



Ministry of Education and Training

LESOTHO BASIC EDUCATION CURRICULUM POLICY (LBECP)



WORLD BANK



Lesotho Basic Education Curriculum Policy (LBECP), 2021

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FORWORD

The Kingdom of Lesotho regards quality education key to social development and economic growth. Lesotho is, therefore, signatory to international protocols and conventions which call for access, relevance, quality and equitable education; and protection of children. It is not surprising, therefore, that Lesotho's legal frameworks such as The Constitution of Lesotho (1993, Chapter 3, Section 28), and Lesotho Education Act (2010) advocate for provision of free and compulsory primary education as well as accessible secondary, vocational and technical education. The Children's Protection and Welfare Act (2011), Part III (11) further purports that no child shall be denied education on account of disability, pregnancy, initiation or other cultural rites and practices.

In 2009, The Ministry of Education and Training developed *Curriculum and Assessment Policy: Education for Individual and Social Development (CAP)* which was fundamental in reforming our curriculum towards integration. Nevertheless, CAP was faced with implementation, contextual and resource-based challenges which translated into misinterpretations and misrepresentations of the policy intentions. It is against this background that Lesotho Basic Education Curriculum Policy (LBECP), 2021 was borne.

LBECP intends to respond to the 21st century demands and the current global trends, which thus require rigorous revision of our national curriculum such that it provides quality, inclusive, equitable and credible academic, technical and vocational curriculum. It also broadens the spectrum of free and compulsory basic education such that it encompasses all grades from R to 12, and more importantly outlines strategic checkpoints for quality assurance.

The Ministry is therefore committed to collaborate with all relevant stakeholders in order to facilitate realistic and efficient implementation of this policy. "Every kingdom divided against itself is brought to desolation, and every house divided against itself cannot stand" Mathew 12:25. *Etsoe Mosotho o ne a nepile ha a re, "Hlaahlela le lla ka le leng."*

Minister of Education and Training

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We thank you all!

The Principal Secretary - Basic Education

ABBREVIATIONS AND ACRONYMS

CAP	Curriculum and Assessment Policy
CEO	Chief Education Officer
DRTs	District Resource Teachers
EAC	Education Advisory Council
ECCD	Early Childhood Care and Development
ECoL	Examinations Council of Lesotho
NSDP	National Strategic Development Plan
ESP	Education Sector Plan
ESSP	Education Sector Strategic Plan
FPE	Free Primary Education
GOL	Government of Lesotho
IECCD	Integrated Early Childhood Care and Development
LBCEP	Lesotho Basic Education Curriculum Policy
LDTC	Lesotho Distance Teaching Centre
LQF	Lesotho Qualifications Framework
LSEN	Learners with Special Educational Needs
MoET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
NFE	Non Formal Education
PSLE	Primary School Leaving Examination
SEU	Special Education Unit
TRS	Textbook Rental Scheme
TVET	Technical and Vocational Education Training

DEFINITION OF TERMS

This section presents key terms pertinent to understanding key issues in curriculum.

1. **Curriculum:** An embodiment of content (knowledge, skills, values and attitudes), pedagogy (methods and strategies) and assessment of a given level or phase.
2. **Inclusive/adaptive curriculum:** A form of curriculum that modifies and adapts the prescribed program of studies to meet the learning requirements of a student with diverse educational needs.
3. **Integration:** The holistic view and treatment of issues related to intelligence, maturity, personal and social development of the learner for survival purposes and economic development of the nation as opposed to the compartmentalized subject based form of instruction.
4. **Self-reliance:** An ability of individuals within a community to function with a level of cohesion, social accountability and mutual dependence in taking decisions, mobilising resources, and building as well as maximising interpersonal capacity to address initiatives for mutual benefit.
5. **Official language:** English and Sesotho are languages given a special status and used in the country as official languages.
6. **Accreditation:** a form of external quality assurance that ensures credibility of an education system.
7. **Unifying language:** Sesotho is a unifying language in Lesotho context.
8. **Pedagogy:** How knowledge, skills, values and attitudes are imparted in an educational context, and pedagogy also considers the interactions that take place during teaching and learning.
9. **Learning outcome:** A broad learning intention that can be broken down into several specific, measurable and observable teaching and learning objectives, against which the teacher can check the learners' progress.
10. **Assessment:** A process to determine learners' achievement of expected learning outcomes. It may employ a range of methods including; written, oral, observation, project and practical work.
11. **Inclusive curriculum:** The form of curriculum which provides all learners opportunities to access and participate in a learning environment.
12. **Inclusive Education:** "a process of addressing and responding to diverse needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education."

13. **Theme:** A unifying subject or idea that specific learning outcomes in the curriculum address.
14. **Flexible curriculum:** Curriculum that is conceptualised in terms of adaptability and accessibility of the *curriculum* to learners' needs and capabilities.
15. **Multi-grade school:** A school in which one teacher has to teach many grades at the same time either in one class or separated classrooms; or a school in which many grades are taught at the same time in one classroom by different teachers.
16. **Learners with Special Educational Needs (LSEN):** Learners who are in need of additional support, depending on the extent to which the education system adapts curriculum, teaching strategies, and provide additional human or material resources so as to stimulate their efficient and effective learning.
17. **Technical and Vocational:** The education process which involves general education, the study of technology, related sciences and the acquisition of practical skills related to various sectors of economic and social life.
18. **Artisan:** A skilled manual worker who makes high quality of distinctive product that may be functional, or strictly decorative.

EXECUTIVE SUMMARY

Lesotho has gone through several educational reforms some of those included efforts to use education as an instrument for promoting economic and social development. These reforms include the introduction of Free Primary Education (FPE) in accordance with World Declaration on Education for All which was intended to meet the basic learning need. However, there were many challenges encountered during the implementation of FPE. Some of them are as follows:

- overcrowded classrooms,
- high dropout and repetition rates
- Inadequate resources
- unmanageable classes
- disparities and gender inequalities

As a result, the quality of education seemed to have been compromised.

The MoET developed and implemented regulatory frameworks including Curriculum and Assessment Policy (CAP) as a remedy to these challenges. It was aimed at giving principles and guidelines for the national curriculum reform. However, during its implementation, the following challenges were encountered:

- teacher preparedness,
- lack of appropriate resources,
- curriculum inflexibility.

These necessitated the review of CAP and resulted in development of Lesotho Basic Education Curriculum Policy (LBECP) which strives to address education and training issues holistically. To achieve this, LBECP gives guidance and direction on:

- reorganisation of school curriculum and outlining process of curriculum development process.
- prioritising development of the 21st century skills amongst learners.
- improving pedagogical and assessment approaches that will increase quality in education delivery.
- clarification of progression strategies.
- collaborative effort for ensuring accountability and monitoring of the progress on policy implementation.

1. BACKGROUND

1.1 Education and Development

Lesotho considers education as one of the cornerstones entrusted to address the welfare of the Basotho society. She therefore prides herself on an educational system that offers equal opportunities for all, across all levels. Education is aimed at providing learners with knowledge, skills, ethics, values and attitudes essential to enable them to survive. Basic Education in particular, forms the basic foundation for tertiary, technical and vocational education and life-long learning.

Education is considered as a driver and a catalyst of many Sustainable Development Goals (SDGs) as it promotes health and well-being, meaningful livelihoods, economic security, and the full development of human potential. It also aims to nurture healthy and competent individuals who are enabled to reach their full potential and contribute to their nation's development. Education, therefore, aims to prepare individuals by equipping them with relevant knowledge and skills necessary to thrive and be competitive in global market.

