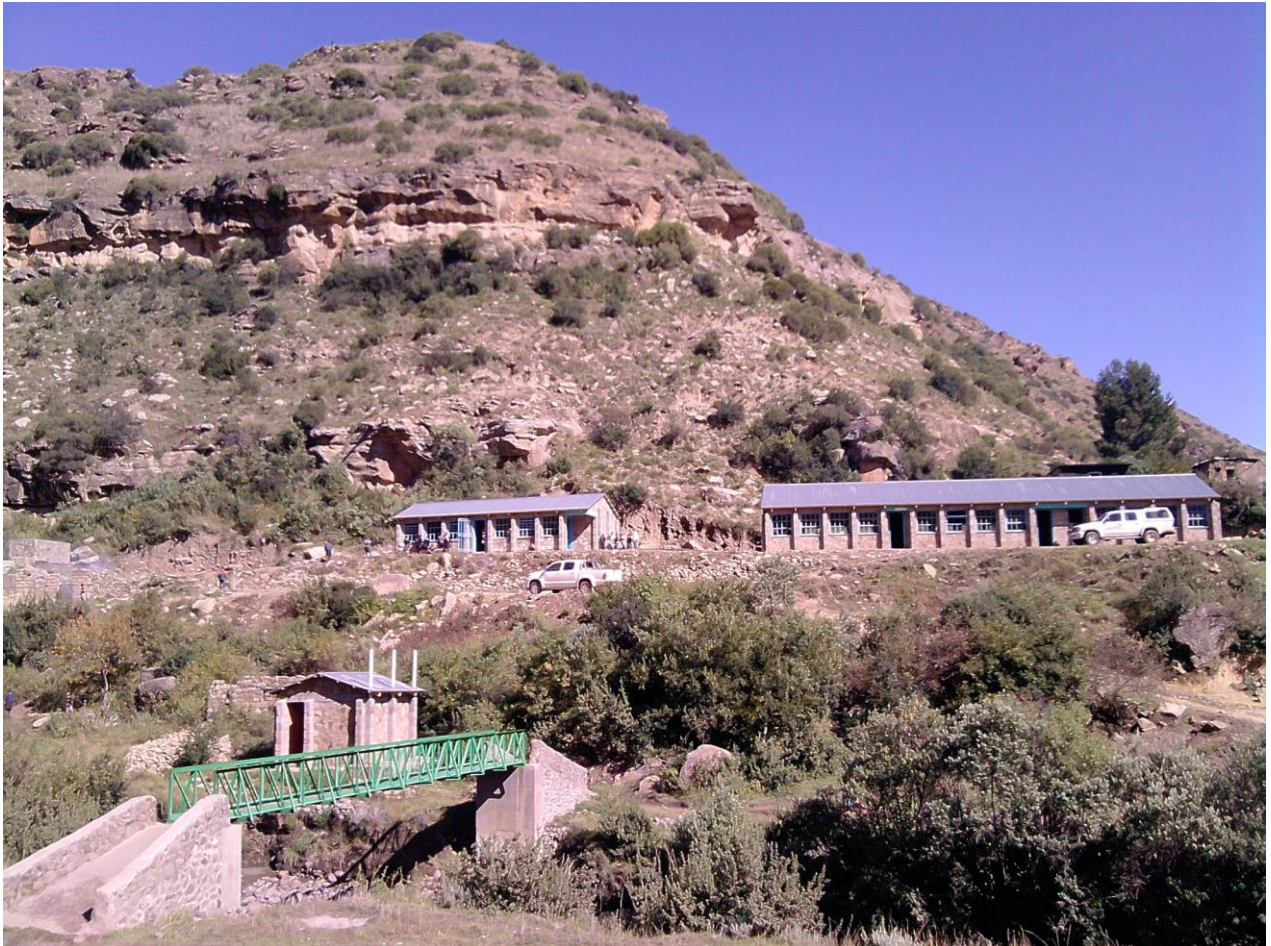




**Lesotho Government**



*Education Statistics Bulletin*

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**Planning Unit**

Lesotho

## LIST OF ACRONYMS

<b>ACL</b>	<b>Anglican Church of Lesotho</b>
<b>ADSE</b>	<b>Advanced Diploma in Special Education</b>
<b>AME</b>	<b>African Methodist Episcopal</b>
<b>BoS</b>	<b>Bureau of Statistics</b>
<b>CAS</b>	<b>Centre for Accounting Studies</b>
<b>CECE</b>	<b>Certificate in Early Childhood Education</b>
<b>COSC</b>	<b>Cambridge Overseas School Certificate</b>
<b>CWIQ</b>	<b>Core Wealth Indicator Questionnaire</b>
<b>DEP</b>	<b>Diploma in Primary Education</b>
<b>DTE</b>	<b>Diploma in Technology Education</b>
<b>DTEP</b>	<b>Distance Teachers Education Programme</b>
<b>ECCD</b>	<b>Early Childhood Care and Development</b>
<b>EFA</b>	<b>Education For All</b>
<b>EGIS</b>	<b>Education Geographic Information System</b>
<b>EMIS</b>	<b>Education Management Information System</b>
<b>FPE</b>	<b>Free Primary Education</b>
<b>GER</b>	<b>Gross Enrolment Ratio/Rate</b>
<b>GoL</b>	<b>Government of Lesotho</b>
<b>GPS</b>	<b>Geographic Positioning Systems</b>
<b>IDM</b>	<b>Institute of Development Management</b>
<b>JC</b>	<b>Junior Certificate</b>
<b>LAC</b>	<b>Lesotho Agricultural College</b>
<b>LANFE</b>	<b>Lesotho Association of Non-Formal Education</b>
<b>LCE</b>	<b>Lesotho College of Education</b>
<b>LCS</b>	<b>Lesotho Correctional Services</b>
<b>LDS</b>	<b>Lesotho Demographic Survey</b>
<b>LDTCC</b>	<b>Lesotho Distance Teaching Centre</b>
<b>LEC</b>	<b>Lesotho Evangelical Church</b>
<b>LFS</b>	<b>Labour Force Survey</b>
<b>LP</b>	<b>Lerotholi Polytechnic</b>
<b>MoE</b>	<b>Ministry of Education</b>
<b>MoET</b>	<b>Ministry of Education and Training</b>
<b>NER</b>	<b>Net Enrolment Ratio/Rate</b>
<b>NCDC</b>	<b>National Curriculum Development Centre</b>
<b>NFE</b>	<b>Non-Formal Education</b>
<b>NUL</b>	<b>National University of Lesotho</b>
<b>PSLE</b>	<b>Primary School Leaving Examination</b>
<b>PTC</b>	<b>Primary Teachers Certificate</b>
<b>RCM</b>	<b>Roman Catholic Church</b>
<b>SEN</b>	<b>Special Education Needs</b>
<b>SRV</b>	<b>Senqu River Valley</b>
<b>STC</b>	<b>Secondary Teachers Certificate</b>
<b>TVD</b>	<b>Technical and Vocational Department</b>
<b>TVET</b>	<b>Technical and Vocational Education Training</b>
<b>UNESCO</b>	<b>United Nations Education Science and Culture Organization</b>
<b>UPE</b>	<b>Universal Primary Education</b>

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# Chapter 1

## 1.0 Introduction

The need for accurate, detailed, timely and relevant education statistics cannot be overemphasized. The results of the Education Management information System (EMIS) are synthesized to provide relevant statistical information needed for effective education planning and decision-making.

## 1.1 The Education System

The system of education in Lesotho has five levels starting from level 0 to level 4. Level 0 is known as pre-primary education or preparatory education, intended to provide early childhood care and development education. These are institutions that have been developed for children ranging from the ages of three to five in Lesotho. The playing, activities, experience, and social interaction at this level are now widely accepted as essential aspects of developing skills and knowledge, as a social experience for children for their transition from home to school. Preparatory schools are operated informally by private individuals, local communities and non-governmental organizations. Many parents, especially those in urban areas, take their children to preparatory schools as early as when they are three or four years old. Preparatory schools are usually more expensive than primary schools (level 1).

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

The government of Lesotho has declared that primary education be the basic level of education for all. The education policy states that 'the basic attitude is that every child should have the opportunity to complete primary education and that non-formal education should be available to all who did not have the opportunity to receive formal education'. At the end of the seven-year primary-level schooling, pupils sit for the primary school-leaving examination (PSLE) conducted by the Ministry of Education and Training.

The sitting of PSLE assists in making the decision about the promotion and selection of those who qualify to attend secondary school (level 2). The first three years (Forms A, B and C) are called junior secondary (usually referred to as 'secondary') and the remaining two years are called 'senior secondary' or high school (Form D and E).

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

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

Level 4, tertiary education, is offered by Lesotho Collage of Education (teacher training) and the National University of Lesotho (NUL), and Limkokwing University of Creative Technology just to mention the few. The NUL offers degree in education, humanities, natural sciences, agriculture, social sciences and law, as well as certificate and diploma courses and a limited number of postgraduate programs. 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 (LCE) trains teachers for both primary and junior secondary schools. It trains both part-time teachers that are already in-service and full time teachers those that not yet absorbed in the labour market but were able to precede secondary education and met the entry requirement of LCE.

## **1.2 Data Source and Quality**

### **1.2.1 Source**

The main source of information highlighted in this report is the annual school survey. The survey involves sending the ER42 (Annual Statistical Returns) to district education officers (DEO's) who in turn transmit the forms to the principals of schools. After completion, the principals submit the form to DEO's who in turn convey them to Education Planning Unit.

The ER 42 Form is a detailed questionnaire that collects information from the schools, centres and institutions. This information includes physical location, type of ownership of the school, enrolment information, repeaters, orphans teachers' profile, school fees and general facilities such as buildings, classrooms and equipment. The questionnaire collects similar information for all levels of education; Pre- primary schools, primary schools, secondary schools and technical/ vocational institutions and tertiary institutions, with slight difference in design. Apart from information collected from schools centres or institutions, the other information is solicited from secondary data within the Ministry of Education and Training including information on examination results, secondary school bursaries and annual budget plans. Further, information on tertiary bursaries and students studying abroad is gathered from National Manpower Development Secretariat (NMDS).

### **1.2.2 Quality**

Data quality is fairly good. In 2011, about 99 percent of both primary and secondary schools submitted their ER 42 forms. At the data processing stage, missing information was substituted by proxies, 2010 information from the same schools.

The total number of responded registered primary schools was 1473 in 2010, this number descended to 1468 in 2011. It should be noted that these are the schools that were operational and responded during the data collection period. The schools that were not operational at the beginning of the year were not covered even if they were already registered schools or opened towards the end of calendar year. Some of the schools were non operational not because they were officially closed but because they had no students in the first quarter of 2011 school calendar.

The number of registered secondary schools was 321 in 2010 and was 326 in 2011 implying an increase of six (6) Schools from the previous year. This increment resulted from the construction of new secondary schools that are built through the partnership between the Government of Lesotho and development donors.

## Chapter 2

### Early Childhood Care and Development (ECCD) Education

#### 2.0 Introduction

Early childhood is viewed as the time of immense growth and development when the brain develops most rapidly and a period when walking, talking, self-esteem, vision of the world and moral foundations are created. The ECCD as an integral part of the pre-schooling processes are influenced by three main dividends that are:

Children that are exposed to an effective ECCD are better equipped for the demands of the school system, including proven record of improved academic achievement. Thus, ECCD programmes enhance children's readiness for schooling.

ECCD activities reduce the number of repeat cases and failure rates, thus, allowing the system to optimally apply its limited resources to more school children.

ECCD has strong gender implications as it enables women to work and participate in development activities while the children are being cared for. ECCD programmes can also reduce gender inequalities by providing a fair and equitable start to both girls and boys.

#### 2.1 Enrolment

Data on ECCD education has been complex to capture due to lack of formal registration of the centres or home bases and as such resulting in little or no knowledge of the coverage of these centres during data collection. Consequently, only information from 'reception classes' has been covered, these are centres attached to some of the existing primary schools.

Table 2.1 reveals that enrolment at this level of education has been increased from 2007 to 2009. A fall in enrolment was realized in 2010 and as clearly showed in the table; enrolment in the other years might have been inflated by establishment of new centres which was not the case in 2010.

**Table 2.1 Reception Class Enrolments and Number of Schools, 2007-2011**

<b>Year</b>	<b>Enrolment</b>	<b>Percentage increase/ Decrease</b>	<b>Total Number of Schools</b>	<b>New Schools</b>
<b>2007</b>	2902	-	97	86
<b>2008</b>	3930	35	119	22
<b>2009</b>	6714	71	219	100
<b>2010</b>	5696	-15	219	0
<b>2011</b>	5520	-3	219	0

## Chapter 3

### Primary School Education

#### 3.0 Introduction

Free Primary Education (FPE) in Lesotho originated in 2000 when the government commenced the implementation of free primary education policy. The policy abolished school fees on annual incremental basis starting with grade one in 2000 and was completed in 2006 when all the primary education was free. Therefore, 2006 was the final year of implementation of free primary education policy in Lesotho. In 2007 the first cohort of free primary education entered into secondary schools and that cohort completed high school in 2011.

#### 3.1 Enrolment in Registered Primary Schools

Table 3.1 Enrolment in Registered Primary Schools by Age, Grade and Gender- 2011															
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	2810	2563	0	0	0	0	0	0	0	0	0	0	0	0	5373
6	16483	16202	752	966	0	0	0	0	0	0	0	0	0	0	34403
7	11972	9494	8536	10237	657	896	0	0	0	0	0	0	0	0	41792
8	4418	2625	9553	8753	5477	7506	537	1014	0	0	0	0	0	0	39883
9	1481	757	6051	4205	7706	8075	3851	6133	388	882	0	0	0	0	39529
10	640	337	3488	1917	6653	5109	5689	7514	2851	5180	426	901	0	0	40705
11	342	171	1926	825	5029	2786	6752	5630	4636	7021	2322	4596	330	732	43098
12	126	45	733	274	2647	1184	5147	3294	4903	5379	3671	6107	1798	3744	39052
13	99	26	388	97	1408	529	3597	1821	4645	3624	4350	5176	3125	5688	34573
14	38	8	145	50	640	239	2196	893	3594	2169	4109	3677	3655	5261	26674
15	19	7	72	22	330	111	1210	475	2447	1141	3215	2345	3701	3904	18999
16	13	4	27	10	121	45	485	214	1201	553	2184	1260	3001	2474	11592
17	1	4	16	8	38	16	190	71	463	202	1146	544	1820	1241	5760
18	1	4	6	0	19	8	57	26	150	93	460	208	922	460	2414
19	1	0	4	0	9	1	17	8	63	39	166	93	347	184	932
20	0	0	3	0	3	4	17	3	30	16	69	31	157	67	400
higher 20	5	1	2	2	5	3	11	6	26	11	42	23	69	52	258
<b>Total</b>	<b>38449</b>	<b>32248</b>	<b>31702</b>	<b>27366</b>	<b>30742</b>	<b>26512</b>	<b>29756</b>	<b>27102</b>	<b>25397</b>	<b>26310</b>	<b>22160</b>	<b>24961</b>	<b>18925</b>	<b>23807</b>	<b>385437</b>

Enrolment in primary schools increased dramatically, from 364951 in 1999 to 410745 in 2000 emanating from introduction of Free Primary Education (FPE) in 2000. Enrolment continued to rise and reached a climax in 2003 with the number of pupils amounting to 429,720. A slight decline was noticed thereafter as enrolment fell by 0.6 percent in 2004 and by a further 1.1 percent in 2005. An appreciation in enrolment of 0.6 percent in 2006 was followed by a continuous down turn in enrolment from 2007 to 2011.

Illustrated in Table 3.2 is the fact that the overall male's enrolment has been leading more especially in the lower grades, 1 to 4 over the years. The total enrolment (and within all the grades) has been gradually descending each year as earlier indicated.

**Table 3.2 Enrolment in Registered Primary Schools by Grade and Gender, 2007-2011**

Grade	2007		2008		2009		2010		2011	
	M	F	M	F	M	F	M	F	M	F
1	40175	33960	39080	33362	37594	31703	38383	32010	38449	32248
2	33217	28599	32903	29116	32545	28586	32141	27424	31702	27366
3	31951	27723	31459	27651	30802	27648	30919	27385	30742	26512
4	30383	28762	29934	27939	29430	27593	29628	27438	29756	27102
5	26666	27976	26505	27399	25789	27088	25683	26385	25397	26310
6	21903	26160	22052	25798	21925	25841	22101	25518	22160	24961
7	18415	25044	18399	24444	18234	24646	19057	24609	18925	23807
Total M/F	202710	198224	200332	195709	196319	193105	197912	190769	197131	188306
<b>Total</b>	<b>400934</b>		<b>396041</b>		<b>389424</b>		<b>388681</b>		<b>385437</b>	

Table 3.3 below clearly reflects that during the period under review, 2009 to 2011 Maseru has been leading with enrolment. This was followed by Leribe, Berea and Mafeteng respectively. For instance, in 2011, Maseru had enrolment of 84492 (22%) pupils and Leribe was the second highest with 59553 (15%) while Berea and Mafeteng were next with 47955 (12%) and 39620 (10%) pupils, orderly. At this level of education a continuous decline in total enrolment has been experienced. However, some districts such as Maseru and Mokhotlong have gained in enrolment in 2011.

**Table 3.3 Enrolment in Registered Primary Schools by District and Gender, 2009- 2011**

District	2009			2010			2011		
	M	F	Total	M	F	Total	M	F	Total
Butha-Buthe	11890	11449	<b>23339</b>	11655	11204	<b>22859</b>	11597	10938	<b>22535</b>
Leribe	31383	29062	<b>60445</b>	31381	28466	<b>59847</b>	31201	28352	<b>59553</b>
Berea	25158	23045	<b>48203</b>	25252	22797	<b>48049</b>	25088	22867	<b>47955</b>
Maseru	42439	41096	<b>83535</b>	43209	41072	<b>84281</b>	43369	41123	<b>84492</b>
Mafeteng	21149	19849	<b>40998</b>	20739	19390	<b>40129</b>	20614	19006	<b>39620</b>
Mohale's Hoek	17675	18000	<b>35675</b>	18132	17844	<b>35976</b>	17492	17180	<b>34672</b>
Quthing	12389	12625	<b>25014</b>	12194	12204	<b>24398</b>	12184	11825	<b>24009</b>
Qacha's Nek	8568	8682	<b>17250</b>	8411	8394	<b>16805</b>	8317	8187	<b>16504</b>
Mokhotlong	10244	11780	<b>22024</b>	10867	11944	<b>22811</b>	11040	11858	<b>22898</b>
ThabaTseka	15424	17517	<b>32941</b>	16072	17454	<b>33526</b>	16229	16970	<b>33199</b>
Total	<b>196319</b>	<b>193105</b>	<b>389424</b>	<b>197912</b>	<b>190769</b>	<b>388681</b>	<b>197131</b>	<b>188306</b>	<b>385437</b>

In 2009 enrolment of females exceeded that of males in five districts namely; Mohale's Hoek, Quthing, Qacha's Nek, Mokhotlong and Thaba Tseka, while in 2010 enrolment of females surpassed that of their male counterparts in only three districts namely; Quthing, Mokhotlong and Thaba-Tseka. In 2011 females enrolment surpass that of their males' counterparts in only two districts, Mokhotlong and Thaba-Tseka.



