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Planning Unit

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LIST OF ACRONYMS

ACL	Anglican Church of Lesotho
ADSE	Advanced Diploma in Special Education
AME	African Methodist Episcopal
BOS	Bureau of Statistics
CECE	Certificate in Early Childhood Education
COSC	Cambridge Overseas School Certificate
CWIQ	Core Wealth Indicator Questionnaire
DEP	Diploma in Primary Education
DTE	Diploma in Technology Education
DTEP	Distance Teachers Education Programme
ECCD	Early Childhood Care and Development
EFA	Education For All
EGIS	Education Geographic Information System
EMIS	Education Management Information System
FPE	Free Primary Education
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

CONTENTS

Title	Page
List of Acronyms	i
Contents	ii
Tables	iv
Figures	v
Chapter 1	
1.0 Introduction.....	9
1.1 The Education System.....	9
1.2 Data Source and Quality.....	10
1.2.1 Source.....	10
1.2.2 Quality.....	10
Chapter 2 Primary School Education	
2.0 Introduction.....	12
2.1 Enrolment in registered primary schools.....	12
2.1.1 Accessibility of Education.....	15
2.1.1.1 New Entrants in registered primary schools.....	15
2.1.1.2 Registered Primary schools Apparent Intake Rates (AIR) and Net Intake Rates (NIR).....	16
2.1.2 Gender Parity Index in registered primary schools.....	17
2.1.3 Coverage or Participation in primary education.....	18
2.2 Disability in registered primary schools.....	19
2.3 Orphan hood in registered primary schools.....	20
2.4 Inputs for Primary Education.....	21
2.4.1 Primary Schools.....	21
2.4.2 Teachers in registered primary schools.....	23
2.5 Efficiency and Quality of Education.....	24
2.5.1 Repeaters in registered primary schools.....	25
2.5.2 Primary School Leaving Examination (PSLE) Results.....	26
2.5.3 Transition Rates from standard 7 to form A.....	27
2.5.4 Cohort Analysis.....	28
Chapter 3 Secondary School Education	
3.0 Introduction.....	31
3.1 Enrolment in registered secondary schools.....	31
3.2 Trend Analysis of Registered Secondary Schools Enrolment.....	33
3.3 New entrants in registered secondary schools.....	34
3.4 Coverage and participation in secondary education.....	35
3.4.1 Gross and net enrolment rates, pupils to teacher ratios and the gender parity indices for registered secondary schools.....	35
3.4.2 Registered secondary schools age specific net enrolment rates.....	36

3.5 Enrolment of students with special education needs	
In registered secondary schools.....	36
3.6 Orphans in registered secondary schools.....	37
3.7 Inputs for Secondary Education.....	37
3.7.1 Secondary schools.....	37
3.7.2 Secondary schools teachers.....	39
3.8 Efficiency and quality of education in registered	
secondary schools.....	39
3.8.1 Repeaters in registered secondary schools.....	39
3.8.2 Registered secondary schools cohort analysis.....	40
3.8.3 Transition rates from form C to form D.....	41
3.8.4 Examination Results.....	42
3.8.4.1 Junior Certificate Examinations.....	42
3.8.4.2 Cambridge Overseas School Certificate	
Examination Results.....	42

Chapter 4 Tertiary Education

4.0 Introduction.....	44
4.1 Lesotho College of Education.....	44
4.1.1 Enrolment and Graduations.....	44
4.1.2 Teaching Staff.....	45
4.2 National University of Lesotho.....	46
4.2.1 Enrolment	46
4.2.2 Teaching Staff.....	48
4.3 Limkokwing University of Creative Technology.....	48
4.3.1 Enrolment	48
4.3.2 Teaching Staff.....	49
4.4 National Health Training Centre.....	50
4.4.1 Enrolment	50
4.4.2 Teaching Staff.....	50
4.5 Lerotholi Polytechnic.....	51
4.5.1 Enrolment	51
4.5.2 Teaching Staff.....	52
4.6 Institute of Development Management (IDM).....	52
4.6.1 Enrolment	52

TABLES

Title	Page
Primary School Tables	
Table 2.1 Enrolment in registered primary schools by age, grade and gender, 2009.....	13
Table 2.2 Enrolment in registered primary schools by grade and gender, 2005-2009.....	13
Table 2.3 Enrolment in registered primary schools by district and gender, 2007- 2009.....	14
Table 2.4 Enrolment in registered primary schools by district, ecological zones and gender, 2009.....	15
Table 2.5 Number and percentages of new entrants in registered primary schools by district and gender, 2009.....	16
Table 2.6 Registered primary schools apparent and net intake rates, gender parity indices and gender, 1999-2009.....	17
Table 2.7 Registered primary schools gross and net enrolment rates and pupils to teacher ratios, 1999-2009.....	18
Table 2.8 Pupils enrolled in registered primary schools by district, number of teachers, gender and the pupils to teacher ratios, 2009.....	19
Table 2.9 Registered primary school enrolment of pupils with special educational needs by type, grade and gender, 2009.....	20
Table 2.10 Enrolment of orphans in registered primary schools by type of orphan hood, grade and gender, 2009.....	20
Table 2.11 Registered primary school total enrolment, number of schools, number of teachers and percentage change in enrolment, 2000-2009.....	23
Table 2.12 Number of registered primary schools by district and location, 2009.....	23
Table 2.13 Number of teachers in registered primary schools by district and location, 2009.....	24
Table 2.14 Enrolment of repeaters in registered primary schools by district, location and gender, 2009.....	26
Table 2.15 Primary school leaving examination results, 2001 – 2009.....	27

Table 2.16 Transition rates from standard 7 to form A, 2001-2009.....	27
Table 2.17 Enrolment and repeaters in primary schools by gender and cohort, 1999-2009.....	28
Table 2.18 Efficiency rates by year and standard.....	30
Secondary School Tables	
Table 3.1 Enrolment in registered secondary schools by age, grade and gender, 2009.....	32
Table 3.2 Enrolment in registered secondary schools by district, location and gender, 2009.....	33
Table 3.3 Enrolment in registered secondary schools by district, gender and percentage share per district, 2007-2009.....	33
Table 3.4 Secondary school enrolment rates, gender parity indices and pupils to teacher ratios, 2001-2009.....	35
Table 3.5 Registered secondary school's age specific net enrolment rates, 2009.....	36
Table 3.6 Enrolment of pupils with special educational needs in registered secondary schools by type, grade and gender, 2009.....	37
Table 3.7 Enrolment of orphans in registered secondary schools by type of orphan-hood, grade and gender, 2009.....	37
Table 3.8 Number of registered secondary schools by district and agency, 2009.....	38
Table 3.9 Number of teachers in registered secondary schools by district and gender, 2009.....	39
Table 3.10 Enrolment of repeaters in registered secondary schools by agency, grade and sex, 2009.....	40
Table 3.11 Repeaters in registered secondary schools by district, location and gender, 2009.....	40
Table 3.12 Enrolment in registered secondary schools by grade and sex, 2005-2009.....	41
Table 3.13 Transition rates from form C to form D, 2001-2009.....	41
Table 3.14 Junior certificate examination results, 2002-2009.....	42

Table 3.15 Cambridge overseas school certificate examination Results, 2002-2009.....	43
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Tertiary Education Tables

Table 4.1 Lesotho College of Education Enrolment by Course and Gender, 2009.....	44
Table 4.2 Lesotho College of Education Graduates by Course and Year, 2007-2009.....	45
Table 4.3 Lesotho College of Education Teaching Staff by Department and Gender, 2009.....	45
Table 4.4 NUL Undergraduate Student Population By Sex (Full Time), 2000/01-2009/10.....	46
Table 4.5 NUL Undergraduate Student Population (Part-time and Full-time) 2000/01-2009/10.....	47
Table 4.6 Number of Teaching staff at NUL by Faculty and Nationality, 2009.....	48
Table 4.7 Limkokwing University of Creative Technology Enrolment by Faculty and Gender, 2009.....	49
Table 4.8 Limkokwing University of Creative Technology Academic Staff by Faculty, Nationality and Gender, 2009.....	49
Table 4.9 National Health Training Centre Enrolment by Programme and Gender, 2009.....	50
Table 4.10 National Health Training Centre Teaching Staff by Department and Gender, 2009.....	50
Table 4.11 Lerotholi Polytechnic Enrolment by Course and Gender, 2009.....	51
Table 4.12 Lerotholi Polytechnic Teaching Staff by Rank – 2009.....	52
Table 4.13 Institute of Development Management (IDM) Enrolment by Programme and Gender, 2009.....	53

FIGURES

Title	Page
Figure 2.1 Number of new entrants in registered primary schools by age and gender, 2009.....	16
Figure 2.2 Enrolment of orphans by type of orphan-hood, sex and grade, 2009.....	21
Figure 2.3 Percentage distributions of registered primary schools by agency, 2009.....	22
Figure 2.4 Number of repeaters by age, chosen levels and sex, 2009.....	25
Figure 3.1 Number of new entrants in registered secondary schools by age and gender, 2009.....	34
Figure 3.2 Percentage distributions of registered secondary schools by ecological zones, 2009.....	38
Figure 4.1 National University of Lesotho Undergraduates, 2009.....	46

Chapter 1

1.0 Introduction

Lesotho is envisaged to improve access, equity and quality in all levels of education as one of the major strategies to enhance its economic growth. The need for accurate, detailed, timely and relevant education statistics cannot be overemphasized. Thus, Education Management Information System (EMIS) produces the report that provides such appropriate statistical information for evidence-based decision making.

1.1 The Education System

Educational programs in Lesotho are classified into five levels, pre-primary or kindergarten, elementary or primary school, Secondary education includes junior and senior high school, Post secondary (vocational and technical schools) and Tertiary or Higher education.

Pre-primary education - uses a practical approach, providing children with 'hands on' learning experiences. The pre-school education period is a very important period when the child develops rapidly and forms basic habits and skills. Precautions should be taken as cognitive development of children begins at this very early age.

At this level children are to acquire the cognitive, motor and communicative skills needed for primary school, and to prepare them emotionally and behaviorally, so that they can achieve their full potential at all levels of the education system. Pre-school education also makes it easier for mothers to participate in the labour market, increases their mobility and enhances their opportunities for life-long learning.

Primary education or elementary education - is preceded by Pre School and is followed by secondary education. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, geography history, math, and other social sciences

Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. The continuity with a single teacher and the opportunity to build up a close relationship with the class is a notable feature of the primary education system.

Secondary education - is the stage of education following primary school. In Lesotho usually takes five years and is attended by students between the ages of 13 and 17. *Secondary school teachers* help students look into more deeply into subjects introduced in elementary school and expose them to more information about the world. Secondary school teachers specialize in a specific subject, such as English, Spanish, mathematics, history, or biology. They also may teach subjects as career and technical or career-technology. In some schools they also teach some basics in computer skills.

Vocational Training - equips a person for a specific trade or profession. Vocational training may lead to a recognized vocational degree, or it may form part of in-company employee development. It might take the form of a short course, practical training, or part-time or full-time study at a college or university. *Vocational education and training* beyond secondary education is known as *further education*.

Higher education or tertiary - is an educational level that follows the completion of a school providing a secondary education. *Higher education* is normally taken to include *undergraduate* and *postgraduate education*; Tertiary education may take place at colleges, universities, institutes of technology and polytechnics (among other institutions).

The tertiary level provides certificate and diploma courses, graduate and a limited number of postgraduate programs. Tertiary education generally culminates in the receipt of certificates, diplomas or academic degrees.

. 1.2 Data Source and Quality

1.2.1 Source

The main source of information used in this report is 2009 school census. The ER42 Forms (Annual Statistical Returns) are distributed to District Education Officers (DEO's) who in turn convey them to the principals or head teachers of schools. After completion, the principals submit filled the forms to DEO's or staff of the Education Planning Unit.

