

Implementing Free Primary Education in Lesotho: Issues and Challenges

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ABSTRACT This paper gives prominence to rural teachers' accounts of Free Primary Education in Lesotho. It asks: What are the challenges facing the implementation of Free Primary Education in Lesotho? What can be learnt from these challenges in order to enhance the effective implementation of Free Primary Education in schools? Drawing on a qualitative study of three rural primary schools, the article discusses some challenges associated with the implementation of Free Primary Education in Lesotho. The inductive analysis offered makes use of the data generated from observations and semi-structured interviews with 12 teachers. The findings denote dynamics of infrastructural and teaching resources, and increased centralisation that resulted in loss of local accountability. These dynamics intersected with the effects of HIV and AIDS on teachers in ways that confounded the schools. The article recommends a coordinated approach, involving all the stakeholders as a basis for enhancing the effective implementation of Free Primary Education in the schools.

INTRODCUTION

As a United Nations member state, Lesotho is a signatory to several international principles and policies (for example, Education for All (EFA) and the Millennium Development Goals (MDGs)), targeting to enhance access to formal education by its citizens, particularly the young children (UNESCO 2002). The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so-called vision and renewed commitment. The Amman Mid-Decade Review of Education for All (UNESCO 1996) reaffirmed the commitment to the Jomtien resolutions. This was further bolstered by the Millennium Development Goals (MDG), which among other things, set targets to ensure that, by 2015, children everywhere, boys and girls alike, would be able to complete a full course of primary schooling (UNESCO 2000). Within this broad policy framework, and in tandem with EFA and MDGs, Lesotho implemented the Free Primary Education policy in most of its primary schools in 2000 (Ministry of Education and Training, Lesotho 2001).

The Free Primary Education policy's main objectives were to make basic education accessible to all pupils; to make education equitable

in order to eliminate inequalities; and to ensure that every Mosotho¹ child completes the primary cycle of education and ensure that education is affordable to the majority of Basotho (Ministry of Education and Training, Lesotho 2000). The Free Primary Education initiative was meant to encourage boys and girls to enrol in schools and also to ensure that they receive equitable and good quality free primary education (Ministry of Education and Training, Lesotho 2005). The enactment of compulsory free primary education in 2010 was a culmination of a decade long plan by the Lesotho government to move a step ahead and turn into law the commitment to ensuring that all girls and boys between the ages of 6 and 13 years attend school (UNICEF 2010). A poverty abolition plan was integrated within the Free Primary Education policy and this permitted parents to partake in the feeding scheme². This initiative was intended to diminish malnutrition and poverty-related diseases among young children.

However, statistics show that out of the 180,000 pupils who enrolled in grade one in 2000, when Free Primary Education was first inceptioned, only 48,000 managed to write grade seven examinations by the end of 2006 (Chiombe 2007). This disparity raises a need to investigate dynamics in the implementation of Free Primary

Education in Lesotho, which might account for the decline in the number of children who complete primary schooling. The article draws on a qualitative study (part of a doctoral dissertation) to discuss some of the challenges related to the implementation of the Free Primary Education in Lesotho. The inductive analysis offered makes use of data generated from observations and semi-structured interviews with 12 teachers in three co-educational rural primary schools, troubled by poverty and HIV and AIDS. It asks: What are the challenges facing implementation of Free Primary Education in the schools? What strategies could be employed to enhance the effective implementation of Free Primary Education?

The article begins with a brief discussion of the literature on the challenges associated with Free Primary Education, study methodology, and proceeds to an exploration of the findings.

Implementing Free Primary Education: A Bird's Eye View of Some Challenges

The implementation of Free Primary Education has resulted in an influx of children coming to school in great numbers in many African countries, and this put a strain on the resources in the primary schools. In Lesotho the primary enrolment grew by 80% between the year 2000 and 2002 (Ministry of Education and Training, Lesotho 2002). In Malawi, this increase resulted in children learning under trees in the bare exposure to cold and other hardships as the school classrooms could not accommodate the number of children who came to school (Ministry of Education Malawi 2001). Salmon (2003) claimed that in Kenya, teacher-pupil ratio increased drastically despite government initiatives to employ more teachers as a result of the implementation of free primary education. It is claimed that the schooling systems were ill-prepared for the influx of children coming to school (McGee 2000). This author cautions that massive enrolment without appropriate resources compromises the quality of education, which is also a serious concern in countries implementing Free Primary Education.

