

**REPORT OF A CASE STUDY ON CHILDREN MISSING
OUT ON EDUCATION IN SELECTED AREAS IN THE
DISTRICTS OF MASERU, MOKHOTLONG, AND
MOHALES HOEK**

April 2004

A GLOBAL CAMPAIGN FOR EDUCATION WEEK OF ACTION

APRIL 19 – 25, 2004

**NON-GOVERNMENTAL ORGANIZATIONS COALITION ON THE RIGHTS
OF A CHILD**

Survey conducted by: Non-governmental Organizations

Coalition on the Rights of a Child

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LIST OF ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
CEF	Commonwealth Education Fund
DEO	District Education Officer
FGD	Focus Group Discussion
FPE	Fee Primary Education
GCE	Global Campaign for Education
LEC	Lesotho Evangelical Church
MOET	Ministry of Education and Training
MP	Member of Parliament
NGOC	Non-governmental Coalition on the Rights of the Child
NGOs	Non-governmental Organizations
UNCRC	United Nations Convention on the Rights of the Child
VDCs	Village D

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The Non-governmental Organization Coalition on the Rights of a Child (NGOC) provides leadership and guidance to institutions involved in matters relating to children's rights and welfare. NGOC has a membership of thirty-five (35) active members and eighty (80) registered members. It is organized into four sub-groups namely, Health and HIV/AIDS, Education, Protection, and Disability.

The principal goal of NGOC is to promote and monitor implementation of the rights of the child in view of international conventions including the following, the United Nations Convention on the Rights of the Child (UNCRC), the African Charter on the Rights and Welfare of the Child (ACRWC), and protocols and instruments aimed at achieving children's protection, participation and provision of services. Specifically, NGOC aims to ensure the existence of appropriate legislation, policies, structures and services for children in view of their rights and welfare in Lesotho.

The week of April 19th to 25th, 2004 was to be observed in many countries as the Global Campaign for Education (GCE) Action Week. The theme chosen for the GCE Action Week is

“ Children missing out on Education”

For Lesotho, NGOC chose the following as its theme for the observing the GCE Action Week:

“Are all children in Lesotho benefiting from Free Primary Education (FPE)?

During the Action Week, NGOC would hold advocacy meetings with various stakeholders to lobby them on behalf of children that are missing out on education despite the introduction of Free Primary Education in the country in Year 2000. This action is viewed as being compatible with the CEF Criteria 3 of the NGOC implementation plan, which states

“ to support the innovative ways for communities to ensure that all children, especially girls and the most vulnerable, have access to quality education”.

In order to establish that there are indeed children missing out on primary education despite the introduction of Free Primary Education since Year 2000, NGOC commissioned a survey in the districts of Maseru, Mokhotlong, and Mofale Hoek during the week of 29th March to 2nd April. The survey was to identify out-of-school children and to find out reasons for their missing out of education.

The specific objectives of the survey were,

- a) Determine whether or not all children are at school in view of the FPE policy.
- b) Determine which children are missing out in education and identify causes/reasons for their missing out in the areas targeted by the study.
- c) Make recommendation for addressing non-attendance of school by the children missing out on education.

CHAPTER 2

SAMPLE AND METHODOLOGY

2.1 Sample

Five schools were purposively selected in each of the districts of Maseru, Mokhotlong, and Mohale's Hoek. Schools that took part in the study in the Maseru district are respectively, Masianokeng, Mazenod, Mpho Community, Matukeng and Morija LEC Primary Schools; in the Mokhotlong district the schools are Ntlholohetsane, Mojakisane, Khatleli, Lihlabeng, and Motsitseng Primary Schools; and in the Mohale's Hoek district the schools are respectively, St. Patricks, Maqoala, Shalane, Holy Cross, and `Maneo Primary Schools.

For purposes of the study, schools in district of Maseru were classified geographically as lowland schools, those in Mokhotlong as mountain schools, and those in Mohale's Hoek as schools located in the foothills and foothills.

The following groups were targeted in and around each participating schools: Class 4 (FPE class) and Class 6 (non-FPE class) pupils; Teachers including the Principal; School Advisory/Management Committees; Community Leaders (Chiefs and Development Committees); Parents/Guardians of out-of-school children; Out-of-school children; and members of parliament from constituencies of the targeted schools.

2.2 Methodology

Focus Group Discussions (FGD) and individual structured interviews were used during the survey. Altogether seven questionnaires were prepared for the survey. These were respectively,

Tool # 1 for FGD by Teachers

Tool # 2 for FGD by Pupils in classes 4-(FPE), and 6-(Non-FPE) respectively

Tool # 3 for FGD by School Advisory/Management Committees

Tool # 4 for individual interviews of Senior District Education Officers

Tool # 5 for Community leaders

Tool # 6 for House-to-House visits to interview parents/guardians of out-of-school children and the children themselves

Tool # 7 for individual interviews of Members of Parliament

Although the plan was to pilot all the questionnaires, only Tools # 1, 2 and 3 were piloted in two schools in the Maseru district, namely Maseru LEC and Thamae Lec. This facilitated adjustments on the three tools. It was not possible to pilot all the questionnaires because of time constraints.

CHAPTER 3

KEY FINDINGS

3.1 Introduction

This chapter deals with presentation of findings of the survey, based on the analysis of data provided in Annex 1. In the sub-sections that follow both the qualitative and quantitative results are presented. The findings of the survey are presented in eight sub-themes that have been derived from the local theme of the GCE Action week, which is,

“Are all children in Lesotho benefiting from Free Primary Education (FPE)?”

The eight sub-themes are:

1. Is FPE adequately providing children with quality primary education?
2. How many disadvantaged and vulnerable children are in school under the FPE policy?
3. What support is provided to the in-school disadvantaged and vulnerable children to ensure that they derive full benefit from Free Primary Education?
4. How many disadvantaged and vulnerable children are known to be out-of-school?
5. Are schools playing any active role to ensure that all children go to school?
6. Are parents playing any role to ensure that their children attend school?
7. Are community leaders playing any role to ensure that all children go to school under the FPE policy?
8. Is the District Education Office playing any role to ensure that all out-of-school children go to school?
9. Are Members of Parliament playing any direct role to ensure that out-of school children go to school under FPE?

3.2 Key findings by sub-theme

Sub-theme 1: Is FPE adequately providing children with quality primary education?

Several limitations were identified that were cited as negatively affecting the quality of Free Primary Education in the three districts. The main limitations mentioned by the various groups of respondents are the following:

- a) FPE caters for fees, books, stationery and feeding, and leaves out other important aspects of support of children's school life such as providing for sports, school uniform, and sewerage and electricity supply. Many schools see these as being vital components of good education of a child.
- b) FPE has resulted in high teacher: pupil ratios in many schools and overcrowded classrooms. This state of affairs has compromised the quality of the education that children receive under FPE.
- c) FPE materials (books and stationery) often arrive late after the school term has begun. The delays often mean effective teaching is not done until the materials arrive.
- d) Most parents have withdrawn the support they used to provide schools and are generally unwilling to contribute money or labor to items of the children's school life that are not provided for under FPE. For example, when children run out of stationery, parents are generally not prepared to replace missing items. Many schools buildings are dilapidated because parents refuse to pay for their maintenance.
School development projects are said to have collapsed because parents refuse to assist since 'education of their children is free'.
- e) Inadequate supply of materials is also a common phenomenon among many of the schools that took part in the survey. In situations in which FPE materials supplied

are inadequate, children have to share the materials. This again inadvertently affects the quality of learning expected of each child under the FPE program.

- f) The quality of feeding provided under FPE is also a cause for concern as many caterers often provide children with food that is not nutritious, due to delays encountered in their payment that prohibit them from replenishing their food stock.