The ER 42 Form is an instrument used to collect information from the schools. The ER 42 forms for ECCD (pre primary schools) primary schools, secondary schools and technical/ vocational schools and tertiary contain similar information but with variances in detailed questions according to different school levels or institutions. These include information on physical location, type of ownership of the school, enrolment information, repeaters, teachers' profile, school fees and general school facilities such as buildings, classrooms and equipment. Apart from information collected from schools, the other information is solicited within the Ministry Education and training which, examination results bursaries and budget plans. The other information on bursaries is collected from National manpower secretariat.

1.2.2 Quality

Data quality for 2009, for both primary and secondary schools can be considered generally good; there was a minimum of 2 percent of non response which was estimated by proxies from the previous year.

However a further verification on the non responded primary schools is needed, as the total number of registered primary schools increased by only seven (7) schools in 2009. It should be noted that these are schools that responded because they were already operating. Therefore, schools that were not operational at the beginning of the year were excluded although they were registered. Excluded also in the number of schools was the number of closed schools even though they were not officially reported.

The registered secondary schools in 2009 increased to 315. The number of secondary schools had also increased by seven (7) Schools. The increment was obviously emanating from the newly established schools that did not respond in the previous year.

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 down turn 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. A total enrolment of 389,424 recorded in 2009 connoted an incessant drop in enrolment of 6,617 from the previous year.

Table 2.1 Enrolment in Registered Primary Schools by Age, Grade and Gender- 2009

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	2511	2484	0	0	0	0	0	0	0	0	0	0	0	0	4995
6	15146	14495	679	852	0	0	0	0	0	0	0	0	0	0	31172
7	11532	9694	7693	9678	593	880	0	0	0	0	0	0	0	0	40070
8	4839	3244	9571	9310	4566	6952	502	887	0	0	0	0	0	0	39871
9	2109	1170	7068	4984	7441	8567	2961	5173	428	846	0	0	0	0	40747
10	828	366	3902	2176	7094	5491	5611	7809	2153	4437	371	744	0	0	40982
11	338	136	1866	885	4805	2878	6078	5729	4149	6510	1802	3934	351	750	40211
12	143	53	931	340	2972	1462	5212	3599	4938	5619	3398	5971	1518	3436	39592
13	60	19	444	178	1747	743	4170	2216	4901	4100	4211	5388	2889	5369	36435
14	37	16	209	102	884	350	2587	1198	3978	2807	4183	4233	3416	5324	29324
15	15	8	101	46	402	188	1345	551	2773	1510	3552	2833	3499	4394	21217
16	16	6	36	14	184	87	580	250	1454	737	2234	1497	2857	2866	12818
17	8	5	30	9	66	28	219	121	648	326	1218	765	1925	1494	6862
18	2	0	7	4	24	14	97	35	243	115	586	295	950	618	2990
19	1	2	4	4	9	4	43	13	85	50	218	109	473	257	1272
20	5	1	2	0	4	1	15	6	26	16	91	43	224	75	509
higher 20	4	4	2	4	11	3	10	6	13	15	61	29	132	63	357
Total	37594	31703	32545	28586	30802	27648	29430	27593	25789	27088	21925	25841	18234	24646	389424

Table 2.1 reflects that enrolment from grade 1 to grade 4 was higher for males than females, whereas enrolment was higher for females than males from grade 5 to grade 7. Furthermore, the table reveals 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 expected. Under normal situation, pupils originate this level of education at the age of six and complete at the age of twelve. Table.2.2 expresses that male’s enrolment is dominating female’s enrolment each year and that total enrolment is steadily sliding from grade 1 to grade 7.

Table 2.2 Enrolment in Registered Primary Schools by Grade and Gender, 2005-2009

Grade	2005		2006		2007		2008		2009	
	M	F	M	F	M	F	M	F	M	F
1	42504	35728	42198	35352	40175	33960	39080	33362	31703	37594
2	36858	31707	35359	30354	33217	28599	32903	29116	28586	32545
3	34666	30926	34023	30185	31951	27723	31459	27651	27648	30802
4	32760	31506	32472	30394	30383	28762	29934	27939	27593	29430
5	28534	30690	27872	29213	26666	27976	26505	27399	27088	25789
6	21833	28472	23173	28143	21903	26160	22052	25798	25841	21925
7	15538	20566	19026	27091	18415	25044	18399	24444	24646	18234
Total M/F	212683	209595	214123	210732	202710	198224	200332	195709	193105	196319
Total	422278		424855		400934		396041		389424	

The registered primary school enrolment by districts and sex for the period 2007-2009 is illustrated in Table 2.3. The table visibly signifies that Maseru had the highest

enrolment of 83 535 (21%) pupils followed by Leribe with 60 445 (15%) in 2009. Berea and Mafeteng were next with 48 203 (12%) and 40 998 (11%) pupils, respectively. Qacha's Nek registered the lowest enrolment of 17 250 (4%) pupils.

Table 2.3 Enrolment in Registered Primary Schools by District and Gender, 2007- 2009

Districts	2007			2008			2009		
	M	F	Total	M	F	Total	M	F	Total
Butha-Buthe	12697	12299	24996	12214	11665	23879	11890	11449	23339
Leribe	33537	30963	64500	31952	29663	61615	31383	29062	60445
Berea	26195	24163	50358	26036	23920	49956	25158	23045	48203
Maseru	42355	40196	82551	43086	41558	84644	42439	41096	83535
Mafeteng	22660	21080	43740	21485	19808	41293	21149	19849	40998
Mohale's Hoek	18572	18975	37547	18208	18194	36402	17675	18000	35675
Quthing	13335	13539	26874	12819	13110	25929	12389	12625	25014
Qacha's Nek	8887	9031	17918	8326	8449	16775	8568	8682	17250
Mokhotlong	10390	11918	22308	10557	12058	22615	10244	11780	22024
ThabaTseka	14080	16062	30142	15649	17284	32933	15424	17517	32941
Total	202708	198226	400934	200332	195709	396041	196319	193105	389424

Enrolment by districts, ecological zones and sex revealed 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, in the lowlands, there were more males enrolled when compared to their female counterparts in all the districts in 2009 excepting Qacha's Nek, Mokhotlong and Thaba-Tseka districts that did not have any registered primary schools in the lowlands.

Lastly, amongst the districts that had the registered schools in the senqu river valley, enrolment for males was marginally higher than that of females in all the districts except in Berea, Qacha's Nek, Mokhotlong and Thaba Tseka where female's enrolment tended to surpass that of males.

Table 2.4 Enrolment in Registered Primary Schools by District, Location and Gender - 2009

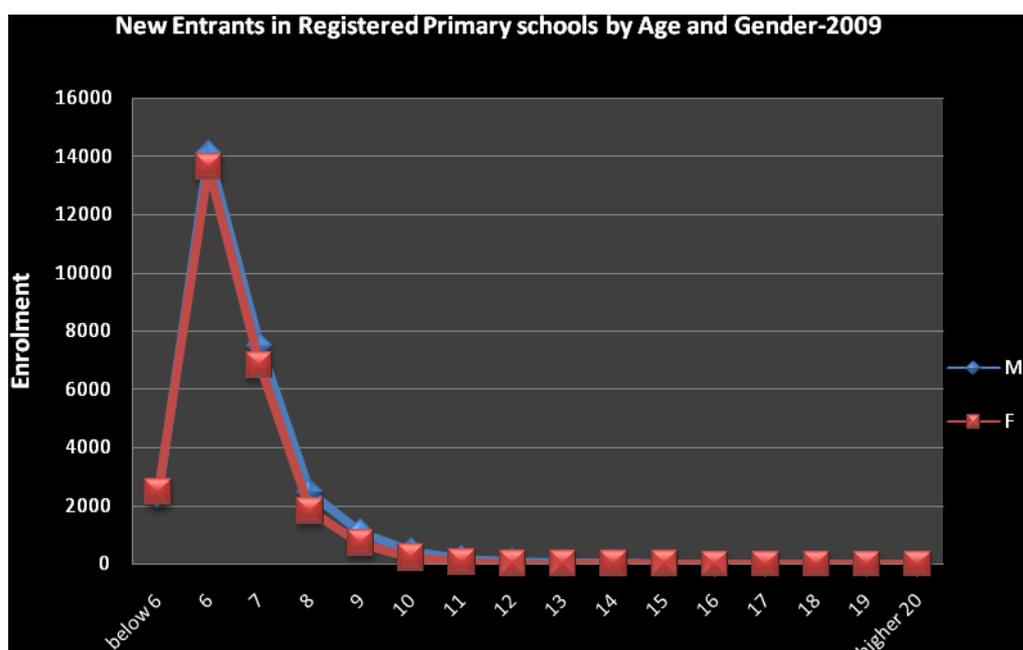
District	Foothills		Lowlands		Mountain		Senqu River Valley		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	4356	4241	5381	5056	1793	1856	360	296	23339
Leribe	7685	7166	20176	18362	3522	3534	0	0	60445
Berea	9467	8703	15369	13938	143	221	179	183	48203
Maseru	6847	6678	31835	30265	3700	4098	57	55	83535
Mafeteng	6023	5991	13540	11974	1487	1800	99	84	40998
Mohale's Hoek	3074	3120	9077	8657	4343	5074	1181	1149	35675
Quthing	3322	3132	344	256	6415	7045	2308	2192	25014
Qacha's Nek	156	186	0	0	7715	7762	697	734	17250
Mokhotlong	0	0	0	0	9955	11351	289	429	22024
Thaba-Tseka	0	0	0	0	13801	15724	1623	1793	32941
Total	40930	39217	95722	88508	52874	58465	6793	6915	389424

2.1.1 Accessibility of Education

Accessibility is defined as the proportion of children (six years) 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.

2.1.1.1 New Entrants in Registered Primary Schools

New entrants in registered primary schools were 54 197 in 2009, while a total of 52,137 new entrants was detected in 2008, implying an increment to the number of new entrants of 2 060 in 2009. Out of the abovementioned total in 2009, 52 percent were boys while girls contributed only 48 percent. As revealed in Figure 2.1, 51 percent and 49 percent were boys and girls who were new entrants at exactly age 6 years in 2009. The highest number of new entrants was also experienced at this official admission age 6 years constituting 51 percent of new entrants in the year under review. This was followed by 26 per cent of those who were aged 7. In addition to that, those who were aged below 6 years followed by 9 percent.



Districts comparison of new admissions portrayed the same pattern as that of total enrolments in registered primary schools. The percentage of new entrants was highest in Maseru (21 percent). Leribe followed with 14 percent while Berea, Mafeteng and Mochale's Hoek trailed by 12, 10 and 10 percent respectively. Nevertheless, Thaba Tseka was amazingly among the leading districts with the number of new entrants registering 12 percent.

Table 2.5 Number and Percentages of New Entrants in Registered Primary Schools by District and Gender - 2009

District	New Entrants Enrolment			New Entrants Percentages		
	M	F	Total	M	F	Total
Berea	3488	3002	6490	12.3	11.6	12.0
Butha-Buthe	1413	1405	2818	5.0	5.4	5.2
Leribe	3847	3715	7562	13.6	14.4	14.0
Mafeteng	2944	2647	5591	10.4	10.2	10.3
Maseru	5950	5344	11294	21.0	20.7	20.8
Mochale's Hoek	2655	2564	5219	9.4	9.9	9.6
Mokhotlong	1650	1419	3069	5.8	5.5	5.7
Qacha's Nek	1201	1153	2354	4.2	4.5	4.3
Quthing	1709	1567	3276	6.0	6.1	6.0
Thaba-Tseka	3500	3024	6524	12.3	11.7	12.0
Total	28357	25840	54197	100.0	100.0	100.0

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 peak in the year 2000, AIR steadily declined until in 2009 where it settled at 102.2. Prior to the year 2000, AIR had indicated that girls had more access to primary education than boys, but since the year 2000 to date, the reverse was experiential.