1.2 Brief History of Education in Lesotho

The dawn of the new millennium gave Basotho opportunity to reflect on how they could solve the existing challenges in order to inform their aspirations. This led to development of the Lesotho Vision 2020 Document which sought to address the following questions:

- a) how do the Basotho people envision their future?
- b) what are the challenges that face the development process?
- c) what could happen to the development process in the future?
- d) what should be done to realize the Vision?

In an attempt to address these questions, education was considered as an important tool to fully respond to the needs of the country. Therefore, the country made a commitment to provide an equitable basic education to all Basotho as a key development goal. Equitable basic education was meant to strengthen access to education, develop curriculum that fully responds to the national development priorities, thus, promoting entrepreneurial, life, technical and vocational skills. There was also a need to improve management capacity at all levels of education and prioritise initiatives geared towards addressing adverse effects of the HIV and AIDS

pandemic on the education system. Furthermore, Lesotho had envisioned to develop education system that is universal, free and compulsory to all and improve the system of examinations to avoid potential anomalies.

The Ministry of Education and Training (MoET) considers itself as instrumental in playing a leading role towards realisation of this national vision. This is in line with its main responsibilities which include curriculum design, recruitment and payment of teachers, construction of additional classrooms, provision of subsidies for learners' fees and administration of examinations as well as quality assurance of teaching.

Lesotho has made substantial gains in education service delivery¹. Among others, attachment of reception classes at lower basic education level, the introduction of Free Primary Education (FPE), implementation of Textbook Rental Scheme (TRS). MoET fully supervised and supported 245 reception classes attached to public primary schools. This number is insignificant to accommodate five-year olds, given the fact that there are 1479 registered primary schools. Based on ESP, there is a need to attach more reception classes to existing lower basic education schools to address the decreasing enrolment.

The introduction of FPE led to increased enrolment ratio in Lower Basic Education since 2000. However, retaining them in school became a challenge as evidenced by 12.3% and 15.9% dropout rate at Grades 1 and 7 respectively. In addition, repetition rates were high throughout all the grades, leading to overcrowded classrooms. Alternatively, overcrowding is also caused by severe shortage of teachers and classrooms. Apart from that, some children never enrolled in school, particularly those with special educational needs due to unfavourable learning environment. Furthermore, international comparative studies² demonstrate that performance of Lesotho learners and teachers in reading and mathematics in primary education is low compared to SACMEQ average scores. This resulted in a number of Basotho children who study in other countries, especially South Africa.

To improve learners' performance, there is a need to focus on strengthening policy commitments and governance system in order to create suitable learning environment

¹ Education Sector Plan (ESP) 2016 – 2026

² SACMEQ III, reading and mathematics achievement scores.

for all learners. It is also crucial to invest in continuous teacher professional development programmes to ensure that learners are taught by well trained and motivated teachers. The governance systems through which teachers are recruited, trained and deployed play a critical role in ensuring equitable learning outcomes.

For the Secondary Education, there is persistent achievement gap across districts. Schools located in mountainous regions show poor performance compared to those located in the lowlands. There are also strong gender disparities in selection of technical subjects, indicating stereotypes in terms of socialisation and gender norms that still affect educational and occupational specialties. Furthermore, high dropout rate as a result of fee policies and shortage of secondary schools in remote rural areas contribute to lowering demand and access for education among the poorest families. This complicates matters especially for learners who have to move from their communities to access secondary education in urban places. More so, early and forced marriages make girls dropout of school while boys dropout to herd animals. World Bank baseline study, 2016, shows that there was 21% dropout rate in Grades 8 – 9 in rural schools. These gaps can be mitigated through concerted effort from relevant stakeholders leading to successful implementation of clear policy guidelines.

1.3 Regulatory frameworks

Various documents were consulted to keep up with current trends and also ensure consistency with national strategies. These include: international protocols and conventions, national strategic documents as well as MoET policies to achieve alignment, harmonisation and standardisation.

1.3.1 International protocols and conventions

Lesotho as part of the global community has ratified a number of international protocols and conventions that safeguard the rights of children and young people, and guide programming for both education and health. Sustainable Development Goals (SDGs), in particular, SDG 4 advocates for inclusive and equitable quality education and lifelong learning opportunities for all. AU Agenda (AUA) 2063 aims at ensuring faster movement on the harmonisation of continental education systems (admissions, curricula, standards, programmes and qualifications). SADC Protocol on Education and Training (SADC PET) proposes standardisation of education among the member

states. The international conventions³ consider education as a fundamental human right. The policy has consulted these international protocols and conventions for matching the current trends and best practices.

1.3.2 National strategic documents

Lesotho's legal frameworks⁴ place education of the Basotho people at the centre. In line with legal frameworks, official documents determine strategic direction of the Government's plans intended to be achieved over a specified period. Among other issues, National Strategic Development Plan (NSDP II, 2018/19 – 2022/23), focuses on strengthening the skills development. This could be achieved through improving not only the quality and access of basic education but also teaching capacity and expand climate resilient school infrastructure. It also encourages development of induction and mentoring programmes for teachers and principals. Furthermore, it advocates for integration and increased utilisation of ICT in teaching. Finally, it recommends improved governance and accountability in education. Educational Strategic Plan (ESP, 2016-2026), emphasises that the national curriculum should be reformed to meet the needs of Lesotho; while Lesotho Qualifications Framework (LQF, 2019) defines the depth of achievements and capabilities of graduates to demonstrate their knowledge, skills and competence. The policies in the MoET are supposed to be aligned with the goals set in the national strategies to ensure consistency.

1.3.3 MoET policies

The existing MoET policies consider curriculum as the driving force to leverage educational reform. National Policy of Integrated Early Childhood Care and Development (NPIECCD, 2013) calls for transference of the review and development of an integrated preschool curriculum to the National Curriculum Development Centre (NCDC). Lesotho Education Language Policy (LELP, 2019) spells out the main ethnic and other minority mother tongue languages to be included in the school curriculum in order to ensure access to information and effective communication. Lesotho Inclusive Education Policy (LIEP, 2019) also suggests modification of curricula and assessment criteria, provision of appropriate instructional materials and learning

³Convention on the Elimination of Child Labour, Article 7; Convention on the Rights of the Child, Article 28; Africa Charter on Child Rights and Welfare, Article 11.

⁴The Constitution of Lesotho, 1993, Chapter 3, Section 28; Children's Protection and Welfare Act (2011), Part III, Section 11; Lesotho Education Act (2010), Part I, Section 3.

resources in accessible formats depending on individual needs; and provision of skills-based education and competency-based certification to learners identified as lagging behind from academic demands. Non-Formal Education Policy (NFEP, 2018) adapts the existing national curriculum to be suitable for Open and Distance Learning programmes. Lesotho Technical and Vocational Education and Training Policy (LTVETP) stipulates strategies that require development of curriculum that provides relevant quality skills and knowledge to meet the demands of the market and nation.

Curriculum and Assessment Policy: *Education for Individual and Social Development* (CAP, 2009) was aimed at giving principles and guidelines for the national curriculum reform which was implemented in stages from 2012. CAP advocated for implementation of integrated curriculum. The policy encouraged utilisation of curriculum aspects, core competencies and learning areas for organising content, skills, values and attitudes which learners ought to acquire and develop. The intention was that learners would fully participate in the economic and social development of the country as individuals and members of the community.

