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LIST OF ACRONYMS

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

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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 1).

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 candidates sit for the Cambridge Overseas Certificate (COSC) of the University of Cambridge Examination Syndicate. The COSC forms the entry requirement for 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 College 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 programs.

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 ER42 (Annual Statistical Returns) to District Education Officers (DEO's) who in turn transmit the forms to the principals of schools. After completion, the principals submit the forms to DEO's 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 for 2007 for both primary and secondary schools can be considered generally good; There was a minimum of 2 percent of non response.

However a further verification on the non responded primary schools is needed, as the total number of registered primary schools was estimated at 1,427, which is lower than the number of schools in 2006 (1,455). This means that there were more than 28 schools (the difference between the number of schools in 2006 and in 2007). There were no registered schools that were reported to have been closed in that year and an expectation would be an increasing number of registered primary schools.

The registered secondary schools in 2007 increased to 291. This would mean that there were newly registered schools and also the schools that did not respond in the year 2006 had responded in 2007. Therefore, in general it would be said that the 2007 registered secondary school's data was much better when compared to registered primary school's information we so need to verify on view 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 in registered primary schools

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 424,855 was observed in 2006, and there was a decline to 400,934 in the year 2007.

Table 2.1: Enrolment in registered primary schools by age, sex and grade, 2007

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	2555	2600	0	0	0	0	0	0	0	0	0	0	0	0	5155
6	1477	1466	726	888	0	0	0	0	0	0	0	0	0	0	31052
7	1291	1090	6869	8809	358	687	0	0	0	0	0	0	0	0	40546
8	5735	3662	9640	9045	4212	5921	468	829	0	0	0	0	0	0	39512
9	2299	1299	7357	5259	6984	8086	2619	4785	352	768	0	0	0	0	39808
10	980	488	4263	2550	6946	5802	5132	7088	1905	3821	214	597	0	0	39786
11	402	171	2182	1123	5484	3466	6035	6320	3696	6238	1468	3153	256	563	40557
12	211	85	1031	532	3620	1895	5444	4189	4728	5702	2888	5246	1240	2803	39614
13	101	34	608	198	2140	976	4604	2750	5237	4861	3931	5480	2507	4902	38329
14	71	17	250	114	1024	456	2846	1394	4193	3020	4083	4690	3114	5165	30437
15	41	9	150	35	673	229	1668	771	3148	1884	3733	3379	3522	4724	23966
16	28	4	57	9	296	116	896	377	1824	951	2714	2006	3077	3380	15735
17	8	2	35	10	105	35	381	152	879	395	1525	919	2166	1946	8558
18	8	0	16	1	44	22	121	48	363	184	741	369	1246	863	4026
19	4	0	8	2	27	4	80	24	198	99	351	190	708	431	2126
20	8	2	3	1	7	6	25	11	59	22	162	61	350	159	876
>20	6	3	8	5	17	3	31	3	64	9	83	45	215	96	588
Tota	4016	3396	3322	2860	3195	2772	3036	2876	2666	2797	2191	2615	1842	2505	40093
l	4	5	2	0	6	3	9	0	5	3	2	4	0	1	4

Table 2.1 shows that enrolment in grade one up to grade four was higher for males than females, while enrolment was higher for females than males in the rest of the remaining grades, thus, from grade 5 up to grade 7. The table further shows that enrolment was higher amongst pupils aged from six to

thirteen years, while it was low in ages below six and ages beyond thirteen as expected.

Table 2.2: Enrolment in registered primary schools by sex and grade, 2005-2007

Grade	2005			2006			2007		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
1	42504	35728	78232	42198	35352	77550	40175	33960	74135
2	36858	31707	68565	35359	30354	65713	33217	28599	61816
3	34666	30926	65592	34023	30185	64208	31951	27723	59674
4	32760	31506	64266	32472	30394	62866	30383	28762	59145
5	28534	30690	59224	27872	29213	57085	26666	27976	54642
6	21833	28472	50295	23173	28143	51316	21903	26160	48063
7	15538	20566	36104	19026	27091	46117	18415	25044	43459
Total	212683	209595	422278	214123	210732	424855	202710	198224	400934

Table 2.3 shows the registered primary school enrolment by districts and sex for the period 2005-2007. It is indicated in the table that Maseru had the highest enrolment of 82,551. It was followed by Leribe with 64,500 then Berea with 50,358 and Mafeteng followed with 43,740. Qacha's Nek had the lowest enrolment of 17,918 pupils. The table further shows that in the year 2007, enrolment was higher for males in Butha-Buthe, Leribe, Berea, Maseru and Mafeteng districts, while enrolment for females exceeded the one for males in Mohale's Hoek, Quthing, Qacha's Nek, Mokhotlong and Thaba-Tseka districts.

Table 2.3: Enrolment in registered primary schools by district and sex, 2005- 2007

Districts	2005			2006			2007		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Butha-Buthe	13716	12827	26543	13447	13005	26452	12697	12299	24996
Leribe	34683	32148	66831	34622	32106	66728	33537	30963	64500
Berea	28336	26108	54444	28732	26203	54935	26195	24163	50358
Maseru	44218	42699	86917	45435	43803	89238	42355	40196	82551
Mafeteng	23789	22501	46290	23486	22090	45576	22660	21080	43740
Mohale's Hoek	19976	20714	40690	19530	20286	39816	18572	18975	37547
Quthing	13609	14402	28011	13681	14287	27968	13335	13539	26874
Qacha's Nek	9071	9419	18490	9195	9394	18589	8887	9031	17918
Mokhotlong	10203	11657	21860	10636	12195	22831	10390	11918	22308
ThabaTseka	15082	17120	32202	15359	17363	32722	14080	16062	30142
Total	212683	209595	422278	214123	210732	424855	202708	198226	400934

Data was also disaggregated by districts, ecological zones and sex. It was observed that in the foothills in Butha-Buthe, Leribe, Berea, Maseru, Mafeteng

and Quthing, enrolment for males was higher than the one for females except in Mohale's Hoek and Qacha's Nek foothills, where female's enrolment was a bit higher than male's enrolment.

Besides the three districts which did not have registered primary schools in the lowlands (i.e. Qacha's Nek, Mokhotlong and Thaba-Tseka), all the districts that had registered schools in the lowlands, there were more males enrolled when compared to their female counterparts, in the year 2007.

Lastly, in the districts that had the registered schools in the senqu river valley, enrolment for males was a bit higher than the one for females in Butha-Buthe, Maseru, Mafeteng and Mohale's Hoek. In the senqu river valleys of Quthing, Qacha's Nek, Mokhotlong and Thaba-Tseka districts, female's enrolment tended to exceed that of males.

Table 2.4: Enrolment in registered primary schools by district, ecological zones and sex, 2007

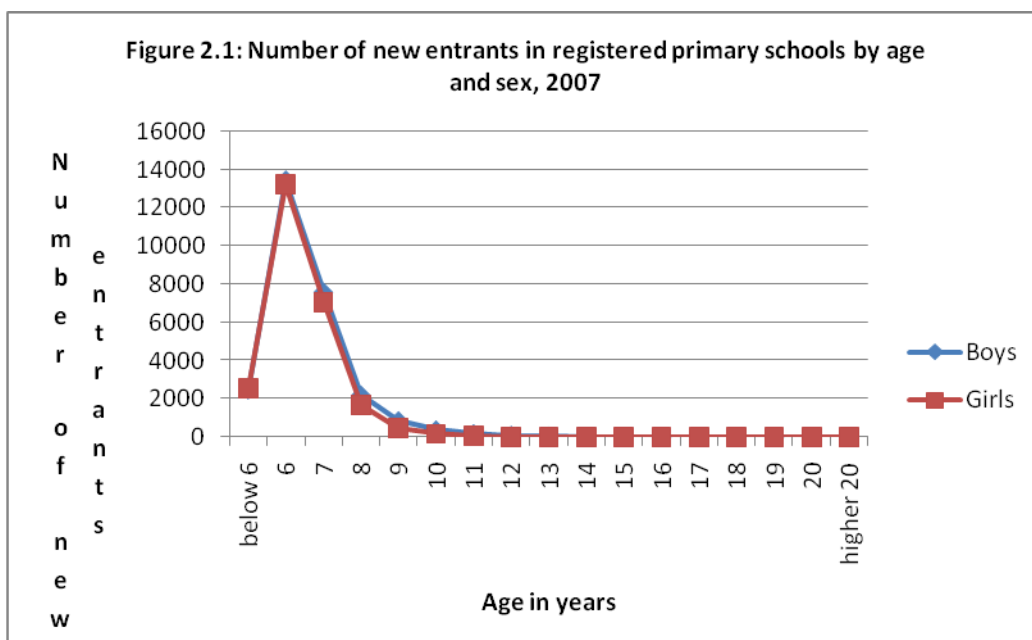
DISTRICT	FOOTHILLS		LOWLANDS		MOUNTAINS		SENQU. RIVER VALLEY		TOTAL
	M	F	M	F	M	F	M	F	
Butha-Buthe	4908	4778	5892	5461	1892	2065	0	0	24996
Leribe	8541	8023	21410	19169	3594	3763	0	0	64500
Berea	9573	9030	16550	15009	72	124	0	0	50358
Maseru	7083	6748	31890	29760	3451	3619	0	0	82551
Mafeteng	6757	6485	14379	12923	1524	1672	0	0	43740
Mohale's Hoek	3315	3429	9595	9124	4105	4956	1557	1466	37547
Quthing	3714	3520	429	382	8167	7412	2277	2326	26874
Qacha's Nek	0	0	0	0	7972	88398	658	695	17918
Mokhotlong	0	0	0	0	10116	11428	330	434	22308
Thaba-Tseka	0	0	0	0	12691	14543	1386	1522	30142
Total	43629	41835	100145	91828	52231	57776	6665	6825	400934

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 registered primary schools

In 2007, there was a total of 52,644 new entrants in all the registered primary schools in the country. Out of the mentioned total, about 52 percent were boys and 48 percent were girls. As shown in Figure 2.1 below, boys and girls who were new entrants at exactly age 6 years had roughly the same percentages (50.3 vs 49.6 per cent).



