COL in the Commonwealth

2012–2015

Lesotho
Acknowledgements

All COL Education Specialists and their Programme Assistants as well as CEMCA colleagues have contributed to the development of the country reports which make up the volume *COL in the Commonwealth* 2012-2015 *Country Reports*. This country report is an excerpt from the volume. The following people are thanked in particular for their role in the design and publication of these reports.

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Foreword

COL in the Commonwealth: 2012-2015 Country Reports summarises COL’s activities over the last three years (2012-2015) and captures what we have achieved in each Member State and across the Commonwealth.

This volume is the result of a collaborative process that began in 2011 with extensive partner consultations. Following these consultations, a Country Action Plan was developed to guide COL’s work in each country. The reports contained in this volume describe the implementation of these plans and highlight COL’s achievements during this three year plan.

The reports cover all Member States of the Commonwealth, showing not only what COL has done in developing countries but also how its work aligns with the international development priorities of Australia, Canada, New Zealand and the United Kingdom. The reports are grouped under four regions: Africa and the Mediterranean, Asia, the Caribbean and the Pacific. Each regional section contains a brief regional report as well as the reports for each country within that region. The Pan-Commonwealth section describes COL’s Initiatives, under the two sectors: ‘Education’ and ‘Livelihoods and Health’. The reports for this triennium categorise COL activities according to our five core strategies: partnerships, capacity, materials, models and policy, in order to better present how our work contributes to outcomes. ‘COL in Action’ highlights real life examples to illustrate how COL’s work impacts on people, groups and institutions in developing countries.

Most of the initiatives that COL pursued during this triennium are showing demonstrable results in expanding and improving opportunities for education and training, building healthier communities, helping rural communities achieve greater prosperity, and contributing to skills development. As the external Impact Evaluation report states: ‘COL has had a major impact on individuals including farmers…faculty members, institutional leaders in formal and non-formal learning, selected policy makers and educational administrators’ (S. Murgatroyd with J. Tully, 2015). The external Outcome Evaluation concludes that ‘all the Initiatives moved successfully forward, on time and within budget’ (N. Kemp and G. Farrell, 2015). Both evaluations confirm that COL is highly respected and well regarded in the field.

The production of COL in the Commonwealth: 2012-2015 Country Reports was made possible through collective effort and collaboration. Partners on the ground have diligently provided updates to COL. COL staff have tracked and assessed results obtained from partners through a thorough monitoring and evaluation process. COL’s advanced knowledge management systems have enabled us to capture information from numerous sources and synthesise this into the reports that make up this volume. I must particularly commend Alexis Carr for her diligent work in filtering the masses of raw data and converting them into a coherent and meaningful narrative.

Professor Asha S. Kanwar
President and Chief Executive Officer
Commonwealth of Learning
Lesotho is a small Commonwealth state with a largely rural population of about 2 million. Lesotho faces distinct challenges in economic development and education. The country has become a strong COL partner and has contributed to COL’s budget since 2006.

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications
- Address the special needs of landlocked countries and small island developing states

**COL’s Work on Lesotho’s MDG Targets**
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting open and distance learning (ODL) are underway
- VUSSC is helping to improve accessibility of higher education for small states like Lesotho

**Agreed Priorities**
- Build capacity to develop materials
- Build capacity at the technical and vocational levels to develop more flexible skills delivery methods
- Improve livelihoods, especially through the use of cellphones to promote livelihoods in the areas of health, farming and tourism
- Support human resource development in business and entrepreneurship at the tertiary level
- Research capacity-building for teacher education

**Quick Notes**

**COL Focal Point:**
- Dr H. Manthoto Lephoto, National University of Lesotho

**Areas of COL’s Work in Lesotho:**
- Open Schooling
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Healthy Communities
- Technical and Vocational Skills Development (TVSD)
- eLearning
- SADC-CDE Regional Centre

**Outcomes Achieved by COL**
- Print-based content in five subjects adapted for Moodle
- Eleven new VUSSC courses made available
- COL Review and Improvement Model was applied
- Institutional Quality Assurance Policy drafted
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education and Training (MOET)
- Ministry of Health and Social Welfare
- Lesotho College of Education
- Lesotho Distance Teaching Centre (LDTC)
- The National University of Lesotho
- Lerotholi Polytechnic
- St. Elizabeth Training College

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Monitoring and Evaluation for VUSSC
- Community Learning Programme Developer’s Certificate
- Capacity-building for teacher educators in Sub-Saharan Africa
- Integrating a Gender Perspective in the Development of Learning Materials

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Moodle course materials
- 11 new VUSSC courses made available
- Commonwealth Certificate for Technology Integration for Teachers (CCTI)

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- COL Review and Improvement Model

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- Draft Institutional Quality Assurance Policy
- Draft Institutional ODL Dual-Mode Policy

**HIGHLIGHTS**
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Lesotho was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Lesotho. The following areas were identified:

- Capacity-building in ICT skills, especially Notes Master training
- Training in the use of cellphone technology to support programmes in learner support
- More capacity-building in use and development of OERs
- Introduction of the programme of Livelihoods and Health, relating to healthy communities, especially with the challenge of HIV
- Use of the accreditation and standardisation tool for all levels of training, not just higher education
- Application of the Monitoring and Evaluation (M&E) system
- Capacity-building at the technical and vocational level to develop more flexible skills delivery methods
- Promotion of human resource development in business and entrepreneurship at the tertiary level

**LOOKING FORWARD: 2015–2021**
Appendix: COL’s Activities in Lesotho

PARTNERSHIPS

COMOSA (Commonwealth Open Schools Association)
In March 2014, COL met with Mr Vincent Sechaba Seutloali, Director of Lesotho Distance Teaching Centre (LDTC), and Ms Keratile ‘Matiisetso Thabana, Principal Secretary, to discuss the introduction of the Basic IT Skills Training for Teachers and to follow up on a possible COMOSA activity to introduce online platforms.

