 30.4 2.9	4 12.9 15.4 1.7	5 16.1 11.1 2.1	4 12.9 13.8 1.7	9 29.0 20.0 3.8	1 3.2 5.9 0.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 3.2 11.1 0.4	31 12.9
Coops NGO		9 16.7 39.1 3.8	9 16.7 34.6 3.8	9 16.7 20.0 3.8	6 11.1 20.7 2.5	13 24.1 28.9 5.4	2 3.7 11.8 0.8	0 0.0 0.0 0.0	1 1.9 5.6 0.4	4 7.4 26.7 1.7	1 1.9 11.1 0.4	54 22.5

Health, Nutrition, Child NGO	2 5.6 8.7 0.8	3 8.3 11.5 1.3	6 16.7 13.3 2.5	7 19.4 24.1 2.9	3 8.3 6.7 1.3	3 8.3 17.6 1.3	2 5.6 15.4 0.8	5 13.9 27.8 2.1	2 5.6 13.3 0.8	3 8.3 33.3 1.3	36 15.0
Other NGO	3 10.3 13.0 1.3	2 6.9 7.7 0.8	10 34.5 22.2 4.2	3 10.3 10.3 1.3	7 24.1 15.6 2.9	0 0.0 0.0 0.0	2 6.9 15.4 0.8	2 6.9 11.1 0.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	29 12.1
Column Total	23 9.6	26 10.8	45 18.8	29 12.1	45 18.8	17 7.1	13 5.4	18 7.5	15 6.3	9 3.8	240 100.0

χ^2 = 81.8532
df = 54
p = 0.0086
missing = 0

clinics and educational programs in nutrition, hygiene, childcare and family planning. The second oldest program in existence, Leribe Crafts Centre, was founded in 1911, and offers training in weaving, crocheting and spinning to approximately 45 women.

Of the 240 programs in the survey, 180 were able to give accurate information about the year the program was founded. Thirteen programs (7.2%) were founded between 1910 to 1951, a period of 41 years. During the fifteen year period between 1952 and 1966, the year Lesotho obtained its independence, a total of 45 programs (25%) came into existence. A total of 122 programs or approximately 72% all of the programs came into existence during the 15 year period between 1967 to 1981, since independence.

Chart III.5 presents the number of NFE programs founded during five-year intervals before and after 1966, the year of national independence. As can be seen from the chart, since the five-year period beginning 1952-56, the number of programs established during each of the subsequent five-year span has shown a trend of steady growth, except during the years 1972-76. However, this decline in the start-up of new programs was reversed during the subsequent five-year period.

Thus, the trend in terms of NFE activities as indicated by the number of new programs being started has been encouraging. The rate at which new programs have been started during the 15 years since independence showed nearly a 2.7 fold increase over the 15-year period immediately preceding independence.

Encouraging as these statistics may be, still actual needs far exceed the performance. As shown earlier, in 1980, there was, on the average one NFE program per every 5550 of the population. In actuality this number

Chart III.5

FOUNDING OF NFE PROGRAMS BY YEAR

Year	Number of Programs Founded, as Reported	Estimated Number of Programs Founded	Percentage of the Programs Reported	Cumulative Percentage
1910 - 1951	13	17.3	7.2	7.2
1952 - 1956	5	6.7	3.4	10.6
1957 - 1961	11	14.7	5.5	16.1
1961 - 1966	29	38.7	16.1	32.2
1967 - 1971	41	54.6	22.8	55.0
1972 - 1976	37	49.3	20.6	75.6
1977 - 1981	44	58.7	24.4	100.0
Total	180	240	100.0	--

missing = 60 (25.0%)

may be even higher due to the uneven distribution of programs, and because more than one NFE program often served the same geographical area. Assuming th Lesotho maintains in the future the same pace as it did during the last five years (1977-1981) in establishing new NFE programs, namely 11.74 programs per year, and that all the existing number of programs continue to survive, in the year 1990, the present ratio of access to one program for every 5550 population could be reduced to one program for every 4700 of the estimated population in 1990. However, if Lesotho is to set a target of one NFE program for every 3000 population by the year 2000, it needs to increase its ratio of start up of new programs to approximately 21 per year between now and the year 2000 (Chart III.6).

Crude as this measure may be, since it indicates only potential access to and not actual participation by the population in NFE programs, it still provides the NFE policy planners in Lesotho with some indication of the efforts needed in the future to achieve certain targets. In a later part of this chapter, we shall combine this indicator with a measure of participant coverage.

Charts III.7 and III.8 provide data on the relationship of the year the program was founded to the sponsorship of the NFE programs (whether by government or nongovernment agencies), and to the geographical distribution of the programs respectively. As can be seen from Chart III.7, the proportion of the programs sponsored by government and nongovernment agencies has shown some significant fluctuations over the years. Of the programs that existed prior to 1966, approximately 43 percent were sponsored by government agencies. Between the years 1967 and 1973, the proportion of government sponsored programs declined to a mere 16 percent of the total NFE programs

Chart III.6

PROJECTION OF THE NUMBER OF NFE PROGRAMS REQUIRED TO BE INITIATED IN THE FUTURE TO ACHIEVE CERTAIN TARGETS IN 1990 AND 2000

		Number of Programs Required to Provide:		
Year Year	Estimated[1] Total Population	One NFE Program/5500 Population	One NFE Program/4000 Population	One NFE Program/3000 Population
1980	1,372,476	240	343	457
1990	1,618,185	291	404 (16.4)[2]	539 (29.9)
2000	1,972,558	355	493 (12.65)	657 (20.85)

[1] Population estimate is based on the assumption that the rate of growth will be 2 percent per annum.

[2] Numbers in parentheses indicate the average number of programs that need to be established per year to reach this target.

Chart III.7

YEAR OF FOUNDING THE PROGRAM VS. SPONSORSHIP OF THE PROGRAM

Count Row PCT Col PCT Tot PCT	Year Program Was Founded Pre-1966	1967-1973	After 1974	Row Total
Government Program	25 44.6 43.1 13.9	9 16.1 16.4 5.0	22 39.3 32.8 12.2	56 31.1
Nongovernment Program	33 26.6 56.9 18.3	46 37.1 83.6 25.6	45 36.3 67.2 25.0	124 68.9
Column Total	58 32.2	55 30.6	67 37.2	180 100.0

χ^2 = 9.5662
df = 2
p = 0.0084
missing = 60 (25.0%)

Chart III.8

DISTRIBUTION OF NFE PROGRAMS BY DISTRICT AND BY THE YEAR OF FOUNDING OF THE PROGRAM

Year Program Founded	Count Row PCT Col PCT Tot PCT	District										
		Butha-Buthe	Leribe	Berea	Maseru	Mafeteng	Mohale's Hoek	Quthing	Qachas's Nek	Mokhot-long	Thaba-Tseka	Row Total
Pre-1966		4 6.9 22.2 2.2	6 10.3 30.0 3.3	12 20.7 31.6 6.7	6 10.3 25.0 3.3	13 22.4 36.1 7.2	4 6.9 44.4 2.2	3 5.2 37.5 1.7	4 6.9 33.3 2.2	3 5.2 37.5 1.7	3 5.2 42.9 1.7	58 32.2
1967-1973		2 3.6 11.1 1.1	8 14.5 40.0 4.4	12 21.8 31.6 6.7	8 14.5 33.3 4.4	14 25.5 38.9 7.8	3 5.5 33.3 1.7	4 7.3 50.0 2.2	2 3.6 16.7 1.1	1 1.8 12.5 0.6	1 1.8 14.3 0.6	55 30.6
1974 and After		12 17.9 66.7 6.7	6 9.0 30.0 3.3	14 20.9 36.8 7.8	10 14.9 41.7 5.6	9 13.4 25.0 5.0	2 3.0 22.2 1.1	1 1.5 12.5 0.6	6 9.0 50.0 3.3	4 6.0 50.0 2.2	3 4.5 42.9 1.7	67 37.2
Column Total		18 10.0	20 11.1	38 21.1	24 13.3	36 20.09	9 5.0	8 4.4	12 6.7	8 4.4	7 3.9	180 100.0

X^2 = 17.7315
df = 18
p = 0.4735
missing = 60 (25.0%)

established during that time. Since 1974, however, the proportion of government sponsored programs has increased, though not to the pre-independence levels.

The relationship between the year of the founding of the program and the geographical distribution of these programs is shown in Chart III.8. As the chi square shows no significance (p=0.47), we can conclude that historically, the rate of establishment of NFE programs by districts as a proportion of the total number of programs has remained relatively steady. While this may be encouraging--that the rate of development of NFE programs by district has remained relatively unchanged--it also points to the fact that districts which have had low NFE coverage, have not received special attention to bring them up to parity with the rest of the districts. As was seen in Charts III.1 and III.2, the districts of Quthing, Leribe, Mohale's Hoek, Maseru and to some degree Mokhotlong fall below the national average for access to NFE organizations, and the trend as in Chart III.8, shows that this disparity is not being corrected. Future planning for NFE in Lesotho needs to take this into consideration.

6. Single Activity VS. Multiple Activity NFE Programs

Approximately 55 percent of the NFE programs surveyed in this study reported that they engaged in more than one type of NFE activity at any given time, while the remaining 45 percent of the programs were engaged in only one NFE activity. On the average, nationwide, there were 2.46 separate NFE activities per program in 1980, at the time of this survey (see Chart III.9).

Single activity and multiple activity NFE programs are more or less evenly distributed throughout the ten districts (see Chart III.10).

Chart III.9

NUMBER OF SEPARATE NFE ACTIVITIES PER PROGRAM

Number of Activities	Number of Programs	Percent
1	109	45.4
2	34	14.2
3	32	13.3
4	23	9.6
5	31	12.9
6	8	3.4
7	2	0.8
8	1	0.4
Total	240	100.0

missing = 0

Chart III.10

DISTRIBUTION OF SINGLE ACTIVITY VS. MULTIPLE ACTIVITY PROGRAMS BY DISTRICT

	Number of Single Activity Programs	Number of Multiple Activity Programs	District Total
Butha-Buthe	10 (43.5)*	13 (56.5)	23 (9.6)
Leribe	12 (46.2)	14 (53.8)	26 (10.8)
Berea	16 (35.6)	29 (64.4)	45 (18.7)
Maseru	16 (55.2)	13 (44.8)	29 (12.1)
Mafeteng	19 (42.2)	26 (57.8)	45 (18.8)
Mohale's Hoek	11 (64.7)	6 (35.3)	17 (7.1)
Quthing	7 (53.8)	6 (46.2)	13 (5.4)
Qachas's Nek	7 (38.9)	11 (61.1)	18 (7.5)
Mokhotlong	6 (40.0)	9 (60.6)	15 (6.3)
Thaba-Tseka	5 (55.6)	4 (44.4)	9 (3.7)
Total	109 (45)	131 (55)	240 (100)

*Number in parenthesis are percentages of the district totals.
missing = 0

The districts of Berea, Qacha's Nek and Mokhotlong tended to have multiple activity NFE programs more often than the rest of the districts, while the districts of Mohale's Hoek, Thaba-Tseka and Maseru tended to have single activity NFE programs more often than the rest of the districts. However, these differences are not statistically significant enough to conclude that the NFE programs in the above two groups of districts significantly differed from each other in terms of the number of separate NFE programs they conducted.

The relationships of single activity vs. multiple activity programs to the type of sponsorship of the program, ie. whether government or nongovernment and to the year the NFE program was established, are presented in Charts III.11 and III.12. As can be seen from the respective chi squares, these relationships are not significant. In other words, whether an NFE program was recent in origin or had been in existence for quite some time and whether the program was sponsored by governmental agencies or nongovernmental agencies had no significant bearing on if the program was a single activity program or a multiple activity program.

A large number of NFE programs in Lesotho were sponsored by organizations which were also engaged in running programs which provided services other than non-formal education activities. A little over 33 percent of the NFE programs were run by such organizations, while nearly 67 percent of the NFE programs were run by organizations which were only engaged in NFE related activities.

As can be seen from Chart III.13, Butha-Buthe, Leribe and Mafeteng districts had over 70 percent of their NFE programs sponsored by organizations which engaged only in NFE activities. Butha-Buthe, with 78 percent, was the highest.

Whether NFE programs formed the exclusive activities of the organization or

Chart III.11

DISTRIBUTION OF SINGLE AND MULTIPLE ACTIVITY PROGRAMS BY GOVERNMENT VS. NONGOVERNMENT NFE PROGRAMS

Count Row PCT Col PCT Tot PCT	Single Activity Program	Multiple Activity Programs	Row Total
Government Program	45 50.0 41.3 18.8	45 50.0 34.4 18.8	90 37.5
Nongovernment Program	64 42.7 58.7 26.7	86 57.3 65.6 35.8	150 62.5
Column Total	109 45.4	131 54.6	240 100.0

$\chi 2$ = 1.2202
df = 1
p = 0.2693
missing = 0

Chart III.12

NUMBER OF ACTIVITIES PER PROGRAM AND THE YEAR THE PROGRAM WAS FOUNDED

Year Program Founded	Count Row PCT Col PCT Tot PCT	Number of Activities Single Activity Program	Multiple Activity Program	Row Total
Pre-1966		19 32.8 26.0 10.6	39 67.2 36.4 21.7	58 32.2
1967-1973		26 47.3 35.6 14.4	29 52.7 27.1 16.1	55 30.6
1974 and After		28 41.8 38.4 15.6	39 58.2 36.4 21.7	67 37.2
Column Total		73 40.6	107 59.4	180 100.0

X^2 = 2.5343
df = 2
p = 0.2816
missing = 60 (25.0%)

Chart III.13

NUMBER OF ACTIVITIES PER PROGRAM AND DISTRICT

District	Number of Activities: Number of Programs Where NFE Activity Only Activity	Number of Activities: Number of Programs Where NFE Activity One of Many Activities	District Total
Butha-Buthe	18 (78.3)*	5 (21.7)	23 (10.3)
Leribe	17 (73.9)	6 (26.1)	23 (10.3)
Berea	23 (59.0)	16 (41.0)	39 (17.5)
Maseru	15 (62.5)	9 (37.5)	24 (10.8)
Mafeteng	32 (71.1)	13 (28.9)	45 (20.2)
Mohale's Hoek	10 (62.5)	6 (37.5)	16 (7.2)
Quthing	9 (69.2)	4 (30.8)	13 (5.8)
Qachas's Nek	12 (66.7)	6 (33.3)	18 (8.1)
Mokhotlong	9 (64.3)	5 (35.7)	14 (6.3)
Thaba-Tseka	4 (50.0)	4 (50.0)	8 (3.5)
Total	149 (66.8)	74 (33.2)	223 (100)

*Numbers in parentheses are percentages of the district totals.
missing = 17 (7.1%)

not, seemed to have very little to do with the nature of the sponsorship of the program. As the data presented in Chart III.14 shows, exclusivity of NFE programs within the organization was not related to whether the program was sponsored by a government or nongovernment organization.

However, there seems to be a very low correlation between the age of the program and the tendency for NFE programs to be the only program within the organization. Older NFE programs, on the average, were likely to be run by organizations which were also active in other types of programming. On the whole, NFE programs which existed prior to independence were more likely to be the exclusive activities of the organizations than the programs which were started since independence (see Chart III.15).

7. Organizational Structure of NFE Programs: Center, Project or Group

A total of 224 respondents or NFE programs identified themselves as either a "center", a "project", or a "group." Of these, 37.5% of the programs considered themselves to be a center, while 38.4 and 24.1 percent of the programs, respectively, identified themselves as a project or a group.

From the point of view of organizational structure, a center could be considered to be more formal with established lines of communication and well-defined roles for the members of the center. A center may also be likely to have multiple goals and programs. A project can be considered to be less formal than a center and is likely to be more narrow in its mission. A project is more likely to have less autonomy than a center, since more often decisions concerning a project are made elsewhere. A group is likely to be the least formal of the three organizational structures.

Chart III.16 presents the distribution of the three types of organizational structures of the NFE programs discussed above by district. Quthing

Chart III.14

EXCLUSIVITY OF NFE PROGRAM VS. TYPE OF ORGANIZATION

Type of Organization	Count Row PCT Col PCT Tot PCT	NFE Activity Only One Activity	One of Many Activities	Row Total
Governmental Program		57 66.3 38.3 25.6	29 33.7 39.2 13.0	86 38.6
Nongovernmental Program		92 67.2 61.7 41.3	45 32.8 60.8 20.2	137 61.4
Column Total		149 66.8	74 33.2	223 100.0

χ^2 = 0.0182
df = 1
p = 0.8927
missing = 17 (7.1%)

Chart III.15

EXCLUSIVITY OF NFE PROGRAMS VS. YEAR THE PROGRAM WAS FOUNDED

Year Program Founded	Count Row PCT Col PCT Tot PCT	NFE Activity Only One Activity	One of Many Activities	Row Total
Pre-1966		29 52.7 26.1 17.2	26 47.3 44.8 15.4	55 32.5
1967-1973		39 75.0 35.1 23.1	13 25.0 22.4 7.7	52 30.8
1974 and After		43 69.4 38.7 25.4	19 30.6 32.8 11.2	62 36.7
Column Total		111 65.7	58 34.3	169 100.0

χ^2 = 6.4688
df = 2
p = 0.0394
missing = 71 (29.6%)

Chart III.16

ORGANIZATIONAL STRUCTURE BY DISTRICT

District	Count Row PCT Col PCT Tot PCT	Organizational Structure Center	Project	Group	Row Total
Butha-Buthe		8 34.8 9.5 3.6	8 34.8 9.3 3.6	7 30.4 13.0 3.1	23 10.3
Leribe		10 43.5 11.9 4.5	9 39.1 10.5 4.0	4 17.4 7.4 1.8	23 10.3
Berea		7 17.1 8.3 3.1	19 46.3 22.1 8.5	15 36.6 27.8 6.7	41 18.3
Maseru		13 48.1 15.5 5.8	9 33.3 10.5 4.0	5 18.5 9.3 2.2	27 12.1
Mafeteng		16 39.0 19.0 7.1	17 41.5 19.8 7.6	8 19.5 14.8 3.6	41 18.3
Mohale's Hoek		8 50.0 9.5 3.6	6 37.5 7.0 2.7	2 12.5 3.7 0.9	16 7.1
Quthing		9 69.2 10.7 4.0	1 7.7 1.2 0.4	3 23.1 5.6 1.3	13 5.8
Qacha's Nek		7 41.2 8.3 3.1	8 47.1 9.3 3.6	2 11.8 3.7 0.9	17 7.6

Mokhotlong	5 33.3 6.0 2.2	5 33.3 5.8 2.2	5 33.3 9.3 2.2	15 6.7
Thaba-Tseka	1 12.5 1.2 0.4	4 50.0 4.7 1.8	3 37.5 5.6 1.3	8 3.6
Column Total	84 37.5	86 38.4	54 24.1	224 100.0

χ^2 = 24.5024
df = 18
p = 0.1720
missing = 16 (6.7%)

district had the highest percentage (69%) of the NFE programs run by a center, followed by Mohale's Hoek (50%) and Maseru (48.1%) districts. Thaba-Tseka, Qacha's Nek and Berea districts had a higher percentage of projects than other districts, while Thaba-Tseka, Berea and Mokhotlong districts had higher proportions of groups running the NFE programs than the rest of the districts.

As can be seen from Chart III.17, there is a fairly strong association between the organizational structure and the sponsorship of the program. Programs run by nongovernmental agencies were more likely to be less structured organizationally than government sponsored programs. Nearly 76 percent of the groups and 60.5 percent of the projects were run by non-government agencies, whereas only 24 percent of the groups and 39 percent of the projects were run by government agencies. This association between the structure of the organization and sponsorship of the programs is reflected in the chi square value of 6.4020 which is significant at 0.0407 level.

Whether the organizational structure of an NFE program was a center, a project or a group was not dependent on the age of the NFE program. There was no significant increase or decrease in the rate at which centers, projects, and groups have been formed to run NFE programs (see Chart III.18).

Differences in the organizational structure of the NFE programs also did not influence the multiplicity of NFE activities within the programs. Approximately 52 percent of the programs run by centers, 56 percent of the programs conducted by the projects and 55 percent of the programs run by a group all have more than one NFE activity within their program. Thus, at least within the context of Lesotho, the organizational structure did not seem to affect the level of NFE activities, as measured by the number of separate

Chart III.17

ORGANIZATIONAL STRUCTURE VS. SPONSORSHIP OF PROGRAM

Count Row PCT Col PCT Tot PCT	Organizational Structure			Row Total
	Center	Project	Group	
Government Program	38 44.7 45.2 17.0	34 40.0 39.5 15.2	13 15.3 24.1 5.8	85 37.9
Nongovernment Program	46 33.1 54.8 20.5	52 37.4 60.5 23.2	41 29.5 75.9 18.3	139 62.1
Column Total	84 37.5	86 38.4	54 24.1	224 100.0

χ^2 = 6.4020
df = 2
p = 0.0407
missing = 16 (6.7%)

Chart III.18

ORGANIZATIONAL STRUCTURE VS. YEAR PROGRAM FOUNDED

Year Program Founded	Count Row PCT Col PCT Tot PCT	Organizational Structure Center	Project	Group	Row Total
Pre-1966		19 34.5 32.8 11.0	22 40.0 30.1 12.8	14 25.5 34.1 18.1	55 32.0
1967-1973		23 44.2 39.7 13.4	20 38.5 27.4 11.6	9 17.3 22.0 5.2	52 30.2
1974 and After		16 24.6 27.6 9.3	31 47.7 42.5 18.0	18 27.7 43.9 10.5	65 37.8
Column Total		58 33.7	73 42.4	41 23.8	172 100.0

χ^2 = 5.4018
df = 4
p = 0.2485
missing = 68 (28.3%)

NFE activities within programs (see Chart III.19).

8. Origins of the Ideas, Design, and Planning of NFE Programs

The source of the initial impetus for the initiation of NFE programs and the origin of the design and planning for their implementation are crucial to determining the nature and future direction of these programs. The more diverse the above sources are, the more diverse the goals and content of the NFE programs are likely to be, and thus, potentially more responsive to the many needs of the different populations these programs are intended to serve.

It has often been suggested that in developing countries, the leadership roles in conceiving, designing and planning NFE programs are more often provided through international initiatives and through the initiatives of the private sector. However, these suggestions are not well founded in the case of Lesotho.

Chart III.20 presents the sources from which idea for the development of NFE programs originated and the major sources for designing and planning of these programs. Of the 240 programs in the survey, 221 programs (92%) were able to provide accurate information on the origin and design and planning of their programs. The 221 programs together mentioned a total of 247 sources for the origin of ideas and 243 sources for the design and planning of their programs. This indicates that, at least in the case of some of the programs, more than one agency or individual were involved at various stages of the development of the programs and projects.

Of the 247 total mentions as to who originated the idea for the NFE program, 166 mentions or 67.2% of the total were attributed to governmental institutions or individuals, in their official capacity. Nongovernmental

Chart III.19

ORGANIZATIONAL STRUCTURE VS. NUMBER OF NFE ACTIVITIES PER PROGRAM

Number of Activities	Count Row PCT Col PCT Tot PCT	Organizational Structure			Row Total
		Center	Project	Group	
Single Activity Program		40 39.2 47.6 17.9	38 37.3 44.2 17.0	24 23.5 44.4 10.7	102 45.5
Multiple Activity Program		44 36.0 52.4 19.7	48 39.4 55.8 21.4	30 24.6 55.6 13.4	122 54.5
Column Total		84 37.5	86 38.4	54 24.1	224

$\chi^2 = 3.7081$
df = 2
p = 0.3186

Chart VI.20

ORIGINS OF THE IDEAS, DESIGN, AND PLANNING OF NFE PROGRAMS

Type of Source	Origin of the Idea of the Program: Number of Mentions	Program Design and Planning: Number of Mentions
Governmental Institution or Individual		
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
	166 (67.2)*	162 (66.7)
Non-Governmental Institution or Individual		
Individual (secular)	22	19
Individual (clergy)	5	5
Group (secular)	12	14
Group (religious)	12	13
Institution (secular)	9	9
Institution (religious)	10	8
	70 (28.3)	68 (28.0)
International Institution		
Multilateral	4	3
Bilateral	1	2
Religious	5	6
Other	1	2
	11 (4.5)	13 (5.3)
Total Number of Mentions	247 (100)	243 (100)

*Percent of the total mentions

institutions and individuals were mentioned 70 times or 28.3% of the total. In only 11 instances, or 4.5% of the total, were international institutions mentioned as providing the original idea for the initiation of NFE programs.

The trend is very similar with regard to design and planning of NFE programs. Approximately 67 percent of the mentions attributed the design and planning of NFE programs to governmental institutions and individuals, while 28.0 and 55.3 percent of the mentions attributed design and planning to nongovernmental institutions or individuals and to international institutions, respectively.

These data clearly show the important role played by governmental agencies in the initiation and planning of NFE programs in Lesotho. This is all the more significant in the light of the fact that over 62 percent of the total NFE programs in Lesotho were run by nongovernmental agencies. We shall explore this further, later in this section.

Equally of interest is the rather fairly insignificant role played by international institutions in originating ideas for and designing NFE programs in Lesotho. This may reflect the rather late entrance of these organizations into the NFE arena in the country. It may also be the case that they play a generally supportive role, rather than a leadership one, with respect to NFE in Lesotho at present.

The sources for origins of ideas and the design and planning of NFE programs in Lesotho, each of which were discussed under three main groupings namely, governmental, nongovernmental and international may also be grouped into two more formats. These two additional formats and the number of mentions are given in Chart III.21.

As can be seen from the chart, institutions played a major role in the

Chart VI.21

ORIGINS OF IDEAS, DESIGN AND PLANNING OF NFE PROGRAMS: THREE FORMATS

Source	Origin of Ideas		Origin of Design and Planning	
	Number of Mentions	Percent[1]	Number of Mentions	Percent
Format I				
Governmental	162[2]	75.1	161	74.2
Non-Governmental	64	29.0	61	28.1
International	10	4.5	11	5.1
Format II				
Individuals	63	28.6	61	28.4
Institutions	127	57.7	119	55.3
Groups	36	16.4	45	20.9
Format III				
Public	169	76.5	164	75.2
Private Secular	41	18.6	39	17.9
Private Religious	27	12.2	27	12.4
Total Respondents	221		218	

[1]Percentages are based on total number of respondents.

[2]Number of mentions for each group may not be equal to the total number of mentions for all items which make up each group as more than one item within each group may be mentioned by the same respondent.

origin of ideas and design and planning of the NFE programs. This corresponds to the strong role played by the government.

Under Format III, the relatively diminished role played by religious groups and religious individuals in non-formal education in Lesotho is evident. Unlike in the formal education system in Lesotho where religious institutions and individuals play an overwhelmingly dominant role, religious individuals have been relatively less active in non-formal education. Only 12.2 percent of the respondents mentioned religious groups and individuals as having contributed to the origins of the ideas regarding NFE programs. Approximately the same percentage of respondents (12.4%) mentioned religious groups and individuals as having played a role in the design and planning of the NFE programs.

9. Congruency between the Origins of Idea and the Planning of the NFE Program

Chart III.22 matches the source that originated the idea for the NFE organizations and the source that planned the NFE program. As can be seen from this chart, almost always it is the group that originated the idea for NFE programs that also planned and designed the program. Over 97 percent of the programs, whose idea originated from government sources, were also planned by government sources. Similarly, 95 percent of the programs whose idea originated from nongovernmental sources were also planned by nongovernmental sources. International organizations designed and planned 90 percent of the programs whose idea originated from them.

However, this does not mean that there existed no cooperation between these three groups in NFE program planning. For example, seventy percent of the NFE programs, for whose origin international organizations were responsible, had some input from government and nongovernment organizations and individuals in Lesotho during the design and planning stages. This

Chart III.22

CONGRUENCY BETWEEN THE ORIGINS OF IDEA AND PROGRAM PLANNING

Idea Originated From	Count Row PCT Col PCT Tot PCT	Planned by Government	Non-Government	Inter-National	Row Total
Government		156 97.5 98.7 73.9	12 7.5 21.1 5.7	3 1.9 27.3 1.4	160 75.8
NonGovernment		11 18.3 7.0 5.2	57 95.0 100.0 27.0	5 8.3 45.5 2.4	60 28.4
International		3 30.0 1.9 1.4	4 40.0 7.0 1.9	9 90.9 81.8 4.3	10 4.7
Column Total		158 74.9	57 27.0	11 5.2	211 100.0

missing = 29 (12.1%)

interaction between national and international groups is an especially encouraging sign in that, there existed a high degree of input from the national groups into programs developed and planned by international groups.

Another measure of cooperation between these three groups in the field of NFE is evidenced from the data presented in Charts III.23 and III.24.

As we have already seen at the beginning of this chapter (see Chart III.3), 62.5% of all the NFE programs in this survey were run by nongovernmental agencies. However, as shown in Chart III.23, 75.1% of the respondents attributed the origin of idea of their NFE program to governmental institutions and affiliated individuals. Thus, a significant proportion of the NFE programs run by nongovernment agencies must have begun through the impetus provided by the governmental agencies. Indeed this is reflected in Chart III.23. Approximately 66 percent of nongovernmental NFE programs which responded, mentioned a governmental agency or an individual in official capacity as the source of the origin of idea for their NFE programs. Only 41.6 percent of the nongovernment programs could attribute their origin to nongovernment sources. As could be expected, the ideas for almost all of the government programs, 90.5 percent, originated from within the governmental structure. While only 2.9 percent of the nongovernment programs attributed the origin of their program to an international source, a larger percent, 7.1 percent of the government programs traced their origin to an international organization.

The trend is more or less identical with regard to the design and planning of the NFE programs (Chart III.24). Sixty-four percent of the NFE programs run by nongovernment agencies were designed and planned by government agencies.

This interaction between the three major actors in the NFE sector

Chart III.23

ORIGIN OF IDEA AND SPONSORSHIP OF THE NFE PROGRAMS

Idea Originated From	Count Row PCT Col PCT Tot PCT	Sponsorship Government Program	 Nongovernment Program	Row Total
Government		76 45.8 90.5 34.4	90 54.2 65.7 40.7	166 75.1
NonGovernment		7 10.9 8.3 3.2	57 89.1 41.6 25.8	64 29.0
International		6 60.0 7.1 2.7	4 40.0 2.9 1.8	10 4.5
Column Total		84 38.0	137 62.0	221 100.0

missing = 19 (7.9%)

Chart III.24

PROGRAM PLANNING AND SPONSORSHIP OF NFE PROGRAMS

Planned By	Count Row PCT Col PCT Tot PCT	Government Organization	Nongovernment Organization	Row Total
Government		75 46.6 90.4 34.6	86 53.4 64.2 39.6	161 74.2
NonGovernment		6 9.8 7.2 2.8	55 90.2 41.0 25.3	61 28.1
International		6 54.5 7.2 2.8	5 45.5 3.7 2.3	11 5.1
Column Total		83 38.2	134 61.8	217 100.0

missing = 23 (9.6%)

is important from the point of view of national planning for NFE. The fact that substantial input from the governmental sector into the non-governmental sector existed at the initial stages of the development of the NFE programs and during the subsequent design and planning phases of the programs, has helped ensure that processes exist to communicate the nation's goals, with regard to the needs for development and education, to grassroots level organizations. Certainly, this process also provided an opportunity for local level organizations to communicate their concerns and needs to the policy makers. The fact that even when the governmental sector designed and planned programs, the grassroots level organizations and groups remained responsible for implementing the programs helps to ensure sufficient decentralization in order that the programs and projects become responsive to local conditions and needs.

Local control also means local responsibility: to set goals and targets which are realistic; to achieve them within a set time period, and above all, to raise at least part of the resources locally for the implementation of the programs.

The future growth and health of NFE in Lesotho will require the further strengthening of planning and implementation processes currently found in Lesotho. Planners of NFE in Lesotho need to build upon these informal structures which have evolved: a certain amount of useful centralization for planning and a notable degree of decentralization for program implementation.

10. Goals of NFE and Educational Topics in Lesotho

The goals of nonformal education have evolved and expanded during the past two decades as the concepts of development in general, and rural

development in particular, have undergone changes. Until recently, rural development was considered almost synonymous with increased agricultural output. However, a larger view of rural development, as reflected in the goals set for the U.N. Second Development Decade, has slowly replaced previous restricted approaches. The goals of the Second Development Decade equate rural development with the fundamental transformation of social and economic structures, institutions, relationships and processes in rural areas. A rural development strategy which solely emphasizes increased agricultural output, may not only be insufficient to achieve these broader goals, but may also turn out to be counterproductive. The attainment of balanced socioeconomic development, as envisaged by the Second Development Decade, will require the generation of new employment, a more equitable distribution of income; more equitable access to arable land; improvements in health, nutrition and housing; and greater participation by all individuals in shaping the decisions that affect their lives.

No educational program, no matter how well conceived, planned, or executed, may by itself be sufficient to achieve these broad and long range goals of development. But without opportunities to receive appropriate and comprehensive educational programs, the bulk of the population may not be able to realize their full potential as individuals and citizens, thus preventing them from participating in and contributing to developmental processes.

With this broadly-based concept of rural development in mind, many studies have attempted to suggest general goals for nonformal education. They can be usefully grouped under five headings (see Coombs 1974,

Molassis 1976):

1. General or basic education includes literacy, numeracy, elementary understanding of science and the environment, etc.
2. Occupational education which imparts knowledge and skills associated with various economic activities.
3. Community development education whose goals are to strengthen the economic, social, and political institutions of the nation through instruction in such matters as local and national government, cooperatives, community development projects, etc.
4. Family improvement education whose primary goal is to develop the knowledge, skills, and attitudes necessary for improving the quality of family life. The areas of instruction may include topics related to health and nutrition, homemaking, child care, family planning, etc.
5. Recreational and cultural education whose primary goal is to enable the individual to understand, participate in, and contribute to the cultural symbols of the society. Such activities could be integrated with other recreational activities.

The NFE survey identified eight areas of nonformal education which could be grouped within the above five goals. Chart III.25 presents the number of programs whose activities attempted to pursue each of these goals.

The largest number of programs, 155 (68.9 percent), identified community development as the goal of their NFE activities. One hundred forty-six programs each considered occupational education and home improvement education as their goals (64.9%). Thirty-seven programs (15.4%)

Chart III.25

PRESENT GOALS OF NFE IN LESOTHO

Present Goals of NFE	Number of Programs		%
1. General or basic education		20	8.3
2. Occupational education		146	64.9
a. Teaching of new skills	113		47.1
b. Improvement of existing skills	108		45.0
3. Community development education		155	68.9
4. Family improvement education		146	64.9
a. Healthy and efficient home management	100		41.7
b. Health care and nutrition	107		44.6
c. Environmental and population education	49		28.7
5. Recreation and leisure time education		37	15.4
Total Respondents		225	-

missing = 15 (6.3%)

provided educational activities to meet the goals of recreational and cultural education. Only 20 programs (8.3%) considered general or basic education as the goal of their NFE activities.

The following three charts (Charts III.26, III.27, and III.28) present the number of NFE programs and their goals by districts, sponsorship of the program, and type of program.

The percent of programs which considered general or basic education to be their goal, or one of their goals, was very low in all of the districts. Recreational and leisure time education also was given a relatively low level of importance as a goal of the NFE throughout the country. No programs in Quthing district identified the above two areas as forming a part of their NFE goals. Occupational education was the NFE goal for the largest percent of the programs in Mokhotlong. Programs in Thaba-Tseka, Mohale's Hoek, and Leribe districts offered community development education more often than programs in other districts. Also, more Thaba-Tseka programs offered family improvement education than programs in other districts.

Governmental and nongovernmental programs showed no remarkable differences regarding the goals of their programs, except in the case of general or basic education (Chart III.27). Somewhat more government sponsored programs offered general or basic education to their participants than did nongovernmental programs. As can be seen from Chart III.28, the majority of these governmental programs were run by the Ministry of Justice for the inmates of the prisons.

A profile of the goals of the seven types of NFE programs in Lesotho presented in Chart III.28 reveals the diversity of the educa-

Chart III.26

PRESENT GOALS OF NFE PROGRAMS IN LESOTHO BY DISTRICT

District	Present Goals of NFE in Lesotho					Total Respondents
	General or Basic Education	Occupational Education	Community Development Education	Family Improvement Education	Recreation and Leisure Time Education	
1. Butha-Buthe	2 (9.1)*	17 (72.3)	12 (54.5)	14 (63.6)	3 (13.6)	22 (9.8)
2. Leribe	1 (4.0)	15 (60.0)	20 (80.0)	15 (60.0)	5 (20.0)	25 (11.1)
3. Berea	4 (9.1)	25 (56.8)	27 (61.4)	26 (59.1)	4 (9.1)	44 (19.6)
4. Maseru	4 (15.4)	16 (61.5)	16 (61.5)	15 (57.7)	6 (23.1)	26 (11.6)
5. Mafeteng	2 (4.8)	30 (71.4)	29 (69.0)	27 (64.3)	7 (16.7)	42 (18.7)
6. Mohale's Hoek	1 (6.7)	10 (66.7)	12 (80.0)	11 (73.3)	4 (26.7)	15 (6.7)
7. Quthing	0 (0.0)	6 (54.5)	8 (72.7)	8 (72.7)	0 (0.0)	11 (4.9)
8. Qacha's Nek	3 (17.6)	9 (52.9)	13 (76.5)	12 (20.6)	6 (35.3)	17 (7.6)

9. Mokhotlong	2 (13.3)	13 (86.7)	11 (73.3)	11 (73.3)	1 (6.7)	15 (6.7)
10. Thaba-Tseka	1 (12.5)	5 (62.5)	7 (87.5)	7 (87.5)	1 (12.5)	8 (3.6)
Total Respondents	20 (8.9)	146 (64.9)	155 (68.9)	146 (64.9)	37 (16.4)	225 (100.0)

*Numbers in parentheses are percentages based on respondent totals.
missing = 15 (6.3%)

Chart III.27

PRESENT GOALS OF NFE PROGRAMS IN LESOTHO BY SPONSORSHIP OF THE PROGRAM

Sponsorship of the Program	Present Goals of NFE in Lesotho					Total Respondents
	General or Basic Education	Occupational Education	Community Development Education	Family Improvement Education	Recreation and Leisure Time Education	
Government	11 (12.8)*	59 (68.6)	58 (67.4)	55 (64.0)	17 (19.8)	86 (38.2)
Nongovernment	9 (6.5)	87 (62.6)	97 (69.8)	91 (65.5)	20 (14.4)	139 (61.8)
Total Respondents	20 (8.9)	146 (64.9)	155 (68.9)	146 (64.9)	37 (16.4)	225 (100.0)

*Numbers in parentheses are percentages based on total respondents.

missing = 15 (6.3%)

Chart III.28

PRESENT GOALS OF NFE IN LESOTHO BY TYPE OF NFE PROGRAM

Type of NFE Program	Present Goals of NFE in Lesotho					Total Respondents
	General or Basic Education	Occupational Education	Community Development Education	Family Improvement Education	Recreation and Leisure Time Education	
1. Ministries of Rural Development and Agriculture (G)	4 (7.0)*	45 (28.9)	40 (70.2)	32 (56.1)	8 (14.0)	57 (25.3)
2. Ministries of Health and Nutrition (G)	0 (0.0)	6 (30.0)	13 (65.0)	19 (95.0)	3 (15.0)	20 (8.9)
3. Ministries of Justice, Interior and Other Programs (G)	7 (77.8)	8 (88.9)	5 (55.6)	4 (44.4)	6 (66.7)	9 (4.0)
4. Agriculture (NGO)	0 (0.0)	26 (83.9)	24 (77.4)	15 (48.4)	3 (9.7)	31 (13.8)
5. Coops (NGO)	4 (8.5)	36 (76.6)	33 (70.2)	20 (42.6)	6 (12.8)	47 (20.9)
6. Health, Nutrition and Child Care (NGO)	3 (9.1)	8 (24.2)	18 (54.5)	32 (97.0)	2 (6.1)	33 (14.7)
7. Women's Groups and Other Organizations (NGO)	2 (7.1)	17 (60.7)	22 (78.6)	24 (85.7)	9 (32.1)	28 (12.4)
Total Respondents	20 (8.9)	146 (64.9)	155 (68.9)	146 (64.9)	37 (16.4)	225 (100.0)

*Numbers in parentheses are percentages based on total respondents.
missing = 15 (6.3%)

tional activities each of these types of programs offered to the public. Except for general or basic education, all of the goals of NFE were present in the educational activities of the seven types of programs. Only programs run by the Ministry of Health and Nutrition and nongovernmental agricultural programs mentioned offering general or basic education as one of their goals.

11. Educational Topics

In the survey, NFE program directors were asked to identify the major educational topics included in their program activities to achieve their broader goals. Two hundred seven programs (86.3%) identified at least one educational topic. These educational topics have been grouped into six major headings as shown in Chart III.29. A more detailed list of educational topics which comprise these six major groups are presented in Appendix III.2.

The distribution of educational topics by district, by sponsorship of the program and by the type of program are presented in Charts III.30, III.31, and III.32. Some of the major pertinent observations based on their charts are presented below:

- A lower proportion of programs in Quthing focussed on agricultural and animal husbandry education than in any other district; however, literacy and numeracy programs and migrant education are more prevalent among programs in Quthing district (Chart III.30).
- Recreation and culture as educational topics were very neglected by NFE programs in all of the districts (Chart III.30).
- NFE programs in Butha-Buthe showed very high concentration of educational topics dealing with agriculture and animal husbandry, but

Chart III.29

EDUCATIONAL TOPICS OFFERED BY NFE PROGRAMS

Educational Topics	Number of Programs	%
1. Agriculture and animal husbandry	132	63.8
2. Cooperative education	37	17.9
3. Crafts	23	11.1
4. Literacy, numeracy and migrant education	43	20.8
5. Health, nutrition and family education	101	48.8
6. Recreation and culture	2	1.0
Total	207	--

missing = 33 (13.8%)

Chart III.30

EDUCATIONAL TOPICS OFFERED BY NFE PROGRAMS BY DISTRICT

District	Educational Topics						
	Agriculture and Animal Husbandry	Cooperative Education	Crafts	Literacy, Numeracy and Migrant Education	Health, Nutrition and Family Education	Recreation and Culture	Total Respondents
1. Butha-Buthe	18 (78.3)*	7 (30.4)	3 (13.0)	1 (4.3)	6 (26.1)	0 (0.0)	23 (11.1)
2. Leribe	13 (65.0)	3 (15.0)	5 (25.0)	1 (5.0)	10 (50.0)	0 (0.0)	20 (9.7)
3. Berea	20 (54.1)	3 (8.1)	6 (16.2)	1 (2.7)	22 (59.5)	0 (0.0)	37 (17.9)
4. Maseru	11 (45.8)	6 (25.0)	3 (12.5)	5 (20.8)	11 (45.8)	1 (50.0)	24 (11.6)
5. Mafeteng	29 (69.0)	11 (26.2)	1 (2.4)	12 (28.6)	18 (42.9)	1 (50.0)	42 (20.3)
6. Mohale's Hoek	10 (62.5)	3 (18.8)	1 (6.3)	5 (31.3)	8 (50.0)	0 (0.0)	16 (7.7)
7. Quthing	5 (45.5)	0 (0.0)	0 (0.0)	6 (54.5)	7 (63.6)	0 (0.0)	11 (5.3)

8. Qacha's Nek	9 (64.3)	3 (21.4)	3 (21.4)	5 (35.7)	9 (64.3)	0 (0.0)	14 (6.8)
9. Mokhotlong	11 (84.6)	0 (0.0)	1 (7.7)	4 (30.8)	5 (35.5)	0 (0.0)	13 (6.3)
10. Thaba-Tseka	6 (85.7)	1 (14.3)	0 (0.0)	3 (42.9)	5 (71.4)	0 (0.0)	7 (3.4)
Total Respondents	132 (63.8)	37 (17.9)	23 (11.1)	43 (20.8)	101 (48.8)	2 (1.0)	207 (100.0)

*Numbers in parentheses are percentages based on total respondents.
missing = 33 (13.8%)

relatively low percentages of the programs offered other educational topics (Chart III.30).

-Governmental programs provided educational topics dealing with agriculture and animal husbandry more often than nongovernmental programs (Chart III.30).

-Cooperative education and instruction in crafts were offered more often by nongovernmental programs (Chart III.30).

-Approximately equal percentages of governmental and nongovernmental programs provided educational topics related to health, nutrition, and family education (Chart III.31).

-A large proportion of the cooperatives were engaged in agricultural and animal husbandry education showing clearly the responsiveness of the coops to the needs of the rural clientele (Chart III.32).

The pattern of the goals of NFE in Lesotho more or less reflected the priorities assigned to goals by NFE programs in other parts of the world. Except for adult literacy programs, which exist in one form or another in most developing nations, comparatively few NFE programs in Lesotho offered activites which encompass the wider goals of general or basic education. Almost all the programs which provided general or basic education in Lesotho confined their activites to literacy and numeracy programs. Given the need for basic youth and adult education, the number of such programs in Lesotho is inadequate to reach a substantial part of the target population. Thus, not only should the number of general or basic education programs in the country be increased but also the scope of existing programs should be expanded to include areas of knowledge and skills which will enable the participants to understand

Chart III.31

EDUCATIONAL TOPICS OFFERED BY NFE PROGRAMS BY SPONSORSHIP OF THE PROGRAM

Sponsorship of the Program	Educational Topics						Total Respondents
	Agriculture and Animal Husbandry	Cooperative Education	Crafts	Literacy, Numeracy and Migrant Education	Health, Nutrition and Family Education	Recreation and Culture	
Government	59 (74.7)*	5 (6.3)	6 (7.6)	20 (25.3)	36 (45.6)	0 (0.0)	79 (38.2)
Nongovernment	73 (57.0)	32 (25.0)	17 (13.3)	23 (18.0)	65 (50.8)	2 (100.0)	128 (61.8)
Total Respondents	132 (63.8)	37 (17.9)	23 (11.1)	43 (20.8)	101 (48.8)	2 (1.0)	207 (100.0)

*Numbers in parentheses are percentages based on total respondents.
missing = 33 (13.8%)

Chart III.32

EDUCATIONAL TOPICS OFFERED BY NFE PROGRAMS BY TYPE OF PROGRAM

Type of Program	Educational Topics						
	Agriculture and Animal Husbandry	Cooperative Education	Crafts	Literacy, Numeracy and Migrant Education	Health, Nutrition and Family Education	Recreation and Culture	Total Respondents
1. Ministries of Rural Development and Agriculture (G)	45 (84.9)*	3 (5.7)	3 (5.7)	6 (11.3)	14 (26.4)	0 (0.0)	53 (25.6)
2. Ministries of Health and Nutrition (G)	7 (41.2)	2 (11.8)	0 (0.0)	9 (52.9)	16 (94.1)	0 (0.0)	17 (8.2)
3. Ministries of Justice, Interior and Other (G)	7 (77.8%)	0 (0.0)	3 (33.3)	5 (55.6)	6 (66.7)	0 (0.0)	9 (4.3)
4. Agriculture (NGO)	21 (72.4)	7 (24.1)	7 (24.1)	1 (3.4)	7 (24.1)	0 (0.0)	29 (14.0)
5. Coops (NGO)	34 (79.1)	19 (44.2)	4 (9.3)	2 (4.7)	8 (18.6)	0 (0.0)	43 (20.8)
6. Health, Nutrition and Child Care (NGO)	7 (21.9)	2 (6.3)	1 (3.1)	14 (43.8)	31 (96.9)	0 (0.0)	32 (15.5)
7. Women's Groups and Other Organizations (NGO)	11 (45.8)	4 (16.7)	5 (20.8)	6 (25.0)	19 (79.2)	2 (100.0)	24 (11.6)
Total Respondents	132 (63.8)	37 (17.9)	23 (11.1)	43 (20.8)	101 (48.8)	2 (1.0)	207 (100.0)

*Numbers in parentheses are percentages based on total respondents.

better the immediate environment in which they live and to contribute more fully to development processes in Lesotho.

Just as in other parts of the world, occupational education claims the largest share of nonformal education in Lesotho. Occupational education programs dealing with agriculture and animal husbandry were predominant. One of the general complaints often heard in other parts of the world about occupational education is that such programs are spread too thinly and are often of such poor quality that they have little impact. This author has some reason to suspect that the above observation may be somewhat valid for the NFE programs in Lesotho. To some extent, this was evident from the fact that almost no programs were able to provide sufficient data on indicators intended to measure the intensity of their educational programs.

The fragmentation of educational programs is a major source of problems for NFE in many parts of the world. It is not uncommon to see in many of the developing countries a series of separate agencies running different programs in the same villages dealing with such topics as health, nutrition, home economics, family planning, etc., which if integrated into a unified curriculum would be more effective. Evidence presented in this section indicates that some such fragmentation exists in Lesotho. The avoidance of any further fragmentation will require some thoughtful coordination of efforts in different parts of the country through increased communication between different agencies and programs.

12. Extent of NFE Coverage in Lesotho: Number of Participants and Staff

Various indicators such as the number of programs per district and

per thousand population, the diversity of educational goals of NFE programs, the multiplicity of NFE activities within programs, the educational topics covered by NFE groups, etc., presented in the preceding sections of this chapter, provide some measure of the coverage of NFE in Lesotho. However, one of the most important indicators of the extent of coverage, the number of persons who actually participate in these programs, is also the most difficult to estimate because of the complex nature of the organization of NFE programs.

Extension programs run by different agencies often serve the same target population. Individuals may often hold membership in or participate in the activities of more than one organization. Thus, a woman who is a member of a women's group could also be a participant in an agricultural extension program, health and nutrition program, and others.

The same is also true for the number of staff members serving NFE programs. One individual could be the president of a village cooperative and work as a member of the educational staff of a rural agricultural education program. Several village agricultural groups may count the same agricultural extension worker as part of their educational and technical personnel.

Chart III.33 presents the estimated number of persons participating in one or more than one NFE activites classified by district (see Appendix III.3 for a discussion of the methods used to estimate the numbers of participants). Nationwide, an estimated total of 175,595 persons participated in NFE programs, which was 13.22 percent of Lesotho's 1980 total population. As can be seen from the ratio of the number of participants to De Jure population, the number of participants

Chart III.33

NUMBER OF PERSONS PARTICIPATING IN NFE PROGRAMS
CLASSIFIED BY DISTRICT

District	Estimated[1] De Jure Population in 1980	Number of NFE Programs 1980-1981	Estimated[2] Total Number of Persons Participating in NFE in 1980-1981	Ratio of Participants to Total De Jure Population
Butha-Buthe	84,197	23	20,431	0.2426
Leribe	225,343	26	9,641	0.0427
Berea	159,413	45	86,977	0.5456
Maseru	281,255	29	6,186	0.0219
Mafeteng	168,375	45	16,537	0.0982
Mohale's Hoek	148,208	17	5,935	0.0399
Quthing	96,538	13	5,958	0.0617
Qacha's Nek	83,454	18	11,369	0.1362
Mokhotlong	80,193	15	10,662	0.1329
Thaba-Tseka[3]	--	9	1,899	--
All Districts	1,327,476	240	175,595	0.1332

[1]See Chart III.1.
[2]See Appendix III.3 for methods used for estimation of participants.
[3]No separate population statistics are available for Thaba-Tseka district.

as a percent of the total population varied widely between districts. In Berea, 54.56 percent of the population were reached by at least one NFE program while in Mohale's Hoek only 3.99 percent of the total population was reached by NFE activities. The percent of this population covered by NFE was the lowest in Maseru, 2.19 percent. However, this very low percentage can be attributed to the fact that a substantial proportion of the district's population lives in the capital city which was not covered by this survey.

Apart from Maseru, the coverage of NFE fell below ten percent of the population in Mohale's Hoek, Leribe, Quthing, and Mafeteng districts.

To what degree did this amount of NFE coverage in Lesotho meet the educational needs of the people? As we have seen in the educational profile of the population in Lesotho in chapter II, approximately 600,000 of the 1980 population between the ages of ten and sixty-five will have obtained either no education or a maximum education of standard 7 or below. If we take this segment as the immediate target of NFE in Lesotho, the percent of NFE coverage reached approximately 30 percent of the population. If we add to the above target group children aged zero to four, the coverage of NFE approximated only 22 percent of the potentially needy population groups.

Chart III.34 presents the number of paid staff, volunteer staff, and total staff available to serve the NFE programs classified by district. As can be seen from column seven, the participant total staff ratio was the highest in Berea district and the lowest in Thaba-Tseka district. Mohale's Hoek and Mokhotlong districts ranked first in volunteer staff as a percent of the total staff. Approximately 82

Chart III.34

NFE PARTICIPANTS AND STAFF CLASSIFIED BY DISTRICT

District	Number of NFE Participants	Number of Programs	Total Staff	Paid Staff	Volunteer Staff	Participant Total Staff Ratio	Participant Paid Staff Ratio	Participant Voluntary Staff Ratio	Voluntary Staff Total Staff Ratio
1. Butha-Buthe	20,431	23	260	141	119	78.5	144.9	171.6	0.45
2. Leribe	9,641	26	236	87	149	64.7	110.8	64.7	0.63
3. Berea	87,977	45	611	456	155	142.4	190.7	561.1	0.25
4. Maseru	6,186	29	321	90	231	19.2	68.2	26.7	0.71
5. Mafeteng	16,537	45	418	215	203	39.5	76.9	81.4	0.48
6. Mohale's Hoek	5,935	17	304	52	252	19.5	114.1	23.5	0.82
7. Quthing	5,958	13	391	286	105	15.2	20.8	56.7	0.26
8. Qacha's Nek	11,369	18	438	166	272	25.9	68.4	41.7	0.62
9. Mokhotlong	10,662	15	573	102	471	18.6	104.5	22.6	0.82
10. Thaba-Tseka	1,899	9	337	120	217	5.7	15.8	8.7	0.64
Total Respondents	175,595	240	3,889	1,715	2,174	45.1	102.3	80.7	0.55

*Total staff refers to paid staff plus volunteer staff.

percent of the people serving NFE in their districts were volunteers. For the nation as a whole, every 102 participants had a paid staff member, for every 80 participants a volunteer staff member, and for every 45 participants either a paid or volunteer staff member.

However, this participant staff ratio should be looked upon with some caution--the staff includes, as can be seen in chapter IV in greater detail, advisory, administrative, service, educational-technical and field staff members. A more rigorous measure of participant staff ratios from the point of view of educational quality could be provided by taking the ratio of participants to educational technical staff, and field staff. As will be discussed in chapter IV, there were a total of 167 education-technical staff and 258 field staff reported to be serving NFE in the country. Essentially, one educational technical staff member was provided for every 1,051 participants and one field staff member for every 680 participants.

Charts III.35 and III.36 provide data on the number of participants and staff members classified by the sponsorship of the program and the type of program. Although the total government sponsored programs constituted only 60 percent of the nongovernment sponsored programs, they served two to three times the number of participants than did the nongovernmental programs. This indicates the greater extension nature of the work done by the governmental programs. Although the nongovernmental programs carry a higher ratio of volunteer staff to total staff (0.63), a ratio 0.46 of volunteer staff to total staff for governmental programs is encouraging.

As can be seen from Chart III.36, the largest amount of coverage

Chart III.35

NFE PARTICIPANTS AND STAFF CLASSIFIED BY SPONSORSHIP OF THE PROGRAM

Sponsorship of the Program	Number of NFE Participants	Number of Programs	Total Staff	Paid Staff	Volunteer Staff	Participant Total Staff Ratio	Participant Paid Staff Ratio	Participant Voluntary Staff Ratio	Voluntary Staff Total Staff Ratio
Government	197,119	90	1,686	902	784	116.9	218.5	251.4	.46
Nongovernment	83,140	150	2,203	813	1,390	37.7	102.2	59.8	.63
All Programs	280,259	240	3,889	1,715	2,174	45.1	102.3	80.7	0.55

*Due to multiple participation in programs this total is larger than the estimated number of persons participating in NFE presented in Chart III.34.

Chart III.36

NFE PARTICIPANTS AND STAFF CLASSIFIED BY TYPE OF PROGRAM

Type of Program	Number of NFE Participants	Number of Programs	Total Staff	Paid Staff	Volunteer Staff	Participant Total Staff Ratio	Participant Paid Staff Ratio	Participant Voluntary Staff Ratio	Voluntary Staff Total Staff Ratio
1. Ministries of Rural Development and Agriculture (G)	181,240	60	1,010	523	487	179.4	346.5	372.1	0.48
2. Ministries of Health and Nutrition (G)	15,507	20	510	317	193	30.4	48.9	80.3	0.37
3. Ministries of Justice, Interior and Other (G)	372	10	175	74	101	2.1	5.0	3.6	0.57
4. Agriculture (NGO)	2,949	31	447	232	215	6.5	12.7	13.7	0.48
5. Coops (NGO)	18,345	54	882	236	646	20.7	77.7	28.4	0.73
6. Health, Nutrition and Child Care (NGO)	36,170	36	483	184	299	74.8	196.5	120.9	0.61
7. Women's Groups and Other Organizations (NGO)	25,676	29	382	149	233	67.2	172.3	110.1	0.60
Total Respondents	280,259*	240	3,889	1,715	2,174	72.1	163.4	128.9	0.55

*Th[illegible]otal is larger than the total in Chart III.34 due to multiple participation in programs.

was provided by programs run by the Ministry of Rural Development and Agriculture. The total participation of 280,259, which was greater than the estimated total number of individuals covered by the NFE (175,595), indicates that these programs often covered the same target population, thus increasing multiple participation by the individuals involved. The cooperatives showed the largest proportion of volunteer staff, namely 0.73.

Nongovernmental agricultural programs showed a very large presence of paid staff members. As will be seen in chapter IV, this is largely due to the inclusion of all members who received payment for services. Further analyses presented in chapter IV show that this group suffers severely from a lack of the availability of educational-technical and field staff.

In addition to these disparities in geographical coverage and organizational coverage by type, the planners of NFE need to pay particular attention to the depth and intensity of the educational experiences which the participants receive. As mentioned earlier in this chapter, the inability on the part of almost all the programs to provide accurate data for the indicators intended to measure the intensity of their coverage may to some extent point to the possibility that the programs are extended too thinly. Evidence from different parts of the world indicates that unless the participants reach at least a certain minimum threshold in the quality of their educational experience, it is not likely to make any significant impact on their day-to-day lives. The very high ratio of participants to the number of professional staff serving NFE also seems to support the conclusion that NFE programs in

Lesotho need to pay greater attention to the quality of the educational services provided, as well as the extent of the services given.

13. Conclusion

A total of 240 NFE programs functioning in Lesotho, on the average, served an average of 5,550 individuals per program. In actuality, this number may be inflated due to the multiple participation of individuals in more than one program. Populations in Quthing, Leribe, Mohale's Hoek, Mafeteng, and Maseru districts have had very low access to NFE programs.

The ratio at which new NFE programs have been initiated is encouraging. During the 15 years since independence, the start-up of new programs has steadily increased. However, the development of new NFE programs needs to be further accelerated in order to meet the current and future needs of the nation. For at least one NFE program to be available (assuming no multiple participation occurs) for every 4,000 persons in the population by the year 2000, an average start-up of 12.65 programs per year will be required between now and the year 2000.

Approximately 55 percent of the NFE programs offered more than one educational activity to their participants. Also, 33 percent of the NFE programs were conducted by organizations who also provided non-NFE services.

An important interaction existed between governmental and non-governmental agencies during the initiation and planning stages of the NFE programs. The ideas for 66 percent of the nongovernmental NFE programs originated from government related agencies. Similarly, governmental agencies contributed to the designing and planning of 64 percent of the nongovernment programs. From the point of view of national

planning processes for NFE, this interaction is important because it provides an opportunity to communicate national goals and priorities for development to grassroots level organizations, without sacrificing the benefits entailed in the decentralization of program implementation. These processes should help enable NFE programs to be responsive to local needs and to introduce needed corrections during the course of their activities.

NFE programs in Lesotho at present cover an estimated 13.2 percent of the total population. This translates into approximately 22 percent of the preschool age children and groups ten years of age and older with either no education or low attainment of education in the formal system.

There is a strong indication that several NFE agencies and programs provided their activities for the same target population, as indicated by the high multiple participation by individuals in certain programs. This inevitably results in a degree of fragmentation of programs and some inefficicent use of resources.

The very high ratios of volunteer staff to total staff observed in both governmental and nongovernmental programs provided some measure of the participatory nature of the NFE programs in Lesotho. This high volunteer participation provided a very low participant staff ratio. However, the very high ratio of participants to educational-technical staff and field staff is not as encouraging. For NFE programs to provide more qualitative depth and intensity to their educational programs, the number of educational-technical and field staff needs to be increased, in conjunction with the provision of in-service training.

IV. ORGANIZATIONAL STRUCTURE AND DECISIONMAKING PROCESSES

1. Introduction

In this chapter, we shall describe the types of program staff members which manage NFE programs in Lesotho, as well as their roles in making decisions that affect program processes and outcomes.

Non-formal education programs, in contrast to informal education processes, imply by their very existence a certain degree of organizational structure. Functioning mainly outside of the formal educational system, they nonetheless are often found to be highly structured in terms of their personnel, managerial processes and decisionmaking systems. In order to achieve various types of goals, NFE programs need to have diverse organizational formats and to structure their intents well. Though flexibility is often required, the organization of each program must be tailored in ways which will plan for, promote and enable such flexibility to occur in a responsive manner.

Thus, although NFE programs will always exhibit some form of organization, those forms may differ widely within any one country, according to, for example, the resources of the region, local needs, traditional modes of management and specific program goals. Research is always needed about the salient organizational patterns found in NFE programs in relation to the needs and goals to which they address themselves.

In this chapter, we shall discuss the size of NFE program staffs in Lesotho, their composition and gap areas, sponsorship and relative success. The size of program staffs *per se* will be assessed in relation to the districts, the sponsoring organizations, numbers of activities and size

of participation. Decisionmaking processes will be reviewed with an emphasis upon the types of decisionmakers in relation to the areas of decisions. Special emphasis will be given to assessing those programs which include participants in their decisionmaking processes. A concluding secion will review our main findings and provide recommendations for programmatic action.

2. Organizational Structure

(a) Type and Size of Staff Serving Non-Formal Education Programs in Lesotho. The personnel responsible for serving NFE programs in Lesotho can be grouped into five major categories:

1. Boards (Advisory Staff)--which includes members of the boards of directors, and advisory boards.

2. Administration--which includes the director or president, deputy director or vise president, co-ordinators and supervisors of NFE programs.

3. Service Personnel--consisting of secretaries, accountants, and other service staff.

4. Educational and Technical Staff--which includes professional educators, other professional or technical advisors, educational inspectors, evaluators and researchers.

5. Field Staff--whose membership may include group leaders, extension agents and community auxilaries.

Of the 240 programs interviewed for this survey, 219 programs (91.2%) provided reliable data on the structure of their staff positions. Means and sums for each of the above five categories of NFE staff listed by volunteers, paid staff, expatriates and total staff are provided in Chart IV.1. The sums are adjusted estimates for all of the 240 programs, based on the data provided by the 219 programs.

The national mean for the total size of the staff serving an NFE program

Chart IV.1

TYPE OF POSITION AND TOTAL VOLUNTEER, PAID, AND EXPATRIATE STAFF

Type of Position	Volunteer Staff		National Paid Staff		Expatriate Staff		Total Staff	
	Mean[1]	Sum[2]	Mean	Sum	Mean	Sum	Mean	Sum
Boards								
Board of Directors, Advisory Board	1.671	401 (18.4)	0.554	133 (8.2)	0.113	27 (32.1)	2.338	561 (14.4)
Administration								
Director, Deputy Director, etc.	2.662	638 (29.3)	1.883	452 (27.7)	0.046	11 (13.1)	4.589	1101 (28.3)
Service Staff								
Accountants, Secretaries, etc.	2.959	710 (32.6)	1.117	268 (16.4)	0.059	14 (16.7)	4.137	992 (25.6)
Educational and Technical Staff	0.699	167 (7.7)	1.304	313 (19.2)	0.110	26 (30.9)	2.110	506 (13.0)
Field Staff	1.078	258 (11.9)	1.938	465 (28.5)	0.023	6 (7.1)	3.041	729 (18.7)
Total	9.058	2174 (55.9)	6.796	1631 (41.9)	0.350	84 (2.2)	16.204	3889 (100.0)

[1]The mean is the national mean for NFE programs.

[2]The sum was estimated by multiplying the mean by 240 programs for each category in the country.

[3]Numbers in parentheses are the percent of the respective totals for each category.

was 16.204, with a standard deviation of 5.029. The maximum number of staff members reported in the survey was 110 and the minimum size was one.

The total estimated staff serving the 240 programs in the survey was 3889. Of these, nearly 56 percent, or 2174, were serving the NFE programs as volunteers. Only 2.2 percent or 84 members of the total staff nationwide were expatriates.

Of the total volunteers 18.4 percent (401) and 29.3 percent (638), respectively, were involved with boards and administration, whereas only 7.7 percent (167) and 11.9 percent (258), respectively, of the total volunteer staff were involved in serving NFE programs as professional educators and field staff. A fairly high percentage of the volunteer staff, namely 32.6 percent (710), provided volunteer service as secretaries, accountants, etc.

In contrast, relatively fewer national paid staff members sat on boards (133, 8.2%) and participated as service staff (268, 16.4%). Although, paid staff members were engaged in administrative work at a similar level as volunteers (452, 27.7%), they played a substantially larger relative role as educational and technical staff (313, 19.2%) and field staff (465, 28.5%). Thus, the technical and field staff roles in NFE programs tended to be filled by paid rather than unpaid staff.

The direct involvement of expatriates in non-formal education at the grassroots level in Lesotho was minimal. Only 2.2 percent (84) of the total personnel were expatriates, and nearly one-third (27, 32.1%) of the expatriates served on the boards of directors and advisory boards, while an equally large percentage (30.9 percent, 267) served as educational and

technical staff.

One of the biggest assets of non-formal education programs in general, is the high participation of volunteers in conducting the programs, thus reducing implementation costs. The staff profile discussed above shows that Lesotho is no exception. Fifty-six percent of the people who worked for non-formal education programs received no monetary remuneration. Without this high percentage of volunteers contributing their times and professional skills, the size of the non-formal education would inevitably shrink considerably, unless a substantial additional outlay of funds were provided. Equally important is the sense of participation and the feeling of achievement that this opportunity to volunteer provides to a large number of individuals throughout the country. These people represent the essential core of sound national development, and thus, volunteerism is not only an input into the non-formal education process, but it is also one of its very important outcomes.

With regard to the roles of staff members in non-formal education programs, administrators often played professional, educational or technical roles in addition to managerial and organizational ones. As such, the educational and technical staff of NFE programs, which appeared to be surprisingly small (506, 13.0%), may well be actually much larger. Nonetheless, more educational and technical staff members, both paid and volunteer, are needed and must be trained for service in non-formal education programs.

The low numbers of paid and volunteer field staff are truly sobering (729, 18.7%). The field staff members are often the core of successful NFE programs since they provide direct services to persons and groups, coordinate

local efforts, give local relevance to program contents and methods, help to communicate between the field and program directors, conduct certain key inter-institutional relations and often train new field workers "on the job." In order to increase program coverage, the numbers of field workers must be increased substantially. Indeed "paraprofessional" field staff members can be trained successfully within most types of NFE programs by professional staff members, or in training workshops. Once skilled, the paraprofessionals themselves can play a multiplier role by training more community members in different locales to become field staff, either voluntary or paid. The numbers of field staff members are currently very low, especially in relation to the administrative and services clusters. Thus, a major effort should be made to increase the numbers of field staff members in many NFE programs throughout Lesotho.

(b) Absence of Types of Staff in NFE Programs. While the quantity of the staff serving NFE programs nationwide is generally encouraging, the distribution of the types of staff members within various types of positions is not well-balanced, as we have seen in the previous section. Professional and field staff positions, which are critical to achieving the educational goals of NFE programs, represented a relatively low percentage of the total volume of NFE staff.

The distribution of staff amongst the various types of positions within different NFE programs was far from optimal. Chart IV. 2 presents the number of NFE programs where a particular type of position was totally absent.

Nearly 70 percent of the 219 programs which provided information on their staff members did not have a board of directors or an advisory board. Undoubtedly, several of these programs were governmental extension programs

Chart IV.2

NFE PROGRAMS WITH STAFF ABSENT BY TYPE OF POSITION

Type of Position	Total Absence	% of Programs Responding
Boards	153	69.9
Administration	71	32.4
Service Staff	103	47.0
Educational and Technical Staff	135	61.6
Field Staff	151	68.9
Total Responding Programs	219	-

missing = 21 (8.8%)

which normally do not have, or require, an advisory board. Also, it should be noted that though boards can be quite useful, they are often not crucial to the success of several types of NFE programs.

Of far greater concern are the relatively high percentages of programs reporting an absence of educational and technical personnel and field staff. Nearly 62 percent of the programs reported that they lacked educational staff, and 69 percent reported an absence of field staff. Thus, not only was the total number of professional people and field staff serving NFE programs low, even this small number was disproportionately distributed amongst the programs.

Chart IV.3, Type of Staff Position and Geographical Distribution, presents the number of NFE programs in each of the ten districts with at least one person serving within each of the five types of positions discussed in the previous sections. As can be seen from this chart, a very low proportion of the NFE programs in Butha-Buthe and Leribe districts have had the services of educational and technical personnel and field staff available to them. Maseru and Thaba-Tseka had the highest percentage of NFE programs with educational, technical and field staff in the nation.

Seventy-five percent of the programs in Moklotlong had an advisory board or board of directors; the highest in the nation. Mokhotlong was followed by Butha-Buthe with 50 percent of the programs having boards. All of the other districts had relatively far fewer programs with boards.

Given that only 67.6% (148 programs) had administrative staff, this appears to be another important area for reinforcement, particularly in Leribe (62.5%), Mohale's Hoek (50.0%), Quthing (41.7%), Qacha's Nek (57.1%) and Thaba-Tseka (44.4%).

For purposes of future planning for the improvement of the organizational

Chart IV.3

NUMBER OF NFE PROGRAMS WITH AT LEAST ONE PERSON FILLING THE TYPE OF POSITION DISTRIBUTED BY DISTRICT

District	Type of Position					Total Programs Reporting Staff
	Boards	Administration	Service	Educational Technical	Field Staff	
Butha-Buthe	11 (50.0)	19 (86.4)	16 (72.7)	4 (18.2)	4 (18.2)	22 (10.0)
Leribe	6 (25.0)	15 (62.5)	15 (62.5)	7 (29.2)	6 (25.0)	24 (11.0)
Berea	14 (33.3)	32 (76.2)	26 (61.9)	18 (42.9)	14 (33.3)	42 (19.2)
Maseru	6 (22.2)	18 (66.7)	14 (51.9)	15 (55.6)	12 (44.4)	27 (12.3)
Mafeteng	8 (19.5)	31 (75.6)	23 (56.1)	14 (34.1)	12 (29.3)	41 (18.7)
Mohale's Hoek	6 (37.5)	8 (50.0)	5 (31.3)	6 (37.5)	5 (31.3)	16 (7.3)
Quthing	1 (8.3)	5 (41.7)	2 (16.7)	4 (33.3)	4 (33.3)	12 (5.5)
Qache's Nek	2 (14.3)	8 (57.1)	6 (42.9)	6 (42.9)	3 (21.4)	14 (6.4)
Mokhotlong	9 (75.0)	8 (66.7)	7 (58.3)	5 (41.7)	4 (33.3)	12 (5.5)
Thaba-Tseka	3 (33.3)	4 (44.4)	2 (22.2)	5 (55.6)	4 (44.4)	9 (4.1)
Total	66 (30.1)	148 (67.6)	116 (53.0)	84 (38.4)	68 (31.1)	219 (100.0)

missing = 21 (8.8%)

structures of NFE programs in Lesotho, it is important to reflect not only upon the imbalances in the overall percentages by types of positions, but also to assess the relative areas of need per district. Clearly, all districts need assistance with regard to the training of educational/ technical and field staff.

(c) Geographical Distribution of Volunteers. Of the 219 programs which provided data on various staff positions, 58 percent (127 programs) reported that some volunteers were present on their staffs. However, this high degree of volunteer participation in NFE programs was found to be unevenly distributed in the country. Although 93.8% of the NFE programs in Mohale's Hoek had some volunteer staff participation, only 16.7% of the NFE programs in Quthing district reported having volunteers (see Chart IV.4). In general, we may cluster the districts by their level of volunteer participation in NFE programs:

High Level of Volunteer Participation	Moderate Level of Volunteer Participation	Low Level of Volunteer Participation
Mohale's Hoek	Butha Buthe	Mafeteng
Thaba-Tseka	Maseru	Quthing
Mokhotlong	Leribe	
Qacha's Nek	Berea	

Special attention should be given to rewarding volunteers in the high level districts and to encouraging more volunteer development in the moderate and lower level districts.

(d) Sponsorship of NFE Programs and the Structure of the Program Staff. As stated in Chapter III, 37.5 percent of the NFE programs in Lesotho were sponsored by governmental agencies, while 62.5 percent of the programs were

Chart IV.4

NFE PROGRAMS SERVED BY VOLUNTEER STAFF BY DISTRICT

	Number of Programs with Volunteers Present	%[1]	Number of Programs Reporting Staff	%
Butha-Bethe	15	68.2	22	10.0
Leribe	12	50.0	24	11.0
Berea	21	50.0	42	19.2
Maseru	17	63.0	27	12.3
Mafeteng	17	41.5	41	18.7
Mohale's Hoek	15	93.8	16	7.3
Quthing	2	16.7	12	5.5
Qacha's Nek	10	71.4	14	6.4
Mokhotlong	10	83.3	12	5.5
Thaba-Tseka	8	88.9	9	4.1
Total	127	58.0	219	100.0

[1]Row percentage

missing = 21 (8.8%)

conducted by a variety of non-governmental organizations. Depending upon the type of sponsorship of the programs, staff structure often varied. For example, extension programs, which are more likely to be sponsored by governmental agencies, require a different structure from that of an autonomous women's group. Thus differences in staff structure, if any, need not necessarily always indicate a weakness or strength of one type of sponsorship in relation to another.

An especially encouraging aspect of NFE program staff structure in Lesotho, as previously noted, was the high percentage of volunteers found to be participating in the NFE programs. Chart IV. 5 presents the breakdown for the number of programs with volunteers by the type of sponsorship. The data clearly show that the presence or absence of volunteers was not dependent upon the type of sponsorship. Nearly identical proportions of the government programs and non-government programs, 57.7 percent and 58.2 percent respectively, had volunteer staff participation.

Chart IV. 6 presents a further breakdown for the presence or absence of the total staff and volunteers by the type of staff position and sponsorship of the program. On the average, a notably higher percentage of the non-governmental NFE programs had boards, administrative staff and service staff than the governmental NFE programs. However, for educational/technical staff and field staff positions, governmental programs tended to have more such staff members, though their overall percentages were still quite low.

The above pattern was repeated with regard to the participation of volunteers in various types of staff positions. Considerably smaller percentages of the government NFE programs had volunteer staff participating in boards and administrative and service staffs, while somewhat larger per-

Chart IV.5

NUMBER OF NFE PROGRAMS WITH VOLUNTEER STAFF
BY TYPE OF SPONSORSHIP OF PROGRAMS

Type of Sponsorship	Number of Programs with Volunteer Staff Absent	Number of Programs with Volunteer Staff Present	Row Total
Government Programs	33 (42.3)[1]	45 (57.7)	78 (35.6)
Nongovernment Programs	59 (41.8)	82 (58.2)	141 (64.4)
Total	92 (42.0)	127 (58.0)	219 (100.0)

[1]Numbers in parentheses are percent of the row total.

missing = 21 (8.8%)

Chart IV.6

NUMBER OF NFE PROGRAMS WITH PRESENCE OF TOTAL[1] STAFF AND VOLUNTEER STAFF
BY TYPE OF STAFF POSITIONS AND TYPE OF SPONSORSHIP

Type of Sponsorship	Type of Staff Positions										Total Programs
	Boards		Administrative		Service Staff		Educational and Technical		Field Staff		
	Total	Volunteer	Total	Volunteer	Total	Volunteer	Total	Volunteer	Total	Volunteer	
Government Programs	17 (21.8)[2]	13 (16.7)	40 (51.3)	22 (28.2)	27 (34.6)	15 (19.2)	38 (48.7)	21 (26.9)	28 (35.9)	14 (17.9)	78 (35.6)
Nongovernment Programs	49 (34.8)	33 (23.4)	108 (76.6)	62 (44.0)	89 (63.1)	51 (36.2)	46 (32.6)	26 (18.4)	40 (28.4)	16 (11.3)	141 (64.4)
Total	66 (30.1)	46 (21.0)	148 (67.6)	84 (38.4)	116 (53.0)	66 (30.1)	84 (38.4)	47 (21.5)	68 (31.1)	30 (13.7)	219 (100.0)

[1]Total refers either paid or volunteer staff or both.

