

LIST OF ACRONYMS

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

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Chapter 1: Background

1.0 Introduction

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

1.1.1 The Education System

The system of education in Lesotho has eight levels starting from level 0 to level 7. Pre-primary or kindergarten (level 0), elementary or primary school (level 1), Secondary education includes junior (level 2) and senior high school (level 3), Post secondary (vocational and technical schools, IBM) (level 4) tertiary or Higher education, (Level 5, 6 and 7).

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 accepted as essential aspects of developing skills and knowledge of a child. Few preparatory schools are operated formally by government, churches and private individuals while many 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 lasts for seven years. Successful candidates usually complete primary education when they are 12 or 13 years old, but many complete primary level at older ages because they begin Grade 1 late. At the end of the seven-year primary-level schooling, pupils sit for the primary school-leaving examination (PSLE) administered by the Examinations Council of Lesotho.

The sitting for 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 or lower secondary; usually referred to as 'secondary' or Level 2. The remaining two years (Level 3) are called 'senior or upper secondary', usually referred to as high school (Form D and E).

Progression from secondary to high school is through the Junior Certificate (JC) examination, administered by the Examinations 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 4 refers to post-secondary education which is

not tertiary education. Institutions belonging to this category offer technical training, they are technical and vocational. All such institutions are owned by the government.

Levels 5, 6 and 7 are all grouped under tertiary education. Some of the institutions belonging to this level, to name a few are; Lesotho Collage of Education (LCE) the National University of Lesotho (NUL) and Limkokwing University of Creative Technology (LUCT). LCE trains teachers in both primary and junior secondary schools. It trains part-time teachers that are already in-service as well as full time teachers who have not yet been absorbed into the labour market but were able to precede secondary education and met the entry requirement of LCE. The NUL offers degrees in education, humanities, natural sciences, agriculture, social sciences and law, as well as certificate and diploma courses. It also offers a limited number of postgraduate programs. LUCT, founded in 2008, is determined to transform tertiary education and empower the young generation with creative learning through its new teaching methodologies such as thinking skills, innovative mindsets and creativity.

1.1.2 Agency or School Ownership

Centres, schools or institutions are owned either solely by government, solely by private companies or jointly by government and private companies, churches or communities. These centres, schools or institutions are considered 'public' if they are solely owned by government, or they are owned jointly by government and private companies or churches and the government has a stake in them, for instance, it either pays their teachers' salaries or student school fees. Otherwise, schools are considered private.

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 is conducted by sending ER42 (Annual Statistical Returns) forms to district education officers (DEO's) who in turn transmit the forms to the principals of schools. After completion, the principals submit the forms to the DEO's who in turn convey them to Education Planning Unit, Maseru.

The ER42 form is a detailed questionnaire that collects information from schools, centres and institutions. This information collected includes schools' physical location, type of ownership, general enrolment information, enrolment of repeaters, and orphans, teacher's profiles, school fees and general facilities such as buildings, classrooms and equipment. The questionnaire collects similar information for all levels of education with minor differences depending on the level's needs.

Apart from information collected from individual schools, centres or institutions, other information is acquired from secondary data within the Ministry of Education and Training; sources include Examinations Council, secondary school bursaries and annual budget plans. Further, information on tertiary bursaries and students studying abroad is gathered from National Manpower Development Secretariat (NMDS). Arrangements are in place to collect data from non- registered schools in the country to locate them to know their coverage so that these schools can be

assisted to register with Ministry of Education. Their registration will ease the monitoring of quality of education offered at these schools. The foreign countries embassy in Lesotho will also be visited to solicit information on Lesotho citizens who are studying in those respective countries.

1.2.2 Quality

Data quality is fairly good. In 2013, about 99.8 percent of all levels of education, including primary and secondary schools submitted their ER42 forms. At the data processing stage, missing information was substituted via proxies, 2012 information from the same schools.

The total number of responded registered primary schools were 1468 in 2011, this number increased to 1469 in 2012 and to 1472 in 2013. It should be noted that these are the schools that were operational and responded in the first two quarters of 2013 school calendar. The schools that were not operational during the data collection period 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.

The numbers of registered secondary schools were 326 in 2011 and 321 in 2012, while in 2013 they increased to 337. This increment resulted from building of new schools.

Chapter 2: Early Childhood Care and Development (ECCD) Education

2.0 Introduction

Early childhood is viewed as a 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 process is influenced by three main dividends.

Firstly, 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 school.

Secondly, 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.

Lastly, 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.

ECCD education in Lesotho is composed of reception classes, home bases and centres; Reception classes are centres attached to some of the existing primary schools. All these schools offer the same curriculum the difference is on ownership. ECCD Centres are privately owned by individuals. Home bases are community initiatives pre schools. Data on ECCD education has been complex to collect and to capture due to lack of formal registration of the centres or home bases and as such resulting in little coverage of these centres. However in 2013 all the existing ECCD schools were assigned some temporary registration numbers which somehow reduced the problem of coverage. Prior to 2013, only information from 'reception classes' was recorded; these are centres attached to some of the existing primary schools.

2.1 Enrolment in reception classes

Table 2.1 shows enrolment in ECCD Reception classes from 2007 to 2013. Enrolment increased during the years before 2009 and thereafter decreased up to 2013. This resulted from new ECCD centres that are attached to existing primary schools in former years while in the latter years there were very few no new centres that were attached to primary schools. However Annual enrolment remained above 5000 since 2009.

Year	Enrolment	Total Number of Schools	New Schools
2007	2902	97	86
2008	3930	119	22
2009	6714	219	100
2010	5696	219	0
2011	5520	219	0
2012	5417	221	2
2013	5324	221	0

Table 2.2 shows Number of Reception classes and enrolment by district from 2012 to 2013. The Table reveals that the enrolment in some of the districts increased while it decreased from the other districts. In Quthing enrolment increased with 17 percent, Mokhotlong with 8 percent, Thaba-Tseka with 6.6 percent Maseru and with 4.2 percent. On the other side enrolment from Mohales'hoek, Berea, and Leribe decreased, with 22.6, 8.7, and 5.6 percent respectively. The distribution also shows that in 2013, the highest enrolments were observed in Maseru Berea and Thaba-Tseka with 923, 621, and 616 accordingly. Qachas' Neck had the least enrolment, amounting to 310. Uneven distribution of schools in districts was also observed whereby Maseru had 32, Mafeteng 28, Berea and Mohaleshoek had 25 schools each. The Least number of schools were in Mokhotlong, 13.

District	Enrolment		Enrol %change	No. of schools, 2012 & 2013
	2012	2013		
Botha-Bothe	471	470	-0.2	17
Leribe	608	574	-5.6	26
Berea	680	621	-8.7	25
Maseru	886	923	4.2	32
Mafeteng	588	574	-2.4	28
Mohale'sHoek	647	501	-22.6	25
Quthing	312	365	17.0	17
Qacha's Nek	310	316	1.9	16
Mokhotlong	337	364	8.0	13
ThabaTseka	578	616	6.6	22
Total	5417	5324	-1.7	221

2.2 Enrolment in ECCD (reception classes included)

Table 2.3 shows total ECCD schools Enrolment in 2013 distributed by district, gender and age. Enrolment was recorded at 55972 pupils in 2013. The table further demonstrates that the overall female's enrolment has been leading throughout all age groups thus; from Age<3 throughout to Age>5 and the total enrolment has been increasing to all age levels. Gender comparison in enrolment indicates that enrolment of females exceeded that of their male counterparts in only one district namely; Thaba-Tseka. The distribution of ECCD enrolment by district denotes Maseru to be leading with 12588(22.5%) pupils, followed by Leribe and Berea with 10952(19.6%) and 6757(12.1%) respectively.

Table 2.3 ECCD Enrolment by District, Age and Sex, 2013

DISTRICT	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
BUTHA-BUTHE	253	267	371	455	623	625	603	646	507	482	4832
LERIBE	412	420	880	934	1371	1420	1522	1573	1226	1194	10952
BEREA	314	279	604	603	813	840	946	1085	614	659	6757
MASERU	725	718	1157	1208	1549	1634	1372	1418	1414	1393	12588
MAFETENG	155	171	392	383	605	630	585	651	543	571	4686
MOHALES HOEK	121	142	385	434	598	609	668	701	379	368	4405
QUTHING	63	73	169	160	238	291	283	277	307	295	2156
QACHAS NEK	120	133	212	236	341	320	410	389	293	239	2693
MOKHOTLONG	197	197	248	269	377	372	396	349	283	260	2948
THABA-TSEKA	181	199	322	363	468	515	533	596	382	396	3955
Total	2541	2599	4740	5045	6983	7256	7318	7685	5948	5857	55972

2.2.1 Accessibility of Education in ECCD

Accessibility refers to a proportion of pupils that have equal and equitable opportunities to take full advantage of their education out of all children of admission age at the corresponding grade, which is age 3 for ECCD.

2.2.1.1 New Entrants in ECCD

New entrants in ECCD centres were 25651 in 2013, out of which boys constituted 49.7 percent and girls 50.3 percent. Assessment of new entrants by district illustrated the same pattern as that of total enrolment where Maseru was noticed to be leading followed by Leribe and Berea, with 5658(22.1%), 5014(19.5%), and 3368(13.1%) respectively as portrayed in Table 2.4.

Table 2.4 ECCD New Entrants by District and Sex, 2013

DISTRICT	M	F	Total
BUTHA-BUTHE	1027	985	2012
LERIBE	2512	2502	5014
BEREA	1690	1678	3368
MASERU	2821	2837	5658
MAFETENG	944	925	1869
MOHALES HOEK	1130	1187	2317
QUTHING	567	564	1131
QACHAS NEK	499	529	1028
MOKHOTLONG	656	684	1340
THABA-TSEKA	906	1008	1914
Total	12752	12899	25651

2.3 Disability in ECCD Schools

Pupils with some form of disability amounted to 792 (1.4 %) out of 55925 pupils that were enrolled in 2013. Gender comparison revealed that boys with special educational needs surpassed girls in all age groups except for age <3. Further, gender comparison unveils that 56.8 percent of males had some form of disability while females constituted only 43.2 percent.

District	Age <3		Age 3		Age 4		Age 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
BUTHA-BUTHE	1	3	7	14	12	12	22	16	11	8	106
LERIBE	4	2	5	8	13	11	24	22	36	17	142
BEREA	3	0	6	4	14	6	16	7	6	10	72
MASERU	2	5	9	6	26	14	13	10	30	22	137
MAFETENG	1	1	1	1	10	8	9	4	10	10	55
MOHALES HOEK	0	1	7	2	8	5	24	18	20	11	96
QUTHING	0	0	4	1	2	1	3	3	5	1	20
QACHAS NEK	0	0	4	4	5	5	6	9	10	10	53
MOKHOTLONG	3	3	2	0	5	2	9	4	11	7	46
THABA-TSEKA	1	2	5	4	9	10	10	8	6	10	65
Total	15	17	50	44	104	74	136	101	145	106	792

When considering distribution of disabled pupils by type of disability, most pupils had the problem of intellectual disability amounting to 238(30%) that include; learning difficulty, epilepsy and mental retardation. The other illness that affected a larger number of pupils was physical disability with 229(28.9%). The number of males with special educational needs or disabilities aging 3 and above was dominant in only three types of special educational needs namely, Physical Disability, Vision Impairment and Hearing Impairment. Starting from age 4 males dominated females in all the types of disability.

District	Age <3		Age 3		Age 4		Age 5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
Physical Disability	9	11	20	12	28	22	28	25	43	31	229
Visual Impairment	1	0	7	5	12	5	19	10	11	9	79
Hearing Impairment	1	2	8	7	23	9	18	16	23	19	126
Intellectual Disability	3	3	6	9	25	24	43	37	51	37	238
OTHER	1	1	9	11	16	14	28	13	17	10	120
Total	15	17	50	44	104	74	136	101	145	106	792

2.4 Orphan-hood in ECCD Schools

Table 2.7 reflects that Maseru has been the highest with pupils that had some form of disability with enrolment of 1091 (19.9 percent) and was followed by Leribe, 981 (17.9 percent) Mohales' Hoek 662 (12.1 percent) and Mafeteng with 593 (10.8 percent).

Table 2.7 ECCD Orphans by District, Age and Sex, 2013

District	Age <3		Age3		Age4		Age5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
BUTHA-BUTHE	10	16	23	26	33	34	50	72	26	38	328
LERIBE	20	23	58	62	115	131	153	149	136	134	981
BEREA	15	12	40	41	56	67	88	87	39	60	505
MASERU	52	43	65	81	140	144	144	135	148	139	1091
MAFETENG	11	19	46	36	84	76	81	85	78	77	593
MOHALES HOEK	13	16	52	54	86	96	100	113	54	78	662
QUTHING	2	1	12	15	20	19	32	39	45	34	219
QACHAS NEK	20	13	25	24	54	49	46	56	46	45	378
MOKHOTLONG	16	12	17	27	43	38	50	35	54	41	333
THABA-TSEKA	20	20	13	31	55	65	60	56	37	40	397
Total	179	175	351	397	686	719	804	827	663	686	5487

A total of 5487 (9.8 percent of the total enrolment) were pupils who have lost either one or both of their parents in 2013. Table 2.8, reveals the number of paternal orphans to be leading with 51 percent whereas the percentage of social and maternal orphans followed with 23 and 16 percent respectively. Double orphans enrolled at this level of education were registered as 10 percent in 2013. The table also displays that the number of female orphans surpassed that of males from age 3 to age>5, whilst the number of male orphans outnumbered that of females only in Age<3. The table further depicts less enrolment of orphans at lower age and higher enrolment of orphans in the older ages.

Table 2.8 ECCD Orphans by District, Age and Sex, 2013

Type	Age <3		Age3		Age4		Age5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
Paternal	104	99	175	201	322	336	430	440	347	345	2799
Maternal	21	25	48	61	118	137	104	120	102	117	853
Double	8	13	29	39	67	71	85	92	86	77	567
Social	49	37	97	97	173	175	189	172	131	148	1268
Total	182	174	349	398	680	719	808	824	666	687	5487

The number of engaged teachers at ECCD level of education in 2013 was recorded to be 6104. Table 2.9 displays that there were more female teachers (98 percent) than male teachers (2 Percent). Allocation of teachers by districts also depicted Maseru as foremost with the total number of teachers and still followed by Leribe then Berea as with total enrolment thus; Maseru had 1292(21.2%) , Leribe and Berea were next with the total number of teachers amounting to 1188(19.5%) and 708(11.6%) respectively. The same districts also followed with the number of schools that is 434(19%), 404(17%) and 264(11%) sequentially. District distribution also indicates that engagement of female teachers exceeded that of their male counterparts in all the districts

DISTRICT	M	F	Total
BUTHA-BUTHE	4	542	546
LERIBE	48	1140	1188
BEREA	8	700	708
MASERU	36	1256	1292
MAFETENG	8	550	558
MOHALES HOEK	4	504	508
QUTHING	4	240	244
QACHAS NEK	2	306	308
MOKHOTLONG	2	372	374
THABA-TSEKA	6	372	378
Total	122	5982	6104

Table 2.10 Shows that the number of pre-schools amounted to 2342 in 2013. The figures in the table reveal that Maseru had the highest number of pre-schools as it recorded 434(19%) while Leribe and Berea followed with 404(17%) and 264(11%) sequentially.

	Teachers	No. of schools
BUTHA-BUTHE	546	204
LERIBE	1188	404
BEREA	708	264
MASERU	1292	434
MAFETENG	558	245
MOHALES HOEK	508	214
QUTHING	244	107
QACHAS NEK	308	143
MOKHOTLONG	374	157
THABA-TSEKA	378	170
Total	6104	2342

Chapter 3: Primary School Education

3.0 Introduction

Free Primary Education (FPE) Policy commenced in 2000 in Lesotho, this policy eliminated school fees on annual incremental basis beginning with grade one in 2000 and was completed in 2006 when all the primary education was free. The first cohort of free primary education entered into secondary schools in 2007 and that cohort concluded high school in 2011.

3.1 Enrolment in Registered Primary Schools

Enrolment in primary schools in 2013 was 369469, which decreased by 3.2 percent from 385437 of 2012. The enrolment at this level had been steadily decreasing since 2004. This decrement was after the enrolment influx of free primary education initiated in 2000 which increased until it reached the peak in 2003. Table 3.1 indicates that of the number enrolled in 2013, more boys 188050 (50.9 percent) than girls 181419 (49.1 percent) enrolled. Table 3.1 also shows that more boys compared to girls enrolled from standard 1 up to standard 4, there after more girls were enrolled. According to the same Table, 272310 (73.7 percent) were in the appropriate age of primary schooling which is 6 to 12 years, while 91990 (24.9 percent) were over age and 5169 (1.4 percent) were below the official age.

Table 3.1 Enrolment in Registered Primary Schools by Age, Grade and Sex, 2013

Age	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<6	2543	2626	0	0	0	0	0	0	0	0	0	0	0	0	5169
6	15385	14669	921	1008	0	0	0	0	0	0	0	0	0	0	31983
7	9149	7771	10667	11796	744	1212	0	0	0	0	0	0	0	0	41339
8	3033	1911	9551	8342	7434	9613	574	1054	0	0	0	0	0	0	41512
9	979	490	4990	3320	8697	8464	4943	7399	509	1069	0	0	0	0	40860
10	380	189	2414	1265	5877	4112	6614	7700	3446	6051	484	1014	0	0	39546
11	167	41	1100	463	3442	1865	6392	5012	5042	6860	2777	5415	357	932	39865
12	83	27	507	182	2214	828	4934	2784	4858	4828	3741	5995	1940	4284	37205
13	51	20	281	88	1205	468	3720	1661	4935	3470	4517	4965	3361	5878	34620
14	15	8	87	33	407	133	1736	691	3194	1754	3991	3457	3639	5134	24279
15	13	6	49	8	190	63	835	290	1870	843	3028	1909	3478	3652	16234
16	5	1	10	3	51	22	319	128	863	420	1893	976	2585	2159	9435
17	4	1	4	11	13	5	87	37	339	150	885	430	1619	960	4545
18	0	0	4	0	6	3	36	14	115	55	323	168	688	368	1780
19	0	0	3	3	6	2	13	8	40	21	99	46	266	120	627
20	1	0	2	1	1	3	6	2	14	11	31	26	87	55	240
>20	8	2	5	1	11	4	7	4	17	12	32	22	62	43	230
Total	31816	27762	30595	26524	30298	26797	30216	26784	25242	25544	21801	24423	18082	23585	369469

Table 3.2 further illustrates that total enrolment each year (and within all the grades) has been repeatedly decreasing as indicated earlier.

Grade	2009		2010		2011		2012		2013	
	M	F	M	F	M	F	M	F	M	F
1	37594	31703	38383	32010	38449	32248	36438	31033	31816	27762
2	32545	28586	32141	27424	31702	27366	32229	27976	30595	26524
3	30802	27648	30919	27385	30742	26512	30265	26462	30298	26797
4	29430	27593	29628	27438	29756	27102	29931	26958	30216	26784
5	25789	27088	25683	26385	25397	26310	25713	26078	25242	25544
6	21925	25841	22101	25518	22160	24961	21860	24962	21801	24423
7	18234	24646	19057	24609	18925	23807	18413	23372	18082	23585
Total	196319	193105	197912	190769	197131	188306	194849	186841	188050	181419
M/F TOTAL	389424		388681		385437		381690		369469	

During the period under review (2011 to 2013), Table 3.3 reflects that Maseru has been the highest with enrolment of 82923 (22.4 percent) and was followed by Leribe, 56,910 (15.4 percent) Berea 45,326 (12.3 percent) and Mafeteng with 37,598 (10.2 percent). Displayed in the Table 3.3 below is also the fact that total enrolment has been decreasing in almost all the districts except Maseru and Mokhotlong that had increasing total enrolments from 2011 to 2013.

District	2011			2012			2013		
	M	F	Total	M	F	Total	M	F	Total
Butha-Buthe	11597	10938	22535	11572	10823	22395	11426	10778	22204
Leribe	31201	28352	59553	30696	28445	59141	29567	27343	56910
Berea	25088	22867	47955	24525	22345	46870	23695	21631	45326
Maseru	43369	41123	84492	43186	41314	84500	42445	40478	82923
Mafeteng	20614	19006	39620	20323	18508	38831	19529	18069	37598
Mohale'sHoek	17492	17180	34672	17332	17077	34409	16275	16100	32375
Quthing	12184	11825	24009	11859	11573	23432	11280	11101	22381
Qacha's Nek	8317	8187	16504	8146	7893	16039	7974	7755	15729
Mokhotlong	11040	11858	22898	11097	12161	23258	10801	11911	22712
ThabaTseka	16229	16970	33199	16113	16702	32815	15058	16253	31311
Total	197131	188306	385437	194849	186841	381690	188050	181419	369469

In Table 3.4 inequality according to district, urban and rural was also observed. Enrolment in the urban areas had a share of 75814 (20.5 percent) while in the rural areas 293655 (79.5 percent) were enrolled. More boys were enrolled compared to girls, in both the locations except in two mountain districts where the opposite was found, Mokhotlong rural and urban areas and Thaba-tseka rural areas whereby more girls compared to boys were enrolled.

