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Planning Unit

Lesotho

LIST OF ACRONYMS

ACL
AME

Anglican Church of Lesotho
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

1.1 The Education System

Education system 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 offer early childhood care and development education. Preparatory schools are operated informally by private individuals, local communities and non-governmental organizations. Many children especially those in urban areas, commence preparatory schools as early as when they are three or four years old. On comparison, preparatory schools are generally more costly than primary schools.

At level 1 (primary school), schools provide primary education which is the basic education in reading, writing and arithmetic, as well as other subjects such as history, geography, religious and social studies. This level officially initiates at Grade 1 when a child is at least six years old and lasts for seven years. Successful candidates are anticipated to complete primary education when they are 12 or 13 years old, but many do not because they delay to begin Grade 1.

The government of Lesotho has declared that primary education be the basic level of education for all. The education policy states that 'every child should have the opportunity to complete primary education and that non-formal education should be available to all those 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).

At secondary school, the first three years (Forms A, B and C) are called junior secondary (usually referred to as secondary) and the remaining two years (Form D and E) are called senior secondary, commonly known as high school. Succession 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 School Certificate (COSC) of the University of Cambridge Examination Syndicate. The COSC constitutes the entry requirements for higher and tertiary education.

Level 3 is technical education that includes post-secondary education but not tertiary education. These are mainly technical and vocational institutions. Technical School of Leribe belongs to this category most institutions are owned by the government.

Finally there is Level 4, tertiary education, which is formed by National University of Lesotho, Limkokwing University of Creative Technology and Lesotho College of Education (Teachers Training) just to mention a few. The national university offers degree in education, humanities, science and technology, agriculture, social sciences, health sciences and law, as well as certificate and diploma courses and a limited number of postgraduate programs.

On the other hand, Limkokwing University consists of faculties such as Business and Globalization, Information Technology, Architecture and Interior Design, Design Innovation, Communication and Media, Film, Television and Broadcasting, Creative in Tourism and Hospitality and Fashion and Lifestyle Design.

1.2 Data Source and Quality

1.2.1 Source

Annual school Census is the main source of information highlighted in this report. The census involves delivering the ER42 (Annual Statistical Return Forms) to District Education Officers (DEO's) who in turn transmit the forms to the principals in all the registered schools. The principals return the completed forms to DEO's or staff of the Education Planning Unit.

The ER42 Form is a detailed questionnaire that collects information from the schools that is required by the Ministry of Education and training for planning purposes. This information includes physical location, type of ownership of the school, financial report, teachers' profile, enrolment information, school fees and general facilities such as buildings, classrooms and equipment. The same questionnaire is utilized to collect similar information for primary schools, secondary schools and technical/vocational schools though the design is slightly different.

1.2.2 Quality

Data quality for 2008 for both primary and secondary schools can be considered generally good. The non response rate was recorded as 2 per cent this year.

Nevertheless a further verification on the non responded primary schools is essential, as the total number of registered primary schools was estimated at 1,472, which is higher than the number of schools in 2007 (1,455). This means an increase of 17 schools in 2008. It should be noted that this excludes schools that were not operating at the beginning of the year even though registered. It also excluded schools that are closed even though not yet officially reported closed.

The registered secondary schools in 2008 increased to 308. The increment is evidently due to newly registered 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, and the government continues to rely on the EFA principles as a guide in shaping current policy and action.

Free Primary Education in Lesotho originated in 2000 when the government initialized the implementation of 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 had no school fees. Therefore, 2006 was the final year of implementation of free primary education policy in Lesotho.

2.1 Enrolment in Registered Primary Schools

Enrolment in primary schools increased sharply in 2000 emanating from introduction of Free Primary Education (FPE), and continued to rise until 2003, reaching a total of 429,720. It then declined slightly afterwards, falling by 2,700 and a further 5,000 in 2004 and 2005, respectively. An increase to a total of 424,855 in 2006 was followed by a turn down to 400,934 in the year 2007. A total of 396,041 in 2008 evidently suggested a fall of 4,893 in enrolment from the year 2007.

Table 2.1 Enrolment in Registered Primary Schools by Age, Grade and Gender, 2008

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	
below 6	2403	2404	0	0	0	0	0	0	0	0	0	0	0	0	4807
6	14907	14749	592	735	0	0	0	0	0	0	0	0	0	0	30983
7	12050	10312	6988	9375	485	590	0	0	0	0	0	0	0	0	39800
8	5811	3905	9666	9508	4186	6295	344	674	0	0	0	0	0	0	40389
9	2148	1211	7174	5171	7172	8433	2847	4988	262	603	0	0	0	0	40009
10	961	442	4340	2443	7195	5882	5336	7257	2170	4158	250	585	0	0	41019
11	386	171	2040	1081	5112	3241	5891	5828	3992	6364	1597	3388	223	488	39802
12	172	48	1118	418	3428	1647	5703	4193	5134	5852	3187	5753	1289	2921	40863
13	104	54	515	191	1973	846	4323	2412	4905	4397	4085	5454	2561	4884	36704
14	52	17	242	80	1068	367	2919	1366	4254	2943	4321	4537	3478	5487	31131
15	20	6	97	54	456	184	1449	683	2842	1530	3566	2906	3524	4440	21757
16	7	2	47	17	206	70	626	296	1661	870	2603	1865	3090	3280	14640
17	5	3	31	3	78	39	307	137	782	440	1388	788	2076	1736	7813
18	2	2	10	3	38	16	110	42	312	141	600	312	1232	734	3554
19	3	0	7	2	7	5	25	16	92	52	259	111	502	254	1335
20	3	2	5	1	9	3	21	10	56	19	114	52	281	135	711
higher 20	46	34	31	34	46	33	33	37	43	30	82	47	143	85	724
Total	39080	33362	32903	29116	31459	27651	29934	27939	26505	27399	22052	25798	18399	24444	396041

Table 2.1 depicts that enrolment from grade 1 to grade 4 was higher for males than females, while enrolment was higher for females than males from grade 5 to grade 7. The table further shows that enrolment was higher amongst pupils aged from six to thirteen years, whereas it was lower in ages below six and ages beyond thirteen as anticipated. Under normal circumstances, pupils commence this level of education at the age of six and complete at the age of twelve. Table 2.2 demonstrates that male's enrolment is dominating female's enrolment each year and that total enrolment is gradually descending from grade 1 to grade 7.

Table 2.2 Enrolment in Registered Primary Schools by Grade and Gender, 2006-2008

Grade	2006			2007			2008		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
1	42198	35352	77550	40175	33960	74135	39080	33362	72442
2	35359	30354	65713	33217	28599	61816	32903	29116	62019
3	34023	30185	64208	31951	27723	59674	31459	27651	59110
4	32472	30394	62866	30383	28762	59145	29934	27939	57873
5	27872	29213	57085	26666	27976	54642	26505	27399	53904
6	23173	28143	51316	21903	26160	48063	22052	25798	47850
7	19026	27091	46117	18415	25044	43459	18399	24444	42843
Total	214123	210732	424855	202710	198224	400934	200332	195709	396041

Illustrated in Table 2.3, is the registered primary school enrolment by districts and sex for the period 2006-2008. The table indicates that in 2008, Maseru had the highest enrolment of 84 644 pupils followed by Leribe with 61 615 then Berea and Mafeteng

with 49 956 and 41 293 pupils, respectively. Qacha's Nek registered the lowest enrolment of 16 775 pupils.

Table 2.3 Enrolment in Registered Primary Schools by District and Gender, 2006- 2008

Districts	2006			2007			2008		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Butha-Buthe	13447	13005	26452	12697	12299	24996	12214	11665	23879
Leribe	34622	32106	66728	33537	30963	64500	31952	29663	61615
Berea	28732	26203	54935	26195	24163	50358	26036	23920	49956
Maseru	45435	43803	89238	42355	40196	82551	43086	41558	84644
Mafeteng	23486	22090	45576	22660	21080	43740	21485	19808	41293
Mohale'sHoek	19530	20286	39816	18572	18975	37547	18208	18194	36402
Quthing	13681	14287	27968	13335	13539	26874	12819	13110	25929
Qacha's Nek	9195	9394	18589	8887	9031	17918	8326	8449	16775
Mokhotlong	10636	12195	22831	10390	11918	22308	10557	12058	22615
ThabaTseka	15359	17363	32722	14080	16062	30142	15649	17284	32933
Total	214123	210732	424855	202708	198226	400934	200332	195709	396041

When data was compiled by districts, ecological zones and sex, the observation was that in all the districts male's enrolment exceeded female's enrolment in the foothills except in Mohale's Hoek and Qacha's Nek where female's enrolment was slightly higher than male's enrolment. In addition to that, besides Qacha's Nek, Mokhotlong and Thaba-Tseka districts that did not have any registered primary schools in the lowlands, there were more males enrolled compared to their female counterparts in all the districts, in 2008.

Finally, in senqu River valleys' of Butha-Buthe Mohale's Hoek, Quthing and Qacha's Nek, had more males than females enrolled. On the other hand, the Senqu River Valleys of Berea, Mokhotlong and Thaba-Tseka, female's enrolment tended to surpass that of males.

