

## LIST OF ACRONYMS

<b>ACL</b>	<b>Anglican Church of Lesotho</b>
<b>AME</b>	<b>African Methodist Episcopal</b>
<b>BOS</b>	<b>Bureau of Statistics</b>
<b>COSC</b>	<b>Cambridge Overseas School Certificate</b>
<b>CWIQ</b>	<b>Core Wealth Indicator Questionnaire</b>
<b>DEP</b>	<b>Diploma in Primary Education</b>
<b>DTE</b>	<b>Diploma in Technology Education</b>
<b>ECCD</b>	<b>Early Childhood Care and Development</b>
<b>EFA</b>	<b>Education For All</b>
<b>EGIS</b>	<b>Education Geographic Information System</b>
<b>FPE</b>	<b>Free Primary Education</b>
<b>EMIS</b>	<b>Education Management Information System</b>
<b>GER</b>	<b>Gross Enrolment Ratio</b>
<b>GOL</b>	<b>Government of Lesotho</b>
<b>GPS</b>	<b>Geographic Positioning Systems</b>
<b>JC</b>	<b>Junior Certificate</b>
<b>LANFE</b>	<b>Lesotho Association of Non-Formal Education</b>
<b>LEC</b>	<b>Lesotho College of Education</b>
<b>LDS</b>	<b>Lesotho Demographic Survey</b>
<b>LEC</b>	<b>Lesotho Evangelical Church</b>
<b>LFS</b>	<b>Labour Force Survey</b>
<b>LP</b>	<b>Lerotholi Polytechnic</b>
<b>MOE</b>	<b>Ministry of Education</b>
<b>MOET</b>	<b>Ministry of Education and Training</b>
<b>NER</b>	<b>Net Enrolment Ratio</b>
<b>NCDC</b>	<b>National Curriculum Development Centre</b>
<b>NFE</b>	<b>Non-Formal Education</b>
<b>NUL</b>	<b>National University of Lesotho</b>
<b>PSLE</b>	<b>Primary School Leaving Examination</b>
<b>PTC</b>	<b>Primary Teachers Certificate</b>
<b>RCM</b>	<b>Roma Catholic Church</b>
<b>SEN</b>	<b>Special Education needs</b>
<b>STC</b>	<b>Secondary Teachers Certificate</b>
<b>TVD</b>	<b>Technical and Vocational Department</b>
<b>TVET</b>	<b>Technical and Vocational Education Training</b>
<b>UNESCO</b>	<b>United Nations Education Science and Culture Organization</b>
<b>UPE</b>	<b>Universal Primary Education</b>

## CONTENTS

Title	Page
List of Acronyms	i
Contents	ii
Tables	iv
Figures	v
<b>Chapter 1</b>	<b>1</b>
1.0 Introduction	1
1.1 The Education System	1
1.2 Data Source and Quality	2
1.2.1 Source	2
1.2.2 Quality	2
<b>Chapter 2 Primary School Education</b>	<b>3</b>
2.0 Introduction	3
2.1 Enrolment	3
2.1.1 Accessibility	
2.1.1.1 New Entrants	5
2.1.1.2 Apparent Intake (AIR) and Net Intake Rates (NIR)	5
2.1.2 Coverage and Participation	7
2.1.3 Gender Parity Index	8
2.2 Disability	9
2.3 Orphanhood	9
2.4 Inputs for Primary Education	10
2.4.1 School	10
2.6.2 Teachers	12
2.6.3 Facilities	12
2.6.4 Education Material	12
2.5 Efficiency and Quality of education	13
2.5.1 Repeater	13
2.5.2 Primary School Leaving Examination (PSLE)	16
2.5.3 Transition Rates	17
2.5.4 Cohorts	18
<b>Chapter 3 Secondary School Education</b>	<b>19</b>
3.0 Introduction	19
3.1 Enrolment	19
3.1.1 Enrolment in Forms Age and Gender	19
3.1.2 Trend analysis 2002-2006	20
3.1.3 Cohort analysis 2002 to 2006	20
3.1.4 Enrolment in Regions and Districts	21
3.1.5 Trend Analysis of Enrolment in districts,	22

	2004 to 2006	
3.1.6	Participation in Education	22
3.1.6.1	Gross and Net Enrolment Ratios	
3.1.6.2	Age Specific Net Enrolment Ratios	23
3.1.6.3	Gender Parity index (GPI)	23
3.1.6.4	Pupil Teacher Ratio	24
3.2	Disability	24
3.2.1	Enrolment of student with special education in Forms	24
3.2.2	Types of disabilities	25
3.3	Orphanhood	25
3.3.1	Types of Orphans	25
3.4	New Entrants	26
3.5	Inputs for Secondary Education	27
3.5.1	Schools	27
3.5.1.1	Schools Agencies or Ownership	27
3.5.1.2	Schools in districts and Regions	28
3.5.2	Teachers	29
3.5.2.1	Qualified and Unqualified of teachers	29
3.6	Efficiency and Quality	29
3.6.1	Repeaters	29
3.6.2	Transition	30
3.6.3	Examination Results	31
3.6.3.1	Junior Certificate Examinations	31
3.6.3.2	Cambridge Overseas School Certificate Examination Results	31
<b>Chapter 4</b>	<b>Tertiary Institutions</b>	<b>33</b>
4.0	Introduction	33
4.1	Lesotho College of education	33
4.1.1	Enrolment	33
4.1.2	Graduates	33
4.1.3	Teaching Staff	34
4.2	National University of Lesotho	34
4.2.1	Enrolment	34
4.2.2	Graduates	36
4.2.3	Teaching Staff	36
<b>Chapter 5</b>	<b>Financing of Education:</b>	<b>37</b>
5.0	Introduction	37
5.2	Financing different levels of education	37

<b>Annex 1</b>	<b>Technical Notes</b>	<b>40</b>
<b>Annex 11</b>	<b>Summary Indicators</b>	<b>41</b>
<b>Annex 1II</b>	<b>Population Projections</b>	<b>43</b>
<b>Annex IV</b>	<b>General Information for Secondary schools 1999-2006</b>	<b>44</b>
<b>ANNEX V</b>	<b>Lesotho College of Education Enrolment 2002 to 2006</b>	<b>45</b>
<b>ANNEX VI</b>	<b>Cohort Analysis-Flow Diagram</b>	<b>46</b>

## **TABLES**

<b>Title</b>	<b>Page</b>
<b>Primary School Tables</b>	
Table 2.1 Enrolment in Registered Primary Schools by Age, Grade and Gender 2006	3
Table 2.2 Enrolment in Primary Schools by Gender and Grade 2003-2006	4
Table 2.3 Enrolment in Primary Schools by District and Gender 2003-2006	4
Table 2.4 Enrolment in Primary Schools by District, Location and Gender 2006	5
Table 2.5 Apparent and Net intake Rates 2006	7
Table 2.6 Gross and Net Enrolment Rates and Pupil: Teacher Ratio 1999- 2006	8
Table 2.7 Pupils enrolled in Primary Schools by number of teachers and Pupil Teacher Ratio 2006	8
Table 2.8 Enrolment of Pupils with Disability by Age, Grade and Gender 2006	9
Table 2.9 Enrolment of Orphans by Type of Orphan hood, Grade and Gender	9
Table 2.10 Primary enrolments by Gender, schools and teachers 2000-2006 2006	11
Table2.11 Number of Primary Schools by District and Location 2006	11
Table 2.12 Qualified and Unqualified Teachers by District and Gender 2006	12
Table 2.13 Facilities in Primary Education 1999 -2006	12
Table 2.14 Repeaters by District, location and Gender 2006	14
Table 2.15a Efficiency Rates in Primary Education by Grade 2003-2006	15
Table 2.15b Efficiency Rates in Primary Education Up to grade 6	15
Table 2.16 Primary School Leaving Examination Results by Grade 2003-2006	16
Table 2.17 Transmissions and transition Rates from Primary to Secondary Level 1998-2006	17
Table 2.18 Flow Diagram	18

## Secondary Schools Tables

Table 3.1	Enrolment in Registered Secondary Schools by Age Form and, Gender 2006	20
Table 3.2	Enrolments in Secondary Schools by Form and Gender 2002 - 2006	20
Table 3.3	Enrolment in Secondary Schools by District, Region and Gender -2006	22
Table 3.4	Enrolments in Secondary School by District and Gender 2004-2006	22
Table 3.5a	Enrolment Ratios by Gender and Pupil: Teacher Ratio 2006	23
Table 3.5b	Age Specific Net Enrolment Ratios	23
Table 3.6	Pupils with Disability in Registered Secondary Schools by Age, Grade and Gender 2006	24
Table 3.7	Enrolment of Pupils with Special Educational Need by type of Disability, Grade and Gender 2006	25
Table 3.8	Number of Secondary Schools by District and Agency 2006	27
Table 3.9	Number of Secondary Schools by District and Location	28
Table 3.10	Qualified and Unqualified Teachers by District and Gender 2006	29
Table 3.11	Repeaters by District, Agency, Form and gender 2006	29
Table 3.12	Repeaters by District, Region and gender 2006	30
Table 3.13	Transition Rates by Gender (Form C to Form D) 1998-2005	31
Table 3.14	Junior Certificate Examinations Results 2002- 2006	31
Table 3.15	Cambridge Overseas School Certificate Examination Results 2002-2006	32

## Tertiary Institutions

Table 4.1	Lesotho College of Education Enrolment by Course and Level 2006	33
Table 4.2	Lesotho College of Education Graduates 2002 -2006	34
Table 4.3	Lesotho college of Education Teaching Staff by status and Gender 2002- 2006	34
Table 4.4	Enrolment at NUL by Residence and Sex 2006	34
Table 4.5	Basotho Students distribution by age and Degree Level- 2005	35
Table 4.6	Post Graduate at NUL by Qualifications, Nationality and Gender 2005	35
Table 4.7	Graduating Students (Degree) 1993/94- 2004/05	36
Table 4.8	NUL Teaching Staff by Faculty and Status of Lecturer 2005	37

## Financing education

<b>5.1 Recurrent budget and expenditure on education 2001/02 to 2006/07</b>	<b>38</b>
---	-----------

## FIGURES

<b>Title</b>	<b>Page</b>
--------------	-------------

Figure 2.1:	New Entrants in Registered Primary Schools by Age and Gender	6
Figure 2.2:	Orphans by Type of Orphan hood 2006	10
Figure 2.3:	Percentage of Schools by Agency 2006	10
Figure 2.4:	Repeaters in Registered Primary Schools 2006	14
Figure 2.5	Transition Rates by Gender 1999-2005	17
Figure 3.1	Enrolment Cohort between Form A and Form E, 3002 to 2006	21
Figure 3.2	Enrolment of Orphans by Type of Orphan hood and Gender 2006	26
Figure 3.3	New entrants in Form A by Age and Gender 2006	26
Figure 3.4	New entrants in Form D by Age and Gender 2006	27
Figure 3.5	Percent of Schools by Agency 2006	28
Figure 3.6	Transition Rates by Gender 1998-2005	30

# Chapter 1

## 1.0 Introduction

Policy should be data-driven, hence the need for accurate, detailed, timely and relevant education statistics. By synthesizing the results of the Education Management information System (EMIS), the report is intended to provide such relevant statistical information needed for effective education planning and decision-making.

## 1.1 The Education System

The system of education in Lesotho has five levels starting from level 0 to level 4. Level 0 is known as pre-primary education or preparatory education, intended to provide early childhood care and development education. Preparatory schools are operated informally by private individuals, local communities and non-governmental organizations. Many parents, especially those in urban areas, take their children to preparatory schools as early as when they are three or four years old. Preparatory schools are usually more expensive than primary schools (level).

Schools at level 1 offer primary education. This is the basic education in reading, writing and arithmetic, as well as other subjects such as history, geography, religious and social studies. Officially primary education starts at Grade 1 when a child is at least six years old and it lasts for seven years. Successful candidates usually complete primary education when they are 12 or 13 years old, but many do not because they begin Grade 1 late.

The government of Lesotho has declared that primary education be the basic level of education for all. The education policy states that ‘the basic attitude is that every child should have the opportunity to complete primary education and that non-formal education should be available to all who did not have the opportunity to receive formal education’.

At the end of the seven-year primary-level schooling, pupils sit for the primary school-leaving examination (PSLE) conducted by the Ministry of Education and Training, which assists in making the decision about the promotion and selection of those who qualify to attend secondary school (level 2). The first three years (Forms A, B and C) are called junior secondary (usually referred to as ‘secondary’) and the remaining two years are called ‘senior secondary’ or high school (Form D and E).

Progression from secondary to high school is through the Junior Certificate (JC) examination, administered by the Examination Council of Lesotho. High school candidate sit for the Cambridge Overseas Certificate (COSC) of the University of Cambridge Examination Syndicate. The COSC forms the entry requirement for most higher and tertiary programs.

Level 3 includes post-secondary education which is not tertiary education. Institutions belonging to this category include the Lerotholi polytechnic, (technical education) these are mainly technical and vocational. All such institutions are owned by the government.

Level 4, tertiary education, is offered by Lesotho Collage of Education (teacher training) and the National University of Lesotho, the only university in the country. The university offers degree in education, humanities, natural sciences, agriculture, social sciences and law, as well as certificate and diploma courses and a limited number of postgraduate programmes.

## **1.2 Data Source and Quality**

### **1.2.1 Source**

The main source of information highlighted in this report is the annual school survey. The survey involves sending the ER 42 (Annual Statistical Returns) to the district education officers who in turn transmit the forms to the principals of schools. After completion, the principals submit the forms to DEOs or staff of the Education Planning Unit.

The ER 42 Form is a detailed questionnaire that collects information from the schools that is needed by the Ministry of Education and training for planning purposes. This information includes physical location, type of ownership of the school, enrolment information, repeaters, teachers' profile, school fees and general facilities such as buildings, classrooms and equipment. The questionnaire collects similar information for primary schools, secondary schools and technical/ vocational schools but the design is slightly different.

### **1.2.2 Quality**

Data quality is fairly good. In 2006, about 98 percent of the primary schools submitted their ER 42 forms. However some districts did not perform so well especially Mophale' Hoek which was the lowest with 94 percent. Most of those that did not submit their forms were inaccessible schools. All secondary schools submitted their forms except Maseru, Mokhotlong and Thaba-tseka where respectively 3, 1, 1 schools did not respond.

At the data processing stage, missing information was substituted by proxies, 2005 information from the same schools.

## Chapter 2

### Primary School Education

#### 2.0 Introduction

At the 1990 World conference on Education for All (WCEFA), the government fully endorsed the EFA principle determined to offer basic education for a certain caliber, the government continues to rely on the EFA principles as a guide in shaping current policy and action.

Free Primary Education in Lesotho started in 2000 when the government started to implement the free primary education policy. The policy abolished school fees on annual incremental basis starting with grade one in 2000 until 2006 when all the primary grades were free. Thus 2006 was the final year for the first lot of Free Primary Education in Lesotho.

#### 2.1 Enrolment

Enrolment in primary schools rose sharply with the introduction of Free Primary Education (FPE) in 2000, and continued to rise until 2003, reaching a total of 429,720. It then declined slightly since 2003, falling by 2,700 in 2004 and a further 5,000 in 2005. An increase to a total of 424855 was observed in 2006.

**Table 2.1 Enrolment in Registered Primary Schools by Age, Grade and Gender 2006**

Age	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<6	2461	2356	18	29	0	0	0	0	0	0	0	0	0	0	4864
6	14903	14867	539	671	9	24	0	0	0	0	0	0	0	10	31023
7	13407	11349	6360	8256	410	811	14	14	2	9	0	0	0	1	40633
8	6411	4281	10131	10186	3824	5966	301	599	12	21	0	0	0	0	41732
9	2582	1505	7776	5829	6658	8289	2234	4145	162	354	17	24	0	0	39575
10	1148	567	5006	3015	7656	6630	4817	7395	1613	3355	142	398	2	19	41763
11	535	218	2542	1263	5901	4094	6147	6677	3457	6171	1268	2925	159	421	41778
12	306	120	1430	639	4186	2255	6282	5110	4869	6315	2900	5439	1106	2487	43444
13	166	34	735	237	2376	1063	4867	2905	5073	4957	3653	5662	2224	4696	38648
14	97	22	399	120	1424	563	3458	1778	4730	3645	4271	5159	3142	5578	34386
15	58	12	188	51	831	283	2291	978	3624	2251	3874	3747	3410	5325	26923
16	37	6	118	34	376	125	1030	436	2200	1119	3065	2471	3263	4050	18330
17	26	2	44	5	166	33	485	184	1097	531	1766	1235	2508	2484	10566
18	17	2	39	6	103	20	320	103	626	278	1267	682	1677	1365	6505
19	7	4	14	3	43	17	109	38	231	105	527	254	814	432	2598
20	8	2	3	1	20	3	61	11	89	68	262	90	438	148	1204
>20	29	5	17	9	40	9	56	21	87	34	161	57	283	75	883
	42198	35352	35359	30354	34023	30185	32472	30394	27872	29213	23173	28143	19026	27091	424855

Table 2.1 indicates that of the number enrolled in 2006 more boys than girls enrolled with 50.4 percent compared to 49.6 percent for girls. In 2003, 2004 and 2005 the proportions of girls were 50.03, 49.71, and 49.63, respectively. Table 2.1 also show that more boys compared to girls enrolled from standard 1 up to standard 4, there after more girls were enrolled in schools. According to the same Table, about 65.9 percent of the pupils enrolled were in the appropriate age of primary schooling which is 6 to

12 years, while 33.0 percent (140043) was over age and 1.1 percent was below the official age.