On the other hand, NIR has been constantly higher for girls over the years. The rates were almost three fold when comparing the year 1999 and 2000. In 2008, the rates were 54.8 for boys and 56.5 for girls whilst in 2009, NIR was 55.4 for boys and 54.7 for girls.

Table 2.6 Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices and Sex, 1999-2009

Years	<i>Apparent Intake Rates</i>				<i>Net Intake Rates</i>			
	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>GPI</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>GPI</i>
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
2009	105.5	98.8	102.2	0.94	55.4	54.7	55.0	1.00

2.1.2 Gender Parity Index in Registered Primary Schools

Displayed in Table 2.6, above also is the Gender Parity Index (GPI) which illustrates the female Net Enrolment Ratio (NER) to male NER. As illustrated by the table, the gender parity gap is reducing. For instance, the index value was 1.13 in 1999 and declined to 1.08 in 2000. Since then, the index value was stable at 1.07, until in 2005 and 2006 where it descended to 1.06. A further slump was noticed in 2007 and 2008 to the index values of 1.05 and 1.03, respectively. In 2009, an index value was one (1) indicating an equal participation of appropriately aged females and males in primary education whereas a value of more than one (1) that had been recorded in

the past years in Lesotho meant that 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 moderately stable amount in both the GER and NER during the period from 1999 to 2006, as shown in Table 2.7. The rise in enrolment in the first grade in 2000 had a huge impact on the overall enrolment thus creating a large gap in both GER and NER between 1999 and 2000. In 2006, GER for both males and females were identical at 127 percent, while NER was 81.6 percent for males and 86.3 percent for girls. However, in the year 2008, both values for GER and NER decelerated to the values of 119 and 82 percent respectively. The same situation was observed in 2009 as both values continued to reduce to 116.2 and 80.9 percent for GER and NER respectively.

Table 2.7 Registered Primary Schools Gross and Net Enrolment Rates and Pupils to Teacher Ratios, 1999-2009

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
2009	116.2	116.2	116.2	78.6	83.2	80.9	34

A high NER denotes a high degree of participation of the official school-age population. The theoretical maximum value is 100 percent. The incidence of under-aged and over-aged enrolment can be observed by the GER that exceeds 100. For instance, in 2009, the overall gross enrolment rate for under-age and over-age amounted to about 16.2 percent. Distribution by gender reflected that 16.2 for both boys and girls, respectively, were below and above the appropriate age of primary school level.

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, it is feasible that these targets are already attained. In 2007, the ratio was 37 pupils to one teacher which was obviously above the Ministry's target. The ratio further reduced to 35 and 34 pupils to one teacher in 2008 and 2009.

Presentation by districts unveiled Mokhotlong and Thaba-Tseka which are located in the mountains as the highest with pupil-teacher ratio of 39 and 37 respectively. Although Maseru and Leribe were leading in enrolments, they shared 35 and 32 pupil-teacher ratios in that order. The lowest was Butha-Buthe, Mafeteng and Qacha's Nek with 31 pupils to one teacher ratio each as portrayed 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, 2009

District	Enrolment			All Teachers			Pupil: Teacher Ratio
	Males	Females	Total	Males	Females	Total	
Butha-Buthe	11890	11449	23339	144	602	746	31
Leribe	31383	29062	60445	357	1506	1863	32
Berea	25158	23045	48203	297	1105	1402	34
Maseru	42439	41096	83535	487	1880	2367	35
Mafeteng	21149	19849	40998	327	986	1313	31
Mohale's Hoek	17675	18000	35675	287	822	1109	32
Quthing	12389	12625	25014	183	560	743	34
Qacha's Nek	8568	8682	17250	145	404	549	31
Mokhotlong	10244	11780	22024	153	411	564	39
Thaba-Tseka	15424	17517	32941	292	588	880	37
Total	196319	193105	389424	2672	8864	11536	34

2.2 Disability in Registered Primary Schools

In 2009, out of 389,424 pupils that were enrolled, only 5.3 percent had some special educational needs or disabilities. Compared to girls, boys with special educational needs were leading in all the grades with grade 7 being the only exception. Males who had both learning difficulty and mental retardation were also foremost in all the grades. When looking at pupils who had visual impairment, males further remained top in all the grades excluding grade 7. On the other hand, the number of females with hearing impairment exceeded that of males in grade 3, grade 5, grade 6 and grade 7. The number of males with epilepsy was also out-numbered by the number of females in grade 6 and grade 7.

Table 2.9 Registered Primary School Enrolment of Pupils With Special Educational Needs or Disabilities by Type, Grade and Sex, 2009

Special need	Enrolment														Total
	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Epilepsy	51	29	51	33	47	39	49	47	41	41	31	61	17	41	578
Hearing Impairment	162	119	166	134	165	168	290	285	245	278	214	271	139	193	2829
Learning Difficulty	515	310	851	485	974	530	887	605	700	572	590	454	379	350	8202
Mental Retardation	350	236	257	204	231	179	168	128	136	119	135	116	72	64	2395
Other	132	58	122	67	115	43	101	25	94	38	87	40	89	57	1068
Physical Handicap	205	127	119	87	107	79	88	66	113	83	73	66	56	57	1326
Visual Impairment	226	176	268	188	314	227	434	290	374	335	387	385	237	288	4129
Total	1641	1055	1834	1198	1953	1265	2017	1446	1703	1466	1517	1393	989	1050	20527

2.3 Orphan-hood in Registered Primary Schools

Orphan-hood is persistently increasing and HIV and AIDS pandemic is one of the causal factors to its expansion. 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. Even though the number of orphans diminished to 111,335 in 2007, the reverse was realized in 2008 as the number escalated to 121,175 out of total enrolment of 396,041. However, the number of orphans signified a trivial decline to the value of 121,155 in 2009, implying a reduction by 20 pupils from the previous year.

Table 2.10 reflects the number of paternal orphans as dominant weighed against that of maternal and complete orphans. On average paternal orphans represented 56 percent, complete orphans followed with 24 percent while maternal orphans constituted 20 percent. It also demonstrates that the number of male orphans surpassed that of females from grade 1 to grade 4 whilst the number of female orphans was higher than that of males from grade 5 to grade 7. The table further depicts that about 62 percent were paternal orphans in grade 1 while in the rest of the other grades paternal orphans composed percentages between 59 and 52 that were gradually decreasing from one grade to another.

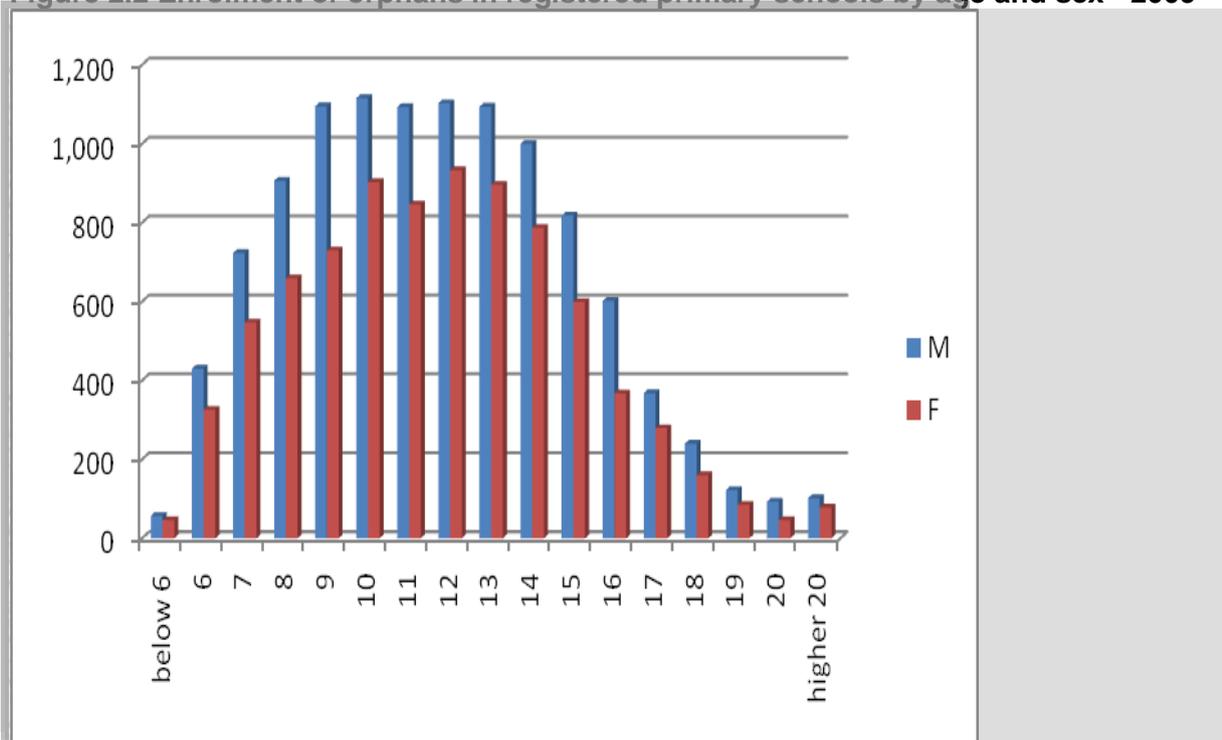
Table 2.10 Enrolment of Orphans in Registered Primary Schools by Type of orphan hood, Grade and Gender, 2009

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	1425	1116	1761	1373	2151	1790	2485	2215	2482	2609	2326	2860	2134	2912	29639
Maternal	1472	1243	1714	1497	1862	1678	2084	1820	1917	1893	1661	1987	1437	1897	24162
Paternal	4701	4000	5055	4162	5288	4631	5425	4999	5030	5296	4381	5235	3820	5331	67354
Total	7598	6359	8530	7032	9301	8099	9994	9034	9429	9798	8368	10082	7391	10140	121155

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

Similarly, the same information has been presented graphically in figure 2.2 by sex and age.

Figure 2.2 Enrolment of orphans in registered primary schools by age and sex - 2009



2.4 Inputs for Primary Education

In supporting education in primary, the Ministry has assigned itself to furnish suitable buildings, qualified teachers, adequate facilities and education materials to enhance accessibility of schools and sustainable enrolment gains at this level of education.

2.4.1 Primary Schools

Majority of schools are owned and managed mainly by the various churches although some schools are owned by the government. However, the government plays a crucial role of giving direction and financial support essentially through the payment of teachers' salaries. As a result, education remains as a communal responsibility between the government, churches and the community.

Schools that were possessed and controlled by the churches constituted 81 percent of the registered primary schools while Government and community owned schools contributed 11 percent and 4 percent, respectively. These church agencies comprised; RCM, LEC, ACL and AME. A large percentage of the church owned registered primary schools belonged to the Roman Catholic Mission (RCM) and this has been the trend in the past years. Its share amounted to 34 percent and Lesotho Evangelical Church (LEC) followed being only one (1) percent lower as shown in Figure 2.3.