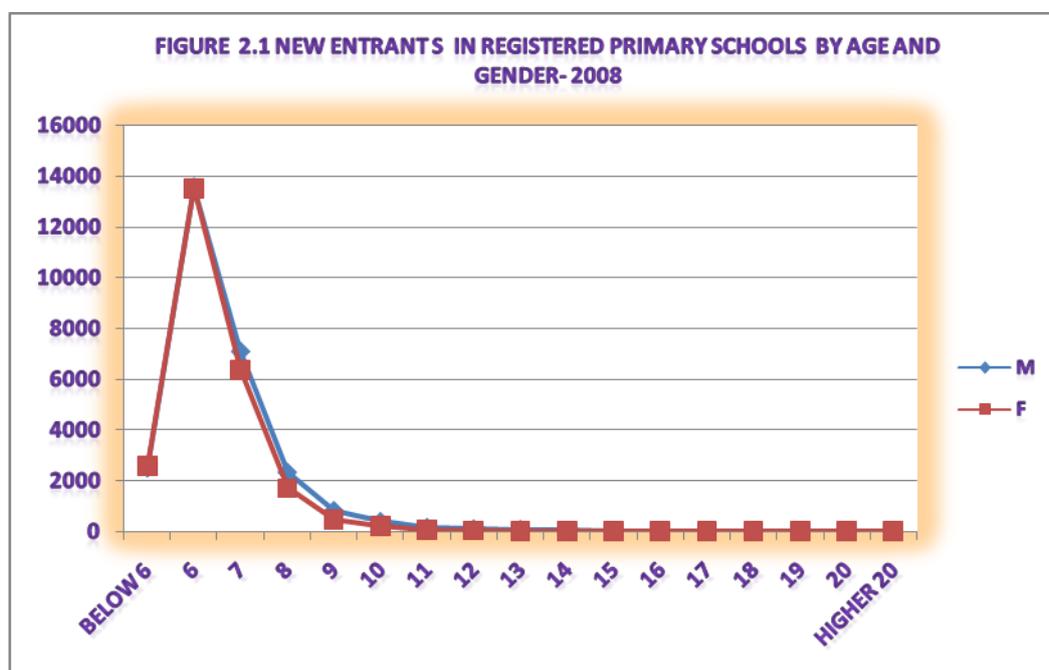
Table 2.4 Enrolment in Registered Primary Schools by District, Ecological Zones and Gender - 2008

District	Foothills		Lowlands		Mountain		Senqu River Valley		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	4584	4362	5527	5153	1774	1858	329	292	23879
Leribe	7755	7069	20624	18942	3573	3652	0	0	61615
Berea	9826	9131	15868	14379	144	210	198	200	49956
Maseru	7262	6809	32112	30730	3659	3966	53	53	84644
Mafeteng	6236	5935	13754	12112	1420	1686	75	75	41293
Mohale's Hoek	3209	3238	9444	8777	4308	4987	1247	1192	36402
Quthing	3477	3392	322	266	6686	7160	2334	2292	25929
Qacha's Nek	181	214	0	0	7444	7559	701	676	16775
Mokhotlong	0	0	0	0	10240	11635	317	423	22615
Thaba-Tseka	0	0	0	0	14060	15440	1589	1844	32933
Total	42530	40150	97651	90359	53308	58153	6843	7047	396041

2.1.1 Accessibility of Education

2.1.1.1 New Entrants in Registered Primary Schools

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 information such as percentage of children aged six, above or below 6 that have access to schools is obtained.



An increased figure of 52137 was recorded as new entrants in all the registered primary schools in 2008, whereas a total of 52,644 new entrants was noticed in 2007. Out of the aforementioned total in 2008, 52 percent were boys while girls constituted only 48 percent. As revealed in Figure 2.1 above, boys and girls who were new entrants at exactly age 6 years were almost equal, at about 50 percent each. The highest number of new entrants was also experienced at this official admission age of 6 years constituting 52 percent of all the new entrants in the year under review. This was followed by 25.8 per cent of those who were aged 7. Moreover, those who were aged below 6 years followed by 9.8 per cent. The percentages of those aged 8 years and above ranged from zero to 7.7 per cent. Districts comparison of new admissions portrayed the same pattern as the enrolments at districts.

Table 2.5 Number and Percentages of New Entrants in Registered Primary Schools by District and Gender - 2008

District	Gender		Number of New Entrants	Percentages of New Entrants
	M	F		
Butha-Buthe	1491	1435	2926	5.6
Leribe	3981	3741	7722	14.8
Berea	3204	2928	6132	11.8
Maseru	5555	5086	10641	20.4
Mafeteng	2902	2642	5544	10.6
Mohale's Hoek	2679	2395	5074	9.7
Quthing	1911	1691	3602	6.9
Qacha's Nek	1189	1110	2299	4.4
Mokhotlong	1591	1555	3146	6.0
Thaba-Tseka	2573	2478	5051	9.7
Total	27076	25061	52137	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 to designate 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 2.6. As a result of an introduction of FPE, the AIR for both males and females almost doubled, increasing from 104.5 in 1999 to 200.9 in 2000. After reaching its climax in the year 2000, AIR gradually declined until in 2008 where it settled at 104.4. Prior to the year 2000, AIR had shown that girls had more access to primary education than boys, but since the year 2000 to date, the opposite was observed.

On the other hand, NIR has been constantly higher for girls over the years. The rates increased in two fold when comparing the year 1999 and 2000. In 2007, the rates were 54.7 for boys and 55.0 for girls whilst in 2008, NIR was 54.8 for boys and 56.5 for girls.

Table 2.6 Registered Primary Schools Apparent and Net Intake Rates, Gender Parity Indices and Sex, 1999-2008

Years	Apparent Intake Rates				Net Intake Rates			
	Males	Females	Total	GPI	Males	Females	Total	GPI
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
2008	106.1	102.7	104.4	1.00	54.8	56.5	55.6	1.03

2.1.2 Gender Parity Index in Registered Primary Schools

Portrayed in Table 2.6, above also is the Gender Parity Index (GPI) which illustrates the female Net Enrolment Ratio (NER) to male NER. As demonstrated by the table, the gender parity gap is narrowing. For instance, the index value was 1.13 in 1999 and decreased to 1.08 in 2000. Since then, the index value was constant at 1.07, until in 2005 and 2006 where it dropped to 1.06. A further decline was noticed in 2007 and 2008 to the index values of 1.05 and 1.03, respectively. *An index value of one (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.*

2.1.3 Coverage or Participation in Primary Education

The Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) indicate the overall coverage of participation of eligible population in the system.

There has been relatively stable increase in both the GER and NER during the period of 1999 to 2006, as shown in Table 2.7. In 2006, GER for both males and females were leveled at 127 percent, while NER was 81.6 percent for males and 86.3 percent for girls. However, in the year 2007, both values for GER and NER declined to the values of 120.5 and 81.4 respectively. The same scenario was observed in 2008 as both values continued to fall to 119 and 82 percent for GER and NER respectively. The rise in enrolment in the first grade in 2000 had a huge impact on the overall enrolment, as also depicted in Table 2.7.

A high NER denotes a high degree of participation of the official school-age population. The theoretical maximum value is 100 percent.

Table 2.7 Registered Primary Schools Gross and Net Enrolment Rates and Pupils to Teacher Ratios, 1999-2008

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
2008	119.3	118.6	119.0	79.9	84.1	82.0	35

Provision of quality basic education is one of the strategic goals of Ministry of Education and Training. In order to accomplish this task, The Ministry set itself the targets of reducing pupil to teacher ratio from 46: 1 in 2003 to 41: 1 in 2007 and to 40: 1 by the year 2015. As demonstrated in Table 2.7, that these targets are already attained before the targeted year. In 2007, the ratio was 37 pupils to one teacher which was clearly above the Ministry's target. The ratio has further diminished to 35 pupils to one teacher in 2008.

The distribution by districts revealed that, Mokhotlong and Thaba-Tseka had the highest pupil-teacher ratio of 40.1 and 38.5 respectively. The lowest was Butha-Buthe with 32 pupils to one teacher ratio as displayed in Table 2.8.

Table 2.8 Pupils Enrolled in Registered Primary Schools by District, Number of Teachers, Gender and the Pupils to Teacher Ratios, 2008

District	Pupils			Teachers			Pupil: Teacher Ratio
	Males	Females	Total	Males	Females	Total	Total
Buthabuthe	12214	11665	23879	146	601	747	32.0
Leribe	31952	29663	61615	346	1463	1809	34.1
Berea	26036	23920	49956	283	1113	1396	35.8
Maseru	43086	41558	84644	463	1850	2313	36.6
Mafeteng	21485	19808	41293	320	997	1317	31.4
Mohale's Hoek	18208	18194	36402	269	782	1051	34.6
Quthing	12819	13110	25929	182	557	739	35.1
Qacha's Nek	8326	8449	16775	134	375	509	33.0
Mokhotlong	10557	12058	22615	160	404	564	40.1
Thaba-Tseka	15649	17284	32933	288	568	856	38.5
Total	200332	195709	396041	2591	8710	11301	35.0

2.2 Disability in Registered Primary Schools

In the year 2008, only 5.4 percent out of 396041 overall enrolment had some special educational needs. When compared to girls, boys with special educational needs were dominant in all the grades. On the other hand, the number of females with hearing impairment exceeded that of males from grade 4 to grade 7. In grade 6 and grade 7, the number of females with epilepsy was also higher than the number of males. Similarly, the number of females that had visual impairment was higher than that of their male counterparts in grade 5, grade 6 and grade 7. (see Table 2.9 below).

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	56	33	46	32	46	39	49	44	47	29	36	62	29	49	597
Hearing Impairment	191	135	159	156	224	205	235	263	211	292	217	302	140	190	2920
Learning Difficulty	634	402	863	517	948	551	865	621	726	552	630	551	420	339	8619
Mental Retardation	375	296	281	170	236	183	165	170	143	115	112	98	109	112	2565
Other	186	88	152	57	150	48	152	48	166	80	118	50	97	52	1444
Physical Handicap	183	163	112	100	120	64	101	80	88	69	75	59	72	53	1339
Visual Impairment	253	166	264	190	275	229	372	309	320	357	336	347	297	327	4042
Total	1878	1283	1877	1222	1999	1319	1939	1535	1701	1494	1524	1469	1164	1122	21526

2.3 Orphan-hood in Registered Primary Schools

Orphan hood is continually increasing and HIV and AIDS pandemic is one of the contributing factors to its growth. The number of orphans increased from 99,082 in 2004 to 122,769 in 2005. A further increase to 128,257 pupils out of the total enrolment of 424,855 was observed in 2006. Though the number of orphans declined to 111,335 in 2007, in 2008 the number increased to 121,175 out of total enrolment of 396,041. When considering the census results, the number of orphans totaled 130245 in 1996 and doubled to 221403 in 2006. Having only a total of 121175 being enrolled at primary schools, this means many orphans are still not attending schools.

