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**BASIC AND NONFORMAL
EDUCATION SYSTEMS PROJECT
(BANFES)**

FINAL REPORT

February 1992

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LIST OF ACRONYMS

BESM	Basic Education Supplementary Materials
BTL	Breakthrough to Literacy
CLS	Community Learning System
DACUM	Designing a Curriculum (curriculum development method)
devcom	Development Communications
DPS	Deputy Principal Secretary
DRT	District Resource Teacher
EC	Evening College
EOL	End-of-level
GOL	Government of Lesotho
IEMS	Institute for Extra-Mural Studies
IMF	International Monetary Fund
IMRC	Instruction Materials Resource Centre
LAC	Lesotho Agricultural College
LDTC	Lesotho Distance Teaching Centre
logframe	Logical Framework
LRLA	Lesotho Radio Language Arts
MOE	Ministry of Education
NCC	National Curriculum Committee
NCDC	National Curriculum Development Centre
NDP	National Dissemination Program
NFE	Non-Formal Education
NTTC	National Teacher Training College
NUL	National University of Lesotho
OVI	Objectively Verifiable Indicator
PATH	Practical Arts and Handicrafts
PEN	Primary Education Newsletter
PIEP	Primary In-Service Education Program
PS	Principal Secretary
PSLE	Primary School Leaving Examination
RSTC	Thaba Tseka Rural Skills Training Centre
SIMS	Self-Instructional Modules
SSU	School Supply Unit
TA	Technical Adviser
TSTC	Thaba Tseka Rural Skills Training Centre
TSU	Teachers Service Unit

I. INTRODUCTION

This report covers the entire project from its inception (1 March 1985) through the end of field activities (31 December 1991) and the completion of project assistance (15 February 1992).

Since most of field activities were completed by 28 February 1991, this report incorporates the semi-annual report that otherwise would have been prepared for the period 1 September 1990 to 1 March 1991. All information that would have appeared in that semi-annual report has been included in this final report.

The Basic and Non-Formal Education Systems Project (BANFES) was a joint effort of the United States Agency for International Development, through the USAID Mission to Lesotho, and the Government of Lesotho, through the Ministry of Education. The project was implemented by the Academy for Educational Development in consortium with the University of Massachusetts, Ohio University, Aurora Associates, and Atlanta University. (Partnership for Productivity, Inc., an early member of the consortium, was withdrawn in 1986.) Its purpose was to improve the efficiency and effectiveness of basic and primary education in Lesotho and to increase its relevance to the development needs of the country. The project design called for assistance in the form of institutional strengthening in four project components:

- Component I: Institutional Strengthening of the Ministry of Education
- Component II: Strengthening of the National Teacher Training College
- Component III: Developing and Disseminating Curriculum and Instructional Materials
- Component IV: Rural Skills Training

During the nearly seven years of assistance, the project provided the services of 31 long-term advisors and approximately 100 short-term assistants, most of whom were hired in Lesotho. Exhibit I lists the long-term technical assistance (and the employing institutions in the United States). Exhibit II lists short-term and local hire assistance.

The project team, working with their MOE counterparts whenever available, assisted in institutional strengthening through a diverse, comprehensive set of activities including on-the-job training, workshops, conferences, overseas degree training, regional and overseas study tours, in-country courses, and independent study. A national curriculum dissemination network and a primary inservice education program, designed under BANFES to strengthen curriculum and teacher education activities, continue to function under MOE auspices. Additional project contributions discussed in detail elsewhere in this report include a teacher personnel management information system and data-based information systems for educational planning; improved curriculum and instructional materials, including agricultural textbooks, radio English programs, practical skills curriculum manuals, and a multigrade teachers' manual; a functioning rural skills training center; and a nonformal basic education program.

During the project, support was provided for 33 long-term participant trainees and for an equal number of international short-term trainees. (The long-term participant training included one 9-month, non-degree program in the U.S.) Two full-scale, external formative evaluations were conducted during the life of the project. In addition, the project provided an evaluation officer who assessed BANFES products and activities from 1988 to the conclusion of the project.

This report is divided into the following main parts: a final report on project activities, including a training summary and a separate report on the Primary Inservice Education Program; an analysis of the extent to which project objectives have been achieved; an analysis of the problems encountered; and recommendations to assist the Ministry of Education and USAID in further development of project objectives. The analysis of achievements, in turn, has been done according to the contractual outputs, the logical framework sub-purposes, and the logical framework objectively verifiable indicators. The last two -- the logical framework sub-purposes and the logical framework objectively verifiable indicators -- are additional ways of viewing the project and its outputs but are not contractually binding.

The Academy for Educational Development and its partners in the BANFES consortium would like to express their appreciation to the Lesotho Ministry of Education and the USAID Mission to Lesotho for the excellent cooperation given to the BANFES Project, cooperation which has helped BANFES make substantial contributions towards improving basic education in Lesotho.

**EXHIBIT I
LONG-TERM TECHNICAL ASSISTANCE**

MOE

Administration/Management (Chief of Party)

Donovan Russell (AED)
March 1985-October 1989
Andrew Strain (AED)
November 1989-February 1991

When the majority of field activities ended in February 1991, Philip Christensen remained in country in order to close the project office and transfer equipment to the Ministry of Education, as requested by USAID. In this capacity, he served as Chief of Party until June 1991.

TSU Management

School Supply Unit

Systems Analysis

Personnel Training

Personnel Management

Evaluation

In-country Academic Program

Non-formal Education

In-service Training

Financial Management

William English (Ohio University)

William Estes (AED)

Richard Johnson (AED)

Frank Schorn (U. Mass)

Andrew Strain (AED)

Sharon Harpring (Ohio U.)

John Masten (AED)

Gail von Hahmann (U. Mass)

Gerard Mathot (AED)

Jack Kennedy (AED)

NTTC

Operations Management

Financial Management

Academic Program/Teacher Training

Agricultural Education

Practical Skills Training

James Harris (AED)

June Bourbeau (U. Mass)

Barnabas Otaala (U. Mass)

Gerald Zirimwabagabo (Aurora)

Linda Pursley (U. Mass)

NCDC

Curriculum Dissemination

Testing and Evaluation

Practical Studies Curriculum

Basic Education

Instructional Systems Design

Production/Administration

Andrew Herriot (Ohio University)

Donna Kay LeCzel (Ohio University)

Sharon Harpring (Ohio University)

Bryan Axtell (AED)

Susan Scull-Carvahlo (Aurora)

Fredi Munger (UMass)

Gudrun Forsberg (UMass)

Philip Christensen (AED)

Richard Wahl (Ohio University)

Audiovisual Specialist
Radio Language Arts

Robert Bergquist (Ohio University)
Maurice Imhoof (AED)

TSTC

Administrative/Vocational Training

Lee Dresser (Pfp/AED)
Anthony Whitmore (Aurora)
Greg Smith (Aurora)
Will Donovan (Aurora)
Anne Beamish (Aurora)

Vocational Training I

Vocational Training II

EXHIBIT II
SHORT-TERM CONSULTANT AND LOCAL-HIRE ASSISTANCE

<u>Consultant</u>	<u>Begin</u>	<u>End</u>	<u>Position</u>
George Carter	10/15/86	3/15/87	MOE Scheme of Service Manual
Gershon M. Malahleha	11/10/86	2/29/88	Sesotho Lang. Editor
Marc Johnson	12/1/86	5/31/87	Computerizing MOE Personnel Data/Reports
Jamie Raile	12/1/86	11/87	TSTC Community Liaison
William Perry	2/15/87	5/15/87	Options to L-T Overseas Participant Training
Baffoe & Associates	2/16/87	4/20/87	Personnel Services
V.M. Barn	3/9/87	6/30/87	Eval., Intern Prg.-NTTC
J.M. Mohapeloa	3/9/87	6/30/87	Eval., Intern Prg.-NTTC
E.M. Sebatane	3/9/87	6/30/87	Eval., Intern Prg.-NTTC
S. Pule	3/9/87	6/30/87	Eval., Intern Prg.-NTTC
G. Mathot	3/9/87	6/30/87	Eval., Intern Prg.-NTTC
Christine Bergquist	4/1/87	12/31/88	Librarian - NCDC/IMRC
Marg Csapo	5/5/87	7/5/87	Special Education
Joseph Setsabi	6/15/87	7/27/87	Writer for Small Bus. Series
Nthakeng Selinyane	6/15/87	7/27/87	Writer for Small Bus. Series
Lars Falk Petersen	7/1/87	1/1/87	Machinist - TSTC
Stephen Thoahlane	7/1/87	6/30/87	Brailist
Lebohang Ntsane	7/1/87	6/30/87	Brailist
Donna LeCzel	7/1/87	12/15/87	Evaluation: Nat'l Dessemination, Monthly Reader
Selbourne M. Mohlalisi	8/3/87	1/2/88	Personnel Records Inspector
Karen Kennedy	8/23/87	6/1/88	Man. Planning and Control
Maurice Imhoof	8/27/87	11/21/87	Radio Lang. Arts Script Production
<u>Development Communications Course:</u>			
George Carter	10/15/86	9/88	Academic Certificate Course Coordinator
Zak Matsela	3/9/87	3/27/87	English Language Instructor
	8/17/87	9/4/87	English Language Instructor
Nancy Keith	2/23/87	4/5/87	Instructor - 2nd Module
Lipholo Makhetha	6/1/87	7/3/87	Instructor - 3rd Module
ElDean Bennett	8/10/87	9/11/87	Instructor - 4th Module
Polly McLean	5/27/87	5/30/87	Evaluation
E. de Fossard	12/86	3/87	Development Communications
Richard Towne	3/89	4/89	Fundamentals of Production
	3/90	4/90	Educational Radio Broadcasting
Jeff McDowell	4/90	5/90	Educational Raio Broadcasting
David Dozier	7/89	8/89	Evaluation and Research
Kim Aubry	10/87	11/87	Advanced Production
ElDean Bennett	6/88	8/88	Beginning Writing

Bob Griffin	4/88	5/88	Development Communications Planning
Teresa Swartz	11/88	12/88	Print & Graphic
Richard Towne	3/89	4/89	Fundamentals of Production

<u>Evening College</u>	<u>Begin</u>	<u>End</u>	<u>Position</u>
Kenneth Mpela	8/88	2/90	Evening & Weekend Officer
Deborah Christensen	1/88	2/90	Lecturer
Roshah Fitter	5/88	2/90	Lecturer
Theodore Jongerius	1/88	2/90	Lecturer
K.T. Kityo	9/88	2/90	Lecturer
J.M. Lebusa	5/88	2/90	Lecturer
A.M. Lekomola	5/88	2/90	Lecturer
M. Lephoto	5/88	2/90	Lecturer
Polo Mahalefele	9/88	2/90	Lecturer
Motseki Mofammere	5/88	2/90	Lecturer
M.R. Mofolo	9/88	2/90	Lecturer
D.M. Mohapi	5/88	2/90	Lecturer
J.J. Molefi	5/88	2/90	Lecturer
T.L. Monnapula	1/88	2/90	Lecturer
Mokopane Moshabesha	5/88	2/90	Lecturer
L.N. Motumi	5/88	2/90	Lecturer
Linda Mowbray	1/88	2/90	Lecturer
N.T. Ntimo-Makara	9/88	2/90	Lecturer
S.M. Pule	5/88	2/90	Lecturer
E.T. Ramalefane	5/88	2/90	Lecturer
E.M. Sebatane	5/88	2/90	Lecturer
J.M. Semata	1/88	2/90	Lecturer
L.M. Matsoso	5/88	2/90	Lecturer
B.K. Boison	9/88	2/90	Lecturer
L. Makhetha	1/88	2/90	Lecturer
I.M. Mathaha	5/88	2/90	Lecturer
P. Moleko	5/88	2/90	Lecturer
M. Phafane	1/89	2/90	Lecturer

Inservice

M.M. Diaho	7/88	12/91	District Resource Teacher
M.R. Frantsi	7/88	12/91	District Resource Teacher
M.N. Hlongwane	7/88	12/91	District Resource Teacher
A.M. Khange	7/88	12/91	District Resource Teacher
J.C. Khoali	7/88	12/91	District Resource Teacher
C. Khoanyane	7/88	12/91	District Resource Teacher
A. Kuenene	7/88	12/91	District Resource Teacher
P.C. Lebamang	7/88	12/91	District Resource Teacher
E.P. Leeto	7/88	12/91	District Resource Teacher
T.N. Lehema	7/88	12/91	District Resource Teacher
M.E. Lehloara	7/88	12/91	District Resource Teacher
N. Lekata	7/88	12/91	District Resource Teacher
S.J. Mabitle	7/88	12/91	District resource Teacher

A.M. Macheli	7/88	12/91	District Resource Teacher
M.M. Mahao	7/88	12/91	District Resource Teacher
S.F. Molefi	7/88	12/91	District Resource Teacher
M.M. Mathiase	7/88	12/91	District Resource Teacher
S.P. Matla	7/88	12/91	District Resource Teacher
B. Matsumunyane	7/88	12/91	District Resource Teacher
L. Matsoarelle	7/88	12/91	District Resource Teacher
A. M. Moeketsi	7/88	12/91	District Resource Teacher
L. Moeketsi	7/88	12/91	District Resource Teacher
B.B. Mofolisa	7/88	12/91	District Resource Teacher
J.S. Mohasi	7/88	12/91	District Resource Teacher
M.A. Mohoase	7/88	12/91	District Resource Teacher
J. Mokotjo	7/88	12/91	District Resource Teacher
S. Moleko	7/88	12/91	District Resource Teacher
M.F. Molise	7/88	12/91	District Resource Teacher
J.M. Motinyane	7/88	12/91	District Resource Teacher
R.M. Motjoli	7/88	12/91	District Resource Teacher
M.P. Nchee	7/88	12/91	District Resource Teacher
F.T. Ngakane	7/88	12/91	District Resource Teacher
M.R. Ntsenya	7/88	12/91	District Resource Teacher
T. Ntsinya	7/88	12/91	District Resource Teacher
E.M. Phae	7/88	12/91	District Resource Teacher
R.S. Phakisi	7/88	12/91	District Resource Teacher
M.N. Pitso	7/88	12/91	District Resource Teacher
M.M. Qhekoana	7/88	12/91	District Resource Teacher
M.M. Ramonyatsi	7/88	12/91	District Resource Teacher
M. Rasekolana	7/88	12/91	District Resource Teacher
M.S. Raseleman	7/88	12/91	District Resource Teacher
M.L. Sefeane	7/88	12/91	District Resource Teacher
M. Selialia	7/88	12/91	District Resource Teacher
M. Selialia	7/88	12/91	District Resource Teacher
M.M. Silase	7/88	12/91	District Resource Teacher
M.M. Shao	7/88	12/91	District Resource Teacher
M.L. Tutuoane	7/88	12/91	District Resource Teacher

Radio Language Arts

Art Hein	9/87	10/87	Radio Language Arts
Eric Imhoof	8/87	11/87	Radio Language Arts
	2/88	4/88	Radio Language Arts
Margaret McCormack	9/88	11/88	Radio Language Coordinator
Ann Kane	4/88	4/89	RLA Studio Talent
Leopo Pheko	9/87	9/90	RLA Studio Talent
Abia Koenane	9/87	9/90	RLA Studio Talent
Chris Mohapeloa	9/87	9/90	RLA Studio Talent
Abang Taole	9/87	9/90	RLA Studio Talent
Bobo Mohapeloa	9/86	9/90	RLA Studio Talent
Bolelo Phakisi	9/87	9/90	RLA Studio Talent
Eng Tlalajoe	9/87	9/90	RLA Studio Talent
Ma Mangoaela	3/89	8/90	RLA Studio Talent

Ex-Peace Corps Volunteers

Holly Shader	7/87	7/88	Education Program Assistant
Lawrence Barnes	7/88	2/90	Education Program Assistant
Steve Hutton	1/89	2/90	Education Program Assistant
Martin Nichols	3/89	3/91	Rsch. Assist. for Evaluation
Craig Anderson	3/89	3/91	Rsch. Assist. for Evaluation
Steve Perakis	3/89	9/88	Rsch. Assist. for Evaluation
Lori Wichhart	12/86	12/88	Rsch. Assist. for Evaluation
E. O'Rourke	2/87	2/89	Primary Ed. Contents/ Methods
Margaret Pratley	2/87	2/89	Assist. Office of Inspectorate

Nonformal Education

Susan Lesabana	8/90	3/89	Jr. Research Assist.
Thabang Letela	11/88	3/89	Animator
Dihotetso Majara	11/88	3/89	Animator
Potsane Mohale	8/90	3/89	Sr. Research Assist.
Majara Ntsane	11/88	3/89	Animator
Mamojalefa Rantofi	11/88	3/89	Animator
Michael Ntsoaole	11/88	3/89	Animator
Esther Sakoane			Coord., Non-Formal Ed.
Rose Sebata	11/88	3/89	Animator

Other

Patrick Bereng	7/88	8/88	Teach. Assist.
Joy Guthrie	9/88	10/89	Primary Teaching Consultant
Eddie Bourbeau	10/87	3/89	Vehicle and Equipment Coord.
Christine Bergquist	1/88	12/88	Librarian
Maneo Malataliana	5/88	11/88	Library/ AV Assistant
Joan Lynham	11/87	5/88	Prac. Material for Blind
Anne McLaughlin	2/88	2/90	Lect. Arts & Crafts - NTTC
Molapi Sebatane	2/88	3/88	Eval. - NTTC enrollment
Lars Petersen	1/88	6/88	Metal Lathework - TSTC
Sailase Maphoka	7/88	8/88	Sr. Research Assist.
Mary Makhaba	5/88	8/88	Jr. Research Assist. -NUL
Gerald Lekhesa	5/88	11/88	Director, Human Resc. Dept.
Puleng Mokitimi	5/88	8/88	NTTC Ed. Aide
Nthathi Mokitimi	5/88	8/88	NTTD Ed. Aide
Blythe Lephoto	5/88	8/88	IMRC Printing
Robert Mahoana	5/88	8/88	IMRC Printing
Napo Ralitsele	5/88	8/88	IMRC Printing
Masefatsa Sekatle	5/88	8/88	IMRC Printing
Emmanuel Mothibe	5/88	8/88	NTTC Library
Palesa Mphole	6/88	8/88	Research Assist.
Masetefane Makuta	5/88	8/88	NUL Intern
Francina Moloi	7/88	11/88	Coord., NFE
A.M. Ngaira-Kityo	7/88	8/89	Head Librarian - NTTC

<u>Other (continued)</u>	<u>Begin</u>	<u>End</u>	<u>Position</u>
Mafoso Lebohang	5/88	8/88	NTTC Library
Mark Johnson	12/86	5/87	Personnel Records
William Perry	12/87	5/87	Personnel Records
Mokotoko Letsie	5/88	8/88	NTTC Library
Mpolokeng Mokhatla	5/88	8/88	NTTC Internship Assist.
Ntoane Lepota	5/88	8/88	AV Assist. at college
Anomia Makotoko	6/88	6/90	Farm Assist.
Litsepiso Hlakane	5/88	8/88	Computer Lab Aid - NUL
Samson Matlanyane	5/88	8/88	Research Assist.
Edna Eva Barn	6/88	12/88	Consultant (Comp. II)
Moji Moji	4/88	8/88	Assist. NCDC
Kose Seulaoli	4/88	8/88	Assist. NCDC
Fumane Khobatha	7/88	6/90	Farm Assist. NTTC
Potsane Mohale	7/88	11/88	Sr. Research Assist.
Emmanuel Lempe	7/88	8/88	Assist. NCDC
Susan Lesaoana	8/88	9/88	Research Assist.
Lawrence Africa	8/88	11/88	Research/ Writer
A.M. Mavumengwana	8/88	10/88	Assist. NCDC
Teddy Monyobi	7/86	3/90	Research Assist.
Gershon Malahlela	11/86	2/88	Sesotho Language Editor
Selbourne Mohlalisi	8/87	1/88	Personnel Records Inspector
Barnabus Matlanyane	7/87	7/88	Research Assist.
Betty Tonsing	9/87	6/88	Interviewer & Writer
Kevin Braim	2/89	11/89	Systems Analyst
Norma Bobbitt	8/89	10/89	Home Economics Curric. Mater.
Edna Jobo	10/89	4/90	Agricultural Instr. Assist.
Clifford Kuenta	1/89	7/90	Vehicle Coordinator
Julia Lefoka	3/89	9/90	NTTC Lecturer
Mope Lepelesana	3/89	9/90	Sr. Audio Visual Tech.
Hilda Leyimu	5/89	11/90	Materials Dev. Assist.
Mannana Manyeli	5/89	11/90	NUL Intern
Selbourne Mohlalisi	7/89	1/90	Personnel Records Insp.
Lebenya Motebang	3/89	9/90	Inst. Mater. Product Assist.
Malitsitso Thamae	8/89	2/90	Materials Distributor

II. PROJECT EVALUATION RECOMMENDATIONS

Progress Toward Implementing
Project Evaluation Recommendations

The second and final full-scale, formative evaluation of the BANFES Project was carried out over a six-week period beginning March 14, 1988, by SETS, Inc., of Hawaii. The five technical reports from the evaluation (one for each of four project components plus one on Project-wide management) contain 74 recommendations. At the conclusion of project assistance, the status of these recommendations was as follows:

	Not started	In progress	Accomp.	Recon- sider	Total
Contractor	0	0	49	7	56
GOL	0	0	13	5	18
Total	0	0	62	12	74

The 12 recommendations not accomplished were reconsidered because they were not feasible or because they did not have support from the Ministry of Education. All other recommendations were accomplished in the three-year period following the evaluation.