Some successes of CAP include bringing about collegiality among teachers, learners and different stakeholders. It enhanced improvisation and use of locally available materials to facilitate teaching and learning. It unleashed specialised talents, promoted creativity and an attempt towards self-reliance among learners. CAP also instigated removal of unnecessary barriers such as Primary School Leaving Examination (PSLE) and this resulted in increased enrolments in post-primary schools. The recent studies revealed that implementation of CAP was faced with challenges which emanated from the implementation process itself, context and resources.

1.4 Challenges encountered during implementation process

- Curriculum organisation and structure of learning areas compromised content in some subjects.
- The policy did not envision the teacher to handle integrated curriculum.
- Lack of implementation plan, monitoring and evaluation strategies led to partial implementation of policy.

1.5 Contextual challenges

- Ambiguous policy statements such as those referring to mother-tongue (which was interpreted as Sesotho), 10 years of uninterrupted basic education (interpreted as

Automatic Promotion) and gradual emergence of subjects without clear line of demarcation led to a considerable decline in the level of literacy. Lack of clear policy guidelines with regard to standards, progression and promotion, also fuelled the notion of automatic promotion. MoET, through ECoL, put in place assessment packages which were also interpreted as a replacement of the teaching syllabus.

- Discrepancy between CAP and other MoET supporting documents. The spectrum of basic education was defined differently by CAP and ESP as 10 and 11 years respectively.
- CAP envisaged self-reliant and productive learners, but technical subjects were not given due recognition. As a result, curriculum remained skewed towards the academic stream, relegating the vocational and technical streams. This defeats their intended purpose to facilitate opportunities for entrepreneurship and requisite employment skills in both private and public sectors.

1.6 Human and material resources challenges

- Financial constraints hindered professional capacity building of key implementing stakeholders. The rationed government budget was an impediment to smooth implementation of CAP and related activities, resulting in staggering activities which otherwise should have occurred simultaneously. Again, there is no alignment between the government's fiscal year and the school calendar, which led to delay in teacher-training and provision of instructional materials.
- Post-primary schools were not well prepared for learners' placement after phasing out PSLE. Furthermore, phasing out of PSLE called for building of more secondary schools, a matter which was left unattended, hence some learners dropped out because of issues of access.
- CAP implementation also suffered from problems of teacher quality associated with the absence of regular in-service training opportunities for teacher; poor supervision by inexperienced head teachers; inadequate inspection support and presence of uncertified/unqualified teachers.

1.7 Rationale for policy review

To address these gaps in the education system, the Ministry of Education and Training decided to review CAP informed by consultations of key stakeholders. Consulting curriculum policies of other African countries was significant for benchmarking purpose and to keep up with the current global trends. The review led to the

development of a new policy, that redefines the Lesotho basic education system. Hence, the new policy is named Lesotho Basic Education Curriculum Policy (LBECP).

This policy would result in:

- restructuring the Lesotho Basic Education System.
- reorganisation of school curriculum.
- outlining process of curriculum development model.
- improving pedagogical approaches that will increase quality in education delivery.
- clarification of assessment and progression strategies (check points).
- stating roles and responsibilities of different stakeholders.
- Implementation strategies.
- Research, monitoring and evaluation.

2. THE LESOTHO BASIC EDUCATION SYSTEM

Lesotho considers education as one of the cornerstones entrusted to address the welfare of the Basotho society. She therefore prides herself on an educational system that offers equal opportunities for all across all levels. Basic Education is aimed at providing learners with knowledge, skills, ethics, values and attitudes essential to enable them to survive. It intends to develop learners' full potential to live and work in dignity. It enables learners to participate fully in the development processes to improve the quality of their lives. It empowers learners to make informed decisions and to continue learning. It forms the basic foundation for tertiary, technical and vocational education and life-long learning. It covers all children and adults alike, irrespective of their ability and gender.

The aims of Basic Education in this policy have been presented to cover primary and secondary education. These aims build on one another and grow throughout the different levels. Thus, Basic Education aims at:

1. developing advanced linguistic and mathematical skills to bolster creative and critical thinking for effective communication and life-long learning.
2. equipping learners with knowledge, attitudes and skills which enable them to respond to socio-economic and technological changes.
3. providing learners with moral and religious/spiritual foundation for the development of a socially and culturally acceptable character, able to embrace diversity and values requisite for national unity.
4. developing understanding, appreciation as well as awareness of environmental interactions and issues of climate change in ensuring sustainable development.
5. developing advanced vocational, technical, scientific, entrepreneurial and technological knowledge and skills to promote digital literacy, financial literacy, independent and critical thinking necessary for further learning, self-reliance and the world of work.
6. promoting aesthetic and creative skills through different forms of literary work.
7. providing suitable opportunities for a variety of practical and creative skills aimed at improving health and healthy living styles.

8. providing opportunities for learners to participate in activities promoting democratic principles, human rights and responsibilities, and emerging issues for effective participation and contribution to the life of the Basotho nation.

In order to achieve these aims, LBCEP structures the education system from Basic Education, Technical and Vocational Training and Tertiary Education.

2.1 Basic Education

The spectrum of Lesotho Basic Education comprises:

- Free and compulsory primary education
 - foundation phase (Grades R-3: 5-8 years);
 - intermediate phase (Grades 4- 7: 9-12 years).
- Free secondary education
 - Lower and upper secondary education, which branches into academic and technical streams (Grades 8-12: 13-17 years).

2.1.1 Primary Education

The eight-year primary education should be free, compulsory and accessible for all children in Lesotho. Primary education is divided into two phases namely; foundation (Grades R-3) and intermediate (Grades 4-7) phases. The goal of the foundation phase is to improve children's opportunities for learning and development. The reception class (Grade R) plays an imperative role in the basic education continuum. All primary schools should have Grade R attachment.

The intermediate phase builds on the knowledge and skills developed at the previous phase. This phase broadens the knowledge base and skills that learners should develop. It also introduces learners to creative and technical skills. In this phase, English should be used as a medium of instruction and assessment across the curriculum except in the other languages. There will be checkpoints at the end of each phase of primary education. It is worth noting that learners who could not complete primary education for various reasons have an opportunity to go through vocational stream (Artisan 1).