Since the official admission age is six years in the country, the percentage of new entrants was highest at age 6 lying at 50.1 percent. This was followed by the percentage of those who were aged 7 which was 27.8. The percentage for those who were aged below 6 years followed with 9.6. The percentages of those aged 8 years and above ranged from zero to 7.4 percent.

The percentage of new entrants was highest in Maseru (20.1 percent). Leribe, Berea, Mafeteng and Mohale's Hoek followed with 15.4, 11.6, 10.8 and 9.9 respectively. Qacha's Nek district (4.8 percent) had the least percentage of new entrants in registered primary schools.

Table 2.5: Number and percentages of new entrants in registered primary schools by district, 2007

DISTRICT	NUMBER OF NEW ENTRANTS	PERCENTAGES OF NEW ENTRANTS
Butha-Buthe	2,853	5.4
Leribe	8,087	15.4
Berea	6,125	11.6
Maseru	10,585	20.1
Mafeteng	5,665	10.8
Mohale's Hoek	5,218	9.9
Quthing	3,588	6.8
Qacha's Nek	2,522	4.8
Mokhotlong	3,448	6.5
Thaba-Tseka	4,553	8.6
Total	52,644	100

2.1.1.2 Registered Primary schools 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 grade, out of all children of admission age at the corresponding grade, 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 Table 2.5 below. With the introduction of FPE, the AIR for total (males plus females) almost doubled from 1999 to 2000; the respective figures were 104.5 and 200.9. After sharply reaching its peak in the year 2000, AIR started to decline up to the year 2007 whereby, it laid at 108.3.

Prior to its peak, AIR had shown that girls had more access to primary education when compared to their boys' counterparts. But since the year 2000 to date, AIR for males has been higher than AIR for females.

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 55.9 for boys and 57.9 for girls and in the year 2007, NIR for boys was a bit lower than the one for girls (54.7 vs 55.0).

2.1.3 Gender Parity Index in registered primary schools

Gender Parity Index (GPI) which also shows the ratio of female NER to male NER portrayed in Table 2.6. According to the table, the gender parity gap is slowly narrowing. For an example, 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. There was also a bit of decline to 1.05 in 2007. 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 registered primary schools.

Table 2.6: Registered primary schools apparent and net intake rates and gender parity indices and sex, 1999-2007

Years	Apparent Intake Rates			GPI	Net Intake Rates			GPI
	Males	Females	Total		Males	Females	Total	
1999	103.9	105.0	104.5	1.08	26.8	28.3	27.5	1.13
2000	210.9	190.8	200.9	1.03	63.2	65.1	64.1	1.08
2001	150.0	134.0	142.1	1.02	61.7	62.8	62.2	1.07
2002	129.2	121.0	125.1	1.02	60.2	62.5	61.3	1.07
2003	124.9	118.0	121.5	1.02	61.3	63.0	62.1	1.07
2004	132.5	120.7	126.6	1.01	55.4	56.2	55.8	1.06
2005	117.0	110.1	113.6	1.00	53.6	54.1	54.1	1.06
2006	118.0	111.2	114.6	1.00	55.9	57.9	56.9	1.06
2007	111.5	105.1	108.3	1.00	54.7	55.0	54.9	1.05

2.1.2 Coverage or Participation in primary education

The Gross Enrolment Rate (GER) and Net Enrolment Rate (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. But in the year 2007, they both declined. 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. In the year 2007, the overall gross and net enrolment rates declined to 120.5 and 81.4 respectively.

A high NER denotes a high degree of participation of the official school-age population. The theoretical maximum value is 100 percent. Increasing trends can be considered as reflecting improvement in the participation at the specified level of education. The incidence of under-aged and over-aged enrolment can be observed by the GER that exceeds 100. For instance, in 2007, the under-age and over-age percentage was about 20 for the overall, males and females gross enrolment rate. That is, the proportion of children that were not enrolled at the appropriate age of primary school level constituted 20.8 amongst boys and 20.2 amongst girls (see table 2.7 below). However, there was a shortage of 21.5 and 16.6 percent of boys and girls respectively in the 2007 net enrolment for primary school level (from 6 to 12 years).

Table 2.7: Registered primary schools gross and net enrolment rates and pupils to teacher ratios, 1999-2007

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
2007	120.8	120.2	120.5	79.5	83.4	81.4	37

One of the strategic goals of MOET is provision of quality basic education. The Ministry thus set itself 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 2007, the ratio was 37 pupils to one teacher, which is below the Ministry's target. Mokhotlong and Thaba-Tseka had respectively the highest ratio of 43 and 41 pupils to one teacher. Butha-Buthe had the lowest with 33 pupils to one teacher.

Table 2.8: Pupils enrolled in registered primary schools by district, number of teachers, sex and the pupils to teacher ratios, 2007

District	Pupils			Teachers			Pupil:Teacher Ratio
	Males	Females	Total	Males	Females	Total	
Butha-Buthe	12697	12299	24996	150	602	752	33
Leribe	33537	30963	64500	334	1446	1780	36
Berea	26195	24163	50358	262	1052	1314	38
Maseru	42355	40196	82551	443	1730	2173	38
Mafeteng	22660	21080	43740	309	950	1259	35
Mohale's Hoek	18572	18975	37547	251	759	1010	37
Quthing	13335	13539	26874	166	551	717	37
Qacha's Nek	8887	9031	17918	140	374	514	35
Mokhotlong	10636	11918	22308	167	355	522	43
Thaba-Tseka	15359	16062	30142	249	488	737	41
Total	202708	198226	400934	2471	8307	10778	37

2.2 Disability in registered primary schools

Out of a total enrolment of 400934, about 5 percent had some kind of disability. More boys had disabilities when compared to girls and this was the case in grade 1 and grade 3. Except in grade 2 and 4, whereby the number of females with hearing impairment exceeded that of males, in grade 5 also, the number of females with epilepsy, hearing impairment and mental retardation exceeded the number of their male counterparts, and in grade 6 and 7, whereby the number of females with epilepsy and hearing impairment also was higher than the number of males (see a table below).

<i>Disability</i>	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<i>Epilepsy</i>	49	43	42	29	55	32	47	45	41	43	47	66	34	65	638
<i>Hearing Impairment</i>	145	122	137	147	230	214	212	253	196	267	204	233	139	201	2700
<i>Learning Difficulty</i>	572	366	850	500	882	571	899	606	650	524	573	525	441	378	8337
<i>Mental Retardation</i>	318	269	293	189	195	155	157	156	119	139	96	86	109	83	2364
<i>Physical Handicap</i>	176	124	143	91	105	61	101	79	102	56	79	48	69	63	1297
<i>Visual Impairment</i>	237	151	206	147	319	231	302	251	335	311	317	290	256	327	3680
<i>Other</i>	126	64	146	51	135	62	161	68	154	69	78	51	98	80	1343
Total	1623	1139	1817	1154	1921	1326	1879	1458	1597	1409	1394	1299	1146	1197	20359

Table 2.9: Registered primary school enrolment of pupils with special educational needs by type, sex, and grade, 2007

2.3 Orphan hood in registered primary schools

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 122,769 in 2005. A further increase to 128,257 pupils out of 424,855 (30.1 percent) was observed in 2006. However, in 2007 the number of orphans declined to 111,335, implying that out of the total pupils enrolled, about 28 percent were orphans.

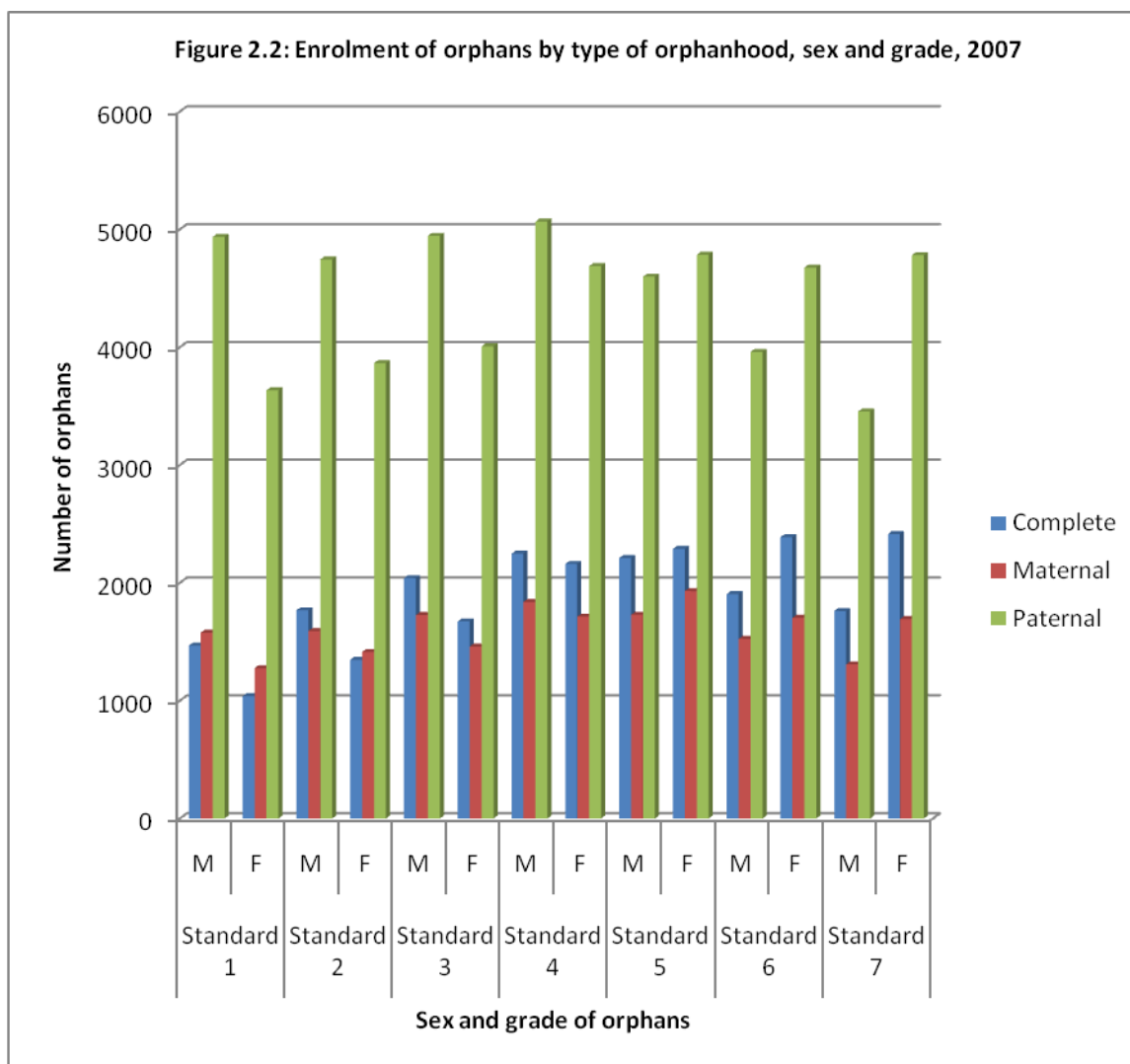
In grade 1, about 61 percent were paternal orphans, whereas in the rest of the grades about 55 percent were paternal orphans. On average, maternal orphans constituted 24 percent and complete orphans also constituted 24 percent.