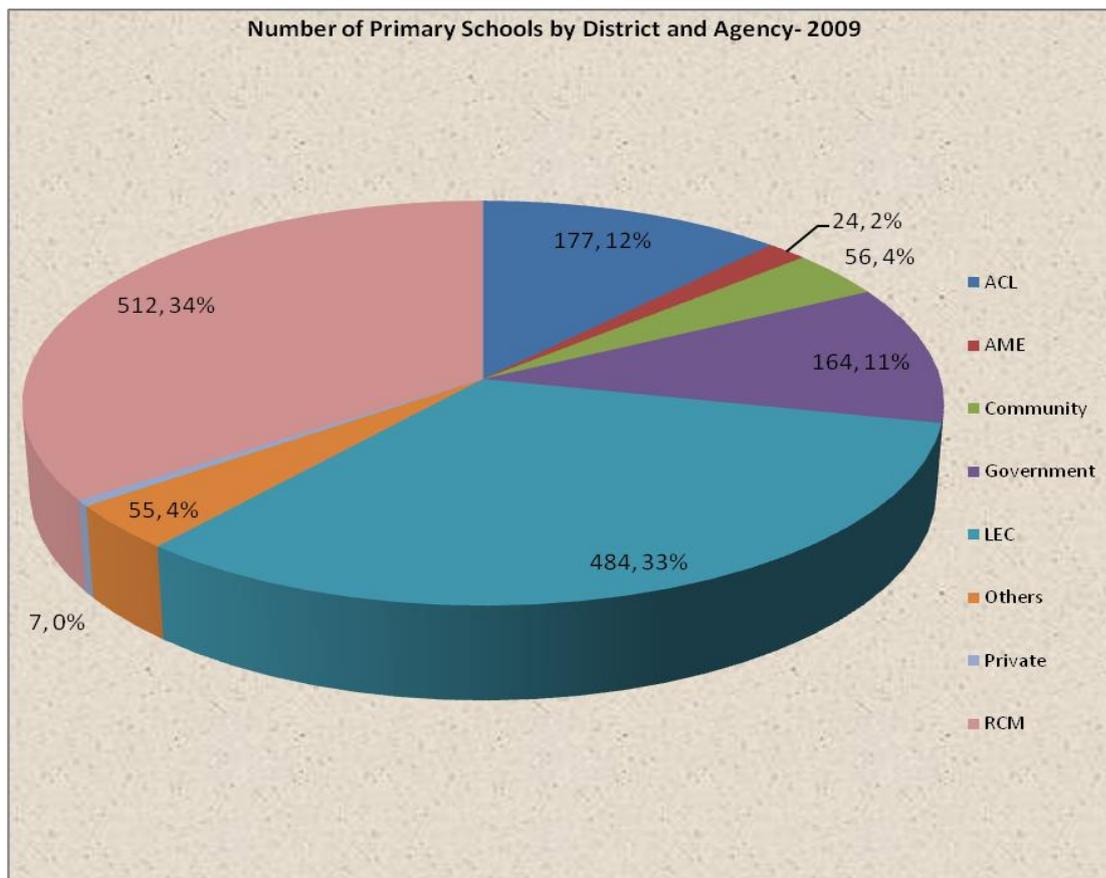


Table 2.11 indicates that since the introduction of Free Primary Education (FPE), the total number of schools increased progressively from 1,283 in 2000 to 1,412 in 2004 and 1,455 in 2006. The number of schools continued to rise until in 2009 where the amount reached 1479. In addition to that, the table reflects that primary school enrolment has been fluctuating since 2000 to 2006. A decline by 5.9 percent between the year 2006 and 2007 was followed by yet another collapse by 1.2 percent between the year 2007 and 2008. A further decline by 1.7 between 2008 and 2009 clearly signified a continuous decline of primary enrolment in recent years (from 2006 to 2009).

Table 2.11 Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2000-2009

Primary Enrolment	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Total	410745	415007	418668	429720	427009	422278	424855	400934	396041	389424
% Change in Enrolment	12.5	1.1	0.9	2.6	-0.6	-1.1	0.6	-5.9	-1.2	-1.7
Number of schools	1283	1295	1333	1355	1412	1419	1455	1455	1472	1479
Number of teachers	8578	8762	8908	9294	9993	10154	10418	10778	11301	11536
Number of Orphans	-	-	-	-	99082	122769	128257	111335	121175	121155
Number of Disabled	-	-	-	-	22292	122769	22233	20359	20301	20527

As indicated in Table 2.12, the distribution of schools by district designates Maseru as the largest with 250 schools, followed by Leribe with 197. Butha-Buthe had the least number of 81 schools. In regard to locations, the same table shows that mountain areas had relatively larger number of schools than lowlands. This emanates from the landscape in the mountains which is structured such that, there are many small villages thus 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 - 2009					
District	Foothills	Lowlands	Mountain	S R V	Total
Butha-Buthe	32	28	19	2	81
Leribe	53	110	34	0	197
Berea	47	87	2	1	137
Maseru	54	152	43	1	250
Mafeteng	48	93	17	1	159
Mohale's Hoek	32	63	62	13	170
Quthing	27	4	77	19	127
Qacha's Nek	1	0	100	8	109
Mokhotlong	0	0	103	4	107
Thaba-Tseka	0	0	126	16	142
Total	294	537	583	65	1479

2.4.2 Teachers in Registered Primary Schools

The number of teachers engaged in the teaching service country wide increased from 11,301 in 2008 to 11,536 in 2009. Table 2.13 illustrates that there were more female teachers than male teachers. Out of the abovementioned total of teachers, 58 percent were qualified while 42 percent were unqualified. However, there were 99 teachers whose qualifications were unspecified. Amongst the qualified teachers, about 83 percent were females and 17 percent were males. Included in the number of unqualified primary school teachers were those who acquired only standard 7

(Primary school), Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC).

Districts allocation reflected Maseru as the highest with 24 percent of qualified teachers, followed by Leribe and Berea with 17 and 13 percent, respectively. Mafeteng and Mohale's Hoek were next with 11 and 9 percent, logically. Maseru and Leribe still emerged as top with the number of unqualified teachers whereas Mafeteng and Thaba Tseka sneaked behind.

Table 2.13 Teachers in Registered Primary Schools by District and Gender, 2009

District	All Teachers			Qualified Teachers			Unqualified Teachers		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Butha-Buthe	144	602	746	80	407	487	64	195	259
Leribe	357	1506	1863	176	977	1153	181	529	710
Berea	297	1105	1402	124	759	883	173	346	519
Maseru	487	1880	2367	265	1357	1622	222	523	745
Mafeteng	327	986	1313	144	577	721	183	409	592
Mohale's Hoek	287	822	1109	108	475	583	179	347	526
Quthing	183	560	743	47	302	349	136	258	394
Qacha's Nek	145	404	549	49	193	242	96	211	307
Mokhotlong	153	411	564	56	237	293	97	174	271
Thaba-Tseka	292	588	880	90	222	312	202	366	568
Total	2672	8864	11536	1139	5506	6645	1533	3358	4891

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:

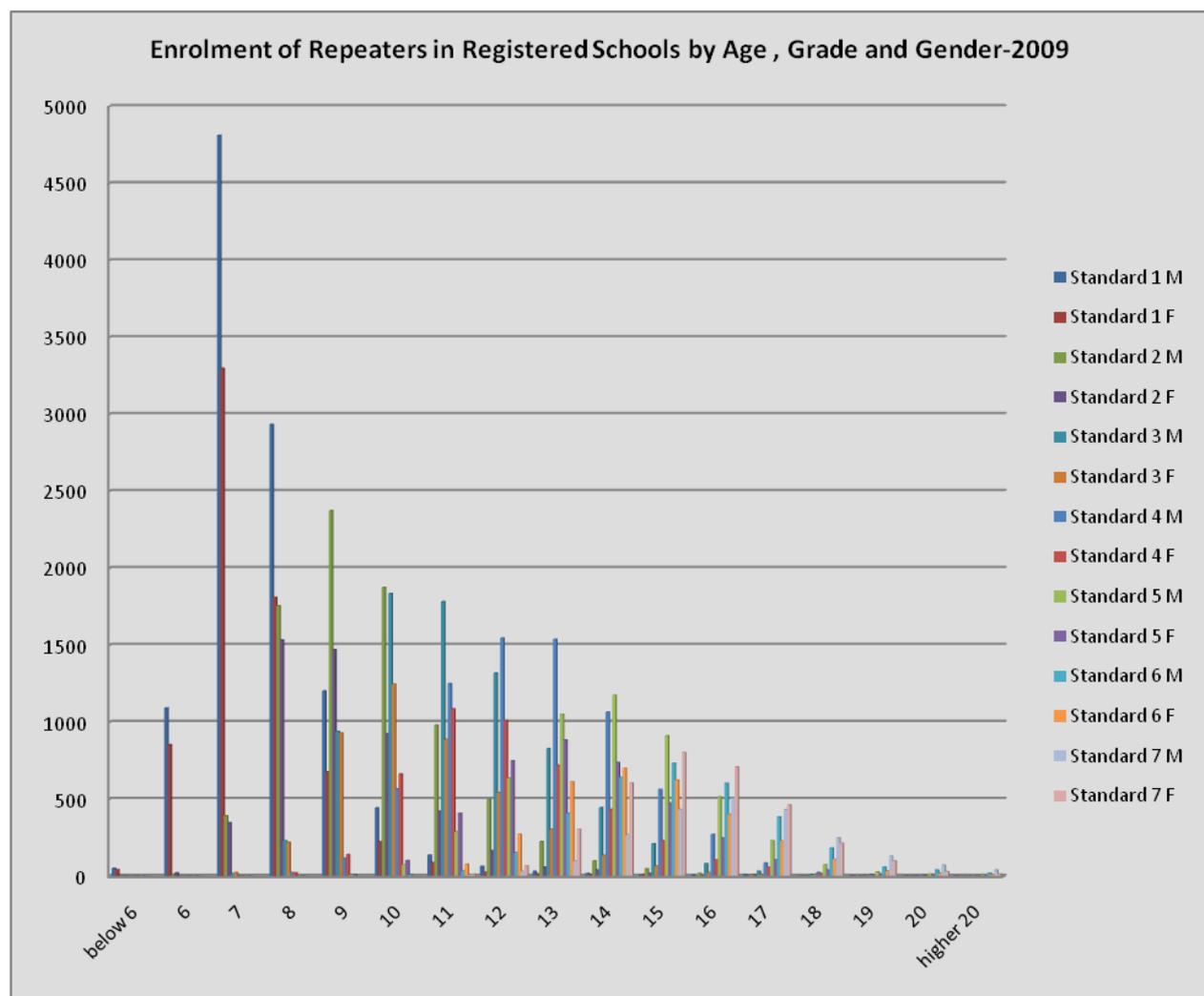
- A pupil may have been promoted to the next higher grade.
- A pupil may have repeated the same grade he/she was attending the previous year.
- He/she may have abandoned schooling (left school for some reason)

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 the total enrolment of 389,424 pupils, 19 percent repeated a class in the year 2009. As portrayed in figure 2.4, the number of repeaters was highest in grade 1 after which it gradually depreciated from one grade to another. The figure 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 constantly descended with an increase in both age and grade. Gender disparity 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.



It also transpired that districts with high enrolments had a high number of failures with Maseru being the highest with 15,845 repeaters, followed by Leribe and Mafeteng with 11,164 and 8,419 repeaters respectively. Qacha's Nek was the lowest with only 3,407 repeaters. Comparison by the ecological zones revealed that, lowlands and mountain had a higher number of repeaters while foothills and Senqu River Valley were the least with the number of repeaters.