2.1.2 Secondary education

Secondary education is divided into lower (Grades 8-9) and upper (Grades 10-12) phases. Having completed intermediate phase, learners choose either academic, technical or vocational stream (Artisan 2). Upon completion of lower secondary phase

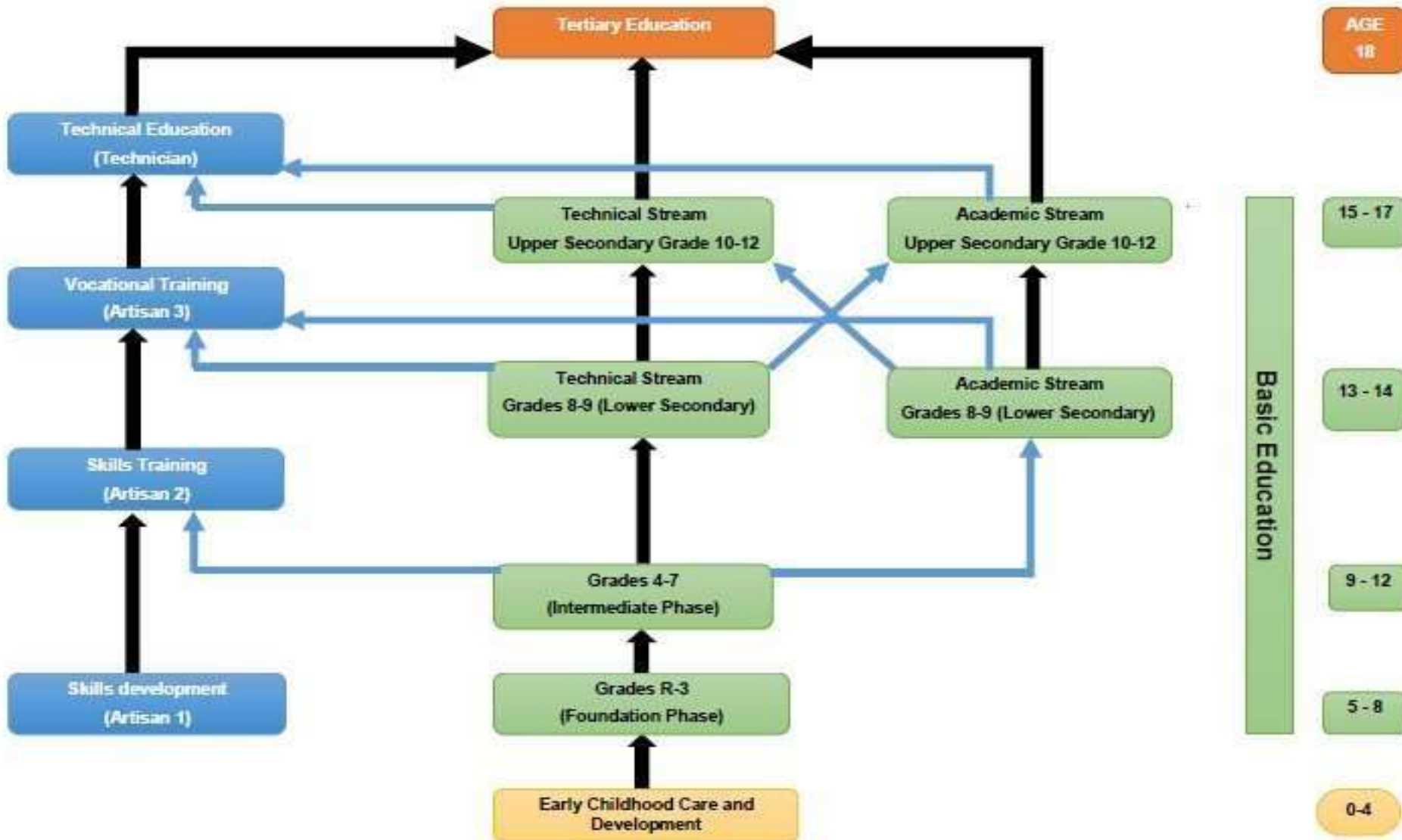
learners have a liberty to follow career paths within the upper secondary phase or to join vocational stream (Artisan 3). Learners who follow the academic stream are allowed to change to technical stream or vocational stream. Likewise, those who follow the technical stream can as well change to academic or vocational stream, if there is a need to do so. Learners who wish to change the stream should be guided by the minimum entry requirements of the stream of choice.

At the end of lower secondary phase (Grade 9), there will be a checkpoint on selected subjects. In upper phase, learners follow the field of study that will ultimately determine their career paths. At the end of secondary education (Grade 12), learners take a national school-leaving examination.

2.1.3 Vocational stream

There is a provision for learners who have not undergone or have not completed primary education to follow vocational stream to develop skills, (Artisan 1). Also, learners who might not chose to go through or may decide to discontinue secondary education have the opportunity to go through skills training (Artisan 2). Learners have liberty to progress to vocational training (Artisan 3), thereafter follow technical education (technician). This creates opportunities for learners to further their studies and make progress to follow their chosen careers at tertiary level.

PROPOSED LESOTHO BASIC EDUCATION STRUCTURE



3. ORGANISATION OF SCHOOL CURRICULUM

The previous chapter outlines the Lesotho education system which enables achievement of aims of the Basic Education. This policy prioritises curriculum that is geared towards nurturing and developing 21st century skills at all levels. The purpose of this chapter is to provide a detailed description of organisation of school curriculum. First this chapter states curriculum objectives after which the core competencies that help address curriculum objectives are explained. Thereafter, the chapter portrays how curriculum is organised in each phase.

3.1 Curriculum objectives

The curriculum objectives are derived from aims of the Basic Education. These curriculum objectives state that learners should develop and apply:

1. functional and advanced literacy and effective communication skills.
2. functional and advanced numeracy skills.
3. scientific and technological knowledge and skills.
4. knowledge and understanding of the civil and human rights, gender equity and equality.
5. entrepreneurial, creative, technical and vocational skills.
6. positive attitude and aesthetic awareness towards diverse cultural heritage.
7. knowledge, skills and attitudes to interact appropriately with the environment and promote socio-economic development.
8. knowledge, skills and attitudes to promote socially and morally acceptable behaviour.

The achievement of these objectives will be realised by equipping learners with the core competencies which prioritise development of the 21st century skills amongst learners to ensure that they are responsive to current realities without restricting their ability.

3.2 Core competencies

Core competencies indicate capabilities learners acquire as they go through the education system at different levels and are assessed in all learning areas and subjects. They indicate the ability of learners to apply knowledge and skills and to demonstrate values and attitudes to address current and new situations. Every learner needs core competencies to make positive contribution in society. Core competencies identified in the Lesotho context can be grouped into seven areas: Literacy and

effective communication skills; Functional and advanced numerical skills; Learning to learn; Personal skills; Social skills; Scientific, technical and creative skills; and Digital literacy skills. The table below summarises the core competencies and corresponding skills needed to attain them.

Core competencies	Skills
Literacy and effective communication: use of oral, sign and written language meaningfully in a range of different cultural, linguistic, and social contexts.	listening, speaking eloquently, writing logically, reading fluently, eliciting, describing, explaining, discussing, persuading, demonstrating, presenting, dramatising, displaying, drawing, reporting, critical analysis.
Functional and advanced numeracy skills: creating logical models for understanding, and being able to think in terms of relationships of quantity, size, shape and space, and computation.	estimating; approximating; measuring; calculating; tabulating; drawing graphs, charts, diagrams, shapes, figures; using instruments; being accurate and logical; solving problems; presenting information; using mathematical language.
Learning to learn: willingness to acquire and apply knowledge and skills innovatively in new situations.	setting goals; organising; solving problems; regulating, evaluating and reflecting on completed processes; working effectively as an individual and in groups; increasingly taking responsibility for their own learning. flexibility and adaptability.
Personal skills: increased self-awareness and a variety of practical and creative skills aimed at improving health and healthy living styles.	making informed choices; decisions and judgements; evaluating beliefs and opinions; taking initiative; acting creatively; producing; innovating; leadership and accountability; initiative; endurance; agility; balance; speed; reaction time.
Social skills: appropriate values and attitudes that enable learners to work well with others in multi-cultural settings and communities.	showing respect, tolerance, trustworthiness and honesty; co-operating; accepting encouragement and positive criticism; diplomacy; conflict resolution; negotiating; showing appreciation.
Scientific, technical and creative skills: cognitively organise and manipulate experience and learning for rational understanding and behaviour.	exploring; investigating; enquiring; recognizing; contextualising; hypothesising; interpreting; weighing up alternatives; analysing; synthesising; evaluating; thinking creatively; creating knowledge.
Digital literacy skills: develops through the use of digital platforms.	information, media and technology literacy; choosing appropriate communication solution; utilising hardware and software; evaluating information; transforming information to knowledge; following ethical practice; interacting considerately; communicating clearly; productivity; edutainment.

