

**Lesotho
Commonwealth Education Fund
Proposal
February 2003**

1. Contextual Analysis

1.1 Introduction

The current Constitution of Lesotho came into operation only in April 1993. At that time, Lesotho had already ratified the United Nations Convention on the Rights of the Child (UNCRC) and signed the Jomtein Declaration, both of which recognise education as a fundamental right. Nevertheless, while the Lesotho Constitution "endeavours to make education available to all" and aims at providing compulsory primary education for all, this provision is a "Principle of State Policy" rather than a "Fundamental Right."¹ As a result, education is not a government obligation in Lesotho that is enforceable in court of law.

Both prior to and since the Constitution came into effect, Lesotho has signed and ratified a number of international conventions and declarations and regional protocols that recognise education as a basic right for children and adults.²

1.2 International Commitments

Lesotho signed the Jomtein Declaration in 1990 as well as the successive Dakar Declaration in 2000, which set a framework for action for the six goals of Education for All:

- a. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- b. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
- c. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;

¹ Government of Lesotho, The Constitution of Lesotho (1993) p 42.

² Such as the "United Nations Convention on the Rights of the Child" (ratified by Lesotho in 1992), the "African Charter on the Rights and Welfare of the Child" (ratified by Lesotho in 1999), the "International Labour Organisation Convention 138" and the "International Labour Organisation Convention 182" (both ratified by Lesotho in 2002), the Convention on the Elimination of All Forms of Discrimination Against Women (1995), and the World Declaration on Education for All (signed in 1995 and reaffirmed in 2000).

d. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

e. Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and

f. Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.³

Also in 1990, Lesotho participated in the World Summit for Children and later ratified the UNCRC in 1992. In 1994 Lesotho began to create a National Plan of Action for Children. The "Country Programme of Cooperation 1997-2001 between the Government of Lesotho and UNICEF...[was used] as the basis for planning programme activities."⁴ Lesotho submitted its initial report on the domestic implementation of UNCRC in April 1998. The UN Committee on the Rights of the Child responded in January 2001 by identifying five positive aspects of Lesotho's initial implementation and twenty-seven subjects of concern, including education. In general the UN Committee on the Rights of the Child recommended that access to education by vulnerable children [especially herd boys, pregnant girls, children in rural areas and children living in poverty] be increased and quality of education be improved.⁵

Lesotho is also a signatory to the Millennium Declaration, which was adopted by all 189 UN member states in September 2000. This declaration set out eight specific goals with time-bound targets and indicators in order to assist states in overcoming key challenges of the new millennium.

³ United Nations General Assembly, United Nations Literacy Decade: Education for All; International Plan of Action; Implementation of General Assembly Resolution 56/116 (16 July 2002) p3.

⁴ Ministry of Education, Education Sector Strategic Plan (Government of Lesotho, Maseru:October 2002) p5.

⁵ United Nations, Concluding Observations of the Committee on the Rights of the Child: Lesotho (26 January 2001).

The Millennium Development Goals are:

- Eradicate extreme poverty and hunger;
- Achieve universal primary education;
- Promote gender equality and empower women;
- Reduce child mortality;
- Improve maternal health;
- Combat HIV/AIDS, malaria and other diseases;
- Ensure environmental sustainability; and
- Develop a global partnership for development.

Lesotho has identified "Combat HIV/AIDS" as the priority area for the nationalisation of MDG. It is estimated that in 2001, 31% of 15-49 year olds are HIV+, 27,000 children are living with HIV/AIDS and 73,000 children have been orphaned by HIV/AIDS.⁶ The Ministry of Education has developed a three-year HIV/AIDS impact assessment for the Education sector in light of the massive effect of the pandemic on educators and learners.

1.3 Regional Commitments

Lesotho has also been active in SADC initiatives in education. In 1997, Lesotho joined other countries in the region in developing and signing a SADC Protocol on Education and Training. The Protocol identifies the following areas of cooperation by SADC states:

- Basic Education;
- Intermediate Education and Training;
- Higher Education and Training;
- Research and Development;
- Life-long Education and Training; and
- Publishing and Library Resources⁷

A Regional Framework for Action for EFA was developed for Southern Africa. The regional forum identified four priority areas of focus:

- Improving access and equity;
- Improving quality and relevance of education;
- Institutional and professional capacity building; and
- Improving partnerships.⁸

⁶ UNAIDS, Report on the Global HIV/AIDS Epidemic, (2002) p190.

