A Curriculum Development Process:
The Lesotho Experience

by

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A CURRICULUM DEVELOPMENT PROCESS: THE LESOTHO EXPERIENCE

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ABSTRACT

This study reviews and analyses the curriculum development process in Lesotho during the first decade of independence (1966-1978). Information for the study was collected in the summer of 1980 when the writer was in Lesotho on a home attachment programme sponsored by the Canadian International Development Agency. The focus of attention is on the process, not the structure, of curriculum change.

The introduction outlines attempts to reform the educational system from shortly after independence in 1966 to the 1978 National Seminar on Education. During that time successive committees were appointed to effect change, culminating with the launching of the National Dialogue on Education.

Chapter II explores the inadequacies of the colonial educational system, its organizational structures, financial and material resources, "wastage", examinations and curriculum content.

Chapter III traces the process of change during the first phase of curriculum reform, highlighting a number of initial measures. It follows the metamorphosis of committees from the embryonic curriculum unit of 1966 to the full-fledged National Curriculum Development Committee (1977).

Chapter IV discusses preparations for the National Dialogue. Significant features of the modi operandi included the use of traditional Lipitso (public and open meetings) in addition to questionnaires; consultants were drawn from sister African countries; procedures and criteria for representation at the seminar are fully explicated.
Chapter V focuses on the proceedings of the culminating seminar, presenting overviews of public opinions considered therein.

Chapter VI evaluates the context of curriculum change in Lesotho; it interprets the crude statements of parents' aspirations and expectations into five broad aims of national education. It emphasizes the role of teachers in curriculum development and comments on the place and type of foreign aid in curriculum development.

Chapter VII recommends a model for curriculum design consisting of three elements: aims and objectives; selections of curriculum content; evaluation procedures. It addresses the need for a fully expounded national philosophy from which the goals of education can be derived. Zambian "Humanism" and Tanzanian "Socialism" are cited as illustrations. Finally, the notion of free and compulsory basic education of flexible duration is propounded as an alternative for Lesotho.
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CHAPTER I

Introduction

This project is essentially a historical and descriptive account of the curriculum development process in Lesotho from shortly after independence in October 1966 up to, and including, the three-day National Seminar on Education in May 1978. As a former high school teacher who participated in the National Dialogue as one of the two official rapporteurs for the Seminar, and as a university lecturer with a keen interest in educational matters generally, the writer not only observed the curriculum development process in question but was actively involved in some aspects of it.

During the period mentioned above many frantic and often poorly coordinated efforts were made to rectify disturbing weaknesses in Lesotho's educational system as a whole. Some of the more obvious changes implemented after independence were, to mention only a few, reducing the duration of the primary cycle from eight to seven years; introducing the policy of automatic promotion in primary and secondary schools to cope with the overcrowding which resulted from repetition of classes; the mushrooming of new secondary and high schools to cater to the ever-increasing number of primary school leavers; and the abolition of the post-primary teacher training programme (the Lesotho Primary Teacher's Certificate) with the aim of improving the level of education for prospective teachers.

Despite the spate of curriculum changes, no attempt has been made to date to review in systematic and comprehensive manner the process underlying those changes. Attention has tended to focus almost exclusively on the directions and structures of change per se. In this
report, "the lens is reversed" (Toffler 1980, p. 4), and attention is focused mainly on the process; on the various committees established to initiate changes in the curriculum; and on the strategies underpinning those changes. Evaluative and interpretive analysis is limited to the last two chapters of this report. However, because the process and the structure of change are inalienable and "each casts light on the other" (Toffler 1980, p. 4), some structural changes are inevitably cited as these shed light on the curriculum development process.

Approximately half-way through the period under review it was realized that initial post-colonial reforms, while adequate for immediate needs, did not go far enough; that they were essentially superficial, with an overall impact similar to that of moving objects around in a box but not altering the box itself -- "moving around the furniture in a box whose walls had been firmly and unshakably built" (Katz 1973, p. 27). What was required, it was argued, was a more deliberate and long-term view of education in Lesotho, extending up to the year 2000; and the preparation of an action plan based on that forecast. It was further recognised that in order to be viable and creditable the forecast and plan of action had to take full account of public opinion. In other words, what was required was, to return to Katz's metaphor, "to knock down the walls of the box instead of tinkering with what is inside" (p. 25).

During the years under discussion the United Nations International Children's Emergency Fund (UNICEF) had agreed to support a primary school curriculum programme in Lesotho. Those in the Ministry of Education responsible for implementing the UNICEF-assisted project came
to the conclusion that it would be more profitable to fit that curriculum programme into a more comprehensive structure which went beyond the immediate confines of that project. A consultant in the person of Hugh Hawes, Senior Lecturer in the Institute of Education at London University, was invited to Lesotho to produce a framework for the implementation of the UNICEF curriculum programme. Hawes agreed that advantage should be taken of the UNICEF project to develop a much wider policy framework. He further proposed that in order for that policy framework to be accepted it had to be based on some national consensus on the substance of educational reform.

Given this prevailing viewpoint within the Ministry and, as was to be discovered later, within Government as a whole, it required no persuasion to convince all concerned of the need to launch a national dialogue on education. Indeed, the Ministry felt that to focus the dialogue only on the primary curriculum would be too restrictive both to the people and to the Ministry itself. Consequently, two committees - one dealing with policy and the other with primary curriculum - were merged and jointly charged with the responsibility of setting the National Dialogue in motion. As conceived, the Dialogue would entail country-wide discussions with the people with the objective of discovering what the people believed should form the basic tenets upon which to base Lesotho's educational system and the machinery or strategies for its operation.

Besides following the course of the curriculum development process up to the launching of the National Dialogue, this report reviews the procedures used in conducting the Dialogue itself. The chief traditional
method of assessing public opinion at the grass-roots or village level in Lesotho is through the system of Lipitso (public and open meetings) which is as old as the Sotho nation itself. The Lipitso (pronounced dip'its'o) were in this case to be supplemented by other channels of communication such as newspapers, panel discussions on radio, questionnaires and meetings with various groups of educators on the one hand, and national, regional or local administrative, religious, business and developmental groups on the other.

Overviews of public opinions collected at Lipitso and through questionnaires form an important part of this report. The opinions themselves cover a wide spectrum of topics in education, such as language policy in schools, objectives and content of curricula, community participation in education, financial and administrative bases of education, teacher training and professionalism, as well as procedures or methods of assessment, evaluation and promotion of pupils from grade to grade and from one cycle of education to another.

Contrary to expectations, the people were not only vocal in their expression of opinion but they seemed to have taken time to consider their views, and to have measured the likely effects of a number of alternatives that they saw open to those responsible for decision-making in education. They clearly demonstrated that they had learnt that all was not well with copying foreign systems in their raw form, no matter how impressive or glittering such systems might have appeared. Parents wanted the educational system, inter alia, to build a Sotho nation with its own unique identity and typical way of life. They demanded that maximum benefit be derived from whatever national or individual
investments were made in education. In particular, they demanded a synchronised system of education, co-ordinating the formal with the non-formal programmes and providing education from the cradle to the grave.

The National Dialogue on Education constitutes a significant milestone in the curriculum development process in Lesotho during the period under review. Hence this report devotes considerable space to detailing the criteria and procedures used in organizing the Lipitso and the National Seminar with which the Dialogue culminated. It is hoped that this exposition will facilitate assessment not only of the outcomes of the National Dialogue but also of the procedures followed by those who organized that historic episode.

The final chapters of the report, viz. six and seven are, as noted earlier, evaluative and interpretive. Not only are some significant aspects of the curriculum development process as traced in the previous chapters analysed but the context of curriculum change as well as some political, economic and pedagogical factors influencing curriculum design and implementation are high-lighted. In particular, the crucial role of teachers at all stages of curriculum development is emphasized. It is, of course, also appreciated that these added responsibilities on the part of teachers imply and assume improved levels of education and professional training, sensitivity and integrity for teachers as well as other supportive cadres.

Chapter seven, viz. Conclusion offers a number of suggestions relating to the educational system as a whole. In particular, the urgent need for an explicitly defined philosophy of life, education and
development is stressed for a young and emergent African state like Lesotho. The view adopted in this regard is that conventional wisdom or intuition is not enough as the sole basis for a national education system. A strong case is further made for the need to consider the notion or framework of a basic education of flexible duration which is free and compulsory for every child in the country.
CHAPTER II
Why Curriculum Reform?

2.1 A Legacy of Organizational Structures

The pattern of educational development, particularly the history of the organizational structures which facilitated the provision of education in Lesotho, coincides with the history of the establishment of Christian churches in the country, beginning with the Paris Evangelical Missionary Society (PEMS) in 1833. At that time a meaningful partnership between the people, the government of the day, and the churches was not possible. For a meaningful partnership can exist only when and where all the parties are fully committed to one common course. In this case the people, because they knew little or nothing about Western formal education, could not but play a passive role.

The colonial government, on the other hand, knew that it had to play a more active role in the provision of education. Consequently, it established a few government-controlled primary schools and initiated a grant-in-aid scheme to meet the churches part of the way in running their educational institutions. This situation had changed very little, if at all, at the time of independence in 1966. A glaringly conspicuous feature of the organizational structures in force then was the absence of the people's voice in the process of providing education. In the meantime, however, the public at large had become increasingly conscious of their rights generally, and more specifically of the need to participate actively in matters pertaining to the education of their children.
More than ten years after Lesotho's independence, church influence is still a factor to reckon with, perhaps for some time to come a factual sine qua non, in the country's educational system. This becomes clear if and when one bears in mind the amazing fact that literally all primary and almost all secondary or high schools are owned and run by the churches (the government-controlled primary schools having been phased out after independence!). Judging by the differences in policies, standards, patterns and quality of control practised by the three main agencies, viz. the Lesotho Evangelical Church (LEC), the Roman Catholic Church (RCC), and the Anglican Church of Lesotho (ACL), one might as well talk in terms of three educational systems, each with its own organizational structure.

Despite the rather disconcerting situation just described, it has to be stated in no uncertain terms that the keenness of the missionary groups to set up schools in all parts of the country has sine dubio given Lesotho a headstart in education; that it has contributed abundantly to the general readiness of the people for development work. Having said that, one must hasten to add that however adequate this system of education, together with its organizational structures, might have been for missionary and colonial purposes, it has been found grossly lacking in the development of certain skills and attitudes consonant with the needs and obligations of an independent and self-governing people.
2.2 Financial and Material Resources

Schools in Lesotho were, and for the most part still are, poor and ill-equipped. The Ministry of Education figures on the seating provision in 1975 indicate that 90,000 children (40.9% of the primary enrolment) attended school sitting on the floor. The Primary Research Unit observes in the report of its sample survey of primary schools (1975) that:

"In most schools there was furniture for only the upper classes. Long rigid desks for five children (each) were common in these; however, only 16% of the schools had any furniture at all in standards 1 and 2".

The situation was more complex than might appear at a glance. For one thing, if the kind of desks mentioned above, or any type for that matter, were provided there would certainly not be enough room for all the children! The problem, therefore, called for more radical and widely embracing curriculum reform over and above simply exploring avenues for bilateral and charitable aid or urging the design and dissemination of blueprints for cheap, functional and easily constructed furniture.

Closely linked to problems of furniture and equipment was that of storage. In many classes no storage facilities existed; in others they were inadequate, being limited in most cases to one cupboard which, more often than not, would be crammed full of antique and inappropriate books -- an ill-advised gift from a foreign aid programme. Provision of minimum storage facilities had, therefore, to form an integral part of any meaningful curriculum reform in those circumstances.
Of even more concern, however, was the situation in regard to school equipment and textbooks. All primary schools charged some form of school fee varying from 50c to over M2.00 (M1.00 being approximately equal to $1.50). In most cases, though, the fees were spent on maintenance of buildings, on cooks’ pay (there was a mid-day meal which was heavily subsidized by the Save the Children Fund), and on contingency funds, leaving little or nothing for teaching and sports equipment.

The situation regarding prescribed textbooks was no better. Parents bought books and exercise books as per lists issued by individual headteachers (though Catholic schools had a common list). The price of books varied, often unwarrantably high in remote areas particularly where the books were not sold by mission bookstores. But few parents bought all the books recommended, and still fewer bought them all at once. Moreover, parents were far more likely to buy books for higher classes than lower ones. Thus a situation frequently occurred whereby a child had books 5 or 6 of an English or Mathematics course without ever having had the use of books 1, 2, 3 or 4. Predictably, many such children would be totally at sea with the books in front of them in class. A crisis situation obviously existed in regard to these matters and, not surprisingly, demands were being made for a workable policy towards the provision of common minimum equipment essential for schools. Rational curriculum development, teaching and learning could not be expected to take place under such conditions.

2.3 Wastage in the Educational System

The term 'wastage' implies a value judgement of certain operations of an educational system and there may be some who disagree that total
loss can be ascribed to the years a drop-out spent in school or to repeating a grade. In terms of implicit educational intention evident in the organization of educational cycles and in the setting of educational goals, the system in Lesotho during the reform period was characterized by two types of wastage. The first of these was the instance of the drop-out. With education neither free nor compulsory, the primary cycle (at times the very first years of that cycle) was terminal for most children, leaving only 14% of the pupils to proceed to the secondary level (Matekane 1978, p.2).

