



LESOTHO ASSOCIATION OF TEACHERS

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LESOTHO ASSOCIATION OF TEACHERS STRATEGIC PLAN 2025-2028

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1. Description

1.1. Mission

To champion and defend the interests, rights and wellbeing of teachers fighting for socio-economic justice at workplace and beyond and provision of free, inclusive and quality education for all.

1.2. Vision

A leading teachers union in fighting for teachers' rights and welfare as well as advocating for quality education

1.3. Our Core Values

- Class consciousness
- Accountability
- Comradeship
- Integrity
- Teamwork

1.4. Strategic Goals

- Organizational Growth
- Resource mobilization
- Governance
- Education and stakeholder relationship
- National agenda

1.5. Our Slogan

Setting a pace from ambition to achievement

2. Foreword by the President

A strategic plan is a crucial tool for guiding an organization toward achieving its long-term vision and mission. For the Lesotho Association of Teachers (LAT), it provides a clear roadmap for addressing the challenges facing our education system, supporting teachers, and ensuring that our union grows in strength and influence. A well-crafted strategic plan helps us prioritize resources, streamline operations, and focus efforts on key objectives, such as improving teacher welfare, advancing quality education, and fostering a culture of accountability and transparency. It acts as a blueprint for aligning all stakeholders, from board members to grassroots educators, ensuring that everyone is working toward common goals.

Equally important is the unity of the National Executive Committee (NEC) that oversees the strategic plan. The effectiveness of any strategic plan hinges on strong, cohesive leadership. When the NEC members are united in their vision and purpose, they create a sense of shared responsibility and commitment to the organization's goals. This unity fosters collaboration, allowing the NEC members to make collective decisions, support each other through challenges, and work synergistically to overcome obstacles. It also enhances the credibility of LAT, as a unified leadership body is more likely to earn the trust and confidence of our members, donors, and other stakeholders. A fragmented NEC, on the other hand, risks causing confusion, inefficiency, and a lack of direction, which can undermine the entire strategic initiative.

Finally, the NEC unity is essential for the long-term sustainability of the organization. A strategic plan is not a one-time document but a living guide that must be constantly revisited, evaluated, and adjusted based on changing circumstances. When the NEC is unified, it is better positioned to provide the ongoing oversight and leadership necessary to adapt the plan to new opportunities or challenges. This unity also ensures that LAT remains accountable to its members and stakeholders, fostering trust and a sense of ownership over the plan's success. In short, the combined strength, alignment, and dedication of the NEC are key to realizing the vision of LAT and making meaningful, lasting impacts on the education system in Lesotho.

3. Foreword by Secretary General

Founded in 1986, LAT has consistently stood at the forefront of advocacy for teachers' rights, welfare, and the promotion of quality education. This new strategic plan marks an important chapter in our collective efforts to achieve the fundamental objectives of *defending the interests, rights, and well-being of teachers* while striving for *socio-economic justice in the workplace* and beyond. We are committed to the ideal of *free, inclusive, and quality education for all*, a cornerstone of our national development.

Our vision is clear: LAT strives to be a leading teachers' union that not only champions teachers' rights and welfare but also plays a key role in the advocacy for quality education across the country. As we continue to represent over six thousand teachers, our resolve to improve the lives of educators and the quality of education in Lesotho grows stronger. This vision requires not only the passion and dedication of our members but also the strategic focus and resources to bring about tangible change.

The decolonization of education in Lesotho holds immense value in reclaiming the cultural, intellectual, and pedagogical sovereignty of the country. For too long, the education system has been shaped by colonial legacies that prioritize foreign knowledge and perspectives, marginalizing indigenous knowledge, languages, and values. Decolonizing education allows us to craft a curriculum that reflects the lived realities of Basotho people, celebrates our rich history, and empowers students to engage critically with both local and global issues. It also fosters a sense of pride and identity, enabling learners to see themselves as agents of change, rather than passive recipients of a foreign educational model. By decolonizing education, Lesotho will build a more inclusive, relevant, and equitable system that truly serves the needs of its people and contributes to the nation's social, economic, and cultural development.