Comparison of enrolment by ecological zones demonstrated that there were more males enrolled in the foothills, lowlands, and Senqu River Valley while more females than males were enrolled only in the mountains as illustrated in Table 3.4.

**Table 3.4 Enrolment in Registered Primary Schools by District, Location and Gender - 2011**

District	Foothills		Lowlands		Mountain		S. R. Valley		Total
	M	F	M	F	M	F	M	F	
<b>Butha-Buthe</b>	4452	4167	5196	4821	1948.3	1950	0	0	<b>22535</b>
<b>Leribe</b>	7687	6905	19549	17563	3965.4	3883.9	0	0	<b>59553</b>
<b>Berea</b>	9424	8449	15491	14094	173.18	323.65	0	0	<b>47955</b>
<b>Maseru</b>	6990	6549	32577	30524	3801.6	4049.8	0	0	<b>84492</b>
<b>Mafeteng</b>	5554	5406	13351	11771	1709	1829	0	0	<b>39620</b>
<b>Mohale's Hoek</b>	3252	3206	8603	7813	4198	4762	1439	1399	<b>34672</b>
<b>Quthing</b>	3214	2853	0	0	6742	6859	2228	2114	<b>24009</b>
<b>Qacha's Nek</b>	0	0	0	0	7425	7285	892	903	<b>16504</b>
<b>Mokhotlong</b>	0	0	0	0	11040	11858	0	0	<b>22898</b>
<b>Thaba-Tseka</b>	0	0	0	0	14492	15122	1737	1848	<b>33199</b>
<b>Total</b>	<b>40693</b>	<b>37668</b>	<b>95071</b>	<b>86838</b>	<b>55148</b>	<b>57603</b>	<b>6219</b>	<b>6197</b>	<b>385437</b>

### 3.1.1 Accessibility of Education

Accessibility is defined as the proportion of children who have access to schooling, out of all children of admission age at the corresponding grade, which is age 6 for primary school admission in Lesotho. In this section, the extent of access to the first grade of Primary education is discussed.

#### 3.1.1.1 New Entrants in Registered Primary Schools

Enrolment of new entrants in registered primary schools has been marginally fluctuating from 2008 to 2011. Enrolments were 52137 in 2008, 54197 in 2009, 53911 in 2010 and 55182 in 2011 which implied an increase of 2.4 percent of new entrants from the year 2010. The percentages of new entrants by gender were similar to the previous year whereby boys constituted 52 percent and girls 48 percent. Figure 3.1 reveals that enrolment of new entrants was at the pick exactly at the age of six (the official admission age) for both boys and girls and dramatically fell at ages beyond eight. The figure also portrays that enrolment of new entrants ranges from ages below 6 to age ten.



Assessment of new admissions' enrolment by district demonstrated the same pattern as that of total enrolments in registered primary schools, with the exception of Thaba Tseka that has surpassed some of the lowlands districts in the year under review; Maseru was in control with 12191 (22%) followed by Leribe, Berea, Mafeteng, Mohale's Hoek and Thaba- Tseka with 7960 (14%), 6840 (12%), 5943 (11%), 5142 (9%), and 4866 (9%) respectively.

**Table 3.5 Number and Percentages of New Entrants in Registered Primary Schools by District and Gender – 2011**

District	New Entrants			Percentages		
	M	F	Total	M	F	Total
Berea	3573	3267	<b>6840</b>	12	12	<b>12</b>
Butha-Buthe	1540	1463	<b>3003</b>	5	6	<b>5</b>
Leribe	4205	3755	<b>7960</b>	15	14	<b>14</b>
Mafeteng	3097	2846	<b>5943</b>	11	11	<b>11</b>
Maseru	6345	5846	<b>12191</b>	22	22	<b>22</b>
Mohale's Hoek	2658	2484	<b>5142</b>	9	9	<b>9</b>
Mokhotlong	1657	1636	<b>3293</b>	6	6	<b>6</b>
Qacha's Nek	1166	1169	<b>2335</b>	4	4	<b>4</b>
Quthing	1916	1693	<b>3609</b>	7	6	<b>7</b>
Thaba-Tseka	2603	2263	<b>4866</b>	9	9	<b>9</b>
<b>Total</b>	<b>28760</b>	<b>26422</b>	<b>55182</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 3.1.1.2 Registered Primary Schools Apparent Intake Rates (AIR) and Net Intake Rates (NIR)

The Apparent Intake Rates (AIR) and Net Intake Rate (NIR) for Lesotho from 2000 are shown in Table 3.6. The Apparent and Net intake rates signify accessibility 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. The two ratios are essential to policy-makers and planners because they indicate the degree of accessibility of primary school education. Apparent intake rate is a crude measure that considers all new entrants irrespective of age while Net intake rate takes into account new entrants of official entrance age. The Apparent Intake Rate (AIR) was highest in 2000, and thereafter declined continuously to 2008, after which it remained constant until 2011. A massive increase in the Apparent Intake Rate (AIR) in 2000 was due to commencement of free primary education that resulted in high enrolment. The Apparent Intake Rate (AIR) evidently signifies that more males had access to primary education than females.

On the other side, Net Intake Rate (NIR) has been fluctuating over the years. Unlike the AIR that indicated that males superseded females, the analysis of NIR by gender indicated that more girls of primary school going age than boys had access to primary education in most of the years under review.

**Table 3.6 Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2011**

Year	Apparent Intake Rates (AIR)			GPI (AIR)	Net Intake Rates (NIR)			GPI (NIR)
	Males	Females	Total		Males	Females	Total	
2000	210.9	190.8	200.9	0.90	63.2	65.1	64.1	1.03
2001	150.0	134.0	142.1	0.89	61.7	62.8	62.2	1.02
2002	129.2	121.0	125.1	0.94	60.2	62.5	61.3	1.04
2003	124.9	118.0	121.5	0.94	61.3	63.0	62.1	1.03
2004	132.5	120.7	126.6	0.91	55.4	56.2	55.8	1.01
2005	117.0	110.1	113.6	0.94	53.6	54.1	54.1	1.01
2006	118.0	111.2	114.6	0.94	55.9	57.9	56.9	1.04
2007	111.5	105.1	108.3	0.94	54.7	55.0	54.9	1.01
2008	106.1	102.7	104.4	0.97	54.8	56.5	55.6	1.03
2009	105.5	98.8	102.2	0.94	55.4	54.7	55.0	0.99
2010	106.1	98.2	102.2	0.93	60.8	59.1	60.0	0.97
2011	105.1	99.4	102.2	0.95	58.0	59.1	58.5	1.00

### 3.1.2 Gender Parity Index in Registered Primary Schools

A value of more than one (1) portrays that there were more females than males of the appropriate age that enrolled in registered primary schools, while the value below 1 indicates that there were more males than females that enrolled, the value that equals 1 indicates enrolment equity between males and females. The GPI (AIR) in Table 3.6 portrayed that more males than females had access to primary education; this

possibly shows that some of males attend school at later ages as they become herd boys before they can attend school. However, even though there were some differences in GPI, from AIR and NIR, GPI had been around 1, which means that the gender parity gap was narrow over the years under review.

### 3.1.3 Coverage of Participation in Primary Education

GER denotes 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. The overall coverage of participation of eligible population in the education system is normally indicated by Net Enrolment Rate (NER). A high value of NER indicates a high degree of participation of the official school-age population. The GER value of 100 percent signifies that a country is able to accommodate all of its school-age population. On the other hand, the theoretical maximum value of NER is 100 percent.

A gradual slump in GER from 2006 to 2010 was observed thus reflecting a fall in the degree of participation recently, whereas NER has been fluctuating during the same period as illustrated in Table 3.7. Gender comparison revealed that from 2000 to 2006 GER for females was higher than that of males and thereafter GER trend reversed in favour of boys. During the same period, NER for females reflected a complete dominance over that of males reaching a peak in 2003 with 88.1 percent.

**Table 3.7 Registered Primary Schools Gross and Net Enrolment Rates and Pupils Teacher Ratios, 2000-2011**

Years	Gross Enrolment			Net Enrolment			Pupil:Teacher Ratio
	Males	Females	Total	Males	Females	Total	
2000	118.1	122.6	<b>120.3</b>	78.7	85.3	<b>82.0</b>	48
2001	120.6	123.2	<b>121.9</b>	79.5	85.4	<b>82.7</b>	47
2002	122.7	124.9	<b>123.8</b>	81.1	87.0	<b>84.0</b>	47
2003	123.8	125.9	<b>124.9</b>	82.0	88.1	<b>85.0</b>	46
2004	126.2	127.0	<b>126.6</b>	81.0	86.0	<b>83.0</b>	44
2005	126.0	126.3	<b>126.1</b>	80.6	85.7	<b>83.1</b>	42
2006	127.3	127.5	<b>127.4</b>	81.6	86.3	<b>83.9</b>	41
2007	120.8	120.2	<b>120.5</b>	79.5	83.4	<b>81.4</b>	37
2008	119.3	118.6	<b>119.0</b>	79.9	84.1	<b>82.0</b>	35
2009	116.2	116.2	<b>116.2</b>	78.6	83.2	<b>80.9</b>	34
2010	116.2	113.9	<b>115.1</b>	80.1	83.5	<b>81.8</b>	34
2011	114.6	111.3	<b>113.0</b>	80.2	83.1	<b>81.6</b>	34

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 pupils to 1 teacher in 2003 to 41: 1 in 2007 and to 40: 1 by the year 2015. As demonstrated in Table 3.7, 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 and was stable at 34 pupils to one teacher from 2009 to 2011.

**Table 3.8 Pupils Enrolled in Registered Primary Schools by District, Number of Teachers, Gender and the Pupils to Teacher Ratios – 2011**

District	Enrolment			All Teachers			Pupil: Teacher ratio
	Males	Females	Total	Males	Females	Total	
Butha-Buthe	11597	10938	<b>22535</b>	138	607	<b>745</b>	30
Leribe	31201	28352	<b>59553</b>	350	1462	<b>1812</b>	33
Berea	25088	22867	<b>47955</b>	288	1111	<b>1399</b>	34
Maseru	43369	41123	<b>84492</b>	490	1903	<b>2393</b>	35
Mafeteng	20614	19006	<b>39620</b>	329	953	<b>1282</b>	31
Mohale's Hoek	17492	17180	<b>34672</b>	275	808	<b>1083</b>	32
Quthing	12184	11825	<b>24009</b>	183	566	<b>749</b>	32
Qacha's Nek	8317	8187	<b>16504</b>	137	381	<b>518</b>	32
Mokhotlong	11040	11858	<b>22898</b>	162	421	<b>583</b>	39
Thaba-Tseka	16229	16970	<b>33199</b>	265	549	<b>814</b>	41
<b>Total</b>	<b>197131</b>	<b>188306</b>	<b>385437</b>	<b>2617</b>	<b>8761</b>	<b>11378</b>	34

The pupil-teacher ratios by districts revealed that Thaba-Tseka and Mokhotlong were the highest with 41 and 39 pupils per one teacher in 2011. Maseru and Berea followed with pupil-teacher ratios of 35 and 34 respectively. Leribe was the next with 33 pupils per one teacher. Other districts such as Mohale’s Hoek, Quthing and Qacha’s Neck had the same pupil-teacher ratio of 32 excluding Mafeteng that had the least with the pupil-teacher ratio of 31 pupils to 1 teacher as shown in Table 3.8.

The age Specific net enrolment rates at primary education illustrate participation of children who are of primary school attending age group, 6 to 12, regardless of whether they are enrolling at primary or secondary school. This is done to reveal whether pupils of primary school attending age are attending school or not regardless of the level of education. On the other hand NER denotes participation of pupils of primary school going age who are attending primary school.

**Table 3.9 Registered Primary Schools Age Specific Net Enrolment Rates (NER)  
(Age 6- 12 Primary and Secondary Roll) – 2011**

Age	Enroll Prim and Sec-6-12			Pop 6 to 12			Age Specific Rate		
	M	F	Total	M	F	Total	M	F	Total
6	17235	17168	<b>34403</b>	26486	26029	<b>52515</b>	65.1	66.0	<b>65.5</b>
7	21165	20627	<b>41792</b>	25712	25270	<b>50982</b>	82.3	81.6	<b>82.0</b>
8	19985	19898	<b>39883</b>	24856	24445	<b>49301</b>	80.4	81.4	<b>80.9</b>
9	19477	20052	<b>39529</b>	23997	23620	<b>47617</b>	81.2	84.9	<b>83.0</b>
10	19747	20958	<b>40705</b>	23792	23387	<b>47179</b>	83.0	89.6	<b>86.3</b>
11	21337	21761	<b>43098</b>	23611	23234	<b>46845</b>	90.4	93.7	<b>92.0</b>
12	19497	21093	<b>40590</b>	23558	23178	<b>46736</b>	82.8	91.0	<b>86.8</b>
<b>Total</b>	<b>138443</b>	<b>141557</b>	<b>280000</b>	<b>172012</b>	<b>169163</b>	<b>341175</b>	<b>80.5</b>	<b>83.7</b>	<b>82.1</b>

Table 3.9 above depicts age specific net enrolment ratios for primary. A slight difference or similar values of and age specific Rate (82.1) and NER (81.6) in table 3.7 indicate that majority of pupils of the primary school age were still in primary and very few were in secondary. This therefore emphasizes the fact that most of 18 percent of the children aged 6-12 was not at school, considering that at these ages number of children that are crossing borders for schooling is insignificant.

### 3.2 Disability in Registered Primary Schools

Pupils with special educational needs or disabilities amounted to 20490 (5.3%) out of 388681 pupils that were enrolled in 2010. In 2011 pupils with some form of disability amounted to 20636 which is 5.4 percent of 385437 pupils that were enrolled in 2011. Gender comparison disclosed that boys with special educational needs topped girls in all the grades. The number of males with special educational needs or disabilities was also dominant in most types of special needs such as learning difficulty, physical disability and visual impairment while the number of females took a lead in hearing impairment as shown in Table 3.10.

Type	Std 1		Std 2		Std 3		Std 4		Std 5		Std 6		Std 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Hearing Impairment	150	129	173	146	220	193	243	248	246	231	199	256	181	261	<b>2876</b>
Learning Difficulty	938	564	972	557	1061	619	1129	686	852	622	710	577	578	477	<b>10342</b>
Other	198	97	173	89	167	55	152	90	156	100	162	112	99	74	<b>1724</b>
Physical Handicap	214	166	115	86	96	84	108	87	81	66	57	64	69	61	<b>1354</b>
Visual Impairment	249	182	296	193	293	216	332	287	371	347	396	444	350	384	<b>4340</b>
<b>Total</b>	<b>1749</b>	<b>1138</b>	<b>1729</b>	<b>1071</b>	<b>1837</b>	<b>1167</b>	<b>1964</b>	<b>1398</b>	<b>1706</b>	<b>1366</b>	<b>1524</b>	<b>1453</b>	<b>1277</b>	<b>1257</b>	<b>20636</b>

### 3.3 Orphan-hood in Registered Primary Schools

Out of total enrolment of 385437, about (116558) 30 percent were pupils who have lost either one or both of their parents. One of the major causes of death parents might be due to an alarming increase of the HIV and AIDS pandemic. The number of orphans has been fluctuating over the years though there has been a minor decline in enrolment of orphans from 2008 to 2011.

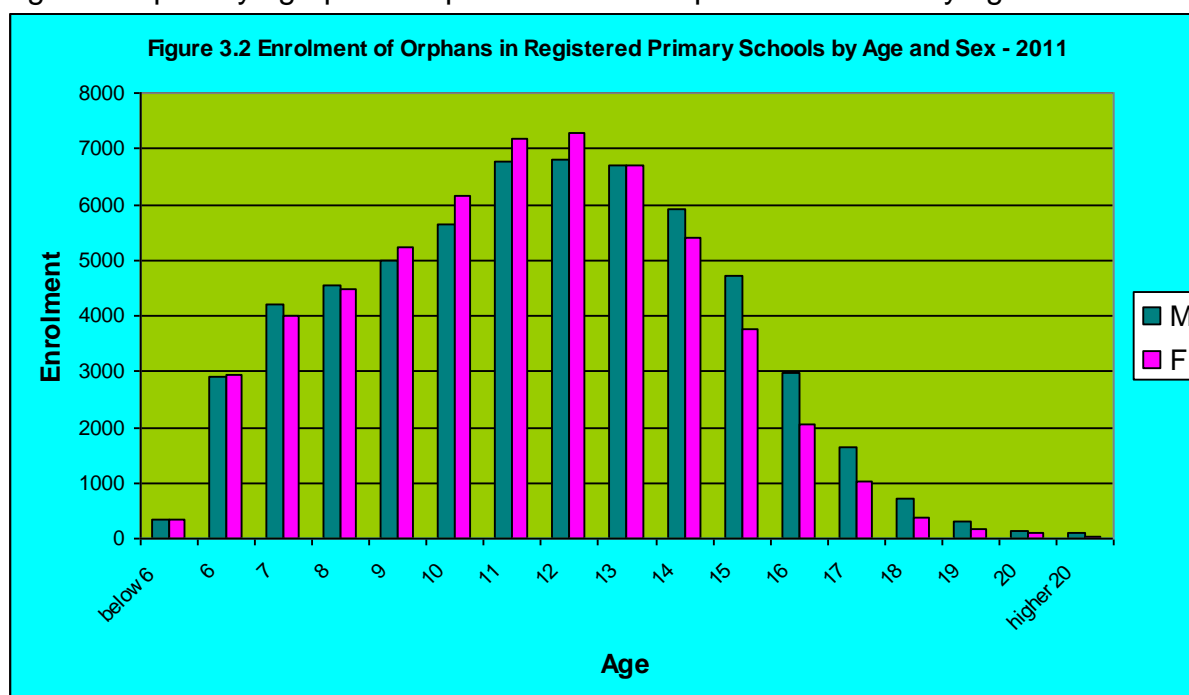
Table 3.11, denotes that the number of paternal orphans was dominant representing 56 percent whereas the percentage of complete and maternal orphans followed with 24 and 20 percent respectively. The trend is similar for the previous years. The table also displays that the number of male orphans exceeded that of females from grade 1 to grade 4 whilst the number of female orphans elevated that of males in the other grades. Lastly, the table further illustrates less enrolment of orphans in the lower grades and higher enrolment of orphans in the upper grades.

**Table 3.11 Enrolment of Orphans in Registered Primary Schools by Type of orphan hood, Grade and Gender, 2011**

Orphan Type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Total	Percent
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
<b>Double</b>	1225	914	1515	1189	1987	1565	2338	2006	2435	2432	2355	2627	2312	3055	<b>27955</b>	24
<b>Maternal</b>	1496	1229	1637	1277	1740	1490	2000	1742	1879	1891	1705	1854	1447	1901	<b>23288</b>	20
<b>Paternal</b>	4692	3715	4750	3953	5154	4251	5515	4779	4885	4953	4387	5058	4087	5136	<b>65315</b>	56
<b>Total</b>	<b>7413</b>	<b>5858</b>	<b>7902</b>	<b>6419</b>	<b>8881</b>	<b>7306</b>	<b>9853</b>	<b>8527</b>	<b>9199</b>	<b>9276</b>	<b>8447</b>	<b>9539</b>	<b>7846</b>	<b>10092</b>	<b>116558</b>	100

**Note:** Double = Both Parents dead; Maternal = Mother dead; Paternal = Father dead.

Figure 3.2 portrays graphical representation of orphan enrolment by age and sex.