Table 2.10 denotes that, the number of paternal orphans dominated that of maternal and complete orphans. It also highlights that the number of male orphans exceeded that of females from grade 1 to grade 4 whereas the number of female orphans was higher than that of males from grade 5 to grade 7. In grade 1, about 60 percent were paternal orphans while in the rest of the other grades paternal orphans composed

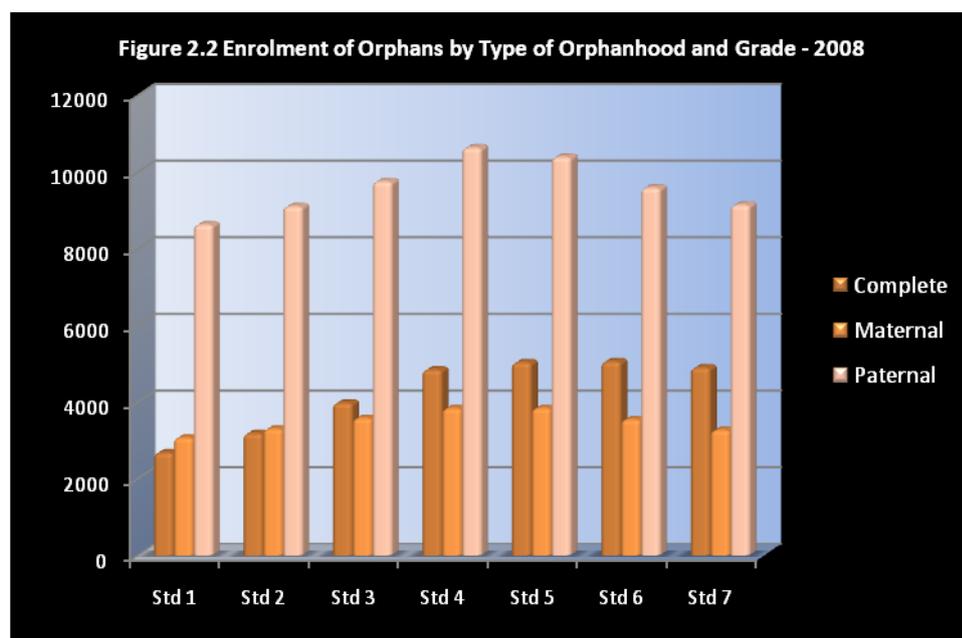
about 55.5 percent. On average, maternal orphans constituted 20.1 percent and complete orphans made 24.4 percent.

Table 2.10 Enrolment of Orphans in Registered Primary Schools by Type of Orphan-hood, Grade and Gender, 2008

Type of Orphans	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	
Complete	1500	1170	1812	1361	2187	1781	2492	2343	2432	2592	2291	2758	2058	2832	29609
Maternal	1704	1356	1695	1596	1902	1669	2070	1755	1880	1951	1646	1892	1390	1868	24374
Paternal	4715	3906	4977	4120	5252	4494	5548	5079	5082	5302	4336	5246	3888	5247	67192
Total	7919	6432	8484	7077	9341	7944	10110	9177	9394	9845	8273	9896	7336	9947	121175

Note: Complete = Both parents dead; Maternal = Mother dead; Paternal = Father dead

Similarly, the same information has been presented graphically in figure 2.2 below.



2.4 Inputs for Primary Education

As a deed to support education in primary, the Ministry has to commit itself to provide appropriate buildings, qualified teachers, adequate facilities and education materials to enhance sustainable enrolment gains at this level of education.

2.4.1 Primary Schools

Though the government own some schools, majority of schools are owned and managed by the churches. However, the government plays an essential role of giving direction and financial support mainly through the payment of teachers' salaries to these schools. Apart from schools being owned by government and churches other schools are owned by community and private individuals. Therefore, education

remains as a tripartite responsibility shared between the government, churches and the community.

The churches owned and operated schools, namely; RCM, LEC, ACL, AME and other churches contributed 85 percent of the registered primary schools while Government and community owned constituted 10 percent and 4 percent, respectively. A large proportion of the church owned registered primary schools belonged to the Roman Catholic Mission (RCM) and this has been the case even in the previous years. Its share amounted to 35 percent, and Lesotho Evangelical Church (LEC) followed by 33 percent being only 2 percent lower as shown in Figure 2.3.

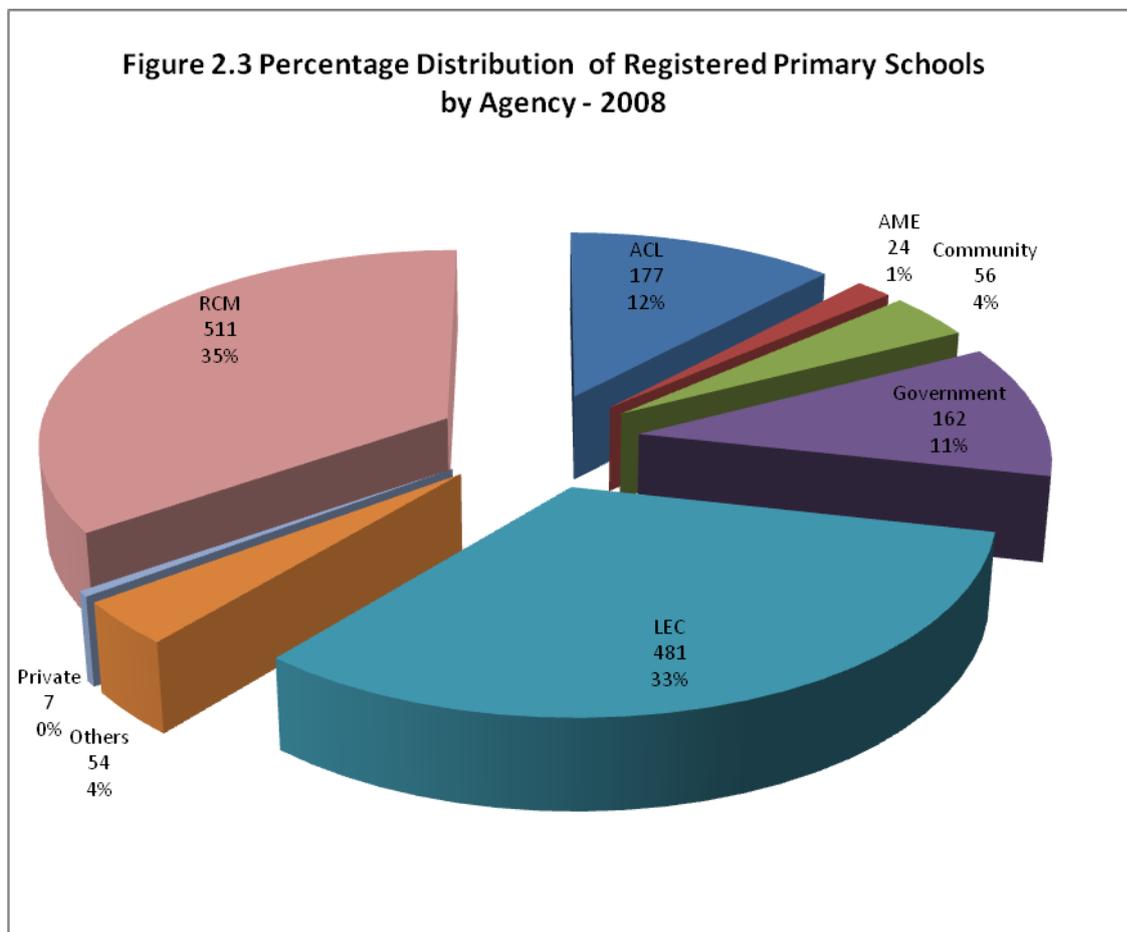


Table 2.11 indicates that since the introduction of Free Primary Education (FPE), the total number of schools ascended gradually from 1,283 in 2000 to 1,412 in 2004 and 1,455 in 2006. The number of schools continued to rise and in 2008, the number of schools had increased to 1472..

Table 2.11 Registered Primary Schools Total Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2000-2008

Primary Enrolment	2000	2001	2002	2003	2004	2005	2006	2007	2008
Total	410745	415007	418668	429720	427009	422278	424855	400934	396041
% Change	12.5	1.1	0.9	2.6	-0.6	-1.1	0.6	-5.9	-1.2

in Enrolment									
Number of schools	1283	1295	1333	1355	1412	1419	1455	1455	1472
Number of teachers	8578	8762	8908	9294	9993	10154	10418	10778	11303

As illustrated in Table 2.12, the distribution of schools by district designates Maseru with the largest number of 249 schools, followed by Leribe with 197. Butha-Buthe had the least number of only 81 schools. In regard to locations, the same table shows that mountain areas had comparatively larger number of schools than lowlands. This is due to the fact that because of landscape in the mountains, there are many small schools distributed all over the location with a small number of pupils enrolled.

Table 2.12 Number of Registered Primary Schools by District and Location - 2008

District	Foothills	Lowlands	Mountain	Senqu River Valley	Total
Butha-Buthe	32	28	19	2	81
Leribe	53	110	34	0	197
Berea	48	87	2	1	138
Maseru	54	151	43	1	249
Mafeteng	48	92	17	1	158
Mohale's Hoek	31	62	61	13	167
Quthing	27	4	77	19	127
Qacha's Nek	1	0	99	7	107
Mokhotlong	0	0	102	4	106
Thaba-Tseka	0	0	126	16	142
Total	294	534	580	64	1472

2.4.2 Teachers in Registered Primary Schools

There were 11301 teacher engaged in the teaching service country wide in 2008. Table 2.13 indicates that as anticipated, there were more female teachers than male teachers. Out of the aforementioned total of teachers, 57 percent were qualified while 43 percent were unqualified. There were 147 teachers whose qualifications were unspecified. Amongst the qualified teachers, about 84 percent were females and 16 percent were males. Included in the number of unqualified primary school teachers were those who *attained* only standard 7 (Primary school), Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC).

Table 2.13 Number of Teachers in Registered Primary Schools by District and Location - 2008

District	Foothills		Lowlands		Mountain		Senqu River Valley		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	58	234	49	276	35	76	4	15	747
Leribe	104	331	182	994	60	138	0	0	1809
Berea	114	368	163	729	5	7	1	9	1396
Maseru	89	278	311	1427	62	139	1	6	2313
Mafeteng	90	288	200	630	30	72	0	7	1317

Mohale's Hoek	52	132	104	424	87	173	26	53	1051
Quthing	39	161	4	19	108	271	31	106	739
Qacha's Nek	2	7	0	0	122	339	10	29	509
Mokhotlong	0	0	0	0	155	391	5	13	564
Thaba-Tseka	0	0	0	0	254	499	34	69	856
Total	548	1799	1013	4499	918	2105	112	307	11301

Demonstration by districts reflected Maseru as the highest in percentage of qualified teachers (24 percent), followed by Leribe and Berea with 17 and 14 percent, respectively. Mafeteng and Mohale's Hoek were next with 11 and 9 percent, correspondingly. The other five remaining districts shared 18 percent of which each district a share of below 8 percent.

