

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
HEIs	Higher Education Institutions
IDM	Institute of Development Management
JC	Junior Certificate
LAC	Lesotho Agricultural College
LeBoHA	Lesotho Boston Health Alliance
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
LGCSE	Lesotho General Certificate in Secondary Education
LEC	Lesotho Evangelical Church
LFS	Labour Force Survey
LIPAM	Lesotho Institute of Public Administration and Management
LP	Lerotholi Polytechnic
LUCT	Limkokwing University of Creative Technology
MAN	Maluti Adventist College
MoE	Ministry of Education
MoET	Ministry of Education and Training
NER	Net Enrolment Ratio/Rate
NCDC	National Curriculum Development Centre
NFE	Non-Formal Education
NHTC	National Health Training Center
NUL	National University of Lesotho
PSLE	Primary School Leaving Examination
PSN	Paray School of Nursing
PTC	Primary Teachers Certificate
RCM	Roman Catholic Church
RSN	Roma School of Nursing
Scott	Scott Hospital School of Nursing
SEN	Special Education Needs
SRV	Senqu River Valley
STC	Secondary Teachers Certificate
TVD	Technical and Vocational Department

TVET
UNESCO
UPE

Technical and Vocational Education Training
United Nations Education Science and Culture Organization
Universal Primary Education

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Chapter 1: Background

1.0 Introduction

- a) Education Management Information System (EMIS) office or Education statistics office under planning unit in the Ministry of Education and Training is mandated to develop, maintain and manage the national education management information system in which integrated databases from multiple sources, multiple years and multiple educational levels are routinely collected, updated, compiled, processed, analyzed and used at the expense of the best use of available ICT facilities in the context of devolution and decentralization.

Its duties are:

- i. To timely and reliably define, collect, and process education data and statistics;
- ii. To timely and reliably integrate data from multiple sources, multiple years, and multiple education levels within and outside the Ministry of Education and training;
- iii. To systemically store and manage databases and variables and quickly retrieve them when requested;
- iv. To timely and reliably produce annual statistical reports on the current condition of education and training, and meet ad-hoc data and statistical requests of relevant authorities from Ministry of Education and Training, other GOL ministries, development and cooperating partners, the public and private sectors.
- v. To be able to timely and reliably respond to the support inquiries and requests by education policy researchers, analysts, planners, and other management personnel for supporting activities such as indicator development, statistical analysis, budgeting and planning, enrollment projection, studies of educational effectiveness, and other quantitative system analysis and monitoring and evaluation.

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 8 levels starting from level 0 to level 7. Pre-primary or kinder garden (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

The centers, schools or institutions are owned either solely by government, solely by private companies or jointly by government and private companies, churches or communities. These centers, 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 form 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, centers 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, centers 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 2014, 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, 2013 information from the same schools.

The total number of registered primary schools that responded was 1,468 in 2011, this number increased to 1,469 in 2012, 1,472 in 2013 and 1,477 in 2014. It should be noted that these are the schools that were operational and responded in the first two quarters of 2014 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 number of registered secondary schools was 326 in 2011 and 321 in 2012, while in 2013 they increased to 337. In 2014 the number of registered secondary schools was 339. 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 within a child. 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; this has been substantiated by records of improved academic achievement compared to children who did not attend the pre-schools. Therefore, ECCD programs enhance children's readiness for school. Secondly, ECCD activities reduce the number of repeat cases and failure rates, therefore allowing the system to optimally apply its limited resources to reach more school children. Lastly, ECCD has strong gender implications as it enables mothers to go to work and participate in development activities while children are being cared for, therefore ECCD programs also help improve gender equality.

ECCD education in Lesotho is divided into reception classes, home bases and centers; reception classes are centers attached to some of the existing primary schools. ECCD Centers are privately owned by individuals while home bases are community-initiative pre-schools. All these schools offer the same curriculum; they only differ in ownership status. Data on ECCD education has been difficult to collect and to capture due to poor formal registration of centers and/or home bases which result in inadequate coverage of these centers. However, from 2013 all known ECCD schools were assigned temporary registration numbers and this greatly increased coverage because prior to 2013, only information from reception classes was recorded.

2.1 Enrolment in Reception Classes

Table 2.1 shows enrolment in ECCD Reception classes from 2007 to 2014. Enrolment increased during the years before 2009 as a result of the new ECCD centers that were being attached to existing primary schools. Thereafter enrolment decreased up to the year 2013 as there were very few or no new centers that were attached to primary schools. However, 2014 recorded a 7.9 percent increase in enrolment from 5,324 in the previous year to 6,178, as result of the introduction of 19 new schools as shown in the table below.

Table 2.1: Number of Reception Classes and Enrolment, 2007-2014

Year	Enrolment	Total No 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
2014	6178	240	19

Table 2.2 compares enrolment with the number of reception classes by district from 2012 to 2014. It reveals that during the period under review, enrolment increased in some districts and decreased in others. It is observed that over the years enrolment was highest in Maseru followed by Leribe then Berea; the enrolment was 991, 745, and 717 respectively. However, compared to 2013, the districts that registered the highest percentage change in enrolment in 2014 were Qacha's Nek, Mokhotlong, Botha-Bothe and Qacha's Nek with 22.2, 15.6 and 13.7 percent respectively. In the same manner Mokhotlong (13.3 percent) had the highest increase in number of schools for 2014, followed however by Qacha's Nek and Outhing with 11.1 and 10.5 percent. Mokhotlong still had the lowest number (15) of schools when compared to other districts, while Maseru had the highest number of schools(34).

Table 2.2: Number of Reception Classes and Enrolment by District, 2012- 2014

District	Enrolment			Enroll %change		No. of schools		
	2012	2013	2014	2012-2013	2013-2014	2012 – 2013	2014	%change
Botha-Bothe	471	470	557	-0.2	15.6	17	18	5.6
Leribe	608	574	745	-5.9	23	26	28	7.1
Berea	680	621	717	-9.5	13.4	25	27	7.4
Maseru	886	923	991	4.0	6.9	32	34	5.9
Mafeteng	588	574	641	-2.4	10.5	28	30	6.7
Mohale's Hoek	647	501	585	-29.1	14.4	25	27	7.4
Outhing	312	365	409	14.5	10.8	17	19	10.5
Qacha's Nek	310	316	406	1.9	22.2	16	18	11.1
Mokhotlong	337	364	422	7.4	13.7	13	15	13.3
Thaba-Tseka	578	616	705	6.2	12.6	22	24	8.3
Total	5417	5324	6178	-1.7	13.8	221	240	7.9

2.2 Enrolment in ECCD (reception classes included)

Enrolment in ECCD centers declined from 55,972 in 2013 to 48,396 in 2014 which implies a decline by 14 percent. Table 2.3 shows total Enrolment in ECCD Centers in 2014 disaggregated by district, sex and age. Total Enrolment was recorded at 48,396 pupils in 2014. The table reveals that total enrolment increased with age, for instance, from less than 3 years up to age 5 years, but declined at age greater than 5 years. It also demonstrates that the overall enrolment of females led across all age groups. The distribution of ECCD enrolment by district indicates that Maseru was in the lead with 13,489 (27.9 percent) pupils, followed by Berea and Leribe with 6,776 (14 percent) and 5,375 (11.1 percent). Comparison by sex and district shows that enrolment of girls exceeded that of boys in all the districts, although wider gaps were observed in Mafeteng and Mokhotlong.

Table 2.3: ECCD Enrolment by District, Age and Sex, 2014

DISTRICT	AGE<3		AGE 3		AGE 4		AGE 5		AGE>5		Total	%
	M	F	M	F	M	F	M	F	M	F		
BOTHA-BOTHE	173	179	296	326	467	478	443	417	366	405	3,550	7.3
LERIBE	220	219	428	497	731	713	673	639	623	632	5,375	11.1
BEREA	356	347	576	594	873	872	849	928	676	705	6,776	14.0
MASERU	961	1022	1265	1322	1681	1614	1571	1629	1256	1168	13,489	27.9
MAFETENG	168	189	361	361	571	615	578	660	390	430	4,323	8.9
MOHALE'S HOEK	207	181	398	388	607	629	643	689	364	359	4,465	9.2
QUTHING	78	67	151	164	217	231	206	221	181	220	1,736	3.6
QACHA'S NEK	165	162	206	222	270	266	351	363	201	201	2,407	5.0
MOKHOTLONG	163	184	245	280	340	415	364	363	304	320	2,978	6.2
THABA-TSEKA	136	139	275	297	396	425	491	530	300	308	3,297	6.8
Total	2627	2689	4201	4451	6153	6258	6169	6439	4661	4748	48396	100.0

ECCD Schools Gross and Net Enrolment Rates-2014

Gross Enrolment Ratio (GER) for ECCD indicates enrolment of pupils regardless of age expressed as a percentage of the total population aged 3 to 5. This indicator is used to demonstrate the general level of participation at ECCD level. It is also used to indicate the degree to which over-aged and under-aged children enroll in ECCD centers. A high GER shows that, there is a high degree of participation. The overall coverage of participation of the 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.

Table 2.4(i) shows the sex comparison of GER and NER for ECCD enrolment in 2014. The overall GER was 29.9 percent which is made up of 29.2 percent of males and 30.6 percent of females. The NER on the other hand, was around 20 percent for the overall and for both males and females; indicating that one fifth of the official school-going age population (3 to 5 year) were actually attending ECCD schools.

Table 2.4(i): ECCD schools Gross and Net Enrolment Rates (NER) and (GER) by Sex, 2014

INDICATOR	M	F	T
GER	29.2	30.6	29.9
NER	20.2	21.4	20.8

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 centers.

2.2.1.1 New Entrants in ECCD

Table 2.4(ii) illustrates new entrants in ECCD centers by district and sex in 2014. There were 24,033 new entrants in 2014, out of this number, 11,821 were boys and 12,212 (51 Percent) were girls. In 2014, the general pattern of new entrants by district is almost similar to the general pattern of the total enrolment. For instance, Maseru accounted for 6,391 which is 26.6 percent, it was followed by Berea with 13.9 percent and then Leribe 10.4 percent

Table 2.4(ii): ECCD New Entrants by District and Sex, 2014

DISTRICT	M	F	Total	% Change
BOTHA –BOTHE	853	783	1636	6.8
LERIBE	1249	1258	2507	10.4
BEREA	1639	1696	3335	13.9
MASERU	3157	3234	6391	26.6
MAFETENG	1088	1145	2233	9.3
MOHALE'S HOEK	1175	1211	2386	9.9
QUTHING	467	515	982	4.1
QACHA'S NEK	590	641	1231	5.1
MOKHOTLONG	761	840	1601	6.7
THABA-TSEKA	842	889	1731	7.2
Total	11,821	12,212	24,033	100.0

2.3 Disability in ECCD Schools

Table 2.5 shows that out of the total enrolment of 48,396 pupils in ECCD centers in 2014, 781 (1.4 percent) pupils were with disabilities. Furthermore, sex comparison shows that 427 (54.7 percent) were boys and 354 which is 45.3 percent were girls.

Among the districts, there were more boys with special educational needs than their girl counterparts in each district except in Quthing where the numbers of pupils with special educational needs were equal irrespective of sex.

The Table further shows that Maseru had the highest number of pupils with some form of disability (145); it was followed by Mafeteng with 128 and then Berea with 106.

Table 2.5: ECCD enrolment of children with special educational needs or disability by District, Age and Sex, 2014

District	Age <3		Age 3		Age 4		Age 5		AGE>5		Male		Female		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F			
BOTHA-BOTHE	2	2	6	4	13	9	29	17	7	6	57	38	95		
LERIBE	1	2	5	5	19	10	17	16	20	11	62	44	106		
BEREA	3	2	8	8	9	13	17	13	15	12	52	48	100		
MASERU	12	8	11	13	14	15	20	22	19	11	76	69	145		
MAFETENG	7	6	16	25	20	11	14	14	7	8	64	64	128		
MOHALE'S HOEK	0	0	3	1	10	5	11	14	9	4	33	24	57		
QUTHING	1	1	3	1	1	1	4	2	0	4	9	9	18		
QACHA'S NEK	1	3	8	3	4	2	9	9	5	4	27	21	48		
MOKHOTLONG	4	3	0	2	4	5	3	5	15	6	26	21	47		
THABA-TSEKA	3	2	0	0	8	1	9	0	1	13	21	16	37		
Total	34	29	60	62	102	72	133	112	98	79	427	354	781		

When disaggregating enrolment of pupils with disability by type of disability, majority of the disabled pupils had physically disability accounting for 25.4 percent. This percentage was followed by the one for intellectual disability which constituted 23.2 percent of the disabled pupils. Intellectual disability includes forms of learning difficulty, epilepsy and mental retardation.

Table 2.6: ECCD Enrolment of disabled pupils by Type of disability, Age and Sex, 2014

District	Age <3		Age 3		Age 4		Age 5		AGE>5		Total	
	M	F	M	F	M	F	M	F	M	F	T	%
PD-Physical Disability	16	8	14	18	34	19	22	19	25	23	198	25.4
VI-Visual Impairment	3	2	7	2	4	9	12	16	12	11	78	10.0
HI-Hearing Impairment	0	3	9	9	6	7	22	13	14	8	91	11.7
ID-Intellectual Disability	8	5	7	10	21	18	34	24	31	23	181	23.2
OTHER	7	11	23	23	37	19	43	40	16	14	233	29.8
Total	34	29	60	62	102	72	133	112	98	79	781	100.0

2.4 Orphan-hood in ECCD Schools

Out of the total enrolment in ECCD centers 3,980 were pupils that had either lost one or both of their parents in 2014. This number also includes the vulnerable children who are called 'social orphans' as shown in Table 2.7. Paternal orphans constituted about 48.5 percent of these orphans, whereas maternal and social orphans accounted for 18.4 and 20.1 percent respectively.

Table 2.7: ECCD Orphans by District, Age and Sex, 2014

Type	Age <3		Age3		Age4		Age5		AGE>5		Total
	M	F	M	F	M	F	M	F	M	F	
Paternal	78	88	106	130	251	229	316	296	199	237	1930
Maternal	17	33	46	47	80	94	124	114	94	85	734
Double	12	16	41	40	59	66	79	87	58	60	518
Social	32	42	73	60	88	117	122	89	84	91	798
Total	139	179	266	277	478	506	641	586	435	473	3980

Enrolment of orphans by district in Table 2.8 reveals that, Maseru had the higher percentage of orphans in ECCD centers as it was represented by 23.8 percent. It was followed by Mohale's Hoek and Berea with 12.7 and 11.7 percent respectively. Outhing only had 4.1 percent orphans.

Table 2.8: ECCD Orphans by District, Age and Sex, 2014

District	Age <3		Age3		Age4		Age5		AGE>5		Total		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	T	%
BOTHA-BOTHE	5	9	16	20	43	35	49	37	28	43	141	144	285	7.2
LERIBE	13	15	22	42	48	36	54	55	52	48	189	196	385	9.7
BEREA	15	18	28	27	48	79	69	68	65	50	225	242	467	11.7
MASERU	47	65	62	65	119	131	139	130	86	103	453	494	947	23.8
MAFETENG	8	13	29	21	57	57	55	59	61	49	210	199	409	10.3
MOHALE'S HOEK	17	14	46	34	58	56	83	91	49	57	253	252	505	12.7
QUTHING	6	7	15	10	20	20	27	24	16	20	84	81	165	4.1
QACHA'S NEK	12	17	19	19	29	40	58	37	23	31	141	144	285	7.2
MOKHOTLONG	5	12	17	22	27	24	38	35	25	35	112	128	240	6.0
THABA-TSEKA	11	9	12	17	29	28	69	50	30	37	151	141	292	7.3
Total	139	179	266	277	478	506	641	586	435	473	159	2021	3980	100

The number of teachers in ECCD centers during the year 2014 was estimated at 3,700. Table 2.9 shows that there were more female teachers (98.0 percent) than their male counterparts (2.0 Percent). A similar trend is observed for districts whereby, Maseru was leading with 22.2 percent of teachers in this level of education. It was seconded by Leribe with 18.4 percent and then Berea with 12.9 percent.

Table 2.9: ECCD Teachers by District and Sex, 2014

DISTRICT	M	F	Total	%
BOTHA-BOTHE	8	311	319	8.6
LERIBE	28	654	682	18.4
BEREA	6	473	479	12.9
MASERU	23	797	820	22.2
MAFETENG	2	308	310	8.4
MOHALE'S HOEK	4	308	312	8.4
QUTHING	2	149	151	4.1
QACHA'S NEK	0	195	195	5.3
MOKHOTLONG	2	205	207	5.6
THABA-TSEKA	3	222	225	6.1
Total	78	3622	3700	100.0

Table 2.10 shows the distribution of pre-schools by district and agency in 2014. Maseru (442) also led with the highest number of ECCD schools in 2014. Berea seconded with 288 ECCD schools, and then Mafeteng, Mohale's Hoek and Leribe became the third, fourth and fifth highest districts with ECCD schools with 215, 211 and 210 respectively.

Among these schools, 1,396 were owned by community, the followed private with 362 schools and then government with 85 ECCD schools.

Table 2.10: Number of ECCD Schools by district and Agency, 2014

DISTRICT	GVT	COMM	LEC	RCM	ACL	AME	OTHER	PRIVATE	Total	%	Teachers	STR
BOTHA-BOTHE	4	123	1	3	1	0	2	6	140	6.9	319	2
LERIBE	1	169	1	4	3	0	20	12	210	10.4	682	3
BEREA	12	174	2	6	1	0	17	76	288	14.3	479	2
MASERU	9	178	8	7	2	2	8	228	442	21.9	820	2
MAFETENG	16	172	8	4	1	2	5	7	215	10.7	310	1
MOHALE'S HOEK	12	165	4	7	2	0	5	16	211	10.5	312	1
QUTHING	7	51	4	2	2	1	7	11	85	4.2	151	2
QACHA'S NEK	8	109	3	7	1	0	2	3	133	6.6	195	1
MOKHOTLONG	7	144	1	3	0	0	1	1	157	7.8	207	1
THABA-TSEKA	9	111	4	4	0	0	4	2	134	6.7	225	2
Total	85	1,396	36	47	13	5	71	362	2,015	100	3700	2

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 primary education was free. The first cohort of free primary education entered into secondary schools in 2007 and that cohort completed high school in 2011.

3.1 Enrolment in Registered Primary Schools

Table 3.1 below shows enrolment in registered primary schools by age, grade and sex in 2014. It is observed from the table that the total enrolment at this level was 2013. History has shown that enrolment in this level of education has been steadily declining since 2004. This decline came after the enrolment influx of the free primary education which initiated in 2000 but reached the peak in 2006 and declined afterwards. Generally, the table shows that there were more boys (51.0 percent) than girls (49.0 percent) that enrolled in ECCD centers. In disaggregating data further by grades, it is observed that boy's enrolment was higher than the enrolment for girls in all the grades except for grade 6 and 7 where enrolment of females was higher than the one for their male counterparts.

The table further shows that 77.9 percent of the pupils in this level of education were in the appropriate age of primary schooling which is 6 to 12 years, while (23.9 percent were over age and only 1.2 percent were below the official primary school age.

Table 3.1: Enrolment in Registered Primary Schools by Age, Grade and Sex, 2014

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	2239	2179	0	0	0	0	0	0	0	0	0	0	0	0	4418
6	15345	14834	904	1040	0	0	0	0	0	0	0	0	0	0	32123
7	8219	7062	11361	12066	723	966	0	0	0	0	0	0	0	0	40397
8	2173	1432	8713	7804	8766	10478	748	1288	0	0	0	0	0	0	41402
9	683	376	3645	2470	9215	8538	6375	8761	507	1075	0	0	0	0	41645
10	296	123	1415	790	5582	3699	8975	8926	3968	6591	426	949	0	0	41740
11	115	48	564	269	2794	1441	6815	4944	5388	7038	2967	5436	403	914	39136
12	50	13	254	69	1390	610	4928	2597	5479	4884	4151	6422	2250	4745	37842
13	33	6	112	34	663	244	3184	1297	4381	3047	4228	4736	3318	5714	30997
14	29	4	67	18	330	100	1935	728	3672	1783	4293	3509	3959	5015	25442
15	6	1	21	7	89	31	643	258	1823	844	2994	2007	3362	3475	15561
16	4	0	5	2	35	15	212	112	804	373	1747	860	2508	1918	8595
17	2	1	5	2	15	1	88	24	268	147	748	428	1538	979	4246
18	0	1	2	0	5	4	16	8	80	54	255	148	659	322	1554
19	0	1	0	0	3	2	10	9	34	19	94	43	203	100	518
20	0	0	0	0	2	2	5	4	17	7	29	19	94	24	203
>20	24	1	11	3	12	1	11	6	19	5	29	26	45	36	229
Total	29218	26082	27079	24574	29624	26132	33945	28962	26440	25867	21961	24583	18339	23242	366048

Table 3.2 shows the distribution of enrolment in registered primary schools by grade, sex and year starting from 2010 up to 2014. As indicated earlier, enrolment in primary schools has been showing a declining trend for some years now. This is shown in the table below.

Table 3.2: Enrolment in Registered Primary Schools by Grade, Sex and Year, 2010-2014

Grade	2010		2011		2012		2013		2014	
	M	F	M	F	M	F	M	F	M	F
1	38383	32010	38449	32248	36438	31033	31816	27762	29218	26082
2	32141	27424	31702	27366	32229	27976	30595	26524	27079	24574
3	30919	27385	30742	26512	30265	26462	30298	26797	29624	26132
4	29628	27438	29756	27102	29931	26958	30216	26784	33945	28962
5	25683	26385	25397	26310	25713	26078	25242	25544	26440	25867
6	22101	25518	22160	24961	21860	24962	21801	24423	21961	24583
7	19057	24609	18925	23807	18413	23372	18082	23585	18339	23242
Total	197912	190769	197131	188306	194849	186841	188050	181419	186606	179442
	Enrolment change	0.963908		0.95523		0.9589		0.9647		0.9616
TOTAL		388,681	385,437		381,690		369,469		366,048	

Table 3.3 shows the distribution of enrolment in registered primary schools by district, sex and years from 2012 to 2014. In total, Maseru had the highest number of enrollees in registered primary schools (22.5 percent); it was seconded by Leribe with 15.3 percent. Berea and Mafeteng followed with 12.2 and 10.1 percent respectively. The table further reveals that during these three years period, the total enrolment has been declining from 381,690 in 2012 to 366,048 in 2014.