According to the statistician in the Ministry of Education, the rate and pattern of drop-out was generally as depicted in the following table:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DROP-OUT PER 100</th>
<th>CUMULATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14.8</td>
<td>14.8</td>
</tr>
<tr>
<td>2</td>
<td>6.4</td>
<td>21.2</td>
</tr>
<tr>
<td>3</td>
<td>12.7</td>
<td>33.9</td>
</tr>
<tr>
<td>4</td>
<td>10.2</td>
<td>44.1</td>
</tr>
<tr>
<td>5</td>
<td>15.7</td>
<td>59.8</td>
</tr>
<tr>
<td>6</td>
<td>16.1</td>
<td>75.9</td>
</tr>
<tr>
<td>7</td>
<td>18.9</td>
<td>94.8</td>
</tr>
</tbody>
</table>

As these figures indicate, 33.9% (14.8 + 6.4 + 12.7) of the enrolment dropped out before they reached what is generally regarded as the threshold of literacy. A contributing factor that has to be borne in mind in interpreting the drop-out phenomenon in Lesotho, however, is that in some areas of the country, especially in the mountain regions, some primary schools did not go beyond Grade 3 and distance could prevent pupils from continuing the cycle in other schools.

The second type or component of wastage in the educational system was repetition of grades by the pupils who failed the end-of-the year
examinations. Despite the official introduction of the policy of automatic promotion early in the 1970's, reports from heads of schools indicated that in 1977 14.5% of available places in primary schools were taken up by repeaters. A point to remember here is that some of the pupils who repeated, especially at the grade 7 level, did so not because they had failed the examination, but to improve their passing class in the primary leaving examinations to gain admission into the very competitive secondary level.

In view of these conditions the educational system was under fire for being elitist in that it was oriented more towards higher levels of education which were beyond the reach of the majority of the children. Those who dropped-out or for some other reason could not proceed into the secondary cycle had two main handicaps: they were in most cases too young (at 13 or 14 years of age) to be employed in any meaningful way; secondly, they were not equipped with any functional skills for life in the country. Demands were therefore being made for a curriculum which, among other things, defined specific levels of mastery that could be attained along the way so that children who left school early could have proven attainment in functional literacy in Sesotho, in numeracy and in some practical skills.

2.4 Examinations and Curriculum Content

One of the major criticisms of the system of education in Lesotho during the period of interest was that the system was examinations-dominated. Too much content was expected to be covered by all pupils in time for the final examination; very often teacher and children were
in such a hurry to cover ground that they neglected the processes which were really important in education; the syllabuses were too rigid, with no indications of priorities and no allowance for alternatives or local variations.

The examinations served as effective barriers which the child had to cross or overcome to survive in the system; the pupil moved up the educational ladder only in so far as his or her intellectual performance -- or rather the evaluation made of it -- and his/her social, economic and cultural background permitted. Thus the main products of the system were "failures" (those who had been forced out of the system) and "passes" (those who could regurgitate undigested doses of content or facts on the examination day to the satisfaction of the examiner).

In an attempt to grapple with the problem of examinations the government introduced the policy of automatic promotion in schools. According to that policy formal examinations were abolished except for the primary leaving examination at the end of Grade 7, the Junior Certificate (J.C.) examination at the end of Grade 10, and the Cambridge Overseas School Certificate (COSC) examination at the end of Grade 12. All three examinations were external, the primary leaving examination being set by the Ministry of Education, the JC examination by the Examination Council of Botswana, Lesotho and Swaziland, and the COSC by the University of Cambridge Local Examinations Syndicate. As can be expected, those staggered examinations were not themselves immune from the same severe criticism that had been leveled against yearly examinations.
As regards the curriculum content itself, a popular criticism was that the educational system, though allegedly designed for an African setting, was not conducive to the promotion of a typically Sotho consciousness; that it was independent of, and irrelevant to, the context in which it operated, thereby giving the image of "an alien thing, torn from a European environment and set down in a society to which it was unrelated ..... (that it was) divorced from the local and national communities and failing to prepare the school child for life within them" (Thompson 1968, p. 15). To support this view, critics pointed out that much content of the syllabuses and textbooks for History, Geography and English were foreign to the environment, interests and needs of the children; that there was little relationship and coherence not only between the subjects taught but also between what the children learned in school and the other learning to which they were exposed outside the school.

The foreign language demands of the primary programme in particular were unrealistic. Few children could read the English in their prescribed English books and fewer still the English in the Mathematics and Science books. As a result, a dangerous sort of pseudo-literacy was encouraged. Moreover, children were frequently asked to learn reading in a foreign language before they were proficient in the skill in their own language, with the sad result that they frequently mastered reading in neither.

Taking their cue from Nyerere's insightful, and then often-quoted 'Education for Self-Reliance' (1967), those who demanded curriculum reform further indicted the educational system in Lesotho for failing
to inculcate true ideals of citizenship and service to a society "in which progress is measured in terms of human well-being, not prestige buildings, cars or other such things, whether privately or publicly owned" (Nyerere 1967a, p. 7). In this regard the system was chastised specifically for betraying the parents who had invested in the education of their children; for the more educated the children became, the less likely were they to return to the village to work, set examples and generally contribute to the well-being of their parents and villages. Instead, the educated children went to work and live in the urban areas where they had more chances of employment in the clerical jobs for which their education had, ironically, suited them.

Much of the criticism against the educational system in force at independence in Lesotho found wide publicity in the media. 'LANTA Echoes', a short-lived but seeringly critical mouthpiece of the then active Lesotho African Native Teachers' Association, offered particularly informed opinion on the strengths and weaknesses of the educational system. Because of its heavy emphasis on mastery learning, the system was accused of being too bookish, of encouraging a white-collar-job mentality and a contempt for manual labour. Justification for such criticism was easily adduced from the low priority accorded manual labour -- which was often used as a form of punishment -- and from the manner in which cultural, creative as well as practical activities were undervalued and treated as frills in the system.

All in all, the criticisms of the educational system and its curricula cited above pointed to a mismatch or incongruity between school and society in Lesotho, and that mismatch had been inherited
holus-bolus at independence. Proponents of change were therefore calling for a re-appraisal, in effect a revolution, in the educational system to bring it in line with post-independence developments in the country; they were urging that education should decolonise itself, be relevant and responsive to the needs, challenges and aspirations of an independent, sovereign and rapidly developing Lesotho.

With the passage of time, and as the optimism and lofty expectations aroused by independence sobered, it became clear that a crippling weakness of the educational system in force then was the lack of a comprehensive policy base and overall direction. As a result of that basic shortcoming, whatever changes had been made tended to be of an ad hoc nature and were often indifferent to other actions or factors elsewhere in the country. It was mainly the realization of that state of affairs that led to the launching of the National Dialogue on Education.
CHAPTER III
The First Phase of Curriculum Development

3.1 The 1967 Primary Syllabus and Experimentation

After 1967 the impetus for curriculum change gained momentum and intensity as concerted efforts were made to tackle the ills afflicting the educational system (see Chapter II above), and also because the primary syllabus introduced in that year laid a firm and better defined foundation. The Ministry of Education, in loco parentis, had decided to design a long-term educational plan which would involve the government, the people at the grass-roots level, and the voluntary agencies interested in education. This realization of the importance of involving all stakeholders at the planning stages of curriculum development marked a radical departure from past practice, particularly to the extent that it gave due recognition to the role of the parents.

In actual practice, however, only the educators were involved in the revision of the previous syllabus. The Ministry of Education had invited criticism and contributions from the following bodies only: the newly established and government-sponsored National Association of Lesotho Teachers (NALT) in which both primary and secondary school teachers were to be represented; the teacher training colleges (there were seven of these at the time, all owned by the churches); the School of Education at the then University of Botswana, Lesotho and Swaziland (UBLS); and the inspectorate. The implementation of the new syllabus was in turn to be undertaken jointly by all these groups of educators.

At the district level the dissemination of curriculum materials and the orientation of the teachers to the new syllabus was channeled
through the four educational and administrative circuits:

1. Northern Circuit: Butha-Buthe, Leribe* and Berea
2. Eastern Circuit: Qacha's Nek* and Mokhotlong
3. Central Circuit: Maseru*
4. Southern Circuit: Mafeteng, Mohale's Hoek* and Quthing

The starred districts above formed the headquarters for their respective circuits and had an education officer assigned to each of them to co-ordinate the work of the School of Education personnel, the inspectors and the teacher trainers operating in the circuit.

The overriding perspective and focus of the 1967 primary syllabus was intended to give children appropriate education with the following underlying objectives or guiding principles:

a) literacy in Sesotho;
b) basic knowledge of English;
c) elementary numeracy;
d) basic but comprehensive introduction to the history, geography, cultural values and workings of their society;
e) acquisition of the practical skills necessary for earning a living in the country.

At the same time a UNESCO planning mission had been engaged to produce a comprehensive and fairly detailed plan for inclusion in the first overall economic and social five-year development plan for the country. Some of the recommendations submitted by that UNESCO commission were implemented concurrently with the 1967 primary school syllabus. Perhaps it should be noted here that the 1967 primary syllabus has remained in force to date, and that it has never been evaluated.
3.2 The Curriculum Unit: an Embryo

In due course the Ministry of Education decided that there was urgent need for establishing a curriculum unit which would form the hub of all curriculum debate and activity in the country. At the same time a team of tutors from the constituent colleges of the University of Durham Institute of Education were invited to Lesotho through the British Ministry of Overseas Development. Their assignment was to undertake the implementation of the 1967 primary syllabus by preparing the teachers through inservice teacher education and training (INSET).

British assistance in the INSET program continued for a period of nine years altogether (1968-76). However, as the Lesotho requests for such help gradually changed in the face of emerging needs over that period, the nature and type of the courses was continually being adapted to meet the local requirements. The pattern of change in focus or emphasis could, at the risk of simplification, be highlighted or outlined as follows:

3. The Experimental Schools Project (1971): this scheme was intended specifically to implement a policy of developing a number of strategically situated schools as 'models' or pace-setters and curriculum reform centres. Initially 40 schools were identified for this project, but only 12 were eventually chosen for participation.

The twelve schools carried out a co-ordinated experiment in 'child-centred' education. What particularly distinguished the project from earlier ones was the realization that curriculum change ought to
involve the whole school and its organization. Appreciation of that fact led to whole staffs, and not just individual teachers, of the participating schools being regarded as the proper unit or nucleus for training and education in the new methods.

4. The introduction, in 1975, of the idea of teacher-training in what were to become "teacher centres", with an increasing emphasis on local leadership while the Durham tutors acted only in an advisory capacity. The centres were established in Hlotse for the Northern circuit, Maseru for the Central and Eastern circuits, and Mohale's Hoek for the Southern circuit. They were to be organized by three inspectors designated by the Ministry and who would work under the supervision of the Co-ordinator of the Experimental schools.

5. The Curriculum Materials Production Workshop: this 1976 workshop was organized at the special request of the Ministry, and the materials produced were subsequently tried out in a number of primary schools. They were revised and further developed by the Primary Curriculum Research Unit under the supervision of a British Overseas Development Administration (ODA) adviser who had been assigned to Lesotho since 1974. It was this exercise, together with the appraisal survey of 37 primary schools, that led to the invitation of Hugh-Hawes to advise the Ministry on a systematic development of the school curriculum for Lesotho.

3.3 The Primary Curriculum Panel and Subject Panels.

The Primary Curriculum Panel was formed in 1974 and assigned the task of initiating the curriculum development process. Despite their
vague terms of reference and though they did not meet regularly until
towards the end of the year, the members of the panel did write papers
and issue a comprehensive development plan. As part of a needs
assessment exercise, in 1975 the panel carried out a survey of schools,
investigating basic facilities, observing teaching and collecting teachers' views on curriculum development. A full report with a number of recommendations resulted from this survey, and for some time thereafter formed the basis for much curriculum study and discussion.

As a result of the panel's recommendation, a number of subject panels were established and began working late in 1975. However, the line of demarcation between the duties of the Primary Curriculum Panel and those of the subject panels was very thin and often blurred. Ideally, the Primary Curriculum Panel had an advisory function on curriculum development in general, while the subject panels were engaged specifically to define objectives and develop syllabus guidelines for their respective school subjects. The subject panels were constituted according to the following categories:

1. English 5. Practical Activities
3. Sesotho 7. Environmental Studies
4. Social Studies

Shortly after their establishment, the subject panels augmented the Curriculum Unit and together formed a larger nucleus for curriculum development. One of their first contributions was a major trial package for the Grade 7 level. The materials in the package consisted of both teachers' guides and pupils' textbooks. They were tried out
in four different schools with five teachers and two hundred and thirty pupils altogether. The main objectives of the trial package were to:

a) give members of the Curriculum Unit experience in writing curriculum materials and working closely with teachers in the process;

b) assess the practicability of an integrated and environment-based approach in fairly typical school situations.

In an effort to achieve these objectives a series of workshops were organized for the group beginning early in 1976. The workshops concentrated mainly on the production of teaching and learning materials, and the teachers who participated in them took back revised materials to try out in their classrooms. The other members of the Unit who were not themselves involved in teaching subsequently engaged in follow-up visits to the schools where the materials were being 'hot-housed'.