[2]Numbers in parentheses are percent of the respective program totals.

missing = 21 (8.8%)

centages of the governmental NFE programs attracted volunteer participation to educational/technical and field staff positions than non-governmental programs.

The implications of these results are important for the future development and success of NFE programs in Lesotho. Though a greater proportion of the non-governmental NFE programs had advisory and administrative organizational structures than the governmental NFE programs, the numbers of NFE programs without these staff structures in both government and non-government programs were quite high. Without sufficient leadership, program planning and implementation is difficult.

While it is advisible to have effective advisory and administrative staff structure for both governmental and non-governmental NFE programs, special attention needs to be given to non-governmental programs, even though they have higher reported percentages in these positions. To some extent larger governmental organizational and decisionmaking structures can compensate in part for the lack of advisory and administrative structures at the grassroots level. However, in the case of most non-governmental programs, the presence of leadership positions within these programs may be crucial to their continued development.

In general, governmental NFE programs tended to attract somewhat more volunteers to professional staff positions, including field staff, while non-governmental NFE programs attracted more volunteers into leadership and service positions. Although it is probable that some of the volunteers who occupied leadership positions in non-governmental programs may also fulfill certain professional responsibilities, it is important from the point of view of educational outcomes, to have more persons who devote specific attention to the educational and training components of the programs

It is not clear from the data why a greater percentage of the governmental NFE programs than the non-governmental programs were able to attract more volunteers to professional staff positions. It is possible that volunteers received more nonmaterial rewards by participating in governmental programs than in some non-governmental programs. Possibly, for reasons of coverage and types of educational topics, governmental programs had actively sought to attract and train more volunteer educators and field staff. Whatever may be the reasons, more needs to be learned about the reward structures and types of programs that attract and maintain volunteers. Such information may well be important to the future growth of the NFE programs in Lesotho.

(e) Types of NFE Programs and the Structure of the Program Staff. In Chapter III, we presented a further breakdown of the sponsorship of NFE programs into seven sub-categories, depending upon the type of program (see Appendix III.1 for details).

The extent of volunteer staff participation in these seven different types of NFE programs is presented in Chart IV.7. These breakdowns and those in Chart IV. 8 may serve to assist NFE planners in Lesotho to target their assistance for organizational development more efficiently and effectively.

Seventy percent of the programs run by the Ministries of Justice and the Interior reported volunteer assistance in conducting their programs. Several of these programs are serving inmates in correctional institutions, and there has been a notable history of experimental basic training programs for inmates in the past. Such special circumstances may account in part for the high percentage of volunteers in these programs.

The cooperatives reported the second highest percentage of programs with volunteer staff (62.0 percent), followed by non-governmental health

Chart IV.7

NUMBER OF NFE PROGRAMS WITH PARTICIPATION OF VOLUNTEER STAFF BY TYPE OF NFE PROGRAMS

Type of NFE Program	Number of Programs with Volunteer Staff Absent	Number of Programs with Volunteer Staff Present	Row Total
Rural Development and Agriculture (G)[1]	23 (44.2)	29 (55.8)	52 (23.7)
Health and Nutrition (G)	7 (43.8)	9 (56.2)	16 (7.3)
Justice, Interior, and Others (G)	3 (30.0)	7 (70.0)	10 (4.6)
Agriculture (NGO)[2]	13 (43.3)	17 (56.7)	30 (13.7)
Coops (NGO)	19 (38.0)	31 (62.0)	50 (22.8)
Health, Nutrition, and Child Care (NGO)	13 (40.6)	19 (59.4)	32 (14.6)
Women's Groups and Other Programs (NGO)	14 (48.3)	15 (51.7)	29 (13.2)
Total	92 (42.0)	127 (58.0)	219 (100.0)

[1]Government
[2]Nongovernment

missing = 21 (8.8%)

and nutrition programs with volunteer staff participation in 59.4 percent of the programs. Non-governmental agricultural programs, government sponsored health and nutrition programs and the programs run by Ministries of Agriculture and Rural Development grouped together, with each of them reporting volunteer staff in approximately 56 percent of the programs. NFE programs run by women's groups and other non-governmental organizations reported the lowest percentage of volunteer staff members (51.7%) in their NFE programs. All in all, the differences between the types of agencies with regard to the participation of volunteers were not very great, and it is clear that all types have been generally successful in attracting volunteers.

Chart IV. 8 presents more detailed data on staff structure by types of positions and types of NFE programs. As we have already seen in this chapter, a greater proportion of the non-governmental programs had at least one person, either voluntary or paid, serving in the advisory, administrative or service staff capacities. Among the non-governmental programs, the cooperatives out-performed the rest of the groups in terms of the proportion of programs with at least one person serving in advisory, administrative or service categories. The cooperatives were followed by non-governmental programs run by women's groups and health, nutrition and agricultural organizations.

Apart from NFE programs conducted by the Ministries of Justice and the Interior, non-governmental health, nutrition and child care programs had the highest percentage of the programs (53.1%) with educational and technical staff members, while 37.5 percent of these programs reported having field staff. Similarly, health and nutrition programs run by governmental agencies reported a higher rate of educational/technical and field staff

Chart IV.8

NUMBER OF NFE PROGRAMS WITH PRESENCE OF TOTAL[1] STAFF AND VOLUNTEER STAFF
BY TYPES OF STAFF POSITIONS AND TYPES OF NFE PROGRAMS

	Type of Staff Position										
	Advisory		Administrative		Service Staff		Educational and Technical		Field Staff		
Type of NFE Program	Total	Volunteer	Total	Volunteer	Total	Volunteer	Total	Volunteer	Total	Volunteer	Total Programs
Rural Development and Agriculture (Gr)[3]	9 (17.3)[2]	6 (11.5)	25 (48.1)	14 (26.9)	19 (36.5)	10 (19.2)	25 (48.1)	16 (30.8)	19 (36.5)	8 (15.4)	52 (23.7)
Health and Nutrition (Gr)	5 (31.3)	4 (25.0)	8 (50.0	4 (25.0)	5 (31.3)	4 (25.0)	7 (43.8)	2 (12.5)	8 (50.0)	5 (31.3)	16 (7.3)
Justice, Interior, and Other (Gr)	3 (30.0)	3 (30.0)	7 (70.0)	4 (40.0)	3 (30.0)	1 (10.0)	6 (60.0)	3 (30.0)	1 (10.0)	1 (10.0)	10 (4.6)
Agriculture (NGO)[4]	9 (30.0)	7 (23.3)	23 (76.7)	13 (43.3)	19 (63.3)	10 (33.3)	9 (30.0)	6 (20.0)	9 (30.0)	4 (13.3)	30 (13.7)
Coops	24 (48.0)	16 (32.0)	40 (80.0)	23 (46.0)	39 (78.0)	19 (38.0)	11 (22.0)	6 (12.0)	9 (18.0)	5 (10.0)	50 (22.8)
Health, Nutrition, and Child Care (NGO)	7 (21.9)	4 (12.5)	20 (62.5)	14 (43.8)	12 (37.5)	9 (28.1)	17 (53.1)	7 (21.9)	12 (37.5)	4 (12.5)	32 (14.6)
Women's Groups and Other (NGO)	9 (31.0)	6 (20.7)	25 (86.2)	12 (41.4)	19 (65.5)	13 (44.8)	9 (31.0)	7 (24.1)	10 (34.5)	3 (10.3)	29 (13.2)
Total	66 (30.1)	46 (21.0)	148 (67.6)	84 (38.4)	116 (53.0)	66 (30.1)	84 (38.4)	47 (21.5)	68 (31.1)	30 (13.7)	219 (100.0)

[1]Total staff refers to either paid or volunteer staff or both.
[2]Numbers in parentheses are percent of the respective row totals.
[3]Gover[illegible]nt
[4]Nong[illegible]ment

missing = 21 (8.8%)

participation in their programs.

Only 22 percent of the cooperatives reported having educational and technical staff for their programs, the lowest among the seven groups. The cooperatives were followed by non-governmental agricultural programs and women's programs with regard to the number of programs reporting an absence of educational and technical staff. Field staffs were particularly low in the "other ministerial" category, as well as in cooperatives and agricultural NGO's.

In conclusion, we may say that while all types of programs require greater services on the part of educational/technical and field staffs, the cooperatives and agricultural programs of the non-governmental sector require greater attention in this respect.

(f) Number of Separate NFE Activities Per Program and the Staff Structure. In Chapter III, it was noted that approximately 45 percent of the NFE programs provided only one NFE activity per program to their participants while the rest, approximately 55 percent, provided multiple educational activities. This section analyses staff structure in relation to the number of separate NFE activities provided by programs.

As can be seen in Chart IV. 9, the proportion of the programs that reported volunteer staff participation was not related to whether the NFE program was a single or a multiple activity program. Approximately 59.1 percent of the single activity programs and 57.1 percent of the multiple activity programs respectively reported voluntary staff participation in their programs.

A detailed analysis of the staff structure of the single activity and multiple activity programs is presented in Chart IV. 10. As the data show,

Chart IV.9

NUMBER OF NFE PROGRAMS WITH PARTICIPATION OF VOLUNTEER STAFF
BY NUMBER OF SEPARATE NFE ACTIVITIES

Number of NFE Activities	Number of Programs with Volunteer Staff Absent	Number of Programs with Volunteer Staff Present	Total Programs
Single Activity Programs	38 (40.9)[1]	55 (59.1)	93 (42.5)
Multiple Activity Programs	54 (42.9)	72 (57.1)	126 (57.5)
Total	92 (42.0)	127 (58.0)	219 (100.0)

[1]Numbers in parentheses are the percentages of the row totals.
missing = 21 (8.8%)

Chart IV.10

NUMBER OF NFE PROGRAMS WITH PRESENCE OF TOTAL[1] STAFF AND VOLUNTEER STAFF BY TYPES OF STAFF POSITIONS AND NUMBER OF SEPARATE NFE ACTIVITIES

Number of Separate NFE Activities	Type of Staff Position: Advisory		Administrative		Service Staff		Educational and Technical		Field Staff		Total Programs
	Total	Volunteer	Total	Volunteer	Total	Volunteer	Total	Volunteer	Total	Volunteer	
Single Activity Programs	34 (36.6)[2]	23 (24.7)	50 (53.8)	28 (30.1)	38 (40.9)	20 (21.5)	35 (37.6)	18 (19.4)	29 (31.2)	13 (14.0)	93 (42.5)
Multiple Activity Programs	32 (25.4)	23 (18.3)	98 (77.8)	56 (44.4)	78 (61.9)	46 (36.5)	49 (38.9)	29 (23.0)	39 (31.0)	17 (13.5)	126 (57.5)
Column Total	66 (30.1)	46 (21.0)	148 (67.6)	84 (38.4)	116 (53.0)	66 (30.1)	84 (38.4)	47 (21.5)	68 (31.1)	30 (13.7)	219 (100.0)

[1]Total staff refers to either paid or volunteer staff or both.
[2]Numbers in parentheses are the percents of the respective row totals.
missing = 21 (8.8%)

a greater proportion of the multiple activity programs had administrative and service staffs than single activity programs, while a larger proportion of single activity programs had advisory staff. In the case of educational/technical and field staff, single activity and multiple activity programs exhibited similar profiles. Volunteer staff participation in single and multiple activity NFE programs tended to parallel the total staff results.

(g) Perceptions of Success of the NFE Programs and the Structure of the Program Staff. The respondents to the survey questionnaire were asked about their perception of the success or failure of the NFE programs for which they were responsible. Of the total 240 respondents, 225 (93.7%) provided their evaluation on a three point scale: "very successful," "moderately successful," and "unsuccessful." Forty-seven (20.9 percent) of the programs were reported to be successful, while only 16 programs (7.1 percent) were considered unsuccessful. The bulk of the programs, 162 (72 percent) were judged to be moderately successful.

Are these perceptions regarding the success or failure of NFE programs related to the presence or absence of certain types of staff members? Chart IV. 11 presents data on volunteers and their relationship to the rating of program success.

As can be seen in Chart IV. 11, the presence or absence of volunteer staff was not significantly related to the perceptions of success or failure of the programs. Approximately 56 and 58 percent respectively of the programs with volunteer participation were considered to be either very successful or moderately successful. Slightly fewer of the unsuccessful programs (50.0%) had volunteer participation in them.

Certain tendencies regarding the types of positions and perceived

Chart IV.11

PROGRAM SUCCESS RATING AND VOLUNTEER STAFF PRESENCE IN NFE PROGRAMS

Program Success Rating	Number of Programs with Volunteer Staff Absent	Number of Programs with Volunteer Staff Present	Total Programs
Very Successful	19 (44.2)	24 (55.8)	43 (20.7)
Moderately Successful	63 (41.7)	88 (58.3)	151 (72.6)
Unsuccessful	7 (50.0)	7 (50.0)	14 (6.7)
Total	89 (42.8)	119 (57.2)	208 (100.0)

missing = 32 (13.3%)

success may be noted in Chart IV. 12. Almost three quarters of the programs assessed to be very successful reported having slightly higher rates of administrative staff (72.1%) than the moderately successful (66.2%) and the unsuccessful programs (64.3%). More striking is the finding that programs reported to be very successful had considerably more educational/technical staff (48.8%) than moderately successful (37.1%) or unsuccessful programs (21.4%). Programs assessed as unsuccessful tended to have a notable absence of both educational/technical and field staff (21.4%). Again, the results for volunteers tended to parallel those for total staff, given undoubtedly the large number of programs with volunteers and types of persons attracted to voluntary service.

These results provide some insights into the relative importance of educational/technical and administrative personnel in NFE programs in Lesotho. Appropriate staff members are always crucial to the success of NFE programs and it is clear that boards and service personnel are not perceived to be as crucial as the main actors. Finally, it would appear that the preparation of educational/technical personnel and the provision of training workshops on organizational development would be crucial areas for future investment for the improvement of NFE programs in Lesotho.

(h) Size of NFE Staff. The average size of staffs serving NFE programs in Lesotho is approximately 16 individuals (see Chart IV. 1), with a standard deviation of 5.029. The minimum and maximum size of the staff varies from one individual to 110 individuals.

For purposes of analysis, the NFE programs were divided into three groups according to the size of their staffs: small (1-5 members), medium (6-15) and large (16 and over).

Of the 219 programs for which we have data on staff structure, 70 were

Chart IV.12

PERCEPTIONS OF PROGRAM SUCCESS AND NUMBER OF PROGRAMS WITH PRESENCE OF STAFF BY TYPE OF STAFF POSITION

Perception of Program Success	Type of Staff Position: Advisory		Administrative		Service Staff		Educational and Technical		Field Staff		Total Programs
	Total[1]	Volunteer	Total	Volunteer	Total	Volunteer	Total	Volunteer	Total	Volunteer	
Very Successful	15 (34.9)[2]	8 (18.6)	31 (72.1)	18 (41.9)	19 (44.2)	10 (23.3)	21 (48.8)	10 (23.3)	9 (20.9)	5 (11.6)	43 (20.7)
Moderately Successful	44 (29.1)	34 (22.5)	100 (66.2)	56 (37.1)	85 (56.3)	49 (32.5)	56 (37.1)	33 (21.9)	54 (35.8)	24 (15.9)	151 (72.6)
Unsuccessful	5 (35.7)	3 (21.4)	9 (64.3)	5 (35.7)	7 (50.0)	5 (28.6)	3 (21.4)	1 (7.1)	3 (21.4)	0 (0.0)	14 (6.7)
Column Total	64 (30.8)	45 (21.6)	140 (67.3)	79 (38.0)	111 (53.4)	63 (30.3)	80 (38.5)	44 (21.2)	66 (31.7)	29 (13.9)	208 (100.0)

[1]Total refers to either volunteer or paid staff or both.
[2]Numbers in parentheses are percents of the respective totals.
missing = 32 (13.3%)

in the small category (32.0%), 86 (39.3%) were medium-sized and 63 (28.8%) had large staffs.

In Chart IV. 13, the size of staffs are noted by district. Thaba-Tseka, Berea and Leribe tended to have smaller staffs, but also evidenced significant numbers in the medium or large staff categories. Butha Buthe, Maseru and Mafeteng had predominantly medium-sized staffs, while large staffs were mainly found in Mokhotlong, Qacha's Nek, Mohale's Hoek and Quthing.

As may be seen in Chart IV. 14, the type of sponsorship of NFE programs, whether governmental or non-governmental, showed no relationship to the size of the staff. Both government sponsored programs and non-government sponsored programs had very similar percentages of small, medium and large program staffs.

Chart IV. 15 presents the distribution of the size of staff by the seven types of organizations sponsoring NFE programs. Only very slight tendencies may be discerned in Chart IV. 15. Most of the organizations mainly had medium-sized staffs except for health and nutrition non-governmental organizations which tended to have small staffs (40.6%), and the "other government" category which had 50.0% large-sized staffs.

In Chart IV. 16, Size of Staff by Number of NFE Activities, no significant tendencies may be noted overall; however, larger-sized staffs did show a slight tendency to have relatively more multiple activity programs (65.1%) than small or medium-sized staffs, though all are over 50%.

As would be expected, we may observe in Chart IV. 17 that the size of staff was related to the size of participation in NFE programs ($p=.0527$). Essentially, with the increasing size of staff, we may observe an increase in the size of participation. Thus, this variable "size of staff" is a useful indicator of program size for various types of analyses presented in

Chart IV.13

SIZE OF STAFF BY DISTRICT

District	Count Row PCT Col PCT Tot PCT	Size of Staff Small	Medium	Big	Row Total
Butha-Buthe		4 18.2 5.7 1.8	14 63.6 16.3 6.4	4 18.2 6.3 1.8	22 10.0
Leribe		10 41.7 14.3 4.6	10 41.7 11.6 4.6	4 16.7 6.3 1.8	24 11.0
Berea		15 35.7 21.4 6.8	15 35.7 17.4 6.8	12 28.6 19.0 5.5	42 19.2
Maseru		9 33.3 12.9 4.1	14 51.9 16.3 6.4	4 14.8 6.3 1.8	27 12.3
Mafeteng		15 36.6 21.4 6.8	19 46.3 22.1 8.7	7 17.1 11.1 3.2	41 18.7
Mohale's Hoek		2 12.5 2.9 0.9	6 37.5 7.0 2.7	8 50.0 12.7 3.7	16 7.3
Quthing		3 25.0 4.3 1.4	4 33.3 4.7 1.8	5 41.7 7.9 2.3	12 5.5
Qacha's Nek		4 28.6 5.7 1.8	2 14.3 2.3 0.9	8 57.1 12.7 3.7	14 6.4
Mokhotlong		4 33.3 5.7 1.8	1 8.3 1.2 0.5	7 58.3 11.1 3.2	12 5.5
Thaba-Tseka		4 44.4 5.7 1.8	1 11.1 1.2 0.5	4 44.4 6.3 1.8	9 4.1
Column Total		70 32.0	86 39.3	63 28.8	219 100.0

χ^2 = 34.6488
df = 18
p = .0105
missing = 21 (8.8%)

Chart XIV.14

ABSENCE OR PRESENCE OF FORMAL COLLABORATION
BY SPONSORSHIP OF PROGRAM

Sponsorship of the NFE Program	Formal Collaboration		Row Total
	Absence	Presence	
Government	62 (68.9)*	28 (31.1)	90 (37.5)
Nongovernment	110 (73.3)	40 (26.7)	150 (62.5)
Total	172 (71.7)	68 (28.3)	240 (100.0)

*Numbers in parentheses are percentages based on row totals.

missing = 0

Chart IV.15

SIZE OF STAFF BY TYPE OF NFE ORGANIZATION

Types of Organizations	Count Row PCT Col PCT Tot PCT	Size of Staff Small	Medium	Big	Row Total
Rural Development-Agricultural/ Government		19 36.5 27.1 8.7	20 38.5 23.3 9.1	13 25.0 20.6 5.9	52 23.7
Health Nutrition/ Government		3 18.8 4.3 1.4	7 43.8 8.1 3.2	6 37.5 9.5 2.7	16 7.3
Other/ Government		3 30.0 4.3 1.4	2 20.0 2.3 0.9	5 50.0 7.9 2.3	10 4.6
Agricultural/ NGO		11 36.7 15.7 5.0	12 40.0 14.0 5.5	7 23.3 11.1 3.2	30 13.7
Coops/ NGO		12 24.0 17.1 5.5	24 48.0 27.9 11.0	14 28.0 22.2 6.4	50 22.8
Health, Nutrition, Child/ NGO		13 40.6 18.6 5.9	9 28.1 10.5 4.1	10 31.3 15.9 4.6	32 14.6
Other/ NGO		9 31.0 12.9 4.1	12 41.4 14.0 5.5	8 27.6 12.7 3.7	29 13.2
Column Total		70 32.0	86 39.3	63 28.8	219 100.0

missing = 19 (8.8%)

Chart IV.16

SIZE OF STAFF BY NUMBER OF NFE ACTIVITIES

Number of Separate NFE Activities	Count Row PCT Col PCT Tot PCT	Size of Staff Small	Medium	Big	Row Total
Single Activity Program		34 36.6 48.6 15.5	37 39.8 43.0 16.9	22 23.7 34.9 10.0	93 42.5
Multiple Activity Program		36 28.6 51.4 16.4	49 38.9 57.0 22.4	41 32.5 65.1 18.7	126 57.5
Column Total		70 32.0	86 39.3	63 28.8	219 100.0

χ^2 = 2.5469
df = 2
p = 0.2799
missing = 21 (8.8%)

Chart IV.17

SIZE OF STAFF BY SIZE OF PARTICIPANTS

Size of Participants	Count Row PCT Col PCT Tot PCT	Size of Staff Small	Medium	Big	Row Total
1-150		38 35.5 76.0 23.3	43 40.2 67.2 26.4	26 24.3 53.1 16.0	107 65.6
151+		12 21.4 24.0 7.4	21 37.5 32.8 12.9	23 41.1 46.9 14.1	56 34.4
Column Total		50 30.7	64 39.3	49 30.1	163 100.0

$\chi 2$ = 5.8852
df = 2
p = 0.0527
missing = 77 (32.0%)

other sections of this report.

3. Participation in NFE Decisionmaking Processes

The concept of participation in decisionmaking encompasses many aspects of organizational development. In the context of NFE in Lesotho, we will use it particularly with reference to activities such as: seeking information about possible organizational choices, discussing alternatives, attending meetings, voting, expressing views through speeches, etc. Organizations, in general, often specify the rights of individuals to participate in various types of decisionmaking through their organizational structure. Such rights to participate are necessary, but not sufficient for actual involvement in specific decisions. It is perhaps more apt to view these rights as invitations to participate which may or may not be accepted by the individuals to whom they are extended. The types of persons who actually participate in the decisions, provide the actual decisionmaking structure for particular problem areas or issues.

Although the number of types of possible decisionmaking structures in NFE programs is large, and no simple set of structures can capture the complexity of the reality and informality of the organizations, for the purposes of our analysis we shall utilize a simple structure of decisions outlined by Cohen, March and Olsen (1976). They identify three major modes of participation in decisionmaking:

1. Unsegmented participation--In this structure, any decision maker can participate in any type of issues that affect organizational choices.

2. Hierarchical participation--In this structure, both decision makers and issues are arranged in a hierarchy such that important choices must be made by important decision makers and important decision makers can participate in many choices.

3. Specialized participation--In this structure, each decision maker is associated with a single issue. Decision makers specialize in the choices to which they attend.

Thus, we may imagine the possible decisionmaking structures as varying from unsegmented to highly segmented ones. However, in reality, the complete absence of any segmentation is also found to exist. Organizations often face more problems than they can handle at any given time, and therefore, the decision makers tend to use their energy in areas which they enjoy, they can expect success, and areas about which they have urgent concerns.

The segmentation of decisionmaking structures in of itself is not necessarily detrimental to the effectiveness of achieving the goals of the organization. Often without segmentation, certain decisions may not be made, and hence, the organization could become moribund. What is important is the process through which the segmentation is reached, maintained, and how the decisions made by a segmented structure are conveyed to the total organization.

(a) Areas of Decisions and Participants in Decisions. As a prelude to the discussion of the decisionmaking structures of NFE programs in Lesotho, let us take a look at the various actors or participants in NFE organizations and the areas of decisions in which they are likely to become involved during the various stages of NFE program development and implementation.

Chart IV. 18 presents the types of potential participants in decisions and their roles in 11 areas of decisionmaking affecting NFE program outcomes. The six types of participants are:

1. Director
2. Program Staff
3. Participants
4. International Organizations

5. Government organizations
6. Non-government organizations

Of the above six, the last three types of participants can be considered to be external to the immediate context in which the NFE programs function.

As can be seen from Chart IV. 18, the director, program staff, and participants were the three most frequent participants in NFE decisions. The three external organizations participated less frequently.

The program staff participated most frequently in seven areas of decision-making, in the following order:

1.	Scheduling of activities	(73.4 percent)
2.	Program implementation	(72.9 percent)
3.	Evaluation	(71.3 percent)
4.	Selection of new programs	(70.4 percent)
5.	Planning of the program	(68.2 percent)
6.	Planning and organization of curriculum	(60.3 percent)
7.	Relations with other organizations	(55.5 percent)

The above list of decisionmaking areas, except for the last item, namely the relations with other organizations, where the project staff participated most frequently, are clearly directly related to NFE program planning and implementation. In the remaining four areas of decisionmaking which are closely linked to the financial and personnel structure of the organizations, the NFE project staffs played a less frequent role (see chart IV. 18, items 7, 9, 10, and 11).

The pattern of participation by the directors in various decisionmaking areas was the reverse of that of the project staffs. The directors participated most frequently in financial and personnel matters, while their participation in program planning and implementation areas was considerably less than that of the project staff.

The three external groups or organizations (international organizations, government organizations and non-government organizations) jointly played

Chart IV.18

AREAS OF DECISION AND PARTICIPANTS IN DECISION

Areas of Decision	Director	Program Staff	Participants	International Organization	Government Organization	Nongovernment Organization	Total Respondents
1. Planning and organization of curriculum	94(46.1)[1]	123(60.3)	60(29.4)	8(3.9)	26(12.7)	11(5.4)	204(100.0)
2. Scheduling of activities	61(32.2)	135(73.4)	44(23.9)	4(2.2)	19(10.3)	4(2.2)	183(89.7)
3. Evaluation	48(35.3)	97(71.3)	27(19.9)	4(2.9)	14(10.3)	6(4.4)	135(66.1)
4. Selection of new programs	62(36.7)	119(70.4)	44(26.0)	4(2.4)	21(12.4)	8(4.7)	168(82.3)
5. Program implementation	42(27.1)	113(72.9)	48(31.0)	2(1.3)	14(5.8)	5(3.2)	154(75.4)
6. Planning of the program	64(41.6)	105(68.2)	33(21.4)	1(0.6)	15(9.7)	8(3.3)	153(75.0)
7. Selection, promotion or release of personnel	64(47.1)	52(38.2)	28(20.6)	2(1.5)	23(16.9)	10(7.4)	135(66.1)
8. Relations with other organizations	65(44.5)	81(55.5)	27(18.5)	3(2.1)	14(9.6)	7(4.8)	144(70.5)
9. Planning and approval of budget	76(48.4)	54(34.4)	34(21.7)	2(1.3)	30(19.1)	9(5.7)	155(76.0)
10. Search for and acceptance of funding	71(51.4)	43(39.6)	19(13.8)	1(0.7)	30(21.7)	8(5.8)	136(66.7)
11. Investments and expenses	59(42.4)	50(36.0)	30(21.6)	3(2.2)	24(10.0)	7(5.1)	137(67.1)
Total Respondents							204(100.0)

[1]Numbers in parentheses are percentages based on respective respondents.
missing = 36 (15.0%)

a less frequent role in decisionmaking than did the directors and program staffs. Of these three groups, the governmental organizations were involved in decisions more frequently than the other two. The search for and acceptance of funding, planning and approval of budgets and personnel matters are the three areas where the governmental organizations participated most frequently.

The frequency of the involvement of individual participants in decisionmaking in NFE programs fell on the average somewhere between that of the director and program staff and that of the external organizations. The participants were involved most frequently in the planning of the program (31 percent), followed by participation in the planning and organization of curriculum (29.4 percent). The participants took part least frequently in decisions concerning the search for and acceptance of funding.

(b) Decisionmaking structure. The analysis presented in Chart IV. 19 is a simple attempt to discern more clearly the decisionmaking structure associated with the NFE programs in Lesotho, since programs often reported more than one type of participant per decisionmaking area. The first three columns under "participants in decisionmaking" show the number of NFE programs that reported decisionmaking areas in which each of these groups participated. The fourth column indicates the number of programs where multiple participation by these groups occurred in specific decisionmaking areas.

As can be seen from this Chart, in each of the eleven areas of decisionmaking, the directors and the program staff were the only participants in decisionmaking in 55 percent or more of the projects. The scheduling of activities, evaluation, relations with other organizations and planning of the programs were the areas of decisions which were the most exclusive

Chart IV.19

DECISION STRUCTURE

Areas of Decision	Participants in Decision Making[1]				
	Director or Program Staff	Partici-pants Only	External Organiza-tions Only	Multiple Participa-tion	Total Respondents
1. Planning and organization of curriculum	118(57.8)	16(7.8)[2,3]	13(6.4)	57(28.0)	204(100.0)
2. Scheduling of activities	125(68.3)	14(7.7)	5(2.7)	39(21.3)	183(89.7)
3. Evaluation	93(68.9)	10(4.4)	9(6.7)	23(17.0)	135(66.1)
4. Selection of New Programs	102(60.7)	14(8.3)	10(6.0)	32(19.0)	168(82.3)
5. Program implementation	92(59.7)	20(13.0)	7(4.5)	35(22.8)	154(75.4)
6. Planning of the program	101(66.0)	11(7.2)	8(5.2)	33(21.6)	153(75.0)
7. Selection, promotion or release of personnel	77(57.0)	12(8.9)	24(17.8)	22(16.3)	135(66.1)
8. Relations with other organizations	98(68.1)	14(9.7)	10(6.9)	22(15.3)	144(70.5)
9. Planning and approval of budget	83(53.5)	17(11.0)	26(16.8)	29(18.7)	155(76.0)
10. Search for and acceptance of funding	78(57.4)	11(8.1)	29(21.3)	29(21.3)	136(66.7)
11. Investments and expenses	76(55.5)	13(9.5)	27(19.7)	21(15.3)	137(67.1)
Total					204(100.0)

[1]Multiple participation means participation by more than one of the preceding groups.
[2]Frequencies are numbers of projects reporting participation.
[3]Numbers in parentheses are percents based on the total respondents (204).
missing = 36 (15.0%)

domains of decisionmaking by the directors and program staff.

Only in a relatively very small percentage of the NFE programs were the external organizations, especially the governmental organizations, exclusively responsible for making decisions in specific areas: the search for funds, investment and expenses, and personnel matters.

The frequency of multiple participation in decisionmaking was relatively higher than external decisionmaking above except for the areas of decisionmaking concerning investment and expenses, and the selection of personnel.

The involvement of NFE participants alone was very low for most of the areas of decisionmaking. Their highest exclusive participation in decisionmaking was in program implementation (13%) and their lowest frequency was in evaluation (4.4%).

In conclusion, we may suggest that the decisionmaking structure of NFE programs in Lesotho , in the majority of the programs, comes closest to the hierarchical participation structure outlined by Cohen, March and Olsen. Directors and program staff were the most important actors in decision making and to some extent they compartmentalized their areas of decisionmaking. Even where other groups or actors were reported to participate in decisionmaking, their roles tended to be mainly auxiliary in nature.

(c) Structures of Decisionmaking including Participants and Their Implications for Program Processes and Outcomes. How does the structure of decisionmaking which includes participants affect program processes and outcomes? Given the volume of analyses, we shall present here only a brief summary of the salient results.

First of all, when program participants were involved in decisionmaking, either exclusively or in partnership with other groups, it was more often in a program conducted by a non-governmental agency. As can be seen in

Chart IV. 20, in each of the eleven decision areas the involvement of program participants was greater in the non-government-sponsored programs, than in the government sponsored programs.

In each of the eleven decision areas, more diversified decisionmaking structures existed among the cooperatives and to a lesser degree, among programs run by women's groups and other village groups. In over 50 percent of the programs run by the cooperatives, in each of the eleven areas, decisions were made by multiple participants, reflecting the organizational structure of those groups.

As may be seen in Chart IV. 21, the smaller the NFE program in terms of the number of participants, the greater the tendency for their involvement in decisionmaking. In eight of the eleven areas of decisionmaking, a higher percentage of the smaller programs with total participants of 150 or less reported the involvement of participants in decisionmaking than in larger programs (see Chart IV. 21).

One of the most significant relationships in the decisionmaking structure occurred with respect to the presence or absence of cash contributions to the program on the part of program participants. Chart IV. 22 presents the number and percent of the programs with participant involvement in decisionmaking, and whether or not payment or subscription was required from the participants. As the data show, in each of the eleven areas of decision, a significantly higher percentage of the programs requiring payment from participants involved them in decisionmaking. The largest differences between these two types of programs occurred in the areas of the planning and approval of budget (28.7 percent), followed by the selection, promotion or release of personnel (27.3 percent). The planning and organization of curriculum, and program implementation were the two areas where participants from the largest percentage of subscription

Chart IV.20

GOVERNMENTAL AND NONGOVERNMENTAL NFE PROGRAMS REPORTING INVOLVEMENT OF PROGRAM PARTICIPANTS IN EACH OF THE DECISION MAKING AREAS

Areas of Decision	Sponsorship of the NFE Program	
	Government	Nongovernment
1. Planning and organization of curriculum	15(19.2)[1]	45(35.7)
2. Scheduling of activities	14(19.1)	30(27.2)
3. Evaluation	9(15.5)	18(23.3)
4. Selection of new programs	15(22.7)	29(28.4)
5. Program implementation	16(25.0)	32(35.5)
6. Planning of the program	10(15.6)	23(25.8)
7. Selection, promotion or release of personnel	5(9.0)	23(28.7)
8. Relations with other organizations	7(12.7)	20(22.4)
9. Planning and approval of budget	7(12.2)	27(27.5)
10. Search for and acceptance of funding	5(9.4)	14(16.8)
11. Investments and expenses	9(17.6)	23(26.7)

[1]Numbers in parentheses are percentages of the respective totals for government and nongovernment programs.

Chart IV.21

NUMBER AND PERCENTAGE OF SMALL AND BIG PROGRAMS REPORTING INVOLVEMENT OF PROGRAM PARTICIPANTS IN EACH OF THE DECISION MAKING AREAS

Areas of Decision	Size of NFE Participation	
	Small (1-150 Participants)	Big (151 and Over)
1. Planning and organization of curriculum	33(40.7)[1]	14(25.9)
2. Scheduling of activities	23(27.3)	11(21.5)
3. Evaluation	13(20.3)	4(11.7)
4. Selection of new programs	20(25.0)	13(28.0)
5. Program implementation	22(30.5)	14(31.8)
6. Planning of the program	18(30.5)	9(20.9)
7. Selection, promotion or release of personnel	13(22.0)	11(24.4)
8. Relations with other organizations	14(20.0)	8(19.0)
9. Planning and approval of budget	23(28.4)	8(19.5)
10. Search for and acceptance of funding	13(18.8)	3(8.1)
11. Investments and expenses	18(25.3)	9(22.5)

[1]Numbers in parentheses are percentages of the respective totals for small and big programs.

Chart IV.22

NUMBER AND PERCENTAGE OF PROGRAMS REQUIRING SUBSCRIPTION FROM PROGRAM PARTICIPANTS REPORTING INVOLVEMENT OF PARTICIPANTS IN EACH OF THE DECISION MAKING AREAS

Areas of Decision	Payments or Subscriptions by Participants	
	Yes	No
1. Planning and organization of curriculum	43(38.4)[1]	11(15.2)
2. Scheduling of activities	33(32.6)	8(12.1)
3. Evaluation	18(25.0)	6(11.7)
4. Selection of new programs	28(29.5)	13(21.6)
5. Program implementation	33(38.4)	13(22.8)
6. Planning of the program	24(28.6)	7(12.1)
7. Selection, promotion or release of personnel	24(32.8)	3(5.5)
8. Relations with other organizations	21(25.9)	4(8.0)
9. Planning and approval of budget	30(34.1)	3(5.4)
10. Search for and acceptance of funding	17(22.6)	2(3.8)
11. Investments and expenses	24(30.0)	4(8.3)

[1]Numbers in parentheses are percentages of the respective totals for payment or non-payment by participants.

paying programs (38.4 percent each) had some input into decisionmaking. However, the differences in the percentages between subscription paying and nonpaying programs in these two areas were not as great as for the budgetary and personnel areas.

On the whole, the data presented in Chart IV. 22 show that participants from subscription paying programs had a greater opportunity to play at least some role in all areas of decisionmaking, compared to the participants from non-subscription paying programs. However, these differences were more pronounced between these two types of programs with respect to decisions concerning administrative and financial matters, than in the areas related to programmatic decisions. Clearly, one way to enhance the opportunities for participants to become involved in program decisionmaking is to promote at least partial participant payment for program services.

Although the preceding presentation shows that some relationships existed between certain decisionmaking structures and the different types of organizational structures and processes, the impact of those structures on program outcomes was not as clearly evident from our data set. Some analyses show that:

a. Programs with more diversified decisionmaking structures, including the involvement of participants, were more likely to be considered by program managers as either highly or moderately successful.

b. Programs with more diversified decisionmaking structures were more likely to consider expansion of the program in terms of the number of participants, number of topics and geographical area of coverage.

These tendencies need to be looked upon with caution since the statistical differences were not particularly strong. However, they do indicate that participant involvement in decisionmaking may well help to enhance positive

program outcomes.

4. Conclusion

At the time of the survey in 1980-1982, there were an estimated total of approximately 3,900 professional and non-professional individuals serving the non-formal education sector in Lesotho, with an average of 16 staff members per program. Of these, 2,174 staff members, or 56 percent, were volunteers. Only 84 staff members, or 2.2 percent, were expatriates.

This high rate of volunteer participation in NFE programs was found to be similar for both government and non-government sponsored programs. On the average, volunteer participation was greater in the advisory and administrative categories of staff, than in the education and technical, and field staff positions.

While the governmental and non-governmental programs showed no major difference in the proportion of the programs with volunteer staff, the programs differed with regard to the types of volunteers they attracted. More governmental programs had volunteers serving in educational/technical and field staff positions than the non-governmental programs. Volunteers also tended to serve more often in programs like cooperatives, agricultural and health and nutrition programs.

There were strong disparities between different NFE programs with regard to the availability of various categories of staff. A total of 62 percent of the programs reported an absence of educational/technical staff and 69 percent lacked field staff. Clearly these are areas for major work on the part of NFE planners.

Perceptions regarding the success of the NFE programs according to their managers were significantly related to the presence of educational and technical staff. Indeed, unsuccessful programs tended to have a notable

absence of such staff within their staff structures. Apart from the above, no other relationship was found between the types of staff structure and the perceptions of success or failure. This may indicate the general lack of training that has been made available to NFE staff members.

The size of NFE staffs showed no relationship to the sponsorship of the program or to the different types of NFE programs. Both governmental and non-governmental programs included approximately the same proportions of small, medium and large-sized staffs. However, programs with larger staffs tended to have multiple NFE activities and larger participation, as could be expected.

The decisionmaking structures of the bulk of the NFE programs in Lesotho resembled closely what Cohen, March and Olsen call "hierarchical participation." Program staffs and directors were the most important, and often the only, participants in all the areas of decisionmaking. When NFE program participants, government and non-government organizations were involved in decisionmaking , it was often only in a supportive role to the directors and program staff.

Some division of responsibility was discerned between the directors and the program staff. The program staffs were more often involved in decisions concerning the scheduling of activities, program implementation, evaluation, selection of new programs, planning of the programs, and the planning and organization of curriculum. These are areas which are closely associated with programatic decisions. The directors were more involved with organizational and financial areas of decisionmaking.

Even though diversified decisionmaking structures were found to exist only within a relatively smaller number of NFE programs in Lesotho, there is

evidence to show that such decision structures had some positive impact upon the program processes and outcomes.

Programs which were more likely to involve participants in decision-making were more likely to be non-government programs and smaller programs. If program participants made some contribution or subscription toward meeting the costs of the program, there was a greater tendency that they will be involved to a greater extent in the decisionmaking processes. The data also seem to indicate that the managers of the programs where more diversified decisionmaking structures existed especially through the input of the program participants, were more likely to assess their programs as successful. Such programs were also more likely to consider expanding their coverage.

The complex processes involved in decisionmaking and the theoretical and practical limitations in delineating these processes make it difficult to assess the impact of the decisionmaking structure on the quality of program processes and outcomes. However, all decisions, if properly processed, serve some educational function for those who participate in making them. One of the goals of education is to enable men and women to make better informed decisions that affect the quality of their individual lives and the collective existence of their society. Thus, for participants the very act of becoming involved in decisions affecting the programs in which they participate potentially has some intrinsic educational value for them.

In summary, the participants in NFE programs in Lesotho have become involved in decisionmaking in a considerable number of programs, and this appears to have had a beneficial effect upon such programs. It could be suggested that more programs should extend more invitations to participants to become involved in decisionmaking.

Also, it is clear that considerable training with regard to organizational development is needed in order to improve the balance of many NFE staffs. More persons need to be trained to play educational and technical roles in NFE programs in order to fill the many gap areas we discerned. Given the large number of volunteers in NFE programs in Lesotho, special attention should be paid to providing them with sufficient rewards for their work and workshops to enable them to play more educational, technical and field staff roles. Finally, a major lack of field staff was noted, and such persons are needed especially in order to expand program coverage and create "multiplier" systems. We urge that a major effort be made to assist NFE programs to develop, train, supervise and evaluate field service personnel.

V. PARTICIPANTS

1. Introduction

The topic of participants in non-formal education programs has long intrigued and eluded researchers. The most rewarding insights to date regarding participants have been gleaned from case studies. This survey has permitted us to gain a general understanding about some of the salient aspects of participants in NFE in Lesotho, but many tantalizing questions remain after a considerable amount of analysis. Clearly, case studies and evaluations of individual NFE programs and their participants will be needed in Lesotho, in order to assess this topic more fully.

This chapter will describe the general size and range of participation in NFE in Lesotho in relation to its growth, organizational settings and topic areas. Then, the main characteristics of participants will be reviewed: sex, age ranges, economic status and social status. Finally, the forms of participation in terms of the goals, admission requirements, payment rules, levels of entry, forms of participation in programs and scheduling will be analyzed in relation to selected main variables. Finally, a concluding section will highlight our major findings and provide recommendations regarding participants.

2. General Setting

As noted in Chapter III, the statistics on the number of participants per district are not complete, by any means. Only 72.5% (174) of the program directors were able to provide the requested information and although most had precise statistics on participation, several did not.*

*Thus, a total of 66 program directors (27.5%) were unable to provide population statistics. Furthermore, in some instances, the directors

program directors were able to provide the requested information and although most had precise statistics on participation, several did not.*

The vast majority of the participants in NFE programs in Lesotho may be found in Berea (66.4%) (See Chart V.1, Number of Participants Per District). As a populous district and one with extensive rural and agricultural development programs, it certainly has played a major role in building district-wide NFE efforts with large coverage. Other districts have also developed large programs, as may be noted in the means:

District	Mean size of participation
Butha-Buthe	1,066
Mokhotlong	853
Qacha's Nek	759
Quthing	550

Another way to view size of program participation per district is arrayed in Chart V.2, Level of Participation Per District. Mafeteng stands out along with Berea, and all other districts had at least one program with participants over 1,000, except for Thaba-Tseka, which had three programs in the moderate range of 150 to 1000 participants.

As may be seen in Chart V.3, Number of Participants and Year Founded, 79% of the participants were found in programs begun before 1970. Chart V.4, Level of Participation and Year Program Founded, shows that the largest programs were begun during the period 1961 to 1970, and programs initiated more recently tend to be smaller. The majority of the

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counted participants more than once, due to their participation in more than one NFE activity. In Chapter III, projections on participation were presented in an attempt to estimate total coverage and the percentage of coverage per district and organizational type. In this chapter, only the data on the 174 reporting programs will be used, for purposes of analysis and general reliability. The total figure of 230,054 participants for the 174 programs may well be on the high side, but it represents the coverage reported by the directors. We suggest that the reader focus on the relative means and percentages in this chapter, rather than the total numbers of participants, since they are probably the most reliable indicators of relative size.

Chart V.1

NUMBER OF PARTICIPANTS PER DISTRICT

District	# of Participants	% of Participants Reported	% of Participants Reported	# of Programs	% Responding	Total # of Programs Per District	% of Total Program
Berea	152,735	66.4	4,492.2	34	75.5	45	18.8
Butha-Buthe	22,393	9.7	1,066.3	21	91.3	23	9.6
Mafeteng	16,767	7.3	441.2	38	84.4	45	18.8
Qacha's Nek	8,344	3.6	758.5	11	61.1	18	7.5
Leribe	8,025	3.5	445.8	18	69.2	26	10.8
Mokhotlong	7,679	3.3	853.2	9	60.0	15	6.3
Maseru	5,133	2.2	256.7	20	69.0	29	12.1
Mohale's Hoek	4,194	1.8	419.4	10	59.0	17	7.0
Quthing	3,305	1.5	550.8	6	46.2	13	5.4
Thaba-Tseka	1,479	.7	211.3	7	77.8	9	3.7
Totals	230,054	100.0	1,322.1	174	72.5	240	100.0

missing = 66 (27.5%)

Chart V.2

LEVEL OF PARTICIPATION PER DISTRICT

Level of Participation	Count Row PCT Col PCT Tot PCT	District										
		Butha-Bathe	Leribe	Berea	Maseru	Mafeteng	Mohale's Hoek	Quthing	Qacha's Nek	Mokhot-long	Thaba-Tseka	Row Total
1-50		9 13.8 42.9 5.2	6 9.2 33.3 3.4	10 15.4 29.4 5.7	6 9.2 30.0 3.4	16 24.6 42.1 9.2	2 3.1 20.0 1.1	2 3.1 33.3 1.1	8 12.3 72.7 4.6	2 3.1 22.2 1.1	4 6.2 57.1 2.3	65 37.4
51-150		7 14.9 33.3 4.0	7 14.9 38.9 4.0	9 19.1 26.5 5.2	8 17.0 40.0 4.6	7 14.9 18.4 4.0	5 10.6 50.0 2.9	1 2.1 16.7 0.6	1 2.1 9.1 0.6	2 4.3 22.2 1.1	0 0.0 0.0 0.0	47 27.0
151-1000		4 10.0 19.0 2.3	3 7.5 16.7 1.7	9 22.5 26.5 5.2	5 12.5 25.0 2.9	9 22.5 23.7 5.2	2 5.0 20.0 1.1	2 5.0 33.3 1.1	1 2.5 9.1 0.6	2 5.0 22.2 1.1	3 7.5 42.9 1.7	40 23.0
1001+		1 4.5 4.8 0.6	2 9.1 11.1 1.1	6 27.3 17.6 3.4	1 4.5 5.0 0.6	6 27.3 15.8 3.4	1 4.5 10.0 0.6	1 4.5 16.7 0.6	1 4.5 9.1 0.6	3 13.6 33.3 1.7	0 0.0 0.0 0.0	22 12.6
Column Total		21 12.1	18 10.3	34 19.5	20 11.5	38 21.8	10 5.7	6 3.4	11 6.3	9 5.2	7 4.0	174 100.0

χ^2 = 26.4123
df = 27
p = 0.4958
missing = 66 (27.5%)

Chart V.3

NUMBER OF PARTICIPANTS AND YEAR PROGRAM FOUNDED

Year Program Founded	# of Participants	% of Total Participants Reported	Mean	# of Programs Reported	% of Programs Reported
Before 1970	152,098	79.0	2,339.9	65	48.5
After 1970	40,315	21.0	584.3	69	51.5
Totals	192,413	100.0	1,435.9	134	100.0

missing = 106 (44.2%)

Chart V.4

LEVEL OF PARTICIPATION AND YEAR PROGRAM FOUNDED

Level of Participation	Count Row PCT Col PCT Tot PCT	Year Program Founded Up to 1950	1951-1960	1961-1970	1971 and After	Row Total
1-50		6 12.0 54.5 4.5	5 10.0 45.4 3.7	11 22.0 25.6 8.2	28 56.0 40.6 20.9	50 37.3
51-150		2 5.4 18.2 1.5	3 8.1 27.3 2.2	12 32.4 27.9 9.0	20 54.1 29.0 14.9	37 27.6
151-1000		0 0.0 0.0 0.0	3 9.7 27.3 2.2	11 35.5 25.6 8.2	17 54.8 24.6 12.7	31 23.1
1001+		3 18.8 27.3 2.2	0 0.0 0.0 0.0	9 56.3 20.9 6.7	4 25.0 5.8 3.0	16 11.9
Column Total		11 8.2	11 8.2	43 32.1	69 51.5	134 100.0

χ^2 = 14.6328
df = 9
p = .1015
missing = 106 (44.2%)

older programs (1910 to 1950), with the exception of three programs, tended to be smaller, suggesting that they may well remain at their current size, with relatively limited incremental growth. Those founded from 1951 to some extent, and 1961 onward would appear to be most likely to expand further, with a special emphasis upon more recent programs (1961 to 1980). Clearly, though, it takes time for a program to establish itself, consolidate its efforts and build a secure base in order to expand in coverage. This temporal process is reflected in the relative size of the coverage of the programs founded from 1961 to 1970. Expansion may well continue to be slow, which would argue for the continued implantation of delegated authority/multiplier systems, as well as the enhanced development of new programs, particularly in geographical areas currently not served, or served inadequately, by existing NFE programs.

Programs with larger numbers of participants demonstrated a slight tendency to have more than one NFE activity (see Chart V.5, Level of Participation and Number of NFE Activities). This finding should be moderated to some extent, though, since 20 programs with over 150 participants had only one NFE activity, and the majority of the smaller programs had more than one activity.

With regard to the type of organization, 70.6% of the participants were found in governmental organizations (see Chart V.6, Number of Participants and Type of Organization: Government or Non-Governmental Organization). However, it is important to note that, in all, there were far more NFE programs in NGOs (149) than in government organizations (91), and when we review the level of participation reported, 37.7% of

Chart V.5

LEVEL OF PARTICIPATION AND NUMBER OF NFE ACTIVITIES

Level of Participation	Count Row PCT Col PCT Tot PCT	Number of Activities		
		One Activity	More Than One Activity	Row Total
1-150		52 46.4 72.2 29.9	60 53.6 58.8 34.5	112 64.4
151+		20 32.3 27.8 11.5	42 67.7 41.2 24.1	62 35.6
Column Total		72 41.4	102 58.6	174 100.0

$\chi 2$ = 3.3036
df = 1
p = .0691
missing = 66 (27.5%)

Chart V.6

NUMBER OF PARTICIPANTS AND TYPE OF ORGANIZATION:
GOVERNMENT OR NONGOVERNMENT ORGANIZATION

Type of Organization	# of Participants	% of Total Participants Reported	Mean	# of Programs Reported	% of Programs Reported
Government	162,321	70.6	3,121.6	52	29.9
Nongovernment	67,733	29.4	555.2	122	70.1
Totals	230,054	100.0	1,322.2	174	100.0

missing = 66 (27.5%)

the NGOs had over 150 participants as opposed to the government's 30.8%. (see Chart V.7, Level of Participation and Type of Organization). This situation provides a basis for urging the enhancement of NFE programs in NGOs, as well as in government organizations.

NFE programs dedicated to total development and agriculture conducted by the government had the bulk of the reported participants (66.8%), with NGOs following in the areas of health, nutrition, and child development (see Chart V.8, Number of Participants and Type of Organization by Area). When the general levels of participation are arrayed, as in Chart V.9, Level of Participation and Type of Organization by Area, we observe that the following order pertains for programs with 150 participants or over:

1. NGO: Health, Nutrition and Child Development
2. Government: Health, Nutrition and Child Development
3. NGO: Coops
4. Government: Rural Development and Agriculture
5. NGO: Other
6. NGO: Agriculture

Clearly, the role of the NGOs was also significant.

The results with regard to educational topic and participant coverage reflect a similar emphasis upon agriculture and rural development. The mean program size for cooperative education (922.9), literacy, numeracy and migrant education (576.7) and nutrition, health and family education (565.6) are of interest (see Chart V.10, Number of Participants per Educational Topic). When the programs were arrayed by the level of participation, the same results were found.

Chart VI.7

LEVEL OF PARTICIPATION AND TYPE OF ORGANIZATION

Level of Participation	Count Row PCT Col PCT Tot PCT	Type of Organization		Row Total
		Government	Nongovernment	
1-150		36 32.1 69.2 20.7	76 67.9 62.3 43.7	112 64.4
151+		16 25.8 30.8 9.2	46 74.2 37.7 26.4	62 35.6
Column Total		52 29.9	122 70.1	174 100.0

χ^2 = .7646
df = 1
p = .3819
missing = 66 (27.5%)

Chart V.8

NUMBER OF PARTICIPANTS AND TYPE OF ORGANIZATION BY AREA

Type of Organization	# of Participants	% of Total Participants Reported	Mean	# of Programs Reported	% of Programs Reported
Rural Development, Agriculture/Govt.	153,565	66.8	4,387.6	35	20.1
Health, Nutrition/ Children/NGO	27,134	11.8	1,004.9	27	15.5
Other/NGO	23,021	10.0	885.4	26	14.9
Coops/NGO	15,294	6.6	339.9	45	25.9
Health, Nutrition/ Govt.	8,532	3.7	775.6	11	6.3
Agriculture/NGO	2,284	1.0	95.2	24	13.8
Other/Govt.	224	.1	37.3	6	3.5
Totals	230,054	100.0	1,322.2	174	100.0

missing = 66 (27.5%)

Chart V.9

LEVEL OF PARTICIPATION AND TYPE OF ORGANIZATION BY AREA

Level of Participation	Count Row PCT Col PCT Tot PCT	Type of Organization							
		Rural Dev/ Agric/ Govt	Health/ Nutr/ Govt	Other Govt	Agric/ NGO	Coops/ NGO	Health/ Nutri/ Child/ NGO	Other/ NGO	Row Total
1-150		24 21.4 68.6 13.8	6 5.4 54.5 3.4	6 5.4 100.0 3.4	20 17.9 83.3 11.5	28 25.0 62.2 16.1	7 6.3 25.9 4.0	21 18.8 80.8 12.1	112 64.4
151+		11 17.7 31.4 6.3	5 8.1 45.5 2.9	0 0.0 0.0 0.0	4 6.5 16.7 2.3	17 27.4 37.8 9.8	20 32.3 74.1 11.5	5 8.1 19.2 2.9	62 35.6
Column Total		35 20.1	11 6.3	6 3.4	24 13.8	45 25.9	27 15.5	26 14.9	174 100.0

χ^2 = 28.3539
df = 6
p = .001 (21.4% cells less than 5.0)
missing = 66 (27.5%)

Chart V.10

NUMBER OF PARTICIPANTS PER EDUCATIONAL TOPIC

Educational Topic	# of Participants	% of Total Participants Reported	Mean	# of Programs Reported	% of Programs Reported
Agriculture, Animal Husbandry	196,796	85.5	1,897.8	99	56.9
Nutrition, Health, Family Education	46,373	20.2	565.6	82	47.1
Cooperative Education	29,534	12.8	922.9	32	18.4
Literacy, Numeracy, Migrant Education	18,455	8.0	576.7	32	18.4
Crafts	9,233	4.0	486.0	19	10.9
Recreation and Culture	310	.1	155.0	2	1.1
Totals	230,054	--	1,322.2	174	--

missing = 66 (27.5%)

3. Participant Characteristics

a) Sex Distribution

Overall, the sex distribution by program was found to be as follows:

	# of Programs	%
Male	7	3.1
Female	53	23.6
Both Sexes	165	73.3
	225	100.0

missing = 15 (6.2%)

Strikingly, there were few programs for men only, and the four programs reporting participation statistics only had a mean of 65.3. Given the migratory paths of many Basotho men, reported participation in NFE programs tends to be composed of either men and women (90.2%) or women alone (9.7%):

Chart V.11

NUMBER OF PARTICIPANTS BY SEX OF PARTICIPANT

Sex of Participant	# of Participants	% of Total Participants Reported	Mean	# of Programs Reported	% of Programs Reported
Male	261	.1	65.3	4	2.4
Female	22,330	9.7	496.2	45	26.6
Both Sexes	206,995	90.2	1,724.9	120	71.0
Totals	229,586	100.0	1,358.5	169	100.0

missing = 71 (29.6%)

On a program level, we may discern that the preponderance of the programs were for both sexes (165), but only 46 of those reporting participation levels had over 151 participants (see Chart V.12, Level of Participation by Sex of Participant).

Although the results regarding the year in which programs were founded are quite evenly divided between the sexes, we may observe the slightest of tendencies for fewer programs to be initiated for women only, in favor of those for both men and women (see Chart V.13, Year Program Founded and Sex of Participant). Although programs for women only tended to have more than one activity, those for men and women were quite evenly divided (see Chart V.14, Number of Activities and Sex of Participant).

A total of 196 programs provided information on both the sex of participants and the topics they covered. The results are arrayed in Chart V.15, Educational Topic and Sex of Participant. The topic most often mentioned in each list is agriculture and animal husbandry. This is not surprising, given the diverse roles of women in society, due particularly to the migration of men.

b) Age Range

The information with regard to age ranges is exceedingly fragmentary. If the tendencies on only 82 of the 240 programs are similar to those for the rest, then the elderly and the very young were little served (see Chart V.16, Age Ranges of Participants).

It is doubtful that the coverage for the elderly was so low since, as we shall see later, 27.1% of the programs report including the elderly.

Chart V.12

LEVEL OF PARTICIPATION BY SEX OF PARTICIPANT

Sex	Count Row PCT Col PCT Tot PCT	Participation Level 1-150	150+	Row Total
Male		4 100.0 3.7 2.4	0 0.0 0.0 0.0	4 2.4
Female		30 66.7 27.8 17.8	15 33.3 24.6 8.9	45 26.6
Both Sexes		74 61.7 68.5 43.8	46 38.3 75.4 27.2	120 71.0
Column Total		108 63.9	61 36.1	169 100.0

X^2 = 2.6687
df = 2
p = .2633
missing = 71 (29.6%)

Chart V.13

YEAR PROGRAM FOUNDED AND SEX OF PARTICIPANT

Sex	Count Row PCT Col PCT Tot PCT	Year Founded Up to 1970	After 1970	Row Total
Male		3 50.0 3.5 1.8	3 50.0 3.6 1.8	6 3.5
Female		24 58.5 27.9 14.1	17 41.5 20.2 10.0	41 24.1
Both Sexes		59 48.0 68.6 34.7	64 52.0 76.2 37.6	123 72.4
Column Total		86 50.6	84 49.4	170 100.0

$\chi 2$ = 1.3750
df = 2
p = .5028
missing = 70 (29.2%)

Chart V.14

NUMBER OF ACTIVITIES AND SEX OF PARTICIPANT

Sex	Count Row PCT Col PCT Tot PCT	Number of Activities One Activity	More Than One Activity	Row Total
Male		3 42.9 3.0 1.3	4 57.1 3.2 1.8	7 3.1
Female		20 37.7 20.2 8.9	33 62.3 26.2 14.7	53 23.6
Both Sexes		76 46.1 76.8 33.8	89 53.9 70.6 39.6	165 73.3
Column Total		99 44.0	126 56.0	225 100.0

χ^2 = 1.1320
df = 2
p = .5678
missing = 15 (6.3%)

Chart V.15

EDUCATIONAL TOPIC AND SEX OF PARTICIPANT

Educational Topic	# of Programs	% of Programs	% of Total Program
Men Only			
Agriculture, Animal Husbandry	6	85.7	3.1
Crafts	2	28.6	1.0
Literacy, Numeracy, Migrant Education	2	28.6	1.0
Health, Nutrition, Family Education	2	28.6	1.0
Total	7		
Women Only			
Nutrition, Health, Family Education	40	85.1	20.4
Agriculture, Animal Husbandry	13	27.7	6.6
Literacy, Numeracy, Migrant Education	12	25.5	6.1
Cooperative Education	7	14.9	3.6
Crafts	5	10.6	2.6
Recreation, Culture	1	2.1	.5
Total	47		
Both Men and Women			
Agriculture, Animal Husbandry	105	73.9	53.6
Nutrition, Health, Family Education	55	38.7	28.1
Cooperative Education	27	19.0	13.8
Literacy, Numeracy, Migrant Education	25	17.6	12.8
Crafts	14	9.9	7.1
Recreation, Culture	1	.7	.5
Total	142		

missing = 98 (40.8%)

Chart V.16

AGE RANGES OF PARTICIPANTS

Age Ranges	# of Programs Reported	% of Programs Reported
0-5	6	7.3
6-18	4	4.9
19-35	38	46.3
36-60	32	39.0
60+	2	2.4
Totals	82	34.2

missing = 158 (65.8%)

Similarly 18.8% of the programs included children and 86.7% covered youth. However, in general, it is not surprising that the bulk of the programs wer oriented toward adult education, thought the overall percentage, in reality, may not be as high as 87.7%, as it would appear here.

c) Economic Status

It is heartening to note that a substantial portion of the participants in NFE programs in Lesotho were from the poorer sector of society (73.3%).

Chart V.17

NUMBER OF PARTICIPANTS BY ECONOMIC STATUS

Economic Status	# of Participants	% of Total Participants Reported	Mean	# of Programs Reported	% of Programs Reported
Poor	165,771	73.3	2,550.3	65	40.9
Middle Income	30,815	13.6	513.6	60	37.7
Very Poor	28,713	12.7	957.1	30	18.9
Moderately Wealthy	880	.4	220.0	4	2.5
Totals	226,179	100.0	1,422.5	159	100.0

missing = 81 (33.8%)

When we array coverage as measured by the numbers of programs, the statistics reflect another picture of far less attention to the most needy of society:

Chart V.18

NUMBER OF PROGRAMS BY ECONOMIC STATUS

Economic Status	# of Programs	%
Middle Income	88	42.5
Poor	74	35.8
Very Poor	39	18.8
Moderately Wealthy	6	2.9
Totals	207	100.0

missing = 33 (13.8%)

Relatively few covered the "very poor" (only 12.7% of the participants and 18.8% of the programs). Quite a few programs, however, were oriented toward serving the "middle income" and "moderately wealthy" (42.5% and 2.9%, respectively). Their coverage tended to be smaller, on the whole, than that of programs oriented toward the poor.

With regard to the sex of participants in relation to their economic status, there was no real difference. Programs for the poor were, as would be expected, mainly aimed toward both sexes (see Chart V.19, Economic Status and Sex of Participants).

Some differentiation may be observed with respect to the topics of education aimed toward the "poor" and "very poor," in contrast to the "middle income" and "moderately wealthy" (see Chart V.20, Economic Status and Educational Topic.

Chart V.19

ECONOMIC STATUS AND SEX OF PARTICIPANTS

Sex Count Row PCT Col PCT Tot PCT	Economic Status Poor or Very Poor	Middle Income or Moderately Wealthy	Row Total
Male	2 40.0 1.9 1.0	3 60.0 3.4 1.5	5 2.6
Female	26 54.2 24.3 13.3	22 45.8 24.7 11.2	48 24.5
Both Sexes	79 55.2 73.8 40.3	64 44.8 71.9 32.7	143 73.0
Column Total	109 54.6	89 45.4	196 100.0

X^2 = .4575
df = 2
p = .7955
missing = 44 (18.3%)

Chart V.20

ECONOMIC STATUS AND EDUCATIONAL TOPIC

Educational Topic	Programs for Poor or Very Poor	%	Programs for Middle Income or Moderately Wealthy	%	Total Programs Reported	% of Programs Reported
Agriculture, Animal Husbandry	60	53.1	53	46.9	113	62.8
Nutrition, Health, Family Education	44	49.4	45	50.6	89	49.4
Cooperative Education	27	81.8	6	18.2	33	18.3
Literacy, Numeracy, Migrant Education	14	38.9	22	61.1	36	20.0
Crafts	12	57.1	9	42.9	21	11.7
Recreation, Culture	2	100.0	--	--	2	1.1
Total	100	55.6	80	44.4	180	100.0

missing = 60 (25.0%)

d) Social Status

The directors of 228 (95.0%) programs provided information on the types of social status of the participants they serve. Farmers (69.2%) and housewives (66.7%) formed the bulk of the types of participants served by programs, followed by the unemployed and youth. It is excellent that so many programs sought to serve the elderly (27.1%). Quite a few programs were trying to upgrade the skills of current workers: civil servants (23.3%), religious workers (22.9%), skilled laborers (19.2%), health, nutrition or sanitation workers (16.2%), craftsmen (15.8%), police or members of the armed forces (12.9%), commerce or service work (9.2%). Clearly, a greater emphasis on in-service training is needed, but a fine base has been initiated (see Chart V.21).

Only 45 programs (18.8%) were assisting children, and more are needed; however, as we see below, it is possible that these few programs covered a sizeable number of children. Finally, it is notable that 17 programs each (7.1%) worked with prisoners or the mentally ill. These sectors of society always need work/study programs for rehabilitation and reintegration into active life.

In Chart V.22, Number of Participants by Social Status, 174 programs which provided the number of their participants are arrayed by social status. Clearly, it is impossible to distinguish the relative numbers of participants per type of social status per program, since relative percentages of coverage by type were not requested. Nonetheless, this chart does provide a possible upper limit of reported coverage by type and a relative rank ordering. In general, we may note that the results are similar to those in Chart V.21. It is interesting that

Chart V.21

NUMBER OF PROGRAMS BY SOCIAL STATUS

Social Status	Total # of Programs Reporting Each Status	% of Programs Reporting Each Status
Farmers or related rural work	166	69.2
Housewives	160	66.7
Unemployed	93	38.7
Youth	88	36.7
Elderly	65	27.1
Civil servants	56	23.3
Religious workers	55	22.9
Skilled laborers	46	19.2
Children	45	18.8
Health, nutrition or sanitation workers	39	16.2
Craftsmen	38	15.8
Police or members of the armed forces	31	12.9
Commerce or service work	23	9.6
Prisoners	17	7.1
Mentally ill	17	7.1
Total programs reponding	228	95.0

missing = 12 (5.0%)

Chart V.22

NUMBER OF PARTICIPANTS BY SOCIAL STATUS

Social Status	# of Participants	% of Total Participants Reported	Mean	# of Programs Reported	% of Programs Reported
Housewives	220,783	96.0	1,599.9	138	79.3
Farmers or related rural workers	217,581	94.6	1,740.7	125	71.8
Unemployed	194,436	84.5	2,400.4	81	46.6
Elderly	190,905	83.0	3,409.0	56	32.2
Religious workers	185,842	80.8	3,792.7	49	28.2
Youth	168,120	73.1	2,183.4	77	44.3
Children	149,383	64.9	4,149.5	36	20.7
Teachers or otherwise related to formal education	83,994	36.5	1,292.2	65	37.3
Civil servants	73,815	32.1	1,537.8	48	27.6
Skilled laborers	70,474	30.6	1,854.6	38	21.8
Health, nutrition or sanitation workers	48,173	20.9	1,459.7	33	19.0
Police or members of the armed forces	40,923	17.8	1,411.1	29	16.7
Commerce or service work	38,892	16.0	1,844.6	20	11.5
Mentally ill	30,318	13.2	2,165.6	14	8.1
Craftsmen	25,205	11.0	763.8	33	19.0
Prisoners	3,940	1.7	303.1	13	7.5
Totals	230,054		1,322.2	174	

missing = 66 (27.5%)

youth and children rise in rank order, suggesting that they may receive more attention than noted in Chart V.21, Number of Programs by Social Status.

All other analyses we conducted regarding social status reflected the main results of the programs given in other parts of this chapter.

4. Form of Participation

Participants were served and organized by NFE programs in a series of ways:

a) program goals for participants
b) admission requirements
c) payment rules
d) level of entry
e) form of participation
f) scheduling

a) Program Goals for Participants

The overwhelming majority of the programs had long-term learning goals requiring several years of study on the part of the participants (145, 60.4%). In Chart V.23, Program Goal Structures for Participants, we may observe that the other options had few responses, with the exception of "no specific time frame," which indicates a high degree of informality.

From these results, we may infer that most programs expected, perhaps desired, to maintain the same participants for a number of years and relatively fewer planned to encourage turnover or move their participants on to other programs. This would indicate that participation may well tend to be fairly stable and take on the aspect of a long-term social cum educational activity. Also, given the development needs of Lesotho,

Chart V.23

PROGRAM GOAL STRUCTURES FOR PARTICIPANTS

Program Goals	# of Programs	% of Programs
1. Long-term learning goals/ several years of study	145	60.4
2. Short-term sections with specific goals/several years of study	15	6.3
3. Short-term goals	14	5.8
4. No specific time frame for reaching goals	66	27.5
Totals	240	100.0

missing = 0

thought might well be given to encouraging more short- to medium-term programs with high coverage which would rotate from area to area.

When arrayed by other variables, such as the size of participation, no significant differences regarding goals structure were found from the main overall tendencies.

c) Admission Requirements

In general, about half the programs had no admission requirements (129, 66.2%). The rest had the requirements displayed in Chart V.24, Admission Requirements:

Chart V.24

ADMISSION REQUIREMENTS

Type	# of Programs	% of Programs
None	129	66.2
Test	5	2.6
Application Form	30	15.4
Interviews	22	11.2
Combination of all or some	0	4.6
Totals	195	100.0

missing = 45 (18.8%)

It is interesting to note that when divided into "none" or "some" requirements, 72.0% of the programs with "some" had smaller numbers of participants (1-150) (see Chart V.25).

These findings contrast with those in Chart V.26, Admission Requirements

Chart V.25

ADMISSION REQUIREMENTS AND PARTICIPATION LEVEL

Requirements	Count Row PCT Col PCT Tot PCT	Participation Level 1-150	150+	Row Total
Some Requirements		36 72.0 39.1 24.3	14 28.0 25.0 9.5	50 33.8
None		56 57.1 60.9 37.8	42 42.9 75.0 28.4	98 66.2
Column Total		92 62.2	56 37.8	148 100.0

χ^2 = 3.1070
df = 1
p = 0.0780
missing = 92 (38.3%)

Chart V.26

ADMISSION REQUIREMENTS AND SIZE OF STAFF

Requirements	Count Row PCT Col PCT Tot PCT	Staff Size Small	 Medium/Big	Row Total
Some Requirements		13 20.3 21.3 7.1	51 79.7 41.5 27.7	64 34.8
None		48 40.0 78.7 26.1	72 60.0 58.5 39.1	120 65.2
Column Total		61 33.2	123 66.8	184 100.0

χ^2 = 7.3000
df = 1
p = 0.0069
missing = 56 (23.3%)

and Size of Staff. Those programs with some requirements tended to have medi to big staffs; however, on the whole, small program staffs as well as large ones tended to have no requirements. It would seem that in order to process such admission requirements and provide more structured programs, larger staffs are usually needed in Lesotho.

In general, the number of activities appeared to have little bearing on the presence or absence of admission requirements (see Chart V.27, Admission Requirements and Number of Activities). However, when arrayed by type of requirement, 80% of the programs with tests, 46.7% of those with applications, 50.0% of those with interviews and 55.6% of those with a combination of requirements had more than one activity.

A slight tendency was found for programs founded before 1970 to tend to have no admission requirements, while those formed subsequently had relatively more, though the majority of the programs begun after 1970 had none (see Chart V.28, Admission Requirements and Year Program Founded).

We may infer from this that there is a slight tendency to develop programs more tailored to particular types of participants and their needs, since 1970.

When arrayed by topic, it is interesting to note that for over 50% of most program topic areas, no admission requirements have been established. The one exception, as may be seen in Chart V.29, Admission Requirements and Topics, was cooperatives (53.1%).

No appreciable difference was found between programs for the poor or middle income with regard to admission requirements (see Chart V.30, Admission Requirements and Economic Status).

Chart V.27

ADMISSION REQUIREMENTS AND NUMBER OF ACTIVITIES

Requirements	Count Row PCT Col PCT Tot PCT	Number of Activities One Activity	More Than One Activity	Row Total
Some Requirements		32 48.5 37.6 16.4	34 51.5 30.9 17.4	66 33.8
None		53 41.1 62.4 27.2	76 58.9 69.1 39.0	129 66.2
Column Total		85 43.6	110 56.4	195 100.0

χ^2 = 0.9722
df = 1
p = 0.3241
missing = 45 (18.8%)

Chart V.28

ADMISSION REQUIREMENTS AND YEAR PROGRAM FOUNDED

Requirements	Count Row PCT Col PCT Tot PCT	Year Founded Up to 1970	 After 1970	Row Total
Some Requirements		22 40.7 29.3 14.7	32 59.3 42.7 21.3	54 36.0
None		53 55.2 70.7 35.3	43 44.8 57.3 28.7	96 64.0
Column Total		75 50.0	75 50.0	150 100.0

χ^2 = 2.8935
df = 1
p = 0.0889
missing = 90 (37.5%)

Chart V.29

ADMISSION REQUIREMENTS AND TOPICS

Program Topic	Some Requirements		None		Total	%
	# of Programs	%	# of Programs	%		
Migrant Education, Literacy, Numeracy	7	21.2	26	78.8	33	19.6
Nutrition, Health, Family Education	18	22.2	63	77.8	81	48.2
Crafts	5	26.3	14	73.7	19	11.3
Agriculture, Animal Husbandry	39	37.1	66	62.9	105	62.5
Recreation, Culture	1	50.0	1	50.0	2	1.2
Cooperative Education	17	53.1	15	46.9	32	19.0
Totals	55	32.7	113	67.3	168	100.0

missing = 72 (30.0%)

Chart V.30

ADMISSION REQUIREMENTS AND ECONOMIC STATUS

Requirements	Count Row PCT Col PCT Tot PCT	Economic Status Poor or Very Poor	Middle Income or Moderately Wealthy	Row Total
Some Requirements		31 54.4 33.0 18.1	26 45.6 33.8 15.2	57 33.3
None		63 55.3 67.0 36.8	51 44.7 66.2 29.8	114 66.7
Column Total		94 55.0	77 45.0	171 100.0

χ^2 = 0.0118
df = 1
p = 0.9135
missing = 69 (28.8%)

In an additional analysis, tests were found to be used mainly for programs oriented toward the middle income and moderately wealthy group.

Finally, as might be expected, those programs with some requirements tended slightly to have middle or advanced entry levels (56.9%), although overall, middle or advanced entry level programs had no requirements.

Chart V.31

ADMISSION REQUIREMENTS AND LEVEL OF PROGRAM ENTRY

Requirements	Count Row PCT Col PCT Tot PCT	Level of Program Entry Introductory or Not Applicable	Middle Advanced	Row Total
Some Requirements		28 43.1 27.2 14.6	37 56.9 41.6 19.3	65 33.9
None		75 59.1 72.8 39.1	52 40.9 58.4 27.1	127 66.1
Column Total		103 53.6	89 46.4	192 100.0

χ^2 = 4.4141
df = 1
p = 0.0356
missing = 48 (20.0%)

c) Payment Rules

In general, slightly over half (61.6%) of the programs required the payment of fees or a subscription in order to participate in program activities.

