

Towards a decolonized school science in Lesotho: the role of women science teachers

Introduction

- More women teachers in general, but less than males who teach science (MoET, 2003)
- Girls outnumber boys in school but boys outperform girls (Ansell, 2002; Khanyane et al., 2017)
- Significant influence of IGOs and Global North countries on educational policies (Ansell, 2002; Tabulawa, 2007; Tamale, 2021)
- New Curriculum and Assessment policy in 2009, LBCEP in 2021 (Sponsored by the World Bank)
- Almost two year long Covid-19 lockdown measures and one year long teachers' strikes

Research Questions

- How do women science teachers negotiate and navigate school science?
- What pedagogical choices do they make considering these negotiations and navigations?

References

- Ansell, N. (2002). Secondary education reform in Lesotho and Zimbabwe and the needs of rural girls: pronouncements, policy and practice. *Comparative education*, 38(1), 91-112. [Too much nitrogen in the body can result in loss of vitamin A.](#)
- Khanyane, M., Mokuku, T., & Nthathakane, M. C. (2016). Perceived Gender Differences in Performance in Science: The Case of Lesotho Secondary Schools. *African journal of research in mathematics, science and technology education*, 20(3), 278-288. [Too much nitrogen in the body can result in loss of vitamin A.](#)
- MoET. (2003). Lesotho's education statistics bulletin. Maseru: Ministry of Education and Training Planning Unit
- Tabulawa, R. (2003). International aid agencies, learner-centred pedagogy and political democratisation: a critique. *Comparative education*, 39(1), 7-26. [Too much nitrogen in the body can result in loss of vitamin A.](#)
- Tamale, S. (2020). Decolonization and Afro-feminism. Daraja Press.

Methodology

Exploratory Qualitative Research Design

Participants

15 Female Science Teachers across 2 districts and 9 schools, urban and rural settings

Data Collection

- 6 Lesson Observations over three weeks
- 4 Interviews (1 for 40 minutes and 3 for 12-15 minutes at the end of each week)
- Artefact collection

Data Analysis

Narrative Analysis
Thematic Analysis

Initial Findings

Start

Pressures

Time

No SEN training/Support

Primary-High school knowledge gap

Large Curriculum content load

Teachers' Pedagogical responses

Technology use

Teacher Association support

Unprescribed textbooks

Indigenous knowledge and teaching methods

Improvisation

Code switching

Repetition

Teacher notes

Basotho Gender norms/Practices

Fire everything!!!

Pressures

Large Student:Teacher Ratio

Limited Resources

Examinations performance

Learner Centered Teaching

Learning success/high school graduation