Table 2.14 Repeaters in Registered Primary Schools by District, Ecological Zones and Gender, 2009

District	Foothills			Lowlands			Mountain			Senqu River Valley			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Butha-Buthe	1057	672	1729	1019	510	1529	528	412	940	86	27	113	4311
Leribe	1686	1059	2745	4328	2645	6973	813	633	1446	0	0	0	11164
Berea	1947	1226	3173	3119	1895	5014	18	10	28	29	28	57	8272
Maseru	1779	1333	3112	5692	3800	9492	897	740	1637	16	7	23	14264
Mafeteng	1559	1157	2716	3040	1859	4899	383	389	772	21	11	32	8419
Mohale's Hoek	809	592	1401	1781	1178	2959	1230	1124	2354	286	187	473	7187
Quthing	644	398	1042	56	33	89	1752	1363	3115	478	306	784	5030
Qacha's Nek	27	20	47	0	0	0	1844	1233	3077	151	132	283	3407
Mokhotlong	0	0	0	0	0	0	3095	2585	5680	114	106	220	5900
Thaba-Tseka	0	0	0	0	0	0	3694	3165	6859	498	363	861	7720
Total	9508	6457	15965	19035	11920	30955	14254	11654	25908	1679	1167	2846	75674

2.5.2 Primary School Leaving Examination (PSLE) Results

The total passes for the consecutive nine years from 2001 to 2009 have been fluctuating above 83 percent except in 2002 when the percentage passes dropped to 77 percent. Out of the abovementioned years, the highest percentage of passing of 88 percent was recorded in 2004 whereas failures comprised only 12 percent which was comparatively low. From 2004, the pass percentages fluctuated downwards although an appreciation in percentages was noticed from 2007 to 2009. A rise in percentages of first class passes and reduction of third class passes signified an improvement in the quality of education in recent years. Second class passes have also been slightly varying over the years with 2009 being the highest with 26 percent. However, it can be noticed that during the period under review, the number of candidates that sat for examinations has been fluctuating as well.

Table 2.15 Primary School Leaving Examination Results (PSLE), 2001 - 2009

PSLE Results	2001	2002	2003	2004	2005	2006	2007	2008	2009
Candidates	35468	36136	40172	39859	35097	44316	42512	41837	41397
Total Passes	31038	27652	33621	35129	29991	38063	35336	36132	35582
percent Passed	87.5	76.5	83.7	88.1	85.4	85.8	83.1	86.4	86
First class	4457	3728	4481 (11.2)	5377 (13.5)	5357 (15.3)	7710 (17.4)	5998 (14.1)	7461 (17.8)	6664 (16.1)
Second class	6463	7375	8915 (22.2)	9485 (23.8)	7329 (20.9)	9321 (21)	10048 (23.6)	9663 (23.1)	10762 (26)
Third class	20118	16549	20225 (50.3)	20267 (50.8)	17305 (49.6)	21032 (47.5)	19290 (45.4)	19008 (45.4)	18156 (43.9)
Fail	4430	8484	6551 (16.3)	4730 (11.9)	5106 (14.6)	6253 (14.1)	7176 (16.9)	5705 (13.6)	5815 (14)

2.5.3 Transition Rates from Standard 7 to Form A

Transition rates refer to the proportion of pupils that progress from the final grade in level 1 to Level 2, 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.

Illustrated in Table 2.16 is the trend of upward transition from standard 7 to Form A. The table reveals that since 2001 to 2007 more males proceeded from standard 7 to Form A. Approximately 68 and 66 percent of standard 7 males and females progressed to form A in 2007. However, this trend reversed in 2008 and 2009 whereby more females progressed to Form A. The transition rates had appreciated from 68 percent of males and 70 percent of females in 2008 to 72 percent of males and 74 percent of females in 2009. After fluctuations from 2001 to 2006, the transition totals gradually increased from 2007 to 2009. The total transition rate had improved by 2 percent in 2008 and by a further increment of 3.9 in 2009.

Table 2.16 Transition Rates from Standard 7 to Form A, 2001-2009

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
2009	13198	18105	31303	71.7	74.1	73.1

2.5.4 Cohort Analysis

Cohort survival symbolizes 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 advance to the final year. It is crude when the new entrants 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 2006 to 2007 cohorts which was high compared to 5.5 percent recorded between 2007 and 2008 cohorts which denoted incremental decline. A further decrease of 1.8 in 2009 suggested that the net cohort survival rate has been ascending in recent years.

Table2.17 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

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
All Grades	290,552	337,377	333,024	320,252	336,487	350,990	333,081	329,555	324,278	312,291	313,750
All Enrolment	364,879	410,686	414,964	418,621	429,720	429,009	422,278	424,855	409,617	396,041	389,424
All Repeaters	74,327	73,309	81,940	98,369	93,233	77,580	86,395	88,990	85,339	83,750	75,674
Cohort						Cohort	C 1999-05	C 2000-06	C2001-07	C 2002-08	C2003-09
Crude cohort survival rate						Crude cohort survival	53.3	38.8	45.3	49.4	50.8
Net cohort Survival rate						Survival net of repeaters	61.2	40.9	55.5	61.0	62.8

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

This level of education signifies the intermediate education between elementary level and College and/or University. Usually provided at this level is general, technical or vocational and college preparatory curricula. In Lesotho there are two categories of secondary education which are junior and senior secondary levels. Junior secondary level covers Grade A to Grade C, and the Junior Certificate (JC) is awarded on successful completion of Grade C. Senior Secondary level consist of Grade D and Grade E, and Cambridge Overseas School Certificate (COSC) is awarded on successful completion of Grade E. The official enrolment age for secondary schooling ranges from 13 to 17 years of age.

3.1 Enrolment in Registered Secondary Schools

The total enrolment for the year 2009 was 111,480 in registered secondary schools as demonstrated in Table 3.1. This enrolment figure increased about 7.9 percent from the total of 103,317 in the previous year. The increment is relatively high compared to the one obtained between 2007 and 2008 which was 5.5 percent. Similar to the year 2008 was the fact that, there were more girls enrolled than boys at this level of education. About 72 and 81 percent of females aged exactly 12 years and 12 years and below were enrolled while 28 and 19 percent of males were enrolled in the same ages in registered secondary schools. At this level of education, the number of females dominated the number of males in all the grades.

Gender disparity portrayed that the number of females exceeded the number of males at appropriate ages in all the grades at this level. It was detected that as age increased, the number of males enrolled tended to top the number of females enrolled. For instance, the number of females beat the number of males from ages below 12 years in all the grades up to age 16 while the number of males was higher than the number of females from age 17 to age 22 in form A, age 18 to age 22 in form B, age 19 to age 24 in form C, Age 20 to age 22 in form D and age 21 to age 24 in form E.

Table 3.1 Enrolment in Registered Secondary Schools by Age, Grade and Gender - 2009

Age	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
below 12	16	70	0	0	0	0	0	0	0	0	86
12	304	746	15	70	0	0	0	0	0	0	1135
13	1469	3190	261	810	21	85	0	0	0	0	5836
14	2512	4682	1169	2632	173	550	21	23	0	0	11762
15	3049	4610	2093	3662	846	1858	184	459	18	51	16830
16	2931	3485	2475	3871	1486	2638	834	1601	191	403	19915
17	2277	2113	2367	3004	1796	2543	1283	2174	629	1123	19309
18	1392	955	1863	1737	1583	2086	1356	1885	991	1500	15348
19	658	375	1055	780	1232	1109	1139	1362	914	1156	9780
20	261	118	520	361	797	651	849	793	722	802	5874
21	91	37	185	125	377	206	427	353	520	389	2710
22	32	20	84	50	176	102	249	191	294	224	1422
23	11	12	23	25	57	43	94	104	142	111	622
24	3	15	11	15	24	22	41	46	73	48	298
higher 24	21	39	8	17	53	77	42	93	90	113	553
Total	15027	20467	12129	17159	8621	11970	6519	9084	4584	5920	111480

The pattern of enrolment in registered secondary schools was analogous to that of registered primary schools. Maseru had the highest percentage of 25.9 in 2009, followed by Leribe with 20.3 percent while Qacha's Nek and Mokhotlong were the least with 3.5 and 3.3 percent respectively.

When analyzed by ecological zones, similar to the previous year was the fact that lowlands emerged as the highest in enrollment registering 65 percent. The foothills and the mountains followed by sharing 14 percent each. As shown in Table 3.2, Senqu River valley was the lowest with 7 percent. Analysis by gender also reflected female enrolments as dominant in all the districts and ecological zones.

Table 3.2 Enrolment in Registered Secondary Schools by District, Location and Gender - 2009

District	Foothills		Lowlands		Mountain		S R V		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	1014	1335	2103	2915	703	970	0	0	9040
Leribe	1268	2170	7296	9869	533	762	327	436	22661
Berea	1112	1566	5030	6253	0	0	140	174	14275
Maseru	796	1406	11428	13676	468	838	109	212	28933
Mafeteng	1145	1480	3492	4785	48	99	712	954	12715
Mohale's Hoek	568	836	1720	2437	369	629	139	192	6890
Quthing	571	681	291	545	346	728	1084	1102	5348
Qacha's Nek	0	0	0	189	1000	1309	540	875	3913
Mokhotlong	0	0	0	0	1112	2613	0	0	3725
Thaba-Tseka	0	0	0	0	1179	2111	237	453	3980
Total	6474	9474	31360	40669	5758	10059	3288	4398	111480

3.2 Trend Analysis of Registered Secondary Schools Enrolment

As revealed in Table 3.3, Maseru has been leading with higher percentages of enrolment since from the year 2007 to 2009 in secondary schools. The Table also unveiled that total enrolment had increased by 7.9 percent from 2008 to 2009, which implies an increase from 5.5 percent which was observed between 2007 and 2008.

Table 3.3 Enrolment in Registered Secondary Schools by District, Gender and Percentage Share per District, 2007-2009