Gender stereotypes, particularly in African communities are a major challenge in the implementation of Free Primary Education. Aikman et al. (2005) claim that there are important ques-

tions to be asked regarding what girls and boys are being taught about themselves in formal schooling; whether for instance, education institutions allow girls' effective participation, and whether and how the existing inequitable situations of boys and girls are enhanced or diminished by the schooling they receive. Colclough et al. (2000) argue that adverse cultural practices impede attendance and performance of girls at school, relative to boys. These include care-giving, baby-sitting and performing domestic chores which are culturally regarded as girls' responsibilities (Herz 2006). A 2002 UNICEF report suggests that in Nigeria boys are given more opportunities to ask and answer questions, to use learning materials, and lead groups, and girls are given less time on tasks than boys in science. Mathooko (2009) has found that in Ghana, Zimbabwe and Kenya female illiteracy rates are still high compared to those of male due to entrenched cultural attitudes to keep females out of the education system.

In Lesotho cultural attitudes tended to keep girls out of the education system as the belief was often that they would get married and move away from their families (Modo and Ogbu 1998; Mosetse 1998). However, with various dynamics that affected Basotho people during and after the colonial era, such as the migrant labour system in the South African mines, which guaranteed jobs for young men with barely any form of formal education, the practice of educating girls became more accepted (Molapo 2005). This trend has enormously increased the enrolment of girls in schools and the rate of literacy among women compared to men. Yet, in its report to the United Nations (UN) on how far the country has advanced towards the attainment of the MDGs on gender, the Lesotho government reported that despite the high school enrolment and literacy rates among girls and women, the country is still facing serious gender-based cultural and legal constraints which militate particularly against women's and girls' access to and success in the labour market (Government of Lesotho 2005).

The broader obstacles of poverty, HIV and AIDS and livelihood constraints continue to keep girls and boys in varied labour environments in order to help their families to subsist (Mphale et al. 2002). Young and Ansell (2003) and Morojele (2004) found that young boys in Lesotho drop out of school to go and work in the mines or to tend family cattle. Kimane (2005)

found that in Lesotho most girls get involved in household fragmentation (having to leave their families and labour for subsistence) because of their role as care-givers, or to make a living as a result of sick or dead parents allegedly due to HIV and AIDS.

Context of the Study

The study was conducted in Lesotho. Lesotho is a country whose population stands at 2,130,819. Thirty-four percent (34%) of the population comprises children between ages 0-14 years (Index Mundi 2010). Lesotho's terrain is characterized by very mountainous areas where travel is difficult, infrastructure is poor, and the climate is harsh. The population is dispersed, and as a result schools in mountain areas (often referred to as rural schools) are generally smaller than schools in urban areas (World Bank 2008). About 70 per cent of the people live in rural areas. More than half of rural people are poor, and more than one quarter of them are extremely poor. More than half of all households in Lesotho are headed by women. While education has benefited many women, there are large numbers of poor women, particularly in rural areas, who remain disadvantaged. HIV and AIDS takes its toll and many children in the primary schools have lost one or both parents allegedly due to HIV and AIDS (Morojele 2009), placing teachers in these schools under immense pressure. Rural people's scarce resources are consumed in caring for the sick, covering funeral expenses and supporting orphans and as illustrated in this study, with devastating consequences for school teachers and children (International Fund for Agricultural Development 2009).

RESEARCH DESIGN

The study employed qualitative methodologies (Strauss and Corbin 1998) to provide data on the challenges facing the implementation of Free Primary Education in three co-educational schools in Lesotho. It applied the concept of purposive sampling (Gorard 2003) in the processes of selecting the schools. The researcher targeted three schools under the proprietorship of the three main religious denominations in Lesotho, namely Lesotho Evangelical Church (LEC), Roman Catholic Church (RCC) and the

Anglican Church of Lesotho (ACL), with the intention of exploring if and how religious denominations have a bearing on the challenges facing the implementation of Free Primary Education. The assumption that a micro study of three primary schools could illuminate systematic challenges facing the implementation of Free Primary Education raises the question of generalisability. Qualitative micro-studies elicit a wealth of minutiae and enable close analysis of the research data within particular contexts but there are difficulties situating such studies within an understanding of the macro context.