In this Strategic Plan, we lay the foundation for achieving our goals of organizational growth, resource mobilization, good governance, education advocacy, stronger stakeholder relationships and national development. These are our key pillars for national development and long-term sustainability. Through a commitment to good governance, we will ensure transparency and accountability at every level of LAT's operations. Resource mobilization will enable us to expand our programs and deliver on our promise to advocate for our members effectively.

As we work to achieve these goals, LAT remains committed to strengthening our relationships with key stakeholders, from the Ministry of Education to national and international partners. Together, we will continue to fight for a just education system that uplifts every teacher and learner in Lesotho.

The road ahead may be challenging, but with unity, focus, and dedication, we will continue to lead the way toward a brighter, more equitable future for education and for teachers in Lesotho.

4. Operating Background

The Lesotho Association of Teachers (LAT) was established in October 1986 following years of attempts to form a strong teachers-union but in vain. For a considerable period since the introduction of formal education by Missionaries, just after 1833, there had never been a teachers-union that united both primary and secondary teachers in Lesotho. Although the main agenda of the early missionaries was religious, their formal education focused more on literacy and some vocational skills for the Western administration of the time. With time, the missionaries expanded the number of elementary schools and by 1879 there were forty-one (41) primary schools and hundred and seventy-five (175) in 1901. The expansion grew till 1948 when Lesotho had the first secondary schools.

With various curriculum reforms till independence in 1966 and thereafter, there was no teachers' organisation that represented the collective voice of teachers' advocacy for transparency and accountability in implementation of policies in the Ministry of Education and Training (MOET). All these reforms to date have missed one very important aspect; the decolonization of education. The curriculum is designed to focus on the lower levels of the Bloom's taxonomy, namely, memory and comprehension and very little, if any, on creativity/innovation, critical and analytical thinking as well as values-based education.

Since 1986 therefore, LAT membership grew though it could not fulfil the labour provision to command fifty plus one percent (50+1 %) of the labour force to officially represent teachers for collective bargaining. Although the Ministry of Education and Training did and still recognizes LAT as a union representing teachers in Lesotho, however, it does not comply with the legal requirement. This situation compromises the role of the union to fulfil its mandate. Nonetheless, through this recognition, despite its membership less than the required fifty plus one percent, LAT has made indelible marks in fighting for decent work for its members and provision of free and quality education for all in the Kingdom of Lesotho. LAT has a rich history of achievements since its inception despite various challenges it encountered on its way.

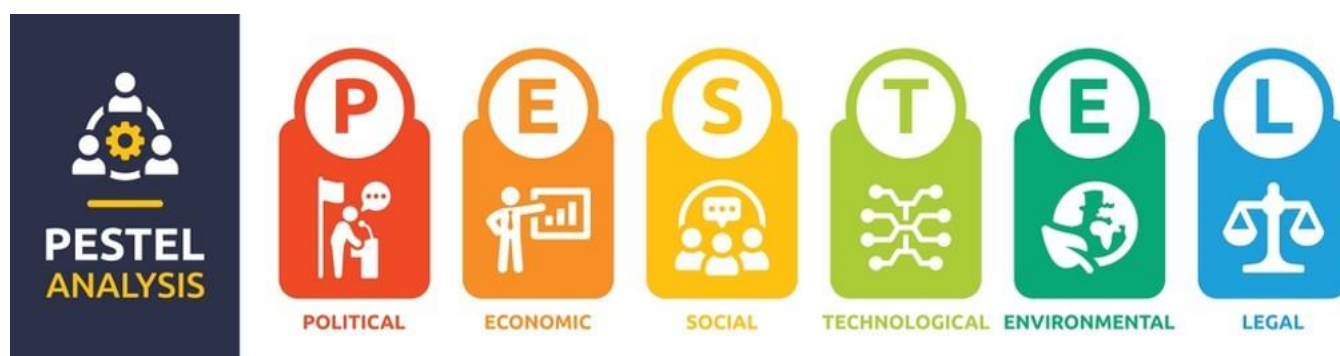
To make national and international impact, LAT became a member of Education International (EI) and the Southern African Teachers Organisation (SATO) whose role in advocating for quality education globally and regionally respectively cannot be overemphasized. LAT partners such as the Danish Union of Teachers (DLF), and Ontario Teachers Federation (OTF) and Alternatives (Canada) play a critical role in fulfillment of some of its aspirations.