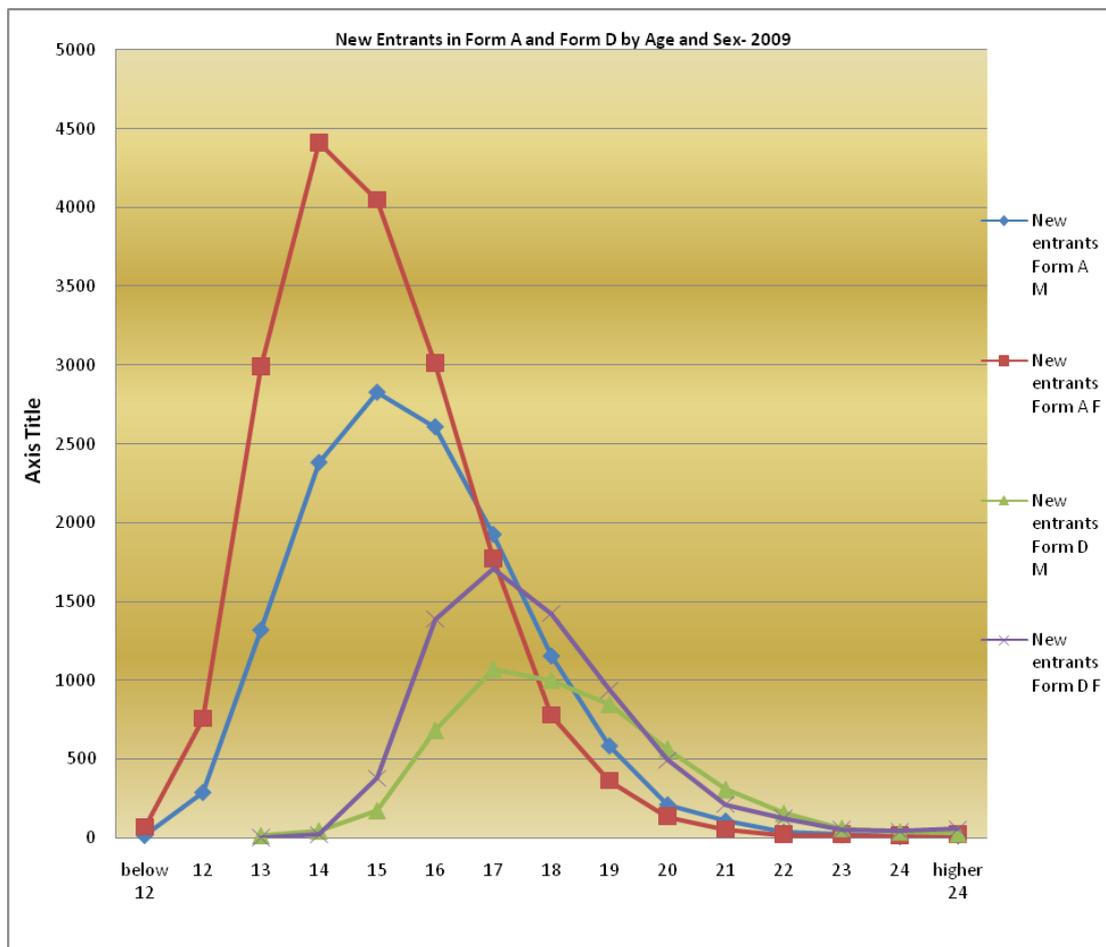
District	2007				2008				2009			
	M	F	Total	% Share	M	F	Total	% Share	M	F	Total	% Share
Butha-Buthe	3221	4312	7533	7.7	3676	4912	8588	8.3	3820	5220	9040	8.1
Leribe	8639	11632	20271	20.7	8841	12043	20884	20.2	9424	13237	22661	20.3
Berea	5714	6723	12437	12.7	5607	6658	12265	11.9	6282	7993	14275	12.8
Maseru	10604	12957	23561	24.1	11850	14774	26624	25.8	12801	16132	28933	26.0
Mafeteng	4953	6400	11353	11.6	4637	6122	10759	10.4	5397	7318	12715	11.4
Mohale's Hoek	2790	3559	6349	6.5	3083	4203	7286	7.1	2796	4094	6890	6.2
Quthing	2526	3354	5880	6.0	2549	3440	5989	5.8	2292	3056	5348	4.8
Qacha's Nek	1367	2256	3623	3.7	1279	2147	3426	3.3	1540	2373	3913	3.5
Mokhotlong	1357	2477	3834	3.9	1373	2614	3987	3.9	1112	2613	3725	3.3
Thaba Tseka	1186	1907	3095	3.2	1267	2242	3509	3.4	1416	2564	3980	3.6
Total	42357	55579	97936	100	44162	59155	103317	100.0	46880	64600	111480	100.0

3.3 New Entrants in Registered Secondary Schools

In 2009, a total of 43,786 students were new entrants in registered secondary schools. This number has increased by 8.8 percent from the previous year. Out of the aforesaid total of new entrants, 31,963 were in Form A while 11,823 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 revealed that the number of female new entrants was higher than the number of male new entrants. This is demonstrated in Figure 3.1 which also indicates that at lower ages, there were more new female entrants than males in secondary schools in 2009. 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 22 implying that, as age increased more males attended junior secondary schools than females. The same picture 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 4250 at junior secondary while at senior secondary the number was below 1750. Lastly, the figure depicted a large gap between male and female new entrants at junior secondary and the tapering gap at senior secondary.



3.4 Coverage and Participation in Secondary 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.

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 2009 are depicted in Table 3.4. Compared to the primary level, secondary ratios remained quite low for the period under review. The gross enrolment ratio in 2009 was 47.7 percent signifying an increase of 3.9 percent from the 2008 ratio. Furthermore, increment on male and female gross enrolment ratios was observed. In 2009, gross enrolment ratios were 39.7 percent for males and 55.8 percent for females thus indicating an increment of 2.6 percent for males and 5.2 percent for females from 2008 gross enrolment rates.

The total net enrolment rate also ascended from 29 percent in 2008 to 31.5 percent in 2009. In addition to that, net enrolment rate appreciated by 2.5 percent from the year 2008 to 2009 whereas both male and female net enrolment rates enhanced by 1.5 percent and 3.5 percent respectively. Since the year 2001 to 2009, the gender parity index remained stable at 1.3 from gross enrolment rate except in 2008 and 2009 where it increased to 1.4 while gender parity index from net enrolment rate was settled at 1.6 apart from the year 2009 where the figure had intensified to 1.7.

Table 3.4 Secondary School Enrolment Rates, Gender Parity Indices and Pupils to Teacher Ratios, 2001-2009

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
2009	47.7	39.7	55.8	1.4	31.5	23.8	39.4	1.7	23.5

The pupils to teacher ratios represent the number of students per teacher and the figures from 2001 to 2009 are displayed in Table 3.4. During the period under review, the pupils to teacher ratios have been fluctuating between 23 and 27. Although the pupil teacher ratios seemed to be low, some teachers were still somewhat loaded to

teach many children while others were underutilized. This situation originates 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 afford 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, age specific rates on the other hand illustrate participation at different ages. The specific rates in Table 3.5 demonstrate 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 relatively low and children generally attended school at the ages of 16 and 17.

Table 3.5 Registered Secondary School's Age Specific Net Enrolment Rates, 2009

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

3.5 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 5.5 percent had some kind of disability. Amongst 6,117 students with disabilities, 46 percent had a problem of visual impairment, 17 percent had hearing impairment and 16 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 1,136 females and 566 males with special educational needs while form B was next with 952 females and 595 males with special educational needs.

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	32	132	26	92	22	122	27	117	21	30	621
Epilepsy	29	53	17	48	13	38	8	38	9	34	287
Hearing Impairment	99	214	133	165	76	168	39	70	29	48	1041
Learning Difficulty	82	161	102	140	91	200	59	62	35	20	952
Mental Retardation	17	16	11	23	16	21	2	11	15	3	135
Physical Handicap	34	40	40	39	32	30	19	18	10	6	268
Visual Impairment	273	520	266	445	180	399	164	303	91	172	2813
Total	566	1136	595	952	430	978	318	619	210	313	6117

3.6 Orphans in Registered Secondary Schools

In 2009, the orphans composed 39.3 percent of the total enrolment in registered secondary schools. This percentage was higher than the one obtained in 2008 by 3.6 percent. Table 3.7 illustrates 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 shared 32 and 20 percent respectively. The number of female orphans exceeded the number of male orphans in all the grades.

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	1837	2516	1550	2235	1133	1571	735	1003	593	752	13925
Maternal	1123	1510	1002	1342	693	1000	518	670	337	456	8651
Paternal	2773	3936	2174	3352	1708	2415	1149	1689	935	1155	21286
Total	5733	7962	4726	6929	3534	4986	2402	3362	1865	2363	43862

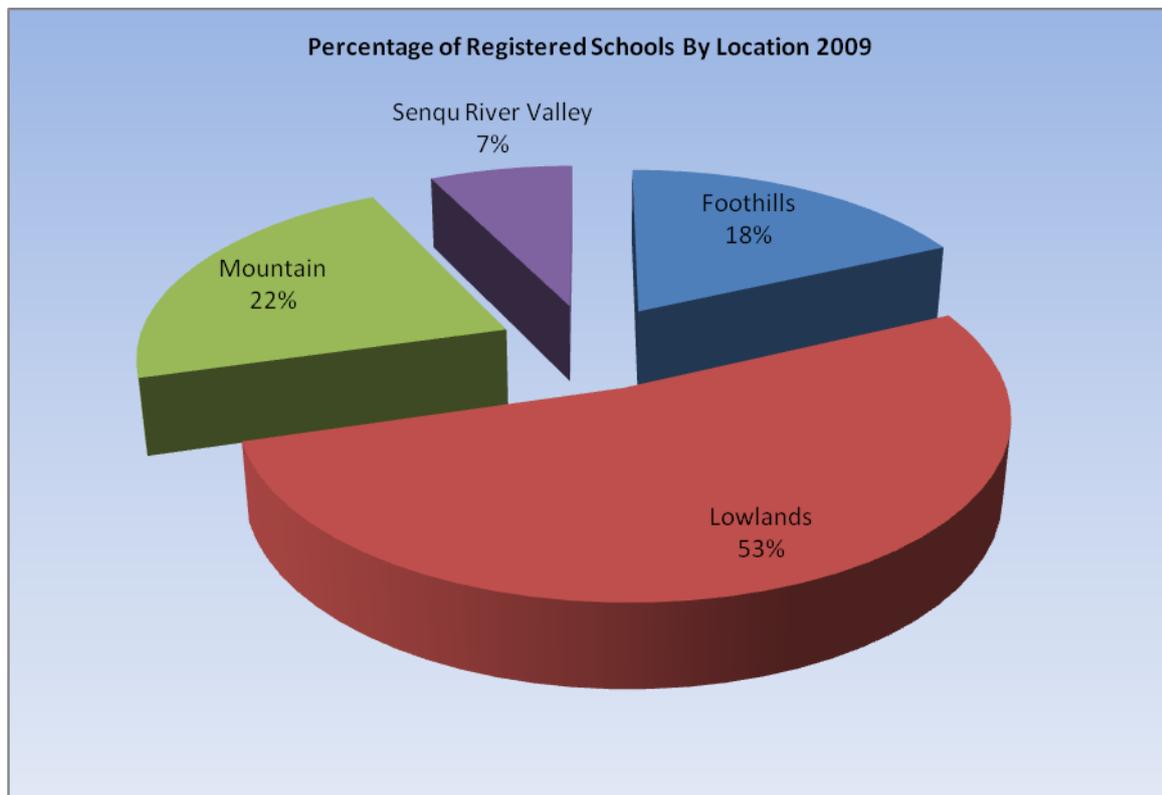
3.7 Inputs for Secondary Education

3.7.1 Secondary Schools

In the year 2009, the number of registered secondary schools was 315 implying an addition by 7 schools from the previous year. Table 3.8 highlights that comparison by agency revealed that LEC had more schools than any other governing body, though it exceeded RCM by just one school. Government followed with 23 percent then ACL with 12 percent of the registered secondary schools. As demonstrated in the same table, Maseru and Leribe had equivalent number of registered secondary schools while the least with the number of registered secondary schools were Qacha's Nek, Thaba-Tseka and Mokhotlong with the totals of 18, 17 and 15 respectively.

District	ACL	AME	Community	Government	Govt & community	LEC	Others	Private	RCM	Total
Butha-Buthe	4	1	1	2	0	6	1	0	5	20
Leribe	10	1	4	11	0	18	3	1	16	64
Berea	4	1	1	6	0	10	3	1	11	37
Maseru	7	1	3	15	1	15	1	2	19	64
Mafeteng	5	1	2	9	0	11	2	0	7	37
Mohale's Hoek	2	0	2	8	0	5	0	0	7	24
Quthing	3	0	1	4	0	7	1	0	3	19
Qacha's Nek	1	0	1	6	0	4	0	0	6	18
Mokhotlong	1	0	1	5	0	5	0	0	3	15
Thaba-Tseka	0	0	1	7	0	3	0	0	6	17
Total	37	5	17	73	1	84	11	4	83	315
Percent	11.7	1.6	5.4	23.2	0.3	26.7	3.5	1.3	26.3	100.0

When disaggregated by the ecological zones, figure 3.2 illustrates 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 7 percent respectively. This has been the trend over the past years and there is little or no indication that this scenario would change any time soon.



3.7.2 Secondary Schools Teachers

The number of secondary teachers was 4,735 in 2009, indicating an increment of 9.9 percent from the previous year. This increment had improved by 2.4 percent from the one registered between 2007 and 2008. Similar to the previous year was the fact that, the number of female teachers constituted 56 percent which evidently, implied more female teachers than male teachers at secondary level. About 25 percent of teachers were in Maseru while Leribe and Berea followed by 20 and 12 percent respectively. Thaba-Tseka was the least with the number of teachers in registered secondary schools.