The Curriculum Unit also made an analysis of the primary leaving examinations questions. The main finding or criticism here was that in Social Studies and Science particularly there was still considerable emphasis on the knowledge of technical terminology, and on the rote learning of a large body of specific but unrelated facts without any attempt to indicate their significance or relevance to current life situations of the pupils. That finding brought home to the members of the Curriculum Unit the legitimacy of their second objective, i.e. the intent to develop an integrated and environment-based approach to the production of curriculum materials.
3.4 The Primary Research and Development Unit

As a result of its strong bias in favour of research, the Curriculum Unit soon evolved into a new body designated as the Primary Curriculum Research Unit. Its functions were reformulated and redefined into the following:

1. "Research and implement work in curriculum development.
2. Review and revise syllabuses.
3. Design new syllabuses as appropriate.
4. Produce teaching materials for use in the implementation of new syllabuses and in co-operation with appropriate subject experts.
5. Evaluate and validate new materials using the experimental schools as hothouses.
6. Introduce new curriculum materials into schools" (Minutes of Curriculum Unit Meeting of 30th June, 1976).

The effectiveness of the Primary Curriculum Research Unit was, however, frustrated by frequent staff turnover: expatriate staff left, and the local practicing teachers were not enthused or enticed because they derived no financial benefit or any other recognition for their services in that committee.

When it finally reconstituted, the Primary Curriculum Research Unit had metamorphosized into the National Curriculum Development Centre, with a new scope of responsibility embracing all levels of school curricula. Plans were immediately set afoot to give this new body a physical presence in the form of a large administration building. The significance of the establishment of this new arm of the Ministry of
Education, and on such a serious and large-scale basis, for the curriculum development process in Lesotho cannot be over-emphasized.

The National Curriculum Development Centre was established before a clear, well-funded and long-term policy had been established, and there was an acute shortage of qualified local manpower to staff it. It can, however, be said that the establishment of the Centre marked the end of the era of haphazard experimentation that had characterized curriculum development up to that point. Due weight and legitimacy was soon added to that significant step when in October 1976 the Project Identification Mission (A Lesotho/Unicef Joint Evaluation Mission) designated curriculum development as the first priority for the Ministry of Education. The Project Identification Mission itself had been established specifically to identify and place into priority projects in order to avoid duplication of effort and to facilitate procedures for seeking and procuring much needed international or foreign aid.

About the middle of 1976 the Lesotho Government submitted a project proposal to UNICEF for the funding of the first five years of the National Curriculum Development Centre. The proposal was well received and indication of probable support immediately given. According to the proposal and initial agreement thereto, UNICEF would finance the cost of materials, equipment, transport and the running of courses, workshops and conferences; while the World Bank would fund the construction of a composite building for the National Curriculum Development Centre.
3.5 The Curriculum Committee

As already pointed out (see 3.4 above) in 1976 the Ministry of Education had received UNICEF's support to obtain the services of a consultant to help in the drawing up of a detailed plan for the UNICEF assistance in primary school curriculum development. For three weeks in March of 1977 Hugh Hawes, assisted by officers of the Ministry, collected and collated information to produce his report. The Hawes report, titled Primary School Curriculum Change in Lesotho -- UNICEF's Commitment in Context, was submitted to the Ministry in April 1977.

In response to that report the Ministry set up another committee, later called the Curriculum Committee, to:

i) examine and advise on the operational plan for the UNICEF-funded primary curriculum development project in the light of the Hawes report;

ii) prepare the way for a major national forum on the purposes and content of education in the country.

The Curriculum Committee was to be a high-powered committee, and its membership was made up of the following persons:

Permanent Secretary for Education - O. Seheri (Chairman)
Education Planner - J. P. Lebona
Central Planning and Development Office representative - G. Rockcliffe -- King.
Principal Education Officer - S. Baholo
Institute of Education, National University of Lesotho - T. S. Thelejane
National Teacher Training College representative - S. Molokeng
(later replaced by Ms. M. Maloba).
Parents' representative - D. Mphuthi (Mrs)
Curriculum Centre, Ministry of Education:
   i) Curriculum Adviser - S. Vivian (Secretary)
   ii) Director of Curriculum Centre - C. M. Bohloko
   iii) Member of Curriculum Unit - E. Moima (took over as
        secretary after Stan Vivian's departure)
President, Association of Secondary Schools' Headmasters and
HeadMistresses - W. M. Buku (Co-Chairman)

At its inaugural meeting, held in the Board room of the Ministry of
Education on April 25, 1977, the Committee considered its Terms of
Reference and decided as follows:

1) that the National Conference/seminar should concern itself
   with both primary and secondary levels of education;

2) that through a series of weekly meetings, the Committee should
   proceed to a thorough study of the UNICEF project proposal document
   and the Hawes report.

In July 1977, the Committee produced a report of its study of
the two documents. It strongly supported Hawes' recommendation that
a seminar be held in October of that year to get the opinions of
Basotho on the system of education, the nature of improvements,
innovations and adaptations they wished the system to incorporate,
integrate and reflect.
CHAPTER IV
Preparing for the National Dialogue and Seminar

4.1 Briefing Sessions

In view of the sensitive nature and history of the development of educational facilities in Lesotho, the Curriculum Committee decided to invite certain key stakeholders for special briefing sessions. The purpose of the sessions was to explain the nature, objectives, scope and modi operandi of the National Dialogue. The groups of people and agencies invited for that kind of briefing are outlined below.

1. Educational Secretaries: each of the three main churches and proprietors of schools (see 2.1 above) has an Educational Secretary responsible for all its schools. This individual acts as a liaison officer between the church and the government on educational matters. At the meeting with this group the Permanent Secretary for Education made it unequivocally clear that ownership of schools was not an issue within the scope or terms of reference of the Dialogue project as envisaged. That particular clarification was deemed essential in order to allay the fears of the churches who were, and continue to be, prone to regard any major innovations in education as surreptitious attempts by the government to take over the schools.

2. Managers of Schools: this group was invited at the special request of the Educational Secretaries. Most managers of schools in Lesotho are clergy in charge of the missions of the various churches. As clergy, they are held in high esteem and reverence by the people; they wield considerable influence among the general public. Consequently,
their confidence and support for the anticipated National Dialogue had to be won; otherwise the success of the project would be in jeopardy.

3. **The Association of Secondary Schools' Principals:** after the first Minister of Education unscrupulously dealt a blow to the once powerful and progressive teachers' organizations, this association became the only active and credible teachers' voice in the country. The *raison d'être* for briefing them was that they should carry word back to their respective schools, thus ensuring input and co-operation from teachers in the all important process of the National Dialogue. Because of their leadership role in the community teachers could be instrumental in disseminating information and spearheading discussion on the salient features of education in the country. In the past their services had been depended upon for such important national business as the census and general elections.

4. **Education Officers and School Inspectors:** these officers were expected not only to take part in organizing *Lipitso* but also, as representatives of the Ministry in their circuits, to be adequately informed about all the facets of the educational dialogue; they were to assist by all means at their disposal to ensure the success of the project. For instance, it was expected that some people would turn in completed questionnaires at the nearest Education Office; and that it would be important for the officers to handle and forward such documents expeditiously.

5. **District Development Committees:** this group would be entrusted with the crucial task or responsibility of convening *Lipitso.*
They were deemed the appropriate administrative vehicle to use for that purpose in view of their composition, which was made up of the following members:

- District Administrator (Chairman);
- Community Development Officer (Secretary);
- Principal and Ward Chiefs;
- District Heads of Departments; and
- Electoral Constituency Representatives.

4.2 Publicity

The Curriculum Committee decided that it would be proper for the Permanent Secretary, as the top executive officer in the Ministry of Education, to usher in the Dialogue on Education with a statement over Radio Lesotho, the national radio station, and a press release (see Appendix A for the full text of the latter). In both statements, to which the Curriculum Committee contributed substantially, the Permanent Secretary conceded that the education system in Lesotho was inadequate; that for the situation to improve it was essential that

"all the Basotho, including all the purchasers and uses of the products of the Lesotho education system, be given the opportunity to express their views, needs, aspirations and expectations" (Seheri 1977, p. 1)

cconcerning what type of education system they wanted and expected for the maximum benefit of their children and the country as a whole.

The main thrust of the two statements was to alert the people to the ways in which the National Dialogue on Education would be conducted, and to urge them to participate by attending lipitso to voice their opinions; by writing their comments, criticisms and suggestions to
the national newspapers or directly to the Curriculum Committee; and by responding to the questionnaires they would be receiving in due course. The Permanent Secretary reiterated the concern of the Government and people of Lesotho since independence, i.e. "to improve both the efficiency and the effectiveness of Lesotho Education system so that it may be better prepared to fulfill the vital task set for it" (Seheri 1977, p. 2).

An important section of the Permanent Secretary's press release described sources from which ideas for educational aims and objectives should be derived. He suggested that one of such sources was the analysis of the particular culture and society which the educational programme served: what its problems, needs and requirements were, and therefore what it demanded of individuals living in it. The analysis of society, he argued, should lead to the consideration of the competencies and qualities necessary to sustain a culture and to survive in it.

Both the radio broadcast and the press release gave prominence to the role of the Seminar that would form the climax of the National Dialogue project. That seminar was envisaged as a forum in which a representative body of Basotho from all social, political and administrative levels would review the opinions expressed by the people. It was hoped that the participants at the seminar would reach some consensus on what the nation wanted for its schools. Such an agreement would then be submitted to the "curriculum developers" for use as a frame of reference for the reformulation and redefinition of the national education system and its curricula.
As part of the publicity process, the proprietors of various newspapers in the country were requested, and they readily accepted, to give the press release wide and repeated publicity in both official languages, and to provide special columns for the Dialogue on Education. A series of panel discussions and interviews with various people were scheduled on different aspects of education; special radio programmes were mounted to explain the need for a relevant national education system and to whet the people's interest in the issues and factors involved in designing such a system for Lesotho.

4.3 Lipitso

With the blessing of the government, 'Operation Lipitso' began in October 1977 and carried through to the second week in March 1978. The meetings were mapped out by the District Development Committees piloting the National Dialogue project. A total of fifty-one public and open meetings were held at central and easily accessible venues according to the following roster:

-- seven meetings in each of Butha-Buthe, Leribe, Maseru and Mafeteng districts;
-- five in each of the districts of Berea, Mohale's Hoek and Quthing; and
-- four each in the mountainous districts of Mokhotlong and Yacha's Nek.

In an attempt to ensure validation and credibility of results, a concerted effort was made to adhere strictly to a uniform procedure at all the meetings. The District Administrator, by virtue of his position
as the representative of the government, and the Senior Education Officer in his capacity as the Ministry's top man-on-the-spot in the district, chaired the meetings alternately. The discussion provost itself was organized so that a member of the Curriculum Committee initiated the discussion with an explanation of the purpose and objective of the National Dialogue, raising some issues the participants might wish to address, detailing the format of the questionnaire, generally provoking ideas and challenging the audience.

Each pitso had two rapporteurs: a member of the Curriculum Committee and an Education Officer who, apart from being well-versed in the objectives and workings of the National Dialogue, was regarded as having his pulse in harmony with the local people. The various opinions, statements, observations, criticisms and suggestions were recorded on the spot and later transcribed systematically under identified headings. The final item on the agenda was always the distribution of the questionnaires to those present and also for their relatives and friends who had not been able to attend.

4.4 Papers for the Seminar

The seminar had been rescheduled for May 15th-17th 1978, which allowed only two months after the completion of 'Operation Lipitso'. It was proposed that stimulating discussion papers, based largely on the opinions collected at Lipitso, and through questionnaires had to be produced for the seminar.

The first paper, titled An Overview of the Opinions Arising from Lipitso - A Very Brief Summary and produced by Charles M. Bohloko, was
a synthesis of the reports compiled by the rapporteurs during Lipitso. The second paper, similarly titled *An Overview of Salient Opinions Expressed by Some Basotho When Answering Questionnaires* and edited by Wellington M. Buku, was the result of a three-tiered process. First, some members of the Primary Curriculum Unit were engaged to make an exhaustive list of the answers in the questionnaires. Secondly, the services of some students from the National University of Lesotho were enlisted to classify and slot the answers under a number of identified headings. The third stage, carried out by the Research and Evaluation Unit of the Lesotho Distance Teaching Centre, involved the sorting out of the questionnaires district by district to determine the number of questionnaires returned per district.

In addition to the papers that dealt with opinions from the general public, it was decided that a major paper which contextually analysed the existing education system in Lesotho would be informative and helpful to those attending the seminar. Odilon M. Seheri, then Permanent Secretary for Education, was entrusted with its production.

4.5 Consultancy

The Curriculum Committee decided that the National Dialogue would be enhanced by the attendance and active participation of consultants from other independent African countries. It was argued that, rather than for Lesotho to attempt to reinvent the wheel, it would save time, effort and money to look at what models had been developed and tried out in other countries with conditions similar to those of Lesotho; to adapt and integrate suitable aspects of those models to Lesotho's own peculiar conditions.
Invitations were extended to a number of select African educators, and three outstanding scholars accepted to attend the seminar. They were (i) Dr. Babs Fafunwa, Professor of Education at the University of Ife, and Director of the Teaching Service Commission in Nigeria; (ii) Dr. Gilbert P. Olouch, Director of the Kenya Institute of Education; and (iii) Dr. Barnabas Otaala, Director of the Kenyatta College of Education in Kenya.

