OUT-OF-SCHOOL FACTORS CONTRIBUTING TOWARDS ACADEMIC UNDERACHIEVEMENT OF VULNERABLE LEARNERS IN LESOTHO HIGH SCHOOLS

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Abstract

This qualitative case study sought to explore out-of-school factors contributing towards the academic underachievement of vulnerable learners in some Lesotho high schools. The Maslow's hierarchy of needs theory was the theoretical framework that coached the study. Empirical data were collected from one high school in Lesotho through in-depth interviews. The research participants included six purposively selected vulnerable learners. The data were analysed through Critical Discourse Analysis (CDA). The empirical data revealed several out-of-school factors contributing towards the academic underachievement of vulnerable learners in the studied school. The factors included poverty, health needs, rape, overcrowded accommodation, blame, separation, insecurity, unsafe sex and unintended pregnancy, among others. This study recommends that concerned education stakeholders offer adequate academic support to vulnerable learners. We also recommend the proper implementation of policies and plans meant to improve vulnerable learners' performance in schools.

Keywords: Academic underachievement, management, vulnerable learners, Critical discourse analysis, qualitative, Lesotho

1. INTRODUCTION

A vulnerable child is a child with or without parents (Bernal & Attanasio, 2019), who lacks basic needs for survival (Lind, 2019), lives in high-risk circumstances (Matthew and Collin-Vezina, 2019), and whose prospects for health, growth and development are seriously impaired (Seddighi, Salmani, Javadi & Seddighi, 2019). In most cases, this is due to the impact of HIV/AIDS (Lombe, Mabikke, Enelamah & Chu, 2019). For this paper, vulnerable learners are those who are orphaned, from child-headed households, from poor socioeconomic backgrounds, are infected and/or affected by HIV/AIDS and whose school fees is paid for by the government.

Vulnerable learners underachieve in schools (Chuta, 2019; Motsa & Morojele; 2019; Pillay, 2017). This is corroborated by Tagurum, Chidan, Bello, Afolaranmi, Hassan, Iyaji and Idoko (2015) who report that the

highest proportion of learners are vulnerable, thus the outcomes of their vulnerability have negative effects manifests in schools. Such effects include quite several of them having frequent unexplained absence from school contributing to their educational underachievement (Mwoma & Pillay, 2016). Presently, some Lesotho high schools seem to have a problem in attaining high pass rates ostensibly due to growing numbers of vulnerable learners. This general problem seems to worry every stakeholder in education. As a result, a study that seeks to explore out-of-school factors contributing towards academic underachievement of vulnerable Learners in Lesotho High Schools would uncover the root of the current problems. Available evidence suggests that, vulnerable learners in Lesotho seem to underachieve academically (MoET 2013, Hlojeng, 2014, MoSD 2019). The academic underachievement of schools is fuelled mostly by the large, growing numbers of vulnerable learners in schools (LePHIA, 2017). Olowokere and Okanlawon (2016) revealed that 5.7% of learners are not vulnerable, 68.0% are vulnerable, 22.7% are more vulnerable while 3.7% are most vulnerable. Lesotho Country Analysis Working Document (2017) reports that in post-primary education, 79% of learners are vulnerable of which 39% are orphans while 6.4% have disability.

It is in this overall context that this study explores out-of-school factors contributing towards academic underachievement of vulnerable learners in Lesotho high schools as the success of a school significantly depends on how it is managed (Van der Westhuizen, 1994). This is because the schools are the second homes of children where they spend more time. Schools are therefore ideal places to support vulnerable children that promote their well-being, academic success, and lifelong achievement.

2. LITERATURE REVIEW

Vulnerable learners' academic underachievement in Lesotho can be traced back from the year 2007 when a bursary scheme started supporting vulnerable learners in post-primary schools. According to the bursary scheme records (2007), out of 20 000 vulnerable learners sponsored by the MoET in the year 2007, only 4 000 learners passed. In other words, only 20% of them passed. MoSD (2019) adds that there were 21 304 vulnerable learners enrolled in post-primary education in the year 2019 and more than half of this number appear not to have passed in their previous grades. Compared to non-vulnerable learners, Olowokere and Okanlawon (2016) argue that vulnerable learners seem to underperform academically.