**Table 2.2: Enrolment in Primary Schools by Gender and Grade 2004-2006**

Grade	2004			2005			2006		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	44196	37038	81234	42504	35728	78232	42198	35352	77550
2	37793	32805	70598	36858	31707	68565	35359	30354	65713
3	35873	31931	67804	34666	30926	65592	34023	30185	64208
4	34765	33568	68333	32760	31506	64266	32472	30394	62866
5	27258	32340	59598	28534	30690	59224	27872	29213	57085
6	17710	21376	39086	21833	28472	50295	23173	28143	51316
7	17167	23189	40356	15538	20566	36104	19026	27091	46117
<b>Total</b>	<b>214762</b>	<b>212247</b>	<b>427009</b>	<b>212683</b>	<b>209595</b>	<b>422278</b>	<b>214123</b>	<b>210732</b>	<b>424855</b>

Table 2.3 shows primary school enrolment by districts for the period 2004-2006. It is indicated in the Table that Maseru had the highest enrolment, 89238 followed by Leribe with 66728 then Berea with 54935, and Mafeteng followed with 45576. Qacha' Nek had the lowest enrolment of 18589 pupils.

**Table 2.3: Enrolment in Primary Schools by District and Gender 2004-2006**

Districts	2004			2005			2006		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Butha-Buthe	13900	13228	27128	13716	12827	26543	13447	13005	26452
Leribe	34626	33076	67702	34683	32148	66831	34622	32106	66728
Berea	28472	26193	54665	28336	26108	54444	28732	26203	54935
Maseru	46600	42882	89482	44218	42699	86917	45435	43803	89238
Mafeteng	24222	23128	47350	23789	22501	46290	23486	22090	45576
Mohale'sHoek	19867	20616	40483	19976	20714	40690	19530	20286	39816
Onthing	14008	15054	29062	13609	14402	28011	13681	14287	27968
Qacha's Nek	9316	9666	18982	9071	9419	18490	9195	9394	18589
Mokhotlong	10020	11386	21406	10203	11657	21860	10636	12195	22831
ThabaTseka	14731	17018	31749	15082	17120	32202	15359	17363	32722
<b>Total</b>	<b>214762</b>	<b>212247</b>	<b>427009</b>	<b>212683</b>	<b>209595</b>	<b>422278</b>	<b>214123</b>	<b>210732</b>	<b>424855</b>

Gender disparity according to district and region was also observed. In the lowland districts more boys were enrolled compared to girls, while the opposite was found in the mountains as reflected in Table 2.4.

**Table 2.4 Enrolment in Primary Schools by District, Location and Gender 2006**

DISTRICT	FOOTHILLS		LOWLAND		MOUNTAIN		SENQU. R.V		TOTAL
	M	F	M	F	M	F	M	F	
Butha-Buthe	6544	6398	5101	4691	1802	1916	0	0	26452
Leribe	8578	8020	22280	20116	3764	3970	0	0	66728
Berea	10813	10090	179333	15574	452	414	0	0	54934
Maseru	6794	6495	34846	33201	3795	4107	0	0	89238
Mafeteng	7171	6976	14645	13248	1558	1783	0	0	45576
Mohale's HHoek	2877	3053	10712	10259	4722	5716	1216	1258	39816
Quthing	3447	3257	528	540	6851	7726	2854	2765	27968
Qacha' Nek	0	0	0	0	8535	8750	508	507	18589
Mokhotlong	0	0	0	0	10339	11772	206	292	22831
Taba-Tseka	0	0	0	0	14334	16370	556	597	32722
<b>Total</b>	<b>46499</b>	<b>44536</b>	<b>105882</b>	<b>98046</b>	<b>56152</b>	<b>62524</b>	<b>5590</b>	<b>5626</b>	<b>424855</b>

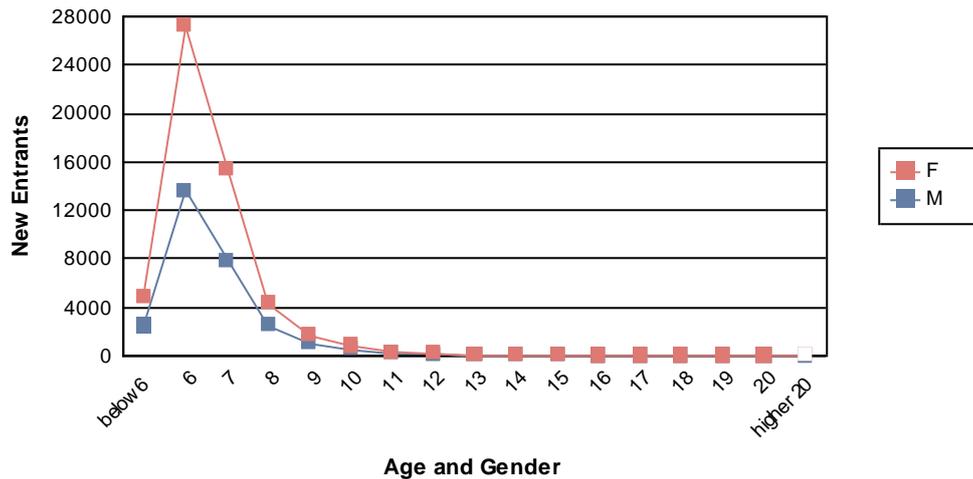
### **2.1.1 Accessibility of Education**

Accessibility is defined as the proportion of children who have access to schooling out of the total school age going population. In this section, the extent of access to the first grade of Primary education is discussed and answers to the following questions are answered: What percentage of children aged 6 have access to schools? What proportion of the admitted children are early or late starters?

#### **2.1.1.1 New Entrants**

In 2006, more boys than girls had access to the first grade of basic education than girls, as shown in figure 2.1 below. The majority of the newly admitted first graders were between the ages of six and eight. Since the official admission age is six years, most numerous among the new entrants were children aged six. They constituted 49.2 percent of the total new in grade one. The under and over appropriate of enrolment were 8.9 percent and 41.8 percent, respectively.

**Figure 2.1 New Entrants in Registered Primary Schools by Age and Gender 2006**



### 2.1.1.2 Apparent Intake Rates (AIR) and Net Intake Rates (NIR)

The Apparent and Net intake rates indicate accessibility of the proportion of new entrants of a particular entering age for a particular level, out of all children of admission age at the corresponding level, which is age 6 in Lesotho. These ratios are important for policy-makers and planners, as these are used to indicate the degree of accessibility of primary school education.

Apparent intake rate is a crude measure since it considers all new entrants irrespective of age while Net intake rate considers new entrants of official entrance age. The apparent intake rates (AIR) and Net Intake Rate (NIR) for Lesotho since 1999 are shown in the Table above 2.5 below. With the introduction of FPE, the AIR for both males and females (total) almost doubled from 1999 to 2000, the respective figures were 104.5 and 200.9. Thereafter a decline to 113.6 in 2005 and 114.6 in 2006 was observed.

The trend was that in 1999, girls had more access to primary education compared to their boys' counterparts. But since the year 2000 boys had more access. In 2006 the respective rates for boys and girls were 118.0 and 112.

On the other hand, NIR has been consistently higher for girls throughout the reporting period. Comparing 1999 and 2000, the rates were almost three fold, while in 2006 the rates were 53.6 for boys and 54.1 for girls.

**Table 2.5: Apparent and Net Intake Rates 1999-2006**

<b>Years</b>	<b>Apparent Intake Rates</b>				<b>Net Intake Rates</b>			
	Males	Females	Total	GPI	Males	Females	Total	GPI
<b>1999</b>	103.9	105.0	104.5	1.0	26.8	28.3	27.5	1.1
<b>2000</b>	210.9	190.8	200.9	0.9	63.2	65.1	64.1	1.0
<b>2001</b>	150.0	134.0	142.1	0.9	61.7	62.8	62.2	1.0
<b>2002</b>	129.2	121.0	125.1	0.9	60.2	62.5	61.3	1.0
<b>2003</b>	124.9	118.0	121.5	0.9	61.3	63.0	62.1	1.0
<b>2004</b>	132.5	120.7	126.6	0.9	55.4	56.2	55.8	1.0
<b>2005</b>	117.0	110.1	113.6	0.9	53.6	54.1	54.1	1.0
<b>2006</b>	118.0	111.2	114.6	0.9	55.9	57.9	56.9	1.0

**2.1.2 Coverage or Participation in Education.**

The GER and NER indicated the overall coverage of an educational system in relation to the population eligible for participation in the system.

During the reporting period 1999 to 2006 there has been a steady increase in both the GER and NER, as shown in Table 2.6. The increase in enrolment in the first grade in 2000 has had an influence on the overall enrolment, as also depicted in Table 2.6. In 2006 GER for both males and females was the same at 127 percent, while NER for males was 86 and was 84 percent for girls.

A high NER denotes a high degree of participation of the official school-age population. The theoretical maximum value is 100%. Increasing trends can be considered as reflecting improvement in the participation at the specified level of education. When the NER is compared with the GER the difference of 43.0 percent between the two ratios highlights the incidence of under aged and over-aged enrolment. The contribution of underage and overage in the total GER is 1.0 and 42.0 percentage points, respectively. The proportion of children that were not enrolled at the appropriate age of primary level constituted 16.8 percent. However, since some of these children/ youth could be enrolled at other levels of education, this difference should in no way be considered as indicating the percentage of students not enrolled.

**Table 2.6: Gross and Net Enrolment Rates and Pupil: Teacher Ratio 1999-2006**

Years	Gross Enrolment			Net Enrolment			Pupil:Teacher Ratio
	Males	Females	Total	Males	Females	Total	
1999	102.3	110.7	106.5	56.6	63.8	60.2	44
2000	118.1	122.6	120.3	78.7	85.3	82.0	48
2001	120.6	123.2	121.9	79.5	85.4	82.7	47
2002	122.7	124.9	123.8	81.1	87.0	84.0	47
2003	123.8	125.9	124.9	82.0	88.1	85.0	46
2004	126.2	127.0	126.6	81.0	86.0	83.0	44
2005	126.0	126.3	126.1	80.6	85.7	83.1	42
2006	127.3	127.5	127.4	81.6	86.3	83.9	41

### 2.1.3 Gender Parity Index

Gender parity index which also shows the ratio of female NER to male NER also indicates the narrowing gender disparity gap. In 1999 the index value was 1.13. It narrowed to 1.08 in 2000. Since then, it stabilized at 1.07, and the index changed slightly to 1.06 in 2005 and 2006. An index value of 1 denotes equal participation of appropriately aged females and males in primary education whereas a value of more than one (1) as was the case in Lesotho, means there were more females than males of the appropriate age that enrolled in primary schools.

**Table 2.7: Pupils Enrolled in Primary Schools by Number of Teachers and the pupil: Teacher Ratio 2006**

District	Pupils			Teachers			Pupil:Teacher Ratio
	Male	Female	Total	Male	Female	Total	
Butha-Buthe	13447	13005	26452	146	567	678	37
Leribe	34622	32106	66728	291	1390	1687	40
Berea	28732	26203	54935	245	1009	1214	44
Maseru	45435	43803	89238	405	1731	2094	42
Mafeteng	23486	22090	45576	308	877	1147	39
Mohale's Hoek	19530	20286	39816	241	737	952	41
Quthing	13681	14287	27968	158	545	700	39
Qacha's Nek	9195	9394	18589	134	360	485	39
Mokhotlong	10636	12195	22831	159	322	464	41
Thaba-Tseka	15359	17363	32722	254	487	733	44
<b>Total</b>	<b>214123</b>	<b>210732</b>	<b>424855</b>	<b>2335</b>	<b>8083</b>	<b>10418</b>	<b>41</b>

One of the strategic goals of MOET is provision of quality basic education. The Ministry thus set its self the targets of reducing pupil: teacher ratio from 46: 1 in 2003 to 41: 1 in 2007 and 40; 1 by 2015. Table 2.7 indicates that there is a high probability that the targets will be reached. In 2006 the ratio was 41:1. Berea and Thaba-Tseka had the highest ratio of 44: 1, while Butha-Buthe had the lowest with 37: 1.

## 2.2 Disability

Out of a total enrolment of 424855, 22233 (5.2 percent) had some kind of disability. More boys had disabilities compared to girls and this was the case in all the grades except the higher grade 7.

**Table 2.8: Enrolment of Pupils with Disabilities by Type of disability, Grade and Gender 2006.**

Type of Disability	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Epilepsy	45	36	56	40	60	40	53	63	50	55	41	78	36	83	736
Hearing Impairment	150	163	188	148	242	208	239	193	241	256	193	288	179	256	2944
Learning Difficulty	206	124	878	573	1061	678	909	637	776	577	600	507	467	477	8470
Mental Retardation	499	342	336	226	241	175	202	198	185	142	106	92	81	80	2905
Physical Handicap	249	157	159	83	112	83	107	60	89	71	94	60	67	73	1464
Visual Impairment	253	177	257	212	269	231	284	267	334	283	359	391	311	338	3966
Other	202	109	166	82	169	60	203	87	178	79	143	74	116	80	1748
<b>Total</b>	<b>1604</b>	<b>1108</b>	<b>2040</b>	<b>1364</b>	<b>2154</b>	<b>1475</b>	<b>1997</b>	<b>1505</b>	<b>1853</b>	<b>1463</b>	<b>1536</b>	<b>1490</b>	<b>1257</b>	<b>1387</b>	<b>22233</b>

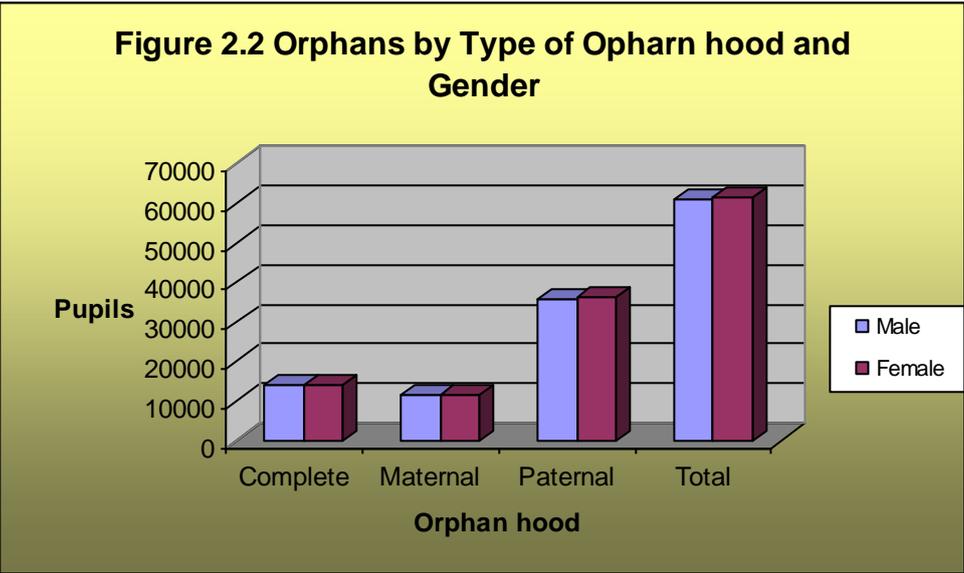
## 2.3 Orphan hood

**Table 2.9 Enrolment of Orphans by Type of Orphanhood, Grade and Gender 2006**

T	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	1645	1205	1996	1543	2354	2055	2600	2387	2436	2520	2185	2767	1914	2906	30513
2	1707	1458	1829	1546	1917	1676	2140	1931	1912	2047	1591	1954	1381	2028	25117
3	5134	4161	5444	4433	5934	5044	5895	5451	5257	5716	4589	5664	3978	5927	72627
<b>T</b>	<b>8486</b>	<b>6824</b>	<b>9269</b>	<b>7522</b>	<b>10205</b>	<b>8775</b>	<b>10635</b>	<b>9769</b>	<b>9605</b>	<b>10283</b>	<b>8365</b>	<b>10385</b>	<b>7273</b>	<b>10861</b>	<b>128257</b>