The consultants were expected to share the benefits of their experience and expertise in their fields of specialization with the seminar participants; to monitor the progress of the seminar, making sure that the original objectives of the seminar were not lost during the deliberations; to present papers on themes pertaining to curriculum development and any other aspects on which those attending the seminar might need enlightenment; to advise on ways to ensure that maximum benefit was derived from the seminar and other aspects of the National Dialogue.

The choice and availability of those three scholars proved to be more than fortuitous. The Teaching Service Commission of Nigeria, of which Babs Fafunwa is director, tallied very well with the newly-founded Teaching Service Unit (TSU) in Lesotho. Moreover, seminar participants would benefit from Professor Fafunwa's insightful studies and extensive experience on the Yoruba Project in the use of the mother tongue as a medium of instruction in a multi-lingual African context.

The Kenya Institute of Education, under the directorship of Dr. Olouch, serves as the curriculum development centre in Kenya. It is a semi-autonomous body functioning under the Ministry of Education,
and works closely with the University of Nairobi as well as with the subject panels whose members are drawn predominantly from serving teachers. Gilbert Olouch's input would therefore be invaluable.

Apart from his position as Director of the Kenyatta College of Education, the Uganda-born Dr. Otaala heads the Department of Educational Psychology at Kenyatta University College. He is well-known for his pioneering studies on concept formation in African children; and his experience in child development in an African context and in designing relevant learning experiences for children would be of immense benefit to the seminar.

4.6 Representation at the Seminar

The guiding principle for determining representation at the seminar was that delegates should as much as possible reflect a wide cross-section of public opinion; that they should be mandated by a comprehensive section of Basotho from all walks of life. The Prime Minister later emphasized this aspect in his opening remarks at the seminar in these words:

"It is true that plans in the past have tended to devolve on our technocrats, be they indigenous or foreign, and to disregard testing public opinion ..... Now that we have tried our hand at planned development and achieved some modicum of success, it is imperative that the views of the people be sought when we construct our plans. ---We hope that this seminar and the dialogue that preceded it will provide the opportunity for the people to share their opinions with us, and to give us good counsel for successful educational planning in Lesotho" (Chief Leabua Jonathan, 1978, p.3).

Pursuant to the principle of fair and equitable representation of the various sections of the people of Lesotho and of the international
and foreign organizations operating in the country, the curriculum committee drew up the following list (rearranged in alphabetical order here) of those who would be invited to attend the seminar:

1. British Council
2. Cabinet Office
3. Canadian International Development Agency (CIDA)
4. Central Planning and Development Office
5. College of Chiefs
6. Consultants (see 4.5 above)
7. District Administrators
8. District Representatives
9. Educational Secretaries (see 4.1 above)
10. Government Ministries
11. Interim National Assembly
12. Lerotholi Technical Institute (LTI)
13. Lesotho Council of Women
14. Lesotho Distance Teaching Centre (see 6.5)
15. Lesotho National Development Corporation (LNDC)
16. Managers of Schools (see 4.1 above)
17. National Association of Lesotho Teachers (NALT)
18. National Manpower Development Secretariat
19. National Teacher Training College (see. 6.5 below)
20. National University of Lesotho (NUL)
21. Police Public Relations Division
22. Primary School Teachers (2 from each district)
23. Secondary and High Schools' Principals
24. Student Representatives (2 each from the NTTC and NUL)
25. United Nations Development Program (UNDP)
27. United States Information Service (USIS)
CHAPTER V

The National Seminar on Education

5.1 Logistics

The programme for each day of the seminar was divided into two main sections (see Appendix B for agenda). The first part, under the joint chairmanship of Messrs. M.T. Mashologu (Vice Chancellor, N.U.L.) and O. M. Seheri (Permanet Secretary, Ministry of Education) consisted of open plenary sessions in which papers on the theme for the seminar, viz. "What should our children learn?" were presented. The official rapporteurs for all plenary sessions were Messrs. L. B. J. Machobane and B. P. Mosisidi (both full-time Lecturers in the Faculty of Humanities at N.U.L.). There were eight plenary sessions altogether.

The second part of the day's programme was set aside for group discussions by seminar participants. Each group was assigned a specific topic or aspect of the theme which might or might not have been addressed in the preceding papers. The group discussions were manned by elected chairmen and a number of official recorders (mostly education officers) were appointed to each group. At the end of each day the chairmen met with the consultants, the conference monitors and members of the Curriculum Committee to review the day's proceedings and to plan for the next day; the conference rapporteurs also met to compile their reports for the day.

The language of the seminar was Sesotho and interpreters were assigned to each of the external consultants. However, all the main papers were delivered in English, with Sesotho versions available for
whoever needed them. The Production Services and Information Unit, manned by staff of the Ministry, were in charge of the translation, typing and duplication of all materials for the seminar. The official opening of the seminar was performed by the Honourable the Prime Minister, Chief Leabua Jonathan, on Tuesday 16th May; while the closing speech was given by Albert S. Mohale, then Minister of Education.

During the closing ceremony a surprise statement supposedly prepared by the Educational Secretaries was read by Fr. Motanyane of the Roman Catholic Church. In it the Educational Secretaries disassociated themselves from the deliberations and any resolutions or recommendations of the seminar; they alleged that the seminar was a calculated move by the government to take over the schools from the churches. In his closing remarks the Minister of Education repudiated those disclaimers, refuted and dismissed their claims as unfounded and alarmist. He pointed out that the Educational Secretaries had been consulted in the special briefing sessions that preceded the National Dialogue; and that so far nothing had come up to support those allegations.

5.2 Overview of Public Opinions from Lipitso

As stated earlier (see 4.4 above) there were two papers that dealt with opinions arising from the general public. In his paper on the opinions collected at Lipitso Charles Bohloko articulated the main objective of the Education Dialogue in these words:

"In this regard, the Government is among other things seeking direct mandate from the people on the type, content and organization of education needed by the nation at this stage of development" (Bohloko 1978, p. 1).
The opinions themselves varied understandably according to the socio-economic, educational, political and religious backgrounds of the people who expressed them. Bohloko slotted and discussed those opinions under the two main headings of (1) Aims and Objectives, and (2) Areas of concern about the existing system of education.

With respect to the first category above, the aggregation of public views suggested certain characteristics concerning the school outcomes which the school system should be seen to pursue. These were summarised in Bohloko's paper as follows:

1. The ability to communicate in both Sesotho and English at the end of the pupil's first cycle of education. This competency in the four skills of communication (listening, speaking, reading and writing), together with fluency in numeracy or reckoning, was a common emphasis.

2. The agrarian public (subsistence as well as large-scale farming community) were pressing for a new sort of training and opportunities for country life that would give youngsters a sense of joy and possibilities in farming.

3. Business and labour communities were insisting that the school, in association with other institutions in the community, should undertake the classical function of apprenticeship. In this instance they were in fact calling attention to the apparent gap between school programs and the world of work, and also to the shortage of places in secondary schools - the level from which they drew their manpower.

4. Patriots of every stripe were calling for the "sesothonization" of school programmes. They saw the transmission and preservation of culture as a function of schools. Yet others in this bracket, conscious
of the dynamic and effervescent nature of society, saw the transformation of culture as another function of education. This group also emphasized the love of country with a sense of involvement in its well being; pride in and enjoyment of a beautiful country; artistic and cultural heritage.

5. The progressives were proposing that as we live in a world of rapid change and on the threshold of the 21st century, children should be taught modern technology so that they may apply it in everyday life situations for the benefit of all. They called for an intelligent and rational interaction with the environment, and a profitable use of the country's natural resources such as wool and mohair, hides and skins, grass, clay, willow cane, water, minerals, etc.

6. Character-building and discipline, selflessness, respect for self and others were stressed as some of the 'school outcomes' that should permeate all teaching in school and out of school. In particular, the Sotho norms, values, beliefs and principles had to be upheld and woven into the core curriculum as an integral part of the socialization programme of schools.

7. Settlement workers and municipal reformers were vigorously demanding instruction in hygiene, health education, practical and household skills, diet and nutrition, child care and rearing. They emphasized the role of schools in the preparation of children for full and active participation in life as useful members of the family, community, nation and as world citizens.

8. Catering for the moral and spiritual needs of children was stressed by some people as a necessary and legitimate function of the school.
The second part of Bohloko's paper, dealing with areas of concern in the existing educational system, itemized a number of issues about which the people felt very strongly. The areas of concern included the following:

**Automatic Promotion:** whilst opinions on this issue were expressed emotionally (and perhaps not without cause) tending to cloud otherwise reasonable arguments both for and against automatic promotion, it would nonetheless be true to say that the great majority of the people at Lipitso were unhappy with this system. They were not only apprehensive but scathingly critical of the system's supposedly deleterious effects on what they called 'the standard of education'. Automatic promotion was associated by these people with the alleged growing illiteracy and deteriorating fluency in numeracy among school children; it was blamed for the failure of pupils to make the grade required for admission into higher levels of education.

**Criteria for Participation in Secondary Education:** the feeling of the people was that selection seemed to be based on an urban-oriented system which favoured urban children and disadvantaged rural ones; that the system promoted inequalities and differentials in access to prestigious educational opportunities; and that such differentials were not determined by a child's abilities but by social factors. That was, of course, a damaging criticism if it could be proved empirically, for it would reveal gross inconsistency with the declared national goals. The common appeal or demand in this case was that access into secondary education be based on fair and equitable criteria.
Administration of Schools: despite grave misgivings about the efficacy of mission schools, consensus of opinion did not favour or suggest change of ownership of schools. Those who commented on this aspect observed that the few government schools in existence in the country had bad results in external examinations and that the discipline of their students not only left much to be desired but was significantly worse that that of mission schools.

Some of the more specific points of concern about the administrative machinery in schools included the following:

a) school committees and boards were only advisory and of little impact in actual operational terms; in most cases school committee members were virtually nominated by the manager. Many school boards were ineffective because their members did not have the knowledge and interest in the local context of the schools.

b) schools were afflicted by heavy and frequent staff turn-over. This in turn led to poor and inconsistent teaching and to the prevalence of unqualified teachers in schools.

c) school fees for secondary education were unjustifiably high, making that level of education the monopoloy or privilege of the rich few. Much dissatisfaction was expressed concerning the education levy and the R20.00 per student payable to the government presumably for teachers' salaries.

Language Policy: the strong view of the people on this issue was that Sesotho be the medium of instruction at the primary level, with English as a compulsory second language; that at the end of primary education children should be able to communicate effectively in both Sesotho and English.
At the secondary level, however, the people argued that these languages should exchange roles, i.e. English should take over as the medium of instruction while Sesotho became a compulsory subject. The rationale for that view was that English was an international language, the language of higher education, technology and business; while Sesotho was the national language, the vehicle of the Sotho culture and the unifying force and symbol of the homogeneity of Basotho as a nation.

Some people expressed the view that Afrikaans, and not French, be taught as the third language in schools. They argued that most primary school leavers sought employment in the Republic of South Africa and that Afrikaans was therefore relevant for their job market; that because South Africa was Lesotho's only next-door neighbour, effective communication in that official language of South Africa was essential for everyday interaction between the two countries.

Those who argued against the introduction of Afrikaans into Lesotho schools pointed out that Afrikaans, like the languages of other ethnic groups in South Africa, was acquired easily on the job; that it was of less significance and restricted usage than French; and that because it was the language of oppression and discrimination of the black peoples of South Africa, teaching it in Lesotho schools would lend credence and undeserved sanction to the apartheid policies of South Africa.

5.3 An Overview of Salient Opinions from the Questionnaire

1. Aims and Objectives.

Apart from Lipitso, the second channel through which the people of Lesotho were invited to express their opinions on the status of education in the country was by responding to a questionnaire. As already pointed
out (see 4.4 above) opinions expressed via this channel were compiled and edited into a paper by Wellington M. Buku. That paper, like the one on opinions from Lipitso by Charles Bohloko, was later to be read at the National Seminar. It forms the main source of the information on this aspect of the National Dialogue project in the curriculum development process. Not surprisingly, many of the views expressed by those who responded to the questionnaire coincide with the ones expressed at Lipitso (see 5.2 above).

An interesting and revealing section of Buku's paper was the analysis of "a random sample of 200 questionnaires" to determine the relative support for the suggested aims and objectives. That analysis, while not empirically validated and absolutely reliable, could at least be taken as some sort of indicator of the degree or amount of support respondents gave to each of the areas covered by those aims and objectives. The figures were given as follows:

<table>
<thead>
<tr>
<th>Area</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education for self-reliance:</td>
<td>30%</td>
</tr>
<tr>
<td>Agriculture and other practical subjects:</td>
<td>25%</td>
</tr>
<tr>
<td>Aesthetics, Civics, attitudes, etc:</td>
<td>22%</td>
</tr>
<tr>
<td>Language and culture:</td>
<td>10%</td>
</tr>
<tr>
<td>Religious Education:</td>
<td>4%</td>
</tr>
</tbody>
</table>

It would, however, have been more useful and interesting to have analysed all the questionnaires, determining first how many were returned, who responded, and whether respondents gave priority to one or more of those aims and objectives or simply mentioned them.