Table 3.4 Enrolment in Registered Primary Schools by District, Urban and Rural and Sex- 2013

DISTRICT	URBAN			RURAL			Total
	M	F	Total	M	F	Total	
BUTHA-BUTHE	3125	3027	6152	8301	7751	16052	22204
LERIBE	5307	4956	10263	24260	22387	46647	56910
BEREA	2478	2411	4889	21217	19220	40437	45326
MASERU	18111	17746	35857	24334	22732	47066	82923
MAFETENG	2903	2842	5745	16626	15227	31853	37598
MOHALES HOEK	1231	1180	2411	15044	14920	29964	32375
QUTHING	1053	893	1946	10227	10208	20435	22381
QACHAS NEK	1540	1494	3034	6434	6261	12695	15729
MOKHOTLONG	1616	1689	3305	9185	10222	19407	22712
THABA-TSEKA	1122	1090	2212	13936	15163	29099	31311
Total	38486	37328	75814	149564	144091	293655	369469

Enrolment comparison by ecological zones in 2013 demonstrates that there were more males than females that enrolled in the Lowlands, Foothills, and Senqu River Valley while more females than males were enrolled in the Mountains as illustrated in Table 3.5 Gender comparison in districts indicates that in 2013, enrolment of females exceeded that of their male counterparts only in the mountain parts of the districts as shown in Table 3.5

Table 3.5 Enrolment in Registered Primary Schools by District, Zone and Sex-2013

DISTRICT	LOWLANDS		FOOTHILLS		MOUNTAIN		S R V		Total
	M	F	M	F	M	F	M	F	
BUTHA-BUTHE	6504	6012	3666	3514	1256	1252	0	0	22204
LERIBE	21309	19488	4791	4476	3467	3379	0	0	56910
BEREA	19478	17686	4095	3789	122	156	0	0	45326
MASERU	32343	30444	6963	6685	3139	3349	0	0	82923
MAFETENG	15461	14045	4068	4024	0	0	0	0	37598
MOHALES HOEK	5602	5173	0	0	3092	3404	7581	7523	32375
QUTHING	0	0	0	0	3265	3572	8015	7529	22381
QACHAS NEK	0	0	0	0	3147	2991	4827	4764	15729
MOKHOTLONG	0	0	0	0	10801	11911	0	0	22712
THABA-TSEKA	0	0	0	0	15058	16253	0	0	31311
Total	100697	92848	23583	22488	43347	46267	20423	19816	369469

Table 3.6 demonstrates public and private school's enrolment by district and sex. For the purpose of analysis in this report the public schools represent those owned by government and also those that are owned by churches and community. These are the schools that the government has some responsibility in such as payment of salaries of teachers, renovation and construction of classrooms and provision of some other facilities. Private schools on the other hand are independent of government, but government develops curriculum for them or they agree on different curriculum that can be followed if need be. Table 3.6 further depicts that 364,724 (98.7 percent) pupils were enrolled in public schools while 4,745 (1.3 percent) were enrolled in private schools.

Enrolment by district in public schools revealed the same pattern as for total enrolment whereby Maseru and Leribe were leading with enrollment followed by Berea and Mafeteng. The same pattern was also observed in private schools with the exception of Qacha's Nek that had no enrolment in the private schools.

The table also reflects that 185,670 (50.9 percent) of pupils in public schools were boys whereas 179,054 (49.1 percent) were girls. While in the private schools boys were 2380 (50.2 percent) and girls were 2,365 (49.8 percent).

DISTRICT	Public			Private			Total
	M	F	Total	M	F	Total	
BUTHA-BUTHE	11426	10778	22204	0	0	0	22204
LERIBE	29255	27054	56309	312	289	601	56910
BEREA	23424	21335	44759	271	296	567	45326
MASERU	40879	38941	79820	1566	1537	3103	82923
MAFETENG	19298	17826	37124	231	243	474	37598
MOHALES HOEK	16275	16100	32375	0	0	0	32375
QUTHING	11280	11101	22381	0	0	0	22381
QACHAS NEK	7974	7755	15729	0	0	0	15729
MOKHOTLONG	10801	11911	22712	0	0	0	22712
THABA-TSEKA	15058	16253	31311	0	0	0	31311
Total	185670	179054	364724	2380	2365	4745	369469

Table 3.7 indicates that, high enrolment of 309694 (about 83.8 percent) was from church owned registered primary schools whereas enrolment of 59775; (a share of 16.2 percent) was from government, community and private schools. The church owned agencies comprised of; LEC, RCM, ACL AME and other churches. LEC churches had a biggest share of 124213 (34 percent) RCM, 121585 (33 percent) ACL 41315 (11 percent), AME and some other small churches had a share of 19330 (5 percent). The government schools had a share of 39643 (11 percent).

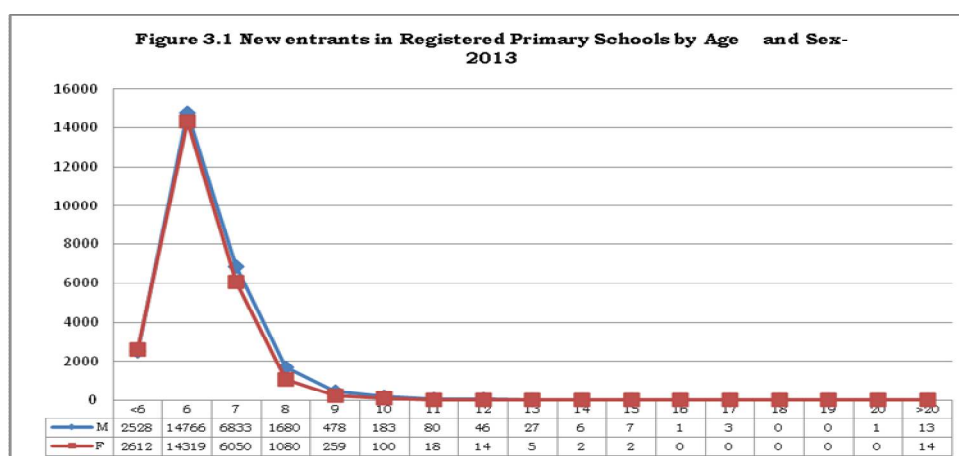
DISTRICT	GVT		COMMUNITY		L E C		R C M		AC L		AME		OTHER		PRIVATE		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
BUTHA-BUTHE	623	652	1087	1093	4115	3743	2946	2712	1836	1693	232	216	587	669	0	0	22204
LERIBE	2179	2030	1721	1624	9451	8834	8752	7961	5340	4858	323	270	1489	1477	312	289	56910
BEREA	3279	2885	547	577	7259	6481	8986	8223	2403	2208	0	0	950	961	271	296	45326
MASERU	4215	3927	4185	4111	12871	12134	13486	12765	3591	3510	347	303	2184	2191	1566	1537	82923
MAFETENG	1804	1730	457	445	8282	7612	5572	5044	1938	1771	390	396	855	828	231	243	37598
MOHALES HOEK	1871	1611	496	502	6124	5917	5063	5340	1620	1619	154	94	947	1017	0	0	32375
QUTHING	1262	1316	0	0	5258	5151	3150	3079	1524	1501	0	0	86	54	0	0	22381
QACHAS NEK	1249	1163	0	0	2995	2927	2878	2805	785	794	67	66	0	0	0	0	15729
MOKHOTLONG	1061	1104	0	0	3465	3812	4298	4796	1208	1365	527	558	242	276	0	0	22712
THABA-TSEKA	2617	3065	874	919	3787	3995	6632	7097	861	890	0	0	287	287	0	0	31311
Total	20160	19483	9367	9271	63607	60606	61763	59822	21106	20209	2040	1903	7627	7760	2380	2365	369469

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 in detail.

3.1.1.1 New Entrants in Registered Primary Schools

The percentages of new entrants by gender were similar to the previous years since 2009, whereby boys were 26652 (52 percent) and girls were 24475 (48 percent). Figure 3.1 further reveals that enrolment of new entrants was at the pick precisely at the age of six (the official admission age) for both boys and girls and drastically declined at ages beyond eight. The figure also portrays that enrolment of new entrants mainly ranges from ages below six to age ten.



Assessment of new admissions' enrolment by district illustrates the same pattern as that of total enrolments in registered primary schools, with the exception of Thaba-Tseka that exceeded some of the districts in the lowlands in 2013. Maseru was leading with 11704 (23 percent) exceeded by Leribe, Berea, Mafeteng, Thaba-Tseka and Mhale's Hoek with 7341 (14 percent), 6143 (12 percent), 5095 (10 percent), 4740 (9 percent), and 4583 (9 percent) respectively as portrayed in Table 3.8.

Table 3.8 New Entrants in Primary Schools by District and Sex-2013

District	M	% M	F	% F	Total
BUTHA-BUTHE	1511	5.7	1475	6	2986
LERIBE	3880	14.6	3461	14.1	7341
BEREA	3265	12.3	2878	11.8	6143
MASERU	6002	22.5	5702	23.3	11704
MAFETENG	2669	10	2426	9.9	5095
MOHALES HOEK	2404	9	2179	8.9	4583
QUTHING	1553	5.8	1471	6	3024
QACHAS NEK	1190	4.5	1059	4.3	2249
MOKHOTLONG	1721	6.5	1541	6.3	3262
THABA-TSEKA	2457	9.2	2283	9.3	4740
Total	26652	100	24475	100	51127

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

The Apparent Intake Rates (AIR) and Net Intake Rates (NIR) for Lesotho from 2000 to 2013 are shown in Table 3.9. The Apparent and Net intake rates indicate 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 specify the degree of accessibility of primary school education. Apparent intake rate is a crude measure in that it 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 (200.9 percent), and thereafter decreased continuously until 2008. The Apparent Intake Rate (AIR) has been steady at 102.2 from 2009 to 2011 after it rose to 109.2 in 2013. A massive increase in the Apparent Intake Rate (AIR) in 2000 was due to commencement of free primary education that resulted in high enrolment. A boost in Apparent Intake Rate (AIR) in 2012 emanates from the introduction of compulsory education in primary; however in 2013 it fell to 109.2. The Apparent Intake Rate (AIR) obviously signifies that more males had access to primary education than females.

Net Intake Rate (NIR) on the other side has been unstable over the past years to date ranging from 54.1 to 64.1 percent. Unlike the AIR that indicated that males superseded females, NIR demonstrates that girls of primary school going age had more access than boys to primary education in most of the years under review.

Table 3.9 Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2013

Year	Apparent Intake Rates			GPI (AIR)	Net Intake Rates (NIR)			GPI (NIR)
	Males	Females	Total		Males	Females	Total	
2000	210.9	190.8	200.9	0.9	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	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	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	0.99
2010	106.1	98.2	102.2	0.93	60.8	59.1	60	0.97
2011	105.1	99.4	102.2	0.95	58	59.1	58.5	0.99
2012	103.3	97.3	100.4	0.94	56.9	57.7	57.3	1.01
2013	97.1	90.8	94	0.94	53.9	52.8	53.3	0.98

3.1.2 Gender Parity Index in Registered Primary Schools

Gender parity index measures equity between boys and girls at school level. A value of more than one (1) indicates that there were more females than males of the appropriate age that enrolled in registered primary schools, while a value below one (1) highlights that there were more males than females that enrolled. The value of one (1) signifies enrolment equity between males and females. The GPI (AIR) in Table 3.9 revealed that more males than females had access to primary education; this probably shows that some of males attend school at later ages as they become herd boys before they can attend school. NIR on the other hand shows that there were more females than males that had access to primary schooling. Even though there were some differences in AIR and NIR, GPI had been around one (1), which means that the gender parity gap on admission to primary schools was small over the years under review.

3.1.3 Coverage of Participation in Primary Education

Gross Enrolment Ratio (GER) indicates 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 demonstrate the general level of participation in a particular level of education. It is also used to signify the degree in which over-aged and under-aged children enroll in schools. A high GER shows that, there is a high degree of participation. The overall coverage of participation of eligible population in the education system is usually 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 at school but this is not an easy task for a country to attain.

A plodding fall in GER from 2007 to 2013 was observed thus reflecting decrease in the degree of participation, whereas NER has been largely fluctuating between 77.3 and 83.9 percent during the same period as illustrated in Table 3.8. Gender comparison revealed that from 2007 to 2013 GER for males was higher than that of females while the opposite was observed in the preceding period, from 2000 to 2006. On the other hand, NER for females reflected a total dominance over that of males reaching a peak in 2003 with 88.1 percent during the period under review.

Provision of quality basic education is one of the strategic goals of Ministry of Education and Training. In order to achieve this task, The Ministry set itself the targets of reducing pupil - teacher ratio from 46 pupils to 1 teacher in 2003 to 41 in 2007 and to 40 pupils to 1 teacher by the year 2015. As expressed in Table 3.10, it is feasible that these targets are already attained. In 2007, the ratio was 37 pupils to one teacher which was clearly above the Ministry's target. The ratio further reduced to 34 pupils to one teacher from 2009 to 2012 and to 33 percent in 2013.

Table 3.10 Registered Primary Schools Gross and Net Enrolment Rates and Pupils Teacher Ratios, 2000-2013

Year	Gross Enrolment			Net Enrolment			PTR
	Males	Females	Total	Males	Females	Total	
2000	118.1	122.6	120.3	78.7	85.3	82.0	48
2001	120.6	123.2	121.9	79.5	85.4	82.7	47
2002	122.7	124.9	123.8	81.1	87.0	84.0	47
2003	123.8	125.9	124.9	82.0	88.1	85.0	46
2004	126.2	127.0	126.6	81.0	86.0	83.0	44
2005	126.0	126.3	126.1	80.6	85.7	83.1	42
2006	127.3	127.5	127.4	81.6	86.3	83.9	41
2007	120.8	120.2	120.5	79.5	83.4	81.4	37
2008	119.3	118.6	119.0	79.9	84.1	82.0	35
2009	116.2	116.2	116.2	78.6	83.2	80.9	34
2010	116.2	113.9	115.1	80.1	83.5	81.8	34
2011	114.6	111.3	113.0	80.2	83.1	81.6	34
2012	111.6	108.8	110.2	79.6	82.6	81.1	34
2013	105.8	103.9	104.9	75.6	79.0	77.3	33

The pupil-teacher ratio by districts disclosed that Thaba-Tseka contributed 37 students to 1 teacher and Mokhotlong 36 students to 1 teacher. Maseru and Berea followed with pupil-teacher ratios of 34 percent each. Leribe was the next with 32 pupils per one teacher. Butha-Buthe had a share of 31 percent. Other districts such as Mafeteng, Quthing shared the same pupil-teacher ratio of 30 to 1 teacher as shown in Table 3.11. Mofeng and Qachas' Nek were the least with 29 percent each.

Table 3.11 Pupils Enrolled in Registered Primary Schools by District, 2013

District	Enrolment			Teachers			PTR
	M	F	Total	M	F	Total	
BUTHA-BUTHE	11426	10778	22204	151	559	710	31
LERIBE	29567	27343	56910	361	1392	1753	32
BEREA	23695	21631	45326	288	1049	1337	34
MASERU	42445	40478	82923	566	1858	2424	34
MAFETENG	19529	18069	37598	337	904	1241	30
MOHALES HOEK	16275	16100	32375	298	813	1111	29
QUTHING	11280	11101	22381	180	558	738	30
QACHAS NEK	7974	7755	15729	138	396	534	29
MOKHOTLONG	10801	11911	22712	182	449	631	36
THABA-TSEKA	15058	16253	31311	262	583	845	37
Total	188050	181419	369469	2763	8561	11324	33

3.2 Disability in Registered Primary Schools

Pupils with special educational needs or disabilities was recorded as 20,100 (5.4 percent) out of 369469 pupils that were enrolled in 2013. In 2012 pupils with some form of disability amounted to 19,682 which were 5.2 percent of the 381,690 pupils that were enrolled in 2012.

Gender comparison also revealed that boys with special educational needs surpassed girls in all the grades; 58 percent of males had some form of disability compared to while females constituted only 42 percent. The number of males with

special educational needs or disabilities was also dominant in all types of special educational needs except hearing impairment where females slightly emerged ahead as illustrated in Table 3.12. Most pupils had the problem of intellectual disability amounting to 9,931(49 percent) that include; learning difficulty, epilepsy and mental retardation. The other illness that affected a larger number of pupils was visual impairment with 4,795(24 percent).

Table 3.12 Enrolment of Pupils with Special Educational Needs in registered Primary by type of disability, Grade and Sex, 2013

Disability Type	Grade1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Physical Disability	156	114	106	79	103	82	109	85	70	78	77	63	55	52	1229
Visual Impairment	240	183	330	187	420	278	493	366	422	408	388	469	291	320	4795
Hearing Impairment	147	108	159	118	208	207	251	246	239	263	173	219	116	136	2590
Intellectual Disability	734	452	982	553	1041	615	1253	738	879	603	671	477	496	437	9931
OTHER	166	86	182	79	190	80	156	66	148	73	119	51	98	61	1555
Total	1443	943	1759	1016	1962	1262	2262	1501	1758	1425	1428	1279	1056	1006	20100

3.3 Orphan-hood in Registered Primary Schools

There was a total of 115,379 (31 percent of the total enrolment) orphaned pupils in 2013. Some children had lost single parents while others had lost both parents, and one of the leading causes of death of in the country is the alarming increase of the HIV and AIDS pandemic. Some children, although they may have parent(s), have been deemed social orphans because of the severity of their vulnerability due to the prevalence of poverty and abuse.

Table 3.13, symbolizes that the number of paternal orphans was leading by 52.3 percent whereas the percentage of double and maternal orphans followed with 20.7 and 18.2 percent respectively. Social orphans enrolled at this level of education were registered as 8.8 percent in 2013. The table also displays that the number of male orphans surpassed that of females from grade 1 to grade 4 whilst the number of female orphans outnumbered that of males in the higher grades. The table further depicts less enrolment of orphans in the lower grades and higher enrolment of orphans in the upper grades. The same scenario has been observed in the past five years.

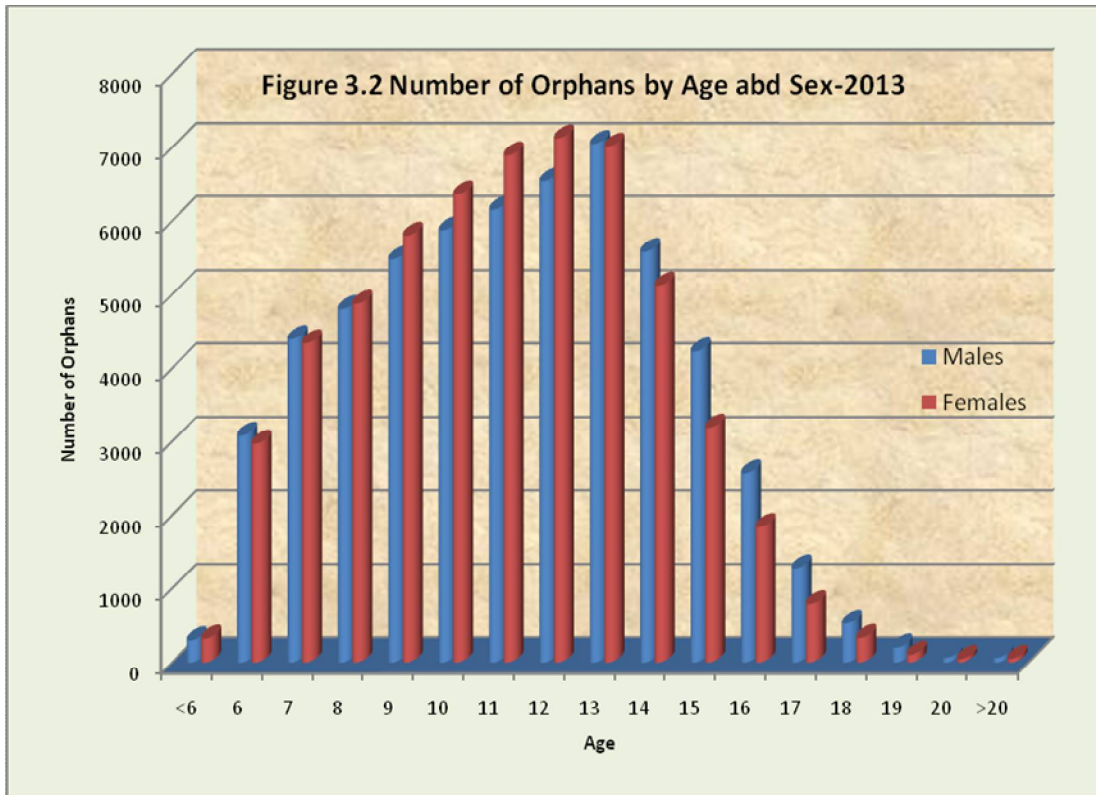
Table 3.13 Enrolment of Orphans in Registered Primary Schools by Type grade and Sex 2013

Orphan Type	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total	%
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Paternal	3541	2928	4244	3492	4665	4113	5256	4745	4713	4797	4257	4836	3734	5008	60329	52.3
Maternal	1018	944	1365	1115	1670	1412	1910	1594	1684	1718	1583	1826	1449	1759	21047	18.2
Double	833	702	1152	913	1583	1223	2159	1692	2183	2072	2214	2353	2000	2775	23854	20.7
Socials	1055	927	941	831	839	696	782	789	623	733	400	584	372	577	10149	8.8
Total	6447	5501	7702	6351	8757	7444	10107	8820	9203	9320	8454	9599	7555	10119	115379	100.0

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

Graphical representation of orphan enrolment in Figure 3.2 reveals that orphan-hood was revealed as early as age 6 when pupils started their basic education. Furthermore, it shows that most orphaned children were between the ages of 9 and

14. The peak for males was at age 13, (12 percent). On the other hand females reached the same percentage of 12 at ages 11, 12 and 13.



3.4 Inputs for Primary Education

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

3.4.1 Primary Schools

Usually, the high ownership of the schools at primary level has previously and presently been governed by various churches while a little portion of schools is privately owned, government and community owned. Despite education being a joint responsibility between the government, churches and the community, the government has the huge responsibility of maintenance payment of teachers and financial support for most of the schools.

Figure 3.3 indicates that about 85 percent of the registered primary schools were owned by the churches whereas government and community had shares of 11 and 4 percent respectively. The church owned agencies comprised of; LEC, RCM, ACL, AME and some other small churches. Majority of the church owned registered primary schools belonged to both Roman Catholic Mission (RCM) and Lesotho Evangelical Church (LEC) constituting 35 percent and 32 percent respectively.