Table 2.10: Enrolment of orphans in registered primary schools by sex, type of orphan hood and grade, 2007

T y P	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	1467	1039	1767	1347	2040	1673	2248	2161	2210	2289	1904	2388	1761	2415	26709
2	1577	1275	1591	1413	1727	1459	1838	1713	1729	1930	1525	1703	1308	1693	22481
3	4937	3635	4745	3865	4945	4008	5066	4689	4599	4785	3960	4676	3454	4781	62145
T	7981	5949	8103	6625	8712	7140	9152	8563	8538	9004	7389	8767	6523	8889	111335

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

The same information for the year 2007 can be seen graphically in the figure below.



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 Primary 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.

Generally, the churches owned and operated 82 percent of the registered 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 registered primary schools. Its share was 35 percent, only 2 percentage points higher than the Lesotho Evangelical Church (LEC). Figure 2.3 bears this evidence.

The figures were 505 for RCM, 469 for LEC and 172. Government owned 147 schools and private schools were only 8.

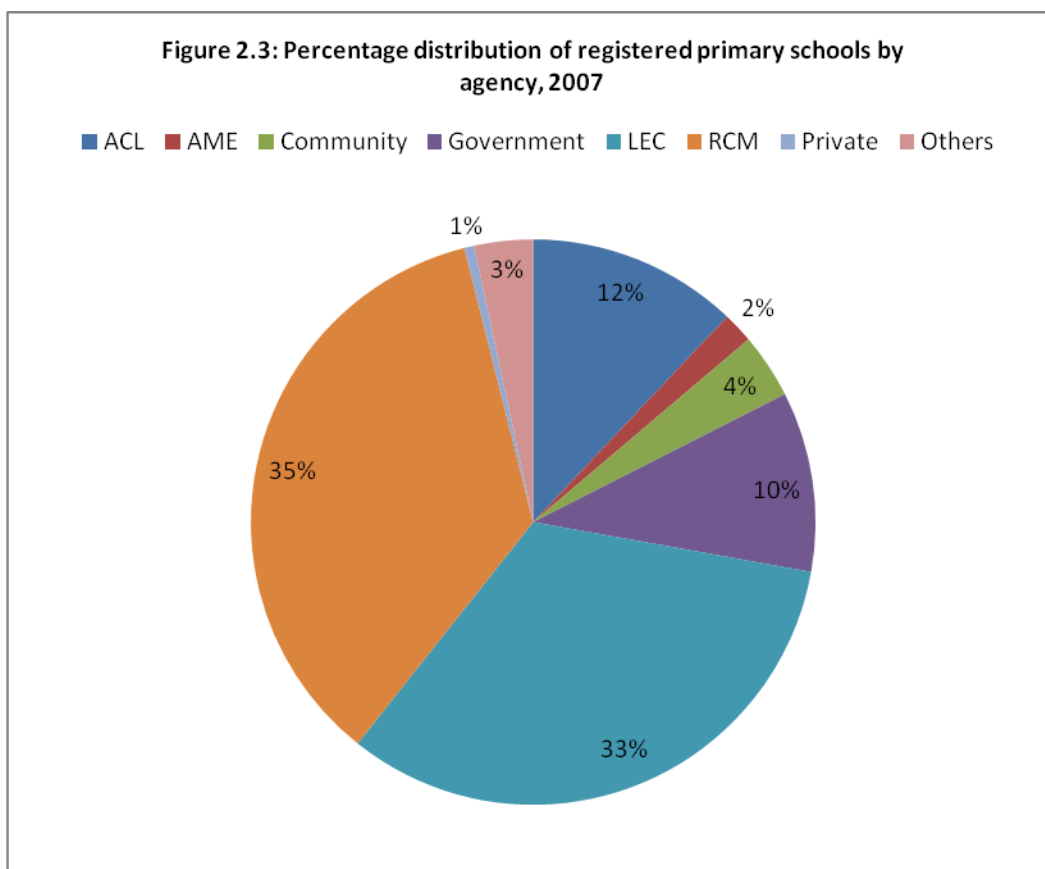


Table 2.10 indicates that the total number of schools increased steadily from 1,283 when FPE started, to 1,412 in 2004 and 1,419 in 2005 and a further increase to 1,455 was observed in 2006. In the year 2007, the number of registered primary schools that responded were 1,427.

Table 2.11 further indicates that between the year 2006 and 2007, there was a decline in primary school enrolment by 5.6 percentage points. This decline followed a slight increase in enrolment (0.6 percent) between the years 2005 and 2006.

Table 2.11: Registered primary school enrolment by sex, number of Schools and Teachers and percentage change in enrolment, 2000-2007

Primary Enrolment	2000	2001	2002	2003	2004	2005	2006	2007
Total	410745	415007	418668	429720	427009	422278	424855	400934
Males	202760	206665	209024	214746	214762	212683	214123	202708
Females	207985	208342	209644	214974	212247	209595	210732	198226
Number of schools	1283	1295	1333	1355	1412	1419	1455	1427
Number of teachers	8578	8762	8908	9294	9993	10154	10418	10778
% Change in Enrolment	12.5	1.1	0.9	2.6	-0.6	-1.1	0.6	-5.6

The distribution of schools by district shows that Maseru had the largest number of 240 schools, followed by Leribe with 193, while Butha-Buthe had the smallest number of 81 schools. Unlike enrolment, the mountain areas had more schools when compared to the lowlands as shown in Table 2.11. The respective figures were 553 and 523. Possibly this is a result of the terrain. The mountains have many small schools scattered all over the zone with a small number of pupils enrolled.

Table 2.12: Number of registered primary schools by district and ecological zones, 2007

District	Foothills	Lowlands	Mountains	Senqu River Valley	Total
Butha-Buthe	32	28	20	1	81
Leribe	54	108	31	0	193
Berea	47	85	2	0	134
Maseru	52	146	41	1	240
Mafeteng	47	91	16	1	155
Mohale's Hoek	31	61	58	14	164
Quthing	27	4	75	19	125
Qacha's Nek	1	0	93	7	101
Mokhotlong	0	0	101	4	105
Thaba-Tseka	0	0	116	13	129
Total	291	523	553	60	1427

2.4.2 Teachers in registered primary schools

The 2007 school's survey indicates that a total of 10,353 teachers were in the teaching work force, country wide. This is shown in Table 2.12. As expected, there were more female teachers than male teachers. Forty three (43) percent of teachers were qualified while 57 percent was not qualified and qualifications for only 9 teachers were not stated. About 67 percent of qualified teachers were female teachers and 33 percent were qualified male teachers. The unqualified primary school teachers were considered to be

those with only standard 1 to 7 (Primary school), Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC).

Leribe had the highest percentage of qualified teachers (17 percent). It was followed by Butha-Buthe and Maseru with 13 percent each. Mafeteng and Thaba-Tseka had 12 and 10 percent respectively. The percentages for the remaining five districts were below ten each district.

Table 2.13: Teachers in registered primary schools by sex and district, 2007

DISTRICT	All Teachers			Qualified Teachers			Unqualified Teachers		
	Males	Females	Total	Male	Females	Total	Male	Females	Total
Butha-Buthe	150	602	752	65	531	596	65	335	400
Leribe	334	1446	1780	315	466	781	150	967	1117
Berea	262	1052	1314	155	265	420	100	752	852
Maseru	443	1739	2173	186	389	575	229	1279	1508
Mafeteng	309	950	1259	157	359	516	127	522	649
Mohale's Hoek	251	759	1010	153	278	431	93	460	553
Quthing	166	551	717	123	235	358	41	309	350
Qachs's Nek	140	374	514	80	178	258	44	166	210
Mokhotlong	167	355	522	100	116	216	54	199	253
Thaba-Tseka	249	488	737	169	276	445	75	206	281
Total	2471	8316	10778	1503	3093	4596	978	5195	6173

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)