A complete list of the recommendations falling in each of these two categories follows.

Recommendations Accomplished

<u>Number</u>	<u>Accomplished</u>	<u>Responsible</u>
0.0.1	Increase numbers Project management personnel; clarify responsibilities	Contractor
0.0.2	Develop Project planning chart	Contractor
0.0.3	Review personnel hiring practices	GOL
0.0.4	Keep communications flowing	Contractor
0.0.5	Increase attendance by COP at training activities	Contractor
1.1.1	Develop plan for the continuous and permanent training of MOE staff	Contractor
1.1.2	Collect and analyze data re increasing number training requests	Contractor
1.2.1	Reexamine Personnel Management Advisor position	Contractor
1.4.1	Continue to offer financial management assistance	Contractor
1.5.1	Integrate SSU more fully into dissemination & teacher training	Contractor
1.5.2	Implement inventory system for SSU at school and district levels	Contractor
1.5.3	Implement fee collection system for SSU	Contractor
1.5.4	Consider replenishing SSU texts on staggered basis	GOL
1.6.2	Plan for long-term operational & maintenance needs of TSU	GOL
1.6.3	Computerize internal TSU accounts	Contractor
1.6.4	Improve TSU information processing facilities	Contractor
1.7.1	Plan for improving MOE management after EOP	Contractor
1.8.1	Interview prospective DRTs & train w/ classroom materials	Contractor
2.1.1	Fund Faculty Development Specialist for 2 years	Contractor
2.1.2	Maintain & use training data base	Contractor
2.2.1	Fund Curriculum Improvement Specialist for 2 years	Contractor
2.2.2	Redefine curriculum revision process	GOL
2.3.1	Give high priority to collaboration among NTTC, NCDC & IMRC	GOL
2.3.2	Incorporate cross-curricula methods into NTTC instruction	GOL
2.3.3	Continue DACUM process	Contractor
2.3.4	NTTC staff learn primary methodology through school-based activities	Contractor
2.4.2	Continue to support sound management procedures	Contractor
2.4.3	Give NTTC flexibility in managing funds for extra-curricular activities	GOL
2.4.4	Fill needed posts at NTTC	GOL

2.4.5	Support NTTC administration in flexible management	Contractor
2.5.1	Redirect Case School Plan	Contractor
3.1.1	Increase development of supplementary learning materials	Contractor
3.1.2	Use more functional means of assessing appropriateness of instructional materials	Contractor
3.1.3	Increase potential impact of radio English program	Contractor
3.1.4	Refrain from system-wide implementation of Breakthrough to Literacy Program	GOL
3.1.6	Review Practical Skills production schedule	Contractor
3.1.7	Review sustainability of Practical Skills materials	Contractor
3.1.8	Greater use of action research schools as field sites	Contractor
3.2.2	Disseminate syllabi or reference guides to all teachers	Contractor
3.2.3	Train teachers in assessment and core objectives	Contractor
3.3.1	MOE clarifies IMRC role	GOL
3.3.2	BANFES supports IMRC role clarification	Contractor
3.3.3	Limit additional BANFES investment in IMRC pending role clarification	Contractor
3.4.1	Identify Dissemination counterpart	GOL
3.4.2	Train NDP change agents	Contractor
3.4.3	Implement continuous monitoring of NDP	Contractor
3.4.4	Assist MOE in securing funds to sustain NDP	GOL
3.4.5	Monitor alternate dissemination techniques	Contractor
3.4.6	Regular radio program for teachers	Contractor
3.4.7	Invite NTTC faculty to NDP workshops	Contractor
3.5.1	Establish timetable and support system for NFE	Contractor
3.5.2	Prepare information on PS and BEP in both English and Sesotho	Contractor
3.6.1	Assess training outcomes at NCDC & IMRC	Contractor
3.6.2	Determine training priorities at NCDC & IMRC	Contractor
4.1.1	Resolve TSTC governance	GOL
4.2.1	Program & financial review of TSTC	Contractor
4.2.2	TSTC program & financial review conducted by voc ed experts	Contractor
4.3.1	More comprehensive inservice training for TSTC trainers	Contractor
4.3.2	More effective & efficient TSTC resource utilization	Contractor
4.4.1	TSTC instructional program review	Contractor
4.4.2	Complete review of complementary Lesotho institutions	Contractor
4.5.1	Transfer Output 5 to Component III, Output 1	Contractor

Recommendations Reconsidered

<u>Number</u>	<u>Reconsider</u>	<u>Responsible</u>
1.1.3	Gather follow-up data on long-term effects of training activities	Contractor
1.1.4	Continue to explore in-country academic program	Contractor
1.6.1	Continue to build TSU cooperation with Treasury	Contractor
2.1.3	Observe NTTC teacher behavior in classrooms	GOL
2.2.3	Develop practical skills kits	Contractor
2.2.4	Search for available materials in other countries	Contractor
2.4.1	Greater attention by GOL to counterpart development	GOL
3.1.5	Establish clearinghouse for collecting relevant instructional materials	Contractor
3.2.1	PSLE test items weighted to emphasize core objectives	GOL
3.2.4	Train teachers on interpreting test results	Contractor
3.2.5	Build curriculum evaluation and testing into NCDC subject division work plans	GOL
3.6.3	Identify counterparts for NCDC/IMRC TAs	GOL

III. TRAINING SUMMARY

Training Activities Carried Out for NCDC/IMRC Staff:

Ninety-four training activities were organized for component III, NCDC (76 activities) and IMRC (18 activities). These activities included Breakthrough to Literacy, National Dissemination and PSLE item writing. In addition, BANFES provided support for the MOE-organized Education Day. One person from IMRC completed a nine months' program in Graphic Arts in the United States.

Training Activities Carried Out for NTTC:

Eighty-two activities were completed by the NTTC staff, including an extensive staff appraisal program, curriculum development, and workshops for cooperating teachers to support the internship program. In addition, training was provided to the support staff in the areas of nutrition and maintenance.

Training Activities Carried Out for MOE Staff Not Affiliated with Cooperating Institutions:

One hundred fourteen training activities were carried out for MOE personnel. Activities included a retreat for the MOE Training Committee, NFE workshops, and participants in the Summer Institute for Literacy Professionals at the University of Massachusetts. Key individuals from the District Resource Teacher Training program, Lesotho Distance Teaching Center, and the Inspectorate were involved. Other activities included a study tour and extensive on-the-job training in the areas of computers and word processing.

Participant Training

All 32 people who were sent for long-term overseas training returned with degrees. This includes one at the AA level, three at the BA level, and 28 at the MS level. Representation includes: 12-NTTC, 8-MOE, 3-IMRC, 1-TSTC, and 8 teachers.

A tracer study, conducted by BANFES, noted that of this group, 24 returned to similar positions within the MOE, 2 moved to other positions within the MOE, and 2 moved to NUL and IEMS. Four people left for other positions within the region. The tracer study also indicates that most participants found their studies to be relevant and had opportunities to apply what they have learned. A workshop for all returned participants was organized by the Deputy Principal Secretary and the BANFES Training Office.

Evening College

On May 5, 1990, 334 participants representing all Evening College sites received certificates signed by the Principal Secretary. The top-ranking 14 graduates in the program undertook a one-month study tour entitled Innovations in Primary Education, organized by the University of Massachusetts. A follow-up workshop was held in Lesotho to encourage

participants to share experiences and materials with other professionals.

Development Communications

Forty-five participants representing a wide range of organizations throughout Lesotho graduated from the Development Communications program following two-year part-time study. The program was conducted by San Diego State University, under contract to AED.

Institutionalization of Training

An MOE training database was completed and located in the Deputy Principal Secretary's office. Staff were provided with training in upgrading and retrieving information.

Summary of Training Activities by Project Components

<u>Component</u>	<u>No. of Activities</u>	<u>No. of Participants</u>
<u>MOE</u>		
Trained staff	85	2,636
Personnel systems	6	85
Planning data base	9	42
SSU	4	993
TSU	4	39
Other	<u>6</u>	<u>367</u>
SUBTOTAL	<u>114</u>	<u>4,162</u>
<u>NTTC</u>		
Trained Staff	44	554
Improved curriculum	21	452
Instructional support	6	166
Pers./admin./fin. system	11	242
Test/ TT curr. & meth.	<u>1</u>	<u>37</u>
SUBTOTAL	<u>83</u>	<u>1,451</u>
<u>NCDC/IMRC</u>		
Primary sch. curriculum	41	1,120
Exam and eval. systems	6	132
Instructional materials	19	441
Curriculum dissemination	18	2,111
Trained staff	<u>9</u>	<u>131</u>
SUBTOTAL	<u>93</u>	<u>3,935</u>
<u>TSTC</u>		
Functioning TSTC	2	34
Trained staff	9	20
Trained craftsmen	2	70
Outreach programme	<u>1</u>	<u>3</u>
SUBTOTAL	<u>14</u>	<u>127</u>
GRAND TOTAL	305	9,675

Long-term Overseas Training

Number of trainees sent to the United States = 33*

Trainees returned home/ finished studies = 33*

* Includes a nine-month non-degree course at the University of Jacksonville

Summary of Activities by Format

FORMAT

Participant Training	33	34
Study Tour	26	154
Course	29	108
Conference	13	536
Workshop	164	7,532
Independent Study	1	1
On-the-Job Training	21	451
Evening College	4	408
Other	<u>14</u>	<u>451</u>
TOTAL	305	9,675

Summary of Activities by Year

1986

Short-Term in Lesotho	27	972
Short-Term in the Region	5	27
Short-Term International	1	1
Long-Term International	<u>5</u>	<u>5</u>
TOTAL	38	1,005

1987

Short-Term in Lesotho	43	1,898
Short-Term in the Region	13	83
Short-Term International	2	4
Medium-Term in Lesotho	3	6
Long-Term International	4	4
Other	<u>1</u>	<u>1</u>
TOTAL	66	1,996

1988

Short-Term in Lesotho	52	2,445
Short-Term in the Region	6	22
Short-Term International	7	9
Long-Term International	<u>23</u>	<u>23</u>
TOTAL	88	2,499

1989

Short-Term in Lesotho	54	3,096
Short-Term in the Region	11	37
Short-Term International	1	3
Long-Term in Lesotho	1	1
Long-Term International	<u>1</u>	<u>1</u>
TOTAL	68	3,138

1990

Short-Term in Lesotho	41	1,019
Short-Term in the Region	2	2
Short-Term International	<u>2</u>	<u>16</u>
TOTAL	45	1,037
<u>GRAND TOTAL</u>	<u>305</u>	<u>9,675</u>

IV. ACHIEVEMENT OF PROJECT OBJECTIVES

SECTION ONE
Progress toward Achieving Contractual Outputs

The BANFES contract was divided into four components. For each component, the contract specified several outputs to be achieved during the life of the project. This section summarizes progress on each of these outputs. Further details can be found in the final reports of Technical Advisers from each component, which were submitted to USAID upon completion of individual assignments.

Component I: Institutional Strengthening of the MOE

Output 1: Trained MOE staff, and an ongoing Staff Development Plan

Overall, BANFES provided training to more than 10,000 MOE employees and teachers through 300 different activities. Of these, 4,206 participants and 107 activities were arranged for MOE staff not associated with any other project component. These figures include 16 long-term participant training programs focusing on areas such as personnel management, administration and supervision, planning and school management. (For all components, the Project Work Group, which comprised USAID, MOE, and contractor representatives, altered somewhat the exact distribution of participant training programs from those suggested in the contract because of changing MOE requirements.) Needs assessments and staff development plans were prepared throughout the project. An ongoing training mechanism, including planning procedures, was left in place, to be supervised by the MOE Training Committee. This is documented in a Training Management Resource Book.

Output 2: A functioning personnel system, resulting in improved staff capability to manage and administer MOE programs and operations

The primary vehicle for supporting improvements to the MOE personnel system was the Schemes of Service exercise, which resulted in goal statements and organization charts for all programs and job descriptions for all Ministry positions. This exercise examined overall personnel qualifications and organization of functions, and assisted in developing personnel management policies, position standards and classifications. Salary levels for MOE personnel were reviewed twice during the project.

Output 3: Data-based information systems for the Planning Unit to increase efficiencies in administration and financial management

The long-term Systems Analyst, working from the Statistics Unit in the MOE Planning Office, developed a range of data-based information systems. Chief among these were systems to gather and produce statistics on Lesotho's schools, primary to tertiary, and to score and analyze results for the Primary School Leaving Examination (PSLE). MOE staff were trained in the operation and use of these systems; Basotho professionals continued to manage the systems after BANFES support was withdrawn. One Mosotho received an A.A.

degree in Data Processing, one an M.Ed. in Educational Administration and Planning, and one an M.Ed. in Educational Administration and Policy Studies. MOE now has timely reports which it is using to improve efficiency and performance.

Output 4: Improved financial management systems

A Financial and Administrative Systems Adviser worked with MOE to improve the Ministry's ongoing budgeting process. He provided training and technical support as MOE participated in a pilot test of a new, program-based budgeting system being planned for the entire Government of Lesotho. The same TA also supported management improvement in other, related areas: operations planning, financial status reports, a financial control system for all schools in Lesotho, MOE annual reports, schemes of service and computerization of personnel data. Three Basotho received Master's degrees in Educational Administration, one with a specialization in Financial Management.

Output 5: School Supply Unit

A long-term adviser provided the technical support and training required to improve the administration and operation of the School Supply Unit (SSU). The SSU now has a procurement system that meets its needs for the purchasing of school supplies and a distribution system that will enable schools to receive the correct number of textbooks at accessible locations. It continues to use the Training for Self-Reliance Project (TSRP) program for ordering and receiving materials, along with new forms for schools to order materials. The delay in establishing autonomy for the SSU from the TSRP precluded substantial progress on designing and implementing a new organizational structure. However, MOE commenced work on this task during the last year of BANFES with support from the World Bank. The SSU Manager received a Master's degree in Instructional Technology.

Output 6: Teaching Service Unit

A Teacher Service Management Specialist worked with senior officers in the Teaching Service Unit (TSU) throughout the project. With his help, the TSU was able to organize the administrative procedures and systems necessary to manage a teaching work force of approximately 8,000. The focus of this work was the computerization of teacher data in order to increase the accuracy of check processing. An improved system for check mailing and distribution lists was implemented. A database was established to record and update teacher status on a timely basis; arrangements were made with the Ministry of Finance (Treasury) for a pilot project to test the reliability of this data base with the goal of issuing checks directly from it. The integration of TSU data with data collected by the Planning Unit provided MOE with broad information on teachers as well as demographic data regarding schools.

Component II: Strengthening the National Teacher Training College

Output 1: NTTC will be sufficiently staffed with qualified personnel

Substantial progress was made under BANFES in improving the qualifications of NTTC staff. In all, 78 activities involving 1,457 participants were completed. Twelve members of the professional staff undertook long-term participant training, 11 to the master's level. Training topics included, among others, specific academic content areas to address background deficiencies, supervision, evaluation, guidance and counselling, principles of teaching and learning, curriculum development, community involvement with schools, budgeting, and financial management. Although substantial work was done in Schemes of Service and personnel management, the improvements made were unable to stop the departure of trained staff from the College and to facilitate the recruitment of new staff members. It was not possible to establish the new academic faculty positions envisaged in the contract, and this requirement was eventually dropped by mutual agreement between MOE and USAID. The cancellation of the NTTC's internship year removed the need for additional field supervisor posts. Substantial work was accomplished in support of school-community cooperation, using strategies such as the Action Research Survey, the link-school system and the DACUM task analyses.

Output 2: Revision and completion of the NTTC curricula

An Academic Program Specialist worked with the NTTC Director and Deputy Director/Academic on necessary program and administrative changes, as well as linkages with other institutions. Intensive curriculum development work was carried out with six NTTC departments, supported by the Technical Advisers for Agriculture and Practical Skills. These specialists also provided training, taught courses on a pilot basis, trained Basotho staff in new materials through team teaching and formal workshops, and participated in seminars to assist MOE staff with curriculum development and dissemination. The Agriculture Department implemented revised curricula at the Primary Teaching Certificate (PTC) and Advanced Primary Teaching Certificate (APTC) levels. The DACUM task-analysis methodology was used by four departments teaching practical skills (Home Economics, Health, Science, and Commercial Studies) as the basis for curriculum revision. By agreement of the Project Work Group, attention focused on the PTC and APTC, rather than the Secondary Teachers Certificate (STC) levels, although some work in support of practical STC subjects was provided.

Output 3: An efficient instructional system

The Instructional Systems, Audio-Visual and Evaluation Specialists from Component III cooperated with their colleagues from Component II to design, implement and evaluate the curriculum revisions specified under Output 2. This work included course planning, content specification based on specified learning objectives, instructional material design and development, materials production, and staff training.

Output 4: Improved personnel, administration, and financial management systems at the NTTC

Two long-term Technical Advisers assisted the NTTC in improving systems for administrative, financial, and personnel management. A Financial Management Specialist worked with the NTTC Director and Deputy Director/Administration to establish systems for planning, analysis, control of budgeting and expenditures, registration, and record-keeping. An Operations Management Specialist worked on a variety of projects related to operations management, facilities, stores, personnel, class scheduling, and data processing. Commodities, including computers, photocopiers and training materials, were provided in support of these activities. The cancellation of the internship year and the redeployment of field supervisors eliminated the justification for establishing a teacher incentive fund.