For all the districts, enrolment in registered primary schools declined from 2012 to 2013, even from 2013 to 2014, all the districts had decline in enrolment except for Botha-Bothe and Mokhotlong districts which have shown increase in total enrolment from 2013 to 2014.

Table 3.3: Enrolment in Registered Primary Schools by District, Sex and Year, 2012- 2014

District	2012			2013			2014		
	M	F	Total	M	F	Total	M	F	Total
Botha-Bothe	11572	10823	22395	11426	10778	22204	11436	10823	22259
Leribe	30696	28445	59141	29567	27343	56910	28910	27005	55915
Berea	24525	22345	46870	23695	21631	45326	23265	21336	44601
Maseru	43186	41314	84500	42445	40478	82923	42407	40080	82487
Mafeteng	20323	18508	38831	19529	18069	37598	19296	17806	37102
Mohale's Hoek	17332	17077	34409	16275	16100	32375	16333	16010	32343
Outhing	11859	11573	23432	11280	11101	22381	11228	10846	22074
Qacha's Nek	8146	7893	16039	7974	7755	15729	7870	7510	15380
Mokhotlong	11097	12161	23258	10801	11911	22712	10997	11886	22883
Thaba-Tseka	16113	16702	32815	15058	16253	31311	14864	16140	31004
Total	194849	186841	381690	188050	181419	369469	186606	179442	366048

Table 3.4 shows the distribution of enrolment in registered primary schools by district, sex and urban and rural residence of learners. In general, it is shown that majority of registered primary school pupils (79.0 percent) were in the rural areas whereas, less than half of this percentage was in the urban areas.

The table further shows that in the urban areas more boys than girls were enrolled in registered primary schools except for Qacha's Nek and Mokhotlong districts. The pattern was the same for the rural areas, which also had higher enrolment among males for most of the districts except for Mokhotlong and Thaba-Tseka where there were more girls than boys enrolled in registered primary schools.

Table 3.4: Enrolment in Registered Primary Schools by District, Urban and Rural and Sex, 2014

DISTRICT	URBAN			RURAL			Total
	M	F	Total	M	F	Total	
BOTHA-BOTHE	3152	3117	6269	8284	7706	15990	22259
LERIBE	5414	5053	10467	23496	21952	45448	55915
BEREA	2458	2423	4881	20807	18913	39720	44601
MASERU	18613	17808	36421	23794	22272	46066	82487
MAFETENG	2870	2874	5744	16426	14932	31358	37102
MOHALE'S HOEK	1258	1215	2473	15075	14795	29870	32343
QUTHING	1029	851	1880	10199	9995	20194	22074
QACHA'S NEK	1526	1532	3058	6344	5978	12322	15380
MOKHOTLONG	1650	1730	3380	9347	10156	19503	22883
THABA-TSEKA	1146	1104	2250	13718	15036	28754	31004
Total	39116	37707	76823	147490	141735	289225	366048

Table 3.5 shows the distribution of registered primary schools by district, ecological zone and sex in 2014. It is seen from the table that enrolment in the Lowlands constituted 52.2 percent; it was followed by the percentage for the Mountains enrolment which stood at 24.4 percent and Foothills at 12.3 percent.

Furthermore, the table shows that more males than females were enrolled in the Lowlands, Foothills, and Senqu River Valley while there were more females than males in the Mountains as illustrated in Table 3.5. Therefore sex comparisons indicate that in 2014, the enrolment of females exceeded that of their male counterparts only in the mountainous parts of the districts.

Table 3.5: Enrolment in Registered Primary Schools by District, Zone and Sex, 2014

DISTRICT	LOWLANDS		FOOTHILLS		MOUNTAIN		SENU RIVER VALLEY		TOTAL
	M	F	M	F	M	F	M	F	
BOTHA-BOTHE	6498	6053	3677	3493	1261	1277	0	0	22259
LERIBE	20894	19310	4725	4460	3291	3235	0	0	55915
BEREA	19156	17482	3985	3728	124	126	0	0	44601
MASERU	32576	30339	6703	6368	3128	3373	0	0	82487
MAFETENG	15294	13834	3971	3917	31	55	0	0	37102
MOHALE'S HOEK	5572	5051	0	0	3195	3405	7566	7554	32343
QUTHING	0	0	0	0	3231	3455	7997	7391	22074
QACHA'S NEK	0	0	0	0	3115	2995	4755	4515	15380
MOKHOTLONG	0	0	0	0	10997	11886	0	0	22883
THABA-TSEKA	0	0	0	0	14864	16140	0	0	31004
Total	99990	92069	23061	21966	43237	45947	20318	19460	366048

Table 3.6 illustrates enrolment of primary school learners in public and private owned schools by district and sex. For the purpose of analysis in this report, public schools represent those owned by government, churches and communities. These are the schools that get aids or donor from the Government such as payment of salaries of teachers, renovation and construction of classrooms and provision of other facilities. Private schools on the other hand function independent of the Government aid but observe the government stipulated curriculum or follow its guidelines closely if an alternative curriculum is used.

It is shown from the table that 98.5 percent of pupils were enrolled in public schools while only 1.5 percent were enrolled in private schools. In public schools, enrolment of males outnumbered the enrolment for females. However, among the private schools the number of females exceeded the number of males enrolled in registered primary schools. It is also shown in the same table that enrolment was higher in public schools than private schools in all the districts as it is observed that in some districts there were no private schools, for instance, from Mohale's Hoek to Thaba-Tseka.

Table 3.6: Enrolment in Registered Public and Private Schools by District and Sex, 2014

DISTRICT	PUBLIC			PRIVATE			TOTAL
	M	F	T	M	F	T	
BOTHA-BOTHE	11,396	10,781	22,177	40	42	82	22,259
LERIBE	28,418	26,488	54,906	492	517	1,009	55,915
BEREA	22,974	21,009	43,983	291	327	618	44,601
MASERU	40,729	38,384	79,113	1,678	1,696	3,374	82,487
MAFETENG	19,027	17,533	36,560	269	273	542	37,102
MOHALE'S HOEK	16,333	16,010	32,343	0	0	0	32,343
QUTHING	11,228	10,846	22,074	0	0	0	22,074
QACHA'S NEK	7,870	7,510	15,380	0	0	0	15,380
MOKHOTLONG	10,997	11,886	22,883	0	0	0	22,883
THABA-TSEKA	14,864	16,140	31,004	0	0	0	31,004
Total	183,836	176,587	360,423	2,770	2,855	5,625	366,048

Table 3.7 illustrates enrolment in registered primary schools by district, agency and sex in 2014. It is observed from this table that enrolment was highest in LEC primary schools at 123,157 pupils; this number was seconded by the one for RCM with 119,795 pupils. The third and fourth highest enrolments were for ACL (40,471) and Government with 39,068 pupils. In disaggregating enrolment by agency and sex, a similar pattern is in the previous analysis by sex is observed where enrolment of males dominates the enrolment for females in all the agencies.

Table 3.7: Enrolment in Registered Primary Schools by District, Agency and Sex, 2014

DISTRICT	GVT		COMMUNITY		LEC		RCM		ACL		AME		OTHER		PRIVATE		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
BOTHA-BOTHE	598	647	1,145	1,138	4,202	3,784	2,936	2,731	1,801	1,631	206	225	508	625	40	42	2,2259
LERIBE	2,110	1,958	1,709	1,582	9,288	8,723	8,421	7,708	5,132	4,733	309	280	1,449	1,504	492	517	55,915
BEREA	3,207	2,948	515	549	7,139	6,410	8,832	7,986	2,348	2,147	0	0	933	969	291	327	44,601
MASERU	4,267	3,923	4,278	4,099	12,687	11,905	13,426	12,493	3,606	3,524	336	278	2,129	2,162	1,678	1,696	82,487
MAFETENG	1,792	1,662	504	519	8,140	7,389	5,587	5,060	1,855	1,751	375	359	774	793	269	273	37,102
MOHALE'S HOEK	1,885	1,617	509	531	6,206	5,845	5,010	5,320	1,572	1,544	170	121	981	1,032	0	0	32,343
QUTHING	1,175	1,260	0	0	5,351	5,009	3,108	3,038	1,517	1,483	0	0	77	56	0	0	22,074
QACHA'S NEK	1,137	1,129	0	0	3,028	2,850	2,822	2,661	810	812	73	58	0	0	0	0	15,380
MOKHOTLONG	1,101	1,093	0	0	3,627	3,891	4,337	4,770	1,160	1,330	534	515	238	287	0	0	22,883
THABA-TSEKA	2,541	3,018	926	969	3,737	3,946	6,515	7,034	843	872	0	0	302	301	0	0	31,004
Total	19,813	19,255	9,586	9,387	63,405	59,752	60,994	58,801	20,644	19,827	2,003	1,836	7,391	7,729	2,770	2,855	366,048

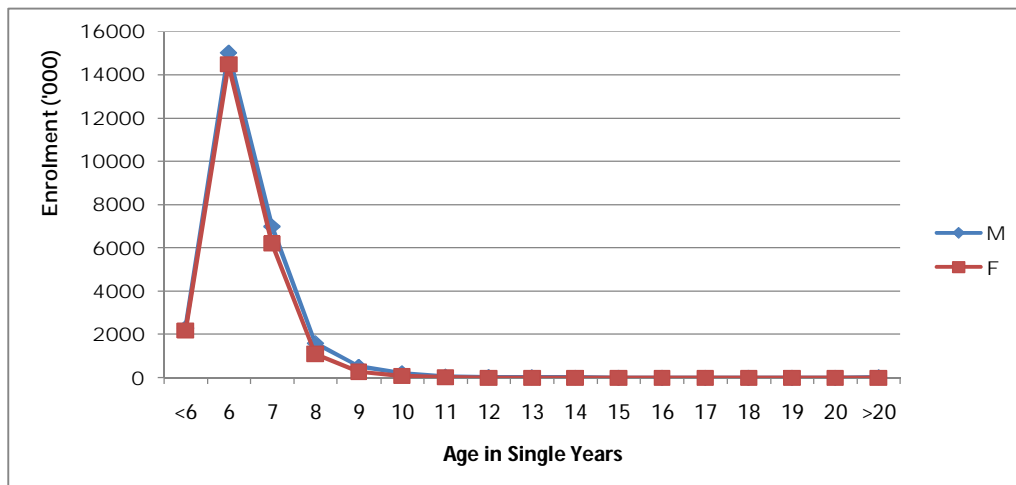
3.1.1 Accessibility of Education

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 grade 1(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 age were similar to the previous years since the year 2009, whereby, there were more boys than girls, thus, 52.3 percent against 47.7 percent. Figure 3.1 below shows the enrolment of new entrants into registered primary schools by age and sex. The figure portrays that enrolment of new entrants was at the peak precisely at the age of six (the official admission age) for both boys and girls. Afterwards enrolment for both sexes drastically dropped until it was almost zero at ages 10 and upwards with male's enrolment being slightly higher.

Figure 3.1: Enrolment of New Entrants in Registered Primary Schools by Age and Sex, 2014



The following table shows the enrolment of new pupils into registered primary schools by district and sex. It is shown in the table that enrolment of new entrants has a similar pattern to that of the total enrolment in registered primary schools as it is observed that even for the new entrants, Maseru was leading with 22.4 percent of new entrants. It was followed by Leribe with 14.4 percent; then Berea and Mafeteng with 11.7 and 10.0 percent.

Table 3.8: New Entrants in Primary Schools by District and Sex, 2014

District	M	% M	F	% F	Total
BOTHA-BOTHE	1,463	5	1,434	6	2,897
LERIBE	3,781	14	3,582	15	7,363
BEREA	3,148	12	2,849	12	5,997
MASERU	5,974	22	5,535	23	11,509
MAFETENG	2,672	10	2,435	10	5,107
MOHALE'S HOEK	2,665	10	2,351	10	5,016
OUTHING	1,679	6	1,435	6	3,114
QACHA'S NEK	1,120	4	990	4	2,110
MOKHOTLONG	1,871	7	1,656	7	3,527
THABA-TSEKA	2,451	9	2,210	9	4,661
Total	26,824	100	24,477	100	51,301

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 2014 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 for primary schools. The two ratios are essential to policy-makers and planners because they specify the degree of accessibility of primary school education. AIR is a crude measure because it considers all new entrants irrespective of age while NIR accounts for official entrance age for new entrants.

The Apparent Intake Rate (AIR) was highest in the year 2000 (200.9 percent) as seen in Table 3.9, and in the following years it decreased continuously until 2008 then remained steady at 102.2 from 2009 to 2011. The year 2000 recorded a massive AIR due to the commencement of free primary education which resulted in high enrolment and as a result of the introduction of compulsory education in primary in 2012. AIR continued to be high; however, it fell to 94 in 2013. Sex comparison in AIR indicates that historically more males had access to primary education than females.

Net Intake Rate (NIR) on the other hand, has been unstable over the past years to date ranging between 53.3 and 64.1 percent. Unlike AIR which was in favour of males than females, NIR demonstrates that girls of primary school going age had more access than boys to primary education for the majority of the years from 2000 to 2014.

Table 3.9: Registered Primary Schools Apparent and Net Intake Rates and Gender Parity Indices by Sex, 2000-2014

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
2014	99.4	92.6	96.1	0.93	55.3	54.7	55	0.99

3.1.2 Gender Parity Index in Registered Primary Schools

Gender parity index measures equity between boys and girls at school level which is primary school level in this case. A value of more than one (1) indicates more females than males in the selected age, while a value below one (1) indicates more males than females while a one (1) signifies enrolment equity between males and females. The GPI associated with AIR in Table 3.9 above reveals that generally, more males than females had access to primary education.

However, when the appropriate school going age is being considered, NIR indicates that for the most of the years under review, there were more females than males that had access to primary schooling; this is consistent with the fact that some males attend school at older ages as they become herd boys before they can start schooling especially in the mountainous districts. Even though there were differences between AIR and NIR, GPI has been around one (1), which means that the gender parity gap for admission into primary schools was slightly low over the years from 2000 to 2014.

3.1.3 Coverage of Participation in Primary Education

Gross Enrolment Ratio (GER) is defined as 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 to which over-aged and under-aged children enroll in primary school in this situation. A high GER shows that, there is a high degree of participation. Therefore, a GER of 100 percent signifies that a country is able to accommodate all of its school-age population into school but this is not an easy task for a country to achieve.

The overall coverage of participation of eligible population in the education system is usually indicated by Net Enrolment Rate (NER) therefore a high value of NER indicates a high degree of participation of the official school-age population.

As a result, Table 3.10 shows a slow fall in GER from 2007 to 2014, which reflects a decrease in the degree of participation, whereas NER has been largely fluctuating between 77.3 and 85.0 percent during the same period.

Sex comparison reveals that from 2007 to 2014 GER for males was higher than that of females while the opposite was observed in the preceding period, that is, 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 and in order to achieve this, the Ministry set itself targets; one such is the reduction of the pupil-teacher ratio from 46 pupils to 1 teacher in 2003 to 41:1 in 2007 and 40:1 by the year 2015. It is evident that these targets have already been attained. For instance, in 2007, the ratio was 37 pupils to one teacher which was clearly above the Ministry's target. The ratio further dropped to 34 pupils to one teacher from 2009 to 2012 and then 33 pupils in 2013 to 2014.

Table 3.10: Registered Primary Schools Gross and Net Enrolment Rates and Pupils Teacher Ratios, 2000-2014

Year	Gross Enrolment				Net Enrolment				PTR
	Males	Females	GPI	Total	Males	Females	GPI	Total	
2000	118.1	122.6	1.04	120.3	78.7	85.3	1.08	82	48
2001	120.6	123.2	1.02	121.9	79.5	85.4	1.07	82.7	47
2002	122.7	124.9	1.02	123.8	81.1	87	1.07	84	47
2003	123.8	125.9	1.02	124.9	82	88.1	1.07	85	46
2004	126.2	127	1.01	126.6	81	86	1.06	83	44
2005	126	126.3	1.00	126.1	80.6	85.7	1.06	83.1	42
2006	127.3	127.5	1.00	127.4	81.6	86.3	1.06	83.9	41
2007	120.8	120.2	1.00	120.5	79.5	83.4	1.05	81.4	37
2008	119.3	118.6	0.99	119	79.9	84.1	1.05	82	35
2009	116.2	116.2	1.00	116.2	78.6	83.2	1.06	80.9	34
2010	116.2	113.9	0.98	115.1	80.1	83.5	1.04	81.8	34
2011	114.6	111.3	0.97	113	80.2	83.1	1.04	81.6	34
2012	111.6	108.8	0.97	110.2	79.6	82.6	1.04	81.1	34
2013	105.8	103.9	0.98	104.9	75.6	79	1.04	77.3	33
2014	103.4	101.1	0.98	102.3	75.1	78.2	1.04	76.6	33

Table 3.11 summarizes pupil teacher ratios (PTR) for 2014 by districts. It is observed from the table that the pupil teacher ratios for registered primary schools ranged from 29 in Botha-Bothe to 39 pupils per teacher in Mokhotlong.

Table 3.11: Pupils Enrolled in Registered Primary Schools by District, 2014

District	Enrolment			Teachers			PTR Total
	M	F	Total	M	F	Total	
BOTHA-BOTHE	11436	10823	22259	170	590	760	29
LERIBE	28910	27005	55915	368	1,378	1,746	32
BEREA	23265	21336	44601	294	1,055	1,349	33
MASERU	42407	40080	82487	544	1,822	2,366	35
MAFETENG	19296	17806	37102	334	887	1,221	30
MOHALE'S HOEK	16333	16010	32343	274	800	1,074	30
QUTHING	11228	10846	22074	173	541	714	31
QACHA'S NEK	7870	7510	15380	136	387	523	29
MOKHOTLONG	10997	11886	22883	168	420	588	39
THABA-TSEKA	14864	16140	31004	256	570	826	38
Total	186,606	179,442	366,048	2,717	8,450	11,167	33

3.2 Disability in Registered Primary Schools

Out of the total enrolment of 366,048 in registered primary schools in 2014, about 20,357 were the pupils with the special educational needs. This implies that 5.6 percent of them had some form of disability in 2014.

Table 3.12 below shows enrolment of pupils with disability in registered primary schools by type of disability, grade and sex in 2014. The table shows that generally there were more boys than girls with special educational needs even in this level of education in all the grades except for Grade 7 which had slightly more girls than boys that had some form of disability. For instance, in Grade 1, 2 and 3 there were 63.5; 60.1 and 62.3 percent of males that respectively had some form of disability.

The table further shows that intellectual disability accounted for 54.0 of the pupils with disability. Then, followed the percentages for visual and hearing impairment with 19.6 and 12.2 percent respectively. It should be noted that intellectual disability includes forms of learning difficulty, epilepsy and mental retardation.

Table 3.12: Enrolment of Pupils with Special Educational Needs in registered Primary by type of disability, Grade, 2014

Disability 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	
PD-Physical Disability	140	75	95	76	114	82	135	88	83	83	70	68	64	73	1,246
VI-Visual Impairment	225	129	230	200	285	220	332	271	405	328	374	346	283	354	3,982
HI-Hearing Impairment	125	99	126	117	183	160	236	218	240	268	162	218	152	188	2,492
ID-Intellectual Disability	696	378	941	553	1168	617	1511	849	1083	675	828	617	578	496	10,990
Other	172	99	180	98	161	77	171	93	159	72	100	83	106	76	1,647
Total	1358	780	1572	1044	1911	1156	2385	1519	1970	1426	1,534	1,332	1,183	1,187	20,357

Table 3.13 below shows enrolment of pupils with special educational needs by age and sex from grade 1 to 7. There were more learners with disability around the ages of 9, 10 and 11 as well as in grades 3, 4 and 5. Of the 20,357 pupils with disability, 19.0 percent were in grade 4 while the least number of learners with special needs were in grade 1.

Table 3.13: Enrolment of Pupils with Special Needs in Registered Primary Schools by Age, Grade and Sex, 2014

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	60	35	0	0	0	0	0	0	0	0	0	0	0	0	95
6	637	358	57	48	0	0	0	0	0	0	0	0	0	0	1100
7	361	224	591	436	50	28	0	0	0	0	0	0	0	0	1690
8	138	80	461	305	476	361	35	27	0	0	0	0	0	0	1883
9	50	36	249	108	512	353	378	345	26	36	0	0	0	0	2093
10	47	20	106	63	399	202	511	391	211	274	24	35	0	0	2283
11	24	12	47	29	201	86	453	257	305	269	156	177	15	25	2056
12	13	7	27	18	120	50	345	152	339	254	216	266	199	199	2094
13	8	3	21	18	68	35	270	144	333	197	268	233	152	199	1949
14	14	0	5	10	43	16	197	89	334	163	246	205	199	231	1752
15	2	1	6	4	13	9	105	54	210	91	251	172	211	182	1311
16	1	1	0	2	10	8	44	25	125	82	186	92	186	164	926
17	0	1	2	1	8	1	28	13	45	32	103	57	151	84	526
18	0	1	0	0	5	3	7	6	15	15	33	44	76	48	253
19	0	1	0	0	4	1	5	8	11	7	27	20	41	23	148
20	0	0	0	0	2	2	3	1	8	4	7	14	23	12	76
>20	3	0	0	2	0	1	4	7	8	2	25	17	30	23	122
Total	1358	780	1572	1044	1911	1156	2385	1519	1970	1426	1534	1332	1183	1187	20357

3.3 Orphan-hood in Registered Primary Schools

Out of the total enrolment of 366,048 in 2014, 110,825 pupils enrolled in registered primary schools had either lost one of or both parents through death. Some children were deemed social orphans because of the severity of their vulnerability due to severe poverty and abuse although they had parent(s).

Table 3.14 shows enrolment of orphans in registered primary schools by type of orphanhood, grade and sex. It is observed from the table that the percentage of paternal orphans was leading even in this level of education as it constituted 52.0 percent of all the orphans registered in registered primary schools; then followed the percentage for double orphans with 19.5. Maternal and social orphans accounted for 18.7 and 9.8 percent of the orphans in registered primary schools. The table further shows that majority of orphans were males in all the grades except in Grade 6 and 7.

Table 3.14: Enrolment of Orphans in Registered Primary Schools by Type grade and Sex, 2014

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	3058	2515	3394	2987	4406	3732	5592	4769	4839	4747	4088	4791	3862	4892	57672
Maternal	931	856	1170	975	1540	1320	2087	1771	1834	1658	1578	1769	1442	1750	20681
Double	635	532	889	715	1316	1024	2092	1610	2161	1911	2035	2212	1974	2503	21609
Socials	954	806	948	852	887	815	907	866	700	766	551	671	474	666	10863
Total	5578	4709	6401	5529	8149	6891	10678	9016	9534	9082	8252	9443	7752	9811	110825

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

Table 3.15 presents enrolment of orphans in registered primary schools by age, sex and grade. It is observed from the table that there were more male orphans in the lower grades (1 to 4), than female orphans while the number of female orphans outnumbered that of males in the higher grades. It is also shown that there was a minimum number of orphans in the lower grades and more orphans in the upper grades. This has been an observation even in the previous five years.