These curriculum objectives together with core competences serve as a guide for organising curriculum in each phase.

Foundation phase (Grades R-3)

In this policy, the school curriculum maintains integration at lower basic education (foundation phase). Integrated approach is preferred as it focuses on the holistic view and treatment of issues.

In reception class, knowledge is organised in three learning areas namely; literacy, numeracy and life skills. In Grades 1-3, it is organised in literacy, numeracy and my environment. Learners' mother tongue should be used to facilitate both teaching and learning in this phase.

Intermediate phase (Grades 4-7)

From the intermediate phase, the curriculum is organised in subjects, some of which are to a lesser extent integrated in preparation for transition into secondary education. The table below reflects learning area and/or subjects per phase.

Phase	Grade	Learning Areas/Subjects	
FOUNDATION PHASE	Reception class	Literacy: Home languages (Sesotho, isiPhuthi, isiNdebele, isiXhosa, Sign language) English	
		Numeracy	
		Life skills	
	Grade 1-3	First language Sesotho	
		Second language English	
		First Additional Language (isiPhuthi, isiNdebele, isiXhosa, Sign language)	
		Numeracy	
		My environment: Social environment Physical environment	
	INTERMEDIATE PHASE	Grade 4-7	First language Sesotho
			Second language English
First Additional Language (isiPhuthi, isiNdebele, isiXhosa, Sign language)			
Science			
Mathematics			
Creativity and Entrepreneurship			
Life-skills Based Sexuality Education			
Social Sciences			

Lower-secondary phase

At lower secondary phase, the curriculum continues to be organised in subjects. In addition, the choice of subjects can either be from the academic or the technical stream. The policy also creates opportunities for learners by allowing overlaps in the two streams in terms of the taught subjects. The subjects in these two streams are almost similar to allow flexibility when learners find it necessary to change streams as they progress along the secondary education. It is vital to note that there are four compulsory subjects; namely: English, Sesotho, Mathematics and Physical Science. Learners must also choose three or four optional subjects from a list of approved subjects. Their choice will be determined by their performance in Grade 9 and also depends on individual school curriculum from Grade 10. The subject choice at the end of Grade 9 will determine the field of study learners can follow once they complete Basic Education.

Phase	Stream	Learning Areas/Subjects
LOWER SECONDARY PHASE	Academic Stream	Sesotho, Nquni languages, Sign language, English, Foreign language
		Physical Science, Biology, Mathematics
		LBSE
		Agriculture, Food and Nutrition, Fashion and Textiles, Design and Technology, ICT
		Entrepreneurship, Accounting, Business Studies, Economics
		History, Geography, Literature in English, Religious Education, Global perspectives or History, Development Studies
		Performing arts: Music, Dance, Drama Visual arts: painting, drawing, modelling, sculpture, enamel work.
	Technical stream	Sesotho, Nquni languages, Sign language, English, Foreign language
		Chemistry, Physics, Biology, Mathematics
		Technical Drawing; Design & Technology; Food and Nutrition; Fashion and Textiles, Agriculture
		LBSE
		Performing arts: Music, Dance, Drama Visual arts: painting, artistic drawing, modelling, sculpture, enamel work
		Accounting; Business Studies; Computer Studies; Economics, Entrepreneurship.

Upper secondary phase (Grade 10 - 12)

The organisation of curriculum at this level is arranged in field of studies depending on the stream that learners may decide to follow. This can enable learners for further learning and specialisation.

Academic Stream

Learners are expected to specialise in one field where they are expected to take a minimum of three subjects and take stipulated compulsory subjects to have a minimum of seven (7) subjects.

Field of study	Subjects	Compulsory subjects
Mathematics and Science	Biology; Physics; Chemistry; ICT	<ul style="list-style-type: none"> • Sesotho • English • Mathematics
Languages	Nguni Languages, Literature in English, Foreign language, Sign language	<ul style="list-style-type: none"> • Sesotho • English • Mathematics • Physical Science
Social Sciences	Development Studies; Geography; History; Religious Studies, Global perspectives, Travel and Tourism.	
Applied Sciences	Agriculture; Health and Physical Education, Food and Nutrition; Fashion and Fabrics.	
Commercial studies	Accounting; Business Studies; Economics, Computer technology, Entrepreneurship.	
Technical subjects	Design and Technology; Design and Communication Drawing; ICT.	

Technical Stream

This stream comprises three career paths that learners can choose from. Learners are expected to specialise in one career path; take stipulated compulsory subjects and one elective in the chosen career path to have a minimum of seven (7) subjects.

Career Paths	Electives	Compulsory Subjects
Technology	<ul style="list-style-type: none"> • Mechanical Technology; • Civil Technology; • Electrical Technology • Fashion and Textiles Technology 	<ul style="list-style-type: none"> • Sesotho • English • Entrepreneurship. • Mathematics or Technical Mathematics. • Physical Science or Material Science. • Design & Communication Drawing.
Travel and Tourism	<ul style="list-style-type: none"> • Travel and Tourism • Food and Nutrition • Hospitality management 	
Arts	<ul style="list-style-type: none"> • Performing arts: Music, Dance, Drama • Visual arts: painting, artistic drawing, modelling and sculpture, enamel work 	

Field of study in vocational stream

This stream is meant to give opportunities to learners to further their studies or to go to the field of work. The entry point for learners who have not completed their primary education is at skills development (Artisan 1) where they develop basic skills. Learners who have completed Grade 7, may enrol at the skills training (Artisan 2) where they develop proficient skills. Having completed this level, learners are at liberty to progress to vocational training (Artisan 3) where they develop advanced skills. This creates opportunities for learners to further their studies and make progress to follow their chosen careers at tertiary level.

Skills Development (Artisan 1)	Skills Training (Artisan 2)	Vocational Training (Artisan 3)
<ul style="list-style-type: none"> • computer literacy • sewing • locksmith 	Technology <ul style="list-style-type: none"> • Mechanical Technology; • Civil Technology • Electrical Technology • Fashion and Textiles Technology 	Technology <ul style="list-style-type: none"> • Mechanical Technology; • Civil Technology; • Electrical Technology • Fashion and Textiles Technology
<ul style="list-style-type: none"> • crop production • livestock production • masonry 	<ul style="list-style-type: none"> • Agricultural Technology • Natural Resources and Environment Technology 	<ul style="list-style-type: none"> • Agricultural Technology • Natural Resources and Environment Technology
<ul style="list-style-type: none"> • decorations • home care • landscaping 	<ul style="list-style-type: none"> • Travel and Tourism. 	<ul style="list-style-type: none"> • Travel and Tourism
<ul style="list-style-type: none"> • Handicrafts 	<ul style="list-style-type: none"> • Arts 	<ul style="list-style-type: none"> • Arts

4. MODEL OF CURRICULUM DEVELOPMENT PROCESS

The curriculum development is a continuous process as the curriculum is intended to address societal needs which are often dynamic. To effectively serve the society meet her needs, curriculum has to evolve with the prevailing opportunities and existing challenges. Hence the need for an ongoing curriculum review.