Output 5: A functioning program for testing teacher training curriculum and teaching methods through linkages with seed schools and communities

This goal was addressed by the College through the work of the Primary Methodology Committee (PMC). The importance attached to it is demonstrated by the fact the committee established a special sub-group to focus on creating a system of link schools that would encompass the objectives listed under this output. These schools provided a mechanism to implement and evaluate the emphasis on community participation that was part of the curriculum revision activities in Output 2, the student and faculty training carried out in support of that emphasis, and the strategies developed for fostering parental involvement. An incentive fund was established, and one matching grant eventually given to a school.

Component III: Developing and Disseminating Curriculum and Instructional Materials

Output 1: The primary school curricula will be revised

A Practical Skills Curriculum Specialist, supported by the Component II Practical Skills and Agriculture Technical Advisers, worked with curriculum panels and subject divisions to integrate subject matter from Agriculture and Practical Skills/Home Economics into the primary curriculum. They helped introduced new curricula for Primary Agriculture and Practical Arts and Handicrafts, as well as a wide variety of instructional materials in support of practical subjects. By agreement between MOE and USAID, the role of the Basic Education Specialist was modified to focus on providing basic skills to children in lower-primary classes. One technical adviser, the Basic Education Specialist, carried out this assignment by working closely with the Sesotho and Mathematics Divisions to develop and test a major new instructional delivery strategy for teaching mother-tongue literacy and a number of supplementary materials for both subjects. A second technical adviser, the Radio Language Arts Specialist, was added to support Basic Education through the development and

national implementation of interactive radio instruction for teaching lower-primary English. The Testing and Evaluation Specialist assisted the Practical Skills and Basic Education efforts. Substantial quantities of commodities and instructional materials were purchased and produced to test and implement these programs.

Output 2: An improved examination and evaluation system

Two technical advisers supported testing and evaluation activities. A proposal to incorporate practical subjects into the Primary School Leaving Examination (PSLE) was prepared. A continuous assessment system was designed for Standards 1 to 6, using skills checklists for lower-primary classes and end-of-level tests for upper-primary classes. These were based on minimum performance criteria established for each subject at each grade level. Materials and training in the system were provided for all schools. The validity and reliability of the PSLE were substantially improved, and the NCDC staff were trained to continue revisions and improvements to the examination without external support. Project Work Group agreed that these efforts should focus exclusively on the PSLE, not on the secondary-level Junior Certificate examination.

Output 3: Strengthen the MOE's capacity to design, evaluate, and disseminate instructional materials

The MOE and USAID agreed to modify the long-term technical assistance required under this output to encompass one Audio-Visual Specialist at the IMRC supported by short-term consultants and the Instructional Systems Designer at the NCDC. Working closely with other technical advisers at the NTTC and NCDC, they supported the development, testing, production, and dissemination of a substantial body of instructional and teacher-support materials. Many staff members at all three institutions received formal and on-the-job training to enable them to continue such work after the conclusion of BANFES.

Output 4: A national curriculum dissemination system will be in place, and classroom teachers will have received training in use of the new curricula

A Technical Adviser worked with NCDC colleagues to establish a National Dissemination Program (NDP) based on a "multiplier effect" (e.g., decentralized) strategy involving national, sub-district and local training workshops for teachers and head teachers, and augmented by other strategies such as radio programs and a teacher magazine. This system continued to operate beyond the conclusion of project funding. It focused on teacher guides and instructional materials for practical studies and basic education, generally in quantities sufficient for all schools in the country, as well as teachers' guides for basic subjects in the curriculum in sufficient numbers for all primary teachers. The amount of these new curriculum materials was so large that BANFES established a new, temporary

materials distribution system to supplement the efforts of the SSU. Appropriate equipment for teacher in-service training was provided to Regional and District Education Offices, as specified by contractual amendment.

Output 5: Increased community support and participation in practical skills, curriculum and basic education

Three major strategies were implemented to support this output: an action research survey, which gathered data on the extent of community involvement in schools for 20 villages as well as supporting local plans for increasing that involvement; the non-formal education program, which pilot-tested a community-based literacy model in nine areas of the country; and the development communications program, which trained 45 professionals through two course sequences in the use of mass communications media to support development at the community and school levels. In addition, a system of link (seed) schools was established at the NTTC, curriculum innovations were pilot tested at sites throughout the country, the NTTC worked to incorporate school-community relations in its teacher-training curriculum, a pilot program was conducted in Thaba Tseka District to test Basic Education materials in one village school, and some radio programs and posters, as well as a national Education Day, were designed to support public awareness of the importance of education.

Output 6: The NCDC and IMRC will have a trained staff with the capacity to design, evaluate and disseminate curriculum and instructional materials, including test and examination materials that are based on curriculum objectives

Training was provided at Component III through 195 activities involving 4,129 participants. These included long-term participant training for six staff members, three at the Master's and three at the Certificate level. Formal, on-the-job training was offered to 52 people. It was not possible to release any staff long enough for them to earn B.A. degrees at the National University of Lesotho (NUL). The Director of the Thaba Tseka Rural Skills Training Center received an M.Ed. in Vocational Education.

Component IV: Rural Skills Training

Output 1: A mechanism for coordinating non-formal education to develop rural income-generating skills

The Thaba Tseka Rural Skills Training Center (TSTC or RSTC) was established with assistance from a number of short-term consultants, including one to identify a scope of work and another to train a community coordinator and develop program tasks. The latter stayed on to design and implement courses to teach business and income-generating skills. A

District Advisory Board, chaired by the Thaba Tseka District Secretary and comprising district administrators and chiefs, was established to guide the Center. BANFES provided advisory assistance to MOE on alternative governance structures for TSTC.

Output 2: A functioning RSTC in Thaba Tseka

The TSTC was established and eventually absorbed by MOE. Five long-term TAs and a number of short-term consultants supported its development. The Center continued to function after project funding ended. All necessary facilities and equipment were provided. Faculty were trained. A complete curriculum was designed, tested and implemented, covering seven vocational skill areas (Building Construction, Furniture Making, Metal Work, Sewing, Hand Knitting, Machine Knitting, and Leather Work) plus English, Mathematics, and Business Studies. The feasibility of a student assistance loan fund was studied and a plan of action prepared, but administrative problems prevented its implementation. Other small-scale student income-generating activities were tried. A multi-faceted community outreach program was developed.

Output 3: A trained RSTC staff

A training needs assessment was completed and yearly training plans developed to address the needs of staff who did not originally have the necessary teaching and technical capabilities. A total of 14 activities involving 127 participants were organized. TAs carried out demonstration teaching for instructors. On-the-job training was provided for the art and printing departments, and courses in work processing, accounting, computers and stock control were organized for support staff.

Output 4: Skilled craftsmen available to serve the needs of the area

The TSTC program was based on a thorough needs assessment of the area's training and vocational needs. Over the life of BANFES support (e.g., through the 1989 graduation), 230 students graduated from the program.

Output 5: A tested basic education program in place in one primary school

At the recommendation of project evaluators, and with the approval of Project Work Group, responsibility for this output was transferred to Component III under its own Output 5. As reported above, a basic education program was implemented and tested in one primary school in Thaba Tseka District. Other district schools were used for pilot tests of specific basic education and practical skills curricula and materials.

Additional Outputs Added under Contractual Amendments

A. Non-Formal Basic Education Program

A Community Learning System (CLS) was developed and tested to provide functional literacy and numeracy to persons outside the formal school system. Priority was given to the promotion of practical skills and basic academic competencies for the 7-18 age group. These target groups were delineated and prioritized, and an appropriate curriculum for them was developed. A new, community-based delivery system was designed. The CLS established nine rural learning sites in six districts in Lesotho. These sites consisted of approximately 40 village or area committees which served about 575 learners. Classes were taught by literacy helpers, 120 of whom received training and taught for three months or more. A report to MOE recommended the incorporation of this system into the on going program of the Lesotho Distance Teaching Centre.

B. In-Country Academic Credit Program (Evening College)

A certificate-granting college was established through the Institute for Extra-Mural Studies (IEMS). Based on a training needs assessment and prioritization, it provided university-level training to professional educators, particularly primary teachers, to improve the effectiveness and relevance of their teaching. Four program sequences were developed: Educational Administration, Primary Teaching Methodology, Early Childhood Education, and Educational Leadership. A total of 757 teachers enrolled in at least one evening college course, and 334 teachers graduated from the complete program.

C. Primary In-Service Education Program

Face-to-face, school-level in-service training was provided to teachers in one, two and three-teacher primary schools through the Primary In-Service Education Program (PIEP). Forty-six District Resource Teachers (DRTs) were trained to assist teachers in these schools with those tasks most important to the improvement of student learning. A variety of strategies and support materials, including a handbook for multigrade teaching, were developed to complement the work of DRTs. In all, 1,181 teachers at 502 schools were supported through the PIEP.

SECTION TWO
Progress toward Achieving
Logical Framework Sub-Purposes

This section comprises an overview of the status of each of the four project sub-purposes in the BANFES revised logical framework: curriculum and materials, teacher training, community links and institutional strengthening.

Subpurpose A: Curriculum, methods and materials developed to promote efficiency and relevance.

New strategies and materials to support **Basic Education** in Lesotho's primary schools were successfully implemented. Major new programs were tested for Sesotho (Breakthrough to Literacy) and English (Lesotho Radio Language Arts, or LRLA), and instructional aids were developed to support the mathematics curriculum. The radio English program and math aids were implemented nationally; the Ministry of Education did not act on implementing Breakthrough to Literacy. Teachers guides, syllabuses and instructional materials were developed and disseminated for primary Sesotho, English and mathematics. Minimum competencies were identified for these three core subjects. A continuous assessment program was developed for primary schools. Basic Education supplementary materials notebooks were distributed nationally in two editions. Nineteen issues of the *Mahlaseli* Sesotho monthly reader were distributed to all primary schools. Continuing publication was agreed by MOE, but not implemented. 120,000 lapboards were provided for lower primary pupils who do not have desks. Other supplementary materials included a mother-tongue handwriting booklet, a self-instructional game and guides to teaching aids.

In the Practical Skills area, new curricula for Primary Agriculture and Primary Arts and Handicrafts (PATH) were developed and implemented nationally. Teachers guides and syllabuses for Primary Agriculture, Health, Home Economics, PATH, and Social Studies were developed and distributed. Textbooks and supplementary instructional materials for Agriculture, Home Economics and PATH were developed and disseminated. Cross-curriculum materials to support the teaching of practical subjects were developed and disseminated, notably the Resources Directory and a series of upper primary Small Business Case Study Readers. The Lesotho Agriculture Teachers Association was established to provide continuing support to the new primary Agriculture curriculum.

Pupil evaluation was improved. Preliminary work was done in one subject area (Mathematics) to match test items in the Primary School Leaving Examination (PSLE) to syllabus objectives. Item-writing procedures were improved, resulting in increased PSLE reliability. Plans were presented to MOE to add separate PSLE papers for practical subjects, although no action was taken on this proposal. Development of a continuous assessment program was begun through the preparation and dissemination of lower-primary skills checklists and upper-primary end-of-level tests.

Subpurpose B: Teachers' skills improved to promote effectiveness and relevance.

At the National Teacher Training College (NTTC), plans were approved to improve the primary pre-service training program. As part of this process, each department identified and set about strengthening practical skills components in its curriculum. Initial steps were taken to implement these curriculum revision plans under the supervision of a well-functioning Primary Methodology Committee and a variety of training workshops. Consideration was given to ways of incorporating new innovations developed by the National Curriculum Development Centre (NCDC) into the NTTC curriculum, although staff shortages prevented these plans from being carried out fully.

Practical subjects at the NTTC were strengthened. A new course in Health and Nutrition was developed and implemented for Advanced Primary Teaching Certificate (APTC) students. Teaching facilities for Agriculture and Home Economics were upgraded. Four departments (Home Economics, Health, Science and Commercial Studies) undertook curriculum revision based on DACUM task analyses; Agriculture implemented its own revised curriculum. Six departments (Agriculture, Home Economics, Professional Studies, Science [partial], Commercial Studies and Sesotho) wrote new instructional objectives. Agriculture and Science wrote new instructional materials. The Agriculture Department developed strategies for assessing practical work. Practical Skills advisers taught model classes in Agriculture and Home Economics.

Finally, a system of NTTC seed schools was implemented to promote community involvement in primary schools and to field-test new teaching methods and materials. BANFES supported work at four sites that were part of a larger, "link school" system implemented by the NTTC.

The National Dissemination Program (NDP), based at the National Curriculum Development Centre, was successfully implemented. Eight cycles of national workshops followed by sub-district and school-based workshops were completed with BANFES support, followed by a ninth cycle entirely carried out by a full-time Dissemination Coordinator appointed by MOE in mid-1990. The Instructional Materials Resource Centre (IMRC) assumed responsibility for publishing the *Primary Education News* magazine (as edited by the Dissemination Coordinator), and continued to broadcast general information and in-service training radio-programs for teachers.

The Evening College program graduated 343 students from a total enrollment of 560. These working teachers and educators received university-level in-service education in Educational Management, Primary Education and Early Childhood Education. An external evaluation for MOE praised the program's goals and quality, but noted coordination problems with related Ministry programs which prevented the Evening College being continued in its current form.

The Primary In-Service Education Program (PIEP, also known as the DRT program) provided face-to-face in-service training for teachers at 502 schools with multi-grade classes. MOE formally accepted this program in January 1991, as part of the Primary Inspectorate, and began to pay District Resource Teachers salaries. A new PIEP Coordinator worked with the BANFES Technical Adviser for most of 1991 to support transition to full MOE responsibility. The PIEP has produced a trained cadre of teacher improvement specialists, stronger teachers and schools throughout Lesotho, and specialized support materials such as the Handbook for Multi-Standard Teaching.

An MOE Training Committee met regularly throughout the life of the project, providing a new level of in-service coordination. Attempts were made to revive the former Central In-Service Committee or to merge its functions with the Training Committee. These were, however, inconclusive.

Subpurpose C: Community links established to support Basic Education and Practical Skills.

An Action Research Survey was carried out early in the project to ascertain community perceptions of primary schools and to promote school-community links. Work was successfully completed with 20 schools.

In non-formal education, a pilot Community Learning System (CLS) was developed and tested to provide functional literacy and numeracy to persons outside the formal school system. Work at all nine pilot sites was successfully completed. A proposal to incorporate the CLS model into the Lesotho Distance Teaching Centre was not been implemented.

A Development Communications course cycle was presented twice, graduating a total of 45 students from GOL ministries and non-governmental organizations. As this was planned as a one-of-a-kind program, no efforts were made to institutionalize it.

Posters and a series of radio programs were disseminated nationally to promote public awareness of the importance of practical skills. Much of this campaign focused on Education Day, an annual event established with BANFES support and now an ongoing MOE activity.

Subpurpose D: MOE infrastructure strengthened to support more effective and relevant primary education.

The NCDC, IMRC and NTTC were strengthened through a combination of technical assistance, training and commodity purchases. Technical advisers for Operations and Financial Management at the NTTC put into place new governance and administrative structures, linkages with related institutions, and new systems for education administration, operations management and fiscal administration.

At MOE Headquarters, the personnel and fiscal management systems were strengthened. A Schemes of Service exercise updated position descriptions for all personnel. A new computerized personnel system was implemented. New budgetary procedures introduced by the Ministry of Finance, combined with an operations plan developed with BANFES assistance, made it possible for the MOE to develop budgets on the basis of program analysis rather than across-the-board increases.

The Teacher Service system was substantially improved. Annual estimates are now prepared accurately and on time, teacher personnel files are complete, and accurate data for monthly payments are presented to the Treasury on schedule.

Improvements to the School Supply Unit included the construction of a new warehouse, the installation of computerized inventory and accounting systems, the preparation of new forms and procedures, and the execution of a training scheme for SSU personnel and school personnel. The SSU has assumed responsibility for distributing and maintaining all instructional materials developed with BANFES support, including the LRLA radios and printed matter.

MOE now has an operating training system in place. During the life of the project more than 10,000 participants received training in-country and overseas. The training system, under the supervision of the MOE Training Committee, was transferred to the office of the Deputy Principal Secretary so that it could continue to function when the project ended.

The MOE Planning Unit also was strengthened. Educational statistics and data now are collected regularly. They are stored and analyzed with a new computer database, bringing increased accuracy and utility to the process. The successful implementation of an in-house computerized marking system for the Primary School Leaving Examination has resulted in lower costs, increased reliability and significantly improved turn-around time.

Finally, the Thaba Tseka Rural Skills Training Centre (TSTC) was established and is currently operating completely under MOE control and funding. During the period of BANFES support, seven vocational training programs were developed and 230 full-time students were graduated.

SECTION THREE
Progress toward Achieving
Logical Framework Objectively Verifiable Indicators

This section reviews project achievement as measured against the Objectively Verifiable Indicators (OVIs) for the project purpose and each output in the revised logical framework.

Project Purpose: To improve MOE capacity to efficiently provide effective education that is relevant to Lesotho's development needs.

OVI 1. Efficiency: 1989 efficiency ratio for students who successfully complete seven primary standards decreases by at least .10 from 1985 ratio of 2.20.

- o **ACHIEVED.** The cohort analysis based upon 1989 flow rates applied to 1990 intake for both sexes shows an efficiency ratio of 2.02.

OVI 2. Effectiveness: Percentage of Standard 4 leavers achieving functional literacy increased by at least 5%.

- o **PROBABLY ACHIEVED.** No accurate statistics on Standard 4 functional literacy rates are available. However, the Success of BANFES Basic Education interventions suggests that an improvement of at least 5% over the life of the project was most likely achieved.

OVI 2. Relevance: 90% of students who drop out of primary school after Standard 4 have acquired more basic literacy, numeracy and practical skills than students who dropped out at this level in previous years.

- o **PROBABLY ACHIEVED.** No accurate statistics on these skills are available. However, the success of BANFES Basic Education and Practical Skills interventions suggest that an improvement for at least 90% of students dropping out after Standard 4 was most likely achieved.

Subpurpose A: Curriculum, methods and materials developed to promote efficiency and relevance.

Output A1: Basic Education Program implemented to teach mastery of essential language and mathematical literacies in Standards 1 to 3.

OVI A1a. For each of the core subject areas (Sesotho, English and Mathematics), a strategy for substantially improving pupil competence identified and tested.

- o Sesotho: ACHIEVED. The Breakthrough to Literacy (BTL) method was identified and pilot tested. A final report on BTL was submitted to MOE, but no action was taken by the Ministry on further use of the method.
- o English: ACHIEVED. Lesotho Radio Language Arts (LRLA), an interactive radio instruction system for teaching lower-primary English, was developed, tested, and implemented successfully nationwide.
- o Mathematics: NOT ACHIEVED. Despite offers of assistance from BANFES, the Mathematics Division did not wish to identify a broad new strategy for teaching primary mathematics, preferring instead to develop materials in support of the existing curriculum.

OVI A1b. For each of the core subject areas where required, teachers' guides developed, produced and disseminated to every Standard 1-3 teacher.

- o ACHIEVED. The following core subject, lower-primary guides were produced and distributed to all teachers requiring them: English (LRLA) teachers' guides for Standards 1 to 3, English (existing curriculum) teachers' guides for Standards 1 to 4, Maths teachers' guides for miscellaneous teaching aids and materials, Maths teachers' guide for Standard 1, Sesotho teachers' guide/syllabus for all primary teachers.

OVI A1c. Minimum competencies in Sesotho, Maths and English identified for Standards 1-3.

- o ACHIEVED. Competencies identified and skills checklists produced for English, Maths and Sesotho.

OVI A1d. For each of the core subject areas, at least 2 types of supplementary practice materials to teach minimum competencies developed and disseminated.