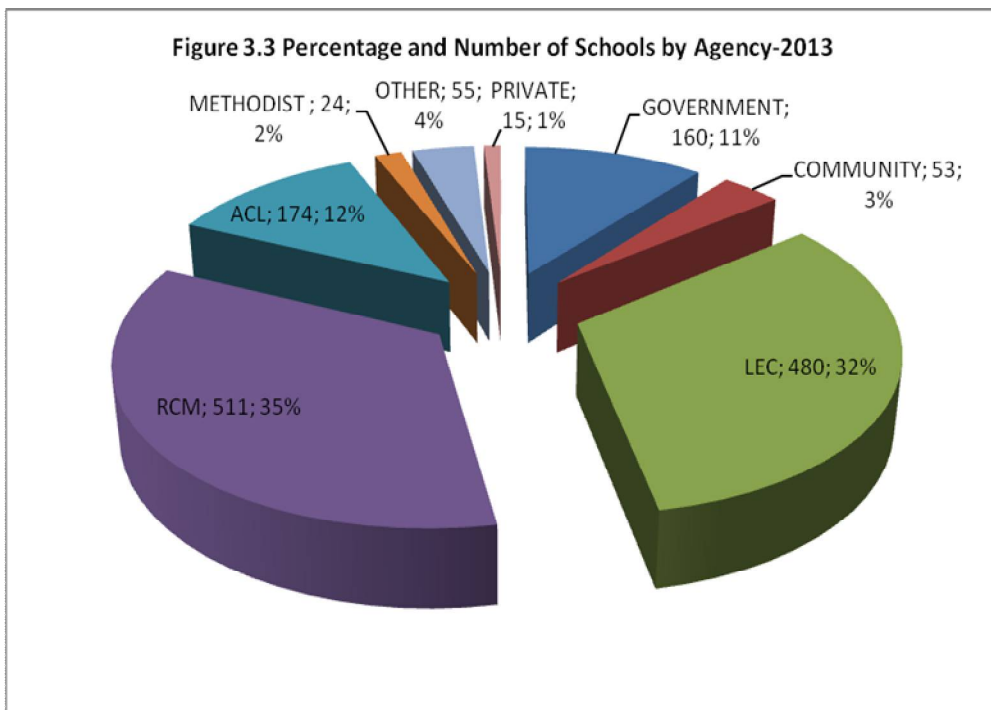


Table 3.14 demonstrates that primary school enrolment fluctuated from 2004 to 2006 and thereafter enrolment has been decreasing until 2013. The table further indicates that the total number of primary schools increased continuously from 2004 (1,412) to 2009 (1,479) and decreased to 1468 in 2011. Eventually, it increased to 1472 in 2013. It should be noted that these are the schools that were operational and responded during the data collection period. Some of the schools were not-operational not necessarily officially closed but had no students in the first and the second quarter of 2012 school calendar for different reasons.

The government built many schools in the mountain areas due to terrain in the mountains that results in many dispersed villages. In some instances where government constructed more new schools to cut long distances walked by children to schools, children leave the old schools to attend the new government schools with better facilities and teaching staff hence leaving the old schools without children. Therefore 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 one 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.

Table 3.14 also portrays a trend (2004 to 2013) on the number of orphans and pupils with special needs or disabilities. The number of orphans enrolled at primary level was 99,082 in 2004 and has been fluctuating until it reached a maximum of 115,379 in 2013; evidently, free primary education has facilitated a high number of orphans to access education at this level. The number of disabled pupils was 22,292 in 2004 and since then it has been erratic and reached 20,100 in 2013.

Table 3.14 Registered Primary School Enrolments, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2004-2013

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrolment	427009	422278	424855	400934	396041	389424	388681	385437	381690	369469
% Change in Enrolment	-0.6	-1.1	0.6	-5.6	-1.2	-1.7	-0.2	-0.8	-1	-3.2
Number of schools	1412	1419	1455	1455	1472	1479	1473	1468	1469	1472
Number of teachers	9993	10154	10418	10778	11301	11536	11508	11378	11200	11324
Number of Orphans	99082	122769	128257	111335	121175	121155	120463	116558	122178	115379
Number of Disabled	22292	25231	22233	20359	20301	20527	20490	20635	19682	20100

In Table 3.15 the distribution of schools by district denotes Maseru to be the highest with 252 (17 percent) schools, followed by Leribe and Mohale's Hoek with 197(13 percent) and 170 (12 percent) respectively. Comparison by ecological zones reflected mountain areas as foremost with the number of schools, 450 (31percent) followed by lowlands and foothills with 601 (41 percent) and 186 (13 percent) correspondingly. Dominance of schools in the mountain areas initiates from the terrain in the mountains that results in many dispersed villages and consequently the schools that are distinguished by a few number of pupils enrolled.

Table 3.15 Registered Primary Schools by District and Ecological Zones-2013

District	LOWLANDS	FOOTHILLS	MOUNTAIN	S R V	Total
BUTHA-BUTHE	39	30	12	0	81
LERIBE	133	32	32	0	197
BEREA	113	25	1	0	139
MASERU	154	63	35	0	252
MAFETENG	121	36	0	0	157
MOHALES HOEK	41	0	49	80	170
QUTHING	0	0	36	90	126
QACHAS NEK	0	0	38	65	103
MOKHOTLONG	0	0	106	0	106
THABA-TSEKA	0	0	141	0	141
Total	601	186	450	235	1472

As shown in Table 3.16, a huge number of schools were public, while private schools were fairly small in number. Out of 1,472 schools in primary, 1,457(99 percent) were public and only 15 (1percent) were privately owned. Allocation of public and private schools by district illustrates the same scenario as that of total number of schools. Most of private and public schools were found in Maseru, Leribe, Mohale's Hoek and Mafeteng respectively.

Table 3.16 Registered Public and Private Schools by District-2013

District	Public	Percent	Private	Percent	Total
BUTHA-BUTHE	81	5.6	0	0.0	81
LERIBE	195	13.4	2	13.3	197
BEREA	136	9.3	3	20.0	139
MASERU	245	16.8	7	46.7	252
MAFETENG	154	10.6	3	20.0	157
MOHALES HOEK	170	11.7	0	0.0	170
QUTHING	126	8.6	0	0.0	126
QACHAS NEK	103	7.1	0	0.0	103
MOKHOTLONG	106	7.3	0	0.0	106
THABA-TSEKA	141	9.7	0	0.0	141
Total	1457	100.0	15	100.0	1472

Table 3.17 displays the number of schools by District, Urban and Rural area in 2013. It shows that on average, 10 percent or less of primary schools were in urban areas with the exception of Maseru and Butha Buthe. In Maseru, one quarter (62) of schools were in urban areas while Butha Buthe had 16 percent. Mohale's Hoek and Thaba Tseka comprised of only 2 percent (4) and 4 percent (5) of schools in urban areas. In addition, more than half of schools in urban areas are in Maseru (62) and Leribe (20). However, both districts comprised of just more than a quarter of schools in rural areas.

Table 3.17 Registered Primary Schools by District Urban and Rural-2013

District	Urban	Percent	Rural	Percent	Total
BUTHA-BUTHE	13	9	68	5	81
LERIBE	20	13	177	13	197
BEREA	10	7	129	10	139
MASERU	62	41	190	14	252
MAFETENG	9	6	148	11	157
MOHALES HOEK	4	3	166	13	170
QUTHING	9	6	117	9	126
QACHAS NEK	9	6	94	7	103
MOKHOTLONG	11	7	95	7	106
THABA-TSEKA	5	3	136	10	141
Total	152	100	1320	100	1472

3.4.2 Teachers in Registered Primary Schools

The number of employed teachers was 11,200 in 2012 and was 11,324 in 2013 showing an increase of 1.1 percent from that of 2012. Table 3.18 displays the number of teachers in registered primary schools by district and sex. It shows that there were more female teachers (76 percent) than male teachers (24 Percent), the similar situation was observed in the past two years.

Qualified teachers were 8157 (72 percent) of the total teachers of which 6444 (79 percent) were females. In addition, out of 3167 unqualified teachers, females were 2117 (67 percent) while males were 1050 (33 percent).

The country's Pupil Teacher Ratio (PTR) was 33; this implies on average there were 33 pupils per teacher. Thaba Tseka had the highest PTR of 37 followed by Mokhotlong with 36 while Quthing and Qacha's Nek had the lowest PTR of 29 each. The Pupil Qualified Teacher Ratio (PQTR) of 45 indicated on average there were 45

pupils per qualified teacher. It was maximum in Mokhotlong and Thaba Tseka with 54 and 67 respectively and minimum in Butha Buthe and Leribe with 38 and 40 correspondingly.

Allocation of teachers by districts depicted Maseru as foremost not only with the total number of teachers 2,424(21percent) but also with the number of qualified teachers 1,894(23 percent). Leribe and Berea were next with the total number of teachers amounting to 1,753(16 percent) and 1,337(12 percent) respectively. The same districts also followed with the number of qualified teachers of 1,407(18 percent) and 1022 (13 percent) sequentially.

Table 3.18 Number of Teachers in Registered Primary Schools by District and Sex, 2013

District	Enrolment			Total Teachers			Qualified Teachers			Unqualified Teachers			Pupil Teacher PTR	qualified) Ratios POTR
	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
Butha-Buthe	11426	10778	22204	151	559	710	116	466	582	35	93	128	31	38
Leribe	29567	27343	56910	361	1,392	1,753	252	1155	1407	109	237	422	32	40
Berea	23695	21631	45326	288	1,049	1,337	184	838	1022	104	211	346	34	44
Maseru	42445	40478	82923	566	1,858	2,424	395	1499	1894	171	359	530	34	44
Mafeteng	19529	18056	37573	337	904	1,241	225	642	867	112	262	374	30	43
Mohale'sHoek	16275	16100	32375	298	813	1,111	157	575	732	141	338	379	29	44
Outhing	11280	11101	22381	180	558	738	79	369	448	101	189	290	30	50
Qacha's Nek	7974	7755	15729	138	396	534	73	245	318	65	151	216	29	49
Mokhotlong	10801	11911	22712	182	449	631	106	215	421	76	134	210	36	54
Thaba-Tseka	15058	16253	31311	262	583	845	126	340	466	136	243	379	37	67
Total	188050	181419	369469	2,763	8,561	11,324	1713	6444	8157	1050	2117	3167	33	45

Table 3.19 below shows the number of teachers in registered primary schools by rank, agency and sex in 2013. Out of the total teachers of 11324, the rank of a 'Teacher' amounted to 5,335 (47 percent) i.e. almost half of the teachers, while 'senior teachers' amounted to 1170 (10 percent). The table further displays out of the total of 81 specialist teachers one third (27) worked in LEC schools while less than 15 percent work in each of the rest of agencies.

Table 3.19 Number of Teachers in Registered Primary Schools by Rank, Agency and Sex, 2013

RANK	GOVERNMENT			COMMUNITY			LEC			RCC			ACL			METHODIST			OTHER			PRIVATE			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
1a-Teacher Assistant	50	76	126	17	31	48	173	392	565	182	385	567	48	127	175	6	14	20	13	22	35	6	14	20	1,556
1b-Teacher Assistant	50	112	162	9	23	32	189	317	506	166	276	442	53	95	148	6	11	17	11	45	56	9	24	33	1,396
1c-Teacher Assistant	0	3	3	2	3	5	4	6	10	7	12	19	0	1	1	0	2	2	10	14	24	0	2	2	66
1d-Teacher Assistant	3	4	7	0	5	5	4	14	18	4	16	20	1	4	5	1	1	2	1	3	4	0	0	0	61
1e-Teacher Assistant	2	6	8	0	2	2	2	17	19	7	13	20	2	7	9	0	1	1	1	3	4	1	0	1	64
1f-Teacher Assistant	3	3	6	1	0	1	3	2	5	1	3	4	2	4	6	0	1	1	0	1	1	0	0	0	24
2-Associate Teacher	24	61	85	16	57	73	59	360	419	72	457	529	21	144	165	1	12	13	4	35	39	1	17	18	1,341
3-Teacher	202	506	708	56	223	279	367	1,310	1,677	383	1,327	1,710	122	479	601	11	47	58	42	197	239	18	45	63	5,335
4-Senior Teacher	28	100	128	10	58	68	81	299	380	79	250	329	31	143	174	5	15	20	6	36	42	9	20	29	1,170
5-Assistant Specialist Teacher	7	19	26	2	23	25	4	31	35	14	35	49	6	21	27	0	1	1	2	17	19	1	1	2	184
6-Specialist Teacher	2	9	11	2	6	8	7	20	27	2	7	9	2	6	8	0	1	1	4	7	11	3	3	6	81
7-Senior Specialist Teacher	0	4	4	0	1	1	2	16	18	3	4	7	0	5	5	1	2	3	0	6	6	1	1	2	46
Total	371	903	1,274	115	432	547	895	2,784	3,679	920	2,785	3,705	288	1,036	1,324	31	108	139	94	386	480	49	127	176	11324

Distribution of teachers by district in public and private schools in Table 3.20 has a similar pattern as that of number of teachers in total primary schools whereby most of teachers were engaged in the lowland districts. A large number of teachers 11,148 (98 percent) were engaged in public schools whilst only 176 (2 percent) was employed in private schools. Female teachers in public schools contributed 8,434 (76 percent) whereas males registered 2,714 (24 percent). Teachers in private schools constituted 176 out of which 127 (72 percent) were females and 49 (28 percent) were males.

Table 3.20 Teachers in Registered Public and Private Schools by District, Agency and Sex, 2013

District	GOVERNMENT			COMMUNITY			LEC			RCM			ACL			METHODIST			OTHER			TOTAL			PRIVATE			Total
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
BUTHA-BUTHE	11	26	37	20	50	70	48	193	241	38	146	184	22	95	117	3	16	19	9	33	42	151	559	710	0	0	0	710
LERIBE	36	112	148	22	74	96	120	444	564	106	410	516	52	249	301	3	17	20	15	76	91	354	1,382	1,736	7	10	17	1753
BEREA	41	131	172	9	42	51	67	311	378	114	411	525	34	99	133	0	0	0	16	39	55	281	1,033	1,314	7	16	23	1337
MASERU	66	177	243	40	188	228	172	533	705	193	567	760	41	167	208	3	21	24	20	122	142	535	1,775	2,310	31	83	114	2424
MAFETENG	42	83	125	6	19	25	138	348	486	88	258	346	35	108	143	8	18	26	16	52	68	333	886	1,219	4	18	22	1241
MOHALES HOEK	41	101	142	5	22	27	106	290	396	104	248	352	28	102	130	7	14	21	7	36	43	298	813	1,111	0	0	0	1111
QUTHING	27	61	88	0	0	0	80	248	328	49	152	201	24	91	115	0	0	0	0	6	6	180	558	738	0	0	0	738
QACHAS NEK	25	67	92	0	0	0	47	128	175	52	149	201	14	49	63	0	3	3	0	0	0	138	396	534	0	0	0	534
MOKHOTLONG	16	52	68	0	0	0	67	136	203	65	184	249	22	47	69	7	19	26	5	11	16	182	449	631	0	0	0	631
THABA-TSEKA	66	93	159	13	37	50	50	153	203	111	260	371	16	29	45	0	0	0	6	11	17	262	583	845	0	0	0	845
Total	371	903	1,274	115	432	547	895	2,784	3,679	920	2,785	3,705	288	1,036	1,324	31	108	139	94	386	480	2714	8434	11148	49	127	176	11324

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: (a) Pupils may have been promoted to the next higher grade, (b) Pupils may have repeated the same grade, (c) 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

Table 3.21 shows enrolment of repeaters in registered primary schools in 2013. It reveals that out of total enrolment of 369469, repeaters constituted 50497 (14 percent). The table also illustrates that number of repeaters was highest in standard 1 and decreased with progression. It also portrays that more boys repeated than girls in all grades except grade 7, this phenomenon has been regular over the past recent years.

Table 3.21 Enrolment of Repeaters in Registered Primary Schools by Age, Grade and Sex-2013

Age	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
<6	27	26	0	0	0	0	0	0	0	0	0	0	0	0	0	27	26	53
6	532	409	15	5	0	0	0	0	0	0	0	0	0	0	0	547	414	961
7	2333	1627	217	162	5	5	0	0	0	0	0	0	0	0	2555	1794	4349	
8	1382	792	1005	794	112	109	5	17	0	0	0	0	0	0	2504	1712	4216	
9	482	240	1272	805	573	528	139	142	6	4	0	0	0	0	2472	1719	4191	
10	185	79	917	434	992	622	701	716	89	111	9	17	0	0	2893	1979	4872	
11	65	20	491	181	851	467	1428	981	386	484	36	71	4	8	3261	2212	5473	
12	33	14	252	77	746	239	1524	847	741	709	175	324	34	59	3505	2269	5774	
13	18	4	117	28	444	168	1471	608	1109	856	459	606	120	358	3738	2628	6366	
14	5	1	35	17	157	57	818	299	952	564	647	652	311	692	2925	2282	5207	
15	3	2	21	6	67	23	418	144	676	278	684	485	438	794	2307	1732	4039	
16	1	0	4	2	18	5	170	60	333	186	554	311	413	538	1493	1102	2595	
17	1	0	2	4	2	4	35	25	128	74	280	154	361	338	809	599	1408	
18	0	0	1	0	3	0	16	11	48	27	121	57	190	132	379	227	606	
19	0	0	1	1	2	4	7	4	11	7	36	18	70	46	127	80	207	
20	0	0	1	0	1	0	3	1	7	5	12	14	37	21	61	41	102	
>20	0	0	1	0	4	0	3	1	10	2	17	10	15	15	50	28	78	
Total	5067	3214	4352	2516	3977	2231	6738	3856	4496	3307	3030	2719	1993	3001	29653	20844	50497	

Analysis of the ecological zones as shown in Table 3.22 revealed that lowlands and mountains had the highest number of repeaters whereas Foothills and Senqu River Valley had the least number of repeaters. Maseru constituted the maximum of 11501 (23 percent) of repeaters whereas Butha Buthe and Qacha's Nek comprised the least with 4 percent each.

Table 3.22 Enrolment of Repeaters in Registered Primary School by District, Zone and Sex - 2013

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAIN			SENQU RIVER VALLEY			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BUTHA-BUTHE	628	347	975	392	269	661	113	114	227	0	0	0	1863
LERIBE	2000	1237	3237	440	292	732	336	246	582	0	0	0	4551
BEREA	1974	1248	3222	480	372	852	1	1	2	0	0	0	4076
MASERU	4830	3172	8002	1395	928	2323	598	578	1176	0	0	0	11501
MAFETENG	2178	1222	3400	666	526	1192	0	0	0	0	0	0	4592
MOHALES HOEK	1055	572	1627	0	0	0	931	799	1730	1510	1118	2628	5985
QUTHING	0	0	0	0	0	0	879	681	1560	1649	1103	2752	4312
QACHAS NEK	0	0	0	0	0	0	507	331	838	645	494	1139	1977
MOKHOTLONG	0	0	0	0	0	0	2790	2267	5057	0	0	0	5057
THABA-TSEKA	0	0	0	0	0	0	3656	2927	6583	0	0	0	6583
Total	12665	7798	20463	3373	2387	5760	9811	7944	17755	3804	2715	6519	50497

The repetition rates in Table 3.23 also emphasized the similar pattern as repeaters whereby males emerged to have higher repetition rates than females since 2006 to 2012. This scenario was also prevalent within the grades though the rates were larger in the lower grades and gradually decreased in the higher grades. The total repetition rates have also been steadily falling from 2006 (19.7) to 2012 (13.2)

Table 3.23 Repetition Rates in Registered Primary Schools by Grade and Sex, 2007 to 2012

Grade	2007			2008			2009			2010			2011			2012		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	31.7	25	28.4	27.7	21.2	24.7	34.2	18.6	25.7	27.7	20	24.2	21.6	15.6	18.9	13.9	10.4	12.3
2	27.8	20	24.1	25.2	17.3	21.5	31.1	16	23.1	25.6	17.2	21.7	20	13.4	16.9	13.5	9	11.4
3	25.9	17	21.9	24.6	15.9	20.6	28.5	14.6	21.2	24.7	15.8	20.5	19.3	12.1	16	13.1	8.4	10.9
4	24.8	18	21.3	23.6	16.1	20	26.5	15.6	20.8	24.5	15.8	20.3	22.6	15.2	19.1	22.5	14.3	18.6
5	20.2	15	17.6	18.9	13.8	16.3	19.3	15.1	17.3	20.4	14.1	17.2	19.3	13.6	16.4	17.5	12.7	15.1
6	15.1	13	13.8	14.8	12	13.3	13.7	13.8	13.8	15.7	12	13.7	15.3	12.1	13.6	13.9	10.9	12.3
7	13.6	14	14	12.3	13.6	13	10.3	18.2	13.7	13.7	13.2	13.4	12.2	12.9	12.6	10.8	12.8	12
TOTAL	24.2	18	20.9	22.2	15.9	19.1	24	16.1	20	22.8	15.6	19.3	19.2	13.6	16.5	15.2	11.2	13.2

Promotion, repetition and dropout rates are used to assess the efficiency of the education system in producing graduates. Promotion rate shows the percentage of pupils who enrolled in a given year that has successfully completed their training. While dropout rate is the percentage of pupils who quit training in given year, it assesses the scale of loses in a programme. Repetition rate on the other side assesses the scale of repeating.

Table 3.24 illustrates that the promotion rates have be fluctuating around 71 to 84.5 percent over a two year period, 2011 and 2012. Dropout rates were highest at the first level, while repetition rates were fluctuating in progression of grades.

When comparing the promotion, repetition and dropout rates from 2011 to 2012 a general improvement is observed on primary education; promotion rate increased from 82.5 to 83.6 repetitions and dropout rates reduced from 16.5 and 4.9 in 2011 to 13.2 and 3.2 in 2012 accordingly.

Table 3.24 Primary Schools Promotion, Repetition and Dropout Rates by Grade, 2011 and 2012

Grade	2011			2012		
	Promotion Rate	Repetition Rate	Dropout Rate	Promotion Rate	Repetition Rate	Dropout Rate
1	71	18.9	10.1	74.5	12.3	13.2
2	80.6	16.9	2.5	84.5	11.4	4.1
3	80.4	16	3.6	81.8	10.9	7.3
4	76.2	19.1	4.8	75.6	18.6	5.8
5	78.1	16.4	5.4	78.2	15.1	6.8
6	77.2	13.6	9.1	78.3	12.3	9.4
7	83.2	12.6	4.2	82.8	12	5.3
Total	82.5	16.5	4.9	83.6	13.2	3.2

3.5.2 Primary School Leaving Examination (PSLE) Results

Table 3.25 displays the primary school leaving examination results for previous ten years from 2004 to 2013 and shows pass rates ranging from 83.1 to 88.1 percent over the same period. The lowest and highest pass rates were observed in 2007 and both 2004 and 2013 respectively. First class pass rates have been under 20 percent while second class rates varied from 20 to 25 percent. The minimum and maximum third class pass rates were 43 and 50.8 percent in 2011 and 2004 correspondingly. The table further demonstrates that the overall pass rates, first class and second class pass rates and number of students who sat for examinations improved from 2012 to 2013.