**Note: Type 1 = Both parents dead; Type 2 = Mother dead; Type 3 = Father dead**

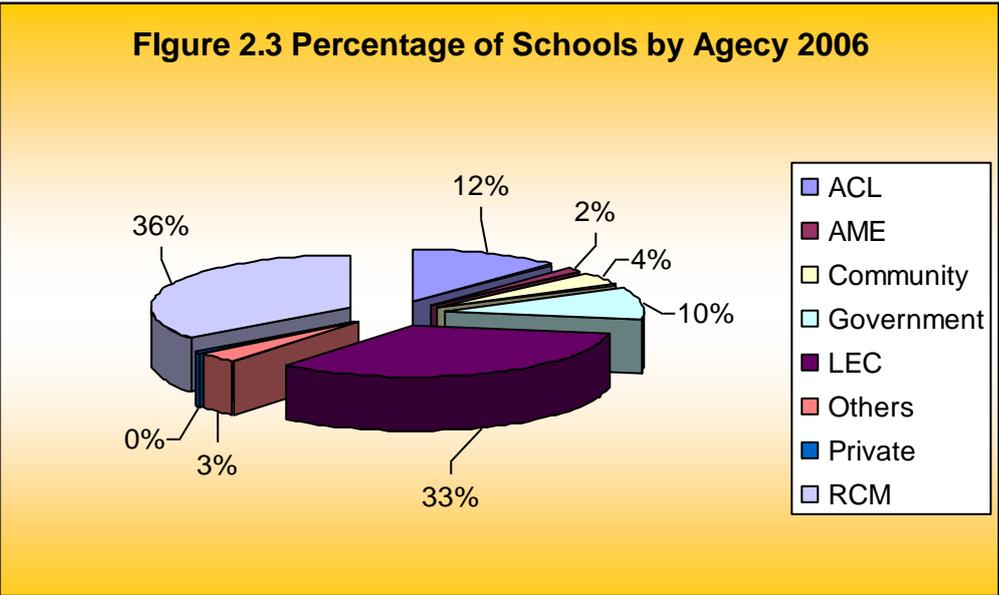
HIV and AIDS pandemic is one of the contributing factors of the increase in orphanhood. The number of orphans increased from 99082 in 2004 to 122769 in 2005. A further increase to 128257 pupils out of 424855 (30.1 percent) was observed in 2006. About half (56.6 percent) of these orphans had lost a father compared to 18.9 percent that had lost a mother. Those that had lost both parents constituted about one fifth (22.5 percent).



**2.4 Inputs for Primary Education**

In order to sustain enrolment gains and prevent deterioration in primary education, the ministry has to sustain support for among other things, the provision of adequate facilities, education materials and qualified teachers.

**2.4.1 Schools**



School ownership and control have remained in the hands of the churches with government giving direction and financial support mainly through the payment of teachers' salaries. In this context, education is widely regarded as a joint responsibility shared by the government, the churches and the community.

Churches owned and operated 84 percent of the primary schools, Government and community owned 10 percent and 4 percent, respectively. Like in the previous years the Roman Catholic Mission (RCM) had the highest number of primary schools. It's share was still 36.0 percent, only 3 percentage points higher than the Lesotho Evangelical Church (LEC). Table 2.4 bears evidence.

Among the churches, RCM, LEC and ACL, respectively owned 514, 484 and 176. Government owned 1145. Private schools were only 6.

**Table 210: Primary School Enrolments by Gender, Schools and Teachers 2000-2006**

Primary Enrolments	2000	2001	2002	2003	2004	2005	2006
Total	410745	415,007	418668	429720	427009	422278	424855
Males	202760	206665	209024	214746	214762	212683	214123
Females	207985	208,342	209644	214974	212247	209595	210732
Number of schools	1283	1,295	1,333	1355	1412	1419	1455
Number of teachers	8578	8762	8908	9294	9993	10154	10418
% Change in Enrolments	12.5	1.1	0.9	2.6	-0.6	-1.1	6.1

Table 2.10 indicates that the total number of schools increased steadily from 1283 when FPE started to 1412 in 2004 and 1419 in 2005 and a further increase to 1455 was observed in 2006.

**Table 2.11 Number of Registered Primary Schools by District and Location 2006**

District	Foothills	Lowlands	Mountains	Senqu River	Total
Butha-Buthe	39	23	19	0	81
Leribe	50	105	32	0	187
Berea	50	86	0	0	136
Maseru	49	160	39	0	248
Mafeteng	46	92	17	0	155
Mohale's Hoek	28	65	61	14	168
Quthing	27	5	78	19	129
Qacha's Nek	0	0	99	5	104
Mokhotlong	0	0	103	3	106
Thaba-Tseka	0	0	134	7	141
Total	289	536	582	48	1455

The distribution of schools by district shows that Maseru had the largest number of 248 schools, followed by Leribe with 187, while Mohale's Hoek had 168. Butha-Buthe had the smallest number with only 88 schools. Unlike enrolment, the mountain region had more schools compared to the lowlands as shown in Table 2.11, the respective figures were 582 and 536. Possibly this is a result of the terrain. The mountains have many small schools scattered all over the region with a small number of pupils enrolled.

## 2.4.2 Teachers

The 2006 schools survey indicates that a total of 10418 teachers were in the teaching work force, country wide. This is shown in Table 2.12. As expected, there were more female teachers than males. Two thirds of the teachers were qualified female teachers compared to 8.9 percent of their male counterparts. Qualified teachers are those who hold a teacher's certificate in education.

**Table 2.12 Qualified and Unqualified Teachers by District and Gender 2006**

	All Teachers			Qualified Teachers			Unqualified Teachers		
	Males	Females	Total	Male	Females	Total	Male	Females	Total
<b>Butha-Buthe</b>	146	567	713	61	352	413	85	215	300
<b>Leribe</b>	291	1390	1681	134	945	1079	157	445	602
<b>Berea</b>	245	1009	1254	97	744	841	148	265	413
<b>Maseru</b>	405	1731	2136	227	1304	1531	178	427	605
<b>Mafeteng</b>	302	877	1179	119	532	651	183	345	528
<b>Mohale's Hoek</b>	241	737	978	84	466	550	157	271	428
<b>Quthing</b>	158	552	710	36	301	337	122	251	373
<b>Qachs's Nek</b>	134	341	475	53	176	229	81	165	246
<b>Mokhotlong</b>	159	394	553	45	201	246	114	193	307
<b>Thaba-Tseka</b>	254	485	739	74	190	264	180	295	475
<b>Total</b>	<b>2335</b>	<b>8083</b>	<b>10418</b>	<b>930</b>	<b>5211</b>	<b>6141</b>	<b>1405</b>	<b>2872</b>	<b>4277</b>

## 2.4.3 Facilities

**Table 2.13 Facilities in Primary Education 1999 – 2006**

Facilities	2000	2001	2002	2003	2004	2005	2006
Pupils with Desks	211 308	224 349	215 159	214 717	216 332	217645	211052
Percent with Desk	51.4	54.1	51.4	50.0	50.8	48.2	48.7
Pupils with Seats	105 042	101 408	105 211	109 205	134755	131769	130163
Percent with Seat	25.6	24.4	25.1	25.4	24.4	29.2	30.1
Pupils without All	94 395	89 250	98 298	105 798	105344	101957	91819
Percent	23.0	21.5	23.5	24.6	24.7	22.6	21.2
Text Books	2162334	2162334	230406	2428690	2482 082	2477043	Not available
Books per Student	5	5	6	6	6	6	Not Available

#### **2.4.4 Education materials**

#### **2.5 Efficiency and Quality of Education**

The term efficiency is borrowed from economists. It is defined as the optimal relationship between inputs and outputs. An efficient activity is one in which an optimum output is obtained for a given minimum input. Educational planners have adapted the term efficiency to an educational system.

The concept of the pupil year is a convenient, non-monetary way of measuring inputs. One pupil year stands for all the resources spent to keep one pupil in school for one year. It represents, therefore, one year's worth of education and accompanying expenditure. Two pupil years, for example, represent the resources needed to keep one pupil in school for two years. If a pupil repeats a grade, he is getting only one year's worth education, but consuming two year's worth of expenditure. If it takes 6 years to qualify for a certain diploma, a pupil who has dropped out of school after only three years has used three year's worth of expenditure but failed to obtain the qualifying diploma. In the analysis of efficiency, repeaters and dropouts represent wastage.

What has happened to pupils enrolled in a particular grade the previous year?

Three possible and mutually exclusive events might have occurred:

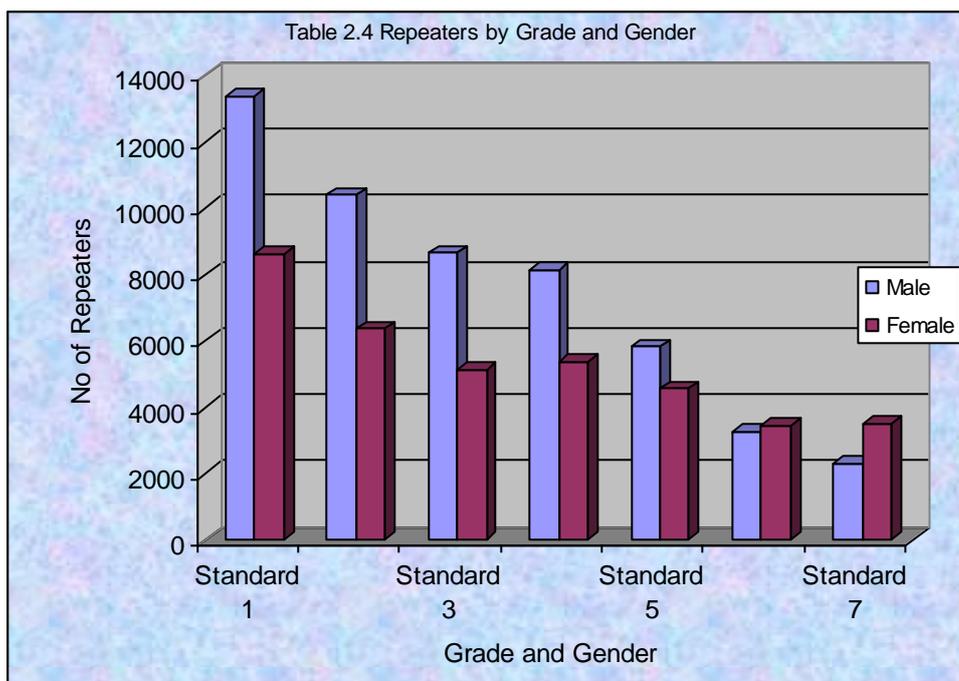
- A pupil may have been promoted to the next higher grade.
- A pupil may have repeated the same grade he/she was attending the previous year.
- He/she may have abandoned schooling (left school for some reason)

Successful pupils might have gone through the cycle and graduated from the final year of the cycle.

Promotion, repetition and dropout rates are the three paths of students flow from grade to grade and characterises the efficiency of the education system in producing graduates. These rates are, therefore, used for evaluation, monitoring and projection of the efficiency of student flow in an education system.

#### **2.5.1 Repeaters**

Out of a total of 422278 pupils enrolled in 2006, 88990 pupils repeated a class as reflected in figure 2.4 below. The figure also illustrates that repetition was highest in standard 1 and decreased with progression. Gender disparity was also observed. According to the same Table, boys repeated more than girls in all the classes except in standard 7 where more girls repeated. In standard 1 alone 13837 boys repeated compared to 8185 girls.



**Table 2.14: Repeaters by District, Location and Gender 2006**

District	Foothills		Lowlands		Mountains		Senqu River		Total
	M	F	M	F	M	F	M	F	
<b>Butha-Buthe</b>	1670	989	948	560	496	359	0	0	5022
<b>Leribe</b>	1647	1044	4962	2981	954	740	0	0	12328
<b>Berea</b>	2574	1751	4065	2547	105	64	20	13	11139
<b>Maseru</b>	1711	1252	6884	4662	1133	744	0	0	16386
<b>Mafeteng</b>	1966	1361	3652	2372	407	376	39	18	10191
<b>Mohale's Hoek</b>	839	686	2395	1573	1217	1232	339	251	8532
<b>Quthing</b>	853	603	134	84	2017	1695	816	560	6762
<b>Qacha's Nek</b>	53	35	0	0	2241	1701	125	90	4245
<b>Mokhotlong</b>	0	0	20	29	3242	2897	101	98	6387
<b>Thaba-Tseka</b>	55	42	113	98	4039	3432	138	81	7998
<b>Total</b>	<b>11368</b>	<b>7763</b>	<b>23173</b>	<b>14906</b>	<b>15851</b>	<b>13240</b>	<b>1578</b>	<b>1111</b>	<b>88990</b>

Districts with high enrolments had a high number of failures. Maseru recorded the highest number of repeaters (16386), while Qacha's Nek had only 4245 repeaters. Similarly, lowlands had big numbers compared to Senqu River Valley.

**Table 2.15a Efficiency Rates in Primary Schools by Year and Grade 2003 - 2005**

<b>Efficiency Rates</b>	<b>Year</b>	<b>Std 1</b>	<b>Std 2</b>	<b>Std 3</b>	<b>Std 4</b>	<b>Std 5</b>	<b>Std 6</b>	<b>Std 7</b>	<b>Total</b>
<b>Promotion</b>	2003	64.5	73.0	77.0	73.1	80.3	83.9	88.1	<b>77.1</b>
	2004	63.7	72.7	74.7	73.3	75.6	80.7	85.5	<b>75.2</b>
	2005	62.6	73.5	75.2	72.6	75.4	80.1	80.2	<b>74.2</b>
<b>Repetition</b>	2003	24.0	22.8	18.9	17.1	11.6	11.4	11.9	<b>16.8</b>
	2004	28.3	23.9	21.1	19.9	15.3	13.4	12.7	<b>19.2</b>
	2005	28.1	24.5	21.0	21.1	17.6	13.3	12.6	<b>19.7</b>
<b>Dropout</b>	2003	11.5	4.1	4.1	9.8	8.1	4.7	0.0	<b>6.0</b>
	2004	8.0	3.5	4.2	6.8	9.1	5.9	1.8	<b>5.6</b>
	2005	9.3	2.0	3.8	6.3	7.1	6.6	7.2	<b>6.0</b>

Over the three year period repetition rates decreased with progression. But the total repetition rate increased from 16.8 in 2003 to 19.7 in 2006.

**Table 2.15 b Efficiency Rates Up Std. 6 by Year, Gender and grade 2003- 2005**

<b>Efficiency Rates</b>	<b>Year</b>	<b>Sex</b>	<b>Std 1</b>	<b>Std 2</b>	<b>Std 3</b>	<b>Std 4</b>	<b>Std 5</b>	<b>Std 6</b>
<b>Promotion</b>	2003	Males	61.9	70.0	73.1	66.9	75.9	79.9
		Females	67.6	76.4	81.3	79.0	84.1	87.2
	2004	Males	60.3	68.4	69.0	67.8	70.3	76.8
		Females	67.7	77.6	81.1	79.0	80.1	83.9
	2005	Males	58.7	68.8	70.1	67.3	69.8	76.7
		Females	67.1	79.0	80.9	78.2	80.5	82.8
<b>Repetition</b>	2003	Males	25.6	24.1	20.2	19.2	18.7	12.5
		Female	20.2	18.3	14.4	13.4	13.6	9.6
	2004	Males	31.3	27.0	24.6	23.0	18.2	15.1
		Females	24.8	20.2	17.1	16.7	12.9	12.0
	2005	Males	31.5	28.2	25.0	24.9	20.4	14.9
		Females	24.1	20.1	16.6	17.1	14.9	12.1
<b>Dropout</b>	2003	Males	12.6	5.8	6.7	13.9	5.3	7.6
		Females	12.2	5.3	4.3	7.6	2.3	3.2
	2004	Males	8.4	4.6	6.4	9.2	11.6	8.1
		Females	7.5	2.2	1.8	4.3	6.9	4.1
	2005	Males	9.8	3.0	4.9	7.8	9.7	8.4
		Females	8.8	0.9	2.5	4.7	4.6	5.2

Table 2.15 b above confirms the observation that boys tend to repeat classes more often than girls.