Chart V.32

PAYMENT REQUIREMENTS

Payment Required	# of Programs	% of Programs
Yes	130	61.6
No	81	38.4
Totals	211	100.0

missing = 29 (12.0%)

It is interesting to note that the level of program participation was not significantly related to the presence of payment (see Chart V.33, Payment Requirements and Level of Participation). Larger programs usually charged (60.0%), and yet, slightly more of the smaller programs charged also (69.6%). This would suggest that this widespread phenomenon may appear in programs of any size.

Similarly, no major difference was found with regard to the size of staff, and again, smaller staffs had the slightest of tendencies to charge more (70.5%) than larger staffs (60.1%) (see Chart V.34, Payment Requirements and Size of Staff).

However, programs which required payments from their participants tended to have more than one NFE activity (see Chart V.35, Payment Requirements and Number of Activities).

Chart V.33

PAYMENT REQUIREMENTS AND LEVEL OF PARTICIPATION

Payment	Count Row PCT Col PCT Tot PCT	Participation Level 1-150	 150+	Row Total
Yes		71 66.4 69.6 43.8	36 33.6 60.0 22.2	107 66.0
No		31 56.4 30.4 19.1	24 43.6 40.0 14.8	55 34.0
Column Total		102 63.0	60 37.0	162 100.0

χ^2 = 1.5551
df = 1
p = 0.2124
missing = 78 (32.5%)

Chart V.34

PAYMENT REQUIREMENTS AND SIZE OF STAFF

Payment	Count Row PCT Col PCT Tot PCT	Staff Size Small	 Medium/Big	Row Total
Yes		43 34.1 70.5 21.6	83 65.9 60.1 41.7	126 63.3
No		18 24.7 29.5 9.0	55 75.3 39.9 27.6	73 36.7
Column Total		61 30.7	138 69.3	199 100.0

χ^2 = 1.9497
df = 1
p = 0.1626
missing = 41 (17.1%)

Chart V.35

PAYMENT REQUIREMENTS AND NUMBER OF ACTIVITIES

Payment	Count Row PCT Col PCT Tot PCT	Number of Activities One Activity	More Than One Activity	Row Total
Yes		48 36.9 51.6 22.7	82 63.1 69.5 38.9	130 61.6
No		45 55.6 48.4 21.3	36 44.4 30.5 17.1	81 38.4
Column Total		93 44.1	118 55.9	211 100.0

χ^2 = 7.0288
df = 1
p = 0.0080
missing = 29 (12.1%)

Essentially, those programs which provided more NFE services te to request payment, and undoubtedly, the staffs believed that their programs were more substantial, meriting such payments. This would also lead to the possible conclusion that programs with more income from participant payments can afford to provide more NFE activities.

It is interesting to note that the period in which a program was founded appeared to make virtually no difference whatsoever with regard to payments (see Chart V.36, Payment Requirements and Year Founded).

With respect to programs providing NFE in specific topic areas, (see Chart V.37, Payment Requirements and Topics of Programs), cooperatives and programs in agricultural development showed the greatest tendency to require payment, but in all topic areas, 50% or more required payment.

This result makes the following finding regarding payments and the economic status of participants more understandable (see Chart V.38, Payment Requirements and Economic Status). Poor and very poor participants were requested to provide payment at the same rate as the middle income and moderately wealthy. The amount of payment was not requested in the questionnaire, but one would expect to find a differential between the two types of participants.

The same finding was registered with regard to the level of entry of program participants (see Chart V.39, Payment Requirements and Level of Program Entry).

In general, to some degree, the size of participation had some influence on the decision to charge, as did the topic of the program (cooperatives, agricultural areas). But the main variable fairly

Chart V.36

PAYMENT REQUIREMENT AND YEAR FOUNDED

Payment	Count Row PCT Col PCT Tot PCT	Year Founded Up to 1970	After 1970	Row Total
Yes		52 49.1 61.9 32.1	54 50.9 69.2 33.3	106 65.4
No		32 57.1 38.1 19.8	24 42.9 30.8 14.8	56 34.6
Column Total		84 51.9	78 48.1	162 100.0

χ^2 = .9596
df = 1
p = .3273
missing = 78 (32.5%)

Chart V.37

PAYMENT REQUIREMENTS AND TOPICS OF PROGRAMS

Topic Area	Yes		No		Total Programs	% Programs
	# of Programs	% of Programs	# of Programs	% of Programs		
Cooperative Education	22	66.7	11	33.3	33	18.0
Agriculture, Animal Husbandry	72	63.2	42	36.8	114	62.3
Nutrition, Health, Family Education	53	58.2	38	41.8	91	49.7
Crafts	11	57.9	8	42.1	19	10.4
Migrant Education, Literacy, Numeracy	19	52.8	17	47.2	36	19.7
Recreation, Culture	1	50.0	1	50.0	2	1.1
Totals	111	60.7	72	39.3	183	100.0

missing = 57 (23.8%)

Chart V.38

PAYMENT REQUIREMENTS AND ECONOMIC STATUS

Payment	Count Row PCT Col PCT Tot PCT	Economic Status Poor or Very Poor	Middle Income or Moderately Wealthy	Row Total
Yes		60 53.6 59.4 32.4	52 46.4 61.9 28.1	112 60.5
No		41 56.2 40.6 22.2	32 43.8 38.1 17.3	73 39.5
Column Total		101 54.6	84 45.4	185 100.0

χ^2 = 0.1198
df = 1
p = 0.7292
missing = 55 (22.9%)

Chart V.39

PAYMENT REQUIREMENTS AND LEVEL OF PROGRAM ENTRY

Payment	Count Row PCT Col PCT Tot PCT	Level of Program Entry Introductory or Not Applicable	Middle Advanced	Row Total
Yes		66 50.8 61.7 31.7	64 49.2 63.4 30.8	130 62.5
No		41 52.6 38.3 19.7	37 47.4 36.6 17.8	78 37.5
Column Total		107 51.4	101 48.6	208 100.0

χ^2 = 0.0628
df = 1
p = 0.8020
missing = 32 (13.3%)

significantly related to the decision to charge is the presence of multiple NFE activities in a program.

d) Level of Program Entry

As noted in the section on admission requirements, each program had a level of entry. In general, we found the following results:

Chart V.40

LEVEL OF PROGRAM ENTRY

Level	# of Programs	% of Programs
Introductory	79	35.7
Middle	77	34.8
Advanced	32	14.6
Level Not Applicable	33	14.9
Totals	221	100.0

missing = 19 (7.9%)

However, when we review the number of reported participants per level, we find that 74.7% were enrolled in introductory level program activities, as would be expected (see Chart V.41, Number of Participants Per Level of Program).

With regard to the size of the staffs of NFE programs in relation to the level of entry of participants the results are statistically significant and reflect the fact that the preponderance of the participants were found at the introductory level (see Chart V.42, Level

Chart V.41

NUMBER OF PARTICIPANTS PER LEVEL OF PROGRAM

Level of Program	# of Participants	% of Total Participants Reported	Mean	# of Programs Reported	% of Programs Reported
Introductory	169,925	74.7	2,574.6	66	39.3
Middle	47,295	20.8	775.3	61	36.3
Advanced	7,705	3.3	296.3	26	15.5
Level Not Applicable	2,661	1.2	177.4	15	8.9
Totals	227,586	100.0	1,354.7	168	100.0

missing = 72 (30.0%)

Chart V.42

LEVEL OF PROGRAM ENTRY AND SIZE OF STAFF

Level of Entry	Count Row PCT Col PCT Tot PCT	Staff Size Small	 Medium/Big	Row Total
Introductory		22 29.3 35.5 10.7	53 70.7 37.1 25.9	75 36.6
Middle-Advanced		24 23.3 38.7 11.7	79 76.7 55.2 38.5	103 50.2
Level Not Applicable		16 59.3 25.8 7.8	11 40.7 7.7 5.4	27 13.2
Column Total		62 30.2	143 69.8	205 100.0

χ^2 = 13.1574
df = 2
p = 0.0014
missing = 35 (14.6%)

of Program Entry and Size of Staff). Most of the introductory level programs had larger staffs (70.7%), as did the middle and advanced programs (76.7%), in contrast to the programs where the level was not applicable (40.7%).

The number of NFE activities, however, showed no significant relationship to the level of entry (see Chart V.43, Level of Entry and Number of Activities).

Although it is not significant, we may note a very slight tendency for programs founded before 1970 to be introductory in nature or "level not applicable," in contrast to programs founded after 1970 which slightly favored the middle/advanced levels. This reflects other findings elsewhere regarding the topics of programs and types of participants (see Chart V.44, Level of Entry and Year Founded).

It is interesting to note that, in general, the programs for the introductory and middle or advanced levels were more for the poor and very poor than for the middle income or moderately wealthy. In contrast, those smaller programs where the level is not applicable were more for the middle income and moderately wealthy. There is no statistical significance, though, since the relationships were generally proportional overall (see Chart V.45, Level of Entry and Economic Status). It is an important finding that most of the programs at the middle or advanced levels were for the poor. This trend, coupled with the recent emphasis on the growth of middle and advanced programs, should be maintained, if at all possible.

The introductory and "level not applicable" programs were clustered in relation to middle or advanced programs, and the results were arrayed in Chart V.46, Level of Entry and Program Topic. Most topic

Chart V.43

LEVEL OF ENTRY AND NUMBER OF ACTIVITIES

Level of Entry	Count Row PCT Col PCT Tot PCT	Number of Activities One Activity	More Than One Activity	Row Total
Introductory		33 41.8 34.4 14.9	46 58.2 36.8 20.8	79 35.7
Middle-Advanced		50 45.9 52.1 22.6	59 54.1 47.2 26.7	109 49.3
Level Not Applicable		13 39.4 13.5 5.9	20 60.6 16.0 9.0	33 14.9
Column Total		96 43.4	125 56.6	221 100.0

χ^2 = 0.5716
df = 2
p = 0.7514
missing = 19 (7.9%)

Chart V.44

LEVEL OF ENTRY AND YEAR FOUNDED

Level of Entry	Count Row PCT Col PCT Tot PCT	Year Founded Up to 1970	After 1970	Row Total
Introductory		36 55.4 41.9 21.7	29 44.6 36.3 17.5	65 39.2
Middle-Advanced		35 45.5 40.7 21.1	42 54.5 52.5 25.3	77 46.4
Level Not Applicable		15 62.5 17.4 9.0	9 37.5 11.3 5.4	24 14.5
Column Total		86 51.8	80 48.2	166 100.0

χ^2 = 2.6768
df = 2
p = 0.2623
missing = 74 (30.8%)

Chart V.45

LEVEL OF ENTRY AND ECONOMIC STATUS

Level of Entry	Count Row PCT Col PCT Tot PCT	Economic Status Poor or Very Poor	Middle Income or Moderately Wealthy	Row Total
Introductory		38 55.9 36.5 19.8	30 44.1 34.1 15.6	68 35.4
Middle-Advanced		56 56.6 53.8 29.2	43 43.4 48.9 22.4	99 51.6
Level Not Applicable		10 40.0 9.6 5.2	15 60.0 17.0 7.8	25 13.0
Column Total		104 54.2	88 45.8	192 100.0

χ^2 = 2.3311
df = 2
p = 0.3118
missing = 48 (20.0%)

Chart V.46

LEVEL OF ENTRY AND PROGRAM TOPIC

Topic	# of Programs	%	# of Programs	%	Total	%
Migrant Education, Literacy, Numeracy	22	59.5	15	40.5	37	19.2
Crafts	11	52.4	10	47.6	21	10.9
Recreation, Culture	1	50.0	1	50.0	2	1.0
Nutrition, Health, Family Education	46	48.4	49	51.6	95	49.2
Agriculture, Animal Husbandry	56	45.2	68	54.8	124	64.2
Cooperative Education	14	42.4	19	57.6	33	17.1
Totals	92	47.7	101	52.3	193	100.0

missing = 47 (19.6%)

areas hovered around the 50% area, thereby reflecting a tendency for a wide variety of levels of entry to be potentially available to participants per topic area. In reality, given the geographical spread of NFE in Lesotho it is often not possible to find the level wanted in any one area. Nonetheless, this was a healthy spread of program entry levels, and it is hoped that this will continue to be the case.

e) Form of Participation

The form in which persons may participate in NFE in Lesotho is highly varied:

Chart V.47

FORM OF PARTICIPATION

Form of Participation	# of Programs	% of Programs
Individual	52	23.6
Family(ies)	17	7.7
Group(s)	62	28.2
No Restrictions	89	40.5
Totals	220	100.0

missing = 20 (8.3%)

When arrayed by level of participation, no tendencies were apparent: smaller and larger programs tended to resemble one another in each form of participation (see Chart V.48, Form of Participation and Level of Participation).

Chart V.48

FORM OF PARTICIPATION AND LEVEL OF PARTICIPATION

Form of Participation	Count Row PCT Col PCT Tot PCT	Participation Level 1-150	 150+	Row Total
Individual		27 67.5 25.5 16.5	13 32.5 22.4 7.9	40 24.4
Group-Family		38 61.3 35.8 23.2	24 38.7 41.4 14.6	62 37.8
No Restriction		41 66.1 38.7 25.0	21 33.9 36.2 12.8	62 37.8
Column Total		106 64.6	58 35.4	164 100.0

χ^2 = 0.5076
df = 2
p = 0.7758
missing = 76 (30.7%)

However, when the form of participation was arrayed by staff size, a variable often more sensitive to program size than the level of participation, we may note that larger staffs had a tendency to serve programs with individuals (82.7%) and groups or families (68%). Overall, smaller staffs tended to serve programs with no restrictions on the form of entry (50%), though a majority of the no restriction programs had larger staffs (see Chart V.49, Form of Participation and Staff Size).

Similarly, programs for individuals and groups or families tended to have more than one NFE activity, whereas those with only one activity had a tendency to have no restrictions (see Chart V.50, Form of Participation and Number of Activities).

In contrast, more programs were founded before 1970 for individual and group or family participation, as opposed to programs with no restrictions (see Chart V.51, Form of Participation and Year Founded).

The different forms of participation showed very little differentiation with regard to economic status (see Chart V.52, Form of Participation and Economic Status).

This tendency for the form of participation to reflect the general trends of the study was further shown in the array of programs per topic (see Chart V.53, Form of Participation and Program Topic).

Agriculture, cooperative education and recreation all had a very slight tendency to have more programs with no restrictions, whereas migrant education, literacy, numeracy, crafts and the home, health topics tended to focus more on groups or families. With regard to individual participation, cooperative education and agriculture would appear to have the most. However, we must emphasize that the spread of the forms

Chart V.49

FORM OF PARTICIPATION AND STAFF SIZE

Form of Participation	Count Row PCT Col PCT Tot PCT	Staff Size Small	 Medium/Big	Row Total
Individual		9 17.3 14.1 4.4	43 82.7 30.5 21.0	52 25.4
Group-Family		23 31.1 35.9 11.2	51 68.9 36.2 24.9	74 36.1
No Restriction		32 40.5 50.0 15.6	47 59.5 33.3 22.9	79 38.5
Column Total		64 31.2	141 68.8	205 100.0

$\chi 2$ = 7.8605
df = 2
p = 0.0196
missing = 35 (14.6%)

Chart V.50

FORM OF PARTICIPATION AND NUMBER OF ACTIVITIES

Form of Participation	Count Row PCT Col PCT Tot PCT	Number of Activities One Activity	More Than One Activity	Row Total
Individual		24 46.2 24.7 10.9	28 53.8 22.8 12.7	52 23.6
Group-Family		26 32.9 26.8 11.8	53 67.1 43.1 24.1	79 35.9
No Restriction		47 52.8 48.5 21.4	42 47.2 34.1 19.1	89 40.5
Column Total		97 44.1	123 55.9	220 100.0

χ^2 = 6.8392
df = 2
p = 0.0327
missing = 20 (8.3%)

Chart V.51

FORM OF PARTICIPATION AND YEAR FOUNDED

Form of Participation	Count Row PCT Col PCT Tot PCT	Year Founded Up to 1970	After 1970	Row Total
Individual		24 57.1 28.9 14.4	18 42.9 21.4 10.8	42 25.1
Group-Family		38 58.5 45.8 22.8	27 41.5 32.1 16.2	65 38.9
No Restriction		21 35.0 25.3 12.6	39 65.0 46.4 23.4	60 35.9
Column Total		83 49.7	84 50.3	167 100.0

χ^2 = 8.1130
df = 2
p = 0.0173
missing = 73 (30.4%)

Chart V.52

FORM OF PARTICIPATION AND ECONOMIC STATUS

Form of Participation	Count Row PCT Col PCT Tot PCT	Economic Status Poor or Very Poor	Middle Income or Moderately Wealthy	Row Total
Individual		23 54.8 22.1 12.0	19 45.2 21.6 9.9	42 21.9
Group-Family		35 50.0 33.7 18.2	35 50.0 39.8 18.2	70 36.5
No Restriction		46 57.5 44.2 24.0	34 42.5 38.6 17.7	80 41.7
Column Total		104 54.2	88 45.8	192 100.0

χ^2 = 0.8535
df = 2
p = 0.6526
missing = 48 (20.0%)

Chart V.53

FORM OF PARTICIPATION AND PROGRAM TOPIC

Program Topic	Individual		Group/Family		No Restriction		Total	%
	# of Programs	%	# of Programs	%	# of Programs	%		
Agriculture, Animal Husbandry	31	25.2	44	35.8	48	39.0	123	63.7
Cooperative Education	9	27.3	11	33.3	13	39.4	33	17.1
Recreation, Culture	0	0.0	0	0.0	2	100.0	2	1.0
Migrant Education, Literacy, Numeracy	8	20.0	21	52.5	11	27.5	40	20.7
Crafts	4	20.0	10	50.0	6	30.0	20	10.4
Nutrition, Health, Family Education	22	23.2	42	44.2	31	32.6	95	49.2
Totals	46	23.8	76	39.4	71	36.8	193	100.0

missing = 47 (19.6%)

of participation was quite generalized across the topic areas, with the exception of recreation and culture, which was probably under-represented in this study.

Finally, as would be expected, very little differentiation was found with regard to the level of program (see Chart V.54, Form of Participation and Level of Entry). The slightest of tendencies may be observed in individual and group or family oriented programs to be introductory or level not applicable. Programs with no restrictions had a slight movement toward the middle-advanced level of entry. No statistical significance was found, and we may assume, in general, that the form of participation reflected the main line tendencies of NFE in Lesotho.

f) Scheduling

NFE program activities were held at a wide array of time:

Chart V.55

SCHEDULING OF NFE PROGRAMS

Time	# of Programs	% of Programs
No definite time	73	36.7
Mornings	46	23.1
Weekends	34	17.1
Whole day	28	14.1
Afternoons	17	8.5
Evening	1	.5
Totals	199	100.0

missing = 41 (17.0%)

Chart V.54

FORM OF PARTICIPATION AND LEVEL OF PROGRAM ENTRY

Form of Participation	Count Row PCT Col PCT Tot PCT	Level of Program Entry Introductory or Not Applicable	Middle Advanced	Row Total
Individual		32 62.7 28.8 14.9	19 37.3 18.3 8.8	51 23.7
Group-Family		40 51.3 36.0 18.6	38 48.7 36.5 17.7	78 36.3
No Restriction		39 45.3 35.1 18.1	47 54.7 45.2 21.9	86 40.0
Column Total		111 51.6	104 48.4	215 100.0

χ^2 = 3.8854
df = 2
p = 0.1433
missing = 25 (10.4%)

As might be expected, the informal "no definite time" was generally preferred. Clearly, the mornings and weekends were also favored. Whole day programs tended to be ones with more requirements and structure.

Much like the preceding variable, "form of participation," the timing of activities reflected the main line tendencies of the programs and no significant results were found. Thus, we have decided not to present the findings of our cross-tabulations here.

5. Conclusion

a) General Setting

Certain districts have attained high levels of mean program coverage, but as noted in Chapter III, a great deal of work is required to:

1. Increase the coverage of existing programs, as possible, and
2. Promote the development of new programs in relation to needed topic areas and gaps in geographical coverage.

Programs founded from 1961 to 1980 might well be encouraged to grow further, since programs founded during the period 1961 to 1970 were the largest. As the programs founded from 1970 to 1980 consolidate, we may well expect them to grow rapidly, like their predecessors, particularly if given added impetus to do so.

Programs with larger numbers of participants revealed a tendency to have multiple NFE activities, and thus, it may be advisable to suggest that additional activities be undertaken by existing programs.

Surprisingly, more NGOs have NFE programs (149) than governmental agencies (91), but the size of participation in government-sponsored

programs appeared to be far higher (70.5%) than in NGOs (29.4%). It would seem advisable to consider providing an injection of additional support to NGOs in order that they might increase their coverage. The role of the NGOs in the areas of health, nutrition and child development, as well as cooperatives, was particularly notable. The governmental agencies have led in the areas of agriculture and rural development as well as health, nutrition and child development.

To date, with regard to topics, most of the participants in NFE were found in the areas mentioned above. It would appear that greater emphasis should be placed upon increasing the number of participants in the topic areas of literacy, numeracy, skills training and recreation and culture.

b) Participant Characteristics

Most NFE programs served both sexes (73.3%), followed by those for women alone (23.6%) and men alone (only 3.1%). This is undoubtedly a reflection of the migratory patterns for men, and in any case, it may well be most advisable to encourage the growth of programs flexibly meeting the educational needs of both sexes. Indeed, this is the case with regard to historical trends, since a small tendency was noted toward emphasizing educational programs for both sexes since 1970. This observation is further reflected in the results regarding educational topics which showed that the programs for both sexes were similar to the general tendencies of NFE, as a whole.

The statistics regarding age ranges are disappointingly fragmentary, but they would appear to suggest that a greater emphasis should be placed upon the 0-5 age period for infant development and early childhood education, youth programs and NFE efforts on behalf of the elderly.

Although 42.5% of the NFE programs are for middle-income persons and only 35.8% are for the poor and 18.8% for the very poor, the statistics regarding the reported numbers of participants are more heartening: poor (73.3%), middle income (13.6%), very poor (12.7%). Attention should be given periodically to reviewing NFE coverage for the various income groups.

Most of the participants in NFE programs were farmers (69.2%) or housewives (66.7%). Interestingly, the unemployed (38.7%) and youth (36.7%) were mentioned next most often by NFE directors. Children and the elderly accounted for only 18.8% and 87.1% of the programs, respectively. The tendency to up-grade the skills of current workers (from 9.6 to 23.3%) might well be encouraged further, as well as NFE for prisoners (7.1%) and the mentally ill (7.1%).

c) Form of Participation

Various tendencies may be discerned with regard to the forms of participation in NFE programs in Lesotho.

On the whole, most NFE programs tended to have long-term learning goals for their participants, requiring that they remain in the program for several years (60.4%). On the one hand, this finding has a positive aspect in that it engenders long-term group stability. On the other hand, it tends to restrict coverage and discourage the creation of more flexible, shorter- to medium-term NFE programs, built to meet specific needs.

Admission requirements were found in slightly more than one-third of the programs (33.8%) and tended to be used in smaller, more focused programs in terms of participant size, although those programs

appeared to require larger staffs in order to structure their efforts. Slightly over half the programs with some requirements (51.5%) had multiple activities, and there was a slight tendency for more recent programs to institute such requirements.

Although certain focused programs will need admission requirements, traditionally, they tended not to be used in most NFE programs and their institution potentially could lead to a rigidification of these eminently flexible and useful educational processes.

Slightly over half of the NFE programs (61.6%) required payment on the part of participants, even from the poor. Those programs which had multiple NFE activities tended to require payment more often (63.1%) than those with only one NFE activity (36.9%). The rest of the results regarding payment showed no major tendencies. Clearly, the high request for payment from participants reflected a lack of funding and material resources available to NFE programs at present, as well as a willingness and desire on the part of participants to contribute to their programs. That so many programs can raise internally-generated funds when the overwhelming majority of the participants are poor attests to the importance they attach to these educational efforts. Care must be taken, of course, not to provide too much funding all at once to any one program and thereby risk distorting many of these current dedications; however, such support is greatly needed, and could be used wisely especially to assist with increasing the coverage of participants and improving the quality of the existing programs.

Although only 35.7% of the programs provided introductory level programs, 74.7% of the participants in NFE were reported to be entering

at that level. An important secondary emphasis has been emerging, particularly since 1970, to provide more NFE at middle and advanced levels for the poor, as well as others. This important trend reflects the need for more skilled workers and technical-vocational training in general. This trend also cuts quite evenly across most of the main topics of NFE in Lesotho.

Clearly, a balance of entry levels, attempting to meet the various needs of many NFE participants should be maintained. This balance also should be monitored from time to time in order to continue to meet the evolving needs of the Basotho society.

The trend with regard to the form of participation seemed to be in the direction of fewer restrictions, although such programs tended to be smaller. The programs for individuals and families or groups tended to be larger and have multiple NFE activities. It would appear from the lack of clear distinctions regarding the forms of participation that multiple types of participation will endure and be used alternatively, depending upon the needs of particular programs.

Also reflecting the main tendencies of NFE as a whole was the area of the scheduling of activities. Again flexibility of scheduling predominated (36.7%), followed by fixed times in the mornings (23.1%) and weekends (17.1%). Whole day programs (14.1%) tended to be oriented toward certain middle or advanced level programs which were more fully structured than others. One thing is clear: evenings are out (0.5%)!

In general, the forms of participation in NFE were generally very flexible and tailored to meet the needs of the participants. This

flexibility should be maintained at the same time that programs are expanded and more programs are created. The dedication of the people to their NFE programs is most notable and this strong, decentralized base must be maintained, further consolidated, strengthened and expanded.

VI. EDUCATIONAL METHODS, MATERIALS AND MEDIA

1. Introduction

Non-formal education programs in Lesotho utilize different teaching modes and methods, as well as a wide variety of educational materials and media. Many data analyses were conducted on this rich source of information, and the main results are presented in this chapter.

The first section covers the principal modes of teaching, teaching/learning methods, and new methods requested by the program directors. Secondly, we focus on educational materials and media used by NFE programs in relation to their interest in new materials and media. Finally, we were fascinated to find that many programs have developed their own materials and media, and therefore, a brief review of this phenomenon is provided. The concluding section presents the main results and recommendations regarding methods, materials and media.

2. Educational Methods

(a) Teaching Modes. A wide variety of teaching/learning methods are used in Lesotho, and we shall begin this discussion by focusing on the principal modes of teaching utilized. The role of the teacher in non-formal education has been noted in the literature as a flexible one, often including participants in the teaching role. As may be seen in Chart VI.1, in Lesotho we find that the main mode used is one reflecting a more formalized approach: a teacher external to the group.

It is interesting to note that 71 programs (32.1%) had teachers who were also participants. In the data analyses below, we shall pay particular

Chart VI.1

PRINCIPAL TEACHING MODES

Teaching Mode	No. of Programs	% of Programs
External Teacher (teacher or group leader who is not a part of learning group)	112	50.7
External Field Worker (teacher such as extension worker or health educator)	38	17.2
Internal Teacher (the teacher or group leader is a member of learning group)	40	18.1
Several Internal Teachers (all or some of members of learning group act as teachers/ leaders)	31	14.0
Totals	221	100.0

missing = 19 (7.9%)

attention to these programs, as well as those with external field workers as teachers.

The districts vary a great deal with regard to the types of teaching modes found in their NFE programs. In general external teachers predominated in six districts: Mohale's Hoek (81.3%), Thaba-Tseka (77.8%), Quthing (75.0%), Mokhotlong (66.7%), Qacha's Nek (66.7%), Butha-Buthe (63.6%). In the other four districts, Leribe, Berea, Mafeteng and Maseru, differing clusters of the other forms predominated. Interestingly, each had the only programs with several internal teachers, except for Mohale's Hoek, which had only one. Mafeteng led the other districts with regard to external field workers

Chart VI.2

PRINCIPAL TEACHING MODES AND THE DISTRICTS

Teaching Mode	Count Row PCT Col PCT Tot PCT	District										
		Butha-Buthe	Leribe	Berea	Maseru	Mafeteng	Mohale's Hoek	Quthing	Qacha's Nek	Mokhot-long	Thaba-Tseka	Row Total
External Teacher		14 12.5 63.6 6.3	8 7.1 33.3 3.6	14 12.5 35.9 6.3	11 9.8 40.7 5.0	14 12.5 35.9 6.3	13 11.6 81.3 5.9	9 8.0 75.0 4.1	12 10.7 66.7 5.4	10 8.9 66.7 4.5	7 6.3 77.8 3.2	112 50.7
Internal Teacher		6 15.0 27.3 2.7	5 12.5 20.8 2.3	9 22.5 23.1 4.1	3 7.5 11.1 1.4	8 20.0 20.5 3.6	0 0.0 0.0 0.0	1 2.5 8.3 0.5	4 10.0 22.2 1.8	2 5.0 13.3 0.9	2 5.0 22.2 0.9	40 18.1
External Field Worker		2 5.3 9.1 0.9	5 13.2 20.8 2.3	7 18.4 17.9 3.2	5 13.2 18.5 2.3	10 26.3 25.6 4.5	2 5.3 12.5 0.9	2 5.3 16.7 0.9	2 5.3 11.1 0.9	3 7.9 20.0 1.4	0 0.0 0.0 0.0	38 17.2
Several Internal Teachers		0 0.0 0.0 0.0	6 19.4 25.0 2.7	9 29.0 23.1 4.1	8 25.8 29.6 3.6	7 22.6 17.9 3.2	1 3.2 6.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	31 14.0
Column Total		22 10.0	24 10.9	39 17.6	27 12.2	39 17.6	16 7.2	12 5.4	18 8.1	15 6.8	9 4.1	221 100.0

χ^2 = 45.5373 (25 c 5.0)
df = 27
p = 0.0143
missing = 19 (7.9%)

It would appear that a greater informality of teaching roles is found in these four populous districts (Chart VI.2).

With respect to organizational type, we may discern the slightest of tendencies for internal teaching modes to occur more frequently in non-governmental organizations (Chart VI.3). External teachers are mainly used by governmental organizations in the rural development and health areas, and by NGOs in the health and cooperative education areas. External field workers taught mainly in rural development government programs and NGO coops. In contrast, single internal teachers were found particularly in agricultural NGOs and other NGOs, and "several internal teachers" work especially in agricultural NGOs, coops, health NGOs and other NGOs (Chart VI.4).

The year in which programs were founded reveals no trends or tendencies. The level of participation and staff size similarly have no general impact on teaching modes; however, a slight tendency may be perceived for large staffs to have more field workers and several participants as teachers (Chart VI.5). Since staff size and the number of participants are related, it would appear that the presence of field workers and internal teachers had assisted some organizations to expand their coverage.

The number of activities in a program is related in a statistically significant manner to the principal teaching modes (Chart VI.6). Programs with one or several internal teachers tended to have multiple NFE activities; however, it is interesting to note that we found that the presence of non-educational activities had no impact upon the mode of teaching.

With regard to program topics, three topic areas used 50% or over of the external teacher mode: migrant education, literacy and numeracy (65.9%), nutrition, health and family education (51.0%) and recreation and culture

Chart VI.3

PRINCIPAL TEACHING MODES AND GOVERNMENTAL TYPES

Teaching Mode	Count Row PCT Col PCT Tot PCT	Organization Government Organization	Nongovernment Organization	Row Total
External Teacher		46 41.1 54.8 20.8	66 58.9 48.2 29.9	112 50.7
External Field Worker		18 47.4 21.4 8.1	20 52.6 14.6 9.0	38 17.2
Internal Teacher		13 32.5 15.5 5.9	27 67.5 19.7 12.2	40 18.1
Several Internal Teachers		7 22.6 8.3 3.2	24 77.4 17.5 10.9	31 14.0
Column Total		84 38.0	137 62.0	221 100.0

$\chi 2$ = 5.5055
df = 3
p = 0.1383
missing = 19 (7.9%)

Chart VI.4

PRINCIPAL TEACHING MODES AND ORGANIZATIONS

Teaching Mode	Count Row PCT Col PCT Tot PCT	Type of Organization: Rural Dev/ Agric/ Govt	Health/ Nutr/ Govt	Other Govt	Agric NGO	Coops/ NGO	Health/ Nutr/ Child/ NGO	Other NGO	Row Total
External Teacher		27 24.1 47.4 12.2	13 11.6 68.4 5.9	6 5.4 75.0 2.7	11 9.8 37.9 5.0	24 21.4 51.1 10.9	20 17.9 58.8 9.0	11 9.8 40.7 5.0	112 50.7
External Field Worker		16 42.1 28.1 7.2	2 5.3 10.5 0.9	0 0.0 0.0 0.0	3 7.9 10.3 1.4	12 31.6 25.5 5.4	3 7.9 8.8 1.4	2 5.3 7.4 0.9	38 17.2
Internal Teacher		9 22.5 15.8 4.1	2 5.0 10.5 0.9	2 5.0 25.0 0.9	9 22.5 31.0 4.1	5 12.5 10.6 2.3	6 15.0 17.6 2.7	7 17.5 25.9 3.2	40 18.1
Several Internal Teachers		5 16.1 8.8 2.3	2 6.5 10.5 0.9	0 0.0 0.0 0.0	6 19.4 20.7 2.7	6 19.4 12.8 2.7	5 16.1 14.7 2.3	7 22.6 25.9 3.2	31 14.0
Column Total		57 25.8	19 8.6	8 3.6	29 13.1	47 21.3	34 15.4	27 12.2	221 100.0

χ^2 = 27.6509 (13c 5.0)
df = 18
p = 0.0676
missing = 19 (7.9%)

Chart VI.5

PRINCIPAL MODES OF TEACHING AND STAFF SIZE

Teaching Mode	Count Row PCT Col PCT Tot PCT	Staff Size Small	Medium/ Big	Row Total
External Teacher		34 34.7 52.3 16.8	64 65.3 46.7 31.7	98 48.5
External Field Worker		8 22.2 12.3 4.0	28 77.8 20.4 13.9	36 17.8
Internal Teacher		15 39.5 23.1 7.4	23 60.5 16.8 11.4	38 18.8
Several Internal Teachers		8 26.7 12.3 4.0	22 73.3 16.1 10.9	30 14.9
Column Total		65 32.2	137 67.8	202 100.0

$\chi 2$ = 3.2635
df = 3
p = 0.3527
missing = 38 (15.8%)

Chart VI.6

PRINCIPAL TEACHING MODES AND NUMBER OF ACTIVITIES

Teaching Mode	Count Row PCT Col PCT Tot PCT	Number of Activities One Activity	More Than One	Row Total
External Teacher		61 54.5 61.6 27.6	51 45.5 41.8 23.1	112 50.7
External Field Worker		19 50.0 19.2 8.6	19 50.0 15.6 8.6	38 17.2
Internal Teacher		11 27.5 11.1 5.0	29 72.5 23.8 13.1	40 18.1
Several Internal Teachers		8 25.8 8.1 3.6	23 74.2 18.9 10.4	31 14.0
Column Total		99 44.8	122 55.2	221 100.0

χ^2 = 14.0090
df = 3
p = 0.0029
missing = 19 (7.9%)

(50.0%). External field workers pertained particularly to agriculture and animal husbandry (22.2%) and cooperative education (14.7%). An internal teacher was found especially in crafts education (36.4%), cooperative education (29.4%), agriculture and animal husbandry (21.4%) and nutrition, health and family education (19.8%). Similar results pertained to "several internal teachers" (Chart VI.7). Viewed from the vantage point of teaching modes, one or several internal teachers were particularly used by agricultural and health-related programs.

Although the level of entry revealed no significant differences, there was a slight tendency for programs with one or several internal teachers to have middle to advanced entry levels, as might be expected; however, the tendency was very slight showing that internal teachers were also used for several introductory and "level not applicable" programs (Chart VI.8).

If research was conducted before a program began, external teachers predominated (50.0%), but most programs with an internal teacher conducted such initial research (57.5%)(Chart VI.9).

No tendencies were revealed regarding current in-service training; however, it is interesting to note that programs with field workers and one or more internal teachers particularly requested in-service training (Chart VI.10).

The presence or absence of participant evaluation did not appear to be affected by the teaching mode (Chart VI.11). It is interesting to note that 84.2% of the programs with a participant as a teacher had participant evaluation; however, programs with several participants as teachers conducted relatively the least evaluation of participants (61.3%).

Analyses regarding program evaluation and topics of evaluation revealed no tendencies. Although there were no general differences, follow-up systems

Chart VI.7

PRINCIPAL MODES OF TEACHING AND EDUCATIONAL TOPIC

Educational Topic	Count Row PCT Col PCT Tot PCT	Teaching Mode External Teacher	External Field Worker	Internal Teacher	Several Internal Teachers	Row Total
Agriculture/ Animal Husbandry		57 45.2 59.4 29.4	28 22.2 80.0 14.4	27 21.4 73.0 13.9	14 11.1 53.8 7.2	126 64.9
Cooperative Education		11 32.4 11.5 5.7	5 14.7 14.3 2.6	10 29.4 27.0 5.2	8 23.5 30.8 4.1	34 17.5
Crafts		9 40.9 9.4 4.6	0 0.0 0.0 0.0	8 36.4 21.6 4.1	5 22.7 19.2 2.6	22 11.3
Migrant, Literacy, Numeracy		27 65.9 28.1 13.9	5 12.2 14.3 2.6	5 12.2 13.5 2.6	4 9.8 15.4 2.1	41 21.1
Nutrition, Health, Family Education		49 51.0 51.0 25.3	11 11.5 31.4 5.7	19 19.8 51.4 9.8	17 17.7 65.4 8.8	96 49.5
Recreation, Culture		1 50.0 1.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 3.8 0.5	2 1.0
Column Total		96 49.5	35 18.0	37 19.1	26 13.4	194 100.0

missing = 46 (19.2%)

Chart VI.8

PRINCIPAL MODES OF TEACHING AND LEVEL OF ENTRY

Teaching Mode	Count Row PCT Col PCT Tot PCT	Entry Level Introductory and not Applicatable	Middle/ Advanced	Row Total
External Teacher		52 53.1 50.5 25.4	46 46.9 45.1 22.4	98 47.8
External Field Worker		2 57.9 21.4 10.7	16 42.1 15.7 7.1	38 18.5
Internal Teacher		17 42.5 16.5 8.3	23 57.5 22.5 11.2	40 19.5
Several Internal Teachers		12 41.4 11.7 5.9	17 58.6 16.7 8.3	29 14.1
Column Total		103 50.2	102 49.8	205 100.0

X^2 = 3.0719
df = 3
p = 0.3807
missing = 35 (14.6%)

Chart VI.9

PRINCIPAL MODES OF TEACHING AND INITIAL RESEARCH

Teaching Mode	Count Row PCT Col PCT Tot PCT	Initial Research Yes	 No	Row Total
External Teacher		48 42.9 50.0 21.7	64 57.1 51.2 29.0	112 50.7
External Field Worker		14 36.8 14.6 6.3	24 63.2 19.2 10.9	38 17.2
Internal Teacher		23 57.5 24.0 10.4	17 42.5 13.6 7.7	40 18.1
Several Internal Teachers		11 35.5 11.5 5.0	20 64.5 16.0 9.0	31 14.0
Column Total		96 43.4	125 56.6	221 100.0

χ^2 = 4.7057
df = 3
p = 0.1947
missing = 19 (7.9%)

Chart VI.10

PRINCIPAL MODES OF TEACHING AND IN-SERVICE TRAINING NEEDED

Teaching Modes	Count Row PCT Col Pct Tot PCT	In-Service Training At Least One Needed	None	Row Total
External Teacher		73 65.8 45.9 33.3	38 34.2 63.3 17.4	111 50.7
External Field Worker		28 75.7 17.6 12.8	9 24.3 15.0 4.1	37 16.9
Internal Teacher		34 85.0 21.4 15.5	6 15.0 10.0 2.7	40 18.3
Several Internal Teachers		24 77.4 15.1 11.0	7 22.6 11.7 3.2	31 14.2
Column Total		159 77.6	60 27.4	219 100.0

χ^2 = 6.2363
df = 3
p = 0.1007
missing = 21 (8.8%)

Chart VI.11

PRINCIPAL TEACHING MODES AND PARTICIPANT EVALUATION

Teaching Modes	Count Row PCT Col Pct Tot PCT	Participant Evaluation Yes	No	Row Total
External Teacher		71 71.7 48.6 35.3	28 28.3 50.9 13.9	99 49.3
External Field Worker		24 72.7 16.4 11.9	9 27.3 16.4 4.5	33 16.4
Internal Teacher		32 84.2 21.9 15.9	6 15.8 10.9 3.0	38 18.9
Several Internal Teachers		19 61.3 13.0 9.5	12 38.7 21.8 6.0	31 15.4
Column Total		146 72.6	55 27.4	201 100.0

χ^2 = 4.6112
df = 3
p = 0.2026
missing = 39 (16.3%)

rarely were found in programs with several internal teachers (Chart VI.12). It would seem that this most informal teaching mode did not lead to the development of follow-up systems.

In contrast, programs with several internal participants as teachers showed a greater tendency to forge relationships with formal education institutions, a result which was also observed with regard to other kinds of relations with formal education (Charts VI.13 and VI.14). No tendencies were found with respect to general informal or formal contacts with other NFE programs or organizations.

(b) Teaching Methods. Most programs mentioned that they used one or more teaching methods (231, 96.3%). The results are arrayed in Chart VI.15. As may be noted, demonstrations, a very effective teaching method, was the most often cited (75.8%). Lectures, reflecting a formal education influence, followed with 71.7%. Group discussions (65.8%) are often combined with the above. Surprisingly, group or individual practice, a very effective learning method, was less often used (39.2%) and should be enhanced. Home visits followed with only 3[illegible].2%, and also should be promoted, wherever appropriate, given their cost-effective qualities. Clearly, individualized instruction (24.6%), programmed instruction (7.1%) and correspondence courses (5.0%) were very little used. These recent innovations like educational games (11.7%) and theatre or role playing (9.2%) were rarely found in NFE in Lesotho (Chart VI.16).

For purposes of attempting to analyze these discrete variables regarding methods, we clustered them by their main types:

1. Traditional, Prevalent Methods: demonstration and lecture
2. Group Oriented Methods: group discussion, role playing and games
3. Practical Work Methods: home visits and workshops

Chart VI.12

PRINCIPAL TEACHING MODES AND PARTICIPANT EVALUATION

Teaching Modes	Count Row PCT Col Pct Tot PCT	Follow-Up Systems Yes	No	Row Total
External Teacher		51 45.5 54.3 23.1	61 54.5 48.0 27.6	112 50.7
External Field Worker		18 47.4 19.1 8.1	20 52.6 15.7 9.0	38 17.2
Internal Teacher		16 40.0 17.0 7.2	24 60.0 18.9 10.9	40 18.1
Several Internal Teachers		9 29.0 9.6 4.1	22 71.0 17.3 10.0	31 14.0
Column Total		94 42.5	127 57.5	221 100.0

X^2 = 3.1933
df = 3
p = 0.3628
missing = 19 (7.9%)

Chart VI.13

PRINCIPAL TEACHING MODES AND RELATIONSHIPS WITH FORMAL EDUCATION INSTITUTIONS

Teaching Modes	Count Row PCT Col Pct Tot PCT	Relationship with FE Institutions Yes	No	Row Total
External Teacher		39 38.6 45.9 19.5	62 61.4 53.9 31.0	101 50.5
External Field Worker		13 37.1 15.3 6.5	22 62.9 19.1 11.0	35 17.5
Internal Teacher		15 41.7 17.6 7.5	21 58.3 18.3 10.5	36 18.0
Several Internal Teachers		18 64.3 21.2 9.0	10 35.7 8.7 5.0	28 14.0
Column Total		85 42.5	115 57.5	200 100.0

χ^2 = 6.4834
df = 3
p = 0.0903
missing = 40 (16.7%)

Chart VI.14

PRINCIPAL TEACHING MODES AND FORMAL EDUCATION INDEX

Teaching Modes	Count Row PCT Col Pct Tot PCT	FE Relations Index None	Low	Moderate-High	Row Total
External Teacher		28 25.0 54.9 12.7	65 58.0 56.0 29.4	19 17.0 35.2 8.6	112 50.7
External Field Worker		9 23.7 17.6 4.1	19 50.0 16.4 8.6	10 26.3 18.5 4.5	38 17.2
Internal Teacher		9 22.5 17.6 4.1	19 47.5 16.4 8.6	12 30.0 22.2 5.4	40 18.1
Several Internal Teachers		5 16.1 9.8 2.3	13 41.9 11.2 5.9	13 41.9 24.1 5.9	31 14.0
Column Total		51 23.1	116 52.5	54 24.4	221 100.0

X^2 = 9.3944
df = 6
p = 0.1526
missing = 19 (7.9%)

Chart VI.15

TEACHING METHODS

Methods	Always Used		Sometimes Used		Never Used	
	No. of Programs	%	No. of Programs	%	No. of Programs	%
Demonstrations	91	37.9	91	37.9	58	24.2
Lecture	91	37.9	81	33.7	68	28.3
Group Discussions	79	32.9	77	32.1	84	35.0
Group or Individual Practice in Workshops, Gardens, etc.	42	17.5	52	21.7	146	60.8
Home Visits	32	13.3	50	20.0	158	65.0
Individualized Instruction	23	9.6	36	15.0	181	75.4
Educational Games	5	2.1	23	9.6	212	88.3
Theater or Role Playing	5	2.1	17	7.1	218	90.8
Programmed Instruction	3	1.2	14	5.8	223	92.9
Correspondence Courses	3	1.2	9	3.7	228	95.0

missing = 0

Chart VI.16

TEACHING METHODS: IN ORDER OF MENTIONS

Methods	Mentioned		Never Used	
	No. of Programs	%	No. of Programs	%
Demonstrations	182	75.8	58	24.2
Lecture	172	71.7	68	28.3
Group Discussions	156	65.0	84	35.0
Group or Individual Practice	94	39.2	146	60.8
Home Visits	82	34.2	158	65.8
Individualized Instruction	59	24.6	181	75.4
Educational Games	28	11.7	212	88.3
Theatre or Role Playing	22	9.2	218	90.8
Programmed Instruction	17	7.1	223	92.9
Correspondence Courses	12	5.0	228	95.0

missing = 0

4. Recent Innovations In Structured Methods: individualized, programmed instruction and correspondence education

The results may be seen in Chart VI.17.

We then attempted to find variations in clustered cross-tabulations. The results were disappointing in that few tendencies were revealed.

With regard to district spread, all districts mainly used demonstrations, lectures, and discussion methods. More variations occured with regard to practical work methods, but theywere still widely used. Structured methods were utilized mainly in Berea, Maseru and Mafeteng, but Mokhotlong and Thaba-Tseka also used them (Chart VI.18).

Again, the general trends were reflected with respect to organizations; however, group oriented methods were particularly used by health and nutrition programs and other governmental and NGO groups. Home visits were especially found in rural and agricultural development programs and other NGOs. Innovative structured methods have had a greater use in health and nutrition programs and other NGOs (Chart VI.19).

We observed a slight tendency for programs with large staffs and multiple NFE activities to use practical and structured work methods more frequently than programs with smaller staffs and one activity. Other than these findings, the methods had similar distributions across other variables in the study.

(c) New Teaching Methods. Of the 240 programs, 92 (38.3%) expressed interest in considering new teaching/learning methods. Although this demonstrated a considerable amount of interest in change and improvement, it also conveyed the impression that, on the whole, the NFE programs were pleased with their current methods (61.7%). This would also suggest that we may expect a

Chart VI.17

TEACHING METHODS: CLUSTERED

Method	No. of Mentions		None	
	No. of Programs	%	No. of Programs	%
Demonstration, lecture	210	87.5	30	12.5
Group discussion, role playing and games	159	66.2	81	33.7
Home visits and workshops	125	52.1	115	47.9
Indivdiualized, programmed instruction and correspondence	71	29.6	169	70.4

missing = 0

Chart VI.18

TEACHING METHODS AND DISTRICT

Teaching Methods	Count Row PCT Col PCT Tot PCT	District										
		Butha-Buthe	Leribe	Berea	Maseru	Mafeteng	Mohale's Hoek	Quthing	Qacha's Nek	Mokhot-long	Thaba-Tseka	Row Total
Lecture-Demonstration		20 9.5 87.0 8.7	22 10.5 95.7 9.5	34 16.2 85.0 14.7	26 12.4 92.9 11.3	40 19.0 88.9 17.3	16 7.6 94.1 6.9	13 6.2 100.0 5.6	18 8.6 100.0 7.8	13 6.2 86.7 5.6	8 3.8 88.9 3.5	210 90.9
Group Methods		16 10.1 69.6 6.9	17 10.7 73.9 7.4	27 17.0 67.5 11.7	15 9.4 53.6 6.5	32 20.1 71.1 13.9	12 7.5 70.6 5.2	7 4.4 53.8 3.0	12 7.5 66.7 5.2	12 7.5 80.0 5.2	9 5.7 100.0 3.9	159 68.8
Practical Work		10 8.0 43.5 4.3	11 8.8 47.8 4.8	28 22.4 70.0 12.1	14 11.2 50.0 6.1	23 18.4 51.1 10.0	11 8.8 64.7 4.8	6 4.8 46.2 2.6	7 5.6 38.9 3.0	7 5.6 46.7 3.0	8 6.4 88.9 3.5	125 54.1
Structured Methods		6 8.5 26.1 2.6	2 2.8 8.7 0.9	17 23.9 42.5 7.4	10 14.1 35.7 4.3	15 21.1 33.3 6.5	5 7.0 29.4 2.2	3 4.2 23.1 1.3	3 4.2 16.7 1.3	6 8.5 40.0 2.6	4 5.6 44.4 1.7	71 30.7
Column Total		23 10.0	23 10.0	40 17.3	28 12.1	45 19.5	17 7.4	13 5.6	18 7.8	15 6.5	9 3.9	231 100.0

missing = 9 (3.8%)

Chart VI.19

TEACHING METHODS AND ORGANIZATION

Teaching Methods	Count Row PCT Col PCT Tot PCT	Organizations							
		Rural Dev/ Agric/ Govt	Health Nutr/ Govt	Other Govt	Agric NGO	Coops NGO	Health/ Nutr/ Child/ NGO	Other/ NGO	Row Total
Lecture-Demonstration		55 26.2 93.2 23.8	19 9.0 95.0 8.2	10 4.8 100.0 4.3	29 13.8 96.7 12.6	40 19.0 81.6 17.3	34 16.2 94.4 14.7	23 11.0 85.2 10.0	210 90.9
Group Methods		39 24.5 66.1 16.9	18 11.3 90.0 7.8	8 5.0 80.0 3.6	17 10.7 56.7 7.4	29 18.2 59.2 12.6	26 16.4 72.2 11.3	22 13.8 81.5 9.5	159 68.8
Practical Work		37 29.6 62.7 16.0	8 6.4 40.0 3.5	5 4.0 50.0 2.2	21 16.8 70.0 9.1	18 14.4 36.7 7.8	18 14.4 50.0 7.8	18 14.4 66.7 7.8	125 54.1
Structured Methods		18 25.4 30.5 7.8	7 9.9 35.0 3.0	3 4.2 30.0 1.3	8 11.3 26.7 3.5	12 16.9 24.5 5.2	12 16.9 33.3 5.2	11 15.5 40.7 4.8	71 30.7
Column Total		59 25.5	20 8.7	10 4.3	30 13.0	49 21.2	36 15.6	27 11.7	231 100.0

missing = 9 (3.8%)

certain stability in the prevailing forms, and this is further amplified by the fact that no clear historical trends appeared to be underway, except in the area of more recent structured methods and practical work methods. As may be noted in Chart VI.20 the tendencies toward change were quite weak.

The districts most interested in considering new methods were: Berea (46.7% of programs), Thaba-Tseka (44.4%), Maseru (41.4%), Mokhotlong (40.0%) and Qacha's Nek (38.9%). No difference can be noted by the type of organization; however, more recent programs founded since 1970 were more interested in new methods (58.6%) than those founded before 1970 (41.4%). It would appear that newer programs were more permeable to change.

The level of participation appeared to have no impact on this question and larger staff size seemed to have little to do with this, as well. Since the programs founded since 1970 tended to be smaller, on the average, this may explain why this is the case. The number of activities did have some impact: 63.0% of the programs interested in new methods had multiple NFE activities.

Programs in certain topic areas tended to consider new methods more readily (Chart VI.21): crafts, rural and agricultural and cooperative education programs were particularly interested in new teaching methods.

The level of entry, presence of initial research, and inservice training had no impact on interest in new methods; however, those programs with participant evaluation (77.0%) and program evaluation (67.4%) were particularly open to considering new methods. It would appear that the presence of evaluation processes led to an interest in change and improvement. The presence of follow-up systems had no particular impact (50.0%), nor did relations with formal education.

Programs with a concern to adopt new methods were also very interested in new materials (Chart VI.22). This strong tendency toward innovation on the part

Chart VI.20

TEACHING PROGRAMS AND YEAR PROGRAM FOUNDED

Teaching Methods	Count Row PCT Col PCT Tot PCT	Year Founded Up to 1970	After 1970	Row Total
Lecture-Demonstration		80 51.0 90.9 46.2	77 49.0 90.6 44.5	157 90.8
Group Methods		68 55.7 77.3 39.3	54 44.3 63.5 31.2	122 70.5
Practical Methods		42 44.2 47.7 24.3	53 55.8 62.4 30.6	95 54.9
Structured Methods		26 46.4 29.5 15.0	30 53.6 35.3 17.3	56 32.4
Column Total		88 50.9	85 49.1	173 100.0

missing = 67 (27.9%)

Chart VI.21

NEW TEACHING METHODS AND TOPICS

Topic	No. of Programs	% of Topics
Recreation and Culture	1	50.0
Crafts	10	43.5
Agriculture, Animal Husbandry	55	41.7
Cooperative Education	12	32.4
Nutrition, Health and Family Education	32	31.7
Migrant Education, Literacy and Numeracy	13	30.2
Total	76	36.7

missing = 164 (68.3%)

Chart VI.22

NEW TEACHING METHODS AND NEW EDUCATIONAL MATERIALS

New Methods	Count Row PCT Col PCT Tot PCT	New Materials Yes	No	Row Total
At Least One		71 86.6 55.9 36.0	11 13.4 15.7 5.6	82 41.6
None		56 48.7 44.1 28.4	59 51.3 84.3 29.9	115 58.4
Column Total		127 64.5	70 35.5	197 100.0

χ^2 = 29.9998
df = 1
p = 0.0000
missing = 43 (17.9%)

of a constellation of programs led to the creation of the Program Improvement and Change Index, presented in Chapter XIV.

Of the 92 program directors who stated that they were interested in new teaching methods, 90 provided information regarding their interests (Chart VI.23). An average of 1.52 mentions per each of the 90 programs were made. Although the numbers are small, the highly effective areas of demonstration and practice ranked highest, followed by educational games and group discussion techniques. Correspondence education also was the subject of considerable interest. Future training workshops for NFE programs might well emphasize these areas of major interest.

3. Educational Materials and Media

(a) Educational Materials and Media Used. Most of the 240 NFE programs had educational materials (200, 83.3%), but only 93 (38.7%) had educational media.

Districts with programs which lacked educational materials were Berea (11 24.4% of the programs), Maseru (6, 20.7%), Mokhotlong (3, 20.0%), Butha Buthe (4, 17.4%), Leribe (4, 15.4%), and Quthing (2, 15.4%).

Certain organizations revealed a particular lack of materials (Chart VI.24): agricultural, rural development programs, cooperatives and other NGOs had the greatest need for materials.

Most of the programs which lacked materials were founded after 1970 (65.4%) and had a slight tendency to have only one NFE activity (55.0%).

When arrayed by topics, the programs reporting no educational materials were mainly: cooperative education (7, 18.9%), agricultural and animal husbandry (21, 15.9%), nutrition, health and family education (11, 10.9%). These topic areas are clearly ones for renewed emphasis.

Chart VI.23

NEW TEACHING METHODS WANTED

Method	No. of Mentions	% of Programs
Demonstrations	21	8.8
Group or Individual Practice	16	6.7
Educational Games	15	6.2
Group Discussions	15	6.2
Correspondence Education	14	5.8
Lectures	14	6.3
Home Visits	13	5.6
Theater, Role Playing	13	5.4
Individualized Instruction	9	3.8
Programmed Instruction	7	2.9
Total No. of Mentions	137	
Total No. of Programs Noting Interests	90	

missing = 150 (62.5%)

Chart VI.24

EDUCATIONAL MATERIALS AND ORGANIZATION

Educational Materials	Count Row PCT Col PCT Total PCT	Organization							
		Rural Dev/ Agric/ Govt	Health/ Nutr/ Govt	Other Govt	Agric NGO	Coops/ NGO	Health/ Nutr/ Child/ NGO	Other/ NGO	Row Total
At Least One		49 24.5 81.7 20.4	19 9.5 95.0 7.9	8 4.0 80.0 3.3	22 11.0 71.0 9.2	45 22.5 83.3 18.8	34 17.0 94.4 14.2	23 11.5 79.3 9.6	200 83.3
None		11 27.5 18.3 4.6	1 2.5 5.0 0.4	2 5.0 20.0 0.8	9 22.5 29.0 3.8	9 22.5 16.7 3.8	2 5.0 5.6 0.8	6 15.0 20.7 2.5	40 16.7
Column Total		60 25.0	20 8.3	10 4.2	31 12.9	54 22.5	36 15.0	29 12.1	240 100.0

χ^2 = 9.1108 (3c. < 5.0)
df = 6
p = 0.1674
missing = 0

It is interesting to note that programs without educational materials often also lacked participant evaluation (54.3%, p=0.0001), follow-up systems (82.5%, p=0.0006), and any relationship with formal education institutions (81.3%, p=0.0049).

However, for whatever reason, only 14 of the 40 (35.0%) programs lacking educational materials noted any interest in gaining such items. This may well reflect a general lassitude on the part of these programs. Sixty-six percent (169) of those which had educational materials noted their interest in obtaining additional materials (Chart VI.25).

Very few of the programs which lacked materials have any educational media (17.5%). A total of 86 programs reported having both educational media and materials (Chart VI.26).

All districts had some projects with educational media (Chart VI. 27). Clearly no one district had most of the media, but certain ones listed had a particular deficit of such educational aids.

Although more NGOs had more programs with media overall (57.0%), governmental organizations tended to have more media per program (44.4%) than NGOs (35.3%). Rural development and agricultural and health programs of the government and agricultural NGOs and cooperatives tended to have more media than others (Chart VI. 28).

Although the programs were quite evenly split with regard to the period of initiation and the presence of media, some older and larger programs tended to have some media (Chart VI.29). Larger staffs had a slight tendency to have more media than smaller staffs (Chart V. 30). However, the number of NFE activities and the presence of non-NFE activities made no difference.

Topics with a greater tendency to have educational media included: recrea-

Chart VI.25

EDUCATIONAL MATERIALS AND REQUESTS FOR NEW MATERIALS

Educational Materials	Count Row PCT Col PCT Total PCT	Requests for New Materials Yes	 No	Row Total
At Least One		113 66.9 89.0 57.4	56 33.1 80.0 28.4	169 85.8
None		14 50.0 11.0 7.1	14 50.0 20.0 7.1	28 14.2
Column Total		127 64.5	70 35.5	197 100.0

χ^2 = 2.9821
df = 1
p = 0.0842
missing = 43 (17.9%)

Chart VI.26

EDUCATIONAL MATERIALS AND MEDIA

Educational Materials	Count Row PCT Col PCT Total PCT	Educational Media At Least One	None	Row Total
At Least One		86 43.0 92.5 35.8	114 57.0 77.6 47.5	200 83.3
None		7 17.5 7.5 2.9	33 82.5 22.4 13.8	40 16.7
Column Total		93 38.8	147 61.3	240 100.0

χ^2 = 9.1323
df = 1
p = 0.0025
missing = 0

Chart VI.27

EDUCATIONAL MEDIA AND DISTRICTS

District	No. of Programs	% With Educational Media	Total Programs	% of Programs
Thaba-Tseka	5	55.6	9	3.8
Maseru	16	55.2	29	12.1
Butha-Buthe	10	43.5	23	9.6
Leribe	11	42.3	26	10.8
Mafeteng	18	40.0	45	18.8
Quthing	5	38.5	13	5.4
Berea	17	37.8	45	18.8
Mohale's Hoek	5	29.4	17	7.1
Mokhotlong	3	20.0	15	6.3
Qacha's Nek	3	16.7	18	7.5
Totals	93	38.8	240	100.0

missing = 0

Chart VI.28

EDUCATIONAL MEDIA AND ORGANIZATIONS

Educational Media	Count Row PCT Col PCT Tot PCT	Organization: Rural Dev/ Agric/ Govt	Health/ Nutr/ Govt	Other Govt	Agric NGO	Coops/ NGO	Health/ Nutr/ Child NGO	Other/ NGO	Row Total
At Least One		29 31.2 48.3 12.1	11 11.8 55.0 4.6	0 0.0 0.0 0.0	15 16.1 48.4 6.3	20 21.5 37.0 8.3	9 9.7 25.0 3.8	9 9.7 31.0 3.6	93 38.8
None		31 21.1 51.7 12.9	9 6.1 45.0 3.8	10 6.8 100.0 4.2	16 10.9 51.6 6.7	34 23.1 63.0 14.2	27 18.4 75.0 11.3	20 13.6 69.0 8.3	147 61.3
Column Total		60 25.0	20 8.3	10 4.2	31 12.9	54 22.5	36 15.0	29 12.1	240 100.0

χ^2 = 15.7482
df = 6
p = 0.0152
missing = 0

Chart VI.29

EDUCATIONAL MEDIA AND YEAR FOUNDED

Educational Media	Count Row PCT Col PCT Tot PCT	Year Founded Up To 1970	After 1970	Row Total
At Least One		37 52.9 41.6 20.6	33 47.1 36.3 18.3	70 38.9
None		52 47.3 58.4 28.9	58 52.7 63.7 32.2	110 61.1
Column Total		89 49.4	91 50.6	180 100.0

χ^2 = 0.5336
df = 1
p = 0.4651
missing = 60 (25.0%)

Chart VI.30

EDUCATIONAL MEDIA AND STAFF SIZE

Educational Media	Count Row PCT Col PCT Tot PCT	Staff Size Small	Medium-Big	Row Total
At Least One		21 24.1 30.0 9.6	66 75.9 44.3 30.1	87 39.7
None		49 37.1 70.0 22.4	83 62.9 55.7 37.9	132 60.3
Column Total		70 32.0	149 68.0	219 100.0

χ^2 = 4.0646
df = 1
p = 0.0438
missing = 21 (8.8%)

tion and culture (2, 100%), cooperative education (17, 35.9%), agriculture and animal husbandry (57, 43.2%) and migrant education, literacy and numeracy (17, 39.5%). Level of entry had no impact on the presence of media.

Programs with educational media tended to have received some in-service training for their staffs, suggesting that such preparation may have had some impact upon their decision to use one or more forms of media (Chart VI. 31).

Programs with educational media tended to have participant evaluation and program evaluation, but the presence of follow-up systems appeared to have no relationship in this regard (Charts VI. 32 and VI. 33).

Similarly, programs with educational media had a strong tendency to have had a relationship with an institution of formal education (Chart VI. 34). The same results were found with regard to other forms of relationship with formal education (p=0.0026).

We shall now turn to the types of educational materials and media found in NFE programs in Lesotho. Visual materials, as was noted above, were found in 200 of the 240 programs and media in 93 programs (Chart VI. 35). The media sections had differing numbers of mentions when clustered: audio 48 (20.0%), audio-visual 42 (17.5%), and complex systems 33 (13.7%). When arrayed by district, we found few notable differences (Chart VI.36).

Certain types of organizations tended to make a greater use of educational media. As may be noted in Chart VI. 37, most organizational types used visual materials; however, aural media were mainly utilized by rural development and agriculture governmental agencies and agricultural NGOs, followed by health-related governmental groups. The same organizations plus cooperatives were found in the audio visual media area. Complex systems were mainly found in agricultural and rural development programs and cooperatives. Other analyses of these clusters yielded results similar to those presented above regarding

Chart VI.31

EDUCATIONAL MEDIA AND IN-SERVICE TRAINING

Educational Media	Count Row PCT Col PCT Tot PCT	In-Service Training Provided At Least One	None	Row Total
At Least One		79 84.9 43.6 32.9	14 15.1 23.7 5.8	93 38.8
None		102 69.4 56.4 42.5	45 30.6 76.3 18.8	147 61.3
Column Total		181 75.4	59 24.6	240 100.0

χ^2 = 7.4372
df = 1
p = 0.0064
missing = 0

Chart VI.32

EDUCATIONAL MEDIA AND PARTICIPANT EVALUATION

Educational Media	Count Row PCT Col PCT Tot PCT	Participant Evaluation Yes	No	Row Total
At Least One		69 81.2 43.9 31.8	16 18.8 26.7 7.4	85 39.2
None		88 66.7 56.1 40.6	44 33.3 73.3 20.3	132 60.8
Column Total		157 72.4	60 27.6	217 100.0

χ^2 = 5.4415
df = 1
p = 0.0197
missing = 23 (9.6%)

Chart VI.33

EDUCATIONAL MEDIA AND PROGRAM EVALUATION

Educational Media	Count Row PCT Col PCT Tot PCT	Program Evaluation Yes	 No	Row Total
At Least One		62 66.7 45.6 25.8	31 33.3 29.8 12.9	93 38.8
None		74 50.3 54.4 30.8	73 49.7 70.2 30.4	147 61.3
Column Total		136 56.7	104 43.3	240 100.0

χ^2 = 6.1833
df = 1
p = 0.0129
missing = 0

Chart VI.34

EDUCATIONAL MEDIA AND RELATIONSHIPS WITH
FORMAL EDUCATIONAL INSTITUTIONS

Educational Media	Count Row PCT Col PCT Tot PCT	Relationships with Formal Education Yes	No	Row Total
At Least One		45 53.6 51.1 21.1	39 46.4 31.2 18.3	84 39.4
None		43 33.3 48.9 20.2	86 66.7 68.8 40.4	129 60.6
Column Total		88 41.3	125 58.7	213 100.0

$\chi 2$ = 8.5939
df = 1
p = 0.0034
missing = 27 (11.3%)

Chart VI.35

TYPES OF EDUCATIONAL MATERIALS AND MEDIA

Types of Educational Materials and Media	Always		Sometimes		Never	
	Number of Programs	%	Number of Programs	%	Number of Programs	%
Visual						
Books, texts, booklets, leaflets	93	38.7	74	30.8	73	30.4
Posters, charts, maps, pictures	70	29.2	55	22.9	115	47.9
Blackboard, flipcharts	49	20.4	39	16.2	152	63.3
Educational newspaper supplements	33	13.7	25	10.4	182	75.8
Drawing materials (graphics)	17	7.1	15	6.3	200	86.7
Audio						
Educational radio programs	17	7.1	26	10.8	197	82.1
Tape recorders, cassettes	4	1.7	7	2.9	229	95.4
Record players, records	1	0.4	5	2.1	234	97.5
Audio-Visual						
Slides plus cassettes or records	5	2.1	25	2.4	210	87.5
Films	4	1.7	33	13.7	203	84.6
Filmstrips plus cassettes or records	1	0.4	7	2.9	232	96.7
Videotape	-	-	7	2.9	233	97.1
Complex Systems						
Workshops or specialized equipment for skills training	7	2.9	10	4.2	223	92.9
Learning centers with multi-media	4	1.7	5	2.1	231	96.2
Mobile vans with multi-media	2	0.8	13	5.4	225	93.8
Teaching machines	-	-	5	2.1	235	97.9

missing = 0

Chart VI.36

EDUCATIONAL MATERIALS AND MEDIA BY DISTRICT

Materials and Media	Count Row PCT Col PCT Tot PCT	District										
		Butha-Buthe	Leribe	Berea	Maseru	Mafeteng	Mohale's Hoek	Quthing	Qacha's Nek	Mokhot-long	Thaba-Tseka	Row Total
Visual		19 9.5 95.0 9.2	22 11.0 95.7 10.6	34 17.0 97.1 16.4	23 11.5 92.0 11.1	39 19.5 95.1 18.8	15 7.5 100.0 7.2	11 5.5 100.0 5.3	17 8.5 100.0 8.2	12 6.0 100.0 5.8	8 4.0 100.0 3.9	200 96.6
Audio		5 10.4 25.0 2.4	6 12.5 26.1 2.9	12 25.0 34.3 5.8	7 14.5 28.0 3.4	6 12.5 14.6 2.9	3 6.3 20.0 1.4	3 6.3 27.3 1.4	2 4.2 11.8 1.0	2 4.2 16.7 1.0	2 4.2 25.0 1.0	48 23.2
Audio-Visual		5 11.9 25.0 2.4	4 9.5 17.4 1.9	7 16.7 20.0 3.4	9 21.4 36.0 4.3	9 21.4 22.0 4.3	2 4.8 13.3 1.0	1 2.4 9.1 0.5	2 4.8 11.8 1.0	0 0.0 0.0 0.0	3 7.1 37.5 1.4	42 20.3
Complex Systems		2 6.1 10.0 1.0	8 24.2 34.8 3.9	4 12.1 11.4 1.9	3 9.1 12.0 1.4	7 21.2 17.1 3.4	3 9.1 20.0 1.4	2 6.1 18.2 1.0	1 3.0 5.9 0.5	1 3.0 8.3 0.5	2 6.1 25.0 1.0	33 15.9
Column Total		20 9.7	23 11.1	35 16.9	25 12.1	41 19.8	15 7.2	11 5.3	17 8.2	12 5.8	8 3.9	207 100.0

missing = 33 (13.8%)

Chart VI.37

EDUCATIONAL MATERIALS AND MEDIA AND ORGANIZATIONS

Materials and Media	Count Row PCT Col PCT Tot PCT	Organization							
		Rural Dev/ Agric/ Govt	Health/ Nutr/ Govt	Other Govt	Agric NGO	Coops NGO	Health/ Nutr/ Child/ NGO	Other/ NGO	Row Total
Visual		49 24.5 96.1 23.7	19 9.5 100.0 9.2	8 4.0 100.0 3.9	22 11.0 91.7 10.6	45 22.5 97.8 21.7	34 17.0 97.1 16.4	23 11.5 95.8 11.1	200 96.6
Audio		18 37.5 35.3 8.7	6 12.5 31.6 2.9	0 0.0 0.0 0.0	8 16.7 33.3 3.9	7 14.6 15.2 3.4	2 4.2 5.7 1.0	7 14.6 29.2 3.4	48 23.2
Audio-Visual		12 28.6 23.5 5.8	6 14.3 31.6 2.9	0 0.0 0.0 0.0	7 16.7 29.2 3.4	10 23.8 21.7 4.8	5 11.9 14.3 2.4	2 4.8 8.3 1.0	42 20.3
Complex Systems		16 48.5 31.4 7.7	2 6.1 10.5 1.0	0 0.0 0.0 0.0	7 21.2 29.2 3.4	6 18.2 13.0 2.9	1 3.0 2.9 0.5	1 3.0 4.2 0.5	33 15.9
Column Total		51 24.6	19 9.2	8 3.9	24 11.6	46 22.2	35 16.9	24 11.6	207 100.0

g = 33 (13.8%)

the presence or absence of educational media in general.

(b) New Educational Materials and Media Wanted. A total of 127 NFE programs (52.9%) stated that they were interested in considering new materials or media. This strong request reflects a genuine need, and the provision of new and additional materials and media combined with in-service training could assist greatly to improve the quality of NFE programs in Lesotho (Chart VI. 38).

The districts with a major interest in new materials and media were Thaba Tseka (6 programs, 85.7%), Mokhotlong (9, 81.8%), Qacha's Nek (11, 78.6%), Berea (27, 71.1%), Butha-Buthe (13, 68.4%), and Mohale's Hoek (10, 66.7%).

Governmental and non-governmental organizations were equally interested in acquiring new materials and media (Chart VI. 39). Those organizations particularly concerned with obtaining them were: other NGOs, health-related governmental agencies, other governmental agencies, rural development and agricultural government agencies and health-related NGOs.

The period in which a program was founded appeared to have some impact upon a program director's relative interest in new materials and media (Chart VI. 40). Programs founded after 1970 were very concerned about obtaining more materials and media (73.7%), and most respondents who wanted the same belonged to programs founded after 1970 (56.6%).

Larger staffs were clearly more interested in obtaining new materials and media, although 50.0% of the smaller staffs also requested them (Chart VI. 41). Since larger staffs were usually associated with larger participant coverage, we may infer that larger programs were particularly in need of adequate amounts of culturally-appropriate materials and media.

Chart VI.38

NEW MATERIALS AND MEDIA REQUESTED BY DISTRICT

New Materials and Media	Count Row PCT Col PCT Tot PCT	District										
		Butha-Bethe	Leribe	Berea	Maseru	Mafeteng	Mohale's Hoek	Quthing	Qacha's Nek	Mokhot-long	Thaba-Tseka	Row Total
Yes		13 10.2 68.4 6.6	12 9.4 60.0 6.1	27 21.3 71.1 13.7	13 10.2 56.5 6.6	23 18.1 57.5 11.7	10 7.9 66.7 5.1	3 2.4 30.0 1.5	11 8.7 78.6 5.6	9 7.1 81.8 4.6	6 4.7 85.7 3.0	127 64.5
No		6 8.6 31.6 3.0	8 11.4 40.0 4.1	11 15.7 28.9 5.6	10 14.3 43.5 5.1	17 24.3 42.5 8.6	5 7.1 33.3 2.5	7 10.0 70.0 3.6	3 4.3 21.4 1.5	2 2.9 18.2 1.0	1 1.4 14.3 0.5	70 35.5
Column Total		19 9.6	20 10.2	38 19.3	23 11.7	40 20.3	15 7.6	10 5.1	14 7.1	11 5.6	7 3.6	197 100.0

χ^2 = 11.7635 (Sc. < 5.0)
df = 9
p = 0.2270
missing = 43 (17.9%)

Chart VI.39

NEW MATERIALS AND MEDIA BY ORGANIZATION

New Materials and Media	Count Row PCT Col PCT Tot PCT	Organization							
		Rural Dev/ Agric/ Govt	Health Nutr/ Govt	Other Govt	Agric NGO	Coops/ NGO	Health/ Nutr/ Child/ NGO	Other/ NGO	Row Total
Yes		31 24.4 66.0 15.7	12 9.4 70.6 6.1	7 5.5 70.0 3.6	16 12.6 57.1 8.1	22 17.3 57.9 11.2	21 16.5 65.6 10.7	18 14.2 72.0 9.1	127 64.5
No		16 22.9 34.0 8.1	5 7.1 29.4 2.5	3 4.3 30.0 1.5	12 17.1 42.9 6.1	16 22.9 42.1 8.1	11 15.7 34.4 5.6	7 10.0 28.0 3.6	70 35.5
Column Total		47 23.9	17 8.6	10 5.1	28 14.2	38 19.3	32 16.2	25 12.7	197 100.0

X^2 = 2.4675
df = 6
p = 0.8721
missing = 43 (17.9%)

Chart VI.40

NEW MATERIALS AND MEDIA BY YEAR FOUNDED

New Materials and Media	Count Row PCT Col PCT Tot PCT	Year Founded Up To 1970	After 1970	Row Total
Yes		43 43.4 57.3 28.5	56 56.6 73.7 37.1	99 65.6
No		32 61.5 42.7 21.2	20 38.5 26.3 13.2	52 34.4
Column Total		75 49.7	76 50.3	151 100.0

$\chi 2$ = 4.4698
df = 1
p = 0.0345
missing = 89 (37.1%)

Chart VI.41

NEW MATERIALS AND MEDIA BY STAFF SIZE

New Materials and Media	Count Row PCT Col PCT Tot PCT	Staff Size Small	Medium-Big	Row Total
Yes		28 24.3 50.0 15.7	87 75.7 71.3 48.9	115 64.6
No		28 44.4 50.0 15.7	35 55.6 28.7 19.7	63 35.4
Column Total		56 31.5	122 68.5	178 100.0

χ^2 = 7.6235
df = 1
p = 0.0058
missing = 62 (25.8%)

Similarly, programs with multiple NFE activities were most in need of new materials and media (Chart VI. 42). Over half of the programs (58.6%) with NFE alone were interested in new materials or media; however, of those programs with non-NFE activities, 73.8% requested such innovations (Chart VI.43). Thus, both the size of programs and the variety of their activities tended to be associated with a greater interest in improvement in terms of program materials and media.