In Lesotho, government traditionally invests a very large share of its budget in education where 17% of the total budget is spent on education and other vulnerable groups (Government of Lesotho, 2019). Despite state efforts and investment in education, Lesotho minimally provides basic quality education for all as per the demand of Education Act (2010). Issues of limited education opportunity for school age population especially vulnerable children (Lesotho Vulnerability Assessment Committee Report, 2017) and low transition to secondary education (Lesotho United Nation Development Assistance Plan (LUNDAP) 2016) are critical issues across the country. Despite all the challenges that vulnerable learners may bring to schools, SMTs is expected to produce expected results (Van der Westhuizen, 2002). Some of the factors that are used in judging an effective school include, among others, excellent achievement by many pupils in examinations and the success of past pupils.

2.1 Theoretical Framework

Maslow's hierarchy of needs theory is chosen as the theoretical framework to coach the study towards the operationalisation of the afore-mentioned objectives. Maslow's hierarchy of needs theory makes a major contribution to teaching and classroom management in schools particularly for this study. Rather than reducing behaviour to a response in the environment, Maslow (1970, 1943) adopts a holistic approach to education and learning. Maslow looks at the entire physical, social and intellectual qualities of an individual and how they influence learning (Mksimenko & Serdiuk, 2016).

The application of Maslow's hierarchy theory to the work of the classroom teacher is obvious. Before a student's cognitive needs can be met, they must first fulfil their basic physiological needs (Azeez, Mohammed & Skika, 2018; Hale, Ricotta, Freed, Smith & Huang, 2019). For instance, a tired and hungry student finds it difficult to focus on learning. According to Riley, Evans, Anderson and Robson (2019), the students need to feel emotionally and physically safe and accepted in the classroom to progress and reach their full potential. Maslow's theory suggests that students must be shown that they are valued and respected in a classroom and the teachers should create a supportive environment (Nishi & Moakumla, 2018). Fabian (2019) avers that students with a low self-esteem will not progress academically at optimum rate until their self-esteem is strengthened.

Agreeing with Maslow's hierarchy of needs theory, Theron and Theron (2013) opine that traditional African communities demonstrate resilience in poverty and food, remains a prime need. Theron and Theron (2013)

believe that the fulfilment of mutuality in a traditional community cultivates the idea of communality as one large family and successful lives. Each community has a moral duty to care for others. The authors view the traditional African society as a caring society. The family must provide in the basic needs of all its members, irrespective of their contributions to the family (Gbollie & Keamu 2017; Nolte, 2019). All human beings, [including vulnerable learners], need a certain minimum amount of physical security, health care and subsistence to function with a significant degree of rationality and self-awareness. Below this basic minimum one cannot successfully carry out the functions of a moral agent or engage in creative activity. These are the minimum conditions for the maintenance of humaneness in the universe and are, therefore, the concern of the universal ethics (Pembroke, 2019).

2.2 Research Question

This paper seeks to address the following research question: "What out-of-school factors affect vulnerable learners' academic work in selected high schools in Lesotho and how do they manifest?"

3. METHODOLOGY

3.1 Research Design

The qualitative case study design premised on the interpretive paradigm is employed in this study because we are especially interested in how vulnerable learners observe and describe their lives (Mohajan, 2018). We assume that the sociological understanding of children should be based on the meanings that the social actors add to the particular social interaction and understandings (Sherif, 2018). We assume that the reality experienced by vulnerable learners is socially constructed. Moreover, social theories grow inductively out of what is studied (Green & Thorogood, 2018). Our role as researchers is to understand the environment and the actors constituting it.

3.2 The Population and Sample

The selected target population for this paper were all learners from Leshoele high school (pseudonym). Only six orphaned vulnerable learners from child-headed households, characterised by poor socioeconomic backgrounds participated in the study. Some of them are infected and/or affected by HIV/AIDS. The sample was purposively selected through principal's help. Vulnerable learners participated in this study because they were best placed to provide quality narratives regarding their objective conditions. They thus provided us with insights (Ghauri, Gronhaug & Strange, 2020) into reasons of their own academic underachievement and social realities.

3.3 Instruments

In-depth interviews were used in this study in order to get a deeper understanding of vulnerable children's individual experiences, feelings and opinions (Roulston, 2020).