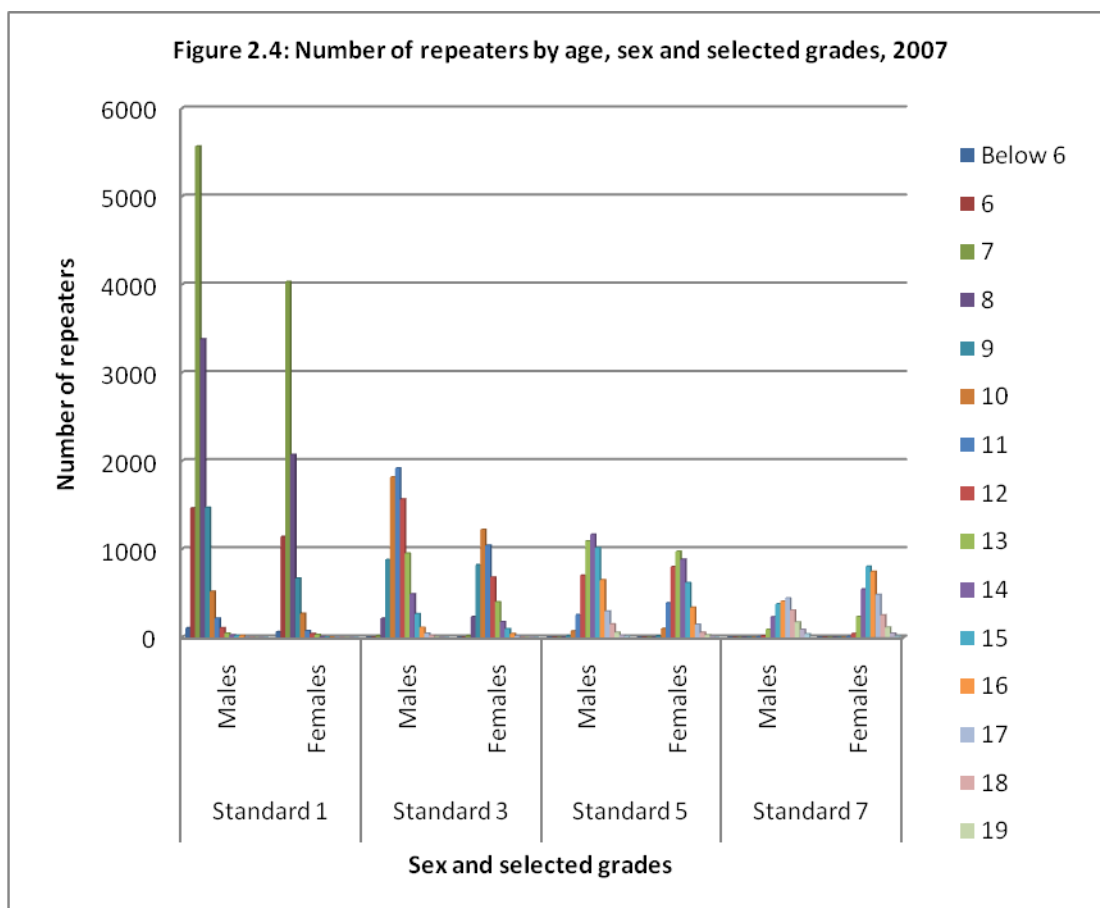
Successful pupils might have gone through the cycle and graduated from the final year of the cycle.

Promotion, repetition and dropout rates are the three paths of students flow from grade to grade and characterize 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 in registered primary schools

Out of a total of 400,934 pupils enrolled in 2007, 84,083 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. As can be seen from the figure below, most of the repeaters were in standard 1 and mostly they were aged 7 years. The numbers of repeaters kept on declining with the increase in age and grade.

Gender disparity was also observed, data has reflected that boys repeated more than girls in all the grades except in grade 7 where the number of girls was higher than the number of boys. For instance, in standard 1, there were 12,999 boys and 8,435 girls, in standard 2, there were 9,173 boys and 5,688 girls and in standard 3, there were 8,335 boys and 4,770 girls who repeated such mentioned grades.



Districts with high enrolments had a high number of failures. Maseru recorded the highest number of repeaters (15,266), while Qacha's Nek had only 3,992 repeaters. Similarly, lowlands had big numbers when compared to Senqu River Valley.

Table 2.14: Repeaters in registered primary schools by sex, district and ecological zones, 2007

District	Foothills		Lowlands		Mountains		Senqu River		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	1257	811	1186	727	508	396	40	19	4944
Leribe	1915	1095	4919	3037	965	761	0	0	12692
Berea	2390	1511	3586	2166	25	33	0	0	9711
Maseru	1897	1317	6148	4080	1000	810	12	2	15266
Mafeteng	1955	1311	3416	2181	318	282	28	11	9502
Mohale's Hoek	885	696	2104	1298	1170	1185	434	327	8099
Quthing	836	612	90	55	2024	1812	664	441	6534
Qacha's Nek	26	12	0	0	2089	1549	181	135	3992
Mokhotlong	0	0	0	0	3044	2469	104	118	5735
Thaba-Tseka	0	0	0	0	3688	3147	422	351	7608
Total	11161	7365	21449	13544	14831	12444	1885	1404	84083

2.5.2 Primary School Leaving Examination (PSLE) Results

In general, the total passes for the seven years, 2001 to 2007 exceeded 80 percent of pupils that sat for examinations. Out of the seven years, the highest percentage of passing was observed in 2004 (88 percent), implying the least percentage of failures (12 percent). Afterwards, the pass percentages declined with some sort of fluctuations, that is, 85.5 percent in 2005, 86 percent in 2006 and 83 percent in 2007. It can however be said that the quality of education had improved over the period from 2004 to 2006 as witnessed by the rising of percentages of first class passes and reduction of third class passes as shown in the table below. However, the number of children that sat for examinations has been declining from the year 2004 to 2005. It increased by 26 percent in 2006 and declined to 42,512 in 2007.

Table 2.16: Primary school leaving examination results, 2001 - 2007

	2001	2002	2003	2004	2005	2006	2007
Enrolment	35979	36628	40268	40028	36339	46780	44070
Candidates	35468	36136	40172	39859	35097	44316	42512
Total passes	31038	27652	33621	35129	29991	38063	35336
Percentage of passes	87.5	76.5	83.7	88.1	85.5	86.0	83.1
Number of first class passes	4457	3728	4481	5377	5357	7620	5998
First class percentages	14.4	13.5	13.3	15.3	17.9	20.0	17.0
Number of second class passes	6463	7375	8915	9485	7329	9190	10048
Second class percentages	20.8	26.7	26.5	27.0	24.4	24.1	28.4
Number of third class passes	20118	16549	20225	20267	17305	20717	19290
Third class percentages	64.8	59.8	60.2	57.7	57.7	53.9	54.6
Number of failures	4430	8484	6551	4730	5106	6253	7176
Percentages of failures	12.5	23.5	16.3	11.9	14.5	14.0	16.9

2.5.3 Transition Rates from standard 7 to form A

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.

Upward mobility from level 1 (Primary) to level 2 (secondary) is being shown in Table 2.15. Approximately 68 and 65 percent of standard 7 males and females in 2004 moved to form A, compared to 64 and 62 percent in 2003. The comparable figures for males and females for the year 2007 were 68 and 66 respectively. These percentages declined a bit from the 2006 ones.

Table 2.17: Transition rates from standard 7 to form A, 2001-2007

Transits From Standard 7 to Form A				Transition Rates		
Year	Males	Females	Total	Males	Females	Total
2001	9799	13035	22834	67.0	66.7	66.8
2002	10354	13698	24046	65.3	62.2	63.5
2003	10121	13138	23259	63.6	62.1	61.6
2004	10892	14367	24809	67.5	64.7	66.5
2005	11586	14999	26585	69.6	68.3	68.9
2006	10924	14205	25129	70.3	69.1	69.6
2007	12995	17980	30975	68.3	66.4	67.2

2.5.5 Cohort Analysis

When looking at the cohort that started standard 1 in 2001, it can be observed that when repeaters are included, 69 and 54 percent of males and females respectively managed to reach standard 5 in 2005, whilst about 57 and 35 percent of females and males in the same cohort respectively managed to enroll in standard 7 in 2007. When repeaters were excluded, the percentages were higher. That is 81 and 64 percent of females and males respectively were in class 5 in 2005 while 67 and 44 percent of females and males respectively were enrolled in class 7 in the year 2007. This can be seen from the percentages below the table that portrays enrolment and repeaters.

Table 2.18: Enrolment and repeaters in primary schools by sex and cohort, 2001-2007

	Grade 1			Grade 5			Grade 7			Total
	2001	2001	2001	2005	2005	2005	2007	2007	2007	
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Total
Total Enrolment	53216	44263	97479	28534	30690	59224	18415	25044	43459	200162
Repeaters	16082	11781	27863	4952	4188	9140	2193	3302	5495	42498
New enrolment	37134	32482	69616	23582	26502	50084	16222	21742	37964	157664

2001 Cohort

Excluding Repeaters

Male percentage reaching Grade 5 in 2005= 63.5
 Male percentage reaching Grade 7 in 2007= 43.7

Female percentage reaching Grade 5 in 2005= 81.6
 Female percentage reaching Grade 7 in 2007= 66.9

Including Repeaters

Male percentage reaching Grade 5 in 2005= 53.6
 Male percentage reaching Grade 7 in 2007= 34.6

Female percentage reaching Grade 5 in 2005= 69.3
 Female percentage reaching Grade 7 in 2007= 56.6

Efficiency Rates	Year	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Total
Promotion	2003	64.5	73	77	73.1	80.3	83.9	88.1	77.1
	2004	63.7	72.7	74.7	73.3	75.6	80.7	85.5	75.2
	2005	62.6	73.5	75.2	72.6	75.4	80.1	80.2	74.2
	2006	60.6	70.9	72.5	71.2	72.6	74.1	81.3	71.9
Repetition	2003	24	22.8	18.9	17.1	11.6	11.4	11.9	16.8
	2004	28.3	23.9	21.1	19.9	15.3	13.4	12.7	19.2
	2005	28.1	24.5	21	21.1	17.6	13.3	12.6	19.7
	2006	27.6	22.6	20.4	20.1	17.3	12.9	11.8	19.7
Dropout	2003	11.5	4.1	4.1	9.8	8.1	4.7	0	6.0
	2004	8	3.5	4.2	6.8	9.1	5.9	1.8	5.6
	2005	9.3	2	3.8	6.3	7.1	6.6	7.2	6.0
	2006	11.8	6.5	7.2	8.7	10.1	6.9	1.8	6.0

Chapter 3

Secondary Education

3.0 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 in registered secondary schools

Enrolment in registered Secondary Schools by age, sex and form in 2007 is depicted in Table 3.1. It is illustrated that 97,936 students enrolled in registered secondary schools in 2007. The figure increased from a record of 94,545 in the previous year which is about 3.5 percent. The sex pattern resembled previous year's in that, there were more girls than boys who were enrolled in secondary schools in 2007 (i.e the percentage of females in secondary schools was 56.8). About 82 and 76 percent of females aged below 12 and who were exactly twelve years respectively were enrolled in registered secondary schools. Generally in each grade at this level, the number of females was higher than the number of males.

When looking into gender disparity, it was observed that the number of females exceeded the number of males at appropriate ages for this level in all the grades. When age increased, the number of males tended also to exceed the number of females enrolled. For instance, from ages below 12 years at form A and from age 13 at form B, to age 17 at both form A and form B, the number of females exceeded the number of males while from age 18 years in both grades to 22 years in form A and 25 in form B, the number of males was higher than the number of females.