Sub-theme 2: How many disadvantaged and vulnerable children are in school under the FPE policy?

Table 3.2a.

Table 3.2a provides numbers of disadvantaged and vulnerable children in the FPE classes in the five schools visited in the Maseru district. The schools that provided figures are respectively Masianokeng, Mazenod, Mpho Community and Morija LEC Primary Schools.

CATEGORIES OF DISADVANTAGED CHILDREN	CLASS1	CLASS2	CLASS3	CLASS4	CLASS5	TOTAL
Children with disabilities	28	28	13	39	27	135
Orphaned children	54	60	60	50	119	343
Children living with ill parents	22	6	11	12	16	67
Children from very poor families	24	8	7	19	57	115
Children that are ill	6	4	5	16	3	34
Former herd boys	3	7	7	26	31	74
Teenage mothers	-	6	-	5	-	11
Children living and working in the streets	2	-	-	-	3	5
Baby sitters	-	2	6	4	1	13
Physically abused children	1	-	-	-	-	1
Sexually abused children	3	-	-	-	-	3
	143	121	109	171	257	801

In the Maseru district the top most three categories of disadvantaged children that are attending FPE classes in the schools visited are as follows: Orphans - 43% (343/801); Children with disabilities – 17% (131); Children from very poor families – 14% (115/801).

3.2b

Table 3.2b provides numbers of disadvantaged and vulnerable children in FPE classes in the five schools visited in Mokhotlong. The schools that provided figures are, respectively Ntlholohetsane, Mojakisane, Khatleli, Lihlabeng, and Motsitseng Primary Schools.

CATEGORIES OF DISADVANTAGED CHILDREN	CLASS1	CLASS2	CLASS3	CLASS4	CLASS5	TOTAL
Children with disabilities	3	2	2	2	1	10
Orphaned	14	15	12	8	4	53
Children living with ill parents	2	2	-	2	-	6
Children from very poor families	6	6	4	-	2	18
Children that are ill	-	2	-	-	-	2
Former herd boys	-	2	3	2	1	8
Teenage mothers	-	-	-	-	-	-
Children living and working in the streets	1	1	-	-	-	2
Baby sitters	-	-	-	-	-	-
Physically abused children	2	15	13	6	5	41
Sexually abused children	-	-	-	-	-	-
TOTALS	28	45	34	20	13	140

The table shows that the top three categories of children that are disadvantaged and vulnerable that are benefiting from FPE in the schools visited are respectively Orphans – 38% or 53/140; Physically abused children – 29% or 41/140; and Children from very poor families – 13% or 18/140.

Table 3.2c

Table 3.2c provides numbers of disadvantaged and vulnerable children in the FPE classes in the five schools visited in the Mohale's Hoek district. The schools that provided figures are respectively St. Patricks, Maqoala, Shalane, Holy Cross, and `Maneo Primary Schools

CATEGORIES OF DISADVANTAGED CHILDREN	CLASS1	CLASS2	CLASS3	CLASS4	CLASS5	TOTAL
Children with disabilities	11	6	7	7	5	36
Orphaned children	33	58	51	36	44	222
Children living with ill parents	4	-	3	4	5	16
Children from very poor families	16	21	31	28	35	131
Children that are ill	18	20	20	17	14	89
Former herd boys	5	5	13	13	6	42
Teenage mothers	-	-	-	1	-	1
Children living and working in the streets	-	-	3	2	4	9
Baby sitters	-	2	1	3	2	8
Physically abused children	-	-	-	-	-	-
Sexually abused children	-	-	-	-	-	-
TOTAL	87	112	129	111	115	554

In the Mohales Hoek district, the top three categories of disadvantaged and vulnerable children that are benefiting from FPE in the schools visited are respectively, Orphans - 40% or 222/554; Children from very poor families – 27% or 131/554; Children that are ill – 16% or 89/554.

Sub-theme 3: What support is provided the in-school disadvantaged and vulnerable children to make sure that they derive full benefit from Free Primary Education?

No special support is provided to disadvantaged and vulnerable children under the FPE program. For example, children are not provided with remedial instruction, individual tutoring and/or counseling services. Children with disabilities are not provided with equipment needed to facilitate their studies.

Children from very poor families often stay away from school because they have no clothes to wear. The children feel out-of place when they have to sit among their peers that are decently dressed, and are wearing shoes on their feet. In winter when the country becomes very cold, absenteeism among the children from very poor families becomes very high, especially in the mountain districts of Mokhotlong and Mhales Hoek.

Sub-theme 4: How many disadvantaged and vulnerable children are known to be out-of school.

House-to-house visits paid to villages in the catchment areas of the schools that took part in the study in the three districts revealed the figures provided in Table 3.4 below.

Table 3.4

CATEGORIES DISADVANTAGED CHILDREN	MOKHOTL ONG		MOHALE'S HOEK		MASERU		TOTAL		TOTAL
	Girls	Boys	Girls	Boys	Gir ls	Boys	Girls	Boys	
Children with disabilities	3	1	5	2	2	2	10	5	15
Orphans	1	1	-	4	2	3	3	7	10
Children living with ill parents	2	-	-	-	2	-	4	8	12
Children that are ill	1	4	-	-	-	-	1	4	5
Herd boys	-	3	-	3	-	3	-	9	9
Teenage mothers	-	-	6	-	-	-	6	-	6
Children from very poor families	8	13	6	4	3	2	17	19	36
Children that have run away from home/street children	-	-	-	-	-	-	-	-	-
Baby sitters	-	-	-	-	2	-	2	1	3
Sexually abused children	-	-	-	-	-	-	-	-	-
Physically abused children	-	-	-	-	1	-	1	-	-
Drug abuse	-	-	-	-	-	1	-	1	1
TOTALS	15	22	17	13	12	12	44	53	97

The Table shows that, of the 97 disadvantaged and vulnerable children that are not attending school, 37% (36/97) are children from very poor families thus making poverty the single highest cause of non-attendance of school in the three districts; Children with disabilities come second with 15% (15/97); Children living with ill parents come third with 12% (12/97); whilst orphans come forth with 10% (10/97).

The Table also shows that more boys (55% or 53/97) than girls (45% or 44/97) do not attend school in the villages visited during the survey in the three districts.

Sub-theme 5: Are schools playing any active role to ensure that all children go to school?

Generally teachers from the various schools visited in the three districts talk to parents about FPE during occasional meetings parents. The teachers do not go out to communities to convince parents to send their children to school. It became evident during the study that teachers generally do not consider the aspect of marketing FPE among communities in order to ensure that all children attend school as part of their responsibility.

In some schools, children talk their peers that do not attend school and encourage them to join.

Sub-theme 6: Are parents playing any role to ensure that their children attend school?

As indicated in an earlier section, many parents have withdrawn support that they traditionally provided schools such as contributing money towards schools' development projects; assisting with cooking for children on voluntary basis, decorating and cleaning school surroundings, providing labor for cultivating crops for consumption by school children. Despite the limitations of the FPE budget provision, many parents are not willing to contribute anything towards the education of their children.

Some parents in the visited villages view their animals as a critical source of family livelihood and are adamant that boys should herd the animals instead of attending school. Other parents cannot send their children to school because they are too poor and cannot afford to buy the children clothes that they could wear at school. Conflicts often arise between teachers and parents, when teachers demand that parents should provide for their children on aspects of school life that is not covered under FPE.

Sub-theme 7: Are community leaders playing any role to ensure that all children go to school under the FPE policy?

Community leaders interviewed include Chiefs and Village Development Committees (VDCs). There is no clear-cut role that these bodies are playing to ensure that all children attend school. In some villages, chiefs alleged that they encourage parents to take advantage of FPE to ensure that their children receive education during village meetings. Although Chiefs and members of Development Committees have accurate knowledge about children in the village that do not attend school, there is no evidence that they have done much to see to it that the children do go to school. The honors lies largely on families, who may choose to deploy children on family business rather than send them to school.