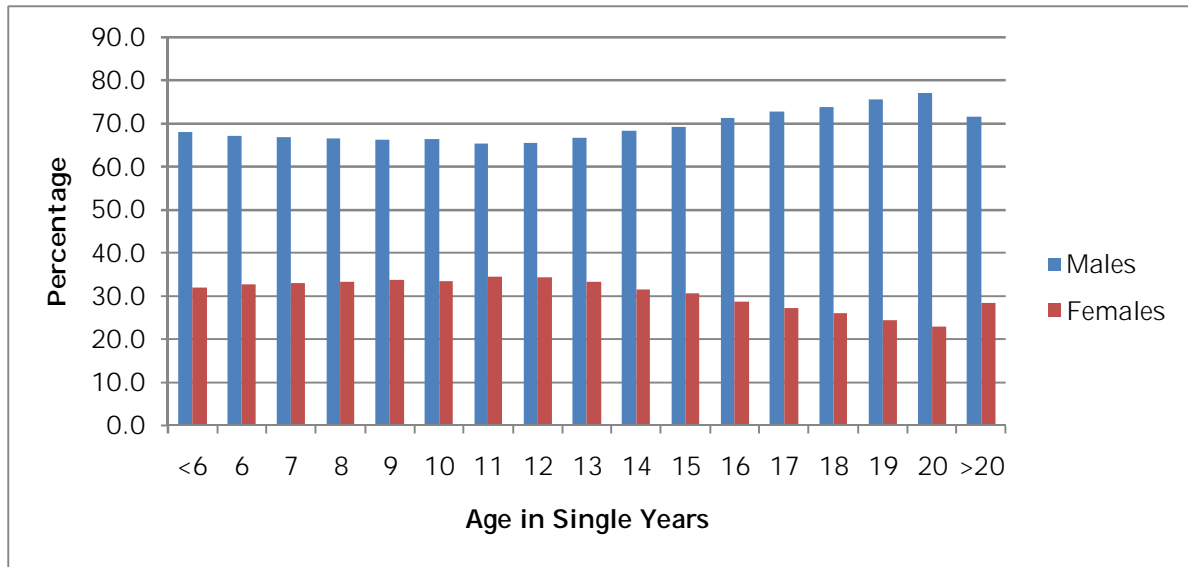
Table 3.15: Orphans in Registered Primary Schools by Age, Grade and Sex, 2014

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	314	279	0	0	0	0	0	0	0	0	0	0	0	0	593
6	2900	2688	158	207	0	0	0	0	0	0	0	0	0	0	5968
7	1466	1237	2456	2537	181	216	0	0	0	0	0	0	0	0	8085
8	513	353	1985	1701	2015	2362	167	307	0	0	0	0	0	0	9414
9	211	97	1019	708	2349	2302	1645	2203	101	204	0	0	0	0	10844
10	95	37	430	245	1738	1144	2572	2757	1187	1825	130	255	0	0	12402
11	31	9	162	83	922	491	2205	1702	1651	2429	896	1748	139	255	12714
12	20	7	101	25	485	223	1764	1002	2000	1861	1388	2284	755	1723	13638
13	11	0	47	13	253	82	1107	521	1761	1311	1706	1957	1253	2256	12278
14	9	0	28	6	134	42	797	312	1497	812	1678	1594	1709	2270	10888
15	3	1	8	1	38	14	275	130	787	381	1240	883	1560	1705	7026
16	2	1	3	1	18	8	96	56	355	177	721	418	1148	910	3914
17	0	0	1	0	9	0	35	11	128	53	320	193	718	466	1934
18	0	0	2	1	4	3	5	7	36	19	107	64	299	151	698
19	0	0	0	0	2	2	5	4	19	6	45	22	100	47	252
20	0	0	0	0	1	2	3	3	8	3	10	10	42	9	91
>20	3	0	1	1	0	0	2	1	4	1	11	15	31	16	86
Total	5578	4709	6401	5529	8149	6891	10678	9016	9534	9082	8252	9443	7752	9811	110825

Figure 3.2 presents the percentage distribution of orphans in registered primary schools by age and sex in 2014. It is observed from the table that majority of orphans were males in all the ages it ranges from 65.5 percent to 72.8 percent in age 17 years. Although the highest percentage is 77.1; it has not been much considered as the definition of orphaned children considers children from zero to 17 years only.

The figure further depicts that the percentage of orphans among males was 68.0 in ages less than 6 years; it then gradually dropped to 65.7 percent in age 12 and then increased afterwards.

Figure 3.2: Percentage Distribution of Orphans by Age and Sex, 2014



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 step. To ensure the support to primary education, the Ministry's huge responsibility comprises of provision of appropriate buildings, qualified teachers, sufficient facilities and education materials to increase the accessibility of schools and achieve sustainable enrolment gains at this level of education.

3.4.1 Primary Schools

During the past century, the majority of the schools in the country were belonging to the churches and community. Nowadays, with the Ministry's huge responsibility there are more schools owned by Government and those that are privately owned. Despite the fact that provision of quality education is a joint responsibility between agencies, the government is hugely responsible for the payment of teachers and provision of financial support for most of these registered schools belonging to churches, the community and government itself.

Figure 3.3 presents the percentage share of registered primary schools and agencies in 2014. It is observed from the figure that RCM had the majority of the registered primary schools with 34 percent. This percentage was followed by the one for LEC with 32. ACL and the Government were the third and fourth highest with 12 and percent respectively.

Figure 3.3: Percentage Share of Registered Primary Schools and Agency, 2014

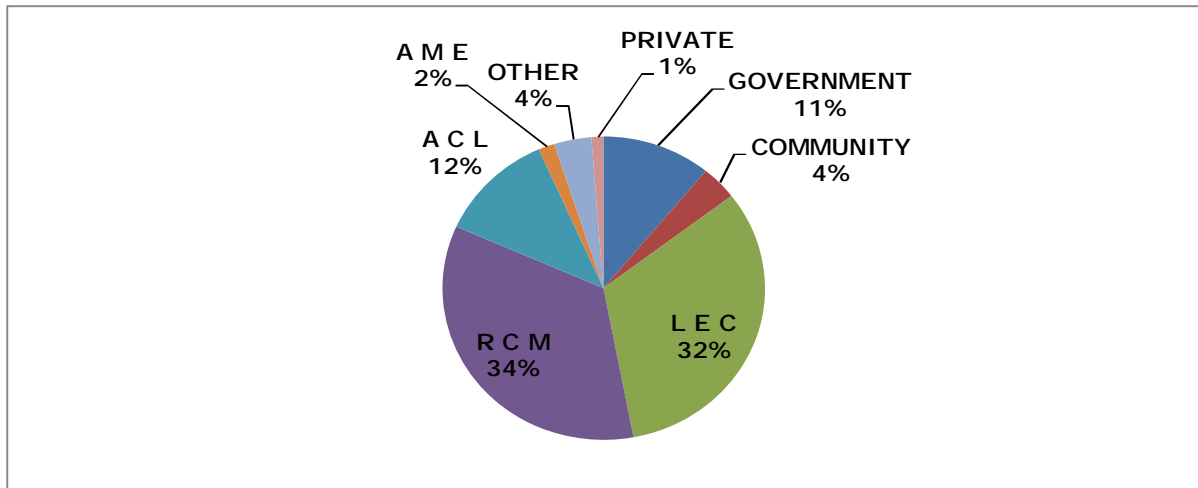


Table 3.17 shows the registered primary school enrolment, number of schools, number of teachers and percentage change in enrolment from 2005 to 2014. The table demonstrates that primary school enrolment increased from 422,278 in 2005 to 424,855 in 2006. But thereafter enrolment decreased to 366,048 in 2014. The table further indicates that the total number of primary schools increased continuously from 1,419 in 2005 to 1,479 in 2009. The number of schools fluctuated until it stood at 1,477 in 2014. It should be noted that these are the schools that have responded and they were operational during data collection period for these ten years. Some of the schools that were not operational were the schools that were not officially shut down or closed but rather none-operational because they had no students enrolled in the first and the second quarters of school calendar during data collection.

It should be noted that reduced number of schools may not necessarily mean reduction of registered schools, but since Government has been building schools in the remote and hard to walk by children to reduce long walking- distances by children to schools; and so children leave their old schools which are further off to attend new government schools, which are also better equipped with facilities and teaching staff, which leaves old schools with little or no children.

Physical access to schools in the mountainous and remote areas where average walking time is over one hour is a major challenge particularly for children from food insecure households. Evidence provided by WFP baseline survey in 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 3.16 furthermore shows that number of orphans enrolled in primary school level have been high as it was constituting 30.3 percent of the total enrolment in 2014. Evidently, free primary education has facilitated access to education for many orphans at this level of education.

It is further shown that the number of pupils with special educational needs in registered primary schools has been higher over the years under observation, however lower than the one for orphans. For instance, this group of pupils accounted for 5.6 percent in 2014.

Table 3.16: Registered Primary School Enrolment, Number of Schools, Number of Teachers and Percentage Change in Enrolment, 2005-2014

Indicators	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Enrolment	422278	424855	400934	396041	389424	388681	385437	381690	369469	366048
% Change in Enrolment	-1.1	0.6	-5.6	-1.2	-1.7	-0.2	-0.8	-1	-3.2	-0.9
Number of schools	1419	1455	1455	1472	1479	1473	1468	1469	1472	1477
Number of teachers	10154	10418	10778	11301	11536	11508	11378	11200	11324	11164
Number of Orphans	122769	128257	111335	121175	121155	120463	116558	122178	115379	110825
Number of Disabled	25231	22233	20359	20301	20527	20490	20635	19682	20100	20357

Table 3.17 presents the distribution of schools by district and ecological zones. As a result, it is seen from the table that within the Lowlands, Maseru (154) had the highest number of schools; it was followed by Leribe with 134 and then Mafeteng with 121 while Berea had 113 registered primary schools in the Lowlands. It is also observed that from Quthing to Thaba-Tseka there were no Lowlands or no schools in the Lowlands. Berea and Mafeteng had only one school each

For the Foothills, majority of schools were also in Maseru (63); it was followed by Mafeteng with 36 schools; Leribe with 33; Botha-Bothe with 30 and lastly Berea with 25 schools; whereas; the rest of the districts had no Foothills or no schools in that Ecological zone.

Berea and Mafeteng were reported to have only one school each in the Mountains while Botha-Bothe had 12 schools in the same Ecological zone. There were only three districts with schools in the Senqu River Valley; namely; Mohale's hoek with 80; Quthing with 90 and Qacha's Nek with 65 schools.

Table 3.17: Registered Primary Schools by District and Ecological Zones, 2014

District	LOWLANDS	FOOTHILLS	MOUNTAIN	S R V	Total	
BOTHA-BOTHE		40	30	12	0	82
LERIBE		134	33	32	0	199
BEREA		113	25	1	0	139
MASERU		154	63	35	0	252
MAFETENG		121	36	1	0	158
MOHALE'S HOEK		41	0	50	80	171
QUTHING		0	0	36	90	126
QACHA'S NEK		0	0	38	65	103
MOKHOTLONG		0	0	106	0	106
THABA-TSEKA		0	0	141	0	141
Total		603	187	452	235	1,477

Table 3.18 presents the number and percentage distribution of registered public and private schools by district. It is shown from the table that majority of registered primary schools were public, while private schools fewer in number. In general out of 1,477 schools 99.0 percent were public in 2014. As usual Maseru accounted for more schools (17.1 percent); it was followed by Leribe with 13.5; Mohale's Hoek with 11.6 percent. Mafeteng and Berea followed respectively with 10.7 and 9.4 percent.

Table 3.18: Number and Percentage Distribution of Registered Public and Private Schools by District, 2014

District	PUBLIC		PRIVATE		TOTAL
	NO. OF SCHOOLS	PERCENT	NO. OF SCHOOLS	PERCENT	
Botha-Bothe	81	1	1	1	82
Leribe	195	13	4	22	199
Berea	136	9	3	17	139
Maseru	245	17	7	39	252
Mafeteng	155	11	3	17	158
Mohale's Hoek	171	12	0	0	171
Outhing	126	9	0	0	126
Qacha's Nek	103	7	0	0	103
Mokhotlong	106	7	0	0	106
Thaba-Tseka	141	10	0	0	141
Total	1,459	100	18	100	1,477

Table 3.19 displays the number and percentage distribution of registered primary schools by residence and district in 2014. It is shown in the table that 89.6 percent of the registered primary schools were in the rural areas.

In the urban areas, Maseru constituted the highest percentage estimated at 41.0 while in the rural areas Maseru and Leribe accounted for about 14 percent each district. Mokhotlong and Qacha's Nek also had equal percentages of registered primary school in the rural areas in 2014.

Table 3.19: Number and Percentage Distribution of Registered Primary Schools by Residence, and District, 2014

Residence	Urban		Rural		Total
	No. of Schools	Percent	No. of Schools	Percent	
BOTHA-BOTHE	14	9.0	68	5.0	82
LERIBE	20	13.0	179	14.0	199
BEREA	10	7.0	129	10.0	139
MASERU	62	41.0	190	14.0	252
MAFETENG	9	6.0	149	11.0	158
MOHALE'S HOEK	4	3.0	167	13.0	171
OUTHING	9	6.0	117	9.0	126
QACHA'S NEK	9	6.0	94	7.0	103
MOKHOTLONG	11	7.0	95	7.0	106
THABA-TSEKA	5	3.0	136	10.0	141
Total	153	100	1,324	100	1,477

3.4.2 Teachers in Registered Primary Schools

This sub-section focuses mainly on teachers and whether they were qualified or not. It further compares them by district and pupil to teacher ratio by district and sex. Out of the total number of 11,167 primary school teachers in 2014, 75.8 percent were qualified. However, it is observed that these qualified teachers were not willing to teach in the mountainous districts such as Mokhotlong and Thaba-Tseka. It is further observed that generally there were more pupils per qualified primary school teacher than primary school pupils per teacher irrespective of the qualifications. Thus one qualified teacher was to teach 43 primary school pupils, whereas, there were 33 primary school pupils who were supposed to be taught by one teacher irrespective of the teacher's qualification.

The ratios for the qualified teachers were highest in Thaba-Tseka (63) and Mokhotlong with 53 pupils per qualified teacher; then followed Quthing and Qacha's Nek respectively with 48 and 47 pupils per qualified teacher. Even though the ratios for all teachers were high also in Mokhotlong and Thaba-Tseka they were lower than the ones for the qualified teachers as they were estimated at 39 and 38 respectively in Mokhotlong and Thaba-Tseka.

The table further shows that the female teachers outnumbered their male counterparts as they constituted 67.0 percent among unqualified teachers and 78.5 percent among qualified teachers.

Table 3.20: Enrolment, Number of Teachers and Pupil to Teacher Ratios in Registered Primary Schools by District and Sex, 2014

District	Enrolment			Total Teachers			Qualified Teachers			Unqualified Teachers			Pupil (qualified) Teacher Ratios	
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	PTR	PQTR
Botha-Bothe	11436	10823	22259	170	590	760	134	473	607	36	117	153	29	37
Leribe	28910	27005	55915	368	1,378	1,746	271	1198	1469	97	180	277	32	38
Berea	23265	21336	44601	294	1,055	1,349	204	843	1047	90	212	302	33	43
Maseru	42407	40080	82487	544	1,822	2,366	411	1522	1933	133	300	433	35	43
Mafeteng	19296	17806	37102	334	887	1,221	243	674	917	91	213	304	30	40
Mohale's Hoek	16333	16010	32343	274	800	1,074	163	612	775	111	188	299	30	42
Quthing	11228	10846	22074	173	541	714	86	378	464	87	163	250	31	48
Qacha's Nek	7870	7510	15380	136	387	523	78	247	325	58	140	198	29	47
Mokhotlong	10997	11886	22883	168	420	588	97	334	431	71	86	157	39	53
Thaba-Tseka	14864	16140	31004	256	570	826	132	363	495	124	207	331	38	63
Total	186606	179442	366048	2,717	8,450	11,167	1819	6644	8463	898	1806	2704	33	43

Table 3.21 below shows the number of teachers in registered primary schools by rank, agency and sex in 2014. Out of the total 11,167 teachers, 50.2 occupied the rank of Teacher; 11.8 percent were Associate Teachers; 11.7 were Teacher Assistants (1c); while Senior Teacher and Teacher Assistants (1a) accounted for 11.2 percent each. The table further shows that out of all teachers in registered primary schools, 32.6 percent were in LEC schools; 32.4 were in RCC schools; while 11.2 percent were from Government and about 5.0 percent were in Community schools.

Table 3.21: Number of Teachers in Registered Primary Schools by Rank, Agency and Sex, 2014

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	38	54	92	7	26	33	131	311	442	147	302	449	31	113	144	4	15	19	14	39	53	6	12	18	1250
1b-Teacher Assistant	40	68	108	11	25	36	175	303	478	159	263	422	57	94	151	8	12	20	8	52	60	11	22	33	1308
1c-Teacher Assistant	3	2	5	1	4	5	6	14	20	7	7	14	2	0	2	0	0	0	10	12	22	5	6	11	79
1d-Teacher Assistant	1	1	2	1	1	2	2	7	9	1	12	13	0	3	3	0	1	1	2	2	4	1	0	1	35
1e-Teacher Assistant	0	2	2	1	0	1	0	9	9	3	3	6	1	3	4	0	0	0	2	2	4	1	1	2	28
1f-Teacher Assistant	0	0	0	0	1	1	0	0	0	1	1	2	0	1	1	0	0	0	0	0	0	0	0	0	4
2-Associate Teacher	29	58	87	10	53	63	58	379	437	63	436	499	19	142	161	2	15	17	4	33	37	1	21	22	1323
3-Teacher	225	530	755	70	207	277	407	1392	1799	417	1365	1782	124	498	622	11	44	55	44	186	230	19	62	81	5601
4-Senior Teacher	27	137	164	16	93	109	81	305	386	92	267	359	33	125	158	5	11	16	3	46	49	2	15	17	1258
5-Assistant Specialist Teacher	8	26	34	3	21	24	8	42	50	15	40	55	12	29	41	0	1	1	1	16	17	0	2	2	224
6-Specialist Teacher	0	2	2	0	2	2	1	10	11	3	13	16	1	2	3	0	2	2	2	1	3	0	1	1	40
7-Senior Specialist Teacher	0	2	2	0	0	0	0	2	2	1	4	5	0	2	2	1	1	2	0	1	1	1	2	3	17
Total	371	882	1253	120	433	553	869	2774	3643	909	2713	3622	280	1012	1292	31	102	133	90	390	480	47	144	191	11167

The distribution of teachers in registered primary schools by district, agency and sex is illustrated in Table 3.22. From the table, it is learned that Maseru district accounted for 19.6 percent of the teachers in Government schools; 19.4 percent on teachers in LEC schools; and 20.0 percent in RCM schools, whereas, in ACL and Methodist schools majority of teachers were teaching in Leribe and Mafeteng with 22.4 and 20.3 percent respectively.

Table 3.22: Teachers in Registered Primary Schools by District, Agency and Sex, 2014

District	PUBLIC																								PRIVATE			Total
	GOVERNMENT			COMMUNITY			LEC			RCM			ACL			METHODIST			OTHER			TOTAL			PRIVATE			
	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	
BOTHA-BOTHE	12	28	40	22	52	74	51	207	258	42	145	187	24	100	124	3	15	18	12	41	53	166	588	754	4	2	6	760
LERIBE	38	109	147	23	71	94	124	437	561	108	404	512	47	243	290	3	15	18	15	77	92	358	1356	1714	10	22	32	1746
BEREA	41	134	175	9	44	53	68	311	379	118	408	526	35	101	136	0	0	0	17	41	58	288	1039	1327	6	16	22	1349
MASERU	67	178	245	41	185	226	169	541	710	186	538	724	41	156	197	3	19	22	16	119	135	523	1736	2259	21	86	107	2366
MAFETENG	42	81	123	9	19	28	132	336	468	87	252	339	38	113	151	8	19	27	12	49	61	328	869	1197	6	18	24	1221
MOHALE'S HOEK	41	95	136	3	25	28	89	293	382	102	243	345	26	98	124	6	13	19	7	33	40	274	800	1074	0	0	0	1074
QUTHING	26	61	87	0	0	0	76	242	318	51	152	203	20	80	100	0	0	0	0	6	6	173	541	714	0	0	0	714
QACHA'S NEK	26	64	90	0	0	0	47	128	175	50	144	194	13	47	60	0	4	4	0	0	0	136	387	523	0	0	0	523
MOKHOTLONG	14	44	58	0	0	0	60	133	193	59	170	229	21	44	65	8	17	25	6	12	18	168	420	588	0	0	0	588
THABA-TSEKA	64	88	152	13	37	50	53	146	199	106	257	363	15	30	45	0	0	0	5	12	17	256	570	826	0	0	0	826
Total	371	882	1253	120	433	553	869	2,774	3643	909	2,713	3622	280	1,012	1292	31	102	133	90	390	480	2670	8306	10976	47	144	191	11167

3.5 Efficiency and Quality of Education

The term 'efficiency' is derived from economic theory; it is defined as the optimal relationship between inputs and outputs. An activity is said to be 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 planners in the field of education.

The pupil-year concept is a convenient, non-monetary way of measuring inputs. One pupil-year stands for all the resources used to keep one pupil in school for one academic 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 waste in the 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: (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 likely paths of pupils' flow from grade to grade and they characterize the efficiency of the education system in producing graduates. These rates are, therefore, used for monitoring, evaluation and projection of the efficiency of pupil flow in an education system.

3.5.1 Repeaters in Registered Primary Schools

Table 3.23 shows enrolment of repeaters in registered primary schools by age, sex and grade in 2014. It is revealed that out of the total 366,048 pupils enrolled in registered primary schools in 2014, about 9.0 percent were repeaters. The table also illustrates that number of repeaters was highest in grade 4 and decreased with progression in grades. The least number of repeaters was observed in grade 3 followed by the lower grades 2 and 1. It is also portrayed that more boys repeated grades than girls in all grades except for grade 7; this has been the trend over the past few years (see the table below).