Table 3.1: Enrolment in registered secondary schools by age, sex and grade, 2007

Age	Form A		Form B		Form C		Form D		Form E		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
<12	9	42	0	0	0	0	0	0	0	0	9	42	51
12	185	595	0	0	0	0	0	0	0	0	185	595	780
13	1267	2562	232	638	0	0	0	0	0	0	1499	3200	4699
14	2164	3970	924	1893	222	451	0	0	0	0	3310	6314	9624
15	2883	4504	1627	2958	784	1534	194	501	0	0	5488	9497	14985
16	2701	3725	2041	3033	1361	2141	683	1280	207	458	6993	10637	17630
17	2379	2501	1920	2250	1521	2147	1207	1803	524	833	7551	9534	17085
18	1568	1247	1524	1483	1326	1550	1263	1568	832	1133	6513	6981	13494
19	800	499	1017	707	935	865	1003	1075	805	971	4560	4117	8677
20	359	222	477	276	602	421	711	614	693	564	2842	2097	4939
21	139	83	209	131	316	185	477	320	528	379	1669	1098	2767
22	56	37	90	51	136	81	265	190	290	200	837	559	1396
23	24	28	25	21	63	21	151	95	160	95	423	260	683
24	11	14	33	53	21	9	48	57	82	79	195	212	4077
24<	94	143	22	34	48	56	40	96	79	107	283	436	719
Total	14639	20172	10141	13528	7335	9461	6042	7599	4200	4819	42357	55579	97936

Enrolment in registered secondary schools follows the same pattern as the one for registered primary schools. Thus in 2007, Maseru had the highest percentage of 24.1, it was followed by Leribe with 20.7 and the least percentage was for Thaba-Tseka district (3.2).

When disaggregating enrolment by ecological zones, it was observed that the lowlands had the highest enrollment of 64 percent in the year 2007. The foothills and the mountains had about the same percentage (13.3 vs 13.7) and Senqu River valley had 9.3 percent. Disaggregation by sex was also in favour of females within the districts and ecological zones (see table 3.2 below).

Table 3.2: Enrolment in registered secondary schools by sex, districts and ecological zones, 2007

District	Foothills		Lowlands		Mountains		Senqu River Valley		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	730	921	1876	2560	615	831	0	0	7533
Leribe	897	1376	6748	8982	507	792	487	482	20271
Berea	1131	1508	4549	5176	0	0	34	39	12437
Maseru	819	1453	9557	11201	168	212	60	91	23561
Mafeteng	890	1277	3366	4282	7	20	690	821	11353
Mohale's Hoek	535	727	1520	1973	169	259	566	600	6349
Quthing	566	620	239	438	243	496	1478	1800	5880
Qacha's Nek	0	0	0	242	870	1213	497	801	3623
Mokhotlong	0	0	0	0	1357	2477	0	0	3834
Thaba-Tseka	0	0	0	0	915	1484	271	425	3095
Total	5568	7882	27855	34854	4851	7784	4083	5059	97936

3.2 Trend Analysis of Registered Secondary Schools Enrolment

Enrolment in secondary schools is further disaggregated by districts for the years 2005 to 2007, shown in Table 3.3 below. As indicated earlier, Maseru had a bigger share as a percentage of the total enrolment; this was also evident for the period of 2005 through 2007. The Table also reveals that total enrolment had increased by 5.2 percent from 2005 to 2007, which implies a decline from 7.3 percent which was observed between 2004 and 2006.

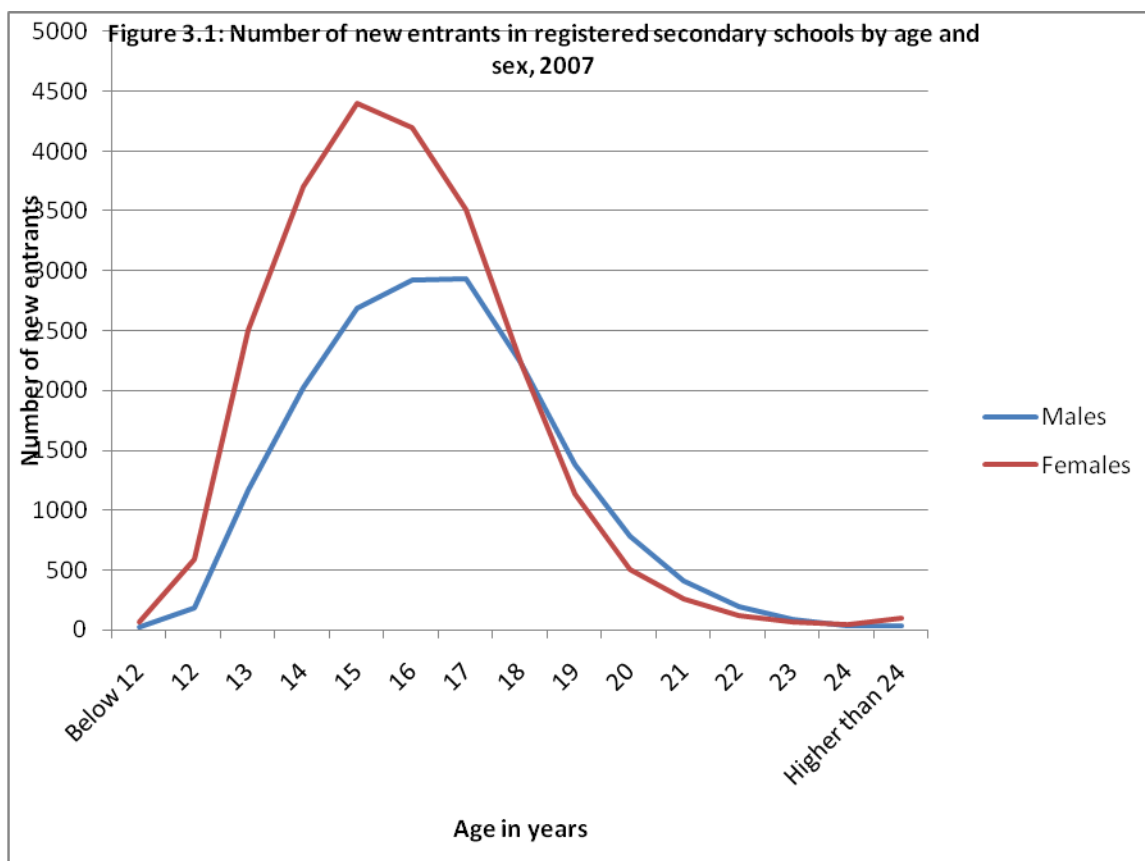
Table 3.3: Enrolment in registered secondary schools by sex, districts and percentage share per district, 2005-2007

Districts	2005				2006				2007			
	M	F	Total	% Share	M	F	Total	% Share	M	F	Total	% Share
Butha-Buthe	3109	3887	6996	7.5	3163	3916	7079	7.5	3221	4312	7533	7.7
Leribe	8339	10879	19218	20.6	8326	10990	19316	20.4	8639	11632	20271	20.7
Berea	5424	6134	11558	12.4	2569	6490	9059	9.6	5714	6723	12437	12.7
Maseru	10684	12954	23638	25.4	10787	13168	23955	25.3	10604	12957	23561	24.1
Mafeteng	4818	6369	11187	12.0	4801	6278	11079	11.7	4953	6400	11353	11.6
Mohale's Hoek	2686	3335	6021	6.5	2641	3353	5994	6.3	2790	3559	6349	6.5
Quthing	2354	2756	5110	5.5	2511	3013	5524	5.8	2526	3354	5880	6.0
Qacha's Nek	1268	1993	3261	3.5	1428	2051	3479	3.7	1367	2256	3623	3.7
Mokhotlong	1194	1935	3129	3.4	1324	1992	3316	3.5	1357	2477	3834	3.9
Thaba Tseka	1210	1768	2978	3.2	1087	1657	2744	2.9	1186	1907	3095	3.2
Total	41086	52010	93096	100.0	41637	52908	94545	100	42357	55579	97936	100

3.4 New entrants in registered secondary schools

Out of the total number of students enrolled in registered secondary schools 40,538 students were new entrants, and out of these new entrants 31,104 were in Form A, and only 9,434 were in form D. This means that in 2007, about 77 and 23 percent proceeded to lower and higher secondary level of education.

Generally, the number of female new entrants was higher than the number of male new entrants. This is portrayed in Figure 3.1 which also shows that at younger ages, there were more females than males who were new entrants at secondary schools in 2007, that is, the number of females aged below 12 up to 17 years exceeded the number of males. In general however, at ages above 17 years, males turned to outnumber females. This means that more males than females attended secondary schools at later ages.



3.3 Coverage and participation in secondary education

3.3.1 Gross and net enrolment rates, pupils to teacher ratios and the gender parity indices for registered secondary schools

Table 3.4 demonstrates the gross and net enrolment rates, pupils to teacher ratios and gender parity indices for registered secondary schools for the years 2001 up to 2007. Secondary ratios remained relatively low compared to the ones for primary level. The gross enrolment ratio in 2007 was 41.4 percent implying an increase of 1.6 percent from the 2006 ratio. On the other hand male and female gross enrolment ratios were 35.5 and 47.3 percent respectively showing an increase of 0.7 percent for males and 2.4 percent for females from 2006 gross enrolment rates. The total net enrolment rate increased from 25.7 to 27.0 from 2006 to 2007. Females net enrolment rate increased by 2 percentage points from the 2006 rate to the 2007 rate, whereas males net enrolment rate increased by 0.8 percent from 2006 to 2007. The gender parity index remained constant even between these years.

Table 3.4: Secondary school enrolment rates, gender parity indices and pupils to Teacher ratios, 2001-2007

Year	Gross Enrolment Rates				Net Enrolment Rates				Pupils/Teacher Ratios
	Total	Males	Females	GPI	Total	Males	Females	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
2007	41.4	35.5	47.3	1.3	27.0	20.8	33.4	1.6	24.4

The pupils to teacher ratios which denote the number of students per teacher also depicted in Table 3.4 above 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 registered secondary schools.