The Union has its own plot and buildings at Lakeside with lease number 13283-1055. It is a legally registered union since 1986 under the Labour Code order no. 24 of 1992 with registration number TU-41. From the approximately fifteen thousand pre-school and primary and secondary teachers in Lesotho currently, LAT has a membership of more than six thousand.

5. Macro-Environmental Scan

The 2025–2028 Strategic Plan to be responsive and effective has integrated the macro-environmental analysis using the PESTEL framework—focusing on Political, Economic, Social, Technological, Environmental, and Legal factors. This approach strengthens the strategic foundation by providing a structured assessment of external dynamics that may influence the trade union environment in Lesotho.

The scan draws its strength from the SWOT analysis that preceded the establishment of the Strategic Plan. This scan will enable the leadership and management to make informed decisions, anticipate change, and strategically position the organisation within evolving national, regional, and international landscapes. The result is a strategic plan that is grounded in external realities, adaptable to uncertainty, and oriented toward sustainable impact.



5.1. Political Factors

The political climate of Lesotho has both enabling factors and risks to the operation of the Union. First, despite changes in governments, LAT has never been threatened to be banned or even withdrawing the deduction code for membership subscriptions. The position of LAT to remain non-partisan to party politics, has enabled it to work with any government of the day. On the other hand, the political risk for non-alliance with a political party is that no government believes that the LAT exists to develop Lesotho. They view LAT as a partner to opposition particularly when it demands justice for workers and the people of Lesotho. The trade union political landscape lacks unity and this favours the employer.

5.2. Economic Factors

Lesotho's economy is classified as lower-middle-income, with a GDP of approximately \$2.05 billion in 2023. The economy relies heavily on textile manufacturing, agriculture, remittances, and regional customs revenue¹. The youth unemployment rate is high, estimated at around 38.9% in 2024. Economic growth is projected at 1.5 per cent in 2025. The country faces significant economic challenges, including high inflation (8.2 per cent), a fiscal deficit (7.6 per cent of GDP), and moderate debt management risks². Teachers' salaries are low resulting in high levels of indebtedness. Consequently, any adjustment of the subscription fees (standing at M25 per month since beyond ten years ago) becomes a serious challenge. The risk further extends to some teachers whose affordability prevents them from affiliating with LAT because M25 cannot be withdrawn from their

¹ Moody's Analytics (2024) <https://www.economy.com/lesotho/indicators> Accessed 13:33, 29/12/2024.

² Lesotho Partnership Compact (2024).

salaries. Thus, to be able to fully implement its strategic plan, LAT has to be robust on external resource mobilization.

5.3. Social and Relational Factors

Lesotho has a progressive education sector that is poised to reap the benefits of achieving almost universal primary education. The country has achieved 98.7 per cent gross enrolment rate (GER) and a net enrolment rate (NER) of 82.6 per cent for primary education³. She spends the most on education among Sub-Saharan African countries, however, the budget is disproportionately allocated to education sub-sectors. According to the figures provided for education sector analysis 2020, the share of education budget allocated for Early Childhood Care and Development was 0.2 per cent, while 43 per cent was spent on primary education and 23.5 per cent on secondary education. 28.5 per cent of the budget was spent on post-secondary education, which provided little benefit to the poor children who rarely complete secondary education. Consequently, the union does not only have a duty to advocate for legal bargaining platforms and decent working conditions but also a proportionate budget allocation in the education sector for an effective education system as well as a decolonized education system.

5.4. Technological Factors

Whereas there is generally basic technological expertise in Lesotho, the country lacks behind in terms of other forms of technological advancements such as Artificial Intelligence (AI). Our schools still prevent students from bring along cell phones at school not to mention their use. Thus, the negative perception of cell phones calls for non-regulation and emphasis on the benefits leading to misuse of such phones, therefore. Robotics and AI are fields that LAT should advocate for so to harness the high levels of algorithms to benefit Lesotho.

5.5. Environmental Factors

Vulnerable to climate change, Lesotho and her people are in dire need for advocates of climate change education and adaption not only for food production but also for general defence against repercussions of climate change. The Just Transition is an agenda that LAT should pursue on behalf of teachers as well as other workers in Lesotho and ensure that it takes a clear position in the Global South and Global North geopolitics.