Sample

The study was conducted for a period of nine months, as part of a larger doctoral research project in three Lesotho rural primary schools. Twelve teachers, four from each schooling site (female = 11, male = 1) were randomly selected (Cohen et al. 2007) based on their willingness to participate, and there was only one male teacher across the schools. The interviews were conducted in English and Sesotho (local language), as both the teachers and the researcher were fluent in both languages. These were later transcribed and translated in English. Informed consent was obtained from the Department of Education, the school management and the participants in the study. The participants were informed that their participation in the study was voluntary, and were assured of confidentiality and anonymity. Ethical clearance was obtained to conduct this study through the University Research Office, University of KwaZulu-Natal.

Methods of Data Collection

The study used observations and semi-structured interviews as its methods of data collection. Observations and semi-structured interviews provided the qualitative data regarding the challenges facing the implementation of Free Primary Education based on teachers' own views and experiences as the main custodians in the implementation of this policy at the school level. Semi-structured interviews took the form of individual conversations with teachers after the sessions, during the break, lunch and leisure time. They were designed to prompt teachers to discuss both formal and informal aspects of the schools related to the implementation of Free

Primary Education, and what they thought could be done to address some of the concerns they had. Observations involved monitoring of school practices and of social interactions of teachers and children in the schools - for instance, classroom activities, morning assemblies, sporting and singing activities, lunch and play time interactions. They enabled the study to reveal how teachers live through the implementation of Free Primary Education in real life situations.

Data Analysis

Data were analysed qualitatively (Cohen et al. 2007). Firstly, the data were analysed through an inductive process whereby research findings were allowed to emerge from frequent, dominant and significant events in the raw data (Nieuwenhuis 2007), otherwise referred to as open coding. Thereafter analysis involved identifying broad categories of constructs across the data related to the challenges facing the implementation of Free Primary Education in the schools, and this necessitated a line by line reading of the different data sets. The second phase of data analysis involved identifying theoretically and conceptually informed themes across these categories (Grbich 2007; Cresswell 2009). This allowed for explicit themes to emerge, for example, lack of infrastructure and teaching resources amid increased learner influx, and loss of local accountability as well as the effects of HIV and AIDS in the implementation of Free Primary Education.

In the presentation of findings that follows, pseudonyms have been used to represent both the schools and teachers involved.

RESULTS AND DISCUSSION

The findings point to how the implementation of Free Primary Education in Lesotho unlocked the doors of access to formal learning, which resulted in the increased influx of learners enrolling in the primary schools. However, this increase was not matched by the infrastructural and human resources required in ensuring the smooth running of the schools. The study also found that the commitment by the government to pay for school fees resulted in loss of local accountability emanating from jurisdictional tensions between parental and the government's responsibilities over the children's education.

These issues were exacerbated by the scourge of HIV and AIDS in these rural communities, which placed teachers under immense pressure, as they had to simultaneously teach and care for orphaned children in the context of very limited resources.

Lack of Infrastructure and Insufficient Teaching Resources: Exploring the Implications

The immediate challenge that the influx of learners into schools created since the inception of Free Primary Education, was the need for more infrastructure and teaching and learning resources. Despite the Lesotho government's attempts to provide some of the resources, the study found that these were either insufficient or not responsive to the local priorities and needs of the schools. As also noted by UNESCO (2000) provision of more infrastructures, school facilities such as desks and books, and hiring of more teachers, was such a pervasive challenge facing the schools, related to the implementing Free Primary Education. As part of the researcher's observation strategy, the researcher took ten exercise books randomly selected from grade seven class in each school. These indicated that only four children were using new exercise books that were bought by their parents after the ones donated by the government were finished. The other sixteen learners were rubbing off the work they did earlier from their government donated exercise books so that they could do their daily class activities. One elderly teacher explained this in an interview:

You see! Your father Mosisili [Prime Minister of Lesotho] told parents to bring children to school without paying, yeah! He only gives them two exercise books and two pencils for the whole year. The exercise books get finished in two months and parents refuse to buy them. Then how am I expected to teach? (Mr Letseka: Molalana Primary School).

Another teacher stated:

We have no means of generating the money to run the school yet the school has to fund teachers who attend Free Primary Education workshops, held some 50 kilometres away from the school. As you see, windows are broken and a lot of dust gets in the classroom and we [teachers] and children are getting sick, especially in winter when it is cold, you can feel sorry for the young ones [children] (Mrs Mapula: Molalana Primary School).