⁷ SADC, Protocol on Education and Training (September 1997).

1.4 National Implementation

The many international and regional commitments made by Lesotho have historically made little if any notable impact on national plans and programmes. Indeed there has been no real mechanism to operationalise such commitments. As a result of this gap, there have also been no clear ways to monitor national implementation.

Recognising this lack of follow up to goals to which it has committed itself, Lesotho has identified a new policy planning and monitoring process in order to establish a long-term vision with realistic shorter-term goals. [Chart A: Planned Policy Planning and Monitoring Process shows the linkages of the various components of the new planning and monitoring process.]

The envisioned course of action for national planning and monitoring will be guided by a long-term national vision for development, Vision 2020. This vision is currently being developed under the Ministry of Development and Planning and has a full Secretariat, including members of civil society, which chaired by the Government Secretary. The Lesotho NGO Coalition on the Rights of the Child (NGOC) has been peripherally involved in the Vision 2020 process on an ad hoc basis. However through the efforts of SCUK and NGOC, children have contributed significantly by voicing their needs and dreams through a Vision 2020 Children's Consultative Meeting and a letter written to His Majesty King Letsie III. At the same time, NGOC has raised a concern that the consultation process of Vision 2020 has not included large representation of civil society.

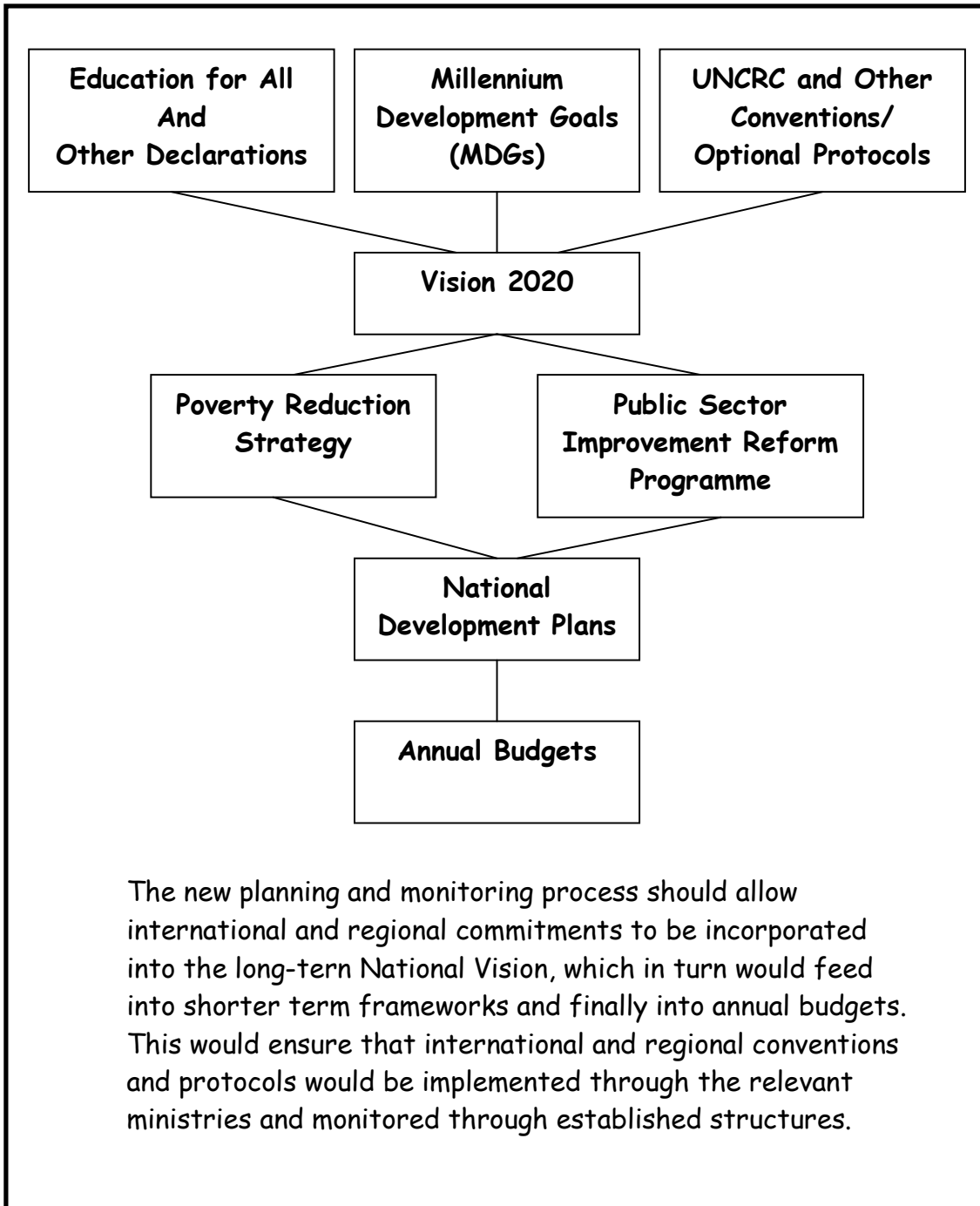
The Public Sector Improvement and Reform Programme Policy Framework (PSIRP) will strive to "improve the quality of life for all Basotho people - especially the most needy - through a common standard of public services."⁹ Linked to this public sector framework is the Education Sector Reform Programme, "which focuses at improving and increasing access, quality and efficiency of the educational system."¹⁰