3.3.2 Registered secondary schools age specific net enrolment rates

The age Specific net enrolment rates 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 rates show participation at different ages. The specific rates in Table 3.5 show that many children enroll at secondary level at older ages, ratios for ages 13 and 14 were a bit lower and children attended school mostly at ages 16 years among females and 17 years among males.

Table 3.5: Registered secondary school's age specific net enrolment rates, 2007

Age	Males	Females	Total
13	6.3	13.7	10.0
14	13.8	26.8	20.3
15	22.8	40.0	31.4
16	29.4	45.4	37.4
17	31.8	40.9	36.4
Total	20.8	33.4	27.1

3.4 Enrolment of students with special education needs in registered secondary schools

Table 3.6 shows that out of the total enrolment of students in registered secondary schools, about 4 percent had some kind of disability. Out of 4,312 pupils, 37 percent had a problem of visual impairment, while about 18 percent had hearing impairment, 13 percent had learning difficulty and 11 percent had other types of disability. At this level of education there more females than males who had special educational needs. For instance, in form A, about 60

percent and in form B, 68 percent were females with special educational needs.

Table 3.6: Enrolment of pupils with special educational needs by type, sex and grade, 2007

Type of Disability	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
Epilepsy	21	45	12	39	12	31	5	28	21	21	489
Hearing Impairment	83	168	50	115	38	77	23	107	34	79	235
Learning Difficulty	79	83	28	78	48	88	49	73	14	23	774
Mental Retardation	57	82	24	20	17	20	57	38	16	73	563
Physical Handicap	52	39	20	37	14	21	15	19	14	25	404
Visual Impairment	206	235	117	272	107	214	86	191	72	91	256
Other	32	141	40	63	18	34	15	64	23	59	489
Total	530	793	291	624	254	485	250	520	194	371	4312

3.5 Orphans in registered secondary schools

The total number of orphans constituted 30.8 percent of the total enrolment in registered secondary schools in 2007. This was about the same percentage in 2006. The table also shows that out of the total orphans, paternal orphans outnumbered other types of orphans, it constituted 50 percent while complete and maternal orphans constituted 30 and 20 percent respectively. In all the grades at this level of education, the number of female orphans exceeded the number of male orphans.

Table 3.7: Enrolment of orphans in registered secondary schools by type of orphanhood, sex and grade, 2007

Type of orphanhood	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
Complete orphans	1472	1994	874	1322	692	856	467	681	330	384	9072
Maternal	923	1229	652	854	442	560	333	449	248	296	5986
Paternal	2745	3087	1431	1937	1199	1386	911	995	695	763	15149
Total	5140	6310	2957	4113	2333	2802	1711	2125	1273	1443	30207

3.6 Inputs for Secondary Education

3.6.1 Secondary schools

In 2007, the number of registered secondary schools was 291. This means that the number of secondary schools increased by 51 from the 2006 number of schools.

Table 3.8 shows that LEC had more schools than any other governing body, however it exceeded RCM by one percentage point (27.5 versus 26.5). Government followed with 22 percent and ACL had 12 percent of the registered secondary schools.

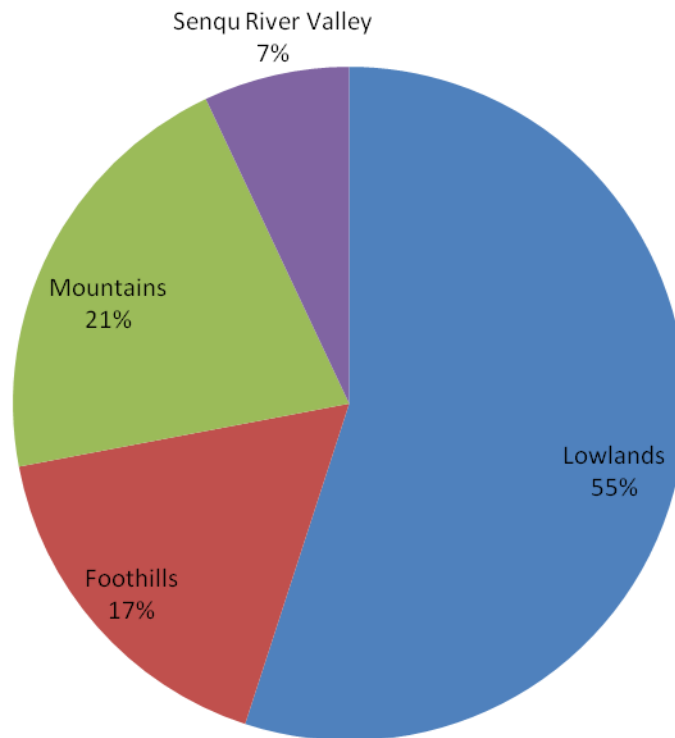
As it can be seen from table 3.8 below, Leribe number of registered secondary schools exceeded the number of schools in Maseru just by 1 school. Berea and Mafeteng respectively followed with 35 and 32 registered secondary schools.

Table 3.8: Number of registered secondary schools by agency and district, 2007

District	ACL	AME	Community	GVT	LEC	Others	Private	RCM	Total
Butha-Buthe	4	1	1	2	6	1	0	4	19
Leribe	10	1	4	9	17	3	1	15	60
Berea	3	1	1	6	9	3	1	11	35
Maseru	7	1	2	15	15	1	1	17	59
Mafeteng	5	1	2	6	10	2	0	6	32
Mohale's Hoek	2	0	2	8	4	0	0	7	23
Quthing	3	0	1	4	7	0	0	3	18
Qacha's Nek	1	0	1	5	4	0	0	6	17
Mokhotlong	1	0	1	4	5	0	0	3	14
Thaba-Tseka	0	0	1	5	3	0	0	5	14
Total	36	5	16	64	80	10	3	77	291

The figure below shows that when schools are disaggregated by ecological zones most of them were located in the lowlands (55 percent). The mountainous, foothills and senqu river valleys followed with 21, 17 and 7 percent respectively.

Figure 3.2: Percentage distribution of registered secondary schools by ecological zones, 2007



3.6.2 Secondary school's teachers

The total number of teachers in 2007 was 4,006, implying an increase of 9.1 percent from the 2006 number of teachers in registered secondary schools. The number of female teachers was 2,250 which is 56 percent of the total number of teachers in secondary schools. Generally, the number of female teachers was higher than the number of male teachers. About 22 percent of teachers were in Maseru while 20 and 13 percent were respectively in Leribe and Berea. The least number of teachers in registered secondary schools was found in Thaba-Tseka district.

Data was also disaggregated by qualifications of teachers whereby those ones with certificates such as: Joint Matriculation Board Certificate (JMB), Associate of the College Preceptors (ACP), Advanced Primary Teacher's Certificate (APTC), Cambridge Overseas School Certificate (COSC), Junior Certificate (JC) were considered to be unqualified. The number of qualified teachers therefore, was higher than the number of unqualified teachers, thus, 86 percent were qualified while only 14 percent of teachers did not qualify. There were also 240 teachers whom their qualifications were not states in the year 2007 (see table 3.9 below).

Table 3.9: Number of teachers in registered secondary schools by sex and district, 2007

District	All Teachers			Qualified Teachers			Unqualified Teachers			Total
	Males	Females	Total	Males	Females	Total	Males	Females		
Butha-Buthe	150	169	319	128	145	273	17	15	32	
Leribe	390	425	815	301	352	653	51	32	83	
Berea	215	286	501	184	260	444	24	10	34	
Maseru	339	561	900	296	511	807	16	20	36	
Mafeteng	206	246	452	191	230	421	9	9	18	
Mohale's Hoek	137	176	313	118	150	268	9	2	11	
Quthing	110	118	228	98	100	198	11	17	28	
Qacha's Nek	80	113	193	63	91	154	12	17	29	
Mokhotlong	64	101	165	48	82	130	16	19	35	
Thaba-Tseka	65	55	120	49	51	100	12	0	12	
Total	1756	2250	4006	1476	1972	3448	280	278	318	

3.7 Efficiency and quality of education in registered secondary schools

3.7.1 Repeaters in registered secondary schools

Out of the total enrolled in 2007, about 13 percent were repeaters. Out of 12,323 repeaters, 34 percent were in form B, 31 percent was in form A. Form D and form C had 18 and 15 percent of repeaters. There were more female repeaters than male repeaters in all the grades; however, in Form E the difference between male and female repeaters was not that significant.

Among the repeaters, RCM and LEC schools constituted 33 and 32 percent respectively, while ACL schools constituted 14 percent of these repeaters. The remaining agencies had less than 10 percent share each. This information is shown in the table below.

Table 3.10: Repeaters in registered secondary schools by agency, grade and sex, 2007

Agency	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
ACL	240	296	247	357	110	189	108	165	16	28	1756
AME	79	88	59	78	55	61	41	41	0	0	502
Community	116	110	126	141	22	11	42	97	4	0	669
Government	179	280	78	83	14	20	49	50	0	2	755
LEC	471	675	578	846	262	331	325	389	16	6	3899
Private	43	70	68	106	29	24	67	60	4	3	474
RCM	7	11	17	18	66	60	13	24	2	10	228
Others	509	662	566	827	270	368	301	473	34	30	4040
Total	1644	2192	1739	2456	828	1064	946	1299	76	79	12323

Furthermore, repeaters were disaggregated by districts and ecological zones. From the table below, it can be seen that the number of repeaters tended to follow the same pattern as that of enrolment. For instance, the highest percentage of repeaters was found in the lowlands (60.6 percent). It was followed by foothills, mountains and senqu river valleys with 17, 12 and 10 percent respectively.

The four districts, which are Leribe, Maseru, Mafeteng and Berea also took a lead with the following percentages: 22, 18, 16 and 12. Thaba-Tseka and Qacha's Nek also constituted the least number of repeaters in registered secondary schools.