PSLE Results	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total Sat	39859	35097	44316	42512	41837	41397	41869	40752	39661	39827
Total Passes	35129	29991	38063	35336	36132	35582	36634	35555	34585	35089
Percent Passed	88.1	85.4	85.8	83.1	86.4	86	87.5	87.2	87.2	88.1
First class	5377 (13.5)	5357 (15.3)	7710 (17.4)	5998 (14.1)	7461 (17.8)	6664 (16.1)	5954 (14.2)	6920 (17)	5286 (13.3)	7275 (18.3)
Second class	9485 (23.8)	7329 (20.9)	9321 (21)	10048 (23.6)	9663 (23.1)	10762 (26)	9877 (23.6)	1107 (27.3)	9489 (23)	9863 (24.8)
Third class	20267 (50.8)	17305 (49.6)	21032 (47.5)	19290 (45.4)	19008 (45.4)	18156 (43.9)	20803 (49.7)	7528 (43)	19810 (50)	17951 (45.1)
Fail	4730 (11.9)	5106 (14.6)	6253 (14.1)	7176 (16.9)	5705 (13.6)	5815 (14)	5235 (12.5)	5197 (12.7)	5076 (12.8)	4738 (11.9)

Table 3.26 shows the distribution of 2013 PSLE results by subject and grade obtained. Sesotho was the most passed subject with 99 percent, implying that nearly all students who sat for Sesotho examination passed. The second and third most passed subjects were Social studies (85 percent) and English (85 percent) respectively. Maths and Science were least passed subjects with 75 and 76 percent respectively. In addition, Grade 1 was obtained mostly in Sesotho (64 percent) and least in Science (16 percent).

Grade Obtained	English	Sesotho	Math	Science	Social Studies
Grade 1	17760	25484	11073	6309	13461
Grade 2	8765	12141	9270	10928	9625
Grade 3	6682	1696	9354	12857	10684
Fail	6580	453	10078	9675	5996
<i>Total Percentages</i>	39787	39774	39775	39769	39766
Grade 1	45	64	28	16	34
Grade 2	22	31	23	27	24
Grade 3	17	4	24	32	27
Total pass	83	99	75	76	85
Fail	17	1	25	24	15

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 communicates 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 2013, transition rates have been fluctuating with lowest transition rate of 61.6 being noticed in 2003 while the highest transition rate of 75.5 was recorded in 2010. The transition rate had improved between 2009 and 2010 and decreased by 1.5 percent in 2011. Table 3.27 below portrays that there were more males than females who proceeded from standard 7 to Form A from 2001 to 2007. The trend reversed direction from 2008 to 2013 whereby more females than males progressed from standard 7 to Form A.

Table 3.27 Transition Rates from Standard 7 to Form A, 2001-2013

Year	Transits from Standard 7 to Form A			Transition Rates		
	Males	Females	Total	Males	Females	Total
2001	9799	13035	22834	67	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	70	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
2012	14158	17812	31970	74.8	74.8	74.8
2013	13672	17494	31166	74.3	74.9	74.6

3.5.4 Cohort Analysis

Cohort survival symbolizes a life span of a group of pupils as they enter primary schooling in the similar 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 include repeaters of the previous year's cohort and the reverse holds true for net survival rate. The net cohort survival rates had been fluctuating over years. The net cohort survival rate increased by 5.5 percent between 2007 and 2008 cohorts. However, the down turn was observed between the cohorts of '2009 and 2010' with reduction of 1.6 percent. An increment of 5.5 percent was also recognized between 2010 and 2011. A decrement of 1.2 percent was noticed between '2011 and 2012' cohorts and a rise of 1.9 percent was observed from 2012 to 2013 cohorts.

Table 3.28 Crude and Net Cohort Survival Rates in Primary Schools, 2006-2013

Enrolment/Repeaters	2006	2007	2008	2009	2010	2011	2012	2013
Total Enrolment	424,855	409,617	396,041	389,424	388,681	385,437	381,690	369469
Total Repeaters	88,990	85,339	83,750	75,674	77,794	74,833	63,613	50497
Net of Enrolment	329,555	324,278	312,291	313,750	310,887	310,604	318,077	318972
Cohort	C2000-06	C2001-07	C2002-08	C2003-09	C2004-10	C2005-11	C2006-12	C2007-13
Crude Cohort Survival Rate	38.8	45.3	49.4	50.8	53.8	54.6	53.9	54.6
Net Cohort Survival Rate	40.9	55.5	61	62.8	61.2	66.7	65.5	67.4

Out of 1472 primary schools, Table 3.29 reflects that only 173(12%) had electricity and also that 988(67%) and 66(4%) had water in the school premises and telephone facilities respectively. Enrolment of 188050 males and 181419 females in primary leads to a conclusion that 1:39 is the ratio of boys per toilet and that 1:35 is the ratio of girls per toilet given the number of boys' and girls' toilets as 4786 and 5134 orderly, as shown in Table 3.29.

Table 3.29 Number of Facilities in Primary Schools, 2013

Facilities	Number
Classrooms	7859
Schools with Electricity	173
Schools with Water	988
Schools with Piped Water	715
Schools with Telephones	66
Boys' Toilets	4786
Girls' Toilets	5134
Total number of Toilets	9920
Schools with Toilets	1113
Schools with toilets for boys	1095

Chapter 4: Secondary School Education

4.0 Introduction

Secondary education is an intermediate level between elementary level and college or University. It begins with Form 1 (Form A) to Form 5 (Form E). Form A starts around age 13 or 14 and progressing to Form E ending at or around 17 or 18 years. This level of education generally comprises of junior/lower and senior/upper 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. 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. In Lesotho, Junior and senior secondary schools are inseparable in terms of facilities and teaching staff.

4.1 Enrolment in Registered Secondary Schools

The total enrolment for 2013 was 127,121 in registered secondary schools. This enrolment further decreased by 0.6 percent from 127,852 in 2012. This drop was first observed between 2011 and 2012 in more than a decade in this level of education. The historic trend at this level has shown that enrolment for girls has always been higher than that of their boys' counterparts. For instance, 57 percent of girls enrolled as opposed to 43 percent of boys in 2013. Table 4.1 below shows enrolment in registered secondary schools by age, form and gender. Generally, the number of females exceeded the number of males in all the forms. For instance, in early ages of less than 13 to 15 years (in Form A); 13 to 17 years (in Form B); 14 to 18 years (in Form C); 15 to 19 years (in Form D) and 16 to 20 years (in Form E) the number of females dominated. However, the dominance between males and females interchanged at later ages, beyond 15 years in (in Form A) up to 21 to 24 years (in Form E). There were 547 (0.4 percent) students above 24 years who were still at secondary level of which more than three quarters of them were in the upper secondary schools.

Table 4.1 Distribution of Enrolment in Registered Lower and Upper Secondary Schools by Age, Form and Sex-2013

AGE	Lower Secondary									Upper Secondary								
	FORM A		FORM B		FORM C		Total		Total	FORM D		FORM E		Total		Total		
	M	F	M	F	M	F	M	F		M	F	M	F	M	F			
<13	455	1160	0	0	0	0	455	1160	1615	0	0	0	0	0	0	0	0	1615
13	2046	4319	387	915	0	0	2433	5234	7667	0	0	0	0	0	0	0	0	7667
14	3122	5417	1754	3597	414	1023	5290	10037	15327	0	0	0	0	0	0	0	0	15327
15	3396	4279	2610	4632	1227	2564	7233	11475	18708	344	760	0	0	344	760	1104	19812	
16	3081	2832	2937	4061	1903	3379	7921	10272	18193	1054	2277	243	578	1297	2855	4152	22345	
17	2118	1336	2687	2833	2092	2803	6897	6972	13869	1701	2816	872	1540	2573	4356	6929	20798	
18	1134	564	1962	1451	1759	1838	4855	3853	8708	1814	2400	1291	1883	3105	4283	7388	16096	
19	397	142	1023	605	1166	1018	2586	1765	4351	1473	1837	1207	1497	2680	3334	6014	10365	
20	127	60	434	239	752	500	1313	799	2112	1086	1067	998	1085	2084	2152	4236	6348	
21	37	22	133	79	342	202	512	303	815	579	516	685	600	1264	1116	2380	3195	
22	20	16	55	46	126	70	201	132	333	322	273	395	341	717	614	1331	1664	
23	7	5	21	11	60	35	88	51	139	182	156	195	189	377	345	722	861	
24	0	5	10	10	21	19	31	34	65	86	92	134	104	220	196	416	481	
>24	6	14	7	30	21	37	34	81	115	65	169	70	128	135	297	432	547	
Total	15946	20171	14020	18509	9883	13488	39849	52168	92017	8706	12363	6090	7945	14796	20308	35104	127121	

Table 4.2 displays enrolment in public and private registered secondary schools by agency, form, sex and level. Public schools enrolled 98.6 percent of the students compared to private schools with only 1.4 percent. Girls outnumbered boys in both public and private schools. There were 57.0 percent of girls compared to 43.0 percent boys of total public schools enrolment. The percentages for the private schools were the same with the ones for the public schools for both sexes.

When considering enrolment within the districts, it is observed that the private secondary schools were only in Botha-Bothe, Leribe, Berea and Maseru, whereas the southern districts and mountainous districts did not have the private secondary schools. Out of the total enrolment of 1,729 in private secondary schools, 64.2 and 25.3 percent were enrolled in Maseru and Leribe respectively, whereas, only 6.7 and 3.8 were enrolled in Botha-Bothe and Berea respectively.

Table 4.2 Distribution of Enrolment in Registered Public and Private Secondary Schools by District and Sex- 2013

DISTRICT	PUBLIC			PRIVATE			Total
	M	F	Total	M	F	Total	
BUTHA-BUTHE	3950	5502	9452	40	76	116	9568
LERIBE	10576	13499	24075	178	259	437	24512
BEREA	7941	9379	17320	38	28	66	17386
MASERU	14244	18147	32391	488	622	1110	33501
MAFETENG	5924	7600	13524	0	0	0	13524
MOHALES HOEK	3530	4771	8301	0	0	0	8301
QUTHING	2555	3555	6110	0	0	0	6110
QACHAS NEK	1694	2627	4321	0	0	0	4321
MOKHOTLONG	1748	3342	5090	0	0	0	5090
THABA-TSEKA	1739	3069	4808	0	0	0	4808
Total	53901	71491	125392	744	985	1729	127121

Table 4.3 displays enrolment in registered secondary schools by district, ecological zone and sex. It is observed from the Table 4.3 that Maseru's enrolment was the highest with 33501 (26.4 percent); it was followed by Leribe with 24512 (19.3 percent) while Thaba-Tseka and Qacha's Nek were the least with 4808 (3.8 percent) and 4321 (3.4 percent) respectively.

Enrolment by ecological zones reflects that the lowlands had the highest enrollment of 92367 (72.7 percent); it was followed by mountains with 16891 (13.3 percent) while the foothills and Senqu river valley had the least with 9745 (7.7 percent) and 8118 (6.4 percent) respectively. The table further confirms higher enrolment of females as compared to the one for their male counterparts even in districts and ecological zones.

DISTRICT	LOWLANDS		FOOTHILLS		MOUNTAIN		SRV		Total
	M	F	M	F	M	F	M	F	
BUTHA-BUTHE	3300	4445	658	1022	32	111	0	0	9568
LERIBE	8868	10899	1315	2021	571	838	0	0	24512
BEREA	7330	8522	649	885	0	0	0	0	17386
MASERU	13433	16530	812	1430	487	809	0	0	33501
MAFETENG	5544	7027	380	573	0	0	0	0	13524
MOHALES HOEK	2801	3618	0	0	84	164	645	989	8301
QUTHING	0	0	0	0	353	719	2202	2836	6110
QACHAS NEK	0	0	0	0	1171	1704	523	923	4321
MOKHOTLONG	18	32	0	0	1730	3310	0	0	5090
THABA-TSEKA	0	0	0	0	1739	3069	0	0	4808
Total	41294	51073	3814	5931	6167	10724	3370	4748	127121

4.2 Trend Analysis of Registered Secondary Schools Enrolment

Table 4.4 shows trend enrolment from 2011 to 2013 by sex and district. It is observed from Table 4.4 that enrolment began to decline by 0.2 percent between 2011 and 2012. A further decline to 127,121 implying a decline by 0.6 percent from 2012 was noticed in 2013. As it has been shown earlier that Maseru and Leribe had higher enrolment whereas Qacha's Nek and Thaba-Tseka had the least enrolment, the pattern has been the same in the past three years as displayed in the table.

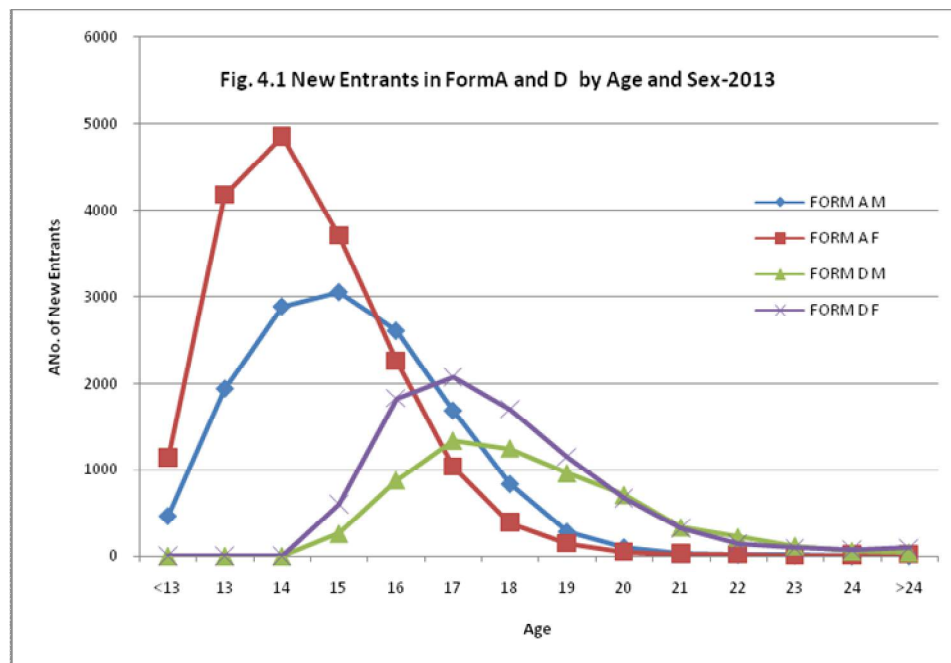
The rise comprised of 3.2 and 4.5 percent increments in males and females respectively. However, in 2012 the enrolment declined by 0.2 percent from 128172 of 2011 to 127852 of 2012, and decreased further by 0.6 percent to 127121 in 2013. Males and females dropped by 0.2 percent 0.7 percent respectively from 2012 to 2013. Female enrolment also has been higher than male enrolment in all the districts according to Table 4.4. The table further shows that enrolment in Leribe and Berea has been constant from 2011 to 2012. In Thaba-Tseka, enrolment has been constant from 2011 to 2012 whereas the enrolment for Mokhotlong was constant from 2012 to 2013 at 3.8 percent each year.

Table 4.4 Number and Percentage distribution of Secondary School Students in Registered Schools by District, Sex and Percentage Distribution, 2011-2013

District	2011				2012				2013			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
Butha-Buthe	7951	9799	9661	7.5	4085	5635	9720	7.6	3990	5578	9568	7.5
Leribe	3492	6169	24166	18.9	10437	13765	24202	19	10754	13758	24512	19.3
Berea	10270	13896	17750	13.8	8032	9615	17647	14	7979	9407	17386	13.7
Maseru	5627	7624	32980	25.7	14750	18530	33280	26	14732	18769	33501	26.4
Mafeteng	14607	18373	13251	10.3	5760	7598	13358	10	5924	7600	13524	10.6
Mohale's Hoek	3756	4921	8677	6.8	3736	4862	8598	6.7	3530	4771	8301	6.5
Quthing	1711	3555	6833	5.3	2621	3741	6362	5	2555	3555	6110	4.8
Qacha's Nek	1699	2764	4463	3.5	1757	2858	4615	3.6	1694	2627	4321	3.4
Mokhotlong	2871	3962	5266	4.2	1823	3388	5211	4.2	1748	3342	5090	4.0
Thaba- Tseka	1824	3301	5125	4	1755	3104	4859	3.8	1739	3069	4808	3.8
Total	53808	74364	128172	100	54756	73096	127852	100	54645	72476	127121	100.0

4.3 New Entrants in Registered Secondary Schools

New entrants in 2013 were 46,589, showing a very slight increase of 0.3 percent from new entrants of 2012. Figure 4.1 demonstrates new entrants in Form A and D by age and sex. In Form A, the number of new entrants among females was higher than the one for males from ages below 13 years to age 15 years. From age 16 to 23 years, the number of new entrants among males exceeded the one for females. In Form D, the number of new entrants among females was higher than the one for their male counterparts from age 15 to 19 years, and afterwards some fluctuations are observed. Figure 4.1 also portrays that at lower ages, difference between the number of males and females was larger than at older ages.



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 4.5 demonstrates the gross and net enrolment rates, pupils' teacher ratios and gender parity index for registered secondary schools for the years 2002 to 2013. Compared to the primary level, secondary school ratios remained quite low for the period under review. However, unlike in primary schools whereby rates have been decreasing, rates in secondary schools have been increasing over the years, as they increased from 2002 to 2011; however, between 2011 and 2012 they remained constant. A slight decrease by 0.2 percent was observed in 2013 at 55.2 percent.

The total net enrolment rate has been increasing from 22.0 percent in 2002 to 37.3 percent in 2013. On the other hand, the NER for males and females increased by 0.7 and 1.0 percent respectively from 2012 to 2013. The gender parity indices from gross enrolment rates and net enrolment rates have almost remained constant in more than 10 years' time. This signifies that the gender disparity is slightly in favour of females at this level of education.

The pupil teacher ratios represent the average number of students per teacher; the figures from 2002 to 2013 are displayed in Table 4.5. During the period under review, the pupil teacher ratios have been fluctuating between 23.5 and 26.6. 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 overcrowded in the schools located in the urban areas or lowlands. However in 2013, pupil teacher ratio decreased by 1 from 25.1 in 2012 to 24.1 in 2013.

Table 4.5 Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2002-2013

Year	Gross Enrolment Rates				Net Enrolment Rates				P T R
	Males	Females	Total	GPI	Males	Females	Total	GPI	
2002	29	38.3	33.6	1.3	17.2	27	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	23.8	1.5	25.0
2005	34.2	44	39.1	1.3	19.8	31.2	25.4	1.6	26.6
2006	34.8	44.9	39.8	1.3	20	31.4	25.7	1.6	25.7
2007	35.5	47.3	41.4	1.3	20.8	33.4	27	1.6	24.4
2008	37.1	50.6	43.8	1.4	22.3	35.9	29	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	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
2012	46.9	64.0	55.4	1.4	28.5	44.6	36.5	1.6	25.1
2013	46.9	63.6	55.2	1.4	29.2	45.6	37.3	1.6	24.1

Table 4.6 shows the net enrollment rates for lower and upper secondary schools disaggregated by sex. The net enrollment rate for upper secondary (47.2 percent) was higher than the one for lower secondary (30.8 percent) schools. This implies that there was high degree of participation of the official school age population in upper secondary than lower secondary. For both Lower and Upper secondary, the female's participation of the official school age population was higher than the one for males. For instance, in lower secondary schools NER for males was estimated at 21.8 percent and the one for females was at 39.9 percent.

Table 4.6 Lower and Upper Secondary School NER's, by Sex - 2013

NER	Male	Female	Total
Lower Secondary	21.8	39.9	30.8
Upper Secondary	40.4	54.2	47.2

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

Table 4.7 reflects that 7,802 (6.1 percent) of the total enrolment of 127,121 of students had disability in registered secondary schools in 2013. The table also shows that 38.5 percent were males and 61.5 percent were females. It is further observed that Leribe had the highest proportion of secondary school students with special educational needs, 1949 (25 percent). The proportion for Maseru followed with 1685 (21.6 percent), while Mokhotlong had the least proportion of 1.8 percent. There were more students with disability in the rural, (4506 or 57.8 percent) than in the urban (3296 or 42.2 percent) areas.

Table 4.7 Number of Students with Special Educational Needs in Registered Secondary Schools by District, Urban and Rural and Sex- 2013

DISTRICT	URBAN			RURAL			Total
	M	F	Total	M	F	Total	
BUTHA-BUTHE	68	116	184	93	177	270	454
LERIBE	341	561	902	495	552	1047	1949
BEREA	72	123	195	346	401	747	942
MASERU	347	513	860	192	633	825	1685
MAFETENG	54	59	113	225	321	546	659
MOHALE'S HOEK	140	196	336	172	236	408	744
QUTHING	44	70	114	79	151	230	344
QACHA'S NEK	51	217	268	120	138	258	526
MOKHOTLONG	37	58	95	14	35	49	144
THABA-TSEKA	58	171	229	59	67	126	355
Total	1212	2084	3296	1795	2711	4506	7802

It is also important to classify the students with disability by type of disability, as a result. Table 4.8 shows the students with special educational needs in registered secondary schools by type, form and sex. It is observed from the table that majority of students with disability had visual impairment (43.4 percent), the proportion of secondary students with intellectual disability followed with 22.2 percent while those with physical disability constituted only 5.2 percent. Likewise, Visual impairment also dominates in all the Classes. The majority of students with disability were in Form A at 28.3 percent. This percentage was followed by the one for Form B (24.3 percent) and the least percentage was for those in Form E (10.4 percent).

Table 4.8 Number of Students with Special Educational Needs in Registered Secondary Schools by Type, Form and Disability type – 2013

Disability Type	Form A		Form B		Form C		Form D		Form E		Total	%
	M	F	M	F	M	F	M	F	M	F		
Physical Disability	64	68	47	46	27	62	20	31	27	14	406	5.2
Visual Impairment	331	573	300	553	240	354	247	380	137	272	3387	43.4
Hearing Impairment	114	205	114	214	86	133	94	134	46	95	1235	15.8
Intellectual Disability	213	311	182	222	162	207	119	187	63	69	1735	22.2
Other	127	199	71	145	79	133	65	128	31	61	1039	13.3
Total	849	1356	714	1180	594	889	545	860	304	511	7802	100.0

Table 4.9 shows the number of students with special educational needs in registered secondary schools by age and sex. The figure shows that there were more females than males with special educational needs. It further portrays that students with disability were more concentrated in ages 14 to 18 years, the percentages for these ages ranged from 11.7 in age 14 to 16.5 in age 16 years. The rest of the ages constituted less than 4.0 percent except for age 13 years which accounted for 9.0 percent of students with disability.