- o ACHIEVED. Supplementary materials developed and disseminated nationally include Basic Education Supplementary Materials (BESM) notebooks (with English, Maths and Sesotho activities, among others), Basic Education wall charts, Maths teaching aids and materials, the Sesotho monthly reader (*Mahlaseli*), and a Sesotho handwriting booklet.

Output A2. Practical Skills introduced into the Standard 4-7 curriculum.

OVI A2a. A systematic program to teach agriculture at the primary level implemented nationally.

- o **ACHIEVED.** A new primary Agriculture syllabus was developed and disseminated. New textbooks for Standards 5 to 7 were developed and approved for use in the classroom. An accompanying teachers' guide for Standards 5-7 was also developed, approved, and purchased. Work was begun under BANFES on drafting Agriculture textbooks and a teachers' guide for Standards 1 to 4; MOE has continued this work with assistance from the World Bank.

OVI A2b. Teachers' guides developed and pilot-tested in at least 10 primary schools in Home Economics, Health and Social Studies. Textbooks selected for Home Economics and Health.

- o **PARTIALLY ACHIEVED.** Home Economics, Health and Social Studies teaching manuals (teachers' guides) were developed and disseminated. All materials were tested, but not always in 10 schools. No textbooks were selected for Home Economics (due to lack of any one book suitable to the Lesotho syllabus) or Health (due to delays in developing the syllabus).

OVI A2c. Practical Arts and Handicrafts (PATH) introduced as subject in curriculum.

- o **ACHIEVED.** A PATH teaching syllabus was developed, produced and distributed to all teachers.

OVI A2d. At least 3 types of supplementary materials developed and disseminated to support the teaching of practical skills in other subject areas.

- o **ACHIEVED** through wall charts, Small Business Case Studies and Resources Directory.

OVI B2d. Strategies for assessing practical work developed by at least one NTTC department.

- o ACHIEVED. The Agriculture Department developed strategies for assessing practical work and circulate its recommendations to other NTTC departments.

Output B3. System of NTTC seed schools established to promote community involvement in primary schools and field-test new teaching methods and materials.

OVI B3a. Pilot seed schools established at four sites.

- o ACHIEVED. NTTC has established a system of "link schools" which incorporates the seed school concept.

Output B4. National Dissemination Program implemented to distribute curricular innovations to all primary school teachers and train teachers in their effective use, on an in-service basis.

B4a. 75% of all primary head teachers attend at least four local workshops to receive materials and training.

OVI B4b. 40% of all primary teachers receive dissemination materials and training.

- o ACHIEVED (B4a and B4b). The National Dissemination Program (NDP) was established and is now operating under full Ministry control. Well over 75% of all head teachers have been attending dissemination workshops, and at least 40% of all primary teachers are receiving messages and materials.

OVI B4c. 80% of all primary teachers receive dissemination messages via channels other than face-to-face workshops.

- o ACHIEVED. Almost 100% of primary teachers were reached via *Primary Education News* (PEN) magazine and dissemination radio programs broadcast nationally. PEN is continuing under MOE supervision, but on a subscriber-only basis and with a reduced publication schedule. Dissemination videotapes were developed for future teacher training.

Output B5. University-level in-service teacher training provided to professional educators, particularly to primary teachers, to improve the effectiveness and relevance of their teaching.

OVI B5a. 10% of qualified primary teachers trained.

- o **ACHIEVED.** A total of 757 teachers, 14.6% of the 5,099 qualified primary teachers employed as of 1989, enrolled in at least one Evening College course. 334 teachers graduated from the complete Evening College program.

Output B6. Face-to-face in-service training provided to primary teachers at the school level.

OVI B6a. At least 90% of teachers in one, two and three-teacher primary schools provided with in-service training at the school level.

- o **ACHIEVED.** 1989 MOE statistics showed 1,020 teachers at approximately 450 one, two and three-teacher schools. The Primary In-Service Education Program (PIEP) helped 1,181 teachers at 502 schools. The extra teachers and schools were due to unregistered schools, incomplete MOE data, and changes in school status during the life of PIEP (for example, a fourth teacher being added to a three-teacher school). PIEP served all but approximately 10 of the target schools shown on MOE statistical reports, or 97.8%.

Output B7. Mechanism established by MOE to coordinate all in-service training activities to enhance their effectiveness.

OVI B7a. In-Service Coordinating Committee (or functional equivalent) appointed by MOE.

- o **PARTIALLY ACHIEVED.** MOE Training Committee minutes show input from Central In-Service Committee. However, some Ministry officials feel that Central In-Service Committee is not yet fully activated.

Subpurpose C: Community links established to support Basic Education and Practical Skills.

Output C1. Action Research Project initiated to foster two-way school-community participation and support.

OVI C1a. Action Research carried out in at least 20 sites to ascertain community perceptions of primary schools and to promote community-school links.

- o **ACHIEVED.** The Action Research survey was completed at 20 primary schools, and follow-up planning and support activities were carried out as required.

Output C2. Community Learning System (CLS) developed to provide functional literacy and numeracy to persons outside the formal school system.

OVI C2a. A learning system for functional literacy and numeracy will be documented and demonstrated to MOE before the end of the project, including one working CLS model recommended for national adoption.

- o **ACHIEVED.** The CLS system was successfully developed and tested in nine areas of the country. A report was submitted to MOE recommending national adoption of the system through the Lesotho Distance Teaching Centre (LDTC), but no action has yet been taken by the Ministry on implementing this recommendation.

Output C3. Development Communications course implemented to train staff from GOL Ministries in use of communications technology (especially radio) to promote rural development.

C3a. 45 students from Ministries and NGOs trained in development communications at university level.

- o **ACHIEVED.** 51 students enrolled in one of two course cycles. Of these, 45 graduated from the full program.

Output C4. Public awareness campaign inaugurated to support practical skills.

OVI C4a. 10 radio programs and 10 posters disseminated nationally.

- o **PARTIALLY ACHIEVED.** More than 10 radio programs and approximately 3 posters were developed and disseminated.

Subpurpose D: MOE infrastructure strengthened to support more effective and relevant primary education.

Output D1. NCDC strengthened in support of more effective and relevant primary education.

OVI D1a. Committee appointed by NCDC functioning to coordinate the national curriculum.

- o **PARTIALLY ACHIEVED.** The NCDC appointed a functioning Cross-Curriculum Coordinating Committee. However, staff losses resulted in suspension of committee meetings.

OVI D1b. Systematic evaluation techniques incorporated into curriculum development activities of at least 70% of NCDC subject divisions.

- o **ACHIEVED.** Systematic evaluation of curriculum development and revision efforts was made by the Health, Agriculture, Social Studies and Practical Skills divisions. The Mathematics, Home Economics and English divisions have included evaluation plans in some of their work.

OVI D1c. At least 55 training activities carried out for NCDC staff.

- o **ACHIEVED.** A total of 77 training activities were organized for the NCDC during the project.

Output D2. IMRC strengthened in support of more effective and relevant primary education.

OVI D2a. Quantity of IMRC materials for classroom instruction increased to 40% of total output.

- o **ACHIEVED.** By early 1989, 83% of printed materials and at least 70% of other types of materials (mostly radio programs) produced by IMRC were directly related to classroom instruction.

OVI D2b. Technical quality of IMRC classroom-related instructional materials improved.

- o **ACHIEVED.** Work in this area was an ongoing focus of technical assistance at the IMRC.

OVI D2c. At least 20 training activities carried out for IMRC staff.

- o **ACHIEVED.** A total of 22 training activities were organized for the IMRC during the project.

Output D3. NTTC strengthened in support of more effective and relevant primary education.

OVI D3a. Governance and administrative structures at NTTC in place and functioning.

- o **ACHIEVED.** An Academic Board with various committees was established and began functioning. A personal tutor system for student counselling was also established.

OVI D4c. Teachers Service system strengthened. Annual estimates prepared accurately and on time. Monthly payments made accurately and on time. TSU personnel files complete.

- o ACHIEVED. Annual estimates are now being prepared accurately and on time. Monthly payments are now made accurately and on time (within constraints imposed by Treasury limitations). TSU personnel files are complete.

OVI D4d. School Supply system strengthened. Schools receive necessary books and materials on time. School Supply program financially self-sustaining.

- o ACHIEVED. For the most part, schools are now receiving the necessary books and materials on time. This process has been assisted by inputs of training, commodities, and systems provided by BANFES. The SSU Revolving Fund is solvent, ensuring that the SSU will continue to be financially self-sustaining.

OVI D4e. MOE training system strengthened. Training system operates beyond the end of the project. Training system serves both MOE and TSC personnel.

- o ACHIEVED. The training system (including database and planning procedures) has been transferred to the office of the DPS under the supervision of the MOE Training Committee. It has the capacity to serve both MOE and TSU personnel (i.e., headquarters staff and teachers in the field).

OVI D4f. At least 90 training activities carried out for MOE staff not affiliated with other cooperating institutions.

- o ACHIEVED. A total of 107 training activities were organized during the project for MOE staff not affiliated with other cooperating institutions.

OVI D4g. MOE Planning Unit strengthened. Educational statistics and data collected regularly. Accuracy, timeliness and utility of educational statistics increased. Reports issued regularly.

- o ACHIEVED. Educational statistics and data are now collected regularly. The accuracy, timeliness and utility of educational statistics have increased substantially. Reports are now issued regularly.

Output D5. Rural Skills training program implemented for Thaba Tseka District.

OVI D5a. Instructional programs developed for at least six skill areas.

- o ACHIEVED. Curricula were developed in seven vocational skill areas (Building Construction, Furniture Making, Metal Work, Sewing, Hand Knitting, Machine Knitting and Leather Work) plus English, Mathematics and Business Studies.

OVI D5b. At least 225 full-time students graduated from Rural Skills Training Center.

- o ACHIEVED. The 1989 graduation raised the number of graduates to 230 since the project began.

V. ANALYSIS OF PROBLEMS ENCOUNTERED

Any development project, especially one the size and scope of BANFES, an effort involving \$23,500,000 in foreign aid, almost seven years of work, 31 long-term technical advisers, 17 short-term consultants, and well over 100 locally hired staff members will inevitably confront difficulties. The surprising point is not that the problems listed below were encountered in the BANFES project, but that the list is not far longer.

In general, two types of problems arose: those pertaining to project design and those pertaining to project implementation.

Problems with Project Design

Most people agree that, in retrospect, BANFES was very ambitious. The project design called for too many things to be accomplished in too short a time. In fact, the original designers seem to have anticipated a ten-year effort. The extension of a substantial number of activities for a sixth year, and of a few activities for part of a seventh year, ameliorated time pressures somewhat. Nevertheless, there was never any realistic chance of accomplishing everything required by the original design. The ideal development project design would include adequate time for a process that includes consensus-building with local counterparts and for formative evaluation of progress that allows for revision of goals and strategies, when necessary. BANFES did not allow for that.

The length of the design process also contributed to another problem, an initial lack of broad MOE understanding of the project because of the personnel changes that had occurred. One of BANFES's potential strengths was that it was based on the Ministry's own policy documents, embodied in the Education Sector Survey and the Task Force Report, not on externally imposed ideas. However, by the time BANFES field work began, many of the key Ministry people who had supported the effort were no longer in place. At times, new officials did not at first support decisions made earlier, and their support for the project had to be won.

Problems with Project Implementation

Some implementation difficulties stemmed directly from the design problems listed above. The most significant was a deliberate delay in beginning to implement project objectives at the field level. Most of the project's first year, and much of its second, was devoted to building a consensus among technical advisers and their counterparts about precisely what BANFES should accomplish and how it should proceed. At the same time, support for the project had to be reestablished at the highest levels of MOE, as well as in the operational components with which the project worked directly. The result was that an inadequate time frame for achieving ambitious objectives was further shortened.

Another set of problems arose from the strains placed by BANFES on the Ministry of Education. MOE resources and staffing simply were not adequate to project demands. A large number of counterpart positions went unfilled, and GOL contributions in areas from office space to printing support were not always sufficient. The IMF Structural Adjustment Program further aggravated these problems.

Also related to staffing was the problem of key personnel changes. At MOE and USAID, the project worked with four Ministers of Education, five Principal Secretaries, and three USAID Mission Directors. There were three different governments for Lesotho during the project's lifespan. Maintaining continuity in the face of such changes and having to repeatedly rebuild support for project goals in the Ministry was challenging.

VI. RECOMMENDATIONS

The following recommendations are based on the analysis of project achievements and progress in the previous sections. They are intended to assist MOE and USAID in further project development.

1. Planning for future support to the education sector should take into account the design problems encountered by BANFES.

First, future funding should be aimed at more modest objectives spread over a more realistic time frame. Such a time frame would increase the possibility of institutionalization of project interventions. Second, the Ministry should not be expected to do more than can realistically be expected, given the many constraints facing Lesotho.

Whenever possible, the contractor for an ongoing project should provide insights during the design phase of the follow-on project to ensure that lessons learned are taken into account. This approach would help eliminate the possibility of repeating design and implementation mistakes.

2. Planning for future USAID support to the education sector should take full account of previous implementation experience.

MOE has institutionalized a number of key initiatives developed during the BANFES project. In general, it is important to ensure that the various management systems developed with BANFES support (such as those at the TSU, the Statistics Unit and the NTTTC) continue to operate smoothly. It is also important that the MOE address outstanding issues pertaining to other interventions now in the process of institutionalization, to ensure that these programs continue to operate. Some of these issues are the following:

- o Lesotho Radio Language Arts: Ensure that sufficient LRLA specialists are in the NCDC (English Division), implement the agreement for SSU and IMRC to replenish radios and printed materials (including the increase in the book levy in 1993), and confirm that Radio Lesotho will continue to provide air time for broadcasts to all three standards.

- o MOE Training Committee: Continue regular meetings of this committee and ensure that the office of the DPS has adequate support to manage Ministry-wide training effectively.

- o National Dissemination Program: Ensure that full support is provided for NDP operational costs in the follow-on program, including funds for national workshops (at least one per year), support of sub-district workshops, field visits, and a teachers' newsletter.

o Primary In-Service Education Program: Confirm the PIEP Coordinator in a permanent post and appoint a permanent administrative assistant.

3. The Ministry of Education should review initiatives on which no action has yet been taken with a view to implementing as many as possible.

Chief among these outstanding matters are the following.

o Automated personnel system: The computerized MOE personnel system developed with BANFES support at Ministry request has never been implemented. Steps should be taken to enter and maintain the necessary data.

o Community Learning System (NFE): The proposal that the CLS model be incorporated into the Lesotho Distance Teaching Centre should be implemented.

o Mahlaseli monthly reader: A decision was taken to continue publication of this periodical for all primary schools. There has been great demand for it from teachers and pupils. However, no issues have been published since BANFES support ended. The necessary financial and staff support should be provided so that a Lesotho reader like Mahlaseli can continue.

o Primary School Leaving Exam: MOE Headquarters should respond to the proposals from NCDC to add separate practical papers to the PSLE. Support (especially transport) should be given to the Testing and Evaluation Division at NCDC to enable the high quality of the PSLE to be maintained.

o Regular opportunities for teachers to have updated information and courses be provided.

**VII. PRIMARY INSERVICE EDUCATION PROGRAM
(SPECIAL REPORT)**

The Primary Inservice Education Program (PIEP) continued until December 1991, beyond the close-down of all other BANFES activities in June 1991. This report covers the PIEP from its inception until BANFES ended. Program activities are still continuing under the aegis of the Ministry of Education.

SUMMARY

Lesotho is a small land-locked country which has a long tradition of schooling. Yet many primary schools teachers are under- or unqualified; many schools are overcrowded, small and without many physical facilities.

This report describes an initiative of the Ministry of Education to improve education in primary schools through the training of and providing support to District Resource Teachers (DRTs). The Basic and Non-Formal Education System Project (BANFES), which is funded through USAID, assisted the effort.

The DRTs were recruited at the recommendation of the District Education Officers from experienced and qualified primary school teachers. They were trained through residential courses during the school breaks, training workshops in the field, supervised field work, and field assignments.

DRTs support (non-judgmentally) all primary school teachers in their area by being resource people. They enrich instruction programmes by providing upgrading in specific skills, by facilitating innovation and by introducing new curriculum materials. They encourage change and improvements in the schools by:

- a. regular visits to teachers in their school environment
- b. demonstration and clinical supervision
- c. professional and practical workshops
- d. dissemination workshops.

After a training period of two years, the DRTs were employed by the Lesotho Teaching Service at a special salary scale of Resource Teacher, and they have been seconded to the District Education Offices of the Ministry of Education. They provide support to those teachers in the districts who were selected through guidelines developed during the annual planning session at the Ministry of Education. The DRTs are supported professionally by three Senior Resource Teachers, who are based in the field, and by the PIEP Coordinator, who is based at the office of the Director of the Primary Inspectorate.

Initially, the project concentrated on schools with fewer than five teachers. In 1990, 42 DRTs helped 1,161 teachers in the 502 primary schools (an average of 2.3 teachers/school). In 1991, 38 DRTs helped 1,076 teachers in 326 schools (an average of 3.3 teachers/school).

The project's success can be attested to by the insistent requests by teachers from the other primary schools to be visited by the DRTs and by the positive feedback received from the District Education Officers. The Ministry has recognized the value of the training by recruiting five DRTs and SRTs to work as Assistant Education Officers and by funding the training and work of 31 new DRTs since June 1991.

I. INTRODUCTION

A. LESOTHO

Lesotho is a small (Area: 30,000 sq. km.) land-locked kingdom, completely surrounded by the Republic of South Africa. Three-quarters of the country is covered by rugged mountains (from 1,500 up to 3,482 metres above sea-level. It has a population of approximately 1.7 million with its annual growth rate estimated at 2.7%. Remittances from migrant labourers working in the mines of South Africa constitute the main source of income for the country.

B. SCHOOLING

Because of the scarcity of natural resources in the country, the development of human resources is of prime importance to the economy of Lesotho. Although the Basotho have a long tradition of competing successfully on the regional labour market, a good educational system is vital to equip them with the necessary knowledge and skills to maintain their competitive edge.

Formal education has a long tradition in Lesotho dating back to the 1830's. Literacy rates are high compared to other African nations. The country has 1,181 primary schools, which are mostly mission run, and have close to 100% participation rate. There are 170 secondary/high schools with a participation rate of about 25%. Tertiary participation is limited to about 2% (one university, one teacher training college, one technical college, one agricultural college, one health training college and a variety of smaller educational and training institutions).

According to the Ministry of Education's 1989 statistics, there are 348,818 pupils in the primary schools, 6,275 teachers (of whom about two-thirds are qualified) and 3,539 classrooms. These figures lead to the following ratios: 295 pupils per school, 99 pupils per classroom and 57 pupils per teacher. However, hidden behind these ratios is a wide variation among schools:

- o The smallest school has 9 pupils; the largest school has 2,414.
- o Some schools have only 1 teacher, while some have 33.
- o There are 478 schools with fewer than 4 teachers; 367 schools do not have a top standard 7.
- o There is also a large drop-out rate between the standards. Only about one-third of the pupils entering standard one reach the examinations in standard 7.

II. GENERAL DESCRIPTION OF THE PROGRAMME

A. THE PROBLEM

The Principal Education Officer (PEO) and the Senior Education Officer (Primary), along with three Circuit Education Officers (CEOs), the 10 District Education Officers (DEOs), and 10 Assistant Education Officers form the Primary School Inspectorate of the Lesotho Ministry of Education (MOE).

