

School Readiness Initiative Lesotho

2020-2025

The goal of the Roger
Federer Foundation
is to ensure that the
country's most vulnerable
children have access to
quality Reception Class
education, giving them
a good start into formal
education.

Number of targeted beneficiaries by 2025:

- 800 Reception Class teachers in primary schools and ECD
- 800 heads of Reception Class
- 800 institutions with Reception Class
- Approximately 60,000 Reception Class
 children
- 10 district teams

Total investment: USD 3 million





Lesotho's commitment to school readiness

The country is committed to scaling up access to Reception Class in accordance with its Education Sector Strategic Plan for 2016-2026 and Sustainable Development Goal 4.2, which seeks to ensure that children access one year of structured early learning before their first grade.



Current challenges

In 2020/21, 0.16% of the education budget was allocated to early learning, and, as a result, only 241 out of 1,486 public primary schools have Reception Classes attached. As a consequence, only 46% of children have access to preschooling. The majority of early education is being provided by the private sector. This often results in underpivileged children being left out and a lack of quality assurance.

Furthermore, there is a shortage of qualified pre-primary teachers: although there is a substantial number of trained teachers by the Lesotho College of Education, there is a low number of qualified Reception Class teachers on the payroll of the Government.

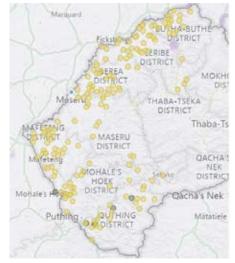
Finally, 40% of schools do not provide an age-appropriate and stimulating environment for preschool children, accommodating them in staff- or storerooms due to the lack of sufficient physical facilities.

Call to action

- Allocate more rources to early education in order to reach Sustainable Development Goal 4.2.
- Establish more Reception Classes, so at least one is attached to every primary school nationwide.
- Sensitise and capacitate all relevant governmental stakeholders on national, district, constituency and community council level on how to implement quality pre-primary education.
- Coordinate multi-stakeholder efforts effectively to increase multi-sectoral investment in preschooling.
- The private sector needs to fund early education as an investment in human capital and productivity.

Objectives of the School Readiness Initiative

- 1. Establish processes of joint responsibility for early learners
- Engage all stakeholders such as community leaders, teachers, parents, school directors and government officials to offer a better Reception Class environment and secure a smooth transition to primary.
- Enhance parents' capacity to both engage in their children's preschool education at home and



Our current reach by school

at school and contribute actively to a smooth transition from home to primary school.

• Establish a cooperative exchange among early childhood care and education centre, Reception Class and Grade 1 teachers.

2. Scale access to age-appropriate Reception Class

- Build the capacity of community leaders and school management to take the lead in creating conducive environments for early learning.
- Increase the quality of the learning environment by mobilising parents and the community to engage in the improvement of the facilities, e.g. by constructing playgrounds and making toys.

3. Enhance Reception Class teachers' competency in early learning

- Increase quality of preschool teaching through a tablet-based package of resources for the teacher.
- Capacitate teachers on how to assess/monitor children's development and school readiness.
- Build the capacity of teachers to engage meaningfully with parents.
- Establish peer-to-peer mentoring groups for teachers.



Implementing partner:



Network of Early Childhood Development of Lesotho (NECDOL)

Status of the initiative April 2023





172 Reception Class teachers

were trained to use the Early Learning Kiosk.



More information:



https://bit.lv/42.0Ypxl

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