Table 4.9 Students with Special Educational Needs in Registered Secondary Schools by Age, Form and Sex, 2013

AGE	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	46	99	0	0	0	0	0	0	0	0	145
13	174	398	38	94	0	0	0	0	0	0	704
14	146	296	113	246	27	87	0	0	0	0	915
15	146	229	97	233	120	219	18	46	0	0	1108
16	123	167	130	226	95	162	95	226	19	47	1290
17	101	99	127	163	98	147	122	203	67	110	1237
18	75	34	105	104	86	141	105	151	55	128	984
19	25	15	59	60	83	65	107	117	61	89	681
20	8	5	25	23	48	39	35	60	39	51	333
21	3	1	13	14	24	17	30	27	27	40	196
22	0	1	3	5	5	7	15	8	19	20	83
23	2	0	1	2	5	4	13	16	11	16	70
24	0	1	1	0	4	1	4	6	3	5	25
>24	0	3	1	4	1	4	1	7	3	7	31
Total	849	1348	713	1174	596	893	545	867	304	513	7802

4.6 Orphans in Registered Secondary Schools

In 2013, the percentage of orphans accounted for 41.4 percent (52,575) of the total enrollment of 127,121. Table 4.10 illustrates that the number of female orphans exceeded the number of male orphans in all the grades. As with the students that had disability; the lower the grade, the higher the proportion of orphans. For instance, in Form A the percentage of orphans was highest; it dropped until it reached 12.1 in Form E. The majority of orphans were in Form A (27.8 percent) and Form B (24.7 percent) as has been mentioned earlier. Male orphans constituted 42.6 while females accounted for 57.4 percent of orphans. Majority of orphans were those that have lost a father (Paternal) as they accounted for 49.2 percent. The second highest proportion was for those who have lost both parents (Double) with 29.3 percent. Those that were abandoned by the parents who are said to be social orphans constituted only 3.0 percent.

Table 4.10 Orphans in Registered Secondary Schools by Type, Form and Sex, 2013

Orphan Type	FORM A		FORM B		FORM C		FORM D		FORM E		Total	%
	M	F	M	F	M	F	M	F	M	F		
Paternal	3091	4148	2775	3697	2078	2731	1747	2558	1335	1711	25871	49.2
Maternal	1271	1467	997	1411	726	924	736	993	505	650	9680	18.4
Double	1826	2386	1534	2158	1200	1711	1102	1558	849	1104	15428	29.3
Social	175	232	164	252	115	172	94	168	91	133	1596	3.0
Total	6363	8233	5470	7518	4119	5538	3679	5277	2780	3598	52575	100.0

Table 4.11 presents the number of orphans in registered secondary schools by district, urban and rural residence and sex. It is observed from the table that Maseru (24.9 percent) had the highest proportion of orphans. It was followed by Leribe (18.2 percent), then Berea (14.4 percent) and Mafeteng with 11.1 percent. The rest of the districts constituted less than 10.0 percent of orphans each.

The table further shows that in all the districts, the rural areas had the higher number of orphans than the urban areas. The percentages of orphans for Thaba-Tseka, Qacha's Nek and Botha-Bothe rural areas exceeded 60.0 percent.

Table 4.11 Orphans in Registered Secondary Schools by District, Urban, Rural and Sex, 2013

DISTRICT	URBAN			RURAL			Total	%
	M	F	Total	M	F	Total		
BUTHA-BUTHE	426	642	1068	1032	1450	2482	3550	6.8
LERIBE	1071	1294	2365	3177	4044	7221	9586	18.2
BEREA	726	796	1522	2680	3342	6022	7544	14.3
MASERU	3117	3929	7046	2598	3425	6023	13069	24.9
MAFETENG	463	663	1126	2009	2701	4710	5836	11.1
MOHALES HOEK	525	619	1144	1234	1637	2871	4015	7.6
QUTHING	352	534	886	734	1059	1793	2679	5.1
QACHAS NEK	402	732	1134	378	538	916	2050	3.9
MOKHOTLONG	319	425	744	469	1044	1513	2257	4.3
THABA-TSEKA	238	513	751	472	766	1238	1989	3.8
Total	7639	10147	17786	14783	20006	34789	52575	100.0

Table 4.12 portrays the number of orphans in registered secondary schools by age and sex. It is observed that majority of orphans were concentrated in age 14 to 17 years. For instance, in age 17 and 18 years the percentages of orphans were 18.0 and 17.8. As mentioned earlier, there were more female orphans than male orphans.

Table 4.12 Orphans in Registered Secondary Schools by Age, Form and Sex, 2013

	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	112	301	0	0	0	0	0	0	0	0	413
13	647	1464	121	259	0	0	0	0	0	0	2491
14	1205	2108	608	1276	94	260	0	0	0	0	5551
15	1413	1810	977	1830	511	995	93	248	0	0	7877
16	1253	1370	1221	1739	841	1387	432	904	106	227	9480
17	917	718	1133	1327	877	1247	713	1237	447	742	9358
18	475	280	767	626	765	854	773	1080	539	826	6985
19	203	109	389	271	513	446	694	791	558	688	4662
20	51	49	173	91	266	218	457	476	434	515	2730
21	41	11	51	38	152	75	234	230	310	278	1420
22	18	9	23	15	54	21	146	133	188	147	754
23	5	9	18	7	32	20	81	78	102	78	430
24	4	2	6	2	11	3	35	33	56	46	198
>24	2	4	4	16	8	18	26	61	37	50	226
Total	6346	8244	5491	7497	4124	5544	3684	5271	2777	3597	52575

4.7 Inputs for Secondary Education

4.7.1 Secondary Schools

Table 4.13 shows the number of registered Public and Private Secondary Schools by District and agency. The number of registered secondary schools increased to 338 in 2013 from 321 in 2012. Public secondary schools constituted 97.9 percent of the schools while the private schools constituted 2.1 percent.

There were no private registered secondary schools in the southern districts, such as Mafeteng, Mohale's Hoek and Quthing. The mountainous districts like Qacha's Nek, Mokhotlong and Thaba-Tseka did not have private secondary schools also.

District	Public	Private	Total	Percent
Butha-Buthe	21	1	22	6.5
Leribe	65	2	67	19.8
Berea	41	1	42	12.4
Maseru	69	3	72	21.3
Mafeteng	39	0	39	11.5
Mohale's Hoek	25	0	25	7.4
Quthing	17	0	17	5
Qacha's Nek	20	0	20	5.9
Mokhotlong	16	0	16	4.7
Thaba-Tseka	18	0	18	5.3
Total	331(98%)	7(2%)	338	100

Table 4.14 shows the distribution of secondary schools by district, urban and rural area. It shows that, consistently, as with primary schools, there are more schools in rural areas than there are in urban areas, as a result of the dispersal of villages in the highlands. Leribe had the most schools (55), followed by Maseru (44) then Berea (36). In comparison, in the urban areas, the district that had the most schools was Maseru with only 28, followed by Leribe with 12, while Mokhotlong had the least number of schools with 2.

DISTRICT	URBAN	RURAL	Total
BUTHA-BUTHE	7	15	22
LERIBE	12	55	67
BEREA	6	36	42
MASERU	28	44	72
MAFETENG	4	35	39
MOHALES HOEK	3	22	25
QUTHING	4	13	17
QACHAS NEK	7	13	20
MOKHOTLONG	2	14	16
THABA-TSEKA	3	15	18
Total	76	262	338

Figure 4.2 depicts the percentage distribution of registered secondary schools by Ecological zones. Most of the schools were in the Lowlands (63 percent). The second highest percentage was for the Mountains with only 18.0 percent. The Foothills and SRV had 10.0 and 9.0 percent respectively.

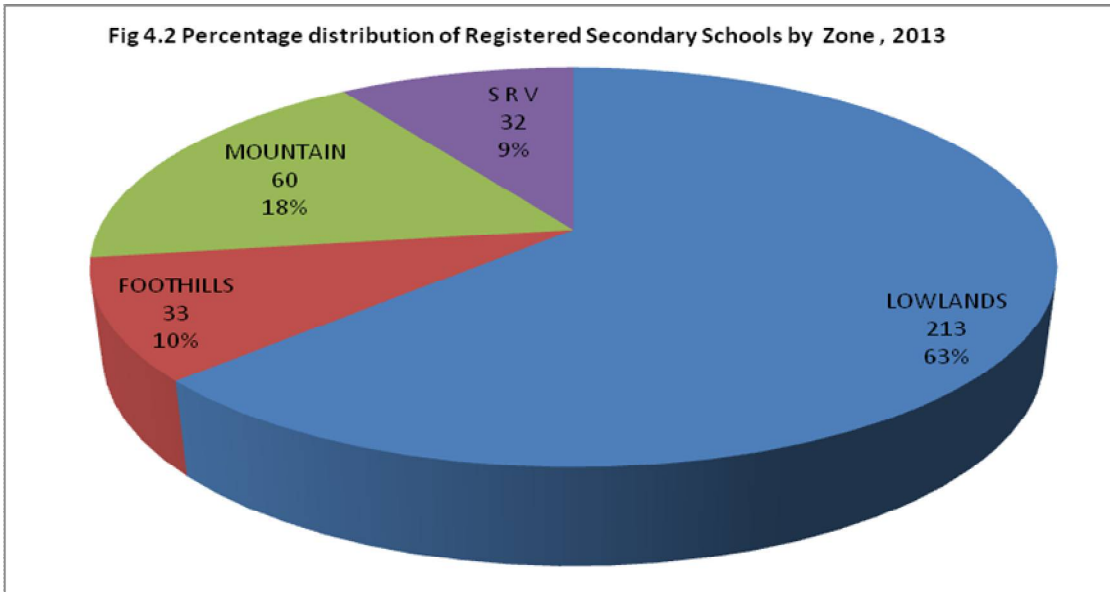
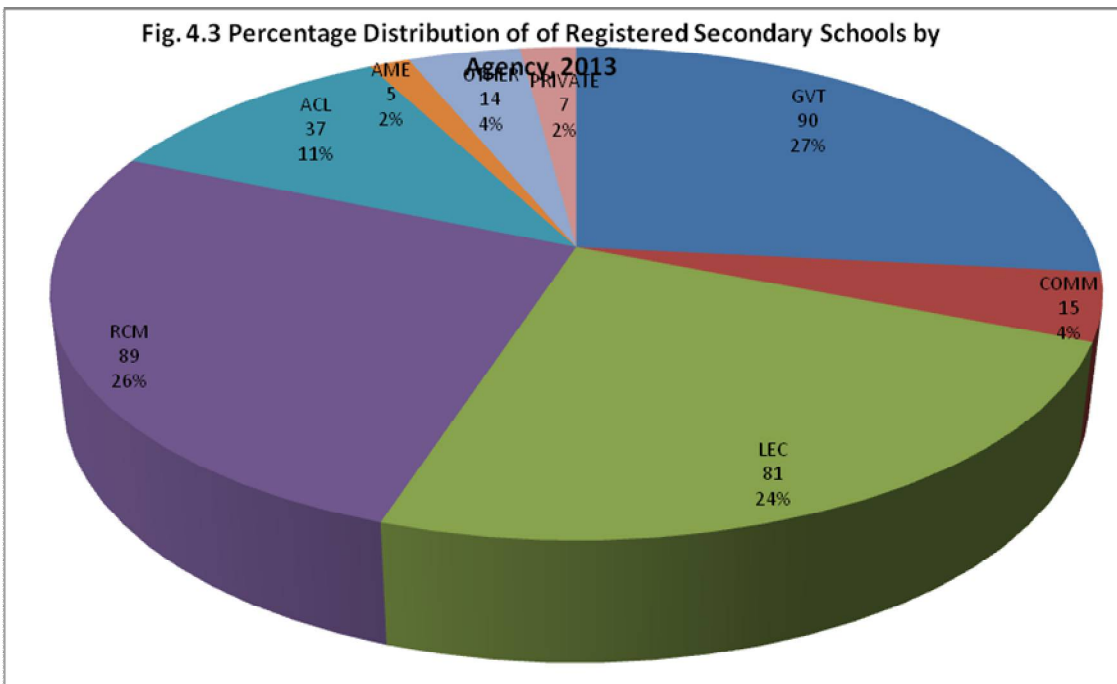


Figure 4.3 presents the distribution of registered secondary schools by agency. It is shown from the figure that majority of schools are owned by Government with 28.0 percent, RCM followed with 26.0 percent and then LEC with 24.0 percent. The AME schools were the least with only 1.0 percent.



4.7.2 Secondary Schools Teachers

Secondary teachers were 5272 in 2013, and 5094 in 2012. Table 4.15 reveals that female teachers constituted 56 percent while males represented 44 percent. The percentage of qualified teachers out of the total teachers increased from 78 percent in 2012 to 90 percent in 2013. Out of those that are qualified males had a share of 43 percent while females had a share of 57 percent. Out of total teachers from each district, Maseru and Mokhotlong had the highest proportion of qualified teachers

amounting to 93 percent each. Mohale's Hoek and Quthing followed with share of 92 and 91 respectively. Butha-Buthe, Mafeteng and Berea were next with a share of 90 percent each. Thaba-Tseka and Qacha's Nek had the least shares of 84 and 80 percent respectively.

Unqualified teachers included those who acquired certificates such as: Cambridge Overseas School Certificate (COSC) and Junior Certificate (JC). The pupil teacher ratio (PTR) was 24 pupils per teacher for the whole country and it ranged from 19 to 28 across the districts. In addition, the pupil-qualified teacher ratio (PQTR) was 25 pupils per teacher for the whole country. Qacha's Nek had the lowest PQTR amounting to 19 children per teacher; this means that there are many qualified teachers compared to enrolment in this district. Thaba-Tseka had fewer qualified teachers compared to other districts, with 30 pupils per teacher.

Table 4.15 Number of Teachers in Registered Secondary Schools by District and Sex, 2012

District	Enrolment			Teachers			Qualified			Unqualified			PTR	QPTR
	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
Butha-Buthe	3990	5578	9568	196	187	383	175	169	376	21	18	39	25.0	25.4
Leribe	10754	13758	24512	496	547	1,043	431	481	1019	65	66	131	23.5	24.1
Berea	7979	9407	17386	291	389	680	248	354	668	43	35	78	25.6	26.0
Maseru	14732	18769	33501	538	838	1,376	496	783	1,357	42	55	97	24.3	24.7
Mafeteng	5924	7600	13524	262	327	589	235	295	581	27	32	59	23.0	23.3
Mohale'sHoek	3530	4771	8301	152	190	342	140	175	334	12	15	27	24.3	24.9
Quthing	2555	3555	6110	133	122	255	114	117	248	19	5	24	24.0	24.6
Qacha's Nek	1694	2627	4321	85	140	225	62	117	225	23	23	46	19.2	19.2
Mokhotlong	1748	3342	5090	88	120	208	82	110	207	6	10	16	24.5	24.6
Thaba-Tseka	1739	3069	4808	83	88	171	63	80	160	20	8	28	28.1	30.1
Total	54645	72476	127121	2324	2948	5272	2046	2681	5175	278	267	545	24.1	24.6

Table 4.16 shows the number of teachers in registered secondary school by district, agency and sex. Teachers in public secondary schools were 52 (98.5 percent) while in private schools were 77 (1.5 percent). Distribution of teachers in both public and private schools followed the same pattern as the ones in general secondary schools whereby most teachers were located in the lowlands districts.

Table 4.16 Teachers in Registered Secondary Schools by District, Agency and Sex, 2013

DISTRICT	Public Schools Teachers																		Private Schools Teachers PRIVATE			Total
	GVT		COMM		LEC		RCM		ACL		AME		OTHER		Total			M	F	T		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T							
BUTHA-BUTHE	23	15	11	16	55	54	51	56	31	32	5	4	16	6	196	187	383	4	4	8	383	
LERIBE	69	101	38	31	135	126	149	175	62	68	5	9	29	27	496	547	1043	9	10	19	1043	
BEREA	45	69	13	13	63	92	109	132	28	42	4	5	24	33	291	389	680	5	3	8	680	
MASERU	177	259	16	29	110	191	144	238	54	73	2	4	18	19	538	838	1376	17	25	42	1376	
MAFETENG	48	61	15	15	76	82	41	72	28	41	25	20	29	36	262	327	589	0	0	0	589	
MOHALES HOEK	33	56	7	5	39	38	59	76	14	15	0	0	0	0	152	190	342	0	0	0	342	
QUTHING	13	15	0	0	54	56	41	39	25	12	0	0	0	0	133	122	255	0	0	0	255	
QACHAS NEK	23	45	2	2	22	43	32	46	6	4	0	0	0	0	85	140	225	0	0	0	225	
MOKHOTLONG	19	28	1	5	41	47	19	33	8	7	0	0	0	0	88	120	208	0	0	0	208	
THABA-TSEKA	26	33	4	0	13	14	40	41	0	0	0	0	0	0	83	88	171	0	0	0	171	
Total	476	682	107	116	608	743	685	908	256	294	41	42	116	121	2324	2948	5272	35	42	77	5272	

4.8 Efficiency and Quality of Education in Registered Secondary Schools

4.8.1 Repeaters in Registered Secondary Schools

Table 4.17 shows the enrolment of repeaters in registered secondary schools by district, ecological zones and gender. 18318 (14 percent) of the enrolled students (127121) were repeaters. Out of the total repeaters, Female constituted 56 percent while males represented 44 percent. Repetition was highest in the lowlands with 12920 (70.5 percent), followed by mountain with 2585 (14 percent) then the foothills with 1709 (9 percent). When comparing share of repeaters by districts, uneven distribution was observed; Maseru had the highest percent (22 percent) of repeaters, followed by Leribe, (21 percent) then Berea (15 percent) while Mokhotlong (3.9 percent) had the lowest percent.

Table 4.17 Repeaters in Registered Secondary Schools by Districts, Zone and Sex- 2013

DISTRICT	LOWLANDS		FOOTHILLS		MOUNTAIN		S R V		Total		Total	Percent
	M	F	M	F	M	F	M	F	M	F		
BUTHA-BUTHE	506	589	97	131	0	9	0	0	603	729	1332	7.3
LERIBE	1355	1605	245	449	73	94	0	0	1673	2148	3821	20.9
BEREA	1153	1285	144	219	0	0	0	0	1297	1504	2801	15.3
MASERU	1762	1813	92	168	51	98	0	0	1905	2079	3984	21.7
MAFETENG	817	1059	61	103	0	0	0	0	878	1162	2040	11.1
MOHALES HOEK	425	548	0	0	5	9	81	79	511	636	1147	6.3
QUTHING	0	0	0	0	44	94	285	388	329	482	811	4.4
QACHAS NEK	0	0	0	0	207	289	112	159	319	448	767	4.2
MOKHOTLONG	1	2	0	0	244	474	0	0	245	476	721	3.9
THABA-TSEKA	0	0	0	0	322	572	0	0	322	572	894	4.9
Total	6019	6901	639	1070	946	1639	478	626	8082	10236	18318	100.0

The distribution of repeaters by urban and rural followed the similar pattern to that of the enrolment, whereby most of the repeaters were in the rural areas (69 percent) than in the urban areas (31 percent).

Table 4.18 Repeaters in Registered Secondary Schools by District, Urban and Rural and Sex -2013

DISTRICT	URBAN			RURAL			Total
	M	F	Total	M	F	Total	
BUTHA-BUTHE	199	235	434	404	494	898	1332
LERIBE	427	466	893	1246	1682	2928	3821
BEREA	279	260	539	1018	1244	2262	2801
MASERU	1025	925	1950	880	1154	2034	3984
MAFETENG	161	236	397	717	926	1643	2040
MOHALES HOEK	160	233	393	351	403	754	1147
QUTHING	95	108	203	234	374	608	811
QACHAS NEK	128	221	349	191	227	418	767
MOKHOTLONG	109	145	254	136	331	467	721
THABA-TSEKA	109	217	326	213	355	568	894
Total	2692	3046	5738	5390	7190	12580	18318

The number of repeaters was higher than 10 percent from ages 15 to 19. It was below 10 percent in ages below and above 15 to 19 age range.

Age	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	4	6	0	0	0	0	0	0	0	0	10
13	56	134	6	6	0	0	0	0	0	0	202
14	227	461	77	171	2	0	0	0	0	0	938
15	435	751	282	550	23	39	20	47	0	0	2147
16	603	702	534	941	90	172	61	151	2	0	3256
17	475	378	680	915	166	319	203	381	6	14	3537
18	316	156	668	619	226	335	316	578	24	37	3275
19	99	48	338	252	250	235	347	492	38	55	2154
20	46	26	168	97	216	142	280	330	44	40	1389
21	10	7	64	42	97	60	182	170	33	32	697
22	2	3	20	16	51	14	90	87	12	14	309
23	0	2	7	2	24	14	63	58	14	15	199
24	0	1	2	2	10	2	23	34	12	10	96
>24	1	2	2	7	10	6	21	44	3	10	106
Total	2274	2677	2848	3620	1165	1338	1606	2372	188	227	18315

4.8.2 Transition Rates from Form C to Form D

Table 4.20 shows the transition rates from form C to form D. Transition rates reveals that more males advanced from form C to form D than females since 2003 to 2006. Thereafter, female surpassed male transition rates from 2007 to 2008 and from 2010 to 2012. In 2012, male's transition rate also dropped by 0.7 percent from 2011 to 2012 while female's transition rate on the other hand increased by 0.6 percent.

Year	Males	Females	Total
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	68.7	67.0	67.7
2007	71.8	75.7	74
2008	71.7	78.2	75.3
2009	78.6	76.2	77.2
2010	73.6	75.3	74.6
2011	69.7	72.7	71.4
2012	70.4	72.6	71.4

4.8.3 Examination Results

Examinations Council of Lesotho (ECOL) conducts examinations and assessment tests, for primary and secondary education, in a manner that will improve the culture of learning and maintain the quality and standards of education in Lesotho in order to open opportunities for further education and the world of work within the country and beyond. One of its objectives is to provide certificates to all candidates who have achieved the desired levels of performance in primary and secondary schools. Below is an analysis of Junior Certificate and Cambridge Overseas School Certificate (COSC) examinations results.