The number of teachers by qualifications revealed that there were more qualified teachers than unqualified teachers at secondary level. Qualified teachers composed 72 percent while unqualified teachers contributed only 28 percent. Unqualified teachers included those who acquired 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 338 teachers whose qualifications were unknown.

Table 3.9 Number of Teachers in Registered Secondary Schools by District and Gender- 2009

District	All Teachers			Qualified Teachers			Unqualified Teachers		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Butha-Buthe	165	189	354	117	146	263	48	43	91
Leribe	435	509	944	304	386	690	131	123	254
Berea	248	329	577	160	266	426	88	63	151
Maseru	454	718	1172	298	528	826	156	190	346
Mafeteng	244	293	537	165	232	397	79	61	140
Mohale's Hoek	140	195	335	91	154	245	49	41	90
Quthing	134	118	252	91	86	177	43	32	75
Qacha's Nek	78	112	190	44	78	122	34	34	68
Mokhotlong	91	116	207	55	86	141	36	30	66
Thaba-Tseka	88	79	167	61	57	118	27	22	49
Total	2077	2658	4735	1386	2019	3405	691	639	1330

3.8 Efficiency and Quality of Education in Registered Secondary Schools

3.8.1 Repeaters in Registered Secondary Schools

In 2009, repeaters contributed 12 percent of the total enrolment of secondary students and this percent is similar to the one obtained in the previous year. Amongst 13,665 repeaters, 35 percent were in form B and 31 percent in form A. Form D and form C trailed with 18 and 14 percent of repeaters respectively. Gender comparison disclosed that there were more female repeaters than male repeaters in all the grades at this level.

Analysis by agency divulged that LEC and RCM schools constituted 29 and 27 percent of repeaters, respectively, while Government and ACL schools represented 21 and 12 percent of those repeaters orderly. As shown in Table 3.10, the other agencies had fewer numbers of repeaters.

Table 3.10 Enrolment of Repeaters in Registered Secondary Schools by Agency, Grade and Gender - 2009											
Agency	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
ACL	194	242	246	317	97	146	136	201	10	15	1604
AME	15	20	43	43	56	54	11	27	3	8	280
Community	61	85	90	98	36	52	33	49	7	2	513
Government	532	727	466	756	75	74	98	161	8	12	2909
LEC	462	548	642	786	295	357	335	481	36	33	3975
Others	56	75	63	75	5	11	55	99	7	5	451
Private	4	7	10	24	58	86	14	11	5	6	225
RCM	505	658	540	651	232	267	341	450	25	39	3708
Total	1829	2362	2100	2750	854	1047	1023	1479	101	120	13665

Further disaggregation by districts and ecological zones portrayed that the number of repeaters tended to follow the same mold as that of enrolment. For instance, lowlands emerged as the highest with 62 percent of repeaters followed by foothills, mountains and senqu river valley with 18, 13 and 7 percent respectively. The leading districts in percentages of repeaters were Maseru, Leribe, Berea and Mafeteng with 23, 20, 15 and 13 percent sequentially. Thaba-Tseka and Qacha's Nek constituted the lowest number of repeaters in registered secondary schools.

District	Foothills		Lowlands		Mountain		Senqu River Valley		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	200	238	353	489	71	115	0	0	1466
Leribe	166	274	901	1152	62	106	57	67	2785
Berea	243	301	675	725	0	0	40	33	2017
Maseru	114	204	1275	1278	58	85	24	47	3085
Mafeteng	136	222	484	671	9	20	84	122	1748
Mohale's Hoek	66	90	181	252	36	66	16	17	724
Quthing	96	102	8	19	18	30	48	57	378
Qacha's Nek	0	0	0	37	84	114	76	87	398
Mokhotlong	0	0	0	0	159	346	0	0	505
Thaba-Tseka	0	0	0	0	132	305	35	87	559
Total	1021	1431	3877	4623	629	1187	380	517	13665

3.8.2 Registered Secondary Schools Cohort Analysis

Reflected in Table 3.12 is the cohort analysis that provide an immense subsidy in enrolments from grade A in 2005 to grade E in 2009. The cohort that initiated Form A in 2005 was anticipated to advance to Form E in 2009. In 2005, there were 12,906 male and 16,656 female students who enrolled in form A and equivalent cohort was expected to enroll in form E in 2009 but these numbers were deducted to only 4,262 males and 5,237 females. This was only 36 percent of the initial enrolments of both males and females in Form A in 2005. 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, 2005-2009

Form	2005		2006		2007		2008		2009	
	M	F	M	F	M	F	M	F	M	F
A	12906	16656	12586	16268	14639	20172	14372	19886	15027	20467
B	10097	13214	10628	13730	10141	13528	11632	15849	12129	17159
C	7316	9185	7420	9410	7335	9461	7663	9726	8621	11970
D	6569	8105	6645	8265	6042	7599	6233	8457	6519	9084
E	4198	4850	4358	5235	4200	4819	4262	5237	4584	5920
Total M/F	41086	52010	41637	52908	42357	55579	44162	59155	46880	64600

Total	93096	94545	97936	103317	111480
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3.8.3 Transition Rates from Form C to Form D

Unlike the enrolment totals that had been dominated by females, transition rates reflected that more males than females advanced from form C to form D. This has been the trend since the year 2001 up to 2006 with the year 2002 being an exception where female's transition rate surpassed male's transition rate. The implication being that more male students proceeded to higher secondary than female students after completing junior secondary. However, transition rates developed a new turn in recent years whereby female's transition rates surpassed male's transition rates. This has been the case in 2008 and 2009 and Table 3.13 displays an appreciation by 6.3 percent in transition rate in the year 2008 and by a further 1.3 percent in 2009.

Table 3.13 Transition Rates from Form C to Form D, 2001-2009

3.8.4 Examination Results

3.8.4.1 Junior Certificate Examinations

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
2009	71.7	78.2	75.3

The number of candidates who sat for junior secondary examinations enlarged by 17 percent from the year 2008 to 2009. 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 fluctuated between 71 and 74 percent from 2002 to 2009 except in 2006 and 2009 where the percentages were 65 and 68.4 respectively. An appreciation of 2.2 percent was observed in 2008 though it was followed by a collapse of 2.7 percent in the following year.

Though there was a slump in quality of secondary results in 2007, some improvement was observed in 2008 and the first class with merit percentage rose from one percent in 2007 to 1.5 percent. However, this progress was followed by yet another decline of first class with merit percentage in 2009. A fall in first class with merit percentage was compensated by a rise in the first classes percentage increase in 2009 thus

avoiding a yawning fall in quality of secondary results. As mentioned earlier, the trend indicates 2004 results as leading in the period under review whereby the first class passes with merit and the second classes exceeded other years. In addition to that, in 2004, 24.4 percent for failures was registered and it was the least because the percentage of failures has been varying above 26 percent in the other years.

Table 3.14 Junior Certificate Examination Results, 2002-2009

	2002	2003	2004	2005	2006	2007	2008	2009
Candidates	12545	13146	14346	14737	15081	15717	16056	18774
Total passes	9250	9635	10842	10630	9800	11155	11423	12840
Percentage of passes	73.7	73.3	75.6	72.1	65.0	71.0	71.1	68.4
Number of first class with merit	120	158	221	127	213	159	233	253
Merit percentages	1.0	1.2	1.5	0.9	1.4	1.0	1.5	1.3
Number of first class passes	812	794	987	742	972	906	997	1451
First class percentages	6.5	6.0	6.9	5.0	6.4	5.8	6.2	7.7
Number of second class passes	6878	7220	8036	7445	7155	8257	8370	9364
Second class percentages	54.8	55.0	56.0	50.5	47.4	52.5	52.1	49.9
Number of third class passes	1440	1463	1589	2316	1460	1833	1823	1772
Third class percentages	11.4	11.1	11.1	15.7	9.7	11.7	11.4	9.4
Number of failures	3295	3511	3504	4107	5281	4562	4633	5934
Percentages of failures	26.3	26.7	24.4	27.9	35.0	29.0	28.9	31.6

3.8.4.2 Cambridge Overseas School Certificate Examination Results

In the senior secondary, the percentage of passes signified some sluggish improvement during the period under review. The percentage of passes had been moderately ascending from 2002 to 2005 and thereafter started to oscillate until 2009. Table 3.15 depicts that a rise of 1.4 percent of passes from 2007 to 2008 was followed by 0.6 percent decrease from 2008 to 2009. The highest percentage of passes was recorded in 2008 while the percentage of first class passes symbolized steady development from one year to another. The table further demonstrates fluctuations in second class passes while third class passes were slightly varying. The percentages obtaining General Certificate of Education (GCE) progressively dropped over the years except in 2009 where 1.5 percent increase was viewed. After fluctuating from 2002 to 2006, the percentage of failures reflected gradual decline from 2007 to 2009.

Table 3.15 Cambridge Overseas School Certificate Examination Results, 2002-2009

	2002	2003	2004	2005	2006	2007	2008	2009
Candidates	7131	7189	7718	8133	8899	9026	9599	10180
Total passes	3579	3666	4061	4457	4860	5068	5522	5789
Percentage of passes	50.2	51.1	52.6	54.8	54.6	56.1	57.5	56.9
Number of first class passes	208	235	309	350	372	430	533	584
First class percentages	2.9	3.3	4.0	4.3	4.2	4.8	5.6	5.7
Number of second class passes	1138	1126	1287	1472	1570	1690	1853	1823
Second class percentages	16.0	15.7	16.7	18.1	17.6	18.7	19.3	17.9
Number of third class passes	2233	2305	2465	2635	2918	2948	3136	3382
Third class percentages	31.3	32.1	32.0	32.4	32.8	32.7	32.7	33.2
Number that obtained GCE	3467	3387	3586	3590	3884	3872	3934	4329
Percent of GCE	48.6	47.1	46.5	44.1	43.6	42.9	41.0	42.5
Number of failures	85	136	71	86	155	86	63	62
Percentages of failures	1.2	1.9	0.9	1.1	1.7	1.0	0.7	0.6

Chapter 4

Tertiary Education

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, Limkokwing University of Creative Technology and Lesotho College of education just to mention a few. 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 employed.

4.1 Lesotho College of Education

4.1.1 Enrolment and Graduations

The total enrolment at Lesotho College of Education in 2008 was 4275 and this figure increased to 4,312 in 2009. Enrolment by programmes depicted that Distance Teachers Education Programme (DTEP) lead by 52 percent while it was ahead by 55 percent in the previous year. Students that were studying Diploma in Education Primary and Diploma in Education Secondary were the next largest groups with 22 percent each. However, it should be noted that this percentage comprised the number of students who were enrolled in Thaba Tseka branch. The least programmes in enrolment were Diploma in Technology Education Secondary and Advanced Diploma in Special Education (ADSE).

Table 4.1 Lesotho College of Education Enrolment by Course and Gender – 2009

Course	Enrolment		
	Males	Females	Total
DIP. ED. PRIMARY	342	469	811
DIP. ED. PRIMARY(Thaba Tseka)	71	67	138
DIP. ED. SECONDARY	300	546	846
DIP. ED. SECONDARY(Thaba Tseka)	38	77	115
DIP. ED. SECONDARY (TECH)	31	3	34
DTEP	926	1333	2259
CECE	30	32	62
ADSE	7	40	47
TOTAL	1745	2567	4312

Table 4.2 Lesotho College of Education Graduates by Course and Year, 2007-2009

Course	Graduates		
	2007	2008	2009
DIP. ED. PRIMARY	210	200	216
DIP. ED. SECONDARY	116	138	337
DIP. ED. SECONDARY (Technology)	13	12	16
DIP. ED. PRIMARY (DTEP)	316	337	638
TOTAL	655	687	1207

Table 4.2 depicts that the number of graduating students increased over the years and a dramatic increment was observed in 2009. Most graduates were in Diploma in Education Primary (DTEP) programme trailed by those who graduated in Diploma in Education Secondary.