Table 2.13a Number of Qualified and Unqualified Teachers in Registered Primary Schools by District and Sex, 2008

District	All Teachers			Qualified Teachers			Unqualified Teachers		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Butha-Buthe	146	601	747	71	383	454	75	218	293
Leribe	346	1463	1809	158	960	1118	188	503	691
Berea	283	1113	1396	122	758	880	161	355	516
Maseru	463	1850	2313	243	1324	1567	220	526	746
Mafeteng	320	997	1317	136	578	714	184	419	603
Mohale's Hoek	269	782	1051	103	470	573	166	312	478
Quthing	182	557	739	38	298	336	144	259	403
Qacha's Nek	134	375	509	43	177	220	91	198	289
Mokhotlong	160	404	564	48	220	268	112	184	296
Thaba-Tseka	288	568	856	88	226	314	200	342	542
Total	2591	8710	11301	1050	5394	6444	1541	3316	4857

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)

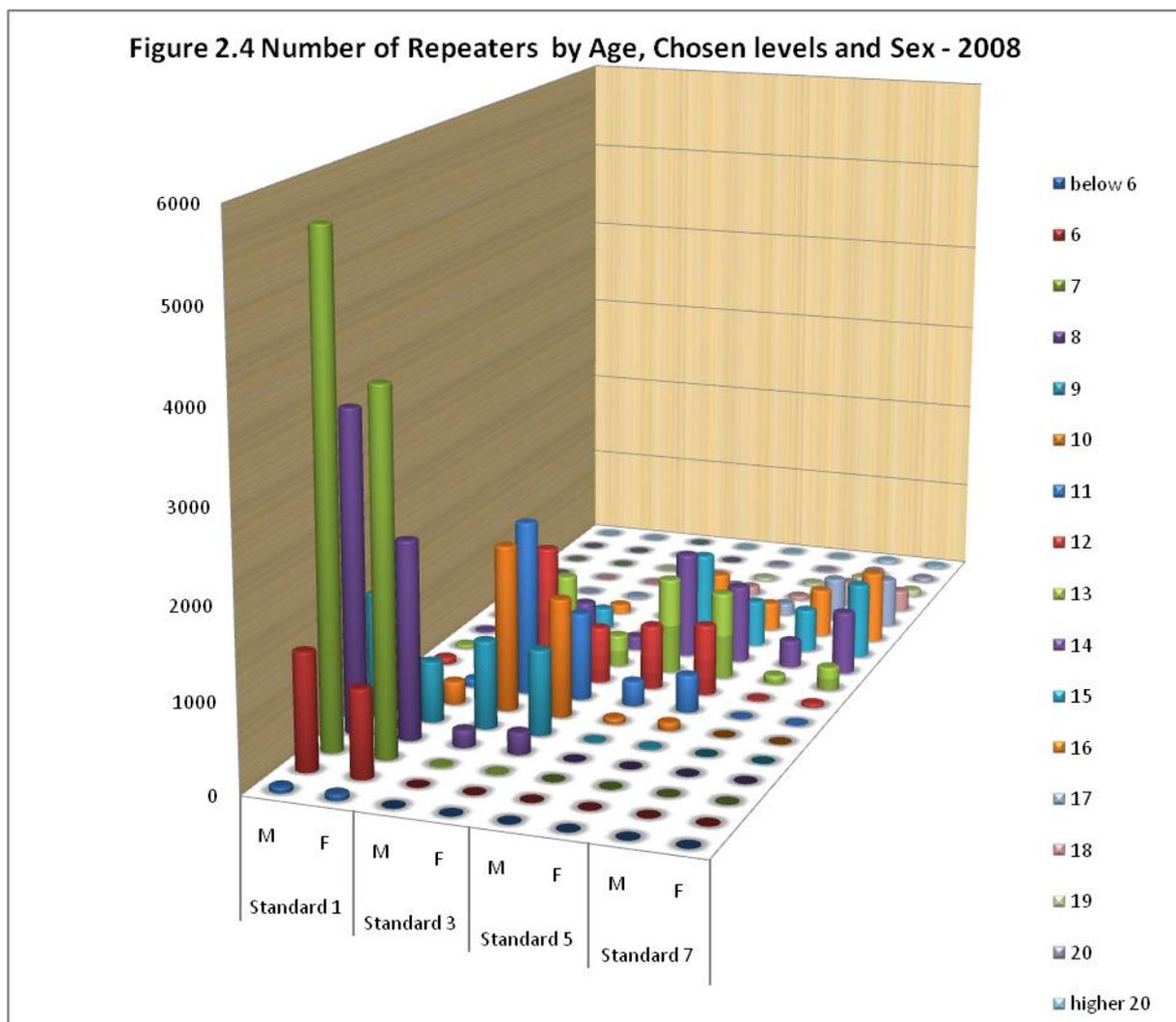
Successful pupils might have gone through the cycle and graduated from the final year of the cycle.

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

In the year 2008, out of a total enrolment of 396,041 pupils, 83,750 (21%) pupils repeated a class as demonstrated in figure 2.4. The figure also indicates that the number of repeaters was highest in grade 1 after which it steadily deteriorated from one grade to another. It also reflects that in grade 1, pupils aged 7 years had the largest number of repeaters followed by pupils aged 8 years. Obviously, the number of repeaters continuously declined with an increase in both age and grade. When gender disparity was observed, data revealed that boys constituted a larger number of repeaters than girls in all the grades except in grade 7 where the number of girls was higher than the number of boys.

Figure 2.4 Number of Repeaters by Age, Chosen levels and Sex - 2008



It also transpired from the data that districts with high enrolments had a high number of failures too. For instance, Maseru that had the highest enrolment also had the highest number of repeaters amounting to 15,845 (18.9%) out of 83750 repeaters while Qacha's Nek which had the lowest enrollment also had the lowest number of with only 3,753 (4.5%) of all repeaters. The comparison by the ecological zone revealed that, lowlands had a higher number of repeaters than Senqu River Valley.

Table 2.14. Enrolment of Repeaters in Registered Primary Schools by District, Location and Sex, 2008

District	Foothills			Lowlands			Mountain			Senqu River Valley			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	1153	758	1911	1125	682	1807	504	349	853	84	34	118	4689
Leribe	1802	1120	2922	4278	2553	6831	898	699	1597	0	0	0	11350
Berea	2456	1603	4059	3571	2049	5620	19	38	57	49	34	83	9819
Maseru	1757	1277	3034	6311	4403	10714	1164	915	2079	14	4	18	15845
Mafeteng	1772	1276	3048	3241	2066	5307	338	310	648	13	11	24	9027
Mohale's Hoek	856	632	1488	1984	1313	3297	1339	1205	2544	375	247	622	7951
Quthing	740	507	1247	66	38	104	2142	1769	3911	516	355	871	6133
Qacha's Nek	37	31	68	0	0	0	1938	1440	3378	169	138	307	3753
Mokhotlong	0	0	0	0	0	0	3525	2940	6465	93	72	165	6630
Thaba-Tseka	0	0	0	0	0	0	4131	3474	7605	525	423	948	8553
Total	10573	7204	17777	20576	13104	33680	15998	13139	29137	1838	1318	3156	83750

2.5.2 Primary School Leaving Examination (PSLE) Results

On record, the total passes for the consecutive eight years from 2001 to 2008, exceeded 80 percent of pupils that sat for examinations. Out of the abovementioned years, the highest percentage passed, 88 percent was noticed in 2004, implying that only 12 percent were failures which were relatively low compared to other years. Thereafter, the pass percentages fluctuated downwards until 2007. The percentage increase was noticed between 2007 and 2008 when the percentages were 83 and 86 respectively. However a rise in percentages of first class passes and reduction of third class passes in 2004 to 2006 signified an improvement in the quality of education.

Table 2.15 Primary School Leaving Examination Results, 2001 - 2008

PSLE Results	2001	2002	2003	2004	2005	2006	2007	2008
Candidates	35468	36136	40172	39859	35097	44316	42512	41837
Total Passes	31038	27652	33621	35129	29991	38063	35336	36132
percent Passed	87.5	76.5	83.7	88.1	85.4	85.8	83.1	86.4
First class	4457	3728	4481 (11.2)	5377 (13.5)	5357 (15.3)	7710 (17.4)	5998 (14.1)	7461 (17.8)
Second class	6463	7375	8915 (22.2)	9485 (23.8)	7329 (20.9)	9321 (21)	10048 (23.6)	9663 (23.1)
Third class	20118	16549	20225 (50.3)	20267 (50.8)	17305 (49.6)	21032 (47.5)	19290 (45.4)	19008 (45.4)
Fail	4430	8484	6551 (16.3)	4730 (11.9)	5106 (14.6)	6253 (14.1)	7176 (16.9)	5705 (13.6)

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.

Presented in Table 2.16 is the trend of upward mobility from level 1 (primary schools) to level 2 (secondary schools). Approximately 68 and 66 percent of standard 7 males and females respectively progressed to form A in 2007. The transition rates had declined as 70 and 69 percent of males and females moved to form A in 2006. However, a slight improvement was observed in 2008 whereby total transition rate of 2007, 67 percent had improved by 2 percent in 2008.

Table 2.16 Transition Rates from Standard 7 to Form A, 2001-2008

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
2008	12527	17525	30052	68.0	70.0	69.2

2.5.4 Cohort Analysis

Cohort survival denotes a life span of a group of pupils as they enter primary schooling in the same year. Their survival is observed in the final year as to how they were affected by drop outs and repetitions as they progress to the final year. It is crude when the new entrants in include repeaters of the previous year's cohort. The opposite holds true for net survival rate. The net Cohort survival rate increased by 14.6 percent from '2001- 2006' to '2002-2007' cohorts compared to 5.5 percent between '2002-2007' to '2003-2008' cohorts which denote incremental decline.