On the basis that curriculum development should be informed by knowledge of theory and empirical research, the National Curriculum Development Centre (NCDC) has adapted the highly consultative model of curriculum design and development. This model was influenced by a careful analysis of models suggested by the curriculum theorists with the purpose of meeting unique needs and contexts of the society.

4.1 Model of curriculum development process

1. Situational analysis
2. Selection of educational aims, goals and objectives
3. Selection of learning experiences or competencies
4. Selection of content (subject matter) (scope and sequence)
5. Development of curriculum materials
6. Pilot testing and Monitoring
7. Writing of instructional materials
8. Dissemination
9. Monitoring, Research and Evaluation of the curriculum cycle

4.1.1 Situation analysis: This involves finding out the national needs and contexts in which the curriculum development process is to take place through surveys and consultations with relevant stakeholders (including the school environment).

4.1.2 Selection of educational aims, goals and objectives: These emanate from the findings of the situation analysis. The national aims of education are broad statements which state the broader outcomes of education at different levels to respond to national needs, existing opportunities and prevailing challenges.

4.1.3 Selection of learning experiences: This is where the national goals are translated into the competencies (knowledge, skills, values and attitudes) that the nation gives priority according to the needs stipulated in the situational analysis.

4.1.4 Selection of content: This is done on the basis of the desired competencies and involves development of scope and sequence chart. Its development is influenced by research and benchmarking with international standards to ensure that content is appropriate for the level intended to. Scope and sequence shows the depth and breadth of what is to be taught, learned and acquired at different grades which will lead to development of syllabus.

4.1.5 Development of curriculum materials: This involves organisation and integration of learning experiences and content with respect to the teaching and learning process within classroom. This is done according to learning areas and subjects. Decisions are made on how to draw scheme and record of work, lesson plan and time-table with emphasis on time-on-task.

- 4.1.6** Pilot testing and monitoring: These are carried out, phase by phase in the selected schools (two schools per district at primary level and one at secondary level, adopting one school at each level). Teachers from these schools receive ongoing support on the new content, pedagogy, learning experiences and assessment practices. Intensive monitoring through school visits is an essential part of pilot testing both as quality assurance measure and as monitoring the performance of the new curriculum. Information gathered from pilot school principals, teachers, learners and class-room observations, is used to refine each syllabus and teachers' guides to the syllabus. This phase is key for determining whether the curriculum can be disseminated to all schools countrywide.
- 4.1.7** Writing of instructional materials: As the syllabuses are pilot tested, instructional materials are developed to aid teaching and learning. These include, textbooks, teachers' guides, scripted lesson plans, supplementary reading materials and non-print materials. The approval of curriculum materials is done by the Lesotho Education Advisory Council.
- 4.1.8** Curriculum dissemination: Once the syllabus has been tested and refined and instructional materials are developed, they are disseminated to all schools throughout the country. Given the contextual challenges and the economic background of Lesotho, a combination of digital platforms and cascade dissemination model shall be utilised.

5. LANGUAGE OF INSTRUCTION

The Constitution of Lesotho pronounces that “no Mosotho shall be discriminated against on the basis of, among others, their ethnicity and language.” In observance of this, The Ministry of Education and Training (MoET) adopted a Free and Primary Education for ALL in 2000. This necessarily points to the need for all learners to access education without any linguistic barriers. In this regard, this policy embraces the multilingual nature of Lesotho’s population. Greater care is placed on the language of instruction, Nguni languages, Sign language, the place of code switching and recognition of other international languages within the education system.

5.1 Language of instruction

Although The Constitution states that Sesotho and English are the two official languages, Curriculum and Assessment Policy (2009:8) articulates that mother tongue will be used as a medium of instruction up to Grade 3 while English will be taught as a subject. Mother-tongue should be understood to encompass all indigenous languages namely, Sesotho, Sign language and Nguni languages (isi-Xhosa, isiPhuthi and isiNdebele).

From Grade 4 English shall begin to be used as a medium of instruction and continue to be taught as a subject. At this point, all learners will also be taught Sesotho as both an official and a language of national identity. Nguni languages will also continue to be taught as subjects and remain open for learners from Sesotho speaking background. This translates into the notion that learners from Sesotho speaking communities will take Sesotho and English as mandatory languages, but also take either Nguni or Sign language as a third language. Similarly, learners from Nguni or sign language backgrounds shall take their languages, English and Sesotho.

5.2 Nguni languages

In order for learners from Nguni speaking ethnic groups to be taught in their own languages up to Grade 3, and learn them as subjects beyond this grade, there is need for development and deployment of human resources at the institutions of higher learning and different departments of MoET. Deliberate steps should also be taken to either adopt formal orthography from SADC countries, or develop Lesotho’s

orthography to facilitate development of teaching and learning materials, and the teaching and learning process itself.

5.3 Sign language

Considering that Sign language is currently in different dialects, which makes it difficult for its users to communicate effectively, there is a need for it to be standardised so that the Lesotho Sign Language is developed. Once formalised, learners with hearing impairment and speech difficulties will access formal education equitably. For these learners Sign language remains the mode of instruction throughout all levels of education to facilitate access to information and effective communication.

5.4 International languages

Lesotho, like other countries, aspires for human resource base with “international communicative ability and an increased global marketability and opportunities for Basotho youth⁵”. Therefore, this calls for inclusion of French and other international languages in schools across various levels of education.

⁵LELP: 2019:30

6. THE APPROACH TO TEACHING, LEARNING AND ASSESSMENT

This chapter outlines the instructional and assessment practices that can benefit learners. The focus in pedagogy has therefore emphasised learner-centred approaches that can further develop creativity, independence and survival skills of learners. The goal of assessment is to monitor and evaluate the effectiveness of teaching and learning to ensure that all learners achieve learning outcomes effectively. Thus, pedagogy and assessment strategies should assist in improving the learning processes and the achievement of the curriculum goals. Both pedagogy and assessment ought to consider diverse educational needs of individual learners. Learners with special needs will be taught and assessed using their language of communication (braille, sign language and voice) and any accessible formats.

6.1 Pedagogy

The shift to pedagogy that emphasises learner-centred approach acknowledges that learners are different, as a result, instruction should be prepared accordingly. This pedagogy requires active involvement of learners and thorough preparation of lessons. Teaching and learning methods are tailor-made to meet learners' unique educational needs. What the learner knows and can do is the primary focus and gives direction on how to start a lesson. Facts are not merely transferred to learners as passive receivers of information, but learners interact with the teacher and their peers to build new knowledge, desired values and the 21st century skills to enable them respond to the prevailing life challenges, thus, become lifelong learners.

The policy advises that the teacher-pupil ratio should be 1:30. This can enable the teacher to guide learners, as individuals or collective, make interpretation of concepts and achieve lesson objectives. With that, learners are assisted to link their existing knowledge with the new knowledge. Learners are as well encouraged through different motivational strategies to think critically in collaboration with their peers. The teacher facilitates lessons using a range of teaching strategies including group work and discussions.

The use of multimedia instruction including Information and Communication Technologies (ICT) is encouraged as a tool to enhance teaching and learning in schools in line with learners' diverse learning styles and educational needs. Such

technologies should allow learners to learn at their own pace and be responsible of their own learning.