⁸ Ministry of Education, Education Sector Strategic Plan (October 2002) section 1.3.2.1.

⁹ *ibid*, section 1.3.2.2.2.

¹⁰ *ibid*, section 1.3.2.2.2.

Chart A: Planned Policy Planning and Monitoring Process



The Poverty Reduction Strategy is a framework for poverty reduction in Lesotho and will also serve as the basis for access to funding through the Poverty Reduction and Growth Facility (PRGF). The Poverty Reduction

Strategy Paper (PRSP) is currently in zero-zero draft form and is seemingly falling behind its planned June 2003 deadline for submission to the World Bank¹¹. The NGOC has had substantial input into the development of this document through the cross-cutting Children and Youth Thematic Group as well as participation in the drafting and editing process. The Education section of the zero-zero draft PRSP incorporates most of the recommendations made by the Children and Youth Thematic Group. Children and youth have also contributed directly to the PRSP process; they have helped to create a Children and Youth position paper which they presented to the Technical Working Group as well as many of the sector working groups, including education. The NGOC Representatives were able to feed comments from previous children's forums (such as the post-UN Special Session on Children forum) and NGOC research into the PRSP. Of note is the fact that the Education section has incorporated the NGOC into the monitoring process.

While the above-mentioned policy and monitoring process has been designed, it has not been fully implemented. Vision 2020 and PRSP are both still in early stages of development. The PRISP is currently inactive, and the Sixth National Plan of Action (1996/1997-1998-1999) was the last three-year cycle to be finalised and implemented. As a result, there is currently no national framework for the creation or reporting of annual sectoral plans or budgets.

As a result, in regards to EFA goals, Lesotho is working backwards. Rather than developing a sector plan based on Vision 2020 and PRSP goals, the Ministry of Education Sector Strategic Plan (2002-2015) has been designed in the absence of any framework. However it should be noted that this strategic plan does purposely incorporate many of the priorities of EFA, MDGs, A World Fit for Children, the UNCRC and the SADC Education and Training Protocol.

Even in the absence of any finalised framework, the Government of Lesotho has developed and initiated a Free Basic Education Programme (FBEP) and a complementary Targeted Equity-Based Programme (TEBP). The FBEP is

¹¹ The zero-zero draft of the Poverty reduction Strategy Paper is not available for circulation or reference. Therefore our comments on the PRSP are based on NGOC participation in the process, not on the document itself.

incrementally removing school fees for the first ten years of primary and secondary schooling. The TEBP is intended to waive school fees for vulnerable children not included in the FBEP. As a result the Ministry of Education's budget has been substantially increased in recent years. While applauding the Government's efforts to implement EFA through FBEP and TEBP, the NGOC recognises that marginalised children are still unable to access education and that a number of problems exist in the implementation of these programmes.