VUSSC (Virtual University for Small States of the Commonwealth)
Lesotho is a member of VUSSC. COL is providing ongoing support to Leretholi Polytechnic, St. Elizabeth Training College and the National University of Lesotho (NUL) to offer VUSSC courses through their institutions.

INVEST Online Community Learning Network
COL supports an INVEST online community of practice called the Community Learning Network (CLN), which currently has 1,182 members. One member is from Lesotho and is engaged in informal learning and collaboration.

Southern African Development Community – Centre for Distance Education (SADC-CDE)
COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Ms Bothephana Makhakhane and Dr Mamolete Delina Mohapi of the NUL.

Regional Focal Points Meeting
Mr Vincent Sechaba Seutloali, Director of the LDTC, represented Lesotho at the meeting.

Regional OER Policy Forum
From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Bothephana Makhakhane attended the forum.

VUSSC Interlocutors Meeting
The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Dr Mamolete Delina Mohapi of the National University of Lesotho represented Lesotho at the meeting.

SADC-CDE Meetings
The SADC-CDE Advisory Board Meeting was held in Lesotho on 18 September 2012 and approved the Strategic Plan for 2012–2015. Ms Keratile ‘Matiisetso Thabana of the Ministry of Education and Training (MOET) is the current Chair of SADC-CDE. SADC-CDE held its annual Board meeting, represented by six countries on 23 May 2013. The Board meets on a rotational basis to review its activities of the past year, approve new activities, and direct the operations of the Centre. Mrs Mapaseka Kolotsane, Deputy Permanent Secretary, attended the meeting. On 17 to 18 March 2014, COL attended the SADC-CDE Advisory Committee meeting in Mauritius. Ms Keratile ‘MatiisetsoThabana of MOET represented Lesotho at the meeting.
COMOSA Planning and Theory of Change

Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from September 30-October 3, 2014. **Vincent Seutloali** of LDTC participated in the meeting and workshop.

**CAPACITY**

**Monitoring and Evaluation for VUSSC**

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The workshop was opened by the Hon ‘Makabelo Priscilla Mosothoane, Minister of Education and Training. The objectives of the workshop were to:

- enhance the capacity of Interlocutors and implementers in M&E;
- provide a framework to institutionalise M&E; and
- collect data on VUSSC activities.

Attending the workshop were Dr Mamolete Mohapi and Dr Mpoeakae Maruping of NUL; Dr H. Manthoto Lephotho of NUL and COL Focal Point; Dr Michael Nkhoboti of the Lesotho College of Education; and Mr Leseme Moreke of the Ministry of Health and Social Welfare.

**Community Learning Programme (CLP) Developer’s Certificate**

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, one participant from Lesotho was trained. In February to March 2014, two participants were involved in the training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, one participant from Lesotho received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, one participant (a woman) from Lesotho received training, resulting in a completed CLP plan.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, one participant (a woman) from Lesotho received training, which will result in a completed CLP design document.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

**Integrating a Gender Perspective in the Development of Learning Materials**

In November 2014, COL conducted a dedicated session through VUSSC on integrating a gender perspective in the development of learning materials in Lesotho. The session was attended by 28 representatives of higher education institutions in Lesotho.

**Capacity-Building for Teacher Educators in Sub-Saharan Africa**

NUL has been selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which will kick off with a workshop in Singapore from 4 to 8 May 2015. NUL is sending two participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

**MATERIALS**

**Moodle Course Materials**

In collaboration with the Ministry of Education, Lesotho and COL, 10 teachers and faculty members of LDTC were trained during a face-to-face workshop in August 2012 to adapt their print-based content in five subjects in Moodle. Participants developed assignments that can be used in online courses, with post-workshop support from a COL consultant. These courses, when completed, will be freely available as OER in the Moodle learning management system.

**New VUSSC Courses**

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor Degree in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.
**VUSSC Postgraduate Diploma in Education**

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. COL also brought in a Gender Consultant who spent two days facilitating a gender workshop for VUSSC, covering six broad areas to enhance the capacity of educators for the development of gender-inclusive content. Mr Elias Phokoje attended the workshop.

**Commonwealth Certificate for Technology Integration for Teachers (CCTI)**

Two modules in the Commonwealth Certificate for Technology Integration for Teachers (CCTI) were completed by 25 educators.

**MODELS**

**COL Review and Improvement Model (RIM)**

**NUL** completed the COL Review and Improvement Model (RIM) implementation to improve the quality of its programmes and systems in June 2013. The institution achieved a threshold level in overall quality assurance rating and is in the process of drafting its institutional quality policy.

**POLICIES**

**Quality Assurance Policies for Open Schools**

A Quality Assurance (QA) Workshop was held in Zambia in March 2014. Based on the workshop, participants drafted QA policies. Ms Anna Maieane and the late Mr Mcebisi Tyhali, LDTC, participated in the workshop. A QA Policy was developed for LDTC.

**Draft Institutional ODL Dual-Mode Policy**

A COL consultant visited Lesotho in February 2015 to facilitate the first roundtable for the development of a draft ODL dual-mode institutional policy for **NUL**. The next roundtable to validate the ODL dual-mode policy will be conducted in April 2015.

**OTHER**

**Contribution to COL Publication**

The late Mr Mcebisi Tyhali of LDTC contributed a chapter titled “Developing OER: The Perspective of the Teachers from Lesotho” to the book *Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities*, published by COL.
LEARNING FOR DEVELOPMENT

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

VISION: To be the foremost global agency that promotes learning for development

MISSION: To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches

CORE STRATEGIES: Partnerships, capacity, materials, models and policies

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