Table 2.17 Enrolment and Repeaters in Primary Schools by Gender and Cohort, 1999-2008

STD1	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Net of repeaters	51,347	98,505	69,606	60,243	59,390	62,574	54,807	55,568	54,375	51,380
Total enrolment	67,767	118,828	97,469	86,643	84,412	81,234	78,232	77,550	76,261	72442
Repeaters	16,420	20,323	27,863	26,400	25,022	19,517	22,924	21,982	21,886	21062
STD2										
Net of repeaters	46,776	43,658	73,694	59,353	54,535	55,591	50,457	48,938	48,230	47,152
Total enrolment	61,225	57,046	89,929	81,915	75,314	70,598	68,565	65,713	63,391	62019
Repeaters	14,449	13,388	16,235	22,562	20,779	16,168	16,795	16,775	15,161	14867
STD3										
Net of repeaters	44,882	44,562	40,092	56,419	58,042	55,612	51,093	50,416	47,722	46,036
Total enrolment	56,659	55,888	50,424	78,981	73,578	67,804	65,592	64,208	60,983	59110
Repeaters	11,777	11,326	10,332	22,562	15,536	12,830	14,235	13,792	13,261	13074
STD4										
Net of repeaters	43,533	43,239	42,372	37,303	59,921	57,189	50,457	49,327	47,507	45,289
Total enrolment	55,027	54,454	53,451	47,819	72,075	68,333	64,266	62,866	60,332	57873
Repeaters	11,494	11,215	11,079	10,516	12,154	11,677	13,542	13,539	12,825	12584

STD5										
Net of repeaters	38,411	39,959	39,510	38,868	35,597	50,941	49,913	46,687	45,630	44,314
Total enrolment	46,126	47,250	46,951	45,769	43,119	59,598	59,224	57,085	55,634	53904
Repeaters	7,715	7,291	7,441	6,901	7,522	6,912	9,107	10,398	10,004	9590
STD6										
Net of repeaters	34,440	34,913	35,997	35,711	35,697	34,861	44,922	38,330	42,159	41,381
Total enrolment	39,321	39,796	40,761	40,866	40,954	39,086	50,295	51,316	48,885	47850
Repeaters	4,881	4,883	4,764	5,155	5,257	4,475	5,232	6,686	6,726	6469
STD7										
Net of repeaters	31,163	32,541	31,753	32,355	33,305	34,222	31,432	40,289	38,655	36,739
Total enrolment	38,754	37,424	35,979	36,628	40,268	40,356	36,104	46,117	44,131	42843
Repeaters	7,591	4,883	4,226	4,273	6,963	6,001	4,560	5,818	5,476	6104
All Grades	290,552	337,377	333,024	320,252	336,487	350,990	333,081	329,555	324,278	312,291
All Enrolment	364,879	410,686	414,964	418,621	429,720	429,009	422,278	424,855	409,617	396,041
All Repeaters	74,327	73,309	81,940	98,369	93,233	77,580	86,395	88,990	85,339	83,750
Cohort						Cohort	C 1999-05	C 2000-06	C 2001-07	C 2002-08
Crude cohort survival rate						Crude cohort survival	53.3	38.8	45.3	49.4
Net cohort Survival rate						Survival net of repeaters	61.2	40.9	55.5	61.0

Table 2.18 Efficiency Rates by Year and Standard.

<i>Efficiency Rates</i>	<i>Year</i>	<i>Std 1</i>	<i>Std 2</i>	<i>Std 3</i>	<i>Std 4</i>	<i>Std 5</i>	<i>Std 6</i>	<i>Std 7</i>	<i>Total</i>
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 School Education

3.0 Introduction

Secondary Education refers to intermediate level between elementary level and College and/or University. This level usually provides general, technical or vocational or college preparatory curricula. In Lesotho, secondary education is divided into two categories namely, Junior and senior secondary levels. Junior secondary level encompasses Grade A to Grade C, and the Junior Certificate (JC) is awarded on successful completion of grade C. Senior Secondary level comprises 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

A total of 103,317 students were enrolled in registered secondary schools in 2008 as demonstrated in Table 3.1. Furthermore, the enrolment figure of 2008 increased by 5.5 percent from the total of 97,936 in 2007. Similar to the previous years was the fact that, more girls enrolled than boys at this level of education. The same pattern was also observed when considering allocation of enrolment by grades, the number of females dominated the number of males in all the grades. Similarly gender disparity was also revealed in lower ages (Below 12 to 17) whereby the number of females exceeded the number of males. About 72 and 71.9 percent of females aged 12 years and 12 years and below in accord order enrolled, compared to 27.9 and 28 percent of males that enrolled in the same ages in registered secondary schools.

It was also observed that as age increased, the number of males enrolled tended to surpass the number of females enrolled. For example, the number of males was higher than the number of females from age 18 in both form A and form B, age 19 in form A to form C, ages 20 and 23 in form A to form D, ages 21 and 22 in form A to form E and age 24 in form C and from E.

Table 3.1 Enrolment in Registered Secondary Schools by Age, Grade and Gender - 2008

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	
below 12	30	77	0	0	0	0	0	0	0	0	30	77	107
12	319	807	15	53	0	0	0	0	0	0	334	860	1194
13	1392	2908	303	626	23	69	0	0	0	0	1718	3603	5321
14	2389	4120	1219	2215	229	509	17	48	0	0	3854	6892	10746
15	2867	4415	1781	3528	980	1573	205	465	28	109	5861	10090	15951
16	2760	3685	2233	3600	1416	2163	808	1530	207	354	7424	11332	18756
17	2069	2122	2212	2816	1514	2152	1169	1951	665	937	7629	9978	17607
18	1431	1089	1854	1622	1350	1541	1236	1721	894	1261	6765	7234	13999
19	623	381	1127	782	963	891	1096	1259	755	937	4564	4250	8814
20	289	150	525	332	649	440	801	720	664	681	2928	2323	5251
21	108	50	205	129	289	180	409	348	497	388	1508	1095	2603
22	54	21	98	64	137	106	261	178	252	244	802	613	1415
23	13	11	31	23	53	32	129	87	135	139	361	292	653
24	7	10	15	27	22	18	45	69	84	73	173	197	370
higher 24	21	40	14	32	38	52	57	81	81	114	211	319	530
Total	14372	19886	11632	15849	7663	9726	6233	8457	4262	5237	44162	59155	103317

The pattern of enrolment in registered secondary schools was parallel to that of registered primary schools at district level. As usual, Maseru had the highest share of enrolment amounting to 25.8 in 2008, followed by Leribe with 20.2 percent while Qacha's Nek and Thaba-Tseka were the least with 3.3 and 3.4 percent respectively.

When analyzed by ecological zones, it was detected that the lowlands had the highest enrollment of 62.6 percent in the year 2008. This was not different from the previous years whereby The same scenario was observed was observed in the previous years and also at primary level .The foothills and the mountains enrolments' followed with 14.7 and 14 percentages respectively while the Senqu River valley was the lowest with 8.7 percent. Analysis by gender also depicted that female enrolments were dominant in all the districts and ecological zones.

Table 3.2 Enrolment in Registered Secondary Schools by District, Location and Gender - 2008

District	Foothills		Lowlands		Mountain		Senqu River Valley		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	975	1263	2057	2728	644	921	0	0	8588
Leribe	1113	1759	6915	9108	529	792	284	384	20884
Berea	1266	1706	4256	4841	0	0	85	111	12265
Maseru	804	1472	10562	12595	400	620	84	87	26624
Mafeteng	1061	1426	2946	3756	50	89	580	851	10759
Mohale's Hoek	569	757	1653	2187	344	621	517	638	7286
Quthing	472	582	295	541	266	601	1516	1716	5989
Qacha's Nek	0	0	0	231	742	1057	537	859	3426
Mokhotlong	0	0	0	0	1373	2614	0	0	3987
Thaba-Tseka	0	0	0	0	998	1819	269	423	3509
Total	6260	8965	28684	35987	5346	9134	3872	5069	103317

3.2 Trend Analysis of Registered Secondary Schools Enrolment

Table 3.3 demonstrates a trend of enrolment for 3 years, 2006 to 2008. The table reveals that Maseru had been leading with higher percentages of enrolment since from the year 2006 to 2008 in secondary schools. The Table also discloses that the total enrolment had increased by 5.2 percent from 2005 and 2007 and by 9.3 percent from 2006 to 2008.