Meanwhile there is documented evidence that education is a major concern for the people of Lesotho. Lesotho's participation in the recent international "Say Yes for Children" campaign, which was used as a tool to give children a voice in identifying their own needs and priorities and to encourage adults and leaders to think about the needs of children, has clearly identified education as the top priority for Lesotho.¹² As of 18 November 2002, "Educate Every Child" was the top priority for females and the third priority for males in the "Say Yes for Children" poll.¹³ The PRSP community consultations also echo this sentiment.

1.5 Lesotho NGO Coalition for the Rights of the Child (NGOC)

The NGOC was created in 1998 primarily as a way for NGOs to share information and to strengthen the somewhat ad hoc lobbying efforts of individual NGOs. One of the initial activities undertaken by the NGOC in 1999 was compiling a complementary report to the UN Committee on the Rights of the Child, "The State of Children's Rights in Lesotho."¹⁴ Research for the report was carried out in a broadly consultative manner by the four NGOC Subgroups, including the Education Subgroup, and provided an overview of policy and legislation, a situation analysis, an indication of service provision and practice and very specific recommendations, such as the creation of satellite schools for herdboys, a review of the relevance of the curriculum and the development of a working relationship with Department

¹² The "Say Yes" Campaign was a world-wide tool developed by the Global Movement for Children (a movement pioneered by Nelson Mandela) to mobilise public opinion in support of children's rights.

¹³ UNICEF, "Lesotho Say Yes Campaign for Children: Everyone, All Ages,"

¹⁴ NGO Coalition for the Rights of the Child, The State of Children's Rights in Lesotho (2000), p33.

of Social Welfare in order to ensure marginalised children receive an education.¹⁵

2. National Level CEF Process

As part of its activities in preparation of regionalizing its work by 2005, SCUUK has undertaken an NGOC capacity building strategy. In August 2002, an NGOC task team was established in order to further develop an NGOC advocacy plan. The three areas of advocacy work identified by the larger NGOC were:

- To promote effective community-based care for orphaned children;
- To ensure free and accessible health and education services for children; and
- To maintain influence in the Child Law Reform process.

The task team organized a two day workshop with representatives from the Ministry of Education (MoE), Ministry of Health and Social Welfare (MoHSW), Lesotho Child Law Reform Committee, the Department of Statistics and the Education Research Institute of the National University of Lesotho.

During a follow-up session for this workshop, SC UK introduced the Commonwealth Education Fund (CEF) to the task team members. As a result of the information gained in the workshop, the NGOC Advocacy Task Force further developed the education advocacy target of ensuring free education to specify:

- Improved accessibility;
- Increased affordability; and
- Expanded inclusion/integration.

The Task Team recommended the NGOC contribute to education for all children by creating awareness of EFA and promoting the involvement of parents, communities and school proprietors in the Free Basic Education Programme. The team also identified the primary groups of excluded

¹⁵ As State Parties are required by the UNCRC (Article 44) to submit an initial report and subsequent reports every five years as to domestic implementation of the Convention, the NGOC plans to continue monitoring the implementation and preparing complementary reports.

children as being children with disabilities, herdboys, children in conflict with the law and orphaned/vulnerable children. This team also highlighted the need to ensure that increased access, affordability and inclusion do not compromise the quality of educational services.

The NGOC Working Group, which has been mandated to lead the process of formalizing the NGOC, was requested to serve as the national CEF Management Committee until a NGOC Executive Committee is elected in March/April 2003. The CEF Management Committee identified a number of areas of need in regards to education and proposed strategies of intervention to feed into the CEF Concept Paper which was submitted in October 2002.

The NGOC Working Group continued its efforts to develop an NGOC constitution from November 2002 until March 2003. This process involved consultation with the full NGOC membership, including a 2 day working meeting in December 2002.

