

Youth and Adult Learning and Education in Lesotho

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06



O?ENLEARNING



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The initial research for this report was conducted in Lesotho in 2010 and 2011 by Setoi Michael Setoi of the National University of Lesotho with the support of the Campaign for Education Forum (CEF) and adapted and edited by Professor John Aitchison of the University of KwaZulu-Natal, South Africa.

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OSISA

Open Society Initiative
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FOREWORD

Setoi Michael Setoi

Across the world, education is a powerful force for social change, for socio-economic development and for tackling oppression, ignorance, victimisation and dependence. It is a necessity for individual growth and liberation.

It is a common knowledge that learning has no age limit because it is a lifelong phenomenon – and that people of any age can learn and should be given the chance to do so not just for their own self-pride and self-improvement but because an educated population yields immeasurable dividends for the nation.

While conducting this research, we visited educators, learners and staff of various institutions and organisations – including non-formal education, continuing education and technical education providers – across all ten districts of Lesotho. All of them were extremely helpful in providing information on Youth and Adult education in the country.

Visiting these institutions was an eye opener both in terms of the benefits the learners were receiving and the difficulties the institutions were facing. We observed dedication, endurance and determination by the providers of Adult and Youth Education.

In conclusion, we would like to express our appreciation to OSISA for their invaluable support and guidance during this research. We are also indebted to heads of institutions, government ministries and non-governmental organisations for their time and assistance.

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1.

INTRODUCTION

The aims of the research study on youth and adult learning and education in southern Africa

In 2011, the Open Society Initiative for Southern Africa (OSISA) conducted a research study in Angola, Lesotho, Mozambique, Namibia and Swaziland on the current state of youth and adult education in these countries – the policies, institutional frameworks, governance, funding, provision and stakeholders. In addition, the study looked at the quality and coherence of the current education base as a foundation for future growth and action that is congruent with the vision of open societies in which every citizen has access to free education facilitative of full participation in a democratic society.

This report on Lesotho is part of that regional study and is based upon research conducted in the country in 2010 and 2011 by Setoi Michael Setoi with the support of the Campaign for Education Forum (CEF). The purpose of the study was to gain a deeper understanding of the current delivery of education and training for out-of-school youth and adults and to identify the effective institutions, educational practices, stakeholder collaboration and networking that will improve its quantity and quality. It is hoped that this report

can challenge Lesotho to further strengthen its youth and adult education policies and make suitable institutional and financial provision to meet the educational needs of its youth and adult citizens.

There is increasing international consensus that basic education, which includes life skills for young people and older adults, is an essential tool to enhance participation in democracy and contribute to the fight against poverty – two outcomes which are of particular relevance to poor and marginalised members of the societies of southern Africa.

Clear policy, financing and good governance are needed to ensure that young people and adults alike receive access to education – as is their right. This research study has sought to understand the extent of the challenges, identify their root causes and seek effective solutions to them. It is hoped that the research findings will provide both state and non-state actors with policy and other recommendations that will lead to interventions that result in better governance and coordination of the sector.

“Basotho shall be a functionally literate society ... by the year 2020”

What do we mean by youth and adult education?

This report uses a broad definition of adult education as applying to all education and training that is not part of the regular schooling, business, technical and training college and higher education system that children enter about age 6 or 7 and exit in their mid teens to early twenties. Therefore, this broad definition of adult education includes provision not only for those recognised as fully adult, but also to youth who are not part of the regular formal education system. This is in accord with the UNESCO usage, which considers an adult to be aged 15+. Youth and adult education includes programmes intended for out-of-school youth as well as much non-formal education.

Lesotho's Ministry of Education and Training tends to apply the term adult education very narrowly to literacy and basic education for adults and out-of-school youth. The Ministry puts enormous stress on 'functional literacy', indeed it is central to the whole vision of the

Ministry – “Basotho shall be a functionally literate society ... by the year 2020” (Ministry of Education and Training, 2008). Thus, the conception of youth and adult Education in Lesotho takes its roots from Lesotho's adoption of the 1978 UNESCO definition of functional literacy:

- (a) A person is literate who can with understanding both read and write a short simple statement on his everyday life;
- (b) A person is illiterate who cannot with understanding both read and write a short simple statement on his everyday life;
- (c) A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development; and,
- (d) A person is functionally illiterate who cannot engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading,

writing and calculation for his own and the community's development.

Lesotho also makes use of the term 'non-formal education' for a wide range of activities that develop knowledge and skills, which are required for individuals to function effectively, efficiently and productively in the various sectors of life.

Non-governmental organisations (NGOs) engaged in adult and non-formal education tend to see adult education as a means of conscientisation and liberation from ignorance, dependency and dominance.

'Youth' are officially defined in a number unhelpful ways. The Ministry of Gender and Youth, Sport and Recreation defines youth as those between the ages of 15 and 35 (a practice that has its origins in the use of this age category for youth wings in political parties in southern Africa). The National Youth Policy has youth as being between the ages of 10 and 24. The United Nations' definition of youth is people between the ages of 15 and 24.

2.

THE LESOTHO CONTEXT

“The difficult terrain presents a serious challenge for the provision of infrastructure, including for education.”

Lesotho is a small landlocked and mountainous kingdom of 30,350 square kilometres completely surrounded by South Africa. The difficult terrain presents a serious challenge for the provision of infrastructure, including for education. Lesotho schools are sparsely distributed in the rural areas and densely located in the lowlands.

There are ten administrative districts (each headed by a district administrator) divided into constituencies (80) and further into community councils (128). The capital, Maseru, has a city council. Local councils have responsibility for control of the natural environment, public health and water supplies, primary education and economic and agricultural development. Traditional chiefs still play a significant role in administration.

Lesotho has a small population of just over 2 million with a relatively low growth rate of 0.9 percent. About 34 percent of the population is under the age of 15 and half the population is under the age of 23. The Bureau of Statistics (2010) estimates that there are about 330,000 youth aged between 15-24.

Lesotho's economy is heavily dependent on South Africa. Much of the population (86 percent) depends on subsistence farming. Migrant worker remittances were a major source of revenue in the previous century but the introduction of capital-intensive technology in the mining sector in South Africa sharply reduced the number of Basotho employed in the mines with severe implications for Lesotho's economy. Unemployment in 2008 was 25.3 percent (Bureau of

Statistics, 2008, p. 116) and is most severe among the 20-24 age group. The economic situation is worsened by the high HIV prevalence rate (23 percent in 2007 with 270,000 people infected and 108,700 AIDS orphans).

The textile and garment industry currently serves as the main source of formal employment and exchange rate earnings, although the global financial crisis in 2009 caused a loss of 10,000 jobs in the sector. In addition, Lesotho supplies water to South Africa's industrial heartland around Johannesburg.

Lesotho is one of the most unequal societies in the world with a GINI coefficient of 63 (World Bank, 2011).