### 3.4 Inputs for Primary Education

The Ministry of Education and Training admires inputs to education as key to shifting primary education to the higher stride. To ensure the support to primary education, the Ministry’s huge responsibility involves provision of appropriate buildings, qualified teachers, sufficient facilities and education materials to increase accessibility of schools and sustainable enrolment gains at this level of education.

### 3.4.1 Primary Schools

Generally, the high ownership of the schools at primary level has previously and presently been governed by various churches while the small portion of schools is privately owned and others belonging to government and community. In spite of education being a joint responsibility between the government, churches and the community, the huge responsibility of overseeing, maintenance and financial support of schools is done by the government.

In the year under review, about 81 percent of the registered primary schools were owned by the churches while government and community had shares of 11 percent and 4 percent respectively. Included among the church owned agencies were; RCM, LEC, ACL and AME. Majority of the church owned registered primary schools belonged to both Roman Catholic Mission (RCM) and Lesotho Evangelical Church (LEC) each constituting 33 percent (see Figure 3.3 below).

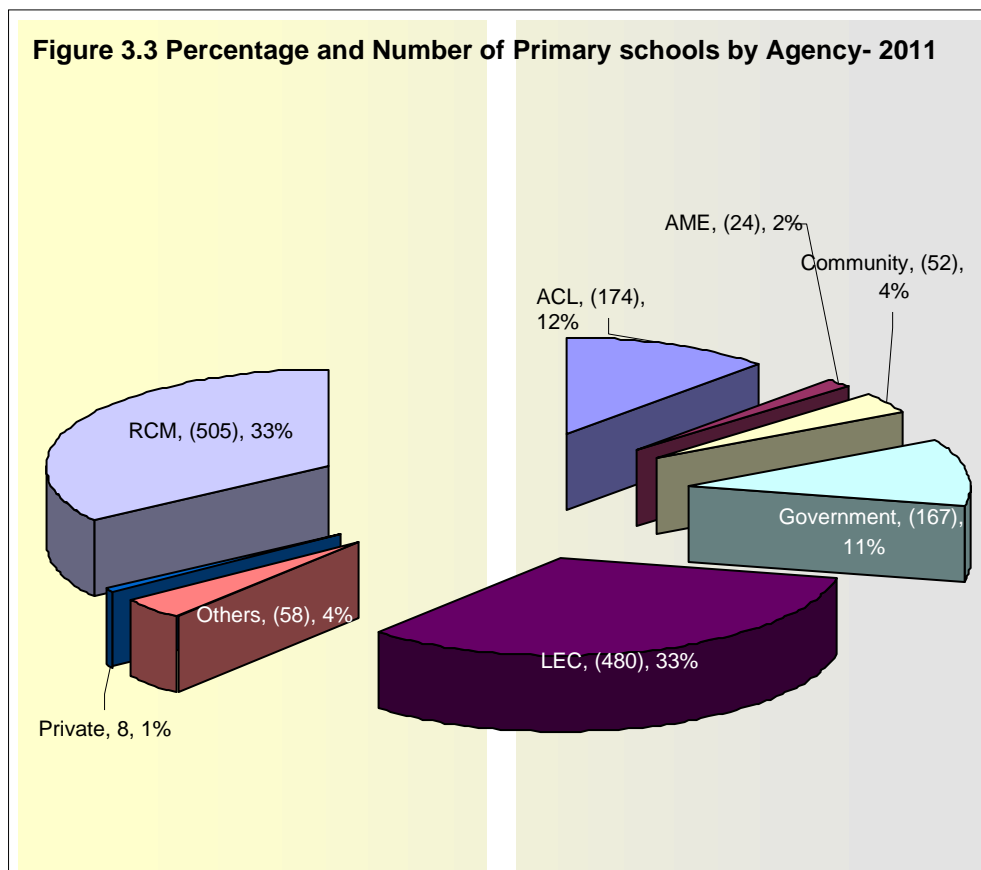


Table 3.12 illustrates that primary school enrolment has been varying since 2002 to 2006 and thereafter enrolment has been declining until 2011. The table further



indicates that the total number of schools increased continuously from 2002 (1333) to 2009 (1479) after which it reduced in 2010 (1473) and 2011(1468). It should be noted that these are the schools that were operational and responded during the data collection period. Some of the schools were non-operational not because they were officially closed but because they had no students in the first quarter of 2011 school calendar. In some instances where government construct more new schools to cut long distances walked by children to schools especially in the mountain areas, children turn to leave the old schools to attend the new government schools hence leaving the old schools without children. The smaller number of schools may therefore not necessarily mean reduction of schools.

Physical access to schools in the mountain areas where average walking time is sometimes over an hour is a major challenge particularly for children from food insecure households. For instance, evidence provided by WFP baseline survey (2004) indicated that the rations provided at the schools were often the only full meals children have during the day, especially during lean periods and in years with bad harvest.

It is evident from Table 3.12 that the number of orphans and pupils with special needs or disabilities has been unstable over the years. The number of orphans enrolled at primary level was 99082 in 2004 and has been fluctuating until it reached a high level of 116,558 in 2011; clearly, free primary education has enabled a high number of orphans to access education at this level. The number of disabled pupils was 22292 in 2004, since then it has been fluctuating, taking an overall downward trend reaching an enrollment level of 20635 in 2011.

**Table 3.12 Registered Primary School Enrolments, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2002-2011**

Primary Enrolment	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total	418668	429720	427009	422278	424855	400934	396041	389424	388681	385437
% Change in Enrolment	0.9	2.6	-0.6	-1.1	0.6	-5.6	-1.2	-1.7	-0.2	-0.8
Number of schools	1333	1355	1412	1419	1455	1455	1472	1479	1473	1468
Number of teachers	8908	9294	9993	10154	10418	10778	11301	11536	11508	11378
Number of Orphans	-	-	99082	122769	128257	111335	121175	121155	120463	116558
Number of Disabled	-	-	22292	25231	22233	20359	20301	20527	20490	20635

The allocation of schools by district signified Maseru to be the highest with 251 (17%) schools, followed by Leribe and Mhale's Hoek with 196 (13%) and 169 (12%) respectively. Comparison by ecological zones depicted mountain areas as leading

with the number of schools with 574 (39%) followed by lowlands and foothills with 531 (36%) and 293 (20%) orderly. Dominance of schools in the mountain areas originates from the terrain in the mountains that results in many dispersed villages and consequently the schools that are characterized by a few number of pupils enrolled.

**Table 3.13 Number of Registered Primary Schools by District and Location - 2011**

District	Foothills	Lowlands	Mountain	S R V	Total
Butha-Buthe	33	27	20	1	81
Leribe	52	107	35	2	196
Berea	45	90	2	1	138
Maseru	56	151	43	1	251
Mafeteng	46	93	17	0	156
Mohale's Hoek	34	59	60	16	169
Quthing	25	4	78	19	126
Qacha's Nek	2	0	92	10	104
Mokhotlong	0	0	102	4	106
Thaba-Tseka	0	0	125	16	141
<b>Total</b>	<b>293</b>	<b>531</b>	<b>574</b>	<b>70</b>	<b>1468</b>

### 3.4.2 Teachers in Registered Primary Schools

The number of employed teachers in the teaching service was 11,536 in 2009, 11,508 in 2010 and was recorded as 11378 in 2011 which showed down turn from the two mentioned previous years. HIV epidemic on teachers since the high HIV-prevalence rate may negatively influence the teaching cadre. Table 3.14 demonstrates that there were more female teachers (77 percent) than male teachers (23 Percent), the same percentages observed in 2010. In 2010 60 percent were qualified while 40 percent were unqualified. In 2011, the percent of the qualified teachers rose to 66 percent. Out of the qualified number of teachers in 2011, about 81 percent were females while 19 percent were males, the same scenario was also observed in 2010.

Distribution of teachers by districts portrayed Maseru as leading not only with the total number of teachers but also with the number of qualified teachers. Leribe and Berea were next with both total number of teachers and qualified teachers. Nevertheless, Maseru and Leribe once more appeared foremost with the number of unqualified teachers whereas Mafeteng and Mohale's Hoek trailed behind.

**Table 3.14 Number of Teachers in Registered Primary Schools by District and Gender, 2011**

District	Enrolment			Total Teachers			Qualified Teachers			Unqualified Teachers			Pupil (qualified) Teacher Ratios	
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	PTR	PQTR
Butha-Buthe	11597	10938	<b>22535</b>	138	607	<b>745</b>	89	480	<b>569</b>	49	127	176	30	40
Leribe	31201	28352	<b>59553</b>	350	1,462	<b>1,812</b>	223	1111	<b>1,334</b>	127	351	478	33	45
Berea	25088	22867	<b>47955</b>	288	1,111	<b>1,399</b>	159	826	<b>985</b>	129	285	414	34	49
Maseru	43369	41123	<b>84492</b>	490	1,903	<b>2,393</b>	310	1483	<b>1,793</b>	180	420	600	35	47
Mafeteng	20614	19006	<b>39620</b>	329	953	<b>1,282</b>	180	625	<b>805</b>	149	328	477	31	49
Mohale's Hoek	17492	17180	<b>34672</b>	275	808	<b>1,083</b>	125	506	<b>631</b>	150	302	452	32	55
Quthing	12184	11825	<b>24009</b>	183	566	<b>749</b>	61	343	<b>404</b>	122	223	345	32	59
Qacha's Nek	8317	8187	<b>16504</b>	137	381	<b>518</b>	65	228	<b>293</b>	72	153	225	32	56
Mokhotlong	11040	11858	<b>22898</b>	162	421	<b>583</b>	79	278	<b>357</b>	83	143	226	39	64
Thaba-seka	16229	16970	<b>33199</b>	265	549	<b>814</b>	111	279	<b>390</b>	154	270	424	41	85
Total	<b>197131</b>	<b>188306</b>	<b>385437</b>	2,617	8,761	<b>11,378</b>	1,402	6159	<b>7,561</b>	1,215	2,602	3,817	34	51

### 3.5 Efficiency and Quality of Education

The term 'efficiency' was invented by economists; it is defined as the optimal relationship between inputs and outputs. An activity is carried out efficiently when a given quantity of output is obtained with a minimum amount of inputs or when a given quantity of inputs produces maximal output. The term applies to all types of planned behavior geared towards defined objectives hence its adoption by education planners.

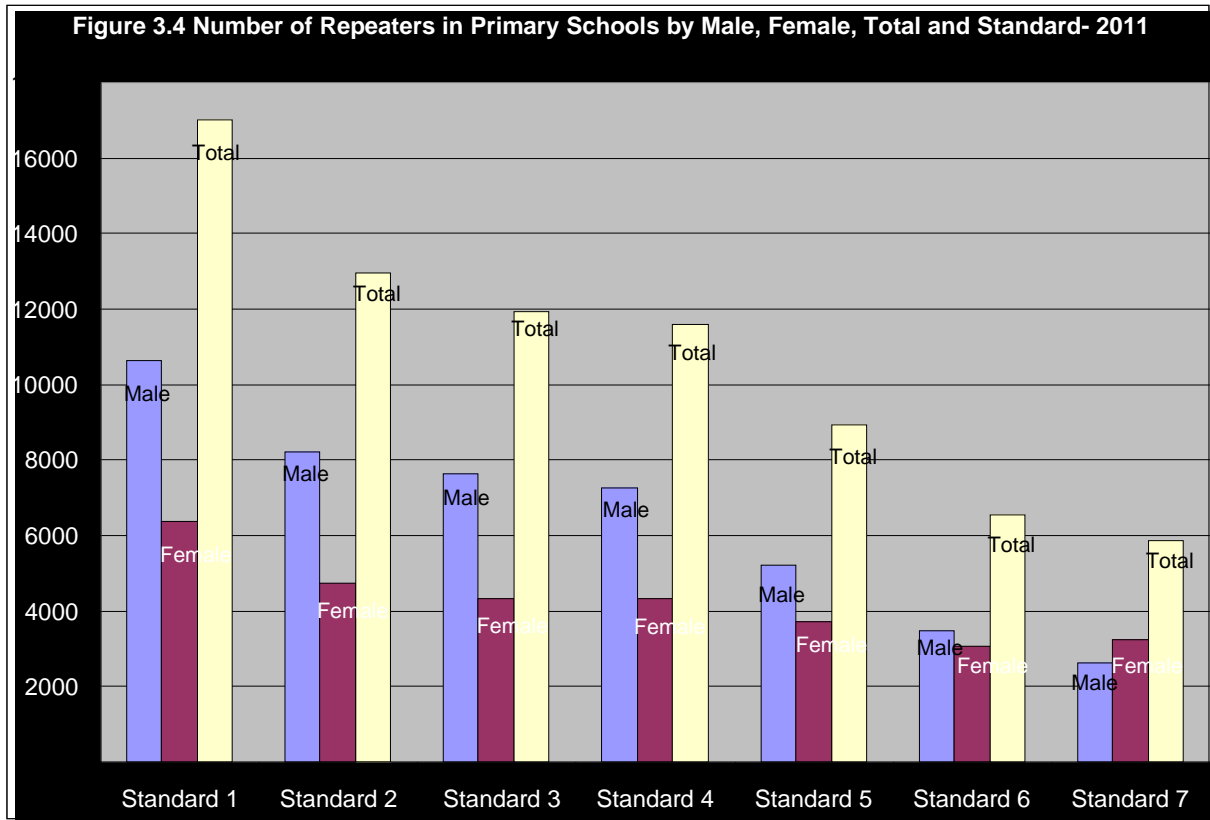
The concept of the pupil year is a convenient, non-monetary way of measuring inputs. One pupil year stands for all the resources spent to keep one pupil in school for one year. Therefore, it represents one year's worth of education and accompanying expenditure. Two pupil years, for instance, represent 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 years' 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 years' worth of expenditure but failed to obtain the qualifying diploma. In the analysis of efficiency, repeaters and dropouts represent wastage in an educational system.

In order to track the flow of pupils through an education system, at the beginning of the year it is necessary to ask a question such as: "What has become of the pupils enrolled in a particular grade the previous year?" There are three possible and mutually exclusive events that might have occurred: Pupils may have been promoted to the next higher grade. Pupils may have repeated the same grade. Pupils may have dropped out (that is, left school entirely, emigrated to another school system or died).

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 pupils 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 pupil flow in an education system.

### 3.5.1 Repeaters in Registered Primary Schools

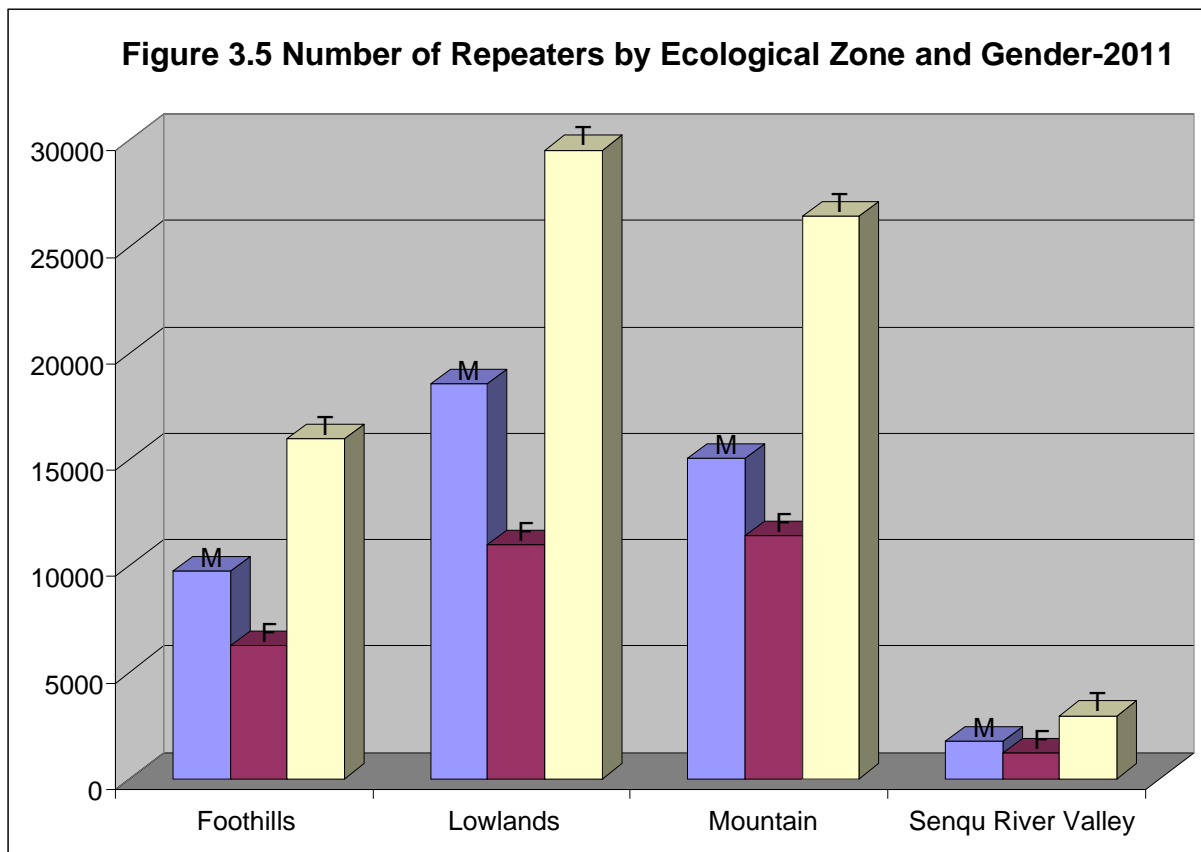
The repeaters constituted about 19 percent (74833) of total enrolment (385437) in 2011. Figure 3.4 demonstrates that the number of repeaters was highest in grade 1 and gradually decreased from one grade to another for both males and females. It is also portrayed that more boys repeat than girls, the same scenario that was observed in the previous year, 2010. The repetition rates also emphasize the similar pattern.



**Table 3.15 Repetition Rates in Registered Primary Schools by Grade, Year and Gender, 2004 to 2010**

STD	Repetition Rates 2004 to 2010																				
	2004			2005			2006			2007			2008			2009			2010		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	313	24.8	28.3	31.5	24.1	28.1	30.8	23.8	27.6	31.7	24.5	28.4	27.7	21.2	24.7	34.2	18.6	25.7	27.7	20.0	24.2
2	27.0	20.2	23.9	28.2	20.1	24.5	25.9	18.7	22.6	27.8	19.7	24.1	25.2	17.3	21.5	31.1	16.0	23.1	25.6	17.2	21.7
3	24.6	17.1	21.1	25.0	16.6	21.0	24.4	15.8	20.4	25.9	17.3	21.9	24.6	15.9	20.6	28.5	14.6	21.2	24.7	15.8	20.5
4	23.0	16.7	19.9	24.9	17.1	21.1	23.7	16.3	20.1	24.8	17.6	21.3	23.6	16.1	20.0	26.5	15.6	20.8	24.5	15.8	20.3
5	18.2	12.9	15.3	20.4	14.9	17.6	19.8	15.0	17.3	20.2	15.1	17.6	18.9	13.8	16.3	19.3	15.1	17.3	20.4	14.1	17.2
6	15.1	12.0	13.4	14.9	12.1	13.3	14.7	11.5	12.9	15.1	12.7	13.8	14.8	12.0	13.3	13.7	13.8	13.8	15.7	12.0	13.7
7	11.3	11.4	11.3	14.8	17.1	16.1	11.4	12.1	11.8	13.6	14.4	14.0	12.3	13.6	13.0	10.3	18.2	13.7	13.7	13.2	13.4
T	23.5	17.1	20.3	24.4	17.7	21.1	23.0	16.5	19.7	24.2	17.6	20.9	22.2	15.9	19.1	24.0	16.1	20.0	22.8	15.6	19.3

Analysis of the ecological zones disclosed that lowlands and mountains had a high number of repeaters whilst foothills and Senqu River Valley had the least number of repeaters. Gender disparity revealed that males constituted a larger number of repeaters in all the ecological zones the highest being in the lowlands and mountains.