Implementing Free Primary Education without sufficient resources and mechanisms to deal with the day-to-day requirements of the schools seems not to only have an adverse impact on the quality of education in these schools. The data points also to the health risks that such a move brings to the schools. The severity of this situation could be clearly understood when viewed within the context of these schools, in which the implementation of Free Primary Education, caused classrooms to be overcrowded with learners of different ages, most of whom coming from poverty stricken households where it was difficult to maintain acceptable levels of hygiene. The poor health facilities around these schools meant that those who became sick might not even have medical attention – thus ensuring extended periods of teachers' and learners' absence from the schools.

In another school one teacher lamented:

I will not forget when a car knocked our child. First, the child was laying on the ground for sometime while we waited to confirm if he came from our school because the child was not wearing the school uniform. After we identified that it was our child we waited more trying to raise some money through volunteering teachers for the child to be taken to the hospital. He died on his way to the hospital after a 4-hour delay from the time when the accident happened (Mrs Makara: Tsuoe-Tsuoe Primary School).

The data denote the challenge that children who did not wear the school uniform posed to the schools. It becomes clear that the implementation of Free Primary Education was more concerned with school fees, thus losing sight of other important variables requisite for the effective and safe learning environments (such as wearing of the school uniform). As illustrated, this led to unnecessary death of a young child. Against the hope that schools are places where children are prepared for a better life, such occurrences might engender unpleasant and fearful memories of schooling, particularly in young children. The adverse consequences of such incidents on the parents' will to send their children to school – in these largely rural communities where sometimes education is viewed with scepticism, as a ploy to erode the culture of local people, could be far-reaching, with devastating effects on the objectives of Free Primary Education.

All the three schools did not have electricity. The following data illustrate some dynamics related to the absence of electricity in one school:

When I arrived I was met by the grade 7 teacher (72 years old Mrs Mantoa) – the oldest teacher in the school. She wanted clarity on the questionnaire. She asked me to explain what I meant by the 'source of power in the school'. As I explained she laughed at me and dramatically murmured, "Hey your question is difficult you know. We don't have any source of power in this school. When the weather is cloudy or the storm is coming, the classrooms get dark and we just sit down, fold our arms and ask children to tell fairy tales" (Fieldnotes: Tsuoe-Tsuoe primary school).

The above excerpt illustrates a specific example of how lack of basic resources affects the quality of education that children in rural communities receive. Chisholm (2004) in her study conducted in South Africa found that education in the rural areas remains beset with problems and challenges simply not considered within policy, theoretical, and pragmatic initiatives. In the context of this study, in three months time from the time of this study, all Grade 7 children in Lesotho were going to write future determining National School Leaving Certificate examinations, where their performance would decide their progression into secondary schools. The time that these rural children spent discussing aspects of the school curriculum (not narrating fairy tales) would definitely bolster their performance in these examinations. If children from these schools did not perform well in the examinations, they would not progress further with education in order to develop requisite skills for survival, thus increasing the likelihood of perpetuating the cycle of poverty in these rural communities.

As a result lack of these resources children absented themselves from school, and learner discipline was compromised. In particular, children who were regarded as over age became ungovernable and posed disciplinary problems. Some teachers thought that this was partly because most of them (over age children) had spent a long time in remote rural farms (*motebong*), where they were thought to have learned to be violent and use vulgar language.

Indeed, managing teaching in large classrooms filled with learners of different age groups proved to be challenging for some teachers.

We normally use analogies to make learners to understand simple mathematical lessons. One day I asked the children if their father had ten cows and the thieves came and steal three cows how many would be left. One old boy stood up and instead of answering the question he said, 'no madam that cannot happen. Where would I be when the thieves steal my father's cattle, I can fight until I die'. I tried to explain but the boy could not understand and my lesson was severely disrupted (Mrs Lomile: Maloaleng Primary School).

The excerpt denotes the investment of some older boys in fighting masculinities in tandem with boys' cultural roles in these rural communities (which included protecting their family's property). It appears that the implementation of Free Primary Education in these rural contexts necessitates a requirement for teachers to devise innovative pedagogical strategies in order to accommodate a variety of learners' learning requirements based on age difference and other forms of social diversity.