Population	Population growth rate	Population on less than US\$1.25 per day	Gini index
2 049 000	0.9%	43%	63

Sources: United Nations Population Division, 2008, United Nations Development Programme, 2008 and 2011, and World Bank, 2011
Note: A value of 0 on the Gini index represents perfect equality, a value of 100 complete inequality

There is considerable provision of pre-school education in Lesotho through private individuals, local communities and NGOs – with 1,556 recognised centres serving 43,825 children in 2008 (over 30% of the age cohort). The offerings vary greatly in terms of cost, duration and quality of service provided.

The formal education system in Lesotho follows a 7-3-2-4 structure with seven years of free primary schooling, which is divided into lower primary (Standards 1 to 4) and upper primary (Standards 5 to 7), three years of junior secondary (Standards 8 to 10 with the Junior Certificate as the exit qualification), two years of high school (Standards 11 and 12 with the external Cambridge Overseas School Certificate (GCE O-level) as the exit qualification) and four years of university education. Schooling is not compulsory.

Both primary and high school level education in Lesotho are mainly offered by three churches – the Catholic Church, the Lesotho Evangelical Church and the Anglican Church of Lesotho, although the government pays subsidies and the teachers are employed by the Ministry of Education and Training. In recent years, the government has built a number of high schools.

There is a parallel system to the formal secondary school and higher education system that is offered by technical and vocational education and training institutions, which offer certificates and diplomas in technical education. Some secondary schools offer pre-vocational training and there are some vocational schools for girls only. The percentage of pupils doing technical and vocational education at secondary level is minute – just 2 percent.

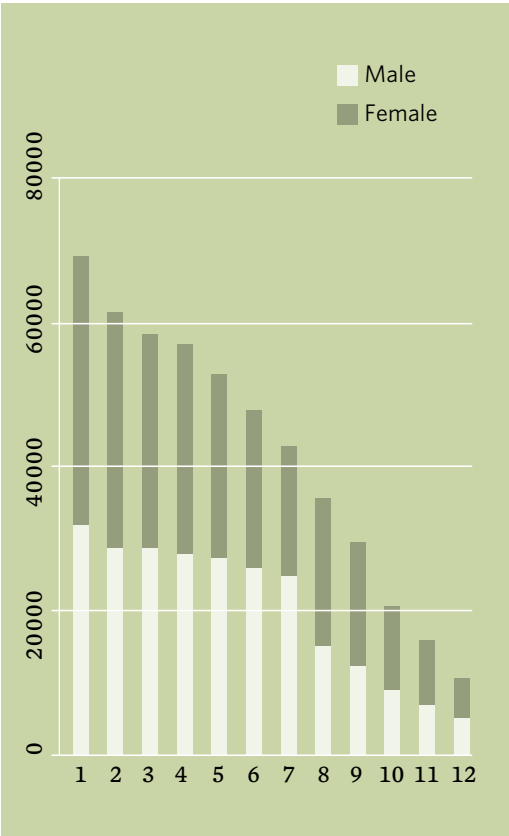
Apart from the University of Lesotho, there are other tertiary institutions such as the National Health Training Centre, Lerotoli Polytechnic and the Lesotho College of Education.

Although the formal education system absorbs between 20-25 percent of the government's budget, it has a very poor throughput resulting in a pyramidal shape for enrolments (only 2 percent of primary school children make it through to tertiary studies) and an inverted shape for expenditure (higher education institutions take up about 24 percent of the education budget).

Currently about 53,000 children enter Standard 1 (99 percent of the age cohort) but from 2000 to 2010 the percentage of those completing the full seven years of primary schooling varied from 60-76 percent (World Bank 2012b). The repetition rate is also high (the percentage of repeaters in all primary grades was 20 percent and in secondary grades was 14 percent). It is particularly bad in lower primary. In 2009, 86 percent of those who reached Standard 7 passed the examination. The situation is exacerbated by dysfunctional management in some schools.

This chart based on Bureau of Statistics (2011) data gives some idea of the enormous dropout rate over twelve years of schooling. Interestingly, girls outnumber boys throughout.

Enrolment standards 1 to 12 in 2009



One of the consequences of this failure to retain learners is that in 2008 only 47 percent of the labour force had completed primary education (Bureau of Statistics, 2008, p. 14). Another is that there is a large number of out-of-school youth.

At and out-of-school children (ages 6 to 12): 2007			
	All	Male	Female
Population	373,000		
At school	401,000	200,100	200,900
Out-of-school	101,000	54,000	47,000

Source: UNESCO Institute for Statistics, 2010

Another consequence of the failure to educate all is the high number of illiterate youth and adults in Lesotho - and the percentage might well be higher than in the table.

Adult and youth illiteracy						
	Illiteracy rate (%)			Number of illiterates		
Total	Male	Female	Total	Male	Female	
Adults (15 +)	10	17	5	131,000	96,940	34,060
Youth (15 to 24)	8	14	2	39,000	33,930	5,070

Source: UNESCO Institute for Statistics database, 2010

There is some provision, through non-formal basic education, for adults and out-of-school youth to receive education that is equivalent to Standards 1-10. This non-formal education is thus an essential component for all those that have been excluded from the formal schooling system. Organised non-formal institutions are referred to as skills development centres most of which are community centres rather than government institutions. They receive minimal support from government. Most of these NGOs decide on their programmes on the basis of sponsorship they get from donor agencies. Most of them offer literacy programmes, HIV/Aids related programmes, economic and political related literacy programmes. There are no benchmarks for non-formal education provision.

3.

POLICY FRAMEWORKS

“Every country should have a comprehensive national youth and adult learning and education policy and action plans”

The existence of adult education policies indicates that a country recognises the importance of the education of adults as a means towards achieving social, cultural or economic development or other goals. It also indicates explicit political commitment to allocating the necessary resources to implement appropriate strategies for adult education (though not necessarily immediately or completely).

Every country should have a comprehensive national youth and adult learning and education policy and action plans (which also provide a comprehensive language policy and support for the creation of literate environments). This policy should be backed by legislation together with strengthened capacity to give effect to the policy. This policy should take into account strategies for poverty alleviation.

The importance of there being actual official policies explains the concern in the Nairobi 2008 *African Statement on the Power of Youth and Adult Learning and Education for Africa's Development* (UNESCO, 2009a, p. 3, 5) that:

Very few countries have comprehensive policies, legislation and strategic plans related specifically to youth and ALE. The lack of these frameworks weakens the linkages between non-formal and formal education and multi-sectoral collaboration and inhibits the incorporation of African perspectives into youth and ALE...

So what policies and strategies (at governance level) exist in Lesotho that support education for youth and adults?