In order to control and improve the schools, the DEOs and their assistants are obliged to travel throughout their districts observing classroom activities and consulting with and advising the teachers. However, as the Inspectorate has several other administrative and monitoring responsibilities, their consulting and advising role is often curtailed. Consequently, many teachers do not receive the support needed to make their classrooms a good learning environment for students. This is especially true for the teachers in the smaller primary schools, where many are either unqualified or under-qualified. These schools are often far from the main access roads and can be reached only on horseback. The unqualified teachers lack the skills to plan their work. The qualified teachers may be knowledgeable, but the difficult and often isolated situation of the schools discourages them from being most effective.

B. PHILOSOPHY OF SOLUTION

To encourage change and improvements in the schools, the following stages must be followed:

- a. Make teachers aware of the need for change,
- b. Show teachers that change is possible,
- c. Provide teachers with the skills and knowledge to implement changes,
- d. Support teachers with advice and possibly materials when they are implementing changes, and
- e. Develop school and community support for the changes.

Good personal rapport must be built between the teacher and the facilitator of the changes, and thus time must be spent with each teacher to address his/her individual needs for the following reasons:

- a. If teachers feel threatened by the facilitator, they will not be open to changing their attitudes.
- b. For the various changes envisaged, teachers may be at varying points in the above mentioned stages.

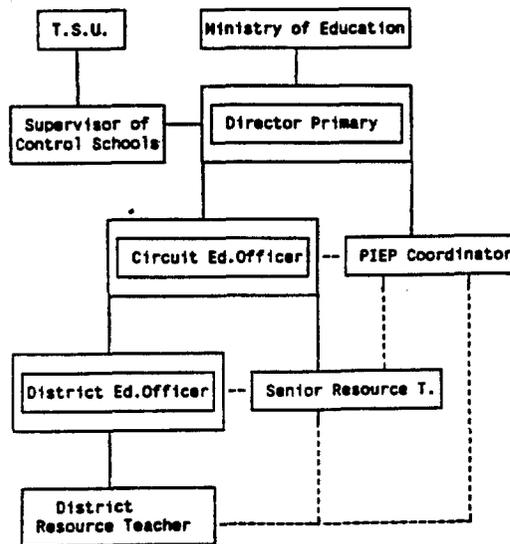
- c. The facilitator can make the teachers aware of the need for change by discussing the classroom performance by teachers and pupils.
- d. The facilitator can prepare teachers for change by demonstration.
- e. The facilitator can provide skills and knowledge required for change by running workshops.
- f. The facilitator can help teachers implement change by helping to find materials and observe and discuss lessons
- g. The facilitator can consult with and seek support of other teachers, headteachers, managers and parents to make them aware why and how the change is advantageous to the learning of the pupils.

C. STRUCTURE OF SOLUTION

The Primary In-service Education Programme (PIEP) aims to strengthen the Inspectorate of the Ministry of Education by providing a cadre of professional personnel, District Resource Teachers, who provide individual attention to primary school teachers.

The DRTs are experienced, qualified and specifically trained primary school teachers. They have been seconded to work in the 10 districts of Lesotho under the supervision of the District Education Officers. There is also a support system of Senior Resource Teachers, based at the Circuit Education Offices, and a PIEP Coordinator based at the Ministry of Education. Overall responsibility for the programme lies with the Senior Education Officer, the Director of Primary Education, at the Ministry.

Figure I: Structural Relationships



The above shows the lines of responsibility and reporting indicated by '____' and the lines of advice seeking and support by '-----'.

D. WHAT INFLUENCED THE SHAPE OF THE SOLUTION

After a few years of the BANFES Project, it became apparent that training teachers in the schools was essential. The Primary School Inspectorate of the Ministry of Education proposed PIEP as one way to address the training needs.

The Primary In-service Education Programme (PIEP) began in 1988 with the aim of strengthening the training aspect of the Inspectorate. A cadre of professional personnel was trained to give individual support to primary school teachers. A technical adviser and support staff were appointed by BANFES to advise the Director Primary on the structure of the programme, and to implement training for DRTs and SRTs.

The National Curriculum Development Centre had been disseminating their new curricula and materials through a network of sub-district dissemination committees initiated by BANFES. The DRTs became actively involved in the dissemination process, participating in the national dissemination workshops and helping organize and run the sub-district dissemination workshops in their areas.

E. MONITORING

The Ministry of Education established the Primary Inservice Education Ad Hoc Management Committee to monitor PIEP. The committee, chaired by the Principal Education Officer, consists of the Director Primary, PIEP Coordinator, the Supervisor of Controlled Schools, and representatives from the Teaching Service Unit, the Circuit Education Office and the Dissemination Office of the NCDC. This committee meets about three times a year, receives and discusses progress reports, and makes recommendations on implementation, further developments and future plans. The meetings also strengthen the liaisons and cooperation among the different departments of the Ministry, which are touched by the work of the District Resource Teachers. In 1991, the committee changed its name to Primary Resource Teachers Management Committee and is also fulfilling the function of the PIEP School Management Committee as required by the teaching service regulations.

To develop a relevant training programme, a Curriculum Coordination Committee was established with representatives from the National University, the National Teacher Training College and Inspectorate.

The Ministry of Education Training Committee monitors all training for Ministry personnel, receives reports on the training aspect of PIEP and evaluates the content and level of the training.

a. **EVALUATION CRITERIA**

The present aim of this school-based support programme is to provide professional support to the teachers in the smaller primary schools (with between one and four teachers per school).

District Resource Teachers address the following areas:

1. Pupil-centred methodologies in languages, mathematics and practical studies.
2. Early childhood and child development.
3. Classroom management: multi-standard teaching and pupils' records.
4. Planning: syllabi scheming, lesson planning, and time tabling.
5. Assessment skills.
6. Parental and community involvement.

The training, therefore, concentrates on the above areas. Academic knowledge is verified through tests and assignments, but the effectiveness can be evaluated only by assessing the work of the DRTs with the teachers.

b. **EVALUATION INSTRUMENTS**

Evaluation is done through systematic feedback received from the teachers, headteachers, managers, parents, and DEOs, and collected by the SRTs. The SRTs also report on the attitudes of the DRTs towards their work and the teachers, as well as any improvements they have observed in the pupils' learning environment (mainly classrooms).

To monitor the actual work in the field, weekly summaries of activities and individual activity reports are completed by the DRTs and copied to the DEOs, SRTs and PIE Office.

Improvement in the PSLE results in schools assisted by the DRTs have been studied although the validity of the PSLE for measuring the success of PIEP can be doubted (see Appendix D).

BANFES evaluated PIEP during the first half of 1990. Its provisional findings indicate:

1. There is little doubt that the PIEP has improved access to educational opportunities for the DRTs, the classroom teachers served, and their pupils.
2. The quality of educational services has been enhanced by the programme, as has the relevance of instruction.
3. Through training in administrative and management strategies, administration has improved.

F. INSTITUTIONALIZATION

Since September 1988, the DRTs have helped teachers by visiting them at their schools four times a year for two or three days each visit and by organizing two to four workshops each year. They help all teachers in their areas by participating in the dissemination workshops of the Sub-District Dissemination Committees.

During the training, DRT salaries, allowances, travel expenses and training expenses were paid by BANFES. The Ministry of Education, appreciating the value of the work of the DRTs, decided that this type of school-based support must continue. It has therefore established 44 new teaching posts for district resource teachers and 3 posts for senior resource teachers, so that the DRTs and SRTs remain within the Teaching Service Unit (TSU), paid on a special Resource Teachers scale. Since April 1991, 25 additional posts of district resource teachers also have been established. This provides an extra step in the career structure for teachers. A new post of PIEP Coordinator is included in the Ministry of Education plans for 1992. At present a SRT, who was employed as Assistant Education Officer in December 1990, has been seconded to act as PIEP coordinator. Donors have been approached for funds to cover the additional project costs for a number of years.

In short, PIEP strengthens the work of the Primary School Inspectorate by providing a number of specifically trained DRTs to implement one aspect of the work of the DEO, helped by a professional support structure of SRTs and PIEC. This should lighten the work of the already overburdened DEOs.

PIEP is improving the learning by pupils by providing a school based support system to the teachers, which can cater for the needs of individual teachers and schools.

a. CONDITIONS FOR SUCCESSFUL IMPLEMENTATION

To integrate the school-based support model in the existing Inspectorate the following issues have been addressed:

1. The DRTs must be seen by teachers as colleagues and not as authorities. Therefore, they are not to be given any tasks that interfere with their rapport with the teachers, such as reporting on individual teachers to the district education authorities.
2. To encourage change and improvements in the schools, the DRTs have been trained to follow the five stages, as described Section B (Philosophy of Solution), which necessitates a considerable amount of time with each teacher. It is important not to overburden the DRTs. Therefore, the number of teachers, who each DRT supports is limited to about 25 teachers per year.

3. The DRTs have been trained in special techniques, skills, and attitudes to perform the roles described above. However, they must be provided with support in the field and with continuing inservice. The DEOs and CEOs are the first line of support for the DRTs in their districts. The senior resource teachers and PIEP coordinator, who specifically has been trained and assigned to provide this support, assist the DEOs in this part of their work.
4. At present, they are working in the smaller schools with between one and four teachers, but they will have to help all 6000 primary school teachers at some point. With the present number of DRTs, it is not feasible to help all the teachers at the same time.

At the end of each year, an annual planning exercise is organized with the CEOs, DEOs, SRTs and the PIEP Coordinator. At the meeting, which is chaired by the Director of Primary Education, it is decided who will be among the target groups for the next year. The coordinator runs workshops to train the resource teachers in identifying the problems and finding solutions for the new target group.

During a district planning session, following the agreed upon criteria for the target group, the DEO, SRT and DRTs in each district identify the schools and teachers each DRT will support that year.

III. IMPLEMENTATION

A. STEPS TAKEN

a. SELECTION OF DRTs

In 1988 all 10 District Education Officers were asked to propose names of experienced and qualified teachers from the district to be Resource Teachers. The proposed teachers were invited for interviews, conducted by the Director Primary and the BANFES PIEP adviser. Forty-seven teachers were selected to receive on-the-job training for their new roles, four of whom were selected to be Senior Resource Teachers and 43 District Resource Teachers. The selected teachers obtained study leave from the Teaching Service Unit (TSU) by their managers. During the training period, from August 1988 to December 1990, BANFES paid their salaries and some allowances, and reimbursed travel expenditures. After one year, one DRT withdrew to take up the position of school manager of his parish. (See Appendix C for the list of Resource Teachers from 1988-1990.)

b. SELECTION OF TEACHERS AND SCHOOLS

In 1988 the Primary Inservice Ad Hoc Committee recommended that the first target group of teachers to be served by PIEP would be in the smaller primary schools. There were three main reasons for this choice:

1. These schools are often far away from the main roads. They had not, therefore, been receiving as much support from the DEOs and school managers as other schools.
2. Many teachers in the smaller schools are un- or under-qualified.
3. Often they consist only of the lower standards. The BANFES project had as its major focus to improve instructional methods in Standards 1, 2 and 3.

c. TRAINING OF DRTs

The training of the DRTs and SRTs for their new roles has consisted of many approaches: residential workshops, field assignments, field workshops, SRT support and a project: the writing of The Handbook for Multi-standard Teaching, which has been printed and given to all teachers the DRTs are assisting, and is now used as a source book during their work.

1. Residential Workshops

Residential workshops were offered as follows:

5 weeks in July/August 1988	2 weeks in November 1989
2 weeks in November 1988	1 week in January 1990
2 weeks in January 1989	1 week in January 1990 (Dissemin.)
2 weeks in May 1989	3 weeks in May 1990
1 week in July 1989	1 week in July 1990 (Dissemination)
1 week in July 1989(Dissemin.)	2 weeks in November 1990

Topics addressed at residential workshops include:

1. How to help a teacher: counseling and clinical supervision
2. How to organize workshops: for teachers in the area and dissemination
3. Pupil-centred methodologies in languages, mathematics, and practical studies (agriculture, health, home economics, science) and music.
4. Classroom management: grouping, peer teaching, learning centres, activity cards, project methods, multi-standard teaching, discipline.
5. Planning: syllabi, scheming, lesson planning, pupil records.
6. Assessment skills: informal/formal tests, standard 7 test-taking
7. Parental and community involvement.
8. Administration and record keeping of field work.

The residential workshops took place in Maseru during or just before the summer or winter breaks. They were organized by the PIEP adviser with the assistance of part-time lecturers from various Ministry of Education departments, the university and the schools. At the end of each course, the participants were evaluated through tests, field assignments or by reports from the lecturers.

2. Field Assignments

Field assignments were developed by the lecturers of the residential workshops to test the DRTs' understanding of the course materials and to give them an opportunity to put their knowledge into practice. They were handed in to the SRTs during the monthly meetings. They, in turn, brought the assignments to the PIE Office, from where they were given to the above-mentioned lecturers. The marked scripts were returned to the DRTs in the reverse order of the above.

3. Field Workshops

In the field, the DRTs were trained through field workshops of one weeks duration. Ms Joy Guthrie, an experienced primary school teacher and teacher educator, ran workshops in all ten districts. She selected one of the schools, aided by a DRT, as a venue. The workshops consisted of demonstration and practice of the various techniques and methods which DRTs could use in their schools. The field workshop was followed by a workshop for all teachers the DRTs serve, organized and run by the DRTs with the advice of Ms. Guthrie.

4. SRT Support

The SRTs visit, advise and support the DRTs in their schools, and they organize monthly meetings to which the District Education Officers are also invited. During the monthly meetings, the DRTs discuss and hand in field assignments, and they discuss difficulties in the work with the SRT and each other. They receive their salary cheques, refunds for other field expenses from the SRTs, and hand in their Activity Reports and Weekly Summary Reports to the SRT. The meeting with the DEOs is most important, as it keeps the DEO informed about the progress of the DRTs' work and helps the DRTs to remain familiar with educational developments and activities in the district.

5. Multi-Standard Teaching Handbook

The DRTs and SRTs have gained a wide range of experiences about multi-standard teaching. Since these experiences, skills and knowledge were deemed useful to other educational institutions, it was decided that the DRTs and SRTs would compile a Handbook for Multi-standard Teaching. The Handbook is a resource book for the DRTs, when supporting their teachers, and for the NTTC tutors, when teaching the teacher trainees. The Handbook is also valuable to the Inspectorate and to NCDC curriculum developers. (See Appendix F for a list of contents of the Handbook)

During the first session of 1990, each of the DRTs and SRTs wrote the various sections of the Handbook. A meeting was organized with members of the NTTC Professional Studies Department to review the materials and discuss its use and presentation. An editor was found to put the whole Handbook into shape. After approval by the Ministry of Education, BANFES provided the funds to print the Handbook. Copies were distributed to all teachers served by the DRTs and to the institutions mentioned above.

They help teachers through consultations, counseling, discussions, demonstrations, and clinical supervision. They also help them to collect materials. They organize meetings with the whole staff, often inviting the parents, to encourage the community to be more involved in the school. This parental involvement can take the form of supervising classroom or extracurricular activities, cooking of the school meals, constructing or repairing the facilities, etc..

When they see problems which the teachers in the school cannot solve, the DRTs may contact the manager or the DEO to make them aware of these difficulties.

2. Workshops for Own Teachers

When a DRTs identify common problems of the teachers in their schools, they organize a two day workshop for all teachers in one of their schools or any other convenient centre. Often one or two DRTs of neighbouring areas assist in the running these workshops. The managers of the schools involved and the DEO of the district are consulted and their cooperation is sought. Invitations to these workshops are issued through the District Education Office. The materials for the workshop are provided through PIEP or by the District Education Office. The teachers must provide for their own transport to and from the workshop and for their own food and accommodation.

3. Dissemination Workshops

Since 1989, the DRTs have participated in national dissemination seminars, where new curricula and instructional materials are introduced, mainly developed by the Ministry of Education through its National Curriculum Development Centre (NCDC). The knowledge and skills gained at these national seminars help the DRTs to provide better assistance to the teachers they serve directly.

The DRTs are member of a maximum of two different Subdistrict Dissemination Committees in their area. They help these committees organize the dissemination workshops for all teachers in the subdistrict. Often they play a crucial role in running the workshop and in presenting various topics there.

B. RESULTS: EVIDENCE OF SUCCESS OF EACH STEP

Information about the success of PIEP comes from many sources: reports by DEOs, observations by SRTs, interviews by SRTs, reports from DRTs and internal BANFES evaluation exercises. The following is an attempt to synthesize some of these information sources as a gauge of success or failure of aspects of the programme.

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a. SELECTION OF DRTs

Of the 47 teachers selected for the programme in July 1988, only one withdrew despite having to work under very difficult conditions and in poor facilities, often during weekends and school holidays and despite having been paid no increment to their regular salaries except for small allowances to offset the extra expenditures due to change of base and accommodation. The DRTs work hard and consistently.

This consistency of effort and commitment demonstrates that the selection procedures were successful. Initially, some reservation had been expressed about the range of ages, qualifications and experiences (See appendix C), but these initial concerns have not had much influence on the relevance of the training and the work in the field.

b. SELECTION OF TEACHERS AND SCHOOLS

The selection of teachers and schools was based on the statistics received from the Ministry of Education. Schools that had fewer than four teachers were selected. It was found, however, that there were a number of small schools not on that list. If they were identified in the field during the first year of the programme, they were added. After one year, it was decided that the DRTs had more than enough teachers to look after so that no new schools could be added.

Some schools increased the number of teachers during the programme period. It was decided to continue supporting the teachers in those schools since professional rapport already had been built. (See Appendix D, table 1)

It is also appropriate that the DRTs are catering for the needs of mainly unqualified (35%) and under-qualified (43%) teachers who are in most need of help. (See Appendix B).

c. TRAINING OF DRTs

1. Residential Workshops

The success of the residential workshops is demonstrated by the way DRTs have applied their new knowledge and skills in the field. The range of activities and quality of support by the DRTs improved during the programme to such a level that by the end of 1990, the DRTs were qualified to be Resource Teachers.

DRTs and SRTs completed evaluation questionnaires at the end of the workshops which have helped identify successful areas and those needing improvement.

2. Field Assignments

Residential course lecturers gave field assignments to DRTs and SRTs. Although there was some initial confusion about the content and due dates, stricter control by the PIE Office ironed out these difficulties. In addition to giving DRTs and SRTs a chance to become more proficient in certain skills, the assignments also helped the lecturers to assess the effectiveness of their own teaching.

The level of work was high for most DRTs; only a few had to repeat or improve on their assignments.

3. Field Workshops

During the residential workshops, Ms. Joy Guthrie asked the DRTs to evaluate the field workshops. They all expressed great appreciation for the practical approach to problems they found in the field. DRTs had been given a chance to practice with their teachers the different skills discussed in the residential workshops.

4. SRT Support

The level of SRT support to the DRTs improved from a purely administrative function to a professional one when the SRTs were required to visit the DRTs at least twice per session in their schools. The professional relationships between each SRT and his/her DRTs seem not to have suffered from the evaluatory role each had to perform.

5. Multi-Standard Teaching Handbook

There have been many positive reactions to the Handbook from Ministry of Education officials, overseas donors, and most importantly from the teachers who have been given copies. Many other teachers, headteachers and managers who have seen the Handbook requested it. Additional Handbooks, therefore, may be printed and sold.