By and large, provision of basic resources to run the schools has featured significantly as a critical step to ensure the effective implementation of Free Primary Education. Although a great deal of debate surrounds the level and allocation of resources to public schools, very little is said about empowering schools on how they might organise teaching and learning resources more effectively at the school level (Darling-Hammond 1998). This highlights the importance of devising the strategies (as part of the implementation of Free Primary Education) meant to develop schools' capabilities to tackle financial, administrative and institutional matters, including the management of teaching and learning resources (McGee 2000). This could include monitoring the use of resources and a methodology that could detect the extent to which schools use their resources in focused ways to support teaching and learning.

Loss of Local Accountability and the Effects of HIV and AIDS

The implementation of Free Primary Education resulted in the increased centralisation regarding the management of schools. The abolishment of school fees deprived the schools the financial resources required to manage the day-to-day running of the schools. The schools were

immediately placed in the mercy of the national department of education, even for meagre issues that the schools normally addressed by school fees. The effect was that of frustration, mainly caused by the red-tape in the government bureaucracy that was claimed to have no regards to the urgency and expediency for schools to attain some basic resources, around which the daily activities of teaching and learning pivoted. Evidently the implementation Free Primary Education resulted in the loss of accountability for the local stakeholders, such as parents and teachers, at least in the determination and management of the financial resources required for children's education. Most parents understood Free Primary Education to mean a relinquishment of their responsibilities in the education of their children. Some teachers attributed this to the lack of clarity regarding the role of parents in the education of their children within the context of Free Primary Education.

Parents received contradicting messages about the role they should play concerning their children who are attending FPE. As teachers we demand that parents should buy uniforms and exercise books for their children. This was confusing because the Prime Minister [Mr. Mosisili] had spoken in the public gatherings and over the radio that under the policy of Free Primary Education parents do not have to pay anything and that they could send their children to school, even with traditional attire (tšea³) and rubber boots (likhohlopo) (Mrs Lerato: Tsuoe-Tsuoe Primary School).

The excerpt illustrates a mismatch between the political rhetoric, which the Lesotho Prime Minister used to encourage parents to send children to school, and the practical realities (and requirements) of running the schools. Within the context of poverty and HIV and AIDS, which pervaded the communities around these schools, the abolishment of school fees alone did not stand the test of addressing the challenges facing children's attendance in the school. Apparently, more was required in terms of support strategies based on the local requirements of the schools. What also became clear was that the official policy of implementing Free Primary Education did not take into account the local schooling realities and requirements. This tendency had currency in most contemporary policy interventions with a mistaken belief held by policy reformers that good policy models would create

their own change (Blignaut 2007:49). Aikman et al.(2005) note the significance of considering involvement of all stakeholders in education and curriculum reforms. The local people's interests could best be articulated by key stakeholders such as teachers, parents and learners in specific schooling contexts. The challenges for Free Primary Education implementers is to devise strategies on how to consider the views and values of the local stakeholders to form part of the processes of putting this educational reform into practice.

The centralisation of the financial management of the schools to the department of education, and reduced parental accountability placed increased pressure on teachers. This included the need to care for more children who were not properly looked after by their parents. The problems related to HIV and AIDS in these contexts exacerbated the schools' inability to deal with the pressures of implementing Free Primary Education. As a result of teachers who were affected or infected with HIV and AIDS, classrooms were overcrowded to accommodate more children, and this also posed health issues. According to one teacher:

One teacher is teaching 112 children, who are congested in a tent. There is no space to move from one child to another, thus it is difficult to give them enough attention. In summer, some children collapse and faint because of heat and poor ventilation in the tent. We are happy that the government is building some additional classrooms (Mrs Tlali: Molalana Primary School).

Since many children were orphaned, allegedly due to HIV and AIDS, this meant that they had no one to look after them at home when they became sick causing teachers to take on the responsibility of caring for such children while in school. Lack of parental involvement also meant that teachers had to give care to children when they also needed care. In these schools there were no staff employed specifically to provide counseling and this compounded the challenge. It was literally the case of, as Bhana et al. (2006) also noted in South African schools, teachers with the least resources were frequently required to provide the most demanding forms of support and care to learners. The HIV and AIDS pandemic also affected many teachers in the schools.