All program topic areas revealed considerable interest in new materials and media (Chart VI. 44). With regard to the levels of program entry, all levels were equally interested in new materials and media. Thus, materials for all levels are needed.

Programs which conducted research before initiating program activities were very interested in obtaining new materials and media (68 programs, 76.4%, p=0.0015). Although programs with previous in-service training were generally interested in new materials and media (95 programs, 65.1%), those with none were equally interested (32 programs, 62.7%, p=0.7654). Programs which have had a relationship with an institution of formal education, tended to be more interested in new materials and media (Chart VI. 45).

Clearly, notable interest in new materials and media was evidenced by the majority of the NFE program directors, and a large-scale effort should be made to meet this high demand.

The educational materials and media which were most requested are outlined in the following chart (Chart VI. 46). In the visual area, basic print materials were most wanted. Indeed, the warm reception given to new items such as booklets, flipcharts and posters written in Sesotho, attests to the great felt need for them on the part of many NFE participants. Educational newspaper supplements were particularly requested and appeared to be

Chart VI.42

NEW MATERIALS AND MEDIA BY NUMBER OF NFE ACTIVITIES

New Materials and Media	Count Row PCT Col PCT Tot PCT	Number of NFE Activities One Activity	More Than One	Row Total
Yes		45 35.4 52.9 22.8	82 64.6 73.2 41.6	127 64.5
No		40 57.1 47.1 20.3	30 42.9 26.8 15.2	70 35.5
Column Total		85 43.1	112 56.9	197 100.0

χ^2 = 8.6704
df = 1
p = 0.0032
missing = 43 (17.9%)

Chart VI.43

NEW MATERIALS AND MEDIA BY TYPE OF ACTIVITIES

New Materials and Media	Count Row PCT Col PCT Tot PCT	Type of Activity Only Activity	One of Many	Row Total
Yes		68 58.6 57.6 37.2	48 41.4 73.8 26.2	116 63.4
No		50 74.6 42.4 27.3	17 25.4 26.2 9.3	67 36.6
Column Total		118 64.5	65 35.5	183 100.0

$\chi 2$ = 4.7507
df = 1
p = 0.0293
missing = 57 (23.8%)

Chart VI.44

NEW MATERIALS AND MEDIA BY TOPIC

Topic	No. of Programs	% of Topic
Recreation and culture	2	100.0
Agriculture and animal husbandry	75	70.8
Migrant education, literacy, numeracy	26	70.3
Crafts	15	62.2
Nutrition, health, family education	58	64.4
Cooperative education	16	53.3
Total mentions	111	64.2
Total responses	173	-

missing = 67 (27.9%)

Chart VI.45

NEW MATERIALS AND MEDIA BY RELATIONSHIP WITH FORMAL EDUCATION INSTITUTION

New Materials and Media	Count Row PCT Col PCT Tot PCT	Relationship with FE Institution Yes	No	Row Total
Yes		61 52.1 79.2 33.9	56 47.9 54.4 31.1	117 65.0
No		16 25.4 20.8 8.9	47 74.6 45.6 26.1	63 35.0
Column Total		77 42.8	103 57.2	180 100.0

χ^2 = 11.9616
df = 1
p = 0.0005
missing = 60 (15.5%)

Chart VI.46

NEW MATERIALS AND MEDIA REQUESTED

New Materials and Media	No. of Programs	% of Programs
Visual		
Books, texts, booklets, leaflets	35	14.6
Posters, charts, maps, pictures	35	14.6
Blackboard, flipcharts	28	11.7
Educational newspaper supplements	21	8.7
Drawing materials (graphics)	14	5.8
Audio		
Educational radio programs	36	15.0
Tape recorders, cassettes	34	14.2
Record players, records	17	7.1
Audio-Visual		
Films	65	27.1
Slides plus cassettes or records	46	19.2
Filmstrips plus cassettes or records	22	9.2
Videotape	8	3.3
Complex Systems		
Mobile vans with multi-media	23	9.6
Learning centers with multi-media	15	6.3
Workshops or specialized equipment for skills training	11	4.6
Teaching Machines	9	3.7

useful, in general.

In the audio media area, educational radio programs and tape recorders were especially mentioned. Clearly, educational radio has made a major impact in Lesotho and should be further expanded in terms of programming to assist local level NFE programs more fully.

Interestingly, the highest scoring item on the list was films, attesting to their universal appeal. Second highest was the cost-effective and potentially more culturally-appropriate type of media: slide/tape presentations Virtually as entertaining as films, slides of local people and scenes can be inserted easily to make the shows more relevant to participants in NFE programs. Filmstrips are lower in cost than slide/tapes, but they are difficult to modify, as circumstances may dictate.

Finally, under complex systems, mobile vans, which are greatly needed in rural Lesotho, were most often mentioned. Learning centers were also of interest and we were surprised that so few programs mentioned workshops. The programs which noted them, though, usually needed several to cover their participants adequately.

When arrayed as clusters (with one response per program per cluster) we may observe in Chart VI. 47 their rank ordering. Clearly, audio visual media were most in demand, followed by visual/print materials and audio media. From this we may infer a strong interest in audio-visual systems and suggest that additional emphasis be placed upon this area.

When arrayed by topic (Chart VI. 48) we find that the same ordering of relative requests is consistent across all topics, except for migrant education, literacy and numeracy which revealed a greater interest in audio media than visual print materials, though its main choice was audio-visual media.

Chart VI.47

NEW MATERIALS AND MEDIA: CLUSTER COUNTS

Type	No. of Programs	% of Programs
Audio-Visual	86	35.8
Visual	65	27.1
Audio	56	23.3
Complex Systems	38	15.8

Chart VI.48

NEW MATERIALS AND MEDIA CLUSTERS BY TYPE

Topic	Audio-Visual		Visual		Audio		Complex Systems	
	Programs	%[1]	Programs	%	Programs	%	Programs	%
Agriculture and animal husbandry	51	67.1	41	53.9	35	46.1	25	32.9
Cooperative education	11	68.8	10	62.5	6	37.5	8	50.0
Crafts	8	57.1	8	57.1	5	35.7	4	28.6
Migrant education, literacy, numeracy	22	88.0	9	36.0	14	56.0	5	20.0
Nutrition, health, and family education	37	64.9	31	54.4	24	42.1	14	24.6
Recreation and culture	2	100.0	1	50.0	1	50.0	-	--

[1]Percent of topic

(c) Materials or Media Developed by NFE Program Staff or Participants. A total of 97 NFE programs (47.5%) reported that their staffs or participants had developed one or more of their own educational materials or media. Although this reflects a strikingly creative effort on the part of NFE programs, it is important to note that few are in a position to design, develop, produce and distribute their work fully. Substantial attention should be made to enhance worthy materials and media developed by national, district and local level programs for general use in Lesotho.

From this listing it is clear that materials development, particularly, has not been concentrated in only a few programs (Chart VI. 49). Print materials were by far the most often mentioned, but an emerging set of interests may be noted in the audio and audio-visual areas. When clustered by type (Chart VI. 50), we observe that the rank order resembles that of the main types of materials and media currently in use.

Regarding the programs which have developed new educational materials and media, 55 (61.8%) are non-governmental organizations and 34 (38.2%) are governmental agencies. Interestingly, all of the main types of NGO organizations have engaged in this, whereas the governmental agencies were mainly rural development and agriculture and health-related agencies.

Older programs created before 1970 were mainly engaged in developing materials and media (41 programs, 57.7%) and they had a slight tendency to have multiple NFE activities (50 programs, 56.2%). They tended to have had some contact with formal education institutions (47 programs, 58.8%) and to have had inservice training (76 programs, 85.4%).

Chart VI. 51 depicts the topics array of those 97 which have developed educational materials and media. It is striking to note that some of the programs providing educational activities in each of the main topic areas were

Chart VI.49

MATERIALS OR MEDIA DEVELOPED BY PROGRAM STAFF OR PARTICIPANTS

Type of Materials or Media	No. of Programs	% of Programs
Visual		
Books, texts, booklets, leaflets	52	21.7
Posters, charts, maps, pictures	48	20.0
Blackboard, flipcharts	21	8.7
Educational newspaper supplements	13	5.4
Drawing materials (graphics)	9	3.7
Audio		
Educational radio programs	11	4.6
Tape recorders, cassettes	4	1.7
Record players, records	1	0.4
Audio-Visual		
Slides plus cassettes or records	7	2.9
Films	6	2.5
Filmstrips plus cassettes or records	1	0.4
Videotape	1	0.4
Complex Systems		
Workshops or specialized equipment	2	0.8
Mobile vans with multi-media	1	0.4
Learning centers with multi-media	-	-
Teaching machines	-	-
Total	97	47.5

missing = 143 (59.6%)

Chart VI.50

MATERIALS OR MEDIA DEVELOPED BY NFE PROGRAMS

Type	No. of Programs	% of Programs
Visual	84	35.0
Audio	13	5.4
Audio-Visual	11	4.6
Complex Systems	3	1.2

Chart VI.51

MATERIALS AND MEDIA DEVELOPED BY NFE PROGRAMS AND TOPICS

Topic	No. of Programs Reporting	% of Those Developing Materials and Media
Agriculture, animal husbandry	48	61.5
Nutrition, health, and family education	39	50.0
Migrant education, literacy, numeracy	22	28.2
Cooperative education	13	16.7
Crafts	8	10.3
Recreation and culture	2	2.6

engaged in developing materials and media. Some of these programs could well become foci of attention for the further development of such items in conjunction with national-level institutions.

4. Conclusion

In Lesotho, the principle mode of teaching in NFE programs was by means of an external teacher or group leader, who is not a participant in the program (112 programs, 50.7%). Thirty-eight programs had external field workers (17.2%), and 71 programs (32.1%) had one or several participants who were the NFE teachers or group leaders. Thus, NFE programs mainly used a formal education approach, but many programs had adopted the more informal participant teaching mode. The latter was especially found in the populous districts of Leribe, Berea, Mafeteng and Maseru and in programs for rural development, agriculture, cooperatives and health-related areas.

It appears that the presence of participants as teachers may well assist programs to expand their coverage and carry on multiple NFE activities. The preparation and use of internal teachers was fairly widespread and accepted in Lesotho, and if this mode of teaching were emphasized more, it could assist in expanding NFE coverage considerably in the future. It could also help to ensure the relevance of large programs to local needs since teacher-participants, often called "facilitators," help to mold program contents to local realities.

Demonstrations and lectures (87.5%) were the main forms of teaching methods used, followed by group oriented methods (66.2%), practical work methods (52.1%), and finally, recently introduced individualized/structured methods (29.6%) Of the 240 programs, 92 (38.3%) expressed interest in considering new teaching methods. They were programs particularly for crafts, rural development and cooperative education, with multiple NFE activities,

which have engaged in some form of evaluation. If the programs were interested in new methods, they were also likely to consider using new educational materials and media, as well.

The new methods of greatest interest to program directors were in the highly effective areas of demonstration techniques and practical work methods, followed by educational games, group discussion techniques and correspondence education. Training workshops on these methods undoubtedly would be welcomed by many NFE programs.

Most of the programs reported having visual/print materials (200, 83.3%), but only 93 (38.7%) had educational media. Audio types of media were found in 48 programs (20.0%), audio visual in 42 programs (17.5%) and complex systems in 33 programs (13.7%). Certain programs lacked any materials (40, 16.7%) and are of particular concern to us. They tended be relatively isolated programs with incomplete program processes.

The use of educational media was found to be low, but fairly widespread throughout all the districts. The use of media is associated with the presence of in-service training, quite complete program processes, and contacts with institutions of formal education.

A total of 127 NFE program directors (52.9%) wanted to acquire new materials and media. They were most interested in audio visual media (86, 35.8%) including films and slide/tape presentations. Their second area of emphasis was visual print materials (65, 27.1%) in the form of books, texts, booklets, posters, flipcharts, etc. Audio media followed with 56 programs (23.3%) which were especially interested in educational radio programs and tape recorders. As could be expected, complex systems were last with 38 programs (15.8%). Their main requests were for mobile vans, learning centers, and to a lesser degree, workshops.

Clearly, a major effort is needed to meet the high demand for educational materials and media, as well as new teaching methods. Combined with inservice training and an emphasis upon preparing more NFE program participants as teacher/facilitators, both the quality and quantitative coverage of NFE could be improved.

Finally, a total of 97 NFE programs (47.5%) reported that their staffs or participants had developed educational materials or media, particularly visual/print materials, but also audio and audio-visual media. We believe that these efforts should be rewarded and furthered wherever possible, in conjunction with national-level materials and media preparation. A systematic yet decentralized campaign to develop, evaluate and distribute new educational methods, materials and media in conjunction with in-service training could well help to meet many of the nation's goals to improve and expand NFE programs.

VII. NFE LEARNING CONTEXTS

1. Introduction

This chapter presents the first national-level study of the learning contexts of NFE programs. The theoretical construct used to analyze the learning contexts of NFE programs was developed by researchers of the Centro para el Desarrollo de la Educación No-Formal (CEDEN) in Bogotá, Colombia. It was derived from the analyses of the first national-level study of NFE ever conducted. However, the resulting Learning Contexts Profile has never been applied to a national set of NFE programs because the complete data for its full examination were lacking. Rather, individual programs were analyzed and the researchers believed that fruitful results would be forthcoming for national policy making if complete data sets could be obtained. This study of NFE in Lesotho provides the first opportunity for such an analysis, and indeed, the results are dramatic and useful.

In this chapter, the history of the definitions and heuristic devices first used to describe and delimit NFE are discussed as a basis for presenting the structure and content of the Learning Context Profile. Then the data and the results are offered. As a consequence of this effort, a second type of Learning Contexts Profile was developed for the first time. This Profile, pertaining to historical trends, appears to help to explain the results obtained in Lesotho. A concluding section reviews the main results and also provides some suggestions regarding the policy-planning implications of the study.

2. Relationships Between Formal Education and Non-Formal Education

Since the late nineteen sixties, many attempts have been made to define and describe the salient differences between formal (FE) and non-formal education (NFE). At first, some authors saw them as separate and distinctly different types of education. A typical dichotomy was usually presented, such as the following:

	Formal Education	Non-Formal Education
origin	school-based	non-school based
locale	school, college	other (workshops, churches, health centers)
objectives	precise, behavioral	vague, general
administration	structured	flexible
methods	rigid, didactic	flexible, participatory
accreditation	diploma, certificate	none
personnel	teachers	non-teachers

However, once actual studies of non-formal education programs were undertaken, it became apparent that many NFE programs had several of the characteristics of FE. It was found that it was impossible to establish clear distinctions and boundaries between FE and NFE. Education itself came to be viewed increasingly as "continuous teaching/learning processes found at the individual, social group and sociocultural levels, which provide the settings--or contexts--for cultural transmission, elaboration and creativity" (Vargas Adams, 1975; Toro, 1975). Furthermore, as Life Long Education came to the fore during the nineteen seventies, increasing emphasis was focused on how individuals and social groups derived benefit from both FE and NFE at various stages in their lifetimes (Lengrand, 1970; Velandia & Vargas Adams, 1973).

When it became apparent that dichotomous contrast sets did not describe education adequately, some authors then began to suggest that unilinear continua would suffice, for example:

formal education	non-formal education	informal education

Those authors believed that any educational program or activity could be placed at one point on this unilinear continuum extending from the most formal to the least formal. Sets of definitions of these points were proposed. Some authors similarly proposed yet other unilinear continua or nested contrast sets with reference points, such as "fortuitous education," "incidental education," "peri-education," "international education," etc. (Coombs, Prosser & Ahmed, 1973; Evans & Smith, 1972; Paulston, 1972).

All of these unilinear continua and contrast sets were found to be inadequate for describing or categorizing actual NFE programs or sets of such programs. Upon study, it was discovered that many programs generally falling within the realm of out-of-school education did not conform to the definitions, continua and typologies set out for them. Specialists intimately concerned with NFE were forced to abandon these pre-set definitions because it was found that no consistent distinctions exist in general between FE and NFE, and furthermore, the interrelations between FE and NFE are often complex and very fluid (Velandia & Vargas Adams, 1973).

Many teaching and learning processes were found to be common to both FE and NFE. Even the most cursory studies of on-going NFE efforts

have revealed that some programs are originated by FE personnel, carried out in schools after hours, have precise learning objectives, contain certain formal curricula or methods, provide accreditation, etc. And yet, such programs are generally denominated as "out-of-school" and have various aspects which set them apart from formal systems of education. It has also been found that there are many FE settings which utilize flexible and participatory methods usually attributed to NFE programs.

Rather than being composed of unidimensional continua, most NFE programs were discovered to contain various FE and NFE elements. Researchers in Colombia, who conducted the first national study of NFE, sought to specify the criteria for assessing the various degrees of "formality" or "informality" of individual programs and sets of programs (Velandia & Vargas Adams, 1975). Their goal was to create a sensitive tool for describing NFE programs and predicting the potential success of those programs.

The resultant theoretical framework which emerged has been given the title of the Learning Contexts Profile. It was developed by the original team of researchers of the Center for the Development of Non-Formal Education (CEDEN) in Bogotá, which conducted the first national NFE study in Colombia, South America (Alvarez, Hauzeur & Toro, 1975; Valendia, 1977; Vargas Adams, 1980). The first profile included a matrix which permitted the description of several essential elements found generally in any educational endeavor, whether considered to be mainly "formal" or "non-formal." The profile basically permits each program to be described in its constituent parts. It has proven to be a useful heuristic device, especially since it was derived from the "reality" of

projects and does not require that essential elements of their composition be distorted to fit a non-existing contrast set between NFE and FE.

The original Learning Context Profile was composed of 14 variables grouped into four dimensions. Each of the variables had four values covering gradations from "most formal" to "most informal" aspects. In Colombia, the profile was mainly used to describe discrete NFE programs, and yet the authors believed that it would be particularly useful when applied to a large set of programs at the national level. This national NFE study in Lesotho has provided that opportunity.

3. Learning Contexts Profile I

The original profile was meant to be changed flexibly as situations permitting a variety of sensitive analyses emerged. In Lesotho, the authors created new criteria, and a first Learning Contexts Profile emerged which retained the four main dimensions, but has a total of 19 variables (see Chart VII.1).

The four values for each of the variables are outlined below:

I. Internal Structure

1. Physical Space

(1) Enclosed space specifically constructed for learning (school, training centre, etc.)

(2) Enclosed space not specifically constructed for learning, but rather for communication (churches, theatres, etc.)

(3) Enclosed space with other goals (homes, hospitals, clinics, prisons, workshops, etc.)

(4) Open spaces (open communal area, fields or gardens, sports or recreation area, etc.)

2. Relationship of Participants to Program

(1) Participants are brought together by the program

Chart VII.1

LEARNING CONTEXTS PROFILE

Dimen-sion	Variables	Values			
		Formal 1	Less Formal 2	More Informal 3	Most Informal 4
Internal Structure	1. Physical Space 2. Relationship of Participants to Program 3. Scheduling 4. Teaching Learning Processes 5. Teaching Learning Methods 6. Educational Materials and Methods				
Intention-ality	7. Orientation of Learning Goals 8. Structure of Rewards 9. Structure of Evaluation				
Loci of Control	10. Program Planning 11. Curriculum Planning 12. Program Implementation 13. Scheduling of Activities 14. Planning and Approval of Budget 15. Evaluation 16. Selection of New Programs				
Constituency	17. Homogeneity/Heterogeneity 18. Collectivization/ Individualization 19. Admission Requirements				
	Totals				

(2) Participants call their own meetings and look to the program for support

(3) Participants are independent of the program and use it as they wish

(4) Participants are entirely on their own

3. Scheduling

(1) Rigid scheduling which requires a full-time dedication

(2) Rigid scheduling which requires part-time dedication

(3) Flexible scheduling which allows learner to structure his own learning activities within certain limits

(4) Flexible scheduling entirely designed by learner

4. Teaching Learning Processes

(1) Teacher or group leader is not a part of the learning group

(2) Field workers or extension workers guide students and are not a part of the learning group

(3) The teacher is a part of the learning group

(4) All or some of the learning group act as teachers

5. Teaching Learning Methods

(1) Formal, structured teaching methods (lectures, demonstrations, etc.)

(2) Directed, secondary source methods (individualized instruction, programmed instruction, correspondence education, etc.)

(3) Open but guided teaching methods (group discussion, role playing, theatre, educational games, etc.)

(4) Entirely open methods (practice, home visits)

6. Educational Materials and Media

(1) Formal, highly directed sources of stimulation (books, texts, learning centres, etc.)

(2) Secondary, less highly directed sources of stimulation (audio-visual media, educational radio, newspapers, etc)

(3) Secondary, more open-ended sources of stimulation (videotape, films, workshops, etc.)

(4) Totally open-ended sources of stimulation (posters, drawing materials, pictures, etc.)

II. Intentionality

7. Orientation of Learning Goals

(1) Long-term learning goals

(2) Short-term sections with goals, but several years required

(3) Short-term learning goals

(4) No time frame for learning goals

8. Structure of Rewards

(1) Deferred rewards, inferred practical gain

(2) Immediate, but symbolic rewards

(3) Immediate real rewards

(4) No system of rewards

9. Structure of Evaluation

(1) Structured participant evaluation

(2) Less-structured participant evaluation

(3) Evaluation structured by participants

(4) No evaluation of participants

III. Loci of Control

10. Program Planning

(1) Planning decisions made by persons outside of learning context and/or by staff members who are not learners within that setting

(2) Planning decisions made jointly by persons outside and/or staff members plus learners

(3) Planning decisions made by the learners

(4) No planning decisions made about the operation of the learning context

11. Curriculum Planning

(1) Curricular planning decisions made by persons outside of learning context and/or by staff members who are not learners within that setting

(2) Curricular planning decisions made jointly by persons outside and/or staff members plus learners

(3) Curricular planning decisions made by learners

(4) No curricular planning decisions made

12. Program Implementation

(1) Program implementation decisions made by persons outside of learning context and/or by staff members who are not learners within that setting

(2) Program implementation decisions made jointly by persons outside and/or staff members plus learners

(3) Program implementation decisions made by learners

(4) No program implementation decisions made

13. Scheduling of Activities

(1) Scheduling decisions made by persons outside of learning context and/or by staff members who are not learners within that setting

(2) Scheduling decisions made jointly by persons outside and/or staff members plus learners

(3) Scheduling decisions made by learners

(4) No scheduling decisions made

14. Planning and Approval of Budget

(1) Budget decisions made by persons outside of learning context and/or by staff members who are not learners within that setting

(2) Budget decisions made jointly by persons outside and/or staff members plus learners

(3) Budget decisions made by learners

(4) No budget decisions made

15. Evaluation

(1) Evaluation decisions made by persons outside of learning context and/or by staff members who are not learners within that setting

(2) Evaluation decisions made jointly by persons outside and/or staff members plus learners

(3) Evaluation decisions made by learners

(4) No evaluation decisions made

16. Selection of New Programs

(1) Selection decisions made by persons outside of learning context and/or by staff members who are not learners within that setting

(2) Selection decisions made jointly by persons outside and/or staff members plus learners

(3) Selection decisions made by learners

(4) No selection decisions made

IV. Constituency

17. Homogeneity/Heterogeneity

(1) Participants must fulfill prior requirements and have an advanced level

(2) Participants must fulfill prior requirements but may be at a middle level

(3) Participants need not fulfill prior requirements and may be at an introductory level

(4) Participants have no requirement for entry and may enter at any level

18. Collectivization/Individualization

(1) Learners participate in a group

(2) Learners participate as families

(3) Learners participate as individuals

(4) No restrictions on form of participation

19. Admission Requirements

(1) Strict requirements for admission (test or several requirements)

(2) More flexible requirements (application only)

(3) Flexible requirements (interview only)

(4) No admission requirements

The results of our analysis reveal a complex pattern of formal, less formal, more informal and most informal values, as is usually the case.*

Chart VII.2 presents the numbers of responses and the respective percent of projects for each continuous variable or clusters of subsets of discrete variables conforming a major variable. The sub-totals per dimension and the general total are also provided. The circled numbers indicate the relative order of the numbers of responses from most (1) to least (4).

For the ease of the reader, the prevailing results of the profile are presented in Chart VII.3. The main line and the △ denote the most

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* The authors wish to note that not all of the variables used for this analysis are continuous. Some discrete variables had to be used and clustered. In some instances certain variable cluster counts total more than 240 projects. Also, the reader will note that in some instances, missing cases are deleted from the charts. The questionnaire was originally designed to have continuous variables for each of the main variables; however, subsequent alterations in the questionnaire resulted in some being converted into sets of discrete variables. After much study, we have decided to present the data in carefully constructed clusters and simply note the total projects with responses in each cluster. Although this suffices for purposes of the presentation of the profile, other analyses will be conducted in the future in order to interpret the results fully.

Chart VII.2

LEARNING CONTEXTS PROFILE I: FORMAL TO MOST INFORMAL

Dimension	Variables	Values							
		Formal 1		Less Formal 2		More Informal 3		Most Informal 4	
			%		%		%		%
Internal Structure	1. Physical Space	111(2)	46.2	42(4)	17.5	149(1)	62.1	105(3)	43.8
	2. Relationship of Participants to Program	182(1)	75.8	24(2)	10.0	18(3)	7.5	0(4)	0.0
	3. Scheduling	28(4)	11.7	63(2)	26.2	35(3)	14.6	73(1)	30.4
	4. Teaching Learning Processes	112(1)	46.7	38(3)	15.8	40(2)	16.7	31(4)	12.9
	5. Teaching Learning Methods	210(1)	87.5	71(4)	29.6	159(2)	66.2	125(3)	52.1
	6. Educational Materials and Media	237(1)	98.7	103(4)	42.9	192(2)	80.0	128(3)	53.3
	Subtotal	880(1)		341(4)		593(2)		462(3)	
Intentionality	7. Orientation of Learning Goals	145(1)	60.4	15(3)	6.3	14(4)	5.8	66(2)	27.5
	8. Structure of Rewards	83(3)	34.6	62(4)	25.8	129(2)	53.7	144(1)	60.0
	9. Structure of Evaluation	18(4)	7.5	130(1)	54.2	56(3)	23.3	60(2)	25.0
	Subtotal	246(2)		207(3)		199(4)		270(1)	

Chart VII.2
(continued)

Dimension	Variables	Values: Formal 1	%	Less Formal 2	%	More Informal 3	%	Most Informal 4	%
Loci of Control	10. Program Planning	120(1)	50.0	22(3)	9.2	11(4)	4.6	87(2)	36.2
	11. Curriculum Planning	144(1)	60.0	44(2)	18.3	16(4)	6.7	36(3)	15.0
	12. Program Implementation	106(1)	44.2	28(3)	11.7	20(4)	8.3	86(2)	35.8
	13. Scheduling of Activities	139(1)	58.0	30(3)	12.5	14(4)	5.8	57(2)	23.7
	14. Planning and Approval of Budget	121(1)	50.4	17(3)	7.1	17(3)	7.1	85(2)	35.4
	15. Evaluation	108(1)	44.9	17(3)	7.1	10(4)	4.2	105(2)	43.8
	16. Selection of New Programs	123(1)	51.3	30(3)	12.5	14(4)	5.8	73(2)	30.4
	Subtotal	861(1)		188(3)		102(4)		529(2)	
Constituency	17. Homogeneity/Heterogeneity	32(4)	13.3	77(2)	32.1	79(1)	32.9	33(3)	13.8
	18. Collectivization/Individualization	62(2)	25.8	17(4)	7.1	52(3)	21.7	89(1)	37.1
	19. Admission	14(4)	5.9	30(2)	12.5	22(3)	9.2	129(1)	53.7
	Subtotal	108(4)		124(3)		153(2)		251(1)	
	Totals	2095(1)		860(4)		1047(3)		1512(2)	

Chart VII.3

LEARNING CONTEXTS PROFILE I: FORMAL TO MOST INFORMAL

Dimension	Variables	Values: Formal	Less Formal	More Informal	Most Informal
Internal Structure	1. Physical Space	x			
	2. Relationship of Participants to Program		x		
	3. Scheduling		x		
	4. Teaching Learning Processes			x	
	5. Teaching Learning Methods			x	
	6. Educational Materials and Media			x	
	Subtotal	△		X	
Intention-ality	7. Orientation of Learning Goals				x
	8. Structure of Rewards			x	
	9. Structure of Evaluation				x
	Subtotal	X			△
Loci of Control	10. Program Planning				x
	11. Curriculum Planning		x		
	12. Program Implementation				x
	13. Scheduling of Activities				x
	14. Planning and Approval of Budget				x
	15. Evaluation				x
	16. Selection of New Programs				x
	Subtotal	△			X
Constituency	17. Homogeneity/Heterogeneity		x		
	18. Collectivization/Individualization	x			
	19. Admission		x		
	Subtotal			X	△
	Total	△			X

frequent responses. The small and large Xs permit us to review secondary emphases.

With regard to Internal Structure, it is clear that Lesotho NFE programs are mainly formal in nature; however, the secondary responses coupled with physical space and scheduling reveal that strong informal practices are very important in Lesotho. This result is also reflected in the overall secondary sub-total: "more informal."

For the Intentionality dimension, the main results are divided between formality and informality once again. This time the structure of rewards is the prevailing informal variable, but the secondary counts also combine to bring the results to the informal side. Interestingly, the secondary sub-total has oscillated to the formal end of the continuum.

With regard to Loci of Control, there is little doubt about the continuing mixture of very formal and very informal elements. Clearly, most decision-making processes are formal in nature, but a substantial number are also "most informal."

The Constituency of NFE programs in Lesotho is mainly on the informal end of the continua, reflecting the high degree of informality in the composition of participants in NFE programs.

In resume, the total scores reflect the foregoing points. On the whole, NFE projects in Lesotho tend to be more formal in nature, with a significant degree of informality, as well.

4. Learning Contexts Profile II

These striking results led us to conjecture about the reasons for these two strong polar tendencies. The more we reviewed the data,

we were impressed by the historical characteristics which they reflected. As a consequence, we decided to make a first attempt to construct a set of historical continua related to NFE programs in Lesotho.

The resulting Learning Contexts Profile II: Traditional/Modern is similarly divided into four values:

1. Traditional
2. Colonial
3. Urban Expansion
4. Recent Innovations

The values for each variable are presented in Appendix VII.1. These values were admittedly difficult to construct for certain variables and they represent a first attempt of this nature. Even with some changes, however, the general trends are clear. Chart VII.4 presents the numbers of responses, percents, sub-totals and total. Chart VII.5 provides a graphic presentation of the results.

With few exceptions, most of the responses show that Colonial or Traditional traits perdure and shape most NFE programs today in Lesotho. This helps to explain why we found so many formal traits, and yet also abundant informal traits in the majority of the programs. Some few striking instances of the impact of "Urban Expansion" may also be noted, but only one variable, teaching learning processes, has a secondary response under "Recent Innovations."

With regard to Internal Structure, most of the responses fall in the "Colonial" traits value, with many others in the "Traditional" traits value. "Urban Expansion" receives secondary emphasis in three variables: Relationship of Participants to Program, Teaching Learning Methods and Educational Media and Materials. Clearly, these areas have been the most permeable to modernizing trends.

Chart VII.4

LEARNING CONTEXTS PROFILE II: TRADITIONAL/MODERN

Dimension	Variables	Values							
		Traditional	%	Colonial	%	Urban Expansion	%	Recent Innovations	%
Internal Structure	1. Physical Space	144(1)	60.0	115(2)	47.9	29(4)	12.1	83(3)	34.6
	2. Relationship of Participants to Program	0(4)	0.0	182(1)	75.8	24(2)	10.0	18(3)	7.5
	3. Scheduling	73(1)	30.4	63(2)	26.2	35(3)	14.6	28(4)	11.7
	4. Teaching Learning Processes	31(4)	12.9	112(1)	46.7	38(3)	15.8	40(2)	16.7
	5. Teaching Learning Methods	183(1)	76.2	172(3)	71.6	182(2)	75.8	81(4)	33.7
	6. Educational Materials and Media	32(4)	13.4	181(1)	75.4	154(2)	64.2	58(3)	24.2
	Subtotal	463(2)		825(1)		462(3)		308(4)	
Intentionality	7. Orientation of Learning Goals	66(2)	27.5	145(1)	60.4	15(3)	6.3	14(4)	5.8
	8. Structure of Reward	155(1)	64.6	89(2)	37.1	79(4)	32.9	81(3)	33.7
	9. Structure of Evaluation	60(2)	25.0	130(1)	54.2	18(4)	7.5	56(3)	23.3
	Subtotal	281(2)		364(1)		112(4)		151(3)	

Chart VII.4
(continued)

Dimension	Variables	Values							
		Traditional		Colonial		Urban Expansion		Recent Innovations	
			%		%		%		%
Loci of Control	10. Program Planning	87(2)	36.2	120(1)	50.0	22(3)	4.6	11(4)	4.6
	11. Curriculum Planning	36(3)	15.0	144(1)	60.0	44(2)	18.3	16(4)	6.7
	12. Program Implementation	86(2)	35.8	106(1)	44.2	28(3)	11.7	20(4)	8.3
	13. Scheduling of Activities	57(2)	23.7	139(1)	58.0	30(3)	12.5	14(4)	5.8
	14. Planning and Approval of Budget	85(2)	35.4	121(1)	50.4	17(3)	7.1	17(3)	7.1
	15. Evaluation	105(2)	43.8	108(1)	44.9	17(3)	7.1	10(4)	4.2
	16. Selection of New Programs	70(2)	30.4	123(1)	51.3	30(3)	12.5	14(4)	5.8
	Subtotal	526(2)		861(1)		188(3)		102(4)	
Constituency	17. Homogeneity/Heterogeneity	33(3)	13.8	79(1)	32.9	77(2)	32.1	32(4)	13.3
	18. Collectivization/Individualization	89(1)	37.1	62(2)	25.8	52(3)	21.7	17(4)	7.1
	19. Admission	129(1)	53.7	30(2)	12.5	22(3)	9.2	14(4)	5.9
	Subtotal	251(1)		171(2)		151(3)		63(4)	
	Total	1521(2)		2221(1)		913(3)		624(4)	

Chart VII.5

LEARNING CONTEXTS PROFILE II: TRADITIONAL/MODERN

Dimension	Variables	Values			
		Traditional	Colonial	Urban Expansion	Recent Innovations
Internal Structure	1. Physical Space		x		
	2. Relationship of Participants to Program			x	
	3. Scheduling		x		
	4. Teaching Learning Processes				x
	5. Teaching Learning Methods			x	
	6. Educational Materials and Media			x	
	Subtotal	X	Δ		
Intentionality	7. Orientation of Learning Goals	x			
	8. Structure of Rewards		x		
	9. Structure of Evaluation	x			
	Subtotal	X	Δ		

Chart VII.5
(continued)

Dimension	Variables	Values: Traditional	Colonial	Urban Expansion	Recent Innovations
Loci of Control	10. Program Planning	x			
	11. Curriculum Planning			x	
	12. Program Implementation	x			
	13. Scheduling of Activities	x			
	14. Planning and Approval of Budget	x			
	15. Evaluation	x			
	16. Selection of New Programs	x			
	Subtotal	X	△		
Constituency	17. Homogeneity/Heterogeneity			x	
	18. Collectivization/Individualization		x		
	19. Admission		x		
	Subtotal	△	X		
	Total	X	△		

Intentionality remains mainly Colonial and Traditional in character. It is obvious that the tried and tested methods for orienting learning goals, rewards and evaluation will perdure for some time, although the latter is beginning to be heavily influenced by recent trends, especially from abroad.

With respect to Loci of Control, the main emphasis is on the Colonial traits, and secondarily, the far more open Traditional traits. The one minor exception is the Control of Curriculum Planning which is being influenced by modernizing trends.

Clearly, the Constituency dimension falls mainly in the Traditional traits area with a secondary emphasis on Colonial traits. This demonstrates once again, the strikingly autochthonous nature of NFE in Lesotho.

5. Conclusion

The Learning Contexts Profiles provide a very useful way to describe and analyze the structure and content, intentionality, decision-making processes and the constituency of participants of NFE programs. Rather than imposing an inflexible and simplistic framework upon the aggregate of programs, it permits the multiple realities of the programs to form the basis of analysis.

The results are striking. NFE programs in Lesotho are mainly "formal" in nature, with a strong secondary emphasis on total informality.

With regard to the Internal Structure of NFE programs, they are mainly "formal" with notable tendencies toward informality. In contrast, in the area of the Intentionality of goals, rewards and evaluation, they are "most informal" with a secondary emphasis in the "formal" area. With

respect to Loci of Control, or decision-making about basic program processes, they are mainly "formal" and secondarily "most informal." Constituency, or the types of participation in NFE, is "most informal: and secondarily "more informal."

Thus, we view a strong oscillation between total formality and relative levels of informality. These results led to a new analysis of the learning contexts from an historical perspective as a possible explanation of the polar tendencies found in Learning Contexts Profile I. By regrouping the results according to a continuum from "Traditional" to "Colonial" to "Urban Expansion" to "Recent Innovations," we were able to examine the possible influence of the main prevailing historical periods of socio-economic development in Lesotho upon the learning contexts of NFE.

As a result of this analysis, we found the programs to be mainly "Colonial" in nature with a strong secondary emphasis upon "Traditional" traits. Clearly, NFE is deeply rooted in the historical development of Lesotho.

It is important to note that more recent trends have been of notable impact mainly in the area of curricular processes:

- curricular planning decisions
- teaching learning processes
- teaching learning methods
- educational materials and media

Thus, innovative trends tend to affect the content, methods, materials and media of programs, but not the basic program development processes, structure, decision-making patterns and constituency of the programs. These tend to be either "Colonial," or secondarily, "Traditional" in form.

From these results, we may infer that future NFE programs should be designed which take into account certain main tendencies of the existing programs. This may well help to insure that they will be culturally appropriate and acceptable in most cases. These main tendencies (primary and secondary) are listed below along with the percentage of programs having such elements.

I. Internal Structure

1. Physical Space:

Homes, open communal areas or fields	60.0%
Schools, churches, hospitals or clinics	47.9%

2. Relationship of Participants to Program:

Participants brought together by program	75.8%
Participants call own meetings, look to program for support	10.0%

3. Scheduling

No definite time of day	30.4%
Mornings or afternoons	26.2%

4. Teaching Learning Processes

Teacher or group leader who is not a part of the learning group	46.7%
Teacher is a member of the learning group	16.7%

5. Teaching Learning Methods

Group discussions, group practice and home visits	76.2%
Demonstrations, correspondence education	75.8%
Lectures	71.6%

II. Intentionality

7. Orientation of Learning Goals

Long-term learning goals	60.4%
No time frame for goals	27.5%

8. Structure of Rewards

Higher personal status, personal development or no stated system of rewards	64.6%
Certificate, diploma, learn skills	37.1%

9. Structure of Evaluation

Less structured evaluation of participants	54.2%
No evaluation	25.0%
Evaluation structured by participants	23.3%

III. Loci of Control

10. Control of Program Planning

External and/or internal staff decisions	50.0%
No planning decisions made	36.2%

11. Control of Curriculum Planning

External and/or internal staff decisions	60.0%
External and/or internal staff and participant decisions	18.3%

12. Control of Program Implementation

External and/or internal decisions	44.2%
No implementation decisions made	35.8%

13. Control of Scheduling Activities

External and/or internal decisions	58.0%
No scheduling decisions made	23.7%

14. Control of Budget

External and/or internal decisions	50.4%
No budget decisions made	35.4%

15. Control of Evaluation

External and/or internal decisions	44.9%
No evaluation decisions made	43.8%

16. Control of Selection of New Programs

External and/or internal decisions	51.3%
No selection of new program decisions made	30.4%

IV. Constituency

17. Homogeneity/Heterogeneity

Introductory level	32.9%
Middle level	32.1%

18. Collectivization/Individualization

No restrictions	37.1%
Participate as a group	25.8%

19. Admission Requirements

None	53.7%
Application form	12.5%

The above listing reveals the main elements of NFE learning contexts in Lesotho and can serve as a guide for reflection on the part of program designers.

It is clear that although most of the elements of the learning contexts are "Colonial" or "Traditional" in nature, the areas of curricular processes are the most permeable ones to change and innovation. Thus, although new program designs should maintain "Colonial" and "Traditional" program structures and decision-making patterns, the curricula, methods, media, materials and evaluation processes could vary to some degree without necessarily threatening the acceptability of the program.

Further analyses, beyond the scope of this report, on the learning contexts profiles should provide a greater understanding of their implications for policy, planning and program development.

VIII. IN-SERVICE TRAINING

1. Introduction

Before discussing the results of the study relating to in-service training for non-formal education programs, it is important to review some of the structural and educational parameters within which such training is usually provided.

The improvement of the quality of NFE programs has become a major national goal in many countries throughout the world. Such efforts usually take place especially in the form of both pre-service and in-service training for program personnel. Ideally, pre-service training is well-organized, oriented toward practical experiences in the urban and rural settings of NFE programs and culturally appropriate in terms of the groups where the trainees will be working. In-service training should be continuous, flexible, appropriate to program needs and conducive to promoting positive program outcomes.

In reality, both pre- and in-service training often fall short of the ideal. With regard to pre-service training, appropriate candidates are not always attracted to the studies, and their preparation may not be optimal for meeting the many demands of their work, particularly in rural areas with scarce resources. The institutions which train them may be far removed from actual NFE experiences and impart some values and skills which are

ill-suited to the goals and needs of non-formal education. Those institutions may not have developed a system for collaborating amongst themselves for the pre-service training of specialists for NFE programs, and thus, may create a fragmentation of efforts which does not assist the students to learn about important topics, methods and networking approaches for their future work. Once employed, the new specialists may find that the rigors of life, unstable working conditions and low remuneration of many NFE programs tend to overcome some of their initial enthusiasm.

Many of these points have been reviewed in international forums devoted to non-formal education such as the World Conference on Agricultural Education and Training, sponsored by ILO, UNESCO and FAO Copenhagen, 1970. They serve not only to underline the importance of assessing carefully the quality of pre-service training in Lesotho (a topic entirely outside of the scope of this study), but also to alert all concerned with NFE about the potentially crucial role of in-service training.

In-service training functions in many ways, including:

- providing the first and only training opportunities for many paid and volunteer members of NFE staffs;
- giving essential information to program personnel on program development processes, contents, methods and materials which are central to the success of the programs;
- enabling staff members to reflect on program realities, solve problems and revitalize their commitments to program goals and activities; and

- helping staff members to learn about what other programs are doing and to build networks for the collaborative exchange of ideas, personnel, materials, etc.

Though in-service training has generally been considered to be a positive "good," it has not necessarily been utilized to its fullest extent in many places in the world. Its quality sometimes has been far from optimal and precious time and resources have been lost due to poor prior planning or inadequate contents and methods, all of which can be remedied. At times it has been viewed as a "luxury," an expenditure beyond the limits national resources, or even, a potential detraction from on-going field work endeavors.

Also, research results have been notably lacking with regard to the actual impact of in-service training on a national scale. Case studies, in the form of evaluations of in-service training, have shown its utility (Coombs & Ahmed, 1974), but little evidence has been available to demonstrate that in-service training has had any positive affect on overall NFE program development processes and outcomes at the national level.

It is in this context of a deep questioning with regard to the real utility of in-service training for NFE programs, that we turn to the results of the analyses conducted on the data from the Lesotho study. First, we shall cover the general status of in-service training, followed by a review of the main types of training. Then we shall analyze the impact of in-service training on the quality of NFE programs in terms of their processes and outcomes. The future needs for in-service training will

be reviewed, and finally, a summary of our findings and some recommendations will be provided.

2. The Status of In-Service Training in Lesotho

The results of the analyses of this NFE survey data are encouraging with regard to the availability of and participation in in-service training in Lesotho. Of the 240 NFE programs surveyed, 181 programs (75.4%) reported that some in-service training had been provided to their staff members. The distribution by district of the NFE programs which reported receiving in-service training is shown in Chart VIII.1.

Fourteen out of fifteen programs(93.3%) located in Mokhotlong district reported having received some in-service training for their staffs. Maseru (89.7%), Thaba-Iteka (88.9%), and Mohales Hoek (82.4%) districts closely followed Mokhotlong in reporting some provision of in-service training.

Past participation in in-service training programs is the lowest in the nation in Quthing district. Only 61.5 percent of the programs in Quthing reported the provision of in-service training in comparison to the national average of 75.4 percent of the programs. Mafeteng, Butha-Buthe, Leribe, Berea and Qacha's Nek all reported that between 66 percent and 75 percent of their programs had participated in in-service training activities. (See Chart VIII.2 for the district profile.)

Thus, some variations were found with regard to the provision of or access to in-service training programs and the geographical location of the programs. These imbalances, though not severe, should be taken into account for the future planning of in-service training.

Chart VIII.1

IN-SERVICE TRAINING BY DISTRICT

In-Service Training Provided	Count Row PCT Col PCT Tot PCT	District										
		Butha-Buthe	Leribe	Berea	Maseru	Mafeteng	Mohale's Hoek	Quthing	Qacha's Nek	Mokhot-long	Thaba-Tseka	Row Total
Some		16 8.8 69.6 6.7	18 9.9 69.2 7.5	31 17.1 68.9 12.9	26 14.4 89.7 10.8	34 18.8 75.6 14.2	14 7.7 82.4 5.8	8 4.4 61.5 3.3	12 6.6 66.7 5.0	14 7.7 93.3 5.8	8 4.4 88.9 3.3	181 75.4
None		7 11.9 30.4 2.9	8 13.6 30.8 3.3	14 23.7 31.1 5.8	3 5.1 10.3 1.3	11 18.6 24.4 4.6	3 5.1 17.6 1.3	5 8.5 38.5 2.1	6 10.2 33.3 2.5	1 1.7 6.7 0.4	1 1.7 11.1 0.4	59 24.6
Column Total		23 9.6	26 10.8	45 18.8	29 12.1	45 18.8	17 7.1	13 5.4	18 7.5	15 6.3	9 3.8	240 100.0

missing = 0

Chart VIII.2

DISTRICT PROFILE OF PARTICIPATION IN IN-SERVICE TRAINING BY NFE PROGRAMS

High	Moderate	Low
Mokhotlong	Mafeteng	Quthing
Maseru	Butha-Buthe	
Thaba-Tseka	Leribe	
Mohale's Hoek	Berea	
	Qacha's Nek	

However, participation in in-service training by staff members was found to be dependent upon program sponsorship as can be seen in Chart VIII.3. The percentages of programs which reported participation in in-service training were nearly identical for both government sponsored (75.6%) and non-government sponsored programs (75.3%).

Some differentiation in participation by programs in in-service training was discerned at the level of the types of organizations. As can be seen in Chart VIII.4, governmental programs conducted by the ministries of Justice, Interior, and others participated in in-service training less often than the others (60.0%). Similarly, assorted programs led by women's groups and other non-government organizations (62.1%), and agricultural programs run by non-governmental organizations (64.5%), received less in-service training than others.

The results of various analyses of this survey data further showed that participation in in-service training by staff members was not related to:

- The year in which the program was established. Both older and newer programs showed similar rates of participation in in-service training programs.
- The number of NFE activities conducted by the program. About 75 percent each of the single activity and multiple activity programs had participated in the past in in-service training programs.
- The size of the staffs. Programs with small, medium and larger-sized staffs had similar rates of participation in in-service training.

Chart VIII.3

PARTICIPATION IN IN-SERVICE TRAINING
AND SPONSORSHIP OF THE PROGRAM

In-Service Training Provided	Count Row PCT Col PCT Tot PCT	Sponsorship of the Program Government	 Nongovernment	Row Total
Some		68 37.6 75.6 28.3	113 62.4 75.3 47.1	181 75.4
None		22 37.3 24.4 9.2	37 62.7 24.7 15.4	59 24.6
Column Total		90 37.5	150 62.5	240 100.0

$X2$ = 0
df = 1
P = 1.0000
missing = 0

Chart VIII.4

PARTICIPATION IN IN-SERVICE TRAINING
AND TYPE OF ORGANIZATION

In-Service Training Provided	Count Row PCT Col PCT Tot PCT	Type of NFE Program							
		Rural Development Agriculture (G)	Health, Nutrition (G)	Other (G)	Agriculture (NGO)	Coops (NGO)	Health Nutrition (NGO)	Women's Groups and Other (NGO)	Row Total
Some		46 25.4 76.7 19.2	16 8.8 80.0 6.7	6 3.3 60.0 2.5	20 11.0 64.5 8.3	47 26.0 87.0 19.6	28 15.5 77.8 11.7	18 9.9 62.1 7.5	181 75.4
None		14 23.7 23.3 5.8	4 6.8 20.0 1.7	4 6.8 40.0 1.7	11 18.6 35.5 4.6	7 11.9 13.0 2.9	8 13.6 22.2 3.3	11 18.6 37.9 4.6	59 24.6
Column Total		60 25.0	20 8.3	10 4.2	31 12.9	54 22.5	36 15.0	29 12.1	240 100.0

missing = 0

- The presence or absence of volunteer staff members. Seventy-six percent of the programs with volunteer staff and 78 percent of the programs lacking volunteer staff reported having received in-service training.

However, participation in in-service training by NFE programs in the past showed:

- A very slight relationship to the presence or absence of field staff in the program (Chart VIII.5). Eighty-five percent of the NFE programs with at least one field staff member reported having received in-service training, whereas only 72 percent of the NFE programs without any field staff reported having participated in in-service training ($p = .0438$).
- A very strong relationship to the size of the programs in terms of the number of the participants. As the results presented in Chart VIII.6 show, smaller programs (67.9%) were less likely to have received in-service training than larger programs (95.2%).
- A slight relationship to the organizational structure of the programs, whether this program is categorized as a "center," a "project" or a "group." While only 63 percent of the NFE "groups" reported that their staff members had participated in in-service training, 82.6 percent of the NFE "projects" reported participating in in-service training. For NFE programs which were run by "centers," this percentage was 77.4. (See Chart VIII.7.)

The picture of the status of in-service training that emerges from the foregoing presentation is a mixed one. Three-fourths of the

Chart VIII.5

IN-SERVICE TRAINING AND PRESENCE OF
FIELD STAFF IN THE PROGRAM

In-Service Training Provided	Count Row PCT Col PCT Tot PCT	Field Staff Present	 Absent	Row Total
Some		58 34.5 85.3 26.5	110 65.5 72.8 50.2	168 76.7
None		10 19.6 14.7 4.6	41 80.4 27.2 18.7	51 23.3
Column Total		68 31.1	151 68.9	219 100.0

$\chi 2$ = 4.0657
df = 1
P = 0.0438
missing = 21 (8.8%)

Chart VIII.6

IN-SERVICE TRAINING AND NUMBER OF
NFE PROGRAM PARTICIPANTS

In-Service Training Provided	Count Row PCT Col PCT Tot PCT	Number of Participants -150	 151+	Row Total
Some		76 56.3 67.9 43.7	59 43.7 95.2 33.9	135 77.6
None		36 92.3 32.1 20.7	3 7.7 4.8 1.7	39 22.4
Column Total		112 64.4	62 35.6	174 100.0

X^2 = 17.1087
df = 1
P = 0.0000
missing = 66 (27.5%)

Chart VIII.7

IN-SERVICE TRAINING AND ORGANIZATIONAL STRUCTURE

In-Service Training Provided	Count Row PCT Col PCT Tot PCT	Organizational Structure Center	Project	Group	Row Total
Some		65 38.2 77.4 29.0	71 41.8 82.6 31.7	34 20.0 63.0 15.2	170 75.9
None		19 35.2 22.6 8.5	15 27.8 17.4 6.7	20 37.0 37.0 8.9	54 24.1
Column Total		84 37.5	86 38.4	54 24.1	224 100.0

χ^2 = 7.1243
df = 2
P = 0.0284
missing = 16 (6.7%)

NFE programs have had some in-service training in the past; but, one-fourth of the program staffs had never participated in in-service training. The geographical location of the NFE programs apparently had not notably affected their access to in-service. Governmental and non-governmental programs have had equal access to in-service training, while within the two types of sponsors, certain types of programs have had less access than others. Non-governmental agricultural programs and programs run by women's groups and other private groups will need special attention in the future.

The fact that there is a positive correlation between the presence of field staff and participation in in-service training indicates that special attention has been paid to field staff through in-service training. However, there is very strong indication that smaller NFE programs and those which are less formally organized as "groups," have been neglected in the past with regard to the provision of in-service training to their staffs.

3. Areas of In-Service Training

A listing of eight areas which are relevant to in-service training programs for NFE staff members is presented in Chart VIII.8. Of these, setting group goals and objectives, how to organize groups and/or recruit membership, leadership training and interpersonal relations, and how to form radio listening and study groups, are similar in the sense that they pertain to organizational methods and leadership. Clustered together, a total of 143 programs (79%) had received training in organizational methods and leadership. With regard to the content of educational topics, how to use

Chart VIII.8

AREAS OF IN-SERVICE TRAINING RECEIVED BY NFE PROGRAMS

In-Service Training Areas	Number of NFE Programs Whose Field Staff Have Received Training In:	
1. Setting group goals and objectives	73	(40.3)[1]
2. How to organize groups and/or recruit membership	100	(55.2)
3. Leadership training, interpersonal relations	117	(64.6)
4. Content of educational topics	90	(49.7)
5. How to use educational materials or media	63	(34.8)
6. Choosing and using appropriate teaching/learning methods	55	(30.4)
7. How to form radio listening and study groups	8	(4.4)
8. How to measure the learning progress of groups	36	(19.9)
Total Respondents	181	(75.4)

1 Numbers in parentheses are the percentage of respondents

missing = 59 (24.6%)

educational materials, and choosing and using appropriate teaching/learning methods, they were clustered together to form a single group dealing with teaching and learning processes (114 programs, 63%). For measuring learning progress of groups, dealing with the evaluation of program outcomes, only 36 programs (19.9%) reported in-service training.

The responses regarding the areas of in-service training which have been received in the past reflected their relative importance either to program staff members or to the organizers of in-service training programs. Leadership training and interpersonal relations has been a popular topic. A little over 64% of the NFE programs reported that their staffs had received some training in that area (Chart VIII.8). This was followed by how to organize groups and/or recruit membership (55.2%). The content of educational topics and setting of group goals ranked third (49.7%) and fourth (40.3%). In-service training related to the choice or use of educational materials and media and use of appropriate teaching and learning methods were received by 34.8% and 30.4 percent of the programs, respectively. The two areas which received the least amount of attention were the evaluation of learning outcomes and the formation of radio listening and study groups. Only 19.9% and 4.4% of the programs, respectively, had ever received training in these two areas.

The areas of in-service training received the least by different types of NFE programs are presented in Chart VIII.9. Some highlights of these results are in order here, though the chart as a whole will be useful in planning future in-service training programs.

1. Past in-service training provided by government health and nutrition programs has been deficient in topics dealing with

Chart VIII.9

AREAS OF IN-SERVICE TRAINING PROVIDED BY TYPE OF NFE PROGRAM

In-Service Training Provided	Count Row PCT Col PCT	Type of NFE Program							
		Rural Development Agriculture (G)	Health, Nutrition (G)	Other (G)	Agriculture (NGO)	Coops (NGO)	Health Nutrition (NGO)	Women's Groups and Other (NGO)	Total Respon-dents
1. Setting group goals and objectives		22 30.1 47.8	4 5.5 25.0	3 4.1 50.0	6 8.2 30.0	18 24.7 38.3	10 13.7 35.7	10 13.7 55.5	73 39.0
2. How to organize groups and/or recruit membership		29 29.0 63.0	8 8.0 50.0	3 3.0 50.0	8 8.0 40.0	27 27.0 57.4	13 13.0 46.4	12 12.0 66.0	100 53.5
3. Leadership training, interpersonal relations		31 26.5 67.4	10 8.5 62.5	5 4.3 50.0	8 6.8 40.0	37 31.6 78.7	14 12.0 50.0	12 10.3 66.6	117 58.5
4. Content of educational topics		23 25.6 50.0	10 11.1 62.5	2 2.2 33.3	7 7.8 35.0	17 18.9 36.1	18 20.0 64.3	13 14.4 72.2	90 48.1
5. How to use educational materials or media		14 22.2 30.4	6 9.5 37.5	3 4.8 50.0	7 11.1 35.0	12 19.0 25.5	15 23.8 53.5	6 9.5 33.3	63 33.7
6. Choosing and using appropriate teaching/ learning methods		14 25.5 30.4	4 7.3 25.0	3 5.5 50.0	7 12.7 35.0	9 16.4 19.1	12 21.8 42.8	6 10.9 33.3	55 29.4
7. How to form radio listening and study groups		2 25.0 4.3	1 12.5 6.2	0 0.0 0.0	1 12.5 5.0	2 25.0 4.2	1 12.5 3.6	1 12.5 5.5	8 4.2
8. How to measure the learning progress of groups		10 27.8 21.7	2 5.6 12.5	2 5.6 33.3	7 19.4 35.0	7 19.4 14.9	5 13.9 17.8	3 8.3 16.6	36 19.2
Total		46 25.4	16 8.8	6 3.3	20 11.0	47 26.0	28 15.5	18 9.9	181 100.0

missing = 59 (24.6%)

setting group goals and objectives. Only 25% of the respondents of the health and nutrition programs had received training in such areas.

2. Non-government agricultural programs consistently showed lower participation in most of the areas of in-service training than other groups, and especially in the areas of: setting group goals and objectives, how to organize groups and recruit membership, leadership training and interpersonal relations, and the content of educational topics.
3. In the past, in-service training for the cooperatives has emphasized leadership training and how to organize groups and recruit memberships. Other areas of in-service training have been comparatively neglected.
4. All types of NFE programs have been notably deficient in their in-service training in two areas: the evaluation of learning outcomes and the formation of radio listening groups.

4. The National-Level Impact of In-Service Training

In the introduction to this chapter, we reviewed various structural educational reasons for providing in-service training to the staff members of nonformal education programs. What impact, then, if any, has in-service training had upon nonformal education programs in Lesotho?

This survey provides very encouraging results with regard to the impact that in-service training has had to date on NFE programs. The data clearly show that, in Lesotho, in-service training programs affect significantly the processes that contribute to improving the quality of the programs.

Below are presented some of the more pertinent results:

1. Programs which have participated in in-service training tended to have had informal contacts with other nonformal education programs. While 82% of the programs with at least one informal contact with other organizations during the year previous to the survey had participated in some in-service training program, only 70% of the programs with no informal contact with other organizations had participated in in-service training.
2. Program development processes tended to be more thorough and complete, if the staff had attended in-service training programs. As Chart VIII.10 shows, over 80% of the programs which were either "very high" or "high" on the Program Completeness Index had received some in-service training, while only 41% of the programs which were "low" on the Project Completeness Index had staff participation in in-service training programs. The chi-square is significant at the 0.0004 level. (See Chapter XIII for a more detailed description of the Program Completeness Index.)
3. The provision of in-service training to staff members showed a strong ($p = 0.0043$) positive relationship to the evaluation of program development processes. Eighty-two percent of the programs which evaluated their program development processes have had their staff participate in in-service training programs, while only 66% of the programs which did not evaluate program development have had in-service training (see Chart VII.11).

Chart VIII.10

IN-SERVICE TRAINING AND PROGRAM COMPLETENESS INDEX

In-Service Training Provided	Count Row PCT Col PCT Tot PCT	Program Completeness Index Low	Mod. High	High	Very High	Row Total
Some		7	47	99	28	181
		3.9	26.0	54.7	15.5	75.4
		41.2	67.1	83.2	82.4	
		2.9	19.6	41.3	11.7	
None		10	23	20	6	59
		16.9	39.0	33.9	10.2	24.6
		58.8	32.9	16.8	17.6	
		4.2	9.6	8.3	2.5	
Column Total		17	70	119	34	240
		7.1	29.2	49.6	14.2	100.0

X^2 = 18.0987
df = 3
P = 0.0004
missing = 0

Chart VIII.11

IN-SERVICE TRAINING AND EVALUATION OF PROGRAM DEVELOPMENT

In-Service Training Provided	Count Row PCT Col PCT Tot PCT	Evaluate Program Development Yes	No	Row Total
Some		112 61.9 82.4 46.7	69 38.1 66.3 28.8	181 75.4
None		24 40.7 17.6 10.0	35 59.3 33.7 14.6	59 24.6
Column Total		136 56.7	104 43.3	240 100.0

χ^2 = 8.1443
df = 1
P = 0.0043
missing = 0

4. The presence of one or more mentions of in-service training in the cluster concerning organizational methods and leadership had a positive relationship to the programs' willingness to consider the use of new educational materials and media in their activities (Chart VIII.12). Nearly 74% of the programs which received in-service training in areas related to organizational methods and leadership had considered using new educational materials and media, while only 57% of the programs which had received such training indicated that they had not considered their use.
5. The presence of in-service training mentions in the cluster related to training on teaching and learning processes appears to have had a strong impact on certain types of programmatic outcomes. In addition to the relationships discussed above, the provision of in-service training in teaching and learning processes showed:
   a) A strong relationship to the presence of evaluation on the learning outcomes of participants in NFE programs. Sixty-two percent of the programs with such training evaluated learning outcomes, while only 38% of the programs with such training did not undertake participant evaluation (Chart VIII.13).
   b) A tendency to have developed a follow-up system for former program participants. Sixty-five percent of the programs which were provided in-service training in teaching and learning processes followed up their participants' progress later

Chart VIII.12

IN-SERVICE TRAINING IN ORGANIZATIONAL METHODS AND USE OF NEW EDUCATIONAL MATERIALS AND MEDIA

In-Service Training in Organizational Methods	Count Row PCT Col PCT Tot PCT	Considered Using New Educational Materials Yes	No	Row Total
Some		78 69.6 73.6 47.3	34 30.4 57.6 20.6	112 67.9
None		28 52.8 26.4 17.0	25 47.2 42.4 15.2	53 32.1
Column Total		106 64.2	59 35.8	165 100.0

$\chi 2$ = 4.4268
df = 1
P = 0.0354
missing = 75 (31.3%)

Chart VIII.13

IN-SERVICE TRAINING IN TEACHING-LEARNING
PROCESSES AND PARTICIPANT EVALUATION

In-Service Training in Teaching-Learning	Count Row PCT Col PCT Tot PCT	Participant Evaluation Yes	No	Row Total
Some		85 80.2 62.0 45.9	21 19.8 43.8 11.4	106 57.3
None		52 65.8 38.0 28.1	27 34.2 56.3 14.6	79 42.7
Column Total		137 74.1	48 25.9	185 100.0

χ^2 = 4.8619
df = 1
P = 0.0275
missing = 55 (22.9%)

they had left the program, while only 51% of the programs which received such training did not follow-up their participants (Chart VIII.14).

c) A very strong relationship to contacts with formal education institutions. Seventy-five percent of the programs which had received in-service training in teaching-learning processes had developed contacts with formal education institutions, while only 46% of the programs which received such training did not develop any relationship with formal education systems (Chart VIII.15). Although this result may indicate more the source of such training than an outcome of the training itself, Chapter XI, on Relationships with Formal Education, shows that such contacts have had several other beneficial results in addition to those pertaining to in-service training.

d) A strong tendency for program managers to be able and willing to identify the major problems that confront their NFE programs. As the data presented in Chart VIII.16 show, programs which had received in-service training in teaching learning processes had directors who identified a greater number of organizational problems and needs than the programs which had not received in-service training in this area. Over 68% of the programs that identified four or more problems had received in-service training in teaching learning areas while only 35% of the programs which did not identify any problems had participated in such training.

Chart VIII.14

IN-SERVICE TRAINING IN TEACHING-LEARNING
PROCESSES AND FOLLOW-UP OF PARTICIPANTS

In-Service Training in Teaching-Learning	Count Row PCT Col PCT Tot PCT	Follow-up System Yes	 No	Row Total
Some		56 49.1 65.1 28.0	58 50.9 50.9 29.0	114 57.0
None		30 34.9 34.9 15.0	56 65.1 49.1 28.0	86 43.0
Column Total		86 43.0	114 57.0	200 100.0

χ^2 = 4.0553
df = 1
P = 0.0440
missing = 40 (16.7%)

Chart VIII.15

IN-SERVICE TRAINING IN TEACHING-LEARNING PROCESSES AND RELATIONSHIPS TO THE FORMAL EDUCATION SYSTEM

In-Service Training in Teaching-Learning	Count Row PCT Col PCT Tot PCT	Relationship With Formal Education? Yes	No	Row Total
Some		59 56.2 74.7 33.0	46 43.8 46.0 25.7	105 58.7
None		20 27.0 25.3 11.2	54 73.0 54.0 30.2	74 41.3
Column Total		79 44.1	100 55.9	179 100.0

χ^2 = 14.9735
df = 1
P = 0.0001
missing = 61 (74.6%)

Chart VIII.16

IN-SERVICE IN TEACHING-LEARNING PROCESSES
AND WILLINGNESS OF PROGRAM MANAGERS
TO IDENTIFY PROGRAMMATIC PROBLEMS AND NEEDS

In-Service in Teaching-Learning	Count Row PCT Col PCT Tot PCT	Number of Problems and Needs Identified by the Program				Row Total
		Zero	1-2	3-4	5+	
Some		8 7.1 34.8 4.1	29 25.9 50.9 14.9	32 28.6 61.5 16.4	43 38.4 68.3 22.1	112 57.4
None		15 18.1 65.2 7.7	28 33.7 49.1 14.4	20 24.1 38.5 10.3	20 24.1 31.7 10.3	83 42.6
Column Total		23 11.8	57 29.2	52 26.7	63 32.3	195 100.0

χ^2 = 9.2048
df = 3
P = 0.0267
missing = 45 (18.8%)

The results presented above convey a sense of the significant impact that the provision of in-service training appears to have had on the quality of the processes that shape NFE programs and their outcomes. While all in-service training efforts are usually valuable, in-service training in areas related to teaching-learning processes apparently have played an especially significant role in improving the quality of NFE programs to date in Lesotho. If the past role of in-service training has been positive, then a coordinated, well-planned and comprehensive in-service training program could well be of major benefit to NFE programs in Lesotho.

5. Future Needs of In-Service Training in Lesotho

The survey received 238 useable responses from the 240 program directors interviewed with regard to their future needs in in-service training. Of them, 166 programs (70%) indicated their need for in-service training, while the rest--72 programs (30%)--did not identify any particular area of need for in-service training (Chart VIII.17).

Analysis shows that the programs which have participated in in-service training programs in the past are more likely to request more in-service training. The correlation between the programs that have participated in in-service training in the past and programs that requested more in-service training in the future is approximately 0.85. This means that approximately 72% of the programs that indicated a need for more in-service training had received some in-service training in the past.

This result shows that the majority of the past participants in in-service training programs looked favorably upon in-service training and what it can contribute to the success of their programs. It also indicates

Chart VIII.17

PROGRAMS REQUESTING IN-SERVICE TRAINING BY DISTRICT

In-Service Training Needed	Count Row PCT Col PCT Tot PCT	District										Row Total
		Butha-Buthe	Leribe	Berea	Maseru	Mafeteng	Mohale's Hoek	Quthing	Qacha's Nek	Mokhot-long	Thaba-Tseka	
Some		12 7.2 54.5 5.0	18 10.8 69.2 7.6	35 21.1 77.8 14.7	21 12.7 72.4 8.8	32 19.3 71.1 13.4	13 7.8 76.5 5.5	5 3.0 38.5 2.1	12 7.2 66.7 5.0	12 7.2 85.7 5.0	6 3.6 66.7 2.5	166 69.7
None		10 13.9 45.5 4.2	8 11.1 30.8 3.4	10 13.9 22.2 4.2	8 11.1 27.6 3.4	13 18.1 28.9 5.5	4 5.6 23.5 1.7	8 11.1 61.5 3.4	6 8.3 33.3 2.5	2 2.8 14.3 0.8	3 4.2 33.3 1.3	72 30.3
Column Total		22 9.2	26 10.9	45 18.9	29 12.2	45 18.9	17 7.1	13 5.5	18 7.6	14 5.9	9 3.8	238 100.0

missing = 2 (0.8%)

that a major effort will be needed to reach many of those programs which have not participated in in-service training programs in the past and also express no interest in it for the future. This situation represents a challenge to NFE planners in Lesotho, since generally those programs which have not received in-service training tend to have notable qualitative problems.

Chart VIII.17 below presents the geographical distribution of programs which expressed a need for in-service training in the future. A comparison of this chart with chart VIII.1, where the past availability of in-service training to NFE programs by district is presented, shows that this trend in future needs follows more or less the past availability of in-service training. Chart VIII.18 presents the rank order of the district, according to the percentage of the programs in each district which had participated in in-service training and the percentage of the programs in each district which indicated a need for in-service training in the future. Four of the five districts which occupied the top ranks in both of these instances remained the same, while two of the three districts which occupied the lowest ranks also remained the same in both instances. Wide variations between the percentages of programs with past participation and future need for in-service training were found in only two instances: Berea district, which ranked eighth in past participation in in-service training, ranked second in future need, while Thaba-Tseka district moved in the opposite direction, slipping from third to eighth rank.

Just as the type of past sponsorship of the NFE programs did not show any difference in the relative participation of programs in in-service training, the future need for in-service training also was found not to be

Chart VIII.18

RANK ORDER OF DISTRICTS ACCORDING TO THE PERCENTAGES OF PROGRAMS WITH PAST PARTICIPATION IN AND WITH FUTURE NEED FOR IN-SERVICE TRAINING

District	Rank According to Past Participation in In-Service	Rank According to Future Need for In-Service
1. Butha-Buthe	6	9
2. Leribe	7	6
3. Berea	8	2
4. Maseru	2	4
5. Mafeteng	5	5
6. Mohale's Hoek	4	3
7. Quthing	10	10
8. Qacha's Nek	9	8
9. Mokhotlong	1	1
10. Thaba-Tseka	3	8

dependent upon the type of sponsorship. Both the directors of government and nongovernment sponsored programs expressed an equal need for in-service training in the future (Chart VIII.19).

Though there remained a slight tendency for the need for in-service training to be related to the type of organizational structure, the trend is opposite to that of the past availability of in-service training. A comparison of Chart VIII.20 with Chart VIII.7 shows that NFE programs run by "groups," which lagged behind programs run by "centers" and "projects" with respect to past participation in in-service training, requested in-service training more frequently than the other two. Seventy-three percent of the "groups" requested in-service training, while only 63% had participated in in-service training in the past.

Chart VIII.21 presents the future need for in-service training by the type of organization, and Chart VIII.22 presents a comparison of the future needs for in-service training with past participation by type of organization. The data show relatively little change between past participation in and future need for in-service training within various types of programs run by the governmental sector; however, the programs within the nongovernmental sector show marked differences (see Chart VIII.22).

Nongovernmental agricultural programs moved up from fifth rank in past participation to first rank in future needs, while cooperatives moved down from first rank to sixth rank. Women's groups and other groups showed a greater need for in-service training by moving up from sixth rank in past participation to second rank with regard to their future need for in-service training.

Chart VIII.19

FUTURE NEED FOR IN-SERVICE TRAINING AND SPONSORSHIP OF THE NFE PROGRAM

Need In-Service Training?	Count Row PCT Col PCT Tot PCT	Sponsorship of Program Government Program	Nongovernment Program	Row Total
Some		62 37.3 69.7 26.1	104 62.7 69.8 43.7	166 69.7
None		27 37.5 30.3 11.3	45 62.5 30.2 18.9	72 30.3
Column Total		89 37.4	149 62.6	238 100.0

$\chi 2$ = 0.0
df = 1
P = 1.000
missing = 2 (0.8%)

Chart VIII.20

FUTURE NEED FOR IN-SERVICE TRAINING
AND ORGANIZATIONAL STRUCTURE OF THE NFE PROGRAMS

Need In-Service Training?	Count Row PCT Col PCT Tot PCT	Organizational Structure Center	Project	Group	Row Total
Some		51 32.7 61.4 23.0	66 42.3 76.7 29.7	39 25.0 73.6 17.6	156 70.3
None		32 48.5 38.6 14.4	20 30.3 23.3 9.0	14 21.2 26.4 6.3	66 29.7
Column Total		83 37.4	86 38.7	53 23.9	222 100.0

χ^2 = 5.0978
df = 1
P = 0.0782
missing = 18 (7.5%)

Chart VIII.21

FUTURE NEED FOR IN-SERVICE TRAINING
AND TYPE OF NFE ORGANIZATION

In-Service Training Provided	Count Row PCT Col PCT Tot PCT	Type of NFE Organization							
		Rural Development Agriculture (G)	Health, Nutrition (G)	Other (G)	Agriculture (NGO)	Coops (NGO)	Health Nutrition (NGO)	Women's Groups and Other (NGO)	Row Total
Some		42 25.3 71.2 17.6	15 9.0 75.0 6.3	5 3.0 50.0 2.1	25 15.1 80.6 10.5	35 21.1 66.0 14.7	22 13.3 61.1 9.2	22 13.3 75.9 9.2	166 69.7
None		17 23.6 28.8 7.1	5 6.9 25.0 2.1	5 6.9 50.0 2.1	6 8.3 19.4 2.5	18 25.0 34.0 7.6	14 19.4 38.9 5.9	7 9.7 24.1 2.9	72 30.3
Column Total		59 24.8	20 8.4	10 4.2	31 13.0	53 22.3	36 15.1	29 12.2	238 100.0

missing = 2 (0.8%)

Chart VIII.22

RANK ORDER OF TYPES OF PROGRAMS ACCORDING TO THE PERCENTAGES OF PROGRAMS WITH PARTICIPATION IN, AND WITH FUTURE NEED FOR, IN-SERVICE TRAINING

Type of NFE Program	Rank According to Past Participation in In-Service	Rank According to Future Need for In-Service
1. Rural Development and Agriculture (G)	4	4
2. Health and Nutrition (G)	2	3
3. Justice, Interior, and Culture (G)	7	7
4. Agriculture (NGO)	5	1
5. Coops (NGO)	1	6
6. Health, Nutrition, and Child Care (NGO)	3	5
7. Women's Groups and Other Groups (NGO)	6	2

6. Areas of In-Service Training and Future Needs

The areas of in-service training needed by NFE programs showed no remarkable shift from the past availability of training in such areas, except in two cases. There was nearly a sixfold increase in the number of programs requesting in-service training for the formation of radio listening and study groups (29.5%), compared to the number of programs which already had received training in that area (4.4%). Training for the evaluation of the learning programs of participants was an area of far greater interest for in-service training programs (33.1%) than previously was the case (19.9%) (see Chart VIII.23).

The future needs for in-service training in various areas, as expressed by the directors of different types of programs, is presented in Chart VIII.24.

Nearly 62% of the programs run by the Ministries of Rural Development and Agriculture expressed a need for training in setting group goals and objectives. The percentage of programs requesting such training among other types of programs fell between only 33% and 45%, with the programs from the government health and nutrition sector showing the least interest in this area of training (33.3%).

How to organize groups and recruit membership, leadership training and interpersonal relations were of special interest to a large percentage of cooperatives, agricultural NGOs and government organizations. Cooperatives showed less interest in areas related to the formation of radio listening and study groups and the evaluation of learning progress.