Table 3.23: Enrolment of Repeaters in Registered Primary Schools by Age, Grade and Sex, 2014

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	15	6	0	0	0	0	0	0	0	0	0	0	0	0	15	6	21
6	235	156	5	6	0	0	0	0	0	0	0	0	0	0	240	162	402
7	976	620	86	80	2	3	0	0	0	0	0	0	0	0	1064	703	1767
8	507	292	359	242	69	50	7	19	0	0	0	0	0	0	942	603	1545
9	167	107	345	207	204	143	124	134	8	3	0	0	0	0	848	594	1442
10	79	29	201	99	311	163	724	666	89	89	0	5	0	0	1404	1051	2455
11	33	13	103	29	239	88	1206	773	342	398	51	62	4	13	1978	1376	3354
12	18	5	56	24	175	49	1200	656	677	662	174	298	40	82	2340	1776	4116
13	4	1	30	9	94	30	976	383	944	670	418	539	111	330	2577	1962	4539
14	7	0	10	6	53	17	665	229	952	472	621	588	313	678	2621	1990	4611
15	1	0	5	3	7	6	246	92	628	289	664	484	429	687	1980	1561	3541
16	1	0	2	4	7	7	76	45	274	122	508	259	391	489	1259	926	2185
17	1	0	1	0	4	1	33	14	108	55	232	135	366	294	745	499	1244
18	0	0	2	0	0	0	4	1	27	24	98	60	192	97	323	182	505
19	0	0	0	0	0	0	4	6	17	7	27	16	66	36	114	65	179
20	0	0	0	0	0	0	2	3	3	2	7	10	29	15	41	30	71
>20	0	0	0	0	0	0	3	2	3	1	9	9	13	10	28	22	50
Total	2044	1229	1205	709	1165	557	5270	3023	4072	2794	2809	2465	1954	2731	18519	13508	32027

The analysis of repeaters by Sex, Ecological Zone, and District is shown in Table 3.24. It is revealed in the table that the Lowlands and Mountains had the higher number of primary school repeaters whereas the Foothills and SRV had the least number of repeaters. Maseru also had the highest number of repeaters represented by 22.0 percent, whereas Qacha's Nek constituted only 4.0 percent of repeaters.

Table 3.24: Enrolment of Repeaters in Registered Primary School by District, Zone and Sex, 2014

DISTRICT	LOWLANDS			FOOTHILLS			MOUNTAIN			S. RIVER VALLEY			Total	Percent
	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
BOTHA-BOTHE	589	309	898	437	299	736	132	90	222	0	0	0	1856	5.8
LERIBE	1770	1055	2825	321	219	540	300	232	532	0	0	0	3897	12.2
BEREA	1550	1077	2627	425	316	741	0	4	4	0	0	0	3372	10.5
MASERU	2932	1999	4931	755	572	1327	348	344	692	0	0	0	6950	21.7
MAFETENG	1742	966	2708	456	353	809	0	0	0	0	0	0	3517	11.0
MOHALE'S HOEK	654	397	1051	0	0	0	315	336	651	934	724	1658	3360	10.5
OUTHING	0	0	0	0	0	0	342	366	708	856	550	1406	2114	6.6
QACHA'S NEK	0	0	0	0	0	0	313	214	527	425	327	752	1279	4.0
MOKHOTLONG	0	0	0	0	0	0	1152	1063	2215	0	0	0	2215	6.9
THABA-TSEKA	0	0	0	0	0	0	1771	1696	3467	0	0	0	3467	10.8
Total	9237	5803	15040	2394	1759	4153	4673	4345	9018	2215	1601	3816	32027	100.0

The repetition rates in Table 3.25 also exhibited a similar pattern to that of repeaters in that male repetition rates were higher than the rates for females. This has been the case over the years since 2008. This observation was consistent within the grades, although the repetition rates were higher in the lower grades and gradually declined in the upper grades. Moreover, the total repetition rates have also been steadily falling from the year 2008 (19.1) to 2013 (8.7).

Table 3.25: Repetition Rates in Registered Primary Schools by Grade and Sex, 2008 - 2013

Grade	2008			2009			2010			2011			2012			2013		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	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	6.4	4.4	5.5
2	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	3.9	2.7	3.4
3	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	3.8	2.1	3.0
4	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	17.4	11.3	14.5
5	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	16.1	10.9	13.5
6	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	12.9	10.1	11.4
7	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	10.8	11.6	11.2
TOTAL	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	9.8	7.4	8.7

As indicated before, promotion, repetition and dropout rates are used to assess the efficiency of the education system in producing graduates. The promotion rate shows the percentage of pupils who enrolled in a given year that have successfully completed their training, while dropout rate represents the percentage of pupils who quit training in a given year, it assesses the scale of loss in a program.

When comparing the promotion, repetition and dropout rates from 2011 to 2013 in Table 3.26, a general improvement is observed in this level of education; promotion rate has increased from 82.5 to 90.4, while repetition rate dropped from 16.5 percent in 2011 to 12.0 in 2012 and then 11.2 percent; and dropout rate dropped from 4.9 in 2011 to 3.2 in 2012 and then dropped to 0.9 percent in 2013.

Table 3.26: Primary Schools Promotion, Repetition and Dropout Rates by Grade, 2011- 2013

Grade	2011			2012			2013		
	Prom	Rep	Drop	Prom	Rep	Drop	Prom	Rep	Drop
1	71	18.9	10.1	74.5	12.3	13.2	83.5	5.5	11.0
2	80.6	16.9	2.5	84.5	11.4	4.1	94.6	3.4	2.1
3	80.4	16	3.6	81.8	10.9	7.3	95.7	3.0	1.3
4	76.2	19.1	4.8	75.6	18.6	5.8	79.7	14.5	5.7
5	78.1	16.4	5.4	78.2	15.1	6.8	81.3	13.5	5.2
6	77.2	13.6	9.1	78.3	12.3	9.4	79.8	11.4	8.8
7	83.2	12.6	4.2	82.8	12.0	5.3	84.2	11.2	4.5
Total	82.5	16.5	4.9	83.6	13.2	3.2	90.4	8.7	0.9

3.5.2 Primary School Leaving Examination (PSLE) Results

Table 3.27 displays the primary school leaving examination results over the course of ten years from 2004 to 2014 and it is observed that pass rates range from 85.4 to 87.8 percent. The lowest and highest pass rates were observed in 2007 with 83.1 percent and in the year 2013 with 88.7 percent. 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 percent in 2011 and 2012 respectively. The table further demonstrates that the overall pass rates, thus, the first class and second class pass rates and number of students who sat for examinations improved from 2012 to 2013 but declined in 2014.

Table 3.27: Primary School Leaving Examination Results (PSLE), 2005 - 2014

PSLE Results	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total Sat	35097	44316	42512	41837	41397	41869	40752	39661	39827	39817
Total Passes	29991	38063	35336	36132	35582	36634	35555	34585	35089	34969
%Passed	85.4	85.8	83.1	86.4	86.0	87.5	87.2	87.2	88.1	87.8
First class	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)	6506 (16.3)
Second class	7329 (20.9)	9321 (21.0)	10048 (23.6)	9663 (23.1)	10762 (26.0)	9877 (23.6)	1107 (27.3)	9489 (23.0)	9863 (24.8)	10844 (27.2)
Third class	17305 (49.6)	21032 (47.5)	19290 (45.4)	19008 (45.4)	18156 (43.9)	20803 (49.7)	7528 (43.0)	19810 (50.0)	17951 (45.1)	17619 (44.2)
Fail	5106 (14.6)	6253 (14.1)	7176 (16.9)	5705 (13.6)	5815 (14.0)	5235 (12.5)	5197 (12.7)	5076 (12.8)	4738 (11.9)	4848 (12.2)

3.5.3 Transition Rates from Standard 7 to Form A

Transition rates represent the number of pupils admitted into the first grade/form of a higher level of education in a given year, expressed as a percentage of the total number of pupils enrolled in the final grade of the lower level of education in the previous year. This indicator communicates information about the degree of transition from one level of education to the next. High transition rates indicate a high level of success from one level of education to another.

Table 3.28 illustrates that transition rates have been fluctuating since the year 2001 to 2014; the lowest transition rate was recorded in 2003 as 61.6 while the highest transition rate was recorded in 2010 at 75.5. The table also indicates that more females than males proceeded from standard 7 to Form A from 2001 to 2011. The trend reversed direction from 2009 to 2013 whereby more females than males progressed from standard 7 to Form A.

Table 3.28: Transition Rates from Standard 7 to Form A, 2001-2014

Year	Number of Transits from Standard 7 to Form A			Transition Rates		
	Males	Females	Total	Males	Females	Total
2001	9799	13035	22834	67.0	66.7	66.8
2002	10354	13698	24046	65.3	62.2	63.5
2003	10121	13138	23259	63.6	62.1	61.6
2004	10892	14367	24809	67.5	64.7	66.5
2005	11586	14999	26585	69.6	68.3	68.9
2006	10924	14205	25129	70.3	69.1	69.6
2007	12995	17980	30975	68.3	66.4	67.2
2008	12527	17525	30052	68.0	70.0	69.2
2009	13198	18105	31303	71.7	74.1	73.1
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	74.8	74.6
2014	13450	17948	31398	74.4	76.1	75.4

3.5.4 Cohort Analysis

Cohort survival symbolizes the life span of a group of pupils as they enter primary school in the same year. Their survival is observed in the final grade of primary level by considering how the pupils were affected by dropout rates and repetition rates as they proceeded from one grade to the next grade up to the final year. The survival rate is a crude measure while the new entrants include repeaters of the previous year's cohort and the reverse holds true for net survival rate.

Table 3.29 shows the crude and net cohort survival rates in registered primary schools from 2007 to 2014; it is therefore observed from this table that the net cohort survival rates have been fluctuating from 2007 to 2014. They increased by 5.5 percent between 2007 and 2008, took a down turn between 2009 and 2010 by a 1.6 percent fall and then a 5.5 percent increment between the years 2010 and 2011 cohorts. Furthermore, it is shown that a decrease of 1.2 percent was noticed between 2011 and 2012 cohorts and an increase of 1.9 percent is observed from 2012 to 2013 cohorts. In 2014 the net cohort survival rate was 71.8 percent while crude cohort survival rate was 57.4 percent. This indicates an increase in net cohort survival and crude cohort survival rates of 4.4 and 2.8 from 2013 to 2014 respectively.

Table 3.29: Crude and Net Cohort Survival Rates in Primary Schools, 2007-2014

Enrolment/Repeaters	2007	2008	2009	2010	2011	2012	2013	2014
Total Enrolment	409,617	396,041	389,424	388,681	385,437	381,690	369,469	366,048
Total Repeaters	85,339	83,750	75,674	77,794	74,833	63,613	50,497	32,027
Net of Enrolment	324,278	312,291	313,750	310,887	310,604	318,077	318,972	334,021
Cohort	C2001-07	C2002-08	C2003-09	C2004-10	C2005-11	C2006-12	C2007-13	C2008-14
Crude Cohort Survival Rate	45.3	49.4	50.8	53.8	54.6	53.9	54.6	57.4
Net Cohort Survival Rate	55.5	61	62.8	61.2	66.7	65.5	67.4	71.8

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 around 17 or 18 years. This level of education generally comprises of junior or lower and senior or 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 begins from Form D to Form E. Cambridge Overseas School Certificate (COSC) which is currently known as the Lesotho General Certificate in Secondary Education (LGCSE) 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 2014 was 128,473 in registered secondary schools. This enrolment increased by 1.1 percent from 127,121 in 2013. The historic trend at this level has shown that enrolment for girls has always been higher than that of their boys' counterparts. In 2014 for instance, girls accounted for 57.3 percent and boy's enrolment was 42.7 percent. 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 16 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 16 years in (in Form A) up to 21 to 24 years (in Form E). There were 557 (0.4 percent) students above 24 years who were still at secondary level of which 82.2 percent 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, 2014

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	507	1127	0	0	0	0	507	1127	1634	0	0	0	0	0	0	0	0	1634
13	2137	4190	433	1064	0	0	2570	5254	7824	0	0	0	0	0	0	0	0	7824
14	3232	5348	1849	3542	354	823	5435	9713	15148	0	0	0	0	0	0	0	0	15148
15	3311	4394	2636	4716	1371	2760	7318	11870	19188	308	820	0	0	308	820	1128	20316	
16	2807	2897	2958	3960	1997	3522	7762	10379	18141	1159	2304	258	737	1417	3041	4458	22599	
17	1904	1333	2682	2712	2182	2977	6768	7022	13790	1761	2772	925	1853	2686	4625	7311	21101	
18	917	534	1730	1429	1752	1925	4399	3888	8287	1866	2364	1381	2190	3247	4554	7801	16088	
19	324	170	972	614	1255	1007	2551	1791	4342	1523	1589	1283	1648	2806	3237	6043	10385	
20	124	62	445	245	701	455	1270	762	2032	996	907	1115	1270	2111	2177	4288	6320	
21	38	34	146	134	366	209	550	377	927	537	452	753	676	1290	1128	2418	3345	
22	20	15	61	47	150	82	231	144	375	298	264	491	398	789	662	1451	1826	
23	9	4	20	30	58	32	87	66	153	138	116	236	195	374	311	685	838	
24	6	6	14	19	26	26	46	51	97	63	94	118	120	181	214	395	492	
>24	3	10	6	28	16	36	25	74	99	57	131	96	174	153	305	458	557	
Total	15339	20124	13952	18540	10228	13854	39519	52518	92037	8706	11813	6656	9261	15362	21074	36436	128473	

Table 4.2 displays enrolment in public and private registered secondary schools by sex and district. 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 and in all districts. There were 57.3 percent of girls compared to 42.7 percent boys of total public schools enrolment and 56.4 percent of girls compared to 43.6 percent of boys enrolled in private schools.

In disaggregating 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 1,736 in private secondary schools, 72.4 and 18.3 percent were enrolled in Maseru and Leribe respectively, whereas, only 7.2 and 2.1 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, 2014

DISTRICT	PUBLIC			PRIVATE			Total
	M	F	Total	M	F	Total	
BOTHA-BOTHE	3,939	5,443	9,382	41	84	125	9,507
LERIBE	10,447	13,621	24,068	138	180	318	24,386
BEREA	7,916	9,609	17,525	17	19	36	17,561
MASERU	14,345	18,302	32,647	561	696	1,257	33,904
MAFETENG	6,149	7,738	13,887	0	0	0	13,887
MOHALE'S HOEK	3,508	4,800	8,308	0	0	0	8,308
QUTHING	2,545	3,620	6,165	0	0	0	6,165
QACHA'S NEK	1,773	2,752	4,525	0	0	0	4,525
MOKHOTLONG	1,786	3,579	5,365	0	0	0	5,365
THABA-TSEKA	1,716	3,149	4,865	0	0	0	4,865
Total	54,124	72,613	126,737	757	979	1,736	128,473

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 26.4 percent; it was followed by Leribe with 19.0 percent while Thaba-Tseka and Qacha's Nek were the least with 3.8 and 3.5 percent respectively.

Enrolment by ecological zone reflects that the Lowlands had the highest enrolment of 72.0 percent; it was followed by Mountains with 13.5 percent while the Foothills and Senqu River Valley had the least with 7.9 percent and 6.5 percent respectively. The table further confirms higher enrolment of females as compared to the one for their male counterparts in districts and even in ecological zones.

Table 4.3: Distribution of Enrolment in Registered Secondary Schools by District, Ecological Zone and Sex, 2014

DISTRICT	LOWLANDS		FOOTHILLS		MOUNTAIN		SENQU R V		Total
	M	F	M	F	M	F	M	F	
BOTHA-BOTHE	3,242	4,403	697	1,008	41	116	0	0	9,507
LERIBE	8,633	10,865	1,398	2,080	554	856	0	0	24,386
BEREA	7,272	8,722	661	906	0	0	0	0	17,561
MASERU	13,594	16,667	827	1,464	485	867	0	0	33,904
MAFETENG	5,740	7,063	409	675	0	0	0	0	13,887
MOHALE'S HOEK	2,766	3,577	0	0	72	167	670	1,056	8,308
QUTHING	0	0	0	0	323	666	2,222	2,954	6,165
QACHA'S NEK	0	0	0	0	1,247	1,778	526	974	4,525
MOKHOTLONG	0	0	0	0	1,786	3,579	0	0	5,365
THABA-TSEKA	0	0	0	0	1,716	3,149	0	0	4,865
Total	41,247	51,297	3,992	6,133	6,224	11,178	3,418	4,984	128,473

4.2 Trend Analysis of Registered Secondary Schools Enrolment

Table 4.4 shows trend enrolment from 2012 to 2014 by sex and district. It is observed from Table 4.4 that enrolment began to decline by 0.6 percent between 2012 and 2013. The table further shows an increment to 128, 473 which is 1.1 percent from 2013 to 2014. 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.

Increments of 0.4 and 1.5 percent among males and females respectively were noticed from 2013 to 2014. 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 Berea, Maseru, Mohale's Hoek and Quthing has been constant from 2013 to 2014. In Thaba-Tseka, enrolment has been constant from 2012 to 2014 at an increase of 3.8 percent whereas the enrolment for Botha-Bothe has been declining since 2012. The one for Mafeteng has been increasing since 2013 to 2014. Enrolment for Mokhotlong, Qacha's Nek and Leribe has been fluctuating over these three years.

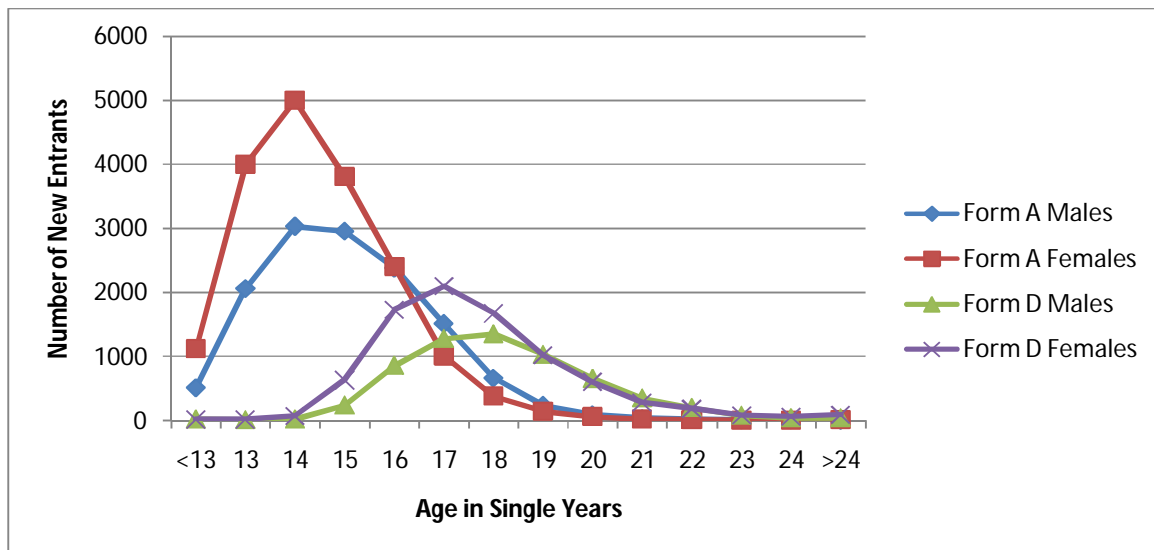
Table 4.4: Number and Percentage distribution of Secondary School Students in Registered Schools by District, Sex and Percentage Distribution, 2012-2014

District	2012				2013				2014			
	M	F	Total	%	M	F	Total	%	M	F	Total	%
Botha-Bothe	4,085	5,635	9,720	7.6	3,990	5,578	9,568	7.5	3,980	5,527	9,507	7.4
Leribe	10,437	13,765	24,202	19	10,754	13,758	24,512	19.3	10,585	13,801	24,386	19.0
Berea	8,032	9,615	17,647	14	7,979	9,407	17,386	13.7	7,933	9,628	17,561	13.7
Maseru	14,750	18,530	33,280	26	14,732	18,769	33,501	26.4	14,906	18,998	33,904	26.4
Mafeteng	5,760	7,598	13,358	10	5,924	7,600	13,524	10.6	6,149	7,738	13,887	10.8
Mohale's Hoek	3,736	4,862	8,598	6.7	3,530	4,771	8,301	6.5	3,508	4,800	8,308	6.5
Quthing	2,621	3,741	6,362	5	2,555	3,555	6,110	4.8	2,545	3,620	6,165	4.8
Qacha's Nek	1,757	2,858	4,615	3.6	1,694	2,627	4,321	3.4	1,773	2,752	4,525	3.5
Mokhotlong	1,823	3,388	5,211	4.2	1,748	3,342	5,090	4.0	1,786	3,579	5,365	4.2
Thaba-Tseka	1,755	3,104	4,859	3.8	1,739	3,069	4,808	3.8	1,716	3,149	4,865	3.8
Total	54,756	73,096	127,852	100	54,645	72,476	127,121	100	54,881	73,592	128,473	100

4.3 New Entrants in Registered Secondary Schools

Figure 4.1 illustrates new entrants in Form A and D by age and sex. In Form A, the number of female new entrants was higher than that of male new entrants from age below 13 to age 16 years. From age 16 to age 19, the number of male new entrants surpassed that of their female counterparts. In Form D, the number of new entrants was dominated by females starting from age 14 to age 19 years and subsequently the number of female and male new entrants were observed to be almost balanced from age 19 to age 24 years. Figure 4.1 also reveals that at lower ages, the difference between the number of male and female new entrants was larger than at older ages in both Form A and Form D.

Figure 4.1: Number of New Entrants in Form A and D by Age and Sex, 2014



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 to teacher ratios and gender parity index for registered secondary schools for the years 2002 to 2014. 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 Gross Enrolment Rates remained constant at 55.4 after which they declined in 2013 and increased

again to 55.7 in 2014. However unlike the Gross Enrolment Rates, the Net Enrolment Rates have been increasing from 2002 to 2014.

The total net enrolment rate has been increasing from 22.0 percent in 2002 to 37.7 percent in 2014. On the other hand, the NER for males and females increased by 0.7 and 1.3 percent respectively from 2013 to 2014. 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 2014 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 2014, pupil teacher ratio decreased by 0.2 from 24.1 in 2013 to 23.9 in 2014.