### 3.5.2 Primary School Leaving Examination (PSLE) Results

In 2009 total passes were recorded at 86 percent. In 2010 the total passes improved to 87.5 percent, while in 2011 the record was 87.2 percent indicating a slight decline of 0.3 percent from 2010 passes. The highest percentage (88) of total passes was attained in 2004 and was seconded by the 2010 percentage passes. It is noticeable in Table 3.16 below that, during the period under review, the number of candidates that sat for examinations had been varying with years.

**Table 3.16 Primary School Leaving Examination Results (PSLE), 2003 - 2011**

<b>PSLE Results</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Total Sat	40172	39859	35097	44316	42512	41837	41397	41869	40752
Total Passes	33621	35129	29991	38063	35336	36132	35582	36634	35555
Percent Passed	83.7	88.1	85.4	85.8	83.1	86.4	86	87.5	87.2
First class	4481 (11.2)	5377 (13.5)	5357 (15.3)	7710 (17.4)	5998 (14.1)	7461 (17.8)	6664 (16.1)	5954 (14.2)	6920 (17)
Second class	8915 (22.2)	9485 (23.8)	7329 (20.9)	9321 (21)	10048 (23.6)	9663 (23.1)	10762 (26)	9877 (23.6)	11107 (27.3)
Third class	20225 (50.3)	20267 (50.8)	17305 (49.6)	21032 (47.5)	19290 (45.4)	19008 (45.4)	18156 (43.9)	20803 (49.7)	17528 (43)
Fail	6551 (16.3)	4730 (11.9)	5106 (14.6)	6253 (14.1)	7176 (16.9)	5705 (13.6)	5815 (14)	5235 (12.5)	5197 (12.7)

### 3.5.3 Transition Rates from Standard 7 to Form A

Transition rates refer to the number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of the lower level of education in the previous year. This indicator conveys information on the degree of transition from one cycle of education to the higher one. High transition rates designate a high level of access from one level of education to the next.

During the period 2001 to 2011, transition rates have been fluctuating and the lowest transition rate of 61.6 was recorded in 2003 while the highest transition rate of 75.5 was noticed in 2010. The transition rate had increased between 2009 and 2010 while a slight decline of 1.5 percent was observed in 2011. Table 3.17 below discloses that there were more males than females who proceeded from standard 7 to Form A from 2001 to 2007. The trend reversed its direction from 2008 to 2011 whereby more females than males progressed from standard 7 to Form A.

**Table 3.17 Transition Rates from Standard 7 to Form A, 2001-2011**

<b>Transits from Standard 7 to Form A</b>				<b>Transition Rates</b>		
<b>Year</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
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
2010	13725	18630	32355	75.3	75.6	75.5
2011	13811	18514	32325	72.5	75.2	74.0

### 3.5.4 Cohort Analysis

Cohort survival represents a life span of a group of pupils as they enter primary schooling in the same year. The survival of pupils is observed in the final grade of primary level and considers how the pupils were affected by drop outs and repetitions as they progressed to the final year. Survival rate is crude when the new entrants comprise repeaters of the previous year's cohort and the reverse holds true for net survival rate. The net cohort survival rate decreased by 5.5 percent from 2007 to 2008 cohorts after which an improvement of 1.8 percent gain was observed in 2009. Nevertheless, the collapse of 1.6 percent was observed in 2010. In 2011, the highest percent of 66.7 which implied an increment of 5.5 percent from that of 61.2 recorded in 2010. Despite fluctuations in net cohort survival rate in recent years, this rate has been maintained around 60 percent.

**Table 3.18 Enrolment and Repeaters in Primary Schools by Grade and Cohort, 2001-2011**

STD1	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Net of repeaters	69,606	60,243	59,390	61,717	55,308	55,568	54,375	51,380	51,424	52,555	53687
Total enrolment	97,469	86,643	84,412	81,234	78,232	77,550	76,261	72,442	69,297	70,393	70697
Repeaters	27,863	26,400	25,022	19,517	22,924	21,982	21,886	21,062	17,873	17,838	17010
<b>STD2</b>											
Net of repeaters	73,694	59,353	54,535	55,591	50,457	48,938	48,230	47,152	47,813	45,465	46127
Total enrolment	89,929	81,915	75,314	70,598	68,565	65,713	63,391	62,019	61,131	59,565	59068
Repeaters	16,235	22,562	20,779	16,168	16,795	16,775	15,161	14,867	13,318	14,100	12941
<b>STD3</b>											
Net of repeaters	40,092	56,419	58,042	55,612	51,093	50,416	47,722	46,036	46,294	45,918	45306
Total enrolment	50,424	78,981	73,578	67,804	65,592	64,208	60,983	59,110	58,450	58,304	57254
Repeaters	10,332	22,562	15,536	12,830	14,235	13,792	13,261	13,074	12,156	12,386	11948
<b>STD4</b>											
Net of repeaters	42,372	37,303	59,921	57,189	50,457	49,327	47,507	45,289	45,449	45,178	45264
Total enrolment	53,451	47,819	72,075	68,333	64,266	62,866	60,332	57,873	57,023	57,066	56858
Repeaters	11,079	10,516	12,154	11,677	13,542	13,539	12,825	12,584	11,574	11,888	11594
<b>STD5</b>											
Net of repeaters	39,510	38,868	35,597	50,941	49,913	46,687	45,630	44,314	44,076	42,934	42764
Total enrolment	46,951	45,769	43,119	59,598	59,224	57,085	55,634	53,904	52,877	52,068	51707
Repeaters	7,441	6,901	7,522	6,912	9,107	10,398	10,004	9,590	8,801	9,134	8943

<b>STD6</b>											
Net of repeaters	35,997	35,711	35,697	34,861	44,922	38,330	42,159	41,381	41,403	41,036	40581
Total enrolment	40,761	40,866	40,954	39,086	50,295	51,316	48,885	47,850	47,766	47,619	47121
Repeaters	4,764	5,155	5,257	4,475	5,232	6,686	6,726	6,469	6,363	6,583	6540
<b>STD7</b>											
Net of repeaters	31,753	32,355	33,305	34,222	31,432	40,289	38,655	36,739	37,291	37,801	36875
Total enrolment	35,979	36,628	40,268	40,356	36,104	46,117	44,131	42,843	42880	43,666	42732
Repeaters	4,226	4,273	6,963	6,001	4,560	5,818	5,476	6,104	5,589	5,865	5857
All Grades	333,024	320,252	336,487	350,990	333,081	329,555	324,278	312,291	313,750	310,887	310604
All Enrolment	414,964	418,621	429,720	429,009	422,278	424,855	409,617	396,041	389,424	388,681	385437
All Repeaters	81,940	98,369	93,233	77,580	86,395	88,990	85,339	83,750	75,674	77,794	74833
Cohort				Cohort	C1999-05	C2000-06	C2001-07	C2002-08	C2003-09	C2004-10	C2005-11
Crude cohort survival rate				Crude cohort survival	53.3	38.8	45.3	49.4	50.8	53.8	54.6
Net cohort Survival rate				Survival net of repeaters	61.2	40.9	55.5	61	62.8	61.2	66.7



## **Chapter 4**

### **Secondary School Education**

#### **4.0 Introduction**

Secondary Education is intermediate level between elementary level and College and/or University. It begins with grade 8 (Form A) to grade 12 (Form E). Form A starts around age 13 or 14 progressing to Form E ending in at or around 17 or 18 years. This level of education generally comprises of junior and senior secondary education. Junior secondary level covers Form A to Form C, and the Junior Certificate (JC) is awarded on successful completion of Form C. Senior Secondary level consists of Form D and Form E, and Cambridge Overseas School Certificate (COSC) is awarded on successful completion of Form E. Usually provided at this level is general, technical or vocational and college preparatory curricula.

#### **4.1 Enrolment in Registered Secondary Schools**

The total enrolment for the year 2011 was 128,172 in registered secondary schools as demonstrated in Table 4.1, this enrolment figure increased by about 3.9 percent from the total of 123,307, in the previous year. The increment is relatively lower than the one between 2009 and 2010 which was 10.6 percent. The historic trend at this level has shown that enrolment for girls has always been higher than the one for their boys' counterparts. For instance, in 2011, about 58 percent of girls enrolled as opposed to 42 percent of their boys' counterparts.

According to Table 4.1 the gender disparity gap was wide in Form D (44.0 percent) and then in Form B constituting 37.4 percent. The table further shows that at earlier ages such as at age 13 years, the girls outnumbered their boys' counterparts by more than 100 percent in Form A and Form B. The percentage gaps between males and females also exceeded 100 percent in: Form C at age 14; Form D at age 15 and 16 years; and in Form E at age 16 years.

It can also be observed from the table that at some later ages, males outnumbered their female counterparts by more than 40 percent from ages 18 to 21 years in Form A. In Form B the males outnumbered their female counterparts by 33.3 and 40.9 percent at age 20 and 21 years respectively. In Form C, males outnumbered females from age 19 to 24 years, whereas, in Form D and E outnumbering of females by their male counterparts was observed from age 21 years.

**Table 4.1 Enrolment in Registered Secondary Schools by Age, Form and Gender - 2011**

Age	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
12	472	1066	0	0	0	0	0	0	0	0	1538
13	1734	3728	378	960	0	0	0	0	0	0	6800
14	2965	5202	1397	3084	316	664	0	0	0	0	13628
15	3406	4984	2408	4354	1123	2126	302	703	0	0	19406
16	3071	3348	2906	4126	1823	3018	890	1901	157	429	21669
17	2285	1808	2708	3258	2110	2890	1553	2627	723	1445	21407
18	1335	753	2076	1869	1868	2167	1686	2462	1160	1846	17222
19	502	256	1153	847	1338	1283	1504	1827	1192	1532	11434
20	186	110	529	353	806	604	1066	1098	1049	1140	6941
21	59	33	237	140	405	285	647	627	694	672	3799
22	16	11	82	58	211	145	367	319	424	354	1987
23	11	12	29	34	90	56	178	168	245	198	1021
24	6	7	12	25	34	20	89	102	118	106	519
higher 24	1	26	23	44	30	55	72	199	142	209	801
<b>Total</b>	<b>16049</b>	<b>21344</b>	<b>13938</b>	<b>19152</b>	<b>10154</b>	<b>13313</b>	<b>8354</b>	<b>12033</b>	<b>5904</b>	<b>7931</b>	<b>128172</b>

The pattern of enrolment in registered secondary schools by district was analogous to that of registered primary schools. For instance, Maseru had the highest percentage of 25.7 in 2011 followed by Leribe with 18.9 percent while Thaba-Tseka and Qacha's Nek were the least with 4.0 and 3.5 percent respectively.

Analysis of enrolment by ecological zones reflects that similar to the previous years was the fact that lowlands emerged as the highest in enrollment registering 64.5 percent. The Mountains and Foothills had 15.4 and 15.1 percent respectively. As shown in Table 4.2, Senqu River Valley was the lowest with 5.1 percent. Analysis by sex also reflected that female enrolment outnumbered that of their male counterparts in all the districts and ecological zones.

**Table 4.2 Enrolment in Registered Secondary Schools by District, Location and Gender, 2011**

District	Foothills		Lowlands		Mountain		S R V		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	1245	1734	6706	8065	0	0	0	0	<b>9661</b>
Leribe	1239	1850	2091	2683	162	1636	0	0	<b>24166</b>
Berea	1621	2712	8170	10441	479	743	0	0	<b>17750</b>
Maseru	1224	1539	4310	5904	93	181	0	0	<b>32980</b>
Mafeteng	944	1586	13159	15953	504	834	0	0	<b>13251</b>
Mohale's Hoek	914	1074	1771	2337	391	651	680	859	<b>8677</b>
Quthing	0	0	0	0	1711	3555	0	0	<b>6833</b>
Qacha's Nek	0	0	0	126	983	1517	716	1121	<b>4463</b>
Mokhotlong	752	866	357	558	463	1001	1299	1537	<b>5266</b>
Thaba-Tseka	0	0	0	0	1674	3123	150	178	<b>5125</b>
<b>Total</b>	<b>7939</b>	<b>11361</b>	<b>36564</b>	<b>46067</b>	<b>6460</b>	<b>13241</b>	<b>2845</b>	<b>3695</b>	<b>128172</b>

## 4.2 Trend Analysis of Registered Secondary Schools Enrolment

Table 4.3 shows a trend in enrolment from 2009 to 2011 by sex and district. It is shown in this table that Maseru has been leading with enrolment from 2009 to 2011, whereas in 2009, Mokhotlong had the least percentage (3.3). In 2010 and 2011 Qacha's Nek had had the least percentage of enrolment amounting to 3.7 and 3.5 percent respectively. The Table further shows that the total enrolment had increased by 3.9 percent from 2010 to 2011, while an increase of 10.6 percent was observed between 2009 and 2010.

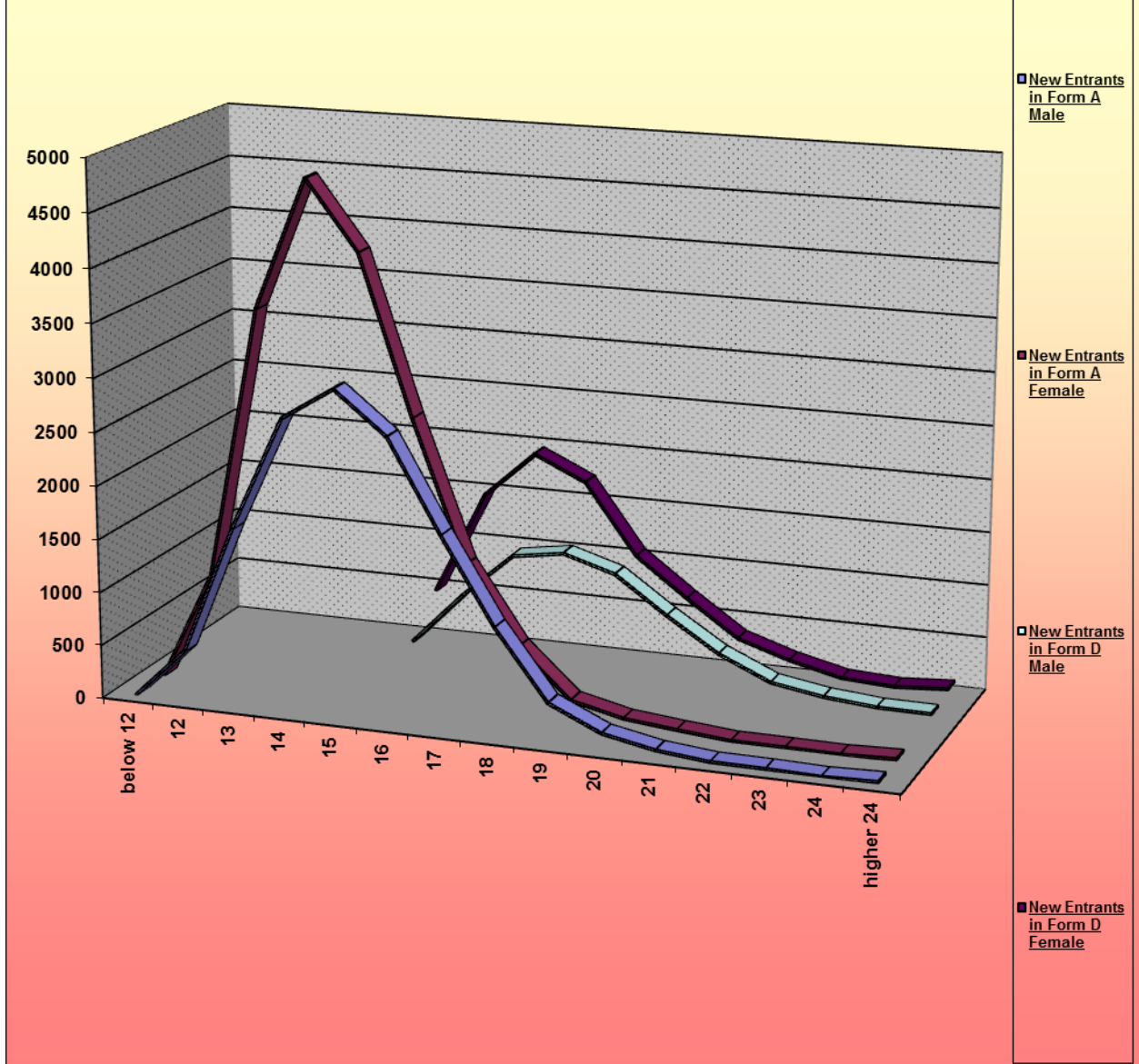
**Table 4.3 Enrolment in Registered Secondary Schools by District, Gender and Percentage Share per District, 2009-2011**

District	2009				2010				2011			
	M	F	Total	% Share	M	F	Total	% Share	M	F	Total	% Share
Butha-Buthe	3820	5220	9040	8.1	4170	5833	10003	8.1	7951	9799	9661	7.5
Leribe	9424	13237	22661	20.3	9824	13460	23284	18.9	3492	6169	24166	18.9
Berea	6282	7993	14275	12.8	7162	8800	15962	12.9	10270	13896	17750	13.8
Maseru	12801	16132	28933	26.0	14052	17802	31854	25.8	5627	7624	32980	25.7
Mafeteng	5397	7318	12715	11.4	5291	7006	12297	10.0	14607	18373	13251	10.3
Mohale's Hoek	2796	4094	6890	6.2	3535	4677	8212	6.7	3756	4921	8677	6.8
Quthing	2292	3056	5348	4.8	2961	4173	7134	5.8	1711	3555	6833	5.3
Qacha's Nek	1540	2373	3913	3.5	1791	2758	4549	3.7	1699	2764	4463	3.5
Mokhotlong	1112	2613	3725	3.3	1725	3491	5216	4.2	2871	3962	5266	4.1
Thaba- Tseka	1416	2564	3980	3.6	1637	3159	4796	3.9	1824	3301	5125	4.0
Total	46880	64600	111480	100.0	52148	71159	123307	100.0	53808	74364	128172	100.0

## 4.3 New Entrants in Registered Secondary Schools

In 2011 the number of new entrants amounted to 46971, showing an increase of 0.5 percent from 2010 new entrants. Out of the total new entrants in 2011, 32871 (70%) were in form A and 14100 (30%) were in form D. Figure 4.1 demonstrated gender disparity among the new entrants. The number of female new entrants was higher than the number of male new entrants. It also portrayed that at lower ages, there were more new female entrants than males in secondary schools than in older ages in 2011. The number of females aged below 12 years up to 16 years in junior secondary exceeded the number of males. However, the opposite was observed from age 17 to age 23 implying that, as age increased more males attended junior secondary schools than females. The same picture was observed in senior secondary whereby more female new entrants were enrolled than males.