Some Chiefs believe that they would play a more effective role if FPE is made compulsory as they would have a legal authority to enforce the law in their areas.

Sub-theme 8: Is the District Education Office playing any role to ensure that all out-of school children go to school?

The Education Offices in the three districts view their role as that of holding public awareness campaigns and meetings to encourage families and parents to send their children to school. The DEOS also distribute FPE materials to all schools in the district, and monitor the progress of implementing FPE. During public meetings they make parents aware of school requirements that are covered under FPE, and those that should be covered by parents/families.

They have not specifically targeted children that do not attend school although they are aware that they are there.

The Senior Education Officers interviewed however conceded that most parents refuse to contribute anything to the schools because as far as they are concerned Primary Education is free.

Sub-theme 9: Are Members of Parliament playing any direct role to ensure that out-of school children go to school under FPE?

Members of Parliament (MPs) from four constituencies in the Mohale's Hoek district took part in the study. The constituencies are Qaqatu Number 60 - in which Shalane Primary School is located, Mekaling – in which Holy Cross Primary School is located, Mpharane – in which Maqoala and `Maneo Primary Schools are located, and Mohale's Hoek Number 58 – in which St. Patrick Primary School is located.

Although the four MPs were unanimous that FPE has created opportunities for many children to attend school as evidenced by increased school enrolments, they acknowledged that there were children that are missing out on education in their areas. The out-of school children included the following categories: child laborers, orphaned children, children with disabilities, herd boys, children that have attended circumcision/initiation schools, children from very poor families, and children caring for sick parents.

The MPs however acknowledged that they have not been playing a direct role to ensure that the out-of-school children go to school in their areas.

CHAPTER 4

RECOMMENDATIONS

The following proposals have been derived from submissions by the various categories of respondents as actions to be taken to ensure that every child without exception benefits from Free Primary Education. The recommendations are grouped according to who among the role players should take the recommended action.

4.1 The school

1. Schools should embark on village-to-village campaigns to encourage families to take their children to school. They should identify children that are out-of school in each village and motivate families to allow the children to go to school.
2. Schools should strive to produce good results, especially at Class 7 in order to attract children to attend school.
3. Schools should run sporting and other recreational activities in order to make schools attractive places for children.
4. Schools should provide guidance and counseling services to children especially those from disadvantaged backgrounds.
5. Schools should encourage parents to make contributions to the education of their children by paying for school requirements that are not covered under the FPE budget.
6. Schools should provide life skills education for older children to enable them engage in food production at their homes.
7. Schools should raise funds to offset educational costs that are not funded under FPE.
8. Schools should carry out self-reliance activities to produce food for the children.
9. In-school pupils should be encouraged to recruit their out-of-school peers to attend school.

4.2 Parents

1. Parents should play an active role in the education of their children. The role to be played by parents should be made abundantly clear by District Education Offices. The media (Radio) should be used to encourage parents to contribute towards the education of their children, especially in aspects that are not covered under FPE.
2. Communities should organize communal grazing for their animals in which men can take turns in herding the animals whilst children attend school.
3. Mothers should run communal babysitting centers in order to release young girls to attend school.
4. Parents should accept and be open about their children's disabilities and should cooperate with teachers in helping such children.
5. Parents should assist schools to prevent theft that has become so common at schools since FPE was introduced, through contributing towards employment of night guards.

4.3 Community leaders

1. Community leaders should be empowered through workshops run by the District Education Offices to educate communities about the importance of educating the children and to motivate them to send the children to school under FPE. They should also clarify issues regarding FPE.
2. Chiefs should motivate families whose children are out-of school to send the children to school.
3. Chiefs should work closely with schools and organize parents to assist the latter by volunteering to work on school projects that require their inputs.
4. Chiefs and other community leaders should ensure that schools are provided with enough land for crop and vegetable production.

4.4 Ministry of Education and Training (MOET)

1. MOET should run workshops for communities to educate parents about the roles they are expected to play in the education of their children under FPE. This will

- remove the current misconception among many parents that because Primary Education is Free, they should not contribute anything at all.
2. The radio should be extensively used to promote FPE and encourage parents to send their children to school.
 3. Existing educational radio programmes should be upgraded to enable them effectively reinforce classroom teaching under the FPE programme.
 4. FPE curriculum should incorporate vocational subjects to enable primary school completers be able to earn a living.
 5. MOET should provide children with disabilities appropriate equipment and materials under the FPE budget.
 6. The Department of Social Welfare should assist with early identification of disabilities among children and provide parents with necessary counseling.
 7. MOET, in collaboration with community leaders, should collect data on children with disabilities and those from very poor families and provide them with bursaries under the targeted equity program.
 8. FPE should be made compulsory. Parents that deny children education should be punished.
 9. Child labor should be abolished by law in Lesotho.
 10. MOET should provide teachers with training in special education.
 11. FPE learning materials should be delivered to schools before the school year starts.
 12. FPE policy should be evaluated to determine its successes and failures.
 13. MOET should build hostels close to schools to accommodate children with disabilities.
 14. MOET should provide schools with additional teachers to make teaching of children more effective.
 15. MOET should build additional classrooms in order to reduce overcrowding that has resulted from introduction of FPE.
 16. The FPE budget should include maintenance of school buildings.
 17. MOET should establish learning centers for disabled children.

18. MOET should develop a plan now for accommodating FPE completers into secondary education in 2007.

4.5 Members of Parliament (MPs)

1. MPs should campaign for FPE during public gatherings and encourage parents to send children to school.
2. MPS should motivate MOET to clarify roles of parents, teachers, School Advisory Committees, and Churches in the implementation of FPE.
3. MPs should assist in resolving conflicts arising out of requests made by schools to parents for contribution of monies to pay for school expenses not covered under FPE.
4. MPs should bring to the attention of the Minister of Education and Training problems encountered in the implementation of FPE in their areas.

Annex 1

TERMS OF REFERENCE

TASK: Survey/Case Study on children missing out on Free Primary Education in Lesotho as part of the global Campaign for Education (GCE) in Lesotho Building up to the Action Week of 19th –25th April 2004.

THEME: Are all children in Lesotho benefiting from Free Primary Education?

- OBJECTIVES:**
- 3.1 Determine whether or not all children are in school;
 - 3.2 Determine which children are missing out on Education and identify reasons/causes for this;
 - 3.3 Make recommendations for addressing the situation.

SCOPE OF WORK:

Design, testing and production of Questionnaires;

Training of data collectors;

Analysis of data;

Report writing with recommendations;

Submission of first copy for NGOC comments;

Submission of final copy of the Report.