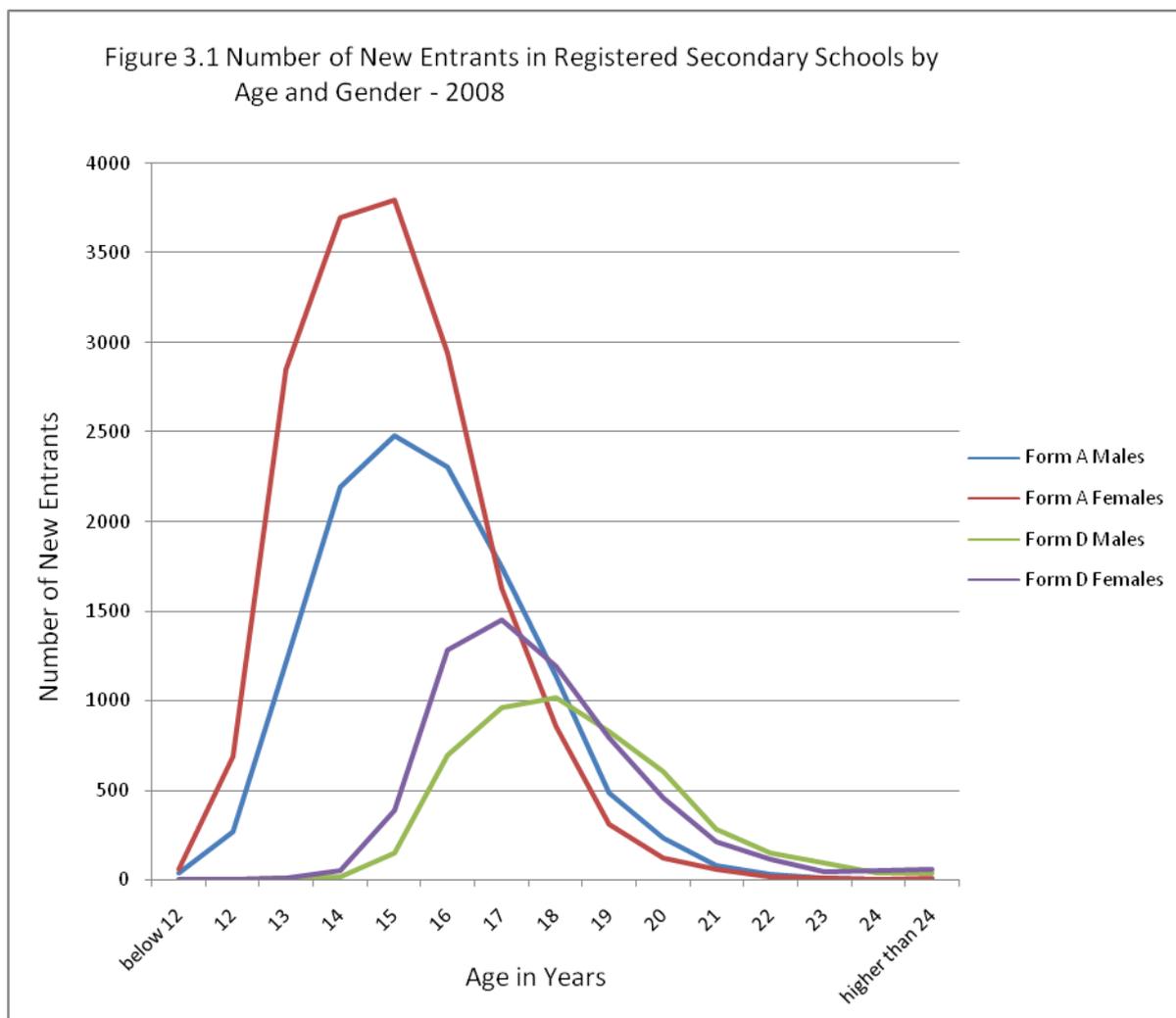
Table 3.3 Enrolment in Registered Secondary Schools by Districts, Gender and Percentage Share per District, 2006-2008

District	2006				2007				2008			
	M	F	Total	% Share	M	F	Total	% Share	M	F	Total	% Share
Butha-Buthe	3163	3916	7079	7.5	3221	4312	7533	7.7	3676	4912	8588	8.3
Leribe	8326	10990	19316	20.4	8639	11632	20271	20.7	8841	12043	20884	20.2
Berea	2569	6490	9059	9.6	5714	6723	12437	12.7	5607	6658	12265	11.9
Maseru	10787	13168	23955	25.3	10604	12957	23561	24.1	11850	14774	26624	25.8
Mafeteng	4801	6278	11079	11.7	4953	6400	11353	11.6	4637	6122	10759	10.4
Mohale's Hoek	2641	3353	5994	6.3	2790	3559	6349	6.5	3083	4203	7286	7.1
Quthing	2511	3013	5524	5.8	2526	3354	5880	6.0	2549	3440	5989	5.8
Qacha's Nek	1428	2051	3479	3.7	1367	2256	3623	3.7	1279	2147	3426	3.3
Mokhotlong	1324	1992	3316	3.5	1357	2477	3834	3.9	1373	2614	3987	3.9
Thaba Tseka	1087	1657	2744	2.9	1186	1907	3095	3.2	1267	2242	3509	3.4
Total	41637	52908	94545	100	42357	55579	97936	100	44162	59155	103317	100

3.3 New Entrants in Registered Secondary Schools

A total of 40,243 students were new entrants in registered secondary schools in 2008 though this number had declined by 295 from the previous year. Out of the aforementioned total of new entrants, 29,300 were in Form A while 10,943 were in form D. When presented in percentages, about 73 and 27 percent of students proceeded to junior and senior secondary levels of education respectively.

Gender comparison reflected that the number of female new entrants was higher than the number of male new entrants, as illustrated in Figure 3.1. The figure also indicates that at lower ages, there were more new female entrants than males in secondary schools in 2008, that is, the number of females aged below 12 years up to 16 years in junior secondary exceeded the number of males. However, the opposite was observed from age 17 to age 23 implying that, as age increased more males attended junior secondary schools than females. The same scenario was observed in senior secondary whereby more female new entrants were enrolled than males. The figure also depicts that the number of female new entrants was above 3500 at junior secondary while at senior secondary the number was below 1500. Lastly, the figure portrays a large gap between male and female new entrants at junior secondary and the narrowing gap at senior secondary.



3.4 Coverage and Participation in Secondary Education

The Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) indicates the overall coverage of an educational system in relation to the population eligible for participation in the system.

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.

3.4.1 Gross and Net Enrolment Rates, Pupils to Teacher Ratios and the Gender Parity Indices for Registered Secondary Schools

The gross and net enrolment rates, pupils to teacher ratios and gender parity indices for registered secondary schools for the years 2001 to 2008 are portrayed in Table 3.4. Compared to the primary level, secondary ratios remained quite low for the period under review. The gross enrolment ratio in 2008 was 43.8 percent signifying

an increase of 2.4 percent from the 2007 ratio. In addition to that, increment on male and female gross enrolment ratios was observed. Gross enrolment ratios were 37.1 percent for males and 50.6 percent for females thus indicating an increment of 1.6 percent for males and 3.3 percent for females from 2007 gross enrolment rates. The total net enrolment rate also ascended from 27 percent in 2007 to 29 percent in 2008. Furthermore, net enrolment rate appreciated by 2 percent from the year 2007 to 2008 whereas both male and female net enrolment rates increased by 1.5 percent and 2.5 percent respectively. Since the year 2001 to 2008, the gender parity index remained stable at 1.3 from gross enrolment rate except in 2008 where it increased to 1.4 while net enrolment rate was settled at 1.6 during the period under review.

Table 3.4 Secondary School Enrolment Rates, Gender Parity Indices and Pupils to Teacher Ratios, 2001-2008

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
2008	43.8	37.1	50.6	1.4	29.0	22.3	35.9	1.6	24.0

The pupils, teacher ratios symbolize the number of students per teacher and the figures from 2001 to 2008 are displayed in Table 3.4. During the aforesaid period, the pupils teacher ratios have been fluctuating between 23 and 27. Although the pupil teacher ratios seemed to be low, it could be argued that some teachers were still loaded to teach many children while others were underutilized. This situation emanates from the uneven distribution of enrolments and teachers in registered secondary schools.

3.4.2 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 enrolment of appropriate ages of secondary schooling, age specific rates on the other hand depicts participation at different ages. The specific rates in Table 3.5 illustrates that many children enrolled at secondary level at older ages, with age 16, age 17 and age 15 registering higher ratios respectively. Ratios for ages 13 and 14 were a little lower.

Table 3.5 Registered Secondary School's Age Specific Net Enrolment Rates, 2008

Age	Males	Females	Total
13	7.2	15.5	11.3
14	16.3	29.6	22.9
15	24.6	43.1	33.7
16	30.9	48.0	39.4
17	32.3	42.9	37.5
Total	22.3	35.9	29.0

3.5 Enrolment of Students with Special Educational Needs in Registered Secondary Schools

Table 3.6 reflects that out of the total enrolment of students in registered secondary schools, about 4 percent had some kind of disability. Among 4,518 students with disabilities, 44 percent had a problem of visual impairment, 17 percent had hearing impairment and 15 percent had learning difficulty. At this level of education, there were more females than males who had special educational needs in all the grades. Form A was leading with 842 females and 503 males with special educational needs while form B was next with 826 females and 454 males with special educational needs.

Table 3.6 Enrolment of Pupils in registered secondary schools with Special Educational Needs/Disability by Type of Disability, Grade and Gender - 2008

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/Behavioural Disorder	21	73	39	109	7	25	12	93	6	61	446
Epilepsy	17	60	11	55	4	22	3	19	10	28	229
Hearing Impairment	98	170	79	164	35	53	37	91	19	27	773
Learning Difficulty	74	74	87	140	47	66	51	87	26	31	683
Mental Retardation	20	22	20	17	3	3	3	12	5	10	115
Physical Handicap	39	43	37	36	25	33	14	23	5	10	265
Visual Impairment	234	400	181	305	109	214	148	253	58	105	2007
Total	503	842	454	826	230	416	268	578	129	272	4518

3.6 Orphans in Registered Secondary Schools

The orphans composed 35.7 percent of the total enrolment in registered secondary schools in 2008. This percentage was higher than the one recorded in 2007 by 4.9 percent. Table 3.7 shows that the number of paternal orphans exceeded the number of other types of orphans in all the grades. Paternal orphans constituted 49 percent while complete and maternal orphans represented 32 and 19 percent respectively. The number of female orphans surpassed the number of male orphans in all the grades at this level of education.

Table 3.7 Enrolment of Orphans in Registered Secondary Schools by Type of Orphan-hood, Grade and Gender - 2008

Type of Orphans	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
Complete	1528	2327	1342	1902	828	1106	661	849	487	590	11620
Maternal	1048	1274	797	1156	504	672	451	481	326	395	7104
Paternal	2558	3562	2078	2776	1296	1767	1082	1347	748	932	18146
Total	5134	7163	4217	5834	2628	3545	2194	2677	1561	1917	36870

3.7 Inputs for Secondary Education

3.7.1 Secondary Schools

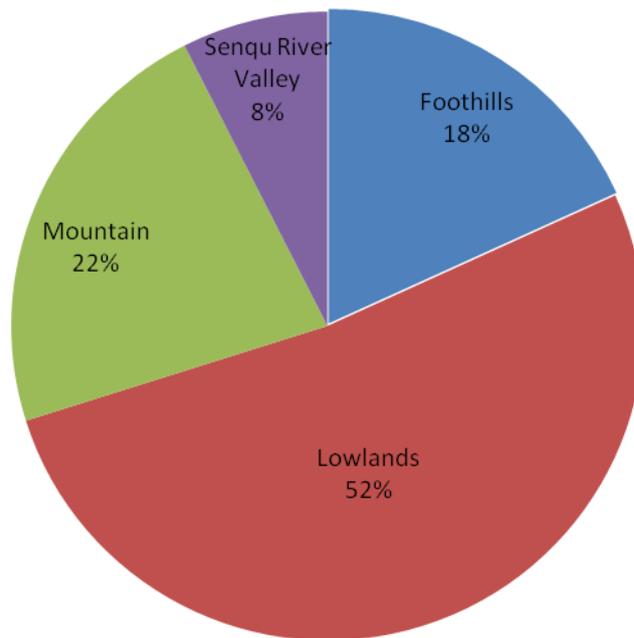
In the year 2008, the number of registered secondary schools was 308 implying an increment by 17 schools from the previous year. Table 3.8 demonstrates that comparison by agency depicted that LEC had more schools than any other governing body, though it exceeded RCM by just one percent. Government followed with 24 percent then ACL with 12 percent of the registered secondary schools. As denoted in the same table, Maseru exceeded Leribe with the number of registered secondary schools by only three schools while the least with the number of registered secondary schools were Qacha's Nek, Thaba-Tseka and Mokhotlong with the totals of 17, 17 and 15 registered secondary schools respectively.