Table 4.5: Secondary School Enrolment Rates, Gender Parity Indices and Pupil Teacher Ratios, 2002-2014

Year	Gross Enrolment Rates				Net Enrolment Rates				
	Males	Females	Total	GPI	Males	Females	Total	GPI	P T R
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
2014	47.1	64.5	55.7	1.4	29.4	46.2	37.7	1.6	23.9

Table 4.6 shows the net enrolment rates for lower and upper secondary schools aggregated by sex. The 2014 net enrolment rate for upper secondary (12.8 percent) was lower than the one for lower secondary (30.4 percent) schools. This implies that there was high degree of participation of the official school age population in lower secondary than upper secondary and this was a different case in 2013 whereby there was higher (47.2 percent) participation in upper secondary than lower secondary (30.8 percent). 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 21.9 percent and the one for females was at

39.1 percent while in upper secondary schools it was estimated at 8.8 and 16.9 for males and females respectively.

Table 4.6: Lower and Upper Secondary School NER's by Sex, 2013-2014

NER	2013			2014		
	Male	Female	Total	Male	Female	Total
Lower Secondary	21.8	39.9	30.8	21.9	39.1	30.4
Upper Secondary	40.4	54.2	47.2	8.8	16.9	12.8

NER and GER for lower and upper Secondary Education, 2014

	Male	Female	Total
NER Lower Secondary	21.9	39.1	30.4
GER Lower Secondary	56.5	76.5	66.4
NER Upper Secondary	8.8	16.9	12.8
GER Upper Secondary	33.0	46.4	39.6
NER Overall Secondary	29.4	46.2	37.7
GER Overall Secondary	47.1	64.5	55.7

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

Table 4.7 reflects that out of 128,473 registered secondary school enrolment, 6.5 percent had some form of disability in the year 2014. The table further shows that 39.6 percent were males and 60.4 percent were females. It is also observed that Leribe had the highest proportion of secondary school students with special educational needs (28.9 percent). The proportion for Maseru followed with (21.8 percent), while Qacha's Nek had the least proportion of 1.7 percent. There were more students with disability in the rural (53.5 percent) than in the urban (46.5 percent) areas.

Table 4.7: Number of Students with Special Educational Needs in Registered Secondary Schools by District, Urban and Rural Residence and Sex, 2014

DISTRICT	URBAN			RURAL			Total
	M	F	Total	M	F	Total	
BOTHA-BOTHE	80	145	225	79	144	223	448
LERIBE	306	538	844	679	876	1,555	2,399
BEREA	126	186	312	330	424	754	1,066
MASERU	509	628	1,137	187	488	675	1,812
MAFETENG	102	167	269	250	406	656	925
MOHALE'S HOEK	222	276	498	95	176	271	769
QUTHING	66	156	222	26	26	52	274
QACHA'S NEK	24	28	52	25	68	93	145
MOKHOTLONG	7	27	34	52	71	123	157
THABA-TSEKA	109	160	269	17	21	38	307
Total	1,551	2,311	3,862	1,740	2,700	4,440	8,302

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 (42.1 percent), the proportion of secondary students with intellectual disability followed with 22.9 percent while those with physical disability constituted only 5.1 percent. Likewise, Visual impairment also dominates in all the Classes. The majority of students with disability were in Form A at 26.3 percent. This percentage was followed by the one for Form B (23.1 percent) and the least percentage was for those in Form E (14.1 percent).

Table 4.8: Number of Students with Special Educational Needs in Registered Secondary Schools by Disability Type, Form and Sex, 2014

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	60	62	50	61	42	46	22	25	30	29	427	5.1
Visual Impairment	367	546	286	468	223	406	232	447	201	317	3493	42.1
Hearing Impairment	139	223	128	192	98	173	91	165	91	141	1441	17.4
Intellectual Disability	250	293	238	263	149	238	137	137	94	102	1901	22.9
Other	77	170	92	141	83	141	54	115	58	109	1040	12.5
Total	893	1,294	794	1,125	595	1,004	536	889	474	698	8,302	100.0

Table 4.9 shows the number of students with special educational needs in registered secondary schools by age and sex. The table 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 10.8 in age 14 to 17.9 in age 17 years. The rest of the ages constituted less than 6.0 percent except for age 19 years which accounted for 9.7 percent of students with disability.

Table 4.9: Students with Special Educational Needs in Registered Secondary Schools by Age, Form and Sex, 2014

AGE	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	23	60	0	0	0	0	0	0	0	0	83
13	106	218	18	41	0	0	0	0	0	0	383
14	192	336	90	194	14	68	0	0	0	0	894
15	195	294	126	263	73	222	18	89	0	0	1,280
16	144	208	161	246	106	208	53	158	15	44	1,343
17	132	117	161	193	123	186	115	197	81	179	1,484
18	62	37	112	96	105	154	111	160	96	141	1,074
19	27	18	79	54	90	83	115	127	84	127	804
20	6	1	30	19	45	50	67	87	90	97	492
21	4	2	12	6	21	19	28	39	55	44	230
22	1	1	5	4	8	6	21	6	22	26	100
23	1	0	0	2	4	1	3	6	19	12	48
24	0	1	0	0	3	2	2	5	9	6	28
>24	0	1	0	7	3	5	3	15	3	22	59
Total	893	1,294	794	1,125	595	1,004	536	889	474	698	8,302

4.6 Orphans in Registered Secondary Schools

Out of the total enrolment of 128,473 pupils in registered secondary schools, 41.4 percent had lost either one or both parents through death. The vulnerable pupils also were considered as the social orphans.

Table 4.10 illustrates that the number of female orphans exceeded the number of male orphans in all the grades and all orphan types. 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 with 26.9 and it dropped until it reached 13.1 in Form E. Form B followed Form A with majority of orphans (24.8 percent). Male orphans constituted 42.4 while females accounted for 57.6 percent of orphans.

Majority of orphans were those that have lost a father (Paternal) as they accounted for 50.5 percent. The second highest proportion was for those who have lost both parents (Double) with 28.1 percent. Those that were abandoned by the parents who are said to be social orphans constituted only 2.8 percent.

Table 4.10: Orphans in Registered Secondary Schools by Type, Form and Sex, 2014

Orphanhood Type	FORM A		FORM B		FORM C		FORM D		FORM E		Total	Percentage
	M	F	M	F	M	F	M	F	M	F		
Paternal	3031	4101	2790	3826	2067	2804	1740	2417	1465	1976	26217	50.5
Maternal	1166	1515	1011	1320	769	1038	703	902	516	714	9654	18.6
Double	1571	2206	1532	2037	1198	1692	979	1351	833	1156	14555	28.1
Social	161	213	131	242	144	173	105	128	75	78	1450	2.8
Total	5929	8035	5464	7425	4178	5707	3527	4798	2889	3924	51876	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 (25.9 percent) had the highest proportion of orphans. It was followed by Leribe (17.8 percent), then Berea (13.7 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 Leribe, Berea, Mafeteng and Mokhotlong rural areas exceeded 70.0 percent.

Table 4.11: Orphans in Registered Secondary Schools by District, Urban and Rural and Sex, 2014

DISTRICT	URBAN			RURAL			Total	%
	M	F	Total	M	F	Total		
BOTHA-BOTHE	631	900	1531	802	1194	1996	3527	6.8
LERIBE	1024	1354	2378	3021	3842	6863	9241	17.8
BEREA	652	764	1416	2513	3199	5712	7128	13.7
MASERU	3262	4090	7352	2569	3500	6069	13421	25.9
MAFETENG	546	677	1223	1885	2628	4513	5736	11.1
MOHALE'S HOEK	605	735	1340	1027	1433	2460	3800	7.3
QUTHING	412	586	998	768	1036	1804	2802	5.4
QACHA'S NEK	383	593	976	386	607	993	1969	3.8
MOKHOTLONG	51	157	208	774	1341	2115	2323	4.5
THABA-TSEKA	352	653	1005	322	602	924	1929	3.7
Total	7918	10509	18427	14067	19382	33449	51876	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 17.6 and 17.5. As mentioned earlier, there were more female orphans than male orphans.

Table 4.12: Orphans in Registered Secondary Schools by Age, Form and Sex, 2014

Age	FORM A		FORM B		FORM C		FORM D		FORM E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	112	318	0	0	0	0	0	0	0	0	430
13	687	1436	120	286	0	0	0	0	0	0	2529
14	1196	2034	693	1245	102	270	0	0	0	0	5540
15	1378	1913	990	1800	596	1018	71	193	0	0	7959
16	1151	1317	1162	1657	792	1425	456	859	90	212	9121
17	827	639	1087	1292	898	1303	716	1203	382	726	9073
18	408	229	716	680	756	899	816	1075	593	975	7147
19	112	99	416	294	546	470	619	636	602	713	4507
20	43	33	172	89	273	201	403	397	474	579	2664
21	6	8	55	42	125	63	232	197	338	338	1404
22	3	3	33	13	49	27	116	115	217	185	761
23	3	1	12	17	23	11	52	39	103	78	339
24	0	1	5	2	9	6	27	33	40	48	171
>24	3	4	3	8	9	14	19	51	50	70	231
Total	5,929	8,035	5,464	7,425	4,178	5,707	3,527	4,798	2,889	3,924	51,876

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 339 in 2014 from 338 in 2013. Public secondary schools constituted 98 percent of the schools while the private schools constituted 2 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.

Table 4.13: Number of Registered Secondary Schools by District, Public and Private, 2014

District	Public	Private	Total	Percent
Botha-Bothe	21	1	22	6.5
Leribe	65	2	67	19.8
Berea	41	1	42	12.4
Maseru	69	3	72	21.2
Mafeteng	39	0	39	11.5
Mohale's Hoek	25	0	25	7.4
Outhing	17	0	17	5.0
Qacha's Nek	20	0	20	5.9
Mokhotlong	16	0	16	4.7
Thaba-Tseka	19	0	19	5.6
Total	332 (98%)	7 (2%)	339	100.0

Table 4.14 shows the distribution of secondary schools by district, urban and rural area. It shows that, consistently, as with primary schools, there were more schools in rural areas than there were 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 were in Maseru with only 29, followed by Leribe with 12, while Mokhotlong had the least number of schools (1).

Table 4.14: Number of Registered Secondary Schools by District, Urban and Rural, 2014

DISTRICT	URBAN	RURAL	Total
BOTHA-BOTHE	9	13	22
LERIBE	12	55	67
BEREA	6	36	42
MASERU	29	44	72
MAFETENG	5	34	39
MOHALE'S HOEK	4	21	25
QUTHING	4	13	17
QACHA'S NEK	5	15	20
MOKHOTLONG	1	15	16
THABA-TSEKA	4	15	19
Total	79	260	339

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 4.2: Percentage Share of Registered Secondary Schools by Ecological Zones, 2014

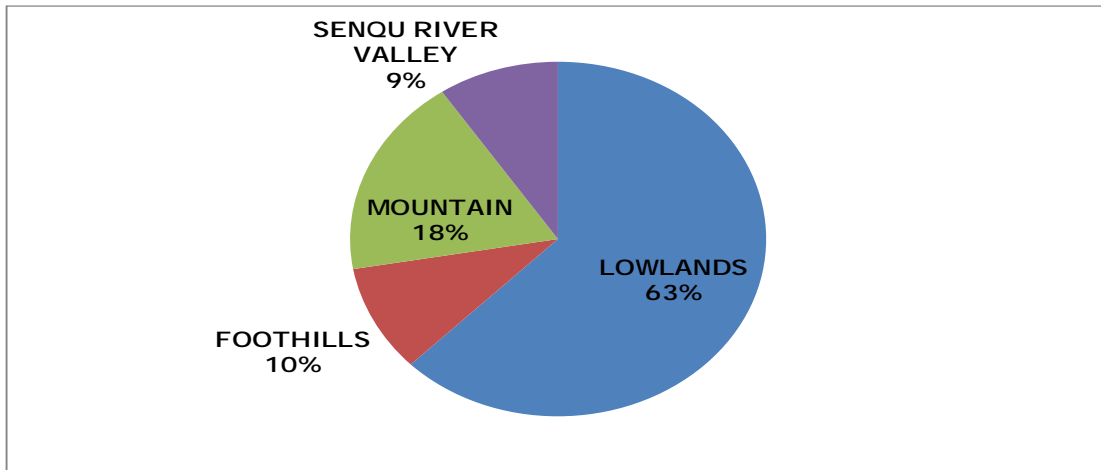
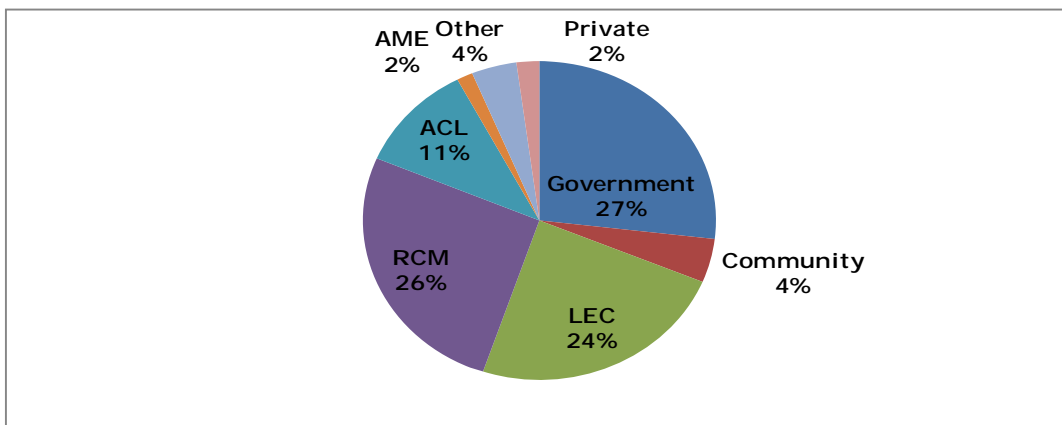


Figure 4.3 presents the distribution of registered secondary schools by agency. It is shown from the figure that majority of schools were owned by Government with 27.0 percent, RCM followed with 26.0 percent and then LEC with 24.0 percent. The AME and private schools were the least with only 2.0 percent each.

Figure 4.3: Percentage share of Registered Secondary Schools by Agency, 2014



4.7.2 Secondary Schools Teachers

There were 5,367 registered secondary schools' teachers in 2014. Table 4.15 reveals that female teachers constituted 55.9 percent while males represented 44.1 percent. The percentage of qualified teachers out of the total teachers increased from 90.0 percent in 2013 to 94.0 percent in 2014. Out of those that were qualified, males had a share of 43.3 percent while females had a share of 56.7 percent. Out of total teachers from each district, Maseru had the highest percentage of qualified teachers (97.2 percent); it was seconded by Mafeteng and Thaba-Tseka with 96.3 percent each. Botha-Bothe and Quthing followed with shares of 94.4 and 93.7 percent respectively. Mohale's Hoek, Mokhotlong were next with a share of 93.6 and 93.4 percent respectively. Leribe, Qacha's Nek and Berea had the least shares of 91.2, 90.6 and 90.3 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 21 to 26 across the districts. In addition, the pupil-qualified teacher ratio (PQTR) was 26 pupils per teacher for the whole country. Qacha's Nek had the lowest PQTR estimated at 23 children per teacher; this means that there were many qualified teachers compared to enrolment in this district. Thaba-Tseka had fewer qualified teachers compared to other districts, with 27 pupils per teacher.

Table 4.15: Number of Teachers in Registered Secondary Schools by District and Sex, 2014

District	Enrolment			Teachers			Qualified			Unqualified			PTR	QPTR
	M	F	Total	M	F	Total	M	F	Total	M	F	Total		
Botha-Bothe	3980	5527	9507	198	198	396	187	187	374	11	11	22	24	25.4
Leribe	10585	13801	24386	495	553	1048	436	520	956	59	33	92	23.3	25.5
Berea	7933	9628	17561	300	398	698	265	365	630	35	33	68	25.2	27.9
Maseru	14906	18998	33904	561	847	1408	537	831	1368	24	16	40	24.1	24.8
Mafeteng	6149	7738	13887	256	335	591	245	324	569	11	11	22	23.5	24.4
Mohale's Hoek	3508	4800	8308	148	197	345	138	185	323	10	12	22	24.1	25.7
Quthing	2545	3620	6165	133	121	254	126	112	238	7	9	16	24.3	25.9
Qacha's Nek	1773	2752	4525	86	138	224	74	129	203	12	9	21	20.2	22.3
Mokhotlong	1786	3579	5365	92	120	212	84	114	198	8	6	14	25.3	27.1
Thaba-Tseka	1716	3149	4865	96	95	191	93	91	184	3	4	7	25.5	26.4
Total	54881	73592	128473	2365	3002	5367	2185	2858	5043	180	144	324	23.9	25.5

Table 4.16 shows the number of teachers in registered secondary school by district, agency and sex. Teachers in public secondary schools were 5,285 (98.5 percent) while in private schools were 82 (1.5 percent). Distribution of teachers in both public and private schools followed the same pattern as the ones for total secondary schools whereby most teachers were located in the lowlands.

Table 4.16: Teachers in Public and Private Registered Secondary Schools by District and Sex, 2014

DISTRICT	PUBLIC			PRIVATE			Total
	M	F	Total	M	F	Total	
BOTHA-BOTHE	193	195	388	5	3	8	396
LERIBE	486	545	1,031	9	8	17	1,048
BEREA	296	394	690	4	4	8	698
MASERU	543	816	1,359	18	31	49	1,408
MAFETENG	256	335	591	0	0	0	591
MOHALE'S HOEK	148	197	345	0	0	0	345
QUTHING	133	121	254	0	0	0	254
QACHA'S NEK	86	138	224	0	0	0	224
MOKHOTLONG	92	120	212	0	0	0	212
THABA-TSEKA	96	95	191	0	0	0	191
Total	2,329	2,956	5,285	36	46	82	5,367

4.8 Efficiency and Quality of Education in Registered Secondary Schools

4.8.1 Repeaters in Registered Secondary Schools

Table 4.17 reflects enrolment of repeaters in registered secondary schools by district, ecological zones and sex. Out of 128,473 enrolled students in this level of education, 12.1 percent were repeaters. Females constituted 55.0 percent while males were represented by 45.0 percent.

Repeaters by ecological zones shows that the Lowlands had the highest number of 11,219 which is 72.0 percent; it was followed by Mountains with 15.0 percent, then the Foothills with 1179 (8.0 percent). Repeaters distribution by district illustrates that Maseru was topmost with 20 percent followed by Leribe with 19.1; Mafeteng with 14.4; and then Berea with 14.0 percent. The table also shows that Qacha's Nek recorded the least number of repeaters which constituted 3.4 percent.

Table 4.17: Repeaters in Registered Secondary Schools by District, Zone and Sex, 2014

DISTRICT	LOWLANDS		FOOTHILLS		MOUNTAIN		SENQU R V		Total		Total	%
	M	F	M	F	M	F	M	F	M	F		
BOTHA-BOTHE	531	630	87	112	4	6	0	0	622	748	1370	8.8
LERIBE	1188	1305	132	169	75	101	0	0	1395	1575	2970	19.1
BEREA	960	978	118	111	0	0	0	0	1078	1089	2167	14.0
MASERU	1221	1397	116	183	69	124	0	0	1406	1704	3110	20.0
MAFETENG	1004	1074	72	79	0	0	0	0	1076	1153	2229	14.4
MOHALE'S HOEK	367	564	0	0	14	23	112	108	493	695	1188	7.7
QUTHING	0	0	0	0	33	51	204	295	237	346	583	3.8
QACHA'S NEK	0	0	0	0	200	234	32	60	232	294	526	3.4
MOKHOTLONG	0	0	0	0	237	469	0	0	237	469	706	4.5
THABA-TSEKA	0	0	0	0	236	438	0	0	236	438	674	4.3
Total	5,271	5,948	525	654	868	1,446	348	463	7,012	8,511	15,523	100.0

The distribution of repeaters by urban and rural followed the same pattern as that of enrolment whereby, 67.0 percent of the repeaters in secondary schools were in the rural areas while 33.0 percent were in the urban areas.

Table 4.18: Repeaters in Registered Secondary Schools by District, Urban and Rural and Sex, 2014

DISTRICT	URBAN			RURAL			Total
	M	F	Total	M	F	Total	
BOTHA-BOTHE	321	368	689	301	380	681	1370
LERIBE	415	485	900	980	1090	2070	2970
BEREA	234	218	452	844	871	1715	2167
MASERU	617	711	1328	789	993	1782	3110
MAFETENG	222	237	459	854	916	1770	2229
MOHALE'S HOEK	172	289	461	321	406	727	1188
QUTHING	65	103	168	172	243	415	583
QACHA'S NEK	150	180	330	82	114	196	526
MOKHOTLONG	9	29	38	228	440	668	706
THABA-TSEKA	94	191	285	142	247	389	674
Total	2299	2811	5110	4713	5700	10413	15523

The number of repeaters was higher between the ages of 15 to 20 years whereby the pupils aged 17 years had the highest number of repeaters (21.0 percent) while age 20 recorded 7.0 percent.

Table 4.19: Repeaters in Registered Secondary Schools by Age, Form and Sex, 2014

Age	Form A		Form B		Form C		Form D		Form E		Total
	M	F	M	F	M	F	M	F	M	F	
<13	6	13	0	0	0	0	0	0	0	0	19
13	46	91	3	13	0	0	0	0	0	0	153
14	205	401	48	111	6	2	0	0	0	0	773
15	381	588	248	446	35	45	10	14	0	0	1,767
16	462	528	414	829	91	200	75	111	1	4	2,715
17	402	341	668	805	174	345	199	298	8	12	3,252
18	259	146	538	514	202	332	260	414	18	24	2,707
19	83	50	315	239	224	235	282	329	35	24	1,816
20	33	7	202	77	174	132	236	228	25	34	1,148
21	6	4	57	32	90	47	111	113	24	24	508
22	3	3	27	15	44	22	100	74	29	28	345
23	1	0	9	6	17	6	35	25	10	15	124
24	2	0	4	6	6	9	21	16	10	10	84
>24	0	4	2	9	5	7	22	44	9	10	112
Total	1,889	2,176	2,535	3,102	1,068	1,382	1,351	1,666	169	185	15,523

4.8.2 Transition Rates from Form C to Form D

Table 4.20 illustrates the transition rates from form C to form D. Transition rates reveal that there were more females who progressed from Form C to Form D than males since 2010 to 2013. It also reflects that the gap between male and female transition rates was diminishing in the same period. Though transition rate had dropped to 71.4 in both 2011 and 2012, improvement of 74.9 was observed in 2013.