On the important question of language policy in schools, the analysis suggested that 60% of respondents proposed the use of Sesotho and English from Grade 1 on a formula to be worked out; 35% preferred only Sesotho as a medium of instruction up to Grade 4, with the
introduction of English from Grade 5 through 7. A staggering high of 19% suggested the introduction of Afrikaans at both primary and secondary levels; only 5% were enthusiastic about the teaching of French; and finally 3% proposed the teaching of other southern African languages like Tswana, Xhosa and Zulu.

2. Parents/Community Participation: respondents expressed deep concern that in the past they had not been consulted or involved when decisions concerning the education of their children were taken; they chastised the government for continuing with that attitude which had characterised the colonial era. Some of the ways in which respondents felt the general public could be involved included the following:

a) Voluntary work: parents and other members of the community could contribute their know-how in school projects such as gardening to provide food for pupils and cash for the school; construction of school furniture and general maintenance of school buildings; they could give lessons and demonstrations in making handicrafts and in traditional Sotho dances and music.

b) Parent-Teacher Associations: these were suggested as ways and means by which the community could get the chance to discuss school problems with the teachers. Such associations, it was argued, could provide the bases for joint action by teachers on the one hand and the community on the other to curb delinquent behaviour by children both in and out of school.

Another random sample of 200 questionnaires taken to determine the extent of support or commitment to the suggested ways of involving the community in school matters revealed that 45% wished to participate
in voluntary work; 30% indicated a willingness to give schools in their vicinity financial help and assistance in fund-raising projects and 8% felt competent to give advice to the teachers and other school personnel.

3. **Administration and Discipline:** many respondents castigated the entire administrative hierarchy in the education system for being negative and adverse to parental and community participation in educational matters: some school administrators tended to regard involving parents as a fruitless exercise and unwarranted interference; some school principals looked upon school committees as unnecessary; and managers of schools had too much discretionary power which they often misused to spite parents.

The professional conduct and general deportment of some teachers came under strong criticism by the public. It was alleged that, for instance, some teachers went to school drunk; that they drank liquor and smoked narcotic drugs with their students; that others had affectionate intimacies and intrigues with students. There was also general disapproval of the attire adorned by some teachers; it was considered professionally unbecoming and unethical. Allegations of embezzlement of school funds by school managers and principals were quite common, but were not substantiated.

Respondents went further to suggest some measures to counteract the deficiencies regarding the administrative machinery: clear definition of the role of school committees and boards, as well as procedures for the election or appointment of such boards; appropriate legal action be taken against all school officials whose behaviour was contrary to accepted norms and codes; proper books of accounts be kept for each
school and that public reports be made periodically; that credentials 
and professional qualifications of all teachers be checked thoroughly 
prior to employment. It was strongly and repeatedly urged that the 
Ministry should employ more inspectors to ensure frequent and thorough 
inspection of all schools.

4. **The Cost of Education**: the financial basis for the existing 
educational system received much attention in the questionnaires. 
Respondents stated that though the Ministry continued to be responsible 
for teachers' salaries, the financial burden of sending children to 
school was becoming unbearably heavy on parents. School fees were 
believed to be unwarrantably high, especially at the secondary level; 
and calls were made for government intervention to standardize school 
fees throughout the country.

The people generally accepted responsibility for what they termed 
'obligatory financial commitments', which included the following 
categories of fees:

a) 'school fees'
b) boarding and lodging fees
c) book fees
d) school uniform fees
e) money payable for education trips

In addition to these so-called 'obligatory fees', there was definite 
desire by parents to assist by donating in cash and/or in kind to 
develop schools. On the whole the people recognised that the churches 
and the government had had to seek help outside the country; that it was 
time the nation assumed full responsibility for the cost of educating 
its children.
CHAPTER VI

Evaluation and Interpretation

6.1 Educational Context of Curriculum Change

As pointed out in Chapter 2, many factors combined to form a tidal wave which forced major curriculum revision in post-independence Lesotho. Basotho had by that time come to entertain a great faith in education as a panacea for all the ills of society, and as the key to individual and national development. Like other modern nations the world over, they "have assumed that education has the power to reduce poverty and distress, to prevent child delinquency and crime, and to promote the well-being of the individual, the intelligent use of suffrage, and the welfare and stability of the state" (Taba, 1962, p. 16).

Despite high parental aspirations and the resulting increase in primary school enrolments, pupils and teachers in Lesotho work under exceptionally difficult conditions -- "among the most difficult anywhere in African" according to the Hawes report of 1977. Officially the minimum entry age into the seven-year primary cycle is six years and the maximum nine years. In actual practice, however, many older and an increasing number of younger children are enrolled (Hawes Report 1977). Primary education is neither free nor compulsory, yet the vast majority of Basotho parents make every effort to send children to school. According to the National Development Plan (1977), enrolments in 1975 stood at 221,932; that trend was expected to continue and the excess to increase to 17% by 1979.
The average pupil-teacher ratio of 53.8/1 (the highest in English-speaking Africa according to the 1977 Hawes report) conceals more than it reveals. Mountain schools are small and ratios low and thus bring down the average. Moreover, it is the rule rather than the exception for two classes to share one classroom. The 1975 statistics indicate 4683 primary school classes occupying 2840 classrooms. Once-overcrowding of this severity is present, the teaching methods and hence curriculum design have to be adapted to it. It borders on the irresponsible to recommend activity methods which require space for the children and individual attention from the teacher in such conditions.

The view taken in this report is that these conditions can be alleviated by innovative thinking and hard work (and there is no shortage of these qualities in Lesotho); but they cannot be ignored by curriculum planners. Some of the ways in which the situation may be confronted include the following:

1. Due attention be paid to the siting of new schools and the selection of existing ones for expansion. A recommendation of the 1976 Education Studies Commission for a school mapping exercise represented a move in the right direction.

2. Emphasis in curriculum design be placed on the use and exploitation of outside teaching wherever this is possible. Equal attention in curriculum design and teacher training needs to be paid to the use of co-operative teaching and the use of more able children as group leaders.

3. Official recognition and encouragement of the practice of splitting lower classes (1-3) into two sessions of specified duration
(say 3 hours each) where enrolments in single classes top 55, and where
inspectorate approval is obtained.

Consideration of shortened double-shift teaching in certain lower
classes (as recommended in 3 above) is an issue of the highest importance,
and one which might arouse deep concern or fears of parents and teachers
that their pupils were being given 'less education'. There must therefore
be no suggestion that this alternative is a permanent measure; it can be
abandoned once staffing improves. For the present it certainly represents
a viable and feasible short-term solution for many overworked primary
teachers; it provides an opportunity for them to use the kind of methods
and individual attention which the teaching of basic skills demands.
Needless to say, the acceptance of such an officially permitted alternative
would have radical implications for curriculum design.

6.2 Economic and Political Context of Curriculum Change

Any change in the school curricula must, naturally, be seen in the
light of economic and political priorities in Lesotho's development. It
is hardly appropriate to dwell on these in this project. Yet it is
important to stress that they must never at any stage be ignored or
merely relegated to specific subjects in school or college such as
"Social Studies" or "Development Studies". Issues such as the role of
agriculture in national development, the importance of conservation of
soil and other natural resources, and the development of attitudes of
self-reliance must permeate the curriculum inside and outside the school.

A salient feature of the recommendations emanating from the National
Dialogue is the total commitment to rural education. The inherited system
is condemned for alienating the young from the rural and agricultural
communities that produced them. It is maintained that the educational system must produce individuals who have a healthy attitude towards agriculture. To achieve that, it is argued, agriculture must be an integral part of the school curricula. Now, it must be appreciated that this trend in effect represents the re-introduction of a feature of "colonial education" which the people had rejected during the colonial era! What had made agriculture unacceptable as a school subject then was the prevailing value system: agriculture was the lowest form of labour activity with regard to prestige in the view of the dominant colonial culture. Its acceptability after independence cannot be taken for granted. It must be demonstrated throughout the country that, contrary to the colonial view, agricultural labour has the highest dignity and will receive worthy social recognition as well as adequate economic rewards.

There is little doubt that the aim of motivating children to a healthy attitude towards the land as a means of livelihood is commendable, particularly in a landlocked and economically dependent country like Lesotho. It should be stressed, however, that the aim is not to produce farmers out of all children in the country, but to develop the right attitude towards the land. The message of the educational system for the average Mosotho child should be "learn so that you will pass into a better life on the land, whether in the village or in the city", and not "learn so that you will pass away from the village, away from the life on the land" (Elstgeest 1968, p. 233). What is required in the circumstances is a balanced and gradual development of self-reliance in all the facets and tenets of a 20th century independent Lesotho, and
not a nostalgic return to the past "as if nostalgia were a cure for educational problems" (Milburn 1977, p. 200).

6.3 Curriculum Aims and Objectives

In his press release the Permanent secretary for Education outlined some sources from which ideas for educational aims and objectives should be derived. He made a strong case for the analysis of the particular culture and society served by the educational programme. However, and as the evidence of the overviews of public opinions from Lipitso and the questionnaire bears out (see 5.2 and 5.3 above) "it is not an easy task to establish what demands society makes on education and what contribution education can or should make to culture, especially in a complex society in which vast and rapid changes are occurring" (Taba 1962, p. 31).

The real danger with this approach lies in the fact that it subjects curriculum development to the "passing hysterias and changing moods of the public (more) than may have been good for a healthy development.... When education is overly sensitive to public opinion, changes are bound to be made thoughtlessly" (Taba 1962, pl 17). The general public are prone to perceive and categorize things in absolute terms and, in Tomkin's phrase, "in alternating or conflicting cycles of "progressivism" and "traditionalism"" (Tomkins 1977, p. 1). In terms of curriculum and instruction such shifts of public mood almost invariably result in discontinuity of theoretical thought and curricula, and in hastily formulated reforms and changes which are implemented without adequate preparation.
The Permanent Secretary also suggested that studies of the learner and of the learning process yield insights regarding the outcomes of learning, such as the necessity of fostering multiple development toward social, intellectual and emotional maturity. That view was reiterated and endorsed by Dr. Otaala's submission at the National Seminar that no one can effectively develop a relevant curriculum without first understanding the child, how it learns and interacts with a given environment. Information from such studies does serve the additional function of helping to determine what is feasible at any one point of development, or the appropriate level at which certain outcomes are attainable. Thus studies of developmental sequence should indicate what degree of intellectual, emotional or social maturity can be achieved by pupils at different age levels, with diverse abilities and varying patterns of social learning.

Thirdly, the press release stressed the necessity for studying the subjects and subject areas which compose the existing school programmes in order to decide which intellectual and practical skills and understandings are appropriate. This refers, of course, to some of the requirements in the various disciplines which represent knowledge. That approach proposed such aims as the ability to think in a logical and disciplined way, the command of the symbols in which thought is expressed, and the range of understandings that the subjects represent.

The set of broad aims of the nature outlined above and in the press release may perhaps be articulated more precisely by educationists, and less so by the lay public. Nevertheless they would have to be conceived in the light of the society served by the educational system. For "it
is precisely in such a society that a continuous examination of the goals and demands of society and of the forces operating in it is necessary in order to keep education reality-oriented: to determine what knowledge is most worthwhile, which skills must be mastered, which values are relevant" (Taba 1962, p. 31).

As maintained in Zambia's Educational Reform (1977) the criteria used in choosing solutions to problems in the education system, especially in defining curriculum aims and objectives must include the following:

a) acceptability by the people whose needs the system serves;
b) appropriateness to pedagogical principles; and
c) consideration of available professional, financial and other educational resources.

Put in another way, the crude statements of expectations and aspirations expressed by Basotho at Lipitso and in answering the questionnaire may perhaps be interpreted and summarised into five broad aims or goals of education as follows:

1. The first statement concerns individual development and self-fulfillment. In this regard Basotho have stressed that education should provide opportunities for the youth of Lesotho to develop attitudes of respect - self-respect and respect for others, of selflessness and self-reliance; that education should foster sound moral and religious values so as to help children to grow up in their insights into ethical values and principles. An essential aspect of the concern expressed in this regard was that education should help the youth to develop effective communication skills, skills of clear logical thought and of critical judgement; and the products of educational system should be
able to participate in a wide range of aesthetic, cultural and recreational activities.

2. The second statement of expected educational goals concerns social responsibility. The Lipitso have said that besides catering to individual development, education should concern itself with society as a whole: it should promote social equality, foster a sense of social responsibility; assist the youth to acquire appropriate social skills and an intellectual discipline adequate to grasp complex social phenomena; to be able to live and work co-operatively with others.

3. The third statement has to do with the development of Basotho as a nation and the role of education therein. Here the Lipitso and other media have stated that education should help the youth of Lesotho to develop and maintain a sense of loyalty and service to their country; it should provide them with the knowledge, skills and attitudes necessary for a full, productive participation in family, community as well as national matters; that education should enable the youth to develop economic competency, i.e. those salable skills, understandings and attitudes that make a worker an intelligent, productive, reliant participant in economic life.

4. The fourth statement concerns cultural heritage. In this respect the people of Lesotho recommended that education should aid the youth of Lesotho to take pride in things Sotho; to respect, foster and develop the Sotho culture; to uphold society's norms, values, beliefs and principles as a base upon which the changing culture is built. Education was seen as providing the bulwark against, and not the gateway to, the rapacious assaults by foreign cultures on those aspects of
the Sotho culture that define Basotho and make them unique as a people.