4.8.3.1 Junior Certificate Examinations

Table 4.21 displays the Junior Certificate examination results from 2003 to 2013. The number of candidates who sat for Junior secondary examinations increased by 2.4 percent from 2012 to 2013. The percentage of students who passed ranged from 65 to 75.6 from 2003 to 2013. Merit pass rate remained unchanged from 2011 to 2012 at 1.7 and increased to 1.8 in 2013. The first class pass rate decreased by 0.5 percent from 2012 to 2013. The second class pass rate on the hand other increased by 2.7 percent from 2012 to 2013.

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Candidates	13146	14346	14737	15081	15717	16056	18774	20766	21010	21414	20894
Total passes	9635	10842	10630	9800	11155	11423	12840	14523	14556	14639	14862
Percentage of passes	73.3	75.6	72.1	65	71	71.1	68.4	70	69.3	68.4	71.1
Number of first class with merit	158	221	127	213	159	233	253	333	352	369	379
Merit percentages	1.2	1.5	0.9	1.4	1	1.5	1.3	1.6	1.7	1.7	1.8
Number of first class passes	794	987	742	972	906	997	1451	1524	1582	1706	1567
First class percentages	6	6.9	5	6.4	5.8	6.2	7.7	7.3	7.5	8	7.5
Number of second class passes	7220	8036	7445	7155	8257	8370	9364	10656	10679	10285	10596
Second class percentages	55	56	50.5	47.4	52.5	52.1	49.9	51.3	50.8	48	50.7
Number of third class passes	1463	1589	2316	1460	1833	1823	1772	2010	1943	2279	2320
Third class percentages	11.1	11.1	15.7	9.7	11.7	11.4	9.4	9.7	9.2	10.6	11.1
Number of failures	3511	3504	4107	5281	4562	4633	5934	6243	6454	6775	6032
Percentages of failures	26.7	24.4	27.9	35	29	28.9	31.6	30	30.7	31.6	28.9

4.8.3.2 Cambridge Overseas School Certificate Examination Results

Table 4.22 shows the COSC examination results from 2003 to 2013. The percent of passes fluctuated from 51.1 to 57.5 percent in 2013. The percentage of passes had been moderately ascending from 2003 to 2010 with the exception in 2006. The highest percentage of passes was recorded in 2008 with 57.5. The table further demonstrates fluctuations in second class and third class passes over the years. The proportion of those obtaining General Certificate of Education (GCE) progressively dropped over the years, except in 2009 when 1.5 percent increase was recorded. The increment in 2009 was followed by a decrease of 0.4 to 42 percent in 2011. In 2013, the proportion decreased by 1.6 percent from 43.7 percent in 2012.

Table 4.22 Cambridge Overseas School Certificate Examination Results, 2003-2013

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Candidates	7189	7718	8133	8899	9026	9599	10180	10885	13177	13739	13311
Total passes	3666	4061	4457	4860	5068	5522	5789	6238	7489	7616	7583
Percentage of passes	51.1	52.6	54.8	54.6	56.1	57.5	56.9	57.3	56.8	55.4	57
Number of first class passes	235	309	350	372	430	533	584	649	717	658	734
First class percentages	3.3	4	4.3	4.2	4.8	5.6	5.7	5.9	5.4	4.8	5.5
Number of second class passes	1126	1287	1472	1570	1690	1853	1823	2034	2216	2420	2440
Second class percentages	15.7	16.7	18.1	17.6	18.7	19.3	17.9	18.7	16.8	17.6	18.3
Number of third class passes	2305	2465	2635	2918	2948	3136	3382	3555	4556	4538	4409
Third class percentages	32.1	32	32.4	32.8	32.7	32.7	33.2	32.7	34.6	33	33.1
Number that obtained GCE	3387	3586	3590	3884	3872	3934	4329	4581	5625	5998	5598
Percent of GCE	47.1	46.5	44.1	43.6	42.9	41	42.5	42.1	42	43.7	42.1
Number of failures	136	71	86	155	86	63	62	66	63	125	130
Percentages of failures	1.9	0.9	1.1	1.7	1	0.7	0.6	0.6	0.5	0.9	1

The number of secondary schools with electricity was 326(96%) out of 338 secondary schools in total. There were 350(104%) secondary schools that had water on the school premises in 2013, meaning that some of schools had more than one source of portable water. Table 4.21 illustrates boys' and girls' toilets as 316 and 324 respectively while enrolment for boys and girls was recorded as 54645 and 72476 sequentially. This implies that the ratios per toilet for males and females were 1:173 and 1:224 orderly in 2013.

Table 4.23 Number of Facilities in Secondary Schools, 2013

Facilities	Number
Schools with Electricity	326
Schools with Water	350
Schools with Piped Water	235
Boys' Toilets	316
Girls' Toilets	324
Total number of Toilets	640

Chapter 5: Technical and Vocational Education Training

5.0 Introduction

Technical and Vocational Education Training (TVET) can be defined as an occupation and employment based education. Learning may be facilitated either through formal schools, centres or institutions that are publicly or privately owned, or through informal, traditional-apprenticeship and or non-formal semi-structured training. The nature of the content is purposefully designed to prepare learners for specific trades, crafts and careers, largely through practical-based learning and complementary theory to equip learners with the acquisition of practical competencies, the know-how and attitudes necessary to perform in their respective occupations within the labour market. Institutions belonging to this category in Lesotho award appreciation, national and international certificates and diploma's in a range of study fields from agriculture, basic handicrafts, home economics, hospitality, construction, engineering, business, management and IT. Entry requirements begin with qualifications as low as STD 7 in most institutions and the courses offered range from a period of 2 weeks to 36 months.

5.1 Enrolment

Enrolment of learners in TVET gradually increased from 3296 in 2012 to 3303 in 2013. Table 5.1 reveals insignificant gender imbalance in favour of female learners who constituted 56 percent, while males accounted for 44 percent of the student's population; indicating similar scenario observed in the previous year. The table further illustrates a significant enrolment of students between the ages of 18 and 25 and less number of students among the ages of 14 and 17, comparatively.

AGE	M	F	Total
<14	0	1	1
14	0	10	10
15	3	14	17
16	12	26	38
17	27	62	89
18	103	138	241
19	100	149	249
20	134	201	335
21	150	236	386
22	195	179	374
23	186	195	381
24	134	181	315
25	117	123	240
>25	308	319	627
Total	1469(44%)	1834(56%)	3303

Table 5.2 portrays that a majority of learners enrolled were in the districts of Maseru, Leribe and Mohale's Hoek, represented by 1543(47%), 594(18%) and 527(16%) respectively. It was also observed that the larger part of students of 1091(33%) was enrolled in RCM institutions while 898(27%) and 737(22%) were enrolled in private and Government institutions correspondingly.

Table 5.2 Enrolment in Registered Technical and Vocational Schools by District, Agency and Sex, 2013

DISTRICT	GOVERNMENT		COMMUNITY		LEC		RCM		ACL		PRIVATE		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
LERIBE	63	56	0	0	0	0	218	168	1	45	7	36	594
BEREA	0	0	40	80	0	0	0	0	23	13	0	0	156
MASERU	159	270	15	39	0	0	144	61	0	0	347	508	1543
MOHALES HOEK	0	0	17	10	0	0	74	426	0	0	0	0	527
QUTHING	0	0	0	0	231	30	0	0	0	0	0	0	261
MOKHOTLONG	0	0	0	0	11	22	0	0	0	0	0	0	33
THABA-TSEKA	119	70	0	0	0	0	0	0	0	0	0	0	189
Total	341	396	72	129	242	52	436	655	24	58	354	544	3303

Repeaters at this level amounted to 90 learners out of which males were 24(27%) while their female counterparts were 66(73%). Comparison by agency demonstrated that most repeaters were in private institutions followed by those in RCM and Government institutions. Maseru had the largest number of repeaters followed by Mohale's Hoek whereas Leribe had no repeaters despite of its' high enrolment.

Table 5.3 Repeaters in Technical and Vocational Institutions by District, Agency and Sex, 2013

DISTRICT	GOVERNMENT		RCM		PRIVATE		Total
	M	F	M	F	M	F	
MASERU	8	8	0	0	10	25	51
MOHALES HOEK	0	0	2	30	0	0	32
THABA-TSEKA	4	3	0	0	0	0	7
Total	12	11	2	30	10	25	90

A total of 315 students were reported to have left school in 2013 as illustrated in Table 5.4 below. Based on the order of highest ranked, the major reasons for leaving school included the following: 38 percent of the students left school due to 'seeking employment' , while 25 percent left due to 'lack of funds', 9 percent left because they 'don't like schooling', while a further 7 percent left because they were 'redundant or failed'. Pregnancy followed the suit with 6 percent.

Table 5.4 Students Who Left School in Registered Technical and Vocational Schools by Reason and Sex, 2013

MAJOR REASON FOR LEAVING	MALES	FEMALES	Total	Total Percent
Death	3	6	9	3
Dismissed	1	1	2	1
Dont like schooling	9	18	27	9
Dropped out on medical grounds	3	6	9	3
Looking after the sick/old/children	1	11	12	4
Marriage	0	11	11	3
Lack of Funds	8	70	78	25
Pregnancy	0	18	18	6
Redundant/Failed	3	19	22	7
School too Far	2	1	3	1
Seek Employment	26	95	121	38
Transfer	0	3	3	1
Total	56	259	315	100

Table 5.5 demonstrates the number of students who left school per district, agency and sex. Distribution by district depicted that Maseru emerged as top with 170(54%) followed by Leribe with 102(32%). The remaining districts had a share of 14%. Most students who left school were in Anglican churches (ACL), amounting to 89, followed by those that were in government with 83 and those who were in private institutions amounting to 77. Comparison by sex showed an uneven distribution in favour of females constituting a high number of 259(82%) of students who left school overall.

DISTRICT	GVT		COMM		LEC		RCM		ACL		PRIVATE		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
LERIBE	0	0	0	0	0	0	3	10	0	89	0	0	3	99	102
BEREA	0	0	5	5	0	0	0	0	0	0	0	0	5	5	10
MASERU	13	70	3	3	0	0	1	3	0	0	19	58	36	134	170
MOHALES HOEK	0	0	7	3	0	0	1	14	0	0	0	0	8	17	25
MOKHOTLONG	0	0	0	0	4	4	0	0	0	0	0	0	4	4	8
Total	13	70	15	11	4	4	5	27	0	89	19	58	56	259	315

5.2 Teaching Staff

The number of teachers in TVET institutions rose from 208 in 2012 to 226 in 2013. Table 5.6 reflects that out of these 226 teachers in 2013, 54 percent were males while 46 percent were females. The table also shows that teachers were largely populated in the lower ranks of 'Teacher' and 'Teacher Assistant' and that the number diminished towards the upper ranks.

TEACHER'S RANK	M	F	Total
Assistant Specialist Teacher	14	4	18
Associate Teacher	10	10	20
Senior Specialist Teacher	1	0	1
Senior Teacher	9	12	21
Specialist Teacher	4	3	7
Teacher	33	47	80
Teacher Assistant	50	29	79
Total	121(54%)	105(46%)	226

Consistent with the factual distribution of institutions in the districts, Table 5.7 indicates 82(36%) as the number of teachers in Maseru and 49(22%) and 43(19%) as the number of teachers in Leribe and Mohale's Hoek respectively. As in enrolment, similar trend was observed whereby most teachers were employed in RCM institutions followed by private and government institutions contributing to 88(39%), 50(22%) and 35(15%) respectively.

Table 5.7 Teachers in Technical and Vocational Institutions by District, Agency and Sex, 2013

DISTRICT	GOVERNMENT		COMMUNITY		LEC		RCM		ACL		PRIVATE		Sub Total		Total	No of Schools
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
LERIBE	0	1	0	0	0	0	20	13	1	10	2	2	23	26	49	6
BEREA	0	0	4	6	0	0	0	0	2	1	0	0	6	7	13	2
MASERU	5	11	2	2	0	0	9	7	0	0	29	17	45	37	82	12
MOHALES HOEK	0	0	3	1	0	0	10	29	0	0	0	0	13	30	43	4
QUTHING	0	0	0	0	18	0	0	0	0	0	0	0	18	0	18	1
MOKHOTLONG	0	0	0	0	1	2	0	0	0	0	0	0	1	2	3	1
THABA-TSEKA	15	3	0	0	0	0	0	0	0	0	0	0	15	3	18	1
Total	20	15	9	9	19	2	39	49	3	11	31	19	121	105	226	27

Chapter 6: Tertiary Education

6.0 Introduction

Tertiary or higher learning in Lesotho is visualized to produce high quality and large quantity of human resource for enhancement of socio-economic development of a nation. The establishment of The Council on Higher Education (CHE) will guarantee that the aforementioned vision becomes a reality. Amongst its core mandate, CHE regulates higher education and ensures that all institutions of higher learning adhere to set standards and generate high caliber graduates.

6.1 Tertiary Enrolment

Table 6.1 illustrates that Enrolment in tertiary was 25508 in 2011 implying an increment of 4percent from the previous year enrolment of 24483. NUL emerged leading with the roll of 11 361(45percent) and was tracked by LCE and LUCT with enrolments of 4804(19percent) and 3089(12percent) respectively. LP and CAS then followed with an enrolment of 2716(11percent) and 1296(5percent) orderly. The table also portrays that higher education consists of thirteen (13) institutions out of which some are large in size while others are relatively small. Gender comparison revealed that there were more females enrolled than males as females amounted to 15151(59percent) as opposed to 10357(41percent) males. However, amongst the institutions, LP was distinguished as the only institution that had enrolled more males than females.

Table 6.1 Tertiary Enrolment by Institution and Sex, 2011

INSTITUTION	ENROLMENT		
	Males	Females	Total
Centre for Accounting Studies (CAS)	586	710	1296
Institute of Development Management (IDM)	168	310	478
Lesotho Agricultural College (LAC)	161	196	357
Lesotho Institute of Public Administration and Management (LIPAM)	168	290	458
Lesotho College of Education (LCE)	1295	3509	4804
Lerotholi Polytechnic (LP)	1896	820	2716
Limkokwing University of Creative Technology (LUCT)	1498	1591	3089
Maluti School of Nursing (MSN)	28	98	126
National Health Training Centre (NHTC)	142	393	535
National University of Lesotho (NUL)	4367	6994	11361
Paray School of Nursing (PSN)	11	85	96
Roma College of Nursing (RCN)	18	71	89
Scott Hospital School of Nursing (SHSN)	19	84	103
Total	10357	15151	25508

6.2 Tertiary New Entrants

Out of the total new entrants of 7132, institutions contributed as follows: NUL 1949(27percent), LUCT 1511(21percent), LP 1230(17percent), LCE 1048(15percent) and CAS with 486(7percent) successively. Gender balance disclosed the same pattern as in enrolment whereby there were more female new entrants than males. Similar to enrolment, LP enrolled more male new entrants than females as illustrated in Table 6.2.

Table 6.2 Tertiary New Entrants

INSTITUTION	NEW ENTRANTS		
	Males	Females	Total
Centre for Accounting Studies (CAS)	203	283	486
Institute of Development Management (IDM)	78	110	188
Lesotho Agricultural College (LAC)	59	59	118
Lesotho Institute of Public Administration and Management (LIPAM)	51	145	196
Lesotho College of Education (LCE)	269	779	1048
Lerotholi Polytechnic (LP)	878	352	1230
Limkokwing University of Creative Technology (LUCT)	678	833	1511
Maluti School of Nursing (MSN)	5	26	31
National Health Training Centre (NHTC)	72	237	309
National University of Lesotho (NUL)	753	1196	1949
Paray School of Nursing (PSN)	0	21	21
Roma College of Nursing (RCN)	5	16	21
Scott Hospital School of Nursing (SHSN)	7	17	24
Total	3058	4074	7132

6.3 Tertiary Graduates

Table 6.3 denotes that higher education institutions produced 5387 graduates in 2011. Larger institutions that contributed a substantial number of graduates included NUL, LUCT and LCE with each supplying 1949(27percent), 1511(22percent) and 1048(20percent) sequentially. A large proportion of graduates were predominantly females as they obtained 63percent of the total. LP was uniquely identified as the institution that produced more male graduates than female graduates.

Table 6.3 Tertiary Graduates by Institution and Sex, 2011

INSTITUTION	GRADUATES		
	Males	Females	Total
Centre for Accounting Studies (CAS)	86	96	182
Institute of Development Management (IDM)	24	65	89
Lesotho Agricultural College (LAC)	107	175	282
Lesotho Institute of Public Administration and Management (LIPAM)	131	254	385
Lesotho College of Education (LCE)	293	797	1090
Lerotholi Polytechnic (LP)	196	154	350
Limkokwing University of Creative Technology (LUCT)	525	671	1196
Maluti School of Nursing (MSN)	12	49	61
National Health Training Centre (NHTC)	48	175	223
National University of Lesotho (NUL)	544	903	1447
Paray School of Nursing (PSN)	0	14	14
Roma College of Nursing (RCN)	7	35	42
Scott Hospital School of Nursing (SHSN)	5	21	26
Total	1978	3409	5387

6.4 Tertiary Teaching Staff

Table 6.4 shows a total of 845 teaching staff in higher education in 2011. The number of teaching staff in larger institutions included NUL with 314(37percent) which was highest, LCE with 132(16percent), LP with 113(13percent), LUCT with 105(12percent) and LAC with 59(7percent). Gender disparity revealed that the number of males was marginally higher (51percent) than that on their female counterparts (49percent) though males appeared to be leading in only five (5) institutions.

Table 6.4 Tertiary Teaching Staff by Institution and Sex, 2011

INSTITUTION	TEACHING STAFF		
	Males	Females	Total
Centre for Accounting Studies (CAS)	5	12	17
Institute of Development Management (IDM)	2	2	4
Lesotho Agricultural College (LAC)	30	29	59
Lesotho Institute of Public Administration and Management (LIPAM)	8	17	25
Lesotho College of Education (LCE)	53	79	132
Lerotholi Polytechnic (LP)	73	40	113
Limkokwing University of Creative Technology (LUCT)	58	47	105
Maluti School of Nursing (MSN)	1	7	8
National Health Training Centre (NHTC)	10	30	40
National University of Lesotho (NUL)	182	132	314
Paray School of Nursing (PSN)	5	2	7
Roma College of Nursing (RCN)	2	9	11
Scott Hospital School of Nursing (SHSN)	0	10	10
Total	429	416	845

6.5 National University of Lesotho (NUL)

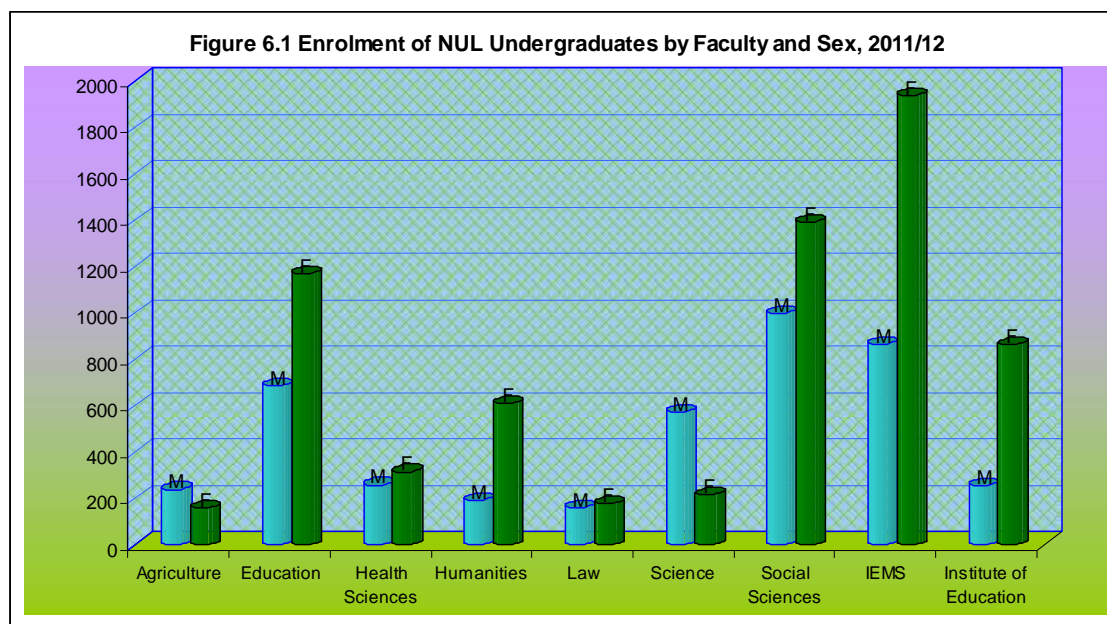
6.5.1 Enrolment

Total enrolment of NUL was 11361 in the academic year 2011/12 as shown in Table 6.5. Out of the aforementioned total, 11059(97percent) students were undergraduates while post-graduate students were 302(3percent). Learners enrolled at the Institute of Extramural Studies (IEMS) contributed 25percent of the total and were followed by faculties of Social Sciences and Education with 21 percent and 18percent respectively. Gender consideration revealed great discrepancy between male and female enrolment whereby there were 4367(38percent) males and 6994(62percent) females. Even though there was female enrolment supremacy on overall, enrolment by faculty indicated that the number of males exceeded that of their female counterparts in the faculties of Agriculture and Science.

Table 6.5 National University of Lesotho Enrolment by Faculty, Level and Sex, 2011/12

FACULTY	ENROLMENT								
	Under-Graduate			Post-Graduate			All Students		
	M	F	Total	M	F	Total	M	F	Total
Agriculture	239	158	397	1	1	2	240	159	399
Education	684	1171	1855	101	89	190	785	1260	2045
Health Sciences	258	315	573	0	0	0	258	315	573
Humanities	192	609	801	19	12	31	211	621	832
Law	160	178	338	0	0	0	160	178	338
Science	574	215	789	0	0	0	574	215	789
Social Sciences	997	1391	2388	18	35	53	1015	1426	2441
IEMS	864	1936	2800	5	21	26	869	1957	2826
Institute of Education	255	863	1118	0	0	0	255	863	1118
Total	4223	6836	11059	144	158	302	4367	6994	11361

Undergraduate enrolment displayed in Figure 6.1 portrays high female enrolments in all faculties except in both Agriculture and Science faculties where male rolls appeared to be top. It also shows a huge gap between males and females enrolled in all the faculties and that the gap was barely minimal in the faculty of Law.