5.6. Legal Factors

The legal framework in Lesotho enables freedom of association right from the Constitution of the land to ministerial Acts of parliament. The limitation is in the legislation that domesticate the Labour Act of 2024 into different ministries. The Labour Act establishes bargaining councils but the Education Act. This bottle neck is an impediment to the enjoyment of bargaining rights as enshrined in the International Labour Organisation (ILO) and the Labour Act, 2024. It remains critical therefore that the Union strongly advocate for domestication of these instruments at sectorial level.

³ Education Statistics Bulletin, Ministry of Education and Training, Planning Unit, Lesotho, 2023

6. THE 2025-2028 STRATEGIES

KEY FOCUS AREA	STRATEGIC GOAL	STRATEGIES	KPIs	ACTION	KEY RESULTS
Organizational growth	Achieving growth in membership	Develop recruitment incentives for members	Percentage increase in monthly recruits	Issue monthly circulars to members on the incentives	At least 5 members every month
			Claims for incentives from members	Set aside a budget for the claims	At least two claims every month
			Increase in monthly subscriptions	Provide leadership with reports on recruitment trends	Member satisfaction
		Establish a Student Chapter	<ul style="list-style-type: none"> Number of visits at teacher training institutions A student chapter structure 	Visit teacher training institutions to recruit students	An active student chapter with members joining LAT upon appointment
		Increase the visibility of the Union	<ul style="list-style-type: none"> Followership on social media More branding merchandise 	<ul style="list-style-type: none"> Improve the visibility on social media platforms Increase the union branding 	More members attracted to the Union
		Develop a competitive sport program	Team selection criteria	Stage trials for team selections for all sport codes	Athletic members from other unions
		Recruit privately appointed teachers	Number of recruits	Visit private schools for recruitment	At least 30 members annually

	<ul style="list-style-type: none"> Membership retention 	<ul style="list-style-type: none"> Develop membership retention schemes 	<ul style="list-style-type: none"> Number of medical aid partners 	<ul style="list-style-type: none"> Approach partners for medial aid Approach one bank for loans beyond those provided by LAT FS 	<ul style="list-style-type: none"> At least one scheme annually
		<ul style="list-style-type: none"> Maintain quality regalia for members 	<ul style="list-style-type: none"> Types of regalia procured 	<ul style="list-style-type: none"> Assess attire service providers at all time Engage only providers with quality regalia 	<ul style="list-style-type: none"> High Members' satisfaction level
		<ul style="list-style-type: none"> Increase recreational activities 	<ul style="list-style-type: none"> Number of activities 	<ul style="list-style-type: none"> Organize fun walk for members Organize local and international tours for members 	<ul style="list-style-type: none"> Social activities for members to bond
		<ul style="list-style-type: none"> Maintain the solidarity fund 	<ul style="list-style-type: none"> Number of reported cases and disbursement 	<ul style="list-style-type: none"> Regularly inform members of funds upon death Budget for the funds 	<ul style="list-style-type: none"> Support to every deceased member
		<ul style="list-style-type: none"> Service members 	<ul style="list-style-type: none"> Number of addressed cases Number of agreements with the government of Lesotho 	<ul style="list-style-type: none"> Attend to members grievances in time and provide reports thereto Fight for teachers' medical aid by the government of Lesotho Fight for improved legal environment for contributory pension fund Advocate for appointment of more teachers 	<ul style="list-style-type: none"> High membership satisfaction level

				<ul style="list-style-type: none"> Advocate for minimum wage for privately employed teachers 	
Resource mobilization	<ul style="list-style-type: none"> Maintain main shareholding at LAT FS 	<ul style="list-style-type: none"> Invest in shares at LAT FS 	<ul style="list-style-type: none"> Maintenance of 51% shares at LAT FS Number of shares bought in each phase 	<ul style="list-style-type: none"> Approach government urgencies to support the investment Approach investors to support LAT to buy shares 	<ul style="list-style-type: none"> The investment attracts more members
		<ul style="list-style-type: none"> Invest in bonds and security 	<ul style="list-style-type: none"> Number of partnerships 	<ul style="list-style-type: none"> Increase international partnerships on proposal writing 	<ul style="list-style-type: none"> Green NOC HQ is functional and sustainable in the first quadrennial.
	<ul style="list-style-type: none"> Mobilize union generated funds 	<ul style="list-style-type: none"> Increase fund-raising activities 	<ul style="list-style-type: none"> Number of fund-raising events 	<ul style="list-style-type: none"> Organize branch and national fund-raising activities Conduct workshops for branches on fundraising 	<ul style="list-style-type: none"> Organize at least one event annually to achieve financial sustainability
		<ul style="list-style-type: none"> Increase membership subscriptions 	<ul style="list-style-type: none"> Increase per month per member 	<ul style="list-style-type: none"> Present a recommendation to Congress for approval 	<ul style="list-style-type: none"> Percentage increase
	<ul style="list-style-type: none"> Strengthen local collaboration on resource mobilization 	<ul style="list-style-type: none"> Establish local partnerships for donor sourcing and collective applications 	<ul style="list-style-type: none"> Number of applications 	<ul style="list-style-type: none"> Approach local NOGs for partnerships Develop MOUs 	<ul style="list-style-type: none"> Financial stability

