



PLEASE FEEL
FREE TO ADD
YOUR OWN
BACKGROUND!

!

**ADD AN ACTION PHOTOGRAPH
THAT SHOWS AN ASPECT OF THE
GOOD PRACTICE**

**YOUR
LOGO**

**LESOTHO HIGH SCHOOL
SEBOKU TSEHLOANE**

***CATEGORY: EDUCATION AND ECONOMIC DEVELOPMENT
INSTITUTION: LESOTHO HIGH SCHOOL***

COUNTRY: LESOTHO

SADC GENDER PROTOCOL SUMMIT

18- 19 03 2013

GENDER EQUALITY BY 2015, YES WE MUST!

BRIEF DESCRIPTION OF THE GOOD PRACTICE

- 2.1 SYNOPSIS: BRIEF DESCRIPTION OF THE GOOD PRACTICE AND MOTIVATION AS TO WHY IT IS A GOOD PRACTICE? (150 words) *
- **Lesotho high school is out to offer equal education opportunities for all by giving both male and female learners a chance to freely choose to take practical subjects of their choice. These subjects had been associated with stereotypes. Boys were forced to do basic handicrafts while girls were bound to do domestic science.** A good practice at Lesotho high school is that instruction is not discriminatory on the basis of sex. As guided by the laws of the country, Lesotho high school provides equal educational opportunities to both boys and girls. At Lesotho high school we offer both theoretical subjects as well as practical subjects. For the purpose of this presentation I will only pick two practical subjects which culturally have been associated with stereotypes. Those are Basic Handicrafts and Domestic Science (Intergrated Home Economics). In our culture the skills which are acquired from Basic handicrafts are perceived as males' job while those acquired from Domestic Science are associated with females.
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WHAT IS THE PROBLEM BEING ADDRESSED? WHY?

- That of unemployment and poverty.
- Also to challenge cultural stereotypes.

2.2 HOW IS THE PROJECT CONTRIBUTE TOWARDS ACHIEVING THE 28 TARGETS OF THE SADC PROTOCOL?

PROTOCOL TARGET	ACTIONS
<p>This contributes in achieving the main provision of article 14 of 28 targets of the SADC protocol on gender and development which advocates for the equal access to quality education and training for both women and men and which further challenges stereotypes in education.</p>	<p>Both boys and girls are given an opportunity to do practical subjects not on the basis of being male or female.</p> <ul style="list-style-type: none"> ▪ Through education we are also challenging stereotypes which were brought about by our cultural practices.
<p>This good practice again contributes towards achieving the provisions of Articles 15-19 of the 28 SADC protocol on gender and development which are based on productive resources and employment, economic empowerment.</p>	<ul style="list-style-type: none"> ▪ The Article provides for the equal participation of men and women in economic policy formulation and implementation. By giving our learners equal opportunities in education we empower them to participate in economic policies of this country and to participate in the implementation of such policies in the same way whether they are male or female. This good practice is targeted at the school going children so that they grow up as future citizens who are not hindered by stereotypes ▪ We teach our students to participate equally in economic policies and in their implementation

DESCRIBE YOUR TARGET GROUP

2.5 TARGETS: WHO OR WHAT WAS TARGETED ?

- **This activity is targeted at both boys and girls, who are still at school.**
- This good practice is targeted at both boys and girls of school going age. It was targeted at equipping them with necessary skills to survive the prevailing economic challenges.
- It also teaches them to understand and to appreciate themselves and others in terms of abilities as males and females.
- Another target was to produce individuals who demonstrate positive attitudes and values towards self reliance and world of work and who are able to apply knowledge and skills for income generation.

2.4 OBJECTIVES :WHAT DID THE PROCESS SET OUT TO DO?

- The objectives were to:
- To equip learners with skills for survival.
- To create awareness among the learners about gender issues in the economic development.
- The process of offering practical subjects equally to both boys and girls sets out to remove the socio-economic and cultural attributes associated with being male or female.
- It is also set out to equip learners to venture into any economic activity of their choice freely in order to develop the economy of Lesotho.