## 2.5.2 Primary School Leaving Examination (PSLE) Results

**Table 2.14: Primary School leaving Examination Results 2000 - 2006**

PSLE Results	1999	2000	2001	2002	2003	2004	2005	2006
Enrolment	38754	38754	35979	36628	40268	40028	<b>36339</b>	<b>46780</b>
Candidates	39143	37939	35468	36136	40172	39859	35097	44304
Total Passes	28998	32042	31038	27652	33621	35129	29991	37527
First class	2548	3515	4457	3728	4481	5377	5357	7620
3 Second class	6107	7297	6463	7375	8915	9485	7329	9190
Third class	20343	21230	20118	16549	20225	20267	17305	20717
Fail	10145	5897	4430	8484	6551	4730	5106	9253
percent Passed	74.1	84.5	87.5	76.5	83.7	88.1	85.4	80.2

In general, the total passes for the six years, 2000 to 2006 exceeded 80% of pupils that sat for examinations. Of the six years the highest percentage was observed in 2004. It can however be said that the quality of education had improved over that period as witnessed by the rising of percentage of first class passes and reduction of third class passes. In terms of quantity, percentage passes seemed to be declining. However children that registered and or sat for exams in these three years also seemed to be declining.

## 2.5.3 Transition Rates

This is the proportion of pupils that progress from the final grade which is standard 7 to Form A, expressed as a percentage of those enrolled in the final grade of the preceding school year. This indicator conveys information on the degree of access to the next higher level, hence upward mobility in the educational hierarchy.

**Table 2.17: Transmissions and Transition from primary to secondary by sex 1998-2005**

Transits From Standard 7 to Form A			Transition Rates			
Year	Males	Females	Total	Males	Females	Total
1998				55.9	52.7	<b>54.0</b>
1999	8804	11770	20574	53.9	52.6	<b>53.2</b>
2000	8906	11701	20607	62.1	60.2	<b>61.0</b>
2001	9799	13035	22834	67.0	66.7	<b>66.8</b>
2002	10354	13698	24046	65.3	62.2	<b>63.5</b>
2003	10121	13138	23259	63.6	62.1	<b>61.6</b>
2004	10892	14367	24809	67.5	64.7	<b>66.5</b>
2005	11586	14999	26585	69.6	68.3	<b>68.9</b>
2006	<b>10819</b>	<b>14050</b>	<b>24869</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

Upward mobility from level 1(Primary) to level 2 (secondary) is on the increase. About 67.5 percent of standard 7 boys in 2004 had entered Form A, compared to 63.6 in 2003. The comparable figures for girls for 2003 and 2004 were 64.7 and 62.1, respectively.



## 2.7.4 Cohort Analysis

### 2.1. 8 Flow Diagram 1999 to 2006

1999 Cohort

Grade 1			Grade 5			Grade 7		
1999			2003			2006		
Male	Female	Total	Male	Female	Total	Male	Female	Total
25691	25656	51347	16158	19439	35597	13552	17880	31432
35070	32697	<b>67767</b>	20312	22807	43119	15483	20509	35992
9379	7041	16420	4154	3368	7522	1931	2629	4560

2000 Cohort

Grade 1			Grade 5			Grade 7		
2000			2004			2006		
Male	Female	Total	Male	Female	Total	Male	Female	Total
52102	46403	98505	22716	28225	50941	16735	23554	40289
63757	55071	118828	26521	31332	57853	19028	27079	46107
11655	8668	20323	3805	3107	6912	2293	3525	5818

1999 Cohort

#### Excluding Repeaters

Male percentage reaching Grade 5 in 2003= 62.9 percent  
 Male percentage reaching Grade 7 in 2006= 52.7 percent

Female percentage reaching Grade 5 in 2003= 75.8 percent  
 Female percentage reaching Grade 7 in 2006= 69.7 percent

#### Including Repeaters

Male percentage reaching Grade 5 in 2003= 57.9 percent  
 Male percentage reaching Grade 7 in 2006= 44.1 percent

Female percentage reaching Grade 5 in 2003= 69.8 percent  
 Female percentage reaching Grade 7 in 2006= 62.7 percent

2000 Cohort

#### Excluding Repeaters

Male percentage reaching Grade 5 in 2004= 43.6 percent  
 Male percentage reaching Grade 7 in 2006= 32.1 percent

Female percentage reaching Grade 5 in 2004= 60.8 percent  
 Female percentage reaching Grade 7 in 2006= 50.8 percent

#### Including Repeaters

Male percentage reaching Grade 5 in 2004= 41.6 percent  
 Male percentage reaching Grade 7 in 2006= 29.8 percent

Female percentage reaching Grade 5 in 2004= 56.9 percent  
 Female percentage reaching Grade 7 in 2006= 49.2 percent

## Chapter 3

### Secondary Education

#### 1.0 Introduction

Secondary Education refers intermediate level between elementary level and College and or University. This level usually offers general, technical or vocational or college preparatory curricula. In Lesotho secondary education is divided into two categories, Junior and senior secondary levels. Junior secondary level comprises of Grade A to Grade C, and the Junior Certificate (JC) is awarded on successful completion of grade C. Senior Secondary level consists of Grade D to Grade E, and Cambridge Overseas School Certificate (COSC) is awarded on successful completion of senior secondary levels. The official enrolment age for secondary schooling ranges from 13 to 17 years of age.

#### 3.1 Enrolment

##### 3.1.1 Enrolment in Forms Age and Gender

Enrolment in Secondary Schools by Age, Form and Gender in 2006 is depicted in Table 3.1. It is illustrated that 94545 students enrolled in secondary schools in 2006. The figure increased from a record of 93096 in the previous year with 1.6 percent. The sex pattern resembled previous year's in that, girls more than boys enrolled, respective figures being 52908 (56 %) and 41637 (44 %). The Table also indicates that 1205 (1.3 %) pupils were below the appropriate age of secondary schooling while 60621 (64.5 %) were at the appropriate age and 31383 (34.2 %) were above the appropriate age. Gender disparity was also revealed in that, girls more than boys were below and at the appropriate age of schooling. The opposite was observed with those who were above the appropriate age, boys outnumbered girls.

The relative gap between males and females at ages below appropriate age in favour of females was 59 percent, while at the appropriate age girls exceeded males with 35.3 percent. Above the appropriate age boys exceeded girls with 15.4 percent.

The enrolment sex ratio amounted to 1.3, meaning that for every one male there were 1.3 females that enrolled in 2006.

Age	Form A		Form B		Form C		Form D		Form E		All		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
< 12	22	53	0	0	0	0	0	0	0	0	22	53	75
12	292	721	30	75	0	0	0	0	0	0	322	796	1118
13	1174	2498	254	668	13	140	0	0	0	0	1441	3306	4747
14	2033	3675	1041	2023	186	449	21	107	0	0	3281	6254	9535
15	2467	3639	1888	3172	869	1490	160	404	18	115	5402	8820	14222
16	2340	2665	2049	3077	1410	2308	753	1364	138	264	6690	9678	16368
17	1928	1659	1939	2235	1501	2182	1161	1867	613	1038	7142	8981	16123
18	1280	880	1545	1403	1253	1460	1384	1805	820	1319	6282	6867	13149
19	618	289	1023	664	960	720	1211	1259	871	1004	4683	3936	8619
20	256	108	520	243	643	375	909	688	768	680	3096	2094	5190
21	105	37	208	75	310	162	505	317	481	376	1609	967	2576
22	36	16	84	40	171	76	268	189	285	196	844	517	1361
23	14	9	28	20	72	17	147	120	173	101	434	267	701
24	10	8	10	11	16	15	69	46	84	45	189	125	314
> 24	11	11	9	24	16	16	57	99	107	97	200	247	447
<b>Total</b>	<b>12586</b>	<b>16268</b>	<b>10628</b>	<b>13730</b>	<b>7420</b>	<b>9410</b>	<b>6645</b>	<b>8265</b>	<b>4358</b>	<b>5235</b>	<b>41637</b>	<b>52908</b>	<b>94545</b>

### 3.1.2 Trend analysis 2002-2006

Table 3.2 further portrays enrolment in secondary schools by gender and grade, from 2001 to 2006 as shown in Table 3.2. The trend demonstrates that the total enrolment increased over the period for both sexes. Female enrolment however outnumbered male enrolment throughout the six years period.

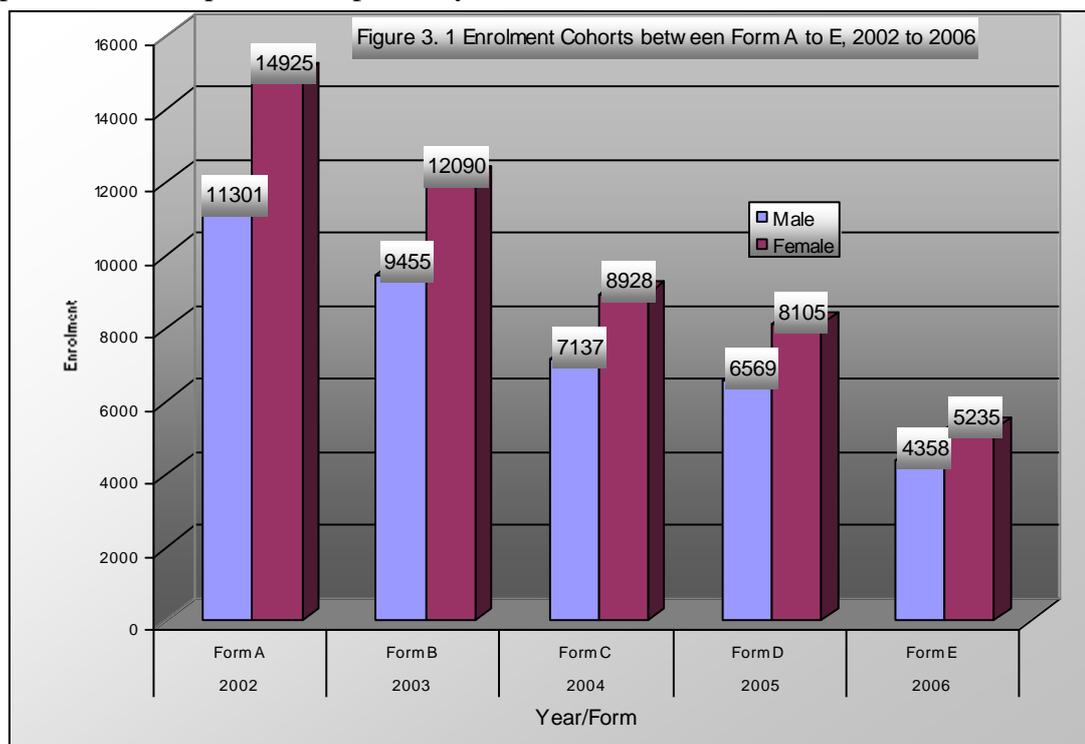
**Table 3.2 Enrolment in Secondary Schools by Form and Gender 2004-2006**

Form	2002		2003		2004		2005		2006	
	M	F	M	F	M	F	M	F	M	F
A	11301	14925	11328	14625	11954	15702	12906	16656	12586	16268
B	8743	11588	9455	12090	9846	12506	10097	13214	10628	13730
C	6355	7929	6563	8428	7137	8928	7316	9185	7420	9410
D	5381	6759	5454	6926	5902	7402	6569	8105	6645	8265
E	3687	4462	3821	4414	4076	4689	4198	4850	4358	5235
<b>Total</b>	<b>35465</b>	<b>45663</b>	<b>36621</b>	<b>46483</b>	<b>38915</b>	<b>49227</b>	<b>41086</b>	<b>52010</b>	<b>41637</b>	<b>52908</b>

### 3.1.3 Cohort analysis 2002 to 2006

The cohort analysis on the other side showed a drastic decline in enrolments between Grades A to E. The same cohort that started Form A in 2002 was supposed to proceed to Form E in 2006. For instance, in 2002 there were 11301 male students who enrolled in Form A. In 2006, the same cohort was supposed to proceed to Form E but only 4358 proceeded, which is only 38.6 of the initial enrolment in Form A, this was also true for female cohort. The same pattern was also observed for the cohort of 2001 to 2005. *It should also be noted that the cohorts may include repeaters and or transfers from other schools.*

The high enrolment in the lowlands than any other region was confirmed by high enrolments in the districts which are mainly lowlands as such Maseru with 25.3 percent and Leribe with 20.4. The enrolments in the mountainous districts such as Thaba-Tseka, Mokhotlong and Qacha's Nek were recorded as low as 2.9 percent, 3.5 percent and 3.7 percent, respectively. *Indicated in Table 3.3.*



District	Foothills		Lowlands		Mountain		Senqu River		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	812	984	1736	2197	615	735	0	0	7079
Leribe	613	1166	7211	9102	502	722	0	0	19316
Berea	1207	1537	1362	4953	0	0	0	0	12059
Maseru	834	1447	9594	11171	359	550	0	0	23955
Mafeteng	726	1079	4075	5199	0	0	0	0	11079
Mohale's Hoek	545	861	1687	1902	241	388	168	202	5994
Quthing	529	599	258	418	197	362	1527	1634	5524
Qcha's Nek	200	143	0	0	777	1245	451	663	3479
Mokhotlong	0	0	0	0	1324	1992	0	0	3316
Thaba-Tseka	0	0	0	0	783	1230	304	427	2744
<b>Total</b>	<b>5466</b>	<b>7816</b>	<b>28923</b>	<b>34942</b>	<b>4798</b>	<b>7224</b>	<b>2450</b>	<b>2926</b>	<b>94545</b>

### 3.1.4 Enrolment in regions and districts

The overall enrolment by regions showed uneven distribution. The lowlands had the highest enrollment with 67.5 percent which is more than five times higher than other regions as revealed in Table 3.3. The foothills had enrolment of 14.0 percent, the Mountain and Senqu River valley followed with 12.7 and 5.7 percent respectively. Gender disparity in favour of females was also evident within the districts and regions.

### 3.1.5 Trend Analysis of Enrolment in districts, 2004 to 2006

Enrolment in secondary schools is further disaggregated by districts for the year 2004 to the year 2006, shown in Table 3.4 below. As indicated earlier, Maseru had a bigger share as a percentage of the total enrolment; this was also evident for the period of 2004 through 2006. The Table also reveals that total enrolment had increased by 7.3 percent from 2004 to 2006 compared to 12.0 that was observed in the period of 2003 to 2005.

Districts	2004				2005				2006			
	M	F	Total	% Share	M	F	Total	% Share	M	F	Total	% Share
Butha-Buthe	2884	3591	6471	7.3	3109	3887	6996	7.5	3163	3916	7079	7.5
Leribe	8287	10484	18771	21.2	8339	10879	19218	20.6	8326	10990	19316	20.4
Berea	4581	5410	9991	11.3	5424	6134	11558	12.4	2569	6490	9059	9.6
Maseru	10391	12581	22972	26	10684	12954	23638	25.4	10787	13168	23955	25.3
Mafeteng	4299	5652	9951	11.2	4818	6369	11187	12.0	4801	6278	11079	11.7
Mohale's Hoek	2662	3305	5967	6.7	2686	3335	6021	6.5	2641	3353	5994	6.3
Quthing	3259	2546	5805	6.6	2354	2756	5110	5.5	2511	3013	5524	5.8
Qacha's Nek	1157	1753	2910	3.3	1268	1993	3261	3.5	1428	2051	3479	3.7
Mokhotlong	1057	1598	2655	3	1194	1935	3129	3.4	1324	1992	3316	3.5
Thaba Tseka	1171	1801	2972	3.4	1210	1768	2978	3.2	1087	1657	2744	2.9
Total	39,748	48,721	88,469	100	41086	52010	93096	100.0	41637	52908	94545	100

**Table 3.4 Enrolment in Secondary Schools by District and Gender 2004-2006**

### 3.1.6 Participation in Education

#### 3.1.6.1 Gross and Net Enrolment Ratios

Table 3.5 demonstrates the gross and net enrolment rates and pupil per teacher ratios, a trend from 2001 through 2006. Secondary ratios remained relatively low compared to the ones in primary level. The gross enrolment ratio in 2006 was 39.8 percent with an increase of 0.7 percent from 2005 ratio. On the other hand male and female gross enrolment ratios were 34.8 and 44.9 percent respectively with an increase of 0.7 percent for males and 0.9 percent for females from 2005 ratios.

**Table 3.5a Enrolment Ratios by Gender and Pupil: Teacher Ratio 2001-2006**

Year	Gross Enrollment				Net Enrolment				Pupil/ Teacher Ratio
	Total	Male	Female	GPI	Total	Male	Female	GPI	
2001	32.2	27.9	36.6	1.3	21.3	16.4	26.3	1.6	23.7
2002	33.6	29.0	38.3	1.3	22.0	17.2	27.0	1.6	24.0
2003	34.5	30.1	39.1	1.3	22.8	17.9	27.9	1.6	23.9
2004	36.8	32.2	41.5	1.3	23.8	18.6	29.0	1.5	25.0
2005	39.1	34.2	44.0	1.3	25.4	19.8	31.2	1.6	26.6
2006	39.8	34.8	44.9	1.3	25.7	20.0	31.4	1.6	25.7

The Net Enrolment Ratios on the other hand amounted to 20.0 for males and 31.4 for females. The marginal improvement in Net Enrolment was observed for both males and females with 0.2 percent each from the previous year. *See Table 3.5.*

### 3.1.6.2 Age Specific Net Enrolment Ratios

The age Specific net enrolment ratios provide a measure of proportion of a population of a specific age in secondary education. Unlike the total net enrolment ratio that gives participation of total appropriate ages of secondary schooling the age specific ratios show participation in different ages. The specific ratios in Table 3.5b show that many children enroll at secondary level at older ages, ratios for ages 13 and 14 were very low and children attended school mostly at ages 16 and 17.