SCHEDULE OF ACTIVITIES

DATES	ACTIVITY	RESPONSIBLE
24 March 2004	◆ Training of data collectors ◆ Testing of Questionnaire	Consultant
29 March 2004	◆ Data Collection ◆ Submission of data to consultant	NGOC Project Coordinator NGOC Project Coordinator
8 April 2004	◆ Submission of Draft Report to NGOC	Consultant
14 April 2004	◆ Submission of revised draft by NGOC	NGOC Project Coordinator

Orphans										
Children living with ill parents										
Children from very poor families										
Children that are ill										
Former herd boys										
Teenage mothers										
Children that have run away from their homes/street children										
Physically abused children										
Sexually abused children										
Baby sitters										
Others (Specify)										

12. How does the school support children living under special circumstances?
13. Are there children that do not attend school in this area? YES/NO
14. If YES, what are the reasons for their staying out of school? [Use categories provided in Question 11 when recording].
15. Has the school taken any action to ensure that every child attends school in accordance with the FPE policy? YES/NO
16. If YES, describe the action taken by the school
17. What problems has the school encountered in its campaign to get all children attend school?
18. What recommendations does the school wish to make to ensure that every child attends school in accordance with the policy of FPE?
 - a) Recommendations for the school
 - b) Recommendations for parents
 - c) Recommendations for community leaders
 - d) Recommendations for the Ministry of Education

THE NGOC PLAN OF ACTION

TOOL 2: FOCUS GROUP PROTOCOL FOR ONE FPE – CLASS 4

1. Name of school:
2. District:

3. Location in District: Urban/Rural
Lowland/Foothills/Mountains
4. Class interviewed:
5. Number of pupils:
6. Find out how many children fall into each of the following special categories

Special category	Number of children		
	Girls	Boys	Total
Children with disabilities			
Orphans			
Children living with ill parents			
Children that are ill			
Children who had been herd boys			
Teenage mothers			
Children that have run away from their homes/street children			
Others (Specify)			

7. Find out what the children understand by Free Primary Education
8. Ask them what learning materials are supplied by the school under FPE and if the materials are enough for every child
9. Find out what the contribution of parents is to the education of their children enrolled under the FPE policy
10. Ask the children if they know of other children that do not attend school, and find out from them the reasons that are keeping this group out of school. [Record names of cited children and villages where the out-of-school children can be found]
11. Ask the children to suggest what they think should be done to get all children into the school.

THE NGOC PLAN OF ACTION

TOOL 2: FOCUS GROUP PROTOCOL FOR ONE NON-FPE - CLASS 6

1. Name of school:
2. District:
3. Location in District: Urban/Rural
Lowland/Foothills/Mountains
4. Class interviewed:
5. Number of pupils:

- Find out how many children fall into each of the following special categories

Special category	Number of children		
	Girls	Boys	Total
Children with disabilities			
Orphans			
Children living with ill parents			
Children that are ill			
Children who had been herd boys			
Teenage mothers			
Children that have run away from their homes/street children			
Others (Specify)			

- Find out what the children understand by Free Primary Education
- Ask them what learning materials are supplied by the school under FPE and if the materials are enough for every child
- Find out what the contribution of parents is to the education of their children enrolled under the FPE policy
- Ask the children if they know of other children that do not attend school, and find out from them the reasons that are keeping this group out of school. [Record names of cited children and villages where the out-of-school children can be found]
- Ask the children to suggest what they think should be done to get all children into the school.

THE NGOC PLAN FOR THE ACTION WEEK

TOOL 3: FOCUS GROUP PROTOCOL FOR THE SCHOOL MANAGEMENT COMMITTEE

- Name of school:
- District:
- Location in District: Urban/Rural
Lowland/Foothills/Mountain
- When did the school begin implementing the Free Primary Education (FPE) policy?
- What problems has the school been experiencing in implementing FPE?
- Have the problems become worse/better now that the school has been implementing FPE for several years?
- How has school enrolment changed since FPE was introduced?

8. What additional facilities and resources has the school been provided with in order to implement FPE?
9. What contribution do parents make to the school for their children enrolled under the FPE program? [Record any fees, and other forms of contribution]
10. Are children whose parents are unable to make the contributions to the school allowed to continue with their education?[Please explain]

11. How many pupils from special living circumstances are enrolled in the FPE classes? [Fill the matrix below]

Pupil living under circumstances	Class 1		Class 2		Class 3		Class 4		Class 5	
	G	B	G	B	G	B	G	B	G	B
Children with disabilities										
Orphans										
Children living with ill parents										
Children that are ill										
Herd boys										
Teenage mothers										
Children that have run away from their homes/street children										
Other										

12. How does the school support children living under special circumstances?
13. Are there children that do not attend school in this area? YES/NO
14. If YES, what are the reasons for their staying out of school? [Use categories provided in Question 11 when recording].
15. Has the school taken any action to ensure that every child attends school in accordance with the FPE policy? YES/NO
16. If YES, describe action taken by the school
17. What problems has the school encountered in its campaign to get all children attend school?
18. What recommendations does the school wish to make to ensure that every child attends school in accordance with the policy of FPE?
 - a) Recommendations for the school
 - b) Recommendations for parents

- c) Recommendations for community leaders
- d) Recommendations for the Ministry of Education

THE NGOC PLAN FOR THE ACTION WEEK

TOOL 4: INTERVIEW SCHEDULE FOR DISTRICT EDUCATION OFFICERS

1. District:
2. What major constraints have the schools in the District encountered in implementing the FPE policy?
3. What support does the District Education Office provide FPE schools to overcome the constraints?
4. Are there children that are still not in school in your District? If YES, what are the reasons that prevent children from attending school?
5. What action is the District Education Office taking to ensure that all children attend school?
6. What recommendations do you wish to make to ensure that every child attends school in accordance with the policy of FPE?
 - a) Recommendations for the school
 - b) Recommendations for parents
 - c) Recommendations for community leaders
 - d) Recommendations for the Ministry of Education

THE NGOC PLAN FOR THE ACTION WEEK

TOOL 5: FOCUS GROUP PROTOCOL FOR COMMUNITY LEADERS

1. Name of village:
2. Names of schools attended by children from the village:
3. District:

4. Location in District: Urban/Rural
Lowland/Foothills/Mountain
5. What changes has the FPE policy brought in children's school attendance in this area?
6. What contributions do parents make to the schools to support their children's education?
7. Are there children that do not attend school in the village? [Ask for families where you can find the children and record]
8. How many of these children fall into the following categories?

Special category	Number of children		
	Girls	Boys	Total
Children with disabilities			
Orphans			
Children living with ill parents			
Children that are ill			
Herd boys			
Teenage mothers			
Children from very poor families			
Children that have run away from their homes/street children			
Others (Specify)			

9. Why are the children not attending school?
10. What role are community leaders playing to ensure that all children attend school in accordance with the policy on Free Primary Education?
11. What recommendations do community leaders wish to make to ensure that every child attends school in accordance with the policy of FPE in their areas?
 - a) Recommendations for the school
 - b) Recommendations for parents
 - c) Recommendations for community leaders
 - b) Recommendations for the Ministry of Education

THE NGOC PLAN FOR THE ACTION WEEK

TOOL 6: HOUSE-TO-HOUSE VISITS

1. Name of village/township:
2. District:
3. Location in District: Urban/Rural
Lowlands/Foothills/Mountains
4. Find out how many children do not attend school in the household/family
5. Ask parents/guardians/adults why they have not sent the children to school
6. Find out how many of the out-of-school children fall into each of the following categories.

Special category	Number of children [Tick and add up]		
	Girls	Boys	
Children with disabilities			
Orphans			
Children living with ill parents			
Children that are ill			
Herd boys			
Teenage mothers			
Children from very poor families			
Children that have run away from their homes/street children			
Others (Specify)			

7. Ask adults to propose actions to be taken to ensure that the children attend school
8. Find out from the children why they do not attend school
9. Ask the children to suggest what they think should be done to get them to school.

THE NGOC PLAN FOR THE ACTION WEEK

TOOL 7: INTERVIEW TOOL FOR MEMBERS OF PARLIAMENT FROM CONSTITUENCIES IN WHICH THE STUDY HAS TAKEN PLACE.