5. The fifth and final statement of goals for national education as expressed during the National Dialogue concerns international consciousness. In this regard Lipitso stressed that education should help the youth to be useful members of the international community; that it should instil positive attitudes to other countries, a sense of respect and appreciation for unfamiliar cultures; that education should cultivate interest in those problems that threaten world peace, in international co-operation and organizations.

6.4 Lipitso and Automatic Promotion

A unique and very exciting feature of the curriculum development process in Lesotho during the period under review was the National Dialogue. The decision to launch the Dialogue with the people of Lesotho, and to use the traditional Lipitso for that purpose, was indeed momentous and without precedent. Commenting on this aspect, one of the three consultants at the National Seminar had this to say:

"The government and people of the kingdom of Lesotho deserve hearty congratulations for having had the foresight and the determination to organize the Lipitso, and this culminating seminar. I know of no other country which has so courageously and so systematically examined the purpose, the content and the methodology of its education as you are doing. I am sure this is going to be a shining example for other countries to follow, especially the African nations". (Olouch 1978, p. 1)

The analysis of the nature of society - its needs and aspirations - as one of the main sources for the aims and objectives of education has for some time now been recognized as axiomatic in curriculum development theory. The idea has been much courted and discussed at length by many
many countries which have had a more experienced hand at systematic curriculum development and implementation; but few have proceeded on to the actual operational stage. New and developing countries like Lesotho have only recently been drawn into the debate; still more recently have some of them made positive attempts to go beyond the conceptualization and theorization that has characterized the debate over the years.

It can therefore be asserted that emergent countries like Lesotho are in this case walking in the proverbial "foggy woods". That is, perhaps, as it should be, for there is no evidence that the developed countries had to face identical problems and at a comparable stage in their development. Viewed against this background, attempts at innovation and the harnessing of time-honoured traditional means like Lipitso for that purpose, thereby turning education into "everybody's business", cannot but be commended.

One of the main issues addressed by the people at Lipitso, and one which deserves consideration here, was the policy of automatic promotion in Lesotho schools. There was an unmistakably strong public feeling that the quality of education had declined significantly with the introduction of that policy; that vast numbers of early school-leavers were being eliminated from the education system without satisfactory or adequate preparation for adult life. The parents were saying, inter alia, that their children were underperforming, i.e. operating below their potential capabilities because they were not being challenged by the system. Admittedly, these allegations smack of self-styled traditionalists who take "a dimmer view and have often seemed to hark back to a supposedly "golden age" when schooling was allegedly of more rigorous quality". (Tomkins 1977, p. 1)
Whatever educational and economic arguments there might be for automatic promotion, it must nonetheless be considered in the context of the realities of the situation in which the Lesotho educational system operates. It is well-known that the system conceals more than it reveals, and that a number of vicious factors militate against the system. Some of those factors that have serious implications for curriculum design and implementation include the following:

(i) large classes plus wide disparities in the ages of pupils in the same class;
(ii) inequalities in educational provisions ranging from significant differences in policies and standards among the three major church agencies to disparities in the nature and quality of the day to day control;
(iii) prevalence of untrained and underqualified teachers plus a generally overstretched teaching force;
(iv) inadequate inspection, supervision and administration as well as lack of other support services;
(v) abject poverty in schools;
(vi) the fact that education, even at the primary level, is neither free nor compulsory.

Despite the official policy of automatic promotion, actual repeating rates remain considerably high. An excellent study by the Ministry's statistics unit estimates that a cohort of 1000 pupils in grade 1 may eventually produce only 311 Primary 7 leavers; but that only 116 will achieve that goal in the seven prescribed years. Of the rest, 120 will have repeated once, 57 twice and 18 three times. The author of that
study observes that the situation is further confounded by children who leave school and "drop back" for one year or more (Matekane 1976, p.2).

Unless an educational plan states the contrary, pupils entering a given cycle are expected to complete it within the prescribed period, i.e. the duration of that cycle. In this context a drop-out is wasteful, even if the pupil who dropped out after several grades had in fact gained basic knowledge that raised his or her standard of educational attainment. Similarly, repetition of grades is regarded as wasteful, since repeaters reduce the intake capacity of the grade in which they repeat, thereby preventing other children from entering school or causing overcrowding of class and thus an increase in costs, coupled with poor teaching and learning. A broader theoretical and policy framework for tackling these problems will be discussed fully later (see 7.3 below).

6.5 Curriculum Development and Teachers.

While no country is ever satisfied with the education and training of its teacher force, it remains sadly the case that many teachers in Lesotho lack sufficient education and training for the task they are to perform. At the primary level, for instance, it is estimated that 30% of the teachers are unqualified, and only 25% have school or Junior Certificate. But the main problem may be in the lack of support for these teachers in the exceptionally difficult conditions of their work. Though morale in the teaching profession is said to be low, one is generally impressed by the professionalism and dedication of teachers in schools: men and women doing effective jobs in the most difficult of circumstances and who, in Burnett's slogan, "put Duty before Rights in the interests of our boys and girls" (MacLaurin 1940, p. 98).
Since the issue of the 1967 Primary syllabus there have been a number of initiatives towards curriculum reform and teacher training worth recording. Though none can claim to have fulfilled all their objectives (and few curriculum projects ever do), each has left something positive to build on. They include the following:

1. The revision of the Mathematics syllabus in 1971, followed by a UNESCO/UNICEF-assisted scheme to implement it. This involved intensive retraining of teachers all over Lesotho, the running of courses in colleges and schools, together with a correspondence course which was in operation until 1974. Resource teachers were identified and used for follow-up and second stage courses. Their successful use represents, perhaps, the most exciting feature of the programme.

2. The UNESCO/UNICEF-assisted programme for the retraining of headteachers. A large proportion of principals were given three-week residential courses with some follow-up. Although the impact of such courses was limited by the conditions under which headteachers work --- most of them teach full-time and thus do not have the opportunity to exercise full professional leadership --- it is significant that the key role of the principal in curriculum development and implementation has already been recognised.

3. The mounting of two curriculum materials writing workshops in July/August 1976 and January 1977, and their subsequent follow-up in schools. The aim of those workshops was to involve serving teachers alongside members of the primary curriculum unit and other educators (e.g. staff members from the National Teacher Training College and the Distance Teaching Centre) in the design and testing of locally-based curriculum materials to supplement existing materials in schools.
There appears little doubt that the creative and participatory approach of such workshops and the link maintained with follow-up activities represent a dimension of curriculum development which must be continued and further developed. Too much curriculum development is done for teachers, too little by them. In this connection, the following passage (reproduced from The B.C. Teacher, May-June 1948) on 'Who Should Make the Curriculum' is interesting and neatly fits the situation in Lesotho:

"A weakness of our system has been that curriculum has not been the work of teachers. In the past, it has been handed down from some one 'up above' or from some source removed from the classroom. Much printed material has come down to the teacher 'to follow' ..... Curriculum is teacher education at its best, and no one should be denied the privileges and the responsibilities inherent in this particular phase of the teaching profession ..... No superimposed publications, no high-sounding philosophy, no arm-chair pronouncements alone will change behaviour. There must be the co-operation of the classroom teacher ....." (MacLaurin 1940, p. 47)

By building measures of teacher participation into its curriculum planning and development, and not only in curriculum implementation, Lesotho can do much to avoid or at least narrow the wide gap between central prescription and school participation which is so apparent in many schemes developed elsewhere.

4. The Lesotho Distance Teaching Centre. It was initiated in 1974 and besides its work as a service agency and in the production of correspondence materials for private candidates at secondary level, it undertakes two functions closely related to curriculum development. The first is the production of booklets for rural education designed for adult learners but obviously capable of adaptation for use as reading material for upper primary children.
The second and perhaps more important function is the Centre's current research and development work on literacy and numeracy. Aware of the fact that many young people leave school without adequate skills in literacy and numeracy the Centre has been experimenting with the design of a programme for those who drop out of school or attend sporadically. To this end major research work is in progress to determine not only levels of literacy among young people but their attitudes and those of their parents towards acquiring these skills. Some non-structured materials (games) have also been developed and tested. It would seem important that close co-operation be maintained between the LDTC and school curriculum programmes; that current research findings and expertise in the development, production and validation of materials by the LDTC be fully exploited.

5. The National Teacher Training College (NTTC). This institution which began operating in 1975 "was created in response to the need, which had long been felt, for a large and well-equipped institution which would be in a better position than the seven smaller colleges which it supplanted to offer the range of modern teacher education programmes, both pre-service and in-service, which the developing primary and junior secondary school systems of the country required" (Monese 1978, unnumbered). Without the closest co-operation between the NTTC and any on-going curriculum development work, the effectiveness of curriculum change will be drastically weakened or undermined. Potential areas of co-operation, as perceived here, include the following:

(a) The feeding in of information on conditions in schools from the Ministry's inspectorate and the curriculum development centre to the
NTTC. This is particularly necessary in view of the transient and cosmopolitan nature of the NTTC staff; and in order to keep teacher training reality-oriented.

(b) The use of the expertise which the NTTC is gradually acquiring through its pre-service course in testing techniques and in the design and printing of curriculum materials.

(c) The full use and exploitation of the internship year and the internship supervisors as agents in curriculum development and implementation.

The NTTC is a new, dynamic and innovative institution, and there is a real danger of its developing a parallel curriculum development programme to that undertaken by the Ministry, thereby leading to tension, confusion and misunderstandings. It is essential that from the outset, the development of new curricula and the training of teachers to pilot and implement them be regarded as a single operation.

Equally important is the recognition that new curricula are only likely to be effective if the implementation strategy and materials expect the teacher to do a manageable job; and if their introduction is accompanied by the emergence of some form of sympathetic and supportive supervision. The latter has to be carried out by people who have the knowledge and the commitment to help the teacher and that, in turn, involves the identification and training of such "helpers". It can be expected and hoped that when and wherever such support is felt, morale in teaching will rise and innovation become a possibility. Without it, however, effective and large-scale curriculum development and implementation is unlikely to be realized and sustained.
6.6 Curriculum Development and Foreign Aid

In a 1979 memorandum from the Central Planning and Development Office the following very important points were emphasized:

- Curriculum Development must be, and must be seen to be, a Ministry activity drawing on NTTC and NCLL as concerned departments.

- Curriculum is a very sensitive area in which nationals must predominate.

- There are on-going curriculum activities and therefore a need to consolidate and improve rather than start again.

These points must be taken very seriously. The importation of large numbers of expatriate 'experts' to plan and implement curriculum development has, more often than not, left a trail of bewilderment and confusion in its wake. Consequently, it is maintained here that in current and future plans Lesotho would do well to accept with alacrity offers of recurrent expenditure which will enable nationals to meet, plan and try out curricula; but that she should view with circumspection any offers to involve teams of non-nationals in curriculum planning, development and implementation.

There are, however, two areas in which it has to be appreciated that external or foreign help will, for some time at least, continue to be invaluable. The first is in the strengthening of particular subject expertise within the framework of a national policy. The second area has to do with training: while there is no sure or water-tight "scientific method" of curriculum development which can be exported from one country
to another, there are techniques and theories of curriculum development, of evaluation and of methodology that have been built up as a result of experience and research. These truths have to be fully appreciated in Lesotho, and arrangements must be made for such techniques and theories to be acquired and passed on in training programmes within Lesotho and outside her borders. The one proviso, of course, which must be borne in mind at all times is that adaptation and not adoption is of essence at the implementation stage.
Conclusion and Recommendations

7.1 An Approach to Designing a Curriculum

The curriculum process outlined in this project has had, strictly speaking, more to do with curriculum design than with issues of curriculum development as such. (Design being conceived of here as a higher, wider planning level of curriculum while Development focuses on the actual operational stage, e.g. compiling syllabi for pre-selected subject areas and levels of study, writing up curriculum materials, etc.) It does therefore make sense to conclude with some remarks and recommendations on matters of curriculum design per se. Let us consider, first, the elements of curriculum about which decisions need to be made, the methodology and the order of making those decisions.

The Curriculum design model espoused here is the one developed by Hilda Taba some two decades ago. According to that model:

"All curricula, no matter what the particular design, are composed of certain elements. A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes. Curricula differ according to the emphasis given to each of these elements, according to the manner in which these elements are related to each other, and according to the basis on which the decisions regarding each are made" (Taba 1962, p. 10).

Mapped against that model, both the 1967 Primary syllabus and the current Junior Certificate syllabus reveal alarming and disconcerting gaps. Both fail to indicate the broad aims for each cycle of education, and the specific objectives for each selected subject area or discipline
of study. Apart from the rules and regulations governing the examinations at the end of each cycle, both programmes consist merely of selections and some organization of the content of the various school subjects on which examinations will be set.

Though the National Dialogue did suggest some broad aims of national education in Lesotho, these still have to be defined and refined more specifically and succinctly for each cycle as well as for each subject of study. The Education Study Commission (1976) did recommend a number of specific aims and objectives for adoption with reference to primary education (see Appendix C). However, the status of those aims and objectives remains unclear; they have apparently been relegated to the "shelves of reports and recommendations gradually accumulating dust, while the problems of education remain virtually untouched" (Bremer 1968, p. 10).