6. SRT Training

The success of the SRT training can be seen in the effectiveness with which they support the DRTs, the use of the evaluation checklists, and the administrative skills needed to communicate efficiently between the DRTs and PIE office. There has been a clear improvement of the above during the two years of training.

d. FIELD WORK

1. School Visits

Based on the analysis of the Weekly Summary Reports of the DRTs, the following table of hours used for the different activities in 1990 has been constructed:

<u>ACTIVITY</u>	<u>1st Session</u>	<u>2nd Session</u>	<u>total hours</u>	<u>% of time</u>
Consultation	7,299	6,542	13,841	21
Demonstration	2,039	2,834	4,873	7
Clinical Supervision	3,204	4,363	7,567	11
Meetings	2,640	2,773	5,413	8
Workshops	1,729	963	2,692	4
Resources Collection	3,007	2,884	5,891	9
Field Assignments	1,327	1,475	2,802	4
Administration	2,422	2,703	5,125	8
<u>Travel</u>	<u>9,377</u>	<u>9,586</u>	<u>18,963</u>	<u>28</u>
Total	33,044	34,123	67,167	100

There are many individual differences between the amount of time and frequency of the activities for individual DRTs. That is to be expected with an approach that emphasizes the uniqueness of the supporting relation with each teacher.

The success of the school visits is indicated by the continual requests from teachers who are not visited by the DRTs for the same type of support. Reports from managers and parents also indicate the positive influence the DRTs have had on the instructional effectiveness in the schools which they serve.

2. Workshops for Own teachers

Teachers paying their own expenses for workshops is an indication of their appreciation of them.

3. Dissemination Workshops

It has been reported by the Dissemination Coordinator that the dissemination workshops have been much more successful since the DRTs became actively involved in their organization.

C. MAIN OBSTACLES

The different educational backgrounds and experience of DRTs made it impossible to develop a uniform certificate at the end of the training. Nonetheless all DRTs have a sufficient number of skills to work as resource teachers. The solution has been to employ them in that new role with a salary scale not attached to a certificate but to the position of resource teacher.

Initially, there were some misunderstandings with DEOs, Ministry of Education officials, and schools about role of the DRTs. Some saw them as assistant inspectors and as a threat to the authority of some officials; others saw them as replacement teachers. Gradually the concept of non-judgmental support to teachers in their work and their classrooms was understood and now PIEP receives support from many quarters.

The DRTs have had many difficulties with the quick turnover of teachers in the schools. They become frustrated when after building a rapport with a teacher, upon their next visit the teacher has been replaced. They then have to begin anew.

The large distances between the schools make DRTs spend on average 28% of their time traveling. Distance also makes communication between the DRTs in the field and the SRTs or the PIE Office slow.

The lack of facilities and materials within the schools make it difficult for teachers and the DRTs to create a good learning environment for the pupils. Therefore, the creative use of what can be found in the environment has been a focal point during training and field workshops.

D. THE FUTURE OF THE PROGRAMME

The 38 DRTs and 3 SRTs will continue their work helping the teachers in the smaller primary schools. In-service training will continue during at least four weeks of residential workshops per year. Initially, the content of these workshops will concentrate on school administration so that the DRTs can also assist the headteachers better. If at a later stage, new target groups of teachers are recommended during the Annual Planning Exercise, the workshops will prepare the DRTs for a new field of expertise.

District Education Officers recruited and nominated 31 new DRTs from a pool of deputy headteachers with at least five years of teaching experience, three years in an administrative position, holding a qualification of APTC or higher and not older than 50 years of age. They are receiving induction training in 20 weeks of residential courses from June 1991 to June 1993. During the second school session of 1991, the new DRTs have been seconded to a trained DRT and receive on-the-job field training.

E. MAIN SUPPORTS

The main support to the programme comes from the teachers who feel that their needs are being attended to. They also feel that through the DRTs there exists an easier line of communication with the authorities.

The Ministry of Education is very supportive, a fact which is apparent from its willingness to make 47 posts and an additional 25 posts for Resource Teachers available at the Teaching Service from 1991 on. The support by the District Education Officers to the DRTs and SRTs has been immense over the last year, and, without it, the programme would not have been successful.

The Educational Secretaries had to relinquish their schools' best teachers to the programme. They have now seen how the teachers in their smaller schools are benefiting from the PIEP; they, therefore, have been very cooperative in allowing DRTs to be on study leave and also now to be seconded to the District Education Offices.

Finally, without the support of the BANFES Project, PIEP would have had difficulty beginning. BANFES provided professional expertise and the funds for the trainings and for running the programme.

IV. 1981 INSTITUTIONALIZATION

A. INTEGRATION INTO INSPECTORATE

At the end of 1990, two SRTs and three DRTs were offered posts as Assistant Education Officers in the Ministry. One of the DRTs was promoted to SRT, so that there were 38 DRTs and 3 SRTs in 1991. Despite the fact that the program regretted losing these people, it demonstrated that the work and training of the DRTs is good preparation for education officers in the field. It shows that the position of DRT can be seen as a step in the career structure from teacher to education officer.

The first annual planning meeting in October 1990 recommended that the DRTs in 1991 also help teachers in schools with four teachers. Therefore, some schools which were helped in 1990 were dropped, while new schools were added to the list in each district.

The number of DRTs to be allocated to each district was calculated from the Ministry of Education's 1990 statistical returns. The Education Officers in each district together with the SRT and DRTs assigned to the district decided which schools would be served by each DRT.

Each month the SRTs organized one meeting in each district with the DRTs, to which the Education Officer was invited. Such meetings help to provide two-way communication between the DRTs and the Education Officers as well as between the PIEP Office and the DRTs: The Education Officer could keep the DRTs informed about the educational policy in the district, and the DRTs could inform the Education Officer about difficulties in schools and ask for support with workshops. The SRT could receive the claims and give the refunds from the PIEP Office, and the DRTs could inform the PIEP Office through the SRTs about their work.

During the second annual planning meeting in September 1991, the District Education Officers gave feedback about the work of the DRTs in their districts. (See Appendix G). In general, the DEOs praised the work of the DRTs. They also made some recommendations to improve the support they could give to the DRTs. It showed that the preparation for institutionalization has been adequate.

Since January 1991, the DRTs have been employed through the Teaching Service Unit as Resource Teachers, supervised by the Supervisor of Controlled Schools. Initially, they were paid on the headteachers scale. The new salary structure, implemented as from April, established designated Resource Teacher and Senior Resource Teacher scales, above the headteachers scale. Mr. Khoanyane, a former SRT, now employed as assistant education officer, was seconded to the PIEP Project as acting coordinator, awaiting the establishment of a permanent post in the 1992/93 budget. The Government thus showed that it is committed to the Resource Teachers Programme.

The Ministry assumed costs for field expenses and workshops in January 1992.

B. FIELD ACTIVITIES OF THE RESOURCE TEACHERS IN 1991

From the analysis of the Weekly Summary Reports of the DRTs, the following table of hours used on the different activities in 1991 was constructed:

<u>ACTIVITY</u>	<u>1st Session</u>	<u>2nd Session</u>	<u>total hours</u>	<u>% of time</u>
Consultation	7,984	7,896	15,880	25
Demonstration	3,028	2,560	5,594	9
Clinical Supervision	4,712	4,962	9,674	15
Meetings	3,156	10	4,766	7
Workshops	1,390	798	2,188	3
Resources Collection	2,637	1,689	4,326	7
Field Assignments	332	364	696	1
Administration	2,643	2,579	5,222	8
Travel	8,329	7,826	16,155	25
<u>Total</u>	<u>34,211</u>	<u>30,290</u>	<u>64,501</u>	<u>100</u>

The above is more or less the same as in 1990, except for the lesser time spent on field assignments, and more time spent on direct help in the school (consultation, demonstration and clinical supervision): 39% in 1990 and 49% in 1991. (See Appendix E for an analysis of the teachers helped by the DRTs.)

The success of the Handbook for Multi-Standard Teaching, developed as a resource material by the DRTs can be seen from the fact that over 400 copies have been sold at cost price, on top of the about 2000 copies given free to the teachers supported by the DRTs in 1990 and 1991. The DRTs and Education Officers reported on the relevance and usefulness of this handbook.

To support the DRTs with accommodations near the schools, the BANFES project provided a sleeping bag to each DRT and SRT. This gesture was highly appreciated.

C. RECRUITMENT AND TRAINING OF NEW DRTs

The Ministry of Education realized that for the school based support provided by PIEP to be a success, more DRTs were needed. Therefore, it was decided that 25 more resource teacher posts would be established. The program recruited 31 new DRTs to fill those 25 posts and the 6 posts which had become vacant due to the promotion of 6 DRTs to assistant education officer or manager. For six months they were on study leave from their schools; but in January 1992, they will be put on the resource teachers scale. Their field claims and workshop are paid from the budget support of the new World Bank/USAID project.

In April, more than 100 teachers applied for the post of DRT and were recommended by their district education officers. According to the new regulations, they should be qualified at APTC level or higher, have at least 5 years of teaching experience and 2 years of administrative experience and be under 50 years of age. In May, over 50 candidates were interviewed and 31 were selected (see Appendix C).

A training programme was developed, based on the training of the first groups of DRTs. It consists of seven residential workshops for a total of 20 weeks, starting with a four-week workshop in June 1991 and ending with four-week workshop in June 1993. (See Appendix H). After the first training workshop, the new DRTs were paired with the experienced DRTs for the rest of 1991 in order to receive the field training.

Starting in January 1992, the new DRTs will have their own schools and teachers to look after. There will then be a total of 69 sites, and about 1,725 teachers supported by the DRTs.

D. INSERVICE TRAINING OF PRESENT DRTs

During the second annual planning meeting in September 1991, it was recommended that in 1992 the DRTs help all schools (about 650) with fewer than five teachers, but that the DRTs also help the headteachers in those schools with the specific leadership skills required. (See Appendix I)

It was, therefore, decided that in-service workshops for the original DRTs were to be organized to prepare them for this new role. Two workshops were run -- two weeks in July and two weeks in November.

The result of these workshops will be a new book, Handbook for Small Primary School Administration, written by the DRTs and edited by the Technical Adviser. The Ministry of Education has made money available to print 1,500 copies of the handbook so that each headteacher in Lesotho can have a copy. It will then serve as resource material for the DRT and headteacher. (See Appendix I).

E. EXPECTATIONS FOR THE FUTURE

1991 has seen the institutionalization and extension of the PIEP Programme:

- o The organizational structure is in place;
- o People know and show appreciation for the role and work of the DRTs: the education officers, educational secretaries, managers, headteachers and teachers;
- o Substantial support from Ministry of Education: PIEP is included in the Education Sector Development Plan and the 1992/93 budget when the post of coordinator will be established;
- o Funds for the running costs are included in the budget support from World Bank and USAID; and
- o The DRTs are strongly involved with the Dissemination Programme: they are all invited to the January 1992 National Workshop and will all be members of the Sub-District Dissemination Committees.

The Acting PIEP Coordinator has the confidence of the program personnel to continue to develop, support and lead the PIEP Programme. He has been a SRT from 1988 to 1990, and knows the programme well. He has a good grasp of the organizational requirements of running such a programme.

The replacement of the BANFES administrative support to the PIEP Coordinator has not yet been provided by the Ministry, but it seems that the officials are preparing to solve this problem.

With confidence it can be said that the PIEP Programme has been and will remain an asset to the Ministry of Education in its support to teachers.

LIST OF APPENDICES

- Appendix A: Responsibilities of various officials in relation to the institutionalization of the school-based support programme.
- Appendix B: Parallels between schools and PIEP structure.
- Appendix C: List of resource teachers recruited in 1988; statistics on resource teachers in 1990
- Appendix D: 1989 PSLE Results in DRT aided schools
- Appendix E: Some statistics on teachers and schools aided by the DRTs in 1990 and 1991
- Appendix F: List of topics for the Multi-Standard Teaching Handbook.
- Appendix G: Report of Second Annual Planning Meeting, September 1991
- Appendix H: Training Plan for new DRTs: June, 1991 - June, 1993
- Appendix I: List of topics for the Handbook for Small Primary School Administration.

APPENDIX A

RESPONSIBILITIES IN RELATION TO THE SCHOOL BASED SUPPORT PROGRAMME.

1. Director Primary [SEO(pr)]

The SEO(pr) has the overall responsibility for PIEP.

S/he reports about PIEP to the Ministry of Education.

S/he supervises the work of and receives reports from the CEOs and PIEC.

S/he is the *manager* of the SRTs and DRTs for the TSU.

(See Appendix B)

S/he reports TSU related responsibilities to the SCS.

S/he chairs the Annual Planning Session.

S/he decides on the placement of DRTs in the districts.

2. Supervisor of Controlled Schools [SCS]

The SCS is the *Educational Secretary* of the SRTs and DRTs for the TSU.

(See Appendix B)

S/he receives reports from the SEO(pr) on TSU related matters.

S/he reports to the TSU about the SRTs and DRTs.

S/he decides on personnel and disciplinary matters of the SRTs and DRTs.

3. Circuit Education Officer [CEO]

The CEO supervises the work of the SRTs in the field

S/he receives reports from the DEOs and the SRTs working in his/her circuit.

S/he reports to the SEO(pr).

S/he informs the PIEC on professional matters.

S/he provides logistical support to the SRTs.

S/he supports the work of and consults with the PIEC

S/he participates in the Annual Planning Session.

4. District Education Officer [DEO]

The DEO supervises the work of the DRTs in the field

S/he receives reports from the DRTs working in his/her district.

S/he reports to the CEO.

S/he informs the PIEC on professional matters through the CEO or SRT.

S/he provides logistical support to the DRTs.

S/he supports the work of and consults with the SRT.

S/he participates in the Annual Planning Session.

S/he decides during a District Planning Session with the SRT and DRTs which schools and teachers should be supported each year, following the guide lines from the Annual Planning Session.

S/he participates in the Monthly Meetings between the SRT and DRTs.

S/he participates in workshops for DRTs, organised by PIEC, if possible.

5. PIEP Coordinator [PIEC]

The PIEC is responsible for the implementation, professional organisation and training of PIEP.

S/he reports to the SEO(pr).

S/he receives professional information from CEOs and DEOs.

S/he receives professional and organisational reports from the SRTs.

S/he consults with CEOs and DEOs.

S/he provides professional support to the SRTs and DRTs in the field.

S/he develops materials and organises workshops for SRTs and DRTs.

S/he is responsible for the training of new SRTs and DRTs.

S/he participates in and implements the recommendations of the Annual Planning Session.

S/he prepares reports on PIEP for the Ministry and donors.

S/he monitors PIEP and evaluates the professional work of SRTs and DRTs.

S/he liaises with other Ministry of Education Departments (eg NTTC, NCDC).

S/he is responsible for (disbursement and) accounting of donor funds.

6. Senior Resource Teacher [SRT]

The SRT provides professional support to the DRTs.

S/he reports to the CEO.

S/he informs the PIEC on professional and organisational matters.

S/he receives professional support from the PIEC.

S/he consults with the DEOs.

S/he provides professional support to the DRTs in the field.

S/he monitors and evaluates the professional work of the DRTs.

S/he is responsible for Monthly Meetings with DRTs in the districts.

S/he participates in the Annual Planning Session.

S/he participates in the District Planning Session with DEO and DRTs.

S/he participates in training workshops organised by the PIEC.

S/he reports on DRT claims, using donor funds, to the PIEC.

District Resource Teacher [DRT]

The DRT provides professional support to the teachers and schools as decided during the District Planning Session.

S/he reports to the DEO.

S/he informs the SRT and receives feedback on professional and organisational matters.

S/he receives logistical support from the DEO.

S/he receives professional support from the SRT and PIEC.

S/he participates in the Monthly Meetings.

S/he participates in the District Planning Session with DEO and SRT.

S/he participates in training workshops organised by the PIEC.

S/he organises and runs workshops for teachers under his/her care.

S/he organises and/or participates in Dissemination Workshops in the area.

S/he participates in any activity required by the DEO.

S/he hands over appropriate claims, using donor funds, to the SRT.

APPENDIX B

PARALLELS BETWEEN SCHOOLS AND PIEP STRUCTURE

The Lesotho Teaching Service Commission is ruled by the Teaching Service Regulations of 1986 (Legal Notice 180). It regulates the duties, conditions of service and discipline matters of all teachers in the schools in Lesotho.

Most schools in Lesotho belong to the churches. Each denomination has appointed an Educational Secretary, who is responsible for all the schools belonging to that church. Those schools are divided into parishes, each of which has a Manager for all the schools in the parish. Each school has a headmaster. Prospective teachers must first apply to be admitted to the Lesotho Teaching Service, before they can apply to a post in the schools. Then they sign a contract with the manager, which has to be approved by the Educational Secretary, before it is recognized by the TSU.

Some community schools or government schools do not belong to any church and the government appointed Supervisor of Controlled Schools has the same responsibilities as the Educational Secretaries.

The SRTs and DRTs remain in the Teaching Service and, therefore, their work is guided by the Teaching Service Regulations. The whole School-based Support Programme can be regarded as a school, if the following structural parallels are observed.

Structural parallels between Schools and PIEP
in relation to the TSU structure:

Schools		PIEP
Educational Secretary	-	Supervisor Control School
Manager	-	Director Primary
Headteacher	-	PIE Coordinator
Head of Department	-	SRT
Assistant Teacher	-	DRT
Pupils	-	Teachers supported by DRT

According to Chapter 1, subsection 2, of the 1986 Teaching Service Regulations, the Principal Secretary of the Ministry of Education can designate institutions to be 'Special Schools'.