1. Constituency:

2. District:
 3. Names of schools visited during the study:
 4. Names of villages visited:
 5. What changes has the FPE policy brought to the education of young children in your constituency?
 6. What major constraints have the schools encountered in implementing the FPE policy?
 7. In your opinion, what are the key gaps/areas not addressed by FPE?
 8. Are there children that are still not attending school in your constituency? If YES, what are the reasons that prevent the children from attending school?
-
9. What recommendations do you wish to make to ensure that children that are out-of-school attend school in accordance with the FPE policy?
 - a) Recommendations for the school
 - b) Recommendations for parents
 - c) Recommendations for community leaders
 - d) Recommendations for the Ministry of Education

ANNEX 3

ANALYSIS OF TOOLS AND KEY MESSAGES

	ISSUES RAISED	COMMON VIEWS AND COMMENTS
1.	PROBLEMS AFFECTING IMPLEMENTATION OF FPE	
	<p>MASERU</p> <p>FPE only caters for fees and feeding and excludes other important school activities [MPH, MOR]</p> <p>High pupil enrolment, not enough classrooms [MAS,MAZ, MOR]</p> <p>Parents refuse to buy school uniforms [MAS]</p> <p>Parents bring under-age children to school</p>	<p>Provisions for implementing FPE do not cover other aspect of Primary School needs; FPE has caused high teacher-pupil ratios and overcrowded classes, thus compromising the quality of education offered to children; many parents are not</p>

<p>[MAZ] Parents refuse to participate in school activities [MAZ] Parents refuse to contribute anything to assist the school/lost their responsibility [MAZ,MOR] Laxity prevalent among teachers – FPE children are not to be reprimanded [MAZ] Parents not prepared to supplement/support the education of their children [MAT, MAS] Poor attendance and no parental support [MAZ] Late arrival of FPE materials [MPH, MAT, MAS, MAZ, MOR] Inadequate supply of FPE materials [MPH, MAS, MAZ] School maintenance not done [MPH, MAS, MAZ] High teacher-pupil ratio [MPH, MAS, MOR] Parents neglect their children [MPH, MAT, MAZ] Conflict between parents and teachers [MAT, MAS] No security-no money to pay night watchmen [MAS] No money to replace radio batteries [MAS] Difficult to cope with grown herd boys and boys coming from circumcision schools [MAS] Teachers unable to cope with teaching children with disabilities because they lack special ed. Skills [MAS]</p> <p>MOKHOTLONG FPE only caters for fees and feeding and excludes other important school activities[NTL] School uniform no longer compulsory[NTL] High pupil enrolment, not enough classrooms[LI] Parents refuse to buy school uniforms[LI] Parents refuse to participate in school activities[LI,MOT] Parents lack understanding about FPE[MOT] Parents not prepared to supplement/support the school [MOJA,NTL] Poor attendance and no parental support[LI] Politicization of FPE[MOJA] Late arrival of FPE materials[LI,MOT,KHA,NTL]</p>	<p>prepared to provide any material support to their children; FPE materials often reach schools late, and in many cases the materials are not enough for all children.</p>
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	<p>Inadequate supply of FPE materials[LI,MOT] School maintenance not done[KHA] Overcrowding[KHA] High Teacher-Pupil ratio[KHA] Parents neglect their children[KHA,NTL] No uniform for pupils from poor families[NTL]</p> <p>MOHALES HOEK FPE only caters for fees and feeding and excludes other important school activities[ST. PAT, MAN] School uniform no longer compulsory[ST PAT,MQ,MAN] High pupil enrolment, not enough classrooms [SHA] Decline in quality of education [HC] Parents not prepared to supplement/support the school [HC,MQ,MAN] Politicization of FPE[MQ] Inadequate supply of FPE materials [MQ] School maintenance not done [ST.PAT,HC] Overcrowding [MQ] High Teacher-Pupil ratio[SHA,HC]</p>	
2.	FPE CLASS SIZES AND TEACHERS	
	<p>MASERU</p> <p>MPH – 1-110,2 teachers; 2-115, 2 teachers; 3-104, 2 teachers; 4-96, 2 teachers; 5-104, 2 teachers.</p> <p>MAT – no statistics</p> <p>MAS – 1-100, 2 Teachers; 2-129, 2 teachers; 3-108,3 teachers; 4-145, 4 teachers; 5-186, 4 teachers</p> <p>MAZ – 1-156, 3 teachers; 2-182, 4 teachers; 3-148, 3 teachers; 4-152, 3 teachers; 5-161, 3 teachers.</p> <p>MOR – 1-171(110m,61f) 3 teachers; 2-160(83m,77f), 3 teachers; 3-121(53m,68f), 3 teachers; 4-228(110m,118f), 3 teachers; 5-</p>	<p>High teacher-pupil ratio is a common phenomenon in FPE classes</p>

	<p>166(104m,62f), 3 teachers.</p> <p>MOKHOTLONG</p> <p>LI – 1-62(26m,36f); 2-42(19m,23f); 3-35(16m,19f); 4-38(13m,25f); 5-14(8m, 6f). TOT=191(82m,109f); 2 class1 teachers, 1 teacher for classes 2&3; 1 teacher for classes 4&5.</p> <p>MOT – 1-32(15m,17f); 2-22(10m,12f); 3-10(8m,2f); 4-13(9m,4f); 5-9(6m,3f); 1 teacher for classes1&2; 1 teacher for classes 3&4; 1 teacher for class 5.</p> <p>KHA – 1-86(54m,41f); 2-64(35m,29f);3-96(53m,43f); 4-68(38m,30f); 5-55(28m,27f]; 1 teacher per class.</p> <p>MOJA _ 1-77(48m,29f); 2-52(25m,27f); 3-47(15m,32f); 4-42(22m,20f); 5-33(16m,17f); 1 teacher per class</p> <p>NTL –1-125(79m,46f); 2-108(53m,55f); 3-91(49m,42f); 4-81(47m,34f); 5-84(34m,50f); 2 teachers for class1; 1 teacher for class2; 2 teachers for class3; 1 teacher for class4; 1 teacher for class5.</p> <p>MOHALES HOEK</p> <p>SHA – 1-38(14m,24f); 2-37(19m,18f); 3-34(17m,17f); 4-42(21m,19f); 5-28(11m,17f); 1 teacher for cls1; 1 teacher for cls2; 1 teacher for cls3; 2 teachers for cls4; 1 teacher for cls5.</p> <p>STPAT –1-99(46m,53f); 2-110(50m,60f); 3-106(55m,51f); 4-94(44m,50f); 5-99(57m,42f); 3 teachers for cls1; 2 teachers for cls2; 2 teachers for cls3; 2 teachers for cls4; 2 teachers for cls5.</p> <p>HC – 1-78; 2-130; 3-98; 4-111; 5-81.</p> <p>MQ – 1-55(32M,23F); 2-51(26M,25f); 3-68(39m,29f); 4-59(38m,21f); 5-38(21m,17f); 1 teacher for each cls.</p> <p>MAN – 1-86(51m,36f); 2-58(32m,26f); 1 teacher for each cls {School started FPE in 2003}</p>	
3.	ENROLMENT PATTERNS IN FPE CLASSES	
	<p>MASERU</p> <p>Slight increase in FPE , large overall school enrolment [MPH]</p>	<p>Enrolment has increased in some schools as a result of FPE; whilst in others it has</p>

	<p>No statistics[MAT] Decline in enrolment in FPE classes(100,129,108,145,186)[MAS] but overall increase in school enrolment. Large increase as a result of FPE[MAZ] Decline in FPE classes[MOR]</p> <p>MOKHOTLONG</p> <p>Decline in overall enrolment(267,-,256,241,222)[LI] Decline(141(1999),-,107,81,83,101)[MOT]- introduction of a gvt school nearby[MOT] Increasing enrolment(404,391,419,475,448)[KHA] Increasing enrolment(280-1999,319,280,-,292,300)[MOJA] Increasing enrolment(551-2002, 563-2003, 572-2004)[NTL]</p> <p>MOHALES HOEK</p> <p>Fluctuating(38,37,34,42,28)[SHA] Fluctuating(99,110,106,94,99)[STPAT] Fluctuating(78,130,93,111,81)[HC] Slight increase(55,51,68,59,38) Increase(87,58,53,65,47 non-FPE)</p>	<p>declined.</p>
4	<p>ADDITIONAL FPE FACILITIES AND RESOURCES</p>	
	<p>MASERU</p> <p>2 classrooms repaired[MPH] Classrooms and desks[MAT] Special education kit[MAS] Books and stationery[MAS,MAZ,MOR] 6 classrooms, 12 toilets and furniture[MOR]</p> <p>MOKHOTLONG</p> <p>1 teacher; [LI] 6 teachers[NTL] Staff room, storeroom and office[NTL] 4 pots and a radio[NTL] Furniture for 7 classrooms[NTL]</p>	<p>Some schools have been assisted with additional teachers and buildings to accommodate FPE children; others have not received any additional assistance from MOET, at all.</p>