4.1.2 Teaching Staff

In total, the number of teaching staff was 127 as illustrated in Table 4.3. A large number of lecturers were in DTEP department while departments of Social Sciences, Pure Sciences and Literature and Languages followed as the second best with the number of lecturers. Female lectures constituted a larger number in the institution though there were more male lecturers than female lectures in other departments.

Table 4.3 Lesotho College of Education Teaching Staff by Department and Gender - 2009

Department	Teaching Staff		
	Males	Females	Total
Social Sciences	8	11	19
Education Foundation	9	5	14
Faculty of Education	4	3	7
Curriculum Instruction	0	2	2
Educational Technology	0	1	1
Applied Sciences	3	7	10
Pure Sciences	9	10	19
Technology	8	0	8
Creative Art	3	2	5
Literature and Languages	5	14	19
DTEP	6	17	23
Total	55	72	127

4.2 National University of Lesotho

4.2.1 Enrolment

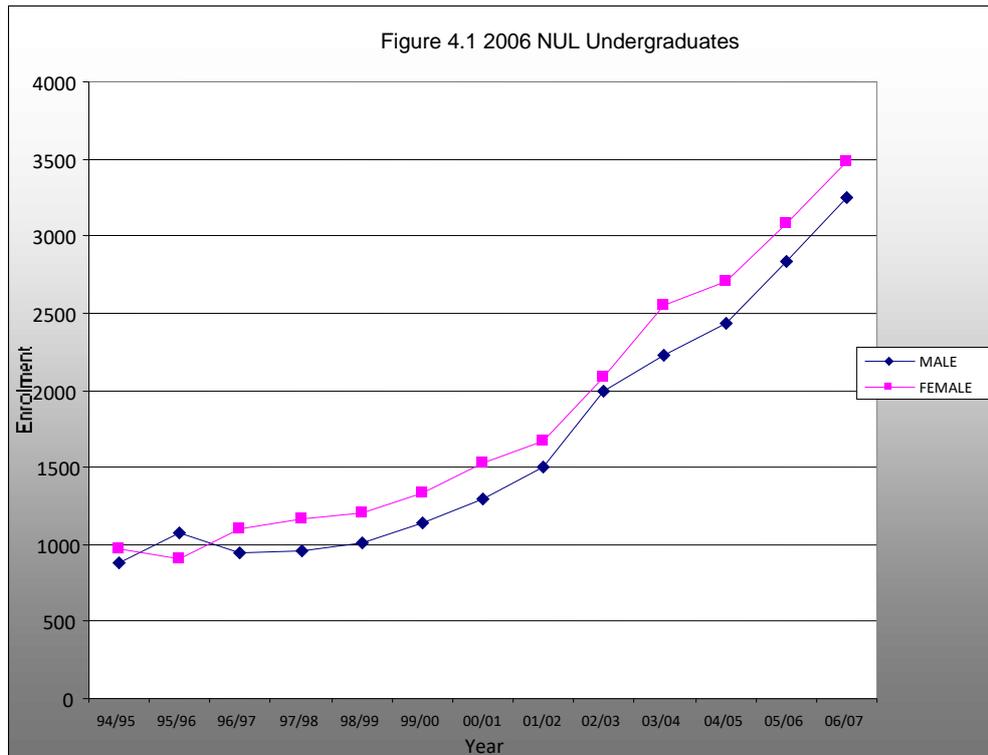
The National University of Lesotho total enrollment has been ascending over the years and the year 2008 was no exception despite an introduction of another university in the country. The total enrollment rose to 8194. out of which females constituted 57 percent while males contributed 43 percent. Despite 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.

Table 4.4 Nul Undergraduate Student Population By Sex (Full Time) 1994/95 – 2008/09

YEAR	MALES	FEMALES	TOTAL
09/10			
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 three times more than those that were enrolled in 1998/99 which is ten years period. In the years 2006, 2007 and 2008, enrolment increased by 4, 6 and 8 percent respectively. One wonders if the facilities are still adequate for all Basotho students to enroll at the university level or not.

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



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 males' enrolment from the year 1996/97 to 2008 but with a stable gap between the two.

Table 4.5 NUL Undergraduate Student Population (Part-time and Full-time) 1994/95-2008/09

YEAR	Part-Time	Full-Time	TOTAL
09/10			
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

Table 4.6 Number of Teaching staff at NUL by Faculty and Nationality - 2009

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

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

4.3.1 Enrolment

The total enrolment for the year 2009 was 2,349 implying an increment of 1,304 from the previous year. Faculty of Business and Globalization was leading with 35 percent of enrolled students while Faculty of Information Technology and Faculty of Creativity in Tourism and Hospitality tracked with 24 and 16 percent respectively. The least

percentages of enrolment were registered in the Faculty of Architecture and Interior Design and Faculty of Fashion and Lifestyle Design. Out of the aforementioned total enrolment, females were highest with 59 percent while males were trailing by 41 percent.

Table 4.7 Limkokwing University of Creative Technology Enrolment by Faculty and Gender - 2009

Faculty	Students		
	Males	Females	Total
Faculty of Business & Globalization	286	531	817
Faculty of Information Technology	253	319	572
Faculty of Architecture & Interior Design	41	19	60
Faculty of Design Innovation	51	55	106
Faculty of Communication & Media	87	135	222
Faculty of Film, Television & Broadcasting	67	111	178
Faculty of Creativity in Tourism & Hospitality	169	201	370
Faculty of Fashion & Lifestyle Design	4	20	24
Total	958	1391	2349

4.3.2 Teaching Staff

The number of academic staff was 69 and this comprised both locals and expatriates in the institution although there were more local lecturers than expatriate lecturers. Most lecturers were in the Faculty of Business followed by Faculty of Information Technology. The number of local female lecturers was dominant while the opposite was true with the expatriate lecturers.

Table 4.8 Limkokwing University of Creative Technology Academic Staff by Faculty, Nationality and Gender- 2009

Faculty	Nationality						Total
	Locals			Expatriates			
	Males	Females	Total	Males	Females	Total	
Business	8	16	24	2	1	3	27
Communication	3	7	10	1	0	1	11
Design	5	5	10	1	0	1	11
Information Technology	12	3	15	1	1	2	17
Tourism	0	2	2	1	0	1	3
Total	28	33	61	6	2	8	69

4.4 National Health Training Centre

4.4.1 Enrolment

Table 4.9 below portrays National Health Training Centre (NHTC) enrolment as 488 in 2009. Diploma in General Nursing programme constituted a larger share of enrolment of 39 percent. Students who enrolled in Certificate in Nursing Assistant followed with 15 percent while Diploma in Pharmacy Technology and Diploma in Biomedical Sciences students trailed by 11 percent each. Gender comparison revealed that enrolment of females contributed 72 percent whereas males composed only 28 percent.

Table 4.9 National Health Training Centre Enrolment by Programme and Gender - 2009

Programme	Students		
	Males	Females	Total
Diploma in General Nursing	31	159	190
Certificate in Nursing Assistant	9	64	73
Certificate in Environmental Health	20	29	49
Diploma in Pharmacy Technology	32	23	55
Diploma in Biomedical Sciences	35	20	55
Diploma in Psychiatric Nursing	3	4	7
Diploma in Ophthalmic Nursing	3	11	14
Diploma in Midwifery	1	37	38
Diploma in Anaesthetic Nursing	1	3	4
Diploma in Primary Health Care Nursing	0	3	3
Total	135	353	488

4.4.2 Teaching Staff

In total, the number of teaching staff was 19 as displayed in Table 4.9. General Nursing was leading with the number of teaching staff and was followed by Applied Sciences and Midwifery. Majority of the teaching staff were females and were dominant in all the departments except in Environmental Health department.

Table 4.10 National Health Training Centre Teaching Staff by Department and Gender - 2009

Department	Teaching Staff		
	Males	Females	Total
Applied Sciences	0	3	3
Environmental Health	1	0	1
General Nursing	0	4	4
Medical Laboratory Sciences	0	2	2
Midwifery	0	3	3
Nurse Clinician Programme	0	1	1
Nursing Assistant	0	1	1
Ophthalmic Nursing	0	2	2
Pharmacy	0	1	1
Psychiatric Mental Health Nursing	0	1	1
Total	1	18	19

4.5 Lerotholi Polytechnic

4.5.1 Enrolment

Out of the total enrolment of 1,435 in 2009, 15 percent of the students were enrolled in Civil Engineering while the next larger groups of students were registered in Electrical and Electronic Engineering and Business Management and they constituted 13 and 12 percent orderly. Males' enrolment dominated that of their female counterparts in most courses and contributed 69 percent in total while females' percent amounted to only 31.

Table 4.11 Lerotholi Polytechnic Enrolment by Course and Gender - 2009

Course	Students		
	Males	Females	Total
Architectural Technology	28	8	36
Civil Engineering	174	38	212
Construction Engineering	34	5	39
Construction Management	23	4	27
Carpentry and Joinery	31	5	36
Plumbing and Sheetmetal	12	2	14
Office Administration & Management	36	111	147
Marketing Management	62	75	137
Business Management	64	105	169
Dressmaking	0	2	2
Tailoring	1	11	12
Auto-Electric	15	0	15
Automotive	38	0	38
Computer Systems Engineering	89	33	122
Electrical Installation	39	3	42
Panel Beating and Spray-Painting	24	0	24
Fitting and Machining	29	1	30
Electrical & Electronic Engineering	161	21	182
Mechanical Engineering	133	18	151
Total	993	442	1435

4.5.2 Teaching Staff

Table 4.12 illustrates that there were 103 teachers engaged and a large number of teaching staff was employed as lecturers and senior trade instructors. The least number of the teaching staff was that of assistant lecturers and chief trade instructors.

Table 4.12 Lerotholi Polytechnic Teaching Staff by Rank - 2009

Rank	Total
Senior Lecturer II	4
Lecturer I	6
Lecturer II	46
Assistant Lecturer	2
Chief Trade Instructor	2
Senior Trade Instructor	24
Trade Instructor	7
Assistant Trade Instructor	7
Laboratory Technicians	5
Total	103

4.6 Institute of Development Management (IDM)

4.6.1 Enrolment

The total enrolment for IDM was 342 for the year 2009. A larger number of students were enrolled in Project Planning and Management, Customer Care and Quality Service and Counseling programmes. Out of 342 students, 60 percent were females and 40 percent were males. However, it should be noted different from other institutions is the fact that IDM enrolments are normally based on short courses that last for a period of one (1) week to fourteen (14) weeks. The courses are tailor made and held mainly for public servants and other private establishments.

Table 4.13 Institute of Development Management (IDM) Enrolment by Programme and Gender - 2009

Programme	Enrolment		
	Males	Females	Total
Counseling (HIV/AIDS, Career & Workplace)	16	35	51
Art of Public Speaking	0	3	3
Project Planning & Management	30	47	77
Basic Computer Application Skills	3	4	7
Introduction to Management	4	4	8
Intermediate Database & Spreadsheet	4	8	12
Public Relations	7	15	22
Report Writing and Professionalism	5	20	25
Occupational Health and Safety	8	6	14
Customer Care and Quality Service	13	42	55
Financial Management	3	2	5
Microsoft Powerpoint & Desktop Publishing	3	4	7
Government Accounting & Finance	1	0	1
Coaching Visit	30	5	35
Workshops	10	10	20
Total	137	205	342

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