**Figure 4.1 New entrants in Form A and D by Age and Gender-2011**



#### 4.4 Coverage of Participation in Secondary Education

The Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) indicate 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.

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

Table 4.4 demonstrates the gross and net enrolment rates, pupils' teacher ratios and gender parity index for registered secondary schools for the years 2001 to 2011. Compared to the primary level, secondary ratios remained quite low for the period under review. However, unlike in primary schools whereby rates have been decreasing, rates for secondary schools have been increasing over the years. The gross enrolment ratio in 2011 was 55.4 percent signifying an increase of 2.3 percent from the 2010 ratio (53.1 percent). Furthermore, increment on male and female gross enrolment ratios were observed from 2009 to 2010. The GER, were 46.5 percent for males and 64.4 for females. These indicate increment of 2.1 percent for males and 2.5 percent for females from 2010 to 2011.

**Table 4.4 Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios – 2001-2011**

Year	Gross Enrolment Rates				Net Enrolment Rates				Pupils/Teacher Ratios
	Males	Females	Total	GPI	Males	Females	Total	GPI	
2001	27.9	36.6	32.2	1.3	16.4	26.3	21.3	1.6	23.7
2002	29.0	38.3	33.6	1.3	17.2	27.0	22.0	1.6	24.0
2003	30.1	39.1	34.5	1.3	17.9	27.9	22.8	1.6	23.9
2004	32.2	41.5	36.8	1.3	18.6	29.0	23.8	1.5	25.0
2005	34.2	44.0	39.1	1.3	19.8	31.2	25.4	1.6	26.6
2006	34.8	44.9	39.8	1.3	20.0	31.4	25.7	1.6	25.7
2007	35.5	47.3	41.4	1.3	20.8	33.4	27.0	1.6	24.4
2008	37.1	50.6	43.8	1.4	22.3	35.9	29.0	1.6	24.0
2009	39.7	55.8	47.7	1.4	23.8	39.4	31.5	1.7	23.5
2010	44.4	61.9	53.1	1.4	26.0	42.5	34.2	1.6	25.8
2011	46.5	64.4	55.4	1.4	27.6	44.2	35.8	1.6	24.9

The total net enrolment rate also increased from 21.3 percent in 2001 to 35.8 percent in 2011, showing an increment 14.5 percent. The NER increased by 1.6 percent from 34.2 in 2010 to 35.8 percent in 2011. On the other hand the NER for both male and female increased by 1.6 percent and 1.7 percent respectively from 2010 to 2011. Since the year 2001 to 2009, the gender parity index from gross enrolment rate remained stable at 1.3 from 2001 to 2007 and increased to 1.4 from 2008 to 2011. On the other hand gender parity index from net enrolment rate settled at 1.6 for almost all the years. This signifies the gender disparity that is in favour of females at this level of education.

The pupils' teacher ratios represent the average number of students per teacher; the figures from 2001 to 2011 are displayed in Table 4.4. 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 may still be loaded and teach many children while others may be underutilized. The situation originates from the uneven distribution of enrolments and teachers in registered secondary schools. Many teachers would not like to teach in the remote areas hence, are overpopulated in the schools located in the urban areas or lowlands. However in 2011, pupil teacher ratio stood at 24.9.

#### 4.4.2 Registered Secondary Schools Age Specific Net Enrolment Rates (ASNER)

The age specific net enrolment rates at secondary education illustrate participation of children of secondary school going age 13 to 17 who are either enrolling at primary or secondary school. The NER differs from ASNER in that, the total ASNER constituted 78 percent which doubled NER of 35.8 percent shown in table 4.4. This gives a picture that most of children delays to attend school so much that at ages when they are supposed to be at secondary schools they are still at primary schools. The low rates experienced at secondary education in 2011 did not mean that about 64.2 percent of school going age population at secondary schools was out of school but was still trekking behind at primary level. Unlike at primary level whereby the NER of 81.6 percent and ASNER of 82.1 percent indicate that about 20 percent of children are at home, in secondary schools 20 percent of students not in school are either out of school, attending schools in South Africa or are in non-registered schools.

**Table 4.5 Registered Secondary Schools Age Specific Net Enrolment Rates (ASNER) Age 13- 17 (Primary and Secondary Roll) – 2011**

Age	Enrolment Prim & sec Aged 13-17			Population Aged 13-17			Age Specific Enrolment Rates		
	M	F	Total	M	F	Total	M	F	Total
13	19724	21649	<b>41373</b>	23542	23149	<b>46691</b>	83.8	93.5	<b>88.6</b>
14	19055	21247	<b>40302</b>	23545	23128	<b>46673</b>	80.9	91.9	<b>86.3</b>
15	18233	20172	<b>38405</b>	23076	22512	<b>45588</b>	79.0	89.6	<b>84.2</b>
16	15879	17382	<b>33261</b>	23461	22879	<b>46340</b>	67.7	76.0	<b>71.8</b>
17	13053	14114	<b>27167</b>	23372	22842	<b>46214</b>	55.8	61.8	<b>58.8</b>
<b>Total</b>	<b>85944</b>	<b>94564</b>	<b>180508</b>	<b>116996</b>	<b>114510</b>	<b>231506</b>	<b>73.5</b>	<b>82.6</b>	<b>78.0</b>

**Table 4.6 Registered Primary and Secondary Schools Age Specific Net Enrolment Rates (ASNER) Age 6- 17 for 2011**

Age	Enrolment Prim & sec Aged 6-17			Population Aged 6-17			Age Specific Enrolment Rates		
	M	F	Total	M	F	Total	M	F	Total
6	17235	17168	<b>34403</b>	26486	26029	<b>52515</b>	65.1	66.0	<b>65.5</b>
7	21165	20627	<b>41792</b>	25712	25270	<b>50982</b>	82.3	81.6	<b>82.0</b>
8	19985	19898	<b>39883</b>	24856	24445	<b>49301</b>	80.4	81.4	<b>80.9</b>
9	19477	20052	<b>39529</b>	23997	23620	<b>47617</b>	81.2	84.9	<b>83.0</b>
10	19747	20958	<b>40705</b>	23792	23387	<b>47179</b>	83.0	89.6	<b>86.3</b>
11	21337	21761	<b>43098</b>	23611	23234	<b>46845</b>	90.4	93.7	<b>92.0</b>
12	19497	21093	<b>40590</b>	23558	23178	<b>46736</b>	82.8	91.0	<b>86.8</b>
13	19724	21649	<b>41373</b>	23542	23149	<b>46691</b>	83.8	93.5	<b>88.6</b>
14	19055	21247	<b>40302</b>	23545	23128	<b>46673</b>	80.9	91.9	<b>86.3</b>
15	18233	20172	<b>38405</b>	23076	22512	<b>45588</b>	79.0	89.6	<b>84.2</b>
16	15879	17382	<b>33261</b>	23461	22879	<b>46340</b>	67.7	76.0	<b>71.8</b>
17	13053	14114	<b>27167</b>	23372	22842	<b>46214</b>	55.8	61.8	<b>58.8</b>
<b>Total</b>	<b>224387</b>	<b>236121</b>	<b>460508</b>	<b>289008</b>	<b>283673</b>	<b>572681</b>	<b>77.6</b>	<b>83.2</b>	<b>80.4</b>

#### 4.5 Enrolment of Students with Special Educational Needs in Registered Secondary Schools

Table 4.7 reflects that out of the total enrolment (128172) of students in registered secondary schools, about 6,760 (5.3 percent) had some kind of disability. Amongst this group, 46 percent had a problem of visual impairment, 19 percent had hearing impairment and 16 percent had learning difficulty. Uneven gender distribution was also revealed among these students whereby more females (4263) than males (2497) enrolled in 2011. Gender disparities were also observed within the grades; Form A had 1,097 females and 645 males while Form B had 1115 females and 678 males.

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	14	11	16	19	7	16	16	22	4	16	141
Hearing Impairment	143	238	152	233	78	139	69	132	44	76	1304
Learning Difficulty	148	288	163	281	146	220	88	177	68	130	1709
Physical Handicap	67	60	49	74	48	55	29	37	23	17	459
Visual Impairment	273	500	298	508	207	347	192	381	155	286	3147
<b>Total</b>	<b>645</b>	<b>1097</b>	<b>678</b>	<b>1115</b>	<b>486</b>	<b>777</b>	<b>394</b>	<b>749</b>	<b>294</b>	<b>525</b>	<b>6760</b>

#### 4.6 Orphans in Registered Secondary Schools

In 2010 orphans amounted to 39.8 percent of the total enrolment in registered secondary schools, and this percentage exceeded that of 2009 by 0.3 percent. In 2011 the percentage of orphans amounted to 42 percent (53836) of the total enrollment (128172). It is illustrated in Table 4.8 that the number of female orphans exceeded the number of male orphans in all the grades. The distribution of orphans at the district level also observed same pattern as the total enrolments at district level whereby there are many orphans in the lowlands districts than in the mountain areas districts.

District	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
Berea	860	1034	852	1060	585	751	536	706	339	438	7161
Butha-Buthe	349	519	348	546	283	357	274	369	204	256	3505
Leribe	1297	1441	1060	1366	794	1080	640	921	449	684	9732
Mafeteng	673	972	574	880	408	576	326	475	262	2555	7701
Maseru	1420	1833	1257	1649	1034	1416	898	1322	733	844	12406
Mohale's Hoek	387	592	362	502	297	398	217	363	214	251	3583
Mokhotlong	242	486	248	501	135	265	117	233	68	134	2429
Qacha's Nek	237	364	185	379	184	273	123	178	89	134	2146
Quthing	265	413	298	442	279	423	148	260	133	231	2892
Thaba-Tseka	257	476	192	434	148	271	88	174	86	155	2281
<b>Total</b>	<b>5987</b>	<b>8130</b>	<b>5376</b>	<b>7759</b>	<b>4147</b>	<b>5810</b>	<b>3367</b>	<b>5001</b>	<b>2577</b>	<b>5682</b>	<b>53836</b>

## 4.7 Inputs for Secondary Education

### 4.7.1 Secondary Schools

In the year 2009 the number of secondary schools was 315 and it increased to 321 in 2010 and further to 326 in 2011. Table 4.9 highlights comparison by agency; It is revealed that Government exceeded other agencies, with a share of 85 (26.1 percent) schools while RCM and LEC followed with 84 (25.8 percent) and 82 (25.2 percent) schools consecutively. ACL followed next with 37 schools (11.3 percent) then Community with 14 (4.3 percent) of the registered secondary schools. When analyzing the distribution of schools by district, the same table demonstrates that, Maseru and Leribe had almost the same number of registered secondary schools amounting to 66 and 64 respectively, while the least of registered secondary schools were located in Thaba-Tseka and Mokhotlong with the totals of 18 and 16 respectively.

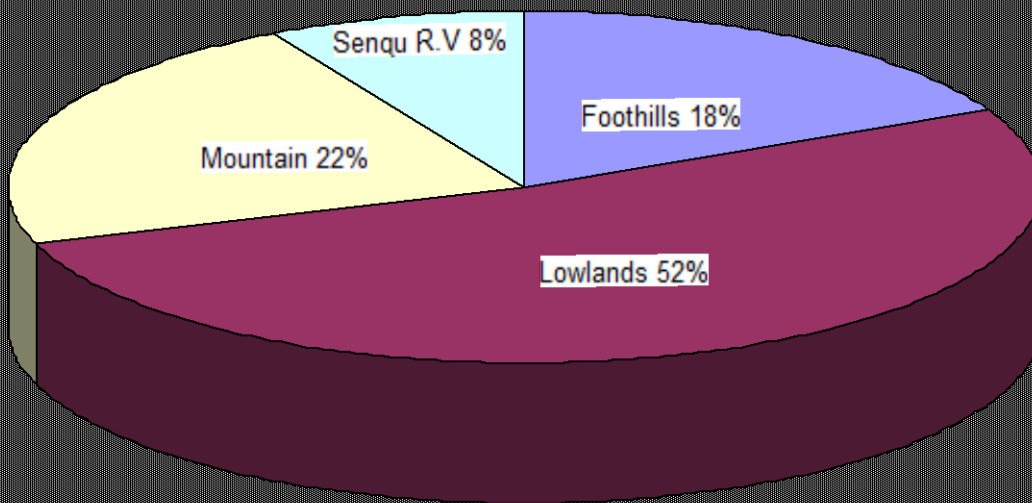
**Table 4.9 Number of Registered Secondary Schools by District and Agency - 2011**

District	ACL	AME	Community	Government	Govt and Community	LEC	Others	Private	RCM	Total
Berea	4	1	1	7	0	12	4	1	11	41
Butha-Buthe	4	1	1	3	0	5	1	0	5	20
Leribe	10	1	3	13	0	17	3	1	16	64
Mafeteng	5	1	2	9	0	10	3	0	7	37
Maseru	7	1	2	17	1	14	2	3	19	66
Mohale's Hoek	2	0	2	8	0	5	0	0	8	25
Mokhotlong	1	0	1	6	0	5	0	0	3	16
Qacha's Nek	1	0	1	8	0	4	0	0	6	20
Quthing	3	0	0	6	0	7	0	0	3	19
Thaba-Tseka	0	0	1	8	0	3	0	0	6	18
Total	37	5	14	85	1	82	13	5	84	326
%	11.3	1.5	4.3	26.1	0.3	25.2	4.0	1.5	25.8	100

When number of schools was disaggregated by the ecological zones uneven distribution was also revealed, more than half of schools (52 percent) were located in the lowlands followed by the mountains with 22 percent. The foothills and the Senqu River Valley had the least number of schools with 18 and 8 percent respectively. This pattern of distribution remained unchanged for many past years.



**Figure 4.2 Percentage of Schools in Registered Secondary Schools by location-2011**



#### **4.7.2 Secondary Schools Teachers**

The number of secondary teachers was 4,735 in 2009, 5006 in 2010 and was 5141 in 2011 (Table 4.10). The number of female teachers constituted 56 percent which evidently, implied that more female teachers than male teachers were at secondary level. The same percentages of both males and female teachers were experienced in 2010 and 2009. The distribution by districts unveiled that about 25 percent of teachers were in Maseru while Leribe and Berea followed with 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 was 72 percent in 2009, it increased to 76 percent in 2010 and further to 79 percent in 2011. On the other side the unqualified teachers contributed only 21 percent in 2011 compared to 24 and 28 percentages recorded in 2010 and 2011 respectively. 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).

**Table 4.10 Number of Teachers in Registered Secondary Schools by District and Gender- 2011**

District	Total Enrolment			Total teachers			Qualified			Unqualified			PTR	PQTR
	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
Butha-Buthe	4041	5620	9661	187	185	372	146	153	299	41	32	73	26	32
Leribe	10267	13899	24166	462	528	990	353	422	775	109	106	215	24	31
Berea	7970	9780	17750	271	376	647	190	312	502	81	64	145	27	35
Maseru	14630	18350	32980	511	814	1,325	388	668	1,056	123	146	269	25	31
Mafeteng	5641	7610	13251	257	313	570	193	262	455	64	51	115	23	29
Mohale's Hoek	3759	4918	8677	163	195	358	120	166	286	43	29	72	24	30
Quthing	2871	3962	6833	140	131	271	106	112	218	34	19	53	25	31
Qacha's Nek	1699	2764	4463	97	123	220	70	103	173	27	20	47	20	26
Mokhotlong	1726	3540	5266	83	118	201	57	94	151	26	24	50	26	35
Thaba-Tseka	1795	3330	5125	84	103	187	62	87	149	22	16	38	27	34
<b>Total</b>	<b>54399</b>	<b>73773</b>	<b>128172</b>	<b>2,255</b>	<b>2,878</b>	<b>5,141</b>	<b>1,685</b>	<b>2379</b>	<b>4,064</b>	<b>570</b>	<b>499</b>	<b>1,077</b>	<b>25</b>	<b>32</b>

## 4.8 Efficiency and Quality of Education in Registered Secondary Schools

### 4.8.1 Repeaters in Registered Secondary Schools

In 2011, repeaters contributed 14 percent of the total enrolment of secondary students and this percent was similar to the one obtained in the previous year. Gender comparison disclosed that there were more female repeaters than male repeaters in all the grades at this level. Table 4.11 shows that amongst 17,653 repeaters, 29 percent were in Form A which recorded lower percentage compared to the one recorded in 2009 which was 31 percent. In Form B the 36 percent of repeaters in 2011 was higher than the one in 2010 which was 34 percent. In Form C the percentage of repeaters amounted to 16 percent in 2011 which was equivalent to the one obtained in the previous year. The same scenario was observed in Form D as the same figure of 19 percent was maintained in both 2010 and 2011. The percent of repeaters in Form E was much lower as it reduced from 2 percent in 2010 to one (1%) in 2011. This highlights a slight quality improvement in the lower grades than in the higher grades.

Agency	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
ACL	207	261	298	365	114	155	192	227	26	26	<b>1871</b>
AME	20	29	83	76	41	57	29	35	1	1	<b>372</b>
Community	58	89	129	107	18	16	62	76	0	0	<b>555</b>
Government	846	1106	763	1034	275	357	217	360	19	9	<b>4986</b>
Govt & community	8	22	6	32	5	11	0	0	0	0	<b>84</b>
LEC	603	638	770	981	383	398	476	637	27	38	<b>4951</b>
Others	82	84	110	147	71	95	81	106	1	4	<b>781</b>
Private	5	5	12	14	44	75	4	2	5	6	<b>172</b>
RCM	409	596	604	743	284	354	334	473	40	44	<b>3881</b>
<b>Total</b>	<b>2238</b>	<b>2830</b>	<b>2775</b>	<b>3499</b>	<b>1235</b>	<b>1518</b>	<b>1395</b>	<b>1916</b>	<b>119</b>	<b>128</b>	<b>17653</b>
Percent (%)	29		36		16		19		1		100

Analysis by agency in Table 4.11 discloses that Government and LEC schools constituted 28.2 and 28 percent of repeaters, respectively, while RCM and ACL schools had 22 and 11 percent of those repeaters in respective order. Other agencies had fewer numbers of repeaters thus resulting in very low percentages with the least being AME and Private with 2 percent and one (1%) percent consecutively.

District	Foothills		Lowlands		Mountain		S River Valley		Total
	M	F	M	F	M	F	M	F	
Butha-Buthe	267	409	346	384	72	106	0	0	<b>1584</b>
Leribe	297	448	1053	1271	52	77	24	42	<b>3264</b>
Berea	237	279	911	1006	0	0	88	83	<b>2604</b>
Maseru	141	197	1584	1637	62	117	26	40	<b>3804</b>
Mafeteng	188	224	668	922	19	21	82	107	<b>2231</b>
Mohale's Hoek	53	97	270	308	49	87	55	71	<b>990</b>
Quthing	100	116	25	39	47	82	224	201	<b>834</b>
Qacha's Nek	0	0	1	8	153	233	120	129	<b>644</b>
Mokhotlong	0	0	0	0	280	653	10	23	<b>966</b>
Thaba-Tseka	0	0	0	0	215	419	43	55	<b>732</b>
<b>Total</b>	<b>1283</b>	<b>1770</b>	<b>4858</b>	<b>5575</b>	<b>949</b>	<b>1795</b>	<b>672</b>	<b>751</b>	<b>17653</b>

Further, disaggregation by districts and ecological zones portrayed that the number of repeaters tended to follow the same pattern as that of enrolment (Table 4.12). For instance, lowlands emerged as the highest with 59 percent of repeaters followed by foothills, mountains and senqu river valley with 17, 16 and 8 percent respectively. The leading districts in percentages of repeaters were Maseru, Leribe, Berea and Mafeteng with 22, 18, 15 and 13 percent sequentially. Thaba-Tseka and Qacha's Nek constituted the lowest percent of repeaters in registered secondary schools.