Out of the 12 teachers in my school, four have been away from the school for three months allegedly because of HIV and AIDS related illnesses (Mrs Puleng: Maloaleng Primary School).

During my visit to the school, I also observed one teacher who was critically ill. I was informed that she had just joined the school that week after three months sick leave. During a subsequent visit later that year I was informed of the death of two teachers out of the four whom the teacher referred to in the above excerpt. This shows that even though resources and other facilities could be provided, there would still be a lack of teachers and other personnel to support teaching and learning under Free Primary Education. If no strategies are devised and implemented to address the issue of HIV and AIDS, the quality of learning outcomes and education within the context of Free Primary Education would be adversely affected as this pandemic takes a deeper hold in Lesotho primary schools. It has been noted that HIV and AIDS have the potential to affect teachers' effectiveness to perform their duties (Gachuhi 1999). It might disable experienced teachers, thus adversely impacting continuity in instruction, lack of adequate teaching expertise for making curriculum decisions and providing support and mentoring, and lost time and resources for replacement and training of new teachers.

CONCLUSION

The implementation of Free Primary Education in Lesotho has been a matter of political expediency rather than a carefully thought out and planned reform. The findings indicate that the programme was implemented without a proper situation analysis to determine the infrastructural, material and human resources required to support its implementation. Poor quality of educational offering and experience has thus resulted, owing to the increased influx of learners without the schools' readiness to contend with the challenge. Which is probably why only 48,000 pupils managed to write grade seven examinations by the end of 2006 against 180,000 pupils who enrolled in grade one in 2000 (Chiombe 2007), when Free Primary Education was first inceptioned.

The findings also point to a limited involvement of critical stakeholders, such as parents and teachers in the decisions regarding the

implementation of Free Primary Education. Consequently, the implementation of Free Primary Education was not suitably suited to the local school contexts, and it lacked responsiveness to the challenges of poverty and HIV and AIDS affecting both children and teachers in the schools. Teachers were made to bear the brunt of schooling under Free Primary Education, both in terms of providing financial support to address emergency situations and to care for orphaned children, allegedly due to HIV and AIDS. This occurred in a situation where the schools were running short of teachers who were also struggling to overcome HIV and AIDS related challenges and sicknesses, directly affecting teachers' own lives.

RECOMMENDATIONS

Based on the study findings, the following recommendations are suggested to support the effective implementation of Free Primary Education:

- ♦ There is a need for a coordinated strategy to help harmonise the political rhetoric that accompanied the implementation of Free Primary Education (meant to encourage parents to send their children to school), and the practical school realities of ensuring the delivery of quality Free Primary Education.
- ♦ Teachers need to devise innovative pedagogic strategies in teaching under Free Primary Education in order to accommodate diverse age disparities of learners who enrol in the schools.
- ♦ More clarity is required regarding the roles and responsibilities of various stakeholders - the government, teachers and parents, for instance, in supporting the implementation of Free Primary Education. This would dispel the level of jurisdictional uncertainties that confounded the role of parents in educating their children under Free Primary Education.
- ♦ There is a need for a school-based (or frequently visiting) HIV and AIDS counselors to provide support for the children and teachers affected by this pandemic disease.
- ♦ Schools should be allowed and encouraged to conduct fund raising campaigns in order to meet their day-to-day running expenses.

- ♦ More teachers should be recruited to meet the demands of the increased learner enrolments against the context of HIV and AIDS which reduces the number of healthy teachers who could effectively execute their teaching responsibilities.

Taking into consideration these recommendations would ensure that Basotho children have access to basic education of good quality – education which is informed by and responsive to the realities of their local contexts. A more systemic and responsive educational provision is needed to overcome the current challenges and to enhance the quality of education in Lesotho.

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NOTES

- 1 Mosotho is a singular for citizen of Lesotho – a plural 'Basotho' refers to the people of Lesotho.
- 2 Provision of food is a poverty eradication strategy that the Lesotho government incorporated within the Free Primary Education policy. The government pays M2.50 (equivalent to R2.50 in South African currency) per child to parents who participate in the feeding scheme. This initiative is intended to alleviate malnutrition (often gendered) and poverty-related diseases among young children (Ministry of Education and Training, Lesotho 2000).
- 3 Basotho traditional attire, normally used by herd-boys or boys who come from traditional circumcision schools.

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