Chart VIII.23

AREAS OF IN-SERVICE TRAINING RECEIVED IN THE PAST, AND NEEDED IN THE FUTURE BY NFE PROGRAMS

In-Service Training Areas	Number of NFE Programs Whose Field Staff Have Received Training in	Number of NFE Programs Which Would Like to Receive Training for their Field Staff in:
1. Setting group goals and objectives	73 (40.3)[1]	75 (45.1)
2. How to organize groups and/or recruit membership	100 (55.2)	92 (55.4)
3. Leadership training, interpersonal relations	117 (64.6)	95 (57.2)
4. Content of educational topics	90 (49.7)	73 (44.0)
5. How to use educational materials or media	63 (34.8)	59 (35.5)
6. Choosing and using appropriate teaching/learning methods	55 (30.4)	64 (38.5)
7. How to form radio listening and study groups	8 (4.4)	49 (29.5)
8. How to measure the learning progress of groups	36 (19.9)	55 (33.1)
Total Respondents	181 (75.4)	166 (69.1)

1 Numbers in parentheses are percentages of the respondents

Chart VIII.24

FUTURE NEEDS: AREAS of IN-SERVICE TRAINING BY TYPES OF PROGRAMS

In-Service Training Areas	Rural Development Agriculture (G)	Health, Nutrition (G)	Justice, Interior, Culture, and Other (G)	Agriculture (NGO)	Coops (NGO)	Health, Nutrition, and Child Care (NGO)	Women's Groups and Other Organizations (NGO)	Total Respondents
1. Setting group goals and objectives	26 34.7 61.9	5 6.7 33.3	2 2.7 40.0	11 14.7 44.4	14 18.7 40.0	8 10.7 36.4	9 12.0 40.9	75 45.1
2. How to organize groups and/or recruit membership	26 28.3 61.9	6 6.5 40.0	1 1.1 20.0	12 13.0 48.0	24 26.1 68.6	9 9.8 40.9	14 15.2 63.6	92 55.4
3. Leadership training, interpersonal relations	24 25.3 57.1	7 7.4 46.6	1 1.1 20.0	17 17.9 68.0	25 26.3 71.4	9 9.5 40.9	12 12.6 54.5	95 57.2
4. Content of educational topics	18 24.7 42.8	6 8.2 40.0	1 1.4 20.0	10 13.7 40.0	18 24.7 51.4	9 12.3 40.9	11 15.1 50.0	73 44.0
5. How to use educational materials or media	11 18.6 26.2	8 13.6 53.3	0 0.0 0.0	9 15.3 36.0	13 22.0 37.1	10 16.9 45.4	8 13.6 36.3	59 35.5
6. Choosing and using appropriate teaching/learning methods	15 23.4 35.7	5 7.8 33.3	1 1.6 20.0	9 14.1 36.0	16 25.0 45.7	11 17.2 50.0	7 10.9 31.8	64 38.5
7. How to form radio listening and study groups	14 28.6 33.3	3 6.0 20.0	1 2.0 20.0	8 16.3 32.0	10 20.4 28.6	4 8.2 18.1	9 18.4 40.9	49 29.5
8. How to measure the learning progress of groups	14 25.5 33.3	2 3.6 13.3	3 5.5 60.0	11 20.0 44.0	9 16.4 25.7	9 16.4 40.9	7 12.7 31.8	55 33.1
Total Respondents	42 25.3	15 9.0	5 3.0	25 15.1	35 21.1	22 13.3	22 [illegible]	166 100.0

Missing = 74 (30.8%)

Except for programs run by the Ministries of Justice, Interior and others, a moderate and relatively uniform amount of interest was shown by all types of programs in training regarding educational content areas.

Programs run by women's groups and others, the Ministries of Rural Development and Agriculture, and nongovernment agricultural programs showed a greater need than other programs for training in the formation of radio listening and study groups. It is worth noting that of these three groups, programs run by women's and other groups and nongovernmental agricultural programs had the lowest participation in the past in various areas of in-service training. It is conceivable that these two groups hope that mass media like radio will help to compensate for their previous lack of in-service training and improve the quality of their program outcomes.

The greatest expressed need for training for the evaluation of the learning progress of participants was registered by programs run by agricultural NGOs and health NGOs while government health and nutrition programs showed the least amount of interest in training in this area.

The results presented in this section confront the planners of NFE in Lesotho with two major tasks: first, to provide in-service training to various groups in areas in which these groups show the greatest need and interest; second, to create a demand within specific groups for in-service training in areas in which they show less interest and yet may be of crucial importance to the success of their programs. For example, the use of educational materials and media assumes a uniformly low priority for all groups with regard to their future needs for in-service training. Similarly, the measurement of the learning progress of participants is a very low

priority of four out of the seven groups. Without continuous training in these areas for the staffs of the NFE programs, the quality of their programs could suffer. Balancing the above two tasks--the provision of in-service training where requested and the creation of a demand for specific topics important for program success--will be essential to the judicious use of the resources currently and potentially available for in-service training in Lesotho.

7. Conclusion

This chapter began with questions regarding the actual impact of in-service training upon program development processes and outcomes.

First of all, it was noted that 75% of the NFE programs in Lesotho had received some type of in-service training. The programs which had not received such training tended to be small in size, governmental programs of the Ministries of the Interior or Justice, agricultural NGOs or women's groups. They also tended to lack field staff, and programs denominated as village-based "groups," received less in-service training than more established "projects" or "centers."

In-service training had been provided especially in the areas of leadership training (64.6%), group organization and recruitment (55.2%) and the content of educational topics (49.7%). More training is clearly needed with regard to setting goals and objectives (40.3%), the use of educational materials and media (34.8%) and teaching learning methods (30.4%). Two areas had been particularly neglected: participant evaluation methods (19.9%) and the formation of radio groups (4.4%).

In-service education was found to have had a strong positive impact on program development processes and outcomes. Nonformal education programs with in-service training tended to:

a. have developed more informal contacts with other organizations,
b. have more complete program development processes,
c. conduct program evaluations, and
d. be innovative with regard to considering the use of new educational materials and media.

Specifically, programs which had received in-service training in teaching learning processes tended to:

a. evaluate the learning progress of program participants,
b. develop follow-up systems for former program participants,
c. have relationships with institutions of formal education, and
d. be able and willing to identify the major problems which confront their programs.

It would appear that in-service training, in general, and training about teaching-learning processes, specifically, have had a broad-range, positive impact on NFE program processes and outcomes. These results complement the requests of many NFE program directors (70%) for more in-service training.

A high correlation was found between past participation in in-service training and a continuing interest in more training; however, certain NFE groups remained disaffected with regard to training, and a special effort will be needed to interest them in the potential benefits of such assistance. Seventy percent of the programs requested more training, especially in the areas of leadership training (57.2%), group organization and recruitment

(55.4%), setting goals and objectives (45.1%), and educational contents (44.0%). The two lowest areas with regard to previous training received rose considerably: participant evaluation (33.1%) and the formation of radio groups (29.5%).

The planners of in-service training in Lesotho are faced with a dual task: (1) providing training in the topics of greatest need and interest, as well as (2) creating a demand for more training in topics of less expressed need or in programs previously (and still) impervious to training opportunities.

In order to meet the large demand for in-service training on the part of NFE programs, several institutes, formal education centers and NFE service organizations in Lesotho will need to increase their efforts considerably. A collaborative planning process for meeting these training needs could well help to avoid an over-fragmentation or needless duplication of efforts, as well as the perils associated with an overly-centralized, unified training process. The needs for training are many, and the comparative strengths of different groups should be brought to bear upon various areas of training and related inter-institutional networking.

Finally, the improvement and expansion of in-service training implies a need for considerable financial investment in the preparation of workshops and related media, manuals and handout materials, as well as in conducting the workshops themselves. Also, follow-up advisory services, which help to reinforce training messages and program decisions subsequent to workshops, imply a notable cost. From the previous research results regarding the very positive impact of in-service training upon program processes and outcomes, it would seem that the decision to make a major investment in in-service training would be a very wise one for the Kingdom of Lesotho.

IX. NONFORMAL EDUCATION AND COMMUNITY RELATIONS

1. Introduction

This chapter focuses on two aspects of the several ways that NFE programs established linkages with the communities they served. The first aspect relates to the communication mechanisms programs used to inform the members of the communities about activities. The relative effectiveness of different communication mechanisms will also be assessed. The second aspect concerns the types of incentives that the programs offered to members of the communities which participated in their programs. Since these two aspects of the programs are vital to their successful establishment and maintenance, we shall examine critically the results of the analyses in order to attempt to discern any relationships between different types of programs and the types of communication and incentives they employ.

2. Communications Technology and the Community

Communications technology is often thought of mainly in terms of the "software" and "hardware" of new and sophisticated media, such as films, radio, and television. More recently computers and satellites have been added to this list. This narrow view of communications technology could lead to a limited perspective on the role of communications and result in a disproportionate emphasis upon costly and glamorous technologies. Therefore, this study uses the concept of communications technology very broadly to include all of the traditional, as well as

the newer and more complex means of communication in nonformal education programs.

A complete definition of communications technology should include not only the individual "software" and "hardware" that are used, such as films and projectors, radio programs and equipment, but also the context in which they are used, either singly or in combination with others. The methods employed to organize for the selection and use of these items within local cultural settings are as important a part of communications technology as the actual quality and quantity of the "software" and "hardware."

Although knowledge about the "software" and "hardware" aspects of communications technology has advanced considerably in recent years, less progress has been made in understanding the social customs, values, linguistic and behavioral patterns, social organization and other aspects of cultures which are essential to the design and implementation of effective, participatory communications. Adding to the many problems of designing effective communications strategies, particularly for rural development in various world areas, is a series of misconceptions about the rural poor that often exists in the minds of central planners: that the novelty of the media in and of itself will attract and sustain the attention of the local populations; that rural peoples are an undifferentiated mass who think and act alike; that material incentives and one-way messages are sufficient to produce changes in people living in conditions of extreme poverty. Such misconceptions have often contributed to the choice of inappropriate and ineffective

communications media, at great cost and even to the detriment of some otherwise worthwhile programs. Communications media, however excellent in technical quality, generally do not provide a panacea for the solution of complex development problems.

The choice of particular communications technologies, their planning, organization and methods of use should be part of a total strategy, including a realistic and sensitive assessment of the needs of the persons for whom the development messages are intended. Similarly, program participants should be integrated into planning processes for the selection and development of communications techniques and contents.

Rarely do central program planners have access to accurate information on the communications strategies and methods used in particular regions, their relative effectiveness and the preferences of the people, especially with regard to incentives. It is in the light of the above general comments that the results of this sub-study on communications methods and incentives for NFE participants assume a special significance and potential utility for program planners in Lesotho.

3. Nonformal Education and Technologies in Communication in Lesotho

As mentioned in the preceding section, the definition of "communications" employed in this study includes traditional and modern, as well as simple and complex models of communication. The study identified the sixteen communications mechanisms used most frequently by NFE groups in Lesotho, as presented in Chart IX.1. These sixteen modes of communication can be grouped into three general headings: (1) individual

Chart IX.1

NUMBER OF PROGRAMS USING COMMUNICATIONS TECHNOLOGY AND THEIR EFFECTIVENESS ACCORDING TO THE PROGRAMS

Communication Technology	Used by		Considered Effective by		Effectiveness as a Percentage of Users	
	No. of Programs	Rank	No. of Programs	Rank	Percent	Rank
Individual Intervention						
1. Informal person-to-person visits	65* (30.7)	3	36 (17.7)	4	55.4	8
2. Home visitation efforts	63 (29.7)	4	46 (19.2)	3	73.0	2
3. Letters	126 (59.4)	1	91 (44.8)	1	72.2	3
Meetings						
4. Village or neighborhood meetings	28 (13.2)	9	11 (5.4)	9	39.2	12
5. Religious gatherings	49 (23.1)	5	32 (15.8)	5	65.3	4
6. School/parents meetings	29 (13.7)	8	14 (5.8)	8	48.3	9
7. Family gatherings	12 (5.7)	14	3 (1.5)	14	25.0	15
8. Cooperative or community development meetings	41 (19.3)	7	26 (12.8)	6	63.4	5
9. Musical, dance, or cultural gatherings	8 (3.8)	16	3 (1.5)	14	37.5	13
10. Pitsos	93 (43.9)	2	72 (35.5)	2	77.4	1
Circulation of Materials and/or Media						
11. Posters, wall murals, signs	23 (10.8)	10	8 (3.9)	10	34.7	14
12. Brochures, booklets, circulars	17 (8.0)	11	8 (3.3)	10	47.0	10
13. Slides of films	10 (4.7)	15	6 (3.0)	12	60.0	7
14. Loudspeakers or public announcements	13 (6.1)	13	6 (3.0)	12	46.1	11
15. Newspapers	15 (7.1)	12	2 (1.0)	16	13.3	16
16. Radio	43 (20.3)	6	26 (12.8)	6	60.4	6
Total Respondents	212	-	201	-	-	-

*Numbers in parentheses are percentages of the total programs responding

interventions, (2) meetings, and (3) circulation of materials or media. Often in an integrated communications campaign, one mode of communication accompanies another. For example, home visitation efforts could include the provision of additional information through brochures or booklets.

Chart IX.1 presents the number of programs that used each of these modes of communication to inform the communities about their activities, and the modes which were considered to be the most effective by the programs. The chart also presents the rank order of each of these items based upon effectiveness as a percentage of the number of users. A comparison of the rank order of each of these items according to use (Column 2) and effectiveness (Column 6) will be instructive for judging where changes in emphasis might be considered.

Based upon the frequency of the use of each of the modes of communication by the NFE programs, the sixteen items have been grouped into three levels of use, as in Chart IX.2. Except for pitsos, the four modes of communication most frequently used were ones that entail individual interaction or attention. Even traditional pitsos, which play a central role in the life of village communities, offer a certain intimacy among the participants.

Religious gatherings, radio, and cooperative or community development meetings were moderately used by NFE groups to inform community members about their programs. Perhaps, the relatively moderate use of radio by NFE programs to inform the communities may reflect the more localized nature of the majority of the NFE groups, compared to the

Chart IX.2

COMMUNICATIONS TECHNOLOGIES AND LEVELS OF USE

High Level of Use	Moderate Level of Use	Low Level of Use
1.[1] Letters (126)[2]	5. Religious gatherings (49)	8. School/parents meetings (29)
2. Pitsos (93)	6. Radio (43)	9. Village or neighborhood meetings (28)
3. Informal person-to-person visits (65)	7. Cooperative or community development meetings (41)	10. Posters, wall murals, signs (23)
4. Home visitation efforts (63)		11. Brochures, booklets, circulars (17)
		12. Newspapers (15)
		13. Loudspeakers or public announcements (13)
		14. Family gatherings (12)
		15. Slides of films (10)
		16. Musical, dance, or cultural gatherings (8)

1 Rank
2 Number of programs using each technology

more national audience that radio commands in Lesotho. Targeting a specific audience clearly becomes difficult under such circumstances.

As can be seen from Chart IX.2, all of the print communications technologies were little used by NFE programs in Lesotho in their communications efforts. Posters, brochures and booklets, and newspapers occupied tenth, eleventh and twelfth ranks in terms of the number of programs that used each of their technologies to inform community members about program activities. By their nature, they permit very little direct individual interaction between the communicator and the audience. They also require greater planning, external technical help, and larger financial resources. The same is also true of slides or films, which ranked fifteenth in terms of the number of programs which had used them in the past. Cultural gatherings were the least used by NFE groups as a means of communication.

How effective were these various technologies in meeting the communication needs of the various NFE programs? Did the popularity of a technology as indicated by the number of NFE programs that used them correspond to the programs' perceptions of effectiveness of their technologies to reach the potential audience? Data presented in Charts IX.3 and IX.4 are attempts to answer these two questions.

A comparison of the rank order of technologies based on use and the rank order based on effectiveness between these two ranks may indicate a need for an increase or reduction in the future use of specific technologies: a larger positive difference indicates a possible need for

Chart IX.3

COMMUNICATIONS TECHNOLOGIES: RANK ACCORDING TO USE, RANK ACCORDING TO EFFECTIVENESS AND THE DIFFERENCE

	Rank According to Use	Rank According to Effectiveness	Difference
1. Slides of films	15	7	+8
2. Musical, dance, or cultural gatherings	16	13	+3
3. Coop. or community development meetings	7	5	+2
4. Loudspeakers or public announcements	13	11	+2
5. Home visitation efforts	4	2	+2
6. Pitsos	2	1	+1
7. Religious gatherings	5	4	+1
8. Brochures, booklets, circulars	11	10	+1
9. Radio	6	6	0
10. School/parents meetings	8	9	-1
11. Family gatherings	14	15	-1
12. Letters	1	3	-2
13. Village or neighborhood meetings	9	12	-3
14. Posters, wall murals, signs	10	14	-4
15. Newspapers	12	16	-4
16. Informal person-to-person visits	3	8	-5

Chart IX.4

COMMUNICATIONS TECHNOLOGIES AND LEVELS OF EFFECTIVENESS

High Effectiveness	Moderate Effectiveness	Low Effectivess
1.[1] Pitsos (77.4)[2]	4. Religious gatherings (65.3)	12. Village or neighborhood meetings (39.2)
2. Home visitation efforts (73.0)	5. Cooperative or community development meetings (63.4)	13. Musical, dance, or cultural gatherings (37.5)
3. Letters (72.2)	6. Radio (60.4)	14. Posters, wall murals, signs (34.7)
	7. Slides of films (60.0)	15. Family gatherings (25.0)
	8. Informal person-to-person visits (55.4)	16. Newspapers (13.3)
	9. School/parents meetings (48.3)	
	10. Brochures, booklets, circulars (47.0)	
	11. Loudspeakers or public announcements (46.1)	

1 Rank according to effectiveness
2 Number of users who identified the media as effective.

greater emphasis based upon the relative effectiveness of each technology, and a larger negative difference indicates that a reduction of the use of certain technology might be considered in the future.

As can be seen in Chart IX.3, three of the four most often employed technologies were also considered by the programs to be the most effective ones. Informal person-to-person visits, which ranked third in terms of use, moved down to eighth rank in terms of effectiveness. Similarly, six of the seven least commonly used technologies are also considered to be the least effective by the programs. Only slides and films moved up from fifteenth in use to seventh in effectiveness. Chart IX.4 presents the technologies grouped under high, moderate and low levels of effectiveness. The divisions are merely arbitrary.

Based upon the differences found between the rankings of use and of effectiveness, a major effort needs to be made for media development in order to increase the use of slides and films as modes of communication. The difference, +8, is the largest among the sixteen technologies.

Posters, wall murals, signs and newspapers, which already found very low use by the NFE groups, will require less emphasis still, as a difference of -4 indicates. Informal person-to-person visits showed the largest negative change between use and effectiveness.

According to NFE groups, some of the more popular modes of communication need to be used still more extensively. For example, pitsos and home visitation efforts, which ranked second and fourth in current

use, showed a difference of +2 and +1 between use and effectiveness.

Interpreting the positive and negative differences between rank according to effectiveness, a word of caution is in order. These differences in and of themselves may be misleading in deciding the relative emphasis to be placed in the future upon each of the technologies as a means of communication. This index should be used in conjunction with the amount of relative use. For example, even though letters showed a difference of -2, this does not necessarily mean that the use of letters should receive less emphasis in the future than family gatherings, which showed only a difference of -1. Letters as a means of communication ranked first on the current use, whereas family gatherings ranked fourteenth, and the negative or positive changes indicate an increase or decrease in emphasis in relation to their current use, and not in relation to the differences shown by other techniques.

The technologies which were more commonly used and which were considered to be effective by the NFE groups inhibit certain common traits. These are technologies which involve a high degree of interpersonal interaction, which offer a high degree of flexibility to the communicator to shape the direction and pace of specific messages depending upon the audience; and which do not leave to chance the encounter between the messages and the audience (for example, posters).

4. NFE Programs and the Patterns of Use of Communications Technology

A little over one-third of the NFE programs in Lesotho relied upon a single technology to provide information about their programs to communities. On the average, NFE programs in Lesotho used three

modes of communication. A breakdown of the number of technologies used per program is shown in Chart IX.5. Seventy-nine programs, or 37.3%, used only one mode of communication, while fifty programs, or 23.6%, relied on two different types of communication mechanism. Thus, 61% of the programs used either one or two technologies, and the remaining 31% used three or more technologies to communication with the community.

In Chart IX.1, the sixteen technologies of communication were grouped under three major headings: (1) individual intervention, (2) meetings, and (3) materials and media. All subsequent analyses in this chapter, related to the communication of information, will be based upon those three groupings of the technologies.

Chart IX.6 presents the number of programs that used at least one item of technology from a given group. Of the total 212 respondents, 171 programs, or 80.7%, relied on at least one mode of communication which involves individual intervention. One hundred and thirty-eight programs, or 65.1%, used at least one form of meeting or group gathering for their communications needs. Only 64 programs, or 30.2%, used any material or media for communications.

The pattern of use of the three groups of communication technologies by NFE programs showed no major differences between government-sponsored and nongovernment-sponsored programs, as can be seen in Chart IX.7. The largest difference of nearly 5% between governmental and nongovernmental programs occurred in the use of materials and media; while 89.5% of governmental programs used materials and media, only

Chart IX.5

NUMBER OF COMMUNICATIONS TECHNOLOGIES USED PER PROGRAM
AND THE FREQUENCY OF THE PROGRAMS

Number of Technologies	Number of Programs	Percent
One	79	37.3
Two	50	23.6
Three	24	11.3
Four	19	9.0
Five or More	40	18.8
Total	212	100.0

missing = 28 (11.7%)

Chart IX.6

NUMBER OF NFE PROGRAMS THAT USE AT LEAST ONE ITEM OF COMMUNICATION FROM A GIVEN TECHNOLOGY GROUP

Technology Group	No. of Programs Using at Least One Item From A Given Group	No. of Programs Not Using Any Item From a Given Group	Total Respondents
1. Individual Intervention	171 (80.7)	41 (19.3)	212 (100.0)
2. Meetings	138 (65.1)	74 (34.9)	212 (100.0)
3. Materials and Media	64 (30.2)	148 (69.8)	212 (100.0)

* Numbers in parentheses are percentages based on total

missing = 28 (11.7%)

Chart IX.7

TECHNOLOGIES OF COMMUNICATION AND SPONSORSHIP OF THE NFE PROGRAMS

NFE Program Sponsored by	Technologies of Communication			Total Respondents
	Individual Intervention	Meetings	Materials and Media	
Governmental NFE Programs	67 (82.7)	54 (66.7)	32 (39.5)	81 (38.2)
Nongovernmental NFE Programs	104 (79.4)	84 (64.1)	32 (24.4)	131 (61.8)
Total Respondents	171 (80.7)	138 (65.1)	64 (30.2)	212 (100.0)

* Numbers in parentheses are percentages based on row totals

missing = 28 (11.7%)

24.4% of the nongovernmental programs used such technologies for their communications.

The seven types of NFE programs showed some minor variations with regard to the pattern of use of communication technologies. Programs run by the Ministries of Justice and Interior showed consistently very low use of all three groups of technologies (see Chart IX.8).

Except for the health, nutrition and child welfare programs run by nongovernmental organizations and programs conducted by Ministry of Justice and Interior, all other programs used individual intervention more often than meetings to inform the public of their programs. Health, nutrition and child welfare programs run by nongovernmental organizations used meetings more often than other groups.

On the average only 20% of the programs used at least one of the materials and media to meet their communication needs. However, a very high 64.7% of the programs run by Ministry of Health and Nutrition utilized such technologies. Programs sponsored by women's groups and others, the Ministries of Justice and the Interior, and nongovernmental agricultural programs used materials and media least frequently.

5. Certain Organizational Characteristics and Their Use of Communications Technology

Of the three groups of communication technologies commonly utilized by NFE groups in Lesotho, discussed in the previous section, the use of individual interventions, and meetings and group gatherings for communication with the community showed some relationship to organizational

Chart IX.8

TECHNOLOGIES OF COMMUNICATION AND
TYPES OF NFE PROGRAMS

Types of NFE Programs	Technologies of Communication			Total Respondents
	Individual Intervention	Meetings	Materials and Media	
Ministries of Rural Development and Agriculture (G)	51 (87.9)	38 (65.5)	20 (34.4)	58 (27.4)
Ministries of Health and Nutrition (G)	14 (82.4)	13 (76.5)	11 (64.7)	17 (08.0)
Ministries of Justice, Interior, & Culture (G)	2 (33.3)	3 (50.0)	1 (16.6)	6 (02.8)
Agricultural (NGO)	24 (82.8)	19 (65.5)	5 (17.2)	29 (13.7)
Coops (NGO)	42 (84.0)	27 (54.0)	15 (30.0)	50 (23.6)
Health, Nutrition, and Child Welfare (NGO)	19 (67.9)	24 (85.7)	8 (28.5)	28 (13.2)
Women's Groups & Other Organizations (NGO)	19 (79.2)	14 (58.3)	4 (16.6)	24 (11.3)
Total Respondents	171 (80.7)	138 (65.1)	64 (30.2)	212 (100.0)

* Numbers in parentheses are percentages based on row totals

missing = 28 (11.7%)

size and structure. NFE programs with large staffs made more use of individual intervention and meetings than programs with small staffs (see Charts IX.9 and IX.10). Similarly, programs with larger groups of participants--150 or above--used meetings more often than programs with smaller numbers of participants (Chart IX.11).

The more structured NFE organizations used meetings as a means to communicate with the public. As can be seen from Chart IX.12, NFE "centers" and "projects" made use of meetings more often than less structured programs run by small groups.

The use of materials and media did not show any significant relationship to the size and structure of the NFE organizations.

NFE programs which were more selective through their admission requirements and which offered either advanced or middle levels of training to their participants depended more upon individual intervention to communicate their program goals to the community and potential participants than the programs which had no admission requirement or programs which offered introductory types of training. Nearly 90% of the programs (Chart IX.13) which had admission requirements for their participants used individual intervention technologies for communication, while only 74% of the programs which set no admission requirements for participation used individual intervention technologies. Similarly, nearly 87% of the advanced or middle-level programs employed individual intervention technologies as opposed to only 75% of the introductory-level programs (Chart IX.14).

Chart IX.9

SIZE OF STAFF AND
COMMUNICATION: INDIVIDUAL INTERNVENTION

Use Individual Intervention?	Count Row PCT Col PCT Tot PCT	Size of Staff Small	Medium	Large	Row Total
Yes		46 29.7 74.2 23.6	58 37.4 76.3 29.7	51 32.9 89.5 26.2	155 79.5
No		16 40.0 25.8 8.2	18 45.0 23.7 9.2	6 15.0 10.5 3.1	40 20.5
Column Total		62 31.8	76 39.0	57 29.2	195 100.0

$\chi 2$ = 5.0207
df = 2
p = 0.0812
missing = 45 (18.8%)

Chart IX.10

SIZE OF STAFF AND
COMMUNICATION: MEETINGS

Use Meetings?	Count Row PCT Col PCT Tot PCT	Size of Staff Small	Medium	Large	Row Total
Yes		33 25.6 53.2 16.9	50 38.8 65.8 25.6	46 35.7 80.7 23.6	129 66.2
No		29 43.9 46.8 14.9	26 39.4 34.2 13.3	11 16.7 19.3 5.6	66 33.8
Column Total		62 31.8	76 39.0	57 29.2	195 100.0

$\chi 2$ = 10.0203
df = 2
p = 0.0067
missing = 45 (18.8%)

Chart IX.11

NUMBER OF PARTICIPANTS AND
COMMUNICATION: MEETINGS

Use Meetings?	Count Row PCT Col PCT Tot PCT	Number of Participants 1 - 150	151 or More	Row Total
Yes		56 56.6 56.0 35.9	43 43.4 76.8 27.6	99 63.5
No		44 77.2 44.0 28.2	13 22.8 23.2 8.3	57 36.5
Column Total		100 64.1	56 35.9	156 100.0

$\chi 2$ = 5.8221
df = 1
p = 0.0097
missing = 84 (35.0%)

Chart IX.12

ORGANIZATIONAL STRUCTURE AND
COMMUNICATION: MEETINGS

Use Meetings?	Count Row PCT Col PCT Tot PCT	Organizational Structure			Row Total
		Center	Project	Group	
Yes		46 34.6 65.7 23.0	61 45.9 77.2 30.5	26 19.5 51.0 13.0	133 66.5
No		24 35.8 34.3 12.0	18 26.9 22.8 9.0	25 37.3 49.0 12.5	67 33.5
Column Total		70 35.0	79 39.5	51 25.5	200 100.0

$\chi 2$ = 9.6049
df = 2
p = 0.0082
missing = 40 (16.7%)

Chart IX.13

ADMISSION REQUIREMENT AND
COMMUNICATION: INDIVIDUAL INTERVENTION

Use Individual Intervention?	Count Row PCT Col PCT Tot PCT	Admission Requirement Some Requirement	No Requirement	Row Total
Yes		53 37.9 89.8 30.1	87 62.1 74.4 49.4	140 79.5
No		6 16.7 10.2 3.4	30 83.3 25.6 17.0	36 20.5
Column Total		59 33.5	117 66.5	176 100.0

$\chi 2$ = 5.7701
df = 1
p = 0.0163
missing = 64 (26.7%)

Chart IX.14

PROGRAM LEVEL AND
COMMUNICATION: INDIVIDUAL INTERVENTION

Use Individual Intervention?	Count Row PCT Col PCT Tot PCT	Program Level Advanced or Middle	Introductory or No Level	Row Total
Yes		76 47.2 75.2 38.2	85 52.8 86.7 42.7	161 80.9
No		25 65.8 24.8 12.6	13 34.2 13.3 6.5	38 19.1
Column Total		101 50.8	98 49.2	199 100.0

χ^2 = 4.2483
df = 1
p = 0.0393
missing = 41 (17.1%)

The negative relationship between use of meetings as modes of communication and the program managers' perceptions of existence of problems in communication between participants and the program is of interest (Chart IX.15). A little over 82% of programs which used meetings as a means of communication also identified communication with participants as one of the problems the program faced. Only 61% of the programs which relied on meetings as a mode of communication did not identify communication with participants as one of their problems.

The above result need not necessarily mean that the use of meetings as a means of communication create problems of communication with the participants. Often group discussions and meetings provide a greater opportunity for individual interaction. A closer look at the way NFE programs conduct their meetings with a view to increasing the individual interaction of the participants may be called for.

6. NFE Programs and Incentives to the Participants

The survey identified seven types of incentives offered more commonly by the NFE programs to the participants. Only seven programs, or 3%, stated that they did not offer any special incentives to their participants. A total of 207 programs, 86.2%, identified at least one incentive as being offered at the time of the survey.

The types of incentives and the number of programs that offered each of the incentives to the participants are presented in Chart IX.16. Personal development ranked first among the incentives, with 137 programs (66.2%) offering such incentives to their participants. Eighty-three

Chart IX.15

PROBLEMS OF COMMUNICATION WITH
PARTICIPANTS AND THE USE OF MEETINGS

Use Meetings?	Count Row PCT Col PCT Tot PCT	Problem: Communication With Participants? Yes	No	Row Total
Yes		28 20.9 82.4 13.5	106 79.1 60.9 51.0	134 64.4
No		6 8.1 17.6 2.9	68 91.9 39.1 32.7	74 35.6
Column Total		34 16.3	174 83.7	208 100.0

$\chi 2$ = 5.7008
df = 1
p = 0.0170
missing = 32 (13.3%)

Chart IX.16

TYPES OF INCENTIVES PRESENTLY OFFERED AND NEEDED

Types of Incentives	Offered at Present: Number and Percent of Programs	Offered at Present: Rank	Needed in the Future: Number and Percent of Programs	Needed in the Future: Rank
1. Personal development	137 (66.2)	1	30 (27.0)	2
2. Social gatherings, entertainment	66 (31.9)	4	20 (18.0)	7
3. Earn money while learning	81 (39.1)	3	30 (27.0)	2
4. Learn skills, can make money elsewhere	83 (40.1)	2	27 (24.3)	4
5. Receive certification or diploma	14 (6.8)	7	27 (24.3)	4
6. Obtain free services or materials through the program	57 (27.5)	5	34 (30.6)	1
7. Higher status in own community	51 (24.6)	6	21 (18.9)	6
Total Respondents	207 (86.25)		111 (46.25)	

*Numbers in parentheses are percentages based on total respondents

programs (40.1%) offered skills training through which participants could earn some money elsewhere; 81 programs (39.1%) offered opportunities to earn some income for the participants while attending the program. These ranked second and third among the incentives in terms of the number of programs that offered them. The opportunity for social gatherings and entertainment, which ranked fourth, was reported for the participants of 66, or 31.9%, of the programs. The provision of free services and materials was used by 57 programs and ranked fifth among the incentives. Participants were attracted to 51 programs because of the higher status such participation offers to the individual. Some 14 programs, or 6.8%, provided certificates or diplomas to their participants as incentives, which ranked seventh.

Only 111 programs (46.25%) identified a need for additional or new incentives for their participants. The directors of 34 programs (30.6%) stated that they needed to provide free services and materials as incentives. Thirty programs each identified income generation and personal development as the incentives needed. The provision of diplomas or certificates and creation of skills for earning money elsewhere were the needs of 27 programs each and ranked fourth among the needs for new incentives. Higher status in the community and the provision of entertainment ranked sixth and seventh, respectively, as the incentives needed by the programs.

While the provision of skills either to generate income as a part of the program or after leaving the program, remained high both

as incentives already offered by the programs or needed by the programs in the future, the largest changes in emphasis fell in two areas: the provision of free services or materials and certification or diplomas. Free services were incentives needed by the largest number of programs, but the requests for certification or diplomas showed the largest increase. Nearly twice as many programs would like to provide certificates and diplomas than in the past.

In order to provide a more cohesive further analysis of the incentives structure, the seven incentives can be grouped under three main headings:

1. Non-material incentives, consisting of:
   - personal development
   - social gathering and entertainment
   - higher status in the community
2. Immediate material incentives, consisting of:
   - earn money while learning
   - obtain free services or materials through the program
3. Deferred material incentives, consisting of:
   - learn skills, can make money elsewhere
   - receive certificate or diploma

A total of 151 programs (72.9%) offered non-material incentives to their participants (see Chart IX.17). Immediate material incentives were offered by 121 programs (58.5%), and deferred material incentives were offered by 90 programs (43.5%).

Chart IX.17

NUMBER OF PROGRAMS OFFERING EACH TYPE OF INCENTIVE

	Types of Incentives			
	Nonmaterial Incentives	Immediate Material Incentives	Deferred Material Incentives	Total Respondents
Number of Programs	151	121	90	207
Percent	72.9	58.5	43.5	100.0

missing = 33 (13.8%)

A higher percentage of the nongovernmental programs offered each of the three types of incentives to their participants. The difference was the largest for immediate material incentives provided. (see Chart IX.18).

Chart IX.19 presents the types of incentives by the types of NFE programs. Within the set of programs sponsored by the government, non-material incentives were more often offered by the programs of the Ministries of Rural Development and Agriculture (71.7%), immediate material incentives were made available most often by health and nutrition programs (55.6%), and deferred material incentives were offered more often by programs run by the Ministries of Justice, Interior and others.

Among the nongovernmental programs, the women's groups offered the highest percentage (92.3%) of non-material incentives, while the highest percentage of nongovernmental agricultural programs (78.6%) offered immediate material rewards to their participants. Women's and other groups were more likely to offer deferred material incentives to their participants (65.4%) than other types of programs.

7. Incentives Offered and Program Characteristics

In general, more programs with larger numbers of staff members offered incentives to their participants than programs with smaller staff size. A larger percentage of big programs with 15 or more staff members offered more of each of the three incentives to their participants than the programs with medium or small-sized staffs. And programs with medium-sized staffs offered more of each of these incentives than did small programs with 1 to 5 staff members (see Chart IX.20).

Chart IX.18

NFE PROGRAM SPONSORSHIP AND
TYPE OF INCENTIVES OFFERED

Sponsorship of the NFE Program	Types of Incentives: Nonmaterial Incentives	Immediate Material Incentives	Deferred Material Incentives	Total Respondents
Government NFE Program	54 (70.1)*	39 (50.6)	31 (40.3)	77 (37.2)
Nongovernment NFE Program	97 (74.6)	82 (63.1)	59 (45.4)	130 (62.8)
Total Respondents	151 (72.9)	121 (58.5)	90 (43.5)	207 (100.0)

*Numbers in parentheses are percentages based on row totals

missing = 33 (13.8%)

Chart IX.19

TYPE OF NFE PROGRAMS AND
TYPES OF INCENTIVES OFFERED

Type of NFE Program	Types of Incentives Provided			Total Respondents
	Nonmaterial Incentives	Immediate Material Incentives	Deferred Material Incentives	
Ministries of Rural Development and Agriculture (G)	38 (71.7)*	26 (49.1)	23 (43.4)	53 (25.6)
Ministries of Health and Nutrition (G)	12 (66.7)	10 (55.6)	5 (27.8)	18 (8.7)
Ministries of Justice, Interior, Culture, and Other (G)	4 (66.7)	3 (50.0)	3 (50.0)	6 (2.9)
Agricultural Programs (NGO)	16 (57.1)	22 (78.6)	12 (42.9)	28 (13.5)
Coops (NGO)	37 (77.1)	30 (62.5)	24 (50.0)	48 (23.2)
Health, Nutrition, and Child Welfare (NGO)	20 (71.4)	16 (57.1)	6 (21.4)	28 (13.5)
Women's Groups & Other Organizations (NGO)	24 (92.3)	14 (53.8)	17 (65.4)	26 (12.6)
Total Respondents	141 (70.1)	118 (58.7)	41 (20.4)	207 (100.0)

* Numbers in parentheses are percentages based on row totals

missing = 33 (13.8%)

Chart IX.20

SIZE OF THE NFE PROGRAM STAFF AND INCENTIVES OFFERED

Size of NFE Program Staff	Types of Incentives Offered: Nonmaterial Incentives	Immediate Material Incentives	Deferred Material Incentives	Total Respondents
Small (1-5 Members)	40 (66.7)*	33 (55.0)	22 (36.7)	60 (31.1)
Medium (6-14 Members)	56 (70.0)	45 (56.3)	35 (43.8)	80 (41.5)
Large (15 or More Members)	46 (86.8)	38 (71.7)	30 (56.6)	53 (27.5)
Total Respondents	142 (73.6)	116 (60.1)	87 (45.1)	193 (100.0)

* Numbers in parentheses are percentages based on row totals

missing = 47 (19.6%)

However, as may be seen in Chart IX.21, more programs with a smaller number of participants offered incentives to their participants than programs with a larger number of participants, except in the area of non-material incentives. A greater percentage of the programs with 1 to 150 participants provided immediate material incentives and deferred material incentives to their participants. The reverse was true for non-material incentives. Programs with 151 or more participants offered more non-material incentives to their participants than did programs with smaller numbers of participants.

The provision of in-service training to program staff members appears to have exerted a strong influence upon the incentives structure of the programs. On the whole, programs which had received in-service training for their program staff offered incentives more often in all of the categories than programs which had not received in-service training. The differences were greater with regard to the programs' ability to provide immediate material incentives and deferred material incentives than to provide non-material incentives (see Chart IX.22).

8. Types of NFE Programs and Incentives Needed

A total of 111 programs (46.2%) expressed a need for new or additional incentives for their program participants. Of these, 48 programs (43.2%) needed non-material incentives, 56 programs (50.5%) mentioned immediate material incentives, and 46 programs (41.4%) needed deferred material incentives (see Chart IX.23). Thus, the provision of immediate material incentives to the participants was the priority of the largest percentage of the NFE programs.

Chart IX.21

SIZE OF NFE PARTICIPATION AND INCENTIVES OFFERED

Number of Participants in NFE Programs	Types of Incentives Offered			Total Respondents
	Nonmaterial Incentives	Immediate Material Incentives	Deferred Material Incentives	
1-150 Persons	65 (65.7)*	70 (70.7)	55 (55.6)	99 (63.9)
151 or More Persons	46 (82.1)	35 (62.5)	20 (35.7)	56 (36.1)
Total Respondents	111 (71.6)	105 (67.7)	75 (48.4)	155

* Numbers in parentheses are percentages based on row totals

missing = 85 (35.4%)

Chart IX.22

PROVISION OF IN-SERVICE TRAINING AND INCENTIVES OFFERED

	Types of Incentives Offered			
In-Service Training Provided	Nonmaterial Incentives	Immediate Material Incentives	Deferred Material Incentives	Total Respondents
Yes	121 (75.6)*	105 (65.6)	76 (47.5)	160 (77.3)
No	30 (63.8)	31 (34.0)	14 (29.8)	47 (22.7)
Total Respondents	145 (72.9)	121 (58.5)	90 (43.5)	207 (100.0)

* Numbers in parentheses are percentages based on row totals

missing = 33 (13.8%)

Chart IX.23

TYPES OF INCENTIVES NEEDED

	Incentive Types			
	Nonmaterial Incentives	Immediate Material Incentives	Deferred Material Incentives	Total Respondents
Number of Programs	48	56	46	111
Percent of Respondents	43.2	50.5	41.4	100.0

missing = 129 (53.8%)

Chart IX.24 presents the types of incentives needed by governmental and nongovernmental programs. More government programs indicated the need for immediate material incentives than nongovernmental programs, while more nongovernmental programs expressed the need for non-material and deferred material incentives. In general, however, the difference between governmental and nongovernmental programs was not pronounced.

Women's groups and other small groups led in requesting non-material and immediate material rewards (programs run by Ministries of Justice and the Interior are excluded due to the small number of responses). Health, nutrition and child welfare programs run by non-governmental organizations showed a consistently high need for incentives in all three areas (see Chart IX.25). Nongovernmental agricultural programs showed a relatively higher need for material incentives both immediate and deferred.

9. Conclusion

Communications technologies which involved greater individual interaction between the communicator and the audience were the ones which were more commonly used and considered more effective by the NFE programs in their efforts to inform their communities about program activities. Mass communication tools like printed materials and radio incurred relatively low use and were considered to be less effective.

Communication technologies which were more commonly used and considered effective by the NFE programs showed the following common traits:

Chart IX.24

SPONSORSHIP OF NFE PROGRAMS AND
TYPES OF INCENTIVES NEEDED

Sponsorship of the NFE Program	Types of Incentives Needed			Total Respondents
	Nonmaterial Incentives	Immediate Material Incentives	Deferred Material Incentives	
Government Program	18 (40.9)*	23 (52.3)	17 (38.6)	44 (39.6)
Nongovernment Program	30 (44.8)	33 (49.3)	29 (43.3)	67 (60.4)
Total Respondents	48 (43.2)	56 (50.5)	46 (41.4)	111 (100.0)

* Numbers in parentheses are percentages based on row totals

missing = 129 (53.8%)

Chart IX.25

TYPES OF NFE PROGRAMS AND
TYPES OF INCENTIVES NEEDED

Types of NFE Programs	Types of Incentives Needed: Nonmaterial Incentives	Immediate Material Incentives	Deferred Material Incentives	Total Respondents
Ministries of Rural Development and Agriculture (G)	15 (42.9)*	19 (54.3)	13 (37.1)	35 (31.5)
Ministries of Health and Nutrition (G)	1 (14.3)	3 (42.9)	2 (28.6)	7 (6.3)
Ministries of Justice, Interior, Culture, and Other (G)	2 (100.0)	1 (50.0)	2 (100.0)	2 (1.8)
Agricultural Programs (NGO)	4 (30.8)	6 (46.2)	7 (53.8)	13 (11.7)
Coops (NGO)	9 (36.0)	12 (48.0)	10 (40.0)	25 (22.5)
Health, Nutrition, and Child Welfare (NGO)	6 (54.5)	5 (45.5)	6 (54.5)	11 (9.9)
Women's Groups & Other Organizations (NGO)	11 (61.1)	10 (55.6)	6 (33.3)	18 (16.2)
Total Respondents	48 (43.2)	56 (50.5)	46 (41.4)	111 (100.0)

* Numbers in parentheses are percentages based on row totals

- a high degree of interpersonal interaction between the communicator and the audience
- a high degree of flexibility to the communicator to shape the direction andthe pace of the message
- offered sufficient assurance that the messages would be delivered to potential audiences, not leaving communications to chance encounters

According to the NFE programs, the use of the following communications technologies will need greater emphasis in the future: slides and films; musical, dance or cultural gatherings; cooperative or community development meetings; loud speakers and other public announcement systems; home visitation efforts; pitsos; religious gatherings and brochures, booklets, and circulars. The extent of the use of these communications technologies has not exhausted the potential effectiveness of these media to reach audiences.

There was some evidence to show that programs employ multiple media so that one component of the technology system complements the other. For example, the use of posters in combination with other technologies may be more effective than posters by themselves.

No difference was registered between governmental and nongovernmental programs with regard to the use of communications technologies, and the frequency of use of materials and media for communications purposes was consistently low for all types of programs. However, nongovernmental health and nutrition programs relied more on meetings to inform the public of their programs, while all other types of programs made use of individual intervention strategies.

NFE programs with large numbers of members made use of individual intervention techniques more frequently than programs with small staffs. The latter tended to be extension programs. Similarly, more structured organizations used meetings more often than others. Individual interventions were also used more often by more selective programs.

A little over 86% of the programs offered identifiable incentives to their participants. Personal development, earning income elsewhere through the skills learned, and earning money while learning were the three incentives most commonly found in Lesotho. Forty-six percent of the program directors felt that they needed new incentives to attract participants. The provision of free services or materials ranked first among the new incentives needed by the programs.

Staff training showed some relationship to incentives offered. Programs which received in-service training offered identifiable incentives to the participants more often than programs which did not receive in-service training. Programs run by women's groups and other organizations expressed a greater need for immediate material rewards than any other type of programs.

X. INITIAL RESEARCH, EVALUATION AND FOLLOW-UP SYSTEMS

1. Introduction

Initial research, participant evaluation, program evaluation and follow-up systems for ex-participants are essential elements of well-developed NFE programs. In Lesotho, we found many examples of these processes and were pleased to note that a major effort has been made to initiate them; however, much work remains to be done in order to increase and improve them, and special attention should be given to these areas for the qualitative improvement of NFE in general.

In this chapter, we shall first review research conducted prior to a program's initiation, and then cover participant and program evaluation, plus requests for help with evaluation. Program follow-up systems are then discussed, in relation to evaluation. Finally, the concluding section highlights the main results and presents a series of recommendations.

2. Initial Research

It has long been known that programs which conduct research prior to initiating activities have a better chance of setting realistic goals, structuring their activities well and of becoming successful. In Lesotho, a total of 103 (42.9%) of the NFE programs conducted research before beginning their activities. On the one hand, this is a remarkable achievement: a higher rate of initial research than usually found. On the other hand, the majority of the programs lacked preparatory studies and careful attention should be paid to assisting new NFE programs to conduct such basic research

whenever possible.

A wide variety of types of studies were undertaken, as may be seen in Chart X.1. The predominant form of study was the least structured one: meetings with the community. However, surveys, which usually are highly structured, ranked second, along with interviews and case studies. It is not surprising that feasibility studies, which are usually very structured, were the least noted. Often, more than one type of study was undertaken: 1.7 per program conducting research.

When clustered by degree of structuredness, the least structured types of initial research (meetings) were undertaken by 71 programs (29.6%); highly structured types (surveys and feasibility studies) were conducted by 39 programs (16.2%) and less-structured types (case studies and interviews) were done by 38 programs (15.8%). Thus, a major tendency toward sensitive interpersonal studies may be observed, as well as careful, methodical inquiry. It is our belief that for future efforts, the richness of group and interpersonal study methods should be maintained, and that structured research techniques should be further emphasized.

In Chart X.2, a series of research objectives found in Lesotho are listed in rank order. The first three objectives listed pertain to potential participants and the last three to the community. When clustered by type, 81 programs (33.7%) assessed participant-related points and relatively fewer, 57 programs (23.7%) attempted to study the community. Cross-tabulations of types of studies by objectives revealed that the general trends pertained throughout. Study objectives, of course, will vary from program to program, depending upon the main orientation of each; however,

Chart X.1

TYPES OF STUDIES

Type	Number of Programs	Percent of Programs
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

missing = 142 (59.2%)

Chart X.2

OBJECTIVES OF INITIAL RESEARCH PROJECTS

Objectives	Number of Programs	Percent of Programs
To obtain the needs and expectations of potential participants	58	24.2
To learn more about the personal or family situation of potential participants (health, nutrition, sanitation, housing)	54	22.5
To assess the interests, attitudes, values and motivation of the potential participants	49	20.4
To estimate the potential economic contribution of the project to the community	41	17.1
To specify coverage (potential participants and geographical coverage)	35	14.6
To assess the material resources of the community	18	7.5

missing = 138 (57.5%)

it would appear that greater emphasis should be placed upon reviewing community-level needs and resources.

In three districts, fifty percent or more of the NFE programs conducted initial research: Quthing (7 programs, 53.8%), Mohale's Hoek (9, 52.9%) and Qacha's Nek (50.0%). The rest of the districts ranged from a low of 26.7% to 44.8%. In general, it is clear that although all districts have programs which conducted some form of initial research, no district wins "high honors," in this respect. A widespread effort, in terms of districts, is needed to promote such studies and to assist groups and organizations to carry out their preparatory research projects.

No difference may be noted between governmental agencies and non-governmental organizations with regard to initial research. In each, approximately 43% of the programs conducted prior research. When we view the NGO and governmental organizations separately by type, only one agency cluster, agriculture and rural development/government, had over fifty percent (31 programs, 51.7%). The rest ranged from a low of 25.0% to 48.3%. Again, all of the organizational types have conducted some initial research, but none had a preponderant number of programs with such studies. This would tend to strengthen our concern that a generalized effort be made to encourage preparatory research.

The period in which a program was founded appears to have little or no effect on whether or not research was conducted (before 1970=40 programs, 47.1% and after 1970=45 programs, 52.9%). Whether the program was planned by an NGO or governmental agency also makes no difference.

Relative staff size does appear to be related to whether or not prior

research was conducted. In Chart X.3, Initial Research and Staff Size, we may observe that programs with prior research tended to have larger staffs (77.8%) and that larger staffs slightly tended to have conducted prior research (51.7%). Since prior research is usually conducted before the full staff size is attained, we may suggest that such careful inquiry helped to create programs which have led to the development of larger staffs. Furthermore, since staff size is related to the size of participation, we may infer that larger coverage may have been attained, in part, as a result of the early study process.

Similarly, the number of NFE activities was significantly related to the conduct of research before program initiation (Chart X.4). Those programs which undertook prior research tended to have multiple NFE activities (67.6%) whereas those which did not tended to have only one activity (55.1%). Furthermore, in single activity programs only 30.3% conducted research, while in multiple activity programs 52.7% did so. No real difference was found with regard to programs with non-educational activities present.

As with organizational topic, no major differences were found with respect to NFE topics. Recreation and culture's 2 programs had 100.0% and migrant education, literacy and numeracy had 22 programs (51.2%)which had studies, and agriculture and animal husbandry had 66 programs (50.0%). The others ranged from 37.8% to 43.6%.

The social statuses of participants in programs with initial research varied from 42.5% (housewives) to 57.4% (skilled laborers), which was a very narrow range. Programs for the middle income and wealthy had a very slight tendency to favor initial research (48 programs, 51.1%) as opposed to those for the poor (44 programs 38.9%, p=0.0805). Similarly, programs for the middle and advanced levels had more

Chart X.3

INITIAL RESEARCH AND STAFF SIZE

Initial Research	Count Row PCT Col PCT Tot PCT	Staff Size Small	Medium/ Big	Row Total
Yes		22 22.2 31.4 10.0	77 77.8 51.7 35.2	99 45.2
No		48 40.0 68.6 21.9	72 60.0 48.3 32.9	120 54.8
Column Total		70 32.0	149 68.0	219 100.0

X^2 = 7.8837
df = 1
p = 0.0050
missing = 21 (8.8%)

Chart X.4

INITIAL RESEARCH AND NUMBER OF NFE ACTIVITIES

Initial Research	Count Row PCT Col PCT Tot PCT	Number of Activities One Activity	More Than One	Row Total
Yes		33 32.4 30.3 13.8	69 67.6 52.7 28.8	102 42.5
No		76 55.1 69.7 31.7	62 44.9 47.3 25.8	138 57.5
Column Total		109 45.4	131 54.6	240 100.0

χ^2 = 12.2121
df = 1
p = 0.0005
missing = 0

initial research (55 programs, 50.5%) than those for introductory or "level not applicable" programs (36 programs, 36.6%, p=0.0378).

Although the presence of in-service training in general seemed to have no relationship to whether or not initial research had been conducted, if a program had received in-service training regarding how to conduct participant evaluation, then it tended to have had prior research (25 programs, 69.4%, p=0.0004). Also those programs which reported wanting in-service training or evaluation were, in the main, programs which had conducted initial research (35 programs, 63.6%, p=0.0003).

In general, it appears that "research begets research." That is to say, programs which conducted initial research tended later on to undertake evaluation and follow-up activities. Of the programs which conducted initial research:

--74 programs (72.5%) decided to build evaluation systems,p=0.0000

--81 programs (85.3%) carried out participant evaluation, p=0.0002

--73 programs (71.6%) conducted program evaluation efforts,p=0.0001

--54 programs (52.9%) developed a follow-up system, p=0.0034

Given these striking findings, we urge that special emphasis be placed upon encouraging initial research as a good step toward implementing later program evaluation and follow-up systems.

It is interesting to note that programs which conducted intial research tended to have had a relationship at some point with an institution of formal education (49 programs, 52.7%, p=0.0030). It is possible that these relationships had some positive impact, even at very early points in program development.

Finally, as will be noted in Chapter XIV, the level of success of NFE programs, as reported by program directors, was very difficult to understand. We reviewed numerous variables in this regard, without clear results. One of the variables which is very indicative of high to moderate reported success is the presence of intial research (Chart X.5). It appears that programs had a greater probability of reported success if initial research was conducted. Of course, full program evaluations are needed, but since directors rarely report their programs as unsuccessful unless they truly have major problems, we may place some belief in this striking result.

3. Participant Evaluation

Over half of all of the NFE programs (157, 65.4%) evaluated their participants. Again, this is a significant achievement, although much work remains to be done to assist more programs with participant evaluation and to improve its quality, in general.

With regard to the types of participant evaluation found in NFE programs in Lesotho, we can see in Chart X.6 that the preponderant forms were practical work achievement and the observation of behavior. Group evaluation and self evaluation, which are flexible methods and relatively easy to implement, were less utilized and should be encouraged. Tests, which are very structured and often not advisable in certain types of NFE programs, were the least used. In all, the two main types are particularly suited to NFE and since they were the most accepted and utilized, they would quite likely be the ones to emphasize throughout most NFE programs in Lesotho.

Two districts had outstanding evaluation records: Mohale's Hoek with 15 programs (88.2%) and Quthing with 11 programs (84.6%). Next were

Chart X.5

INITIAL RESEARCH AND LEVEL OF REPORTED SUCCESS

Initial Research	Count Row PCT Col PCT Tot PCT	Level of Reported Success Very Successful	Moderately Successful	Unsuccessful	Row Total
Yes		24 24.2 51.1 10.7	74 74.7 45.7 32.9	1 1.0 6.3 0.4	99 44.0
No		23 18.3 48.9 10.2	88 69.8 54.3 39.1	15 11.9 93.8 6.7	126 56.0
Column Total		47 20.9	162 72.0	16 7.1	225 100.0

χ^2 = 10.3907
df = 2
p = 0.0055
missing = 15 (6.3%)

Chart X.6

TYPE OF PARTICIPANT EVALUATION

Type	Number of Programs	Percent of Programs
Practical work achievement	96	40.0
Observation of behavior	79	32.9
Group evaluation	41	17.1
Self evaluation	25	10.4
Tests	18	7.5

missing = 0

Mokhotlong (11 programs, 73.3%), Qacha's Nek (12, 66.7%), Berea (28, 62.2%), Butha Buthe (14, 60.9%). Low in participant evaluation were: Maseru (17, 58.6%), Leribe (15, 57.7%), Thaba Tseka (5, 55.6%) and Mafeteng (29, 42.2%). Apart from Mohale's Hoek and Quthing, a great deal of work is needed in the rest of the districts in order to improve general understanding regarding why and how participant evaluation is conducted.

Although nongovernmental organizations had more participant evaluation (91 programs, 58.0%) than governmental agencies (66 programs, 42.0%), governmental agencies had relatively more evaluation (79.5%) than non-governmental organizations (67.9%) (Chart X.7). Strikingly, 100% of the government "other" category conducted participant evaluation. In the rest of the governmental agencies, 70.0% of their programs had such evaluation. Agricultural NGO's and health-related NGO's had 71.0% and 72.2% respectively. Cooperatives and other NGO's had lower rates, 51.9% and 51.7% respectively. Clearly, cooperatives and NGO's, in general, require special attention, but the seventy percent rate in governmental organizations indicates that more assistance is needed in that sector also.

The period in which programs were founded appeared to make no major difference with regard to participant evaluation. A very slight majority of the 118 programs which reported a founding date and who conducted participant evaluation were begun before 1970 (64 programs, 54.2%). Where or who planned the program appeared to make no difference with regard to the presence or absence of participant evaluation.

The size of participation and staff per program appeared to make little difference with respect to participant evaluation. The fragmentary statistics we have on numbers of participants provide another view on the matter. In

Chart X.7

PARTICIPANT EVALUATION AND ORGANIZATION

Participant Evaluation	Count Row PCT Col PCT Tot PCT	Organization Government Organization	Non-Government Organization	Row Total
Yes		66 42.0 79.5 30.4	91 58.0 67.9 41.9	157 72.4
No		17 28.3 20.5 7.8	43 71.7 32.1 19.8	60 27.6
Column Total		83 38.2	134 61.8	217 100.0

χ^2 = 3.4520
df = 1
p = 0.0632
missing = 23 (9.6%)

Chart X.8, we may observe that the mean number of participants in programs with participant evaluation was considerably lower (892.4) than that in programs without such evaluation (2,835.1). If this tendency for 159 programs were to be maintained over the entire sample of 240 programs, then we would be able to infer that the majority of the participants in NFE were not evaluated, even though a majority of the programs (65.4%) did conduct evaluation.

A very slight tendency may be observed with regard to the number of NFE activities in a program. Those programs with multiple activities tended to have more participant evaluation (96 programs, 76.8%) and those with only one NFE activity tended to have slightly less (61, 66.3%, p=0.0876). The presence of non-educational activities had no impact on participant evaluation.

With regard to the topics, out of 188 programs reporting, most of the migrant, literacy and numeracy programs had participant evaluation (33 programs, 82.5%), followed by agriculture and animal husbandry (87, 74.4%) and nutrition, health and family education (68, 71.6%). Programs with crafts, cooperative education, and recreation and culture topics especially need to buttress their program processes in this regard.

No major differentiation was found with regard to the social status of participants; however, programs for the middle income or moderately wealthy tended to have participant evaluation (73 programs, 82.0%), whereas only 65 (65.7%) of those for the poor had such evaluation. In all 52.9% of the programs with participant evaluation were for the middle-income or moderately wealthy (p=0.0112). Similarly, programs with middle to advanced entry levels tended to have more participant evaluation (77, 80.2%) than those at introductory levels or "level not applicable" (72, 67.9%). Overall, only slightly

Chart X.8

NUMBER OF PARTICIPANTS AND PARTICIPANT EVALUATION

If Evaluate Participants	Number of Participants	% to Total Participants Reported	Mean	Number of Programs Reported	% of Programs Reported
Yes	102,623	45.1	892.4	115	72.3
No	124,746	54.9	2,835.1	44	27.7
Totals	227,369	100.0	1,430.0	159	100.0

missing = 81 (33.8%)

over half of the programs with participant evaluation were for the middle to advanced levels (51.7%, p=0.0475).

In general, we may state that programs with multiple NFE activities which had higher entry levels, more program structure and were oriented toward the middle income, had a tendency to develop participant evaluation. In general, these tendencies are weak and therefore suggest that all NFE programs be given assistance in this regard.

To date, programs which have received in-service training in the area of participant evaluation showed a strong tendency to evaluate their participants. In Chart X.9 we may observe that 91.7% of the programs which had received such training evaluated their participants, whereas only 69.8% of those who had not received training evaluated their participants. Clearly, then the presence of in-service training was helpful, in this regard.

It is interesting to note that of 118 programs which stated the types of persons who conducted their evaluation work, the major tendency was for staff members to evaluate participants (85 programs, 72.0%). In far fewer cases, the evaluation was conducted by the director (30, 25.4%), external evaluators (22, 18.6%) and last of all, by participants themselves (18, 15.3%).

In all, most programs which conducted participant evaluation also under took program evaluation:

--121 programs (77.1%) carried out program evaluation efforts (p=0.0000)

--85 programs (54.1%) developed a follow-up system, (p=0.0000)

Also, most of the 83 programs which have had a relationship with an institution of formal education have conducted participant evaluation (73 programs, 88.0%, p=0.0001).

Finally, programs which have conducted participant evaluation were reported

Chart X.9

PARTICIPANT EVALUATION AND IN-SERVICE TRAINING
FOR PARTICIPANT EVALUATION

Participant Evaluation	Count Row PCT Col PCT Tot PCT	In-Service Training for Participant Evaluation Yes	No	Row Total
Yes		33 24.1 91.7 17.8	104 75.9 69.8 56.2	137 74.1
No		3 6.3 8.3 1.6	45 93.8 30.2 24.3	48 25.9
Column Total		36 19.5	149 80.5	185 100.0

χ^2 = 7.2163
df = 1
p = 0.0072
missing = 55 (22.9%)

to be more successful than those which have not. Although the tendency is not as strong as for initial research, nonetheless it is notable (Chart X.10). In general, it would appear that participant evaluation has had a positive impact upon program processes. Of the programs reported to be the very successful, 86.0% conducted participant evaluation and in moderately successful programs, 72.0% had such evaluation. Only 50.0% of the unsuccessful programs had participant evaluation.

4. Program Evaluation

Full program evaluation was conducted by slightly fewer NFE programs (136 programs, 56.7%), than participant evaluation (157, 65.4%). Since participant evaluation usually should be nested within the more general program evaluation processes, it is important that special emphasis be placed upon it in the future.

Once again, the main evaluators were staff members (92, 38.3%), as may be seen in Chart X.11. The directors were second (35, 14.6%) with external evaluators (26, 10.8%) and participants last (21, 8.7%). Indeed, participants could play a larger and very helpful role in program evaluation; however, since staff members were the de facto and predominant evaluators, special attention should be paid to providing in-service training on evaluation to them.

A wide variety of instruments were used in program evaluation, as may be seen in Chart X. 12. Participant observation led with 86 programs (35.8%). When clustered by degree of structure, it is interesting to note tnat "less structured" instruments accounted for 95 programs (39.6%) and the "most structured" ones were next with 61 programs (25.4%). This would appear to be a healthy mix and should be furthered. Clearly, more use of each of

Chart X.10

PARTICIPANT EVALUATION AND LEVEL OF REPORTED SUCCESS

Participant Evaluation	Count Row PCT Col PCT Tot PCT	Level of Reported Success Very Successful	Moderately Successful	Unsuccessful	Row Total
Yes		37 24.3 86.0 17.9	108 71.1 72.0 52.2	7 4.6 50.0 3.4	152 73.4
No		6 10.9 14.0 2.9	42 76.4 28.0 20.3	7 12.7 50.0 3.4	55 26.6
Column Total		43 20.8	150 72.5	14 6.8	207 100.0

χ^2 = 7.6045
df = 2
p = 0.0223
missing = 33 (13.8%)

Chart X.11

EVALUATORS BY TYPE

Type	Number of Programs	Percent of Programs
Staff	92	38.3
Director	35	14.6
External evaluators	26	10.8
Participants	21	8.7

missing = 106 (44.2%)

Chart X.12

TYPES OF INSTRUMENTS USED FOR PROGRAM EVALUATION

Type of Instrument	Number of Programs with Mentions	% of Programs
Participant/observation	86	35.8
Meetings with the community	49	20.4
Interviews/questionnaires	44	18.3
Surveys	29	12.1
Case studies	23	9.6
Monitoring instruments	11	4.6
Photographic or map studies	4	1.7
Most structured	61	25.4
Less structured	95	39.6
Least structured	49	20.4

missing = 103 (42.9%)

the methods is needed and the development and application of simple but effective monitoring instruments should be especially encouraged.

In Chart X. 13, the salient topics of program evaluation and a clustering by type of topics are presented. Interestingly, virtually the same emphasis has been placed upon the evaluation of the impact on the community (95 programs, 39.6%) as on the participants of NFE programs (92, 38.3%). We were disappointed to find that only 46 programs evaluated one or more aspects of the programs themselves (19.2%), in terms of the staff, methods or curricular materials. This latter form of program evaluation should be the object of special emphasis during in-service training workshops.

In each district, at least some program evaluation was carried out. Thaba-Tseka led with 7 programs (77.8%), followed by Mafeteng (30, 66.7%), Mokhotlong (10, 66.7%), Maseru (18, 62.1%), Quthing (8, 61.5%), Butha Buthe (14,60.9%), Mohale's Hoek (10, 58.8%), Berea (22,48.9%), Qacha's Nek (7, 38.9%), and finally Leribe (10, 38.5%). Clearly, a major emphasis is needed in all districts in order to implement flexible evaluation systems in most NFE programs.

Again, although over fifty percent of the NGO's had program evaluation (51.3%), governmental agencies reported a higher rate of such evaluation (65.6%) As with participant evaluation, NGO's should be given special encouragement, training and resources to implement evaluation systems (Chart X.14). When clustered by types of organizations, amongst the governmental agencies, "other" agencies ranked highest (9, 90.0%) followed by rural development and agriculture (41, 68.3%) with health-related agencies last (9, 45.0%). Among the NGO's, health-related organizations were first (20, 55.6%), followed by "other" NGO's (16, 55.2%), agricultural organizations (17, 54.8%) and finally

Chart X.13

TOPICS OF PROGRAM EVALUATION

Topics	Number of Programs	Percent of Programs
Educational achievement of participants	72	30.0
Reaction of community to the program	65	27.1
Characteristics of participants	62	25.8
General impact of program on community	55	22.9
Economic impact of program	45	18.8
Changes in values, attitudes and practices of members of the community	44	18.3
Coverage of population	39	16.2
Evaluation of program staff	33	13.7
Evaluation of teaching methods	25	10.4
Evaluation of curricular materials	18	7.5
Evaluation of community	95	39.6
Evaluation of participants	92	38.3
Evaluation of program	46	19.2

missing = 103 (42.9%)

Chart X.14

PROGRAM EVALUATION AND ORGANIZATION

Program Evaluation	Count Row PCT Col PCT Tot PCT	Organization		
		Governmental Organization	Nongovernmental Organization	Row Total
Yes		59 43.4 65.6 24.6	77 56.6 51.3 32.1	136 56.7
No		31 29.8 34.4 12.9	73 70.2 48.7 30.4	104 43.3
Column Total		90 37.5	150 62.5	240 100.0

χ^2 = 4.6334
df = 1
p = 0.0314
missing = 0

cooperatives (24, 44.4%). Thus, health-related government agencies and cooperatives need focused help with program evaluation.

The period of the initiation of NFE programs had no relationship to the presence or absence of program evaluation; however, those which were planned by institutions, either governmental or non-governmental, tended to have program evaluation (79 programs, 66.4%) as opposed to those planned by individuals or groups (47, 46.1%, p=0.0024).

Of the 174 programs reporting both the number of participants and the presence of program evaluation, we may observe in Chart X. 15 that the majority of participants belonged to programs which lacked program evaluation. These data are most fragmentary, but do suggest that certain large programs need special attention with regard to in-service training on evaluation.

In general, larger staffs (94, 63.1%) tended to have undertaken evaluation processes more often than smaller ones (31, 44.3%, p=0.0088). Also, programs with multiple NFE activities (84, 64.1%) tended to have more program evaluation than single-focus programs (52, 47.7%, p=0.0106). These results indicate that small programs or ones with one NFE activity should also be given special attention. The presence or absence of non-educational activities had no affect on program evaluation.

Virtual uniformity with regard to the frequency of program evaluation was found across all NFE topics (48.6% to 67.4%). Thus, all topic areas need attention. The same is generally true of types of participants, although programs for the middle income and moderately wealthy showed a higher tendency to have program evaluation (66, 70.2%) than programs for the poor (58, 51.3%, p=0.0058). The level of program entry had no affect on the presence or absence of evaluation processes.

Chart X.15

NUMBERS OF PARTICIPANTS AND PROGRAM EVALUATION

If Have Program Evaluation	Number of Participants	% of Total Participants Reported	Mean	Number of Programs Reported	% of Programs Reported
Yes	81,983	35.6	819.8	100	57.5
No	148,071	64.4	2,000.9	74	42.5
Totals	230,054	100.0	9,125.8	174	100.0

missing = 66 (27.5%)

It is important to note that most of the programs which had program evaluation had received in-service training (112, 82.4%) (Chart X. 16). Also, well over half of those programs which had received in-service training had developed program evaluation (61.9%). We may infer from this that in-service training, in general, helps to promote evaluation. The results are even more striking with regard to particular training workshops on evaluation. Of those programs which received them, 33 (91.7%) had program evaluation processes (p=0.0001).

As with participant evaluation, programs with a relationship with one or more formal education institutions tended to have program evaluation (66 programs, 75.0%, p=0.0001). They also tended to be programs with more informal contacts (73, 69.5%, p=0.0038) and formal contacts with other organizations (49, 72.1%, p=0.0101). It would appear that the presence of evaluation either encourages openness, and/or that the programs with more relationships with formal education and other institutions tended to develop program evaluation processes. In either case, by creating such linkages plus providing in-service training, it would appear that more program evaluation could be developed in Lesotho.

Although a very slight tendency toward greater reported success may be discerned when program evaluation was present, the results are not statistically significant, as with initial program research.

Finally, program directors were asked if any evaluation reports had been prepared and only 68 (28.3%) stated that reports had been drafted. Various analyses were conducted to try to discover what leads to the completion of this important evaluation phase, and it appeared that who conducted the evaluation made no difference whatsoever, and that all topics and

Chart X.16

PROGRAM EVALUATION AND IN-SERVICE TRAINING

Program Evaluation	Count Row PCT Col PCT Tot PCT	In-Service Training At Least One One	None	Row Total
Yes		112 82.4 61.9 46.7	24 17.6 40.7 10.0	136 56.7
No		69 66.3 38.1 28.8	35 33.7 59.3 14.6	104 43.3
Column Total		181 75.4	59 24.6	240 100.0

χ^2 = 8.1444
df = 1
p = 0.043
missing = 0

instruments yielded similar results. In any case, the importance of preparing and distributing evaluation reports also should be emphasized in future in-service education work on program evaluation in Lesotho.

Program directors who had not reported any type of evaluation were asked why they had not undertaken evaluation. A total of 53 directors responded, providing the results presented in Chart X. 17. Fortunately, the difficult items regarding lack of interest and time, or the opposition of program staff, were seldom mentioned. The areas most easily remedied by adequate in-service training, regarding personnel and resources, were the ones most often mentioned.

A total of 87 program directors (36.3%) said they would like help with evaluation, of whom 36 (41.4%) did not have program evaluation efforts in place, and 19 (24.4%) lacked participant evaluation and 48 (55.2%) never conducted any initial research. The interest in receiving help with evaluation was generalized across districts, types of organizations, topics and participants.

A major effort is needed to increase the use of program evaluation processes in Lesotho. Similarly, follow-up assessments of ex-participants in NFE programs are required, since to date, relatively minor efforts have been undertaken in this regard.

5. Follow-Up Systems

Just as fewer NFE programs in Lesotho undertook general program evaluation (136, 56.7%) than participant evaluation (157, 65.4%), fewer yet have developed follow-up systems regarding their ex-participants (102, 42.5%). This may be due in large part to the long-term nature of participation in NFE programs, but also, it would appear that relatively less

Chart X.17

NFE DIRECTORS' REASONS FOR NO EVALUATION

Reasons	Number of Programs	Percent of Programs
Insufficient qualified people to do evaluation	22	9.2
Insufficient resources	22	9.2
Do not feel evaluation is needed	11	4.6
No time	10	4.2
Opposition from program staff	1	0.4

missing = 187 (77.9%)

emphasis has been placed on the longitudinal study of program impact.

The topics of follow-up studies are of interest. In Chart X. 18, we may observe that the major emphasis has been "the use of knowledge gained" (84 programs, 35.0%). Although it is interesting to note that in 21 programs (8.7%), assessments were made to see if ex-participants created new projects or activities for others utilizing the knowledge they had gained, the number of programs is so small that we cannot use it as a major basis for future program development. The presence of this phenomenon does provide some hope for secondary program impact in the future, and should be enhanced in any case.

The range of the incidence of follow-up systems in NFE programs varied greatly. Mohale's Hoek led with 12 programs (70.6%), followed by Quthing (8, 61.5%), Qacha's Nek (10, 55.6%), Mafeteng (24, 53.3%), Mokhotlong (8, 53.3%), Thaba Tseka (4, 44.4%), Berea (14, 31.1%), Maseru (9, 31.0%), Butha Buthe (7, 30.4%), and finally Leribe (5, 19.2%). Clearly, a major effort is needed to implement follow-up systems in all districts, but most especially in those with less than 50%.

Governmental agencies had more follow-up systems than NGO's, as may be seen in Chart X. 19. Clearly, NGO's need special assistance in this regard, and even though governmental agencies had comparatively more follow-up work, 37.8% of the programs lacked such activities. When viewed by the type of organization, it became obvious that all of them need assistance in order to implement follow-up systems.

The period founded and the way the program was planned appeared to have no relation to the presence or absence of follow-up systems.

However, the fragmentary information regarding statistics on participants in NFE programs suggests that the programs with follow-up systems had

Chart X.18

FOLLOW-UP TOPICS

Topics	Number of Programs	Percent of Programs
Use of knowledge gained	84	35.0
Creation of projects or activities for others using knowledge gained	21	8.7
Improvement of work status	20	8.3
Gained employment	17	7.1
Continued studies elsewhere	11	4.6

missing = 142 (59.2%)

Chart X.19

FOLLOW-UP SYSTEMS AND ORGANIZATION

Follow-Up Systems	Count Row PCT Col PCT Tot PCT	Organization Governmental Organization	Nongovernmental Organization	Row Total
Yes		56 55.4 62.2 23.3	45 44.6 30.0 18.8	101 42.1
No		34 24.5 37.8 14.2	105 75.5 70.0 43.8	139 57.9
Column Total		90 37.5	150 62.5	240 100.0

$\chi 2$ = 23.9618
df = 1
p = 0.0000
missing = 0

larger numbers of participants. In Chart X. 20, of 174 NFE programs, the 69 which had follow-up systems reported serving 73.3% of the total participants. Similarly, programs with larger staffs had a slightly higher number of follow-up systems (67, 45.0%) than programs with smaller staffs (22, 31.4%, p=0.0572). However, the number of activities and the presence of non-educational activities was not related to the presence or absence of follow-up systems.

With regard to program topics, the two recreation and culture programs both had follow-up systems (100.0%), followed by migrant education, literacy and numeracy (23 programs, 53.5%), agriculture and animal husbandry (63, 47.7%), nutrition, health and family education (42, 41.6%), crafts education (9, 39.1%), and finally, cooperative education (12, 32.4%). Relatively little differentiation was found with regard to the social status of participants and none with respect to their economic status.

Although in-service training was present in 80 programs (79.2%) which conducted follow-up activities, 55.8% of the programs which received some form of in-service training did not have any follow-up system.

Those programs which had follow-up systems had a strong tendency to develop program evaluation systems. In Chart X.21, we may observe that 75 programs (74.3%) which had follow-up activities also conducted program evaluation.

Programs with follow-up systems tended to have had some relationship with one or more institutions of formal education (47 programs, 53.4%, p=0.0300). No statistical significance was found with regard to follow-up systems and reported levels of success.

In general, follow-up systems are at an initial stage of development in Lesotho, and as with evaluation work, much remains to be done.

Chart X.20

NUMBER OF PARTICIPANTS AND FOLLOW-UP SYSTEMS

If Have Follow-up System	Number of Participants	% of Total Participants Reported	Mean	Number of Programs Reported	% of Programs Reported
Yes	168,619	73.3	2,443.8	69	39.7
No	61,435	26.7	585.1	105	60.3
Totals	230,054	100.0	1,322.2	174	100.0

missing = 66 (27.5%)

Chart X.21

FOLLOW-UP SYSTEMS AND PROGRAM EVALUATION

Follow-Up Systems	Count Row PCT Col PCT Tot PCT	Program Evaluation Yes	 No	Row Total
Yes		75 74.3 55.1 31.3	26 25.7 25.0 10.8	101 42.1
No		61 43.9 44.9 25.4	78 56.1 75.0 32.5	139 57.9
Column Total		136 56.7	104 43.3	240 100.0

χ^2 = 21.9754
df = 1
p = 0.0000
missing = 0

6. Conclusion

In general, it was found that the 103 (42.9%) programs which conducted initial research in Lesotho used both flexible, interpersonal research methods, as well as highly structured ones. Major emphasis was placed on studying potential participants, and it appears that more attention should be given to reviewing community-level needs.