Article 28 of the Lesotho Constitution of 1993 stipulates that Lesotho shall endeavour to make education available to all and shall adopt policies aimed at securing that:

- (a) Education is directed to the full development of the human personality and sense of dignity and strengthening the respect for human rights and fundamental freedom;
- (b) Primary education is compulsory and available to all;

- (c) Secondary education, including technical and vocational education, is made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;
- (d) Higher education is made equally accessible to all, on the basis of capacity, by every appropriate means, and is in particular, by progressive introduction of free education; and,
- (e) Fundamental education is encouraged or intensified as far as possible for those persons who have not received or completed their primary education.

The Ministry of Education and Training (2008) has the following Vision, Mission and Objectives:

Vision – Basotho shall be a functionally literate society with well-grounded moral and ethical values; adequate social, scientific and technical knowledge and skills by the year 2020.

Mission – To develop and implement policies that ensure acquisition of functional literacy among all Basotho and development of a productive, quality human resource base through education and training.

Objectives – Improve access, efficiency and equity of education and training at all levels; improve the quality of education and training; ensure that curricula and materials are relevant to the needs of Lesotho, are consonant with the appropriate standards and gender responsive; ensure that both

vocational-technical and non-formal education programs respond to the needs of industry and the communities in general; develop and implement a common system of regular collection and reporting of information on the current status and future demand and supply, and on priority educational areas in the country; progressively achieve the equivalence, harmonization and standardization of the education and training systems nationally, regionally and internationally; effectively participate in regional and international educational sector development initiatives; promote gender equality and ensure empowerment disadvantaged groups; and address the challenges posed by HIV and AIDS in education and training.

The Lesotho country report for CONFITEA VI (UNESCO Commission Lesotho, 2008) noted that:

Following CONFITEA V in 1997, a lot of strides have been taken in Lesotho to implement some of the agenda set up for action to improve the situation of Adult Learning and Education. One of the first efforts was the development of a policy to guide coordination and implementation of all Adult Learning and Education under a draft National Policy Document on Non-Formal and Adult Education in Lesotho in 1998. Although a number of consultations were held at national level and within the Ministry of Education and Training, this draft policy has never received the final authority to become a policy. It remains a draft policy. However, this draft is always referred to and used for planning purposes.

However, the goals of this draft policy of 2001 were endorsed in the Education Sector Strategic Plan: 2005-2015 (Ministry of Education and Training, 2005, p. 89) and the non-formal education (NFE) goals were to:

- a) Provide literacy, functional literacy education and ICT literacy to adults and youths, focussing more on skills development;
- b) Eradicate ignorance and poverty through the provision of income generation skills aimed at self-employment and job creation;
- c) Provide productive occupational and managerial skills to Basotho people for the purpose of promoting and enhancing efficiency of high quality work;
- d) Sustain environmental and social conditions, which enhance the quality of life, produce responsible citizenship and an ordered society;
- e) Enhance self-reliance and self-sufficiency at individual and at national levels so as to reflect the country's cultural heritage and national aspiration;
- f) Promote creativity in the provision of life skills so as to enhance full participation in societal development; and,
- g) Guarantee healthy living and the reduction of mortality rate among the Basotho people through the provision of NFE programmes that address the primary health care delivery system, eradication of diseases and the creation of awareness about HIV and AIDS.

“NGOs tend to develop programmes that embody international conventions, which the government has signed but has not yet ratified.”

The Education Sector Strategic Plan: 2005-2015 took on the Education for All goal of improving the levels of adult literacy by 50 percent by 2015. Its strategic objectives included:

- Transforming the role of the state and education system structures and functions for facilitating active participation of stakeholders in the lifelong learning processes; and,
- Strengthening partnerships with NGOs, civil society and development partners at community, national, regional and international levels.

And among the targets were:

- Reduction of adult literacy by 50 percent; and,
- Expansion of basic education and skill training for out-of-school learners – conduct studies over the next two years to assess the situation of out-of-school children and based on these studies design NFE programmes that help to bridge the gap between formal and non-formal education.

It also stated that the plans was to (p. 90):

- Complete and approve the NFE policy;
- Establish a fully-fledged NFE department;
- Develop a comprehensive NFE curriculum covering various issues such as agriculture, community development, entrepreneurship, environment, and health, including STIs and HIV and AIDS;
- Ensure that out-of-school youth and adults are enrolled in the alternative basic education programmes;
- Improve delivery capacity of Lifelong Learning; and,
- Create links with formal education programmes in order to share existing infrastructure and expertise.

In its chapter on Lifelong Learning and Non-Formal Education (pp. 88-92), which borrowed heavily from the draft policy document on Non-formal Education and Adult Education, the strategic plan argues that non-formal

education – ‘when effectively managed and funded’ – can offer a viable strategy and is an important tool for ‘poverty alleviation through the provision of skills for self-employment as well as job creation’.

However, the policy document cautions that the government’s role will primarily be a coordinating one and that services will actually be provided by the private sector and other non-state actors.

NFE institutional providers shall source funds for their own activities from various sources while Government grants-in-aid shall be provided on limited scale to motivate good performers in the sub-sector. NGOs and commercial/industrial organizations operating in Lesotho shall be encouraged to extend financial support towards NFE programmes.

Other policies have been developed within the Ministry of Education and Training. While these policies may not all be specifically related to youth and adult education, they are complementary to its principles. They include the draft Non-Formal Education policy (Ministry of Education, 2001), Draft Technical and Vocational Education and Training Policy (2002), the Lesotho National Vision 2020 (2005), Lesotho Poverty Reduction Strategy 2004/05–2006/07, the National Disability Rehabilitation Policy (Draft), the Gender and Development Policy (2006), the National HIV and AIDS Strategic Plan (2006–2011) (2006), the National Policy on Teacher Education and Training

(Draft), the Open and Distance Learning (ODL) draft policy, etc.

Lesotho’s education policies have also been influenced by a number of international instruments that prioritise education, and in some cases include adult education: the Jomtien Declaration, CONFINTEA V and VI, the Millennium Development Goals (MDGs), and the Dakar Framework for Action (UNESCO, 2000) as well as by the regional Southern African Development Community (SADC) Protocol on Education and Training.

Other ministries also have policies that support various forms of youth and adult education, whether formal or informal. These include the National Youth Policy for Lesotho; A New Partnership with the Police: The Lesotho Government Strategy for Policing (1997); the Policy Framework on HIV/AIDS Prevention, Control and Management (1999), etc.

NGOs tend to develop programmes that embody international conventions, which the government has signed but has not yet ratified. For example, the Coalition for Education Forum (CEF) has successfully advocated for a re-entry policy formulation in the Ministry of Education and Training to cater for youth and young adults who dropped out of school due to initiation, pregnancy, early marriage, etc. The ministry now has a policy draft to this effect.

In spite of the many policy references to functional literacy and adult education/non-formal education, the overwhelming impression is that adult education policy is a marginal element of education and development policies in Lesotho. The one specific adult education policy document that exists is in draft form and has not yet been ratified.