## 4.8.2 Transition Rates from Form C to Form D

Transition rates reflected that more males than females advanced from form C to form D. This has been the trend from the year 2001 to 2007, thereafter female's transition rates surpassed male's transition rates to 2010. In 2011 females again transitioned more than their males counterparts. The implication being that more male students proceeded to higher secondary than female students after completing junior secondary. Table 4.13 also demonstrates an appreciation of 6.3 percent in transition rate from 2007 to 2008, 1.3 percent between 2008 and 2009, 1.9 percent between 2009 and 2010 and depreciation of 2.6 percent in 2011.

**Table 4.13 Transition Rates from Form C to Form D, 2001 - 2011**

<b>Year</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
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
2010	78.6	76.2	77.2
2011	73.6	75.3	74.6

## 4.8.3 Examination Results

### 4.8.3.1 Junior Certificate Examinations

As reflected in Table 4.14, number of candidates who sat for junior secondary examinations increased by 1.2 percent from 2010 to 2011 and by 10.6 percent from the year 2009 to 2010. The best results were realized in 2004, whereby about 76 percent of students who sat for junior secondary examinations managed to pass, compared to 69.3 percent that managed to pass in 2011. The least percent of failures in 2004 (24.4 percent) also emphasized the good results of that year. The percentage of students who passed examinations fluctuated between 65 and 74 percent from 2002 to 2011

Some improvement of those who passed with merit (1.7 percent) and those who passed in first class (7.5 percent) was observed in 2011 compared to 1.6 percent merit and 7.3 first classes passes of 2010. On the other hand no improvements were recognized from those who obtained second class (50.8 percent) and third class passes (9.2 percent), compared to 51.3 percent second class and 9.7 percent third class passes of 2011.

**Table 4.14 Junior Certificate Examination Results, 2002-2011**

Candidates	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
	12545	13146	14346	14737	15081	15717	16056	18774	20766	21010
Total passes	9250	9635	10842	10630	9800	11155	11423	12840	14523	14556
<b>Percentage of passes</b>	<b>73.7</b>	<b>73.3</b>	<b>75.6</b>	<b>72.1</b>	<b>65.0</b>	<b>71.0</b>	<b>71.1</b>	<b>68.4</b>	<b>70</b>	<b>69.3</b>
Number of first class with merit	120	158	221	127	213	159	233	253	333	352
<b>Merit percentages</b>	<b>1.0</b>	<b>1.2</b>	<b>1.5</b>	<b>0.9</b>	<b>1.4</b>	<b>1.0</b>	<b>1.5</b>	<b>1.3</b>	<b>1.6</b>	<b>1.7</b>
Number of first class passes	812	794	987	742	972	906	997	1451	1524	1582
<b>First class percentages</b>	<b>6.5</b>	<b>6.0</b>	<b>6.9</b>	<b>5.0</b>	<b>6.4</b>	<b>5.8</b>	<b>6.2</b>	<b>7.7</b>	<b>7.3</b>	<b>7.5</b>
Number of second class passes	6878	7220	8036	7445	7155	8257	8370	9364	10656	10679
<b>Second class percentages</b>	<b>54.8</b>	<b>55.0</b>	<b>56.0</b>	<b>50.5</b>	<b>47.4</b>	<b>52.5</b>	<b>52.1</b>	<b>49.9</b>	<b>51.3</b>	<b>50.8</b>
Number of third class passes	1440	1463	1589	2316	1460	1833	1823	1772	2010	1943
<b>Third class percentages</b>	<b>11.4</b>	<b>11.1</b>	<b>11.1</b>	<b>15.7</b>	<b>9.7</b>	<b>11.7</b>	<b>11.4</b>	<b>9.4</b>	<b>9.7</b>	<b>9.2</b>
Number of failures	3295	3511	3504	4107	5281	4562	4633	5934	6243	6454
<b>Percentages of failures</b>	<b>26.3</b>	<b>26.7</b>	<b>24.4</b>	<b>27.9</b>	<b>35.0</b>	<b>29.0</b>	<b>28.9</b>	<b>31.6</b>	<b>30</b>	<b>30.7</b>

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

In the senior secondary, the percentage of passes signified some slow improvement during the period under review. The percentage of passes had been moderately ascending from 2002 to 2005 and thereafter fluctuated until 2011. Table 4.15 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 followed by and an increase of 0.4 percent from 2009 to 2010. A decline of 0.5 was experienced in 2011. The highest percentage of passes was recorded in 2008. On the other hand the percentage of first class passes symbolized steady development from one year to another. The table further demonstrates fluctuations in second class passes and third class passes. The percentages of those obtaining General Certificate of Education (GCE) progressively dropped over the years, with exceptions of 2009 except in 2009 where 1.5 percent increase was viewed.

**Table 4.15 Cambridge Overseas School Certificate Examination Results, 2002-2011**

	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Candidates	7131	7189	7718	8133	8899	9026	9599	10180	10885	13177
Total passes	3579	3666	4061	4457	4860	5068	5522	5789	6238	7489
<b>Percentage of passes</b>	<b>50.2</b>	<b>51.1</b>	<b>52.6</b>	<b>54.8</b>	<b>54.6</b>	<b>56.1</b>	<b>57.5</b>	<b>56.9</b>	<b>57.3</b>	<b>56.8</b>
Number of first class passes	208	235	309	350	372	430	533	584	649	717
<b>First class percentages</b>	<b>2.9</b>	<b>3.3</b>	<b>4.0</b>	<b>4.3</b>	<b>4.2</b>	<b>4.8</b>	<b>5.6</b>	<b>5.7</b>	<b>5.9</b>	<b>5.4</b>
Number of second class passes	1138	1126	1287	1472	1570	1690	1853	1823	2034	2216
<b>Second class percentages</b>	<b>16.0</b>	<b>15.7</b>	<b>16.7</b>	<b>18.1</b>	<b>17.6</b>	<b>18.7</b>	<b>19.3</b>	<b>17.9</b>	<b>18.7</b>	<b>16.8</b>
Number of third class passes	2233	2305	2465	2635	2918	2948	3136	3382	3555	4556
<b>Third class percentages</b>	<b>31.3</b>	<b>32.1</b>	<b>32.0</b>	<b>32.4</b>	<b>32.8</b>	<b>32.7</b>	<b>32.7</b>	<b>33.2</b>	<b>32.7</b>	<b>34.6</b>
Number that obtained GCE	3467	3387	3586	3590	3884	3872	3934	4329	4581	5625
<b>Percent of GCE</b>	<b>48.6</b>	<b>47.1</b>	<b>46.5</b>	<b>44.1</b>	<b>43.6</b>	<b>42.9</b>	<b>41.0</b>	<b>42.5</b>	<b>42.1</b>	<b>42</b>
Number of failures	85	136	71	86	155	86	63	62	66	63
<b>Percentages of failures</b>	<b>1.2</b>	<b>1.9</b>	<b>0.9</b>	<b>1.1</b>	<b>1.7</b>	<b>1.0</b>	<b>0.7</b>	<b>0.6</b>	<b>0.6</b>	<b>0.5</b>

## Chapter 5

### Technical and Vocational Training

#### 5.0 Introduction

Institutions belonging to this category assist the learners with the acquisition of practical competencies, know-how and attitudes necessary to perform a trade or occupation in the labour market. Skills can be acquired either through formal public or private schools, institutions or centres, informal, traditional apprenticeships, or non-formal semi-structured training.

The formal schools of this category comprise of Bernarda, Home Economics School, Bishop Allard Vocational, Technical School of Leloaleng, St. Elizabeth, St. Mary's Home, Thaba Tseka Technical Institute (TTI), and Technical School of Leribe in Lesotho

#### 5.1 Enrolment

Enrolment in the technical and vocational training was 1746 in 2010 and slightly declined to 1707 in 2011. This included institutions registered with MOET and two other institutions that are registered with other ministries other than MOET. Other many unregistered and small institutions are not included. In terms of enrollment St Elizabeth Training Institute exceeded other institutions with 323 students, School of Leribe followed with 221 students. Other institutions such as Technical School of Leloaleng (186), Thaba- Tseka Technical Institute (146) and Allard Vocational School (144), were next. The distribution by district showed that Molepolole was leading with 416 students, followed by Leribe with 227 students from institutions that are registered with MoET. The data also showed almost gender equality in students enrolled in institutions registered with MOET while gender disparity is observed in favour of males (83 percent) in institutions not registered with MoET. When combining all institutions regardless of whether are registered with MoET or not, males constituted 60 percent of enrolment while their female counterparts contributed 40 percent.

**Table 5.1 Technical and Vocational Enrolment By Institution and Gender - 2011**

Institutions	Enrolment		
	Males	Females	Total
<b>Technical and Vocational Institutions Registered with MOET</b>			
Bishop Allard Vocational School	89	55	<b>144</b>
Bernada Home Economics	3	90	<b>93</b>
St Elizabeth Training Institute	29	294	<b>323</b>
Technical School of Leribe	198	23	<b>221</b>
St Mary's Home Economics	0	56	<b>56</b>
Technical Institute of Leloaleng	164	22	<b>186</b>
Thaba Tseka Technical Institute	96	50	<b>146</b>
<b>Total</b>	<b>579</b>	<b>590</b>	<b>1169</b>
<b>Technical and Vocational Institutions not Registered With MoET</b>			
Lesotho O.I.C	217	5	<b>222</b>
Ntlatfatso Skills Training Centre	227	89	<b>316</b>
<b>Total</b>	<b>444</b>	<b>94</b>	<b>538</b>
<b>TOTAL</b>	<b>1023</b>	<b>684</b>	<b>1707</b>

**Table 5.2 Technical and Vocational Enrolment By District and Gender - 2011**

Technical and Vocational Institutions Registered with MOET	Males	Females	Total
Maseru	89	55	<b>144</b>
Mohale's Hoek	32	384	<b>416</b>
Leribe	198	79	<b>277</b>
Quthing	164	22	<b>186</b>
Thaba Tseka	96	50	<b>146</b>
<b>Total</b>	<b>579</b>	<b>590</b>	<b>1169</b>
<b>Technical and Vocational Institutions not Registered With MoET</b>			
Maseru	217	5	<b>222</b>
Mohale's Hoek	227	89	<b>316</b>
<b>Total</b>	<b>444</b>	<b>94</b>	<b>538</b>
<b>TOTAL</b>	<b>1023</b>	<b>684</b>	<b>1707</b>



## 5.2 Teaching Staff

There were 119 lecturers engaged in TVET institutions in 2010 and this number increased to 126 in 2011. The Technical school of Leribe and St Elisabeth exceeded other institutions with number of teaching staff also witnessed by high number of enrolments in these institutions. Table 5.2 indicates that there were more male lecturers than female lecturers.

**Table 5.3 Technical and Vocational Teaching Staff Institution and Gender - 2011**

Institution	Teaching Staff		
	Males	Female	Total
Technical and Vocational Institutions Registered with MOET			
Bishop Allard Vocational School	9	7	16
Bernada Home Economics	4	9	13
St Elizabeth Training Institute	4	16	20
Technical School of Leribe	19	1	20
St Mary's Home Economics	1	13	14
Technical Institute of Leloaleng	15	0	15
Thaba Tseka Technical Institute	10	3	13
<b>Total</b>	<b>62</b>	<b>49</b>	<b>111</b>
Unregistered Technical and Vocational Institutions			
Lesotho O.I.C	7	0	7
Ntlafatso Skills Training Centre	5	3	8
<b>Total</b>	<b>12</b>	<b>3</b>	<b>15</b>
<b>TOTAL</b>	<b>74</b>	<b>52</b>	<b>126</b>

**Table 5.4 Technical and Vocational Teaching Staff By District and Gender - 2011**

District	Teaching Staff		
	Males	Females	Total
Technical and Vocational Institutions Registered with MOET			
Maseru	9	7	16
Mohale's Hoek	8	25	33
Leribe	20	14	34
Quthing	15	0	15
Thaba Tseka	10	3	13
<b>Total</b>	<b>62</b>	<b>49</b>	<b>111</b>
Unregistered Technical and Vocational Institutions			
Maseru	7	0	7
Mohale's Hoek	5	3	8
<b>Total</b>	<b>12</b>	<b>3</b>	<b>15</b>
<b>TOTAL</b>	<b>74</b>	<b>52</b>	<b>126</b>

**Table 5.5 Technical and Vocational Entry Requirements By Institution and Course Duration - 2011**

<b>Institution</b>	<b>Entry Requirements</b>	<b>Duration (Months)</b>
Bishop Allard Vocational School	Primary School Certificate and JC	<b>6 to 36</b>
Itjareng Vocational Training Centre	Lower to Higher Primary	<b>24</b>
Lesotho O.I.C	Std 7	<b>24</b>
Mohloli-OaBophelo Rehabilitaion	None up to Std 7	<b>6 to 12</b>
Bernada Home Economics	Std 7 Certificate	<b>36</b>
Ntlafatso Skills Training Centre	Std 7	<b>3</b>
Taung Skills Training Centre	Std 7	<b>24</b>
St Elizabeth Training Institute	GCE or COSC + 4 and 5 Subjects	<b>12 to 24</b>
Technical School of Leribe	COSC	<b>24 to 36</b>
St Maty Mazzarello Vocational	Primary School Certificate	<b>12 to 36</b>
St Mary's Home Economics	Std 7, JC and COSC	<b>30</b>
Mohatlane Skills Training Centre	Std 7	<b>24</b>
Technical Institute of Leloaleng	JC and COSC	<b>24 to 36</b>
Molumong Skills Training Centre	Primary School Certificate	<b>24</b>
Thaba Tseka Technical Institute	JC and COSC	<b>24 to 36</b>

# Chapter 6

## Tertiary Education

### 6.0 Introduction

Tertiary or higher learning in Lesotho is envisaged to produce high quality and large quantity of human resource for enhancement 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.

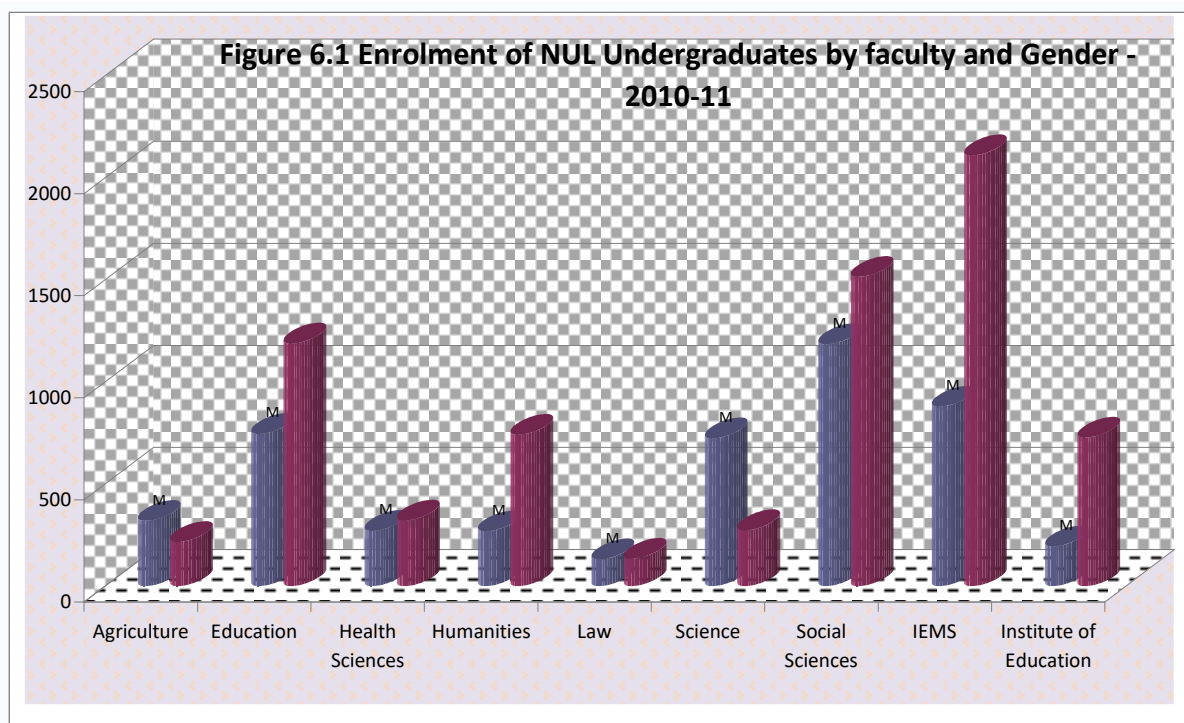
### 6.1 National University of Lesotho

#### 6.1.1 Enrolment

The National University of Lesotho total enrollment has been ascending over the years 1997/98 to 2009/10 for both part-time and full time students. For instance for a period of ten years the number of part-time student and fulltime students more than doubled. Further, enrolment of undergraduates rose from 10,071 in 2008/09 to 11,137 in 2009/10, while in 2010/2011 total enrolment was 12339. Of the 12339 students enrolled at NUL in 2010/2011, 60 percent were females. Females were dominant more especially at the Institute of Extramural Studies (IEMS) and the faculties of Education, Institute of Education, Humanities and Social Sciences. Male dominance was only evident in the faculties of Agriculture and Science. Gender balance was somewhat observed in the faculties of Health Sciences, and Law, as portrayed in Table 6.1 and figure 6.1. Very few students (3 percent) enrolled for post-graduate programmes at NUL. However the gender imbalance was minimal at this stage with females still exceeding the males.

**Table 6.1 Summary of NUL Student Enrolment by Level of Study, Faculty and Gender - 2010/11**

ID	Faculty	Under -Graduate		Post -Graduate		Total
		M	F	M	F	
1	Agriculture	319	216	3	2	540
2	Education	745	1187	29	14	1975
3	Health Sciences	270	321	34	49	674
4	Humanities	268	741	26	16	1051
5	Law	131	134	28	33	326
6	Science	723	273	30	7	1033
7	Social Sciences	1184	1514	29	63	2790
8	IEMS	879	2109	10	31	3029
9	Institute of Education	194	727			921
<b>10</b>	<b>Grand Total</b>	<b>4713</b>	<b>7222</b>	<b>189</b>	<b>215</b>	<b>12339</b>



**Table 6.2 NUL Undergraduate Student Population (Part-time and Full-time) 1997/98-2010/11**

YEAR	Part-Time	Full-Time	TOTAL
2010/11	3909	8026	<b>11935</b>
2009/10	3093	8044	<b>11137</b>
2008/09	2300	7771	<b>10071</b>
2007/08	2049	7346	<b>9395</b>
2006/07	1784	6724	<b>8508</b>
2005/06	1899	5921	<b>7820</b>
2004/05	2117	5140	<b>7257</b>
2003/04	1949	4765	<b>6714</b>
2002/03	1734	4067	<b>5801</b>
2001/02	1492	3167	<b>4659</b>
2000/01	1332	2812	<b>4144</b>
1999/00	1411	2471	<b>3882</b>
1998/99	886	2208	<b>3094</b>
1997/98	528	2118	<b>2646</b>

During the same academic year, out of the full time enrolment of 8,026 of students females' enrolment was higher than that of their males' counterparts with 55 percent while males' enrolment was 45 percent.