Table 3.11: Repeaters in registered secondary schools by sex, district and ecological zones, 2007

District	Foothills		Lowlands		Mountain		S R V		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	149	182	277	435	70	69	0	0	1182
Leribe	74	125	956	1242	68	112	45	41	2663
Berea	193	220	507	586	0	0	7	6	1519
Maseru	163	215	813	985	17	22	11	22	2248
Mafeteng	161	232	518	700	0	0	152	167	1930
Mohale's Hoek	92	113	121	153	3	14	63	91	650
Quthing	86	86	49	86	25	60	166	229	787
Qacha's Nek	0	0	0	37	80	147	53	113	430
Mokhotlong	0	0	0	0	186	342	0	0	528
Thaba-Tseka	0	0	0	0	95	190	33	68	386
Total	918	1173	3241	4224	544	956	530	737	12323

3.7.2 Registered secondary schools cohort analysis

Table 3.12 shows the cohort analysis; the cohort analysis has portrayed a drastic decline in enrolments between Grades A to E. The cohort that started Form A in 2003 was supposed to proceed to Form E in 2007. For instance, in 2003 there were 11,328 male students who enrolled in Form A in 2007 so the same cohort was supposed to proceed to Form E but only 4,200 proceeded to that grade. This is only 37 and 33 percent of the initial enrolment of males and females respectively in Form A. *It should also be noted that the cohorts may include repeaters and/ or transfers from other schools.*

Table 3.12: Enrolment in registered secondary schools by grade and sex, 2003-2007

Form	2003		2004		2005		2006		2007	
	M	F	M	F	M	F	M	F	M	F
A	11328	14625	11954	15702	12906	16656	12586	16268	14639	20172
B	9455	12090	9846	12506	10097	13214	10628	13730	10141	13528
C	6563	8428	7137	8928	7316	9185	7420	9410	7335	9461
D	5454	6926	5902	7402	6569	8105	6645	8265	6042	7599
E	3821	4414	4076	4689	4198	4850	4358	5235	4200	4819
Total	36621	46483	38915	49227	41086	52010	41637	52908	42357	55579

3.7.3 Transition rates from form C to form D

Males and females transition rates as illustrated in the table below. 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 transitioned from form C to form D with exception of the year 2002 when female's transition rate exceeded the one for males. The implication here is that more male students progressed to higher secondary level after completing junior certificate than females. The table further shows that there was a drop by 6.7 percentage points in transition rate in the year 2007.

Table 3.13: Transition rates from form C to form D, 2001-2007

Year	Males	Females	Total
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
2006	75.2	73.7	74.4
2007	68.7	67.0	67.7

3.7.4 Examination Results

3.7.4.1 Junior Certificate Examinations

The number of students who sat for the examinations increased by almost 20 percent from the year 2003 to 2007. Even at this level the peak was in 2004, whereby about 76 percent of students who sat for junior secondary examinations managed to pass the examinations. The percentage that passed examinations declined to 72 and 65 in 2005 and 2006 respectively. It increased by 6 percent in 2007.

Secondary results in 2006 showed improvement in quality as compared to 2005 results, however, it tended to decline a bit again in 2007. This can be witnessed by increment of percentages in first class with merit and first class passes. As it was said earlier, 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).

Table 3.14: Junior certificate examination results, 2003-2007

	2003	2004	2005	2006	2007
Candidates	13146	14346	14737	15081	15717
Total passes	9635	10842	10630	9800	11155
Percentage of passes	73.3	75.6	72.1	65.0	71.0
Number of first class with merit	158	221	127	213	159
Merit percentages	1.2	1.5	0.9	1.4	1.0
Number of first class passes	794	987	742	972	906
First class percentages	6.0	6.9	5.0	6.4	5.8
Number of second class passes	7220	8036	7445	7155	8257
Second class percentages	55.0	56.0	50.5	47.4	52.5
Number of third class passes	1463	1589	2316	1460	1833
Third class percentages	11.1	11.1	15.7	9.7	11.7
Number of failures	3511	3504	4107	5281	4562
Percentages of failures	26.7	24.4	27.9	35.0	29.0

3.7.4.2 Cambridge Overseas School Certificate Examination Results

In general, the total passes for the five years ranged from 51 percent in 2003 to 56 percent in 2007, implying an increase from 2006 to 2007. As shown in the table below, between 2005 and 2006 the percentage remained constant. The highest percentage was observed in 2007. It can however not be said that there is high quality of education at this level, but there was a little bit improvements over the years, as indicated by the rising of percentage of first class passes. The table further shows that second class passes fluctuated while third class passes remained constant and the percentages obtaining GCE showed a decline over the five-year period. The percentage of students sat for examinations increased by almost 26 percent in these five years.

Table 3.15: Cambridge overseas school certificate examination Results, 2003-2007

	2003	2004	2005	2006	2007
Candidates	7189	7718	8133	8899	9026
Total passes	3666	4061	4457	4860	5068
Percentage of passes	51.1	52.6	54.8	54.6	56.1
Number of first class passes	235	309	350	372	430
First class percentages	3.3	4.0	4.3	4.2	4.8
Number of second class passes	1126	1287	1472	1570	1690
Second class percentages	15.7	16.7	18.1	17.6	18.7
Number of third class passes	2305	2465	2635	2918	2948
Third class percentages	32.1	32.0	32.4	32.8	32.7
Number that obtained GCE	3387	3586	3590	3884	3872
Percent of GCE	47.1	46.5	44.1	43.6	42.9
Number of failures	136	71	86	155	86
Percentages of failures	1.9	0.9	1.1	1.7	0.7

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 3759 in 2007. 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 2007

Course	Enrolment		
	M	F	T
DIP ED PRI	135	343	478
DIP ED SECI	245	440	685
DIP ED. Thaba-Tseka	68	106	174
DIP ED SEC TECH	39	5	44
DTEP	445	1288	1733
Total	0	33	33
	1133	2626	3759

4.2 National University of Lesotho

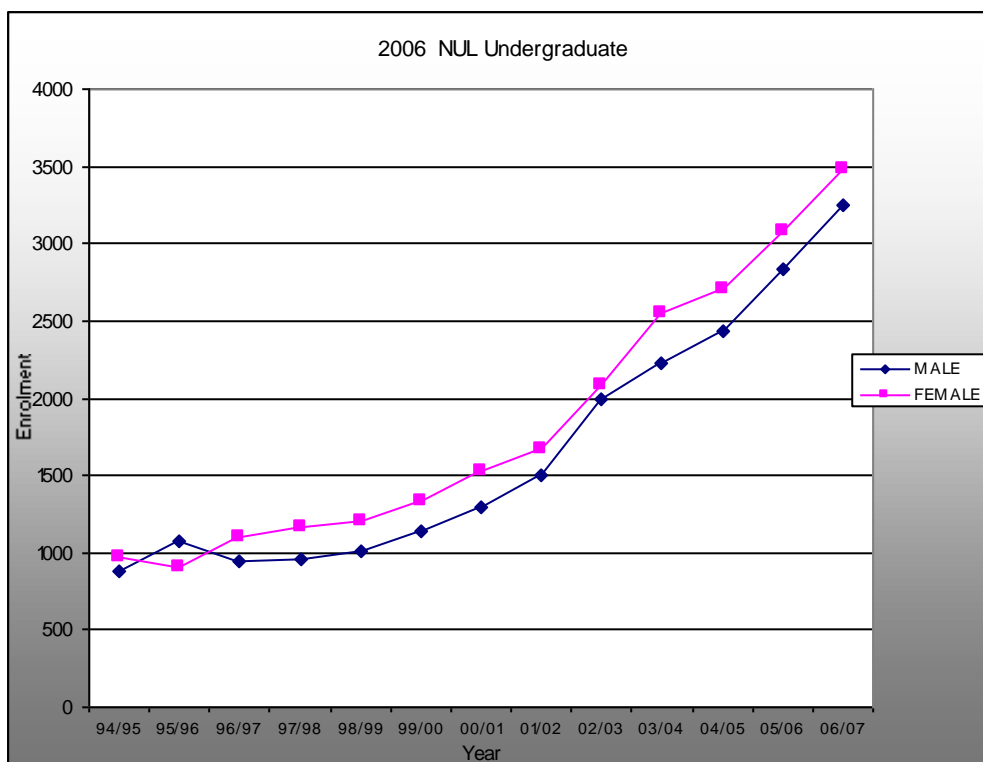
4.2.1 Enrolment

In 2007 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.*

**NUL UNDERGRADUATE STUDENT POPULATION BY SEX (Full Time)
1994/95 – 2006/07**

YEAR	MALE	FEMALE	TOTAL
06/07	3247	3477	6724
05/06	2838	3083	5921
04/05	2439	2701	5140
03/04	2221	2544	4765
02/03	1989	2078	4067
01/02	1503	1664	3167
00/01	1289	1523	2812
99/00	1142	1329	2471
98/99	1004	1204	2208
97/98	959	1159	2118
96/97	947	1101	2048
95/96	1072	909	1981
94/95	882	973	1855

The undergraduate students that enrolled in the academic year 2006/07 were more than three times of those that were enrolled in 1996/97 which is a period of ten years. In a six years period 1996/97 to 2002/03 enrolment had already doubled itself. The question is will the facilities be enough for all basotho students to enroll at the university level in the near future. Then if not absorbed what would the future generation be like. If it may happen



The enrolment trend at NUL showed an upward mobility; On the other hand the rate at which enrolment increases is currently higher compared to previous years. For instance in 1994/95 to 2000/01 the increment was about 100 percent and it rose to 200 percent by the year 2006/07.

NUL Undergraduate Student population (Part-time and Full-time) 1994/95-2006/07

YEAR	Part-Time	Full-Time	TOTAL
06/07	1784	6724	8508
05/06	1899	5921	7820
04/05	2117	5140	7257
03/04	1949	4765	6714
02/03	1734	4067	5801
01/02	1492	3167	4659
00/01	1332	2812	4144
99/00	1411	2471	3882
98/99	886	2208	3094
97/98	528	2118	2646
96/97	109	2048	2157
95/96	56	1981	2037
94/95	30	1855	1885

When looking at enrolment at NUL by faculty it is revealed that the faculty of social science is the highest in enrolment. The faculty of education was the second largest faculty while the faculty of agriculture was the least

4.2.2 Teaching Staff

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
Total	1	7	9	3	43	17	134	21	12	1	13	0	212	49	261

The Table above indicates that most lecturers are local and that professors are mainly expatriates. Concentration of lecturers was in the faculty of science and technology. The next largest groups were in social sciences and in humanities faculties. 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.