Legislation

The Education Acts of 1995, 2002, and 2010 make reference to Education for All (EFA) and the MDGs.

The Technical and Vocational Training Act 1984 regulates technical and vocational education and training, which is the responsibility of the Ministry of Education and Training as advised by the Technical and Vocational Training Advisory Board.

The National Youth Council Act (2008) advocates youth empowerment and a youth parliament.

Several acts refer to various forms of education and training, such as the Chieftainship Act No 22 of 1968, the Local Government Act of 1997, the Police Act of 1998 and the Married Couples Act of 2009.

4.

GOVERNANCE

“In the ministry, there is a one person Inspectorate Office for non-formal education whereas early childhood care and development, primary, secondary and tertiary education all have strategic well-staffed departments.”

The Ministry of Education and Training is responsible for all forms of education but there is no coordinating body or mechanism to oversee education and training that the other ministries offer.

The Ministry of Education and Training is responsible for the management, regulation and provision of education and training. Chief Education Officers head the main departments: Primary, Secondary, Teaching service, Tertiary and Curriculum services, while directors head the Department of Technical and Vocational Training and a department of planning. There is National Curriculum Development Centre where curricula are centrally developed.

In the ministry, there is a one person Inspectorate Office for non-formal education whereas early childhood care and development, primary, secondary and tertiary education all have strategic well-staffed departments. There is no specified budget for youth and adult education.

There is a Technical and Vocational Training Advisory Board that advises the Ministry of Education and Training, which has a Department of Technical and Vocational Training to implement the training policies.

The Lesotho Distance Education Teaching Centre (LDTC) coordinates literacy and continuing education programmes, including those for out-of-school youth and adults.

Two ministries have departments for youth affairs. These are the Ministry of Gender and Youth, Sport and Recreation, and the Ministry of Agriculture.

The Ministry of Gender and Youth, Sports and Recreation has two departments that provide mainly non-formal youth and adult education – the Department of Gender and the Department of Youth. The Department of Youth defines youth as being between the ages of 15-35 – or more specifically 12-15 years ‘developing youth’; 15-25 ‘well developed youth’; and 25-35 ‘young adults’.

Many of the other government ministries provide various forms of non-formal education, such as the Ministry of Labour and Employment (labour offices in each district provide some career guidance and run a skills training centre), Ministry of Justice and Human Rights and Correctional Services (prisoner education and training), Ministry of Health and Social Welfare (public health education), Ministry of Agriculture and Food Security (field services) etc.

The Local Government Ministry is responsible for the decentralisation of government services but generally the ministries have been willing to decentralise activities but very reluctant to decentralise authority. Thus local government structures in the districts are still controlled by the central government structures in the capital.

There are District Officers in all the ten districts of Lesotho, where youth access services on a daily basis and attend workshops, meetings and events.

The variety of educational institutions is administered by directors, rectors and principals who work through academic and administrative structures. They tend to be responsive to government policies and may develop three- or five-year strategic plans. However, the government is not able to monitor their offerings well.

The NGOs that do a lot of the actual youth and adult education provision are legal entities registered with the Law Office. They are governed by Boards, which are usually elected at annual meetings or conferences. The NGO environment is very vibrant with a variety of non-formal education activities involving youth and adults – literacy and adult basic education, civic and voter education, political literacy and economic literacy. NGOs draw up short and long term strategic plans from which they write their annual work plans. Therefore, they are able to measure their performance, evaluate and assess their activities against such plans.

There are a number of NGO umbrella bodies that help coordinate this sector, including the:

- Lesotho Council of Non-Governmental Organisations (LCN);
- Lesotho Association for Non-Formal Education (LANFE);
- Lesotho Youth Federation;
- Lesotho National Federation of Organisations of the Disabled (LNFOD); and,
- Lesotho Cooperative Credit Union League (LCCUL)

In 2007, the Letsema website (www.letsema.org) was set up to map the information on aid providers in Lesotho and records over 600 organisations. However, its main focus is on support to orphans and vulnerable children.

5.

FINANCIAL FRAMEWORKS

As in many countries, getting detailed information on the sources and scale of adult education funding is difficult.

From 1998 to 2005 the Ministry of Education and Training spent 0.77 percent of its annual recurrent expenditure on non-formal education (Ministry of Education and Training, 2005, p. 89). The Education Sector Strategic Plan: 2005-2015 proposed that government would pay 46 percent of 'lifelong learning services' costs in the financial year 2009/2010 and that thereafter the funding gap would widen. This was the result of the government's stated intention to increasingly play a coordinating role rather than one of direct provision.

The Ministry of Education and Training budget for non-formal education (literacy and adult basic education) is only 1.7 percent of the education budget and is largely routed through the Lesotho Distance Teaching Centre (LDTC), which uses about 84 percent of its budget to run youth and adult education programmes (currently about US\$950,000 per annum).

The Ministry of Gender and Youth, Sports and Recreation sponsors the two Skills Development Centres – Matheko Youth Centre (building and carpentry) and Thabana-li-Mmele Training Centre (handicrafts).

“In 2011, the Minister of Finance’s budget speech made no mention of non-formal education programmes when he identified priority areas for sponsorship and the budget also excluded non-formal education.”

The Ministry of Labour and Employment sponsors the Ntlafatso Skills Training Centre at Mohale’s Hoek with about US\$130,000 per annum.

With most of the other ministries it is difficult to get exact figures on youth and adult education and non-formal education budgets or expenditure. In any case, most of this educational expenditure comes from donor agencies.

In 2011, the Minister of Finance’s budget speech made no mention of non-formal education programmes when he identified priority areas for

sponsorship and the budget also excluded non-formal education.

After a number of student (and staff) strikes in 2010 at various university and technical training institutions (mainly over delays in allowances from the National Manpower Development Secretariat) some officials indicated that the government no longer wished to sponsor ‘male-dominated’ institutions.

Prominent donor agencies include: the Global Fund to Fight AIDS, Tuberculosis and Malaria, UNICEF, embassies (Finland, Denmark, etc), foundations (Firelight, OSISA, Stephen Lewis, etc.) and some local organisations (Mineworkers Development Agency, Moliko Trust Fund, National AIDS Commission, Action Aid Lesotho, etc.).

NGOs do not receive any subvention from the government and are therefore heavily dependent on donor funding for the specific activities or programmes donors are interested in. Because donors and international development partners usually set time-lines (from a year to three- or five-years) for sponsorship of an activity, the long-term sustainability of such programmes is normally very weak. For youth and adult education, the reliance on donor funding by both government and NGOs leads to dependency and being hostage to the particular – and changing – enthusiasms of the donor agencies.

The private sector is not playing any significant role in financing youth and adult education.

6.