Regarding participant evaluation, over half of the NFE programs (157, 65.4%) conducted these evaluations which are crucial to the quality of program implementation. The main forms of participant evaluation were practical work achievement and observation of behavior. Group and self-evaluation methods appeared to be need to be reinforced.

Program evaluation was conducted by fewer NFE programs (136, 56.7%), and since it should be equal to or larger than participant evaluation, it needs special emphasis. Program evaluation was mainly conducted by staff members, and although participants could well play a larger role than at present, we believe that in-service training for program evaluation should concentrate upon the further preparation of staff members. Less-structured instruments were predominantly found in program evaluation, and we believe that this trend should be continued in order to maximize flexibility, but that more structured instruments could also be emphasized to advantage. A greater use of simple monitoring instruments is clearly needed. Topics related to community and participant impact were the main ones found, and we are concerned that relatively few NFE groups attempted to assess their programs in terms of their own staffs, teaching methods and curricular materials. Thus, a greater emphasis is needed on internal program evaluation.

Few programs have prepared reports on their evaluation efforts (68, 28.3%), and we urge that in-service training be conducted in this regard.

The main reasons given by program directors for not conducting evaluation activities were related to insufficient staff or resources. Since both can be remedied by the provision of in-service training and related materials, we believe that such reasoning can be easily overcome. A total of 87 program directors (36.3%) expressed interest in receiving help with evaluation activities. Since relatively few directors conducted evaluation themselves, we may surmise that many staff members of those programs and of others would also be interested in such training.

Only 102 NFE programs (42.5%) had follow-up systems for their ex-participants. This may be due in part to the long-term nature of the majority of the programs, but also to a lack of attention to the importance of participant follow-up. The main topic of follow-up studies has been "the use of knowledge gained," rather than other more specific topics. Although some ex-participants had developed new programs using their experience in the original program, more emphasis should be placed on assisting ex-participants to guide others' learning.

In general, in all of the districts we may observe a need for prior research, participant and program evaluation and follow-up activities. In each category, we found one or more outstanding effort in specific districts, but clearly a national-level effort is needed to reinforce these basic processes.

Although therewas no difference between governmental and non-governmental organizations with regard to prior research, in the areas of participant and program evaluation and follow-up, governmental agencies tended to have more activities . Clearly, non-governmental organizations need especially to be reinforced in this regard through in-service training workshops. This is not to say that governmental agencies do not need assistance, as well,

because they do, but perhaps at a slightly lower level than NGO's, at first.

Interestingly, the period in which programs were founded was not related to the presence or absence of these processes. They were quite equally divided between historical periods.

Programs which had prior research, program evaluation and follow-up systems tended to have larger staffs. No difference was registered with regard to participant evaluation. Programs which had prior research tended to have developed larger staffs and participant coverage. In contrast, programs with more participant and program evaluation had a lower mean size of participants than those without evaluation efforts. Follow-up systems were generally found in programs with relatively larger numbers of participants. In general, we may say that:

--prior research enhanced the possibility of building larger staffs and participant coverage.

--programs with high participant coverage have found it difficult to implement program or participant evaluation.

--a program usually had a medium to larger-sized staff before it undertook evaluation processes and follow-up systems.

--programs with larger participant coverage tended to be the ones which chose to conduct follow-up studies.

The topics of NFE programs reflected a generalized but moderate use of all research and evaluation processes; however, programs for the middle income to moderately wealthy tended to have conducted more prior research and participant and program evaluation. No difference was registered for programs with follow-up systems. Programs oriented toward middle to advanced entry levels tended to conduct prior research and participant evaluation, but there was no difference for program evaluation or follow-up systems.

In general we may say that:

--programs for the poor need special attention particularly with regard to prior research, participant and program evaluation.

--programs for introductory levels or "level not applicable" need to conduct more initial research and participant evaluation.

The presence of in-service training was related to all four areas. It appears that the presence of prior research led to more in-service training and that it has had a positive influence upon programs with regar both participant and program evaluation. It was weakly related to the presence of follow-up systems, but even there, it has appeared to be a positive element. Given the generally useful role of in-service training to date, we may surmise that with a major emphasis upon building in-service training workshops, evaluation processes may be increased substantially both in quantity and quality in Lesotho.

All four processes had statistically significant relationships to one another. Within the framework of all of the NFE programs surveyed:

--programs with prior research tended to have participant and program evaluation and follow-up systems.

--programs with participant evaluation tended to have program evaluation and follow-up systems.

--programs with program evaluation tended to have follow-up systems.

Also all four processes had a statistically significant relationship with formal education institutions. The importance of this finding should not be underestimated. Creating enduring bonds of mutual help between formal and non-formal education could do a great deal to enhance the quality of the latter, over time.

Finally, we were intrigued to find that indeed, the presence of prior research was related to the level of reported success of NFE programs. This finding was also the case with participant evaluation, but not for program evaluation and follow-up processes.

We wish to urge that special attention be placed upon encouraging basic research at inception of new programs, and that those programs as well as existing ones, receive many national and district-level training workshops and related materials on participant and program evaluation, as well as follow-up systems.

XI. RELATIONSHIPS WITH FORMAL EDUCATION

1. Introduction

It has long been known to students of non-formal education that many points of connectedness exist between NFE and formal education (FE). Although, at first in the early 1970s some writers attempted to show that few contacts occurred between these two main forms of structured education, research has demonstrated that many interrelationships exist. Never, though, at a national level, have we been able to discern the many types of collaborative exchanges which tie formal and non-formal education together. We have believed that certain interrelationships existed but did not know their number and forms. Furthermore, we have not had information regarding the possible impacts of such contacts upon non-formal education.

In this national level study, we have the first opportunity to survey the kinds of contacts between formal and non-formal education along a series of dimensions:

- staff and participants;
- facilities usage;
- community relations;
- certification;
- types of formal education institutions, and
- types of relationships with FE institutions.

The richness of the data set also permitted us to create a Formal Education Index, which provided a measure of the degree of relatedness of each NFE program to formal education. This Index was then used to try to discover areas where either FE had exerted an influence upon NFE, or where the latter developed relationships

with FE due to some salient program characteristics. Although this study does not provide answers to many research questions we still have regarding this topic, we do have some striking results showing that NFE programs with moderate to high levels of relationships to FE have certain characteristics which clearly differentiate them from others which do not have contacts with FE.

Finally, we shall review the requests from NFE program directors who wish to forge relationships with formal education institutions and note the high demand for more opportunities for formal education studies, on the part of NFE participants. A concluding section presents the main results of this unique sub-study and suggests areas for the enhancement of collaborative work between these two crucially important forms of education.

2. Staff and Participants

In all, 51 NFE programs (21.2%) had professional educators as staff members. Given some of the results we shall present below, it is highly likely that they had a major impact upon the programs they served.

Programs with professional educators were particularly found in Quthing, Mohale's Hoek, Maseru, Mokhotlong, Berea and Qacha's Nek. Their presence was quite evenly split between governmental agencies (24, 47.1%) and nongovernmental organizations (27, 52.9%). The majority of those reporting a founding date were working in older programs

begun before 1970 (25, 61.0%). A total of 42 programs with educators (82.4%) had medium to big staffs ($p = 0.0022$).

Interestingly, of 49 professional educators, 19(38.8%) were also participants in their programs. Of the 51 programs, 31 (60.8%) taught for their NFE program in a school or training center. However, only 9 used parent-teacher groups to communicate with participants, and only 6 gave some form of certificate, of which only 3 were officially recognized. Thus, we may see that only certain aspects of their professional training were carried over into the NFE program they served.

Programs with educators tended to play a creative role in NFE. Of 26 programs reporting innovations and the presence of educators, 25 (96.2%) developed new educational materials. Also, they tended to be receptive to new approaches. Of 50 programs with educators, 36 (72.0%) had received in-service training. Of 49 programs, 40 (81.6%) had participant evaluation, and of 51 programs, 36 (70.6%) had program evaluation. Most of them were judged to be successful programs.

As was noted in the Participants Chapter, a total of 76 programs (31.7%) had teachers as participants in NFE programs. Though only a few of them (19) were cited as staff members by program directors, it is not unlikely that they too exerted a positive and useful influence upon the programs in which they participated.

3. Facilities, Community Relations, and Certification

A total of 68 (28.3%) school or other formal education facilities were used as NFE facilities. Furthermore, some 78 (32.5%) training centers housed NFE programs. When clustered together, a total of 112 programs (46.7%) used either a school, other formal education setting, or a training center as a teaching site. This assistance, in the form of donated facilities, has helped many programs to function in a variety of local settings and represents a significant contribution to NFE on the part of formal education institutions and regional training centers of various types.

Furthermore, some 29 programs have used parent-teacher meetings in order to communicate NFE information to the community. This would not appear to be a very effective mode of communication, however, since only 11 of those program directors stated that using such meetings led to an adequate dissemination of program messages.

Some 25 programs (10.4%) provided a certificate or diploma for their participants, of which only 14 (5.8%) were officially recognized by others. Thus, in some 11 programs, the certificates were purely a gesture of recognition of the accomplishments of participants. For the 14 programs which provided official certification, they viewed it as an incentive for participation. Interestingly, most of the programs with official certification conducted research before the program began (8), carried out participant evaluation (13), evaluated their program (11), and have follow-up systems (12).

With regard to the numbers of participants in programs which provided some form of certification, we may observe in Chart XI.1 that the average (mean) program size tended to be relatively small (279.8):

Chart XI.1

NUMBER OF PARTICIPANTS AND CERTIFICATION

If Provide Certification	Number of Participants	% of Total Participants Reported	Mean	Number of Programs Reported	% of Programs Reported
Yes	5,596	2.4	279.8	20	11.5
No	224,458	97.6	1457.5	154	88.5
Totals	230,054	100.0	1322.2	174	100.0

Also, a very few participants appear to receive any form of certification.

We wish to emphasize that we are simply recording our findings regarding certification and noting this linkage with formal education. We are not suggesting that all or even many of the NFE programs should provide certification or diplomas. Although a gesture of recognition of a participant's accomplishments can be very meaningful, it need not take the form of a certificate. Also, the formal systems of education were developed, in part, to provide a universal certification process. NFE should not, and usually does not, challenge that process since its role is mainly supplementary and complementary. The differences tend to disappear, though, particularly when out-of-school education is provided to youth and adults in literacy, numeracy, and other basic skills usually taught at younger ages in school systems,

or when NFE merges with specific forms of technical/vocational education which provide certificates of achievement.

4. Relationships with Institutions of Formal Education

A total of 88 program directors (36.7%) reported having developed some form of relationship with an institution of formal education.

When asked about the types of FE institutions with which they collaborated, we found the results presented in Chart XI.2.

Chart XI.2

RELATIONSHIPS WITH FORMAL EDUCATION INSTITUTIONS

Type of Institution	# of Programs	% of Programs
Schools	33	13.7
Semi-autonomous educational institutions (i.e., LDTC)	23	9.6
National University of Lesotho (i.e., IEMS)	21	8.7
Ministry of Education	20	8.3
District level education centers	7	2.9
NTTC	6	2.5
Technical institutes	6	2.5
Other	12	5.0

Missing = 152 (63.3%)

Clearly, schools and national level institutions were the main types of FE institutions having an impact on NFE programs. The potential roles of the schools, the Lesotho Distance Teaching Center, The National University of Lesotho (especially IEMS), and the Ministry of Education for improving NFE should not be underestimated. At the

same time, decentralized processes are required, given the geographical spread and diverse organizational setting of NFE.

In Chart XI.3, we may review the types of relationships which have occurred, according to 73 program directors.

Chart XI.3

Type of Relationships with Formal Education Institutions

Type of Relationship	# of Programs	% of Programs
Exchange of information, educational materials and technical materials	40	16.7
Advisory services (planning, design, evaluation, etc.)	32	13.3
Used educational facilities	21	8.7
Joint activities	17	7.1
Teacher(s) gave services	15	6.3
Received financial or in-kind assistance	7	2.9
Received official certification	2	0.8
Other	5	2.1

Missing = 167 (70.0%)

Exchange of information and advisory services predominated. Given that only 73 directors responded to this question, located toward the end of the interview, the numbers of mentions were lower for facilities and certification than in earlier questions. Nonetheless, it is clear that the main contributions of FE to NFE have been in the area of material and intellectual guidance: training, advisory assistance, methods and materials. It is not surprising, then, that we have found that NFE programs which have been in contact with institutions of formal education are qualitatively different from those which have not done so.

5. Formal Education Index

Realizing that no one variable gathered all of the programs which had one or more types of relationships of NFE programs with formal education, and furthermore, that it was difficult to perceive their degree of relatedness to FE, we decided to create a Formal Education Index from six main variables regarding the presence or absence of:

a) professional educators
b) participants who were teachers
c) use of schools or training centers as NFE facilities
d) use of parent/teacher meetings for program communication
e) provision of a diploma or certificate (not necessarily official, but at least using an FE form of rewarding competence)
f) relationship with one or more FE institutions

We obtained the following breakdown, as shown in Chart XI.4:

Chart XI.4

FORMAL EDUCATION INDEX

Number of Mentions (Amount of Relationship)	# of Programs	% of Programs
None	57	23.7
1	72	30.0
2	56	23.3
3	27	11.2
4	23	9.6
5	5	2.1
6	-	-
TOTAL	240	100.0

Missing = 0

It is striking to note that when arrayed in this manner, only 57 programs had no relationship with formal education, and also, none

had all 6 forms. This result demonstrates the many linkages which already existed with FE for over three quarters of the NFE programs.

We then clustered the array into three main levels of relationship with FE, as shown in Chart XI.5:

Chart XI.5

LEVELS OF RELATIONSHIP WITH FORMAL EDUCATION

Level	# of Mentions	# of Programs	% of Programs
None	0	57	23.8
Low	1-2	128	53.3
Moderate to High	3-6	55	22.9
TOTAL		240	100.0

After clustering the levels, we conducted a series of analyses with the main variables in the study.

With regard to districts, the predominant level for all districts was a low level of relationship with formal education. The districts which had the highest percentages of moderate to high relationships with FE were: Thaba-Tseka (33.3%), Qacha's Nek (27.8%) Mafeteng (26.7%) and Berea (26.7%).

No significant differences regarding degree of relatedness to FE was found between governmental and nongovernmental organizations: both resembled the overall trends. However, health-related agencies of both the governmental (35.0%) and the NGOs (30.6%) tended to have more institutions related to FE, followed by governmental programs for rural development and agriculture (26.7%) and

agricultural NGOs (22.6%). In Chart XI.6, we may also note that health-related NGOs, coops and "other" NGOs tended to be those with none, as well as, rural development and "other" governmental agencies.

It is also important to note the all pervasive quality of the relationships of FE to organizations housing NFE programs. We may suggest that, given the existing linkages in each sectors, an excellent basis exists for building more collaborative activities leading to the enrichment not only of NFE but also FE in general.

It is interesting to note that programs which have been established for a longer period of time have had a slight tendency to have forged more relationships with FE. In Chart XI.7, we may note that somewhat fewer of the programs founded after 1970 had developed such relationships.

It also appears that programs with over 151 participants tended to have more moderate to high relationships with formal education, as may be seen in Chart XI.8. Also medium-sized, but particularly, big staffs tended to have more relationships to formal education, as may be noted in Chart XI.9. And finally, programs with multiple NFE activities tended to have had more relationships with FE than single NFE activity programs, as shown in Chart XI.10. All of these results tell us that larger more complex programs with larger staffs and coverage tended to have developed more relationships with FE. We must also ask ourselves the question: has the presence of such relationships assisted certain NFE programs to grow in terms of staff, topics and coverage?

Chart XI.6

FORMAL EDUCATION INDEX AND TYPE OF ORGANIZATION

Formal Education Index	Count Row PCT Col PCT Tot PCT	Organization Rural Dev/ Agric/ Gov	Health/ Nutri/ Govt	Other Govt	Agric NGO	Coops/ NGO	Health/ Nutri/ Child/ NGO	Other NGO	Row Total
None		13 22.8 21.7 5.4	1 1.8 5.0 0.4	3 5.3 30.0 1.3	5 8.8 16.1 2.1	13 22.8 24.1 5.4	15 26.3 41.7 6.3	7 12.3 24.1 2.9	57 23.8
Low		31 24.2 51.7 12.9	12 9.4 60.0 5.0	6 4.7 60.0 2.5	19 14.8 61.3 7.9	34 26.6 63.0 14.2	10 7.8 27.8 4.2	16 12.5 55.2 6.7	128 53.3
Moderate-High		16 29.1 26.7 6.7	7 12.7 35.0 2.9	1 1.8 10.0 0.4	7 12.7 22.6 2.9	7 12.7 13.0 2.9	11 20.0 30.6 4.6	6 10.9 20.7 2.5	55 22.9
Column Total		60 25.0	20 8.3	10 4.2	31 12.9	54 22.5	36 15.0	29 12.1	240 100.0

χ^2 = 20.5636
df = 12
p = 0.0571
missing = 0

Chart XI.7

FORMAL EDUCATION INDEX AND YEAR NFE PROGRAM FOUNDED

Formal Education Index	Count Row PCT Col PCT Tot PCT	Year Founded Up to 1970	After 1970	Row Total
None		15 34.9 16.9 8.3	28 65.1 30.8 15.6	43 23.9
Low		48 51.6 53.9 26.7	45 48.4 49.5 25.0	93 51.7
Moderate-High		26 59.1 29.2 14.4	18 40.9 19.8 10.0	44 24.4
Column Total		89 49.4	91 50.6	180 100.0

χ^2 = 5.4600
df = 2
p = 0.0652
missing = 60 (25.0%)

Chart XI.8

FORMAL EDUCATION INDEX AND LEVEL OF PARTICIPATION

Formal Education Index	Count Row PCT Col PCT Tot PCT	Level of Participation 1-150	 151+	Row Total
None		26 74.3 23.2 14.9	9 25.7 14.5 5.2	35 20.1
Low		64 68.1 57.1 36.8	30 31.9 48.4 17.2	94 54.0
Moderate-High		22 48.9 19.6 12.6	23 51.1 37.1 13.2	45 25.9
Column Total		112 64.4	62 35.6	174 100.0

χ^2 = 6.7683
df = 2
p = 0.0339
missing = 66 (27.5%)

Chart XI.9

FORMAL EDUCATION INDEX AND STAFF SIZE

Formal Education Index	Count Row PCT Col PCT Tot PCT	Staff Size Small	Medium	Big	Row Total
None		24 48.0 34.3 11.0	19 38.0 22.1 8.7	7 14.0 11.1 3.2	50 22.8
Low		35 29.9 50.0 16.0	55 47.0 64.0 25.1	27 23.1 42.9 12.3	117 53.4
Moderate-High		11 21.2 15.7 5.0	12 23.1 14.0 5.5	29 55.8 46.0 13.2	52 23.7
Column Total		70 32.0	86 39.3	63 28.8	219 100.0

χ^2 = 29.6411
df = 4
p = 0.0000
missing = 21 (8.8%)

Chart XI.10

FORMAL EDUCATION INDEX AND NUMBER OF NFE ACTIVITIES

Formal Education Index	Count Row PCT Col PCT Tot PCT	Number of NFE Activities One Activity	More Than One Activity	Row Total
None		31 54.4 28.4 12.9	26 45.6 19.8 10.8	57 23.8
Low		64 50.0 58.7 26.7	64 50.0 48.9 26.7	128 53.3
Moderate-High		14 25.5 12.8 5.8	41 74.5 31.3 17.1	55 22.9
Column Total		109 45.4	131 54.6	240 100.0

χ^2 = 11.7754
df = 2
p = 0.0028
missing = 0

With regard to topics, only the area of migrant education, literacy and numeracy stood out above the others with regard to high levels of relationships with FE, as would be expected.

Programs for both sexes tended to have more and higher levels of relationships to FE than did those programs for women alone (see Chart XI.11). It would appear that women's programs should be reinforced in this regard.

Programs for the poor tended to have at least low levels of relationship with FE, but those for the middle income and moderately wealthy tended to have more moderate to high levels of relationships to FE (see Chart XI.12). However, no difference for moderate to high levels of relationship with FE were registered with respect to level of entry. At low levels of relationship, it does appear that middle to advanced programs had more relations with FE (see Chart XI.13).

With regard to program processes, as was noted in part in previous chapters:

- programs with prior research have had higher levels of relationship with FE ($p = 0.0083$)
- programs with in-service training tend to have had higher levels of relationship with FE ($p = 0.0109$) and they also tend to want to receive in-service training in the future ($p = 0.0339$)
- programs with participant education tend to have had higher levels of relationship to FE ($P = 0.0041$)
- programs with program evaluation especially tend to have had higher levels of relationship with FE ($p = 0.0000$)
- programs with follow-up systems also tend to have had higher levels of relationship with FE ($p = 0.0007$)

Chart XI.11

FORMAL EDUCATION INDEX AND SEX OF PARTICIPANTS

Formal Education Index	Count Row PCT Col PCT Tot PCT	Sex of Participants Both Sexes	Female Only	Row Total
None		30 61.2 17.4 13.3	19 38.8 35.8 8.4	49 21.8
Low		99 81.1 57.6 44.0	23 18.9 43.4 10.2	122 54.2
Moderate-High		43 79.6 25.0 19.1	11 20.4 20.8 4.9	54 24.0
Column Total		172 76.4	53 23.6	225 100.0

χ^2 = 8.1063
df = 2
p = 0.0174
missing = 15 (6.3%)

Chart XI.12

FORMAL EDUCATION INDEX AND ECONOMIC STATUS

Formal Education Index	Count Row PCT Col PCT Tot PCT	Economic Status Very Poor or Poor	Middle Income or Moderately Wealthy	Row Total
None		25 52.1 22.1 12.1	23 47.9 24.5 11.1	48 23.2
Low		66 61.1 58.4 31.9	42 38.9 44.7 20.3	108 52.2
Moderate-High		22 43.1 19.5 10.6	29 56.9 30.9 14.0	51 24.6
Column Total		113 54.6	94 45.4	207 100.0

χ^2 = 4.6728
df = 2
p = 0.0967
missing = 33 (13.8%)

Chart XI.13

FORMAL EDUCATION INDEX AND LEVELS OF ENTRY

Formal Education Index	Count Row PCT Col PCT Tot PCT	Level of Entry Introductory and Not Applicable	Middle/ Advanced	Row Total
None		30 65.2 26.8 13.6	16 34.8 14.7 7.2	46 20.8
Low		55 45.5 49.1 24.9	66 54.5 60.6 29.9	121 54.8
Moderate-High		27 50.0 24.1 12.2	27 50.0 24.8 12.2	54 24.4
Column Total		112 50.7	109 49.3	221 100.0

X^2 = 5.2211
df = 2
p = 0.0735
missing = 19 (7.9%)

- programs with higher levels of relationship with FE tended to have more informal contacts ($p = 0.0023$) and formal contacts ($p = 0.0488$) with other types of organizations.

All of these results point in the direction of positive results from having had relationships with formal education. Again, it could well be the case that FE has been of direct assistance to many NFE programs, enabling them to improve the quality of their programs.

Finally, program directors assessed the level of success of their programs, and when cross-tabulated with the Formal Education Index, we found the results in Chart XI.14. We must emphasize that these results in no way substitute for full program evaluations; however, program directors rarely rate their programs as "unsuccessful" unless they truly have major problems. It is interesting to note that 62.5% of the unsuccessful programs lacked relations with FE and that the table is significant at the 0.0017 level.

All in all, the presence of FE in one or several ways appears to have had a very positive effect on NFE programs.

6. Future Relationships with Formal Education

The past contributions of FE to NFE have evidently generated a large felt need: a total of 167 program directors (70.0%) stated that they wanted to develop one or more relationships with formal education institutions. Of those, 35 (21.0%) had not had prior relations with FE.

The types of relationships which were wanted may be found in Chart XI.15.

Chart XI.14

FORMAL EDUCATION INDEX AND REPORTED LEVEL OF SUCCESS

Formal Education Index	Count Row PCT Col PCT Tot PCT	Level of Success Very Successful	Moderately Successful	Unsuccessful	Row Total
None		10 18.9 21.3 4.4	33 62.3 20.4 14.7	10 18.9 62.5 4.4	53 23.6
Low		22 18.6 46.8 9.8	93 78.8 57.4 41.3	3 2.5 18.8 1.3	118 52.4
Moderate-High		15 27.8 31.9 6.7	36 66.7 22.2 16.0	3 5.6 18.8 1.3	54 24.0
Column Total		47 20.9	162 72.0	16 7.1	225 100.0

χ^2 = 17.2363
df = 4
p = 0.0017
missing = 15 (6.3%)

Chart XI.15

TYPES OF RELATIONSHIPS WANTED WITH FORMAL EDUCATIONAL INSTITUTIONS

Type of Relationship	# of Programs	% of Programs
Exchange of information, educational materials, technical materials	115	47.9
Advisory services (planning, design, evaluation, etc.)	98	40.8
Use educational facilities	67	27.9
Teacher(s) to give services	67	27.9
Joint activities	63	26.2
Receive financial or in-kind assistance	46	19.2
Receive official certification	41	17.1
Other	70	29.2

missing = 73 (30.4%)

The order of the listing is very similar to that regarding current relationships. The first areas deal with technical expertise. Clearly, this was major request for assistance. Also desired were facilities and teachers plus joint activities. Evidently, little hope was held for financial assistance. Official certification certainly was not the goal of most programs. The "other" remains a mystery, but given the strength of this expression of interest in FE, we are sure that program directors will make their specific needs known.

Finally, we asked program directors what percentage of their participants would attend formal education institutions if they could (e.g., adult basic education, secondary education for youth or adults, technical education of university education). The results are presented in Chart XI.16. As may be seen in Chart XI.16, over half of the NFE programs (136 programs, 56.7%) had participants who would like to enter some form of formal education. Clearly, this is a huge demand especially for youth and adult education, since the majority of the participants in NFE are in those age ranges. It could well be the case that by enriching some of the NFE programs, part of this demand could be better met. Also, as NFE programs build more and stronger linkages with formal systems of education, they may well be able to assist more of their participants to enter various adult and technical/vocational training systems.

7. Conclusion

Many collaborative arrangements exist in Lesotho between NFE programs and formal education in general. Some 51 programs (21.2%)

Chart XI.16

PERCENTAGE OF NFE PROGRAMS WITH PARTICIPANTS WANTING TO ATTEND FORMAL EDUCATION INSTITUTIONS

Percentages	# of Programs	% of Programs
None	104	43.3
1-25	47	19.6
26-50	41	17.1
51-75	16	6.7
76-100	32	13.3
Total	240	100.0

had professional educators who have exerted a variety of positive influences upon the programs they serve. They tended to be found in larger programs and some 19 programs reported that they are also participants. In all, 76 programs (31.7%) had teachers as participants.

Some 112 NFE programs (46.7%) used schools, other formal education settings or training centers as facilities for their programs. This in-kind assistance is clearly crucial to the maintenance of NFE in Lesotho and reflects the major contribution given to NFE by FE institutions.

Relatively little use has been made of parent/teacher meetings as a mode of communication with participants.

Only a few NFE programs (25, 10.4%) provided a certificate or diploma for their participants and of those, only 14 programs (5.8%) gave certificates which were officially recognized. No great interest was found for creating a large-scale certification system, which we feel is probably for the best, given the essentially supplementary and complementary roles of NFE to FE.

In all, 88 NFE programs (36.7%) reported having developed some form of relationships with formal education institutions. Those institutions were mainly schools, the Lesotho Distance Teaching Center, the National University of Lesotho/IEMS and the Ministry of Education.

The types of relationships to date have mainly been for the exchange of information, materials, the provision of advisory services

and the use of facilities. Clearly, training and materials assistance have been the major thrusts of FE relationships with NFE.

The Formal Education Index revealed various levels of collaboration between FE and NFE. Of the 240 NFE programs, over three quarters (76.2%) had some relationship with FE and 22.9% had a moderate to high level of contact with FE. All districts had programs with some relationship with FE, as did all types of organizations. This all pervasive co-penetration of the two main forms of organized education leads us to believe that a quite strong basis for further collaboration exists.

Larger, more structured NFE programs with larger staffs tended to have developed more linkages with FE. Though this study cannot reveal causal features, it would appear that the presence of FE may have assisted the programs to grow and develop in certain ways.

Clearly, NFE programs with more relationships to FE tended to:

- have conducted initial research
- use and want more in-service training
- develop participant and program evaluation systems
- design participant follow-up systems
- forge both informal and formal contacts with other organizations
- have more complete program development processes.

They are also reported by program directors to be more successful than those which have had no contact with FE.

As a reflection of the past positive influence of FE on NFE, a total of 167 program directors (70.0%) expressed interest in developing collaborative arrangements with FE institutions. They particularly wanted information and materials exchange (115, 47.9%),

advisory services (98, 40.8%), the use of educational facilities (67, 27.9%), the assistance of teachers (67, 27.9%) and joint activities (63, 26.2%). Relatively fewer were hopeful of receiving other financial or in-kind assistance or wanted official certification.

A high demand for formal education for NFE participants was noted on the part of 136 program directors (56.7%). It would appear that many more adult and youth educational opportunities are needed and that this situation could provide an excellent opportunity for more mutual collaboration between FE and NFE institutions.

Formal education has played a very positive and helpful role in NFE in Lesotho. It could well amplify its contribution substantially, as requested by NFE program directors. A strong basis of mutual assistance already exists, and it should be expanded, especially with regard to educational materials, in-service training, advisory services, facilities and the provision of educators.

XII. INTER-INSTITUTIONAL RELATIONS

1. Introduction

This chapter explores the types of relationships that exist between NFE programs and how these inter-institutional relationships have contributed to the organizational development and growth of NFE programs in Lesotho. The relationships between programs were analyzed under two major categories, namely informal and formal interactions. Different areas of possible interactions within each of these two categories and their frequency of occurrence are presented, as well as their relationships to selected organizational characteristics.

2. The Role of Inter-Institutional Relations in Organizational Development

Theorists of organizational development point to two fundamental processes upon which organizational intelligence is built (Simon, 1955; March and Simon, 1958; Cyert and March, 1963). The first of these processes is rational calculation, by which decisions about alternative courses of action are based upon expectations about the future consequences of these actions. The rational decision-making process is typified by planning, analysis, forecasting, decision theory and other tools of the management sciences. Recent efforts, the world over, to improve the quality of decision-making in both private and public organizations through improving the quality of planning, forecasting, etc., are based upon the above view of the growth and development of organizations.

The second process on which organizational intelligence is built is learning from experience. Organizations often depend upon feedback from previous experience to choose among current alternatives. Experimentation, evaluation, assessment, and the paraphernalia of experimental design and control theory are used by organizations as tools to learn either from their own experience or from the experience of other similar institutions.

Organizations also learn from each other through less-structured encounters. These interactions could occur in various forms, such as conflict consultation, cooperation, or exchange. The relationships between organizations may be episodic or continuous; they could be planned or unplanned.

What stimulates the development of interorganizational relations? As Aiken and Hage (1968) point out, it is often the scarcity of resources that forces organizations into more cooperative activities with other organizations, thus creating a greater integration of the organizations within a community structure. Several other findings support the above conclusion. For example, studies by Litwak and Hylton (1962) show that organizations with surplus resources are most likely to afford joint programs. There exists, according to Aiken and Hage (1968) a strong relationship between professional diversity within the organization and the extent of interorganizational collaboration. In other words, if there is a greater uniformity in the professional content of the organization, there is less incentive for collaboration. Organizations

with higher interdependence also show a greater degree of program innovation, less centralization, less formalization and greater complexity (Aiken and Hage, 1968).

3. Inter-Institutional Collaboration Among NFE Programs in Lesotho

This study identifies two types of interaction between NFE programs in Lesotho. The first, informal contacts between NFE groups through which they share information, experience, and resources, are episodic and unplanned in nature. Thirteen such areas of contacts are listed in Chart XII.8.

The second type of interaction, formal collaboration between NFE groups in developing and conducting NFE programs, involves activities which are more deliberate and planned. Fifteen such areas of interaction involving possible formal collaboration are listed in Chart XII.17. Such collaboration is likely to create more interdependencies between NFE groups.

4. Informal Interaction

The survey data revealed that the extent of informal contact among NFE programs in Lesotho was rather small. Of the 240 NFE programs in the survey, 135 programs, or 56.3%, acknowledged that they had made no contacts with any other organization during the one-year period preceding the survey. Only 105 programs (43.8%) had made informal contacts with at least one other organization during the same period. Chart XII.1 presents details regarding the number of organizations with which NFE programs had contacts.

Chart XII.1

NFE PROGRAMS AND FREQUENCY OF INFORMAL CONTACTS

Informal contact with:	# of Programs	% of Programs
Zero organizations	135	56.3
One organization	31	12.9
Two organizations	22	9.2
Three organizations	17	7.0
Four organizations	11	4.6
Five or more organizations	24	10.0
Total	240	100.0

missing = 0

The distribution of NFE programs with and without informal contacts by district, type of sponsorship of the program, and type of program are presented in Charts XII.2, XII.3, and XII.4.

As can be seen in Chart XII.2, the geographical location of the programs showed some relationship to the absence or presence of informal contacts between organizations. In Thaba-Tseka district, seven out of nine programs (77.8%) reported informal contacts with at least one organization, while only four out of eighteen NFE programs (32.2%) in Qacha's Nek had interacted informally with other organizations. The percentage of NFE programs reporting informal interaction with other organizations varied considerably within the above range for the remaining eight districts.

Sponsorship of the programs, whether by governmental or non-governmental organizations, did not reflect an increase or decrease of informal interactions with other organizations. Approximately equal percentages of governmental and nongovernmental programs--44.4% and 43.3%, respectively--had met with at least one other organization informally during the preceding year (see Chart XII.3).

As the data presented in Chart XII.4 show, except for the low numbers of informal contacts negotiated by coops and programs run by the Ministries of Justice, Interior, and Culture, the seven types of programs showed no significant variation in the percentages of programs reporting informal relationships.

Chart XII.2

ABSENCE OR PRESENCE OF INFORMAL CONTACT AMONG NFE PROGRAMS BY DISTRICT

District	Informal Contact with Other Organizations: Absent	Present	Total
1. Butha-Buthe	12 (52.2)*	11 (47.9)	23 (9.6)
2. Leribe	13 (50.0)	13 (50.0)	26 (10.8)
3. Berea	25 (55.6)	20 (44.4)	45 (18.8)
4. Maseru	18 (62.1)	11 (37.9)	29 (12.1)
5. Mafeteng	26 (57.8)	19 (42.2)	45 (18.8)
6. Mohale's Hoek	11 (64.7)	6 (35.3)	17 (7.1)
7. Quthing	5 (38.5)	8 (61.5)	13 (5.4)
8. Qacha's Nek	14 (77.8)	4 (32.2)	18 (7.5)
9. Mokhotlong	(60.9)	(40.6)	15 (6.3)
10. Thaba-Tseka	2 (22.2)	7 (77.8)	9 (3.6)
Total	138 (56.3)	102 (43.7)	240 (100.0)

*Numbers in parentheses are percentages based on row totals.

missing = 0

Chart XII.3

ABSENCE OR PRESENCE OF INFORMAL CONTACTS BY SPONSORSHIP OF THE NFE PROGRAM

Sponsorship of the NFE Program	Informal Contact		
	Absent	Present	Total
Government	50 (55.6)*	40 (44.4)	90 (37.5)
Nongovernmental	85 (56.7)	65 (43.3)	150 (62.5)
Total	135 (56.3)	105 (43.7)	240 (100.0)

*Numbers in parentheses are percentages based on row totals.

missing = 0

Chart XII.4

ABSENCE OR PRESENCE OF INFORMAL CONTACT BY TYPE OF PROGRAM

Type of Program	Informal Contact		
	Absent	Present	Total
1. Ministries of Rural Development and Agriculture (G)	32 (53.3)*	28 (46.7)	60 (25.0
2. Ministries of Health and Nutrition (G)	11 (55.0)	9 (45.0)	20 (8.3)
3. Ministries of Justice, Interior and Culture (G)	7 (70.0)	3 (30.0)	10 (4.2)
4. Agricultural programs (NGO)	18 (58.1)	13 (41.9)	31 (12.9)
5. Coops (NGO)	34 (63.0)	20 (37.0)	54 (22.5)
6. Health, Nutrition and Child Care (NGO)	18 (50.0)	18 (50.0)	36 (15.0)
7. Women's groups and other organizations (NGO)	15 (51.7)	14 (48.3)	29 (12.1)
Total	135 (56.3)	105 (43.7)	240 (100.0)

*Numbers in parentheses are percentages based on row totals.

missing = 0

a. Amount of Informal Interaction

The amount of informal interaction among NFE programs in Lesotho remained very small. All the 102 programs acknowledging at least some informal interaction with other organizations together reported contact with a total of only 379 organizations. This is equal to an average of 3.71 organizations contacted for NFE programs among these 102 programs, or an average of 1.58 organizations per program in Lesotho.

As can be seen from Chart XII.5, the average number of organizations with which an NFE program maintained informal contact varied significantly from district to district. NFE programs in Thaba-Tseka showed informal contacts with the largest number of organizations (mean = 5.1111), while the NFE programs in Butha-Buthe showed informal contacts with the least number of organizations (mean = 0.7391). However, the nature of the sponsorship of the programs (whether governmental or nongovernmental), and the types of programs showed no significant difference with regard to the number of organizations with which they maintained informal contact (see Charts XII.6 and XII.7).

b. Areas of Informal Collaboration

Thirteen areas of informal contacts between NFE programs and other organizations and the frequency of these contacts are presented in Chart XII.8. Of these, 13 items, items one through six represent contacts initiated by the responding programs toward other organizations. For the purpose of easy identification, this group of six items will be referred to as outward informal contacts.

Chart XII.5

ANALYSIS OF VARIANCE:
INFORMAL INTERACTION:
NUMBER OF ORGANIZATIONS PER PROGRAM PER DISTRICT

District	Sum	Mean	Standard Deviation	# of Programs
1. Butha-Buthe	17.0000	0.7391	1.1369	23
2. Leribe	74.0000	2.8462	4.0762	26
3. Berea	73.0000	1.6222	2.6739	45
4. Maseru	44.0000	1.5172	2.8236	29
5. Mafeteng	52.0000	1.1556	2.2859	45
6. Mohale's Hoek	22.0000	1.2941	2.2849	17
7. Quthing	16.0000	1.2308	1.3634	13
8. Qacha's Nek	18.0000	1.0000	1.9704	18
9. Mokhotlong	17.0000	1.1333	2.0656	15
10. Thaba-Tseka	46.0000	5.1111	6.4118	9
Within Groups Total	379.0000	1.5792	2.7757	240

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	190.487	9	21.165	2.747	0.006
Within Groups	1772.009	230	7.704		

Chart XII.6

ANALYSIS OF VARIANCE:
INFORMAL INTERACTION:
NUMBER OF ORGANIZATIONS PER PROGRAM BY SPONSORSHIP OF THE PROGRAM

Sponsorship of the Program	Sum	Mean	Standard Deviation	# of Programs
Government	147.0000	1.6333	2.4378	90
Nongovernment	232.0000	1.5467	3.1014	150
Within Groups Total	379.0000	1.5792	2.8712	240

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	0.423	1	0.423	0.054	0.8211
Within Groups	1962.073	238	8.244		

Chart XII.7

ANALYSIS OF VARIANCE:
INFORMAL INTERACTION:
NUMBER OF ORGANIZATIONS PER PROGRAM BY TYPE OF PROGRAM

Type of Program	Sum	Mean	Standard Deviation	# of Programs
Rural Development/ Agriculture (G)	104.0000	1.7333	2.5033	60
Health, Nutrition (G)	33.0000	1.6500	2.4979	20
Justice, Interior, Culture, and Other (G)	10.0000	1.0000	2.0000	10
Agriculture (NGO)	43.0000	1.3871	3.6394	31
Coops (NGO)	80.0000	1.4815	3.3293	54
Health, Nutrition, and Child Care (NGO)	62.0000	1.7222	2.7940	36
Other (NGO)	47.0000	1.6207	2.4844	29
Within Groups Total	379.0000	1.5792	2.8968	240

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	7.326	6	1.221	0.146	0.9898
Within Groups	1955.169	233	8.391		

Chart XII.8

AREAS OF INFORMAL CONTACTS AND THE FREQUENCY OF SUCH CONTACTS

Areas of Informal Contact	Frequency of Contact				
	Never (0)	Once a Year (1)	Few Times a Year (3)	Once a Month (12)	Once a Week (52)
1. Visited other organizations	186 (77.5)*	8 (3.3)	27 (11.2)	11 (4.6)	8 (3.3)
2. Gave information	187 (77.5)	3 (3.3)	32 (13.3)	14 (5.8)	4 (1.7)
3. Gave educational and technical materials	210 (87.5)	3 (1.2)	15 (6.3)	9 (3.7)	3 (1.2)
4. Gave informal advice	195 (81.3)	3 (1.2)	24 (10.0)	12 (5.0)	6 (2.5)
5. Gave material assistance	215 (89.6)	1 (0.4)	17 (7.1)	6 (2.5)	1 (0.4)
6. Lent personnel	221 (92.1)	1 (0.4)	11 (4.6)	7 (2.9)	0 (0.0)
7. Visited by other organizations	202 (84.2)	1 (0.4)	25 (10.4)	9 (3.3)	4 (1.7)
8. Received technical and educational materials	210 (87.5)	1 (0.4)	18 (7.5)	7 (2.9)	4 (1.7)
9. Received information	193 (80.4)	2 (0.8)	28 (11.7)	9 (3.7)	8 (3.3)
10. Received informal advice on planning, implementing or evaluation of programs	212 (88.3)	1 (0.4)	14 (5.8)	7 (2.9)	6 (2.5)
11. Received personnel	220 (91.7)	0 (0.0)	11 (4.6)	7 (2.9)	2 (0.8)
12. Joint teaching/ learning activities	210 (87.5)	1 (0.4)	19 (7.9)	8 (3.3)	2 (0.8)
13. Shared facilities	221 (92.1)	3 (1.2)	11 (4.6)	3 (1.2)	2 (0.8)

*Numbers in parentheses are percentages based on N = 240.
missing = 0

Items seven through eleven represent contacts initiated by other organizations toward the responding programs and hence will be known collectively as inward informal contacts. Items twelve and thirteen represent activities of a sharing nature and will be referred to as shared informal contacts.

Among the outward informal contacts, visits to other organizations were conducted by the largest percentage of 22.5% of the NFE programs at least once. Nearly 3.3% of the organizations visited other organizations about once a week and an equal percentage of the organizations visited other organizations once a year. Such visits were reported to have been never undertaken by 77.5% of the NFE programs during the preceding year (Chart XII.8).

Among the inward informal contacts, receiving information was the most common. Over 19% of the NFE programs reported such contacts at least once a year. Lending and receiving personnel among NFE programs was the least common form of informal contacts among the NFE programs. Only 7.9% and 8.3% of the programs, respectively, reported receiving personnel from, or lending personnel to, other programs.

Shared informal contacts such as joint teaching learning activities and the sharing of facilities were done by only 12.5% and 7.9% of the programs, respectively.

A composite score for each of the three categories of informal contacts was created by assigning the following values for the frequency of contacts:

Never	=	0
Once a Year	=	1
Few times a year	=	3
Once a month	=	12
Once a week	=	52

For each program, these values were added up for all the items comprising each of the three categories of informal contacts and the mean value thus obtained constituted the composite score.

The means and standard deviations of the composite scores for each of the three categories of informal contacts are provided in Chart XII.9. A mean of 1.5618 for inward informal contact shows that on the average, NFE programs in Lesotho conducted each of the six activities included under this type of informal contact about one and a half times during the preceding year.

As the higher mean of 1.6642 shows, the NFE programs, on the average, perform activities which are included in outward informal contacts slightly little more often than the activities included in inward informal contacts. Shared informal contacts were found to be the least frequent of the three types of informal contacts.

c. Areas of Informal Contacts and Geographical Distribution, Sponsorship and Type of Programs

Of the three categories of informal contacts, only the amount of outward informal contacts showed any relationship to the district in which the programs are located. Programs in Thaba-Tseka, with a mean of 8.2667, had greater outward interaction than programs from other districts. Programs in Mokhotlong and Qacha's Nek, though ranked second

Chart XII.9

TYPES OF INFORMAL CONTACTS:
MEANS AND STANDARD DEVIATIONS

Type of Informal Contact	Mean	Standard Deviation	# of Programs
1. Inward, informal contact	1.5618	4.4422	240
2. Outward, informal contact	1.6642	5.8813	240
3. Shared informal contact	0.9042	4.3412	240

and third as the means show, but these two districts were still far below that of the programs in Thaba-Tseka. Programs in Leribe showed the least amount of outward interaction (see Chart XII.10).

The amounts of inward informal interaction and shared informal interaction showed no significant relationship to the districts in which the programs are located.

However, the type of sponsorship of the NFE programs showed a significant relationship to the amount of outward informal contacts. Government sponsored programs, on the average, visited other programs, gave information, gave advice, etc., more often than nongovernment-sponsored programs. As the mean of 2.5093 for the government organizations indicates, they engaged in outward informal activities nearly three times as much as the nongovernment-sponsored programs (Chart XII.11).

Inward informal contacts and shared informal contacts showed no significant relationship to the sponsorship of the programs. Also, the three types of informal contacts showed no significant differences between the seven types of NFE programs identified in the study.

5. Formal Interaction

The extent of formal interaction among the NFE programs in Lesotho was found to be even smaller than that of informal interactions. Of the 240 programs in the survey, only 68 programs (28.3%) reported any form of formal collaboration with other organizations during the year preceding the survey. No formal collaboration with other organizations existed for 172 (71.7%) of the programs (Chart XII.12). For 29 NFE

Chart XII.10

ANALYSIS OF VARIANCE:
OUTWARD INFORMAL CONTACTS AND GEOGRAPHICAL DISTRIBUTION
OF THE PROGRAMS

District	Sum	Mean	Standard Deviation	# of Programs
1. Butha-Buthe	59.2000	2.5739	6.4352	23
2. Leribe	3.0000	0.1154	0.2949	26
3. Berea	50.0000	1.1111	4.8431	45
4. Maseru	17.8000	0.6138	1.1843	29
5. Mafeteng	26.2000	0.5822	1.6749	45
6. Mohale's Hoek	49.8000	2.9294	7.8543	17
7. Quthing	11.4000	0.8769	1.6177	13
8. Qacha's Nek	58.2000	3.2333	7.9789	18
9. Mokhotlong	49.4000	3.2933	11.2740	15
10. Thaba-Tseka	74.4000	8.2667	14.0855	9
Within Groups Total	399.3999	1.6642	5.7390	240

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	691.581	9	76.842	2.333	0.0156
Within Groups	7575.308	230	32.936		

Chart XII.11

ANALYSIS OF VARIANCE:
OUTWARD INFORMAL CONTACTS AND SPONSORSHIP OF THE NFE PROGRAMS

Sponsorship of the Program	Sum	Mean	Standard Deviation	# of Programs
Government	225.8333	2.5093	5.8600	90
Nongovernment	149.0000	0.9933	3.2053	150
Within Groups Total	374.8333	1.5618	4.3901	240

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	129.264	1	129.264	6.707	0.0102
Within Groups	4587.013	238	19.273		

Chart XII.12

NFE PROGRAMS AND FREQUENCY OF FORMAL CONTACTS

Formal contact with:	# of Programs	% of Programs
Zero organizations	172	71.7
One organization	29	12.1
Two organizations	20	8.3
Three organizations	6	2.5
Four organizations	5	2.1
Five or more organizations	8	3.3
Total	240	100.0

missing = 0

programs (12.1%), some form of informal collaboration existed with one other organization, which 20 programs (8.3%) maintained formal collaboration with two organizations. Only eight programs (3.3%) had formal collaboration with five or more other organizations.

Absence or presence of formal interactions among NFE programs showed some mild variations depending upon the geographical location, sponsorship and type of program (Charts XII.13, XII.14, and XII.15).

A greater percentage (55.6%) of the programs in Thaba-Tseka maintained formal collaboration with other organizations than in any other district. The incidence of formal collaboration was the lowest among the programs located in Maseru district (10.3%). (For more details, see Chart XII.13.)

The maintenance of formal collaboration with other organizations showed a mild relationship to the sponsorship of the programs (see Chart XII.14). A slightly larger percent (31.1%) of the governmental programs maintained formal collaboration than nongovernmental programs (26.7%).

Among the seven types of NFE programs, programs run by women's groups and other organizations had developed formal collaboration less often than all other types of programs (Chart XII.5). The cooperative as a group established formal collaborations more often than any other group (35.2%). Programs run by the Ministries of Health and Nutrition and nongovernmental agricultural programs with 35.0% and 32.6%, respectively, were closer to the coops in this respect than any other programs.

Chart XII.13

ABSENCE OR PRESENCE OF FORMAL COLLABORATION BY DISTRICT

District	Formal Collaboration Absent	Formal Collaboration Present	Total
1. Butha-Buthe	16 (69.6)*	7 (30.4)	23 (9.6)
2. Leribe	22 (84.6)	4 (15.4)	26 (10.8)
3. Berea	33 (73.3)	12 (26.7)	45 (18.8)
4. Maseru	26 (89.7)	3 (10.3)	29 (12.1)
5. Mafeteng	28 (62.2)	17 (37.8)	45 (18.8)
6. Mohale's Hoek	12 (70.6)	5 (29.4)	17 (7.1)
7. Quthing	10 (76.9)	3 (24.1)	13 (5.4)
8. Qacha's Nek	11 (61.1)	7 (38.9)	18 (7.5)
9. Mokhotlong	10 (66.7)	5 (33.3)	15 (6.3)
10. Thaba-Tseka	4 (44.4)	5 (55.6)	9 (3.8)
Total	172 (71.7)	68 (28.3)	240 (100.0)

*Numbers in parentheses are percentages based on row totals.

missing = 0

Chart XII.14

ABSENCE OR PRESENCE OF FORMAL COLLABORATION
BY SPONSORSHIP OF PROGRAM

Sponsorship of the NFE Program	Formal Collaboration		
	Absence	Presence	Total
Government	62 (68.9)*	28 (31.1)	90 (37.5)
Nongovernmental	110 (73.3)	40 (26.7)	150 (62.5)
Total	172 (71.7)	68 (28.3)	240 (100.0)

*Numbers in parentheses are percentages based on row totals.

missing = 0

Chart XII.15

ABSENCE OR PRESENCE OF FORMAL COLLABORATION
BY TYPE OF PROGRAM

Type of Program	Formal Collaboration		
	Absence	Presence	Total
1. Ministries of Rural Development and Agriculture (G)	41 (68.3)*	19 (31.7)	60 (25.0)
2. Ministries of Health and Nutrition (G)	13 (65.0)	7 (35.0)	20 (8.3)
3. Ministries of Justice, Interior and Culture (G)	8 (80.0)	2 (20.0)	10 (4.2)
4. Agricultural programs (NGO)	24 (77.4)	7 (32.6)	31 (12.9)
5. Coops (NGO)	35 (64.8)	19 (35.2)	54 (22.5)
6. Health, Nutrition and Child Care (NGO)	26 (72.2)	10 (27.8)	36 (15.0)
7. Women's groups and other organizations (NGO)	25 (86.2)	4 (13.8)	29 (12.1)
Total	172 (71.7)	68 (28.3)	240 (100.0)

*Numbers in parentheses are percentages based on row totals.

missing = 0

a. Amount of Formal Collaboration

As we have already seen in the preceding section, only 68 of the 240 NFE programs (28.3%) had established formal collaboration with other organizations. These 68 programs developed formal collaborations with 151 other organizations, or an average of 0.6292 organizations per NFE program in the country.

The average number of organizations with which NFE programs maintained formal collaborations differed significantly from district to district (Chart XII.16). On the average, programs in Qacha's Nek had developed formal collaborations with a larger number of organizations than programs in any other district, as the mean of 1.8333 shows. Programs in Leribe, on the average, had formal collaborations with the least number of organizations.

Sponsorship of the NFE programs and the type of NFE programs showed no significant differences with regard to the number of organizations with which formal collaboration activities had been developed.

b. Areas of Formal Collaboration

Fifteen areas of formal collaboration and the frequency of such collaboration among NFE programs in Lesotho are presented in Chart XII.17. Items one through seven refer to services or assistance given to other organizations and for convenience will be referred to as outward formal collaborations.

Items eight through thirteen represent services received from other organizations and hence will be called inward formal collaboration.

Chart XII.16

ANALYSIS OF VARIANCE:
FORMAL COLLABORATION:
NUMBER OF ORGANIZATIONS PER PROGRAM BY DISTRICT

District	Sum	Mean	Standard Deviation	# of Programs
1. Butha-Buthe	12.0000	0.5217	1.2746	23
2. Leribe	8.0000	0.3077	0.8840	26
3. Berea	25.0000	0.5556	1.1785	45
4. Maseru	8.0000	0.2759	0.8822	29
5. Mafeteng	27.0000	0.6000	0.8893	45
6. Mohale's Hoek	11.0000	0.6471	1.3201	17
7. Quthing	6.0000	0.4615	0.9674	13
8. Qacha's Nek	33.0000	1.8333	2.5029	18
9. Mokhotlong	12.0000	0.8000	1.4736	15
10. Thaba-Tseka	9.0000	1.0000	1.1180	9
Within Groups Total	151.0000	0.6292	1.2493	240

Source	Sum of Squares	df	Mean Square	F	p
Between Groups	35.001	9	3.889	2.492	0.0098
Within Groups	358.995	230	1.561		

Chart XII.17

AREAS OF FORMAL COLLABORATION AND FREQUENCY OF COLLABORATION

Areas of Formal Collaboration	Number of Formal Collaborations During the Previous Year								
	0	1	2	3	4	5	6	7	8
1. Prepared educational and technical materials	225 (93.8)*	0 (0.0)	3 (1.2)	3 (1.2)	7 (2.9)	1 (0.4)	1 (0.4)	0 (0.0)	0 (0.0)
2. Prepared project plans for others	227 (94.6)	0 (0.0)	4 (1.7)	2 (0.8)	3 (1.2)	0 (0.0)	4 (1.7)	0 (0.0)	0 (0.0)
3. Planned evaluation and research activities	225 (93.8)	3 (1.2)	3 (1.2)	2 (0.8)	6 (2.5)	1 (0.4)	0 (0.0)	0 (0.0)	0 (0.0)
4. Lent the services of technical or other professional personnel	223 (92.9)	1 (0.4)	2 (0.8)	4 (1.7)	5 (2.0)	2 (0.8)	1 (0.4)	1 (0.4)	1 (0.4)
5. Gave training programs or workshops	215 (89.6)	6 (2.5)	1 (0.4)	3 (1.2)	7 (2.9)	5 (2.0)	2 (0.8)	0 (0.0)	1 (0.4)
6. Gave material assistance	226 (94.1)	1 (0.4)	0 (0.0)	4 (1.7)	1 (0.4)	3 (1.2)	2 (0.8)	1 (0.4)	2 (0.8)
7. Gave funding for programs	233 (97.1)	1 (0.4)	0 (0.0)	3 (1.2)	0 (0.0)	0 (0.0)	3 (1.2)	0 (0.0)	0 (0.0)
8. Requested preparation of educational and technical materials	224 (93.3)	3 (1.2)	1 (0.4)	2 (0.8)	4 (1.7)	4 (1.7)	1 (0.4)	0 (0.0)	1 (0.4)
9. Requested preparation of project plans	228 (95.0)	4 (1.7)	2 (0.8)	3 (1.2)	1 (0.4)	1 (0.4)	1 (0.4)	0 (0.0)	0 (0.0)
10. Requested evaluation and research designs	228 (95.0)	3 (1.2)	1 (0.4)	4 (1.7)	3 (1.2)	1 (0.4)	0 (0.0)	0 (0.0)	0 (0.0)

*Numbers in parentheses are percentages based on N = 240.

11. Received training programs or workshops	222 (92.5)	4 (1.7)	5 (2.0)	4 (1.7)	2 (0.8)	2 (0.8)	1 (0.4)	0 (0.0)	0 (0.0)
12. Received materials assistance	223 (92.9)	4 (1.7)	2 (0.8)	1 (0.4)	1 (0.4)	3 (1.2)	5 (2.0)	1 (0.4)	1 (0.4)
13. Received funding for programs	233 (97.1)	2 (0.8)	1 (0.4)	2 (0.8)	1 (0.4)	0 (0.0)	1 (0.4)	0 (0.0)	0 (0.0)
14. Shared facilities	234 (97.5)	0 (0.0)	0 (0.0)	0 (0.0)	2 (0.8)	2 (0.8)	0 (0.0)	2 (0.8)	0 (0.0)
15. Held joint teaching/ learning or training activities	228 (95.0)	0 (0.0)	0 (0.0)	4 (1.7)	4 (1.7)	2 (0.8)	1 (0.4)	1 (0.4)	0 (0.0)

*Numbers in parentheses are percentages based on N = 240.

Items fourteen and fifteen are activities shared by the organizations and will be referred to as shared formal collaboration.

Giving training programs or workshops provided more frequent formal collaboration opportunities for NFE programs. A little over 10% of the programs reported having done so in Lesotho. Giving funding for programs occurred only among 2.9% of the organizations.

Among the inward forms of formal collaboration the request for training programs was also the most commonly found among the NFE programs. Nearly 7.1% of the programs received training programs, as a form of inter-institutional collaboration.

The sharing of facilities occurred on a formal basis among only 2.5% of the programs and joint teaching/learning activities occurred among 5% of the programs.

The means and standard deviations for each of the three types of formal collaboration are presented in Chart XII.18. As can be seen in this chart, the incidence of outward formal collaboration is greater than that of inward formal collaboration. In other words, the assistance of various types given by NFE programs outnumbered the requests for assistance received from other organizations.

However, these results need to be looked upon with caution. The total number of organizations not participating in any formal collaboration was very large, and hence all generalizations drawn from these data are of minimal use. For this reason, no further results of analyses using these data will be presented in this chapter.

Chart XII.18

TYPE OF FORMAL COLLABORATION:
MEANS AND STANDARD DEVIATIONS

Type of Formal Collaboration	Mean	Standard Deviation	# of Programs
1. Outward, formal collaboration	0.2387	0.7407	240
2. Inward, formal collaboration	0.1792	0.5402	240
3. Shared formal collaboration	0.1563	0.6610	240

6. Interorganizational Collaboration and Characteristics of the NFE Programs

This section presents some of the more prominent results that showed relationships between formal or informal collaboration and certain characteristics of the NFE programs. In order to present as many results as possible and to keep the size of the section within a manageable size, only the salient findings from our data analyses will be presented.

1. NFE programs with larger staff size maintained informal contacts with other organizations more often than NFE programs with smaller staff size. Only 38% of the programs with large staff size did not develop informal contacts with other organizations, while 70% of the programs with small staff size did not maintain informal contacts with other organizations ($p = .01$).
2. The NFE programs that maintained infromal contacts were more likely to plan and prepare their projects more completely. While 82% of the programs which were very low on the Index of Program Completeness had not developed informal contacts, only 23.5% of the programs which were very high on the Index revealed a lack of informal contacts with other organizations ($p = .0001$).
3. Single activity programs had less informal contacts than multiple activity programs. Nearly 68% of the single activity programs reported a lack of informal contacts, while only 46.6% of the multiple activity programs reported an absence of informal contacts ($p = 0.0039$).

4. NFE programs with informal contacts were more likely to consider new teaching/learning methods. A little over 52.2% of the programs which had considered new teaching/learning methods had developed informal contacts with other organizations; however, only 33.3% of the programs which had not considered new teaching/learning methods reported informal contacts with other organizations.
5. Programs which received inward informal contacts are also more likely to have used new educational materials in their programs. Over 35% of the programs which had considered using new educational materials had received inward informal contacts, while only 17.2% of the programs which had considered using new educational materials had received inward informal contacts ($p = 0.0250$).
6. Shared informal activities occurred more often among multiple activity NFE programs than single activity NFE programs. Nearly 24% of the multiple activity programs reported informal contacts of sharing nature, while only 9.2% of the single activity programs had developed such informal contacts ($p = 0.0095$).
7. NFE programs which had established formal contacts with other organizations were also more likely to consider using new educational materials. Nearly 32% of the programs which had considered using new educational materials had developed

formal contacts with other organizations. Only 17% of the programs with some formal contacts had not considered using new educational materials in their activities (p = 0.0217).

8. Programs which provided outward formal collaboration or services to the other organizations were also more likely to be more thorough in their program preparation and implementation processes. One hundred percent of the programs which were very low on the Program Completeness Index had not provided any formal services to other organizations. Nearly 44% of the organizations which were very high on the Index had provided such services to other organizations (p = 0.0001).

7. <u>The Relationship between Formal and Informal Collaborations</u>

The correlation matrix for all eight variables which measure informal and formal collaborations is presented in Chart XII.19. The correlations between variables show that there is very little incidence of both formal and informal collaborations between the same organizations.

As the positive correlation of 0.2497 between items one and two (circled in the chart) shows, only 6% (0.2497 squared) of the variance of number of organizations with which NFE programs maintained formal contacts is explained by the number of programs with which informal contacts were maintained. In other words, very few NFE programs maintained both formal and informal contacts with the same organizations.

Chart XII.19

PEARSON CORRELATION COEFFICIENT MATRIX FOR VARIABLES MEASURING FORMAL AND INFORMAL COLLABORATION (N = 240)

	1	2	3	4	5	6	7	8
1. Informal Contacts: Number of Organizations								
2. Formal Contacts: Number of Organizations	0.2497*							
3. Outward, Informal Contact	0.3454*	0.2372*						
4. Inward, Informal Contacts	0.2599*	0.2139*	0.6178*					
5. Shared, Informal Contacts	0.1947*	0.0814	0.4164*	0.5682*				
6. Outward, Formal Collaboration	0.2627*	0.4847*	0.2269*	0.1070	0.0450			
7. Inward, Formal Collaboration	0.2889*	0.5178*	0.1123	0.1202	0.0591	0.7566*		
8. Shared, Formal Collaboration	0.2013*	0.3325*	0.1251	0.0790	0.0465	0.4396*	0.5898*	

*p = 0.001 or greater

This is further evident from the very low and insignificant (except for one correlation) set of correlations between the three categories of informal contacts and the three categories of formal contacts. (These correlations are enclosed by the rectangle.) The higher correlations are to be found within the informal contacts (correlations within the upper triangle in the chart) and within the formal contacts (correlations within the lower triangle).

Thus, it is evident that the NFE programs generally maintained informal contacts with one set of organizations and formal contacts with a different set of organizations. The limitation of informal contacts did not lead to the establishment of formal contacts and vice versa.

8. Future of Interorganizational Collaboration

The NFE program directors in Lesotho evidenced great desire for further interorganizational collaboration. When the directors were asked whether or not they would like to collaborate with more organizations, 192 provided an answer. Of these, 163 programs (or 84.9%) wanted to collaborate with more organizations. Only 29 programs (or 15.1%) did not want more collaboration.

The need for more collaboration, or a lack thereof, did not show any relationship to the district in which the program was located, the sponsorship of the program, type of program, whether a multiple activity or single activity program, or any other significant characteristic of the NFE programs.

The expressed need for more future collaboration was also not dependent upon whether the program had developed informal or formal collaborations during the preceding year.

With whom would the NFE programs like to collaborate more in the future? Eighty-five of the 120 programs (70.8%) which suggested one or more organizations for future collaboration chose a governmental organization. Fifty-four programs (45.0%) chose a nongovernmental organization for future collaboration.

Semi-autonomous organizations were suggested for future collaboration by 21 programs (17.5%).

A breakdown of the type of NFE programs which chose semi-autonomous organizations for future collaboration is provided in Chart XII.20.

Programs run by women's groups and other organizations showed a larger interest in collaborating with semi-autonomous organizations than other types of programs. Nongovernmental agricultural programs shared the least amount of interest in semi-autonomous organization with regard to future collaboration.

Chart XII.21 presents the future collaboration needs of the different types of programs. The following are some of the highlights:

- a larger percent (32.1%) of the governmental agricultural and rural development programs would like to collaborate with similar types of programs.
- nongovernmental health, nutrition and child care programs would like to collaborate most with governmental health and nutrition programs or with the same ministry.

Chart XII.20

EXPRESSED NEED FOR FUTURE COLLABORATION WITH SEMI-AUTONOMOUS PROGRAMS BY TYPE OF PROGRAM

Type of Program	Want to Collaborate with Semi-Autonomous Program: Yes	No	Total
1. Ministries of Rural Development and Agriculture (G)	5 (14.2)	30 (85.8)	35 (29.1)
2. Ministries of Health and Nutrition (G)	1 (11.1)	8 (88.9)	9 (7.5)
3. Ministries of Justice, Interior and Culture (G)	1 (25.0)	3 (75.0)	4 (3.3)
4. Agricultural programs (NGO)	2 (10.0)	18 (90.0)	20 (16.6)
5. Coops (NGO)	4 (19.1)	17 (80.9)	21 (17.5)
6. Health, Nutrition and Child Care (NGO)	4 (20.0)	16 (80.0)	20 (16.6)
7. Women's groups and other organizations (NGO)	4 (36.3)	7 (63.6)	11 (9.1)
Total	21 (17.5)	99 (82.5)	120 (100.0)

*Numbers in parentheses are percentages based on row totals.

missing = 0

Chart XII.21

EXPRESSED NEED FOR FUTURE COLLABORATION BETWEEN TYPES OF PROGRAMS

With whom would you like to have more collaboration	Type of NFE Program							Row Total
	Rural Dev/ Agric/ Govt	Health/ Nutr/ Govt	Other Govt	Agric NGO	Coops NGO	Health/ Nutr/ Child/ NGO	Other NGO	
1. Ministries of Rural Development and Agriculture (G)	17 (32.1)	1 (1.9)	3 (5.7)	13 (24.5)	9 (17.0)	5 (9.4)	5 (9.4)	53 (44.1)
2. Ministry of Health and Nutrition (G)	5 (16.1)	5 (16.1)	3 (9.7)	0 (0.0)	0 (0.0)	13 (41.9)	5 (16.1)	31 (25.8)
3. Ministry of Justice, Interior and Culture (G)	4 (50.0)	1 (12.5)	0 (0.0)	1 (12.5)	1 (12.5)	1 (12.5)	0 (0.0)	8 (6.6)
4. Agriculture programs (NGO)	8 (29.6)	3 (11.1)	1 (3.7)	3 (11.1)	5 (18.5)	4 (14.8)	3 (11.1)	27 (22.5)
5. Coops (NGO)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (50.0)	0 (0.0)	1 (50.0)	2 (1.6)
6. Health, Nutrition and Child Care (NGO)	6 (24.0)	1 (4.0)	0 (0.0)	7 (28.0)	8 (32.0)	1 (4.0)	2 (8.0)	25 (20.8)
7. Women's groups and other organizations (NGO)	0 (0.0)	1 (33.3)	0 (0.0)	0 (0.0)	1 (33.3)	0 (0.0)	1 (33.3)	3 (2.5)
Total	35 (29.1)	9 (7.5)	4 (3.3)	20 (16.6)	21 (17.5)	20 (16.6)	11 (23.[illegible])	120

- expressed need for collaboration with coops and women's groups and other organizations is very low or nil among all types of programs.
- nongovernmental agricultural programs and nongovernmental health, nutrition and child care programs show a mutual desire for greater collaboration in the future.

9. Conclusion

The incidence of informal and formal interactions among the NFE programs in Lesotho was found to be relatively low. No informal contact between NFE groups took place for a little over 56% of the programs. The extent of formal collaboration is even lower. Only 28.3% of the programs reported any formal collaboration with other organizations.

The incidence of informal and formal interactions among programs shows considerable variation from district to district. Programs in Theba-Tseka district had higher levels of formal and informal interactions than those found in other districts.

Though the sponsorship of the programs (whether governmental or nongovernmental) did not show any difference with regard to the presence or absence of informal contacts between programs, the sponsorship did significantly affect the amount of outward informal interaction a program could undertake. The governmental programs provided greater amounts of association to other organizations than did nongovernmental organizations. Collaboration, whether formal or informal, is a resource-sharing process, and this sharing occurred between relatively resource-endowed and resource-

poor organizations. Thus, this may indicate the relatively easier access to greater material and non-material resources by governmental organizations.

A reflection of the process of collaboration viewed as a sharing of resources can also be noted in the expressed need for future collaboration. For example, the expressed need for collaboration with women's groups and other organizations is low. These organizations tend to be relatively resource poor.

The presence of informal and formal interaction showed a significant relationship to program innovation and improvement. It was associated with a desire to accept new educational materials and teaching/learning methods. Similarly, programs with greater formal and informal interactions were more likely to have more complete program development and implementation processes.

There is strong evidence to show that informal contacts and formal contacts took place between different sets of organizations. Thus, informal contacts need not lead to the establishment of more formal relationships and vice versa.

As these data show, both informal and formal exchanges between organizations were beneficial to the participant organizations. Thus, there exists a sufficient incentive to bring the NFE programs which are currently operating in an isolated manner into contact with other organizations and to increase the amount of interaction between them. However, an increase in the exchange processes between NFE groups will

also require enhanced collaboration and networking efforts. Organizations ultimately must select, on the basis of expediency or efficiency, particular types of interaction with other organizations that permit them to achieve their goals as fully as possible.

On the one hand, coordination can often result in the hierarchical arrangement of organizations and a greater control of resources which may lead to greater dependencies by resource-poor organizations upon resource-rich and powerful organizations. Collaboration, on the other hand, can assist in the creation of fruitful, balanced mutual exchange processes. Collaborative activities among the NFE programs can be achieved through the creation of a common information channel for all NFE programs and the provision of opportunities for program personnel to meet, exchange ideas and develop plans for mutual exchange.

XIII. PROGRAM DEVELOPMENT PROCESSES

1. Introduction

Underlying all NFE programs are basic program development processes. For many years, these were thought to differ widely from program to program without many commonalities. However, when the relative degree of the success of programs was analyzed in a systematic manner, the similarity of the essential stages of successful programs became apparent (Velandia and Vargas Adams, 1973; Vargas Adams, 1980).

This chapter first presents the main stages of program development processes and provides research results pertaining to NFE programs in Lesotho. Two Indices of Program Completeness were developed and one was utilitzed to assess NFE programs in terms of:

--Basic program dimensions

--Types of participants and forms of participation

--Program relationships with other organizations and formal education

--Reported success, problems and needs, and growth and improvement

In the concluding section of this chapter, the salient results, as well as various recommendations are presented with regard to assisting NFE programs to gain more complete program development processes. These suggestions could well be of major importance in bringing about the qualitative and quantitative improvement of NFE programs in Lesotho.

2. Indices of Program Completeness

All NFE programs have a basic and essential program development process. Although each NFE program has a unique developmental history,

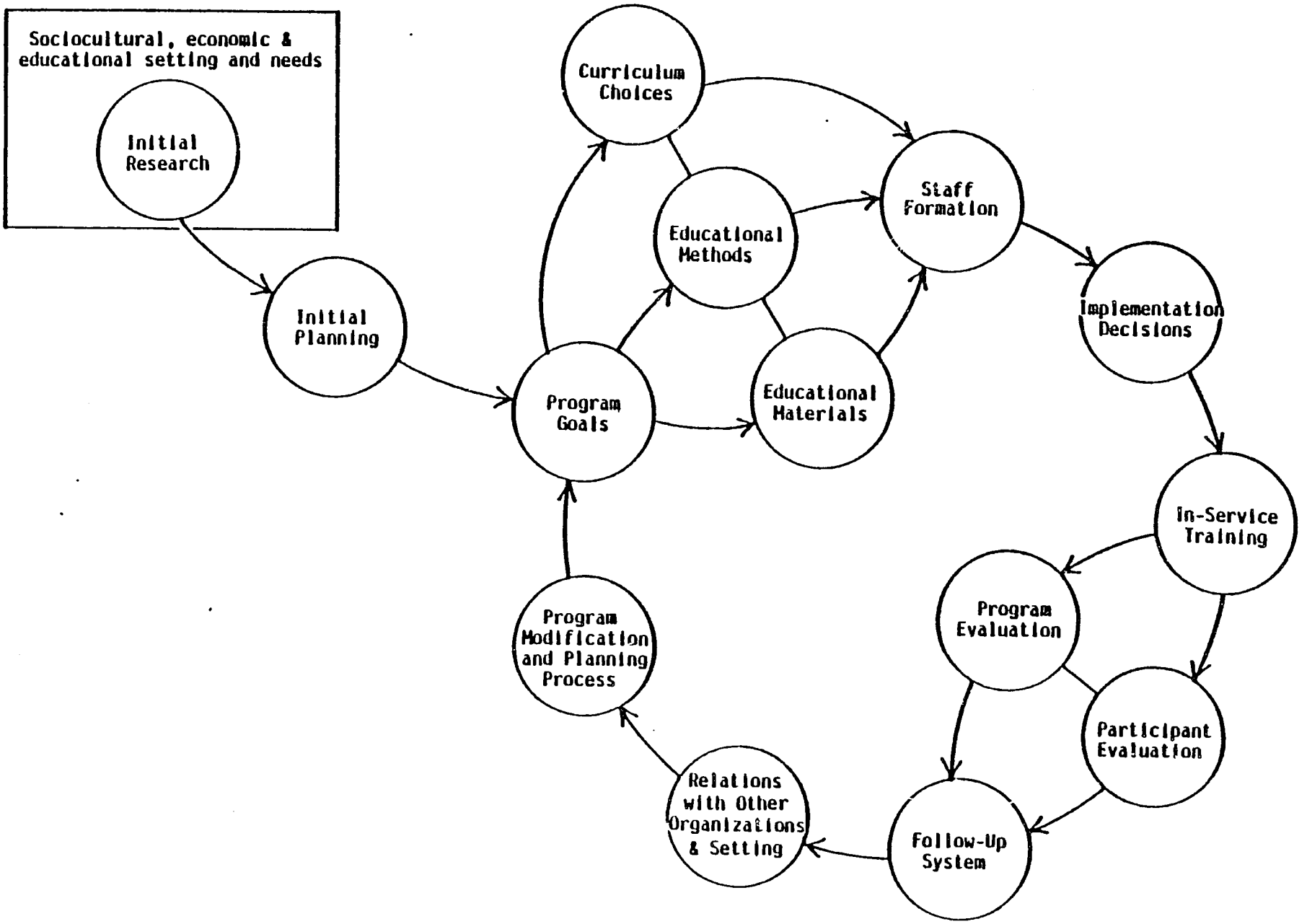
many of its phases will resemble those of other programs. Through research and experience, we have identified those stages which are common to successful programs, and furthermore, we have been able to specify the ones which are crucial for having a complete program development process.

The major, essential stages are presented in Chart XIII.1, Program Development Processes. Each of the phases contains several important subsets which are not stated, and are not as crucial as the main stages outlined. The chart is to be viewed in a dynamic, fluid manner: it is cyclical, but changing, and resembles a continuing spiral of reassessment and planning for modifications, revisions and evaluation.

A heuristic device resembling this one guided the design of the first national study of NFE in Colombia, South America (Velandia and Vargas Adams, 1973). Although it was successfully used by the Colombian researchers, they did not elaborate a Program Completeness Index at that time. Thus, this study represents the first attempt to create and utilize such an Index. For this research project, the major phases of the program development process guided the construction of the interview questionnaire, and as a result, two Indices of Program Completeness have been elaborated.

At the outset, it is important to emphasize that most NFE programs do not have fully complete program development processes. Because they usually are rooted in varying local settings and often have directors, staff members and participants who are not guided by a full understanding of essential program processes, the programs tend to have major gap areas and needs. However, it is also important to remember

CHART XIII.1 PROGRAM DEVELOPMENT PROCESS



that it is possible to have a complete development process and yet fail, especially if aspects related to participants' needs, learning styles, values and attitudes are not taken adequately into acccount. Usually, though, a more complete program development process does help to structure the intent well, achieve desired goals and ensure success.