**Table 6.3 NUL Undergraduate Student Population By Sex (Full Time)  
1997/98 – 2009/10**

<b>YEAR</b>	<b>MALES</b>	<b>FEMALES</b>	<b>TOTAL</b>
2010/11	3640	4386	<b>8026</b>
2009/10	3770	4274	<b>8044</b>
2008/09	3892	4302	<b>8194</b>
2007/08	3473	3873	<b>7346</b>
2006/07	3247	3477	<b>6724</b>
2005/06	2838	3083	<b>5921</b>
2004/05	2439	2701	<b>5140</b>
2003/04	2221	2544	<b>4765</b>
2002/03	1989	2078	<b>4067</b>
2001/02	1503	1664	<b>3167</b>
2000/01	1289	1523	<b>2812</b>
1999/00	1142	1329	<b>2471</b>
1998/99	1004	1204	<b>2208</b>
1997/98	959	1159	<b>2118</b>

### 6.1.2 Teaching Staff

The number of teaching staff at NUL was 303 as illustrated in Table 6.3. Most lecturers were locals although expatriates took a lead in the high ranks as they were mostly professors. Concentration of lecturers was in the faculty of science and technology and the next largest faculties with number of lecturers were faculty of social sciences and faculty of humanities. The least number of teaching staff was in the faculties of Health Science and Law.

**Table 6.4 Number of NUL Academic Staff by Faculty, Rank and Nationality - 2010**

<b>Faculty</b>	<b>Professor</b>		<b>Associate Professor</b>		<b>Senior Lecturer</b>		<b>Lecturer</b>		<b>Assistant Lecturer</b>		<b>Teacher Ass.</b>	<b>Total</b>		<b>Total</b>
	<b>Local</b>	<b>Non Local</b>	<b>Local</b>	<b>Non Local</b>	<b>Local</b>	<b>Non Local</b>	<b>Local</b>	<b>Non Local</b>	<b>Local</b>	<b>Non Local</b>	<b>Local</b>	<b>Local</b>	<b>Non Local</b>	
Agriculture	0	1	0	3	3	1	17	1	1	0	2	23	6	<b>29</b>
Education	0	1	1	0	8	1	15	2	0	0	1	25	4	<b>29</b>
Health Sciences	0	0	0	0	0	0	17	5	1	1	0	18	6	<b>24</b>
Humanities	1	4	4	2	4	6	33	7	1	0	0	43	19	<b>62</b>
Law	0	2	0	1	4	2	12	1	0	0	0	16	6	<b>22</b>
Science & Technology	0	2	4	4	12	8	22	7	8	0	17	63	21	<b>84</b>
Social Sciences	1	0	1	2	5	11	26	6	0	0	1	34	19	<b>53</b>
<b>Total</b>	<b>2</b>	<b>10</b>	<b>10</b>	<b>12</b>	<b>36</b>	<b>29</b>	<b>142</b>	<b>29</b>	<b>11</b>	<b>1</b>	<b>21</b>	<b>222</b>	<b>81</b>	<b>303</b>

## 6.2 Lesotho College of Education

### 6.2.1 Enrolment

In 2010, enrolment at Lesotho College of Education appreciated by 6.4 percent from the previous year. Enrolment by programmes reflected that Distance Teachers Education Programme (DTEP) lead by 48 percent followed by Diploma in Education Secondary and Diploma in Education Primary that shared 24 percent. This percentage for both programmes includes students who were enrolled in Thaba Tseka branch. Gender comparison indicated that 73 percent of females were enrolled whereas males contributed only 27 percent.

**Table 6.5 Lesotho College of Education Enrolment by Course and Gender – 2010**

Course	Enrolment		
	Males	Females	Total
DIP. ED. PRIMARY	201	681	882
DIP. ED. PRIMARY(Thaba Tseka)	37	134	171
DIP. ED. SECONDARY	330	555	885
DIP. ED. SECONDARY(Thaba Tseka)	60	141	201
DIP. ED. SECONDARY (TECH)	34	1	35
DTEP	522	1627	2149
CECE	1	74	75
ADSE	3	36	39
<b>TOTAL</b>	<b>1188</b>	<b>3249</b>	<b>4437</b>

### 6.2.2 Graduations

Table 6.5 demonstrates that the number of graduating students fell from 1236 in 2009 to 1035 in 2010. In the year 2010, most graduates were in Diploma in Education Primary (DTEP) programme and they were followed by those who graduated in Diploma in Education Primary, Diploma in Education Secondary and Advanced Diploma in Special Education (ADSE) orderly.

**Table 6.6 Lesotho College of Education Graduates by Course and Year, 2007-2010**

Course	Graduates			
	2007	2008	2009	2010
DIP. ED. PRIMARY	210	200	216	227
DIP. ED. SECONDARY	116	138	337	218
DIP. ED. SECONDARY (Technology)	13	12	16	12
DIP. ED. PRIMARY (DTEP)	316	337	638	502
CECE	-	-	29	31
ADSE	-	-	-	45
<b>TOTAL</b>	<b>655</b>	<b>687</b>	<b>1236</b>	<b>1035</b>

### 6.2.3 Teaching Staff

The number of teaching staff in 2010 did not vary from previous year figure of 127. Illustrated in Table 6.6 is that most lecturers were in the department of Social Sciences while departments of Applied Sciences and DTEP tracked with the number of lecturers. Female lectures contributed a larger number in the institution even though male lecturers outnumbered female lectures in the department of Applied Sciences.

**Table 6.7 Lesotho College of Education Teaching Staff by Department and Gender - 2010**

Department	Teaching Staff		
	Males	Females	Total
<b>Social Sciences</b>	16	18	<b>34</b>
<b>Applied Sciences</b>	14	10	<b>24</b>
<b>DTEP</b>	9	15	<b>24</b>
<b>Education</b>	2	11	<b>13</b>
<b>Pure Sciences</b>	6	13	<b>19</b>
<b>Thaba Tseka (Branch)</b>	5	8	<b>13</b>
<b>Total</b>	<b>52</b>	<b>75</b>	<b>127</b>

### 6.3 Limkokwing University of Creative Technology

#### 6.3.1 Enrolment

Enrolment increased from 2,349 a figure recorded in 2009 to 3,108 in 2010. 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 followed with 22 and 17 percent consecutively. The least percentage of enrolment was recognized in the Faculty of Architecture and Interior Design with only 3 percent. Gender disparity portrayed female enrolment as higher than that of males recording 56 percent compared to 44 percent of males.

**Table 6.8 Limkokwing University of Creative Technology Enrolment by Faculty and Gender - 2010**

Faculty	Students		
	Males	Females	Total
<b>Business &amp; Globalization</b>	461	620	<b>1081</b>
<b>Information Technology</b>	312	374	<b>686</b>
<b>Architecture &amp; Interior Design</b>	63	33	<b>96</b>
<b>Design Innovation</b>	75	96	<b>171</b>
<b>Communication &amp; Media</b>	138	167	<b>305</b>
<b>Film, Television &amp; Broadcasting</b>	114	123	<b>237</b>
<b>Creativity in Tourism &amp; Hospitality</b>	216	316	<b>532</b>
<b>Total</b>	<b>1379</b>	<b>1729</b>	<b>3108</b>

### 6.3.2 Teaching Staff

The number of academic staff in the institution increased from a total of 69 in 2009 to 79 in 2010. Most lecturers were in the Faculty of Business followed by Faculty of Communication and Faculty of Information Technology consecutively. The total numbers of both female and male lecturers were almost equal. However gender inequalities were prominent within the faculties, male lecturers dominated in the faculty of Information and technology and most female lecturers were in the Faculty of Business.

**Table 6.9 Limkokwing University of Creative Technology Academic Staff by Faculty, Nationality and Gender - 2010**

Faculty	Academic Staff		
	Males	Females	Total
Faculty of Business	11	19	30
Faculty of Information Technology	12	6	18
Faculty of Communication	10	9	19
Faculty of Design Innovation	6	6	12
<b>Total</b>	<b>39</b>	<b>40</b>	<b>79</b>

### 6.4 National Health Training Centre

#### 6.4.1 Enrolment

Table 6.9 below illustrates enrolment at National Health Training Centre (NHTC) by gender and programme. The decline of 8.4 percent in enrolment was experienced between the year 2009 and 2010 (falling from 488 in 2009 to 447 in 2010). Most students enrolled in Diploma in General Nursing Programme, followed by those who enrolled in Certificate in Nursing Assistant and Diploma in Midwifery. Enrolment of females surpassed that of males in almost all the programmes, constituting 76 percent whereas males trailed by 24 percent. However, males' enrolment was leading in Diploma in Pharmacy Technology.

**Table 6.10 National Health Training Centre Enrolment by Programme and Gender - 2010**

Programme	Students		
	Males	Females	Total
Diploma in General Nursing	18	126	144
Certificate in Nursing Assistant	9	64	73
Certificate in Environmental Health	18	24	42
Diploma in Pharmacy Technology	29	25	54
Diploma in Medical Lab Sciences	23	26	49
Diploma in Ophthalmic Nursing	3	11	14
Diploma in Midwifery	7	61	68
Diploma in Primary Health Care Nursing	0	3	3
<b>Total</b>	<b>107</b>	<b>340</b>	<b>447</b>



### 6.4.2 Graduates

Table 6.10, portrays the decrease in number of graduates by 3 percent between 2008 and 2009, it also reports an increase of 28 percent from 2009 to 2010. The Diploma in General nursing programme topped other programmes with the number of graduates in all the years under review. On the other hand the graduates in certificate in Nursing Assistant followed next for the years 2008 and 2009 while Diploma in midwifery held the third position in the same years. On contrary in 2010 the Certificate in nursing assistant was the next highest in number of graduates followed by diploma in midwifery.

**Table 6.11 National Health Training Centre Graduates by Programme and Gender, 2008 - 2010**

Programme	Graduates		
	2008	2009	2010
<b>Diploma in General Nursing</b>	46	49	74
<b>Certificate in Nursing Assistant</b>	34	33	39
<b>Certificate in Environmental Health</b>	23	30	21
<b>Diploma in Pharmacy Technology</b>	20	0	15
<b>Diploma in Medical Lab Sciences</b>	13	10	20
<b>Diploma in Psychiatric Nursing</b>	5	0	7
<b>Diploma in Ophthalmic Nursing</b>	0	5	0
<b>Diploma in Midwifery</b>	35	41	38
<b>Diploma in Anaesthetic Nursing</b>	0	0	3
<b>Diploma in Primary Health Care Nursing</b>	0	2	0
<b>Total</b>	<b>176</b>	<b>170</b>	<b>217</b>

### 6.4.3 Teaching Staff

The number of lecturers was 37 as depicted in Table 6.11. The same trend as that of enrolment displayed that General Nursing was leading with the number of teaching staff. Majority of the teaching staff were females and were dominant in all the departments except in Environmental Health department.

**Table 6.12 National Health Training Centre Teaching Staff by Department and Gender - 2010**

Department	Teaching Staff		
	Males	Females	Total
<b>Diploma in General Nursing</b>	2	6	8
<b>Certificate in Nursing Assistant</b>	0	4	4
<b>Certificate in Environmental Health</b>	3	0	3
<b>Diploma in Pharmacy Technology</b>	2	2	4
<b>Diploma in Medical Lab Sciences</b>	3	3	6
<b>Diploma in Psychiatric Nursing</b>	0	3	3
<b>Diploma in Ophthalmic Nursing</b>	0	3	3
<b>Diploma in Midwifery</b>	0	4	4
<b>Diploma in Primary Health Care Nursing</b>	0	2	2
<b>Total</b>	<b>10</b>	<b>27</b>	<b>37</b>

## 6.5 Lerotholi Polytechnic

### 6.5.1 Enrolment

Within the total enrolment of 2,022 registered in 2010, most students were enrolled in Civil Engineering course (15 percent) while the next larger groups of students were enrolled in Office Administration Management and Marketing Management sharing 10 percent each. Males' enrolment dominated that of females in most courses and collectively contributed 70 percent while females' enrolment was lower amounting to 30 percent.

**Table 6.13 Lerotholi Polytechnic Enrolment by Course and Gender - 2010**

Course	Students		
	Males	Females	Total
Office Administration and Management	73	137	<b>210</b>
Marketing Management	78	126	<b>204</b>
Business Management	79	123	<b>202</b>
Tourism Management	21	32	<b>53</b>
Hospitality Management	13	10	<b>23</b>
Tailoring	1	11	<b>12</b>
Architectural Technology	44	18	<b>62</b>
Civil Engineering	242	56	<b>298</b>
Construction Engineering	20	7	<b>27</b>
Construction Management	38	7	<b>45</b>
Bricklaying and Plastering	3	0	<b>3</b>
Building Technology	32	5	<b>37</b>
Carpentry and Joinery	33	2	<b>35</b>
Plumbing and Sheetmetal	31	5	<b>36</b>
Mechanical Engineering	135	21	<b>156</b>
Computer Systems Engineering	108	18	<b>126</b>
Electrical and Electronic Engineering	135	15	<b>150</b>
Panel Beating and Spray-painting	49	2	<b>51</b>
Fitting and Machining	101	3	<b>104</b>
Automotive	88	2	<b>90</b>
Electrical Installation	90	8	<b>98</b>
<b>Total</b>	<b>1414</b>	<b>608</b>	<b>2022</b>

### 6.5.2 Graduates

In 2010, the number of graduates was 417 and this figure was lower than 518 and 574 that were observed in 2009 and 2008 respectively. Evident from these graduate totals was that the number of graduates was gradually declining over this period under review. There had been more male graduates than female graduates from 2008 to 2010.

**Table 6.14 Lerotholi Polytechnic Graduates by Department, 2008 - 2010**

School/Department	2008			2009			2010		
	M	F	T	M	F	T	M	F	T
School of Built Enrolment	71	9	<b>80</b>	81	12	<b>93</b>	84	14	<b>98</b>
School of Enterprise & Management	128	242	<b>370</b>	135	161	<b>296</b>	56	152	<b>208</b>
School of Engineering & Technology	111	13	<b>124</b>	108	21	<b>129</b>	98	13	<b>111</b>
<b>Total</b>	<b>310</b>	<b>264</b>	<b>574</b>	<b>324</b>	<b>194</b>	<b>518</b>	<b>238</b>	<b>179</b>	<b>417</b>

### 6.5.3 Teaching Staff

Table 6.14 illustrates that the number of teachers engaged had been increasing over the years with a large number of lecturers concentrated in the Department of Engineering and Technology. The next largest number of the teaching staff was in the Department of Building and Technology. The table further demonstrated that, the number of male lecturers was dominant during this period under review.

**Table 6.15 Lerotholi Polytechnic Teaching Staff by Department, 2008 - 2010**

School/Department	2008			2009			2010		
	M	F	T	M	F	T	M	F	T
School of Built Enrolment	24	6	<b>30</b>	26	8	<b>34</b>	26	8	<b>34</b>
School of Enterprise & Management	2	18	<b>20</b>	6	17	<b>23</b>	7	18	<b>25</b>
School of Engineering & Technology	35	4	<b>39</b>	36	5	<b>41</b>	39	5	<b>44</b>
Service	2	4	<b>6</b>	2	4	<b>6</b>	2	5	<b>7</b>
<b>Total</b>	<b>63</b>	<b>32</b>	<b>95</b>	<b>70</b>	<b>34</b>	<b>104</b>	<b>74</b>	<b>36</b>	<b>110</b>

## 6.6 Centre for Accounting Studies (CAS)

### 6.6.1 Enrolment

During the period under review, enrolment rose by 53 percent in 2009 while the increment was only 4 percent in 2010. Table 6.15 depicts that enrolment of females dominated over the period under review. Females dominated by 53 percent from 2008 until in 2010 while males were tracing by 47 percent during the same period.

**Table 6.16 Centre For Accounting Studies Enrolment by course and Gender, 2008 - 2010**

Course	Students								
	2008			2009			2010		
	M	F	Total	M	F	Total	M	F	Total
<b>CAT Introduction</b>	90	77	<b>167</b>	90	87	<b>177</b>	122	105	<b>227</b>
<b>CAT Advanced</b>	112	97	<b>209</b>	84	73	<b>157</b>	99	105	<b>204</b>
<b>Knowledge Module</b>	23	28	<b>51</b>	36	41	<b>77</b>	54	57	<b>111</b>
<b>Skills Module.1</b>	60	80	<b>140</b>	109	97	<b>206</b>	98	89	<b>187</b>
<b>Skills Module.2</b>	42	58	<b>100</b>	88	76	<b>164</b>	62	60	<b>122</b>
<b>Essentials Module</b>	17	25	<b>42</b>	30	47	<b>77</b>	28	29	<b>57</b>
<b>Options Module</b>	7	9	<b>16</b>	9	19	<b>28</b>	10	24	<b>34</b>
<b>CIPFA Certificate.1</b>	11	20	<b>31</b>	52	81	<b>133</b>	44	70	<b>114</b>
<b>CIPFA Certificate.2</b>	15	32	<b>47</b>	40	66	<b>106</b>	61	106	<b>167</b>
<b>CIPFA Diploma.1</b>	-	-	-	29	54	<b>83</b>	17	37	<b>54</b>
<b>CIPFA Diploma.2</b>	-	-	-	7	14	<b>21</b>	-	-	-
<b>Total</b>	<b>377</b>	<b>426</b>	<b>803</b>	<b>574</b>	<b>655</b>	<b>1229</b>	<b>595</b>	<b>682</b>	<b>1277</b>

### 6.6.2 Graduates

The number of graduates was 282 in 2009 and increased by only 2 percent in 2010 (see Table 6.16). CAT graduates' outnumbered other courses for both years constituting 63.8 in 2009 and 50 percent in 2010 even though it recorded a lower percent in 2010. In 2009 graduates with G.A were the second highest graduates while graduates with CIPFA certificates ranked the third. In 2010, the second highest number of graduates had CIPFA Certificates followed by graduates with G.A.

**Table 6.17 Centre For Accounting Studies Graduates by Course, 2009 - 2010**

Course	Graduates	
	2009	2010
<b>CAT</b>	180	144
<b>G.A</b>	41	46
<b>C.A</b>	12	14
<b>CIPFA Certificate</b>	33	68
<b>CIPFA Diploma</b>	16	16
<b>Total</b>	<b>282</b>	<b>288</b>

### 6.6.3 Teaching Staff

In 2008, the number of teaching staff was 16 and gender was balanced at 50 percent. The number of lecturers rose in 2009, even though the rise was males' dominant. There was no adjustment in the figures of lecturers in 2010.

Table 6.18 Centre For Accounting Studies Teaching Staff by Department and Gender, 2008- 2010

Course	Teaching Staff								
	2008			2009			2010		
	M	F	Total	M	F	Total	M	F	Total
ACCA CAT Scheme	1	2	3	2	2	4	1	3	4
Professional Scheme	6	4	10	10	4	14	10	4	14
CIPFA	1	2	3	1	3	4	2	2	4
<b>Total</b>	<b>8</b>	<b>8</b>	<b>16</b>	<b>13</b>	<b>9</b>	<b>22</b>	<b>13</b>	<b>9</b>	<b>22</b>

## 6.7 Lesotho Agricultural College (LAC)

### 6.7.1 Enrolment

Enrolment increased from 595 in 2009 to 668 in 2010 implying an improvement by 12 percent. Most students were pursuing a Diploma in Agriculture whereas the next larger groups of students were enrolled in Diploma in Forestry and Resource Management and Diploma in Home Economics. Gender disparity revealed that 58 percent of females were enrolled while their male counterparts constituted 42 percent.