Multi-grade teaching is a long-standing tradition in many smaller schools in remote rural areas. It often involves teaching learners in different grade levels in the same classroom. This teaching approach may also be employed in schools which have relatively larger enrolments, as a way of organising project work involving different grades. In the Foundation phase, Grade 1 should preferably be taught separately. Teachers who are allocated multi-grade classes must be trained in how to organise and conduct multi-grade teaching.

6.2 Assessment

Assessment is an integral part of effective teaching and learning. It is the process of gathering information and provide feedback on what learners know and can do, with the intensions of identifying learning challenges for prompt remediation and reinforcement of good teaching and learning practices. Assessment should help the teacher to diagnose and build learners' experiences to help them make connection between their experiences and what is being taught in school. Assessment should be participative, interactive and constructive. The Ministry of Education and Training acknowledges the importance of two main assessment discourses: formative and summative.

6.2.1 Formative assessment

Formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. Teachers using formative assessment approaches and techniques are better prepared to meet diverse students' needs – through differentiation and adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcomes. Continuous assessment, portfolios and checkpoints will be employed to monitor learners' progress.

a) Continuous assessment

Continuous assessment as a way of evaluating learners' progress or performance throughout the year, will also be used. Some or all of the work that learners do during a course is considered by the teacher on a regular basis and contributes to the final

grade given to learners. Continuous assessment will be in terms of daily assessment, quarterly tests, course work, projects, portfolios and practical tests in order to develop higher order skills, attitudes and life skills. A portion of marks from internal assessment in all technical and some practical subjects at Grade 12 will contribute to the final examination mark to determine success of learners.

There should be effort to help learners develop competencies prescribed in the curriculum and learners should be offered opportunity for remedial lessons. The purpose of the intervention will be to help learners to close the identified learning gaps. Learners who have continuously demonstrated challenges to meet the minimum attainment standards defined in the syllabus should be retained at most once in the same phase.

b) Portfolio

A portfolio profiles learners' academic history by reflecting their weak and strong competencies in terms of cognitive, affective and psychomotor domains. They give learners an opportunity to reflect on their progress and growth over a period of time, rendering them accountable for their learning. On the other hand, they will be used as both tools to open communication line between parents and teachers, and as a basis for remediation, promotion and placement.

c) Checkpoints

Checkpoints are a series of assessments for use at the end of each phase to enable schools to identify and address teaching and learning needs. Checkpoints at key academic stages will be administered to determine learners' level of proficiency in selected subjects that are fundamental for supporting learning of other subjects in the next phase. These checkpoint tests are still national tests and should be conducted under examination conditions. These checkpoints can be used to:

- help learners understand more about their strengths and weaknesses in the selected subjects at the end of foundation, intermediate and lower secondary phases.
- help teachers identify their strengths and weaknesses, which can then act as a basis for improvement of teaching and learning.

- enable teachers and schools to help learners make the most of their educational opportunities.
- inform relevant stakeholders on the needed interventions and enable cooperative action planning.

At Grade 3, focus will be on literacy and numeracy. The checkpoint report together with portfolio will be used for checking learners' readiness to proceed to the next academic phase. At Grades 7 and 9, the checkpoint will be used for assessing attainment of competencies for individual learners in these selected subjects: Mathematics, Science and English. Statements of achievement, indicating attainments of individual learners in the aforementioned subjects, will be issued.

Statements of achievement, used together with portfolio, serve to guide learners' choice of stream: technical, academic and vocational.

6.2.2 Summative assessment

At the end of Grade 12 assessment will be in the form of public examinations that are used for selection of learners to higher education levels. Performance will be checked in all subjects and all learners will be assessed. The examination can be in the form of paper and pencil tests; objective tests; coursework or alternative to coursework papers; practical tests or projects or alternative to practical tests.

Grades will be defined by standards of achievement likely to have been displayed by learners. Such grades will depend in practice upon the extent to which candidates have met the assessment objectives as aligned to overall Basic Education aims. Each subject syllabus will be graded as an aggregate of the components and will lead to the award of a grade for certification. Both group examinations and subject examinations will be available for candidates of different abilities and circumstances.

Age	Basic Education	Phase/Level	Grade	Assessment strategies	
0 – 4		ECCD		Continuous Assessment (Portfolio)	
5	Primary Education	Foundation Phase	R		
6			1		
7			2		
8			3		Checkpoint
9		Intermediate Phase	4		
10			5		
11			6		
12			7		Checkpoint (Statement of achievement)
13	Secondary Education	Lower Secondary Phase	8		
14			9		Checkpoint (Statement of achievement)
15		Upper Secondary Phase	10		
16			11		
17			12		Advanced Secondary Qualification - Examinations

7. ORGANISATIONAL ROLES AND RESPONSIBILITIES

Successful implementation of any policy requires contributions from, and collaboration of various stakeholders. It is important therefore, to clarify roles and links mandated in the realisation of this policy as outlined below.

7.1 National Curriculum Development Centre

The roles and responsibilities of this institution towards implementation of curriculum policy are to:

- implement and review Lesotho Basic Education Curriculum Policy.
- design, develop, pilot-test, recommend and disseminate suitable curricula and instructional materials at all phases of basic education.
- undertake quality assurance of all curriculum materials.
- design, develop and administer checkpoint tests, in collaboration with ECoL.
- undertake research, monitoring and evaluation activities to measure the curriculum effectiveness in schools in order to inform reform processes.
- provide consultancy services related to curriculum.
- collaborate with other institutions nationally and internationally in matters relating to curriculum.
- design in-built assessment strategies to monitor teaching and learning in schools and recommend teacher pupil ratio.
- support, implement and coordinate extra curricula innovations.
- issue language proficiency certificates.
- advise the Minister on policy issues related to curriculum.

7.2 Examinations Council of Lesotho

The roles and responsibilities of this institution towards implementation of curriculum policy are to:

- participate in curriculum development processes.
- design, develop and administer checkpoint tests, in collaboration with NCDC, and issue statements of achievement to learners.
- design and develop valid and reliable examinations instruments in order to maintain the credibility and standards of qualifications.

- administer examinations and issue certification upon completion of basic education.
- conduct National Assessment of Educational Performance (NAEP), in collaboration with NCDC, to monitor the performance of the national education system.

7.3 Inspectorate

The roles and responsibilities of this institution towards implementation of curriculum policy are to:

- disseminate the curricula in collaboration with NCDC.
- monitor and supervise implementation of the curricula.
- conduct inspection on overall school needs as well as developments in order to recommend appropriate interventions.
- offer school-based support to teachers practising within multi-grade settings.
- provide continuous professional development.

7.4 Special Education Unit

The roles and responsibilities of this institution towards implementation of curriculum policy are to:

- ensure that curriculum adaptation conforms with inclusive education principles, in collaboration with NCDC.
- identify the needs and recommends appropriate interventions for improvement of teaching and learning environment for learners with special educational needs.
- conduct awareness campaigns that ensure tolerance among learners of diverse educational needs.

7.5 Technical and Vocational Department

The roles and responsibilities of this institution towards implementation of curriculum policy are to:

- quality assure standards through inspections in schools offering technical subjects at Basic Education level.
- assess skills and conduct trade testing in the vocational stream.
- participate on the development of secondary/high school subjects' curriculum in conjunction with the NCDC.