	<p>Electricity and water supply[NTL] Toilets for teachers and students[NTL] Books and stationery(chalk, bostik, felt pens, chart paper etc.)(LI,MOT,KHA,MOJA,NTL) Breakthrough to literacy[MOJA,NTL]</p> <p>MOHALES HOEK Stationery-no books, no food[MAN] Books and stationery(chalk, bostik, felt pens, chart paper etc.)(SHA, STPAT,HC,MQ]</p>	
5	<p>CONTRIBUTION BY PARENTS</p> <p>MASERU</p> <p>No contribution at all[MAZ,MOR] Maintenance fee[MPH] Funeral contribution[MPH,MAS] School trips[MPH] Contribute towards payment of teachers that have no grants[MAT] Parents participate and support school activities[MAT] Water – few willing parents[MAS] Some buy uniform[MOR] Some pay M5.00 for water[MOR]</p> <p>MOKHOTLONG</p> <p>Fee to pay night watch man[LI,KHA] Replacement of exercise books.[LI] Money contribution towards building a new classroom[KHA] Parents contribute labor for self reliance projects[KHA] Do not participate at all[MOT,MOJA] Parents buy uniform for children[NTL] Parents committees assists in needs such as collection of firewood[NTL] Parents pay M5.50/child for utilities[NTL]</p> <p>MOHALES HOEK Home economic fee[HC] Do not participate at all[STPAT,MQ,MAN] Parents buy uniform for children[SHA] Fund raising/concerts[SHA]</p>	<p>Although many parents are unwilling to contribute towards the education of their children under FPE, in some areas parents contribute to school requirements not covered by the FPE budget</p>
6	<p>DISADVANTAGED AND VULNERABLE</p>	

CHILDREN AT SCHOOL	
<p>MASERU</p> <p>MPH – Disability-9 in class1; 3 in cls2, 1 in class4, 1 in cls5; Children living with ill parents-3 in cls1; Children from v. poor families-6 in cls1; 6 in cls2; 5 in cls3; 3 in cls4; 4 in cls5; Former herd boys-2 in cls3; 12 in cls4; 15 in cls5.</p> <p>MAT – No statistics</p> <p>MAS – Disability-2 in cls1; 4 in cls2; 1 in cls3; 15 in cls4; 16 in cls5. Orphans-2 in cls1; 7 in cls2; 5 in cls3; 16 in cls4; 27 in cls5. Chldn living with ill parents-12 in class1; 6 in cls2; 4 in cls3; 8 in cls4, 9 in cls5; Chldn frm v. poor families-18 in class1; 3 in class2; 2 in class3; 16 in class4; 53 in class5. Children that are ill – 2 in cls1; 1 in cls2; 4 in cls3; 14 in cls4. Fmr herdboys –3 in cls2; 3 in class3; 6 in cls4, 9 in class5; Street children – 2 in cls5.</p> <p>MAZ – Disability-15 in cls1, 9 in cls2, 2 in cls4, 5 in cls5; Orphans-46 in cls1; 47 in cls2; 4 9in cls3; 21 in cls4; 73 in cls5; chldn living with ill parents-7 in cls1; 7 in cls3; 4 in cls4; 7 in cls5. Chldn that are ill- 3 in cls1; 2 in cls2; 2 in cls4. Fmr herd boys- 10 in cls4. Baby sitters- 2 in cls2; 6 in cls3; 4 in cls4; 1 in cls5. Physically abused-1 in cls1; Sexually abused-1 in cls2.</p> <p>MOR – Disability-13 in cls1, 13 in cls2, 13 in cls3, 21 in cls4, 5 in cls5; Orphans-6 in cls1, 6 in cls2, 6 in cls3, 13 in cls4, 19 in cls5; Fmr herd boys-3 in cls1; 4 in cls2, 2 in cls3, 6 in cls4, 7 in cls5; Street chldn-2 in cls1, 1 in cls5; Sexually abused-2 in cls1, 1 in cls5. Children circumcision school-5 in cls4, 6 in cls5.</p> <p>MOKHOTLONG</p> <p>LI– Disability-1 in class1; 2 in class4. Orphans- 5 in class1; 2 in class2; 3 in class3; 7 in class4; 1 in class5. Chldn living with ill parents-1 in class1; 2 in class2. Chldn frm v.</p>	<p>Many disadvantaged and vulnerable children are in school as a result of FPE.</p>

poor families-12 in class1; 13 in class2; 7 in class3; 10 in class4; 3 in class5. Fmr herdboys – 1 in class3; 2 in class5

MOT – Disability-2 in cls2, 2 in cls4, 2 in cls5; Orphans-3 in cls1, 1 in cls3, 1 in cls5; chldn frm v. poor families-4 in cls1, 4 in cls2, 3 in cls3, 6 in cls4; Fmr herdboys-1 in cls1, 2 in cls2, 1 in cls4.

KHA – Disability-1 in cls1; Orphans-1 in cls1; 3 in cls2; 4 in cls3; 3 in cls4; 1 in cls5; chldn living with ill parents-4 in cls2; 3 in cls3. Chldn frm v. poor families- 5 in cls1; 2 in cls2; 4 in cls3; 7 in cls4; 4 in cls5. Chldn that are ill- 3 in cls1; 1 in cls2. Fmr herd boys- 3 in cls1; 2 in cls2; 2 in cls3; 3 in cls4; 4 in cls5. Baby sitters- 1 in cls2; 4 in cls3; 6 in cls4; 2 in cls5.

MOJA – Disability-1 in cls2; Orphans-2in cls1, 3 in cls2, 1 in cls3, 3 in cls5; Chldn living with ill parents-2 in cls2, 2 in cls5; Chldn living with v. poor parents-11 in cls1, 3 in cls2, 5 in cls3, 11 in cls5; chldn that are ill-1 in cls1, 1 in cls3.

NTL – Disability-1 in cls1, 2 in cls2, 2 in cls3, 2 in cls4, 1 in cls5; Orphans-14 in cls1, 15 in cls2, 12 in cls3, 8 in cls4, 4 in cls5; Chldn living with ill parents-2 in cls1, 2 in cls2, 2 in cls4; Chldn frm v. poor families- 6 in cls1, 6 in cls2, 4 in cls3, 2 in cls5; Chldn that are ill-2 in cls2; Fmr herd boys-2 in cls2, 3 in cls3, 2 in cls4, 1 in cls1; Street chldn-1 in cls1, 1 in cls2; Baby sitters- 1 in cls4; Vulnerable chldn-2 in cls1, 15 in cls2, 13 in cls3, 6 in cls4, 5 in cls5.