One NGOC member of the Education Subgroup attended a SADC Adult Basic and Literacy Education (ABLE) Conference in Peitermaritzburg, South Africa, in December 2002, in order to begin making contacts with regional and international educational networks.

Meanwhile SCUK hired four members of the NGOC as a consultancy team to lead the process of developing the CEF proposal. This process has been documented for future use by the NGOC.

The Education Subgroup met in January 2003, to identify various documents to be reviewed and stakeholders to be consulted in the development of the CEF Plan of Activities. The consultancy team then reviewed the identified literature on education policies and programmes as well as international and regional declarations, conventions, and protocols. They also reviewed national development frameworks such as Vision 2020 and the PRSP.

The NGOC participated in the MDG Stakeholders' Workshop which was held in late January. This was intended to be the last meeting held before the finalization of the launch of MDG; however, because stakeholders identified

a number of gaps in the report, a task team will continue finalizing the document and the launch has been postponed.

In early February 2003, a Public Sector Forum and a Private Sector Forum were held to document practical experiences of a variety of partners and stakeholders and to incorporate their suggestions for attaining EFA goals into the proposal. This was followed up with a short questionnaire to collect further information and suggestions. It should be noted that the poor attendance of these forums further reflects the limited participation and interest of civil society in education to date.

Also in February, interviews were conducted with the Education Secretariats of three of the four churches [which own 1087 of the 1295 primary schools in the country¹⁶] to learn about their successes and challenges in implementing Free Basic Education. The consultancy team then met with the Ministry of Development Planning to explore current and proposed planning and reporting processes and with the Deputy Principal Secretary of the Ministry of Education in order to identify areas of collaboration as well as to explore advocacy targets.

3. CEF Plan of Activities

The CEF Plan of Activities seeks to address three major problems in regards to ensuring education for all in Lesotho:

- Since 1998, the NGOC has operated as an informal body of NGOs, community-based organisations, government representatives and individuals who work directly or indirectly with children. The coalition has relied heavily upon SCUK, which has acted as an informal secretariat. The NGOC is currently not strong enough to advocate for the rights of children with a clear and effective voice.
- The NGOC does not have clear, planned, direct input into development and monitoring mechanisms. As mentioned earlier the NGOC produced a very strong UNCRC complementary report in 2000. The four NGO subgroups have continued to share experiences and information and

¹⁶ Ministry of Education Planning Unit, "Education Statistics 2001," p32.

individual NGOs have represented the NGOC in various planning and monitoring activities. However, the NGOC needs to solidify its participation in the domestic development and monitoring of international and regional conventions and protocols.

- The broader civil society does not fully understand the importance of EFA or the roles they can play to ensure the realisation of EFA. Presently the NGOC is the only civil society structure that is actively advocating for children's rights, including the right to education. The Ministry of Education has recognised the need for civil society participation in education; indeed, government has built in representation of parents, communities, chiefs and Members of Parliament in various mechanisms, such as school committees¹⁷, the National EFA Forum and seven Technical EFA Committees¹⁸. However anecdotal evidence suggests that these mechanisms have not fully utilised their capacity to influence and monitor the provision of education.

The Plan of Activities includes a number of initiatives to strengthen the NGOC, specifically in developing a clear long-term strategic plan, a skills development training programme, advocacy tools and access to information through networking.

The Plan of Activities also includes a number of activities which establish more clear and direct participation of the NGOC in the development and monitoring of the implementation of MDGs, international and regional conventions and protocols, and the National Vision. This includes regular meetings with the National EFA Committee and TEBP Officers (the scholarship national programme) as well as dialogues with key Ministry of Education staff.

The NGOC has developed a positive working relationship with the Government of Lesotho, including the Ministry of Education; however, all advocacy activities to date have targeted the government and left out other

¹⁷ Government of Lesotho, Education Act 1995, Act No. 10, 1995, p.957-958 and 961-962.