PROVISION: PARTICIPATION AND ACHIEVEMENT

In many cases it is difficult to distinguish between government and non-governmental provision because, although funding may come from government (and that funding usually comes from donor aid) actual provision may be by NGOs and other institutions and organisations. There are government, non-governmental, faith-based and community-based organisations that cater for both youth and adults.

It is also difficult to distinguish between adult basic education and secondary education provision, including the writing of formal external examinations, even when it is categorised as 'non-formal education' from genuinely non-formal education and training.

The Lesotho Distance Teaching Centre (LDTC) coordinates literacy, numeracy, functional literacy, adult basic education,

adult secondary education and continuing education programmes, including those for out-of-school youth and adults.

Literacy and adult basic education

Current data points to an estimated adult illiteracy rate of 10 percent (UNESCO Institute for Statistics database, 2010) with 131,000 illiterates. However, this may be overly optimistic given the failure of primary schooling to retain all its participants. Notable is the higher level of male illiteracy – 17 percent compared to just 5 percent for females.

Enrolments in literacy programmes from 1999 to 2007 totalled 39,844 learners, most of them (about 70 percent) men. Data from 2010, including from the Lesotho Association of Non-formal Education (LANFE) and other organisations, suggests that the numbers enrolling each year have not grown (and indeed may be in decline).

Literacy and adult basic education (primary school equivalent) is often part of the programme mix at training centres such the Good Shepherd Institute (faith-based), the Hae Learning Centre (private) and the Itjareng Vocational Centre (government).

Literacy and numeracy learners 2010							
District or organisation	Learners		Learners aged 18 +		Wrote examination	Books distributed	Teacher posts
	M	F	M	F			
Thaba-Tseka	1 000	325	617	156	45	1 325	67
Qacha's Nek	924	376	460	140	86	1 300	50
Semonkong	226	100	226		36	326	18
Mafeteng	737	124	302	11	74	861	50
Leribe	356	323	27	3	43	675	44
Sub-Total	3 243	1 248	1 632	310	284	4 487	229
LANFE							
Mokhotlong	807	274	616	7		1 081	48
Quthing	119	26	93	20		145	8
Mohale's Hoek	101	40	99	26		141	8
Sub-Total	1 027	340	808	53		1 367	64
Lesotho Girl Guides Association	56	80	56	80		136	13
Hae learning Centre	50	30	50	30		80	1
Good Shepherd	45		45			45	1
Lesotho Correctional Services	30		2			32	1
Itjareng Vocational Training Centre	20	5	20	5		25	1
Sub-total	201	115	173	115		318	17
Grand total	4 471	1 703	2 613	478	284	6 172	310

“Current data points to an estimated adult illiteracy rate of 10 percent”

Adult Junior and Senior Secondary Education

The Lesotho Distance Education Teaching Centre (LDTC) runs six Junior Secondary courses and seven Senior Secondary Certificate (subject) courses. Students write the Junior Certificate and Cambridge Overseas School Certificate (GCE O-level) (COSC) examinations. Classes are also found at a variety of training centres.

Junior Certificate and Cambridge Overseas School Certificate (COSC) programmes 2010				
District	Learners	Learners aged 18 or under	Wrote examination	Books distributed
Maseru	1 960	139	680	42 762
Leribe	617	20	248	18 236
Mokhotlong	234	12	145	3 011
Qacha's Nek	240	11	184	3 360
Quthing	261	12	94	3 570
Thaba-Tseka	208	7	126	5 031
Sub-total	3 520	201	1 477	75 970
Hae Learning Centre	60	12		
Lesotho Girl Guides Association	54	54	48	
Good Shepherd	26	26	26	
Juvenile Training Centre and Female prison	20	20	12	
Sub-total	160	112	86	
Total	3 680	313	1 563	75 970

It was reported that workbooks and textbooks are needed, while learners need more tutorials and feedback, better examination preparedness, and also need to study for a reasonable period (at least a year) before attempting the examinations. Refresher courses were needed for tutors.

Continuing education and professional development

The Institute of Extra Mural Studies (IEMS) at the University of Lesotho has a range of short courses including on Leadership, Conflict Management, Cooperative Development and Proposal Writing as well various community service projects in sanitation, business training, agriculture (poultry, dairy, horticulture), health (support for the elderly) and HIV/AIDS support.

The HAE Learning Centre, in effect an informal school for people of all ages, offers a holistic service to families and includes people of all ages.

Technical and vocational education and training (TVET)

There are eight post-junior secondary school level technical and vocational education and training institutions. The Department of Technical and Vocational Training (TVD) of the Ministry of Education and Training accredits them, regulates their curricula, and inspects and assesses them (through trade tests).

Two of these, Lerotholi Polytechnic (LP) and Thaba-tseka Technical Institute (TTI) are wholly ministry-run institutions, while the other six are church owned and receive only their teachers' salaries from the government – Bernarda Home Economics, Bishop Allard Vocational, Technical Institute of Leloaleng Trade School, St. Elizabeth Training Institute, St. Mary's Home Economics, and the Technical School of Leribe.

A number of church (10) and private (9) providers also exist in the field of TVET offering non-formal training and traditional apprenticeship.

The Ntlatfatso Skills Training Centre was established in October 1990 by the Ministry of Labour sponsored by South Africa though the Ministry of Foreign Affairs. It was officially handed over to the Lesotho Government in 1992. It was established to provide skills-oriented training for the unskilled, unemployed, school-leavers, disadvantaged youth and adults, and retrenched migrant workers. Trainees are provided with training in bricklaying and plastering, carpentry, plumbing, cookery and catering, panel beating and spray painting and motor mechanics. Courses usually last 12 weeks and 80 students are taken per quarter with roughly eleven students per course. Total enrolment in 2010/2011 was 309 students – 80 percent of them men. The Centre receives about US\$390,000 annually from the Ministry of Labour and Employment.

This centre is the only one that serves the whole country. There are shortages of staff and materials and a lack of staff development.

There are many centres, institutes and NGOs that run a variety of vocationally orientated training programmes and courses at varying levels.

The Bethel Business Development Centre has existed since the mid-1980s to serve high school dropouts. It runs business skills courses in building and plastering, carpentry and joinery, metalwork, welding, solar energy, sewing and knitting, and cookery. Funding from the National Manpower Secretariat ended after the 2010 student strikes because of the government's refusal to continue funding 'male-dominated' institutions of technical education.

The Good Shepherd Institute is run by the Good Shepherd sisters and offers courses in home economics, sewing and knitting, catering and decorations, horticulture and animal husbandry and poultry as well as life skills and counselling. The Itjareng Vocational Centre, which is government funded, works with disabled children and adults and offers metalwork, sewing, agriculture and business skills development. The Skills Centres at Molumong and Mosalia provide training in carpentry, building, plastering and metalwork. Finally, the Taung Skills Centre does carpentry, building, solar energy equipment installation and agriculture.

