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**HANDING OVER SPEECH BY**

**THE HONOURABLE DEPUTY MINISTER OF EDUCATION AND TRAINING**

**HONOURABLE MOTHEPU MAHAPA**

**HELD AT THE**

**MINISTRY OF EDUCATION AND TRAINING BOARDROOM**

**24TH JANUARY 2019**

**HIS MAJESTY, KING LETSIE III**

**THE RIGHT HONOURABLE, THE PRIME MINISTER**

**HONORABLE DEPUTY PRIME MINISTER**

**HONORABLE MINISTER OF EDUCATION AND TRAINING**

**THE DEPUTY MINISTER EDUCATION AND TRAINING**

**PRINCIPAL SECRETARIES MINISTRY OF EDUCATION AND TRAINING**

**SENIOR MANAGEMENT OF THE MINISTRY OF EDUCATION AND TRAINING**

**CHAIRPERSON OF THE GOVERNING COUNCIL OF NUL**

**CHAIRPERSON OF THE GOVERNING COUNCIL OF LCE**

**OFFICIALS OF THE MINISTRY OF EDUCATION AND TRAINING**

**DEAN OF THE FACULTY OF EDUCATION AT NUL**

**RECTOR OF THE LESOTHO COLLEGE OF EDUCATION**

**THE MEDIA HOUSES**

**LADIES AND GENTLEMEN**

It is my greatest honour and privilege to have been invited to hand over the teaching and learning materials to the National University of Lesotho and the Lesotho College of Education. I as well would officially opening computer laboratory to the Lesotho Distance Teaching Centre in alignment with the spirit of the Non-Formal Education Policy we have just launched.

Programme Director!

The gifts that the Ministry of Education and Training (MOET) is about to hand over to the Lesotho College of Education (LCE) and the National University of Lesotho are thanks to the Lesotho Education Quality for Equality Project (LEQEP). This is a project whose main objective is to improve the teaching and learning of Mathematics and Science in the country through the implementation of the Progressive Mathematics Initiative (PMI) and Progressive Science Initiative (PSI) approaches.

The PMI/PSI model that uses technology is being piloted in 17 pilot schools while the model that uses print is currently being tried in 7 schools. In the former, the schools use technology intensively in the teaching and learning processes of Mathematics and Science. Through the LEQEP purchase of equipment funding, each of the 17 schools has been supplied with a laptop, a projector, an interactive Board and polling devices or clickers to facilitate the teaching and learning processes in Mathematics and Science subjects. In the same spirit, MOET deemed it imperative to give the teacher training institutions the same equipment as they are integral to the success of the implementation and sustenance of this teaching and learning approach in Lesotho secondary schools.

As thus, MOET, has the honour to give LCE and NUL this merchandise at this important period of the release of the 2018 Lesotho General Certificate of Secondary Education (LGCSE) results. It is our hope and sincere belief that these equipment will be put to good use, and in deed, help to enhance learners’ performance in Mathematics and Science.

Programme Director, Ladies and Gentlemen!

The LDTC Computer Laboratory whose tour shall follow after this meeting, is a gift from the SADC ODL to Lesotho ODL consortium to support provision of ODL in the country. The idea of capacity building was prompted by the need to harmonize education through ODL in the SADC Region. As a result, the SADC Capacity Building Project has developed a Regional ODL Policy Framework to guide Member States in the development of national ODL policies development processes. Key regional policy documents have been approved in 2012.

In order to implement the Regional ODL Policy Framework, a Regional ODL Strategic Plan was developed. The strategic key issues that needed immediate attention included some but not limited to the following:

* Only 68% of primary aged children had access to the final primary grade and only about 20% of children completed secondary education across the SADC region.
* Less than 5% of the eligible age group went on to tertiary education and
* A quarter of the adult population remained illiterate and there were serious shortages of trained teachers at all levels.

To this end, a project was therefore, conceived with a view to facilitating the Region’s education systems and institutions to work together more effectively and efficiently through better coordinated networks and institutional practices, both within and across the Member states in order for them to become more open, more innovative, more flexible and more deeply integrated. This project was consequently more fundamentally concerned with supporting capacity building in ODL towards its more effective deployment across the region.

The ODL project implementation started in 2008 and several regional policy frameworks were approved by SADC Ministers of Education and Training to facilitate ODL provision in the SADC region. The project focused on secondary, teacher, TVET and Higher Education sub-sectors. The beneficiaries of this project were seven member states namely; Angola, DRC, Lesotho, Malawi, Mozambique, Tanzania, Zambia and Zimbabwe.

Programme Director!

Some of the important achievements of the project since its inception include:

* Establishment of the Centre of Specialization for Teacher Education at Open University of Tanzania.
* Establishment of the Centre of Specialization for Secondary Education at Malawi College of Distance Education in Malawi.

NB: Through the funding support by African Development Bank (ADB), the two centres have been designed to train ODL practitioners across the region in short term training courses designed to close competency gaps in the ODL personnel with a view to ensuring quality development, deployment and delivery of ODL.

* Launch of Knowledge Management System at Open University of Tanzania which has a backup at Malawi College of Distance Education.
* The SADC Centre for Distance Education has been formally recognized as a SADC institution through the principle of subsidiary.
* SADC Secretariat facilitated National ODL policy development in selected SADC Member States and Lesotho was one of them.
* SADC Secretariat through SADC-ODL provided e-conferencing equipment to eight Member countries – Lesotho included. The facility is meant to enhance provision of ODL in Member states as part of capacity building programme.

Programme Director!

As I conclude my remarks, please allow me to hand over the e-conferencing facility to the Lesotho Distance Teaching Centre (LDTC) as they are preparing themselves to implement the Non-formal Education Policy that I had the benefit of launching a few weeks ago. The handing over of this equipment LDTC should not be construed to mean deviation from the original intention as set out by the SADC-ODL project. But it should be understood that technology by its nature, is time conscious and gets obsolete if not utilized.

Programme Director!

One fact is clear beyond doubt that we have entered an era which is characterized by widespread use of technology about more than two decades ago. High speed processing or more user-friendly devices have been created world-wide and possibilities explored as to how technologies can be utilized for education purposes. It is therefore my ardent believe that, LDTC will work very hard to utilize this equipment for the benefit of everyone who is looking for educational opportunities in the country.

At this juncture, allow me Ladies and Gentlemen to hand over the following to NUL and LCE as symbol of our good gesture to promote quality education delivery in Lesotho.

For LDTC, I hand over this laptop as symbol of the official opening of the LDTC ODL computer laboratory which I instruct all media present her should be given an opportunity to tour.

I THANK YOU ALL!

**KHOTSO! PULA! NALA!**