¹⁸ Information about the National EFA Forum and the seven EFA Technical Committees was provided by the Deputy Principal Secretary of the Ministry of Education, Ms. N. Kokome in an interview conducted by Ms. Selloane Mokuku and Ms. Wendy Jolley on 20 February 2003.

school proprietors, other private sector stakeholders, teachers, communities and parents. The Plan of Activities will enable the NGOC to widen its scope to involve a wider range of partners.

The NGOC has earned a reputation of being a leader in promoting and incorporating child participation. This remains a key value of the NGOC and as such has been incorporated throughout the Plan of Activities.

It is realised that the NGOC must first strengthen and expand its own capacity before it can begin to address the specific problems faced by vulnerable children. The Plan of Activities allows for such specifics to unfold and be tackled effectively during the CEF process. Thus it is envisaged that the NGOC Strategic Plan will include activities that directly address problems, including access to education, facing marginalised children.

**Lesotho CEF Plan of Activities
April 2003 – December 2005**

Goals	Objectives and Activities	Dates	Means of Verification
1. To expand and strengthen the NGOC and enable it to develop, implement and monitor a specific advocacy strategy aimed at improving the accessibility and quality of education services for all vulnerable children.	1.1 Formalise the NGOC structure. 1.1.1 Hold AGM to elect Executive Committee members. 1.1.2 Register the NGOC Constitution with the Lesotho Law Office. 1.1.3 Develop NGOC Code of Conduct.	April 2003 April 2003 April-June 2003	Minutes of AGM Registration Number Code of Conduct
	1.2 Employ a full-time Education Advocacy Officer. 1.2.1 Create a job description for the Education Advocacy Officer. 1.2.2 Recruit an Education Advocacy Officer. 1.2.3 Orient an Education Advocacy Officer.	May 2003 May-July 2003 July-October 2003	Job Description Job Advertisements and Employee Contract Orientation Package/ Employee File
	1.3 Employ a Accountant/ Administrative Assistant. 1.3.1 Create a job description for the Accountant/Administrative Asst. 1.3.2 Recruit a n Accountant/ Administrative Assistant. 1.3.3 Orient an Accountant/ Administrative Assistant.	May 2003 May-July 2003 July-October 2003	Job Description Job Advertisements and Employee Contract Orientation Package/ Employee File

Goals	Objectives and Activities	Dates	Means of Verification
	<p>1.4 Develop and Implement a NGOC Strategic Plan.</p> <p>1.4.1 Explore the meaning of concepts such as participation, consultation, partnership, education, access, quality, Life-long Learning, stakeholders in an NGOC quarterly meeting.</p> <p>1.4.2 Hold 2-day workshop to develop NGOC strategic plan, identify mechanisms for information sharing and feedback.</p> <p>1.4.3 Launch the CEF.</p> <p>1.4.4 Hold bi-monthly Subgroups meetings.</p> <p>1.4.5 Create and distribute quarterly newsletters to NGOC members and a broader CEF constituency.</p>	<p>March 2003</p> <p>May 2003</p> <p>June 2003 Bi-Monthly Quarterly</p>	<p>Quarterly Meeting Minutes</p> <p>Strategic Plan; Workshop Minutes</p> <p>Press Release; Launch Report Subgroup Minutes Newsletters</p>
	<p>1.5 Develop an NGOC capacity building programme.</p> <p>1.5.1 Hold a workshop to identify areas of capacity need.</p> <p>1.5.2 Create a long-term capacity building programme.</p> <p>1.5.3 Carry out programme</p>	<p>May 2003 May 2003 2003-2005</p>	<p>1/4ly Meeting Minutes Capacity Building Programme Capacity Building Reports</p>
	<p>1.6 Develop advocacy tool kits.</p> <p>1.6.1 Conduct research (desk survey) of relevant stakeholders to understand toolkit development and implementation.</p> <p>1.6.2 Develop a NGOC Toolkit format.</p> <p>1.6.3 Develop NGOC Toolkits for advocacy target areas.</p>	<p>June-August 2003</p> <p>September 2003 Sept-December 2003</p>	<p>Research Report</p> <p>Toolkit Format Creation of Toolkits</p>
	<p>1.7 Establish consistent and planned dialogue with local stakeholders (at district and national levels).</p> <p>1.7.1 Develop an NGOC introduction package to distribute to new partners.</p> <p>1.7.2 Subgroups identify a plan for advocacy dialogue points.</p> <p>1.7.3 NGOC participates in regular and planned dialogues with stakeholders/partners.</p> <p>1.7.4 Host forums to dialogue with local officials, academics, artists, media, teachers and others about child participation and protection as it relates to EFA.</p>	<p>October 2003</p> <p>June-August 2003 2003-2005</p> <p>4/subgroup/year</p>	<p>Introduction Package</p> <p>Subgroups' Minutes Reports to NGOC; Subgroups' Minutes Subgroup Reports; Newsletter</p>