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SHA – Disability-1 in class1; 1 in class2, 1 in cls3, 1 in cls4. Orphans-nil; Chldn living with ill parents-4 in class1; 3 in class3; 7 in cls5. Chldn frm v. poor families-8 in class1; 4 in class3; 9 in class5. Chldrn that are ill-1 in cls2; 3 in cls3; 6 in cls5; Fmr herdboys –1 in class3; 2 in class5

STPAT – Disability-2 in cls2, 1 in cls3; 4 in cls4, Orphans-3 2 in cls2, 30 in cls3, 8 in cls4; 19 in cls5; Childn living with ill parents-2 in cls4; 5 in cls5; Chldn frm v. poor families-8 in cls2, 3 in cls3, 6 in cls4; Fmr herdboys-2 in cls2,

	<p>9 in cls3, 8 in cls4; 2 in cls5; Babysitters-2 in cls2.</p> <p>HC – Disability-2 in cls1; 2 in cls2; 2 in cls3; 2 in cls4; 3 in cls5; Chldn that are ill- 1 in cls1; 3 in cls2; 2 in cls3; 1 in cls4. Fmr herd boys- 2 in cls1; 1 in cls3; 4 in cls5.</p> <p>MQ – Disability-6 in cls1; 1 in cls2; 1 in cls3; 1 in cls4; 1 in cls5; Orphans-1in cls1, 15 in cls3, 6 in cls4; 3 in cls5; Chldn living with v. poor parents-10 in cls1, 3 in cls2, 13 in cls3, 7 in cls4; 6 in cls5;</p> <p>MAN – Disability-2 in cls1, 2 in cls3, 21in cls4; Orphans-26 in cls1, 14 in cls2, 20 in cls3, 28 in cls4, 24 in cls5; Chldn living with ill parents- 2 in cls4; 1 in cls5; Chldn frm v. poor families- 10 in cls1, 8 in cls2, 11 in cls3, 15 in cls4; 8 in cls5; Chldn that are ill-8 in cls1; 7 in cls2; 7 in cls3; 9 in cls4; 2 in cls5. Fmr herd boys-1in cls1; 2 in cls2, 2 in cls3, 5 in cls4, 4 in cls5; Street chldn/childn that have run away from home-3 in cls3, 2 in cls4, 4 in cls5. Baby sitters- 1 in cls3, 2 in cls4, 2 in cls5;</p>	
7	<p>SUPPORT PROVIDED TO DISADVANTAGED AND VULNERABLE CHILDREN AT SCHOOL</p>	
	<p>MASERU</p> <p>No special support provided[MPH] Orphans are provided with food items (50 kg mealie meal) from Dorcas Aid and trained in gardening[MAT] Individual teachers volunteer to assist with such things as clothes, school bags, plates, clothes, medical fees, food [MAS,MAT,MOR] Teachers counsel abused children[MAZ] Provide guidance and counseling[MOR] Register them for donations[MOR]</p> <p>MOKHOTLONG</p> <p>Secure grants for double orphans[LI,MOJA,NTL]</p>	<p>Children that require specialized equipment to support them in school do not have such equipment. Some schools take initiatives to assist disadvantaged and vulnerable children in all sorts of ways, whilst others do not.</p>

	<p>Donations of clothes by individual teachers[KHA] Approaching business community to assist with uniform[NTL] Campaigning for the formation of an Orphan support group[NTL] Some exempted from additional fees[NTL] Disabled children assisted in carrying books or safe keeping[NTL] Exempt some chldn from making money contributions[MOT] School provides soft porridge before 8.00[LI,KHA,MOJA] Provide temporary jobs to parents[MOT]</p> <p>MOHALES HOEK</p> <p>Give them special attention in class[SHA,MAN] School provides no special support because of poverty[HC] A pearce corp volunteer works with disabled children[MQ] School provides food[MAN]</p>	
8	EXISTENCE OF OUT-OF-SCHOOL CHILDREN	
	<p>MASERU Yes[MPH,MAT,MAS,MAZ,MOR]</p> <p>MOKHOTLONG Yes[LI,MOT,KHA,MOJA,NTL]</p> <p>MOHALES HOEK Yes[SHA,STPAT,HC,MQ,MAN]</p>	There are children that are missing education in all the areas included in the study
9	CAUSES/REASONS FOR STAYING OUT-OF-SCHOOL	
	<p>MASERU Parents just don't care[MPH,MOR] Teenage pregnancies[MAT,MAZ] Circumcision school graduates[MAT,MAS,MAZ] Orphans without any</p>	Causes of keeping children out-of school are many and varied.

	<p>guardians[MAS,MAZ,MOR] Severe disabilities[MAZ] Children refuse to go school[MOR] Children look after sick parents[MAS] Herd boys[MAS,MAZ,MOR] Baby sitters[MAS] Children have no clothes – afraid to come to school[MAZ,MOR] Child labor – Nkukele[MAZ] Truancy[MOR]</p> <p>MOKHOTLONG</p> <p>Parents ignorant about FPE[LI] Boys look after animals[LI,MOT,KHA,MOJA] Some children look after sick parents[KHA] Poverty-cannot afford basic school requirements [KHA,MOJA,NTL] Child labor-Girls baby sit and employed as housemaids to provide for their families, boys employed as herd boys[KHA,NTL] Some orphans work for relatives[NTL] Childn with disabilities[MOJA] Older children feel too old for school[NTL] Boys drop out to go to initiation schools[KHA] Some are drop outs[MOT]</p> <p>MOHALES HOEK</p> <p>Parents ignorant about FPE[SHA] Boys look after animals[SHA,MQ] Some children look after sick parents[HF] Poverty-cannot afford basic school requirements[HC] Child labor-Girls baby sit and employed as housemaids to provide for their families, boys employed as herd boys[SHA,HC] Exploitation of children by parents[STPAT] Childn with disabilities[SHA] Teenage pregnancy[MQ]</p>	
10	ACTIONS TAKEN BY SCHOOLS TO GET CHILDREN COME TO SCHOOL	
	<p>MASERU</p> <p>Yes[MPH,MAT,MAS,MAZ,MOR]</p>	<p>Many schools hold meetings to encourage parents send children to school</p>

	<p>MOKHOTLONG</p> <p>Yes[LI,MO,KHA,MOJA,NTL]</p> <p>MOHALES HOEK</p> <p>Yes[SHA,HC,STPAT]</p>	
10	<p>ACTIONS TAKEN BY SCHOOLS TO GET CHILDREN COME TO SCHOOL</p>	
	<p>MASERU</p> <p>School holds FPE information meetings for parents[MPH,MAT,MOR] School pupils sent to bring other to school[MPH] Talks with individual parents[MAT,MAS,MAZ,MOR] Admit transfers from other schools[MAS] Write invitation letters to parents of children from circumcision school[MAS] Talk to the children themselves[MOR] Teachers sometimes pay fees for children that cannot afford[MAZ,MOR]</p> <p>MOKHOTLONG</p> <p>School holds FPE information meetings for parents[LI,MOT,KHA,NTL] Teachers visits families and encourage them to send children to school[MOJA]</p> <p>MOHALES HOEK</p> <p>School holds FPE information meetings for parents[SHA,MQ] School written letters to parents and to the churches[HC]</p>	<p>Many schools hold FPE information meeting to encourage parents to send their children to school. Other actions taken include visits paid by teachers to families that are keeping children out-of school and/or talking to out-of school children themselves.</p>
11	<p>PROBLEMS ENCOUNTERED IN SCHOOL CAMPAIGNS TO GET OUT-OF SCHOOL CHILDREN IN SCHOOL</p>	
	<p>MASERU</p> <p>Unstable marriages of convenience of parents[MPH] Parents always drinking alcohol[MPH] Poverty among parents[MPH]</p>	<p>Reasons keeping children out-of school are many and varied..</p>