Another essential component of the above curriculum design model which is conspicuous by its absence from current primary and secondary programmes in Lesotho is objective and systematic evaluation. The strength of any curriculum development programme lies in the provision made for the continuous evaluation of its objectives, content and outcomes, including its assessment procedures. If, for instance, an examination marks completion of a particular phase in a child's educational progress, then it must be seen to be an evaluation for that particular programme based on clear objectives and outcomes of a learning experience rather than on memorization of content facts. "The success of a curriculum is measured by the changes that are achieved in the conduct of boys and girls" (MacLaurin 1940, p. 47). Curriculum
programmes must be assessed and evaluated on a continuous basis to determine whether or not they achieve the objectives for which they have been set up; to this effect evaluators must be identified and attached to the National Curriculum Development Centre.

Schools in Lesotho vary widely in terms of geographical location and facilities available. In the circumstances, and instead of the current rigid and blanket prescription by the Ministry, a more realistic approach would, in our view, be to design a core curriculum with options and enrichment material. Every child in Lesotho should follow the core; options or electives should be designed and provided to meet the interests of pupils and in accordance with the staffing situation as well as the geographical location of each school; and headteachers should select from these to compile coherent, balanced and educationally viable or sound study programmes.

7.2 The National Philosophy of Life and Education

The inherited educational system in Lesotho has been severely castigated for being irrelevant, foreign and not conducive to the cultivation of an authentic Sotho consciousness. Yet the exact nature of that Sotho way of life -- the Sotho philosophy of life, of education and of development -- seems to elude us. Everyone is in agreement that there is a Sotho way of life yet no one has so far ventured to identify and define it with precision. If the educational system is being called upon to promote a national Sotho consciousness, it's only sensible that this ideal be defined concretely; that it be expounded fully and be publicised widely. Intuition or conventional wisdom
is not enough to go by in this case; too much is at stake. Until this challenge is tackled sincerely and selflessly, curriculum developers and other educators in Lesotho will continue to grope in the dark and to produce programmes that lack the necessary thrust and Sotho flavour.

As an illustration of the significance and relevance of a well-defined philosophy of life to the development of the education system and curricula, let us consider two other independent African states, viz. Zambia and Tanzania. In Zambia the Party and government espouse "Humanism" as the guiding philosophy of Zambian development and education. For their purpose Humanism is defined as:

"a philosophy of purposeful change in individuals and society based on the conviction that the humanity of each individual person has value.... that human life is precious, regardless of race, tribe, creed, status or ability.... The importance and worth of the individual is therefore the central point in the Zambian humanistic approach to socialization of society" (Educational Reform 1977, p. 5).

On the basis of this philosophy of life the aim of national education in Zambia has been defined as "to develop the potential of each citizen to the full for his own well-being as well as that of society and for selfless service to his fellow men. Such education should thus be true to the integrity of individuals as well as to the needs of our society and our common humanity" (Education Reform 1977, p. 5). From this perspective the re-organization of the education system in Zambia has central importance in the building of Humanism, "since education is concerned with the guided or purposeful growth of each individual, as well as with the cultivation and beneficial use of knowledge and skill" (Educational Reform 1977, p. 5).
In Tanzania the Party and Government have embraced "socialism" as the philosophy of life, education and development for Tanzanian society. The brand of socialism cherished by Tanzania has been expounded in a number of publications, notably the Arusha Declaration of February 1967, and in the speeches and writing of President Julius Nyerere. In his *Education for Self-Reliance* (1967) Nyerere lays the foundation for future educational planning in Tanzania, provides the aims and objectives of Tanzanian education as well as the theoretical and ideological underpinnings for it. He asserts that the principles upon which education must be based depend on the society aimed for; and about that society in the case of Tanzania he writes:

"We have said that we want to create a socialist society which is based on three principles: equality and respect for human dignity; sharing of the resources which are produced by our efforts; work by everyone and exploitation by none" (Nyerere 1967a, p. 6).

The resources which Tanzania possesses in abundance are identified as land and people; and relying on these is viewed as the basis for development. Self-reliance, in this context, means to base the development of the country on people working the land. Co-operation, it is argued, is vital for that purpose: work should be carried on by people together in order to maximise efforts on the basis of equality by all and exploitation by none. The role of the schools is extrapolated from this: they should become the training grounds for *Ujamaa*, and should set examples. Nyerere puts it as follows:

"This is what our educational system has to encourage. It has to foster the social goals of living together and working together for the common good. It has to prepare our young people to play a dynamic and constructive part in the development of a society in which all members share fairly
in the good and bad fortune of the group . . . . Our Education must therefore inculcate a sense of commitment to the total community and help pupils to accept the values appropriate to our kind of future, not those appropriate to our colonial past" (Nyerere 1967a, p. 7).

Thus both Zambia and Tanzania have identified and unequivocally expounded their respective philosophies of life; they have also drawn and defined the aims and objectives of their national education systems on the basis of their respective choices of the philosophy of life. Lesotho, on the other hand and despite interminable talks on the goals of education and development, has not up to date seized that challenge. Consequently, there is no recognizable philosophy of education and development in the country. For the present it can only be reiterated that a top level government policy decision in this regard needs to be taken and implemented urgently.

7.3 Basic Education

The main thrust of the crude statements expressed during the National Dialogue (and interpreted in 6.3 above) would seem to call for a new re-organization and conceptualization of the entire education system in Lesotho. From this perspective, the concept of primary or elementary education gives way to the notion of a basic cycle of education intended to provide enrichment for life in the perspective of life-long education. The cycle or phase that affects the great majority of children, and which may well be the only one some children will be exposed to on a regular basis, should have a component of "basic education".

In this context, basic education is not, however, considered terminal in contrast to some other forms of education which lead to further
study; neither is it 'rural' as opposed to 'urban' education. On the contrary, basic education must be thought of as providing the maximum degree of mobility for the learner to meet changing situations and to continue his education to the best of his abilities and opportunity, whether in or out of school. It should "aim at providing general education, including some practical skills and a sound foundation for further full-time or part-time education" (Educational Reform 1977, p. 8). In short, it should open rather than close the doors for the learner.

Basic education, more than any other phase of education, must be conceived of in the context of a partnership between the various educational agencies, e.g. family, the school, non-formal education agencies, the community, etc. It is essential to determine which agencies contribute most effectively towards which educational needs and for which group of learners. Though the desired pattern and duration for the basic education curriculum may be a matter for national debate, it is essential that professionals in curriculum development should assume a stern role at the helm rather than abdicating their leadership role to parents in this critical stage.

The view held here concerning the pattern of the basic education curriculum is that there is virtue in considering two interlocking and overlapping cycles. The first cycle should concentrate on the acquisition of basic skills and extend from Grade 1 to 4. The emphasis in this cycle would be on achieving acceptable standards of oracy and literacy in Sesotho, though oral English would also be introduced, together with adequate numeracy and other basic elements such as co-ordination of eye and hand; simple powers of observation and reasoning based on the
home, school and local environment; personal health habits and positive attitudes appropriate to the age of the child.

The second cycle is a continuation cycle, extending from Grade 5 up to Grade 7. Two elements are emphasized at this stage: (i) Environmental studies in which the child learns more about his or her environment, and actually takes part in activities such as gardening and home science which help to control it and make it productive; (ii) further acquisition of learning skills, including further mastery of language skills (literacy in English is now introduced) and skills in Mathematics and scientific thinking. In both these cycles of basic education the fostering of sound moral, religious and patriotic attitudes, as emphasized during the National Dialogue, is conceived of as permeating the whole of the curriculum.

A categorically indispensable proviso for basic education, and one that is considered axiomatic and automatic in most countries today, is that such education be free and compulsory for every child of school-going age. The duration of the basic education programme, i.e. whether it goes beyond the traditional seven-year primary cycle, considered here into junior secondary school for a grand total of 9 to 10 years is again a matter for national debate. The only stipulation one would want to ensure is that such duration does offer:

"opportunity to design the programmes of basic education and of the senior secondary in a manner that would meet the needs of an enhanced curriculum .... The seven years of primary plus two (or three) years of the junior secondary, in terms of the enriched curricula, would be sufficient to prepare the child to proceed to the next stage, or to leave school. What the child will have learnt by this time should be sufficient and lasting to enable him to play a full and useful role in his community if he leaves school" (Educational Reform 1977, p. 7).
In conclusion, one need only point out that curriculum development is unfinished business and not a tidy operation. The process of consultation initiated through the National Dialogue in Lesotho and the momentum gained since should not be allowed to wane but should be propelled and fueled by continued evaluation, innovation and adaptation to changing conditions and new demands. The changing of an educational system and curricula is a very complicated task and one which should be tackled gradually; it cannot be attempted successfully without large-scale investment in terms of time, manpower and money. The new National Curriculum Development Centre will need to engage in continued dialogue with the people of Lesotho and to keep pace with new development in the theory and practice of curriculum developments so as to ensure an informed leadership.
APPENDIX A

MINISTRY OF EDUCATION AND CULTURE NATIONAL

SEMINAR ON EDUCATION

PRESS RELEASE

Greetings . . . .

The parents, students and other interested people in Lesotho have often expressed their concern regarding our Education system. Many of them have asked questions such as: Where is the Education System leading to? What has gone wrong with our Education System; Children seem to learn less? Why are the children not learning more? Why is the learning often irrelevant to the environment in which learning take place? Why do the books and other learning materials only partially reflect the local environment?

The Ministry of Education has been aware of these shortcomings, but due to limited funds and lack of manpower, the queries could not be adequately answered.

The government of Lesotho intends to update the education system; to provide a more functional education relative to the environmental needs. Hence the urgent need to orientate education provision towards the national development needs - (economic, social, political and spiritual). If the above objective is to be achieved it is essential that all the Basotho, including all the purchasers and users of the products of the Lesotho education system be given the opportunity to express their views, needs, aspirations and expectations.
The Lesotho citizens must be able to state clearly what type of education system they want and expect for the maximum benefit of their children and the country as a whole.

It is known that the progress of a nation is among other things dependent on the quality of its manpower, and the development of such manpower is relative to the type of educational opportunities to which they are exposed.

Since independence the concern has been to improve both the efficiency and the effectiveness of Lesotho education system so that it may be better prepared to fulfill the vital task set for it.

We are aware that the contribution of the formal school system to national development in general, and rural transformation in particular, has not reached the initial expectation. The school system is lagging behind. In the light of this, the country must develop its own education system.

The national education system cannot be developed without full involvement and participation of all the citizens from all the geographical areas and from all walks of life.

At this juncture we should explain what is implied in developing a National Education System for Lesotho more likely to bring about the desired returns.

Initially it means collecting and recording the Basotho Nation's views, opinions, desires and expectations on education. It means taking these views, etc. and expressing them as aims and objectives of the national education. Clearly, a difficult, but crucial and an essential operation if aims and objectives of education are to be accounted for.
It must be realised that national aims and objectives for a national curriculum can no longer formulated in abstraction. Their source and origin must emerge from:

a) Social needs as revealed in the analysis of society;
b) the needs of individual development as revealed by the analysis of the nature of learners and their needs as individuals or both.
c) In a similar manner both the choice of content and its organization need to be accounted for by an analysis of the unique characteristics of the knowledge represented by school subjects and of the characteristics of the learning process.

It means redefining and reformulation of aims and objectives for each Cycle or Level; for each Year - Group or Form and planning the syllabi accordingly. It means, among other things, educating children growing up in this country in the medium of their environment. Indeed, it is important to realise that the school is a distributor of knowledge rather than a manufacturer, and this implies reference points outside school for the subjects it teaches. These reference points lie in cultures outside the school on which the school subjects depend and to which they refer.

In this context, teachers will need the appropriate tools for their trade. It means taking the necessary steps to improve the learning process and opportunities in the classroom by making available to the teachers and the pupils relevant educational materials, suitable furniture and equipment as well as provision of adequate classroom accommodation.
It must be recognised and accepted that the Basotho children need a better learning environment, they need suitable books and other related materials if they are to learn what is required by an ever changing world.

Consequently, the country's education system is in need, great need of the supportive services of a "curriculum Centre" as a "Power-house" to meet the needs of the users: i.e. teachers, pupils and schools, as well as the education needs of the adult community in the perspective of continuing education and in the context of "education and development".

What steps need be undertaken to ensure the involvement of the people during the process of establishing a National Educational system?

This topic has already been introduced by the Permanent Secretary over the radio.

This press release is asking all the Basotho to express their views on the educational needs of the country.

There will be at intervals during the next two months or so, special radio programmes explaining the need of the National Education System.

A special committee will be assigned the responsibility of collecting and summarizing the views expressed. The residents of Lesotho will be able to forward in either Sosotho or English their opinions to any newspaper in Lesotho, to the radio station or to the special Curriculum Committee whose address is: Education Dialogue, P.O. Box MS 47, Ministry of Education, Maseru, Lesotho.

The above special committee will be representative. It will be a cross-sectional committee which will assume the responsibility of collecting the views for a "National Seminar on Education" to be held on a date yet to be announced.
The special committee will prepare a summary of all the views expressed in the newspapers, the radio, at Pitsos or by letters. The summary will become the basis for further discussion at a National Seminar.