Table 4.20: Transition Rates from Form C to Form D, 2002 – 2013

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
2013	74.4	75.2	74.9

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 2004 to 2014. It is shown from the table that the percentages for Merit, First and Second Class Passed have been declining with fluctuations since 2004 to 2014. For instance, Merit pass declined from 1.5 percent in 2004 to 1.4 in 2014; First Class pass declined from 6.9 in 2004 to 6.5 in 2014 and the Second Class pass decreased from 56.0 in 2004 to 48.4 in 2014. On the other hand, the third class and failure percentages increased with fluctuations also from 11.1 in 2004 to 12.2 percent in 2014; and from 24.4 percent in 2004 to 31.5 percent in 2014 respectively.

Table 4.21: Junior Certificate Examination Results, 2004-2014

Indicators	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Candidates	14346	14737	15081	15717	16056	18774	20766	21010	21414	20894	21677
Total passes	10842	10630	9800	11155	11423	12840	14523	14556	14639	14862	14856
Percentage of passes	75.6	72.1	65.0	71.0	71.1	68.4	70.0	69.3	68.4	71.1	68.5
Number of first class with merit	221	127	213	159	233	253	333	352	369	379	306
Merit percentages	1.5	0.9	1.4	1.0	1.5	1.3	1.6	1.7	1.7	1.8	1.4
Number of first class passes	987	742	972	906	997	1451	1524	1582	1706	1567	1412
First class percentages	6.9	5.0	6.4	5.8	6.2	7.7	7.3	7.5	8.0	7.5	6.5
Number of second class passes	8036	7445	7155	8257	8370	9364	10656	10679	10285	10596	10490
Second class percentages	56.0	50.5	47.4	52.5	52.1	49.9	51.3	50.8	48.0	50.7	48.4
Number of third class passes	1589	2316	1460	1833	1823	1772	2010	1943	2279	2320	2645
Third class percentages	11.1	15.7	9.7	11.7	11.4	9.4	9.7	9.2	10.6	11.1	12.2
Number of failures	3504	4107	5281	4562	4633	5934	6243	6454	6775	6032	6824
Percentages of failures	24.4	27.9	35.0	29.0	28.9	31.6	30.0	30.7	31.6	28.9	31.5

4.8.3.2 Lesotho General Certificate in Secondary Education (LGCSE)

Over the past more than 20 years ago, completion of Junior Certificate (JC) was followed by Cambridge Overseas School Certificate (COSC) for students who proceeded further with Higher Secondary or Senior Secondary. However, the Government had planned to localize the final examination at this level, hence why an introduction on the Lesotho General Certificate in Secondary Education (LGCSE) which started in the year 2014.

Table 4.22 shows the first LGCSE results which in turn would not enable comparison with results for COSC. As a result, out of all students who sat for LGCSE examinations in 2014, the percentages that scored A+, A and B were 5.7, 13.1 and 77.1 in any of the subjects. From score C to U the percentages far more than doubled implying that the magnitudes for these lower scores were very high in the country as a whole.

With respect to the districts, the pattern is similar as it is observed that from Botha-Bothe to Thaba-Tseka, the magnitudes for scores from C to U are all above the total number of students who sat for examinations.

Table 4.22: LGCSE Examination Results, 2014

DISTRICT	STUDENTS	A+	A	B	C	D	E	U	X
BOTHA- BOTHE	1122	66	145	904	1620	1948	1624	2347	72
LERIBE	2955	212	473	2804	4446	5083	4273	5838	182
BEREA	1966	98	271	1610	2742	3349	2860	4010	101
MASERU	4599	276	620	3215	6070	7574	6724	10360	279
MAFETENG	1402	75	177	1187	2194	2362	1900	2827	134
MOHALE'S HOEK	881	72	147	746	1232	1366	1216	2077	40
QUTHING	817	7	33	302	812	1168	1329	2531	134
QACHA'S NEK	519	7	22	244	597	897	879	1398	12
MOKHOTLONG	548	38	80	508	852	875	712	900	84
THABA-TSEKA	465	15	28	259	582	759	754	1092	26
TOTAL	15,274	866	1,996	11,779	21,147	25,381	22,271	33,380	1,064

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, centers 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

Table 5.1 reveals enrolment in registered technical and vocational schools by age. It is shown from the table that enrolment of learners in TVET increased from 3,296 in 2012 to 3,303 in 2013 and further to 4,223 in 2014. Gender imbalance was in favour of female learners who constituted 54.0 percent, while their male counterparts accounted for 46.0 percent. 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 to 17 and beyond age 25, comparatively.

Table 5.1: Enrolment in Registered Technical and Vocational Schools by Age and Sex, 2014

AGE	M	F	Total
<14	117	162	279
14	1	1	2
15	1	6	7
16	13	18	31
17	20	42	62
18	266	380	646
19	115	162	277
20	133	190	323
21	274	218	492
22	253	322	575
23	214	203	417
24	125	185	310
25	168	125	293
26	20	8	28
>26	226	255	481
Total	1,946 (46.0 percent)	2,277 (54.0 percent)	4,223

Table 5 .2 presents enrolment in TVET institutions by level of education and sex, Number of TVET institutions by level of education. It is revealed that most of TVET institutions were in Senior Secondary education, 11 (44.0 percent) and 7 (28.0 percent) were those that were in Junior and beyond Secondary respectively. In contrary, the enrolment was highest in institutions beyond secondary level with 44.0 percent followed by those in senior secondary education with 31.0 percent and lastly those in Junior secondary with 25.0 percent.

Table 5.2: Enrolment in TVET Institutions by level of education and Sex, 2014

Level of Education	Entry. Req.	Male	Female	Total	Total Percentage	Number of Institutions	Total Percentage
Junior Secondary	Std 7	460	612	1,072	25.0	7	28.0
Senior Secondary	JC	495	796	1,291	31.0	11	44.0
Beyond Secondary	COSC	991	869	1,860	44.0	7	28.0
Total		1,946	2,277	4,223	100	25	100

Unlike the ECCD, Primary and Secondary school Level, the Technical and Vocational schools are not scattered all over the districts in the country, they are in seven districts. Table 5.3 portrays that majority of learners were in the districts of Maseru, Leribe and Mohale's Hoek, represented by 45.0; 20.0; and 18.0 percent respectively. It is also observed that the larger percentage of students 33.0 was enrolled in RCM institutions while 27.0 and 22.0 percent were enrolled in private and Government institutions respectively.

Table 5.3: Enrolment in Registered Technical and Vocational Schools by District, Agency and Sex, 2014

District	Government		Community		LEC		RCM		ACL		PRIVATE		TOTAL	Total
	M	F	M	F	M	F	M	F	M	F	M	F		
LERIBE	54	32	0	0	0	0	307	270	7	65	25	90	850	20
BEREA	0	0	98	150	0	0	0	0	0	0	0	0	248	6
MASERU	160	236	20	37	0	0	149	114	0	0	521	678	1915	45
MOHALE'S HOEK	111	43	32	21	0	0	104	422	0	0	0	0	733	18
QUTHING	0	0	0	0	225	30	0	0	0	0	0	0	255	6
MOKHOTLONG	0	0	0	0	8	31	0	0	0	0	0	0	39	1
THABA-TSEKA	125	58	0	0	0	0	0	0	0	0	0	0	183	4
Total	450	369	150	208	233	61	560	806	7	65	546	768	4,223	100.0

Out of the total enrolment in this level of education, repeaters constituted 2.8 percent out of whom 31.0 percent were males and 69.0 were females. Comparison by agency shows that majority of repeaters were in private institutions with 28.4 percent; this percentage was followed by the one for RCM with 24.0 percent and then Community institutions with 8.0 percent. Maseru had the highest percentage of repeaters (62.0); it was followed by Mohale's Hoek with 24.0 percent whereas Leribe had no repeaters despite its high enrolment.

Table 5.4: Repeaters in Registered Technical and Vocational Schools by District and Sex, 2014

District	COMM		LEC			RCM			PRIVATE			M	F	Total	Total percentage	
	M	F	Total	M	F	Total	M	F	Total	M	F					Total
BEREA	4	5	9	0	0	0	0	0	0	0	0	0	4	5	9	7
MASERU	0	0	0	0	0	0	0	0	0	25	48	73	25	48	73	62
MOHALE'S HOEK	0	0	0	0	0	0	1	27	28	0	0	0	1	27	28	24
QUTHING	0	0	0	7	1	8	0	0	0	0	0	0	7	1	8	7
Total	4	5	9	7	1	8	1	27	28	25	48	73	37	81	118	100
Total percentage			8			7			24			62	31	69	100	

Table 5.5 presents the number and percentage of students that dropped out of the Technical and Vocational Level by sex and major reason for dropping out. It is observed from the table that a total of 282 students were reported to have left school in 2014. Out of the total number that left school, the highest proportion (65.0 percent) dropped because they were seeking employment; while 6.0 percent died and the other 6.0 percent left because of pregnancy. Those that left because of marriage and no funds for uniform, shoes, food and hygiene were also represented by 4.0 percent each.

Table 5.5: Students Who Left School in Registered Technical and Vocational Schools by Reason and Sex, 2014

MAJOR REASON FOR LEAVING	MALES	FEMALES	TOTAL	TOTAL PERCENTAGE
Car accident	0	1	1	0.0
Death	4	12	16	6.0
Dismissed	0	2	2	1.0
Don't like schooling	10	10	20	7.0
Dropped out on medical grounds	1	5	6	2.0
Initiation School	2	1	3	1.0
Just left	0	1	1	0.0
Looking after the sick/old/children	0	4	4	1.0
Marriage	3	7	10	4.0
No funds for Uniform, shoes, food and hygiene	5	5	10	4.0
No school fees	1	1	2	1.0
Pregnancy	0	16	16	6.0
Redundant/Failed	2	1	3	1.0
School too Far	0	1	1	0.0
Seek Employment	52	132	184	65.0
Transfer	1	2	3	1.0
Total	81	201	282	100

Table 5.6 demonstrates the number of students who left school by district, agency and sex. Table 5.6 demonstrates that out of the total enrolment of 4,223 students, 7.0 percent of students dropped out of this level of education. The distribution by district shows that Maseru (68.0 percent) was leading with the number of drop outs;

This percentage was followed by the one for Leribe with 14.0 percent. Mohale's Hoek had a proportion of 11.0 percent and Berea had 7.0 percent.

The table further shows that most students who left school were from Government institutions (60.0 percent), it was followed by those that were from RCM with 18.0 percent and those who were from Community institutions with 14.0 percent. Comparison by sex showed an uneven distribution in favour of females constituting a higher percentage of 71.0.

Table 5.6: Students Who Left School in Technical and Vocational Institutions by District, Agency and Sex, 2014

District	GVT		Total	COMM		Total	R C C		Total	A C L		Total	PRIVATE		Total	M	F	Total	Total I Per.
	M	F		M	F		M	F		M	F		M	F					
LERIBE	7	5	12	0	0	0	3	12	15	1	2	3	3	5	8	14	24	38	14.0
BEREA	0	0	0	9	12	21	0	0	0	0	0	0	0	0	0	9	12	21	7.0
MASERU	38	120	158	2	7	9	4	7	11	0	0	0	7	6	13	51	140	191	68.0
MOHALE'S HOEK	0	0	0	6	2	8	1	23	24	0	0	0	0	0	0	7	25	32	11.0
Total	45	125	170	17	21	38	8	42	50	1	2	3	10	11	21	81	201	282	100
Total Percentage			60			14			18			1			7	29	71	100	

5.2 Teaching Staff

The number of teachers in TVET institutions rose from 208 in 2012 to 226 in 2013 and then it decreased to 220 in 2014. Table 5.7 presents the number and percentage of teachers in registered technical and vocational institutions by rank and sex and it is reflected for it that out of 220 teachers in 2014, 54.0 percent were males while 46 percent were females. The table also shows that teachers were largely populated in the lower ranks of Teacher Assistant (36.0 percent) and Teacher 35.0 percent, the percentages diminished towards the upper ranks.

Table 5.7: Teachers in Registered Technical and Vocational Schools by Teacher's Rank and Sex, 2014

TEACHER'S RANK	M	F	Total	Total Percentage
Assistant Specialist Teacher	14	4	18	8.0
Associate Teacher	10	10	20	9.0
Senior Specialist Teacher	1	0	1	1.0
Senior Teacher	7	10	17	8.0
Specialist Teacher	4	3	7	3.0
Teacher	33	45	78	35.0
Teacher Assistant	50	29	79	36.0
Total	119	101	220	
Total Percentage	54.0	46.0	100	100

As majority of the students and the institutions are also in Maseru, even majority of teachers at this level of education were in Maseru at 37.0 percent. Leribe and Mohale's Hoek had 20.0 and 19.0 percent of teachers in TVET level.

Disaggregation of teachers by sex and district and agency, it is observed that majority teachers were in RCM with 40.0 percent. This percentage was seconded by the one for Private with 21.0 and then Government with 16.0 percent.

Table 5.8: Teachers in Technical and Vocational Institutions by District, Agency and Sex, 2014

DISTRICT	GOVT			COMM			LEC			RCM			AME			PRIVATE			Total		Total Percentage	
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F		
LERIBE	0	1	1	0	0	0	0	0	0	20	13	33	1	9	10	0	0	0	21	23	44	20.0
BEREA	0	0	0	4	6	10	0	0	0	0	0	0	2	1	3	0	0	0	6	7	13	6.0
MASERU	5	11	16	2	2	4	0	0	0	9	7	16	0	0	0	29	17	46	45	37	82	37.0
MOHALES HOEK	0	0	0	3	1	4	0	0	0	10	28	38	0	0	0	0	0	0	13	29	42	19.0
OUTHING	0	0	0	0	0	0	18	0	18	0	0	0	0	0	0	0	0	0	18	0	18	8.0
MOKHOTLONG	0	0	0	0	0	0	1	2	3	0	0	0	0	0	0	0	0	0	1	2	3	2.0
THABA-TSEKA	15	3	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	3	18	8.0
Total	20	15	35	9	9	18	19	2	21	39	48	87	3	10	13	29	17	46	119	101	220	100
Total Percentage			16.0			8.0			10.0			40.0			6.0			21.0	54.0	46.0	100	

Chapter 6: Tertiary Education

6.1 HIGHER EDUCATION INSTITUTIONS (HEIs) IN LESOTHO

Beyond the previous Cambridge Overseas School Certificate (COSC) which is currently known the Lesotho General Certificate in Secondary Education (LGCSE), there are higher level institutions which are known as Tertiary or Higher Education Institutions. There are currently 14 institutions recognised by the Government of Lesotho from which nine (9) are public institutions and namely they are:

1. Centre for Accounting Studies (CAS);
2. Institute of Development Management (IDM);
3. Lesotho Agricultural College (LAC);
4. Lesotho College of Education (LCE);
5. Lesotho Boston Health Alliance (LeBoHA);
6. Lesotho Institute of Public Administration and Management (LIPAM);
7. Lerotholi Polytechnic (LP);
8. National Health Training Centre (NHTC)
9. National University of Lesotho (NUL) and the private institutions comprising of:
 10. Paray School of Nursing (PSN);
 11. Roma School of Nursing (RSN);
 12. Scott Hospital School of Nursing (Scott);
 13. Limkokwing University of Creative Technology (LUCT); and
 14. Maluti Adventist College (MAN).

6.2 Enrolment by Type of Institution

A total of 24,073 students were enrolled at HEIs in Lesotho in the academic year 2012/2013. Out of this number 58.6 percent were females while a 41.4 percent were males. According to the table majority of the students in this level of education, majority were in public institutions such as NUL, LUCT, LP and LCE, where the combined or overall percentage was 85.4, this implies that only 14.6 percent was in private institutions.

Table 6. 1: Enrolment by Type of Institution, 2012/2013

Sex	TYPE OF INSTITUTION			Percentage
	PUBLIC	PRIVATE	TOTAL	
Male	8,338	1,621	9,959	41.4
Female	12,214	1,900	14,114	58.6
Total	20,552	3,521	24,073	100
Total Percentage	85.4	14.6	100	

6.3 Enrolment by Institution and Sex

Table 6.2 presents enrolment in tertiary level by institution and sex, as a result it is observed from the table that majority of students in this level of education were females as mentioned earlier, except for LP and LUCT where males outnumbered the females. The table further shows that NUL enrolled 42.6 percent of the total enrolment. This was followed by LCE with 17.9 percent; LUCT and LP with 12.4 11.1 percent respectively.

Table 6.2: Enrolment in Tertiary level by Institution and Sex, 2012/2013

Institution	Male	Female	Total
NUL	3,893	6,362	10,255
IDM	154	270	424
RCN	25	79	104
SSN	26	117	143
PSN	25	100	125
MAN	44	119	163
LUCT	1,500	1,484	2,984
LCE	1,295	3,012	4,307
LAC	211	283	494
LP	1,887	780	2,667
NHTC	159	394	553
CAS	627	814	1,441
LIPAM	112	299	411
LeBoHa	1	1	2
Total	9,959	14,114	24,073

Total enrolment declined by 5.6 percent from 2011/2012 figure of 25,507 to 24,073 in 2012/2013; The nursing institutions such as MAN, RSN, SSN, PSN, NHTC and the two public institutions, namely LAC and CAS were the only ones that had increasing enrolment between 2011/2012 and 2012/2013.

Table 6: 3: Enrolment and Percentage Change from 2011/2012 to 2012/2013

Institution	2011/2012	2012/2013	Percentage change
NUL	11,363	10,255	-9.75
IDM	478	424	-11.30
RCN	89	104	16.85
SSN	103	143	38.83
PSN	96	125	30.21
MAN	126	163	29.37
LUCT	3,086	2,984	-3.31
LCE	4,804	4,307	-10.35
LAC	357	494	38.38
LP	2,716	2,667	-1.80
NHTC	535	553	3.36
CAS	1,296	1,441	11.19
LIPAM	458	441	-10.26
LeBoHA	0	2	100
Total	25,507	24,073	-5.6

6.4 Enrolment by Institution and Programme

In general, majority of students enrolled as undergraduates in the country in 2012/2013. They constituted 98.0 percent while post graduate students were only 2.0 percent. The post graduate degrees or programmes are only said to be offered by NUL, CAS and LeBoHA institutions only in the country during that time.

Table 6.4: Enrolment by Sex, Institution and Programme, 2012/2013

Institution	Undergraduate			Postgraduate		
	Male	Female	Total	Male	Female	Total
NUL	3,726	6,205	9,931	167	157	324
IDM	154	270	424	0	0	0
RCN	25	79	104	0	0	0
SSN	26	117	143	0	0	0
PSN	25	100	125	0	0	0
MAN	44	119	163	0	0	0
LeBoHA	0	0	0	1	1	2
LUCT	1,500	1,484	2,984	0	0	0
LCE	1,295	3,012	4,307	0	0	0
LAC	211	283	494	0	0	0
LP	1,887	780	2,667	0	0	0
NHTC	159	394	553	0	0	0
CAS	551	729	1,280	76	85	161
LIPAM	112	299	411	0	0	0
Total	9,715	13,871	23,586	244	243	487
Total Percentage			98.0			2.0

6.5 Enrolment by Mode of Delivery and Qualification

Enrolment at this level of education may be either delivered on full-time or part-time basis; therefore, Table 6.5 shows enrolment of students in tertiary by mode of delivery and qualification being pursued. It is observed that 70.9 percent of students were on full-time while 29.1 percent were on part-time basis. It is further shown that the percentage of students who were pursuing Diploma was dominating with 56.6 percent. It was followed by the percentage for those who pursued first Degree with 38.5 percent.

Table 6. 5: Enrolment in Tertiary by Mode of Delivery and Qualification being pursued, 2012/2013

Mode of delivery	Sex	Master	Honours/ Postgraduate Diploma	Degree	Diploma	Certificate	Total	Total Percentage
Full-time	Male	50	8	3,357	4,122	280	7,817	
	Female	42	10	4,277	4,703	208	9,240	
	Total	92	18	7,634	8,825	488	17,057	70.9
Part-time	Male	64	129	441	1,431	77	2,142	
	Female	95	104	1,189	3,265	221	4,874	
	Total	159	233	1,630	4,696	298	7,016	29.1
Grand Total		251	251	9,264	13,521	786	24,073	
Total Percentage		1.0	1.0	38.5	56.2	3.3	100	

Out of these institutions, 71.9 percent of students were pursuing full-time programmes, while 29.1 percent were under part-time programmes. In that academic year, the institutions that offered part-time programmes were IDM with 93.9; LIPAM with 49.1; LCE with 45.6; CAS with 44.6 and NUL with 37.1 percent of students under part-time programmes in 2012/2013 (see Table 6.6).

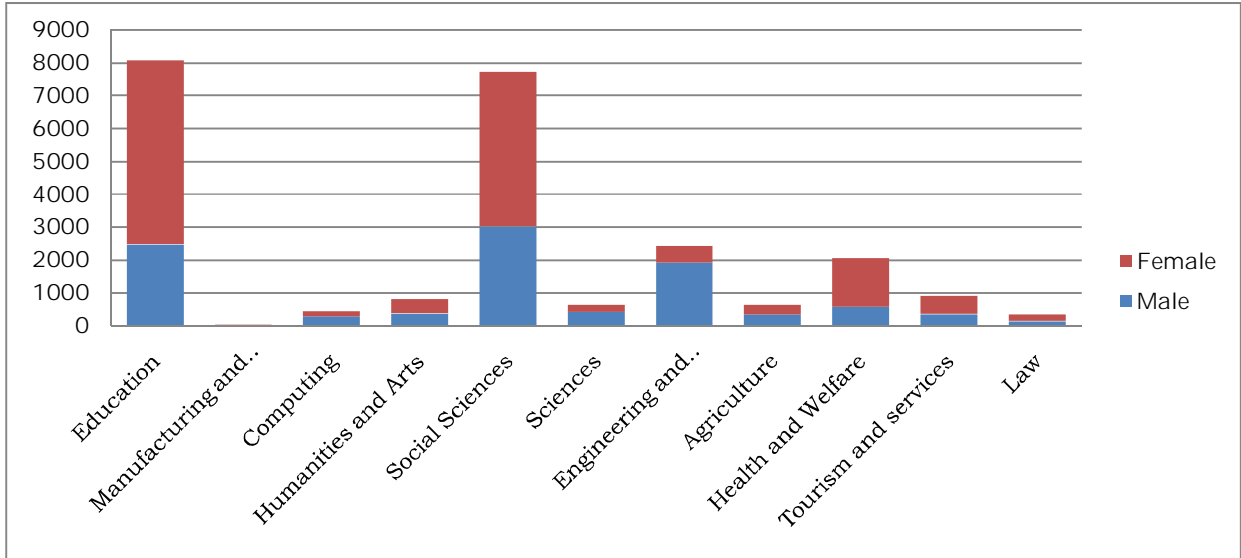
Table 6.6: Enrolment in Tertiary by Institution and Mode of delivery, 2012/2013

Institutions	Full time			Part-Time			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NHTC	159	394	553	0	0	0	159	394	553
LCE	778	1,561	2,339	517	1,451	1,968	1,295	3,012	4,307
MAN	44	119	163	0	0	0	44	119	163
PSN	25	100	125	0	0	0	25	100	125
RCN	25	79	104	0	0	0	25	79	104
NUL	2,742	3,708	6,450	1,151	2,654	3,805	3,893	6,362	10,255
SSN	26	117	143	0	0	0	26	117	143
IDM	4	22	26	150	248	398	154	270	424
LUCT	1,500	1,484	2,984	0	0	0	1,500	1,484	2,984
LAC	211	283	494	0	0	0	211	283	494
CAS	364	434	798	263	380	643	627	814	1,441
LP	1,887	780	2,667	0	0	0	1,887	780	2,667
LIPAM	51	158	209	61	141	202	112	299	411
LeBoHA	1	1	2	0	0	0	1	1	2
Total	7,817	9,240	17,057	2,142	4,874	7,016	9,959	14,114	24,073
Total Percentage			70.9			29.1			100

6.6 Enrolment by Field of Study

Figure 6.1 portrays the number of students in tertiary by field of study and sex, whereby it is observed that majority of the students was pursuing Education with 34.8 percent. The percentage for those who were doing Social Sciences seconded with 29.8 percent. The females dominated in Social Sciences, whereas, the males outnumbered their female counterparts in Science related fields which include Computing, Science, Agriculture, Engineering and Construction.