Table 3.8 Number of Registered Secondary Schools by District and Agency - 2008

District	ACL	AME	Community	Government	LEC	Others	Private	RCM	Total
Butha-Buthe	4	1	2	2	6	1	0	5	21
Leribe	10	1	3	11	18	2	1	15	61
Berea	3	1	1	6	9	2	1	11	34
Maseru	7	1	3	17	15	1	2	18	64
Mafeteng	5	1	2	8	11	2	0	7	36
Mohale's Hoek	2	0	2	8	5	0	0	7	24
Quthing	3	0	1	4	7	1	0	3	19
Qacha's Nek	1	0	1	5	4	0	0	6	17
Mokhotlong	1	0	1	5	5	0	0	3	15
Thaba-Tseka	0	0	1	7	3	0	0	6	17
Total	36	5	17	73	83	9	4	81	308

When disaggregated by the ecological zones, figure 3.2 highlights that most schools were located in the lowlands followed by the mountains. The least number of schools was distributed to foothills and senqu river valley with 18 and 8 percent respectively.

Figure 3.2 Percentage Distribution of Registered Secondary Schools by Ecological zones - 2008



3.7.2 Secondary Schools Teachers

The total number of secondary teachers in 2008 was 4,307, indicating a rise of 7.5 percent from the previous year. In the same year, the number of female teachers constituted 56 percent of the total number of teachers, evidently, implying more female teachers than male teachers at this level. About 26 percent of teachers were in Maseru while Leribe and Berea followed by 21 and 11 percent respectively. The least number of teachers in registered secondary schools was recorded in Thaba-Tseka district.

When disaggregated by qualifications, data revealed that the number of qualified teachers was higher than the number of unqualified teachers. Qualified teachers constituted 62 percent while only 38 percent of the teachers were not qualified. Unqualified teachers included those who possessed certificates such as: Joint Matriculation Board Certificate (JMB), Primary Lower Certificate III (P.L.III), Advanced Primary Teacher's Certificate (APTC), Cambridge Overseas School Certificate (COSC) and Junior Certificate (JC). However, there were 334 teachers whose qualifications were not declared.

Table 3.9 Number of Teachers in Registered Secondary Schools by District and Gender- 2008

District	All Teachers			Qualified Teachers			Unqualified Teachers		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Butha-Buthe	128	149	277	89	101	190	39	48	87
Leribe	406	481	887	245	331	576	161	150	311
Berea	215	259	474	112	146	258	103	113	216
Maseru	421	683	1104	235	449	684	186	234	420
Mafeteng	241	261	502	145	177	322	96	84	180
Mohale's Hoek	125	188	313	73	120	193	52	68	120
Quthing	119	115	234	71	74	145	48	41	89
Qacha's Nek	78	115	193	41	69	110	37	46	83
Mokhotlong	64	100	164	38	65	103	26	35	61
Thaba-Tseka	84	75	159	40	46	86	44	29	73
Total	1756	2426	4307	1089	1578	2667	667	848	1515

3.8 Efficiency and Quality of Education in Registered Secondary Schools

3.8.1 Repeaters in Registered Secondary Schools

Repeaters constituted 12 percent of the total enrolment of secondary students in 2008. Out of the total of 12,164 repeaters, 35 percent were in form A and 32 percent in form B. Form D and form C trailed with 19 and 12 percent of repeaters respectively. Gender comparison revealed that there were more female repeaters than male repeaters in all the grades, though the difference was minute in Form E.

Analysis by agency disclosed that RCM and LEC schools constituted 33 and 32 percent of repeaters, while Government and ACL schools represented 13 and 10 percent of those repeaters respectively. As shown in Table 3.10, the other agencies had few numbers of repeaters.

Table 3.10 Enrolment of Repeaters in Registered Secondary Schools by Agency, Grade and Sex - 2008

Agency	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
ACL	200	198	136	212	113	133	71	113	13	11	1200
AME	74	103	44	77	63	79	39	52	0	0	531
Community	81	91	88	89	16	26	49	60	0	1	501
Government	312	473	189	240	48	47	117	114	5	3	1548
LEC	573	710	646	799	254	233	288	395	13	10	3921
Others	53	74	42	41	9	17	29	46	3	0	314
Private	3	6	4	10	58	84	7	7	5	4	188
RCM	549	706	537	703	242	272	368	510	34	40	3961
Total	1845	2361	1686	2171	803	891	968	1297	73	69	12164

When further disaggregated by districts and ecological zones, the number of repeaters tended to follow the same pattern as that of enrolment. For example, lowlands had the highest percentage of 58 of repeaters followed by foothills, mountains and senqu river valley with 17, 15 and 10 percent respectively. The leading districts in percentages of repeaters were Leribe, Maseru, Mafeteng and Berea with 21, 18, 16 and 13 percent orderly. The least number of repeaters in registered secondary schools was constituted by Thaba-Tseka and Qacha's Nek districts.

Table 3.11 Enrolment of Repeaters in Registered Secondary Schools by District,

Location and Gender - 2008

District	Foothills		Lowlands		Mountain		Senqu River Valley		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	139	165	315	459	40	61	0	0	1179
Leribe	151	166	845	1039	72	116	55	65	2509
Berea	219	258	507	540	0	0	11	21	1556
Maseru	128	215	758	862	65	94	11	22	2155
Mafeteng	151	181	603	631	2	7	133	212	1920
Mohale's Hoek	74	78	187	220	50	64	33	46	752
Quthing	81	78	25	68	21	32	154	201	660
Qacha's Nek	0	0	0	14	88	122	72	92	388
Mokhotlong	0	0	0	0	237	405	0	0	642
Thaba-Tseka	0	0	0	0	124	220	24	35	403
Total	943	1141	3240	3833	699	1121	493	694	12164

3.8.2 Registered Secondary Schools Cohort Analysis

The cohort analysis depicted in Table 3.12 provide a massive collapse in enrolments from grade A in 2004 to grade E in 2008. The cohort that commenced Form A in 2004 was supposed to advance to Form E in 2008. For instance, in 2004, there were 11,954 male and 15,702 female students who enrolled in form A and the same cohort was anticipated to enroll in form E in 2008 but these numbers were reduced to only 4,262 males and 5,237 females. This was only 36 and 44 percent of the initial enrolments of males and females in Form A. It should also be noted that this is the crude cohorts' measure as they may include repeaters and/or transfers from other schools.

Table 3.12 Enrolment in Registered Secondary Schools by Grade and Sex, 2004-2008

FORM	2004		2005		2006		2007		2008	
	M	F	M	F	M	F	M	F	M	F
A	11954	15702	12906	16656	12586	16268	14639	20172	14372	19886
B	9846	12506	10097	13214	10628	13730	10141	13528	11632	15849
C	7137	8928	7316	9185	7420	9410	7335	9461	7663	9726
D	5902	7402	6569	8105	6645	8265	6042	7599	6233	8457
E	4076	4689	4198	4850	4358	5235	4200	4819	4262	5237
TOTAL	38915	49227	41086	52010	41637	52908	42357	55579	44162	59155

3.8.3 Transition Rates from Form C to Form D

In contrary to the enrolment, whereby females emerged dominant, transition rates reflect that more males than females progressed from form C to form D. This has been the trend since the year 2001 up to 2007 except in 2002 and 2008 where female's transition rate exceeded male's transition rate. The implication being that more male students advanced to higher secondary than female students after

completing junior secondary. Table 3.13 demonstrates an appreciation by 6.3 percent in transition rate in the year 2008 from 2007.

Table 3.13 Transition Rates from Form C to Form D, 2001-2008

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
2008	71.8	75.7	74.0

3.8.4 Examination Results

3.8.4.1 Junior Certificate Examinations

The number of students who sat for junior secondary examinations increased by 22 percent from the year 2003 to 2008. Similar to the primary school level was the fact that the best results were realized in 2004, whereby about 76 percent of students who sat for junior secondary examinations managed to pass. The percentage of students who passed examinations decreased from 72 to 65 percent in 2005 and 2006 respectively. However, an appreciation of 6 percent was observed from 2006 to 2007 while only 2.2 percent increase was noticed from 2007 in 2008.

Although there was a decline in quantity of secondary results in 2007, quality slightly improved in 2008. Improvement in quality was witnessed by increment of percentages in first class with merit and first class passes in 2008 whereas a fall in quality in 2007 was viewed by a drop in percentages in first class with merit and first class passes. As mentioned earlier, the trend indicates 2004 results as leading in the six years period whereby the total passes, the first class passes with merit, the first classes, and the second classes surpassed other years. In addition to that, 24.4 percent was observed as percentage of failures in 2004 while the percentage of failures has been fluctuating above 27 percent in the other years.