The population of undergraduate students has been gradually ascending during the period under review and reached a peak in 2010/11 registering a total of 11935. Undergraduate enrolment descended by 8percent and was recorded as 11059 in 2011/12. Table 6.6 demonstrates that while part-time enrolment had been steadily rising, full-time enrolment on the other side began to collapse since 2009/10 to 2011/12. In 2009/10 full-time enrolment was 8044 and fell to 8026 in 2010/11 and further dropped to 7141 in 2011/12.

Table 6.6 NUL Undergraduate Student Population (Part-time and Full-time), 1997/98-2011/12

YEAR	Full-Time	Part-Time	TOTAL
2011/12	7141	3918	11059
2010/11	8026	3909	11935
2009/10	8044	3093	11137
2008/09	7771	2300	10071
2007/08	7346	2049	9395
2006/07	6724	1784	8508
2005/06	5921	1899	7820
2004/05	5140	2117	7257
2003/04	4765	1949	6714
2002/03	4067	1734	5801
2001/02	3167	1492	4659
2000/01	2812	1332	4144
1999/00	2471	1411	3882
1998/99	2208	886	3094
1997/98	2118	528	2646

During the period under review, undergraduates' full-time students dropped by 0.2percent in 2010/11 and by further 12percent in 2011/12. Table 6.7 highlights that there were 3104(43percent) males and 4037(57percent) females enrolled as full-time undergraduates. Furthermore, the table reflects that full time undergraduate population started falling in 2009/10 academic year for both males and females.

Table 6.7 NUL Undergraduate Student Population by Sex (Full Time) 1997/98 – 2011/12

YEAR	MALES	FEMALES	Total
2011/12	3104	4037	7141
2010/11	3640	4386	8026
2009/10	3770	4274	8044
2008/09	3892	4302	8194
2007/08	3473	3873	7346
2006/07	3247	3477	6724
2005/06	2838	3083	5921
2004/05	2439	2701	5140
2003/04	2221	2544	4765
2002/03	1989	2078	4067
2001/02	1503	1664	3167
2000/01	1289	1523	2812
1999/00	1142	1329	2471
1998/99	1004	1204	2208
1997/98	959	1159	2118

6.5.2 Teaching Staff

Table 6.8 demonstrates the number of lecturers at NUL as 314. A figure of 261(83percent) suggests that majority of the lecturers engaged were Basotho. A greater part of lecturers was in both faculties of Science and Technology and Humanities (19percent and 16percent). The number of expatriate lecturers was dominant in the high teaching ranks such as professor and associate professor whilst generally most academic staff was in the ranks of lecturer and senior lecturer.

Table 6.8 National University of Lesotho Teaching Staff by Faculty, Rank and Nationality, 2011/12

Faculty	Professor		Associate Professor		Senior Lecturer		Lecturer		Assistant Lecturer		Teacher Assistant	Extension Educator		All Teaching Staff		Total
	Local	Non Local	Local	Non Local	Local	Non Local	Local	Non Local	Local	Non Local	Local	Local	Non Local	Local	Non Local	
Agriculture	0	3	0	3	4	1	16	0	0	0	1	0	0	21	7	28
Education	0	0	0	0	8	1	0	0	0	0	0	1	0	9	1	10
Health Sciences	0	0	0	0	2	2	14	2	2	0	0	0	0	18	4	22
Humanities	2	3	3	2	5	3	29	4	0	0	0	0	0	39	12	51
Law	0	2	0	2	2	1	10	0	1	0	0	0	0	13	5	18
Science & Technology	0	2	3	2	9	5	27	4	4	0	5	0	0	48	13	61
Social Sciences	1	0	1	0	9	5	29	3	0	0	0	0	0	40	8	48
Institute of Education	0	0	1	0	0	0	19	1	0	0	0	2	0	22	1	23
Administration	0	0	0	0	0	0	19	0	5	0	8	0	0	32	0	32
IEMS	0	1	0	0	3	0	3	0	0	1	1	12	0	19	2	21
Total	3	11	8	9	42	18	166	14	12	1	15	15	0	261	53	314

6.6 Lesotho College of Education (LCE)

6.6.1 Enrolment

Enrolment of LCE rose from 4437 in 2010 to 4804 in 2011, indicating that LCE roll appreciated by 8percent. Table 6.9 illustrates DTEP as the most populated course with 2383(50percent) students trailed by Diploma in Education Primary and Diploma in Education Secondary courses with 1297(27percent) and 1043(22percent) learners orderly. Enrolment of females dominated that of their male counterparts as females registered 3509(73percent) learners while males listed 1295(27percent) students.

Table 6.9 Lesotho College of Education Enrolment by Course and Sex, 2011

COURSE	ENROLMENT		
	Males	Females	Total
Diploma in Education (PRIMARY)	291	1006	1297
Diploma in Education (SECONDARY)	371	672	1043
Distance Teacher Education Programme (DTEP)	631	1752	2383
Certificate in Early Childhood Education (CECE)	2	79	81
Total	1295	3509	4804

6.6.2 Graduates

The number of graduates was 1090 implying an increase of 5 percent from the previous year's figure of 1035. Majority of graduates were in DTEP course (51percent) and was followed by Diploma in Education Secondary and Diploma in Education Primary courses with 29 percent and 17 percent respectively. Similarly as in enrolment, male graduates trailed behind by 27percent as 73 percent belonged to females.

Table 6.10 Lesotho College of Education Graduates by Course and Sex, 2011

COURSE	GRADUATES		
	Males	Females	Total
Diploma in Education (PRIMARY)	43	140	183
Diploma in Education (SECONDARY)	113	198	311
Distance Teacher Education Programme (DTEP)	135	423	558
Certificate in Early Childhood Education (CECE)	2	36	38
Total	293	797	1090

6.6.3 Teaching Staff

The number of lecturers improved from 127 in the previous year to 132 in 2011. Most lectures were in the faculties of Social Sciences and Pure Sciences (34percent and 32percent orderly). Despite dominance of male lecturers in the faculty of Applied Sciences, on overall, there were more females engaged than males as 60percent of the lecturers were females.

FACULTY	TEACHING STAFF		
	Males	Females	Total
Applied Sciences	9	0	9
Education	3	12	15
Distance Teacher Education Programme (DTEP)	8	13	21
Pure Sciences	16	26	42
Social Sciences	17	28	45
Total	53	79	132

6.7 Limkokwing University of Creative Technology (LUCT)

6.7.1 Enrolment

A total roll of 3089 was greatly composed by learners in the faculty of Business Management & Globalization with 1049(34 percent). The other large number of students were in the Information & Communication Technology, Creative Tourism & Hospitality and Communication, Broadcasting & Media faculties that contributed 588(19percent), 571(18percent) and 560(18percent) learners respectively. The gap between male and female learners was moderate as there were 1498(48percent) males and 1591(52percent) females.

FACULTY	ENROLMENT		
	Males	Females	Total
Architecture & Built Environment	63	65	128
Business Management & Globalization	460	589	1049
Communication, Broadcasting & Media	289	271	560
Creative Tourism & Hospitality	240	331	571
Design & Innovation	79	63	142
Fashion & Apparel Design	3	48	51
Information & Communication Technology	364	224	588
Total	1498	1591	3089

6.7.2 Graduates

Table 6.13 reveals that the number of graduates was 1196 and similar to enrolment, the faculty of Business & Globalization contributed a larger share followed by faculty of Creative Tourism & Hospitality, Communication, Broadcasting & Media and faculty of Information & Communication Technology. Gender comparison indicated that female graduates exceeded male graduate with 56 percent.

FACULTY	GRADUATES		
	Males	Females	TOTAL
Architecture & Built Environment	14	7	21
Business Management & Globalization	157	290	447
Communication, Broadcasting & Media	87	128	215
Creative Tourism & Hospitality	96	131	227
Design & Innovation	40	11	51
Fashion & Apparel Design	3	17	20
Information & Communication Technology	128	87	215
TOTAL	525	671	1196
Total Percentage	44	56	100

6.7.3 Teaching Staff

The number of lecturers rose from 79 in 2010 to 105 in 2011. Faculties of Business Management & Globalization and Information & Communication Technology had greater number of lecturers with 31(30 percent) and 24(23 percent) in order. The number of male lecturers was foremost with 55 percent while female lecturers recorded as low as (45 percent).

FACULTY	TEACHING STAFF		
	Males	Females	Total
Architecture & Built Environment	1	1	2
Business Management & Globalization	16	15	31
Communication, Broadcasting & Media	14	8	22
Creative Tourism & Hospitality	2	6	8
Design & Innovation	9	7	16
Fashion & Apparel Design	0	2	2
Information & Communication Technology	16	8	24
Total	58	47	105

6.8 Lerotholi Polytechnic (LP)

6.8.1 Enrolment

Enrolment increased by 694(26percent) from the previous year to 2716 in 2011. Most students were enrolled in Diploma in Civil Engineering programme (17percent) while the next larger groups that shared 11percent each were Diploma in Electrical & Electronic Engineering and Diploma in Business Management. Supremacy of Males enrolment was observed in most programmes and eventually achieved 70 percent on overall.

Table 6.15 Lerotholi Polytechnic Enrolment by Programme and Sex, 2011

PROGRAMME	ENROLMENT		
	Males	Females	Total
Certificate in Automotive	57	0	57
Certificate in Carpentry & Joinery	24	1	25
Certificate in Electrical Installation	70	7	77
Certificate in Fitting & Machining	55	0	55
Certificate in Panel Beating & Spray Painting	34	0	34
Certificate in Plumbing & Sheet Metal work	3	0	3
Diploma in Architectural Technology	64	20	84
Diploma in Building Technology	4	1	5
Diploma in Business Management	94	193	287
Diploma in Civil Engineering	374	97	471
Diploma in Computer Systems Engineering	127	47	174
Diploma in Construction Engineering	8	5	13
Diploma in Construction Management	133	31	164
Diploma in Electrical & Electronic Engineering	266	35	301
Diploma in Hospitality Management	26	38	64
Diploma in Marketing Management	72	95	167
Diploma in Mechanical Engineering	185	18	203
Diploma in Office Administration & Management	45	97	142
Diploma in Tourism Management	65	80	145
Diploma in Water & Environmental Engineering	190	55	245
Total	1896	820	2716

6.8.2 Graduates

Out of 350 graduates at LP, 206(59percent) were in the School of Enterprise and Management whereas School of Built Environment and School of Engineering & Technology contributed 68(19percent) and 76(22percent) graduates respectively. Although male graduates were generally superior superseding females by 56percent, female graduates succeeded their males' counterparts by 63percent in the School of Enterprise and Management.

Table 6.16 Lerotholi Polytechnic Graduates by School and Sex, 2011

SCHOOL	GRADUATES		
	Males	Females	Total
School of Built Environment (SOBE)	63	5	68
School of Enterprise & Management (SEM)	77	129	206
School of Engineering & Technology (SET)	56	20	76
Total	196	154	350

6.8.3 Teaching Staff

The figure of 113 lecturers engaged in 2011 was 3percent higher than the number of lecturers employed in 2010. A large amount of lecturers was in the School of Engineering & Technology (37percent) and was followed by the number of lecturers in the School of Built Environment (31percent) and School of Enterprise & Management (23percent). Male lecturers represent 65percent of the total while the remaining 35percent belonged to female lecturers.

Table 6.17 Lerotholi Polytechnic Teaching Staff by School and Sex, 2011

SCHOOL	TEACHING STAFF		
	Males	Females	Total
School of Built Environment (SOBE)	27	8	35
School of Enterprise & Management (SEM)	6	20	26
School of Engineering & Technology (SET)	37	5	42
Service	3	7	10
Total	73	40	113

6.9 National Health Training Centre (NHTC)

6.9.1 Enrolment

Enrolment of NHTC rose from 447 in 2010 to 535 in 2011. Majority of students enrolled were in General Nursing programme and the next larger number of learners were in Midwifery and Nursing Assistant programmes. Table 6.18 reflects that the programmes offered attracted more females than males with an exception of Pharmacy programme that fascinated more males than females. Generally there were 393(73percent) females and 142(27percent) males registered by the institution in 2011.

PROGRAMME	ENROLMENT		
	Males	Females	Total
Auxiliary Social Work	6	23	29
Environmental Health	27	38	65
General Nursing	22	142	164
Medical Lab Sciences	29	31	60
Midwifery	15	72	87
Nursing Assistant	7	72	79
Pharmacy	36	15	51
Total	142	393	535

6.9.2 Graduates

The graduates' total of 223 in 2011 signifies an upward trend in the number of graduates since it was 170 and 217 in 2009 and in 2010 respectively. Midwifery programme contributed a larger share of graduates of 74(33 percent) while General Nursing emerged as second best with the graduates figure of 44(20percent). The females' value of 175 indicated they were in control with 78percent.

Table 6.19 National Health Training Centre Graduates by Programme and Sex, 2011

PROGRAMME	GRADUATES		
	Males	Females	Total
Auxiliary Social Work	6	23	29
Environmental Health	10	10	20
General Nursing	4	40	44
Medical Lab Sciences	4	7	11
Midwifery	12	62	74
Nursing Assistant	2	31	33
Pharmacy	10	2	12
Total	48	175	223

6.9.3 Teaching Staff

The number of tutors was 40 and had increased from 37 in 2010. Table 6.20 illustrates that most tutors were in the field of Nursing followed by the field of Applied Sciences. Female tutors constituted 75percent of the tutors engaged in the institution.

Table 6.20 National Health Training Centre Teaching Staff by Education Field and Sex, 2011

EDUCATION FIELD	TEACHING STAFF		
	Males	Females	Total
Allied Health Sciences	0	3	3
Applied Sciences	3	5	8
Environmental Health	2	1	3
Medical Lab Sciences	2	4	6
Nursing	2	16	18
Pharmacy	1	1	2
Total	10	30	40

6.10 Lesotho Agricultural College (LAC)

6.10.1 Enrolment

Table 6.21 reflects that enrolment was 357 and Diploma in Agriculture programme was the most populated with 139(39 percent) students followed by Diploma in Forestry and Resource Management and Diploma in Home Economics programmes with 77(22 percent) and 61(17 percent) students respectively. Gender disparity disclosed that 55 percent of females were enrolled while their male counterparts constituted 45percent.

Table 6.21 Lesotho Agricultural College Enrolment by Programme and Sex, 2011

PROGRAMME	ENROLMENT		
	Males	Females	Total
Diploma in Agriculture	70	69	139
Diploma in Home Economics	2	59	61
Diploma in Home Economics Education	1	31	32
Diploma in Forestry and Resource Management	51	26	77
Diploma in Agricultural Engineering, Land and Water Management	37	11	48
Total	161	196	357

6.10.2 Graduates

The number of graduates has ascended from 168 in 2010 to 282 in 2011. The number of graduates by programme reflected Diploma in Agriculture as foremost tracked by graduates in Diploma in Forestry and Resource Management and Diploma in Home Economics Education. Out of the total graduates of 282, males represented 38 percent while females grasped a bigger share of 62 percent.

Table 6.22 Lesotho Agricultural College Graduates by Programme and Sex, 2011

PROGRAMME	GRADUATES		
	Males	Females	Total
Diploma in Agriculture	64	67	131
Diploma in Home Economics	1	27	28
Diploma in Home Economics Education	3	49	52
Diploma in Forestry and Resource Management	25	29	54
Diploma in Agricultural Engineering, Land and Water Management	14	3	17
Total	107	175	282

6.10.3 Teaching Staff

The number of lecturers amounted to 59 and majority of them were in the departments of Home Economics, Socio-Quantitative Studies, Agricultural Engineering and Forestry respectively. The number of male lecturers was slightly higher than that of females with the former recording 51percent and the latter 49percent.

Table 6.23 Lesotho Agricultural College Teaching Staff by Department and Sex, 2011

DEPARTMENT	TEACHING STAFF		
	Males	Females	Total
Animal Science	4	5	9
Agricultural Engineering	8	2	10
Crops	5	2	7
Forestry	7	3	10
Home Economics	0	12	12
Socio-Economic and Quantitative Studies	6	5	11
Total	30	29	59

6.11 Centre for Accounting Studies (CAS)

6.11.1 Enrolment

Enrolment of the institution was 1277 in 2010 and increased to 1296 in 2011. In 2011, ACCA programme had a superior number of students of 1086(84percent) whereas 210(16percent) students were in CIPFA programme. Out of the total enrolment of 1296, (55 percent) were females and 45 percent were males.

PROGRAMME	ENROLMENT		
	Males	Females	Total
Association of Chartered Certified Accountants (ACCA)	514	572	1086
Chartered Institute of Public Financial Accountancy (CIPFA)	72	138	210
Total	586	710	1296

6.11.2 Graduates

The number of graduates was 182 and CAT graduates number was top with 64 percent followed by GA graduates with 27percent representation. Male graduates were lacking behind by 47 percent as females sneaked in front by 53 percent.

PROGRAMME	GRADUATES		
	Males	Females	Total
Chartered Accountant (CA)	2	3	5
Certified Accounting Technician (CAT)	56	60	116
Chartered Institute of Public Financial Accountancy (CIPFA) DIPLOMA	3	8	11
General Accountant (GA)	25	25	50
Total	86	96	182

6.11.3 Teaching Staff

There were 17 lecturers that were all under ACCA education field. A fewer number of male lecturers of five (29 percent) was noticeable while female lecturers dominance was represented by 71percent.

EDUCATION FIELD	TEACHING STAFF		
	Males	Females	Total
Association of Chartered Certified Accountants (ACCA)	5	12	17
Total	5	12	17

6.12 Institute of Development Management (IDM)

6.12.1 Enrolment

Unlike other institutions, 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. A total roll of 478 was largely contributed by Business Management enrolment of 359(75percent) followed by Human Resource Management with 85(18percent). Gender comparison revealed that there were more females than males.

PROGRAMME	ENROLMENT		
	Males	Females	Total
Business Management	133	226	359
Human Resource Management	9	76	85
Information Technology	26	8	34
Total	168	310	478

6.12.2 Graduates

There were 89 graduates out of which Marketing and Business Management Programmes were in the fourth front recording 23(26 percent) and 22(25percent) respectively. The number of female graduates was 65(73percent) while male contribution amounted to only 24(27percent).

PROGRAMME	GRADUATES		
	Males	Females	Total
Business Management	6	16	22
Com. Engineering	9	3	12
Human Resource Management	2	12	14
Marketing	6	17	23
Public Relations	1	17	18
Total	24	65	89

6.12.3 Teaching Staff

The teaching staff that totaled to four (4), was not the only even distribution within the education fields that shared a consultant each, but also struck gender equality of two (2) males and females.

Table 6.29 Institute of Development Management by Education Field and Sex, 2011

EDUCATION FIELD	TEACHING STAFF		
	Males	Females	Total
Business Management	1	0	1
Human Resource Management	0	1	1
Information Technology	1	0	1
Public Health	0	1	1
Total	2	2	4

6.13 Lesotho Institute of Public Administration and Management (LIPAM)

6.13.1 Enrolment

A total enrolment of 458 was recorded out of which 54percent was students in Diploma in Human Resource Management and Labour Laws followed by 38percent of students in Diploma in Public Administration and Management. Male students were surpassed by females with the former recording 37percent and the latter 63 percent respectively.

Table 6.30 Lesotho Institute of Public Administration and Management Enrolment by Programme and Sex, 2011

PROGRAMME	ENROLMENT		
	Males	Females	Total
Diploma in Human Resource Management and Labour Laws	111	136	247
Diploma in Public Administration and Management	38	137	175
Masters of Arts in Leadership and Strategy	19	17	36
Total	168	290	458

6.13.2 Graduates

Similar to enrolment, graduates numbers followed the same pattern whereby Diploma in Human Resource Management and Labour Laws programme had more graduates tracked by number of graduates in Diploma in Public Administration and Management. The number of female graduates also exceeded that of their male counterparts with 66 percent and 34 percent correspondingly.

Table 6.31 Lesotho Institute of Public Administration and Management Graduates by Programme and Sex, 2011

PROGRAMME	GRADUATES		
	Males	Females	Total
Diploma in Human Resource Management and Labour Laws	87	110	197
Diploma in Public Administration and Management	36	131	167
Masters of Arts in Leadership and Strategy	8	13	21
Total	131	254	385

6.13.3 Teaching Staff

The number of consultants was recorded at 25 and was mostly engaged from Economics/marketing/planning, Accounting/accounts and Human Resource education fields. Most of the consultants were females as they constituted 68 percent compared to 32 percent of males.

EDUCATION FIELD	TEACHING STAFF		
	Males	Females	Total
Accounting/Accounts	1	4	5
Economics/Marketing/Planning	2	4	6
Education	1	0	1
Ethics	1	0	1
Health	0	1	1
Human Resource	0	5	5
Information Technology	1	2	3
Law	1	0	1
Sociology	1	0	1
Statistics	0	1	1
Total	8	17	25

6.14 Maluti School of Nursing (MSN)

6.14.1 Enrolment

Table 6.33 reflects a total enrolment of 126 and that 94(75percent) students were pursuing Diploma in General Nursing while 32(25percent) students were enrolled in Diploma in General Nursing. It further indicates domination of female students with 98(78 percent) as opposed to 28(22percent) males.

PROGRAMME	ENROLMENT		
	Males	Females	Total
Diploma in General Nursing	21	73	94
Diploma in Midwifery	7	25	32
Total	28	98	126

6.14.2 Graduates

The graduates amounted to 61 for 2011 and Diploma in Midwifery dictated values by 32(52percent) and Diploma in General Nursing trailed by 29(48percent). The number of female graduates exceeded that of males by 49(80percent).

PROGRAMME	GRADUATES		
	Males	Females	Total
Diploma in General Nursing	7	22	29
Diploma in Midwifery	5	27	32
Total	12	49	61

6.14.3 Teaching Staff

There were eight (8) lecturers in the institution and of which one was a male lecturer while the rest were female lecturers.