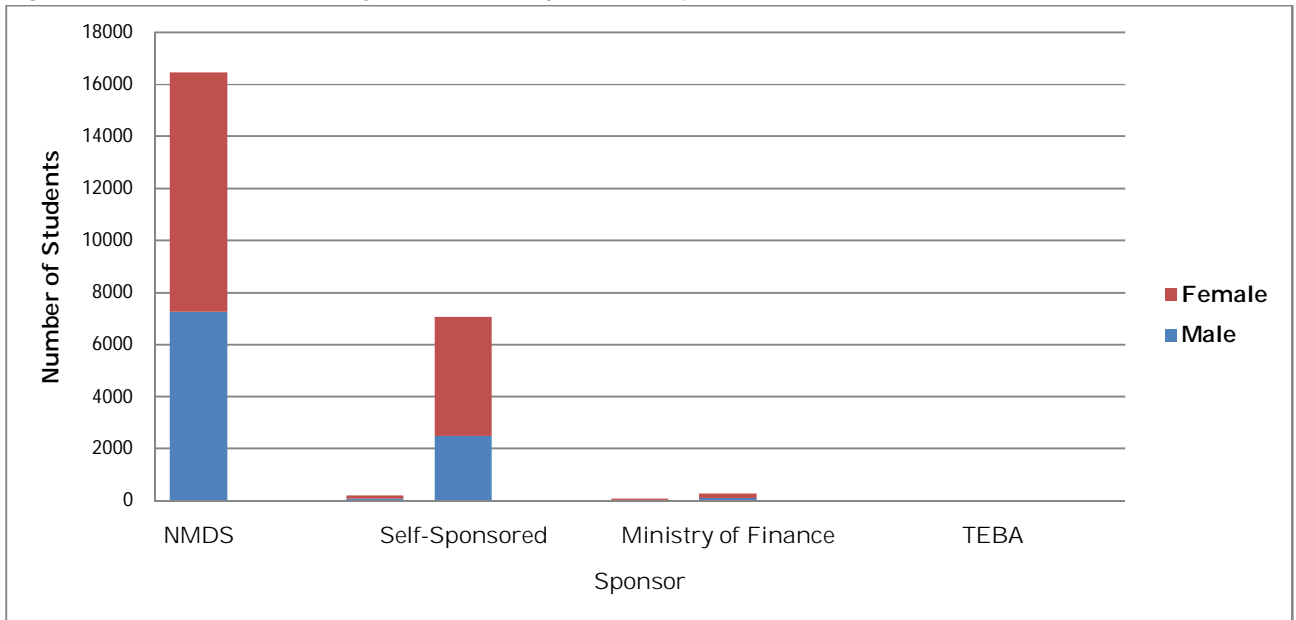
Figure 6.1: Enrolment by Field of Study and Sex, 2012/2013



6.7 Enrolment by Sponsor

Figure 6.2 shows the number of students in tertiary level of education by sex and sponsor. It is observed that majority of the students were sponsored by National Manpower Development Secretariat (NMDS) with 68.4 percent. This percentage was followed the one for Self-Sponsor which was accounted for 29.3 percent; and the remaining 2.3 percent was for the combined organizations such TEBA and Business owners.

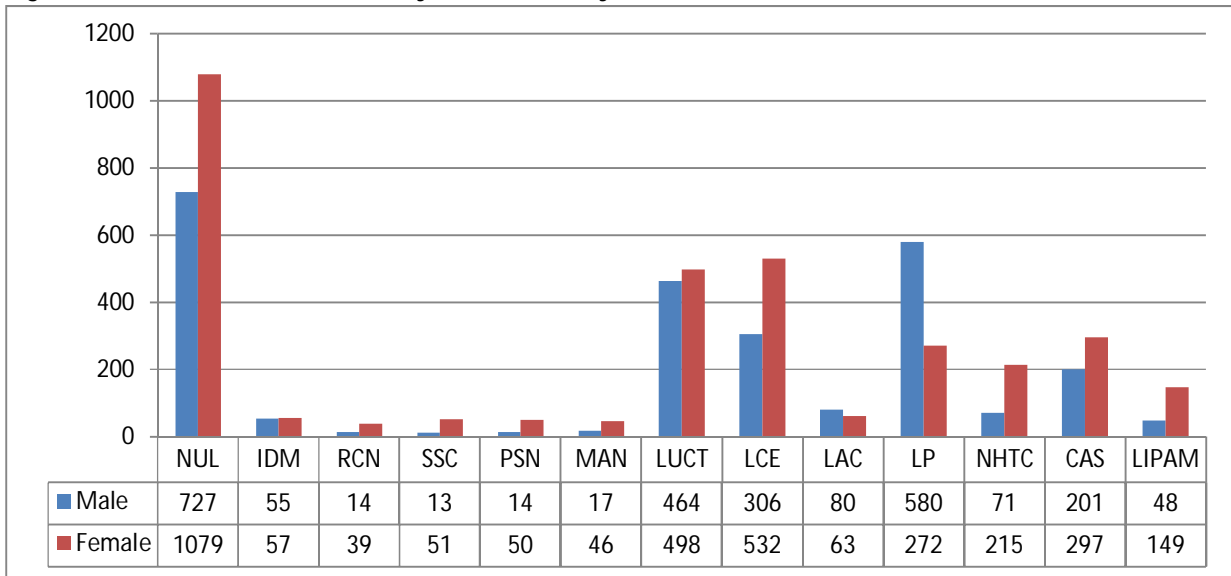
Figure 6.2: Students in Tertiary Institutions by Sex and Sponsor, 2012/2013



6.8 New Entrants

Out of the total enrolment of 24,073 in tertiary level, 24.7 percent were new students enrolled in HEIs. The highest percentage of these students was enrolled in NUL with 30.4 percent. The second highest percentage was for those enrolled in LUCT with 16.2 percent. The percentages that enrolled in LP and LCE were 14.3 and 14.1 respectively. LeBoHA did not have new entrants in that same academic year. The figure further shows that new female students outnumbered their male counterparts in NUL, LUCT, LCE, NHTC and CAS.

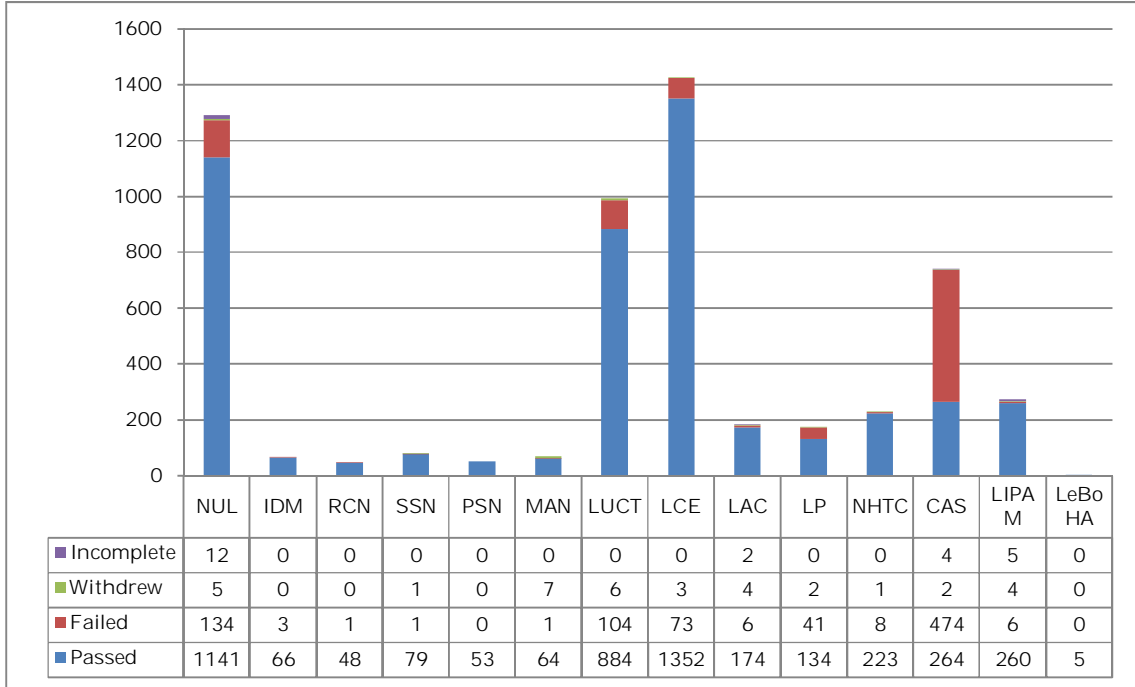
Figure 6.3: New Entrants in Tertiary Institutions by Sex, 2012/2013



6.9 GRADUATES

Usually not all the students that register for end of programme examinations end up passing or graduating, some may either fail, withdraw or may not complete the final examinations (Incomplete Examinations). As a result Figure 6.4 portrays the number of students in tertiary who registered for end of programme examinations in HEIs by result end and it is observed from the figure that all or majority of the students ended up passing or graduating in all HEIs in 2012/2013. For instance, the percentages that passed the examinations ranged from a minimum of 61.9 in LCE to 100 in PSN and LeBoHA. CAS was an exception with the majority of students that failed (64.6 percent) in 2012/2013. In all HEIs, the percentages that withdrew and did not complete the examinations were less than 1.0.

Figure 6.4: Total Number of Students who Registered for End of Programme Examinations by result end, 2012/2013



The following table shows the number and percentage of students that registered for end of programme examinations by field of study and result end. It is shown in the table that out of 5,657 students that registered for end of programme examinations, the highest percentage was for those pursuing Education with 36.0. This percentage was seconded by the percentage for those who registered for Social Sciences and Business with 33.6. The third highest percentage was for Health and Welfare with 11.1. On the other hand, Sciences and Law accounted for only 0.3 and 0.8.

Furthermore it is shown from the table that 83.9 percent of these students passed or graduated while 15.1 percent failed and 1.0 percent either withdrew or did not complete the examinations. The percentages of students who passed the final examinations ranged from 68.2 in Social Sciences and Business to 96.2 in Health and Welfare.

Table 6.7: Students who registered for End of Programme Examinations by Field of Study and Result End, 2012/2013

Field of Study	Passed	Failed	Withdrawn	Incomplete	Total	Total Percentage
Education	1,922	101	6	7	2,036	36.0
Computing	99	36	1	0	136	2.4
Humanities and Arts	290	17	3	1	311	5.5
Social Sciences and Business	1,297	583	10	12	1,902	33.6
Sciences	13	2	0	0	15	0.3
Engineering and Construction	178	59	2	0	239	4.2
Agriculture	151	11	4	1	167	3.0
Health and Welfare	604	15	9	0	628	11.1
Tourism and services	152	25	0	0	177	3.1
Law	41	3	0	2	46	0.8
Total	4,747	852	35	23	5,657	100
Total Percentage	83.9	15.1	0.6	0.4	100	

6.10 STAFF

Out of the total number of 14 HEIs in the Lesotho, there was a total of 1,886 staff members, that was an increase of 7.9 percent from the academic year 2011/2012 figure of 1,748 to 2012/2013 academic year. About 52.0 percent were instructional personnel while 43.7 and 4.0 percent were support staff and management respectively. Support staff only dominated in five of the institutions, namely: NHTC with 52.3 percent; PSN with 59.3 percent, IDM with 62.5 percent; LAC with 64.3 percent and LIPAM with 62.8 percent.

Table 6. 8: Staff Members by Institution and Classification, 2012/2013

Institution	Classification of staff			Total	Percentage
	Instructional Personnel	Support staff	Management Total		
NHTC	39	46	3	88	4.7
LCE	127	97	11	235	12.5
MAN	8	5	3	16	0.8
PSN	10	16	1	27	1.4
RCN	10	10	3	23	1.2
NUL	462	283	9	754	40.0
SSN	12	7	2	21	1.1
IDM	6	15	3	24	1.3
LeBoHA	5	3	2	10	0.5
LUCT	122	83	8	213	11.3
LAC	65	133	9	207	11.0
CAS	20	12	5	37	2.0
LP	88	88	12	188	10.0
LIPAM	12	27	4	43	2.3
Total	986	825	75	1,886	100
Total Percentage	52.3	43.7	4.0	100	

6.11 Staff by Institution and Nationality

In total, 95.0 percent of HEIs staff were Basotho during the academic year 2012//2013, whereas, 5.0 percent of them were Non-Basotho as was the case in 2011/2012, where majority of staff members were Basotho. The staff members from abroad came from Zimbabwe, Botswana, South Africa and Nigeria. The table furthermore shows that NHTC, IDM, LAC and LIPAM were the only institutions with no foreign staff members.

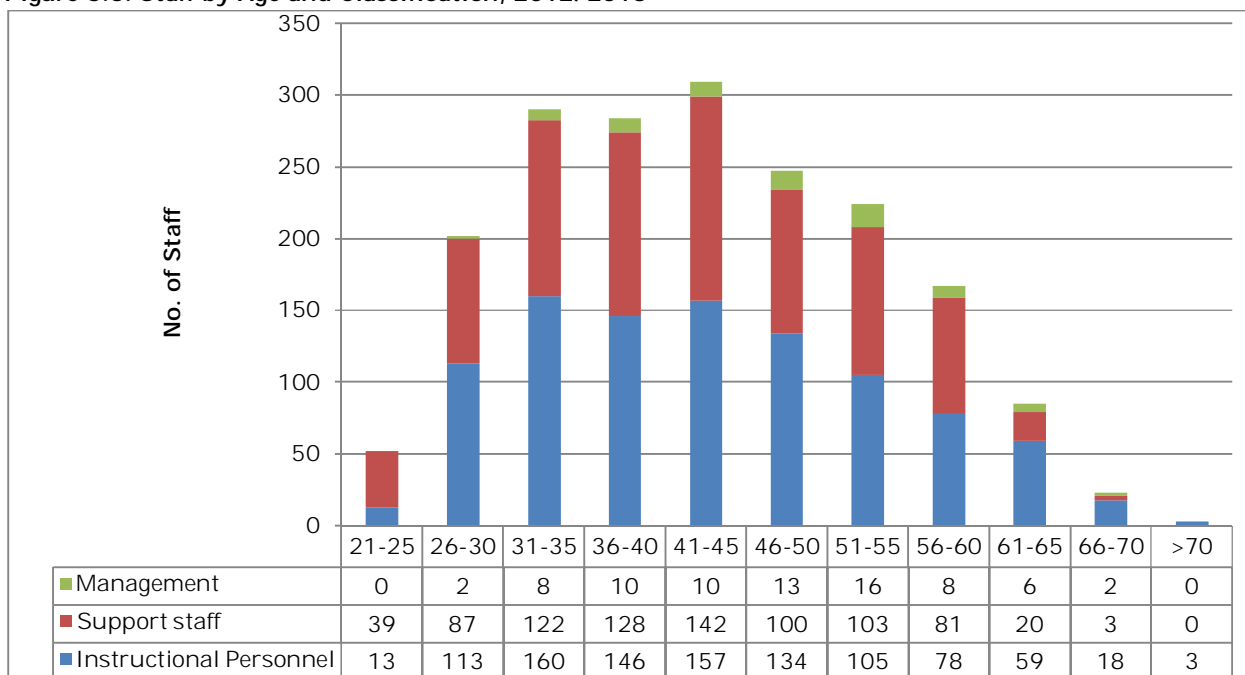
Table 6. 9: Staff by Institution and Nationality, 2012/2013

Institution	Basotho	Percentage Basotho	Non-Basotho	Percentage Non-Basotho	Total	Total Percentage
NHTC	88	100	0	0.0	88	4.7
LCE	233	99.1	2	0.9	235	12.5
MAN	13	81.3	3	18.8	16	0.8
PSN	21	77.8	6	22.2	27	1.4
RCN	22	95.7	1	4.3	23	1.2
NUL	703	93.2	51	6.8	754	40
SSN	20	95.2	1	4.8	21	1.1
IDM	24	100	0	0.0	24	1.3
LeBoHA	7	70.0	3	30	10	0.5
LUCT	194	91.1	19	8.9	213	11.3
LAC	207	100	0	0.0	207	11
CAS	32	86.5	5	13.5	37	2
LP	185	98.4	3	1.6	188	10
LIPAM	43	100	0	0.0	43	2.3
Total	1,792	95.0	94	5.0	1,886	100

6.12 Staff by Age

Most of the staff members were in the age-groups 26 to 60 years with percentages ranging from 23.5 percent in age-group 61 to 65 for support staff to 41.4 percent in age-group 41 to 45 years; and from 55.2 percent in age-group 31 to 35 to 78.2 percent in age-group 66 to 70 years among the instructional personnel. The figure further shows that most of the management staff was in age-groups 46 to 55 years.

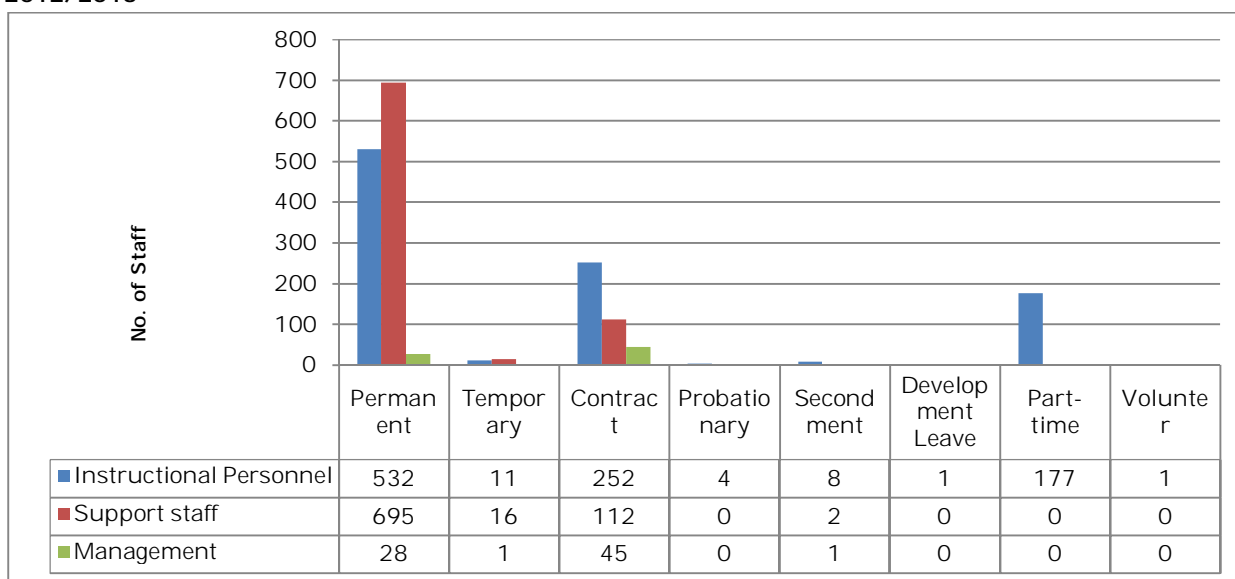
Figure 6.5: Staff by Age and Classification, 2012/2013



6.13 Staff by Terms of Employment

Staff members in HEIs were largely employed on permanent (66.5 percent), contract (21.7 percent) and part-time (9.4 percent) basis, and these were largely instructional and support staff; the remaining 2.4 percent were employed on other terms as presented in Figure 6.6. Staff members in management were largely employed on contract basis.

Figure 6.6: Distribution of Staff Members by Terms of Employment and Classification, 2012/2013



6.14 Staff by Qualifications

The majority of staff members had Masters in Arts Degree with 29.9 percent and First Degree with 22.0 percent and majority of them were instructional personnel. The third highest percentage was for those who had COSC and below; however, more than 99.7 percent of them were support staff according to the following table.