APPENDIX C

LIST OF RESOURCE TEACHERS RECRUITED IN 1988

NAME	SEX	YOB	BASE	POSITION IN SCHOOL		QUAL.	SPECIALIZATION
Senior Resource Teachers							
Casmir KHOALI	M	28	Maseru	Coord	NTTC	DipEd	Educ. Supervision
Christopher KHOANYANE	M	45	Gacha's Nek	HT	St. Bernadette	DipEd	Education Adm.
Alina MACHELI	F	46	Butha-Butha	AssTc	Galo	BEEd	Sesotho & SS
Felix NGAKANE	M	37	Thaba - Tsaka			ACP+PH	Administration
District Resource Teachers							
Miriam DIAHO	F	33	Sebothoane	DepHT	Hlotse LEC	PH+GCE	Prof. Stud.
Mabatho FRANTSI	F	53	Ha-Moeketsi	AssTc	Mahobong LEC	APTC	Prof. Stud.
Mamoqebelo HLONGWAHE	F	58	Matsieng	DepHT	Serutle	ACP	Prof. Stud.
Anna KHANG	F	47	Mankoaeng	DepHT	Hlotse LEC	ACE	Primary Science
Agnes KUENENE	F	45	Ha-Molemane	DepHT	T.Y. LEC	DipEd	Education
Pakiso LEBAMANG	M	49	Ha-Tlhabeli	HT	Galo	ACP	Education
Ezekiel LEETO	M	53	Mohlakoana	HT	Litsokeleng	PTC	Education
Tello LEHEMA	M	28	Khonofaneng	HT	Tsepong	PH	Education
Makoena LEHLOARA	F	56	Maputsoe	AssTc	Maputsoe	ACL&ACP	Prof. Stud.
Nephtali LEKATA	M	54	Mateanong	DepHT	Butha-Butha	ACP	Prof. Stud.
Sello MABITILE	M	52	Ramabanta	HT	Monyakoana	PH	Education
Margaret MAHAO	F	48	Malealea	HT	Makhetheng	BEEd	Supervision
Seemola MASUPHA	F	50	Sefikeng	HT	Thupa - Kubu	APTC	Prof. Stud.
Martina MATHIASE	F	55	Tsatsane	DepHT	Villa Maria	PTC	Prof. Stud.
Sekhibane MATLA	M	55	Baruting	AssTc	Maseru Method.	PTC	Education
Lehlohon. MATSOARELLE	M	36	Tele	HT	Tele	PH	Teaching Methods
Bernard MATSUMUNYANE	M	53	Likalaneng	AssTc	Maseru Method.	PTC	Prof. Stud.
Alphonse MOEKETSI	M	58	White Hill	HT	Mohatlane	PTC	Prof. Stud.
Lekhoee MOEKETSI	M	55	Nohana	HT	Nohana	PTC	Prof. Stud.
Bernard MOFOLISA	M	57	Mphaki	HT	Mohapi	PTC	Prof. Stud.
John MOHASI	M	51	Kena	HT	St. Peter Clav.	PH	Education
Matsehlo MOHOASE	F	50	Gacha's Nek	AssTc	St. Joseph's	PH+COSC	Prof. Stud.
Joseph MOKOTJO	M	40	Holy Cross	HT	Holy Cross RCM	APTC	Education
Joseph MOLEKO	M	53	Ha Lephoi	HT	Mesoeng	PTC	Methodology
Josephine MOLISE	F	49	Holy Cross	HT	Pontmain RCM	ACP	Education
Matheboho MOTINYANE	F	47	Matsieng	AssTc	St. Monica's	PH+COSC	Prof. Stud.
Rahab MOTJOLI	F	46	Ha Lekholoane	AssTc	Litsoetse	APTC	Prof. Stud.
Mapokane NCHEE	F	48	Khukhune	HT	St. Peter's	ACP	Prof. Stud.
Makatleho NTSENYA	F	60	Mt. Moorosi	HT	Kabi	PTC	Methodology
Thomas HTSINYI	M	51	Likhang	HT	St. Michael's	APTC	Prof. Stud.
Evelyn PHAE	F	49	Tsoelike	AssTc	Tsoelike	LPTC+COSC	Methodology
Rueben PHAKISI	M	44	Rankakala	HT	Rankakala	PH	Maths & Science
Wilson PITSO	M	30	Sekake	HT	Patlong	LCP+ACP	Soc. Stud.
Abraham QHEKOANA	M	51	Ha-Tlhabeli	HT	Cartwright	DipEd	Education
Tseliso RAMOHYATSI	M	54	Semonkong	HT	St. Leonard	PTC	Education
Vincent RASEKOLANA	M	53	Bobete	HT	Ramakoro	PTC	Education
Isaac RASELEMAHE	M	54	Mants'onyane	HT	Chooko ACL	PTC	Education
Matsepo SEFEANE	F	42	Phahameng	AssTc	B-B Mopeli	BEEd	Sesotho
Gabriel SELIALIA	M	50	Linakaneng	HT	Sebedia	APTC	Education
Matooane SELIALIA	M	57	Makhiseng	HT	Maluba Lube	PTC+GCE	Prof. Stud.
Pauline SHAO	F	50	Mafeteng town	HT	St. Alphonse	BEEd	Sesotho
* Gilbert SILASE	M	50	Mapotu	AssTc	Lesiamo	PH	Education
Cosmos TUTUOANE	M	64	Bobatsi	HT	St. Peter's	PTC	Prof. Stud.

(* Left programme after one year to become school manager of his parish)

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SOME STATISTICS ON RESOURCE TEACHERS IN 1990

SEX	MALE	FEMALE
SRT	3 (75%)	1 (25%)
DRT	24 (57%)	18 (43%)
TOTAL	27 (58%)	19 (42%)

QUALIFICAT	B.Ed	Dip.Ed	ACP/ACL	APTC	LPTC/PH/PTC
SRT	1 (25%)	2 (50%)	1 (25%)		
DRT	3 (7%)	2 (5%)	8 (19%)	6 (14%)	24 (57%)
TOTAL	4 (9%)	4 (9%)	9 (20%)	6 (13%)	24 (52%)

POSITION	HeadTeach	Deputy HT	Ass.Tchr	Other
SRT	1 (25%)		1 (25%)	2 (50%)
DRT	27 (64%)	6 (14%)	10 (24%)	
TOTAL	28 (60%)	6 (13%)	11 (23%)	2 (5%)

AGES	LOWEST	HIGHEST	AVERAGE
SRT	44	62	51
DRT	26	60	40
TOTAL	26	62	41

DISTRICT	BB	LR	TY	MS	MF	MH	QU	QN	MK	TT
SRT from	1			3						
to	1	1	1	2	1	1	1	1	1	1
DRT from	7	6	5	5	2	2	4	4	4	3
to	2	3	2	6	2	6	5	5	5	6

APPENDIX F

LIST OF TOPICS FOR THE MULTI-STANDARD TEACHING HANDBOOK

1. INTRODUCTION: DESCRIPTION OF THE PROBLEM
2. PRINCIPLES OF SOLUTIONS
3. PLANNING
 - A. SYLLABI
 - B. SCHEMES OF WORK
 - C. LESSON PLANS
 - D. TIME TABLES
4. GROUPING
 - A. IN AND OUTSIDE THE CLASSROOM
 - B. HOW TO DIVIDE THEM
 - C. GROUP LEADERS
 - D. HOW TO START A GROUP TO WORK
 - E. HOW TO ARRANGE GROUPS WORKING ON THEIR OWN
 - F. HOW TO MOVE BETWEEN THE DIFFERENT GROUPS
5. ORGANISATION
 - A. HOW TO FIND MATERIALS
 - B. HOW TO MAKE MATERIALS
 - C. HOW TO ORGANISE AND STORE MATERIALS
 - D. HOW TO RECORD PUPILS ACHIEVEMENTS
 - E. HOW TO MAINTAIN A WORKING ATMOSPHERE
 - F. HOW TO MAINTAIN DISCIPLINE
6. METHODS
 - A. WORK SHEETS/CARDS
 - B. LEARNING CENTRES
 - C. OCCUPATIONAL TASKS
 - D. PEER TEACHING
 - E. PAIRED LEARNING
 - F. GAMES
 - G. PROJECTS
 - H. SKILL DEVELOPMENT
 - I. PARENTAL INVOLVEMENT

APPENDIX 9

REPORT ON MEETING WITH DISTRICT EDUCATION OFFICERS AND P.I.E.P. AT MAHOBONG - 11 SEPTEMBER 1991

PRESENT: Mrs Seitlheko (PEO), Mr Moima (Chairperson)
(Senior) Education Officers from the Districts
Mr Khoanyane (Acting PIEP Coordinator)
Mrs Sefeane, Mr Ngakane, Mr Khoali (Senior Resource Teachers)
Mr G Mathot (PIEP Adviser)

The meeting consisted of three parts:

1. Feedback given and received on the work of the DRTs in 1991,
2. Planning of new Target group of teachers to be helped in 1992, and
3. Discussion on how to reduce Field Expenditures.

1. Feedback given and received on the work of the DRTs in 1991.

A. The Education Officers were given a paper with feedback from PIEP Office about the cooperation between the District Education Offices and the DRTs. This was followed by a discussion in which the following points were brought up:

a. **FACILITIES**

The District Education Offices are often too small, do not have sufficient furniture and have no space for meetings. It is, therefore, sometimes difficult to support the DRTs with those facilities.

The PEO mentioned that over the next 5 years a Resource Centre will be built in each district.

b. **REPORTING TO DEOs**

The DEOs expressed that

- i. the DRTs should report to them directly about problems in schools, which the DRTs cannot solve themselves, e.g. non-cooperating teachers.
- ii. they were happy about the Weekly Summary Forms, but that they need an explanation of the abbreviations used. The DEOs can then check the work of the DRTs in the field.
- iii. the SRTs should be in regular contact with the DEOs, so that they remain up-to-date with the work of the DRTs
- iv. that they wish to attend the Monthly Meetings, and would like to know the agenda in advance. (See point d. below)

c. **DRTs' WORK IN THE FIELD**

The DEOs committed themselves of writing an internal circular to introduce the DRTs to the Managers, Headteachers and Teachers in the schools.

They appreciate to be given the itineraries of the DRTs, but do worry that some DRTs do not follow their itineraries accurately.

The DRTs should write in the Logbook when they visit schools, so that their work can be checked, and the DEO knows what has been done.

d. **MONTHLY MEETINGS**

They should take place at or near the District Headquarters, so that the DEOs can attend easily. The DEOs can then receive and give feedback to the DRTs. The PEO asked that the DEOs commit themselves to attend those Monthly Meetings.

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APPENDIX E

SOME STATISTICS ABOUT THE TEACHERS AIDED BY THE DRTs IN 1990

The DRTs are offering professional support to 1161 teachers in 502 small Primary schools (with a total of 48985 pupils) in the far corners of the country.

SIZE OF SCHOOLS SERVED BY DRTs		DENOMINATION OF DRT SCHOOLS	
type of school	frequency	Denomination	Frequency
No Teachers	1	Unknown	6
1 teacher	90	Community	3
2 teachers	216	LEC	213
3 teachers	162	RC	192
4 teachers	30	ACL	72
5 teachers	2	AME	6
6 teachers	1	Other	10
TOTAL		TOTAL	
	502		502

QUALIFICATION OF TEACHERS SERVED BY DRTs

Qualification	Frequency	Group	Percentage	
Unknown	12		1.0	
PLC	45		3.9	
JC	274		23.6	
GCE	42		3.6	
COSC	38	411	3.3	35.4
EV	2		0.2	
HE	2		0.2	
HE+JC	4		0.3	
DMM	1		0.1	
Upgr	8		0.7	
Upgr+JC	1		0.1	
LIET 1	155		13.4	
LIET 1+JC	10		0.9	
LIET 2	98		8.4	
LIET 2+JC	20		1.7	
LIET 2+Upgr	4		0.3	
BTC	3		0.3	
LPTC	136		11.7	
LPTC+JC	49		4.2	
LPTC+GCE	1		0.1	
LPTC+COSC	2	496	0.2	42.7
PH	25		2.2	
PTC	209		18.0	
PTC+GCE	1		0.1	
PTC+COSC	2	237	0.2	20.4
APTC	11		0.9	
CPE	1		0.1	
ACP	2		0.2	
DipEd	3	17	0.3	1.5

SOME STATISTICS ABOUT THE TEACHERS AIDED BY THE DRTs in 1991

The DRTs were offering professional support to 1076 teachers in 326 small Primary schools (with a total of 50404 pupils).

SIZE OF SCHOOLS SERVED BY DRTs

type	frequency	%
No Teachers	1	1.2
1 teacher	90	4.6
2 teachers	216	19.0
3 teachers	162	24.8
4 teachers	30	40.8
5 teachers	2	7.4
6 teachers	1	2.1
TOTAL	326	100

DENOMINATION OF DRT SCHOOLS

Denomination	Frequency	%
Unknown	0	0.0
Community	1	0.3
LEC	142	43.6
RC	109	33.4
ACL	50	15.3
AME	11	3.4
Other	13	4.0
TOTAL	326	100

QUALIFICATION OF TEACHERS SERVED BY DRTs

Qualification	Frequency	Group	Percentage
Unknown	20		1.9
PLC	16		1.5
JC	212		19.7
GCE	30		2.8
COSC	72	350	6.7
EV	1		0.1
EV+JC	1		0.1
ETTC	2		0.2
HE+JC	1		0.1
Upgr	18		1.7
LIET 1	53		4.9
LIET 1+JC	6		0.6
LIET 2	137		12.7
LIET 2+JC	5		0.5
LPTC	119		11.1
LPTC+JC	50		4.6
LPTC+1	2	395	0.2
PH	30		2.8
PTC	252		23.4
PTC+GCE	1		0.1
PTC+COSC	1	284	0.1
LIET 6	6		0.6
APTC	24		2.2
CPE	4		0.4
ACP	10		0.9
Dip.Theology	1		0.1
STC	1		0.1
DipEd	1	47	0.1
	1076	1076	100.0
			100.0

LIST OF NEWLY RECRUITED RESOURCE TEACHERS 1991

Name	Sex	YOB	Base	Position in Quali-		Specialization
				School	fication	
Taelo	API	M	54	Ranabanta	DepHT APTC	Mathematics
Motlatsi	CHOKOBANE	M	51	Holy Cross	HT ACP+PH	Mathematics
'Manyakallo	KOBOKHOLO	F	53	Korokoro/Qeme	AssTch DipEd	English
Agnes	KOMETSI	F	48	Pokane	HT DipEd	Mathematics
'Mamoroesi	LEBEKO	F	55	St.James RCM	HT APTC	Mathematics
Tsotang	LELOTHA	M	54	Mantsonyane	HT LIET VI	Mathematics
Ts'okolo	LESENYEHO	M	53	Matelile	HT APTC	Sesotho
Ernestina	LETSOELA	F	46	St.Rodrigue	HT ACP	Mathematics
Mary	MATEE	F	52	St.Monica's	HT APTC	Science
Maria	MATOBO	F	45	Mafeteng	AssTch BED	English
Masilo	METSING	M	48	Mphaki	HT APTC	Sesotho
Thapelo	MNTAMBO	M	60	Holy Cross	HT ACP	Mathematics
Marethabile	MOHAPI	F	50	Tsoelike	AssTch APTC	Science
Mosiuoa	MOSHOESHOE	M	60	Phamong/Shalane	DepHT ACP	Mathematics
Mamoya	MOYA	F	50	Sebothoane	HT APTC	Mathematics
Albert	NTLOU	M	40	Sehonghong	HT APTC	English
Mamoalosi	NTSIKI	F	55	Mateanong	HT DipEd	Sesotho
Mohlalefi	PHAE	M	45	White Hill	HT ACP	Agriculture
Bernice	PORTAS	F	50	Tele	DepHT APTC	Mathematics
Lerato	PULE	M	43	Mapoteng	AssTch ACP+DipAg	English
Catherine	RAMATAKANE	F	49	Leketlane	AssTch APTC	Mathematics
Alina	RAMOSEEKA	F	60	Rothe	HT APTC	Mathematics
Victoria	RANTHITHI	F	52	Litsoetse	AssTch APTC	English
'Mamakalang	SEBEHELA	F	50	Mapholaneng	AssTch APTC	Mathematics
'Manthati	SELETENG	F	49	Malealea	AssTch DipEd	English
Mathabo	SOORO	F	57	Sehlabathebe	HT APTC	Sesotho
Mary Fatima	THEKO	F	51	Mafeteng	HT APTC	Mathematics
Amelia	THETSAHE	F	54	Siloe	AssTch ACP	Sesotho
Monica	THINYANE	F	44	Mankoaeng	DepHT APTC	Administration
Celina	TS'ENASE	F	52	Semonkong	HT LIET VI	Mathematics
Justina	TSIKOANE	F	55	Malimong	AssTch DipEd	English

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SOME STATISTICS ON RESOURCE TEACHERS IN 1991

SEX	MALE	FEMALE	TOTAL
SRT	2 (67%)	1 (33%)	3
Old DRT	23 (61%)	15 (39%)	38
New DRT	10 (32%)	21 (68%)	31
All DRT	33 (48%)	36 (52%)	69

QUALIFICAT	B.Ed	Dip.Ed	ACP/ACL	APTC	LPTC/PH/PTC
SRT	1 (33%)	1 (33%)	1 (33%)		
Old DRT	1 (3%)	1 (3%)	12 (32%)	5 (13%)	19 (50%)
New DRT	1 (3%)	5 (16%)	7 (22%)	18 (58%)	- (0%)
All DRT	2 (3%)	6 (9%)	19 (28%)	23 (33%)	19 (28%)

POSITION	HeadTeach	Deputy HT	Ass.Tchr	Other
SRT			1 (33%)	2 (67%)
Old DRT	25 (66%)	5 (13%)	8 (21%)	
New DRT	17 (55%)	4 (13%)	10 (32%)	
All DRT	43 (62%)	9 (13%)	18 (26%)	

AGES	LOWEST	HIGHEST	AVERAGE
SRT	49	63	55
Old DRT	27	63	43
New DRT	31	48	40
All DRT	27	63	41

DISTRICT	BB	LR	TY	MS	MF	MH	QU	QN	MK	TT
SRT from	1		1	1						
Old DRT	3	7	5	8	2	1	4	4	2	2
New DRT	3	4	3	9	2	1	2	2	3	2

APPENDIX H

TRAINING PLAN FOR NEW DRTS: JUNE 1991-JUNE 1993

YEAR		1991	1991	1992	1992	1992	1993	1993
MONTH		JUN	NOV	JAN	JUN	NOV	JAN	JUN
NO.WEEKS		4	2	2	4	2	2	4
NO.HOURS (25h/wk)		100	50	50	100	50	50	100
TOPIC	TOT.H							
ADMINISTRATION	30	10	5	5	5		5	
HELPING TEACHERS	90	30	20	10	20	5	5	
CHILD DEVELOPMENT	50	15	5	5	10		5	10
CLASSROOM MANAGEMENT	70	20	10	10	10		10	10
SPECIAL EDUCATION	20				10			10
EVALUATION	30			10	5			15
LANGUAGE SKILLS	30	10	5		10			5
SESOTHO	30				5	10	5	10
ENGLISH	30				5	10	5	10
MATHEMATICS	30				5	10	5	10
PRACTICAL SKILLS	15	10	5					
AGRICULTURE	5			5				
ARTS & CRAFTS	5				5			
HEALTH	5						5	
HOME ECONOMICS	5						5	
MUSIC	20	5		5		5		5
SCIENCE	15				5			10
SOCIAL STUDIES	20				5	10		5
TOTAL NUMBER OF HOURS	500	100	50	50	100	50	50	100

- B. The Education Officers, divided by districts, were then asked to answer some questions about the DRTs' work. They reported back to the whole meeting.
- a. All but one districts said to have received feedback about the work of the DRTs in the schools, but some would like more detailed reporting.
A better understanding of the Weekly Summary Forms could help.
 - b. Only four districts said that they had received oral feedback about the workshops held by the DRTs, but they would like written reports.
We could develop a format for Workshop reporting.
 - c. All districts reported that the role of the DRTs in SDDC workshops is important. They would like them to participate in more workshops and present the topics.
We have a conflict of interest between the SDDC work and the work for which the DRTs have specifically trained. But the increased number of DRTs helps solving this problem.
It would also be disadvantageous to the teachers in charge of the SDDCs, if the DRTs would take over the organisation of the SDDC workshops.
 - d. All but one district reported to have participated in the Monthly Meetings and considered them very important. They complained that some DRTs arrive late. They would also like to be given more time during the Monthly Meeting.
They are invited to attend the whole meeting and can choose where they wish to participate.
 - e. Half of the districts reported to have helped DRTs with transport. Some districts do not have sufficient transport to help the DRTs.
 - f. The district offices have helped DRTs with office space, furniture and the use of a typewriter, but most complain about their own lack of space and facilities.
 - g. Those districts, where the DRTs have asked for materials, have helped the DRTs for use in workshops.
 - h. All districts report that the DRTs have been of help to them: visiting the remote schools, reporting back from the schools they visit, the running of workshops, reporting difficulties in schools and other duties.
 - i. Only two districts reported that they had had some small problems with the DRTs in the Field, the other all said 'NO PROBLEMS'.