3.4 Data Collection Procedure

The lead researcher set an appointment with the participants (through the school principal) and conducted in-depth interviews which were recorded and transcribed before they were analysed. In cases where the responses were in the Sesotho language, they were translated into English. Sesotho is the predominant national and official language of Lesotho.

3.5 Data Analysis Techniques

Critical discourse analysis (CDA) was used to analyse data collected through in-depth interviews. Transcribed data were arranged into categories (Kristiansen, 2020; Rogers, 2011) that allowed comparison between components of the same category and between categories (Mays, 2020). Moreover, data were coded (Kristiansen, 2020) to discern themes (Kyngas, 2020) which informed the objective of the study.

3.6 Ethical Issues

The principal researcher sought permission and access to collect data and these were granted by her institution, district education office and the concerned school. Participation in this research was voluntary (Pietila, Nurmi, Halkoaho & Kyngas, 2020) and the participants were assured of confidentiality. The researcher assured the vulnerable learners and school principal that their information would be handled with care, sensitivity with no intention to harm them in any manner. The participants were also informed of their right of freedom to withdraw from the study (Goodwin, Mays & Pope, 2020).

4. FINDINGS AND DISCUSSIONS

In this section, the authors attempt to answer the following question: What out-of-school factors affect vulnerable learners' academic work in selected high schools in Lesotho and how do these manifest (in the lives of the learners?). Several themes emerged during in-depth interviews with vulnerable learners focusing on the out-of-school factors affecting vulnerable learners' academic in the studied Lesotho high school.

4.1 Poverty

Discussing how poverty, as one of out-of-school factors, affects their academic work, vulnerable learners responded as follows:

We can't afford little money contributed for funeral, lent, farewell, fund raising, and many more. Sometimes we're sent home for our parents' death certificates and other documents needed by our sponsors. When we come back, we find much of the content covered and we miss, so we fail. (VLF2)

In the same vein, VLM3 echoed: *My home isn't a good place to do schoolwork well; there's no mere table and chair to sit on to study. Let alone food! So, I can't be expected to pass under these conditions. Kannele lela le lapileng ha le na tsebe* (Honestly, no one can be wise (attentive) on an empty stomach).

Thus, poverty is playing a major role in negatively affecting vulnerable learners' academic work. This is taken from the words of a male vulnerable learner (VLM3) above that: "no (man) can be wise or attentive on an empty stomach". Theron and Theron (2013) opine that inherent poverty has a steeling effect on children's vulnerability, hence they adopt resilience in order to meet school requirements. Gbollie and Keamu (2017) opine that poverty is an important driver of school dropout and the repetition of grades by vulnerable learners. The fulfilment of the basic needs by addressing poverty is a critical goal in the Basotho traditional community and corresponds to the idea of humanity since society has a moral duty to care.

4.2 Health Needs

Vulnerable learners also articulated how their health needs contributed to their academic underachievement:

I, most of the time, become sick and nobody gives me money to see the Doctor. I sleep at home until I recover. So, I miss many lessons and it is not always easy to cover what was taught in my absence. (VLF1)

Sometimes we go with empty stomach to school. So, I don't take my medications when I have not eaten. I do not have strength to do schoolwork and concentrate in class when I'm sick and hungry. Can I be expected to perform well in my schoolwork when I am sick and hungry? (VLM2)

In accordance with the above sentiments, it is observed that when orphans are sick; nobody gives them money to take care of their health needs. According to CDA, social inequalities exist in Lesotho. They are unable to afford health care provisions. Those who do not have finances are technically excluded from obtaining health care. This ultimately negatively affects their academic performance in that they minimally attend classes when their health conditions are compromised. There is no indication that at least the school cares for sick learners while at school. Care is a critical value that schools must promote (Nolte, 2019). Not caring for the learners at school is a violation of learner rights and dereliction of the duty by the principal (see Lesotho's Supervision and Management Regulation (1988), Part IV, Section 13(i)).