Table 6. 10: Staff by Qualification and Classification, 2012/2013

Highest qualification	Classification of staff			Total	Total Percentage
	Instructional Personnel	Support staff	Management		
PHD	127	1	16	144	7.6
MA	480	51	32	563	29.9
Postgraduate Diploma/ Honours	76	21	5	102	5.4
Degree	266	132	16	414	22.0
Advanced Diploma	2	1	0	3	0.2
Diploma	26	170	5	201	10.7
Certificate	1	117	0	118	6.3
Baccalaureus	5	0	0	5	0.3
In service training	0	1	0	1	0.1
COSC or below	0	319	1	320	17.0
Other	3	12	0	15	0.8
Total	986	825	75	1,886	100

6.15 Staff Training

A total of 73 staff members of HEIs from 9 institutions went for training in 2012/2013. 27.4 percent trained at NUL, 16.4 trained at LUCT and the third and fourth highest percentages were trained at PSN and LP with 12.3 11.0 percent respectively. This is an improvement from the number that was trained in the academic year 2011/2012 (thus 31 staff members from 7 institutions)

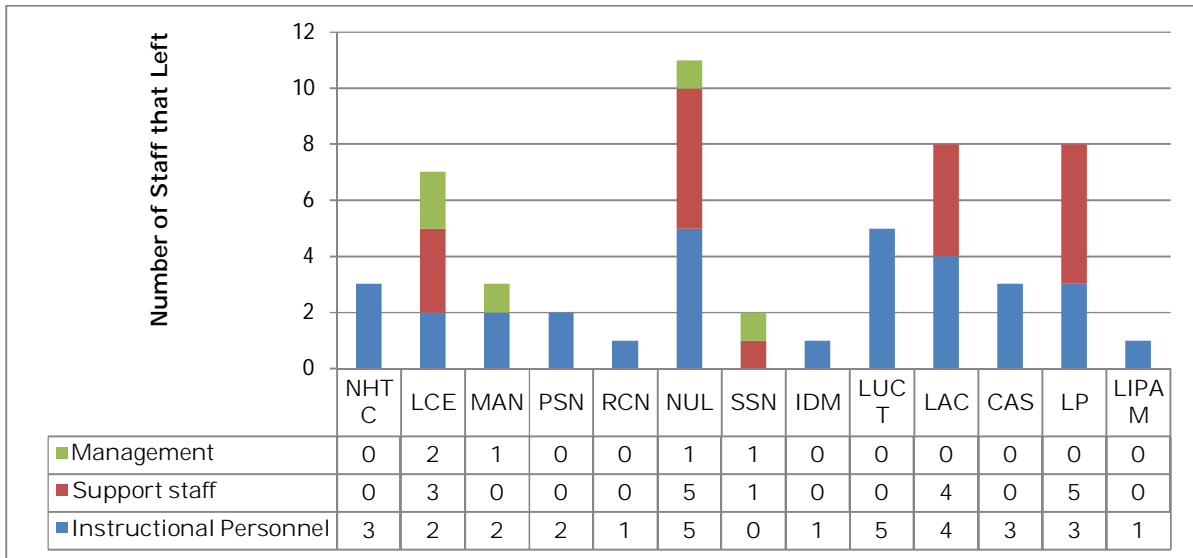
Table 6. 11: Distribution of Staff Members by Institution and Classification of Staff, 2012/2013

Institution	Classification of staff			Total	Total Percentage
	Instructional Personnel	Support staff	Management		
NHTC	6	1	0	7	9.6
LCE	0	2	0	2	2.7
PSN	7	1	1	9	12.3
RCN	2	4	0	6	8.2
NUL	19	1	0	20	27.4
SSN	6	0	0	6	8.2
LUCT	12	0	0	12	16.4
LP	4	4	0	8	11.0
LIPAM	3	0	0	3	4.1
Total	59	13	1	73	100

6.16 Staff who left the Institutions

A total of 55 staff members left the HEIs during the academic year 2011/2012. This implies a decline by 56.3 percent from the 2010/2011 total of 127 staff members. The majority of those who left were from NUL with 20.0 percent; LAC and LP with 14.5 percent each; and LCE with 12.7 percent. Majority (58.2 percent) of them were instructional personnel as shown by Figure 6.7.

Figure 6.7: Staff Who Left the institution in the Previous Year by Institution and Classification, 2011/2012



6.17 Staff who Left the Institutions by Reasons for Leaving

Out of the 55 staff members left HEIs during the academic year 2011/2012, a majority of them resigned (32.7 percent). This percentage was seconded by the one for those that went on compulsory retirement with 18.2 and then 12.7 percent for those that their contracts came to an end. Those who died constituted 10.9 percent.

Table 6.12: Staff who Left the Institutions by Reasons for Leaving, 2011/2012

Reason for Leaving	Classification of staff			Total	Total Percentage
	Instructional Personnel	Support staff	Management		
End of contract	4	3	1	8	14.5
Promotion	1	0	0	1	1.8
Compulsory Retirement	4	4	2	10	18.2
Death	3	3	0	6	10.9
Departmental Transfer	1	0	0	1	1.8
Deserted	2	0	0	2	3.6
Dismissed	2	2	0	4	7.3
Early Retirement	3	0	0	3	5.5
Resigned	11	5	2	18	32.7
End of unpaid leave	1	1	0	2	3.6
Total	32	18	5	55	100

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 centers) 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 dropped from 11,007 learners in 2013 to 10,241 in 2014 implying a decline of about 7.0 percent. Table 7.1 reveals uneven distribution of enrolment by sex in favor of males whereby males were recorded at 6,740 which results 65.8 percent and females 34.2 percent. Age distribution shows that 2,706 (26.4 percent) was enrolment of learners below 18 years and 7,535 (73.6 percent) was the number of learners above 18 years (See Table 7.1 below). The table also highlights that most learners below 18 years were in NFE enrolled under literacy and numeracy, these are represented by 2,314 which is 85.5percent; it was followed by those who were pursuing secondary constituting 12.0 percent. Sex disparity within those aged below 18 years indicates a wide gap between males and females enrolled whereby 82.4 percent were males and 17.6 percent were their female counterparts. However, the gap reduced between male and female learners aged above 18 years, since males were 4,511 which is 59.9 percent while females were 3,024 which is equal to 40.1 percent.

Table 7.1: Enrolment in Non Formal Education by Age, Level and Sex, 2014

Age	Literacy and Numeracy			Primary			Secondary			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
<6	3	2	5	2	2	4	0	0	0	5	4	9
6	5	5	10	1	1	2	0	0	0	6	6	12
7	12	12	24	0	1	1	0	0	0	12	13	25
8	30	10	40	0	2	2	0	0	0	30	12	42
9	36	10	46	2	1	3	0	0	0	38	11	49
10	94	10	104	0	3	3	0	0	0	94	13	107
11	65	10	75	2	1	3	0	0	0	67	11	78
12	167	6	173	1	0	1	0	0	0	168	6	174
13	154	14	168	5	1	6	1	4	5	160	19	179
14	248	19	267	4	1	5	1	1	2	253	21	274
15	275	12	287	5	1	6	5	5	10	285	18	303
16	319	10	329	6	2	8	13	39	52	338	51	389
17	318	38	356	7	2	9	24	96	120	349	136	485
18	386	44	430	9	5	14	29	107	136	424	156	580
Sub Total	2,112	202	2,314	44	23	67	73	252	325	2,229	477	2706
19	409	60	469	4	3	7	31	128	159	444	191	635
20	383	79	462	3	9	12	38	117	155	424	205	629
21-35	1680	438	2118	61	25	86	320	1247	1567	2061	1710	3771
36-55	1093	442	1535	13	10	23	54	194	248	1160	646	1806
>55	414	270	684	5	1	6	3	1	4	422	272	694
Sub Total	3,979	1,289	5,268	86	48	134	446	1,687	2,133	4,511	3,024	7,535
Total	6,091	1,491	7,582	130	71	201	519	1,939	2,458	6,740	3,501	10,241

Total enrolment by district reveals that Maseru had the highest percentage of 21.2 learners in 2014. It was followed by Mokhotlong with 17.1 percent, then Thaba-Tseka and Mafeteng with 13.5 and 10.8 percent respectively.

The table furthermore shows that continuing with primary education under this kind or level of education, Maseru had the highest percentage of 75.1, and it was followed by Mohale's Hoek and Leribe with 11.4 and 6.5 percent respectively. The remaining 7.0 percent was for Quthing, Botha-Bothe and Berea. On the other hand for those continuing with secondary education Maseru was leading with a lower percentage of 57.0 comparatively to primary level. It was seconded by Leribe with 11.9 percent and then Mohale's Hoek with 8.7 percent. The remaining 22.4 percent was for the rest of the districts except Mokhotlong which did not have continuing students even in secondary education.

With regard to Literacy and Numeracy, Mokhotlong was leading with 23.2 percent; it was followed respectively by Thaba-Tseka with 17.3 percent, Mafeteng with 12.7 percent and Berea with 12.7 percent.

Sex distribution in literacy and numeracy education indicates that males dominated females, they constituted 80.3 percent. With continuing education, the number of males exceeded the number of females once more with representation of 64.7 percent at primary level only while at secondary level females took a lead with 78.9 percent.

Table 7.2: Enrolment in Non Formal Education by District, Level and Sex, 2014

DISTRICT	Literacy and Numeracy			Continuing Education						Total		
	M	F	Total	Primary			Secondary			M	F	Total
				M	F	Total	M	F	Total			
BOTHA-BOTHE	57	38	95	2	2	4	15	74	89	74	114	188
LERIBE	350	173	523	4	9	13	53	240	293	407	422	829
BEREA	734	223	957	1	0	1	1	14	15	736	237	973
MASERU	492	125	617	111	40	151	315	1,085	1,400	918	1250	2,168
MAFETENG	633	327	960	0	7	7	21	113	134	654	447	1,101
MOHALE'S HOEK	234	57	291	10	13	23	49	164	213	293	234	527
QUTHING	199	49	248	0	0	0	28	81	109	227	130	357
QACHA'S NEK	603	219	822	2	0	2	30	104	134	635	323	958
MOKHOTLONG	1,741	18	1,759	0	0	0	0	0	0	1,741	18	1,759
THABA-TSEKA	1,048	262	1,310	0	0	0	7	64	71	1,055	326	1,381
Total	6,091	1,491	7,582	130	71	201	519	1,939	2,458	6,740	3,501	10,241

7.2 Special Educational Needs

A total of 381 learners in NFE were identified as those with special educational needs in 2014. As indicated in Table 7.3, Maseru generally topped with 125 students implying 32.8 percent and it was the only district with learners with special educational needs in continuing education. Learners in Literacy and numeracy were dominant accounting for 93.4 percent followed by those in continuing education; primary and secondary with 7 (1.8 percent) and 18 (4.7 percent) respectively. Males with special educational needs were 264; this number surpassed their female counterparts who were 117.

Table 7.3: Non Formal Education Learners with Special Educational Needs by District, Level and Sex, 2014

DISTRICT	Literacy and Numeracy			Continuing Education						Total		
	M	F	Total	Primary			Secondary			M	F	Total
				M	F	Total	M	F	Total			
BOTHA-BOTHE	3	0	3	0	0	0	0	0	0	3	0	3
LERIBE	19	16	35	0	0	0	0	0	0	19	16	35
BEREA	26	9	35	0	0	0	0	0	0	26	9	35
MASERU	77	25	102	6	1	7	11	5	16	94	31	125
MAFETENG	32	18	50	0	0	0	0	0	0	32	18	50
MOHALE'S HOEK	14	5	19	0	0	0	1	0	1	15	5	20
QUTHING	4	0	4	0	0	0	1	0	1	5	0	5
QACHA'S NEK	30	15	45	0	0	0	0	0	0	30	15	45
MOKHOTLONG	6	0	6	0	0	0	0	0	0	6	0	6
THABA-TSEKA	34	23	57	0	0	0	0	0	0	34	23	57
Total	245	111	356	6	1	7	13	5	18	264	117	381

7.3 Orphan-Hood

Although the international definition of orphan begins at age zero to 17 years, in this table those aged 18 years and older were included but analysis mainly focuses on those aged from under 6 to 17 years. Out of the total enrolment in non-formal education, 641 students were orphans, out of which 76.9 percent of them were male orphans while 23.1 percent were female orphans.

Under literacy and numeracy, 86.9 percent were male orphans and 13.1 percent were female orphans. For those who were continuing with primary education, the males accounted for 68.3 percent whereas among those who were continuing with secondary education, majority was female orphans with 77.3 percent.

Distribution of orphans by age shows that the number of orphans increases with an increase in age, thus, at younger ages there were few orphans, but as age increased the number of orphans also rose. The number of male orphans was higher than the number of female orphans in all ages except for ages less than six years whereby there were all female orphans in 2014.

Table 7.4: Orphans in Non Formal Education by Age, Level and Sex, 2014

Age	Literacy and Numeracy			Continuing Education						Total		
	M	F	Total	Primary			Secondary			M	F	Total
				M	F	Total	M	F	Total			
<6	0	1	1	0	1	1	0	0	0	0	2	2
6	3	1	4	1	0	1	0	0	0	4	1	5
7	7	0	7	0	0	0	0	0	0	7	0	7
8	6	1	7	0	0	0	0	0	0	6	1	7
9	14	2	16	2	0	2	0	0	0	16	2	18
10	35	2	37	1	2	3	0	0	0	36	4	40
11	17	4	21	2	1	3	0	0	0	19	5	24
12	36	1	37	1	1	2	0	0	0	37	2	39
13	42	3	45	3	0	3	1	2	3	46	5	51
14	55	14	69	2	1	3	1	1	2	58	16	74
15	75	10	85	8	2	10	3	3	6	86	15	101
16	61	9	70	2	3	5	6	23	29	69	35	104
17	94	19	113	6	2	8	9	39	48	109	60	169
18	44	8	52	7	4	11	7	36	43	58	48	106
Grand Total	489	75	564	35	17	52	27	104	131	551	196	747
19	15	8	23	2	4	6	5	17	22	22	29	51
20	12	1	13	0	4	4	4	7	11	16	12	28
21-35	39	11	50	10	17	27	8	36	44	57	64	121
36-55	4	2	6	2	5	7	1	3	4	7	10	17
>55	0	0	0	0	1	1	0	0	0	0	1	1
Grand Total	70	22	92	14	31	45	18	63	81	102	116	218
Total	559	97	656	49	48	97	45	167	212	653	312	965

7.4 Teaching Staff

The number of teachers in NFE increased from 559 in 2013 to 723 in 2014 implying an increase of 29.3 percent. Maseru was leading with the number of teachers in non formal education who were estimated at 19.6 percent, it was seconded by Mokhotlong with 17.0 percent. Under Literacy and Numeracy education Mokhotlong

was leading with 23.8 percent of teachers, on the other hand Maseru also had the highest number of teachers in continuing education (45.1 percent). The distribution of number of teachers by sex reveals inequality in favor of females, in both categories of literacy and numeracy education and continuing education with 77.6 and 59.7 percent.

Table 7.5: Teachers in Non Formal Education by District, Level and Sex, 2014

DISTRICT	Literacy and Numeracy			Continuing Education			Total		
	M	F	Total	Primary and Secondary			M	F	Total
				M	F	Total			
BOTHA-BOTHE	0	10	10	7	7	14	7	17	24
LERIBE	10	31	41	9	2	11	19	33	52
BEREA	38	42	80	2	16	18	40	58	98
MASERU	13	36	49	32	61	93	45	97	142
MAFETENG	16	39	55	8	7	15	24	46	70
MOHALE'S HOEK	4	17	21	8	14	22	12	31	43
QUTHING	0	16	16	4	2	6	4	18	22
QACHA'S NEK	5	48	53	7	8	15	12	56	68
MOKHOTLONG	23	100	123	0	0	0	23	100	123
THABA-TSEKA	7	62	69	6	6	12	13	68	81
Total	116	401	517	83	123	206	199	524	723

Table 7.6, illustrates that there were 389 literacy and numeracy teachers, out of which 40.0 percent had primary education, 26 percent had Junior Certificate, 14 percent had COSC and 20 percent had qualifications equivalent and higher than COSC such as Diploma and 1st Degree.

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	
BOTHA-BOTHE	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
MOHALE'S 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
QACHA'S 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 369 learning posts or centers, literacy and numeracy had 94.9 percent while continuing education had only 5.1 percent. The Majority of literacy and numeracy learning posts were in the mountainous districts namely Mokhotlong and Thaba-Tseka. Thaba-Tseka was forefront with 18.6 percent of learning posts followed by Mokhotlong with 17.7 percent. Most of the districts had at least one 'continuing education' post while Mokhotlong had no 'continuing education' learning post.

Table 7.7: Number of Learning Posts/Centers in Non Formal Education by District and Level, 2014

DISTRICT	Literacy and Numeracy	Continuing Education	Total
BOTHA-BOTHE	5	1	6
LERIBE	29	1	30
BEREA	51	1	52
MASERU	20	8	28
MAFETENG	50	2	52
MOHALE'S HOEK	14	3	17
QUTHING	11	1	12
QACHA'S NEK	43	1	44
MOKHOTLONG	62	0	62
THABA-TSEKA	65	1	66
Total	350	19	369

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																		
A G E	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	28 88 2	28 23 5	29 47 0	28 81 1	29 87 0	29 18 6	29 63 5	28 95 7	29 39 9	28 72 8	29 16 4	28 49 9	28 93 0	28 27 0	29 34 8	28 66 8	29 47 3	28 79 0
1	27 20 5	26 72 9	27 77 2	27 28 8	28 45 0	27 93 8	28 85 1	28 31 1	28 62 4	28 08 8	28 39 6	27 86 5	28 16 9	27 64 3	28 05 8	27 52 1	28 48 1	27 91 8
2	26 27 3	25 81 9	26 83 4	26 37 2	27 40 2	26 93 7	27 07 2	27 58 0	28 48 3	27 95 7	28 25 8	27 73 7	28 03 3	27 51 6	27 81 6	27 31 0	27 70 6	27 18 9
3	25 35 5	24 92 3	25 91 0	25 47 0	26 47 2	27 02 9	27 03 4	28 58 8	27 69 5	27 22 3	28 11 6	27 60 4	27 89 3	28 38 6	27 67 8	27 18 2	27 46 4	26 97 8
4	24 58 1	24 20 1	25 00 0	24 58 1	25 55 6	25 13 5	26 11 2	25 68 7	26 66 6	26 23 9	27 32 0	26 86 7	27 74 9	27 25 2	27 53 7	27 05 1	27 32 5	26 84 9
0- 4	13 22 96	12 99 07	13 49 86	13 25 22	13 77 50	13 52 25	13 97 04	13 71 23	14 08 67	13 82 35	14 12 54	13 85 72	14 07 74	13 80 67	14 04 37	13 77 32	14 04 49	13 77 24
5	24 46 9	24 08 7	24 47 3	24 07 7	24 88 4	24 45 4	25 43 8	25 00 3	25 99 1	25 55 3	26 54 3	26 10 3	27 19 4	26 72 8	27 61 9	27 11 1	27 40 8	26 91 1
6	24 51 0	24 10 1	24 43 7	24 04 6	24 51 6	24 08 6	24 83 1	24 38 3	25 38 4	24 93 2	25 25 6	26 48 1	27 48 6	26 02 9	27 22 6	26 72 6	27 54 7	27 02 5
7	24 38 3	23 97 6	24 31 0	23 91 2	24 32 1	23 91 2	24 40 0	23 96 1	24 61 7	24 18 1	25 16 5	24 72 5	25 71 2	25 27 0	26 36 0	25 89 5	27 09 6	26 58 9
8	24 16 1	23 77 4	24 08 9	23 71 1	24 10 5	23 71 5	24 11 6	23 71 6	24 19 4	23 76 4	24 31 5	23 90 6	24 85 6	24 44 5	25 50 3	25 06 8	26 14 5	25 68 9
9	23 82 7	23 30 7	23 85 0	23 49 7	23 86 7	23 50 2	23 88 2	23 50 6	23 89 2	23 50 7	23 97 0	23 55 5	23 99 7	23 62 0	24 63 5	24 23 6	25 27 6	24 85 4
5- 9	12 13 50	11 92 45	12 11 59	11 92 33	12 93 33	11 96 69	12 26 67	12 05 69	12 40 78	12 19 37	12 59 29	12 37 70	12 82 45	12 60 92	13 43 43	12 90 36	13 34 72	12 13 68
1 0	24 06 5	23 59 0	23 66 0	23 15 0	23 47 0	23 33 0	23 69 0	23 33 5	23 70 6	23 33 9	23 71 5	23 33 9	23 79 2	23 38 7	23 82 5	24 45 6	24 45 8	24 06 8
1 1	23 91 1	23 55 5	23 97 3	23 49 5	23 46 4	22 96 5	23 57 0	23 22 5	23 58 7	23 23 0	23 60 2	23 23 4	23 61 1	23 23 4	23 59 8	23 20 2	23 72 0	23 35 0
1 2	23 97 5	23 67 7	23 88 1	23 51 0	23 83 5	23 35 7	23 32 9	23 83 0	23 52 7	23 17 0	23 54 4	23 17 5	23 55 8	23 17 8	23 47 5	23 09 6	23 46 2	23 06 4
1 3	24 16 7	23 87 6	23 98 6	23 66 2	23 78 5	23 40 2	23 74 0	23 24 9	23 23 5	23 72 4	23 52 5	23 14 4	23 54 2	23 14 9	23 46 2	23 06 9	23 37 9	22 98 7
1 4	23 94 4	23 66 6	24 19 7	23 86 8	23 91 2	23 56 3	23 71 2	23 30 4	23 66 6	23 15 1	23 16 3	22 62 9	23 54 5	23 12 8	23 46 7	23 05 0	23 38 8	22 97 0
10 - 14	12 00 62	11 83 64	11 96 97	11 76 85	11 86 70	11 66 17	11 80 41	11 59 43	11 77 21	11 56 14	11 75 49	11 55 21	11 80 48	11 60 76	11 78 27	11 58 73	11 84 07	11 64 39
1 5	23 94 7	23 62 1	23 85 7	23 55 0	24 10 7	23 74 6	23 82 3	23 44 2	23 62 3	23 18 5	23 57 8	23 03 3	23 07 6	22 51 2	23 45 8	23 00 9	23 38 1	22 93 1
1 6	23 98 3	23 56 8	23 82 5	23 46 5	23 76 2	23 41 8	23 98 9	23 58 8	23 70 6	23 28 6	23 50 7	23 03 0	23 46 1	22 87 9	22 98 6	23 38 7	23 34 7	22 85 8
1 7	24 06 0	23 50 7	23 83 7	23 37 6	23 30 1	23 64 0	23 25 8	23 85 3	23 39 2	23 57 7	23 09 0	23 23 7	23 37 2	22 84 2	23 35 5	22 72 2	23 88 1	22 23 3
1 8	24 16 9	23 42 8	23 88 4	23 27 2	23 69 7	23 16 8	23 57 2	23 09 3	23 51 0	23 04 7	23 69 0	23 16 5	23 41 0	22 86 7	23 24 3	22 64 5	23 22 6	22 52 5

15	96	94	95	93	95	93	95	93	94	92	94	92	93	91	93	90	92	90
-	15	12	40	66	27	63	03	37	69	91	34	32	31	10	04	76	83	54
18	9	4	3	3	7	2	2	6	1	5	5	5	9	0	2	3	5	7
T	46	46	47	46	47	46	47	46	47	46	47	47	48	47	48	47	48	47
ot	98	16	12	31	33	51	54	70	73	87	90	01	03	13	26	34	51	57
al	67	40	45	03	90	43	44	11	57	01	77	88	86	35	49	04	63	78