	<ul style="list-style-type: none"> ▪ Mobilization of international funding 	<ul style="list-style-type: none"> ▪ Increase international partnerships for resource mobilization ▪ Establish donor support 	<ul style="list-style-type: none"> ▪ Number of partnerships 	<ul style="list-style-type: none"> ▪ Maintain current international partnerships through timely and transparent reports ▪ Look for new partnerships and donors 	<ul style="list-style-type: none"> ▪ Increased and stable restricted funding
Governance	<ul style="list-style-type: none"> ▪ Strengthening Governance, Leadership and Operational skills 	<ul style="list-style-type: none"> ▪ Ensure competency and capacity at all levels 	<ul style="list-style-type: none"> ▪ Number of initiated training programs for the Union leadership and staff 	<ul style="list-style-type: none"> ▪ Partner with local and international higher learning institutions and consulting firms for training purposes. ▪ Maintain partnership with Humentum for Governance, Financial Management and Financial Sustainability training programs ▪ Train Branch leadership on good governance ▪ Train District Disciplinary Committees 	<ul style="list-style-type: none"> ▪ Annual increase in certifications /accreditations
	<ul style="list-style-type: none"> ▪ Strengthening the Union policy framework 	<ul style="list-style-type: none"> ▪ Increase the number of policies 	<ul style="list-style-type: none"> ▪ Number of policies 	<ul style="list-style-type: none"> ▪ Review existing policies ▪ Develop the Human Resource Policy, Board Charter, Procurement Policy, Delegation of Authority, Income 	<ul style="list-style-type: none"> ▪ Improved policy environment and compliance

				Policy, Gift Policy as well as the Reserve Policy	
	<ul style="list-style-type: none"> Amend the Union Constitution 	<ul style="list-style-type: none"> Increase compliance 	<ul style="list-style-type: none"> Amendments 	<ul style="list-style-type: none"> Share recommended amendments sections and clauses Resolve on the amendments at a general assembly 	<ul style="list-style-type: none"> Improved compliance
Education and stakeholder relationships	<ul style="list-style-type: none"> Building competence on workplace legal framework 	<ul style="list-style-type: none"> Improve members knowledge of their legal and policy framework 	<ul style="list-style-type: none"> Number of training sessions 	<ul style="list-style-type: none"> Educate members on LAT Code of Conduct as well as her policies and constitution 	<ul style="list-style-type: none"> Reduction in elicited and unethical practices
		<ul style="list-style-type: none"> Address members' lack of knowledge on the laws and policies that affect them 	<ul style="list-style-type: none"> Number of training workshop 	<ul style="list-style-type: none"> Educate members on all legal and policy frames of the Ministry of Education and Education and other related ministries. 	<ul style="list-style-type: none"> Improved compliance
	<ul style="list-style-type: none"> Cultivating competence in class consciousness 	<ul style="list-style-type: none"> Achieving a high level of ideological identity 	<ul style="list-style-type: none"> Improved knowledge on trade unionism and ideological underpinning 	<ul style="list-style-type: none"> Partner with international partners to provide both professional and trade union education 	<ul style="list-style-type: none"> Change of attitude from service model to the organizing model of trade unionism
		<ul style="list-style-type: none"> Realizing the power of a song in a struggle 	<ul style="list-style-type: none"> Number of clubs 	<ul style="list-style-type: none"> Create unions organs for struggle music/songs 	<ul style="list-style-type: none"> Unity in purpose