4.3 Rape

In our discussion with a female vulnerable learner (VLF3), it was established that she was raped by her family members, a factor which fuels her academic underachievement. In her spine-chilling narration, she explained:

My uncle raped me while I was in standard five. He bought me a dress and he told me not to tell anyone about it. So, I kept the promise. While I was at Form A, he raped me again. This time he bought the uniform for me. We were beaten at school, so he knew I was desperately in need of it. When I was at Form C, he wanted to do it again, but I ran away, and he ceased to help me now. The fact that my own uncle took away my bride; my virginity; has been eating on me ever since then until today. I no longer share it with any one because nobody believes me. I think of just getting lost or killing myself because even my own grandmother always yells at me and tells me to keep quiet when I report to her. I can't be expected to do well in school under this situation. (VLF3)

Such tearful, heartening remarks were commonly accompanied by suicidal assertions. In Lesotho, talking about sex matters openly is considered immoral. Moreover, it is absurd and controversial when it involves

the rape of sexually diverse learners, a rather contentious issue (Matsumunyane & Hlalele, 2020). It is a taboo for a young Mosotho child to share sexually related issues with older people (Allen, 2018). That is why the grandmother in the VFL3's words above always shut her up when she reports the alleged rape. These strict cultural prescriptions or acts prompt the victims not to report rape. Other vulnerable children do not report rape because their rapists exploit them (Newman & Farren 2018) by offering basic needs in return. If they report the sexual assault, the benefits cease. However, the fact that they are raped by relatives, haunts them and they may not focus on their studies. Family relationship are expected to be important source of other social, emotional, and economic support especially for orphaned children who depend on relatives for developmental demands and personal experiences in various domains (Katz-Wise, Rosario & Tsappis 2016; Poteat, Logie & Adams).

Drawing from the above views, the results of this study show that vulnerable learners battle after a rape as a result of social disparities in the community addressed in CDA. The metaphoric phrase, "I was desperately in need of it", resulted in VLF3 falling into a trap of being raped as she needed basic needs suggested by Maslow's hierarchy of needs (Cherry, 2019; Rogers, 2011). This resulted in this child being haunted and traumatised, a situation exacerbating her vulnerability, which affects academic performance. Since the uncle had money, he used that power to silence his niece. The uncle is fundamentally, an unethical human being (Quan-Baffour, Romm, McIntyre-Mills, 2019) who abuses a vulnerable and powerless child.

4.4 Overcrowded Accommodation

Vulnerable learners said they lived in congested accommodation set-ups at their respective homes. This congestion is fertile ground for abuse. One of the vulnerable learners lamented:

There are five of us orphans in my uncle's house plus his own four children. It's no different from orphanage. I never had time to read because of lot of noise in there, let alone the limited space for reading. How would I pass when I don't have chance for my books at home? I'm held responsible to look after the rest of the family since I'm older than them. I make sure that they eat, and they are clean. I am actually no different from baby-sitter. So schoolwork suffers and that is why I keep on failing. (VLF1)

It is an expectation that the vulnerable learners' homes must fulfil certain conditions if they are to qualify as homes suitable for studying. Such conditions relate to the size and number of people accommodated in such locations.

The need for the vulnerable learners' privacy, as stated by Maslow's theory, is unsatisfied by the congested accommodation in which the vulnerable learners live. A typical Mosotho family of more than five children has little or no space to organise the children's learning materials. The learners in such a family experience learning obstacles such as excessive noise levels as outlined by vulnerable learner 1 above. This implies that it is very hard for the vulnerable learners to read and do assignments at home, resulting in poor pass marks. This kind of life experience fuels the vulnerability of the learners that causes them to fluctuate between the levels of Maslow's hierarchy of needs leading to underachievement in school. Schooling experience of every child does not begin when children enter the school environment or end when the school day is over. Children need to study, write assignments and prepare for school in their home contexts. How the children prepare at home, determines part of their performance at school.

4.5 Blame Game

A lot of blame goes around in vulnerable learners' families. This blame is understood to have negative effects on the vulnerable learners' academic work. Anger was observed from learners who blamed their relatives and siblings for their academic underachievement. This is how a vulnerable learner explained in his own words:

After I discovered the truth of how my mother and sister died, I really can't forgive my father for being the source of HIV/AIDS infection to all of us. Worse part, he abandoned us! He slept around with other women while my mum was still alive. He never gave my mother money because of the woman he stays with now. I missed school many times because I had to look after my sick mother. I also had to miss classes to go and collect my sister's ARVs in hospital. I performed very well at Form A and B [Grade and 9] classes. But towards the end of Form C [Grade 10] and now at high school, I keep on repeating one class more than ones. This is because of what my dad did to us, he caused a lot of pain and I'll never forgive him for that (VLM2)

VL3 blamed foster parents by saying "We are not allowed to meet [as siblings] because they say we influence each other. The fact that I don't meet my own brother tortures me a lot! If we stayed together, we

would console, comfort each other and share our problems”.