Age	Male	Female	Total
13	6.0	14.0	10.0
14	13.6	26.2	19.8
15	22.6	37.5	30.0
16	28.1	41.2	34.6
17	30.0	38.4	34.1
Total	20.0	31.4	25.7

### 3.1.6.3 Gender Parity index (GPI)

Gender parity index indicates ratio of female NER or GER to male NER or GER, measures gender disparity gap for these indicators. An index value between 0 and 1 denotes that more males enrolled than females, index value of 1 denotes equal participation for both sexes while the value of more than one (1) means that more females than males enrolled in Secondary schools. The gross enrolment ratios between 1999 and 2006 showed an index value of 1.3, which means that in that period for 1 male 1.3 females enrolled. The Net enrolment ratios on the other hand showed mainly an index of 1.6 which means that for every 1 male 1.6 females enrolled.

### 3.1.6.4 Pupil Teacher Ratio

The pupil teacher ratio which denotes number of children per teacher also depicted in Table 3.5 points out that the pupil, teacher ratios have been fluctuating between 23 and 27 over the years. Though the pupil teacher ratios seem to be low some teachers were still more burdened to teach many children while others were underutilized due to uneven distribution of enrolments and teachers' in schools.

## 3.2 Disability

### 3.2.1 Enrolment of student with special education in Forms

Table 3.6 points out the enrolment of students with special educational needs. More of these students attended secondary school beyond appropriate range of 13 to 17 years and they constituted 38 percent of all enrollees with special needs. This percentage exceeded the percentage of the overall students that were beyond appropriate age of secondary schooling. This would mean that those that were with some special needs were attending school at older ages. On the other hand however those that were of official secondary school attendance ages contributed 62 percent, also lower than the value of the overall students. Enrolment for these students like all other types of students was in favour of girls than boys.

**Table 3.6 Enrolment of Pupils with Special Educational Needs by Age, Grade and Gender 2006**

Age	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
below 12	0	2	0	0	0	0	0	0	0	0	2
12	11	35	1	0	0	0	0	0	0	0	47
13	28	99	3	35	0	2	0	0	0	0	167
14	37	105	23	88	4	7	0	5	0	0	269
15	78	147	56	134	28	57	4	12	0	7	523
16	77	120	67	129	33	91	27	58	5	13	620
17	69	69	87	107	55	94	48	102	17	55	703
18	49	42	71	57	41	74	61	102	26	68	591
19	36	14	49	24	38	53	52	57	33	60	416
20	16	8	16	7	27	14	36	24	36	34	218
21	12	1	13	2	10	10	11	13	16	13	101
22	2	1	6	3	4	1	8	3	12	9	49
23	0	2	2	1	7	2	7	5	5	6	37
24	3	1	2	1	0	1	5	3	5	1	22
higher 24	0	0	1	2	2	2	0	6	5	5	23
<b>Total</b>	<b>418</b>	<b>646</b>	<b>397</b>	<b>590</b>	<b>249</b>	<b>408</b>	<b>259</b>	<b>390</b>	<b>146</b>	<b>271</b>	<b>3788</b>

### 3.2.2 Types of disabilities

Table 3.7 shows the types of disabilities within the children with special educational needs. Of all types of disabilities visual impediment was the most common type constituting 39.5 percent while the next larger group was those that had learning difficulty amounting to 16.7 percent. Those that were having hearing impediment followed next with 15.7 percent.

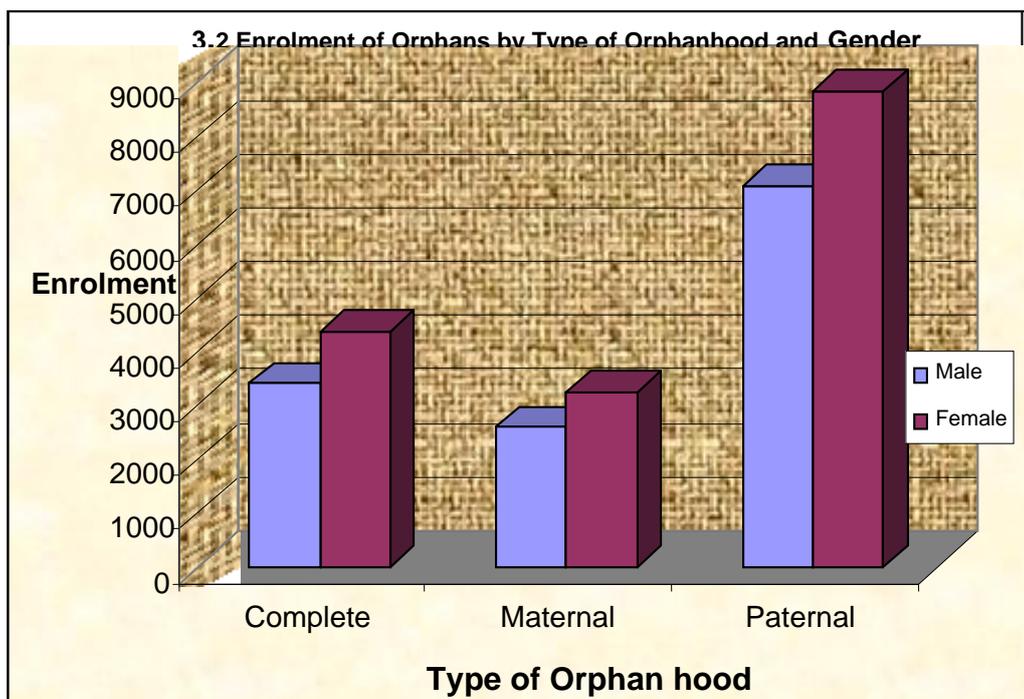
**Table 3.7 Enrolment of Pupils with Special Educational Needs by Type of Disability, Grade and Gender 2006**

Type of disability	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
Emotional/Behavioral Disorder	41	105	38	67	13	69	37	108	6	49	533
Epilepsy	12	56	12	28	1	8	13	21	4	11	166
Hearing Impairment	74	89	57	111	22	45	44	93	28	40	603
Learning Difficulty	51	66	53	133	44	80	54	129	9	18	637
Mental Retardation	25	23	15	15	7	20	5	9	2	3	124
Physical Handicap	44	48	22	27	17	23	20	43	10	13	267
Visual Impairment	143	302	159	253	89	115	96	175	67	123	1522
<b>Total</b>	<b>390</b>	<b>689</b>	<b>356</b>	<b>634</b>	<b>193</b>	<b>360</b>	<b>269</b>	<b>578</b>	<b>126</b>	<b>257</b>	<b>3852</b>

### 3.3 Orphan hood

#### 3.3.1 Types of Orphans

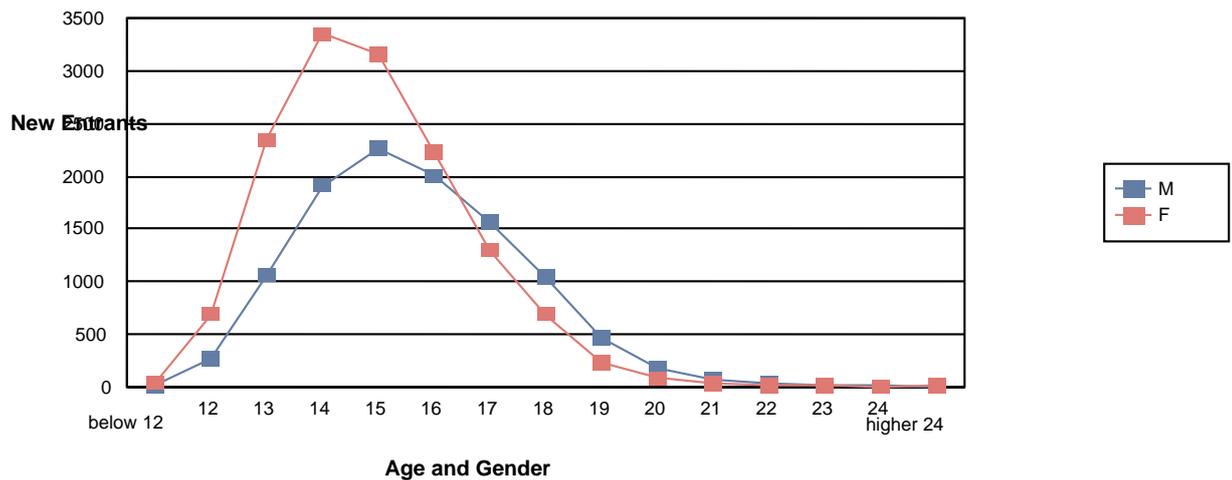
The total number of orphans constituted 29080 or 30.9 percent of the total enrolment in secondary schools in 2006. This proportion had increased from 20.4 percent recorded in 2005 to 27.5 in 2006. It is also observed that out of the total orphans, paternal orphans outnumbered other orphans amounting to 53.9 percent which was double other types of orphan hood. The maternal orphans amounted to only 19.7 percent, while complete orphans constituted 26.4 percent.



#### 3.4 New entrants

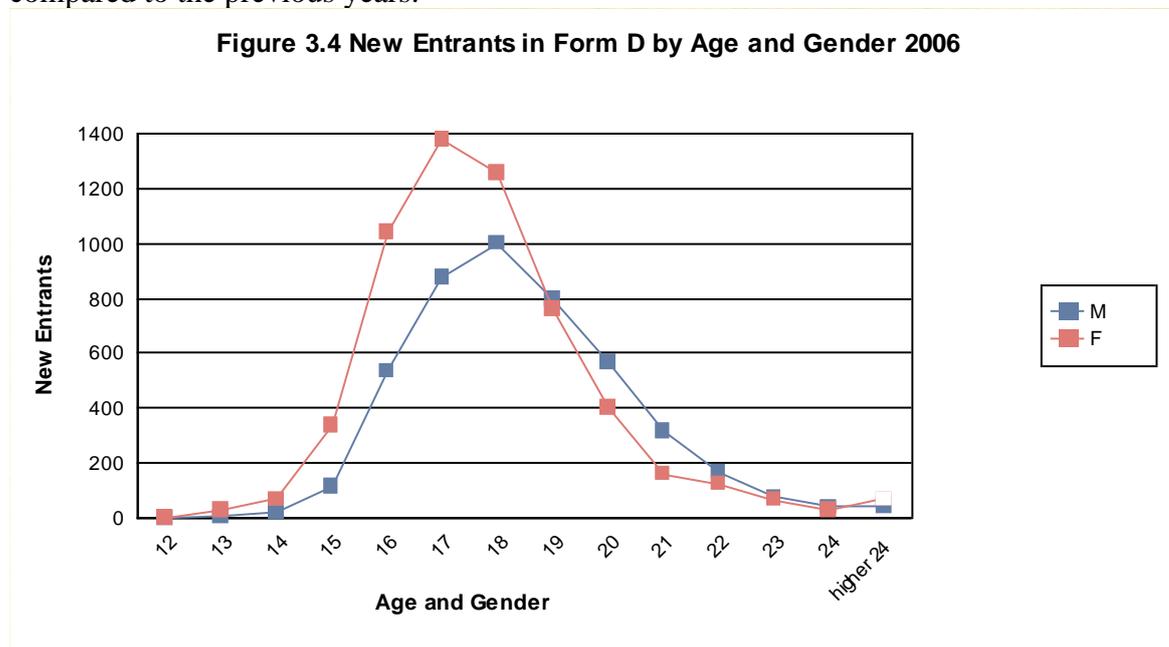
New entrants in Form A, as illustrated in Figure 3.3 were mostly girls than their fellow boys in the earlier stages of age; that is girls aged below 12 up to 16 exceeded males in each respective year. In general however, at ages above 16, boys turned to outnumber girls. This means that more boys than girls attended secondary schools at later stage of age. This may be due to the fact that most boys become herd boys before they could attend primary school, which turn to push secondary schooling into older ages. The other reason may be that of financial constraints that put them out of school for certain years before they could return to school.

**Figure 3.3 New Entrants in Form A by Age and Gender 2006**



New entrants in form D also followed the same trend as the new entrants into Form A in that at earlier age stages, girls out-numbered boys (below age 12 to age 19) while in older ages males took the lead. The new entrants at this level were comparatively high compared to the previous years.

**Figure 3.4 New Entrants in Form D by Age and Gender 2006**



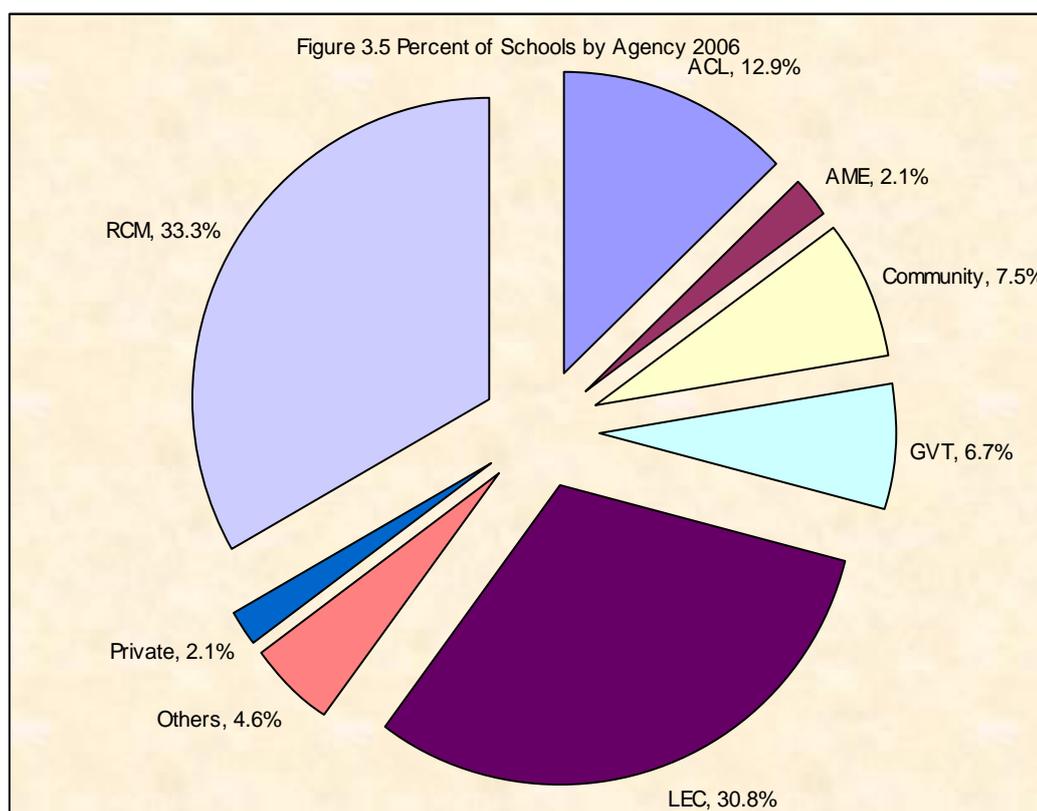
### 3.5 Inputs for Secondary Education

#### 3.5.1 Schools

##### 3.5.1.1 Schools Agencies or Ownership

In 2006 the number of schools totaled 240 as shown in Table 3.8. Out of the total, RCM had a bigger share of 33.3 percent, followed by LEC with 30.8 percent. The Anglican Church, Government and Community on the other hand owned 12.9, 6.7 and 7.5 percent, of schools respectively. The percentage distribution of schools by Agency is demonstrated in figure 3.5.

Table 3.8 Registered Secondary Schools by District and Agency 2006									
District	ACL	AME	Comm unity	GVT	LEC	Others	Private	RCM	Total
Butha-Buthe	4	1	1	1	5	0	0	5	17
Leribe	9	1	4	2	15	3	2	16	52
Berea	2	1	2	1	8	4	1	10	29
Maseru	5	1	3	6	15	2	2	19	54
Mafeteng	4	1	2	1	9	2	0	7	26
Mohale's Hoek	2	0	2	1	5	0	0	7	17
Quthing	3	0	1	0	5	0	0	3	12
Qacha's Nek	1	0	1	1	4	0	0	5	12
Mokhotlong	1	0	0	1	5	0	0	3	10
Thaba-Tseka	0	0	1	2	3	0	0	5	11
<b>Total</b>	<b>31</b>	<b>5</b>	<b>18</b>	<b>16</b>	<b>74</b>	<b>11</b>	<b>5</b>	<b>80</b>	<b>240</b>



### 3.5.1.2 Schools in districts and Regions

Regional disparities as illustrated in Table 3.9 shows that most of these schools (59.6 percent) were located in the lowlands than in other regions. While those that were located in the mountains and foothills, constituted 44 (18.3 Percent) and 38 (17.1 percent) schools respectively. Very few of the schools were located in the Sengu River Valley, 12 (5.0 percent).