This framework is also potentially useful for program directors, staffs and participants who wish to review their work in progress. It serves, as well, for the provision of base-line data for the in-depth evaluation of a program's development and impact.

For purposes of this study, Index I was first created (see Chart XIII.2). This ambitious index contains 23 variables grouped under 9 main topic areas. These variables were derived from the large corpus of variables in the study. As may be seen on Chart XIII.2, relatively low levels of completeness were found for certain variables: initial research, media selected, various decisionmaking areas, evaluation, follow-up systems and relations with organizations.

Index I yielded results in terms of the numbers of NFE programs found to have varying levels of completeness (see Chart III.3).

These results suggest that relatively few programs (4.2%) had "very complete" program development processes, and that 60% were "incomplete" to "very incomplete". This index, though comprehensive, tended to make programs which were essentially quite complete, in terms of the most basic variables, appear to be incomplete. For this reason, we decided to utilize an alternative Index II. This Index, presented in Chart XIII.5, parallels the essential stages outlined in Chart XIII.1

Chart XIII.2

PROGRAM DEVELOPMENT PROCESS: RELATIVE COMPLETENESS OF NFE PROGRAMS (INDEX I)

Topic Areas	Variables	# of Programs	% of Programs
Initial Activities	Initial Research	103	42.9
	Initial Planning	213	88.9
	Program Goals Established	223	92.9
Curricular Processes	Curriculum Chosen	207	86.3
	Methods Selected	231	96.3
	Materials Chosen	200	83.3
	Media Selected	93	38.8
Staff Formation	Staff Chosen	219	91.3
Organizational Decisions	Planning Decisions Made	153	63.8
	Curricular Decisions Made	204	85.0
	Scheduling Decisions Made	183	76.3
	Implementation Decisions Made	154	64.2
	Staff Decisions Made	135	56.3
	Evaluation Decisions Made	135	56.3
	Budget Decisions Made	155	64.6
Training Evaluation	In-Service Training Provided	181	75.4
	Participant Evaluation	157	65.4
	Program Evaluation	136	56.7
	Evaluation Reports	68	28.3
Follow-Up System	Follow-Up Activities Conducted	102	42.5
Relations with Organizations	Informal	105	43.8
	Formal	68	28.3
Program Modification	Modification Decisions Made	168	70.0

Chart XIII.3

COMPLETENESS OF NFE PROGRAMS: INDEX I

Level of Completeness	# of Variables	# of Programs	% of Programs
Very Incomplete	1-5	55	22.9
Incomplete	6-10	89	37.1
Moderately Complete	11-15	86	35.8
Very Complete	16-23	10	4.2
Total		240	100.0

Chart XIII.4

COMPLETENESS OF NFE PROGRAMS: INDEX II

Level of Completeness	# of Variables	# of Programs	% of Programs
Very Incomplete	1-5	17	7.1
Incomplete	6-8	70	29.2
Moderately Complete	9-11	119	49.6
Very Complete	12-14	34	14.1
Total		240	100.0

an permits a streamlined, yet comprehensive, assessment of the relative completeness of program development processes in Lesotho. All analyses which are presented in this Chapter are based on the use of Index II.

In general, using Index II, program development processes in Lesotho were found to be quite complete (see Chart XIII.4).

Sixty-four percent of the programs had "moderately complete" to "very complete" program processes. This outstanding result attests to the dedication, as well as the level of expertise of the Basotho people engaged in NFE activities.

Given the small numbers of programs in certain levels (e.g. "very incomplete", "very complete"), it was decided to create a simple Level of Completeness Index variable * for purposes of cross-tabulation with other variables (see Chart XIII.6).

3. Program Dimensions

Most of the districts in Lesotho had more NFE programs with "moderately" to "very complete" program development processes, than incomplete ones. The leading district was Mohale's Hoek, and the least developed in this regard was Leribe. The range is shown in Chart XIII.7.

In Appendix XIII.1, District and Level of Completeness, the full breakdown is presented.

With regard to the type of organization, government programs for rural development and agriculture had the most complete program development

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*This variable will be used for analyses where the numbers of programs are low in certain cells for the 4 part breakdown. All variables were cross-tabulated with both Indices, but will not be presented here for purposes of brevity.

Chart XIII.5

PROGRAM DEVELOPMENT PROCESSES: RELATIVE COMPLETENESS OF NFE PROGRAMS IN LESOTHO (INDEX II)

Topic Areas	Variables	# of Programs	% of Programs
Initial Activities	Initial Research	103	42.9
	Initial Planning	213	88.8
	Program Goals Established	223	92.9
Curricular Processes	Curriculum Chosen	207	86.3
	Methods Selected	231	96.3
	Materials Chosen	200	83.3
Staff Formation	Staff Chosen	219	91.3
Organizational Decisions	Implementation Decisions Made	154	64.2
Training Evaluation	In-Service Training Provided	181	75.4
	Participant Evaluation Conducted	157	65.4
	Program Evaluation Conducted	136	56.7
Follow-Up Systems	Follow-Up Activities Conducted	102	42.5
Relations with Organizations	Informal Relations Undertaken	105	43.8
Program Modification	Modification Decisions Made	168	70.0

Chart XIII.6

LEVEL OF COMPLETENESS--REDUCED

Level of Completeness	# of Variables	# of Programs	% of Programs
Very Incomplete/ Incomplete	1-8	87	36.3
Moderately Complete/ Very Complete	9-14	153	63.7
Total		240	100.0

Chart XIII.7

DISTRICT AND PROGRAM COMPLETENESS

District	# of Programs Moderately to Very Complete	% of District	Total Programs
Mohale's Hoek	13	76.5	17
Mokhotlong	11	73.3	15
Qacha's Nek	13	72.2	18
Quthing	9	69.2	13
Mafeteng	31	68.9	45
Thaba-Tseka	6	66.7	9
Maseru	19	65.5	29
Butha-Buthe	15	65.2	29
Berea	25	55.6	45
Leribe	11	42.3	26
Total	153	63.7	240

processes: 32.4% were "very complete" and 30.3% were "moderately complete." Coops of the non-governmental sector were the most incomplete: 32.9% were "incomplete" and 35.3% were "very incomplete". Clearly, special attention should be paid to the latter. In general, most of the main types of organizations were "moderately complete" (38.7% to 60.0%), with the exception of the cooperatives. (See Appendix XIII.2, Type of Organization and Level of Completeness.) The general array of organizational types with their levels of completeness of program development processes may be seen in Chart XIII.8.

From the previous analysis, it became clear that NFE programs organized by the government tended to have slightly more complete program development processes than those run by NGO's, with the exception of NGO's in the area of health, nutrition and related social services. This was borne out by Chart XIII.9.

It is important to note that both NGO's, and Government organizations had more relatively complete programs than incomplete ones, but that NFE programs in governmental units tended on the whole to be slightly more complete (75.6%) than NGO programs (56.7%).

During the interviews, directors were asked to categorize their programs as "centers", "projects" or "groups," with the latter tending to convey informality of organizational type. When arrayed against level of completeness, we discovered that "groups" had a slight tendency to have the less complete program development processes (Chart XIII.10). "Centers" and "projects" tended to have very similar levels of completeness (69.0% to 70.9%) in comparison to "groups" (51.9%).

NFE programs were categorized as having only 1 NFE activity, 2 to 3 or 4 activities or more. Those that had 2 to 3 and 4 or more,

Chart XIII.8

TYPE OF ORGANIZATION AND LEVEL OF COMPLETENESS

Type of Organization	# of Programs Moderately to Very Complete	% of Type	Total
Other Ministries/ Government	8	80.0	10
Rural Development, Agriculture/ Government	47	78.3	60
Health, Nutrition/ Nongovernment	25	69.4	36
Health, Nutrition/ Government	13	65.0	20
Other/ Nongovernment	17	58.6	29
Agriculture/ Nongovernment	18	58.1	31
Cooperatives/ Nongovernment	25	46.3	54
Total	153	63.7	240

Chart XIII.9

GOVERNMENT/NONGOVERNMENT ORGANIZATIONS AND
LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Organizational Type Government	 Nongovernment	Row Total
Incomplete		22 25.3 24.4 9.2	65 74.7 43.3 27.1	87 36.3
Moderately to Very Complete		68 44.4 75.6 28.3	85 55.6 56.7 35.4	153 63.8
Column Total		68 37.5	85 62.5	240 100.0

χ^2 = 8.6845
df = 1
p = 0.0032
missing = 0

Chart XIII.10

ORGANIZATIONAL FORM AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Organizational Form			Row Total
		Center	Project	Group	
Incomplete		26 33.8 31.0 11.6	25 32.5 29.1 11.2	26 33.8 48.1 11.6	77 34.4
Moderately to Very Complete		58 39.5 69.0 25.9	61 41.5 70.9 27.2	28 19.0 51.9 12.5	147 65.6
Column Total		84 37.5	86 38.4	54 24.1	224 100.0

χ^2 = 6.0515
df = 2
p = 0.0486
missing = 16 (6.7%)

had very similar levels of program completeness: 71.2% and 70.8% respectively. This contrasted with single activity programs. In general, programs with only 1 NFE activity tended to have slightly more incomplete program processes. The size of the NFE effort may well be linked with a greater probability of conducting more complete program development processes (see Chart III.11).

This possibility is further explored by the variables related to programs involved in activities other than NFE. Interestingly, those programs which focused only on NFE activities had a very slight tendency to have less complete program development processes (Chart III.12).

It would appear to be possible that programs with additional services other than NFE were larger and/or had felt the need to plan their activities more fully.

The year in which a program was founded appeared to have no impact on the relative completeness of its development processes. Those founded at the earliest periods tended to be as complete as those founded more recently (see Chart III.13).

The size of the staff of programs usually reflected the size of the program in general. It would appear that staff size was related to the level of completeness of programs. Appendix XIII.3, Staff Size and Level of Completeness, provides a general overview of the results. Basically, the larger the staff, the greater the tendency for the program to have more complete program development processes (see Chart III.14).

With regard to the topics of NFE programs, most topic areas had "moderately complete" to "very complete" development processes (Chart XIII.15).

Chart XIII.11

NUMBER OF NFE ACTIVITIES AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Number of NFE Activities		
		One Activity	More Than One Activity	Row Total
Incomplete		49 56.3 45.0 20.4	38 43.7 29.0 15.8	87 36.3
Moderately to Very Complete		60 39.2 55.0 25.0	93 60.8 71.0 38.8	153 63.8
Column Total		109 45.4	131 54.6	240 100.0

χ^2 = 6.5467
df = 1
p = 0.0105
missing = 0

Chart XIII.12

PRESENCE OF NON-NFE ACTIVITIES AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Activity Type NFE Only	NFE One of Many	Row Total
Incomplete		58 75.3 38.9 26.0	19 24.7 25.7 8.5	77 34.5
Moderately to Very Complete		91 62.3 61.1 40.8	55 37.7 74.3 24.7	146 65.5
Column Total		149 66.8	74 33.2	223 100.0

χ^2 = 3.8401
df = 1
p = 0.0500
missing = 17 (7.1%)

Chart XIII.13

YEAR PROGRAM FOUNDED AND LEVEL OF COMPLETENESS

Period Founded	# of Programs Moderately to Very Complete	% of Period	Total
1910-1950	9	69.2	13
1951-1960	11	73.3	15
1961-1970	40	65.6	61
1971-1981	57	62.6	91

No significant difference was found among the periods ($p = .8513$).

Chart XIII.14

SIZE OF STAFF AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Staff Size Small	Medium- Big	Row Total
Incomplete		34 43.6 48.6 15.5	44 56.4 29.5 20.1	78 35.6
Moderately to Very Complete		36 25.5 51.4 16.4	105 74.5 70.5 47.9	141 64.4
Column Total		70 32.0	149 68.0	219 100.0

$\chi 2$ = 7.5301
df = 1
p = 0.0061
missing = 21 (8.8%)

Chart XIII.15

TOPIC AREAS AND LEVEL OF COMPLETENESS

Topic Areas	# of Programs Mentions Moderately to Very Complete	% of Topic	Total
Recreation and Culture	2	100.0	2
Migrant Education, Literacy and Numeracy	32	74.4	43
Crafts	17	73.9	23
Agriculture, Animal Husbandry	95	72.0	132
Work-Oriented	110	70.5	156
Non-Work-Oriented	74	68.5	108
Health, Nutrition, Family Education	69	68.3	101
Cooperative Education	25	67.6	37

Thus, except for recreation and culture, which had only two programs, there was a relatively narrow span of difference in program completeness between program topic areas (67.5% to 74.4%).

4. Program Participants and Forms of Participation

As noted in the Chapter on Participants, there was a wide range of size of NFE programs in terms of the numbers of participants they served. Above we noted that larger programs in terms of staff size and number of activities tended to have more complete program development processes. The picture is somewhat mixed in terms of size of participation (Chart XIII.16). As may be observed, programs with 1,000 or more participants tended to be more complete (86.4%), but the smallest programs serving 1 to 50 persons were also quite complete (70.8%). It is the middle-sized programs of 51 to 100(59.6%) and 151 to 1,000 (55.0%) which tended to be somewhat less complete overall. This middle-range size of program may well be the most vulnerable, in terms of program difficulties.

With respect to the sex of participants, programs for women only, although mostly quite complete in their program development processes (54.7%), tended to be slightly less complete than those for men alone (71.4%) or for both men and women (69.1%). Although the differences were not significant, they would indicate that some special attention and training should be provided programs for women in order to improve their program development processes (Chart XIII.17).

The age range of participants did not yield any major trends. It may be observed, though, that programs for the periods of 0 to 18 years and 60 years and over tended to be less complete; however,

Chart XIII.16

NUMBER OF PARTICIPANTS AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Number of Participants 1-50	51-150	151-1000	1000+	Row Total
Incomplete		19 32.2 29.2 10.9	19 32.2 40.4 10.9	18 30.5 45.0 10.3	3 5.1 13.6 1.7	59 33.9
Moderately to Very Complete		46 40.0 70.8 26.4	28 24.3 59.6 16.1	22 19.1 55.0 12.6	19 16.5 86.4 10.9	115 66.1
Column Total		65 37.4	47 27.0	40 23.0	22 12.6	174 100.0

χ^2 = 7.7554
df = 3
p = 0.0513
missing = 66 (27.5%)

Chart XIII.17

SEX OF PARTICIPANTS AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Sex of Participants Both Sexes	Female Only	Row Total
Incomplete		53 68.8 30.8 23.6	24 31.2 45.3 10.7	77 34.2
Moderately to Very Complete		119 80.4 69.2 52.9	29 19.6 54.7 12.9	148 65.8
Column Total		172 76.4	53 23.6	225 100.0

χ^2 = 3.7680
df = 1
p = 0.0522
missing = 15 (6.3%)

the numbers of programs are so low that we cannot be sure about these results (see Appendix XIII.4, Age Range of Participants and Level of Program Completeness).

With respect to the economic status of participants, we may have observed a slight tendency for programs aimed at the middle income to moderately wealthy to have more complete program development processes (Chart XIII.18). This result should give pause for thought about the importance of ensuring that NFE programs serving the poor further improve their program development processes.

The relative completeness of program processes varied greatly according to the type of participants in the program (Chart XIII.19). It may be inferred that those programs oriented to serve persons in institutions and skilled or professional workers were relatively better structured, while those that assisted the broad base of the population were somewhat less well planned and implemented.

The level of program entry made essentially no difference with regard to the completeness of program development processes (Chart XIII.20). Clearly, this was a variable which will not serve to guide efforts to improve program processes.

With regard to the form of participations, some general tendencies may be noted(Chart XIII.21). Programs with no restriction on the form of participation tended to be slightly less complete (56.2%) and those destined to serve groups and family units were the most complete (79.7%).

Programs which had some admission requirements had a very slight tendency to evidence more complete program development processes (Chart XIII.22). This may be a reflection of those programs' efforts to

Chart XIII.18

ECONOMIC STATUS OF PARTICIPANTS AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Economic Status Very Poor or Poor	Middle Income or Moderately Wealthy	Row Total
Incomplete		47 65.3 41.6 22.7	25 34.7 26.6 12.1	72 34.8
Moderately to Very Complete		66 48.9 58.4 31.9	69 51.1 73.4 33.3	135 65.2
Column Total		113 54.6	94 45.4	207 100.0

χ^2 = 5.0878
df = 1
p = 0.0241
missing = 33 (13.8%)

Chart XIII.19

TYPE OF PARTICIPANT AND LEVEL OF COMPLETENESS

Type of Participant	# of Program Mentions Moderately to Very Complete	% of Type	Total
Prisoners, Mentally Ill	24	92.3	26
Skilled Workers, Craftsmen	53	86.9	61
Teachers, Civil Servants, Police	73	75.3	97
Housewives	111	69.4	160
Youth, Children, Unemployed	100	69.0	145
Farmers	114	68.7	166

Chart XIII.20

LEVEL OF PROGRAM ENTRY AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Level of Program Entry Introductory	Middle Advanced	Level Not Applicable	Row Total
Incomplete		26 35.1 32.9 11.8	37 50.0 33.9 16.7	11 14.9 33.3 5.0	74 33.5
Moderately to Very Complete		53 36.1 67.1 24.0	72 49.0 66.1 32.6	22 15.0 66.7 10.0	147 66.5
Column Total		79 35.7	109 49.3	33 14.9	221 100.0

χ^2 = .0223
df = 2
p = 0.9889
missing = 19 (7.9%)

Chart XIII.21

FORM OF PARTICIPATION AND LEVEL OF COMPLETENESS

Form of Participation	Count Row PCT Col PCT Tot PCT	Level of Completeness Low	High	Row Total
Individual		19 36.5 25.7 8.6	33 63.5 22.6 15.0	52 23.6
Group-Family		16 20.3 21.6 7.3	63 79.7 43.2 28.6	79 35.9
No Restriction		39 43.8 52.7 17.7	50 56.2 34.2 22.7	89 40.5
Column Total		74 33.6	146 66.4	220 100.0

χ^2 = 10.6700
df = 2
p = 0.0048
missing = 20 (8.3%)

Chart XIII.22

ADMISSION REQUIREMENTS AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Admission Requirements Some Requirements	None	Row Total
Incomplete		18 26.5 27.3 9.2	50 73.5 38.8 25.6	68 34.9
Moderately to Very Complete		48 37.8 72.7 24.6	79 62.2 61.2 40.5	127 65.1
Column Total		66 33.8	129 66.2	195 100.0

χ^2 = 2.5367
df = 1
p = 0.1112
missing = 45 (18.8%)

plan more adequately for their participants and the need for application information for certain types of training.

Although it is not statistically significant, there was a very slight tendency for programs which do not require a payment or subsctiption fee by participants to be more complete. This would suggest that payment is not assurance of the qualitative completeness of program processes (see Chart III.23).

It is interesting to note that whole day programs tended to have complete program processes while those which had no definite schedule or met in the mornings or afternoons or on weekends were relatively less complete. Undoubtedly, whole day programs required greater structuring, and as a consequence program staffs tended to pay more attention to planning, training and evaluation processes (see Chart III.24).

5. Program Relationships

Whether or not a program had forged contacts with other programs or organizations, was highly correlated with the level of completeness of development processes.

Informal contacts were particularly related to higher levels of completeness, as would be expected, since this variable was an indicator used in Index II. Strikingly, 77% of the programs without any informal contacts were incomplete in other ways as well (see Chart III.25).

This finding is echoed by the analyses pertaining to formal contacts with other programs and organizations. Although not required by the Index, formal contacts, fewer in number by far than informal ones, were also an important indicator of relative program completeness (see Chart III.26).

Chart XIII.23

PAYMENT AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Payment Yes	No	Row Total
Incomplete		50 68.5 38.5 23.7	23 31.5 28.4 10.9	73 34.6
Moderately to Very Complete		80 58.0 61.5 37.9	58 42.0 71.6 27.5	138 65.4
Column Total		130 61.6	81 38.4	211 100.0

χ^2 = 2.2349
df = 1
p = 0.1349
missing = 29 (12.1%)

Chart XIII.24

SCHEDULE AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Schedule During Weekends	Some Part of Week	Whole Day	No Definite Time	Row Total
Incomplete		15 21.7 44.1 7.5	27 39.1 42.2 13.6	5 7.2 17.9 2.5	22 31.9 30.1 11.1	69 34.7
Moderately to Very Complete		19 14.5 55.9 9.5	37 28.5 57.8 18.6	23 17.7 82.1 11.6	51 39.2 69.9 25.6	130 65.3
Column Total		34 17.1	64 32.2	28 14.1	73 36.7	199 100.0

χ^2 = 7.0930
df = 3
p = 0.0690
missing = 41 (17.1%)

Chart XIII.25

INFORMAL CONTACTS AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Number of Informal Contacts				Row Total
		Zero	1-2	3-4	5 or More	
Incomplete		67 77.0 49.6 27.9	5 5.7 9.4 2.1	8 9.2 28.6 3.3	7 8.0 29.2 2.9	87 36.3
Moderately to Very Complete		68 44.4 50.4 28.3	48 31.4 90.6 20.0	20 13.1 71.4 8.3	17 11.1 70.8 7.1	153 63.8
Column Total		135 56.3	53 22.1	28 11.7	24 10.0	240 100.0

χ^2 = 28.1852
df = 3
p = 0.0000
missing = 0

Chart XIII.26

FORMAL CONTACTS AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Number of Formal Contacts Zero	1-2	More	Row Total
Incomplete		75 86.2 43.6 31.3	8 9.2 16.3 3.3	4 4.6 21.1 1.7	87 36.3
Moderately to Very Complete		97 63.4 56.4 40.4	41 26.8 83.7 17.1	15 9.8 78.9 6.3	153 63.8
Column Total		172 71.7	49 20.4	19 7.9	240 100.0

χ^2 = 14.3414
df = 2
p = 0.0008
missing = 0

The results with regard to relationships with formal education were particularly interesting. Programs which have developed a relationship with one ore more institutions of formal education were far more likely to have complete program development processes (Chart XIII.27).

The more complete Index of Relationships to Formal Education provided even more striking results (see Chart XIII.28).

Even though this Index encountered far more programs with one or more types of activities or relationships to formal education, the results were even stronger. Those programs which were working with one or more aspect of formal education clearly had more complete processes. Indeed, the greater the number of contacts, the greater the tendency to have complete program development processes. It would appear that such contacts and relationships with formal education helped to ensure the quality of program development.

6. Program Reported Success, Problems and Needs, Growth anad Improvement

During the in-depth interviews, program directors were asked to assess the level of success of their programs. This indirect measure in no way substituted for the thorough evaluation of a program, but it did provide an insight into the directors' reflections upon their programs. For such questions, the end is usually fairly reliable: "unsuccessful." The middle ground, "moderately successful," and even "very successful" are particularly difficult to assess. In Chart XIII.29, the results were not statistically significant, but they do suggest a slight tendency for programs which are reported to be "very or moderately successful" to be more complete. Looked at another

Chart XIII.27

CONTACTS WITH FORMAL EDUCATION INSTITUTIONS AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Contacts With FE Institutions Yes	No	Row Total
Incomplete		16 22.2 18.2 7.5	56 77.8 44.8 26.3	72 33.8
Moderately to Very Complete		72 51.1 81.8 33.8	69 48.9 55.2 32.4	141 66.2
Column Total		88 41.3	125 58.7	213 100.0

χ^2 = 16.3523
df = 1
p = 0.0001
missing = 27 (11.3%)

Chart XIII.28

FORMAL EDUCATION INDEX AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	FE Index None	Low	Moderate-High	Row Total
Incomplete		30 34.5 52.6 12.5	51 58.6 39.8 21.3	6 6.9 10.9 2.5	87 36.3
Moderately to Very Complete		27 17.6 47.4 11.3	77 50.3 60.2 32.1	49 32.0 89.1 20.4	153 63.8
Column Total		57 23.8	128 53.3	55 22.9	240 100.0

χ^2 = 22.6178
df = 2
p = 0.0000
missing = 0

Chart XIII.29

REPORTED SUCCESS AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Reported Success			Row Total
		Successful	Successful	Unsuccess-ful	
Incomplete		15 19.5 31.9 6.7	55 71.4 34.0 24.4	7 9.1 43.8 3.1	77 34.2
Moderately to Very Complete		32 21.6 68.1 14.2	107 72.3 66.0 47.6	9 6.1 56.3 4.0	148 65.8
Column Total		47 20.9	162 72.0	16 7.1	225 100.0

^{2} = .7617
df = 2
p = 0.6833
missing = 15 (6.3%)

way, if for "complete process", the "moderately successful to unsuccessful" programs are combined, 62 or 80.5% of them fall into that area. Also, 139 or 93.9% of the "moderate to complete processes" are composed of "very to moderately successful programs." This is, of course, an artifact of the table, and far from reliable.

Perhaps more indicative of the actual quality of programs were the statements of the directors regarding their number of problems and needs. The programs with more stated problems and needs tended to be those with a greater interest in improvement. In Chart XIII.32, we may observe that programs with a greater number of stated problems and needs tended to have more complete program development processes (Chart XIII.30).

With regard to the types of problems and needs which were related to the level of program completeness, we found two major areas to be most important: organizational and staff training problems and needs (Charts XIII.31 and XIII.32).

Although not statisitically significant, the tendencies may be observed. Types of problems and needs which were not very related to the completeness of program development processes are:

Type of Problems or Need	Significance
materials or media	p = .1160
community-related	p = .8530
collaboration	p = .9039
evaluation or research	p = .3407

Very slight tendencies were registered for "materials or media" and "evaluation or research". It is particularly understandable that the

Chart XIII.30

TOTAL PROBLEMS AND NEEDS AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Total Problems and Needs 0 to 2	More Than 2	Row Total
Incomplete		41 51.3 41.8 18.0	39 48.8 30.0 17.1	80 35.1
Moderately to Very Complete		57 38.5 58.2 25.0	91 61.5 70.0 39.9	148 64.9
Column Total		98 43.0	130 57.0	228 100.0

$\chi 2$ = 3.4372
df = 1
p = 0.0637
missing = 12 (5.0%)

Chart XIII.31

ORGANIZATIONAL PROBLEMS AND NEEDS AND
LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Organizational Problems and Needs One or More	None	Row Total
Incomplete		50 63.8 29.7 22.1	29 36.3 49.2 12.6	80 34.6
Moderately to Very Complete		121 80.1 70.3 52.4	30 19.9 50.8 13.0	151 65.4
Column Total		172 74.5	59 25.5	231 100.0

χ^2 = 7.3800
df = 1
p = 0.0066
missing = 9 (3.8%)

Chart XIII.32

STAFF TRAINING PROBLEMS AND NEEDS AND
LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Staff Training Problems and Needs At Least One	None	Row Total
Incomplete		29 36.3 28.2 12.6	51 63.8 39.8 22.1	80 34.6
Moderately to Very Complete		74 49.0 71.8 32.0	77 51.0 60.2 33.3	151 65.4
Column Total		103 44.6	128 55.4	231 100.0

$X2$ = 3.4443
df = 1
p = 0.0635
missing = 9 (3.8%)

presence of organizational and staff problems and needs would be related to the relative completeness of programs since they are the crucial elements for carrying out development processes. This would seem to indicate that special emphasis should be placed upon meeting the demand for advisory services to organizations and staff training in order that they may improve the quality and completeness of their efforts.

Finally, throughout the interviews, many questions were asked about each director's level of interest in improving and expanding program efforts. This led to the creation of a Program Growth and Improvement Index. When this Index was cross-tabulated with the Program Completeness Index, the results were very interesting (Chart XIII.33). Clearly, there was a strong tendency for programs whose directors noted a greater interest in qualitative improvement and growth to have more complete program processes. This would also suggest that they were more open to change, and quite possibly, more committed to their programs. Thus, a concerted effort will have to be made to work not only with those most interested in improvement, but also the programs which are less permeable to innovation and less complete in terms of their processes. Fortunately, only 25 programs fell into the "incomplete"/ "low to nil interest" in improvement and change area. The vast bulk of the programs, 80%, registered at least "moderate" interest in change and/or moderate to very complete program processes.

7. Conclusion

Indices of the completeness of program development processes were developed in order to assess the degree to which NFE programs in Lesotho

Chart XIII.33

PROGRAM IMPROVEMENT AND GROWTH INDEX AND LEVEL OF COMPLETENESS

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Level of Completeness At Least Incomplete	Moderately to Very Complete	Row Total
Low to Nil		25 52.1 28.7 10.4	23 47.9 15.0 9.6	48 20.0
Moderate Interest		37 38.1 42.5 15.4	60 61.9 39.2 25.0	97 40.4
High Interest		25 26.3 28.7 10.4	70 73.7 45.8 29.2	95 39.6
Column Total		87 36.3	153 63.8	240 100.0

$X2$ = 9.4147
df = 2
p = 0.0090
missing = 0

were designed and developed adequately. Chart XIII.1 describes the basic stages of program development processes and Charts XIII.4 and XIII.5 show that NFE programs in Lesotho were more complete (64%) than incomplete. In general, certain program stages stood out, though, as being particularly weak:

Stages	# of Programs	% of Programs
Follow-up Activities	102	42.5
Initial Research	103	42.9
Informal Relations Undertaken	105	43.8
Program Evaluation Conducted	136	56.7
Implementation Decisions Made	154	64.2
Participant Evaluation Conducted	157	65.4
Modification Decisions Made	168	70.0
In-Service Training Provided	181	75.4

Thus, special attention should be provided to these areas through advisory services and training workshops, with related materials and manuals.

In general, most of the districts in Lesotho had NFE programs with mainly moderately to very complete program development processes. Particular attention should be given in this regard to Leribe and Berea, though all districts had a considerable number of programs requiring assistance. In all, 87 (36%) were "incomplete" and of those, 17 (7.1%) were "very incomplete".

Government programs for rural development and agricultrue had the most complete program development processes (62.7%), while cooperatives wer the most incomplet Most other organizations

were moderately complete. In general, although there were more NFE programs run by non-governmental organizations (150), than governmental units (90), the latter had more complete program development processes, on the whole (75.6% as opposed to 56.7%). It would appear that training opportunities especially should be channeled to the NGO's through their networks, in order to enhance the quality of their program development processes.

"Groups" were apparently less-well organized than programs denominated as "centers" or "projects", and therefore deserve special attention.

Program size appeared to be related to the level of program completeness. Programs with more than one NFE activity, additional activities other than NFE, larger staffs and, to some extent larger numbers of participants (1000 or more) tended to have more complete program development processes. These results would appear to argue for a renewed effort to serve the smaller to middle-range NFE programs, which constituted the majority of the programs in Lesotho. Since the vast majority of the program directors were interested in increasing their numbers of participants, types of topics and geographical coverage, this would appear to be an excellent investment in improving the quality as well as quantity of NFE in Lesotho.

With regard to program participants, we had some useful results to guide us in providing advisory services. Interestingly, programs for "women only" appeared to have less complete program processes, and needed to buttressed. Although the results were far from conclusive, programs for the young (0-18 years) and the elderly (60 and over)

appeared to have less complete processes. Programs for the poor fared less well than those for the middle-income to moderately wealthy. Also, programs for housewives, youth, children, the unemployed and farmers need to be given special attention. The results regarding the form of participation were not sufficiently conclusive to provide leads as to which types of programs most need assistance.

Clearly, programs with informal or formal contacts with other programs or organizations had more complete processes. Of special importance is the finding that those programs which tended to be more complete had one or more working relationships with formal education personnel or institutions. This result suggest that it would be important for schools, teachers, training centers, the LDTC, National University of Lesotho, other institutes and the Ministry of Education to make a concerted effort to collaborate with and assist NFE programs which complement and supplement their efforts. Such assistance could help to improve the quality of NFE at many levels.

Although the NFE program directors' reports of relative success were not statistically related to the level of completeness of program development processes; nonetheless, there was a slight tendency for programs which were reported as "successful" to be more complete. More conclusive were the reported numbers and types of program problems and needs. Those programs with more reported problems and needs, particularly in the areas of organization and staff training, tended to be more complete. This positive permeability to change was also reflected in the results on the Program Improvement and Growth Index. Programs more interested in qualitative improvement tended to be more complete in terms of their

processes. Those programs with less interest in change and relatively less complete program development processes may well prove to be more difficult to reach, but they only represent 10.4% (25) of the programs.

From the results of this study, we have concluded that a concerted effort should be made to provide advisory services, training workshops and related educational materials and manuals on how to design and develop complete program development processes to most NFE programs, with special emphasis upon:

- NGOs, especially cooperatives
- programs considered to be loosely organized as "groups"
- medium to smaller-sized NFE programs
- women's programs
- programs for children, youth and the elderly
- programs for the unemployed
- programs for farmers
- programs which lacked contacts with formal education or other programs or organizations

XIV. THE FUTURE OF NFE IN LESOTHO: PROGRAM IMPROVEMENT AND GROWTH

1. Introduction

Nonformal education is clearly well entrenched in Basotho society. It has had a long tradition, and most programs, as we shall see in this chapter, plan to grow, prosper and enhance their processes in order to meet the high demand for educational opportunities in Lesotho.

Many observers of nonformal education phenomena have long wondered about the major types and forms of planned change in terms of qualitative improvement and quantitative growth, from a national perspective. In the preceding chapters, specific areas of needs or requests for assistance have been treated in some detail, e.g., in-service training, new methods, materials, etc. Also, we have discerned many gap areas in terms of geographical coverage, type of organization or topic area, the completeness of program processes, etc. In this chapter, we shall attempt to take an overall view of program improvement and growth, as discerned by NFE program directors. From the results of our analyses, we shall suggest some areas for action to meet prevailing problems and needs.

As such, this chapter is innovative and experimental. It is based upon the presupposition that program directors, in general, quite accurately reflected the actual plans, problems and needs of their programs. We feel quite confident about the results since they held up to repeated analysis from many different perspectives and generally matched the gap areas previously noted in the basic survey data.

The chapter begins with an introduction to the Program Improvement and Growth Index created from ten main variables pertaining directly to planned change. The Index is then utilized to analyze relative geographical emphasis in combination with three variables specifically related to growth alone: plans to increase participation, educational topics and geographical coverage. Organizational improvement and growth plans are then reviewed, followed by the main variables relating to program development processes. Finally, the major problems and needs discerned by program directors are presented, and the relevant results regarding growth and improvement areas, as well as types of organizations, are provided. Finally, a concluding section reviews our major findings and presents some recommendations.

2. The Improvement and Growth Index

Several questions were included in the survey interview regarding the areas which program directors were most interested in changing in order to bring about the growth and improvement of their educational topics. Program improvement questions related to their plans for adding new methods, materials and media and to requests for in-service training, new incentives, help with evaluation and collaboration with more organizations and, specifically, institutions of formal education. The variables used to create the Improvement and Growth Index and their respective responses are arrayed in Chart XIV.1.

From the responses it may be noted that two variables attracted a relatively lower level of interest: adding new teaching/learning

Chart XIV.1

COMPONENT VARIABLES OF THE PROGRAM IMPROVEMENT AND GROWTH INDEX

Variable	# of Programs	% of Programs
Relations with formal education wanted	167	69.6
New in-service training requested	166	69.2
Collaboration with more organizations wanted	163	67.9
Planned to increase number of participants	163	67.9
Planned to add educational topics	145	60.4
Planned to increase geographical coverage	129	53.8
Wanted to add new educational materials or media	128	53.3
Requested new incentives for participants	122	50.8
Wanted to add new teaching/learning methods	92	38.3
Requested help with evaluation	87	36.3
Total Number of Programs	240	100.0

missing = 0

methods (92 programs, 38.3%) and requesting help with evaluation (87, 36.3%). Interestingly, the highest level of interest was registered for relations with formal education (167, 69.6%) and in-service training (166, 69.2%). These areas, plus inter-institutional collaboration (163, 67.9%), were found to have significant statistical relationships to the qualitative status of NFE programs in Lesotho (see Chapters VIII, XI, XII, and XIII). Thus, program directors were strikingly perceptive in emphasizing precisely those areas for improvement and growth which would have the greatest likelihood of assisting them to enhance their programs. The other areas, in terms of growth or particular program contents or processes (e.g., methods, evaluation), could well be covered through in-service training or other aspects of collaborative exchange.

The relative frequency of mentions of the variables on the Index are noted in Chart XIV.2. The surprisingly even distribution of the mentions from 3 to 8 is notable. The programs could be clustered in various ways, but we decided upon the breakdown presented in Chart XIV.3. Only 48 (20.0%) of the programs registered low to nil interest in improvement and change. Some 97 programs (40.4%) were moderately interested in program enhancement, and a total of 95 (39.6%) were highly interested in improvement and growth. Only one program registered a total lack of interest in program development and change. In general, it may be asserted that the vast majority of the NFE programs in Lesotho reflected a moderate to strong desire to grow and to improve their program contents and processes. Thus, we may infer that attempts on the part of various

Chart XIV.2

RELATIVE FREQUENCY OF MENTIONS ON THE PROGRAM IMPROVEMENT AND GROWTH INDEX

# of Mentions	# of Programs	% of Programs
None	1	.4
1	6	2.5
2	15	6.3
3	26	10.8
4	28	11.7
5	31	12.9
6	38	15.8
7	36	15.0
8	34	14.2
9	22	9.2
10	3	1.2
Total	240	100.0

missing = 0

Chart XIV.3

PROGRAM IMPROVEMENT AND GROWTH INDEX

Level of Improvement and Growth	# of Mentions	# of Programs
Low or nil	48	20.0
Moderate	97	40.4
High	95	39.6
Total	240	100.0

missing = 0

institutions and groups to assist NFE programs to enhance their programs should be welcomed in most cases.

3. Geographical Improvement and Growth

As may be noted in Chart XIV.4, the majority of the programs in all districts had a moderate to high level of interest in improvement and growth.

The districts registering the highest overall commitment to both qualitative improvement and quantitative growth were Berea, Qacha's Nek, Thaba-Tseka, Mafeteng, Leribe, and Butha-Buthe. Special attention should be given to Mohale's Hoek, Maseru, Mokhotlong, and Quthing, although in these districts a strong emphasis upon moderate growth and improvement was found.

With regard to growth alone, the program directors were asked about their plans to increase, decrease or remain at present levels in terms of their numbers of participants, educational topics and size of their geographical coverage. The responses are presented in Chart XIV.5.

In general, it may be noted that the majority of the program directors planned to increase their size of participation (67.9%) of the programs), the numbers of educational topics (60.4%), and the size of their geographical coverage (53.7%). Clearly, geographical expansion was the least high on their list. Intensity of participant coverage and more in-depth program activities were of greater interest to them than extensiveness of coverage. Also, a sizeable number of program directors (13.8% to 16.3%) were undecided, didn't care to report, or didn't know

Chart XIV.4

PROGRAM IMPROVEMENT AND CHANGE INDEX BY DISTRICT

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	District										Row Total
		Butha-Buthe	Leribe	Berea	Maseru	Mafeteng	Mohale's Hoek	Quthing	Qacha's Nek	Mokhot-long	Thaba-Tseka	
Low to Nil		7 14.6 30.4 2.9	8 16.7 30.8 3.3	5 10.4 11.1 2.1	5 10.4 17.2 2.1	4 8.3 8.9 1.7	3 6.3 17.6 1.3	5 10.4 38.5 2.1	3 6.3 16.7 1.3	5 10.4 33.3 2.1	3 6.3 33.3 1.3	48 20.0
Moderate		7 7.2 30.4 2.9	9 9.3 34.6 3.8	14 14.4 31.1 5.8	15 15.5 51.7 6.3	23 23.7 51.1 9.6	8 8.2 47.1 3.3	6 6.2 46.2 2.5	7 7.2 38.9 2.9	6 6.2 40.0 2.5	2 2.1 22.2 0.8	97 40.4
High		9 9.5 39.1 3.8	9 9.5 34.6 3.8	26 27.4 57.8 10.8	9 9.5 31.0 3.8	18 18.9 40.0 7.5	6 6.3 35.3 2.5	2 2.1 15.4 0.8	8 8.4 44.4 3.3	4 4.2 26.7 1.7	4 4.2 44.4 1.7	95 39.6
Column Total		23 9.6	26 10.8	45 18.8	29 12.1	45 18.8	17 7.1	13 5.4	18 7.5	15 6.3	9 3.8	240 100.0

χ^2 = 24.1592
df = 18
p = 0.1499
missing = 0

Chart XIV.5

NFE PROGRAM DIRECTORS' PLANS TO INCREASE, DECREASE OR MAINTAIN CURRENT LEVELS OF PARTICIPANTS, EDUCATIONAL TOPICS AND GEOGRAPHICAL COVERAGE

	# of Participants		# of Educational Topics		Size of Geographical Coverage	
Plan	# of Programs	% of Programs	# of Programs	% of Programs	# of Programs	% of Programs
Increase	163	67.9	145	60.4	129	53.7
Decrease	8	3.3	4	1.7	4	1.7
Maintain Current Levels	36	15.0	55	22.9	68	28.3
Subtotal	207	86.2	204	85.0	201	83.7
Don't Know	15	6.3	16	6.7	13	5.4
No Answer	18	7.5	20	8.3	26	10.9
Subtotal	33	13.8	36	15.0	39	16.3
Total	240	100.0	240	100.0	240	100.0

missing = 0

about their future plans. Only a very small percentage of program directors planned to decrease their number of participants, topics, or geographical coverage (1.7% to 3.3%). Subsequent analyses of these results presented in this chapter will refer only to the programs which responded to these questions, representing 83.3% to 86.2% of the programs.

Growth plans for increasing NFE program coverage per district are presented in Chart XIV.6. Clearly, Butha-Buthe had the highest interest in program growth in all three areas, followed by Berea, Leribe, and Mafeteng. The other districts, Thaba-Tseka, Quthing, Mokhotlong, Qacha's Nek, Mohale's Hoek, and Maseru, revealed slightly less interest, though still a substantial commitment to growth in most areas. Given the many life-long educational needs in Lesotho, these results auger well for the future development of nonformal education.

4. Organizational Improvement and Growth

The sponsorship of NFE programs by governmental or nongovernmental organizations made no impact upon outcomes with regard to improvement and growth. As may be noted in Chart XIV.7, only the slightest of percentage differences separated the two types of sponsorship in the areas of high and moderate levels of improvement and growth. Clearly, each sector was virtually equally interested in the amelioration and expansion of their programs.

Differences were found, however, at the sub-sectoral level. In Chart XIV.8, we may note that the greatest degree of interest in growth and improvement was encountered in the women's and "other" NGO groups,

Chart XIV.6

NFE PROGRAMS WHICH PLAN TO INCREASE PARTICIPANTS, EDUCATIONAL TOPICS, AND GEOGRAPHICAL COVERAGE BY DISTRICT

	Plan to Increase								
	Number of Participants			Number of Educational Topics			Size of Geographical Coverage		
District	# of Programs	% of Programs*	Rank	# of Programs	% of Programs	Rank	# of Programs	% of Programs	Rank
Butha-Buthe	20	100.0	1	14	87.5	1	15	78.9	1
Leribe	18	85.0	2	16	76.2	4	12	66.7	3
Berea	32	84.2	3	33	84.6	2	29	78.4	2
Maseru	18	66.7	8	14	53.8	9	14	53.8	9
Mafeteng	34	82.9	4	31	77.5	3	25	62.5	5
Mohale's Hoek	9	60.0	9	9	60.0	8	9	56.3	8
Quthing	9	75.0	6	8	66.7	6	7	58.3	7
Qacha's Nek	11	73.0	7	10	62.5	7	6	42.9	10
Mokhotlong	5	55.6	10	7	70.0	5	6	60.0	6
Thaba-Tseka	7	77.8	5	3	33.3	10	6	66.7	3

*Percent of programs per district which reported growth plans. Total programs reporting growth plans per area: participant 207 (86.2%), topics = 204 (85.0%), geographical coverage = 201 (83 7%).

Chart XIV.7

IMPROVEMENT AND GROWTH INDEX AND ORGANIZATIONAL SPONSORSHIP

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Organization Government Organization	Nongovernment Organization	Row Total
Low to Nil		18 37.5 20.0 7.5	30 62.5 20.0 12.5	48 20.0
Moderate		39 40.2 43.3 16.3	58 59.8 38.7 24.2	97 40.4
High		33 34.7 36.7 13.8	62 65.3 41.3 25.8	95 39.6
Column Total		90 37.5	150 62.5	240 100.0

χ^2 = 0.6125
df = 2
p = 0.7362
missing = 0

Chart XIV.8

IMPROVEMENT AND GROWTH INDEX AND TYPE OF ORGANIZATION

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Type of Organization: Rural Dev/ Agric/ Govt	Health/ Nutri/ Govt	Other/ Govt	Agric/ NGO	Coops/ NGO	Health/ Nutri/ Child/ NGO	Other/ NGO	Row Total
Low to Nil		9	4	5	8	14	7	1	48
		18.8	8.3	10.4	16.7	29.2	14.6	2.1	20.0
		15.0	20.0	50.0	25.8	25.9	19.4	3.4	
		3.8	1.7	2.1	3.3	5.8	2.9	0.4	
Moderate		24	12	3	11	19	16	12	97
		24.7	12.4	3.1	11.3	19.6	16.5	12.4	40.4
		40.0	60.0	30.0	35.5	35.2	44.4	41.4	
		10.0	5.0	1.3	4.6	7.9	6.7	5.0	
High		27	4	2	12	21	13	16	95
		28.4	4.2	2.1	12.6	22.1	13.7	16.8	39.6
		45.0	20.0	20.0	38.7	38.9	36.1	55.2	
		11.3	1.7	0.8	5.0	8.8	5.4	6.7	
Column Total		60	20	10	31	54	36	29	240
		25.0	8.3	4.2	12.9	22.5	15.0	12.1	100.0

χ^2 = 18.8248 (4 cells less than 5.0)
df = 12
p = 0.0928
missing = 0

followed by governmental rural and agricultural development programs, cooperatives, agricultural NGOs, and health and nutrition NGOs. Relatively lower levels of responses were noted from the governmental health and nutrition programs and the programs of the Ministries of Justice, Interior, and others. The latter may well be due to the nature especially of the prison education programs they represent.

With regard to growth indicators alone, no statistically significant differences were found between governmental and nongovernmental sponsorship. As may be seen in Chart XIV.9, on the whole, NGOs tended to register a slightly higher level of interest than governmental organizations in increasing their participation, number of topics and geographical coverage. It is clear that both sectors plan to increase coverage, and special attention should be given to assist NGOs, as well as programs sponsored by the government.

With regard to the year in which a program was founded, no significant differences were encountered, as may be seen in Chart XIV.10. It is interesting to note that programs founded before 1950 were slightly less interested in improvement and change, but those begun thereafter had very similar outcomes. This array shows that, in general, the age of a program has neither inhibited nor promoted the desire to grow and improve in any major way.

Similar results were encountered with regard to growth alone in terms of participants, educational topics, and geographical coverage. In Chart XIV.11, we may note that programs founded after 1970 generally

Chart XIV.9

PLANS TO INCREASE PARTICIPANTS, EDUCATIONAL TOPICS AND GEOGRAPHICAL COVERAGE BY GOVERNMENTAL AND NONGOVERNMENTAL SPONSORSHIP

	Plans to Increase					
	Participants		Educational Topics		Geographical Coverage	
Type of Organization	# of Programs	% of Programs*	# of Programs	% of Programs	# of Programs	% of Programs
Governmental	52	74.3	49	68.1	43	61.4
Nongovernmental	111	81.0	96	72.7	86	65.6
Total	163	78.7	145	71.1	129	64.2
Total Responding	207	100.0	204	100.0	201	100.0

*Percent of total programs responding to questions regarding planned growth per type of organization.

Chart XIV.10

IMPROVEMENT AND GROWTH INDEX AND YEAR FOUNDED

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Year Founded Up to 1950	1951-1960	1961-1970	1971 and After	Row Total
Low to Nil		4 12.5 30.8 2.2	2 6.3 13.3 1.1	11 34.4 18.0 6.1	15 46.9 16.5 8.3	32 17.8
Moderate		4 5.7 30.8 2.2	7 10.0 46.7 3.9	25 35.7 41.0 13.9	34 48.6 37.4 18.9	70 38.9
High		5 6.4 38.5 2.8	6 7.7 40.0 3.3	25 32.1 41.0 13.9	42 53.8 46.2 23.3	78 43.3
Column Total		13 7.2	15 8.3	61 33.9	91 50.6	180 100.0

χ^2 = 2.4203 (2 cells less than 5.0)
df = 6
p = 0.8773
missing = 60 (25.0%)

Chart XIV.11

PLANS TO INCREASE PARTICIPATION, EDUCATIONAL TOPICS AND GEOGRAPHICAL COVERAGE BY YEAR NFE PROGRAM FOUNDED

Period Program Founded	Plans to Increase					
	# of Participants		# of Educational Topics		Size of Geographical Coverage	
	# of Programs	% of Programs*	# of Programs	% of Programs	# of Programs	% of Programs
Up to 1970	59	74.7	56	70.9	48	63.2
After 1970	68	86.1	63	78.8	52	66.7
Total	127	80.4	119	74.8	100	64.9
Total Programs Responding	158	100.0	159	100.0	154	100.0

*Percent of total programs responding to questions regarding planned growth per period in which program founded.

had a slightly greater tendency to be interested in growth in all three areas, but those begun before 1970 also were very likely to consider increasing their coverage.

Interest in both improvement and growth appeared to be related to the size of the program. With regard to the number of participants, in Chart XIV.12, a slight, though not statistically significant, tendency may be noted for more programs with over 151 participants to have a high interest in improvement and change.

Similar results were found with regard to growth indicators alone. In Chart XIV.13, larger programs in terms of participants were slightly more interested in increasing participant coverage and the number of educational topics than smaller programs; however, this was not true of geographical coverage. Smaller programs tended to be slightly more interested in growing in terms of geographical expansion than larger programs.

Regarding staff size, in Chart XIV.14, we may note that programs with medium to large staffs tended to have a greater interest in program improvement and change. It would appear from these data that a certain staff size is often required for a program to give serious consideration to undertaking general improvement and growth. This is echoed in the results provided in Chart XIV.15. In all areas of growth, medium to larger sized staffs exhibited a greater tendency to be interested in growth; however, the distance narrowed between the percentages relating to the expansion of geographical coverage.

Chart XIV.12

IMPROVEMENT AND GROWTH INDEX BY SIZE OF PARTICIPATION

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Size of Participation 1-150	151+	Row Total
Low to Nil		17 58.6 15.2 9.8	12 41.4 19.4 6.9	29 16.7
Moderate		51 72.9 45.5 29.3	19 27.1 30.6 10.9	70 40.2
High		44 58.7 39.3 25.3	31 41.3 50.0 17.8	75 43.1
Column Total		112 64.4	62 35.6	174 100.0

χ^2 = 3.6800
df = 2
p = 0.1588
missing = 66 (27.5%)

Chart XIV.13

PLANS TO INCREASE PARTICIPATION, EDUCATIONAL TOPICS AND GEOGRAPHICAL COVERAGE BY SIZE OF PARTICIPATION

	Plans to Increase					
	# of Participants		# of Educational Topics		Size of Geographical Coverage	
Size of Participation	# of Programs	% of Programs	# of Programs	% of Programs	# of Programs	% of Programs
1-150	78	78.0	68	70.1	63	66.3
151+	48	87.3	42	75.0	35	64.8
Total	126	81.3	110	71.9	98	65.8
Total Programs Responding	155	100.0	153	100.0	149	100.0

*Percent of total programs responding to questions regarding planned growth per size of program participation.

Chart XIV.14

IMPROVEMENT AND GROWTH INDEX AND STAFF SIZE

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Staff Size Small	Medium/ Big	Row Total
Low to Nil		19 46.3 27.1 8.7	22 53.7 14.8 10.0	41 18.7
Moderate		29 32.2 41.4 13.2	61 67.8 40.9 27.9	90 41.1
High		22 25.0 31.4 10.0	66 75.0 44.3 30.1	88 40.2
Column Total		70 32.0	149 68.0	219 100.0

χ^2 = 5.8624
df = 2
p = 0.0533
missing = 21 (8.8%)

Chart XIV.15

PLANS TO INCREASE PARTICIPATION, EDUCATIONAL TOPICS AND GEOGRAPHICAL COVERAGE BY STAFF SIZE

	Plans to Increase					
	# of Participants		# of Educational Topics		Size of Geographical Coverage	
Staff Size	# of Programs	% of Programs	# of Programs	% of Programs	# of Programs	% of Programs
Small	43	72.9	38	65.5	33	63.5
Medium to Large	108	81.2	98	76.0	89	67.9
Total	151	78.6	136	72.7	122	66.7
Total Programs Responding	192	100.0	187	100.0	183	100.0

*Percent of total programs responding to questions regarding planned growth per size of program staff.

The variable regarding program size with the strongest tendency to be related to interest in program improvement and growth was the number of NFE activities. As may be seen in Chart XIV.16, programs with multiple NFE activities tended to be most interested in change. Thus, programs which have already sought to provide more than one type of activity to their participants would appear to be the more innovative programs, on the whole. It may be suggested that greater program complexity led to a greater interest in growth and qualitative change.

These results were echoed, once again, in the items related to growth alone. In Chart XIV.17, we may observe that in all three areas, programs with multiple NFE activities were decidedly more interested in growth. Single activity programs were least interested in adding new topics and in geographical extension. These programs would appear to represent single-focus, relatively small, and site-specific efforts. It would appear that multiple activity programs had already begun to expand simply by the fact of their dedication to two or more NFE activities.

5. Program Development Processes and Growth and Improvement

As noted in Chapter X, Initial Research, Evaluation and Follow-Up Systems, research conducted prior to beginning a program had a powerful impact upon improved program quality and the thoroughness of development processes. In Chart XIV.18, we may observe that programs which conducted initial research were significantly more interested in future program improvement and growth. The undertaking of initial research appears to have led to greater program awareness of alternatives and the creation of an innovative spirit.

Chart XIV.16

IMPROVEMENT AND GROWTH INDEX BY NUMBER OF NFE ACTIVITIES

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Number of Activities One Activity	More Than One Activity	Row Total
Low to Nil		30 62.5 27.5 12.5	18 37.5 13.7 7.5	48 20.0
Moderate		49 50.5 45.0 20.4	48 49.5 36.6 20.0	97 40.4
High		30 31.6 27.5 12.5	65 68.4 49.6 27.1	95 39.6
Column Total		109 45.4	131 54.6	240 100.0

χ^2 = 14.0060
df = 2
p = 0.0009
missing = 0

Chart XIV.17

PLANS TO INCREASE PARTICIPATION, EDUCATIONAL TOPICS AND GEOGRAPHICAL COVERAGE BY NUMBER OF NFE ACTIVITIES

Number of NFE Activities	Plans to Increase					
	# of Participants		# of Educational Topics		Size of Geographical Coverage	
	# of Programs	% of Programs	# of Programs	% of Programs	# of Programs	% of Programs
One Activity	68	74.7	51	58.6	49	54.4
More Than One Activity	95	81.9	94	80.3	80	72.1
Total	163	78.7	145	71.1	129	64.2
Total Programs Responding	207	100.0	204	100.0	201	100.0

*Percent of total programs responding to questions regarding planned growth per number of NFE activities.

Chart XIV.18

IMPROVEMENT AND GROWTH INDEX AND INITIAL RESEARCH

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Conducted Initial Research Yes	No	Row Total
Low to Nil		11 22.9 10.8 4.6	37 77.1 26.8 15.4	48 20.0
Moderate		39 40.2 38.2 16.3	58 59.8 42.0 24.2	97 40.4
High		52 54.7 51.0 21.7	43 45.3 31.2 17.9	95 39.6
Column Total		102 42.5	138 57.5	240 100.0

$\chi 2$ = 13.5627
df = 2
p = 0.0011
missing = 0

The presence of participant evaluation was found to have had far less impact upon relative interest in program improvement and change, as may be seen in Chart XIV.19. Although those which did conduct participant evaluation had a certain impact upon the high level of interest, the overall results were not significant.

The presence of program evaluation, however, was found to be statistically significant with regard to the level of interest in improvement and change. Those programs which had conducted program evaluation were more inclined to consider improving and expanding their programs, as may be seen in Chart XIV.20. The presence of a follow-up system did not promote a greater interest in change. Similarly, in-service training did not, in and of itself, make a notable difference in this regard.

Programs with one or more informal contacts with other organizations demonstrated a greater interest in improvement and change, as may be observed in Chart XIV.21. However, the presence of formal relationships with other groups did not show a statistically significant relationship to planned change. From these results, it would appear that general, even casual, contacts helped NFE staffs to look favorably upon program enhancement, and that inter-program networking and collaboration should be furthered as a means for achieving program improvement and expansion.

A tendency was noted for NFE programs which have had relationships with institutions of formal education to be more interested in improvement and growth. In Chart XIV.22, it may be observed that contacts with formal education institutions were particularly related to a high interest in

Chart XIV.19

IMPROVEMENT AND GROWTH INDEX BY PARTICIPANT EVALUATION

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Participant Evaluation Conducted Yes	No	Row Total
Low to Nil		27 65.9 17.2 12.4	14 34.1 23.3 6.5	41 18.9
Moderate		62 72.1 39.5 28.6	24 27.9 40.0 11.1	86 39.6
High		68 75.6 43.3 31.3	22 24.4 36.7 10.1	90 41.5
Column Total		157 72.4	60 27.6	217 100.0

χ^2 = 1.3300
df = 2
p = 0.5143
missing = 23 (9.6%)

Chart XIV.20

IMPROVEMENT AND CHANGE INDEX AND PROGRAM EVALUATION

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Program Evaluation Conducted Yes	No	Row Total
Low to Nil		21 43.8 15.4 8.8	27 56.3 26.0 11.3	48 20.0
Moderate		51 52.6 37.5 21.3	46 47.4 44.2 19.2	97 40.4
High		64 67.4 47.1 26.7	31 32.6 29.8 12.9	95 39.6
Column Total		136 56.7	104 43.3	240 100.0

χ^2 = 8.3527
df = 2
p = 0.0154
missing = 0

Chart XIV.21

IMPROVEMENT AND CHANGE INDEX AND INFORMAL CONTACTS WITH OTHER ORGANIZATIONS

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Informal Contacts Made Some	None	Row Total
Low to Nil		18 37.5 17.1 7.5	30 62.5 22.2 12.5	48 20.0
Moderate		36 37.1 34.3 15.0	61 62.9 45.2 25.4	97 40.4
High		51 53.7 48.6 21.3	44 46.3 32.6 18.3	95 39.6
Column Total		105 43.8	135 56.3	240 100.0

2 = 6.3076
df = 2
p = 0.0427
missing = 0

Chart XIV.22

IMPROVEMENT AND CHANGE INDEX BY RELATIONSHIP WITH FORMAL EDUCATION INSTITUTIONS

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Contacts with FE Institutions Yes	No	Row Total
Low to Nil		9 23.7 10.2 4.2	29 76.3 23.2 13.6	38 17.8
Moderate		36 41.4 40.9 16.9	51 58.6 40.8 23.9	87 40.8
High		43 48.9 48.9 20.2	45 51.1 36.0 21.1	88 4.13
Column Total		88 41.3	125 58.7	213 100.0

χ^2 = 6.9401
df = 2
p = 0.0311
missing = 27 (11.3%)

change. Similar findings resulted from applying the Formal Education Index (see Chapter XI). The results therein are even stronger in the area of moderate to high levels of contact with formal education and high interest in improvement and change, as may be noted in Chart XIV.23. The positive impact of formal education upon non-formal education was documented extensively in Chapter XI, and these data demonstrate the potentially enduring effect of these relationships in terms of qualitative and quantitative innovation.

A most striking result which emerged from the data is presented in Chart XIV.24. A very high level of statistical significance was found with regard to the relative interest of program participants in entering formal education programs and the NFE programs' commitment to improvement and change ($p = 0.0000$). It would appear to be likely that the generalized educational demand of participants has been a major force in motivating NFE programs to expand their coverage and improve the quality of their programs. This finding should be of particular use to educational planners in Lesotho concerned with both formal and nonformal education.

Finally, we used the Program Completeness Index (see Chapter XIII) to see if the degree of completeness of program development processes had any relationship to the directors' interest in improvement and growth. In Chart XIV.25, we may observe that with an increasing degree of program completeness, a higher interest in program improvement and growth was found ($p = 0.0177$). Thus, the directors of more fully developed programs, in terms of their processes, were more inclined to improve and expand their programs.

Chart XIV.23

IMPROVEMENT AND CHANGE INDEX BY FORMAL EDUCATION INDEX

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Formal Education Index			
		None	Low	Moderate-High	Row Total
Low to Nil		16 33.3 28.1 6.7	29 60.4 22.7 12.1	3 6.3 5.5 1.3	48 20.0
Moderate		23 23.7 40.4 9.6	52 53.6 40.6 21.7	22 22.7 40.0 9.2	97 40.4
High		18 18.9 31.6 7.5	47 49.5 36.7 19.6	30 31.6 54.5 12.5	95 39.6
Column Total		57 23.8	128 53.3	55 22.9	240 100.0

χ^2 = 12.4281
df = 4
p = 0.0144
missing = 0

Chart XIV.24

IMPROVEMENT AND GROWTH INDEX BY PERCENTAGE OF PROGRAM PARTICIPANTS INTERESTED IN ENTERING FORMAL EDUCATION

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Participants Interested in Entering Formal Education			
		Zero	1-50%	51-100%	Total
Low to Nil		17 58.6 42.5 9.7	9 31.0 10.2 5.1	3 10.3 6.3 1.7	29 16.5
Moderate		14 19.2 35.0 8.0	37 50.7 42.0 21.0	22 30.1 45.8 12.5	73 41.5
High		9 12.2 22.5 5.1	42 56.8 47.7 23.9	23 31.1 47.9 13.1	74 42.0
Column Total		40 22.7	88 50.0	48 27.3	176 100.0

χ^2 = 26.9070
df = 4
p = 0.0000
missing = 64 (26.7%)

Chart XIV.25

IMPROVEMENT AND GROWTH INDEX BY PROGRAM COMPLETENESS INDEX

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Program Completeness Index				
		Very Incomplete	Incomplete	Moderately Complete	Very Complete	Row Total
Low to Nil		6 12.5 35.3 2.5	19 39.6 27.1 7.9	20 41.7 16.8 8.3	3 6.3 8.8 1.3	48 20.0
Moderate		8 8.2 47.1 3.3	29 29.9 41.4 12.1	50 51.5 42.0 20.8	10 10.3 29.4 4.2	97 40.4
High		3 3.2 17.6 1.3	22 23.2 31.4 9.2	49 51.6 41.2 20.4	21 22.1 61.8 8.8	95 39.6
Column Total		17 7.1	70 29.2	119 49.6	34 14.2	240 100.0

^{2} = 15.3467
df = 6
p = 0.0177
missing = 0

This result was further amplified by the data regarding growth alone. In Chart XIV.26, we may note that programs with a moderate to high level of completeness had considerably greater interest in increasing the number of their participants, educational topics, and geographical coverage. Thus, we may infer that it is likely that by improving NFE program development processes, a greater interest in improvement and growth will be generated. Certainly, well-developed programs would provide a better base for improved service and coverage, in any case.

6. Program Problems and Needs in Relation to Improvement and Growth

The program directors were asked several questions about the major problems and needs they had encountered in conducting their programs. Their responses pertained to the following areas: program organization, staff training and group leadership, educational methods, materials and media, community relations, collaboration, and evaluation. The individual responses per item are presented in Chart XIV.27.

Clearly the area of financial needs was considered to be the most major problem (45.4%), followed by adequate staff (39.6%), staff training needs (35.8%), organizational and administrative problems (28.3%), planning needs or problems (23.7%), and lack of community support (22.9%).

As noted in earlier chapters, we found that the programs with greater numbers of mentions of problems and needs tended to be programs of relatively better quality, according to a series of indicators. Candor, self-questioning, true needs and a desire to ameliorate program processes all seemed to be reflected in this willingness to specify major problems and needs.

Chart XIV.26

PLANS TO INCREASE PARTICIPATION, EDUCATIONAL TOPICS AND GEOGRAPHICAL COVERAGE BY PROGRAM COMPLETENESS INDEX

	Plans to Increase					
	# of Participants		# of Educational Topics		Size of Geographical Coverage	
Level of Completeness	# of Programs	% of Programs	# of Programs	% of Programs	# of Programs	% of Programs
Low	56	34.4	51	35.2	48	37.2
Moderate to High	107	65.6	94	64.8	81	62.8
Total	163	78.7	145	71.1	129	64.2
Total Programs Responding	207	100.0	204	100.0	201	100.0

*Percent of total programs responding to questions regarding planned growth per level of program completeness.

Chart XIV.27

MAJOR PROBLEMS AND NEEDS MENTIONED BY NFE PROGRAM DIRECTORS

Areas of Problem Need	# of Programs	% of Programs
Financial needs	109	45.4
Adequate staff	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
Problems regarding maintaining group membership or absenteeism	43	17.9
Adequate and appropriate educational materials or media	43	17.9
Evaluation and research needs	42	17.5
Communication needs with program participants	40	16.7
Needs for collaborating with other NFE groups	33	13.7
Needs for collaborating with formal education organizations	32	13.3
Adequate educational methods	27	11.2
Adequate information for sound program development	23	9.6
Needs for collaborating with noneducational organizations	15	6.3
Total programs responding	232	96.7

missing = 8 (3.3%)

These observations are complemented by the results found in Chart XIV.28. Those programs with a greater number of mentions of major problems and needs had a greater interest in program improvement and growth (as discerned from other questions in our survey) ($p = 0.0000$). Another way of stating this is that NFE groups with the most mentions of problems and needs were the most interested in enhancing their programs in specific ways. This result augers well for the future: NFE program staffs should usually welcome assistance in meeting their areas of difficulty and need.

We clustered these many variables by their main type, and the results are presented in Chart XIV.29. As noted in the separate listing of variables, organizational and staff training areas predominated. However, it is interesting to note that 40.0% of the program directors mentioned relationships with the community as a major cluster area.

Subsequently, we examined the relationships between the types of clusters of problems and needs, and the programs' relative interest in improvement and change. Rather than present all of the charts, the salient results will be listed below:

- the presence of organizational problems was highly related to interest in improvement and growth ($p = 0.0000$)
- the presence of staff training and group leadership needs was also highly related to interest in change ($p = 0.0000$)
- methods, materials, and media needs tended to be moderately related to an interest in program amelioration and growth ($p = 0.0306$)

Chart XIV.28

IMPROVEMENT AND GROWTH INDEX BY NUMBER OF TOTAL MAJOR PROBLEMS AND NEEDS MENTIONED BY PROGRAM DIRECTORS

Improvement and Growth Index	Count Row PCT Col PCT Tot PCT	Number of Major Problems and Needs				Row Total
		Zero	1-2	3-4	5+	
Low to Nil		15 33.3 50.0 6.6	14 31.1 20.6 6.1	12 26.7 21.4 5.3	4 8.9 5.4 1.8	45 19.7
Moderate		9 9.6 30.0 3.9	36 38.3 52.9 15.8	23 24.5 41.1 10.1	26 27.7 35.1 11.4	94 41.2
High		6 6.7 20.0 2.6	18 20.2 26.5 7.9	21 23.6 37.5 9.2	44 49.4 59.5 19.3	89 39.0
Column Total		30 13.2	68 29.8	56 24.6	74 32.5	228 100.0

^{2} = 39.0515
df = 6
p = 0.0000
missing = 12 (5.0%)

Chart XIV.29

TYPES OF MAJOR PROBLEMS AND NEEDS REPORTED BY PROGRAM DIRECTORS, CLUSTERED BY TYPE OF RESPONSE

Type of Problem and Need	# of Programs	% of Programs
Organizational problems and needs	173	72.1
Staff training and group leadership	103	42.9
Community relations	96	40.0
Methods, materials and media	91	37.9
Evaluation	42	17.5
Collaboration	38	15.8

missing = 0

- the presence of community relations problems was not statistically significantly related to interest in program enhancement ($p = 0.1552$)
- those few programs which mentioned collaboration or evaluation as major areas of problems or needs tended to have a significant interest in improvement and growth (collaboration, $p = 0.0025$, and evaluation, $p = 0.0013$).

Thus, all of the programs represented within the clusters, except community relations problems and needs, were significantly interested in program enhancement and growth. We may hypothesize that programs which have had major problems relating to the community tended to see this as an inhibition to growth and change and had not reached a threshold of success adequate to initiate positive change processes.

A series of interesting results emerged from a review of the indivdiual variables pertaining to problems and needs in relation to major program variables:

Planning Problems and Needs

- programs with multiple activities tended to mention planning needs more than single activity programs ($p = 0.0070$)

Organizational or Administrative Problems

- multiple activity programs tended to mention organizational problems slightly more than single activity programs ($p = 0.0942$)
- programs for middle income participants tended to mention organizational problems more often than programs for the poor ($p = 0.0361$)

Adequate Staff

- programs with larger staffs tended to mention staff needs slightly more than programs with smaller staffs ($p = 0.0630$)
- programs with a larger participant size tended to mention staff needs slightly more often than smaller programs ($p = 0.0528$)

Staff Training Needs

- programs with multiple activities tended to mention staff training needs slightly more often than single activity programs ($p = 0.0587$)
- programs with larger numbers of participants also tended to mention staff training slightly more often than smaller programs ($p = 0.0563$)

Evaluation and Research Needs

- programs with large staffs tended to mention evaluation as an area of need slightly more often than programs with smaller staffs ($p = 0.0537$)

Financial Needs

- nongovernmental NFE programs tended to mention financial needs much more often than governmental programs ($p = 0.0104$)

Group Leadership Problems

- programs serving middle to advanced levels of education tended to have slightly more group leadership problems than programs at the introductory level or "level not applicable" status ($p = 0.0987$)

Educational Methods

- programs with larger staffs tended to mention educational methods needs slightly more frequently than smaller staffs ($p = 0.0859$)

Communications Needs with Program Participants

- governmental programs tended to have significantly more needs for communicating with program participants than nongovernmental programs ($p = 0.0099$)
- programs with multiple NFE activities had more needs for communicating with participants than single activity programs ($p = 0.0285$)
- programs with larger staff size had more needs for communicating with participants than smaller staff programs ($p = 0.0297$)
- programs with larger numbers of participants had more needs for communicating with participants than programs with smaller numbers of participants (0.0000)

Problems Regarding Maintaining Group Membership or Absenteeism

- programs with small staff size had more problems maintaining group membership than programs with larger staffs ($p = 0.0371$)
- programs with smaller numbers of participants had more difficulty maintaining group membership than programs with larger participant size ($p = 0.0367$)

Needs for Collaborating with Other NFE Groups

- nongovernmental organizations mentioned more needs for collaboration with other NFE groups than governmental organizations ($p = 0.0153$)

Lack of Community Support

- programs founded after 1970 mentioned a lack of community support slightly more often than programs founded before 1970 ($p = 0.0876$)

Other results pertaining to each of the problems and needs variables were not statistically significant.

In general it may be said that NFE program directors were quite candid about their needs and problems. These problem areas tended to be quite common to many types of programs, and statistically significant tendencies were found for only a few indicators in relation to specific variables, as noted above.

7. Conclusion

A Program Improvement and Growth Index was developed using ten variables relating to the perceptions of NFE program directors regarding salient program needs and plans for growth. On the qualitative side, the directors were highly interested in developing relationships with institutions of formal education (69.6%), in-service training (69.2%), and inter-institutional collaboration (67.9%). Also a majority of the program directors expected their programs to grow: 67.9% planned to increase their number of participants, 60.4% planned to add new educational topics, and 53.8% planned to increase geographical coverage.

The Index revealed that 80% of the NFE programs had moderate to high interest in program improvement and growth. Only 3.3% planned to decrease program coverage. These results were generalized across all districts in Lesotho. This augurs well for the future expansion of NFE

in Lesotho. Also, attempts on the part of service institutions for NFE programs should be welcomed by most of the groups, given the degree of interest in program enhancement.

No notable difference with regard to planned change was found between the governmental and nongovernmental sectors. At the sub-sectoral level, however, women's organizations revealed the greatest interest in improvement and growth, followed by governmental rural development and agricultural programs, cooperatives, agricultural NGOs, and health and nutrition NGOs. With regard to growth indicators alone, NGOs tended to be slightly more interested in growth than governmental organizations, although both planned to make a major growth effort. The age of the NFE programs was found to have little bearing upon interest in improvement and growth.

However, increased interest in both improvement and change was shown by large programs in terms of participant size, to some degree, staff size, and especially the presence of multiple NFE activities. Thus, larger programs, particularly with regard to staff size and the number of activities, were found to be the ones with greater interest in expansion and improvement. It would appear that the provision of assistance, particularly to larger, more complex NFE programs, would yield, overall, the best results in the long run. A word of caution should be advanced, however, since many smaller programs are also interested in growth, particularly in terms of moderate levels of change, and they deserve special attention, as well. It may be suggested, though, that in general, they

have not yet reached sufficient levels of complexity and size to make a major growth and improvement effort.

It was found that those NFE programs which had conducted research prior to program development, had undertaken program evaluation, had collaborated informally with other programs, and had developed relationships with institutions of formal education, were more inclined to be interested in program improvement and growth. These results reinforced our findings in earlier chapters regarding the beneficial results of prior research, evaluation, collaboration and the development of relationships with FE. Once again, we recommend strongly that special emphasis be placed upon promoting the use of initial research and upon providing in-service training regarding flexible program evaluation processes. Similarly, informal networking and collaboration, plus the further enhancement of positive relationships between NFE programs and FE institutions should be vigorously pursued. As noted above, these are also areas especially requested by the majority of the NFE directors.

A striking result of our analyses was that those programs with the greatest interest in program improvement and growth were usually also the ones with participants who wanted to receive formal education programs. It appears that the strong demand for educational opportunities has indeed been a major force impelling NFE programs to become interested in expansion and qualitative improvement.

We found that those NFE programs with more complete program development processes were inclined to be more interested in improvement and

growth. Once again, in order to enhance both program quality--and now we may add quantitative growth--in-service training on how to improve program development processes will be needed. Regarding the growth variables alone, a notable difference in interest in expansion was noted. Programs with more complete program development processes were considerably more interested in expanding their programs than those with low levels of program completeness.

Program directors were asked about their major areas of problems and needs. Financial needs were found to be the most pressing (45.4%), particularly on the part of NGOs. Adequate staff needs followed (39.6%), especially noted by programs with larger staffs and numbers of participants. Organizational and administrative problems (28.3%) were stated particularly by multiple activity programs and those for middle income participants. Planning needs and problems (23.7%) were mentioned notably by multiple activity programs. A lack of community support (22.9%) was noted especially by programs founded after 1970.

We found that programs with more mentions of major problems and needs were also those with a greater interest in improvement and change. Again, such programs would appear to be more amenable to considering improving and expanding their programs.

When clustered, we noted that organizational problems and needs were most often mentioned (72.1%), followed by staff training plus group leadership (42.9%), and community relations (37.9%). All of these cluster areas were significantly related to an interest in program improvement

and change, except in the area of community relations. This may well indicate that programs with problems relating to the community had not reached an adequate threshold of growth, complexity, or quality to be substantially interested in further improvement and growth.

In general, the majority of the program directors in Lesotho were found to be committed to improving and expanding their programs. Policy planners concerned with the exhanced provision of educational opportunities in Lesotho may feel confident, we believe, in providing in-service training, financial and material resources, advisory assistance and networking activities to NFE programs. Their efforts should be welcomed by most NFE programs. Indeed, a major movement for the improvement and expansion of NFE could well be undertaken with a good probability of success.

XV. CONCLUSION

1. The Study

From 1980 to 1982, the Lesotho Distance Teaching Centre (LDTC) conducted a nationwide study of non-formal education (NFE) programs in Lesotho. The research was undertaken in order to meet three major goals:

A. To describe and analyze the current status of NFE in Lesotho for national policy-planning purposes;

B. To discover the major gap areas, problems and needs of NFE in Lesotho in order to assist policymakers, planners and program specialists to mount a major national effort to help meet those needs; and

C. To contribute to the international understanding of NFE leading to the development of programs for the quantitative and qualitative improvement of educational services for the poor, within a framework of life-long education.