Table 3.14 Junior Certificate Examination Results, 2003-2008

	2003	2004	2005	2006	2007	2008
Candidates	13146	14346	14737	15081	15717	16056
Total passes	9635	10842	10630	9800	11155	11423
Percentage of passes	73.3	75.6	72.1	65.0	71.0	71.1
Number of first class with merit	158	221	127	213	159	233
Merit percentages	1.2	1.5	0.9	1.4	1.0	1.5
Number of first class passes	794	987	742	972	906	997
First class percentages	6.0	6.9	5.0	6.4	5.8	6.2
Number of second class passes	7220	8036	7445	7155	8257	8370
Second class percentages	55.0	56.0	50.5	47.4	52.5	52.1
Number of third class passes	1463	1589	2316	1460	1833	1823
Third class percentages	11.1	11.1	15.7	9.7	11.7	11.4
Number of failures	3511	3504	4107	5281	4562	4633
Percentages of failures	26.7	24.4	27.9	35.0	29.0	28.9

3.8.4.2 Cambridge Overseas School Certificate Examination (C.O.S.C) Results

The C.O.S.C's percentage passes for the six-year period ranged from 51 percent in 2003 to 58 percent in 2008. Table 3.15 depicts a gradual percentage increase of passes over the years (with an exception of 2006 where a slight decrease was noticed). The highest percentage of passes, 57.6 was viewed in 2008. The percentage increment of 1.4 was observed in 2007 to 2008, while the highest percentage increment of passes was observed in 2004 to 2005 with 2.2 percent. A minimal improvement in percentage of first class passes denoted some sluggish development in quality of education at this level over the years. The table further illustrates fluctuations in second class passes while third class passes were relatively constant. The percentages obtaining General Certificate of Education (GCE) steadily descended over the six-year period. The percentage of students sat for examinations ascended by almost 34 percent in these six years.

Table 3.15 Cambridge Overseas School Certificate Examination Results, 2003-2008

	2003	2004	2005	2006	2007	2008
Candidates	7189	7718	8133	8899	9026	9599
Total passes	3666	4061	4457	4860	5068	5522
Percentage of passes	51.1	52.6	54.8	54.6	56.1	57.5
Number of first class passes	235	309	350	372	430	533
First class percentages	3.3	4.0	4.3	4.2	4.8	5.6
Number of second class passes	1126	1287	1472	1570	1690	1853
Second class percentages	15.7	16.7	18.1	17.6	18.7	19.3
Number of third class passes	2305	2465	2635	2918	2948	3136
Third class percentages	32.1	32.0	32.4	32.8	32.7	32.7
Number that obtained GCE	3387	3586	3590	3884	3872	3934
Percent of GCE	47.1	46.5	44.1	43.6	42.9	41.0
Number of failures	136	71	86	155	86	63
Percentages of failures	1.9	0.9	1.1	1.7	1.0	0.7

Chapter 4

Tertiary Institutions

4.0 Introduction

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. The institutions consist of National University of Lesotho (NUL), Limkokwing University of Creative Technology and Lesotho College of education (LCE) and other small institutions such as National Health Training Centre (NHTC), Lesotho Agricultural college (LAC) Institute of Development Management (IDM), Centre for Accounting Studies, and Lerotholi Polytechnic. National University of Lesotho is one of the highest learning institutions mandated to produce magnificent quality and huge quantity of human resource that is labour market oriented and globally competitive. On the other hand, the newly established Limkokwing University of Creative Technology founded in 2008, is determined to transform tertiary education and to empower young generation with creative learning with its new teaching methodologies such as thinking skills, innovative mindsets and creativity. Lesotho College of education trains both primary and junior secondary schools teachers that are already in-service and those who are not yet employed. ``

4.1 Lesotho College of Education

4.1.1 Enrolment

The total enrolment at Lesotho College of Education in 2007 was 3759 and this figure increased to 4,275 in 2008. Enrolment by programmes revealed that Diploma in Technology Education Primary (DTEP) exceeded other programmes by 55 percent followed by Diploma in Education Secondary and Diploma in Education Primary with 19 percent and 15 percent respectively. The least programmes in enrolment were Diploma in Secondary Education Technology and Certificate in Early Childhood Education (CECE).

Table 4.1 Lesotho College of Education Enrolment by Course and Gender - 2008

Course	Enrolment		
	Males	Females	Total
DIP. ED. PRIMARY	189	460	649
DIP. ED. SECONDARY	295	508	803
DIP. ED. SECONDARY (Thaba Tseka)	73	108	181
DIP. ED. SECONDARY (05)	65	106	171
DIP. SEC. ED. (TECH 05)	11	2	13
DIP. ED. SECONDARY (TECH)	26	39	65
DTEP	714	1647	2361
CECE	32	0	32
TOTAL	1405	2870	4275

Table 4.2 Lesotho College of Education Graduates by Course and Year, 2006-2008

Course	Graduates		
	2006	2007	2008
DIP. ED. PRIMARY	135	210	200
DIP. ED. SECONDARY	110	116	138
DIP. ED. SECONDARY (Technology)	18	13	12
DIP. ED. PRIMARY (DTEP)	447	316	337
DIP. PRIMARY EDUCATION	58	-	-
SECONDARY TEACHERS CERTIFICATE	1	-	-
TOTAL	769	655	687

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 4.3 Lesotho College of Education Teaching Staff by Department and Gender - 2008

Department	Teaching Staff		
	Males	Females	Total
Social Sciences	8	11	19
Education Foundation	5	3	8
Faculty of Education	4	3	7
Curriculum Instruction	0	2	2
Educational Technology	0	1	1
Applied Sciences	4	7	11
Pure Sciences	10	9	19
Technology	7	0	7
Creative Art	3	2	5
Literature and Languages	4	13	17
DTEP	8	14	22
Total	53	65	118

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.

4.2 National University of Lesotho

4.2.1 Enrolment

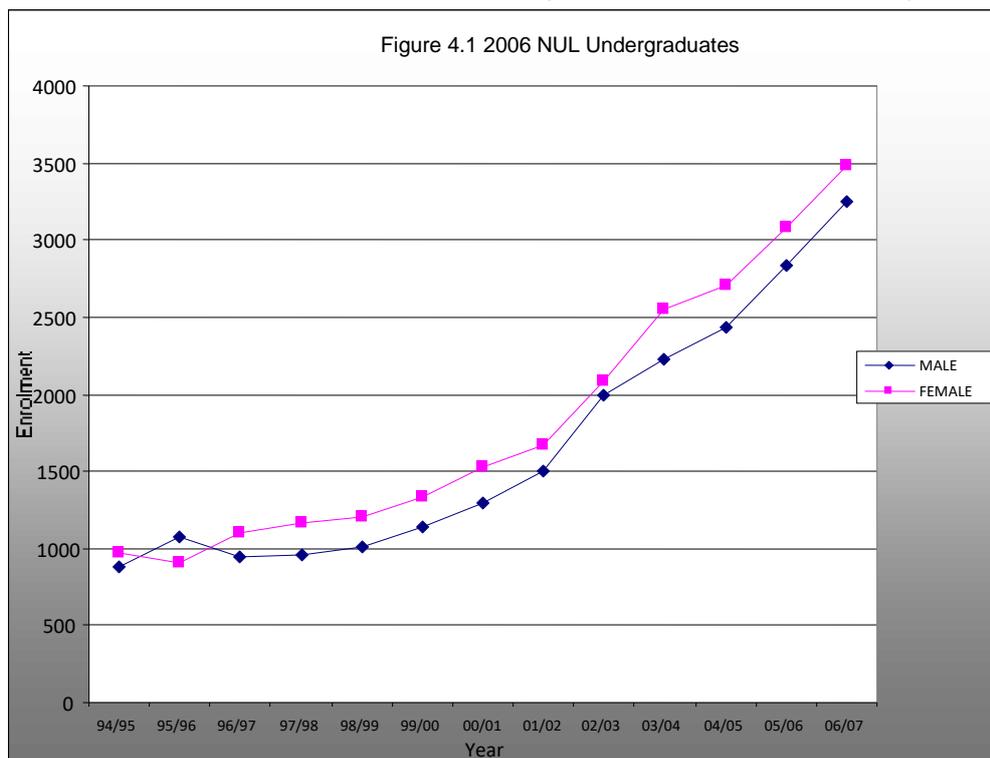
The National University of Lesotho total enrollment has been ascending over the years and the year 2008 was no exception despite an introduction of another university in the country. The total enrollment rose to 8194 out of which females constituted 57 percent while males contributed 43 percent. Despite the fact that there were more females than males, 16 percent of males were staying on campus whereas 15 percent of females resided on campus.

Residence	Female	Male	Total
Hall of Residence			
Non Residence			

Table 4.2 Nul Undergraduate Student Population by Sex (Full Time) 1994/95 – 2008/09

YEAR	MALE	FEMALE	TOTAL
08/09	3892	4302	8194
07/08	3473	3873	7346
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

Enrolment has been recently escalating at this level. The undergraduate students that enrolled in the academic year 2008/09 were almost four times more than those that were enrolled in 1998/99 which is an eleven years period. In the years 2006, 2007 and 2008, enrolment increased by 13.6, 9.3 and 11.5 percent respectively.



As illustrated in figure 4.1 the enrolment trend at NUL is continually mounting and the rate at which enrolment escalates is currently higher compared to previous years. The figure demonstrates that enrolment gradually increased since the year 1994/95 to 2000/01 after which it ascended deeply until the year 2008/09. It also shows that females' enrolment was higher than for males from the year 1996/97 to 2008/2009 but with a stable gap between the two.

Table 4.3 NUL Undergraduate Student Population (Part-time and Full-time) 1994/95-2008/09

YEAR	Part-Time	Full-Time	TOTAL
08/09	2300	8194	10494
07/08	2049	7346	9395
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

Enrolment by faculty revealed that faculty of social sciences was the highest in enrolment followed by faculty of education while faculty of agriculture was the least.

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

Table 4.4 Number of Teaching staff at NUL by Faculty.

4.2.2 Teaching Staff

In total, the number of teaching staff was 261 as portrayed in Table 4.4. Most lecturers were locals although expatriates took a lead in the category of professors. Concentration of lecturers was in the faculty of science and technology. The next largest faculties with a high number of lecturers were faculty of social sciences and faculty of humanities. Faculty of science and technology dominated with the high number of teachers and it was followed by faculties of Humanities and social sciences. The least number of teaching staff was in the faculties of Health Science and Law.

4.3 Limkokwing University of Creative Technology

The university has a global presence across three continents with over 30,000 students coming from more than 150 countries studying in its twelve campuses. In Lesotho the university was represented by a total of 1,045 students in 2008.

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 in 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 1999-2008

	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 2008																		
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- 2008 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