The purpose of the National Seminar will be to have a national representative body of Basotho from all social, political and administrative levels review the views as expressed by the people. Hopefully such a group will reach some degree of agreement on what the nation wants for its schools. Such an agreement on needs will be given to the "Curriculum Developers" who will use it as a frame of reference for the redefining and reformulation of aims and objectives for the National Education system and its Curricula.

No illusions can be created at this stage, the development of a national education system will take many years to evolve. Much assistance from donor countries will be required to complete the task. Once the basics of a national education system will have been developed, there will be need to continually adopt and adjust it to society's needs. In other words, to have relevance to the national situation, the educational system will have to be sufficiently flexible to adjust to the nation's needs.

In order to assist the readers of this press release express their views, we are adding a few questions which could generate some response from the Basotho. These are only a few of many possible questions. Any questions or reactions may be addressed to the special committee:

1. What are the most important things that all children should be able to do well before leaving school?
2. What should be expected of a teacher? of a primary school pupil? of secondary pupils? of a university student?

3. What are the most necessary things that children should know about for living in Lesotho today?

4. Is it important to preserve the culture of the Basotho people? What should the schools be doing about it? in Language, Mathematics, arts and crafts, etc.

5. In what ways can the people, especially parents, and the schools work together to improve the education of the children?

6. What do you believe is wrong with the present education system, what worries you? What should be changed? Can you suggest some desired changes?
APPENDIX B

LESOTHO

LEKALA LA THUTO

KHUBU EA TABA EO HO TLANG HO BUISANOA KA EONA - "THUTO LESOTHO"

NA E HLILE E THUSA LESOTHO HO RALA METHEO E TSITSITSENG EA
BOPHELO BA KA MOSO NA?

SEBAKA SA LIPUISANO: VICTORIA HOTEL - MASERU


2:00 p.m. - 8:00 p.m. NGOLISO EA BA TLILENG SEBOKENG. KOPANO
EA LITHO TSA KOMITI LE BAELETSI BA
TSOANG NIGERIA LE KENYA.


8.30 a.m. MOHLOMPHEHI TONA-KHOLO, DR. LEABUA
JONATHAN O BULA SEBOKA KA MOLAO - PUO E
AMOHELANG BA TLILENG SEBOKENG, LE HO
HOPOTSA BOHLE SEPHEO SA LESOTHO KAMOO
SE QAQISITSOENG KATENG BUKENG EA MERERO
EA LILEMO TSE HLANO.

9.00 a.m. KHETHO EA BATSAMAI SI LE BASEBELETSI BA
SEBOKA.

9.30 a.m. TEE TEE

10.00 a.m. KAROLO EA PELE EA TSEBETSO

MONGHALI O.M. SEHERI - MONGOLI QA KAMEHLA
LEKALENG LA THUTO, O ETSU PUO EA
SELELEKELA EO KA EONA A TEKELANG SEBOKA
MAEMO AO THUTO LESOTHO E SEBETSANG TLS'A
'ONA; LE SEO LEKALA LA THUTO LE SE
LELEKISANG HO EA KA MERERO EA LILEMO TSE
HLANO. A NTAN'O BOTS A SEBOKA POTSO: "NA
BANA BA RONA BA RUTOE/ITHUTE ENG NA?"
<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>12.45 - 2.15 p.m.</td>
<td>LIJO TSA MOTSEARE</td>
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<td>2.15 p.m.</td>
<td>KAROLO EA BOBELI EA TSEBETSO</td>
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<td>TLALEHO EA MAIKUTLO A BOKELLETSOENG</td>
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<td>LIPITSONG KA E MONG OA LITHO TSA KOMITI</td>
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<td>3.30 p.m.</td>
<td>LIPUISANO</td>
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<td>8.00 p.m.</td>
<td>PHUTHEHO EA BANGOLI/BATLALEHI</td>
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<tr>
<td>8.30 a.m.</td>
<td>KAROLO EA BORARO EA TSEBETSO</td>
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<td></td>
<td>DR. GILBERT PAUL OLOUCH (E MONG OA BAELETSI) O FANA KA PUO: &quot;BANA BA RONA BA RUTOE/ITHUTE ENG NA?&quot;</td>
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<td>10.00 a.m.</td>
<td>LIPUISANO</td>
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<td>12.40 - 2.00 p.m.</td>
<td>LIJO TSA MOTSEARE</td>
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<td>2.15 p.m.</td>
<td>TSETSETHO EA MAIKUTLO LIHLOTSOANENG</td>
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<tr>
<td>3.30 p.m.</td>
<td>TEE TEE</td>
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4.00 p.m. KAROLO EA BOHLANO EA TSEBETSO

PUO KA D. BABS FAFUNWA (E MONG OA BAELETSI) "LIKOLO LI KA FIHLELA SE LABALALOENANG LE SE LEBELETSOENG KE BANA, BATSOALI, LE SECHABA JOANG?" LITSELANA TSA HO RUTA LE HO ITHUTA - TSEBELISO EA PUO KAPA LIPUO THUTONG.

LIPUISANO

HO KA HOTHOE KHEFU! HANYENYANE.

6.00 - 8.00 p.m. TSETSETHO EA MAIKUTLO LIHLOTSOANENG

LABONE: 18 MOTSEANONG, 1978

8.00 a.m. KAROLO EA BOTELELA EA TSEBETSO

PUO KA DR. BARNABAS OTAALA (E MONG OA BAELETSI) "LIKOLO LI KA FIHLELA SE LABALALOENANG LE SE LEBELETSOENG KE BANA, BATSOALI LE SECHABA JOANG?" "KOLO LE KHOLISO EA NGOANA LE KELELLO EA HAE, HO IPAPISITSOE LE SEO NGOANA A KA SE FIHLELANG KAPA HONA HO TSEBA HO SE ETSA KA LINAKO TSE FAPANENG HO HOLENG HOA HAE, KELELLONG LE 'MELENG'.

LIPUISANO

10.00 a.m. TEE TEE

10.30 a.m. KAROLO EA BOSUPA EA TSEBETSO

PUO KA E MONG OA LITHO TSA KOMITI

LITLHOPHO-BOCHA TSE KA ETSOANG HO LEKA HO NTLAFATSA HO OTLOLIA, HO MATLAFATSA LE HO HOLISA TSAAMISO EA THUTO LESOTHO, HORE SECHABA, Likereke, LE 'MUSO - BOHLE-BOHLE BA AMEHANG BA TSEBE HO TSOARISANA, HO TLATSANA LE HO TSOARANA KA MATSOHO TSAAMASON EA THUTO MOLEMONG OA BOHLE.

LIPUISANO

BAELETSI BA LE 'MOHO BA ARABELA LIPOTSO TSE AKARETSANG LE HO THETHA TSEBETSO.
12.45 - 2.00 p.m. LIJO TSA MOTSEARE
2.15 p.m. BANGOLI/BATLAEHI BA HLOPHISISA LE HO THETHA LITLAEHO TSA BONA, 'ME BA LI BEHE KAPELE HO LIHLOTSOANA TSA BONA HORE LI TSETSETHOE, LE HO ANANEOA.
4.00 p.m. KAROLO EA BORBELI EA TSEBETSO

P.M. LITLAEHO LI TEKOA KAPELE HO SEBOKA HORE LI HLAHLOBISISOE, LI NTANO AMOHELOA LE HO FETISOA.

P.M. MOHLOMPHEHI LETONA LA THUTO, MONGHALI A.S. MOHALE O KOALA SEBOKA KA MOLAO.

P.M. LIJO TSA MANTSIBOEA

LABOHLANO: 19 MOTSEANONG, 1978

HORENG TSA HOSENG HO KHUTLELOA MAHAE.
APPENDIX B

(ENGLISH VERSION)

MINISTRY OF EDUCATION

THEME OF SEMINAR - EDUCATION IN LESOTHO

VENUE: VICTORIA HOTEL - MASERU

MONDAY: 15 MAY, 1978

2.00 p.m. - 8.00 p.m. REGISTRATION OF PARTICIPANTS.
8.00 p.m. CURRICULUM COMMITTEE MEETS CONSULTANTS AND CONFERENCE MONITOR.

TUESDAY: 16 MAY 1978

8.30 a.m. OPENING SESSION
HONOURABLE PRIME MINISTER, DR. LEABUA JONATHAN OFFICIALLY OPENS CONFERENCE.
WELCOME ADDRESS AND INTRODUCTIONS.

9.00 a.m. ELECTION OF CONFERENCE OFFICERS, GROUP CHAIRPERSONS AND RECORDERS.
9.30 a.m. TEA BREAK
10.00 a.m. PLENARY SESSION I
A CONTEXTUAL ANALYSIS AND INTRODUCTION OF THE DAY'S THEME: "WHAT SHOULD OUR CHILDREN LEARN?" - PERMANENT SECRETARY FOR EDUCATION, O.M. SEHERI

N.B. LEADING DISCUSSIONS BY A FEW PARTICIPANTS.

12.45 - 2.15 p.m. LUNCH BREAK

2.15 p.m. PLENARY SESSION 2
PRESENTATION: "AN OVERVIEW OF OPINIONS ARISING FROM LIPITSO - A SUMMARY - VERY BRIEF" BY C.M. BOHLOKO
WEDNESDAY, 17 MAY, 1978

8.30 a.m. PLENARY SESSION 3

DR. GILBERT PAUL OLOUCH (CONSULTANT) SPEAKS ON: "WHAT SHOULD OUR CHILDREN LEARN?"

DISCUSSION

10.00 a.m. TEA BREAK

11.00 a.m. PLENARY SESSION 4

PRESENTATION BY W.M. BUKU
TOPIC: "AN OVERVIEW OF SALIENT PUBLIC OPINIONS FROM QUESTIONNAIRES".

DISCUSSIONS

12.45 - 2.00 p.m. LUNCH BREAK

2.15 p.m. GROUP DISCUSSIONS

3.30 p.m. TEA BREAK

4.00 p.m. PLENARY SESSION 5

DR. BABS FAFUNWA (CONSULTANT) SPEAKS ON: "HOW BEST CAN SCHOOLS HELP CHILDREN LEARN? - INSTRUCTIONAL STRATEGIES AND LANGUAGE POLICY".

5.00 p.m. DISCUSSIONS AND ANNOUNCEMENTS

8.00 p.m. PREPARATIONS OF PLENARY SESSIONS AND GROUP REPORTS. REVIEW AND PLANNING MEETINGS.
THURSDAY 18 MAY, 1978

8.00 a.m.

PLENARY SESSION 6

PRESENTATION OF PAPER BY DR. BARNABAS OTAALA (CONSULTANT) ON: "HOW BEST CAN CHILDREN LEARN? - CHILD DEVELOPMENT"

DISCUSSIONS

10.00 a.m.

TEA BREAK

10.30 a.m.

PLENARY SESSION 7

PRESENTATION OF BRIEF PAPERS ON "WHAT ORGANIZATIONAL STRUCTURES AND MECHANISMS OF SUPPORT ARE NEEDED TO FACILITATE MEANINGFUL PARTNERSHIP BETWEEN THE PEOPLE, CHURCHES AND GOVERNMENT IN THE PROVISION OF EDUCATION" - MEMBERS OF THE CURRICULUM COMMITTEE.

11.30 a.m.

GROUP DISCUSSIONS

12.45 - 2.00 p.m.

LUNCH BREAK

2.15 p.m.

PANEL OF CONSULTANTS ANSWER QUESTIONS FROM PARTICIPANTS.

PREPARATION OF GROUP REPORTS BY GROUP CHAIRMEN AND RECORDERS.

4.00 p.m.

PRESENTATION OF GROUP REPORTS BY RECORDERS.

6.00 p.m.

OFFICIAL CLOSING OF SEMINAR BY HON. A.S. MOHALE, MINISTER OF EDUCATION.

FRIDAY, 19 MAY 1978.

DEPARTURES IN THE MORNING HOURS.
APPENDIX C

The Aims and Objectives of Primary Education in Lesotho.

Extract from the report of the Education Study Commission, 1976

1.1.0 The general aim of Primary Education is to help each child to develop fully as an individual and as a member of his community. In pursuance of this goal the Commission:

1.1.1 recommends that the following specific aims and objectives be adopted for Lesotho:

1.1.1.1 To ensure permanent and functional literacy in Sesotho and English, and basic numeracy as a foundation for further learning and effective living.

1.1.1.2 To help children to an understanding and acceptance of the highest standards of social living needed in present day Lesotho society.

1.1.1.3 To help children learn about and practise healthy ways of living.

1.1.1.4 To help children understand and appreciate their local and national environment.

1.1.1.5 To provide pupils with an understanding and appreciation of their cultural heritage.

1.1.1.6 To encourage children to investigate and think for themselves and to test their conclusions, and thus lay a foundation for scientific thinking.

1.1.1.7 To provide suitable opportunities for a variety of practical and creative activities aimed at personal development and, in particular, the growth of positive attitudes to work.

1.1.1.8 To give pupils a basic understanding of their civil rights and responsibilities for effective participation in and contribution to the life of their society.

1.1.1.9 To provide character and moral training.

1.1.1.10 To encourage the appreciation of culture and beauty in their various forms and to arouse aesthetic awareness.
Bibliography


