



Kingdom of Lesotho



United Nations Development Programme  
Project Document

**Project Title** Support to Distance Teacher Education Programme

**UNDAF Outcome(s):** UNDAF Outcome #3: Governance institutions strengthened, ensuring gender equality, public service delivery and human rights for all by 2012

**Expected CP Outcome(s):** Demand-driven and decentralized public service delivery based on claim-holder aspirations and participation strengthened.

**Expected Output(s):** Strengthened capacity of selected government institutions and other public service providers to support delivery of public services.

**Implementing Partner:** Ministry of Education and Training

**Responsible Parties:** Lesotho College of Education

*Brief Description*

*This project is designed to provide critical bridging support to the Distance Teacher Education Programme (DTEP) through the provision of qualified UNV resources. DTEP, introduced in 2001, responds to the material needs for improvements in the quality and quantity of primary school teachers in Lesotho. DTEP targets the large number of serving primary school teachers who are partially qualified, under-qualified or unqualified. DTEP fills an essential capacity building gap in the training of primary school teachers, compounded by the rise in student enrolments after the introduction of the Free Primary Education scheme in support of the achievement of MDG Goal 2 achieving universal primary education.*

Programme Period: 2008 - 2012

Key Result Area (Strategic Plan): Strengthening accountable and responsive governing institutions

Atlas Award ID: TBD

Start date: 1 Apr 2009

End Date: 31 Mar 2010

PAC Meeting Date: 9 March 2009

Management Arrangements: National Implementation

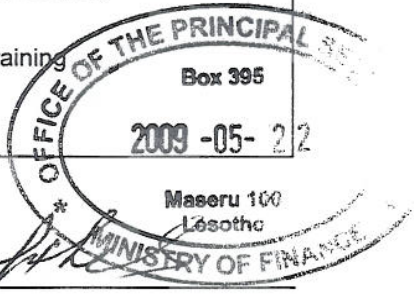
2009-2010 AWP budget: 124,174

Total resources required: 124,174

Total allocated resources:

- Regular: 124,174
- Other:
  - Donor: \_\_\_\_\_
  - Government: \_\_\_\_\_

Plus In-kind Contributions from the Ministry of Education & Training



Agreed by Ministry of Finance and Development Planning:  
Mr. M. Thethisa

Agreed by Ministry of Education and Training:  
Mr. O.M. Makara

Agreed by UNDP:

Ms. A. Eziakonwa



## I. SITUATION ANALYSIS

Lesotho College of Education (LCE) was established in 1975 by the order of the Lesotho Government. The objective was to create a college which would replace the teacher training colleges run by the Lesotho Evangelical Church, the Roman Catholic Church and the Anglican Church in response to a long-felt need for a centralised teacher training institution for pre-service and in-service teachers. LCE is the only provider of primary school teacher's certificates in Lesotho and is therefore, key in addressing the pressing issue of primary school teachers in Lesotho who are unqualified or under qualified.

This issue of teacher qualification has been exacerbated by the introduction of the Free Primary Education (FPE) initiative which has had very positive results in terms of the number of children attending primary school, but also has put pressure on the already limited pool of qualified teachers. As a result of the introduction of the Free Primary Education scheme, children started to go to school in large numbers. At the same time there was an acute shortage of qualified primary school teachers. A decision was made to engage high school leavers with O level certificates to help teach in the schools as unqualified teachers.

As such, the Free Primary Education scheme has created a demand for trained teachers. LCE runs face-to-face on-campus programmes but these cannot meet that demand because of limited capacity both in space and resources. Moreover, schools cannot spare their precious teachers to attend full-time training. In order to address this situation, the Ministry of Education and Training (MoET) introduced the Distance Teacher Education Programme (DTEP) as it can be delivered to a large number of serving teachers across the country, irrespective of geographic location, without removing them from the classroom for prolonged periods and without causing any disruption to their social and family-lives.

A large number of teachers have taken part in the DTEP programme (2,197 up to 2007/2008) with 447 trainees graduating in November 2006 and 381 in October 2007. The projected numbers show a sustained level of trainees with an expected average of 2,400 per annum. Central to the programme is the fact that trainee teachers are retained at their work in primary schools throughout the country. These primary schools are grouped into sites (42 sites), where full-time and part-time site tutors support the in-service teacher training aspect of the programme. The sites, in turn, have been organized into clusters (25 clusters), at which level, programme workshops are held. Lastly, the clusters have been grouped into six regions (covering the ten districts in Lesotho: Mokhotlong; Leribe; Maseru; Mohale's Hoek; Qacha's Nek and Thaba-Tseka) and a Regional Coordinator has been appointed for each region, to monitor the DTEP programme. Trainee teachers are required to have a minimum of two years' teaching experience before entry onto the programme.

Under the above scheme, there have been shortages of full-time site tutors, which led to the introduction of part-time site tutors. But even the number of part-time site tutors is diminishing, making it difficult for the programme to remain effective. The DTEP programme has been supported by the World Bank and a development partners' review of the education sector was planned for fall 2008. We await further information on this research, which will help determine how the different development partners can support LCE and DTEP moving forward. In the meantime, there is an acute need to support DTEP as a result of which this bridging project has been designed.