**Table 3.9 Number of Secondary Schools by District and Location 2006**

<i>District</i>	<i>Foothills</i>	<i>Lowlands</i>	<i>Mountain</i>	<i>Senqu R Valley</i>	<i>Total</i>
Butha-Buthe	5	8	4	0	17
Leribe	7	42	3	0	52
Berea	8	21	0	0	29
Maseru	7	44	3	0	54
Mafeteng	8	18	0	0	26
Mohale's Hoek	4	9	2	2	17
Quthing	4	1	2	5	12
Qacha's Nek	1	0	8	3	12
Mokhotlong	0	0	10	0	10
Thaba-Tseka	0	0	9	2	11
<b>Percent Total</b>	<b>18.3</b>	<b>59.6</b>	<b>17.1</b>	<b>5.0</b>	<b>100</b>
<b>Total</b>	<b>44</b>	<b>143</b>	<b>41</b>	<b>12</b>	<b>240</b>

### 3.5.2 Teachers

#### 3.5.2.1 Qualified and Unqualified of teachers

The total number of teachers in 2006 was 3673, this was an increase of 5.1 percent from the number in 2006, while from 2004 to 2005 the increase was only 2.7 percent. Female teachers amounted to 2020 and male teachers to 1653, which shows that female teachers out numbered male teachers with 22.2 percent. Out of the total number, 72.1 percent were qualified. Among the qualified, females preceded the males, constituting 58.2 and 41.8 percent respectively.

**Table 3.10 Qualified and Unqualified Teachers by District and Gender-2006**

	All Teachers			Qualified Teachers			Unqualified Teachers		
	M	F	Total	M	F	Total	M	F	Total
<b>Butha-Buthe</b>	123	144	267	76	108	184	47	36	83
<b>Leribe</b>	366	402	768	264	308	572	102	94	196
<b>Berea</b>	218	237	455	132	180	312	86	57	143
<b>Maseru</b>	357	557	914	251	419	670	106	138	244
<b>Mafeteng</b>	183	234	417	115	183	298	68	51	119
<b>Mohale's Hoek</b>	130	150	280	83	122	205	47	28	75
<b>Quthing</b>	96	82	178	69	62	131	27	20	47
<b>Qachs's Nek</b>	61	94	155	41	72	113	20	22	42
<b>Mokhotlong</b>	66	68	134	43	46	89	23	22	45
<b>Thaba-Tseka</b>	53	52	105	35	42	77	18	10	28
<b>Total</b>	<b>1,653</b>	<b>2,020</b>	<b>3,673</b>	<b>1109</b>	<b>1542</b>	<b>2651</b>	<b>544</b>	<b>478</b>	<b>1,022</b>

As it was earlier pointed out that enrolment and number of schools, in Maseru, Leribe and Berea exceeded other districts the number of teachers also exceeded other districts with 914, 768 and 455 respectively. Thaba-Tseka on the other hand had the lowest number of teachers amounting to 105.

### 3.6 Efficiency and Quality of Education

#### 3.6.1 Repeaters

Gender disparity was also obvious among repeaters whereby females outnumbered males as depicted in Table 3.11. It is also demonstrated in the Table that repeaters were mainly concentrated in Forms B (31.5 percent) and Form A (31.2 percent) than in other Forms. Further, the repeaters in form D (22.1 percent) out numbered repeaters in form C (13.1 percent) and form E (2.0 percent).

**Table 3.11 Repeaters by Agency, Grade and Gender 2006**

Agency	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
ACL	241	286	208	283	52	49	142	170	7	18	1456
AME	43	52	55	78	56	65	39	41	0	1	430
Community	95	120	106	102	33	31	68	93	3	1	652
Government	71	69	95	105	27	29	72	73	9	12	562
LEC	562	671	572	746	308	337	346	432	38	33	4045
Others	57	69	79	97	30	41	90	102	1	0	566
Private	9	9	15	18	33	54	5	10	9	20	182
RCM	584	787	503	699	169	251	378	576	40	47	4034
Total	1662	2063	1633	2128	708	857	1140	1497	107	132	11927

Repeaters in the districts and in the regions followed the same pattern as enrolments whereby concentration was in the lowlands and in the districts that are mainly lowlands. See Table 3.12.

**Table 3.12 Repeaters by District , Location and Gender 2006**

	Foothills		Lowlands		Mountain		S R V		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	169	219	234	352	50	63	0	0	1087
Leribe	73	135	919	1168	59	119	0	0	2473
Berea	175	212	569	639	0	0	0	0	1595
Maseru	83	175	775	951	50	87	0	0	2121
Mafeteng	77	90	665	864	0	0	0	0	1696
Mohale's Hoek	102	97	200	216	45	88	23	27	798
Quthing	81	105	35	71	29	45	202	191	759
Qacha's Nek	18	18	0	0	145	192	68	71	512
Mokhotlong	0	0	0	0	244	252	0	0	496
Thaba-Tseka	0	0	0	0	97	124	63	106	390
Total	778	1051	3397	4261	719	970	356	395	11927

#### 3.6.2 Transition

Males and females transition rates as illustrated in figure 3.6 are output indicators between 1998 and 2006. These are transits from form C into form D. Unlike in the enrolments rates whereby females took the lead, the transition rates dictate that more males than females transited from form C to form D with exception of the year 2002

when females exceeded. The implication here is that more male students progressed to higher secondary level after completing junior certificate than females.

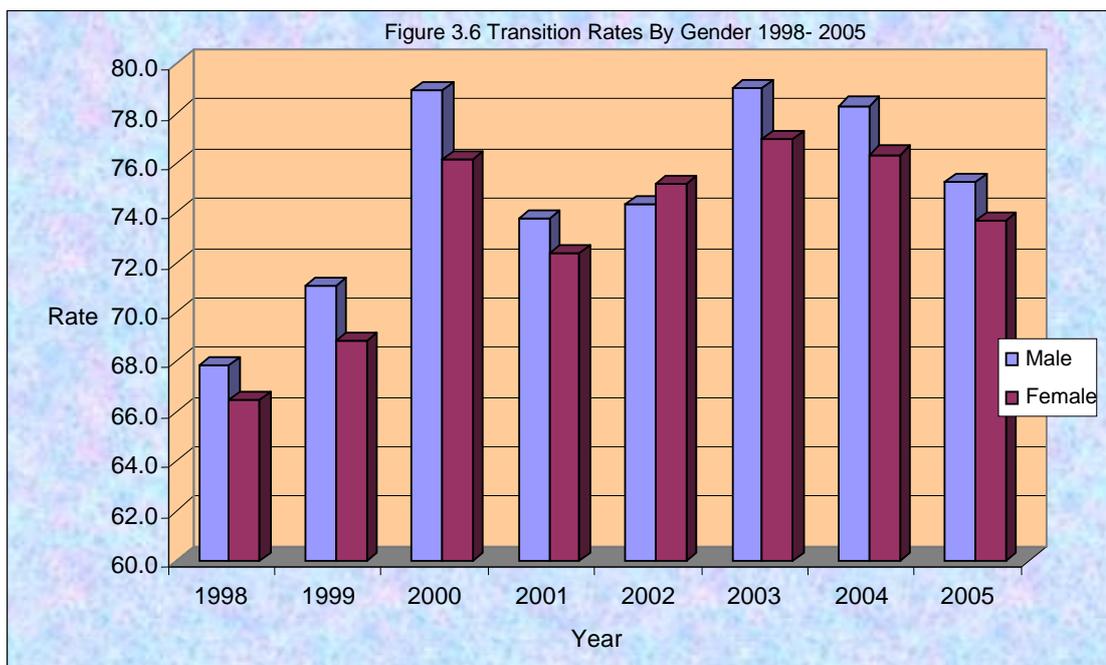


Table 3.13 Transition Rates ( Form C to Form D) by Gender, 1998-2006				
Year	Male	Female	Total	
1998	67.9	66.5	67.1	
1999	71.1	68.8	69.8	
2000	79.0	76.1	77.3	
2001	73.8	72.4	73.0	
2002	74.3	75.2	74.8	
2003	79.0	77.0	77.9	
2004	78.3	76.4	77.2	
2005	75.2	73.7	74.4	

### 3.6.3 Examination Results

#### 3.6.3.1 Junior Certificate Examinations

The number of those who sat for examinations increased over the years as shown in Table 3.14. Secondary results in 2006 showed improvement in quality as compared to 2005 results, witnessed by increment of percentages in first class with merit and first class passes. However the trend shows that the 2004 results were best in the five years period whereby the total passes, the first class passes with merit, the first classes, and the second classes exceeded other years. Moreover the percentage of those that failed increased over the period with exception of the year 2004 whereby there was a slight improvement (percent of failures decreased).

	2002	2003	2004	2006	2006
--	------	------	------	------	------

<b>1<sup>st</sup> class with merit</b>	<b>120 (1.0)</b>	<b>158 (1.2)</b>	<b>221 (1.5)</b>	<b>127 (0.9)</b>	<b>213 (1.4)</b>
<b>1<sup>st</sup> class</b>	<b>812 (6.5)</b>	<b>794 (6.0)</b>	<b>987 (6.9)</b>	<b>742 (5.0)</b>	<b>972 (6.4)</b>
<b>2<sup>nd</sup> class</b>	<b>6878 (54.8)</b>	<b>7220 (55.0)</b>	<b>8036(56.0)</b>	<b>7445(50.5)</b>	<b>7155 (47.4)</b>
<b>3<sup>rd</sup> class</b>	<b>1440 (11.4)</b>	<b>1463 (11.1)</b>	<b>1589 (11.1)</b>	<b>2316 (15.7)</b>	<b>1460 (9.7)</b>
<b>Total passes</b>	<b>9250 (73.7)</b>	<b>9635 (73.3)</b>	<b>10842 (75.6)</b>	<b>10630 (72.1)</b>	<b>9800 (65.0)</b>
<b>fail</b>	<b>3295 (26.3)</b>	<b>3511 (26.7)</b>	<b>3504 (24.4)</b>	<b>4107 (27.9)</b>	<b>5281 (35.0)</b>
<b>Total sat</b>	<b>12545</b>	<b>13146</b>	<b>14346</b>	<b>14737</b>	<b>15081</b>

**Table 3.14 Junior Certificate Examination Results**

### **3.7.3.2 Cambridge Overseas School Certificate Examination Results**

In general, the total passes for the five years were fluctuating between 50 and 60 percent. The highest percentage was observed in 2003. It can however not be said that there is high quality of education at this level but experienced is some little improvements over the years, as indicated by the rising of percentage of first class passes. On the other hand however the third class passes fluctuated over the years. Further, the percentages of students that registered and or sat for exams increased in these five years.

**Table 3.15 Cambridge Overseas Schools' Certificate Examination Results**

<b>CLASS</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Class 1</b>	<b>208 (2.9)</b>	<b>235 (3.3)</b>	<b>309 (4.0)</b>	<b>350 (4.3)</b>	<b>372 (4.2)</b>
<b>Class 11</b>	<b>1138 (16.0)</b>	<b>1126 (15.7)</b>	<b>1287 (16.7)</b>	<b>1472 (18.1)</b>	<b>1570 (17.6)</b>
<b>Class 111</b>	<b>2233 (31.3)</b>	<b>2305 (32.1)</b>	<b>2465 (31.9)</b>	<b>2635 (32.4)</b>	<b>2918 (32.8)</b>
<b>Total Class</b>	<b>3579 (50.2)</b>	<b>3666 (60.0)</b>	<b>4061 (52.6)</b>	<b>4457 (54.8)</b>	<b>4860 (54.6)</b>
<b>GCE</b>	<b>3467 (48.6)</b>	<b>3387 (47.1)</b>	<b>3586 (46.5)</b>	<b>3590 (44.1)</b>	<b>3884 (43.7)</b>
<b>Fail</b>	<b>85 (1.2)</b>	<b>136 (1.9)</b>	<b>71 (0.9)</b>	<b>86 (1.1)</b>	<b>155 (1.7)</b>
<b>Total sat</b>	<b>7131</b>	<b>7189</b>	<b>7718</b>	<b>8133</b>	<b>8899</b>

## **Chapter 4**

### **Tertiary Institutions**

#### **4.0 Introduction**

The Tertiary or higher learning in Lesotho is envisaged to produce high quality and large quantity of human resource for betterment of socio-economic development of a nation. These include Lesotho College of education and National University of Lesotho. Lesotho College of education trains both primary and junior secondary schools teachers that are already in-service and those who are not. National University of Lesotho, the only university in the country, is the highest learning institution mandated to produce excellence in both quality and quantity of human resource that is market oriented and world competitive.

#### **4.1 Lesotho College of Education**

##### **4.1.1 Enrolment**

The total enrolment at Lesotho College of Education in 2005 was 2335 and this increased to 3657 in 2006. Diploma in Technology- Education Primary (DTEP) exceeded other programmes by more than half in recent years, in 2005 it amounted 1262 or 54 Percent while in 2006 was 1913 or 52.3 percent. Students that were studying Diploma in Primary education and Diploma in Education Secondary were the next largest groups, in 2006 and they had a share of 854 (23.4 percent) and 677 (18.5 percent) respectively. *See Table 4.1.*

**Table 4.1 Lesotho College of Education Enrolment by course and Level 2006**

Course	Year 1			Year 2			Year 3			Year 4			Total
	M	F	T	M	F	T	M	F	T	M	F	T	
DIP ED PRI	77	153	<b>323</b>	56	161	<b>277</b>	51	169	<b>254</b>	0	0	<b>0</b>	<b>854</b>
DIP ED SECI	76	153	<b>328</b>	71	112	<b>183</b>	44	83	<b>166</b>	0		<b>0</b>	<b>677</b>
DIP ED. Thaba-Tseka	50	74	<b>124</b>	0	0	<b>0</b>	0	0	<b>0</b>	0	0	<b>0</b>	<b>124</b>
DIP ED SEC TECH	17	1	<b>29</b>	12	2	<b>30</b>	16	0	<b>30</b>	0	0	<b>0</b>	<b>89</b>
DTEP	158	310	<b>636</b>	106	362	<b>468</b>	81	254	<b>335</b>	140	334	<b>474</b>	<b>1913</b>
Total	378	691	<b>1440</b>	245	637	<b>958</b>	192	506	<b>785</b>	140	334	<b>474</b>	<b>3657</b>

**4.1.2 Graduates**

In 2006, 778 students graduated, this was the highest number in the four year period, and this was due to newly introduced programme that was having first graduates in the year of concern as portrayed in Table 4.2. However the trend shows that in many years during the period most of the graduates were those that were studying Diploma in education primary. In 2006 the next largest group of graduates was those that were studying Diploma in Education Secondary that contributed 34 percent of the graduates followed by those that were studying diploma in primary education with 18 percent in the same year.

**Table 4.2 Lesotho College of Education Graduates 2002-2006**

Programme	2002	2003	2004	2005	2006
DIP. EDU PRI.	47	120	224	242	193
DIP.ED.SEC	0	0	0	102	110
S.T.C	85	186	0	0	1
DIP.TEC.EDU	15	13	20	10	18
P.T.C	16	0	0	0	0
DTEP	0	0	0	0	456
<b>TOTAL ALL</b>	<b>163</b>	<b>319</b>	<b>244</b>	<b>354</b>	<b>778</b>

**4.1.3 Teaching staff:**

The total number of teaching staff amounted to 111 in 2006. The trend showed marginal differences in the number of teaching staff over the period of 2002 to 2006 however the highest number was in 2002. Gender disparity in favour of females was evident throughout the period with the exception of the year 2003 when male teaching staff outnumbered females. Senior Lecturers though few, were commonly males. The bulk of teachers were mainly assistant Lecturers.