Goals	Objectives and Activities	Dates	Means of Verification
	<p>1.8 Establish working relationships with regional and international networks.</p> <p>1.8.1 Contact made with identified regional and international networks.</p> <p>1.8.2 Actively participate in networking activities.</p>	<p>October 2003-January 2004</p> <p>On-going</p>	<p>NGOC Files</p> <p>NGOC Files, Reports and Minutes</p>
<p>2. To actively participate in the development and to monitor the implementation of MDGs, international and regional conventions, NEPAD, Vision 2020, PRSP plan for education and other relevant policies and strategies at national and local levels.</p>	<p>2.1 Solidify participation in the development and monitoring of the various policy framework processes.</p> <p>2.1.1 Desk review of national plans, policies and frameworks relating to education and development.</p> <p>2.1.2 Hold NGOC learning meeting to fully understand MDGs, EFA, Vision 2020, PRSP, and national implementation plans.</p> <p>2.1.3 Nominate NGOC representatives for consistent planned input into various processes.</p> <p>2.1.4 Implement use of NGOC toolkits.</p>	<p>February-May 2003</p> <p>March 2003</p> <p>As needed</p> <p>January 2004</p>	<p>Desk Review Report</p> <p>Graphic Presentation of Linkages Among Conventions, Frameworks and Plans; NGOC Reports</p> <p>NGOC Reports and Minutes</p> <p>Advocacy Reports</p>
	<p>2.2 To influence the development and to monitor the implementation of MoE policies, programmes and curricula development.</p> <p>2.2.1 Subgroups to meet bi-monthly to share and compile information and to follow-up on advocacy activities.</p> <p>2.2.2 Participate in the National EFA Committee.</p> <p>2.2.3 Hold regular meetings with MoE TEBP staff.</p> <p>2.2.4 Meet with MoE National Curriculum Development Committee.</p> <p>2.2.5 Develop materials promoting children's rights, including child protection and child participation.</p> <p>2.2.6 Produce annual situation analyses of EFA implementation.</p>	<p>Bi-Monthly</p> <p>2003-2005 2x/year</p> <p>2003-2005</p> <p>2004-2005</p> <p>2004 and 2005</p>	<p>Subgroup Minutes and Reports</p> <p>Meeting Minutes and Reports</p> <p>Meeting Minutes and Reports</p> <p>Meeting Minutes and Reports</p> <p>Developed Materials</p> <p>Annual Situation Analyses</p>

Goals	Objectives and Activities	Dates	Means of Verification
	<p>2.3 To lobby school proprietors and education providers to accept and fully implement FBE. 2.3.1 Host a dialogue between MoE and school proprietors. 2.3.2 Invite school proprietors to NGOC meetings and activities.</p>	<p>2004 2003-2005</p>	<p>Dialogue Meeting Report/Minutes NGOC Invitation List</p>
	<p>2.4 To promote and develop NFE options for vulnerable children. 2.4.1 Undertake NGOC Logo Design competition, including NGOC and Child Rights information in the campaign. 2.4.2 Compile data/experiences of current and previous NFE activities. 2.4.3 Network with local, regional and international NFE organisations and networks to explore alternative approaches of NFE work. 2.4.4 Develop NFE materials in a variety of mediums, incorporating child protection and child participation modalities. 2.4.5 Develop mechanisms for distance communication and sharing of ideas among young people.</p>	<p>2004 2004 2004-2005 2004-2005 2004-2005</p>	<p>NGOC Logo Design Competition Materials; NGOC Logo Data; NFE Report NFE Report; NGOC Network Directory Developed Materials Developed Mechanisms</p>
<p>3. To promote community empowerment and support children's and parents' involvement in the</p>	<p>3.1 In partnership with MoE, undertake an EFA awareness raising campaign. 3.1.1 Participate in Lesotho's EFA Launch. 3.1.2 Participate in Lesotho's celebration of EFA Week. 3.1.3 Hold EFA awareness trainings for community decision makers, through the existing structures of local government.</p>	<p>2003 April 2003 2004-2005</p>	<p>EFA Launch Report; Press Release EFA Week Report; Press Release Training Reports</p>