From the above data, the learner blames the father for his underachievement in school. It is this blame that VLM2 puts on the father that makes him not to accept the situation and concentrate on his studies. This is so because the father lost the values of respect, ethics and humility exposed by social practice (Quan-Baffour, Romm & McIntyre-Mills, 2019). Such unethical practices are socially unacceptable among the Basotho society (Quan-Baffour, Romm & McIntyre-Mills, 2019) and are at variance with the concept and tenets of *Ubuntu* (Mokgoro, 1998). VLM 3 felt like a prisoner as he was not allowed to interact with his siblings. Hence, the social need of love, articulated by Maslow's hierarchy of needs (Hale, et al, 2019), is imperative in the above lamentation.

4.6 Separation

Closely linked to the 'overcrowded accommodation' outlined above, some orphans reported that they do not stay in the same house as their other brothers and sisters. Other single (parented) orphans do not stay with their surviving parent. This separation results in perceived academic underachievement. In their words, they stated how:

I can't perform to my best because I am always worried about my younger sister we left at home with relatives. This is because, as young as she is, she performs all household tasks alone because my brother and I stay at school. It is better when we are all at home because we share work. If she were right here now, three of us would be helping one another with schoolwork and become one another's confidante even though we still miss our mum who comes home at least ones in year; she works in the kitchens in RSA (VLF2).

My younger brother stays with my grandparents. I thought we would school together after he passed his standard seven with first class. They made him repeat this class because they claim they don't have money to take her to high school. Being separated from my brother is disturbing me. When I first heard he did not go to Form A, I was worried, and I could have got better pass at Form C if it were not because of his problems. (VLM3)

One could, therefore, deduce, based on the above data, that vulnerable learners who do not stay with their family members tend to worry a lot about what is happening with their siblings. This worry prevents them from focusing on their studies. One also understands the dynamics around power. This is made evident by VLF2's words that "as young as she is, she performs all household tasks alone". The older relatives use their authority and power to authenticate inequality. From the words of VLM3, "everyone at home doesn't buy my story", is illustrative that society does not believe what powerless children say. If the family did not separate them and allowed them to meet, they would help each other to proceed with their education.

4.7 Insecurity

Orphans who stay on their own feel unsafe and insecure, as stated below:

Whatever is happening at home affects my schoolwork. After my brother and his wife deserted us, I was taken to Mahobong by my grandparents leaving my younger brother alone. We both felt isolated. Later on, my younger brother was taken by our grandmother at Khanyane. Now I stay in the boarding. During school vacations, I go home, and I always feel insecure to sleep alone, especially because Maputsoe is famous of [sic] dangerous criminals. The windows are broken, and the door doesn't lock. Anything bad could happen to me at any time when I am at home. The furniture is stolen; they took blankets, pots and many things. (VLF3).

On a separate issue focussing on the possibility of falling pregnant, VLF 3 disclosed that she always aborted. Her "...fear of being an infertile woman in future" caused her not to enlist contraceptives from the Lesotho Planned Parenthood Association (LPPA). Her other fear stemmed from "*Being in a relationship with married men because their wives always phone me and even report me to school which makes teachers view me as a prostitute.*"

The above scenario concurs with Maslow's hierarchy theory in that safety needs include the protection from the elements, security, order, law, stability and freedom from fear (Fabian (2019; Riley, Evans, Anderson & Robson, 2019). The humanness and becoming human (Pembroke, 2019), is disrupted by the inhumane community leaving the vulnerable at the mercy of criminals. Girl orphans, particularly, stand a chance of being raped while living in such insecure environs. Based on the above data, the principles of freedom, hope and peace (Newman & Farren, 2018) are violated especially for the vulnerable learners who have lost hope in a community that is supposed to protect them.