## II. STRATEGY

This project will provide targeted support to the DTEP programme by injecting qualified UNV resources at local level. This will serve as a temporary stop-gap measure, but will also help build the necessary capacity to sustain the activities over the longer run.

The UNV resources will be placed at the regional level so as to maximize the reach and impact on the effectiveness of the programme. Given the limited resources available, it will not be possible to place UNV resources in each of the regions. Consultation among all parties on where the most effective and long-term impact can be made by this project has identified the Leribe district as the best location for the international and national UNV volunteers. These UNV resources will provide a local "face" to DTEP and will 1) develop local resource centres; 2) develop focal sites; 3) conduct classroom observations; 4) liaise with other tutors and college management to improve the programme's performance and 5) participate in DTEP workshops and off-season residential sessions.

Peace Corps has been engaged in partnership with the Ministry of Education and Training and Lesotho College of Education on the Distance Teacher Education Programme for the last three years. The current programme draws on their expertise and continued contribution of Peace Corps volunteers and mechanisms will be put in place to continue this collaboration.

To ensure that skills developed during the course of the project by the National UNV volunteer are captured for the long-term benefit of the Distance Teacher Education Programme, Lesotho College of Education will recruit the National UNV volunteer to their staff at the end of his/her project placement.

The Distance Teacher Education Programme is an ongoing programme within the Ministry of Education and Training. As such, it enjoys continued support within the Ministry, provided for within the recurring budget.

Support by UNDP for the Programme under this project is limited to one-year. However, should there be potential for continued or other support, such decision will be informed by the quarterly and annual review process, over the lifetime of this project.

To maximise the benefits accruing to student teachers, a broad spectrum approach will be taken to training, to include, where possible, within the limitations of time and curriculum, training in life skills, HIV/AIDS prevention and management and others. Close cooperation with Peace Corps will be fostered in the design and delivery of such training.

In order to ensure that the programme can effectively monitor the activities in the different schools under the responsibility of the chosen region, this project will also provide the necessary transportation means. Lastly, funds will be made available to augment training among site tutors and to provide bridging training for school teachers with qualifications below the minimum entry level requirements of the teacher training college (LCE). Such training will facilitate their entry onto DTEP and build their capacity for enhanced progression throughout their in-service training. In turn, this will boost graduate numbers and progress the overall aims of the programme.

## I. ANNUAL WORK PLAN – 2009–2010

EXPECTED OUTPUTS <i>And baseline, associated indicators and annual targets</i>	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME 2009–2010				RESPONSIBLE PARTY	PLANNED BUDGET Q2 2009 to Q1 2010		
		Q2 09	Q3 09	Q4 09	Q1 10		Funding Source	Budget Description	Amount – in USD
<p><b>Output 1</b> - Strengthened capacity of selected government institutions and other public service providers to support delivery of public services.</p> <p>Baseline: 2,210 (2007-2008 enrolment) trainee student teachers in the region 796 or 36% of trainee student teachers are being properly supervised.</p> <p>Indicators: number of supervised students.</p> <p>Targets: to increase the number of supervised students by 581 in Leribe. This will improve student supervision by 25%.</p> <p>Related CP outcome: Demand-driven and decentralized public service delivery based on claim-holder aspirations and participation strengthened.</p>	<p>In respect of the region in which UNV resources are deployed:</p> <p>1. Core team established International UNV x 1 plus National UNV x 1 or x 2</p>	X				LCE	UNDP TRAC	Intl UNV, full cost 65,174 @ 10%	6,517
								Ntl UNV (x1) full cost 14,000 @ 10%	1,400
								Transport and travel (40,000 @ 10%)	4,000
	2. Assessment of programme needs (survey, interviews, focus groups)	X				LCE/DTEP	-		Nil

EXPECTED OUTPUTS And baseline, associated indicators and annual targets	PLANNED ACTIVITIES List activity results and associated actions	TIMEFRAME 2009-2010				RESPONSIBLE PARTY	PLANNED BUDGET Q2 2009 to Q1 2010 <sup>1</sup>		
		Q2 09	Q3 09	Q4 09	Q1 10		Funding Source	Budget Description	Amount
			3. Provision of technical assistance to residential and on off-campus training sessions	X	X		X	X	LCE/DTEP
	4. Liaison with LCE in curriculum design and the development of course material	X	X	X	X	LCE/DTEP	UNDP TRAC	Intl UNV (x1) full cost 14,000 @ 20%	2,800
								Transport and travel (40,000 @ 20%)	8,000
								Intl UNV, full cost 65,174 @ 35%	22,811
								Intl UNV (x1) full cost 14,000 @ 35%	4,900
								Transport and travel (40,000 @ 35%)	14,000

<sup>1</sup> Core to delivery of support to the LCE/DTEP project are the provision of qualified, experienced teacher training and support personnel; a vehicle to assist them in developing the project and monitoring its progress in delivery; and workshops to develop local capacity to successfully coordinate the programme beyond the project end date. LCE has identified four districts in need of improved student teacher supervision: Qacha's Nek, Mokhotlong, Leribe and Mphahle's Hoek.