**Table 4.3 Lesotho College of Education Teaching Staff by Status and Gender 2002 to 2006**

Title	2002			2003			2004			2005			2006		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Senior Lecturer	7	14	21	8	8	16	3	0	3	2	0	2	1		1
Lecturer	13	27	40	18	8	26	13	27	40	21	49	70	27	47	74
Assistant Lecturer	21	30	51	18	25	43	23	37	60	19	19	38	18	18	36
<b>Total</b>	<b>41</b>	<b>71</b>	<b>112</b>	<b>44</b>	<b>41</b>	<b>85</b>	<b>39</b>	<b>64</b>	<b>103</b>	<b>42</b>	<b>68</b>	<b>110</b>	<b>46</b>	<b>65</b>	<b>111</b>

## 4.2 National University of Lesotho

### 4.2.1 Enrolment

In 2006 the total enrollment at the National University of Lesotho amounted to 7918. Out of the total enrolment, more females than males enrolled whereby females constituted 57 percent (4502) and males 43 percent (3416). 15 percent of females were staying on campus compared to 16 percent of their males' counterparts who were also staying on campus. *See Table 4.4.*

**Table 4.4 Enrolment at NUL by residence and Sex 2006**

Residence	Female	Male	Total
Hall of Residence	692	553	1245
Non Residence	3810	2863	6673
<b>Total</b>	<b>4502</b>	<b>3416</b>	<b>7918</b>

When considering enrolment by age, as demonstrated in Table 4.4 concentration was on ages 18 to 24, the peak age being 21 with 1037 enrollees. This age pattern applies in all other school levels of education whereby enrolment starts at low pace at lower age level and then increases with age until it reaches the peak then starts declining. More females than males enrolled at the undergraduate level while the opposite held true at post graduate level whereby males enrolled more.

**Table 4.5 Basotho Students Distribution by Age and Degree Level- NUL 2006**

	Undergraduate			post graduate			Female	Male	Total
	Female	Male	Total	Female	Male	Total			
Under 18	102	57	159	0	0	0	102	57	159
18	290	221	511	0	0	0	290	221	511
19	456	303	759	0	0	0	456	303	759
20	528	448	976	0	0	0	528	448	976
21	553	483	1036	1	0	1	554	483	1037
22	428	436	864	0	1	1	428	437	865
23	352	341	693	1	1	2	353	342	695
24	236	250	486	3	4	7	239	254	493
25	191	161	352	2	2	4	193	163	356
26	156	126	282	2	1	3	158	127	285
27	109	80	189	2	2	4	111	82	193
28	135	49	184	1	1	2	136	50	186
29	101	58	159	1	1	2	102	59	161
30 and over	795	292	1087	8	13	21	803	305	1108

Undefined	18	19	37	0	0	0	18	19	37
Total	4450	3324	7774	21	26	47	4471	3350	7821

The number of postgraduate students constituted less than one percent (0.6 percent) of the total enrolment at the university level. Most of these were studying Master of Science in Economics with 26 percent, followed by those that were studying Bachelor of Arts – honours that constituted 24 percent. Those that were studying Master of Arts and post graduate diploma in information systems followed with 18 percent each. However at this level, more males than their females' counterparts enrolled, amounted 54 and 46 percent, respectively. *Illustrated in Table 4.6.*

Post Graduate students 2006	Basotho			Non Basotho			All Students
	Male	Female	Total	Male	Female	Total	
Bachelor of laws	1	2	3	0	0	0	3
Bachelor of arts Honours	8	4	12	0	0	0	12
Master of Laws	1	0	1	0	0	0	1
Master of arts	4	5	9	0	0	0	9
Master of science in (economics)	4	7	11	1	1	2	13
Master of social work	0	2	2	0	0	0	2
Post graduate diploma in information sys	8	1	9	0	0	0	9
PH.D	0	0	0		1	1	1
<b>Total</b>	<b>26</b>	<b>21</b>	<b>47</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>50</b>

### 4.2.3 Graduates

NUL graduating students was on increase during the period under discussion 1993/94 2004/05 with exception of the years 1995/96, 1996/97 and 1998/99 whereby there was a turn down in number of graduating students. In 1998/99 the decline could be inclined with political instability that took place in 1998 in the country.

**Table 4. 6 NUL Graduating Students (Degree) 1993/94- 2004/2005**

Faculty	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05
Agriculture	5	14	21	16	20	13	16	25	30	35	28	27
Education	88	87	89	85	158	141	128	145	182	188	176	441
Law	36	48	56	57	50	80	57	117	78	103	72	50
Humanities	9	3	26	4	46	68	62	51	64	79	49	63
Sci & technology	89	84	33	60	59	48	56	67	40	60	80	58
Social Science	70	163	113	99	123	125	136	119	141	175	165	196
Health Science											16	3
<b>Total</b>	<b>297</b>	<b>399</b>	<b>338</b>	<b>321</b>	<b>456</b>	<b>475</b>	<b>455</b>	<b>524</b>	<b>535</b>	<b>640</b>	<b>586</b>	<b>838</b>
<b>% increase</b>		<b>34</b>	<b>-15</b>	<b>-5</b>	<b>42</b>	<b>4</b>	<b>-4</b>	<b>15</b>	<b>2</b>	<b>20</b>	<b>-8</b>	<b>43</b>

### 4.2.2 Teaching Staff

The Table 4.8 denotes the total number of teaching staff as 261. Concentration of teachers was in the faculty of science and technology amounting to 76 or 29 percent, the faculties of Humanities and social science followed next with 51 (29 percent) and

50 (19 percent) teachers in accord order. Faculties of education and Agriculture were the next with 29 (11 percent) and 22 (8 percent) teachers respectively.

Faculty	Prof		Ass. Prof		Snr. lecturer		Lecturer		Ass. Lecturer		Teaching ass.		Total		
	Loc	Exp	Loc	Exp	Loc	Exp	Loc	Exp	Loc	Exp	Loc	Exp	Loc	Exp	Tot
Agric	0	1	0	1	2	3	11	2	1	0	1	0	0	15	22
Education	0	0	0	0	11	0	18	0	0	0	0	0	29	0	29
Humanities	1	1	2	0	8	4	30	3	1	0	0	0	42	8	50
Law	0	1	1	0	1	0	9	4	1	0	0	0	12	5	17
Sci & technology	0	1	4	1	14	8	24	4	8	1	11	0	61	15	76
Social Science	0	2	2	1	6	2	30	7	0	0	1	0	39	12	51
Health Science	0	1	0	0	1	0	12	1	1	0	0	0	14	2	16
<b>Total</b>	<b>1</b>	<b>7</b>	<b>9</b>	<b>3</b>	<b>43</b>	<b>17</b>	<b>134</b>	<b>21</b>	<b>12</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>212</b>	<b>49</b>	<b>261</b>

#### 4.8 NUL Teaching Staff by faculty, nationality and status of lecture -2005

## **5.0 Financing of Education:**

### **5.1 Introduction**

The government of Lesotho is envisaged to provide quality of education in all the levels of education. The government of Lesotho is also aimed at providing equitable basic education for all. The share of education sector amounted to 20 percent on overall government spending for the year 2006/2007.

### **5.2 Financing different levels of education (Recurrent Expenditure)**

In Lesotho, many schools are provided with free facilities including stationary, books and building of schools. The highest cost of education in Lesotho rests on basic education, 457.8 millions Maloti and then tertiary level 334.4 millions Maloti (NMDS and MOET budget) secondary education followed with 222.7 Millions , and technical and vocational schools were the next with 24.3 Millions Maloti.

In primary education students are not only provided with free tuition but also with free facilities such as stationary, books and food. As earlier mentioned these also include provision of building of schools and other school facilities. In primary level the highest cost was on teachers and instructional supply. The next highest cost in this level was on free education tuition, while the least went to school feeding. In secondary education the bulk of funds went to payments of teachers and instructional materials. While at the tertiary level the bulk went to bursaries and day to day running costs that included payments of lecturers.

Table 5.1 Recurrent budget and Expenditure on Education by Ministry of Education and Training (MOET) and National Manpower Development Secretariat (NMDS) 2001/02 to 2006/07												
Ministry of Education and raining MOET	Budget	Exp										
	2001/02	Mar-02	2002/03	Mar-03	2003/04	Mar-04	2004/05	Mar-05	2005/06	Mar-06	2006/07	Mar-07
<b>Central Administration and Management</b>	121.7	127.2	127.4	6	11.9	14.0	11.0	13	15.5	13.7	13.3	15.7
<b>Early Childhood Care and Development</b>	1.1	0.5	1.2	1.1	1.2	0.4	1.1	0.7	2.7	0.6	3.1	2.5
<b>Total Basic Education</b>	233.7	4.6	329.0	316.7	383.9	305.8	420.0	363.5	433.0	392.3	473.1	457.8
• Basic Education Administration	-	-	-	-	0.2	0.4	0.1	0.1	0.2	0.1	3.8	2.0
• Teachers and Instructional Supply	185.0	-	215.5	205.1	219.5	212.2	227.9	235.4	238.3	256.0	272.8	278.7
• School Feeding	2.6	1.8	2.6	2.5	2.8	1.7	2.8	1.3	1.7	0.7	1.4	0.5
• Education and Training Quality Improvement	2.7	2.0	3.0	8.7	2.8	2.0	2.7	2.1	2.2	2.0	1.9	1.1
• Free Primary Education	43.4	0.8	107.9	100.4	158.5	89.5	186.6	124.6	190.5	133.5	193.2	175.5
<b>Total Secondary Education</b>	127.8	2.3	157.1	145.4	155.3	155.9	161.7	171.0	180.7	196.8	218.4	222.7
• Secondary Education Administration	-	-	-	-	3.6	2.8	3.6	3.1	0.3	0.2	20.3	24.0
• Teachers and Instructional Materials	123.8	-	153.7	142.1	148.7	150.8	154.7	165.2	161.4	180.0	194.4	195.7
• School Based Management Support (Lesotho High School)	3.9	2.3	3.3	3.3	3.1	2.3	3.3	2.8	3.5	3.2	3.6	3.0
• Subvention to Secondary Schools	-	-	-	-	-	-	-	-	15.4	13.4	-	-
<b>Technical and Vocational Education and Training</b>	19.9	11.6	20.8	18.6	21.4	19.7	22.2	21.1	25.0	23.6	31.3	24.3
<b>Teacher Development Supply and Management</b>	22.5	323.1	25.4	24.6	24.0	21.5	26.9	24.8	27.3	25.3	27.7	25.6
<b>Total Higher Education</b>	0.0	0.0	0.0	11.6	119.1	118.9	118.8	123.0	123.4	122.3	124.1	123.5
• Higher Education Management	-	-	-	-	0.5	0.3	0.3	4.6	1.4	2.3	1.0	0.4
• University Education and Training	-	-	-	11.6	117.2	117.2	117.0	117.0	120.0	120.0	121.0	121.0
• Public Service Development and Training	-	-	-	-	1.4	1.4	1.4	1.4	2.0	-	2.1	2.1
<b>Curriculum Development</b>	6.8	5.4	6.6	5.8	9.6	7.2	7.6	6.3	8.2	4.6	8.2	7.0

Education Policy Development, Planning, Monitoring and Evaluation	12.3	8.4	13.0	12.0	13.9	9.0	9.9	7.7	9.9	8.2	7.5	4.0
Lifelong Education	5.9	3.6	6.5	5.7	7.5	5.5	7.1	5.3	8.2	7.0	7.9	6.3
Decentralised Education Management	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.4	7.9	2.5	12.8	7.8
<b>Total MOET</b>	<b>551.5</b>	<b>486.7</b>	<b>687.1</b>	<b>547.2</b>	<b>747.8</b>	<b>657.9</b>	<b>787.0</b>	<b>737.2</b>	<b>841.9</b>	<b>796.9</b>	<b>927.4</b>	<b>897.3</b>
<b>National Manpower Development Secretariate (NMDS)</b>	<b>Budget</b>	<b>Exp</b>	<b>Budget</b>	<b>Exp</b>								
	<b>2001/02</b>	<b>Mar-02</b>	<b>2002/03</b>	<b>Mar-03</b>	<b>2003/04</b>	<b>Mar-04</b>	<b>2004/05</b>	<b>Mar-05</b>	<b>2005/06</b>	<b>Mar-06</b>	<b>2006/07</b>	<b>Mar-07</b>
RSA Universities and Technicons	30.6	55.1	49.7	93.8	101.9	120.1	106.4	127.2	145.1	119.5	94.1	91.4
National University of Lesotho	39.9	43.0	43.2	54.0	95.0	62.3	73.3	84.4	119.7	99.4	126.3	122.3
Post Primary	29.9	7.8	7.1	11.1	15.0	15.3	18.9	10.7	29.7	12.9	29.1	12.7
Local Institutions	40.8	13.7	39.0	15.7	25.3	16.0	25.8	22.6	32.7	31.5	42.9	34.9
International	1.8	0.5	1.8	1.7	18.0	3.0	7.9	1.5	8.6	2.5	6.3	3.2
<b>Total NMDS</b>	<b>143.0</b>	<b>120.0</b>	<b>140.8</b>	<b>176.3</b>	<b>255.3</b>	<b>216.6</b>	<b>232.3</b>	<b>246.4</b>	<b>335.8</b>	<b>265.9</b>	<b>298.6</b>	<b>264.5</b>
<b>TOTAL (MOET &amp; NMDS)</b>	<b>694.5</b>	<b>606.7</b>	<b>827.8</b>	<b>723.5</b>	<b>1,003.1</b>	<b>874.5</b>	<b>1,019.3</b>	<b>983.7</b>	<b>1,177.7</b>	<b>1,062.8</b>	<b>1,226.0</b>	<b>1,161.8</b>

## ANNEX I: Technical Notes

**Gross Enrolment Ratio:** Enrolment in a specified level of education regardless of age expressed as a percentage of the total official age population for that level. This indicator is used to show the general level of participation in a particular level of education. It is also used to indicate the degree in which over-aged and under aged children enroll in schools. A high Gross Enrolment Ratio indicates that, there is a high degree of participation. Hence, a value of 100 shows that, all the school age population can be able to go to school. This indicator can exceed 100 as a result of over-aged and under-aged pupils.

**Net Enrolment Ratio:** Enrollees of the official age for a specified level of education expressed as a percentage of the total official age population for that level. It is used to show the degree of participation of children in a given level of education who are of the official age for that given level. The higher the value of this ratio, the higher the level of participation of the official age population. The maximum value for this indicator is 100

**Apparent Intake Rate:** New entrants in the first grade of primary, regardless of age, expressed as a percentage of the population of the official age for primary education. It indicates the capacity of the education system to provide access to the first grade for the official primary school entrance age. This rate can be more than 100 due to over-aged and under-aged children.

**Net Intake Rate:** These are new entrants who are of the official entrance age in the first grade of primary education, expressed as a percentage of the population of the same age. The main purpose of this indicator is to show the level of access to primary education of the eligible population of primary school-entrance age. A high rate of this indicator indicates a high degree of access to primary education for the official primary school-entrance age children.

**Repetition Rate:** This represents the proportion of pupils enrolled in a given grade at a given school year, who are still enrolled in the same grade the following school year. This indicator should as low as possible approach zero if the internal efficiency of the education system high.

**Promotion Rate:** This shows the proportion of pupils enrolled in a given grade who are enrolled in the next higher grade the following year. Promotion rates can indicate the quality of the education system. The maximum value of this rate is 100.

**Dropout Rate:** Represents the proportion of pupils who neither passed nor came back the following year. This indicator is expected to decrease.

**Pupil Teacher Ratio:** It represents the average number of pupils per teacher in a specified level of education in a particular year. This indicator should be lower since a high ratio indicates a large number of pupils to be attended by one teacher.