Other ministries involved in education and training

A number of ministries are engaged in various forms of public education and skills training, most of which can be categorised as genuine non-formal education and training. Quantitative data on participation is available in very few cases.

The mandate of the Ministry of Gender, Youth, Sports and Recreation's Department of Youth is to empower the youth socially, economically, politically and culturally. The ministry has established ten skills training centres called the Lesotho Volunteer Corps where learners are offered training in a variety of skills for which they are certificated to either start their own businesses or to seek employment. Subjects include carpentry, brickwork, leatherworks, metalwork, basketry, sewing, knitting, catering and decorations. These skills centres receive budget allocation from the ministry's budget.

It also oversees a number of associated projects, usually sponsored by donors. However, many of these services given do not reach the majority of those who need the services because of poor information dissemination mechanisms.

Youth Resource Centres (Thakaneng) have been established in Mokhotlong, Leribe, Berea, Mophale's Hoek, Quthing, Qacha's Nek, Morija and Semonkong – covering eight of Lesotho's ten districts. They provide support for entrepreneur-

ship and business planning, life skills, reproductive health education and youth leadership.

Two courses have been developed – ‘Start and improve your business’ and ‘Know about your business’. These are run in the ten skills development centres in the country and are sponsored by the United Nations Development Programme (UNDP), the International Labour Organisation (ILO) and the Ministry of Education’s Department of Technical and Vocational Training (TVD).

The Lesotho Youth Credit Initiative Scheme focuses on providing seed capital for young entrepreneurs. There are pilot programmes in four districts – Leribe, Maseru, Mafeteng and Qacha’s Nek. Funding comes from Commonwealth Youth Credit Scheme.

The ministry’s Social Compact Project targets out-of-school youth and focuses on farming and crafts. The project operates sites in five districts producing mushrooms.

The Mineworkers Development Agency has established the Moliko Financial Trust, a micro-finance body, to run a youth credit scheme along similar lines as that of the Commonwealth Youth Credit Scheme.

Information and Computer Technology training programmes are offered by the private company, Computer Business Solutions. These

programmes focus on job opportunities to enhance youth employability.

Business Management skills programmes are offered by the parastatal, Basotho Enterprises Development Corporation, as well as short skills development courses in such things as sewing, woodwork, beadwork, and hairdressing.

Youth empowerment programmes focus on youth political participation in all decision-making processes at all levels on matters affecting the youth. The National Youth Policy for Lesotho led to the enactment of the Lesotho Youth Council Act 2008, which is expected to implement the idea of a Youth Parliament.

The Ministry of Local Government runs a number of training activities for water committees, contractors, and roads supervisors and runs short agricultural courses for youth and community members but it has little human resource development capacity and local government regulations are still not finalised.

The Ministry of Health and Social Welfare runs public health education projects in each of the ten districts at hospitals, at clinics and at public gatherings, including mental health education, oral hygiene, TB education, HIV/AIDS activities including prevention of mother to child transmission of HIV, nutrition, water and sanitation, emergency preparedness, reproductive health, ante-natal care, and immunisation.

The Ministry of Home Affairs runs a Community Policing programme, which establishes Village Committees (chaired by the local chief) and trains them to organise crime prevention activities in the local community. Members of the police are trained as trainers and six training manuals have been produced. Funding for pilots in four areas came from the British government. Rollout projects, which were funded jointly by the British and Lesotho governments, have been done in 20 areas. Overall about 15,500 people have attended public meetings and around 8,000 have attended training workshops.

The Ministry of Justice and Correctional Services runs education and training for prisoners to help rehabilitate them and prepare them to rejoin their communities. Teaching trades assists inmates to acquire qualifications for job opportunities. The male prisons at Maseru and Mophale’s Hoek run literacy, basic and continuing education classes as well as a range of skills training: carpentry and joinery, stone cutting, building, welding, leatherwork, upholstery and sewing. The juvenile centre at Maseru runs formal schooling and skills training in building, carpentry, handicrafts, tailoring, horticulture and poultry. The female prison runs sewing, grass weaving, crochet, hairdressing, housework and poultry.

Problems facing these training services include the prison sentences not always matching the education and training schedules, the shortages of new

materials, limited funding, and the lack of further education and training for the training officers.

NGOs involved in education and training

Lesotho has an active and vibrant NGO sector, although the scale of the activities undertaken by individual organisations is hard to determine. Many of the NGOs seem to offer the same kind of skills training and it is unclear whether they offer them all independently or use the services of other specialist NGOs in each case.

Lesotho Council of Non-Governmental Organisations aims to build the capacity of NGOs and CBOs and coordinate their work. It provides supportive services (networking, leadership training, information dissemination, etc) and advocacy and representation when dealing with the national and international community. Affiliates cover various fields including agriculture, environment, democracy and human rights, disaster management, health and social development, women and children, and economic justice.

The Lesotho Association for Non-formal Education (LANFE) was established in 1979 as an umbrella body for NGOs involved in non-formal education. The principal goal of LANFE is to eliminate poverty through the creation of more equal opportunities through literacy, adult basic education and various forms of non-formal education. Currently it promotes a number of community development initiatives in districts,

trains caregivers of orphans and vulnerable children, and monitors activities in the districts. It provides literacy and vocational skills training to herd boys and other vulnerable children.

LANFE operates in all the ten districts of Lesotho and in 2002 LANFE's literacy programmes covered 108 villages and about 2,200 learners in 37 learning centres. Each centre covered about three villages. Most of the learning centres are the residences of the 35 animators as in only in a few cases have local leaders provided a building for use as a literacy centre (Morolong et al, 2002, p. 86).

In its programmes, LANFE relies heavily on, and closely collaborates with, the Lesotho Distance Teaching Centre (LDTC) as the major institution responsible for curriculum development, material production and training of facilitators for other stakeholders in literacy and adult basic education.

Ninety percent of the LANFE animators or literacy and adult basic education trainers have not gone through high school, with the highest level reached being two years of secondary school.

The Campaign for Education Forum (CEF) is a national advocacy and lobbying coalition that raises awareness about education policy issues. Its members include: Lesotho Save the Children (LSC), Ha Mantlatilane Rescue Centre, National Association of the Deaf Lesotho (NADL), Re Baratile, Lesotho Girl Guides Association (LGGA), Ratanang Ha Seoli,

Basali Itsekeng Women's Society, Bona Bana, Lesotho Association of Non Formal Education (LANFE), Tsoaranang le Tiee, Non Governmental Organisations on the Rights of a Child (NGOC), Okang Bakuli Support Group, Lesotho Association of Teachers (LAT), Community and Development for Peace Promotion Movement (CDPPM), Lesotho Society of Mentally Handicapped Persons (LSMH), Nchafalo Community Group, Lesotho National Federation for the Disabled (LNFOD), Lesotho Congress for Democratic Union (LECODU), Nkhauhele Child Care and Development Programme, Hlalefang Makaota Support Group.