- collaborates with NCDC and ECoL on issues pertaining to the design, development and assessment of technical subjects and training programmes.
- preparation and advising on Classroom/Laboratory/Workshop layouts and equipment requirements for secondary/high school technical subjects.

7.6 Non Formal Education

The roles and responsibilities of this institution towards implementation of curriculum policy are to:

- adapt the developed curricula to be accessible for Open and Distance Learning programmes, in collaboration with NCDC.
- support teaching and learning within Non-Formal Education settings.

7.7 Early Childhood Care and Development

The roles and responsibilities of this institution towards implementation of curriculum policy are to:

- design, develop and disseminate ECCD and Grade R curriculum in collaboration with NCDC.
- monitor and supervise the implementation of the ECCD and Grade R curricula.

7.8 Learner Care and Welfare Programmes

The roles and responsibilities of these stakeholders towards implementation of curriculum policy are to:

- provide psychosocial support and counselling to learners (including most vulnerable) and teachers
- expose learners to different activities including support clubs for their motivation and retention in schools.
- induct learners and teachers on transition issues
- expose learners to support programmes that prepare them to cope with transition and help them to become more resilient.
- coordinate all health-related interventions implemented in schools.
- induct staff on the learner support programmes in line with curriculum reforms.

7.9 Teacher Training institutions

The roles and responsibilities of this institution towards implementation of curriculum policy are to:

- participate in the development and review of curricula.
- offer Teacher Training Programmes that are aligned to Basic Education aims and curriculum objectives.
- offer Teacher Training Programmes that enable teachers to respond to learners' diverse educational needs.
- conduct research that informs curriculum reform and make accessible the findings.
- up-skill current teachers through short course programmes to make them cope with emerging needs

7.10 Institutes of Higher Learning

The roles and responsibilities of these institutions towards implementation of curriculum policy are to:

- participate in the development of curriculum at basic education.
- offer programmes that are aligned to Basic Education Aims and Curriculum Objectives and further develop competencies that can cultivate quality workforce.

7.11 Teaching Service Department:

The roles and responsibilities of these institution towards implementation of curriculum policy are to:

- facilitate in-service training of teachers in collaboration with inspectorate, NCDC and ECoL.
- facilitate teacher recruitment and redeployment in areas of need.
- ensuring that certification bodies meet established curriculum standards to enable provision of an objective and independent service.
- advise teacher training institutions on programme review.

7.12 School Secretariats:

The roles and responsibilities of these stakeholders towards implementation of curriculum policy are to:

- supervise implementation of the curricula and ensure that there is appropriate learning environment in schools.
- recommend to the appointing authority the appointment, promotion, demotion or transfer of teachers.
- work collaboratively with relevant stakeholders in continuous professional development of teachers.

7.13 Principals

The roles and responsibilities of these stakeholders towards implementation of curriculum policy are to:

- organise, manage running and leadership of a school.
- provides appropriate support to ensure that meaningful teaching and learning takes place at the school.

7.14 Teachers

The roles and responsibilities of these stakeholders towards implementation of curriculum policy are to:

- identify learners' learning styles and provide appropriate support.
- develop improvised teaching and learning materials.
- assess learners' progress continuously; conduct remedial lessons and keep records of learners' portfolios.
- familiarise oneself with the current trends and policies regulating Lesotho Education System.

7.15 Development partners

The roles and responsibilities of these stakeholders towards implementation of curriculum policy are to:

- offer financial and technical support.
- oversee all educational projects funded by development partners.

8. IMPLEMENTATION STRATEGY

Transforming educational policy into practice needs a clear implementation plan. Below is a matrix which outlines how this policy will be implemented:

Strategy	Actions and activities	Indicators	Time Frame	Agency Responsible	Collaborating Institutions
Policy enactment	Policy approval by government	Signed policy document	2021	CEO Curriculum Services ⁶	NCDC
LBECP Dissemination	Develop the LBECP Dissemination Strategy	Dissemination Strategy	2021	NCDC	ECoL, TVET, LDTC
Develop relevant guidelines for policy implementation	Develop guidelines for LBECP implementation	LBECP implementation guidelines	2021-2022	NCDC	Inspectorate, TVET, LDTC, ECoL
Strengthen the management and coordination of the implementation of LBECP with all parties, including Development Partners.	Engage development partners in curriculum reform	Signed MoUs with Development Partners	2021-2022	CEO Curriculum Services	Development Partners, Industry and TVET.
Review and adapt Basic Education curricula	Revise curriculum for basic education to address gaps Localise secondary education curriculum	Revised curriculum materials.	2022- 2025	NCDC	LDTC, Business Community, ECoL Institutions of higher learning, teachers

⁶Curriculum Services refer to provision of educational services, development of teaching and learning materials as well as administering of terminal examinations. The departments that offer these services are NCDC, ECoL, NFE and SSU.

	towards Advanced Secondary Qualification.	Localised Advanced Secondary Qualification materials			
Strengthen management systems, organisational culture and practices at all levels	Capacitate relevant stakeholders including teachers and principals	Training programmes for different stakeholders	2021-2022	TSD, Inspectorate	NCDC, ECOL, TVET
Collaborate with other international and regional curriculum development centres	Establish linkages with international and regional curriculum centres	Membership	2021-2022	NCDC	International and regional curriculum centres
Establishment of an effective mechanism for the process of transforming NCDC into semi-autonomous status	Development of the Cabinet MEMO	Approved cabinet MEMO	2021-2022	CEO Curriculum Services	Director NCDC
Strengthen institutional linkages and coordination	Develop an MoU to establish proper linkages with institutions of higher learning	Signed MoUs with all institutions of higher learning	2021-2022	CEO Curriculum Services	Institutions of higher learning
Reorientation of the sector budget to the financing of LBECIP implementation	Draw a clear budget in line with detailed policy implementation plan. Resource mobilisation	Subvention Costed policy implementation activities	2021-2025	CEO Curriculum Services	Development partners

9. RESEARCH MONITORING AND EVALUATION

Clearly spelled out research, monitoring and evaluation system is required to measure the success of the LBECP. Regular feedback from empirical research in the form of national surveys, case studies and action research will be used to assess the progress of policy implementation process. This approach will also ensure that the country stays abreast with the global trends in curriculum processes and will also inform the curriculum policy reform process. In particular, the national assessment of educational performance (NAEP) survey will be used to monitor both the curriculum and the progress of learners in relation to the broad Basic Education aims, including set core competencies within the education system. It will also inform the education system on the steps to be taken in order to address evident challenges so as to ensure that the quality of education is maintained. The national survey will be conducted biennially at the end of Grades 4, 6 and 9. As surveys, they target sample schools and sample learners. In order to effectively implement the curriculum policy, it is vital that the NCDC capacitate research, monitoring and evaluation unit. The unit will undertake ongoing empirical studies to gauge the progress of LBECP implementation. The outcomes of the studies will inform educational initiatives in the entire basic education level. In particular, the NCDC will employ the following strategies to assess the implementation of LBECP:

- a) Develop a Monitoring and Evaluation framework;
- b) Develop measurable and key indicators;
- c) Establish an accurate baseline upon which to measure impact on changes made;
- d) Source out funds to sustain research, monitoring and evaluation system activities;
- e) Conduct mid-term and end term evaluation and;
- f) Conduct Rapid Annual Assessments.