It is hoped that this study will provide useful elements for policy-planning. In the following pages, selected results of the study will be highlighted, and specific recommendations for action will be suggested. It must be emphasized that these recommendations in no way substitute for true policy-planning processes, and they should be reviewed within the framework of national development plans and the availability of resources.

In all, 240 NFE programs were included in the study. A major effort was made by staff members of the LDTC to survey all of the NFE

programs in Lesotho; however, in spite of their conscientious attempts, some programs were missed in each district due to the unavailability of program directors, weather problems, or simply a lack of adequate information about the existence of certain programs. Nonetheless, we believe that the majority of the programs were found and included in the study. The results reflect the general realities and trends of NFE in Lesotho. However, specific numbers of participants and staff members should be viewed with caution since they are not complete and may well represent multiple mentions (e.g., one person participating in two or more programs). Generally though, the results do reflect overall relationships, proportions and tendencies. Where there is a doubt about particular data, it will be noted in the text.

2. General Characteristics of NFE in Lesotho

Non-formal education in Lesotho is an old tradition, almost inconspicuously woven into the fabric of everyday life in communities throughout the country. In large part this is due to the fact that various types of informal and structured educational activities have played essential roles in Basotho society, such as pitsos and initiation schools.

Non-formal education may be defined as: structured yet flexible teaching/learning programs which are predominantly out-of-school in nature, supplement and complement formal education, and assist in meeting national development goals. Within this perspective, informal teaching/learning processes were not a focus of the study, but rather those educational programs which had an organizational identity and structure, and yet were

not conducted or sponsored by formal education institutions. Often, the NFE programs were found to have informal and formal elements in their composition, given the impact of traditional educational practices and modern school approaches, but they were more out-of-school in orientation.

The oldest surviving NFE program encountered during the study was begun in 1910. Some 32.2% of the 180 programs reporting founding dates were initiated before independence. Since then, a notable increase in the rate of the initiation of NFE programs has taken place. Overall, approximately 10 programs were founded per year from 1966 to 1976. This rate has increased during the last period of 1977 to 1981 to almost 12 new programs begun per year.

NFE coverage in Lesotho in terms of the number of NFE programs available for participants is substantial, but still very low in relation to the national population. Essentially, approximately .18 programs are available to each 1,000 persons, that is to say that 1 program exists for each 5,550 persons in the general population.

> Recommendation: NFE in Lesotho needs to be quantitatively increased. The establishment of national goals for founding new NFE programs might be considered. For example: if a goal of providing at least one type of program for each 3,000 persons by the year 2000 were to be proposed, then the number of new NFE programs initiated per year should rise from 12 to a total of 21 programs per year.

An uneven distribution of programs was found per district, type of organization and NFE topic area, as could be expected, with some tendencies for a duplication of efforts and program fragmentation in some areas. The data with regard to district-level coverage may be found in each chapter since it is too voluminous to present in the conclusions.

Recommendation: Planners should review relative district-level organizational and topic-level coverage, in order to provide suitable regional emphases for program initiation, in light of national development goals. Some duplication is always beneficial, but given scarce resources, particular attention should be paid to inter-program collaboration and extension, wherever possible.

In terms of the numbers of participants, two sets of figures were offered in the report. The actual statistics for 174 programs reporting participants may be found in Chapter IV on Participants. A total of approximately 230,000 participants were reported by the 174 program directors, and they may well include some duplications of mentions since some persons participated in more than one program. Thus, in that chapter, the reader should focus upon the means and percentages as fairly reliable indicators of relative size. In Chapter III on NFE in Lesotho: An Overview, a series of weighted projections were created which are explained in Appendix III.3. These projections yielded a lower total of approximately 179,500 participants for the 240 programs in all.

In comparison to the national population of 1,300,000 persons in 1980, the projected number of participants represents only approximately

13% of the total population. This estimated coverage varied from district to district. If we accept this estimate, and consider those persons most in need of educational assistance, as discussed in Chapter 3, Section 11, then the estimated NFE coverage for 1980-81 only rises to approximately 22% of the population.

> Recommendation: Although a major national effort has already been made to improve participant coverage, it is clear from both the raw data and the projections, that the numbers of participants in NFE should be greatly increased. A major national effort is needed to 1) expand selected existing programs and 2) initiate new programs especially to cover gap areas.

With regard to the type of sponsorship of NFE programs, 90 (37.5%) were sponsored by the governmental sector, 150 (62.5%) were conducted by non-governmental organizations, and currently none were reported to be managed mainly by international agencies. The programs sponsored by NGOs were found to be located more frequently in the lowlands and foothills, whereas governmental programs predominated in mountainous areas. Sub-sectoral sponsorship by the main types of organizations may be found in Chapter III and throughout the study.

For the programs reporting founding dates, the governmental sector began 43% of its programs before independence. Between 1966 and 1973, only 16% of the governmental programs were founded, but subsequently from 1974 to 1980, the government founded 33% of its programs.

Recommendation: The governmental sector particularly should increase the rate at which it initiates new NFE programs, although both sectors should make a major effort in this regard.

Although the government only sponsors 37.5% of the NFE programs found during the course of the study, nonetheless, it has played a crucial role in initiating and planning such programs. Approximately 67% of the existing programs were initiated and planned by governmental agencies, only 28% by NGOs and 5% by international agencies. Furthermore, NFE programs tended to be initiated and planned by secular institutions (85%) rather than religious ones, by institutions or groups rather than by individuals (only 28%).

Thus, governmental agencies, secular organizations and institutions have played a central role in germinating and designing NFE programs in Lesotho, but NGOs have been crucial in implementing centrally-planned efforts at the local level. International organizations have played generally a relatively minor and supportive role in contrast to national institutions. The process of central planning and decentralized program sponsorship and development has been beneficial in assisting programs to reflect national goals yet provide culturally appropriate and responsive programs to local groups.

Recommendation: This beneficial process of central initiation and planning should continue to be encouraged, in conjunction with decentralized program implementation.

Although the governmental sector sponsored far fewer NFE programs than the NGOs it served considerably more participants. Large-scale governmental extension programs accounted mainly for this. However, it would appear that NGOs need considerably more resources in order to expand their participant coverage.

Recommendation: NGOs carrying out NFE programs within the framework of national development goals especially need more resources in order to expand their coverage.

Slightly over half of the NFE programs (55%) had multiple NFE activities. Such programs were found to be more complex, of better overall quality, and they tended to have higher coverage.

Recommendation: Wherever possible programs with only one NFE activity should be encouraged to add new NFE components in order to improve the quality, and ultimately, the participant coverage of their programs.

With regard to the structural organization of NFE programs, 38% were classified as centers, 38% as projects and 24% as groups. The NGOs tended to sponsor a higher proportion of the least structurally organized programs, e.g., those labelled as groups and projects.

Recommendation: For purposes of program management and growth, special attention should be paid to NGOs classified as groups or projects, especially with respect to the institutional structure, maintenance and consolidation, of their programs.

The goals of NFE programs in Lesotho reflected to some degree the prevailing national development goals. The following results were found:

GOALS	No. of Total Mentions	% of Total Programs Reporting Goals
Community development	155	68.9
Occupational education	146	64.9
Home improvement (health, nutrition, child development, environmental and population education)	146	64.9
Recreation and culture	37	16.4
Basic education	20	8.9
Total programs reporting goals	225	--

Clearly, community development, occupational education and home improvement were strongly emphasized. However, basic education so crucial to meeting the needs of specific groups of youth and adults with low levels of formal education, has been little addressed to date. Recreation and culture, important to cultural development and the standard of living also needs further emphasis. No major difference was found with regard to goals between governmental and non-governmental organizations indicating an unusual degree of homogeneity of purpose.

Recommendation: Both governmental and non-governmental programs should be encouraged to include basic education components within their set of activities insofar as possible, and to enrich such

efforts by making them particularly relevant to local socio-economic and environmental needs.

Similar results were found with regard to the actual topics taught in NFE programs:

TOPICS	No. of Total Mentions	% of Total Programs Mentioning Topics
Agriculture and animal husbandry	132	63.8
Health, nutrition and family education	101	48.8
Literacy, numeracy and migrant education	43	20.8
Cooperative education	37	17.9
Crafts	23	11.1
Recreation and culture	2	1.0
Total programs reporting topics	207	--

NGOs offered most of the programs in the areas of cooperative education and crafts. A larger percentage of the governmental organizations provided agricultural and animal husbandry education; however, more NGOs had programs in that area. Both sectors sponsored similar proportions of health and nutrition programs, though the NGOs had more programs in that content area. Basic education was clustered with migrant education and therefore appears larger than was the case. This area needs reinforcement.

Recommendation: Program topics generally reflect prevailing national development topics, but additional emphasis is needed in skills

training for small and larger-scale industry and other employment related areas, as well as basic education, recreation and culture.

Only fragmentary data were collected with regard to the intensity of program delivery to participants, in terms of the number of days, or hours per day per month, of specific educational activities. This led to the conjecture that inadequate monitoring records were kept on such matters, the survey questions were poorly worded, or that the lack of data possibly could reflect a low level of intensity of programming in some instances. Should the latter be the case, it could be related to the staff and organizational circumstances of certain programs.

In general, approximately 3,900 staff members served in the 240 programs in 1980-1981 with an average of 16 staff members per program. Some 56% were volunteers, and this volunteer contribution is a particular strength of NFE programs in Lesotho, permitting them to serve many more participants than would otherwise be the case. They were found in both NGOs and governmental programs, although the former had slightly more volunteers. Only 2% of NFE personnel were expatriates, demonstrating once again the essentially national character of NFE in Lesotho.

Total staff/participant ratios were found to quite good: 45 participants per staff member on the average. However, the numbers of technical-educational and field personnel were quite low in comparison to administrative and other types of staff members. This situation may have led to major difficulties in providing adequate program intensity to participants.

Recommendation: Programs need to be assessed individually with regard to the intensity of their program delivery to participants, and the results related particularly to the adequacy of on-site technical and field staff.

3. NFE Personnel and Decisionmaking Processes

As noted above, volunteers have played a major role in NFE in Lesotho. They tended to assist programs particularly in advisory, administrative and service roles rather than educational-technical ones. Though governmental and non-governmental organizations differed little with regard to the overall utilization of volunteers, they tended to serve more in cooperatives, agricultural and health and nutrition programs. Also, more governmental programs were able to attract volunteers to educational-technical and field staff roles than the NGOs.

Strong disparities were noted with regard to the composition of program staffs. In general, advisory board members represented 14%, administrative staff members 28%, service staff members 25%, educational-technical staff members 13%, and field staff members 19%. Thus, the educational-technical staffs and field staffs were severely restricted in number in relation to other staff roles, to participant coverage and the technical demands of NFE programs in general. Furthermore, even though in NFE, certain administrative staff members tended often to play technical roles, the total numbers would still not be fully adequate. When viewed in terms of the absence of types of staff members, it was found that 62%

of the programs reported an absence of educational-technical staff and 69% lacked field personnel.

Perceptions regarding the success of NFE programs according to their directors were significantly related to the presence of educational-technical staff members. Unsuccessful programs tended to have a notable absence of such staff members.

Recommendation: A major effort is needed to prepare more educational-technical specialists for NFE programs through both pre- and in-service training. Special attention is required to augment field staff members in order to expand and intensify program coverage. Such persons could be prepared particularly through on-site paraprofessional training in order to create a multiplier effect in many regions of Lesotho and to enhance local-level development.

The size of NFE staffs was not related to program sponsorship. Both governmental and non-governmental programs had approximately the same proportions of small, medium-sized and large staffs. Programs with larger numbers of staff members did tend to have more participants and several NFE activities. Clearly then, larger staffs tended to help increase coverage in terms of both the numbers of activities and of participants.

Recommendation: Additional resources given to increasign staff size, particularly for more permanent paid staff, should help

considerably to expand coverage in terms of participants, numbers of NFE activities and intensity of programming.

With regard to decisionmaking, program staffs and directors played the most important roles. In general, participants and external agencies tended to play more auxiliary roles to the program staff members and directors. It was found that program staffs tended to be involved mainly in decisions concerning the scheduling of activities, program implementation, evaluation program planning, selection of new programs and the planning and organization of curricula. Thus, programmatic decisions were usually the domain of program staff. In contrast, program directors tended to be more involved with organizational and financial areas of decisionmaking.

Participants have become involved in decisionmaking in a considerable number of NFE programs in Lesotho, apparently with beneficial results in terms of program processes and outcomes. The directors of programs which involved participants in decisionmaking processes tended to be more likely to consider expanding their coverage, and also, they assessed their programs as more successful.

Programs which included participants in decisionmaking were more likely to be sponsored by NGOs, and there was a tendency for such programs to require payment for part of the program costs from the participants. In a sense then, the participants "had a stake" in the functioning of their programs.

Recommendation: The trend toward including participants in the decisionmaking processes of NFE programs could well be

furthered with beneficial effects in terms of program processes and outcomes, as well as the intrinsic educational value of learning more about organizational decisionmaking.

4. Program Participants

Most NFE programs served both sexes (73%), followed by those for women alone (24%) and finally a very few for men only (3%). A reflection of male migratory patterns, the feminization of NFE in Lesotho is notable and laudatory. Most programs in each of the topic areas served both men and women.

Recommendation: The tendency to develop NFE programs for both sexes should be maintained since it is a functional adjustment to current realities and, in combination with women's programs, helps to meet national development needs, especially since programs specifically for women also reflect several areas directly serving national progress, e.g., agriculture and cooperative education.

Data regarding age ranges were disappointingly fragmentary, but they did appear to suggest that the early childhood, youth and elderly sectors need greater emphasis. Regarding social status, 19% of the programs reported serving children, 38% youth and 27% the elderly. The majority of the emphasis has been placed to date upon farmers (69%) and housewives (67%). A notably low number of mentions were found regarding the upgrading of the skills of current workers (from 10% to 23% per area) and prison education (7%).

Recommendation: More programs are needed for early childhood education, and to some degree youth and the elderly. More emphasis is required for the training of skilled and semi-skilled workers, as well as prison education, although a good beginning in these areas was found.

Although 45% of the NFE programs served middle-income and moderately wealthy persons and only 36% served the poor and 19% the very poor, the reported population statistics were more heartening: 14% served the middle income, 73% served the poor, and 13% the very poor.

Recommendation: More programs *per se* are needed to serve the poor and very poor. Tendencies toward larger participant coverage for low-income groups should be continued, with a special emphasis upon periodic reviews to check upon coverage and the quality of services rendered.

NFE programs in Lesotho tended to have long-term goals and activities for their participants, usually leading to a notable amount of program stability; however, long-term programs tend to restrict coverage and discourage the creation of more flexible, shorter- to medium-term programs.

Recommendation: Some existing NFE programs and several new programs should orient their goals toward the provision of shorter- to medium-term services in order to increase participant and geographical coverage.

Admission requirements were found in only one-third of the programs and they tended to be used by smaller, more subject-specific programs

founded more recently. In general, open admissions has been a hallmark of NFE programs, thereby avoiding a certain potential rigidification of program processes and a homogeneity of participant composition.

Recommendation: Except in those instances where admission requirements are absolutely essential, the prevailing tendency for open admissions is advisable and should be continued.

Slightly over half of the NFE programs required payment for services on the part of participants, even from the poor. Programs with multiple NFE activities requested such payment more frequently than single activity programs. Clearly, these payments have helped the NFE programs to function, have built a sense of loyalty to programs, have helped to involve participants in decisionmaking processes and they have reflected the importance participants attach to education. This assistance, therefore, has been beneficial in several respects, but it also reveals the level of need of NFE programs for financial resources.

Recommendation: Greater financial resources are required by local and district-level NFE programs in order to complement participant contributions and to help the programs to increase their coverage and improve their quality. This is not to say that payments by participants should be halted, because they appear to have been beneficial in several respects.

Only 35% of the programs provided introductory level education; however, in terms of participants, 75% of the reported participants were entering at the first level. Since 1970, an important secondary emphasis

has been emerging: more programs have been created for middle and advanced level entry, particularly for the poor, as well as others. This important trend reflects the need for more skilled workers and technical-vocational training, plus the upgrading of on-going programs. This trend was noted across all the major NFE topic areas in Lesotho.

> Recommendation: A balance of entry levels in relation to population coverage is clearly needed in order to meet the requirements of different types of potential participants in NFE programs. This balance should be reviewed frequently in relation to national manpower and general development needs.

The trend with regard to the form of participation (individuals, group/family or no restriction) was found to be in the direction of fewer restrictions. Programs for individuals and families or groups tended to be larger and have multiple NFE activities.

> Recommendation: Again, the form of participation should be related to specific participant and program needs, with an emphasis upon utilizing those forms which permit a good quality of programming and enhanced coverage.

Flexibility of scheduling was also noted, except for middle to advanced programs which tended to be whole day programs. In general, NFE programs in Lesotho were found to be eminently flexible with regard to types of participation, and tailored to meet the needs of participants in different locales.

Recommendation: Program flexibility should be maintained as a central goal of NFE in Lesotho. The strong decentralization of program implementation appears to have aided in the creation of flexible systems, and this emphasis upon the local development of programs should continue to be emphasized in the future.

5. Educational Methods, Materials and Media

The principal teaching mode utilized in NFE programs in Lesotho was found to be the use of an external teacher or group leader (51%) who was not a participant in the program. In addition, 17% reported that they had external field workers as teachers. Interestingly, 32% had one or several participants who acted as teachers of their peers. This last datum helps to explain, in part, why and how it was that so few educational-technical specialists and field workers were found amongst the staff of NFE programs, although a small number of the educational-technical specialists were also formal education teachers and program participants. The presence of participants as teachers helped to expand coverage, and ensure the relevance of program contents; however, as always with the use of usually paraprofessional-level staff, the quality of training, monitoring and supervision is of paramount importance.

Recommendation: The use of participants as teachers should be further encouraged in order to increase program coverage and to help to ensure the local relevance of programs; however, major emphasis should also be placed upon the careful and

thorough pre- and in-service training, monitoring and supervision of such participants.

Regarding teaching methods, demonstrations and lectures (88% of the programs) were found to be the main forms used, followed by group-oriented methods (66%), practical work methods (52%), and last of all, recently introduced individualized/structured teaching methods (30%). Of the 240 programs, 92 (38%) expressed interest in considering new teaching methods, particularly in programs with multiple NFE activities which have engaged in some form of evaluation. The program directors were most interested in the highly effective areas of demonstration techniques and practical work methods, followed by educational games, group discussion techniques and correspondence education.

Recommendation: Special in-service training workshops and manuals should be prepared to provide NFE staffs with personal demonstration and practice sessions in the areas of educational methods noted above.

Most directors interested in new educational methods were also interested in acquiring new educational materials and media. Most of the programs reported having print materials (83%) but only 39% had educational media. The use of media tended to be low, but fairly widespread throughout the districts. It was associated with the presence of in-service training, quite complete program development processes and contacts with institutions of formal education, in a word, the more progressive programs with a higher level of quality of services.

A total of 127 (53%) program directors wanted to acquire new educational materials and media. They were most interested in audio-visual media (36%) including films and slide/tape presentations, followed by visual print materials (27%) and audio media (23%). Complex multi-media systems were last (16%).

Recommendation: A major effort is needed to provide more audio-visual and print materials for NFE programs. This should be combined with in-service training on content areas and teaching methods in order to maximize the use of the materials and media, as well as to enhance program coverage.

Some 97 NFE programs (40%) reported that their staff members had developed educational materials or media, particularly visual print materials, but also audio and audio-visual media.

Recommendation: This trend toward innovation on the part of NFE programs should be enhanced and rewarded, as well as integrated into the national effort to develop locally-relevant materials and media. A systematic yet decentralized effort to develop, evaluate, produce and distribute new educational materials and media, in conjunction with in-service training, promises to be most beneficial.

6. NFE Learning Contexts

Education may be viewed as continuous teaching/learning processes found at the individual, social group and socio-cultural levels which

provide the settings--or contexts-- for cultural transmission, elaboration and creativity. As such, education may be informal, quite structured, as in NFE, or formally conducted within school settings. Research in other countries has shown that NFE programs may have elements of formal education, as well as informal teaching/learning processes. Any single NFE program may have a set of differing facets constituting a Learning Contexts Profile. And across many programs, a particular type of profile may well emerge permitting planners to assess the main tendencies of NFE in any geographical or cultural area.

The study of non-formal education in Lesotho provided the first opportunity to assess the learning contexts of NFE at the national level.

The results are striking. NFE programs in Lesotho were found to be mainly formal in nature, with a strong secondary tendency for total informality. Four main dimensions of NFE were assessed, using 19 variables. The first dimension, the internal structure of the programs, revealed that they were mainly formal with notable tendencies toward informality. With regard to the intentionality of program goals, systems of incentives and evaluation, they tended to be very informal with a secondary emphasis in the formal area. The loci of control or decisionmaking processes were mainly formal, and secondarily, most informal. The constituency, or types of participants in the programs, was found to very informal and secondarily only slightly less informal.

Thus, the general Learning Contexts Profile for Lesotho reveals a strong oscillation from very formal to very informal elements. In an

attempt to explain these wide variations, a second profile was constructed using the variables within the historical context of socio-economic and cultural change in Lesotho. The second Profile showed that the programs were mainly still utilizing programatic forms from the colonial era, with a strong secondary emphasis upon traditional elements of Basotho society. Recent traits from modern and urban development were found to be relatively fewer in number. Clearly, NFE is deeply rooted in the historical development of Lesotho. Recent trends which have had some impact upon NFE tended to be clustered in the area of curricular processes:

- curricular planning decisions
- teaching learning processes
- teaching learning methods
- educational materials and media.

Thus, the context of the programs has been more affected by modernizing trends, rather than the organizational forms, decisionmaking patterns, or the constituency of programs.

Recommendation: One of the strengths of NFE in Lesotho is the fact that it is rooted in the historical traditions and organizational methods of the country. As such, in order to be successful, new programs should be designed with the major characteristics outlined in the Profiles well in mind (see Chapter VII, NFE Learning Contexts: Conclusion). Also, though curricular processes appear to be open to a

great deal of flexibility, particular care should be taken to utilize many of the elements related to the prevailing organizational structures, decisionmaking patterns, and types of constituency found in Lesotho.

7. In-Service Training

In-service training has already had a major impact upon NFE programs in Lesotho. Some 75% of the programs have received in-service training. Those which had not, tended to be smaller-sized programs lacking field staff, which were conducted by village-based groups. Thus, larger-scale extension programs have tended to benefit more from in-service training than smaller more locally-based groups.

Recommendation: Special efforts need to be made to provide in-service training to smaller NFE programs at the local level.

In-service training has had a strongly positive impact upon program development processes and outcomes. Non-formal education programs which had received in-service training tended to have developed more informal contacts with other organizations, evolved more complete program processes, conducted program evaluations and considered use of new educational materials and media. Programs which had received training specifically with regard to teaching/learning processes tended to evaluate their participants, develop follow-up systems, create relationships with formal education institutions and were able and willing to identify

major needs or problems which confronted their programs. From these strikingly positive results, it may be concluded that in-service training already has been highly beneficial in Lesotho.

Recommendation: In order to obtain the further qualitative improvement of existing NFE programs, in-service training, which was found to be most effective, should be heavily promoted in the future.

In-service training has been provided especially in the areas of leadership training (65%), group organization and recruitment (55%), and the content of educational topics (50%). Relatively less in-service training has been received with regard to the setting goals and objectives (40%), the use of educational materials and media (35%) and teaching learning methods (30%). The most neglected areas have been participant evaluation methods (20%) and the formation of radio groups (4%).

Many NFE program directors (70%) requested more in-service training. A high correlation was found between past participation in in-service training and a continuing interest in more training; however, certain NFE groups remained disaffected with regard to training. The NFE programs requesting training emphasized the areas of leadership training (57%), group organization and recruitment (55%), the setting goals and objectives (45%) and educational contents (44%). The two lowest areas with regard to previous training rose considerably: participant evaluation (33%) and the formation of radio groups (30%).

Recommendation: More in-service training is needed in all NFE programs in all topic areas, with a special emphasis upon those topics requested by the program directors. Furthermore, programs which have not received in-service training to date tend to have a lower level of program quality and it is imperative for their participants that in-service training be provided for their staffs. Thus, a special effort is needed to reach such programs, create a demand for in-service training and provide workshops for their personnel.

To date, several institutions have been involved in providing in-service training to NFE programs and some duplication of efforts could occur.

Recommendation: Given the large demand for in-service training, all institutions involved in providing such services need to increase their efforts considerably. However, collaborative planning processes are needed in order to avoid the hazards of over-fragmentation and a needless duplication of services. At the same time, the perils of an overly-centralized and unified in-service training system also should be avoided. The needs for training are many and the comparative strengths of different institutions should be brought to bear upon selected types of in-service training, within a framework of inter-institutional networking and exchange.

As was noted above, the NFE program directors requested many types of new educational materials and media, as well as in-service training. The improvement and expansion of in-service training also requires the preparation of workshops with related manuals, hand-out materials, flip-charts and media. Follow-up advisory services are often advisable in order to maximize the benefit of in-service training.

> Recommendation: Considerable attention should be paid to ensuring an adequate financial investment for in-service training systems including the design and planning of workshops, preparation of trainers, auxiliary materials and media, travel funds, evaluation and follow-up advisory visits.

8. Communications and Incentives

Communications between NFE programs and their actual and potential participants are crucial to the success of non-formal education in Lesotho. In general, programs tended to use inter-personal interaction methods of communication and meetings, particularly in the form of pitsos, and they were also considered to be the most effective ways to inform participants about program activities.

These included informal person-to-person visits, home visits and letters. Mass communications tools such as printed materials and the radio were less used and were also considered to be less effective. These tools are not as flexible, personally relevant and intensive as inter-personal communications.

Recommendation: The emphasis upon interpersonal methods of communication with participants should continue to be emphasized by the NFE programs.

A series of additional types of communications were desired by NFE program directors including: slides and films; musical, dance or cultural gatherings; loud speakers and other public announcement systems; religious gatherings, and brochures, booklets and circulars.

Recommendation: As a part of in-service training, specific programs should be helped to plan, design and carry out new systems of communications with their participants, often including several different approaches in order to help to maximize their ability to attract and maintain participants.

Approximately 86% of the programs offered specific incentives to their participants, particularly in the areas of personal development, potential income from skills learned, and income while learning skills. Some 46% of the program directors stated that they needed new incentives to attract participants. They most wanted to adopt the following new incentives: free services or materials from the programs (31%), income while learning (27%), potential income from skills learned (27%), and certificates or diplomas (24%). Thus, economic incentives were foremost, followed by more non-material incentives.

Recommendation: Since new economic or material incentives for participants were most requested by program directors,

consideration should be given to assisting NFE programs to provide such incentives, where advisable and feasible. Non-material incentives continued to receive many mentions and this demonstrates the intrinsic value of many NFE programs to their participants.

9. Initial Research, Evaluation and Follow-Up Systems

A total of 103 (43%) of the NFE programs in Lesotho conducted research prior to beginning their services. Flexible and interpersonal research methods were used, as well as more structured ones. Major emphasis was placed upon studying potential participants rather than reviewing community-level needs. Almost equal proportions of governmental and nongovernmental programs had conducted such research. Those programs which had conducted prior research tended to have developed larger staffs and participant coverage, and they tended to be oriented toward the middle income and moderately wealthy and served middle to advanced entry levels. Prior research also led to the provision of more in-service training, and the development of participant evaluation, program evaluation and follow-up systems. Programs with prior research tended to be related to institutions of formal education, were reported to be more successful and they had more complete program development processes. In general, we may say that the presence of prior research has had a highly beneficial impact upon the quality and quantitative coverage of NFE in Lesotho.

Recommendation: Major emphasis should be placed upon assisting new program start-up efforts to conduct initial research not only on potential participants, but also on community-level needs. Special attention should be given in this regard to programs providing their services for low-income groups or for introductory level participants.

Over half of the NFE programs conducted participant evaluation (65.4%). The main forms of participant evaluation found in Lesotho were practical work achievement and the observation of behavior. Group and self-evaluation methods were less often mentioned. Governmental agencies have tended to evaluate participants more than NGOs, and it was found to be used more by programs with larger staffs, and a lower mean size of participants tended to be evaluated. Thus, programs with higher participant coverage apparently found it more difficult to implement participant evaluation, though a certain size of staff was needed before it was felt that any evaluation could be undertaken. Again, programs for middle-income populations and middle to advanced levels of entry for participants were favored with relatively more participant evaluation. Programs with participant evaluation tended to have more in-service training, program evaluation, follow-up systems, relationships with formal education institutions, greater reported program success and more complete program development processes.

Recommendation: Considerably more participant evaluation is needed in NFE programs in Lesotho, particularly for smaller and very large programs. Special attention needs to be given

for the provision of participant evaluation to programs for the poor and introductory level participants. In-service training has been effective in providing elements for such evaluation work and should be increased in the future, along with specific advisory services.

Program evaluation was undertaken by slightly fewer programs (57%), and was mainly conducted by staff members. Less-structured evaluation instruments and methods predominantly were used to evaluate overall program impact upon participants and the community. Few programs were found to have prepared written evaluation reports.

Recommendation: More program evaluation is needed in general in Lesotho. It should be at least equal to or greater in size than participant evaluation. Clearly, since the staffs usually conduct program evaluation work, they should receive in-service training in this regard; however, part of their training should focus upon participatory methods for involving participants substantially more in program evaluation processes. The emphasis upon flexible method of evaluation is laudatory, but more structured instruments could be introduced, as well, and simple, basic monitoring systems need to be introduced. Finally, since relatively few groups had attempted to assess their programs in terms of staff accomplishments, teaching methods and curricular materials, a greater emphasis is needed

upon such types of internal program evaluation. In general, in-service training is required to raise the quality and increase the quantity of program evaluation.

Governmental agencies again appeared to conduct more program evaluation work, along with programs with larger staffs, and yet a lower mean size of participation was found in such programs, as with participant evaluation. Programs for the middle income or moderately wealthy tended to have more program evaluation, but no difference was registered with regard to entry levels.

Recommendation: NGOs need particular assistance with program evaluation, but also many governmental agencies require such assistance. Smaller and very large programs, and especially those serving the poor, need to develop program evaluation components.

In-service training has helped with the development of program evaluation in NFE in Lesotho. Those groups with program evaluation have also tended to develop follow-up systems and relationships with institutions of formal education.

Recommendation: In-service training is important to the development of program evaluation components in existing NFE programs and should be widely promoted in Lesotho.

Far fewer programs have developed follow-up systems for ex-program participants (43%). Such efforts have concentrated upon studying how

participants have used the knowledge they gained, rather than other more specific topics. Again, governmental agencies had the larger proportion of follow-up systems and they were found particularly in programs with relatively larger numbers of participants and staff members. No difference was noted with regard to the income status of entry level of participants, in contrast to the evaluation systems. In-service training appeared to have had less impact to date upon the development of follow-up systems, in contrast to program or participant evaluation, although programs with prior research and both types of evaluation work had a greater tendency to have developed follow-up systems. Finally, programs which conducted follow-up work tended to have relationships with institutions of formal education.

Recommendation: Many NFE programs need to develop follow-up systems in order to assess their long-term program impact and thereby gain elements for the improvement of the quality of their on-going program efforts. Special emphasis should be placed upon certain topics of central importance to each program, and upon assessing whether or not such ex-participants helped others to learn from what they had gained during their involvement in the programs. Smaller programs would appear to need particular assistance with building follow-up components into their on-going efforts. However, since program evaluation is of primary concern, in-service training has not been crucial to the develop of follow-up systems and the prior existence of

evaluation appears to be important for the preparation of follow-up efforts, primary emphasis should be placed upon prior research, participant evaluation and program evaluation, and secondary emphasis upon creating more follow-up systems.

Finally, the main reasons given by program directors for not conducting evaluation activities were related to insufficient numbers of staff members or resources. Since both can be remedied by the provision of in-service training and related materials, they need not serve as major stumbling blocks. Little resistance to the concept of evaluation was found.

Recommendation: Relatively uncomplex and flexible systems of participant and program evaluation should be provided to program staffs through in-service training and advisory services, with related evaluation packets which can be flexibly modified according to local program needs.

10. Relationships between Non-Formal and Formal Education

This study provided the first opportunity to assess the many types of relationships which exist between formal and non-formal education at the national level. The areas of inter-relationships covered included: staff members; participants; facilities usage; community relations; certification; the types of formal education institutions involved, and the types of specific interrelationships with them. From the foregoing, a formal Education Index was created which permitted an assessment

of the degree of relatedness of each NFE program to formal education. The use of the Index revealed that NFE programs with moderate to high levels of relationships to formal education have certain characteristics which clearly differentiate them from other NFE programs lacking such relationships.

In general, 47% of the NFE programs used schools, other formal education settings or training centers as facilities for their programs, 32% had teachers as participants, 21% had professional educators on their staffs, 10% gave certificates and 6% gave certificates which were officially recognized. Some 37% reported having developed some type of specific relationship with institutions of formal education: schools, the Lesotho Distance Teaching Center, the National University of Lesotho/IEMS and the Ministry of Education. Such relationships entailed the exchange of information, materials, the provision of advisory services and the use of facilities. Clearly, training and materials assistance have been the major thrusts of formal education in relation to non-formal education.

Through the use of the Formal Education Index, it was found that of the 240 NFE programs, 76% had developed some type of relationship with formal education and 23% had had a moderate to high level of contact with formal education. NFE programs in all districts in Lesotho had programs with some relationship to formal education, as did all types of organizations. Thus, a strong basis for further collaboration exists.

The types of NFE programs which have tended to have had more relationships with formal education were those with larger staffs, and

there were some indicators that seemed to suggest that relationships with formal education had assisted such programs to grow and develop in certain ways.

NFE programs with relations with formal education tended to have conducted initial research, participant and program evaluation and to have developed follow-up systems. They also used and wanted more in-service training and had forged more informal and formal contacts with other organizations. On the whole, they had more complete program development processes and were reported to be more successful than those which lacked relationships with formal education.

These positive outcomes from relationships with formal education clearly have been perceived by program directors, 70% of whom expressed interest in developing or maintaining collaborative arrangements with formal education institutions. They were particularly interested in the exchange of information and materials (48%), advisory services (41%), the use of educational facilities (28%), the assistance of teachers (28%) and the development of joint activities (26%). Fewer were hopeful of receiving financial aid, in-kind assistance or requested official certification.

> Recommendation: Clearly, formal education has already contributed greatly to improving the quality of NFE in Lesotho. Furthermore, most NFE program directors wish to develop or maintain relationships with institutions of formal education, and therefore, a major effort should

be made to build networks for collaboration between and among NFE programs and formal education, with special reference to the areas requested by NFE directors: information and materials exchange, advisory services, facilities usage, the provision of teachers and joint activities.

11. Inter-Institutional Relations

The incidence of informal and formal interactions among NFE programs was found to be relatively low, though greater than usually found in some other countries. No informal contact took place between NFE programs for over 56% of the programs. Only 28% reported any formal collaborative arrangements with other organizations.

Governmental NFE programs have tended to develop more contacts than NGOs. The presence of informal or formal contacts tended to be related to an interest in program innovation and improvement. Such programs were more interested in acquiring new educational methods, materials, and media. Also, they tended to have more complete program development processes.

A total of 85% of the program directors expressed interest in more inter-organizational collaboration.

Recommendation: To date, inter-organizational collaboration has been beneficial in terms of innovation and the quality of program development processes, but far more is needed and requested. Emphasis should be placed upon providing help with networking, particularly to smaller, more isolated programs, with special reference to NGOs. Care should be taken to avoid the development of centrally controlled, hierarchical co-

ordination systems that might lead to a domination of resources by a small group of relatively richer organizations which could build counterproductive dependency relationships with other comparatively poorer programs. Rather, collaborative arrangements and networking are called for with balanced mutual exchange systems, including newsletters, the sharing of educational materials, and above all, the provision of joint meetings and in-service training opportunities. for this, the creation of a nonaligned, new and independent office for networking might be considered in which all NFE programs could participate on an equal basis and share in the development of mutual exchange activities.

12. Program Development Processes

A Program Completeness Index was developed using selected main variables of the study (see Chapter XIII, Program Development Processes). This Index was used to assess the thoroughness of program development processes of all of the NFE programs found in Lesotho. In general, 64% were found to be more complete than incomplete, though certain types of programs need special attention: cooperatives, village-level groups, smaller programs in terms of the numbers of participants, staff size, and programs with a single NFE activity, and programs for women, children, youth, the elderly, the unemployed, and farmers.

Recommendation: With regard to improving the quality of program development processes, special attention should be given to smaller, village-level programs. This is not to say that larger extension programs should be neglected in this

regard, but rather than a renewed effort is needed to serve the smaller to medium-sized NFE programs which constitute the majority of the programs and need such assistance in order to be able to expand from a well-designed and consolidated organizational base. Since the majority of the NFE program directors expressed interest in program growth, the improvement of program development processes would appear to be an excellent investment for both improving the quality, as well as increasing the quantity of NFE in Lesotho. In order to improve program development processes, advisory services are needed, as well as in-service training workshops, and manuals on how to design and implement complete program processes.

13. The Future of NFE in Lesotho: Program Improvement and Growth

One dimension of the future of NFE in Lesotho is clear: NFE programs will continue to develop and grow due to the high demand for their services and the intentions of program directors to increase their coverage and activities. Since growth alone was not an adequate indicator of future trends, we created a Program Improvement and Growth Index which combined a series of requests for program innovations plus three main areas of planned quantitative growth. On the qualitative side as noted above, the directors were most highly interested in developing relationships with institutions of formal education, in-service training and inter-institutional collaboration. On the quantitative side, 68% of the directors expected to increase their numbers of participants, 60% planned to add new educational topics and 54% planned to increase geographical coverage.

The Index revealed that, overall, 80% of the NFE programs had

moderate to high interest in program improvement and growth. Only 3% planned to decrease program coverage! These results were generalized across all districts and types of organizations sponsoring NFE in Lesotho. This augurs very well for the future expansion of NFE, and the efforts of institutions attempting to serve the programs should be welcomed in most cases, given this high interest in program innovation and growth.

Both the governmental and nongovernmental sectors were equally interested in improvement and growth. At the subsectoral level, certain types of organizations were especially committed to change: women's organizations, governmental rural development and agricultural agencies, cooperatives, agricultural NGOs and health and nutrition NGOs. With regard to growth indicators alone, NGOs were slightly more interested than governmental agencies on the whole, although both plan to make a major growth effort. Since NGOs tended to have smaller, often village-level programs, this demonstrated a real commitment to enhanced qualitative and quantitative growth. In general, though, larger programs had more overall interest in improvement and growth reflecting undoubtedly their more substantial organizational base for future advancement. Indeed, those programs with larger staffs and more complex, multiple NFE activities were particularly interested in innovation.

> Recommendation: For purposes of meeting national goals for the growth of existing NFE programs, the larger extension programs which are more complex will be able to absorb and use new resources better than the smaller ones; however, the commitment to growth and improvement on the part of the smaller, more local programs is notable. They should receive special

attention to enable them to consolidate their institutional bases for later longer-term growth. Networking between larger and smaller programs for exchange and assistance could prove to be mutually beneficial

The programs most highly interested in improvement and growth, as reflected in the Index, had conducted initial research, developed program evaluation components, collaborated informally with other programs, developed relationships with formal education institutions and had more complete program development processes. These results reinforced earlier findings about the beneficial effects of these activities. It may also be stated that they lead not only to qualitative improvement, but also to a desire to increase program coverage.

Recommendation: Special attention to initial research, evaluation, relationships with formal education and interprogram networking should help considerably to expand the coverage of NFE programs in Lesotho.

A particularly notable result of the study was that 57% of the programs had participants who wanted to enter formal education and that those programs were usually the ones with the most interest in program improvement and growth. It appears that the great need and demand for more educational opportunities in Lesotho has indeed become a major force impelling NFE programs to improve their services and expand their coverage.

Recommendation: Given the high need and demand of NFE participants and others for basic education, the current coverage of NFE programs and the paucity of NFE programs providing

basic education components, collaboration between the NFE programs and institutions of formal education to meet this demand would appear to be beneficial to both sectors. Furthermore, since most NFE directors want to develop more relationships with formal education, this would be an excellent area for collaboration.

When asked about their major problems and needs, program directors stated that financial requirements, staff availability, organizational and administrative problems and community support were their areas of greatest concern. Programs which listed the most problems and needs were also those with the most interest in improvement and growth.

Recommendation: The fact that those programs which were highly interested in innovation and growth were also the most self-critical and eager for change should augur well for the future of NFE in Lesotho. Such programs should receive and utilize financial, material and technical assistance in a profitable manner, particularly if it is accompanied by in-service training and interprogram networking.

In summary, an excellent basis exists for the qualitative improvement and quantitative growth of NFE in Lesotho. The assistance of national policy makers, planners, and program development specialists should be welcomed by NFE programs and their current and potential participants. A major national movement promoting the enhancement and expansion of NFE within the development goals of Lesotho should meet with great success.

APPENDICES AND BIBLIOGRAPHY

APPENDIX I

LIST OF NFE PROGRAMS INCLUDED IN STUDY*

BUTHA-BUTHE

Tsime-Hololo Dairy Farmers
(010011)
P.O. Khukhune
Butha-Buthe

Lejang Thrift & Credit Ltd.
(010021)
Tsime Ha Bokoro
Butha-Buthe

Ipopeng Maluma
(010031)
P.O. Khukhune
Butha-Buthe

Boithatelo Communal Garden
(010041)
Moteng

Communal Garden: Falimehang
(010051)
Tsime Ha Bokoro
Butha-Buthe

Hololo Valley Project (010061)
P.O. Khukhune 452
Butha-Buthe

Makhoakhoa Thrift & Credit
(010071)
P.O. Box 22
Makhoakhoa

Qalo Youth Club
(010081)
Qalo
Butha-Buthe

Communal Garden
(010091)
Qholaqhoe Communal Gardens
P.O. Box 22, Qholaqhoe

Litema Handicrafts, HA. Motapane
(010101)
St. Peters, RCM
Box 122, Butha-Buthe

Independent Baptist Church, HA. Sefako
(010111)
Rural Development Project
P.O. Libono, Butha-Buthe

Tiisetso Thrift & Credit, HA. Pokane
(010121)
P.O. Box 141, Butha-Buthe

Kutloana Thrift & Credit
(010131)
HA Wakametsa
Theletsi Store, Butha-Buthe

Coop. & Rural Development
(010141)
Butha-Buthe

Mphe-Mphe Thrift & Credit
(010151)
Saballa
Butha-Buthe

Baoki Ba Metse, HA. Napo
(010161)
Village Health Workers, Boiketsiso
Libono, Butha-Buthe

---

*The program identification numbers following the name of each program correspond to digits 3 through 8 used in the survey.

Makhunoane Thrift & Credit--
Co-op Society
(010171)
Makhunoane
Butha-Buthe

Lesotho Prison Service
(010181)
P.O. Box 108
Butha-Buthe

Boiteko Home Market Association
(010191)
P.O. Butha-Buthe

Liphofung Thrift & Credit
Nchikhoaneng Society
(010201)
P.O. Box 161
Butha-Buthe 400

Butha-Buthe Poultry Co-op Society
Khukhune
(010211)
P.O. Box 15
Butha-Buthe

Qholaqhoe Wool Growers Association
(010221)
Qholaqhoe Box 22

St. Peter's Pre-School Clinic
(010231)
St. Peter's Mission
P.O. Box 122, Butha-Buthe

Min Agric--Crops Div., Matkaleng
(020031)
Box 194
Butha-Buthe

Junior Red Cross
(020041)
P.O. Peka

Basthi ba Letsolola Iketsetse
(020051)
Box 173
Peka

Peka Home Makers Associative
(020061)
Box 12
Peka 340

Butha-Buthe Poultry Co-op Society
Matlakeng
(020071)
P.O. Box 275
Butha-Buthe

Community Development
(020081)
Box 351
Leribe 300

Leribe Red Cross
(020091)
Box 233
Hlotse

LERIBE

Thusanang Thrift & Credit
(020011)
Corn Exchange
P.O. Box 144, Maputsoe

Khabeleng Matlaka, Matlakeng
(020021)
P.O. Box 194, Butha-Buthe

Young Farmers
(020101)
St. Rose RC
Box 35, Peka

Leribe Craft Centre, Hlotse
(020111)
Box 43
Leribe 300

Rapellang Mate Thrift & Credit, Mate
(020121)
Ha Selebalo P.O.

Pela-Pereu Credit Union
(020131
St. Denis
P.O. Khabo's

Lesotho Young Farmers Club
(020141)
Agric. Box 9
Leribe

Farmers Training Centre, Hlotse
(020151)
P.O. Box 139
Leribe

Min of Agric--Crops, Hlotse
(020161)
P.O. Box 9
Leribe

Public Health Dept., Hlotse
(02171)
P.O. Box 10
Leribe

Maryland Clinc
(020181)
P.O. Box 182
Leribe

Leribe Prisons, Hlotse
(020191)
P.O. Box 89

Makes' Credit Union, Qoqolosing
(020201)
St. Margaret
Box 93, Leribe

Manka Credit Union
(020211)
P.O. Box 111
Peka 340

Hlotse Soil Conservation
(020221)
Box 9
Hlotse

Litsu Kulu Makhona Tsohle
(020231)

Hlotse Irrigation Scheme
(020241)
Box 9
Hlotse

Lifefo Thrift & Credit Co-op.
Hleoheng
(020251)
P.O. Maputsoe

St. Denis Clinic, Pela Tsoeu-Ha George
(020261
St. Denis Mission
P.O. Khabo's, Butha-Buthe

BEREA

Gethsemany Clinic
(030011)
P.O. Ntlama

Ministry of Nutrition
(030021)
Box 9
T-Y

Ministry of Agriculture
(030031)
Agric Cana
P.O. Mamathe, T-Y

Prisons
(030041)
Box 64
T-Y

Boiteko, Koloni
(030051)
P.O. Mamathe's

Sebelisang Lerato Women's Assoc.
(030061)
Ha Seuebane
Private bag 70

Homemakers, Thuathe/Mafetsie
(030071)
Ha Letsie
Box 184, Maseru

Khokhoba Women's Institute
(030081)
Ha Lebese

Iketsetse Community Garden
(030091)
Iketsetse

Livestock Division of the
Ministry of Agriculture
(030101)
P.O. Box 9, T-Y

Ministry of Co-ops & Rural Dev.
(030111)
Box 1
T-Y

Setsoto Designs
(030121)
P.O. Box 114
T-Y

Berea Hospital
(030131)
Box 4
T-Y

Farm Management Economics
(030141)
Box 9
T-Y

P.M.C. Producing Marketing Co-op
(030151)
P.M.C. Sefikeng

Co-op Lesotho Ltd.
(030161)
Box 148
T-Y

Itebeleng
(030171)
Ha Senebane
P.O. Box 1270 Maseru

Poultry Centre--Poultry Co-op Society
(030181)
Box 9
T-Y

Phuthiatsana Irrigation Project
(030191)
Box 9
T-Y

Red Cross Clinic, Maqhaba
(030201)
Majara Red Cross Clinic
Majara 1

Boiteko, Thuathe/Baruting
(030211)
Box 184
Maseru

Lioli Co-ops. Credit Union Society
Kolone
(030221)
P.O. Marnathe

Department of Agriculture
(030231)
P.O. Box 9
T-Y

Women's Institute, Ha Mohkaetoa
(030241)
Box 35
T-Y

Homemakers Association, Pulane
(030251)
P.O. Box 134
T-Y

Boiteko Women's Association
Lithabaneng
(030261)
P.O. Box 25
T-Y

Berea Knitwear Ltd.
(030271)
Box 120
T-Y

Kananelong Association of Farmers
Mafotholeng
(030281)
P.O. Maputsoe

Community Development
(030291)
Pitsaneng Ha Moshati
P.O. Matekas

Ha Patrick Community Development
Ha Mosiuoa
(030301)
Box 134, Pulawe

Lesotho Family Planning Association
Maluti Hospital
(030311)
Box MQ 23 Mapoteng

Maluti Hospital Comprehensive
Health Care Program
(030321)
Box 11, Mapoteng

Berea Lekokoaneng Thrift & Credit
(030331)
Ha Martin
P.O. T-Y

CRS Lesotho, Maluti Hospital
(030341)
Box MQ 11
Mopoteng

Women's Institute
(030351)
P.O. Mamathe

Soil Conservation Committee
(030361)
P.O. Majara

Mokhatlo oa Baithaopi Village
Water Supply (030371)
Ha Senekane
PO. 1270 Maseru

Bela-Bela Women's Institute
(030381)
Batebang Store
P.O. Box 230 MU.

Livestock, Matsekheng
(030391)
Ministry of Agriculture
P.O. Mapoteng

Lerato Co-Op. Credit Union
(030401)
P.O. Ntlama

Pulane Cooperative
(030411)
P.O. Mohateana

Sherra Ltd., Tebetebeng
(030421)
P.O. Box 59
T-Y

Mokhatlo oa Basali oa Letsotso
la Iketsetse
(030431)
Malimong

St. Magdalena Pre-School Clinic
Thutsane
(030441)
Box 334 Maseru

Co-operatives, Malimong
(030451)
P.O. 222, Ntlama

MASERU

Red Cross, Tha-Bos
(04011)
Box 1058
Maseru 100

Home Maker's Association,
Ha Senekane
(040021)
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Marakabei's Wool Growers Association
(040031)
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SCF Boys Shelter, Masite
(040041)
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Roma Valley Cooperative
(040051)
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Roma

St. Joseph Pre-School Clinic
(040061)
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Marakabei Clinic
(040071)
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P.O. Box 3 Maseru

Maija: Livestock
(040081)
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Women's Association of Self-
of Self-Help Projects
(040091)
Mazenod

Thabong Weavers
(040101)
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Mazenod

Thabong Li 'Mele Project
(040111)
Box 168
Roma

Lesotho Youth Hostel, Ha Tsosane
(040121)
P.O. Box 970
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Ithabelen Marketing Co-op
(040131)
Moitsupeli
P.O. Halis Maseru

St. Josephs Hospital
(040141)
P.O. Roma 180

Nutrition & Home Economics, Rothe
(04151)
P.O. Mahunu
Morija

CARE
(040161)
Box 682
Maseru

Masite Clinic
(040171)
P.O. Maseru

Hydrology & Meterology
(040181)
Box 772
Maseru

Co-operatives & Rural Development
(040191)
c/o Marakabei Clinic

Roma Agricultural Project
(040201)
Agriculture Station
P.O. Roma

St. James Pre-School Clinic
(040211)
Mantsonyane Hospital
Box 3 Maseru

CARE, Fatima
(040221)
P.O. Roma

Pre-School Clinic--Scott Hospital
(040231)
Box 9
Morija

Community Development, Rothe
(040241)
Box 15
Morija

Bahai Community of Lesotho
(040251)
P.O. Box 508
Maseru

Thabelang Handicrafts Centre
(040261)
P.O. Box 64
Morija

Livestock
(040271)
P.O. Likalaneng

Assembly Bible College
(040281)
P.O. Box 130
Maseru

Fisheries Development
(040291)
P.O. Maseru

MAFETENG

Ministry of Cooperatives
and Rural Development
(050011)
P.O. Box 84, Mafeteng

Mafeteng Rural Co-operative Society Ltd.
(050021)
P.O. Box 1
Mafeteng

Phoqoane Credit Union, Ha Sephula
(050031)
Box 171
Mafeteng

Matelile Health Centre, Ha Seeiso
(050041)
Mathula Trading Store

Ministry of Agriculture
(050051)
P.O. Tsakholo

Kolo Nutrition Centre
(050061)
Box 277
Mafeteng

Lesotho Prison Service
(050071)
Box 186
Mafeteng

Crop Division (BASP)
(050081)
Box 1
Mafeteng

Range Management, Matelile
(050091)
Agric Box 1
Mafeteng

Matelile Wool Growers
(050101)
P.O. Matelile
Morunyanug

Farmers Association
(050111)
P.O. Matelile

Health Centre, Mt. Tabor
(050121)
P/B
Mafeteng

Mafeteng Pre-School
(050131)
P.O. Box

Wool Grower's Association
(050141)
P.O. Makhakhe

Repholohile
(050151)
P.O. Makhakhe

Thabana Morena Credit Union
Khabotle
(050161)
Box 23 Mafeteng 900

Women's Institute, Khabotle
(050171)
Box 22
Mafeteng

Mafeteng Poultry Association
Ha Malchakhe
(050181)

Tsep e utle Farmers Association
Khabotle
(050191)
P.O. Khabotle, Mafeteng

Thabana Morena Home Maker's Association
(050201)
Thabana Morena/Mafeteng

Boiteko
(050211)
P.O. Box 226
Mafeteng

Thabana Morena Piggery Association
(050221)
P.O. Box 22
Mafeteng

Pre-School Clinic, Samaria
(050231)
Box 24
Mafeteng

Motsekuoa Cooperatives Credit Union
(050241)
P.O. Motsekuoa

Thusanang Basotho Thrift & Credit
(050251)
P.O. Thabana Morena/Mafeteng

Mt. Olivett Pre-School Clinic, Khabotle
(050261)
P.O. Box 23
Mafeteng

Tsakholo MCH/CB Centre
(050271)
P.O. Tsakholo
Mafeteng

Boiteko Communal Garden
(050281)
P.O. Thabana Morena
Mafeteng

Motsekuoa Clinic
(050291)
P.O. Box 1409
Maseru 100

Home Makers, Ha Rameboats
(050301)
Box 210
Mafeteng

Likhahala Thrift & Credit
(050311)
Qaba Store
P.O. Morunyaneng, Mafeteng

Motsekuoa Vocational School
(050321)
P.O. Box 1409
Maseru 100

Thabana Morena Co-op Credit Union
(050331)
P.O. Thabana Morena
Mafeteng

Tsakholo Hospital
(050341)
P.O. Tsakholo
Mafeteng

Mapotu Nutrition Centre
(040351)
Privage Bag
Mafeteng

Kolo SDA Clinic
(050361)
Kolo Mission
P.O. Mafeteng

BASP Livestock Division
(050371)
Box 1
Mafeteng

Hermon Project--Village Development
(050381)
P.O. Paksing
Mafeteng

Tsakholo Livestock Improvement Centre
(050391)
P.O. Tsakholo 960

Tsepo e ntte, Khabotle
(050401)
Box 22
Mafeteng

Thabana Morena Wool Growers
(050411)
P.O. Khabotle 930

Pre-School CRS
(050421)
Tsakholo Health Centre

Ministry of Agriculture
(050431)
P.O. Tsakholo

Boiteko, Khabotle
(050441)
Helsport Store
Box 22, Khabotle 930

Phoqoane Credit Union
Samaria Ha Sephula
(050451)
Box 171, Mafeteng 900

MOHALE'S HOEK

Nutrition Centre, Maphutseng
(060011)
P.O. Box 69
Mohale's Hoek

Agric.
(060021)
Box 58
Mohale's Hoek

Coops and Rural Development
(060031)
Box 32
Mohale's Hoek

Lesotho Prison Service
(060041)
P.O. Box 85,
Mohale's Hoek

Livestock Division
(060051)
P.O. Box 58
Mohale's Hoek

Moharane Elelloane Besotho
(060061)
P.O. Phala

Liphiring Nutrition
(060071)
Box 58
Mohale's Hoek

Mohale's Hoek Public Health
(060081)
P.O. Box 149
Mohale's Hoek

Youth Affairs Department
(060091)
Box 149
Mohale's Hoek

Mpharane Clinic
(010101
P.O. Phala 820

Co-op Lesotho Ltd.
(060111)
P.O. Box 58
Mohale's Hoek

Horticulture (Agric)
(060121)
P.O. Box 58
Mohale's Hoek

Mohale's Hoek Hospital
(060131)
P.O. Box 28
Mohale's Hoek

Interior
(060141)
Box 5
Mohale's Hoek

Liphiring Community Clinic
(060151)
Mohale's Hoek

Thabang Spinning, Mpharane
(060161)
P.O. Phela 820

Customs and Excise
(060171)
Mohale's Hoek

Lesotho Family Planning Association
(060181)
P.O. Box 150
Mohale's Hoek

QUTHING

Ha Koali Nutrition
(070011)
P.O. Koali
Mt. Moorosi

Nutrition Centre, Ha Koali
(070021)
P.O. Mt. Moorosi

Soil Conservation
(070031)
P.O. Mt. Moorosi 750

Health Centre, Mphake
(070041)

Public Health
(070051)
P.O. Box 3
Quthing

St. Mathews Pre-School Clinic
(070061)
P.O. Mt. Moorosi

Livestock
(070071)
Stud Farm
P.O. Quthing

Family Planning Clinic, Moyeni
(070081)
Box 61
Quthing

Livestock, Makoae
(070091)

Mphaki Homemakers Club
(070101)
Atamelang Store
Mt. Moorosi

Home Economics
(070111)
P.O. Box 36
Quthing

Crops
(070121)
Quthing

Ha Koali Crops and Conservation
(070131)
P.O. Box 36
Quthing

QACHA'S NEK

Ramkakole Thrift and Credit
(080011)
Ha Rankakala
P.O. Box 40, Qacha's Nek

Sekake Clinic
(080021)
Ha Sekake
Qacha's Nek

Poultry
(080031)
Qacha's Nek

Rankakala Project
(080041)
Ha Rankakala
c/o Hilltop Store, Qacha's Nek

Southern Mountain Water Project
(080051)
Ha Sekake
Qacha's Nek

Nutrition
(080061)
Box 9
Qacha's Nek

Nutrition
(080071)
Ha Ratsokli
P.O. Tsoelike Bridge 612

Boiteko
(080081)
Sehlaba-Thebe
Moshebi Store, P.O. Sehlaba-Thebe

Agric
(080091)
Qacha's Nek

Lesotho Home Makers Association
(080101)
Tebeelong
P.O. Whitehill, Qacha's Nek

Lesotho Family Planning Association
(080111)
Schlaba-Thebe
c/o Mavenca Store, Sehlaba-Thebe

Pre-School Clinic
(080121)
Qacha's Nek

Lesotho Family Planning Association
(080131)
P.O. Box 8
Qacha's Nek

Community Development
(080141)
Qacha's Nek

Government Clinic
(080151)
Sehlaba-Thebe

Lesotho Prisons Service
(080161)
P.O. Box 25
Qacha's Nek

Public Health
(080171)
Box 8
Qacha's Nek 600

Livestock
(080181)
P.O. Qacha's Nek

MOKHOTLONG

Mokhotlong Marketing Cooperative
(090011)
P.O. Box 50
Mokhotlong 10

Lesotho Red Cross
(090021)
P.O. Mapholaneng 520

Soil Conservation Project
(090031)
Mokhotlong

Prisons
(090041)
P.O. Box 34
Mokhotlong

Co-op Lesotho
(090051)
P.O. Box 11
Mokhotlong

Crops Division
(090061)
P.O. Box 11
Mokhotlong

St. Peter's Pre-School Clinic
(090071)
P.O. Box 16
St. Peter's

Passport Office
(090081)
Box 39
Mokhotlong

Agriculture Department
(090091)
Box 11
Mokhotlong

Crops Lebopo
(090101)
Box 11
Mokhotlong

General Hospital
(090111)
P.O. Box 500
Mokhotlong

Rafolatsane Credit Union
(090121)
St. Thomas P.O.
Mokhotlong

Malefiloane Clinic
(090131)
P.O. Box 43
Mokhotlong 500

Mokhotlong Wool and Mohair Growers
(090141)
c/o Agriculture Department
Mokhotlong

District Administration
(090151)
Box 45
Mokhotlong 500

THABA-TSEKA

Ministry of Rural Development
(100011)
P.O. Thaba-Tseka

Rural Technology Unit, Thaba-Tseka
(100021)
Box 27
Maseru

Thaba-Tseka Integrated Rural
Development Program
(100031)
P.O. Thaba-Tseka 550

Mohlanapeng Clinic
(100041)
P.O. Mohlanapeng 552

Ministry of Health
(100051)
P.O. Thaba-Tseka 550

Parray Pre-School Clinic
(100061)
P.O. Thaba-Tseka 550

Livestock Division of Thaba-Tseka Rural
Rural Development Programme
(100071)
P.O. Box 1027, Maseru

V.H. Workers Programme, Thaba-Tseka
(100081)
Parray Hospital 550

Iteka Thaba-Tseka Credit Union
(100091)
P.O. Thaba-Tseka 550

Appendix III.1

MAJOR CATEGORIES OF NFE ORGANIZATIONS AND THEIR SUBCATEGORIES

Type of Organization	# of Programs	% of Programs
I. Ministries of Rural Develoment and Agriculture (G)	60	25.0
Ministry of Agriculture	42	17.5
Ministry of Rural Development	18	7.5
II. Health and Nutrition (G)	20	8.3
Ministry of Health	15	6.2
Food and Nutrition Coordination Office	5	2.1
III. Ministries of Justice, Interior, and Commerce (G)	10	4.2
Ministry of Justice	7	3.0
Ministry of Interior	1	0.4
Ministry of Commerce and Industry	2	0.8
IV. Agriculture Organizations (NGO)	31	12.9
Agricultural Organizations	10	4.2
Communal Gardens	5	2.1
Agricultural Cooperatives	4	1.6
Livestock Groups	3	1.2
Weaving Organizations	4	1.7
Potting Organizations	4	1.7
Metal Work	1	0.4
V. Coops (NGO)	54	22.5
VI. Health, Nutrition and Child Care (NGO)	36	15.0
Hospitals	5	2.1
Health Associations	3	1.3
Family Planning Associations	4	1.7
Nutrition Programs and Clinics	19	7.9
Day Care Groups	1	0.4
Preschool Groups	3	1.2
Child Care Education Groups	1	0.4

VII.	Women's Groups and Other Organizations (NGO)	29	12.1
	Commercial Groups	1	0.4
	Religious Groups	4	1.6
	Youth Groups	4	1.6
	Youth Clubs	1	0.4
	Women's Organizations	19	8.0
Total		240	100.0

Appendix III.2

MAJOR CATEGORIES OF EDUCATIONAL TOPICS
AND THEIR SUB-CATEGORIES

Topic	No. of Programs	Percentage
AGRICULTURE AND ANIMAL HUSBANDRY	132	63.8
Agriculture	107	51.7
Vegetable growing	29	14.0
Fruits	13	6.3
Grains and grasses	19	9.2
Fertilizers	16	7.7
Erosion control/reforestation	15	7.2
Appropriate technology	7	3.4
Storage, marketing of products	2	1.0
Agriculture: other	25	12.1
Animal Husbandry	51	24.6
Cattle raising and milking	13	6.3
Sheep or goat raising	5	2.4
Fish ponds	19	9.2
Rabbits, pigs, poultry	15	7.2
Other	6	2.9
Community Development	21	10.1
Conscientization, need assessment	2	0.5
Organization of community groups	5	1.0
Other	18	8.7
COOPERATIVE EDUCATION	37	17.9
Coop formation	12	5.8
Training in administration	7	3.4
Other	18	8.7
CRAFTS, FACTORY WORK, AND CONSTRUCTION	23	11.1
Crafts	19	9.2
Weaving	10	4.8
Grass art	2	1.0
Clay products	0	0.0
Wood, skin, leather	1	0.5
Marketing of crafts	1	0.5
Other	1	0.5
Factory and Construction Skills	4	1.9
Carpentry	2	1.0
Brick laying	2	1.0
Other	1	0.5
Office and Other Skills	1	0.5

LITERACY, NUMERACY, AND MIGRANT EDUCATION	43	20.8
Literacy	6	2.9
Numeracy	3	1.4
Migrant Education	3	1.4
Basic Education	36	17.4
HEALTH, NUTRITION, AND FAMILY EDUCATION	101	48.8
Nutrition	25	12.1
Health, Hygiene, and Sanitation	21	10.1
Infant or Child Health	8	3.9
Pregnant Women's Health	16	7.7
Family Preventive Health Practice	14	6.8
First Aid	5	2.4
Family Life Education	4	1.9
Pre-School Education and Child Health	3	1.4
Parenting Skills	2	1.0
Home Economics	32	15.5
Home Maintenance	26	12.6
Basic Sewing	16	7.7
Other	37	17.9
RECREATION, CULTURE AND RELIGIOUS EDUCATION	2	1.0
TOTAL RESPONDENTS	207	100.0

Appendix III.3

ESTIMATION OF PARTICIPANTS IN NFE PROGRAMS

The estimatation of participants in NFE programs is made complex by the following factors:

1. Not all programs report the number of participants.

2. Due to the multiplicity of the NFE programs in the same location, an individual will be counted more than once by these programs as participants.

3. Size of the program varies accoring to type of program and regions of the country.

In order to take into account the above factors, the estimation of participants used in this study is calculated based on:

1. A weighted average for participants. The weighted average is calculated by taking into consideration the national average, district average, and the average by type of program. This weighted average is assigned to programs for which data on participants were not provided.

2. Estimates for multiple participation by individuals in programs were calculated for each district. These estimates were based on the number of national, district wide programs in existence in each district and the number of different types of programs offered by these programs. It was found that the multiple participation for all districts except Berea ranged from 1.2 to 1.4. In the case of Berea the multiple participation was found to be about 2. The total participants obtained through the weighted average for all the districts except Berea was reduced by a factor of 0.833 (1 divided by 1.2) and for Berea district by a factor of 0.5 (1 divided by 2). It is my opinion that the estimates of the number of persons participating in NFE presented in chapter III is more a generous rather than a conservative one.

APPENDIX VII.1

LEARNING CONTEXTS PROFILE II: TRADITIONAL/MODERN

The values for each of the variables are outlined below:

I. Internal Structure

1. Physical Space

   1. Traditional: Homes, open communal areas, fields
   2. Colonial: School, church, hospital, clinic, etc.
   3. Urban Expansion: Prisons, police centers, other buildings
   4. Recent Innovations: Training centers, factories, theatres, sports fields, mobile vans, etc.

2. Relationship of Participants to Program

   1. Traditional: Participants entirely on their own
   2. Colonial: Participants brought together by program
   3. Urban Expansion: Participants call own meetings and look to program for support
   4. Recent Innovations: Participants are independent of program and use it as they wish

3. Scheduling

   1. Traditional: Flexible scheduling entirely designed by learner
   2. Colonial: Rigid scheduling which requires part-time dedication
   3. Urban Expansion: Flexible scheduling which allows learner to structure his own learning activities within certain limits
   4. Recent Innovations: Rigid scheduling which requires full-time dedication

4. Teaching Learning Processes

   1. Traditional: All or some of the learning group act as teachers

   2. Colonial: Teacher or group leader is not a part of the learning group

   3. Urban Expansion: Field workers or extension workers guide students and are not a part of the learning group

   4. Recent Innovations: Teacher is a part of the learning group

5. Teaching Learning Methods

   1. Traditional: Entirely open methods

   2. Colonial: Formal, structured teaching methods

   3. Urban Expansion: Directed secondary source methods

   4. Recent Innovations: Open but guided teaching methods

6. Educational Materials and Media

   1. Traditional: Totally open-ended sources of stimulation

   2. Colonial: Formal, highly directed sources of stimulation

   3. Urban Expansion: Secondary, less highly directed sources of stimulation

   4. Recent Innovations: Secondary, more open-ended sources of stimulation

II. Intentionality

7. Orientation of Learning Goals

   1. Traditional: No time frame for learning goals

   2. Colonial: Long-term learning goals

   3. Urban Expansion: Short-term sections with goals, but several years needed

   4. Recent Innovations: Short-term learning goals

8. Structure of Rewards

   1. Traditional: Higher status, personal development, but no rewards

   2. Colonial: Certificate or diploma, learn skills and deferred rewards

   3. Urban Expansion: Immediate services and rewards

   4. Recent Innovations: Immediate incremental income

9. Structure of Evaluation

   1. Traditional: No evaluation of participants

   2. Colonial: Relatively less-structured participant evaluation

   3. Urban Expansion: Structured participant evaluation

   4. Recent innovations: Evaluation structured by participants

III. Loci of Control

10. Control of Program Planning

   1. Traditional: No planning decisions made about the operation of the learning context

   2. Colonial: Planning decisions made by persons outside of learning context and/or by staff members who are not learners within that setting

   3. Urban Expansion: Planning decisions made jointly by persons outside and/or staff members plus learners

   4. Recent Innovations: Planning decisions made by the learners

11. Control of Curriculum Planning

   1. Traditional: No curriculum planning decisions made

   2. Colonial: Curriculum planning decisions made by persons outside and/or by staff members who are not learners within that setting

   3. Urban Expansion: Curriculum planning decisions made jointly by persons outside and/or staff members plus learners

4. Recent Innovations: Curriculum planning decisions made by learners

12. Control of Program Implementation

1. Traditional: Program implementation decisions not made

2. Colonial: Program implementation decisions made by persons outside and/or by staff members who are not learners within that setting

3. Urban Expansion: Program implementation decisions made jointly by persons outside and/or staff members plus learners

4. Recent Innovations: Program implementation decisions made by learners

13. Control of Scheduling

1. Traditional: No scheduling decisions made

2. Colonial: Scheduling decisions made by persons outside and/or by staff members who are not learners within that setting

3. Urban Expansion: Scheduling decisions made jointly by persons outside and/or staff members plus learners.

4. Recent Innovations: Scheduling planning decisions made by learners

14. Control of Planning and Approval of Budget

1. Traditional: No budget decisions made

2. Colonial: Budget decisions made by persons outside and/or staff members who are not learners within that setting

3. Urban Expansion: Budget decisions made jointly by persons outside and/or staff members plus learners

4. Recent Innovations: Budget decisions made by learners

15. Control of Education

1. Traditional: No evaluation decisions made

2. Colonial: Evaluation decisions made by persons outside and/or by staff members who are not learners within that setting

3. Urban Expansion: Evaluation decisions made jointly by persons outside and/or staff members plus learners

4. Recent Innovations: Evaluation decisions made by learners

16. Control of Selection of New Programs

1. Traditional: No selection decisions made

2. Colonial: Selection decisions made by persons outside and/or by staff members who are not learners within that setting

3. Urban Expansion: Selection decisions made jointly by persons outside and/or by staff members plus learners

4. Recent Innovations: Evaluation decisions made by leraners

IV. Constituency

17. Homogeneity/Heterogeneity

1. Traditional: Participants have no requirement for entry and may enter at any level

2. Colonial: Participants need not fulfill prior requirements and may be at an introductory level

3. Urban Expansion: Participants must fulfill prior requirements but may be at a middle level

4. Recent Innovations: Participants must fulfill prior requirements and have an advanced level

18. Collectivization/Individualization

1. Traditional: No restrictions on form of participation

2. Colonial: Learners participate as a group

3. Urban Expansion: Learners participate as individuals

4. Recent innovations: Learners participate as families

19. Admission Requirements

1. Traditional: No admission requirements

2. Colonial: Semi-flexible requirements (application only)

3. Urban Expansion: Flexible requirements (interview only)

4. Recent Innovations: Strict requirements for admission (test or several requirements)

Appendix XIII.1

DISTRICT AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	District										
		Butha-Buthe	Leribe	Berea	Maseru	Mafeteng	Mohale's Hoek	Quthing	Qacha's Nek	Mokhot-long	Thaba-Tseka	Row Total
Very Incomplete		2 11.8 8.7 0.8	3 17.6 11.5 1.3	5 29.4 11.1 2.1	1 5.9 3.4 0.4	3 17.6 6.7 1.3	0 0.0 0.0 0.0	1 5.9 7.7 0.4	1 5.9 5.6 0.4	0 0.0 0.0 0.0	1 5.9 11.1 0.4	17 7.1
Incomplete		6 8.6 26.1 2.5	12 17.1 46.2 5.0	15 21.4 33.3 6.3	9 12.9 31.0 3.8	11 15.7 24.4 4.6	4 5.7 23.5 1.7	3 4.3 23.1 1.3	4 5.7 22.2 1.7	4 5.7 26.7 1.7	2 2.9 22.2 0.8	70 29.2
Moderately Complete		10 8.4 43.5 4.2	9 7.6 34.6 3.8	19 16.0 42.2 7.9	16 13.4 55.2 6.7	26 21.8 57.8 10.8	8 6.7 47.1 3.3	6 5.0 46.2 2.5	12 10.1 66.7 5.0	10 8.4 66.7 4.2	3 2.5 33.3 1.3	119 49.6
Very Complete		5 14.7 21.7 2.1	2 5.9 7.7 0.8	6 17.6 13.3 2.5	3 8.8 10.3 1.3	5 14.7 11.1 2.1	5 14.7 29.4 2.1	3 8.8 23.1 1.3	1 2.9 5.6 0.4	1 2.9 6.7 0.4	3 8.8 33.3 1.3	34 14.2
Column Total		23 9.6	26 10.8	45 18.8	29 12.1	45 18.8	17 7.1	13 5.4	18 7.5	15 6.3	9 3.8	240 100.0

χ^2 = 23.8792
df = 27
p = 0.6375
missing = 0

Appendix XIII.2

ORGANIZATIONAL TYPE AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Type of Organization							Row Total
		Rural Dev/ Agric/ Govt	Health/ Nutri/ Govt	Other/ Govt	Agric/ NGO	Coops/ NGO	Health/ Nutri/ Child/ NGO	Other/ NGO	
Very Complete		3 17.6 5.0 1.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 29.4 16.1 2.1	6 35.3 11.9 2.5	1 5.9 2.8 0.4	2 11.8 6.9 0.8	17 7.1
Incomplete		10 14.3 16.7 4.2	7 10.0 35.0 2.9	2 2.9 20.0 0.8	8 11.4 25.8 3.3	23 32.9 42.6 9.6	10 14.3 27.8 4.2	10 14.3 34.5 4.2	70 29.2
Moderately Complete		36 30.3 60.0 15.01	11 9.2 55.0 4.6	6 5.0 60.0 2.5	12 10.1 38.7 5.0	22 18.5 40.7 9.2	20 16.8 55.6 8.3	12 10.1 41.4 5.0	119 49.6
Very Complete		11 32.4 18.3 4.6	2 5.9 10.0 0.8	2 5.9 20.0 0.8	6 17.6 19.4 2.5	3 8.8 5.6 1.3	5 14.7 13.9 2.1	5 14.7 17.2 2.1	34 14.2
Column Total		60 25.0	20 8.3	10 4.2	31 12.9	54 22.5	36 15.0	29 12.1	240 100.0

χ^2 = 24.4700 (46.4% cells less than 5.0)
df = 18
p = 0.1400
missing = 0

Appendix XIII.3

STAFF SIZE AND LEVEL OF COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Staff Size Small	Medium	Big	Row Total
Very Complete		9 60.0 12.9 4.1	5 33.3 5.8 2.3	1 6.7 1.6 0.5	15 6.8
Incomplete		25 39.7 35.7 11.4	24 38.1 27.9 11.0	14 22.2 22.2 6.4	63 28.8
Moderately Complete		31 28.7 44.3 14.2	45 41.7 52.3 20.5	32 29.6 50.8 14.6	108 49.3
Very Complete		5 15.2 7.1 2.3	12 36.4 14.0 5.5	16 48.5 25.4 7.3	33 15.1
Column Total		70 32.0	86 39.3	63 28.8	219 100.0

χ^2 = 16.4988 (16.7% of cells frequency less than 5.0)
df = 6
p = 0.0113
missing = 21 (8.8%)

Appendix XIII.4

AGE RANGE OF PARTICIPANTS AND LEVEL OF PROGRAM COMPLETENESS

Level of Completeness	Count Row PCT Col PCT Tot PCT	Age Ranges 0-5	6-18	19-35	36-60	60+	Row Total
Incomplete		3 10.0 42.9 3.0	3 10.0 37.5 3.0	11 36.7 25.0 11.1	11 36.7 29.7 11.1	2 6.7 66.7 2.0	30 30.3
Moderately to Very Complete		4 5.8 57.1 4.0	5 7.2 62.5 5.1	33 47.8 75.0 33.3	26 37.7 70.3 26.3	1 1.4 33.3 1.0	69 69.7
Column Total		7 7.1	8 8.1	44 44.4	37 37.4	3 3.0	99 100.0

χ^2 = 3.1884
df = 4
p = 0.5268
missing = 141 (58.8%)

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