A good example of a conscientising NGO is Development for Peace Education (DPE), which provides voter and civic education, conflict resolution skills, human rights education, and economic literacy in the context of the need for participatory development and livelihoods generation. Apart from a newsletter (Dialogue – Puisano), which also gets members of parliament to respond to questions from community members, it organises community tribunals to discuss national issues and a National Community Parliament (at which community members can express their views on the national budget allocations).

DPE works with seven councils in the poorest areas (both economically and educationally) in five districts. It is funded by the Finnish embassy, ActionAid Lesotho, the Denmark Lesotho Network,

the Swedish embassy and the Centre for Conflict Resolution (at the University of Cape Town).

The Lesotho Youth Federation serves as an independent forum and advocacy body for youth and supports various forms of capacity building training, including HIV/AIDS activities, democracy and governance, economic literacy, entrepreneurship, and agriculture.

The International Federation of Women Lawyers - Lesotho (FIDA) was established in 1988 by women lawyers who wanted to provide free legal assistance to women who were battered, raped, or who suffered other forms of violence. FIDA runs legal aid clinics and organises meetings, seminars and workshops to educate women about their legal rights. It also implements a mobile legal education programme for communities in the rural areas. In 2006, it produced a simple Paralegal Training Manual in cooperation with the Community Legal Resource Centre.

The Basotho Mineworkers Labour Cooperative supports a range of training and production activities, including business training, farming (poultry and vegetables), leatherwork, candle making, T-shirt printing, and concentrated drinks manufacturing.

Touch Roots Africa (TRA) is a non-profit company founded and registered in 2004, and started operating in 2006. It provides training in skills to care for and support the

growing number of orphans and vulnerable children (OVC) in Lesotho using an integrated and holistic approach, which brings together issues of child protection, child participation, psycho-social support, HIV/AIDS and food security. It works with CBOs, NGOs and service providers in partnership with the National AIDS Commission, UNICEF, the Ministry of Health and Social Welfare, and other government departments, institutions of higher learning, regional agencies such as Regional Psychosocial Support Initiative in Southern Africa, and international agencies such as Firelight Foundation (FLF) and the Stephen Lewis Foundation (SLF).

Touch Roots Africa: Training Statistics (Annual Report 2010)										
Council	Chiefs		Councillors		Support groups		Teachers		Children	
	M	F	M	F	M	F	M	F	M	F
Motanasela	36	29	4	6	66	8	24	13	13	17
Qibing	35	13	4	4	52	6	15	11	11	25
Semonkong	12	6	5	4	29	6	15	16	16	21
Mathula	28	26	5	6	133	8	43	28	28	48
Totals	111	74	18	20	280	28	97	68	68	111

Source: Annual Report 2010

World Vision is a well-known international NGO that works in five areas and is involved in child protection, micro-credit schemes, crop diversification, conservation farming and land reclamation as well as primary health HIV/AIDS education.

The Lesotho National Federation of Organizations of the Disabled (LNFOD) is an umbrella organisation for the disabled operating under the banner of 'Nothing about us without us'. They want to participate in issues on education, health, and social inclusion more than social integration. The organisation makes a clear distinction between the terms 'inclusion' and 'integration'. It is involved in community-based rehabilitation and runs some livelihoods programmes in farming (at Khomo-Khoana and Maputsoe), piggeries and vegetables (at Tebang and Mafeteng) and poultry (at Tajane). It deals with Braille

instruction and materials for the blind. It receives some funding from the Ministry of Health and Social Welfare and foreign donors but current funding does not allow for expansion of activities in a country whose physical environment presents an enormous additional challenge to disabled people. The Federation's recurrent budget for vocational skills, assisting devices and income generating activities is about U\$479,000.

Qualifications

School and technical education examinations are the responsibility of the Examination Council of Lesotho (ECOL) in collaboration with the Technical and Vocational Education and Training Commission.

Lesotho is in the process of finalizing its own National Qualifications Framework in order to bring the country's qualifications into a single framework and to have a quality assurance platform for the education and training provision in the country by which qualifications could be recognised and accepted by employers and various forms of education and training linked to these qualifications. This has been the situation since 2003 when a National Qualification Framework was proposed in a Ministry of Education and Training draft policy document. According to Magau (2005, p. 43):

There appears to be a degree of concern, shared by both officials and donors, that an NQF will be

a major challenge given the limited resources available. There is particular concern that an NQF should not take up resources that could be utilised better in other ways. The role of employer contributions in the new system is also likely to be particularly important.

The absence of a National Qualifications Framework continues to disadvantage those who have acquired skills outside formal technical and vocational institutions.

Quality Assurance

School and technical education examinations are the responsibility of the Examination Council of Lesotho (ECOL) in collaboration with the Technical and Vocational Education and Training Commission. There are external examinations at Standard 7, 10 (the Junior Certificate) and 12 (the Cambridge Overseas School Certificate (GCE O-level).

Little data was available on either monitoring, evaluation or research as applied to youth and adult education. Internet searches discovered some and a number of evaluations are listed in the Lesotho country report for CONFINTEA VI (UNESCO Commission Lesotho. 2008, pp. 19-25) but most are somewhat dated.

Overall there is clearly a problem of capacity for collecting, recording, analysing and disseminating data on youth and adult education.

“Overall there is clearly a problem of capacity for collecting, recording, analysing and disseminating data on youth and adult education.”

7.

PRACTITIONERS AND PROFESSIONAL DEVELOPMENT

The Lesotho College of Education (LCE) trains conventional schoolteachers and a number of qualifications are available:

- Primary Teacher Certificate (PTC) [obsolete]
- Secondary Teacher Certificate
- Diploma in Primary Education
- Diploma in Education (Primary) (DEP)
- Diploma in Technology Education

At the National University of Lesotho, the Institute of Extra Mural Studies (IEMS) offers certificates, diplomas, degrees and Masters level training in adult education via distance education.

Ninety percent of the LANFE animators or literacy and adult basic education trainers have not gone through high school. They usually receive some training at workshops.

Organisation	Number of adult educators	
	Full-time	Part-time and volunteer
Lesotho Distance Teaching Centre	105 permanent	100 part-time tutors 238 literacy teachers 60 part-time writers
Lesotho Association for Non-formal Education (LANFE)	61 animators	5 monitors
Institute of Extra Mural Studies (IEMS)	20 full-time	186 part-time
Central Correctional Services	14 full-time	5-8 youth volunteers 7-10 volunteer inmates
Hae Learning Centre	4 full-time	
Lesotho Girl Guides Association (LGGA)		8 volunteers
Total	204	609

Source: Lesotho country report for CONFINTEA VI (UNESCO Commission Lesotho. 2008, pp.18) – but it is a very incomplete list

8.