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
A. Access										
1. GER										
Males	102.3	118.1	120.6	122.7	123.8	126.2	126.0	127.3	120.8	100
Females	110.7	122.6	123.2	124.9	125.9	127.0	126.3	127.5	120.2	100
Total	106.5	120.3	121.9	123.8	124.9	126.6	126.1	127.4	120.5	100
2. NER										
Males	56.6	78.7	79.5	81.1	82.0	81.0	80.6	81.6	79.5	100
Females	63.8	85.3	85.4	87.0	88.1	86.0	85.7	86.3	83.4	100
Total	60.2	82.0	82.7	84.0	85.0	83.0	83.1	83.9	81.4	100
3. AIR										
Males	103.9	210.9	150	129.2	124.9	132.5	117.0	118.0	111.5	100
Females	105.0	190.8	134.0	121.0	118.0	120.7	110.1	111.2	105.1	100.0
Total	104.5	200.9	142.1	125.1	121.5	126.6	113.6	114.6	108.3	100.0
4. NIR										
Males	26.8	63.2	61.7	60.2	61.3	55.4	53.6	55.9	54.7	-
Females	28.3	65.1	62.8	62.5	63.0	56.2	54.1	57.1	55.0	-
Total	27.5	64.1	62.2	61.3	62.1	55.8	54.1	56.9	75.0	100.0
B. Efficiency										
1. Promotions										
Total	74.1	84.5	87.5	76.5	77.1	75.2	74.2	71.9	-	-
2. Repetitions										
Total	20.1	20.6	19.9	21.4	16.8	19.2	19.7	19.7	14.0	7.0
3. Dropouts										
Total	7.1	7.3	5.9	4.8	6.0	5.6	6.0	6.0	-	-
4. Completion Rates										
Total	59.3	66.0	64.5	57.5	70.0	73.1	62.9	74.9	83.0	100.0
C. Quality Indicators										
Pupil:Teacher Ratio	44	48.0	47.0	47.0	46.0	43.0	41.6	37	40.0	40.0
Pupil:Classroom Ratio				63.0	65.0				55.0	40.0
Pupil:Qualified Teacher Ratio					69.0				60.0	40.0
National Performance Level in Numeracy at Grade 6						49.0			55.0	80.0
National Performance Level in Sesotho Literacy at Grade 6						58.0			65.0	90.0
National Performance Level in English Literacy at Grade 6						45.0			50.0	85.0

2. Secondary Education Level

A. ACCESS	1999	2000	2001	2002	2003	2004	2005	2006	2007	2015
1. GER										
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
2. NER										
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. Efficiency										
1. Transition Rates Standard 7-Form A										
Male.-	53.9	62.1	67.0	65.3	63.6	67.5	69.6	70.3	68.3	-
Female	52.6	60.2	66.7	62.2	62.1	64.7	68.3	69.1	66.4	-
Total	53.2	61.0	66.8	63.5	61.6	66.5	68.9	69.6	67.2	-
2 Transition Rates Form C - Form D										
Male	71.1	79.0	73.8	74.3	79.0	78.3	75.2	75.2	68.7	-
Female)	68.8	76.1	72.4	75.2	77.0	76.4	73.7	73.7	67.0	-
Total	69.8	77.3	73.0	74.8	77.9	77.2	74.4	74.4	67.7	-
C. Quality										
Pupil:Teacher Ratio	23.0	23.0	23.7	24.0	23.9	25.0	26.6	25.7	24.4	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

Sex ratios for Primary and Secondary 2002-2008

Sex Ratio	2002	2003	2004	2005	2006	2007	2008
Primary School	-	0.999	1.012	1.015	1.016	1.023	1.025
Secondary School	0.777	0.788	0.791	0.790	0.787	0.762	0.746
GER Std 7						0.935	

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
0-4	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
5-9	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
10-14	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
15-18	93342	91017	95693	92757	97071	93902	97759	94635	97598	94770	96937	94520	96159	94124	95403	93663	95277	93632
Total	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

	2000			2001			2002			2003			2004			2005			2006			2007				
ENROLMENT																										
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
A	9656	12705	22361	10678	14059	24737	11301	14925	26226	11328	14625	25953	11954	15702	27656	12906	16656	29562	12586	16268	28854	14639	20172	34811		
B	8215	11015	19230	8170	10462	18632	8743	11588	20331	9455	12090	21545	9846	12506	22352	10097	13214	23311	10628	13730	24358	10141	13528	23669		
C	5908	7742	13650	6456	8211	14667	6355	7929	14284	6563	8428	14991	7137	8928	16065	7316	9185	16501	7420	9410	16830	7335	9461	16796		
D	4797	6229	11026	5237	6644	11881	5381	6759	12140	5454	6926	12380	5902	7402	13304	6569	8105	14674	6645	8265	14910	6042	7599	13641		
E	2961	3764	6725	3685	4317	8002	3687	4462	8149	3821	4414	8235	4076	4689	8765	4198	4850	9048	4358	5235	9593	4200	4819	9019		
T	31537	41455	72992	34226	43693	77919	35465	45663	81128	36621	46483	83104	38915	49227	88142	41086	52010	93096	41637	52908	94545	42357	55579	97936		
												3630	4448	8078	4400	5668	10068	5250	6677	11927	5222	7075	12297			
Teachers T= TOTAL			U=UNQUALIFIED																							
T	1495	1703	3198	1520	1770	3290	1540	1844	3384	1572	1898	3470	1477	1927	3404	1543	1952	3495	1653	2020	3673	1797	2209	4006		
U	228	205	433	206	207	413	181	181	362	191	181	372	240	344	584	690	811	1501	544	478	1022					
No. of schools																										
			216			217			224			228			234			235			240			291		

ANNEX VI: LESOTHO COLLEGE OF EDUCATION TOTAL ENROLMENT FROM 2002 TO 2007																		
YEAR 1	M	F	2002	M	F	2003	M	F	2004	M	F	2005	M	F	2006	M	F	2007
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	97	172	269
DIP.ED.PRI (Thaba Tseka)													50	74	124	18	35	53
DIP.ED. SEC(TECH)	13	0	13	19	0	19	17	0	17	12	2	14	17	1	29	12	2	14
DTEP	168	334	502	44	106	150	93	220	313	93	220	313	158	310	636	149	338	487
CECE																	33	33
TOTAL ALL	296	620	916	174	338	512	214	433	647	233	466	699	378	691	1440	344	734	1078
YEAR 2		F	2002	M	F	2003	M	F	2004	M	F	2005	M	F	2006	M	F	2007
DIP.EDU.PRI	60	181	241	56	202	258	57	155	212	51	161	212	56	161	277	79	182	261
DIP.EDU.SEC		1	1	45	71	116	44	70	114	39	74	113	71	112	183	77	156	233
DIP.SEC. EDU(Tech)	16	4	20	11	0	11	18	1	19	19	0	19	12	2	30	18	1	19
DIP.ED.SEC (Thaba Tseka)																50	71	121
DTEP	0		0	192	410	602	44	106	150	87	326	413	106	362	468	172	558	730
TOTAL ALL	76	186	262	304	683	987	163	332	495	196	561	757	245	637	958	396	968	1364
YEAR 3		F	2002	M	F	2003	M	F	2004	M	F	2005	M	F	2006	M	F	2007
DIP.EDU.Pri	35	149	184	54	181	235	48	199	247	57	152	209	51	169	254	56	161	217
DIP.EDU.SEC	39	91	130	0	0	0	41	70	111	50	67	117	44	83	166	71	112	183
DTEP	0	0	0	0	0	0	192	410	602	161	375	536	81	254	335	124	392	516
DIP.SEC.EDU (TECH)	14		14	16	4	20	11		11	16	1	17	16	0	30	9	2	11
TOTAL ALL	88	240	328	70	185	255	292	679	971	284	595	879	192	506	785	260	667	927
YEAR 4		F	2002	M	F	2003	M	F	2004	M	F	2005	M	F	2006	M	F	2007
DTEP													140	334	474	90	300	390
GRAND TOTAL	460	1046	1506	548	1206	1754	669	1444	2113	713	1622	2335	955	2168	3657	1090	2669	3759

ANNEX VI: Cohort Analysis- Flow Diagram 1999- 2007 Primary Level

Table X Flow Diagram

	Total Enrolment								
Grade	1999	2000	2001	2002	2003	2004	2005	2006	2007
1	51347	98505	69606	60243	59390	62574	54807	55568	52702
Enrolment	67767	118828	97469	86643	84412	81234	78232	77550	74135
Repeaters	16420	20323	27863	26400	25022	19517	22924	21982	21433
2	46776	43658	73694	59353	54535	55591	50457	48938	46955
Enrolment	61225	57046	89929	81915	75314	70598	68565	65713	61816
Repeaters	14449	13388	16235	22562	20779	16168	16795	16775	14861
3	44882	44562	40092	56419	58042	55612	51093	50416	46569
Enrolment	56659	55888	50424	78981	73578	67804	65592	64208	59674
Repeaters	11777	11326	10332	22562	15536	12830	14235	13792	13105
4	43533	43239	42372	37303	59921	57189	50457	49327	46490
Enrolment	55027	54454	53451	47819	72075	68333	64266	62866	59145
Repeaters	11494	11215	11079	10516	12154	11677	13542	13539	12655
5	38411	39959	39510	38868	35597	50941	49913	46687	44744
Enrolment	46126	47250	46951	45769	43119	59598	59224	57085	54642
Repeaters	7715	7291	7441	6901	7522	6912	9107	10398	9898
6	34440	34913	35997	35711	35697	34861	44922	38330	41427
Enrolment	39321	39796	40761	40866	40954	39086	50295	51316	48063
Repeaters	4881	4883	4764	5155	5257	4475	5232	6686	6636
7	31163	32541	31753	32355	33305	34222	31432	40289	37964
Enrolment	38754	37424	35979	36628	40268	40356	36104	46117	43459
Repeaters	7591	4883	4226	4273	6963	6001	4560	5818	5495
All Grades	290552	337377	333024	320252	336487	350990	333081	329555	316851
All Enrolment	364879	410686	414964	418621	429720	429009	422278	424855	400934
All Repeaters	74327	73309	81940	98369	93233	77580	86395	88990	84083