4.8. Unsafe Sex and Unintended Pregnancy

Vulnerable learners admitted that they engage in sexual relationships mainly to gain financial support from older working men, thus affecting their studies in return. Answering to how this contributes towards their academic underachievement, the following narratives were the responses:

I earn living from older well-off men including my own teachers. I am above eighteen years of age, so I don't see anything wrong with that (VLF2)

Similarly, VLF3 submitted that:

Nobody provides basic needs in the house, so I am helped out by Sugar daddy with basic needs. They impregnate me, I abort. I know these are all wrong, but I have no option, I live on sex. But all these affect my performance because I always think of the aftereffects of these abortions I always do. [More so] Being in a relationship with married men makes teachers view me as a prostitute..... For this reason, teachers have negative attitude towards me.

Not only girl vulnerable learners engage in casual sexual relations in return for their needs, vulnerable boy learners do too. Hereunder is a classic illustration:

I am in a relationship with a Sugar mummy whose husband is after me even at school, wanting to shoot me. I fell in love with her because she cares for me and she spoils me a lot with airtime, money and everything that a woman would do to her husband; washing clothes for me, ironing, cooking and many more. However, this gives me headache now because the wife's husband looks for me even at school. This affects my learning since some teachers and the principal know about the issue. Instead of bringing this to an end, I would rather be careful in not choosing women married to man of that kind because I get lot of help from women. (VLM1)

Similarly, VLM2 weighed in saying “*Unlike indulging in sexual relationship with girls or unmarried women, I love married women because they prevent pregnancy through LPPA, so I enjoy unprotected sex with married women without any fear of pregnancy. This behaviour though contributes to my academic underachievement in that, I am normally caught up with these women in my home. I am aware that this is not acceptable; and it affects my learning, but I feel I am addicted for it is not easy for me to stop it.*

From the above views, it is understood that vulnerable learners with lower socioeconomic statuses are exposed to unsafe sex, leading to unplanned pregnancy and other diseases, thus affecting their schoolwork. It should be mentioned that these practices are against the process of becoming an ethical human being (Quan-Baffour, Romm and McIntyre-Mills, 2019) and respecting human dignity. When someone behaves according to custom, a Sotho-speaking person would say ‘*ke motho*’, which means ‘he/she is human’ (Nolte, 2019). Thus, the behaviour insinuated in the two Basotho children above affirm that they are inhuman. The vulnerable learners in question violated the rules, norms and mental models of socially acceptable behaviour in their specific obligatory (Watters & Comeau, 2014). It is immoral for the vulnerable learners to legitimise their wayward actions. The Lesotho Code of Good Practice (2011) specifically Part I, Section 3, Subsection (2), paragraph (f) (i) and (ii), proscribes any teacher from abusing or entering a teacher-learner relationship and doing so is committing an illegal act against a learner. Teachers act in *loco parentis* hence they should be the first line of defence for the children.

5. CONCLUSIONS

Having explored and correlated all the findings, we conclude that there are out-of-school factors contributing towards academic underachievement of vulnerable learners in Lesotho high schools. These include, poverty, health challenges, rape, poor and cramped accommodation, fear of abusive elders, rampant unprotected sex and general physical and emotional insecurity. These aspects manifest through abusive forms and to the detriment of a child's welfare. The vulnerable learners are the victims of the evil machinations of the predominantly adult abusers. In the history of the Basotho people, there was no such a thing as a vulnerable child. Helping one another as parents, guardians, villagers and teachers in guiding and raising vulnerable children can minimise their academic underachievement. These stakeholders will take responsibility, protect and provide basic needs (such as uniforms, clothes, shoes, shelter, food, security and other additional costs required for their schoolwork) for them. Orphans, children from child-headed households, poor socioeconomic backgrounds and those infected and or affected by HIV/AIDS are considered vulnerable, constituted this study. It is wise to look at only one group of these learners for more in-depth data. This study did not focus on how other vulnerable learners achieved academically, a problem that emerged during the data collection. There are other vulnerable learners who seemed to have proceeded to the next grades

without the repetition of any classes. Other than these, there are other schools that seem to be performing well despite the number of vulnerable learners in their schools. Further research needs to be undertaken to find out what enhances their high pass rates.

6. RECOMMENDATIONS

We implore all stakeholders mandated to care for children in their custody to do so ethically and diligently. School heads and teachers should always be aware particularly of the living conditions of learners. All concerned education stakeholders should offer adequate academic support to vulnerable learners. This could possibly mitigate challenges associated with child abuse and neglect. Most learners suffered silently and despite showing resilience. Communities need to play their part in harnessing the academic resolve of vulnerable learners in Lesotho and other developing countries contexts.

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