Table 6.19 Lesotho Agricultural College Enrolment by Programme and Gender, - 2010

Programme	Students		
	Males	Females	Total
Diploma in Home Economics	7	109	116
Diploma in Home Economics Education	0	55	55
Diploma in Agriculture	121	122	243
Diploma in Forestry & Resource Management	104	87	191
Dip. in Agriculture Engineering & Water Management	51	12	63
<b>Total</b>	<b>283</b>	<b>385</b>	<b>668</b>

### 6.7.2 Graduates

Table 6.19 reflects that the number of graduates had been fluctuating over the period of three years with the year 2009 being the highest in number of graduates. However, the number of graduates slumped sharply in the year 2010, dropping from 266 recorded in 2009 to only 168 in 2010. Total graduates by course have also been fluctuating from one year to another.

Table 6.20 Lesotho Agricultural College Graduates by course, 2008 - 2010

Course	Graduates		
	2008	2009	2010
Diploma in Agriculture	49	61	52
Home Economics Education	28	48	58
Home Economics (SEP)	8	6	4
Forestry	1	36	32
Certificate in Home Economics	28	31	11
Certificate in Agriculture	47	59	11
Certificate in Mechanization	21	25	-
<b>Total</b>	<b>182</b>	<b>266</b>	<b>168</b>

### 6.7.3 Teaching Staff

Out of total of 58 engaged lecturers, 53 percent were males while 47 percent were females. Agricultural Engineering department was the most populated with 13 lecturers followed by Departments of Home Economics, Socio-Quantitative Studies and Forestry with, 11, 10 and 10 lecturers respectively. The Department of Agricultural Engineering was leading with the number of male lectures, while Department of Home economics was top with the number of female lecturers.

Table 6.21 Lesotho Agricultural College Teaching Staff by Department and Gender - 2010

Department	Teaching Staff		
	Males	Females	Total
Home Economics	-	11	11
Crops	4	3	7
Socio-Quantitative Studies	7	3	10
Forestry	7	3	10
Agricultural Engineering	11	2	13
Animal Science	2	5	7
<b>Total</b>	<b>31</b>	<b>27</b>	<b>58</b>

## 6.8 Institute of Development Management (IDM)

### 6.8.1 Enrolment

Different from other institutions at this level of education 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 usually tailor made and held mainly for public servants and other private establishments. The total enrolment for IDM fell from 342 in 2009 to only 185 in 2010. Similar to the previous year was that, a larger number of students in 2010 were enrolled in Project Planning and Management. Amongst 185 enrolled students, 61 percent were females and 39 percent were males.

**Table 6.22 Institute of Development Management Enrolment by Programme and Gender - 2010**

Programme	Enrolment		
	Males	Females	Total
HIV/AIDS Counselling	7	17	24
Government Accounting	5	4	9
Basic Computer Application Skills	2	4	6
Diploma in Human Resource Management	1	5	6
Diploma in Information Technology	5	3	8
Project Implementation and Management	15	32	47
Leadership Development Programme (LDP)	12	13	25
Resource Mobilization	3	16	19
Performance Management	4	8	12
Leadership Skills	14	5	19
Principles of Management	4	6	10
<b>Total</b>	<b>72</b>	<b>113</b>	<b>185</b>

In summary, tertiary enrolment amounted to 19,894 out of which females won a larger share 57 percent and males contributing only 43 percent. The number of graduates at this level was approximated at 3976. In total, there were 775 lecturers engaged with males dominating with 54 percent while the females represented 46 percent.

**Table 6.23 Tertiary Enrolment, Graduates and Academic Staff by Gender - 2010**

Institution	Enrolment			Graduates	Lecturers		
	M	F	Total	Total	M	F	Total
<b>Lesotho College of Education</b>	1188	3249	<b>4437</b>	1035	52	75	<b>127</b>
<b>National University of Lesotho</b>	4902	7437	12339	1845*	201	135	<b>336</b>
<b>Limkokwing University</b>	1379	1729	<b>3108</b>	-	39	40	<b>79</b>
<b>NHTC</b>	107	340	<b>447</b>	217	10	27	<b>37</b>
<b>Lerotholi Polytechnic</b>	1414	608	<b>2022</b>	417	74	36	<b>110</b>
<b>Centre for Accounting Studies</b>	595	682	<b>1277</b>	288	13	9	<b>22</b>
<b>Lesotho Agricultural College</b>	283	385	<b>668</b>	168	31	27	<b>58</b>
<b>IDM</b>	72	113	<b>185</b>	6	1	5	<b>6</b>
<b>Total</b>	<b>9940</b>	<b>14543</b>	<b>24483</b>	<b>3976</b>	<b>421</b>	<b>354</b>	<b>775</b>

(\*) = Nul graduates total is for 2008.



# Chapter 7

## Non Formal Education (NFE)

### 7.0 Introduction

Non Formal Education (NFE) may be defined as a type of education in which content is adapted to the unique needs of the students in order to maximize learning and minimize other elements which often exist in formal school such as keeping roll, enforcing discipline and writing reports. NFE is more learners centered than formal education whereby optional curriculum is emphasized rather than the prescribed sequential curriculum found in formal education.

Lesotho Distance Teaching Centre (LDTC) was set up in order to complement formal school education; to provide a broader and more practical form of education; and to reach a much larger and more diverse learners. The services offered by LDTC cover the formal and non-formal divisions of the country's educational system and confirm the Lesotho government's vision of the role of education in the development process. LDTC provides basic practical skills to large proportion of the population living in the rural areas and offers opportunities for out of school youth and adults to develop their literacy and numeracy skills. The center's further afford distance education that includes correspondence courses at Junior Certificate and Cambridge Overseas School Certificate levels.

Among the institutions that participate in NFE there is Lesotho Association of Non Formal Education (LANFE) that provides vocational skills and training and literacy education to herd boys and other orphans and vulnerable children. Other institutions include Lesotho Girl Guides Association (LGGA), Hae Learning Centre, Good Shephard, Lesotho Correctional Services (LCS) and Itjareng.

### 7.1 Enrolment (Literacy and Numeracy)

In total, there were 6,834 literacy and numeracy learners out of which 3,422 (50%) were aged between 6-18 years whereas 3,412 (50%) learners were above 18 years. Out of the aforementioned total number of learners, 73 percent were males while females tracked by 27 percent. The number of learning posts amounted to 351 countrywide and a total of 6,832 books were distributed to aid in the process of learning.

**Table 7.1 Number of Literacy and Numeracy Learners, Books and Learning Posts, 2010**

District	Total Number of Learners			Learners Aged 6-18			Learners Aged Above 18			Total Books Distributed	Number of Learning Posts
	M	F	Total	M	F	Total	M	F	Total		
Thaba Tseka	1000	325	<b>1325</b>	617	156	<b>773</b>	383	169	<b>552</b>	1325	67
Qacha'a Nek	924	376	<b>1300</b>	460	140	<b>600</b>	464	236	<b>700</b>	1300	50
Semonkong	226	100	<b>326</b>	226	0	<b>226</b>	0	100	<b>100</b>	326	18
Mafeteng	737	124	<b>861</b>	302	11	<b>313</b>	435	113	<b>548</b>	861	50
Leribe	356	323	<b>679</b>	27	3	<b>30</b>	329	320	<b>649</b>	675	44
Berea	539	121	<b>660</b>	331	0	<b>331</b>	208	121	<b>329</b>	660	41
<b>Total</b>	<b>3782</b>	<b>1369</b>	<b>5151</b>	<b>1963</b>	<b>310</b>	<b>2273</b>	<b>1819</b>	<b>1059</b>	<b>2878</b>	<b>5147</b>	<b>270</b>
<b>LANFE</b>											
Mokhotlong	807	274	<b>1081</b>	616	7	<b>623</b>	191	267	<b>458</b>	1081	48
Quthing	119	26	<b>145</b>	93	20	<b>113</b>	26	6	<b>32</b>	145	8
Mohale's Hoek	101	40	<b>141</b>	99	26	<b>125</b>	2	14	<b>16</b>	141	8
<b>Total</b>	<b>1027</b>	<b>340</b>	<b>1367</b>	<b>808</b>	<b>53</b>	<b>861</b>	<b>219</b>	<b>287</b>	<b>506</b>	<b>1367</b>	<b>64</b>
LGGA	56	80	<b>136</b>	56	80	<b>136</b>	0	0	<b>0</b>	136	13
Hae Learning	50	30	<b>80</b>	50	30	<b>80</b>	0	0	<b>0</b>	80	1
Good Shepard	45	0	<b>45</b>	45	0	<b>45</b>	0	0	<b>0</b>	45	1
LCS	30	0	<b>30</b>	2	0	<b>2</b>	28	0	<b>28</b>	32	1
Itjareng	20	5	<b>25</b>	20	5	<b>25</b>	0	0	<b>0</b>	25	1
<b>Total</b>	<b>201</b>	<b>115</b>	<b>316</b>	<b>173</b>	<b>115</b>	<b>288</b>	<b>28</b>	<b>0</b>	<b>28</b>	<b>318</b>	<b>17</b>
<b>Grand Total</b>	<b>5010</b>	<b>1824</b>	<b>6834</b>	<b>2944</b>	<b>478</b>	<b>3422</b>	<b>2066</b>	<b>1346</b>	<b>3412</b>	<b>6832</b>	<b>351</b>

## 7.2 Enrolment (Continuing education, JC and COSC)

Students that enrolled in correspondence courses at Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC) levels were 3,680 in 2010. Unlike in the enrolment of 'numeracy and Literacy' where learners who were aged 6-18 were almost equal to learners aged above 18, most that learners enrolled in JC and COSC were aged above 18 years, 96% percent.

**Table 7.2 Number of Learners Enrolled in JC and COSC Programmes - 2010**

<b>District</b>	<b>Total Number of Learners</b>	<b>Learners Aged 6-18</b>	<b>Learners Aged Above 18</b>
Maseru	1960	139	1821
Mokhotlong	234	12	222
Quthing	261	12	249
Leribe	617	20	597
Thaba Tseka	208	7	201
Qacha's Nek	240	11	229
<b>Total</b>	<b>3520</b>	<b>201</b>	<b>3319</b>
Good Shepard	26	26	52
JTC and Female	20	20	40
Hae Learning	60	12	72
LGGA	54	54	108
<b>Total</b>	<b>160</b>	<b>112</b>	<b>272</b>
<b>Grand Total</b>	<b>3680</b>	<b>313</b>	<b>3591</b>

## **ANNEX I: Technical Notes**

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

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

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

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

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

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

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

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

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

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2015
<b>A. Access</b>														
1. GER														
Males	102.3	118.1	120.6	122.7	123.8	126.2	126.0	127.3	120.8	119.3	116.2	116.2	114.6	100
Females	110.7	122.6	123.2	124.9	125.9	127.0	126.3	127.5	120.2	118.6	116.2	113.9	113.3	100
<b>Total</b>	106.5	120.3	121.9	123.8	124.9	126.6	126.1	127.4	120.5	119.0	116.2	115.1	113.0	100
2. NER														
Males	56.6	78.7	79.5	81.1	82.0	81.0	80.6	81.6	79.5	79.9	78.6	80.1	80.2	100
Females	63.8	85.3	85.4	87.0	88.1	86.0	85.7	86.3	83.4	84.1	83.2	83.5	83.1	100
<b>Total</b>	60.2	82.0	82.7	84.0	85.0	83.0	83.1	83.9	81.4	82.0	80.9	81.8	81.6	100
3. AIR														
Males	103.9	210.9	150	129.2	124.9	132.5	117.0	118.0	111.5	106.1	105.5	106.1	105.1	100
Females	105.0	190.8	134.0	121.0	118.0	120.7	110.1	111.2	105.1	102.7	98.8	98.2	99.4	100.0
<b>Total</b>	104.5	200.9	142.1	125.1	121.5	126.6	113.6	114.6	108.3	104.4	102.2	102.2	102.2	100.0
4. NIR														
Males	26.8	63.2	61.7	60.2	61.3	55.4	53.6	55.9	54.7	54.8	55.4	60.8	58.0	-
Females	28.3	65.1	62.8	62.5	63.0	56.2	54.1	57.1	55.0	56.5	54.7	59.1	59.1	-
<b>Total</b>	27.5	64.1	62.2	61.3	62.1	55.8	54.1	56.9	75.0	55.6	55	60.0	58.5	100.0
<b>B. Efficiency</b>														
1. Promotions														
<b>Total</b>	74.1	84.5	87.5	76.5	77.1	75.2	74.2	71.9				-		-
2. Repetitions														
<b>Total</b>	20.1	20.6	19.9	21.4	16.8	19.2	19.7	19.7	20.9	19.1	20.0	19.3		7.0
3. Dropouts														
<b>Total</b>	7.1	7.3	5.9	4.8	6.0	5.6	6.0	6.0				-		-
4. Completion Rates														
<b>Total</b>	59.3	66.0	64.5	57.5	70.0	73.1	62.9	74.9	83.0					100.0
<b>C. Quality Indicators</b>														
Pupil:Teacher Ratio	44	48.0	47.0	47.0	46.0	44.0	42	41	37	35	34	34	34	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
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## 2. Secondary Education Level

<b>A. ACCESS</b>	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	
<b>1. GER</b>														
Males	25.5	25.8	27.9	29.0	30.1	32.2	34.2	34.8	35.5	37.1	39.7	44.4	46.5	85.0
Females	35.4	34.9	36.6	38.3	39.1	41.5	44.0	44.9	47.3	50.6	55.8	61.9	64.4	85.0
Total	30.4	30.3	32.2	33.6	34.5	36.8	39.1	39.8	41.4	43.8	47.7	53.1	55.4	85.0
<b>2. NER</b>														
Males	12.8	14.5	16.4	17.2	17.9	18.6	19.6	20.0	20.8	22.3	23.8	26.0	27.6	50.0
Females	22.3	24.2	26.3	27.0	27.9	29.0	31.2	31.4	33.4	35.9	39.4	42.5	44.2	50.0
Total	17.5	19.2	21.3	22.0	22.8	23.8	25.4	25.7	27.0	29.0	31.5	34.2	35.8	50.0
<b>B. Efficiency</b>														
<b>1. Transition Rates Standard 7-Form A</b>														
Male	53.9	62.1	67.0	65.3	63.6	67.5	69.6	70.3	68.3	68.0	71.7	75.3	72.5	
Female	52.6	60.2	66.7	62.2	62.1	64.7	68.3	69.1	66.4	70.0	74.1	75.6	75.2	
Total	53.2	61.0	66.8	63.5	61.6	66.5	68.9	69.6	67.2	69.2	73.1	75.5	74.0	
<b>2. Transition Rates Form C - Form D</b>														
Male	71.1	79.0	73.8	74.3	79.0	78.3	75.2	75.2	68.7	71.8	71.7	78.6	73.6	
Female	68.8	76.1	72.4	75.2	77.0	76.4	73.7	73.7	67.0	75.7	78.2	76.2	75.3	
Total	69.8	77.3	73.0	74.8	77.9	77.2	74.4	74.4	67.7	74.0	75.3	77.2	74.6	
<b>C. Quality</b>														
Pupil:Teacher Ratio	23.0	23.0	23.7	24.0	23.9	25.0	26.6	25.7	24.4	24.0	23.5	25.8	24.9	25.0
Pupil:Classroom Ratio	37.0	37.0	39.0	39.0	39.0	43.1	41.7	40.9	40.0					40.0

## ANNEX III: Population projections

### Table 1A: School Age Population

#### NEX IV: General Information for Secondary schools 2003-2011

YEARS																		
AGE	2003		2004		2005		2006		2007		2008		2009		2010		2011	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
0	27704	27080	28294	27658	28882	28235	29470	28811	29870	29186	29635	28957	29399	28728	29164	28499	28930	28270
1	26069	25610	26638	26170	27205	26729	27772	27288	28450	27938	28851	28311	28624	28088	28396	27865	28169	27643
2	25297	24882	25711	25266	26273	25819	26834	26372	27402	26937	28072	27580	28483	27957	28258	27737	28033	27516
3	24934	24551	24939	24541	25355	24923	25910	25470	26472	26029	27034	26588	27695	27223	28116	27604	27893	27386
4	24650	24276	24577	24211	24581	24201	25000	24581	25556	25135	26112	25687	26666	26239	27320	26867	27749	27252
<b>0-4</b>	128654	126399	130159	127846	132296	129907	134986	132522	137750	135225	139704	137123	140867	138235	141254	138572	140774	138067
5	24615	24216	24542	24152	24469	24087	24473	24077	24884	24454	25438	25003	25991	25553	26543	26103	27194	26728
6	24656	24230	24583	24165	24510	24101	24437	24036	24516	24086	24831	24383	25384	24932	25936	25481	26486	26029
7	24240	23693	24455	24040	24383	23976	24310	23912	24321	23912	24400	23961	24617	24181	25165	24725	25712	25270
8	24455	23953	24043	23507	24161	23774	24089	23711	24105	23715	24116	23716	24194	23764	24315	23906	24856	24445
9	24172	23810	24235	23750	23827	23307	23850	23497	23867	23502	23882	23506	23892	23507	23970	23555	23997	23620
<b>5-9</b>	122138	119902	121858	119614	121350	119245	121159	119233	121693	119669	122667	120569	124078	121937	125929	123770	128245	126092
10	24097	23817	24003	23650	24065	23590	23660	23150	23674	23330	23690	23335	23706	23339	23715	23339	23792	23387
11	24186	23937	24005	23722	23911	23555	23973	23495	23464	22965	23570	23225	23587	23230	23602	23234	23611	23234
12	24094	23856	24156	23892	23975	23677	23881	23510	23835	23357	23329	22830	23527	23170	23544	23175	23558	23178
13	24100	23829	24010	23757	24167	23876	23986	23662	23785	23402	23740	23249	23235	22724	23525	23144	23542	23149
14	24193	23842	24034	23738	23944	23666	24197	23868	23912	23563	23712	23304	23666	23151	23163	22629	23545	23128
<b>10-14</b>	120670	119281	120208	118759	120062	118364	119697	117685	118670	116617	118041	115943	117721	115614	117549	115521	118048	116076
15	24331	23858	24106	23725	23947	23621	23857	23550	24107	23746	23823	23442	23623	23185	23578	23033	23076	22512
16	24496	23859	24208	23700	23983	23568	23825	23465	23762	23418	23989	23588	23706	23286	23507	23030	23461	22879
17	24432	23643	24347	23665	24060	23507	23837	23376	23711	23300	23648	23253	23852	23397	23570	23097	23372	22842
18	24339	23410	24276	23430	24169	23428	23884	23272	23697	23168	23572	23093	23510	23047	23690	23165	23410	22867
<b>15-18</b>	97598	94770	96937	94520	96159	94124	95403	93663	95277	93632	95032	93376	94691	92915	94345	92325	93319	91100
<b>Total</b>	469060	460352	469162	460739	469867	461640	471245	463103	473390	465143	475444	467011	477357	468701	479077	470188	<b>480386</b>	<b>471335</b>