EDUCATION FIELD	TEACHING STAFF		
	Males	Females	Total
Nursing	1	7	8
Total	1	7	8

6.15 Scott Hospital School of Nursing (SHSN)

6.15.1 Enrolment

Out of the total enrolment of 103, 78(74percent) were registered in Diploma in General Nursing as 25(24percent) were under Certificate in Nursing Assistant programme. Females appeared dominant by 82percent whilst males followed by 18percent.

PROGRAMME	ENROLMENT		
	Males	Females	Total
Diploma in General Nursing	16	62	78
Certificate in Nursing Assistant	3	22	25
Total	19	84	103

6.15.2 Graduates

Table 6.37 indicates more graduates under Certificate in Nursing Assistant programme (85 percent) and less in Diploma in General Nursing (15percent). Amongst 26 graduates in total, 21(81percent) were females and only five (5) (19 percent) were males.

PROGRAMME	GRADUATES		
	Males	Females	Total
Diploma in General Nursing	3	1	4
Certificate in Nursing Assistant	2	20	22
Total	5	21	26

6.15.3 Teaching Staff

There were only ten (10) nurse educators in the institution and all of them were females.

EDUCATION FIELD	TEACHING STAFF		
	Males	Females	Total
Nursing	0	10	10
Total	0	10	10

6.16 Paray School of Nursing (PSN)

6.16.1 Enrolment

The institution offers nursing programmes which are Diploma in General Nursing that registered 74(77percent) students and Certificate in Nursing that enrolled 22(23 percent) students implying a roll of 96 learners in total.

PROGRAMME	ENROLMENT		
	Males	Females	Total
Diploma in General Nursing	11	63	74
Certificate in Nursing	0	22	22
Total	11	85	96

6.16.2 Graduates

The institution produced 14 graduates in Diploma in General Nursing and they were all females.

PROGRAMME	GRADUATES		
	Males	Females	Total
Diploma in General Nursing	0	14	14
Total	0	14	14

6.16.3 Teaching Staff

Teaching staff amounted to seven (7) with males contributing a bigger proportion of 71 percent while females emerged by 29 percent.

Department	TEACHING STAFF		
	Males	Females	Total
Health	5	2	7
Total	5	2	7

6.17 Roma College of Nursing (RCN)

6.17.1 Enrolment

Roma College of Nursing enrolled 89 students out of which 67(75percent) were pursuing General Nursing while Midwifery programme followed with 22(25 percent) students. Females constituted a larger number with 71(80percent) students and males were fewer with 18(20percent) students.

PROGRAMME	ENROLMENT		
	Males	Females	Total
Diploma in General Nursing	17	50	67
Diploma in Midwifery	1	21	22
Total	18	71	89

6.17.2 Graduates

Out of 42 graduates in 2011, 48 percent completed a Diploma in General Nursing whereas 52 percent possessed Diploma in Midwifery. A large proportion of graduates were females with 83 percent and males contributed only 17 percent.

PROGRAMME	GRADUATES		
	Males	Females	Total
Diploma in General Nursing	6	14	20
Diploma in Midwifery	1	21	22
Total	7	35	42

6.17.3 Teaching Staff

Teaching staff at this institution amount to 11 lecturers with only two males and 9 females. Nursing department has more lecturers than the midwifery department.

Department	TEACHING STAFF		
	Males	Females	Total
General Nursing	2	6	8
Midwifery	0	3	3
Total	2	9	11

Chapter 7: Non Formal Education

7.0 Introduction

Non Formal Education (NFE) may be defined as a type of education in which content is adapted to suit the unique needs of students in order to maximize their learning capacity. It is more learner-centered, as optional curriculum is emphasized unlike formal education where the prescribed sequential curriculum is used. NFE learning is facilitated typically through interest-based courses, workshops, community courses, projects and or seminars. Much like formal education, learning takes place in formal learning environments (learning centres) which do not however observe the usual formal school education conventions such as keeping roll, enforcing discipline and writing reports.

There are several bodies that govern institutions belonging to this category in Lesotho. Principally, as part of the government's vision for the role of education in the development process, the 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 larger and more diverse learners. It covers both formal and non-formal divisions of education. The former is facilitated through correspondence courses at Junior Certificate (JC) and Cambridge Overseas School Certificate (COSC) levels, whereas the latter is facilitated by providing basic practical skills to a large proportion of the population living in the country's rural areas and offers opportunities for out-of-school youth and adults to develop their literacy and numeracy skills. Apart from LDTC there are other institutions and associations which recognize NFE initiatives in Lesotho such as 'Lesotho Girl Guides Association' (LGGA), 'Lesotho Correctional Services' (LCS) and 'Lesotho Association of Non Formal Education' (LANFE). These institutions or associations are affiliated with LDTC in terms of providing training of teachers, teachers' guide materials, and learners' books.

7.1 Enrolment

NFE enrolment rose from 8878 learners in 2012 to 11007 in 2013 implying a growth of 19 percent. Table 7.1 reveals uneven distribution of enrolment by sex in favor of males whereby males were recorded at 7129 (65%) and females at 3878 (35%). Age distribution depicted that 2778 (25%) was enrolment of learners below 18 years and 8229 (75%) was the number of learners above 18 years (refer to Table 7.1 below). The table also highlights that most learners below 18 years in NFE enrolled in literacy and numeracy, represented by 2386 (86%) followed by those in secondary symbolized by 329 (12%). Gender disparity within those aged below 18 indicated a wide gap between males and females enrolled whereby 2383 (86%) were males and 395 (14%) were their female counterparts. However, the gap reduced between male and female learners aged above 18 years was narrow, since males contributed 4746 (57%) while females contributed 3483 (43%).

Table 7.1 Enrolment in Non Formal Education by Age, Level and Sex, 2013

Age	Literacy and Numeracy			Primary			Secondary			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
<6	4	9	13	0	0	0	0	0	0	4	9	13
6	4	5	9	0	0	0	0	0	0	4	5	9
7	12	2	14	0	0	0	0	0	0	12	2	14
8	17	12	29	0	0	0	0	0	0	17	12	29
9	32	5	37	0	0	0	0	0	0	32	5	37
10	70	9	79	0	0	0	0	0	0	70	9	79
11	84	2	86	0	0	0	0	0	0	84	2	86
12	128	7	135	0	0	0	0	0	0	128	7	135
13	170	11	181	9	5	14	0	0	0	179	16	195
14	215	11	226	3	0	3	3	5	8	221	16	237
15	354	6	360	9	9	18	11	8	19	374	23	397
16	399	6	405	2	1	3	13	39	52	414	46	460
17	354	22	376	10	5	15	24	55	79	388	82	470
18	405	31	436	7	3	10	44	127	171	456	161	617
Sub Total	2248	138	2386	40	23	63	95	234	329	2383	395	2778
19	355	52	407	5	4	9	41	160	201	401	216	617
20	413	107	520	7	3	10	60	207	267	480	317	797
21-35	2009	545	2554	69	27	96	383	1502	1885	2461	2074	4535
36-55	945	456	1401	4	2	6	49	167	216	998	625	1623
>55	403	251	654	1	0	1	2	0	2	406	251	657
Sub Total	4125	1411	5536	86	36	122	535	2036	2571	4746	3483	8229
Grand Total	6373	1549	7922	126	59	185	630	2270	2900	7129	3878	11007

Enrolment by District revealed Maseru as uppermost with learners amounting to 2496 (23%) in 2013. Table 7.2 shows that Maseru enrolment exceeded that of other districts in Literacy and numeracy education by more than three quarters, 151 (82%). In continuing education, Maseru, 1687 (58%) exceeded other districts by more than half in terms of enrolment. However, other districts that enrolled high number of learners included Mokhotlong with 1852 (17%), Thaba- Tseka with 1476 (13%), Berea with 1058 (10%) and Mafeteng with 1057 (10%). When comparing distribution of learners in 'literacy and numeracy education' and 'continuing education', the majority of learners were enrolled in 'literacy and numeracy' 7922 (72%) and a few, 3085 (28%) were enrolled in continuing education.

Gender distribution in 'literacy and numeracy education' indicated males' dominion over females, with 6373 (80%) and 1549 (20%) respectively. In 'continuing education', males 126 (68%) topped females, 59 (32%) at only primary level while in secondary level females took the lead with 2270 (78%).

Table 7.2 Enrolment in Non Formal Education by District, Level and Sex, 2013

DISTRICT	Literacy and Numeracy			Continuing Education						Total		
	M	F	Total	Primary			Secondary			M	F	Total
				M	F	Total	M	F	Total			
BUTHA-BUTHE	43	45	88	0	2	2	13	108	121	56	155	211
LERIBE	391	171	562	2	6	8	58	327	385	451	504	955
BEREA	742	271	1013	1	8	9	2	34	36	745	313	1058
MASERU	485	173	658	118	33	151	362	1325	1687	965	1531	2496
MAFETENG	616	290	906	1	5	6	25	120	145	642	415	1057
MOHALES HOEK	341	88	429	1	4	5	56	120	176	398	212	610
QUTHING	176	61	237	0	0	0	0	0	0	176	61	237
QACHAS NEK	697	188	885	3	1	4	49	117	166	749	306	1055
MOKHOTLONG	1830	22	1852	0	0	0	0	0	0	1830	22	1852
THABA-TSEKA	1052	240	1292	0	0	0	65	119	184	1117	359	1476
Total	6373	1549	7922	126	59	185	630	2270	2900	7129	3878	11007

7.2 Special Educational Needs

A total of 410 learners in NFE were observed to have special educational needs in 2013. As indicated in table 7.3, Maseru generally topped with 137(33%) and was the only district with learners with special educational needs in primary. Learners in Literacy and numeracy were dominant registering 308(75%) followed by those in continuing education; primary and secondary with 59(14%) and 43(10%) sequentially. Males with special educational needs surpassed their females' learners counterparts by three quarters 288(70%) of the total.

Table 7.3 Non Formal Education Learners With Special Educational Needs by District, Level and Sex, 2013

DISTRICT	Literacy and Numeracy			Continuing Education						Total		
	M	F	Total	Primary			Secondary			M	F	Total
				M	F	Total	M	F	Total			
BUTHA-BUTHE	3	1	4	0	0	0	0	1	1	3	2	5
LERIBE	25	12	37	0	0	0	2	1	3	27	13	40
BEREA	24	11	35	0	0	0	0	0	0	24	11	35
MASERU	31	8	39	44	15	59	17	22	39	92	45	137
MAFETENG	18	14	32	0	0	0	0	0	0	18	14	32
MOHALES HOEK	18	10	28	0	0	0	0	0	0	18	10	28
QUTHING	15	1	16	0	0	0	0	0	0	15	1	16
QACHAS NEK	46	11	57	0	0	0	0	0	0	46	11	57
MOKHOTLONG	9	0	9	0	0	0	0	0	0	9	0	9
THABA-TSEKA	36	15	51	0	0	0	0	0	0	36	15	51
Total	225	83	308	44	15	59	19	24	43	288	122	410

7.3 Orphan-Hood

Total orphans represented 2080 in 2013 out of which 1262 (61%) were aged less than 6 to 18. The table further indicates that most orphans, aged less than 6 to 18 were mainly enrolled in literacy and numeracy education, 979(78%). Those that enrolled in continuing education represented 283(22%) out of which primary learners were 70(5%) and secondary learners were 213(75%) from the same age group. The number of enrolled orphaned Males, aged less than 6 to 18 represented a high number of total of 1011(80%) in general. Furthermore males were also leading in the levels of 'literacy and numeracy' and 'continuing education' (primary) with 884(90%) and 38(54%) orderly for the same age group.

Table 7.4 Orphans in Non Formal Education by Age, Level and Sex, 2013

AGE	Literacy and Numeracy			Continuing Education						Total		
	M	F	Total	Primary			Secondary			M	F	Total
				M	F	Total	M	F	Total			
<6	1	0	1	0	0	0	0	0	0	1	0	1
6	7	4	11	0	0	0	0	0	0	7	4	11
7	8	1	9	0	0	0	0	0	0	8	1	9
8	8	4	12	0	0	0	0	0	0	8	4	12
9	18	3	21	0	0	0	0	0	0	18	3	21
10	28	4	32	0	0	0	0	0	0	28	4	32
11	42	2	44	0	0	0	0	0	0	42	2	44
12	60	2	62	3	6	9	0	0	0	63	8	71
13	111	3	114	3	0	3	0	0	0	114	3	117
14	79	6	85	14	10	24	9	2	11	102	18	120
15	127	8	135	4	2	6	8	14	22	139	24	163
16	143	14	157	1	1	2	7	32	39	151	47	198
17	160	19	179	7	11	18	32	34	66	199	64	263
18	92	25	117	6	2	8	33	42	75	131	69	200
Grand Total	884	95	979	38	32	70	89	124	213	1011	251	1262
19	47	18	65	4	1	5	22	29	51	73	48	121
20	64	21	85	6	1	7	9	27	36	79	49	128
21-35	200	83	283	17	7	24	37	77	114	254	167	421
36-55	42	16	58	2	1	3	18	35	53	62	52	114
>55	15	12	27	1	0	1	3	3	6	19	15	34
Grand Total	368	150	518	30	10	40	89	171	260	487	331	818
Total	1252	245	1497	68	42	110	178	295	473	1498	582	2080

7.4 Teaching Staff

The number of teachers in NFE increased from 480 in 2012 to 559 in 2013 indicating an increment of 14 percent. Thaba-Tseka and Mokhotlong topped the other districts with the number of teachers amounting to 67 (17%) and 63 (16%) respectively in 'Literacy and Numeracy education'. On the other side Maseru district topped the other districts with number of teachers in 'continuing education', and with, 115 (21%). The distribution of number of teachers by sex revealed inequality in favor of females, in both categories, 'literacy and numeracy' education with 305 (78%) and 'continuing education' with 411 (74%).

Table 7.5 Teachers in Non Formal Education by District, Level and Sex, 2013

DISTRICT	Literacy and Numeracy			Continuing Education			Total		
	M	F	Total	Primary and Secondary			M	F	Total
				M	F	Total			
BUTHA-BUTHE	0	5	5	6	9	15	6	14	20
LERIBE	5	24	29	8	4	12	13	28	41
BEREA	24	25	49	2	16	18	26	41	67
MASERU	10	36	46	21	48	69	31	84	115
MAFETENG	13	36	49	8	7	15	21	43	64
MOHALES HOEK	5	18	23	5	8	13	10	26	36
QUTHING	2	12	14	0	0	0	2	12	14
QACHAS NEK	3	41	44	7	9	16	10	50	60
MOKHOTLONG	15	48	63	0	0	0	15	48	63
THABA-TSEKA	7	60	67	7	5	12	14	65	79
Total	84	305	389	64	106	170	148	411	559

Table 7.6, illustrates that there were 389 literacy and numeracy teachers, out of them 156(40%) possessed primary education, 101(26%) Junior Certificate, 56(14%) COSC and that 76 (20%) achieved above COSC such as Diplomas and 1st Degrees. This shows that most of teachers in non formal education were not qualified.

Table 7.6 Non Formal Education Teachers in Literacy and Numeracy by District, Qualification and Sex, 2013

DISTRICT	Primary Education			Junior Certificate			COSC			Other			Total
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
BUTHA-BUTHE	0	0	0	0	1	1	0	3	3	0	1	1	5
LERIBE	0	2	2	4	8	12	1	7	8	0	7	7	29
BEREA	3	7	10	8	8	16	4	1	5	9	9	18	49
MASERU	0	6	6	0	9	9	2	3	5	8	18	26	46
MAFETENG	3	10	13	3	9	12	5	12	17	2	5	7	49
MOHALES HOEK	2	8	10	0	3	3	3	1	4	0	6	6	23
QUTHING	0	8	8	0	2	2	0	1	1	2	1	3	14
QACHAS NEK	0	20	20	3	13	16	0	6	6	0	2	2	44
MOKHOTLONG	9	39	48	3	6	9	2	1	3	1	2	3	63
THABA-TSEKA	3	36	39	4	17	21	0	4	4	0	3	3	67
Total	20	136	156	25	76	101	17	39	56	22	54	76	389

Table 7.7 reveals that out of total number of 372 learning posts or centres, literacy and numeracy had a share of 357(96%) while continuing education had only 15(4%). The Majority of literacy and numeracy learning posts were in the mountainous districts namely Mokhotlong and Thaba Tseka. Thaba Tseka was forefront with 67(19%) learning posts followed by Mokhotlong with 61(17%). Most of the districts had at least one 'continuing education' post while Quthing, Mokhotlong and Thaba Tseka had no 'continuing education' learning posts.

Table 7.7 Number of Learning Posts/ centres in Non Formal Education by District and Level, 2013

DISTRICT	Literacy and Numeracy	Continuing Education	Total
BUTHA-BUTHE	5	1	6
LERIBE	29	1	30
BEREA	48	2	50
MASERU	25	7	32
MAFETENG	49	2	51
MOHALES HOEK	18	1	19
QUTHING	11	0	11
QACHAS NEK	44	1	45
MOKHOTLONG	61	0	61
THABA-TSEKA	67	0	67
Total	357	15	372

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

1. Primary Education Level

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A. Access															
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	111.6	105.8
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	108.8	103.9
Total	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	110.2	104.9
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	79.6	75.6
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	82.6	79.0
Total	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	81.1	77.3
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	103.3	97.1
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	97.3	90.8
Total	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	100.4	94.0
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	56.9	53.9
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	57.7	52.8
Total	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	57.3	53.3
B. Efficiency															
1. Promotions															
Total	74.1	84.5	87.5	76.5	77.1	75.2	74.2	71.9	-	-	-	-	82.5	83.6	-
2. Repetitions															
Total	20.1	20.6	19.9	21.4	16.8	19.2	19.7	19.7	20.9	19.1	20.0	19.3	16.5	13.2	-
3. Dropouts															
Total	7.1	7.3	5.9	4.8	6.0	5.6	6.0	6.0	-	-	-	-	4.9	3.2	-
4. Completion Rates															
Total	59.3	66.0	64.5	57.5	70.0	73.1	62.9	74.9	83.0	-	-	80.9	79.9	78.2	78.8
C. Quality Indicators															
Pupil:Teacher Ratio	44	48.0	47.0	47.0	46.0	44.0	42	41	37	35	34	34	34	34	33
Pupil:Classroom Ratio	-	-	-	63.0	65.0	-	-	-	55.0	-	-	-	-	-	47
Pupil:Qualified Teacher Ratio	-	-	-	-	69.0	-	-	-	60.0	-	-	-	-	50	45

2. Secondary Education Level

A. Access	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
1. GER															
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	46.9	46.9
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	64.0	63.6
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	55.4	55.2
2. NER															
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	28.5	29.2
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	44.6	45.6
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	36.5	37.3
B. Efficiency															
1. Transition Rates Standard 7- Form A															
Males	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	74.8	74.3
Females	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	74.8	74.9
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	74.8	74.6
2. Transition Rates Form C - Form D															
Males	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	69.7	70.4
Females	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	72.7	72.6
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	71.4	71.4
C. Quality															
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	25.1	24.1

ANNEX III: Population projections

Table 1A: School Age Population

YEARS																		
AGE	2005		2006		2007		2008		2009		2010		2011		2012		2013	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
0	28882	28235	29470	28811	29870	29186	29635	28957	29399	28728	29164	28499	28930	28270	29348	28668	29473	28790
1	27205	26729	27772	27288	28450	27938	28851	28311	28624	28088	28396	27865	28169	27643	28058	27521	28481	27918
2	26273	25819	26834	26372	27402	26937	28072	27580	28483	27957	28258	27737	28033	27516	27816	27310	27706	27189
3	25355	24923	25910	25470	26472	26029	27034	26588	27695	27223	28116	27604	27893	27386	27678	27182	27464	26978
4	24581	24201	25000	24581	25556	25135	26112	25687	26666	26239	27320	26867	27749	27252	27537	27051	27325	26849
0-4	132296	129907	134986	132522	137750	135225	139704	137123	140867	138235	141254	138572	140774	138067	140437	137732	140449	137724
5	24469	24087	24473	24077	24884	24454	25438	25003	25991	25553	26543	26103	27194	26728	27619	27111	27408	26911
6	24510	24101	24437	24036	24516	24086	24831	24383	25384	24932	25936	25481	26486	26029	27226	26726	27547	27025
7	24383	23976	24310	23912	24321	23912	24400	23961	24617	24181	25165	24725	25712	25270	26360	25895	27096	26589
8	24161	23774	24089	23711	24105	23715	24116	23716	24194	23764	24315	23906	24856	24445	25503	25068	26145	25689
9	23827	23307	23850	23497	23867	23502	23882	23506	23892	23507	23970	23555	23997	23620	24635	24236	25276	24854
5-9	121350	119245	121159	119233	121693	119669	122667	120569	124078	121937	125929	123770	128245	126092	131343	129036	133472	131068
10	24065	23590	23660	23150	23674	23330	23690	23335	23706	23339	23715	23339	23792	23387	23825	23456	24458	24068
11	23911	23555	23973	23495	23464	22965	23570	23225	23587	23230	23602	23234	23611	23234	23598	23202	23720	23350
12	23975	23677	23881	23510	23835	23357	23329	22830	23527	23170	23544	23175	23558	23178	23475	23096	23462	23064
13	24167	23876	23986	23662	23785	23402	23740	23249	23235	22724	23525	23144	23542	23149	23462	23069	23379	22987
14	23944	23666	24197	23868	23912	23563	23712	23304	23666	23151	23163	22629	23545	23128	23467	23050	23388	22970
10-14	120062	118364	119697	117685	118670	116617	118041	115943	117721	115614	117549	115521	118048	116076	117827	115873	118407	116439
15	23947	23621	23857	23550	24107	23746	23823	23442	23623	23185	23578	23033	23076	22512	23458	23009	23381	22931
16	23983	23568	23825	23465	23762	23418	23989	23588	23706	23286	23507	23030	23461	22879	22986	22387	23347	22858
17	24060	23507	23837	23376	23711	23300	23648	23253	23852	23397	23570	23097	23372	22842	23355	22722	22881	22233
18	24169	23428	23884	23272	23697	23168	23572	23093	23510	23047	23690	23165	23410	22867	23243	22645	23226	22525
15-18	96159	94124	95403	93663	95277	93632	95032	93376	94691	92915	94345	92325	93319	91100	93042	90763	92835	90547
Total	469867	461640	471245	463103	473390	465143	475444	467011	477357	468701	479077	470188	480386	471335	482649	473404	485163	475778