education services design and management systems and structures at all levels.	3.2 To facilitate action research in education. 3.2.1 Develop action research protocols and methods for NGOC. 3.2.2 Conduct action research, involving children, on the impact of FBE at community level. 3.2.3 Incorporate results of action research into Education assessment reports.	March 2004 2004-2005 2004-2005	Developed protocols and methods Research Reports Education Assessment Reports
	3.3 Facilitate children's participation in an assessment of EFA. 3.3.1 Hold follow-up meeting of Theatre for Development (TFD) in order to train NGOC members in facilitating children's participation in assessments of EFA. 3.3.2 Hold a minimum of 10 child focus groups annually to explore their experience of EFA.	August 2003 2004-2005	TFD Meeting Report/minutes; TFD Implementation Plan Child Focus Group Reports
	3.4 Promote involvement of the private sector in education. 3.4.1 Develop a dialogue with the private sector and identify ways to collaborate in education and development issues. 3.4.2 Hold a training workshop on child protection and participation for media and art practitioners. 3.4.3 Inclusion of the private sector in the established structure and activities of NGOC.	2004 2004 2004-2005	Minutes and Reports of Dialogues Workshop Report NGOC Invitation List

4. Risks and Assumptions

There are a number of assumptions and risks in the proposed plan of activities. The greatest include:

- Lesotho's most recent election was held in May 2002. A unique Mixed Member Proportion (MMP) electoral model, combining the First Past the Post (FPP) and the Proportional Representation (PR) models, was used for the first time. This method was an important step that ensured inclusiveness in Parliament. NGOC assumes that the political commitment to children and education that has been displayed in recent years will continue and that the recent trend of beginning to involve civil society in various development processes will expand to ensure meaningful participation.
- The planning and monitoring frameworks that have been identified in Section 1.4 have not been finalized and implemented. There is a risk that such processes will not bring about the expected frameworks.
- It is an assumption that the current high proportion of the government budget (27%) that is being designated for the Ministry of Education will continue. As HIV/AIDS and the related food shortage takes its toll on the country, the budget may very well be negatively impacted.
- The impact of HIV/AIDS on the education sector is not fully known. The Ministry of Education is currently undertaking a sector-wide impact assessment of HIV/AIDS.¹⁹

5. Monitoring and Evaluation

Means of verifying the completion of each activity are specified in the Plan of Activities. These means of verification will be compiled and assimilated into quarterly reports by the CEF Advocacy Officer. Corresponding financial reports will be produced by the CEF Accountant. These quarterly reports will be submitted to the CEF Committee as well as SCUK.

As the lead agency, SCUK will report directly to CEF.

¹⁹ Ministry of Education, Education Sector Strategic Plan (October 2002) p 107.

List of Acronyms

- ABLE - Adult Basic and Literacy Education
- EFA - Education for All
- FY- Fiscal Year
- FBEP - Free Basic Education Programme
- MDG - Millennium Development Goals
- MoE - Ministry of Education
- MoHSW - Ministry of Health and Social Welfare
- NGOC- Lesotho NGO Coalition for Children's Rights
- PRGF - Poverty Reduction and Growth Facility
- PSIRP - The Public Sector Improvement and Reform Programme
- PRSP - Poverty Reduction Strategy Paper
- SADC - Southern African Development Community
- TEBP - Targeted Equity-Based Programme
- UNCRC - United Nations Convention on the Rights of the Child (1989)
- UNGASSoC - United Nations General Assembly Special Session on