APPENDIX H

TRAINING PLAN FOR NEW DRTS: JUNE 1991-JUNE 1993

YEAR MONTH NO.WEEKS NO.HOURS (25h/wk) TOPIC	TOT.H	1991	1991	1992	1992	1992	1993	1993
		JUN	NOV	JAN	JUN	NOV	JAN	JUN
ADMINISTRATION	30	10	5	5	5		5	
HELPING TEACHERS	90	30	20	10	20	5	5	
CHILD DEVELOPMENT	50	15	5	5	10		5	10
CLASSROOM MANAGEMENT	70	20	10	10	10		10	10
SPECIAL EDUCATION	20				10			10
EVALUATION	30			10	5			15
LANGUAGE SKILLS	30	10	5		10			5
SESOTHO	30				5	10	5	10
ENGLISH	30				5	10	5	10
MATHEMATICS	30				5	10	5	10
PRACTICAL SKILLS	15	10	5					
AGRICULTURE	5			5				
ARTS & CRAFTS	5				5			
HEALTH	5						5	
HOME ECONOMICS	5						5	
MUSIC	20	5		5		5		5
SCIENCE	15				5			10
SOCIAL STUDIES	20				5	10		5
TOTAL NUMBER OF HOURS	500	100	50	50	100	50	50	100

- B. The Education Officers, divided by districts, were then asked to some questions about the DRTs' work. They reported back to the whole ing.
- a. All but one districts said to have received feedback about the w the DRTs in the schools, but some would like more detailed reporti
A better understanding of the Weekly Summary Forms could help.
 - b. Only four districts said that they had received oral feedback abc workshops held by the DRTs, but they would like written reports.
We could develop a format for Workshop reporting.
 - c. All districts reported that the role of the DRTs in SDDC worksh important. They would like them to participate in more workshop present the topics.
We have a conflict of interest between the SDDC work and the wc which the DRTs have specifically trained. But the increased num DRTs helps solving this problem.
It would also be disadvantageous to the teachers in charge . SDDCs, if the DRTs would take over the organisation of the workshops.
 - d. All but one district reported to have participated in the Monthly ings and considered them very important. They complained that DRTs arrive late. They would also like to be given more time durir Monthly Meeting.
They are invited to attend the whole meeting and can choose they wish to participate.
 - e. Half of the districts reported to have helped DRTs with transport. districts do not have sufficient transport to help the DRTs.
 - f. The district offices have helped DRTs with office space, furnitur the use of a typewriter, but most complain about their own la space and facilities.
 - g. Those districts, where the DRTs have asked for materials, have t the DRTs for use in workshops.
 - h. All districts report that the DRTs have been of help to them: vi the remote schools, reporting back from the schools they visit running of workshops, reporting difficulties in schools and othe ties.
 - i. Only two districts reported that they had had some small problems the DRTs in the Field, the other all said 'NO PROBLEMS'.

APPENDIX I
HEADTEACHERS SKILLS

- 1 **RELATIONS WITH AUTHORITIES**
- 1.1 Teaching Service Regulations
 - 1.1.1 Appointments and Teachers' Contracts
 - 1.1.2 Teachers' Transfers, Dismissals and Terminations

 - 1.2 Role of Inspectorate
 - 1.2.1 Role of DRTs
 - 1.3 Role of Educational Secretary
 - 1.4 Role of Management Committee
 - 1.5 Role of School Committee
 - 1.6 Role of Headteacher

2 **PEOPLE MANAGEMENT**

- 2.1 People Management Skills
- 2.1.1 School as an organisation
- 2.1.2 Decision making
- 2.1.3 Delegation
- 2.1.4 Managing conflicts
- 2.1.5 Selection and Interview Techniques
- 2.1.6 Supervision
- 2.1.6.1 Staff Appraisal

- 2.2 Record Keeping
- 2.2.1 School records
- 2.2.2 Pupils' personal records
- 2.2.3 Pupils' academic and social records
- 2.2.4 Teachers' records
- 2.2.5 Schools professional records
- 2.2.6 Statistical Returns to Ministry of Education

- 2.3 Staff Meetings
- 2.3.1 Calling meetings
- 2.3.2 Running meetings
- 2.3.3 Minuting meetings
- 2.3.4 Guaranteeing that decisions are carried out

- 2.4 Professional Support to teachers
- 2.4.1 Induction of New Teachers
- 2.4.2 Teacher Career Guidance
- 2.4.3 Professional Support to Teachers
- 2.4.3.1 Classroom Observations
- 2.4.3.2 Teacher's Self Evaluation
- 2.4.3.3 Pupils' Feedback
- 2.4.3.4 Teacher Counseling
- 2.4.3.5 Demonstration
- 2.4.3.6 School Based In-service Workshops
- 2.4.3.7 Clinical Supervision

- 2.5 Rules and Regulations in the School
- 2.5.1 Pupils' Discipline
- 2.5.1.1 Positive approach to behavioural change
- 2.5.1.2 Pupil Counseling
- 2.5.1.3 Effective use of Punishment
- 2.5.2 Teachers' Discipline

2.6 Community/Parent Relations

2. Planning of new Target group of teachers to be helped in 1992.

It was reported that in 1992 there will be 69 DRTs to help each about 25 teachers (1725 teachers) and it was, therefore, important to decide on which group of teachers have the highest priority.

It was decided to continue to help the teachers in the small schools (less than 5 teachers), but also to spend much time with the headteachers of those schools. All agreed that lack of management skills of the headteachers constituted a great problem in most schools.

The PIEP Office could draw up a list from the Educational Statistics files of all schools involved, but the Education Officers and DRTs together with the SRT should decide which school is served by which DRT.

3. Discussion on how to reduce Field Expenditures.

The proposal to ask the schools to be responsible for the transport of the DRTs was considered, but it was found difficult to implement due to the commercialization of the parents.

It was, however, proposed that the DRTs should ask schools to help them find a horse, which brings them from one school to the next, for which the DRT will pay. In that way it is not needed to pay rent for a horse, while at the school.

The Education Officers were also asked to arrange the sites of the DRTs such that the schools are not too far apart. The DRTs should then find a base central to those schools. This reduces travel time and cost.

Mrs Seitlheko, the PEO, closed the meeting by remarking that the Education Officers are the Policy Implementers of the Ministry of Education. They have to see to it that the DRT Programme is properly implemented, according to the Ministry of Education Policy.

3 FINANCIAL MANAGEMENT

- 3.1 Book Keeping
- 3.2 Banking
- 3.3 Budgetting
- 3.4 Accounting for Education with Production

- 3.5 Income Management
 - 3.5.1 Collecting Fees
 - 3.5.1.1 Regular Fees
 - 3.5.1.2 Examination Fees
 - 3.5.1.3 Incidental Fees
 - 3.5.2 Other Income
 - 3.5.2.1 External Donors
 - 3.5.2.2 Concerts
 - 3.5.2.3 Raffles

- 3.6 Other Financial Business
 - 3.6.1 Ordering of equipment / materials
 - 3.6.2 Fees to Management Committee
 - 3.6.3 Fees to Educational Secretary
 - 3.6.4 Special Accounts, such as building or educational trips

- 3.7 How to report on financial matters to
 - 3.7.1 Ministry of Education
 - 3.7.2 Manager/Church authorities
 - 3.7.3 Parents/Community

4 MANAGEMENT OF PHYSICAL MATERIALS

- 4.1 Acquisition and ordering of
 - 4.1.1 Buildings
 - 4.1.2 Equipment
 - 4.1.2.1 Furniture
 - 4.1.2.2 Stationery
 - 4.1.2.3 Teaching Aids
 - 4.1.2.4 Tools
 - 4.1.3 Books
 - 4.1.4 Ordering

- 4.2 Storage of
 - 4.2.1 pupils' work
 - 4.2.2 school records
 - 4.2.3 teaching and learning materials
 - 4.2.4 books
 - 4.2.4.1 teachers' books
 - 4.2.4.1.1 teachers' guides
 - 4.2.4.1.2 other reference books
 - 4.2.4.2 pupils' books (SSU)
 - 4.2.4.3 class library books
 - 4.2.4.4 school library books
 - 4.2.5 tools and equipment
 - 4.2.5.1 furniture
 - 4.2.5.2 tools and spares for repairs
 - 4.2.5.3 sports equipment
 - 4.2.5.4 garden tools
 - 4.2.6 Stores Ledger
 - 4.2.7 Inventory book

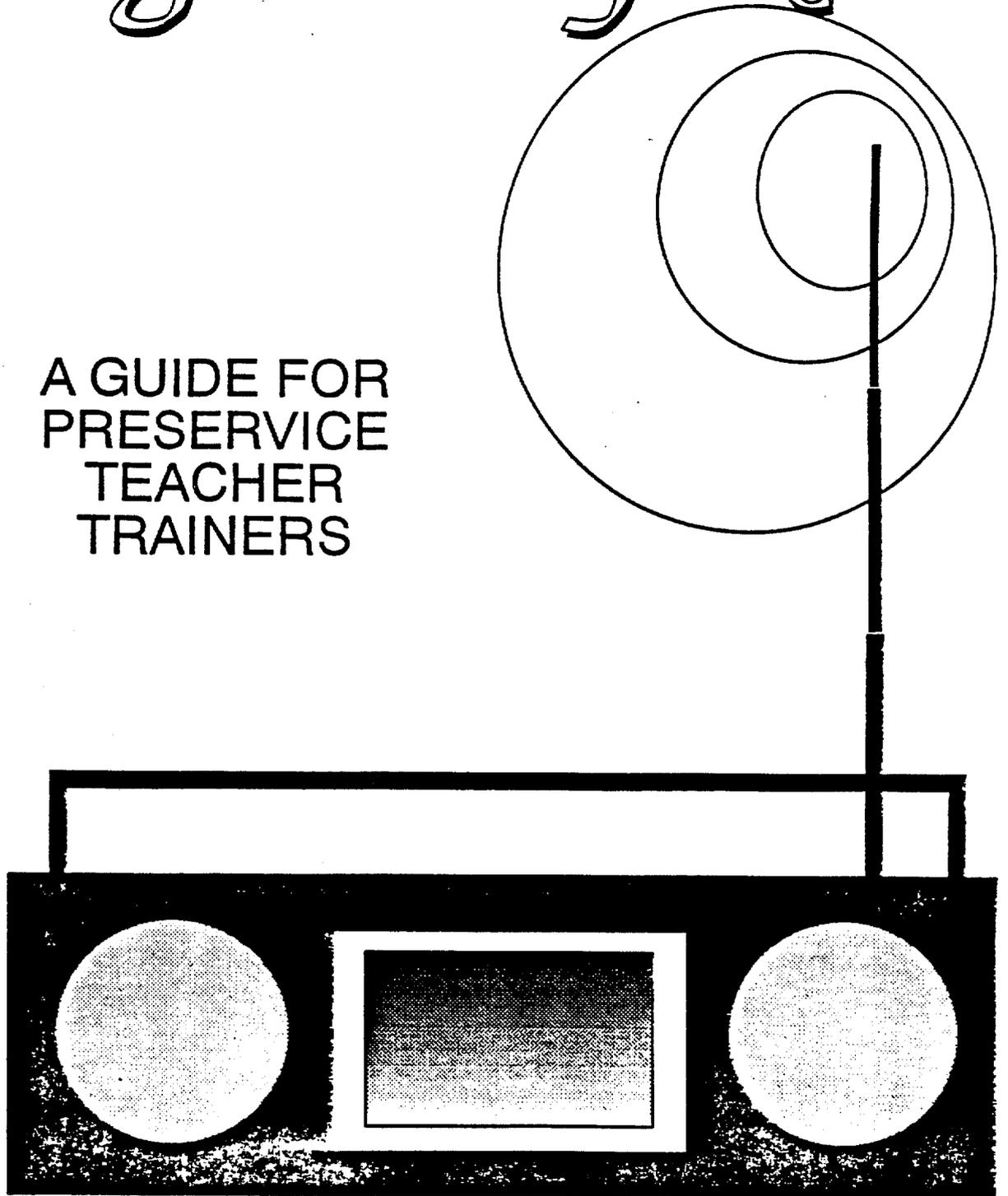
- 4.3 Maintenance
 - 4.3.1 Grounds
 - 4.3.2 Buildings

APPENDIX
Sample Materials Produced

The following are sample cover sheets of a select set of instructional materials produced by BANFES.

English by Radio

A GUIDE FOR
PRESERVICE
TEACHER
TRAINERS



1990

Lesotho Radio Language Arts Programme
English Division
National Curriculum Development Centre
Maseru

106



Kingdom of Lesotho

MINISTRY OF EDUCATION

PUPIL'S WORKBOOK FOR
Lesotho Radio Language Arts Programme

Standard 1 – 1988

ENGLISH DIVISION

THE NATIONAL CURRICULUM DEVELOPMENT CENTRE
MASERU

107



Kingdom of Lesotho

MINISTRY OF EDUCATION

TEACHER'S LESSON NOTES FOR
Lesotho Radio Language Arts Programme

Standard 2 – 1989

ENGLISH DIVISION

THE NATIONAL CURRICULUM DEVELOPMENT CENTRE
MASERU

108

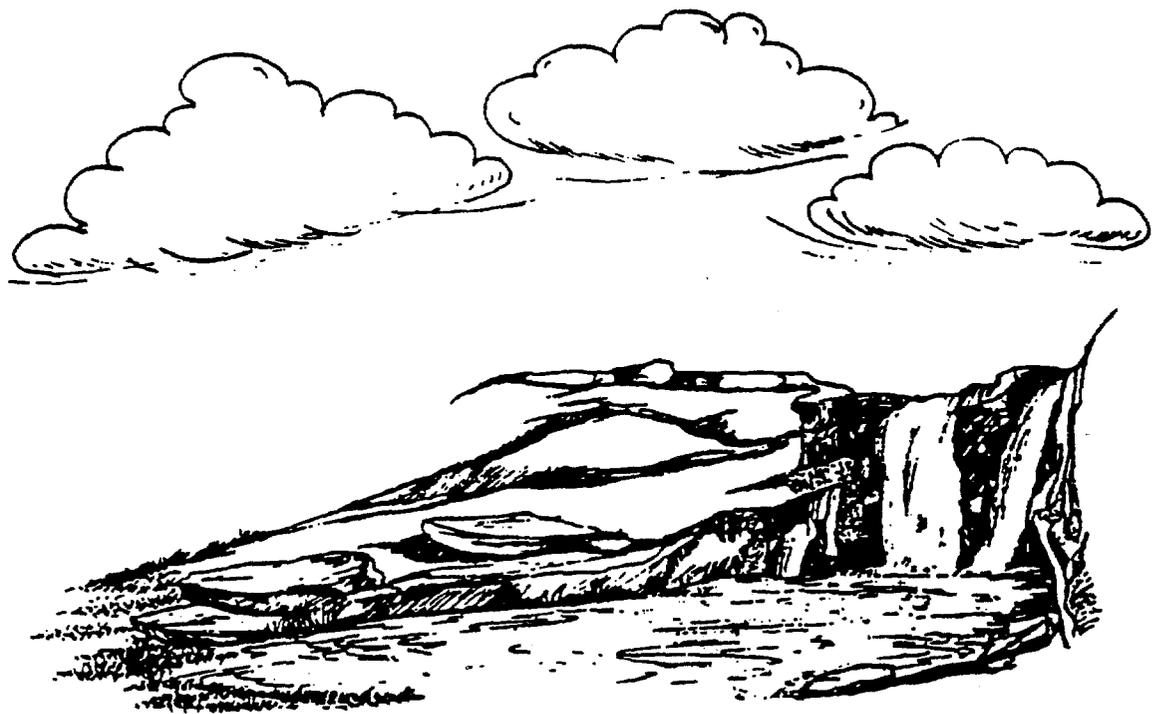
MATHEMATICS

Sample Test Questions
for measuring
Minimum Learning Objectives

Standard 4

National Curriculum Development Centre (NCDC)
Maseru, Lesotho
1990

NTTC PTC STUDENT MANUAL FOR SCIENCE



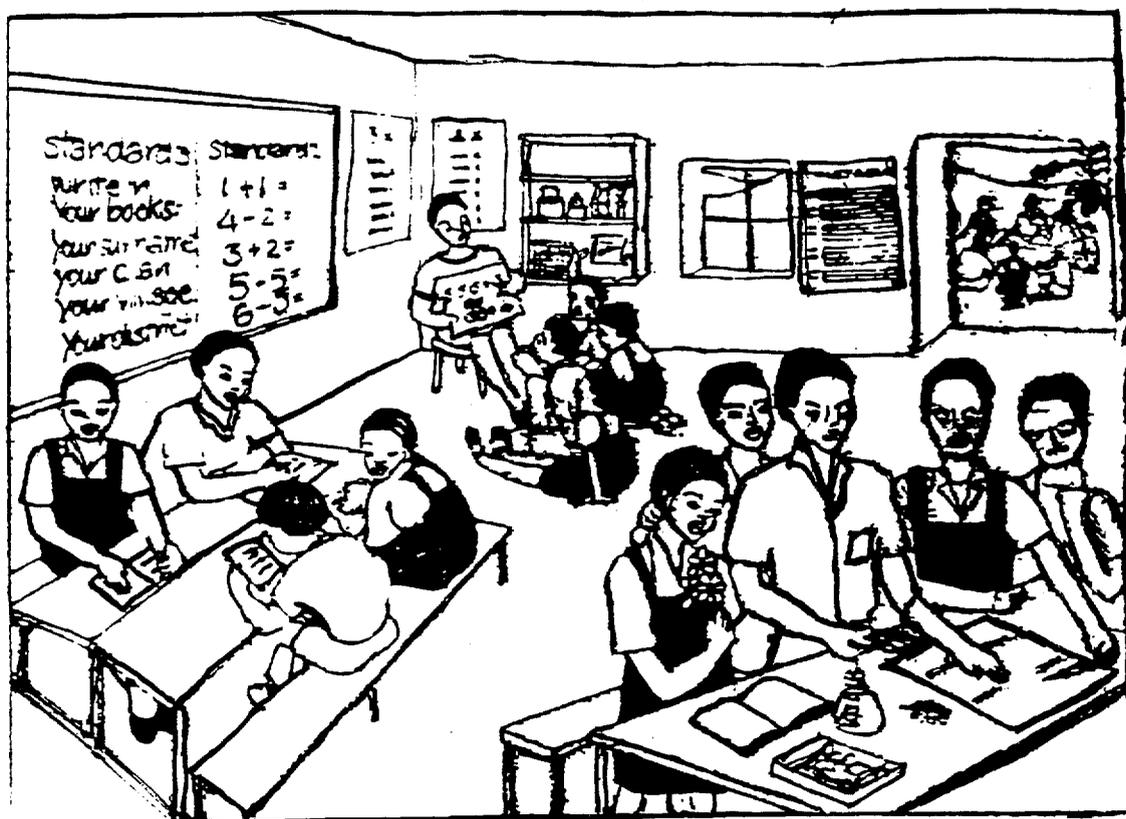
MATTER

Pilot - Test Version

Health Education Manual for Primary Teachers



HANDBOOK FOR MULTI-STANDARD TEACHING



developed by the
District Resource Teachers,
Senior Resource Teachers,
and Gerard B Mathot.
of the

Primary In-service Education Programme

Maseru

October 1990

PUPIL'S BOOK 7

*PRIMARY
AGRICULTURE
FOR LESOTHO*



Temo ea Lesotho Likolong tsa Mathomo Buka ea Bosupa

KINGDOM OF LESOTHO
MINISTRY OF EDUCATION

PRIMARY AGRICULTURE SYLLABUS

The National Curriculum Development Centre
Maseru, Lesotho.

November, 1989.

***P R I M A R Y
A G R I C U L T U R E
F O R L E S O T H O***

TEACHER'S GUIDE FOR CLASSES 5, 6 AND 7

AG.01

115

**REPORT OF THE AGRICULTURE
CURRICULUM PANEL ON
THE PILOT TESTING OF
THE NEW PRIMARY
AGRICULTURE CURRICULUM**

FEBRUARY 1989

*Basic
Education
Supplementary
Materials*

Standard 3

National Curriculum Development Centre (NCDC)
Maseru, Lesotho
Revised 1990