	<ul style="list-style-type: none"> Strengthen capacity on just transition, Artificial Intelligence, gender equality and equity 	<ul style="list-style-type: none"> Building knowledge beyond classroom 	<ul style="list-style-type: none"> Frequency of workshops and initiatives 	<ul style="list-style-type: none"> Develop educational frameworks and programs Establish local and international partnerships for knowledge expertise 	<ul style="list-style-type: none"> Active role in cross-cutting issues
	<ul style="list-style-type: none"> Empowering women on STEM subjects 	<ul style="list-style-type: none"> Increase initiatives on STEP projects 	<ul style="list-style-type: none"> Number of initiatives 	<ul style="list-style-type: none"> Solicit support from donors and partners Develop a training program on STEM initiatives 	<ul style="list-style-type: none"> Gender equality and equity
	<ul style="list-style-type: none"> Professional development 	<ul style="list-style-type: none"> Building continuous professional development for teachers 	<ul style="list-style-type: none"> Number of capacity building workshops 	<ul style="list-style-type: none"> Conduct a survey on teacher professional gaps Conduct 	<ul style="list-style-type: none"> Equipped teaching force
	<ul style="list-style-type: none"> Student empowerment 	<ul style="list-style-type: none"> Building capacity for young people 	<ul style="list-style-type: none"> Number of initiatives 	<ul style="list-style-type: none"> Conduct training sessions for young people 	<ul style="list-style-type: none"> An abled young generation
	<ul style="list-style-type: none"> Sustain good stakeholder relationships 	<ul style="list-style-type: none"> Establish and maintain regular, transparent, and mutually beneficial communication and collaboration mechanisms with key stakeholders. 	<ul style="list-style-type: none"> Number of active stakeholder partnerships. 	<ul style="list-style-type: none"> Undertake a stakeholder analysis Develop a stakeholder relationship framework Develop a communication strategy 	<ul style="list-style-type: none"> Increase in the number of recurring or long-term partnerships
		<ul style="list-style-type: none"> Maintain stakeholder satisfaction 	<ul style="list-style-type: none"> Stakeholder satisfaction score from annual survey. 	<ul style="list-style-type: none"> Conduct an annual stakeholder survey to evaluate satisfaction, gather input, and identify areas for improvement. 	<ul style="list-style-type: none"> Reduced stakeholder complaints or unresolved issues

National agenda	<ul style="list-style-type: none"> Decolonization of education 	<ul style="list-style-type: none"> Advocating for a decolonized curriculum 	<ul style="list-style-type: none"> Number of advocacy sessions 	<ul style="list-style-type: none"> Develop an advocacy strategy Develop a stakeholder analysis in support of the 	<ul style="list-style-type: none"> Curriculum review for relevance and innovation
		<ul style="list-style-type: none"> Advocating for Physical Education across the national curriculum 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> Natural resources safeguarding and protection advocacy 	<ul style="list-style-type: none"> Increased knowledge on Lesotho natural resources exploitation 	<ul style="list-style-type: none"> Number of studies 	<ul style="list-style-type: none"> Conduct studies on Lesotho natural resources Advocate for nationalization of mines and other natural resources 	<ul style="list-style-type: none"> Use of natural resources for national interest
		<ul style="list-style-type: none"> Advocacy for exporting finished products against raw materials 	<ul style="list-style-type: none"> Number of initiatives 	<ul style="list-style-type: none"> Develop an advocacy strategy Disseminate the strategy to branches Implement the strategy 	<ul style="list-style-type: none"> Economic growth and resilience
	<ul style="list-style-type: none"> Progressive national policies 	<ul style="list-style-type: none"> Advocate for progressive national policies across the board 	<ul style="list-style-type: none"> Number of policies 	<ul style="list-style-type: none"> Conduct research on current national policies and gaps thereto 	<ul style="list-style-type: none"> National growth
	<ul style="list-style-type: none"> Climate change 	<ul style="list-style-type: none"> Advocate for climate change initiatives and strategies 	<ul style="list-style-type: none"> Number of initiatives 	<ul style="list-style-type: none"> Undertake workshops and projects on climate change Advocate for inclusion in the national curriculum 	<ul style="list-style-type: none"> At least one initiative annually