**ANNEX II: SUMMARY INDICATORS Primary Education Level**

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2015
<b>A. Access</b>										
1. GER										
Males	<b>102.3</b>	<b>118.1</b>	<b>120.6</b>	<b>122.7</b>	<b>123.8</b>	<b>126.2</b>	<b>126.0</b>	<b>127.3</b>	<b>115</b>	<b>100</b>
Females	<b>110.7</b>	<b>122.6</b>	<b>123.2</b>	<b>124.9</b>	<b>125.9</b>	<b>127.0</b>	<b>126.3</b>	<b>127.5</b>	<b>115</b>	<b>100</b>
<b>Total</b>	106.5	120.3	121.9	123.8	124.9	126.6	126.1	127.4	115	100
2. NER										
Males	<b>56.6</b>	<b>78.7</b>	<b>79.5</b>	<b>81.1</b>	<b>82.0</b>	<b>81.0</b>	<b>80.6</b>	<b>81.6</b>	<b>88.0</b>	<b>100</b>
Females	<b>63.8</b>	<b>85.3</b>	<b>85.4</b>	<b>87.0</b>	<b>88.1</b>	<b>86.0</b>	<b>85.7</b>	<b>86.3</b>	<b>92.0</b>	<b>100</b>
<b>Total</b>	60.2	82.0	82.7	84.0	85.0	83.0	83.1	83.9	90.0	100
3. AIR										
Males	<b>103.9</b>	<b>210.9</b>	<b>150</b>	<b>129.2</b>	<b>124.9</b>	<b>132.5</b>	<b>117.0</b>	<b>118.0</b>	<b>115</b>	<b>100</b>
Females	<b>105.0</b>	<b>190.8</b>	<b>134.0</b>	<b>121.0</b>	<b>118.0</b>	<b>120.7</b>	<b>110.1</b>	<b>111.2</b>	<b>105.0</b>	<b>100.0</b>
<b>Total</b>	104.5	200.9	142.1	125.1	121.5	126.6	113.6	114.6	110.0	100.0
4. NIR										
Males	<b>26.8</b>	<b>63.2</b>	<b>61.7</b>	<b>60.2</b>	<b>61.3</b>	<b>55.4</b>	<b>53.6</b>	<b>55.9</b>		
Females	<b>28.3</b>	<b>65.1</b>	<b>62.8</b>	<b>62.5</b>	<b>63.0</b>	<b>56.2</b>	<b>54.1</b>	<b>57.1</b>		
<b>Total</b>	27.5	64.1	62.2	61.3	62.1	55.8	54.1	56.9	75.0	100.0
<b>B. Efficiency</b>										
1. Promotions										
<b>Total</b>	74.1	84.5	87.5	76.5	77.1	75.2	74.2			
2. Repetitions										
<b>Total</b>	20.1	20.6	19.9	21.4	16.8	19.2	19.7		14.0	7.0
3. Dropouts										
<b>Total</b>	7.1	7.3	5.9	4.8	<b>6.0</b>	<b>5.6</b>	<b>6.0</b>			
4. Completion Rates										
<b>Total</b>	59.3	66.0	64.5	57.5	70.0				83.0	100.0
<b>C. Quality Indicators</b>										
Pupil:Teacher Ratio	<b>44</b>	<b>48.0</b>	<b>47.0</b>	<b>47.0</b>	<b>46.0</b>	<b>43.0</b>	<b>41.6</b>		<b>40.0</b>	<b>40.0</b>
Pupil:Classroom Ratio				<b>63.0</b>	<b>65.0</b>				<b>55.0</b>	<b>40.0</b>
Pupil:Qualified Teacher Ratio					<b>69.0</b>				<b>60.0</b>	<b>40.0</b>
National Performance Level in Numeracy at Grade 6						<b>49.0</b>			<b>55.0</b>	<b>80.0</b>
National Performance Level in Sesotho Literacy at Grade 6						<b>58.0</b>			<b>65.0</b>	<b>90.0</b>
National Performance Level in English Literacy in Grade 6						<b>45.0</b>			<b>50.0</b>	<b>85.0</b>

## 2. Secondary Education Level

<b>A. ACCESS</b>	1999	2000	2001	2002	2003	2004	2005	2006	2007	2015
<b>1. GER</b>										
Males	25.5	25.8	27.9	29.0	30.1	32.2	34.2	34.8	55.0	85.0
Females	35.4	34.9	36.6	38.3	39.1	41.5	44.0	44.9	65.0	85.0
Total	30.4	30.3	32.2	33.6	34.5	36.8	39.1	39.8	60.0	85.0
<b>2. NER</b>										
Males	12.8	14.5	16.4	17.2	17.9	19.6	19.6	20.0	22.0	50.0
Females	22.3	24.2	26.3	27.0	27.9	29.0	31.2	31.4	28.0	50.0
Total	17.5	19.2	21.3	22.0	22.8	23.8	25.4	25.7	25.0	50.0
<b>B. Efficiency</b>										
<b>1. Transition Rates Standard 7-Form A</b>										
Male.-	53.9	62.1	67.0	65.3	63.6	67.5	69.6			
Female	52.6	60.2	66.7	62.2	62.1	64.7	68.3			
Total	53.2	61.0	66.8	63.5	61.6	66.5	68.9			
<b>2 Transition Rates Form C - Form D</b>										
Male	71.1	79.0	73.8	74.3	79.0	78.3	75.2			
Female)	68.8	76.1	72.4	75.2	77.0	76.4	73.7			
Total	69.8	77.3	73.0	74.8	77.9	77.2	74.4			
<b>C. Quality</b>										
Pupil:Teacher Ratio	23.0	23.0	23.7	24.0	23.9	25.0	26.6	25.7	25.0	25.0
Pupil: Classroom Ratio	37.0	37.0	39.0	39.0	39.0	43.1	41.7	40.9	40.0	40.0

**ANNEX III: Population projections**  
**Table 1A: School Age Population**

YEARS																		
	1999		2000		2001		2002		2003		2004		2005		2006		2007	
AGE	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
0	26855	26260	26774	26183	26694	26105	27113	26501	27704	27080	28294	27658	28882	28235	29470	28811	29870	29186
1	25807	25383	25730	25309	25652	25234	25657	25224	26069	25610	26638	26170	27205	26729	27772	27288	28450	27938
2	25521	25106	25445	25032	25368	24959	25293	24892	25297	24882	25711	25266	26273	25819	26834	26372	27402	26937
3	24827	24313	25158	24755	25083	24682	25009	24617	24934	24551	24939	24541	25355	24923	25910	25470	26472	26029
4	25111	24603	24501	23996	24797	24405	24724	24341	24650	24276	24577	24211	24581	24201	25000	24581	25556	25135
<b>0-4</b>	128121	125665	127608	125275	127594	125385	127796	125575	128654	126399	130159	127846	132296	129907	134986	132522	137750	135225
5	24837	24452	24883	24379	24278	23778	24688	24281	24615	24216	24542	24152	24469	24087	24473	24077	24884	24454
6	24734	24433	24714	24328	24759	24256	24342	23804	24656	24230	24583	24165	24510	24101	24437	24036	24516	24086
7	24698	24446	24610	24308	25490	24204	24655	24143	24240	23693	24455	24040	24383	23976	24310	23912	24321	23912
8	24665	24419	24574	24321	24486	24184	24391	24014	24455	23953	24043	23507	24161	23774	24089	23711	24105	23715
9	24558	24297	24552	24303	24449	24195	24267	23978	24172	23810	24235	23750	23827	23307	23850	23497	23867	23502
<b>5-9</b>	123492	122047	123333	121639	123462	120617	122343	120220	122138	119902	121858	119614	121350	119245	121159	119233	121693	119669
10	24490	24185	24416	24159	24410	24165	24278	24033	24097	23817	24003	23650	24065	23590	23660	23150	23674	23330
11	24527	24140	24385	24082	24311	24057	24220	23984	24186	23937	24005	23722	23911	23555	23973	23495	23464	22965
12	24699	24179	24487	24090	24345	24033	24185	23928	24094	23856	24156	23892	23975	23677	23881	23510	23835	23357
13	24785	24121	24698	24157	24486	24068	24260	23934	24100	23829	24010	23757	24167	23876	23986	23662	23785	23402
14	24829	24051	24738	24052	24709	24136	24419	23976	24193	23842	24034	23738	23944	23666	24197	23868	23912	23563
<b>10-14</b>	123330	120676	122724	120540	122261	120459	121362	119855	120670	119281	120208	118759	120062	118364	119697	117685	118670	116617
15	24530	23736	24749	23947	24659	23947	24620	24018	24331	23858	24106	23725	23947	23621	23857	23550	24107	23746
16	23901	23190	24403	23584	24622	23793	24557	23813	24496	23859	24208	23700	23983	23568	23825	23465	23762	23418
17	22988	22450	23743	23001	24242	23392	24495	23623	24432	23643	24347	23665	24060	23507	23837	23376	23711	23300
18	21923	21641	22798	22225	23548	22770	24087	23181	24339	23410	24276	23430	24169	23428	23884	23272	23697	23168
<b>15-18</b>	93342	91017	95693	92757	97071	93902	97759	94635	97598	94770	96937	94520	96159	94124	95403	93663	95277	93632
<b>Total</b>	468285	459405	469358	460211	470388	460363	469260	460285	469060	460352	469162	460739	469867	461640	471245	463103	473390	465143

### ANNEX IV: General Information for Secondary schools 1999-2006

	1999			2000			2001			2002			2003			2004			2005			2006		
<b>ENROLMENT</b>																								
	M	F	Total																					
A	9531	12749	<b>22280</b>	9656	12705	<b>22361</b>	10678	14059	<b>24737</b>	11301	14925	<b>26226</b>	11328	14625	<b>25953</b>	11954	15702	<b>27656</b>	12906	16656	<b>29562</b>	12586	16268	<b>28854</b>
B	8077	11297	<b>19374</b>	8215	11015	<b>19230</b>	8170	10462	<b>18632</b>	8743	11588	<b>20331</b>	9455	12090	<b>21545</b>	9846	12506	<b>22352</b>	10097	13214	<b>23311</b>	10628	13730	<b>24358</b>
C	6220	8122	<b>14342</b>	5908	7742	<b>13650</b>	6456	8211	<b>14667</b>	6355	7929	<b>14284</b>	6563	8428	<b>14991</b>	7137	8928	<b>16065</b>	7316	9185	<b>16501</b>	7420	9410	<b>16830</b>
D	4111	5687	<b>9798</b>	4797	6229	<b>11026</b>	5237	6644	<b>11881</b>	5381	6759	<b>12140</b>	5454	6926	<b>12380</b>	5902	7402	<b>13304</b>	6569	8105	<b>14674</b>	6645	8265	<b>14910</b>
E	2894	3749	<b>6643</b>	2961	3764	<b>6725</b>	3685	4317	<b>8002</b>	3687	4462	<b>8149</b>	3821	4414	<b>8235</b>	4076	4689	<b>8765</b>	4198	4850	<b>9048</b>	4358	5235	<b>9593</b>
T	30833	41604	<b>72437</b>	31537	41455	<b>72992</b>	34226	43693	<b>77919</b>	35465	45663	<b>81128</b>	36621	46483	<b>83104</b>	38915	49227	<b>88142</b>	41086	52010	<b>93096</b>	41637	52908	<b>94545</b>
<b>REPEATERS</b>																								
																3630	4448	<b>8078</b>	4400	5668	<b>10068</b>	5250	6677	<b>11927</b>
<b>Teachers T= TOTAL U=UNQUALIFIED</b>																								
T	1535	1640	<b>3175</b>	1495	1703	<b>3198</b>	1520	1770	<b>3290</b>	1540	1844	<b>3384</b>	1572	1898	<b>3470</b>	1477	1927	<b>3404</b>	1543	1952	<b>3495</b>	1653	2020	<b>3673</b>
U	219	218	<b>437</b>	228	205	<b>433</b>	206	207	<b>413</b>	181	181	<b>362</b>	191	181	<b>372</b>	240	344	<b>584</b>	690	811	<b>1501</b>	544	478	<b>1022</b>
<b>No. of schools</b>																								
			<b>214</b>			<b>216</b>			<b>217</b>			<b>224</b>			<b>228</b>			<b>234</b>			<b>235</b>			<b>240</b>

**ANNEX V: LESOTHO COLLEGE OF EDUCATION TOTAL ENROLMENT FROM 2002 TO 2006**

<b>YEAR 1</b>	<b>M</b>	<b>F</b>	<b>2002</b>	<b>M</b>	<b>F</b>	<b>2003</b>	<b>M</b>	<b>F</b>	<b>2004</b>	<b>M</b>	<b>F</b>	<b>2006</b>	<b>M</b>	<b>F</b>	<b>2006</b>
DIP.ED.PRI	59	211	270	56	159	215	44	117	161	53	130	183	77	153	323
DIP.ED.SEC	56	75	131	55	73	128	60	96	156	75	114	189	76	153	328
DIP.ED.PRI(Thaba Tseka)													50	74	124
DIP.ED.SEC(TECH)	13	0	13	19	0	19	17	0	17	12	2	14	17	1	29
DTEP	168	334	502	44	106	150	93	220	313	93	220	313	158	310	636
CECE															
<b>TOTAL ALL</b>	<b>296</b>	<b>620</b>	<b>916</b>	<b>174</b>	<b>338</b>	<b>512</b>	<b>214</b>	<b>433</b>	<b>647</b>	<b>233</b>	<b>466</b>	<b>699</b>	<b>378</b>	<b>691</b>	<b>1440</b>
<b>YEAR 2</b>		<b>F</b>	<b>2002</b>	<b>M</b>	<b>F</b>	<b>2003</b>	<b>M</b>	<b>F</b>	<b>2004</b>	<b>M</b>	<b>F</b>	<b>2006</b>	<b>M</b>	<b>F</b>	<b>2006</b>
DIP.EDU.PRI	60	181	241	56	202	258	57	155	212	51	161	212	56	161	277
DIP.EDU.SEC		1	1	45	71	116	44	70	114	39	74	113	71	112	183
DIP.SEC.EDU(Tech)	16	4	20	11	0	11	18	1	19	19	0	19	12	2	30
DIP.ED.SEC(Thaba Tseka)															
DTEP	0		0	192	410	602	44	106	150	87	326	413	106	362	468
<b>TOTAL ALL</b>	<b>76</b>	<b>186</b>	<b>262</b>	<b>304</b>	<b>683</b>	<b>987</b>	<b>163</b>	<b>332</b>	<b>495</b>	<b>196</b>	<b>561</b>	<b>757</b>	<b>245</b>	<b>637</b>	<b>958</b>
<b>YEAR 3</b>		<b>F</b>	<b>2002</b>	<b>M</b>	<b>F</b>	<b>2003</b>	<b>M</b>	<b>F</b>	<b>2004</b>	<b>M</b>	<b>F</b>	<b>2006</b>	<b>M</b>	<b>F</b>	<b>2006</b>
DIP.EDU.Pri	35	149	184	54	181	235	48	199	247	57	152	209	51	169	254
DIP.EDU.SEC	39	91	130	0	0	0	41	70	111	50	67	117	44	83	166
DTEP	0	0	0	0	0	0	192	410	602	161	375	536	81	254	335
DIP.SEC.EDU(TECH)	14		14	16	4	20	11		11	16	1	17	16	0	30
<b>TOTAL ALL</b>	<b>88</b>	<b>240</b>	<b>328</b>	<b>70</b>	<b>185</b>	<b>255</b>	<b>292</b>	<b>679</b>	<b>971</b>	<b>284</b>	<b>595</b>	<b>879</b>	<b>192</b>	<b>506</b>	<b>785</b>
<b>YEAR 4</b>		<b>F</b>	<b>2002</b>	<b>M</b>	<b>F</b>	<b>2003</b>	<b>M</b>	<b>F</b>	<b>2004</b>	<b>M</b>	<b>F</b>	<b>2006</b>	<b>M</b>	<b>F</b>	<b>2006</b>
DTEP													140	334	474
<b>GRAND TOTAL</b>	<b>460</b>	<b>1046</b>	<b>1506</b>	<b>548</b>	<b>1206</b>	<b>1754</b>	<b>669</b>	<b>1444</b>	<b>2113</b>	<b>713</b>	<b>1622</b>	<b>2335</b>	<b>955</b>	<b>2168</b>	<b>3657</b>



## ANNEX VI: Cohort Analysis- Flow Diagram 1999- 2006

Table X Flow Diagram

Grade	Total Enrolment		2001	2002	2003	2004	2006	2006
	1999	2000						
1	51347	98505	69606	60243	59390	62574	54807	55568
Enrolment	67767	118828	97469	86643	84412	81234	78232	77550
Repeaters	16420	20323	27863	26400	25022	19517	22924	21982
2	46776	43658	73694	59353	54535	55591	50457	48938
Enrolment	61225	57046	89929	81915	75314	70598	68565	65713
Repeaters	14449	13388	16235	22562	20779	16168	16795	16775
3	44882	44562	40092	56419	58042	55612	51093	50416
Enrolment	56659	55888	50424	78981	73578	67804	65592	64208
Repeaters	11777	11326	10332	22562	15536	12830	14235	13792
4	43533	43239	42372	37303	59921	57189	50457	49327
Enrolment	55027	54454	53451	47819	72075	68333	64266	62866
Repeaters	11494	11215	11079	10516	12154	11677	13542	13539
5	38411	39959	39510	38868	35597	50941	49913	46687
Enrolment	46126	47250	46951	45769	43119	59598	59224	57085
Repeaters	7715	7291	7441	6901	7522	6912	9107	10398
6	34440	34913	35997	35711	35697	34861	44922	38330
Enrolment	39321	39796	40761	40866	40954	39086	50295	51316
Repeaters	4881	4883	4764	5155	5257	4475	5232	6686
7	31163	32541	31753	32355	33305	34222	31432	40289
Enrolment	38754	37424	35979	36628	40268	40356	36104	46117
Repeaters	7591	4883	4226	4273	6963	6001	4560	5818
All Grades	290552	337377	333024	320252	336487	350990	333081	329555
All Enrolment	364879	410686	414964	418621	429720	429009	422278	424855
All Repeaters	74327	73309	81940	98369	93233	77580	86395	88990