	<p>Parents not keen to make their children get education [MAT,MOR] Parents not available for meetings as they work in the industrial firms in Maseru[MAS] Parents not willing to cooperate and listen to teachers[MAS,MAZ,MOR]</p> <p>MOKHOTLONG</p> <p>Parents adamant that their children should look after animals[LI,KHA,NTL] Parents too poor to buy clothes for their children-would not let them go to school[MOJA] Older children refuse to go to school[MOJA] Lack of interest among parents in the education of their children[MOT,NTL] Orphans often taken out of school by relatives to seek employment[KHA]</p> <p>MOHALES HOEK</p> <p>Parents adamant that their children should look after animals[HC] Parents cannot afford uniform[SHA] Lack of interest among parents in the education of their children[STPAT,HC,MQ]</p>	
12	<p>PROPOSALS TO MAKE ALL CHILDREN ATTEND SCHOOL UNDER FPE.</p>	
	<p>MASERU</p> <ul style="list-style-type: none"> ◆ School to produce good results [MOR] ◆ School to admit all children (poor and sick) [MOR] ◆ School to continue encouraging parents to make contribution to education of their children[MPH,MAT,MOR] ◆ School to embark on self-reliance activities to produce food for the children[MAT] ◆ School to train older children in life skills such vegetable production, piggery[MAT] ◆ School to intensify campaigns to get all children to school[MOR] ◆ School to engage in fund-raising activities to purchase uniforms for needy children[MOR] ◆ School to seek land for sports[MPH] ◆ Parents to contribute seeds and manpower to 	

	<p>the school[MOR]</p> <ul style="list-style-type: none"> ◆ Parents should carry out their family responsibilities and release children to go to school[MOR] ◆ Parents should play an active role in the education of their children[MPH,MAZ] ◆ Parents should be resource persons in areas of their expertise[MPH] ◆ Parents should accept and be open about their children's disabilities and should cooperate with teachers[MAS] ◆ Community leaders to campaign for FPE in their areas[MPH,MAZ,MOR] ◆ The Priest should encourage parents to carry out their responsibilities in the education of their children[MAS] ◆ Chiefs should allocate land to enable the school produce enough food for the children[MAT] ◆ MOET to educate communities of the importance of their children's education in comparison to circumcision/initiation[MAT] ◆ Community leaders should visit parents whose children are not at school to encourage to send their children to school[MAZ] ◆ Assistance in curbing theft of school property[MPH] ◆ Chiefs to organize shared animal grazing to enable parents rotate in looking after animals in order to release children to go to school[MOR] ◆ MOET should hold campaigns to educate parents about their roles in FPE[MAS] ◆ The radio should be extensively used to promote FPE and encourage parents to send their children to school[MAZ] ◆ FPE curriculum should incorporate vocational subjects[MAZ] ◆ MOET should provide children with disabilities with appropriate learning materials as part of FPE materials[MAZ] ◆ Department of Social Welfare should assist with early identification of disabilities among children and provide parents with 	
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	<p>counseling [MAZ]</p> <ul style="list-style-type: none"> ◆ MOET should collect data on children with disabilities and those from bankrupt families and provide them with bursaries[MAZ] ◆ MOET should make it an offence to deny children of education/make primary education compulsory [MPH/MAZ/MOR] ◆ Child labor should be abolished by law[MOR] ◆ MOET should empower teachers to visit villages to promote FPE among communities[MOR] ◆ MOET should provide teachers with training in special education[MAS] ◆ MOET should provide enough grants for needy children[MOR] ◆ Books to be delivered to schools before schools open[MAZ] ◆ Create employment for parents[MAZ] ◆ FPE policy should be evaluated to determine its successes and failures[MAS] ◆ MOET to build hostels to accommodate children with disabilities close to schools[MAS] <p>MOKHOTLONG</p> <ul style="list-style-type: none"> ◆ School to improve results in order to attract more pupils[LI,MOT,KHA] ◆ Introduce sports in school[LI,MOT] ◆ School to collect and distribute used clothes among needy children[KHA] ◆ School to intensify campaigns to get all children to school[KHA] ◆ School to provide counseling services[NTL] ◆ Teachers to meet regularly to discuss experiences with FPE and children's problems[NTL] ◆ School to seek land for sports[NTL] ◆ Parents should play an active role in the education of their children [LI,MOT,KHA,MOJA,NTL] ◆ Parents should be resource persons in areas of their expertise[MOT] ◆ Communities should contribute and assist 	
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	<p>children from very poor families</p> <ul style="list-style-type: none"> ◆ Community leaders to campaign for FPE in their areas[LI,MOT,KHA,NTL] ◆ Community leaders should visit parents whose children are not at school to encourage to send their children to school[NTL] ◆ Chiefs allocate agricultural land to the school[LI] ◆ More campaigns of FPE should be undertaken by MOET[LI,MOT,MOJA] ◆ Timely delivery of materials by MOET before schools open for the year[LI,MOT,MOJA] ◆ MOET to follow up performance of individuals schools, should be uniform in the work[MOT] ◆ MOET to provide schools with more teachers[MOJA,NTL] ◆ MOET to build more classrooms[MOJA] ◆ MOET to provide for the maintenance of classrooms[MOJA] ◆ MOET should advocate FPE as a policy and not as a party political tool[MOJA] ◆ MOET should make it an offence to deny children of education[NTL] ◆ FPE should target the needy children and not everybody[NTL] ◆ MOET should provide teachers with training in special education[NTL] ◆ Every school should have a teacher trained in special education[NTL] ◆ Government should create jobs for parents ◆ FPE should cover all school requirements <p>MOHALES HOEK</p> <ul style="list-style-type: none"> ◆ Introduce sports in school and other entertainment activities to attract children[MAN] ◆ Parents should play an active role in the education of their children [HC,MAN] ◆ No child labor under 21 years[MQ] ◆ Community leaders to campaign for FPE in their areas[SHA,HC] ◆ More campaigns of FPE should be 	
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	undertaken by MOET[HC] ♦ Timely delivery of materials by MOET before schools open for the year[HC] ♦ Make FPE compulsory[SHA,STPAT,MQ]	
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Abbreviations of names of Primary Schools

Maseru district: MAS – Masianokeng, MAZ – Mazenod, MAT – Matukeng, MOR – Morija, MPH – Mpho

Mokhotlong district: NTL – Ntlholoetsane, KHA – Khatleli, MOJ – Mojakisane, MOT – Motsitseng,

LI – Lithoteng

Mohale`s Hoek: SHA – Shalane, MAQ – Maqoala, HC – Holy Cross, MAN - `Maneo, STPAT – St Patrick

Annex 4

List of data collectors – NGOC study

NGOC survey preparatory meeting

Name	Occupation	Contact number
1. Ralintja Mapola	Development Officer	22324997
2. Blossom Ramakatane	Early Childhood Care and Development	22325957
3. Sr Jacintha Rants`o	Good Sherperd Centre	58859271/63025846
4. Mariett Matekane	LSMHP Disability	22320407
5. Mohau Maapesa	LYCS	58961305
6. Mochochonono Bereng	Youth Federation	58994027
7. `Machabeli Morotoli	Tsosane Support Group	22332380
8. Tsielo Mpeqa	Justice and Peace Department	58869080
9. `Makhojane Mahlakeng	Justice and Peace Department	22312750/63016637
10. Makomisi Mabaleha	Social Welfare Department	22322142/58983632
11. Sr Augustina Thokoa	St Angela Home	22314580/58926530
12. Tsepiiso Majoro	Probation Unit	58734971
13. Peter VanTonder	Hlaisa Leseli Thamae Association	63029936/62847908
14. Sarah Eagle	Durham University Lesotho Durham Link	22325166
15. Michael Mathibeli	Teacher	22324997
16. Phomolo Mosaase	Treasurer, NGOC Executive Committee	63014511/27003481
17. Selloane Mokuku	Chairperson, NGOC Executive Committee	22312905

18. Ts'epang Lebajoa	Vice Chairperson, NGOC Executive Committee	22312905
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