Photograph/s showing
issues and changes

PROCESS

- **2.6 WHAT WERE THE DIFFERENT STEPS/ ACTIVITIES IN THE IMPLEMENTATION ?**
- When Lesotho attained her independence she set herself to reform the content of education so as to address her developmental needs .
- The government then embarked on the introduction of practical subjects in schools. .
- The process was started by the government of Lesotho through the ministry of Education .
- The government supported schools with workshops and labs which came with the necessary equipment to facilitate practical subjects.

Photograph/s showing
how the process unfolds

WHAT HAVE BEEN THE MAIN SUCCESSES?

- 2.7 WHAT HAVE BEEN THE MAIN OUTPUTS? ATTACH ALL RELEVANT DOCUMENTATION. (200 words) *
- The results have shown that both girls and boys have equal potential in that their results do not reflect any gender orientation. This features both in the practical and theoretical subjects. Among some male students who have already graduated, there are those who are already engaged in a catering company, the job which was initially meant for females; this activity has therefore changed the mind-set that some activities are meant for boys and others for girls. In Lesotho High School, we also have an instructor for the technical subjects being a female when initially such subjects were predominantly taught by male teachers.

Photograph/s showing changes

KEY OUTPUTS (MATERIALS ETC.)

- 2.8 WHAT HAVE BEEN THE MAIN OUTCOMES? PLEASE PROVIDE EVIDENCE SUCH AS FEEDBACK FROM BENEFICIARIES, TESTIMONIAL EVIDENCE, QUOTES FROM EVALUATIONS. (300 words) ***Our female instructor has this to say: - “I am very comfortable with the choice of subjects I have chosen and the type of work which I do”. This lady is also very comfortable with her male colleagues who work very closely with her without ostracising her in any way.**

Photograph/s of people/
processes/results

KEY OUTCOMES (MAIN RESULTS)

- 2.8 WHAT HAVE BEEN THE MAIN OUTCOMES?
- As we speak we have a female instructor in the department of practical subjects which were associated with males. Again we have a good number of our male learners who are out there practicing the skills which they have acquired from Domestic science. From these skills they are able to earn a living a living . This shows that our good practice responds positively to the economic policy of our country.

Photograph/s of results

CHANGING LIVES

- 2.9 CHALLENGES: WHAT ARE SOME OF THE PROBLEMS YOU HAVE HAD IN IMPLEMENTING THE PROJECT AND HOW HAVE YOU ADDRESSED THEM? (200 words) *
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- **Though the students have been given the leeway to make a choice of practical subjects that they want to pursue, there is still an element of reluctance in enrolling the subjects which had stereotypes. Another problem is that of equipment. The equipment for these practical subjects is very expensive and it is always very difficult for the school to replenish such equipment upon depreciation of such equipment. This becomes a hindrance in the service delivery to our students.**

Photograph/s of the
changing lives

LESSONS LEARNT

Photograph/s of results

- 2.10 LESSONS LEARNT: WHAT LESSONS DID YOU LEARN IN THIS PROCESS AND HOW WILL YOU APPLY THEM? (300 words) *
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- **It is not very easy to realise the gender balance due to our culture; but with time, it is evident that this is very possible. E.g. There are already females who make a living out of male oriented activities and *vice versa*! We have also noticed that by offering equal opportunities in education contributes towards the economic development of our country.**
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- It is the mandate of Lesotho High school to keep on encouraging our learners to be gender sensitive and to appreciate themselves and others on the basis of abilities and not to restrict their potentials on the basis of being male or female.

WAY FORWARD

2.11 REPLICATION AND SUSTAINABILITY. CAN THIS PROCESS BE REPLICATED BY OTHERS, IN YOUR COUNTRY AND IN THE REGION? HOW WILL THE PROJECT CONTINUE BEYOND ITS CURRENT LIFESPAN? WHAT NEXT STEPS ARE REQUIRED? (200 words) *

The programme can be replicated. It is not only Lesotho High School that carries out the practical subjects for both boys and girls in their curricular, but other schools too in the country have adopted the same policy without discrimination. For continuity purposes it would be incumbent that tertiary institutions should be increased countrywide so that the students who have acquired basic skills at high school level will be able to further their knowledge to a higher level which could respond to the economic challenges and present day demands.