CONCLUSIONS: THE CHALLENGES REMAIN

Youth and Adult Education faces great challenges in Lesotho, which has failed to rebuild and reinforce adult learning and education as had been anticipated post-CONFITEA V in 1997 – let alone rise to the challenge of CONFITEA 2009 (UNESCO, 2009b).

It is firstly a big challenge to plan for youth and adult education when the country is struggling to get its conventional schooling system to function appropriately. There are also difficulties in programmatically distinguishing out-of-school children of primary school age from out-of-school youth of secondary school age and from genuine adults. In the context of the HIV/AIDS situation, there are young children who are now effectively heads of households.

Secondly, Lesotho faces a big challenge in relation to youth unemployment, which is partly a result of the failure of the school system to retain youth and partly the result of global trends that highlight the importance of the knowledge economy (where having 53 percent of your workforce not having completed primary education is a severe handicap). There is a simple lack of technical and industrial training facilities in the country.

Thirdly, Lesotho faces a looming problem of having a male population that is significantly worse educated than its

female one. Threats to end sponsorship of various education and training institutions because of the danger of male students striking is simply going to exacerbate the problem.

Fourthly, although there have been various attempts at co-ordination (particularly in the NGO sector), there are no structures that can effectively co-ordinate, monitor, assess, and evaluate provision of youth and adult education services and attempt to bring them to scale. The lack of coherent, accessible data on provision further hampers efforts.

Fifthly, the funding of youth and adult education remains a big challenge. Currently youth and adult education is almost completely sponsored by the donor community. There is lack of government commitment to set aside a sufficient quota of the national budget for youth and adult education and non-formal education activities. Every ministry, every institution and every organisation has to seek donor funding to undertake any form of adult education. This scenario is not only unsustainable, but it perpetuates dependency, powerlessness and submissiveness. Although the partnership between the government, NGOs and other partners in provision is, in an obvious sense, good, it has the downside of decreasing government responsibility for provision in accordance with the Constitution.

Sixthly, although the NGO sector is vibrant and diverse, it is not clear that the scale of its youth and adult education operations is adequate.

And finally, the greatest challenge is the lack of an official, adopted policy for Youth and Adult Education in Lesotho – it is a component that has no home.

9.

RECOMMENDATIONS

The recommendations emanating from this study have taken cognisance of the list of general recommendations made in the African statement on the power of youth and adult learning and education for Africa's development at the CONFINTEA VI Preparatory Conference in Africa in Nairobi in December 2008.

Policy, legislation and governance

1. Lesotho needs a comprehensive youth and adult education policy document to ensure co-ordinated and accountable provision.
2. Government should establish a Ministry of Lifelong Learning (that would encompass adult and non-formal education) with an appropriate budget.

Data and research

3. Data from youth and adult education providers must be standardised
4. All youth and adult education providers should be encouraged to develop their own capacity to supply the standardised data.

Quality assurance, monitoring and evaluation

5. Strenuous attempts must be made to ensure that information about quality, monitoring and evaluation is disseminated more widely.

Funding

6. Government should consider the institution of a skills development levy on the private sector to finance training and entrepreneurship development.
7. There should be renewed attempts by all sectors to ensure sustainable funding of youth and adult education and the accountable and transparent utilisation of the funds.

Programme and project duration

8. The time-line for agricultural, income generating community projects should be extended beyond the usual three- or five-year periods to allow for a deeper internalisation and ownership of the initiative by communities and to guarantee long-term sustainability.

Qualifications frameworks

9. The establishment of the National Qualifications Framework is long overdue. The speedy establishment of this framework will assist and the alignment of youth and adult education provision and qualifications.
10. More accessible progression routes from one level of skill competence or knowledge acquisition to the next should be developed.

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The Open Society Initiative for Southern Africa (OSISA) is a growing African institution committed to deepening democracy, protecting human rights and enhancing good governance in southern Africa. OSISA's vision is to promote and sustain the ideals, values, institutions and practice of open society, with the aim of establishing a vibrant southern African society, in which in which people, free from material and other deprivation, understand their rights and responsibilities and participate democratically in all spheres of life.

www.osisa.org



dvv international is the Institute for International Cooperation of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V., DVV). Its main objective is the promotion of development through cooperation in youth and adult education. The domestic and international work of *dvv international* is guided by a commitment to human rights and the Institute's principles on the promotion of women and gender equality. *dvv international* supports non-formal and out-of-school education programmes that provide young people and adults with life-skills training that serve functions that complement formal education and training and compensate for their deficiencies. *dvv international* operates on a worldwide basis, with more than 200 partners in over 40 countries.



The Campaign for Education Forum (CEF) is a coalition of diverse independent and voluntary organisations, non-governmental organisations, community-based organisations, faith-based organisations, teacher unions, trade unions and their federations that have a stake and interest in education. It is a non-political and non-profit making organisation. It unites civil society in the common pursuit of the right to relevant, compulsory and free quality basic education for all, with emphasis on publicly funded education. CEF's vision is the attainment of the Millennium Development Goals and the achievement of Education for All goals by 2015 through partnership between the government, civil society and development partners. Its mission is to promote access to relevant quality education as a human right for all in Lesotho.



Youth and Adult Learning and Education in Lesotho:

Many countries in southern Africa are facing a critical and growing challenge – how to provide an education that meets the socio-economic needs of their bulging youth populations. Primary school drop-out rates remain high across the region so many children and youth end up outside the education system. Unable to return to school or to access technical and vocational education, they end up without the necessary skills to prosper in a world that is increasingly dependent on knowledge.

And there are very limited ‘second chances’ for these children and youth to learn in adulthood since the adult education sector also faces serious difficulties. Funding remains low, while gaps in policy formulation and implementation mean that the sector cannot adequately meet the current needs of the region’s adults – let alone the needs of the burgeoning population of out-of-school youth.

The right to education for every child, youth and adult is fundamental. Great strides have been made towards universal primary education along with increased participation in secondary and tertiary education, reduced gender disparities, and some steps towards addressing the needs of marginalised groups, children with special needs and indigenous people. But despite these gains, a lot still needs to be done in the youth

and adult education sectors if southern African countries are ever to meet the demands of all the uneducated and unskilled youth and adults in the region.

It is within this context that this research study was commissioned by OSISA in collaboration with dvv international to create an up-to-date map of the current state of youth and adult education in five southern African countries – Angola, Lesotho, Mozambique, Namibia and Swaziland – and to highlight critical gaps and provide recommendations to address them.

This report on Lesotho is part of that regional study and is based upon research conducted in the country in 2010 and 2011 with the support of the Campaign for Education Forum (CEF). The purpose of the study was to gain a deeper understanding of the current delivery of education and training for out-of-school youth and adults and to identify the effective institutions, educational practices, stakeholder collaboration and networking that will improve its quantity and quality. It is hoped that this report can challenge Lesotho to further strengthen its youth and adult education policies and make suitable institutional and financial provision to meet the educational needs of its youth and adult citizens.